

**Kingston
University**
London



Race Equality Charter Mark Application

Name of institution: Kingston University

Level of award application: Bronze Renewal

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Data Presentation

We have used the most up to date data that we have had available throughout the application to ensure the most effective analysis. This has included our HESA return, internal student outcomes data and staff data. Generally, the staff data years being captured are 2021-2023, and the student data captures periods between 2019/20 until 22/23, where they are available in line with HESA reporting.

Terminology

Kingston University has used 'Black, Asian and Minority Ethnic' (or 'BAME') as a broad umbrella term – for example, for data collection, reporting, or bringing different groups together for purposes like anti-racism and for our BAME Staff Network. We recognise that this term is not universally accepted as can be seen to encourage a binary approach, and therefore we are moving away from the terms "BAME" and "minority" and instead are (currently) using the following preferred terms when talking about people collectively who are not White or not White British: Black, Asian, and other ethnically diverse people / Ethnically diverse people. We will continue to use the term 'BAME' for reporting & data collection. Race & Ethnicity Terminology relating to race and ethnicity is rapidly evolving and we will continue to consult with our staff networks, staff, and students as we work to refine our approach to using language around race and ethnicity (Action 5.1). **Please note that we are in a transition period where several terms are used interchangeably in this submission. Where we can, we identify the outcomes and experiences for specific ethnic groups.**

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SECTION 1 Vice-Chancellor Letter

Dear Advance HE,

Developing Kingston University's Town House Strategy has given us renewed momentum to reflect on our values and behaviours as a university community and, in doing so, to reinforce our commitment to maintain and strengthen our inclusive ethos and culture. Our newly introduced Values Framework – which clearly articulates our values of being an inclusive, innovative, enterprising and ambitious institution - brings this commitment to life and sets out our guiding principles for decision-making and behaviour.

We have been the proud holders of a REC Bronze award since 2016. During this time, we have developed and strengthened our governance of EDI to include a Senior Leadership Team member with responsibility for race equity and supported three REC co-chairs with protected time to ensure that we can drive through change. To ensure local level engagement, we have active Faculty and Directorate EDI Action groups that engage staff at a local level which respond to, and inform, our institutional priorities through the University EDI Committee. Our Faculties and Directorates are investing in, and driving forward projects, which address race equity challenges in their own local and disciplinary contexts, and which work through an inter-sectional lens.

With a staff, student and alumni community made up of people from 140 countries, and a significant number of home students from Black, Asian, and other ethnically diverse backgrounds, we endorse the pledge, originating from the Scottish Funding Council: *'Racism exists on our campuses and in our society. Call it what it is and reject it in all its forms. We stand united against racism.'* This commitment is reflected in our policy and practice, not least in delivering our Public Sector Equality Duty objectives, maintaining our Race Equality Charter recognition and the targets set out in our new Access and Participation Plan.

We take a whole institution approach to race equity which recognises 1. the need to continuously review and improve our processes and procedures to effectively support race equity 2. enhance the knowledge and skills of our staff on race equity, developing their racial literacies and 3. effectively supporting our Black, Asian, and other ethnically diverse students and staff.

Successes at Kingston include the initiation of, and support for, our BAME staff network which has become a vibrant network providing an important sounding board and an invaluable space for colleagues to network, collaborate and be empowered to drive meaningful change across the University. However, while we compare favourably in terms of sector benchmarks for our staff diversity, we are clear that we need to actively address imbalances in the diversity of staff representation at different levels, especially senior staff. We also have some work to do in our recruitment and staff development processes, which we have targeted for systematic review.

Enhancing students' life chances is central to our institutional mission. Our progressive model of education, exemplified by our Future Skills Framework, frames our academic offer to support all our students. We have also developed various award-winning and sector-leading learning and teaching and positive action initiatives to, most effectively, support our students from Black, Asian, and other ethnically diverse backgrounds. Whilst we have seen significant improvements in some student outcomes data for our Black, Asian, and other ethnically diverse students, we know that we need to double down on our efforts to address the ethnicity degree awarding gaps. We will do this by continuing to invest in staff training around inclusive teaching practice, including antiracist and culturally responsive praxis and our positive action student programmes.

Our submission provides a detailed assessment of our institutional progress towards race equity and the challenges we still face in our journey. Together we will continue to drive the change that is needed. I am proud to support our REC application which is a result of the collective endeavour of the Self-Assessment Team, co-chairs and Senior Leadership Steering Group, working closely with colleagues from Faculties and professional services. I confirm that the information presented in this application is an accurate representation of the institution.

Yours faithfully.

A handwritten signature in black ink, appearing to read 'Steven Spier', written in a cursive style.

Professor Steven Spier

Vice-Chancellor

Kingston University.

