Name of institution: The University of Manchester

Level of award application: Silver

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Total word count: 16,962

An additional 1,000 words was granted by Advance HE to outline changes to our EDI landscape and governance and to articulate Directorate and Faculty-level issues and initiatives (see sections 3a, 5a, 5d, 6a, 7a-f, 8a and 8c).

Section	Word count
1	2,556
2	1,198
3	1,894
4	2,657
5	2,924
6	1,223
7	3,599
8	911
9	0

Terminology

The term 'BAME' is used in this application. However, we have disaggregated data and referred to specific ethnic groups as far as possible in this application, Thus, avoiding homogenisation and enabling meaningful and transparent exploration of within and between-group differences and trends in our data. The terms *'minority ethnic'*, *'ethnic minority'*, *'minority/ies'* and '*non-minority'* are used in our analyses, reflecting the REC survey question *'Do you consider yourself to be from a minority ethnic background'*. Consistent with our EDI strategy, our REC Action Plan includes a commitment to a University-wide consultation on race-related terminology **(Action 11.3)**.

Data

All datasets include three years of data. Where relevant, we have referenced data included in our 2019 REC submission for a longitudinal view (2017 data). Staff data are from July 2022 (aligning with the University's Annual Performance Review (APR) cycle) and student data from the December 2022 student census. Data is based on headcount. Headcount is rounded to the nearest five and percentages masked where count is less than 22.5, unless stated in the table or figure title.

Abbreviations

Abbreviation (alphabetical order)	Full form
AMBS	Alliance Manchester Business School
APP	Access and Participation Plan
APR	Annual Performance Review
BAME	Black, Asian and Minority Ethnic
BWPN	Black Women Professors Now
CoDE	Centre of the Dynamics of Ethnicity
CMSR	Division of Communications, Marketing and Student Recruitment
D&I	Diversity and Inclusion
DSE	Directorate for the Student Experience
DTC	Decolonising the curriculum
E&F	Estates and Facilities
ECR	Early Career Researcher
EDI	Equality Diversity and Inclusion
EIA	Equality Impact Assessment
ER	Employee Relations
FBMH	Faculty of Biology, Medicine and Health
FHUM	Faculty of Humanities
FLP	Flexible Learning Programme
FLT	Faculty Leadership Team
FSE	Faculty of Science and Engineering
FTC	Fixed-term contract
HEART	Higher Education Anti-Racism Training
HEI	Higher Education Institutions

HESA	Higher Education Statistics Agency
IRR	Inclusive Recruitment Review
ITL	Institute of Teaching and Learning
L&OD	Learning and Organisational Development
MAP	Manchester Access Programme
OfS	Office for Students
P&OD	People and Organisational Development
PDR	Performance and Development Review
PG	Postgraduate
PGR	Postgraduate research-based master's
PGT	Postgraduate Taught
PNTS	Prefer Not To Say
PS	Professional Services
REC-2019-	Indicates action from 2019 REC Action Plan
REF	Research Excellence Framework
REP	Rewarding Exceptional Performance
SALC	School of Arts, Languages and Cultures
SAT	Self-Assessment Team
SEED	School of Environment, Education and Development
SEP	Student Experience Programme
SLT	Senior Leadership Team
SU	Students' Union
SR	Social Responsibility
T&F	Task and Finish Group
T&L	Teaching and Learning
UG	Undergraduate
WP	Widening participation

1. Letter of endorsement from vice-chancellor/principal

Please provide a letter written by the vice-chancellor (or equivalent).
The letter should include:

- why the head of the institution supports the application
- details of the issues senior management believe exist for minority ethnic staff and students within the institution
- details of how race equality is being advanced by the senior management team, council and senate (or equivalent) and regularity with which it is discussed
- how the senior management team, council and senate ensure race equality is embedded within the decisions they take
- details of any allocated additional and ring-fenced resources for this work

Professor Dame Nancy Rothwell
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11 July 2023

Advance HE,
First Floor, Napier House,
24 High Holburn,
London WC1V

Dear Sir/Madam

I am delighted to endorse The University of Manchester's Silver Race Equality Charter Award application. Our application celebrates progress on race equality since our 2019 submission, highlights learning from challenges, and presents our ongoing commitments to being an anti-discriminatory, anti-racist organisation.

Equality, Diversity, and Inclusion (EDI) are integral to our institutional vision, *'Our People, Our Values',* and our strategic priorities. Accordingly, we have invested in creating new People and Organisational Development (P&OD) and EDI Directorates to enable more inclusive systems and culture where everyone thrives and achieves their full potential.

Advancing race equity involves fixing systems, inclusive and committed leadership, and investing in people. We have, therefore, strengthened institutional EDI governance and established a new formal Committee chaired by the Senior Executive Lead for EDI, Vice-President for Social Responsibility (Prof Thakkar). Membership includes the Directors of EDI and P&OD, 3 Academic EDI Leads (for race, gender, disability), Vice-President for Research (who is the Senior Executive sponsor of our BAME staff network), Associate Vice-President for Teaching (with primary responsibility for EDI in teaching and learning), senior Faculty EDI leads (Associate Vice-Deans for EDI) and member of the Students' Union executive. This senior Committee reports directly to the University's highest executive committee, Planning and Resource Committee, which I chair as President and Vice-Chancellor, and from there to the Board of the Governors twice yearly. The Director of EDI also formally reports to the Senate twice a year. All matters discussed at the Senate give due consideration to EDI issues. Additionally, our staff networks each now have a sponsor/champion from my senior leadership team, providing visible leadership by example for the rest of the organisation.

To increase awareness of the challenges experienced by minoritised communities the Senior Leadership Team (of which I am a member) and Board participated in anti-racism training, with each member committing to personal actions to ensure that race equity is engrained in decision-making.

I am proud that our efforts are making a real difference. For example:

- Strengthening recruitment policy and practice alongside targeted action to diversify our workforce resulted in increases of 5% for Black, Asian and Minority Ethnic (BAME) academics (now 23.4%) and 4% in Professional Services (PS) staff (16%).
- The number of BAME academics applying for promotion has doubled since 2017, and we continue to invest in our people via bespoke, innovative leadership and development opportunities for minoritised staff such as the 'Inclusive Advocacy' and the '100 Black Women Professors Now' programme in partnership with WHEN (Women in Higher Education Network).

- We have significantly narrowed the degree awarding gaps between White and BAME undergraduates by 5% to 8.3% with an ambition to eliminate the gap altogether through future REC actions and our Access and Participation Plan.
- To support student access, the University commits over £11million financial support each year to widening participation and minority students. Investing £396,750 over five years into the Raheem Stirling Foundation scholarships for local Black heritage undergraduates from low socio-economic backgrounds is just one example.
- I am proud that our Equity and Merit scholarships have demonstrably increased the representation of Black postgraduates; supporting 371 exceptional individuals from six African nations to study with us and, subsequently, make lasting contributions within their home countries.

Nevertheless, as an institution we have made mistakes in recent years. An incident of racism and media allegations of racial profiling on campus damaged relations and trust between staff and students. Our 2022 Staff Survey shows that there is more to do to foster a sense of belonging and inclusion and boost confidence in reporting and responding to racism and discrimination. Our learning from these issues and open conversations about race with staff, students, and wider community – which I found personally insightful – have shaped reviews of our systems, processes, policies, and curricula. Learning also informed establishment of 'safe spaces' for sharing and listening humbly and co-creation of our EDI strategy, launched in 2022.

Closing gaps in representation, experiences, and outcomes to achieve lasting race equity at the University of Manchester is a significant task. Our 'Achievement Plan', named for our focus on impact and accountability versus activity, has my full endorsement in committing to the following top priorities:

- Targeted approach to increasing the proportion of BAME staff at all levels, especially in more senior roles.
- Year-on-year progress towards eliminating ethnicity gaps in student progression, attainment, and outcomes; aligning with our Access and Participation Plan targets.
- Taking an intersectional approach to tackling gender, race, and disability pay gaps.
- Greater engagement with and accountability to our communities.

I confirm that the information presented in this application paints an accurate picture of the University's progress on race equity. I firmly believe that our University will be "an outstandingly inclusive place to work and study" for all; and I will lead this charge from the front.

Yours faithfully,

Professor Dame Nancy Rothwell,
President and Vice-Chancellor

To whom it concerns,

The Faculty of Biology, Medicine and Health (FBMH) is fully supportive of the University of Manchester's Race Equality Charter (REC) application. Notable updates, progress and issues are outlined below:

A culture of empowerment, mutual challenge and accountability
Enhanced Faculty leadership for EDI comprising two Associate Deans (EDI; Inclusive Education and Engagement) ensures we strengthen our Faculty through positive, measurable change towards race equality. A Faculty *'Racial Discrimination Task and Finish Group'* produced a progressive and proactive report (2021) with recommendations that I and the Faculty Leadership team whole-heartedly and financially supported (e.g. inclusive curriculum; anti-racism training). Workshops, focus groups and funded-research on experience/progression will inform meaningful and sustained change. The University's Higher Education Anti-Racism Training programme is sited and supported within FBMH.

Staff profile and development
Whilst the increased representation of BAME academic staff in FBMH (15.6% (2017) to 21.1% (2022)) is a positive change, suffice to say that I am disappointed that Black academic staff and researchers continue to be under-represented (1.4%) with academic pipeline progression still too slow. After the *Recruitment, Promotion and Retention working group* was convened (2021) I note a rise in shortlisted BAME academic staff applicants indicating some success. However, disappointingly, this rise was not maintained and I take ownership of the associated action needed to embed improved recruitment processes. We continue to invest in diverse leadership development (e.g. 100 Black Women Professors Now!; Stellar HE; inclusive advocacy) and learnings from our BAME career coaching pilot will ensure opportunities with effective, measurable impact to meet our future goal of diverse decision making committees.
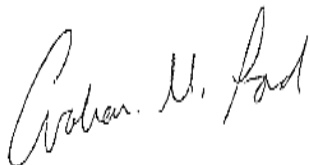
Student pipeline, outcomes and experience
Whilst there has been a reduction in the White-BAME attainment gap, the White-Black attainment gap is concerning. Addressing this and other forms of differential attainment (DA) is a priority. The Faculty currently hosts the University-funded DA research project, and perspectives collected from 150 stakeholders will inform targeted educational interventions. In line with the Faculty's Five-Year Plan, a group is producing a practice and data-driven report into how to address the attainment gap and DA. This will inform development of an FBMH Student Success Hub. Our Black Student Collective provides professional skills enhancement opportunities. The Faculty is partnering with the Access and Student Success team to launch an academic coaching programme for Black heritage students. Earlier this year we took positive action with creation of *Excellence in Diversity* PhD Scholarships for

under-represented PGR (3 p.a.). Our '*Get It Together*' framework enables inclusive education as we co-create a culture of empowerment, mutual challenge and accountability. A bespoke active bystander masterclass is now embedded in the medical curriculum (praised by the GMC as demonstrating that *"…education and training is fair and based on principles of equality and diversity*"). Our Manchester Muslim Medical Student Guide has been endorsed and shared nationally by the Medical School Alliance and learnings published in *Clinical Teacher.*

I am personally committed to listening and understanding the lived experiences and perspectives of our diverse community, including the barriers to access or progression. Exemplified by my full support for the initiatives referenced above, we are taking a holistic approach to action to ensure success and a sense of belonging for all. I am under no illusions that there is much work to be done, however, I am confident that we have the commitment and plans in place to address race inequalities in FBMH.

Yours sincerely,

Graham M Lord
Vice-President and Dean, Faculty of Biology, Medicine and Health

Vice-President & Dean
Faculty of Humanities
The University of Manchester
Oxford Road
Manchester   M13 9PL

email: keith.brown@manchester.ac.uk

To whom it concerns,

As Vice-President and Dean of the Faculty of Humanities I offer my full support for this application and the institution's work in advancing race equality.

Leadership

Since September 2022, the Faculty's EDI governance has been significantly improved. The new Vice-Dean for Social Responsibility and Inclusion now attends the Faculty's weekly Leadership Team meeting (FLT) to ensure that EDI and race equality matters are regularly discussed at the highest level. Race equality is also built into our four Schools' Athena Swan Action Plans, enabling intersectional progress.

This year, the Faculty appointed its first female BAME Head of School (Prof. Claire Alexander) and has made senior professorial appointments in the field of race relations since our last submission, including Prof. David Olusoga OBE and Prof. Gary Younge. Our Faculty hosts a leading ESRC-funded Centre for the Study of the Dynamics of Ethnicity, which advises on University policy development.

Staff profile and progression

The proportion of BAME academic and research staff has increased to 21.9% in 2022 (from 17.8% in 2020 and 12% in 2015). This is the largest relative increase across the University. In recent years, the number of Asian colleagues has increased by 60% (to 190). The number of Black staff has more than tripled (from 14 to 50) and that of mixed heritage staff nearly doubled (from 27 to 50). We are proud of the successful positive action in recruitment initiative undertaken in the School of Environment, Education and Development, which saw 38% (8/21) academic appointments made to BAME candidates within the pilot. Good practice has since been shared across the Faculty and University.

BAME promotion applications have more than doubled since 2017, with the success rate increasing from 40% in 2017 (2/5) to 100% (10/10). While this is pleasing, we recognise that underrepresentation in our staff profile continues, especially at senior levels and on our decision-making committees. We have set ambitious local targets for increased representation, and will reach these, in part, through further engagement of BAME colleagues with mentoring and funded leadership development opportunities.

The proportion of BAME Professional Services (PS) staff has also risen from 10.1% in 2020 to 15.2% in 2022. However, numbers remain small in absolute terms, particularly from Black staff and at Grade 7 and above. Our Faculty PS EDI Committee will continue with action to address underrepresentation,

including enhancing recruiting practices, in accordance with the University's Inclusive Recruitment Review.

Students, teaching and learning

Our Faculty remains committed to enhance the ethnic diversity of its student body at all levels of study. We see 43.7% BAME representation at UG level, 76.1% PGT and 47.8% at PhD; all have increased since 2020. Nevertheless, we know that these figures are influenced by a high number of students from a small number of international markets, with Black students underrepresented at all levels.

We continue to invest in initiatives to support access and success for underrepresented groups, particularly Black students. The Lemn Sissay bursaries aim to address the underrepresentation of UK Black male law students, and have benefitted more students following a proactive review to eligibility requirements. The Faculty worked with student Diversity and Inclusion Ambassadors to develop Manchester 10/10, which aims to address differential attainment and employability outcomes for students of Black heritage, and this will expand across the Faculty from 2023/24.

Moreover, significant progress has been made in reducing awarding gaps between White and BAME students from 11.8% in 2017 to 6.3% in 2022, with 87.8% BAME students receiving a good degree. We see slightly higher non-continuation rates for Black undergraduates and remain committed to eliminate persistent differential progression and attainment rates.

We recognise that representational and cultural challenges have persisted to this point. However, our Faculty will prioritise progress with race equality to meet its targets, with all members of my Faculty Leadership working to ensure that tangible progress is made.

I and the incoming Dean, Prof. Fiona Divine, are both personally committed to lead a Faculty of Humanities where race is not regarded as a barrier to advancement.

Signed

Professor Keith Brown,
Vice-President and Dean of Humanities

Hannah Rundle,
Director of Faculty Operations (Humanities)

Professor Martin Schröder
The University of Manchester
Vice-President and Dean
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2nd June 2023.

Advance HE,
First Floor, Napier House,
24 High Holburn,
London WC1V

To whom it may concern

I am delighted to confirm my unequivocal support for the University's application for a Silver Race Equality Charter Award, and to detail some of our current initiatives. The Faculty has the largest percentage of BAME academics and researchers in the university (28.4%). However, underlying imbalances persist and we are committed to tackling these.

The Faculty was the first to appoint a Vice-Dean specifically to the role of addressing EDIA issues, and it has pioneered the University's positive action pilot for diversifying shortlists and recruitment. BAME academic applicants have risen from 64% (2020) to 69% (2022), and shortlists from 48% (2020) to 55% (2022). The percentage of BAME Professional Service staff has risen from 11.3% (2020) to 14.8% (2022), though only 2.7% of our PS colleagues are Black. Professional Service colleagues are likely to be recruited locally, and compared to Manchester's 8.6% Black population we know that improvement is required.

Recognising that many colleagues gain their first experience of leadership informally, we are pioneering a new "Diversifying Leadership Secondment" scheme. This provides academic colleagues from underrepresented groups enhanced leadership experience, senior mentoring and training.

The Faculty works through our EDIA Committee to deliver priorities through, for example, the BAME staff network, focussing on staff career development and the pipeline to remove bias. A Faculty Contribution Model, introduced in 2021, details the workload of all research and teaching staff and affords transparency to ensure that workload is equitably and fairly distributed to all staff.

Our new £460m flagship Manchester Engineering Campus opened in 2022 and contains a diverse range of images of students in order to dispel the stereotypes associated with the study of science and engineering.
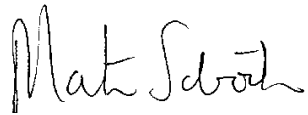
The White/BAME attainment gap in the Faculty has narrowed by 5% to 5.8 (the lowest across the three Faculties). But, in 2021/22, 88.6% of White students gained good degrees, higher than for Asian (82.4%) and Black students (82.9%). We acknowledge that there are differential offer and non-continuation rates across ethnic groups, and we are committed to monitoring, analysing and minimising barriers to access, progression, outcomes and success.

Although 58.4% UG, 92% PGT and 54.5% PhD students are BAME, we face the challenge of recruiting Black students (3% UG, 2.7% PhD). The "WithInsight" programme matches 20 black Year 9 students with Black student mentors from the Faculty. Recently, we have funded 3 scholarships for Black British widening participation students from Faculty funds to match the 1 studentship from the Cowrie Foundation. Additional scholarships (10) are planned, and we have networked with 25 of our students of Black Heritage to hear their experience and develop actions to enhance their student and social experience.

We have engaged the Black United Representation Network (BURN) to audit our Faculty culture and to identify and remove barriers. Academic line manager training programme, active bystander and EDIA training have been established, with a new module within the New Academic Programme coupled to the EPSRC Ethnicity and Race Equality Strategic Dialogue.

The Faculty is a highly inclusive place to work and study for all, but we are totally committed to tackling and eradicating imbalances, unfairness and inequities wherever and whenever they may appear.

Yours sincerely,

2. The self-assessment process

2a Description of the self-assessment team

Note: When this information is contained in a table (maximum 30 words about each team member) it will not be included in the word count.

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

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

The SAT comprises academic, research (early-career and senior), and Professional Services (PS) staff and students from across the institution; demonstrating a good ethnic mix (41% BAME, 59% White) (Table 1).

The SAT includes Students' Union officers and staff, Trade Union (UCU), University EDI Academic Leads, and BAME Staff Network representatives. Faculty and central departments are involved via Associate Deans for EDI (Faculty Leadership Team members), Directors of EDI and People and Organisational Development (P&OD), and the Associate Vice-President for Teaching, Learning and Students. Senior colleagues champion race equality action in Faculties and centrally. Two members are part of the Greater Manchester Race Equality Panel, representing external perspectives. Fourteen members are University Athena Swan SAT members, enabling an intersectional approach.

The SAT includes members with specific roles/expertise and volunteers recruited through open calls. Aligning with the previous REC Action Plan (Appendix 1) and EDI strategy (see 3a), the Chair's workload allocation was formalised and increased (0.4FTE). Other SAT members such as Faculty EDI leads have clear role workload allocations (REC-2019-2.1). Recommendations following an institutional review to standardise and increase EDI workload allocation, including for SAT roles, are progressing through our governance structures for staged implementation by July 2025 **(Action 9.3).**

Table 1: members of the SAT, as of June 2023*

Name (alphabetical order), ethnicity, nationality, gender (and pronouns)	Job role, group and grade	Role on SAT	Membership of task and finish groups in 2022	Involved in previous SAT and submission?	Invited, nominated or volunteered to be part of SAT, or part of role?	Recognition with workload allocation?
SAT member information has been redacted						

*Note: some SAT members, including the previous Chartermark Coordinator and Researcher Development Manager, left the University during the preparation of this application, and some Associate Deans completed their tenure. We acknowledge the contributions of former members with thanks.

2b The self-assessment process

This section should include:

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

The SAT formally met three times a year (online from 2020 due to pandemic-related campus closure) to monitor progress on our Action Plan, with additional meetings informed by emergent issues, such as the COVID-19 pandemic and Black Lives Matter campaign.

Since establishing our current EDI governance structure in 2021 (Fig. 2, 3a), progress on the Action Plan and race-related activity is monitored via Faculty EDI committees and reported to SLT via the central EDI Committee, chaired by the Vice-President for Social Responsibility and which includes two other Senior Leadership Team (SLT) members, Academic and Faculty EDI Leads. Progress reports were also shared with the P&OD Committee, SLT and Teaching and Learning Group. The SAT Chair, Coordinator and Director of EDI meet regularly with stakeholders to co-create the application, for example, BAME Staff Network and Faith Strategy Group. These connections enable coordinated, intersectional approaches, elevating the SAT's work to senior levels.

From October 2021, we increased SAT membership and met every 6-8 weeks (13 full SAT meetings, Table 2) to prepare our submission, including reviewing data. One-hour meetings held within core hours (10am to 4pm) and varying weekdays accommodated part-time and hybrid working patterns. Between meetings, the SAT communicates primarily via Microsoft Teams, enabling collaboration.

Table 2: details of SAT meetings, October 2021-July 2023

Date	Attendees (initials)	Outcomes
16/11/2021	**Attendee information has been redacted.**	Scope Terms of Reference (ToR), consider 'White Allies', Plan T&F Groups, review criteria and Action Plan progress
6/1/2022		Development of ToR, Preparations of T&F Group Guidance
10/3/2022		New chair for Student T&F Group, suggestions for Critical Friends, Sharing data
6/4/2022		REC submission extension request and updated timelines, AdvanceHE Data

		Workshop, SLT ownership and engagement, T&F Actions
8/6/2022		Introduction to FG as new Chartermark Coordinator, Submission Timelines, ToR approval, Impact of Cultural Institutions, Survey Next Steps, T&F Groups Information Gathering
20/7/2022		Final T&F Information Gathering Table, Workload Allocation Survey, Updates of Project Plan, Focus Groups and Survey Plans
15/9/2022		Focus Group Facilitators and Questions, Prep for Survey Launch, Promote Staff Survey, Circulation of 100BWPN Applications, Promote Black History Month
8/12/2022		REC Surveys closed, Focus Group Engagement, Action Planning Workshop, Update on REC Guidance, Staff Data Review
16/1/2023		Review Survey Headlines, Teaching and Learning Strategy Group to contribute to Action Planning, Inclusive Recruitment Review, REC Project Plan
14/3/2023		Detailed Analysis from REC Surveys, Staff Survey and Focus Groups, Student Data Review, Action Plan Progress
20/4/2023		Initial Feedback and Governance, Action Planning, Next Steps
22/5/2023		Review Feedback Received, Discussion of Action Plan, Dates for Final Feedback
3/7/2023		Final Feedback, Agreement of Action Plan for EDI Committee Endorsement

In early 2022, the SAT formed into ten themed Task and Finish (T&F) groups (Table 3) to gather evidence from across the organisation and evaluate progress against previous actions. **Our collective review shows that 96% of actions were progressed** (Table 4, see Appendix 1).

Table 3: Task and finish groups supporting the REC SAT*

Task and finish group	SAT members	Additional members
Academic and research staff	**Group member information has been redacted.**	
Professional Services staff		
Students		
Teaching and Learning		
Learning and Development		
People and OD		
Social Responsibility		
EDI and staff networks		
Data and dashboards		
Communications and marketing		

*Note: colleagues in bold acted as co-chairs and those marked with an asterisk are former members of the SAT who stepped down during the application preparation period.

Table 4: Summary of progress made against REC Action Plan 2019

Blue – 9% Action completed, significant progress made, some evidence of association with positive trend or impact, embedding with monitoring plans in place	**Green – 44%** Action completed with some progress but not in line with target or success criteria
Amber – 43% Action started or ongoing, or action complete but no evidence of associated progress or impact	**Red – 4%** Action not progressed

2c Involvement, consultation and communication

This section should include:

- how the staff and student survey was conducted, disseminated and analysed and how many staff and students responded (with specific reference to their ethnicity and nationality)

- how minority ethnic staff and students were further involved and consulted in the self-assessment and development of actions

- how relevant staff and student networks were involved (this may include a statement from any relevant networks)

- how you involved external interest groups, for example local race equality groups

- communications to all staff and students, including any faculty-level communications with staff

  Quantitative data

  Online REC staff and student surveys (November-December 2022) were promoted through intranet pages, newsletters, staff networks, Students' Union, SAT, EDI Committees, President's weekly message, and leadership meetings. Working with Estates and Facilities (E&F) managers ensured staff without IT access could complete paper surveys. Data protection statements and communications emphasising data anonymisation and analysis within the EDI team addressed confidentiality concerns and reduced staff non-disclosure of ethnicity (Table 5). To show changes over time, results were compared with the 2017 REC survey.

  710 staff (238 BAME, 318 White, 154 prefer not to say (PNTS)) and 141 students (53 BAME, 28 White, 60 PNTS) completed the respective surveys (Tables 5 and 6). Staff and student response rates increased by 66% and 60% respectively compared with the previous survey but remain lower than desired; likely affected by several concurrent surveys, including the University's Staff Survey (September-October 2022), delayed from spring, and coincidence with student assessment periods. We will take action to increase survey engagement, for example intentional scheduling, incentives, and appointing an E&F communications officer from 2023 **(Action 13.1)**. Moreover, the University convened a Student Survey Strategy Group in 2023 to align surveying needs, support higher response rates, and reduce student survey fatigue, with a new framework to be operationalised in 2023/24 **(Action 13.2)**.

Table 5: REC staff survey respondent profile by ethnicity and UK/non-UK with 2022 and 2017 comparison

Ethnic group	2022		2017	
	Count	%	Count	%
UK White	283	40%	192	41%
Non-UK White	35	5%	28	6%
UK BAME	168	24%	55	12%
Non-UK BAME	70	10%	13	3%
Prefer not to say/ unknown	154	21%	183	38%
Grand Total	710	100%	471	100%

Table 6: REC student survey respondent profile by ethnicity and UK/non-UK with 2022 and 2017 comparison*

Ethnic group	2022		Ethnic group	2017	
	Count	%		Count	%
UK White	18	13%	White	20	24%
Non-UK White	10	7%			
UK BAME	23	16%	BAME	29	34%
Non-UK BAME	30	22%			
Prefer not to say/ unknown	60	42%	Prefer not to say/ unknown	36	42%
Grand Total	141	100%		85	100%

*Note: 2017 responses not split by UK/non-UK

The University's 2022 Staff Survey (6,565 total responses (17% BAME, n=1,119), 50% total response rate (52% BAME response rate)) provided additional insights. Analysis by ethnic group showed significantly more positive responses from Asian and Black respondents (664 and 147 respectively) and more negative responses from those of Mixed heritage and 'Other' ethnic backgrounds (182 and 126 respondents), compared to University totals (Table 7, see 3b). We will engage leading experts, including our ESRC-funded Centre on the Dynamics of Ethnicity (CoDE), to understand reasons for differential experiences **(Action 13.5)**. The next Staff Survey is due in 2024.

Qualitative data

Minority ethnic staff, students, and EDI Forum network representatives informed our self-assessment and actions via 25 focus groups conducted by the EDI team (November 2022-March 2023) with 112 total participants. Most sessions comprised staff or students with shared protected characteristics (race, gender, disability, sexual orientation), including sessions with BAME staff and student networks. Others were open to everyone, facilitating intersectional insights **(Action 13.3)**. Equality Impact Assessments (EIA) ensured accessibility and safety. Students were remunerated for

their time. Focus groups covered emergent themes from surveys such as recruitment, retention, development, progression, and organisational culture.

Communication and consultation

The REC Chair and Coordinator attended BAME Staff Network meetings to share progress, highlight opportunities for active participation and hear members' views, including concerns raised about a Silver application that lacks alignment with some people's lived experiences. Humble listening, honest dialogue, active involvement of Network Co-Chairs, assurances about accountability for future action and progress, and ongoing commitment to involve the group allayed concerns.

We regularly and openly communicated about the REC process, progress and challenges via University and Faculty channels. For example, sharing 'headlines' from the REC surveys and focus groups, outlining incorporation into our submission and Action Plan. Communications will continue beyond submission, with progress and achievements shared with staff and students, closing feedback loops **(Action 8.9).**

Our Action Plan was co-created with SAT members, including BAME Staff Network co-chairs, and key stakeholders with expertise and remit to deliver actions. At an initial in-person workshop, thirty attendees reviewed datasets and consultation results to identify key actions. Subsequent work with senior leaders, action owners and the Strategic Change Office enabled the development and alignment of our SMART and ambitious Action Plan with our EDI strategic priorities.

External feedback was obtained from AdvanceHE and 'critical friends' Professor Stephen Curry (Imperial College, London), Professor Udy Archibong and Chris Hall (both University of Bradford). The draft application and Action Plan underwent two rounds of internal key stakeholder review before being endorsed and approved by the EDI Committee.

2d Future of the self-assessment team

Please outline whether the team and/or specific team members will continue to be involved:

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

    The Action Plan features clear lines of ownership and accountability throughout the organisation, with overall responsibility for progress sing the Action Plan sitting with the Vice-President for Social Responsibility (SR). The EDI Committee, which he chairs, reports directly to the University's Planning and Resources Committee (the University's principal management body), chaired by the President and Vice-Chancellor, ensuring that ownership ultimately rests with the SLT. Faculty Deans are responsible for local actions (see organogram in 3a (Fig. 2)). The Director of EDI has lead responsibility and operational oversight for implementation, monitoring, and evaluation.

Action owners will report progress on local actions twice yearly and evidence of impact annually to enable monitoring by the SAT and EDI Committees at University and Faculty levels. Progress against targets will be monitored through PowerBI dashboards **(Action 13.6)**, and reported to SLT and the Board via EDI, People, and Planning and Resources Committees **(Action 12.4)**. Sharing the Action Plan via Sharepoint will enable transparency and accountability for progress to staff, students, and other key stakeholders (**Action 12.3**).

The SAT will meet at least three times per year (from September 2023), using themed 'deep dives' with key stakeholders and action owners to evaluate progress. We will continue our intersectional approach to data analysis and SAT membership, with EDI Academic Leads and Chartermark (REC) Coordinator working collaboratively to ensure alignment and progress (Fig. 3, 3a).

The SAT Chair, EDI Director, REC Coordinator and wider SAT will develop the next application. SAT membership will be reviewed following this submission and then annually **(Action 12.1)**. The SAT Chair and REC Coordinator will invite current members to continue and recruit new members by annual open calls as well as specific invitations to key staff and students. Participation will be strengthened via implementation of enhanced EDI workload allocation (see 2a, **(Action 9.3)**).

3. Institution and local context

3a Overview of your institution

The University of Manchester is the UK's largest single-site university and a Russell Group institution. Our five-year strategic plan '*Our Future',* developed through consultation with staff, students and other stakeholders, was launched in 2020. *Our Future* places '*Our People Our Values*' at the heart of everything we do (Fig. 1), with commitment to EDI integral to delivering strategic objectives.

Fig. 1: Strategic themes in *Our Future*

Governance

In the context of COVID-19 and Black Lives Matter, our self-reflection on race, racism, representation and organisational culture alongside evaluating progress against our 2019 REC Action Plan expedited changes to *'the way we do EDI'*.

Significantly, we uncoupled EDI from its previous location in HR; establishing separate EDI and People and Organisational Development (P&OD) Directorates in 2021, which work collaboratively to deliver shared strategic priorities on culture and inclusion as reflected in ownership of REC actions. The EDI Director reports directly to the Registrar and Chief Operating Officer and works closely with the Vice-President for SR, highlighting EDI's importance and visibility and underscoring senior leadership accountability.

We strengthened institutional EDI governance, monitoring, and reporting (Fig. 2) with EDI a regular agenda item for leadership team meetings. The University's EDI

Committee reports directly to the Planning and Resource Committee and the Board of Governors and Senate biannually. University, Faculty, School, and departmental EDI Committees enable ownership, delivery, and evaluation of institutional and local-level action plans. Progress is evaluated via the EDI Annual Performance Review (APR) alongside Research, Teaching and Learning, and SR.

Our EDI leadership model includes University Academic Leads for Race, Religion and Belief (SAT Chair); Gender and Sexual Orientation; and Disability. All are line-managed by the Vice-President for SR (EDI Committee Chair). Leads work collaboratively and intersectionally on committees, projects, and policy development (Fig. 3). Faculty EDI leads are also members of the University's EDI Committee and Operational Group and Faculty Leadership Teams.

We progressed our 2020/21 EDI objectives, despite disruption caused by COVID-19, introducing Executive Staff Network sponsors (including the BAME Staff Network), and launching an Inclusive Advocacy programme for academics and researchers from underrepresented groups (see 4a). Illustrating more transparent and proactive approaches to EDI, we published our '*Race Matters Report*' (2020) and findings of ongoing research to illuminate historical links with the Trans-Atlantic Slave Trade **(Action 11.1)**.

Fig. 2: EDI governance landscape*

Governance of overall EDI landscape
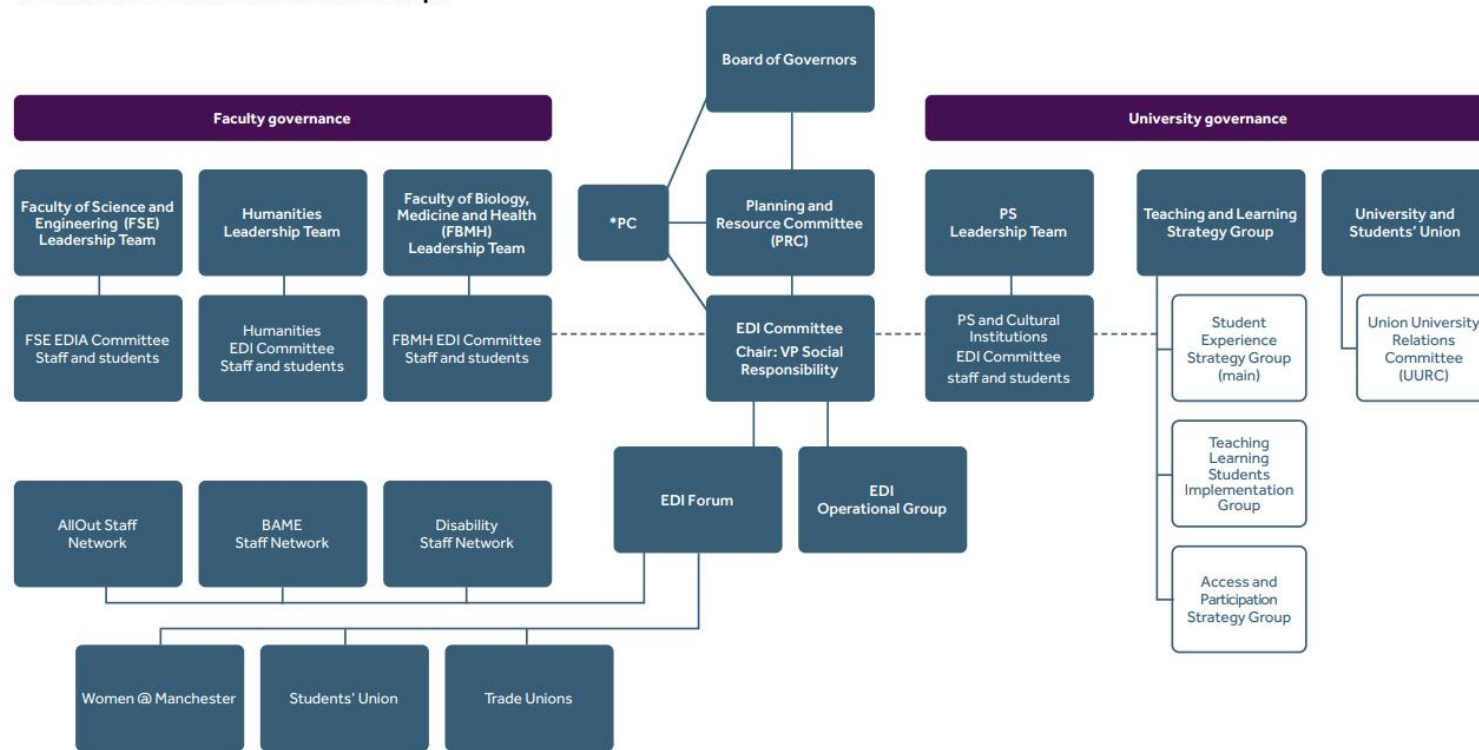
The People Committee receives papers from EDI Committee.

*People Committee

*Note: REC SAT feeds into EDI Forum, EDI Operations Group and EDI Committee, as well as working closely with the BAME Staff Network. AllOut is the University's LGBTQ+ staff network. EDIA (FSE) refers to equality, diversity, inclusion and accessibility.

Fig. 3: EDI academic leadership with related Self-Assessment Teams*
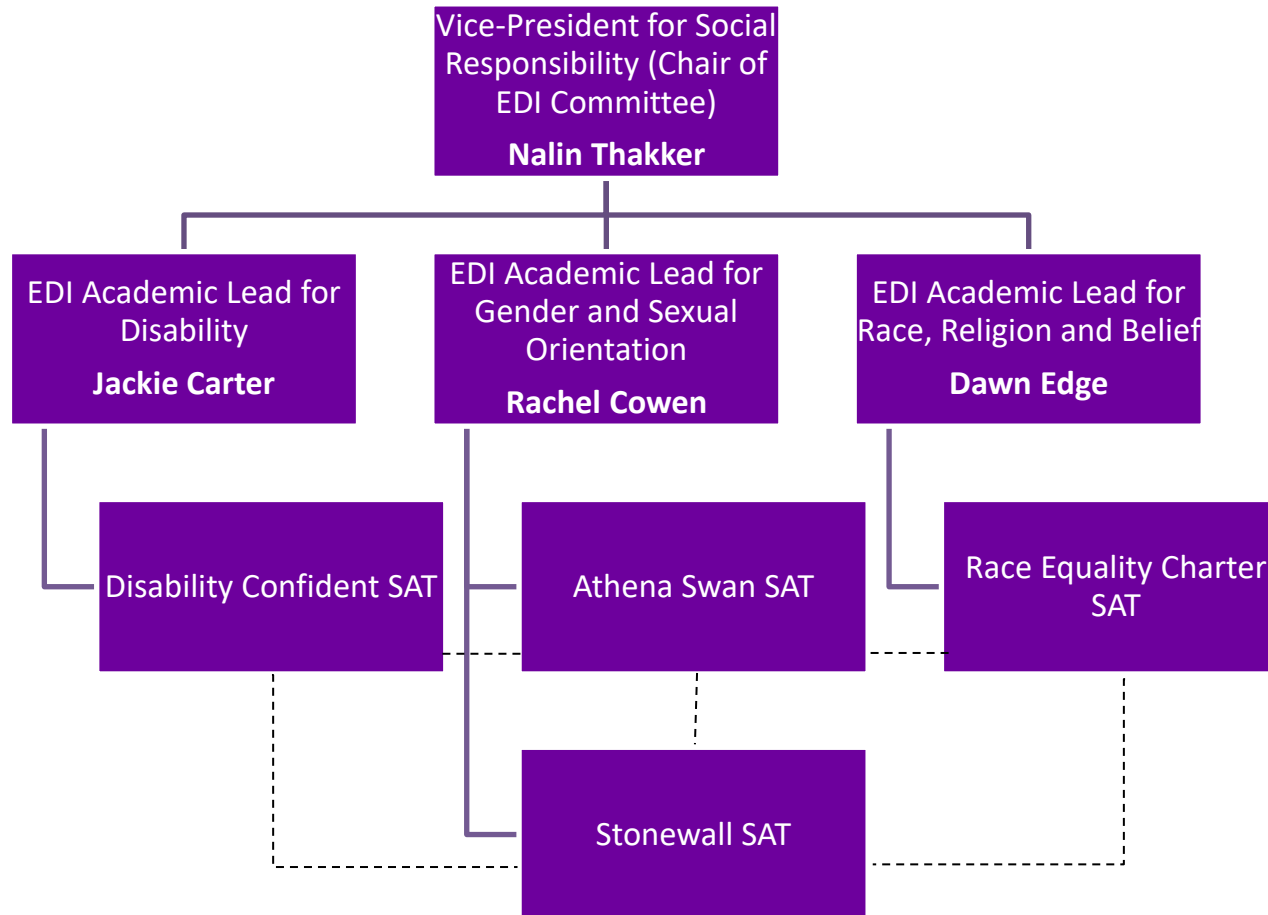
* Fig. 3 represents reporting structure, line management, and our intersectional approach through the close working of Academic Leads and Self-Assessment Teams. Dotted lines represent informal reporting and shared membership to ensure integrated working.

Following extensive consultation, we launched our three-year EDI strategy in October 2022 (Fig. 4), making explicit the University's vision *"to create an outstandingly inclusive place to work and study, characterised by equality, how we value diversity, and where all have a sense of belonging"*.

All Year One objectives are either fully implemented or on-track, including: all leaders having annual EDI objectives; anti-racism training for SLT and Board of Governors; developing a Multi-Faith Strategy; and rollout of EIAs for all new University policies and projects **(Action 8.7)**.

Fig. 4: Priorities from the EDI strategy

Priority 1: **Inclusive Environment & Culture**

Priority 2: **Diversity & Equity Across our Community**

Priority 3: **Inclusive Practice**

Continuing our long-running participation in REC, Stonewall, Disability Confident and Athena Swan (Bronze institutional award, five Bronze and four Silver School awards) is part of our strategic approach to driving, evaluating, and reporting progress and impact. Forthcoming institutional submissions (due autumn 2023) have been developed concurrently with this REC submission, enabling intersectional data analysis and integrated action planning.

Size and structure

The University comprises three Faculties, nine Schools, Professional Services (PS) Directorates, and Cultural Institutions (Fig. 5) with over 11,000 staff from over 100 countries. 23.4% academic and research staff and 16% PS staff are BAME, up from 18.3% and 11.7% respectively in 2017 (Tables 9 and 18, Fig. 6 and 7).

The University's 2023 Equality Information Report (reporting 2022 data) showed that 19.4% of University staff self-identified as BAME, of whom 58.9% self-identified as Asian. Intersectional data showed that 15.4% BAME staff declared disabilities and similar proportions of males and females across ethnic groups.

Fig. 5: University Faculty and central structures and units

Faculty of Biology, Medicine and Health (FBMH)	Faculty of Humanities (FHUM)	Faculty of Science and Engineering (FSE, formed in 2019)	Professional Services	Cultural Institutions and subsidiaries
School of Biological Sciences	Alliance Manchester Business School	School of Engineering	18 directorates and organisational units	Ahmed Iqbal Ullah RACE Centre (part of the University Library)
School of Health Sciences	School of Arts, Languages and Cultures	School of Natural Sciences		Jodrell Bank Discovery Centre
School of Medical Sciences	School of Environment, Education and Development	Faculty Office		John Rylands Research Institute and Library
Faculty Office	School of Social Sciences (formed in 2019)	Research Institutes		Manchester Museum
Research Institutes	Faculty Office			Manchester University Press
	Research Institutes			Whitworth Art Gallery

Our student body comprises 31,280 undergraduates and 13,120 postgraduate students. 49.9% undergraduates, 73% postgraduate taught students and 48.3% PhD students are BAME (Fig. 6), up from 40.5%, 56% and 40% respectively in 2017. 34.4% of our UK-domicile undergraduates and 25.4% UK-domicile postgraduates are BAME, up from 30.9% and 23.9% respectively in 2018.

Fig. 6: Profile of students, researchers and academic staff by ethnicity (2022)*

UNIVERSITY OF MANCHESTER ACADEMIC & RESEARCH STAFF & STUDENTS 2022

Category	Group	White	BAME	% BAME
Students	Undergraduate	15615	15615	49.9% BAME
Students	Postgraduate Taught	2525	6885	73.0% BAME
Students	Postgraduate Research	35	40	54.2% BAME
Students	PhD	1860	1745	48.3% BAME
Academic and Research	Teaching only	265	120	30.4% BAME
Academic and Research	Research	1245	560	32.2% BAME
Academic and Research	Research Fellow	315	85	20.7% BAME
Academic and Research	Senior Research Fellow	30	5	14.3% BAME
Academic and Research	Lecturer	760	300	27.4% BAME
Academic and Research	Senior Lecturer	640	110	14.4% BAME
Academic and Research	Reader	130	30	18.2% BAME
Academic and Research	Professor	780	100	11.2% BAME
Academic and Research	All Staff Grades	3825	1215	23.4% BAME

■White ■BAME

*Note: Students and staff who have not disclosed ethnicity data are not displayed in the count. However, percentages are calculated including these individuals.

Fig. 7: Profile of Professional Services staff by ethnicity (2022)*

UNIVERSITY OF MANCHESTER PROFESSIONAL STAFF 2022

Grade	White	BAME	% BAME
Grade 1	310	145	30.4% BAME
Grade 2	195	70	25.8% BAME
Grade 3	565	125	17.7% BAME
Grade 4	815	150	15.2% BAME
Grade 5	840	160	15.6% BAME
Grade 6	995	170	14.5% BAME
Grade 7	665	75	10.1% BAME
Grade 8	195	10	4.9% BAME
Grade 9	95	5	4.1% BAME
NHS/Clinical	195	35	15.3% BAME
All Grades Staff	4870	950	16.0% BAME

■White ■BAME
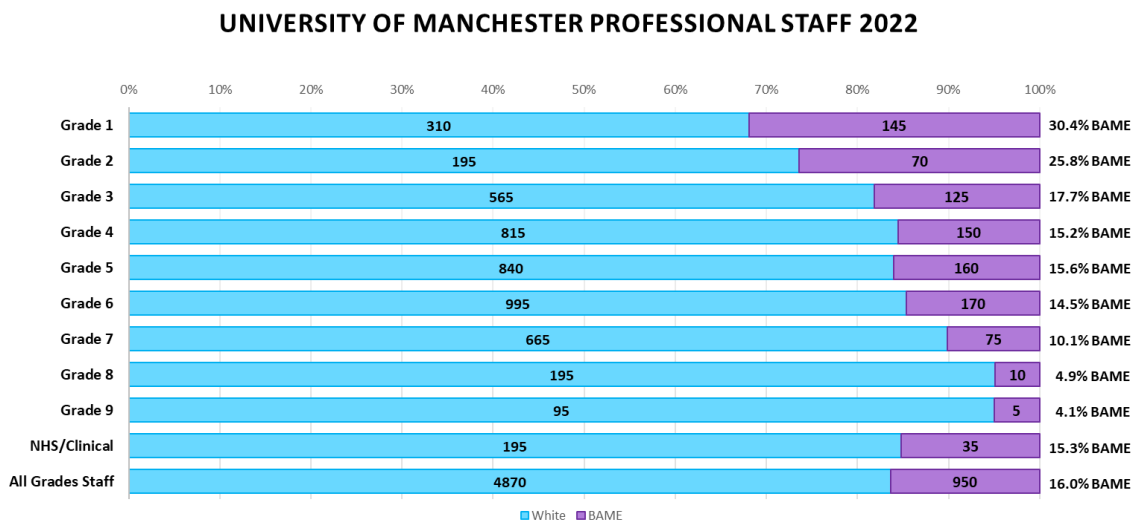
*Note: Staff who have not disclosed ethnicity data are not displayed in the count. However, percentages are calculated including these individuals.

Specialisms

Manchester is a research-intensive university. **In the Research Excellence Framework (REF) 2021, we retained fifth place nationally for research power with 93% of our research activity assessed as 'world-leading' (4*) or 'internationally excellent' (3*)**. Our research and researchers, including those in CoDE, contribute to understanding EDI and race issues, for example the *'Racial Bias and the Bench: A response to the Judicial Diversity and Inclusion Strategy'* (2022) report.

The University is unique in having SR as a core strategic goal (Fig. 1). **We are currently first in the UK and Europe and second in the world in the Times Higher Education Impact Rankings on the UN Sustainable Development Goals.** In 2021, we signed the Civic University Agreement between Greater Manchester universities and Local Authorities – a collaborative commitment to tackling key challenges, including race-based inequalities, working with an ethnically diverse Civic Panel of local residents (Fig. 8).

Fig. 8 Members of Civic Panel, formed through the region's Civic University Agreement, at the first panel meeting **(image redacted)**.

The University's iconic cultural institutions facilitate proactive engagement, champion diversity, challenge racism and reflect our diverse local communities. In 2023 the Manchester Museum opened a Belonging Gallery, Chinese Culture and South Asian Galleries – co-curated with members of the public from diverse backgrounds – alongside a multi-faith space for local communities, staff and students.

The Whitworth art gallery partnered with Manchester-based charity Afrocats to address social exclusion encountered by refugees, asylum seekers and minoritised young people. In 2022, 1,674 families from countries including Somalia, Iran, Syria and Palestine participated in creative arts activities – 90% had never previously visited the gallery.

3b Overview of the local population and context

With reference to:

- population demographics
- known racial tensions either specifically within local communities or linked to the institution's staff and students
- where the institution recruits its professional and support staff, students and academics
- any other information your institution feels to be relevant

  Population demographics

  Proportions of BAME staff (19.4%) reflect the demographics of Greater Manchester, related to our being a large regional employer, but is lower than the city of Manchester, despite increased representation in recent years, particularly for Black staff (Fig. 9).

Fig. 9: Proportion of ethnic minority groups within the University (staff only) and the general population at various levels (city, county, country from ONS 2011)*
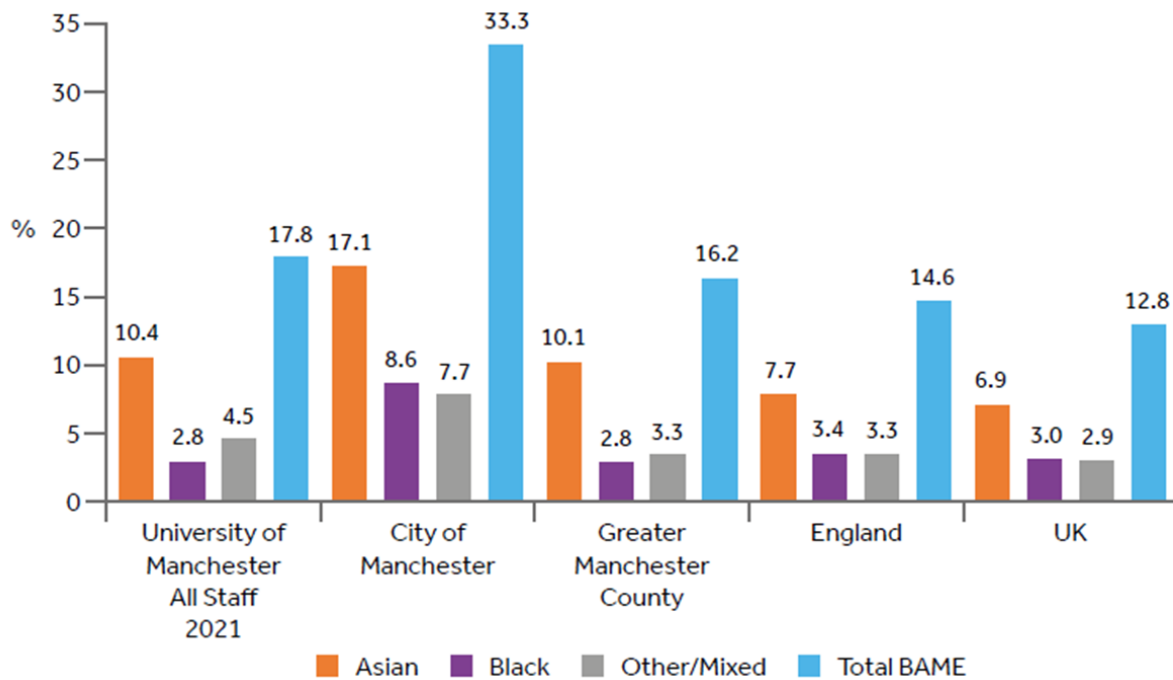
*Source: 2023 Equality Information Report

Engaging our local community

Examples of meaningfully engaging minority communities to promote race equity, include:

- The Caribbean and African Health Network (CAHN) in Greater Manchester, collaborates with the Applied Research Collaboration Greater Manchester (a partnership between the NHS, University, and other Higher Education Institutions (HEIs)) to tackle health inequalities, notably, differential impacts of COVID-19.
- Multilingual Manchester delivered science outreach sessions with over 200 young people and families in their native languages, including Tamil and Mandarin, through community groups and schools.
- AskDoc, a well-established voluntary group of medical students who provide local minority communities with health information.

Racial tensions

The pandemic and economic downturn amplified Greater Manchester's social, health, and economic disparities and racial tensions. In 2021-22, Greater Manchester Police reported a 34% increase in racially and religiously-aggravated hate crime.

Positively, REC 2022 staff and student surveys show declining proportions of staff and students reporting awareness of racial tensions in local communities or witnessing/being victims of racial discrimination – 32% minority staff respondents (18% non-minorities) reported witnessing or being victims of racial discrimination in the local area, down from 42% in 2017 (Table 8). The 2017 survey was conducted shortly after

the Manchester Arena bombing when instances of religious- and race-based hate crime increased significantly.

In 2020/21, media reports of on-campus racial profiling heightened racial tensions. Recent surveys highlight differential experiences: 24% staff (27% minority respondents, 16% non-minorities) and 21% students (22% minority respondents, 7% non-minorities) reported witnessing or experiencing racial discrimination on campus (Table 8).

Staff and student views

The 2022 Staff Survey showed that 8% respondents had experienced bullying or harassment at work in the last year (n=563, BAME n=99), increasing to 19% for staff of Mixed heritage and 13% for those from Other ethnic backgrounds (Tables 7 and 8, **actions under Objective 8 of the Action Plan**). Our Report and Support platform (R&S), which allows users to report incidents and access support, received 107 reports related to race, racism, racist behaviour and/or xenophobia in 2019-2022, with 83 (78%) reported under 'bullying', 'harassment', 'discrimination' or 'hate crime'.

Of the 8% staff who reported experiencing bullying or harassment, only 14% were satisfied with how this was addressed. In the REC survey, 44% students agreed that appropriate action would be taken if they reported a race-related incident to the University; down from 65% in 2014 and 61% in 2017 for all students and from 56% (2017) to 35% for minority respondents (Tables 7 and 8). Declining levels of agreement suggests lack of trust in action and accountability. In response, we commissioned external reviews of our complaints procedures and R&S (see 4c). Recommendations, to be implemented by 2024, include clearer processes for staff, students and visitors **(Action 10.1)**.

'Belonging' is a key theme in our EDI strategy. In the REC survey, greater proportions of minority staff (63%) and students (83%) than non-minority respondents (51% and 45% respectively) agreed that the University's ethnic/racial diversity impacts on their sense of belonging. In the Staff Survey, 78% White staff agreed that *"people with backgrounds like mine can succeed here"*, versus 57% of Black respondents (Tables 7 and 8).

Evidence from staff focus groups highlights the impact of action to date to foster 'Inclusive Environment and Culture' and psychological safety:

"I feel I can be myself at work ... The University is a fantastic place to work with most colleagues being open to new ideas. EDI does seem higher on the agenda and there are conversations about it, so my voice does feel heard, and it matters" (British Pakistani, female).

CASE STUDY With the Students' Union, we delivered the 'Speak Up! Stand Up!' campaign to empower people to act as 'Active Bystanders' and report via R&S (REC-2019-3.1). The campaign, which engaged hundreds of staff and students, and ongoing communications led to 76% REC survey staff respondents (71% minority respondents) knowing how to report discrimination, microaggressions and inappropriate behaviour (Table 8). In 2019, the Equalities and Human Rights Commission's report 'Tackling racial harassment: universities challenged' recognised our work as sector leading.

We continue to rollout Active Bystander training, focusing on shared responsibility for culture change and leadership engagement. From the pilot (June 2020) to May 2023, ~450 staff completed the training. Evaluation from 50 participants found:

- 90% feel more able to recognise microaggressions
- 86% have a clearer understanding of their role in creating an inclusive environment
- 76% feel more confident in being an active bystander.

Additional bystander training is being delivered within the Library, Royce Institute, School of Medical Sciences and for researchers. The programme will be available to all staff in the future **(Action 8.3)**.

The BAME Staff Network provides its ~170 members with a sense of community, as do allied student associations. The Network is fully supported by the University with an Executive Sponsor (Vice-President for Research), annual budget, and workload allocation for its Co-Chairs, and contributes to celebrations of culture and equality, including our annual Black History Month programme (Fig. 10).

Fig. 10 (left): BAME Staff Network Co-Chairs with Director of EDI at our 2023 Black History Month celebration event '*Belonging – Perspectives on Intersectionality*' **(image redacted)**

Table 7: Staff Survey 2022 results from questions related to culture, belonging, bullying, harassment, discrimination and reporting, split by ethnicity*

Staff Survey Question	Overall	White	Asian or Asian British	Black or Black British	Mixed	Other ethnic background
Have you felt discriminated against at work in the last 12 months?	8% Yes	7%	12%	10%	19%	13%
I am satisfied with how bullying and harassment are addressed in the part of the University I work in (responses from those who said they had experienced bullying and harassment only)	14% (80/568 respondents)	14%	14%	22%	15%	16%
I can be my true self at work	73%	73%	74%	76%	68%	70%
I feel like I belong here	65%	64%	68%	73%	62%	58%
I feel that I am safe and able to speak up and challenge the way that things are done	64%	63%	67%	68%	59%	56%
I feel that I am treated fairly at work	77%	77%	77%	81%	71%	66%
I would feel able to report bullying/harassment without worrying that it would have a negative impact on me	63%	64%	61%	68%	53%	57%
I would recommend the University as a good place to work	69%	67%	76%	87%	65%	69%
In the last year, at this University, I have experienced bullying/harassment at work	8% Yes (568 respondents)	8%	9%	4%	11%	15%
Individual differences (e.g. cultures, backgrounds, ideas) are respected at the University	78%	79%	78%	74%	67%	73%
My manager treats me with respect	86%	86%	88%	90%	85%	83%
People with backgrounds like mine can succeed here	75%	78%	63%	57%	60%	59%
The University is committed to EDI for all staff	75%	76%	76%	66%	64%	74%

*Note: significantly positive results (+4 or more from University total) are highlighted in green and significantly negative results (-4 or more from University total) are highlighted in pink.

Table 8: REC Survey 2022 results from staff and student surveys from questions related to culture, belonging, bullying, harassment, discriminating and reporting, split by ethnicity*

REC Survey question 2022	Staff			Students		
	Total % agreement (2017 survey result)	Ethnic minority respondents % (2017 survey result)	Non-minority respondents % (2017 survey result)	Total % agreement (2017 survey result)	Ethnic minority respondents % (2017 survey result)	Non-minority respondents % (2017 survey result)
I considered the ethnic/racial diversity of the University before applying to work or study here.	25% (24%)	27% (29%)	21% (20%)	57% (42%)	80% (52%)	41% (27%)
The ethnic/racial diversity of the University impacts on my sense of belonging.	56% (56%)	63% (72%)	51% (49%)	62% (71%)	83% (85%)	45% (55%)
I am aware of ethnic/racial tensions within the local community.	53% (57%)	60% (64%)	50% (52%)	50% (58%)	57% (59%)	34% (55%)
I have witnessed or been the victim of racial discrimination on campus.	24% (26%)	27% (37%)	16% (18%)	21% (21%)	22% (26%)	7% (9%)
I have witnessed or been the victim of racial discrimination in the local area.	26% (33%)	32% (42%)	18% (23%)	25% (35%)	32% (56%)	21% (19%)
If I reported a race-related incident to my institution, appropriate action would be taken.	57% (66%)	50% (55%)	70% (76%)	44% (61%)	35% (56%)	52% (73%)
I know how to report bulling, harassment, discrimination, microaggressions and/or	76%	71%	84%	Question not asked to students		

inappropriate behaviour and access support, should I need to.						
I am aware of the Dignity at Work and Study Policy and my responsibilities in line with the policy.	70%	68%	72%	Question not asked to students		
I would recommend my institution to a prospective staff member or student.	77% (83%)	75% (83%)	85% (83%)	81%	81%	90%

*Note: 2017 responses presented in brackets for comparison. Where 2022 responses are not presented with an additional value in brackets, this indicates that this question was not asked in the 2017 survey. 'Non-minority respondent' refers to those who answered 'no' when asked '*Do you consider yourself to be from a minority ethnic background'* in the REC surveys.

Recruiting our staff and students

PS staff are recruited locally and regionally. We attend recruitment fairs, host open days, and post vacancies on sites accessed by diverse audiences, for example, Manchester-based Black United Representation Network (BURN). A recent Manchester Evening News campaign highlighted varied routes to University employment, including The Works – a unique partnership with organisations providing advice, training and jobs for local people **(Action 5.4)**.

"The Works caters for people that live locally and might not see certain opportunities come up. The University is a place that's open to everyone. There are different avenues to explore to get a job here…for anyone who needs a little extra help…They treat everyone fairly across the board." (staff member (name redacted), who joined the University via The Works in 2015).

Academic and research staff are recruited locally, nationally and internationally via standard and targeted advertising routes, research networks, professional bodies, and search agencies (see 5a). Staff joining from overseas are offered support with visas, relocating and peer support through the International Staff Buddying Network. We employ many postgraduate researchers as teaching assistants and research staff.

Many of our students are from Manchester and surrounding areas. Widening participation students are recruited through our flagship Manchester Access Programme (MAP) for local Year 12 pupils. Each year, ~200 MAP alumni gain entry to the University. ~15% annual student intake are commuter students, a significant proportion of which are BAME – over 60% of Pakistani and Bangladeshi students live at home. We have a large international student community (for example, 33.7% undergraduates are from overseas), recruited through international scholarships and overseas agents. The SU Buddy Scheme helps international students to settle in.

4. Staff profile

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

4a Academic staff

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

- the institution as a whole

- each academic faculty

- each academic grade (where numbers are small, cluster relevant grades together)

- contract type (permanent/open-ended or fixed-term)

- full time/part-time contracts

- staff turnover rates

- **Silver level:** It is anticipated that the institution will have undertaken further detailed analysis, considering the intersectionality of ethnicity with other protected characteristics.

  Please comment specifically on how the institution benchmarks the ethnic composition of its academic staff in the short and longer term, and what it is hoping to achieve.

Institutional profile

BAME staff representation has increased significantly since 2017 (18.3% BAME, n=848) and since 2019/20 to 23.4% (n=1,215) (Table 9, Fig. 11), and is ~8% higher than the sector (15.6%, Table 10).

BAME staff account for 40.2% non-UK academics and researchers and 14.1% of UK staff. However, Black staff (2.1%) continue to be underrepresented compared to Asian (16.7%) and other ethnic groups. Sections 4 and 5 outline University and Faculty-level actions to address underrepresentation through enhanced and targeted recruitment **(Objective 1 of the Action Plan)**.

Table 9: Academic and Research Staff ethnicity profile by UK/non-UK, 2022*

| Ethnicity Group | 01. White | | | | 02. BAME | | | | | | | | | | 03. Not Known | | | | Total | |
| Ethnicity Category | White | | Total | | Asian | | Black | | Mixed | | Other | | Total | | Not Known | | Total | | | |
Level 1 ▲	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
01. UK	2775	83.8%	2775	83.8%	310	9.4%	45	1.4%	80	2.4%	30	0.9%	470	14.1%	70	2.1%	70	2.1%	3315	100.0%
02. Non UK	1030	56.1%	1030	56.1%	550	29.8%	60	3.4%	65	3.6%	65	3.4%	740	40.2%	70	3.7%	70	3.7%	1840	100.0%
03. Not Known	20	46.2%	20	46.2%	10	20.5%	0	2.6%			0	2.6%	10	25.6%	10	28.2%	10	28.2%	40	100.0%
Total	3825	73.7%	3825	73.7%	870	16.7%	110	2.1%	145	2.8%	95	1.8%	1215	23.4%	145	2.8%	145	2.8%	5190	100.0%

*Note: tables include shading denoting extremities in proportions to highlight differences and any over- or underrepresentation.

Fig. 11: Academic and Research Staff ethnicity profile, 2019-2022

Ethnicity Group ● 01. White ● 02. BAME ● 03. Not Known ● BAME %

42
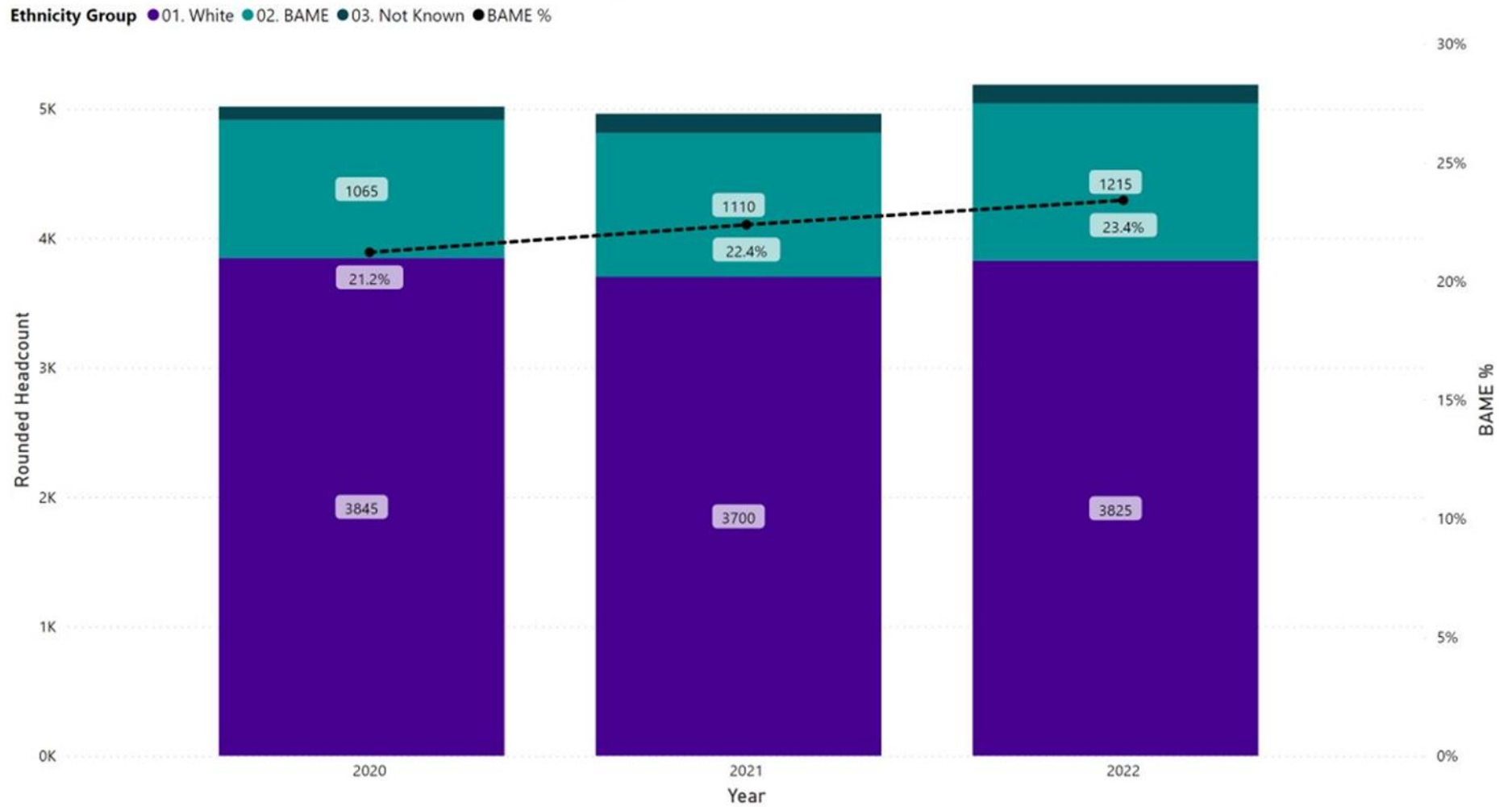
Table 10: University academic and non-academic (PS) staff profile data split by ethnicity with benchmarking data for the Russell Group and HE sector (HESA, 2021/22)*

Attribute (groups) Ethnicity Group	01. Manchester			02. Russell Group			03. HE Sector		
	Manchester Academic	Manchester Non Academic	Manchester Total	Russell Group Academic	Russell Group Non Academic	Russell Group Total	HE Sector Academic	HE Sector Non Academic	HE Sector Total
01. White	**60.2%**	**73.0%**	**66.6%**	**56.4%**	**68.9%**	**62.2%**	**60.9%**	**71.2%**	**65.4%**
01. UK	43.9%	67.9%	55.9%	37.4%	60.7%	48.2%	45.9%	64.4%	54.0%
02. Non-UK	16.2%	4.9%	10.5%	18.9%	8.0%	13.9%	14.9%	6.6%	11.3%
03. Not known	0.1%	0.2%	0.2%	0.1%	0.2%	0.1%	0.1%	0.1%	0.1%
02. BAME	**18.9%**	**13.0%**	**15.9%**	**16.2%**	**11.7%**	**14.1%**	**15.6%**	**11.7%**	**13.9%**
01. UK	7.5%	9.8%	8.6%	5.5%	8.1%	6.7%	6.7%	8.4%	7.5%
02. Non-UK	11.4%	3.1%	7.3%	10.7%	3.6%	7.4%	8.9%	3.2%	6.4%
03. Not known	0.0%	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
03. Not Known	**1.9%**	**1.1%**	**1.5%**	**11.1%**	**7.7%**	**9.5%**	**7.8%**	**5.5%**	**6.8%**
01. UK	1.0%	0.9%	1.0%	5.3%	5.5%	5.4%	4.3%	4.1%	4.2%
02. Non-UK	0.9%	0.1%	0.5%	4.9%	1.5%	3.3%	3.0%	1.0%	2.1%
03. Not known	0.1%	0.1%	0.1%	1.0%	0.7%	0.9%	0.6%	0.5%	0.5%

*Note: some percentages vary from those reported above due to different reporting systems for HESA returns.

