Race Equality Charter
Application
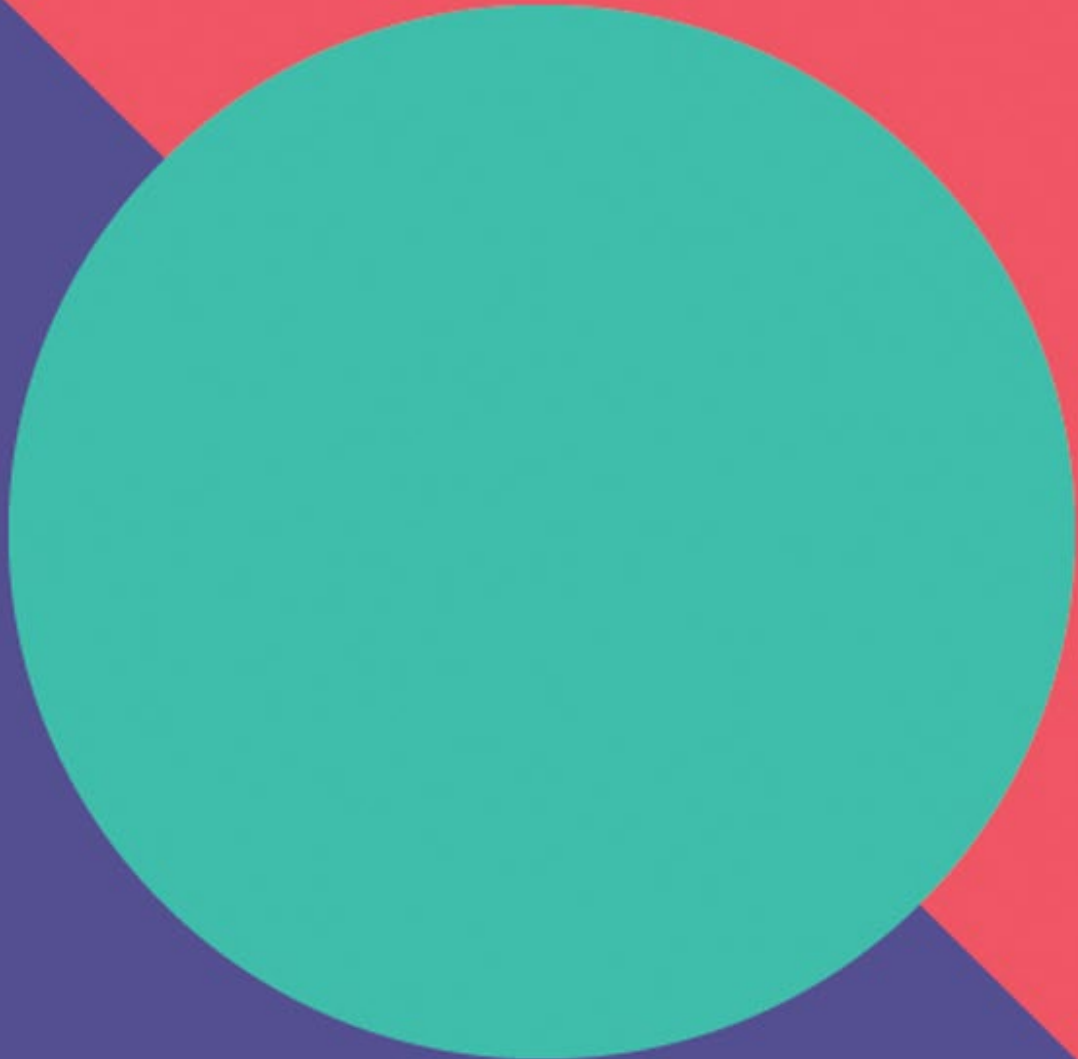
Contents

Name of institution: **Solent University**

Level of award application: **Bronze**

Main contacts for the application and contact details:

Dr Diane Bray

Dean, Faculty of Sport, Health and Social Sciences

Co-Chair of Race Equality Charter Self-Assessment Team

Professor Peter Lloyd

Dean, Faculty of Creative Industries, Architecture and Engineering

Co-Chair of Race Equality Charter Self-Assessment Team

Alexandra Banks

Head of Student Success

Race Equality Charter Project Co-ordinator

Date of application: February 2022

Acronyms and Abbreviations	
A&PP	Access and participation plan
A&WP	Access and Widening Participation Team
BAU	Business as usual
B.A.M.E	Black, Asian and Minority Ethnic
BI	Business Insight
BPS	British Psychological Society
E&F	Estates and Facilities
ER	External Relations
ES&W	Equality, Safeguarding and Wellbeing Committee
FACE	Fashion Academics Creating Equality
FBLDT	Faculty of Business, Law and Digital Technology (new structure)
FCIAE	Faculty of Creative Industries, Architecture and Engineering (new structure)
FSHSS	Faculty of Sport, Health and Social Sciences (new structure)
HEI	Higher education institutions
HERAG	Higher Education Race Action Group
ICF	Inclusive Curriculum Framework
LTSSC	Learning Teaching Student Success Committee
NSS	National Student Survey
OFS	Office for Students
ONS	Office for National Statistics
P&D	People and Development
PDR	Performance and Development Review
PP	Percentage points
PG	Postgraduate
PSS	Professional and Support Staff
PVC	Pro Vice Chancellor
REC	Race Equality Charter
RI&E	Research Innovation and Enterprise
SAT	Self-assessment team
SE	Student Experience
SADF	School of Art Design and Fashion (old structure)
SCEP	Solent's Course Enhancement Programme
SBLC	School of Business, Law and Communications (old structure)
SICC	Solent Inclusive Curriculum Coordinators

SLLT	Strategic Lead for Teaching and Learning	
SMAT	School of Media Arts and Technology (old structure)	
SLTI	Solent Institute of Learning and Teaching	
SVs	Solent Values: Respect, Inclusivity, Ownership, Engagement, Integrity, Teamwork	
SSHSS	School of Sport, Health and Social Sciences (old structure)	
SU	Students' Union	
SUN	Southern Universities Network	
UG	Undergraduate	
VCG	Vice Chancellor's Group	
VA metric	Value Added Metric	
WSMSE & WMA	Warsash School of Maritime Science and Engineering (incorporating Warsash Maritime Academy) (old structure)	
WMA	Warsash Maritime Academy (new structure)	
WP	Widening Participation	

Institution application		
Word limit		**14,000**
1.	Letter of endorsement – Vice-Chancellor	664
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7.	Student pipeline	3596
8.	Teaching and learning	1762
9.	Any other information	n/a
	Total	**13,909**

1 LETTER OF ENDORSEMENT FROM VICE-CHANCELLOR

Since joining Solent University two years ago, I have made clear my intention to create an inclusive university that delivers step changes in race equality for our students, staff, and external communities.

Central to Solent University's Strategy 2025 is our ambition to be an inclusive institution where students and staff from all backgrounds feel they matter, can thrive and indeed can make waves in a world that is facing significant challenges in terms of race equity and the climate crisis.

Change needs pacemakers and Solent's exciting new EDI Plan, of which the REC is a central component, spells out the steps that I and my senior leaders will be taking to deliver our vision for Solent and our Strategy 2025.

I have already started this journey by introducing mechanisms to create sustainable change in race equity. These include:

- Including the B.A.M.E. Value Added Metric (VA) in our new rag rated UG course dashboard. By doing this I have signalled the link between quality and race equity.
- Deans now have faculty performance indicators to ensure course teams are actively engaged in delivering the composite activities which are essential to achieving reductions in the awarding gap.
- An overhaul of our promotions processes to create transparency, clarity and equity and consequently I expect to see a greater proportion of B.A.M.E. staff progress to more senior roles over the next five years.
- A new Governors' EDI taskforce to ensure we are not distracted from delivering our race equality targets by the challenges we might face in terms of the new regulatory framework and an uncertain environment.
- A new Learning and teaching and Student Success Strategy (2021-25) which has bedrock workstreams on the Inclusive Curriculum Framework and better student support. Our work recognises that B.A.M.E. students are not a homogenous group, so including multiple factors of disadvantage, such as BTEC, first in family and commuting, reflects how we take intersectionality into account.

It has been my personal responsibility to ensure that the REC self-assessment and action plan are an honest reflection of our progress and ambitions on race equality. I am proud that this process is creating a 'One Solent' approach to race equity, strengthening the voices of our minoritized staff and students, and helping others to understand and challenge their own fragility in tackling change. I too have learned a lot along the way.

Now my immediate priorities are to:

1. Increase the appointment, retention, and progression of people from B.A.M.E. backgrounds, particularly at senior academic levels in each faculty and above grade 6 in each Professional and Support Services. I am delighted that my 2 new PVCs are both from B.A.M.E. backgrounds. In addition to the specific faculty and professional service targets (see Priority 7 IV), I will also keep watch on the overall picture as identified by the People & Development interim and annual reports, the latter which goes to the Board of Governors.
2. Get back on track to reduce the awarding gap and improve our Value-Added scores for B.A.M.E. students through a three-pronged plan specially designed to get us there. Each faculty has awarding gaps and Value-Added scores below 1 and will systematically be set

targets (see Priority 7) to ensure B.A.M.E. Value Added scores are at 1 by 2026 and to reduce and then eliminate awarding gaps and by 2030). Our first step in this goal is to reduce unexplained gaps as identified by the VA score must be improved at both faculty and course level and where scores are below 1 course teams will fully participate in the Solent Course Enhancement Programme.

3. Improve the race equity and cultural competency skills of staff and students to create an inclusive environment and curriculum at all levels of the institution. The VC, Deans and Heads of Service will be provided with information on the uptake of mandatory race equity training (including behavioural changes on microaggressions and harassment).

4. Talk about race, racism, privilege and fragility openly and sensitively as this journey requires us all to play our part with confidence and knowledge. In addition to the mandatory training each Dean and Head of Service will be required to take part in training on how to create safe spaces for discussions about difference and to facilitate constructive conversations about race, racism and whiteness.

5. Tackle microaggressions and harassment through practical measures such as a reporting tool and through training and also by communicating a zero-tolerance approach delivered consistently by myself and my senior team (see priority 5).

6. Build an inclusive culture through a) regular communications delivered through the new REC communication plan ensuring vision, priorities and actions are communicated to all staff and students and to ensure feedback is regularly obtained b) the co-creation of policies, practices and expected behaviours. It is important to me that we draw upon the lived experience of B.A.M.E. people and welcome them as valued co-producers of knowledge. A programme of robust Equality Impact Assessments will be co-ordinated by the ESW Committee, overseen by VCG and published on our staff and student intranet upon completion.

7. Set race equality priorities and SMART targets for each faculty and professional service department as part of my Performance and Development Review and Plans for next year ensuring my Deans and other members of my Vice Chancellor's Group are held to account for their delivery of the REC Action Plan **(AP1).** Deans and Heads of Service in turn will ensure that everyone in their areas at all levels have SMART targets based on their own priorities. These priorities and targets are informed by the REC Action Plan and the Race Charter Mark application and nuanced through the live differentials identified systematically and transparently by the mechanisms listed below:

    I. The rag rated Course Performance Dashboard which includes the Value-Added Metrics will be augmented by a demographics page in 2022/23 which will shine a light on the differentials for B.A.M.E. students (by ethnic group where numbers permit) at each stage of the student life cycle including access, progression at first sit, success and progression to highly skilled employment.

    II. The new Module Performance Dashboard which will identify (numbers permitting) the specific modules where the experience (e.g., using module surveys) and outcomes of our B.A.M.E. students are below our expectations.

    III. The Teaching Excellence Framework dashboard we have created which provides benchmarked performance for B.A.M.E. students so we can ensure their experience and outcomes are significantly better than the sector.

    IV. The new live Staff dashboard (due in the 2022/23) which details each stage of the staff life cycle (entry, promotions, exit, pay gaps, performance and development reviews, and Continuing Professional Development including mandatory race equality training and awards) analysed by race (and ethnic group where possible), gender and disability and providing a three-year trend for analysis and action.

8. To ensure successful completion of the Action Plan over the period of the award I shall invest

in the REC in three ways **(AP2):**

I.   By resourcing new posts to deliver the actions and for 2022/23 I have allocated £270,000 for new permanent roles (e.g., Associate Professor, Inclusive Curriculum, Staff Equalities Adviser, Safeguarding Manager who will establish harassment and monitor harassment systems and provide and report on training at all levels) with recruitment to posts already underway.

II. By ringfencing £100,00 annually to fund additional activities identified by the REC action plan

III. By requiring faculties and professional service departments to allocate sufficient annual resources as part of the University's Planning Process to cover leadership of or engagement/participation in REC and REC Action Plan activities.

I believe we have created an ambitious and SMART Action Plan to address these issues.

Achieving equality does not happen by itself and the importance of leadership is clear. We have much to do, but we have a strong institutional commitment, a solid foundation for race equity and specific and agreed actions for me and my senior teams. I am delighted to oversee the delivery of this work and with it the prospect of positive change in overcoming race inequities at Solent University.

Yours sincerely

Karen Stanton

Professor Karen StantonVice-Chancellor

AP 1 - Set race equality priorities and SMART targets for each faculty and professional service department as part of the Performance and Development Review and Plans.

AP 2- Invest in the successful completion of the REC Action Plan over the period of the award

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Table 1: commitment statements from the Deans & PVCs	
Dr Diane Bray, Dean, Faculty of Sport, Health and Social Sciences	"I have been acutely aware of and challenged inequality and discrimination which often arises from a lack of awareness and a failure to challenge established norms. Through this process we highlighted to VCG and our communities the work we must do. Our robust Action Plan ensures a legacy of change."
Professor Peter Lloyd, Dean, Faculty	"I am committed to ensuring REC's aims and actions are openly circulated and meaningfully discussed, addressed and remedied through our faculty

of Creative Industries, Architecture and Engineering	plan and individual course plans. It has been an honour to Co-Chair REC; my passion to ensure that there is equality for all across Solent's communities is refuelled."
Associate Professor Paul Marchbank, Dean, Faculty Business, Law and Digital Technologies	"Universities are key institutions where the future is nourished, developed and where inequities must be tackled. I pledge to ensure that the tenets of our REC statement and plan are properly discussed throughout the Faculty, ensuring the ambitions and outcomes are delivered by our operation, culture and core identity."
Professor Syamantak Bhattacharya, PVC Research and VCG lead for Warsash School	"I have a longstanding commitment to ensuring B.A.M.E. people have positive outcomes so am delighted to commit to collaborating with my teams to deliver the ethos of REC and our action plan. I am interested in ensuring equity in the research domain and in supporting research which benefits our B.A.M.E. communities. "
Professor Nona McDuff OBE PVC, Students and Teaching	"It is wonderful to be part of this transformation of Solent. Like me, colleagues are energised by this commitment to change. The process offered us the opportunity to gain consensus on a whole institutional, whole lifecycle approach and the visible leadership at all levels that is required to prioritise race equality."

[Word count: 664]

Our data and terminology					
Format	Period covered	Other data	Data Producer	Survey data	Use of the term B.A.M.E.
Full-person equivalent Organisation: The university's restructure crosses this period.	2017, 2018, 2019	Where more recent staff and student data is represented to reflect changes at institution, local or	Student data was provided by BI and staff data provided by P&D	Qualitative survey data was analysed through thematic analysis to identify common themes across	The SAT discussed the use of Black and Brown but without institutional consensus we agreed to use the term B.A.M.E. for this application. We use the term whilst

Schools were reshaped to become faculties. Data is presented as clearly as possible for the time period.		national levels this is clearly referenced		the respondents who completed the survey. The quantitative data was collated and produced through the online survey software from JISC which produced a visual spread of the quantitative data collated through the surveys.	recognising that it is reductive, outdated and problematic.

Note to readers: For ease and where appropriate, we have prefaced sections with an overview and the accompanying actions.

2 THE SELF-ASSESSMENT PROCESS

Overview

The Self-Assessment Team successfully created an environment of transparency, fairness and trust enabling staff to engage in honest and challenging discussion with a keen sense of shared duty to make authentic changes through strong partnership working between B.A.M.E and White staff. The evolution of the group encompassed a transformation in confidence and ownership of race equality issues with an overarching understanding of White privilege. Alongside this the Deans, the PVCs and the VC regularly debated, openly and honestly, the challenges the REC updates provided. This culture and collaborative approach must be extended across the University openly so that race equality work becomes more visible and a high priority to promote wider institutional learning beyond the SAT and VCG to all staff and students. We see this as fundamental to increasing engagement and building trust among our B.A.M.E. staff and students and in developing our community understanding and respect for people's lived experiences which may differ from our own. The student survey revealed a strong student voice saying that race equality needs to be prominent and explicit in their education. In the staff survey there was a theme that race equality issues that are unattended to rather than being embedded in our activities and cultural norms. Both students and staff told us that our staff are not as competent and confident as they could be in their understanding of anti-racism and their equality, diversity and inclusion knowledge and skills. In order to address this feedback, we need to raise the profile of race equality work, maximise staff engagement and

develop the knowledge, skills and confidence of all staff to be able to discuss race and racism sensitively.

2a Description of the self-assessment team

The self-assessment team (SAT) is a cross-university team of staff from diverse backgrounds, from the three Faculties, WMS and all professional services and includes student and Student Union representation. Staff members work in a range of grades and hence there is good participation from both junior and senior levels. SAT members provide a wide range of experience and knowledge pertinent to the REC (**Table 2a1**). The SAT Co-Chairs are Deans, Dr Diane Bray, Faculty of Sport, Health and Social Sciences (FSHSS) and Professor Peter Lloyd, Faculty of Creative Industries, Architecture and Engineering (FCIAE) and the REC is overseen by Professor Nona McDuff, OBE, PVC Students and Teaching.

The SAT was recruited to through a call for volunteers, open to all staff and publicised on the university portal. Volunteers submitted an expression of interest and were supported by their line managers who also agreed to a time allocation **(Table 2a3).** The SAT includes a variety of personal and professional experiences and motivations that promote and drive our REC agenda. Some additional members were nominated to ensure a full representation of expertise, skills and diversity.

Based on individual preferences the SAT divided into working groups (**Table 2a2**). The working groups presented progress updates at each SAT meeting and where common or related issues were identified this facilitated collaborative working. Working groups also acted as Critical Friends to each other. All members participated in core discussions.

All SAT and working group meetings were held online due to Covid restrictions and consequently particular efforts were made by the chairs and project co-ordinators to build the team. The introductory workshop which explored the challenges of race equality at Solent was also an opportunity to discuss the team's aspirations for the application. Training for the SAT was identified as a priority and a subsequent development workshop with Dr Dom Jackson-Cole from Race Equality in Higher Education acted as a catalyst for the team to become a thriving network with over 300 events, articles and research reports shared and discussed to create actions and over 40 training and development events attended. The impact is that the group's knowledge, understanding, confidence and commitment to advocacy to inform self-assessment and the identification and championing of meaningful actions has developed significantly.

Table 2a1 The Solent self-assessment team				
Name	**Role**	**Faculty/Service**	**Grade**	**Ethnicity & Nationality**
Kola Adeosun	Senior Lecturer in Sport Development and Education	Faculty of Sport, Health and Social Sciences	7	Black African Nigerian-British

Table 2a1 The Solent self-assessment team				
	Kola has worked to engage disadvantaged groups around the globe focusing on educational philosophy and sport to tackle complex social issues in rural communities.			
Dr Karen Arm	Senior Lecturer in Learning and Teaching	SLTI	8	White British
	Karen is an experienced academic developer with a specialism in inclusive pedagogy. She has undertaken extensive research in the field of social justice and equity in higher education.			
Alexandra Banks	Deputy Head of Student Success	Student Success	10	White British & French
	Following work in FE, Alexandra was project lead for the Beating the Attainment Gap project, a two-year OfS funded Solent project working with the University of Derby and UWL.			
Gemma Baker	Head of P&D, Schools & Strategy	People and development	10	White British
	Gemma is an HR professional and diversity and inclusion are core values, she welcomes the opportunity to be involved in the cross-University group to create positive change.			
Sophia Basi	Senior Student Recruitment Officer	External Relations – UKSR Student Recruitment	6	Asian British
	Sophia is a first-generation graduate. She has worked in primary, secondary, FE and taught in HE and worked with disadvantaged diverse ethnic community groups.			
Dr Garfield Benjamin	Post-Doctoral Researcher	FSHSS	6	White British
	Garfield's research is on social factors in technology, focusing on issues of injustice connected to race, gender and intersectional concerns. This informs his teaching and public engagement work.			
Dr Janet Bonar	Course Leader Mechanical and Manufacturing Engineering	FCIAE	8	White American
	Janet has striven to improve the experiences of underrepresented groups in engineering and is passionate about fixing the underlying causes.			
Dr Diane Bray Co-Chair	Dean of the Faculty of Sport, Health and Social Sciences	VCG	NA	White British
	Diane has a doctorate in psychology and prior to joining Solent in 2019, was head of a large psychology department at a London University where she was jointly responsible for the Athena Swan submission. She is passionate about equality and has relished working with students from diverse backgrounds as a co-creator of their learning.			

Table 2a1 The Solent self-assessment team				
Stephen Desmond	Senior Lecturer in Film and TV Production	FBLDT	8	White-Irish, White-British, & Black African. GB non-national
	Stephen is a Trustee of 'Reconnect' bringing refugee teachers into UK HE and a Police Liaison and Neighbourhood Watch Co-ordinator. He was awarded "Pride In Our People" for community work.			
Sukaina Dykes	Senior Library Assistant (Cataloguing and Metadata)	Library and Learning Services	3	East African Asian British
	Sukaina is a library graduate and a certified member of the Chartered Institute of Library and Information Professionals. She is committed to the professional ethics of upholding equality and diversity.			
Dr Jessica Holtaway	Lecturer in Visual Communication		6	White British
	Jessica is passionate about equality and inclusivity and is committed to the urgent work of tackling racial inequality within education. Jessica is also part of the Action Group for FACE.			
Johnny Hopkins	Senior Lecturer in Music and Media Industries	FBLDT	8	
	Johnny is of English, Russian and Ukrainian Jewish heritage. His PhD focuses on music, the Union Jack and nationalism which involves investigating institutional racism in the music and media industries.			
Martin James	Professor of Creative and Cultural industries	FBLDT	10	White British
	Martin is committed to equality. Throughout his career, he has actively enabled colleagues from diverse backgrounds to grow their careers and mentored colleagues of colour from organisations throughout the world.			
Marie Jiskoot	Senior Partnerships Officer	External Relations - Partnerships Team	6	Mixed White & Black African British & Rwandan
	Marie is a mixed-race bilingual individual of East-African origin; Marie has a strong commitment to promoting and encouraging equal opportunities and increasing B.A.M.E. representation in HE.			
Professor Peter Lloyd ARE Co-chair	Dean, Faculty of Creative Industries, Architecture and Engineering	VCG	NA	White British
	As a parent in a dual heritage family, issues of race and equality are personally important and core to his visual arts practice and research. He has used his			

Table 2a1 The Solent self-assessment team				
	external committee and board positions to advocate for and act as an ally to B.A.M.E. people.			
Sharon Lloyd	Course Leader, Make-up & Hair Design	FCIAE	8	Black Caribbean British
	Sharon is Race and Qualities Advisor for Education, British Beauty Council. She is also co-founder of FACE - Fashion Academics Creating Equality which centres on Recruitment, Progression, Curriculum and Culture.			
Sarah Longbottom	Student Achievement Team Leader	Student Experience	6	White British
	Sarah is committed to and passionate about ensuring equality in achievement and success for all students. Sarah works closely with Freshfields annually supporting Solent students applying for their Stephen Lawrence Scholarship scheme.			
Professor Nona McDuff OBE	Pro Vice-Chancellor, Students and Teaching	VCG	NA	Asian (Indian) British
	Nona was awarded an OBE for her services to diversity higher education. She has advocated for race equality both in her institutions and in the sector throughout her career. Nona is well known for her work on the B.A.M.E. awarding gap and the Inclusive Curriculum Framework.			
Dr Terence McSweeney	Senior Lecturer in Film and Television	FBLDT	7	White British
	Terence's teaching and research has centred around the representation of politics, history and ideology onscreen in global cinema and is passionate about decolonizing the study of film.			
Sarah Mepham	Senior Lecturer in Performance	FCIAE	7	White British
	Sarah is a parent in a dual heritage family. She is committed to equality and diversity in Performance and is currently participating in sector discussions about race equality and casting.			
Puja Mishra	Lecturer in Engineering	FCIAE	6	Indian British
	Being an ethnic minority and an Engineer, Puja works on gender and racial inclusivity and support to close gaps and diversify talent in STEM courses particularly in engineering.			
Kayleigh Newell	People Information Officer	People and Development	5	White British

Table 2a1 The Solent self-assessment team				
	Kayleigh is passionate about identifying areas for positive change to make the University more inclusive for all and believes that the staff data is instrumental in supporting this work.			
Dr Bruno de Oliveira	Lecturer in Psychology	FSHSS	6	Mixed/Latin Brazilian/British
	Bruno has worked to engage disadvantaged groups in HE and to tackle complex social issues. He's written to the BPS on the need for psychology to be more diverse.			
Annie Sanger-Davies	Senior Lecturer in Musical Theatre	FCIAE	7	White British
	Annie has worked as a singing teacher and fervently believes that everyone should have a voice. She has worked for the NSPCC as a child and family advocate.			
Dr Zahida Shah	Senior Lecturer in Business	FBLDT		British-Pakistani British
	Zahida is a second-generation British Pakistani female. She has undertaken research that has impacted on policy for women's enterprise and the development of social enterprises.			
Simone Simmons	Senior Widening Participation Officer	External Relations – Access and Widening Participation Team	6	Black Caribbean British
	Simone is a first-generation graduate of Afro-Caribbean heritage. Recognising how HE can change the course of a person's life is why Simone is passionate about diversity and inclusivity in HE.			
Sonia Sood	Achievement Analyst	Student Experience	5	British Indian
	Sonia's role involves analysing data to understand the impact of interventions, including equalities data. Sonia feels strongly about tackling inequality and enabling learners from all backgrounds to achieve their potential.			
Ro Tomlin-Wills	Solent Students' Union, Head of Student Inclusive Curriculum Consultant (SICC) Co-ordinator.	SLTI	4	White British
	Ro demonstrated her passion for equality, diversity and inclusion as a sabbatical officer and is now working with staff and students to further improve representation, progression and success by removing barriers. Ro consults with the SICCs who are diverse students, trained in EDI and paid.			

Table 2a1 The Solent self-assessment team				
Geeta Uppal	Senior Access and WP Officer	ER	6	Indian British
	An Oxbridge graduate of Indian heritage, Geeta works directly with schools and colleges to help raise aspirations and to identify and break down societal, cultural and racial barriers to success.			
Sonia Otieno	Applied Human Nutrition	Student	N/A	Prefer not to say
	A Student on our level 6 programme who is committed to ensuring that B.A.M.E. students do not experience barriers to achieving their potential at university.			
Ciprian Chiru	Head of Student Education	Sabbatical Officer, Student Union	N/A	Indian Prefer not to say
	A sabbatical officer who as a mature international student has an intersectional insight into challenges faced by students and can influence the direction of the SU strategy and actions.			

Our Student Inclusive Curriculum Consultants

"I have learned that every single student has a voice and that the changes need to come from us"

"Education is for everyone and that should be reflected in the curriculum"

"An inclusive curriculum is a way to make everyone feel like they belong and give them the tools they need to succeed."

"Solent will consider how people from different regions, race or background process things and tailor a module or unit to support everyone's skills and understanding"

"A fully inclusive curriculum helps to show students from all walks of life, that they are in a safe environment here at Solent, where everyone is not only accepted, but celebrated."

Table 2a2 SAT Working Groups			
Section		Section title	Working Group
	1	Letter of endorsement from Vice-Chancellor Deans statements	Professor Karen Stanton, Professor Nona McDuff, Professor Peter Llyod, Dr Diane Bray, Associate Professor Paul Marchbank Professor Syamantak Bhattacharya
The self-assessment process	2a	Description of the self-assessment team	Alexandra Banks Diane Bray Peter Lloyd
	2b	The self-assessment process	
	2c	Involvement, consultation and communication	

Section		Section title	Working Group
	2d	Future of the self-assessment team	Nona McDuff Sarah Longbottom
Institution and local context	**3a**	Overview of your institution	Janet Bonar Gemma Baker Jessica Holtaway Martin James (Chair) Marie Jiskoot
	3b	Overview of the local population and context	
Staff profile	**4a**	Academic staff	
	4b	Professional and support staff	
	4c	Grievances and disciplinaries	
	4d	Decision-making boards and committees	
	4e	Equal pay	
Academic staff: recruitment, progression and development	**5a**	Academic recruitment	Garfield Benjamin Sharon Lloyd (Chair) Annie Sanger-Davies Zahida Shah
	5b	Training	
	5c	Appraisal/development review	
	5d	Academic promotion	
	5e	Research Excellence Framework (REF)	
	5f	Support given to early career researchers	
	5g	Profile-raising opportunities	
Professional and support staff: recruitment, progression and development	**6a**	Professional and support staff recruitment	Sophia Basi (Chair) Sukaina Dykes Kayleigh Newell
	6b	Training	
	6c	Appraisal/development review	
	6d	Professional and support staff promotions	
Student pipeline	**7a**	Admissions	Karen Arm Stephen Desmond Johnny Hopkins (Chair) Sarah Mepham Ruhina Noory Bruno de Oliveira Simone Simmons Geeta Uppal
	7b	Undergraduate student body	
	7c	Course progression	
	7d	Attainment	
	7e	Postgraduate pipeline	
	7f	Postgraduate employment	
Teaching and Learning	**8a**	Course content/syllabus	
	8b	Teaching and assessment methods	
	8c	Academic confidence	
	9	Any other information	All
	10	Action Plan	All

The table title "Table 2a2 SAT Working Groups" with column headers "Section", "Section title", "Working Group" appears at the top.

Table 2a2 SAT Working Groups			
Section		Section title	Working Group
	11	Staff and student survey	Kola Adeosun (Chair) Terence McSweeney Puja Mishra Ro Tomlin-Wills

Table 2a3 SAT Time Allocation	
Activity	**Hours**
Attendance and participation at full SAT meetings (3 hours x 4 meetings)	12
Development activities	8
• Workshop – introduction to race equality, challenges and strategies (3 hours)	
• Turning Race Charter Mark data into insight (3 hours)	
• Reading race equality reports (2 hours)	
Sub-group work	28
• Attendance at sub-meetings (3 hours x 4)	
• Work needed to be carried out between meetings (4 hours x 4)	
Total	48

2b The self-assessment process

The Solent SAT has been established since June 2020 and has met six times. All meetings have been online due to covid restrictions. Additionally, working groups met approximately every two weeks. REC is included as a target in Solent's Access and Participant Plan 2020/1 – 2024/5 to secure Bronze by 2022-23 and Silver by 2025-26, as a KPI in Strategy 2025 and the EDI action plan. The SAT reports to the Safeguarding, Equality and Wellbeing Committee (ES&W) which in turn reports to the Vice Chancellor's Group.
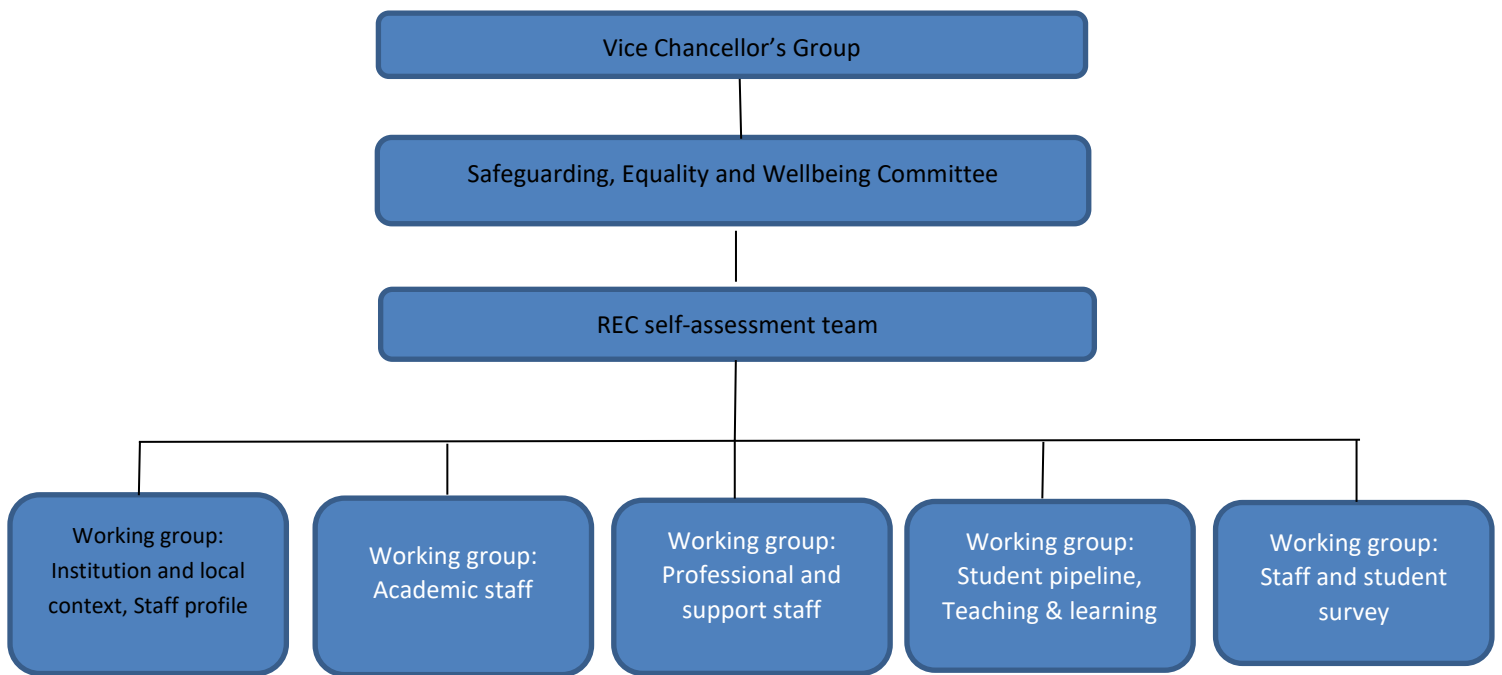
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                    │        Vice Chancellor's Group            │
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                    │  Safeguarding, Equality and Wellbeing     │
                    │             Committee                     │
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                    │        REC self-assessment team           │
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| Working group: Institution and local context, Staff profile | Working group: Academic staff | Working group: Professional and support staff | Working group: Student pipeline, Teaching & learning | Working group: Staff and student survey |

Table 2b1 Race Equality Charter Mark self-assessment meetings and reports	
Meeting Date	**Key outcomes**
26/6/20	**Race, racism and the academy – UK HE sector data Presentation & discussion** **Led by: Professor Peter Lloyd (Dean, SADF)** **The Race Charter Mark ambitions and process** **Led by: Dr Diane Bray (Dean, SSHSS)** No. Of attendees: 21 Outcome: - Understanding of context of race and stubborn inequalities in higher education - Discussion of what race equality meant for people - Agreement that the process and knowledge acquisition was the key benefit for Solent - Understanding of the process and agreement on how work would be allocated
30/9/20	SAT training: **Race Equality in higher Education** **Dr Dom Jackson-Cole, Equality, Diversity and Inclusion Learning Adviser, SOAS University of London** Outcome was understanding of: - Experiences of racism in institutions

	- Concept of privilege and white fragility - How to build courage using data and tackling bias and micro-aggressions - Strategies for success No. Of attendees: 25
13/10/20	REC processes and requirements of working groups Briefing: Overview of Solent Student attainment data Briefing: Overview of Solent People and development data **The B.A.M.E. awarding gap analysed by value added data** **Nona McDuff, Pro-Vice Chancellor, Students and Teaching** Outcome: - Understanding of awarding gap and value-added score - Agreement on Solent's three-pronged approach to the awarding gap - Insight into the concept and implementation of the inclusive curriculum framework - Personal and collective contributions to eliminating the awarding gap No. Of attendees: 24
24/11/20	Updates and discussion on self-assessment progress from Working Groups No. of attendees: 21 Outcomes: - Initial reviews of staff and student data - Understanding of progress each group had made - Information to date confirmed with senior staff - Staff development gaps identified and opportunities agreed
21/01/21	**SAT presentation to Equality, Safeguarding and Wellbeing Committee** Presentation on progress of the REC and working group discussions. Outcomes: - Raising awareness of the progress on REC and the working groups - Process issues raised and taken forward by the chair - Recommendations for the inclusion of information in the REC stated and used to inform the working group - Chair supplied with information to update VCG
16/2/21	**Diversity and the UK: Just how diverse is our business community?** **Led by: Dr Zahida Shah, Senior Lecturer in Business Management** Outcomes - Feedback from Equality, Safeguarding and Wellbeing Committee. - Calendar of events confirmed for 2022. - Agreement of plan for promotion of staff and student surveys - Agreed approaches to data analyses and benchmarking No. Of attendees: 20

31/3/21	**SAT discussion: B.A.M.E. – Is this term appropriate?** **Led by: Bill Acharjee, Chair of the Solent B.A.M.E. staff network** Discussion on terminology and with suggestions including Black and Brown but no consensus reached. Note – follow on work post the HERAG 'Beyond B.A.M.E: in search of a new category, the group decided via the Teams discussion board that in given the lack of institutional consensus the term B.A.M.E would be used for this application, but the group would revisit this as part of a B.A.M.E staff and student event. Working Group progress updates, themes emerging identified. Next steps confirmed No. Of attendees: 24
19/04/21	**SAT presentation to Equality, Safeguarding and Wellbeing Committee** Outcomes: - Update on the SAT workshops, - themes from external networks and events, - presentation from Culture Shift the harassment reporting tool and surveys. - Next steps confirmed
5/5/21	**Solent as a third-party hate crime reporting centre** **Led by: Daniel Inns, Deputy Head of Student Experience** **Enhancing the inclusivity of courses at Solent University – The Inclusive Curriculum Framework** **Dr. Karen Arm** Outcomes: - Understanding of the services offered as part of the hate crime reporting centre. Dissemination proposals discussed with recommendations offered. - Progress made on the ICF - Feedback from Equality, Safeguarding and Wellbeing Committee. - Working group progress updates - Confirmation of findings and emerging themes and early actions - Deadline for first drafts set for June 15th 2021 No. Of attendees: 25
29/06/21	**SAT Update to Vice Chancellor Group** Outcomes: - Update on the progress of the SAT and discussion on findings, - Raising awareness of the emerging key themes and early actions. - Confirmation that VCG approved of the direction - Feedback issued to SAT members with no substantial changes to draft actions.

	No. of attendees: 10 plus SAT presenters
8/2/22	**SAT presentation to Vice Chancellor's Group** Outcome: - Final sign off on the accuracy of the REC and pledge of commitment to the delivery of the Action Plan. No. of attendees: 10 plus SAT presenters

Table 2b3 Working group meetings		
Working group meetings	Chairs of working groups arranged their own schedule for meetings and groups met approximately **every three weeks**.	Oct 2020 – Jun 2021
Data support meetings	Each working group had a formal support meeting with the project co-ordinators and the Achievement Analyst from the Student Achievement Team to support interpreting data, presenting data, drawing conclusions and constructing narrative.	Mar 2021
Monitoring meetings	The SAT Co-chairs led a collaborative discussion with each working group to facilitate finalising action points and conclusions.	May 2021
External reviewer meetings	A Critical Friend met with each working group for 1 hour to review their data analyses, conclusions and action points identified.	Jul – Sep 2021

2c Involvement, consultation and communication

Table 2c1 Consultation Methods			
Action	**Communication**	**When**	**Participation Rates**
REC staff survey	Promotion on staff portal. Email/Teams messaging to staff groups including the Staff B.A.M.E. Network, Women Achievers' Network, Staff Scene. Promotion through faculty forum meetings. Promotion through VCG newsletters occurring bi-weekly	Jan – Feb 2021 March – May 2021	205 (18.79% of staff population

REC student survey	Email to all students from the SU. Promotion on student portal. Promotion by academic staff to teaching groups. Promotion using all available Solent social media channels. Promotion also through the Solent Online Learning pages, the university learning Moodle.	Jan – Feb 2021 March – May 2021	127 (1.29% of student population)

To promote the survey, staff and students completing the survey had the option of entering into a prize draw to win a limited-edition print of 'The Navigator' by Professor Peter Lloyd.
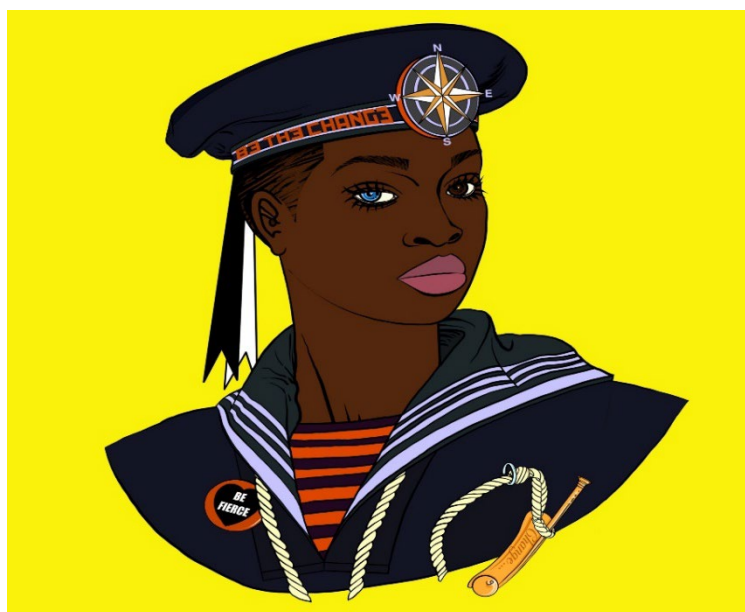
Table 2c2 Profile of staff and student survey respondents by nationality				
	% of staff respondents	% of staff demographic	% of student respondents	% of student demographic
UK British	80.0% (164)	16.7%	62.2% (79)	1.1%
EU	3.9% (8)	13.3%	26.0% (33)	2.1%
Outside of EU	2.9% (6)	11.5%	5.5% (7)	0.6%
Prefer not to say their nationality	13.2% (27)	*	6.3% (8)	*

*Many more participants preferred not to give their nationality in comparison to the data held by P&D

Table 2c3 Profile of staff and student survey respondents by ethnicity				
	% of staff respondents	% of staff ethnic population	% of student respondents	% of student ethnic population
B.A.M.E.	16.6% (34)	27.4%	15% (19)	0.8%
White	71.7% (147)	15.4%	61.4% (78)	1.1%
Prefer not to say their ethnicity	11.7% (24)	*	23.6% (30)	9.9%

*Many more participants preferred not to give their nationality in comparison to the data held by P&D

Table 2c4 Profile of staff and student survey respondents by ethnicity				
	% of staff respondents	% of staff ethnic population	% of student respondents	% of student ethnic population
Black	3.4% (7)	25.9%	3.1% (4)	0.7%
Asian	5.9% (12)	15.8%	2.4% (3)	0.3%
Minority Ethnic	7.3% (15)	7.1%	9.4% (12)	1.8%
White	71.7% (147)	15.4%	61.4% (78)	1.1%
Prefer not to say their ethnicity	11.7% (24)	*	23.6% (30)	9.3%

We recognise that the response rate for both the staff and student surveys was low, however, enhanced analysis of response by ethnicity (**Table 2c4**) shows that Black staff were proportionately more likely to respond to the survey. In terms of respondents a slightly greater number of Minority Ethnic staff contributed to the survey and the picture is similar in the student survey. This means that the views of Minority Ethnic staff have had a greater influence in shaping actions. With this understanding, we have therefore asked the BAME Staff Network, the SU and SAT to review the action plan to broaden the voices testing and validating agreed actions. We will run focus groups for staff **(AP3)** and students **(AP4)** to explore themes emerging when survey data is analysed by ethnic groups.

We were disappointed that response rates to the staff and particularly the student survey were low (18.8% of staff and 1.3% of students) despite the SAT team monitoring response rates and increasing promotion activities and communications to staff and students. The surveys were live during the national lockdown and the SAT team concluded that the online working/studying negatively impacted the promotion of the surveys and made it difficult to raise staff and student awareness. Responses in the survey indicate that levels of trust and confidence in Solent's commitment to race equality were low. Staff and students may have doubted that completing the survey would have made any

difference. These factors most likely impacted participation. Co-creating solutions with all ethnic groups is key to ensuring we increase the response rates and the richness of information we use to act on in future.

We recognise that increasing staff and student engagement in future REC surveys will reflect an increasing confidence in institutional and local level engagement with race equality issues, the active and sustained championing of the race equality agenda from senior leaders and the visibility of actions and change taking place. We will therefore develop and execute a comprehensive communication plan is needed **(AP 5).** Alongside this we will make a concerted effort to ensure greater engagement in future surveys **(AP 6**) and put in place mitigating actions to collect feedback from a range of staff including ECRs after the next staff survey in 2023 **(AP 7).**

A statement from the B.A.M.E. staff network:
'The B.A.M.E. network actively promoted both surveys to members and encouraged them to respond as well as disseminate to their colleagues and students. Capturing the lived experiences of B.A.M.E. staff and students and the solutions they propose is critical to impactful change.'

The self-assessment process included feedback from:
- Students: The SICCs co-ordinator, the student representative and the Student Union. The SU and the SICC co-ordinator were an active part of the SAT process, they worked particularly closely with the survey group to promote the survey to students and worked with the group to analyse the results. They brought in the lived experiences (including via the SICCs) needed to ensure a relevant plan. The SU also reviewed and approved the Action Plan.
- Staff: Findings from the REC staff survey were shared with the B.A.M.E. Staff Network who brought in the lived experiences and who were consulted about the actions needed to address issues raised within the survey results and those generally highlighted by the REC SAT process.

Information about the REC, SAT process and survey outcomes were communicated regularly through several channels.

