



Race Equality Charter Bronze application form

Applicant information

Name of university	University of Salford
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Conferral date of previous award (if relevant)	N/A
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Appendix 2: Data tables*	
Appendix 3: Glossary*	
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*These sections and appendices should not contain any commentary contributing to the overall word limit.

Overall word limit: 8000 words

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

1. Letter of endorsement from the head of the University



Professor Nic Beech
Vice-Chancellor

University of Salford

Vice-chancellor@salford.ac.uk

10th September 2024

Dear Race Equality Charter Panel Members,

I am writing to wholeheartedly endorse the University of Salford's Race Equality Charter Bronze Award application. On a personal level I have had a lifelong commitment to advancing positive and equitable change and my research interest is focused on identity, change and educational leadership, with a particular interest in the social dynamics of inclusivity. I have taken this interest in EDI into my external roles such as Chair of Access HE and at the Chartered Management Institute Race Network. These interests have been an underpinning value in my leadership roles to affect social mobility, student voice and success and impactful research. This year I chaired the UUK seminar for PVCs (EDI) emphasising the importance of leadership in delivering equity.

I joined University of Salford as Vice-Chancellor in October 2023 and was delighted to see that work on race equity was well underway through investment in a senior Associate Pro Vice-Chancellor role, an expanded Equity Diversity and Inclusion (EDI) team, plus the creation of our Race Equity Group Self-Assessment Team, which was established in 2019 which spearheads and coordinates the work in this area. This submission very much continues to build on the work relating to race equity that was underway. Since my arrival I have ensured that our approach to inclusivity continues to be strengthened and that this is a central pillar in our new emerging university strategy. Specifically, our approach to advancing race equity will be through a whole institution approach with a corresponding set of firm commitments, robust governance and operating framework, strengthening of the EDI lens on existing processes, and development and implementation of targeted initiatives. As part of this drive, I have taken on the role of Chair of our Equity Assurance Committee, the senior committee of our EDI governance structure. More widely, all the university leadership team and senior colleagues from across the university have engaged in workshops on compassionate and inclusive leadership. I am particularly delighted to advocate and be a visible ally for our race equity work along with our University Leadership Team in the co-creation and development of this submission with colleagues and students.

Our whole institutional approach to race equity, is grounded in our EDI Statement of Ambition 2023-2028 (SoA), which clearly states our ambition is to be a university where inclusivity is deliberately designed, and where we will dismantle institutional structures and systems that lead to discrimination. A core part of this statement is addressing our key race equity challenges including colleague representation, the ethnicity awarding gap, research environment, and culture. I am particularly concerned about feedback from our surveys indicating that our culture in some areas is not what it should be and am putting in structures and processes that will address this as part of our new strategy. The SoA presents a renewed opportunity to tackle some of the longstanding and deep-rooted structural inequities that exist at the University of Salford and speed up the pace of change. I understand that advancing race equity is not, and will not be easy, but the leadership team and I are committed to making the changes that are necessary.

Our race equity application has taken many months of work and has been co-created by colleagues and students, leading to a greater understanding. It outlines 6 priority areas with buy-in from all stakeholders across the institution, including myself and the whole University Leadership team. It is an honest and ambitious submission that identifies structural barriers ensuring we are tackling root causes and disrupting systems in order to lead to greater equity.

We are dedicated to its successful implementation, and I can confirm that the ULT is committed to allocating resources to support the plan. All actions included in this application have gone through a robust governance process with resources allocated at University, School and Department level. In conclusion, I stand firmly behind our commitment to race equity. Together, I believe we can create a more just and inclusive university community.

Yours sincerely,

A handwritten signature in blue ink, appearing to read 'NB', with a long horizontal stroke extending to the right.

Professor Nic Beech
Vice-Chancellor, University of Salford

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

Description of key structures (Governance and Executive)

The University of Salford's (UoS) mission and legal status derives from a Royal Charter (1967) and is governed by its Council with its strategic operations managed through the University Leadership Team (ULT). All formal University committees' terms of reference include specific reference to advancing Equity, Diversity and Inclusion (EDI) aligned to the University's EDI Statement of Ambition (SoA).

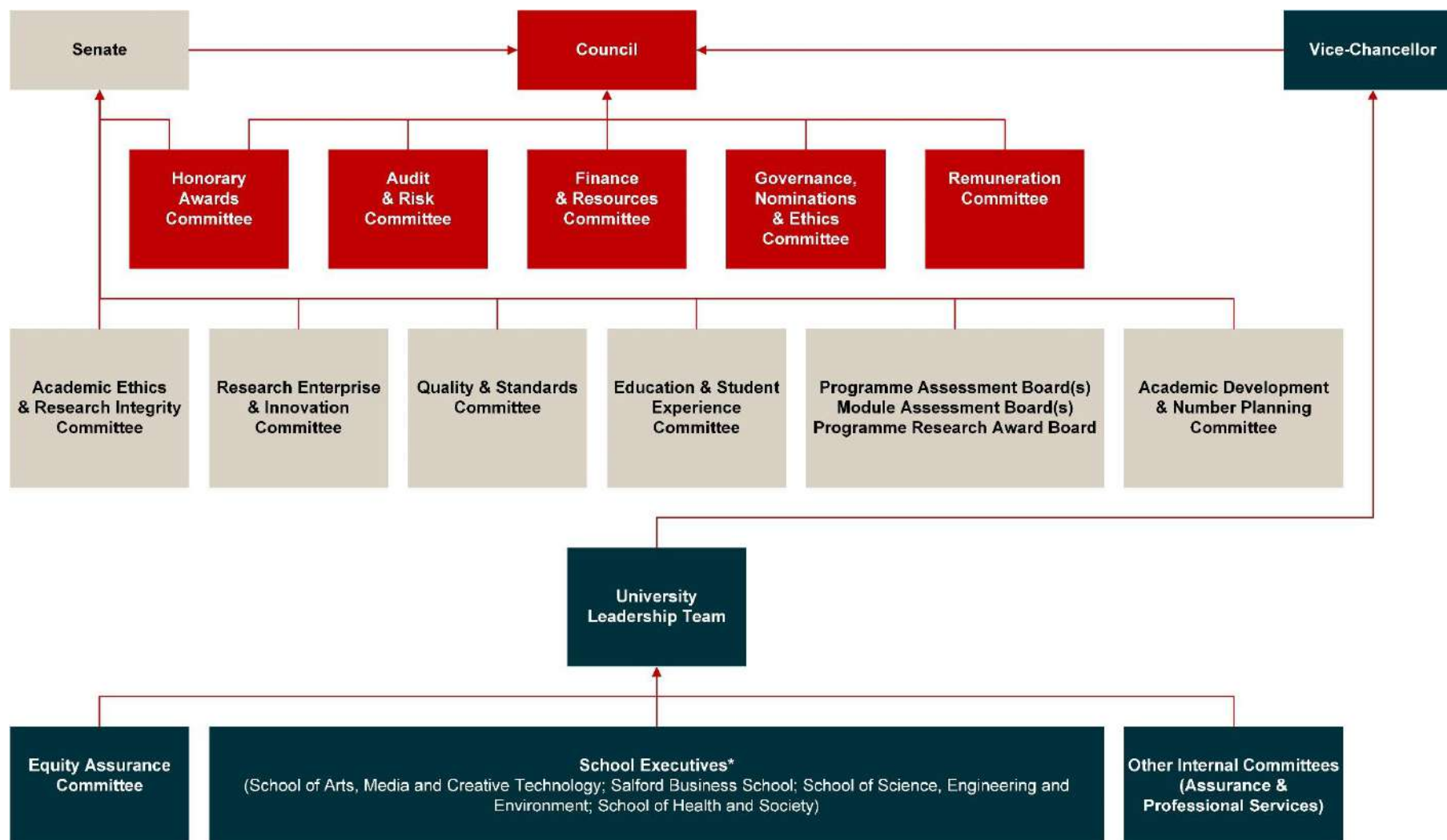


Figure 1 University of Salford Governance Structure

Overview of how EDI work is supported by, and embedded within, the governance structure of the University

The UoS has made significant investment to accelerate advancement of EDI activity over the last two years. Since 2022, the EDI team has expanded from three members to eight FTE, including the appointment of an Associate Pro Vice-Chancellor EDI (APVC EDI) who is a full member of ULT and reports to the Equity Assurance Committee (EAC) (Figure 2).

Each school and professional service area now has a dedicated EDI resource, further detailed below, which has evolved into the UoS EDI Community of Practice. This community ensures local implementation aligns with the SoA.

In April 2023, the University Council approved a five-year EDI SoA, underpinned by a new EDI Governance and Operating Framework. The APVC (EDI), is accountable for the delivery of the SoA.

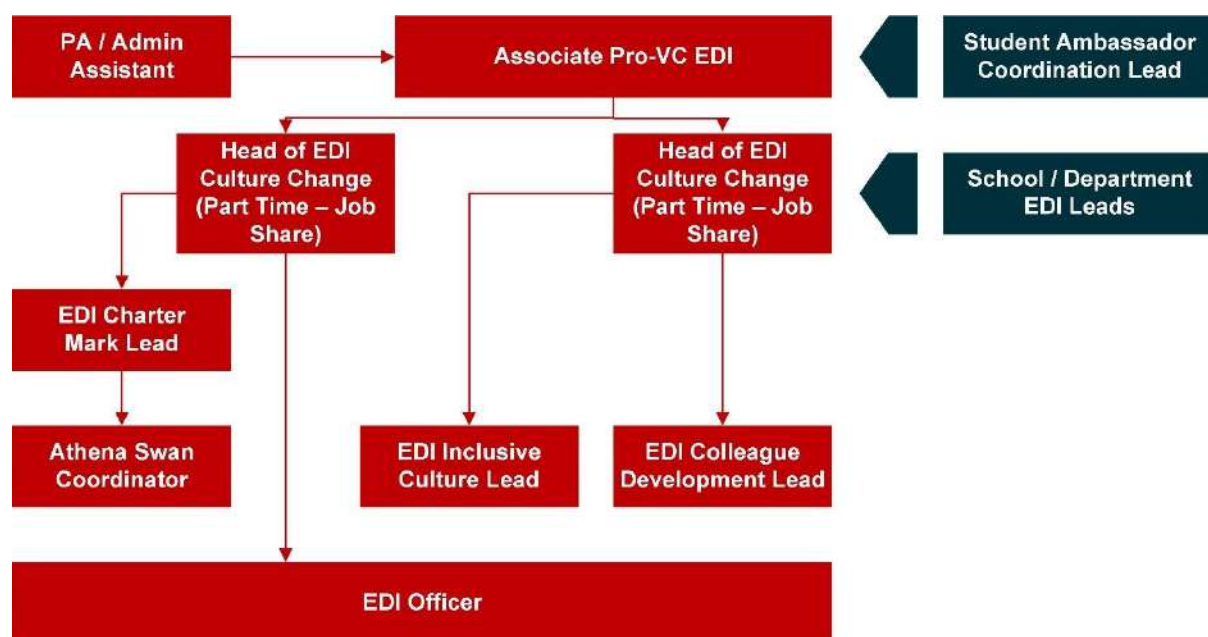


Figure 2 EDI Team Structure 2023-2024

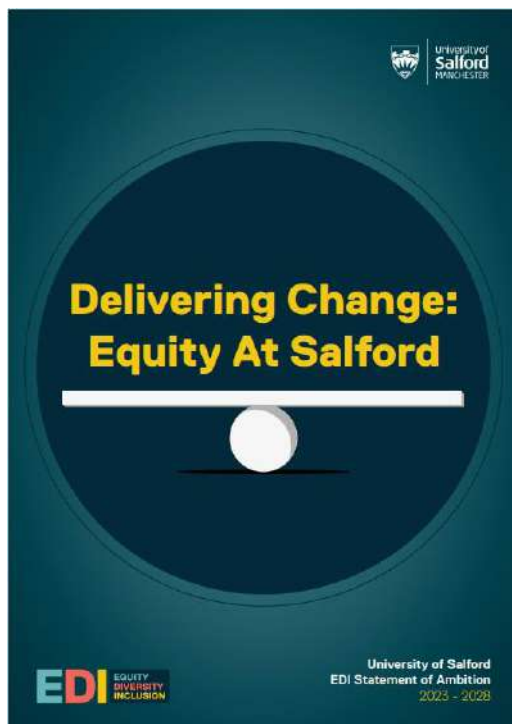


Figure 3 University of Salford EDI Statement of Ambition

The SoA outlines the advances in equity UoS aims to achieve by 2028. By analysing data and engaging comprehensively with colleagues and students throughout the institution, four broad themes were identified as its focus:

1. Student experience and success
2. Colleague outcomes
3. Culture
4. Research

Each of the above themes has several SMART goals (as identified by the data colleague and student feedback) to be achieved. These include explicit SMART goals relating to race equity and encompass:

- Narrowing the ethnicity awarding gap from 17% to 5%
- Eliminating the graduate outcome gap for minoritised ethnic graduates from 3.5% to 0%
- Eliminating the gap between minoritised ethnic students and White students in their NSS ratings for assessment and feedback from 3% to 0%
- Increasing the proportion of minoritised ethnic colleagues across all areas and grades from 17% to 24%
- Increasing the minoritised ethnic colleague profile with significant responsibility for research from 21.5% to 24%

-
- Increasing the minoritised ethnic female profile who are early careers researchers (postdoctoral researchers and research assistants) from 8.5% to 12%
 - Increasing the minoritised ethnic female profile with significant responsibility for research at each career stage from 5% to 12%

The EDI governance and operating framework shown in Figure 4 below is overseen by the EAC. This committee is chaired by the Vice Chancellor and includes members of ULT and other senior leaders from across the University. The EAC ensures Equity Groups and Task and Finish Groups (TFGs) effectively progress towards the University's SoA goals, by developing and implementing appropriate and impactful initiatives and interventions. This progress is tracked using an EDI scorecard which is reviewed by the EAC twice a year.

The three TFGs established in March 2023 focus on Equity in Student Outcomes, Workforce, and Research, alongside the Access and Participation Plan Steering Group. These groups comprise of both colleagues and students, and report into the EAC. The TFGs are responsible for developing a small number of institution level interventions focused on addressing the EDI goals outlined in the SoA. Additionally, they monitor their progress through comprehensive project plans with the intention of moving the interventions into business-as-usual spaces, once successfully evaluated. The TFGs have underpinning principles to inform the development of each intervention. They are:

- Intentional inclusion
- Students as partners
- Intersectional approaches
- Theory of change approaches to inform evaluation

The Equity Groups are a vital component of the UoS EDI Structure. They bring together new and existing equity related actions from across the University within their respective areas, supporting the UoS charter mark efforts. Each group is led by a ULT Ally. The Equity Groups report up to the EAC and down to the Equity TFGs. The Race Equity Group and Gender Equity Group also act as the Self-Assessment Teams for Athena SWAN and the Race Equality Charter. These groups assure the EAC that institutional equity challenges are understood and addressed with robust frameworks and impactful actions that will advance equity across the institution.

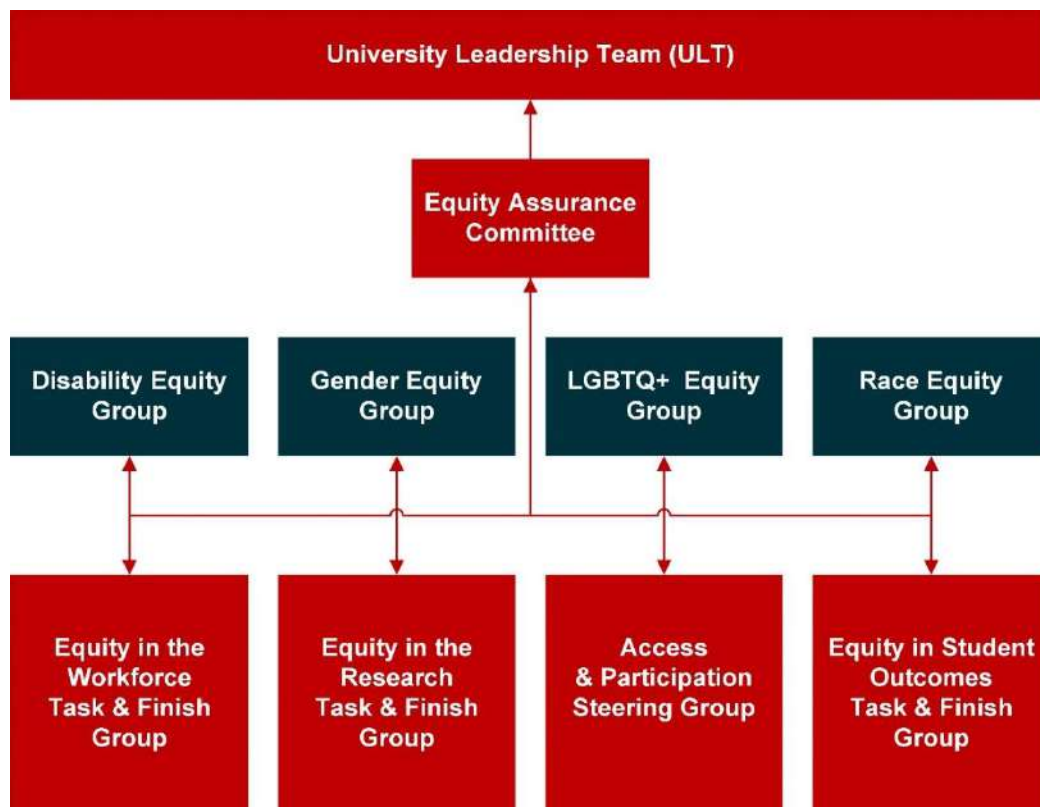


Figure 4 EDI Governance and Operating Framework Equity Groups

Council, Senate, University, School and Professional Service Leadership Teams

The University, school and professional leadership teams are committed to fostering race equity within the institution. However, UoS acknowledges the current lack of diversity in senior management leadership teams. When looking at the representation within ULT, Senate and School Executives, there are 79% White colleagues compared to 11% minoritised ethnic colleagues, and notably 0% Black colleagues in these positions over the last four years (Table 52). When looking at ULT alone, the numbers of minoritised ethnic colleagues are under five and six for Senate (Table 53 and Table 54). With the Senior Leadership teams, the roles on key decision-making committees are predominantly held by White colleagues with only 5% being held by minoritised ethnic colleagues and 0% Black colleagues (Table 56, Figure 47). UoS are actively taking steps to address these disparities. ULT have built EDI into senior recruitment, as UoS seeks to appoint members of the leadership team who will help on UoS's mission to lead the way in EDI.

Colleagues across all ethnicities stressed the need for diverse leadership to reflect varied perspectives. The aim is to increase representation of diverse groups in the University governance structures through several means, with the inclusion of EDI leads on all senior recruitment panels and all senior candidates asked about their espousal of EDI and evidence and examples to demonstrate their experience in improving equity actions. Additionally job descriptions and promotions criteria now include reference to evidence of EDI knowledge and activity which support the pathways to senior positions and create a more inclusive culture for people from minoritised ethnic backgrounds in senior spaces (Action 1.14).

“Students and colleagues need to see people with similar backgrounds as them, who they can look up to as role models and people who understand the struggles that BAME people and other minority groups go through and to positively encourage and empower them.” REC focus group

Data on ethnicity were not available to view for Council membership prior to May 2024, due to it being voluntarily provided with consent only given for HESA purposes. However, data were provided in May 2024 with permission to use this for the UoS Race Equality Charter application (Table 55). Despite previously not being able to share the diversity data for Council, there have been concerted efforts to encourage declaration, by working with members to help them understand the importance of diversity at Council and needing to measure this as a beginning to understand where improvements can be made. This has led to an uplift in return rates from 60% to 83%. This has provided a baseline of both the return rate and diversity of the current

Council body, to help implement appropriate actions. Current membership includes less than five minoritised ethnic council members and 17 White members (Table 55).

No.	REC Action Point Summary (Governance)
1.14 a-b	Actions to improve representation of diverse groups across the Universities governance structures through creating an inclusive environment such as new starters guide, demystifying terminology and roles, opportunities open to all grades (training, buddies), transparency of how decisions and contributions are made and using co-option to bring in more diverse voices to these committees
1.15 a-b	Targeted approach to improve ethnicity declaration rates of Council members

3. Local involvement

The SoA seeks to embed a whole institution approach to EDI, whereby every part of the organisation understands what and how they will contribute to achieving the EDI goals. As mentioned above these include explicit goals related to race. The goals within the EDI SoA are driven by the EDI governance and operating framework through task and finish groups. Additionally, each school and service have an EDI lead and EDI action plan which are aligned to the EDI SoA goals. Each school EDI lead has a time allocation varying between 0.5 and full-time. Recently the School of SEE appointed a full-time Associate Dean (EDI) to drive forward equity. EDI is a standing agenda item on school SLTs which is led by the Dean of School and EDI leads sit on their respective school SLT, and regularly report on progress within the school. School EDI leads are supported by between three and seven EDI advocates/champions who also have allocated time for this work. All professional service areas also have EDI leads and champions, with varying workload allocations. Work is now underway to harmonise the workload allocations and resources in each area to ensure consistency of approach.

Additionally, an EDI Community of Practice, led by the EDI Head of Culture Change, has been established bringing together all EDI leads/ Champions and Advocates to ensure alignment with the EDI Statement of Ambition. The EDI Community of Practice meets regularly to share good practice and participate in development. All business areas have in place EDI action plans which are aligned to the EDI Statement of Ambition goals including those related to race. Together they will form part of the key body of work to align actions across the institution in pursuance of a whole institution approach to EDI. At institutional level and with schools and services a theory of change approach is being undertaken to evaluate impact and drive changes. To this end, workshops were delivered in October and November 2023 with the University Leadership Team, all senior managers and EDI Leads to embed theory of change approach at all levels.

No.	Actions (Inclusive Culture)
1.4 e	Development package created for EDI Leads and Advocates, aligned to the delivery of the EDI Statement of Ambition
1.4 f	Harmonise resources and approaches to EDI for greater consistency in schools and Services

4. Race Equality Charter self-assessment process

The REC Self-Assessment Team, also known as the Race Equity Group, was established in 2019 and the first iteration ran through to 2021, when a submission for a bronze award was made. This submission was unsuccessful, and the meetings were then paused for a short time due to a restructure of the EDI team and the recruitment and appointment of the new APVC (EDI). Following this appointment in 2022, a review of EDI structures was undertaken, and a new EDI Governance and Operating Framework implemented. This encompassed the UoS Chartermark SAT groups which were renamed as equity groups, with the REC work included in the newly formed Race Equity Group (REG). This ensured the group was guided by the charter marks but could also consider wider institutional strategy and UoS needs. The group has been supported by a dedicated resource of Charter Mark lead and a Coordinator.

With this new focus, an institutional call out for members of the REG (REC SAT) was made, as well as approaching specific individuals, especially senior colleagues with a responsibility and remit in key areas to support UoS's race equity work, to ensure appropriate constitution of the group. Specific consideration was made in relation to the ethnicity and gender balance, so the burden of work did not fall only to minoritised ethnic and female colleagues. A further recruitment process was instigated to recruit paid student representatives to sit on the group, employed in line with the living wage. The group continues to meet regularly and uses the Microsoft Teams space to facilitate conversations and progress in between meetings. During the process, four sub-groups formed to work on the action plan, focus groups, communications, and formatting to support the co-creation of this application, and support further work on race equity issues. Subgroups looked at UoS's quantitative data in depth, with further focus groups following the themes emerging from the qualitative data, as well as looking at the wider communications plan around race equity work at UoS to keep colleagues and students informed. The newly constituted group has met on 11 occasions between May 2023 when it began and October 2024.

Membership of the Race Equity Group

The group is chaired by the APVC (EDI). The members of the REG Group range in experience, with colleagues across a range of grades, representatives from each school as well as colleagues on varied contract types including open, fixed term and colleagues on part time contracts. There is diversity across gender and ethnicity. Members are given 20 hours of workload over the year to engage with the group, as agreed by ULT.

Table 1 Overview of Race Equity Group (SAT) make up

Race Equity Group (SAT)	
Ethnicity	50% minoritised ethnic
Gender	35% female
Contract type	7% fixed term
	10% part time
Student/SU representation	18%



Figure 5 Race Equity Group (REC SAT)

Table 2 List of the current Race Equity Group members

Name	Colleague type	Role in University and Race Equity Group (SAT)
██████████ (Chair)	Academic	Member of the University Leadership Team Associate Pro-Vice-Chancellor (EDI)
██████████	Prof Services	EDI Charter Marks Lead
██████████	Prof Services	EDI Officer, admin support to Race Equity Group
██████████	Students' Union	Salford Students' Union President, enhance student voice
██████████	Students' Union	Salford Students' Union CEO, enhance student voice
██████████	Prof Services	Associate Director of People Strategy, Chair of Equity in the Workforce Task and Finish Group, role to link in institutional colleague EDI goals to Race Equity Group
██████████	Prof Services	Head of Quality Management Office and EDI lead
██████████	Prof Services	Deputy Director, Strategy Team
██████████	Prof Services	Projects and Policy Officer, EDI Business Partner providing data support to EDI team and REC
██████████	Academic	School of Arts, Media and Creative Technologies, Trade Union representative
██████████	Prof Services	Director of Marketing, Communications and External Relations
██████████	Academic	Lecturer in Drama and Translation Studies, School of Arts, Media and Creative Technologies
██████████	Academic	Associate Dean (EDI) School of Engineering and Environment
██████████	Academic	Lecturer in Social Policy, School of Health and Society
██████████	Prof Services	Respect, Culture and Behaviours Manager, Deputy Safeguarding Lead in Student Experience and Support
██████████	Prof Services	Specialist Case Adviser, Hate Crime and Racism, Respect Cultures and Behaviours Team
██████████	Academic	Professor of Clinical Rehabilitation in School of Health and Society
██████████	Academic	International Student Link Tutor & Inclusivity Lead, Salford Business School

Name	Colleague type	Role in University and Race Equity Group (SAT)
[REDACTED]	Academic	Research Assistant, School of Health and Society, Role- To provide a recognition of Gypsy, Roma, and Travellers within the group
[REDACTED]	Academic	Lecturer in Architecture & Urbanism, School of Engineering, Environment and Science - role in governance Subgroup
[REDACTED]	Academic	Lecturer in Occupational Therapy, School of Health and Society
[REDACTED] [REDACTED]	Prof Services	Associate Pro Vice-Chancellor Education & Student Experience
[REDACTED]	Prof Services	Customer Service Team Leader for Library
[REDACTED]	Prof Services	Technician in School of Science, Engineering & Environment
[REDACTED]	Student Rep	Paid student representative for postgraduate international students and home students
[REDACTED]	Student Rep	Paid student representative for home international students
[REDACTED]	Student Rep	Paid student representative for home undergraduate students and BAME Voluntary Officer at Salford Students' Union

The process

The REG used a multi-faceted consultation approach over a sustained period, to gather institution-wide experiences of race equity.

Two rounds of REC surveys were completed: 139 students (0.7%) and 563 colleagues (21.7%) in 2019, increasing to 910 students (3%) and 708 colleagues (31%) in 2023/24.

In 2022, external experts facilitated both colleague and student focus groups to create a safer environment for open discussions. These were followed by open roundtable events in March 2023 to consult on findings and proposed actions, which were run in a workshop style to allow participants to help shape the actions collaboratively. Further focus groups in 2024 explored mixed ethnicity student experiences further after low satisfaction rates were highlighted in the REC student survey results.

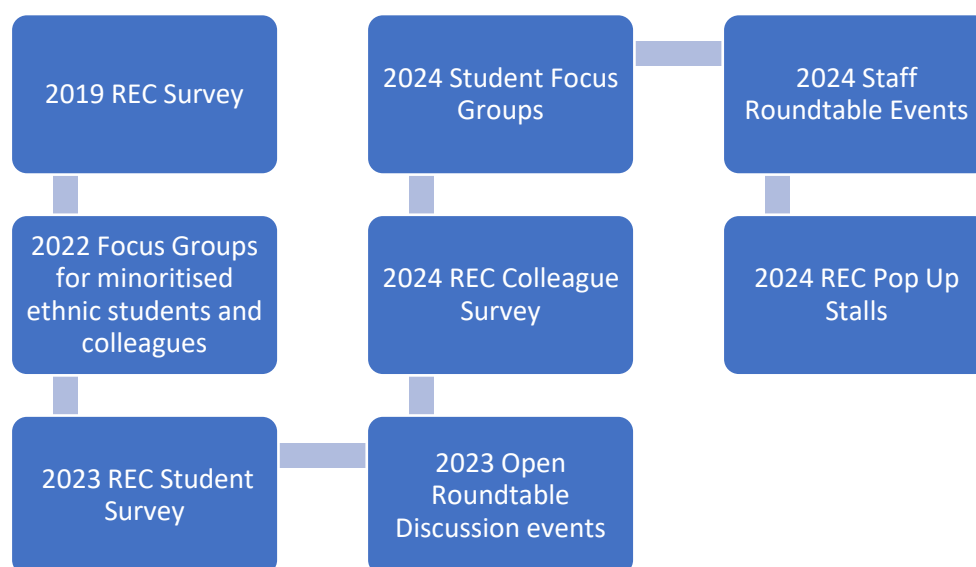


Figure 6 REC Consultation Process

To establish the quantitative success measures outlined in the UoS race equity action plan, there has been collaboration between the data team, schools, and professional services (PS) areas. By benchmarking both internally and externally, targets have been developed that are ambitious yet achievable.

The REC approach is based on three principles: co-creation, honesty/transparency and EDI Statement of Ambition led. These principles have built trust and buy in, creating a strong action plan with deeply engaged stakeholders. Guided by the EDI SoA, each TFG has developed project plans, incorporating race equity actions into the REC application to ensure integration with broader EDI governance. Additionally, stakeholders in the action plan have

been involved in its co-creation, through multiple meetings since the REG was re-constituted, until final submission of the application. Each stakeholder attended in-person meetings with the Charter Marks Lead to discuss what previous work has already taken place, barriers faced, and insights from their schools or services. This engagement, although a significant investment of time, has integrated institutional memory and previous work with the UoS's theory of change, ensuring that established foundations are built upon and lessons learnt. This has provided a space for stakeholders to ask difficult questions and feel supported to challenge barriers to race equity at the University. The outputs and key themes from the meetings were fed into the REG for further discussion and guidance, to ensure actions were appropriate. This relationship building, support, and joint ownership has led to University-wide buy-in, making the operational element of the Race Equity Action plan smoother to implement.

Proactive engagement has been held with the wider University with regular communication on these developments. EDI Leads in schools have been met at a local level, updates have been provided in all-colleague emails like the 'Friday Roundup', and participation in colleague network spaces and school forums such as the SBS Town Hall and Library Staff Forum has occurred. Additionally, presentations have been made in student spaces such as the Minoritised Ethnic Student Collective in H&S.

To communicate the six priorities, increase REC visibility, and improve understanding of the University's race equity work, a video statement was commissioned from the Vice Chancellor and APVC (EDI) about the charter.



Figure 7 REC Video statement VC



Figure 8 REC Video statement APVC EDI

In April 2024, the REG held multiple REC Pop up Stalls across campuses with interactive activities and flyers. The EDI Team also delivered roundtables, allowing colleagues to hear more about the University's approach to race equity and the REC application. This ensured colleagues had the opportunity to participate in the co-creation process, aligning with the University's principle of honesty and transparency. Both colleagues and students have been kept informed about developments and actions taken based on feedback from REC surveys, focus groups and previous roundtables.

The co-creation approach builds trust and transparency in the REC work, which has been key in seeking agreement through University governance structures. The REC action plan was presented at REG, EAC, Senate and for final approval at ULT, involving all PVCs, Deans and Professional Service Leaders. Rigorous feedback was provided through this process, ensuring all voices were heard and buy-in was achieved at every level, in line with the foundations of co-creation.



Figure 9 Associate Pro Vice-Chancellor (EDI) Pradeep Passi and the EDI Team presenting at the REC colleague roundtable, April 2024



Figure 10 REC Pop up stalls at the library April 2024

The future

The new EDI governance structure ensures the REG will meet regularly and will be responsible for providing assurance around the delivery of the Five-year Race Equity Action plan. The Equity Assurance Committee will hold the REG accountable for this plan. The EDI team and Director of Strategic Projects will implement an effective plan for monitoring and tracking. A current review of the EDI Governance and Operating Structure will lead to a prioritised portfolio approach, integrating action plans into a holistic approach allowing for resource prioritisation, clearer tracking and focused reporting. Discussions with the Director of Strategic Projects have aligned the REC action plan with the EDI Statement of Ambition workstreams to deliver this approach.

Figure 11 visualises the proposed EDI Governance and Operating Framework, that is in current development and due to go for approval to EAC in December 2024. Figure 12 provides an example of how the student element of the EDI Change Portfolio, would connect into the student priorities in the REC action plan, and how the signature actions would be reported on and monitored. The REG will work on the detail of the delivery in the action plan and escalate any other barriers or risks to the change portfolio group as required.

Following submission, membership will be reviewed to ensure relevant action holders and senior leaders are part of the group. The membership will be continually reviewed and refreshed with open calls, reviewing workload allocation and continuing to train and pay student group-members.

The ongoing REC communications plan will continue, embedding updates into the Vice Chancellors fortnightly update to maximise visibility and reach. A multichannel approach will keep colleagues and students informed, including working with estates colleagues for in-person updates, REC pop-up stalls to update students in the spaces they spend the most time in, video updates for teams, and holding a minimum of two per year roundtables for feedback and co-creation.

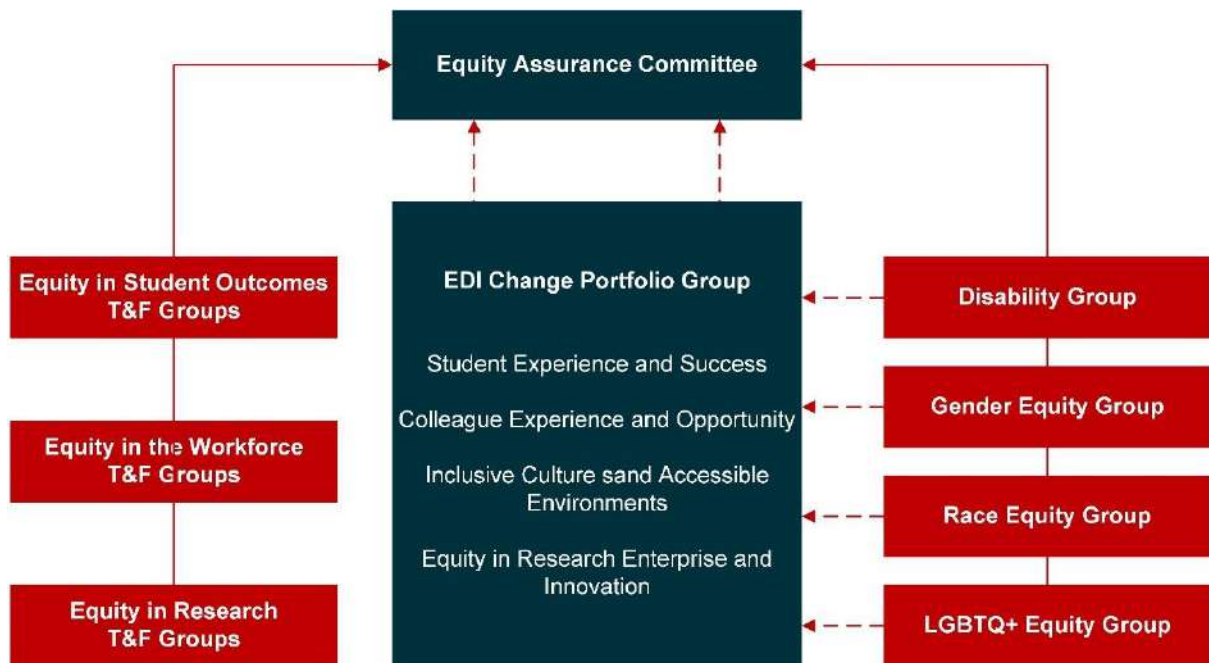


Figure 11 EDI Governance and Operating Framework (in development) / Emerging Recommendation: activities identified from groups feed into the EDI Change Portfolio

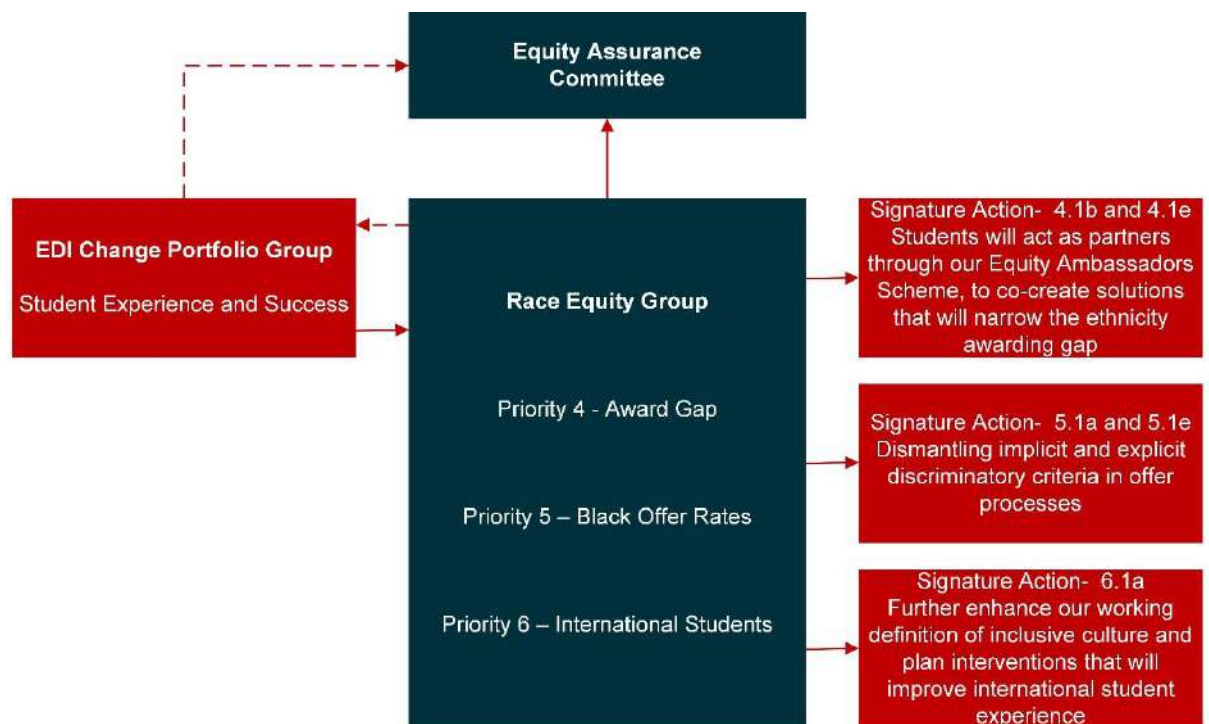


Figure 12 Example of REC governance / Emerging Recommendation: Activities identified from groups feed into the EDI Change Portfolio

Section 2: An assessment of the university's race equality context

1. Description of the University and its context

The University of Salford, located in Greater Manchester, originates from the Royal Technical Institute, Salford, founded in 1896. It was created to educate and train the expanding workforce of Greater Manchester and received its Royal Charter in 1967. The University has around 24,000 students and 2,700 colleagues, offering a wide range of academic programmes through four schools, supported by various professional services. It is an anchor institution in the city and operates from the Peel Park, Fredrick Road and Media City campuses.

Table 3 Student population overview by school

School	Number of students 2022/23
SAMCT	4890
SBS	4215
H&S	9938
SEE	6993
Total	26,259

Between 2011 to 2021, census data show Salford's population grew by 15.4%, from 233,900 to 269,900, the largest percentage increase in the Northwest. In the last census, Salford was among the top 25% most densely populated English local authority areas. Almost a third of Salford's population live in 'highly deprived' areas, with 10,500 people in places of 'extreme deprivation'. According to the most recent data for Indices of Multiple Deprivation, it is the 18th most deprived local authority area in England and the third in Greater Manchester.



Figure 13 Peel Building, Peel Campus



Figure 14 Mary Seacole Building, School of Health and Society



Figure 15 Media City Campus

According to the census, Salford's ethnic diversity is increasing. The percentage of residents identifying as "Black, Black British, Black Welsh, Caribbean or African" saw the most significant increase rising by 3.3 percentage points to 6.1%, higher than the Northwest (2.3%) and England (4.2%).

Table 4 The City of Salford population by ethnicity

Ethnic Group	2011	2021
White	90.1%	82.3%
Asian	4.0%	5.5%
Black	2.8%	6.1%

The University has a strong tradition of widening participation and facilitating access to HE, with over 80% of UoS population from groups underrepresented in HE and/or from disadvantaged backgrounds. The educational gains made by students and the University's contribution to social mobility is evidenced by progression against key indicators, and in 2021 the University launched its Opportunity Action Plan to strengthen the social mobility of students further. UoS was ranked 12th in the English Social Mobility Index (SMI) in 2023. UoS engages the local community through working with initiatives like INTO University to improve educational outcomes for young people through local learning centres and a new learning centre (the Beacon Centre) was opened in partnership with the University of Manchester for young people in central Salford.



Figure 16 Opportunity Action Plan



Figure 17 Opening of the INTO centre in central Salford by our former Vice Chancellor [REDACTED] and University of Manchester VC [REDACTED] and [REDACTED] Salford City Mayor

The UoS partners with the UoS Students' Union (USSU) who represent 24,000 students at the Salford campus. Collaboration with the USSU is instrumental to the achievement of UoS's strategic ambitions.

Over the last four years, over 51% of full-time undergraduate students were recruited from Greater Manchester. Circa 60% of students commute to the University, and around 70% will remain in the North-West for employment. 58% of the student population is drawn from IMD quintile 1 or 2; 32.7% of full time UG entrants are aged over 21 years; 32.5% identify with Black, Asian, or minoritised ethnic backgrounds, compared with 26.8% across the HE sector, and 22.6% have a declared disability, compared to 15.9% across the HE sector. Compared to the HE sector average of 35%, approximately 60% of students' highest qualification on entry to UoS is BTEC/Other Level 3 qualification. These characteristics, individually and their intersection, inform the design, delivery, assessment, and academic support required to enable all students to achieve positive outcomes.

In terms of colleagues, recruitment is largely from the Northwest, with a small minority from outside the region.

Table 5 Colleague recruitment by region

Location Code	Count
International	0.08%
Local (GM)	69.13%
National	9.13%
Regional (Northwest)	21.74%

Close working relationships are in place across many parts of Salford City Council, including an ambitious Campus Connectivity Plan which seeks to transform the campus alongside opportunities for the community and the region.

UoS have been a part of Salford for almost 125 years and are a proud anchor institution in the city, with many long-standing relationships with local minoritised ethnic communities both as a university and through UoS's disciplines. Examples include a ten-year partnership as the premier sponsor of the Asian Media Awards, and a £30,000 joint scholarship for Asian-heritage undergraduate students. UoS also partners with the Muslim Art and Culture Festival and is partnering up to deliver the first North West Muslim Open Art Awards.

The School of H&S has a long history of research and collaboration with the Caribbean and African Health Network (CAHN) and collaborated with CAHN Africa to host Africa day celebrations in 2023. UoS sits on the Salford Community Cohesion working group, comprising of local community and statutory groups, to discuss key cohesion issues including any known racial tensions. UoS is also a Third-Party Hate Crime Reporting Centre under a scheme run by Salford City Council.



Figure 18 Celebrating Excellence in the Media 2023



Figure 19 Africa Day 2023

2. Development, evaluation and effectiveness of policies

The University's policy development governance is well established, requiring Council approval for all key policies and strategies. It is mandated that any new policies or strategies considered by formal committees of the University, must include an Equality Impact Assessment (EIA) approved by the EDI team. Approval of the EIA requires impact data analysis and consultation with affected groups. For example, when reviewing the disciplinary and grievance policies, the EDI team would expect analysis of historical data split by characteristics, including ethnicity, and consultation with colleague networks, trade unions and equity groups. This process has been successful, leading to more inclusive policies and strategies, although there are a small number of instances where papers have been accepted without an approval reference number. Further work is underway, with the Project Management Office redesigning the EIA template to ensure a more embedded consistent approach. The University is recruiting an inclusive design consultant to collaborate with the Estates Team in creating inclusive design principles and standards for all new constructions under the Campus Connectivity Plan. A longer-term evaluative approach to EDI has commenced, applying a theory of change approaches to all projects.

HR are currently reviewing and consolidating policies under key areas to improve accessibility, reviewing bias and language to remove barriers preventing equity. The new Family Friendly Policy launching in 2024 will combine several previously separate policies. The UoS Dignity at Work and Study Policy also launched in 2024, merging EDI colleague and student policies. Following an independent end-to end review of recruitment processes, a key part of the REC action plan is developing the University's Recruitment Policy to ensure clarity, consistency, and equity throughout the recruitment cycle. The perception of bias in the recruitment process and poor conversion rates identified by REC focus groups have led to strong actions in priority two to address these issues. Data from application, shortlist and appointment, for minoritised ethnic colleagues decreases from 61% to 41% to 26% (Figure 30) for academics and from 50% to 29% to 19% (Figure 43) for PS.

No.	Actions (Recruitment)
2.2	Development of recruitment policy to create clarity, consistency, and equity across all stages of the recruitment cycle. The recruitment policy aims to ensure clarity, consistency, and equity by implementing diverse assessment methods, collecting feedback, and taking positive action for underrepresented groups. It includes anonymised shortlisting, collaborative panels, recruitment training, and audits to review processes and biases. Managers will also be trained to provide constructive feedback to unsuccessful candidates

3. Culture, inclusion and belonging

UoS culture is anchored in core values outlined in our corporate strategy 2022-2027: respect, high standards, curiosity, kindness, and improving. These values inform all University activities, including key strategies. ULT have committed to being visible allies in the EDI space and participated in inclusive leadership workshops. As one of UoS's signature actions, plans are underway for further intersectional allyship leadership development and a comprehensive, University-wide Intersectional Allyship and Inclusive Cultures Programme to be launched in Autumn 2024 (Action 1.10c and 1.17a).

EDI Statement of Ambition 2023-2028

The express goal is to enhance the inclusive culture for colleagues and students. After consulting with colleagues and students, inclusive culture was defined as:

“A culture where students and colleagues feel valued, where diversity in experiences, backgrounds and ways of thinking are celebrated and where all in the University of Salford community feel as though they matter. We recognise that we are all more alike than we are different.”
EDI Statement of Ambition

Progress will be measured against this definition, with the inclusive culture's development benchmarked and tracked through an intersectional lens (Action 1.1a-c).

People Plan 2023-2025

The strategic plan emphasises the wellbeing of colleagues, which is instrumental in fostering an inclusive and supportive environment. This initiative is led by the Well-Being Manager.

Inclusive Culture and Colleague Development

The EDI Team has prioritised inclusive culture and allyship, appointing two new roles: Inclusive Culture Lead and Colleague Development Lead in January 2024. Demonstrated in the framework below is the theory of change approach, meeting people where they are on the 'allyship continuum', focusing on empowering communities and individuals through activities that foster a culture where students and colleagues feel valued and celebrated.

Table 6 Allyship and Inclusive Cultures Programme

Allyship and Inclusive Cultures Programme			
Activity	Outputs	Outcomes	Impact
Communication and Engagement	Communication and engagement activities that highlight and explore biases and systemic inequalities experienced by marginalised groups based on themes in the diversity calendar.	Allyship Continuum Apathetic - May not recognise biased or discriminatory systems and may perpetuate them unintentionally ↓ Aware - May recognise biased or discriminatory systems, read articles, and attend workshops to find out more. ↓ Active - Participates in allyship training and demonstrates active bystander behaviours. ↓ Advocate - Work in solidarity to dismantle discriminatory systems and address structural inequalities.	A culture where students and colleagues feel valued, where diversity in experiences, backgrounds, and ways of thinking are celebrated, and where all in the University of Salford community feel as though they matter. Ultimately linking to the four Statement of Ambition priorities.
Training Development and Advocacy	A selection of training and development opportunities that invite people to explore key topics and have curious conversations, considering the importance of allyship and being an active bystander.		
Equity Improvement Community of Practice	A structured collaborative where key stakeholders can come together, share learning, and identify and test change ideas using a Plan Do Study Act cycle to develop evidence-based best practices.		

This includes the EDI Champions Programme which boosts participants' confidence in recognising and challenging discrimination, while understanding barriers faced by underrepresented groups. Participants undergo an 18-month traineeship in facilitation and allyship, becoming active bystanders and fostering inclusion. The programme aims to create a more inclusive environment, enhancing belonging and outcomes for colleagues and students, promoting long-term cultural change, building on the mandatory revamped EDI module.

Table 7 EDI Champions Programme 2025

Timeline	Activity
January 2025	Launch recruitment
Spring 2025	Deliver Module 1 'Understanding Allyship'
Academic Year 2025-26	Deliver Modules 2-4 on Neurodiversity, LGBTQ+, Race Equity, aligning with key diversity calendar dates

UoS prioritises belonging and inclusion through colleague networks which have positively impacted their sense of belonging. The EdRace Network has been an invaluable support for minoritised ethnic colleagues:

"My sense of belonging when I first began came from joining a colleague network." – REC focus group

Table 8 Colleague networks

Colleague network	Purpose
Women's Voice Network	This network also includes the Menopause Group. The network hosts a range of events for female colleagues throughout the year including the Women's Voice awards to recognise the achievements of colleagues and students.
Salford Proud Network	The group aims to support LGBTQ+ colleagues at the University, raise awareness of LGBTQ+ issues, make sure that LGBTQ+ experiences are at the forefront of discussions at the University when implementing change, and to support other networks too on intersectional events and campaigns.
Access Salford Network	Dedicated to bringing together and supporting both academic and PS colleagues who have an impairment, chronic pain condition and/or mental health issues.

Ed RACE: Education, Race Advocacy, Championing Equity Staff Network	The EdRace Network is here to provide a safe, supportive space for minoritised ethnic groups to discuss any issues impacting on their work or wellbeing at Salford. The focus is on representing the interests, concerns and views of the group on related matters and on influencing policy where appropriate. There is a social aspect too. The group aims to create opportunities for members to meet socially, have fun together and establish a sense of belonging.
Parents Network	This network offers a friendly, listening ear to the challenges of parenthood, childcare conundrums and all that comes with being a working parent. It also works to bring about improvements to University family friendly policies, the campus environment and raising awareness of the needs of Salford's working parents. The network is always keen to hear from Dads who can get involved and would love to see a Salford Working Dads group get off the ground.
USMEN: University of Salford Men's Network	The Men's Network supports male colleagues, focusing on raising male health (mental and physical) awareness and signposting and promoting a spirit of altruism, participation and allyship. As a men's network, it also recognises the societal powers held as cisgender men and champions allyship across the network. The network uses its platform to promote spaces for marginalised groups.

Student Engagement

UoS actively engages students through collaboration with the Students' Union and societies. Working with the Student Voice Coordinator, student perspectives are central to shaping strategies and approaches. Ten student equity ambassadors have been hired (paid living wage) as grassroots peer-to-peer researchers to support achieving student-related EDI goals, including those related to race.

In 2024, SBS launched a 'Belonging' podcast series, hosted by the Academic Student Success Lead, sharing lived experience from the perspective of students and colleagues from minoritised ethnic backgrounds. Episodes featured students, colleagues and alumni discussing topics including 'Black Voices, Real Stories', 'Decolonising the student experience' and 'Life as a Muslim Student'.

Data collection initiatives

In recent years, the University has proactively sought a deeper understanding of UoS culture, particularly through focusing on race and ethnicity. Data collection initiatives include:

Table 9 Qualitative data collection timeline

Date	Type of data
2019	Race Equality Charter colleague and student survey
November 2022	Race Focus Groups
2023	Race Actions Round Table Event
December 2023	Race Equality Charter Student Survey
February 2024	Race Equality Charter Colleague survey

The 2023 and 2024 REC surveys and subsequent focus groups identified key areas for improvement. These include:

Key area	Students	Colleagues	Action
Feeling respected	81% of students feel respected within the University, with minoritised ethnic respondents (83%), and specifically Black and Asian students reporting higher respect levels than White peers (71%).	80% of colleagues feel respected overall. This includes 83% of minoritised ethnic colleagues and 85% of Black and Asian colleagues.	N/A
Awareness of Institutional Efforts	Over a third of students are unaware of the University's efforts to tackle racial inequity.	Awareness varies significantly: 69% of Black colleagues are aware of these efforts, compared to only 35%-44% of Other, Mixed, and White colleagues.	Increase awareness of institutional efforts to tackle racial inequity (Action 1.2).
Cultural Recognition	40% of mixed ethnicity students feel that cultural festivals and traditions are inadequately acknowledged. Latin American students	21% of mixed ethnicity colleagues feel the same. Asian colleagues and GRT colleagues also expressed a need for better recognition.	Better opportunities to learn about a variety of cultural festivals and traditions (Action 1.3).

Key area	Students	Colleagues	Action
	wanted more representation.		
Reward and Recognition	There is a need for more opportunities to reward and recognize individuals who contribute to advancing the University's inclusive culture.	There is a need for more opportunities to reward and recognize individuals who contribute to advancing the University's inclusive culture	More reward and recognition opportunities for students and colleagues advancing inclusive culture (Action 1.4).

Colleague quotes in the survey's free text section highlight key concerns:

"We need additional resources, and to reward the people who do the work. There's no recognition for their work, no pay rises, or promotions and we need to do something around that urgently." - REC survey

"The University seems to pick and choose what they celebrate. We hold Women's Award's, but that's the only one. We don't do anything celebrating any other characteristics. It's not consistent and people get left out." - REC survey

No.	REC Action Point Summary (Culture: colleagues and students)
1.1 a-c	Actions to measure culture for colleagues and students
1.2 a-e	Actions to improve understanding of institutional work taking place to tackle racial inequity
1.3 a-d	Actions to create more opportunities for colleagues and students to learn about other ethnicities and cultures
1.4 a-e	Actions to create more reward and recognition opportunities for students and colleagues involved in EDI work and advancing inclusive culture at the University

Student culture

The 2023 survey, representing 4% of the overall student body (900 respondents), revealed positive sentiments as well as areas for improvement. Minoritised ethnic students (76%) feel comfortable approaching tutors, slightly higher than White peers (71%). However, 40% of students are somewhat or not comfortable addressing racist behaviours, consistent with previous REC surveys and focus group findings.

Report and Support was launched for colleagues and students in 2020 to report any form of discrimination, seeing a steady increase of reports from students during this time.



Figure 20 Report and Support poster for students

Focus groups showed minoritised ethnic students desire safer spaces for open dialogue in addition to reporting routes. One student expressed:

“It sometimes doesn’t feel like I can speak to White people as I know they’ll feel uncomfortable about the topic.” - REC focus group

This highlights the need for consistent support to create safe spaces where students feel comfortable sharing their experiences (Action 1.10). However, ethnic-based segregation among students was also noted, so enhancing community cohesion must also be a focus (Action 1.11).

Minoritised ethnic students generally feel a sense of belonging, however, PG, mixed ethnicity, and international students highlighted areas for improvement (Action 1.5, 1.11, 1.12). Mixed ethnicity students felt less respected and experienced a weaker connection to colleagues, with low satisfaction rates in the 2023 survey revealing a consistent pattern and prompting further focus groups. Lack of representation was a key emerging theme, leading to lack of sense of belonging, highlighting the need to improve mixed ethnicity students' experiences (Action 1.5a-b).

"I'm studying for PhD and I'm pretty much the only BAME person on my course." - REC focus group

Latin American students feel particularly underrepresented, suggesting cultural events to increase visibility (Action 1.5):

"I feel like there must be other people that feel like us who don't have a society or community where they can get together." - Focus group with mixed ethnicity students

Focus groups across minoritised ethnic groups highlighted placement issues, including lack of support, communication, and fear of making formal complaints. Mixed ethnicity focus groups also reported feeling unprepared for placements (Action 1.5d):

"If people that look like me come to speak to us that are in the industry i.e. guest lecturers who could share their obstacles and how they overcame them, this would make me feel like I would be able to continue in the industry and I could do this." - Focus group with mixed ethnicity students

H&S have been particularly proactive in understanding experiences of minoritised ethnic students on placement. The EDI lead for the school leads regionally on the Northwest Midwifery Anti-Racism Board. In addition, the school's Minoritised Ethnic Student Collective was set up, receiving a prestigious national Collaborative Award for Teaching Excellence (CATE) in 2024 from Advance HE.



Figure 21 H&S Award Winning Minoritised Ethnic Student Collective at CATE awards

The collective, in conjunction with the USSU Sabbatical Officers put together a Discrimination on Placement Report, highlighting the national issue around courses which require all students to conduct a placement by a professional body. Key actions from this report have been pulled into the REC action plan, as well as institutional level actions to tackle inequity in all work-based learning opportunities (Action 1.6 and 1.7). The Collective supports minoritised ethnic students facing race-related challenges and exemplifies best practices in inclusivity, belonging, and partnership with minoritised ethnic students. This collective was formed in response to how structural racism manifests and is perpetuated in higher education institutions. Established in June 2020 during the pandemic and resurgence of the Black Lives Matter movement, the Collective embodies decolonised values within higher education, serving as a weekly space exclusively for minoritised ethnic students and alumni, and most crucially, it united its 372 collective members in solidarity.

No.	REC Action Point Summary (Culture: students)
1.1 a	<p><<< SIGNATURE ACTION >>></p> <p>A comprehensive 'whole institution' approach to embed critical intersectional allyship, as the cornerstone of EDI initiatives, through the Intersectional Allyship and Inclusive Cultures Programme</p> <p>1.10 c Development of EDI student module in relation to EDI and respect through the Intersectional Allyship and Inclusive Cultures Programme</p>
1.5 a-b	Specific communication and engagement activities for Mixed ethnicity students to build representation and visibility
1.6-1.7	Actions to tackle discrimination in work-based learning opportunities institutionally and specific actions targeted to placements in the School of Health and Society
1.10 a-b	Series of actions to create safer spaces for minoritised ethnic students to discuss their experience
1.11	Building community cohesion between home and international students via the minoritised ethnic student collective
1.12 a-b	Students' Union to provide extra support for PGT and PGR students in joining identity-based societies
	Students' Union Loneliness campaign to also target PGT and PGR students

Colleague culture

The 2023 REC colleague survey, completed by 708 colleagues (24% of the workforce) mirrored positive signs of respect and connection to the student survey. Colleagues across ethnic backgrounds expressed appreciation of the University's commitment to advancing race equity through its strategic approach to inclusion.

Key Findings

Despite high levels of respect, the survey revealed 31% of minoritised ethnic colleagues felt the need to act differently at work due to their race or ethnicity. This concern is even more pronounced among Black colleagues, with 51% feeling the need to alter their behaviour in the workplace. However, Black colleagues are also more confident than any other minoritised ethnic group in addressing racism, on par with White colleagues.

The survey additionally highlighted minoritised ethnic colleague members had less confidence in the University's leaders to address racism, with only 52% expressing confidence compared to 62% of White colleagues. The disparity between ethnic groups persists, with minoritised ethnic colleagues having ten percent lower confidence in discussing race with colleagues (53%) compared to their White colleagues (63%) (Action 1.17). And finally, a significant proportion of colleagues identifying as Other (45%), Mixed (33%), Asian (29%), and Black (22%) reported experiencing or witnessing a situation at work where they felt uncomfortable because of race or ethnicity.

Table 10 Qualitative data findings (survey and focus groups)

Colleague qualitative data findings
Efforts to advance race equity often burden underrepresented groups with increased workload.
Experiences of microaggressions and expressed feelings of not belonging.
Unfair workload allocation for minoritised ethnic colleagues.
Some colleagues in SBS highlighted perceived bias in feeling overlooked for promotions and senior roles due to racial discrimination. However, some colleagues expressed the sentiment that the University sometimes goes too far. Given the context that this is the most diverse school, this shows the need to foster community cohesion between ethnic groups (Action 1.19).

To address themes around speaking up and communicating about race, safer environments will be created for minoritised ethnic colleagues to discuss race-related topics (Action 1.17), and improve the sense of belonging for minoritised ethnic, especially Black colleagues (Action 1.13). Building confidence that racially inappropriate behaviour will be addressed by the University and its leaders is also crucial (Action 1.14). This proactive approach aims to foster

trust, particularly among minoritised ethnic colleagues, in leaders' capacity to address race-related issues.

Qualitative research by EDI Leads in SEE revealed a sense of unfairness towards minoritised ethnic technicians, indicating a need to create a more inclusive environment and support for progression for this job family (Action 1.13). To address this, mentors will be offered to all minoritised ethnic technicians across schools to aid belonging and progression. Additionally, the creation of a technician job family will provide a clear framework for managers to use in PDRs and give colleagues full transparency on the skills and experience need to progress. A campaign for managers to increase PDR completion rates will encourage progression through the PDR process.