Academic Faculties

FBMH has the largest number of BAME academics and researchers (n=455) and FSE the largest proportion (28.4%, Table 10). Proportions of BAME staff in FBMH and FHUM have increased over time to 21.1% and 21.9% (Fig. 12), from 15.6% and 14.2% respectively in 2017. All Faculties have higher proportions of non-UK than UK BAME staff, with the highest proportion of UK BAME academics and researchers in FBMH (17%, n=280). Black staff are underrepresented across all Faculties.

Table 10: Academic and Research Staff split by Faculty, ethnicity and UK/non-UK, 2022*

Ethnicity Group	01. White				02. BAME										03. Not Known				Total	
Ethnicity Category	White		Total		Asian		Black		Mixed		Other		Total		Not Known		Total			
Faculty	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
Biology, Medicine and Health	1650	76.6%	1650	76.6%	335	15.5%	30	1.4%	60	2.8%	25	1.2%	455	21.1%	45	2.1%	45	2.1%	2155	100.0%
01. UK	1335	81.2%	1335	81.2%	205	12.5%	15	0.9%	40	2.4%	15	0.9%	280	17.0%	30	1.8%	30	1.8%	1645	100.0%
02. Non UK	310	62.6%	310	62.6%	130	26.3%	15	3.0%	20	4.0%	10	2.0%	175	35.4%	10	2.0%	10	2.0%	495	100.0%
03. Not Known	10	66.7%	10	66.7%	5	33.3%					0	0.0%	5	33.3%	5	33.3%	5	33.3%	15	100.0%
Humanities	1115	75.1%	1115	75.1%	190	12.8%	50	3.4%	50	3.4%	30	2.0%	325	21.9%	50	3.4%	50	3.4%	1485	100.0%
01. UK	750	87.2%	750	87.2%	45	5.2%	15	1.7%	20	2.3%	10	1.2%	90	10.5%	20	2.3%	20	2.3%	860	100.0%
02. Non UK	360	58.1%	360	58.1%	150	24.2%	30	4.8%	30	4.8%	20	3.2%	230	37.1%	30	4.8%	30	4.8%	620	100.0%
03. Not Known	5	50.0%	5	50.0%			0	0.0%					0	0.0%	0	0.0%	0	0.0%	10	100.0%
Professional Services	5	100.0%	5	100.0%															5	100.0%
01. UK	5	100.0%	5	100.0%															5	100.0%
Science and Engineering	1060	68.4%	1060	68.4%	340	21.9%	25	1.6%	35	2.3%	35	2.3%	440	28.4%	55	3.5%	55	3.5%	1550	100.0%
01. UK	695	85.3%	695	85.3%	65	8.0%	10	1.2%	20	2.5%	5	0.6%	100	12.3%	20	2.5%	20	2.5%	815	100.0%
02. Non UK	365	50.3%	365	50.3%	270	37.2%	15	2.1%	20	2.8%	30	4.1%	335	46.2%	25	3.4%	25	3.4%	725	100.0%
03. Not Known	5	33.3%	5	33.3%	5	33.3%							5	33.3%	5	33.3%	5	33.3%	15	100.0%
Total	3825	73.7%	3825	73.7%	870	16.8%	110	2.1%	145	2.8%	95	1.8%	1215	23.4%	145	2.8%	145	2.8%	5190	100.0%

*Note: Professional Services and total include five Academics who work in central Professional Services.

Fig. 12: Proportion of BAME Academic and Research Staff per Faculty, 2019-2022
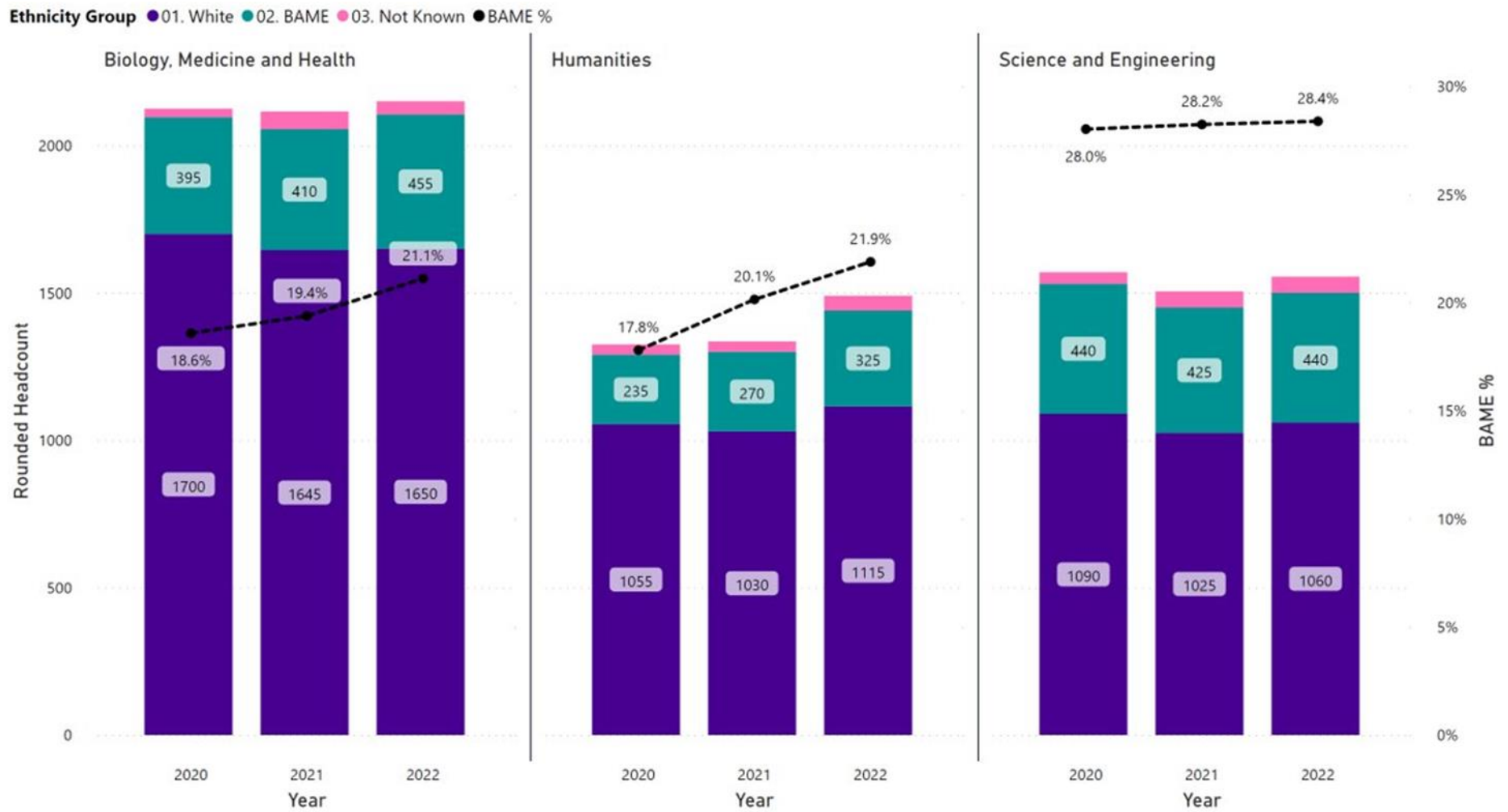
Academic Grade

BAME academics and researchers are well represented at entry grades (27.4% Lecturers (up by 9.6% from 17.8% in 2017), 32.2% Researchers) (Table 11) and pleasingly there has been improving BAME representation over the last three years in most grades (for example, +7% in teaching-only roles, Fig. 14). Although proportions decrease along the 'pipeline' (Fig. 13), the proportion of BAME Professors has increased from 8.8% (n=74) in 2017 to 11.2% (n=99) in 2022. 79% of BAME Professors are Asian (n=78), with 92% from Indian, Chinese or 'other Asian backgrounds, highlighting within-group differences (Table 12).

Black staff are underrepresented across all grades with no Black Senior Research Fellows, and little representation of Caribbean or 'Other Black backgrounds'.

Proportional representation is higher for non-UK than UK BAME staff at all grades (Table 11), especially amongst Lecturers and all Researcher and Fellow roles, while some grades have seen significant growth in UK BAME staff (for example, 170% increase in UK BAME Senior Lecturers since 2017 (n=41 in 2017 to n=110)).

Targeted actions to address pipeline discrepancies (see sections 4 and 5) are outlined under **Objectives 4 and 6 of the Action Plan**, with targets of 24% BAME at Senior Lecturer level and 17% BAME Professoriate by 2027.

CASE STUDY

To accelerate the diversity of senior pipelines, we invested in 36 BAME staff to participate on the StellarHE leadership development programme since 2015. Participants described the programme as "*life-changing*". 26% academics and researchers (n=5) have since been promoted (four male, one female), two to Professor level, and 25% PS participants (n=3, two females, one male) are in higher roles including Grade 8 (22% participants have left the University) (REC-2019-4.5).

Our Inclusive Advocacy scheme, part of our Wellcome-funded ISSF EDI Project (2021-2023), aims to accelerate progression of academics and researchers from underrepresented groups. In 2022/23, 20 pairs of participants (70% BAME) and senior advocates entered the programme. Participants reported initial benefits of improved research networks and confidence; wider impact will be assessed in 2023/24.

The number of BAME female professors has increased from 15 in 2017 to 24 in 2022 (+60%) (75 BAME male professors), and now represent 9.4% of female professoriate, up from 7% in 2017 (Table 13, REC-2019-5.3). This follows proactive action including targeted promotions workshops (see 5d) alongside StellarHE (50% BAME females) and Aurora development programmes. One-third of Aurora participants are now BAME, up from 10% in 2020 following enhanced communications and open-call recruitment.

To address intersectional underrepresentation, particularly of Black women, at higher grades (we currently have one Black female Professor), we have funded 14 places (nine academics and researchers, five PhDs) on the Women in Higher Education

Network's 100 Black Women Professors Now (100BWPN) programme since its inception in 2021/22. Developed with input from University experts, this innovative accelerator programme aims to address sector-wide underrepresentation of Black women professors. We will continue to invest in and evaluate the impact of these schemes on career progression and pipeline development, providing wrap-around support for participants to maximise benefit and opportunities **(Actions 4.2 and 6.1).**

Table 11: Academic and Research Staff split by grade, ethnicity and UK/non-UK, 2022

Ethnicity Group	01. White				02. BAME										03. Not Known				Total	
Ethnicity	White		Total		Asian		Black		Mixed		Other		Total		Not Known		Total			
Occupancy Type	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
01. Professor	780	87.6%	780	87.6%	80	9.0%	5	0.6%	10	1.1%	5	0.6%	100	11.2%	10	1.1%	10	1.1%	890	100.0%
01. UK	600	89.6%	600	89.6%	50	7.5%	5	0.7%	10	1.5%	5	0.7%	65	9.7%	5	0.7%	5	0.7%	670	100.0%
02. Non UK	180	81.8%	180	81.8%	30	13.6%	0	0.0%	0	0.0%	0	0.0%	35	15.9%	5	2.3%	5	2.3%	220	100.0%
02. Reader	130	78.8%	130	78.8%	20	12.1%	5	3.0%	5	3.0%	5	3.0%	30	18.2%	5	3.0%	5	3.0%	165	100.0%
01. UK	90	81.8%	90	81.8%	5	4.5%	0	0.0%	5	4.5%	0	0.0%	15	13.6%	5	4.5%	5	4.5%	110	100.0%
02. Non UK	40	72.7%	40	72.7%	15	27.3%	0	0.0%	0	0.0%	0	0.0%	15	27.3%					55	100.0%
03. Senior Lecturer	640	83.7%	640	83.7%	70	9.2%	10	1.3%	20	2.6%	15	2.0%	110	14.4%	10	1.3%	10	1.3%	765	100.0%
01. UK	475	87.2%	475	87.2%	40	7.3%	5	0.9%	10	1.8%	5	0.9%	60	11.0%	5	0.9%	5	0.9%	545	100.0%
02. Non UK	165	75.0%	165	75.0%	30	13.6%	5	2.3%	5	2.3%	10	4.5%	50	22.7%	5	2.3%	5	2.3%	220	100.0%
03. Not Known															0		0		0	
04. Lecturer	760	69.4%	760	69.4%	200	18.3%	35	3.2%	45	4.1%	20	1.8%	300	27.4%	35	3.2%	35	3.2%	1095	100.0%
01. UK	535	79.3%	535	79.3%	75	11.1%	15	2.2%	25	3.7%	5	0.7%	120	17.8%	20	3.0%	20	3.0%	675	100.0%
02. Non UK	215	52.4%	215	52.4%	125	30.5%	20	4.9%	20	4.9%	15	3.7%	180	43.9%	15	3.7%	15	3.7%	410	100.0%
03. Not Known	5	50.0%	5	50.0%							0	0.0%	0	0.0%	0	0.0%	0	0.0%	10	100.0%
05. Senior Research Fellow	30	85.7%	30	85.7%	0	0.0%			0	0.0%	0	0.0%	5	14.3%					35	100.0%
01. UK	25	83.3%	25	83.3%	0	0.0%			0	0.0%			0	0.0%					30	100.0%
02. Non UK	5	50.0%	5	50.0%	0	0.0%			0	0.0%	0	0.0%	5	50.0%					10	100.0%
06. Research Fellow	315	76.8%	315	76.8%	65	15.9%	5	1.2%	10	2.4%	5	1.2%	85	20.7%	10	2.4%	10	2.4%	410	100.0%
01. UK	240	87.3%	240	87.3%	20	7.3%	0	0.0%	5	1.8%	5	1.8%	30	10.9%	5	1.8%	5	1.8%	275	100.0%
02. Non UK	70	53.8%	70	53.8%	45	34.6%	0	0.0%	5	3.8%	5	3.8%	55	42.3%	5	3.8%	5	3.8%	130	100.0%
03. Not Known	0	0.0%	0	0.0%											0	0.0%	0	0.0%	5	100.0%
07. Research	920	63.0%	920	63.0%	345	23.6%	35	2.4%	50	3.4%	40	2.7%	470	32.2%	70	4.8%	70	4.8%	1460	100.0%
01. UK	595	82.1%	595	82.1%	70	9.7%	10	1.4%	20	2.8%	5	0.7%	105	14.5%	25	3.4%	25	3.4%	725	100.0%
02. Non UK	320	44.8%	320	44.8%	270	37.8%	25	3.5%	30	4.2%	30	4.2%	360	50.3%	35	4.9%	35	4.9%	715	100.0%
03. Not Known	10	50.0%	10	50.0%	5	25.0%	0	0.0%					10	50.0%	5	25.0%	5	25.0%	20	100.0%
08. Teaching only	265	67.1%	265	67.1%	90	22.8%	15	3.8%	5	1.3%	0	0.0%	120	30.4%	10	2.5%	10	2.5%	395	100.0%
01. UK	225	73.8%	225	73.8%	55	18.0%	10	3.3%	5	1.6%	0	0.0%	75	24.6%	5	1.6%	5	1.6%	305	100.0%
02. Non UK	40	50.0%	40	50.0%	35	43.8%	5	6.3%	5	6.3%			45	56.3%	0	0.0%	0	0.0%	80	100.0%
03. Not Known	5	100.0%	5	100.0%	0	0.0%							0	0.0%	0	0.0%	0	0.0%	5	100.0%
Total	3825	73.7%	3825	73.7%	870	16.8%	110	2.1%	145	2.8%	95	1.8%	1215	23.4%	145	2.8%	145	2.8%	5190	100.0%

Table 12: Academic and Research Staff split by grade and ethnicity (detailed), 2022*

Occupancy Type	01. Professor		02. Reader		03. Senior Lecturer		04. Lecturer		05. Senior Research Fellow		06. Research Fellow		07. Research		08. Teaching only		Total	
Ethnicity Group	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
⊞ 01. White	782	87.9%	131	79.4%	640	83.9%	759	69.4%	32	86.5%	313	76.5%	920	62.9%	267	67.8%	3826	73.7%
⊟ 02. BAME	99	11.1%	31	18.8%	111	14.5%	300	27.4%	5	13.5%	86	21.0%	472	32.3%	118	29.9%	1217	23.4%
⊟ Asian	78	8.8%	18	10.9%	68	8.9%	200	18.3%	2	5.4%	67	16.4%	347	23.7%	92	23.4%	868	16.7%
Arab	1	0.1%			2	0.3%	7	0.6%			6	1.5%	35	2.4%	5	1.3%	56	1.1%
Asian or Asian British - Bangladeshi	1	0.1%	1	0.6%	4	0.5%	5	0.5%			1	0.2%	7	0.5%	2	0.5%	21	0.4%
Asian or Asian British - Indian	24	2.7%	2	1.2%	18	2.4%	52	4.8%	1	2.7%	21	5.1%	87	6.0%	40	10.2%	243	4.7%
Asian or Asian British - Pakistani	4	0.4%	2	1.2%	7	0.9%	27	2.5%			3	0.7%	32	2.2%	15	3.8%	89	1.7%
Chinese	36	4.0%	10	6.1%	29	3.8%	64	5.9%			26	6.4%	135	9.2%	16	4.1%	316	6.1%
Other Asian background	12	1.3%	3	1.8%	8	1.0%	45	4.1%	1	2.7%	10	2.4%	51	3.5%	14	3.6%	143	2.8%
⊟ Black	5	0.6%	4	2.4%	9	1.2%	36	3.3%			4	1.0%	35	2.4%	17	4.3%	109	2.1%
Black or Black British - African	3	0.3%	3	1.8%	9	1.2%	29	2.7%			4	1.0%	29	2.0%	16	4.1%	92	1.8%
Black or Black British - Caribbean	2	0.2%					4	0.4%					3	0.2%			9	0.2%
Other Black background			1	0.6%			3	0.3%					3	0.2%	1	0.3%	8	0.2%
⊟ Mixed	10	1.1%	6	3.6%	18	2.4%	44	4.0%	2	5.4%	8	2.0%	51	3.5%	7	1.8%	146	2.8%
Mixed - White and Asian	3	0.3%	5	3.0%	6	0.8%	15	1.4%			3	0.7%	9	0.6%	1	0.3%	42	0.8%
Mixed - White and Black African	1	0.1%			1	0.1%	3	0.3%	1	2.7%			8	0.5%			14	0.3%
Mixed - White and Black Caribbean					3	0.4%	1	0.1%	1	2.7%	2	0.5%	2	0.1%	1	0.3%	10	0.2%
Other Mixed background	6	0.7%	1	0.6%	8	1.0%	25	2.3%			3	0.7%	32	2.2%	5	1.3%	80	1.5%
⊟ Other	6	0.7%	3	1.8%	16	2.1%	20	1.8%	1	2.7%	7	1.7%	39	2.7%	2	0.5%	94	1.8%
Other ethnic background	6	0.7%	3	1.8%	16	2.1%	20	1.8%	1	2.7%	7	1.7%	39	2.7%	2	0.5%	94	1.8%
⊞ 03. Not Known	9	1.0%	3	1.8%	12	1.6%	34	3.1%			10	2.4%	70	4.8%	9	2.3%	147	2.8%
Total	890	100.0%	165	100.0%	763	100.0%	1093	100.0%	37	100.0%	409	100.0%	1462	100.0%	394	100.0%	5190	100.0%

*Note: data unrounded to show accurate picture of representation and underrepresentation by detailed ethnicity and grade.

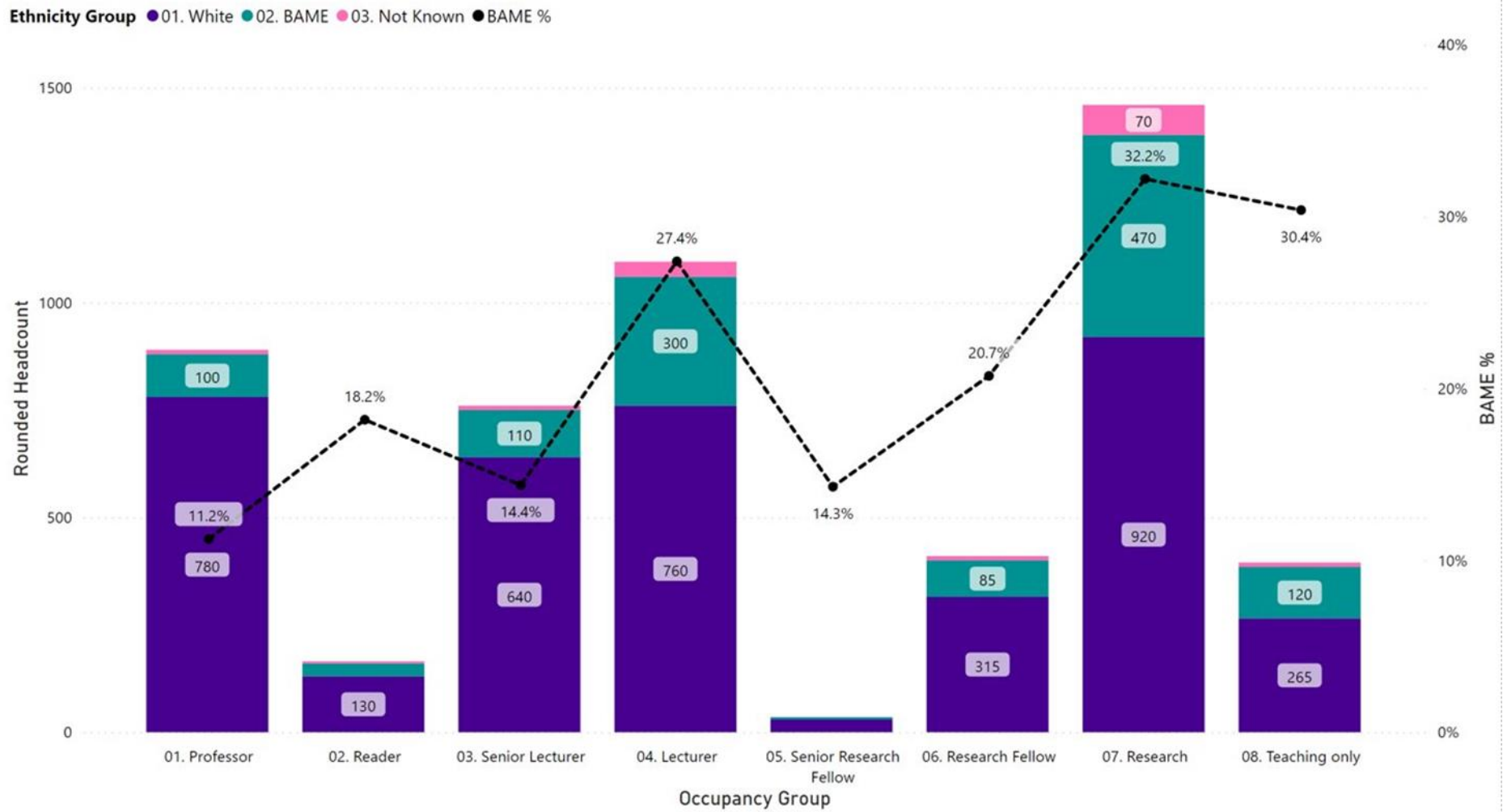Fig. 13: Academic and Research Staff split by grade and ethnicity, 2022

Fig. 14: Academic and Research Staff split by grade and ethnicity, 2019-2022
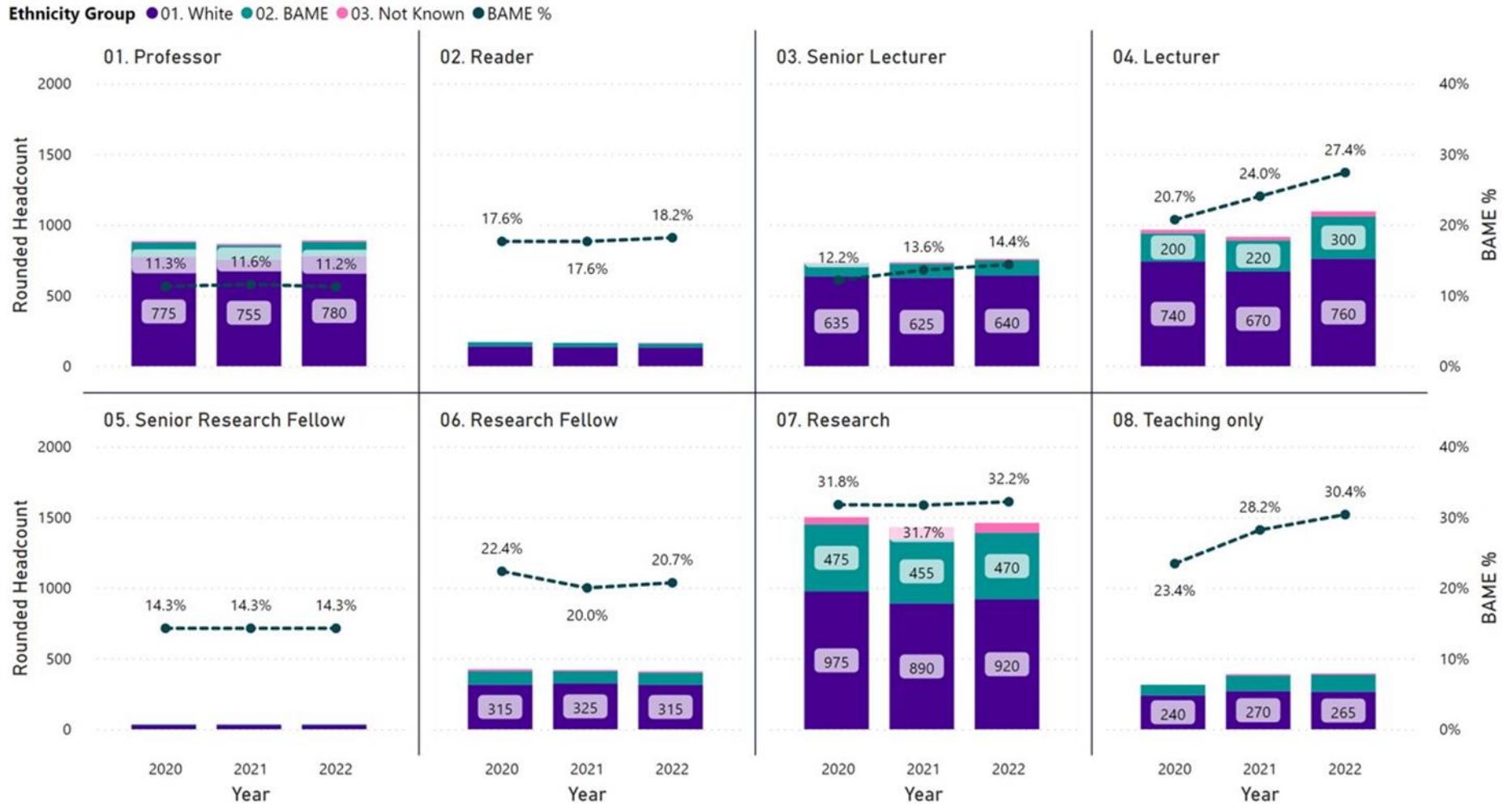
Table 13: Academic and Research Staff split by grade, ethnicity and sex, 2022*

Sex	Female		Male	
Occupancy Type	HC	%	HC	%
01. Professor	254	100.0%	636	100.0%
01. White	229	90.2%	553	86.9%
02. BAME	24	9.4%	75	11.8%
Asian	21	8.3%	57	9.0%
Black	1	0.4%	4	0.6%
Mixed	1	0.4%	9	1.4%
Other	1	0.4%	5	0.8%
03. Not Known	1	0.4%	8	1.3%
02. Reader	43	100.0%	122	100.0%
01. White	38	88.4%	93	76.2%
02. BAME	5	11.6%	26	21.3%
Asian	1	2.3%	17	13.9%
Black			4	3.3%
Mixed	3	7.0%	3	2.5%
Other	1	2.3%	2	1.6%
03. Not Known			3	2.5%
03. Senior Lecturer	322	100.0%	441	100.0%
01. White	275	85.4%	365	82.8%
02. BAME	43	13.4%	68	15.4%
Asian	26	8.1%	42	9.5%
Black	2	0.6%	7	1.6%
Mixed	8	2.5%	10	2.3%
Other	7	2.2%	9	2.0%
03. Not Known	4	1.2%	8	1.8%
04. Lecturer	533	100.0%	560	100.0%
01. White	378	70.9%	381	68.0%
02. BAME	140	26.3%	160	28.6%
Asian	95	17.8%	105	18.8%
Black	16	3.0%	20	3.6%
Mixed	21	3.9%	23	4.1%
Other	8	1.5%	12	2.1%
03. Not Known	15	2.8%	19	3.4%

Sex	Female		Male	
Occupancy Type	HC	%	HC	%
05. Senior Research Fellow	14	100.0%	23	100.0%
01. White	11	78.6%	21	91.3%
02. BAME	3	21.4%	2	8.7%
Asian	1	7.1%	1	4.3%
Mixed	2	14.3%		
Other			1	4.3%
06. Research Fellow	193	100.0%	216	100.0%
01. White	150	77.7%	163	75.5%
02. BAME	40	20.7%	46	21.3%
Asian	26	13.5%	41	19.0%
Black	2	1.0%	2	0.9%
Mixed	7	3.6%	1	0.5%
Other	5	2.6%	2	0.9%
03. Not Known	3	1.6%	7	3.2%
07. Research	670	100.0%	792	100.0%
01. White	444	66.3%	476	60.1%
02. BAME	204	30.4%	268	33.8%
Asian	144	21.5%	203	25.6%
Black	15	2.2%	20	2.5%
Mixed	28	4.2%	23	2.9%
Other	17	2.5%	22	2.8%
03. Not Known	22	3.3%	48	6.1%
08. Teaching only	297	100.0%	97	100.0%
01. White	206	69.4%	61	62.9%
02. BAME	84	28.3%	34	35.1%
Asian	68	22.9%	24	24.7%
Black	8	2.7%	9	9.3%
Mixed	6	2.0%	1	1.0%
Other	2	0.7%		
03. Not Known	7	2.4%	2	2.1%

*Note: data unrounded to show accurate picture of representation and underrepresentation by ethnicity, sex and grade.

Table 14: Academic and Research Staff split by grade, ethnicity and disability, 2022*

Disability / Occupancy Type	Not known to be disabled HC	%	Prefer not to say HC	%	Yes - has a disability HC	%
01. Professor	860	100.0%	5	..	25	100.0%
01. White	760	88.3%	5	..	20	80.0%
02. BAME	95	10.8%	0	..	5	20.0%
Asian	80	9.1%				
Black	5	0.5%	0	..		
Mixed	10	0.9%			0	8.0%
Other	5	0.3%			5	12.0%
03. Not Known	5	0.8%	0	..		
02. Reader	155	100.0%	5	..	10	..
01. White	125	80.4%	0	..	5	..
02. BAME	30	19.0%			0	..
Asian	15	10.5%			0	..
Black	5	2.6%				
Mixed	5	3.9%				
Other	5	2.0%				
03. Not Known	0	0.7%	0	..		
03. Senior Lecturer	720	100.0%	5	..	35	100.0%
01. White	605	84.2%	5	..	30	80.6%
02. BAME	105	14.6%	0	..	5	11.1%
Asian	65	9.3%	0	..		
Black	10	1.3%				
Mixed	15	2.2%			0	5.6%
Other	15	1.8%	0	..	0	5.6%
03. Not Known	10	1.3%			5	8.3%
04. Lecturer	1020	100.0%	5	..	70	100.0%
01. White	700	68.8%	5	..	55	78.6%
02. BAME	285	28.1%			15	20.0%
Asian	190	18.8%			10	11.4%
Black	35	3.3%			0	2.9%
Mixed	40	4.0%			5	4.3%
Other	20	1.9%			0	1.4%
03. Not Known	30	3.1%	0	..	0	1.4%
05. Senior Research Fellow	35	100.0%				
01. White	30	86.5%				
02. BAME	5	13.5%				
Asian	0	5.4%				
Mixed	0	5.4%				
Other	0	2.7%				
06. Research Fellow	380	100.0%	0	..	30	100.0%
01. White	285	75.4%	0	..	25	93.1%
02. BAME	85	22.5%			0	3.4%
Asian	65	17.7%				
Black	5	1.1%				
Mixed	5	1.9%			0	3.4%
Other	5	1.9%				
03. Not Known	10	2.1%	0	..	0	3.4%
07. Research	1345	100.0%	10	..	105	100.0%
01. White	835	62.0%	5	..	85	78.3%
02. BAME	455	33.9%	0	..	15	14.2%
Asian	340	25.4%			5	5.7%
Black	30	2.4%			5	2.8%
Mixed	45	3.4%			5	4.7%
Other	35	2.8%	0	..	0	0.9%
03. Not Known	55	4.1%	5	..	10	7.5%
08. Teaching only	380	100.0%	0	..	15	..
01. White	255	67.4%			10	..
02. BAME	115	30.5%			0	..
Asian	90	23.7%			0	..
Black	15	4.5%				
Mixed	5	1.8%				
Other	0	0.5%				
03. Not Known	10	2.1%	0	..		

*Note: percentages relate to the proportion of staff who disclosed disability through P&OD systems only. However, there are some staff who choose not to disclose their disability but are registered through the Disability Advisory Support Service.

Contract type

Table 15 shows much higher proportions of BAME academics and researchers on fixed-term contracts (FTCs) than White staff. This has remained largely unchanged since 2017 (62.7%/61.3% BAME, 43.5%/44.1% White on FTCs), related to high representation of BAME researchers on contracts with finite funding. Fig. 15 shows a modest increase in the proportion of permanent contracts held by BAME academics and researchers over time.

Aligned with REC actions and the Researcher Development Concordat, since 2022 research staff with four years continuous service automatically move to open-ended/permanent contracts, ensuring a shift in these data in the coming years (REC-2019-4.1, **Action 4.4**).

Table 15: Academic and Research Staff split by contract type, ethnicity and UK/non-UK, 2022

Ethnicity Group	01. White				02. BAME												03. Not Known				Total	
Ethnicity Category	White		Total		Asian		Black		Mixed		Other		Total		Not Known		Total					
Position Status	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
Fixed-Term	1685	44.1%	1685	44.1%	540	62.1%	70	63.6%	80	55.2%	50	52.6%	745	61.3%	105	72.4%	105	72.4%			2535	48.8%
01. UK	1220	31.9%	1220	31.9%	170	19.5%	25	22.7%	40	27.6%	15	15.8%	250	20.6%	50	34.5%	50	34.5%			1520	29.3%
02. Non UK	450	11.8%	450	11.8%	360	41.4%	45	40.9%	40	27.6%	40	42.1%	485	39.9%	50	34.5%	50	34.5%			980	18.9%
03. Not Known	15	0.4%	15	0.4%	10	1.1%	0	0.0%					10	0.8%	10	6.9%	10	6.9%			35	0.7%
Permanent	2155	56.3%	2155	56.3%	330	37.9%	40	36.4%	65	44.8%	40	42.1%	475	39.1%	40	27.6%	40	27.6%			2670	51.4%
01. UK	1570	41.0%	1570	41.0%	140	16.1%	20	18.2%	40	27.6%	15	15.8%	220	18.1%	20	13.8%	20	13.8%			1810	34.9%
02. Non UK	585	15.3%	585	15.3%	190	21.8%	20	18.2%	25	17.2%	25	26.3%	255	21.0%	20	13.8%	20	13.8%			860	16.6%
03. Not Known	0	0.0%	0	0.0%									0	0.0%	5	3.4%	5	3.4%			5	0.1%
Secondment	10	0.3%	10	0.3%																	10	0.2%
01. UK	5	0.1%	5	0.1%																	5	0.1%
02. Non UK	0	0.0%	0	0.0%																	0	0.0%
Total	3825	100.0%	3825	100.0%	870	100.0%	110	100.0%	145	100.0%	95	100.0%	1215	100.0%	145	100.0%	145	100.0%			5190	100.0%

Fig. 15: Academic and Research staff split by contract type and ethnicity, 2019-2022
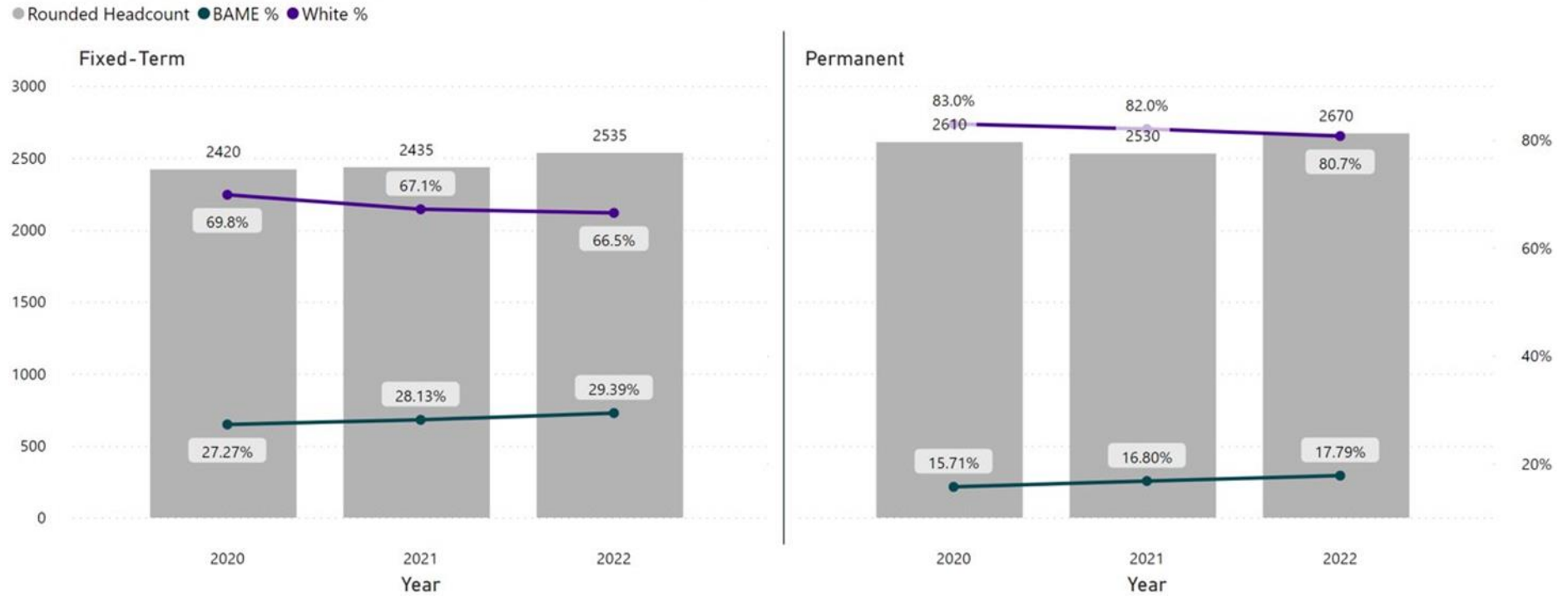
Full-time/part-time contracts

Table 16 shows that a higher proportion of BAME academic and research staff work full-time (82.8% compared to 77.5% White), down from 90% and 82.6% respectively in 2017 as more staff across ethnic groups now work part-time. Fig. 16 reveals modest increases in the proportion of full-time and part-time contracts held by BAME academics and researchers, reflecting increased representation.

Table 16: Academic and Research staff split by full-time/part-time contract, ethnicity and UK/non-UK, 2022

Ethnicity Group	01. White				02. BAME												03. Not Known				Total	
Ethnicity Category	White		Total		Asian		Black		Mixed		Other		Total		Not Known		Total					
Mode	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%		
⊟ Full time	2965	77.5%	2965	77.5%	710	81.6%	95	86.4%	115	79.3%	80	84.2%	1000	82.3%	120	82.8%	120	82.8%	4080	78.6%		
01. UK	2040	53.3%	2040	53.3%	195	22.4%	35	31.8%	60	41.4%	25	26.3%	310	25.5%	50	34.5%	50	34.5%	2405	46.3%		
02. Non UK	910	23.8%	910	23.8%	510	58.6%	60	54.5%	55	37.9%	55	57.9%	680	56.0%	60	41.4%	60	41.4%	1650	31.8%		
03. Not Known	10	0.3%	10	0.3%	10	1.1%	0	0.0%			0	0.0%	10	0.8%	5	3.4%	5	3.4%	25	0.5%		
⊟ Part time	865	22.6%	865	22.6%	160	18.4%	15	13.6%	30	20.7%	10	10.5%	215	17.7%	30	20.7%	30	20.7%	1110	21.4%		
01. UK	735	19.2%	735	19.2%	120	13.8%	10	9.1%	20	13.8%	5	5.3%	155	12.8%	15	10.3%	15	10.3%	910	17.5%		
02. Non UK	120	3.1%	120	3.1%	40	4.6%	5	4.5%	10	6.9%	5	5.3%	60	4.9%	10	6.9%	10	6.9%	190	3.7%		
03. Not Known	10	0.3%	10	0.3%											5	3.4%	5	3.4%	10	0.2%		
Total	3825	100.0%	3825	100.0%	870	100.0%	110	100.0%	145	100.0%	95	100.0%	1215	100.0%	145	100.0%	145	100.0%	5190	100.0%		

Fig. 16: Academic and Research staff split by full-time/part-time contract and ethnicity, 2019-2022
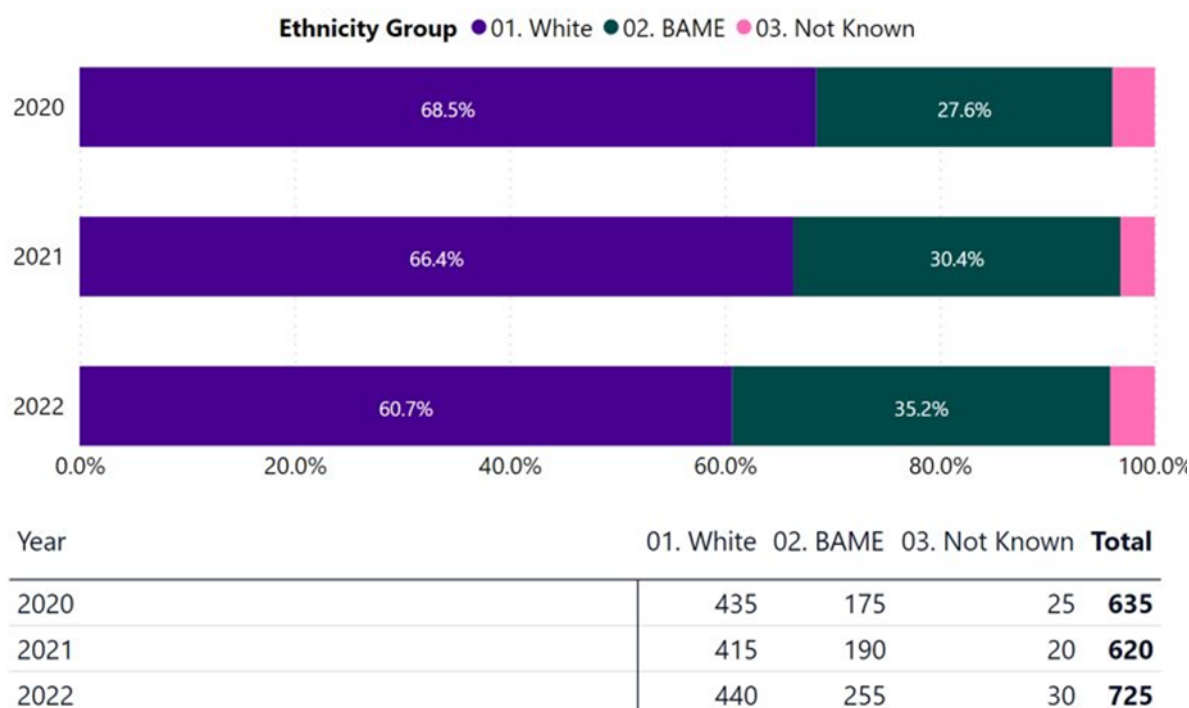
Staff turnover

Although 75% Asian Staff Survey respondents and 82% Black respondents (71% total and White) would like to be working at the University in two years' time, BAME academic and research staff turnover is higher than for White staff (21% versus 11.5%, Table 17), with a widening gap since 2017 (20% BAME, 14.7% White). Turnover is greater for non-UK staff and highest amongst Asian (29.4%) and Black (25%) non-UK staff. Higher BAME turnover correlates with much higher proportions of BAME academics and researchers on FTCs (61.3%, Table 15, Equality Information Report 2023). Fig. 17 shows a 7.6% increase in the proportion of staff leavers who are BAME over time.

Table 17: Academic and Research staff leavers and turnover rates by ethnicity and UK/non-UK, 2022

Ethnicity Group	Employed as at 31 July 2022	21/22 Leavers	Turnover Rate
01. White	3810	440	11.5%
White	3810	440	11.5%
01. UK	2765	285	10.3%
02. Non UK	1030	150	14.6%
03. Not Known	20	0	0.0%
02. BAME	1215	255	21.0%
Asian	810	185	22.8%
01. UK	295	35	11.9%
02. Non UK	510	150	29.4%
03. Not Known	5	0	0.0%
Black	110	25	22.7%
01. UK	45	10	22.2%
02. Non UK	60	15	25.0%
03. Not Known	0	0	0.0%
Other/Mixed	295	40	13.6%
01. UK	130	10	7.7%
02. Non UK	165	30	18.2%
03. Not Known	0	0	0.0%
03. Not Known	145	30	20.7%
Undisclosed	145	30	20.7%
03. Not Known	145	30	20.7%
Total	5175	725	14.0%

Fig. 17: Academic and Research staff leavers by ethnicity, 2019-2022

Ethnicity Group ● 01. White ● 02. BAME ● 03. Not Known

Year	01. White	02. BAME	03. Not Known	**Total**
2020	435	175	25	**635**
2021	415	190	20	**620**
2022	440	255	30	**725**

In 2021/22, the University launched a questionnaire for staff leavers, enabling anonymised reporting of reasons for leaving and suggesting improvements (REC-2019-4.2). None of the 255 responses (to January 2023) cited race or ethnicity. Monitoring this information within P&OD, alongside other insights such as the Staff Survey, enables responsive action. Data from this exit questionnaire, and from forthcoming surveys on induction and probation, will inform targeted action to reduce differential turnover rates and increase retention **(Action 10.5)**.

4b Professional and support staff

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

- the institution as a whole

- each central department (and where relevant, each academic faculty)

- each professional and support staff grade (where numbers are small, cluster relevant grades together)

- contract type (permanent/open-ended or fixed-term)

- full time/part-time contracts

- staff turnover rates

- **Silver level:** It is likely that institutions will have additionally considered role and occupational segregation.

- **Silver level:** It is anticipated that the institution will have undertaken further detailed analysis, considering the intersectionality of ethnicity with other protected characteristics.

Please comment specifically on how the institution benchmarks the ethnic composition of its professional and support staff in the short and longer term, and what it is hoping to achieve.

Institutional profile

16% (n=950) of our PS staff are BAME (Table 18), a significant increase since 2017 (11.7%, n=674), notably in 2021/22 (Fig. 18), resulting from enhancements to PS recruitment since 2018/19 (see 'Grade', 4b).

BAME PS staff representation is greater than the sector (11.7%, Table 10, see 4a). Consistent with recruiting many PS staff regionally and nationally (see 3b and 6a), we have more UK than non-UK BAME PS staff (n=680 versus n=260). However, BAME staff comprise only 12.9% of all UK PS staff.

BAME PS staff collectively are underrepresented compared to BAME academics and researchers (16% compared to 23.4%) with Black staff more underrepresented than Asian staff (4.1% verses 8.1%). Further commentary and planned actions are outlined in sections 4 and 6.

Table 18: PS Staff ethnicity profile by UK/non-UK, 2022

Ethnicity Group	01. White				02. BAME										03. Not Known				Total	
Ethnicity Category	White		Total		Asian		Black		Mixed		Other		Total		Not Known		Total			
Nationality Group	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
01. UK	4510	85.5%	4510	85.5%	335	6.3%	170	3.3%	145	2.8%	30	0.5%	680	12.9%	85	1.6%	85	1.6%	5275	100.0%
02. Non UK	340	55.4%	340	55.4%	140	23.0%	70	11.4%	30	4.7%	20	2.9%	260	42.2%	15	2.5%	15	2.5%	610	100.0%
03. Not Known	20	32.2%	20	32.2%	5	10.2%	0	1.7%	0	3.4%	0	1.7%	10	16.9%	30	50.8%	30	50.8%	60	100.0%
Total	4870	81.8%	4870	81.8%	480	8.1%	245	4.1%	180	3.0%	45	0.8%	950	16.0%	130	2.2%	130	2.2%	5950	100.0%

Fig. 18: PS Staff ethnicity profile, 2019-2022
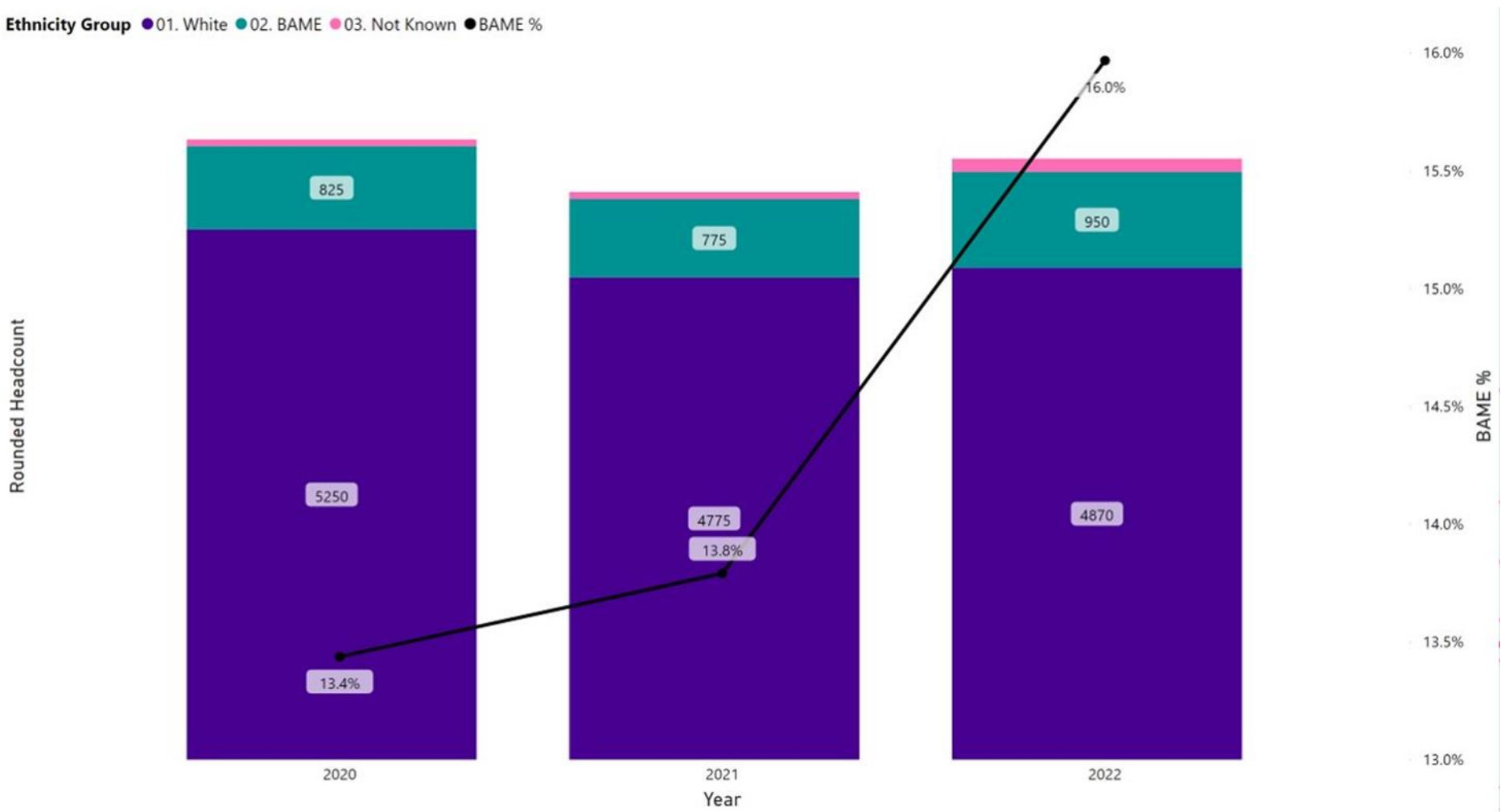
Faculties and Areas

Table 19 shows similar proportions of BAME PS staff across Faculties (14.8-15.4%), with the highest representation in Central PS (16.9%). Proportions of Asian staff are greater in Faculties (and subsidiaries) than centrally, but the inverse is true for Black staff. There are greater numbers of UK than non-UK BAME staff across areas.

Fig. 19 shows an increase in proportions and numbers of BAME PS staff, most notably in FHUM (from 9.2% in 2017 to 15.3%), FSE (10.3% to 14.7%) and Central PS (12.5% to 16.8%), with the latter in part influenced by changes in University structures and reporting (for example, the Library is now reported under Central PS versus Cultural Institutions).

Representation has increased in central Directorates since 2017 (Table 20a-c): 16.7% BAME staff (n=15) in the Directorate of Planning, up from 0 through a positive action approach (see 6a), and 17.9% (n=20) in Research and Business Engagement (up from 8.9% (n=5)).

Directorates with the greatest representation are Finance (22.8%, n=55) and Estates and Facilities (E&F, 20.1%, n=150), which includes Hospitality and Events, House Services, Maintenance Services and Security Services. E&F employs 31.9% of all central Directorates' BAME staff – many concentrated in lower-paid grades. There is a much higher representation of Black (13.6% (n=100)) than Asian staff (2.9% (n=20)) in E&F, in stark contrast to other central Directorates.

Reviewing granular PS data (REC-2019-4.3) was progressed through EDI Deep Dives (established 2022) and APR. PS EDI groups at University, Faculty and Directorate levels also evaluate PS data, informing action to address underrepresentation.

Table 19: PS Staff split by Faculty/area, ethnicity and UK/non-UK, 2022

Ethnicity Group	01. White				02. BAME										03. Not Known				Total	
Ethnicity Category	White		Total		Asian		Black		Mixed		Other		Total		Not Known		Total			
Faculty	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
Biology, Medicine and Health	1035	82.3%	1035	82.3%	120	9.6%	30	2.4%	35	2.6%	10	0.9%	195	15.4%	30	2.2%	30	2.2%	1255	100.0%
01. UK	950	86.7%	950	86.7%	80	7.2%	20	1.7%	25	2.3%	5	0.5%	130	11.7%	15	1.6%	15	1.6%	1095	100.0%
02. Non UK	80	53.7%	80	53.7%	40	27.2%	10	7.5%	10	5.4%	5	4.1%	65	44.2%	5	2.0%	5	2.0%	145	100.0%
03. Not Known	5	..	5	..	0	..							0	..	10	..	10	..	15	..
Cultural Institutions	175	86.1%	175	86.1%	10	5.9%	5	3.0%	5	3.0%			25	11.9%	5	2.0%	5	2.0%	200	100.0%
01. UK	170	88.4%	170	88.4%	10	5.3%	5	2.1%	5	2.1%			20	9.5%	5	2.1%	5	2.1%	190	100.0%
02. Non UK	5	..	5	..	0	..	0	..	0	..			5	..					10	..
Humanities	600	83.4%	600	83.4%	65	9.3%	10	1.5%	25	3.3%	5	1.0%	110	15.2%	10	1.4%	10	1.4%	720	100.0%
01. UK	540	86.6%	540	86.6%	45	6.9%	5	1.0%	25	3.7%	5	0.8%	75	12.3%	5	1.1%	5	1.1%	625	100.0%
02. Non UK	55	64.0%	55	64.0%	20	25.6%	5	5.8%	0	1.2%	0	2.3%	30	34.9%	0	1.2%	0	1.2%	85	100.0%
03. Not Known	5	..	5	..	0	..							0	..	0	..	0	..	5	..
Other Activities & Subsidiary Companies	25	72.2%	25	72.2%	5	19.4%	0	5.6%					0	2.8%	10	27.8%			35	100.0%
01. UK	25	92.9%	25	92.9%	0	3.6%	0	3.6%							0	7.1%			30	100.0%
02. Non UK					5	..	0	..			0	..	10	..					10	..
Professional Services	2250	80.6%	2250	80.6%	195	7.0%	170	6.0%	90	3.2%	20	0.7%	470	16.9%	70	2.4%	70	2.4%	2790	100.0%
01. UK	2115	83.8%	2115	83.8%	155	6.1%	125	5.0%	70	2.9%	10	0.5%	360	14.4%	45	1.8%	45	1.8%	2520	100.0%
02. Non UK	125	53.2%	125	53.2%	40	16.5%	40	17.7%	15	6.3%	5	3.0%	105	43.5%	10	3.4%	10	3.4%	235	100.0%
03. Not Known	10	30.0%	10	30.0%	5	10.0%	0	3.3%	0	6.7%	0	3.3%	5	23.3%	15	46.7%	15	46.7%	30	100.0%
Science and Engineering	790	83.0%	790	83.0%	80	8.5%	25	2.7%	25	2.7%	10	0.8%	140	14.8%	20	2.2%	20	2.2%	955	100.0%
01. UK	720	87.1%	720	87.1%	50	5.8%	15	2.1%	25	2.8%	5	0.7%	95	11.4%	10	1.5%	10	1.5%	825	100.0%
02. Non UK	75	59.3%	75	59.3%	35	26.8%	10	7.3%	5	2.4%	0	1.6%	45	38.2%	5	2.4%	5	2.4%	125	100.0%
03. Not Known	0	..	0	..											5	..	5	..	5	..
Total	4870	81.8%	4870	81.8%	480	8.1%	245	4.1%	180	3.0%	45	0.8%	950	16.0%	130	2.2%	130	2.2%	5950	100.0%

Fig. 19: PS staff by Faculty/area and ethnicity, 2019-2022
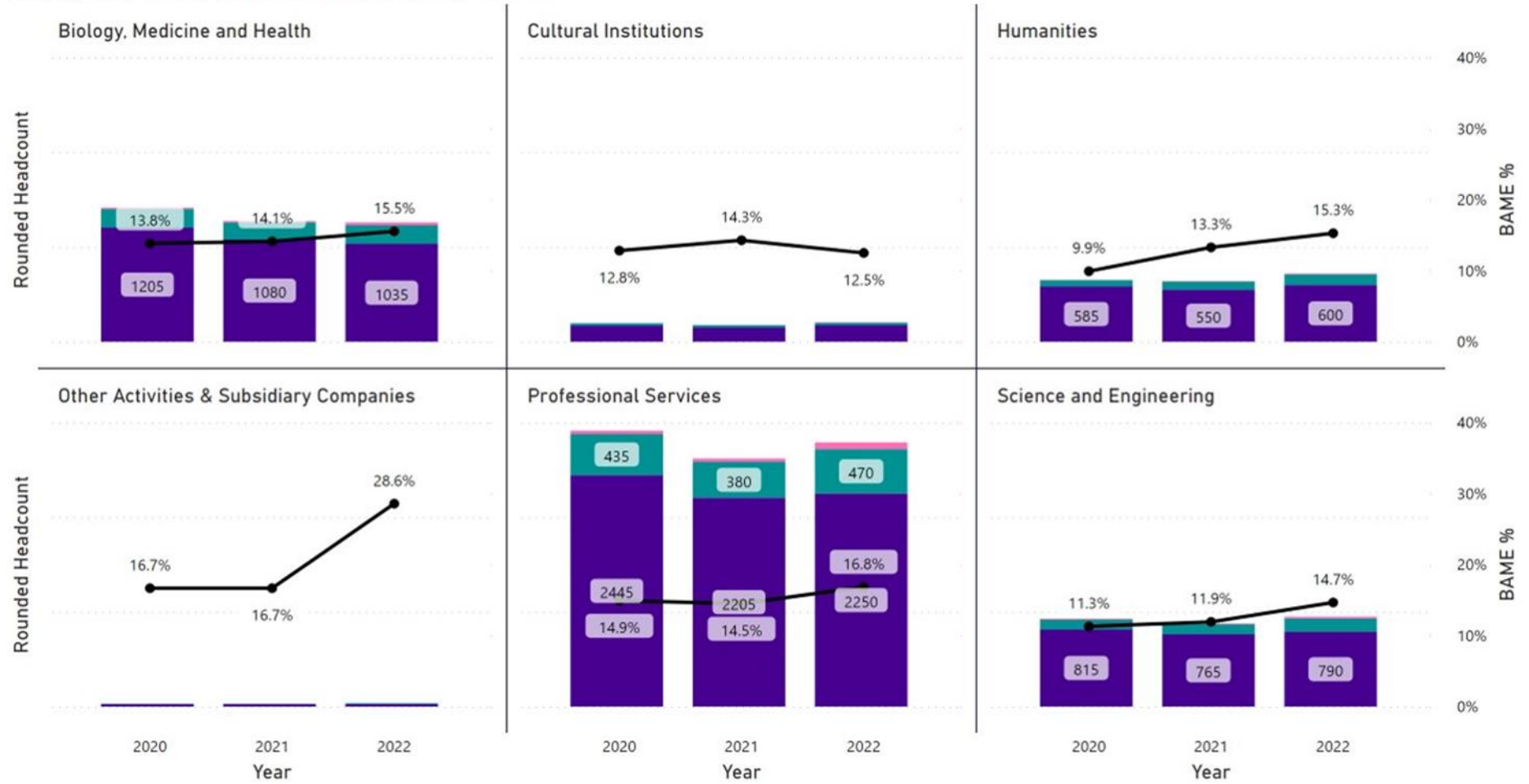
Table 20a: PS Staff split by Central Directorate, ethnicity and UK/non-UK, 2022*

| Ethnicity Group | 01. White | | | | 02. BAME | | | | | | | | | | 03. Not Known | | | | Total | |
| Ethnicity Category | White | | Total | | Asian | | Black | | Mixed | | Other | | Total | | Not Known | | Total | | | |
School/Directorate	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
Assoc of Heads of Univ Administration	5	..	5	..															5	..
01. UK	5	.	5	..															5	..
AUA Office	5	..	5	..							0	..	0	..					5	..
01. UK	5	.	5	..							0	.	0	..					5	..
02. Non UK	0	..	0	..															0	..
Comms, Marketing and Student Recruitment	95	82.6%	95	82.6%	5	5.2%	0	1.7%	5	5.2%	0	1.7%	15	13.9%	5	3.5%	5	3.5%	115	100.0%
01. UK	90	87.5%	90	87.5%	5	2.9%	0	1.9%	5	4.8%	0	1.0%	10	10.6%	0	1.9%	0	1.9%	105	100.0%
02. Non UK	5	..	5	..	0	..			0	..	0	..	5	..					10	..
03. Not Known					0	..					0	..	0	..	0	..	0	..	5	..
Development and Alumni Relations	60	91.0%	60	91.0%	5	4.5%			0	1.5%			5	6.0%	0	3.0%	0	3.0%	65	100.0%
01. UK	55	93.4%	55	93.4%	0	3.3%			0	1.6%			5	4.9%	0	1.6%	0	1.6%	60	100.0%
02. Non UK	5	..	5	..	0	..							0	..					5	..
03. Not Known															0	..	0	..	0	..
Directorate for the Student Experience	470	81.8%	470	81.8%	35	6.4%	30	5.6%	20	3.8%	5	0.7%	95	16.5%	10	1.7%	10	1.7%	575	100.0%
01. UK	430	84.0%	430	84.0%	30	5.8%	30	5.7%	20	3.7%	0	0.2%	80	15.4%	5	0.6%	5	0.6%	515	100.0%
02. Non UK	35	66.1%	35	66.1%	5	10.7%	5	5.4%	5	5.4%	5	5.4%	15	26.8%	5	7.1%	5	7.1%	55	100.0%
03. Not Known	5	..	5	..	0	..							0	..	5	..	5	..	5	..
Directorate of Compliance and Risk	30	90.9%	30	90.9%	0	6.1%			0	3.0%			5	9.1%					35	100.0%
01. UK	25	92.6%	25	92.6%	0	3.7%			0	3.7%			0	7.4%					25	100.0%
02. Non UK	5	..	5	..	0	..							0	..					5	..
03. Not Known	0	..	0	..															0	..
Directorate of Equal, Diversity & Inclus	5	..	5	..	0	..	0	..	0	..			5	..					10	..
01. UK	5	..	5	..	0	..	0	..					0	..					5	..
02. Non UK					0	..			0	..			0	..					0	..
Directorate of Estates and Facilities	575	76.9%	575	76.9%	20	2.9%	100	13.6%	20	2.8%	5	0.7%	150	20.1%	25	3.1%	25	3.1%	750	100.0%
01. UK	555	81.3%	555	81.3%	15	2.5%	70	10.6%	15	2.4%	5	0.6%	110	16.0%	20	2.6%	20	2.6%	680	100.0%
02. Non UK	20	32.8%	20	32.8%	5	8.2%	30	49.2%	5	8.2%	0	1.6%	40	67.2%					60	100.0%
03. Not Known	0	..	0	..											5	..	5	..	5	..
Total	1245	80.0%	1245	80.0%	70	4.6%	135	8.8%	55	3.4%	10	0.7%	275	17.5%	40	2.5%	40	2.5%	1560	100.0%

*Note: staff numbers and profile by directorate have been affected by restructures such as the Student Experience Programme (see 7a).

Table 20b: PS Staff split by Central Directorate, ethnicity and UK/non-UK, 2022

Ethnicity Group	01. White				02. BAME										03. Not Known				Total	
Ethnicity Category	White		Total		Asian		Black		Mixed		Other		Total		Not Known		Total			
School/Directorate	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
Directorate of Finance	175	74.6%	175	74.6%	35	15.9%	10	4.3%	5	2.2%	0	0.4%	55	22.8%	5	2.6%	5	2.6%	230	100.0%
01. UK	165	75.9%	165	75.9%	35	16.2%	5	2.8%	5	2.3%			45	21.3%	5	2.8%	5	2.8%	215	100.0%
02. Non UK	10	..	10	..	0	..	5	..			0	..	5	..					15	..
03. Not Known							0	..					0	..					0	..
Directorate of IT Services	260	79.0%	260	79.0%	35	11.2%	10	3.6%	5	2.1%	5	1.2%	60	18.2%	10	2.7%	10	2.7%	330	100.0%
01. UK	250	84.4%	250	84.4%	25	7.8%	10	3.1%	5	1.4%	5	1.4%	40	13.6%	5	2.0%	5	2.0%	295	100.0%
02. Non UK	10	34.4%	10	34.4%	15	40.6%	5	9.4%	5	9.4%			20	59.4%	0	6.3%	0	6.3%	30	100.0%
03. Not Known	0	..	0	..	0	..							0	..	0	..	0	..	5	..
Directorate of People & Organisational Development	125	84.8%	125	84.8%	10	6.2%	5	3.4%	5	2.8%	0	0.7%	20	13.1%	5	2.1%	5	2.1%	145	100.0%
01. UK	120	86.3%	120	86.3%	10	5.8%	5	2.9%	5	2.9%	0	0.7%	15	12.2%	0	1.4%	0	1.4%	140	100.0%
02. Non UK	5	..	5	..	0	..	0	..					0	..			0	..	5	..
Directorate of Planning	75	82.2%	75	82.2%	10	13.3%			0	2.2%	0	1.1%	15	16.7%	0	1.1%	0	1.1%	90	100.0%
01. UK	70	81.9%	70	81.9%	10	14.5%			0	2.4%			15	16.9%	0	1.2%	0	1.2%	85	100.0%
02. Non UK	5	..	5	..							0	..	0	..					5	..
Directorate of Research and Business Eng	85	80.2%	85	80.2%	10	9.4%	5	2.8%	5	4.7%	0	0.9%	20	17.9%	0	1.9%	0	1.9%	105	100.0%
01. UK	75	85.1%	75	85.1%	5	6.9%	0	1.1%	5	4.6%	0	1.1%	10	13.8%	0	1.1%	0	1.1%	85	100.0%
02. Non UK	10	..	10	..	5	..	0	..	0	..			5	..					15	..
03. Not Known	0	..	0	..									0	..	0	..	0	..	0	..
Legal Affairs and Board Secretariat	15	..	15	..							0	..	0	..					15	..
01. UK	15	..	15	..							0	..	0	..					15	..
Office for Social Responsibility	10	..	10	..															10	..
01. UK	5	..	5	..															5	..
02. Non UK	0	..	0	..															0	..
Office of President and Vice-Chancellor	10	..	10	..											0	..	0	..	15	..
01. UK	10	..	10	..											0	..	0	..	10	..
02. Non UK	0	..	0	..															0	..
Total	750	79.9%	750	79.9%	105	11.2%	30	3.2%	25	2.6%	10	0.9%	165	17.8%	20	2.3%	20	2.3%	940	100.0%

Table 20c: PS Staff split by Central Directorate, ethnicity and UK/non-UK, 2022

Ethnicity Group	01. White				02. BAME										03. Not Known				Total	
Ethnicity Category	White		Total		Asian		Black		Mixed		Other		Total		Not Known		Total			
School/Directorate	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
⊟ Registrar, Sec & Chief Operating Officer	5	..	5	..															5	..
01. UK	0	..	0	..															0	..
02. Non UK	0	..	0	..															0	..
⊟ The University of Manchester Library	255	86.6%	255	86.6%	20	6.2%	0	0.3%	10	4.1%	0	0.3%	30	11.0%	5	2.4%	5	2.4%	290	100.0%
01. UK	240	88.8%	240	88.8%	15	5.6%	0	0.4%	10	3.4%			25	9.3%	5	1.9%	5	1.9%	270	100.0%
02. Non UK	15	..	15	..	5	..			0	..			5	..	0	..	0	..	20	..
03. Not Known	0	..	0	..					0	..	0	..	5	..	0	..	0	..	5	..
Total	255	86.8%	255	86.8%	20	6.1%	0	0.3%	10	4.1%	0	0.3%	30	10.8%	5	2.4%	5	2.4%	295	100.0%

Grade

⭐ **CASE STUDY**

Fig. 20 shows a steady increase in the proportion on BAME PS staff across almost all grades. This evidences the impact of changes to our recruitment approach (introduced in October 2018) to advertise Grade 3-6 roles internally and externally simultaneously, to support the diversification of our workforce, as BAME representation has risen since 2017:

- Grade 4 – 11% -> 15.2%
- Grade 5 – 10.7% –> 15.6%
- Grade 6 – 9.8% –> 14.5%
- Grade 7 – 6.8% –> 10.1%

BAME staff (UK and non-UK) are overrepresented at lower levels (30.4% Grade 1, 25.8% Grade 2), heavily influenced by higher representation in E&F frontline roles. There is greater representation of Black staff at Grade 1 (22.3%), contrasting with that of Asian staff at Grade 2-7, particularly those of Chinese and Pakistani heritage (Tables 21 and 22).