1A Letters of Support from EDI Faculty/Directorate Action Group Chairs

ECE: We are the most diverse faculty, with improving academic progression rates for all student ethnic groups and an increasing proportion of BAME staff in senior leadership roles. However, we have work to do to address our persistent degree awarding gaps for our Black, Asian and other ethnically diverse students. We continue to fund EDI related research projects and are committed to supporting level 6/7 research internships and PGR studentships for BAME students. In addition, one of our faculty colleagues has been an active member of the REC SAT team and has already agreed to work closely with the Chair of our EDI group to ensure that the REC actions are progressed

[REDACTED]

[REDACTED]

FBSS: We have made progress over the last three years, with an increase in the proportion of BAME staff in academic roles creating a pipeline for progression to senior roles and increasing the conversion rates for Asian staff applicants. Asian students now have a higher progression rate than white students in our faculty, although we still need to work on improving the rates for our Black students. We are also committed to reducing our degree awarding gaps. More broadly we have also been working to promote the visibility of our BAME alumni

[REDACTED]

[REDACTED]

HSSCE: We have made progress in race equity over the last three years, including increasing the proportion of BAME academic staff in all grades; including senior staff. However, we have a large academic progression gap and awarding gap for our Black students, largely related to the School of Nursing, Allied and Public Health which is being addressed through an anti-racism project. We are also working with sector bodies to integrate anti-racism, social justice and equity into curricula. Several of our staff have been incredibly active in the REC SAT and have committed to working with the Chair of our EDI action group to ensure that our REC actions are progressed

[REDACTED]

[REDACTED]

[REDACTED]

KSA: We have an EDI plan which we are progressing through our Faculty EDI groups. As is the case in many art schools, Kingston School of Art has relatively low ethnic diversity in comparison to STEM subject areas. We have targets to increase the recruitment of black students in each of our three schools and we are diversifying Postgraduate Research through our mentoring scheme aimed at increasing progression to postgraduate study from Kingston students who identify as BAME. We are proud to have the lowest degree awarding gap in the University for our black students and will work with colleagues to share our good practice. We are also striving to better understand and improve the wellbeing of staff of colour

[REDACTED]

[REDACTED]

1B Directorate

We have made significant progress on key actions from our last submission including tripling the rate of appraisal completions for our BAME staff and embedding our 'inclusive' value into appraisal conversations. We will continue to deliver tailored interventions to our BAME students and will work towards diversifying our senior staff, supporting the career development of our BAME staff and closing our student outcomes gaps. [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

1C Glossary of Terms

Glossary of terms	
AMF	Academic Management Framework
AP&P	Academic Progression and Promotion
API	Access Participation & Inclusion
APP	Access and Participation Plan
ARO	Academic Role Outline
AS	Athena SWAN
BAME	Black, Asian & Minority Ethnic
BLM	Black Lives Matter
BME	Black & Minority Ethnic
BoG	Board of Governors
CHERP	Centre for Higher Education Research and Practice
DARE	Development, Alumni Relations and Events
ECR	Early Career Researcher
CPC	Continuous Planning Cycle
CPD	Continuous Professional Development
EAP	Employee Assistance Programme
EDI	Equality, Diversity and Inclusion
EE	Equality Essentials
EIA	Equality Impact Assessment

Glossary of terms	
F	Female
(F)BSS	(Faculty of) Business, and Social Sciences
FT	Full Time
FTC	Fixed Term Contract
HEA	Higher Education Academy
HESA	Higher Education Statistics Agency
(F)HSSCE	(Faculty of) Health, Science, Social Care and Education
HoS	Head of School
HoD	Head of Department
HR	Human Resources
ICF	Inclusive Curriculum Framework
ICC	Inclusive Curriculum Consultants
ILT	Introduction to Learning and Teaching
IMD	Index of Multiple Deprivation
KAPS	Kingston Academic Practice and Standards
KiT	Keeping in Touch
KPI	Key Performance Indicator
KSA	Kingston School of Art
KU	Kingston University
LGBTQ+	Lesbian, Gay, Bisexual, Transgender, Queer
LTEC	Learning and Teaching Enhancement Centre
M	Male
MEQs/MESs	Module Evaluation Questionnaire/Surveys
NECs	Network of Equality Champions
OD	Organisational Development
OEC	Open-ended contract
PAC	Professorial appointment committee
PG	Postgraduate student