"Some demonstrators teach in the class without academic colleagues, some support teaching with academic colleagues, some technicians teach but they are being paid on top of their salary because they are teaching. This area needs reviewing and developing a consistent approach across technical team." – EDI technicians focus group

No.	REC Action Point Summary (Culture: Colleagues)
1.13 a-c	Actions to create a more inclusive and equitable environment to support technicians
1.16 a-b	Actions to improve sense of belonging for minoritised ethnic and especially Black colleagues through further support groups/networks and intersectional allyship workshops for all colleagues to create a more inclusive environment for Black colleagues
1.17 a-f	Actions to improve confidence of minoritised ethnic colleagues, that racially inappropriate behaviour will be addressed by the University and its leaders through training and learning packages focusing on intersectional allyship, active bystander, anti-racism and reporting
1.18	Actions to create safer environments for minoritised ethnic colleagues to discuss race related topics
1.19 a-b	Actions to tackle perceived racial inequities in Salford Business School

4. Staff Context

Colleague profile

University of Salford colleague profile

Part of our EDI governance and operating framework, the Equity in the Workforce (EiW) Task and Finish Group, led by the Associate Director People Strategy, was established in 2023 to identify and implement interventions to achieve an institutional goal of 24% minoritised ethnic colleagues across all grades. UoS benchmarks its colleagues' profile against its constituent student population with the ambition of better reflecting it. The outcomes of this submission will feed into the plans. The EiW group reports into the University's senior level Equity Assurance Committee.

Overall colleague profile

Progress in the recruitment of minoritised ethnic colleagues over the last three years has seen an increase in the minoritised ethnic profile from 14%-18% (Figure 92). During this period, a specialist was hired to diversify outreach, including a jobs board for minoritised ethnic communities, leading to an increase in applications from minoritised ethnic groups, from 28% to 50% for PS, and 52% to 61% for academic vacancies (Figure 43, Figure 30).

Although there have been positive strides in workforce ethnic diversity, a gap persists in the conversion rates between minoritised ethnic applicants and those being shortlisted and ultimately hired.

Table 11 Application, shortlisting and appointment rates for minoritised ethnic colleagues 22/23

Area	% of minoritised ethnic applicants	% shortlisted	% appointed
Academic roles	61%	41%	26%
Professional services roles	51%	29%	19%

The proportion of Black colleagues has remained at 5% over the past three years, Asian colleagues increased from 6% to 8%, and mixed ethnicity colleagues grew from 3% to 4% (Figure 90). Despite these changes, progress needs to be accelerated.

Applying an intersectional lens, minoritised ethnic women and men have lower offer rates compared to White colleagues across all areas. In academic areas, the largest discrepancy from application to success is seen in minoritised ethnic males, while minoritised ethnic females have the lowest number of applications and shortlist and success rates of any group (Figure 31). Minoritised ethnic females in professional service positions have the lowest conversion rates, going from the highest levels of applications to the lowest levels of success (Figure 45). The signature actions in priority two will help to address this issue with an intersectional lens (Action 2.1).

Table 12 Colleague population breakdown by school and service area

University of Salford by school	Total number of colleagues 2022/23
H&S	609
Professional services	1299
SAMCT	375
SBS	187
SEE	506
Total	2986

Focus groups highlighted a perception of bias in the recruitment process:

“We need a fair system, that is transparent, equal and involves other people rather than just the management team who are biased and only promote and encourage their favourite colleagues and friends.” – REC focus groups

This year, an independent ‘end-to-end’ review of the recruitment and selection process, focusing on ethnicity and gender was commissioned. The HR Recruitment Manager and EDI Head of Culture Change collaborated to narrow down 180 recommendations and secure agreement from the University Leadership Team. Actions specific to improving conversion rates have been incorporated (Actions 2.1a-q). Four key signature actions have been identified; other actions have been split across the recruitment life cycle (from pre application to post application) for ease of implementation. The development of the Recruitment Policy will create clarity, consistency, and equity across the recruitment cycle.

No.	REC Action Point Summary (College Recruitment Actions)
2.1 a-d	<<< SIGNATURE ACTIONS >>> Actions to accelerate institutional movement towards eliminating structural biases in the recruitment process and using positive action and more intentional approaches.
2.2 a-b	Pre application actions
2.2 c-f	Application actions
2.2 g-l	Shortlisting actions
2.2 m-n	Appointment actions
2.2 o-p	Post application actions
2.3 a-d	Actions to improve appointment rates in SEE
2.3 e-g	Actions to improve appointment rates in SBS
2.4 a-g	Actions to improve application rates in SAMCT
12.5 a-c	Actions to improve application rates in H&S
2.6 a-c	Actions to increase the number of minoritised ethnic colleagues at the most senior grades in professional services
2.7 a-d	Actions to increase the proportion of minoritised ethnic female colleagues with Significant Research Responsibility (SRR)

Academic colleague profile

The minoritised ethnic academic profile increased from 15% to 19%, for all minoritised ethnic groups except Black and Other (Table 87, Figure 90). The University's UK academic minoritised ethnic population increased from 10% to 12% (Figure 94) compared to the sector's 13% average. The non-UK academic population increased from 17% to 19% (Figure 95). In 22-23, the colleague profile was 10% Asian, 3% Black and 4% Mixed Ethnicity (Table 87) which under-represents the overall student body, particularly in relation to Black students who made up 14% of the student body in 2022-23.

Applications, shortlisting and interviews

Applications from minoritised ethnic academics rose to 61% in 22/23 (Figure 27), showing UoS's appeal as an employer of choice for these communities. However, UK applicants, particularly White applicants, are more likely to be shortlisted and appointed (Table 34). Despite high application rates, only 26% of appointments were from minoritised ethnic backgrounds, demonstrating a significant decline in the chance of being appointed compared to the proportion of applications (Figure 30). White applicants are the most likely to be appointed, with an appointment rate increase from 66% to 74% over three years. The proportion of minoritised ethnic applicants is low in SAMCT (32%) and H&S (43%) compared to 70% in SBS and SEE (Figure 27) (Action 2.3).

Academic contracts

18% of minoritised ethnic colleagues hold open-ended contracts, whereas 24% are on fixed-term contracts (Table 17). From 20/21 to 22/23, open-ended contracts for all ethnicities rose from 86% to 90% (Table 18), accompanied by a decrease in fixed-term contracts from 14% to 10% (Figure 19). The highest fixed-term contract rates are in SEE (15%) and H&S (9%), both significantly research-active schools (Table 23). The percentage of minoritised ethnic colleagues on fixed-term contracts (albeit small numbers) has stayed steady at 24%, exceeding the overall percentage of minoritised ethnic colleagues (Table 17).

"It feels like people on fixed term contracts feel the need to take on extra work to prove their worth. There's an atmosphere throughout teams where people want to make time to conduct their research, but due to the pressure of an increasing workload, there's no clear time in a working week to do that research." – REC focus group

The representation of minoritised ethnic colleagues in teaching and research roles increased from 14% to 19% (20/21-22/23), surpassing the sector average of 17%. Teaching-only

contracts also rose from 16% to 19%, above sector average. An intersectional analysis shows a gap among minoritised ethnic females, with none as research fellows, while White females constitute 45.5% of this group. Only 12.5% are research assistants, 5.7% are lecturers, and less than 5% hold positions as senior lecturers, readers, or professors (Figure 26) (Action 2.7, 3.4). Issues around intersectionality in research were raised in REC focus groups:

“There’s an atmosphere throughout teams where people want to make time to conduct their research, but due to the pressure of an increasing workload, there’s no clear time in a working week to do that research. There’s also an issue with privilege – for White straight men who are slightly older, they may have a more traditional form of domestic arrangement which allows them more time to complete things like research and allow more opportunities for promotions. This leads to a challenge around intersectionality.” – REC focus group

Academic colleague grade profile

Data show that in 22/23 minoritised ethnic academics were more likely to be employed at lower grades compared to White academics. There is closer parity at management levels, although there are no Black academic colleagues on management contracts (Table 24-Table 27).

Table 13 Academic colleague grade profile

Academic Grade	White (%)	Minoritised Ethnic (%)
Grade 7 (Associate Lecturer)	14%	18%
Grade 8 (Lecturer)	48%	56%
Grade 9 (Senior Lecturer)	23%	14%
Academic Management Contracts	11%	9%

There are limited data relating to promotions, compounded by there being no formal promotion rounds in 20/21 and 21/22. The formal promotion round in 22/23 related to promotion from lecturer to senior lecturer and reader to professor. 22 minoritised ethnic colleagues applied for senior lecturer roles and three were appointed (14%), compared to 97 White colleagues applying and 25 being appointed (26%), highlighting the necessity to improve the proportion of minoritised ethnic colleagues being appointed through promotion processes at senior lecturer levels (Action 3.3a-f) (Table 36, Table 37). Academic colleague focus groups highlighted:

“We are yet to see the criteria for these new promotions but we’re nervous it may ostracise a lot of people, and there’s also a concern about school budgets.” – REC focus group (Action 3.3a-f)

In preparation for the current promotion of readers and professors round, an EIA was undertaken. Following the promotions round, EDI data were reviewed across protected characteristics, revealing 27% of minoritised ethnic colleagues were promoted to the position of reader, while 7% were promoted to the position of professor.

Following the review of L-SL and University fellows recruitment process, recommendations have been incorporated into this action plan (Action 3.3 f). An end-to-end review of the academic promotion process is currently being undertaken, due to be completed in August 25 where these recommendations will be further enhanced (Action 3.4a).

No.	REC Action Point Summary (Academic colleague actions)
2.7 and 3.4	Actions to increase the proportion of minoritised ethnic females with Significant Research Responsibility (SRR), through both recruitment for new colleagues and career progression for existing colleagues
3.1 a-b	<p><<< SIGNATURE ACTION >>></p> <p>Deliberately designing programmes of support to recognise, nurture and develop talent and removing barriers that stand in the way of achievement</p> <p>Introduce development centres</p>
3.3 a-f	Actions to improve the proportion of minoritised ethnic colleagues being appointed at senior lecturer level
3.6 a-c	Actions to support minoritised ethnic colleagues on fixed term contracts to be aware of job development and opportunities, to support the pipeline of development of colleagues

Professional services colleague profile

Overall, the percentage of PS colleagues from minoritised ethnic backgrounds has increased from 14% to 17% from 2020-21 to 2022-23. This increase mainly derives from the increase in Asian colleagues, from 5%-7%, with proportions of Black colleagues and mixed ethnicity colleagues remaining constant at 6% and 3% respectively (Table 88).

Applications, shortlisting and appointments

In 2022-23, minoritised ethnic PS colleagues accounted for 50% of job applications, driven by an increase in non-UK candidates. However, only 19% were appointed, proportionately lower than White colleagues (Figure 43). No non-UK minoritised ethnic candidates secured PS roles in the last two years (Table 50). Meanwhile, UK Asian and Black applicants increased significantly but faced declining success in shortlisting and appointments, in contrast to White applicants who saw improved outcomes. Appointments were at 1.5% for UK Asian and 1.4% for UK Black applicants, compared to 6.7% for UK White applicants.

Contracts

In PS, 18% of minoritised ethnic colleagues hold open ended contracts, in contrast to the 24% on fixed-term contracts. Focus groups raised concerns that fixed-term contracts negatively impact mental health due to lack of security and belonging, disproportionately affecting minoritised ethnic colleagues (Action 3.6).

Professional service grade profile

71% of PS colleagues are employed at grades one to six across all ethnicities. Among minoritised ethnic colleagues, 78% are in this grade bracket, compared to 70% of White colleagues. Notably, 94% of all Black PS colleagues are employed in these grades. There are fewer minoritised ethnic colleagues at grade seven and above, with very small numbers at grade eight and above, a consistent issue for the past three years. 44% of minoritised ethnic colleagues are employed as cleaners at the lowest grades, with Black cleaners increasing from 29% to 37% between 20/21 and 22/23. Conversely, Black colleagues are underrepresented in administrative roles (2%) and professional and first line management roles (1%). The proportion of minoritised ethnic senior managers in PS has declined over the past three years, albeit from small numbers. There are no minoritised ethnic colleagues at grade ten or above in PS. On a positive note, the number of minoritised ethnic technicians has increased from 9% to 15% over the last three years (Table 48).

To address the imbalance, specific actions will be taken to increase opportunities for minoritised ethnic colleagues in PS (Action 3.2) and improve opportunities for Black colleagues/cleaners at grade one to ensure there is an equitable process to promotion (Action 3.5).

“There’s a challenge for PS colleagues and there’s not a clear hierarchy and progression. To go up a grade, you effectively must apply for a new job and have a new probation period, so it doesn’t feel like a promotion, it feels like you’re actually changing roles. It would be great to have a route of progression as it’s difficult to set a goal for your own personal development.” – REC focus group

Lack of representation in senior management roles, and a desire to see this improved was a key theme in the REC Survey (Action 2.6). To address this, Advance HE delivered the ‘From Strength to Leadership’ pilot programme in 2023 for minoritised ethnic colleagues in PS. Following evaluation, actions to increase minoritised ethnic colleagues in PS at grade six and above will be implemented (Action 3.1).

UoS is enhancing career progression for professional service colleagues by expanding development programmes such as ‘Salford Managers’ and ‘Illuminate’ and ‘Diversifying Leadership’ and introducing ‘Manager 90’ and ‘Stepping into Management’. Development centres will be introduced for minoritised ethnic colleagues and females from grades six to eight across all areas, create more shadowing and secondments opportunities, all to be recognised via the PDR process to support minoritised ethnic colleague progression (Action 3.7c). Recognising the limited turnover of senior roles, UoS is trialling more part time senior roles and job shares to create more frequent opportunities (Action 3.7a). A signature action will ensure intentionally intersectionality in facilitating minoritised ethnic colleagues’ progression and support minoritised ethnic females especially (Action 3.1 a-b).

No.	REC Action Point Summary (professional services actions)
2.2 a-q	Actions agreed by ULT and HR from the end-to-end recruitment review
2.6 a-c	Actions to increase the number of minoritised ethnic colleagues at the most senior grades in professional services
3.1	<p><<< SIGNATURE ACTION >>></p> <p>Deliberately designing programmes of support to recognise, nurture and develop talent and removing barriers that stand in the way of achievement</p> <p>Introduce development centres</p>
3.2	Introduce Coaching Programme and Mentoring Programme for minoritised ethnic colleagues
3.5 a	Working with estates managers to scope needs for the group and ensure the grade one to two promotion is an equitable process
3.5 c	Creation of development day for minoritised ethnic cleaners at grade one based on the need, in preparation for recruitment opportunities
3.7	Increase opportunities for minoritised ethnic colleagues in professional services via flexible working opportunities, clear job families and grade descriptors and developmental programmes of support which are given recognition through the PDR process to aid progression

5. Student context

UoS is dedicated to an excellent student experience, proven by its silver TEF award. Transitioning to the Education and Employability Strategy (EES) and alignment with the Office for Students (OfS) approved APP, including EDI goals, UoS aims to personalise education and better embrace student diversity over the next five years. The plans for curriculum and educational pedagogy and support will centralise equity in student outcomes using principles of social justice to develop this area. A whole institution approach to racial equity is implemented through school EDI action plans.

Student Profile

Between 2020/22 and 2022/23, the total number of students increased, notably among undergraduates and taught postgraduates, while research postgraduate numbers declined. The proportion of minoritised ethnic students grew from 37% to 44%, alongside a rise in non-UK students from 13% to 18% (Table 89). SBS has the highest proportion of minoritised ethnic students at 76%, although SEE has the greatest number. SAMCT, with 17%, and H&S, with 33%, have the lowest proportions. SAMCT aligns with the 17% national average for arts degrees but aims to become a school of choice for minoritised ethnic students.

Undergraduate profile

UoS's undergraduate profile shows that 94% of its undergraduates are home students, of this 34% are minoritised ethnic, an increase from 31% in 20/21. In 22/23, 19% of minoritised ethnic home students were Asian, 10% were Black, 4% were Mixed, and 2% were Other (Table 89). Notably, continuation and completion rates showed no significant inequalities between minoritised ethnic and White students.

Undergraduate degree outcomes - awarding gaps

The ethnicity awarding gap for home students achieving good degrees (achieving 2:1 or above for 'first degree' students) has widened over three years from 10% to 20% (Figure 64). However, during the pandemic in 20/21, changes to assessment regimes and no detriment policies may have impacted the data in that year. The gap has now returned to pre-pandemic levels. An intersectional analysis of the award gap between minoritised ethnic males and females revealed no significant difference in attainment of good degrees.

Table 14 Intersectional award gap data 2022-23 minoritised ethnic females and males

Gender	% of Good degrees	Number of good degrees awarded
Female (minoritised ethnic)	58%	443
Male (minoritised ethnic)	59%	301

In 22/23, the award gap between White and Black home students was 30.1%, compared to 20% for the White and minoritised ethnic award gap (Figure 65). The award gap for non-UK minoritised ethnic students increased from 4.23% in 20/21 to 16.33% (Figure 70) (although numbers are too small to draw conclusions). Based on this data, robust institutional actions have been created for all schools (Action 4.1).

Several initiatives have already taken place at institutional and school level to address the awarding gap, overseen by the Equity in Student Outcomes group, with further actions planned at school level (Action 4.2 – 4.5). Ongoing projects include:

Table 15 Institutional and school award gap actions

Awarding gap actions (completed or in progress)
Launched a two-year student equity ambassador project with ten paid equity ambassadors as peer-to-peer research to tackle the undergraduate awarding gap. In the first nine months, equity ambassadors have engaged with 1,000 students, held six focus groups and met with key stakeholders in the University.
Strengthened the quality assurance processes to consider EDI Statement of ambition goals including more explicit considering the awarding gap. This includes course validations, annual programme reviews and five-year school reviews.
Targeted workshops and support for two programme teams in each school where the most significant awarding gaps are present.
E-decolonising project piloted across schools – a hybrid approach involving an on-line package that has been specifically developed, supplemented with face-to-face workshops.
Implementing recommendations from Inclusive Assessment Audit (Action 4.1.1-8b).

Institutionally, the Equity in Student Outcomes group monitors the University's response to the awarding gap. Data for undergraduate home students indicate the largest gap in H&S, at 35.5% between Black and White students. In SBS, the widest gap is between Asian and White students is 24.1% (Action 4.3).

Table 16 Awarding gap data by school

School	Awarding gap 21/23	Awarding gap 22/23
H&S	20.6%	23.9%
SAMCT	7.8%	14.7%
SBS	9.5%	19.5%
SEE	6.6%	19.8%



Figure 22 Student Equity Ambassadors

Each school has EDI leads who oversee school action plans which include school-specific actions to address the awarding gap. The institution underwent an Inclusive Assessment Audit to understand any differential impacts of assessment types relating to ethnicity leading to specific actions for schools:

Table 17 Inclusive Assessment Audit recommendations by school

School	Inclusive Assessment Audit recommendations
SAMCT	To review the deployment of practical assessment components at level six to gain a deeper understanding of the grade differential between minoritised ethnic and White students, with a focus on BTEC students.
SBS	To review the deployment of coursework and practicals at level six to gain a deeper understanding of the grade differential between BTEC and A-level students.
H&S	To review the deployment of practical assessment components at levels four and six to gain a deeper understanding of the grade differential between minoritised ethnic and White students.
SEE	To review the deployment of examinations for BTEC students at level six to gain a deeper understanding of the grade differential between BTEC and A-level students.

Indicative data for the 2023-24 cohort show a decline in the awarding gap.

Postgraduate profile

PGT

Recently, all schools have seen a rise in minoritised ethnic PGT students, now making up 66% of the PGT student population. This is due to an increase in international students, from 34% to 54%, with 97% from minoritised ethnic groups. Additionally, minoritised ethnic home students rose from 24% to 30% from 20/21 to 22/23.

PGR

Conversely, PGR numbers have declined across the board over the last three years, particularly for minoritised ethnic groups, the largest decline being a decrease from 47% to 34% for Black PGR students.

UoS launched a WP programme intended to develop the pipeline of researchers and academics from WP backgrounds. Ten fully funded WP PhD scholarships, including minoritised ethnic applicants and 11 MPhil (fees only) scholarships were offered and filled. This scheme will continue in 2024/25.

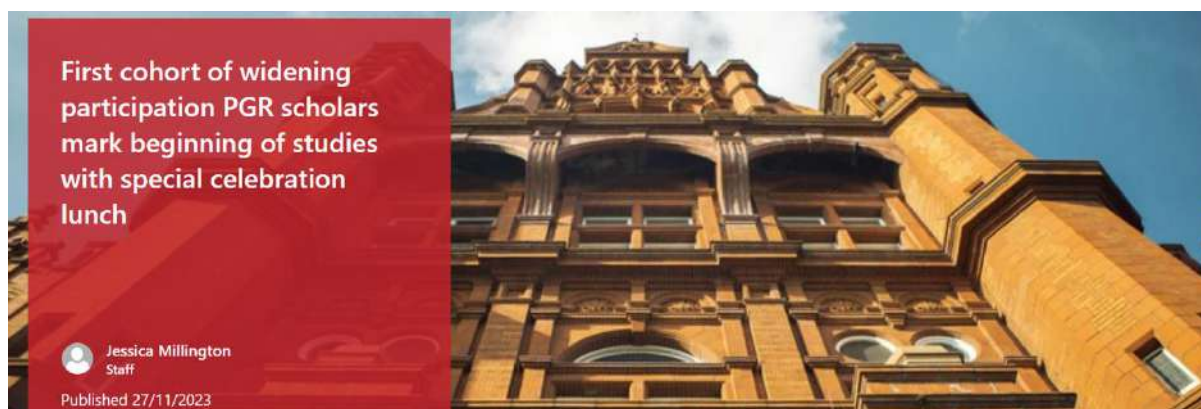


Figure 23 Widening participation PGR Scholars

Postgraduate degree outcomes and awarding gaps

The postgraduate awarding gap increased from 15% to 18% over three years. The largest gap is between White and Black students at 21%. In 22/23, 49% of home White students received distinctions, compared to 31% of minoritised ethnic students and 19% of Black students.

For the next five years, the institution will concentrate on closing the undergraduate award gap. Once progress is demonstrated, we will address the postgraduate award gap. Data for non-UK postgraduate degree outcomes are too limited to provide meaningful insights.

No.	REC Action Point Summary (Undergraduate award gap)
4.1 e	<p><<< SIGNATURE ACTION >>></p> <p>Students will act as partners through the Equity Ambassadors Scheme, to co-create solutions that will narrow the ethnicity awarding gap, ensuring that all students enjoy similar levels of experience and achieve similar levels of success</p>
4.1 a-k	Institutional action to narrow the award gap between White and minoritised ethnic students
4.4 - 4.7	School actions to tackle the award gap

Offers

White applicants across all four schools have higher offer rates, while Black students have the lowest at 69% compared to 79%-86% for White students. Offer rates vary by ethnicity and school, with Black and Other ethnicities generally receiving the lowest offers. In 2022/23, UK Black applicants in H&S had the lowest rate at 36%, compared to 67%-80% in other schools (Table 69, Figure 59). However, due to larger volumes of applications, programmes with capped intake, and limited placements in the NHS, the school has lower offer rates for applicants of all ethnic backgrounds. Therefore, offer rates are not directly comparable, since the schools with lower numbers of applicants and no caps on their programmes, have higher offer rates for applicants of all ethnicities.

Table 18 Overall offer rates by school (all ethnicities)

School	Overall offer rate 22/23
SAMCT	71%
SBS	91%
SEE	90%
H&S	56%

While Black offer rates across the board are an institutional focus, H&S gives us an opportunity to apply best practice in reaching parity at 56% for White and Black students.

H&S have the highest number of Black applicants compared to other schools and their offer process relies more heavily on personal statements than others. The school has conducted detailed analysis into personal statements and the language used by minoritised ethnic applicants compared to White applicants to further understand the disparity, highlighting accepted White students were more likely to use industry specific skills and experience, in comparison to rejected minoritised ethnic applicants who tend to refer more to their lived experiences, hobbies and self-belief. This highlights the need to review the criteria on which H&S make offers. H&S has been proactive in creating detailed actions to achieve parity which

will lead the way for other schools. Priority five underscores the best practice H&S is implementing (Action 5.1).

In 2023, the University's student operations board thoroughly reviewed this data:

Table 19 Student operations board review of application and offer rates

Stage of application	Key findings
Application	Disproportionately fewer Black students met application criteria, often lacking required level 2 qualifications.
Interview	Offer rates varied for Black applicants for interview-required programmes.
Offers	Data show H&S had the second lowest proportion of minoritised ethnic students at 33% (22/23) and the lowest offer rate compared to other schools at 56%. Offer rates for Black students were even lower at 39% (22/23). However, due to larger volumes of applications, programmes with capped intake, and limited placements in the NHS, the school has lower offer rates for applicants of all ethnic backgrounds.

Priority five focuses on offer rates for Black students in H&S to embed best practice, but also includes a review of the Contextual Offer Scheme as an institution to delve into this issue more widely. Once progress is made, there will be a focus on support for the pipeline for Black students to PG.

No.	REC Action Point Summary (Parity of offer rates for Black students in the School of Health and Society)
5.1 a	<<< SIGNATURE ACTION >>> Dismantling implicit and explicit discriminatory criteria in offer processes via text analysis to remove structural bias in criteria
5.1 b	Contextual offer making for Black applicants
5.1 c	Removing qualification 'blockers'
5.1 d	Development of interview best practice guidance for programmes that require interviews to minimise bias
5.1 e	Positive action to ensure parity of offers
5.1 f	Adapt criteria to be more open to transferable skills APEL (Accreditation of Prior Experiential Learning)
5.1 g	Review interviews across the school
5.1 h	Standardise IELTS (International English Language Test Score) scores across
5.1 i	EDI development day with all admissions tutors

No.	REC Action Point Summary (Parity of offer rates for Black students in the School of Health and Society)
5.1 j -k	Post offer support
5.2	Expand the University Contextual Offer scheme to be more inclusive

International students

Minoritised ethnic UG international students rose from 48% to 73% (Table 62) over three years, while White international UG students declined. The rise in international minoritised ethnic students underscores the need for culturally appropriate support (Priority 6). Focus groups and roundtables highlighted the role of representation in fostering belonging:

“I feel a sense of belonging when I see students from the same country as me, who have won awards or completed an achievement.” – REC focus group

The REC student survey revealed minoritised ethnic students are less comfortable addressing racism, with international students feeling even less positive, only 50% are comfortable compared to 63% of home students. Additionally, only half of the international students believe tutors will address racist behaviour.

“I have a concern the University accepts a lot of international students due to the fact they bring in a lot of money, and not necessarily because they want to be inclusive. There’s almost a sense people don’t know what to do, or how to be inclusive or everyone. For example, when things are happening across the world in the news, how are we supporting those from other countries and communities?” – REC focus group

Table 20 Students qualitative data

Qualitative data from roundtables for minoritised ethnic international students
Lack of information they have on their rights when coming to the UK, especially regarding housing.
Fear of reporting racism due to the impact this could have on their visas.
Some students mentioned sanctions placed on them by the University, such as the removal of Blackboard access.
There is no way to raise a complaint/report about something that affects a whole group as there are only options to raise complaints for individual reports of bullying or harassment (Report and Support).

These concerns will be addressed to create a more inclusive environment for minoritised ethnic international students on arrival (Action 6.5, 6.6).

No.	REC Action Point Summary (International students)
6.1	<p><<< SIGNATURE ACTION >>></p> <p>Further enhance the working definition of inclusive culture and plan interventions that will improve international student experience</p> <p>The University to adopt a metric to measure international students' experiences e.g., international student barometer</p>
6.2	Actions to improve community cohesion between home and international students bridging gaps between diverse backgrounds, including a minoritised ethnic student collective and colleague development sessions for inclusive T&L strategies
6.3 a	End-to-end review of international student experience of recruitment, induction, and ongoing communication with international students, to feed into the implementation of further actions
6.4	<p>Create a university wide campaign, in person and online, to instil confidence in international students to report. Including FAQs to dispel myths around reporting such as affecting Visa status etc to increase confidence</p> <p>This will include signposting to group reporting on Report and Support as well as all student support avenues. Including the Students' Union Advice service to access advocacy around structural barriers faced in the University by international students</p>
6.5 a-c	Creation of an EDI student module, diversity calendar of events and development of internationalisation of the curriculum
6.6 a	End to end review of recruitment, induction, and ongoing communication with international students, to develop recommendations
6.6 a-c	Actions to improve support for international students before arriving to the UK, including in person meet and greet at the airport and guided support for settle into life in the UK (e.g. finding a post office etc)

6. Key priorities for future action

The race equity application, developed over months by colleagues and students, has clarified key challenges and secured buy-in to the action plan from stakeholders across the institution. This honest and ambitious submission identifies structural barriers, ensuring root causes are tackled and systems disrupted for greater equity. The REC action plan outlines specific goals, timelines, and accountability measures.

The EDI Governance and Operating Framework is designed to intentionally prevent a proliferation of action plans, clearly linking to the EDI Statement of Ambition goals within the Race Equality Charter bronze application. The REC action plan consolidates actions already being developed from TFGs and school-level actions plans, along with new actions based on additional data collated during this process. All charter mark activity aims to drive the success of the EDI SoA and benchmark against other organisations.

The submission focuses on achieving race equity in key areas such as colleague representation, the ethnicity awarding gap, research environment and culture, and where data indicate that there is work to do. It also addresses feedback from surveys and focus groups which indicate that UoS culture in some areas is not what it should be.

Table 21 REC six priorities

University of Salford Race Equality Charter Priorities	
1	To deliver year on year improvements to student and colleagues experience of inclusive culture at UoS.
2	To increase the proportion of minoritised ethnic colleagues across all areas and grades, through enhancements to the recruitment process.
3	To increase the proportion of minoritised ethnic colleagues across all areas and grades, through supporting career progression of existing colleagues.
4	To narrow the gap between minoritised ethnic students and White undergraduate students in relation to the proportion of 2:1's and first-class degrees awarded.
5	To increase representation of undergraduate Black students in the School of Health and Society, through achieving parity for Black students.
6	To enhance the experiences of international students, through providing specific and culturally appropriate support.

Section 3: Action Plan

We have highlighted a number of **signature actions** throughout this plan which focus on dismantling structural/institutional barriers. These are a precursor for the success of all subsequent actions. These signature actions come under the following areas:

Signature actions	
Priority 1 – Inclusive Culture	To introduce a comprehensive ‘whole institution’ approach to embed critical allyship, as the cornerstone of our EDI initiatives, through the Allyship and Inclusive Cultures Programme
Priority 2 – Recruitment	To accelerate institutional movement towards eliminating structural biases in the recruitment process, using positive action and more intentional approaches
Priority 3 – Career Progression	To deliberately design programmes of support to recognise, nurture and develop talent and remove barriers that stand in the way of achievement
Priority 4 – Award Gap	Students to act as partners through our Equity Ambassadors Scheme, co-creating solutions that will narrow the ethnicity awarding gap, ensuring that all our students enjoy similar levels of experience and achieve similar levels of success
Priority 5 – Black Offer Rates	To dismantle implicit and explicit discriminatory criteria in the offer processes
Priority 6 – International Students	To further enhance our working definition of inclusive culture and plan interventions that will improve international student experience

Priority 1 – To deliver year-on-year improvements to student and colleague experience of inclusive culture at UoS

<<< Signature Actions >>>

Allyship and Inclusive cultures Programme

To introduce a comprehensive ‘whole institution’ approach to embed critical allyship, as the cornerstone of EDI initiatives, through the Allyship and Inclusive Cultures Programme

1.10 c Development of EDI student module in relation to EDI and respect through the Allyship and Inclusive Cultures Programme.

1.17 a Launch a series of online EDI modules for both colleagues and students, including basic awareness and allyship for leaders (as part of the Intersectional Allyship and Inclusive Cultures Programme).

Action No.	Objective	Rationale/ data source	Action	Success Criteria/Outcome	Responsibility	Timescale (start/ complete)	
Colleagues and students							
1.1	Establish appropriate methods by January 2025 that will enable UoS to benchmark and track progress to 2028 in relation to whether inclusive culture in the learning and working environment is being enhanced year on year	Relevant questions regarding inclusive culture have been included in the new all-colleague survey that was delivered in February 2024	1.1 a Ensure that actions are developed, agreed and implemented to improve colleague survey responses around inclusive culture	To achieve a 67% satisfaction rate in our colleague survey by 2028 (current sector benchmark is 61%) (Increase satisfaction across all ethnic groups, with no variation between groups. Data cut by various intersections to enhance and monitor this action plan, making changes were justified)	Head of Learning and Organisational Development	September 2024	September 2028
		We do not currently have an institutional measure to track progress against inclusive culture for students	1.1 b Student Equity Ambassadors to act as insight researchers to identify any issues around inclusive culture	Annual report with recommendations produced to feed into the EDI Governance and Operating Framework, to either provide assurance or redirect tasks of the groups	Head of Student of Voice, University of Salford Students’ Union and Chair of Equity in the Student Outcomes group	September 2024	End of academic year 2025
		Our focus groups/ EDI Statement of Ambition consultations and REC surveys indicate that inclusive culture could be strengthened	1.1 c Embed questions relating to minoritised ethnic student experience and our definition of inclusive culture into pre-existing student feedback mechanisms, ensuring they’re equality monitored. Including welcome survey, module review surveys, student perspectives group, NSS, Graduate Outcomes Survey, ad-hoc student survey requests and student panel surveys	Annual analysis of student culture undertaken that identifies trends and issues, 12 months data from the relevant students used to establish a baseline for existing culture by July 2025	Student Voice & Engagement Manager	January 2025	March 2025
				Report feeds into the EDI Governance and Operating Framework, to either provide assurance or redirect tasks of the groups	Strategy Team		
1.2	Improve student and colleague understanding of institutional work taking place to tackle racial inequity	REC colleague survey found that colleagues lacked understanding of what the University is doing to tackle racial inequity. The lowest positivity scores were among those identifying as Other (35%), Mixed (42%) and White (44%) More than a third of students are unaware of efforts within the institution to address race inequity	1.2 a Communications and Engagement plan in place for all students and colleagues to highlight the University’s approach to advancing race equity, sitting under our broader Allyship and Inclusive Cultures Programme	At least 6 communication and engagement activities leading to a year-on-year increase in interaction in our online and in person initiatives. Baseline to be established by August 2025 With an overall desire to increase the number of colleagues and students who are aware of what the University is doing in terms of Race Equity, in the next Race Equality Charter Survey from: <ul style="list-style-type: none">From 65% to 75% for students	Associate Director of Marketing & Communications and EDI Inclusive Culture Lead	October 2024	Aug 2026

Action No.	Objective	Rationale/ data source	Action	Success Criteria/Outcome	Responsibility	Timescale (start/ complete)	
				<ul style="list-style-type: none"> From 46% to 65% for colleagues 			
			1.2 b Embed regular updates on race equity work via university committees to ensure it is cascaded for example the Education and Student Experience Committee	Assurance provided to the Equity Assurance Committee on dissemination of updates on race equity work to university committees. Assurance to include a minimum of 2 updates to Education and Student Experience committee, Research Committee and Senate	Associate Pro Vice-Chancellor Education & Student Experience	December 2024	December 2028
			1.2 c 2 colleague roundtables per year to share the progress of the Race Equity Group	Increase awareness of Race Equity work to improve positivity scores to 70% by 2028	EDI Charter Marks Lead	October 2024	October 2028
			1.2 d At least 3 EDI updates per year, including flagship events into fortnightly communications from the Vice Chancellor to all colleagues		Vice Chancellor Associate Director of Marketing and Communications	July 2024	July 2028
			1.2 e Quarterly EDI Newsletter for colleagues and students showcasing a variety of activity from internal (including staff networks) and external networks (including Students' Union)		EDI Inclusive Culture Lead	September 2024	September 2028
1.3	Create more opportunities for colleagues and students to learn about other ethnicities and cultures	Minoritised ethnic, but in particular Mixed ethnicity students felt the University does not acknowledge festivals and traditions from different cultures well. Qualitative data from colleague focus groups highlighted a lack of recognition felt by Asian groups and people of Traveller heritage	1.3 a Develop Diversity Calendar Working Group, focusing on diversity calendar of events and activities, as well as a physical calendar. In collaboration with Faith Centre, Student Experience team, Students' Union, Respect, Culture and Behaviours Team, Colleague Networks, EDI Team and Student Societies	Events Calendar outlining programme of events, activities and communications consulted on and communicated to all colleagues and students through a multimedia approach	EDI Inclusive Culture Lead	August 2024	August 2027
			1.3 b Provide technological add-ons that will enable all colleagues to digitally link the diversity calendar to all colleague Outlook diaries	20% of colleague uptake of the add-on by September 2025 40% of colleague uptake of the add-on by September 2026 Increase positivity score from 40% - 60% for minoritised ethnic colleagues and students		September 2025	September 2026
			1.3 c Measure impact of inclusive events plan which has a balanced approach for all ethnic groups and religions	Annual evaluation and impact plan in place Inclusive events plan evaluated annually with report and recommendations produced Annual infographic produced to highlight best practice and impact to share internally and externally at a variety of events/conferences		September 2024	September 2028
			1.3 d Review channels that events are communicated through e.g. accessibility of Hub and Website to find these opportunities	A 12-month evaluation of the Allyship and Inclusive Cultures programme, which will include a report on impact		September 2024	September 2025
1.4	Create more reward and recognition opportunities for students and colleagues involved in EDI work and advancing inclusive culture at the University	Focus groups with colleagues highlighted the need for better recognition of the work of colleagues with various characteristics, as well as students expressing the importance of seeing peers like themselves receive awards	1.4 a Ensure equity objectives are considered in the organisation's annual PDR process linking to the appropriate reward and recognition channels	Equity objectives are included in the PDR process	HR Wellbeing Manager	April 2025	Yearly

Action No.	Objective	Rationale/ data source	Action	Success Criteria/Outcome	Responsibility	Timescale (start/ complete)	
			1.4 b Inclusion of recognition of key contributors of Equity Groups in VC's newsletters	Colleagues to provide 52% positive feedback (to align with the current all colleague figures on reward and recognition overall) on reward and recognition opportunities for EDI work specifically, through further REC surveys	Associate Director of Marketing & Communications	September 2024	September 2028
			1.4 c Quarterly EDI Newsletter to all featuring colleague and student contributions to advancing inclusive culture, including USSU highlights	Include specific questions in the Alterline Survey and Student Perspectives Group to measure the impact of representation through reward and recognition for students, aiming for a 60% positive feedback rate	EDI Inclusive Culture Lead	September 2024	September 2028
			1.4 d Development package created for EDI Leads and Advocates, aligned to the delivery of the EDI Statement of Ambition	Package developed and delivered to all EDI Leads and advocates	EDI Head of Culture Change	January 2025	June 2026
			1.4 e Harmonise resources and approaches to EDI for greater consistency in Schools and Services	Parity of EDI resource allocation achieved across schools and services	EDI Head of Culture Change	January 2025	August 2026
Students							
1.5	Improve the satisfaction of Mixed ethnicity students' experiences	83% of minoritised ethnic students felt respected, compared to 79% of White students. Mixed students felt the least respected at 65%. Further focus groups highlighted lack of belonging for students with Latina heritage that don't fit into any box, in particular these students felt excluded from university events and placements	1.5 a Embed targeted communication and engagement activities for Mixed ethnicity students, within wider Inclusive Culture communications plan, to build representation and visibility for mixed ethnicity students. For example, a community week/cultural freshers fair, cultural map of Manchester	Benchmark question to be included in the welcome week survey. Baseline to be established by September 2025	EDI Inclusive Culture Lead and USSU Director of Engagement, Union CEO	September 2025	September 2028
			1.5 b EDI student e-module to include elements around mixed ethnicity students experience	Year on year enhancement in satisfaction as reported by students with 2028 target determined by December 2025	EDI Head of Culture Change	September 2027	September 2028
1.6	Improve experience of work-based learning and placements for minoritised ethnic students institutionally	Students on placement report experiencing discrimination and felt that the university could enhance support and remedial action in response to this. This was a consistent theme across the REC survey and focus groups including students	1.6 a A suite of Work Integrated Learning e-module to be created for colleagues, students and employers with EDI elements embedded, with input from relevant stakeholders via the EDI governance route	E-learning module to be trialled with 10 programmes in the first year	Head of Work Integrated Learning	October 2024	October 2025
			1.6 b In addition to the e-module, run pilot action learning sets with students to nurture the element of pastoral care, wellbeing and EDI	Pilot of 8 students on an action learning set	Head of Work Integrated Learning	Oct 2025	July 2026
1.7	Enhance student voice in the changes and improvements to placements for minoritised ethnic students in the School of Health and Society	Research into student experience on student placements indicates a national issue, particularly for subject areas in Health, making this a key focus area. In addition, minoritised ethnic students raised issues with placements in multiple forums like the REC focus groups and the Minoritised Ethnic Student Collective in Health and Society	1.7 a Co-create a student-centred EDI placement charter with learners	Charter launched across the School of H&S Positive feedback from focus groups around preparedness for placements	Dean in the School of Health and Society USSU Chief Executive Officer	November 2024	July 2025

Action No.	Objective	Rationale/ data source	Action	Success Criteria/Outcome	Responsibility	Timescale (start/ complete)	
			1.7 b Run a campaign to increase confidence and support for learners to be able to speak out safely about their experiences of discrimination on placement	3 events delivered 100 students in the School of Health and Society engage with campaign via in person and online presence	USSU Chief Executive Officer	October 2025	October 2026
			1.7 c Creation of a Greater Manchester Community of Practice and Minoritised Ethnic student Ambassador role. With the aim to have a wide student representation to work collaboratively to ensure discrimination is heard and acted upon	20 students to join the community of practice in the first year	Director of Placements Associate Dean Academic (Student Experience) USSU Chief Executive Officer	September 2025	September 2027
1.8	Collaborate with work-based learning and partner placements to eradicate discrimination	The discrimination on placement report from Salford Students' Union collated minoritised ethnic students' experiences and reports of discrimination in School of Health and Society	1.8 a Collaborate with local NHS, social work and counselling organisations to provide regular feedback to practice partners at a strategic and operational level	10 partnerships within greater Manchester Integrated Care (includes NHS) and Northwest HEIs to be made to provide regular feedback	Dean of the School of Health and Society Trust Boards Chief Nurses/AHP's	July 2024	July 2026
			1.8 b Work with practice partners to create visibility of support for students on placement, education of staff and mandatory training		Director of placements Principal Educators/ Lead PEFs/PEFs	July 2024	July 2026
1.9	Enhance support for minoritised ethnic students on placements	Focus group report highlighted the lack of support on placements, including communication issues	1.9 a Creation of a simulation package for pre-placement (allyship, taking action against discrimination)	100% of tutors promoting the simulation package to students before going on placement	Head of Simulation	September 2025	September 2026
1.10	Create consistency of support for students in having safer spaces where they feel comfortable to discuss their experiences	Focus groups with minoritised ethnic students highlighted feeling uncomfortable when speaking to White people about their experiences	1.10 a 2 round table discussions with minoritised ethnic placement students per year to provide a safer space to discuss experiences on placement	Feedback through continuous student feedback mechanisms, focus groups and Alterline surveys show minoritised ethnic students feel more comfortable discussing their experiences. Benchmarks are established aiming for a 5% improvement in satisfaction year on year	EDI Leads across Schools to facilitate and EDI Team to support setting up and administration.	September 2026	September 2028
			1.10 b USSU colleague support for identity-based societies, to ensure these groups exist regardless of having student leadership or funds at the time		USSU Director of Engagement	September 2024	Sept 2025
			<p><<< SIGNATURE ACTION >>></p> <p>To introduce a comprehensive 'whole institution' approach to embed critical allyship, as the cornerstone of EDI initiatives, through the Allyship and Inclusive Cultures Programme</p> <p>1.10 c Development of EDI student module in relation to EDI and respect through the Allyship and Inclusive Cultures Programme</p>		EDI Head of Culture Change	September 2024	September 2025
1.11	Improving community cohesion between White and minoritised ethnic students	Focus groups highlighted segregation among student groups based on ethnicity, including between home and international students	1.11 a Work with the minoritised ethnic student collective to further explore institutional wide events that unpack the balance between belonging within minoritised ethnic student groups and have	Identification of at least 2 events per year that explore community cohesion matters with students from all ethnicities Feedback through continuous student feedback mechanisms, focus groups and	EDI Leads across Schools to facilitate and EDI Team to support setting up and administration.	September 2026	September 2028

Action No.	Objective	Rationale/ data source	Action	Success Criteria/Outcome	Responsibility	Timescale (start/ complete)	
			community cohesion with students of other ethnicities	Alterline surveys show improved community cohesion between minoritised ethnic students and White students			
1.12	To improve sense of belonging for minoritised ethnic postgraduate students	Although overall minoritised ethnic students cited a strong sense of belonging in the REC survey, focus groups revealed a negative feeling around a sense of belonging for minoritised ethnic students at PhD level	1.12 a Students’ Union to provide extra support for PGT and PGR students in joining identity-based societies, including providing colleagues support to those societies to ensure a place of belonging regardless of committee structure/other barriers in being set up as a society	Specific societies set up for PGT and PGR students, and SU data to show increased number of these students involved in societies	Students’ Union Chief Executive Officer	September 2024	September 2028
			1.12 b Students’ Union Loneliness campaign to also target PGT and PGR students. Loneliness campaign to include: <ul style="list-style-type: none">Auto enrolment into societiesSocial prescribing, where students can self-prescribe as lonely to get all round support from the UnionAdditional resources for events	Alterline survey to measure loneliness students are experiencing with a year-on-year decrease in the % of students experiencing loneliness	Students’ Union Chief Executive Officer	September 2025	September 2028
Colleagues							
1.13	Create a more inclusive and equitable environment to support minoritised ethnic technicians	Qualitative data raised EDI issues for technicians relating to inconsistency of progression opportunities, lack of clarity of technical roles and perceived unfairness towards minoritised ethnic colleagues	1.13 a Institution wide mentoring scheme to have a route for technician mentors, promoted via the EDI Technicians Commitment	All minoritised ethnic technicians to be offered a mentor	Head of Learning and Organisational Development	January 2025	December 2025
			1.13 b Run a campaign for PDR completion rates with technical managers to ensure consistent support around career development	Technicians to have 100% PDR completion rates	Technical managers	July 2024	July 2025
			1.13 c Create a technician job family that provides clear skills frameworks and grade descriptors for colleagues and managers to use in PDR’s, implementing grade descriptors for all roles	Qualitative data through all colleague survey and focus groups with technicians shows an increased satisfaction in the inclusive environment, having a more equitable experience	Reward and Recognition Team, HR – alongside Head Technical Manager	January 2026	April 2027
1.14	Improve representation of diverse groups in university governance structures	Colleagues from minoritised ethnic backgrounds make up 18% of our colleague body, the senior leadership teams are predominantly White, meaning our governance structures are not representative	1.14 a Promote membership from minoritised ethnic colleagues by creating a more inclusive environment: <ul style="list-style-type: none">New starters’ tangible guide, with demystifying terminology and rolesOpportunities open to all grades with support structures in place e.g. training, buddiesTransparency of how decisions and contributions are madeChange format of governance to make more inclusive atmosphere	Increase representation of minoritised ethnic colleagues that sit on senior committees from 11% to 18% to match the overall colleague profile	Head of Quality Management Office	June 2026	June 2028

Action No.	Objective	Rationale/ data source	Action	Success Criteria/Outcome	Responsibility	Timescale	
						(start/	complete)
			<ul style="list-style-type: none"> Link opportunities to incentives to increase engagement from minoritised ethnic groups 				
			1.14 b Ensure the enactment of co-opted members as per the terms of reference for senior academic governance committees to ensure diverse voices are heard	Ensure that in at least 50% of meetings held each year by Senate and its senior committees, co-opted members are invited to ensure diversity of voice and views	Chief Academic Services Officer & University Secretary	January 2025	January 2026
1.15	Improve ethnicity declaration rates through different data collection methods for Council	Ethnicity data was not previously available to view for Council membership, due to it being voluntarily provided with consent only given for HESA purposes	1.15 a Targeted approach to recruitment rounds for Council to encourage collection of ethnicity declarations through dedicated campaigns to build knowledge, trust and confidence in the use of data	Increase representation of minoritised ethnic members Council members, from <5 to above 5 or a minimum of 20%	Executive Director Governance and Assurance and University Secretary	April 2024	April 2026
			1.15 b Use discussions at Council governance sub-committee and with Chair of Council to explore other ways to encourage declarations, to better inform recruitment of new Council members (independent and co-opted) to bring more diverse voices to Council			July 2024	July 2025
1.16	Improve sense of belonging for minoritised ethnic and especially Black colleagues	Our REC colleague survey showed 31% of minoritised ethnic colleagues felt the need to act differently at work due to their race or ethnicity, this was even more stark for Black colleagues at 51%. This is compared to only 6% of White colleagues	1.16 a Support for EdRACE colleague network and potential further support groups	Close the gap for Black colleagues feeling the need to act different at work due to their race, from 31% to 6% to align with white colleagues	Inclusive Culture Lead, EDI Team	May 2025	May 2028
			1.16 b Creation of drama allyship workshop, that embeds specific content on code switching for Black colleagues (as part of the Intersectional Allyship and Inclusive Cultures Programme)		Colleague Development Lead, EDI Team	April 2024	June 2024
1.17	Improve confidence of minoritised ethnic colleagues, that racially inappropriate behaviour will be addressed by the University and its leaders	<p>Minoritised ethnic colleagues and students showed low confidence levels in feeling that University leaders would call out racially inappropriate behaviour, lowest confidence was amongst Black colleagues</p> <p>Confidence levels to report discrimination, harassment or abused on the basis of race or ethnicity are also lower among Minoritised Ethnic colleagues, particularly those identifying as Mixed and Other</p>	<p><<< SIGNATURE ACTION >>></p> <p>To introduce a comprehensive ‘whole institution’ approach to embed critical allyship, as the cornerstone of EDI initiatives, through the Allyship and Inclusive Cultures Programme</p> <p>1.17 a Launch a series of online EDI modules for both colleagues and students, including basic awareness and allyship for leaders (as part of the Intersectional Allyship and Inclusive Cultures Programme)</p>	All colleagues to gain a foundational knowledge of EDI and legislation, microaggressions, bias and allyship; with Salford's standard of behaviours and expectation of allyship clearly communicated to all	EDI Head of Culture Change	August 2024	August 2027
			1.17 b Launch a series of in-person applied drama workshops on allyship and active bystander techniques (as part of the Intersectional Allyship and Inclusive Cultures Programme)	At least 6 sessions delivered to approx. 300 colleagues	EDI Colleague Development Lead	January 2025	June 2025
			1.17 c EDI Champions - Train the Trainer programme to developing a cohort of 12 EDI Champions who will develop their own	Annual cohort of 12 EDI Champions to deliver the series of 4 in-person and online allyship workshops to a minimum of 4 cohorts of up	Colleague Development Lead, EDI Team	August 2024	August 2025

Action No.	Objective	Rationale/ data source	Action	Success Criteria/Outcome	Responsibility	Timescale	
						(start/	complete)
			understanding and awareness of allyship in 4 key areas: active bystander, anti-racism, neurodiversity and LGBTQ+. EDI Champions to develop their skills as facilitators and develop training materials to cascade with the teams and departments.	to 30 participants = 12 (Champions) x 4 (cohorts) x 30 (participant) = 1440 participants will complete the training in year 1			
			1.17 d University Leadership Team allies to build on antiracist commitments and their commitment to calling out this behaviour as active bystanders themselves for example, speaking out as active bystanders in national and worldwide events that affect minoritised ethnic staff such as the riots	Close the gap in confidence between minoritised ethnic colleagues and all colleagues in addressing appropriate behaviour to 0%	University Leadership Team	January 2025	January 2026
			1.17 e Video campaign of Senior Leadership Teams to respond to colleagues of a 'you said' and this is what ULT/SLT are committing to changing/pledge	Close gap in confidence between minoritised ethnic colleagues and all colleagues in addressing appropriate behaviour to 0% Year on year improvement in the confidence of minoritised ethnic colleagues feeling comfortable addressing race related topics with colleagues in their department	Head of Communications Team	January 2025	January 2028
			1.17 f Implement an independent reporting platform, to increase confidence for minoritised ethnic colleagues to report	Close gap in confidence between minoritised ethnic colleagues and all colleagues in addressing appropriate behaviour to 0% Year on year improvement in the confidence of minoritised ethnic colleagues feeling comfortable addressing race related topics with colleagues in their department Follow up focus group qualitative data shows that colleagues who have raised concerns feel heard, and believe the school/ department has taken appropriate action	Chief People Officer	January 2025	January 2026
1.18	Create safer environments for minoritised ethnic colleagues to discuss race related topics	REC colleague survey found that more than 1 in 5 minoritised ethnic colleagues do not feel comfortable discussing race related topics with colleagues in their department	1.18 Organise periodic roundtable led by Race Equity Group in conjunction with the EdRACE colleague and other colleague networks	Follow up focus group qualitative data shows that colleagues who have raised concerns, feel heard, and believe the school/ department has taken appropriate action	EDI Charters Marks Lead	May 2024	Sept 2024
1.19	Tackle perceived racial inequities in Salford Business School	Qualitative data from the REC colleague survey highlighted issues in SBS perceived inequalities in promotions and senior roles, particularly among Asian colleagues Some colleagues in the school felt the University had gone too far in its attempt to not offend people from minoritised ethnic backgrounds	1.19 a Listening event to be facilitated by an external company for all colleagues, actions to be devised from this in 2 stages: 1. Conduct listening events 2. Communications strategy devised to ensure colleagues feel the process is transparent and are aware of the action taken	Communications strategy implemented Follow up focus group qualitative data shows that colleagues who have raised concerns, feel heard, and believe the school has taken appropriate action	Dean of Salford Business School/EDI Leads	May 2024	Sept 2024
			1.19 b Educating line managers to take more targeted approach to ensure minoritised ethnic colleagues are being put forward for opportunities, to readdress unconscious bias				

Priority 2 - To increase the proportion of minoritised ethnic colleagues across all areas and grades, through enhancements to the recruitment process

<<< SIGNATURE ACTIONS>>>							
To accelerate institutional movement towards eliminating structural biases in the recruitment process, using positive action and more intentional approaches							
2.1 a Apply the freedom to appoint based on the candidate possessing a known underrepresented protected characteristic in a tie break situation where candidates score equally to redress the underrepresentation (data underpinning under representation is required and clear guidance for recruiting panels to be provided to support this approach).							
2.1 b Introduce the essential requirement for a diverse applicant pool and diverse shortlist into any Exec search and agency agreements e.g. minimum requirement of 24% minoritised ethnic applicants at application and shortlist. (this may vary depending on the role).							
2.1 c Introduce triggers in the recruitment system that give recruiting managers the % of diversity by characteristics at application then shortlist to ensure diversity isn't lost during the process, subject to new HR system capabilities.							
2.1 d Include the availability of flexible working for the majority of roles on the careers landing page, explain how candidates can request flexible working and provide examples of how roles can be worked flexibly (explain the difference between agile & flexible working).							