Notable drop-off points along the pipeline are between Grades 2->3, 6->7and 7->8, with BAME representation of 4.9% at Grade 8 and 4.1% at Grade 9, although we see greater representation of BAME (and particularly Asian) staff in allied NHS roles.

Actions to address underrepresentation and pipeline drop-offs at higher grades to reach our target of 11% BAME at Grade 7-9 by 2027 are detailed under sections 4 and 6 and **Objectives 1, 4 and 5 of our Action Plan**.

Table 21: PS Staff split by Grade, ethnicity and UK/non-UK, 2022*

| Ethnicity Group | 01. White | | | | 02. BAME | | | | | | | | | | 03. Not Known | | | | Total | |
| Ethnicity Category | White | | Total | | Asian | | Black | | Mixed | | Other | | Total | | Not Known | | Total | | | |
Grade	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
Apprentice	10	..	10	..	5	..			0	..			5	..	0	..	0	..	15	..
01. UK	10	..	10	..	5	..			0	..			5	..	0	..	0	..	15	..
Grade 1	310	65.8%	310	65.8%	10	2.5%	105	22.3%	20	4.2%	5	1.3%	145	30.4%	20	3.8%	20	3.8%	470	100.0%
01. UK	285	72.0%	285	72.0%	10	2.0%	70	18.3%	15	3.3%	5	0.8%	95	24.4%	15	3.6%	15	3.6%	395	100.0%
02. Non UK	25	33.8%	25	33.8%	5	5.6%	35	46.5%	5	9.9%	5	4.2%	45	66.2%					70	100.0%
03. Not Known	5	..	5	..											5	..	5	..	5	..
Grade 2	195	70.3%	195	70.3%	45	16.8%	10	4.3%	10	3.6%	5	1.1%	70	25.8%	10	3.9%	10	3.9%	280	100.0%
01. UK	180	77.8%	180	77.8%	25	10.4%	10	5.2%	10	3.9%	0	0.4%	45	20.0%	5	2.2%	5	2.2%	230	100.0%
02. Non UK	15	37.5%	15	37.5%	20	55.0%					0	5.0%	25	60.0%	0	2.5%	0	2.5%	40	100.0%
03. Not Known	0	..	0	..	0	..			0	..			0	..	5	..	5	..	10	..
Grade 3	565	79.6%	565	79.6%	70	9.6%	20	3.1%	30	4.4%	5	0.7%	125	17.7%	20	2.7%	20	2.7%	710	100.0%
01. UK	520	83.3%	520	83.3%	50	7.7%	20	2.9%	25	4.3%	5	0.5%	95	15.4%	10	1.3%	10	1.3%	625	100.0%
02. Non UK	40	58.3%	40	58.3%	20	26.4%	5	4.2%	5	4.2%	0	1.4%	25	36.1%	5	5.6%	5	5.6%	70	100.0%
03. Not Known	5	..	5	..	0	..	0	..	0	..	0	..	5	..	5	..	5	..	15	..
Grade 4	815	82.5%	815	82.5%	85	8.5%	30	2.9%	30	3.2%	5	0.5%	150	15.2%	25	2.3%	25	2.3%	985	100.0%
01. UK	755	85.1%	755	85.1%	60	6.9%	20	2.5%	30	3.3%	5	0.3%	115	13.0%	15	1.9%	15	1.9%	885	100.0%
02. Non UK	55	62.5%	55	62.5%	20	22.7%	5	8.0%	5	3.4%	0	2.3%	30	36.4%	0	1.1%	0	1.1%	90	100.0%
03. Not Known	5	..	5	..	5	..							5	..	5	..	5	..	15	..
Grade 5	840	82.2%	840	82.2%	95	9.5%	30	2.8%	25	2.5%	10	0.8%	160	15.6%	20	2.1%	20	2.1%	1025	100.0%
01. UK	780	85.2%	780	85.2%	75	8.1%	20	2.2%	25	2.5%	5	0.5%	120	13.3%	15	1.5%	15	1.5%	915	100.0%
02. Non UK	60	58.7%	60	58.7%	25	22.1%	10	8.7%	5	2.9%	5	2.9%	40	36.5%	5	4.8%	5	4.8%	105	100.0%
03. Not Known	0	..	0	..											5	..	5	..	5	..

| Ethnicity Group | 01. White | | | | 02. BAME | | | | | | | | | | | 03. Not Known | | | | Total | |
| Ethnicity Category | White | | Total | | Asian | | Black | | Mixed | | Other | | Total | | | | Not Known | | Total | | | |
Definition	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%			HC	%	HC	%	HC	%
Grade 6	995	83.9%	995	83.9%	100	8.3%	25	2.3%	35	2.9%	10	1.0%	170	14.5%			20	1.6%	20	1.6%	1185	100.0%
01. UK	920	87.7%	920	87.7%	65	6.3%	15	1.6%	25	2.5%	5	0.7%	115	11.0%			15	1.2%	15	1.2%	1050	100.0%
02. Non UK	70	56.3%	70	56.3%	30	25.0%	10	7.8%	10	6.3%	5	3.9%	55	43.0%			0	0.8%	0	0.8%	130	100.0%
03. Not Known	5	..	5	..	0	..							0	..			5	..	5	..	10	..
Grade 7	665	88.4%	665	88.4%	45	6.1%	10	1.5%	15	2.0%	5	0.5%	75	10.1%			10	1.5%	10	1.5%	755	100.0%
01. UK	625	91.2%	625	91.2%	30	4.1%	10	1.2%	15	1.9%	0	0.3%	50	7.5%			10	1.3%	10	1.3%	685	100.0%
02. Non UK	45	62.3%	45	62.3%	20	26.1%	5	4.3%	0	2.9%	0	2.9%	25	36.2%			0	1.4%	0	1.4%	70	100.0%
03. Not Known																	0	..	0	..	0	..
Grade 8	195	94.1%	195	94.1%	5	2.9%	0	1.0%			0	1.0%	10	4.9%			0	1.0%	0	1.0%	205	100.0%
01. UK	185	94.9%	185	94.9%	5	2.6%	0	0.5%			0	1.0%	10	4.1%			0	1.0%	0	1.0%	195	100.0%
02. Non UK	5	..	5	..	0	..	0	..					0	..							10	..
03. Not Known	0	..	0	..																	0	..
Grade 9	95	95.9%	95	95.9%	0	1.0%	0	1.0%	0	2.0%			5	4.1%							100	100.0%
01. UK	90	95.7%	90	95.7%	0	1.1%	0	1.1%	0	2.2%			5	4.3%							95	100.0%
02. Non UK	5	..	5	..																	5	..
NHS/Clinical	195	82.6%	195	82.6%	20	8.5%	5	3.0%	5	3.0%	0	0.8%	35	15.3%			5	2.1%	5	2.1%	235	100.0%
01. UK	175	86.3%	175	86.3%	15	7.8%	5	1.5%	5	2.0%	0	1.0%	25	12.2%			5	1.5%	5	1.5%	205	100.0%
02. Non UK	20	58.1%	20	58.1%	5	12.9%	5	12.9%	5	9.7%			10	35.5%			0	6.5%	0	6.5%	30	100.0%

*Note: NHS/Clinical predominantly refers to mainly the Scientific Officers from the Cancer Research UK Manchester Institute (CRUKMI) and Nurses/Allied Health Professionals.

Table 22: PS Staff split by Grade and ethnicity (detailed), 2022*

Definition / Ethnicity Group	Apprentice HC	%	Grade 1 HC	%	Grade 2 HC	%	Grade 3 HC	%	Grade 4 HC	%	Grade 5 HC	%	Grade 6 HC	%	Grade 7 HC	%	Grade 8 HC	%	Grade 9 HC	%	NHS/Clinical HC	%
01. White	10	66.7%	310	65.8%	196	70.3%	566	79.6%	814	82.5%	842	82.2%	996	83.9%	666	88.4%	193	94.1%	94	95.9%	195	82.6%
02. BAME	4	26.7%	143	30.4%	72	25.8%	126	17.7%	150	15.2%	160	15.6%	172	14.5%	76	10.1%	10	4.9%	4	4.1%	36	15.3%
Asian	3	20.0%	12	2.5%	47	16.8%	68	9.6%	84	8.5%	97	9.5%	99	8.3%	46	6.1%	6	2.9%	1	1.0%	20	8.5%
Arab					2	0.7%	4	0.6%	2	0.2%	2	0.2%	4	0.3%	2	0.3%	1	0.5%				
Asian or Asian British - Bangladeshi	1	6.7%			6	2.2%	7	1.0%	8	0.8%	5	0.5%	3	0.3%	3	0.4%						
Asian or Asian British - Indian	1	6.7%	1	0.2%	7	2.5%	10	1.4%	15	1.5%	17	1.7%	22	1.9%	17	2.3%	1	0.5%	1	1.0%	6	2.5%
Asian or Asian British - Pakistani	1	6.7%	3	0.6%	8	2.9%	20	2.8%	24	2.4%	33	3.2%	26	2.2%	8	1.1%	1	0.5%			7	3.0%
Chinese			5	1.1%	15	5.4%	16	2.3%	22	2.2%	29	2.8%	30	2.5%	15	2.0%	2	1.0%			7	3.0%
Other Asian background			3	0.6%	9	3.2%	11	1.5%	13	1.3%	11	1.1%	14	1.2%	1	0.1%	1	0.5%				
Black			105	22.3%	12	4.3%	22	3.1%	29	2.9%	29	2.8%	27	2.3%	11	1.5%	2	1.0%	1	1.0%	7	3.0%
Black or Black British - African			53	11.3%	5	1.8%	8	1.1%	15	1.5%	17	1.7%	20	1.7%	5	0.7%			1	1.0%	5	2.1%
Black or Black British - Caribbean			44	9.3%	5	1.8%	11	1.5%	13	1.3%	11	1.1%	7	0.6%	5	0.7%	2	1.0%			1	0.4%
Other Black			8	1.7%	2	0.7%	3	0.4%	1	0.1%	1	0.1%			1	0.1%					1	0.4%
Mixed	1	6.7%	20	4.2%	10	3.6%	31	4.4%	32	3.2%	26	2.5%	34	2.9%	15	2.0%			2	2.0%	7	3.0%
Mixed - White and Asian			1	0.2%	4	1.4%	8	1.1%	6	0.6%	9	0.9%	4	0.3%	2	0.3%			1	1.0%	2	0.8%
Mixed - White and Black African			3	0.6%	1	0.4%	5	0.7%	4	0.4%	1	0.1%	6	0.5%								
Mixed - White and Black Caribbean			8	1.7%	3	1.1%	13	1.8%	7	0.7%	2	0.2%	7	0.6%	5	0.7%						
Other Mixed background	1	6.7%	8	1.7%	2	0.7%	5	0.7%	15	1.5%	14	1.4%	17	1.4%	8	1.1%			1	1.0%	5	2.1%
Other			6	1.3%	3	1.1%	5	0.7%	5	0.5%	8	0.8%	12	1.0%	4	0.5%	2	1.0%			2	0.8%
Gypsy or Traveller													1	0.1%								
Other ethnic background			6	1.3%	3	1.1%	5	0.7%	5	0.5%	8	0.8%	11	0.9%	4	0.5%	2	1.0%			2	0.8%
03. Not Known	1	6.7%	18	3.8%	11	3.9%	19	2.7%	23	2.3%	22	2.1%	19	1.6%	11	1.5%	2	1.0%			5	2.1%
Total	15	100.0%	471	100.0%	279	100.0%	711	100.0%	987	100.0%	1024	100.0%	1187	100.0%	753	100.0%	205	100.0%	98	100.0%	236	100.0%

*Note: data unrounded to show accurate picture of representation and underrepresentation by detailed ethnicity and grade.

Fig. 20: PS Staff split by grade and ethnicity, 2019-2022

Ethnicity Group ● 01. White ● 02. BAME ● 03. Not Known ● BAME %
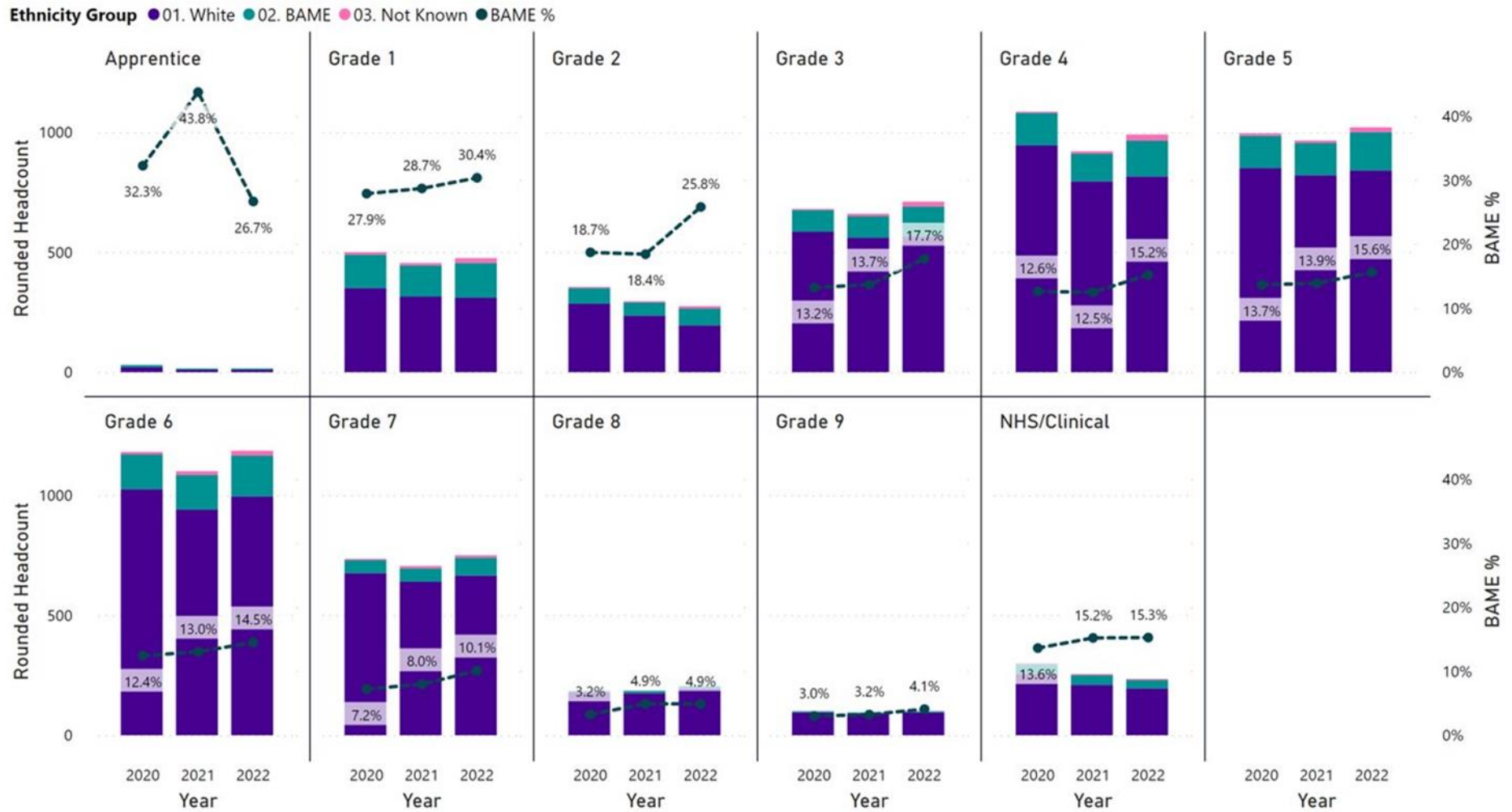
57.5% of PS staff are female (Equality Information Report 2023). Table 23 shows more BAME males than females in Grade 1 (n=90 versus n=55), reflecting manual and traditionally male-dominated roles. The majority of BAME staff in Grades 2-6 are female, but this reverses at Grades 8 and 9, which are predominantly male. There are no BAME male apprentices, despite 67% all apprentices being male. The developing Apprenticeships strategy, launching in October 2023, will address intersectional underrepresentation **(Action 5.2)**.

The highest proportions of disabled BAME staff are in Grades 1 and 2 (27% and 31% respectively) (Table 24). No Grade 8 BAME staff declared a disability, but most BAME Grade 9 staff did.

Table 23: PS Staff split by Grade, ethnicity and sex, 2022

Sex Grade	Female HC	%	Male HC	%
Apprentice	5	..	10	..
01. White	0	..	10	..
02. BAME	5	..		
Asian	5	..		
Mixed	0	..		
03. Not Known			0	..
Grade 1	165	100.0%	305	100.0%
01. White	105	65.2%	205	66.1%
02. BAME	55	32.9%	90	29.0%
Asian	5	3.0%	5	2.3%
Black	40	25.6%	65	20.5%
Mixed	5	3.7%	15	4.6%
Other	0	0.6%	5	1.6%
03. Not Known	5	1.8%	15	4.9%
Grade 2	170	100.0%	110	100.0%
01. White	110	64.9%	85	78.7%
02. BAME	50	30.4%	20	18.5%
Asian	35	20.5%	10	11.1%
Black	10	5.3%	5	2.8%
Mixed	5	3.5%	5	3.7%
Other	0	1.2%	0	0.9%
03. Not Known	10	4.7%	5	2.8%
Grade 3	425	100.0%	285	100.0%
01. White	330	77.9%	235	82.2%
02. BAME	85	19.5%	45	15.0%
Asian	50	11.3%	20	7.0%
Black	10	2.8%	10	3.5%
Mixed	20	4.7%	10	3.8%
Other	5	0.7%	0	0.7%
03. Not Known	10	2.6%	10	2.8%
Grade 4	660	100.0%	325	100.0%
01. White	535	81.2%	280	85.0%
02. BAME	110	17.0%	40	11.6%
Asian	65	9.5%	20	6.4%
Black	20	3.2%	10	2.4%
Mixed	25	3.8%	5	2.1%
Other	5	0.5%	0	0.6%
03. Not Known	10	1.8%	10	3.4%

Sex Grade	Female HC	%	Male HC	%
Grade 5	630	100.0%	390	100.0%
01. White	520	82.4%	320	81.9%
02. BAME	100	15.8%	60	15.3%
Asian	55	8.5%	45	11.0%
Black	20	3.3%	10	2.0%
Mixed	20	2.8%	10	2.0%
Other	5	1.1%	0	0.3%
03. Not Known	10	1.7%	10	2.8%
Grade 6	685	100.0%	500	100.0%
01. White	580	84.6%	415	83.0%
02. BAME	100	14.6%	70	14.4%
Asian	60	8.9%	40	7.6%
Black	15	2.0%	15	2.6%
Mixed	20	3.1%	15	2.6%
Other	5	0.6%	10	1.6%
03. Not Known	5	0.9%	15	2.6%
Grade 7	410	100.0%	340	100.0%
01. White	365	89.3%	300	87.4%
02. BAME	40	9.5%	35	10.8%
Asian	20	4.9%	25	7.6%
Black	5	1.7%	5	1.2%
Mixed	10	2.4%	5	1.5%
Other	0	0.5%	0	0.6%
03. Not Known	5	1.2%	5	1.8%
Grade 8	110	100.0%	95	100.0%
01. White	105	95.4%	90	92.8%
02. BAME	5	3.7%	5	6.2%
Asian	0	1.9%	5	4.1%
Black	0	1.9%		
Other			0	2.1%
03. Not Known	0	0.9%	0	1.0%
Grade 9	45	100.0%	50	100.0%
01. White	45	97.9%	50	94.1%
02. BAME	0	2.1%	5	5.9%
Asian			0	2.0%
Black	0	2.1%		
Mixed			0	3.9%

Sex Grade	Female HC	%	Male HC	%
NHS/Clinical	130	100.0%	110	100.0%
01. White	110	84.4%	85	80.6%
02. BAME	20	14.1%	20	16.7%
Asian	10	7.8%	10	9.3%
Black	5	3.9%	0	1.9%
Mixed	0	1.6%	5	4.6%
Other	0	0.8%	0	0.9%
03. Not Known	0	1.6%	5	2.8%

Table 24: PS Staff split by Grade, ethnicity and disability, 2022*

Disability / Grade	Not known to be disabled HC	%	Prefer not to say HC	%	Yes - has a disability HC	%
Apprentice	15	..			0	..
01. White	10	..			0	..
02. BAME	5	..				
Asian	5	..				
Mixed	0	..				
03. Not Known	0	..				
Grade 1	425	100.0%	5	..	35	100.0%
01. White	285	66.3%	5	..	25	62.2%
02. BAME	130	30.7%	0	..	10	27.0%
Asian	10	2.6%			0	2.7%
Black	100	23.4%	0	..	5	10.8%
Mixed	15	3.5%	0	..	5	10.8%
Other	5	1.2%			0	2.7%
03. Not Known	15	3.0%	0	..	5	10.8%
Grade 2	230	100.0%	5	..	40	100.0%
01. White	165	72.3%	0	..	30	66.7%
02. BAME	55	24.7%	0	..	15	31.0%
Asian	40	17.3%	0	..	5	14.3%
Black	5	3.0%	0	..	5	9.5%
Mixed	5	3.0%			5	7.1%
Other	5	1.3%				
03. Not Known	5	3.0%	5	..	0	2.4%
Grade 3	615	100.0%	10	..	90	100.0%
01. White	490	79.8%	5	..	75	82.0%
02. BAME	110	18.2%			15	15.7%
Asian	65	10.3%			5	5.6%
Black	20	3.1%			5	3.4%
Mixed	25	4.2%			5	5.6%
Other	5	0.7%			0	1.1%
03. Not Known	10	2.0%	5	..	0	2.2%
Grade 4	870	100.0%	5	..	110	100.0%
01. White	715	82.3%	5	..	95	85.7%
02. BAME	135	15.4%	0	..	15	13.4%
Asian	80	9.1%			5	4.5%
Black	25	2.9%	0	..	5	2.7%
Mixed	25	3.0%			5	5.4%
Other	5	0.5%			0	0.9%
03. Not Known	20	2.3%	0	..	0	0.9%

Disability / Grade	Not known to be disabled HC	%	Prefer not to say HC	%	Yes - has a disability HC	%
Grade 5	925	100.0%	10	..	90	100.0%
01. White	760	82.3%	5	..	75	82.4%
02. BAME	145	15.6%	0	..	15	16.5%
Asian	85	9.4%	0	..	10	9.9%
Black	30	3.0%			0	1.1%
Mixed	20	2.3%			5	5.5%
Other	10	0.9%				
03. Not Known	20	2.1%	0	..	0	1.1%
Grade 6	1075	100.0%	10	..	105	100.0%
01. White	900	83.9%	5	..	90	87.4%
02. BAME	155	14.5%	5	..	15	12.6%
Asian	95	8.9%			5	2.9%
Black	25	2.1%	0	..	5	2.9%
Mixed	30	2.6%	0	..	5	4.9%
Other	10	0.8%	0	..	0	1.9%
03. Not Known	15	1.6%	0	..		
Grade 7	690	100.0%	10	..	55	100.0%
01. White	610	88.4%	10	..	50	90.7%
02. BAME	70	10.3%			5	9.3%
Asian	45	6.4%			0	3.7%
Black	10	1.6%				
Mixed	15	1.9%			0	3.7%
Other	5	0.4%			0	1.9%
03. Not Known	10	1.3%	0	..		
Grade 8	195	100.0%	0	..	10	..
01. White	180	93.8%	0	..	10	..
02. BAME	10	5.2%				
Asian	5	3.1%				
Black	0	1.0%				
Other	0	1.0%				
03. Not Known	0	1.0%				

Disability / Grade	Not known to be disabled HC	%	Yes - has a disability HC	%
Grade 9	90	100.0%	5	..
01. White	90	98.9%	5	..
02. BAME	0	1.1%	5	..
Asian	0	1.1%		
Black			0	..
Mixed			0	
NHS/Clinical	225	100.0%	15	..
01. White	185	82.1%	10	..
02. BAME	35	15.7%	0	..
Asian	20	8.5%	0	..
Black	5	3.1%		
Mixed	5	3.1%		
Other	0	0.9%		
03. Not Known	5	2.2%		

*Note: percentages relate to the proportion of staff who disclosed disability through P&OD systems only. However, there are some staff who choose not to disclose their disability but are registered through the Disability Advisory Support Service.

Contract Type

66.8% BAME PS staff are on permanent contracts compared with 75.8% of White peers (9% differential, Table 25). Both figures have fallen since 2017 (71.5% and 78% respectively), due to increased use of FTCs related to University restructures and pandemic-related budget constraints.

Fig. 21 shows that the proportion of each contract type held by BAME staff has increased over time, reflecting increased BAME PS representation, but that BAME staff remain overrepresented on FTCs (30% BAME, 20.8% White) compared to the overall profile (16%). Concerning discrepancies will be addressed via the P&OD Contracts Working Group whose recommendations will inform REC actions **(Action 4.4).**

Table 25: PS Staff split by contract type, ethnicity and UK/non-UK, 2022

Ethnicity Group	01. White				02. BAME											03. Not Known				Total	
Ethnicity Category	White		Total		Asian		Black		Mixed		Other		Total				Not Known		Total			
Lookup	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%			HC	%	HC	%	HC	%
Permanent	3690	75.8%	3690	75.8%	280	58.3%	200	81.6%	125	69.4%	30	66.7%	635	66.8%			70	53.8%	70	53.8%	4400	73.9%
01. UK	3460	71.0%	3460	71.0%	215	44.8%	145	59.2%	105	58.3%	20	44.4%	485	51.1%			55	42.3%	55	42.3%	4000	67.2%
02. Non UK	215	4.4%	215	4.4%	65	13.5%	55	22.4%	20	11.1%	10	22.2%	145	15.3%			5	3.8%	5	3.8%	365	6.1%
03. Not Known	15	0.3%	15	0.3%	0	0.0%			0	0.0%	0	0.0%	5	0.5%			15	11.5%	15	11.5%	30	0.5%
Fixed-Term	1015	20.8%	1015	20.8%	185	38.5%	40	16.3%	45	25.0%	15	33.3%	285	30.0%			60	46.2%	60	46.2%	1355	22.8%
01. UK	895	18.4%	895	18.4%	105	21.9%	25	10.2%	30	16.7%	5	11.1%	165	17.4%			35	26.9%	35	26.9%	1095	18.4%
02. Non UK	115	2.4%	115	2.4%	75	15.6%	15	6.1%	10	5.6%	10	22.2%	110	11.6%			10	7.7%	10	7.7%	235	3.9%
03. Not Known	5	0.1%	5	0.1%	5	1.0%	0	0.0%	0	0.0%			5	0.5%			15	11.5%	15	11.5%	30	0.5%
Secondment	185	3.8%	185	3.8%	20	4.2%	5	2.0%	10	5.6%	0	0.0%	30	3.2%			0	0.0%	0	0.0%	220	3.7%
01. UK	175	3.6%	175	3.6%	15	3.1%	5	2.0%	10	5.6%	0	0.0%	30	3.2%							205	3.4%
02. Non UK	10	0.2%	10	0.2%	5	1.0%	0	0.0%					5	0.5%			0	0.0%	0	0.0%	15	0.3%
Total	4870	100.0%	4870	100.0%	480	100.0%	245	100.0%	180	100.0%	45	100.0%	950	100.0%			130	100.0%	130	100.0%	5950	100.0%

Fig. 21: PS staff split by contract type and ethnicity, 2019-2022
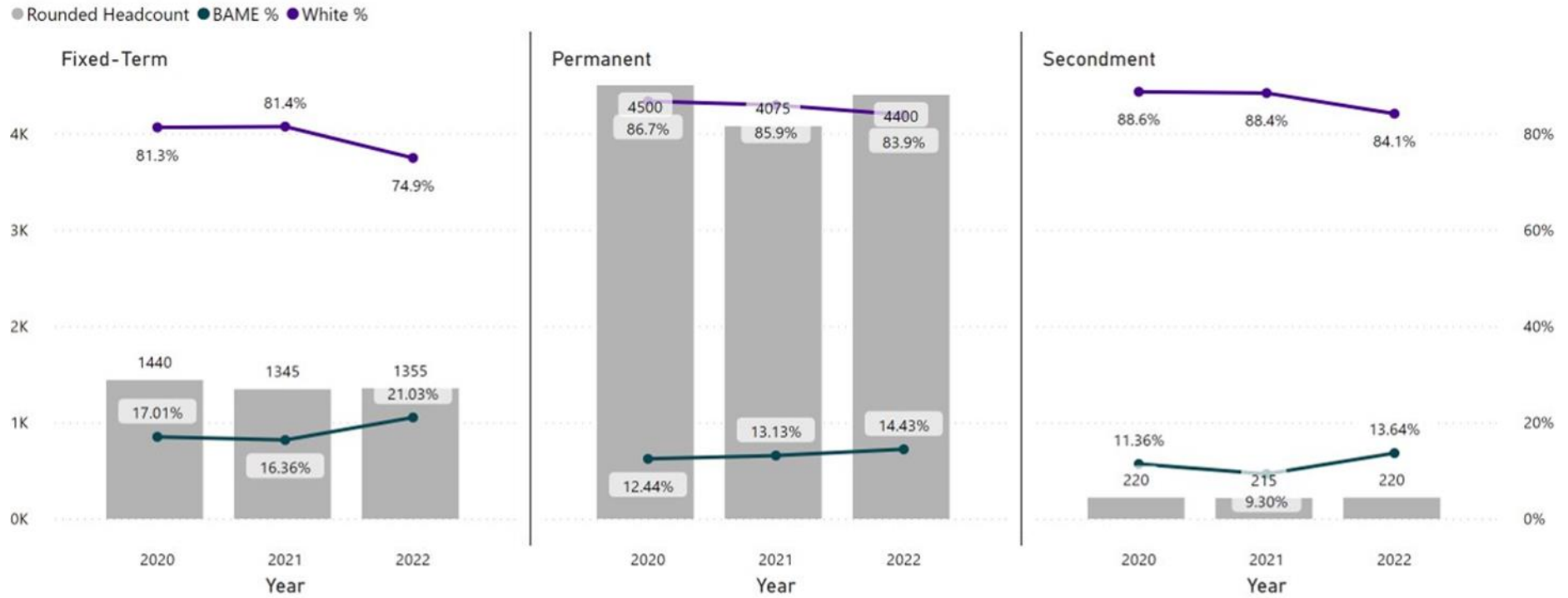
Full-time/part-time contracts

Similar percentages of BAME and White PS staff work full-time (77.9% and 79.2%) (Table 26), increasing since 2017 (72.7% and 76.1% respectively). Fewer Black PS staff work full-time (57.1%, compared to 88.5% Asian staff). The proportion of part-time and, more notably, full-time contracts held by BAME staff has increased over the last three years (Fig. 22), reflecting greater BAME representation.

BAME E&F focus group attendees expressed 'feeling stuck' on part-time contracts and working overtime without enhanced benefits such as full holiday pay. The Contracts Working Group, alongside evaluation of initiatives such as flexible contracts, will ensure potentially discriminatory practice is eradicated **(Action 4.4).**

Table 26: PS Staff split by full-time/part-time contract, ethnicity and UK/non-UK, 2022

Ethnicity Group	01. White				02. BAME												03. Not Known				Total	
Ethnicity Category	White		Total		Asian		Black		Mixed		Other		Total		Not Known		Total					
Mode	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%		
⊟ Full time	3855	79.2%	3855	79.2%	425	88.5%	140	57.1%	135	75.0%	35	77.8%	740	77.9%	110	84.6%	110	84.6%	4700	79.0%		
01. UK	3570	73.3%	3570	73.3%	295	61.5%	105	42.9%	115	63.9%	25	55.6%	535	56.3%	65	50.0%	65	50.0%	4175	70.2%		
02. Non UK	270	5.5%	270	5.5%	125	26.0%	35	14.3%	20	11.1%	10	22.2%	195	20.5%	15	11.5%	15	11.5%	480	8.1%		
03. Not Known	15	0.3%	15	0.3%	5	1.0%	0	0.0%	0	0.0%	0	0.0%	10	1.1%	25	19.2%	25	19.2%	50	0.8%		
⊟ Part time	1015	20.8%	1015	20.8%	55	11.5%	100	40.8%	40	22.2%	10	22.2%	210	22.1%	20	15.4%	20	15.4%	1245	20.9%		
01. UK	940	19.3%	940	19.3%	40	8.3%	65	26.5%	30	16.7%	5	11.1%	145	15.3%	20	15.4%	20	15.4%	1105	18.6%		
02. Non UK	70	1.4%	70	1.4%	15	3.1%	35	14.3%	10	5.6%	5	11.1%	65	6.8%					135	2.3%		
03. Not Known	5	0.1%	5	0.1%	0	0.0%			0	0.0%			0	0.0%	5	3.8%	5	3.8%	10	0.2%		
Total	4870	100.0%	4870	100.0%	480	100.0%	245	100.0%	180	100.0%	45	100.0%	950	100.0%	130	100.0%	130	100.0%	5950	100.0%		

Fig. 22: PS staff split by full-time/part-time contract and ethnicity, 2019-2022

Rounded Headcount ● BAME % ● White %

Full time

	2020	2021	2022
Rounded Headcount	4645	4340	4700
White %	86.2%	85.6%	82.0%
BAME %	12.8%	13.1%	15.7%

Part time

	2020	2021	2022
White %	83.3%	82.9%	81.5%
Rounded Headcount	1495	1285	1245
BAME %	15.7%	16.0%	16.9%
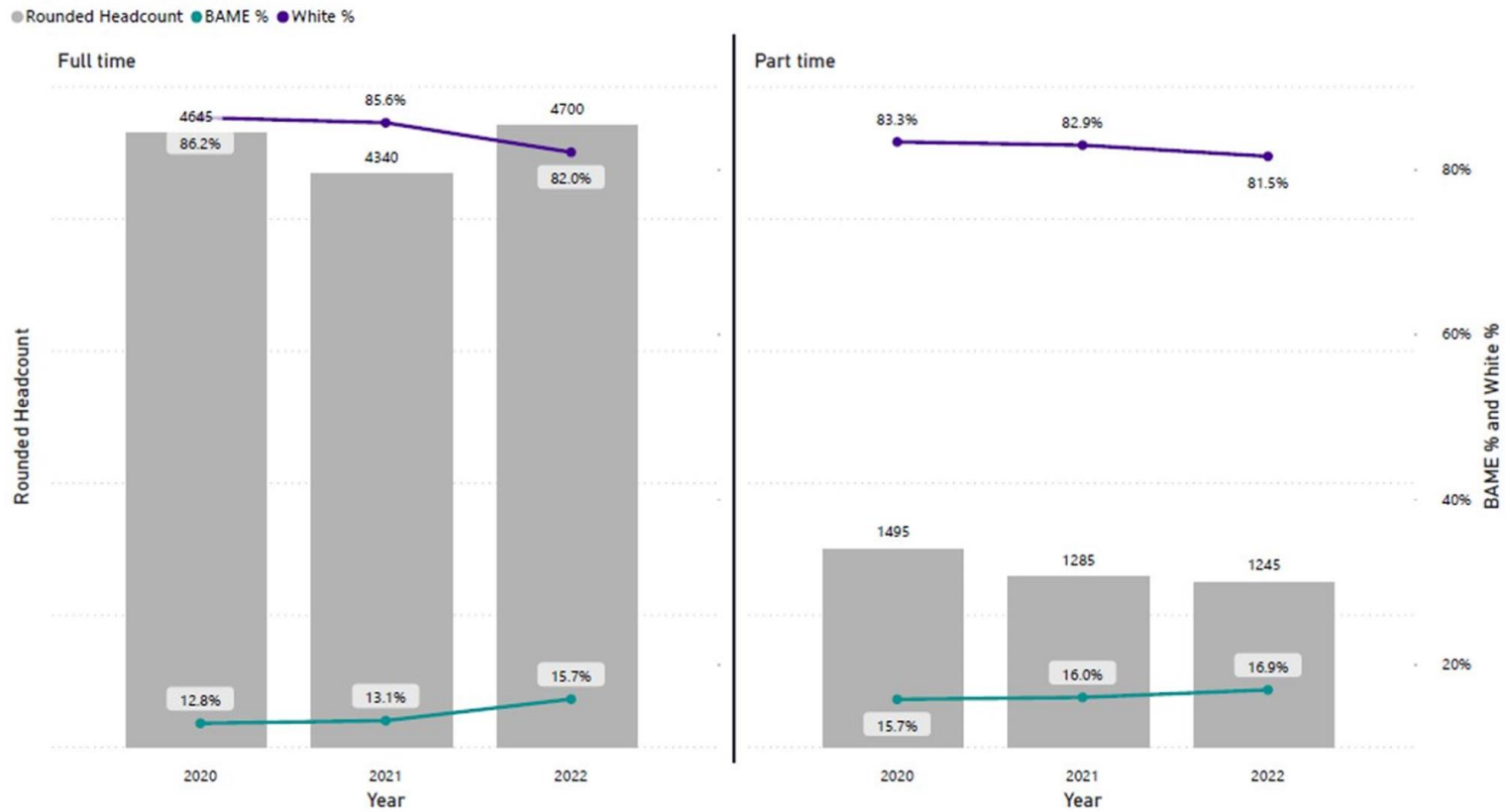
Staff turnover

Consistent with 2017 data, turnover rates for BAME (11.6%) and White PS staff (12.2%) are comparable and similar across minority ethnic groups (Table 27). Non-UK turnover rates are higher than UK rates within White, Black and Other/Mixed ethnic groups. The proportion of BAME PS leavers has remained steady over the last three years (Fig. 23) and is largely in line with the proportion of PS staff who are BAME (16%).

Table 27: PS staff leavers and turnover rates by ethnicity and UK/non-UK, 2022

Ethnicity Group	Employed as at 31 July 2022	21/22 Leavers	Turnover Rate
□ 01. White	4860	595	12.2%
□ White	4860	595	12.2%
01. UK	4510	530	11.8%
02. Non UK	335	60	17.9%
03. Not Known	20	5	25.0%
□ 02. BAME	945	110	11.6%
□ Asian	460	55	12.0%
01. UK	325	40	12.3%
02. Non UK	130	15	11.5%
03. Not Known	5	0	0.0%
□ Black	245	25	10.2%
01. UK	170	15	8.8%
02. Non UK	70	10	14.3%
03. Not Known	0	0	0.0%
□ Other/Mixed	240	30	12.5%
01. UK	180	20	11.1%
02. Non UK	55	10	18.2%
03. Not Known	5	0	0.0%
□ 03. Not Known	130	15	11.5%
□ Undisclosed	130	15	11.5%
03. Not Known	130	15	11.5%
Total	5940	720	12.1%

Fig. 23: PS staff turnover rate by ethnicity, 2019-2022

Ethnicity (groups) ●01. White ●02. BAME ●03. Not Known

Year		01. White	02. BAME	03. Not Known	**Total**
2020		610	105	10	**725**
2021		610	120	5	**735**
2022		595	110	15	**720**
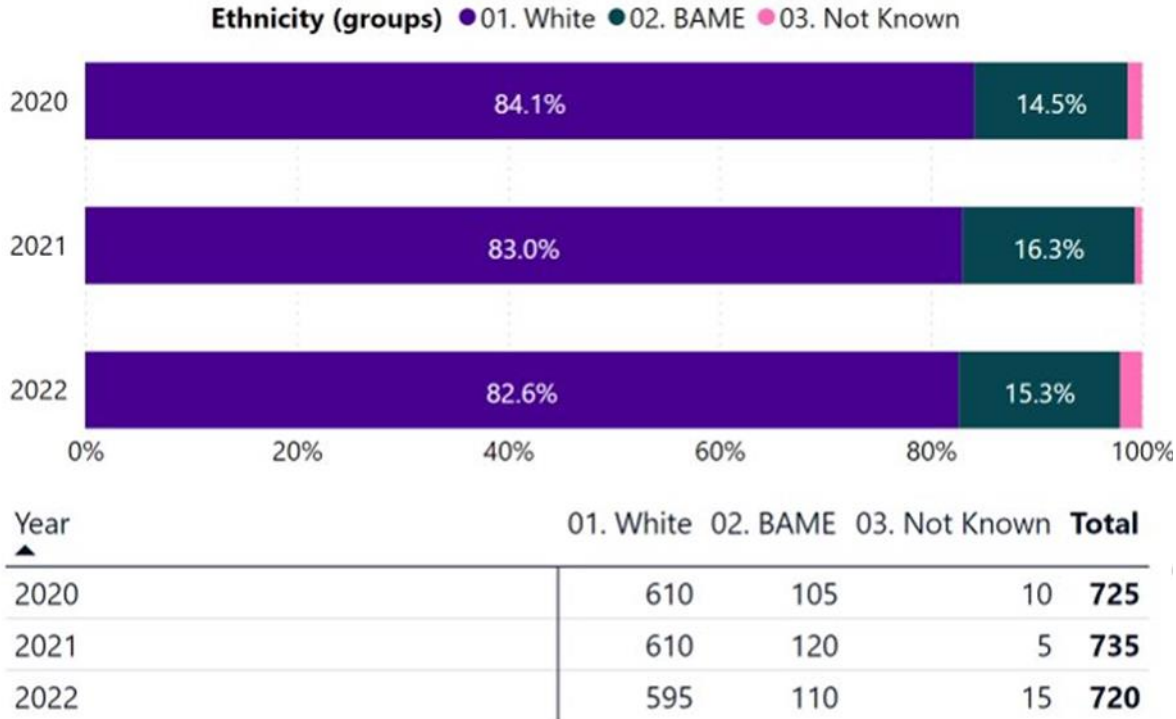
4c Grievances and disciplinaries

Please provide three years' data, and related analysis, commentary and actions, on:

• the ethnic profile of individuals involved in grievance procedures

• the ethnic profile of individuals involved in disciplinary procedures

• whether the nature of any grievances and disciplinaries are race-related

The number of grievances raised by staff increased in the last year (Table 28). Over one-third (34.9%) of grievances were raised by BAME complainants in 2021/22, down from 42.1% in 2020/21.

Disciplinary cases have reduced since our last submission (64 in 2016/17 to 41 in 2021/22), but Table 28 shows the proportion of cases raised by BAME staff in the last three years is disproportionately high (31.7% in 2021/22, compared to 19.4% BAME staff profile). Fourteen grievance and disciplinary cases were race-related between 2019-2022, up from four in 2014-2017.

Case numbers by ethnicity, gender and disability are reported annually to EDI and People Committees, enabling targeted action. From September 2023, new P&OD systems will enable demographic reporting of complainants and respondents for a fuller picture.

Table 28: Grievance and disciplinary cases, 2019-2022*

Ethnicity	01. White		02. BAME		03. Not Known		**Total**	
Year	Instances	%	Instances	%	Instances	%	**Instances**	**%**
2020	**60**	**69.8%**	**24**	**27.9%**	**2**	**2.3%**	**86**	**100.0%**
Disciplinary Cases	38	67.9%	16	28.6%	2	3.6%	56	100.0%
Grievances	22	73.3%	8	26.7%	0	0.0%	30	100.0%
2021	**37**	**64.9%**	**20**	**35.1%**	**0**	**0.0%**	**57**	**100.0%**
Disciplinary Cases	26	68.4%	12	31.6%	0	0.0%	38	100.0%
Grievances	11	57.9%	8	42.1%	0	0.0%	19	100.0%
2022	**51**	**60.7%**	**28**	**33.3%**	**5**	**6.0%**	**84**	**100.0%**
Disciplinary Cases	27	65.9%	13	31.7%	1	2.4%	41	100.0%
Grievances	24	55.8%	15	34.9%	4	9.3%	43	100.0%
Total	**148**	**65.2%**	**72**	**31.7%**	**7**	**3.1%**	**227**	**100.0%**

*Note: data relates to the complainant. As some grievances will lead to a disciplinary case, there will be some double counting. Data unrounded to show accurate picture.

Following a review of staff and student complaints procedures in 2022, all complaints that include EDI issues receive specialist advice from the EDI Directorate. Review recommendations to improve transparency and impartiality will be fully implemented by July 2024 **(Actions 10.1-10.2)**.

P&OD's Employee Relations (ER) team, established in 2022/23, coordinates our Mediation Service for staff and students; promotes conflict resolution; delivers training for managers handling ER cases (including EDI and race issues); and monitors trends in grievance and disciplinary cases. Consequently, we expect reductions in and more positive outcomes of grievance and disciplinary cases, including those raised by BAME staff **(Action 10.4).**

4d Decision-making boards and committees

Please provide details of the ethnic profile, and related analysis, commentary and actions, of your decision making boards and committees, including:

- senior management team

- board of governors/council

- research and academic committees

- key departmental decision-making bodies

Table 29a shows improved representation of BAME staff on University committees in 2022/23 with representation almost doubling (nine to 17; 11% to 13.3%) since our last submission. Notably, there is now representation on University SLT and P&OD Committee (REC-2019-4.6).

BAME representation across University and Faculty leadership committees has increased from 9% to 11.9% (50/421) (Tables 29a and 30-32a-b), with the largest growth in numbers in FBMH (+7, Table 30b). Two of the three Faculty Leadership Teams (FLT) and all Promotions Committees include BAME members. An incoming BAME female Head of School in FHUM will ensure representation on all three FLTs from 2023/24. This improvement has been influenced by our ongoing commitment to programmes such as StellarHE and Aurora, with programme alumni being promoted and/or taking up Faculty and School leadership roles (see 4a, REC-2019-4.5). There has been less progress on PS leadership groups, correlating with underrepresentation of senior BAME PS staff (Table 21).

Committees with more than one BAME member are often SR and EDI-focused. There is one BAME member of the University's Research Strategy Group (who is also on SLT, EDI and P&OD Committees) (Table 29a). When in the minority, BAME members may experiences challenges:

"*I find that my ideas are not valued but a White man might say the same thing [and ideas are listened to]. I wanted to make a contribution but maybe because I am a woman or a Chinese-looking woman, they [other members of the group] will never take my contributions*" (StellarHE alumnus, School leadership committee member).

There is no BAME representation on Teaching and Learning Strategy Group (Table 29a), while greater representation on Faculty (and School) T&L groups (Tables 30a-32a) will lead to an improved pipeline through talent development. Some groups have fewer BAME members than in 2017, for example FSE FLT (Table 32b), due to academic leaders finishing their tenured roles. FSE FLT has also seen increased female representation but no BAME females, reflecting intersectional issues (see 4a).

Examples of actions to fairly and transparently diversify leadership committees include FSE's *'Diversifying Leadership'* secondment pilot for BAME academics to gain leadership experience in T&L to address T&L pipeline challenges (see 5d), and recording applications and outcomes of internal leadership appointments to identify and address differential outcomes at all stages **(Actions 4.5 and 1.3).**

Table 29a (left): University decision-making committees by ethnicity and sex, 2017/18 and 2022/23; Table 29b (right): Changes in University decision-making committees by ethnicity and sex, 2017/18 and 2022/23*

Year	2017/18			2022/23		
University Committees (groups)	BAME	White	Total	BAME	White	Total
01. Board of Governors*(including lay members)	4	21	25	5	17	22
Female	1	9	10	2	8	10
Male	3	12	15	3	9	12
02. University Senior Leadership Team	0	11	11	1	11	12
Female	0	3	3	0	5	5
Male	0	8	8	1	6	7
03. PS Leadership Team				1	20	21
Female				1	10	11
Male				0	10	10
04. P&OD Committee (previously HR Sub-committee)	0	9	9	2	8	10
Female	0	2	2	1	3	4
Male	0	7	7	1	5	6
05. EDI Committee*				3	14	17
Female				2	11	13
Male				1	3	4
06. Research Strategy Group	1	7	8	1	9	10
Female	0	1	1	0	3	3
Male	1	6	7	1	6	7
07. Teaching and Learning Strategy Group*	0	19	19	0	10	10
Female	0	14	14	0	7	7
Male	0	5	5	0	3	3
08. Social Responsibility and Civic Engagement Group	4	7	11	4	22	26
Female	1	3	4	2	15	17
Male	3	4	7	2	7	9
Total	9	74	83	17	111	128

University Committees (groups)	BAME	White	Total
01. Board of Governors* (including lay members)	1	-4	-3
Female	1	-1	0
Male	0	-3	-3
02. University Senior Leadership Team	1	0	1
Female	0	2	2
Male	1	-2	-1
04. P&OD Committee (previously HR Sub-committee)	2	-1	1
Female	1	1	2
Male	1	-2	-1
06. Research Strategy Group	0	2	2
Female	0	2	2
Male	0	0	0
07. Teaching and Learning Strategy Group*	0	-9	-9
Female	0	-7	-7
Male	0	-2	-2
08. Social Responsibility and Civic Engagement Group	0	15	15
Female	1	12	13
Male	-1	3	2
Total	4	3	7

*Note: asterisk in table denotes committees with student representatives who have not been included. Tables include double counting of the same individuals who are members of multiple groups. Gaps in 2017/18 data indicate the group did not exist.

Table 30a (left): Key decision-making committees in FBMH by ethnicity and sex, 2017/18 and 2022/23; Table 30b (right): Changes in key decision-making committees in FBMH by ethnicity and sex, 2017/18 and 2022/23

Year	2017/18			2022/23		
Meeting Group	BAME	White	Total	BAME	White	Total
01. Faculty Leadership Team	1	9	10	1	11	12
Female	0	6	6	0	5	5
Male	1	3	4	1	6	7
02. PS Leadership Team	1	16	17	0	13	13
Female	1	12	13	0	11	11
Male	0	4	4	0	2	2
03. Promotions Committee	1	6	7	1	6	7
Female	0	3	3	0	3	3
Male	1	3	4	1	3	4
04. Research Leadership Team	1	20	21	0	9	9
Female	0	6	6	0	2	2
Male	1	14	15	0	7	7
05. Teaching Leadership Team	0	7	7	2	12	14
Female	0	4	4	1	7	8
Male	0	3	3	1	5	6
06. Social Responsibility Leadership Team	2	6	8	5	9	14
Female	1	4	5	2	8	10
Male	1	2	3	3	1	4
07. EDI Committee	2	6	8	6	12	18
Female	1	4	5	3	9	12
Male	1	2	3	3	3	6
Total	8	70	78	15	72	87

Meeting Group	BAME	White	Total
01. Faculty Leadership Team	0	2	2
Female	0	-1	-1
Male	0	3	3
02. PS Leadership Team	-1	-3	-4
Female	-1	-1	-2
Male	0	-2	-2
03. Promotions Committee	0	0	0
Female	0	0	0
Male	0	0	0
04. Research Leadership Team	-1	-11	-12
Female	0	-4	-4
Male	-1	-7	-8
05. Teaching Leadership Team	2	5	7
Female	1	3	4
Male	1	2	3
06. Social Responsibility Leadership Team	3	3	6
Female	1	4	5
Male	2	-1	1
07. EDI Committee	4	6	10
Female	2	5	7
Male	2	1	3
Total	7	2	9

Table 31a (left): Key decision-making committees in FHUM by ethnicity and sex, 2017/18 and 2022/23; Table 31b (right): Changes in key decision-making committees in FHUM by ethnicity and sex, 2017/18 and 2022/23

Year	2017/18			2022/23		
Meeting Group	BAME	White	Total	BAME	White	Total
⊟ 01. Faculty Leadership Team	0	14	14	0	12	12
Female	0	5	5	0	5	5
Male	0	9	9	0	7	7
⊟ 02. PS Leadership Team	0	14	14	0	12	12
Female	0	11	11	0	10	10
Male	0	3	3	0	2	2
⊟ 03. Promotions Committee	2	17	19	2	15	17
Female	0	6	6	0	8	8
Male	2	11	13	2	7	9
⊟ 04. Research Leadership Team	2	5	7	0	8	8
Female	1	1	2	0	3	3
Male	1	4	5	0	5	5
⊟ 05. Teaching Leadership Team	0	10	10	2	27	29
Female	0	7	7	0	20	20
Male	0	3	3	2	7	9
⊟ 06. Social Responsibility Leadership Team	1	11	12	1	11	12
Female	0	7	7	0	7	7
Male	1	4	5	1	4	5
⊟ 07. EDI Committee				2	11	13
Female				1	10	11
Male				1	1	2
Total	5	71	76	7	96	103

Meeting Group	BAME	White	Total
⊟ 01. Faculty Leadership Team	0	-2	-2
Female	0	0	0
Male	0	-2	-2
⊟ 02. PS Leadership Team	0	-2	-2
Female	0	-1	-1
Male	0	-1	-1
⊟ 03. Promotions Committee	0	-2	-2
Female	0	2	2
Male	0	-4	-4
⊟ 04. Research Leadership Team	-2	3	1
Female	-1	2	1
Male	-1	1	0
⊟ 05. Teaching Leadership Team	2	17	19
Female	0	13	13
Male	2	4	6
⊟ 06. Social Responsibility Leadership Team	0	0	0
Female	0	0	0
Male	0	0	0
⊟ 07. EDI Committee	2	11	13
Female	1	10	11
Male	1	1	2
Total	2	25	27

Table 32a: (left): Key decision-making committees in FSE by ethnicity and sex, 2017/18 and 2022/23; Table 32b (right): Changes in key decision-making committees in FSE by ethnicity and sex, 2017/18 and 2022/23

Year	2017/18			2022/23		
Meeting Group	BAME	White	Total	BAME	White	Total
01. Faculty Leadership Team	3	25	28	1	15	16
Female	1	6	7	0	10	10
Male	2	19	21	1	5	6
02. PS Leadership Team	0	24	24	1	16	17
Female	0	17	17	0	11	11
Male	0	7	7	1	5	6
03. Promotions Committee	2	6	8	1	8	9
Female	1	3	4	1	3	4
Male	1	3	4	0	5	5
04. Research Leadership Team	2	5	7	2	11	13
Female	1	3	4	0	6	6
Male	1	2	3	2	5	7
05. Teaching Leadership Team	0	23	23	1	19	20
Female	0	11	11	1	9	10
Male	0	12	12	0	10	10
06. Social Responsibility Leadership Team	3	7	10	2	5	7
Female	0	2	2	1	2	3
Male	3	5	8	1	3	4
07. EDI Committee				3	18	21
Female				1	11	12
Male				2	7	9
Total	10	90	100	11	92	103

Meeting Group	BAME	White	Total
01. Faculty Leadership Team	-2	-10	-12
Female	-1	4	3
Male	-1	-14	-15
02. PS Leadership Team	1	-8	-7
Female	0	-6	-6
Male	1	-2	-1
03. Promotions Committee	-1	2	1
Female	0	0	0
Male	-1	2	1
04. Research Leadership Team	0	6	6
Female	-1	3	2
Male	1	3	4
05. Teaching Leadership Team	1	-4	-3
Female	1	-2	-1
Male	0	-2	-2
06. Social Responsibility Leadership Team	-1	-2	-3
Female	1	0	1
Male	-2	-2	-4
Total	-2	-16	-18

4e Equal pay

Provide details of equal pay audits conducted over the past three years by ethnicity (by specific ethnic group as far as possible) and actions taken to address any issues identified.

The University goes beyond mandatory obligations, publishing Gender, Ethnicity, and Disability Pay Gap Reports annually (Fig. 24). Outcomes are reported to Trade Unions, Staff Networks, and P&OD and EDI Committees. Reports and headlines are shared via University intranet, and open meetings, including dedicated meeting with the BAME Staff Network.

Fig. 24: Infographic taken from the University's 2023 Gender, Ethnicity and Disability Pay Gap Report

	Mean pay gap	Median pay gap
Gender	14.1%	10.5%
Ethnicity	15.6%	12.4%
Disability	14.9%	9.8%

Since 2013, the University has undertaken five equal pay audits (next in September 2023). The 2021 audit showed a reduction in the number of remuneration bands with significant ethnicity pay gaps from four groups, with gaps of up to 19.95%, in 2017 to one with a 5.9% gap (Table 34, shown in red).

Grades 1-8 (all PS staff, academic, research and non-clinical academics)

All audits have shown no significant ethnicity pay gaps between BAME and White staff within Grades 1-8 (Table 33). Gaps have narrowed in most grades, while there is now no pay gap at Grade 1. The largest gap remains at Grade 6 (3.8%).

Table 33: Summary of pay gaps for Grades 1-8 by ethnicity in the last three Equal Pay Audits*

Grade	Pay Gap 2021 (%)	Pay Gap 2019 (%)	Pay Gap 2017 (%)
1	0.0	0.6	0.8
2	2.6	1.4	0.3
3	0.2	0.3	1.4
4	0.9	1.8	1.6
5	1.0	1.4	1.1
6	3.8	4.0	3.4
7	1.2	2.0	2.4
8	0.6	0.9	-0.1
Total	5.6	6.7	5.8

*Note: In Tables 33-35, green represents no significant pay gap, amber represents a pay gap that requires monitoring, and red represents a significant pay gap.

Grade 9 PS staff

There is a 5.9% ethnicity pay gap at the lowest salary band for Grade 9 PS staff (Table 34). Underrepresentation of BAME staff at this level is a significant factor (3.2% in 2021, Fig. 20), meaning the figures outcomes should be treated with caution.

Table 34: Summary of pay gaps for Grade 9 PS Staff by ethnicity in the last three Equal Pay Audits*

Pay Bracket	Pay Gap 2021 (%)	Pay Gap 2019 (%)	Pay Gap 2017 (%)
£63,729 - £79,660	5.9	5.3	5.9
£79,661 - £93,396	N/A	3.9	5.5
£93,397 - £107,682	N/A	N/A	-4.2
£107,683 - £120,866	N/A	N/A	N/A
£120,867 and above	N/A	N/A	20.0

*N/A denotes no BAME staff within the pay range. Pay ranges are not formal pay zones (as per Tables 33 and 35), but are an approximation of pay for work of equal value at Grade 9 for PS staff to enable comparison for the audit.

Grade 9 Professorial Staff Zones B-E (non-clinical)

Ethnicity pay gaps have narrowed in most Grade 9 Professorial zones since 2019 and the Zone B gap has been eliminated (Table 35). There remains one pay gap at Zone C of 4.8% that requires monitoring.

Table 35: Summary of pay gaps for Grade 9 Professorial Staff by ethnicity in the last three Equal Pay Audits (presented in ascending order of pay)

Professorial Zone	Pay Gap 2021 (%)	Pay Gap 2019 (%)	Pay Gap 2017 (%)
ZONE E (entry)	1.3	3.4	2.2
ZONE D	1.0	1.5	0.4
ZONE C	4.8	-3.4	-1.2
ZONE B	0.0	5.3	5.7

Despite progress, REC survey responses show differing pay-related perceptions of fairness and transparency:

- 'I am paid the same as colleagues who do the same job' – 47% ethnic minority respondents agreed (49%, 2017) versus 62% non-minorities
- 'Pay awards and increases are allocated fairly and transparently' – only 34% minority respondents agreed (39%, 2017) compared to 48% non-minorities.

Negative sentiments may be influenced by increased awareness of pay gaps due to transparent reporting. The University's EDI strategy has prioritised reducing pay gaps as part of its Year One operational objectives. Actions include setting ambitious targets informed by re-convening the Pay Gap Task Group to conduct intersectional analysis and devise holistic, impactful actions to close the gaps **(Action 9.1).**

5. Academic staff: recruitment, progression and development

Where possible for sections 5 please provide the data for each academic faculty. Please also provide a brief overview statement from the head of each faculty, setting out their reaction to the data and priorities for action.

5a Academic recruitment

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

- applying for academic posts

- being shortlisted/invited to interview for academic posts

- being offered academic posts

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

Please provide information on the institution's recruitment processes.

- How are minority ethnic individuals, where underrepresented, encouraged to apply and accept offers?

- What is done to try to identify and address biases within the processes?

  Greater numbers of BAME than White candidates applied for academic and research roles over the last three years (Table 36), with 59% (n=6155) all applicants from BAME candidates in 2022, up from 43.7% in 2017 and 54% in 2020. This growth is driven by non-UK BAME applications.

  However, BAME applicants continue to be less likely to be shortlisted or appointed than White candidates, with shortlisted and success rates of 11% and 2.2% respectively in 2022, compared to 24.3% and 6.3% for White candidates. The White/BAME differential in shortlisted rate has increased from 7.3% in 2017 to 13.3% and in success rate from 2.6% to 4.1%.

  In all job roles, the shortlisted and success rates were higher for UK than non-UK BAME applicants. There has been a small increase in the BAME shortlisted rate in the last three years (Fig. 25) and since 2017 (9.7%). BAME success rates remain stable but low (2.2% in 2017 and 2022), contrasting with increasing shortlisted rates for White candidates from 17% in 2017 to 24.3% in 2022 (actions to follow).

Table 36: applications, shortlisted and successful candidates for academic and research posts by ethnicity and UK/non-UK, 2019-2022*

Ethnicity Group / Year	01. White Applications	Shortlisted	%	Successful	%	02. BAME Applications	Shortlisted	%	Successful	%	03. Unknown Applications	Shortlisted	%	Successful	%
2020	2405	470	19.5%	145	6.0%	3320	315	9.5%	80	2.4%	395	40	10.1%	10	2.5%
Core Academics	525	120	22.9%	40	7.6%	545	55	10.1%	10	1.8%	60	5	8.3%	0	0.0%
01. UK	260	90	34.6%	30	11.5%	130	30	23.1%	5	3.8%	15	0	0.0%		
02. Non UK	265	35	13.2%	10	3.8%	415	25	6.0%	5	1.2%	35				
03. Not Known						0					10	0	0.0%	0	0.0%
Research	1885	350	18.6%	105	5.6%	2775	260	9.4%	70	2.5%	335	35	10.4%	10	3.0%
01. UK	905	215	23.8%	70	7.7%	410	50	12.2%	10	2.4%	50	5	10.0%	0	0.0%
02. Non UK	880	115	13.1%	35	4.0%	2275	200	8.8%	60	2.6%	175	20	11.4%	5	2.9%
03. Not Known	95	20	21.1%	5	5.3%	85	10	11.8%	5	5.9%	110	10	9.1%	5	4.5%
2021	5195	930	17.9%	115	2.2%	7265	755	10.4%	75	1.0%	685	85	12.4%	10	1.5%
Core Academics	1360	280	20.6%	30	2.2%	1315	180	13.7%	10	0.8%	150	20	13.3%		
01. UK	715	195	27.3%	20	2.8%	325	85	26.2%	5	1.5%	45	15	33.3%		
02. Non UK	640	80	12.5%	10	1.6%	990	95	9.6%	5	0.5%	95	5	5.3%		
03. Not Known	5	0	0.0%	0	0.0%	5	0	0.0%			15	5	33.3%		
Research	3830	650	17.0%	85	2.2%	5945	570	9.6%	65	1.1%	535	65	12.1%	10	1.9%
01. UK	1800	355	19.7%	55	3.1%	780	100	12.8%	20	2.6%	65	10	15.4%	0	0.0%
02. Non UK	1880	275	14.6%	30	1.6%	5030	455	9.0%	45	0.9%	345	35	10.1%	5	1.4%
03. Not Known	155	20	12.9%			135	15	11.1%			125	20	16.0%	5	4.0%
2022	3585	870	24.3%	225	6.3%	6155	675	11.0%	135	2.2%	615	75	12.2%	15	2.4%
Core Academics	1340	340	25.4%	50	3.7%	1330	165	12.4%	20	1.5%	160	20	12.5%	0	0.0%
01. UK	755	255	33.8%	40	5.3%	315	60	19.0%	10	3.2%	50	10	20.0%	0	0.0%
02. Non UK	585	85	14.5%	10	1.7%	1015	105	10.3%	10	1.0%	90	10	11.1%		
03. Not Known	0					5	0	0.0%			15	0	0.0%		
Research	2245	525	23.4%	175	7.8%	4825	510	10.6%	115	2.4%	460	55	12.0%	15	3.3%
01. UK	1120	310	27.7%	105	9.4%	535	75	14.0%	20	3.7%	40	10	25.0%	5	12.5%
02. Non UK	1055	200	19.0%	65	6.2%	4135	425	10.3%	90	2.2%	300	35	11.7%	10	3.3%
03. Not Known	70	15	21.4%	5	7.1%	150	10	6.7%	0	0.0%	115	10	8.7%	5	4.3%
Total	11185	2270	20.3%	485	4.3%	16740	1745	10.4%	290	1.7%	1695	200	11.8%	35	2.1%

*Note: 2020 saw a significant drop in total applications during COVID-19 due to recruitment freezes. Percentages represent rates which are calculated against total applications within each ethnic group.

Fig. 25: Rates at different recruitment stages for academic and research posts by ethnicity, 2019-2022

CASE STUDY

We see positive trends in academic recruitment in FHUM and FSE in BAME applicants and shortlisted rates (Fig. 26 and 27), and in success rate in FHUM which were comparable to White candidates in 2022 (2.6% BAME, 3.1% White). This aligns with Faculty-level positive action in recruitment pilots since 2020/21.

In FSE, a best practice checklist provided recruiting managers with guidance on advertising roles through diverse outlets and diversity networks, contributing to 74% applications to four Lecturer/Senior Lecturer roles being from BAME candidates. In phase two, 57% (n=13) applications, 30% shortlisted and 29% successful applicants to seven internal leadership posts were BAME; positive results given underrepresentation at senior levels (Fig. 13, 4a).

In the School of Environment, Education and Development (SEED, FHUM), when an independent 'EDI Recruitment Supporter' joined recruitment panels, eight of 21 appointees were BAME. FHUM has seen the greatest increases in BAME shortlisted and success rates across Faculties in the last three years (Fig. 26).

FBMH piloted 'critical friends' who encouraged panels to reflect on bias and provided informal guidance to applicants, contributing to an increased BAME shortlisted rate in 2021 (13%). As this initiative was not embedded, this decreased to 10.4%, although numbers of shortlisted and successful BAME candidates grew in 2022 (Fig. 28). FBMH will allocate appropriate workload for 'critical friends' to embed this impactful initiative into local recruitment **(Action 1.4).**

Following these initiatives, 64% REC survey ethnic minority respondents (65% total) agreed that the University undertakes recruitment and selection fairly, up from 56% in 2017.

Pilot recommendations were collated for the Inclusive Recruitment Review (IRR) Group, led by the Directors of EDI and P&OD in 2022. Recommended enhancements to recruitment policy, process and practice will be finalised and rolled out in 2023/24, including advertising in diverse outlets and enhanced systems to support diversity (particularly at shortlisting) and monitoring **(Action 1.1)**.

These improvements build on current inclusive practice to encourage BAME (and other minoritised) applicants, including:
- Webpages with accessible application support, information about our commitment to EDI and relevant policies
- Advice for international applicants about relocating
- All job adverts include positive action statements (reviewed annually to ensure relevance) and are checked using a gendered language decoder
- The University is part of the Guaranteed Interview Scheme as a Disability Confident Employer.

Nevertheless, BAME focus group attendees highlighted negative perceptions of recruitment processes:

"*I have a hunch that recruitment isn't fair due to unconscious bias. I have recognised microaggressions in interviews where they have assumed I am unlikely to have expertise and I am spoken to at a lower level. If I am confident in an interview, this doesn't meet the interviewer's expectations and can come with backlash*" (UK Mixed heritage, female Research Associate).