Responsibility	Communication
VC	The Vice Chancellor provided information on the REC at the Vice Chancellor's All-Staff briefing and weekly newsletter
VC	The Vice Chancellor reported on the REC, key findings and surveys at Academic Board
PVC	The Pro Vice Chancellor provided information on the progress of the REC at the PVC all staff briefing sessions

PVC	The Pro Vice Chancellor with the support of the Co-Chairs and the REC Co-ordinator (Head of Student Success) communicated information, progress, key findings and data analysis on the REC to the Student Union sabbatical officers as part their of weekly updates
Co-Chairs	The Co-Chairs provided updates to the VCG regularly and as part of their key themes in the Deans' session of the All-Staff briefings.
Co-Chairs	The Co-Chairs and members of the SAT disseminated data analysis, key findings and the Action Plan to the BAME staff network and Solent Voice (staff committee led by the PVC Research)
Co-Chairs	Information about the REC application including survey results are available on the staff and student portal
SAT	The information about the REC, key findings and survey results were presented at the Student Board by representatives of the REC SAT
SAT	The SAT included representation from each School and service and member had specific responsibility to feedback to their School or service.
SAT	The SAT reported, and had a standing agenda item on the Equality, Safeguarding and Wellbeing Committee. Managers on this committee also have responsibility to feedback to their School/Service.
SAT	The SAT chairs regularly communicated emerging outcomes, themes and areas for action to the Vice Chancellor's Group. The SU, as part of the SAT, and Student Diversity Network were responsible for feeding back outcomes and progress to students

2d Future of the self-assessment team

= The REC group will continue as a cross university group to implement the Action Plan. The group will continue to be co-chaired by Deans and overseen by the PVC, Students and Learning. Membership will be developmental for staff on a roll-on/roll-off basis annually, thus resulting in greater institutional learning. This can only happen if race equality work is recognised, celebrated and has the visible support of the VC and VCG. This REC group will also take responsibility for the next REC application in four years with time allocated to recognise the importance of this work (**AP 8, AP 9, AP 10**).   Progress against the Action Plan will be reported to the ES&W Committee and in turn reported to VCG. VCG's support is underpinned by regular briefings, thorough discussion to create deep understanding of the issues and to commit to agreed responsibilities.

Overall progress and impact will also be evaluated by the B.A.M.E. Staff Network and Student Union and included in future reporting.

AP 3 - Run focus groups to explore the differentials in responses of Black and Asian staff, to gain greater insight into their experiences and to inform the development of the staff training programmes and policies.

AP 4 - Run focus groups to explore the differentials in responses of B.A.M.E. students to gain greater insight into student experiences and to inform the development of the staff and student training programmes.

AP 5 - Develop and implement a multi-media communication plan to raise awareness of a) the progress made on the REC to senior leaders and the wider staff and student community and b) to further raise awareness of race equality so staff and students are comfortable to discuss and challenge racism.

AP 6 - Develop solutions to increase staff and student engagement in future surveys. The SAT have started to brainstorm this already.

AP 7 - Run at least 3 staff (including B.A.M.E ECRs) and 3 student focus groups within 12 weeks of the completed survey analysis to ensure the views of different ethnic groups and staff types are captured, to explore themes emerging from future survey responses to facilitate greater insight into issues and inform subsequent actions.

AP 8 – Recognise and celebrate the work of the Race Equality Charter group to raise the profile of race equality work.

AP 9 - Promote the personal and career development benefits of joining the REC group to enable greater participation via an annual roll on-roll off membership process.

AP 10 - Continue to allocate VCG agreed 48 hours per year to staff to take part in the Race Charter Group to recognise the importance of this work and enable staff with a variety of personal and professional experiences to participate in promoting and driving our REC agenda.

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3 INSTITUTION AND LOCAL CONTEXT

3a Overview of institution

With an enrolled population of 9826 in 2020/21 Solent is a small university in the city centre of Southampton.

Student Demographics Dashboard

Gender

2020	Female 46.4%	Male 53.6%

Low Participation Neighbourhood Flag

2020	No 70.3%	Yes 29.7%

HESA Declared Disability

2020	No 83.8%	Yes 16.2%

Age Band at Course Start

2020	20 and Under 61.1%	21-24 19.3%	25-29 7.9%	30 and Over 11.7%

Distance From Home(km)

2020	0-19 23.0%	20-49 15.0%	50-99 16.1%	100+ 45.9%

Ethnicity Grouping

2020	White 73.3%	Asian or Asian British 11.5%	Black, African, Caribbean or Black British 5.5%	Mixed or Multiple ethnic groups 4.5%	Other ethnic group 1.9%	Not Known 3.3%

HESA Qualification on Entry

2020	A/AS level 6.2%	Diploma at level 3 7.5%	Level 3 qualifications of which all are subject to UCAS Tariff 1.5%	Not known 57.8%

There has been an educational establishment on the site of the main campus since 1856, and in 2005 Solent gained university status specialising in: Maritime Business, Law, Fashion, Sport & Creative *industries*. The University has TEF Silver and was shortlisted for the Times Higher University of the Year award 2019. It was shortlisted NUE Best Collaboration between University and Employer 2021 and in 2019 was awarded QS 5 stars for employability.

Following a change in structure, in August 2020 Solent moved from 5 schools to three faculties (**Figure 3a1**) FCAIE (24% of students), FBDLT (48% of students), FHSS (22% of students) and one school WMS (6% of students).

Solent University - Hierarchy Structure

Board of Governors

Vice-Chancellor's Group

Faculty of Business, Law and Digital Technologies (FBLDT)
- Computing
- Cultural Production
- Film and Digital Arts
- Marketing, Journalism and Communications
- Solent Business School
- Solent Law School
- TV and Sound

Faculty of Creative Industries, Architecture and Engineering (FCIAE)
- Architecture, Design and The Built Environment
- Engineering
- Music and Performance
- Postgraduate Fashion Provision
- Undergraduate Fashion Provision
- Visual Communication and Applied Arts

Faculty of Sport, Health and Social Sciences (FSHSS)
- Education and Sociology
- Football Performance and Participation
- Health and Exercise Science
- Health and Social Care
- Psychology
- Sport Management
- Sport Science and Performance

Warsash Maritime School (WMS)
- Cadet Education
- Maritime Professional Courses

Professional Services

Estates and Facilities
External Relations
Finance Service
Information and Communications Technology
Library and Learning Service
People and Development
Policy, Governance and Information
Project Management Office
Quality Management
Research Innovation and Enterprise
Solent Learning and Teaching Institute
Solent Sport
Specialist Facilities
Student Experience
Vice-Chancellor's Office

Solent University Strategy 2025
READY FOR THE FUTURE

Mission	To enable our learners to be work-ready, world ready and future ready.
Vision	By 2025 we will enable students to succeed by being a University that: • Transforms the lives of people from all backgrounds, through learning that is relevant to the real world. • Provides an outstanding student experience through our exceptional staff and facilities. • Excels at providing its learning community with the confidence, skills, knowledge and experience that they need to successfully pursue fulfilling lives and life changing careers. • Delivers a unique curriculum shaped around inspiring industrial partnerships, ground-breaking professional insights, knowledge exchange and research. • Makes a material impact on environmental sustainability.
Our values	Engagement & Inclusivity / Ownership & Teamwork / Respect & Integrity
Strategic priorities	Student Success / Research and Knowledge Exchange / Engaging with our Communities
Strategic Foundations	Environmental Sustainability / Financial Sustainability / Partnerships / International
Strategic KPIs	Student success | Positive impact on the community | Research and knowledge exchange | Financial sustainability | Environmental sustainability | Student success (Recruitment, Recognition for teaching excellence, University reputation) | People experience (Beacon for student & staff health & wellbeing, Students, Staff, Equality of opportunity)
Enabling strategies	Financial | Learning & Teaching and Student Achievement | People & Culture | Digital | Estates & Residencies | Environmental | Brand, Marketing and Recruitment | Research and Knowledge Exchange | Internationalisation | Communities Impact (Civic, Alumni, Funding, Local Communities, Business Development) | Academic Portfolio

Our 'Ready for the Future' strategy (**Figure 3a2**) focuses on ensuring our students are given the tools they need to move forward in successful careers no matter what their background. Solent is in the top 10 in the country for the number of graduates who start up their own business and Solent's Future Ready strategy is a key priority, we are committed to supporting entrepreneurial students, graduates and alumni and celebrating their success.

EDI Plan 2025

We want to create positive change that is valued by our diverse communities including those that work, study or visit Solent, and have developed a clear statement of commitment on EDI, alongside a plan to create a more inclusive environment.

Our EDI Plan provides coherent direction for our ambition to become an inclusive university (Strategy 2025) by bringing together the REC, Staff Equality targets, AP&P, Equality Impact Assessments (EIAs) and wider actions to create an inclusive environment. The EDI Plan clearly articulates our commitment and core values of inclusion expressed as targets and accompanied by actions, financial commitment and a governance structure which includes the VCG and the Board of Governors.

Notwithstanding the comprehensive nature of the EDI Plan, a key aspect of the EDI plan is on harassment, racism and discrimination which has a toxic effect on our staff, students and communities. As can be seen from the staff survey responses below, most staff in the survey recorded that they had

not been the victim or witnessed racial discrimination on campus (**Figures 3a3, 3a4**). However, the quotes from staff suggest staff are not confident in the reporting processes. The outcomes of the staff survey and the working group meeting in May identified a need to further develop the reporting of racially motivated incidences at Solent and investigate the equality training (**AP 41, AP 42**).

Figure 3a3 Data from REC staff survey.

11 I have witnessed or been the victim of racial discrimination on campus.

Strongly disagree — 87 (42.4%)
Disagree — 54 (26.3%)
Slightly disagree — 8 (3.9%)
Neither agree nor disagree — 11 (5.4%)
Slightly agree — 15 (7.3%)
Agree — 15 (7.3%)
Strongly agree — 15 (7.3%)
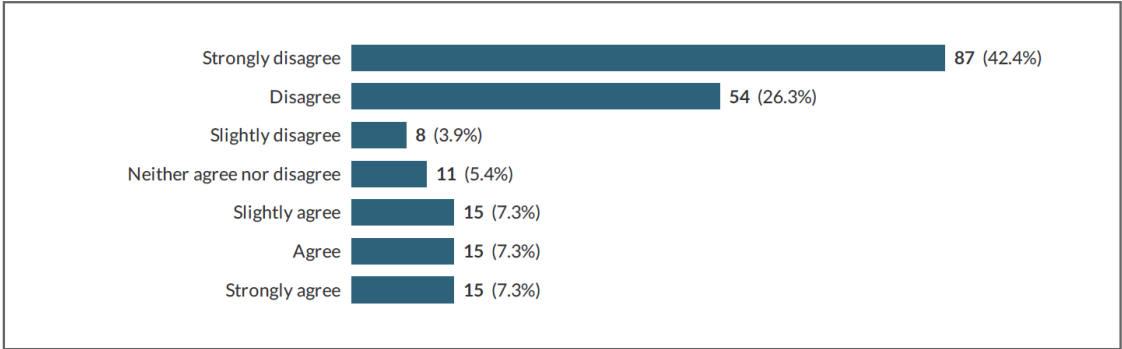
Table 3a1 Staff survey question 11 - I have witnessed or been the victim of racial discrimination on campus. Profile of staff survey respondents by ethnicity

	% Black respondents	% Asian respondents	% Minority Ethnic respondents	% White respondents	% Respondents, ethnicity unknown
Strong disagree	42.9% (3)	41.7% (5)	28.6% (4)	46.3% (68)	28.0% (7)
Disagree	0.0%	25.0% (3)	14.3% (2)	29.3% (43)	24.0% (6)
Slightly disagree	0.0%	0.0%	0.0%	4.1% (6)	8.0% (2)
Neither agree nor disagree	14.3% (1)	0.0%	0.0%	5.4% (8)	8.0% (2)
Slightly agree	14.3% (1)	0.0%	21.4% (3)	6.1% (9)	8.0% (2)
Agree	0.0%	8.3% (1)	7.1% (1)	6.1% (9)	16.0% (4)
Strong agree	28.6% (2)	25.0% (3)	28.6% (4)	2.7% (4)	8.0% (2)

Figure 3a4 Data from REC staff survey.

13 If I reported a race-related incident to my institution, appropriate action would be taken.

Strongly disagree	15 (7.4%)
Disagree	8 (3.9%)
Slightly disagree	10 (4.9%)
Neither agree nor disagree	42 (20.7%)
Slightly agree	12 (5.9%)
Agree	76 (37.4%)
Strongly agree	40 (19.7%)
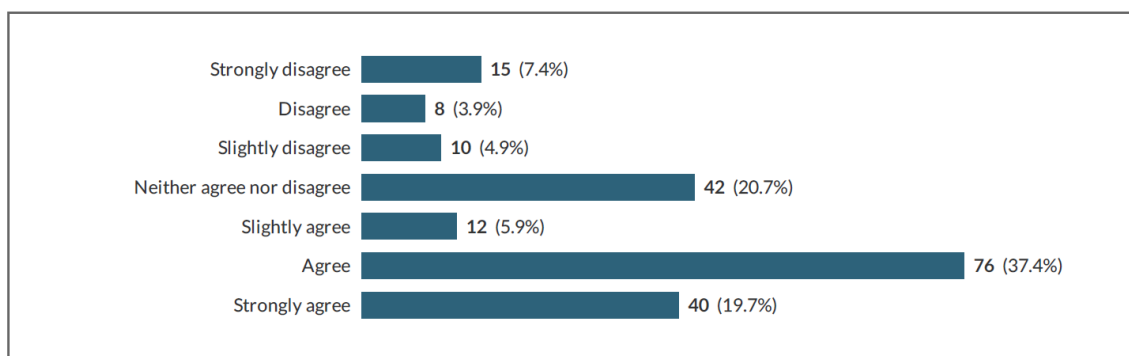
Table 3a2 Staff survey question 13 - If I reported a race-related incident to my institution, appropriate action would be taken. Profile of staff survey respondents by ethnicity

	% Black respondents	% Asian respondents	% Minority Ethnic respondents	% White respondents	% Respondents, ethnicity unknown
Strong disagree	14.3% (1)	16.7% (2)	28.6% (4)	3.4% (5)	12.0% (3)
Disagree	0.0%	8.3% (1)	7.1% (1)	1.4% (2)	16.0% (4)
Slightly disagree	0.0%	0.0%	14.3% (2)	3.4% (5)	8.0% (2)
Neither agree nor disagree	14.3% (1)	25.0% (3)	7.1% (1)	19.7% (29)	32.0% (8)
Slightly agree	28.6% (2)	0.0%	7.1% (1)	5.4% (8)	8.0% (2)
Agree	28.6% (2)	41.7% (5)	28.6% (4)	40.8% (60)	20.0% (5)
Strong agree	14.3% (1)	8.3% (1)	7.1% (1)	24.5% (36)	4.0% (1)
No answer	0.0%	0.0%	0.0%	1.4% (2)	0.0%

Quotes from staff include:

"I am not aware whether the institution has a process in place to deal with these issues. More transparency in terms of the nature of incidents and how they are reported and dealt with would help with this." Asian, female.
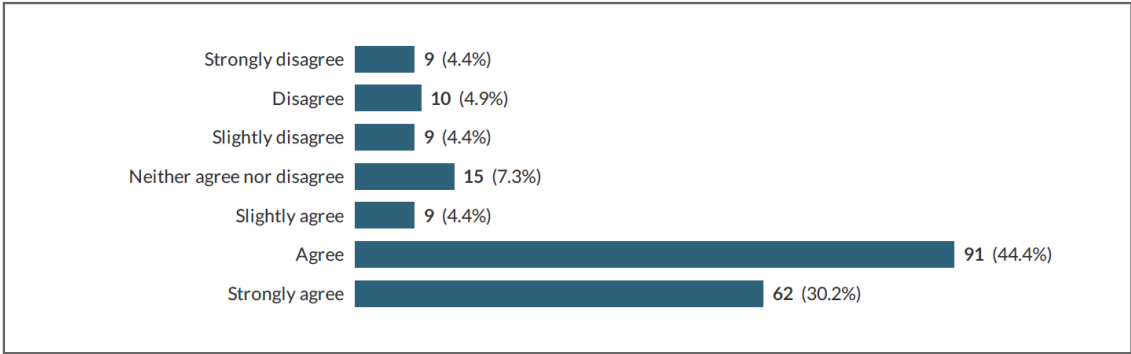
"The current system of reporting does not work. There needs to be an independent reporting system" Black Asian mixed heritage, gender not disclosed.

"A complaints system exists but it deals with complaints in the broad sense, I would like to see this system refined to recognise racist complaints." White British, male.

Despite small numbers of respondents when disaggregated by ethnic group, we can nevertheless conclude that staff of all ethnicities perceive incidents of racial discrimination on our campus (**Table 3a1**) and in addition there is no consensus that appropriate action is taken when a race related incident is reported **(Table 3a2).** We will eliminate all racist incidences through a series of planned actions relating reporting and addressing racial harassment (See Action Plan Aim 7: To eradicate race related incidents at Solent and improve staff and student experience of formal process' including the implementation of a new reporting system supported by new processes **(see AP 41)** and an extensive programme of race equality training including bystander training (**AP 11, AP 12**).

Figure 3a5 Data from REC staff survey.

5   I believe I am treated equally by colleagues, irrespective of my ethnicity or race.

Strongly disagree	9 (4.4%)
Disagree	10 (4.9%)
Slightly disagree	9 (4.4%)
Neither agree nor disagree	15 (7.3%)
Slightly agree	9 (4.4%)
Agree	91 (44.4%)
Strongly agree	62 (30.2%)

Table 3a3 Staff survey question 5 - I believe I am treated equally by colleagues, irrespective of my ethnicity or race. Profile of staff survey respondents by ethnicity

	% Black respondents	% Asian respondents	% Minority Ethnic respondents	% White respondents	% Respondents, ethnicity unknown
Strong disagree	14.3% (1)	16.7% (2)	14.3% (2)	0.0%	16.0% (4)
Disagree	0.0%	8.3% (1)	14.3% (2)	4.1% (6)	4.0% (1)
Slightly disagree	14.3% (1)	0.0%	0.0%	2.7% (4)	16.0% (4)
Neither agree nor disagree	14.3% (1)	0.0%	14.3% (2)	6.1% (9)	12.0% (3)
Slightly agree	14.3% (1)	16.7% (2)	7.1% (1)	2.7% (4)	4.0% (1)
Agree	0.0%	41.7% (5)	28.6% (4)	49.7% (73)	36.0% (9)
Strong agree	42.9% (3)	16.7% (2)	21.4% (3)	34.7% (51)	12.0% (3)

Figure 3a6 Data from REC staff survey.

6 I believe I am treated equally by students, irrespective of my ethnicity or race.

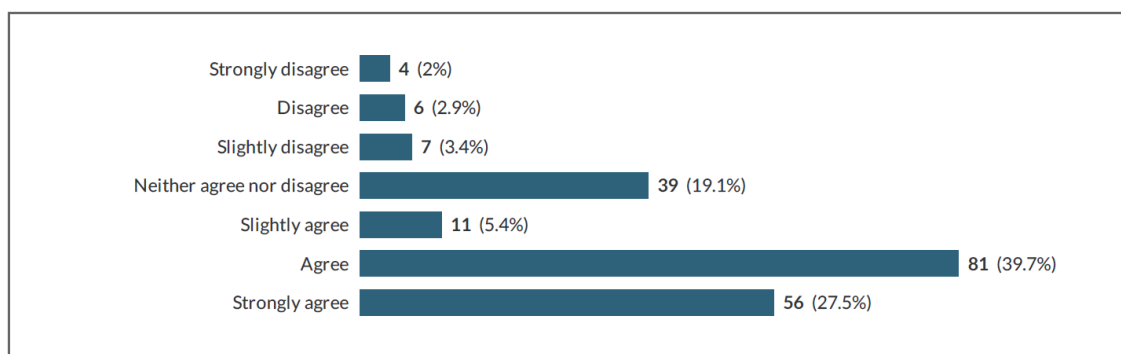| Response	Count (%)
Strongly disagree	4 (2%)
Disagree	6 (2.9%)
Slightly disagree	7 (3.4%)
Neither agree nor disagree	39 (19.1%)
Slightly agree	11 (5.4%)
Agree	81 (39.7%)
Strongly agree	56 (27.5%)

Table 3a4 Staff survey question 6 - I believe I am treated equally by students, irrespective of my ethnicity or race. Profile of staff survey respondents by ethnicity

	% Black respondents	% Asian respondents	% Minority Ethnic respondents	% White respondents	% Respondents, ethnicity unknown
Strong disagree	0.0%	0.0%	7.1% (1)	0.0%	12.0% (3)
Disagree	28.6% (2)	16.7% (2)	7.1% (1)	0.7% (1)	0.0%
Slightly disagree	28.6% (2)	0.0%	0.0%	2.7% (4)	4.0% (1)
Neither agree nor disagree	0.0%	16.7% (2)	35.7% (5)	16.3% (24)	32.0% (8)
Slightly agree	0.0%	8.3% (1)	0.0%	5.4% (8)	8.0% (2)
Agree	14.3% (1)	50.0% (6)	28.6% (4)	42.9% (63)	28.0% (7)
Strong agree	28.6% (2)	8.3% (1)	21.4% (3)	31.3% (46)	16.0% (4)
No answer	0.0%	0.0%	0.0%	0.7% (1)	0.0%

Even though the numbers are small we expect all staff to strongly agree with statements that they are treated equally by colleagues and students (**Tables 3a3, 3a4).** All ethnic groups were less likely to agree with these statements than White respondents, and Black staff were the least likely to agree. As already stated we will explore this via the B.A.M.E Staff Network through focus groups in 2022/23 (**AP 3**).

Based upon consultations with staff and student equality networks and the SU, the EDI plan also identifies the need for honest discussion and the need to ensure staff have EDI development to develop their knowledge, expertise, confidence and cultural competencies **(AP 12).**

AP 11 - Design and implement a VC approved Equality Essentials mandatory programme of staff training opportunities to develop understanding, knowledge and skills, cultural confidence and competence in relation to race equality.

AP 12 Create a programme of opportunities and support for students, staff and communities to engage in challenging conversations about race, ethnicity and racism to develop a culture of antiracism.

AP 41 Improve the way we report and deal with reports of race related incidences for staff and students and training required.

AP 42 Develop a marketing campaign to raise awareness of the University's commitment to racial equality and the zero tolerance of racial bullying and harassment

3b Overview of the local population and context

The University is situated in Bargate Ward, one of the five most deprived areas in Southampton with the largest population of 24,101 people or 9.4% of Southampton's total population (projected to increase by 4.8% between 2018 and 2025).

In Bargate, 23% of residents are from an ethnic group other than White British. (**Table 3b1)** an increase of 30% since the last census date.

Table 3b1 Ethnicity of neighbouring wards and Southampton						
	White	White Other	Mixed/multiple ethnic groups	Asian/Asian British	Black/African/Caribbean/Black British	Other ethnic
	%	%	%	%	%	%
Bargate	77%	11.5%	3.5%	12.0%	4.2%	3.3%
Bevois	59.9%	14.4%	3.5%	28.2%	6.1%	2.3%
Southampton	**85.9%**	**7.4%**	**2.4%**	**8.4%**	**2.1%**	**1.1**

Language

The 2019 Southampton school pupil census shows that 9,004 (27.8%) pupils use a first language other than English with Polish (8.3%) and Punjabi (2.0%) as the top two **(Figure 3b1).**

The 2011 Census, showed 7,522 households (7.7%) in Southampton have no one in them who speaks English as their main language, compared to 4.4% nationally.

Five most spoken languages in Southampton schools, excluding English: 2013 to 2019

■ Polish   ■ Panjabi   ■ Urdu   ■ Bengali   ■ Pashto/Pakhto

Source: Southampton City Council Children's Data Team
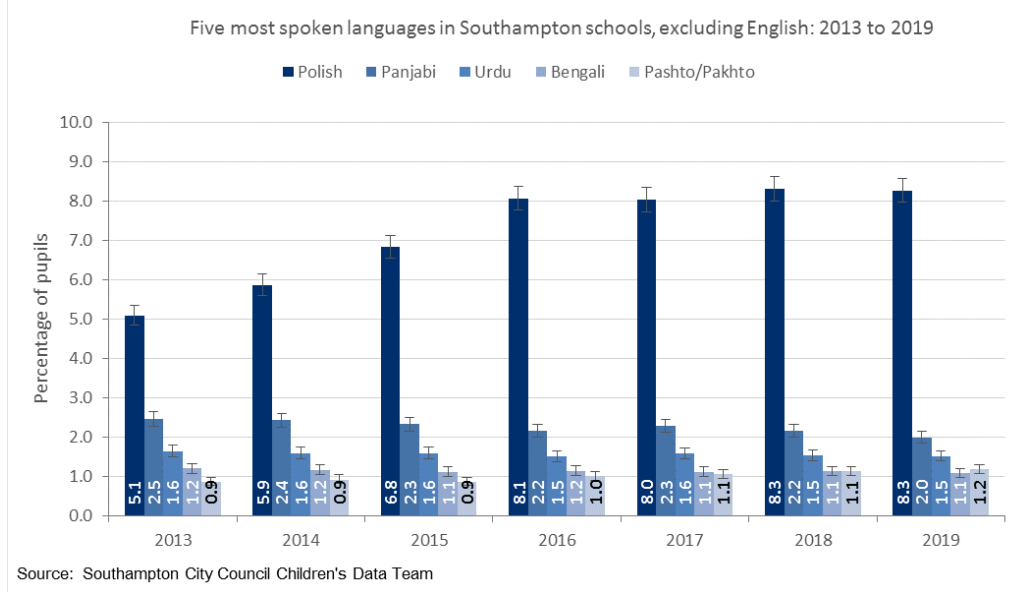
Religion

51.5% (England, 60%) of the population reported their religion to be Christian (2011 Census) (**Figure 3b2**). This is a fall of approximately 14% from the 2001 Census. The second largest religion in Southampton is Islam. In 2011, 4.2% of Southampton's population were Muslim.

Figure 3b2 Religious groups in Southampton and ONS comparators

Religious groups: Southampton and ONS comparators 2011 Census

■ Christian   ■ Buddhist   ■ Hindu   ■ Jewish   ■ Muslim   ■ Sikh   ■ Other religion   ■ No religion   ■ Religion not stated

Area	Christian	No religion	Religion not stated
Isle of Wight	60.5	29.6	8.2
Hampshire	62.4	27.9	7.2
Bristol	46.8	37.4	8.1
Southampton	51.5	33.5	7.1
Portsmouth	52.2	35.0	7.3
Sheffield	52.5	31.2	6.8
Coventry	53.7	23.0	6.4
Leeds	55.9	28.2	6.7
Newcastle upon Tyne	56.4	28.3	6.3
Bath and North East…	56.5	32.7	8.5
Bournemouth	57.1	30.5	7.8
Plymouth	58.1	32.9	7.1
England	59.4	24.7	7.2
York	59.5	30.1	7.8
Liverpool	71.0	17.7	6.2

Source: Office for National Statistics, 2011 Census, Crown Copyright

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Crime

Figure 3b4 Number of racially or religiously aggravated offences in Southampton, compared to England and Wales

Number of racially or religiously aggravated offences recorded by the police, Southampton and England and Wales, January 2016 to March 2019

Source: Hampshire Constabulary and Police Recorded Crime, Home Office
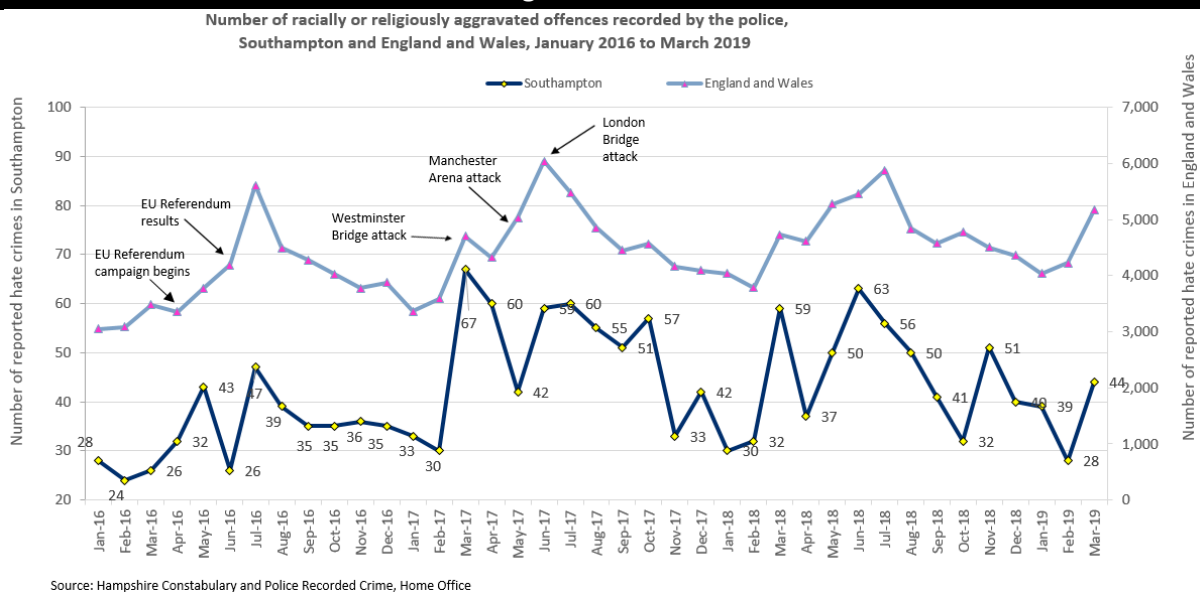
Victims of hate crime in Southampton in 2018/19 were disproportionately from B.A.M.E bacgrounds: 12% of victims were Black; 19% were Asian; and 2.7% were Arabic. Ethnicity was unknown for 25.3% of identified victims. Reported race hate crimes in Southampton (72.3%) appear to follow other cities in the UK (76%) where highly publicised events related to race or terrorism (**Figure 3b4**, **3b5**).

In 2018/19, the highest share of the city's reported hate crime with motivating factors recorded occurred in Bargate ward, 26 with a race related motivating factor. Of 136 reported hate crimes, the wards with the highest numbers of reported hate crimes with a religion or belief related motivating factor were Bargate and Bevois (**Figure 3b6**) at 12 reported hate crimes each.

Figure 3b5 Motivating factor categories for reported Hate Crime in Southampton

Reported Hate Crime in Southampton by Motivating Factor Category
Southampton 2018/19

Source: Hampshire Constabulary
Crimes may have been categorised under more than one motivating factor so percentages will not sum to 100%
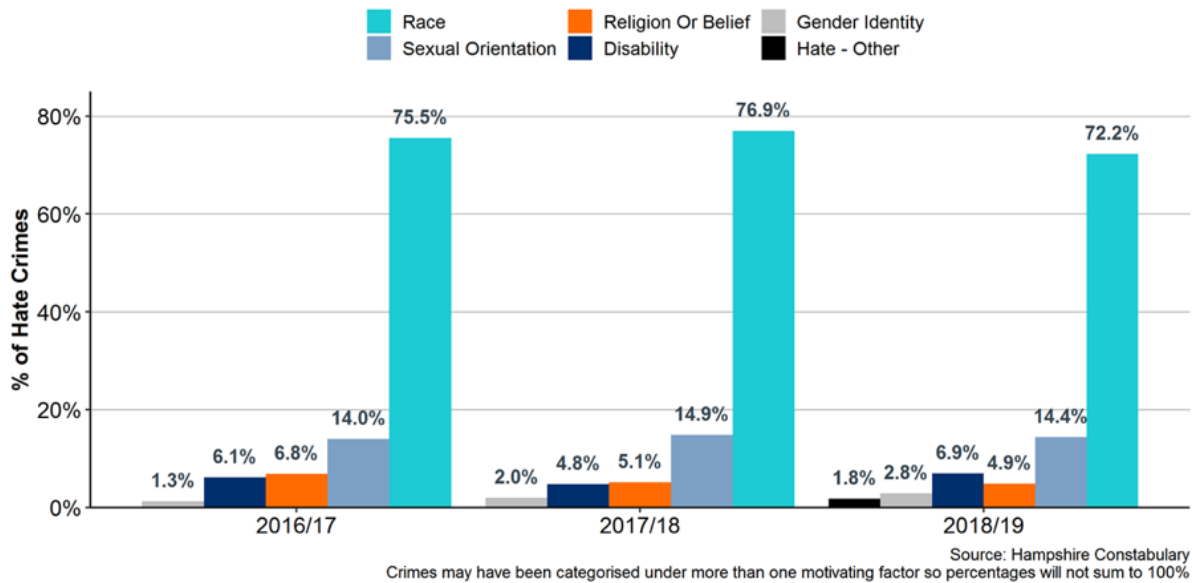
Our staff survey results show that whilst most respondents haven't witnessed or been the victim of racial discrimination in the local area, 26.3% have, and 54.4% of respondents are aware of ethnic/racial tensions within the local community (**Figures 3b7, 3b8**). The SU and our Student Hub team who work closely with our community leaders and police (we are a third-party hate reporting centre) have not identified that our students are reporting crimes despite campaigns on the importance of reporting. We want to be vigilant and confident that our students are not experiencing hate crimes. Our Student Hub and the SU are part of the team who will implement and raise awareness of the new anonymous reporting tool which offers a new route to students to identify their experiences **(AP 41, AP 42). We are also strengthening our engagement with the city and this is discussed below.**

Figure 3b7 Data from the REC staff survey.

12   I have witnessed or been the victim of racial discrimination in the local area.
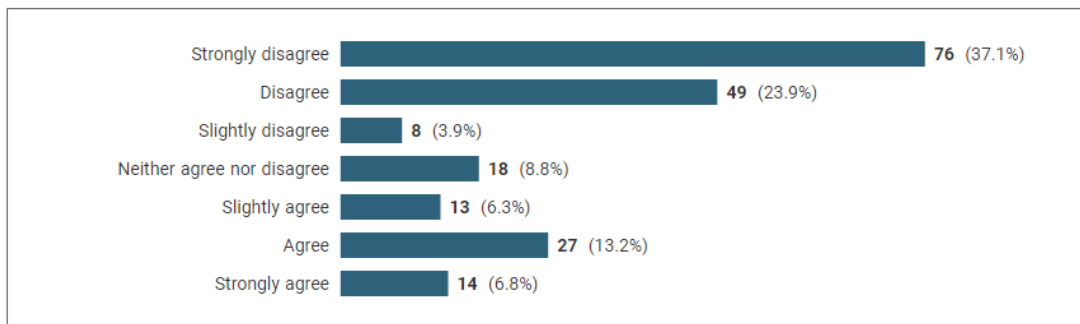
Table 3b1 Staff survey question 12 - I have witnessed or been the victim of racial discrimination in the local area. Profile of staff survey respondents by ethnicity

	% Black respondents	% Asian respondents	% Minority Ethnic respondents	% White respondents	% Respondents, ethnicity unknown
Strong disagree	28.6% (2)	8.3% (1)	21.4% (3)	42.9% (63)	28.0% (7)
Disagree	14.3% (1)	25.0% (3)	7.1% (1)	28.6% (42)	8.0% (2)
Slightly disagree	0.0%	0.0%	0.0%	4.8% (7)	4.0% (1)
Neither agree nor disagree	0.0%	16.7% (2)	28.6% (4)	4.8% (7)	20.0% (5)
Slightly agree	14.3% (1)	16.7% (2)	7.1% (1)	5.4% (8)	4.0% (1)
Agree	14.3% (1)	25.0% (3)	14.3% (2)	8.8% (13)	32.0% (8)
Strong agree	28.6% (2)	8.3% (1)	21.4% (3)	4.8% (7)	4.0% (

Figure 3b8 Data from the REC staff survey.

9   I am aware of ethnic/racial tensions within the local community.
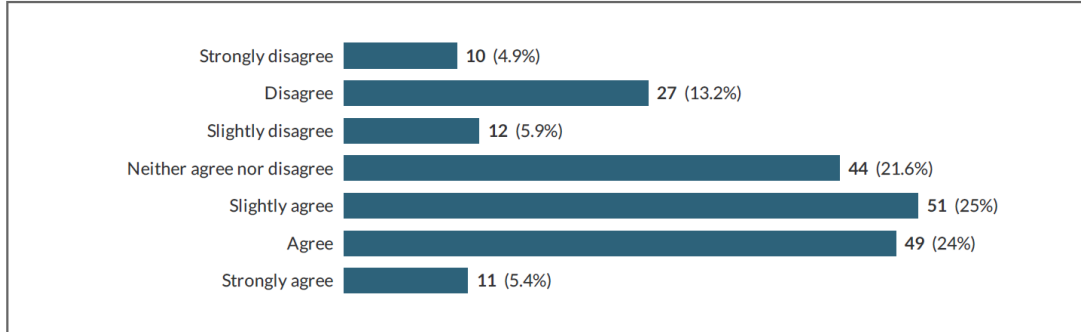
Table 3b2 Staff survey question 9 - I am aware of ethnic/racial tensions within the local community. Profile of staff survey respondents by ethnicity

	% Black respondents	% Asian respondents	% Minority Ethnic respondents	% White respondents	% Respondents, ethnicity unknown
Strong disagree	14.3% (1)	0.0%	7.1% (1)	6.1% (9)	0.0%
Disagree	0.0%	0.0%	0.0%	18.4% (27)	0.0%
Slightly disagree	0.0%	0.0%	0.0%	7.5% (11)	0.0%

Neither agree nor disagree	28.6% (2)	25.0% (3)	42.9% (6)	19.0% (28)	20.0% (5)
Slightly agree	0.0%	25.0% (3)	0.0%	28.6% (42)	24.0% (6)
Agree	28.6% (2)	41.7% (5)	42.9% (6)	15.6% (23)	52.0% (13)
Strong agree	28.6% (2)	8.3% (1)	7.1% (1)	4.1% (6)	4.0% (1)
No answer	0.0%	0.0%	0.0%	0.7% (1)	0.0%

In our staff survey, Black respondents were the most likely of the ethnic groups to have experienced or witnessed racial discrimination in the local area, 57% compared to 19% of White respondents (**Table 3b1**). All ethnic groups were more likely than White staff to be aware of racial tensions within the local community (**Table 3b2**) with Asian respondents the most likely at 75%, compared to 48% of White respondents. This needs further exploration via the B.A.M.E Staff Network through focus groups in 2022/23 (**AP 3**).

Feedback from the local community suggests that Solent is not viewed as accessible to those from underrepresented groups and isn't a successful part of the local community. This is echoed in the staff survey:

Quotes from staff:

"From my experience and speaking to external people the university is seen as a very 'white' university, if you look at marketing materials etc everything is very 'white' and this is because our student and staff population is very much focussed towards that culture." *White British, female.*

"The way Solent has expanded has created a physical barrier between areas of the city which have a higher ethnic population" *White British, female.*

"I would love to see us welcoming more people onto campus particularly from B.A.M.E. community but also those who don't traditionally consider HE" *White British, female.*

The B.A.M.E. Staff Network (formed in 2019) recommended further work be done to foster positive relations with the community in terms of race (**AP 12**) including an additional Living Books event to:

- celebrate diversity of the Solent community
- strengthen the human relationships in Southampton by drawing upon the lived experiences of some of our external communities
- co-create further engagement opportunities

Solent's Civic engagement to create an inclusive city which celebrates diversity, advocates for equity and does not tolerate hate.

We understand that for our B.A.M.E staff and students to thrive we must take bold steps to create an inclusive city. Solent has a proud track record of engaging with key stakeholders to address hate crimes and inequity through co-creation and collaboration. Solent is acutely aware that it is impact that matters to our communities, so we engage with tough issues and help put practical initiatives in place. For example, Solent is: a third-party hate crime reporting centre; working towards becoming a university of sanctuary with bursaries awarded for refugees; collaborating with our communities to increase enrolments from the Black and Asian community to represent 20% of our student population by 2024.

Solent was amongst the first group of universities in the UK to commit to developing a civic agreement in response to the UPP Commission's report on how universities can strengthen the connection with their place. As a result of our active membership to the Southampton Education Forum and Southampton Cooperative Learning Trust we have fostered 10 formal working relationships with the Southampton based secondary schools and 3 formal relationships with Southampton based primary schools to widen participation.

Building a culturally enriched and cohesive city – City of Culture bid

As an anchor institution with a rich heritage in arts and culture, we are at the heart of Southampton's cultural scene. From mobilising our pool of creative talent through volunteering and knowledge exchange, to hosting key civic events on campus, we play a leading role in driving Southampton's cultural renaissance with the aim of building an inclusive city of our internal and external communities.

With our PVC on the Trustee Board, we are supporting the bid through a range of activities including showcasing creativity, through exhibits and events, raising the profile and contributions of our rich and culturally diverse communities, celebrating sporting talent, supporting small business and enterprise. Our academic leaders played an integral part in supporting the bid's research and evaluation through which our close ties with diverse and hard to reach communities was vital.

The VC as chair of Southampton Connect is driving race equality through City wide and published pledges and SMART actions to ensure that our staff, students and local minoritized communities experience an inclusive city.

Black History Month: South

BLACK HISTORY MONTH
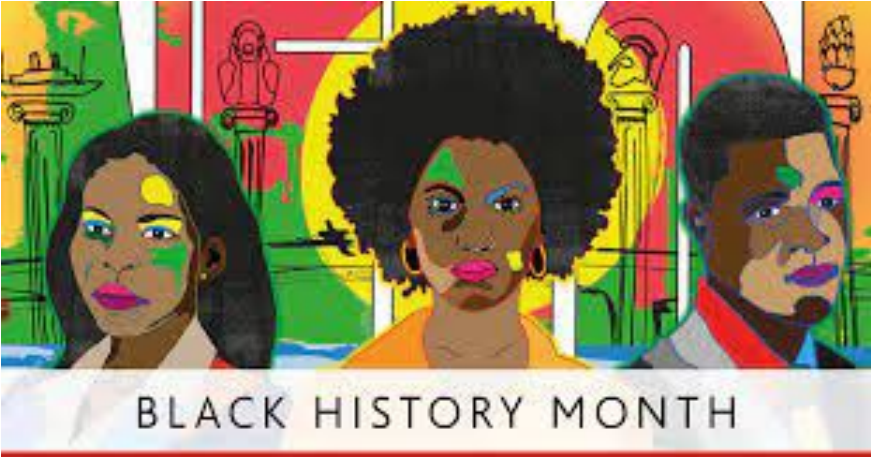
Solent is proud to have supported Black History Month: South for over ten years. Recent events have included *Diversity and the UK - Just how diverse is our business community*, an event exploring stories from black-owned businesses, providing top tips on starting a new business or social enterprise, while sharing information and knowledge on the support available for our local communities; *God Created Black People & Black People Created Style* photo collection, collaborating with Don John (Black History Month South founder) displaying a variety of photos celebrating Black History Month in our Spark building; as well as a producing a series of projects for Level 4 illustration and graphics students to engage, understand and celebrate subjects relating to Black Lives Matter and Black History Month (**Figure 3b9**).

Althea McNish

Further examples of Solent's civic engagement work

	Rebel Music: Sound System Culture and the Story of Blues Parties in Southampton Showcase Gallery presented an exhibition that explored the extraordinary story of the 'shebeens' or 'blues' clubs that were a key part of Southampton's music scene in the 70s and 80s. Bringing together new artwork, old images and found footage, the exhibition will creatively explore why these sound systems emerged in the city and the impact of Jamaican music on British culture.
	Community Innovation Programme (CIP) Through the CIP, Solent students develop their own community innovative project – using sport, health, coaching or physical activity to engage communities, improve lives and address social issues providing a valuable link to the community. To date, our students have already delivered 150+ innovations through the CIP engaging with over 2000 participants, helping local schools, hard- to-reach groups, the elderly population, sports clubs and youth groups.
	Narratives of Displacement Solent Showcase presented this exhibition of pieces created by Iraqi and Syrian women that look at themes of displacement, identity and social perception. Solent academics also worked with W.I.G (Women's Integration Group) at West Itchen Community Trust on series of linked workshops based on Islamic geometry.
	SO:Music City Festival and Conference Known as SMILEfest for ten years before becoming renamed SO:Music City in 2019, this event celebrates the city's rich and diverse music identity while offering insight, advice and support for all into building careers in the music industries via industry speakers. Furthermore, the project supports the growth of Southampton's cultural economy through active community engagement.
	BENCH

	Over summer 2020, Solent Showcase Gallery and GO! Southampton partnered together with support from Balfour Beatty and Southampton City Council to create BENCH, an exciting public art commission for Southampton 2020. 16 benches from the pedestrianised high street of Southampton have been transformed into works of art by local artists.
SHH HIPHOP	**Southampton Hip Hop Heritage** Solent academics partnered with locally based hip hop practitioners to explore the forty-year heritage of the cultural form through a sonic, visual exploration of Southampton's lasting hip hop legacy right up to contemporary grime artists. A year long series of events that culminated in a one day live event on the Guildhall square as part of the city's Re:Claim Festival https://www.southamptonhiphopheritage.com
	Manifesting the Unseen Solent Showcase at City Gallery, 2021. Celebrating works by Muslim female artists, the exhibition portrayed and challenged perceptions of Islamic and Muslim women.
	Living Books "Living Books" offered students and members of the pubic the chance to "loan out" a person and find out more about them and their lifestyles. The project challenged issues such as religious intolerance and offered to find out first-hand more about each other. Among those taking part were "Living Books" Shahbazz Ullah and Hamas Ali who were able to answer questions about Islam.

	Support for Refugees
	As part of the Afghanistan resettlement programme organised by Southampton City Council, Solent welcomed those seeking sanctuary e.g:
	1. Hosting an important Q&A session with local MP Alan Whitehead and Southampton City Council's Future Communities team.
	2. Supporting the community welcome day and communicating our Sanctuary Scholarship.

AP 12 Create a programme of opportunities and support for students, staff and communities to engage in challenging conversations about race, ethnicity and racism to develop a culture of antiracism.

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4 STAFF PROFILE

Overview

The University wants to become an employer of choice for B.A.M.E. people but needs to take substantial action to achieve this.

In 20/21 the B.A.M.E staff population (11.2%) was not representative of the B.A.M.E student population (20,0%) and this is in itself unacceptable.