Glossary of terms	
PGT	Postgraduate Taught student
PGR	Postgraduate Research student
P&SS	Professional and Support Staff
PSED	Public Sector Equality Data
PT	Part Time
PTO	Professional and Technical Staff
PVC	Pro-vice Chancellor
RAE	Research Assessment Exercise
REC	Race Equality Charter
REF	Research Excellence Framework
RISO	Research Innovation and Support Office
RO	Research Only
RS	Recruitment and Selection
SADRAS	Student Academic Development Research Associate Scheme
SAT	Self-Assessment Team
(F)SEC	Faculty of Science, Engineering and Computing
SEDA	Staff and Educational Development Association
SLT	Senior Leadership Team (Executive)
SLG	Senior Leadership Group (Directors etc.)
SMT	Senior Management Team
StaffSpace	University intranet staff pages
STEMM	Science, Technology, Engineering, Mathematics and Medicine
T&R	Teaching and Research
TO	Teaching only
ToR	Terms of Reference
UB	Unconscious Bias
UoA	Units of assessments

Glossary of terms	
UG	Undergraduate
UKPSF	UK Professional Standards Framework
UKS	Union of Kingston Students
Unified	Staff HR and Finance Portal
UP	Unified Programme
VC	Vice-Chancellor

SECTION 2: THE SELF-ASSESSMENT PROCESS

2A Description of the Self-Assessment Team

The SAT was established in 2014 from an institution-wide call to register interest; and in 2021 had its membership reviewed to strengthen a connected approach of EDI governance across the university. The composition has evolved over time due to university restructures and COVID 19. Recognising the need for cross-institutional representation, additional groups were created to support the SAT work to ensure that a variety of consultation methods were available and sustainable (Table 2A):

- REC workstream members - active SAT members (All volunteers)
- REC Steering Group - stakeholders for the REC who will be updated on data evaluation, and co-design actions. Demonstrates institutional commitment to the REC (Met quarterly)
- REC support roles – Individuals who support the SATs activity and requirements (Met when needed).

Name	Role	Role in SAT
[REDACTED]	[REDACTED]	Staff Profile Workstream Member
[REDACTED]	[REDACTED]	Student Pipeline Workstream Member
[REDACTED]	[REDACTED]	Academic Staff Workstream Member; Professional Staff Workstream Member; REC Co-Chair (June 2021)
[REDACTED]	[REDACTED]	Academic Staff Workstream Member
[REDACTED]	[REDACTED]	Academic Staff Workstream Member
[REDACTED]	[REDACTED]	Professional Services workstream Co-Lead
[REDACTED]	[REDACTED]	Teaching and Learning Workstream Lead
[REDACTED]	[REDACTED]	Teaching and Learning Workstream Member
[REDACTED]	[REDACTED]	Academic Staff workstream member
[REDACTED]	[REDACTED]	Teaching & Learning workstream member
[REDACTED]	[REDACTED]	Academic Staff Workstream Member; REC Co-Chair (June 2021)
[REDACTED]	[REDACTED]	Academic Staff Workstream Member; REC Co-Chair (March 2023)
[REDACTED]	[REDACTED]	Student Pipeline Workstream Member

Name	Role	Role in SAT
[REDACTED]	[REDACTED]	Teaching & Learning workstream member
[REDACTED]	[REDACTED]	Student Pipeline Workstream Member
[REDACTED]	[REDACTED]	Academic Staff workstream member
[REDACTED]	[REDACTED]	Student Pipeline Workstream Member
[REDACTED]	[REDACTED]	Student Pipeline Workstream Member
[REDACTED]	[REDACTED]	Student Pipeline Workstream Member

* Denotes Volunteered members since 2022.