All staff involved in recruitment, promotion and interviewing staff and students must complete essential Diversity in the Workplace and recruitment training (covering bias) in accordance with our EDI policy. As it is not currently possible to monitor training compliance or behaviour impact, we are impact assessing recruitment training to ensure it delivers intended behaviour change and impact and will modify and relaunch training in 2024. Through the IRR, managers will have access to information on training completed by panellists and clearer guidance on diverse panels to ensure fair and inclusive processes **(Actions 1.1-1.2).**

Fig. 26: Rates at different recruitment stages by ethnicity for FHUM posts, 2019-2022

Ethnicity Group	01. White					02. BAME					03. Unknown				
Year	Applications	Shortlisted	%	Successful	%	Applications	Shortlisted	%	Successful	%	Applications	Shortlisted	%	Successful	%
2020	710	110	15.5%	30	4.2%	665	55	8.3%	10	1.5%	95	10	10.5%	0	0.0%
2021	1685	290	17.2%	35	2.1%	1380	155	11.2%	15	1.1%	175	30	17.1%		
2022	1125	285	25.3%	35	3.1%	950	140	14.7%	25	2.6%	130	25	19.2%	0	0.0%
Total	**3515**	**685**	**19.5%**	**100**	**2.8%**	**2990**	**345**	**11.5%**	**50**	**1.7%**	**400**	**65**	**16.3%**	**5**	**1.3%**

Fig. 27: Rates at different recruitment stages by ethnicity for FSE posts, 2019-2022

● Applications ● % Shortlisted ● % Successful

Ethnicity Group	01. White					02. BAME					03. Unknown				
Year	Applications	Shortlisted	%	Successful	%	Applications	Shortlisted	%	Successful	%	Applications	Shortlisted	%	Successful	%
2020	705	155	22.0%	55	7.8%	1670	155	9.3%	45	2.7%	210	15	7.1%	5	2.4%
2021	1715	290	16.9%	35	2.0%	3885	340	8.8%	30	0.8%	360	40	11.1%	10	2.8%
2022	1115	240	21.5%	75	6.7%	3235	335	10.4%	65	2.0%	360	30	8.3%	5	1.4%
Total	**3535**	**685**	**19.4%**	**160**	**4.5%**	**8790**	**830**	**9.4%**	**140**	**1.6%**	**925**	**85**	**9.2%**	**15**	**1.6%**
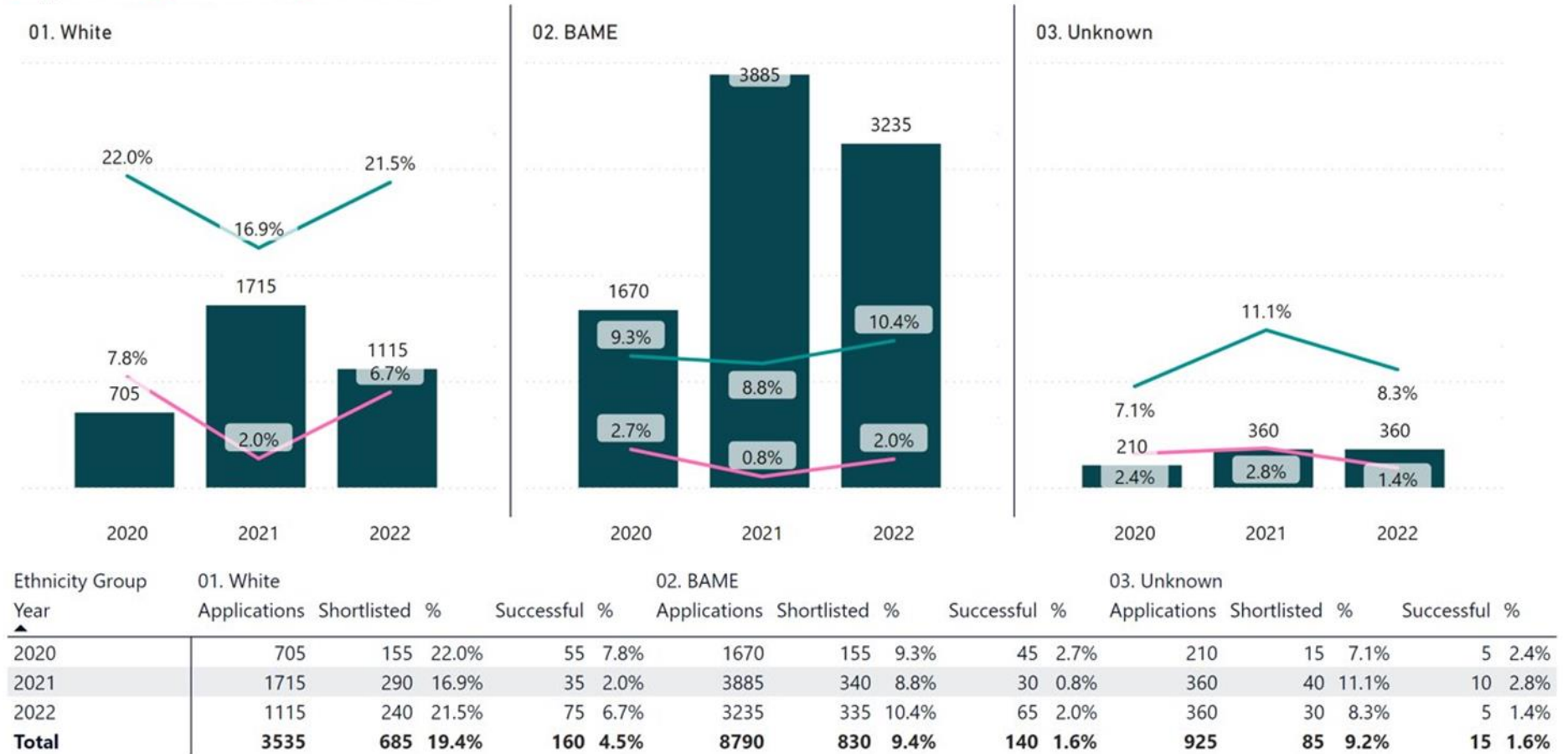
Fig. 28: Rates at different recruitment stages by ethnicity for FBMH posts, 2019-2022

| Ethnicity Group | 01. White | | | | | 02. BAME | | | | | 03. Unknown | | | | |
Year	Applications	Shortlisted	%	Successful	%	Applications	Shortlisted	%	Successful	%	Applications	Shortlisted	%	Successful	%
2020	990	205	20.7%	65	6.6%	990	105	10.6%	25	2.5%	95	15	15.8%	5	5.3%
2021	1795	355	19.8%	50	2.8%	2000	260	13.0%	30	1.5%	155	20	12.9%		
2022	1345	340	25.3%	110	8.2%	1965	205	10.4%	50	2.5%	125	20	16.0%	10	8.0%
Total	**4130**	**900**	**21.8%**	**225**	**5.4%**	**4950**	**570**	**11.5%**	**105**	**2.1%**	**370**	**55**	**14.9%**	**15**	**4.1%**

5b Training

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

- courses related to management, leadership, and/or other opportunities linked to career progression

- the uptake of courses by ethnicity

- how training is evaluated

    All staff can access training via the central Learning and Organisational Development Team (L&OD), which delivers in-person and online training and development programmes. Academics and researchers also access training via the Researcher Development Team (see 5f) and the Institute for Teaching and Learning (ITL). Training opportunities are communicated via email, newsletters, mentors and line managers, induction and appraisal.

    The Staff Survey showed 65% total staff (64% BAME) agreed that they have access to the training and development required to do their jobs. The REC survey found that 67% all staff (65% BAME) agreed that opportunities exist to develop in their roles, similar to 2017 (64% total (66% BAME)). Action to increase access to and awareness of training and development opportunities for staff from all ethnic groups will include:

    - Improved guidance on access to training and training funds **(Actions 4.6 and 4.7)**;
    - Enhanced appraisals (see 5c, **Action 4.9)**;
    - A new communication and engagement channel for line managers (launched in May 2023) to receive essential information and updates on training opportunities **(Action 8.8).**

    Monitoring of uptake by programme/theme, staff group, area and demographic has been streamlined via the new L&OD PowerBI dashboard (see Fig. 29). These data and participant feedback (qualitative and quantitative) enables L&OD's evaluation of the training offer, including where ethnicity gaps may emerge, to inform modifications.

Fig. 29: Insights into management and leadership training uptake by BAME staff from the L&OD PowerBI dashboard*

Yearly total comparison

Course Code	Course Title	Count ...
TLMS200	Leading at Manchester	21
TILP1	Inspiring Leaders Programme	13
TSLD208	Having Line Management Conversations (part two)	10
TSLD207	Having Line Management Conversations (part one)	9
TSLD210	Having Line Management Conversations Session two – Mana...	9
TSLD209	Having Line Management Conversations Session one – Mana...	7
TLMS116	Women in(to) Leadership	7
TLMS500	Managing at Manchester for Researchers	6
TSLD83	Managing Remotely	6
TSLD16	Chairing Meetings that Deliver Results	4
TILP13	ILP+ Session	4
TMS200	Leading People Through Change	4
TLMS100	Managing at Manchester	4
TMS71	Coaching Skills for Managers	3
TMS86	Giving Feedback Effectively	2
TLTU1	Leading Through Uncertainty - Developing Your Leadership	2
TM672	Managing & Developing Individual Performance	
Total		**118**

Bame	Count ...
Yes	118
Total	**118**

DISABLED	Count ...
No	109
Yes	6
Refused	3
Total	**118**

REPCAT_PRIM	Count ...
Academic	118
Total	**118**

Total completed by month

Bame ● Yes

*Note: reporting includes individuals attending more than one session, so some staff will be counted more than once.

Between 2019 and 2022, 647 academics and researchers completed internal management and leadership programmes; 18% were BAME, above the BAME staff profile representation at Senior Lecturer level (14.4%) and above. **BAME participation of on these programmes has increased from eight BAME attendees in 2019 to 50 in 2021** (Fig. 29), following closer working with the BAME Staff Network to promote opportunities (REC-2019-4.5).

The University's Manchester Gold mentoring scheme has supported staff career development for over 16 years. Since 2020 L&OD, in response to previous actions REC-2019-4.5 and REC-2019-6.3, have proactively grown the scheme through improved promotion and working with the BAME Staff Network to increase BAME representation (Fig. 30 and 31):

Mentors:
- Academics: 2017 – n=10 (10% BAME (n=1)); 2022 – n=56 (20% BAME (n=11))
- PS: 2017 – n=23 (4% BAME (n=1)); 2022 – n=94 (12% BAME (n=11))

Mentees:
- Academics: 2017 – n=5 (0 BAME); 2022 – n=64 (34% BAME (n=22))
- PS: 2017 – n=33 (12% BAME (n=4)); 2022 – n=133 (20% BAME (n=27))

BAME representation is now 27.5% for academic mentees and mentors and 17% for PS participants, above respective staff profile proportions. The 2022 programme evaluation highlights its value: 87.3% mentees agreed that they achieved their mentoring objectives, with 89.1% agreeing that their mentor was a good match.

Fig. 30 (left): Growth in overall participation in Manchester Gold (mentees and mentors); Fig. 31 (right): Growth in BAME participation in Manchester Gold (mentees and mentors)
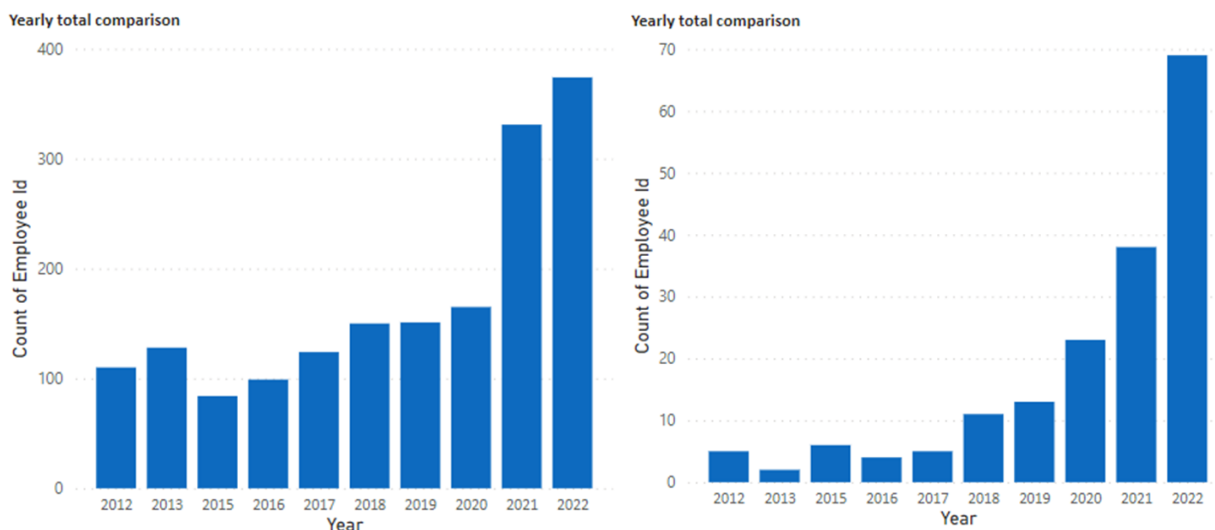
Focus group attendees told us how important it is having a person of colour as a mentor, so we will continue to grow the diversity of our mentor pool, in line with our staff profile targets **(Action 4.3).**

Career development for academics and researchers from underrepresented ethnic backgrounds is supported via positively-rated targeted programmes such as StellarHE, 100 BWPN and Inclusive Advocates (see 4a):

"*The benefits of the programme were the seminars and workshops which made participants feel empowered on an individual level […] But there's no succession to move forward. Line managers are not aware of the programme and so [the learning and feeling empowered] doesn't directly feedback into the university system*", 100 BWPN participant (female, British-African Lecturer).

To better translate the impact of these programmes into participants' work contexts, we will scope leadership projects to support continuous development and profile raising for participants **(Action 4.2)**.

Participants at the StellarHE and 100 BWPN focus groups commented on further increasing senior leadership EDI awareness and empathy to differential experiences. In line with the EDI strategy, an EDI Development Programme for SLT and the Board of Governors is planned for 2024 **(Action 8.6)**.

Our Higher Education Anti-Racism Training (HEART), developed by [name redacted] and FBMH colleagues, engages staff in influential positions (two cohorts to date (33 academics and 17 PS from across the University)) to push anti-racism across the organisation. Participants reported feeling more empowered to address race and racism with students and colleagues and incorporating race equity into teaching and processes:

"*The HEART programme has challenged me to think deeply about racism within HE and society, and reflect on my part in that [...] the seminars and resources have provided an evidence base and toolkit for improving my practice in teaching, management, research and leadership. More importantly, HEART has developed my confidence to enact anti-racist values in my daily life.*"

Ongoing evaluation will inform future development and delivery of HEART, and we will monitor uptake and impact **(Action 8.4)**.

5c Appraisal/development review

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

Performance and Development Reviews (PDRs) are offered to all academic, research and PS staff annually by line managers (or a senior colleague if more appropriate) to discuss individual contribution, development goals and career aspirations. Probationary staff have mandatory annual probationary reviews and monthly 1-2-1s with line managers. PDR participation is voluntary but actively encouraged, with benefits highlighted to staff and managers via staff intranet, newsletters, meetings, and training. Accountability for the process sits with reviewers. Reviewer training is

mandatory, although uptake from academic managers is low (31 participants (26% BAME) in 2019-2022); we will seek to increase this to support effective career conversations **(Action 4.9)**.

Data on PDR uptake and outcomes is not currently reportable as PO&D are introducing an improved system for reporting PDR engagement and outcomes, alongside improvements to PDR guidance and processes to support effective career conversations and drive organisational performance **(Action 4.9)**. The 2022 Staff Survey indicates uptake – 65% total respondents had a PDR or probation review in the previous 12 months (Table 37), down from 73% in 2019. Reported uptake varied by staff group (76% academics; 61% researchers) and ethnic group (53% Black respondents (down from 71%); 55% respondents from other ethnic backgrounds (down from 72%)).

Positively, higher proportions of minoritised than White (69%) staff found their PDRs or probation review useful (Table 37). This is particularly clear for Black (82%) and Asian (80%) respondents, who were more positive about their manager encouraging of career development, coaching and giving regular feedback.

Through the P&OD strategy, work is ongoing to promote the value of PDRs for staff of all ethnicities, reduce negative perceptions and experiences, and increase uptake to across ethnic groups to 100% **(Action 4.9).**

Table 37: Staff Survey 2022 results related to PDRs and development across all staff groups, split by ethnicity*

Staff Survey Question	Overall	White	Asian or Asian British	Black or Black British	Mixed	Other ethnic background
Have you had an individual PDR or probation review in the last 12 months?	65%	66%	65%	53%	64%	55%
I feel valued and recognised for the work that I do	59%	58%	67%	74%	58%	58%
My career aspirations are being met here	52%	52%	57%	52%	48%	46%
My manager encourages me to engage in personal and career development activities	63%	62%	71%	68%	61%	61%
My manager gives me regular feedback on how I am doing	61%	59%	71%	72%	58%	61%
My manager takes time to develop and coach me	52%	50%	64%	57%	50%	52%
Overall, my PDR/probation review was useful	71%	69%	80%	82%	71%	73%
Poor performance is managed effectively where I work	34%	31%	52%	53%	34%	41%

*Note: significantly positive results (+4 or more from University total) are highlighted in green and significantly negative results (-4 or more from University total) are highlighted in pink.

5d Academic promotion

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

Please provide collated data by each academic grade (i.e. promotions from each grade to the next)

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

This section should also include, with specific reference to ethnicity:

- how candidates are identified, and how the process and criteria are communicated to staff

- how the criteria for promotion consider the full range of work-related activities (including administrative, pastoral and outreach work)

- details of any training, support or relevant opportunities including temporary promotions/interim positions

- staff perceptions of the promotions process, including whether it is transparent and fair

  The University's promotion process and policy recognises and rewards all three academic career pathways (Teaching and Research, Research only, and Teaching only). Specific criteria for each pathway consider the full range of roles and responsibilities, including EDI and SR. Applicant and manager guidance on the process and criteria is available on P&OD and Faculty intranet pages and is signposted to all staff each cycle. Candidates can self-elect to apply or may be identified and encouraged by line managers during their PDR.

  All Faculties and many Schools offer annual promotions workshops for underrepresented groups including BAME staff. These provide guidance on criteria and preparing high-quality applications, using case studies to encourage applications (REC-2019-5.2).

  Subsequently, promotions applications from BAME staff doubled since 2017, from 25 to 50 across all levels and Faculties in 2022 (Table 38), resulting from recruitment of ~400 more BAME academics and researchers (see 4a) and embedded activities to support high quality applications and fair processes.

  9.2% BAME potential pool applied in 2022 (n=50/545), up from 6.2% in 2017, comparing favourably with 7.1% White application rate in 2022 (n=170/2395) and 2017.

  The proportion of BAME applications for promotion to Senior Lecturer has increased significantly from 7% (n=8/114) in 2017 to 23% (n=30/130), related to promotions support (and an increased pool) (REC-2019-5.2) (Table 38, proportional data not shown).

  Despite consistently higher application rates, BAME success rates are consistently lower (60% BAME, 70.6% White (10.6% gap) in 2022) (Table 38). This differential success rate has persisted since 2017 (68% BAME, 79.6% White, 11.6% gap) (REC-

2019-5.1). Overall success rates have declined by 10% since 2020, with a 2.5% decrease for BAME applicants and 11.2% for White applicants (Fig. 32) (actions to follow).

Faculty-level data reveal some positive trends alongside ongoing challenges (Table 38, Fig. 33-35):

FBMH:

- BAME applicants had a 100% overall success rate in 2022 (66.7% White). This compares positively to 2017 (63% BAME) and 2021 (50% BAME).

- However, the BAME application rate declined from 5.7% in 2020 to 2.4% in 2022.

FHUM:

- 100% BAME promotions applications were successful in the last three years (91.7% White success rate in 2022). This is vastly improved from 2017(40% BAME and 83% White (43% gap)).

- Narrowing gap in BAME/White application rate (1.4%, down from 3.2% in 2020) with an increased BAME application rate from 3.1% in 2020 to 5.9%.

- BAME applications have doubled since 2017 (ten, up from five (7%)).

FSE:

- BAME applications have more than doubled since 2017 (12 to 30), with higher BAME (18.2%) than White (11.5%) application rates across grades.

- Success rates to Senior Lecturer/Senior Research Fellow were higher for BAME applicants (66.7%, 50% White, Table 36).

- After achieving parity in success rates in 2017 (83%) and 2020 (75%), the success rate gap increased to 20% in 2021 (40% BAME, 60% White) but has decreased to 3.8% in 2022 (50% BAME, 53.8% White).

Table 38: potential pool, applications and successes for each academic level, split by ethnicity and Faculty, 2019/20-2021/22*

Element / Year	01. White					02. BAME					03. Not Known				
	Rounded Potential Pool	Rounded Applications	Rounded Successful	Application Rate	Success Rate	Rounded Potential Pool	Rounded Applications	Rounded Successful	Application Rate	Success Rate	Rounded Potential Pool	Rounded Applications	Rounded Successful	Application Rate	Success Rate
2020	2485	165	135	6.6%	81.8%	485	40	25	8.2%	62.5%	70	5	5	7.1%	100.0%
Biology, Medicine and Health	1015	50	40	4.9%	80.0%	175	10	5	5.7%	50.0%	20	0	0	..	..
Professor/Chair	290	15	15	5.2%	100.0%	40	5	0	12.5%	0.0%	0	0	0	..	..
Reader	250	5	5	2.0%	100.0%	30	0	0	..	..	0	0	0	..	..
Senior Lecturer/Senior Research Fellow	470	30	20	6.4%	66.7%	105	5	5	4.8%	100.0%	15	0	0	..	..
Humanities	875	55	50	6.3%	90.9%	160	5	5	3.1%	100.0%	30	0	0	..	..
Professor/Chair	275	20	20	7.3%	100.0%	40	0	0	..	..	5	0	0	..	..
Reader	250	5	5	2.0%	100.0%	40	0	0	..	..	0	0	0	..	..
Senior Lecturer/Senior Research Fellow	350	30	25	8.6%	83.3%	85	5	5	5.9%	100.0%	25	0	0	..	..
Science and Engineering	595	60	45	10.1%	75.0%	150	20	15	13.3%	75.0%	20	0	0	..	..
Professor/Chair	215	15	10	7.0%	66.7%	40	5	5	12.5%	100.0%	5	0	0	..	..
Reader	145	15	15	10.3%	100.0%	25	5	5	20.0%	100.0%	5	0	0	..	..
Senior Lecturer/Senior Research Fellow	235	30	20	12.8%	66.7%	85	10	5	11.8%	50.0%	10	0	0	..	..
2021	3035	185	140	6.1%	75.7%	645	45	25	7.0%	55.6%	60	0	0	..	..
Biology, Medicine and Health	1040	45	35	4.3%	77.8%	195	10	5	5.1%	50.0%	20	0	0	..	..
Professor/Chair	300	20	15	6.7%	75.0%	45	5	5	11.1%	100.0%	5	0	0	..	..
Reader	260	5	0	1.9%	0.0%	35	0	0	..	..	0	0	0	..	..
Senior Lecturer/Senior Research Fellow	480	25	20	5.2%	80.0%	115	5	5	4.3%	100.0%	15	0	0	..	..
Humanities	1105	65	60	5.9%	92.3%	215	10	10	4.7%	100.0%	30			..	..
Professor/Chair	550	25	25	4.5%	100.0%	85	5	0	5.9%	0.0%	5				
Reader	255	5	5	2.0%	100.0%	40	0	0	..	..	5				
Senior Lecturer/Senior Research Fellow	300	35	30	11.7%	85.7%	90	5	5	5.6%	100.0%	20				
Science and Engineering	890	75	45	8.4%	60.0%	235	25	10	10.6%	40.0%	15			..	..
Professor/Chair	415	15	5	3.6%	33.3%	80	5	0	6.3%	0.0%	5				
Reader	150	25	15	16.7%	60.0%	25	5	5	20.0%	100.0%	5				
Senior Lecturer/Senior Research Fellow	325	35	25	10.8%	71.4%	130	15	5	11.5%	33.3%	5				
2022	2395	170	120	7.1%	70.6%	545	50	30	9.2%	60.0%	60	0	0	..	..
Biology, Medicine and Health	1010	45	30	4.5%	66.7%	210	5	5	2.4%	100.0%	20	0	0	..	..
Professor/Chair	295	15	10	5.1%	66.7%	45	0	0	..	..	5	0	0	..	..
Reader	255	5	0	2.0%	0.0%	40	0	0	..	..	5	0	0	..	..
Senior Lecturer/Senior Research Fellow	455	30	20	6.6%	66.7%	125	5	5	4.0%	100.0%	15	0	0	..	..
Humanities	825	60	55	7.3%	91.7%	170	10	10	5.9%	100.0%	25	0	0	..	..
Professor/Chair	275	15	15	5.5%	100.0%	45	0	0	..	..	5	0	0	..	..
Reader	250	5	5	2.0%	100.0%	40			..	..	5				
Senior Lecturer/Senior Research Fellow	300	40	35	13.3%	87.5%	85	10	10	11.8%	100.0%	15				
Science and Engineering	565	65	35	11.5%	53.8%	165	30	15	18.2%	50.0%	15	0	0	..	..
Professor/Chair	205	15	5	7.3%	33.3%	40	10	0	25.0%	0.0%	5	0	0	..	..
Reader	135	20	10	14.8%	50.0%	25	5	0	20.0%	0.0%	5	0	0	..	..
Senior Lecturer/Senior Research Fellow	225	30	15	13.3%	50.0%	100	15	10	15.0%	66.7%	5	0	0	..	..
Total	7915	520	395	6.6%	76.0%	1670	130	80	7.8%	61.5%	195	10	5	5.1%	50.0%

*Note: count under potential pool includes some double counting (for example, Senior Lecturers are the potential pool for Reader and Professor/Chair) in line with the University's agreed approach for preparing this data for the APR. Applications for Lecturer, Research Associate and Research Fellow are not presented as numbers are small. Most Reader applications are seen in FSE compared to the other Faculties where this academic grade is used less. Reporting by UK/non-UK is not currently possible but we commit to improving promotions data capture and monitoring in our Action Plan **(Action 6.5).**

Fig 32: University-wide potential pool, applications and successes, including rates, by ethnicity, 2019/20-2021/22

Element	2020	2021	2022
01. White			
Rounded Potential Pool	2485	3035	2395
Rounded Applications	165	185	170
Rounded Successful	135	140	120
Application Rate	6.6%	6.1%	7.1%
Success Rate	81.8%	75.7%	70.6%
02. BAME			
Rounded Potential Pool	485	645	545
Rounded Applications	40	45	50
Rounded Successful	25	25	30
Application Rate	8.2%	7.0%	9.2%
Success Rate	62.5%	55.6%	60.0%
03. Not Known			
Rounded Potential Pool	70	60	60
Rounded Applications	5	0	0
Rounded Successful	5	0	0
Application Rate	7.1%	..	..
Success Rate	100.0%	..	..

Application Rate by Year and Ethnicity Group

Ethnicity Group ● 01. White ● 02. BAME ● 03. Not Known

Success Rate by Year and Ethnicity Group

Ethnicity Group ● 01. White ● 02. BAME ● 03. Not Known

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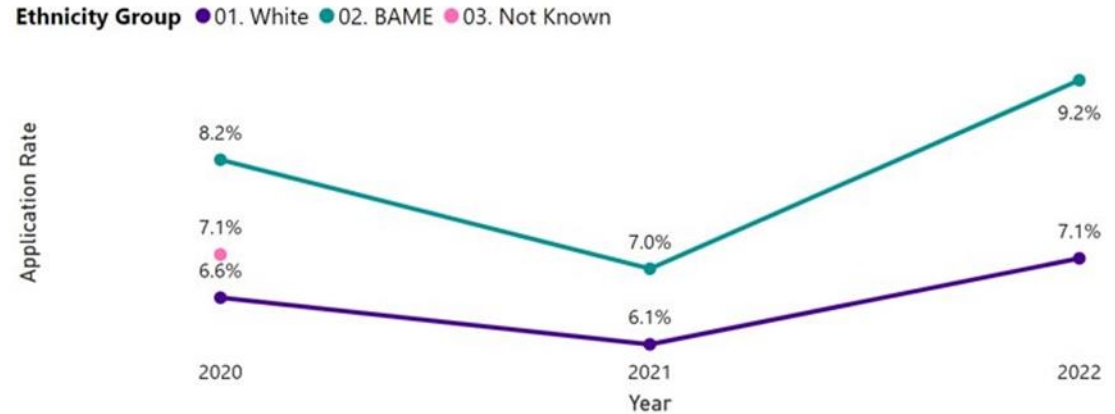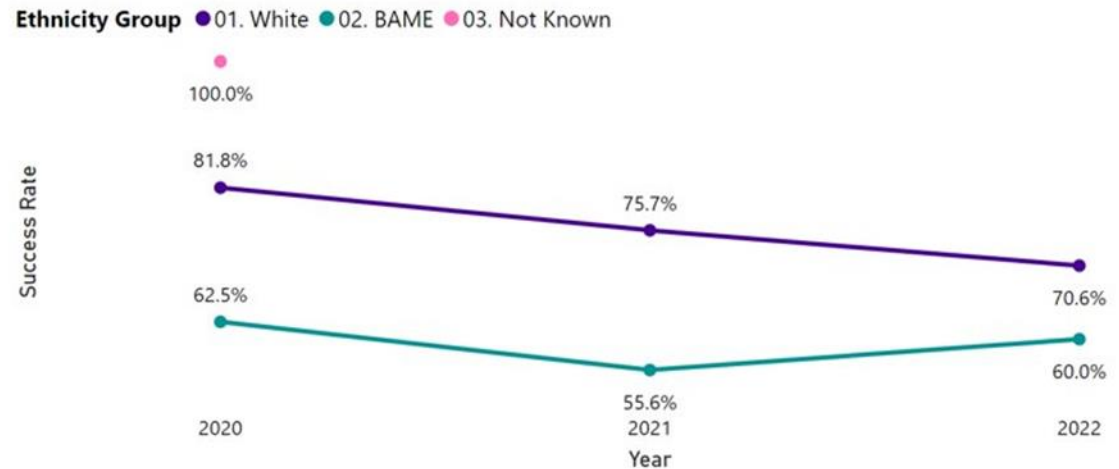
Fig. 33: potential pool, applications and successes, including rates, by ethnicity in FBMH, 2019/20-2021/22

Element	2020	2021	2022
01. White			
Rounded Potential Pool	1015	1040	1010
Rounded Applications	50	45	45
Rounded Successful	40	35	30
Application Rate	4.9%	4.3%	4.5%
Success Rate	80.0%	77.8%	66.7%
02. BAME			
Rounded Potential Pool	175	195	210
Rounded Applications	10	10	5
Rounded Successful	5	5	5
Application Rate	5.7%	5.1%	2.4%
Success Rate	50.0%	50.0%	100.0%
03. Not Known			
Rounded Potential Pool	20	20	20
Rounded Applications	0	0	0
Rounded Successful	0	0	0
Application Rate	..	..	..
Success Rate	..	..	..

Application Rate by Year and Ethnicity Group

Ethnicity Group ● 01. White ● 02. BAME

Success Rate by Year and Ethnicity Group
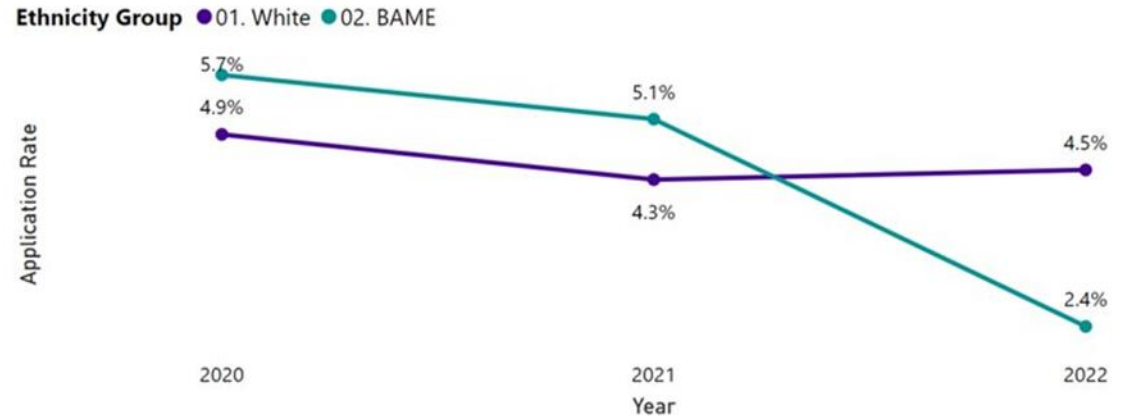
Ethnicity Group ● 01. White ● 02. BAME
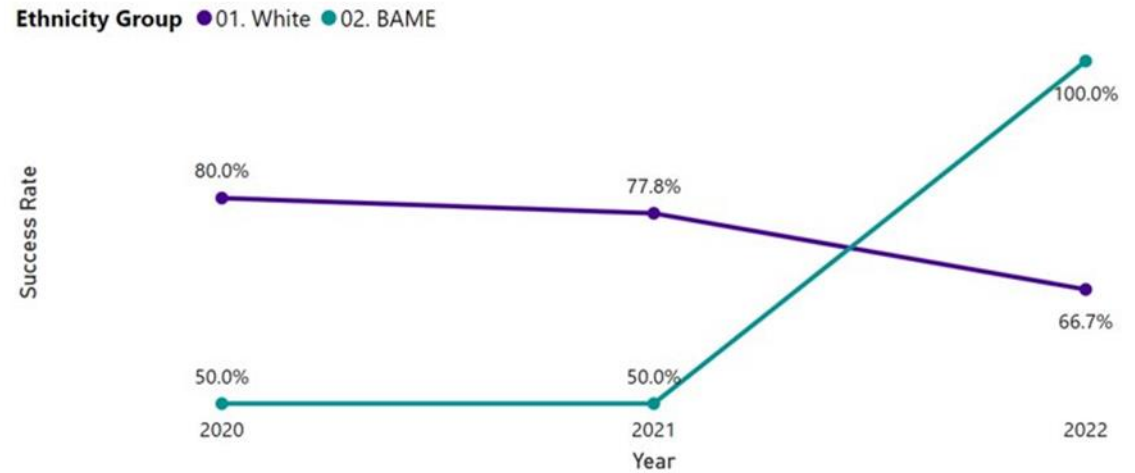
Fig. 34: potential pool, applications and successes, including rates, by ethnicity in FHUM, 2019/20-2021/22

Element	2020	2021	2022
01. White			
Rounded Potential Pool	875	1105	825
Rounded Applications	55	65	60
Rounded Successful	50	60	55
Application Rate	6.3%	5.9%	7.3%
Success Rate	90.9%	92.3%	91.7%
02. BAME			
Rounded Potential Pool	160	215	170
Rounded Applications	5	10	10
Rounded Successful	5	10	10
Application Rate	3.1%	4.7%	5.9%
Success Rate	100.0%	100.0%	100.0%
03. Not Known			
Rounded Potential Pool	30	30	25
Rounded Applications	0		0
Rounded Successful	0		0
Application Rate	..	..	..
Success Rate	..	..	..

Application Rate by Year and Ethnicity Group

Ethnicity Group ● 01. White ● 02. BAME

Success Rate by Year and Ethnicity Group
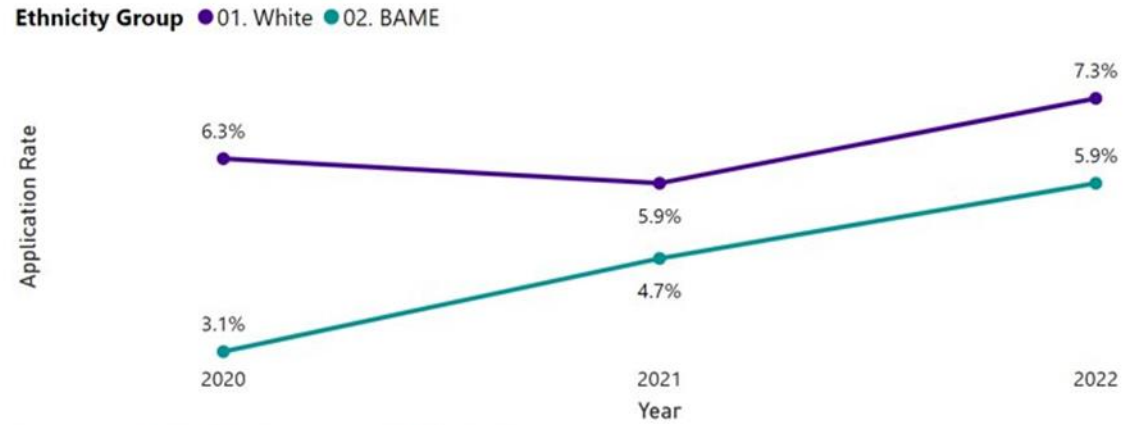
Ethnicity Group ● 01. White ● 02. BAME

Fig. 35: potential pool, applications and successes, including rates, by ethnicity in FSE, 2019/20-2021/22

Element	2020	2021	2022
01. White			
Rounded Potential Pool	595	890	565
Rounded Applications	60	75	65
Rounded Successful	45	45	35
Application Rate	10.1%	8.4%	11.5%
Success Rate	75.0%	60.0%	53.8%
02. BAME			
Rounded Potential Pool	150	235	165
Rounded Applications	20	25	30
Rounded Successful	15	10	15
Application Rate	13.3%	10.6%	18.2%
Success Rate	75.0%	40.0%	50.0%
03. Not Known			
Rounded Potential Pool	20	15	15
Rounded Applications	0		0
Rounded Successful	0		0
Application Rate	..	..	..
Success Rate	..	..	..

Application Rate by Year and Ethnicity Group

Ethnicity Group ●01. White ●02. BAME

Success Rate by Year and Ethnicity Group

Ethnicity Group ●01. White ●02. BAME

To address Faculty-level disparities in BAME/White application and success rates, each Faculty will run at least one targeted, localised promotions workshop per year for minority academics and researchers, and will monitor attendance, feedback and promotions data to evaluate outcomes and impact **(Action 6.6)**. Additionally, FSE is piloting 'Diversifying Leadership Secondments' in T&L. The three academic secondments offer BAME participants (two females, one male) mentoring, training and experience of committees and leadership projects. Progression will be monitored and the pilot evaluated to inform a possible wider rollout across Faculties **(Action 4.5)**. Use of observers on promotions panels is being piloted, with EDI colleagues sitting on FBMH School panels in 2023; the impact of using observers on the process and outcomes will be reviewed before wider rollout (REC-2019-5.1, **Action 6.5**).

The 2022 REC survey found that 44% ethnic minority respondents agreed that promotions guidance and criteria are clear and transparent, and only 19% agreed that the process was fair, significantly lower than 68% and 42% respectively of non-minority respondents. This, in combination with evidence that BAME staff are more likely to apply but less successful than White applicants, shows that the need for targeted impactful action remains to reduce the ethnicity gap in success rates.

To enable greater recognition for the breadth of work undertaken by academic staff, often minority staff, a cross-Faculty working group is reviewing promotions criteria for teaching-only academics, 30.4% of whom are BAME (Table 11, 4a). These criteria and panel guidance will be rolled out from 2023/24 **(Action 6.8)**, and guidance on evidencing Researcher Development and Collegiality will also be promoted **(Action 6.7)**. The working group is also developing a 'roadmap' to signpost support available for all academic and research staff through L&OD, Researcher Development, ITL and the New Academics Programme (for all probationary staff), ensuring provision of clear, transparent guidance on promotions criteria and other recognition and reward schemes. The use and impact of these actions will be measured through staff surveys and tracking promotions outcomes for staff across contract types and ethnic groups **(Action 6.4)**.

5e Research Excellence Framework (REF)

Please provide data and related commentary and actions on:

- the number of staff submitted to REF, presented as a proportion of the eligible pool, broken down by ethnicity. Please differentiate between UK and non-UK staff.

   REF2021 inclusion rates for BAME staff were similar or higher to those for White staff in almost all grades - with the percentage of BAME Lecturers and non-UK Senior Lecturers increasing and the high proportion of BAME Professors included sustained - except UK Senior Lecturers (59% compared to 66%) and Research Fellows/Senior Research Fellows (Table 39). The ethnicity gaps in inclusion rates observed in REF2014 for non-UK BAME/White Readers and Senior Lecturers and UK BAME/White Lecturers have been removed. A higher proportion of non-UK White and BAME staff are included than their UK equivalents in all academic positions where the percentage is reported (count over 22.5).

   Intersectionally, REF2021 inclusion rates were similar or higher for BAME males and females than White peers in all grades, except for BAME male Research Fellows (Table 40). The difference in proportions of White females and males included decreases as grade increases beyond Lecturer, while the low count of BAME females at senior levels reiterates intersectional underrepresentation.

   The EIA from the REF period and following submission showed that self-declared BAME staff comprised 15% of the 100% REF-eligible submission, lower than the BAME academic staff profile (23.4%). This is because BAME academics are overrepresented in teaching-only roles (Table 11, 4a). The EIA also showed that White and BAME staff who were included had a similar number of outputs attributed to them (2.2 and 2.1 respectively), despite a smaller proportion of BAME staff in senior positions. Further improvements to BAME staff inclusion in future REF returns will be delivered by increased representation at senior levels (see 4a and **Objectives 1, 4 and 6 in the Action Plan**), actions related to researcher development and embedding EDI into impact case selection and peer review processes **(Actions 6.14-6.15)**.

Table 39: REF2021 eligible staff by ethnicity, UK/non-UK and academic level, compared to REF2014

Ethnicity	BAME				White			
REF ELIGIBLE STAFF	REF 2021 % Included	REF 2014 % Included	REF 2021 % Not Included	REF 2014 % Not Included	REF 2021 % Included	REF 2014 % Included	REF 2021 % Not Included	REF 2014 % Not Included
01. Professor								
Non UK	30 94%	93%	0 ..	7%	175 97%	93%	5 ..	7%
UK	60 91%	95%	5 ..	5%	550 92%	91%	50 8%	9%
02. Reader								
Non UK	15 ..	50%	0	50%	40 98%	92%	0 ..	8%
UK	15 ..	78%	0 ..	22%	75 79%	80%	20 ..	20%
03. Senior Lecturer								
Non UK	40 93%	54%	5 ..	46%	135 90%	85%	15 ..	15%
UK	30 59%	71%	20 ..	29%	320 66%	69%	165 34%	31%
04. Lecturer								
Non UK	90 75%	63%	30 25%	37%	170 73%	69%	65 27%	31%
UK	35 41%	35%	45 59%	65%	220 44%	64%	285 56%	36%
05. Senior Research Fellow								
Non UK	0 ..	50%	0	0%	10 ..	50%	0 ..	50%
UK	0 ..	0%	0 ..	0%	15 ..	65%	5 ..	35%
06. Research Fellow								
Non UK	20 ..	100%	35 62%	0%	40 54%	85%	35 46%	15%
UK	10 ..	100%	25 69%	0%	90 38%	74%	145 62%	26%

Table 40: REF2021 eligible staff by ethnicity, sex and academic level

Ethnicity	BAME				White			
REF ELIGIBLE STAFF	Included	%	Not Included	%	Included	%	Not Included	%
01. Professor								
Female	20	..	0	..	190	89%	25	11%
Male	70	92%	5	..	530	94%	30	6%
02. Reader								
Female	5	..	0		35	79%	10	..
Male	20	..	0	..	85	86%	10	..
03. Senior Lecturer								
Female	15	..	10	..	165	63%	95	37%
Male	50	76%	15	..	290	77%	85	23%
04. Lecturer								
Female	60	61%	35	39%	165	45%	20	..
Male	65	62%	40	38%	230	60%	15	..
05. Senior Research Fellow								
Female	0	..	0	..	10	..	5	..
Male	0	..	0		15	..	5	..
06. Research Fellow								
Female	15	..	25	63%	55	38%	90	62%
Male	20	..	40	67%	80	46%	90	54%

5f Support given to early career researchers

Please provide details of how your institution supports minority ethnic individuals who are at the beginning of their academic careers in higher education.

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

We offer targeted opportunities to minority researchers, given the high proportion of BAME staff in researcher roles (32.2%, Table 11, 4a). This includes recruiting seven internal University and Wellcome-funded EDI Perera Inclusive Research Fellows in 2021; 71% (n=5) are BAME. The fellowship supported talented post-PhD researchers from underrepresented groups (women, BAME, disabled, LGBTQ+) and those particularly impacted by the pandemic to develop research independence and secure external funding. Destinations and impact will be reviewed in 2024 **(Action 6.3)**.

In 2017/18, the University ran the Presidential Fellowship scheme, designed for Early Career Researchers (ECRs) with potential to deliver world-leading research and teaching (REC-2019-5.4). Faculties recruited 87 Fellows (26% BAME, 39% female) over a three-year period. BAME candidates accounted for 39.1% applications, with significantly more non-UK than UK BAME applicants but had lower shortlisted and success rates (7.2% and 2.3% respectively) than White applicants (11.6% and 4.2%), with lower rates for non-UK candidates (Table 41).

Table 41: applications, shortlisted and successful candidates for the Presidential Fellowship scheme by ethnicity and UK/non-UK, 2017/18*

Domicile/Ethnicity	Applications	% of Applications	Shortlisted	Shortlisted Rate	Successful	Success Rate
Non-UK	1833		140		44	
BAME	894	48.8%	61	6.8%	18	2.0%
Unknown	112	6.1%	5	4.5%	1	0.9%
White	827	45.1%	74	9.0%	25	3.0%
UK	721		102		39	
BAME	118	16.4%	12	10.2%	5	4.2%
Unknown	38	5.3%	3	7.9%	1	2.6%
White	565	78.4%	87	15.4%	33	5.8%
Unknown	34		7		4	
Unknown	34	100.0%	7	20.6%	4	11.8%
Total	2588		249		87	

*Note: data unrounded to show accurate picture of representation.

We created a University-wide, integrated Researcher Development Team to deliver a strengthened programme of career development opportunities including support with fellowship and grant applications, and the annual Research Staff Conference which, in 2021, focused on inclusive research cultures. **In the 2022 Research Staff Excellence Awards, two (of the three) Research Staff of the Year recipients were BAME women.**

Support for ECRs is embedded across the University. The University is a signatory to the Researcher Development Concordat, achieving the HR Excellence in Research Award since 2011. Concordat actions on employment, development, environment and culture align with our Action Plan (**Objectives 1, 6 and 8**). Since 2019, a group of postdoctoral and research staff have led the University's Postdoc Appreciation Week; the 2020 theme was 'Celebrating the Diversity of Postdocs'. The University funds the Sociology and CoDE 'Early Career Race Network' of 400 researchers in the field of race and ethnicity to provide support and mentoring.

The University's Staff Survey includes specific questions to our research community. Responses reveal differential experiences (Table 42). For example, Black researchers are less aware of University support for development, while Asian respondents consistently reported higher levels of agreement and more positive experiences. Informed by these insights and ongoing monitoring and evaluation, we will continue to invest in intesectionally-informed career enhancing programmes (such as 100 BWPN) for researchers and PhD students, and will enhance the overall experience of researcher development with targeted sessions for researchers from ethnic minority backgrounds **(Actions 6.1 and 6.10).**

Table 42: Staff Survey 2022 results from researchers related to researcher development, split by ethnicity*

Staff Survey question (for researchers only)	Overall	White	Asian or Asian British	Black or Black British	Mixed	Other ethnic background
I am aware of the support the University provides for my career and professional development	58%	56%	66%	35%	51%	53%
I have had time to develop my leaderships skills	42%	40%	50%	32%	47%	35%
I have had time to develop my research identity	64%	63%	69%	64%	64%	64%
My manager/supervisor encourages me to consider a wide range of future career options within and beyond academia	51%	47%	60%	74%	63%	50%
The overall provision of researcher development and training at the University meets my needs	54%	52%	66%	54%	39%	48%
The University considers researcher development and training to be important	67%	65%	75%	85%	64%	67%
The University encourages me to undertake researcher development and training	61%	59%	68%	63%	59%	55%

*Note: significantly positive results (+4 or more from University total) are highlighted in green and significantly negative results (-4 or more from University total) are highlighted in pink.

5g Profile raising opportunities

Please describe how your institution ensures profile raising opportunities are allocated transparently and without racial bias. This might include speaking at conferences, seminars, guest lectures, exhibitions and media opportunities, nominations to public bodies, professional bodies and external prizes

All staff are encouraged to raise their profile through conferences, workshops, networks and exhibitions, and are supported to develop relevant skills through impact training.

Calls for awards and opportunities, such as the Teaching Excellence Awards (Fig. 36), are advertised via staff communications channels and networks. Managers are encouraged to nominate and promote self-nominations, and support is available to candidates to produce high-quality applications.

Fig. 36: intranet article calling for nominations for the Teaching Excellence Awards

Our BAME staff are increasingly recognised through external awards. [Name redacted] was shortlisted for the Times Higher Education Awards for leading the development of the HEART programme (see 5b) and received an AdvanceHE National Teaching Fellowship (NTF), for which the University nominates three candidates each year.

Our ITL leads a collaboration with three other universities to offer interactive workshops to support prospective nominees to evidence NTF criteria, taking a proactive, systematic approach to ensure a high level of success to support colleagues' progression into leadership. Other BAME NTF recipients include [names redacted]. Awardees' achievements were celebrated through intranet articles.

Following their fellowships, [names redacted] were invited to contribute to the 2023 NTF workshops, and both hold leadership roles within FBMH.

Participants on the 100 BWPN programme have benefitted from increased internal visibility through sponsorship by Faculty and University Leadership Team members and regular meetings with the President and Vice-Presidents. Externally, [name redacted] was recognised on the 2022 Northern Power Women Future List. Dr [name redacted] (NTF Fellow and recently promoted to [redacted]) shared her positive experience of the programme at the national celebration event (Fig. 37):

"*The programme helped me realise that I can control my own narrative and I understood how to build a network of strategic allies who have greatly supported me. I also found a community outside of my institution of likeminded individuals who are helping to amplify the voices of the underrepresented.*"

Fig. 37: 100 BWPN participant as part of a panel at the 100 BWPN national celebration event, January 2023 **(name and photo redacted)**

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

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

6a Professional and support staff recruitment

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

- applying for professional and support posts

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

- being offered professional and support posts

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

- how minority ethnic individuals, where underrepresented, are encouraged to apply and accept offers

- what is done to try to identify and address biases within the processes

    Recruitment to PS posts is predominantly conducted with the same processes, policies, guidance and training as to academic posts (see 5a).

    Progress in BAME representations in PS aligns with proactive action to diversify our applicant pool and workforce (leading to increased representation at Grade 4-7 (see 4b)) and our positive action in recruitment approach. For example, through revised language in job descriptions, using search agencies and community websites to advertise roles, and more diverse panels:

    - Within Campus Support and Security (part of E&F) where BAME and female officers are underrepresented, nine applicants (three BAME, three female) were appointed in 2022 from a shortlist of 15.

    - The Directorate of Planning increased its BAME representation from 0% in 2017 to 16.7% (n=15) in 2022 (Table 20b), in conjunction with significant growth in its size.

    Higher BAME shortlisted rates at Grades 6-9 than 1-5 are evident in the last three years (11.6% compared to 8.6% in 2022) (Table 43). This aligns with our requirement for diverse shortlists when working with recruitment consultants on senior roles, resulting in 215 shortlisted and 35 successful BAME candidates in 2022, compared to 141 and 23 respectively in 2017.

    However, some challenges persist from 2017 and across the last three years (Table 43 and Fig. 38), including:

- Lower BAME than White shortlisted rates (9.2%/18.7% in 2022, compared to 9.1%/16.7% in 2017).

- Lower BAME than White success rates (1.5%/3.5% in 2022, compared to 2%/3.8% in 2017).

Actions resulting from the Inclusive Recruitment Review (see 5a) seek to address these discrepancies **(Actions 1.1-1.2).**

Shortlisted rates are higher for UK than non-UK applicants across ethnic groups and grades (Table 43). Success rates for UK and non-UK applicants within ethnic groups are largely similar.

Table 43: applications, shortlisted and successful candidates for PS posts by ethnicity and UK/non-UK, 2019-2022*

Ethnicity Group	01. White					02. BAME					03. Unknown				
Year	Applications	Shortlisted	%	Successful	%	Applications	Shortlisted	%	Successful	%	Applications	Shortlisted	%	Successful	%
2020	8800	1065	12.1%	215	2.4%	3885	285	7.3%	35	0.9%	550	85	15.5%	25	4.5%
Grade 1-5	7150	755	10.6%	140	2.0%	3115	205	6.6%	20	0.6%	405	60	14.8%	15	3.7%
01. UK	5960	670	11.2%	125	2.1%	1890	170	9.0%	15	0.8%	195	20	10.3%	0	0.0%
02. Non UK	1190	85	7.1%	10	0.8%	1220	40	3.3%	0	0.0%	70	5	7.1%	0	0.0%
03. Not Known	0	0	0.0%			0					135	35	25.9%	15	11.1%
Grade 6-9	1605	305	19.0%	75	4.7%	755	80	10.6%	15	2.0%	145	25	17.2%	5	3.4%
01. UK	1345	275	20.4%	65	4.8%	370	45	12.2%	5	1.4%	75	10	13.3%	0	0.0%
02. Non UK	260	25	9.6%	10	3.8%	385	30	7.8%	10	2.6%	30	0	0.0%		
03. Not Known						0	0	0.0%			40	15	37.5%	5	12.5%
Other	45	5	11.1%	0	0.0%	15	0	0.0%			5				
01. UK	35	5	14.3%	0	0.0%	5	0	0.0%							
02. Non UK	10	0	0.0%			10					0				
03. Not Known	0					0					0				
2021	12875	1615	12.5%	205	1.6%	6490	515	7.9%	30	0.5%	1235	175	14.2%	30	2.4%
Grade 1-5	10115	1070	10.6%	130	1.3%	4855	320	6.6%	20	0.4%	995	130	13.1%	20	2.0%
01. UK	8175	940	11.5%	110	1.3%	2590	235	9.1%	10	0.4%	290	35	12.1%	5	1.7%
02. Non UK	1680	110	6.5%	20	1.2%	2140	75	3.5%	5	0.2%	140	10	7.1%	0	0.0%
03. Not Known	260	20	7.7%	0	0.0%	125	10	8.0%	0	0.0%	565	85	15.0%	15	2.7%
Grade 6-9	2705	520	19.2%	75	2.8%	1590	180	11.3%	10	0.6%	240	45	18.8%	10	4.2%
01. UK	2170	455	21.0%	65	3.0%	655	100	15.3%	5	0.8%	90	15	16.7%	5	5.6%
02. Non UK	500	60	12.0%	10	2.0%	925	75	8.1%	5	0.5%	75	5	6.7%		
03. Not Known	35	5	14.3%	0	0.0%	10	5	50.0%			75	25	33.3%	5	6.7%
Other	55	25	45.5%			45	15	33.3%			0				
01. UK	50	25	50.0%			40	15	37.5%			0				
02. Non UK	5	0	0.0%			5									
2022	12580	2350	18.7%	435	3.5%	8555	790	9.2%	125	1.5%	760	165	21.7%	40	5.3%
Grade 1-5	9955	1730	17.4%	295	3.0%	6665	575	8.6%	95	1.4%	540	115	21.3%	25	4.6%
01. UK	8380	1545	18.4%	265	3.2%	2655	355	13.4%	70	2.6%	210	40	19.0%	10	4.8%
02. Non UK	1565	185	11.8%	30	1.9%	4005	215	5.4%	25	0.6%	110	10	9.1%	5	4.5%
03. Not Known	10					5					220	70	31.8%	10	4.5%
Grade 6-9	2560	620	24.2%	140	5.5%	1835	215	11.7%	35	1.9%	215	50	23.3%	15	7.0%
01. UK	2170	550	25.3%	125	5.8%	650	115	17.7%	25	3.8%	80	15	18.8%	5	6.3%
02. Non UK	385	70	18.2%	15	3.9%	1185	100	8.4%	10	0.8%	65	5	7.7%	0	0.0%
03. Not Known	5										75	30	40.0%	10	13.3%
Other	65					55					5				
01. UK	55					30					0				
02. Non UK	15					25					0				
Total	34255	5030	14.7%	850	2.5%	18935	1590	8.4%	190	1.0%	2550	425	16.7%	90	3.5%

*Note: 2020 saw a significant drop in total applications during COVID-19 due to recruitment freezes. Percentages represent rates which are calculated against total applications within each ethnic group.

Fig. 38: Rates at different recruitment stages for PS posts by ethnicity, 2019-2022

● Applications ● % Shortlisted ● % Successful

Ethnicity Group	01. White					02. BAME					03. Unknown				
Year	Applications	Shortlisted	%	Successful	%	Applications	Shortlisted	%	Successful	%	Applications	Shortlisted	%	Successful	%
2020	8800	1065	12.1%	215	2.4%	3885	285	7.3%	35	0.9%	550	85	15.5%	25	4.5%
2021	12875	1615	12.5%	205	1.6%	6490	515	7.9%	30	0.5%	1235	175	14.2%	30	2.4%
2022	12580	2350	18.7%	435	3.5%	8555	790	9.2%	125	1.5%	760	165	21.7%	40	5.3%
Total	**34255**	**5030**	**14.7%**	**850**	**2.5%**	**18935**	**1590**	**8.4%**	**190**	**1.0%**	**2550**	**425**	**16.7%**	**90**	**3.5%**

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In 2022/23, the University launched the three-year 'Future Leaders Graduate Programme' to accelerate the development of graduates through strategic projects, training and mentoring, retain talent and diversify our senior PS pipeline. From ~400 applications, 33% shortlisted and 40% appointed (n=4/10) were BAME, significantly above equivalent rates through general PS recruitment. Annual intake, progression, destinations and feedback will be monitored and evaluated **(Action 5.1)**.

There has been a significant increase in BAME applications and placements on 'Manchester Graduate Talent' internships to 61% and 46% respectively in 2022, up from 31% and 21% in 2020 (Table 44). This follows the introduction of the Graduate Visa, enabling the University to sponsor international students take up these posts. Using positive action statements in job adverts and creating case studies from current BAME interns also engaged more BAME candidates.

Table 44: applications and placements for the Manchester Graduate Talent internship scheme, 2019-2022

Year	Total Applications	% BAME Applications	Total Placed	% BAME Placed
2020	502	31%	144	21%
2021	106 central roles (plus a large number of Faculty-based roles not recorded in these figures)	46%	153	47%
2022 (data from November 2022 before all placements were made)	522	61%	74	46%

Nevertheless, BAME PS focus group attendees raised concerns about the fairness and consistency of recruitment processes and lack of diversity on panels:

"*I feel like having an English sounding name helps me get the interview, but when I walk into the room as a large Black lady with a walking stick, I know that the panel are questioning me doing the job*" (UK Black Caribbean, female, PS Grade 1-4).

Further work on REC-2019-6.2 to diversify panels and build capacity for conscious inclusion will be delivered through the Inclusive Recruitment Review recommendations **(Action 1.2).**

6b Training

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

- courses related to management, leadership, and/or other opportunities linked to career progression

- the uptake of courses by ethnicity

- how training is evaluated

As discussed in 5b, all PS staff can access training via L&OD on management, leadership, career development and EDI. In the last three years, 1,668 PS staff undertook management and/or leadership training. There has been a year-on-year increase in BAME PS participation (16 attendees in 2019, 47 in 2020 and 2021 each, REC-2019-4.5). However, only 9% total attendees were BAME (n=143), with one reason for low participation reflected in the REC survey – only 33% minority respondents agreed that work-related development opportunities are allocated fairly and transparently. This correlates with views shared in the BAME Staff Network focus group:

"*With people of colour, it is often more about who you know. You can hear of opportunities that aren't transparently shared*" (British Pakistani, female, PS/Academic split role).

Our Action Plan includes targeted action to double the proportion of BAME participants on management and leadership training to at least 18% by 2027 and increase confidence of all staff in relation to access to opportunities **(Actions 4.6-4.8, 5.8)**.

⭐ **CASE STUDY**

A Diversity Champions scheme was piloted with colleagues in the Division of Communications, Marketing and Student Recruitment in 2021/22, with participants given time and workload relief to complete it. The programme covered microaggressions, privilege and anti-racism and worked on a 'train the trainer' basis. Of 60 staff receiving anti-racism training:

- 82% felt more confident in recognising microaggressions

- 96% had a better understanding of the lived experiences of students and staff from ethnically diverse backgrounds

The next cohort was recruited from across the University to widen the reach of anti-racism training; uptake, feedback and impact will be monitored **(Action 8.4)**.

Feedback from E&F focus groups highlighted staff perception of limited options for training, development and progression, influenced by lacking IT access and few opportunities to discuss training with managers (see 6c). The EDI Group in the Directorate for the Student Experience (DSE) piloted a support scheme, through which seven members of Grade 1 Domestic and Facilities staff undertook work placements in Student and Academic Services to enhance their administration and IT skills. As evaluation was positive, E&F, DSE, P&OD and EDI have convened a working group to increase inclusivity and expand this scheme, offering targeted development opportunities to staff on lower grades, particularly benefitting BAME staff **(Action 5.9).**

6c Appraisal/development review

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

PS PDRs follow the same process as for academics (see 5c) and all PS staff are offered a PDR annually. To improve PDR effectiveness, 386 PS reviewers (11% BAME (n=43)) and 191 PS reviewees (20% BAME (n=39)) completed PDR training between 2019-2022.

Staff Survey results show that 61% PS staff had a PDR in the last 12 months, down from 72% in 2019 (see 5c for ethnicity reporting). PDRs were a key theme arising from BAME staff focus groups:

"*There needs to be more focus on PDRs. Managers should be more encouraging [about development] and all of the managers are White [in my area]*".

As E&F focus group participants reported not having a PDR for a number of years and lacking one-to-one opportunities to speak to managers about development and progression, E&F managers will work with P&OD to adapt the enhanced PDR model (see 5c) for frontline staff to embed annual PDRs and regular career conversations **(Action 4.9).**

6d Professional and support staff promotions

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues or trends in the ethnic profile (by specific ethnic group where possible) of UK, and separately, non-UK professional and support staff who have been promoted or had their role regraded.

Please consider, with specific reference to ethnicity and race:

- any formal processes for promotion/regrading for professional and support staff

- any training or mentoring offered around promotion and progression

- comment on staff perceptions of development and progression

    In place of a formal promotions route, PS staff can apply for more senior positions through the recruitment process. Fixed-term opportunities can be considered as secondments to aid progression. Staff can also apply for re-grading of their existing role if there has been a substantial increase in the role requirements and level of responsibility.

    There have been 23 regrading applications from BAME PS staff in the last three years (11% total applications, up from 7.6% in 2016/17), with a 100% success rate (up from 88% in 2017), compared to 195 applications from White staff (95% success) (Table 45). Despite the increase, BAME applicants are underrepresented compared to the overall BAME PS staff profile (16%) **(Action 9.4).**

The PS Rewarding Exceptional Performance (REP) scheme offers a one-off payment or additional pay increment for those nominated or who self-nominate. Table 46 shows an increase in the number and proportion of BAME REP applications over the last three years. This follows proactive action including providing panels with profile data for context and encouraging managers to consider diversity in nominations. However, applications remain disproportionately small compared to our BAME PS staff profile **(Action 9.4)**. The success rate for BAME applicants varies but shows they are often more successful than the overall applicant pool, and there has been a significant increase in BAME PS staff receiving a REP award – 57 recipients in 2022 compared to 13 in 2017.

CASE STUDY

In 2020/21, we piloted the Inclusive Advocates programme for BAME PS staff (REC-2019-6.4). 22 pairs of participants (Grade 5-7) and senior advocates took part. One year after finishing the programme:

- 6 participants (27%) were in a role one grade higher (regrade, secondment, new role) (REC-2019-4.5)
- 3 participants (14%) left the University
- 13 participants (59%) remained at the same grade

In the evaluation, participants reported improved self-confidence and that advocates provided encouragement, feedback, strategic insight and networks. After securing a new role at a higher grade, one participant shared with their advocate:

"*The confidence you gave me and the methodical process of getting my name into more senior staff knowledge was crucial in me getting this role […] I was advised by senior staff in our area to apply, as they knew my strengths first-hand*".

Following this successful pilot, the programme will be aligned with the academic and researcher Inclusive Advocacy scheme (evaluation due spring 2024) and rolled out in 2024/25, engaging at least 30 BAME colleagues each cohort **(Action 5.7)**.

Table 45: applications and successes of PS staff re-grading by ethnicity and grade, 2019-2022

Year	2019/20		2020/21		2021/22		Total	
Grade (groups)	Applications	% Successful	Applications	% Successful	Applications	% Successful	**Applications**	**% Successful**
Grades 1 - 5	52	94.2%	26	92.3%	80	100.0%	158	96.8%
BAME	4	100.0%	3	100.0%	10	100.0%	17	100.0%
White	48	93.8%	23	91.3%	70	100.0%	141	96.5%
Grades 6 - 9	19	84.2%	21	100.0%	20	90.0%	60	91.7%
BAME	2	100.0%	2	100.0%	2	100.0%	6	100.0%
White	17	82.4%	19	100.0%	18	88.9%	54	90.7%
Total	71	91.5%	47	95.7%	100	98.0%	218	95.4%

Table 46: applications and successes of PS staff for REP by ethnicity and grade, 2019-2022

Year	Applied (All)	Applied (BAME)	% of applications for BAME staff	Successful (All)	Successful (BAME)	Average success rate (All)	Average success rate (BAME)
2019 – 2020	311	22	7.1%	237	18	76.2%	81.8%
2020 – 2021	400	35	8.8%	309	21	77.3%	60.0%
2021 – 2022	602	60	10.0%	518	57	86.0%	95.0%

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Intersectional analysis of training data shows that only ~10% PS participants on two women's leadership development programmes were BAME. We will address this discrepancy through targeted marketing and invitations to increase awareness and ensure at least 20% BAME representation on women's leadership programmes **(Action 5.8).**

BAME PS focus group attendees reported feeling "*stuck*", unable to progress and under greater scrutiny than White peers when applying for higher roles. REC survey findings that only 30% ethnic minority PS respondents had been encouraged to apply for jobs at higher grades, compared to 43% from non-ethnic minority respondents, show that targeted approaches are needed. Our action plan includes actions to support career progression, including developing a Transferable Skills Framework and job families to provide more varied routes, facilitate development conversations and promotes fairness and transparency, alongside targeted career planning sessions for BAME PS staff **(Actions 5.5-5.6).**

7. Student pipeline

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

Since our previous submission, the Student Experience Programme (SEP) restructured all PS roles in student admissions, widening participation, teaching and learning, PGR, campus life, student development and student experience teams, to increase the consistency of student experience and support across the lifecycle and enable success for underrepresented groups. The Student Employability, Success and Development team was formed in 2021, bringing together student access, success, development and progression under a single point of strategic oversight, and embedding strategies to support inclusiveness.

In addition to REC actions, we progressed our Access and Participation Plan (APP) for 2020-24 and will next submit under the revised Office for Students (OfS) framework in 2024. We will use Theory of Change methodology to inform interventions, evaluation and monitoring to establish what works to ensure equality of opportunity. The APP and REC Action Plan are fully aligned to drive progress and impact.

7a Admissions

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

- highlight whether ethnicity has an impact on the likelihood of students with the same predicted/actual grades being offered a place at your university

- outline how racial biases are identified within the admissions process

- **Silver level:**

  - success rates in individual faculties

  - the impact of admissions interviews on student success rates

The number of applications from prospective BAME students increased by 62% from 13,622 in 2017 to 21,890 in 2022 (32,435 White applications) (Table 47). However, BAME applicants have lower offer rates than White applicants (34.6% BAME, 50% White, 15.4% gap). Other/Mixed heritage applicants have the highest rates across minority groups (41.7%) and Black applicants lowest (28.3%).

Offer rates for all groups declined since 2017 (38.7% BAME, 55.6% White), correlating with a 30% increase in applications. Non-UK applicants have higher offer rates than UK applicants regardless of ethnicity, a continuing trend from our previous submission. However, numbers are small, as many international applicants do not disclose their ethnicity when applying.

Faculty-level analysis (Table 48 and Fig. 39) shows:

- FBMH - the White/BAME offer gap has narrowed from 14.5% in 2021 to 12.1% in 2022 (40%/27.9%). However, the offer rate for Black applicants (22.3%) is lower than for Asian and Other/Mixed applicants and was half the rate of White applicants in 2020 and 2021.

- FHUM – the White/BAME offer rate gap has been ~16% for the last two years (52.5%/ 36.7%). The BAME offer rate has dropped 9.9% since 2020, with lower offer rates for Asian and Black applicants in 2022 than those from Other/Mixed backgrounds.

- FSE has the most consistent BAME offer rate and smallest White/BAME offer rate gap of 11.7% (59.2%/47.5%). However, the Black/White offer rate gap has been consistently above 20% for the last three years.

To mitigate bias in offer-making, ethnicity data does not appear on application forms and names are removed when teams are bulk processing applications. Admissions staff are encouraged to undertake unconscious bias training. Many UG courses, including medical and engineering programmes, use interviews for conversion or selective purposes; this is decided within Faculties.

Financial support for travel costs for attending interviews is available to applicants from low-income households, those who meet contextual offer criteria, and applicants who have completed the Manchester Access Programme (see below).

CASE STUDY

Following analysis of cohort applications and profile for the Manchester Access Programme (MAP) in 2020, priority criteria for MAP applications changed to include identifying as one of the ethnic groups currently underrepresented at the University, including Black or Mixed-Black heritage. Since implementation, there was an increase in Black MAP participants completing the programme from 7.8% of the total cohort in 2018 to 21% in 2022. This translated into 27 Black MAP completers joining the University in 2022/23, up from 5 in 2019/20.

We will evaluate the recruitment and admissions practices above and investigate the reasons behind differential offer rates between Black, BAME and White applicants, including the stage at which applicants are unsuccessful (and why) and the impact of different selection measures, taking learning from across the sector to inform future actions **(Actions 2.1 and 2.5).**

Table 47: Applications and offer rates for undergraduate applicants by ethnicity and UK/non-UK, 2020-2022*

Year	2020			2021			2022		
BAME Group	Applications	Offers	Offer rate %	Applications	Offers	Offer rate %	Applications	Offers	Offer rate %
Undisclosed	**31,785**	**15,510**	**48.8%**	**33,510**	**13,620**	**40.6%**	**35,840**	**15,610**	**43.6%**
Undisclosed	**31,785**	**15,510**	**48.8%**	**33,510**	**13,620**	**40.6%**	**35,840**	**15,610**	**43.6%**
All	31,785	15,510	48.8%	33,510	13,620	40.6%	35,840	15,610	43.6%
White	**31,410**	**17,245**	**54.9%**	**32,310**	**18,895**	**58.5%**	**32,435**	**16,215**	**50.0%**
White	**31,410**	**17,245**	**54.9%**	**32,310**	**18,895**	**58.5%**	**32,435**	**16,215**	**50.0%**
UK	31,285	17,165	54.9%	32,180	18,810	58.5%	32,295	16,130	50.0%
Non-UK	125	80	64.3%	130	85	64.4%	140	80	58.3%
BAME	**19,610**	**7,310**	**37.3%**	**19,920**	**8,190**	**41.1%**	**21,890**	**7,570**	**34.6%**
Asian	**11,065**	**3,975**	**35.9%**	**10,985**	**4,415**	**40.2%**	**11,750**	**3,960**	**33.7%**
UK	11,025	3,940	35.7%	10,940	4,380	40.0%	11,660	3,890	33.4%
Non-UK	40	30	78.0%	45	35	75.6%	90	70	78.9%
Other/Mixed	**4,575**	**2,110**	**46.2%**	**4,840**	**2,375**	**49.1%**	**5,495**	**2,295**	**41.7%**
UK	4,555	2,095	46.0%	4,790	2,340	48.8%	5,440	2,265	41.6%
Non-UK	20	15	85.0%	45	35	74.5%	50	30	57.7%
Black	**3,975**	**1,225**	**30.8%**	**4,095**	**1,405**	**34.3%**	**4,650**	**1,315**	**28.3%**
UK	3,960	1,220	30.7%	4,090	1,400	34.2%	4,630	1,300	28.1%
Non-UK	10	5	63.6%	5	5	66.7%	20	15	84.2%
Total	**82,805**	**40,065**	**48.4%**	**85,740**	**40,710**	**47.5%**	**90,165**	**39,395**	**43.7%**

*Note: data source is UCAS. The ethnicity field on for international applicants is not mandatory and many international candidates choose not to disclose ethnicity. This is reflected in the smaller numbers of non-UK applicants in each ethnic group and a large number of applicants listed under 'Undisclosed'.