Action No.	Objective	Rationale	Action	Success Criteria/Outcome	Responsibility	Timescale (start/complete)	
2.1	To accelerate institutional movement towards EDI goals for minoritised ethnic colleagues set out in the Statement of Ambition using positive action and more intentional approaches	Over the past three years, we have made small incremental progress in our representation of our overall colleague body for minoritised ethnic colleagues. From 14% in 20/21, 16% in 21/22 and 18% in 22/23. We now need to accelerate the pace of progress.	<<< SIGNATURE ACTIONS >>> To accelerate institutional movement towards eliminating structural biases in the recruitment process, using positive action and more intentional approaches 2.1 a Apply the freedom to appoint based on the candidate possessing a known underrepresented protected characteristic in a tie break situation where candidates score equally to redress the underrepresentation (data underpinning under representation is required and clear guidance for recruiting panels to be provided to support this approach)	Address imbalance in through process of recruitment, to be more equitable between minoritised ethnic and white candidates, in line with the 2028 EDI Statement of Ambition goals: Currently 22/23 academic: 61% minoritised ethnic applicants vs 36% white, 41% vs 56% shortlisted, 26% vs 73% appointed. By 2028, improve through process for minoritised ethnic candidates to: <ul style="list-style-type: none">shortlisted from 41% to 48%appointed from 26% to 33% Currently 22/23 PS: 50% minoritised ethnic applicants vs 48% white, shortlisted 29% vs 69% white and 19% vs 80% white appointed. By 2028, improve through process for minoritised ethnic candidates to: <ul style="list-style-type: none">shortlisted from 29% to 36%appointed from 19% to 26%	Chief People Officer	December 2024	August 2025
			2.1 b Introduce the essential requirement for a diverse applicant pool and diverse shortlist into any Exec search and agency agreements e.g. minimum requirement of 24% minoritised ethnic applicants at application and shortlist. (this may vary depending on the role)			June 2026	January 2027
			2.1 c Introduce triggers in the recruitment system that give recruiting managers the % of diversity by characteristics at application then shortlist to ensure diversity isn’t lost during the process, subject to new HR system capabilities				

Action No.	Objective	Rationale	Action	Success Criteria/Outcome	Responsibility	Timescale (start/complete)	
			2.1 d Include the availability of flexible working for the majority of roles on the careers landing page, explain how candidates can request flexible working and provide examples of how roles can be worked flexibly (explain the difference between agile & flexible working)			October 2024	February 2025
2.2	Improve the conversion rates for minoritised ethnic candidates from application through to shortlisting and appointment	The data shows that although a high proportion of applicants are from minoritised ethnic backgrounds, there is a disproportionately decreasing chance of being shortlisted, interviewed and appointed. From 61% to 41% to 26% for academics and from 50% to 29% to 19% for professional services. Qualitative data from focus groups also highlights a perception of bias in recruitment processes.	Development of recruitment policy to create clarity, consistency, and equity across all stages of the recruitment cycle, including:	Recruitment policy communicated to 100% of colleagues and hiring managers	HR Head of resourcing and Head of Learning and Organisational Development	July 2025	July 2026
			Pre application: 2.2 a Develop guidance and principles for recruiting managers to including the implementation of diverse methods of assessment for all roles, to ensure candidates can be assessed in different ways e.g., mix of presentations, tests, group assessments etc that are implemented equitably and relevant to the role	Guidance regarding diverse assessment methods developed and cascaded to all recruiting managers		December 2025	December 2027
			2.2 b Collect candidate feedback including perceptions of fairness, transparency and inclusivity and analyse from an equality perspective and use the feedback to make continuous improvements, subject to new HR system capability	System in place to email candidates for feedback via electronic form		December 2025	July 2026
			Application: 2.2c Require managers to take positive action when there is under representation in their department (targeted advertising and including a positive action statement)	Process in place to ask recruiting managers what they are doing to take positive action	HR Head of Resourcing	October 2024	December 2024
			2.2 d Introduce an employee diversity referral scheme that rewards and encourages referrals for underrepresented groups e.g. through staff networks (EDI Team to meet with Diversity Jobs Board company)	Employee Diversity Referral Scheme in place	HR Head of Resourcing and EDI Head of Culture Change	December 2026	December 2027
			2.2 e To set up a process that will pro-actively and systematically review talent pools, to ensure ongoing opportunities for all candidates that are applying but aren't getting to shortlisted/appointed stage	A minimum of 5 candidates from minoritised ethnic backgrounds being appointed from this list per year	HR Head of Operations	January 2027	January 2028

Action No.	Objective	Rationale	Action	Success Criteria/Outcome	Responsibility	Timescale (start/complete)	
			2.2 f Introduce a requirement for the panel to have a discussion about personal bias before interviews.	Changes made to pre interview documentation to make this a requirement	HR Head of Resourcing	December 2024	December 2025
			Shortlisting:				
			2.2 g Implement anonymised shortlisting to reduce bias in all professional services roles	Anonymised shortlisting in place across 100% of PS roles post live date	HR Head of Resourcing	February 2025	December 2026
			2.2 h Implement pilot for anonymised recruitment for academic roles	Pilot for anonymised recruitment for academics reviewed and evaluated with recommendations	HR Head of Resourcing	February 2025	December 2026
			2.2 i Remove the ability for those involved in shortlisting to see other shortlisting panel members scores and comments to prevent bias. Each panel member should shortlist candidates separately so as not to be influenced by other panel members views that could lead to conformity bias (new system can do this but need to monitor)	New system live and monitoring in place for 100% of roles	HR Head of Resourcing	February 2025	December 2026
			2.2 j Review expediently and implement minimum diversity composition required for each panel	Minimum diversity of panel composition agreed, communicated and implemented via new recruitment process	HR Head of Resourcing	February 2025	December 2026
			2.2 k Form collaborative panels that include representatives from different departments, backgrounds, levels of experience and students to minimise the influence of individual biases	Recruitment panels to confirm all panel members are trained	Chair of recruitment panels	December 2024	August 2025
			2.2 l All panel members to complete recruitment and selection training	100% of panel members to complete training	Chair of recruitment panels	December 2024	August 2025
			Appointment:				
			2.2 m To undertake an annual audit to review whether recruitment processes have been followed by recruitment panels	Annual audit taken place against set criteria and with recommendations being made for enhancements. Reported to HR programme board	HR Head of Resourcing	January 2026	December 2026
			2.2. n Introduce a code of conduct for panel members and limit the number of panel members involved in selection to a reasonable and proportionate number	Section included in the recruitment guidance document	HR Head of Resourcing	January 2026	December 2026
			Post application:				
			2.2 o Provide training for managers on giving constructive feedback to unsuccessful candidates	Training in place and delivered to 90% of recruitment panel chairs	HR Head of Learning and Organisational Development and Head of Resourcing	January 2026	December 2027
			2.2 p Audit of progression through recruitment process. To analyse reasons for the proportional reduction in applicants with protected characteristics who are not shortlisted, from the application stage to the shortlisting stage, from an intersectional lens. Identifying any trends and activities that	To have the audit of progression through recruitment process and analysis on reasons for reduction in applicants with protected characteristics, through an intersectional lens, completed and subsequent suggested actions fed through to the HR programme board and	Chief Strategy Officer	February 2025	February 2028

Action No.	Objective	Rationale	Action	Success Criteria/Outcome	Responsibility	Timescale (start/complete)	
			cause this pattern and suggesting potential remedial counter actions	EDI Governance and Operating Framework for review			
School specific recruitment actions							
2.3	To improve the appointment rates of minoritised ethnic candidates in SEE and SBS	SEE has the biggest decline in appointing minoritised ethnic candidates, from 56% in 20/21 to 37% in 22/23	SEE 2.3 a Undertake a review of recruitment practices within the SEE School	Recommendations and actions from review to be implemented	Deputy Dean of SEE	October 2024	October 2025
			2.3 b Run half day unconscious bias sessions for senior leaders, recruitment panel chairs, subject heads and School Leads and other Directorate Management Group members each year	Run 2 half day sessions annually		October 2024	October 2025
			2.3 c Pilot the use of an approaches to staff recruitment guidance to be used by recruitment managers for all roles that will encourage the pro-active consideration of inclusive recruitment.	Guidance to be implemented for 100% of vacancies in SEE		September 2024	September 2025
			2.3 d To invite minoritised ethnic colleagues in school to have recruitment and selection training, to increase diversity in shortlisting and recruitment panels	Pool of 10 or more minoritised ethnic colleagues		September 2025	September 2026
		In SBS there is a drop from 41% in 20/21, 50% in 21/22 and then a drop back down to 39%.	SBS 2.3 e Pilot positive action to provide support for competency-based interviews, such as videos etc to provide support	Multimedia package of support in applying for jobs in place, including guidance through videos etc.	Deputy Dean SBS	September 2024	January 2025
			2.3 f Chair of the panel to have a special responsibility for EDI considerations in the recruitment process and prior to interviews and shortlisting, reminding panel members of these considerations linked to our EDI Statement of Ambition	Guidance for chairs of panels to be in place		January 2025	July 2025
			2.3 g Explore the feasibility of cultural CV guidance and prompts built into recruitment system e.g. statements such as your CV is expected to be no more than x pages long, should you be shortlisted interviews are competency based, and a link to a video on competency-based questions	Guidance to be agreed and the relevant prompts implemented e.g. no more than 9-page CV's for Professors, no more than 6 pages for Senior Lecturer, no more than 4 pages for Lecture for example		July 2025	December 2025
2.4	To improve the number of minoritised ethnic candidates applying for roles in SAMCT	The School of Arts and Media attracts less minoritised ethnic candidates at application stage. Whilst 32% of our applications with SAMCT are from minoritised ethnic candidates, a further analysis shows that only	Positive action initiatives to be targeted at specific programmes where we have an opportunity in the recruitment pool to attract more minoritised ethnic candidates into teaching to increase representation:	Using the six HESA classifications to benchmark across similar institutions in the region, to allow for meaningful and granular comparisons to match HEI's with similar demographics, to improve from 8% to 11% in	Deputy Dean of SAMCT Doctoral school, SAMCT PGR Director, ADRI, EDI Lead	August 2024	August 2028

Action No.	Objective	Rationale	Action	Success Criteria/Outcome	Responsibility	Timescale (start/complete)
		8% of staff involved in teaching delivery are from a minoritised ethnic backgrounds, therefore we have concentrated our actions on bringing in representation into the teaching space.		minoritised ethnic colleagues involved in teaching delivery		
			2.4 a EDI PhD fee waiver to be targeted at global majority candidates, with teaching workload attached to it where possible	3 PhD Waiver fees implemented for students from the global majority.		July 2025 July 2027
			2.4 b Build on the current research internship scheme to offer paid work experience to underrepresented students in teaching, impact and engagement to enhance their CVs and inspire interest in research careers.	10 student internships offered and taken up.		October 2025 August 2026
			2.4 c Work with HR to implement inclusive recruitment practices including removing barriers in all JDs, offering more opportunity to train, looking at transferable skills to minimise barriers to colleagues applying	100% of JD's updated to account for transferable skills instead of very specific experience		July 2025 December 2025
			2.4 d Flexible Assessment Options: Shortlisted candidates will receive two weeks' notice before the interview, which will include a presentation task and a question-and-answer session. Applicants will have the option of giving a live presentation, pre-recording a presentation, or offering a practice-based artifact or performance. They will be able to see the interview questions in advance and may refer to notes or pre-record their responses enabling them to play to their strengths.	100% of roles offer flexible assessment options		July 2025 December 2025
			2.4 e Co-produce a "Transition Training Package" with non-academic partners and doctoral scholars with inclusive content covering topics such as application and resume enhancement, searching for opportunities, shared challenges, adapting a PhD thesis for publication and the realities of diverse career paths within and outside academia	Transition Training Package compiled and distributed to 100% of hiring managers in the School		June 2025 October 2026
			Where there is a lack of a diverse pool of applicants (as happens in some disciplines), the school will bring in representation via other routes:			
			2.4 f Collaborate with the Salford EdRACE Network, to host both in person and online events on representation in Arts and Media open to the wider public e.g. guest lecturers	At least 2 events per year, with a target of minimum of 30 attendees at each.		November 2024 November 2026
			2.4 g Initiatives to be targeted at specific programmes where we have an opportunity	Focus on 6 key programmes, with initiatives for each programme scoped out and		October 2024 October 2027

Action No.	Objective	Rationale	Action	Success Criteria/Outcome	Responsibility	Timescale (start/complete)	
			in the recruitment pool to attract more minoritised ethnic candidates	presented to the school SLT by December 2024.			
2.5	To improve the number of minoritised ethnic candidates applying for roles in H&S	The School of Health and Society attract less minoritised ethnic candidates at application stage	2.5 a Pilot and evaluate the creation of a bank of trained external recruitment panel members from minoritised ethnic backgrounds that can participate in recruitment panels in the school	The pool of potential interviewers from minoritised ethnic backgrounds eligible to sit on panels increased by 20%	Deputy Dean H&S	January 2025	January 2026
			2.5 b Implementation of an honorary lecturer’s scheme aimed at minoritised ethnic clinicians and health professional in the NHS to engage in teaching	To improve % of applications from minoritised ethnic background to 50% in H&S.		August 2026	August 2027
			2.5 c Develop targeted webinars specifically for Minoritised Ethnic potential applicants	3 webinars aimed at the minoritised ethnic communities, NHS and voluntary sector organisations to be delivered per year		October 2025	October 2026
Professional Service specific recruitment actions							
2.6	To increase the number of minoritised ethnic colleagues at the most senior grades in professional services	There are no minoritised ethnic colleagues at grade 10 and above in professional services	Creation of Salford Positive action package including:				
			2.6 a Introduce the requirement for a diverse applicant pool and diverse shortlist into any Exec search and agency agreements e.g. minimum requirement of 24% minoritised ethnic applicants at application and shortlist. (this may vary depending on the role)	To increase the number of minoritised ethnic colleagues at grade 10 and above from 0% to 3%	Senior Resourcing Manager	October 2024	May 2026
			2.6 b To review and update the EDI specifications used to procure executive search agencies with the aim of strengthening our EDI expectations of agencies.	System in place and full compliance	University Leadership Team and Chief People Officer	November 2025	November 2027
			2.6 c To use external agencies for senior manager vacancies that have the expertise to recruit a more diverse candidate field and pilot a commitment to readvertise if the shortlisted candidates produced by the agency are not ethnically diverse	Key criteria and principles created and applied		August 2025	August 2027
Research specific recruitment actions							
2.7	Increase the proportion of our academic colleagues with Significant Responsibility for Research (SRR) at each career stage who are female and from minoritized ethnic groups, through recruitment	Data shows little disparity between White and minoritised ethnic colleagues in terms of research responsibility, however when looking at this intersectionally with gender, there is a bigger disparity for minoritised ethnic females	2.7 a Targeted positive action for recruitment campaign (June’25– April’26) for Reader and Prof across all Schools to include: <ul style="list-style-type: none">Targets to be defined and communicated to schools at the start of campaignTargeted workshops for women and minoritised ethnic colleagues	Increase minoritised ethnic female profile with significant responsibility for research at each career stage, from: Lecturer = 5% SL/Reader = 5% Professor = 4% to 12% for all	Deputy Vice Chancellor	January 2025	December 2026

Action No.	Objective	Rationale	Action	Success Criteria/Outcome	Responsibility	Timescale (start/complete)	
			<p>wishing to apply for Reader or Prof positions</p> <ul style="list-style-type: none"> ▪ Review of EDI data at each stage of the recruitment process from an intersectional perspective ▪ Inclusion of School EDI lead on school-level panels ▪ Ensuring ethnic diversity on the senior decision-making panel ▪ Undertake equality analysis of the whole procedure to inform the process for subsequent years 	Equity analysis on Prof and Readers process to have taken place and recommendations implemented for subsequent processes			
			2.7 b Co-produce a research development pathway with minoritised ethnic female academics wanting to get into research	10 minoritised ethnic females per year to be awarded scheme	PVC Research and Enterprise	August 2026	August 2028
			2.7 c Introduce targeted spotlight stories in internal comms every 3 months to ensure the inclusivity and flexibility of our working environment for minoritised ethnic female researchers is openly discussed, including multimedia comms sharing experiences of minoritised ethnic female role models in research and senior minoritised ethnic females demonstrating their development stories	4 Spotlight stories created per year and delivered by internal and external communication channels e.g. the Hub, Linked in/Instagram	EDI Inclusive Culture Lead	October 2024	November 2026

Priority 3 - To increase the proportion of minoritised ethnic colleagues across all areas and grades, through supporting career progression of existing colleagues

<<< SIGNATURE ACTIONS>>>

To deliberately design programmes of support to recognise, nurture and develop talent and remove barriers that stand in the way of achievement

3.1 a Introduce development centres (programme of support to develop talent in preparation for internal opportunities) for minoritised ethnic and females at grade, 6, 7, 8 and above across all areas.

3.1 b Track career development and progression of minoritised ethnic colleagues, also looking at intersection of females completing development opportunities.

3.4 d Introduce protected research time for minoritised female academics and review the allocation of pastoral and teaching responsibilities in academic roles to ensure a fair gender distribution.

Action No.	Objective	Rationale	Action	Success Criteria/Outcome	Responsibility	Timescale (start/ complete)	
3.1	Improve progression opportunities for all minoritised ethnic colleagues at grade 6 and above	Data shows representation of minoritised ethnic colleagues at lower grades, qualitative data highlighted issues with the lack of routes for progression	<<< SIGNATURE ACTION >>> To deliberately design programmes of support to recognise, nurture and develop talent and remove barriers that stand in the way of achievement 3.1 a Introduce development centres (programme of support to develop talent in preparation for internal opportunities) for minoritised ethnic and females at grade, 6, 7, 8 and above across all areas 3.1 b Track career development and progression of minoritised ethnic colleagues, also looking at intersection of females completing development opportunities	Improve the proportion of minoritised ethnic colleagues in grade 6,7, 8 and above year on year, to be in line with our goal in the EDI Statement of Ambition to improve from 17% to 24% Data shows correlation to internal progression of colleagues who are involved in activities linked to the development centre	Chief People Officer	January 2026	January 2028
3.2	Increase minoritised ethnic colleagues in professional services at grade 7 and above	In addition to there being no minoritised ethnic colleagues at grade 10 and above. 78% of minoritised ethnic colleagues are at grade 1-6 in professional services, compared to 69% of White colleagues. There is an opportunity to use the pipeline of minoritised ethnic colleagues at grade 6, 7 and 8 to improve representation.	3.2 a Introduce a coaching programme and mentorship programme for minoritised ethnic colleagues 3.2 b Invite minoritised ethnic colleagues from professional services to participate in the 'Diversifying leadership programme'	20 colleagues to participate in the mentoring and coaching programme in the first year, with an increase capacity year on year Up to 10 colleagues per year to take part in the Diversifying Leadership Programme	Organisational Development Team and Colleague Development Lead EDI team	April 2025	April 2027
3.3	Improve proportion of minoritised ethnic colleagues being appointed at senior lecturer level	In senior lecturer promotion rounds only 14% of minoritised ethnic candidates were appointed, compared to 26% of White colleagues. In focus groups, academic colleagues highlighted lack of transparency of new promotions criteria.	3.3 a Provide developmental support for colleagues who are unsuccessful in promotion rounds, via the mentoring and coaching scheme, to create a pipeline of support for next promotion rounds and other opportunities 3.3 b Provide training for managers on giving constructive feedback to unsuccessful candidates to support their future development	To improve the proportional appointment rate for minoritised ethnic colleagues from 14% to 26% to be in line with White colleagues. Training in place via Manager 90 programme or new LMS – 90% of hiring managers have received training	All line managers supported by Head of Organisational Development Team Head of Organisational Development Team	September 2025	September 2028
						December 2026	December 2027

Action No.	Objective	Rationale	Action	Success Criteria/Outcome	Responsibility	Timescale (start/ complete)	
			3.3 c Create clear criteria for promotions to enable equity of opportunity, so internal candidates have clarity on the promotion route, as well as creating clear criteria for managers to adhere to, to ensure equity in the promotions process	Promotions criteria is communicated to 100% of assessment panel members and other relevant stakeholders	Head of Reward and Recognition Team, HR	October 2025	October 2026
			3.3 d Run targeted preparation workshops for minoritised ethnic colleagues to give opportunity for colleagues to prepare their application and the process to submit, led by academic colleagues who have already gone through the promotions process and been successful	At least 2 workshops per year	Organisational Development Team, HR	October 2025	October 2026
			3.3 e Communications plan to be put together to ensure promotions criteria is communicated with the relevant stakeholders. Including information for panel members to adhere to the criteria, to minimise bias in appointments	Promotions criteria is communicated to 100% of assessment panel members and other relevant stakeholders	HR Head of Reward and Recognition	October 2025	October 2026
			3.3 f If senior lecture rounds are conducted, implement considerations resulting from the senior lecturer promotion rounds review, including: <ul style="list-style-type: none"> ▪ Raise awareness with recruiting panels of the need to consider diversity at all stages of the recruitment process, including the pre-application stages. ▪ All recruiting and decision-making panels should be diverse in terms of ethnicity and gender. ▪ Ring-fence roles where the data provides justification and is legally permissible. ▪ Consider diversity data at each stage of the recruitment process, so that appropriate interventions can be considered at each stage, rather than at the end of the process when it may be too late. ▪ Develop criteria to enable panels to understand how to take account of personal circumstances that are submitted. ▪ Introduce a 'final decision' panel in the case of the L-SL process. ▪ Consider development opportunities/guidance for unsuccessful applicants in relation to the L-SL process. 	To improve the proportional appointment rate for minoritised ethnic colleagues from 14% to 26% to be in line with White colleagues.	HR Head of Reward and Recognition	September 2026	September 2028

Action No.	Objective	Rationale	Action	Success Criteria/Outcome	Responsibility	Timescale (start/ complete)	
3.4	Increase the proportion of our academic colleagues with Significant Responsibility for Research (SRR) at each career stage who are female and from minoritized ethnic groups, through progression	Data shows little disparity between White and minoritised ethnic colleagues in terms of research responsibility, however when looking at this intersectionally with gender, there is a bigger disparity for minoritised ethnic females	3.4 a Conduct an end-to-end review of the academic promotion process and implement recommendations	Recommendations implemented	HR Project Manager	January 2025	August 2025
			3.4 b Develop and launch institution wide Mentoring Programme, that has a research strand, specifically identifying coaches and mentors for Minoritised Ethnic female colleagues	10 minoritised ethnic female colleagues on the programme in the first year	HR Organisational Development and Director of Research and Knowledge Exchange	February 2025	February 2026
			3.4 c Introduce a new to academia programme that aims to provide support for academic colleagues new to research	10 minoritised ethnic female colleagues on the programme in the first year	HR Organisational Development, Director of Research and Knowledge Exchange, PVC Learning, Teaching, Enhancement	September 2026	September 2027
			<<< SIGNATURE ACTION >>> To deliberately design programmes of support to recognise, nurture and develop talent and remove barriers that stand in the way of achievement	PVC EDI agreed protected research time for female academics approach with PVC Research	Deputy Vice Chancellor	October 2025	Dec 2027
			3.4 d Introduce protected research time for minoritised female academics and review the allocation of pastoral and teaching responsibilities in academic roles to ensure a fair gender distribution	Protected time in place	PVC EDI	Dec 2025	Dec 2027
3.5	To improve opportunities for our PS Black colleagues at grade 1	There are low numbers of Black colleagues in professional services. However, these colleagues' members are overrepresented in grades 1-6. 94% of our PS Black colleagues are in grade 1-6, compared to 69% of our White colleagues. From 20/21 to 22/23 Black cleaners at the University increased from 29% to 37%.	3.5 a Working with estates hiring managers, to scope needs for this group and undertake an evaluation of whether the grade 1-2 promotion is an equitable process.	Qualitative data collected via tailored surveys to demonstrate positive experiences for Black cleaners, and the opportunities they feel they have to progress and measuring progression of Black colleagues	Director of Estates, Colleague Development Lead, EDI Team and Organisational Development team, HR	July 2025	July 2026
			3.5 b Implement face to face recruitment and selection training for all recruiting managers in Estates, that is tailored to improving representation in higher grades.				
			3.5 c Creation of day of development for minoritised ethnic cleaners at grade 1 based on the need, in preparation for recruitment opportunities.				
3.6	Support minoritised ethnic colleagues on fixed term contracts to be aware of job and development opportunities, to	18% of minoritised ethnic academic colleagues are on open contracts compared to 24% on fixed term contracts. In focus groups academic colleagues raised concerns over fixed term contracts and the impact on	3.6 a Bi-monthly email to colleagues on fixed-term contracts with internal job and development opportunities	Qualitative data from focus groups shows increased satisfaction from minoritised ethnic background on fixed term contracts	Resourcing Team Leader	January 2026	January 2027

Action No.	Objective	Rationale	Action	Success Criteria/Outcome	Responsibility	Timescale	
						(start/	complete)
	support the pipeline of development of these colleagues	the mental health, lack of security and belonging for Minoritised Ethnic colleagues.		Data shows progression of minoritised ethnic colleagues on fixed term contracts to permanent contracts			
			3.6 b Begin to measure the number of colleagues moving from fixed term to open contracts	Establish a baseline of the progression of colleagues moving from fixed to open contracts, to then split this by ethnicity to inform where pipeline improvement may be required and set targets accordingly	Strategy Team – EDI data support	January 2026	January 2027
			3.6 c All colleagues on fixed term contracts have regular Performance Career Conversations (PCC) to identify development needs and career aspirations	As per our PDR cycle 90% compliance of colleagues on fixed term contracts having their PDR meetings	Line Managers and Deans of Schools	January 2026	January 2027
3.7	Provide more support for minoritised ethnic professional services colleagues for promotion opportunities	Focus groups highlighted that there are currently no progression pathways for professional services colleagues, “There’s a challenge for PS staff and there’s not a clear hierarchy and progression. To go up a grade, you effectively have to apply for a new job and have a new probation period, so it doesn’t feel like a promotion, it feels like you’re actually changing roles. For PS colleagues it would be great to have a route of progression as it’s difficult to set a goal for your own personal development.”	3.7 a Include the availability of flexible working for the majority of roles on the careers landing page to open up more opportunities for senior roles, explain how candidates can request flexible working and provide examples of how roles can be worked flexibly (explain the difference between agile & flexible working).	Changes to landing page completed	HR Recruitment Manager	December 2024	December 2025
			3.7 b Prepare colleagues for professional services promotion opportunities, by creating job families and clear grade descriptors, to provide clarity for all PS colleagues on how to get promotion to a specific area and/or grade	Clarity of promotion opportunities measured through qualitative feedback in focus groups	Head of Reward and Recognition	July 2027	July 2028
			3.7 c Developmental programmes to support the progression of professional services colleagues and recognition of these via the PDR process: <ul style="list-style-type: none"> Manager 90 Stepping into Management Illuminate - our in-house personal development programme Diversifying leadership programme to be targeted at professional services colleagues Shadowing Secondments 	Clarity of developmental programmes for professional services colleagues to apply for promotions, which is measured through qualitative feedback in focus groups Create a baseline to measure minoritised ethnic colleagues have progressed internally following attendance of these development programmes	Organisational Development Team, HR and Colleague Development Lead, EDI Team	March 2025	March 2027

Priority 4 - To narrow the gap between minoritised ethnic students and White undergraduate students in relation to the proportion of 2:1’s and first-class degrees awarded

<<< SIGNATURE ACTIONS>>>							
Students to act as partners through the Equity Ambassadors Scheme, co-creating solutions that will narrow the ethnicity awarding gap, ensuring that all students enjoy similar levels of experience and achieve similar levels of success							
4.1b Continue to strengthen Equity Student Ambassadors joint scheme between the Students’ Union and University to gain insights from students as to how the university can change and to co-create solutions with colleagues that will narrow the ethnicity awarding gap.							
4.1e To implement a targeted programme of support for the 2 programmes with the most significant ethnicity awarding gap in each school. Programme of support for academic teams to include explicit consideration of the Black student awarding gap.							

Action No.	Objective	Rationale	Action	Success Criteria/Outcome	Responsibility	Timescale (start/ complete)	
4.1	Narrow the ethnicity awarding gap between minoritised ethnic and White students	The ethnicity awarding gap for home students achieving good degrees (achieving 2:1 or above for ‘first degree’ students) has widened over three years from 10% to 20%	4.1a To strengthen accountability through the implementation of more robust reporting mechanisms and accountability. With explicit reporting lines through the Access and Participation Plan Steering Group and via this group to the university’s Education and Student Experience Committee and University Leadership Team	Narrow gap White to minoritised ethnic award gap from 20% in 2023 to 5% by 2028	PVC Education and Student Experience	September 2024	August 2028
				Dedicated and explicit reports, actions and progress on the ethnicity awarding gap being presented and reviewed by the Education and Student Experience committee twice a year			
				Ongoing review and evaluation of awarding gap actions by the Access and Participation Plan steering group	Associate PVC Education and Student Experience		
				Annual evaluation mechanisms, e.g. theory of change approaches, embedded in all projects to identify ‘what works’ and enhancements that can be made to all awarding gap projects	Associate PVC Education and Student Experience		
			<<< SIGNATURE ACTION >>> Students to act as partners through the Equity Ambassadors Scheme, co-creating solutions that will narrow the ethnicity awarding gap, ensuring that all students enjoy similar levels of experience and achieve similar levels of success 4.1b Continue to strengthen Equity Student Ambassadors joint scheme between the Students’ Union and University to gain insights from students as to how the university can change and to co-create solutions with colleagues that will narrow the ethnicity awarding gap	Prepare business case for at least a further year of funding for this project in addition to the 2 years already agreed	Head of Student Voice (Students Union)	October 2024	August 2025
				Recruitment of 10 paid student equity ambassadors per year	Associate Pro Vice-Chancellor EDI		
				Incorporate a specific strand of enquiry for student equity ambassadors to gain specific insights to the Black student awarding gap	Associate Pro Vice-Chancellor Education & Student Experience		

Action No.	Objective	Rationale	Action	Success Criteria/Outcome	Responsibility	Timescale (start/ complete)	
				Co-creation process established for sharing and acting on insights gained			
				Evaluation process to assess how the whole project is embedded, with ethics application approved			
				Findings and outcomes from the project implemented and shared across the university and sector			
			4.1c To embed and mainstream the consideration of awarding gaps in key academic quality processes, including new course validation approvals, PMEP (University of Salford's ongoing programme review process) and School programme review process To review how the new curriculum management system can be utilised effectively to embed consideration of awarding gaps	Course validation process updated to include embedded sections related to equity, including awarding gaps	Associate Pro Vice-Chancellor Education & Student Experience	January 2025	July 2025
				PMEP process to explicitly prompt all course teams to review and action awarding gaps on their programmes and modules	Head of Quality Management Office		
				School programme review process to include explicit consideration of awarding gaps with corresponding actions developed to address this at local level	Deans of Schools		
				Key specifications identified to embed awarding gap considerations in the new digital curriculum management system			
			4.1d To implement and embed decolonising the curriculum principles and related colleague awareness/ skills development across the university's academic portfolio	Evaluation of current e-decolonising pilot completed Plan to roll -out and embed decolonising principles across the university agreed and embedded within curriculum review. Colleague development programme regarding decolonising the curriculum in place	Associate PVC Education and Student Experience	February 2025	August 2025
			<<< SIGNATURE ACTION >>> Students to act as partners through the Equity Ambassadors Scheme, co-creating solutions that will narrow the ethnicity awarding gap, ensuring that all students enjoy similar levels of experience and achieve similar levels of success	Eight Programmes identified and support sessions for all eight course teams delivered	Associate Pro-Vice Chancellor EDI and Associate Pro Vice-Chancellor Education & Student Experience	September 2024	September 2025
			4.1e To implement a targeted programme of support for the 2 programmes with the most significant ethnicity awarding gap in each school	A minimum of 2 areas for targeted support identified that may lead to narrowing of awarding gaps at programme level. Explicit actions relating to academic team consideration of the Black student awarding gap identified			

Action No.	Objective	Rationale	Action	Success Criteria/Outcome	Responsibility	Timescale	
						(start/	complete)
			Programme of support for academic teams to include explicit consideration of the Black student awarding gap	Evaluation of these programmes conducted and completed, with learning disseminated using multi-comms channels. E.g. workshops, school newsletters and podcasts			
			4.1 f Develop a user-friendly digital data dashboard and associated development sessions for colleagues. Showing how to access and use awarding gap data at programme and module level and respond to it consistently using clear criteria in the PMEP process	Enhancements for 100% programmes with ethnicity awarding gaps greater than 5% clearly identified with actions logged in the institutional PMEP action log		February 2025	August 2025
			4.1g To include explicit consideration of ethnicity and A-level/BTEC awarding gaps within module leader reports	Awarding gap section included in module leaders report and 100% of reports include module leader reflections and actions relating to the ethnicity awarding gap (5-way split)		April 2025	April 2026
			4.1 h Review, update and disseminate institutional inclusive assessment principles to all module leaders.	Inclusive assessment principles to be disseminated to 100% of module leaders.		September 2024	December 2024
			4.1 i To include a reflection in module leader reports as to whether inclusive assessment principles have been complied with and for QMO to explore ways in which compliance with the principles can be monitored	Module leader reports adapted to provide space for module leader reflections		October 2024	December 2024
			4.1 j Diversity calendar provided to all module leaders to consider ahead of scheduling assessments during the academic year, with clear guidance to avoid key dates of relevance to our student population	Diversity calendar disseminated to 100% of module leaders with guidance on taking account of significant dates in teaching and assessments		January 2025	July 2025
			4.1k To increase staff engagement with fairness in learning & teaching through promoting culturally inclusive learning environments and experiences	Creation of 4 initiatives that increase engagement with cultural inclusivity, accessible throughout the academic year	EDI Lead Learning, Teaching and Enhancement Centre	February 2025	February 2026
4.2	School of Arts and Media (SAMCT) to improve % of good degree outcomes for minoritised ethnic students and especially for Mixed students	In SAMCT minoritised ethnic students have seen an increase in the gap from 7.8% to 14.7%	4.2 a Pilot new Future Film initiative. This is a student-led group with staff support that facilitates ongoing discussion about how teaching film production (SAMCT's largest cohort with 200+ students per year) and general film practice can identify EDI needs and improve learning and creative conditions for a diverse group of students	Reduce gap to 8% by 2028	Dean of School of Arts and Media	January 2025	June 2025
			4.2 b To review the deployment of coursework and practical's at level six to gain a deeper understanding of the grade differentials in relation to ethnicity and adapt assessments accordingly			May 2024	May 2025

Action No.	Objective	Rationale	Action	Success Criteria/Outcome	Responsibility	Timescale (start/ complete)	
4.3	Salford Business School (SBS) to improve % of good degree outcomes for minoritised ethnic students and especially Asian students	In SBS the ethnicity award gap has increased from 9.5% to 19.5% and is the widest between Asian and White students (24.1%). The inclusive assessment audit – identified that there was a larger gap in relation to coursework and practical's – rather than exams	4.3 Deliver on all actions in bespoke school level award gap action plan, including:	5% to be in line with EDI Statement of Ambition (SoA) target in Schools by 2028	Dean of Salford Business School	September 2024	September 2028
			4.3 a Audit of anonymous marking set up across UG modules and components			November 2024	August 2025
			4.3 b Exploring link in student journey and trajectory further from L4 onwards, to explore possible interventions/changes			June 2025	September 2025
			4.3 c Use of PMEP to capture actions around the award gap to support evaluation at programme/module levels			June 2025	September 2025
4.4	School of Health and Society (H&S) to improve % of good degree outcomes for minoritised ethnic students	The school with the widest awarding gap is H&S having increased from 20.6% to 23.9 % over 3 years	4.4 a Monthly Bespoke SHS Colleague Dev Sessions on 'Closing the Award Gap', 'Pass First Time' and 'Fitness to practice' (recorded, disseminated, and added to bank of resources in School EDI Teams Channel)	To achieve SoA target of 5% gap by 2028 and aiming for lower by 2029	Associate Dean of Teaching and Learning	September 2024	September 2028
			4.4 b Raising awareness of link between Award Gap, Fitness to Practice and Pass First Time to enhance skills and knowledge. Including, for example, Inclusive assessments; UDL and inclusive Feed-Forward strategies; Bi-Monthly School Staff dev sessions that are recorded and disseminated to all staff; Bi-monthly EDI focussed meetings with Heads of Subject; Bi-monthly 'Let's Talk EDI' staff drop-in sessions Regular agenda item on all subject course meetings, Placement Steering Group, School EDI Committee	90% of colleagues to access these programmes			
			4.4 c Directorate action focussed plans, inclusion within PMEP and APP	100% of directorates to have plan in place			
			4.4 d Each Semester have EDI/ Award Gap action focused meetings with Heads of Subjects	100% of subject heads to have engaged in meetings at least twice a year			
			4.4 e Data from School programme end dates show an improvement in these figures (when compared to this data from HESA) this is associated with the Nursing programmes being included in the following year	HESA and internal data better aligned			
			4.4 f Action plans developed for specific programmes and implement using the PMEP system	All programmes with awarding gaps have a programme level plan			

Action No.	Objective	Rationale	Action	Success Criteria/Outcome	Responsibility	Timescale (start/ complete)	
4.5	School of Science, Engineering and Environment to improve the % of good degree outcomes for all minoritised ethnic students and especially Black students	In SEE minoritised ethnic students have seen an increase in the award gap from 6.6% to 19.8%	4.5 a Data on award gaps shared with programme leaders annually	To achieve SoA target of 5% gap by 2028 and aiming for lower by 2029	Dean of School of Science, Engineering and Environment	September 2024	September 2028
			4.5b Action plans developed for specific programmes and implement using the PMEP system	All programmes with awarding gaps have a programme level plan			
			4.5.c Award gaps discussed at ADA staff development forums	Annual agenda item for discussion			
			4.5 d Roll out of hidden curriculum booklet	100% of staff have received hidden curriculum booklet, with discussion at 2 colleague events per year			

Priority 5 - To increase representation of undergraduate Black students in the School of Health and Society, through achieving parity for Black students

<<< SIGNATURE ACTIONS >>>

Dismantling implicit and explicit discriminatory criteria in offer processes

5.1 a Text analysis of words used by Black students compared to White students and correlating with successful/unsuccessful personal statements, to then prompt change to the criteria and words the admissions teams look for in personal statements, to remove structural bias based on wording in criteria.

Action No.	Objective	Rationale	Action	Success Criteria/Outcome	Responsibility (oversight and implementation)	Timescale (start/complete)	
5.1	Improve offer rates for Black students in the School of Health and Society	Institutionally, Black students have the lowest offer rates (69%) compared to White students (79-86%) The School of Health and Society have the lowest offer rates for all students due to number controls on the programmes they offer, linked to the number of NHS placements available. Because the School have already been leading in this area, we are working with Health and Society to develop best practice to have parity of offers between White and Black students at 56%, to match the overall offer rate for all ethnicities in the School	<<< SIGNATURE ACTION >>> Dismantling implicit and explicit discriminatory criteria in offer processes via 5.1 a Text analysis of words used by Black students compared to White students and correlating with successful/unsuccessful personal statements, to then prompt change to the criteria and words the admissions teams look for in personal statements, to remove structural bias based on wording in criteria	Raising Black offer rates to 56% to achieve parity between White and Black students Guidance around the changed criteria, for admissions team to be implemented as a result	Director of Admissions and Course Admission Leads in the School of Health and Society in collaboration with the central Admissions Team	October 2024	June 2026
			5.1 b Pilot contextual offer-making for Black applicants on certain programmes, if positively evaluated to introduce more widely and as part of a wider review of the University’s contextual offer making scheme	Analysis of contextual offer making for Black applicants on specific programmes, monitoring data which is fed into the EDI governance and operating framework to evaluated year on year impact. Outcome year on year increase in offers for Black applicants		October 2024	June 2025
			5.1 c Recruitment and Admissions teams to identify the qualification ‘blockers’ and remove where possible e.g., requirement to have GCSE Maths and English.	Track the number of qualification blockers identified and when removal of these blockers is introduced, track the offer rates before and after, with an aim to create parity in offer rates, by raising Black offer rates to 56% to achieve parity		January 2025	June 2025
			5.1 d Development of interview best practice guidance and unconscious bias training for relevant colleagues on programmes that require interviews, to minimise bias	Guidance and training disseminated to 100% of relevant colleagues on those programmes that require interviews		February 2025	February 2026
			5.1 e Positive action to ensure parity of offers, including: Work closely with Marketing and Admissions Teams to review admissions templates with				
			Appropriate adjustments made to the admissions criteria and selection processes				

Action No.	Objective	Rationale	Action	Success Criteria/Outcome	Responsibility (oversight and implementation)	Timescale (start/complete)	
			an EDI Lens and all communications on website, to remove words that do automatically exclude any group e.g. 'must have undertaken work and placements', instead 'able to show knowledge and transferable skills from life'	for School of Health and Society programmes of nontraditional qualifications and APEL			
			5.1 f Adapt criteria to be more open to transferable skills APEL (Accreditation of Prior Experiential Learning) i.e. people with nontraditional/UK qualifications would be encouraged to apply and contact admissions and be welcome to open days	100% of admissions/ recruitment marketing to include widening participation statement and encouragement of applications and inquiries from potential Black applicants		November 2024	June 2025
			5.1 g Review interviews across the school to ensure parity and an equitable opportunity for all students. Provide additional guidance on personal statement writing on Course Finder and introduce interview best practice guidance	Guidance updated and accessible to all students, once qualification blockers are removed ensure we are not coming from a deficit model but being supportive to students to show their best selves		November 2024	June 2025
			5.1 h Standardise IELTS (International English Language Test Score) across the School of Health and Society	Positive action to lead to parity of offers for Black students from 36% to 56% to match White student offers		November 2024	January 2026
			5.1 i EDI development day with all admissions tutors and relevant colleagues from the central Admissions Team. To raise awareness and develop skills in the team to identify and remove structural bias/ barriers that may prevent minoritised ethnic students from being successful	100% Admission Tutors attend EDI Admissions Developments Day 100% Admission Tutors develop bespoke course action plan to increase offers	Director of Health and Society in conjunction with the central Admissions Team	March 2025	March 2026
			5.1 j Inclusion of University commitment to EDI (e.g. Award winning Minoritised Student Collective invite and information) within all offer letters	100% offer letters include statement of School commitment to EDI (e.g. Award winning Minoritised Student Collective)	Director of Admissions and Admission Tutors in collaboration with the central Admissions Team	September 2024	July 2025
			Post offer support 5.1 k Inclusion within post offer letter conversion communications of an invitation for Black and minoritised ethnic students to buddy with a Black and/or minoritised ethnic current student	100% of conversion communications to include encouragement for Black and minoritised ethnic applicants to buddy up with a Black and/or minoritised ethnic current student	Director of Admissions and Head of EDI	January 2025	July 2025
			5.1 l Invitation to Black and minoritised ethnic students to attend SH&S Minoritised Ethnic Student Collective welcome meeting to show applicants that we are committed to support them and inculcate a sense of belonging	100% conversion communications include invitation to Black and minoritised applicants to attend a student Collective meeting	EDI Lead H&S	September 2024	September 2025
5.2	Expand the University Contextual Offer scheme to be more inclusive	It's widely accepted that students from certain demographics are under-represented at university. Whilst the University has an existing Contextual Offer scheme it is timely to review and expand it	Identify a basket of measures that can be used to identify widening participation applicants at point of application and make contextual (reduced) offers	Year on year increase in offers for Black and other widening participation candidates	Head of Admissions	September 2025	August 2027

Priority 6 – To enhance the experiences of international students, through providing specific and culturally appropriate support

<<< SIGNATURE ACTIONS >>>

To further enhance our working definition of inclusive culture and plan interventions that will improve international student experience

6.1 a The University to adopt the international student barometer as a metric to measure international students' experiences and conduct survey annually and as a tool to plan interventions that will improve international student experience. Results are shared, actions agreed, and progress is checked and monitored.

Action No.	Objective	Rationale	Action	Success Criteria/Outcome	Responsibility	Timescale (start/ complete)	
6.1	Have a consistent measurement for international students' experiences, to help focus improvements for this group	Over the last 3 years, the proportion of international students from minoritised ethnic groups has risen sharply from 48% in 2020-21 to 73% in 2022-23	<<< SIGNATURE ACTION >>> To further enhance our working definition of inclusive culture and plan interventions that will improve international student experience 6.1 a The University to adopt the international student barometer as a metric to measure international students' experiences and conduct survey annually and as a tool to plan interventions that will improve international student experience. Results are shared, actions agreed, and progress is checked and monitored	Baseline established after first year with identification of key areas for improvement Following analysis of results, improvement plan in place and being overseen by the Education and Student Experience Committee	PVC Education and Student Experience Student Voice & Engagement Manager and Student Experience and Support Team	August 2025 September 2026	August 2026 September 2027
6.2	Improving community cohesion between home and international students, bridging the gaps between diverse backgrounds	Over the last 3 years, the proportion of international students from minoritised ethnic groups has risen sharply from 47.6% in 2020-21 to 72.8% in 2022-23. Qualitative data from the student REC survey highlighted international students expressed a desire for increased connection with home students, highlighting a need for the university to bridge gaps between diverse backgrounds	6.2 a Host at least 2 roundtables a year to further explore the suggestions from international students, as well as insight from the International Student Barometer including: - inclusive classrooms, such as mixed groups in lectures and seminars - inclusive social spaces - inclusive food options on campus 6.2 b Utilising the Minoritised Ethnic Student Collective to host sessions to support cohesion between minoritised ethnic home and international students. Also utilising the Teams site for Minoritised Ethnic Student connectivity and colleague development sessions (recorded and disseminated on inclusive T&L strategies)	Roundtables in place with 50% representation from both home and international students Proportional representations of students across all Schools Qualitative data highlights international students feeling an increased connection with home students, as measure through Alterline Survey and Student Perspectives Group	EDI Leads across Schools in conjunction with USSU. EDI Team to support setting up and administration EDI Leads in the School of Health and Society	September 2026 September 2025	September 2028 September 2028

Action No.	Objective	Rationale	Action	Success Criteria/Outcome	Responsibility	Timescale (start/ complete)	
6.3	Improve the confidence minoritised ethnic and international students have in tutors and university colleagues in addressing racially inappropriate behaviour	Our REC survey revealed 50% of international students would feel comfortable calling out racist behaviours, compared to 63% of home students. As well as only 50% of international students feeling confident that tutors would call out racially inappropriate behaviours, compared to 65% of home students. Qualitative data noted that international students are afraid to report and feel vulnerable due to their visa requirements	6.3 a End to end review of recruitment, induction, and ongoing communication with international students, to develop recommendations which could include:	Eliminate the gap between international and home students' confidence that racially inappropriate behaviours are called out/addressed. Measure this through a mix of surveys and student perspectives groups	Director of Student Experience and Support	January 2025	January 2027
			6.3 b Customer experience training for Student Experience and Support Team with 'CX @Salford CRM'				
			6.3 c Cultural intelligence training for key departments/tutors that send out communications to international student, to consider wellbeing of international students				
			6.3 d Conduct a review of student communications for tone and language and bring in line with UoS CX tone of voice, ensuring it is culturally appropriate, uses simple English (which can help students who don't have English as a first language as well as neurodiverse students) and considers the impact on international students mental health. Using supportive and student friendly language when communicating with international students about issues such as attendance or attainment so as not to cause intimidation or fear				
			6.3 e Establish monthly calibration of student communications to international students and conduct ransom quality checks with scores, so that leaders can review the content to ensure it is culturally appropriate and sensitive and that the training is having a direct result				
			6.3 f Consider a more supportive approach for international students that does not involve sanctions or restrictions to university platforms				

Action No.	Objective	Rationale	Action	Success Criteria/Outcome	Responsibility	Timescale (start/ complete)	
6.4	Increase awareness and confidence for international students, in being able to use all relevant routes for reporting	In roundtables international students highlighted that there is no way to raise a complaint/report about something that affects a whole group, there are only options to raise complaints as an individual. As well as feeling that it wouldn't be appropriate to use Report and Support as it isn't bullying or harassment	6.4a Ensure overarching Report and Support campaign includes tailored content to instil confidence in international students to report. Using in person and online channels, FAQ's to dispel myths around reporting such as affecting Visa status etc to increase confidence. This will include signposting to group reporting on Report and Support as well as all student support avenues. Including the Students' Union Advice service to access advocacy around structural barriers faced at the University by our international students	Ensure 4 touchpoints in the University wide comms plan to students, aimed at minoritised ethnic international students to share different avenues to report and get support	Director of Student Experience and Support, Director of Marketing, Communications & External Relation, Head of Communications Salford Students' Union and Head of Respect, Culture and Behaviours team	September 2025	September 2027
			6.4 b Through learning and development programmes continually review quality of our student experience across various personas, ensure that all colleagues are clear on specific areas of challenge for international students and are empowered with the tools and knowledge to effectively support them	1 learning and development programme developed, with 4 sessions repeated throughout the year for 100% of colleagues in student experience to attend	Director of Student Experience and Support	December 2024	December 2025
			6.4 c Conduct analysis of recurring key questions and challenges that international students approach askUS about. To then evaluate whether the current services are meeting the needs of our international students, in addition using the insight from the International Student Barometer to understand the needs of international students at Salford and evaluating the level and type of support currently in place Once this scoping exercise and analysis is complete put together a business case in relation to the need to ensure the askUs is inclusive by design	List of service requirements put into a business case to go to Student Experience Committee to action	Director of Student Experience and Support and Student Success and Engagement Manager	January 2025	January 2027
			6.4d Student Experience and Support and Digital IT team to work together to create a tailored system for students, so that when logging into any desktop on campus international students will see information relevant to them on their desktop	Project to be complete in 18 months and for students to have a pop-up survey on desktops to show 75% satisfaction rate with the information provide in the first year	Director of Student Experience and Support and Director of Digital IT	October 2024	April 2026
6.5	Enhance sense of belonging of minoritised ethnic international students	62% of international students felt that they needed to act differently because of their race or ethnicity	6.5 a Creation of an EDI student module, for all students to undertake before joining the University, including embedding content around cultural humility and creating a more inclusive environment for minoritised ethnic international students	Set a benchmark around sense of belonging for minoritised ethnic international students via the International Student Barometer, to show year on year improvement	EDI Colleague Development Lead	September 2027	September 2028

Action No.	Objective	Rationale	Action	Success Criteria/Outcome	Responsibility	Timescale (start/ complete)	
			6.5 b Collaborate with USSU on a calendar of events across the year for intercultural celebrations – this calendar needs to be agreed, resourced and operational for 24/25 academic year		Director of Student Experience and Support, EDI Inclusive Culture Lead and Head of Student Voice, Salford Students’ Union	December 2024	August 2025
			6.5 c Internationalisation of curriculum - provide all students with some form of international experience in order to create a student body that better understands cultural differences		Student Inclusion and Engagement Manager	October 2024	October 2026
6.6	Improve support for international students before arriving to the UK	In roundtables international students noted that they did not feel the University prepares them before moving the UK	6.6 a Use an omni channel approach to provide both digital and in person support to empower international students throughout the student life cycle, from pre arrival to graduation	Establish a baseline on how prepared and supported international students feel before arriving via the International Student Barometer and pre-existing survey avenues such as the Alterline Survey and Student Perspectives Group	Director of Student Experience and Support	June 2025	June 2026
			6.6 b Work with Welcome, Recruitment and Induction team to have student hosts greeting at the airport to replace chauffeur service, in person support, tailored information booklets at airport (e.g. how to use public transport). Ensure pre-arrivals information is sent to international students providing information to help transition to the UK (e.g. what clothes to pack for weather, cost of living)				
			6.6 c Increase hardship funding for international students and improve communications for international students to make them aware of support during difficult times				

Appendix 1: Survey Consultation Data

Please present the results of the core culture survey questions, and if desired, the results of any additional survey questions or consultation.

REC Colleague Survey Quantitative Analysis Summary – January 2023

Background

As part of the REC Charter Mark submission, colleagues are asked to complete a survey. The survey focuses on three themes: Sense of Belonging, Speaking Up and Communicating, and Culture Climate. This included 19 questions, made up of 12 core questions and seven optional questions. The survey encourages a reflective perspective on race and ethnicity and the insights provided will help the University to assess and address any gaps across the colleague population in relation to race and ethnicity. The survey analysis adopts a consistent format. For each question (except question 12), two tables are generated. The first table presents responses from the entire survey population using a two-way ethnicity split. The second table employs a five-way ethnicity split. In both tables, percentages are calculated based on the respective proportion of colleagues within each ethnicity split.

Executive Summary

The University of Salford's colleague survey analysis in conjunction with REC 2024 reveals both progress and challenges in fostering a racially inclusive environment. While there are signs of respect and connection, disparities exist between different ethnic groups. Key issues include a lack of understanding about the University's efforts to tackle racial inequity, limited opportunities for cultural learning, and low confidence in the institution's response to discrimination reports. These insights underscore the need for targeted interventions, support systems, and initiatives that promote open dialogue and understanding across all racial and ethnic groups to ensure all colleagues feel respected, connected, and able to be themselves at work.

The survey conducted among University colleagues garnered 708 responses. Most respondents, 84%, were UK domicile, while 5% were European, and 9% were international. A small percentage, 1%, fell into the Other category, and an additional 1% chose not to disclose their nationality. Regarding ethnicity, 22% identified as minoritised ethnic, 76% as non-minoritised ethnic, 1% as Other, and 3% preferred not to disclose their ethnicity.

REC Colleague Survey Qualitative Analysis Summary – January 2023

Background

This report summarises the free text comments provided by colleagues in the 2023 REC student survey. The question colleagues were asked was, “We would like to hear your thoughts on the University of Salford’s commitment to advancing race equity in higher education. Specifically, what do you think the University of Salford is doing well/or what do you think needs improving?”. The report is organised into three parts, following the Executive Summary. The first part examines survey responses from both minoritised ethnic group and White colleagues. The second part provides summaries by department (professional services) and school. The third and final part offers a thematic analysis for each ethnicity split, excluding White colleagues.

Executive summary

Both minoritised ethnic group and White colleagues at the University share common themes in their feedback, including the desire for increased diversity, particularly in leadership roles, and the need for improved communication about the University’s efforts to advance race equity. They also express a need for more effective policies and procedures, especially regarding recruitment and handling of reported issues. However, there are disparities in their experiences and perspectives. Minoritised ethnic colleagues highlight issues of discrimination and bias, feeling overlooked for promotions due to their ethnicity, and call for the University to address microaggressions and unconscious bias. They also express a desire for a decolonised curriculum and more cultural sensitivity and inclusion in the workplace. On the other hand, White colleagues emphasise the need for greater awareness and training on race equity issues across all departments, including understanding of microaggressions and implicit bias. They also acknowledge the existence of policies to support international students as a positive step but desire these policies to be actioned effectively by managers. There is also a call for more events and engagement opportunities that celebrate different cultures and facilitate open discussions about race and ethnicity.

The following headlines summarise the feedback from colleagues who identify as minoritised ethnic (Asian, Black, Mixed and Other). There were 137 comments considered:

Key Themes	Minoritised ethnic colleagues
Representation and Diversity	Colleagues across all ethnicities express a desire for more diversity, especially in leadership and management positions. They believe that having a diverse workforce can bring different viewpoints and cultures into the workplace.

Addressing Discrimination and Bias	There is a call for the University to be more explicit about microaggressions in the workplace and to address unconscious bias. Colleagues feel that they are overlooked for promotion due to their ethnicity. They also point to institutional issues such as perceived bias in promotions and appointments.
Improvement in Race Equity	While there is an acknowledgment of the University's efforts in improving race equity, colleagues feel that these efforts are more of a 'token lip service' and would like to see more genuine actions. They suggest more diversity training, an active colleague network for people of colour, improvements in racial equity, and the need for a decolonised curriculum that eradicates unintentional bias and discrimination.
Cultural Sensitivity and Inclusion	Colleagues highlight the need for better representation of the diverse student body among the workforce. They also mention the importance of inclusive practices, such as accommodating different traditions and festivals, and providing safe spaces for students.
Communication and Training	Colleagues suggest more training for managers on race-related issues and better communication about the University's efforts in advancing race equity.
Policy and Support	There are concerns about the University's policy regarding freedom of speech and the support provided to colleagues and students affected by global events. Colleagues also express the need for safe reporting lines for incidents of discrimination.
Opportunities and Growth	There is a call for more opportunities to be provided for colleagues to grow within the University environment.
Awareness and Training	There is a recognised need for more awareness and training on race equity issues across all departments. This includes understanding of microaggressions, implicit bias, and the need for in-person training. Colleagues have suggested unconscious bias training for all programmes and mandatory anti-racism sessions.

Key Themes	White Colleagues The following themes summarise the feedback from colleagues who identify as White. 409 comments were considered.
Communication	There is a desire for better and more frequent communication about what the University is doing to advance race equity. This includes more visibility of ongoing work, updates on progress,

	and increased awareness of the events and initiatives happening at the University.
Policies and Procedures	There is a concern about the effectiveness of existing policies and procedures, particularly in relation to recruitment processes and dealing with reported issues. The existence of policies to support international students is acknowledged and seen as a positive step, but there is a desire for these policies to be actioned effectively by managers.
Representation and Diversity	There is a strong call for increased diversity among colleagues, particularly in senior positions and professional services, to better represent the diverse student body. This includes the inclusion of diversity in curriculum design and more representation in teaching materials and content.
Perception and Experience	There is a varied perception of the University's commitment to race equity, with some feeling that the University is doing well, while others feel that more needs to be done. Some colleagues feel that the University sometimes goes too far in its attempts not to offend people from minority ethnic backgrounds, while others feel that race is a controversial topic and avoid discussing it in conversation with colleagues.
Events and Engagement	There is a call for more events and engagement opportunities that celebrate different cultures and facilitate open discussions about race and ethnicity.
Support and Opportunities	Colleagues discussed the support for line managers, the promotion of allyship, and the increased mentorship and coaching. They also mentioned the need for understanding barriers to promotion for minority ethnic colleagues, highlighting the need for supportive structures and opportunities for career advancement.
Incidents and Institutional Response	Experiences of racism were reported by several colleagues, who felt that the institution's response was not adequate or serious enough. They expressed a desire for serious and appropriate responses to reported incidents. There is a need to consider intersectionality in the University's approach to race equity.

REC Student Survey Summary - November 2023

Background

As part of the REC Charter Mark submission, students are asked to complete a survey. The survey focuses on three themes: Sense of Belonging, Speaking Up and Communicating, and Culture Climate. This included 18 questions, made up of 12 core questions and six optional questions. The survey encourages a reflective perspective on race and ethnicity and the insights provided will help the University to assess and address any gaps across the student population in relation to race and ethnicity.

The survey analysis adopts a consistent format. For each question (except question 12), three charts are generated. The first chart presents responses from the entire survey population. The second chart utilises a two-way ethnicity split and the third employs a five-way ethnicity split. In the latter two charts, percentages are calculated based on the respective proportion of students within each ethnicity split.

Executive Summary

The survey reveals positive insights, with a significant number of students feeling respected, comfortable approaching tutors, and not experiencing discomfort due to race or ethnicity at the University. However, areas requiring improvement include:

- Varied perceptions of the cultural climate, particularly in students' understanding of the work being undertaken by the University to tackle race inequity. This section of the survey received the lowest levels of confidence overall.
- There is a notable difference in responses between minoritised ethnic and non-minoritised ethnic students across much of the survey. The reason for this disparity is unclear, and conducting additional qualitative analysis would be a logical next step. For instance, a higher proportion of White students state that they would feel more comfortable addressing racist behaviour compared to students from a minoritised ethnic background. This prompts questions about whether White students perceive racism differently and the current data do not offer conclusive answers, emphasising the need for further investigation.
- Mixed ethnicities represent a small proportion of the survey respondents but display higher levels of dissatisfaction than their peers across various aspects of the survey. Expressing lower levels of belonging, particularly in relation to how connected they feel to staff appears to impact other areas of their experience such as discomfort in discussing race with their peers, lower confidence levels for appropriate action if discrimination, abuse, or harassment takes place and a higher proportion of students

that feel the University does not do enough to acknowledge traditions and festivals from other cultures well, compared with other students who responded to the survey.

The REC Student Survey in 2023 received responses from 910 participants. Collectively, 68% of respondents identified as minoritised ethnic; 31% of respondents identified as White, 30% as Asian, and 29% as Black. The Mixed Ethnic group represented 5% of respondents, while 4% identified as Other Ethnicity. Additionally, 2% of students chose not to disclose their ethnicity. Regarding gender, 60% of survey participants identified as female, and 37% identified as male. A small proportion (1%) identified as non-binary, and another 1% chose not to disclose their gender. The survey also revealed that 65% of respondents were home fee-paying students, while 35% were international fee-paying students. Most students paying international fees identified as minoritised ethnic (95%).