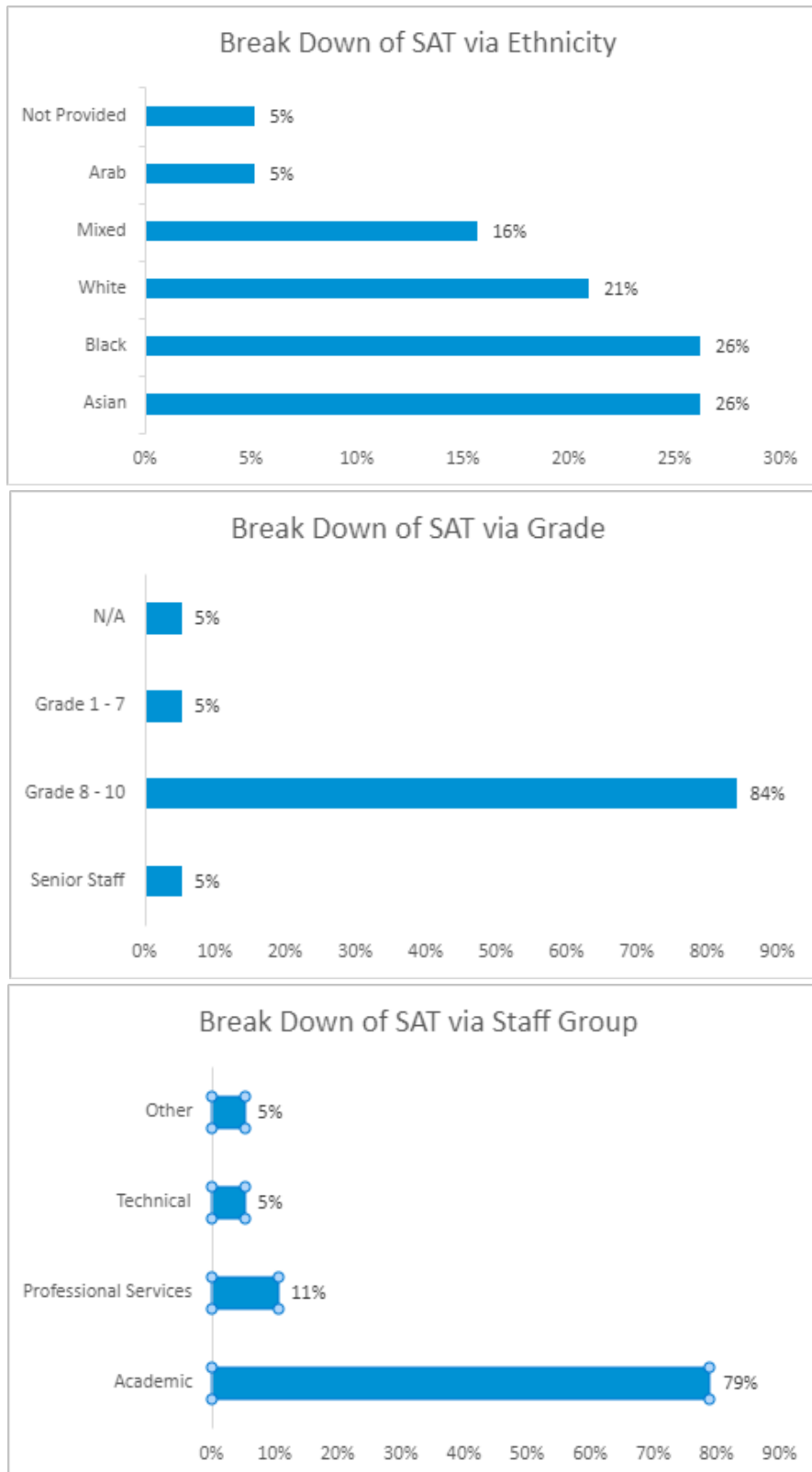
Table 2A1 SAT Staff roles and Supporting Groups

Name	Role	Role in REC
[REDACTED]	[REDACTED]	REC steering group
[REDACTED]	[REDACTED]	REC steering group
[REDACTED]	[REDACTED]	REC steering group
[REDACTED]	[REDACTED]	REC steering group
[REDACTED]	[REDACTED]	REC steering group
[REDACTED]	[REDACTED]	REC steering group
[REDACTED]	[REDACTED]	REC Support role: Creator of REC Data dashboard & REC Survey delivery
[REDACTED]	[REDACTED]	REC Support role: Staff Data collection
[REDACTED]	[REDACTED]	REC Support role: Data, Information gathering
[REDACTED]	[REDACTED]	REC Support role: Knowledge Exchange Framework submission
[REDACTED]	[REDACTED]	REC Support role: Faith & Spirituality annual Evaluations
[REDACTED]	[REDACTED]	REC Support role: Student Focus groups

Name	Role	Role in REC
[REDACTED]	[REDACTED]	REC Support role: Graduate Research School activities
[REDACTED]	[REDACTED]	REC Support role: Black Scholars Student Focus Groups co-ordinator
[REDACTED]	[REDACTED]	REC Support role: Co-creation of action plans
[REDACTED]	[REDACTED]	REC Support role: Co-creation of action plans

Table 2A2 REC Staff roles and Supporting Groups

The composition of all 3 SAT Groups (Figure 2A3).