Table 48: Applications and offer rates for undergraduate applicants by ethnicity and Faculty, 2020-2022*

Year	2020			2021			2022		
Faculty	Applications	Offers	Offer rate (%)	Applications	Offers	Offer rate (%)	Applications	Offers	Offer rate (%)
Faculty of Humanities	39,290	21,100	53.7%	40,340	20,825	51.6%	42,030	18,255	43.4%
White	16,485	10,170	61.7%	16,560	10,915	65.9%	16,765	8,800	52.5%
Undisclosed	15,500	7,525	48.5%	16,365	6,215	38.0%	17,385	6,565	37.8%
BAME	7,305	3,405	46.6%	7,415	3,700	49.9%	7,880	2,890	36.7%
Asian	3,610	1,595	44.2%	3,630	1,700	46.8%	3,630	1,220	33.6%
Other/Mixed	2,175	1,170	53.8%	2,245	1,305	58.2%	2,485	1,090	43.9%
Black	1,515	635	41.9%	1,540	695	45.1%	1,760	575	32.7%
Faculty of Biology, Medicine and Health	22,575	7,725	34.2%	23,720	8,910	37.6%	25,965	9,365	36.1%
White	9,030	3,600	39.9%	9,770	4,360	44.6%	9,705	3,880	40.0%
BAME	8,685	2,190	25.2%	8,700	2,615	30.1%	10,075	2,815	27.9%
Asian	5,415	1,380	25.5%	5,265	1,605	30.5%	5,905	1,640	27.8%
Black	1,735	330	19.1%	1,780	405	22.8%	2,180	485	22.3%
Other/Mixed	1,535	480	31.1%	1,655	605	36.6%	1,990	685	34.5%
Undisclosed	4,860	1,930	39.7%	5,245	1,935	36.9%	6,185	2,670	43.2%
Faculty of Science and Engineering	20,940	11,240	53.7%	21,685	10,970	50.6%	22,170	11,775	53.1%
Undisclosed	11,425	6,055	53.0%	11,900	5,470	46.0%	12,270	6,375	52.0%
White	5,895	3,470	58.9%	5,985	3,625	60.6%	5,965	3,535	59.2%
BAME	3,620	1,715	47.4%	3,805	1,875	49.3%	3,935	1,870	47.5%
Asian	2,035	995	48.8%	2,090	1,110	53.1%	2,215	1,100	49.7%
Other/Mixed	860	460	53.7%	940	465	49.4%	1,020	515	50.6%
Black	725	260	35.8%	775	300	39.1%	705	255	35.9%
Total	82,805	40,065	48.4%	85,740	40,710	47.5%	90,165	39,395	43.7%

*Note: large numbers of students of 'undisclosed' ethnicity are predominantly international applicants (see note above), so data not split by UK/non-UK.

Fig. 39: Offer rates for undergraduate applicants by ethnicity and Faculty, 2020-2022

In 2020, the University partnered with WithInsight Mentoring to pilot pairing 30 local Black A-Level pupils with Black University student mentors. In 2021, the scheme was extended to 20 Year 9 pupils from two local schools working with 11 FSE paid student mentors (Fig. 40), to address underrepresentation of Black students (REC-2019-7.1). Evaluation found that 94% mentees felt that having a Black mentor was important. Despite reduced Local Government funding, we continue to fund outreach work to provide information, advice and guidance for young people via local schools and organisations to increase access for widening participation (WP) students, including BAME students.

We will monitor the impact of these initiatives on applications and admissions data against our REC actions and APP targets **(Action 2.2).** We also plan to conduct a University-wide analysis of contextual offer in 2023, looking at ethnicity, course and number of applicants requiring the reduced conditions of contextual offers (REC-2019-7.6, **Action 2.3**).

Fig. 40: pupils visiting the University as part of WithInsight Mentoring programme, as featured on regional news, ITV's Granada Reports.

7b Undergraduate student body

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

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

Table 49 and Fig. 41 show an increased proportion and number of UK and non-UK BAME undergraduates over the last three years – 49.9% (n=15,615) in 2022/23 – and significant growth since 2017/18 (40.5%, n=11,098)). Teacher-assessed grades during the pandemic led to an overall increased student intake.

There has been a notable increase in UK Black students since 2017 (n=1,060 (3.4%) in 2022/23, up from n=814) (Table 49, REC-2019-7.1). This follows changes to MAP criteria (see 7a) and increased scholarship provision. The University is part of the Cowrie Scholarship scheme, which has provided full tuition fee waiver, £8,000 stipend, and mentoring for 11 disadvantaged Black British students since 2021. Our Lemn Sissay Law bursaries, combined with mentoring and internship opportunities, aim to address the underrepresentation of UK Black male law students. Following 2022, broadened criteria led to significantly more eligible applications (n=12) and two more bursaries awarded in 2022-23.

The University commits over £11million of financial support to WP students each year, including BAME-targeted scholarships and bursaries, and recent analysis shows that receiving financial support was statistically significantly associated with higher student retention. From 2023/24, we will award seven annual scholarships to support local Black heritage applicants from socio-economically underrepresented backgrounds, through our partnership with the Raheem Stirling Foundation, totalling £396,750 investment **(Action 2.4).** Evaluation of BAME-targeted scholarships will continue to inform our approach.

Asian students comprise the largest proportion of BAME undergraduates (35.8% (n=11,210), Fig. 41), notably increasing from 9,425 in 2020/21. 54% BAME students are non-UK. There are ~900 more non-UK Chinese students than in 2020/21: this group (n=5,100) now accounts for one-third of all BAME students and 16% all undergraduates (Table 49). The University launched an international student diversification strategy in 2022 to diversify our student community and enhance student experience **(Action 2.6).**

HESA benchmarking shows that we have a higher proportion of UK BAME undergraduates than the Russell Group (18.6% versus 15.3%) and are comparable to the sector. Despite increased representation of UK Black students, we are below sector figures (2.7% versus 5.8%), but above both benchmarks for UK Asian undergraduate representation (Table 50).

Representation of BAME undergraduates has grown significantly in all Faculties (Tables 51-53), with major increases since 2017, largely driven by 50-60% increases in non-UK Asian (predominantly Chinese) student representation:

- FBMH – 50.4% BAME (2022/23) compared to 39.3% in 2017/18

- FSE – 58.4% compared to 46.9% in 2017/18

- FHUM – 43.7% compared to 36.9% in 2017/18

FHUM has the largest number of BAME students due to its size (43.7%, n=5,785), while FBMH has the largest proportion of UK BAME students. FSE has the highest proportion of non-UK BAME students, of which 71.3% are Asian, but the lowest proportion of Black students (3%), with the number of non-UK Black students decreasing from 98 in 2017/18 to 65 in 2022/23 (Tables 51-53 and Fig. 42). In April 2023, FSE ran a focus group with Black heritage students to understand barriers to access and how better to enable success. Subsequently, a Faculty student-led Black Heritage Student Network formed to provide regular opportunities for networking,

foster a sense of belonging, and support continuation. The Network will receive ongoing Faculty support, with further action to address underrepresentation shaped through consultation **(Action 7.8).**

Table 49: University undergraduate student profile by ethnicity (detailed) and UK/non-UK, 2020-2023*

% BAME (UK domicile)	20/21 count	21/22 count	22/23 count	20/21 %	21/22 %	22/23 %
BAME	6,160	6,865	7,260	32.5%	33.4%	34.4%
WHITE	**12,760**	**13,660**	**13,830**	**67.4%**	**66.5%**	**65.5%**
White	12,760	13,660	13,825	67.4%	66.5%	65.5%
Gypsy or Traveller	0	5	5	..	..	..
ASIAN	**3,645**	**4,035**	**4,175**	**19.2%**	**19.6%**	**19.8%**
Asian or Asian British - Pakistani	1,475	1,615	1,630	7.8%	7.9%	7.7%
Asian or Asian British - Indian	1,080	1,195	1,285	5.7%	5.8%	6.1%
Other Asian Background	385	435	465	2.0%	2.1%	2.2%
Asian or Asian British - Bangladeshi	420	485	460	2.2%	2.4%	2.2%
Chinese	285	305	335	1.5%	1.5%	1.6%
OTHER (including mixed)	**1,655**	**1,865**	**2,025**	**8.7%**	**9.1%**	**9.6%**
Mixed - White and Asian	570	660	705	3.0%	3.2%	3.3%
Other Mixed Background	305	325	365	1.6%	1.6%	1.7%
Arab	225	255	290	1.2%	1.2%	1.4%
Mixed - White and Black Caribbean	220	250	245	1.2%	1.2%	1.2%
Other Ethnic Background	185	215	235	1.0%	1.0%	1.1%
Mixed - White and Black African	150	170	190	0.8%	0.8%	0.9%
BLACK	**860**	**960**	**1,060**	**4.6%**	**4.7%**	**5.0%**
Black or Black British - African	690	780	870	3.6%	3.8%	4.1%
Black or Black British - Caribbean	120	125	130	0.6%	0.6%	0.6%
Other Black Background	50	60	60	0.3%	0.3%	0.3%
NOT KNOWN	**15**	**15**	**20**	**..**	**..**	**..**
Information Refused	15	15	20	..	..	..
Total	**18,935**	**20,540**	**21,110**	**100.0%**	**100.0%**	**100.0%**

% BAME (non-UK domicile)	20/21 count	21/22 count	22/23 count	20/21 %	21/22 %	22/23 %
BAME	7,090	7,725	8,360	72.4%	77.0%	82.2%
ASIAN	**5,780**	**6,410**	**7,035**	**59.0%**	**63.9%**	**69.2%**
Chinese	4,260	4,675	5,100	43.5%	46.6%	50.2%
Other Asian Background	860	920	1,000	8.8%	9.2%	9.8%
Asian or Asian British - Indian	535	675	805	5.4%	6.7%	7.9%
Asian or Asian British - Pakistani	115	115	105	1.2%	1.1%	1.0%
Asian or Asian British - Bangladeshi	15	20	30	..	..	0.3%
WHITE	**2,685**	**2,285**	**1,790**	**27.4%**	**22.8%**	**17.6%**
White	2,680	2,280	1,785	27.3%	22.7%	17.5%
Gypsy or Traveller	5	5	5	..	..	..
OTHER (including mixed)	**1,115**	**1,120**	**1,130**	**11.4%**	**11.2%**	**11.1%**
Arab	735	765	770	7.5%	7.6%	7.6%
Other Ethnic Background	140	130	130	1.4%	1.3%	1.3%
Other Mixed Background	120	95	100	1.2%	0.9%	1.0%
Mixed - White and Asian	95	95	90	0.9%	1.0%	0.9%
Mixed - White and Black African	20	20	25	..	..	0.3%
Mixed - White and Black Caribbean	10	10	10	..	..	..
BLACK	**195**	**195**	**195**	**2.0%**	**1.9%**	**1.9%**
Black or Black British - African	160	160	155	1.6%	1.6%	1.5%
Black or Black British - Caribbean	20	20	20	..	..	..
Other Black Background	15	15	20	..	..	..
NOT KNOWN	**20**	**20**	**20**	**..**	**..**	**..**
Information Refused	20	20	20	..	..	..
Total	**9,795**	**10,030**	**10,170**	**100.0%**	**100.0%**	**100.0%**

*Note: ethnic groups under UK and non-UK are presented with largest ethnic group first, based on the most recent year's count.

Fig. 41: University undergraduate student profile by ethnicity, 2020-2023

Ethnic Group ● ASIAN ● BLACK ● NOT KNOWN ● OTHER (including mixed) ● WHITE – ● – % BAME

2020/21:
- WHITE - 15,445 (53.8%)
- OTHER (including mixed) - 2,770 (9.6%)
- BLACK - 1,055 (3.7%)
- ASIAN - 9,425 (32.8%)
- 46.1%

2021/22:
- WHITE - 15,945 (52.2%)
- OTHER (including mixed) - 2,985 (9.8%)
- BLACK - 1,155 (3.8%)
- ASIAN - 10,445 (34.2%)
- 47.7%

2022/23:
- WHITE - 15,615 (49.9%)
- OTHER (including mixed) - 3,155 (10.1%)
- BLACK - 1,255 (4.0%)
- ASIAN - 11,210 (35.8%)
- 49.9%
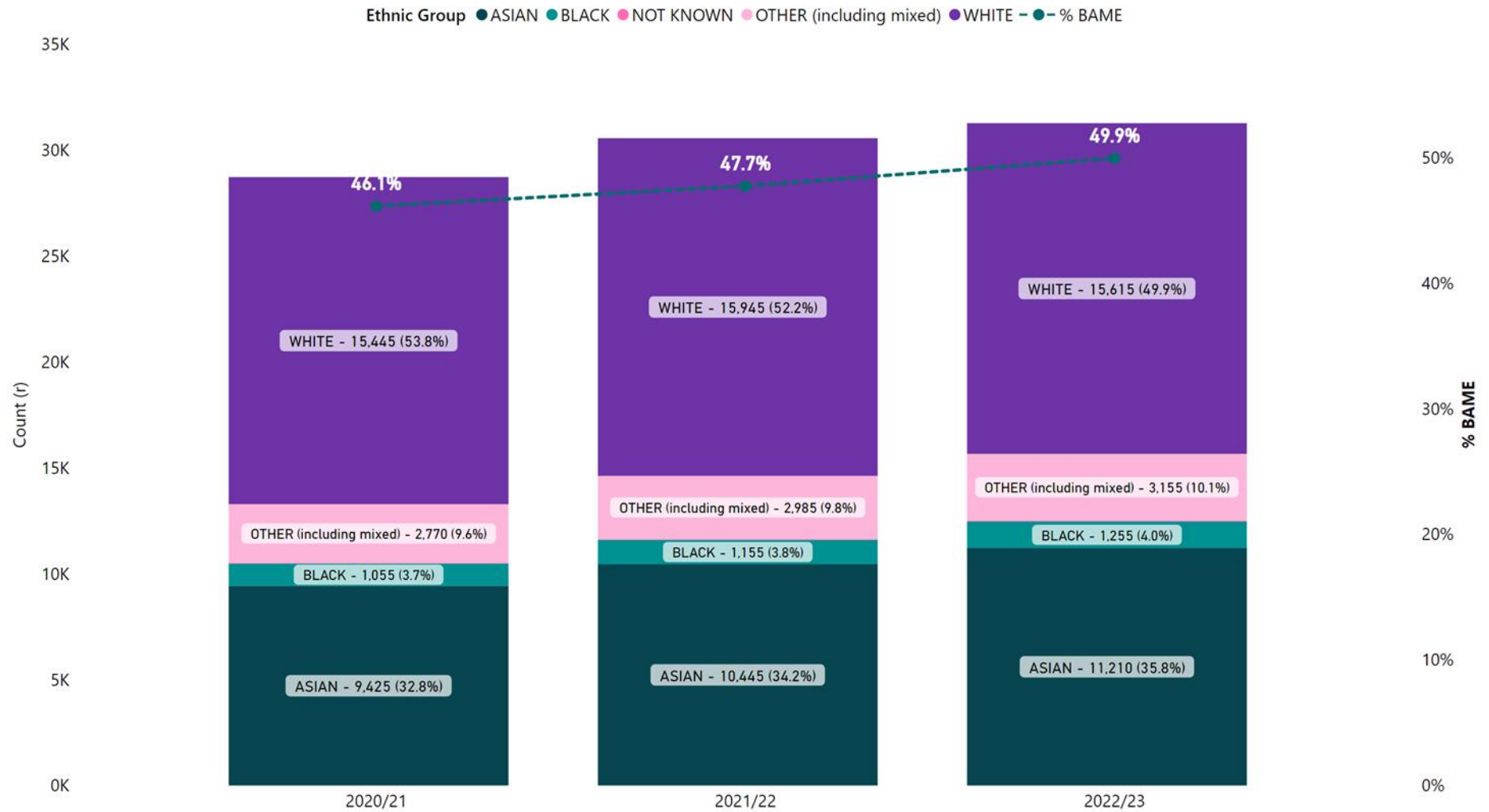
Table 50: Undergraduate and postgraduate student profile data split by ethnicity with benchmarking data for the Russell Group and HE sector (HESA, 2021/22)*

Institution	Manchester			Russell Group			Sector		
Domicile	% of UG population	% of PG population	% of student population	% of UG population	% of PG population	% of student population	% of UG population	% of PG population	% of student population
UK	**75.5%**	**53.3%**	**68.6%**	**80.1%**	**52.3%**	**71.2%**	**86.9%**	**62.2%**	**81.0%**
White	**56.1%**	**41.2%**	**51.5%**	**63.2%**	**40.2%**	**55.9%**	**66.7%**	**47.8%**	**62.1%**
BAME	**18.6%**	**10.7%**	**16.1%**	**15.3%**	**9.8%**	**13.6%**	**18.6%**	**11.8%**	**17.0%**
Asian	11.2%	6.1%	9.6%	8.8%	5.3%	7.7%	8.7%	5.5%	7.9%
Other/Mixed	4.7%	2.6%	4.0%	4.2%	2.6%	3.7%	4.1%	2.7%	3.8%
Black	2.7%	2.0%	2.5%	2.4%	1.9%	2.2%	5.8%	3.7%	5.3%
Undisclosed	**0.8%**	**1.4%**	**1.0%**	**1.6%**	**2.2%**	**1.8%**	**1.7%**	**2.5%**	**1.9%**
Non-UK	**24.5%**	**46.5%**	**31.4%**	**19.8%**	**47.5%**	**28.7%**	**13.0%**	**37.6%**	**18.9%**
Undisclosed	**24.5%**	**46.5%**	**31.4%**	**19.8%**	**47.5%**	**28.7%**	**13.0%**	**37.6%**	**18.9%**
BAME	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
White	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
Not Known	**0.0%**	**0.2%**	**0.1%**	**0.1%**	**0.2%**	**0.1%**	**0.1%**	**0.2%**	**0.1%**
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

*Note: percentages vary from those reported above due to different reporting systems for HESA returns (UK students only).

Table 51: Undergraduate student profile by ethnicity (detailed) and UK/non-UK in FHUM, 2020-2023

% BAME (UK domicile)	20/21 count	21/22 count	22/23 count	20/21 %	21/22 %	22/23 %
BAME	1,885	2,220	2,375	24.1%	25.5%	26.2%
WHITE	5,925	6,490	6,675	75.8%	74.5%	73.7%
White	5,925	6,490	6,675	75.8%	74.4%	73.7%
Gypsy or Traveller	0	0	5	..	..	..
ASIAN	885	1,050	1,075	11.3%	12.0%	11.9%
Asian or Asian British - Pakistani	340	400	410	4.4%	4.6%	4.5%
Asian or Asian British - Indian	260	310	315	3.4%	3.6%	3.5%
Asian or Asian British - Bangladeshi	100	135	125	1.3%	1.5%	1.4%
Other Asian Background	85	105	120	1.1%	1.2%	1.3%
Chinese	95	95	105	1.2%	1.1%	1.2%
OTHER (including mixed)	685	815	890	8.8%	9.3%	9.8%
Mixed - White and Asian	250	305	330	3.2%	3.5%	3.7%
Other Mixed Background	130	150	170	1.7%	1.7%	1.9%
Mixed - White and Black Caribbean	120	130	135	1.5%	1.5%	1.5%
Mixed - White and Black African	75	80	100	1.0%	0.9%	1.1%
Other Ethnic Background	65	85	90	0.9%	1.0%	1.0%
Arab	40	60	60	0.5%	0.7%	0.7%
BLACK	315	360	410	4.0%	4.1%	4.5%
Black or Black British - African	225	270	305	2.9%	3.1%	3.4%
Black or Black British - Caribbean	65	65	75	0.8%	0.8%	0.8%
Other Black Background	25	25	30	0.3%	0.3%	0.3%
NOT KNOWN	5	5	5	..	..	..
Information Refused	5	5	5	..	..	..
Total	7,815	8,720	9,055	100.0%	100.0%	100.0%

% BAME (non-UK domicile)	20/21 count	21/22 count	22/23 count	20/21 %	21/22 %	22/23 %
BAME	2,860	3,155	3,410	71.4%	76.5%	81.8%
ASIAN	2,520	2,795	3,040	62.9%	67.7%	72.9%
Chinese	1,890	2,080	2,250	47.2%	50.4%	53.9%
Other Asian Background	370	390	395	9.2%	9.5%	9.5%
Asian or Asian British - Indian	210	260	330	5.3%	6.3%	7.9%
Asian or Asian British - Pakistani	45	50	50	1.1%	1.3%	1.2%
Asian or Asian British - Bangladeshi	5	10	15	..	..	..
WHITE	1,135	965	750	28.4%	23.3%	18.0%
White	1,135	960	750	28.3%	23.3%	18.0%
Gypsy or Traveller	0	0	0	..	..	..
OTHER (including mixed)	270	280	290	6.7%	6.8%	6.9%
Arab	115	125	140	2.8%	3.0%	3.3%
Other Ethnic Background	50	55	50	1.2%	1.3%	1.2%
Other Mixed Background	45	40	45	1.2%	1.0%	1.0%
Mixed - White and Asian	45	50	40	1.1%	1.2%	1.0%
Mixed - White and Black African	10	10	10	..	..	..
Mixed - White and Black Caribbean	5	5	5	..	..	..
BLACK	70	80	80	1.8%	1.9%	2.0%
Black or Black British - African	50	60	60	1.3%	1.5%	1.4%
Black or Black British - Caribbean	15	15	15	..	..	..
Other Black Background	5	5	10	..	..	..
NOT KNOWN	10	10	10	..	..	..
Information Refused	10	10	10	..	..	..
Total	4,005	4,125	4,175	100.0%	100.0%	100.0%

Table 52: Undergraduate student profile by ethnicity (detailed) and UK/non-UK in FBMH, 2020-2023

% BAME (UK domicile)	20/21 count	21/22 count	22/23 count	20/21 %	21/22 %	22/23 %
BAME	2,780	3,045	3,230	41.7%	42.6%	44.4%
WHITE	**3,880**	**4,095**	**4,040**	**58.2%**	**57.3%**	**55.5%**
White	3,880	4,095	4,035	58.2%	57.3%	55.5%
Gypsy or Traveller		0	0		..	..
ASIAN	**1,855**	**2,020**	**2,110**	**27.8%**	**28.2%**	**29.0%**
Asian or Asian British - Pakistani	805	870	885	12.1%	12.2%	12.2%
Asian or Asian British - Indian	530	585	660	8.0%	8.2%	9.1%
Asian or Asian British - Bangladeshi	230	265	235	3.5%	3.7%	3.2%
Other Asian Background	195	200	220	2.9%	2.8%	3.0%
Chinese	95	100	110	1.4%	1.4%	1.5%
OTHER (including mixed)	**560**	**615**	**680**	**8.4%**	**8.6%**	**9.3%**
Mixed - White and Asian	170	195	210	2.5%	2.8%	2.9%
Arab	125	135	160	1.9%	1.9%	2.2%
Other Mixed Background	95	90	100	1.4%	1.2%	1.4%
Other Ethnic Background	70	70	80	1.1%	1.0%	1.1%
Mixed - White and Black Caribbean	50	70	75	0.8%	1.0%	1.0%
Mixed - White and Black African	50	55	60	0.8%	0.8%	0.8%
BLACK	**365**	**415**	**440**	**5.5%**	**5.8%**	**6.1%**
Black or Black British - African	315	345	380	4.7%	4.8%	5.2%
Black or Black British - Caribbean	35	45	35	0.5%	0.6%	0.5%
Other Black Background	20	25	25	..	0.4%	0.4%
NOT KNOWN	**5**	**5**	**5**	**..**	**..**	**..**
Information Refused	5	5	5	..	..	..
Total	**6,665**	**7,145**	**7,270**	**100.0%**	**100.0%**	**100.0%**

% BAME (non-UK domicile)	20/21 count	21/22 count	22/23 count	20/21 %	21/22 %	22/23 %
BAME	980	1,040	1,210	68.9%	73.5%	78.8%
ASIAN	**595**	**670**	**815**	**41.9%**	**47.3%**	**53.1%**
Chinese	300	350	440	21.2%	24.6%	28.6%
Other Asian Background	155	155	180	11.0%	10.9%	11.8%
Asian or Asian British - Indian	115	140	170	8.1%	10.0%	11.1%
Asian or Asian British - Pakistani	20	20	20	..	..	..
Asian or Asian British - Bangladeshi	5	5	5	..	..	..
OTHER (including mixed)	**340**	**330**	**350**	**23.8%**	**23.2%**	**22.7%**
Arab	235	240	250	16.6%	17.0%	16.4%
Other Ethnic Background	40	30	35	2.9%	2.3%	2.2%
Mixed - White and Asian	25	25	25	1.8%	1.7%	1.7%
Other Mixed Background	30	20	20	2.0%	..	..
Mixed - White and Black African	5	5	10	..	..	..
Mixed - White and Black Caribbean	5	5	5	..	..	..
WHITE	**440**	**375**	**325**	**31.1%**	**26.5%**	**21.2%**
White	440	375	325	31.0%	26.5%	21.2%
Gypsy or Traveller	0				..	
BLACK	**45**	**40**	**45**	**3.2%**	**3.0%**	**3.1%**
Black or Black British - African	40	35	35	2.8%	2.3%	2.3%
Black or Black British - Caribbean	5	5	5	..	..	..
Other Black Background	0	5	5	..	..	..
NOT KNOWN		**0**	**0**		**..**	**..**
Information Refused		0	0		..	..
Total	**1,425**	**1,415**	**1,535**	**100.0%**	**100.0%**	**100.0%**

Table 53: Undergraduate student profile by ethnicity (detailed) and UK/non-UK in FSE, 2020-2023

% BAME (UK domicile)	20/21 count	21/22 count	22/23 count	20/21 %	21/22 %	22/23 %
BAME	1,495	1,595	1,660	33.6%	34.1%	34.7%
WHITE	**2,955**	**3,075**	**3,115**	**66.3%**	**65.8%**	**65.1%**
White	2,955	3,075	3,115	66.3%	65.8%	65.1%
Gypsy or Traveller			0			..
ASIAN	**905**	**965**	**990**	**20.3%**	**20.7%**	**20.6%**
Asian or Asian British - Pakistani	325	345	335	7.3%	7.4%	7.0%
Asian or Asian British - Indian	285	295	310	6.4%	6.3%	6.5%
Other Asian Background	110	125	125	2.4%	2.7%	2.6%
Chinese	100	110	115	2.3%	2.3%	2.4%
Asian or Asian British - Bangladeshi	85	90	105	1.9%	1.9%	2.2%
OTHER (including mixed)	**410**	**440**	**460**	**9.2%**	**9.4%**	**9.6%**
Mixed - White and Asian	150	160	165	3.3%	3.4%	3.4%
Other Mixed Background	80	85	95	1.8%	1.8%	2.0%
Arab	60	60	70	1.4%	1.3%	1.5%
Other Ethnic Background	45	60	65	1.1%	1.3%	1.4%
Mixed - White and Black Caribbean	50	45	35	1.1%	0.9%	0.8%
Mixed - White and Black African	25	30	30	0.5%	0.7%	0.6%
BLACK	**180**	**190**	**210**	**4.0%**	**4.0%**	**4.4%**
Black or Black British - African	155	165	185	3.5%	3.5%	3.9%
Black or Black British - Caribbean	20	15	20	..	..	..
Other Black Background	5	5	5	..	..	..
NOT KNOWN	**5**	**10**	**10**	**..**	**..**	**..**
Information Refused	5	10	10	..	..	..
Total	**4,455**	**4,680**	**4,785**	**100.0%**	**100.0%**	**100.0%**

% BAME (non-UK domicile)	20/21 count	21/22 count	22/23 count	20/21 %	21/22 %	22/23 %
BAME	3,250	3,530	3,735	74.5%	78.7%	83.8%
ASIAN	**2,665**	**2,945**	**3,180**	**61.1%**	**65.7%**	**71.3%**
Chinese	2,070	2,250	2,410	47.4%	50.1%	54.0%
Other Asian Background	335	375	420	7.6%	8.4%	9.4%
Asian or Asian British - Indian	205	275	305	4.7%	6.1%	6.8%
Asian or Asian British - Pakistani	50	40	35	1.1%	0.9%	0.8%
Asian or Asian British - Bangladeshi	10	5	10	..	..	..
WHITE	**1,105**	**945**	**710**	**25.3%**	**21.1%**	**15.9%**
White	1,100	945	710	25.2%	21.1%	15.9%
Gypsy or Traveller	0	0	0	..	..	..
OTHER (including mixed)	**510**	**510**	**490**	**11.6%**	**11.4%**	**11.0%**
Arab	385	400	380	8.8%	8.9%	8.6%
Other Ethnic Background	50	45	45	1.1%	1.0%	1.0%
Other Mixed Background	45	35	35	1.0%	0.7%	0.8%
Mixed - White and Asian	20	25	25	..	0.5%	0.6%
Mixed - White and Black African	5	5	5	..	..	..
Mixed - White and Black Caribbean	5	0	0	..	..	..
BLACK	**75**	**75**	**65**	**1.8%**	**1.7%**	**1.5%**
Black or Black British - African	65	65	60	1.5%	1.5%	1.3%
Other Black Background	10	5	5	..	..	..
Black or Black British - Caribbean	5	5	0	..	..	..
NOT KNOWN	**10**	**10**	**10**	**..**	**..**	**..**
Information Refused	10	10	10	..	..	..
Total	**4,365**	**4,485**	**4,460**	**100.0%**	**100.0%**	**100.0%**

Fig. 42: Undergraduate student profile by Faculty, ethnicity and UK-non-UK, 2022/2023

UK - 3,230 (72.7%)

UK - 4,040 (92.6%)

UK - 2,375 (41.0%)

UK - 6,675 (89.9%)

UK - 1,660 (30.8%)

non-UK - 3,410 (59.0%)

non-UK - 3,735 (69.2%)

UK - 3,115 (81.4%)

non-UK - 1,210 (27.3%)

non-UK - 325 (7.4%)

non-UK - 750 (10.1%)

non-UK - 710 (18.6%)

BAME   WHITE
Faculty of Biology, Medicine and Health

BAME   WHITE
Faculty of Humanities

BAME   WHITE
Faculty of Science and Engineering

Domicile group - ● non-UK ● UK
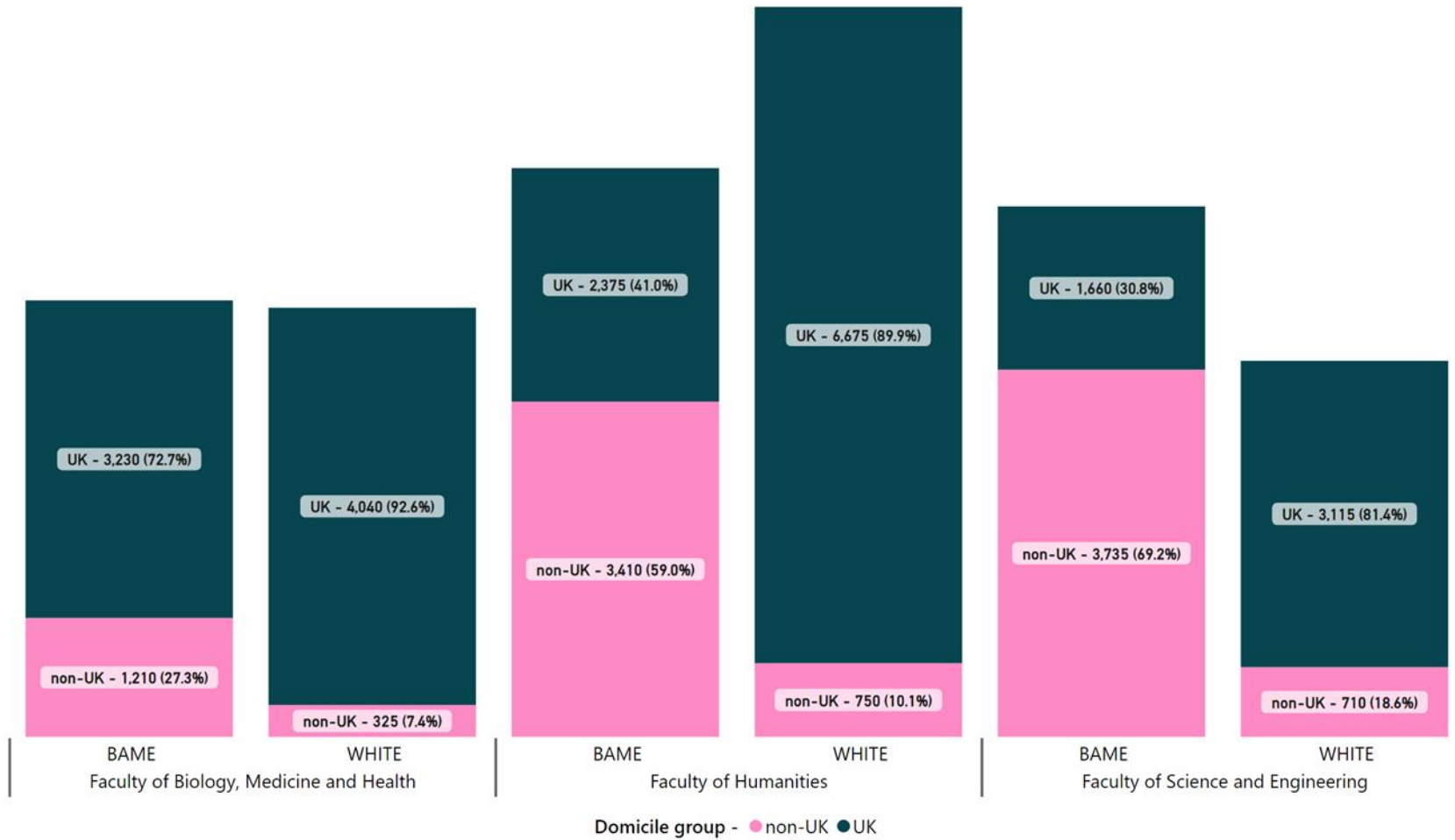
Intersectional analysis shows a higher proportion of female undergraduates in all ethnic groups (Table 54). Black male undergraduates are most underrepresented (36.2% of Black undergraduates, compared to 63.8% female). Targeted work to address this underrepresentation is underway, for example through the Lemn Sissay Law Bursaries.

Asian undergraduates are significantly less likely (9.1%) than students from White, Black or Other/Mixed backgrounds (22.7%, 19.7% and 22.2% respectively) to disclose a disability (12.2% and 25.2%, Table 55). Cultural barriers to disclosure may influence this. Work is progressing with the Disability Advisory and Support Service on culturally sensitive actions **(Action 7.11)**.

The REC student survey found that 80% ethnic minority respondents reported considering the ethnic/racial diversity before applying to the University (up from 52% in 2017), compared to 41% non-ethnic minority respondents. In focus groups with minority ethnic students and commuter students, participants reported feeling out of place on courses with little diversity; a lack of community and safe spaces; feeling lonely when unable to meet students from similar backgrounds through societies; and not feeling a sense of belonging, all of which affected wellbeing.

An AdvanceHE-sponsored University community of practice on belonging launched in December 2022 to connect work on belonging, enhance the student experience, and evaluate impact. Projects are evolving to support staff with belonging work that recognises students' intersectional identities, and will be rolled out and evaluated from 2023/24 **(Action 7.10).**

Table 54: Undergraduate student profile by ethnicity and sex, 2022/23*

BAME Group REC	Female Count	Male Count	X Count	Female % of Row	Male % of Row	X % of Row	% of Female	% of Male	% of X
WHITE	**9,000**	**6,615**	**5**	**57.6%**	**42.4%**	**0.0%**	**51.8%**	**47.6%**	..
WHITE	9,000	6,615	5	57.6%	42.4%	0.0%	51.8%	47.6%	..
BAME	**8,370**	**7,250**	**0**	**53.6%**	**46.4%**	**0.0%**	**48.1%**	**52.2%**	..
ASIAN	5,865	5,340	0	52.3%	47.6%	0.0%	33.7%	38.5%	..
OTHER (including mixed)	1,700	1,455		53.9%	46.1%		9.8%	10.5%	..
BLACK	800	455		63.8%	36.2%		4.6%	3.3%	..
NOT KNOWN	**15**	**25**		**40.5%**	**59.5%**		**0.1%**	**0.2%**	..
NOT KNOWN	15	25		40.5%	59.5%		0.1%	0.2%	..
Total	**17,385**	**13,890**	**5**	**55.6%**	**44.4%**	**0.0%**	**100.0%**	**100.0%**	..

*Note: X indicates not disclosed

Table 55: Undergraduate student profile by ethnicity and disability status, 2021/22

Ethnic BAME Group	Not disabled count	Disabled count	% of row not disabled	% of row disabled	% of not disabled	% of disabled
BME	**12,875**	**1,710**	**88.3%**	**11.7%**	**51.1%**	**32.0%**
ASIAN	10,415	1,045	90.9%	9.1%	41.3%	19.6%
OTHER (including mixed)	1,530	435	77.8%	22.2%	6.1%	8.2%
BLACK	930	230	80.3%	19.7%	3.7%	4.3%
WHITE	**12,320**	**3,625**	**77.3%**	**22.7%**	**48.8%**	**67.8%**
WHITE	12,320	3,625	77.3%	22.7%	48.8%	67.8%
NOT KNOWN	**25**	**10**	**71.4%**	**28.6%**	**0.1%**	**0.2%**
NOT KNOWN	25	10	71.4%	28.6%	0.1%	0.2%
Total	**25,220**	**5,350**	**82.5%**	**17.5%**	**100.0%**	**100.0%**

7c Course progression

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

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

> Continuation rates have consistently decreased for students from all ethnic groups and for UK and non-UK students in the last three years – likely influenced by COVID-19 impacting students' ability or desire to continue – except for UK Black students from African or other Black backgrounds, a greater proportion of whom continued in 2022 than in 2021 (Table 56).
>
> Continuation rates in 2021/22 were 92.8% for UK BAME students (92.4% non-UK BAME and lowest rates for non-UK Black students of 86.4%) and 92.3% UK White students (92.9% non-UK White). Fig. 43 shows higher continuation rates across ethnicity and domicile between Year 2 to 3 than Year 1 to 2, and that White/BAME differences are minimal.
>
> Systems improvements will enable more in-depth insights into reasons for leaving **(Action 7.2)**, informing evidence-based actions to reduce overall non-continuation rates, especially for Black students, including a University-wide coaching scheme for Black UK WP students **(Action 7.4)**.

Table 56: Continuation data for undergraduate students by ethnicity and UK/non-UK, 2019/20 - 2021/22*

UK-domiciled	Count 19/20	Count 20/21	Count 21/22	% Continuation 19/20	% Continuation 20/21	% Continuation 21/22	non-UK domiciled	Count 19/20	Count 20/21	Count 21/22	% Continuation 19/20	% Continuation 20/21	% Continuation 21/22
BAME	3,165	3,610	4,195	95.6%	93.3%	92.8%	BAME	3,800	4,750	5,170	94.9%	92.5%	92.4%

UK domiciled	Count 19/20	Count 20/21	Count 21/22	% Continuation 19/20	% Continuation 20/21	% Continuation 21/22	UK domiciled	Count 19/20	Count 20/21	Count 21/22	% Continuation 19/20	% Continuation 20/21	% Continuation 21/22
ASIAN	1,860	2,085	2,420	95.9%	94.0%	92.9%	ASIAN	3,140	3,950	4,400	94.9%	92.6%	92.5%
Asian or Asian British - Bangladeshi	210	265	295	95.7%	96.2%	90.5%	Asian or Asian British - Bangladeshi	5	10	15	..	..	..
Asian or Asian British - Indian	545	590	725	96.1%	95.2%	94.2%	Asian or Asian British - Indian	295	330	460	95.2%	93.1%	93.7%
Asian or Asian British - Pakistani	755	860	975	96.1%	92.5%	92.8%	Asian or Asian British - Pakistani	60	70	70	84.5%	92.6%	84.5%
Chinese	150	160	170	96.7%	95.7%	95.3%	Chinese	2,305	2,995	3,250	95.6%	92.4%	92.6%
Other Asian Background	200	215	255	94.0%	93.0%	90.2%	Other Asian Background	475	545	600	92.7%	93.4%	92.0%
BLACK	440	510	600	94.1%	91.2%	92.7%	BLACK	95	125	130	91.6%	87.4%	86.4%
Black or Black British - African	355	400	485	93.6%	90.8%	92.6%	Black or Black British - African	80	100	105	91.1%	90.2%	84.8%
Black or Black British - Caribbean	65	80	75	95.3%	92.3%	92.2%	Black or Black British - Caribbean	5	15	20	..	..	..
Other Black Background	20	35	35	..	93.9%	94.6%	Other Black Background	10	10	10	..	..	..
NOT KNOWN	15	10	10	..	..	..	NOT KNOWN	20	10	10	..	..	..
Information Refused	15	10	10	..	..	..	Information Refused	20	10	10	..	..	..
OTHER (including mixed)	865	1,015	1,175	95.8%	92.8%	92.7%	OTHER (including mixed)	565	675	635	95.4%	93.0%	92.5%
Arab	115	120	150	98.2%	95.9%	93.9%	Arab	395	450	420	96.5%	93.1%	91.7%
Mixed - White and Asian	285	365	415	96.2%	92.9%	91.8%	Mixed - White and Asian	45	65	55	90.9%	92.5%	92.9%
Mixed - White and Black African	80	85	110	93.9%	86.2%	93.8%	Mixed - White and Black African	10	15	10	..	..	..
Mixed - White and Black Caribbean	130	145	160	94.6%	92.3%	91.2%	Mixed - White and Black Caribbean	5	5	10	..	..	..
Other Ethnic Background	100	120	130	97.0%	93.3%	91.6%	Other Ethnic Background	60	75	85	93.3%	93.5%	91.6%
Other Mixed Background	150	175	205	94.7%	93.8%	94.7%	Other Mixed Background	50	65	55	92.2%	92.2%	98.2%
WHITE	6,850	7,655	8,635	95.1%	93.7%	92.3%	WHITE	1,550	1,575	1,155	95.3%	94.1%	92.9%
Gypsy or Traveller	0	0	5	..	..	..	Gypsy or Traveller	5	0	0	..	..	..
White	6,850	7,655	8,635	95.1%	93.7%	92.3%	White	1,545	1,575	1,150	95.3%	94.1%	92.9%
Total	10,030	11,275	12,845	95.3%	93.6%	92.5%	Total	5,370	6,335	6,335	94.9%	92.9%	92.5%

*Note: data includes new entrants, full-time, first degree students who are in Year 0 (foundation), Year 1 or Year 2 of their course. Ethnic groups presented in alphabetical order.

Fig. 43: Continuation data for undergraduate students for Year 1 to 2 and Year 2 to 3, by ethnicity and UK (left)/non-UK (right) and White/BAME gap, 2019/20 - 2021/22
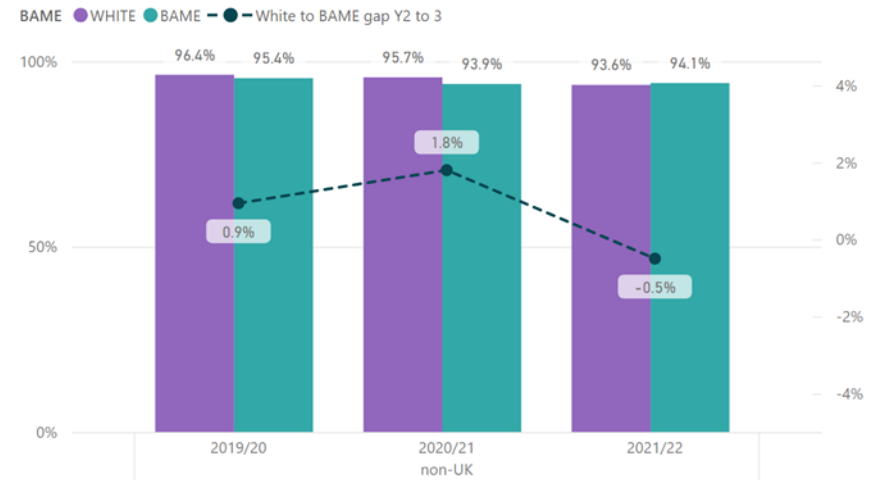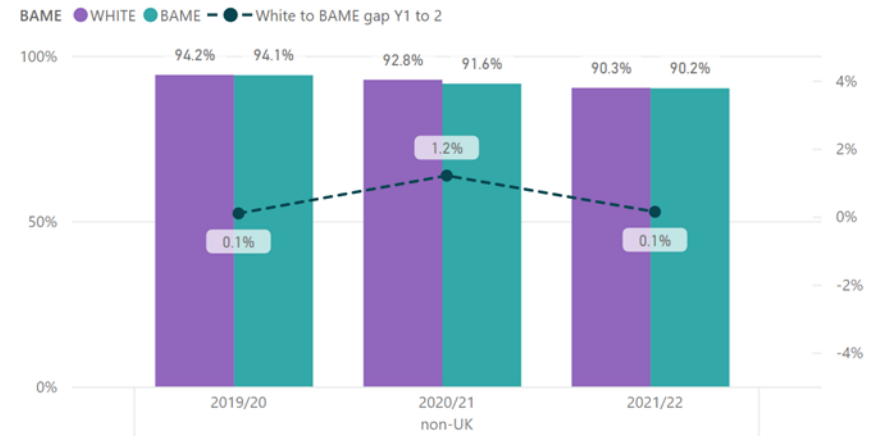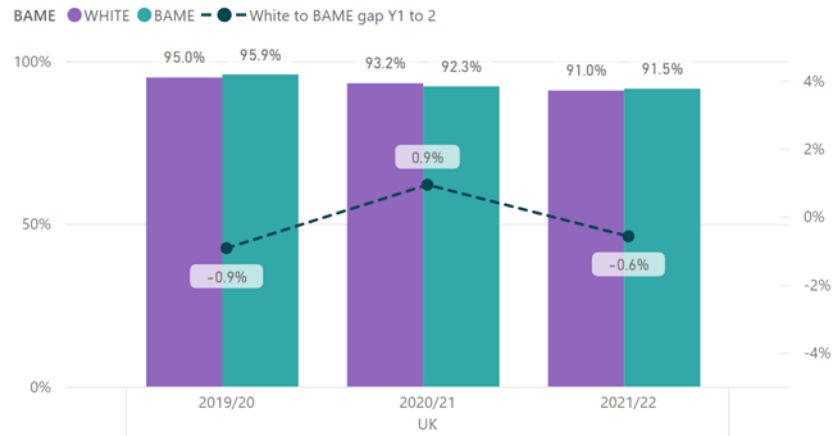
Continuation rates have decreased in all Faculties. FSE has seen the largest decrease and lowest continuation rate (90.2% for UK students in 2021/22) (Table 57). In FBMH and FHUM, continuation rates are largely comparable for White and BAME students (UK and non-UK), with mostly small differences between ethnic groups.

In FSE, continuation rates are lower for BAME and particularly Black students (for example, 78.3% non-UK Black versus 92.9% non-White), a continuing trend since our previous submission. This is influenced by lower overall continuation rates on the Foundation Year programme (72.5% (Table 58), down from 86.4% in 2015/16), where 59% students are BAME in 2021/22. As the Foundation programme is a selective year before progressing to Year 1, reduced continuation (~85%) is anticipated. Decreased rates are likely influenced by the pandemic disrupting teaching of Foundation students and A-Level students, leading to knowledge gaps.

However, continuation rates for BAME and Black Foundation Year students have declined from 90.1% and 86.2% respectively in 2015/16 to 73% and 60.9% in 2022 (26% and 39.1% non-continuation) (REC-2019-7.2). To address this, FSE is offering additional weekly teaching sessions to Foundation students and will partner with the Careers Service to develop the current Foundation Year mentoring pilot, evaluating the impact of interventions on progression rates for all students, focusing particularly on Black students **(Action 7.7).** Black Foundation Year students will also benefit from the Faculty's student-led Black heritage network from 2023/24 (see 7b, **Action 7.8**).

Table 57: Progression for undergraduate students split by ethnicity and Faculty, 2019/20 - 2021/22*

UK by Faculty	Count 19/20	Count 20/21	Count 21/22	% Continuation 19/20	% Continuation 20/21	% Continuation 21/22
Faculty of Biology, Medicine and Health						
BAME	1,375	1,510	1,670	96.4%	94.3%	94.5%
Faculty of Humanities						
BAME	1,035	1,300	1,575	95.1%	93.4%	93.7%
Faculty of Science and Engineering						
BAME	755	805	955	95.0%	91.2%	88.2%

Non-UK by Faculty	Count 19/20	Count 20/21	Count 21/22	% Continuation 19/20	% Continuation 20/21	% Continuation 21/22
Faculty of Biology, Medicine and Health						
BAME	470	560	570	94.3%	92.9%	94.6%
Faculty of Humanities						
BAME	1,645	2,035	2,255	94.9%	94.1%	93.8%
Faculty of Science and Engineering						
BAME	1,685	2,155	2,340	95.0%	90.8%	90.4%

Owning Faculty	Count 19/20	Count 20/21	Count 21/22	% Continuation 19/20	% Continuation 20/21	% Continuation 21/22
Faculty of Biology, Medicine and Health	**3,280**	**3,620**	**4,005**	**96.2%**	**94.2%**	**93.4%**
ASIAN	905	990	1,110	96.4%	94.8%	95.1%
BLACK	190	210	225	94.8%	93.4%	94.7%
NOT KNOWN	5	0	0	..	..	..
OTHER (including mixed)	275	305	330	97.8%	93.5%	92.5%
WHITE	1,905	2,110	2,340	96.0%	94.1%	92.5%
Faculty of Humanities	**4,515**	**5,180**	**6,015**	**94.9%**	**93.9%**	**92.9%**
ASIAN	495	620	740	95.2%	94.8%	93.9%
BLACK	165	210	260	93.9%	91.0%	92.7%
NOT KNOWN	5	5	5	..	..	..
OTHER (including mixed)	375	465	575	95.5%	92.5%	93.7%
WHITE	3,475	3,875	4,440	94.9%	94.0%	92.7%
Faculty of Science and Engineering	**2,230**	**2,475**	**2,820**	**94.7%**	**92.1%**	**90.2%**
ASIAN	460	475	570	95.9%	91.4%	87.0%
BLACK	85	90	115	92.9%	86.7%	88.7%
NOT KNOWN	5	5	5	..	..	..
OTHER (including mixed)	210	240	270	93.9%	92.5%	90.7%
WHITE	1,470	1,670	1,860	94.5%	92.5%	91.1%
Total	**10,030**	**11,275**	**12,845**	**95.3%**	**93.6%**	**92.5%**

Owning Faculty	Count 19/20	Count 20/21	Count 21/22	% Continuation 19/20	% Continuation 20/21	% Continuation 21/22
Faculty of Biology, Medicine and Health	**725**	**790**	**745**	**94.8%**	**93.3%**	**93.7%**
ASIAN	280	355	385	94.3%	94.1%	95.1%
BLACK	20	25	30	..	87.0%	82.1%
NOT KNOWN	0		0	..	..	..
OTHER (including mixed)	170	185	155	94.1%	91.3%	95.5%
WHITE	255	230	175	96.1%	94.3%	91.0%
Faculty of Humanities	**2,345**	**2,760**	**2,785**	**94.5%**	**93.8%**	**93.8%**
ASIAN	1,460	1,795	2,005	95.0%	94.4%	93.7%
BLACK	40	55	60	89.7%	89.1%	94.8%
NOT KNOWN	5	5	5	..	..	..
OTHER (including mixed)	145	180	195	95.1%	93.4%	95.3%
WHITE	695	720	525	93.7%	92.8%	93.5%
Faculty of Science and Engineering	**2,300**	**2,785**	**2,800**	**95.4%**	**91.9%**	**90.8%**
ASIAN	1,400	1,795	2,010	94.9%	90.5%	90.9%
BLACK	35	50	45	91.9%	85.7%	78.3%
NOT KNOWN	15	5	5	..	..	..
OTHER (including mixed)	250	310	285	96.4%	93.8%	88.9%
WHITE	600	625	455	96.8%	95.5%	92.9%
Total	**5,370**	**6,335**	**6,335**	**94.9%**	**92.9%**	**92.5%**

*Note: data includes full-time, first degree students who are in Year 0, 1 or 2 of their course; FSE data includes Foundation Year programmes.

Table 58: Continuation rates for FSE Foundation Year split by ethnicity, 2019/20-2021/22*

Ethnic Group	Count 19/20	Count 20/21	Count 21/22	Continuation 19/20 %	Continuation 20/21 %	Continuation 21/22 %
WHITE	155	195	135	85.5%	80.4%	71.1%
OTHER (including mixed)	80	115	100	92.3%	85.5%	77.6%
ASIAN	115	140	85	93.1%	82.0%	71.1%
BLACK	20	20	25	84.2%	57.1%	60.9%
NOT KNOWN	5	0	0	100.0%	100.0%	100.0%
Total	**370**	**470**	**345**	**89.4%**	**81.1%**	**72.5%**

*Note: all students were progressed in 2019/20 due to the disruption caused by COVID-19, leading to high continuation rates. Percentages are unmasked to show accurate picture of continuation rates by ethnic group.

Progression initiatives

The University led an OfS-funded cross-institutional Diversity and Inclusion (D&I) Student Ambassador Programme, aiming to improve degree outcomes and student experience of minority undergraduates by increasing students' sense of belonging. Students and staff utilised their respective skills and knowledge to co-produce resources for Active Bystander and 'Inclusive Learning Environments' training, which were rolled out from 2019/20. 144 students across three institutions took part (44 Lead (paid roles) and 100 volunteers). Evaluation showed that the programme profoundly impacted the Ambassadors' sense of belonging (REC-2019-7.4).

Emanating from the D&I Ambassadors project, the 'Manchester 10/10' scheme aims to address the gaps in progression, attainment and outcomes between Black and White undergraduates. 25 FHUM Black and Mixed heritage students are currently taking part in work experience and placements. In September 2023, the programme will be relaunched (following evaluation so that it better meets its aims) and expanded (80 students), following its development in partnership with the Black Excellence Network, a student-led award-winning consultancy enterprise co-founded by medical student [name redacted] with over 2000 members. The impact of Manchester 10/10 on participants' progression, attainment and outcomes will be monitored **(Action 7.3).**

The Ambassadors scheme has evolved into a sustainable 'Student Partners' approach, with over 100 paid Partners embedded within the ITL. We are currently co-creating a Black students' coaching pilot for 2023 with Black undergraduate Partners **(Action 7.4)**.

Further initiatives supporting continuation and belonging include:

- Established Black student networks in FBMH and FHUM provide sessions for Black students to build confidence, belonging and enhance skills related to progression and employability.

- The Manchester Muslim Medical Students Guide was shared via the Medical School Alliance (MSC) across 44 medical schools and informed creation of the MSC Faiths Guidance.

- An ITL-supported project on the needs and experiences of commuter students led to dedicated webpages, social media groups and peer mentoring to support this group.

Perhaps due to the scale and localised approach of these activities, not all minority students have a sense of belonging or community, as reported in the REC survey:

"*The lack of diversity has contributed to me wanting to leave. Because there aren't many Black people studying my course or in my school, I don't always feel like I belong.*"

"*Diversity seems to be treated as a buzzword now and only caters to Black, White and Muslim communities. My community, I feel, is lost in this conversation and therefore, I don't feel like I belong.*"

Projects from the student belonging community of practice aim to address and improve these experiences and will be evaluated from 2023/24 (see 7b, **Action 7.10**).

7d Attainment

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

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

- Provide data on differences, by ethnicity, of students awarded a first/2:1 (a 'good degree').

- Comment on any initiatives your institution has to address any attainment gaps (with reference to the Teaching and Learning section of your application).

- Where you have initiated work in this area, specify the impact of these initiatives.

The attainment gap between UK-domicile BAME and White undergraduates has narrowed from 12.9% in 2017 to 8.3% in 2021/22 (REC-2019-7.3, Fig. 44).

In 2021/22, 83.9% UK BAME undergraduates achieved a good degree (First or 2:1) (92.2% UK White), up significantly from 75.9% in 2016/17 but down from 86.1% in 2020/21. Disruption to teaching and assessment during COVID-19 likely contributed to fluctuating proportions of good degrees, while flexible assessments influenced the narrowing attainment gap, evidenced by the lower BAME/White gaps in 2020 and 2021.

A consistently greater proportion of students from 'Other/Mixed' and White backgrounds achieve good degrees compared to Asian and Black students (Table 59). The proportion of Black undergraduates receiving good degrees increased by 6% since 2016/17 to 79.8%, but they remain least likely to receive good degrees (12.4% White/Black gap). Fig. 45 shows the corresponding attainment gaps for UK minority groups versus White students. The proportion of non-UK students (ethnicity information not reported) achieving a good degree has increased by over 10% since 2016/17 to 82.8%, with rates comparable with UK BAME students (Table 59).

Table 60 and Fig. 46 illustrate Faculty variations:

- FHUM - the White/BAME attainment gap has narrowed from 11.8% in 2016/17 to 6.3% in 2021/22, when 87.8% BAME students received a good degree. This could be linked with efforts to make teaching and curricula more inclusive and diverse (see 8a-c) (REC-2019-7.5).

- FSE - the White/BAME attainment gap has narrowed from 10.6% in 2016/17 to 5.8% in 2021/22. The proportion of Asian students receiving a good degree increased from 76.3% in 2016/17 to 90.5% in 2019/20 but has since decreased to 82.4%.

- FBMH – the White/BAME attainment gap has narrowed from 15.7% in 2016/17 to 11.2% in 2021/22. However, the White/Black attainment gap has risen to 17.2% (the largest across Faculties). The proportion of Black undergraduates receiving good degrees increased from 75.6% in 2016/17 to 79.1% in 2019/20, then fell to 74.2%. In response, the Faculty has established an awarding gap working group and a Student Success Hub, which will support staff to address awarding gaps.

Work related to current APP attainment targets continues through the Student Access and Success Team and ITL. A 2022 review of peer mentoring programmes found that mentors attained a greater proportion of first-class degrees than non-mentors, with no statistically significant ethnicity difference (40% White, 37% BAME), a much smaller attainment gap than the wider student population. Revised APP targets and programmes related to attainment are being developed and

evaluated, including targeted interventions such as relaunching Manchester 10/10 (see 7c), to widely embed best practice. All initiatives will be monitored and evaluated **(Objective 7)**.

Fig. 44: Undergraduate attainment of good degrees by ethnicity and White/BAME gap, 2019-2022*

● White Good Degree ● BAME Good Degree ● Non-UK Good Degree – ● – White to BAME gap

Year	White Good Degree	BAME Good Degree	Non-UK Good Degree	White to BAME gap
2019/20	92.4%	85.2%	80.1%	7.2%
2020/21	92.7%	86.1%	85.1%	6.6%
2021/22	92.2%	83.9%	82.8%	8.3%
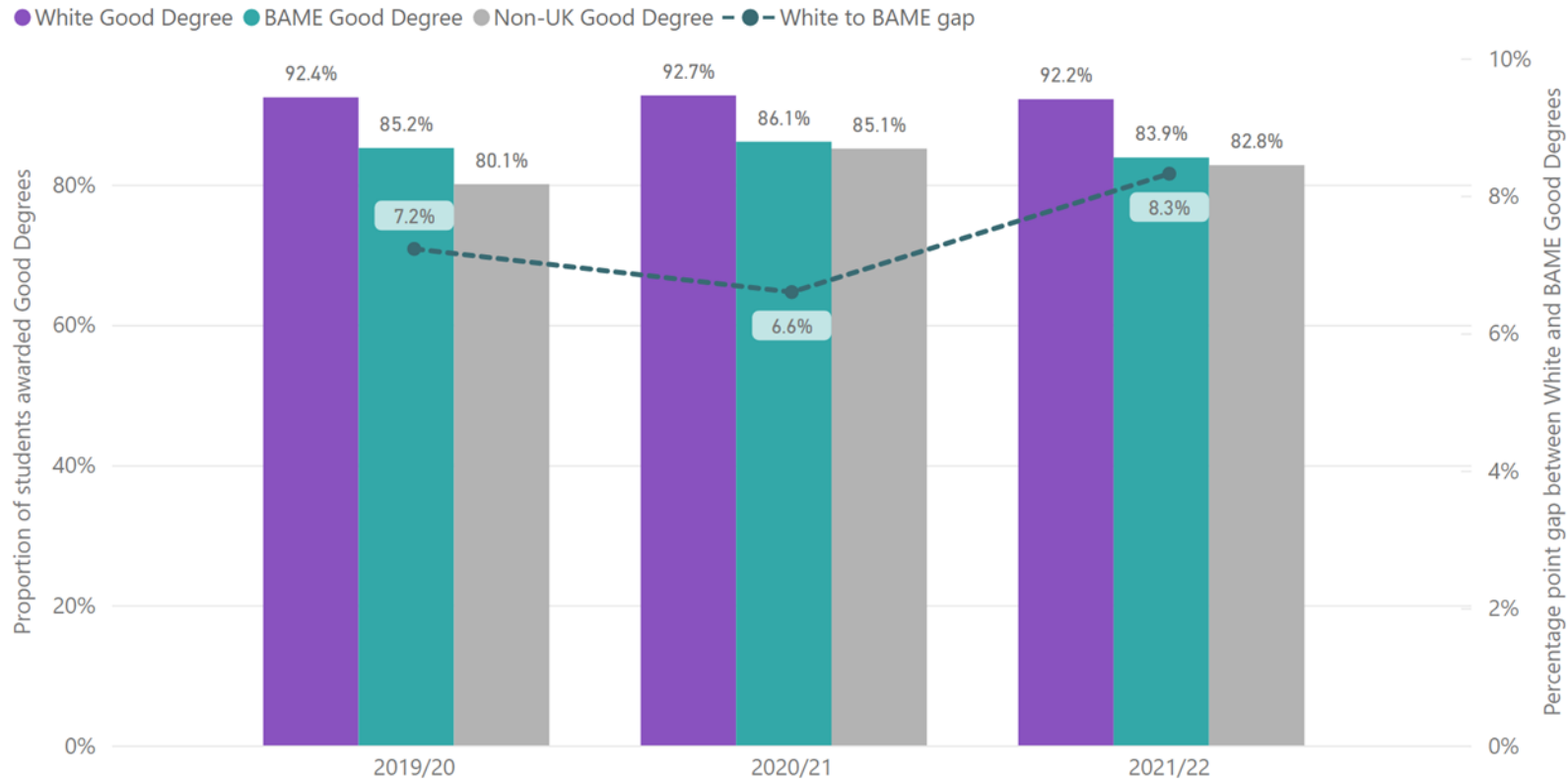
*Note: good degree refers to a First or 2:1 degree classification; a lower degree refers to a 2.2, 3rd and Pass award. Our systems for reporting attainment are not enabled to filter UK/non-UK (non-UK) and ethnicity. Therefore, figures and tables in 7d display attainment for UK-domiciled students by ethnicity with all non-UK students grouped without ethnicity split. Non-UK students have been included without ethnicity split so that the grand total for student count is accurate.

Table 59: Undergraduate attainment by ethnicity and degree award, 2019-2022

UK/Non-UK	Number good degrees 19/20	Number good degrees 20/21	Number good degrees 21/22	Number Lower Degrees 19/20	Number Lower Degrees 20/21	Number Lower Degrees 21/22	% good degrees 19/20	% good degrees 20/21	% good degrees 21/22
UK	4,020	4,010	3,770	440	405	455	90.2%	90.9%	89.2%
White	2,975	2,955	2,690	245	230	230	92.4%	92.7%	92.2%
Asian	555	620	595	105	95	120	84.0%	86.5%	83.0%
Other/Mixed	310	290	295	35	30	40	89.9%	90.9%	87.8%
Black	150	145	135	35	45	35	80.9%	76.5%	79.8%
Undisclosed	30	0	55	20	0	30	61.5%	66.7%	65.5%
Non/UK	1,655	2,035	2,045	410	355	425	80.1%	85.1%	82.8%
Non-UK	1,655	2,035	2,045	410	355	425	80.1%	85.1%	82.8%
Total	5,675	6,045	5,810	850	760	880	87.0%	88.9%	86.9%

Fig. 45: Undergraduate attainment gaps between ethnic groups (UK only), 2019-2022
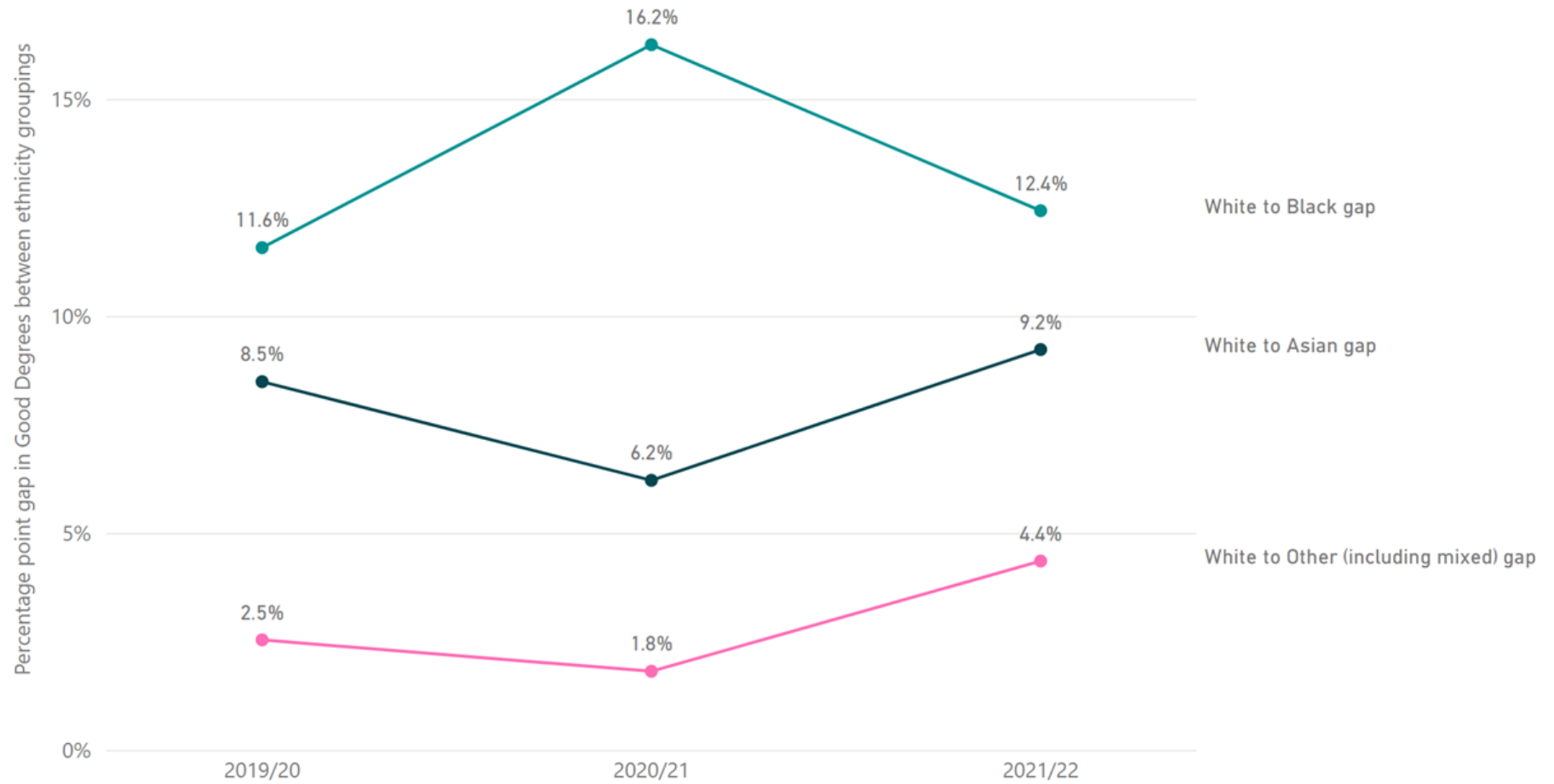
Table 60: Undergraduate attainment by ethnicity and Faculty, 2019/20-2021/22

Faculty	UK/Non-UK	Ethnic Group	Number Good degrees 19/20	Number Good degrees 20/21	Number Good degrees 21/22	Number Lower Degrees 19/20	Number Lower Degrees 20/21	Number Lower Degrees 21/22	% good degrees 19/20	% good degrees 20/21	% good degrees 21/22
Faculty of Humanities	UK	White	1,495	1,590	1,430	90	80	90	94.3%	95.2%	94.1%
		Other/Mixed	145	155	150	20	10	15	88.5%	93.9%	92.0%
		Asian	200	200	215	30	20	35	87.3%	91.0%	86.3%
		Black	65	65	55	15	15	10	81.8%	79.0%	83.6%
		Undisclosed	20	0	40	5		15	75.0%	..	73.6%
	Non/UK	Non-UK	745	920	970	165	130	145	81.6%	87.6%	86.9%
Faculty of Biology, Medicine and Health	UK	Undisclosed	5		10	10	0	15	..	..	..
		White	800	655	670	70	90	65	91.8%	87.9%	91.4%
		Other/Mixed	80	60	80	10	10	15	91.0%	84.1%	84.0%
		Black	55	40	50	15	15	15	79.1%	75.5%	74.2%
		Asian	205	225	225	60	50	55	76.9%	81.8%	80.4%
	Non/UK	Non-UK	155	195	210	45	45	45	77.7%	81.6%	83.1%
Faculty of Science and Engineering	UK	Undisclosed	5	0	5	0		0	..	..	..
		Other/Mixed	85	80	70	10	10	15	91.4%	90.8%	84.0%
		Asian	155	195	155	15	25	35	90.5%	87.8%	82.4%
		White	680	710	590	80	60	75	89.3%	91.9%	88.6%
		Black	30	40	30	5	15	5	82.1%	73.6%	82.9%
	Non/UK	Non-UK	760	920	860	200	180	235	79.1%	83.6%	78.5%

Fig. 46: Undergraduate attainment gaps between ethnic groups by Faculty (UK only), 2019-2022

Faculty ▲	White to BAME gap	White to Asian gap	White to Black gap	White to Other (including mixed) gap
Faculty of Biology, Medicine and Health				
2019/20	12.6%	16.1%	12.0%	1.4%
2020/21	6.6%	7.8%	10.4%	0.3%
2021/22	11.2%	11.0%	17.2%	7.4%
Faculty of Humanities				
2019/20	10.8%	11.9%	14.0%	5.2%
2020/21	6.6%	7.2%	13.6%	1.3%
2021/22	6.3%	7.8%	10.5%	2.1%
Faculty of Science and Engineering				
2019/20	9.3%	10.1%	8.8%	7.0%
2020/21	7.9%	8.5%	14.8%	3.0%
2021/22	5.8%	6.3%	5.7%	4.7%

7e Postgraduate pipeline

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

- Provide details specifically on taught master's programmes, research master's programmes and PhD programmes.