In addition, the University does not meet Advance HE benchmarks for proportionate composition in terms of ethnicity: academic staff is 13.4% (benchmark:14.5%), professional is 8.5% (benchmark: 10.3%).

We are pleased that in 2021/22 our commitment to race equality in senior roles has taken a step forward with two B.A.M.E staff joining VCG. However, in this application, data analyses confirm that in both the academic and PSS staff populations there is underrepresentation of B.A.M.E. staff in senior roles.

As academic seniority increases, the issue of the lack of diversity increases. In 2019/20, 45 academic staff were in employment in senior roles and none of these staff were B.A.M.E. Feedback from staff suggests that a lack of diversity is a perceived weakness of the institution and feedback from students strongly indicates that this lack of representation is recognised as a problem by B.A.M.E. students. SAT led and research informed discussions concluded that students need more B.A.M.E.

staff role models so their aspirations to achieve these positions themselves are not undermined. Therefore, recruitment policies need to be strengthened, monitored and enforced.

The data and staff survey reveal there is a disparity in the employment experiences of B.A.M.E. and White staff relating to issues including contracts, grievances and disciplinaries, involuntary staff turnover and pay. There are a disproportionate number of B.A.M.E. academic staff on fixed term contracts and this may have implications such as a decreased sense of belonging in the B.A.M.E. staff population. These experiences will impact on staff trust in the institution, the culture and ultimately the institution's readiness to address race inequalities.

Data on grievances and disciplinary action, suggests that line managers may be more likely to start formal proceedings against B.A.M.E. staff than White staff, perhaps reflecting research that highlights B.A.M.E. staff are more scrutinised than their White counterparts. B.A.M.E. staff who make up 11.2% of the population are involved in 12.5% of disciplinaries and 14.3% of grievances.

We recognise that inclusive decision making is essential to activate diversity and performance improvements and satisfaction.

There is a large disparity in the turnover of PSS staff with B.A.M.E. staff having a turnover 9pp higher and this difference is due to involuntary reasons for leaving the University. We recognise this is an urgent issue to address.

Although the University has not completed an equal pay analysis since 2014 an ethnicity pay gap has been recognised since 2018 and a full pay audit to understand and action this gap is now needed.

Staff and student feedback revealed that staff:
- Do not have clarity on the reporting process for racial incidences
- Some identified experiencing or witnessing racial issues, particularly microaggressions, that were not addressed.
- Lived experience indicates that bullying and harassment must be tackled more meaningfully at all levels through more clearly defining and communicating bullying and promoting explicitly how race equality is embedded in our Solent Values.
- A robust reporting system is needed to contribute to a culture of transparency that is safe, happy and supportive
- An environment of evidence-based decision making is needed.

4a Academic Staff

The data below shows that the percentage of B.A.M.E. academic staff has increased from 9.4% in 2017/18 to 13.4% in 2019/20 (**Table 4a1**) at a time when the number of academic staff reduced by 95. Mandatory unconscious bias training has been introduced for all staff and our awarding gap work has raised the awareness of issues relating to race equality and these may have impacted on staff recruitment.). It is important to note that the number staff with an unknown ethnicity is very low.

Our ambition is to meet and exceed the Advance HE benchmark for B.A.M.E. staff (14.5%) **(AP 13).**

The EDI plan whilst increasing overall diversity of staff aims for no under-representation by other factors including grade. Our tables detail very low representation in senior academic roles such as Head of Subject, Professor and Associate Professor (**Table 4a6**) showing a very un-even distribution of

ethnic group by grade. This is a priority for action (**AP 11, AP 14, AP 15, AP 16, AP 17, AP 18, AP 19**) (Explored further in section 5).

There is an over-representation of B.A.M.E. academics on fixed term contracts mainly in Associate Lecturer roles (**Table 4a7**) and this has increased since 2017/18 **(AP 32).**

We are currently close to the Advance HE benchmark of 14.5% for B.A.M.E. academic staff, but to achieve our ambitions on race equality and diversity, we need to focus on retention as a priority for action (Explored further in section 5).

Comparing 17/18 with 19/20, the percentage of B.A.M.E. staff leaving for involuntary reasons has fallen (- 2.6 pp) compared to Other White (-2 pp) and White staff (+2 pp) (**Table 4a12**). Nevertheless, the final area for action would be to look at the reasons B.A.M.E. staff are leaving. There was a 14.6% turnover for B.A.M.E. staff in 19/20 and more than half was voluntary, compared to a 16.9% turnover for White staff with a third being voluntary (**Table 4a12**). We need to collect demographic and business units in our exit interviews to create improvements if staff are leaving because their ethnicity is under-valued by Solent (**AP 35**).

Academic staff data analysed by UK/non-UK results in very small staff numbers. HESA standard rounding methodology has been applied to protect personal data from unauthorised exposure.

In 2019/20, approximately 18% of our academic staff are non-UK. Of our non-UK academic staff population, 44% are employed in FBLDT, twice as many of these staff are White non-UK than B.A.M.E non UK (25 White vs 10 B.A.M.E) **(Table 4a5i).**

The disaggregated data shows that most B.A.M.E. non-UK staff join at lecturer level. This finding further informs our identified actions to support the career progression of B.A.M.E. staff **(Table 4a6i).**

Non-UK staff are slightly less likely to be on indefinite contracts and our BAME non-UK staff are 10 pp less likely than White non UK to be on indefinite contracts 10 **(Table 4a6i).**

Non-UK staff are 9pp more likely to be employed full time (77% non UK compared to 64% UK). 100% of our non-UK B.A.M.E. are full time compared to 78% UK BAME (30 vs 35). Non-UK White staff are as likely as UK White staff to be employed full time (67% and 62% respectively) **(Table 4a8i).**

There is no difference in the gender proportions in the UL and non UK populations. Males make up 65% of the UK population and 66% of the non-UK population. 70% of B.A.M.E. UK population are male compared to 71% of our non-UK B.A.M.E. (35 and 25 respectively) **(Table 4a9i).**

Data regarding leavers disaggregated by UK and non UK result in very small numbers **(Table 4a10i).**

We recognise that numbers are small and so the focus groups we plan to follow up the differentials by ethnic group revealed in the staff survey will also provide greater insight into the employment experiences of UK and non UK B.A.M.E staff **(AP 3).**

In tables * **indicates that HESA Services Standard Rounding Methodology has been applied:**
- All numbers are rounded to the nearest multiple of 5.
- Any number lower than 2.5 is rounded to 0.

- Halves are always rounded upwards (e.g. 2.5 is rounded to 5)
- Percentages based on fewer than 22.5 individuals are suppressed.
- Averages based on 7 or fewer individuals are suppressed.

Table 4a1 Ethnic profile academic staff						
	2019/20		**2018/19**		**2017/18**	
	No.	%	No.	%	No.	%
B.A.M.E.	80	13.4%	75	11.8%	65	9.4%
White British	430	72.3%	470	74.0%	530	76.8%
White Other	75	12.6%	85	13.4%	90	13.0%
Unknown	10	1.7%	5	0.8%	5	0.7%
Grand Total	**595**	**100.0%**	**635**	**100.0%**	**690**	**100.0%**

Table 4a2 Ethnic profile of academic staff by ethnicity						
	2019/20		**2018/19**		**2017/18**	
	No.	%	No.	%	No.	%
Arab	0	0.0%	0	0.0%	0	0.0%
Asian/Asian British – Bangladeshi	5	0.8%	5	0.8%	0	0.0%
Asian/Asian British – Chinese	5	0.8%	5	0.8%	10	1.5%
Asian/Asian British – Indian	20	3.4%	15	2.4%	10	1.5%
Asian/Asian British – Pakistani	10	1.7%	10	1.6%	10	1.5%
Black/African/Caribbean/ British – Caribbean	0	0.0%	0	0.0%	0	0.0%
Black/African/Caribbean/ British -African	10	1.7%	10	1.6%	10	1.5%
Mixed/Multiple - White & Black Caribbean	0	0.0%	0	0.0%	0	0.0%
Mixed/Multiple - White and Asian	0	0.0%	0	0.0%	0	0.0%
Mixed/Multiple - White and Black African	0	0.0%	0	0.0%	0	0.0%
Other Asian Background	10	1.7%	10	1.6%	10	1.5%
Other Ethnic Background	5	0.8%	5	0.8%	5	0.7%
Other Mixed/Multiple Ethnic Background	10	1.7%	5	0.8%	5	0.7%
Other White Background	70	11.9%	80	12.8%	85	12.4%
White British	430	72.9%	470	75.2%	530	77.4%
White Irish	5	0.8%	5	0.8%	5	0.7%
Unknown	10	1.7%	5	0.8%	5	0.7%
Grand Total	**590**	**100.0%**	**625**	**100.0%**	**685**	**100.0%**

Table 4a3 National profile of academic staff, by ethnic group as a share of nationality						
	2019/20		**2018/19**		**2017/18**	
	Count	%	Count	%	Count	%
UK	**500**	**84.7%**	**545**	**85.2%**	**600**	**87.0%**

B.A.M.E.	45	9.0%	45	8.3%	45	7.5%
White British	430	86.0%	470	86.2%	530	88.3%
White Other	20	4.0%	25	4.6%	20	3.3%
Unknown	5	1.0%	5	0.9%	5	0.8%
Non-UK	**90**	**15.3%**	**95**	**14.8%**	**90**	**13.0%**
B.A.M.E.	35	38.9%	30	31.6%	20	22.2%
White British	0	0.0%	0	0.0%	0	0.0%
White Other	55	61.1%	65	68.4%	70	77.8%
Unknown	0	0.0%	0	0.0%	0	0.0%
Grand Total	**590**		**640**		**690**	

Table 4a5 Ethnic profile of Academic staff, by ethnic group as a share of each Faculty		
	2019/20	
	Count	%
Faculty of Business, Law & Digital Technologies (FBLDT)	**215**	**36.8%**
B.A.M.E.	30	14.0%
White British	145	67.4%
White Other	35	16.3%
Unknown	5	2.3%
Faculty of Creative Industries, Architecture & Engineering (FCIAE)	**165**	**28.2%**
B.A.M.E.	20	12.1%
White British	125	75.8%
White Other	20	12.1%
Unknown	0	0.0%
Faculty of Sport, Health & Social Sciences (FSHSS)	**130**	**22.2%**
B.A.M.E.	10	7.7%
White British	105	80.8%
White Other	15	11.5%
Unknown	0	0.0%
Warsash Maritime School (WMS)	**60**	**10.3%**
B.A.M.E.	15	25.0%
White British	40	66.7%
White Other	5	8.3%
Unknown	0	0.0%
Other Departments	**15**	**2.6%**
B.A.M.E.	5	33.3%
White British	10	66.7%
Grand Total	**585**	

	2018/19		**2017/18**	
	Count	%	Count	%

School of Art, Design & Fashion (SADF)	115	18.3%	130	18.8%
B.A.M.E.	10	8.7%	10	7.7%
White British	90	78.3%	105	80.8%
White Other	15	13.0%	15	11.5%
Unknown	0	0.0%	0	0.0%
School of Business, Law & Communications (SBLC)	**140**	**22.2%**	**165**	**23.9%**
B.A.M.E.	15	10.7%	15	9.1%
White British	105	75.0%	125	75.8%
White Other	20	14.3%	25	15.2%
Unknown	0	0.0%	0	0.0%
School of Media, Arts & Technology (SMAT)	**145**	**23.0%**	**155**	**22.5%**
B.A.M.E.	15	10.3%	15	9.7%
White British	105	72.4%	115	74.2%
White Other	20	13.8%	20	12.9%
Unknown	5	3.4%	5	3.2%
School of Sport, Health & Social Sciences (SSHSS)	**110**	**17.5%**	**110**	**15.9%**
B.A.M.E.	5	4.5%	5	4.5%
White British	95	86.4%	90	81.8%
White Other	10	9.1%	15	13.6%
Unknown	0	0.0%	0	0.0%
Warsash School of Maritime Science & Engineering (WSMSE)	**100**	**15.9%**	**110**	**15.9%**
B.A.M.E.	20	20.0%	15	13.6%
White British	65	65.0%	80	72.7%
White Other	15	15.0%	15	13.6%
Unknown	0	0.0%	0	0.0%
Other Departments	**20**	**3.2%**	**20**	**2.9%**
B.A.M.E.	10	50.0%	5	25.0%
White British	10	50.0%	15	75.0%
Grand Total	**630**		**690**	

Table 4a5i Ethnic profile of Academic staff, by ethnic group as a share of each Faculty, disaggregated by UK and non-UK						
	2019/20					
	Total Count	%	UK Count	UK %	Non-UK Count	Non-UK %
Faculty of Business, Law & Digital Technologies (FBLDT)	**215**	**35.3%**	**175**	**35.0%**	**40**	**44.4%**
B.A.M.E.	30	**37.5%**	20	*	10	*

White British	145	**33.7%**	145	**33.7%**	0	**0.0%**
White Other	35	**46.7%**	10	*	25	*
Unknown	5	*	0	**0.0%**	0	**0.0%**
Faculty of Creative Industries, Architecture & Engineering (FCIAE)	**165**	**27.7%**	**145**	**29.0%**	**20**	*
B.A.M.E.	20	**25.0%**	10	*	5	*
White British	125	**29.1%**	125	**29.1%**	0	**0.0%**
White Other	20	**26.7%**	5	*	15	*
Unknown	0	**0.0%**	0	**0.0%**	0	**0.0%**
Faculty of Sport, Health & Social Sciences (FSHSS)	**135**	**22.7%**	**120**	**24.0%**	**15**	*
B.A.M.E.	10	*	5	*	0	**0.0%**
White British	105	**24.4%**	105	**24.4%**	0	**0.0%**
White Other	15	*	5	*	15	*
Unknown	0	**0.0%**	0	**0.0%**	0	**0.0%**
Warsash Maritime School (WMS)	**70**	**11.8%**	**55**	**11.0%**	**15**	**16.7%**
B.A.M.E.	15	*	10	*	10	*
White British	40	**9.3%**	40	**9.3%**	0	**0.0%**
White Other	10	*	0	**0.0%**	5	*
Unknown	0	**0.0%**	0	**0.0%**	0	**0.0%**
Other Departments	**15**	**2.5%**	**10**	**2.0%**	**5**	**5.6%**

B.A.M.E.	5	*	0	**0.0%**	5	*
White British	10	*	10	*	0	**0.0%**
Unknown	0	**0.0%**	0	**0.0%**	0	**0.0%**
Grand Total	**595**	**100.0%**	**500**	**100.0%**	**90**	**100.0%**

	2018/19				2017/18			
	UK Count	UK %	Non-UK Count	Non-UK %	UK Count	UK %	Non-UK Count	Non-UK %
School of Art, Design & Fashion (SADF)	**100**	**18.3%**	**15**	*****	**115**	**19.2%**	**15**	**17.8%**
B.A.M.E.	5	*	5	*	5	*	5	*
White British	90	**19.4%**	0	**0.0%**	105	**19.8%**	0	**0.0%**
White Other	5	*	10	*	5	*	10	*
Unknown	5	*	0	**0.0%**	0	*	0	**0.0%**
School of Business, Law & Communications (SBLC)	**114**	**20.9%**	**15**	*****	**115**	**19.2%**	**15**	*****
B.A.M.E.	10	*	5	*	5	*	5	*
White British	105	**21.9%**	0	**0.0%**	105	**19.8%**	0	**0.0%**
White Other	0	**8.0%**	10	*	5	*	10	*
Unknown	0	**0.0%**	0	**0.0%**	0	*	0	**0.0%**
School of Media, Arts & Technology (SMAT)	**130**	**23.9%**	**15**	*****	**135**	**22.8%**	**15**	*****
B.A.M.E.	10	*	5	*	10	*	5	*
White British	105	**22.8%**	0	**0.0%**	115	**21.5%**	0	**0.0%**
White Other	10	*	10	*	10	*	10	*
Unknown	5	*	0	**0.0%**	5	*	0	**0.0%**
School of Sport, Health & Social Sciences (SSHSS)	**105**	**19.1%**	**10**	*****	**95**	**16.2%**	**10**	*****
B.A.M.E.	5	*	0	*	0	*	0	*
White British	95	**20.4%**	0	**0.0%**	90	**17.2%**	0	**0.0%**
White Other	5	*	10	*	5	*	10	*
Unknown	0	**20.0%**	0	**0.0%**	0	*	0	**0.0%**
Warsash School of Maritime Science & Engineering (WSMSE)	**85**	**15.6%**	**20**	*****	**100**	**16.3%**	**15**	*****

B.A.M.E.	15	*	10	*	10	*	5	*
White British	65	**13.8%**	0	**0.0%**	80	**15.3%**	0	**0.0%**
White Other	5	*	10	*	5	*	10	*
Unknown	0	**20.0%**	0	**0.0%**	0	*	0	**0.0%**
Other Departments	**10**	*	**10**	*	**15**	2.5%	**5**	*
B.A.M.E.	0	*	5	*	0	*	5	*
White British	10	*	0	**0.0%**	15	*	0	**0.0%**
White Other	0	**0.0%**	*	**0.0%**	0	**0.0%**	0	*
Unknown	0	*	0	**0.0%**	0	**0.0%**	0	**0.0%**
Grand Total	**545**	**100%**	**95**	**100%**	**600**	**100%**	**90**	**100%**

Table 4a6 Ethnic profile of academic staff by grade						
	2019/20		2018/19		2017/18	
	Count	%	Count	%	Count	%
Snr Leadership UCEA Levels VC - 3A	**5**	**0.8%**	**5**	**0.8%**	**5**	**0.7%**
B.A.M.E.	0	0.0%	0	0.0%	0	0.0%
White British	5	100.0%	5	100.0%	5	100.0%
HoS/HoD/Prof UCEA Levels 3B - 5B	**5**	**0.8%**	**5**	**0.8%**	**0**	**0.0%**
B.A.M.E.	0	0.0%	0	0.0%	0	0.0%
White British	5	100.0%	5	100.0%	0	0.0%
Assoc Prof XpertHR Level I	**35**	**5.9%**	**40**	**6.2%**	**35**	**5.1%**
B.A.M.E.	5	14.3%	10	25.0%	0	0.0%
White British	30	85.7%	30	75.0%	35	100.0%
Snr Lecturer XpertHR Level J	**260**	**44.1%**	**285**	**44.2%**	**305**	**44.9%**
B.A.M.E.	30	11.5%	30	10.5%	35	11.5%
White British	190	73.1%	210	73.7%	225	73.8%
White Other	35	13.5%	40	14.0%	40	13.1%
Unknown	5	1.9%	5	1.8%	5	1.6%
Lecturer XpertHR Level K	**290**	**49.2%**	**310**	**48.1%**	**335**	**49.3%**
B.A.M.E.	45	15.5%	35	11.3%	25	7.5%
White British	200	69.0%	225	72.6%	260	77.6%
White Other	40	13.8%	45	14.5%	50	14.9%
Unknown	5	1.7%	5	1.6%	0	0.0%
Grand Total	**590**		**645**		**680**	

Table 4a6 Ethnic profile of academic staff by grade disaggregated by UK and non-UK						
	2019/20					
	Total Count	%	UK Count	UK %	Non-UK Count	Non-UK %

	Total Count	%	UK Count	UK %	Non-UK Count	Non-UK %
Snr Leadership UCEA Levels VC - 3A	**5**		**5**		**0**	**0.0%**
B.A.M.E.	0	0.0%	0	0.0%	0	0.0%
White British	5	*	5	*	0	0.0%
HoS/HoD/Prof UCEA Levels 3B-5B	**5**		**5**		**0**	**0.0%**
B.A.M.E.	0	0.0%	0	0.0%	0	0.0%
White British	5	*	5	*	0	0.0%
Assoc Prof XpertHR Level I	**35**	**5.9%**	**30**	**6.3%**	**5**	
B.A.M.E.	5	*	5	*	0	0.0%
White British	30	85.7%	30	100.0%	0	0.0%
White Other	5	*	0	0.0%	0	0.0%
Snr Lecturer XpertHR Level J	**255**	**43.0%**	**220**	**45.8%**	**35**	**38.5%**
B.A.M.E.	30	11.8%	20	*	10	
White British	190	74.5%	190	86.4%	0	0.0%
White Other	35	13.7%	10	*	25	45.5%
Unknown	5	*	5	*	0	0.0%
Lecturer XpertHR Level K	**260**	**43.8%**	**220**	**45.8%**	**35**	**38.5%**
B.A.M.E.	45	17.3%	20	*	30	85.7%
White British	200	76.9%	200	90.9%	0	0.0%
White Other	40	15.4%	10	*	30	54.5%
Unknown	5	*	5	*	0	0.0%
Grand Total	**593**		**480**	**100.0%**	**91**	**100.0%**

	2017/18					
	Total Count	%	UK Count	UK %	Non-UK Count	Non-UK %
Snr Leadership UCEA Levels VC - 3A	**10**		**10**		**0**	**0.0%**
B.A.M.E.	0	0.0%	0	0.0%	0	0.0%
White British	5	*	5	*	0	0.0%
HoS/HoD/Prof UCEA Levels 3B-5B	**0**	**0.0%**	**0**	**0.0%**	**0**	**0.0%**
B.A.M.E.	0	0.0%	0	0.0%	0	0.0%
White British	0	0.0%	0	0.0%	0	0.0%
Assoc Prof XpertHR Level I	**35**	**5.1%**	**35**	**5.8%**	**0**	**0.0%**
B.A.M.E.	0	0.0%	0	0.0%	0	0.0%
White British	35	6.6%	35	6.6%	0	0.0%
White Other	0	0.0%	0	0.0%	0	0.0%
Snr Lecturer XpertHR Level J	**305**	**44.2%**	**265**	**44.2%**	**25**	**27.8%**
B.A.M.E.	35	53.8%	25	55.6%	10	*
White British	225	42.5%	225	42.5%	0	0.0%

White Other	40	44.4%	10	*	15	*
Unknown	5	*	5	*	0	*
Lecturer XpertHR Level K	**340**	**49.3%**	**290**	**48.3%**	**40**	**44.4%**
B.A.M.E.	25	*	15	*	5	
White British	260	49.1%	260	49.1%	0	0.0%
White Other	51	56.7%	15	*	35	50.0%
Unknown	0	0.0%	0	0.0%	0	0.0%
Grand Total	**690**	**100.0%**	**600**	**100.0%**	**90**	**100.0%**

Table 4a7 Ethnic profile of academic staff by contract type as a percentage of each ethnic population						
	2019/20		2018/19		2017/18	
	Count	%	Count	%	Count	%
Indefinite contract	**510**	**86.4%**	**530**	**82.8%**	**560**	**81.2%**
B.A.M.E.	65	81.3%	65	86.7%	55	84.6%
White British	380	88.4%	390	82.9%	425	80.2%
White Other	60	80%	70	82.4%	75	83.3%
Unknown	5	50%*	5	100%	5	100%
Fixed term contract	**80**	**13.6%**	**110**	**17.2%**	**130**	**18.8%**
B.A.M.E.	15	18.8%	10	13.3%	10	15.3%
White British	50	11.6%	85	18.1%	105	19.8%
White Other	15	20%	15	17.6%	15	16.6%
Unknown	0	0.0%	0	0.0%	0	0.0%
Grand Total	**590**		**640**		**690**	

*due to the rounding of numbers this percentage is significantly skewed

Table 4a7 Ethnic profile of academic staff by contract type as a percentage of each ethnic population, disaggregated by UK and non-UK						
	2019/20					
	Total Count	%	UK Count	UK %	Non-UK Count	Non-UK %
Indefinite	**505**	**84.9%**	**440**	**88.9%**	**70**	**77.8%**
B.A.M.E.	65	81.3%	40	88.9%	25	71.4%
White British	380	88.4%	380	88.4%	0	*
White Other	60	80.0%	15	*	45	81.8%
Unknown	5	*	5	*	0	0.0%
Fixed term	**80**	**13.4%**	**60**	**12.1%**	**20**	*****
B.A.M.E.	15	*	5	*	10	*
White British	50	11.6%	50	11.6%	0	*
White Other	15	*	5	*	10	*
Unknown	0	0.0%	0	0.0%	0	0.0%

Grand Total		**595**	**100.0%**	**495**	**100.0%**	**90**	**100.0%**

	2018/19					
	Total Count	%	UK Count	UK %	Non-UK Count	Non-UK %
Indefinite	**530**	**82.8%**	**450**	**82.6%**	**80**	**84.2%**
B.A.M.E.	65	86.7%	40	88.9%	25	83.3%
White British	390	82.1%	390	82.1%	0	*
White Other	70	82.4%	20	80.0%	50	83.3%
Unknown	5	100.0%	5	100.0%	0	*
Fixed term	**110**	**17.2%**	**95**	**17.4%**	**15**	**15.8%**
B.A.M.E.	10	13.3%	5	11.1%	5	16.7%
White British	85	17.9%	85	17.9%	0	*
White Other	15	17.6%	5	20.0%	10	16.7%
Unknown	0	0.0%	0	0.0%	0	*
Grand Total	**640**	**100.0%**	**545**	**100.0%**	**95**	**100.0%**

	2017/18					
	Total Count	%	UK Count	UK %	Non-UK Count	Non-UK %
Indefinite	**555**	**80.4%**	**485**	**80.8%**	**75**	**83.3%**
B.A.M.E.	55	84.6%	35	87.5%	20	*
White British	425	80.2%	425	80.2%	0	*
White Other	75	93.8%	20	*	55	91.7%
Unknown	5	*	5	*	0	*
Fixed term	**135**	**19.6%**	**115**	**19.2%**	**15**	*****
B.A.M.E.	10	*	5	*	10	*
White British	105	19.8%	105	19.8%	0	*
White Other	5	*	5	*	5	*
Unknown	0	0.0%	0	0.0%	0	*
Grand Total	**690**	**100.0%**	**600**	**100.0%**	**90**	**100.0%**

Table 4a8 Employment type of academic staff as percentage of ethnic population						
	2019/20		2018/19		2017/18	
	Count	%	Count	%	Count	%
Total on full time contract	**390**	**66.1%**	**400**	**62.0%**	**390**	**56.5%**
B.A.M.E.	70	87.5%	65	86.7%	50	76.9%
White British	265	61.6%	275	58.5%	280	52.8%
White Other	50	66.7%	55	64.7%	55	61.1%
Unknown	5	50%*	5	100%*	5	100%
Total on part time contract	**200**	**33.9%**	**245**	**38.0%**	**300**	**43.5%**

B.A.M.E.	10	12.5%	10	13.3%	15	23.0%
White British	165	38.3%	195	41.5%	250	47.2%
White Other	25	33.3%	35	41.1%	35	38.9%
Unknown	0	0.0%	5	100%*	0	0.0%
Grand Total	**590**		**645**		**690**	

*due to the rounding of numbers this percentage is significantly skewed

Table 4a8 Employment type of academic staff as percentage of ethnic population disaggregated by UK and non-UK						
	2019/20					
	Total Count	%	UK Count	UK %	Non-UK Count	Non-UK %
Full Time	**390**	**65.5%**	**320**	**64.0%**	**70**	**76.9%**
B.A.M.E.	70	87.5%	35	77.8%	30	100.0%
White British	265	61.6%	265	61.6%	0	*
White Other	50	66.7%	10	*	40	66.7%
Unknown	5	*	5	*	0	0.0%
Part Time	**205**	**34.5%**	**185**	**37.0%**	**20**	
B.A.M.E.	10	*	10	*	0	0.0%
White British	165	38.4%	165	38.4%	0	0.0%
White Other	25	33.3%	10	*	20	*
Unknown	0	0.0%	0	0.0%	0	0.0%
Grand Total	**595**	**100.0%**	**500**	**100.0%**	**91**	**100.0%**

	2018/19					
	Total Count	%	UK Count	UK %	Non-UK Count	Non-UK %
Full Time	**400**	**62.5%**	**328**	**60.2%**	**70**	**73.7%**
B.A.M.E.	65	86.7%	40	88.9%	30	88.2%
White British	275	58.5%	275	58.5%	0	*
White Other	55	61.1%	10	50.0%	40	66.7%
Unknown	5	*	5	*	0	*
Part Time	**240**	**37.5%**	**215**	**39.4%**	**25**	
B.A.M.E.	10	*	5	*	4	*
White British	195	41.5%	195	41.5%	0	*
White Other	35	38.9%	10	*	20	*
Unknown	5	*	5	*	0	*
Grand Total	**640**	**100.0%**	**545**	**100.0%**	**95**	**100.0%**

	2017/18					
	Total Count	%	UK Count	UK %	Non-UK Count	Non-UK %

Full Time	**385**	**55.8%**	**325**	**54.2%**	**60**	**66.7%**
B.A.M.E.	50	76.9%	30	66.7%	20	80.0%
White British	280	52.8%	280	52.8%	0	*
White Other	55	61.1%	10	*	45	64.3%
Unknown	5	*	5	*	0	*
Part Time	**305**	**44.2%**	**275**	**45.8%**	**30**	**33.3%**
B.A.M.E.	15	*	15	*	5	*
White British	250	47.2%	250	47.2%	0	*
White Other	35	38.9%	10	*	25	35.7%
Unknown	0	0.0%	0	0.0%	0	*
Grand Total	**690**	**100.0%**	**600**	**100.0%**	**90**	**100.0%**

Table 4a9 Ethnic profile of academic staff by gender						
	2019/20		2018/19		2017/18	
	Count	%	Count	%	Count	%
Female	**210**	**35.6%**	**230**	**36.2%**	**250**	**36.2%**
B.A.M.E.	20	9.5%	20	8.7%	20	8.0%
White British	165	78.6%	180	78.3%	195	78.0%
White Other	25	11.9%	30	13.0%	35	14.0%
Unknown	0	0.0%	0	0.0%	0	0.0%
Male	**380**	**64.4%**	**405**	**63.8%**	**440**	**63.8%**
B.A.M.E.	60	15.8%	55	13.6%	45	10.2%
White British	265	69.7%	290	71.6%	335	76.1%
White Other	50	13.2%	55	13.6%	55	12.5%
Unknown	5	1.3%	5	1.2%	5	1.1%
Grand Total	**590**		**635**		**690**	

Table 4a9 Ethnic profile of academic staff by gender disaggregated by UK and non-UK						
	2019/20					
	Total Count	%	UK Count	UK %	Non-UK Count	Non-UK %
Female	**210**	**35.3%**	**180**	**36.0%**	**35**	**38.5%**
B.A.M.E.	20	*	15	*	10	*
White British	165	38.4%	165	38.4%	0	*
White Other	25	33.3%	0	0.0%	25	45.5%
Unknown	0	0.0%	0	0.0%	0	0.0%
Male	**380**	**63.9%**	**325**	**65.0%**	**60**	**65.9%**
B.A.M.E.	60	75.0%	35	70.0%	25	71.4%
White British	265	61.6%	265	61.6%	0	*
White Other	50	66.7%	20	*	30	54.5%
Unknown	5	*	5	*	0	0.0%

Grand Total	**595**	**100.0%**	**500**	**100.0%**	**91**	**100.0%**

	2018/19					
	Total Count	%	UK Count	UK %	Non-UK Count	Non-UK %
Female	**350**	**55.1%**	**200**	**36.7%**	**35**	**36.8%**
B.A.M.E.	20	*	15	*	5	*
White British	180	38.3%	180	38.3%	0	*
White Other	30	35.3%	0	*	30	46.2%
Unknown	*	*	*	*	0	*
Male	**410**	**64.6%**	**345**	**63.3%**	**60**	**63.2%**
B.A.M.E.	55	73.3%	30	66.7%	25	83.3%
White British	290	61.7%	290	61.7%	0	*
White Other	55	64.7%	20	*	35	53.8%
Unknown	*	*	*	*	0	*
Grand Total	**635**	**100.0%**	**545**	**100.0%**	**95**	**100.0%**

	2017/18					
	Total Count	%	UK Count	UK %	Non-UK Count	Non-UK %
Female	**250**	**36.2%**	**215**	**35.8%**	**35**	**38.9%**
B.A.M.E.	20	*	15	*	5	*
White British	195	36.8%	195	36.8%	0	*
White Other	35	38.9%	5	*	35	50.0%
Unknown	0	0.0%	0	0.0%	0	*
Male	**440**	**63.8%**	**385**	**64.2%**	**55**	**61.1%**
B.A.M.E.	45	69.2%	30	66.7%	20	*
White British	335	63.2%	335	63.2%	0	*
White Other	55	61.1%	20	80.0%	35	50.0%
Unknown	5	*	5	*	0	*
Grand Total	**690**	**100.0%**	**600**	**100.0%**	**90**	**100.0%**

Table 4a10 Ethnic profile of academic staff leavers by year and percentage of ethnic population									
	2019/20			2018/19			2017/18		
	No.	Population	%	No.	Population	%	No.	Population	%
B.A.M.E.	10	80	12.5%	10	75	13.3%	10	65	15.4%
White British	75	430	17.4%	105	470	22.3%	85	530	16%

	Leavers	Population	%	UK Count	Population	UK %	Non-UK Count	Population	Non-UK %
White Other	15	75	20%	15	85	17.6%	10	90	11.1%
Grand Total	**100**	**585**		**130**	**630**		**105**	**685**	

Table 4a10 Ethnic profile of academic staff leavers by year and percentage of ethnic population									
	2019/20								
	Leavers	Population	%	UK Count	Population	UK %	Non-UK Count	Population	Non-UK %
All Academic Staff									
B.A.M.E.	10	80	*	5	45	*	0	35	0.0%
White British	75	430	17.4%	75	430	17.4%	*	0	*
White Other	15	75		0	20	0.0%	10	55	*
Unknown	0	10	0.0%	0	10	0.0%	*	0	*
Grand Total	**100**	**595**	16.8%	**85**	505	16.8%	**15**	90	*

	2018/19								
	Total Leavers	Population	%	UK Count	Population	UK %	Non-UK Count	Population	Non-UK %
All Academic Staff									
B.A.M.E.	10	75	*	5	45	*	5	30	*
White British	105	470	22.3%	105	470	22.3%	*	0	*
White Other	15	85		5	25		10	65	
Unknown	*	5	0.0%	*	5	0.0%	*	*	*
Grand Total	**135**	**640**	21.1%	**115**	545	21.1%	**15**	90	

	2017/18								
	Total Leavers	Population	%	UK Count	Population		Non-UK Count	Population	Non-UK %
All Academic Staff									
B.A.M.E.	10	65	*	10	45	*	5	20	*

			16.0%			16.0%				
White British	85	530	16.0%	85	530	16.0%	*		0	*
White Other	10	90	*	5	20	*	10	70	*
Unknown	0	5	0.0%	0	5	0.0%	0	0	*
Grand Total	**110**	**690**	15.9%	**95**	600	15.8%	**15**	90	*

Table 4a11 Ethnic profile of academic staff leavers by nationality (2017 - 2020 combined)		
	2017 - 2020	
	Headcount	% of Leavers
Non-UK	**45**	**13.0%**
B.A.M.E.	10	22.2%
White Other	35	77.8%
UK	**300**	**87.0%**
B.A.M.E.	20	6.7%
White British	266	88.3%
White Other	10	3.3%
Unknown	5	1.7%
Grand Total	**345**	

Table 4a12 Voluntary and involuntary staff turnover of academic staff									
	2019/20			2018/19			2017/18		
	Vol. Turn.	Invol. Turn.	Total Turn.	Vol. Turn.	Invol. Turn.	Total Turn.	Vol. Turn.	Invol. Turn.	Total Turn.
B.A.M.E.	7.9%	6.7%	14.6%	7.2%	8.7%	15.9%	9.3%	9.3%	18.6%
White British	5.6%	11.3%	16.9%	8.6%	13.8%	22.4%	6.4%	9.3%	15.7%
White Other	11.3%	6.3%	17.6%	9.6%	8.5%	18.1%	5.9%	8.3%	14.2%
Total	6.6%	10.2%	16.8%	8.5%	12.4%	20.9%	6.7%	9.3%	16.0%

*Voluntary turnover includes resignation, non-return from maternity leave and career break

Table 4a12 Voluntary and involuntary staff turnover of academic staff disaggregated by UK and non-UK													
	2019/20												
	UK Count	Invol.	Vol	Total	Invol.%	Vol%	Total %	Non-UK	Invol	Vol	Total	Invol %	Vol%	Total %
All Academic Staff													

	UK Count	Invol	Vol	Total	Invol %	Vol%	Total %	Non-UK	Invol	Vol	Total	Invol %	Vol%	Total %
B.A.M.E.	45	0	5	5	*	*	*	35	5	0	5	*	*	*
White British	430	50	50	70	11.6%	11.6%	16.3%	0	*	*	*	*	*	*
White Other	20	0	0	0	0.0%	0.0%	0.0%	55	5	10	10	*	*	*
Unknown	5	0	*	*	0.0%	0.0%	0.0%	0	*	*	*	*	*	*
Grand Total	500	50	30	80	10.0%	6.0%	16.0%	90	5	10	15		*	*

2018/19	UK Count	Invol	Vol	Total	Invol %	Vol%	Total %	Non-UK	Invol	Vol	Total	Invol %	Vol%	Total %
All Academic Staff														
B.A.M.E.	45	5	5	5	*	*	*	30	3	1	4	*	*	*
White British	470	65	40	105	13.8%	8.5%	22.3%	*	*	*	*	*	*	*
White Other	25	0	0	5	0%	0%	*	65	6	6	12	*	*	*
Unknown	5	*	*	*	0%	0%	0%	*	*	*	*	*	*	*
Grand Total	545	70	45	115	*	*	*	92	9	7	16	*	*	*

2017/18	UK Count	Invol	Vol	Total	Invol %	Vol%	Total %	Non-UK	Invol	Vol	Total	Invol %	Vol%	Total %
All Academic Staff														
B.A.M.E.	45	5	5	10	11.1%	11.1%	22.2%	55	0	0	5	*	*	*
White British	530	50	35	85	9.4%	6.6%	16.0%	0	*	*	*	*	*	*
White Other	50	0	0	5	0%	0%	10.0%	70	5	5	10	*	*	*
Unknown	5		0	0	0%	0%	0%	0	*	*	*	*	*	*
Grand Total	630	55	40	95	8.7%	6.3%	15.1%	90	10	5	5	*	*	*

AP 13 - Advertise all roles in at least one community hub (e.g. Action for Access, HERAG, local community hubs) to reach a greater variety of B.A.M.E. applicants.

AP 14 - Advertise senior role vacancies to national B.A.M.E. networks such as HERAG, NEDIAL (senior sector EDI staff group)

AP15 - Create at least 8 videos from B.A.M.E. staff to enable people to see themselves reflected in the University and to bring alive Solent's EDI Plan on our recruitment website in line with our employer brand, so it is available for applicants to view.

AP 16 - Create job descriptions which require lived experiences to ensure we achieve our ambitions for improving B.A.M.E. representation.

AP 17 - Redevelop recruitment pages to ensure the employer brand is synonymous with diversity and inclusion.

AP 11 - Design and implement a VC approved Equality Essentials mandatory programme of staff training opportunities to develop understanding, knowledge and skills, cultural confidence and competence in relation to race equality.

AP 18 - Develop recruitment initiatives including positive action to increase the proportion of B.A.M.E. applicants who are successful in the appointment process.

AP 19 - Develop and implement an equality and diversity in recruitment and selection training session mandatory for all recruitment managers, panellists and those making restructuring decisions.

AP 32 - Develop and implement a plan to remove the institutional barriers which lead to differences in the number of B.A.M.E. staff on temporary contracts compared to White staff.

AP 35 - Update exit interview questionnaire to include equality question(s) in exit interview so results can be reviewed by ethnicity, nationality and business area/faculty to determine if there are differentials between B.A.M.E. and White staff.

4b Professional and support services staff (PSS)

The total number of PSS has gradually decreased by 100 from 2017/18 - 2019/20 (**Table 4b1**). Although the percentage of B.A.M.E. staff has marginally increased during this time, the headcount figures indicate that 20% of the 50 staff that were lost between 2018/19 and 19/20 were B.A.M.E. staff (**Table 4b1**).

As with the academic staff there are few PSS staff where ethnicity is unknown. Solent's B.A.M.E. PSS population, with unknowns removed, remains at 8.5% for 2019/20 (**Table 4b2**), which is below Advance HE 2020 sector benchmark (10.3%) and the local Bargate ward population (23%) (**Section 3**). This is a priority for action **(AP 11, AP 13, AP 14, AP 15)** (Explored further in section 6).

The changes in percentage of PSS as a share of nationality has remained relatively consistent with 0.5-1% change over 3 years for B.A.M.E. UK staff. Despite our investigation and given staff changes we cannot robustly conclude why the non-UK staff percentage has had a more noticeable change with B.A.M.E. staff doubling in count in 2018/19 and then halving in 2019/20 (**Table 4b4**).

There are minor fluctuations in the B.A.M.E. staff as a share of the service type (**Table 4b5**) and when investigating in more detail (**Table 4b6**) there are far fewer Black members of PSS in comparison to Asian staff which whilst mirrors the local population is an area we seek to improve upon. The under-representation of B.A.M.E. staff is compounded further when investigating ethnicity of staff by grade. There were no Black or Brown PSS above grade 8 between 2017/18 and 2019/20 and that the B.A.M.E. staff employed at Grade 8 in 2017/18 and 2018/19 have now left leaving Grade 6 as the highest grade employing B.A.M.E. PSS (**Table 4b7**). This is a priority for action, please see additional analysis in section 6 (**AP 13, AP 16, AP 17, AP 18, AP 32, AP 33, AP 34, AP 35**).

Advanced HE's 2020 report found 18.0% of UK and 26.4% non-UK B.A.M.E. PSS were on fixed term contracts, compared with 13.3% and 23.1% of White staff retrospectively. Solent's data shows that as of 2019/20 there were less than 5 members of B.A.M.E. PSS on fixed term contracts, whilst this appears a positive result, the overall population of B.A.M.E. staff in comparison to White staff is significantly lower, making it more challenging to make a reasonable comparison to sector benchmarks (**Table 4b8**) (**AP 32**).

The proportion of male and female PSS has remained relatively consistent over the 3 years with circa 55% female and circa 45% male overall (**Table 4b10**). The proportion of B.A.M.E. PSS has also remained consistent. There are slightly more male B.A.M.E. PSS than female (**Table 4b11**).

The proportion of staff leavers is higher amongst UK nationals, however, of the non-UK staff leavers, 25% have been of a B.A.M.E. ethnic profile (**Table 4b12, Table 4b13**).

Given the reduction in student numbers and considering Tribal benchmarking, the University had to shape its workforce accordingly. PSS total turnover rates were highest amongst B.A.M.E. staff in 2017/18 (48.4%) and 2019/20 (24.1%) with the majority leaving for non-voluntary reasons. It is a priority to understand why there is a different of 10% between B.A.M.E. and White British staff leaving for non-voluntary reasons and to also ensure all managers take the EDI training before they make restructuring decisions. (**Table 4b15**) (**AP 11, AP 19, AP 33, AP 35, AP 36**).