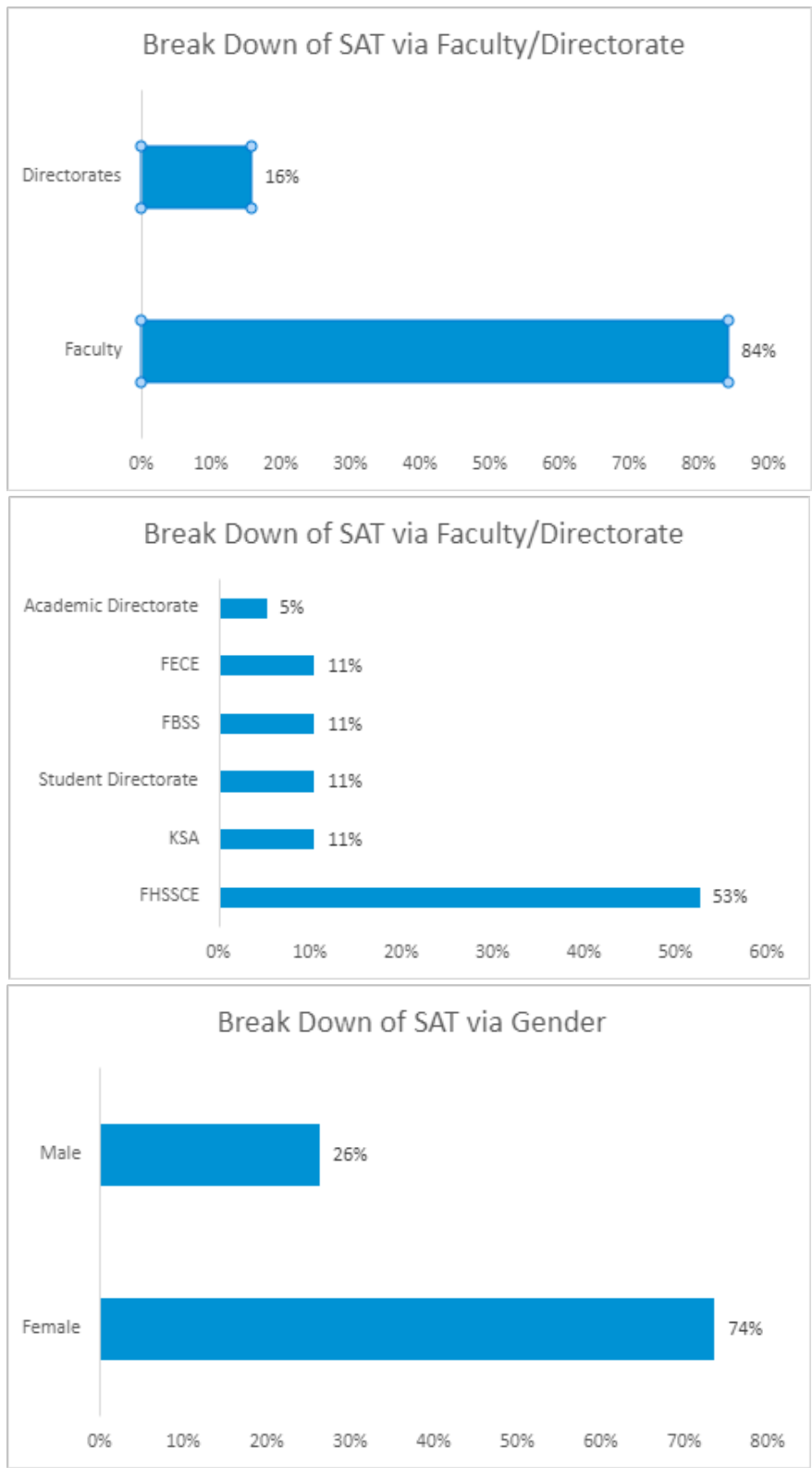


Figure 2A3 Demographic of SAT and Contributing Groups to the REC

When considering the wider Steering group and support roles contributing to the SAT activities, we are proud that our institutional commitment is evident with 21% involvement of Senior Staff (Table 2A4).

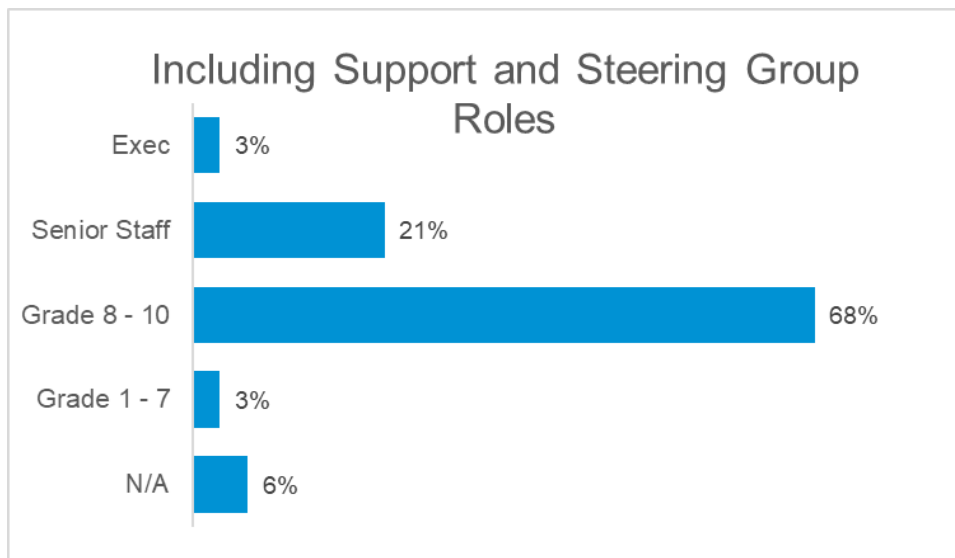


Figure 2A4 Grade breakdown of SAT Steering Group and supporting roles (not including workstream members)

We invested in the REC by appointing three co-chairs (0.2 FTE each): [REDACTED] SAT student membership has been through Union of Kingston Students (UKS), and with UKS structures being recently reviewed there is scope to strengthen their involvement through a newly formed “Black and Global Majority Student Experience” specialist group. In future we want to increase professional services staff involvement in the SAT and the balance of faculty members (Action 5.6).