Appendix 2: Data Tables

Dataset 1 - Academic staff by contract type

Table 22 Ethnicity of academics (UK and non-UK) on fixed term contracts

Ethnicity	2020-21		2021-22		2022-23	
	Count	%	Count	%	Count	%
Asian	15	11%	15	12%	15	13%
Black	10	5%	5	2%	5	3%
Mixed	10	5%	10	7%	10	7%
Other	5	3%	5	3%	0	2%
White	115	75%	90	73%	80	73%
Not Disclosed	0	1%	5	2%	5	3%
MEG	35	24%	30	24%	25	24%
Grand Total	150		125		110	

Figure 24 Proportion of academics on fixed term contracts by ethnicity 2020/21 to 2022/23

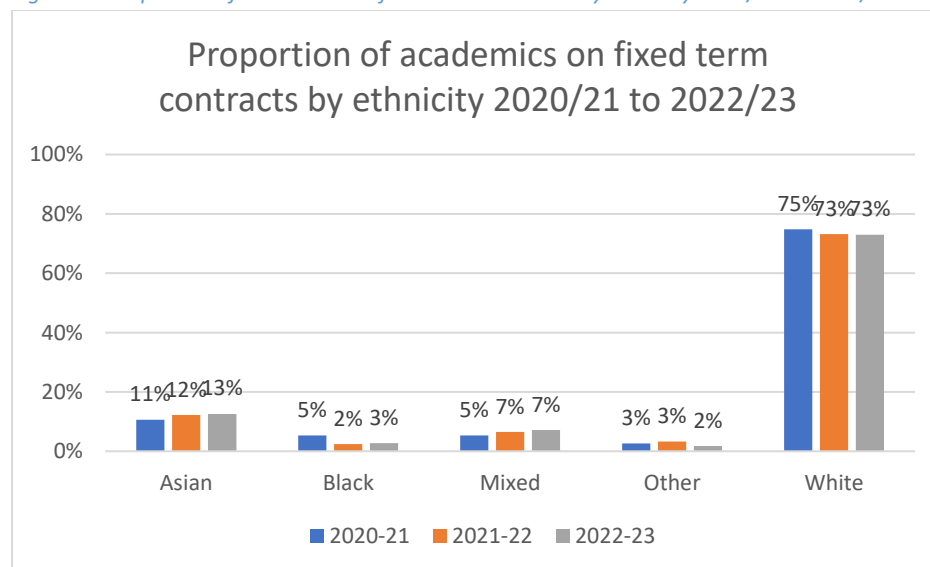


Table 23 All UK and non-UK academics on open contracts

Ethnicity	2020-21		2021-22		2022-23	
	Count	%	Count	%	Count	%
Asian	60	7%	78	8%	105	10%
Black	22	2%	31	3%	37	4%
Mixed	26	3%	26	3%	36	3%
Other	14	2%	14	1%	15	1%

White	750	83%	812	81%	829	79%
Not Disclosed	35	4%	36	4%	33	3%
MEG	122	13%	149	15%	193	18%
Grand Total	907		997		1055	

Figure 25 Proportion of academics on open contracts by ethnicity 2020/21 to 2022/23

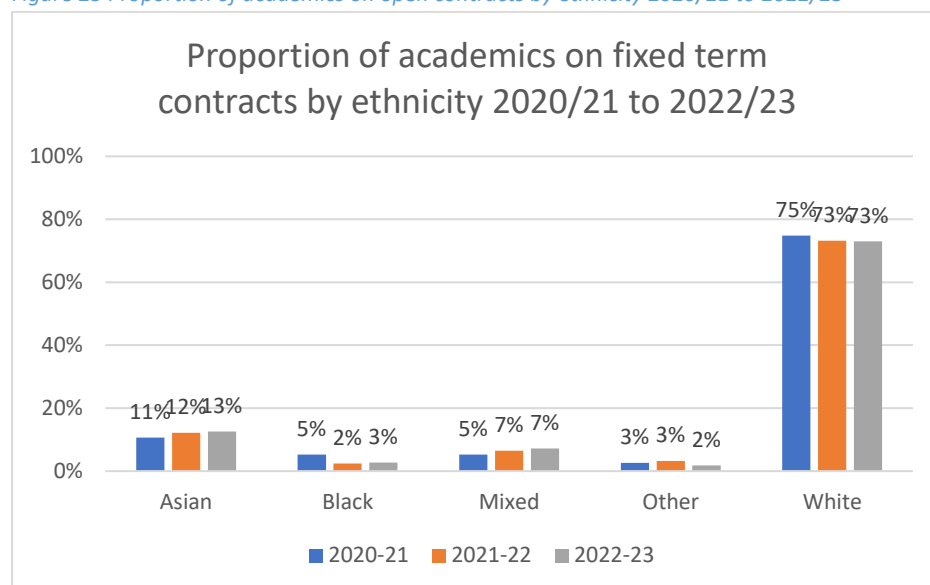


Table 24 Academic, UK only, open contracts

	Academic, UK only, open contracts					
	Count			% of Ethnicity		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
UoS	780	850	875			
Asian	35	40	55	4%	5%	6%
Grade 1-6	0	0	0	0%	0%	0%
Grade 07	0	5	5	3%	7%	8%
Grade 08	15	20	25	49%	48%	45%
Grade 09	10	10	10	23%	21%	17%
Grade 10	0	0	0	0%	0%	0%
MNGT	10	10	15	26%	24%	30%
Black	10	15	15	1%	2%	2%
Grade 1-6	0	0	0	0%	0%	0%
Grade 07	5	5	0	30%	20%	13%
Grade 08	5	10	10	60%	73%	75%
Grade 09	0	0	0	10%	7%	13%
Grade 10	0	0	0	0%	0%	0%
MNGT	0	0	0	0%	0%	0%
Mixed	15	20	25	2%	2%	3%

Grade 1-6	0	0	0	0%	0%	0%
Grade 07	0	0	5	6%	11%	16%
Grade 08	10	10	15	63%	67%	52%
Grade 09	5	5	5	25%	17%	24%
Grade 10	0	0	0	0%	0%	0%
MNGT	0	0	0	6%	6%	8%
Not Disclosed	30	30	25	4%	4%	3%
Grade 1-6	0	0	0	0%	0%	0%
Grade 07	0	0	0	0%	0%	0%
Grade 08	15	15	15	53%	55%	52%
Grade 09	10	10	10	30%	29%	32%
Grade 10	0	0	0	3%	3%	4%
MNGT	5	5	5	13%	13%	12%
Other	10	10	10	1%	1%	1%
Grade 1-6	0	0	0	0%	9%	10%
Grade 07	0	0	0	0%	0%	0%
Grade 08	5	5	5	36%	36%	40%
Grade 09	5	5	5	55%	45%	40%
Grade 10	0	0	0	0%	0%	0%
MNGT	0	0	0	9%	9%	10%
White	680	730	745	87%	86%	85%
Grade 1-6	5	5	5	0%	1%	1%
Grade 07	40	65	85	6%	9%	11%
Grade 08	365	395	375	54%	54%	50%
Grade 09	180	175	185	27%	24%	25%
Grade 10	15	15	5	2%	2%	1%
MNGT	75	75	95	11%	10%	12%
MEG	70	85	105	9%	10%	12%
Grade 1-6	0	0	0	0%	1%	1%
Grade 07	5	10	10	7%	9%	10%
Grade 08	35	45	55	51%	55%	51%
Grade 09	20	20	20	26%	21%	20%
Grade 10	0	0	0	0%	0%	0%
MNGT	10	10	15	15%	14%	18%

Table 25 Academic staff, non-UK only, open contract

	Academic, non-UK only, open contracts					
	Count			% of Ethnicity		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
UoS	130	155	185			
Asian	25	35	55	20%	23%	29%
Grade 1-6	0	0	0	0%	3%	2%

Grade 07	5	5	10	12%	14%	15%
Grade 08	15	25	40	68%	75%	72%
Grade 09	5	0	5	12%	6%	9%
Grade 10	0	0	0	0%	0%	0%
MNGT	0	0	0	8%	3%	2%
Black	10	15	20	9%	10%	11%
Grade 1-6	0	0	0	0%	0%	0%
Grade 07	0	0	0	8%	6%	5%
Grade 08	10	15	20	92%	88%	86%
Grade 09	0	0	0	0%	6%	10%
Grade 10	0	0	0	0%	0%	0%
MNGT	0	0	0	0%	0%	0%
Mixed	5	10	10	5%	5%	6%
Grade 1-6	0	0	0	0%	0%	0%
Grade 07	0	0	0	0%	0%	18%
Grade 08	5	5	5	67%	75%	64%
Grade 09	0	0	0	0%	13%	18%
Grade 10	0	0	0	33%	13%	0%
MNGT	0	0	0	0%	0%	0%
Not Disclosed	5	5	10	5%	5%	5%
Grade 1-6	0	0	0	0%	0%	0%
Grade 07	0	0	0	0%	0%	0%
Grade 08	0	0	5	29%	29%	33%
Grade 09	5	5	5	43%	43%	44%
Grade 10	0	0	0	29%	29%	11%
MNGT	0	0	0	0%	0%	11%
Other	5	5	5	2%	2%	3%
Grade 1-6	0	0	0	0%	0%	0%
Grade 07	0	0	0	0%	0%	0%
Grade 08	0	0	5	67%	67%	80%
Grade 09	0	0	0	0%	0%	0%
Grade 10	0	0	0	0%	0%	0%
MNGT	0	0	0	33%	33%	20%
White	75	85	85	59%	55%	46%
Grade 1-6	0	0	0	0%	0%	1%
Grade 07	5	5	10	7%	8%	13%
Grade 08	50	60	45	69%	68%	50%
Grade 09	10	15	25	16%	16%	29%
Grade 10	0	0	0	0%	0%	0%
MNGT	5	5	5	8%	7%	7%
MEG	45	65	90	36%	41%	49%
Grade 1-6	0	0	0	0%	2%	1%

Grade 07	5	5	10	9%	10%	12%
Grade 08	30	45	70	74%	78%	74%
Grade 09	5	0	5	7%	6%	10%
Grade 10	0	0	0	4%	2%	0%
MNGT	0	0	0	7%	3%	2%

Table 26 Academic staff, UK only, fixed contract

	Academic, UK only, fixed contracts					
	Count			% of Ethnicity		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
UoS	105	85	75			
Asian	10	5	5	8%	7%	8%
Grade 1-6	0	0	0	13%	17%	33%
Grade 07	5	5	0	38%	50%	33%
Grade 08	0	0	0	25%	33%	17%
Grade 09	0	0	0	0%	0%	0%
Grade 10	0	0	0	0%	0%	0%
MNGT	0	0	0	25%	0%	17%
Black	5	0	0	5%	2%	0%
Grade 1-6	0	0	0	40%	50%	0%
Grade 07	0	0	0	40%	50%	0%
Grade 08	0	0	0	20%	0%	0%
Grade 09	0	0	0	0%	0%	0%
Grade 10	0	0	0	0%	0%	0%
MNGT	0	0	0	0%	0%	0%
Mixed	0	0	0	2%	2%	3%
Grade 1-6	0	0	0	50%	50%	0%
Grade 07	0	0	0	50%	50%	0%
Grade 08	0	0	0	0%	0%	100%
Grade 09	0	0	0	0%	0%	0%
Grade 10	0	0	0	0%	0%	0%
MNGT	0	0	0	0%	0%	0%
Not Disclosed	0	5	0	2%	4%	1%
Grade 1-6	0	5	0	100%	100%	100%
Grade 07	0	0	0	0%	0%	0%
Grade 08	0	0	0	0%	0%	0%
Grade 09	0	0	0	0%	0%	0%
Grade 10	0	0	0	0%	0%	0%
MNGT	0	0	0	0%	0%	0%
Other	0	0	0	1%	1%	0%
Grade 1-6	0	0	0	100%	0%	0%
Grade 07	0	0	0	0%	100%	0%

Grade 08	0	0	0	0%	0%	0%
Grade 09	0	0	0	0%	0%	0%
Grade 10	0	0	0	0%	0%	0%
MNGT	0	0	0	0%	0%	0%
White	85	70	65	83%	83%	88%
Grade 1-6	20	20	15	24%	32%	23%
Grade 07	45	30	25	53%	42%	35%
Grade 08	10	10	15	12%	14%	26%
Grade 09	0	0	5	2%	3%	8%
Grade 10	0	0	0	1%	1%	0%
MNGT	5	5	5	7%	7%	8%
MEG	15	10	10	15%	13%	11%
Grade 1-6	5	5	0	31%	27%	25%
Grade 07	5	5	0	38%	55%	25%
Grade 08	5	0	5	19%	18%	38%
Grade 09	0	0	0	0%	0%	0%
Grade 10	0	0	0	0%	0%	0%
MNGT	0	0	0	13%	0%	13%

Table 27 Academic staff, non-UK, fixed contracts

	Academic, non-UK only, fixed contracts					
	Count			% of Ethnicity		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
UoS	45	45	40			
Asian	10	10	10	17%	23%	22%
Grade 1-6	5	5	5	50%	30%	33%
Grade 07	5	5	5	38%	30%	67%
Grade 08	0	0	0	13%	0%	0%
Grade 09	0	0	0	0%	0%	0%
Grade 10	0	0	0	0%	0%	0%
MNGT	0	5	0	0%	40%	0%
Black	5	0	5	6%	2%	7%
Grade 1-6	0	0	0	67%	0%	0%
Grade 07	0	0	5	33%	100%	100%
Grade 08	0	0	0	0%	0%	0%
Grade 09	0	0	0	0%	0%	0%
Grade 10	0	0	0	0%	0%	0%
MNGT	0	0	0	0%	0%	0%
Mixed	5	5	5	13%	14%	15%
Grade 1-6	0	0	0	0%	0%	0%
Grade 07	5	5	5	67%	100%	100%
Grade 08	0	0	0	33%	0%	0%

Grade 09	0	0	0	0%	0%	0%
Grade 10	0	0	0	0%	0%	0%
MNGT	0	0	0	0%	0%	0%
Not Disclosed	0	0	0	0%	0%	5%
Grade 1-6	0	0	0	0%	0%	0%
Grade 07	0	0	0	0%	0%	100%
Grade 08	0	0	0	0%	0%	0%
Grade 09	0	0	0	0%	0%	0%
Grade 10	0	0	0	0%	0%	0%
MNGT	0	0	0	0%	0%	0%
Other	5	5	0	6%	7%	5%
Grade 1-6	0	0	0	33%	67%	0%
Grade 07	0	0	0	67%	33%	100%
Grade 08	0	0	0	0%	0%	0%
Grade 09	0	0	0	0%	0%	0%
Grade 10	0	0	0	0%	0%	0%
MNGT	0	0	0	0%	0%	0%
White	25	25	20	57%	55%	46%
Grade 1-6	5	5	5	19%	17%	16%
Grade 07	20	20	10	78%	75%	63%
Grade 08	0	0	0	4%	4%	11%
Grade 09	0	0	0	0%	0%	0%
Grade 10	0	0	0	0%	0%	0%
MNGT	0	0	0	0%	4%	11%
MEG	20	20	20	43%	45%	49%
Grade 1-6	5	5	5	35%	25%	15%
Grade 07	10	10	15	50%	55%	85%
Grade 08	5	0	0	15%	0%	0%
Grade 09	0	0	0	0%	0%	0%
Grade 10	0	0	0	0%	0%	0%
MNGT	0	5	0	0%	20%	0%

Table 28 Academics on open and fixed contracts by school

Academics	Count			% by School		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
H&S	439	464	481			
Fixed	61	50	42	14%	11%	9%
Open	378	414	439	86%	89%	91%
SAMCT	203	214	217			
Fixed	10	11	7	5%	5%	3%
Open	193	203	210	95%	95%	97%

SBS	103	125	141			
Fixed	12	9	14	12%	7%	10%
Open	91	116	127	88%	93%	90%
SEE	313	317	327			
Fixed	68	53	48	22%	17%	15%
Open	245	264	279	78%	83%	85%
UoS	1059	1130	1176			
Fixed	151	127	115	14%	11%	10%
Open	908	1003	1061	86%	89%	90%

Table 29 Proportion of all academics on open and fixed term contracts 2020/21-2022/23

	Count			% of total		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
All Academics	1058	1120	1166			
Fixed	151	123	111	14%	11%	10%
Open	907	997	1055	86%	89%	90%

Dataset 2 - Academic colleagues by contract function

Table 30 Academic employment function by ethnicity (UK and non-UK) 2020/21 to 2022/23

	MEG	White	Not Disclosed	% MEG	% MEG Sector
Academic Contract neither T nor R					
2020-21	0	5	0	0%	
2021-22	0	5	0	17%	
2022-23	0	10	0	18%	
Research only					
2020-21	20	70	0	23%	24%
2021-22	20	70	5	19%	25%
2022-23	20	60	0	27%	26%
Teaching & Research only					
2020-21	260	1490	70	14%	15%
2021-22	300	1565	75	15%	16%
2022-23	370	1555	70	19%	17%
Teaching only					
2020-21	30	165	0	16%	14%
2021-22	40	170	0	19%	15%
2022-23	50	205	0	19%	17%

Table 31 Academic staff, contract function, UK only

	Academic staff, contract function, UK only					
	Count			% by ethnicity		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
H&S	405	430	440	23%	23%	23%
Asian	10	15	15	3%	3%	4%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	0	0	0	0%	0%	6%
Teaching & Research only	10	10	15	83%	86%	94%
Teaching only	0	0	0	17%	14%	0%
Black	5	5	5	1%	1%	1%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	0	0	0	20%	17%	0%
Teaching & Research only	5	5	5	60%	67%	83%
Teaching only	0	0	0	20%	17%	17%
Mixed	5	5	10	1%	1%	2%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	0	0	0	0%	0%	0%
Teaching & Research only	5	5	10	100%	100%	100%
Teaching only	0	0	0	0%	0%	0%
Not Disclosed	10	10	10	2%	2%	2%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	0	0	0	0%	11%	13%
Teaching & Research only	10	10	5	100%	89%	88%
Teaching only	0	0	0	0%	0%	0%
Other	0	0	0	0%	0%	0%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	0	0	0	0%	0%	0%
Teaching & Research only	0	0	0	100%	100%	100%
Teaching only	0	0	0	0%	0%	0%
White	375	390	400	92%	91%	91%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	15	10	10	3%	3%	2%
Teaching & Research only	315	340	340	84%	87%	85%
Teaching only	45	40	55	12%	10%	14%
SAMCT	175	185	185	10%	10%	10%
Asian	5	5	5	3%	3%	3%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	0	0	0	0%	0%	0%
Teaching & Research only	5	5	0	80%	60%	40%
Teaching only	0	0	5	20%	40%	60%

Black	0	0	0	0%	1%	1%
Academic Contract neither T nor R	0	0	0		0%	0%
Research only	0	0	0		0%	0%
Teaching & Research only	0	0	0		100%	100%
Teaching only	0	0	0		0%	0%
Mixed	5	5	5	3%	3%	4%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	0	0	0	0%	0%	0%
Teaching & Research only	5	5	5	80%	67%	71%
Teaching only	0	0	0	20%	33%	29%
Not Disclosed	5	10	5	4%	4%	3%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	0	0	0	0%	0%	0%
Teaching & Research only	5	10	5	100%	100%	100%
Teaching only	0	0	0	0%	0%	0%
Other	5	0	0	2%	1%	1%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	0	0	0	0%	0%	0%
Teaching & Research only	5	0	0	100%	100%	100%
Teaching only	0	0	0	0%	0%	0%
White	155	165	165	89%	88%	89%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	0	0	0	1%	1%	1%
Teaching & Research only	145	150	145	93%	90%	90%
Teaching only	10	15	15	6%	9%	10%
SBS	80	95	100	5%	5%	5%
Asian	5	10	15	9%	12%	16%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	0	0	0	0%	0%	0%
Teaching & Research only	5	10	15	100%	91%	88%
Teaching only	0	0	0	0%	9%	13%
Black	5	5	5	4%	3%	4%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	0	0	0	0%	0%	0%
Teaching & Research only	5	5	5	100%	100%	100%
Teaching only	0	0	0	0%	0%	0%
Mixed	5	5	10	6%	6%	8%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	0	0	0	0%	0%	0%
Teaching & Research only	5	5	5	60%	67%	88%
Teaching only	0	0	0	40%	33%	13%
Not Disclosed	5	5	5	4%	4%	3%
Academic Contract neither T nor R	0	0	0	0%	0%	0%

Research only	0	0	0	0%	0%	0%
Teaching & Research only	5	5	5	100%	100%	100%
Teaching only	0	0	0	0%	0%	0%
Other	5	5	5	4%	3%	4%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	0	0	0	0%	0%	0%
Teaching & Research only	5	5	5	100%	100%	100%
Teaching only	0	0	0	0%	0%	0%
White	60	65	65	74%	71%	66%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	0	0	0	0%	1%	1%
Teaching & Research only	55	60	60	95%	93%	91%
Teaching only	5	5	5	5%	6%	7%
SEE	225	215	225	13%	12%	12%
Asian	20	20	20	8%	10%	8%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	0	0	0	0%	0%	5%
Teaching & Research only	20	20	20	95%	95%	95%
Teaching only	0	0	0	5%	5%	0%
Black	15	5	20	7%	3%	8%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	0	0	0	6%	0%	5%
Teaching & Research only	15	5	20	82%	71%	95%
Teaching only	0	0	0	12%	29%	0%
Mixed	0	0	5	1%	1%	2%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	0	0	0	0%	0%	0%
Teaching & Research only	0	0	5	100%	100%	75%
Teaching only	0	0	0	0%	0%	25%
Not Disclosed	10	10	5	5%	5%	3%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	0	0	0	9%	9%	0%
Teaching & Research only	10	10	5	82%	82%	100%
Teaching only	0	0	0	9%	9%	0%
Other	5	5	5	2%	2%	2%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	0	0	0	20%	20%	25%
Teaching & Research only	5	5	5	80%	80%	75%
Teaching only	0	0	0	0%	0%	0%
White	175	170	175	76%	79%	77%
Academic Contract neither T nor R	0	0	0	1%	0%	1%
Research only	5	10	10	3%	5%	5%
Teaching & Research only	150	140	145	87%	84%	84%

Teaching only	15	20	20	9%	12%	10%
UoS	885	935	950			
Asian	45	50	60	5%	6%	6%
Academic Contract neither T nor R	0	0	0	0%	2%	3%
Research only	0	0	0	0%	0%	3%
Teaching & Research only	40	45	50	91%	87%	85%
Teaching only	5	5	5	9%	12%	8%
Black	15	15	15	2%	2%	2%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	0	0	0	13%	6%	0%
Teaching & Research only	10	15	15	67%	76%	88%
Teaching only	5	5	0	20%	18%	13%
Mixed	20	20	25	2%	2%	3%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	0	0	0	0%	0%	0%
Teaching & Research only	15	15	25	83%	80%	85%
Teaching only	5	5	5	17%	20%	15%
Not Disclosed	30	35	25	4%	4%	3%
Academic Contract neither T nor R	0	0	0	3%	3%	0%
Research only	0	0	0	3%	6%	4%
Teaching & Research only	30	30	25	91%	88%	96%
Teaching only	0	0	0	3%	3%	0%
Other	10	10	10	1%	1%	1%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	0	0	0	8%	8%	10%
Teaching & Research only	10	10	10	92%	92%	90%
Teaching only	0	0	0	0%	0%	0%
White	765	800	810	86%	86%	85%
Academic Contract neither T nor R	5	5	5	1%	1%	1%
Research only	20	25	20	3%	3%	2%
Teaching & Research only	665	695	695	87%	87%	86%
Teaching only	75	80	95	10%	10%	11%
Minoritised ethnic combined	90	100	110	10%	11%	12%
Academic Contract neither T nor R	0	0	0	0%	1%	2%
Research only	5	0	5	3%	2%	3%
Teaching & Research only	75	85	95	85%	84%	86%
Teaching only	10	15	10	11%	13%	10%

Figure 26 Supplementary data – Proportion of research staff at each career stage by gender and ethnicity

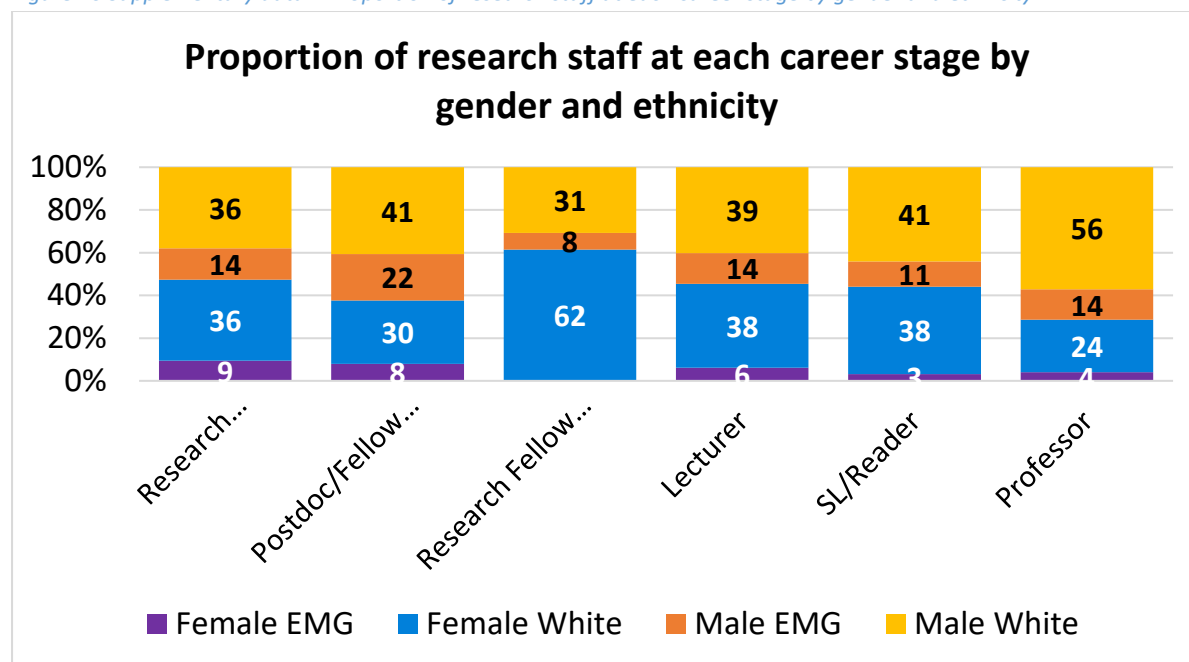


Table 32 Academic staff, contract function, non-UK only

	Academic staff, contract function, non-UK only					
	Count			% by ethnicity		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
H&S	35	35	40	11%	9%	9%
Asian	5	5	10	8%	11%	29%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	0	0	0	0%	0%	0%
Teaching & Research only	5	5	10	100%	100%	75%
Teaching only	0	0	5	0%	0%	25%
Black	5	0	5	16%	6%	10%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	0	0	0	17%	0%	0%
Teaching & Research only	5	0	5	67%	100%	75%
Teaching only	0	0	0	17%	0%	25%
Mixed	0	0	0	3%	3%	2%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	0	0	0	0%	0%	0%
Teaching & Research only	0	0	0	100%	100%	0%
Teaching only	0	0	0	0%	0%	100%
Not Disclosed	0	0	0	3%	3%	2%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	0	0	0	0%	0%	0%

Teaching & Research only	0	0	0	100%	100%	100%
Teaching only	0	0	0	0%	0%	0%
Other	0	0	0	3%	3%	2%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	0	0	0	0%	0%	0%
Teaching & Research only	0	0	0	100%	100%	100%
Teaching only	0	0	0	0%	0%	0%
White	25	25	20	68%	74%	54%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	5	0	0	12%	8%	5%
Teaching & Research only	20	25	20	72%	88%	86%
Teaching only	5	0	0	16%	4%	9%
SAMCT	30	30	30	8%	7%	7%
Asian	5	0	5	10%	7%	9%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	0	0	0	0%	0%	0%
Teaching & Research only	0	0	0	67%	50%	33%
Teaching only	0	0	0	33%	50%	67%
Black	0	0	0	0%	0%	0%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	0	0	0	0%	0%	0%
Teaching & Research only	0	0	0	0%	0%	0%
Teaching only	0	0	0	0%	0%	0%
Mixed	5	5	5	10%	11%	13%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	0	0	0	0%	0%	0%
Teaching & Research only	5	5	5	100%	100%	100%
Teaching only	0	0	0	0%	0%	0%
Not Disclosed	0	0	0	3%	4%	3%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	0	0	0	0%	0%	0%
Teaching & Research only	0	0	0	100%	100%	100%
Teaching only	0	0	0	0%	0%	0%
Other	0	0	0	0%	0%	0%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	0	0	0	0%	0%	0%
Teaching & Research only	0	0	0	0%	0%	0%
Teaching only	0	0	0	0%	0%	0%
White	20	20	25	76%	79%	75%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	0	0	0	0%	0%	0%
Teaching & Research only	20	20	20	91%	95%	88%
Teaching only	0	0	5	9%	5%	13%

SBS	25	30	40	7%	8%	9%
Asian	5	10	15	30%	32%	38%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	0	0	0	0%	0%	0%
Teaching & Research only	5	10	15	100%	100%	100%
Teaching only	0	0	0	0%	0%	0%
Black	5	5	10	13%	16%	21%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	0	0	0	33%	0%	0%
Teaching & Research only	0	5	10	67%	100%	100%
Teaching only	0	0	0	0%	0%	0%
Mixed	5	5	0	13%	10%	5%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	0	0	0	0%	0%	0%
Teaching & Research only	5	5	0	100%	100%	100%
Teaching only	0	0	0	0%	0%	0%
Not Disclosed	0	0	5	9%	6%	10%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	0	0	0	0%	0%	0%
Teaching & Research only	0	0	5	100%	100%	75%
Teaching only	0	0	0	0%	0%	25%
Other	0	0	0	4%	3%	3%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	0	0	0	0%	0%	0%
Teaching & Research only	0	0	0	100%	100%	100%
Teaching only	0	0	0	0%	0%	0%
White	5	10	10	30%	32%	23%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	0	0	0	0%	0%	0%
Teaching & Research only	5	10	10	100%	100%	100%
Teaching only	0	0	0	0%	0%	0%
SEE	80	100	100	24%	26%	23%
Asian	20	25	30	24%	26%	32%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	5	5	5	15%	12%	9%
Teaching & Research only	15	20	25	75%	73%	81%
Teaching only	0	5	5	10%	15%	9%
Black	0	10	5	1%	10%	0%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	0	0	0	100%	0%	0%
Teaching & Research only	0	10	0	0%	80%	0%
Teaching only	0	0	5	100%	20%	100%
Mixed	5	5	10	6%	7%	10%

Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	0	0	5	20%	29%	30%
Teaching & Research only	5	5	5	80%	71%	60%
Teaching only	0	0	0	0%	0%	10%
Not Disclosed	5	5	5	4%	3%	5%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	0	0	0	0%	0%	0%
Teaching & Research only	5	5	5	100%	100%	100%
Teaching only	0	0	0	0%	0%	0%
Other	5	5	5	5%	4%	5%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	0	0	0	25%	50%	20%
Teaching & Research only	0	0	5	50%	50%	80%
Teaching only	0	0	0	25%	0%	0%
White	50	50	50	60%	50%	50%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	10	10	10	22%	22%	20%
Teaching & Research only	35	35	35	71%	69%	70%
Teaching only	5	5	5	8%	10%	10%
UoS	175	195	225			
Asian	35	40	60	19%	22%	27%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	5	5	5	9%	7%	5%
Teaching & Research only	25	35	50	82%	81%	82%
Teaching only	5	5	10	9%	12%	13%
Black	15	15	25	9%	9%	11%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	0	0	0	13%	0%	4%
Teaching & Research only	10	15	20	80%	88%	83%
Teaching only	0	0	5	7%	12%	13%
Mixed	10	15	15	7%	7%	7%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	0	0	5	8%	14%	18%
Teaching & Research only	10	10	10	92%	86%	71%
Teaching only	0	0	0	0%	0%	12%
Not Disclosed	5	5	10	4%	4%	5%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	0	0	0	0%	0%	0%
Teaching & Research only	5	5	10	100%	100%	91%
Teaching only	0	0	0	0%	0%	9%
Other	5	5	5	3%	3%	3%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	0	0	0	17%	33%	14%

Teaching & Research only	5	5	5	67%	67%	86%
Teaching only	0	0	0	17%	0%	0%
White	105	110	105	59%	56%	47%
Academic Contract neither T nor R	0	0	0	0%	0%	1%
Research only	15	15	10	14%	12%	10%
Teaching & Research only	80	90	85	77%	82%	79%
Teaching only	10	5	10	10%	6%	9%
Minoritised ethnic combined	65	80	110	38%	41%	48%
Academic Contract neither T nor R	0	0	0	0%	0%	0%
Research only	5	5	10	11%	9%	7%
Teaching & Research only	55	65	90	82%	82%	81%
Teaching only	5	5	15	8%	9%	12%

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

Note: In 2020/21, the recruitment system did not distinguish by nationality, so data cannot be presented for this year by UK/non-UK. The system has subsequently been changed, which allows the data to be broken down as requested for the following years.

The University has academic promotion rounds only for lecturer to senior lecturer and reader to professor, and the data on these roles are the grade data provided.

1.1 Number of applications, candidates shortlisted and appointed to academic posts by school and overall

Table 33 Applications, shortlisted and appointments by school and ethnicity

	Number of Applications					Number of Shortlisted candidates					Number of Appointments				
	2020-21	2021-22		2022-23		2020-21	2021-22		2022-23		2020-21	2021-22		2022-23	
	All staff	Non-UK	UK	Non-UK	UK	All staff	Non-UK	UK	Non-UK	UK	All staff	Non-UK	UK	Non-UK	UK
H&S															
Asian	40	50	100	65	140	10	10	50	5	40	5	0	10	0	10
Black	30	30	70	45	90	5	5	25	5	25	0	0	5	0	5
Mixed	5	10	20	5	30	0	5	5	0	10	0	0	0	0	5
Not Disclosed	15	5	5	0	10	5	0	0	0	5	0	0	0	0	0
Other	5	5	15	5	20	5	0	5	0	5	0	0	0	0	0
White	200	25	365	40	480	90	5	225	10	250	25	0	95	0	100
SAMCT															
Asian	30	25	60	15	45	10	5	10	0	10	0	0	0	0	0
Black	10	20	15	10	20	0	0	0	0	0	0	0	0	0	0
Mixed	15	0	20	5	15	5	0	5	0	5	0	0	0	0	0
Not Disclosed	15	0	40	5	15	5	0	5	0	5	0	0	0	0	0
Other	10	5	5	5	10	0	0	0	0	0	0	0	0	0	0
White	215	50	420	25	205	55	5	150	5	55	15	0	35	0	20
SBS															
Asian	260	125	205	125	215	20	10	55	5	35	0	0	15	0	5
Black	155	55	135	45	155	10	5	15	5	25	0	0	5	0	5
Mixed	25	5	15	5	15	5	0	5	0	5	0	0	5	0	0
Not Disclosed	30	0	10	10	30	5	0	5	0	5	0	0	0	0	0
Other	60	5	20	10	30	5	0	0	0	5	0	0	0	0	0
White	260	55	140	40	180	45	5	50	0	65	10	0	20	0	25
SEE															
Asian	165	235	250	370	425	35	40	90	45	75	10	5	15	5	15
Black	35	65	100	105	200	5	15	40	5	30	0	0	5	0	5

Mixed	20	25	45	30	35	5	5	20	5	10	5	0	5	0	5
Not Disclosed	20	20	40	30	50	5	5	10	5	10	0	0	5	0	0
Other	30	25	45	25	75	10	10	15	5	20	0	0	0	0	5
White	140	110	235	125	340	50	30	105	30	120	10	0	30	5	50
UoS															
Asian	610	440	620	580	875	80	65	205	55	165	20	5	45	5	30
Black	265	175	330	210	515	30	20	85	15	85	0	0	15	0	20
Mixed	85	35	100	45	100	15	10	40	5	35	5	0	15	0	10
Not Disclosed	95	25	95	45	110	25	5	20	5	25	0	0	5	0	0
Other	130	40	85	40	140	20	10	25	5	35	5	0	0	0	5
White	920	240	1190	235	1235	245	45	545	50	495	65	5	180	10	195

Table 34 University level ethnicity at application, shortlisting and appointment

	Academic recruitment									
	Number of candidates					Percentage of ethnicity at each process step				
	2020-21 All staff	2021-22 Non-UK	2021-22 UK	2022-23 Non-UK	2022-23 UK	2020-21 All staff	2021-22 Non-UK	2021-22 UK	2022-23 Non-UK	2022-23 UK
UoS										
Applications										
Asian	610	440	620	580	875	29%	46%	26%	50%	29%
Black	265	175	330	210	515	13%	18%	14%	18%	17%
Mixed	85	35	100	45	100	4%	4%	4%	4%	3%
Not Disclosed	95	25	95	45	110	5%	3%	4%	4%	4%
Other	130	40	85	40	140	6%	4%	4%	4%	5%
White	920	240	1190	235	1235	44%	25%	49%	20%	42%
Shortlisted										
Asian	80	65	205	55	165	19%	41%	22%	41%	20%
Black	30	20	85	15	85	7%	14%	9%	12%	10%

Mixed	15	10	40	5	35	4%	5%	4%	3%	4%
Not Disclosed	25	5	20	5	25	6%	3%	2%	4%	3%
Other	20	10	25	5	35	5%	6%	3%	5%	4%
White	245	45	545	50	495	59%	30%	59%	35%	59%
Appointments										
Asian	20	5	45	5	30	20%	38%	18%	29%	12%
Black	0	0	15	0	20	2%	0%	5%	6%	7%
Mixed	5	0	15	0	10	5%	8%	5%	6%	4%
Not Disclosed	0	0	5	0	0	2%	8%	2%	6%	1%
Other	5	0	0	0	5	5%	15%	1%	0%	3%
White	65	5	180	10	195	66%	31%	69%	53%	74%

Table 35 Percentage of ethnicity as they progress through the recruitment process

	Percentage of applicants who were shortlisted (Shortlisted / Applications)					Percentage of shortlisted candidates who were appointed to post (Appointments / Shortlisted)					Percentage of applicants who were appointed to post (Appointments / Applications)				
	2020-21	2021-22		2022-23		2020-21	2021-22		2022-23		2020-21	2021-22		2022-23	
	All staff	Non-UK	UK	Non-UK	UK	All staff	Non-UK	UK	Non-UK	UK	All staff	Non-UK	UK	Non-UK	UK
H&S															
Asian	20%	15%	49%	8%	29%	38%	13%	24%	0%	25%	7%	2%	12%	0%	7%
Black	23%	13%	38%	15%	27%	14%	0%	22%	0%	21%	3%	0%	8%	0%	6%
Mixed	29%	38%	33%	0%	39%	0%	0%	17%	0%	36%	0%	0%	6%	0%	14%
Not Disclosed	38%	0%	33%	0%	50%	0%	0%	50%	0%	17%	0%	0%	17%	0%	8%
Other	43%	25%	31%	0%	14%	33%	0%	50%	0%	0%	14%	0%	15%	0%	0%
White	45%	25%	62%	29%	53%	29%	17%	42%	17%	39%	13%	4%	26%	5%	20%
SAMCT															
Asian	25%	13%	20%	15%	20%	25%	0%	17%	0%	22%	6%	0%	3%	0%	5%
Black	22%	0%	13%	0%	11%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mixed	21%	0%	33%	0%	38%	0%	0%	29%	0%	33%	0%	0%	10%	0%	13%

Not Disclosed	29%	0%	13%	33%	33%	25%	0%	0%	100%	0%	7%	0%	0%	33%	0%
Other	18%	0%	33%	33%	25%	50%	0%	0%	0%	0%	9%	0%	0%	0%	0%
White	25%	10%	36%	19%	27%	24%	0%	22%	0%	39%	6%	0%	8%	0%	11%
SBS															
Asian	8%	9%	27%	5%	15%	10%	0%	31%	17%	15%	1%	0%	8%	1%	2%
Black	8%	9%	12%	9%	17%	8%	0%	19%	25%	23%	1%	0%	2%	2%	4%
Mixed	22%	0%	43%	0%	36%	40%	0%	50%	0%	20%	9%	0%	21%	0%	7%
Not Disclosed	14%	0%	33%	0%	14%	0%	0%	50%	0%	0%	0%	0%	17%	0%	0%
Other	11%	0%	5%	0%	23%	29%	0%	0%	0%	29%	3%	0%	0%	0%	7%
White	17%	11%	37%	5%	36%	22%	17%	38%	50%	38%	4%	2%	14%	3%	13%
SEE															
Asian	22%	17%	36%	12%	18%	30%	10%	17%	9%	17%	7%	2%	6%	1%	3%
Black	19%	19%	41%	6%	14%	0%	0%	12%	0%	24%	0%	0%	5%	0%	3%
Mixed	20%	22%	44%	14%	30%	75%	20%	35%	25%	27%	15%	4%	16%	4%	8%
Not Disclosed	32%	25%	26%	17%	17%	0%	20%	30%	0%	11%	0%	5%	8%	0%	2%
Other	26%	39%	37%	26%	27%	13%	22%	0%	0%	25%	3%	9%	0%	0%	7%
White	37%	26%	45%	24%	35%	23%	7%	28%	21%	41%	9%	2%	13%	5%	14%
UoS															
Asian	13%	14%	33%	10%	19%	23%	8%	22%	9%	19%	3%	1%	7%	1%	4%
Black	11%	13%	26%	8%	16%	7%	0%	16%	6%	23%	1%	0%	4%	0%	4%
Mixed	20%	22%	40%	9%	33%	29%	13%	33%	25%	30%	6%	3%	13%	2%	10%
Not Disclosed	24%	19%	23%	14%	22%	9%	20%	27%	17%	8%	2%	4%	6%	2%	2%
Other	16%	26%	28%	17%	24%	24%	20%	8%	0%	21%	4%	5%	2%	0%	5%
White	27%	19%	46%	20%	40%	26%	9%	33%	19%	39%	7%	2%	15%	4%	16%

Figure 27 Proportion of minoritised ethnic academic candidates at application stage

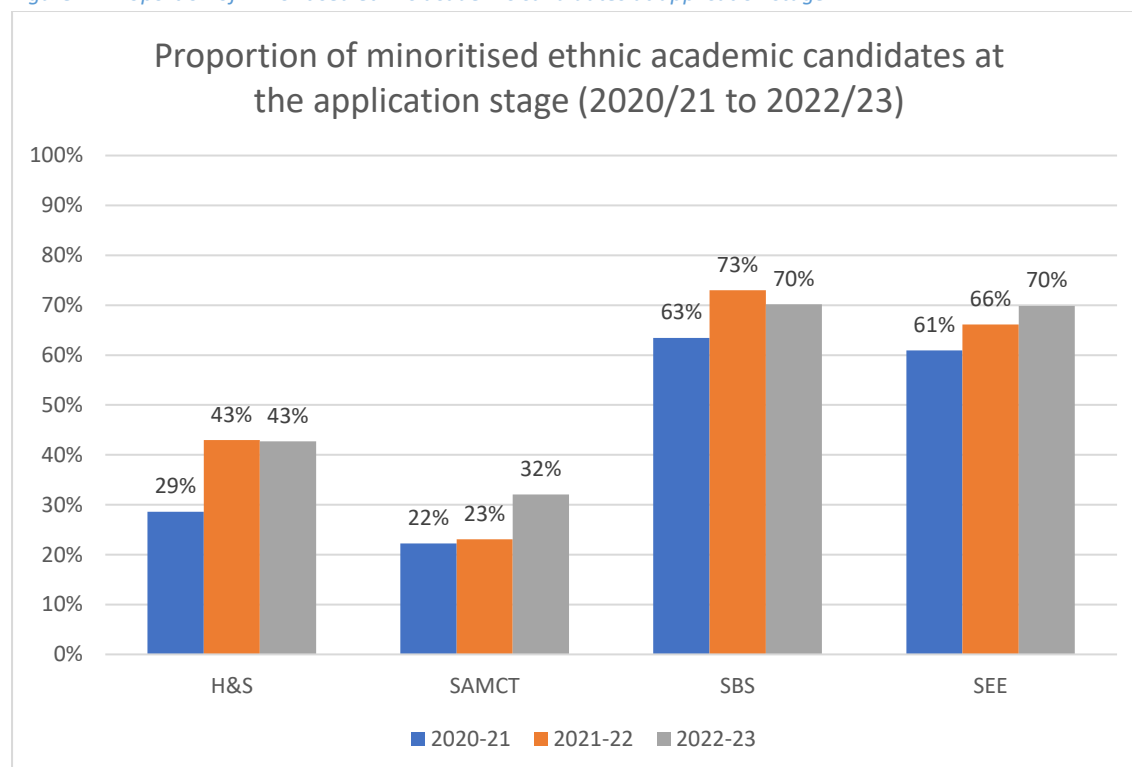


Figure 28 Proportion of minoritised ethnic academic candidates being shortlisted 2020/21 - 2022/23

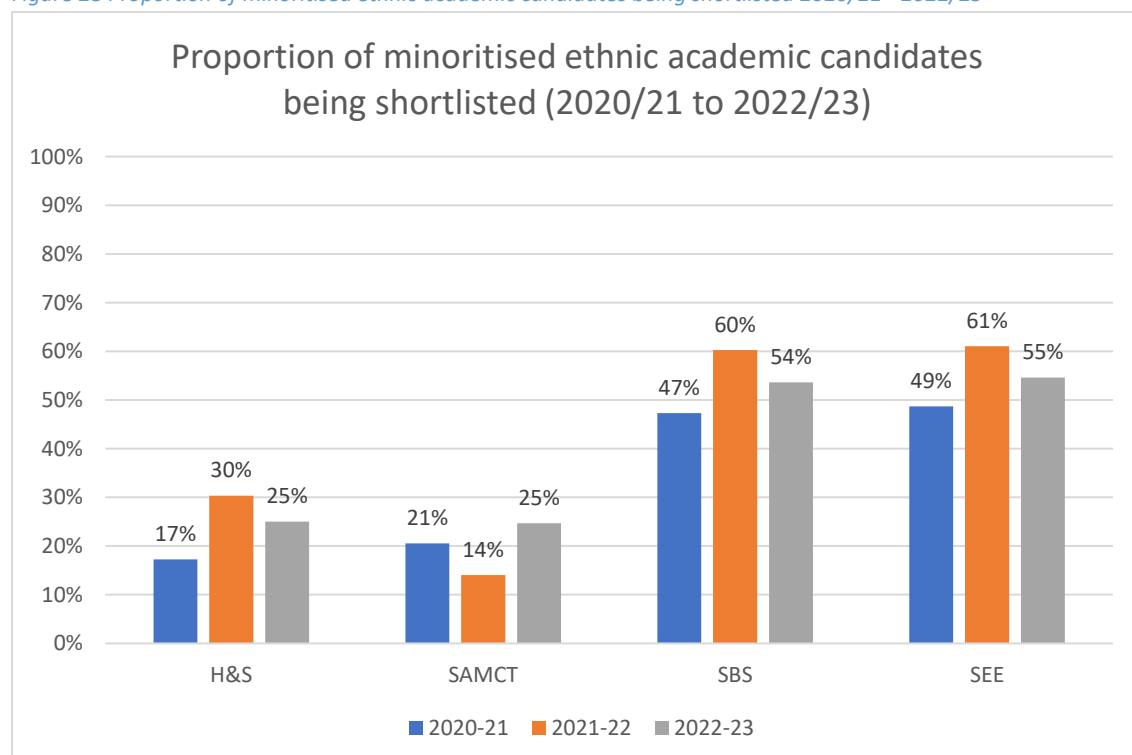


Figure 29 Proportion of minoritised ethnic academic candidates being appointed 2020/21 to 2022/23

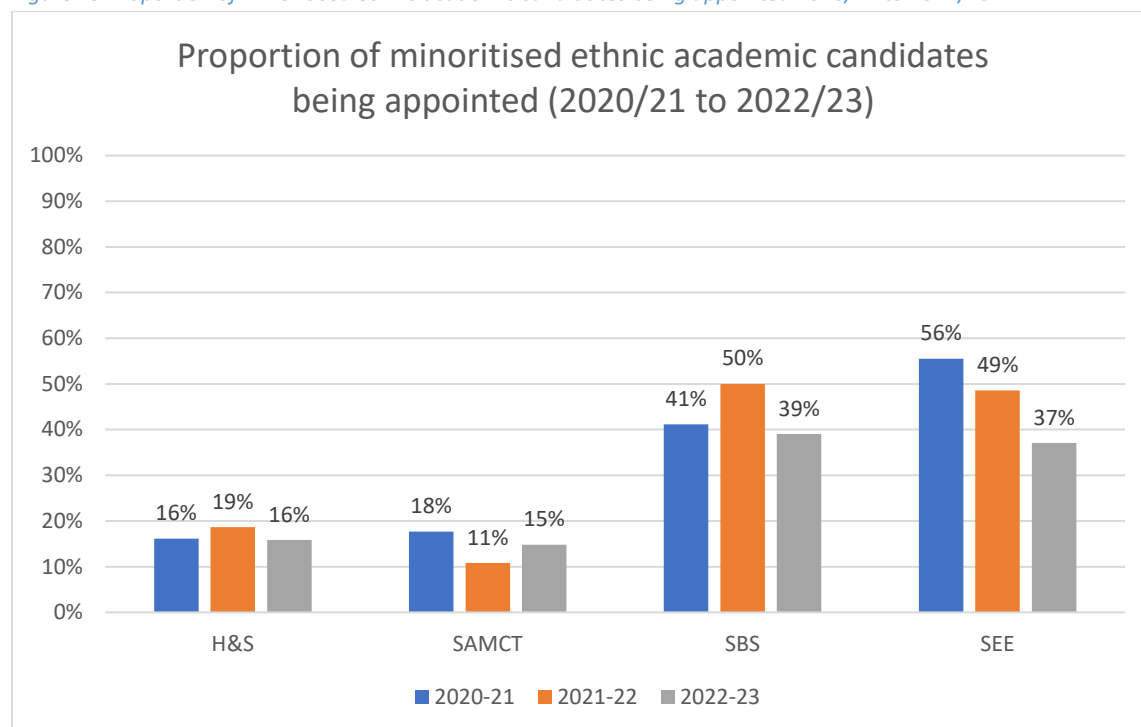


Figure 30 Proportion of minoritised ethnic candidates at each recruitment stage

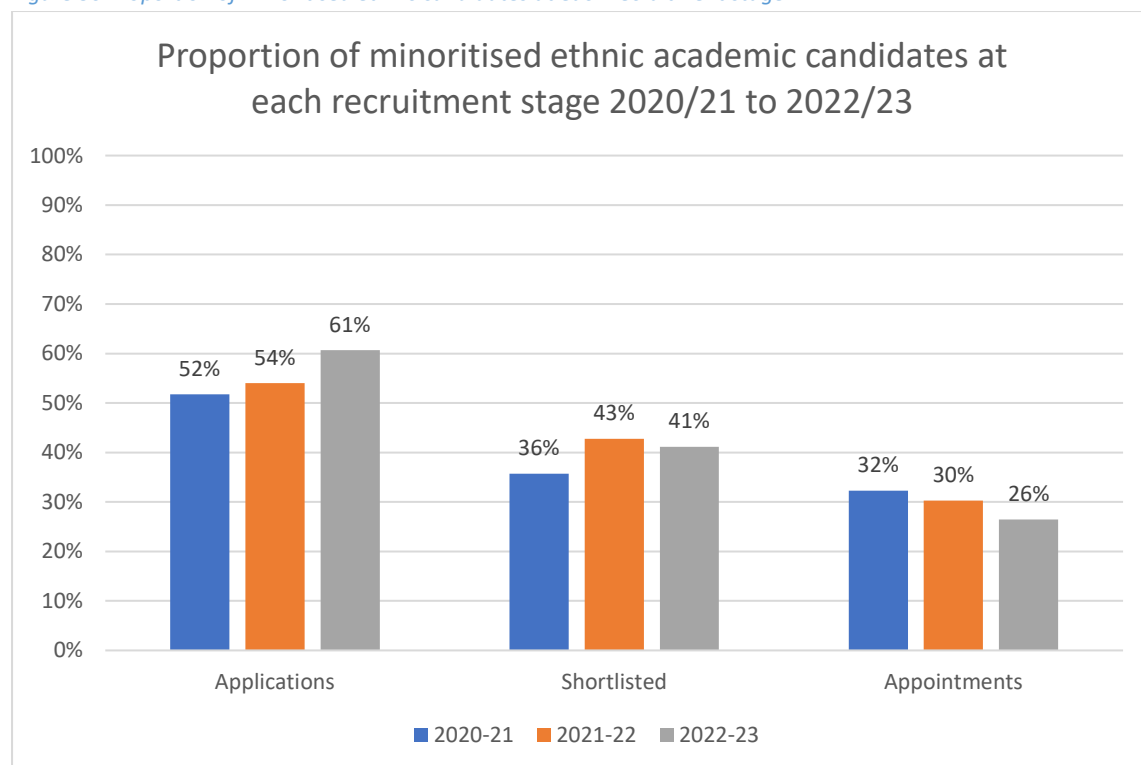
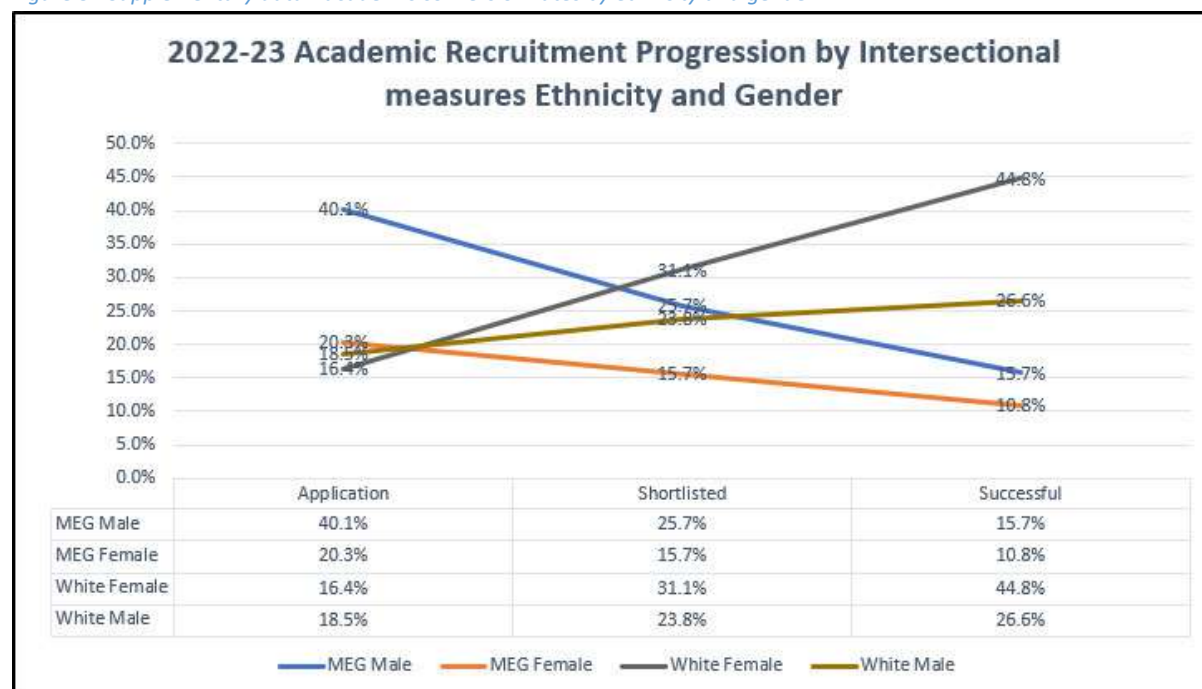


Figure 31 Supplementary data - academic conversion rates by ethnicity and gender



Dataset 4 - Applications and success rates for academic promotion

Note: There were no formal promotions rounds in 2020/21 and 2021/22, so data are only available for 2022/23. The University has academic promotion rounds only for lecturer to senior lecturer and reader to professor, and the data on these roles are the grade data provided.

Table 36 Number of candidates by ethnicity and school at each step of the promotions process non-UK and UK

	Rounded number of candidates by ethnicity at each step of the promotions process (2022-23 only)					
	Non-UK			UK		
	MEG	Not Disclosed	White	MEG	Not Disclosed	White
Professorial						
H&S						
Applications	0	0	<5	<5	0	<5
Appointments	0	0	0	<5	0	<5
SAMCT						
Applications	0	0	0	0	0	<5
Appointments	0	0	0	0	0	<5
SBS						
Applications	0	0	<5	0	0	0
Appointments	0	0	<5	0	0	0
SEE						

Applications	0	0	0	0	0	10
Appointments	0	0	0	0	0	5
UoS						
Applications	0	0	<5	<5	0	20
Appointments	0	0	<5	<5	0	15
Reader						
H&S						
Applications	0	0	<5	0	0	5
Appointments	0	0	<5	0	0	5
SAMCT						
Applications	0	0	0	<5	0	<5
Appointments	0	0	0	<5	0	<5
SBS						
Applications	0	<5	0	0	0	0
Appointments	0	<5	0	0	0	0
SEE						
Applications	5	0	5	<5	0	10
Appointments	<5	0	5	<5	0	5
UoS						
Applications	5	<5	5	<5	0	20
Appointments	<5	<5	5	<5	0	15
Senior lecturer						
H&S						
Applications	0	0	0	<5	0	30
Appointments	0	0	0	0	0	5
SAMCT						
Applications	0	<5	5	0	<5	25
Appointments	0	0	<5	0	0	5
SBS						
Applications	<5	<5	<5	5	0	10
Appointments	0	0	<5	<5	0	5
SEE						
Applications	5	0	<5	<5	0	20
Appointments	<5	0	0	<5	0	5
UoS						
Applications	10	<5	15	10	0	85
Appointments	0	0	<5	<5	0	20

Table 37 Percentage of ethnicity in each step of promotions process by school (non-UK and UK)

	Percentage of ethnicity in each step of promotions process (2022-23 only)											
	Non-UK						UK					
	Asian	Black	Mixed	Not Disclosed	Other	White	Asian	Black	Mixed	Not Disclosed	Other	White
Professorial												
H&S												
Applications	0%	0%	0%	0%	0%	100%	20%	0%	0%	0%	0%	80%
Appointments	0%	0%	0%	0%	0%	0%	20%	0%	0%	0%	0%	80%
SAMCT												
Applications	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%
Appointments	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%
SBS												
Applications	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Appointments	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
SEE												
Applications	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%
Appointments	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%
UoS												
Applications	0%	0%	0%	0%	0%	100%	5%	0%	0%	0%	0%	95%
Appointments	0%	0%	0%	0%	0%	100%	7%	0%	0%	0%	0%	93%
Reader												
H&S												
Applications	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%	100%
Appointments	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%	100%
SAMCT												
Applications	0%	0%	0%	0%	0%	0%	0%	0%	25%	0%	0%	75%
Appointments	0%	0%	0%	0%	0%	0%	0%	0%	25%	0%	0%	75%

SBS												
Applications	0%	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%
Appointments	0%	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%
SEE												
Applications	27%	18%	0%	0%	0%	55%	9%	0%	9%	0%	9%	73%
Appointments	33%	11%	0%	0%	0%	56%	13%	0%	13%	0%	13%	63%
UoS												
Applications	23%	15%	0%	8%	0%	54%	5%	0%	9%	0%	5%	82%
Appointments	27%	9%	0%	9%	0%	55%	5%	0%	11%	0%	5%	79%
Senior lecturer												
H&S												
Applications	0%	0%	0%	0%	0%	0%	4%	0%	0%	0%	0%	96%
Appointments	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%
SAMCT												
Applications	0%	0%	0%	14%	0%	86%	0%	0%	0%	7%	0%	93%
Appointments	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%	100%
SBS												
Applications	38%	13%	0%	13%	0%	38%	31%	0%	0%	0%	6%	63%
Appointments	0%	0%	0%	0%	0%	100%	17%	0%	0%	0%	0%	83%
SEE												
Applications	45%	18%	0%	0%	0%	36%	8%	4%	0%	0%	4%	85%
Appointments	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%	17%	83%
UoS												
Applications	29%	11%	0%	14%	0%	46%	8%	1%	0%	0%	2%	88%
Appointments	0%	0%	0%	0%	0%	100%	4%	0%	0%	0%	4%	92%

Figure 32 Number of applications in formal promotions round in 2022/23

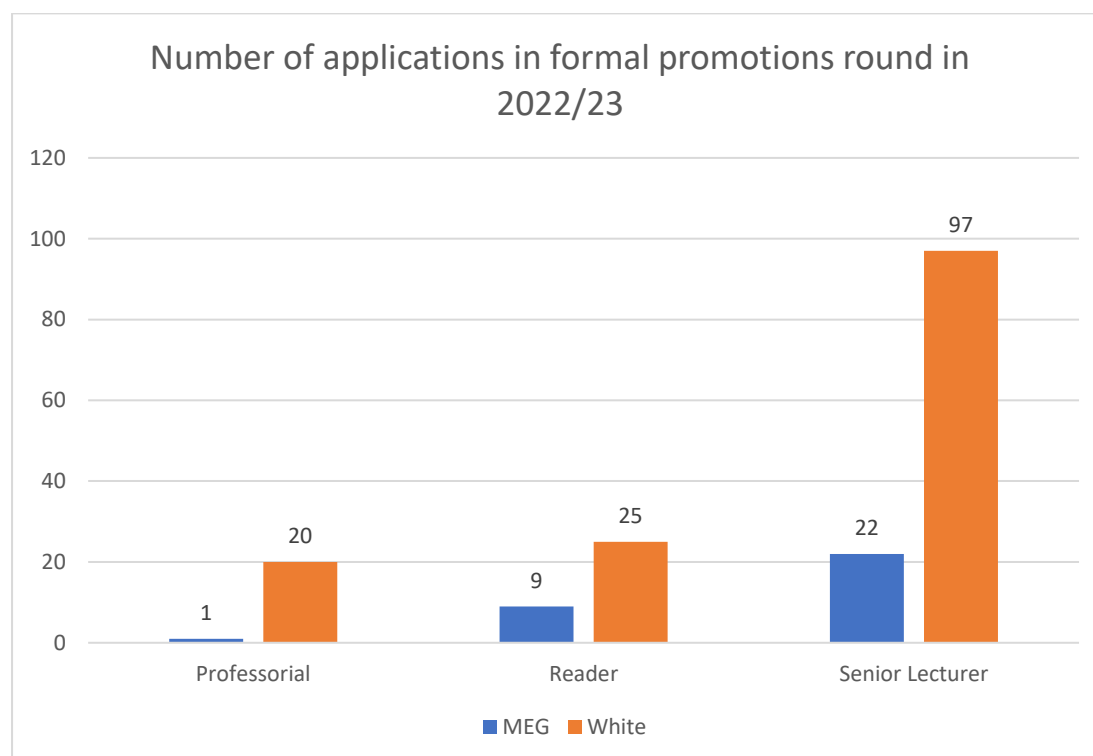


Figure 33 Number of appointments in formal promotions round in 2022/23

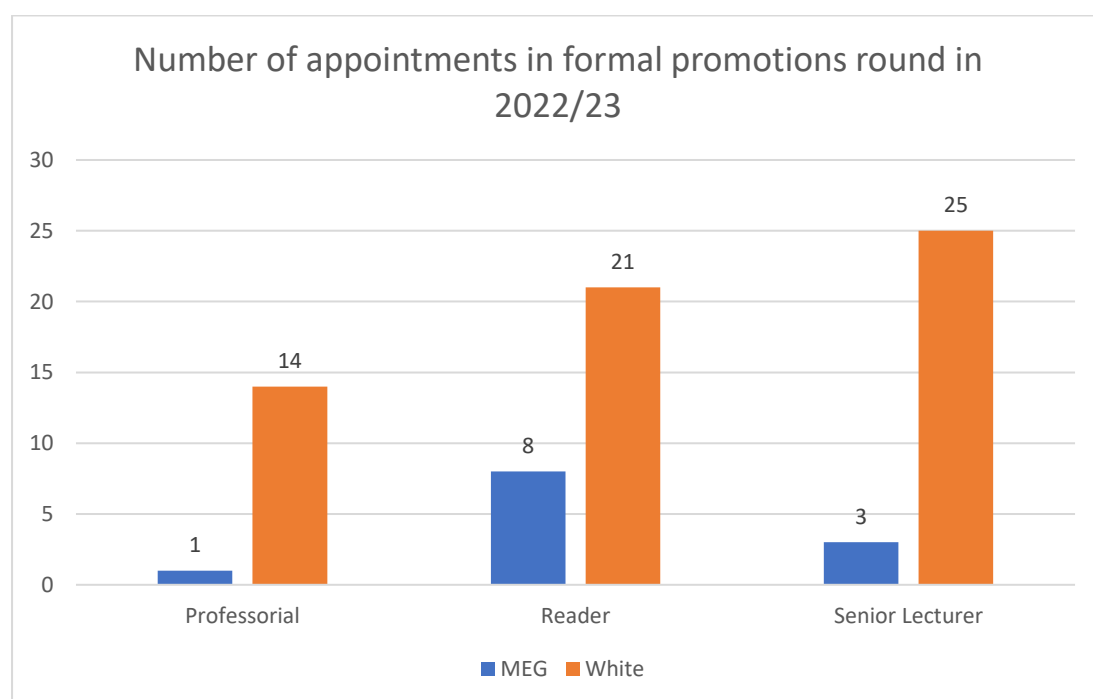


Figure 34 Proportion of applications and appointments by minoritised ethnic colleagues in formal promotion round in 2022/23

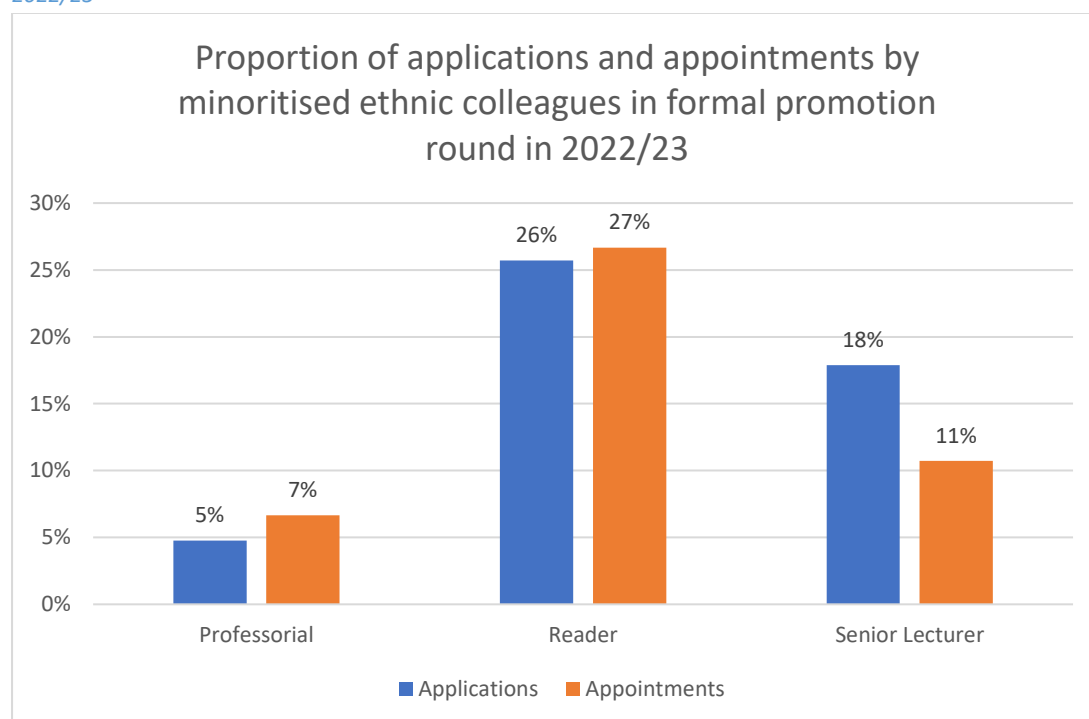


Figure 35 Proportion of successful applications by ethnicity in formal promotions 2022-23