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

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

Postgraduate Taught

The proportion of BAME postgraduate taught students (PGT) has risen from 63.1% in 2017 to 73%, higher than undergraduate representation (49.9%), while White PGT representation has declined (Fig. 47). The proportion of UK-domiciled BAME PGTs is lower than at undergraduate level (24.2% and 34.4% respectively) (Table 61). 93.9% non-UK PGTs are BAME, while non-UK Chinese students account for 43.7% all PGT students (n=4,230).

The number of Black PGT students has risen since 2017 (n=302 to n=395 in 2022/23). This increase is predominantly of non-UK Black African students, with an underrepresentation of UK Black students, especially those of Caribbean heritage. A significant contributing factor is our well-established Equity and Merit scholarships which, to date, has supported 371 Master's students from seven African countries with scholarships covering tuition fees, travel, visas and living expenses. We are exploring the potential expansion of the scheme to the Caribbean islands to address the underrepresentation of Black Caribbean PGT students **(Action 3.4).**

The greatest representation of BAME PGT students is in FHUM (76%, 94% non-UK) and FSE (92.7%, 97.4% non-UK), where there has been a declining number of UK PGT students across all ethnic groups (Tables 63-64, Fig. 48). In contrast, the largest group within FBMH is White students (72.2% amongst UK PGTs) (Table 62).
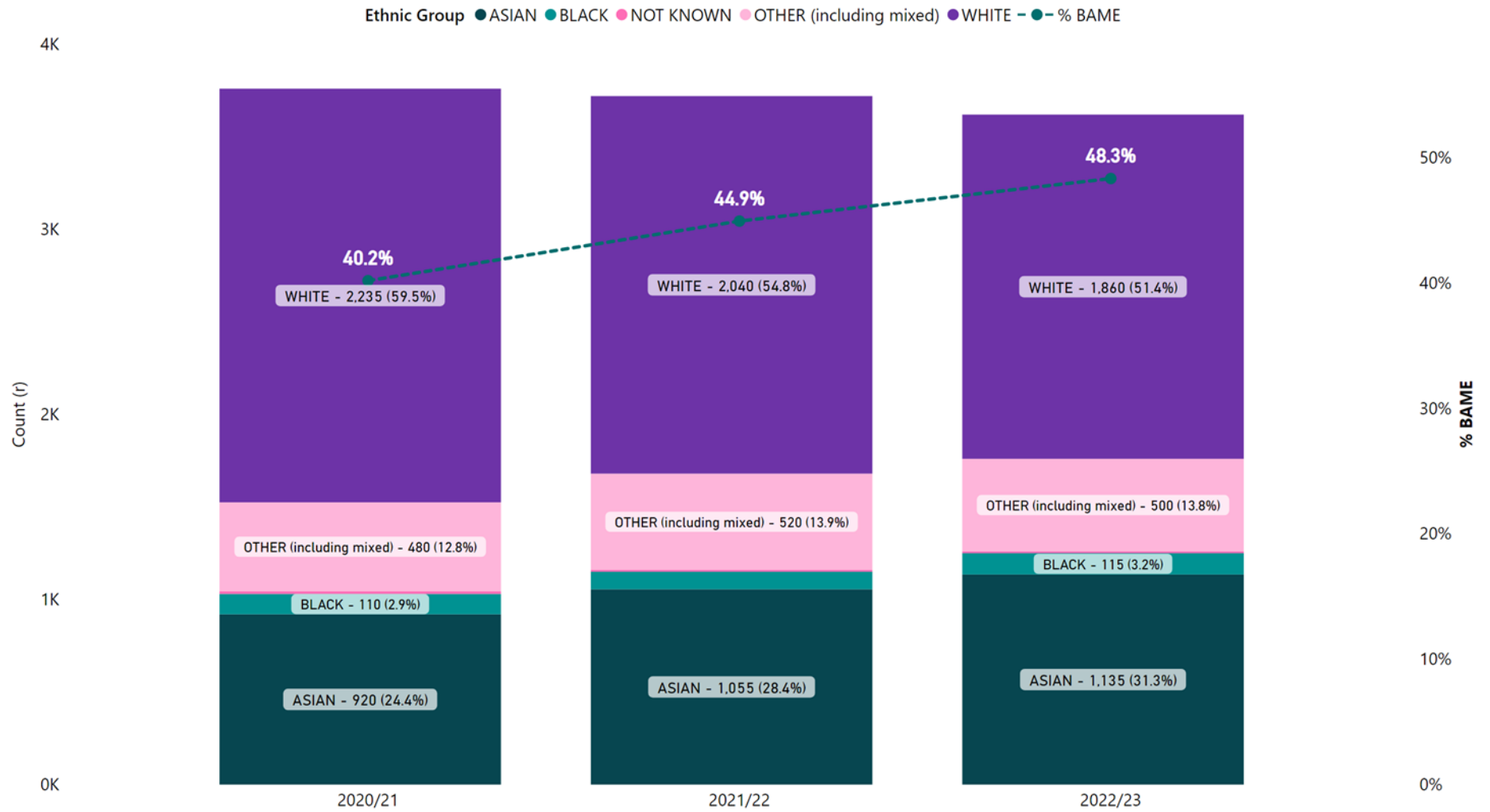
Table 61: University Postgraduate Taught students by ethnicity and domicile, 2020/21-2022/23*

% BAME (UK domicile)	20/21 count	21/22 count	22/23 count	20/21 %	21/22 %	22/23 %
BAME	850	815	680	24.8%	25.1%	24.2%
WHITE	**2,575**	**2,430**	**2,125**	**75.0%**	**74.7%**	**75.5%**
White	2,575	2,430	2,125	75.0%	74.6%	75.4%
Gypsy or Traveller	0	0	0	..	..	..
ASIAN	**455**	**425**	**355**	**13.2%**	**13.1%**	**12.6%**
Asian or Asian British - Pakistani	180	140	130	5.2%	4.3%	4.6%
Asian or Asian British - Indian	130	135	110	3.8%	4.2%	3.9%
Other Asian Background	55	50	45	1.6%	1.6%	1.7%
Chinese	50	55	40	1.4%	1.7%	1.5%
Asian or Asian British - Bangladeshi	40	40	25	1.2%	1.3%	1.0%
OTHER (including mixed)	**235**	**225**	**200**	**6.9%**	**7.0%**	**7.1%**
Mixed - White and Asian	40	55	50	1.2%	1.8%	1.8%
Other Mixed Background	65	55	45	1.9%	1.7%	1.6%
Mixed - White and Black Caribbean	30	35	35	0.9%	1.0%	1.2%
Arab	45	40	30	1.3%	1.2%	1.0%
Other Ethnic Background	30	25	30	0.9%	0.8%	1.0%
Mixed - White and Black African	20	15	10	..	..	..
BLACK	**160**	**165**	**125**	**4.7%**	**5.1%**	**4.5%**
Black or Black British - African	140	130	105	4.1%	4.0%	3.7%
Black or Black British - Caribbean	15	25	20	..	0.8%	..
Other Black Background	5	10	5	..	..	..
NOT KNOWN	**5**	**10**	**10**	**..**	**..**	**..**
Information Refused	5	10	10	..	..	..
Total	**3,435**	**3,255**	**2,820**	**100.0%**	**100.0%**	**100.0%**

% BAME (non-UK domicile)	20/21 count	21/22 count	22/23 count	20/21 %	21/22 %	22/23 %
BAME	5,725	6,390	6,205	91.0%	93.1%	93.9%
ASIAN	**5,130**	**5,720**	**5,490**	**81.5%**	**83.3%**	**83.1%**
Chinese	4,635	4,765	4,230	73.7%	69.4%	64.0%
Asian or Asian British - Indian	210	525	735	3.4%	7.6%	11.1%
Other Asian Background	215	340	435	3.4%	4.9%	6.6%
Asian or Asian British - Pakistani	40	65	70	0.6%	0.9%	1.0%
Asian or Asian British - Bangladeshi	25	30	25	0.4%	0.4%	0.3%
OTHER (including mixed)	**375**	**405**	**440**	**5.9%**	**5.9%**	**6.7%**
Arab	230	250	265	3.6%	3.6%	4.0%
Other Mixed Background	65	85	75	1.0%	1.2%	1.1%
Other Ethnic Background	50	50	60	0.8%	0.7%	0.9%
Mixed - White and Asian	20	15	20	..	..	..
Mixed - White and Black African	5	5	10	..	..	..
Mixed - White and Black Caribbean	5	5	10	..	..	..
WHITE	**550**	**465**	**395**	**8.7%**	**6.8%**	**6.0%**
White	550	465	395	8.7%	6.8%	6.0%
Gypsy or Traveller	0		0	..		..
BLACK	**225**	**265**	**270**	**3.5%**	**3.8%**	**4.1%**
Black or Black British - African	170	200	210	2.7%	2.9%	3.2%
Other Black Background	35	45	45	0.6%	0.6%	0.7%
Black or Black British - Caribbean	15	20	15	..	..	..
NOT KNOWN	**20**	**10**	**10**	**..**	**..**	**..**
Information Refused	20	10	10	..	..	..
Total	**6,295**	**6,865**	**6,610**	**100.0%**	**100.0%**	**100.0%**

*Note: HESA Code included for PGT: M00-M11

Fig. 47: Postgraduate Taught students split by ethnicity, 2020/21-2022/23

Ethnic Group ●ASIAN ●BLACK ●NOT KNOWN ●OTHER (including mixed) ●WHITE – ●– % BAME

67.6%   71.2%   73.0%

2020/21
- WHITE – 3,125 (32.1%)
- OTHER (including mixed) – 610 (6.3%)
- BLACK – 385 (3.9%)
- ASIAN – 5,585 (57.4%)

2021/22
- WHITE – 2,895 (28.6%)
- OTHER (including mixed) – 630 (6.2%)
- BLACK – 430 (4.2%)
- ASIAN – 6,145 (60.7%)

2022/23
- WHITE – 2,525 (26.8%)
- OTHER (including mixed) – 640 (6.8%)
- BLACK – 400 (4.2%)
- ASIAN – 5,845 (62.0%)

Count (r)

% BAME

165
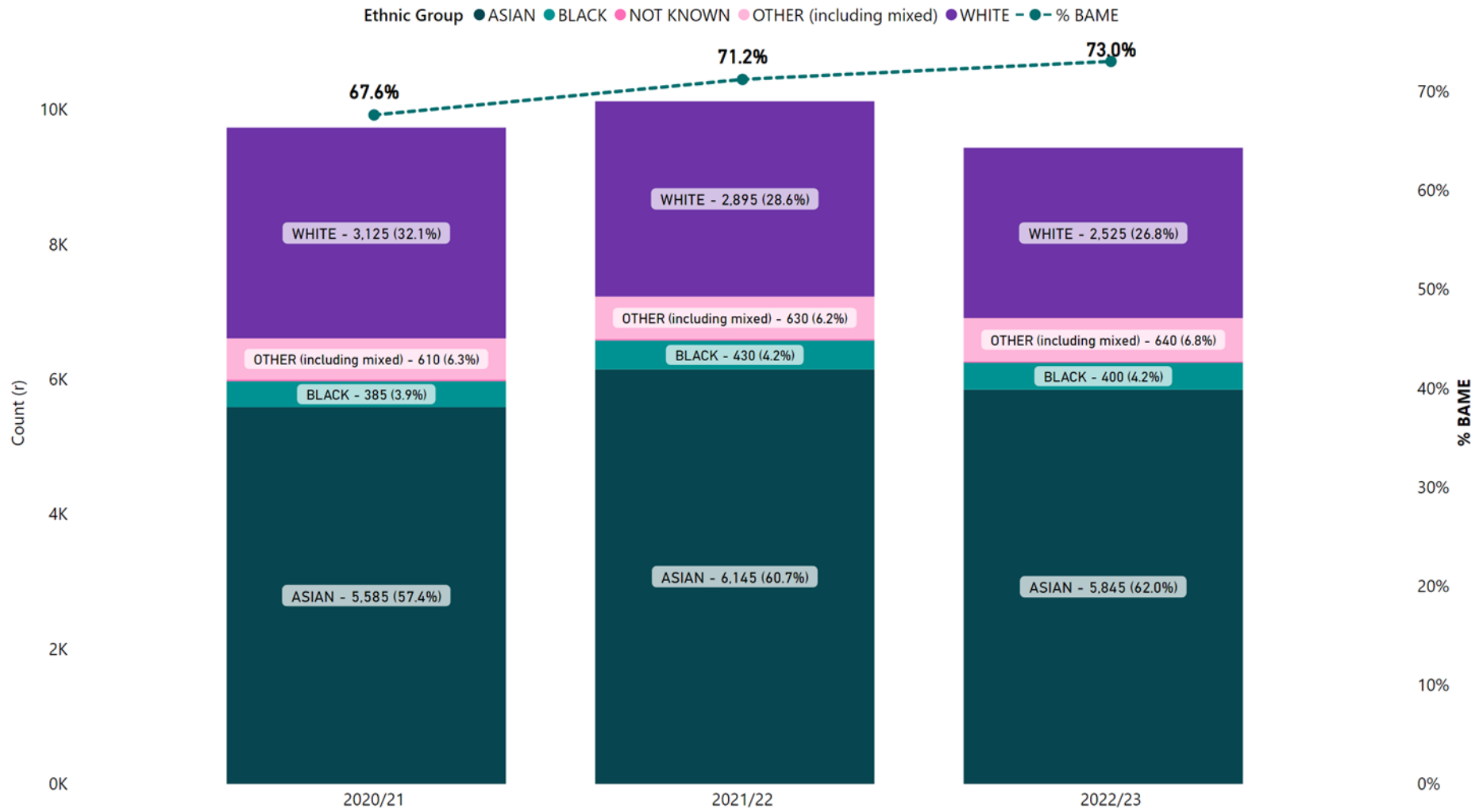
Table 62: Postgraduate Taught students by ethnicity and domicile in FBMH, 2020/21-2022/23*

% BAME (UK domicile)	20/21 count	21/22 count	22/23 count	20/21 %	21/22 %	22/23 %
BAME	425	445	390	29.6%	30.6%	27.2%
WHITE	1,005	1,005	1,030	70.2%	69.0%	72.2%
ASIAN	235	250	220	16.5%	17.1%	15.3%
OTHER (including mixed)	95	100	90	6.8%	6.9%	6.2%
BLACK	90	95	80	6.4%	6.6%	5.6%
NOT KNOWN	5	5	10	..	..	..
Total	1,435	1,460	1,430	100.0%	100.0%	100.0%

% BAME (non-UK domicile)	20/21 count	21/22 count	22/23 count	20/21 %	21/22 %	22/23 %
BAME	355	480	550	74.4%	83.0%	87.9%
ASIAN	195	320	380	41.0%	55.5%	60.7%
OTHER (including mixed)	95	90	90	20.0%	15.6%	14.3%
BLACK	65	70	80	13.4%	11.9%	12.9%
WHITE	120	95	75	25.6%	16.8%	12.1%
NOT KNOWN		0				..
Total	475	580	630	100.0%	100.0%	100.0%

*Note: PGT data at Faculty level is presented without further ethnic group disaggregation as small counts for some ethnicities meant percentages were not reportable due to masking.

Table 63: Postgraduate Taught students by ethnicity and domicile in FHUM, 2020/21-2022/23

% BAME (UK domicile)	20/21 count	21/22 count	22/23 count	20/21 %	21/22 %	22/23 %
BAME	345	290	245	19.6%	18.4%	19.9%
WHITE	1,405	1,290	985	80.1%	81.5%	80.1%
ASIAN	170	130	105	9.8%	8.2%	8.4%
OTHER (including mixed)	115	105	100	6.5%	6.6%	8.2%
BLACK	60	55	40	3.4%	3.6%	3.3%
NOT KNOWN	5	0		..	..	
Total	1,755	1,580	1,230	100.0%	100.0%	100.0%

% BAME (non-UK domicile)	20/21 count	21/22 count	22/23 count	20/21 %	21/22 %	22/23 %
BAME	3,700	3,910	3,835	90.7%	92.1%	92.9%
ASIAN	3,385	3,510	3,430	83.0%	82.7%	83.1%
WHITE	370	325	290	9.0%	7.7%	7.0%
OTHER (including mixed)	185	240	255	4.5%	5.6%	6.2%
BLACK	130	160	150	3.2%	3.8%	3.6%
NOT KNOWN	10	5	5	..	..	..
Total	4,080	4,240	4,130	100.0%	100.0%	100.0%

Table 64: Postgraduate Taught students by ethnicity and domicile in FSE, 2020/21-2022/23

% BAME (UK domicile)	20/21 count	21/22 count	22/23 count	20/21 %	21/22 %	22/23 %
BAME	85	80	50	33.6%	37.1%	30.2%
WHITE	165	135	110	66.4%	62.9%	69.1%
ASIAN	50	45	35	19.4%	21.1%	20.4%
OTHER (including mixed)	25	20	10	10.1%	..	..
BLACK	10	10	5	..	..	..
NOT KNOWN			0			..
Total	**245**	**215**	**160**	**100.0%**	**100.0%**	**100.0%**

% BAME (non-UK domicile)	20/21 count	21/22 count	22/23 count	20/21 %	21/22 %	22/23 %
BAME	1,670	2,000	1,815	96.1%	97.9%	98.2%
ASIAN	1,545	1,890	1,680	89.1%	92.5%	90.8%
OTHER (including mixed)	95	75	95	5.4%	3.7%	5.1%
BLACK	30	35	40	1.7%	1.7%	2.3%
WHITE	60	40	30	3.5%	2.0%	1.7%
NOT KNOWN	5	0	0	..	..	..
Total	**1,735**	**2,045**	**1,850**	**100.0%**	**100.0%**	**100.0%**

Fig. 48: Postgraduate Taught student profile by Faculty, ethnicity and UK-non-UK, 2022/2023

Faculty of Biology, Medicine and Health

- BAME: non-UK - 550 (58.7%), UK - 390 (41.3%)
- WHITE: UK - 1,030 (93.1%)

Faculty of Humanities

- BAME: non-UK - 3,835 (94.0%), UK - 245 (6.0%)
- WHITE: non-UK - 290 (22.8%), UK - 985 (77.2%)

Faculty of Science and Engineering

- BAME: non-UK - 1,815 (97.4%)
- WHITE: UK – 110 (78.6%), Non-UK – 30 (21.4%)

Domicile group - ● non-UK ● UK
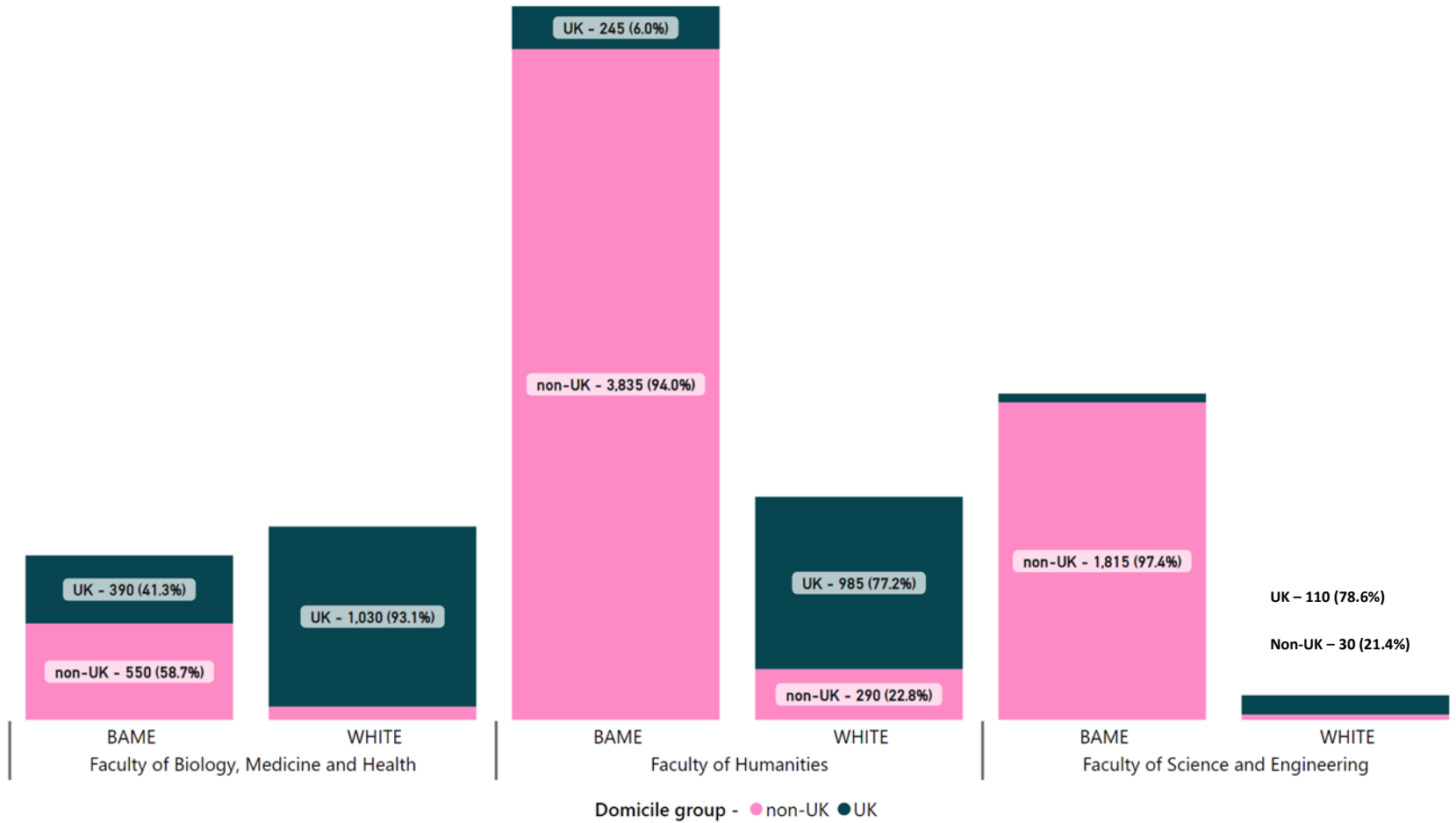
Postgraduate Research

~75 students each year undertake research-based Masters and research-based higher degree (PGR, not including PhD), of which 54.2% were BAME in 2022/23, mostly non-UK (Table 65, Fig. 49). The highest number and proportion of BAME PGR students are Asian (45.8% all students in 2022/23 (n=35)). The majority of BAME and non-UK PGRs are in FSE, related to programme location (no programmes in FHUM) (Fig. 50).

Table 65: University Postgraduate Research students by ethnicity and domicile, 2020/21-2022/23*

% BAME (UK domicile) ▼	20/21 count	21/22 count	22/23 count	20/21 %	21/22 %	22/23 %
BAME	10	0	5	..	..	..
WHITE	25	30	30	75.0%	93.9%	82.4%
ASIAN	5	0	5	..	..	..
OTHER (including mixed)	5		5	..		..
BLACK	0	0		..	..	
Total	**30**	**35**	**35**	**100.0%**	**100.0%**	**100.0%**

% BAME (non-UK domicile)	20/21 count	21/22 count	22/23 count	20/21 % ▼	21/22 %	22/23 %
BAME	35	35	35	85.7%	87.2%	86.8%
ASIAN	35	30	30	78.6%	76.9%	78.9%
WHITE	5	5	5	..	..	..
BLACK	0	0	0	..	..	..
OTHER (including mixed)	0	0	0	..	..	..
Total	**40**	**40**	**40**	**100.0%**	**100.0%**	**100.0%**

*Note: HESA code included for PGR: L00 and L99

Fig. 49: University Postgraduate Research students by ethnicity, 2020/21-2022/23

Ethnic Group ● ASIAN ● BLACK ● OTHER (including mixed) ● WHITE ─●─ % BAME

59.5%

WHITE - 30 (40.5%)

OTHER (including mixed) - 5 (5.4%)

BLACK - 5 (5.4%)

ASIAN - 35 (48.6%)

50.0%

WHITE - 35 (50.0%)

BLACK - 5 (4.2%)

ASIAN - 30 (43.1%)

54.2%

WHITE - 35 (45.8%)

OTHER (including mixed) - 5 (6.9%)

ASIAN - 35 (45.8%)

2020/21   2021/22   2022/23
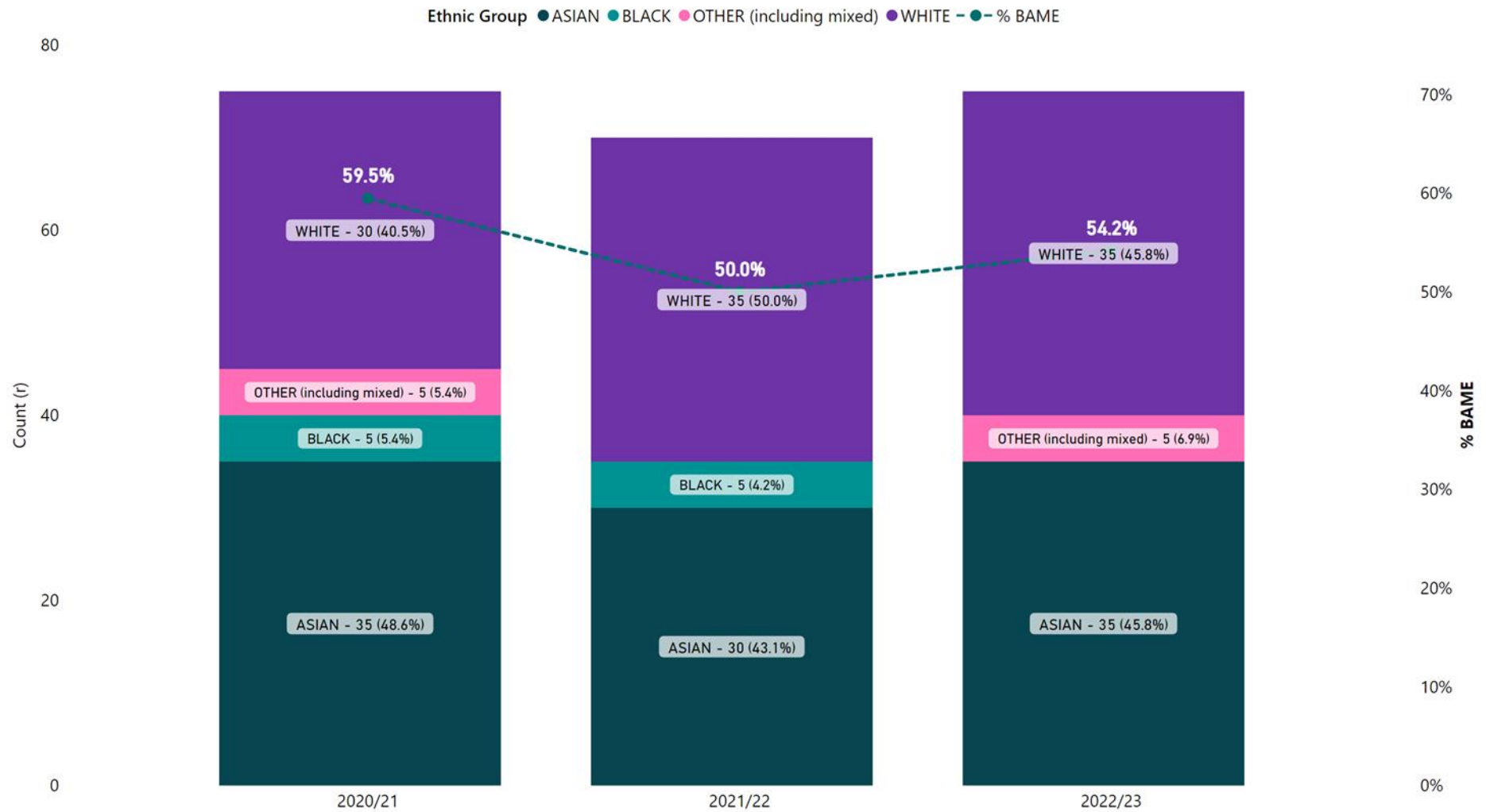
Fig. 50: Postgraduate Research student profile by Faculty, ethnicity and UK-non-UK, 2022/2023*
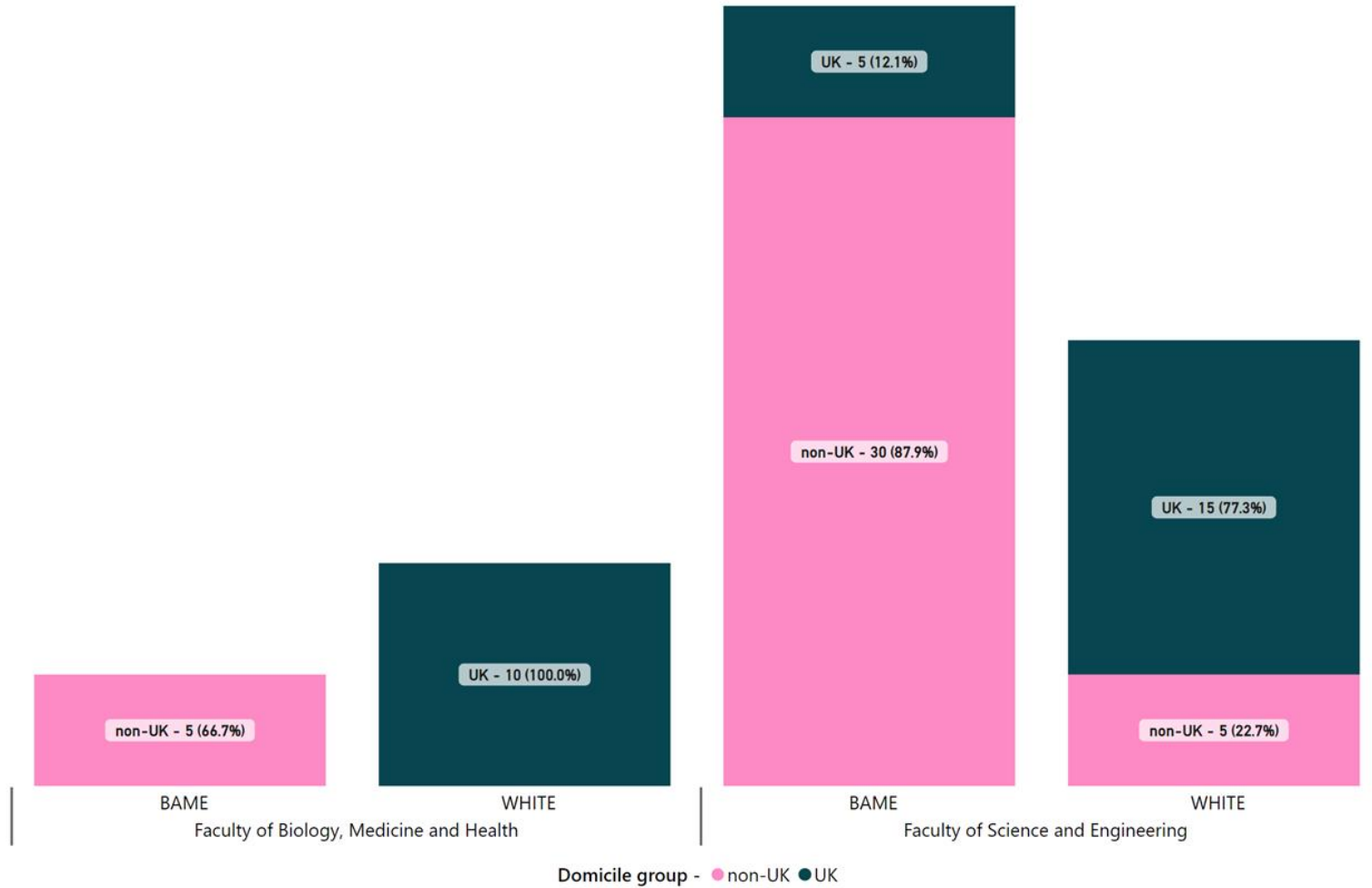
*Note: total count differs from Table 65 and Fig. 49 due to rounding of groups.

PhD programmes

We see more equal representation of BAME (48.3%) and White students (51.4%) amongst PhD students (Fig. 51). This follows a rise in the number of BAME UK-domiciled and non-UK (predominantly Chinese) PhDs, alongside a decrease in White students since 2020/21 (Table 66). 31.3% of PhDs are Asian, compared to 3.2% Black (Fig. 51).

BAME representation in all Faculties has increased in the last three years (Tables 67-69). The largest increase in non-UK BAME PhDs is in FHUM (+15.4% to 78.4%). FSE saw the greatest increase in UK BAME students (+6.3% to 19.2%) and has the most BAME PhDs (n=905, 85% non-UK (Fig. 52)).

HESA benchmarking shows 10.7% our UK postgraduates (all levels) are BAME, largely comparable with the Russell Group and HE sector, but highlights a particular underrepresentation of Black postgraduates within the University and Russell Group compared to the sector (2%, 1.9%, 3.7%) (Table 50, see 7b). However, our internal reporting shows 66.1% (n=8,670) all postgraduates are BAME, including 88.4% non-UK BAME postgraduates.

Despite increasing BAME postgraduate representation, PGT focus group attendees of different ethnicities and nationalities said a lack of diversity on their courses made it difficult to meet peers from minority groups. The REC survey found a decrease in BAME respondents considering a postgraduate course (60%, down from 73% in 2017) with a sharper declining trend for non-minority students (72% down to 52%). 23% minority respondents would consider a PhD (down from 36%, compared to 35% for non-minority respondents in 2022).

To support our pipeline, we will continue to offer undergraduates from underrepresented groups opportunities for paid research placements, following initial placements through the Wellcome EDI Project, offered to nineteen students in 2022 (37% BAME). We will work with Student Partners to explore current barriers for BAME undergraduates seeking to progress to PG study, and develop and deliver targeted activity to support progression to PG, with a particular focus on Black students to address underrepresentation across postgraduate levels **(Action 3.3).**

Table 66: University PhD students by ethnicity and domicile, 2020/21-2022/23*

% BAME (UK domicile)	20/21 count	21/22 count	22/23 count	20/21 %	21/22 %	22/23 %
BAME	285	290	320	14.1%	15.0%	17.3%
WHITE	**1,725**	**1,635**	**1,515**	**85.5%**	**84.8%**	**82.4%**
White	1,720	1,635	1,515	85.5%	84.8%	82.4%
Gypsy or Traveller	0			..		
ASIAN	**130**	**145**	**150**	**6.5%**	**7.5%**	**8.3%**
Asian or Asian British - Indian	35	40	45	1.6%	2.0%	2.3%
Asian or Asian British - Pakistani	40	45	40	1.9%	2.4%	2.3%
Chinese	40	35	35	1.9%	1.7%	1.9%
Other Asian Background	15	20	25	..	..	1.3%
Asian or Asian British - Bangladeshi	5	5	10	..	..	..
OTHER (including mixed)	**110**	**110**	**125**	**5.6%**	**5.8%**	**6.7%**
Mixed - White and Asian	30	30	30	1.4%	1.6%	1.7%
Other Mixed Background	30	25	30	1.4%	1.4%	1.7%
Arab	20	20	25	..	..	1.3%
Other Ethnic Background	20	20	20	..	..	..
Mixed - White and Black Caribbean	10	10	15	..	..	..
Mixed - White and Black African	10	5	5	..	..	..
BLACK	**40**	**35**	**45**	**2.1%**	**1.8%**	**2.3%**
Black or Black British - African	35	25	30	1.7%	1.3%	1.7%
Black or Black British - Caribbean	5	5	10	..	..	..
Other Black Background	0	0	0	..	..	..
NOT KNOWN	**10**	**5**	**5**	**..**	**..**	**..**
Information Refused	10	5	5	..	..	..
Total	**2,015**	**1,925**	**1,840**	**100.0%**	**100.0%**	**100.0%**

% BAME (non-UK domicile)	20/21 count	21/22 count	22/23 count	20/21 %	21/22 %	22/23 %
BAME	1,225	1,380	1,425	70.3%	77.0%	80.3%
ASIAN	**790**	**915**	**980**	**45.3%**	**50.9%**	**55.2%**
Chinese	590	695	720	34.0%	38.8%	40.5%
Other Asian Background	115	115	130	6.6%	6.4%	7.4%
Asian or Asian British - Indian	50	70	85	2.8%	3.9%	4.8%
Asian or Asian British - Bangladeshi	15	15	30	..	..	1.6%
Asian or Asian British - Pakistani	20	15	15	..	..	..
OTHER (including mixed)	**370**	**405**	**375**	**21.2%**	**22.7%**	**21.1%**
Arab	260	285	270	14.9%	15.9%	15.3%
Other Mixed Background	60	65	60	3.4%	3.5%	3.4%
Other Ethnic Background	30	40	25	1.8%	2.1%	1.3%
Mixed - White and Asian	10	15	15	..	..	..
Mixed - White and Black African	0	5	5	..	..	..
Mixed - White and Black Caribbean	5	5	5	..	..	..
WHITE	**510**	**405**	**345**	**29.4%**	**22.6%**	**19.4%**
White	510	405	345	29.3%	22.6%	19.4%
Gypsy or Traveller	0			..		
BLACK	**65**	**60**	**70**	**3.9%**	**3.5%**	**4.0%**
Black or Black British - African	50	50	60	3.0%	2.9%	3.3%
Other Black Background	15	10	10	..	..	..
Black or Black British - Caribbean	0	0	5	..	..	..
NOT KNOWN	**5**	**10**	**5**	**..**	**..**	**..**
Total	**1,740**	**1,795**	**1,775**	**100.0%**	**100.0%**	**100.0%**

*Note: HESA Code for PhD: D00

Fig. 51: University PhD students by ethnicity, 2020/21-2022/23*

Table 67: PhD students by ethnicity and domicile in FBMH, 2020/21-2022/23*

% BAME (UK domicile)	20/21 count	21/22 count	22/23 count	20/21 %	21/22 %	22/23 %
BAME	130	125	120	15.7%	15.7%	16.3%
WHITE	690	675	620	83.8%	84.2%	83.5%
ASIAN	70	70	65	8.3%	8.5%	8.6%
OTHER (including mixed)	45	45	45	5.4%	5.8%	6.1%
BLACK	15	10	10	..	..	..
NOT KNOWN	5	0	0	..	..	..
Total	820	805	740	100.0%	100.0%	100.0%

% BAME (non-UK domicile)	20/21 count	21/22 count	22/23 count	20/21 %	21/22 %	22/23 %
BAME	260	315	335	68.2%	76.1%	80.0%
ASIAN	100	150	180	26.1%	35.7%	43.0%
OTHER (including mixed)	150	160	140	39.2%	38.3%	33.5%
WHITE	120	100	85	31.8%	23.9%	20.0%
BLACK	10	10	15	..	..	..
Total	380	415	420	100.0%	100.0%	100.0%

*Note: PhD data at Faculty level is presented without further ethnic group disaggregation as small counts for some ethnicities meant percentages were not reportable due to masking.

Table 68: PhD students by ethnicity and domicile in FHUM, 2020/21-2022/23

% BAME (UK domicile)	20/21 count	21/22 count	22/23 count	20/21 %	21/22 %	22/23 %
BAME	55	55	60	13.1%	14.1%	15.9%
WHITE	370	340	325	86.9%	85.7%	83.8%
OTHER (including mixed)	30	25	25	7.0%	6.0%	6.9%
ASIAN	15	20	20	..	..	..
BLACK	10	15	15	..	..	..
NOT KNOWN		0	0		..	..
Total	425	400	390	100.0%	100.0%	100.0%

% BAME (non-UK domicile)	20/21 count	21/22 count	22/23 count	20/21 %	21/22 %	22/23 %
BAME	250	305	320	63.0%	73.2%	78.4%
ASIAN	155	200	225	38.5%	47.6%	55.5%
WHITE	145	110	85	36.0%	25.8%	20.9%
OTHER (including mixed)	70	80	75	18.1%	19.4%	17.9%
BLACK	25	25	20	6.3%	6.2%	..
NOT KNOWN	5	5	5	..	..	..
Total	395	420	405	100.0%	100.0%	100.0%

Table 69: PhD students by ethnicity and domicile in FSE, 2020/21-2022/23

% BAME (UK domicile)	20/21 count	21/22 count	22/23 count	20/21 %	21/22 %	22/23 %
BAME	100	105	135	12.9%	14.8%	19.2%
WHITE	665	615	570	86.6%	84.9%	80.4%
ASIAN	45	55	65	6.0%	7.9%	9.3%
OTHER (including mixed)	40	40	50	5.0%	5.5%	7.3%
BLACK	15	10	20	..	..	..
NOT KNOWN	5	0	5	..	..	..
Total	**765**	**725**	**710**	**100.0%**	**100.0%**	**100.0%**

% BAME (non-UK domicile)	20/21 count	21/22 count	22/23 count	20/21 %	21/22 %	22/23 %
BAME	715	760	770	74.2%	79.0%	81.3%
ASIAN	535	565	575	55.7%	58.8%	60.5%
WHITE	245	200	175	25.6%	20.6%	18.5%
OTHER (including mixed)	150	165	160	15.4%	17.4%	17.0%
BLACK	30	25	35	3.2%	2.8%	3.8%
NOT KNOWN	0	5	0	..	..	..
Total	**965**	**960**	**950**	**100.0%**	**100.0%**	**100.0%**

Fig. 52: PhD student profile by Faculty, ethnicity and UK-non-UK, 2022/2023

Faculty of Biology, Medicine and Health
- BAME: non-UK – 335 (73.6%), UK – 120 (26.4%)
- WHITE: non-UK – 85 (11.9%), UK – 620 (88.1%)

Faculty of Humanities
- BAME: non-UK – 320 (83.7%), UK – 60 (16.3%)
- WHITE: non-UK – 85 (20.6%), UK – 325 (79.4%)

Faculty of Science and Engineering
- BAME: non-UK – 770 (85.0%), UK – 135 (15.0%)
- WHITE: non-UK – 175 (23.5%), UK – 570 (76.5%)

Domicile group - ● non-UK ● UK
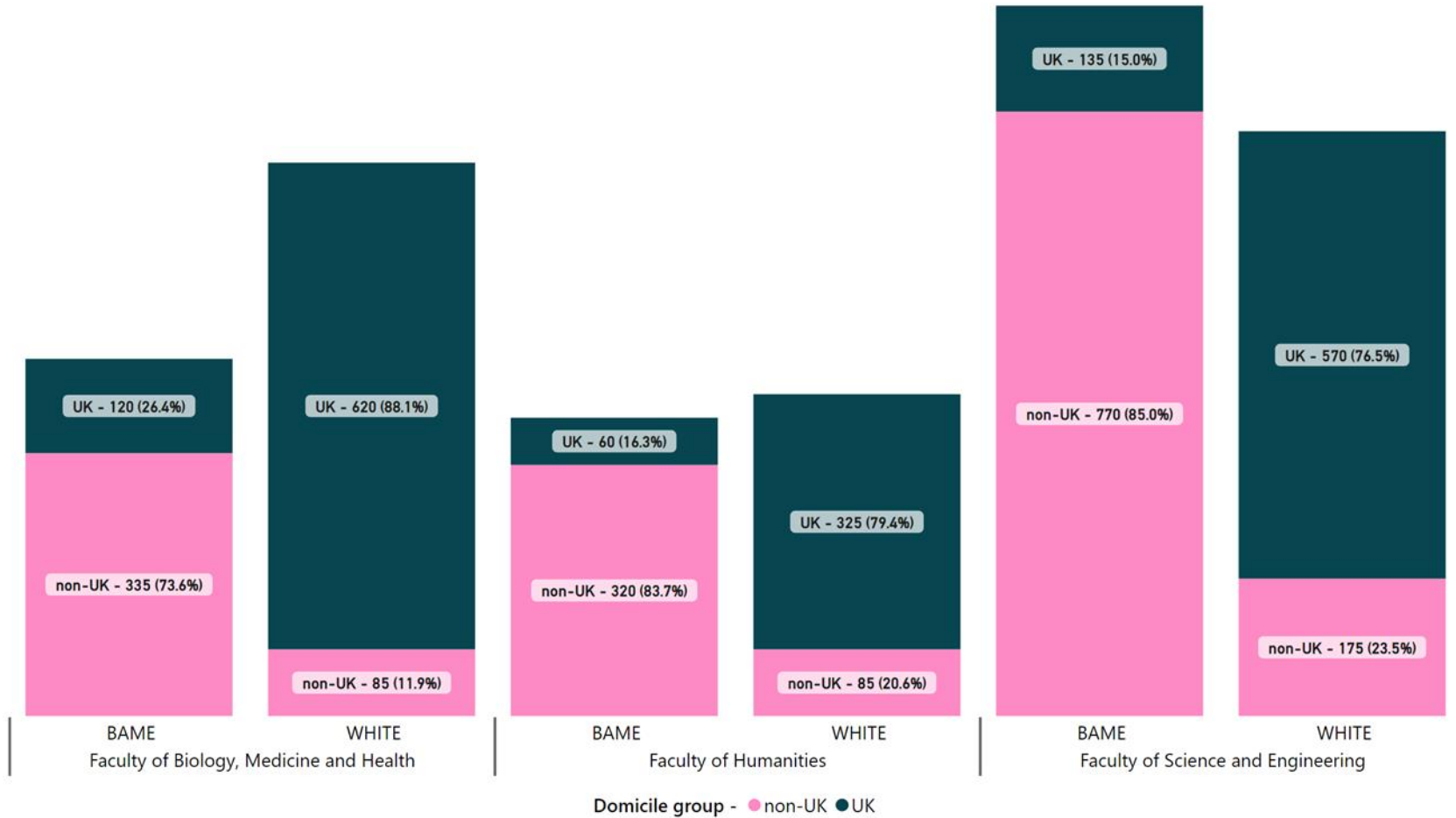
Intersectional data shows little ethnic difference (White and BAME and specific minority group) in proportions of male and female students at PGR and PhD level (Tables 71-72). For example, 51% White and 50% BAME PhD students are female. White and Asian males are underrepresented at PGT level (35.4% and 34.9% respectively) with more equal male/female representation for students from Black and Other/Mixed backgrounds (Table 70).

Proportionally fewer BAME than White students declare a disability at all postgraduate levels of study (Tables 73-75), with Asian students again least likely to disclose, potentially associated with cultural factors (**Action 7.11**, see 7b).

Table 70: Postgraduate Taught student profile by ethnicity and sex, 2022/23

BAME Group REC	Female Count	Male Count	X Count	Female % of Row	Male % of Row	X % of Row	% of Female	% of Male	% of X
BAME	**4,340**	**2,540**	**0**	**63.0%**	**36.9%**	**0.0%**	**72.8%**	**73.8%**	**..**
ASIAN	3,805	2,040	0	65.1%	34.9%	0.0%	63.8%	59.2%	..
OTHER (including mixed)	330	310		51.3%	48.7%		5.5%	9.0%	..
BLACK	205	190	0	51.8%	48.0%	0.3%	3.5%	5.5%	..
WHITE	**1,615**	**895**	**15**	**63.9%**	**35.4%**	**0.6%**	**27.1%**	**26.0%**	**..**
WHITE	1,615	895	15	63.9%	35.4%	0.6%	27.1%	26.0%	..
NOT KNOWN	**10**	**10**		**55.6%**	**44.4%**		**0.2%**	**0.2%**	**..**
NOT KNOWN	10	10		55.6%	44.4%		0.2%	0.2%	..
Total	**5,965**	**3,445**	**20**	**63.3%**	**36.5%**	**0.2%**	**100.0%**	**100.0%**	**..**

Table 71: Postgraduate Research student profile by ethnicity and sex, 2022/23

BAME Group REC	Female Count	Male Count	X Count	Female % of Row	Male % of Row	X % of Row	% of Female	% of Male	% of X
BAME	15	25		38.5%	61.5%		48.4%	60.0%	..
ASIAN	15	20		39.4%	60.6%		41.9%	50.0%	..
OTHER (including mixed)	0	5		40.0%	60.0%		6.5%	7.5%	..
BLACK		0			100.0%			2.5%	..
WHITE	15	15	0	48.5%	48.5%	3.0%	51.6%	40.0%	..
WHITE	15	15	0	48.5%	48.5%	3.0%	51.6%	40.0%	..
Total	30	40	0	43.1%	55.6%	1.4%	100.0%	100.0%	..

Table 72: PhD student profile by ethnicity and sex, 2022/23

BAME Group REC	Female Count	Male Count	X Count	Female % of Row	Male % of Row	X % of Row	% of Female	% of Male	% of X
WHITE	950	905	5	51.0%	48.7%	0.2%	52.0%	50.8%	..
WHITE	950	905	5	51.0%	48.7%	0.2%	52.0%	50.8%	..
BAME	875	875		50.0%	50.0%		47.8%	48.9%	..
ASIAN	560	570		49.5%	50.5%		30.7%	32.0%	..
OTHER (including mixed)	255	245		51.1%	48.9%		14.0%	13.7%	..
BLACK	55	55		50.0%	50.0%		3.1%	3.2%	..
NOT KNOWN	5	5		40.0%	60.0%		0.2%	0.3%	..
NOT KNOWN	5	5		40.0%	60.0%		0.2%	0.3%	..
Total	1,825	1,785	5	50.5%	49.4%	0.1%	100.0%	100.0%	..

Table 73: Postgraduate Taught student profile by ethnicity and disability status, 2021/22

Ethnic BAME Group	Not disabled count	Disabled count	% of row not disabled	% of row disabled	% of not disabled	% of disabled
BME	6,945	260	96.4%	3.6%	73.8%	37.0%
ASIAN	6,270	165	97.5%	2.5%	66.6%	23.2%
BLACK	390	35	91.4%	8.6%	4.2%	5.3%
OTHER (including mixed)	285	60	82.6%	17.4%	3.0%	8.5%
WHITE	2,455	440	84.8%	15.2%	26.1%	62.7%
WHITE	2,455	440	84.8%	15.2%	26.1%	62.7%
NOT KNOWN	15	0	..	..	0.2%	0.3%
NOT KNOWN	15	0	..	..	0.2%	0.3%
Total	9,415	705	93.1%	6.9%	100.0%	100.0%

Table 74: Postgraduate Research student profile by ethnicity and disability status, 2021/22

Ethnic BAME Group	Not disabled count	Disabled count	% of row not disabled	% of row disabled	% of not disabled	% of disabled
BME	30	5	88.9%	11.1%	51.6%	40.0%
ASIAN	30	5	87.9%	12.1%	46.8%	40.0%
BLACK	5		..	..	4.8%	
WHITE	30	5	83.3%	16.7%	48.4%	60.0%
WHITE	30	5	83.3%	16.7%	48.4%	60.0%
Total	60	10	86.1%	13.9%	100.0%	100.0%

Table 75: PhD student profile by ethnicity and disability status, 2021/22

Ethnic BAME Group	Not disabled count	Disabled count	% of row not disabled	% of row disabled	% of not disabled	% of disabled
WHITE	**1,745**	**290**	**85.7%**	**14.3%**	**52.1%**	**78.7%**
WHITE	1,745	290	85.7%	14.3%	52.1%	78.7%
BME	**1,595**	**75**	**95.5%**	**4.5%**	**47.6%**	**20.5%**
ASIAN	1,325	35	97.3%	2.7%	39.5%	10.0%
OTHER (including mixed)	185	30	86.5%	13.5%	5.6%	7.8%
BLACK	85	10	89.6%	10.4%	2.6%	2.7%
NOT KNOWN	**10**	**5**	**..**	**..**	**0.3%**	**0.8%**
NOT KNOWN	10	5	..	..	0.3%	0.8%
Total	**3,350**	**370**	**90.0%**	**10.0%**	**100.0%**	**100.0%**

We are taking proactive action to address persistent underrepresentation, such as of Black postgraduates:

- Each Faculty has introduced targeted PhD scholarships for Black and/or BAME students; the uptake and impact of these will be evaluated **(Action 3.2).**

- We launched our Humanitarian Scholarships in 2022, supporting international UG or PGT students who are at risk in their home countries due to conflict or persecution (Fig. 53); 16 awards were given in 2023.

- FSE are piloting standardised and simplified processes for PGR/PhD recruitment (including anonymous pre-screening before interviews) designed to eliminate bias, which typically affects minority applicants. The pilot will be evaluated to determine wider rollout **(Action 3.1).**

Fig. 53: 2023 Humanitarian Scholarship recipients from countries including Syria and Ukraine **(photo redacted)**

7f Postgraduate employment

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

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

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

- **Silver level:** We anticipate a thorough, race-specific interrogation of your employment support mechanisms to have been completed, with appropriate related actions already in place.

Table 76 and Fig. 54 show mostly stable and similarly high proportions of UK and non-UK BAME and White students in positive graduate destinations in the three years from 2018/19. **There was a 5% increase in the proportion of 2020/21 UK BAME graduates in positive destinations (now 88.5%, 87.6% White), with the highest rate for Black graduates (91.5%).**

86.4% 2020/21 non-UK BAME graduates are in positive destinations, lower than for UK equivalents and for non-UK White graduates. The positive destination rate for Black non-UK students is notably lower at 75% in 2020/21 (18.1% White/Black gap) (Table 76, Fig. 55).

FBMH has the highest proportion of UK graduates in positive destinations across all Faculties, including 93.6% for UK BAME students in 2020/21 (Table 77). In FHUM,

86% UK BAME students are in positive destinations (84.6% White), up by 10% over three years, but rates have declined for non-UK BAME graduates. FSE's proportion of UK BAME graduates in positive destinations has fallen slightly to 82.5%, contrasting with an increase for UK White graduates. FSE's proportion of UK BAME graduates in positive destinations has fallen slightly to 82.5%, contrasting with an increase for UK White graduates. Positive destination rates were highest for Black UK graduates in FHUM and FSE but fell for Black non-UK graduates in recent years.

Table 76: Graduate destinations by ethnicity and UK/non-UK, 2018/19-2020/21*

% BAME (UK students)	Count 18/19	Count 19/20	Count 20/21	% Pos Dest 1819	% Pos Dest 1920	% Pos Dest 2021
BAME	1095	1100	1150	83.4%	83.5%	88.5%

REC Ethnicity (groups)	Count 18/19	Count 19/20	Count 20/21	% Pos Dest 1819	% Pos Dest 1920	% Pos Dest 2021
WHITE	**3530**	**3115**	**3005**	**81.8%**	**84.2%**	**87.6%**
White	3530	3115	3005	81.8%	84.2%	87.6%
Gypsy or Traveller	0		0	..		..
ASIAN	**645**	**625**	**685**	**85.4%**	**83.3%**	**88.5%**
Asian or Asian British - Pakistani	235	240	265	84.2%	80.7%	87.8%
Asian or Asian British - Indian	210	195	220	87.4%	87.1%	90.5%
Other Asian Background	65	65	80	82.3%	85.5%	89.2%
Asian or Asian British - Bangladeshi	60	70	60	81.8%	87.5%	86.0%
Chinese	75	60	60	89.6%	73.6%	86.0%
OTHER (including mixed)	**265**	**295**	**275**	**81.7%**	**81.3%**	**86.4%**
Mixed - White & Asian	80	105	80	81.3%	76.7%	86.7%
Other Mixed Background	50	60	60	94.0%	88.1%	80.7%
Arab	45	30	45	85.7%	82.1%	84.2%
Other Ethnicity Background	30	25	35	71.4%	83.3%	97.0%
Mixed - White & Black Carribean	40	40	30	75.7%	78.0%	85.7%
Mixed - White & Black African	20	30	25	..	85.7%	89.5%
BLACK	**185**	**180**	**190**	**78.9%**	**88.1%**	**91.5%**
Black or Black British - African	140	150	165	79.5%	86.5%	90.8%
Black or Black British - Carribean	35	25	20	76.5%	95.8%	..
Other Black Background	10	5	5	..	..	..
NOT KNOWN	**100**	**70**	**0**	**92.5%**	**90.5%**	**..**
Information Refused	100	70	0	92.5%	90.5%	..
Total	**4725**	**4285**	**4155**	**82.4%**	**84.1%**	**87.9%**

% BAME (Non-UK students)	Count 18/19	Count 19/20	Count 20/21	% Pos Dest 1819	% Pos Dest 1920	% Pos Dest 2021
BAME	1435	1625	945	86.6%	87.8%	86.4%

REC Ethnicity (groups)	Count 18/19	Count 19/20	Count 20/21	% Pos Dest 1819	% Pos Dest 1920	% Pos Dest 2021
ASIAN	**1105**	**1245**	**710**	**87.5%**	**87.8%**	**87.7%**
Chinese	775	865	510	87.7%	87.8%	88.0%
Other Asian Background	180	175	105	84.1%	92.6%	87.8%
Asian or Asian British - Indian	110	155	70	91.1%	84.7%	85.9%
Asian or Asian British - Pakistani	30	30	20	92.3%	92.9%	..
Asian or Asian British - Bangladeshi	10	15	10	..	..	..
WHITE	**540**	**615**	**615**	**89.0%**	**88.5%**	**93.1%**
White	540	615	615	89.0%	88.5%	93.1%
OTHER (including mixed)	**265**	**275**	**180**	**84.8%**	**89.9%**	**84.8%**
Arab	150	135	95	85.3%	90.7%	79.2%
Other Mixed Background	55	70	40	82.6%	89.9%	86.1%
Other Ethnicity Background	40	45	25	83.3%	88.4%	100.0%
Mixed - White & Asian	10	10	15	..	..	..
Mixed - White & Black African	10	5	5	..	..	..
Mixed - White & Black Carribean	5	5	5	..	..	..
BLACK	**70**	**105**	**55**	**80.0%**	**83.0%**	**75.0%**
Black or Black British - African	55	75	40	76.9%	84.5%	81.6%
Black or Black British - Carribean	0	15	5	..	..	..
Other Black Background	15	15	5	..	..	..
NOT KNOWN	**90**	**70**	**0**	**90.5%**	**93.8%**	**..**
Information Refused	90	70	0	90.5%	93.8%	..
Total	**2065**	**2310**	**1560**	**87.4%**	**88.2%**	**89.1%**

*Note: Graduate Outcomes Survey is sent to UK and non-UK undergraduates and postgraduates (all levels of study) 15 months after graduating (previously six months). Total count is the total amount of students who responded and received either a Positive Destination Marker or a Negative Destination Marker, not the total number of graduating students. A Positive Destination Marker (students in a positive destination) is given to respondents who are in a highly-skilled job

(Standard Occupational Classification 1-3), interim study or further study. Our survey response rate was 53.7% for UK graduates and 20.5% for non-UK graduates.

Fig. 54: Graduate destinations by ethnicity, UK/non-UK and White/BAME gap, 2018/19-2020/21

Fig. 55: Graduate destinations gaps between ethnic groups and UK/non-UK, 2018/19-2020/21

Legend: White vs Asian — White vs Black gap — White vs Other (including mixed)

UK

	1819	1920	2021
White vs Asian	-3.7%	0.9%	-0.9%
White vs Black gap	2.8%	-3.9%	-3.9%
White vs Other (including mixed)	0.0%	2.9%	1.2%

Non-UK

	1819	1920	2021
White vs Asian	1.6%	0.7%	5.3%
White vs Black gap	9.0%	5.5%	18.1%
White vs Other (including mixed)	4.2%	-1.4%	8.3%
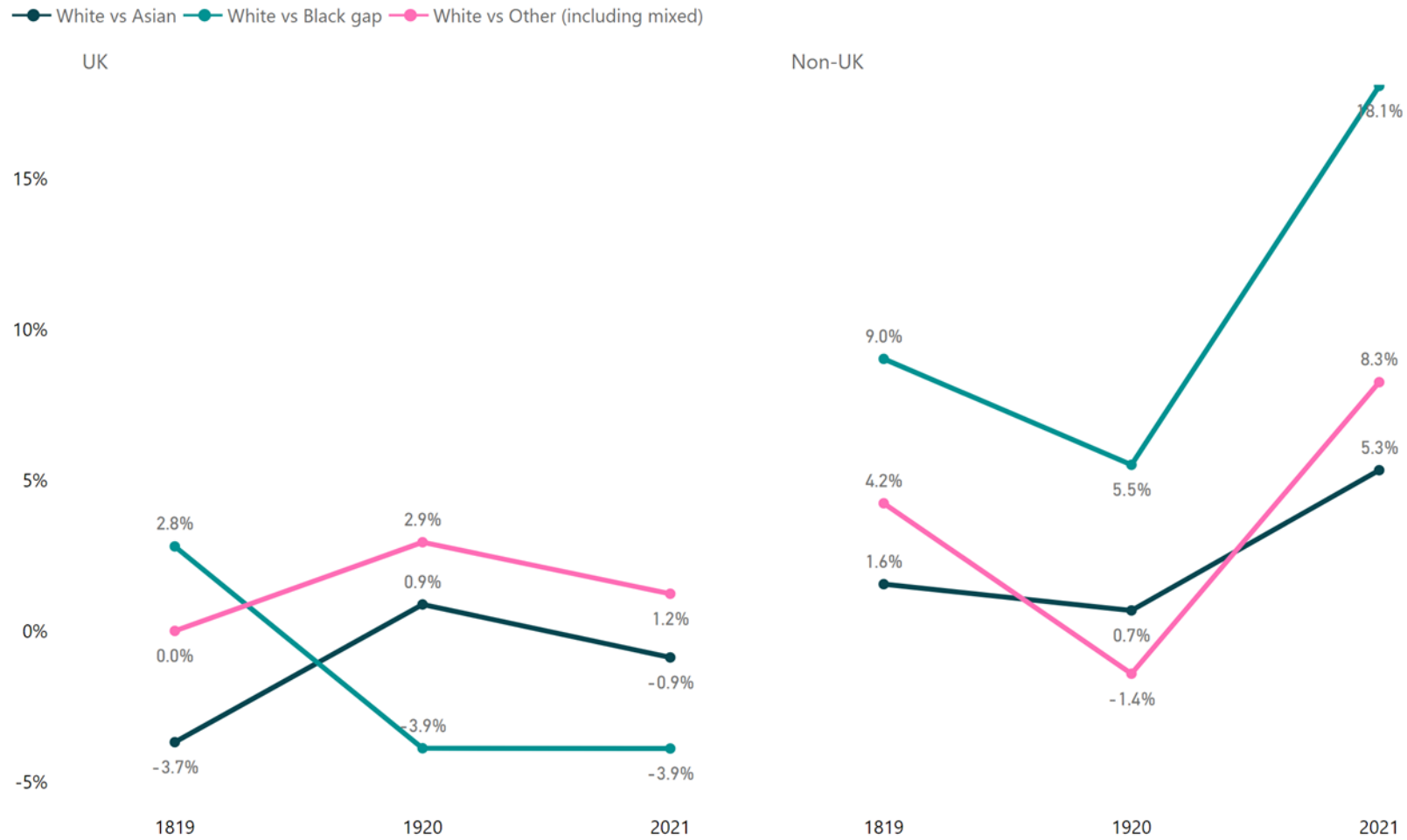
Table 77: Graduate destinations by Faculty, ethnicity and UK/non-UK, 2018/19-2020/21

Faculty - UK students	Count 18/19	Count 19/20	Count 20/21	% Pos Dest 1819	% Pos Dest 1920	% Pos Dest 2021
Faculty of Biology, Medicine and Health						
BAME	425	480	495	89.1%	88.8%	93.6%
Faculty of Humanities						
BAME	430	390	380	76.0%	78.0%	86.0%
Faculty of Science and Engineering						
BAME	245	230	275	86.1%	81.6%	82.5%

Faculty - non-UK students	Count 18/19	Count 19/20	Count 20/21	% Pos Dest 1819	% Pos Dest 1920	% Pos Dest 2021
Faculty of Humanities						
BAME	635	785	440	86.5%	87.1%	82.2%
Faculty of Science and Engineering						
BAME	660	670	390	87.2%	87.3%	90.3%
Faculty of Biology, Medicine and Health						
BAME	150	170	115	84.3%	93.5%	89.7%

Faculty	Count 18/19	Count 19/20	Count 20/21	% Pos Dest 1819	% Pos Dest 1920	% Pos Dest 2021
Faculty of Humanities	2180	1885	1890	76.3%	79.0%	84.9%
WHITE	1720	1475	1505	76.1%	79.2%	84.6%
ASIAN	230	195	190	76.5%	77.3%	84.0%
OTHER (including mixed)	125	130	125	76.1%	75.2%	85.8%
BLACK	75	65	65	74.3%	85.2%	92.1%
NOT KNOWN	35	20	0	87.5%	..	..
Faculty of Biology, Medicine and Health	1490	1480	1400	89.9%	90.5%	92.9%
WHITE	1030	980	905	89.9%	91.1%	92.5%
ASIAN	270	305	325	90.9%	88.0%	94.2%
BLACK	75	75	85	83.1%	89.2%	92.5%
OTHER (including mixed)	80	100	85	88.2%	90.9%	92.1%
NOT KNOWN	40	20		97.1%	..	
Faculty of Science and Engineering	1030	910	865	83.6%	84.3%	86.2%
WHITE	755	655	590	82.4%	85.1%	87.8%
ASIAN	150	125	170	88.5%	81.3%	82.1%
OTHER (including mixed)	65	65	65	83.9%	77.8%	80.3%
BLACK	30	35	40	80.0%	90.3%	88.2%
NOT KNOWN	30	25	0	92.6%	88.5%	..
Total	4725	4285	4155	82.4%	84.1%	87.9%

Faculty	Count 18/19	Count 19/20	Count 20/21	% Pos Dest 1819	% Pos Dest 1920	% Pos Dest 2021
Faculty of Humanities	905	1105	745	85.9%	86.5%	85.4%
ASIAN	515	615	355	87.4%	87.0%	84.3%
WHITE	245	300	305	83.9%	84.0%	90.0%
OTHER (including mixed)	85	115	60	87.0%	89.6%	82.8%
BLACK	30	60	30	70.4%	83.6%	56.0%
NOT KNOWN	30	20	0	88.5%	..	..
Faculty of Science and Engineering	910	925	605	89.1%	88.7%	92.6%
ASIAN	510	530	305	88.1%	88.2%	91.3%
WHITE	205	215	210	95.2%	92.4%	96.5%
OTHER (including mixed)	125	95	70	82.4%	85.9%	85.0%
BLACK	25	40	15	92.0%	78.4%	..
NOT KNOWN	45	40		88.6%	90.9%	
Faculty of Biology, Medicine and Health	255	280	215	87.1%	93.4%	92.1%
WHITE	95	100	100	89.1%	93.7%	94.6%
ASIAN	80	95	55	84.2%	90.9%	89.8%
OTHER (including mixed)	55	60	45	86.7%	96.5%	87.5%
BLACK	15	10	10	..	..	..
NOT KNOWN	15	10	0	..	..	..
Total	2065	2305	1560	87.4%	88.2%	89.1%

Our Careers Service offers students support with securing paid graduate-level opportunities. The Careers website signposts students to networks, targeted opportunities and employers dedicated to race equality. Key programmes, all of which are evaluated, include:

- In 2021/22, our ongoing partnership with social mobility charity UpReach supported 34 students (79% BAME (23% Black)) with careers insights, skills development and application reviews. 63% participants (81% BAME) subsequently secured a graduate role, placement, internship, work experience or further study.
- Since 2019, we have sponsored 22 students to take part in the Freshfields Bruckhaus Deringer Stephen Lawrence development programme, including mentoring, coaching and interview training to address the underrepresentation of talented Black males in the legal profession.
- Work experience bursaries for WP students to support equitable access to unpaid or low-paid opportunities, with over £20,000 awarded in 2022/23.
- Faculty-level initiatives, such as the FHUM pilot 'Your Next Move...Diversity in Entrepreneurship and Career Pathways' for WP and BAME students to connect with industry professionals; this will evolve into an annual event.

Mentoring is central to our student development and success approach. Our peer mentoring review found that mentors were more likely to be in positive destinations than non-participants, with only a small ethnicity difference (44% White, 40% BAME). The Careers Service supported a mentoring pilot in the School of Arts, Languages and Cultures (SALC, FHUM) in 2022/23, engaging 20 WP and BAME students, and the Alliance Manchester Business School (AMBS, FHUM) Corporate Mentoring scheme, which offers specific provision to 60 BAME female students. All schemes will be evaluated for impact, including scoping routes to upscale **(Action 7.5).**

Despite this provision and a high percentage of students in positive destinations, 58% REC survey respondents said they had a good understanding of graduate-level employment opportunities available to them, down from 63% in 2017, with ethnic minorities responding more positively than non-minority respondents (65% versus 52%), despite a 9% decrease.