To increase recognition of SAT members’ work, volunteers’ contributions are now documented using “Competences” on their staff profile through UNIFIED (Online staff portal), see Figure 2A4. Some faculties recognise these contributions in staff workload models, and best practice needs to be shared (Action 5.7).

Staff competencies will feed into an improved Appraisals Framework to be introduced in 2024, where the inclusion value will capture SAT involvement. It will help enrich appraisal conversations and formal appreciation and recognition of the activity (Figure 2A5).

The screenshot shows the StaffSpace website for Kingston University London. The header includes the university logo, the title 'StaffSpace', a search bar, and navigation links for Home, Faculties, Corporate Support, Strategic Activities, Resources, Committees, University Website, and My Kingston. The main content area features a news article titled 'Updating your Competences on Unified'. The article text states that Kingston University has added a list of competences to the Unified system, which will be used for appraisals and promotions. It lists several competences such as 'Race Equality Charter (REC) Self Assessment Team (SAT) Member' and 'Aurora Programme Mentor'. A section titled 'How to update your Competences' provides a link to a PDF guide and notes that users must manually add these competences to their profiles.

Kingston University London

StaffSpace

Search this site [] [] Advanced Search

Home Faculties Corporate Support Strategic Activities Resources Committees University Website My Kingston

StaffSpace > News > Updating your Competences on Unified

More Around Campus
More Transforming Our University
More What's On

Updating your Competences on Unified

Kingston University have added the below list Competences (under external courses) in Unified. These can now appear as part of your staff profile and will enable you to have evidence for your appraisals, promotions, applications etc as these will be formally recorded in the system.

We know there's still work to do to better recognise development and citizenship across Kingston, but this is a great first step.

- Race Equality Charter (REC) Self Assessment Team (SAT) Member
- Athena SWAN Self Assessment Team (SAT) Member
- KU Mentoring Scheme Mentor
- KU Mentoring Scheme Mentee
- Aurora Programme Mentor
- Aurora Programme Attendee
- Diversifying Leadership Attendee
- Diversifying Leadership Sponsor
- StellarHE Attendee

How to update your Competences

Use this guide: [How to Update Your Competences.pdf](#). You'll need to be add these in yourself as it's not something that automatically appears in the system (yet).
If you have any questions about Competences, please email: [Organisation Development](#).

Figure 2A5 Internal Communication to increase recognition of SAT work

2B The Self-Assessment Process

- Since Jan 2021 the SAT met a total of 26 times (Tables 2B1 and 2B2)
- SAT meetings were held virtually and recorded to ensure engagement across all 4 campuses
- recordings, minutes, and action logs were shared via a dedicated closed REC Microsoft Teams site to ensure collective decision-making was facilitated
- workstream groups were aligned to the application.

Date	Agenda Items/Focus of meeting
2 nd January 2021	<ul style="list-style-type: none"> • Share the aim of REC SAT and 2021 plan. • Register interest for workstreams (leads and members)
10 th Feb 2021	<ul style="list-style-type: none"> • REC workstream updates
23 rd Feb 2021	<ul style="list-style-type: none"> • REC Co-chair updates
24 th March 2021	
20 th April 2021	
10 th June 2021	<ul style="list-style-type: none"> • REC Co-chair introductions (Two new co-chairs recruited due to staffing changes) • Working groups
21 st June 2021	<ul style="list-style-type: none"> • REC workstream updates
6 th July 2021	<ul style="list-style-type: none"> • REC Co-chair updates
23 rd July 2021	
2 nd September 2021	
13 th October 2021	
3 rd November 2021	
15 th December 2021	
2 nd March 2022	<ul style="list-style-type: none"> • Draft Submission SAT review considering Advance HE draft feedback
1 st June 2022	<ul style="list-style-type: none"> • Finalising Submission
11 th October 2022	<ul style="list-style-type: none"> • REC SAT thank you for submission celebration event

Table 2B1 REC SAT meetings 2021-2022

Following the unsuccessful renewal in 2022, there were gaps in REC SAT meetings; while we processed feedback and actioned it. We strengthened our governance structure to show greater communication with and between Faculties as well as stronger commitment of senior committees and management (Figure 2B5).

Through consultation with SAT members, barriers to data collection were identified, and as a result, the Planning Department have taken on the role of data collection and feed data into a newly created REC data dashboard (Figure 2B2).