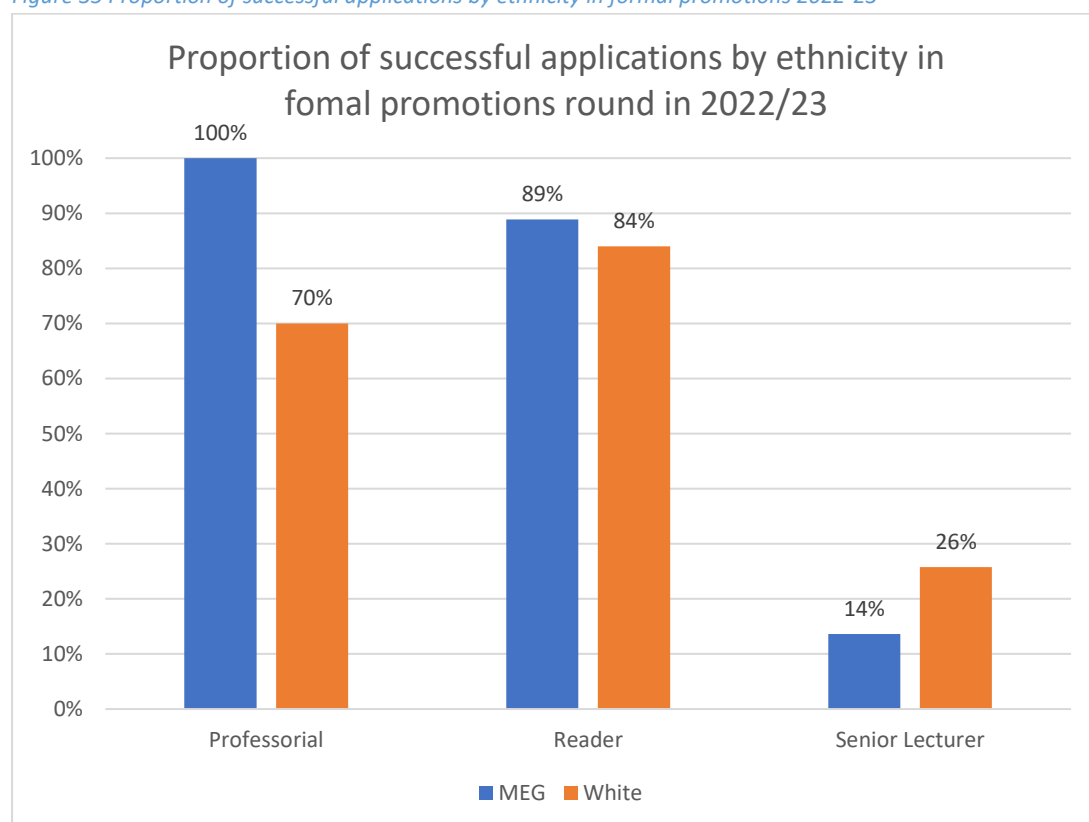


Figure 36 Proportion of all applications that were successfully appointed by ethnicity in formal promotions in 2022-23

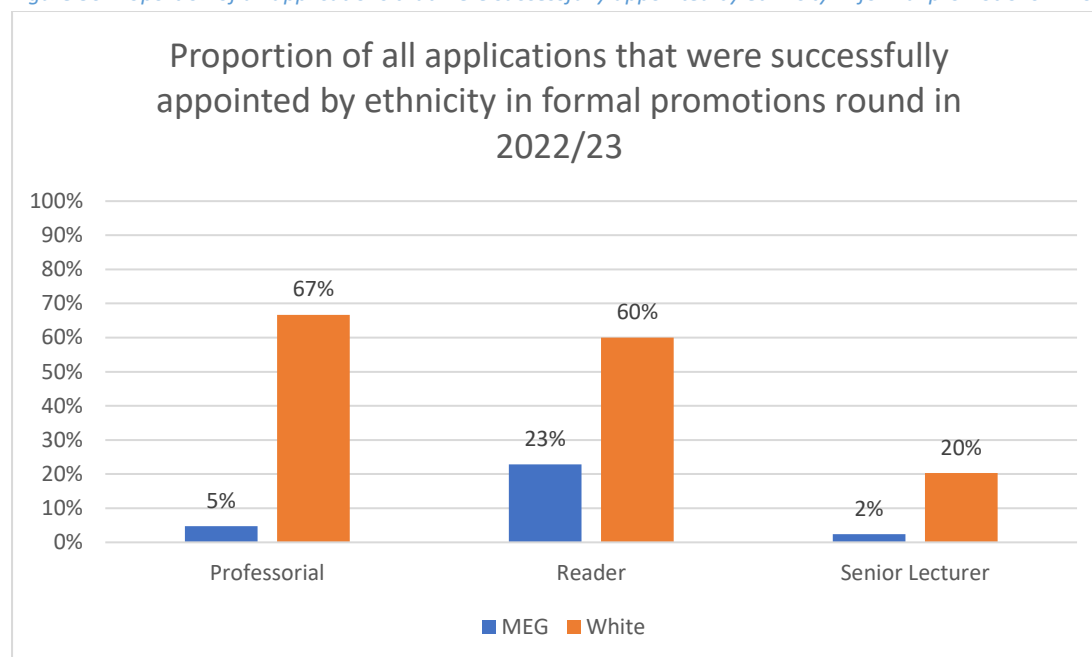


Figure 37 Proportion of minoritised ethnic colleagues of all applications by school in promotions round in 2022/23

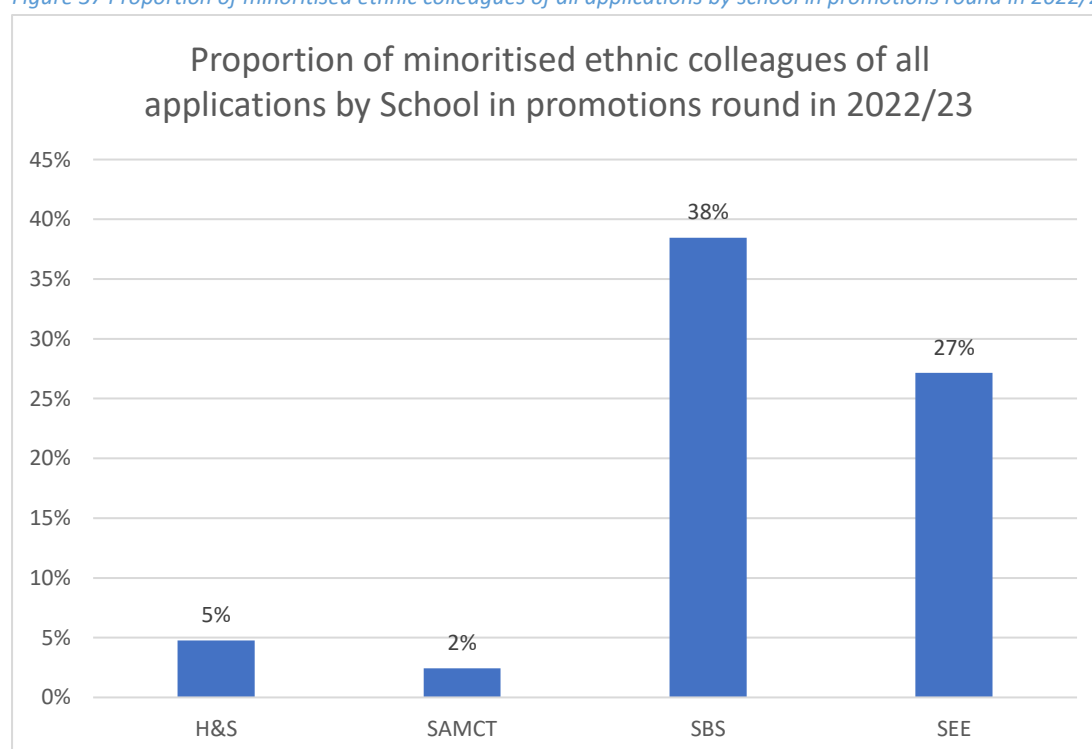


Figure 38 Proportion of minoritised ethnic colleagues successfully appointed in promotion round 2022/23

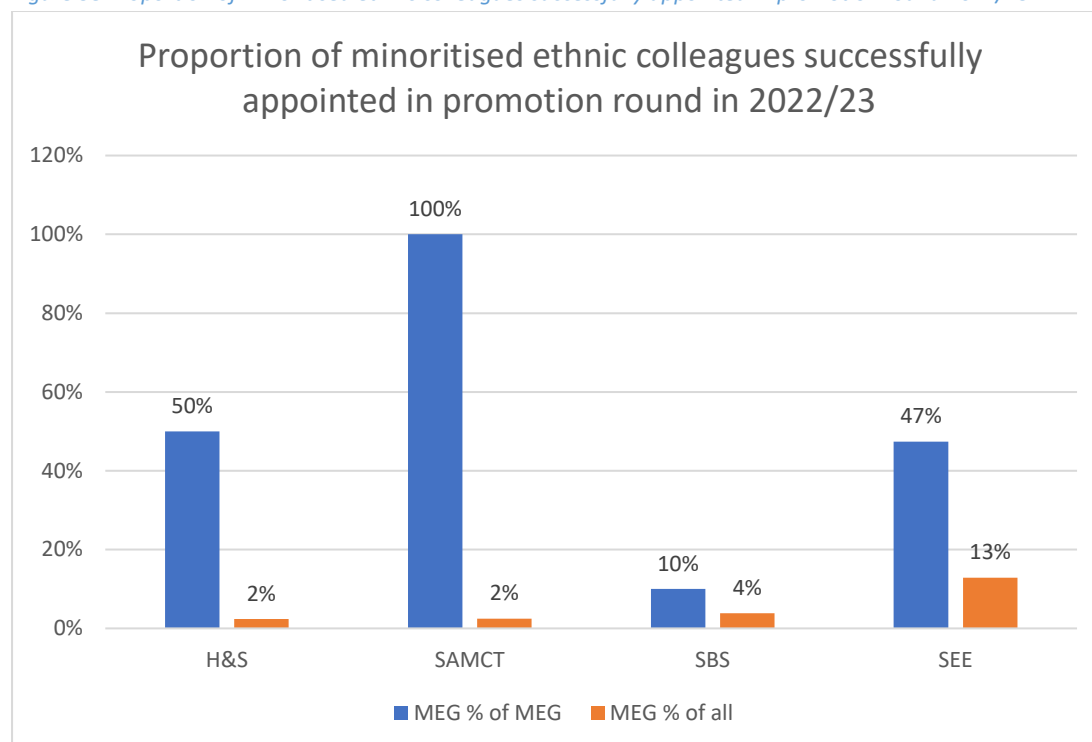
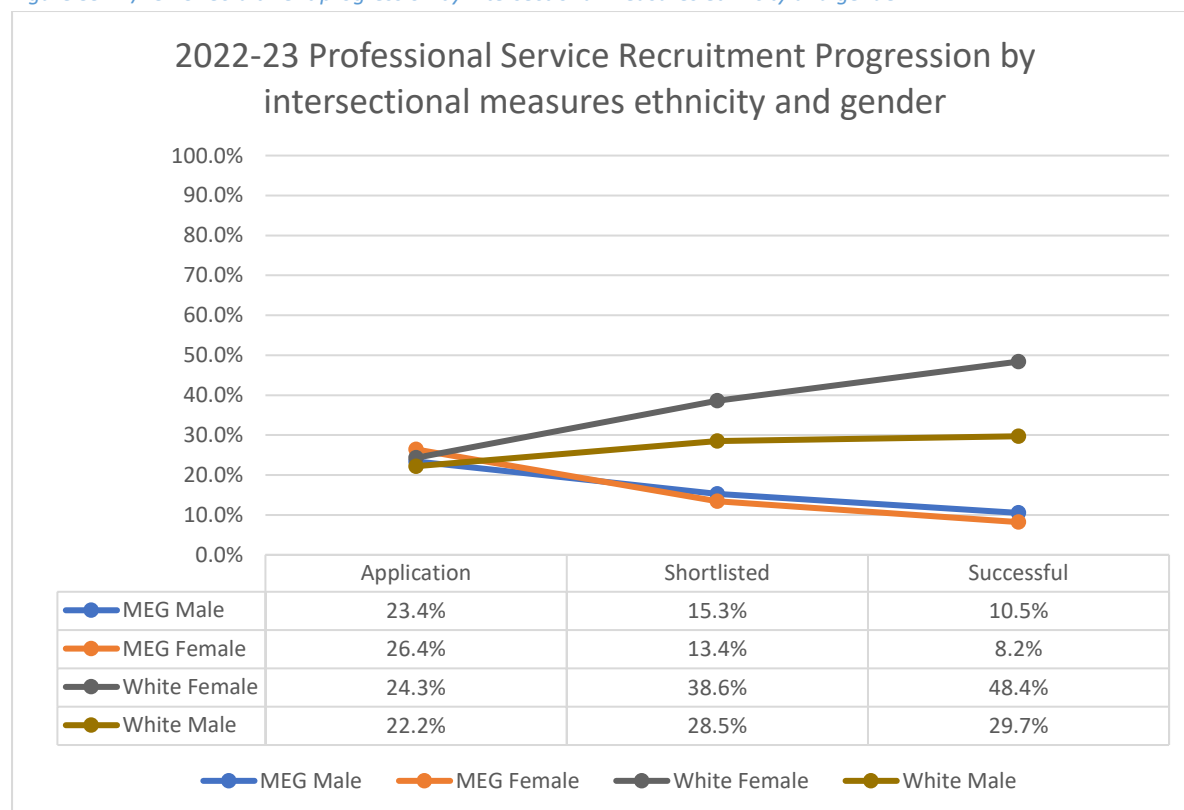


Figure 39 22/23 PS recruitment progression by intersectional measures ethnicity and gender



Dataset 5 - Professional, technical, and operational colleague by contract type

Table 38 PS, UK only, open contracts

	PS, UK only, open contracts					
	Count			% of Ethnicity		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
UoS	1230	1505	1460			
Asian	55	80	90	4%	5%	6%
Grade 1-6	40	60	60	74%	74%	69%
Grade 07	10	10	15	17%	13%	16%
Grade 08	5	10	10	8%	10%	14%
Grade 09	0	0	0	0%	1%	1%
Grade 10	0	0	0	0%	0%	0%
MNGT	0	0	0	2%	1%	0%
Black	55	100	85	4%	7%	6%
Grade 1-6	50	95	80	91%	92%	94%
Grade 07	5	5	5	6%	5%	5%
Grade 08	0	5	0	4%	3%	1%
Grade 09	0	0	0	0%	0%	0%
Grade 10	0	0	0	0%	0%	0%
MNGT	0	0	0	0%	0%	0%
Mixed	30	40	45	3%	3%	3%
Grade 1-6	20	25	30	66%	60%	67%
Grade 07	5	5	5	13%	13%	13%
Grade 08	5	10	5	19%	25%	16%
Grade 09	0	0	0	3%	3%	4%
Grade 10	0	0	0	0%	0%	0%
MNGT	0	0	0	0%	0%	0%
Not Disclosed	50	55	45	4%	4%	3%
Grade 1-6	20	25	20	40%	42%	46%
Grade 07	15	15	10	30%	29%	26%
Grade 08	10	10	5	16%	16%	15%
Grade 09	5	0	0	6%	4%	2%
Grade 10	0	0	0	2%	4%	2%
MNGT	5	5	5	6%	5%	9%
Other	5	5	10	0%	0%	1%
Grade 1-6	5	5	10	100%	86%	67%
Grade 07	0	0	0	0%	0%	8%
Grade 08	0	0	5	0%	14%	25%
Grade 09	0	0	0	0%	0%	0%

Grade 10	0	0	0	0%	0%	0%
MNGT	0	0	0	0%	0%	0%
White	1040	1220	1180	84%	81%	81%
Grade 1-6	720	860	810	69%	71%	69%
Grade 07	155	180	180	15%	15%	15%
Grade 08	95	110	110	9%	9%	9%
Grade 09	35	40	40	3%	3%	3%
Grade 10	15	15	10	1%	1%	1%
MNGT	20	20	30	2%	2%	3%
MEG	140	230	230	12%	15%	16%
Grade 1-6	110	185	180	79%	80%	78%
Grade 07	15	20	25	11%	9%	11%
Grade 08	10	20	25	8%	10%	10%
Grade 09	0	0	5	1%	1%	1%
Grade 10	0	0	0	0%	0%	0%
MNGT	0	0	0	1%	0%	0%

Table 39 PS, non-UK only, fixed contracts

PS, non-UK only, open contracts						
	Count			% of Ethnicity		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
UoS	95	120	140			
Asian	5	15	5	8%	11%	5%
Grade 1-6	5	15	5	100%	100%	57%
Grade 07	0	0	5	0%	0%	43%
Grade 08	0	0	0	0%	0%	0%
Grade 09	0	0	0	0%	0%	0%
Grade 10	0	0	0	0%	0%	0%
MNGT	0	0	0	0%	0%	0%
Black	30	45	15	34%	35%	9%
Grade 1-6	30	40	10	91%	93%	92%
Grade 07	0	0	0	6%	5%	0%
Grade 08	0	0	0	3%	2%	8%
Grade 09	0	0	0	0%	0%	0%
Grade 10	0	0	0	0%	0%	0%
MNGT	0	0	0	0%	0%	0%
Mixed	0	0	5	2%	1%	3%
Grade 1-6	0	0	5	0%	0%	100%
Grade 07	0	0	0	50%	0%	0%
Grade 08	0	0	0	50%	100%	0%
Grade 09	0	0	0	0%	0%	0%
Grade 10	0	0	0	0%	0%	0%

MNGT	0	0	0	0%	0%	0%
Not Disclosed	0	5	0	2%	2%	1%
Grade 1-6	0	5	0	100%	100%	50%
Grade 07	0	0	0	0%	0%	50%
Grade 08	0	0	0	0%	0%	0%
Grade 09	0	0	0	0%	0%	0%
Grade 10	0	0	0	0%	0%	0%
MNGT	0	0	0	0%	0%	0%
Other	0	0	0	1%	1%	1%
Grade 1-6	0	0	0	0%	100%	100%
Grade 07	0	0	0	100%	0%	0%
Grade 08	0	0	0	0%	0%	0%
Grade 09	0	0	0	0%	0%	0%
Grade 10	0	0	0	0%	0%	0%
MNGT	0	0	0	0%	0%	0%
White	50	60	115	53%	49%	81%
Grade 1-6	35	45	85	73%	77%	76%
Grade 07	5	10	15	14%	15%	12%
Grade 08	5	5	5	8%	7%	6%
Grade 09	0	0	5	0%	2%	4%
Grade 10	0	0	0	2%	0%	0%
MNGT	0	0	0	2%	0%	2%
MEG	40	60	25	45%	48%	18%
Grade 1-6	35	55	20	86%	93%	84%
Grade 07	5	0	5	10%	3%	12%
Grade 08	0	0	0	5%	3%	4%
Grade 09	0	0	0	0%	0%	0%
Grade 10	0	0	0	0%	0%	0%
MNGT	0	0	0	0%	0%	0%

Table 40 PS, UK-only, fixed contracts

	PS, UK only, fixed contracts					
	Count			% of Ethnicity		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
UoS	165	155	170			
Asian	10	15	20	7%	10%	13%
Grade 1-6	10	15	20	73%	93%	82%
Grade 07	0	0	0	0%	0%	9%
Grade 08	0	0	0	18%	7%	5%
Grade 09	0	0	0	0%	0%	5%
Grade 10	0	0	0	0%	0%	0%

MNGT	0	0	0	9%	0%	0%
Black	5	10	10	4%	6%	6%
Grade 1-6	0	5	10	33%	44%	90%
Grade 07	5	0	0	50%	22%	0%
Grade 08	0	5	0	17%	33%	10%
Grade 09	0	0	0	0%	0%	0%
Grade 10	0	0	0	0%	0%	0%
MNGT	0	0	0	0%	0%	0%
Mixed	5	5	10	4%	4%	5%
Grade 1-6	5	5	5	50%	86%	75%
Grade 07	0	0	0	33%	0%	0%
Grade 08	0	0	0	17%	14%	25%
Grade 09	0	0	0	0%	0%	0%
Grade 10	0	0	0	0%	0%	0%
MNGT	0	0	0	0%	0%	0%
Not Disclosed	5	5	0	3%	3%	1%
Grade 1-6	0	5	0	40%	60%	50%
Grade 07	5	0	0	60%	40%	50%
Grade 08	0	0	0	0%	0%	0%
Grade 09	0	0	0	0%	0%	0%
Grade 10	0	0	0	0%	0%	0%
MNGT	0	0	0	0%	0%	0%
Other	0	0	5	1%	1%	2%
Grade 1-6	0	0	0	0%	0%	50%
Grade 07	0	0	0	0%	100%	50%
Grade 08	0	0	0	100%	0%	0%
Grade 09	0	0	0	0%	0%	0%
Grade 10	0	0	0	0%	0%	0%
MNGT	0	0	0	0%	0%	0%
White	135	120	125	82%	76%	73%
Grade 1-6	100	90	100	75%	75%	79%
Grade 07	15	15	15	13%	13%	10%
Grade 08	10	10	10	7%	8%	8%
Grade 09	0	0	0	1%	1%	2%
Grade 10	0	0	0	1%	1%	0%
MNGT	5	5	0	3%	3%	1%
MEG	25	30	45	15%	20%	26%
Grade 1-6	15	25	35	54%	75%	80%
Grade 07	5	5	5	21%	9%	9%
Grade 08	5	5	5	21%	16%	9%
Grade 09	0	0	0	0%	0%	2%
Grade 10	0	0	0	0%	0%	0%

MNGT	0	0	0	4%	0%	0%
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Table 41 PS, non-UK only, fixed contracts

PS, non-UK only, fixed contracts						
	Count			% of Ethnicity		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
UoS	20	30	40			
Asian	5	5	5	18%	14%	12%
Grade 1-6	5	5	5	100%	100%	80%
Grade 07	0	0	0	0%	0%	20%
Grade 08	0	0	0	0%	0%	0%
Grade 09	0	0	0	0%	0%	0%
Grade 10	0	0	0	0%	0%	0%
MNGT	0	0	0	0%	0%	0%
Black	0	5	5	5%	21%	7%
Grade 1-6	0	5	0	100%	67%	67%
Grade 07	0	0	0	0%	17%	0%
Grade 08	0	0	0	0%	17%	33%
Grade 09	0	0	0	0%	0%	0%
Grade 10	0	0	0	0%	0%	0%
MNGT	0	0	0	0%	0%	0%
Mixed	0	0	5	0%	0%	12%
Grade 1-6	0	0	5	0%	0%	60%
Grade 07	0	0	0	0%	0%	0%
Grade 08	0	0	0	0%	0%	40%
Grade 09	0	0	0	0%	0%	0%
Grade 10	0	0	0	0%	0%	0%
MNGT	0	0	0	0%	0%	0%
Not Disclosed	0	0	0	5%	4%	0%
Grade 1-6	0	0	0	100%	100%	0%
Grade 07	0	0	0	0%	0%	0%
Grade 08	0	0	0	0%	0%	0%
Grade 09	0	0	0	0%	0%	0%
Grade 10	0	0	0	0%	0%	0%
MNGT	0	0	0	0%	0%	0%
Other	0	0	0	0%	4%	0%
Grade 1-6	0	0	0	0%	0%	0%
Grade 07	0	0	0	0%	100%	0%
Grade 08	0	0	0	0%	0%	0%
Grade 09	0	0	0	0%	0%	0%
Grade 10	0	0	0	0%	0%	0%

MNGT	0	0	0	0%	0%	0%
White	15	15	30	73%	57%	68%
Grade 1-6	10	10	20	69%	75%	79%
Grade 07	5	5	0	31%	19%	7%
Grade 08	0	0	0	0%	6%	7%
Grade 09	0	0	0	0%	0%	0%
Grade 10	0	0	0	0%	0%	0%
MNGT	0	0	0	0%	0%	7%
MEG	5	10	15	23%	39%	32%
Grade 1-6	5	10	10	100%	73%	69%
Grade 07	0	0	0	0%	18%	8%
Grade 08	0	0	5	0%	9%	23%
Grade 09	0	0	0	0%	0%	0%
Grade 10	0	0	0	0%	0%	0%
MNGT	0	0	0	0%	0%	0%

Table 42 Professional services by school and contract type

PS	Count			% by School		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
H&S	77	100	128			
Fixed	18	21	30	23%	21%	23%
Open	59	79	98	77%	79%	77%
Professional services	1121	1215	1299			
Fixed	90	74	110	8%	6%	8%
Open	1031	1141	1189	92%	94%	92%
SAMCT	124	141	158			
Fixed	13	10	8	10%	7%	5%
Open	111	131	150	90%	93%	95%
SBS	33	42	46			
Fixed	5	2	6	15%	5%	13%
Open	28	40	40	85%	95%	87%
SEE	153	166	179			
Fixed	59	50	57	39%	30%	32%
Open	94	116	122	61%	70%	68%
UoS	1508	1664	1810			
Fixed	185	157	211	12%	9%	12%
Open	1323	1507	1599	88%	91%	88%

Table 43 Professional services by school and non-UK and UK

PS	Rounded Count			% by School		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
H&S	75	100	130			
Non-UK	5	10	10	5%	8%	9%
UK	75	90	115	95%	92%	91%
Professional services	1120	1215	1300			
Non-UK	85	105	135	8%	9%	11%
UK	1035	1110	1160	92%	91%	89%
SAMCT	125	140	160			
Non-UK	10	10	15	8%	9%	9%
UK	115	130	145	92%	91%	91%
SBS	35	40	45			
Non-UK	0	0	5	3%	5%	7%
UK	30	40	45	97%	95%	93%
SEE	155	165	180			
Non-UK	15	20	15	9%	13%	9%
UK	140	145	165	91%	87%	91%
UoS	1510	1665	1810			
Non-UK	115	150	180	8%	9%	10%
UK	1395	1515	1630	92%	91%	90%

Figure 40 Proportion of UK PS staff in each department 2020/21 to 2022/23

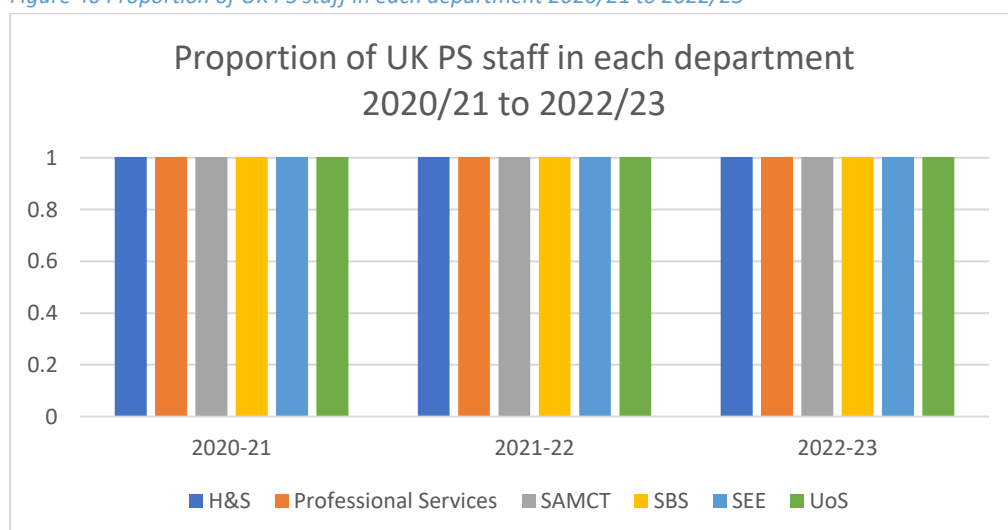


Table 44 All UK and non-UK professional services staff on open contracts

Ethnicity	2020-21		2021-22		2022-23	
	Count	%	Count	%	Count	%
Asian	60	5%	80	5%	95	6%
Black	85	7%	100	7%	100	6%
Mixed	35	3%	40	3%	50	3%
Other	5	0%	5	0%	15	1%
White	1085	82%	1220	81%	1295	81%
Not Disclosed	50	4%	55	4%	50	3%
MEG	185	14%	230	15%	255	16%
Grand Total	1325		1505		1600	

Figure 41 Proportion of PS staff on open contracts by ethnicity 2020/21 to 2022/23

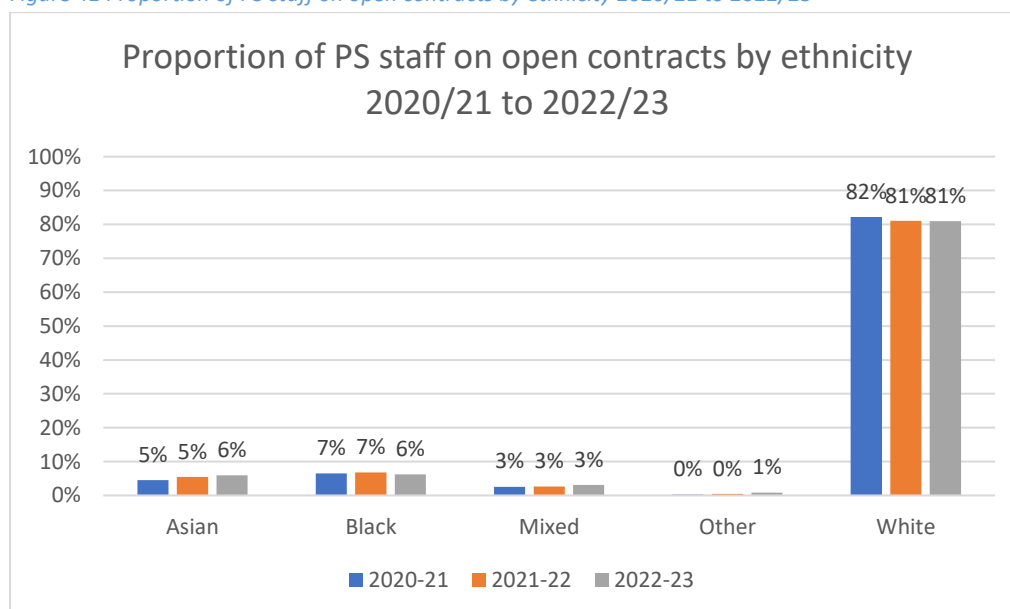
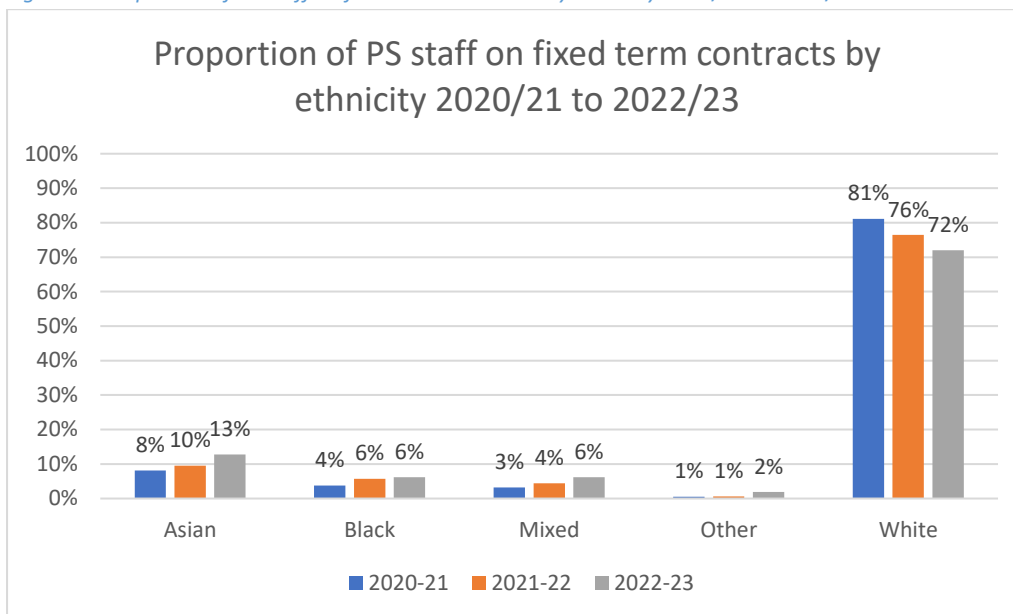


Table 45 All UK and non-UK professional services staff on fixed contracts

Ethnicity	2020-21		2021-22		2022-23	
	Count	%	Count	%	Count	%
Asian	15	8%	15	10%	25	13%
Black	5	4%	10	6%	15	6%
Mixed	5	3%	5	4%	15	6%
Other	0	1%	0	1%	5	2%
White	150	81%	120	76%	150	72%
Not Disclosed	5	3%	5	3%	0	1%

MEG	30	16%	30	20%	55	27%
Grand Total	185		155		210	

Figure 42 Proportion of PS staff on fixed term contracts by ethnicity 2020/21 to 2022/23



Dataset 6 - Professional, technical, and operational colleagues by job family

Note: Data are available broken down by school and professional services but make for a very large table. Only institutional level data have been included below for ease of analysis. Grade data are shown as roles.

Table 46 PS, job family, UK only

	PS, job family, UK only					
	Number of staff			Percentage by ethnicity		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
UoS	1395	1515	1630			
Asian	65	80	110	5%	5%	7%
Administrators	40	45	60	61%	57%	55%
Cleaning	0	0	5	0%	0%	5%
Manual	0	0	0	2%	1%	1%
Professionals/1st Line Managers	15	20	30	23%	25%	25%
Security	5	10	5	5%	10%	4%
Senior Managers	0	0	0	3%	1%	2%
Technicians	5	5	10	6%	5%	9%
Black	60	60	95	4%	4%	6%
Administrators	5	10	20	10%	16%	19%
Cleaning	35	35	60	60%	58%	60%
Manual	0	0	5	0%	2%	3%

Professionals/1st Line Managers	10	5	5	15%	11%	5%
Security	5	5	5	8%	6%	7%
Senior Managers	0	0	0	0%	0%	0%
Technicians	5	5	5	7%	6%	6%
Mixed	40	45	55	3%	3%	3%
Administrators	10	15	15	29%	33%	30%
Cleaning	5	5	5	8%	7%	8%
Manual	0	0	0	3%	2%	4%
Professionals/1st Line Managers	15	15	15	37%	35%	26%
Security	5	5	5	11%	9%	8%
Senior Managers	0	0	0	0%	0%	4%
Technicians	5	5	10	13%	15%	21%
Not Disclosed	55	55	50	4%	4%	3%
Administrators	10	10	10	22%	18%	20%
Cleaning	5	5	5	7%	7%	8%
Manual	0	0	0	2%	2%	2%
Professionals/1st Line Managers	25	30	20	49%	50%	39%
Security	0	0	0	2%	2%	2%
Senior Managers	5	5	5	7%	9%	12%
Technicians	5	5	10	11%	13%	16%
Other	5	5	15	0%	0%	1%
Administrators	0	0	5	0%	33%	38%
Cleaning	0	0	5	50%	33%	19%
Manual	0	0	0	0%	17%	6%
Professionals/1st Line Managers	0	0	5	25%	17%	38%
Security	0	0	0	25%	0%	0%
Senior Managers	0	0	0	0%	0%	0%
Technicians	0	0	0	0%	0%	0%
White	1170	1265	1305	84%	84%	80%
Administrators	565	620	625	48%	49%	48%
Cleaning	80	80	80	7%	6%	6%
Manual	50	45	40	4%	3%	3%
Professionals/1st Line Managers	305	320	295	26%	25%	23%
Security	30	35	30	3%	3%	2%
Senior Managers	35	35	85	3%	3%	6%
Technicians	105	130	150	9%	10%	12%
Minoritised ethnic	165	195	275	12%	13%	17%
Administrators	55	70	100	34%	37%	36%
Cleaning	40	40	70	25%	21%	25%
Manual	0	5	5	1%	2%	3%
Professionals/1st Line Managers	40	45	55	23%	23%	19%
Security	15	15	15	8%	8%	5%
Senior Managers	0	0	5	1%	1%	1%

Technicians	15	15	25	8%	8%	10%
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Table 47 PS, job family, non-UK only

	PS, job family, non-UK only					
	Number of staff			Percentage by ethnicity		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
UoS	115	150	180			
Asian	10	20	10	10%	12%	7%
Administrators	10	10	5	73%	67%	58%
Cleaning	5	5	0	27%	17%	0%
Manual	0	0	0	0%	0%	0%
Professionals/1st Line Managers	0	0	5	0%	6%	33%
Security	0	0	0	0%	0%	8%
Senior Managers	0	0	0	0%	0%	0%
Technicians	0	0	0	0%	11%	0%
Black	35	50	15	29%	33%	9%
Administrators	5	10	5	12%	22%	38%
Cleaning	25	25	5	70%	53%	44%
Manual	0	0	0	3%	4%	0%
Professionals/1st Line Managers	5	5	0	9%	10%	13%
Security	0	0	0	6%	4%	0%
Senior Managers	0	0	0	0%	0%	0%
Technicians	0	5	0	0%	6%	6%
Mixed	0	0	10	2%	1%	5%
Administrators	0	0	5	0%	0%	67%
Cleaning	0	0	0	0%	0%	11%
Manual	0	0	0	0%	0%	0%
Professionals/1st Line Managers	0	0	0	100%	100%	22%
Security	0	0	0	0%	0%	0%
Senior Managers	0	0	0	0%	0%	0%
Technicians	0	0	0	0%	0%	0%
Not Disclosed	5	5	0	3%	3%	1%
Administrators	0	0	0	33%	50%	0%
Cleaning	0	0	0	67%	50%	0%
Manual	0	0	0	0%	0%	0%
Professionals/1st Line Managers	0	0	0	0%	0%	100%
Security	0	0	0	0%	0%	0%
Senior Managers	0	0	0	0%	0%	0%
Technicians	0	0	0	0%	0%	0%
Other	0	0	0	1%	1%	1%
Administrators	0	0	0	0%	50%	0%
Cleaning	0	0	0	0%	0%	100%
Manual	0	0	0	0%	0%	0%

Professionals/1st Line Managers	0	0	0	100%	0%	0%
Security	0	0	0	0%	0%	0%
Senior Managers	0	0	0	0%	0%	0%
Technicians	0	0	0	0%	50%	0%
White	65	75	140	57%	51%	78%
Administrators	30	40	80	45%	50%	56%
Cleaning	5	5	15	6%	7%	10%
Manual	0	0	5	2%	1%	2%
Professionals/1st Line Managers	15	15	20	23%	22%	15%
Security	0	0	5	3%	3%	4%
Senior Managers	0	0	10	3%	0%	6%
Technicians	10	15	10	18%	17%	8%
Minoritised ethnic	45	70	40	41%	47%	21%
Administrators	10	25	20	26%	34%	50%
Cleaning	25	30	10	55%	41%	24%
Manual	0	0	0	2%	3%	0%
Professionals/1st Line Managers	5	5	10	13%	10%	21%
Security	0	0	0	4%	3%	3%
Senior Managers	0	0	0	0%	0%	0%
Technicians	0	5	0	0%	9%	3%

Table 48 Job families by ethnicity

	MEG	Not Disclosed	White	% MEG
Administrators				
2020-21	70	15	595	10%
2021-22	95	10	655	13%
2022-23	120	10	705	14%
Cleaning				
2020-21	65	5	85	43%
2021-22	70	5	85	43%
2022-23	80	5	95	44%
Manual				
2020-21	5	0	50	6%
2021-22	5	0	45	12%
2022-23	5	0	40	14%
Professionals/1st Line Managers				
2020-21	45	25	320	11%
2021-22	50	25	310	13%
2022-23	55	20	290	16%
Security				
2020-21	15	0	35	30%
2021-22	20	0	35	32%

2022-23	15	0	35	31%
Senior Managers				
2020-21	0	5	35	5%
2021-22	0	5	30	3%
2022-23	5	5	85	3%
Technicians				
2020-21	15	5	120	9%
2021-22	15	5	70	18%
2022-23	30	5	150	15%

Dataset 7 - Applications, shortlist, and appointments made in recruitment to professional, technical, and operational posts

Table 49 Numbers of candidates at each recruitment stage by school and department and overall

	Number of Applications					Number of Shortlisted candidates					Number of Appointments				
	2020-21	2021-22		2022-23		2020-21	2021-22		2022-23		2020-21	2021-22		2022-23	
	All staff	Non-UK	UK	Non-UK	UK	All staff	Non-UK	UK	Non-UK	UK	All staff	Non-UK	UK	Non-UK	UK
H&S															
Asian	15	5	90	25	270	0	0	15	0	25	0	0	0	0	0
Black	5	5	45	10	140	0	0	5	0	10	0	0	0	0	0
Mixed	5	0	20	0	35	0	0	5	0	5	0	0	0	0	0
Not Disclosed	5	0	0	0	15	0	0	0	0	0	0	0	0	0	0
Other	0	0	10	0	15	0	0	0	0	0	0	0	0	0	0
White	85	10	260	10	490	30	0	105	0	160	10	0	40	0	45
SAMCT															
Asian	390	125	775	290	2115	35	10	135	5	215	10	0	30	0	35
Black	180	85	410	185	1450	10	0	70	5	150	0	0	20	0	20
Mixed	100	10	115	25	300	10	0	35	0	50	0	0	10	0	10
Not Disclosed	90	15	60	15	185	15	0	10	0	35	5	0	0	0	5
Other	40	5	65	15	95	5	0	10	0	15	0	0	0	0	5
White	1630	65	1650	105	4015	270	5	620	5	965	65	5	170	0	245
SBS															
Asian	10	5	65	10	80	0	0	5	0	5	0	0	0	0	0
Black	0	5	25	5	30	0	0	5	0	5	0	0	0	0	0
Mixed	10	0	25	0	20	0	0	5	0	5	0	0	0	0	0
Not Disclosed	5	0	15	0	10	0	0	5	0	5	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	95	10	330	5	350	20	0	100	0	95	5	0	35	0	25
SEE															
Asian	70	5	40	15	130	5	0	15	0	15	0	0	5	0	0

Black	35	5	20	10	75	0	0	5	0	5	0	0	0	0	0
Mixed	20	0	5	0	15	0	0	5	0	0	0	0	0	0	0
Not Disclosed	15	0	0	0	10	0	0	0	0	0	0	0	0	0	0
Other	0	0	5	0	5	0	0	0	0	0	0	0	0	0	0
White	370	5	85	5	215	35	0	50	0	60	5	0	15	0	15
UoS															
Asian	35	20	145	40	240	5	5	30	5	45	0	0	10	0	5
Black	20	15	35	35	105	5	0	10	0	10	0	0	0	0	0
Mixed	5	0	20	10	20	0	0	5	0	5	0	0	0	0	0
Not Disclosed	10	0	10	5	20	5	0	0	0	0	0	0	0	0	0
Other	10	0	15	0	15	0	0	5	0	0	0	0	0	0	0
White	200	15	305	20	310	55	0	85	0	110	15	0	25	0	30

Table 50 Percentage of ethnicity at application, shortlisting and appointment

	Number of candidates					Percentage of ethnicity at each process step				
	2020-21	2021-22		2022-23		2020-21	2021-22		2022-23	
	All staff	Non-UK	UK	Non-UK	UK	All staff	Non-UK	UK	Non-UK	UK
UoS										
Applications										
Asian	520	160	1115	850	2835	15%	38%	24%	45%	26%
Black	240	115	535	250	1795	7%	28%	11%	29%	17%
Mixed	145	15	185	35	385	4%	4%	4%	4%	4%
Not Disclosed	120	15	90	25	235	3%	4%	2%	3%	2%
Other	50	10	95	20	130	2%	2%	2%	2%	1%
White	2380	100	2630	145	5375	69%	24%	57%	17%	50%
Shortlisted										

Asian	45	15	195	15	305	11%	39%	15%	46%	15%
Black	20	0	90	5	180	5%	3%	7%	14%	9%
Mixed	10	0	50	0	65	3%	0%	4%	4%	3%
Not Disclosed	15	0	15	0	40	3%	6%	1%	4%	2%
Other	5	0	15	0	20	1%	6%	1%	4%	1%
White	310	15	960	10	1390	77%	45%	72%	29%	69%
Appointments										
Asian	10	0	45	0	45	9%	0%	12%	0%	10%
Black	5	0	25	0	25	2%	0%	7%	0%	5%
Mixed	5	0	15	0	15	2%	0%	4%	0%	3%
Not Disclosed	5	0	5	0	5	4%	0%	1%	0%	1%
Other	0	0	5	0	5	0%	0%	1%	0%	1%
White	105	5	280	0	365	82%	100%	76%	100%	80%

Table 51 Percentage as ethnicity progresses through recruitment process

	Percentage as ethnicity progresses through recruitment process														
	Shortlisted / Applications					Appointments / Shortlisted					Appointments / Applications				
	2020-21 All staff	2021-22 Non-UK	2021-22 UK	2022-23 Non-UK	2022-23 UK	2020-21 All staff	2021-22 Non-UK	2021-22 UK	2022-23 Non-UK	2022-23 UK	2020-21 All staff	2021-22 Non-UK	2021-22 UK	2022-23 Non-UK	2022-23 UK
H&S															
Asian	13%	0%	14%	0%	10%	50%	8%		8%		7%	0%	1%	0%	1%
Black	14%	0%	16%	0%	8%	0%	14%		9%		0%	0%	2%	0%	1%
Mixed	0%	0%	16%		17%		33%		0%		0%	0%	5%		0%
Not Disclosed	33%		50%	0%	7%	0%	0%		0%		0%		0%	0%	0%
Other		0%	22%	0%	8%		100%		0%			0%	22%	0%	0%
White	37%	22%	41%	0%	33%	25%	0%	36%		28%	9%	0%	15%	0%	9%
Professional services															
Asian	9%	7%	17%	2%	10%	29%	0%	23%	0%	17%	3%	0%	4%	0%	2%
Black	6%	0%	17%	2%	10%	9%		28%	0%	14%	1%	0%	5%	0%	1%
Mixed	8%	0%	31%	0%	17%	13%		22%		24%	1%	0%	7%	0%	4%
Not Disclosed	15%	14%	19%	6%	19%	23%	0%	18%	0%	11%	3%	0%	3%	0%	2%
Other	10%	17%	12%	7%	18%	0%	0%	13%	0%	29%	0%	0%	2%	0%	5%
White	17%	10%	38%	5%	24%	24%	43%	27%	20%	26%	4%	4%	10%	1%	6%
SAMCT															
Asian	11%	0%	11%	0%	9%	0%		0%		14%	0%	0%	0%	0%	1%
Black	0%	0%	12%	0%	11%			33%		0%	0%	0%	4%	0%	0%
Mixed	20%		28%	0%	16%	100%		29%		0%	20%		8%	0%	0%
Not Disclosed	25%	0%	20%		44%	100%		33%		0%	25%	0%	7%		0%
Other	0%	0%	100%	0%	0%			0%			0%	0%	0%	0%	0%
White	21%	25%	30%	0%	27%	35%	0%	36%		27%	7%	0%	11%	0%	7%
SBS															
Asian	4%	33%	34%	0%	10%	0%	0%	31%		0%	0%	0%	11%	0%	0%
Black	5%	0%	17%	0%	8%	50%		0%		17%	3%	0%	0%	0%	1%
Mixed	9%	0%	60%		14%	0%		0%		50%	0%	0%	0%		7%
Not Disclosed	0%	0%	0%	0%	0%						0%	0%	0%	0%	0%
Other	0%		0%		33%					0%	0%		0%		0%
White	9%	67%	59%	20%	28%	21%	50%	26%	0%	28%	2%	33%	15%	0%	8%
SEE															
Asian	11%	14%	19%	14%	18%	25%	0%	32%	0%	11%	3%	0%	6%	0%	2%
Black	22%	7%	22%	0%	10%	25%	0%	25%		18%	6%	0%	5%	0%	2%
Mixed	0%	0%	14%	13%	16%			67%	0%	67%	0%	0%	10%	0%	11%
Not Disclosed	30%		17%	0%	11%	33%		50%		50%	10%		8%	0%	5%
Other	0%		23%	0%	7%			0%		0%	0%		0%	0%	0%
White	29%	15%	28%	11%	35%	30%	0%	29%	0%	30%	9%	0%	8%	0%	10%
UoS															
Asian	9%	8%	17%	3%	11%	27%	0%	23%	0%	14%	2%	0%	4%	0%	2%
Black	7%	1%	17%	2%	10%	17%	0%	26%	0%	14%	1%	0%	5%	0%	1%

Mixed	8%	0%	28%	3%	17%	25%	25%	0%	23%	2%	0%	7%	0%	4%	
Not Disclosed	11%	13%	19%	4%	18%	38%	0%	24%	0%	12%	4%	0%	4%	0%	2%
Other	8%	25%	14%	6%	16%	0%	0%	23%	0%	25%	0%	0%	3%	0%	4%
White	13%	15%	37%	6%	26%	34%	27%	29%	13%	26%	4%	4%	11%	1%	7%

Figure 43 Proportion of minoritised ethnic PS candidates at each recruitment stage

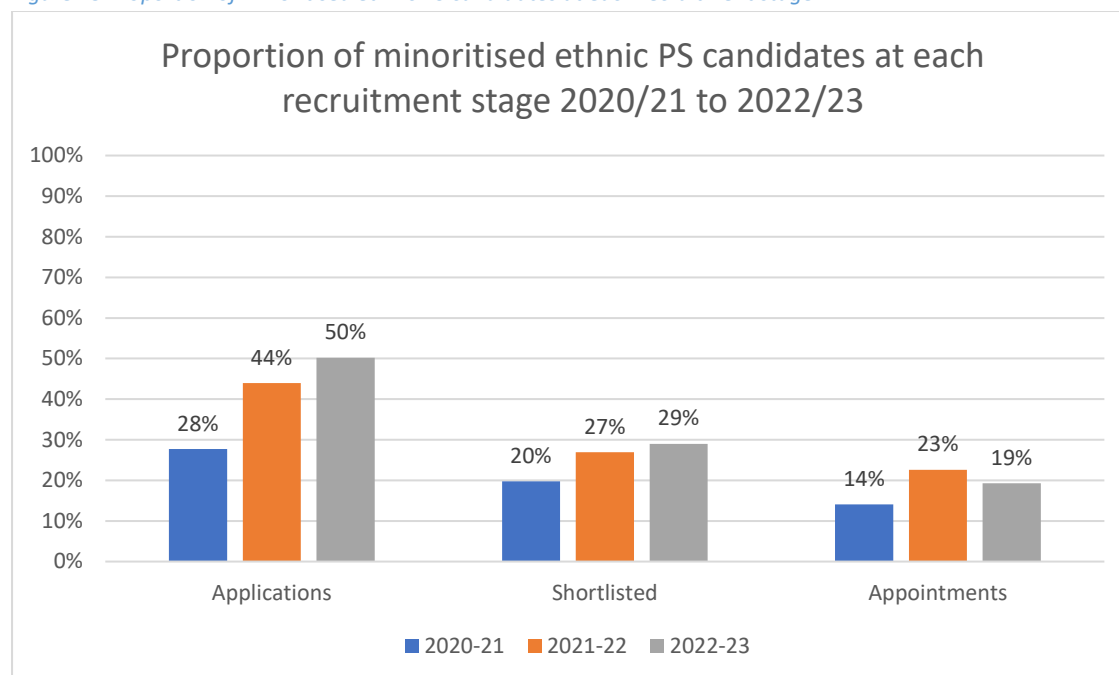
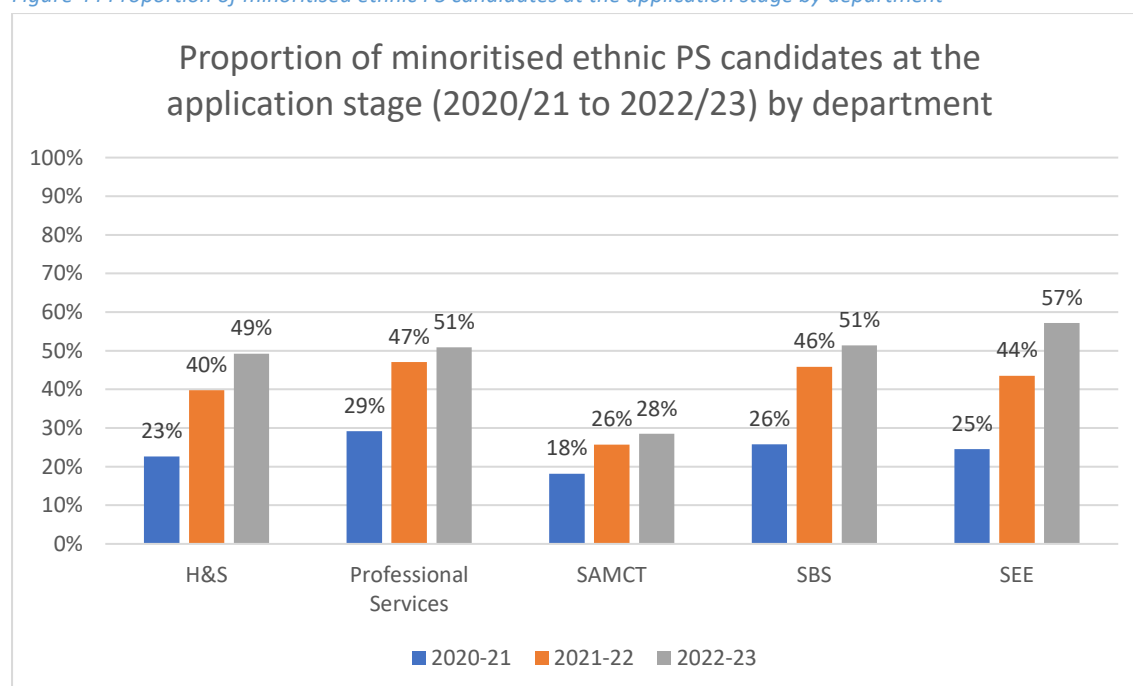


Figure 44 Proportion of minoritised ethnic PS candidates at the application stage by department



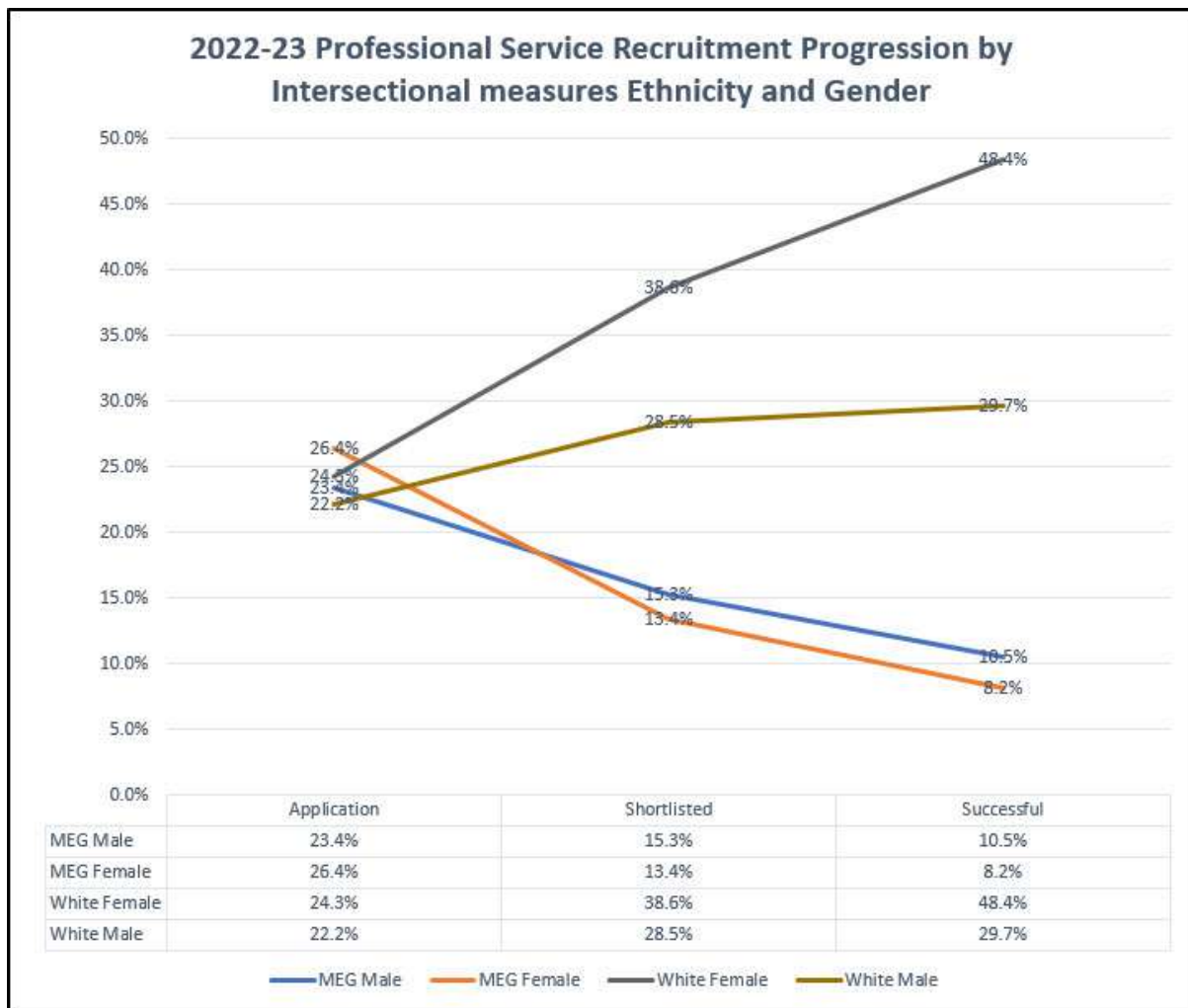


Figure 45 Supplementary data - professional services conversion rates by ethnicity and gender

Dataset 8 - Applications and success rates for professional, technical and operational colleagues' progression (where there are formal routes for progression)

There are no formal promotions rounds for professional services colleagues as there are for academic colleagues. Promotion happens via the usual recruitment processes.

Dataset 9 - Membership of Council, Senate and institutional and faculty/directorate Senior Leadership Teams

Note: EDI for Council members unavailable prior to May 24. Blanks represent student representatives or externals where data are unavailable or vacancies.

Please also note that a five-way split was not possible for ULT, Senate and Council individually due to small numbers. UK/non-UK splits are not available for this data set due to it not being recorded and small numbers, likewise, grade and school data do not apply and are therefore

not available. Where the number of returnees is between 1-5 (21%), the specific number of returnees has been suppressed.