To address this feedback, programmes outlined above will be embedded and evaluated **(Action 7.6),** while enhanced careers provision following SEP and evidence-based interventions from the APP will support improved experiences and destinations for minority graduates **(Action 7.2).**

8. Teaching and learning

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

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

8a Course content/syllabus

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

Silver level: Include specific examples of good practice from individual faculties.

In the 2022 REC student survey, 70% ethnic minority respondents (versus 86% non-minorities) were satisfied with course curricula. However, there were positive trends in responses about course content meeting student expectations - 81% total respondents (69% in 2017) and 80% ethnic minority respondents (70% in 2017) - and reflecting the opinions of a variety of people (68% (50% in 2017) and 67% for minority respondents (up from 47%)). This follows widespread strategic efforts to embed inclusivity into curriculum design and diversify and decolonise curricula (REC-2019-7.5), including:

- FBMH – embedding inclusivity and anti-racism through HEART training (see 5b), co-creating an anti-racism curriculum charter (endorsed by FLT) with the Faculty's Black Student Collective, Decolonising the Curriculum (DTC) guides and tools, and the Get It Together framework (see 8c). Staff and students on the Medicine programme co-produced curriculum changes including removing stereotypes from case studies and developing dermatology resources showing diverse skin types**.**

- FHUM – staff and student networks are supporting DTC through partnership working and providing spaces for race-based conversations, such as the Decolonial Study Group (School of Social Sciences (SoSS)) and the Race, Roots, and Resistance Collective (SALC); the latter researched decolonising mental health training at the University. SALC is piloting a DTC survey: findings will inform co-creation of a resource library and evidence whether DTC positively impacts student profile and experience. Quotas for authors of diverse ethnicities and genders on reading lists were introduced in Philosophy (SALC).

- FSE – in 2021/22, an inclusive language guide was responding to student concerns about technical terms like 'master' and 'slave' in some Electrical Engineering courses. All academics were tasked with reviewing course content in line with the guide. A new Course Unit evaluation process that enables consistent monitoring of curricula to drive improvements is being piloted, aiming for University-wide rollout.

- University – an interdisciplinary EDI module titled 'Your Role in Shaping a Fairer World' launched in 2020/21, completed by 352 undergraduates to date. A

University-wide inclusive education community of practice was established under the ITL, with staff, ITL Fellows and paid Student Partners co-producing and sharing good practice resources and training on inclusive curricula and learning environments (REC-2019-7.7). Inclusive T&L is part of all Faculty-level New Academic Programmes: completion is mandatory for academic probation.

Nevertheless, a 2022 SU report informed by student focus groups highlighted students' perspectives that "*most reading materials and literature in their courses were written by White males. Students want more representation of ideas and concepts from diverse individuals from around the world.*" To address such concerns, work will continue through ITL to embed race equality in curricula **(Actions 7.9 and 7.12).**

8b Teaching and assessment methods

Please outline how you consider race equality within different teaching and assessment methods. This should include reference to new and existing courses.

Silver level: Include specific examples of good practice from individual faculties.

Minority respondents responded positively to all REC survey questions on course format. For example, 81% minority respondents (75% non-minorities) were comfortable contributing to group discussions (up from 78% in 2017). Since the pandemic, students can contribute to group discussions in several ways, such as chat functions and Mentimeter, increasing inclusivity. Relatedly, ITL funded an interdisciplinary project to develop a course (online and face-to-face) on 'Communicating with Confidence', enhancing student confidence and wellbeing through the curriculum. The course has been recognised as sector-leading practice by AdvanceHE.

81% of minority REC survey respondents reported being happy with their course assessment (up from 67% in 2017), likely influenced by increased assessment flexibility during the pandemic.

Localised initiatives following student feedback and race equality considerations on different teaching and assessment methods include:

- An 18-month University-funded research project on differential degree awarding hosted in FBMH, drawing on interviews with 150 staff and student stakeholders to inform forthcoming actions;

- School-level PowerBI dashboards (FSE, School of Health Sciences (FBMH)) looking at programme and unit evaluations alongside demographic, progression and attainment data to enable a holistic, intersectional, data-driven quality assurance approach. Data is reviewed at exam boards and used to drive targeted action and progress.

In 2021, the University embarked on a Flexible Learning Programme (FLP), encompassing digital learning environment, assessment, and teaching, ensuring that blended and flexible learning supports inclusive, reliable assessment. ITL is also leading a cross-institution project on optionality of assessments. FLP and our differential awarding project will incorporate learnings from flexible assessment formats developed during the pandemic (and the positive effect this had in narrowing

attainment gaps) to inform future assessment approaches. We will co-create assessment design and optionality with students to further reduce differential awarding **(Action 7.9).**

8c Academic confidence

Please outline how academics are supported and developed to ensure they have the knowledge, skills and confidence to consider race equality in their teaching and course development.

Silver level: Include specific examples of good practice from individual faculties.

In the 2022 REC survey 44% ethnic minority and 66% non-minority respondents agreed that tutors and lecturers are confident and competent in facilitating discussions about ethnicity and race, with no change since the 2017 survey. This is important given students' views about underrepresentation of BAME teaching staff:

"*Representation is a barrier […] it is hard to be completely yourself when none of the lecturers, tutors and students look like you or have the same background*" (Black UK, male undergraduate focus group attendee).

Initiatives that support academics' development of confidence and sensitivity in discussions and teaching on race and racism include:

- In FBMH, the 'Get It Together' framework was informed by qualitative work and research into potential barriers to inclusive teaching practices, including a lack of knowledge, confidence and time to develop content. The four-step framework enables a steady progression of embedding inclusive practice, with resources and action planning workshops that enable academics to gain confidence.

- In AMBS, creating staff and student 'safe spaces' enabled the co-production of guidance on EDI in T&L. Subsequently, information on how courses incorporate EDI in their design and deliver was added to all AMBS course outlines from 2021/22.

- In 2021/22, SALC hosted an inclusive teaching workshop series, including on DTC; each was attended by ~20 academics and resources were shared online. The SALC EDI Collective of staff and students enables exploration and learning from race-related issues raised by students.

- Following student and supervisor feedback, content on anti-racist and culturally responsive PhD supervision was added to the Supervisor Toolkit in 2022.

Good practice examples to ensure race equality and EDI are systematically embedded in teaching content, practice and environments will be unified under an accessible, University-wide Inclusive Education Framework in 2023/24 **(Action 7.12).**

9. Any other information

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

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

10. Action plan

Please ensure that your action plan clearly indicates what the action is, who is undertaking the action, the timelines for completion and what the action will achieve.

Please also consider the following.

- Cross-reference actions so that when a panellist reads the action plan the rationale for the action is clear.

- Schedule actions across the four-year duration of the award.

- Actions (and action plans) should be SMART (specific, measurable, achievable, relevant and time-bound).

- Include overarching objectives with actions underpinning their completion.

- Order action plans logically with progression from the actions that need to come first in order start an initiative, followed by actions that build on the initiative and sustain progress over the course of the award.

- Specify who is responsible for completing actions.

- Specify the performance of individual faculties as well as measuring the institution's progress as a whole.

- Include details of the monitoring or development of measures already in place.

- Indicate how the success of an action will be measured.

Race Equality Charter Achievement Plan 2023-2028

This Achievement Plan – named to emphasise our focus on impact and not just action – has been co-created by our SAT, leaders and key stakeholders from across the University who are responsible for delivering the actions we are committing to.

To ensure our commitments are SMART and will progress, this plan aligns with the EDI Strategy, People & Organisational Development (P&OD) Strategy (operationalised and delivered, in part, through the P&OD Transformation Programme, improving operations and systems), Researcher Development Concordat, Teaching and Learning Action Plan and Access and Participation Plan (APP). This reflects the embedding of race equality and EDI in Faculties and across Professional Services, and in our core business areas of Research, Teaching, Learning and Students, and Social Responsibility.

Many of the actions directly align to the priority themes that were agreed following the Staff Survey 2022: Organisational Change; Leadership; Workload; Wellbeing; Bullying, Harassment and Discrimination; and Communications within the University, demonstrating a coherent institutional approach.

Finally, many of the actions in our Race Equality Charter plan will also feature in our commitments made in our Athena Swan, Stonewall, and Disability Confident submissions later in 2023, reflecting our intersectional awareness and commitment to progress and equity for all.

Targets
- Targets related to consultation are largely dated for 2026, relating to the Staff Survey which is due to run in 2024 and 2026
- Targets related to staff and student data are largely dated for 2027, related to our next REC submission in 2028
- Targets related to students align with the 2020-24 APP. We are submitting our next APP in 2024. Relevant targets from the APP will be added to student objectives below so success measures are aligned, once our APP is signed off by the Office for Students
- Targets related to staff profile are taken from the APR and commitments made in *Our Future* and to the Board of Governors. Year-on-year progress will be monitored through the APR to enable ongoing evaluation of the impact of actions taken, with actions to be updated as necessary.

Overview of EDI strategic priorities and REC objectives:

Diversity and equity across our community	Inclusive Practice	Inclusive Environment and Practice	Enabling progress with race equality
Objective 1: Increase representation of staff from ethnic minority backgrounds by enhancing our recruitment policy, practice and processes to advance diversity and inclusion	**Objective 4:** Develop and accelerate our pipeline of all staff from ethnic minority backgrounds to ensure proportionality at lower grades and increased representation at more senior levels, taking a planned talent development and management approach to support development and progression	**Objective 8:** Create a more inclusive, anti-racist and 'call it out' culture through awareness raising, capacity building, training and development for all, including managers and leaders	**Objective 12:** Enhance self-assessment processes to ensure representation, recognition, transparency and accountability for progress with race equality
Objective 2: Increase representation of undergraduate students from ethnic minority backgrounds, with specific focus on Home students and students of Black heritage	**Objective 5:** Develop and accelerate our pipeline of PS staff from ethnic minority backgrounds to ensure proportionality and progression at lower grades and increased representation at Grade 7 and above, taking a planned talent development and management approach to support development and progression	**Objective 9:** Equitable recognition and reward for staff, where all feel valued and included, regardless of ethnicity	**Objective 13:** Enhance data insights and improve consultation processes to better understand staff and student experiences and issues, to ensure targeted, evidence-based actions which can be assessed for impact
Objective 3: Increase representation of postgraduate students from ethnic minority backgrounds, with specific focus on UK students and students of Black heritage	**Objective 6:** Develop and accelerate our pipeline of academic and research staff from ethnic minority backgrounds to ensure proportionality at lower grades and increased representation at Senior Lecturer and Research Fellow and above, taking a planned talent development and management approach to support development and progression	**Objective 10:** Increase trust in procedures for addressing bullying, harassment and discrimination to support dignity at our place of work and study	

	Objective 7: Develop and deliver data-driven risk-based interventions to increase progression/reduce non-continuation rates for students from ethnic minority backgrounds, reduce attainment gaps and foster a sense of belonging to improve equity of progression, attainment and graduate outcomes for all	Objective 11: Understand and connect with our history, context and community	

Rationale (issue and evidence)	Actions to address the issue and meet the objective	Action owner	Timeframe (start/end date, when impact will be measured)
**Diversity and equity across our community (EDI Strategy Priority Two)**			
**Objective 1:** Increase representation of staff from ethnic minority backgrounds by enhancing our recruitment policy, practice and processes to advance diversity and inclusion **SLT Objective Owner:** Director of People and Organisational Development			
Academic and research staff: 23.4% of academic and research staff are BAME (Table 9) with underrepresentation of: • UK BAME academic and research staff (14.1% all UK staff) (Table 9) • Black academic and research staff (2.1%, n=110), particularly from Black or Black British Caribbean backgrounds (0.2% all and researchers, n=9), and at Senior Research Fellow (0) and Professor level (0.6%, one Black female Professor) (Tables 11-13) • BAME staff at Senior Research Fellow (13.5%, n=5), Senior Lecturer (14.4%, n=110), Reader (18.2%, n=30) and	1.1. Implement the recommendations of the Inclusive Recruitment Review, including: • Review JD formatting to make sure they are accessible • Recommend the diversification of recruitment panels in recruitment training (see 1.2) • Targeted adverting, for example job sites for diverse groups, African, Asian, Caribbean, Jewish print media, community radio, linked with strategic marketing as part of the scoped Employer Value Proposition • Positive action statements of job adverts • Encourage applicants to disclose demographic information by providing clear guidance to explain how data is used and can be used for positive action • Scope pilot activity for anonymising applications at Grade 7 and above • Impact assess the impact of essential recruitment and selection training on panel behaviour and recruitment outcomes, and modify training content as necessary • Decide how to provide information to recruiting managers to ensure panellists have done essential training • Recruitment to all senior roles to include executive search agencies contracts that mandate diverse applicant pools, including internal senior leadership roles.	Head of P&OD Operations and Reward	SLT to receive recommendations by November 2023 Implementation by July 2024 Review impact via APR 2025, then annually

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Professor (11.2%, n= 100) levels, and overrepresentation at lower levels and in teaching-only roles (30.4%, n=120) (Table 11 and Fig. 13	• Promote JobTrain functionality enabling recruiting managers to see summarised, anonymised diversity information for the applicant pool and shortlist to support positive action in diverse shortlisting, with improvements to the diversity of shortlists seen after implementation.		
• 9.4% female Professors are BAME and 11.6% female Readers are BAME (Table 13) BAME applicants to academic and research roles are less likely to be shortlisted (11% rate) or appointed (2.2%) than White applicants (24.3% and 6.3%) (Table 36) This drop-off at shortlisting occurs in all Faculties but is most apparent in FBMH (14% White/BAME differential in shortlisting rate and 5.7% differential in success rate) (Fig. 26-28).	1.2. Develop and fully implement training and monitoring for diverse recruitment panels (as this has not been rolled out fully): • Develop guidance for recruiting managers to negate tokenism • Provide guidance to areas with a lack of diversity on diversifying panel membership by inviting panel members from others areas, lower grades and BAME Staff Network. Scope working with, students as partners, public and voluntary sectors to increase the size and diversity of the pool of panel members • Ensure at least one BAME panellist for all academic and PS leadership roles (Grade 7 and above)	Head of P&OD Operations and Reward	Start by July 2023 Rollout by July 2024 Review impact by July 2025
	1.3. Implement monitored recruitment processes for internal leadership positions (which don't use JobTrain, therefore no tracking or accountability of process or diversity of pool, shortlist or appointments) to enable transparent reporting, EDI oversight and consistent remuneration for equivalent leadership roles.	Head of P&OD Operations and Reward	Rollout by December 2023 Review impact by July 2025
PS staff: 16% of PS staff are BAME but some Directorates have little or no BAME representation (Table 20a-c)	1.4. Scope and embed appropriate workload allocation for Inclusive Recruitment Ambassadors in FBMH. Recruit, train and pilot these Ambassadors in recruitment to academic and PS roles across the Faculty.	FBMH P&OD Partners FBMH Dean FBMH Director for Faculty Operations	Pilot by July 2024 Evaluate by December 2024 If successful, rollout by April 2024

Underrepresentation of BAME PS staff compared to the City of Manchester from Grade 2 upwards (25.8% compared to 33.3%), compared to Greater Manchester from Grade 4 upwards (15.2% compared to 16.2%), with significant underrepresentation at Grade 7 and above (10.1% Grade 7 (n=75), 4.9% Grade 8 (n=10), 4.1% Grade 9 (n=5)) (Table 21) Underrepresentation of BAME females at 9 (2.1% all Grade 9) (Table 23) BAME applicants to PS roles are less likely to be shortlisted (9.2% rate) or appointed (1.5%) than White applicants (18.7% and 3.5%) (Table 43) **Consultation:** 65% REC survey respondents (64% ethnic minority respondents) agreed that the University undertakes recruitment and selection fairly and transparently. BAME focus group attendees reported experiencing		FBMH Associate Dean for EDI	Review impact by December 2024, then annually

microaggressions from interview panels and commented on a lack of diversity on recruitment panels and the negative impact this can have for BAME candidates.			

Objective 1 Measures of Success

Targets:

Academic and research staff:
Year-on-year increase in the number and proportion of BAME staff in academic and research positions at all levels, to reach targets of:

- **24% BAME at Senior Lecturer and Reader level** (up from 14.4% and 18.2%) by 2027
- **17% BAME at Professor level** (up from 11.2%) by 2027
- **17% BAME female Professors and 24% BAME female Readers** (up from 9.4% and 11.6%) by 2027
- **At least 50% increase in the representation of Black academics and researchers** at all levels, up from 3.2% (n=35) at Lecturer level and 0.6% (n=5) at Professor level by 2027
- **At least one-third Black Professors and Black Readers to be female** (up from 20% and 0%) by 2027
- **Year-on-year narrowing in the differential shortlisted and success rates** between White and BAME applicants with the aim of achieving no statistical difference by 2027, at University level and across all Faculties.

PS staff:
Year-on-year increase in the number and proportion of BAME staff in PS positions at all levels, to reach targets of:

- **At least 19% BAME at Grades 4, 5 and 6** (up from 15.2%, 15.6% and 14.5%, maintaining ~4% growth since 2017), and to be proportionate or above BAME representation in Greater Manchester by 2027
- **% BAME at Grade 7, 8 and 9 to match Grade 6 or representation across Greater Manchester**, whichever is higher (currently 14.5% and 16.2%), up from 10.1%, 4.9% and 4.1% and equal representation of BAME females and males at Grade 9 by 2027
- **Year-on-year narrowing in the differential shortlisted and success rates** between White and BAME applicants with the aim of achieving no statistical difference by 2027

Objective 2: Increase representation of undergraduate students from ethnic minority backgrounds, with specific focus on Home students and students of Black heritage
SLT Objective Owner: Vice-President for Teaching, Learning and Students

Differential offer rates across ethnic groups – 50% White, 34.6% BAME, 28.3% Black (Table 47) All Faculties have White/Black offer rate gaps of above 17% (FBMH – 17.7%; FHUM – 19.8%; FSE – 23.3%) (Table 48 and Fig. 39) Underrepresentation of: - UK Black students compared to the sector (2.7%, 5.8%), with lowest representation in FSE (3%) (Tables 49, 50, 53)	2.1. Identify the reasons behind differential offer rates and any barriers affecting offer rates between Black, BAME and White applicants, including the impact of different selection measures. Undertake systems improvements to understand which stage applicants are unsuccessful at and why, to inform actions.	Head of Student and Academic Services	Start by September 2024 Complete July 2028 Review impact December 2025, then annually
	2.2. Align current outreach and access initiatives with the OfS APP priorities to raise aspiration and provide support for attainment and applications. Target support and initiatives at groups underrepresented in our student profile, including Black and Black Heritage young people, as part of improvements to our Manchester Access Programme and other Access Manchester schemes.	Head of Student and Academic Services	Start by October 2023 Complete July 2024 Review impact December 2025, then annually
	2.3. Develop an approach to contextualised admissions, including analysis by ethnicity, that enables the University	Head of Student and Academic Services	Start by October 2023

• Black or Black British Caribbean students compared to Black or Black British African students (Table 49)	to acknowledge social barriers to access and assesses how many applicants require the reduced conditions of a contextual offer.		Complete July 2025 Review impact December 2025, then annually
• Black males (36.2% all Black undergraduates, 63.8% female) (Table 54) Current gap in representation between students from POLAR 4 Q4-5 and Q1 of 5:1 ratio (APP)	2.4. Identify programmes and/or disciplines with an underrepresentation of Black and Black Heritage students and/or applicants (compared to sector benchmarks) and take measures to identify rationale for this, including marketing, targeted access activities, bursaries, and student support.	Head of Student and Academic Services	Start by October 2023 Complete July 2025 Review impact December 2025, then annually
Overrepresentation of non-UK Chinese undergraduates (one-third of all BAME students and 16% total undergraduate population) compared to much smaller numbers of non-UK students from other domiciles (Table 49)	2.5. Establish clear evaluation and monitoring of recruitment and admissions practices to support access for widening participation applicants (including BAME students), including conversion activity, use of targeted bursaries and scholarships and financial support for pre-entry interviews. Review data and evaluation twice during each academic cycle to determine impact and solutions taken.	Head of Student and Academic Services	Start by September 2024 Complete July 2028 Review impact December 2025, then annually
	2.6. DSE Student Diversification Project to diversify our international student intake and overall student profile by developing other markets, setting School-level targets by geography, and tailoring scholarships to market need.	Head of International Development	Project implemented by July 2024 Monitor impact by December 2024, then annually

Objective 2 Measures of Success

Targets:

- **Ratio of representation of students from Q5:Q1 of 3:1 (667 students from POLAR 4 Q1) by July 2025**
- Targets for access will be set in our institutional Access and Participation Plan, which will be submitted for approval in Spring 2024 using the Office for Students Equality of Opportunity Risk Register. REC targets will be updated accordingly for alignment.

Outputs:

- Robust monitoring systems for offer making (including contextual admissions) and tracking reasons for rejection by protected characteristic, with relevant actions to address differential offer rates implemented and evaluated
- Targeted outreach and access initiatives at University and discipline level based on underrepresentation of students from particular ethnic groups
- Clear monitoring and evaluation processes and mechanisms aligned with APP

Objective 3: Increase representation of postgraduate students from ethnic minority backgrounds, with specific focus on UK students and students of Black heritage

SLT Objective Owner: Vice-President for Research and Vice-President for Teaching and Learning

Underrepresentation of: • UK BAME PGTs (7.2% of all PGTs) and PhD students (8.9%) compared to 11.8% representation of UK BAME postgraduates at all levels in the sector (Table 61, 66, 50)	3.1. FSE to pilot the standardised PGR recruitment process to remove bias to support diversity of the application and shortlisted pool and pipeline. Evaluate the impact of the process changes following the pilot and consider wider rollout if successful.	FSE Associate Dean for PGR FSE Associate Dean for EDI	Pilot complete and evaluated by July 2024 Rollout by September 2024 Review impact December 2025, then annually
• UK BAME postgraduates from across ethnic groups compared to non-UK students (for example, 355 UK Asian PGTs compared to 5,490 non-UK Asian PGTs (Table 61, 65, 66)) • Black postgraduates at all levels (2% HESA figure) compared to 3.7%	3.2. Continue to rollout PhD scholarships for Black and BAME students in all Faculties. Scope and progress monitoring of the uptake and impact of targeted scholarships on diversifying the PhD profile, reviewing eligibility criteria as necessary. Review current internally-funded schemes such as the Presidential Doctoral Scholarships to inform future targeted scholarships including those with an intersectional focus where evidence highlights underrepresentation.	Associate Deans and Faculty Managers for PGR in FBMH, FHUM and FSE Associate Vice-President for Research	Rollout by September 2023 Monitor uptake by July 2024 Review impact (and criteria) by December 2024, then annually Recommendations of future scholarships made by February 2025 ahead of 2025/26 budget year

representation in the sector (Table 50) • Black Caribbean PGT students compared to Black African students (Table 61)	3.3. Work with Student Partners to explore current barriers for BAME students progressing from UG to PG study, and develop and deliver targeted activity to support UG progression to PG for Black heritage and BAME students.	Head of Student Access, Employability, Success and Development	Schemes developed and targets set by July 2024 Review impact by July 2025, then annually
	3.4. Explore the expansion of the Equity and Merit scholarship scheme to include the Caribbean islands to address the underrepresentation of Black Caribbean PGT students.	Vice-President of Social Responsibility	Explore by July 2024 If rolled out, implement for entry 2025/26, then annually Review impact December 2025, then annually

Objective 3 Measures of Success

Targets:

- Year-on-year increase in the number and proportional representation of UK **BAME PhD students to reach target of 9.8%,** in line with current Russell Group representation by 2027/28
- Year-on-year increase in the number and proportional representation of **Black PhD students to reach target of 3.7%**, in line with current sector representation by 2027/28

Outputs:

- Implementation and evaluation of FSE PGR standardisation pilot. Wider rollout in FSE and/or across the University if recommended following the pilot
- Evaluation of PhD scholarships for Black students leads to an increase in representation
- Initiatives to support UG progression to PG study for BAME and Black heritage undergraduates

Inclusive Practice (EDI Strategy Priority Three)
Objective 4: Develop and accelerate our pipeline of all staff from ethnic minority backgrounds to ensure proportionality at lower grades and increased representation at more senior levels, taking a planned talent development and management approach to support development and progression **SLT Objective Owner:** Director of People and Organisational Development

Representation of academic, research and PS staff: Underrepresentation of: • Black academic and research staff (2.1%, n=110), particularly from Black or Black British Caribbean backgrounds (0.2% all and researchers, n=9), and at Senior Research Fellow (0) and Professor level (0.6%, one Black female Professor) (Tables 11-13) • BAME staff at Senior Research Fellow (13.5%, n=5), Senior Lecturer (14.4%, n=110), Reader (18.2%, n=30) and Professor (11.2%, n= 100) levels, and overrepresentation at lower levels and in teaching-only roles (30.4%, n=120) (Table 11 and Fig. 13 • 9.4% female Professors are BAME and 11.6% female Readers are BAME (Table 13)	4.1. Conduct a review of all development programmes for staff from ethnic minority backgrounds (and other underrepresented groups) to establish which are most impactful and effective and deliver a return on investment. Use recommendations to change or reaffirm the offering, securing funding in annual budgets and increasing places to 30% where possible.	Director of Organisational Development Lead EDI Partner/Chartermark Coordinator	December 2023 Recommendations made to inform budget setting for 2024/25
	4.2. Develop wrap-around support for participants of development programmes before, during and after participation to ensure programmes are accessible and inclusive of staff at all career stages and in all job roles: • Align recruitment cycles for programmes where possible for clearer signposting • Information sessions on programmes for potential applicants for clarity on what programmes entail and application support • During participation, provide regular touch-points for support and feedback • Signpost to complementary opportunities such as mentoring and coaching and/or provide access to specialist external mentors and coaches • Provide opportunities for networking and visibility such as profiles on Staffnet and meetings with senior leaders • Enhanced guidance for line managers on their own role in actively supporting participants during and after programme and refreshing EDI training if necessary • After completion, provide internal senior sponsored projects for participants to have opportunities to put learning into practice and raise profile internally. Use existing models such as DSE Future Leaders.	Director of Organisational Development Lead EDI Partner/Chartermark Coordinator	Start by December 2023 Complete by July 2024, then ongoing Review impact via feedback and promotions data by September 2025
	4.3. Increase the pool of BAME mentors and coaches in line with staff profile. Positive action to increase engagement	L&OD Partner	Start by December 2023

• BAME PS staff at Grade 7 and above (10.1% Grade 7, 4.9% Grade 8, 4.1% Grade 9) (Table 21)	of mentors from UoM alumni – for example, partnering with external organisations to develop internal coaches and mentors from BAME communities or to provide access to external coaches and mentors from BAME backgrounds (e.g. 100 BWPN coaches) where necessary.	EDI Partner	Review impact June 2024, then annually
• Black PS staff compared to the City of Manchester from Grade 2 upwards (4.3% compared to 8.6%) and compared to Greater Manchester from Grade 6 upwards (2.3%, 1% at Grade 8 and 9) (Table 21 and Fig. 9). • BAME females at Grade 9 (2.1% all Grade 9) (Table 23). • BAME staff on key decision-making committees – 11.9% across central and Faculty leadership committees and 13.3% on University committees only (Table 29-32a-b).	4.4. Contracts Working Group to: • Reduce the use of fixed-term contracts (FTCs) and the overrepresentation of BAME staff on FTCs • Monitor the impact of the policy change to automatically change those on a fixed-term contract(s) for four years to an open-ended contract, reviewing data by ethnicity and other demographic information. Scope impact of policy expansion for those with FTCs for two and three years. • Explore options for more flexible contracts, especially for E&F, where people report 'feeling stuck' on part-time contracts.	Head of P&OD Operations and Reward and Deputy Director of P&OD (Chairs of Contracts Working Group) Assistant Director of Estates and Facilities	Contracts working group commenced by January 2024 Action implemented by January 2025 Review impact by July 2025, then annually Policy monitoring systems implemented by December 2023 and review impact by August 2024, then annually
Overrepresentation of BAME staff on fixed-term contracts: • 30% BAME PS staff on FTC (22.8% total) • 61.3% BAME academic and research staff on FTC (48.8% total (Tables 15 and 25)	4.5. Evaluate and monitor the impact of the FSE Diversifying Leadership Secondments in supporting ethnically diverse staff into leadership roles and committees. Rollout if pilot is successful. Use other initiatives such as partnership with the Black United Representation Network and strategic support for National Teaching Fellowships to develop diverse talent pools for leadership committees and provide opportunities to gain experience of being part of strategic and leadership groups.	FSE Associate Dean for EDI Director of EDI Associate Vice-President for Teaching, Learning and Students	Pilot by July 2025 Rollout by July 2026 Review impact by July 2027
	4.6. Develop enhanced guidance to make clear the expectation that all staff can and should undertake up to 10 days per year (pro rata) for CPD, including	Director of Organisational Development	Start by January 2024 Pilot by July 2024

Higher BAME academic and research staff turnover rates (21% BAME, 11.5% White) (Table 17) **Engagement with and access to opportunities:** • 67% all staff (65% BAME) agreed that there are opportunities for them to develop in their role (REC survey) • 75% total agree that 'people with backgrounds like mine can succeed here' but 60% for BAME respondents (Staff Survey, Table 7) • Only 9% PS attendees on management and leadership programmes were BAME • Small underrepresentation of BAME mentors compared to staff profile • Focus groups highlighted BAME staff feeling stuck, that development opportunities are not allocated transparently, and participants on development programmes wanted ongoing opportunities.	assignments, mentoring, courses, reading/research, conferences etc. This will align with the University's commitment to enable researchers to take 10 days per year in line with the Researcher Development Concordat. Guidance will form part of resources on PDRs and career conversations.	Policy Manager Researcher Development Manager	Rollout by January 2026 Review impact January 2027
	4.7. Review and develop policy and processes for equal access to training funding for external opportunities including transport to opportunities and funding to cover costs for additional care for dependents.	Director of Organisational Development Policy Manager Researcher Development Manager	Policy in place in line with FY 2024/24 Review impact January 2026
	4.8. Monitor uptake of categories of L&OD provision by EDI demographic and area to evaluate equity of access and engagement and to establish if provision, awareness and guidance are effective in encouraging engagement from all staff groups. Uptake summary and key recommendations to be shared with EDI and P&OD Committees annually. Where monitoring suggests unequal access through underrepresentation on L&OD programmes, explore data on where these staff are and aren't coming from and ensure that managers are focused on conscious inclusion.	Director of Organisational Development	System implementation included in P&OD Transformation programme scheduled for 2025 Review impact January 2027
	4.9. Simplify and enhance PDR guidance and processes, with low-tech improvements rolled out from 2023-2025, building towards an effective, integrated solution as part	Director of Organisational Development	PDR enhancements pilot started in May 2023

PDRs:	of the P&OD Transformation programme. Improvements to include:		First phase complete by April 2024
• 65% Staff Survey respondents had a PDR or probation review in the last 12 months, but this dropped to 53% for Black respondents and 55% for those from other ethnic backgrounds (Staff Survey, Table 37) • 71% found their PDR/probation review useful • Only 7% those who completed PDR reviewer training were academics E&F focus group attendees reported not having PDRs	• Revised guidance notes • Refreshed training • Team briefings and information drop-ins • Strategic communications • Gathering feedback on changes Targeted action: • Engage with managers and reviewees in areas where there is a higher proportion of staff from ethnic groups with the lowest reported uptake, taking a data-driven approach • Work undertaken between Estates and Facilities managers and P&OD to adapt the PDR model for frontline staff to embed annual PDRs and regular career conversations • Engage with academic and research managers through management training (L&OD and local programmes such as the FSE academic line managers programme), handbooks and meetings/briefings to increase PDR uptake and reviewer training uptake.		Monitor uptake and feedback via focus group and semi-structured interviews throughout pilot phase and seek approval for go-live during academic year 2024/25 Review impact in Staff Survey in 2024 and 2026
	4.10. Develop surveys to enable check-ins for new staff on experiences of recruitment, induction and probation to support retention and development, leading to local and University-level action. Data and insights to feed into existing people management data reports.	Policy Manager Head of Colleague Experience Head of Workforce Planning	Survey developed and launched by October 2023 Monitor uptake and feedback via live online results dashboard by April 2024, then at least biannually

Objective 4 Measures of Success

Targets:

Representation of academic, research and PS staff:
Year-on-year increase in the number and proportion of BAME staff in academic and research positions at all levels, to reach targets of:

- **24% BAME at Senior Lecturer and Reader level** (up from 14.4% and 18.2%) by 2027
- **17% BAME at Professor level** (up from 11.2%) by 2027
- **17% BAME female Professors and 24% BAME female Readers** (up from 9.4% and 11.6%) by 2027
- **At least 50% increase in the representation of Black academics and researchers** at all levels, up from 3.2% (n=35) at Lecturer level and 0.6% (n=5) at Professor level by 2027
- **At least one-third Black Professors and Black Readers to be female** (up from 20% and 0%) by 2027

Year-on-year increase in the number and proportion of BAME staff in PS positions at all levels, to reach targets of:

- **At least 19% BAME at Grades 4, 5 and 6** (up from 15.2%, 15.6% and 14.5%, maintaining ~4% growth since 2017), and to be proportionate or above BAME representation in Greater Manchester by 2027
- **% BAME at Grade 7, 8 and 9 to match Grade 6 or representation across Greater Manchester**, whichever is higher (currently 14.5% and 16.2%), up from 10.1%, 4.9% and 4.1% and equal representation of BAME females and males at Grade 9 by 2027

Retention, progression and representation:

- Improve progression rates (in a role one grade higher or promoted) for alumni of development programmes including 100 BWPN, Stellar HE (25%) and Inclusive Advocacy (27%) to **40%**, and Aurora (46%) to at least **50%** (with no ethnicity difference) by 2027
- **18% BAME representation across central and Faculty leadership committees and 19% across University committees** by 2027 (50% increase with year-on- year progress)
- **Reduction of 10% in overall use of fixed-term contracts and those held by BAME staf**f per staff group by 2027, with more specific targets to be set by the Contracts Working Group by April 2024
- **Reduce BAME academic and research staff turnover rate to 16%** or below (at least 25% reduction) (linked with reducing use of FTCs)

Engagement with and access to opportunities:

- **85% all staff** agree that there are opportunities for them to develop in their role with no ethnicity difference by 2026
- **85% all staff** agree that 'people with backgrounds like mine can succeed here' with no ethnicity difference by 2026
- **100% increase in BAME PS attendees on management and leadership programmes to at least 18%** of total participant numbers by 2027
- Increased pool of BAME mentors and coaches – **24% BAME academic and research mentors and coaches, 17% BAME PS mentors and coaches by 2027**

PDRs
- **All staff had a PDR or probation review in the last 12 months with no ethnicity difference** (reported via the Staff Survey and PDR reporting)
- **All found their PDR/probation review useful with no ethnicity difference** (reported via the Staff Survey)

Outputs:

- Evidence-based offering of leadership development programmes with clear and inclusive routes to access and funding in place in annual budgets.
- Wrap-around support and further opportunities for alumni of leadership development programmes for ethnic minority staff, creating opportunities and pathways to leadership positions.
- Clear guidance on access to and funding for training and development opportunities to ensure equity of opportunity.
- Enhanced PDR processes to support individual development and drive organisational performance, with annual monitoring of uptake by staff group and protected characteristic.
- L&OD uptake data by ethnic group reported annually.
- Staff experience insights gathered through induction, probation and exit surveys and relevant action taken from results.

Objective 5: Develop and accelerate our pipeline of PS staff from ethnic minority backgrounds to ensure proportionality and progression at lower grades and increased representation at Grade 7 and above, taking a planned talent development and management approach to support development and progression **SLT Objective Owner:** Director of People and Organisational Development			
As above (see Objective 4). Future Leaders Graduate Programme - 33% shortlist and 40% successful were BAME for 2023 programme.	5.1. Future Leaders Graduate Programme: • Evaluate the programme after Year 1 to inform necessary changes • Take proactive steps to increase applications and success of applicants from ethnic minority backgrounds following Year 1 recruitment, including follow-up support for	L&OD Partner	Evaluate Year 1 by September 2024 Recruitment support by December 2024, then in 2025

26.7% BAME representation at apprentice level but no BAME males (Tables 21 and 23). Low representation of BAME female PS participants on the women's Career Accelerator programme (7%) and internal Women into Leadership programme (10%). **Consultation:** • 30% PS staff from ethnic minority backgrounds agreed that they had been encouraged to apply for jobs at a higher grade compared to 43% from non-ethnic minority respondents (REC survey) • Focus group attendees reported feeling stuck and being about to develop but not progress.	unsuccessful applicants and information sessions through the Careers Service • Monitor annual recruitment data following changes from 2025 for 2025/26 entry • Monitor progression and destination data through tracking and cohort feedback during the programme and at the end (three cohorts of funding currently in place so all participants will complete within six years).		Monitor progression and destination data and feedback from September 2023-September 2029
	5.2. Embed EDI in the Apprenticeships strategy due to launch in 2023/24, including in recruitment. Monitor applications, successes, completion and progression from apprenticeships into the workforce by ethnicity and sex.	Head of Technical Skills and Development Apprenticeships Manager	Strategy launch by October 2023 with related action to follow Review impact by February 2025 (mid-way) and October 2026 (end point)
	5.3. Annual review of BAME representation for developmental opportunities like Manchester Graduate Talent and secondments, with take-up monitored and evaluated.	Head of Workforce Planning Head of Student Access, Employability, Success and Development	December 2023, then annually
	5.4. Support at least 100 local people each year (until at least 2025) from Greater Manchester into work through: our founding partnership with Manchester's Growth Company or the award-winning The Works initiative; our apprenticeship programmes; or employment and skills programmes with construction partners in the continued development of our campus.	Head of Social Responsibility and Civic Engagement Head of Workforce Planning Talent Acquisition Manager	Plans by December 2023 Review staff data by August 2024, then annually

	5.5. Develop and rollout a Transferable Skills Framework across to provide equality of opportunity for progression to all PS roles and grades.	Head of Workforce Planning People & OD Specialist (Workforce Planning)	First draft ready for consultation and feedback by July 2023 Full launch February 2024 Review impact by July 2025, then ongoing
	5.6. Develop job families to highlight career pathways and offer more varied progression routes, increased workforce agility, and improved visibility of roles and skills requirements across PS. Use work on job families to offer specific support and guidance on career planning to early career/Grade 1-4 PS staff. Deliver sessions targeted at staff with different protected characteristics, drawing on lived experiences and create relatable personas reflecting a diverse range of people.	Head of Workforce Planning People & OD Specialist (Workforce Planning) L&OD Partner	Job families launched incrementally from April 2024 Job families complete by July 2025 Review impact by July 2026
	5.7. Following the successful pilot, Inclusive Advocates PS programme for BAME staff to be aligned with the academic and researcher scheme and delivered every two years, to engage at least 15 BAME PS staff and 15 academic and research staff in each cohort.	Director of EDI	Programme reviewed by July 2024 Rolled out September 2024, then biennially Review impact from September 2025, the biennially
	5.8. Use targeted invitation and marketing as well as the BAME Staff Network and open calls to double BAME PS staff uptake of management and leadership training programmes from 9% to 18%, and representation of BAME women on the WHEN Career Accelerator	L&OD Partner	September 2023 Review impact February 2024

	programme and similar development programmes for women in leadership positions from 10% to 20%.		Then annually
	5.9. Develop a targeted approach to engage staff without IT access (mostly Estates staff) to increase access to and engagement with development opportunities: • Obtain dedicated Estates and Facilities internal communications staff resource from 2023/24 to develop and deliver frontline staff engagement strategies • Develop targeted schemes for frontline staff including work shadowing, talent pools and personal development opportunities, building on successful initiatives such as the DSE scheme to develop IT and administration skills • Develop digital skills offer.	Assistant Director of Estates and Facilities L&OD Partner Head of Workforce Planning	Start by July 2024 Pilot by July 2025 Rollout by July 2026 Review impact July 2027

Objective 5 Measures of Success

Targets:

- As above (**see Objective 4**).
- Future Leaders Graduate Programme - **50% shortlist and 50% successful BAME** in line with UG BAME representation in 2025
- **Apprenticeships – increase BAME representation to at least 30% annually, Black representation to 20%** and one-third female representation across ethnic groups
- **100 people recruited annually through local community recruitment schemes** including Manchester Growth Company, The Works, apprenticeships and/or construction partners
- **At least 20% BAME female PS attendees** on women's management and leadership programmes by 2027
- **50% PS staff** agreeing that they had been encouraged to apply for jobs at a higher grade, with no ethnicity difference by 2026

Outputs:

- Monitoring of profile of staff on the Future Leaders Graduate Programme, Manchester Graduate Talent, secondments, The Works and related programmes

- Rollout of Inclusive Advocacy
- Apprenticeships strategy launched, monitored and evaluated
- Transferable Skills Framework launched, monitored and evaluated
- Targeted activities for PS staff Grade 1-4 and E&F staff.

Objective 6: Develop and accelerate our pipeline of academic and research staff from ethnic minority backgrounds to ensure proportionality at lower grades and increased representation at Senior Lecturer and Research Fellow and above, taking a planned talent development and management approach to support development and progression

SLT Objective Owner: Director of People and Organisational Development and Vice-President for Research

As above (see Objective 4). **Promotions:** BAME staff consistently have higher application rates (9.2%) than White staff (7.1%) but lower success rates (60% BAME, 70.6% White (10.6% gap in 2022) (Table 38) Overall success rates have continuously dropped since 2020 (78% total in 2020 and 68% in 2022) with a continuing success rate gap (Table 38) FBMH – BAME application rate dropped to 2.4% potential pool in 2022, the lowest rate across all Faculties (4.5% White application rate is also the lowest rate for White staff across Faculties) (Table 38 and Fig. 33)	6.1. Following review of leadership development programmes (see 4.1), commit to ongoing funding and take a targeted approach with these programmes, including 100 BWPN, StellarHE and Inclusive Advocates, to address pipeline drop-off points.	Director of Organisational Development Lead EDI Partner	Leadership programme review scheduled for autumn 2023.
	6.2. Expand L&OD uptake and EDI monitoring dashboard in PowerBI to include training and development delivered by Researcher Development and ITL, to ensure consistent reporting, evaluate equity of access and engagement and inform targeted action.	Director of Organisational Development Researcher Development Manager ITL Manager	Dashboard development currently in progress, scheduled for implementation January 2024.
	6.3. Fellowship Strategy Group to review reach and impact of existing targeted fellowship opportunities and make recommendations to Research Strategy Group. Consideration to be given to how the University could fund additional fellowships, building on the evaluation of internally funded schemes, including the Presidential Fellowships and Perera Fellowships (following evaluation in 2023/24).	Associate Vice-President for Research	Start by December 2023 Recommendations made by February 2025 ahead of 2025/26 budget year
	6.4. Rollout of supportive 'roadmap', sponsored by the University's Academic and Researcher Development Board, to signpost to support for all academic and	Head of 'Roadmap' Working Group	Rollout by December 2023

FSE has 0% success rate for BAME professorial promotions applications for the last two years (influenced by small numbers) (Table 38)

44% ethnic minority REC survey respondents agreed that promotions guidance and criteria are clear and transparent (68% non-minorities)

Only 19% minority respondents agreed that the promotions process was fair (42% non-minorities) (REC survey).

Researcher development:

The 2022 Staff Survey found lower awareness of support for career and professional development and agreement that researcher development provision is meeting needs from researchers from ethnic minority groups (Table 42)

There is currently no systematic reporting of attendance of researcher development sessions and ethnicity/EDI data | research staff and provide clear and transparent guidance on promotions criteria and other recognition and reward schemes. | | Review impact by September 2024, then annually |
| | 6.5. Undertake a University-wide review of academic promotions processes and criteria, engaging Faculties to share best practice and ensure consistency of approach, support and equity of outcomes, to include:
- Access to data on promotions applications and outcomes by characteristic for transparency
- Review of promotions criteria for all academic contract types
- Consideration of the outcomes of the Inclusive Recruitment Review to develop enhanced guidance on promotions panel composition and essential training for panel members, using external trainers where necessary
- Continue work on promotions panel observers, formalising current practice with one pilot per Faculty. Observers to receive workload allocation, training and resources
- Review of Faculty good practice, for example staff in some FSE departments submit one page CV each year to support regular career conversations and to identify those who are ready to apply
- Review current provision and develop best practice for support and feedback for unsuccessful applicants for promotions
- Developing one consistent process for capturing and reporting promotions data, to include data on School and Faculty-level decisions (successful and unsuccessful), protected characteristics and UK/non-UK, to improve data accuracy and reliability. | Head of P&OD Operations and Reward

Faculty Heads of P&OD | Start review by September 2024

Pilot in promotions rounds in 2025/26

Evaluate by September 2026

Rollout by November 2026

Review impact via promotions data (annually) and REC survey in 2027 |
| | 6.6. Each Faculty to run at least one targeted promotions workshop per year for academics and researchers from | Faculty Heads of P&OD | Start by September 2023, then annually |

Underrepresentation of BAME staff in REF 2021 (15%), compared to 23.4% academic and researcher staff profile	ethnic minority backgrounds, with localised content and engagement to address issues in Faculty-level promotions application and success data in all Faculties. Review workshop content annually to acknowledge feedback and communicate promotions successes. Monitor attendance.		Review impact via annual promotions data and REC survey 2026
	6.7. Disseminate promotion panel guidance on evidencing Researcher Development and Collegiality for all academic contract types to all academic and research staff ahead of each promotions cycle.	Faculty Heads of P&OD	September 2023

Then annually |
| | 6.8. Implementation of revised promotions criteria for Teaching and Scholarship academics (30.4% BAME on teaching-only contracts) to recognise and reward the breadth of related work undertaken. | Head of 'Roadmap' Working Group

Faculty Heads of P&OD | Rollout by December 2023

Review impact by September 2024, then annually |
| | 6.9. Embed annual reporting of research funding applications and successes by ethnicity (and gender) and take targeted action to address underrepresentation of applications people from groups with protected characteristics, including delivering targeted application writing workshops. | Research Strategy Group (chaired by the Vice-President for Research)

Head of Research Strategy

Researcher Development Manager | July 2023, then annually for reporting

Targeted workshop delivered by July 2024, then annually

Review impact from July 2025, then annually |
| | 6.10. Use Staff Survey results and further feedback to scope and deliver at least one researcher development activity per year targeted at researchers from ethnic minority backgrounds, for example grant and fellowship application workshops and support for unsuccessful fellowship applicants, to address lower levels of awareness of support and lower levels of satisfaction with provision of researcher development. | Researcher Development Manager | Targeted workshop delivered by July 2024, then annually

Review impact from July 2025, then annually |

	6.11. Develop an online PI toolkit to provide guidance and information on developing research staff. The toolkit will have EDI principles embedded throughout and will include signposting to career development, support and networking opportunities for BAME ECRs, and case studies from BAME postdocs and PIs offering examples of good practice.	Researcher Development Manager	Delivered by September 2023 in line with Researcher Development Concordat Review impact via engagement metrics by September 2024 and Staff Survey in 2024 and 2026
	6.12. Develop an inclusive researcher toolkit to explore biases and inequalities throughout the research lifecycle.	Researcher Development Manager Academic Lead for EDI	To be delivered by July 2024 Review impact via engagement metrics by September 2025
	6.13. Embed 'Prosper', a Research England project led by The University of Liverpool, in partnership with UoM, which saw BAME ECRs account for one-third of the pilot cohort. The project, which focuses on career development support, including for careers outside of academia, prioritises EDI, and will be embedded into the University's Researcher Development offer through a dedicated Officer role.	Researcher Development Manager Researcher Development Officer	Start by October 2023 First year complete by September 2024 Review impact via engagement metrics, evaluation and Staff Survey in 2024 and 2026
	6.14. Ensure a more diverse pool of staff are engaged in proposing and developing REF impact case studies for consideration, particularly with respect to BAME staff.	Research Strategy Group (chaired by Vice-President for Research)	Ongoing since 2022 Review impact via next REF submission and REF EIA

		Research Strategy Group (chaired by Vice-President for Research)	Start by July 2024
	6.15. Improve processes for REF internal output review, and reviewer capacity building with a focus on unconscious bias/conscious inclusion.		Complete by July 2026
			Review impact through EIA and EDI data for next REF submission

Objective 6 Measures of Success

Targets: As above **(see Objective 4)**.

Promotions:
- Maintain **application rate of at least 7.5%** year-on-year, with no ethnicity difference
- **At least 65% success rate for BAME applicants** with no statistically significant ethnicity difference by 2027
- **Achieve BAME application rate of 5% in FBMH** by 2025 and maintain to 2027 and beyond

Researcher development:
- **Increased inclusion of BAME staff in the next REF submission, in line with increased BAME academic and research staff profile at the time of submission**
- **At least 70% researchers agree** when asked "I am aware of the support the University provides for my career and professional development" and "the overall provision of researcher development and training at the University meets my needs" with no ethnicity difference, in 2024 Staff Survey, and at least 75% in 2026 Staff Survey.

Outputs:
- Evaluation, monitoring and reporting across academic and researcher training and development delivered across teams.
- Targeted fellowships based on evidence and monitored for impact on representation and pipeline.
- University-wide review of promotions processes and criteria, leading to enhanced guidance and processes related to promotions panel composition, training, criteria, observers and data capture and reporting, and more comparable outcomes across ethnic groups.
- Targeted promotions workshops in each Faculty.
- Targeted action to address lower awareness and satisfaction with researcher development opportunities and underrepresentation in research grant funding applications and successes.
- Enhanced REF processes to embed EDI.

Objective 7: Develop and deliver data-driven risk-based interventions to increase progression/reduce non-continuation rates for students from ethnic minority backgrounds, reduce attainment gaps and foster a sense of belonging to improve equity of progression, attainment and graduate outcomes for all		
SLT Objective Owner: Vice-President for Teaching, Learning and Students		

Lower continuation rates for:	7.1. To develop a new Access and Participation Plan to meet the OfS Condition A1 of Registration in 2023-24, which identifies specific targets and activities that improve equality of opportunity for underrepresented groups to access, succeed in and progress from higher education.	Associate Vice-President for Teaching, Learning and Students (Chair of Access, Success and Progression Strategy Group) Head of Student and Academic Services	Start by July 2023 Review impact of previous activities on equality of opportunity by December 2023 Prepare and submit APP by April 2024
• Non-UK Black students (86.4%), compared to 92.5% non-UK total (Table 56) • FSE students (90.2% UK, 90.8% non-UK) (Table 57) • BAME FSE students (88.2% UK, 90.4% non-UK) (Table 57) • Black non-UK FSE students (78.3%) (Table 57) • BAME and Black students on FSE Foundation Year (73% and 60.9%, Table 58) 8.3% attainment gap between UK White and BAME undergraduates (92.2% White, 83.9% BAME (83% Asian, 79.8% Black, 87.7% Other/Mixed, Table 59 and Fig. 44) 79.8% Black undergraduates receiving good degrees (12.4% Black/White gap) (Table 59)	7.2. In line with APP 2024-2028, deliver and evaluate activities to support progression, attainment and good outcomes for all, including targeted actions for minority students where data highlights differential progressions and gaps in attainment and outcomes. APP work to include: • Scope and progress systems improvements to gather more detailed data on reasons for non-continuation. Review data by protected characteristics (including ethnicity) and Faculty/School to inform targeted, localised interventions to improve student experience and support and increase continuation rates. • Implement a consistent impact and evaluation framework for student, teaching and learning actions and interventions, to enable effective reporting and decision-making through the lens of EDI and race equality, leading to embedded best practice. • Continue to deliver and evaluate My Learning Essentials and the impact this has on the continuation and	Associate Vice-President for Teaching, Learning and Students (Chair of Access, Success and Progression Strategy Group) Head of Student and Academic Services	Start September 2024 Complete July 2028 Review impact December 2025, then annually

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Asian undergraduates least likely to disclose a disability, compared to higher rates for students from other ethnic groups (for, example 9.1% Asian at UG, 2.5% PGT) (Tables 55 and 73-75) **Consultation:** Decreasing agreement via the REC survey that BAME students (and all respondents) would consider a postgraduate course (60% BAME), a PhD (23% BAME) or a career in academia (24% BAME) Decreasing agreement via the REC survey from respondents across ethnic groups that the University has helped understanding of graduate employment opportunities (65%) and has helped them to develop skills needed to apply for graduate level jobs (53%) In focus groups, BAME students and commuter students reported that they felt a lack of community and safe spaces, feeling lonely when unable to meet students from similar backgrounds, and not	attainment of all students and in particular minority students to support the narrowing of continuation and attainment gap.		
	7.3. Work in partnership with the Black Excellence Network to review and relaunch Manchester 10/10, expanding the scheme in FHUM to engage 80 participants in 2023/24. Monitor and evaluate impact on student progression and outcomes data and student feedback.	Head of Access and Student Success	Evaluate by July 2023 Rollout by November 2023 Review impact by July 2024, then annually
	7.4. Work with Student Partners to develop a targeted academic coaching scheme for UK Black heritage WP students across the University, targeting 2nd and 3rd year students. Undertake evaluation and monitoring activities to inform impact report.	Head of Access and Student Success	Pilot in academic year 2023/24 Rollout in September 2024 Review impact September 2025 Then annually
	7.5. Expand reach and capacity of student mentoring provision for all students, with targeted schemes for BAME students, by: • Evaluating the SALC WP and BAME mentoring pilot, and continue if successful • Evaluating the AMBS Corporate Mentoring scheme for BAME female students, and continue if successful • Exploring further capacity through staff posts or software • Ongoing evaluation of our long-running peer support programmes to understand the impact on progression and attainment where we see the biggest gaps between ethnic groups.	Head of Access, Student Employability, Success and Development	Rollout of mentoring schemes by November 2023 Evaluate across schemes by July 202 Review impact by July 2024, then annually

feeling a sense of belonging (7b and 7c)	7.6. Evaluate UpReach partnership scheme and Behind Manchester's Doors for impact on progression and outcomes and rollout if successful, ensuring at least 50% participants are from WP categories including or BAME or Black heritage.	Head of Access, Student Employability, Success and Development	Evaluate by July 2023 Rollout by November 2023 Review impact by July 2024, then annually
	7.7. Increase continuation for BAME and Black students on the FSE Foundation Year Programme to be proportionate to overall non-continuation rates by: • Evaluating the Foundation Year mentoring pilot in 2022/23 and expand if pilot shows success • Work with Careers and other Schools to build in best practice of other mentoring initiatives • Use more detailed data on reasons for non-continuation (see 7.2) to develop further targeted actions.	Head of Foundation Studies FSE Head of Teaching, Learning and Students	Mentoring evaluation and enhancements by December 2023 Review impact of all actions in progression data by October 2024, then annually
	7.8. Establish a student-led Black heritage student network in FSE, to provide regular opportunities for networking, increase belonging, aid transition to university and support continuation. Evaluate impact on student experience through ongoing staff support and consultation with network members.	FSE Head of Teaching, Learning and Students Student Success and Development Officer	Group established by December 2023 Review impact through consultation and student data by December July 2025
	7.9. Implement the recommendations arising from the differential attainment project that focus on reducing the attainment gaps for Black and BAME students. Enable students to report issues in curriculum or assessments, which may have cultural implications, be triggering, sensitive, or unfair. Pilot Cadmus software for end-to-end support for assessments to provide better experiences, starting with 500	Vice-Dean for Teaching, Learning and Students, FBMH Head of Teaching and Learning Delivery	Assessment pilots complete by September 2024, and evaluation and recommendations to be made to Teaching and Learning Strategy Group Rollout in 2024/25

	units of assessment. Monitor and expand if the pilot evaluation shows impact. Participate in the QAA optionality in assessment project to explore ways to enhance attainment, reduce non-continuation and improve equity of progression, piloting optionality in assessment work in all three Faculties.		Review impact by December 2025 Pilot outcomes of the QAA optionality in assessment work by September 2024 Review impact September 2025
	7.10. Further develop student belonging projects through University-wide community of practice. Rollout student belonging projects and actions for Schools, Faculties and programmes to embed in their local work, enabling a consistent approach to belonging delivered in a localised context. Evaluate based on uptake in Schools, Faculties and programmes and student experience.	Academic Lead for Student Success	Rollout by July 2024 Evaluate impact by July 2025, then ongoing
	7.11. Disability Advice and Support Service (DASS) to explore with divisional partners (the Counselling and Mental Health Service, Advice and Response and Occupational Health – with input from the newly formed partnership with the Robert Derbyshire GP practice) the issues around disclosure for students from an Asian background. DASS to consider the need for more detailed ethnicity split in disability data. DASS to progress to working with Student Partners to increase understanding and to develop a strategy and communications to encourage Asian students to share disability with the University and to access support.	Disability Advice and Support Service Manager	Complete project by July 2024, with actions rolled out across 2024/25 Review impact via year-on-year increase in disclosure rates for Asian students by December 2024, then annually each year until the next review
	7.12. Develop a University-wide Inclusive Education Framework to include decolonising and diversifying curricula, inclusive teaching practice and co-creation with students, to ensure race equality and EDI are	Associate Vice-President Teaching, Learning & Students	Start by December 2023 Complete by July 2024

		Director of EDI	Implement in 2024/25
	systematically embedded in curriculum design, teaching delivery and practice.		
			Review impact via student surveys by July 2026

Objective 7 Measures of Success

Targets:

- Reduce the unexplained attainment gap between White and Black students to **5.8%** or below by 2024/25 (from 12.4% in 2021/22)
- Reduce the unexplained attainment gap between White and Asian students to **3.7**% or below by 2024/25 (from 9.2% in 2021/22)
- Targets for continuation, progression and outcomes will be set in our institutional Access and Participation Plan, which will be submitted for approval in Spring 2024 using the Office for Students Equality of Opportunity Risk Register. REC targets will be updated accordingly for alignment.

Outputs:

- APP 2024-2028 submitted and approved in 2024, to include published summary for students and monitoring and evaluation framework and plan
- University-level action and initiatives, including:
    - o Relaunched Manchester 10/10 programme, engaging 80 students in 2023/24, that improved sense of belonging and contributed to the progression and attainment targets as set out in the APP.
    - o Academic Coaching scheme for UK Black Heritage WP Pilot delivered with 50 students engaged
    - o Improved systems and processes for monitoring and evaluation, including evaluation and impact framework (including EDI and race equality), and accessible dashboard that enables relevant colleagues to provide proactive interventions to reduce non-continuation of EDI groups.
- Localised initiatives implemented and evaluated including:
    - o SALC WP and AMBS Mentoring schemes, confirming viability of the schemes, and future rollout. If rolled out, 50% cohorts from WP categories including or BAME or Black heritage
    - o FSE mentoring and networks to support progression and belonging.

Inclusive environment and culture (EDI Strategy Priority One)

Objective 8: Create a more inclusive, anti-racist and 'call it out' culture through awareness raising, capacity building, training and development for all, including managers and leaders
SLT Objective Owner: Directors of People and Organisational Development and EDI

56% academic staff and 50% PS staff completed essential Diversity in the Workplace training in the last three years	8.1. Rollout of revised programme of essential EDI training for all staff. Clear policy on which training is essential and how often refresher training is required to be cascaded to all managers and staff. Requirements embedded in line management and PDR guidance and resources.	Director of Organisational Development Director of EDI	December 2023 Review impact via the Staff Survey in 2024 and 2026
Overrepresentation of BAME staff as complainants in grievances (34.9%) and disciplinary cases (31.7%) (Table 28)	8.2. Formalise and communicate processes for managers to see who has completed essential EDI training and who needs a refresher. Compliance data by area to be reported to EDI Committee annually.	Director of Organisational Development Lead EDI Partner	December 2023 for process Reporting from July 2024, then annually
Consultation: 69% staff agree that they would recommend the University as a good place to work (76% Asian respondents, 87% Black respondents, 65% Mixed) (Staff Survey, Table 7)	8.3. Active Bystander training and Active Bystander training for researchers made available more widely through EDI and L&OD teams, with ongoing evaluation.	L&OD Partner Lead EDI Partner Researcher Development Manager	December 2023 Review impact via training feedback (ongoing) and Staff Survey in 2024 and 2026
77% staff agreed when asked "I feel that I am treated fairly at work", but only 71% for those from mixed heritage backgrounds and 66% for respondents from other ethnic backgrounds (Staff Survey, Table 7)	8.4. ITL, Faculties and central Directorates of EDI and P&OD to continue to jointly fund and offer additional EDI training such as Diversity Champions and HEART to build EDI and anti-racism knowledge and culture, targeting managers and leaders, with ongoing evaluation.	Director of EDI Head of Student and Academic Services Lead EDI Partner	December 2023, then annually Review impact via training feedback (ongoing) and Staff Survey in 2024 and 2026
75% staff agreed when asked "people with backgrounds like mine can succeed here", but this was lower for respondents from all ethnic minority groups (for	8.5. Audit existing supervision, management and leadership programmes, including those for PhD and researcher supervisors, for effectiveness in building inclusive and anti-racist management and leadership culture. Update content in line with audit recommendations.	Director of Organisational Development L&OD Partners	Start by January 2024 Rollout updates by January 2025 Review impact via training feedback (ongoing) and Staff Survey in 2024 and 2026

example, 57% Black respondents) (Staff Survey, Table 7)

8% Staff Survey respondents reported that they had experienced bullying, harassment and/or discrimination at work in the last year, with higher rates amounts ethnic minority groups (for example, 19% mixed heritage) (Table 7)

64% staff agreed when asked "I feel that I am safe and able to speak up and challenge the way that things are done", but only 59% for those from mixed heritage backgrounds and 56% for respondents from other ethnic backgrounds (Staff Survey, Table 7) | 8.6. Assess our inclusive leadership capacity across all leaders and managers using the University leadership framework and capability tool.

Commission and deliver a leadership development programme for the Senior Leadership Team and Board of Governors. | Director of Organisational Development

Director of EDI | Start by January 2024

Programme for SLT and Board delivered from September 2024

Review impact via training feedback (ongoing) and Staff Survey in 2024 and 2026 |
| | 8.7. All new projects and policies will have an EIA to ensure impact on all groups are considered before significant changes are progressed. | Director of the Strategic Change Office

Policy Manager

EDI Partner | Ongoing

Review impact via Staff Survey in 2024 and 2026 |
| | 8.8. Rollout of "Managers Need to Know" newsletters, a new channel to cascade essential information and updates to all line managers, to include information on EDI (to ensure implementation of good practice and equal access to information about opportunities), P&OD, L&OD and compliance. | Internal Communications Manager | July 2023, then ongoing

Review impact via engagement stats, feedback (ongoing) and Staff Survey in 2024 and 2026 |
| | 8.9. Progress our Inclusive Manchester campaign to raise awareness about EDI and anti-racism, signposting to capacity building training, sharing best practice and celebrating achievements and progress. | Internal Communications Manager

Chartermark Coordinator | Deliver campaign by July 2024, then annually

Review impact via engagement stats, feedback (ongoing) and Staff Survey in 2024 and 2026 |

Objective 8 Measures of Success

Targets:

- Year-on-year increase in completion of essential EDI training, to reach target of **95% all staff completing EDI training** every three years, by 2027
- At least **200 people per year to complete Active Bystander training** (based on internal capacity for delivery), maintaining feedback scores that at least 90% attendees feel more able to recognise microaggressions and 80% feel more confident in being an active bystander
- 25% participants on Diversity Champions and HEART training to be managers and leaders at Grade 7 or above, per year
- **Reduction in total disciplinary and grievance cases by at least 25%**, to 32 and 30 respectively, by 2027
- Year-on-year reduction in the proportion of disciplinary and grievance cases raised by BAME staff in line with or below BAME staff profile (**19.4%**), and halving the number of cases related to race from 4 to 2 or less per year by 2027

Consultation:

- **85% staff agree** that the University is a good place to work by 2026, with a year-on-year increase in pulse surveys and no ethnicity difference
- **90% positive feedback under 'reason for leaving'** on exit surveys, with no ethnicity difference
- **80% staff agree** when asked "I feel that I am treated fairly at work" and "people with backgrounds like mine can succeed here", with no ethnicity difference, by 2026
- At least halve the proportion of Staff Survey respondents reporting that they had experienced bullying, harassment and/or discrimination at work in the last year to no more than **4%**, with no ethnicity difference, by 2026
- **75% staff agree** when asked "I feel that I am safe and able to speak up and challenge the way that things are done", with no ethnicity difference, by 2024, and **85%** by 2026

Outputs:
- Increased engagement with EDI training (essential and additional), including more provision of Active Bystander training open to all staff and future cohorts for Diversity Champions and HEART
- Systems for monitoring compliance of essential EDI training uptake, with guidance produced for managers
- Funding for EDI training provision outlined above built into annual budgets
- EDI leadership development programme for the Senior Leadership Team and the Board of Governors
- Updated management and leadership training and development following audit
- Embedded use of EIAs for all policies and projects
- Regular communications about EDI and anti-racism through campaigns and managers' newsletter.

Objective 9: Equitable recognition and reward for staff, where all feel valued and included, regardless of ethnicity			
SLT Objective Owner: Directors of People and Organisational Development and EDI			
15.6% mean ethnicity pay gap and 12.4% median ethnicity pay gap (Fig. 24) Significant ethnicity pay gap of 5.9% at PS Grade 9 in the 2021 equal pay audit (Table 34)	9.1. Re-establish the Pay Gap Task Group to examine data and understand causes, to inform action. Review pay gap data intersectionally for a more holistic approach to closing the gaps. Group to advise on actions and targets by July 2024.	Director of EDI Director of P&OD Reward Manager	December 2023 Review impact via pay gap reporting in March 2025, then annually, and in REC Survey 2026
Ethnicity pay gaps to monitor at Grade 6 (3.8%) and Professorial Zone C (4.8%) in the 2021 equal pay audit (Tables 33 and 35) 11% PS regrade applications from BAME staff, compared to 16% BAME PS staff (Table 45)	9.2. Equal pay audit conducted every two years and reported openly and transparently to all staff.	Reward Manager	December 2023, then biennially
	9.3. Implement the recommendations of the EDI workload allocation review (2022) to ensure enhanced and consistent workload allocation for academic and PS staff involved in EDI roles and groups (included the SAT) by July 2025, taking a phased approach: Phase 1 – University academic leads and network chairs (complete) Phase 2 – Faculty and School Leads Phase 3 – Department roles, PS Leads, SAT members.	Director of EDI Chartermark Coordinator	Phase 2 by July 2024 Phase 3 by July 2025
10% Rewarding Exceptional Performance applications were from BAME PS staff in 2022, compared to 16% BAME PS staff (Table 46) Lower levels of agreement from BAME survey respondents when asked "I am paid the same as colleagues who do the same job" (47%) and "pay awards and increases are allocated fairly and transparently" (34%), compared to	9.4. Increase recognition of BAME staff through reward and recognition initiatives including regrading, Rewarding Exceptional Performance, Distinguished Achievement Awards, Making a Difference Awards and other Directorate and Faculty awards, by: • Sharing data about staff profile and profile of previous successful applicants in communications • Targeted communications via staff networks • Removing potential bias from the panel process, for example essential unconscious bias (conscious inclusion) training.	Reward Manager Head of Social Responsibility and Civic Engagement Award managers	November 2023, then annually
	9.5. Review the list of staff listed as subject matter experts for media opportunities and provide media training to BAME staff to support profile-raising opportunities.	Head of Communications	December 2023, then annually

		News and Media Relations Manager	
non-minority respondents (62% and 48% respectively) (see 4e)

Workload allocation review (2022) has been partially implemented with increased workload allocation to the SAT chair but not to SAT members following previous action REC-2019-2.1 (see 2a) | | | |

Objective 9 Measures of Success

Targets:

- **Year-on-year decrease in ethnicity pay gaps** to reach targets set out by the Pay Gap Task Group (in July 2024), by 2027 reporting
- **No significant pay gaps in the equal pay audit in 2025** and beyond
- **Year-on-year % increase in regrade applications from BAME staff,** with an aim to achieve BAME PS staff profile balance by 2027, with a success rate of at least **90%** for BAME applicants
- **17% Rewarding Exceptional Performance applications from BAME PS staff** by 2027 (in line with BAME PS staff targets for Grade 4-6), with a success rate of at least **90%**
- At least **70% survey respondents agree** when asked "I am paid the same as colleagues who do the same job" and "pay awards and increases are allocated fairly and transparently", with no ethnicity difference, by 2026

Outputs:
- Enhanced EDI workload allocation
- Processes to increase recognition of BAME staff through awards and rewards schemes

Objective 10: Increase trust in procedures for addressing bullying, harassment, and discrimination to support dignity at our place of work and study
SLT Objective Owner: Directors of People and Organisational Development and EDI

| Overrepresentation of BAME staff as complainants in grievances (34.9%) and disciplinary cases (31.7%) (Table 28) | 10.1.   Implement the recommendations of the independent review of Report and Support and complaints processes at the University, including providing adequate staff and | Director of EDI

Lead EDI Partner | Implement by July 2024

Review impact by December 2025 |

14% staff who had experienced bullying or harassment agreed that they were satisfied with how bullying and harassment are addressed in the part of the University they work in (Staff Survey, Table 7)	student advisors to meet demand, and for all advisors to be given time allocation, training and support.		
	10.2. Implement the recommendations of the review of disciplinary and grievance procedures to address disparities in outcomes. Record and track the reason for the disciplinary or grievance and demographic information of the complainant and respondent to enable monitoring of trends.	Director of EDI Director of P&OD Employee Relations Team	Start December 2024 Complete December 2025 Review impact by December 2026
63% staff agreed when asked " I would feel able to report bullying/harassment without worrying that it would have a negative impact on me", but this dropped to 53% mixed heritage staff and 57% staff from other ethnic backgrounds (Staff Survey, Table 7)	10.3. Engage BAME staff and students in consultation in the review of Dignity at Work and Study Policy. Communicate the policy widely when relaunched.	Policy Manager Lead EDI Partner	Start by August 2023 New policy launched December 2023 Review impact December 2024
57% staff respondents (50% BAME) and 44% student respondents (35% BAME) to the REC survey agreed when asked "If I reported a race-related incident to my institution, appropriate action would be taken" (Table 8) 70% staff (68% BAME) agreed when asked "I am aware of the Dignity at Work and Study Policy	10.4. Utilise newly-formed Employee Relations Team and dedicated capacity to: • Implement agreed actions from the review of the complaints procedure to improve trust, transparency and impartiality • Monitor trends and investigate causes • Promote and embed a conflict resolution culture by promoting the benefits, leading to more issues resolved through mediation • Consider colleagues' experience in this process to ensure they feel heard • Expand the provision of mediation and Harassment Support Advisors • All contributing to a reduction in grievance and disciplinary cases.	Employee Relations Manager	September 2023 onwards Review impact by September 2025, then annually via grievance and disciplinary case data

and my responsibilities in line with the policy" (REC survey, Table 8) 76% staff (71% BAME) agreed that they know how to report bulling, harassment, discrimination, microaggressions and/or inappropriate behaviour and access support, should they need to (REC survey, Table 8) 69% staff agree that they would recommend the University as a good place to work (Staff Survey, Table 7)	10.5. Enhance the questionnaire, process, data recording and uptake of exit interviews, creating clear steps for reviewing and using the responses to inform actions. Data and insights to feed into existing people management data reports.	Policy Manager Head of Colleague Experience Head of Workforce Planning	Survey developed and launched by October 2023 Monitor uptake and feedback via live online results dashboard by April 2024, then at least biannually

Objective 10 Measures of Success

Targets:

- **Reduction in total disciplinary and grievance cases by at least 25%**, to 32 and 30 respectively by 2027
- Year-on-year reduction in the proportion of disciplinary and grievance cases raised by BAME staff in line with or below BAME staff profile (**19.4%**), and halving the number of cases related to race from 4 to 2 or less per year by 2027
- **85% staff agree** that the University is a good place to work by 2026, with a year-on-year increase in pulse surveys and no ethnicity difference
- **90% positive feedback under 'reason for leaving'** on exit surveys, with no ethnicity difference
- At least **75%** staff who report experiencing bullying and harassment agree that they are satisfied with how bullying and harassment are addressed in the part of the University they work in, with no ethnicity difference by 2024, and **85%** by 2026
- At least **75% staff agree** when asked "I would feel able to report bullying/harassment without worrying that it would have a negative impact on me", with no ethnicity difference by 2024, and **85%** by 2026
- **One-third increase (at least 75% staff and 60% students) agree** when asked "If I reported a race-related incident to my institution, appropriate action would be taken", with no ethnicity difference or difference across staff groups by 2026

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- **At least 80% staff agree** when asked "I am aware of the Dignity at Work and Study Policy and my responsibilities in line with the policy", with no ethnicity difference by 2026
- At least **80% staff agree** that they know how to report bulling, harassment, discrimination, microaggressions and/or inappropriate behaviour and access support, should they need to, with no ethnicity difference by 2026

Outputs:
- Improved Report and Support, complaints, disciplinary and grievances procedures which receive increasingly positive feedback (see targets)
- Expanded provision of mediation and Harassment Support Advisors through the newly-established Employee Relations Team
- Relaunched Dignity at Work and Study policy
- Improved exit questionnaire processes and uptake.