Table 4b1 Ethnic profile PSS						
	2019/20		2018/19		2017/18	
	No.	%	No.	%	No.	%
B.A.M.E.	55	8.5%	65	9.3%	60	8.0%
White British	545	83.8%	580	82.9%	620	82.7%
White Other	45	6.9%	50	7.1%	65	8.7%
Unknown	5	0.8%	5	0.7%	5	0.7%

Grand Total	650	100.0%	700	100.0%	750	100.0%

*numbers rounded to nearest 5

Table 4b2 Ethnic profile PSS unknowns removed						
	2019/20		2018/19		2017/18	
	No.	%	No.	%	No.	%
B.A.M.E.	55	8.5%	65	9.4%	60	8.1%
White British	545	84.5%	580	83.5%	620	83.2%
White Other	45	7.0%	50	7.2%	65	8.7%
Grand Total	645	100.0%	695	100.0%	745	100.0%

Table 4b3 Ethnic profile of PSS by ethnicity						
	2019/20		2018/19		2017/18	
	No.	%	No.	%	No.	%
Arab	0	0.0%	0	0.0%	0	0.0%
Asian/Asian British – Bangladeshi	0	0.0%	5	0.7%	0	0.0%
Asian/Asian British – Chinese	5	0.8%	10	1.4%	10	1.3%
Asian/Asian British – Indian	15	2.3%	15	2.1%	15	2.0%
Asian/Asian British – Pakistani	5	0.8%	5	0.7%	5	0.7%
Black/African/Caribbean/ British – Caribbean	5	0.8%	5	0.7%	5	0.7%
Black/African/Caribbean/ British -African	5	0.8%	5	0.7%	5	0.7%
Mixed/Multiple - White & Black Caribbean	0	0.0%	5	0.7%	5	0.7%
Mixed/Multiple - White and Asian	0	0.0%	5	0.7%	5	0.7%
Mixed/Multiple - White and Black African	5	0.8%	5	0.7%	0	0.0%
Other Asian Background	5	0.8%	5	0.7%	5	0.7%
Other Ethnic Background	0	0.0%	0	0.0%	5	0.7%
Other Mixed/Multiple Ethnic Background	5	0.8%	5	0.7%	5	0.7%
Other White Background	45	7.0%	45	6.4%	60	7.9%
White British	545	84.5%	580	82.3%	620	82.1%
White Irish	0	0.0%	5	0.7%	5	0.7%
Unknown	5	0.8%	5	0.7%	5	0.7%
Grand Total	645	100.0%	705	100.0%	755	100.0%

Table 4b4 National profile of PSS by ethnic group as a share of nationality						
	2019/20		2018/19		2017/18	
	Count	%	Count	%	Count	%
UK	610	94.6%	655	93.6%	700	93.3%
B.A.M.E.	45	7.4%	55	8.4%	55	7.9%
White British	545	89.3%	580	88.5%	620	88.6%

White Other	15	2.5%	15	2.3%	20	2.9%
Unknown	5	0.8%	5	0.8%	5	0.7%
Non-UK	**35**	**5.4%**	**45**	**6.4%**	**50**	**6.7%**
B.A.M.E.	5	14.3%	10	22.2%	5	10.0%
White British	0	0.0%	0	0.0%	0	0.0%
White Other	30	85.7%	35	77.8%	45	90.0%
Unknown	0	0.0%	0	0.0%	0	0.0%
Grand Total	**645**		**700**		**750**	

Table 4b5 Ethnic profile of PSS by ethnic group as a share of service type						
	2019/20		2018/19		2017/18	
	Count	%	Count	%	Count	%
Administrative/back office support	**270**	**41.5%**	**285**	**41.3%**	**325**	**43.6%**
B.A.M.E.	20	7.4%	25	8.8%	30	9.2%
White British	235	87.0%	240	84.2%	270	83.1%
White Other	15	5.6%	20	7.0%	25	7.7%
Unknown	0	0.0%	0	0.0%	0	0.0%
Customer facing	**380**	**58.5%**	**405**	**58.7%**	**420**	**56.4%**
B.A.M.E.	35	9.2%	35	8.6%	30	7.1%
White British	310	81.6%	335	82.7%	350	83.3%
White Other	30	7.9%	30	7.4%	35	8.3%
Unknown	5	1.3%	5	1.2%	5	1.2%
Grand Total	**650**		**690**		**745**	

Table 4b6 Ethnic profile of PSS by ethnic group as a share of service type						
	2019/20		2018/19		2017/18	
	Count	%	Count	%	Count	%
Administrative/back office support	**270**	**41.9%**	**285**	**41.0%**	**330**	**44.0%**
Asian	15	5.6%	15	5.3%	15	4.5%
Black	0	0.0%	5	1.8%	5	1.5%
Chinese	0	0.0%	0	0.0%	0	0.0%
Mixed	5	1.9%	5	1.8%	5	1.5%
Other	0	0.0%	0	0.0%	5	1.5%
White	250	92.6%	260	91.2%	300	90.9%
Unknown	0	0.0%	0	0.0%	0	0.0%
Customer facing	**375**	**58.1%**	**410**	**59.0%**	**420**	**56.0%**
Asian	10	2.7%	10	2.4%	10	2.4%
Black	5	1.3%	10	2.4%	5	1.2%
Chinese	5	1.3%	5	1.2%	5	1.2%
Mixed	10	2.7%	10	2.4%	5	1.2%
Other	0	0.0%	0	0.0%	5	1.2%

White	340	90.7%	370	90.2%	385	91.7%
Unknown	5	1.3%	5	1.2%	5	1.2%
Grand Total	**645**		**695**		**750**	

Professional Services departments have been grouped in to 2 categories:

Administrative/back office support:	Customer facing:
Estates & Facilities (E&F)	External Relations (ER)
Finance Service (FS)	Faculty support staff (FSS)
ICT	Library & Learning Service (LLS)
People & Development (P&D)	Research, Innovation & Enterprise (RIE)
Policy, Governance & Information (PGI)	Solent Learning & Teaching Institute (SLTI)
Project Management Office (PMO)	Solent Sport (SS)
Quality Management (QM)	Specialist Facilities (SF)
Vice-Chancellor's Office (VCO)	Student Experience (SE)

Table 4b7 Ethnic profile of PSS by grade						
	2019/20		**2018/19**		**2017/18**	
	Count	%	Count	%	Count	%
Snr Leadership UCEA Levels VC - 3B	**5**	**0.8%**	**5**	**0.7%**	**5**	**0.7%**
B.A.M.E.	0	0.0%	0	0.0%	0	0.0%
White British	5	100.0%	5	100.0%	5	100.0%
Executive and senior 4B - 5B	**20**	**3.1%**	**25**	**3.6%**	**30**	**4.0%**
B.A.M.E.	0	0.0%	0	0.0%	0	0.0%
White British	20	100.0%	25	100.0%	30	100.0%
Grade 9 Level I	**10**	**1.5%**	**15**	**2.2%**	**10**	**1.3%**
B.A.M.E.	0	0.0%	0	0.0%	0	0.0%
White British	10	100.0%	15	100.0%	10	100.0%
Grade 8 XpertHR Level J	**40**	**6.2%**	**40**	**5.8%**	**55**	**7.4%**
B.A.M.E.	0	0.0%	5	12.5%	5	9.1%
White British	35	87.5%	35	87.5%	50	90.9%
Grade 7 XpertHR Level J	**65**	**10.0%**	**65**	**9.5%**	**65**	**8.7%**
B.A.M.E.	0	0.0%	0	0.0%	0	0.0%
White British	65	100.0%	65	100.0%	60	92.3%
White Other	0	0.0%	0	0.0%	5	7.7%
Grade 6 and below XpertHR Level K - P	**510**	**78.5%**	**535**	**78.1%**	**580**	**77.9%**
B.A.M.E.	50	9.8%	55	10.3%	55	9.5%
White British	415	81.4%	430	80.4%	465	80.2%
White Other	40	7.8%	45	8.4%	55	9.5%
Unknown	5	1.0%	5	0.9%	5	0.9%
Grand Total	**650**		**685**		**745**	

Table 4b8 Ethnic profile of PSS by contract type as a share of the ethnic population						
	2019/20		2018/19		2017/18	
	Count	%	Count	%	Count	%
Indefinite contract	**605**	**93.8%**	**640**	**92.1%**	**675**	**89.4%**
B.A.M.E.	50	90.9%	55	84.6%	55	91.7%
White British	510	93.6%	535	92.2%	565	91.2%
White Other	40	88.9%	45	90.0%	50	76.9%
Unknown	5	100%	5	100%	5	100%
Fixed term contract	**40**	**6.2%**	**55**	**7.9%**	**80**	**10.6%**
B.A.M.E.	0	0.0%	10	15.4%	10	16.7%
White British	35	6.4%	40	6.9%	55	8.9%
White Other	5	11.1%	5	10%	15	23.1%
Unknown	0	0.0%	0	0.0%	0	0.0%
Grand Total	**645**		**695**		**755**	

Table 4b9 Ethnic profile of PSS as a share of employment type						
	2019/20		2018/19		2017/18	
	Count	%	Count	%	Count	%
Full time contract	**485**	**74.6%**	**535**	**76.4%**	**585**	**78.0%**
B.A.M.E.	35	7.2%	45	8.4%	45	7.7%
White British	410	84.5%	450	84.1%	485	82.9%
White Other	35	7.2%	35	6.5%	50	8.5%
Unknown	5	1.0%	5	0.9%	5	0.9%
Part time contract	**165**	**25.4%**	**165**	**23.6%**	**165**	**22.0%**
B.A.M.E.	20	12.1%	20	12.1%	15	9.1%
White British	135	81.8%	130	78.8%	135	81.8%
White Other	10	6.1%	15	9.1%	15	9.1%
Unknown	0	0.0%	0	0.0%	0	0.0%
Grand Total	**650**		**700**		**750**	

Table 4b10 Ethnic profile of PSS by gender						
	2019/20		2018/19		2017/18	
	Count	%	Count	%	Count	%
Female	**360**	**55.4%**	**380**	**54.7%**	**415**	**55.3%**
B.A.M.E.	30	8.3%	35	9.2%	30	7.2%
White British	300	83.3%	310	81.6%	340	81.9%
White Other	25	6.9%	30	7.9%	40	9.6%
Unknown	5	1.4%	5	1.3%	5	1.2%
Male	**290**	**44.6%**	**315**	**45.3%**	**335**	**44.7%**
B.A.M.E.	25	8.6%	30	9.5%	30	9.0%
White British	245	84.5%	265	84.1%	280	83.6%

White Other	20	6.9%	20	6.3%	25	7.5%
Unknown	0	0.0%	0	0.0%	0	0.0%
Grand Total	**650**		**695**		**750**	

Table 4b11 Ethnic profile of PSS by gender and ethnicity detail						
	2019/20		**2018/19**		**2017/18**	
	Count	%	Count	%	Count	%
Female	**360**	**55.8%**	**380**	**54.7%**	**420**	**55.6%**
Asian	15	4.2%	15	3.9%	15	3.6%
Black	5	1.4%	5	1.3%	5	1.2%
Chinese	5	1.4%	5	1.3%	5	1.2%
Mixed	5	1.4%	10	2.6%	10	2.4%
Other	0	0.0%	0	0.0%	0	0.0%
White	325	90.3%	340	89.5%	380	90.5%
Unknown	5	1.4%	5	1.3%	5	1.2%
Male	**285**	**44.2%**	**315**	**45.3%**	**335**	**44.4%**
Asian	10	3.5%	10	3.2%	10	3.0%
Black	5	1.8%	5	1.6%	5	1.5%
Chinese	0	0.0%	5	1.6%	5	1.5%
Mixed	5	1.8%	5	1.6%	5	1.5%
Other	0	0.0%	0	0.0%	5	1.5%
White	265	93.0%	290	92.1%	305	91.0%
Unknown	0	0.0%	0	0.0%	0	0.0%
Grand Total	**645**		**695**		**755**	

Table 4b12 Ethnic profile of professional and support services staff leavers by year								
	2019/20		2018/19		2017/18		Total	
	Count	% of Leavers	Count	% of Leavers	Count	% of Leavers	Count	% of Leavers
B.A.M.E.	15	13.0%	10	7.1%	30	13.3%	55	11.5%
White British	85	73.9%	110	78.6%	170	75.6%	365	76.0%
White Other	10	8.7%	20	14.3%	25	11.1%	55	11.5%
Unknown	5	4.3%	0	0.0%	0	0.0%	5	1.0%
Grand Total	**115**		**140**		**225**		**480**	

Table 4b13 Ethnic profile of professional and support services staff leavers by nationality (2017 - 2020 combined)		
	2017 - 2020	
	Headcount	% of Leavers
Non-UK	**60**	**12.5%**
B.A.M.E.	15	25.0%

White British	0	0.0%
White Other	45	75.0%
UK	**420**	**87.5%**
B.A.M.E.	45	10.7%
White British	360	85.7%
White Other	10	2.4%
Unknown	5	1.2%
Grand Total	**480**	

Table 4b14 Ethnic profile of professional and support services staff leavers by grade (2017 - 2020 combined)		
	Headcount	% of Leavers
Snr Leadership UCEA levels VC-3B	**5**	**1.1%**
B.A.M.E.	0	0.0%
White British	5	100.0%
Executive and senior UCEA levels 4B - 5B	**20**	**4.3%**
B.A.M.E.	0	0.0%
White British	20	100.0%
Grade 9 XpertHR Level I	**5**	**1.1%**
B.A.M.E.	0	0.0%
White British	5	100.0%
White Other	0	0.0%
Grade 8 XpertHR Level J	**20**	**4.3%**
B.A.M.E.	5	25.0%
White British	15	75.0%
White Other	0	0.0%
Grade 7 XpertHR Level J	**25**	**5.3%**
B.A.M.E.	0	0.0%
White British	25	100.0%
White Other	0	0.0%
Grade 6 and below XpertHR Levels K – P	**395**	**84.0%**
B.A.M.E.	50	12.7%
White British	290	73.4%
White Other	50	12.7%
Unknown	5	1.3%
Grand Total	**470**	

Table 4b15 Voluntary and involuntary staff turnover for PSS									
	2019/20			**2018/19**			**2017/18**		
	Vol. Turn.	**Invol. Turn.**	**Total Turn.**	**Vol. Turn.**	**Invol. Turn.**	**Total Turn.**	**Vol. Turn.**	**Invol. Turn.**	**Total Turn.**
B.A.M.E.	6.9%	17.2%	24.1%	9.8%	9.7%	19.5%	14.1%	34.3%	48.4%

White British	7.9%	7.2%	15.1%	8.4%	10.4%	18.8%	9.1%	17.5%	26.6%
White Other	12.8%	4.2%	17.0%	18.2%	16.3%	34.5%	11.2%	30.4%	41.6%
Total	8.6%	8.1%	16.7%	9.3%	10.7%	20.0%	9.6%	19.9%	29.5%

*Voluntary turnover includes resignation, non-return from maternity leave and career break

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AP 3 - Run focus groups to explore the differentials in responses of Black and Asian staff, to gain greater insight into their experiences and to inform the development of the staff training programmes and policies.

AP 11- Design and implement a VC approved Equality Essentials mandatory programme of staff training opportunities to develop understanding, knowledge and skills, cultural confidence and competence in relation to race equality.

AP 13 - Advertise all roles in at least one community hub (e.g. Action for Access, HERAG, local community hubs) to reach a greater variety of B.A.M.E. applicants.

AP 14 - Advertise senior role vacancies to national B.A.M.E. networks such as HERAG, NEDIAL (senior sector EDI staff group)

AP 15 - at least 8 videos from B.A.M.E. staff to enable people to see themselves reflected in the University and to bring alive Solent's EDI Plan on our recruitment website in line with our employer brand, so it is available for applicants to view

AP 16 - Create job descriptions which require lived experiences to ensure we achieve our ambitions for improving B.A.M.E. representation.

AP 17 - Redevelop recruitment pages to ensure the employer brand is synonymous with diversity and inclusion.

AP 18 - Develop recruitment initiatives including positive action to increase the proportion of B.A.M.E. applicants who are successful in the appointment process.

AP 19 - Develop and implement an equality and diversity in recruitment and selection training session mandatory for all recruitment managers, panellists and those making restructuring decisions.

AP 32 - Develop and implement a plan to remove the institutional barriers which lead to differences in the number of B.A.M.E. staff on temporary contracts compared to White staff.

AP 33 - Investigate specifically the reasons for the loss of B.A.M.E. professional and support staff during the REC application period and implement actions emerging from this investigation

AP 34 - Conduct future EIA of voluntary involuntary professional and support staff leavers to identify reasons for differences by ethnicity and complete resultant actions.

AP 35 - Update exit interview questionnaire to include equality question(s) in exit interview so results can be reviewed by ethnicity, nationality and business area/faculty to determine if there are differentials between B.A.M.E. and White staff.

AP 36 - Appoint an external critical friend to review the our EIA and recommendations made based upon our qualitative and quantitative data

4c Grievances and disciplinaries

Between 2017 and 2020 there were no race related grievances or disciplinaries recorded at Solent (**Table 4c2**). However, there are several points to consider.

Whilst we have a 'Whistleblowing' policy, we do not have an updated Dignity at Work policy to reinforce our ambitions for an inclusive culture (**AP 37**).

Proportionally, B.A.M.E. staff (who currently make up 8% of employees at the university, 9.3% in 2018/19) are overrepresented in disciplinaries (12.5%) and grievances (14.3%)

Additionally, the results of the REC staff survey show that although most respondents hadn't witnessed racial discrimination on campus, 45 (21.9%) had (**Figure 4c1**) (**AP 41, AP 42**).

Figure 4c1 Data from REC staff survey.

11   I have witnessed or been the victim of racial discrimination on campus.

Strongly disagree	87 (42.4%)
Disagree	54 (26.3%)
Slightly disagree	8 (3.9%)
Neither agree nor disagree	11 (5.4%)
Slightly agree	15 (7.3%)
Agree	15 (7.3%)
Strongly agree	15 (7.3%)
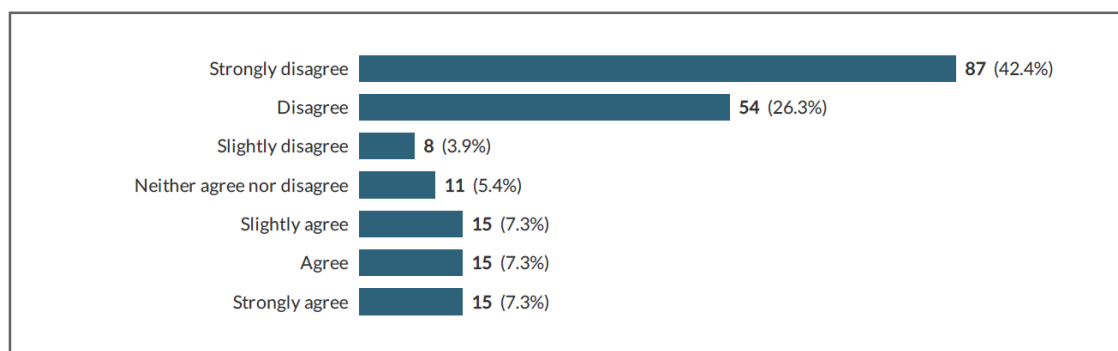
Table 4c1 Staff survey question 11 - I have witnessed or been the victim of racial discrimination on campus. Profile of staff survey respondents by ethnicity

	% Black respondents	% Asian respondents	% Minority Ethnic respondents	% White respondents	% Respondents, ethnicity unknown
Strong disagree	42.9% (3)	41.7% (5)	28.6% (4)	46.3% (68)	28.0% (7)
Disagree	0.0%	25.0% (3)	14.3% (2)	29.3% (43)	24.0% (6)
Slightly disagree	0.0%	0.0%	0.0%	4.1% (6)	8.0% (2)
Neither agree nor disagree	14.3% (1)	0.0%	0.0%	5.4% (8)	8.0% (2)
Slightly agree	14.3% (1)	0.0%	21.4% (3)	6.1% (9)	8.0% (2)
Agree	0.0%	8.3% (1)	7.1% (1)	6.1% (9)	16.0% (4)
Strong agree	28.6% (2)	25.0% (3)	28.6% (4)	2.7% (4)	8.0% (2)

Quotes from the staff survey:

"I would like there to be a way of reporting incidences of racial discrimination at Solent other than raising a grievance against a fellow staff member" *White other, female.*

"A complaints system exists but it deals with complaints in the broad sense, I would like to see this system refined to recognise racist complaints. There is no one individual in P&D that you can talk to in confidence too about potential racist complaints, certainly nobody of colour that the B.A.M.E. people could relate to." *White British, male.*

"The current system of reporting does not work. There needs to be an independent reporting system." *Asian Black mixed heritage, gender not disclosed.*

There is a lack of clarity around procedures for reporting and documenting hate crimes. Solent is part of the Southampton Hate Crime Network and all incidents of hate crime are recorded within CRM at Solent. However, the university is now addressing the issues of potential under-reporting and discussing ways to increase awareness of the support available (**AP 41, AP 42).**

| **Table 4c2 Staff Profile - Grievances and disciplinaries (2017 - 2020 combined)**								
	Racism Related	Total	B.A.M.E.		White British		White Other	
	No.	No.	No.	%	No.	%	No.	%
Disciplinary	0	40	5	12.5%	30	75.0%	5	12.5%
Grievance	0	35	5	14.3%	20	57.1%	10	28.6%
Total	**0**	**75**	**10**	**13.3%**	**50**	**66.7%**	**15**	**20.0%**

AP 37 Develop and implement a Dignity at Work policy
AP 41 Improve the way we report and deal with reports of race related incidences for staff and students and training required.
AP 42 Develop a marketing campaign to raise awareness of the University's commitment to racial equality and the zero tolerance of racial bullying and harassment

4d Decision-making boards and committees

Figure 4d1 Boards and committees
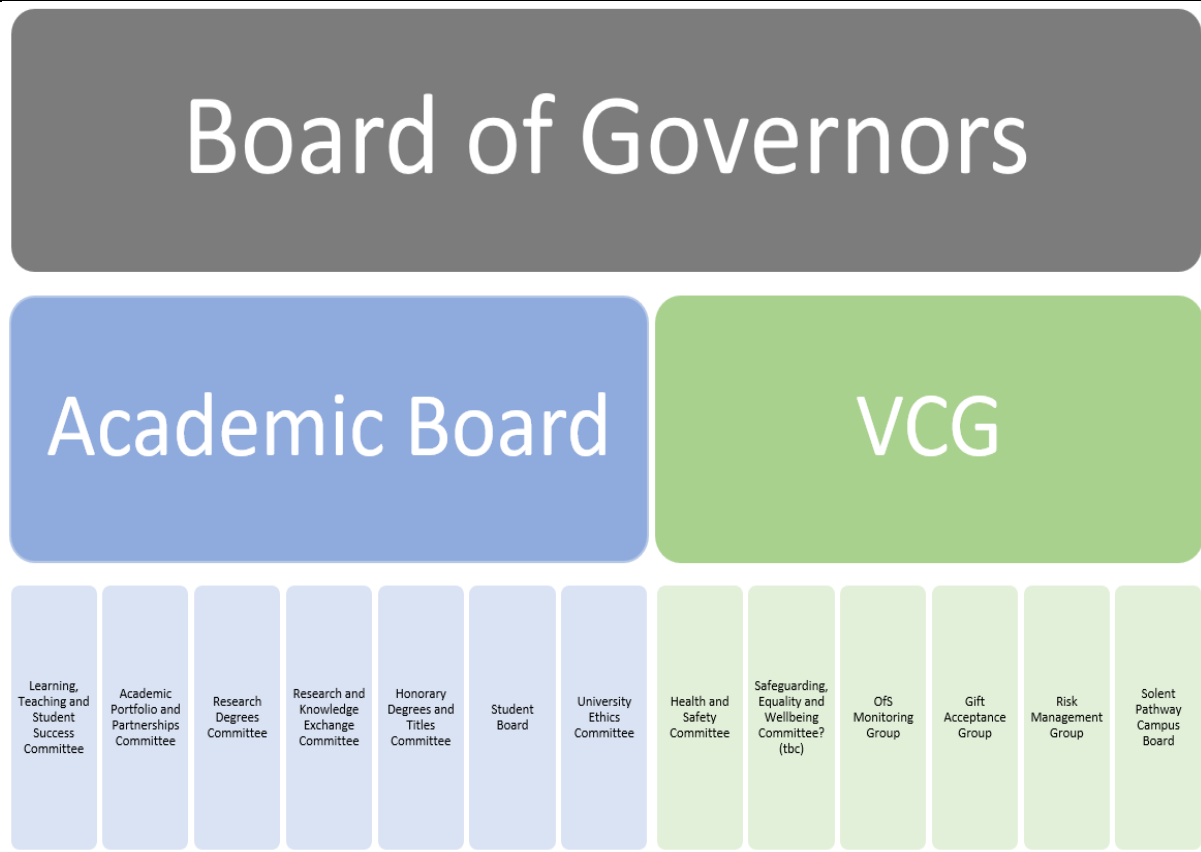
Membership of Boards and Committees offers recognition for contributions and for career and profile building opportunities. Ensuring diversity in committee membership is an area for improvement at Solent.

Solent's Boards and Committees fall under 2 strands, Academic Board and VCG (**Figure 4d1**), the Board of Governors (BOG) consists of: Audit, Committee, Resources and Remuneration Committees.

The Board recognises diversity on the Board of Governors is important and monitoring the composition of the Board of Governors is the remit of the Governance Committee, which reports into the BOG. The Board has actively and successfully sought to diversify its membership.

For committee roles linked to job roles, the diversity is limited to those already in the relevant posts and that is why it is critical to increase the number of B.A.M.E. staff. For appointments, the committee Clerk and Chair/Dean is responsible for nominating new members and therefore has some latitude to increase diversity. There is variation in the diversity of the boards (**Table 4d1**) and no strategic approach to ensure diversity of internal boards. Reviews of the diversity of the boards, and consideration of how this might be increased, is an important area for ongoing action (**AP 39**).

Table 4d1 Ethnic profile of decision-making boards and committees							
	B.A.M.E.		White British		White Other		Total
	No.	%	No.	%	No.	%	No.
Board of Governors	5	25.0%	15	75.0%	0	0.0%	20
Academic Board	5	20.0%	15	60.0%	5	20.0%	25
Learning Teaching and Student Achievement Committee	0	0.0%	10	100.0%	0	0.0%	10
Research Degrees	5	50.0%	5	50.0%	0	0.0%	10
Grand Total	**20**	**25.0%**	**55**	**68.8%**	**5**	**6.3%**	**80**

4e Equal Pay

Tables 4e1, 4e2 show a reduction in BAME equal pay for March 2020 figures when compared to March 2018 figures. An equal pay analysis has not been carried out at Solent since 2014 and March 2018 was the first ethnicity pay gap analysis.

Whilst we are at sector average or lower than sector average for non-UK staff, pay gaps for UK staff are larger. The goal is to understand the where the gap exists (faculty/service department/level and the intersectional nature to ensure continued improvement as we move forward (**AP 40**).

Table 4e1 Ethnicity Pay Gap figures		
	Mean	Median
Mar-20	5.5%	3.1%
Mar-19	8.0%	8.4%
Mar-18	8.4%	6.4%

Table 4e2 Mean and Median Hourly Rate figures by ethnic group						
	Mar-20		Mar-19		Mar-18	
	Mean	Median	Mean	Median	Mean	Median
B.A.M.E.	£20.04	£19.67	£16.95	£17.19	£16.48	£16.87
White	£21.21	£20.29	£18.44	£18.78	£17.99	£18.02

AP 13 - Advertise all roles in at least one community hub (e.g. Action for Access, HERAG, local community hubs) to reach a greater variety of B.A.M.E. applicants.

AP 14 - Advertise senior role vacancies to national B.A.M.E. networks such as HERAG, NEDIAL (senior sector EDI staff group)

AP 39 - Develop a training package and train Chairs and Clerks in race equality so they ensure membership includes racialized groups and facilitate inclusive decision making.

AP 40 - Complete a robust pay gap audit and plan to further understand and action the ethnicity pay gap

[Word count: 1857]

5 ACADEMIC STAFF: RECRUITMENT, PROGRESSION AND DEVELOPMENT

Overview

Whilst applications from non-UK B.A.M.E. people increased in the period, the proportion of UK applications from B.A.M.E. applicants in the period overall remained unchanged.

Conversion from application to shortlisting for UK B.A.M.E. applicants improved over the period with a 1 pp positive difference for UK B.A.M.E. applicants compared to White British applicants in 2019/20.

However, interview to offer conversion decreased from 22.2% to 15.4% (-6.8pp).

B.A.M.E. academic applicants are disadvantaged at the interview stage of recruitment with fluctuating rates in shortlisting. It is a priority to eliminate this bias in recruitment processes. Research, the BAME Staff Network and survey feedback demonstrate that ethnicity impacts decision making and therefore shortlisting should be anonymous and EDI training at all stages of the process should be mandatory for recruiting managers and panellists.

The data indicates a proportionately lower uptake of leadership and management training for B.A.M.E. staff compared to White academic staff. All staff development opportunities need to be

inclusive and accessible with barriers (including management support) to participating identified and addressed. A positive action approach to staff development needs to be implemented to create a level playing field for career progression.

There is a proportionately lower PDR completion rates for B.A.M.E. staff compared to White academic staff. Staff feedback reveals a dissatisfaction with the PDR system with some staff reporting that their managers do not invest the time to discuss development and training and by not engaging fully with the process these managers damage the career experience and progression of staff. In the staff survey, B.A.M.E. respondents rated all the questions relating to PDR more negatively than White respondents indicating that B.A.M.E. staff are more likely to have a negative appraisal experience. Improving the experience of the PDR process will positively impact on B.A.M.E. staff being supported in their career and career progression ambitions.

Qualitative comments on career progression processes were strongly negative with a perceived lack of transparency about opportunities and a lack of encouragement to apply. 35.3% of B.A.M.E. survey respondents were negative in their response about the University's recruitment and promotion processes. Any barriers that exist need to be identified and addressed on an ongoing basis to mitigate against staff and structural changes.

The support given to academics for REF work and to early career researchers is critical to facilitating successful career progression and while the EIA does not reveal any disparities, we will strengthen support for B.A.M.E. staff as part of work to support for career progression.

5a Academic staff recruitment

The proportion of B.A.M.E. applicants for academic staff roles has increased by 8.8% between 2017/18 and 2019/20 **(Table 5a2).**

The University records the proportion of UK and non-UK applications for academic roles, determined by applicant passport **(Table 5a4).** The proportion of non-UK applications for academic roles from B.A.M.E. applicants has increased year-on-year over the period from 47.4% in 2017/18 to 68.3% in 2019/20. The proportion of UK applications from B.A.M.E. applicants in the period overall has remained unchanged, increasing by 4.1 pp from 14.8% in 2017/18 to 18.9% in 2018/19 and then decreasing to 15.4% in 2019/20.

The percentage of UK B.A.M.E. applicants shortlisted for interview was 23.5% in 2017/18, **(Table 5a6)**, 17.8 pp lower than for White British applicants (41.3%). This gap reduced in 2018/19 to 14.7 pp and in 2019/20 the percentage of UK B.A.M.E. applicants shortlisted was 33.1%, 1 pp higher than for White British applicants.

However, the proportion of UK and B.A.M.E. applicants who are offered a job following an interview was lower than the proportion of White British applicants. In 2019/20, the proportion of UK B.A.M.E. applicants offered a job following interviews was 25%, 10 pp lower than for White British applicants. This was also true in academic year 2018/19, an increase from 2017/18 where the gap between B.A.M.E. and White UK applicants offered roles was only 1.3 pp.

Between 2017/18 and 2019/20 the application to shortlist/ interview conversion has increased for B.A.M.E. applicants by 3.1 pp (although this was significantly lower in 2018/19, at 14.1%) but interview to offer conversion has decreased from 22.2% to 15.4%, a decrease of 6.8 pp.

Staff survey responses also indicate that recruitment is an area where action is required. 23.9% of respondents felt, to some extent, that the University's recruitment policies did not lead to the best candidates being recruited (**Figure 5a1**). 35.3% (12) of our B.A.M.E. survey respondents disagreed with this in comparison to just 18.4% (27) of our White respondents.

We therefore have identified the conversion rate of B.A.M.E. applicants from interview to job offer as a priority (**AP 1, AP 18, AP 19**).

Figure 5a1 Data from the REC staff survey

18 Solent University's recruitment and selection policies lead to the best candidates being recruited.
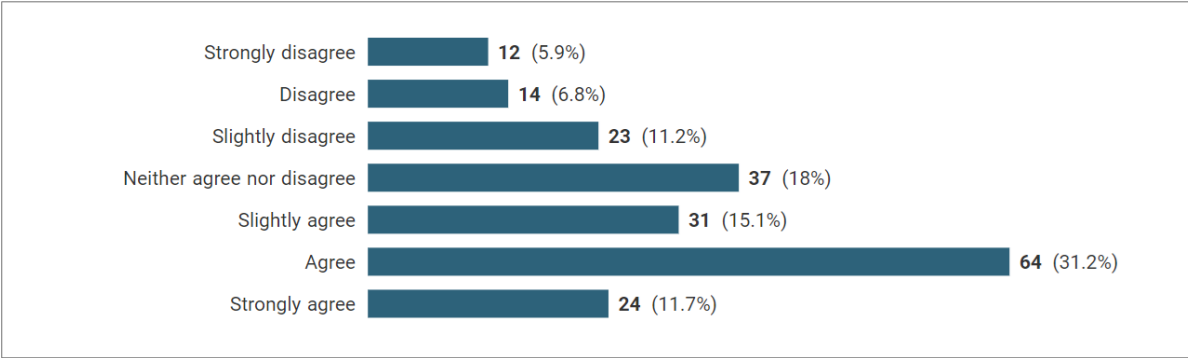
Table 5a1 Staff survey question 18 - Solent University's recruitment and selection policies lead to the best candidates being recruited. Profile of staff survey respondents by ethnicity

	% Black respondents	% Asian respondents	% Minority Ethnic respondents	% White respondents	% Respondents, ethnicity unknown
Strong disagree	0.0%	8.3% (1)	21.4% (3)	2.0% (3)	20.0% (5)
Disagree	0.0%	8.3% (1)	21.4% (3)	5.4% (8)	8.0% (2)
Slightly disagree	14.3% (1)	8.3% (1)	7.1% (1)	10.9% (16)	16.0% (4)
Neither agree nor disagree	42.9% (3)	25.0% (3)	14.3% (2)	16.3% (24)	20.0% (5)
Slightly agree	14.3% (1)	0.0%	7.1% (1)	17.7% (26)	12.0% (3)
Agree	14.3% (1)	33.3% (4)	14.3% (2)	36.1% (53)	16.0% (4)
Strong agree	14.3% (1)	16.7% (2)	14.3% (2)	11.6% (17)	8.0% (2)

Comments collected from the REC staff survey included:

"Process are fair, but we are dealing with minority groups who see a predominantly white institution. Selection and advertising should take this into account, as they do with disabled applicants." White British, male.

"Best candidate' is a tricky term. short term decision making and bias can effect decision making + we often have very few Black candidates" White British, female.

"We should ensure panels are a little more diverse than they are as a matter of policy" White Irish, male.

All B.A.M.E groups were less likely to than White respondents to agree that the university's recruitment and selection policies lead to the best candidates being selected. Minority Ethnic respondents had the lowest agreement at only 36%, compared to a 65% agreement for White respondents. We will explore this to gain further insight and to inform actions via the B.A.M.E Staff Network through focus groups in 2022/23 **(AP 3).**

Table 5a2 Proportions of Black/Brown and White applicants for academic roles 2017 – 2020				
Ethnicity	**2019/20** No. and % of applications	**2018/19** No. and % of applications	**2017/18** No. and % of applications	**3 Years** No. and % of applications
Black & Brown	275 39.0%	460 40.9%	355 30.2%	1090 36.3%
White British	310 44.0%	440 39.1%	560 47.7%	1310 43.6%
White Other	100 14.2%	195 17.3%	230 19.6%	525 17.5%
Unknown	20 2.8%	30 2.7%	30 2.6%	80 2.7%
Total	**705**	**1125**	**1175**	**3005**

Table 5a3 Ethnic profile of applicants for academic roles 2017 – 2020

Ethnicity	2019/20 No. and % of applications	2018/19 No. and % of applications	2017/18 No. and % of applications	3 Years No. and % of applications
Asian	130 18.3%	275 24.4%	145 12.3%	550 18.3%
Black	60 8.5%	75 6.7%	75 6.4%	210 7.0%
Chinese	15 2.1%	25 2.2%	35 3.0%	75 2.5%
Mixed	20 2.8%	30 2.7%	40 3.4%	90 3.0%
Other	50 7.0%	55 4.9%	60 5.1%	165 5.5%
White	415 58.5%	635 56.4%	790 67.2%	1840 61.1%
Unknown	20 2.8%	30 2.7%	30 2.6%	80 2.7%
Total	**710**	**1125**	**1175**	**3010**

Table 5a4 Ethnic and nationality profile of applicants for academic roles 2017 – 2020				
	2019/20 No. and % of applications	2018/19 No. and % of applications	2017/18 No. and % of applications	3 Years No. and % of applications
Non-UK	**315** **44.7%**	**565** **50.2%**	**285** **24.4%**	**1165** **38.8%**
B.A.M.E.	215 68.3%	355 62.8%	135 47.4%	705 60.5%
White British	0 0.0%	25 4.4%	5 1.8%	30 2.6%
White Other	90 28.6%	165 29.2%	135 47.4%	390 33.5%
Unknown	10 3.2%	20 3.5%	10 3.5%	40 3.4%
UK	**390** **55.3%**	**555** **49.3%**	**575** **49.1%**	**1520** **50.7%**
B.A.M.E.	60 15.4%	105 18.9%	85 14.8%	250 16.4%
White British	310	415	460	1185

	79.5%	74.8%	18.0%	78.0%
White Other	10 2.6%	25 4.5%	20 3.5%	55 3.6%
Unknown	10 2.6%	10 1.8%	10 1.7%	30 2.0%
Unknown	**0 0.0%**	**5 0.4%**	**310 26.5%**	**315 10.5%**
B.A.M.E.	0 0.0%	0 0.0%	130 41.9%	130 41.3%
White British	0 0.0%	5 100.0%	95 30.6%	100 31.7%
White Other	0 0.0%	0 0.0%	75 24.2%	75 23.8%
Unknown	0 0.0%	0 0.0%	10 3.2%	10 3.2%
Total	**705**	**1125**	**1170**	**3000**

Table 5a5 Ethnic and nationality profile of applicants for academic roles by specific ethnic groups 2017 – 2020				
	2019/20 No. and % of applications	**2018/19** No. and % of applications	**2017/18** No. and % of applications	**3 Years** No. and % of applications
Non-UK	**315 44.7%**	**560 49.8%**	**290 24.7%**	**1165 38.8%**
Asian	110 34.9%	225 40.2%	55 19.0%	390 33.5%
Black	45 14.3%	50 8.9%	30 10.3%	125 10.7%
Chinese	15 4.8%	20 3.6%	20 6.9%	55 4.7%
Mixed	10 3.2%	15 2.7%	10 3.4%	35 3.0%
Other	35 11.1%	40 7.1%	25 8.6%	100 8.6%
White	90 28.6%	190 33.9%	140 48.3%	420 36.1%
Unknown	10 3.2%	20 3.6%	10 3.4%	40 3.4%
UK	**390 55.3%**	**560 49.8%**	**575 48.9%**	**1525 50.7%**
Asian	20 5.1%	55 9.8%	30 5.2%	105 6.9%
Black	15	20	20	55

	3.8%	3.6%	3.5%	3.6%
Chinese	0	5	5	10
	0.0%	0.9%	0.9%	0.7%
Mixed	10	15	15	40
	2.6%	2.7%	2.6%	2.6%
Other	15	15	15	45
	3.8%	2.7%	2.6%	3.0%
White	320	440	480	1240
	82.1%	78.6%	83.5%	81.3%
Unknown	10	10	10	30
	2.6%	1.8%	1.7%	2.0%
Unknown	**0**	**5**	**310**	**315**
	0.0%	**0.9%**	**53.9%**	**20.7%**
Asian	0	0	60	60
	0.0%	0.0%	19.4%	19.0%
Black	0	0	25	25
	0.0%	0.0%	8.1%	7.9%
Chinese	0	0	10	10
	0.0%	0.0%	3.2%	3.2%
Mixed	0	0	15	15
	0.0%	0.0%	4.8%	4.8%
Other	0	0	20	20
	0.0%	0.0%	6.5%	6.3%
White	0	5	170	175
	0.0%	100.0%	54.8%	55.6%
Unknown	0	0	10	10
	0.0%	0.0%	3.2%	3.2%
Total	**705**	**1125**	**1176**	**3005**

Table 5a6 Ethnic and nationality conversion rates for academic roles												
	B.A.M.E.			White			White Other			Total		
	Previous stage	This stage	Conversion	Previous stage	This stage	Conversion	Previous stage	This stage	Conversion	Proceeding to next stage	Conversion		
	No.	No.	%	No.	No.	%	No.	No.	%	No.	%		
2019/20													
Stage – Application to shortlist/interview													

UK	60	20	33.3%	310	100	32.3%	10	5	50.0%	125	65.8%
Non-UK	215	45	20.9%	0	0	0.0%	90	20	22.2%	65	34.2%
Total	**275**	**65**	**23.6%**	**310**	**100**	**32.3%**	**100**	**25**	**25.0%**	**190**	
Stage – Interview to job offer											
UK	20	5	25.0%	100	35	35.0%	5	0	0.0%	40	80.0%
Non-UK	45	5	11.1%	0	0	0.0%	20	5	25.0%	10	20.0%
Total	**65**	**10**	**15.4%**	**100**	**35**	**35.0%**	**25**	**5**	**20.0%**	**50**	
2018/19											
Stage – Application to shortlist/interview											
UK	105	20	19.0%	415	140	33.7%	25	10	40.0%	170	65.4%
Non-UK	355	45	12.7%	25	5	20.0%	165	40	24.2%	90	34.6%
Total	**460**	**65**	**14.1%**	**440**	**145**	**33.0%**	**190**	**50**	**26.3%**	**260**	
Stage – Interview to job offer											
UK	20	5	25.0%	140	50	35.7%	10	5	50.0%	60	80.0%
Non-UK	45	10	22.2%	5	0	0.0%	40	5	12.5%	15	20.0%
Total	**65**	**15**	**23.1%**	**145**	**50**	**34.5%**	**50**	**10**	**20.0%**	**75**	
2017/18											
Stage – Application to shortlist/interview											
UK	85	20	23.5%	460	190	41.3%	20	10	50.0%	220	77.2%
Non-UK	135	25	18.5%	5	0	0.0%	135	40	29.6%	65	22.8%
Total	**220**	**45**	**20.5%**	**465**	**190**	**40.9%**	**155**	**50**	**32.3%**	**285**	
Stage – Interview to job offer											
UK	20	5	25.0%	190	50	26.3%	10	5	50.0%	60	75.0%
Non-UK	25	5	20.0%	0	0	0.0%	40	15	37.5%	20	25.0%
Total	**45**	**10**	**22.2%**	**190**	**50**	**26.3%**	**50**	**20**	**40.0%**	**80**	

Table 5a7 Ethnic and School profile of applicants for academic roles (2017 - 2020)				
	2019/20	**2018/19**	**2017/18**	

	Total Apps	% of Apps	Total Apps	% of Apps	Total Apps	% of Apps	Total Apps	% of Apps
Research, Innovation & Enterprise	**20**	**2.8%**	**0**	**0.0%**	**225**	**19.1%**	**245**	**8.2%**
B.A.M.E.	15	75.0%	0	0.0%	110	48.9%	125	51.0%
White British	0	0.0%	0	0.0%	45	20.0%	45	18.4%
White Other	5	25.0%	0	0.0%	60	26.7%	65	26.5%
Unknown	0	0.0%	0	0.0%	10	4.4%	10	4.1%
School of Art, Design & Fashion	**180**	**25.4%**	**135**	**12.1%**	**75**	**6.4%**	**390**	**13.0%**
B.A.M.E.	60	33.3%	35	25.9%	10	13.3%	105	26.9%
White British	90	50.0%	85	63.0%	55	73.3%	230	59.0%
White Other	25	13.9%	15	11.1%	10	13.3%	50	12.8%
Unknown	5	2.8%	0	0.0%	0	0.0%	5	1.3%
School of Business, Law & Communications	**55**	**7.7%**	**160**	**14.3%**	**100**	**8.5%**	**315**	**10.5%**
B.A.M.E.	40	72.7%	60	37.5%	45	45.0%	145	46.0%
White British	10	18.2%	60	37.5%	40	40.0%	110	34.9%
White Other	5	9.1%	35	21.9%	15	15.0%	55	17.5%
Unknown	0	0.0%	5	3.1%	0	0.0%	5	1.6%
School of Media, Arts & Technology	**70**	**9.9%**	**60**	**5.4%**	**245**	**20.9%**	**375**	**12.5%**
B.A.M.E.	15	21.4%	10	16.7%	40	16.3%	65	17.3%
White British	40	57.1%	35	58.3%	145	59.2%	220	58.7%
White Other	15	21.4%	10	16.7%	55	22.4%	80	21.3%
Unknown	0	0.0%	5	8.3%	5	2.0%	10	2.7%
School of Sport, Health & Social Sciences	**125**	**17.6%**	**290**	**25.9%**	**380**	**32.3%**	**795**	**26.5%**
B.A.M.E.	35	28.0%	70	24.1%	85	22.4%	190	23.9%

White British	70	56.0%	155	53.4%	225	59.2%	450	56.6%
White Other	20	16.0%	60	20.7%	60	15.8%	140	17.6%
Unknown	0	0.0%	5	1.7%	10	2.6%	15	1.9%
Solent Learning & Teaching Institute	**5**	**0.7%**	**25**	**2.2%**	**35**	**3.0%**	**65**	**2.2%**
B.A.M.E.	0	0.0%	5	20.0%	20	57.1%	25	38.5%
White British	5	100.0%	20	80.0%	5	14.3%	30	46.2%
White Other	0	0.0%	0	0.0%	10	28.6%	10	15.4%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Specialist Facilities	**0**	**0.0%**	**0**	**0.0%**	**5**	**0.4%**	**5**	**0.2%**
B.A.M.E.	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White British	0	0.0%	0	0.0%	5	100.0%	5	100.0%
White Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Vice-Chancellor's Office	**35**	**4.9%**	**0**	**0.0%**	**0**	**0.0%**	**35**	**1.2%**
B.A.M.E.	5	14.3%	0	0.0%	0	0.0%	5	14.3%
White British	25	71.4%	0	0.0%	0	0.0%	25	71.4%
White Other	5	14.3%	0	0.0%	0	0.0%	5	14.3%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Warsash School of Maritime Science & Engineering	**220**	**31.0%**	**450**	**40.2%**	**110**	**9.4%**	**780**	**26.0%**
B.A.M.E.	105	47.7%	285	63.3%	50	45.5%	440	56.4%
White British	80	36.4%	90	20.0%	35	31.8%	205	26.3%
White Other	25	11.4%	65	14.4%	20	18.2%	110	14.1%
Unknown	10	4.5%	10	2.2%	5	4.5%	25	3.2%
Total	**710**		**1120**		**1175**		**3005**	

AP 1 - Set race equality priorities and SMART targets for each faculty and professional service department as part of the Performance and Development Review and Plans

AP 18 - Enhance recruitment policies and processes and develop recruitment initiatives including positive action to increase the proportion of B.A.M.E. applicants who are successful in the appointment process.

AP 19 - Develop and implement an equality and diversity in recruitment and selection training session mandatory for all recruitment managers, panellists and those making restructuring decisions

AP 3 - Run focus groups to explore the differentials in responses of Black and Asian staff, to gain greater insight into their experiences and to inform the development of the staff training programmes and policies.

5b Training

60.0% of eligible B.A.M.E. academics undertook leadership and management training, compared to 69.4% of White British academics (**Table 5b1)**, a 9.4 pp difference. However, 75% of B.A.M.E. academics engaged with the Essentials online training, compared to 70% of White British academics indicating a willingness to take part in CPD **(Table 5b3).**

Barriers identified by staff that help to explain the uptake of training opportunities include budget, workload and support from individual line managers.

This is reinforced by quotes from staff survey which include:

"Time for professional development of staff is not a priority at all as the operational tasks and additional project work already exceed what can realistically be achieved during work hours. Therefore, manager expects staff to use time at home for training etc." *Ethnic background and gender not disclosed.*

"Not all team members have the same pressure and some are magically exempt from day to day shifts and time-sensitive work which gives them time to participate in training which other cannot make use of during work hours." *Ethnic background and gender not disclosed.*

"The lack of money allocated to people development in recent years has been disappointing. Find free stuff and we are encouraged to go for it, but if it costs more than a small amount of expenses... I've stopped asking!" *White British, male.*

Ensuring equity in CPD is a priority for action **(AP 20, AP 21, AP 22, AP 23, AP 24)**.