Table 52 ULT, Senate and School Executives by ethnicity

Ethnicity	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
Asian	9	8	9	8%	7%	8%
Black	0	0	0	0%	0%	0%
Mixed Ethnicity	<5	<5	<5	3%	2%	3%
Other	<5	<5	0	1%	1%	0%
White	92	93	93	79%	80%	79%
Not Disclosed	7	8	7	6%	7%	6%
Blank	<5	<5	<5	3%	3%	3%
MEG	13	11	13	11%	9%	11%

Table 53 ULT by ethnicity

Ethnicity	2020-21	2021-22	2022-23
Minoritised ethnic	0	0	<5
White	12	12	14
Not Disclosed	<5	<5	<5

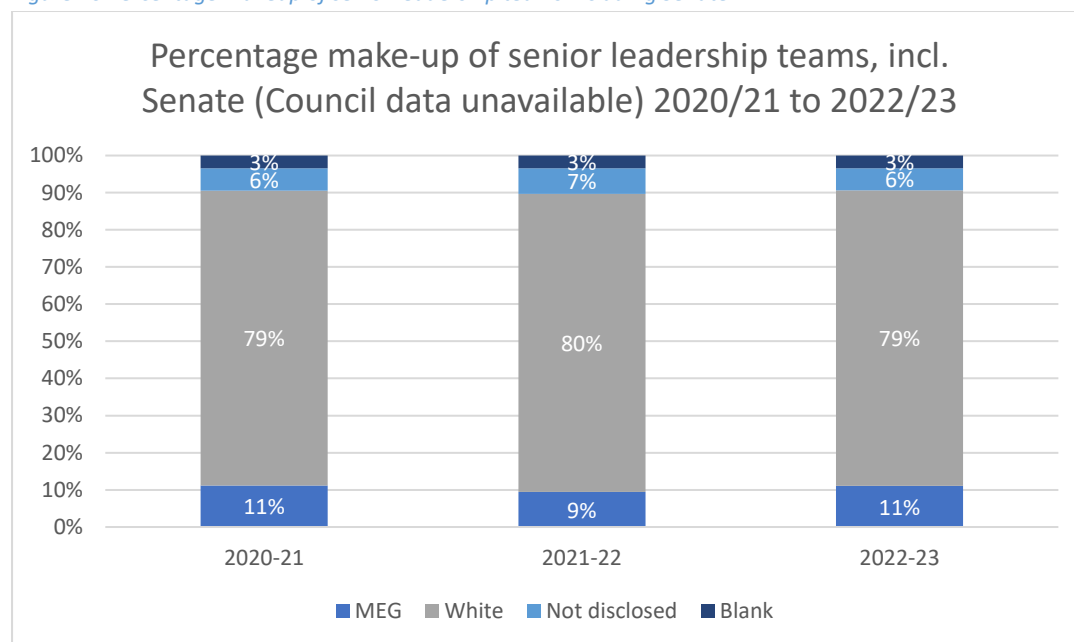
Table 54 Senate by ethnicity

Ethnicity	2020-21	2021-22	2022-23
Minoritised ethnic	7	<5	6
White	25	26	26
Not Disclosed	<5	<5	<5

Table 55 Council by ethnicity

Ethnicity	2024
Minoritised ethnic	<5
White	17
Not Disclosed	0
(blank)	0

Figure 46 Percentage makeup of senior leadership teams including Senate



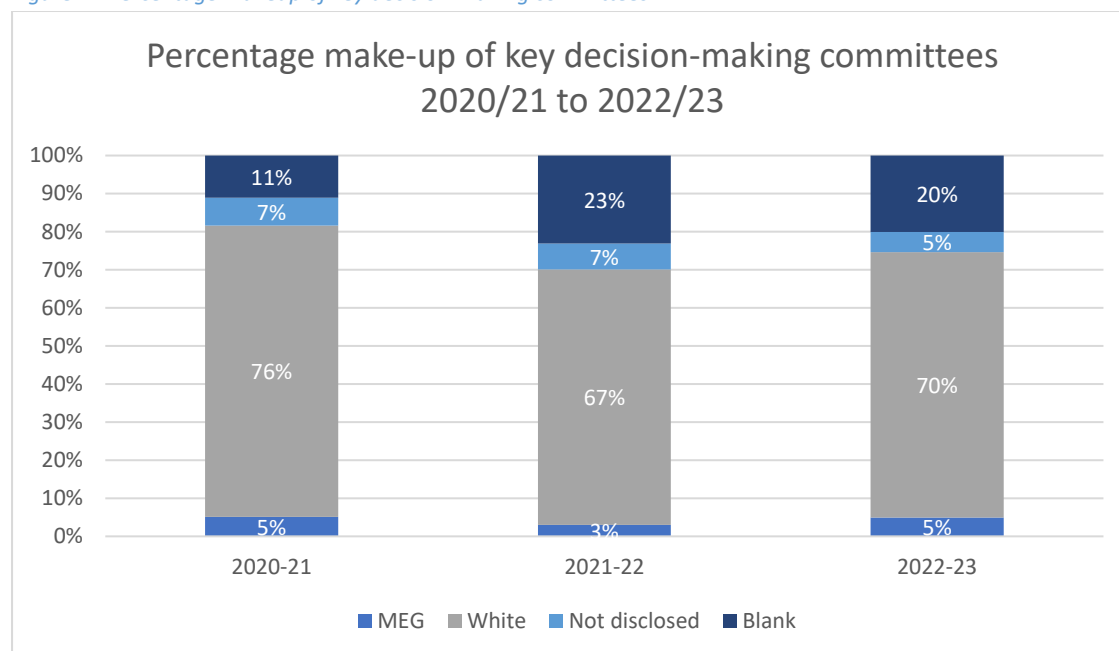
Dataset 10 - Membership of key decision-making bodies and committees

UK/non-UK splits are not available for this data set due to it not being recorded and small numbers, likewise, grade and school data do not apply and are therefore not available.

Table 56 Membership of key decision-making bodies and committees

Ethnicity	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
Asian	5	<5	9	2%	1%	3%
Black	<5	<5	0	0%	0%	0%
Mixed Ethnicity	<5	<5	<5	1%	1%	1%
Other	<5	<5	<5	1%	1%	0%
White	179	157	184	76%	67%	70%
Not Disclosed	17	16	14	7%	7%	5%
(blank)	26	54	53	11%	23%	20%
MEG	12	7	13	5%	3%	5%

Figure 47 Percentage makeup of key decision-making committees



Datasets 11-14 - Students at foundation, undergraduate, postgraduate taught and postgraduate research level

Table 57 All students

All students						
	2020/21 count	2021/22 count	2022/23 count	2020/21 %	2021/22 %	2022/23 %
UG	18,144	18,873	19,469	76%	74%	74%
PGT	5,456	6,196	6,501	23%	24%	25%
PGR	355	345	289	1%	1%	1%
Total	23,955	25,414	26,259	100%	100%	100%

Table 58 All students by ethnicity

All students						
	2020/21 count	2021/22 count	2022/23 count	2020/21 %	2021/22 %	2022/23 %
White	13,914	14,445	14,095	58%	57%	54%
Minoritised ethnic	8,826	10,602	11,647	37%	42%	44%
Asian	4,528	5,471	5,809	19%	22%	22%
Black	2,417	3,156	3,797	10%	12%	14%

Mixed	867	927	1,015	4%	4%	4%
Other	943	1,048	1,026	4%	4%	4%
Not Known	1,215	367	517	5%	1%	2%
Total	23,955	25,414	26,259	100.0%	100.0%	100.0%

Figure 48 All students by ethnicity two-way split

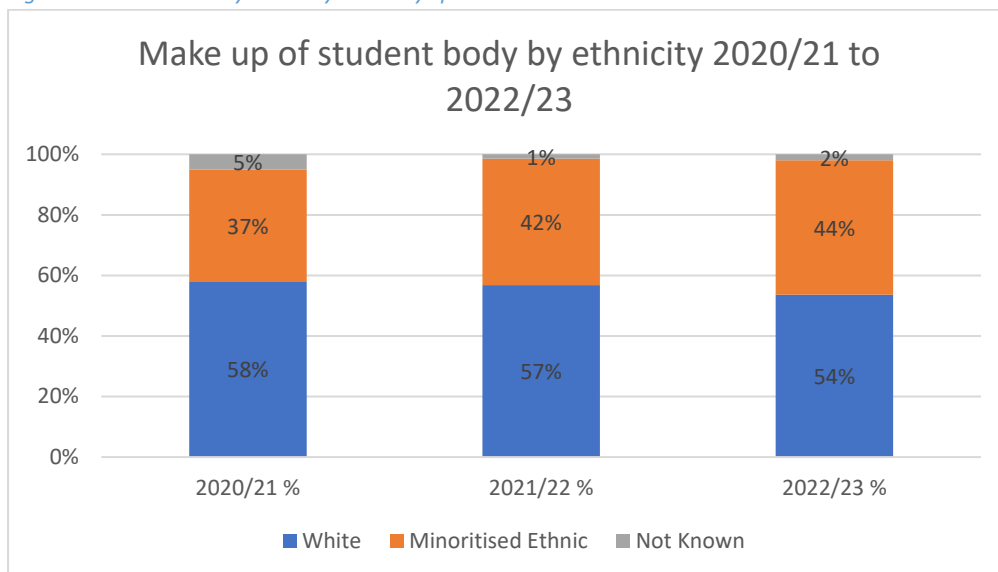


Figure 49 Makeup of student body

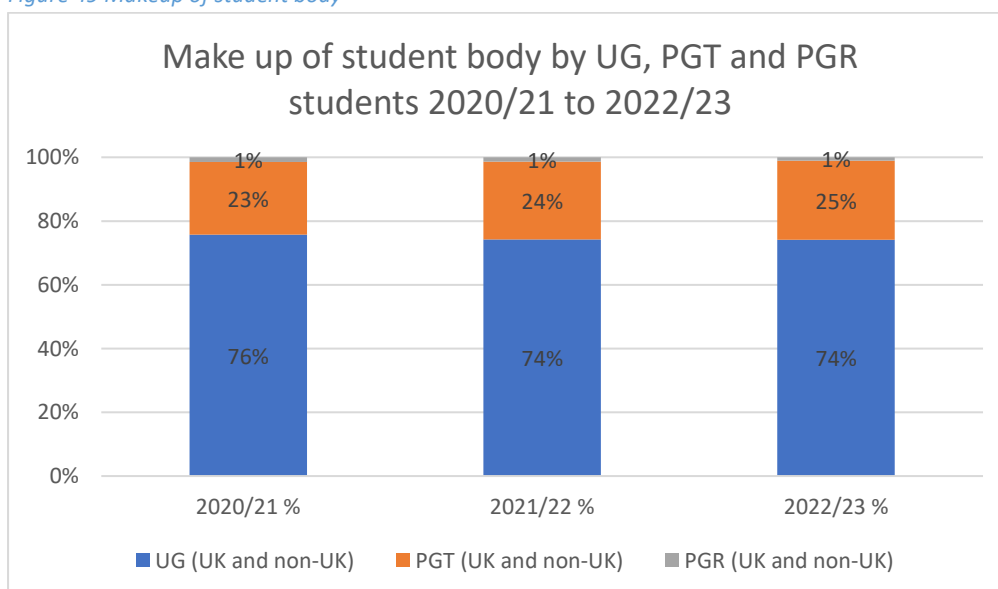


Table 59 All students by UK and non-UK

All students						
	2020/21 count	2021/22 count	2022/23 count	2020/21 %	2021/22 %	2022/23 %
UK	20,822	21,088	21,516	87%	83%	82%
Non-UK	3,133	4,326	4,743	13%	17%	18%
Total	23,955	25,414	26,259	100%	100%	100%

Figure 50 Proportion of white and minoritised ethnic students by school

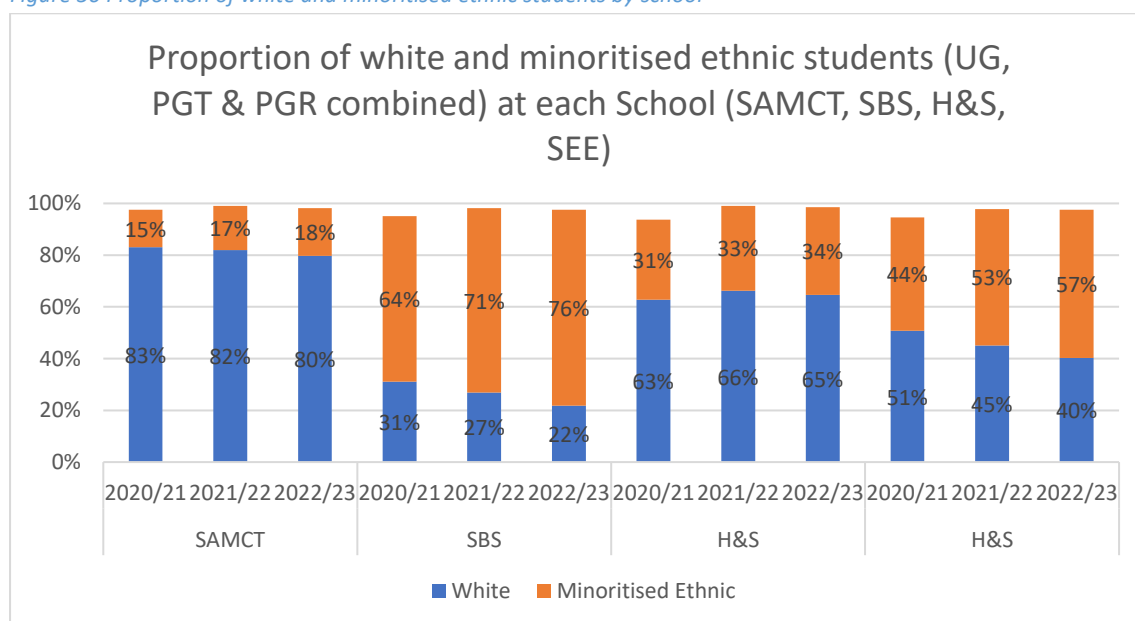


Table 60 All undergraduate population UK and non-UK

UG (UK and non-UK)						
	2020/21 count	2021/22 count	2022/23 count	2020/21 %	2021/22 %	2022/23 %
White	11296	11934	11832	62%	63%	61%
Minoritised ethnic	6046	6656	7250	33%	35%	37%
Asian	2922	3353	3638	16%	18%	19%
Black	1591	1745	1950	9%	9%	10%
Mixed	675	745	815	4%	4%	4%
Other	787	813	847	4%	4%	4%
Not Known	802	283	387	4%	1%	2%
Total	18144	18873	19469	100%	100%	100%

Table 61 UK domicile undergraduate students by ethnicity

UK domicile						
University Level	Count			%		
	2020/21	2021/22	2022/23	2020/21	2021/22	2022/23
White	11,092	11,703	11,731	65%	66%	64%
Minoritised ethnic	5,510	5,853	6,387	32%	33%	35%
Asian	2,903	3,168	3,421	17%	18%	19%
Black	1,463	1,566	1,766	9%	9%	10%
Mixed	659	713	793	4%	4%	4%
Other	485	406	407	3%	2%	2%
Not Known	416	131	165	2%	1%	1%
Total	17,018	17,687	18,283	100%	100%	100%

Figure 51 Undergraduate population - UK domiciled

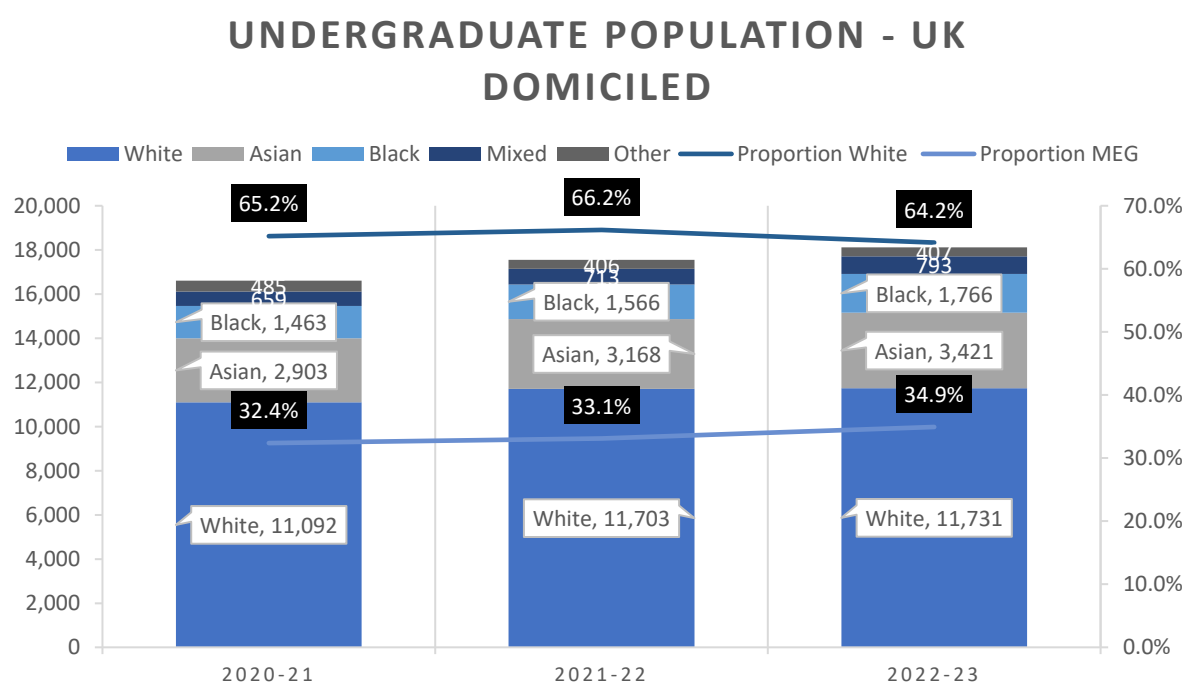


Table 62 Non-UK domiciled international undergraduate students by ethnicity

Non-UK domicile						
University Level	Count			%		
	2020/21	2021/22	2022/23	2020/21	2021/22	2022/23
White	204	231	101	18%	19%	9%
Minoritised ethnic	536	803	863	48%	68%	73%
Asian	19	185	217	2%	16%	18%
Black	128	179	184	11%	15%	16%
Mixed	16	32	22	1%	3%	2%
Other	302	407	440	27%	34%	37%
Not Known	386	152	222	34%	13%	19%
Total	1,126	1,186	1,186	100%	100%	100%

Figure 52 Undergraduate population non-UK domiciled

UNDERGRADUATE POPULATION- NON-UK DOMICILED

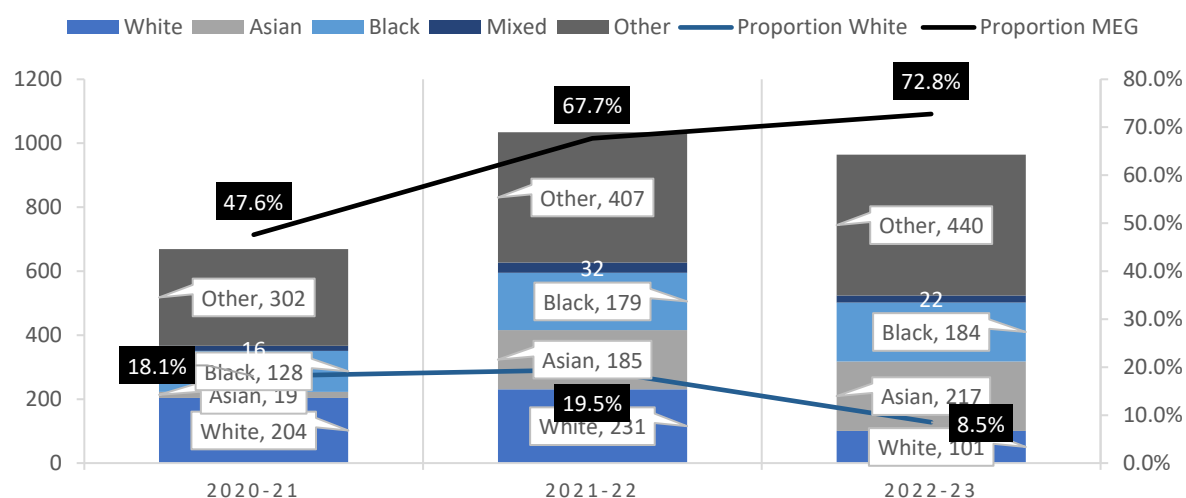


Figure 53 Proportion of UK UG students by school

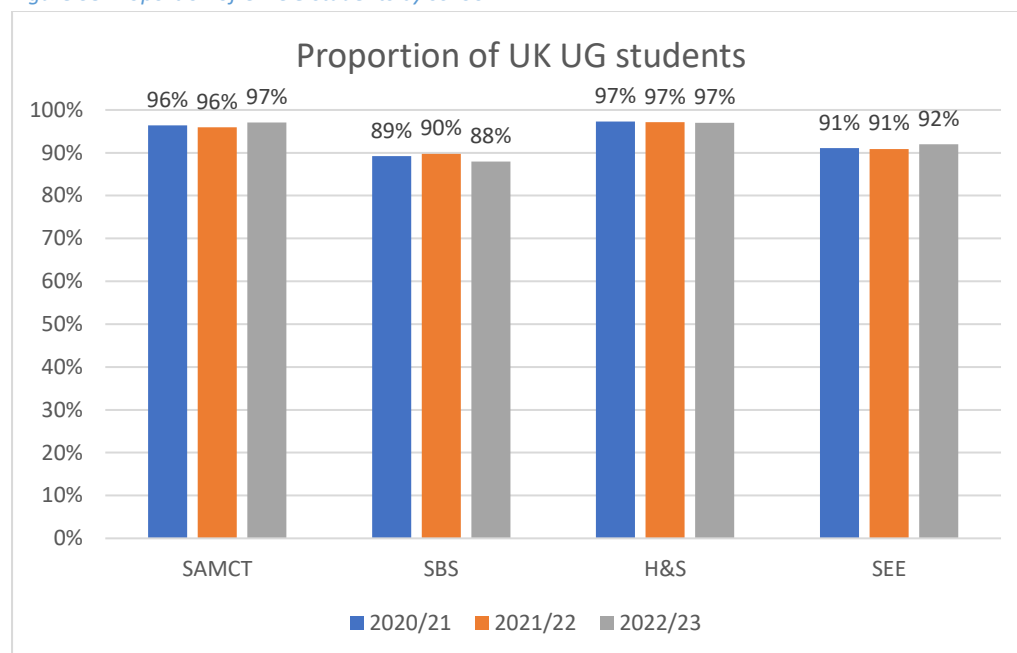


Figure 54 Proportion of minoritised ethnic UG students by school

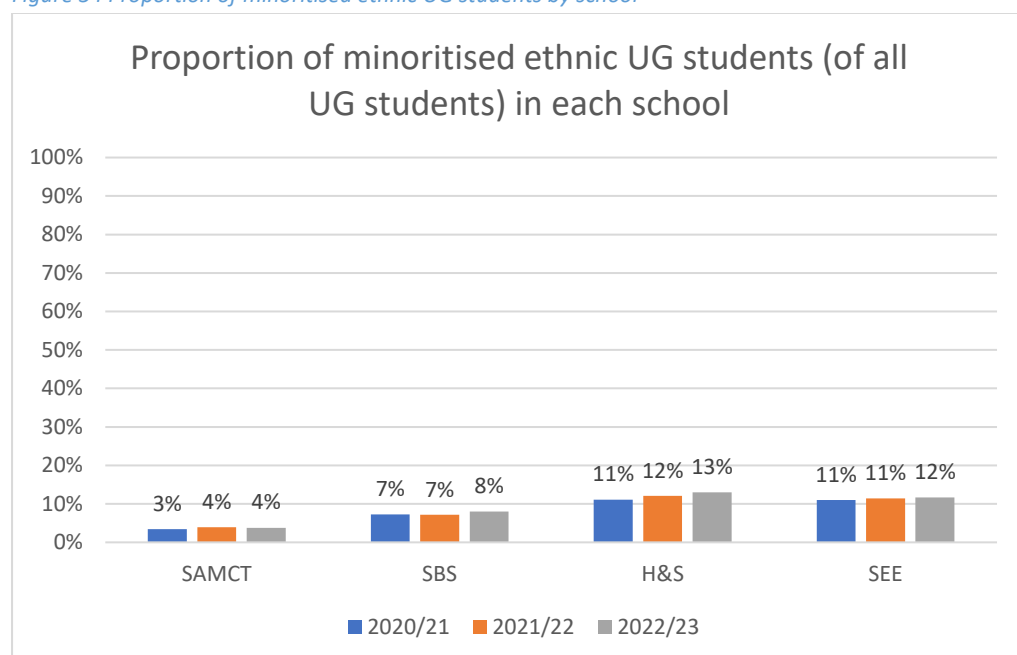


Table 63 Postgraduate Taught by ethnicity UK domicile

UK domicile						
University Level	Count			%		
	2020/21	2021/22	2022/23	2020/21	2021/22	2022/23
White	2,359	2,241	2,066	66%	70%	68%
Minoritised ethnic	867	881	907	24%	28%	30%
Asian	324	349	395	9%	11%	13%

Black	345	341	319	10%	11%	10%
Mixed	127	113	120	4%	4%	4%
Other	71	78	73	2%	2%	2%
Not Known	360	59	72	10%	2%	2%
Total	3,586	3,181	3,045	100%	100%	100%

Table 64 Postgraduate Taught by ethnicity non-UK domicile

Non-UK domicile						
University Level	Count			%		
	2020/21	2021/22	2022/23	2020/21	2021/22	2022/23
White	80	101	54	4%	3%	2%
Minoritised ethnic	1,741	2,893	3,355	93%	96%	97%
Asian	1,234	1,716	1,730	66%	57%	50%
Black	392	996	1,473	21%	33%	43%
Mixed	53	53	65	3%	2%	2%
Other	62	128	87	3%	4%	3%
Not Known	49	21	47	3%	1%	1%
Total	1,870	3,015	3,456	100%	100%	100%

Figure 55 Makeup of PGT student body by ethnicity

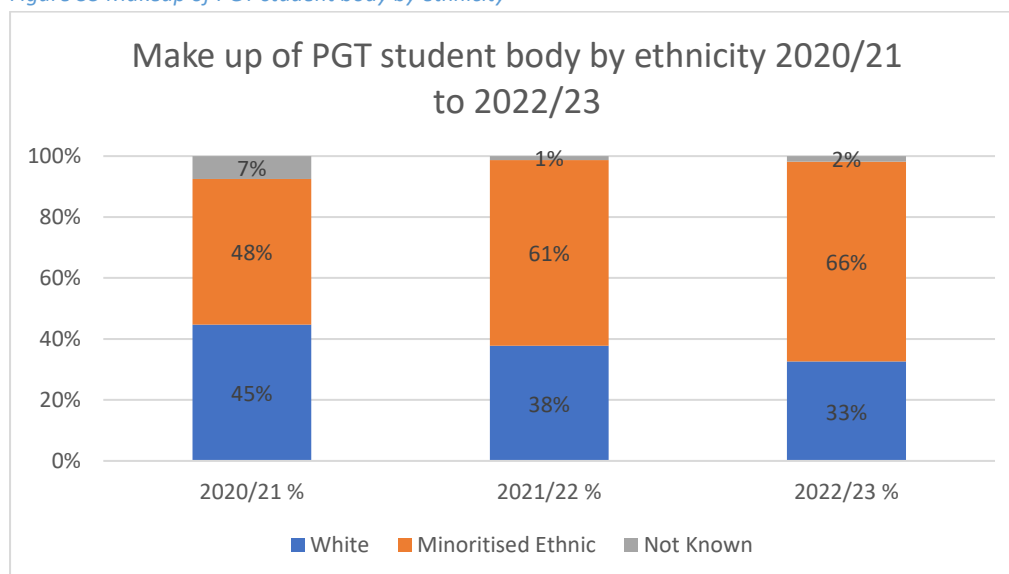


Figure 56 Proportion of UK and non-UK PGT students 2020/21 to 2022/23

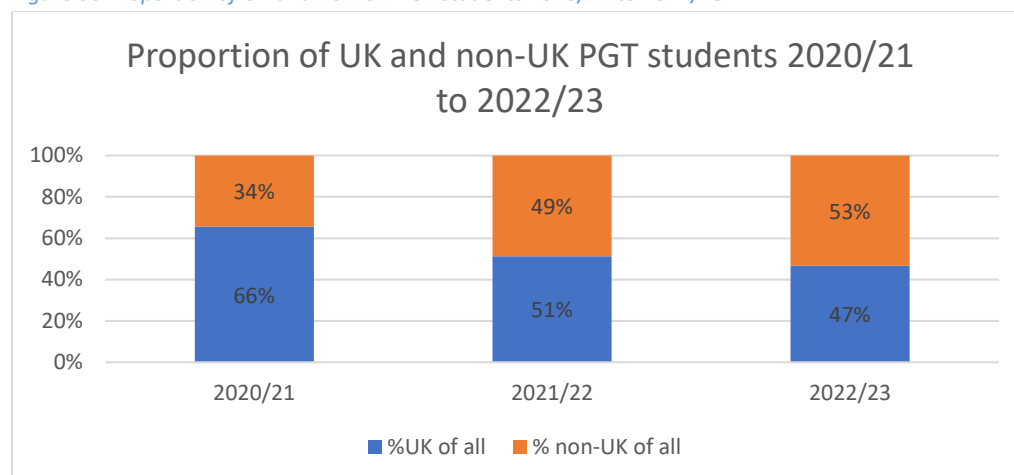


Figure 57 Proportion of UK PGT students by school

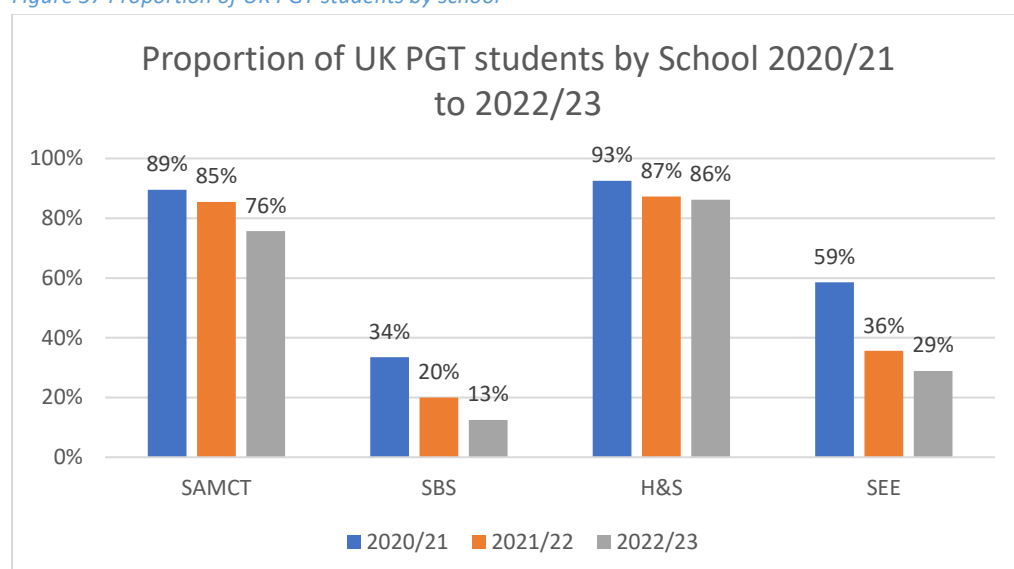


Table 65 Postgraduate research by ethnicity UK domicile

UK domicile						
University Level	Count			%		
	2020/21	2021/22	2022/23	2020/21	2021/22	2022/23
White	155	155	135	71%	71%	71%
Minoritised ethnic	60	60	50	28%	27%	26%
Asian	20	15	15	8%	7%	7%
Black	25	20	15	11%	10%	8%
Mixed	10	10	10	4%	5%	6%
Other	10	15	10	5%	6%	4%
Not Known	5	5	5	1%	2%	3%
Total	220	220	190	100%	100%	100%

Table 66 Postgraduate research by ethnicity non-UK domicile

Non-UK domicile						
University Level	Count			%		
	2020/21	2021/22	2022/23	2020/21	2021/22	2022/23
White	25	15	10	18%	10%	9%
Minoritised ethnic	110	110	85	81%	90%	86%
Asian	30	40	30	22%	30%	32%
Black	65	55	40	47%	42%	40%
Mixed	5	5	5	3%	4%	4%
Other	10	15	10	9%	13%	11%
Not Known	0	0	5	1%	0%	5%
Total	135	125	100	100%	100%	100%

Dataset 15 - Undergraduate application success rates by tariff point

Below is UK only as the majority of non-UK applicants do not apply via UCAS and therefore there are minimal data by tariff point. Data available for non-UK applicants are mainly listed under “Not in the standard tariff population” and “Not known or zero tariff score”. In addition, UCAS does not collect ethnicity data for non-UK applicants, therefore the majority are listed as “not known”.

Table 67 Undergraduate application success rates by tariff point (UK only)

HESA Tariff Grouping	2020-21		2021-22		2022-23		2020-21	2021-22	2022-23
	Applications	Offers	Applications	Offers	Applications	Offers	Offer Rate	Offer Rate	Offer Rate
Asian	4,880	3,765	5,240	4,110	5,750	4,380	77.2%	78.4%	76.2%
Less than 79 points	535	355	505	365	710	460	67.0%	73.0%	64.6%
80-95 points	420	345	460	370	560	465	81.7%	79.8%	83.2%
96-111	615	525	595	500	815	680	85.8%	83.4%	83.0%
112-127	715	610	715	595	840	715	85.7%	83.5%	84.7%
128-143	630	525	750	625	730	600	83.4%	83.6%	82.0%
144-159	615	475	630	520	735	605	77.8%	83.1%	82.6%
160-175	775	610	945	760	590	455	78.4%	80.8%	77.1%
176-191	45	40	45	45	30	30	84.4%	95.7%	90.6%
192-207	20	15	25	15	20	15	66.7%	65.4%	72.7%
208-223	20	15	20	15	10	10	88.9%	80.0%	80.0%
224-239	10	5	5	5	5	0	66.7%	57.1%	50.0%
240+	10	5	10	10	10	10	75.0%	83.3%	81.8%
Black	2,735	1,525	2,745	1,535	3,225	1,760	55.8%	56.0%	54.6%
Less than 79 points	300	165	275	150	415	230	55.1%	55.5%	55.4%
80-95 points	195	130	205	145	220	150	67.9%	70.6%	68.5%
96-111	230	160	280	200	350	250	68.4%	70.9%	72.1%
112-127	295	225	275	195	305	230	77.5%	70.4%	76.2%
128-143	210	160	220	165	240	175	75.2%	73.8%	72.7%
144-159	195	140	200	140	255	180	72.8%	70.3%	69.8%
160-175	185	130	195	145	120	95	68.8%	73.1%	79.3%
176-191	10	10	5	5	5	5	80.0%	85.7%	100.0%
192-207	15	10	5	0	5	0	76.9%	50.0%	40.0%
208-223	5	5	5	5	5	0	75.0%	75.0%	66.7%
224-239	5	0	5	0	0	0	66.7%	33.3%	100.0%

240+	0	0	5	5	5	0	100.0%	66.7%	40.0%
Mixed	1,060	800	1,180	940	1,350	975	75.7%	79.5%	72.3%
Less than 79 points	110	80	110	85	180	105	71.4%	77.5%	58.8%
80-95 points	100	85	90	80	105	90	88.8%	87.6%	82.2%
96-111	125	95	140	120	175	140	77.6%	87.7%	82.1%
112-127	160	135	175	155	220	185	83.8%	90.2%	84.4%
128-143	115	90	160	145	140	115	78.8%	89.4%	84.2%
144-159	110	90	125	105	140	110	81.1%	87.0%	77.5%
160-175	120	85	135	115	105	85	72.5%	85.7%	79.4%
176-191	15	10	10	10	5	5	92.3%	80.0%	83.3%
192-207	5	5	5	5	5	5	83.3%	85.7%	75.0%
208-223	5	5	10	5	5	5	60.0%	87.5%	75.0%
224-239	0	0	0	0	5	5	100.0%	-	75.0%
240+	5	5	5	5	0	0	100.0%	100.0%	100.0%
Other	690	490	640	455	715	490	71.2%	71.2%	68.7%
Less than 79 points	85	60	60	35	80	50	71.4%	63.8%	63.8%
80-95 points	50	40	45	35	50	45	80.8%	81.8%	86.3%
96-111	60	55	80	70	70	60	93.4%	91.0%	83.3%
112-127	60	50	80	65	95	70	82.0%	82.7%	75.5%
128-143	50	45	65	55	60	50	90.4%	85.7%	83.1%
144-159	55	50	70	55	80	65	88.9%	82.6%	80.2%
160-175	75	60	55	50	50	35	82.7%	87.3%	75.5%
176-191	5	5	5	5	10	10	66.7%	80.0%	100.0%
192-207	0	0	5	5	5	5	-	100.0%	75.0%
208-223	0	0	0	0	0	0	100.0%	-	-
224-239	0	0	0	0	0	0	-	100.0%	100.0%
240+	0	0	5	0	5	5	100.0%	0.0%	100.0%
White	14,865	11,470	15,750	12,780	15,955	12,015	77.2%	81.1%	75.3%
Less than 79 points	1,130	840	1,090	815	1,400	915	74.3%	74.7%	65.5%

80-95 points	1,060	865	1,000	885	1,130	885	81.5%	88.5%	78.4%
96-111	1,875	1,590	1,640	1,425	1,895	1,570	84.7%	87.0%	82.9%
112-127	2,365	1,975	2,340	2,035	2,575	2,065	83.5%	87.0%	80.1%
128-143	1,970	1,620	2,305	2,010	2,155	1,765	82.3%	87.3%	81.9%
144-159	1,695	1,375	1,960	1,690	1,945	1,545	81.1%	86.1%	79.5%
160-175	1,775	1,430	2,075	1,770	1,585	1,295	80.6%	85.4%	81.6%
176-191	185	150	205	190	185	155	82.6%	91.3%	82.9%
192-207	125	105	110	105	140	110	83.2%	92.9%	79.9%
208-223	95	70	70	65	80	65	76.6%	91.5%	82.1%
224-239	55	40	60	50	40	30	73.2%	80.6%	80.0%
240+	70	45	85	65	75	65	68.1%	79.5%	84.4%
Grand Total	24,735	18,375	26,060	20,190	27,765	20,085	74.3%	77.5%	72.3%

Figure 58 UK UG offers by ethnicity

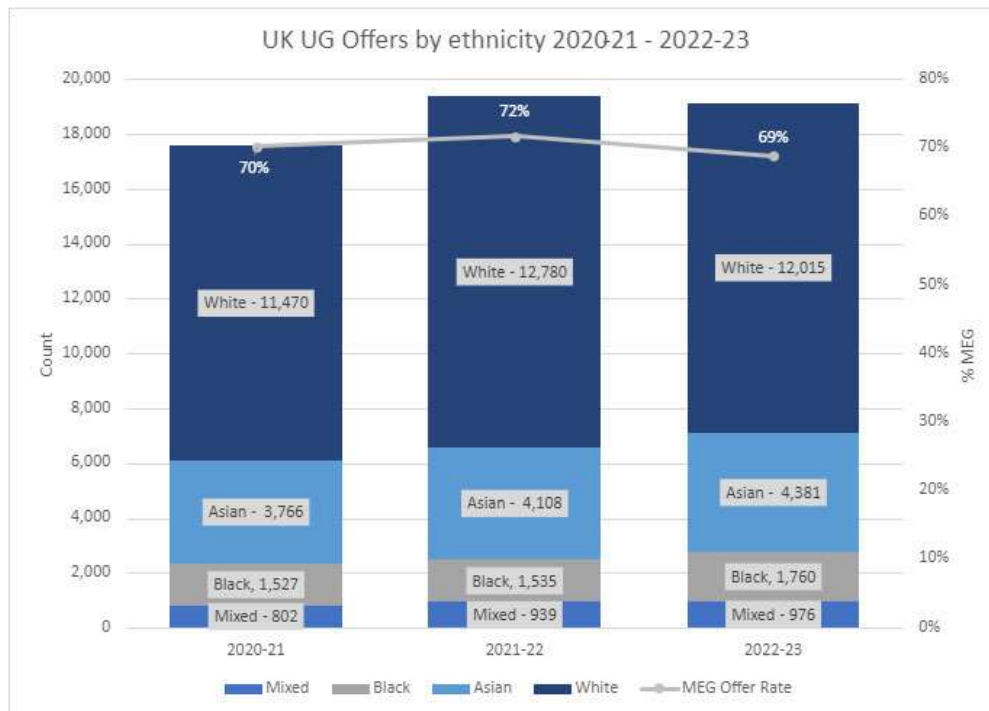


Table 68 HESA tariff points offer rate by ethnicity

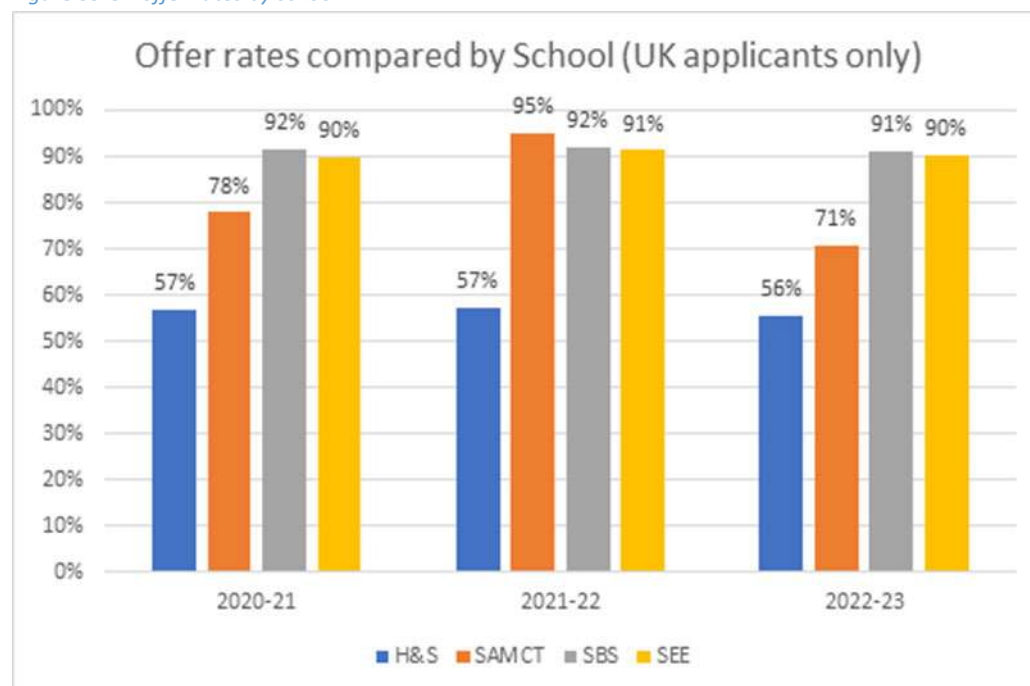
HESA tariff grouping 2	Ethnicity Summary	2020-21			2021-22			2022-23		
		Applications	Offers	Offer Rate	Applications	Offers	Offer Rate	Applications	Offers	Offer Rate
Less than 79 points	Minoritised ethnic	1,030	663	64%	946	642	68%	1,389	848	61%
	White	1,131	840	74%	1,092	816	75%	1,398	916	66%
80-95 points	Minoritised ethnic	764	604	79%	798	626	78%	937	748	80%
	White	1,062	865	81%	1,002	887	89%	1,132	887	78%
96-111	Minoritised ethnic	1,031	839	81%	1,095	890	81%	1,410	1,131	80%
	White	1,874	1,588	85%	1,640	1,427	87%	1,893	1,570	83%
112-127	Minoritised ethnic	1,228	1,023	83%	1,244	1,013	81%	1,457	1,199	82%
	White	2,365	1,974	83%	2,339	2,034	87%	2,577	2,063	80%
128-143	Minoritised ethnic	1,006	820	82%	1,193	986	83%	1,168	939	80%
	White	1,968	1,619	82%	2,304	2,012	87%	2,156	1,765	82%
144-159	Minoritised ethnic	973	757	78%	1,022	828	81%	1,212	959	79%
	White	1,695	1,374	81%	1,962	1,689	86%	1,946	1,547	79%
160-175	Minoritised ethnic	1,158	886	77%	1,328	1,068	80%	867	673	78%
	White	1,777	1,432	81%	2,073	1,770	85%	1,585	1,294	82%
176-191	Minoritised ethnic	74	62	84%	68	62	91%	50	46	92%
	White	184	152	83%	207	189	91%	187	155	83%

192-207	Minoritised ethnic	40	29	73%	41	29	71%	35	24	69%
	White	125	104	83%	112	104	93%	139	111	80%
208-223	Minoritised ethnic	28	23	82%	32	26	81%	17	13	76%
	White	94	72	77%	71	65	92%	78	64	82%
224-239	Minoritised ethnic	14	10	71%	11	6	55%	10	7	70%
	White	56	41	73%	62	50	81%	40	32	80%
240+	Minoritised ethnic	17	15	88%	26	19	73%	22	17	77%
	White	69	47	68%	83	66	80%	77	65	84%

Table 69 Offer rates by school and ethnicity

	UK Offer rate		
	2020-21	2021-22	2022-23
H&S	57%	57%	56%
Asian	53%	51%	50%
Black	39%	36%	36%
Mixed	63%	60%	57%
Other	53%	39%	42%
White	63%	64%	64%
Not known	41%	50%	37%
SAMCT	78%	95%	71%
Asian	83%	94%	66%
Black	72%	91%	67%
Mixed	76%	96%	69%
Other	72%	84%	61%
White	78%	95%	72%
Not known	72%	94%	64%
SBS	92%	92%	91%
Asian	94%	94%	93%
Black	80%	83%	80%
Mixed	90%	90%	88%
Other	83%	80%	79%
White	94%	94%	95%
Not known	83%	88%	86%
SEE	90%	91%	90%
Asian	89%	93%	90%
Black	79%	81%	80%
Mixed	87%	89%	87%
Other	81%	83%	82%
White	93%	93%	94%
Not known	85%	90%	90%

Figure 59 UK offer rates by school



Dataset 16 - Undergraduate continuation rates – using OfS definitions *Full time, first degree only

Continuation data can be broken down by school for UK but not non-UK as numbers are too small.

The OfS definition of continuation is used, which measures whether students are still studying one year and 15 days after they have started their studies. This means that the data set looks at 20/21 entrants and what they are doing in 21/22.

Table 70 UK continuation by school and ethnicity

	UK continuation by school and ethnicity					
	Continuing count			Continuation Rate (%)		
	2018-19	2019-20	2020-21	2018-19	2019-20	2020-21
H&S	1517	1629	1738	89%	92%	92%
Asian	238	270	251	92%	93%	94%
Black	205	182	233	94%	92%	92%
Mixed	68	58	64	86%	92%	94%
Other	26	26	38	93%	90%	84%
White	980	1093	1152	88%	92%	92%
SAMCT	1292	1304	1339	92%	91%	92%
Asian	63	63	71	90%	91%	89%
Black	39	31	51	100%	91%	98%
Mixed	62	46	55	89%	88%	93%

Other	13	9	31	87%	90%	86%
White	1115	1155	1131	92%	91%	93%
SBS	614	555	515	91%	92%	91%
Asian	239	202	174	92%	94%	93%
Black	67	76	63	89%	90%	90%
Mixed	34	25	24	94%	93%	96%
Other	30	16	33	94%	94%	85%
White	244	236	221	90%	90%	91%
SEE	1035	1205	1095	89%	91%	90%
Asian	274	340	283	90%	91%	90%
Black	95	106	94	87%	95%	92%
Mixed	32	50	45	84%	89%	90%
Other	36	48	70	77%	92%	81%
White	598	661	603	89%	90%	90%
UoS	4465	4700	4698	90%	91%	92%
Asian	815	877	780	91%	92%	92%
Black	407	396	442	92%	92%	93%
Mixed	196	179	189	88%	90%	93%
Other	109	103	176	87%	91%	83%
White	2938	3145	3111	90%	91%	92%

Figure 60 Undergraduate continuation rates

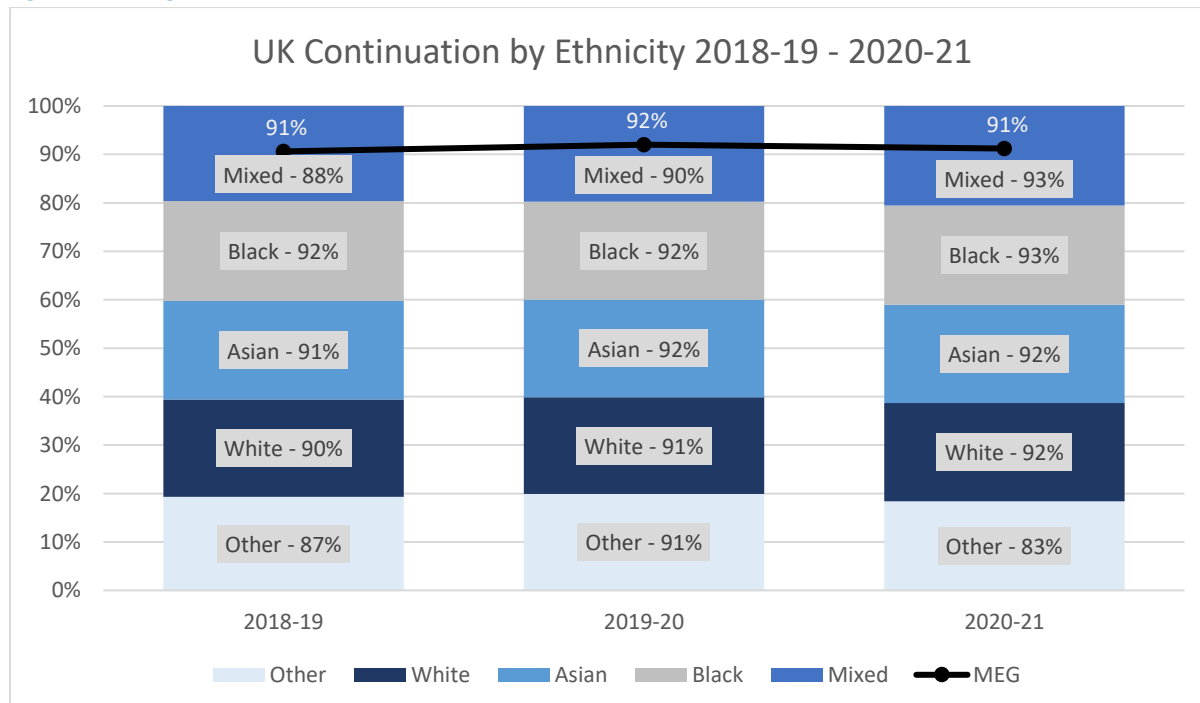


Figure 61 Non-UK continuation by two-way ethnicity split

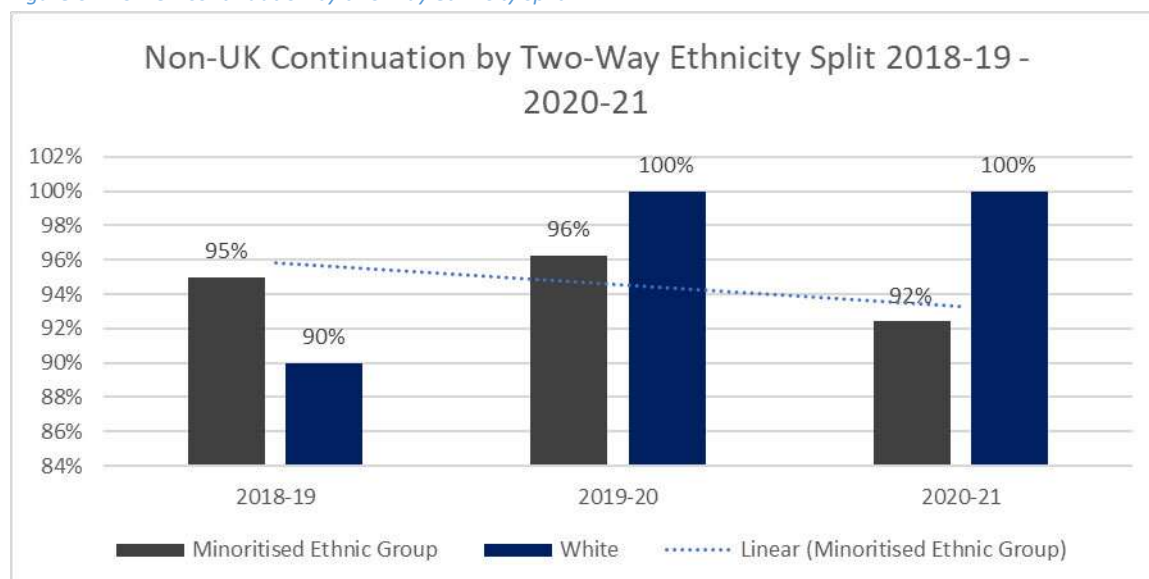


Table 71 Continuation rates by ethnicity

	Continuing count			Continuation Rate (%)		
	2018-19	2019-20	2020-21	2018-19	2019-20	2020-21
UoS	47	114	80	94%	97%	93%
Minoritised ethnic group	38	103	73	95%	96%	92%
White	9	11	7	90%	100%	100%

Dataset 17 - Undergraduate completion rates using OfS definitions *Full time, first degree only

Completion data can be broken down by school for UK but not non-UK as numbers are too small.

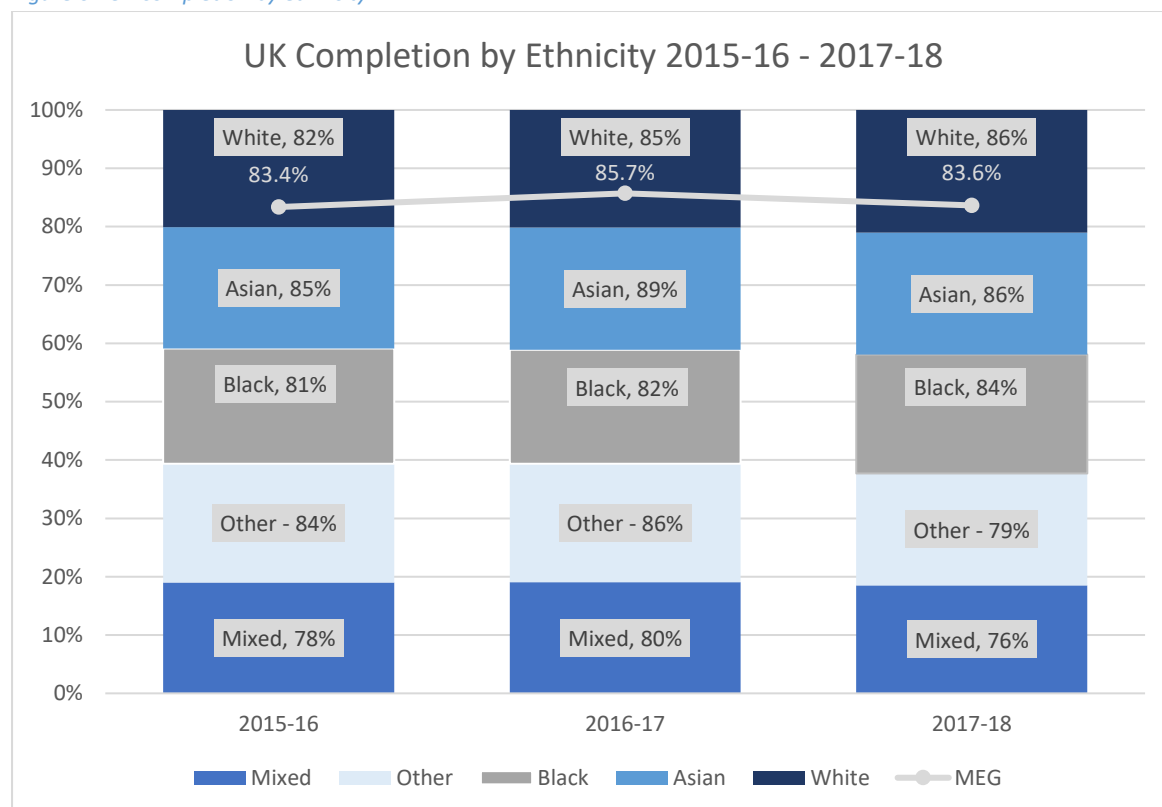
The OfS definition of completion is used, which measures the proportion of students that were observed to have gained a higher education qualification (or were studying towards one) four years and 154 days after they started their course. This means that the data set looks at 17/18 entrants and what they are doing in 21/22.

Table 72 UK completion by school and ethnicity

UK completion by school and ethnicity						
	Completing Count			Completion Rate (%)		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
H&S	1267	1181	1276	84%	86%	86%
Asian	156	124	186	89%	89%	87%
Black	98	99	132	87%	89%	89%

Mixed	39	45	38	72%	74%	69%
Other	15	8	15	88%	73%	79%
White	955	898	894	84%	86%	86%
SAMCT	1011	1062	1190	83%	85%	87%
Asian	62	64	53	89%	88%	85%
Black	45	36	34	79%	84%	85%
Mixed	34	55	43	83%	87%	80%
Other	5	11	14	83%	73%	78%
White	862	893	1035	82%	85%	88%
SBS	546	533	535	81%	85%	84%
Asian	195	212	235	84%	88%	87%
Black	66	44	50	80%	81%	77%
Mixed	19	21	20	76%	84%	80%
Other	17	16	9	77%	94%	100%
White	237	235	215	80%	83%	83%
SEE	830	806	906	82%	84%	83%
Asian	206	197	246	84%	89%	84%
Black	61	43	63	76%	69%	78%
Mixed	33	34	30	83%	77%	77%
Other	33	29	31	85%	91%	76%
White	487	493	515	81%	84%	84%
UoS	3672	3601	3938	83%	85%	85%
Asian	619	597	721	85%	89%	86%
Black	271	225	280	81%	82%	84%
Mixed	125	155	132	78%	80%	76%
Other	72	66	74	84%	86%	79%
White	2544	2519	2663	82%	85%	86%

Figure 62 UK completion by ethnicity

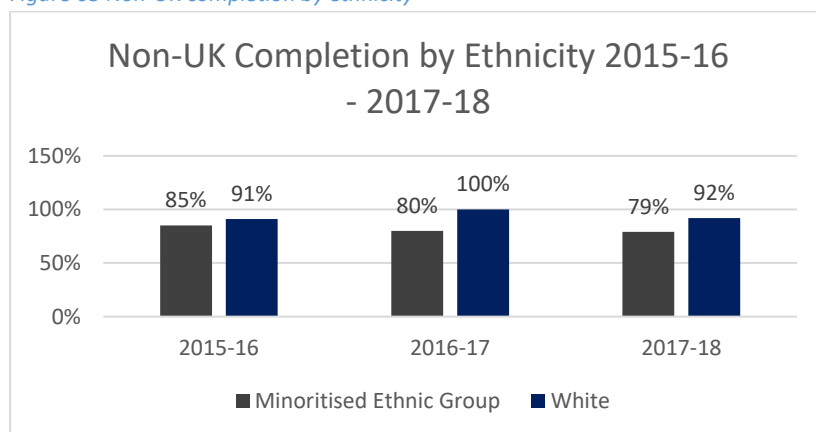


Completion measures the proportion of students that were observed to have gained a higher education qualification (or were continuing in the study of a qualification) four years and 15 days after they started their course (six years and 15 days for part-time students).

Table 73 Completion rates by school and ethnicity

	Completing count			Completion population			Completion Rate (%)		
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2015-16	2016-17	2017-18
H&S	1,263	1,174	1,265	1,499	1,362	1,477	84%	86%	86%
Minoritised ethnic group	308	276	371	360	322	435	86%	86%	85%
White	955	898	894	1,139	1,040	1,042	84%	86%	86%
SAMCT	1,008	1,059	1,179	1,220	1,249	1,348	83%	85%	87%
Minoritised ethnic group	146	166	144	174	194	174	84%	86%	83%
White	862	893	1,035	1,046	1,055	1,174	82%	85%	88%
SBS	534	528	529	660	619	628	81%	85%	84%
Minoritised ethnic group	297	293	314	363	336	369	82%	87%	85%
White	237	235	215	297	283	259	80%	83%	83%
SEE	820	796	885	1,003	949	1,068	82%	84%	83%
Minoritised ethnic group	333	303	370	404	360	455	82%	84%	81%
White	487	493	515	599	589	613	81%	84%	84%
UoS	3,631	3,562	3,870	4,388	4,184	4,535	83%	85%	85%
Minoritised ethnic group	1,087	1,043	1,207	1,304	1,217	1,443	83%	86%	84%
White	2,544	2,519	2,663	3,084	2,967	3,092	82%	85%	86%

Figure 63 Non-UK completion by ethnicity



The chart above shows the completion rates for UG, first degree, non-UK students between 2015/16 and 2017/18 by ethnicity using a two-way split. A two-way ethnicity split has been used because the sample size is limited to 132 students across the three years observed, see table below for reference.