Objective 11: Understand and connect with our history, context and community			
SLT Objective Owner: Vice-President for Social Responsibility			
University commitment to explore and action issues raised in 'Race Matters Report' (2020) and continue work to explore our history, following the publication of findings into historical links with the Trans-Atlantic Slave Trade 75% Staff Survey respondents agreed that the University is committed to EDI for all staff (66% Black respondents, 64% Mixed heritage respondents (Table 7)	11.1. Expand proactive work to represent our history fairly and accurately, acknowledge our institutional contribution to perpetuating inequalities, particularly in relation to the benefactors of our predecessor institutions and their connection to wealth generated from the transatlantic slave trade. Work to include ongoing funded research, updates to building signage and further changes to our history and heritage webpages.	Director of Social Responsibility Head of Social Responsibility and Civic Engagement	Work ongoing in 2023/2024 Review impact by July 2025
	11.2. Proactively engage with local communities, breaking down barriers to engagement and involvement with our civic university, and ensure that diverse voices and perspectives are represented in shaping our work, approach and future (SRCEG) – specifics: • Embed EDI into public engagement frameworks; work towards PE professionals reflecting diversity of local communities • Civic panel will be ethnically representative of Manchester and Greater Manchester through recruitment to group.	Director of Social Responsibility Head of Social Responsibility and Civic Engagement	Start by December 2023, then ongoing Review impact by July 2025, then annually

	11.3. Undertake consultation (University-wide and with local community stakeholders) on race terminology, to inform more inclusive, appropriate language that recognises differences to be used moving forwards.	Director of EDI Academic Lead for Race Equality	Start by December 2024 Complete and communicate recommendations by July 2025 Review impact via REC survey in 2026/27

Objective 11 Measures of Success

Targets: 80% Staff Survey respondents agree that the University is committed to EDI for all staff, with no ethnicity difference by 2024, and **85%** by 2026

Outputs:
- Visible physical evidence (on campus and online) and qualitative evidence of changes in how the University acknowledges its history in its public narrative
- Evidence of: engagement of minority communities through public engagement and the Civic Panel; community awareness of the University's REC Achievement Plan; and community collaboration on actions where appropriate.

Enabling progress with race equality

Objective 12: Enhance self-assessment processes to ensure representation, recognition, transparency and accountability for progress with race equality
SLT Objective Owner: Vice-President for Social Responsibility

SAT membership is due to be reviewed 75% staff agreed when asked "The University is committed to EDI for all staff", but only 64% respondents from mixed heritage backgrounds and 66% Black respondents (Staff Survey, Table 7)	12.1. SAT membership to be reviewed every two years to ensure representation across ethnicities, staff groups and levels, students and intersectional representation.	Academic Lead for Race Equality Chartermark Coordinator	December 2023, then biennially
	12.2. Create mechanisms and opportunities to engage local community groups and organisations, such as the Greater Manchester Race Equality Panel, in the self-assessment and action planning process.	Academic Lead for Race Equality Chartermark Coordinator	July 2024, then ongoing

	12.3. REC Achievement Plan to be available on the University intranet so it is visible to staff and students. Updates added at least twice a year.	Chartermark Coordinator	December 2023 Updated twice a year
	12.4. Reporting: • Action owners will provide progress updates twice a year and evidence of impact of actions each year • Faculties and central PS will also be asked to report progress with local actions biannually • Updates will be reported to the EDI Committee and Senior Leadership Team at least annually.	Director of EDI Chartermark Coordinator	December 2023, then biannually/ annually

Objective 12 Measures of Success

Targets: 80% Staff Survey respondents agree that the University is committed to EDI for all staff, with no ethnicity difference by 2024, and **85%** by 2026

Outputs:
- Embedded processes for biennial review of SAT
- Greater involvement of/consultation with local community groups and organisations
- Regular updates and monitoring of Achievement Plan and transparent reporting of progress.

Objective 13: Enhance data insights and improve consultation processes to better understand staff and student experiences and issues, to ensure targeted, evidence-based actions which can be assessed for impact
SLT Objective Owner: Directors of People and Organisational Development and EDI

Low survey response rates for the REC Survey for staff and the University Staff Survey (50%, 17% BAME) (see 2c) Low survey response rate for the REC Survey for students due to survey fatigue (see 2c) Staff Survey 2022 results reported more negative responses from	13.1. Improve survey response rates through: • Better scheduling to avoid clashes • Incentives • Better survey design • Building trust and value of surveys through feedback looks following progress made • Options for supported survey completion for those without IT access	For Staff Survey: Director of Organisational Development Head of Colleague Experience For REC Surveys: Chartermark Coordinator	Staff Survey: 2024 and 2026 Review impact December 2024 and December 2026 REC Surveys: 2026/27 Review impact July 2027

| those of mixed heritage and other ethnic backgrounds, compared to the University total (see 2c)

Data reporting gaps and some data not easily accessible, impacting on regular monitoring and setting of actions and targets | 13.2. Lead EDI Data Analyst to participate in the Student Survey Working Group, which will make recommendations to deliver the framework agreed by the Student Survey Strategy Group, which will align University-wide surveying needs to support higher response rates while reducing the asks on students and survey fatigue. | Lead EDI Data Analyst

Student Survey Strategy Group Chair (AVP for Teaching, Learning and Students) | Recommendations made by the working group to the strategy group by April 2024

Survey enhancements in place by July 2025 and rolled out in 2025/26

Review impact on response rates by July 2026 |
|---|---|---|---|
| | 13.3. Conduct an in-depth intersectional analysis of REC survey results and all focus groups with updates made to action plan to address intersectional issues. | Chartermark Coordinator | Start July 2023

Update action plan by December 2023

Ongoing review impact of actions through evaluation and data |
| | 13.4. Use in-depth analysis and future staff and student surveys to inform topics for ongoing 'safe space' focus groups, with outcomes shaping updates to the action plan as necessary and evidencing the impact of actions. | Director of EDI

Chartermark Coordinator | Start by January 2024

Then at least annually |
| | 13.5. Engage University academic experts such as CoDE in conducting ethnographic and other qualitative research to explore experiences of Mixed heritage staff and those from other ethnic groups who had more negative responses in the Staff Survey compared to the University total. Develop targeted solutions and inform revisions to the action plan to address specific differential experiences. | Academic Lead for Race Equality

Director of EDI

Chartermark Coordinator | Start by December 2023, then ongoing

Review impact via Staff Survey in 2024 and 2026 |

	13.6. Create a race and ethnicity data dashboard in PowerBI to enable ease of access to mandatory REC data sets, and for monitoring and transparency.	Lead EDI Data Analyst	Dashboard available by July 2024 Review impact via engagement and usage

	13.7. Closing data gaps identified through self-assessment process:
	
	 • Race and ethnicity data dashboard to include option for detailed ethnicity split to identify more specific issues
	 • PS data broken down by Directorate and grade
	 • University of Manchester Catering (a separate subsidiary) data captured and reported by ethnicity
	 • Leadership committee data systematically recorded, and reported annually
	 • Consistent approach for academic promotions data capture process, to standardise for consistency and accuracy and to include School and Faculty level applications and outcomes
	 • Recruitment data systems to enable:
	     o P&OD to easily provide recruiting managers with information on the diversity of the shortlist
	     o Recording and reporting recruitment data for internal roles where JobTrain is not used, for example internal academic leadership roles, to increase transparency and accountability and enable better EDI monitoring
	 • PDR data capture and reporting/monitoring
	 • Essential EDI training uptake data for individuals to be available to managers to ensure compliance
	 • Public engagement to report who are we engaging and who is doing the engagement activity.
		Head of P&OD Operations and Reward
		
		 Workforce Information Manager
			Complete by October 2024

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Objective 13 Measures of Success

Targets:
- **Staff Survey response rate of at least 75%** in 2024 and 2026, with a BAME response rate that is at least proportionate to the staff profile (currently 19.4%)
- **40% response rate for REC staff and student surveys** in 2026/27, with a BAME response rate that is at least proportionate to the staff and student profiles

Outputs:
- Joined up student survey strategy to support higher response rates
- Further insights into intersectional inequalities and issues affecting staff of Mixed heritage and from other ethnic backgrounds
- Race and ethnicity data dashboard with more complete data capture and reporting.

Appendix 1 - 2019 Race Equality Charter Action Plan

Action completed, significant progress made, some evidence of association with positive trend or impact, embedding with monitoring plans in place	Action completed with some progress but not in line with target or success criteria	Action started or ongoing, or action complete but no evidence of associated progress or impact	Action not progressed

Section 2: Self-Assessment Process

Action Ref	Action	Issue identified	Action(s) to address the Issue	Lead responsible	Timescale	Success criteria	Progress notes
2.1	Introduce a formal role description and time allocation for the Chair and members of the University SAT and future REC Champions	Workload allocation/relief of other duties for Race Equality Charter work is not currently standardised for REC SAT members. Dependent on role some members are currently contributing to REC meetings and related activities on top of contracted workload.	Review existing structure to create University Race Equality Charter Champion role, allocate 0.2FTE allowance to conduct role. Recommendation that SAT members are also allocated appropriate time to support their role.	VP for Social Responsibility	All relevant Leads to be allocated time for role by end of 2019	Consistent workload allocation for staff involved in REC work, accurately reflecting actual time needed to carry out role. Feedback from SAT members on feasibility of workload within time-allocation provided	Chair has workload allocation for role as academic lead for race and religion and belief. This increased in 2022/23 from 0.2 to 0.4FTE. SAT members do not yet have consistent workload allocation for their involvement, with many acting on a voluntary basis. Academic Leads and Faculty EDI Leads involved have workload allocation for wider EDI roles. Following an EDI workload review in 2022, there are ongoing discussions at senior levels to standardise (and enhance where necessary) workload allocation for EDI roles. Review informed by surveying colleagues involved in EDI across the University to identify areas where there is more/less workload allocated, how this is done etc to establish a consistent model in 2023. The phased implementation of the review's recommendations will rollout until July 2025.

Section 3: Institution and Local Context

Action Ref	Action	Issue identified	Action(s) to address the Issue	Lead responsible	Timescale	Success criteria	Progress notes
3.1	Deliver the Speak Up Stand Up active bystander campaign for staff	Issues relating to racially motivated harassment and hate crime have increased in the Manchester area.	To launch a campus wide communications campaign 'Speak Up Stand Up': Be the Change	Head of ED&I	March 2019 – December 2019	An increase in the proportion of BAME staff who believe race-related issues will be appropriately actioned by the university	The 'Speak Up! Stand Up!' campaign is a collaboration between the University and The University of Manchester Students' Union. It aims to empower people to be 'Active Bystanders' and take action against violence, harassment and hate. Content shared via the University intranet and Students' Union website encouraged taking personal responsibility and signposted to our Report and Support Platform. The Staffnet article, launched in January 2020, received 285 unique views. This followed the success of the 'We Get It' campaign, launched in 2014 (7,000 campaign video views, 8500 staff and students signed the pledge to stand up to sexual harassment).

The Speak Up Stand Up campaign received funding from the HEFCE Tackling Hate Crime and Harassment on Campus fund, enabling a Coordinator to be hired to deliver the content and aims.

The campaign and ongoing communications led to 76% REC survey staff respondents (71% minority respondents) knowing how to report discrimination, microaggressions and inappropriate behaviour. In 2019, the Equalities and Human Rights Commission's report 'Tackling racial harassment: universities challenged' |

							recognised the positive collaboration as sector leading. Positively, the REC survey 2022 found a decrease in the number of ethnic minority respondents who had witnessed or been the victim of racial discrimination in the local area (from 42% to 32%) or on campus (from 37% to 27%) since the survey was last conducted in 2017, with similar trends for student respondents. However, the 2022 REC staff survey found 50% staff from ethnic minority backgrounds agreed that appropriate action would be taken if they reported a race-related incident to the University (down from 55% in 2017), compared to 70% of those not from an ethnic minority group. A similar differential was seen in student responses to the REC survey (35% compared to 52%).
		A smaller percentage of BAME staff believe race-related issues will be appropriately actioned by the University compared to white staff.	Undertake activity as part of the Speak Up Stand Up Campaign to explore racially motivated harassment and hate crime considering intersectionality such as gender, religion or belief and sexual orientation.	Head of ED&I	September 2019 – April 2020	A series of activities have been undertaken throughout 2019/20 to explore racially motivated harassment and hate crime. Evaluation of activities to demonstrate effectiveness.	As part of the Speak Up Stand Up campaign, video content on hate crime and resources on Islamaphobia were shared. The University produced a detailed report on hate crime in 2019. The Covid-19 pandemic impacted on our ability to progress related actions. However, our 2020 Race Matters Report, produced in response to the Black Lives Matter movement, COVID-19 and race-related incidents on campus, was followed by publication of findings into historical links with the Trans-Atlantic Slave Trade. Through the development of the EDI strategy and consultation for this

							submission, we engaged with BAME staff and students through networks and focus groups to hear about experiences of bullying, harassment and discrimination. These voices informed our EDI Strategy and REC Action Plan. The 2022 REC staff survey found 50% staff from ethnic minority backgrounds agreed that appropriate action would be taken if they reported a race-related incident to the University (down from 55% in 2017), compared to 70% of those not from an ethnic minority group. A similar differential was seen in student responses to the REC survey (35% compared to 52%). In the 2022 University Staff Survey, only 14% respondents who reported experiencing bullying or harassment in the last year agreed that they are satisfied with how bullying and harassment are dealt with in their area.
				To launch the revised Dignity at Work Policy	Head of ED&I	March 2019	An increase in the percentage of staff that are aware of the Dignity at Work Policy and their responsibilities as indicated in the staff survey.	The REC staff survey found 70% total agreement that staff were aware of the Dignity at Work Policy and their responsibilities in line with the policy (68% BAME), down from 82% total in 2017. The Dignity at Work and Study Policy is being revised through a working group in 2023 and will be relaunched in November 2023, in line with the policy review timeframe. New procedures and training are being developed as part of the review.
				To develop and deliver bespoke training for Dignity at Work investigators	Head of Staff Learning and Development	June 2019		Investigators are selected from areas in which a complaint is being investigated, often at management level. P&OD Partners are trained to undertake investigations.

						Further training will be considered as part of the Dignity at Work and Study Policy review in 2023. The new Employee Relations (ER) Team, established within P&OD in 2023, will deliver training to assist managers handling ER cases, including Investigation Training, Facilitated Conversation Training and EDI training. Also see 4.4 (review of complaints process).
			To establish a task and finish group that will work with the Trades Union and BAME staff network to investigate why BAME staff do not feel that race-related issues will be appropriately actioned by the university.	VP for Social Responsibility	September 2019 – December 2019	A report and recommendations have been submitted to HR Sub-Committee. Actions agreed and implemented within an agreed timeframe.	Although actions have not progressed, severely curtailed by the pandemic, channels for engagement with the unions and staff networks have been significantly strengthened. For example, members of the SLT meet regularly with the UCU where they do raise race related matters. We also discuss these issues at the Senate where UCU is well represented. Each staff network now has a senior executive leader sponsoring it, and direct engagement by the President with each network. Pulse surveys and staff survey with BAME staff informed our new EDI strategy. We plan to establish a working group comprising EDI and P&OD colleagues, key stakeholders, and analysts with expertise in race and policy in collaboration with union colleagues reporting on what they hear 'on the ground'. Recommendations will go to both the EDI Committee and the P&OD Committee.
			Low awareness of our zero tolerance campaign amongst white Research Staff.	To work in collaboration with the Academic Research and Development Team in FBMH to design a bespoke Speak Up Stand Up Active	Head of ED&I	July 2019	A session has been designed and an ongoing delivery and evaluation plan in place.	As part of the Wellcome ISSF project, the Academic and Researcher Development Team developed an online active bystander training course contextualised in research for all researchers at all levels.

| | | | | Bystander session for researchers. | | | | This built on the active bystander programme developed and delivered by the Directorate of EDI, showing the wider reach and benefit of this training. The researcher training empowers researchers to recognise and take action against discriminatory behaviours and micro-aggressions, building researcher confidence in University R&S systems. Rollout of the online training began in 2022/23 and coordination of the training is now embedded with the centralised Researcher Development Team.

Further related work has also taken place. In 2022, the EDI co-leads for the School of Medical Sciences began to run Active Bystander and microaggressions training for staff and students in the School. |
| | | | | To promote the University's Report & Support Platform and encourage all staff to report problematic behaviour and get support. | Head of ED&I | March 2019 – November 2019 | At least 80% of staff are aware of how to report problematic behaviour and get support, as indicated in the staff survey. | The University's Report and Support platform is regularly promoted via staff networks, Staffnet, Lunch and Learn sessions and different EDI training sessions including Active Bystander training material. Students are made aware via newsletters, posters and induction material.

The Speak Up Stand Up campaign and ongoing communications led to 76% REC survey staff respondents (71% minority respondents, 84% non-minorities) knowing how to report bullying, harassment, discrimination, microaggressions and inappropriate behaviour and access support.

63% total respondents to the 2022 Staff Survey agreed that they would feel able to |

								report bullying or harassment without worrying that it would have a negative impact on this; this figure increased to 68% for Black respondents but dropped to 53% for mixed heritage respondents and 57% for those from other ethnic backgrounds. An external review of our complaints procedure and Report and Support have taken place. Recommendations to be implemented include clearer procedures for staff, students and visitors. New reporting categories have been introduced to the platform for more specific and robust reporting, enabling more targeted action in the future.
				To develop, deliver and evaluate an online active bystander intervention programme for staff.	Head of ED&I	September 2019 – July 2020	A programme has been designed and an ongoing delivery and evaluation plan in place.	The Directorate of EDI has rolled out Active Bystander training to staff in Faculties and central directorates, with a particular focus on leadership engagement. Participants complete in-depth online pre-work rooted in bystander research and an interactive workshop focused on practical tools for safe and effective intervention. From the pilot (launched in June 2020) to May 2023, ~450 academic and PS participants completed the training. Evaluation from 50 participants found 90% feel more able to recognise microaggressions and problematic behaviours; 86% have a clearer understanding of their role in creating an inclusive and accessible environment; and 76% feel more confident in being an active bystander following the training. The evaluation will also inform improvements to content from 2023. Targeted rollout is ongoing and the programme will be available to all

							staff in the future. Additional active bystander training is being delivered within the Library, Royce Institute, School of Medical Sciences and for researchers.

Section 4: Staff Profile

Action Ref	Action	Issue identified	Action(s) to address the Issue	Lead responsible	Timescale	Success criteria	Progress notes
4.1	Continue to monitor Fixed Term Contracts (FTC) and outcomes data.	A higher proportion of white academic/research staff are on permanent contracts than BAME academic/research staff [55% cf. 35.8%]. This has not improved over the last three years.	We closely monitor FTC and outcomes data by protected characteristic through our staffing committee and contracts working group and 84% of staff on FTC have their contract extended due to refunding or are redeployed.

To explore options for increasing redeployment prospects for staff linking to PDR conversations, training encouragement and use of extended access and bridging funds. | Chair of staffing committee and contracts working group, Director of HR.

Progression of action monitored by Research Staff Development Working Group (RSDWG) as part of Concordat Implementation Plan action. | 2019 to assign actions to improve continuation of employment and eligibility for Open Ended Contract. Changes in data analysed annually as part of Concordat Implementation Plan monitoring. | Contract data readily available and communicated to RSDWG by ethnicity – differentiating between 'FTC' and 'OEC linked to finite funding' to aid target-setting of staffing profiles and redeployment actions.

Increased movement of FTC staff to OEC. No ethnicity disparity. Data collated and distributed to key committees including School/Faculty ED&I committees.

Track continuous employment & contract records of academic/research staff by ethnicity with training attendance, PDR uptake and extended access use to build a profile of what | Continuous monitoring of FTCs at staffing committees. Ethnicity disparity of FTCs has remained largely unchanged since 2017 (61.3% BAME vs 44.1% White on FTC, compared to 63% and 44%) (39.1% BAME on permanent contract (+3.3%) and 56.3% White). This will be monitored through the EDI APR.

In response to this action and the Researcher Development Concordat, in 2022/23 the University automated the move of research staff who have four years continuous service to open-ended/permanent contracts. FAQs were produced to guide staff on this. We expect to see a shift in data on FTCs in the coming years. Evaluation of the impact of automation/policy change and analysis by ethnicity is ongoing by the Contracts Working Group within P&OD.

Clear link identified and highlighted at PSLT in November 2022 that shows link between FTC and gender, ethnicity and disability pay gap. Need for ongoing monitoring of the impact of automated process to see if this reduces associated pay gaps. |

Action Ref	Action	Issue identified	Action(s) to address the Issue	Lead responsible	Timescale	Success criteria	Progress notes
						impacts on redeployment.	
4.2	Implement Exit Questionnaire whilst continuing to capture leavers' data and monitor reasons for leaving	BAME academic and Research Staff turnover is greater than for white staff (20% turnover of BAME staff compared to 14.7% for white staff in 2017). For all ethnicities, Non-UK staff show greater turnover than their UK colleagues. Information about *why* staff leave is limited and not consistent across the University.	Current practice is for some areas to offer a short exit survey asking about future plans and experience of working in the department, whereas others simply process the practical aspects of losing a team member. All staff leaving the University are given the opportunity to complete an anonymous online exit questionnaire asking: Reasons for leaving; What their experience of employment was; What (if anything) would have contributed to their retention. 6-monthly data collection/ review to identify wider issues/trends to prevent further loss of talent. Data collected by protected characteristic	Survey design: Charter Marks' Coordinator and Race Charter Committee, Faculty ED&I Committees and HR; Director of HR for implementation	Year one (2019): University Charter Marks Coordinator to set up questionnaire based on input from Race Charter and ED&I Committees reflecting the needs of Schools, Divisions and Directorates Year two (2020): Review and refine questionnaire as required and based on feedback from key stakeholders	Questionnaire developed and approved by committees and key stakeholders. Survey completed by ~50% of permanent staff leavers and 30% of FTC staff leavers in first year, will annual increases. Issues and trends raised in survey communicated to Schools/ directorates biannually. Local-level issues identified and appropriate actions developed. HR records confirm all leaving staff provided with link. Comparison of completion numbers with HR data on leavers in each 6-month period. Annual report to Human Resources Sub-Committee.	In 2021/22, the University developed new guidance, process and questionnaire for staff leavers. Guidance was developed for leavers and managers and is available on Staffnet. The online questionnaire allows leavers to share reasons for leaving and to identify any improvements we could make for the future without needing to share this with their line manager. Collating this information centrally and reviewing it within P&OD enables the University to take action. In its first year, the survey received 113 responses, equating to 8% total leavers across staff groups. An increase in promotion has led to a higher level of responses with 142 received between August 2022-January 2023. None of the responses or reasons for leaving referred to race or ethnicity. Based on uptake and feedback, we will work with an external company to redesign the exit questionnaire, enabling more reliable insights to inform future University and local-level actions to support staff retention and experience.

Action Ref	Action	Issue identified	Action(s) to address the Issue	Lead responsible	Timescale	Success criteria	Progress notes
							The turnover rate for BAME academic and research staff continues to be higher than for White staff (21% BAME compared to 11.5% White in 2022), as does the turnover rate for non-UK staff of all ethnicities compared to UK staff.
4.3	Analyse PS staff demographics in greater granularity by Faculty/ Directorates and Occupancy and set targets appropriate for each area.	Overall staff numbers show BAME underrepresentation in Faculty/Central PS. However, the level of analysis does not identify which specific job occupancies have the greatest underrepresentation of BAME staff. Some job occupancies are limited to certain pay grades which means that there is an imbalance of the distribution of BAME staff across the pay grades at the University e.g. The majority of BAME PS staff (45%) are employed in the	Analyse data for each Faculty and Directorate and Occupancy type and ethnicity to see extent of imbalance. Targets for all PS areas to be devised. Information on low representation used to direct specific actions related to recruitment.	Professional Services Leadership Team EDI Lead	Areas of imbalance identified from Nov 2019 Annual Performance Review – Progress against targets to be reviewed annually	Data report created on ethnicity profile in each PS role, disaggregated by occupancy type. Faculty and Central PS actions specific to areas where underrepresentation is identified, focusing on addressing low recruitment/retention of BAME staff, resulting in attracting more BAME staff to role. To see an increase in BAME staff, particularly in areas of underrepresentation over the three years of the action plan.	EDI deep dives and Annual Performance Reviews (APR) were established in autumn 2022. These will continue annually with data reviewed in granularity and appropriate targets set (using ten years of data to inform targets; for example, current targets for % BAME at Grade 7, 8 and 9 is to match Grade 6 or representation across Greater Manchester, whichever is higher (currently 14.5% and 16.2%)). PS staff data is also monitored at the PS EDI Group and PS EDI committees in Faculties and directorates. Development of EDI dashboards in Power BI means that data is always readily available for analysis by area, staff group, staff level and contract type, plus particular protected characteristics. In 2022, 16% (n=945) of our PS staff were BAME. This proportion and number have increased significantly since our previous

Action Ref	Action	Issue identified	Action(s) to address the Issue	Lead responsible	Timescale	Success criteria	Progress notes
		Directorate of Estates and Facilities					submission (11.7% BAME, n=674). Some areas have seen significant increases in representation since 2017. For example, the Directorate of Planning has 16.7% BAME staff (n=15), up from 0, and the Directorate of Research and Business Engagement has 17.9% BAME staff (n=20), up from 8.9% (n=5). However, discrepancies in representation persist and some areas still have no BAME PS staff.

| 4.4 | To explore the reasons why BAME staff are overrepresented in disciplinary cases | BAME staff are overrepresented in disciplinary cases across the University.

Focus group feedback from staff believe that this is in part due to a lack of understanding, cultural awareness and potential bias across the institution. | To establish a task and finish group that will include HR, Trades Union and BAME staff network group to investigate the overrepresentation of BAME staff in University disciplinary cases.

To develop, deliver and evaluate a programme of unconscious bias and cultural awareness training for staff particularly supervisors/managers.

As part of the Speak Up Stand Up Campaign undertake targeted activity to explore racially motivated unconscious bias and micro-aggressions. | VP for Social Responsibility

Head of Staff Learning and Development

Head of ED&I | A report submitted to HR sub-committee by May 2020

A programme to be in place by Autumn 2019 and delivery complete by Autumn 2020

September 2019 – March 2020 | A report submitted to HR Sub-Committee with an action plan approved from the meeting. A programme has been designed and an ongoing delivery and evaluation plan in place.

Activities to explore racially motivated unconscious bias and micro-aggressions have been designed, delivered and evaluated. | Informed by staff and student consultation, the University launched its interim EDI strategy in October 2021. This included a commitment to review the staff and student complaints process to improve transparency and impartiality. This review was completed by August 2022 with further recommendations to be implemented by October 2023. As part of this, we now know that 100% of complaints raised, which include an EDI issue, has advice from EDI Directorate.

The University continues to offer online unconscious bias training. This training is mandatory for new starters, those involved in recruitment and should be refreshed every three years. 4,301 staff completed the training between 2019-2022.

Unconscious bias and microaggressions are covered as part of training courses including Active Bystander training. Sessions on cultural awareness and sensitivity have been delivered to senior leaders and managers as part of the 100 Black Women Professors Now programme and with the Senior Leadership Team by local organisation BRAP in November 2022. |

Action Ref	Action	Issue identified	Action(s) to address the Issue	Lead responsible	Timescale	Success criteria	Progress notes
							However, BAME staff are still overrepresented (compared to 19.4% BAME staff profile) as complainants in grievances (34.9% in 2022) and disciplinary cases (31.7% in 2022) in the last three years.
4.5	Ensure mentoring, training and leadership opportunities further drive the closing of the ethnicity differential in Senior Management roles	There has been significant investment in the training of Senior Leaders but these are not currently tracked for impact	Use training data to track attendees through promotions and changes in senior leadership.

Review of impact of various development schemes to determine which are most effective.

Review BAME participation on these programmes to ensure representation. | Head of Staff Learning and Development | Start of new training programme year in 2019 and first review in August 2020. | Positive correlation between leadership training/ mentoring schemes and promotion success.

Data used in promotional material to encourage more BAME staff to engage.

An increase in BAME staff taking part in leadership development activity/training. | Leadership:

Since 2015, 36 academic, research and PS staff have taken part in StellarHE. Five academics and researchers (25%) have been promoted since taking part, two to Professor, and four PS staff (31%) are in a higher role including Grade 8 roles. 53% total participants stayed at the same level and 22% left the University. In a focus group, one StellarHE participant said, "Stellar has allowed me to be more my authentic self" and another praised the programme as "life-changing".

When reviewing the impact and reach of the Aurora Women into Leadership programme in 2020, it was clear that there was less than 10% BAME representation in previous cohorts. By using open calls and targeted promotions comms with the BAME Staff Network, BAME women now account for one-third of the Aurora cohort (for the last two years since the change was implemented).

Monitoring of progress for our first cohort of 100 BWPN participants is ongoing after they completed the programme in January 2023. Cohort 2 complete in November. |

Action Ref	Action	Issue identified	Action(s) to address the Issue	Lead responsible	Timescale	Success criteria	Progress notes
							Sponsorship: Evaluation of the Inclusive Advocates PS pilot showed that 27% (6) participants were in role one grade higher within one year of finishing the programme (see 6.4).

Mentoring:

The University's Manchester Gold scheme supports staff career development through mentoring and has been running for over 16 years. L&OD, in response to this action, has proactively grown the scheme and increased BAME representation by working with the EDI team and BAME Staff Network, leading to significant increases in participation:

Mentors:
- Academics: 2017 – 10 (10% BAME (1)); 2022 – 56 (20% BAME (11))
- PS: 2017 – 23 (4% BAME (1)); 2022 – 94 (12% BAME (11))
Mentees:
- Academics: 2017 – 5 (0 BAME); 2022 – 64 (34% BAME (22))
- PS: 2017 – 33 (12% BAME (4)); 2022 – 133 (20% BAME (27))

Training:
Management and leadership programmes including Managing at Manchester and Leading at Manchester are promoted through Staff Networks to encourage participation from underrepresented groups included BAME staff. Following this proactive action, we saw an increase in BAME academic staff taking part in |

Action Ref	Action	Issue identified	Action(s) to address the Issue	Lead responsible	Timescale	Success criteria	Progress notes
							leadership development activity/training - 8 in 2019 up to 50 in 2021. We see a similar increase in BAME PS staff taking part in leadership development activity/training - 16 attendees in 2019, 47 in 2020 and 2021 each. However, in the last three years, 1668 PS staff undertook management and/or leadership training; only 9% attendees were BAME – a figure which hasn't increased since our last submission. We do not have automated systems to track individuals who have completed training and any promotion/the impact of the programme. However, monitoring of training uptake by programme/theme, staff group, area and demographic is now significantly easier following the development of the L&OD PowerBI dashboard, used to access training data in this application. Also see 6.3 and 6.4.
4.6	Increase the number of BAME Staff on Senior Management Committees	BAME staff are underrepresented on senior committees across the University. Many Committees have members which are *ex-officio.* With a lack of BAME representation in many senior roles, there often is limited	Develop recommendations for influencing committees on improving the diversity of their membership. Such as, including positive action statements for open calls, offering staff to sit as an observer at committees to facilitate their decision to join as a member in the future, recommending that senior	VP for SR/Faculty, Vice Deans for SR, Committee Chairs	Recommendations to be devised and forwarded to relevant committees by VP for SR/Faculty, Vice Deans for SR in early 2020	An increase in the number of BAME staff on decision-making committees – a 50% increase in BAME representation on senior level committees by 2021.	Number of BAME colleagues on University leadership committees has almost doubled (from 9 to 17) in 2022/23. However, as overall numbers have increased, this is small increase in representation from 11% (9/83) to 13.3% (17/128). Notable increases in representation on University-level Committees include the

Action Ref	Action	Issue identified	Action(s) to address the Issue	Lead responsible	Timescale	Success criteria	Progress notes
		opportunity for BAME colleagues to join influential committees as full members.	colleagues put forward junior colleagues as deputies if unable to attend. Continue to capture and monitor the BAME and gender and career intersection of staff on Senior Management Committees.				University SLT and People Committee (see 4d). We continue to see representation on two of the three Faculty Leadership Teams (new BAME female Head of School in FHUM will ensure representation on all three from 2023/24) and on all promotions committees. BAME representation across central and Faculty leadership committees has increased from 9% (30/329) in 2017/18 to 11.9% (50/421) (not 50% increase). To further increase representation, FSE has developed a pilot for 'Future Leader Secondments' in T&L, running in 2023. Open to BAME colleagues during the pilot, the three secondments are for academic staff without significant leadership experience to lead on a project and develop their CV and leadership experience to support our pipeline development. The progression and promotion of secondment participants will be monitored, ahead of a possible wider rollout across Faculties.

Section 5: Academic staff: recruitment, progression and development

Action Ref	Action	Issue identified	Action(s) to address the Issue	Lead responsible	Timescale	Success criteria	Progress notes
5.1	Identify and implement Unconscious	In all Faculties, promotion success rates for BAME	To pilot in one Faculty Promotions Committee having an Unconscious Bias	Head of Faculty HR, HR Partners,	Faculty Pilot 2019/20	A reduction in the gap in success rates by ethnicity.	Implementation of observers was impacted by COVID-19. Use of observers on promotions panels is still

Action Ref	Action	Issue identified	Action(s) to address the Issue	Lead responsible	Timescale	Success criteria	Progress notes
	Bias (UB) observers on academic promotion panels	academics is generally below that of White colleagues (68% BAME success rate in 2017, cf. 80% White staff across University).

Whilst all committee members are UB-trained, no process yet exists which monitors whether UB is influencing decisions and or whether UB-influenced behaviour is being challenged. | Observer (Head of Faculty HR) present to challenge behaviour.

If successful, to roll out UB Observers in all Faculty and school Promotion Committees using existing HR representation (all UB-trained, already present to observe and moderate and are not part of decision making).

Develop UB Checklist for consistency between Promotions Committees. Communicate the existence and benefit of UB Observers to Promotion applicants in guidance and workshops. | Faculty Promotions Committee Chair | Based on outcome of pilot, remaining faculties to adopt similar process in 2020/21 promotions round onwards.

Communicate changes to process in 2020 Promotion Workshops | Records show intervention is being adhered to during process.

University Staff Survey report improved responses from promotions applicants (compared to past surveys) agreeing they think the process is fair (increase from 65% BAME responders to greater than 70%).

UB Observer to record instances of UB-related interventions needed & impact of raising these with Panellist or Chair.

Success rate by ethnicity recorded. | being piloted, with P&OD and EDI colleagues sitting on FBMH School panels in 2023; feedback on the use of observers and the impact on the process and outcomes will be reviewed before wider rollout if evidence suggests this is effective.

Overall, we have seen promotions applications from BAME staff double since 2017, from 25 to 50 across all levels and Faculties. This represents a 9% application rate for BAME staff from the BAME potential pool (7% White rate).

While BAME staff consistently have higher application rates than White staff, the BAME success rate is lower over the last three years (60% BAME, 70.6% White in 2022 (10.6% gap); this differential success rate has continued since 2017 (68% BAME, 79.6% White, 11.6% gap). Overall success rates have also dropped over time, with an 8% decrease for BAME applicants and 9% decrease for White applicants since 2017.

The 2022 REC survey also found lower levels of agreement from ethnic minority respondents when asked if the promotions guidance and criteria are clear and transparent (44%) and if the process was fair (19%, not 70% in line with target), compared to non-minority respondents (68% and 42% respectively). |

Action Ref	Action	Issue identified	Action(s) to address the Issue	Lead responsible	Timescale	Success criteria	Progress notes
5.2A 5.2B	To investigate why, over the last three years, ~ 10% of applicants for promotion for Senior Lecturer were BAME and to put in place actions to increase the number of applications. To ensure support for promotion at all career stages and deliver academic, research staff and professorial re-zoning workshops across the University.	Overall fewer BAME applications for promotion were made relevant to the potential pool, compared to white applicants. Specifically, fewer than 10% of applicants for promotion for Senior Lecturer have been from BAME staff (44 out of 403 applications received).	Develop promotion success case studies with different ethnicities represented and add to University promotion webpages and link to future application calls. Explore options of running targeted workshops for staff considering promotion (not necessarily preparing an application) alongside existing workshops. Previous (women-targeted) workshop on applying for re-zoning increased applications from that demographic, demonstrating targeted-workshops for minority groups can be effective.	Faculty Heads of HR (x3)	Collect Case Studies, publish and promote along with workshops Autumn 2019 (ahead of 2019 promotions round). Workshops and promotion evaluated and if successful to continue to deliver them annually.	Improve promotion applications from BAME academics to be similar to White colleagues as a proportion of the available respective pools. Promotion application and success data – related to attendance on targeted workshops by ethnicity. Feedback from workshop attendees.	We have seen a significant increase in the proportion of BAME applications for promotion to Senior Lecturer from 7% all applications in 2017 to 23%, with a small increase each year for the last three years. This is now comparable to the proportion of BAME applications across all levels and Faculties. Embedded activity to support high quality applications and fair promotions processes takes place across the University. Each Faculty and some Schools offer targeted annual promotions workshops for underrepresented groups including staff from ethnic minority backgrounds. These provide clear guidance on the criteria, evidence needed and the process as well as case studies. Subsequently, 9% BAME potential pool applied (50/545), compared to 7% White (170/2395). However, attendance is not currently recorded and, therefore, we cannot monitor the correlation between attendance and promotions applications and success. In line with Researcher Development Concordat actions from 2021, guidance for promotions panels has been revised and good practice examples produced on successfully evidencing researcher development collegiality in applications. FSE Schools now

Action Ref	Action	Issue identified	Action(s) to address the Issue	Lead responsible	Timescale	Success criteria	Progress notes
							encourage all academic and research staff to submit a one-page CV each year to enable career conversations and so that staff who are 'ready' to apply but who may be reluctant (often minorities) are encouraged to do so.
5.3	To improve the pipeline and increase the number of BAME women Professors	Only 2% of the Professoriate are BAME women compared with 24% women and 9% BAME staff in the Professoriate overall	A 2017 Women Academic's Promotions Workshop doubled the percentage of women applications to 50% for the first time.

To align with the University's Athena SWAN intersectional actions. Charter Marks' Coordinator to support Schools to host similar workshops to support minority groups.

To identify and actively encourage BAME women to attend workshops using success stories as evidence.

To offer the support of a senior academic mentor/advocate to all BAME women seeking promotion to Professor in the next 3 years. | Faculty Deans and Heads of HR to lead. Head of Schools and HR Partners to deliver | To promote and encourage attendance of workshops in Autumn 2019, before Promotions round begins

To deliver workshops annually | Each School to offer at least annual workshop specifically for their minority applicants, alongside open workshop for all potential applicants.

Applications from BAME women candidates to be in line with other colleagues when measured as a proportion of the potential pool.

Regular cross-referencing and updates of actions between REC and Athena SWAN. Progress against both actions plans. School-level Equality Survey (post promotions-round and onwards), as used for AS submissions, will specifically ask about the clarity and transparency of promotions guidance and fairness of process regardless of gender or ethnicity. Data to be shared with REC SAT. | The number of BAME female professors has increased from 15 in 2017 to 24 in 2022 (+68%) (73 BAME male professors). BAME women now represent 9.5% female professoriate (253 total), up from 7%, and 2.7% of the total professoriate (887 total, up from 2%).

The increase follows proactive action such as the promotions workshops mentioned above (although we do not have monitoring data from these workshops), which are also open to women, and development programmes including Aurora, Stellar HE, Inclusive Advocacy and 100 Black Women Professors Now (BWPN).

We have one Black female professor (up from 0 reported in previous submission). In 2021/22, the University was part of the successful pilot of 100 BWPN and supported five Black women academics and researchers to take part. Their progress in terms of promotion will continue to be monitored. In 2022/23, we funded places on the programme for five PhD students and four ECRs to build our professorial pipeline at earlier stages. |

| 5.4 | Implement a University Fellowship scheme to nurture talented Research Staff and attract the very best national and international researchers to the University. | 58% of our BAME academic/research staff are early-career researchers (cf. 38% of white academics/research staff). By actively supporting their progress through the academic pipeline, we can aid diversity at higher academic grades. | A new University Presidential Fellowship Scheme will increase the number of Research Fellows across the University. The scheme will provide resources and mentorship to enhance competitiveness for external awards.

Active promotion and monitoring of diversity in the recruitment stages for the Presidential Fellowships and throughout the process. Focus groups / surveys to be held Mid-Fellowship for feedback on support received or needed.

Destination surveys at the end of Fellowship to ascertain next career step | New Academics Programme (NAP) organisers.

Head of Staff Learning and Development

Faculty ED&I Lead | Around 100 Presidential Fellows recruited by end of 2019. With the potential to double by 2021 | Training records, NAP completion and feedback via focus groups/surveys confirms no disparity on support received by ethnicity and no perceived barriers to accessing support by any group.

Exit Surveys confirm positive ongoing career destinations (permanent academic post or follow-on funding) for all Fellows regardless of ethnicity. Records of attendance at NAP workshops by ethnicity. Focus Groups held with first intake 1 year into Fellowships.

Online 'destination' surveys with exiting Fellows after funding completion | The University launched its significant strategic investment with the Presidential Fellowship scheme, with one central call for applications in 2017. The Faculties recruited 87 Fellows over a three-year period starting from 2017/2018 and with a start date no later than 31 July 2020.

Overall, 26% (23) Fellows were BAME. 39.1% of applications were from BAME candidates. BAME applicants had a lower shortlisted rate (7.2% compared to 11.6% for White applicants) and success rates (2.3% compared to 4.2% for White candidates). Similar trends are seen when looking at ethnicity and nationality – UK BAME and non-UK BAME applicants had lower success rates (4.2% and 2% respectively) compared to UK White and non-UK White applicants (5.4% and 3% respectively).

As funding was available to spend over five years, there are still some Fellows yet to complete their fellowship. Therefore, destination data through systems and surveys has not been captured and evaluated yet.

Seven EDI Perera Fellows were recruited internally in 2021, supported by University and Wellcome Inclusive Research Programme funding. 71% (5) Fellows are BAME. The fellowship supports talented post-PhD researchers from underrepresented groups (women, BAME, disabled, LGBTQ+) and those who were |

Action Ref	Action	Issue identified	Action(s) to address the Issue	Lead responsible	Timescale	Success criteria	Progress notes
							particularly impacted by the pandemic to develop research independence and secure external follow-on funding. Recipients received research funding and salary up to £50,000 per fellowship for a maximum of 12 months (until March 2023) and support through advocacy and career progression workshops. Destinations and impact will be reviewed in 2024.

Section 6: Professional and support staff (PS): recruitment, progression and development

Action Ref	Action	Issue identified	Action(s) to address the Issue	Lead responsible	Timescale	Success criteria	Progress notes
6.1	To increase the success rate of BAME PS candidates throughout the recruitment process	Approximately 25% of our job applications to the PS are from the BAME population but they are not as successful as their White counterparts.

BAME PS survey responses showed the lowest level of agreement that the recruitment process is fair (75%, compared to 80%-87% for all other groups) | Implement a pilot scheme to address issues in shortlisting for BAME applicants. This will include reviewing the diversity of shortlisted candidates before inviting for interview. There will also be a research project to look at previous job applications to try and understand why BAME candidates were not shortlisted.

Increase the ethnic diversity of our graduate interns as this is a proven route into permanent work at the University.

Explore why BAME PS staff feel that the recruitment process is not fair. Through | PS Leadership team lead person for ED&I (Director of Operations)

BAME Staff Network. REC SAT PS Subgroup. | Research project completed by April 2019. Scheme to address issues in shortlisting – Oct 2019 – Sept 2020 (evaluation and further development)

Increase in graduate interns to be monitored annually from 2019 | A report with recommendations and actions on how to increase BAME candidates being shortlisted.

An increase in the success rate of BAME applicants.

The percentage of BAME graduate interns to be in line with the number of BAME undergraduates.

Tangible feedback on what barriers are faced specifically by BAME candidates. | We have seen notable positive trends in PS recruitment data since 2017. There has been an increasing number of BAME applications and shortlisted and successful BAME candidates in the last three years, aligning with 2018 changes to recruitment advertising and processes to advertise PS Grade 3-6 roles internally and externally at the same time to support the diversification of our workforce. We have seen the most significant increases in BAME representation in our staff profile at grade 4-7.

We have also made concerted efforts to enhance our recruitment practices as part of positive action pilots and the Inclusive Recruitment Review. The review concluded in 2023 and recommendations will be implemented in 2023/24 (see section 5a and 6a). |

Action Ref	Action	Issue identified	Action(s) to address the Issue	Lead responsible	Timescale	Success criteria	Progress notes
			survey and BAME staff network group		BAME PS staff survey review Summer 2019		We have focused on diversifying our PS pipeline through our graduate schemes (see 6a): • Manchester Graduate Talent internships – through the new Graduate Visa which provides University sponsorship for international students, the proportion of BAME interns has increased from 21% in 2020 to 46% in 2022 (comparable to 49.9% BAME UG profile) • New Future Leaders Graduate Programmes aims to diversify the pipeline to senior PS roles. In recruitment to cohort one, 33% shortlisted (invited to assessment centre) and 40% appointed (4) were BAME, significantly above the proportions we see through general recruitment (as above). However, some challenges persist from 2017, such as: • Lower BAME than White shortlisted rates (9.2%/18.7% in 2022, compared to 9.1%/16.7% in 2017), representing an ongoing drop-off at the shortlisting stage. • Lower BAME than White success rates (1.5%/3.5% in 2022, compared to 2%/3.8% in 2017).
6.2	To support Schools and Directorates to ensure a diverse recruitment	There are Schools and Directorates with a lack of ethnic diversity and particularly in higher	The use of lower grade staff on interview panels is already being used by the University Library. University College	HR senior manager with lead responsibility for	Investigation of existing programmes and a report to HR Sub-	Data on recruitment panel diversity gathered, maintained and scrutinised to show an increase in	We have seen an increase in BAME recruitment to PS posts (see 6.1). Guidance is available to recruiting managers panel composition, including

Action Ref	Action	Issue identified	Action(s) to address the Issue	Lead responsible	Timescale	Success criteria	Progress notes
	panel to guard against any potential bias during the recruitment process	grades that can potentially impact on the diversity of interview panels.	London also have 'fair recruitment specialists'. To find out the benefits of and learn from existing initiatives in this area: If found to be beneficial, to develop a pool of trained BAME recruiters from a range of grades. To develop a database/list of trained BAME recruiters and promote across University. To seek agreement on a requirement for ensuring all interview panels at the University are representative of the demographic of the School/Directorate.	recruitment and Head of ED&I	Committee – November 2019 If approved training to take place in Spring 2020 Database of BAME recruiters developed by September 2020	more diverse recruitment panels over the next 3 years. An increase in BAME recruitment year on year. Rates of progression through the recruitment process show no difference between BAME and white candidates. Feedback from participants of increased confidence of a more inclusive and perceived fairer recruitment process.	diversity considerations. We do not currently have a mechanism for routinely recording and reporting panel diversity. However, this is being incorporated into Inclusive Recruitment Review which commenced in 2022 (see 5a). When asked about recruitment and selection as part of the focus groups, BAME PS staff had mixed views on the fairness and consistency of recruitment processes and panels based on their experience of being interviewed and being part of panels (see 6a). A key theme raised by numerous BAME focus group participants was the lack of diversity on recruitment panels. One commented that "all White panels are really off-putting" and that they felt more comfortable with a panel with a mix of ethnicities. These comments show the need to continue to work towards this action, and guidance on panel composition will form part of the Inclusive Recruitment Review outputs.
6.3	To increase the number of BAME staff engaging with Manchester Gold as mentors and mentees as well as other mentoring opportunities	A smaller percentage of BAME staff engage with Manchester Gold Mentoring Scheme. Only 11% receiving mentorship this round are BAME.	Staff Learning and Development (SL&D) to record Mentor/Mentee numbers by ethnicity and to work with local areas to encourage participation from areas with low engagement. Use feedback from current BAME attendees to use in promotional material.	SL&D, BAME Staff Network, Heads of Schools/Direct orates	Late 2019 and annually. Mentoring year runs from March - December, analysis of take up/feedback after current round in first instance	Increase in numbers of BAME mentors and mentees on Manchester Gold and other mentoring programmes - proportional to the %BAME staff. (aim for 19% BAME involvement, currently 11%).	The University's Manchester Gold scheme supports staff career development through mentoring and has been running for over 16 years. L&OD, in response to this action, has proactively grown the scheme and increased BAME representation by working with the EDI team and BAME Staff Network, leading to significant increases in participation: Mentors:

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			Share case studies and discuss what is involved at BAME Staff Network events. Explore linking mentoring with Stellar HE (BAME leadership development programme) alumni to support career progression.			Feedback from mentees on support received. Feedback from mentors on value of experience to encourage wider engagement	• Academics: 2017 – 10 (10% BAME (1)); 2022 – 56 (20% BAME (n=11)) • PS: 2017 – 23 (4% BAME (n=1)); 2022 – 94 (12% BAME (n=11)) Mentees: • Academics: 2017 – 5 (0 BAME); 2022 – 64 (34% BAME (n=22)) • PS: 2017 – 33 (12% BAME (n=4)); 2022 – 133 (20% BAME (n=27)) Representation on Manchester Gold is now above BAME staff representation at 27.5% BAME for academic mentees and mentors (above 23.5% staff profile) and 17% for PS mentees and mentors (above 15.9% staff profile). Total representation is 20.5%, above target of 19%. Each year, the programme is evaluated with data and feedback used to promote engagement in the following cycle. Evaluation headlines include over 90% mentees and mentors agreeing that they developed a good working relationship with their mentee/mentor and 87% mentees felt they achieved their goals and objectives from the programme.
6.4	Launch an Inclusive Advocates (sponsorship) Programme for BAME PS and academic/Early Career Research staff	Limited access to senior staff and their networks can potentially impact on institutional understanding and on progression	Advanced HE (delivering training) and EDI team to roll-out Scheme to enhance the networks of minority groups and to advocate for them, raising their profile and supporting their career advancement.	University academic lead for ED&I and Head of Staff Learning and Development	Summer 2019 launch First cohort to have a minimum of 20 staff participating.	At least 80% of sponsored staff will make applications for promotion or to a leadership role within 5 years. An increase in BAME staff in leadership positions.	The Inclusive Advocates programme for BAME PS staff was piloted in 2020/21. 22 pairs of participants (Grade 5-7) and senior advocates took part. Evaluation was gathered after six months on the programme and one year after the programme finished. Using evaluation and staff data, one year after finishing the programme we found that:

Action Ref	Action	Issue identified	Action(s) to address the Issue	Lead responsible	Timescale	Success criteria	Progress notes
						BAME staff engaging with programme tracked over 5-year period to ascertain impact on promotion, retention and leadership progress.	• 6 participants (27%) were in a role one grade higher (regrade, secondment, new role) • 3 participants (14%) left the University (now working at University of Law, BBC and self-employed consultant) • 13 participants (59%) remained at the same post. In the evaluation, participants reported numerous benefits including: improved self-confidence; provided useful sounding board / critical friend; provided encouragement and feedback; helped you to identify connections / networks; and provided strategic insight. A similar programme for early-career academics and researchers from underrepresented groups (women, Black, Asian and Minority Ethnic, Disabled, LGBTQ+) launched in early 2022 with 20 pairs working together. Initial evaluation shows benefits to participants include access to research networks and collaborations and knowledge of career pathways and funding opportunities. Impact evaluation will be conducted with participants in 2024, one year after finishing the programme. The two programmes will be aligned and continue from 2023/24, and progress of pilot cohorts will continue to be monitored.

Section 7: Student pipeline

Action Ref	Action	Issue identified	Action(s) to address the Issue	Lead responsible	Timescale	Success criteria	Progress notes
7.1	To improve the representation of UK Domicile Black students from African and/or Caribbean backgrounds	Whilst the number of BAME students at the University has increased in the last three years, there is an underrepresentation of UK Domicile Black students from African and/or Caribbean backgrounds.	Using the 'Black Lawyers Matter' initiative as a template identify other schools to establish targeted activity to increase the number of applications from this target group through outreach activities. To undertake an intervention in the School of Physics, Faculty of Science and Engineering to increase the number of females from Black African and Caribbean backgrounds in the School and learning to be shared across the University as good practice.	VP Teaching and Learning Public Engagement Manager in the School of Physics and Astronomy	April 2019 – December 2019 Intervention to take place 2019 -2020	Pilot Schools have been identified and targeted activity planned, implemented and evaluated. An increase in the number of UK Domicile Black students from African and/or Caribbean backgrounds in target areas identified. The intervention has been implemented and evaluated. An increase in the number of females from Black African and Caribbean backgrounds in the School by 2021.	The number of UK Black undergraduate students has increased from 814 (3% UGs) in 2017 to 1,060 (3.4%) in 2022. This represents a 23% increase, compared to 12.4% increase in the total undergraduate student body. UK domiciled Black students from African backgrounds make up 82% all UK Black undergraduates. The proportion of BAME undergraduates has also increased over the last three years (49.9% in 2022/23 compared to 46.1% in 2020/21), and significant growth since 2017/18 (40.5%). One particularly impactful action was to change the priority criteria for applications for the Manchester Access Programme to include identifying as one of the ethnic groups currently underrepresented at the University, including Black or mixed-race Black heritage. After implementation, there was an increase in Black MAP completers from 7.84% in 2018, to 11.38% in 2020 (following the change) to 21.05% in 2022. This has translated into more Black MAP completers being admitted into the University – 5 in 2019/20, 19 in 2021/22 (following the change) and 27 in last year's entry, meaning more than quadruple the number and percentage of

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							Black MAP completers now studying with us. The University has also invested heavily in bursaries and scholarships for UK Black students including Cowrie Scholarships and Lemn Sissay Law Bursaries (see 7a). The impact of all scholarships and bursaries on access, retention and attainment has been evaluated, which has informed further targeted scholarships, including new Raheem Stirling scholarships for seven recipients annually from 2023. The University has partnered with WithInsight Mentoring in recent years. A pilot in 2020 paired 30 Black A-Level pupils from local schools with Black student mentors from the University, with a focus on subject areas with underrepresentation of Black students. In 2021, the scheme continued and was extended to 20 Year 9 pupils from two local schools working with 11 FSE students. The 2021/22 cohort evaluation report found that 94% mentees felt that having a Black mentor was important to them and 89% agreed that the programme motivated them to work harder.
7.2	To reduce the non-continuation for UK Domicile Black students on integrated	Non-continuation high for UK Black UG students (6.4% 2013/14 entrants to 9.3% 2015/16 entrants) and	To further research reasons why (UK Black) students are not continuing and develop appropriate actions to address issues found.	Faculty Vice Dean for Teaching and Learning	Exploration of models to support UK Black students in the Faculty 2020	A pilot initiative has been planned, implemented and evaluated.	Continuation rate for UK BAME students is 92.8% (92.4% non-UK BAME) and 92.3% UK White (92.9% non-UK White) with minimal differences between White and BAME students over the last three years. However, rates for all students have

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	foundation year courses in the Faculty of Science and Engineering	especially on integrated foundation year courses (Faculty of Science and Engineering): 13.8%.	Using the 'Black Lawyers Matter' initiative as a template identify how a similar initiative (bursary to support them through their studies and into employment) can be piloted on integrated foundation year courses in the Faculty of Science and Engineering.		Pilot to take place 2021	An improvement in retention rates of UK Domicile Black students on integrated foundation year courses in the Faculty of Science	consistently decreased in recent years (see 7c, the impact of COVID-19 due to the disruption it caused to teaching and the student experience should be considered).

Non-continuation for UK Black students has decreased from 9.3% to 7.3% in 2021/22. However, rates for non-UK Black students are the highest of all ethnic groups across UK and non-UK students (13.6%).

Continuation rates for FSE Foundation Year have dropped to 72.5% total (27.5% non-continuation, up from 13.6% in 2015/16). Continuation rates for Black Foundation students are the lowest across ethnic groups at 60.9% (39.1% non-continuation in 2021/22, from 13.8% in 2015/16). As this programme is a selective year before students progress to Year 1, non-continuation is likely to be higher (~15%). Increased rates are being investigated, including likely impact of the pandemic disrupting teaching of Foundation students and A-Level students who gained entry through teacher-assessed grades. Pilot action on peer mentoring to address overall and differential rates is underway. |

Action Ref	Action	Issue identified	Action(s) to address the Issue	Lead responsible	Timescale	Success criteria	Progress notes
7.3	To take action to reduce differential outcomes of BAME undergraduate students.	Both UK BAME students and Non UK students are less likely to receive a good degree compared to White UK Domicile students. UK Domicile Black students have the lowest proportion of Good Degrees and lowest proportion of First Class Degrees. This is especially visible in the Faculty of Science and Engineering and the Faculty of Humanities.	To recruit a University-level Student Success Manager whose remit will include taking action to respond to the attainment gap of BAME students and embedding the learning and best practices. To implement the actions identified through the University's Differential Attainment Project.	Head of Academic Policy, Teaching, Learning and Support Office	February 2019 – Student Success Manager starts. Initiatives 2019-2021	A reduction in the attainment gap of UK BAME students until their attainment is comparable to UK White students. Actions evaluated.	The attainment gap between UK domicile BAME and White undergraduates has narrowed from 12.9% in 2017 to 8.3% (at its lowest of 6.6% in 2021). In 2021/22, 83.9% BAME undergraduates achieved a good degree – this is up significantly from 75.9% in 2016/17 but down from 2019/20 and 2020/21. Disruption to teaching has likely contributed to fluctuating proportions of students receiving a good degree (First or 2:1) in the last three years. More flexible assessments such as open-book exams and using estimated grades may be a factor in the narrowing attainment gap. Overall Black student attainment of a good degree has increased by 6% since 2016/17 to 79.8%. In FSE, the proportion of Black students receiving a good degree has increased from 69% in 2016/17 to 82.9%. A smaller proportion of non-UK students (ethnicity information not reported) received a good degree compared to UK White students each year (82.8% compared to 92.2%), with rates more comparable to BAME students, although the proportion of non-UK students achieving a good degree has increased by over 10% since 2016/17. Actions which could have contributed to the narrowing gap include: • Peer mentoring (see 7d)

Action Ref	Action	Issue identified	Action(s) to address the Issue	Lead responsible	Timescale	Success criteria	Progress notes
							• Changes to course content to be more inclusive (see 8a) • Support for academics to embed EDI and race equality in teaching (see 8c) Work is ongoing through differential attainment working groups to understand the challenges and devise impactful actions. This will be aligned to the revised targets set in the APP.
7.4	To further develop the Diversity and Inclusion Student Ambassador Programme	Positive relationships between students and between students and staff, building social and cultural capital and psycho-social effects of stereotyping and discrimination have been cited and some of the causes of differential outcomes for BAME undergraduate students (HEFCE, 2015).	Increase student's sense of belonging by providing opportunity to build meaningful relationships through internal and external networks. To create safe spaces to open a dialogue and undertake activity to support inclusive learning and teaching environments, assessment and feedback and academic support. Empower students to safely speak out against all forms of harassment, discrimination and hate crime, stereotypes and micro-aggressions, both online and in person through an active bystander campaign.	Student Success Manager	2019 – onwards Safe spaces offered from 2019/20 academic year Campaign launched academic year 2019/20 September 2019 – evaluation of programme	Programme continuation beyond current funding timescale. Safe spaces offered to and used by students. Active Bystander Campaign for students launched	Since our previous submission, the University has led the OfS-funded cross-institution project to develop, implement, and evaluate a Diversity & Inclusion (D&I) Student Ambassador Programme. In partnership with University of Birmingham and Manchester Metropolitan University, the programme aimed to improve degree outcomes and student experience of undergraduates from minoritised, racialised, and socio-economically disadvantaged groups by increasing students' sense of belonging; providing safe spaces for open dialogue on creating inclusive learning and teaching environments; and empowering students to tackle stereotyping and microaggressions. The programme challenged a traditional deficit-model approach as students and staff utilised their respective skills and knowledge to co-produce resources for Active Bystander and 'Inclusive Learning Environments' training. Active bystander training for students and safe spaces started rolling out from 2019/20. 144 students across

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							the participating institutions took part (44 Lead (paid roles) and 100 volunteers); they reported that the programme profoundly impacted their sense of belonging and ability to advocate for themselves and others.

Safe spaces continue to be offered to students via University and Faculty-level focus groups, networks and societies.

Manchester 10/10 emanated from evaluation of our D&I Ambassadors pilot. This scheme aims to address the gaps in attainment and outcomes between Black and White undergraduates by supporting Black and Mixed heritage students with work experience and placements. 25 FHUM students are currently taking part and we will monitor their final degree outcomes. In September 2023, the programme will be relaunched and expanded (80 students), following its development in partnership with the Black Excellence Network. The impact of Manchester 10/10 on progression, attainment and outcomes will be monitored.

We have evolved the Ambassadors scheme into a sustained 'Students as Partners' approach embedded within the University's Institute of Teaching and Learning (ITL). Over 100 paid Student Partners work on strategic projects to co-create with staff each year. |

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7.5	To develop an Inclusive Learning and Teaching Strategy (ILTS).	Inclusive curricular, learning, teaching and assessment practices has been cited and one of the causes of differential outcomes for BAME undergraduate students (HEFCE, 2015) BAME students indicate varying degrees of satisfaction with the HE curricula, and with the user-friendliness of learning, teaching and assessment practices.	To further develop work on the "Embedding equality, diversity and decolonising History" project with the History Department and share good practice. Conduct a pilot curriculum review with one Department. Develop further pilot studies in the Schools of Arts, Languages and Cultures and Environment, Education and Development.	Teaching and Learning	Strategy development 2019-2020 Pilot curriculum review 2019/20 academic year	Inclusive Learning and Teaching Strategy produced and trialled. Feedback and assessment of students indicate impact on outcomes, with BAME students indicating satisfaction with curriculum on par with white students. Differential attainment gap to narrow in areas trialling pilot	While a full Inclusive Education Framework/Strategy is in development (delayed due to Covid-19 and the Student Experience Programme (SEP) (see 7), a more strategic approach has been taken to embed EDI in T&L. A University-wide inclusive education community of practice was established under the ITL to develop and share good practice widely. An interdisciplinary EDI module titled 'Your Role in Shaping a Fairer World' launched in 2020/21. Open to all UGs, 352 students have elected to take this module to date. ITL Fellows have developed learning resources, toolkits and best practice case studies through EDI fellowship research projects. Inclusive T&L is part of all Faculty New Academic Programmes which is a mandatory part of academic probation. Finally, Inclusivity is a key theme for the University's Flexible Learning Programme (see 8b). ITL continues to work with a diverse group of paid Student Partners, building on the D&I Ambassadors scheme (see 7d), to co-create an inclusive curriculum and learning environment. Extensive activity at Faculty and School level has embedded inclusivity across the

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							University, for example through decolonising curricula (see 8a). This joined-up and widespread work has led to positive trends in REC survey responses related to course content: • Meeting student expectations – now 81% (80% ethnic minority respondents), up from 69% (70% ethnic minorities) in 2017 • Reflecting the opinions of a variety of people - now 68% (67% ethnic minorities), up from 50% (47% minority respondents). Attainment gaps have narrowed (see above.) However, 70% ethnic minority respondents agreed that they are satisfied with the course curriculum compared to 86% non-minority students, perhaps relating to ongoing efforts to decolonise curricula which are still being rolled out and embedded.
7.6	Use of contextual data to make lower offers to students.	Research undertaken by the Sutton Trust found that students from more disadvantaged backgrounds are more likely to be under-predicted A level grades which can impact on offers made.	Report on impact on the proportion of BAME students being made offers and then accepting these with analysis.	Head of Widening Participation and Student Recruitment	End of 2019 recruitment cycle.	A decrease in the differential offer rate between BAME and White students. BAME offer rate comparable to White students	The differential offer rate gap between White and BAME students has decreased from 16.9% in 2016/17 (38.7% BAME, 55.6% White) to 15.4% in 2021/22 (34.6% BAME, 50% White). The offer rate for Black applicants is 28.3% in 2022 (White/Black offer rate gap has decreased by 2% from 23.7% to 21.7%), while we see consistently higher offer rates for Other/Mixed heritage applicants in the last three years. Offer rates for all groups including White applicants have dropped since 2017 but

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							this correlates with a significant increase in the number of applications.

Contextual data has been widely used across admissions for a number of years, making use of different contextual flags to indicate certain criteria and therefore the contextual offer that should be made.

Due to staff turnover and changes to administration and technical systems for admissions related to SEP, it has not been possible to produce a report with detailed analysis of the in relationship between BAME students and contextual data offer making and acceptances. However, a detailed analysis of contextual offer making will be completed in 2023, looking at ethnicity, course and how many applicants require the reduced conditions of the contextual offer, and drawing on relevant research from the Sutton Trust. |
| 7.7 | To ensure the learning environment is inclusive and reflective of the diversity of our learners. | There is an identified need to make improvements to teaching, learning and the student experience and embed it within the curriculum. | To recruit students as curriculum consultants to work with academic colleagues on seeing the curriculum through the three key lenses. They will be recruited from all subject areas and all years and will be representative of the full demographic of the University. | Head of Teaching and Learning Support Office | Academic year 2020-2021 | Improved student satisfaction particularly BAME students with an increase in NSS scores. | The Three Lenses project highlighted in our previous submission was superseded by Manchester 10/10 (see 7c).

The D&I Ambassadors have co-produced resources for Active Bystander and 'Inclusive Learning Environments' training, as well as work on Manchester 10/10 which will evolve from 2023 through collaborative work between the University and the Black Excellence Network (see 7c). Paid Student Partners are involved as consultants and co-creators in many projects about curricula and learning environments (see 7.4 above). |

Action Ref	Action	Issue identified	Action(s) to address the Issue	Lead responsible	Timescale	Success criteria	Progress notes
							Other examples of students consulting and contributing to curricula to ensure inclusivity include: • Staff and students on the Medicine degree programme co-produced curriculum changes including removing stereotypes in case studies and providing dermatology resources for diverse skin types • In FHUM, staff and student network groups have developed across the Faculty to decolonise the curriculum through partnership working and provide spaces for race-based conversations, such as the Race, Roots, and Resistance Collective (SALC). The latter group was praised in the 2018 Royal Historical Society Report into Race, Ethnicity and Equality and more recently has researched decolonising mental health training at the University • In the Alliance Manchester Business School, staff and student safe spaces enabled the co-production of guidance on EDI in T&L. An EDI section was then inserted into all AMBS course outlines from 2021/22 to explain how the course engages with EDI principles and actions, and how EDI is considered in course design and delivery. See section 8.

Action Ref	Action	Issue identified	Action(s) to address the Issue	Lead responsible	Timescale	Success criteria	Progress notes
							This approach led to positive trends in REC survey responses related to course content: • Meeting student expectations – now 81% (80% ethnic minority respondents), up from 69% (70% ethnic minorities) in 2017 • Reflecting the opinions of a variety of people - now 68% (67% ethnic minorities), up from 50% (47% minority respondents). However, 70% ethnic minority respondents agreed that they are satisfied with the course curriculum compared to 86% non-minority students. The NSS also shows decreases in overall satisfaction with the quality of courses (81% in 2020 to 71% in 2022) and learning resources (86% to 77.5%) across all students. Further work is needed.