Table 5b1 Academic staff participation in Leadership and Management Courses (Only offered to those grade 8 and above)

• Aurora • Health and Safety for Leaders • Investigation Training • Leadership Behaviours • Mentoring • NSS Away Day • PDR Reviewer	Ethnicity	No.	% of ethnic staff group (grade 8 and above only)
	B.A.M.E.	15	60.0%
	White British	125	69.4%
	White Other	10	50.0%

Table 5b2 Academic staff participation in Mental Health Courses 2017-20

• 5 Ways to Wellbeing • Healthy Conversations • Mental Health Awareness for Managers • Managing Mental Health	Ethnicity	No.	% of ethnic staff group
	B.A.M.E.	5	6.3%
	White British	30	7.0%
	White Other	5	6.7%

Table 5b3 Academic staff participation in Solent Essentials Online Learning 2017-20

• Bribery • DSE • Equality and Diversity • Fire Safety • GDPR • Manual Handling • Office Safety • Prevent • Risk Assessment • Security	Ethnicity	No.	% of ethnic staff group
	B.A.M.E.	60	75.0%
	White British	315	70.0%
	White Other	55	68.8%
	Unknown	5	100.0%

Table 5b4 Academic staff participation in Key Experiences Online Learning 2017-20

• 5 Ways to Control Your Time • Asbestos Training Course • Being a Good Mentee • Being a Good Mentor • Building High Performance Teams • Business Process Improvement • Coaching Skills for Leaders and Mentors	Ethnicity	No.	% of ethnic staff group
	B.A.M.E.	5	6.3%
	White British	30	7.0%
	White Other	5	6.7%

• Collaboration Principles and Processes • Communication with Empathy • Creating your Personal Brand • Developing your Emotional Intelligence • Improving Employee Performance • Leading and Working in Teams • Managing Organisational Change for Managers • MS Excel Essential • MS Outlook Essential • MS PowerPoint Essential • MS PowerPoint for Mac Essential • MS Word Essential • MS Word for Mac Essential • OneNote Essential • Personal Branding on Social Media • Preparing for Successful Communication • Project Management Foundations: Teams • Reputation Risk Management • Teamwork Foundations			

Table 5b5 Academic staff participation in other training			
• First Aid at Work • PDR Reviewee • Yellow Belt – Continuous Improvement	**Ethnicity**	**No.**	**% of ethnic staff group**
	B.A.M.E.	0	0.0%
	White British	15	3.0%
	White Other	5	5.6%

AP 20 - Facilitate at least two focus groups with B.A.M.E. staff to gain a more nuanced insight into the issues surrounding lower engagement with current training opportunities.

AP 21 - Provide participation lists to line managers to ensure centrally offered Leadership and development programmes have proportional B.A.M.E. representation as part of their overall cohort.

AP 22 - Enhance CPD and develop positive action leadership training opportunities to meet the needs of B.A.M.E. staff.

AP 23 - Use annual REC and EDI data, including impact assessments of engagement in training, to inform the management of staff development across the university.
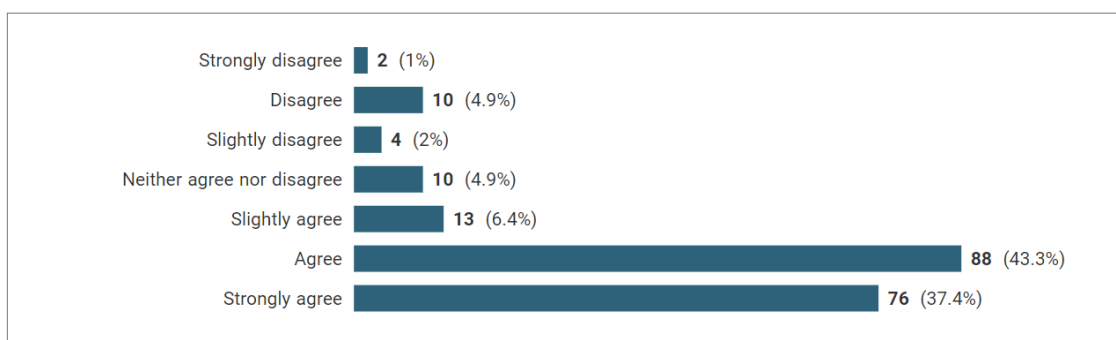
AP 24 - Promote all non-subject/role specific training and promotion opportunities

5c Appraisal/development review

Performance and Development Reviews (PDR) are undertaken annually for all employees with over 12 months service, supported by quarterly updates. Completion lists and statistics are provided to Faculty and Service Heads throughout the reporting period to support and encourage engagement. A new e-PDR system was launched in 2020 for enhanced data reporting to assist with training needs analysis linked to strategic priorities. Data shows that in 2018/19 and 2019/20, the percentage of B.A.M.E. staff completing the PDR was lower than for White British and White other staff **(Table 5c4)**. The PDR completion rate has fallen for all ethnic groups although the percentage decline is greater for B.A.M.E. staff due to the impact on percentages arising from a smaller population. When looking at the staff survey responses below (**Figures 5c1, 5c2, 5c3**), higher percentages of those respondents from B.A.M.E. backgrounds answered negatively to each of the questions about appraisals implying that staff from these backgrounds are more likely to have negative experiences during the current appraisals process. PDR's are important for staff development and recognition, therefore this is a priority for action (**AP 25, AP 26**).

Figure 5c1 Data from REC staff survey.

27 I have annual appraisals with my manager.

- Strongly disagree 2 (1%)
- Disagree 10 (4.9%)
- Slightly disagree 4 (2%)
- Neither agree nor disagree 10 (4.9%)
- Slightly agree 13 (6.4%)
- Agree 88 (43.3%)
- Strongly agree 76 (37.4%)

14.7% (5) of B.A.M.E. respondents to the staff survey answered the above question with strongly disagree, disagree or slightly disagree in comparison to just 6.1% (9) of white respondents.
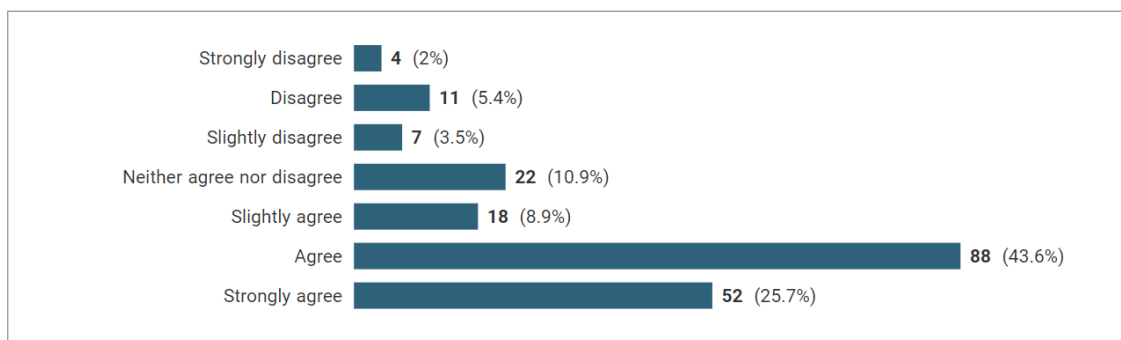
Table 5c1 Staff survey question 27 - I have annual appraisals with my manager.
Profile of staff survey respondents by ethnicity

	% Black respondents	% Asian respondents	% Minority Ethnic respondents	% White respondents	% Respondents, ethnicity unknown
Strong disagree	14.3% (1)	0.0%	0.0%	0.7% (1)	0.0%
Disagree	0.0%	8.3% (1)	14.3% (2)	3.4% (5)	8.0% (2)
Slightly disagree	0.0%	0.0%	7.1% (1)	2.0% (3)	0.0%
Neither agree nor disagree	14.3% (1)	0.0%	0.0%	5.4% (8)	4.0% (1)
Slightly agree	14.3% (1)	0.0%	7.1% (1)	6.8% (10)	4.0% (1)
Agree	14.3% (1)	58.3% (7)	28.6% (4)	41.5% (61)	60.0% (15)
Strong agree	28.6% (2)	33.3% (4)	42.9% (6)	40.1% (59)	20.0% (5)
No answer	14.3% (1)	0.0%	0.0%	0.0%	4.0% (1)

Figure 5c2 Data from REC staff survey.

28 My manager ensures my appraisal is evidence-based and transparent.

Strongly disagree **4** (2%)
Disagree **11** (5.4%)
Slightly disagree **7** (3.5%)
Neither agree nor disagree **22** (10.9%)
Slightly agree **18** (8.9%)
Agree **88** (43.6%)
Strongly agree **52** (25.7%)

23.5% (8) of B.A.M.E. respondents to the survey answered the above question negatively in comparison to 6.1% (9) of the white respondents.

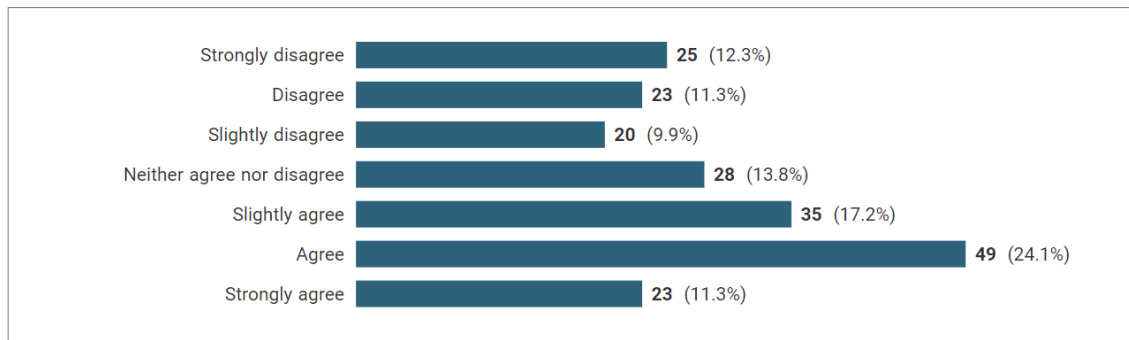| **Table 5c2 Staff survey question 28 - My manager ensures my appraisal is evidence-based and transparent.** **Profile of staff survey respondents by ethnicity**					
	% Black respondents	% Asian respondents	% Minority Ethnic respondents	% White respondents	% Respondents, ethnicity unknown
Strong disagree	14.3% (1)	8.3% (1)	0.0%	0.0%	8.0% (2)
Disagree	14.3% (1)	16.7% (2)	0.0%	3.4% (5)	12.0% (3)

Slightly disagree	0.0%	0.0%	21.4% (3)	2.0% (3)	4.0% (1)
Neither agree nor disagree	14.3% (1)	0.0%	7.1% (1)	10.9% (16)	16.0% (4)
Slightly agree	0.0%	8.3% (1)	7.1% (1)	8.8% (13)	12.0% (3)
Agree	14.3% (1)	50.0% (6)	42.9% (6)	46.3% (68)	28.0% (7)
Strong agree	28.6% (2)	16.7% (2)	21.4% (3)	27.9% (41)	16.0% (4)
No answer	14.3% (1)	0.0%	0.0%	0.7% (1)	4.0% (1)

Figure 5c3 Data from REC staff survey.

29 I find the appraisal process useful.

Strongly disagree	25 (12.3%)
Disagree	23 (11.3%)
Slightly disagree	20 (9.9%)
Neither agree nor disagree	28 (13.8%)
Slightly agree	35 (17.2%)
Agree	49 (24.1%)
Strongly agree	23 (11.3%)

32.4% (11) of the B.A.M.E. respondents disagreed with the above question compared to 27.9% (41) of White respondents.

Table 5c3 Staff survey question 29 - I find the appraisal process useful. Profile of staff survey respondents by ethnicity

	% Black respondents	% Asian respondents	% Minority Ethnic respondents	% White respondents	% Respondents, ethnicity unknown
Strong disagree	28.6% (2)	8.3% (1)	7.1% (1)	8.8% (13)	32.0% (8)
Disagree	0.0%	25.0% (3)	14.3% (2)	10.2% (15)	12.0% (3)
Slightly disagree	0.0%	8.3% (1)	7.1% (1)	8.8% (13)	20.0% (5)
Neither agree nor disagree	14.3% (1)	0.0%	14.3% (2)	15.0% (22)	12.0% (3)
Slightly agree	0.0%	8.3% (1)	7.1% (1)	21.1% (31)	8.0% (2)

Agree	14.3% (1)	33.3% (4)	21.4% (3)	25.9% (38)	4.0% (1)
Strong agree	28.6% (2)	16.7% (2)	28.6% (4)	10.2% (15)	8.0% (2)
No answer	14.3% (1)	0.0%	0.0%	0.0%	4.0% (1)

Quotes from staff reinforce this data:

"When we have carried out the process of appraisal, it has been useful. We have been too busy to do this for the past few years--which says to me it's not that important for my line manager!" White other, female.

"I feel that the Appraisal process is not prioritised by my manager." White British, male.

"I have had 2 PDRs in 6 years, and they were not useful, more of a tick box exercise and little came of it. I'd rather not do them." White British, male.

"The usefulness of the appraisal system depends on one's line manager! It's a tick box exercise and doesn't seem to go anywhere." White British, female.

"The appraisal process is not designed with associate lecturers in mind. It is not helpful for us." White British, male.

"Things get noted in appraisals that are beyond my managers control, so nothing happens." White British, gender not disclosed.

"The appraisal is linked to daily work but does not address progression/promotion for professional staff. It is disappointing for people who want to grow." Black, Asian mixed heritage, gender not disclosed.

Black staff respondents were less likely to agree that they have regular appraisals with their manager. Their agreement was 57% compared to Asian respondents with over 90% agreement. In addition, Black staff expressed lower confidence in the PDR process with disproportionately fewer agreeing that the process is evidence based and transparent and fewer finding the PDR process useful. We will explore this to gain further insight and to inform actions via the B.A.M.E Staff Network through focus groups in 2022/23 (**AP 3**).

AP 3 - Run focus groups to explore the differentials in responses of Black and Asian staff, to gain greater insight into their experiences and to inform the development of the staff training programmes and policies.

AP 25 - Develop and implement an EDI module which is informed by the outcomes of the Staff Survey for all leaders and managers to advance their skills

Table 5c4 Performance Development Review Completion Rates (2017-20)						
	2019		2018		2017	
	Headcount	% of ethnic staff group	Headcount	% of ethnic staff group	Headcount	% of ethnic staff group
B.A.M.E.	40	50.0%	45	60.0%	55	84.6%
White British	330	76.7%	360	76.6%	440	83.0%
White Other	55	73.3%	60	70.6%	65	72.2%
Unknown	5	50.0%	5	100.0%	5	100.0%
Grand Total	**430**		**470**		**690**	

5d Academic promotion

The data indicates that there was no grade progression for B.A.M.E. staff in 2019/20 and no progression into grade 10 for B.A.M.E. staff 2017-20 inclusive **(Table 5d2),** therefore supporting academic promotion and progression has been identified as a priority (**AP, 24, AP 27- AP 30**).

Over half of respondents to the staff survey disagreed when asked whether they had been encouraged to apply for a promotion (**Figure 5d1**). 38.2% (13) of B.A.M.E. respondents answered the survey question about whether they had been encouraged to apply for promotion negatively, in comparison to 28.6% (42) of White respondents (**Table 5d1**) (**AP 3**).

As academic seniority increases, the issue of the lack of diversity increases. In 2019/20, 45 academic staff were in employment as Heads of Subject/HoD/Professor and, of these 45, none were Black or Brown (**see staff profile section 4a** - **Table 4a4**). To ensure that diversity increases across all levels in the University this is a priority for action (**AP 14, AP 24, AP 28, AP 29**).

B.A.M.E. staff are overrepresented in fixed term or insecure contracts **(Table 5d3) (AP 32)**.

In April 2021 the University launched a new annual academic promotion process to provide clarity, fairness and transparency on progression. The promotions round was published on the staff portal with the opportunity to access support via SLTI. The process was discussed with the unions and the UCU Chair observed the main panels.

Figure 5d1 Data from REC staff survey.

25 [For academics] I have been encouraged to apply for promotion.
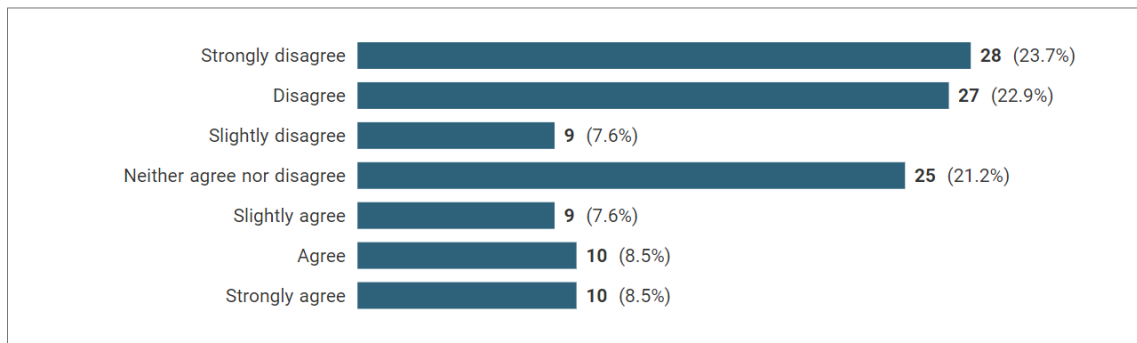
	% Black respondents	% Asian respondents	% Minority Ethnic respondents	% White respondents	% Respondents, ethnicity unknown
Table 5d1 Staff survey question 25 - [For academics] I have been encouraged to apply for promotion. Profile of staff survey respondents by ethnicity					
Strong disagree	14.3% (1)	16.7% (2)	21.4% (3)	10.2% (15)	28.0% (7)
Disagree	28.6% (2)	8.3% (1)	14.3% (2)	14.3% (21)	12.0% (3)
Slightly disagree	0.0%	0.0%	14.3% (2)	4.1% (6)	0.0%
Neither agree nor disagree	28.6% (2)	0.0%	14.3% (2)	10.2% (15)	24.0% (6)
Slightly agree	0.0%	0.0%	7.1% (1)	5.4% (8)	4.0% (1)
Agree	0.0%	8.3% (1)	0.0%	5.4% (8)	4.0% (1)
Strong agree	0.0%	8.3% (1)	0.0%	6.1% (9)	0.0%
No answer	28.6% (2)	58.3% (7)	28.6% (4)	44.2% (65)	28.0% (7)

Quotes from staff:

"Many job posts are filled under the radar without any formal process being followed, and I am fully aware that many of these senior academic posts are taken by individuals who do not have the relevant qualifications or doctorates." Asian, male.

"Line manager never encouraged or suggested CPD, when I proposed it I was denied this" Asian, female.

There was disproportionate agreement with the question 'I have been encouraged to apply for promotion' with no Black respondents agreeing with this statement and only 7% of ethnic minority respondents agreeing compared to 17% of Asian and 17% of White respondents (**Table 5d1**). We will explore this to gain further insight and to inform actions via the B.A.M.E Staff Network through focus groups in 2022/23 (**AP 3**).

Table 5d2 Academic staff grade progression 2017-20										
	2019/20									
	Grade 7		**Grade 8**		**Grade 9**		**Grade 10**			
	Headcount	% of Emps	Headcount	% of Emps	Headcount	% of Emps	Headcount	% of Emps	Total Headcount	Total % of Emps
B.A.M.E.	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White British	0	0.0%	5	50.0%	5	100.0%	0	0.0%	10	50.0%
White Other	5	100.0%	5	50.0%	0	0.0%	0	0.0%	10	50.0%
Grand Total	**5**	**100.0%**	**10**	**100.0%**	**5**	**100.0%**	**0**	**0.0%**	**20**	
	2018/19									
B.A.M.E.	5	16.7%	0	0.0%	5	50.0%	0	0.0%	10	18.2%
White British	20	66.7%	10	100.0%	5	50.0%	5	100.0%	40	72.7%
White Other	5	16.7%	0	0.0%	0	0.0%	0	0.0%	5	9.1%
Grand Total	**30**	**100.0%**	**10**	**100.0%**	**10**	**100.0%**	**5**	**100.0%**	**55**	**100.0%**
	2017/18									
B.A.M.E.	5	14.3%	0	0.0%	0	0.0%	0	0.0%	5	10.0%
White British	20	57.1%	15	100.0%	0	0.0%	0	0.0%	35	70.0%
White Other	10	28.6%	0	0.0%	0	0.0%	0	0.0%	10	20.0%
Grand Total	**35**	**100.0%**	**15**	**100.0%**	**0**	**0.0%**	**0**	**0.0%**	**50**	**100.0%**

Table 5d3 Ethnic Profile of academic staff by contract type						
	2019/20		2018/19		2017/18	
	Headcount	% of Emps	Headcount	% of Emps	Headcount	% of Emps
Indefinite (Permanent) contract	**510**	**86.4%**	**530**	**82.8%**	**560**	**81.2%**

B.A.M.E.	65	12.7%	65	12.3%	55	9.8%
White British	380	74.5%	390	73.6%	425	75.9%
White Other	60	11.8%	70	13.2%	75	13.4%
Unknown	5	1.0%	5	0.9%	5	0.9%
Fixed term contract	**80**	**13.6%**	**110**	**17.2%**	**130**	**18.8%**
B.A.M.E.	15	18.8%	10	9.1%	10	7.7%
White British	50	62.5%	85	77.3%	105	80.8%
White Other	15	18.8%	15	13.6%	15	11.5%
Unknown	0	0.0%	0	0.0%	0	0.0%
Grand Total	**590**		**640**		**690**	

AP 3 – Run focus groups to explore the differentials in responses of Black and Asian staff, to gain greater insight into their experiences and to inform the development of the staff training programmes and policies.

AP 14 – Advertise all roles in at least one community hub (e.g. Action for Access, HERAG) to reach a greater variety of B.A.M.E. applicants

AP 24 - Promote all non-subject/role specific training and promotion opportunities

AP 27 - Conduct and report on the equality analysis of the annual academic promotions round following the University promotions panel.

AP 28 - Consult, develop and implement an EDI training module for all Advance HE Fellowship assessors to eliminate bias in the assessment process.

AP 29 - Conduct focus group with at least 10 B.A.M.E. staff to explore the working and promotion experiences of B.A.M.E. staff

AP 30 - Develop a package of career support activities for B.A.M.E. staff

AP 32 - Develop and implement a plan to remove the institutional barriers which lead to differences in the number of B.A.M.E. staff on temporary contracts compared to White staff

**5e Research Excellence Framework (REF)**

There has been an increase in the number of staff Solent has submitted to REF, from 35.55 FTE in 2014 (representing 43 academics) to 53.82 FTE for 2021 (representing 57 academic staff), however the high percentage of White contracted academics means they are overrepresented in this area (**Figure 5e1**) (**Actions 5e1, 5e2, 5e3)**.

Solent EIA indicates that our REF 2021 cohort were more ethnically and nationally diverse than our academic staff as a whole. More of those returned to REF 2021 held beliefs other than Christian. Comparisons from 2014 to 2020 showed increases in the proportions of younger, female, BAME, White other than British, Non-UK staff.

Case studies submitted in REF 2021 include the result of research focused on multicultural crews in merchant shipping; and the Kick it Out campaign, to which Solent's researchers made a significant contribution, highlights measures to address racism and homophobia in football. Solent researchers are continuing to develop further impact case studies for potential inclusion in future REF cycles which hold equality and diversity principles at their heart.

Solent's current Equality and Diversity mandatory E-Learning course was introduced in 2019. From this point, all employees have been required to complete the course on joining the University and every 2 years thereafter. As of 2nd February 2021, 83.8% of all academic staff and 85.4% of academic staff on the research pathway had completed the course.

Figure 5e1 Number of staff submitted to REF presented as a proportion of the eligible pool, broken
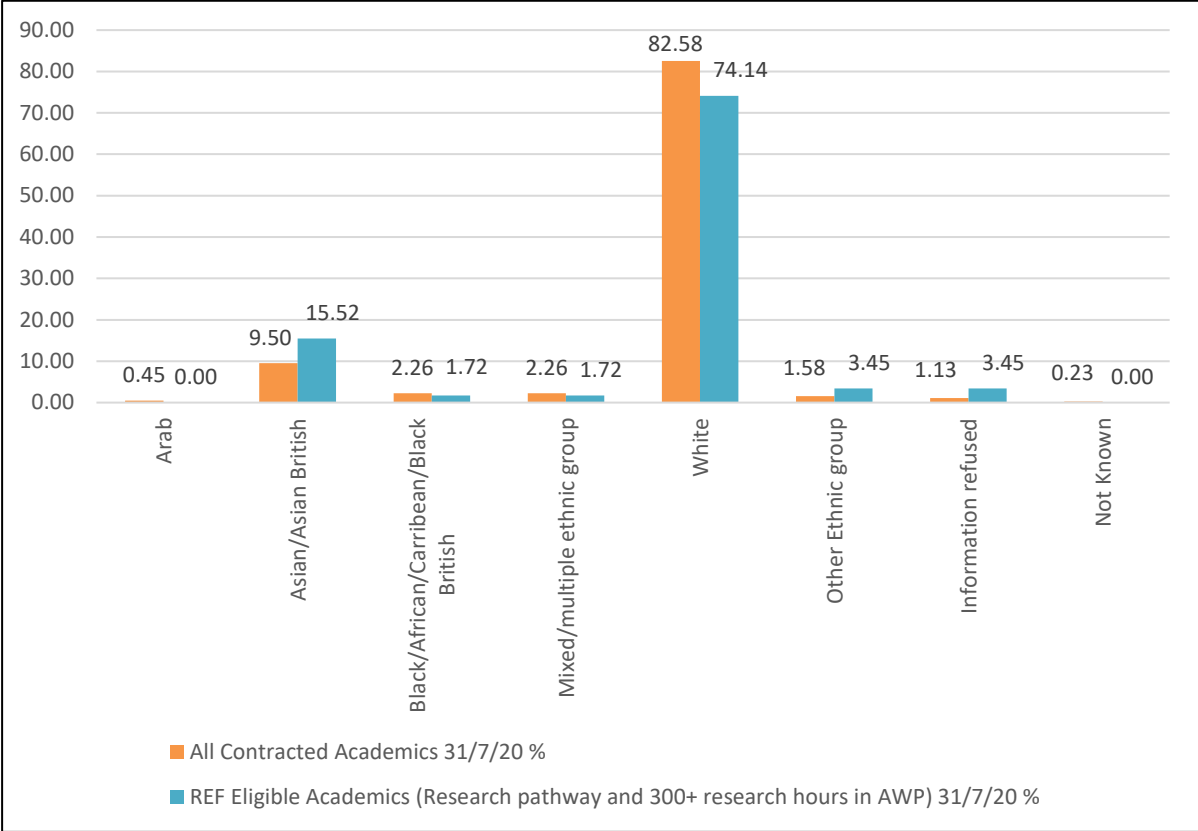
5f Support given to early career researchers

ECR development is provided by the Research Office and are automatically assigned mentors who complete the EDI essentials training. Doctoral students are reviewed annually by a School doctoral review panel, which assesses their progress and needs and encourages students to evaluate their learning and training needs and develop their research and communication skills in preparation both for furthering their academic qualifications and for employment (**AP 31**).

Solent currently has 77 registered Doctoral students.

The specific ECR CPD includes:
- Training on methodology, qualitative and quantitative research, literature review training and preparation for milestones, amongst other sessions.
- Online and in-person training, such as sessions run by the University of East Anglia, Angel Productions and the Guild HE summer school.
- The Research newsletter advertising training and news is issued on a fortnightly basis to doctoral students and academic staff, and feedback is actively encouraged.
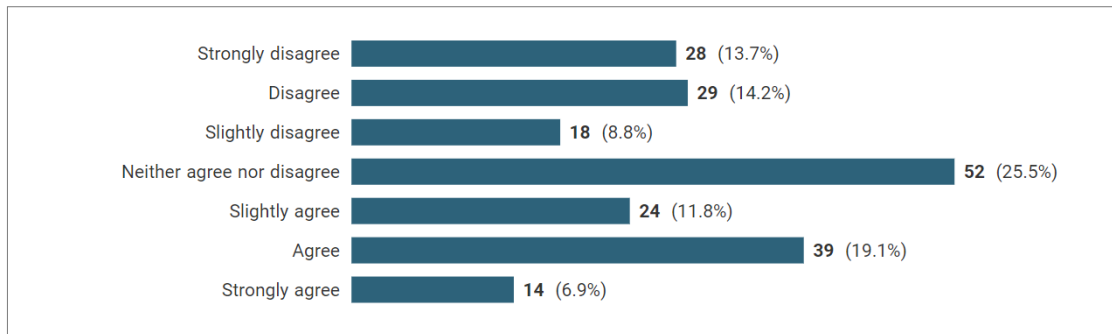
5g Profile-raising opportunities

Profile raising opportunities are encouraged through networking, conferences, external examiner roles, peer review and subject associations. Award opportunities are promoted across the University through channels accessible to all colleagues. For example, the Unity 101 Engaging Communities Award is open to all staff and has clear criteria that ensures the winner selected is on merit of their achievements.

Staff and student competitions require registration via a digital platform with a random number generator then used to select the winner. The person drawing the winner should be overseen by another colleague to ensure no bias.

Despite this, 35.3% (12) of B.A.M.E. staff survey respondents replied negatively to the question about whether profile raising opportunities are allocated fairly and transparently, in comparison to 32.0% (47) of white respondents (**Table 5g1**) (**AP 31**).

Figure 5g1 Data from the REC staff survey.

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

	% Black respondents	% Asian respondents	% Minority Ethnic respondents	% White respondents	% Respondents, ethnicity unknown
Strong disagree	0.0%	16.7% (2)	14.3% (2)	8.2% (12)	48.0% (12)
Disagree	28.6% (2)	16.7% (2)	14.3% (2)	13.6% (20)	12.0% (3)
Slightly disagree	0.0%	8.3% (1)	7.1% (1)	10.2% (15)	4.0% (1)
Neither agree nor disagree	14.3% (1)	25.0% (3)	14.3% (2)	26.5% (39)	28.0% (7)
Slightly agree	14.3% (1)	8.3% (1)	21.4% (3)	12.2% (18)	4.0% (1)
Agree	28.6% (2)	16.7% (2)	14.3% (2)	22.4% (33)	0.0%
Strong agree	14.3% (1)	8.3% (1)	14.3% (2)	6.1% (9)	4.0% (1)
No answer	0.0%	0.0%	0.0%	0.7% (1)	0.0%

Table 5g1 Staff survey question 22 - Work-related opportunities for development, such as temporary promotions or profile-raising opportunities, are allocated fairly and transparently. Profile of staff survey respondents by ethnicity

Quotes from staff responses to the survey:

"I don't see how profile-raising opportunities are distributed, but I have certainly received some (and I'm very happy about this! My line manager is too busy to discuss my personal progression with me" White other, female.

> *"Greater diversity will enable colleagues to see role models in more senior positions. Currently very senior Black staff seem to be under-represented at Solent and also within our student body"* White British, female.

Asian respondents were less likely than any other ethnic group to agree that work related opportunities for development are allocated fairly and transparently, with only 33% agreeing. We will explore this to gain further insight and to inform actions via the B.A.M.E Staff Network through focus groups in 2022/23 (**AP 3**).

AP 3 - Run focus groups to explore the differentials in responses of Black and Asian staff, to gain greater insight into their experiences and to inform the development of the staff training programmes and policies.
AP 31 - Development and profile raising opportunities for B.A.M.E. REF and Early Career Researchers so they are 'REF-ready' for REF 2027

[Word count: 1903]

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

Overview
The proportion of applications from B.A.M.E. applicants is higher than would be expected from the local population and sector averages. B.A.M.E. applicants for PSS roles are disadvantaged at the shortlisting and interview stages of recruitment and it is a priority to eliminate this bias in recruitment processes. Research, staff feedback and the B.A.M.E. Staff Network have reinforced that the perception of ethnicity impacts on decision making and therefore shortlisting should be anonymous. To support staff involved in recruitment we need to deliver mandatory training on equality, diversity, unconscious bias and cultural awareness to enable them to make inclusive decisions throughout the recruitment and selection process.

The data suggests that there is disproportionate uptake of all training by B.A.M.E. PSS staff. All staff development opportunities need to be inclusive and accessible with barriers to participating identified and addressed. A positive action approach to staff development needs to be implemented to create a level playing field for career progression.

PSS are significantly less likely to be 'Exceeding expectations' by their managers in PDRs, evidencing an unacceptable bias in the process. Staff feedback reveals a dissatisfaction with the PDR system with some staff reporting that their managers do not invest the time to discuss development and training and by not engaging fully with the process these managers damage the career experience and progression of staff. In the staff survey, B.A.M.E. respondents rated all the questions relating to PDR more negatively than White respondents indicating that B.A.M.E. staff are more likely to have

a negative appraisal experience. Improving the experience of the PDR process will positively impact on B.A.M.E. staff being supported in their career and career progression ambitions.

Qualitative comments were strongly negative about processes relating to career opportunities with a perceived lack of transparency about opportunities and a lack of encouragement to apply. 35.3% of B.A.M.E. survey respondents were negative about the University's recruitment and selection process. Actions will be taken as outlined below.

6a Professional and support staff recruitment

The proportion of B.A.M.E. applicants for PSS roles **(Table 6a3)** has, for the last three years and at 19.9% in 2019/20, has been higher than the populations of Southampton, 14% and Hampshire 7%. We are also pleased that the proportion of B.A.M.E. applicants for PSS roles increased by 1.6% to 19.9% in 2019/20 (**Table 6a1**). The reasons for this will be investigated during the recruitment review due to be completed by the end of December 2021.

The proportion of UK B.A.M.E. applicants is 14.3%, higher than the Advance HE sector average of 10.2% of employed staff. The proportion of non-UK B.A.M.E. applicants is 38.7%, higher than the Advance HE sector average of 29.6%.

The University records the proportion of UK and non-UK applications for PSS roles, determined by applicant passport (**Table 6a3**). The proportion of non-UK applications for PSS has increased year-on-year for the past three academic years from 17% in 2017/18 to 23.6% in 2019/20. In terms of the local population, the 2011 census provides information about the proportions of UK and non-UK in the local population measured by UK born and non-UK born. Although this is not an exact comparison to the University held nationality by passport, the data suggests that the proportion of applications for PSS roles from non-UK applicants is higher at 23.6% than the local Southampton population 16.2% and Hampshire population 10.0%.

However, the proportion of UK B.A.M.E. applicants being short-listed to attend interview and the proportion who are offered a job following an interview is lower than the proportion of White British and White Other applicants. The picture is similar for non-UK

 applicants, particularly when comparing non-UK B.A.M.E. applicants to non-UK White Other applicants (**Table 6a4**). In 2019/20, the proportion of UK B.A.M.E. applicants shortlisted for interview was 4.6 pp lower than for UK White applicants and 16.4% lower than for UK White Other applicants; the proportion of UK B.A.M.E. applicants offered a job following interviews was 8.8 pp lower than for White applicants and 16. pp higher than for White Other applicants; the proportion of non-UK B.A.M.E. applicants being shortlisted for interview was 1 pp higher than for non-UK White Other applicants and 9.8 pp higher than for non-UK White applicants and the proportion of non-UK B.A.M.E. applicants offered a job following interviews was 20 pp lower than non-UK White Other.

We therefore have identified the conversion rate of B.A.M.E. applicants to shortlisting and job offer as a priority (**AP 18, AP 19**).

Table 6a1 Proportions of B.A.M.E. and White applicants for PSS roles 2017 – 2020				
Ethnicity	**2019/20** No. and % of applications	**2018/19** No. and % of applications	**2017/18** No. and % of applications	**3 Years** No. and % of applications
Black & Brown	445 19.9%	450 18.3%	385 18.2%	1280 18.8%
White British	1415 63.2%	1615 65.5%	1390 65.6%	4420 64.8%
White Other	320 14.3%	350 14.2%	310 14.6%	980 14.4%
Unknown	60 2.7%	50 2.0%	35 1.7%	145 2.1%
Total	2240	2465	2120	6825

Table 6a2 Ethnic profile of applicants for professional and support staff roles 2017-2020				
Ethnicity	**2019/20** No. and % of applications	**2018/19** No. and % of applications	**2017/18** No. and % of applications	**3 Years** No. and % of applications
Arab	15 0.7%	10 0.4%	10 0.5%	35 0.5%
Asian/Asian British – Bangladeshi	30 1.3%	15 0.6%	15 0.7%	60 0.9%
Asian/Asian British - Indian	105 4.7%	95 3.9%	80 3.8%	280 4.1%
Asian/Asian British – Pakistani	35 1.6%	30 1.2%	30 1.4%	95 1.4%
Black/African/Caribbean/British – Caribbean	25 1.1%	20 0.8%	25 1.2%	70 1.0%

	2019/20	2018/19	2017/18	3 Years
Black/African/Caribbean/British – Other	20 0.9%	20 1.8%	5 0.2%	45 0.7%
Black/African/Caribbean/British – African	50 2.2%	45 1.8%	55 2.6%	150 2.2%
Chinese	35 1.6%	45 1.8%	40 1.9%	120 1.8%
Mixed/Multiple – White & Black Caribbean	15 0.7%	25 1.0%	10 0.5%	50 0.7%
Mixed/Multiple – White & Asian	10 0.4%	25 1.0%	15 0.7%	50 0.7%
Mixed/Multiple – White & Black African	20 0.9%	15 0.6%	10 0.5%	45 0.7%
Other Asian Background	40 1.8%	40 1.6%	40 1.9%	120 1.8%
Other Ethnic Background	35 1.6%	40 1.6%	20 0.9%	95 1.4%
Other Mixed Background	15 0.7%	25 1.0%	25 1.2%	65 1.0%
Other White Background	320 14.3%	350 14.2%	305 14.4%	975 14.3%
White British	1415 63.0%	1615 65.5%	1390 65.7%	4420 64.8%
White Irish	0 0.0%	0 0.0%	5 0.2%	5 (0.1%)
Unknown	60 2.7%	50 2.0%	35 1.7%	145 2.1%
Total	2245 100%	2465 100%	2115 100%	6825 100%

Table 6a3 Ethnic and nationality profile of applicants for professional and support staff roles 2017 – 2020			
	2019/20	**2018/19**	**2017/18**	**3 Years**

	No. and % of applications	No. and % of applications	No. and % of applications	No. and % of applications
Non-UK	**530** **23.6%**	**520** **21.1%**	**360** **17.0%**	**1410** **22%**
B.A.M.E.	205 38.7%	170 32.7%	140 38.9%	515 36.5%
White British	15 2.8%	15 2.9%	5 1.4%	35 2.5%
White Other	285 53.8%	320 61.5%	210 58.3%	815 57.8%
Unknown	25 4.7%	15 2.9%	5 1.4%	45 3.2%
UK	**1715** **76.4%**	**1935** **78.7%**	**1340** **63.4%**	**4990** **73.2%**
B.A.M.E.	245 14.3%	280 14.5%	180 13.4%	705 14.1%
White British	1400 81.7%	1590 82.2%	1120 83.6%	4110 82.4%
White Other	35 2.0%	30 1.6%	30 2.2%	95 1.9%
Unknown	35 2.0%	35 1.8%	10 0.7%	80 1.6%
Unknown	**0** **0.0%**	**5** **0.2%**	**415** **19.6%**	**420** **6.2%**
B.A.M.E.	0 0.0%	0 0.0%	65 15.7%	65 15.5%
White British	0 0.0%	5 100.0%	265 63.9%	270 64.3%
White Other	0 0.0%	0 0.0%	65 15.7%	65 15.5%
Unknown	0 0.0%	0 0.0%	20 4.8%	20 4.8%
Total	**2245**	**2460**	**2115**	**6820**

	B.A.M.E.			White			White Other			Total	
	Previous stage	This stage	Conversion	Previous stage	This stage	Conversion	Previous stage	This stage	Conversion	Proceeding to next	Conversion
	No.	No.	%	No.	No.	%	No.	No.	%	No.	%

Table6a4 Ethnic and nationality conversion rates for professional and support staff roles

	2019/20										
Stage – Application to shortlist/interview											
UK	245	30	12.2%	1400	235	16.8%	35	10	28.6%	275	85.9%
Non-UK	205	20	9.8%	15	0	0.0%	285	25	8.8%	45	14.1%
Total	**450**	**50**	**11.1%**	**1415**	**235**	**16.6%**	**320**	**35**	**10.9%**	**320**	
Stage – Interview to job offer											
UK	30	5	16.7%	235	60	25.5%	10	0	0.0%	65	92.9%
Non-UK	20	0	0.0%	0	0	NA	25	5	20.0%	5	7.1%
Total	**50**	**5**	**10.0%**	**235**	**60**	**25.5%**	**35**	**5**	**14.3%**	**70**	
	2018/19										
Stage – Application to shortlist/interview											
UK	280	55	19.6%	1590	345	21.7%	30	0	0.0%	400	89.9%
Non-UK	170	5	2.9%	15	0	0.0%	320	40	12.5%	45	10.1%
Total	**450**	**60**	**13.3%**	**1605**	**345**	**21.5%**	**350**	**40**	**11.4%**	**445**	
Stage – Interview to job offer											
UK	55	10	18.2%	345	105	30.4%	0	0	NA	115	92.0%
Non-UK	5	0	0.0%	0	0	NA	40	10	25.0%	10	8.0%
Total	**60**	**10**	**16.7%**	**345**	**105**	**30.4%**	**40**	**10**	**25.0%**	**125**	
	2017/18										
Stage – Application to shortlist/interview											
UK	180	35	19.4%	1120	310	27.7%	30	15	50.0%	360	85.7%
Non-UK	140	15	10.7%	5	0	0.0%	210	45	21.4%	60	14.3%

Total	320	50	15.6%	1125	310	27.6%	240	60	25.0%	420	
Stage – Interview to job offer											
UK	35	5	14.3%	310	75	24.2%	15	5	33.3%	85	89.5%
Non-UK	15	0	0.0%	0	0	NA	45	10	22.2%	10	10.5%
Total	50	5	10.0%	310	75	24.2%	60	15	25.0%	95	

Staff survey responses indicate that staff recognise that the workforce at Solent needs to be more diverse, for example,
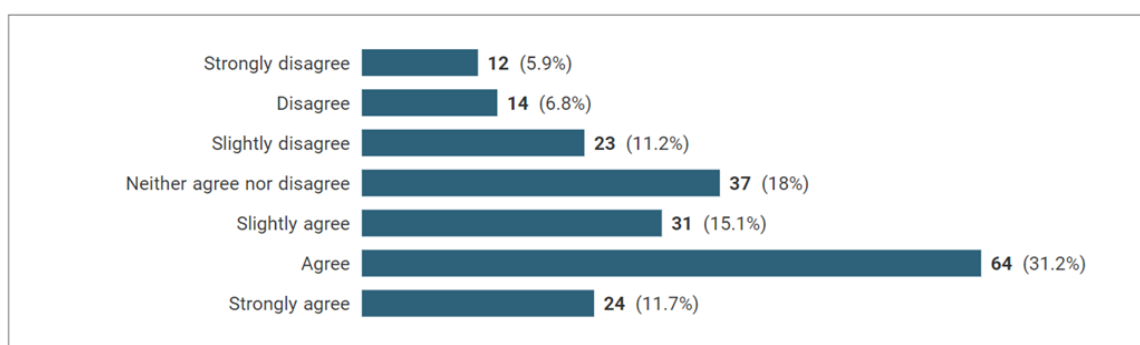
> *'I would like to see more black support and academic staff at the university. I am not sure on the data but I think the University could and should do more to ensure our workforce reflects our students and community. Currently working here, it does not appear to be representative.'* White British, female.
>
> *'I chose to work at Southampton Solent University because I felt it was LACKING in diversity when it came to staff especially in the makeup department as I am a past student of Solent , nothing seems to have changed, I applied because I feel Solent NEEDS change.'* Black Caribbean, female.

In addition, a quarter of all staff respondents did not think that the university's current recruitment and selection processes lead to the best staff being recruited. 16.6% felt that staff recruitment and selection is not undertaken fairly and transparently (**Figures 6a1, 6a2**), therefore our actions focus on equality in staff recruitment processes (**Actions 4a4, 5a1**).

Figure 6a1 Data from REC staff survey.

18 Solent University's recruitment and selection policies lead to the best candidates being recruited.

|	
Strongly disagree	12 (5.9%)
Disagree	14 (6.8%)
Slightly disagree	23 (11.2%)
Neither agree nor disagree	37 (18%)
Slightly agree	31 (15.1%)
Agree	64 (31.2%)
Strongly agree	24 (11.7%)

32.4% (11) of our B.A.M.E. survey respondents answered negatively to the above question with this in comparison to just 18.4% (27) of White respondents.

Table 6a5 Staff survey question 18 - Solent University's recruitment and selection policies lead to the best candidates being recruited. Profile of staff survey respondents by ethnicity

	% Black respondents	% Asian respondents	% Minority Ethnic respondents	% White respondents	% Respondents, ethnicity unknown
Strong disagree	0.0%	8.3% (1)	21.4% (3)	2.0% (3)	20.0% (5)
Disagree	0.0%	8.3% (1)	21.4% (3)	5.4% (8)	8.0% (2)
Slightly disagree	14.3% (1)	8.3% (1)	7.1% (1)	10.9% (16)	16.0% (4)
Neither agree nor disagree	42.9% (3)	25.0% (3)	14.3% (2)	16.3% (24)	20.0% (5)
Slightly agree	14.3% (1)	0.0%	7.1% (1)	17.7% (26)	12.0% (3)
Agree	14.3% (1)	33.3% (4)	14.3% (2)	36.1% (53)	16.0% (4)
Str ong agree	14.3% (1)	16.7% (2)	14.3% (2)	11.6% (17)	8.0% (2)

Figure 6a2 Data from REC staff survey

17 From what I have seen, Solent University undertakes recruitment and selection fairly and transparently.
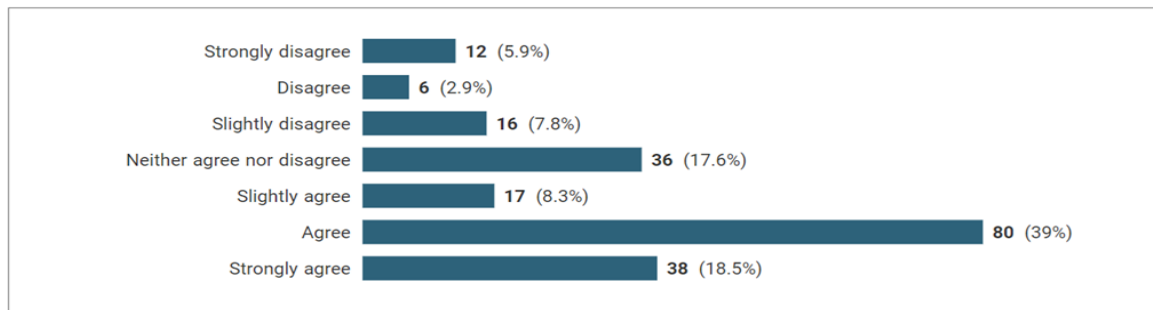
26.5% (9) of our B.A.M.E. survey respondents answered negatively to the above question in comparison to just 11.6% (17) of our White respondents.