Table 74 Non-UK completion by school and ethnicity

Non-UK completion by school and ethnicity									
	Completing count			Completion population			Completion Rate (%)		
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2015-16	2016-17	2017-18
UoS	55	23	34	64	27	41	86%	85%	83%
Minoritised ethnic group	45	16	23	53	20	29	85%	80%	79%
White	10	7	11	11	7	12	91%	100%	92%

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

Table 75 Three-year UG First degree student awarding of 'Good Degrees' by ethnicity (5-way), UK domicile split and school - using HESA core file data

Arts, Media & Creative Technology	No. of Good Degrees			No. of Lower Degrees			% of Good Degrees		
	2020/21	2021/22	2022/23	2020/21	2021/22	2022/23	2020/21	2021/22	2022/23
White	880	825	785	90	155	170	91%	84%	82%
Minoritised ethnic	110	85	100	25	35	50	83%	72%	67%
Asian	35	45	30	10	20	15	79%	68%	69%
Black	20	15	25	10	10	20	70%	67%	59%
Mixed	50	20	40	0	5	15	96%	84%	75%
Other	10	5	5	5	0	5	75%	86%	56%
Not Known	5	5	5	0	0	5	71%	75%	50%
Total	995	915	890	115	190	225	90%	83%	80%

Salford Business School	No. of Good Degrees			No. of Lower Degrees			% of Good Degrees		
	2020/21	2021/22	2022/23	2020/21	2021/22	2022/23	2020/21	2021/22	2022/23
White	225	185	155	10	30	35	96%	86%	83%
Minoritised ethnic	280	205	160	45	75	95	87%	73%	63%
Asian	190	135	95	30	55	70	86%	71%	58%
Black	50	40	35	5	15	15	88%	73%	70%
Mixed	20	15	15	0	5	5	91%	75%	74%
Other	20	20	15	5	5	5	82%	86%	72%
Not Known	10	5	10	0	0	5	83%	100%	57%
Total	515	395	325	55	105	135	90%	79%	71%

School of Health & Society	No. of Good Degrees			No. of Lower Degrees			% of Good Degrees		
	2020/21	2021/22	2022/23	2020/21	2021/22	2022/23	2020/21	2021/22	2022/23
White	560	820	560	155	225	190	78%	78%	75%
Minoritised ethnic	175	295	185	125	230	180	58%	56%	51%
Asian	100	115	110	60	105	80	63%	52%	58%
Black	40	125	40	50	105	65	44%	54%	39%
Mixed	25	40	30	15	15	20	67%	74%	60%
Other	10	20	5	5	10	15	64%	69%	19%
Not Known	25	5	10	5	5	0	86%	30%	85%
Total	760	1,120	755	285	460	370	73%	71%	67%

Science, Engineering & Environment	No. of Good Degrees			No. of Lower Degrees			% of Good Degrees		
	2020/21	2021/22	2022/23	2020/21	2021/22	2022/23	2020/21	2021/22	2022/23
White	585	555	485	35	80	80	94%	88%	85%
Minoritised ethnic	285	290	260	40	115	135	87%	71%	66%
Asian	180	185	165	25	70	80	87%	73%	68%
Black	50	45	40	10	35	40	86%	56%	49%
Mixed	30	25	30	5	5	5	85%	83%	85%
Other	25	35	30	0	5	15	93%	83%	67%
Not Known	40	5	10	0	0	5	98%	67%	73%
Total	910	850	755	75	195	220	92%	81%	77%

Undergraduate

Figure 64 Undergraduate degree awarding UK domiciled

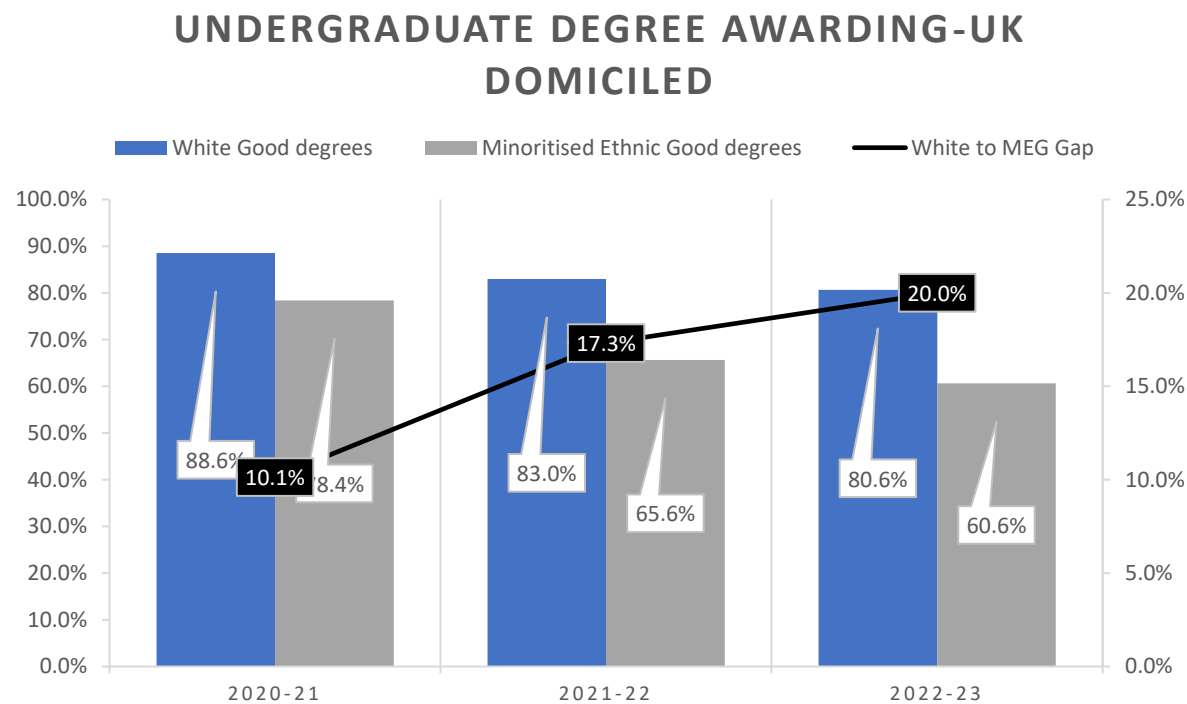


Figure 65 Undergraduate UK domiciled

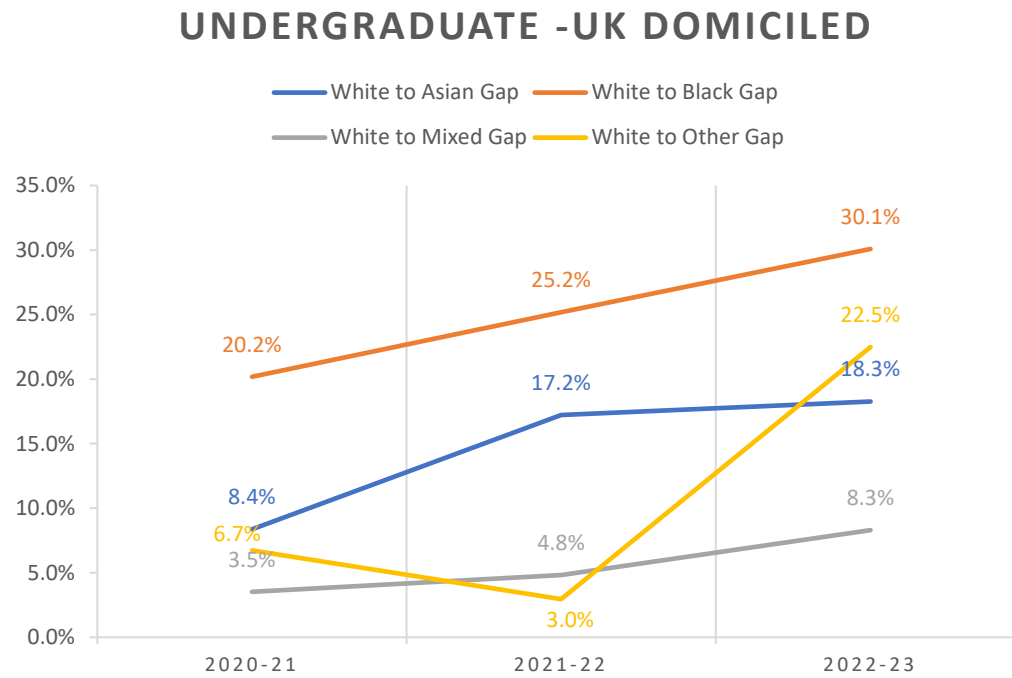


Table 76 UK domiciled undergraduate good degrees by ethnicity

UK domicile									
University Level	No. of Good Degrees			No. of Lower Degrees			% of Good Degrees		
	2020/21	2021/22	2022/23	2020/21	2021/22	2022/23	2020/21	2021/22	2022/23
White	2244	2380	1985	290	489	477	89%	83%	81%
Minoritised ethnic	850	875	705	234	458	458	78%	66%	61%
Asian	502	476	401	124	248	242	80%	66%	62%
Black	160	223	139	74	163	136	68%	58%	51%
Mixed	125	100	115	22	28	44	85%	78%	72%
Other	63	76	50	14	19	36	82%	80%	58%
Not Known	78	16	33	9	11	15	90%	59%	69%
Total	3,172	3,271	2,723	533	958	950	86%	77%	74%

Figure 66 SAMCT UG awarding UK domiciled

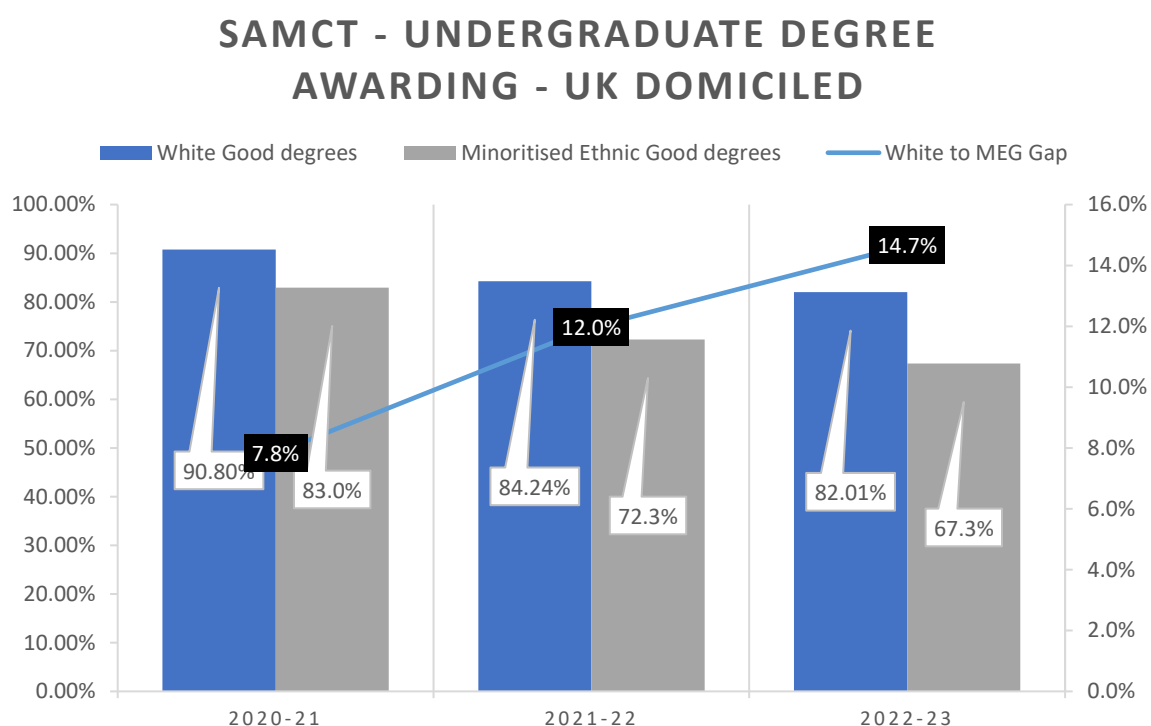


Figure 67 SBS UG degree awarding UK domiciled

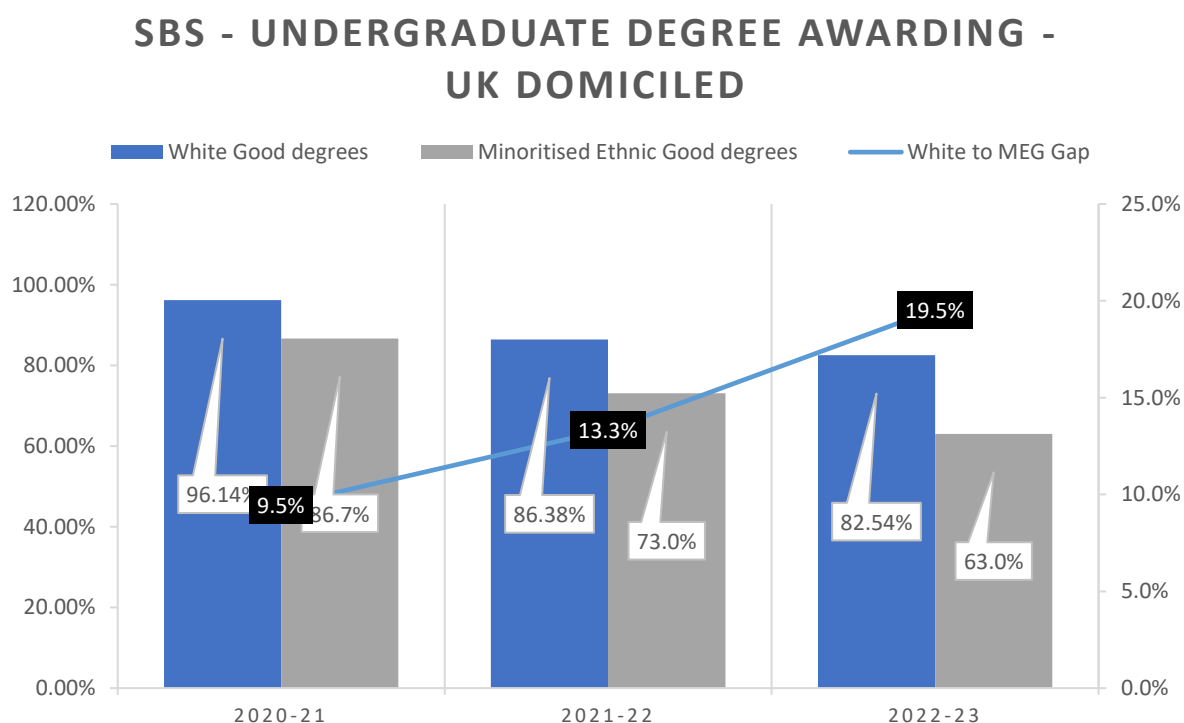


Figure 68 H&S UG degree awarding UK domiciled

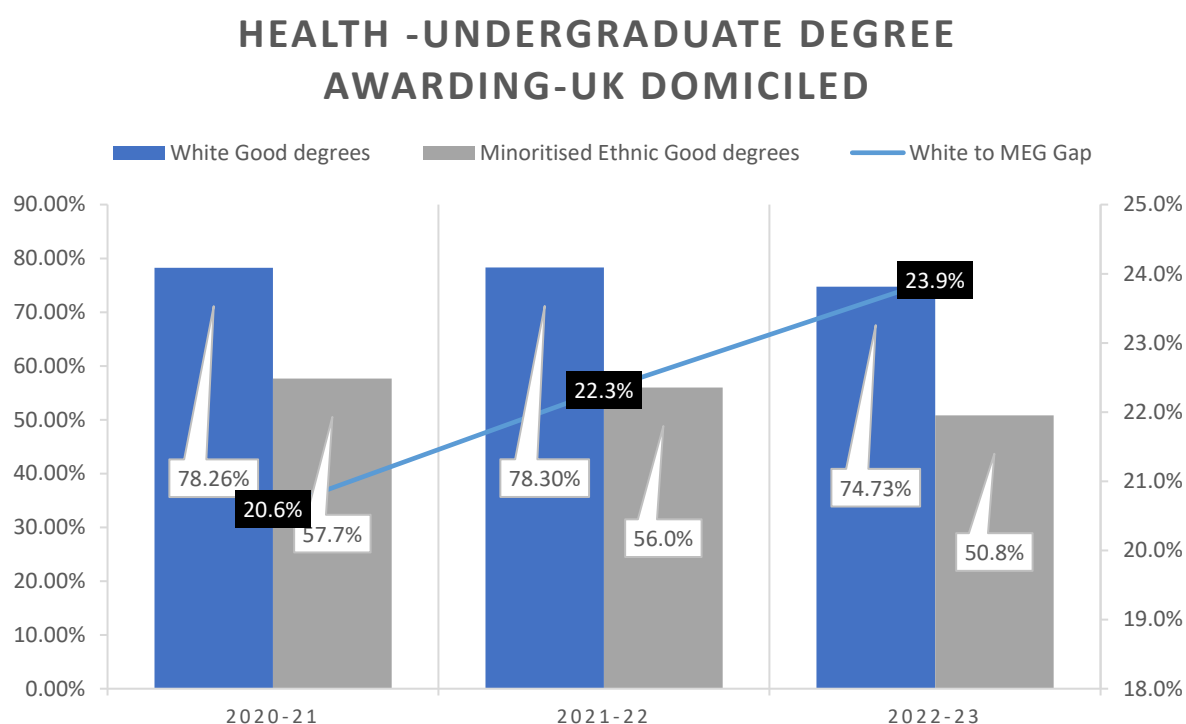


Figure 69 SEE UG degree awarding UK domiciled

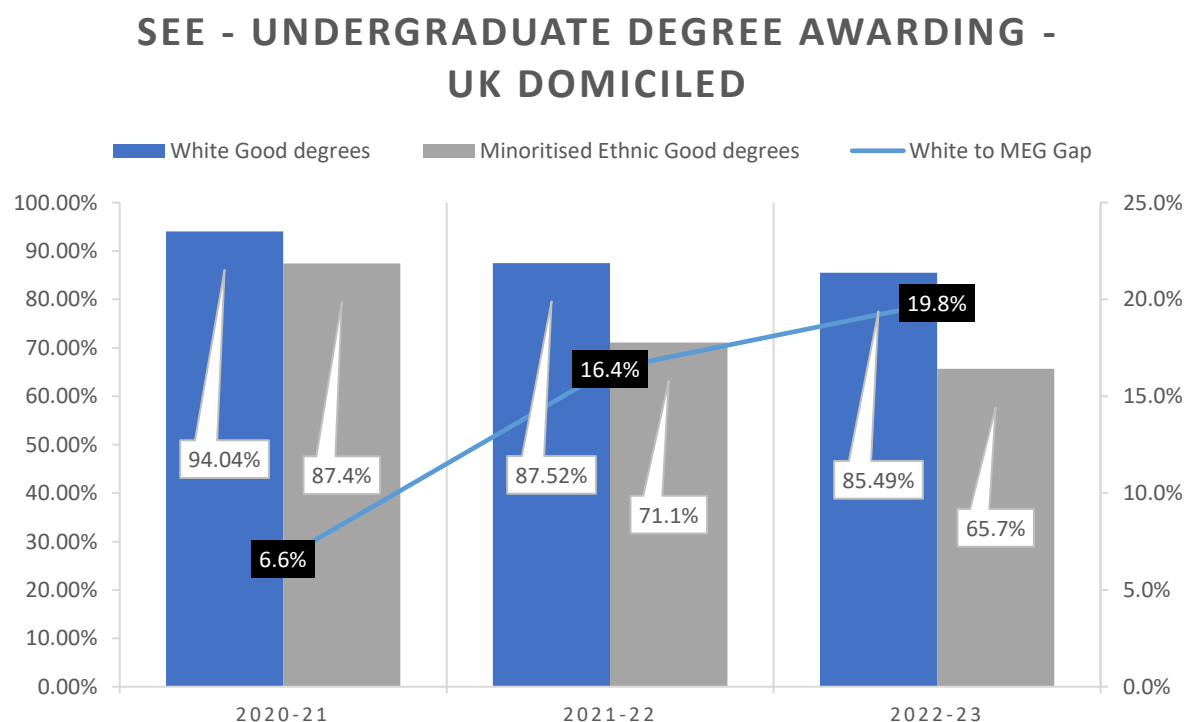


Figure 70 Undergraduate degree awarding non-UK domiciled

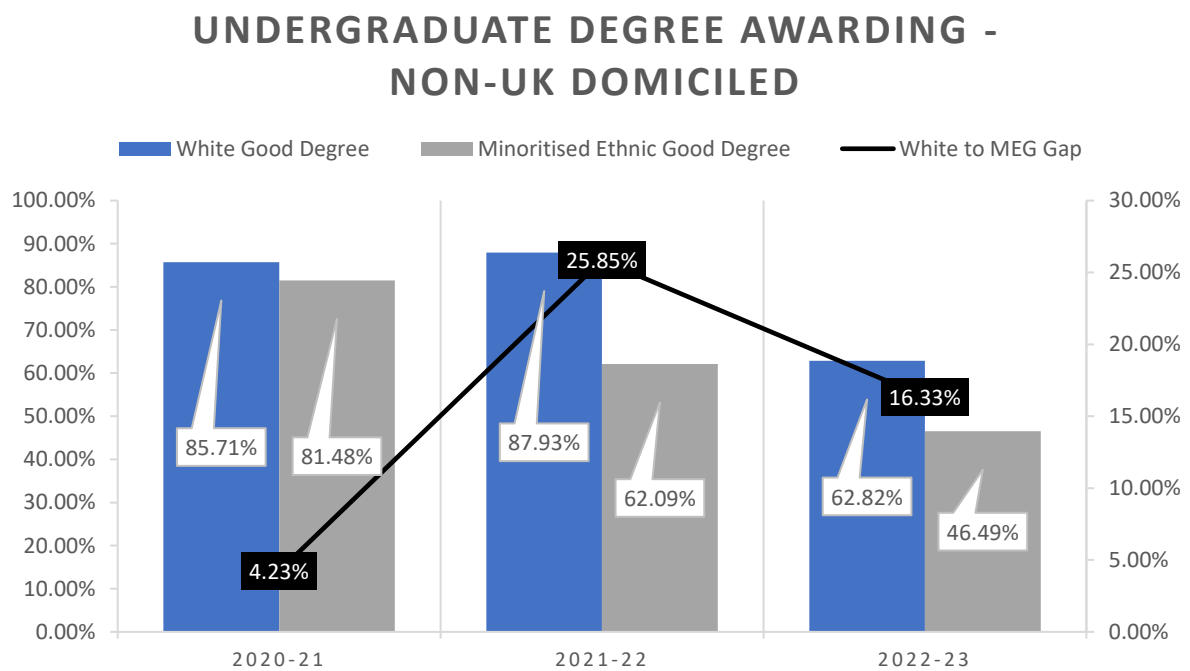


Figure 71 Undergraduate non-UK domiciled

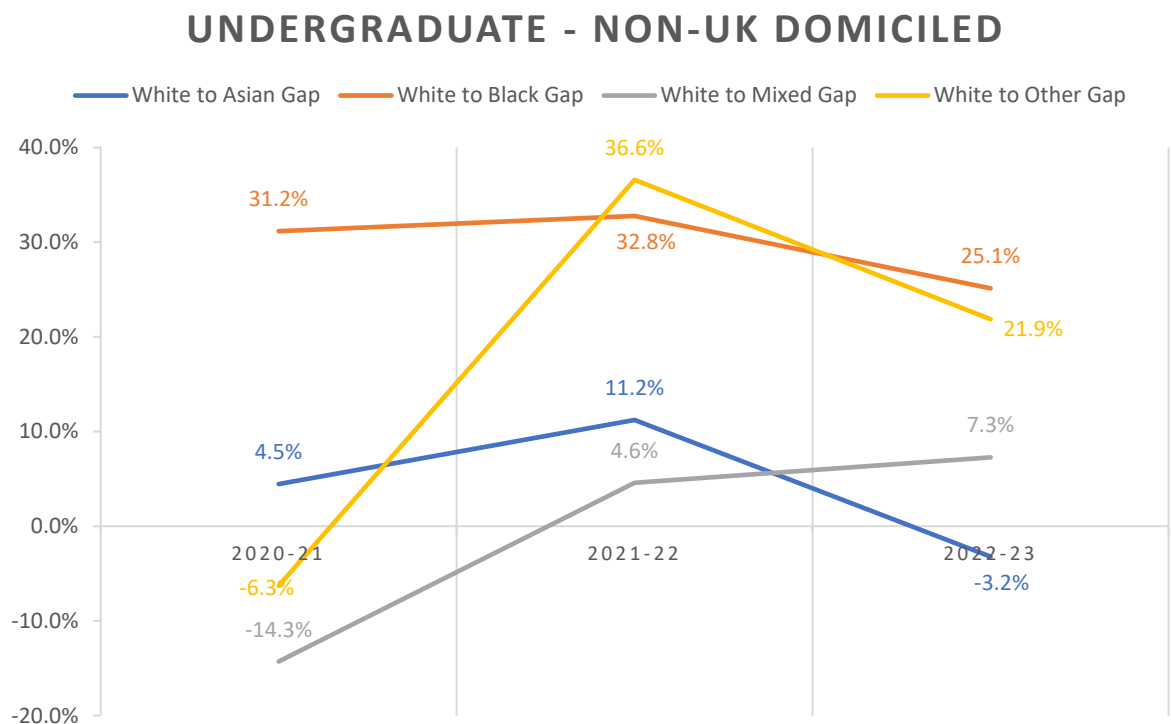


Table 77 Undergraduate non-UK domiciled good degrees

Non-UK domicile									
University Level	No. of Good Degrees			No. of Lower Degrees			% of Good Degrees		
	2020/21	2021/22	2022/23	2020/21	2021/22	2022/23	2020/21	2021/22	2022/23
White	10	50	50	0	5	30	86%	88%	63%
Minoritised ethnic	45	130	105	10	80	120	81%	62%	46%
Asian	15	55	35	5	15	20	81%	77%	66%
Black	5	30	25	5	25	40	55%	55%	38%
Mixed	0	5	5	0	0	5	100%	83%	56%
Other	25	40	45	0	35	60	92%	51%	41%
Not Known	155	30	15	25	30	20	86%	50%	44%
Total	210	210	170	35	115	170	85%	64%	50%

Figure 72 SAMCT UG award gap non-UK domiciled

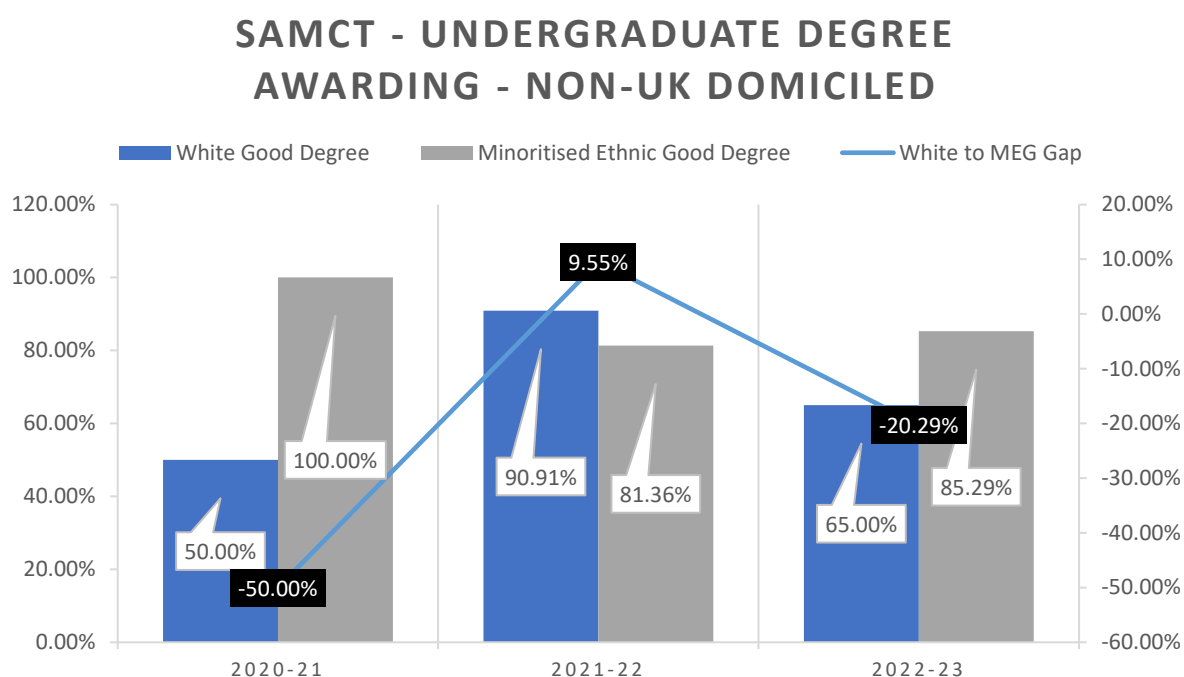


Figure 73 SBS UG degree awarding non-UK domiciled

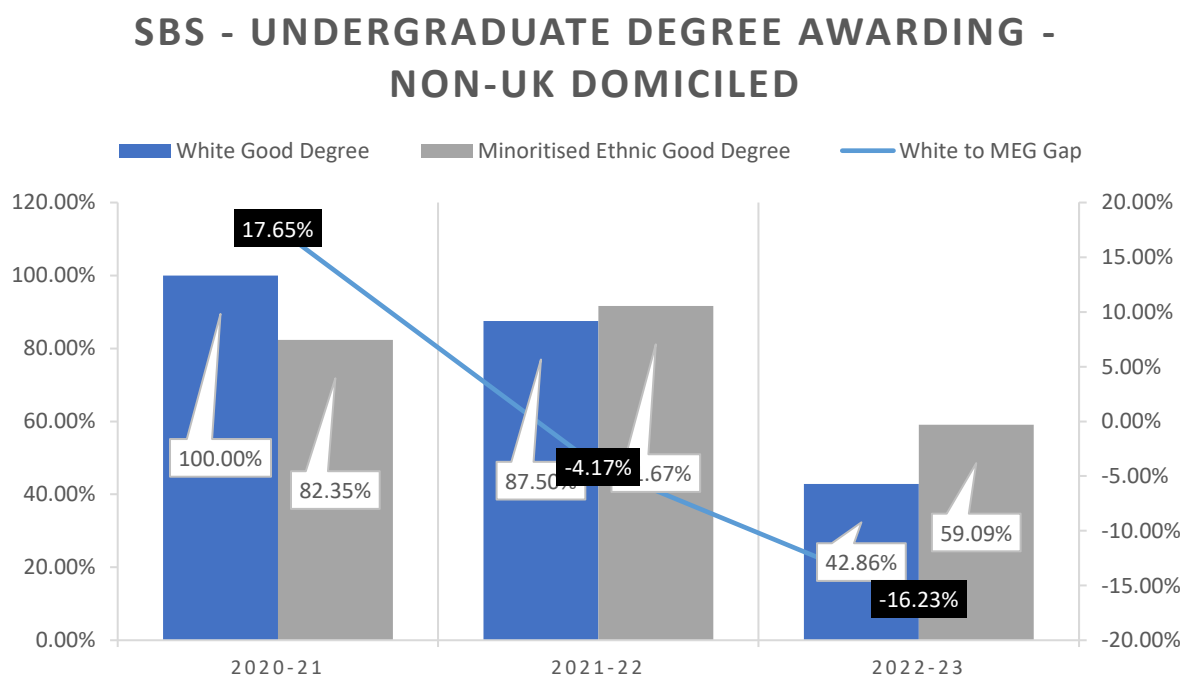


Figure 74 H&S UG degree awarding non-UK domiciled

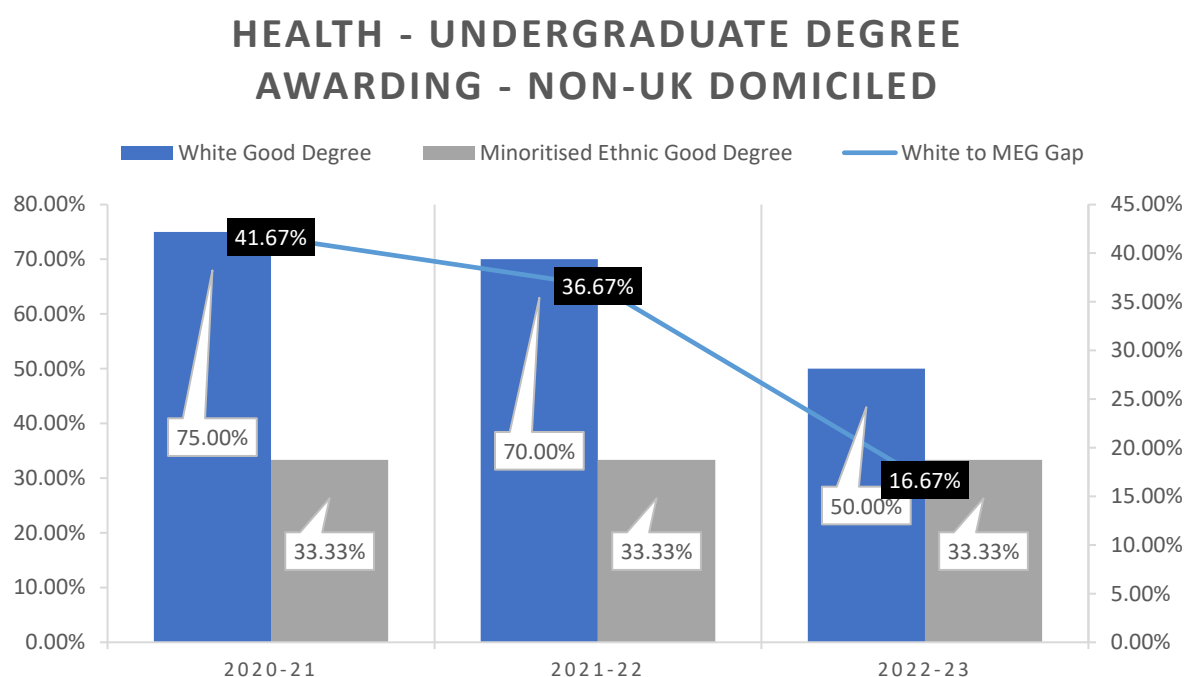
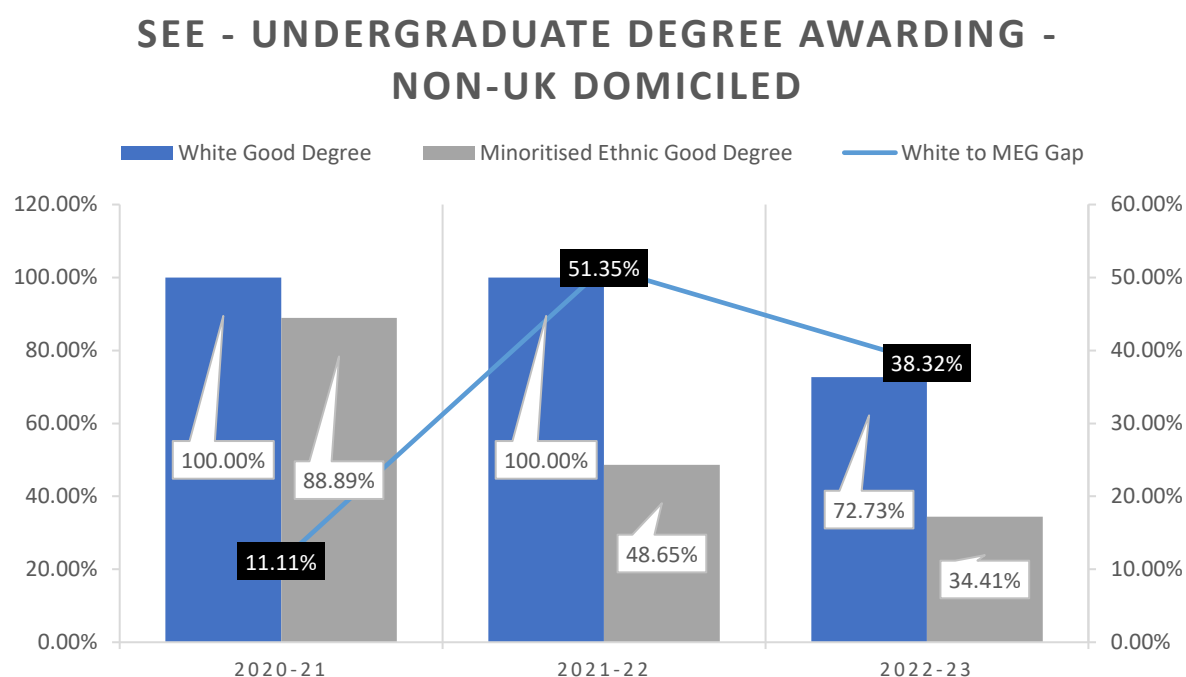


Figure 75 SEE UG degree awarding non-UK domiciled



Postgraduate Taught

Table 78 PGT UK domicile degree awarding by ethnicity

UK domicile																		
University Level	Distinction			Merit			Pass			% Distinction			% Merit			% Pass		
	2020 /21	2021 /22	2022 /23	2020 /21	2021 /22	2022 /23	2020 /21	2021 /22	2022 /23	2020 /21	2021 /22	2022 /23	2020 /21	2021 /22	2022 /23	2020 /21	2021 /22	2022 /23
White	339	506	390	260	275	295	97	99	115	49%	58%	49%	37%	31%	37%	14%	11%	14%
Minoritised ethnic	89	141	89	100	133	112	73	56	87	34%	43%	31%	38%	40%	39%	28%	17%	30%
Asian	34	61	37	40	46	37	32	17	23	32%	49%	38%	38%	37%	38%	30%	14%	24%
Black	29	45	24	43	55	50	33	29	50	28%	35%	19%	41%	43%	40%	31%	22%	40%
Mixed	19	26	18	8	16	16	3	7	9	63%	53%	42%	27%	33%	37%	10%	14%	21%
Other	7	9	10	9	16	9	5	3	5	33%	32%	42%	43%	57%	38%	24%	11%	21%
Not Known	19	6	19	7	10	14	7	2	3	58%	33%	53%	21%	56%	39%	21%	11%	8%
Total	447	653	498	367	418	421	177	157	205	45%	53%	44%	37%	34%	37%	18%	13%	18%

Table 79 PGT non-UK domicile degree awarding by ethnicity

Non-UK domicile																		
University Level	Distinction			Merit			Pass			% Distinction			% Merit			% Pass		
	2020 /21	2021 /22	2022 /23	2020 /21	2021 /22	2022 /23	2020 /21	2021 /22	2022 /23	2020 /21	2021 /22	2022 /23	2020 /21	2021 /22	2022 /23	2020 /21	2021 /22	2022 /23
White	30	30	30	25	15	10	5	5	10	49%	61%	58%	40%	29%	23%	11%	10%	19%
Minoritised ethnic	100	335	425	135	730	1270	35	270	645	37%	25%	18%	50%	55%	54%	13%	20%	27%
Asian	25	175	165	45	570	725	20	215	460	29%	18%	12%	49%	60%	54%	22%	22%	34%
Black	45	135	225	65	125	465	10	50	155	37%	44%	27%	53%	40%	55%	9%	16%	19%
Mixed	10	10	10	5	10	25	0	5	5	60%	43%	25%	27%	36%	58%	13%	21%	18%
Other	20	15	25	20	30	60	5	0	20	44%	35%	23%	49%	61%	58%	7%	4%	19%
Not Known	15	10	5	25	20	10	5	5	0	31%	30%	19%	55%	58%	69%	14%	12%	13%

Total	145	375	460	185	765	1,290	45	280	655	38%	27%	19%	49%	54%	54%	13%	20%	27%
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Table 80 SAMCT non-UK awards

Arts, Media & Creative Technology	Distinction			Merit			Pass			% Distinction			% Merit			% Pass		
	2020 /21	2021 /22	2022 /23	2020 /21	2021 /22	2022 /23	2020 /21	2021 /22	2022 /23	2020 /21	2021 /22	2022 /23	2020 /21	2021 /22	2022 /23	2020 /21	2021 /22	2022 /23
White	5	5	5	5	5	5	0	5	0	45%	50%	64%	45%	29%	27%	9%	21%	9%
Minoritised ethnic	5	5	15	5	10	20	5	10	15	25%	14%	32%	25%	41%	40%	50%	45%	28%
Asian	0	0	5	0	5	10	5	5	10	33%	7%	23%	0%	47%	41%	67%	47%	36%
Black	0	0	5	0	0	5	0	5	5	20%	33%	44%	40%	17%	38%	40%	50%	19%
Mixed	0	0	0	0	0	0	0	0	0	0%	0%	50%	100%	0%	25%	0%	0%	25%
Other	0	0	0	0	0	5	0	0	0	0%	0%	20%	0%	100%	60%	0%	0%	20%

Table 81 SBS non-UK awards

Salford Business School	Distinction			Merit			Pass			% Distinction			% Merit			% Pass		
	2020 /21	2021 /22	2022 /23	2020 /21	2021 /22	2022 /23	2020 /21	2021 /22	2022 /23	2020 /21	2021 /22	2022 /23	2020 /21	2021 /22	2022 /23	2020 /21	2021 /22	2022 /23
White	10	5	5	5	5	5	0	0	5	65%	38%	50%	29%	54%	25%	6%	8%	25%
Minoritised ethnic	30	190	185	65	540	740	15	165	335	27%	21%	15%	61%	60%	59%	12%	18%	27%
Asian	5	110	65	20	465	470	5	140	265	14%	15%	8%	64%	65%	59%	21%	20%	33%
Black	15	70	115	35	65	260	5	25	70	25%	45%	26%	65%	41%	59%	10%	15%	15%
Mixed	0	5	5	0	10	10	0	5	0	40%	39%	20%	40%	44%	67%	20%	17%	13%
Other	10	5	5	10	5	5	0	0	0	45%	42%	36%	50%	58%	55%	5%	0%	9%
Not Known	5	5	0	15	10	10	0	5	0	25%	31%	8%	70%	50%	77%	5%	19%	15%
Total	45	200	190	85	555	755	15	170	340	31%	22%	15%	58%	60%	59%	11%	18%	27%

Table 82 SHS non-UK awards

School of Health & Society	Distinction			Merit			Pass			% Distinction			% Merit			% Pass		
	2020 /21	2021 /22	2022 /23	2020 /21	2021 /22	2022 /23	2020 /21	2021 /22	2022 /23	2020 /21	2021 /22	2022 /23	2020 /21	2021 /22	2022 /23	2020 /21	2021 /22	2022 /23
White	5	5	5	10	0	5	0	0	0	27%	70%	50%	67%	20%	38%	7%	10%	13%
Minoritised ethnic	5	15	25	10	20	55	0	40	75	29%	18%	15%	59%	29%	36%	12%	53%	49%
Asian	0	10	10	5	15	25	0	30	50	25%	19%	13%	63%	28%	28%	13%	53%	59%
Black	0	5	10	5	5	30	0	10	25	33%	15%	15%	50%	35%	46%	17%	50%	38%
Mixed	0	0	0	0	0	0	0	0	0	0%	0%	25%	0%	0%	50%	0%	100%	25%
Other	0	0	0	0	0	0	0	0	0	33%	50%	50%	67%	0%	0%	0%	50%	50%
Not Known	0	0	0	0	5	0	0	0	0	0%	25%	0%	33%	75%	100%	67%	0%	0%
Total	10	20	30	20	25	60	0	40	75	26%	24%	16%	60%	30%	36%	14%	46%	47%

Table 83 SEE non-UK awards

Science, Engineering & Environment	Distinction			Merit			Pass			% Distinction			% Merit			% Pass		
	2020 /21	2021 /22	2022 /23	2020 /21	2021 /22	2022 /23	2020 /21	2021 /22	2022 /23	2020 /21	2021 /22	2022 /23	2020 /21	2021 /22	2022 /23	2020 /21	2021 /22	2022 /23
White	10	10	15	5	0	5	5	0	5	55%	92%	62%	25%	8%	14%	20%	0%	24%
Minoritised ethnic	65	130	200	55	160	455	15	55	215	47%	38%	23%	42%	46%	52%	11%	16%	25%
Asian	20	55	80	20	85	220	10	40	135	37%	31%	19%	45%	48%	51%	18%	22%	31%
Black	30	60	95	25	50	170	5	15	60	51%	48%	29%	44%	41%	52%	5%	11%	19%
Mixed	5	5	5	0	0	10	0	0	5	78%	56%	24%	11%	22%	59%	11%	22%	18%
Other	10	10	20	10	20	55	0	0	15	45%	32%	21%	45%	65%	60%	9%	3%	19%
Not Known	5	5	0	5	5	0	0	0	0	54%	33%	100%	31%	58%	0%	15%	8%	0%
Total	80	145	215	65	165	460	20	55	220	48%	39%	24%	39%	46%	51%	13%	15%	25%

Table 84 UK domiciled PGT by ethnicity and school

Arts, Media & Creative Technology	UK domicile								
	% Distinction			% Merit			% Pass		
	2020/21	2021/22	2022/23	2020/21	2021/22	2022/23	2020/21	2021/22	2022/23
White	43%	54%	40%	42%	37%	44%	15%	9%	15%
Minoritised ethnic	19%	55%	30%	44%	39%	43%	38%	6%	26%
Asian	20%	67%	25%	40%	27%	25%	40%	7%	50%
Black	13%	33%	29%	38%	67%	57%	50%	0%	14%
Mixed	50%	50%	20%	50%	40%	50%	0%	10%	30%
Other	0%	0%	100%	100%	0%	0%	0%	0%	0%
Not Known	67%	33%	63%	33%	33%	25%	0%	33%	13%
Total	41%	54%	40%	42%	37%	44%	17%	9%	16%

Salford Business School	% Distinction			% Merit			% Pass		
	2020/21	2021/22	2022/23	2020/21	2021/22	2022/23	2020/21	2021/22	2022/23
White	59%	60%	58%	34%	25%	34%	7%	15%	8%
Minoritised ethnic	41%	36%	38%	46%	48%	36%	13%	16%	26%
Asian	38%	50%	48%	38%	34%	33%	25%	16%	19%
Black	43%	23%	27%	50%	62%	42%	7%	15%	30%
Mixed	50%	57%	67%	50%	29%	17%	0%	14%	17%
Other	43%	19%	33%	57%	63%	33%	0%	19%	33%
Not Known	80%	25%	55%	0%	75%	45%	20%	0%	0%
Total	53%	50%	51%	37%	35%	36%	10%	15%	13%

School of Health & Society	% Distinction			% Merit			% Pass		
	2020/21	2021/22	2022/23	2020/21	2021/22	2022/23	2020/21	2021/22	2022/23
White	44%	49%	47%	39%	38%	35%	16%	14%	18%
Minoritised ethnic	29%	33%	19%	38%	34%	36%	33%	33%	45%
Asian	41%	34%	15%	32%	37%	38%	27%	29%	46%
Black	13%	30%	14%	45%	30%	31%	42%	39%	55%
Mixed	45%	40%	44%	36%	30%	39%	18%	30%	17%
Other	0%	33%	0%	0%	67%	75%	100%	0%	25%
Not Known	59%	50%	60%	18%	33%	40%	24%	17%	0%
Total	41%	45%	39%	38%	37%	36%	21%	19%	25%

Science, Engineering & Environment	% Distinction			% Merit			% Pass		
	2020/21	2021/22	2022/23	2020/21	2021/22	2022/23	2020/21	2021/22	2022/23
White	52%	68%	55%	34%	24%	31%	14%	8%	13%
Minoritised ethnic	36%	55%	40%	32%	39%	43%	31%	6%	17%
Asian	23%	56%	48%	43%	44%	41%	35%	0%	11%
Black	35%	53%	19%	29%	34%	54%	35%	13%	27%
Mixed	85%	60%	44%	8%	33%	33%	8%	7%	22%
Other	33%	56%	50%	33%	44%	33%	33%	0%	17%
Not Known	38%	20%	42%	38%	80%	42%	25%	0%	17%
Total	47%	64%	50%	34%	29%	36%	19%	8%	15%