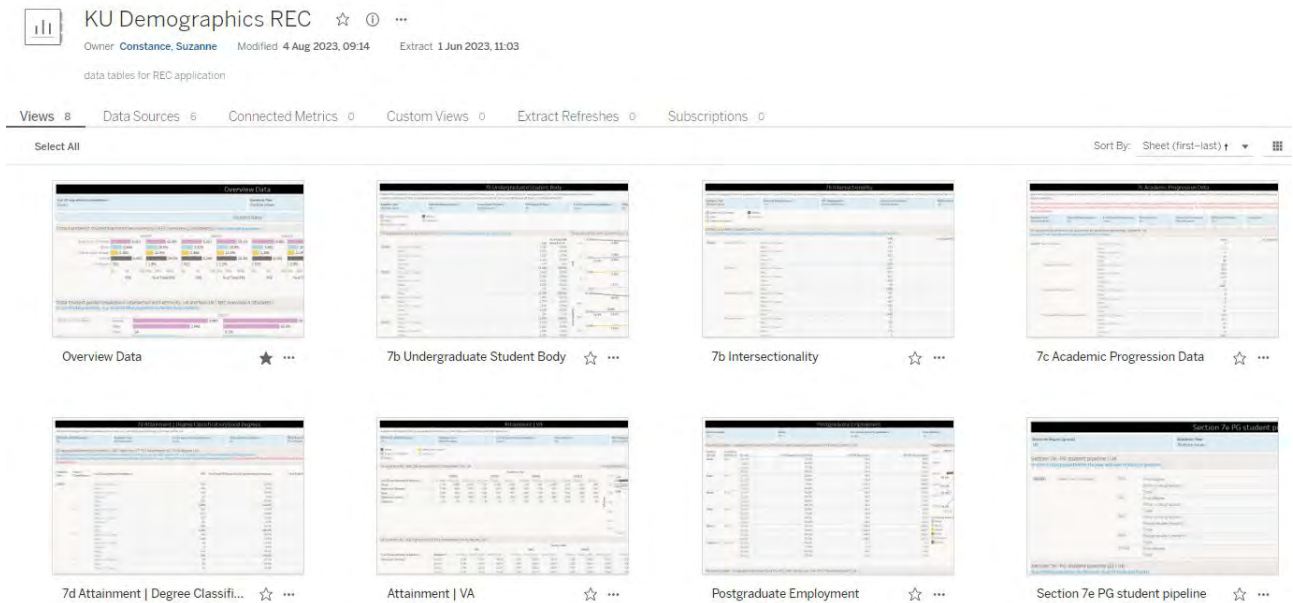


Figure 2B2 Example of the REC data dashboards

From March 2023 a new senior leader co-chair was appointed, [REDACTED], who worked with SAT members in SAT meetings (Table 2B3) to ensure dialogue and alignment between the REC actions and the APP, Faculty and Directorate planning rounds, EDI action groups and PSED priorities.

Date	Agenda Items/Focus of meeting
1st May 2023	<ul style="list-style-type: none"> Revised Terms of reference - agreeing our way of working and purpose of SAT Feedback from last submission Timeline for resubmission Progress to date and the REC Steering group University wide Lens/approach to racial equity agreed (Figure 2B4) Next steps for working group assignments
7th June 2023	<ul style="list-style-type: none"> Working groups assigned via an interest call for SAT members to allocate themselves
13th July 2023	<ul style="list-style-type: none"> Advance HE training session delivered on successful Action planning
6th September 2023	<ul style="list-style-type: none"> Substantive Item – Presentation of Data from Planning Development of Actions based on evidence gathering and research to date (Working group breakout rooms) Updates from REC co-chairs on institutional wide data gathering meetings
4th October 2023	<ul style="list-style-type: none"> Results and recommendations from the staff interviews conducted by Inclusive Village Updates from REC co-chairs on institutional wide data gathering meetings

Date	Agenda Items/Focus of meeting
1st November 2023	Action planning in working groups
27th November 2023	Staff & Student Survey data analysis
10th January 2024	Advance HE Associate feedback, Staff/student free text analysis
14th February 2024	Draft Action plan discussion
22nd February 2024	Draft Action plan discussion
6th March 2024	Final submission Draft finalisation
April 2024	Submission Celebration

Table 2B3 REC SAT meetings 2023-24

In between each SAT meeting, working groups met to discuss the data that had been provided and to continue developing the action plan.



Figure 2B4 REC SAT agreed approach to Achieving Racial Equity; also used within APP

Governance

- As part of the 2021 EDI Governance Review, a new governance structure for EDI was created with the REC SAT sited within it, enabling all future submissions to be fully embedded across the University (Figure 2B5).
- The APP aligns with the Equality strategy that are overseen by the EDI committee (Figure 2B6) This alignment will also ensure that the REC action plan is implemented and monitored for staff and students.