Table 6a6 Staff survey question 17 - From what I have seen, Solent University undertakes recruitment and selection fairly and transparently. Profile of staff survey respondents by ethnicity

	% Black respondents	% Asian respondents	% Minority Ethnic respondents	% White respondents	% Respondents, ethnicity unknown
Strong disagree	0.0%	16.7% (2)	21.4% (3)	2.0% (3)	16.0% (4)

Disagree	0.0%	0.0%	7.1% (1)	2.0% (3)	8.0% (2)
Slightly disagree	0.0%	8.3% (1)	7.1% (1)	7.5% (11)	12.0% (3)
Neither agree nor disagree	71.4% (5)	16.7% (2)	28.6% (4)	14.3% (21)	16.0% (4)
Slightly agree	0.0%	16.7% (2)	7.1% (1)	8.8% (13)	4.0% (1)
Agree	14.3% (1)	25.0% (3)	14.3% (2)	45.6% (67)	28.0% (7)
Strong agree	14.3% (1)	16.7% (2)	14.3% (2)	19.7% (29)	16.0% (4)

The importance of recruiting more B.A.M.E. staff also emerged in the staff and student survey as a key factor in achieving race equality, which supports the priority we are giving to these actions:

> *'Employ more B.A.M.E. and give B.A.M.E. employees the chance of promotion. The university must also admit it has an issue with racism within its staff and needs to take action to show this will not be tolerated.' White, Black mixed heritage, gender not declared.*
>
> *'Have positive role models top down in management level. University to stop rewarding bad behaviour of colleagues and take bullying allegations seriously. Have university staff fully trained to deal with discrimination. Appreciate, promote and acknowledge everyone equally regardless of their colour.' Asian, female.*

All B.A.M.E groups were less likely than White respondents to agree that the University's recruitment and selection policies lead to the best candidates being recruited with Black respondents having the lowest agreement at 29% compared to White respondents who had 74% agreement. We will explore this to gain further insight and to inform actions via the B.A.M.E Staff Network through focus groups in 2022/23 (**AP 3**).

> **AP 3 -** Run focus groups to explore the differentials in responses of Black and Asian staff, to gain greater insight into their experiences and to inform the development of the staff training programmes and policies.
>
> **AP 18** - Develop recruitment initiatives including positive action to increase the proportion of B.A.M.E. applicants who are successful in the appointment process.
>
> **AP 19** - Develop and implement an equality and diversity in recruitment and selection training session mandatory for all recruitment managers, panellists and those making restructuring decisions.

6b Training

In 2018/19 the University launched a suite of mandatory online learning courses (Solent Essentials) completed during induction and then every two years. Solent Essentials includes a 30-minute module on equality and diversity looking at protected characteristics, direct and indirect discrimination, types of discrimination, taking action, whistleblowing and recognising the benefits of a more diverse culture at work.

Leadership and Management courses are usually run as face-to-face training **(Table 6b1)**. In 2021, in recognition of poor representation of B.A.M.E. staff at senior levels, the University introduced the Advance HE Diversifying Leadership Programme with five staff places.

Engagement statistics are provided to managers by P&D **(Table 6b1, 6b2, 6b3, 6b4)** and show that B.A.M.E. staff have the lowest take-up of all ethnic groups (**AP 20, AP 21, AP 22, AP 23, AP 24**). This needs to be addressed as it may reflect the lack of a sense of belonging expressed by some staff in the survey (see below) and relate to the differential outcomes of PDRs (see below). Ultimately it may also relate to the 16.6% of staff expressing dissatisfaction with processes relating to staff promotion (see below).

Table 6b1 Professional and support staff participation in Leadership and Management Courses (Only offered to those with line management responsibilities)			
• Aurora • Health and Safety for Leaders • Investigation Training • Leadership Behaviours • Mentoring • NSS Away Day • PDR Reviewer	**Ethnicity**	**No.***	**% of ethnic staff group****
	B.A.M.E.	10	43.5%
	White British	140	47.5%
	White Other	10	58.8%
	Unknown	5	100.0%

Table 6b2 Professional and support staff participation in Mental Health Courses			
• 5 Ways to Wellbeing • Healthy Conversations • Mental Health Awareness for Managers • Managing Mental Health	**Ethnicity**	**No.***	**% of ethnic staff group****
	B.A.M.E.	10	16.7%
	White British	195	33.5%
	White Other	10	18.9%
	Unknown	5	100.0%

Table 6b3 Professional and support staff participation in Solent Essentials Online Learning

	Ethnicity	No.*	% of ethnic staff group**
• Bribery • DSE • Equality and Diversity • Fire Safety • GDPR • Manual Handling • Office Safety • Prevent • Risk Assessment • Security	B.A.M.E.	50	83.3%
	White British	485	86.1%
	White Other	40	83.3%
	Unknown	5	100.00%

Table 6b4 Professional and support staff participation in Key Experiences Online Learning

	Ethnicity	No.*	% of ethnic staff group**
• 5 Ways to Control Your Time • Asbestos Training Course • Being a Good Mentee • Being a Good Mentor • Building High Performance Teams • Business Process Improvement • Coaching Skills for Leaders and Mentors • Collaboration Principles and Processes • Communication with Empathy • Creating your Personal Brand • Developing your Emotional Intelligence • Improving Employee Performance • Leading and Working in Teams • Managing Organisational Change for Managers • MS Excel Essential • MS Outlook Essential • MS PowerPoint Essential • MS PowerPoint for Mac Essential • MS Word Essential • MS Word for Mac Essential • OneNote Essential	B.A.M.E.	5	9.1%
	White British	85	15.6%
	White Other	10	22.2%

• Personal Branding on Social Media • Preparing for Successful Communication • Project Management Foundations: Teams • Reputation Risk Management Teamwork Foundations			

Table 6b5 Professional and support staff participation in other training		
Ethnicity	**No.***	**% of ethnic staff group****
B.A.M.E.	10	15.9%
White British	95	15.8%
White Other	5	8.6%

*Duplicates removed where a staff member undertook courses in more than 1 year
**Grade 6 and above (average headcount for 3 years)

The responses from the staff survey demonstrate a need for new staff development to survive in the current turbulent, yet competitive market of higher education. University staff are keen and want positive action taken by senior management in this area. However they also want to see race equality training for those who make decisions as well as more broadly across all staff groups **(AP 38).**

Quotes from staff:

"The university needs to change in this area for both staff and students to survive. As diversity brings lots of positive opportunities for all. Best business have mixed cultures and they all have respect for each other. We need to change old negative habits of working and behaviour reward all equally and fairly." Asian, female.

"Race equality training should be mandatory for all staff, students and stakeholders who engage with the university. I am fully aware that both staff and students complain about racism but without any formal investigation, this is not acceptable. If anyone is dissimilatory towards someone due to race, gender, sexuality there needs to be strong Consequences." **Asian, male.**

"As someone from a minority ethnic group, I do not feel part of my team, not very welcoming. There is a different kind of feeling towards me. When I share anything that relates to my culture, nobody is interested. Very inward looking colleagues in a globally diverse world is not helping." Black, Asian mixed heritage, gender not disclosed.

AP 20 - Facilitate at least two focus groups with B.A.M.E. staff to gain a more nuanced insight into the issues surrounding lower engagement with current training opportunities.

AP 21 - Provide participation lists to line managers to ensure centrally offered Leadership and development programmes have proportional B.A.M.E. representation as part of their overall cohort.

AP 22 - Enhance CPD and develop positive action leadership training opportunities to meet the needs of B.A.M.E. staff.

AP 23 - Use annual REC and EDI data, including impact assessments of engagement in training, to inform the management of staff development across the university.

AP 24 - Promote all non-subject/role specific training and promotion opportunities

AP 38 - Include a specific focus on unconscious bias and race in disciplinary and other processes in the Leadership and Management race equality training.

6c Appraisal/development review

Performance and Development Reviews (PDR) are undertaken annually for all employees with over 12 months service and supported by quarterly updates (**Tables 6c1 – 6c3**).

Completion lists and statistics are provided to Faculty and Service Heads throughout the reporting period to support and encourage engagement with the process. A new e-PDR system was launched in 2020 to enable greater data reporting to assist with training needs analysis linked to University strategic priorities.

PDR guidance is available online for both reviewer and reviewee. In addition, online drop-in sessions are organised by P&D open to all members of staff.

There are only marginal differences in the completion rate of PDR's by ethnicity (**Table 6c1**), however there is a larger difference when comparing the assessment ratings (**Table 6c4**). Unfortunately, there is no data for PDR assessment ratings for 2019 as due to Covid-19 full reporting was not undertaken but in 2018 17.9% of White British staff achieved 'exceeds' in the PDR in comparison to just 11.1% of B.A.M.E. staff. In addition to this the staff feedback suggests they don't value the PDR process (**Figures 6c1, 6c2, 6c3, 6c4**) with staff reporting their managers do not invest time to discuss development and training with their staff (**AP 25, AP 26**).

Table 6c1 PDR completion rates by broad ethnicity category

	2019		**2018**		**2017**	
	No.	% of ethnic staff group	No.	% of ethnic staff group	No.	% of ethnic staff group
B.A.M.E.	45	81.8%	45	69.2%	55	91.7%
White British	465	85.3%	475	81.9%	550	88.7%
White Other	35	77.8%	40	80.0%	50	76.9%
Unknown	5	100.00	5	100.0%	5	100.0%

Table 6c2 PDR completion rates by ethnicity						
	2019		**2018**		**2017**	
	No.	% of ethnic staff group	No.	% of ethnic staff group	No.	% of ethnic staff group
Asian	20	80.0%	20	80.0%	25	100.0%
Black	5	50.0%	5	50.0%	5	50.0%
Chinese	10	100.0%	5	50.0%	5	50.0%
Mixed	10	100.0%	15	100.0%	15	100.0%
Other	0		5	100.0%	5	100.0%
White	500	84.7%	515	81.7%	600	87.6%
Unknown	5	100.0%	5	100.0%	5	100.0%

Table 6c3 PDR completion rates by ethnicity						
	2019		**2018**		**2017**	
	No.	% of ethnic staff group	No.	% of ethnic staff group	No.	% of ethnic staff group
Arab	0	0.0%	0	0.0%	0	0.0%
Asian/Asian British - Bangladeshi	0	0.0%	0	0.0%	5	100.0%
Asian/Asian British – Chinese	10	100.0%	5	50.0%	5	50.0%
Asian/Asian British – Indian	15	100.0%	15	100.0%	15	100.0%
Asian/Asian British – Pakistani	5	100.0%	5	100.0%	5	100.0%

Black/African/Caribbean/British – Caribbean	5	100.0%	0	0.0%	0	0.0%
Black/African/Caribbean/British – African	0	0.0%	5	100.0%	5	100.0%
Mixed/Multiple – White & Black Caribbean	0	0.0%	5	100.0%	5	100.0%
Mixed/Multiple – White and Asian	0	0.0%	0	0.0%	5	100.0%
Mixed/Multiple – White and Black African	0	0.0%	0	0.0%	0	
Other Asian Background	5	100.0%	5	100.0%	5	100.0%
Other Ethnic Background	0	0.0%	0	0.0%	5	100.0%
Other Mixed/Multiple ethnic Background	5	100.0%	5	100.0%	5	100.0%
Other White Background	35	77.8%	40	88.9%	50	83.3%
White British	465	85.3%	475	81.9%	550	88.7%
White Irish	0	0.0%	0	0.0%	0	0.0%
Unknown	5	100.0%	5	100.0%	5	100.0%

Table 6c4 PDR assessment ratings by ethnicity						
		2018		**2017**		
		No.	% of Employees	No.	% of Employees	
B.A.M.E.	Exceeds	5	11.1%	15	27.3%	
	Meets	40	88.9%	40	72.7%	
	Below	0	0.0%	0	0.0%	
	Total	**45**	**8.0%**	**0**	**0.0%**	
White British	Exceeds	85	17.9%	105	19.1%	
	Meets	385	81.1%	430	78.2%	
	Below	5	1.1%	5	0.9%	
	No rating	0	0.0%	10	1.8%	
	Total	**475**	**84.1%**	**550**	**83.3%**	

White Other	Exceed	10	25.0%	15	30.0%
	Meets	30	75.0%	30	60.0%
	Below	0	0.0%	5	10.0%
	Total	**40**	**7.1%**	**50**	**7.6%**
Unknown	Exceeds	0	0.0	5	100.0%
	Meets	5	100.0%	0	0.0%
	No rating	0	0.0%	0	0.0%
	Total	**5**	**0.9%**	**5**	**0.8%**

In the staff survey nearly a quarter of respondents felt that their line managers do not make enough time for their personal development and progression.

Figure 6c1 Data from REC staff survey

21 My line manager makes time to discuss my personal development and progression.
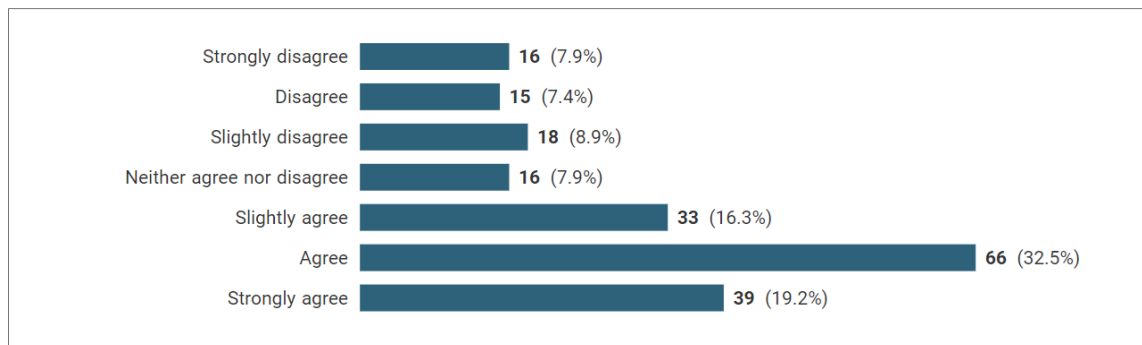
33.5% of all staff respondents did not feel that the appraisal system is valuable to them and their development. Instead, many see this process as a tick box exercise for their department on tasks they have complete. 35.3% (12) of B.A.M.E. staff responded negatively compared to just 17.0% (25) of White respondents.

Table 6c5 Staff survey question 21 - My line manager makes time to discuss my personal development and progression. Profile of staff survey respondents by ethnicity

	% Black respondents	% Asian respondents	% Minority Ethnic respondents	% White respondents	% Respondents, ethnicity unknown
Strong disagree	14.3% (1)	8.3% (1)	14.3% (2)	4.1% (6)	24.0% (6)
Disagree	0.0%	16.7% (2)	14.3% (2)	5.4% (8)	12.0% (3)
Slightly disagree	28.6% (2)	8.3% (1)	7.1% (1)	7.5% (11)	12.0% (3)

Neither agree nor disagree	0.0%	8.3% (1)	0.0%	7.5% (11)	16.0% (4)
Slightly agree	0.0%	16.7% (2)	21.4% (3)	17.0% (25)	12.0% (3)
Agree	14.3% (1)	16.7% (2)	21.4% (3)	38.1% (56)	16.0% (4)
Strong agree	42.9% (3)	25.0% (3)	21.4% (3)	19.0% (28)	8.0% (2)
No answer	0.0%	0.0%	0.0%	1.4% (2)	0.0%

All B.A.M.E groups were less likely than White respondents to agree that their line manager takes time to discuss their personal development and progression. Black respondents had the lowest agreement at 57.2% compared to White respondents at 74%. We will explore this to gain further insight and to inform actions via the B.A.M.E Staff Network through focus groups in 2022/23 (**AP 3).**

Figure 6c2 Data from REC staff survey

27 I have annual appraisals with my manager.

14.7% (5) of B.A.M.E. respondents to the staff survey answered the above question with strongly disagree, disagree or slightly disagree in comparison to just 6.1% (9) of White respondents.

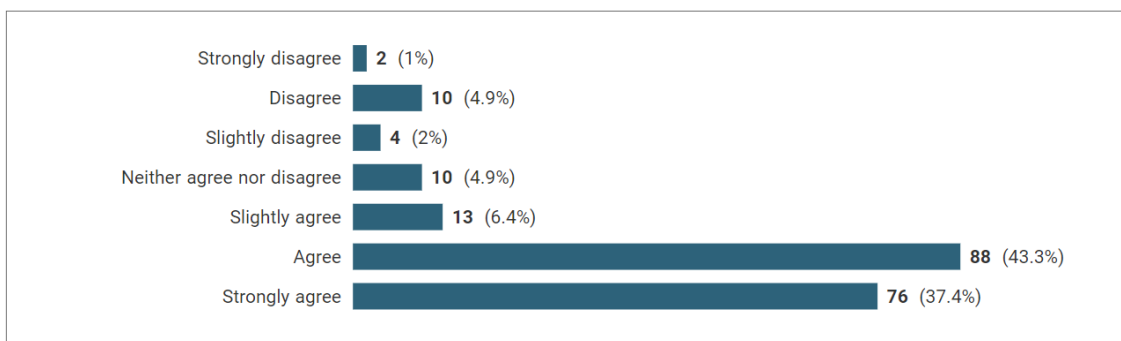**Table 6c6 Staff survey question 27 - I have annual appraisals with my manager. Profile of staff survey respondents by ethnicity**

	% Black respondents	% Asian respondents	% Minority Ethnic respondents	% White respondents	% Respondents, ethnicity unknown
Strong disagree	14.3% (1)	0.0%	0.0%	0.7% (1)	0.0%
Disagree	0.0%	8.3% (1)	14.3% (2)	3.4% (5)	8.0% (2)
Slightly disagree	0.0%	0.0%	7.1% (1)	2.0% (3)	0.0%
Neither agree nor disagree	14.3% (1)	0.0%	0.0%	5.4% (8)	4.0% (1)

Slightly agree	14.3% (1)	0.0%	7.1% (1)	6.8% (10)	4.0% (1)
Agree	14.3% (1)	58.3% (7)	28.6% (4)	41.5% (61)	60.0% (15)
Strong agree	28.6% (2)	33.3% (4)	42.9% (6)	40.1% (59)	20.0% (5)
No answer	14.3% (1)	0.0%	0.0%	0.0%	4.0% (1)

Figure 6c3 Data from REC staff survey

28 My manager ensures my appraisal is evidence-based and transparent.

23.5% (8) of B.A.M.E. respondents to the survey answered the above question negatively in comparison to 5.4% (8) of the White respondents.

Table 6c7 Staff survey question 28 - My manager ensures my appraisal is evidence-based and transparent.
Profile of staff survey respondents by ethnicity

	% Black respondents	% Asian respondents	% Minority Ethnic respondents	% White respondents	% Respondents, ethnicity unknown
Strong disagree	14.3% (1)	8.3% (1)	0.0%	0.0%	8.0% (2)
Disagree	14.3% (1)	16.7% (2)	0.0%	3.4% (5)	12.0% (3)
Slightly disagree	0.0%	0.0%	21.4% (3)	2.0% (3)	4.0% (1)
Neither agree nor disagree	14.3% (1)	0.0%	7.1% (1)	10.9% (16)	16.0% (4)
Slightly agree	0.0%	8.3% (1)	7.1% (1)	8.8% (13)	12.0% (3)
Agree	14.3% (1)	50.0% (6)	42.9% (6)	46.3% (68)	28.0% (7)
Strong agree	28.6% (2)	16.7% (2)	21.4% (3)	27.9% (41)	16.0% (4)
No answer	14.3% (1)	0.0%	0.0%	0.7% (1)	4.0% (1)

29 I find the appraisal process useful.

35.3% (12) of the B.A.M.E. respondents answered the above question with slightly disagree, disagree or strongly disagree in comparison to 27.9% (41) of White respondents.

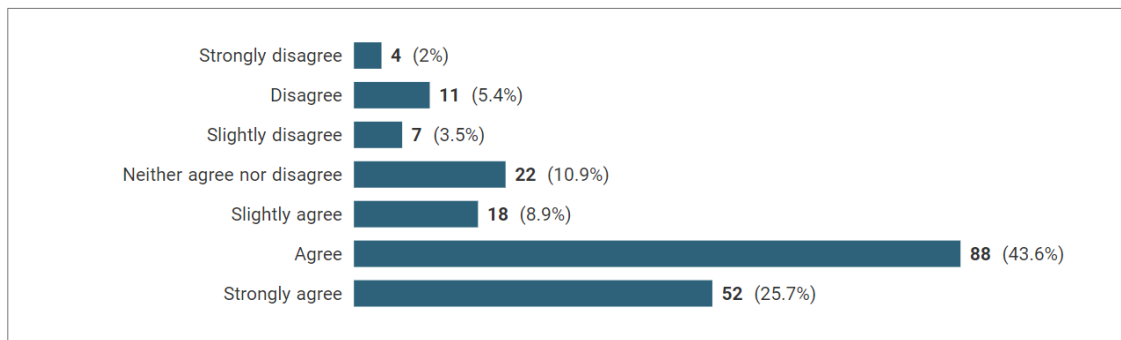| **Table 6c8 Staff survey question 29 - I find the appraisal process useful. Profile of staff survey respondents by ethnicity**					
	% Black respondents	% Asian respondents	% Minority Ethnic respondents	% White respondents	% Respondents, ethnicity unknown
Strong disagree	28.6% (2)	8.3% (1)	7.1% (1)	8.8% (13)	32.0% (8)
Disagree	0.0%	25.0% (3)	14.3% (2)	10.2% (15)	12.0% (3)
Slightly disagree	0.0%	8.3% (1)	7.1% (1)	8.8% (13)	20.0% (5)
Neither agree nor disagree	14.3% (1)	0.0%	14.3% (2)	15.0% (22)	12.0% (3)
Slightly agree	0.0%	8.3% (1)	7.1% (1)	21.1% (31)	8.0% (2)
Agree	14.3% (1)	33.3% (4)	21.4% (3)	25.9% (38)	4.0% (1)
Strong agree	28.6% (2)	16.7% (2)	28.6% (4)	10.2% (15)	8.0% (2)
No answer	14.3% (1)	0.0%	0.0%	0.0%	4.0% (1)

Quotes from staff:

"Again these feel like box ticking exercises. Nothing positive has ever come from a PDR, no training needs met, no development opportunities able to be explored, no opportunities for promotion despite yearly increases in workload, reputation and desire to progress. All seems a pointless process to justify another's position and has nothing to do with my own development" Ethnic background and gender not disclosed.

AP 3 - Run focus groups to explore the differentials in responses of Black and Asian staff, to gain greater insight into their experiences and to inform the development of the staff training programmes and policies.

AP 25 - Develop and implement an EDI module which is informed by the outcomes of the Staff Survey for all leaders and managers to advance their skills

AP 26 - Implement and action EIA of PDR updating data annually to look at trends in completion rates and outcomes.

6d Professional and support staff promotions

There have been few promotion opportunities for PSS staff between 2017/18 and 2019/20 with reshaping of the organisation impacting the number of staff at the higher grades overall. Promotion for PSS staff is only available through recruitment to posts at a higher grade and is therefore impacted by the recruitment process (**See Actions in 6a**).

As discussed in section 6a, nearly a quarter of staff respondents did not think that the University's current recruitment and selection processes lead to the best staff being recruited and 16.6% felt that staff recruitment and selection is not undertaken fairly and transparently, therefore our actions focus on equality in staff recruitment processes. See Section 6a for further information regarding mentoring for progression.

Quote from staff:

"However, I think the University needs to address the recruit and promotion of black staff, ensuring we have black professors, academics, and support staff. And address the lack black staff in leadership roles at the university." White British, female.

Table 6d1 Promotion by ethnicity (new grade shown) *Excludes numbers below 5.*								
2019/20								
	Grade 2-5	**% of ethnic group**	**Grade 6-8**	**% of ethnic group**	**Grade 9-10**	**% of ethnic group**	**Total no.**	**% of total ethnic group**
B.A.M.E.	5	25.0%	0	0.0%	0	0.0%	5	10.0%
White British	15	8.1%	5	1.8%	0	0.0%	20	3.9%
White Other	0	0.0%	5	33.3%	0	0.0%	5	12.5%
2018/19								

B.A.M.E.	5	16.7%	0	0.0%	0	0.0%	5	8.3%
White British	20	10.0%	20	6.9%	10	20.0%	50	9.3%
White Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%
2017/18								
B.A.M.E.	5	20.0%	0	0.0%	0	0.0%	5	9.1%
White British	20	9.1%	15	5.1%	0	0.0%	35	6.1%
White Other	5	16.7%	0	0.0%	0	0.0%	5	8.5%

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7 Student pipeline

Overview

The data reveals issues relating to race equality at every stage of the student journey. Disparities in student recruitment include a decline in the recruitment of Black students and so Black student numbers are not in line with expectation. Mature Black applicants have the lowest application success rates. Social Work and Adult Nursing have the highest numbers of Black mature applicants and there is an overall lower application success rate for this group. There is an ongoing under recruitment of Asian students. We recognise that a critical mass of B.A.M.E. students is central to creating a sense of community, belonging and the feeling that their diversity and lived experiences matters to us.

These disparities have also been identified in the University's AP&P Plan (and thus the EDI Plan) and so recruitment activities to address these gaps are already being strengthened.

Our critical focus in terms of race equality is to eliminate the stubborn issues leading to the awarding gap. Research consistently shows that there is no single reason for this gap and therefore there is no single solution. We see all the work in this Action Plan (informed by sector effective practice) as contributing to narrowing the gap. Closely related to academic achievement is progression which is consistently highest for White students and lowest for Black students. We need a greater focus on working with our students to ensure a nuanced understanding and tackle our gaps.

Postgraduate provision at Solent is small, there were 829 students in 2018/19 and the proportion of B.A.M.E. postgraduate students is in line with the undergraduate population. However, as this provision grows, we aspire to attract more B.A.M.E. students. The A&PP details our awareness that more White graduates are going into high skilled employment with the gap most pronounced between White and Asian graduates. Planned work includes enhanced support for B.A.M.E.

entrepreneurial students, professional employability mentoring for Asian students and embedding employability in the curriculum.

7a Admissions

Solent is coastal and draws most of its students from the South-East and South-West regions, as defined by UCAS, as well as London. According to UCAS data (2018) in the South-East 2% of the young population are Black, with 1% in the South-West, whereas in London the figure is 21.8%.

There is considerable work to improve access to Solent for B.A.M.E. potential applicants. In recent years the University's A&WP team have focused on building positive relationships with local communities including B.A.M.E. community leaders (via our Civic Charter and links to Black History Month), faith groups, training providers (based in the St Marys area where a high B.A.M.E. population resides) and local authority contacts. We have made plans to deliver activities that address local needs and support access to HE. During the pandemic we promoted our online resources to these communities (section 3).

A&WP hold a regular monthly Community Hour discussion programme promoting access to HE on Unity 101, a Southampton-based Asian and Ethnic community radio station, with whom we have formalised a partnership. A&WP have run special events this year for specific audiences of potential students at which Solent alumni have given their perspectives on their experiences. Recordings of the events are being made available to our external stakeholders, colleges and students. Events have included a Refugee and Asylum Seeker Student Perspective event and a B.A.M.E. Student Perspective event.

Solent is part of the Southern Universities Network (SUN), providing outreach activities for schools and colleges to improve HE participation of B.A.M.E. pupils.

A&WP's strategy to support the enrolment of B.A.M.E. students has 2 approaches:
o   targeting those based locally – via community activities
o   targeting those based in London – via activities in colleges/sixth forms

Our local networking has suggested that the preferred and most effective way of engaging with B.A.M.E. communities is through in-person events. We are aware that some B.A.M.E. communities face challenges in accessing digital technology and the Covid-19 pandemic has meant that reaching these communities/learners has been more challenging both physically and online. Activities have included a focus on the Somali community and targeted to partner schools/colleges where 26% of known participants were from B.A.M.E. communities.

When looking to work with B.A.M.E. learners in London, our Post 16 team have been supported in targeting and building new relationships with sixth forms/colleges with higher proportions of B.A.M.E. students. We have also worked with local authorities and virtual schools (Sutton, Croydon and Achieve

for Children) building relationships with a view to working with a variety of WP learners including those from communities (**AP 43**).

Since 2015-16 the University's WP team delivers a 'Step into Success' outreach programme targeting 5-11-year olds in 20 local schools with a high proportion of B.A.M.E. pupils. The aim is to improve aspirations and attainment, give pupils from disadvantaged and underrepresented backgrounds a greater understanding of HE opportunities and make them more confident about future pathways by demystifying HE and creating a sense of belonging. To help further de-mystify HE and create a sense of belonging our activities include opportunities to explore the campus and meet the VC and current students who describe their learning journey, develop an understanding of personal budgeting, creative drama and media production workshops and red-carpet event, 'Wow assemblies' that provide exciting insights into new university subjects they can aspire to.

Currently all scholarships are awarded around attainment and rewarding excellence, but we have refocused these to support our 2021 contextual offer and our AP&P objectives through a 'Diversity Scholarship' for 2022 entry, totalling £30,000. This will be awarded as 30, £1000 individual scholarships with criteria of a student being Black or Brown and one of IMD Q1/2, Polar4 Q1, First Generation, Low Household Income, Care leaver, Disabled, attended Low Performing Secondary School, Refugee, Young Carer, From Military Family or Estranged (**AP 43**).

Three-year trends show that White and Asian applicants have the highest application success rates at Solent. There is also a three-year trend of Black applicants having the lowest application success rates of all ethnic groups. In 2019 there was a 5.7 pp application success rate gap with an 80.3% application success rate for Black applicants compared to 86.0% for White applicants and an 86.9% for Asian students (**Table 7a1**). However, the application success rate for Black 18-year-old applicants is not lower than the 18-year-old applicant cohort, in 2019 the Black 18 year old applicant success rate was 91.6% compared to 90.3% for White and 18 year old applicants and 89.4% for Asian 18 year old applicants (**Table 7a2, Table 7a3**). We therefore need to focus on improving the application success rate of mature Black applicants. With Social Work and Adult Nursing having the highest numbers of Black mature applicants, these need to be a particular focus for further investigation (**AP 43**).

Informal discussions with our community groups and potential applicants at Open Days suggest that:
o Applicants often have everyday practices and routines that they expect to be able to maintain whilst at university. In Southampton it may not be clear what is available for B.A.M.E. students **(AP 43).**
o The relative lack of B.A.M.E. staff at these events is off-putting for some potential students and their parents as applicants cannot see themselves reflected in the institution.

To avoid overburdening B.A.M.E. staff our B.A.M.E. staff network wish to create digital materials and a rota which showcases their contributions at virtual and physical Open Days **(AP 43).** Plans for more diverse staff recruitment are set out in Section 5 Academic Staff.

Table 7a1 Undergraduate application offer rates (all ages) by ethnic group

	2019	2018	2017
Asian	86.9%	81.7%	84.9%
Black	80.3%	74.3%	82.9%
Mixed	83.6%	80.9%	86.6%
Other	84.5%	78.2%	81.6%
White	86.0%	83.0%	87.4%

Table 7a2 Undergraduate 18-year-old application offer rates by ethnic group			
	2019	2018	2017
Asian	89.4%	90.7%	89.4%
Black	91.6%	86.0%	93.6%
Mixed	88.9%	88.4%	91.1%
Other	100%	81.8%	85.0%
White	90.3%	88.2%	91.2%

Table 7a3 Percentage point difference between offer rate and average offer rate for 18-year-old undergraduate applicants			
	2019	2018	2017
Asian	-0.4	1.1	-3.8
Black	0.1	-3.4	1
Mixed	0.1	-0.7	0.7
Other	0	0	0
White	0	0.2	0.1

Table 7a4 Numbers of Black applicants by course and age			
Black 18/19-year-old applicants			
	2019	2018	2017
Applied Sport Science with Placement	4	1	NA

Business Management	10	10	9
Fashion Styling and Creative Direction	7	3	2
Football Studies	4	13	15
LLB Law	10	2	NA
Media Production	10	6	1
Popular Music Performance	4	2	3
Popular Music Performance and Production	4	1	5
Psychology	8	1	5
Sport and Exercise Therapy	15	13	8
Total	**203**	**272**	**264**
Black 20+ year old applicants			
	2019	**2018**	**2017**
Accountancy and Finance	3	3	2
Adult Nursing Practice	38	22	NA
Adult Nursing Practice with Social Sciences Foundation Year	3	NA	NA
Applied Sport Science	3	2	2
Business Management	5	5	3
Business Management with Business Foundation Year	4	4	
Film Production	3	NA	1
Marketing	4	2	3
Mechanical Engineering	3	3	1
Social Work	34	26	34
Total	**197**	**231**	**254**
Total (all ages)	**400**	**503**	**518**

The data the University receives from UCAS is not disaggregated between UK and international students.

7b Undergraduate student body

In 2020 Solent restructured its Schools to Faculties and WMS, the data in this section relates to the previous school structure.

The proportion of Black students at Solent is in decline and dropped from 7.3% in 2017/18 to 6.3% in 2019/20, and the proportion of other ethnic groups has remained consistent **(Table 7b1)** although the proportion of Asian students has increased by 1.1%**.** This decline in Black students is also the case within the population of UK domicile students, with a decline in the proportion of Black UK domicile students from 8.0% in 2017/18 to 6.6% in 19/20 with the proportion of other ethnic groups remaining consistent (**Table 7b2**).

Despite this overall decline, the proportion of Black 18-year-olds at Solent, 5.5% in 2019/20, is higher than the proportion of Black 18-year-olds in the UK population, 3.6% and has increased slightly between 2017/18 and 2019/20. Solent has a notably lower proportion of Asian 18-year-old students than would be expected at 4.9%, below the UK population levels of 8.3%. **(Table 7b3).**

Most Schools have had a consistent decline in their proportion of Black students, the exceptions being the School of Sport, Health and Social Sciences, where excluding the numbers of mature black students on the Social Work and Adult Nursing courses, the percentage remained static in 2018/19 and 2019/20 and Warsash School of Maritime Science & Engineering, which has had a marginal increase. The proportion of Asian students has increased in the School of Business, Law and Communications from 7.1% in 2017/18 to 9.0% in 2019/20 **(Table 7b4).**

As discussed in 7 a, the decline in the overall number of Black students is therefore identified as a key area for the University to action together with the consistent under recruitment of Asian students (**AP 43**).

Table7b1 Solent undergraduate student population by ethnicity			
	2019/20	**2018/19**	**2017/18**
Asian	6.1%	5.3%	5.0%
Black	6.3%	6.5%	7.3%
Mixed	5.2%	4.8%	4.8%
Other	1.3%	1.6%	1.7%
White	81.1%	81.8%	81.1%
	100%	**100%**	**100%**

Table7b2 Solent undergraduate UK domicile student population by ethnicity

	2019/20	2018/19	2017/18
Asian	4.7%	4.6%	4.4%
Black	6.6%	7.1%	8.0%
Mixed	5.4%	4.8%	4.9%
Other	1.0%	1.0%	1.0%
White	82.4%	82.5%	81.7%
	100%	**100%**	**100%**

Table 7b3 Solent undergraduate student population by ethnicity compared to UK population of 18-year olds						
	2019/20		**2018/19**		**2017/18**	
	UK Pop	**Solent Pop**	**UK Pop**	**Solent Pop**	**UK Pop**	**Solent Pop**
Asian, 18-year-olds	8.3%	4.9%	8.3%	3.9%	8.2%	2.9%
Black, 18-year-olds	3.6%	5.5%	3.6%	4.9%	3.6%	4.2%
Mixed, 18-year-olds	3.2%	5.3%	3.2%	4.4%	3.2%	5.6%
Other, 18-year-olds	1.1%	0.4%	1.1%	0.2%	1.1%	1.1%
White, 18-year-olds	83.9%	84.0%	83.9%	86.6%	84.0%	86.3%

Table 7b4 School of Business, Law and Communications UK domicile undergraduate student population by ethnicity			
	2019/20	**2018/19**	**2017/18**
Asian	9.0%	8.4%	7.1%
Black	7.5%	8.4%	10.2%
Mixed	5.6%	5.1%	4.7%
Other	1.5%	2.0%	1.8%

White	76.4%	76.1%	76.3%
	100%	**100%**	**100%**

Table 7b5 School of Media Arts and Technology UK domicile undergraduate student population by ethnicity

	2019/20	2018/19	2017/18
Asian	3.1%	3.2%	3.7%
Black	4.6%	5.2%	6.3%
Mixed	5.2%	4.5%	4.5%
Other	1.2%	0.9%	0.8%
White	85.9%	85.8%	84.6%
	100%	**100%**	**100%**

Table 7b6 School of Art, Design and Fashion UK domicile undergraduate student population by ethnicity

	2019/20	2018/19	2017/18
Asian	4.1%	4.7%	4.8%
Black	4.5%	5.0%	5.9%
Mixed	5.5%	5.0%	5.4%
Other	0.6%	0.9%	1.1%
White	85.3%	84.4%	82.8%
	100%	**100%**	**100%**

Table 7b7 School of Sport, Health and Social Sciences UK domicile undergraduate student population by ethnicity

	2019/20	2018/19	2017/18
Asian	3.9%	3.1%	2.5%
Black	9.8%	9.8%	10.2%
Mixed	5.6%	5.2%	5.4%

Other	0.5%	0.4%	0.5%
White	80.2%	81.5%	81.4%
	100%	**100%**	**100%**

Table 7b8 Warsash School of Maritime Science & Engineering UK domicile undergraduate student population by ethnicity			
	2019/20	**2018/19**	**2017/18**
Asian	3.3%	2.4%	3.5%
Black	6.7%	6.0%	5.9%
Mixed	3.0%	2.8%	3.5%
Other	2.2%	1.2%	1.2%
White	84.8%	87.6%	85.8%
	100%	**100%**	**100%**

AP 43 - Target post 16 providers and communities with a high proportion of Black and Asian students for WP student recruitment activities to reduce the gap between Asian entrants and Asian 18-year olds in the population from 5.2% to 1.2% in 5 years and to 0 in ten years

7c Course progression

There is considerable work at Solent to improve the progression rates of all students. The dedicated Student Achievement Team delivers support programmes for students 'at risk' of withdrawing or failing and to facilitate the achievement of all students. Programmes include seminars, emails with information, advice and guidance and opportunities for one-to-one support. Activities are aligned to transition points on the learner journey. Impact analyses demonstrate the effectiveness of interventions and inform developments and in 2019/20 were developed to identify if interventions were equally effective in terms of ethnicity, age and gender (**AP 47**).

The progression of White students is consistently the highest of all ethnic groups. The progression of Black students at Solent is consistently the lowest of all ethnic groups and Black students are more likely to repeat a level than other ethnic groups (**Table 7c5**). In 2019 Black students had a progression rate of 83.4% compared to 93.5% for White students (**Table 7c1**). This is also the case when looking solely at UK domiciled (**Table 7c2**) and non-UK domiciled students (**Table 7c3**). It is important to note that there has been an upward trajectory in the progression rates of Black students over the past three years. These findings are reflected in all three Faculties (**Table 7c4**).

The percentage of Asian students withdrawing doubled between 2018/19 and 2019/20, with the reason of 'Exclusion' accounting for the highest proportion of withdrawals for Asian students in

2019/20. The percentage of White students withdrawing has remained fairly consistent relative to their population (**Chart & Table 7c6**), therefore the number of Asian students withdrawing is identified for action (**AP 44, AP 45, AP 46, AP 47**).

Our Board of Governors when presented with information about the over representation of B.A.M.E. students in academic misconduct requested the detail of our action points which are outlined in the table below and summarised in **(AP 48)**.

Table 7c1: Actions to address the overrepresentation of B.A.M.E students in academic misconduct cases
• Introduce the successfully piloted 'Academic integrity' online learning module as part of our new **induction programme for 2022/23** and as part of our **Guided Learning Hours** programme.
• Including information about the issue of **paid for assessment** completion.
• Developing plans for an early and low stakes assessment pilot which in addition to building confidence in assessment will help students acquire knowledge/skills for academic integrity.
• Implement further training for staff to approach cases to ensure cases are approached fairly.
• Approach the University of Hertfordshire to learn from their training programme and their handbook for those involved in academic misconduct cases.
• Signpost students to **academic skills workshops** and **the student achievement team** with analysis of attendance to monitor uptake by course and demographics and take action accordingly.

Our actions therefore focus on further developing the upward trajectory of retaining more B.A.M.E. students and improving progression rate. We anticipate that the Actions in Section 8 Teaching and Learning will improve B.A.M.E. student rates of progression.

During the pandemic when students moved to online learning, in addition to university funds of £540k, the OfS provided funds of over £950k, enabling us to provide support to both home, EU and International students. Grants and Bursaries were available for digital poverty (Broadband and IT support), rent, general hardship and supporting student parents. Some bursaries were specifically targeted as those groups with the lowest representation into HE (Technology Bursary) and support was available to both EU and international students in financial hardship. The Student Funding Team processed 3,179 applications across varying grants and bursaries and allocated over £1.5 million to

students in 2020/21. We are concerned that even though COVID measures are being removed, digital poverty may still be a barrier for B.A.M.E. students and requires monitoring and quick action if needed (**AP 47**).