Figure 76 Postgraduate degree awarding

POSTGRADUATE DEGREE AWARDING 2022-23 - UK DOMICILED

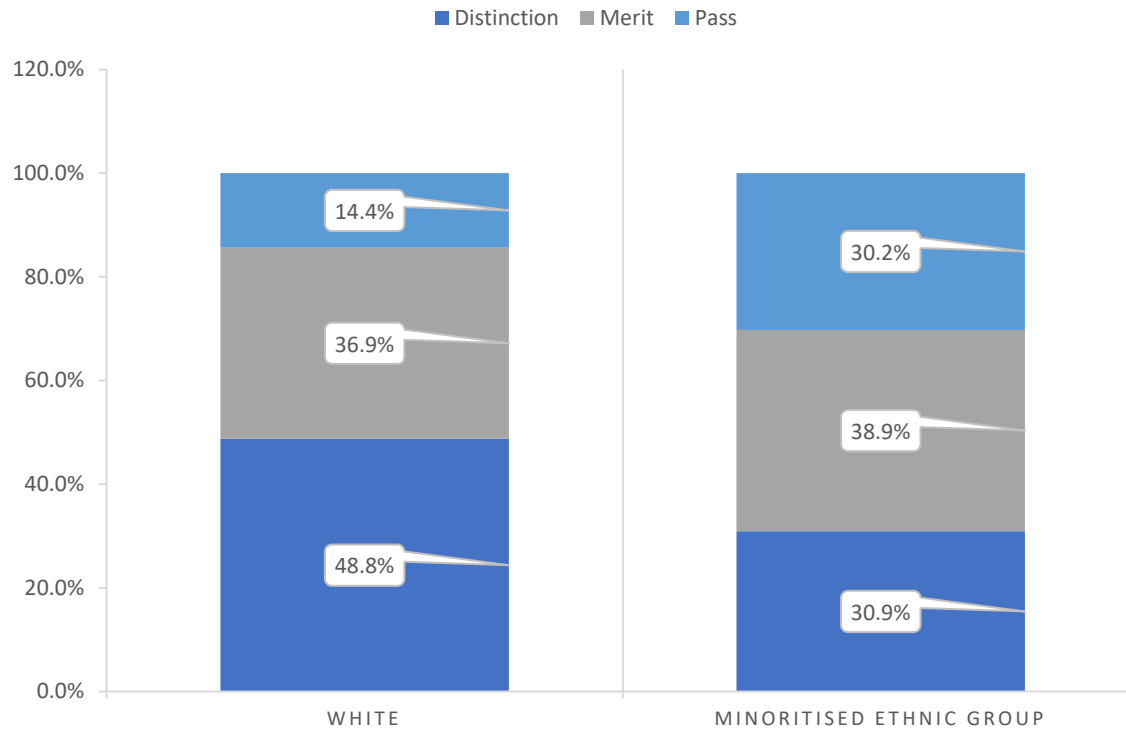


Figure 77 Postgraduate proportion of Distinctions UK domiciled

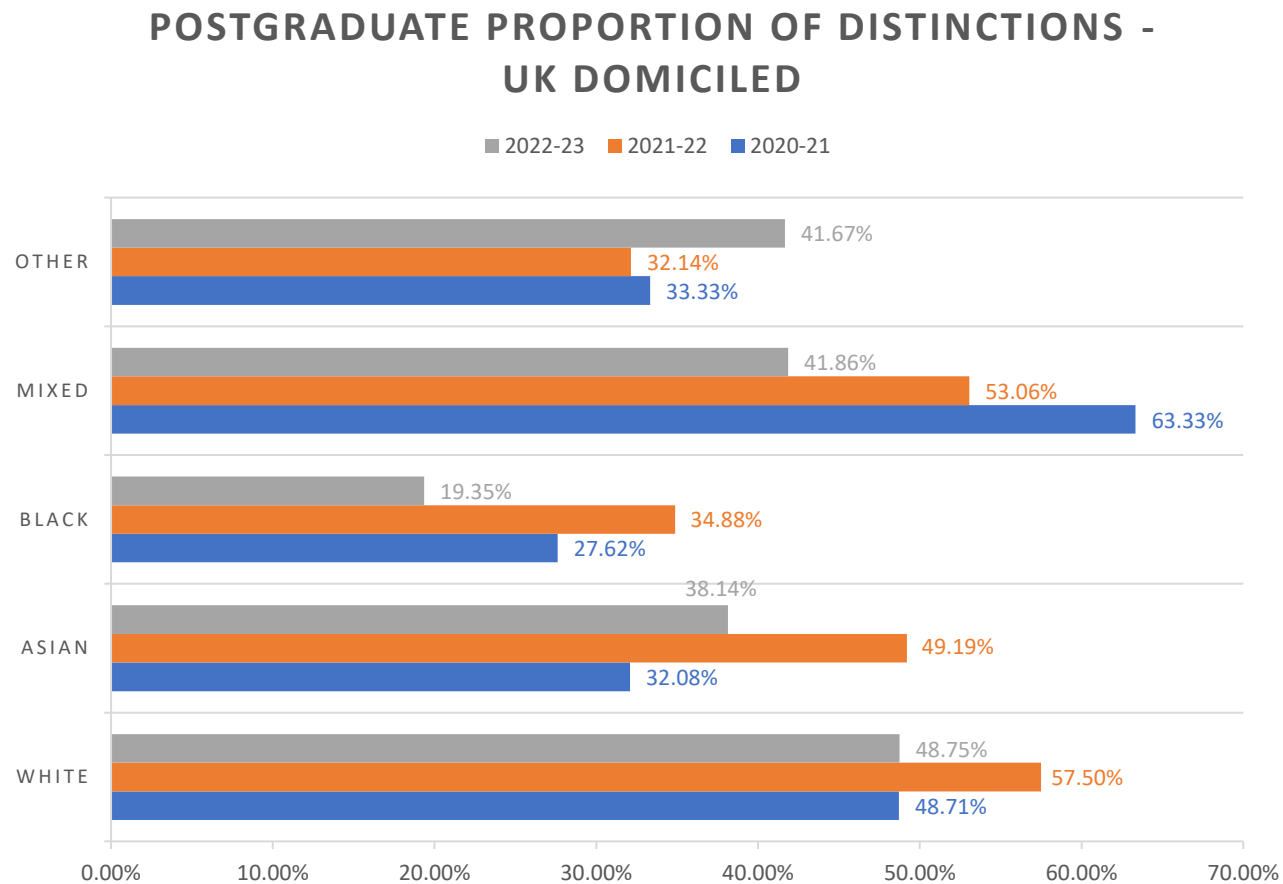


Figure 78 SAMCT PG degree awarding UK domiciled

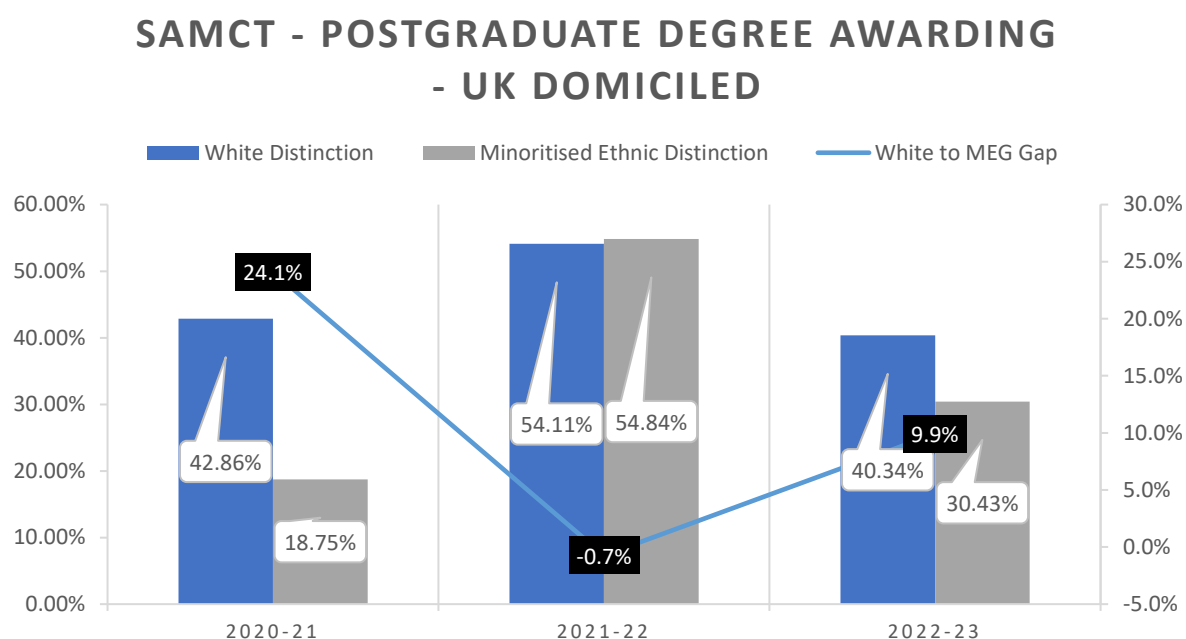


Figure 79 SBS PG degree awarding UK domiciled

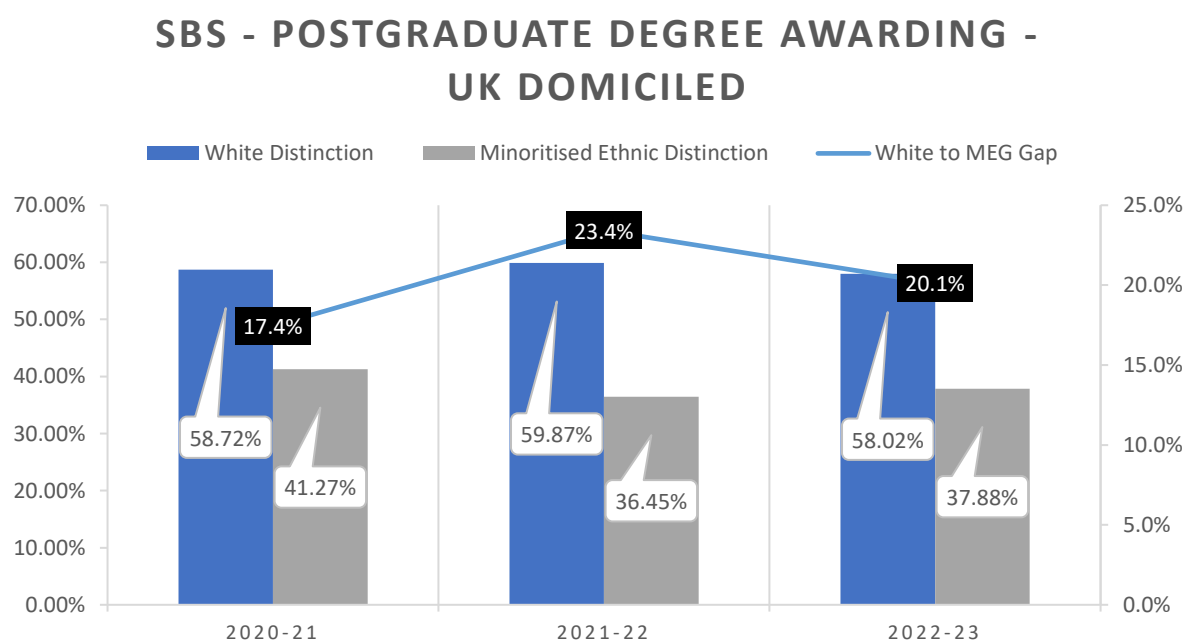


Figure 80 H&S PG degree awarding UK domiciled

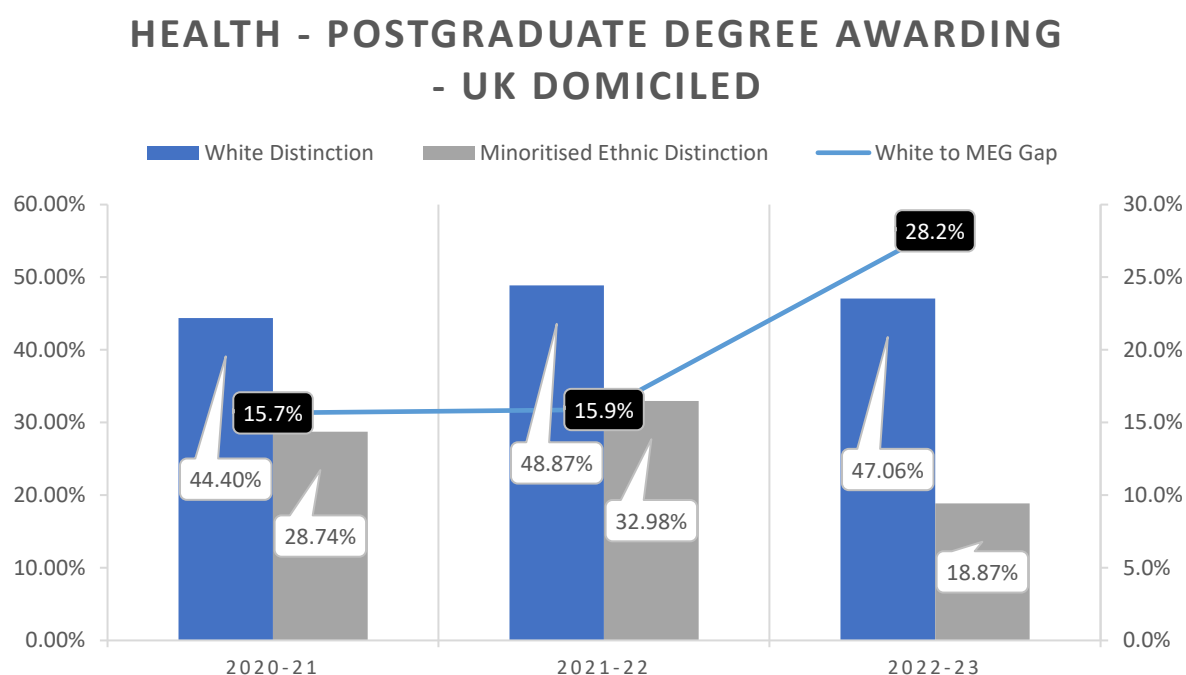


Figure 81 SEE PG awarding UK domiciled

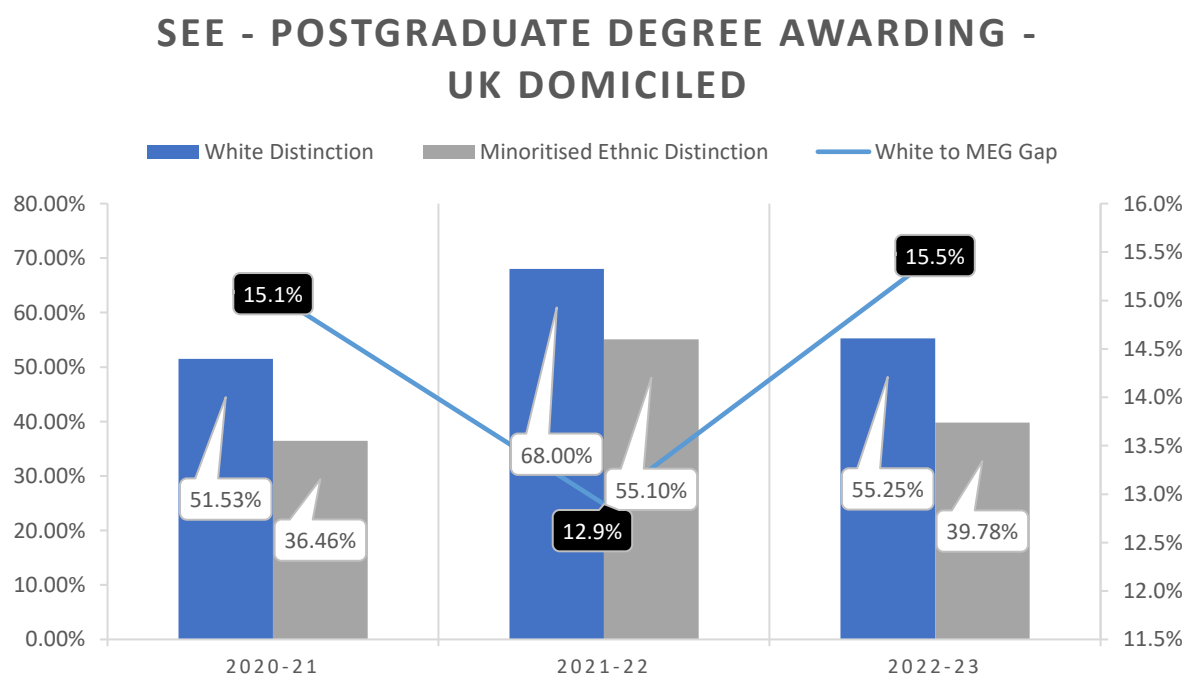


Figure 82 Postgraduate degree awarding

POSTGRADUATE DEGREE AWARDING 2022-23 - NON-UK DOMICILED

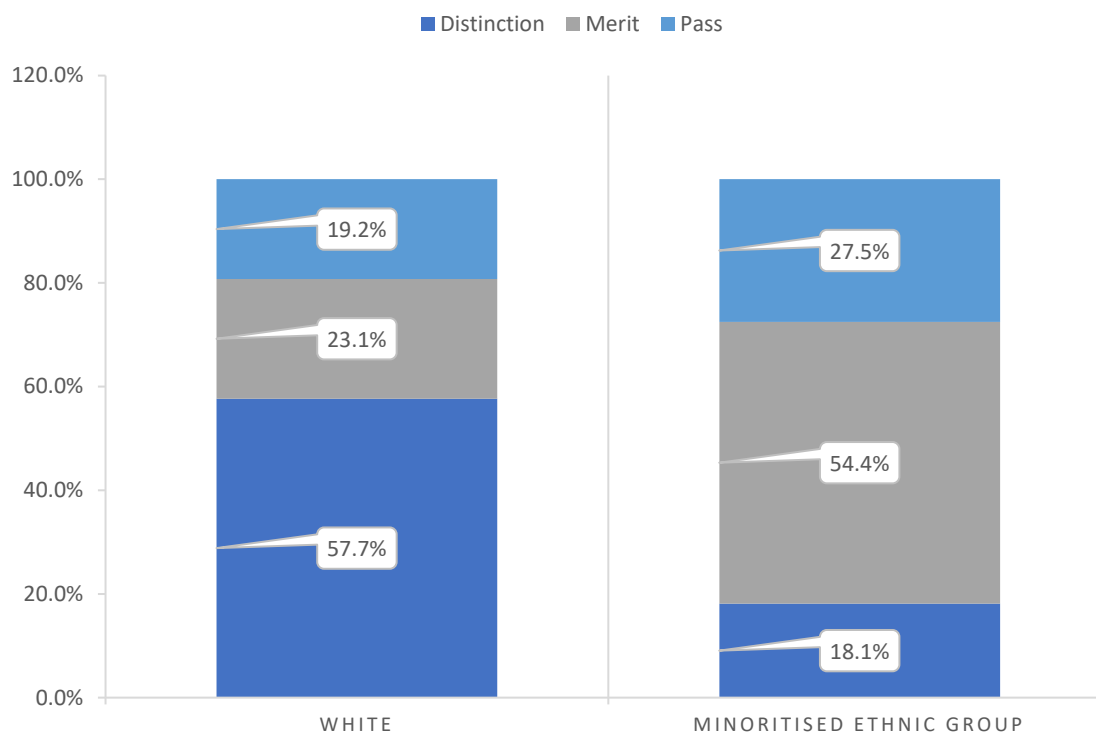


Figure 83 Postgraduate proportion of Distinctions

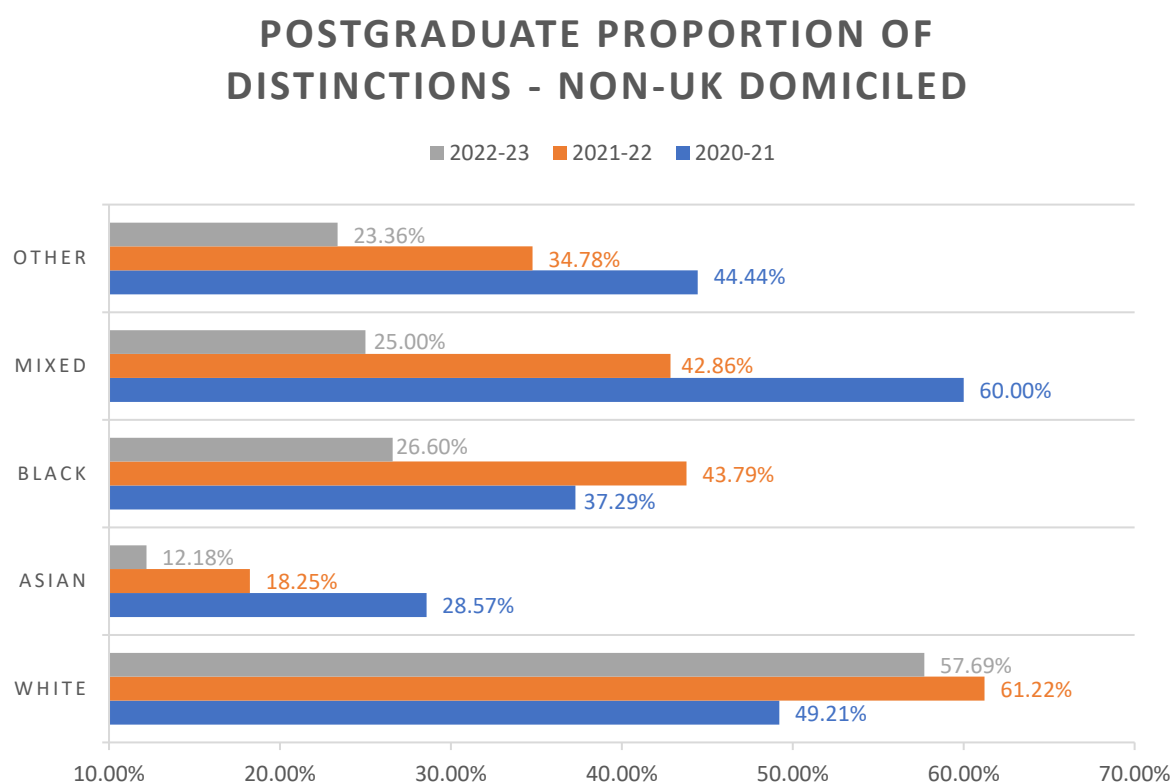


Figure 84 SAMCT PG degree awards non-UK domiciled

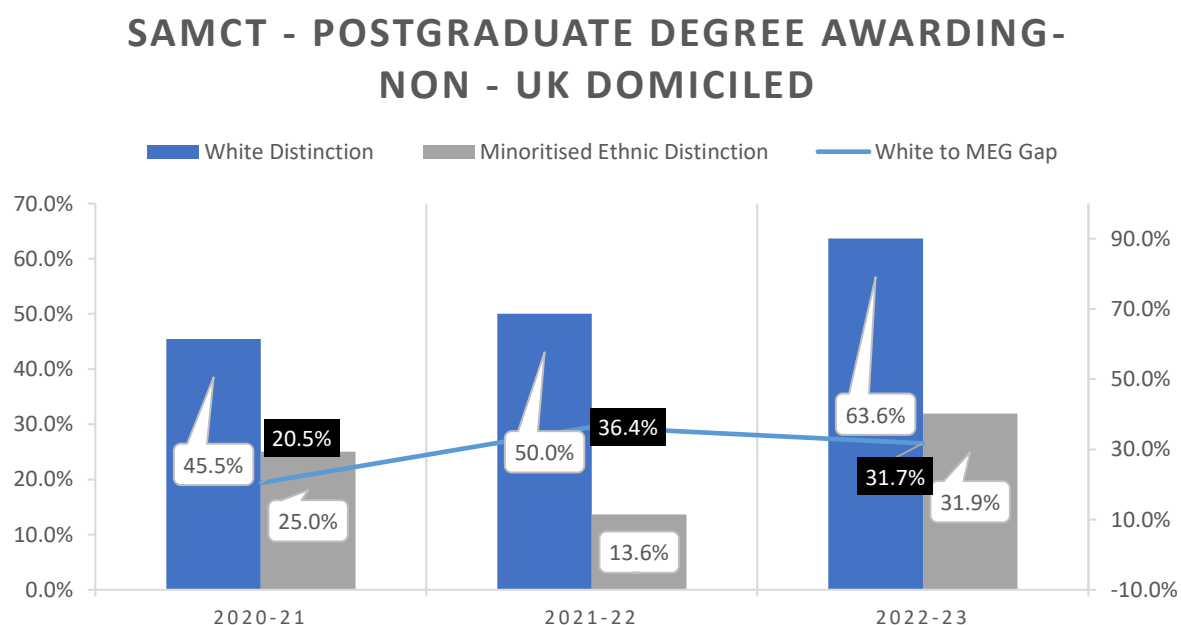


Figure 85 PG degree awarding non-UK domiciled

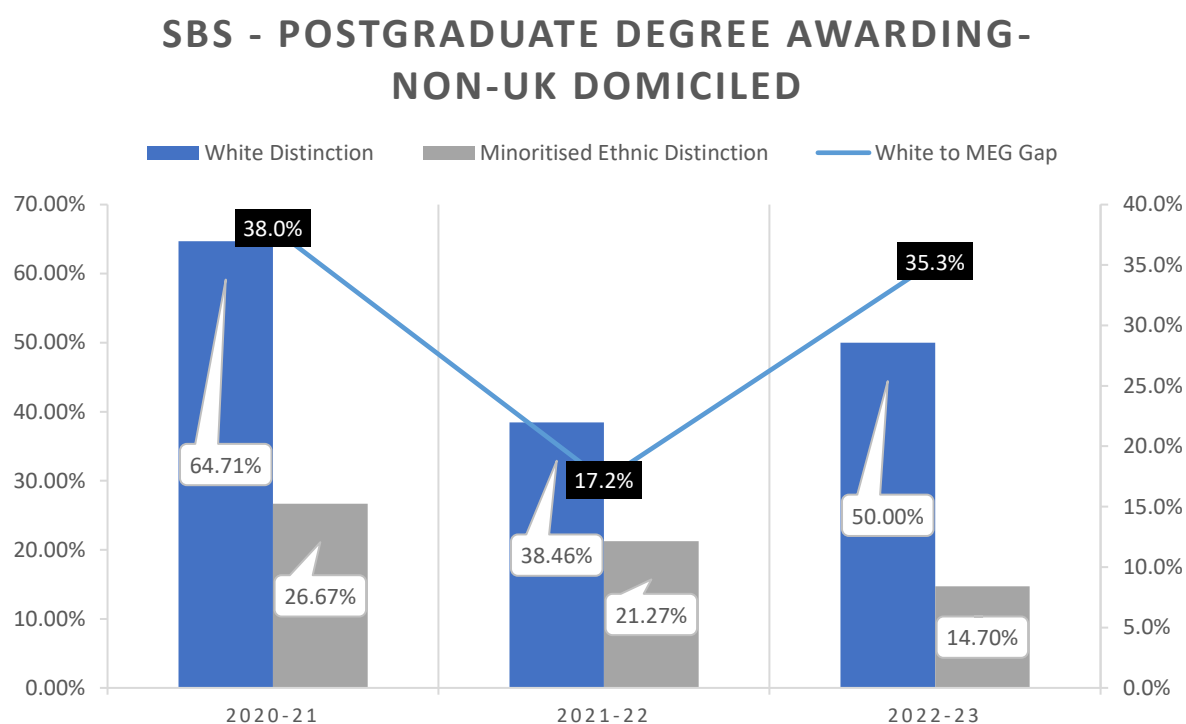


Figure 86 H&S PG degree awarding non-UK domiciled

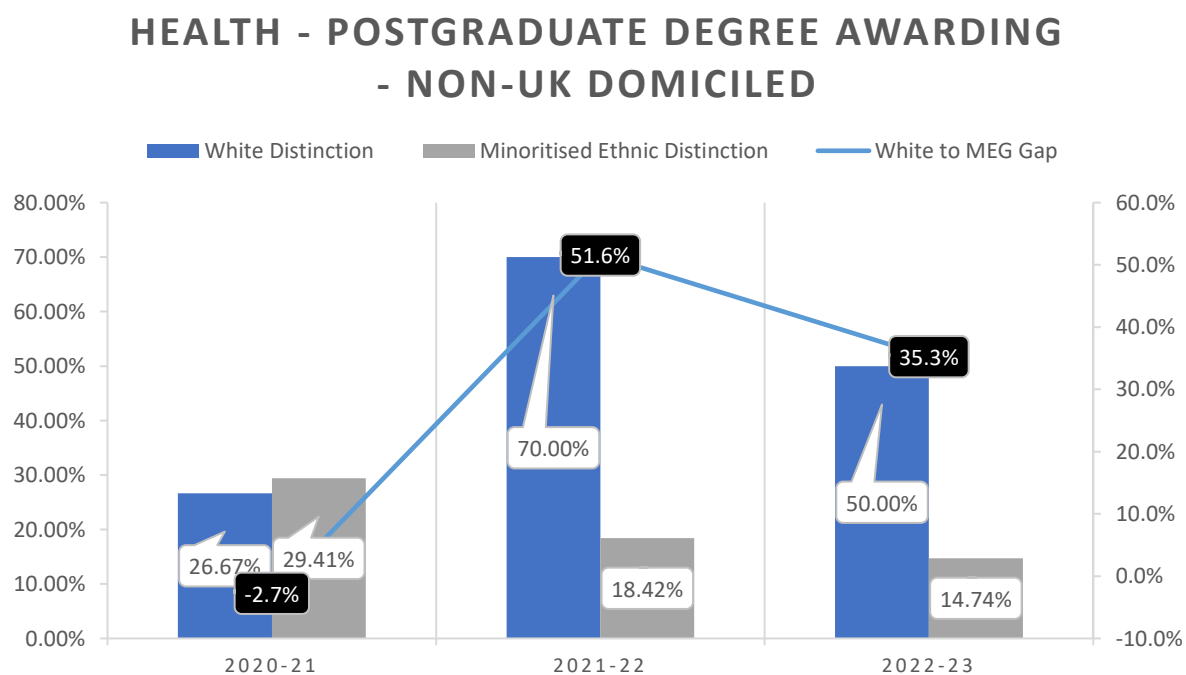


Figure 87 SEE PG degree awarding non-UK domiciled

SEE - POSTGRADUATE DEGREE AWARDING - NON-UK DOMICILED

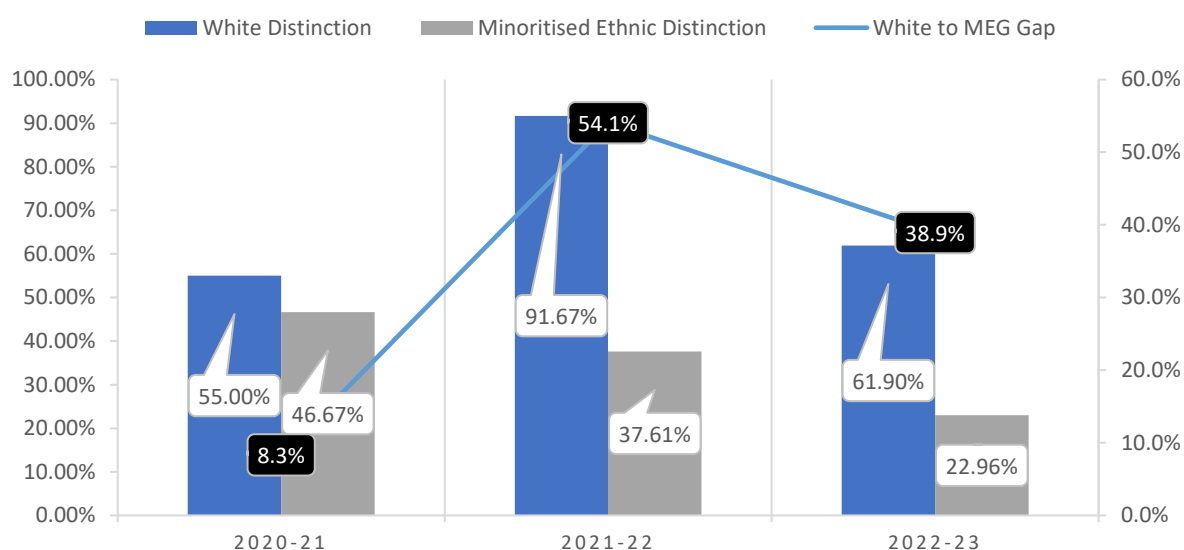


Table 85 Non-UK domicile PGT by ethnicity

Non-UK domicile						
University Level	Count			%		
	2020/21	2021/22	2022/23	2020/21	2021/22	2022/23
White	80	101	54	4%	3%	2%
Minoritised ethnic	1,741	2,893	3,355	93%	96%	97%
Asian	1,234	1,716	1,730	66%	57%	50%
Black	392	996	1,473	21%	33%	43%
Mixed	53	53	65	3%	2%	2%
Other	62	128	87	3%	4%	3%
Not Known	49	21	47	3%	1%	1%
Total	1,870	3,015	3,456	100%	100%	100%

Table 86 Number of PGR students completing their degree

	Completing count			Completion Rate (%)		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
UK	50	53	42	78%	90%	75%
White	21	22	12	78%	92%	80%
Minoritised ethnic	29	31	30	78%	89%	73%
Non-UK	78	57	47	80%	92%	87%
White	71	48	39	83%	91%	89%
Minoritised ethnic	7	9	8	64%	100%	80%

Figure 88 Number of White and minoritised ethnic PGR completing their degree UK and non-UK

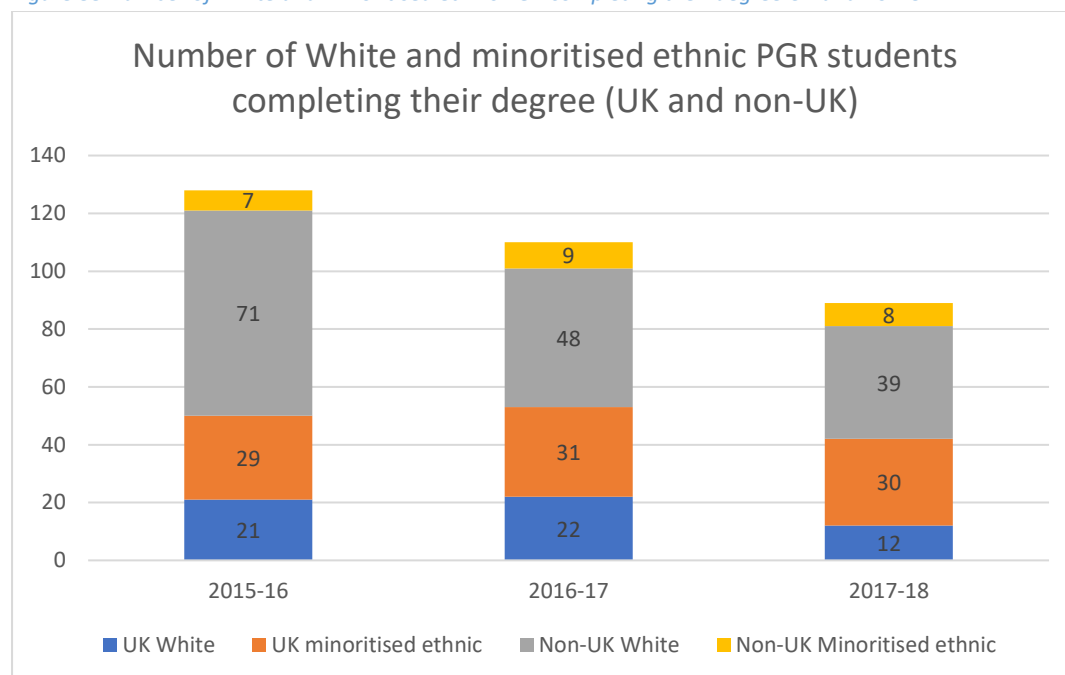
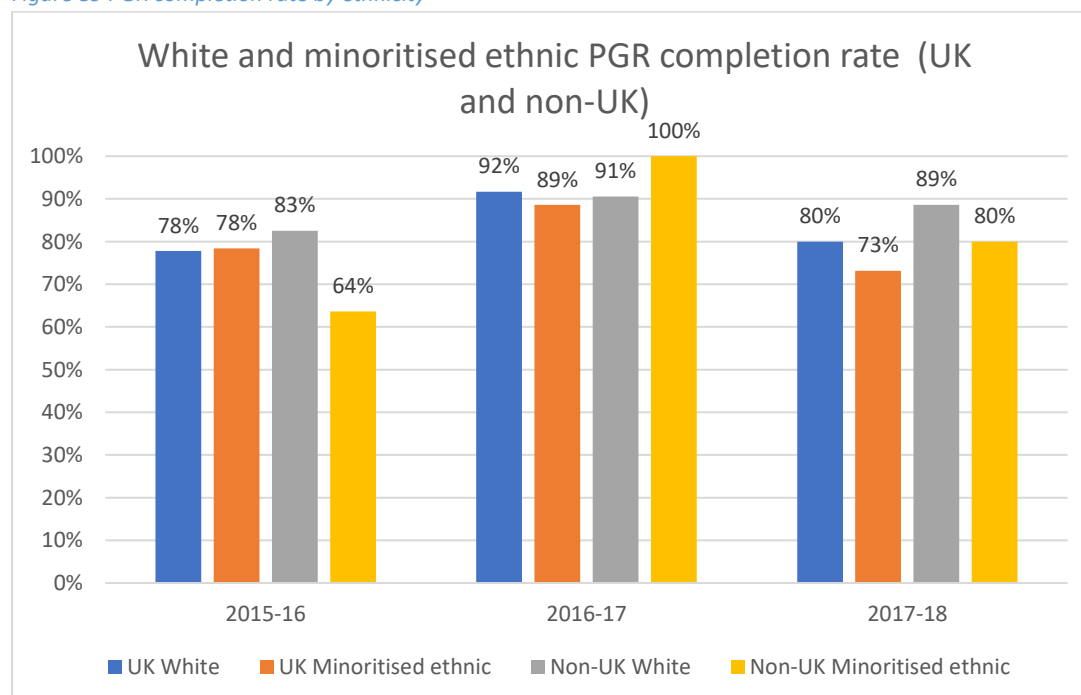


Figure 89 PGR completion rate by ethnicity



Number for PGR are too small to break down by school.

Additional Data

Table 87 Ethnicity of all academic colleagues

Ethnicity	2020-21		2021-22		2022-23	
	Count	%	Count	%	Count	%
Asian	76	7%	93	8%	119	10%
Black	30	3%	34	3%	40	3%
Mixed	34	3%	34	3%	44	4%
Other	18	2%	18	2%	17	1%
White	863	82%	902	81%	910	78%
Not Disclosed	37	3%	39	3%	36	3%
MEG	158	15%	179	16%	220	19%
Grand Total	1058		1120		1166	

Table 88 Ethnicity of all professional services colleagues

Ethnicity	2020-21		2021-22		2022-23	
	Count	%	Count	%	Count	%
Asian	75	5%	97	6%	122	7%
Black	93	6%	111	7%	113	6%
Mixed	40	3%	47	3%	62	3%
Other	5	0%	8	0%	17	1%
White	1237	82%	1341	81%	1446	80%
Not Disclosed	58	4%	60	4%	50	3%
MEG	213	14%	263	16%	314	17%
Grand Total	1508		1664		1810	

Figure 90 Proportion of staff by ethnicity covering academic and professional services for the whole of the University

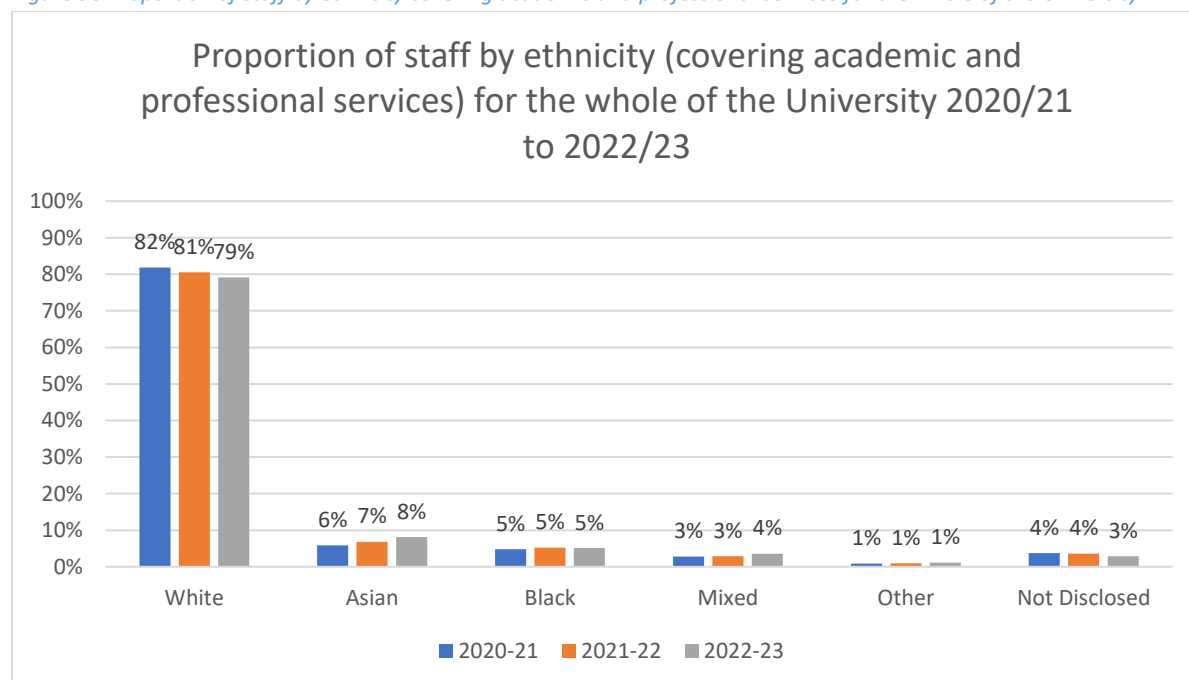


Table 89 All students by ethnicity

All students						
	2020/21 count	2021/22 count	2022/23 count	2020/21 %	2021/22 %	2022/23 %
White	13,914	14,445	14,095	58%	57%	54%
Minoritised ethnic	8,826	10,602	11,647	37%	42%	44%
Asian	4,528	5,471	5,809	19%	22%	22%
Black	2,417	3,156	3,797	10%	12%	14%
Mixed	867	927	1,015	4%	4%	4%
Other	943	1,048	1,026	4%	4%	4%
Not Known	1,215	367	517	5%	1%	2%
Total	23,955	25,414	26,259	100.0%	100.0%	100.0%

Table 90 All students by UK and non-UK domiciled

All students						
	2020/21 count	2021/22 count	2022/23 count	2020/21 %	2021/22 %	2022/23 %
UK	20,822	21,088	21,516	87%	83%	82%
Non-UK	3,133	4,326	4,743	13%	17%	18%
Total	23,955	25,414	26,259	100%	100%	100%

Table 91 All UK students by ethnicity

All students UK						
	2020/21 count	2021/22 count	2022/23 count	2020/21 %	2021/22 %	2022/23 %

White	13605	14100	13931	65%	67%	65%
Minoritised ethnic	6438	6794	7342	31%	32%	34%
Asian	3245	3532	3830	16%	17%	18%
Black	1832	1928	2100	9%	9%	10%
Mixed	794	837	924	4%	4%	4%
Other	567	497	488	3%	2%	2%
Not Known	779	194	243	4%	1%	1%
Total	20822	21088	21516	100%	100%	100%

Table 92 All non-UK students by ethnicity

All students non-UK						
	2020/21 count	2021/22 count	2022/23 count	2020/21 %	2021/22 %	2022/23 %
White	309	345	164	10%	8%	3%
Minoritised ethnic	2388	3808	4305	76%	88%	91%
Asian	1283	1939	1979	41%	45%	42%
Black	585	1228	1697	19%	28%	36%
Mixed	73	90	91	2%	2%	2%
Other	376	551	538	12%	13%	11%
Not Known	436	173	274	14%	4%	6%
Total	3133	4326	4743	100%	100%	100%

Figure 91 Proportion of minoritised ethnic academic candidates at each recruitment stage

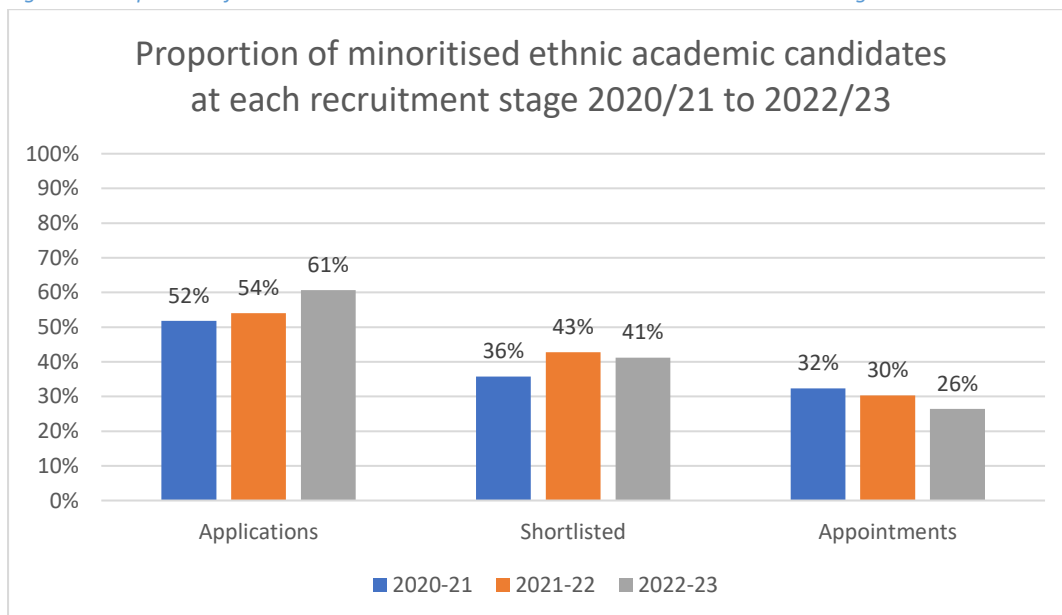


Figure 92 Proportion of minoritised ethnic and White staff for the whole of the University 2020/21 to 2022/23

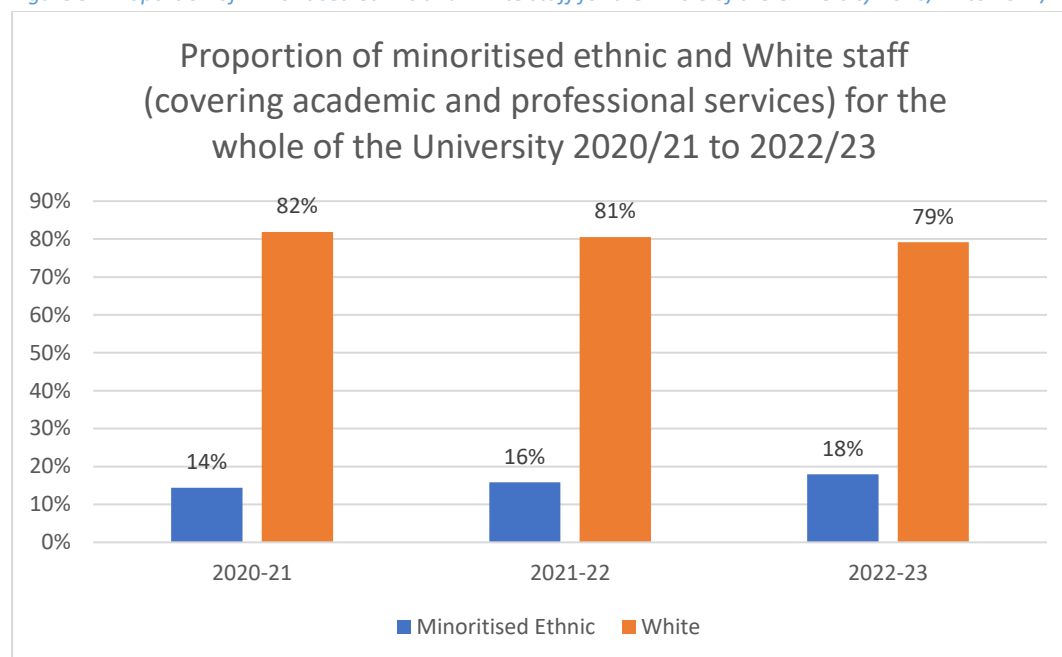


Figure 93 Proportion of UK and non-UK staff covering academic and professional services

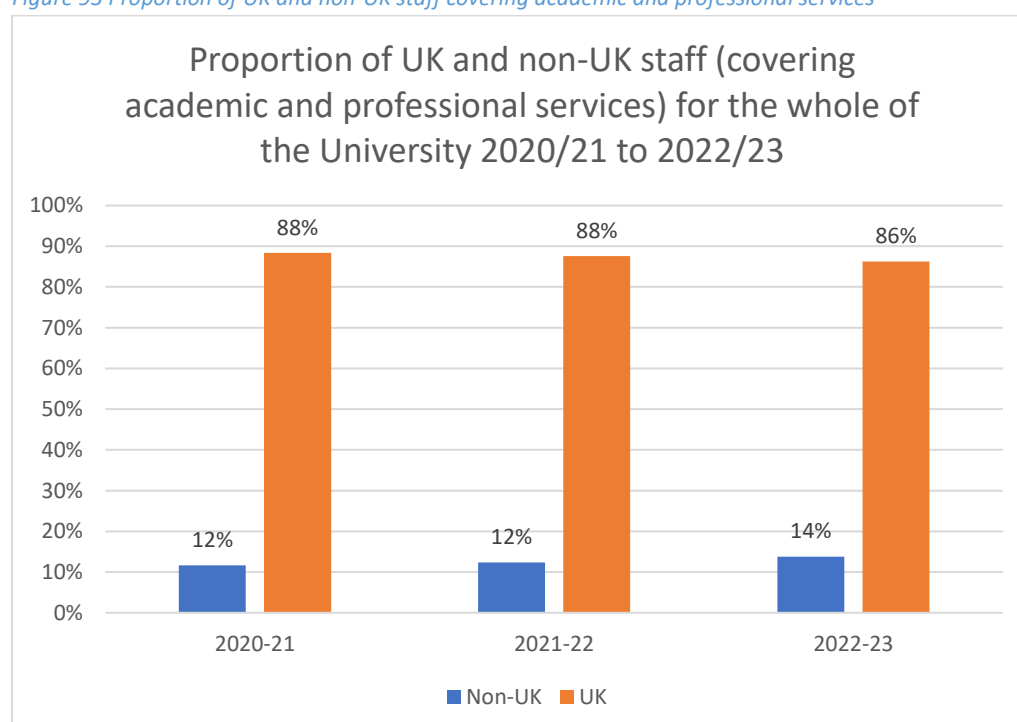


Figure 94 Proportion of minoritised ethnic academics UK vs non-UK

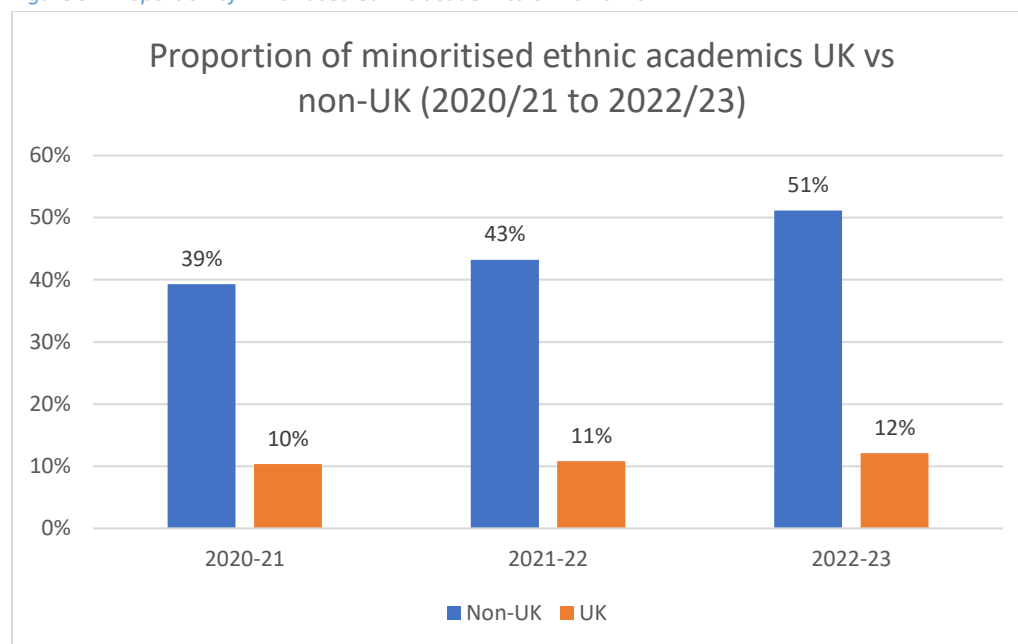
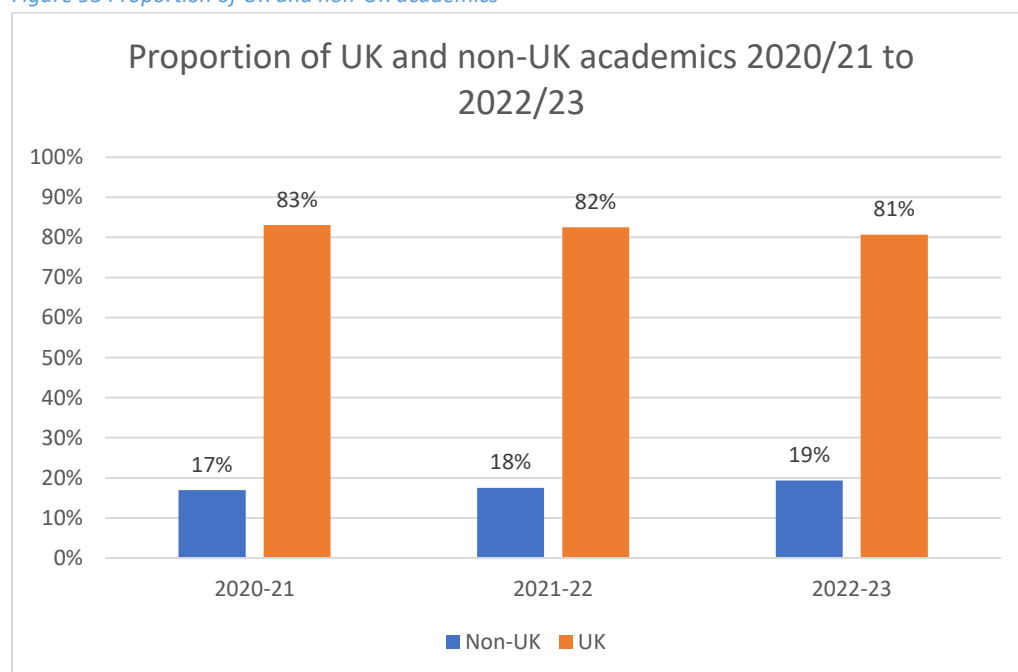


Figure 95 Proportion of UK and non-UK academics



Appendix 3: Glossary and Terminology

AHRC	Arts and Humanities Research Council
APVC	Associate Pro Vice Chancellor
CAHN	Caribbean and African Health Network
Colleagues	The term 'colleague' is used instead of staff at the University in the application. In the appendix, staff and colleague is used interchangeably due to different data sources.
EAC	Equity Assurance Committee
EdRACE	Education, Race Advocacy, Championing Equity Staff Network
EDI	Equity, Diversity and Inclusion
EES	Education and Employability Strategy
EIA	Equality Impact Assessment
EiW	Equity in the Workforce
ESO	Equity in Student Outcomes
ESS	Enabling Student Success
GM	Greater Manchester
H&S	School of Health & Society
LTEC	Learning and Teaching Enhancement Centre
MEG	Minoritised Ethnic Group
NSS	National Student Survey
PMEP	Programme Monitoring and Enhancement Procedure
PS	Professional Services
QMO	Quality Management Office
REG	Race Equity Group
SAMCT	School of Arts, Media & Creative Technology
SAT	Self-Assessment Team
SBS	Salford Business School
SEE	School of Science, Engineering and Environment
SLT	Senior Leadership Team
SMI	Social Mobility Index
SoA	Statement of Ambition
SRR	Significant Responsibility for Research
TFGs	Task and Finish Groups
ULT	University Leadership Team
UoS	University of Salford
USSU / SU	University of Salford Students' Union
WP	Widening Participation

Appendix 3: Accessible Organograms

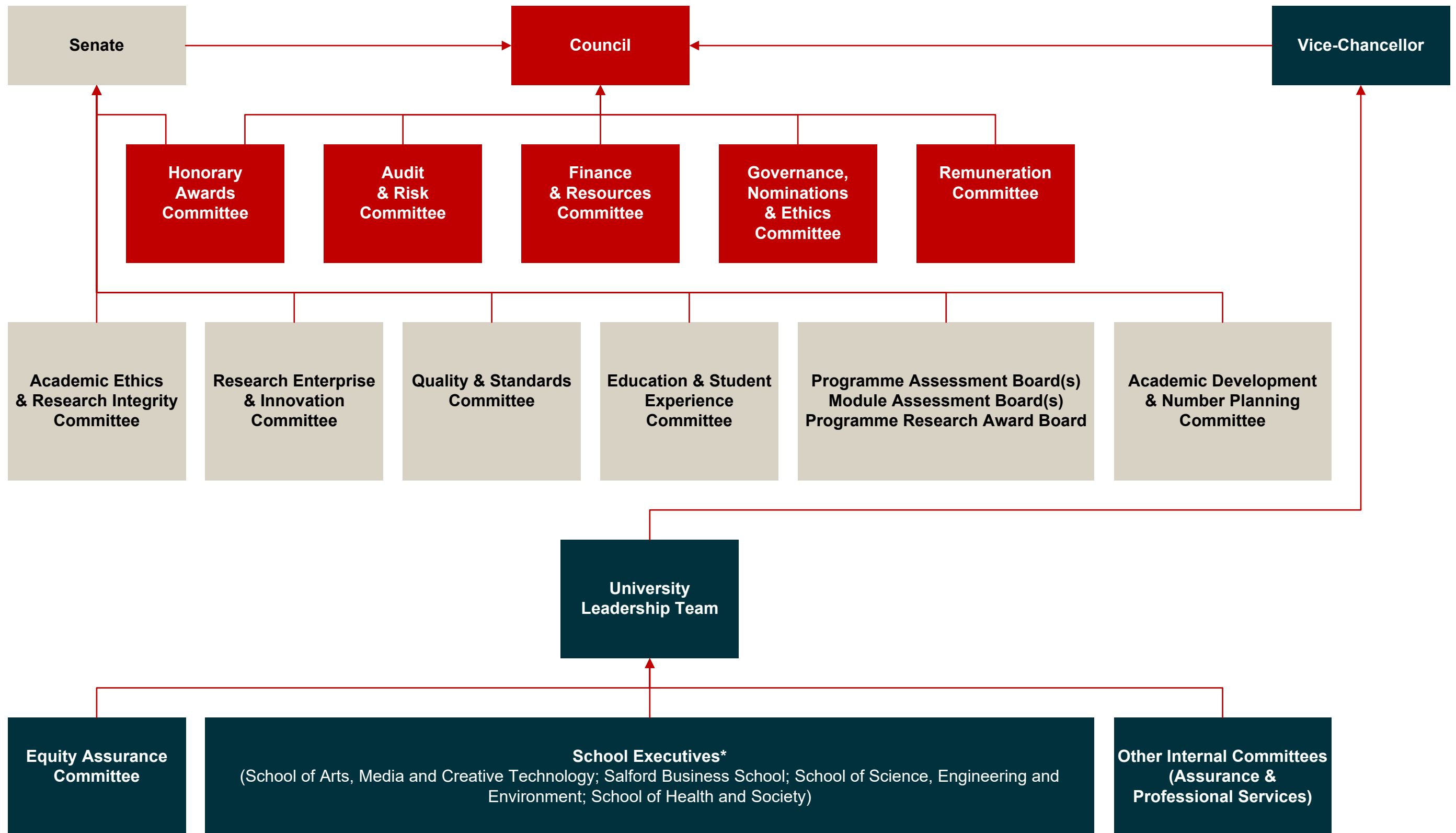


Figure 1: University of Salford Governance Structure

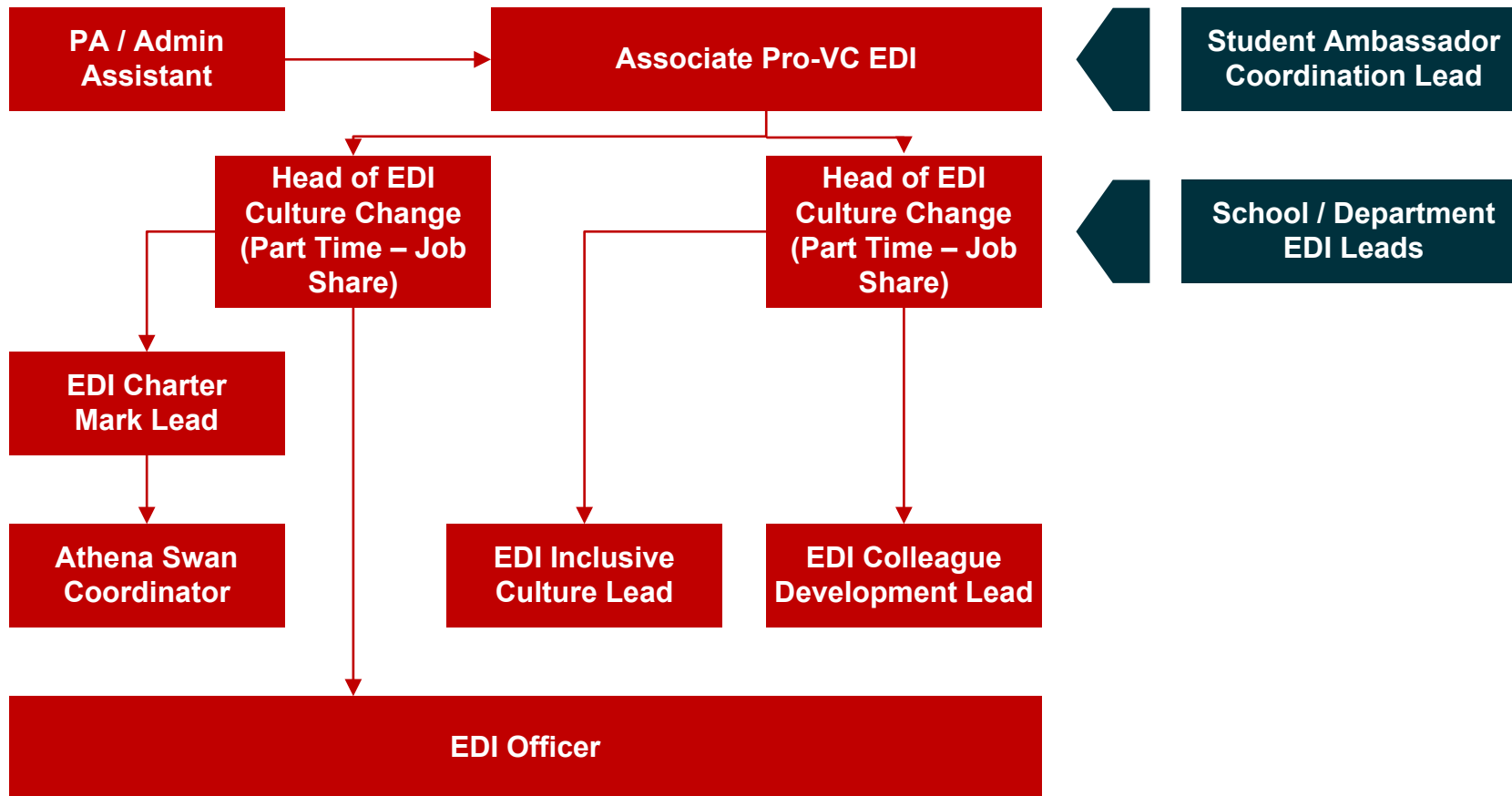


Figure 2: EDI Team Structure 2023-2024

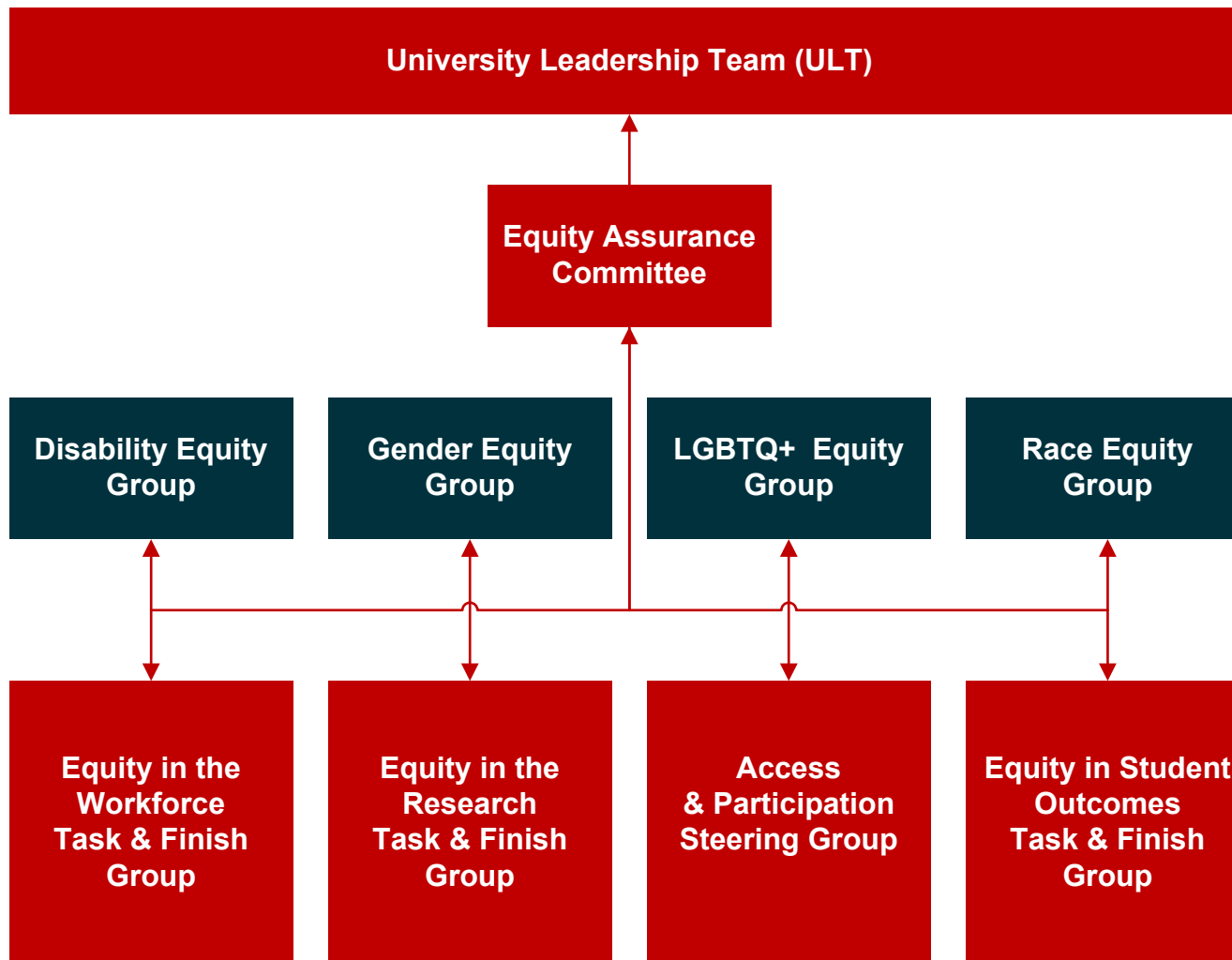


Figure 4: EDI Governance and Operating Framework Equity Groups

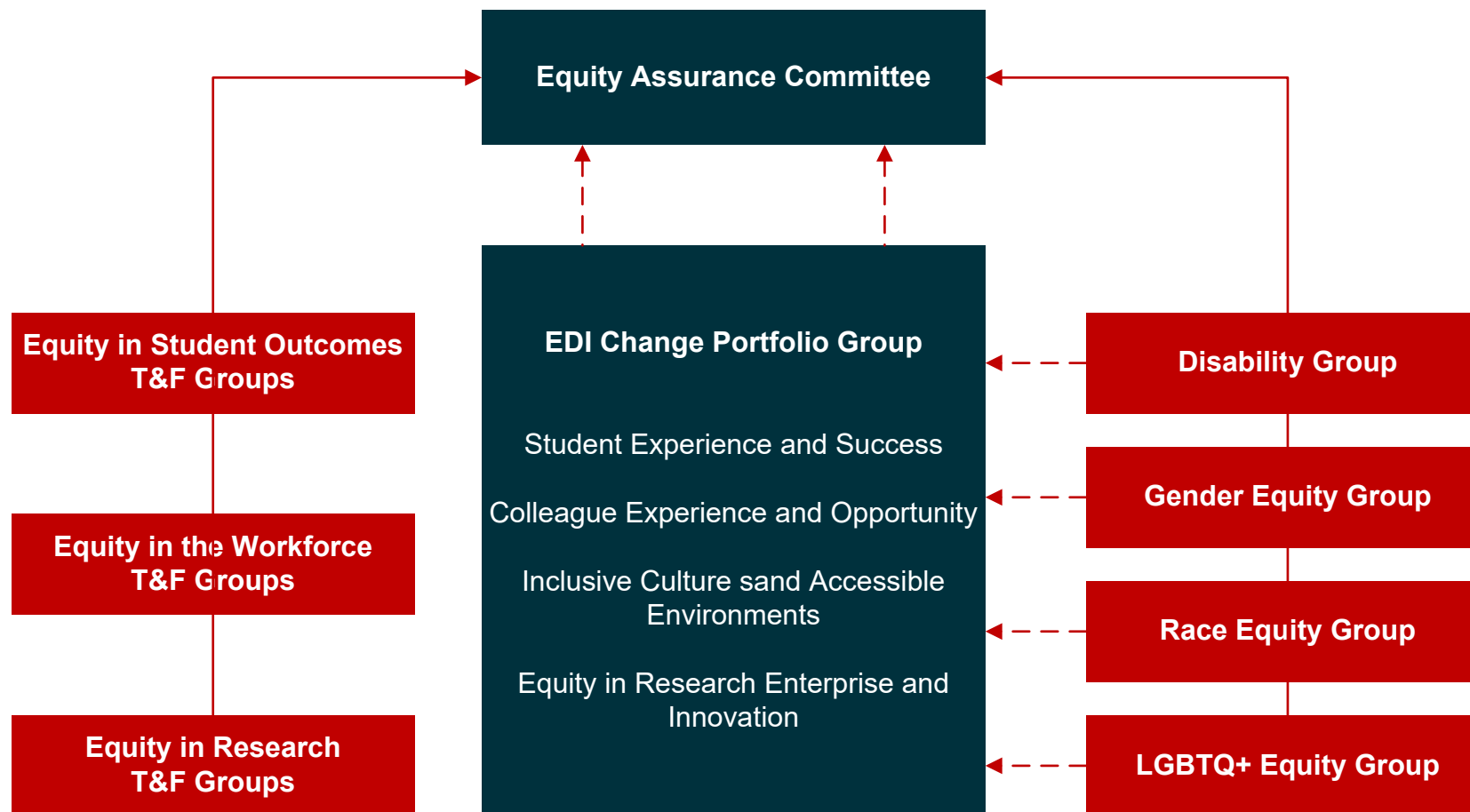


Figure 11: EDI Governance and Operating Framework (in development) / Emerging Recommendation: activities identified from groups feed into the EDI Change Portfolio

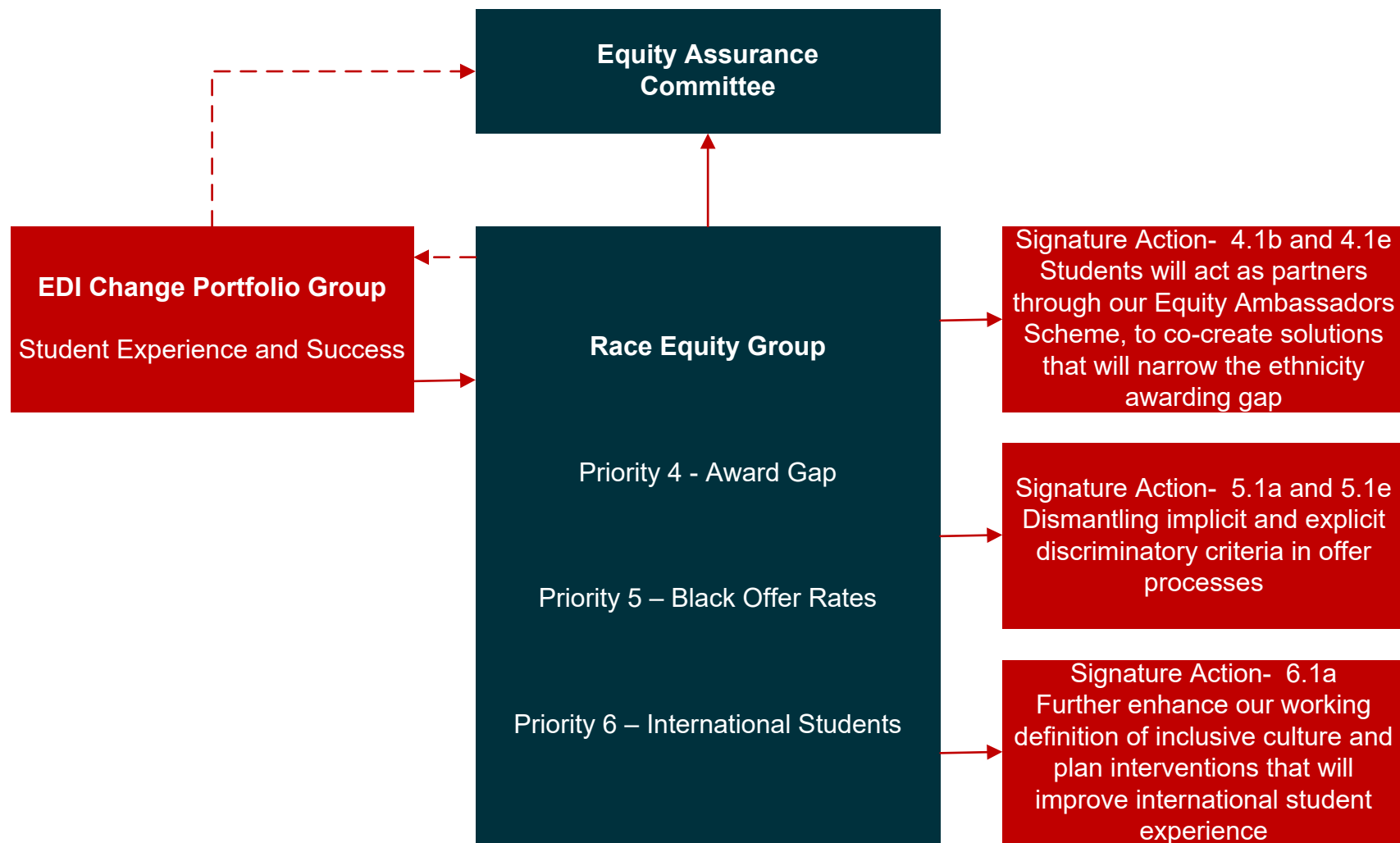


Figure 12: Example of REC governance / Emerging Recommendation: Activities identified from groups feed into the EDI Change Portfolio