Table 7c1: Pass and withdrawal rates by ethnicity (2017-2019)						
	White	**Asian**	**Black**	**Mixed**	**Other**	**B.A.M.E.**
2019						
Pass	93.5%	87.4%	83.4%	90.2%	87.4%	86.8%
Eligible to Repeat	3.4%	7.0%	8.9%	4.4%	7.8%	7.0%
Exiting	2.3%	3.0%	5.8%	4.1%	2.9%	4.3%
Fail	0.3%	0.5%	0.6%	1.0%	1.9%	0.8%
Unknown	0.4%	2.1%	1.3%	0.3%	0.0%	1.2%
2018						
Pass	91.3%	89.2%	77.7%	83.9%	88.9%	83.6%
Eligible to Repeat	5.6%	9.3%	15.4%	10.3%	8.5%	11.7%
Exiting	2.7%	1.3%	5.6%	5.3%	2.6%	4.0%
Fail	0.3%	0.3%	1.0%	0.0%	0.0%	0.4%
Unknown	0.0%	0.0%	0.2%	0.6%	0.0%	0.2%
2017						
Pass	91.5%	86.1%	74.3%	88.2%	84.8%	81.8%
Eligible to Repeat	5.4%	9.9%	15.0%	8.6%	10.4%	11.7%
Exiting	2.6%	3.4%	7.3%	2.6%	3.2%	4.7%
Fail	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Unknown	0.5%	0.5%	3.4%	0.6%	1.6%	1.8%

Table 7c2 Progression rates of UK domicile students by ethnicity						
	White	**Asian**	**Black**	**Mixed**	**Other**	**All**
2019						
Pass	93.8%	88.5%	83.2%	89.9%	85.2%	**92.5%**
Eligible to repeat	3.1%	6.7%	8.7%	4.1%	8.2%	**3.8%**
Exiting	2.2%	4.5%	6.3%	5.1%	3.3%	**2.8%**
Fail	0.4%	0.0%	0.8%	0.6%	3.3%	**0.4%**
Unknown	0.5%	0.3%	1.0%	0.3%	0.0%	**0.5%**
2018						
Pass	91.1%	88.0%	77.5%	82.6%	90.2%	**89.6%**
Eligible to repeat	5.7%	10.5%	15.6%	10.7%	6.5%	**6.9%**

	White	Asian	Black	Mixed	Other	All
Exiting	2.9%	1.1%	5.7%	6.0%	3.3%	**3.2%**
Fail	0.2%	0.4%	0.9%	0.0%	0.0%	**0.2%**
Unknown	0.1%	0.0%	0.3%	0.7%	0.0%	**0.1%**
2017						
Pass	91.5%	83.1%	73.1%	86.5%	85.5%	**89.4%**
Eligible to repeat	5.3%	12.0%	15.4%	9.8%	9.7%	**6.6%**
Exiting	2.7%	4.2%	8.0%	3.0%	3.2%	**3.2%**
Fail	0.0%	0.0%	0.0%	0.0%	0.0%	**0.0%**
Unknown	0.5%	0.7%	3.5%	0.7%	1.6%	**0.8%**

Table 7c3 Progression rates of non-UK domicile students by ethnicity						
	White	**Asian**	**Black**	**Mixed**	**Other**	**All**
2019						
Pass	92.5%	85.4%	84.1%	91.5%	90.5%	**91.1%**
Eligible to repeat	4.3%	7.6%	9.8%	5.6%	7.1%	**5.3%**
Exiting	2.7%	0.6%	3.7%	0.0%	2.4%	**2.2%**
Fail	0.2%	1.3%	0.0%	2.9%	0.0%	**0.4%**
Unknown	0.3%	5.1%	2.4%	0.0%	0.0%	**1.0%**
2018						
Pass	92.4%	91.8%	78.6%	90.3%	87.5%	**91.7%**
Eligible to repeat	4.9%	6.6%	14.3%	8.1%	10.7%	**5.8%**
Exiting	2.0%	1.6%	5.4%	1.6%	1.8%	**1.9%**
Fail	0.7%	0.0%	1.7%	0.0%	0.0%	**0.6%**
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%	**0.0%**
2017						
Pass	91.7%	94.9%	83.3%	98.0%	84.1%	**91.3%**
Eligible to repeat	5.9%	4.1%	12.1%	2.0%	11.1%	**6.2%**

Exiting	1.9%	1.0%	1.6%	0.0%	3.2%	**1.8%**
Fail	0.1%	0.0%	0.0%	0.0%	0.0%	**0.1%**
Unknown	0.4%	0.0%	3.0%	0.0%	1.6%	**0.6%**

Table 7c4 Progression rates by Faculty (new structure) and ethnicity			
	2019	**2018**	**2017**
Faculty of Business, Law and Digital Technologies	91.6%	88.6%	87.5%
White	92.6%	90.2%	89.8%
Asian	89.3%	88.2%	79.9%
Black	87.3%	74.2%	71.0%
Mixed	85.6%	83.3%	88.1%
Other	79.3%	90.3%	83.9%
Faculty of Creative Industries, Architecture and Engineering	93.8%	91.3%	92.6%
White	94.8%	92.6%	94.1%
Asian	91.2%	86.4%	87.7%
Black	80.0%	79.6%	79.4%
Mixed	90.4%	85.4%	87.4%
Other	95.5%	90.5%	90.5%
Faculty of Sport, Health and Social Sciences	92.6%	89.1%	88.9%
White	94.3%	90.8%	91.3%
Asian	85.0%	89.8%	87.2%
Black	81.6%	80.7%	72.3%
Mixed	94.7%	78.2%	83.3%
Other	80.0%	88.9%	80.0%

Table 7c5 Students repeating a level, rates by Faculty (new structure) and ethnicity			
	2019	**2018**	**2017**

Faculty of Business, Law and Digital Technologies	151 (4.9%)	227 (7.0%)	247 (6.9%)
Asian	17 (7.9%)	20 (10%)	23 (10.9%)
Black	15 (8.2%)	39 (17.7%)	40 (14.4%)
Mixed	8 (5.4%)	13 (9.4%)	9 (6.5%)
Other	7 (13.7%)	4 (5.8%)	8 (11.4%)
White	98 (4.1%)	147 (5.8%)	164 (5.8%)
Faculty of Creative Industries, Architecture and Engineering	81 (3.4%)	133 (5.7%)	120 (5.4%)
Asian	5 (4.4%)	9 (8.0%)	10 (10.2%)
Black	10 (9.9%)	15 (14.2%)	17 (15.3%)
Mixed	8 (6.5%)	11 (9.6%)	8 (7.6%)
Other	1 (3.1%)	3 (10.0%)	4 (10.3%)
White	52 (2.6%)	94 (4.8%)	77 (4.2%)
Faculty of Sport, Health and Social Sciences	73 (3.7)	138 (7.2%)	139 (7.2%)
Asian	7 (7.3%)	7 (6.8%)	5 (6.8%)
Black	16 (9.1%)	20 (13.1%)	28 (15.8%)
Mixed	1 (0.9%)	13 (12.0%)	13 (12.6%)
Other	0 (0.0%)	3 (16.7%)	1 (6.3%)
White	45 (3.0%)	95 (6.3%)	91 (5.9%)

Chart 7c6 Student withdrawals as an approximate percentage of each ethnic population

Withdrawals as approx. % of ethnic population
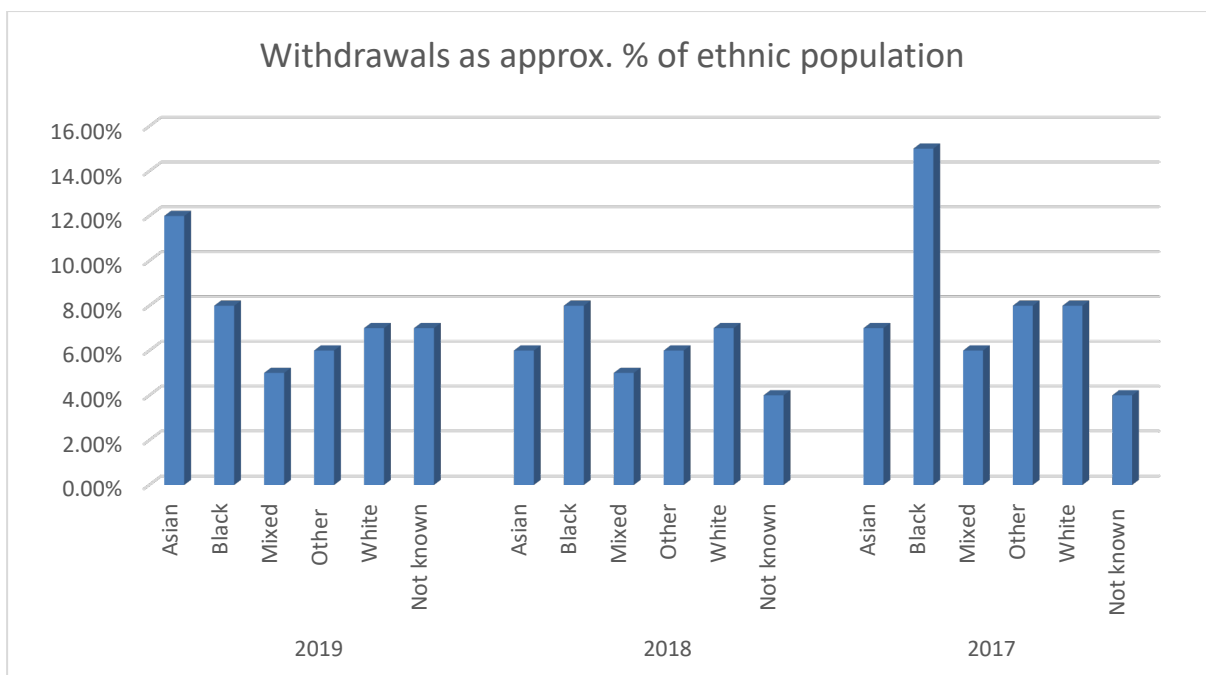
	Null/unknown	Academic failure	Debtor	Deceased	Did not return	Exclusion	Financial reasons	Gone into employment	Health reasons	Other/ Other personal reasons	Student self-withdraw	Transferred to another university	Total	Approx. % of pop
Table 7c 6 Reasons for student withdrawals (HESA categories) by ethnicity, most common reason highlighted in red														
2019														
Asian	2	2	10	0	10	43	0	3	1	22	0	5	**98**	**12.0%**
Black	3	1	6	0	14	10	4	0	2	11	0	3	**54**	**8.0%**
Mixed	0	0	2	0	8	1	1	2	3	10	0	3	**30**	**5.0%**
Other	0	0	0	0	2	1	0	0	0	4	0	0	**7**	**6.0%**
White	14	1	9	1	132	18	17	24	70	221	5	45	**557**	**7.0%**
Not known	0	1	0	0	4	2	1	2	2	10	0	5	**27**	**7.0%**
2018														
Asian	1	0	6	0	16	5	0	3	3	14	0	5	**53**	**6.0%**

Black	1	0	5	1	19	6	4	1	0	14	0	7	**58**	**8.0%**
Mixed	0	0	1	0	10	2	0	2	0	15	0	3	**33**	**5.0%**
Other	0	0	0	1	5	0	0	0	0	2	0	1	**9**	**6.0%**
White	11	0	18	1	102	17	31	51	53	223	0	81	**588**	**7.0%**
Not known	0	0	1	0	2	0	0	0	3	8	0	1	**15**	**4.0%**
2017														
Asian	1	0	3	0	26	4	3	2	0	14	0	6	**59**	**7.0%**
Black	0	0	10	0	43	18	3	2	1	12	0	7	**96**	**15.0%**
Mixed	1	1	7	1	18	1	2	4	2	10	0	4	**51**	**6.0%**
Other	0	0	3	0	7	2	0	0	0	3	0	2	**17**	**8.0%**
White	8	3	27		262	42	22	42	41	165	4	41	**657**	**8.0%**
Not known	0	0	3	0	5	0	1	0	0	0	0	3	**12**	**4.0%**

AP 44 - Develop better support for B.A.M.E. students as part of the Access and Participation Plan

AP 45 - Increase the number of B.A.M.E. role models, including student ambassadors and Honorary Doctors, guest speakers to inspire confidence and sense of belonging.

AP 46 - Investigate and implement good practice from the sector relating to diversity mentors. Working with the student Diversity Network, develop and implement a Solent model to support B.A.M.E student success and improve B.A.M.E student experience.

AP 47 - Enhance the early intervention programme by strengthening liaison between Faculties and the Achievement Team.

AP 48 - Implement action plan to reduce the over-representation of B.A.M.E. students in academic misconduct cases.
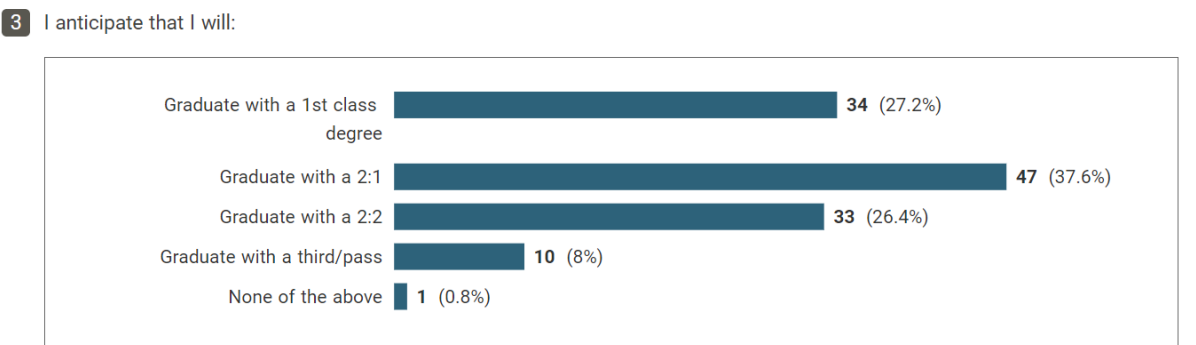
7d Attainment

The B.A.M.E. awarding gap (The gap)

The B.A.M.E. awarding gap is a Board level KPI at Solent. We have been working to reduce the persistent, statistically significant B.A.M.E. student awarding gap. The awarding gap has decreased each year from 27.5% in 2014/15 to 15.3% in 2018/19 but we are very disappointed that it increased to 18.1% in 2019/20. (**Table 7d2**). The awarding of 2.1s and 1sts to B.A.M.E. students at Solent is also 10.4 pp below benchmark **(Table 7d3).** The percentage of white students achieving 2.1's and 1sts remained static in 2017/18 and 2018/19 whilst the percentage of B.A.M.E students increased thus closing the awarding gap in those years, this gap then widened in 2019/20 when a larger increase of white students (increase of 8.7 pp) were awarded 2:1's and 1sts in comparison to B.A.M.E (increase of 5.9 pp). There are differences in the awarding gap for ethnic minority groups and of particular concern is the awarding gap between Black students and White students which is consistently the largest and was 30.1% in 2019/20 **(Table 7d3) (AP 44, AP 45, AP 66, AP 47, AP 48).** The awarding gap is also identified as an urgent priority with clear actions detailed in Solent's Access and Participation Plan.

Results from the student survey showed that 64.8% of all respondents anticipated they would graduate with either a 1st of 2:1 (**Figure 7d1**). Broken down further, only 58.0% of the B.A.M.E. respondents anticipated they would graduate with a 1st or 2:1 in comparison to 64.1% of White respondents. This gap is a lot lower than the awarding gap indicating that the ambitions of the students are impacted negatively at some point during their journey by the actions of the University. We take this very seriously and have developed actions to address this. It is important to state that the students who were consulted as part of REC highlighted the need to nurture self-efficacy and hence we have invested for example in a new programme from GRIT an organisation which has had success in Kingston University and other HEIs, the introduction of race equity sessions in our new Guided Learning Hours programme, Santander Harassment programme **(AP 49, AP 50).**

Figure 7d1 Data from REC student survey.
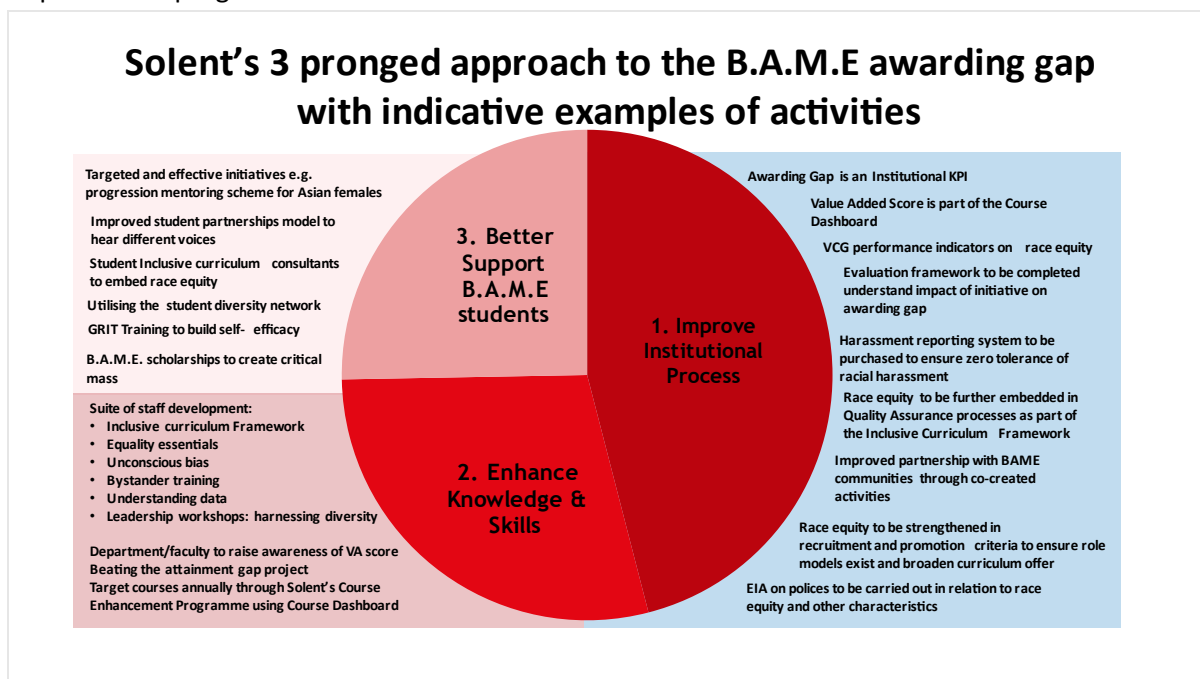

3 I anticipate that I will:

Graduate with a 1st class degree — **34** (27.2%)
Graduate with a 2:1 — **47** (37.6%)
Graduate with a 2:2 — **33** (26.4%)
Graduate with a third/pass — **10** (8%)
None of the above — **1** (0.8%)

Table 7d1 Student survey question 3 - I anticipate that I will: Profile of student survey respondents by ethnicity					
	% Black respondents	% Asian respondents	% Minority Ethnic respondents	% White respondents	% Respondents, ethnicity unknown
Graduate 1st	66.7% (2)	33.3% (1)	18.2% (2)	24.4% (19)	31.3% (10)
Graduate 2:1	33.3% (1)	33.3% (1)	27.3% (3)	39.7% (31)	34.4% (11)
Graduate 2:2	0.0%	33.3% (1)	36.4% (4)	28.2% (22)	18.8% (6)
Graduate with 3rd/pass	0.0%	0.0%	18.2% (2)	6.4% (5)	9.4% (3)
None of the above	0.0%	0.0%	0.0%	1.3% (1)	0.0%
No answer	0.0%	0.0%	0.0%	0.0%	6.3% (2)

Solent is working hard to close the awarding gap and has a 3-pronged strategic approach which places greater emphasis on institutional factors and seeks to better serve B.A.M.E. students rather than problematise them. The illustration below exemplifies how the actions included in this REC are framed as part of our programme of activities:

Solent's 3 pronged approach to the B.A.M.E awarding gap with indicative examples of activities

Targeted and effective initiatives e.g. progression mentoring scheme for Asian females

Improved student partnerships model to hear different voices

Student Inclusive curriculum consultants to embed race equity

Utilising the student diversity network

GRIT Training to build self- efficacy

B.A.M.E. scholarships to create critical mass

Suite of staff development:
- Inclusive curriculum Framework
- Equality essentials
- Unconscious bias
- Bystander training
- Understanding data
- Leadership workshops: harnessing diversity

Department/faculty to raise awareness of VA score
Beating the attainment gap project
Target courses annually through Solent's Course Enhancement Programme using Course Dashboard

3. Better Support B.A.M.E students

2. Enhance Knowledge & Skills

1. Improve Institutional Process

Awarding Gap is an Institutional KPI

Value Added Score is part of the Course Dashboard

VCG performance indicators on race equity

Evaluation framework to be completed understand impact of initiative on awarding gap

Harassment reporting system to be purchased to ensure zero tolerance of racial harassment

Race equity to be further embedded in Quality Assurance processes as part of the Inclusive Curriculum Framework

Improved partnership with BAME communities through co-created activities

Race equity to be strengthened in recruitment and promotion criteria to ensure role models exist and broaden curriculum offer

EIA on polices to be carried out in relation to race equity and other characteristics

We would like to provide insight into a few of our initiatives. The Beating the Attainment Gap project 2017 – 2019 was an Office for Students funded project in collaboration with the Universities of Derby and West London. Building on successful work at Derby, the project focused on deconstructing assessment through trialling two pedagogic tools at module level. Evaluation of the project showed

that the interventions were beneficial in raising the number of student questions around assessment briefs to clarify understanding and in reducing common errors in submitted assignments. Work continues to embed the interventions more widely as part of the Access and Participation Plan with enhanced interventions introduced to create pace in a systematic way **(AP 53, AP 56).**

In 2020/21 to further understand and tackle the awarding gap, the Inclusive Curriculum Framework was introduced **(AP 51)** and the VA metric was included as a course quality and performance measure in the new Course Performance Dashboard data. By controlling for the subject of study and entry qualifications of students in its calculation, the VA score exposes unexplained awarding gaps. The VA score helps us define the size of the awarding gap in subjects of study and target courses for equality and diversity support. It also gives a measure for evaluating the impact of our interventions. Whilst the overall VA score for the University has been slightly increasing over the past few years, UK domiciled B.A.M.E. students are doing considerably less well than expected and White students have been doing better than expected (even when subject of study and entry qualifications are taken into consideration). How VA data is being used as part of a suite of interventions to reduce the awarding gap is discussed in Section 8.

A suite of EDI related training brings together existing training and adds more nuanced aspects such as bystander training for staff and students. One area we are forging ahead with is leadership training on harnessing diversity, kick started by a 2-hour interactive workshop presented by Honorary Doctorate Caryn Franklin MBE (Clothes Show presenter and advocate for race equity) who spoke on the Psychology of Bias, vulnerability, fragility and leadership of race equity. Her session was introduced by the Vice-Chancellor, supported by the Staff B.A.M.E. network and SAT team with over 100 delegates participating in the interactive workshop. Caryn is currently serving Fashion Roundtable's APPG on Diversity and Representation in fashion.

Table 7d2 Percentage and number of full time and apprenticeship first degree students achieving 1st/2.1's by broad ethnic group and awarding gap

	2017/18	**2018/19**	**2019/20**
B.A.M.E.	57.8% (178)	60.1% (175)	66.0% (150)
White	75.4% (1282)	75.4% (1025)	84.1% (1190)
Awarding gap	17.6 pp	15.3 pp	18.1 pp

Table 7d3 UK domiciled (full time only) percentage of 1st/2.1's by ethnic group compared to sector benchmark 2019/20			
	Solent	**Sector benchmark**	**Difference**
B.A.M.E.	66.0%	76.4%	-10.4
Asian	64.0%	78.8%	-14.8
Black	54.0%	68.2%	-14.2
Mixed	79.0%	83.0%	-4.0
Other	N/A	76.6%	N/A
White	84.1%	86.6%	-2.5

N/A indicates that numbers were too small to be supplied and included in the OfS Access and Participation dashboard.

Table 7d4 UK domiciled (full and part time) percentage of 1st/2.1's by ethnic group			
	2017/18	**2018/19**	**2019/20**
Asian	66.6% (52)	60.9% (53)	63.3% (43)
Black	50.0% (67)	47.2% (58)	50.6% (42)
Mixed	62.2% (56)	72.9% (54)	74.7% (56)
Other	46.2% (6)	64.7% (11)	64.3% (9)
White	75.4% (1328)	75.2% (1063)	82.9% (1236)

Table 7d4 Undergraduate degree attainment by ethnic group and domicile.					
	First	**Upper second**	**Lower second**	**Third**	**Total numbers**
2019/20	**31.6% (679)**	**48.6% (1045)**	**17.2% (371)**	**2.6% (56)**	**2151**
Non-UK	**30.5% (128)**	**50.1% (210)**	**16.5% (69)**	**2.9% (12)**	**419**
Asian	30.8% (16)	53.8% (28)	11.5% (6)	3.8% (2)	52
Black	46.2% (6)	38.5% (5)	15.4% (2)	0.0% (0)	13
Mixed	35.7% (5)	50.0% (7)	14.3% (2)	0.0% (0)	14
Other	27.3% (3)	45.5% (5)	9.1% (1)	18.2% (2)	11
White	29.8% (98)	50.2% (165)	17.6% (58)	2.4% (8)	329
UK	**31.8% (551)**	**48.2% (835)**	**17.4% (302)**	**2.5% (44)**	**1732**
Asian	22.1% (15)	41.2% (28)	32.4% (22)	4.4% (3)	68
Black	8.4% (7)	42.2% (35)	38.6% (32)	10.8% (9)	83
Mixed	26.7% (20)	48.0% (36)	20.0% (15)	5.3% (4)	75
Other	14.3% (2)	50.0% (7)	35.7% (5)	0.0% (0)	14
White	34.0% (507)	48.9% (729)	15.3% (228)	1.9% (28)	1492
2018/19	**27.6% (595)**	**43.6% (939)**	**23.5% (506)**	**5.4% (116)**	**2156**
Non-UK	**28.8% (127)**	**38.1% (168)**	**25.9% (114)**	**7.3% (32)**	**441**
Asian	19.4% (13)	41.8% (28)	29.9% (20)	9.0% (6)	67
Black	20.0% (2)	40.0% (4)	40.0% (4)	0.0% (0)	10
Mixed	35.3% (6)	35.3% (6)	23.5% (4)	5.9% (1)	17
Other	26.9% (7)	30.8% (8)	38.5% (10)	3.8% (1)	26
White	30.8% (99)	38.0% (122)	23.7% (76)	7.5% (24)	321
UK	**27.3% (468)**	**45.0% (771)**	**22.9% (392)**	**4.9% (84)**	**1715**
Asian	17.2% (15)	43.7% (38)	33.3% (29)	5.7% (5)	87
Black	11.4% (14)	35.8% (44)	40.7% (50)	12.2% (15)	123
Mixed	24.3% (18)	48.6% (36)	25.7% (19)	1.4% (1)	74
Other	23.5% (4)	41.2% (7)	23.5% (4)	11.8% (2)	17
White	29.5% (417)	45.7% (646)	20.5% (290)	4.3% (61)	1414
2017/18	**26.2% (665)**	**45.4% (1152)**	**22.5% (571)**	**6.0% (152)**	**2540**
Non-UK	**24.9% (115)**	**41.8% (193)**	**24.7% (114)**	**8.7% (40)**	**462**
Asian	25.0% (12)	29.2% (14)	33.3% (16)	12.5% (6)	48
Black	16.7% (3)	61.1% (11)	16.7% (3)	5.6% (1)	18
Mixed	31.8% (7)	36.4% (8)	22.7% (5)	9.1% (2)	22
Other	10.7% (3)	46.4% (13)	25.0% (7)	17.9% (5)	28
White	26.0% (90)	42.5% (147)	24.0% (83)	7.5% (26)	346
UK	**26.5% (550)**	**46.2% (959)**	**22.0% (457)**	**5.4% (112)**	**2078**
Asian	17.9% (14)	48.7% (38)	23.1% (18)	10.3% (8)	78
Black	11.2% (15)	38.8% (52)	36.6% (49)	13.4% (18)	134
Mixed	17.8% (16)	44.4% (40)	24.4% (22)	13.3% (12)	90
Other	38.5% (5)	7.7% (1)	30.8% (4)	23.1% (3)	13
White	28.4% (500)	47.0% (828)	20.6% (364)	4.0% (71)	1763

AP 44 - Develop better support for B.A.M.E. students as part of the Access and Participation Plan

AP 45 - Increase the number of B.A.M.E. role models, including student ambassadors and Honorary Doctors, guest speakers to inspire confidence and sense of belonging.

AP 46 - Investigate and implement good practice from the sector relating to diversity mentors. Working with the student Diversity Network, develop and implement a Solent model to support B.A.M.E student success and improve B.A.M.E student experience.

AP 47 - Enhance the early intervention programme by strengthening liaison between Faculties and the Achievement Team.

AP 48 - Implement action plan to reduce the over-representation of B.A.M.E. students in academic misconduct cases.

AP 49 - Pilot the GRIT Black leadership programme for students on courses where there are large cohorts of B.A.M.E. students and lower VA scores.

AP 50 – Pilot the Santander Tackling Racial Harassment in HE module for staff and students

AP 51 - Develop a suite of cross-institutional professional development activities and resources to support racial equality and the Inclusive Curriculum Framework

AP 53 - Conduct EIA on policies in relation to race and other protected characteristics as scheduled in the EDI Action Plan

AP 56 - Deliver targeted academic development interventions for the Solent Course Enhancement Programme (SCEP) for courses with large B.A.M.E. student numbers and /or low value-added scores/attainment.

7e Postgraduate pipeline

The numbers of postgraduate students at Solent are relatively small, with 829 postgraduate students in 2018/19. 751 were on taught courses and 78 were research students. This population was 18.7% B.A.M.E. and 81.3% White (**Table 7e1)** compared to the undergraduate population of 18.9% B.A.M.E. students and 81.1% White students (**Table 7b1**) so there is no difference in the broad make-up of the two populations (**Figure 7e1**).

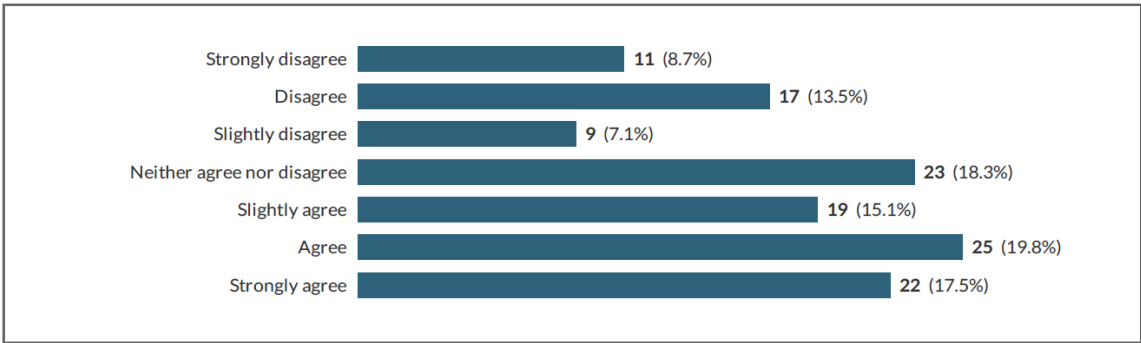**Figure 7e1 Progression of students from undergraduate to post graduate.**

UG population
81.1% White
18.9% Black and Brown

PG population
81.3% White
18.7% Black and Brown
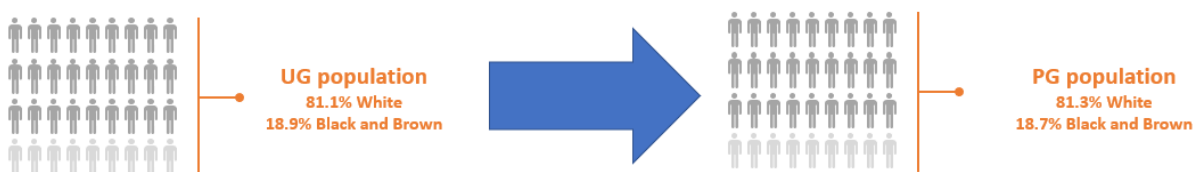
SMAT, SBLC and WSMSE consistently have B.A.M.E. postgraduate populations larger than their undergraduate B.A.M.E. populations. (**Table 7e3**).

There has been a notable increase in the representation of non-UK Asian students, likely due to the introduction and growth of the Global MBA (SMAT). **(Table 7e4).** There has been a 1.1 pp decline in the proportion of UK Black postgraduate students, from 6.9% in 17/18, to 5.8% in 19/20 **(Table 7e4).** Overall, whilst numbers have remained consistent, Black students are not proportionally represented in the postgraduate population and there has been no improvement in this over the last 3 years. Therefore, our focus needs to be on the recruitment of Black students to postgraduate study **(AP 57, AP 58, AP 59).**

Our survey shows that 52.4% of respondents agreed that they would consider postgraduate study (**Figure 7e2**). The respondents from B.A.M.E. backgrounds 63.2% (12) answered positively in comparison to 46.2% (36) of White respondents (**Table 7e1**). This strong percentage of B.A.M.E. students is not reflected in Solent's postgraduate population which needs addressing **(AP 57, AP 58, AP 59).**

Figure 7e2 Data from the REC student survey

5 Where relevant, I would consider a postgraduate course.

Strongly disagree	11 (8.7%)
Disagree	17 (13.5%)
Slightly disagree	9 (7.1%)
Neither agree nor disagree	23 (18.3%)
Slightly agree	19 (15.1%)
Agree	25 (19.8%)
Strongly agree	22 (17.5%)

Table 7e1 Student survey question 5 - Where relevant, I would consider a postgraduate course. Profile of student survey respondents by ethnicity

	% Black respondents	% Asian respondents	% Minority Ethnic respondents	% White respondents	% Respondents, ethnicity unknown
Strong disagree	33.3% (1)	0.0%	0.0%	6.4% (5)	15.6% (5)
Disagree	0.0%	0.0%	0.0%	19.2% (15)	6.3% (2)
Slightly disagree	0.0%	0.0%	18.2% (2)	7.7% (6)	3.1% (1)

Neither agree nor disagree	33.3% (1)	0.0%	9.1% (1)	19.2% (15)	18.8% (6)
Slightly agree	33.3% (1)	0.0%	18.2% (2)	15.4% (12)	12.5% (4)
Agree	0.0%	100.0% (3)	18.2% (2)	17.9% (14)	18.8% (6)
Strong agree	0.0%	0.0%	36.4% (4)	12.8% (10)	25.0% (8)
No answer	0.0%	0.0%	0.0%	1.3% (1)	0.0%

The student survey revealed differences by ethnicity in students' confidence that they will achieve a 2.1 or 1 degree classification. Minority ethnic students were least likely to anticipate this outcome, at 46% compared to Black students, 100% and White students 92%. In terms of them considering postgraduate study, only 33% of Black students agreed they would consider this option compared to 100% of Asian students. Overall the response rate to this survey was low so we will explore this differential via the Student Diversity Network through focus groups in 2022/23 to gain further insight and to inform actions. (**AP 4**)

We are introducing new bursaries in 2022, linked to the University's Research Themes, with a proportion ring fenced for B.A.M.E. students. We recognise that tutors need to be more activity engaged in guiding B.A.M.E. students to consider postgraduate degrees and this is an area we need improve on (**AP 58**).

We successfully applied for an OfS bid to increase diversity in AI and Data Science so are offering 5 scholarships of £10,000 to Black, female and disabled students for Solent's MSc Applied AI and Data Science course**.** Launched in January 2021, there are 22 students with an equal number of Black, Asian and White students. Three of the five scholarships awarded are to Black students. We are working with this cohort to evaluate the programme (**AP 59**).

Postgraduate students are also supported by the Student Achievement Team during their studies with each student offered a 'Student Achievement Tutorial' to help student achieve their desired outcome. 32% of those students participating in 2021 were from B.A.M.E backgrounds.

Table 7e2 Postgraduate student profile by ethnicity and postgraduate programme							
		Asian	**Black**	**Mixed**	**Other**	**White**	**Total**
2019/20	**Taught**	252	50	25	15	531	873
	Research	7	5	3	2	54	71
	PG total	259 (27.4%)	55 (5.8%)	28 (3.0%)	17 (1.8%)	585 (62.0%)	944
2018/19	**Taught**	50	51	22	11	604	738
	Research	11	5	4	1	57	78
	PG total	61 (7.5%)	56 (6.9%)	26 (3.2%)	12 (1.5%)	661 (81.0%)	816
2017/18	**Taught**	39	39	18	13	437	546
	Research	8	4	3	2	57	74

| | PG total | 47 (7.6%) | 43(6.9%) | 21 (3.4%) | 15 (2.4%) | 494 (79.7%) | 620 |

Table 7e3 Percentage population of B.A.M.E. students by undergraduate /postgraduate and School (old structure).

	2019/20		2018/19		2017/18	
	UG	**PG**	**UG**	**PG**	**UG**	**PG**
SADF	15.7%	13.9%	16.1%	6.2%	17.3%	11.6%
SBLC	25.1%	43.3%	23.4%	21.5%	23.5%	23.5%
SMAT	14.8%	56.8%	15.5%	24.8%	15.4%	25.3%
SSHSS	21.3%	20.3%	19.9%	9.2%	19.6%	7.0%
WSMSE	20.6%	23.1%	19.0%	25.5%	20.7%	25.5%

Table 7e4 Postgraduate student profile by domicile, ethnicity and programme

	Asian	Black	Mixed	Other	White	Total
	% and no.	**% and no.**	**% and no.**	**% and no.**	**% and no.**	
2019/20	**27.4% (259)**	**5.8% (55)**	**3.0% (28)**	**1.8% (17)**	**62.0% (585)**	**944**
Non-UK	**58.5% (230)**	**4.8% (19)**	**2.8% (11)**	**2.3% (9)**	**31.6% (124)**	**393**
Postgraduate Research	23.1% (3)	15.4% (2)	7.7% (1)	7.7% (1)	46.2% (6)	13
Postgraduate Taught	59.7% (227)	4.5% (17)	2.6% (10)	2.1% (8)	31.1% (118)	380
UK	**5.3% (29)**	**6.5% (36)**	**3.1% (17)**	**1.5% (8)**	**83.7% (461)**	**551**
Postgraduate Research	6.9% (4)	5.2% (3)	3.4% (2)	1.7% (1)	82.8% (48)	58
Postgraduate Taught	5.1% (25)	6.7% (33)	3.0% (15)	1.4% (7)	83.8% (413)	493
2018/19	**7.5% (61)**	**6.9% (56)**	**3.2% (26)**	**1.5% (12)**	**81.0% (661)**	**816**
Non-UK	**18.1% (33)**	**10.4% (19)**	**1.1% (2)**	**3.8% (7)**	**66.5% (121)**	**182**
Postgraduate Research	42.9% (6)	7.1% (1)	7.1% (1)	0.0% (0)	42.9% (6)	14
Postgraduate Taught	16.1% (27)	10.7% (18)	0.6% (1)	4.2% (7)	68.5% (115)	168
UK	**4.4% (28)**	**5.8% (37)**	**3.8% (24)**	**0.8% (5)**	**85.2% (540)**	**634**
Postgraduate Research	7.8% (5)	6.3% (4)	4.7% (3)	1.6% (1)	79.7% (51)	64
Postgraduate Taught	4.0% (23)	5.8% (33)	3.7% (21)	0.7% (4)	85.8% (489)	570
2017/18	**7.6% (47)**	**6.9% (43)**	**3.4% (21)**	**2.4% (15)**	**79.7% (494)**	**620**
Non-UK	**15.4% (21)**	**8.1% (11)**	**0.7% (1)**	**6.6% (9)**	**69.1% (94)**	**136**
Postgraduate Research	36.4% (4)	9.1% (1)	0.0% (0)	9.1% (1)	45.5% (5)	11
Postgraduate Taught	13.6% (17)	8.0% (10)	0.8% (1)	6.4% (8)	71.2% (89)	125
UK	**5.4% (26)**	**6.6% (32)**	**4.1% (20)**	**1.2% (6)**	**82.6% (400)**	**484**
Postgraduate Research	6.3% (4)	4.8% (3)	4.8% (3)	1.6% (1)	82.5% (52)	63
Postgraduate Taught	5.2% (22)	6.9% (29)	4.0% (17)	1.2% (5)	82.7% (348)	421

Figure 7e3 Postgraduate student profile by domicile, ethnicity and programme
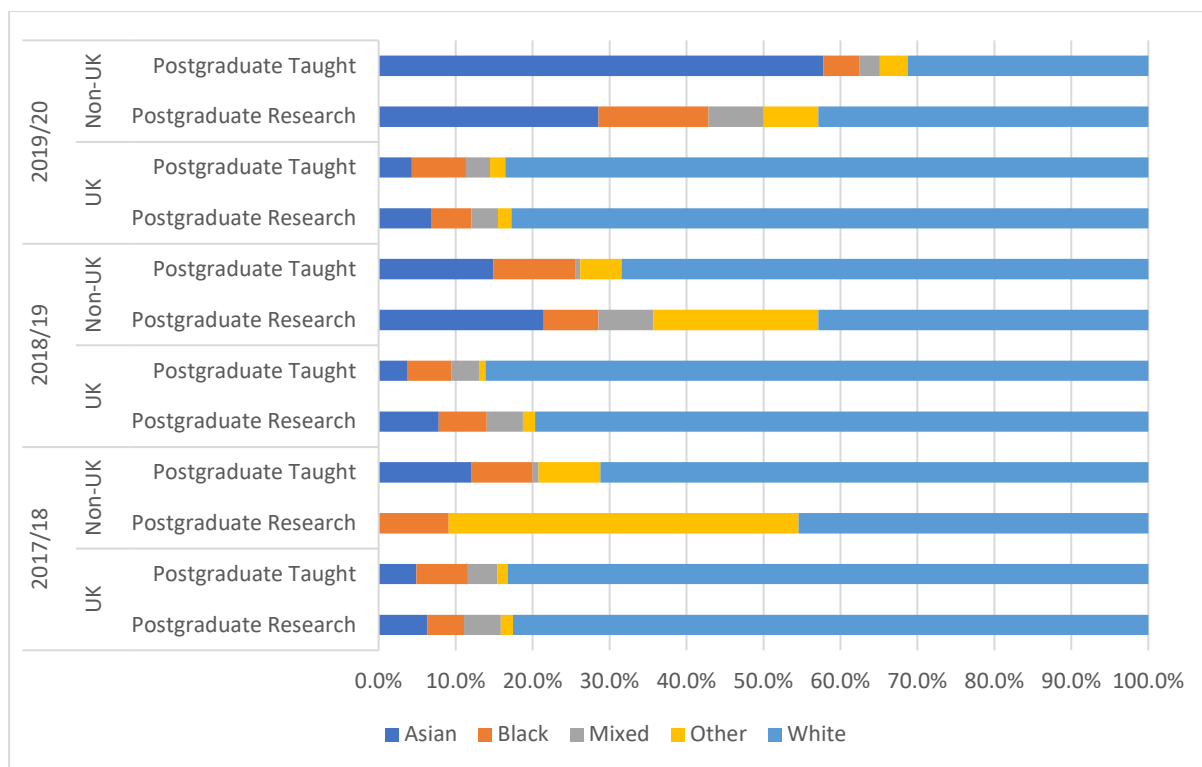
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AP 4 - Run focus groups to explore the differentials in responses of B.A.M.E. students to gain greater insight into student experiences and to inform the development of the staff and student training programmes.

AP 57 - Conduct research into B.A.M.E. students' experience of applying for and undertaking postgraduate study to inform recruitment processes.

AP 58 - Implement informed appropriate effective recruitment strategies employed by HEIs with a greater proportion of B.A.M.E. and specifically Black students in postgraduate study.

AP 59 - Undertake evaluation to analyse the impact of the scholarships awarded to students on the MSc Applied AI and Data Science course in 2021.

7f Postgraduate employment

We want our B.A.M.E. students to have choices about their future and nourish their confidence and to ensure employers provide B.A.M.E. students with the valuable opportunities to gain skills and graduate level employment.

In 2020 Solent introduced an ambitious cross-university graduate employability plan with five strands of action relating to academic staff, the curriculum, students, employers & alumni and communications (**Figure 7f1**). There is a focus, detailed in our A&PP, on the employability of our B.A.M.E. graduates and the use of our new Guided Learning Programme designed to build employability skills **(AP 62).** To ensure we increase our reach systematically, in addition to our open

support for students, employment initiatives are targeted to courses with large numbers of B.A.M.E. students. The key issue is the high skilled employment gap which is most pronounced between White and Asian graduates (**Table 7f2**).

Figure 7f1 Solent graduate outcomes improvement plan

GRADUATE OUTCOMES IMPROVEMENT PLAN

Eco-system to ensure Solent graduates are sought after

Staff

Ensure employability is embedded in academic roles, AWP and PDRs

All staff need to know the employability and entrepreneurial skills required by employers (discipline +)

All staff have the knowledge, skills and understanding of how to embed employability into their discipline

Curriculum

Real World Curriculum standards are being met

Employability is embedded in course life cycle

Target interventions for courses where GO metrics are low

Each course has an employability development map

- Professional experience opportunities

- Interdisciplinary hackathons

Students

Understand their responsibility for the development of their employability

Have engaging online support

Offered 'gateway' personalised support for students

Campus jobs

Enterprise opportunities

Clear further study options

Employer & Alumni

Identify business / alumni / suppliers links for courses with low GO

Develop communications for employers

Exploit Business Advisory Boards in relation to Graduate Outcomes

Optimise Employer engagement with design, delivery and assessment of the curriculum

Communication

Internally
• students
• staff
• news updates
Externally
• Develop communications for employers, alumni
• Prospective applicants clear about Solent graduate attributes & offer

2

Table 7f1 Proportion of graduates in all work or further study six months after graduation, by ethnicity			
	2018/19	**2017/18**	**2016/17**
	% and no.	**% and no.**	**% and no.**
Asian	75.8% (50)	83.3% (55)	89.5% (68)
Black	88.9% (64)	90.1% (82)	92.7% (102)
Mixed	85.4% (41)	88.1% (52)	88.4% (61)
Other	75.0% (12)	81.3% (13)	77.4% (24)
White	87.8% (824)	90.1% (1066)	92.0% (1276)

Table 7f2 Proportion of graduates in high-skilled employment and professional employment 15 or six months after graduation, by ethnicity			
	2018/19	**2017/18**	**2016/17**

	% and no.	% and no.	% and no.
Asian	50.0% (21)	54.2% (26)	69.2% (36)
Black	60.7% (37)	59.0% (36)	58.9% (53)
Mixed	67.6% (25)	71.1% (32)	70.0% (35)
Other	66.7% (8)	88.9% (8)	56.3% (9)
White	61.7% (460)	63.8% (576)	72.0% (812)

Table 7f3 Proportion of graduates in work or further study six months after graduation, by ethnicity and degree classification.			
	2018/19	**2017/18**	**2016/17**
	% and no.	**% and no.**	**% and no.**
Asian	**75.8% (50)**	**83.3% (55)**	**89.5% (68)**
1st	78.6% (11)	84.2% (16)	91.7% (11)
2.1	83.9% (26)	84.6% (22)	97.2% (35)
2.2	55.6% (10)	84.6% (11)	76.9% (20)
3rd/Pass	100.00% (3)	75.0% (6)	100.0% (2)
Black	**88.9% (64)**	**90.1% (82)**	**92.7% (102)**
1st	87.5% (7)	90.9% (10)	91.7% (11)
2.1	90.0% (27)	92.7% (38)	97.5% (39)
2.2	91.7% (22)	82.1% (23)	88.6% (39)
3rd/Pass	80.0% (8)	100.0% (11)	92.9% (13)
Mixed	**85.4% (41)**	**88.1% (52)**	**88.4% (61)**
1st	86.7% (13)	92.3% (12)	95.5% (21)
2.1	91.3% (21)	85.2% (23)	85.7% (24)
2.2	70.0% (7)	83.3% (10)	84.2% (16)
3rd/Pass	N/A (0)	100.0% (7)	N/A (0)
Other	**75.0% (12)**	**81.3% (13)**	**77.4% (24)**

1st	75.0% (3)	100.0% (5)	71.4% (5)
2.1	75.0% (3)	100.0% (3)	83.3% (10)
2.2	85.7% (6)	75.0% (3)	83.3% (5)
3rd/Pass	N/A (0)	50.0% (2)	66.7% (4)
White	**87.8% (824)**	**90.1% (1066)**	**92.0% (1276)**
1st	90.7% (284)	94.0% (357)	94.0% (426)
2.1	86.1% (373)	89.9% (491)	91.8% (601)
2.2	86.6% (136)	84.4% (184)	89.8% (220)
3rd/Pass	86.1% (31)	87.2% (34)	85.3% (29)

Table 7f4 Proportion of graduates in professional employment six months after graduation, by ethnicity and degree classification.			
	2018/19	**2017/18**	**2016/17**
	% and no.	**% and no.**	**% and no.**
Asian	**50.0% (21)**	**54.2% (26)**	**69.2% (36)**
1st	44.4% (4)	57.1% (8)	55.6% (5)
2.1	57.1% (12)	57.9% (11)	76.0% (19)
2.2	30.0% (3)	30.0% (3)	62.5% (10)
3rd/Pass	100.0% (2)	80.0% (4)	100.0% (2)
Black	**60.7% (37)**	**59.0% (36)**	**58.9% (53)**
1st	71.4% (5)	66.7% (4)	50.0% (5)
2.1	60.0% (15)	69.0% (20)	73.5% (25)
2.2	57.1% (12)	43.8% (7)	41.2% (14)
3rd/Pass	62.5% (5)	50.0% (5)	75.0% (9)
Mixed	**67.6% (25)**	**71.1% (32)**	**70.0% (35)**
1st	80.0% (8)	100.0% (12)	87.5% (14)
2.1	57.1% (12)	61.1% (11)	61.9% (13)

2.2	83.3% (5)	88.9% (8)	61.5% (8)
3rd/Pass	N/A (0)	16.7% (1)	N/A (0)
Other	**66.7% (8)**	**88.9% (8)**	**56.3% (9)**
1st	66.7% (2)	100.0% (3)	N/A (0)
2.1	50.0% (1)	100.0% (2)	50.0% (4)
2.2	66.7% (4)	100.0% (2)	80.0% (4)
3rd/Pass	100.0% (1)	50.0% (1)	33.3% (1)
White	**61.7% (460)**	**63.8% (576)**	**72.0% (812)**
1st	70.3% (182)	76.3% (229)	78.9% (291)
2.1	62.0% (209)	60.8% (253)	70.3% (377)
2.2	48.4% (59)	50.6% (80)	63.6% (126)
3rd/Pass	35.7% (10)	48.3% (14)	72.0% (18)

Professional mentoring is well established, connecting students with industry figures to help secure highly skilled roles. In 2020/21, 55% of participants and 17% of mentors were B.A.M.E. The scheme is being further developed to increase participation with a focus on female Asian students.

As part of our A&PP, Solent is increasing the diversity of guest speakers so that B.A.M.E. students hear from role models who are similar to themselves. Targeted events such as a B.A.M.E. Alumni event in January 2020, engage our network of alumni peers to become role models as mentors and guest speakers.

We assertively work with employers, so they understand that diversity is an organisational value and improves business performance. This is also in the remit of the new Business Advisory Group chaired by the VC. Targeted local and national employer work improves support for B.A.M.E graduates in applying for placements, internships and jobs.

Solent was ranked third in the sector for graduate start-ups in 2021 (HE-BCI 2021). Of the 489 graduates who participated having had formal enterprise support from Solent, 14% were B.A.M.E. which is lower than the proportion of B.A.M.E. students at Solent (18.9%) (**Table 7f5)** and therefore an area for action (**AP 60**).

Campus Jobs is a thriving initiative offering career enhancing temporary, part time paid employment opportunities to students to work for Solent to fit around their studies. The proportion of B.A.M.E. students employed is 3% less than expected **(Table 7f5), (Table 7f6)** and recruitment is an area for immediate action (**AP 61**).

Table 7f5 Ethnicity of students employed in 2019/20 Campus Jobs

	% and no.	Solent student population (UG)
B.A.M.E.	16% (140)	18.9%
White	82% (715)	81.1%
Unknown	2% (15)	N/A

Table 7f6 Ethnicity of students employed in 2019/20 Campus Jobs by School (old structure)/Service

	Number	%
Estates & Facilities	**70**	
B.A.M.E.	5	7%
White	60	86%
Unknown	5	7%
External Relations	**390**	
B.A.M.E.	80	21%
White	305	78%
Unknown	5	1%
ICT IT Central	**5**	
B.A.M.E.	0	0%
White	5	100%
L&T Learn Techs	**5**	
Black or Brown	0	0%
White	5	100%
Library	**10**	
B.A.M.E.	0	0%
White	10	100%
Quality Management	**20**	

B.A.M.E.	5	25%
White	15	75%
Research, Innovation and Enterprise	**15**	
B.A.M.E.	0	0%
White	15	100%
SADF	**35**	
B.A.M.E.	0	0%
White	35	100%
SBLC	**30**	
B.A.M.E.	10	33%
White	20	67%
Student Experience	**75**	
B.A.M.E.	15	20%
White	60	80%
SMAT	**125**	
B.A.M.E.	15	12%
White	105	84%
Unknown	5	4%
Solent Sport	**5**	
B.A.M.E.	0	0%
White	5	100%
Specialist Facilities	**60**	
B.A.M.E.	10	17%
White	50	83%
SSHSS	**20**	
B.A.M.E.	0	0%
White	20	100%
WSMSE	**5**	

B.A.M.E.	0	0%
White	5	100%

AP 60 - Develop data reports to analyse proportion of B.A.M.E start-ups and identify any gaps by ethnic group. Informed by data and as appropriate, implement plan to increase proportion of B.A.M.E. start ups

AP 61 - Review Campus Jobs recruitment and identify actions to increase recruitment of B.A.M.E. students. Revise with targets set for improvement, action is faculty based with responsibility for Solent Futures.

AP 62 - Extend the OfS APP Evaluation Framework to assess the impact of Guided Learning Programme on 'positive destinations'

[Word count: 3596]

8 TEACHING AND LEARNING

Overview

The REC student survey revealed a distinct student call for race equality to be fully embedded in the curriculum, teaching, learning and assessment. This work needs to be co-created to yield sustainable, authentic shifts and so continuing the Student Inclusive Curriculum Consultancy initiative to support cross-institutional inclusivity enhancement at course level is essential. Students fed back that they want race equality to be discussed in their lectures and seminars and that their tutors need to have more confidence to lead discussions. There is a strong Inclusive Curriculum Framework being rolled out across all courses that will be fully embedded by 2025. We need to address racial equity in learning and teaching more explicitly than previously and to embed it in quality enhancement and assurance processes. All students need to develop their EDI skills during their course as an essential part of employability skills and becoming Work Ready, World Ready and Future Ready.

8a Actions

Action 7d3 Implement, as part of Guided Learning, the Santander Tackling Racial Harassment in HE module for students.

Action 8a1 Implementation of the Inclusive Curriculum Framework across all programmes of study.

8b Actions

Action 7d3 Implement the Santander Tackling Racial Harassment in HE module for staff and students.

Action 7d7 Embed racial equality in learning and teaching more explicitly in the Postgraduate Certificate in Learning and Teaching in Higher Education.

Action 7d8 Continuous monitoring of the impact of learning and teaching on B.A.M.E. students via internal module surveys and course value added scores.

Action 7d11 Deliver targeted academic development interventions to increase racial equity in learning and teaching for courses with large B.A.M.E. student numbers and /or low VA scores.

Action 8b1 Continuation of the Student Inclusive Curriculum Consultancy initiative to support cross-institutional inclusivity enhancement at course level with prominent representation of B.A.M.E. students within the team. Development of generic and subject related EDI training for students through the Guided Learning programme to include:
- VA metric course team discussions
- ICF support for course teams
- EDI training
- Use of SICCs on courses where there is lower progression at 1st attempt

Action 8b2 Exploration of whether B.A.M.E. students achieve higher in anonymised assessments than ones that they are named (to inform University Assessment Policy).

Action 8b3 Embed completion of EIA on policies in relation to race equity and other characteristics.

8c Actions

Action 7d3 Implement the Santander Tackling Racial Harassment in HE module for staff and students.

Action 7d6 Promotion of the 'Peers Exchanging Practice' (PEP) scheme as a method for sharing and enhancing the inclusivity of practice.

Action 7d9 Reward and recognition of inclusive curriculum design and delivery via digital badging and promotion processes.

Action 8c1 Development of generic and subject related EDI training for students.

Action 8c2 Embed evidence of commitment to race equity in recruitment and promotion processes.

Inclusivity is at the core of our mission statement, fully embedded in our new Learning, Teaching and Student Success Enabling Plan (which directly links to Strategy 2025 and the EDI Plan) and enshrined as one of the six values (below) underpinning our approach to pedagogy. The University's Academic Framework sets out the University's commitment to equitable access and support through innovative and effective design and delivery. The Framework states that teaching and learning must be inclusive of the diverse learning needs of students so that all have an opportunity to succeed.

Engages students in learning that is meaningful and relevant to them.	Enables all students to access course content and participate in learning activities.	Allows all students to demonstrate their knowledge and strengths at assessment.
Promotes engagement and a sense of belonging amongst students.	Values the diversity of the student body as a resource that enhances the learning experience.	Equips students to work in a global and diverse world.

8a Course content/syllabus

Solent's Real-World curriculum reflects our practical and applied profile of courses. Our curriculum framework which informs and drives our approach to teaching All courses at Solent University have been revalidated to offer a Real-World Curriculum and to incorporate our strategic commitment to inclusivity. We are currently in the process of strengthening our commitment to race equity through Inclusive Curriculum Framework. Our commitment to roll out the ICF across Solent's courses by 2025 demonstrates our recognition that we, as an institution, need to address race equity in learning and teaching more explicitly than we have previously done (**AP 51**). The recently introduced Course Performance dashboard at Solent University, has allowed us to turn a critical eye on VA measures of unexplained difference in degree attainment between B.A.M.E. and White students at course level. The ICF which has been previously and successfully used by the PVC to improve VA scores, embeds inclusivity at programme, module and teaching levels, from concept to review using three core principles:

1) Create an accessible curriculum.

2) Ensure that students see themselves reflected in the curriculum.

3) Equip students with the skills to positively contribute to and work in a global and diverse environment.

These principles apply to every level of the curriculum, from teaching session, module or course to the whole university, and for every phase of curriculum development, from the concept to the content design and delivery, assessment, feedback and review.

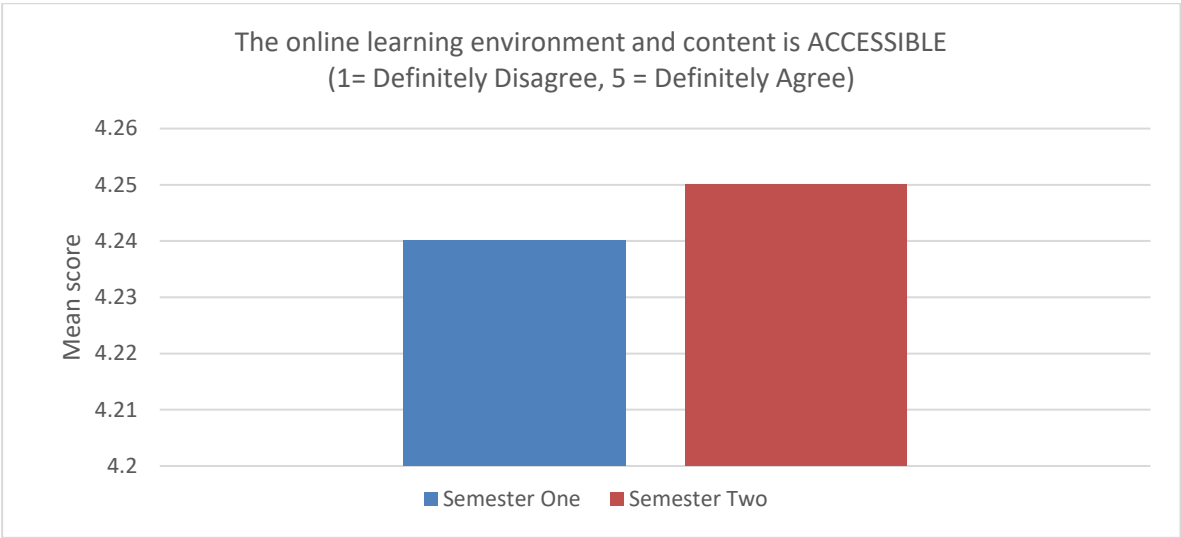| Figure 8a1 Inclusive Curriculum Framework: Reflective prompts for course teams			
Programme	Create an accessible curriculum	Enable students to see themselves reflected in the curriculum	Equip students with the skills to positively contribute to and work in a global and diverse environment
In the concept	Have you created a clear statement related to inclusive course values for students?	How have you challenged normative disciplinary attitudes to ensure that the course is meaningful and relevant to a diverse student body? Have you involved students in the creation of the course?	How does your course aim to develop graduate attributes around global awareness and diversity?
In the content	Have you checked all the content is accessible to different groups of students and materials adhere to best practice for disabled students and students with a learning difference? Are you using inclusive language and providing a glossary of new and complex terms?	Have you ensured that the case studies and reading lists reflect the diversity in the learning community? Have you thought about how best to allow their own perspectives into learning?	Does the content extend understanding of diversity and allow students to recognise their own potential to make a difference in a rapidly changing international context?

Whether the ICF involves light-touch adjustments to the curriculum content or more significant module changes leading to course revalidation, the ICF is being fully embedded in our (re)validation QA processes with supporting guidance developed for validating panels. Impact of the ICF will be monitored through evidenced enhancements to the inclusivity of the curriculum and evaluated via improvements to course VA score. Although still in the early stages of implementation, courses which have already started to use the ICF as a tool for reflection and change, have put in place several positive first step actions to achieve race equality in their course, such as content and events that equip students to work in diverse and global industries (**AP 51**).

8b Teaching and assessment methods

We work hard to enact the principle of inclusivity in teaching and assessment practice. Our Transformation Academy, which was initially set up to facilitate the emergency pivot to digital learning and teaching in 2020 has now become an established support infrastructure for ensuring that inclusivity remains at the core of campus-based and online pedagogy. We are committed to our

academic staff working in partnership with students to achieve this ambition. As such we have developed the SICCs Programme as part of the Transformation Academy. This involves a team of trained student consultants working alongside academics to provide input on the inclusivity of their teaching and learning from diverse student perspectives. In the past academic year, our team of SICCs which we will continue have supported academic colleagues to review and enhance the inclusivity and accessibility of their teaching and learning practice in over 235 online modules across all Faculties (**AP 51**). Typical enhancements involve racially diversifying reading lists, case studies and learning resources. Feedback from students on the inclusivity and accessibility of the Solent Online Learning environment has been overwhelmingly positive as demonstrated in our internal Student Experience Module Survey (**Figures 8b1, 8b2**).

Figure 8b1 Feedback from the Student Experience module survey.

Figure 8b2 Feedback from the Student Experience module survey

The online environment and content is INCLUSIVE
(1= Definitely disagree, 5= Definitely agree)
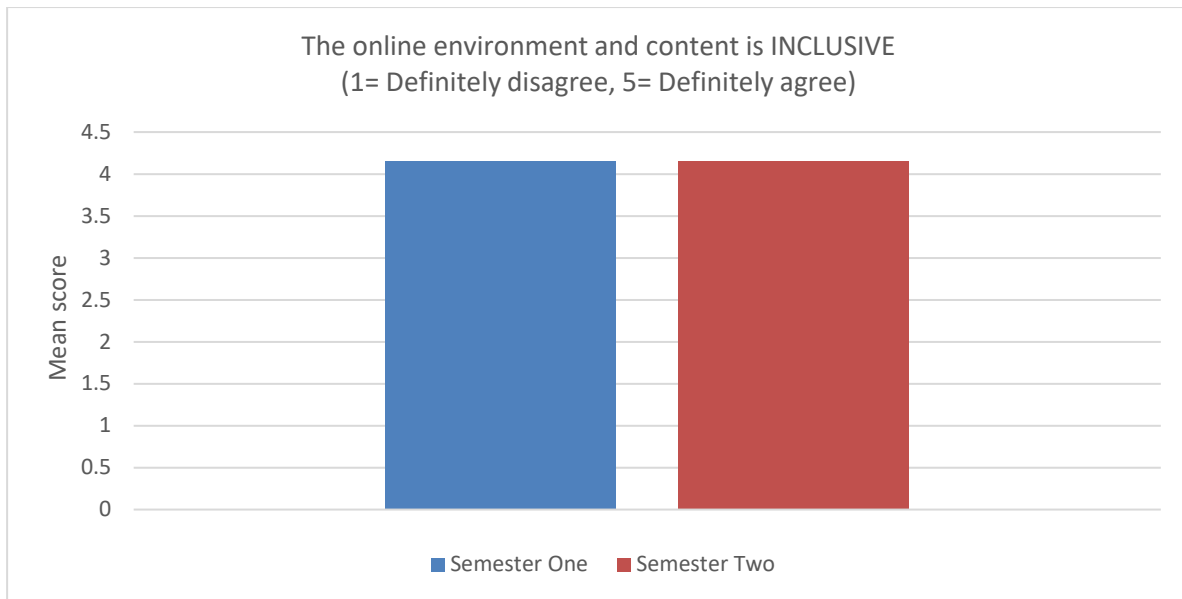
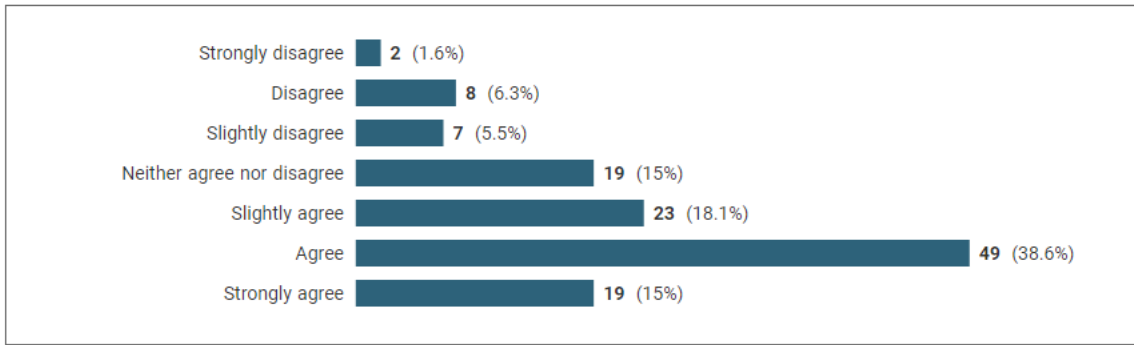Nb: Semester One (n=10699), Semester Two (n=8917)

Data collected during the REC student survey (**Figures 8b3, 8b4, 8b5, Tables 8b1, 8b2, 8b3**) shows that the majority of students agree that their course content represents diverse opinions (Q 49-12) and that discussions about ethnicity and race are facilitated well by course teams (Q13). Importantly

a) only 42.1% of B.A.M.E. survey respondents answered Q12 positively in comparison to 78.2% of White respondents and

b) only 47.3% of our B.A.M.E. students that completed the survey answered the Q13 positively in comparison to 76.9% of White students.

Just 42.1% of students from B.A.M.E. backgrounds agreed that their lecturers are confident and competent in facilitating discussions around ethnicity (Q14) and race compared to 76.9% of students from White backgrounds. Given the lower positive response rates and the comments provided by our B.A.M.E. students improvements are needed to ensure this is consistent across the University (**AP 49, AP 50, AP 51, AP 52, AP,53, AP 54, AP 55, AP, 56**).

Figure 8b3 Data from the REC student survey.

12 The content of my course reflects the opinions of a wide variety of people.

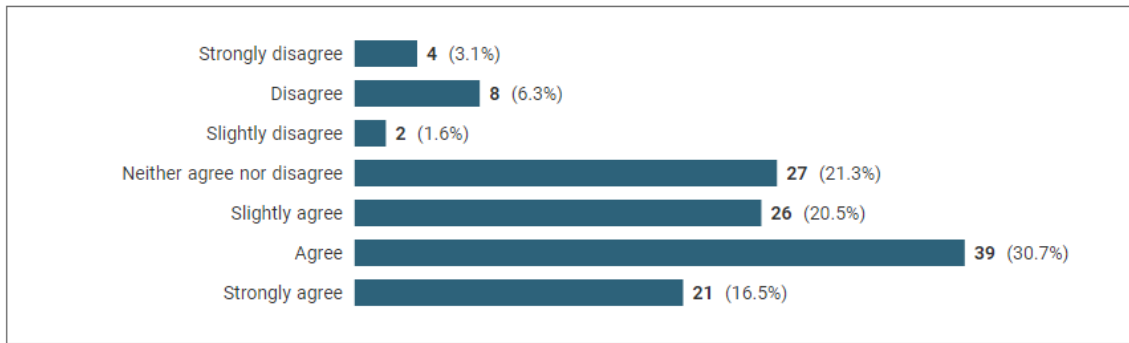| Strongly disagree | 2 (1.6%) |
Disagree	8 (6.3%)
Slightly disagree	7 (5.5%)
Neither agree nor disagree	19 (15%)
Slightly agree	23 (18.1%)
Agree	49 (38.6%)
Strongly agree	19 (15%)

Table 8b1 Student survey question 12 - The content of my course reflects the opinions of a wide variety of people. Profile of student survey respondents by ethnicity

	% Black respondents	% Asian respondents	% Minority Ethnic respondents	% White respondents	% Respondents, ethnicity unknown
Strong disagree	0.0%	0.0%	0.0%	0.0%	6.3% (2)
Disagree	33.3% (1)	33.3% (1)	0.0%	3.8% (3)	9.4% (3)
Slightly disagree	33.3% (1)	0.0%	18.2% (2)	3.8% (3)	3.1% (1)
Neither agree nor disagree	33.3% (1)	33.3% (1)	18.2% (2)	14.1% (11)	12.5% (4)
Slightly agree	0.0%	33.3% (1)	9.1% (1)	20.5% (16)	15.6% (5)
Agree	0.0%	0.0%	45.5% (5)	39.7% (31)	40.6% (13)
Strong agree	0.0%	0.0%	9.1% (1)	17.9% (14)	12.5% (4)

Figure 8b4 Data from the REC student survey.

13 When relevant, issues of ethnicity and race are included in academic discussions.

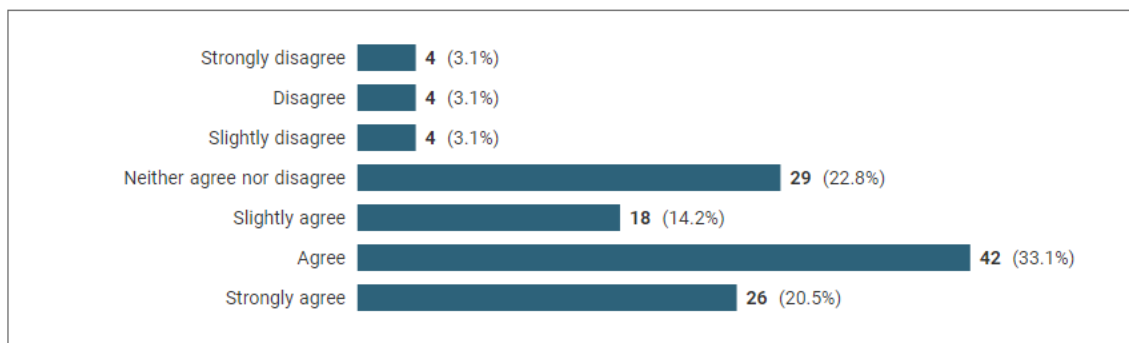| | Strongly disagree | 4 (3.1%) |
	Disagree	8 (6.3%)
	Slightly disagree	2 (1.6%)
	Neither agree nor disagree	27 (21.3%)
	Slightly agree	26 (20.5%)
	Agree	39 (30.7%)
	Strongly agree	21 (16.5%)

Table 8b2 Student survey question 13 - When relevant, issues of ethnicity and race are included in academic discussions. Profile of student survey respondents by ethnicity

	% Black respondents	% Asian respondents	% Minority Ethnic respondents	% White respondents	% Respondents, ethnicity unknown
Strong disagree	33.3% (1)	0.0%	0.0%	1.3% (1)	6.3% (2)
Disagree	0.0%	0.0%	18.2% (2)	3.8% (3)	9.4% (3)
Slightly disagree	0.0%	66.7% (2)	0.0%	0.0%	0.0%
Neither agree nor disagree	33.3% (1)	0.0%	18.2% (2)	17.9% (14)	31.3% (10)
Slightly agree	33.3% (1)	0.0%	36.4% (4)	20.5% (16)	15.6% (5)
Agree	0.0%	33.3% (1)	9.1% (1)	37.2% (29)	25.0% (8)
Strong agree	0.0%	0.0%	18.2% (2)	19.2% (15)	12.5% (4)

Figure 8b5 Data from the REC student survey.

When relevant, my course tutors and lecturers are confident and competent in facilitating discussions around ethnicity and race.

	Strongly disagree	4 (3.1%)
	Disagree	4 (3.1%)
	Slightly disagree	4 (3.1%)
	Neither agree nor disagree	29 (22.8%)
	Slightly agree	18 (14.2%)
	Agree	42 (33.1%)
	Strongly agree	26 (20.5%)

Table 8b3 Student survey question 14 - When relevant, my course tutors and lecturers are confident and competent in facilitating discussions around ethnicity and race. Profile of student survey respondents by ethnicity

	% Black respondents	% Asian respondents	% Minority Ethnic respondents	% White respondents	% Respondents, ethnicity unknown
Strong disagree	0.0%	0.0%	9.1% (1)	1.3% (1)	6.3% (2)
Disagree	33.3% (1)	0.0%	0.0%	1.3% (1)	6.3% (2)
Slightly disagree	0.0%	0.0%	9.1% (1)	1.3% (1)	6.3% (2)
Neither agree nor disagree	66.7% (2)	66.7% (2)	18.2% (2)	19.2% (15)	25.0% (8)
Slightly agree	0.0%	33.3% (1)	27.3% (3)	15.4% (12)	6.3% (2)
Agree	0.0%	0.0%	27.3% (3)	37.2% (29)	31.3% (10)
Strong agree	0.0%	0.0%	9.1% (1)	24.4% (19)	18.8% (6)

Quotes from students:

"Having a free and open space to discuss different opinions on all subjects is a great thing that the university facilitates" White British, female.

"Encourage more discussions around ethnicity and race and help students not be afraid of the topic" Asian, female.

"90% of the lecturers on our course have either disregarded any time when it would be relevant to discuss race / consider the poc in our course. There are have also been incidents of a racial slur being used / racially insensitive language from a lecturer." White and Black mixed heritage, female.

> *"race issues are never mentioned but should be because the industry we are going into has a huge diversity problem" White British, female.*
>
> *"I've had modules where race and ethnicity have been brought up but Solent has quite a large proportion of white students and lecturers. Although it was educational and relevant to the material, I think there need to be more BIPOC lecturers when it comes to teaching about and around those areas." White British, female.*

The student survey revealed that students from all B.A.M.E groups were less likely than White students to agree that their courses reflect the opinions of a wide variety of people, that issues of race and ethnicity are included in an academic discussion and that academic staff are confident and competent in facilitating discussions around ethnicity and race. Black students were least likely to agree with any of these statements. Overall the response rate to this survey was low so we will explore this differential via the Student Diversity Network through focus groups in 2022/23 (**AP 4**) to gain further insight and to inform actions.

In addition to institution-wide inclusivity enhancement we have also implemented a programme of targeted academic development for courses with the largest B.A.M.E. student numbers and/or unexplained differences in attainment between B.A.M.E. and White students. This programme of work involves working closely with course teams to provide a layered package of equality and diversity support to tackle these troubling scores and to ensure race equality in learning and teaching in a qualitative and meaningful way (**Figure 8b6**) **(AP 11, AP 56).**

Figure 8b6 Diagram showing layered approach

Interventions include discussions on student differential data reports (to increase data literacy), reviews and feedback on the inclusivity of online modules (to enhance practice), workshops with students about the inclusivity of their course (to understand the student experience), professional

development (to build staff awareness and skill) and a course self-evaluation tool followed by supplementary workshops (to promote course reflection and action-planning).

Our expectation is that actions to enhance the race equity of courses they should be;

1   Generated from well-understood problems

2   Co-designed with students

3   Aligned to the Inclusive Curriculum Framework

Figure 8b7 Illustrative Example

In 2020/21 SLTI worked with a course community to support them with understanding and improving the inclusivity of learning and teaching. This involved the following:
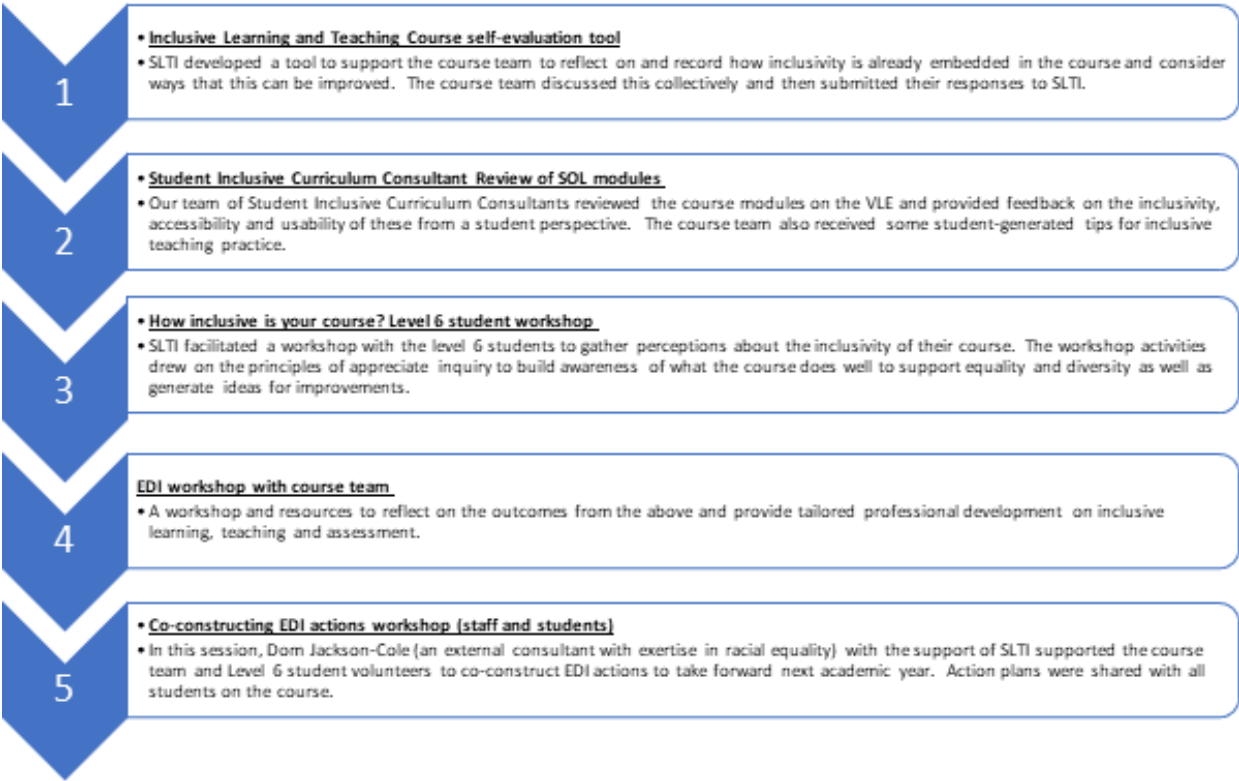

1 • Inclusive Learning and Teaching Course self-evaluation tool
• SLTI developed a tool to support the course team to reflect on and record how inclusivity is already embedded in the course and consider ways that this can be improved. The course team discussed this collectively and then submitted their responses to SLTI.

2 • Student Inclusive Curriculum Consultant Review of SOL modules
• Our team of Student Inclusive Curriculum Consultants reviewed the course modules on the VLE and provided feedback on the inclusivity, accessibility and usability of these from a student perspective. The course team also received some student-generated tips for inclusive teaching practice.

3 • How inclusive is your course? Level 6 student workshop
• SLTI facilitated a workshop with the level 6 students to gather perceptions about the inclusivity of their course. The workshop activities drew on the principles of appreciate inquiry to build awareness of what the course does well to support equality and diversity as well as generate ideas for improvements.

4 • EDI workshop with course team
• A workshop and resources to reflect on the outcomes from the above and provide tailored professional development on inclusive learning, teaching and assessment.

5 • Co-constructing EDI actions workshop (staff and students)
• In this session, Dom Jackson-Cole (an external consultant with exertise in racial equality) with the support of SLTI supported the course team and Level 6 student volunteers to co-construct EDI actions to take forward next academic year. Action plans were shared with all students on the course.

Table 8b1 Extract of co-constructed course EDI action plan			
Aim	**Action**	**Responsibility**	**Timeline**
Increase diversity and representation among educators.	Set a target for diversity of guest speakers equal to national demographics, i.e. B.A.M.E. speakers – 20%.	Course and Module Leaders	2021-22

Increase diversity and inclusion in the curriculum: every module to include discussions of systemic inequalities and identity to help build students critical thinking around diversity and inclusion and the industry	Map out which modules will be best for discussing which issues (as any one module won't be able to cover all issues), e.g. histories should not just interrogate gender, but also race.	Programme leader, module leaders. Students can send in suggestions.	End of 2020/21 academic year.
Begin decolonisation of the curriculum	Module content incudes space for contextualising emergence of various techniques/styles from marginalised perspectives.	All teaching staff	Commenced and ongoing

Progress against the actions will be monitored by the Course Leader, reported to the Faculty Management Group and regularly communicated to the learning community.

Going forward, the strategic roll-out of the Inclusive Curriculum Framework will become the key enabler for ensuring that teaching, assessment and feedback practices fully support race equality (**AP 51**). Course teams will use the Framework as part their academic planning and monitoring processes.

Figure 8b8 Inclusive Curriculum Framework: Reflective prompts for course teams

Programme	Create an accessible curriculum	Enable students to see themselves reflected in the curriculum	Equip students with the skills to positively contribute to and work in a global and diverse environment
In the delivery	Have you thought about how the delivery engages different learning styles? Will the course be delivered in an accessible mode and are there alternative options provided for students who cannot access specific delivery mechanisms?	How do you ensure that the learning environment is welcoming, inclusive and encourages participation from under-presented groups?	Are there structured opportunities for cross-cultural interaction to help students recognise the value of working with people from diverse backgrounds? Are students exposed to a range of culturally challenging views, opinions and contexts?

|	Are timelines (formative, summative and feedback) advised at the start of the course? Are a diverse range of assessment styles (including choice) used to reduce the need for reasonable adjustments and ensure that the assessment medium reflects their own strengths and educational backgrounds?	Do the case studies used in the assessment reflect the diversity in our student body? Are there assessments where students can draw upon their own background (e.g. open assessments where students can apply a particular principle to familiar contexts)	How will the assessment strategy ensure that students are involved in real-world tasks that demonstrate meaningful application of essential knowledge and skills? How does assessment develop the practical skills (including soft or work-ready skills) in students?
In the assessment			
In the feedback	Are students offered exercises which develop their assessment literacies and effective ways to use their feedback? Are there processes in place to monitor which students are assessing their feedback?	How do you give effective feedback to those students who are less confident or able to approach academic staff?	How are students encouraged to actively adopt a reflective approach to their learning and facilitate the development of their feedforward strategies? How are peer-review practices encouraged to ensure that students learn to engage in constructive feedback strategies with

Early indicators of successful implementation of the ICF are evident in course teams enhancing the inclusivity of their practice in ways such as ensuring that the online environment is welcoming to diverse communities, facilitating teaching via a variety of engaging methods and formats, and promoting cross-cultural interaction between students via peer learning activities.

8c Academic Confidence

As in 8b, feedback from the student and staff REC surveys suggests that whilst almost half the students completing the survey felt that the teaching on their course reflected a diverse population and that their academics could confidently facilitate conversations about ethnicity and race, critically almost half felt this was not the case. Concerningly, there is not yet consistency across all courses (**Figures 8c1, 8c2, Tables 8c1, 8c2**).

Figure 8c1 Data from REC student survey

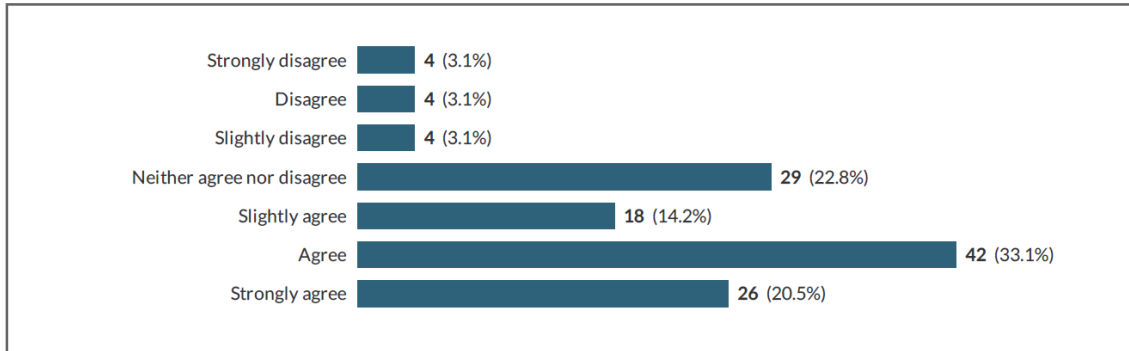**12** The content of my course reflects the opinions of a wide variety of people.
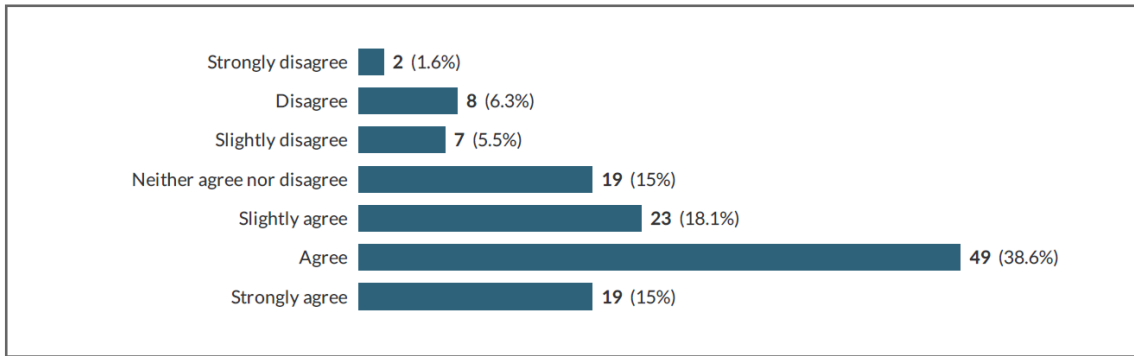
<table>
<tr><td colspan="6">Table 8c1 Student survey question 12 - The content of my course reflects the opinions of a wide variety of people. Profile of student survey respondents by ethnicity</td></tr>
<tr><td></td><td>% Black respondents</td><td>% Asian respondents</td><td>% Minority Ethnic respondents</td><td>% White respondents</td><td>% Respondents, ethnicity unknown</td></tr>
<tr><td>Strong disagree</td><td>0.0%</td><td>0.0%</td><td>0.0%</td><td>0.0%</td><td>6.3% (2)</td></tr>
<tr><td>Disagree</td><td>33.3% (1)</td><td>33.3% (1)</td><td>0.0%</td><td>3.8% (3)</td><td>9.4% (3)</td></tr>
<tr><td>Slightly disagree</td><td>33.3% (1)</td><td>0.0%</td><td>18.2% (2)</td><td>3.8% (3)</td><td>3.1% (1)</td></tr>
<tr><td>Neither agree nor disagree</td><td>33.3% (1)</td><td>33.3% (1)</td><td>18.2% (2)</td><td>14.1% (11)</td><td>12.5% (4)</td></tr>
<tr><td>Slightly agree</td><td>0.0%</td><td>33.3% (1)</td><td>9.1% (1)</td><td>20.5% (16)</td><td>15.6% (5)</td></tr>
<tr><td>Agree</td><td>0.0%</td><td>0.0%</td><td>45.5% (5)</td><td>39.7% (31)</td><td>40.6% (13)</td></tr>
<tr><td>Strong agree</td><td>0.0%</td><td>0.0%</td><td>9.1% (1)</td><td>17.9% (14)</td><td>12.5% (4)</td></tr>
</table>

Figure 8c2 Data from REC student survey.

14 When relevant, my course tutors and lecturers are confident and competent in facilitating discussions around ethnicity and race.

Strongly disagree	4 (3.1%)
Disagree	4 (3.1%)
Slightly disagree	4 (3.1%)
Neither agree nor disagree	29 (22.8%)
Slightly agree	18 (14.2%)
Agree	42 (33.1%)
Strongly agree	26 (20.5%)

Table 8c2 Student survey question 14 - When relevant, my course tutors and lecturers are confident and competent in facilitating discussions around ethnicity and race. Profile of student survey respondents by ethnicity

	% Black respondents	% Asian respondents	% Minority Ethnic respondents	% White respondents	% Respondents, ethnicity unknown
Strong disagree	0.0%	0.0%	9.1% (1)	1.3% (1)	6.3% (2)
Disagree	33.3% (1)	0.0%	0.0%	1.3% (1)	6.3% (2)
Slightly disagree	0.0%	0.0%	9.1% (1)	1.3% (1)	6.3% (2)
Neither agree nor disagree	66.7% (2)	66.7% (2)	18.2% (2)	19.2% (15)	25.0% (8)
Slightly agree	0.0%	33.3% (1)	27.3% (3)	15.4% (12)	6.3% (2)
Agree	0.0%	0.0%	27.3% (3)	37.2% (29)	31.3% (10)
Strong agree	0.0%	0.0%	9.1% (1)	24.4% (19)	18.8% (6)

The following comments from students collected during the REC survey indicates that further training needs to be undertaken by staff to improve the consistency of the how ethnicity and race is included in course design **(AP 11)**:

There are not many places in design to include diversity and races, but when it happens to be they are discussed in a positive way. It is widely known, that the design industry is diverse and accepts everybody which I think would make everybody feel welcome.' White, female.

'In my course there has never been a discussion about ethnicity and/or race' Ethnic background not disclosed, female.

In addition to this, comments from the REC staff survey imply that staff would like more training to increase their confidence levels in tackling discussions about race and ensure their teaching is more diverse:

> *'I'd like to see more training for addressing diversity within the classroom, more promotion of student societies and their events for all students.'* White British, gender not disclosed.
>
> *'Implement session on 'cultural difference' sessions or workshops for staff so that we get an opportunity to speak about our communication and understand how some people verbally say things the way they do.'* White and Black African mixed heritage, gender not disclosed.
>
> *'Have university staff fully trained to deal with discrimination. Appreciate, promote and acknowledge everyone equally regardless of their colour.'* Asian, female.

To develop staff skills and confidence and support the implementation of the ICF, we are using a combination of self-evaluation tools and workshops to encourage teams to reflect on the race inequalities in their courses and develop actions to address these. This work is being supplemented by targeted online and face-to-face professional development on topics such as racism in HE, white privilege, implicit bias and microaggressions, antiracist pedagogy and decolonising the curriculum. For example, as part of the 2020/21 S-CEP approx. 80 academics attended an Implicit Bias Training workshop which explored questions of what implicit bias is and how it happens. In this session staff were invited to consider how implicit bias plays out in learning and teaching practice and to commit to the actions they can undertake to start counteracting biases. Our aim is to enhance the skills of the Faculty Strategic Leads for Learning & Teaching to increase our reach. To embody our commitment to working with students in partnership, several professional development resources are being co-developed with our SICCs team. Good inclusive learning and teaching practice identified by the students in their module reviews has been the stimulus for producing a series of professional development resources for staff such as:

- Good Inclusive Practice online - Top tips for staff from students

- What is the VA score (and why is it important)?

- Why decolonising the curriculum matters – a student perspective

- Inclusive terminology – what to say and how to say it

- Guidance on student camera use

- Why lectures need to be recorded

- The value and practice of co-creating with students

As well as developing race literacy and cultural competency of our staff, we are also committed to developing these EDI skills in our students. To this end we will be:

- Delivering a cross-institutional enhancement Learning and Teaching conference where all courses share practice in relation to EDI in their subject/industry (**AP 51**).

- Introducing Unconscious Bias and Bystander Training with digital badging as part of student Guided Learning Hours programme **(AP 54).**

To build the professional reputation of inclusive educators at Solent University, we will introduce a digital badge in the 2021/22 academic year. This badge will aim to enhance the inclusivity knowledge and skills of academic staff and build professional reputation of inclusive educators at Solent University. Staff will work through a series of reflective activities (including sharing an example of their inclusive teaching practice on a discussion forum) and then make an ongoing commitment to being an inclusive educator. They will then be awarded the badge which will go on their training record and can be showcased in their staff profile/on their email signature Recruitment and Promotion processes at the University

To further facilitate the sharing of good practice at Solent, we are generating case studies of evidence-informed inclusivity enhancements to be disseminated to staff across Faculties via our SLTI blog and VLE pages. We will also promote our 'Peers Exchanging Practice' (PEP) scheme (**Figure 8c3**) as a method for staff to share and enhance the inclusivity of their practice (**AP 52**).

Figure 8c3 The Cycle of PEP
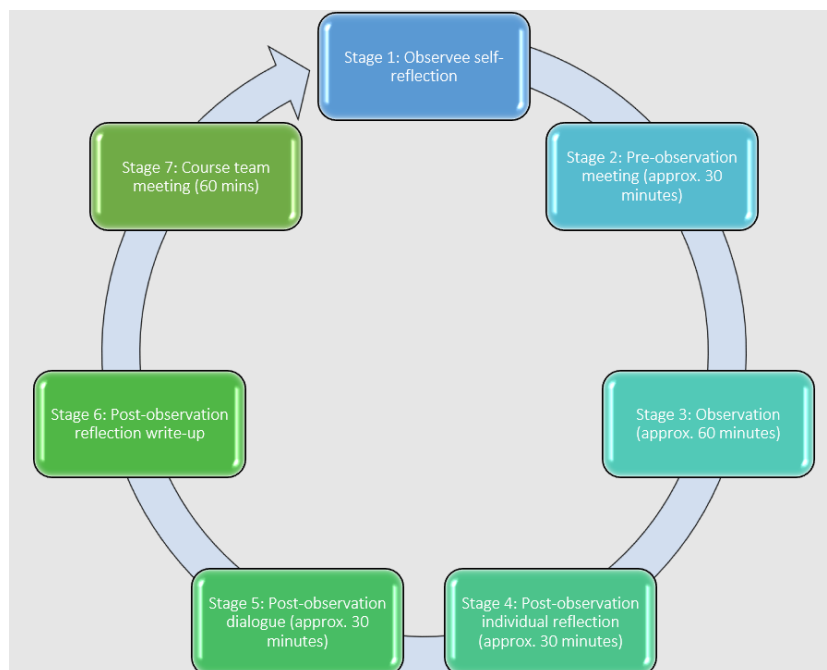
AP 11 - Design and implement a VC approved Equality Essentials mandatory programme of staff training opportunities to develop understanding, knowledge and skills, cultural confidence and competence in relation to race equality.

AP 49 - Pilot the GRIT Black leadership programme for students on courses where there are large cohorts of B.A.M.E. students and lower VA scores.

AP 50 – Pilot the Santander Tackling Racial Harassment in HE module for staff and students

AP 51 - Develop a suite of cross-institutional professional development activities and resources to support racial equality and the Inclusive Curriculum Framework

AP 52 - Promote the 'Peers Exchanging Practice' scheme as a method for sharing and enhancing the inclusivity of practice within the faculty.

AP 54 - Reward and recognition of race equality training, inclusive curriculum design and delivery via digital badging and promotion processes.

AP 55 - Include good inclusive pedagogic practice case studies shared via the SLTI blog

AP 56 - Deliver targeted academic development interventions for the Solent Course Enhancement Programme (SCEP) for courses with large B.A.M.E. student numbers and /or low value-added scores/attainment.