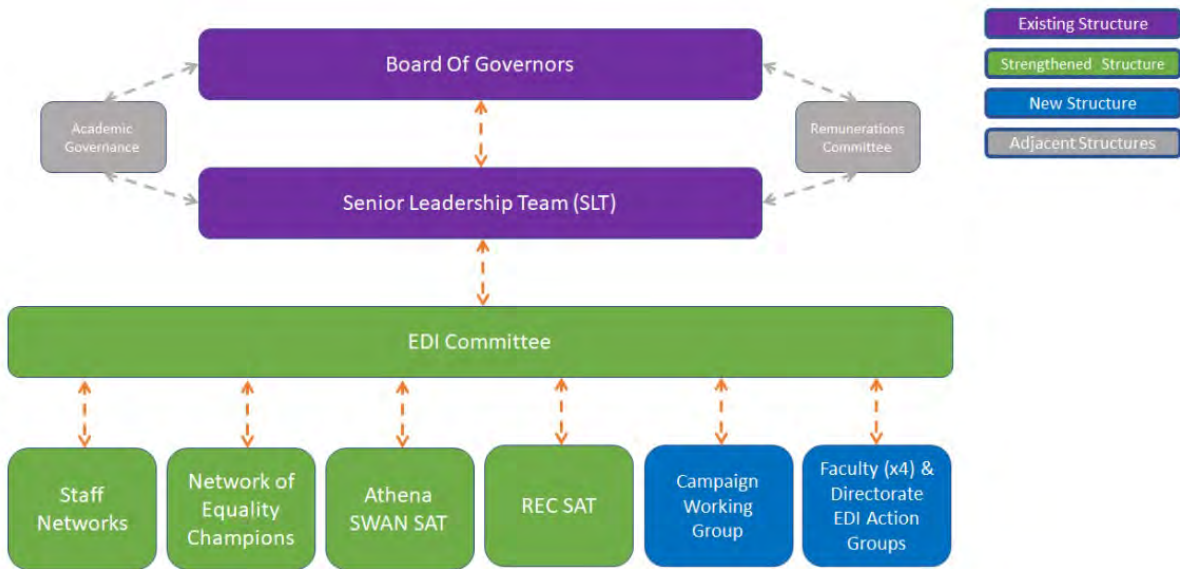


Figure 2B5 EDI Governance Structure



Figure 2B6 APP governance and feed into EDI committee

The review also devised a new Senior Leadership Team (SLT) Lead for Equality, Diversity, and Inclusion (EDI) who chairs the EDI committee. The designated Race and Ethnicity Sponsor; [REDACTED] is an active member of the SAT through the REC steering group (Figure 2B7)

SLT Lead for Equality, Diversity & Inclusion and Race and Ethnicity Sponsor

"I will ensure we progress our actions to include measures that tackle the Hidden Curriculum, engage staff and students in conversations about privilege and that we keep progressing some of the work we have achieved on reducing the award gap.

"We will also examine the whole employee life cycle to ensure equity and inclusion across all roles and grades. I will work to raise awareness and provide challenge to attitudes and barriers that stand in the way of inclusivity; encouraging communication and helping to develop initiatives that enhance representation.

"There is work to be done and I'm proud to be able to work with such talented, committed and informed staff and students."



Figure 2B7 Website Extract of EDI SLT lead, Race and Ethnicity Sponsor

Local Faculty and Directorate EDI Action Groups were set up with Terms of Reference (Figure 2B8), which will ensure direct links to the REC SAT, ensuring dialogue, collaboration, and action. This structure allows for two-way communication, with particular emphasis on upward feedback to the EDI Committee. There is a standing item for REC at these meetings, and data is being explored at faculty level. But there is still work to do to inform local actions, including updating the ToR of all seconded staff network roles and charter mark co-chairs (Action 5.10).

- Creating and implementing a local EDI action plan driven by the University's EDI objectives and goals (inc. REC), and local priorities. Embedding EDI in faculty and directorate planning round (incl. CPC) (Action 2.1)
- Monitoring qualitative and quantitative data across all protected characteristics to inform local action plans. Report into FLT - Athena Swan and REC and their own data.
- The Faculty EDI Action Group Chair will report to the EDI Committee

Box 2B8 Key responsibilities of the Faculty & Directorate Action Groups

2C Involvement, consultation, and communication

Consultation and involvement of the wider university is important in building trust across the institute. Therefore, various methods (Table 2C1) were used in the REC and to support wider work across the university.

Consultation Method	Communication	Participation Rate	Method of Collection	Impact
Black Lives Matter Listening Event (2019)	Through staff network	Two Listening events = 48 Staff survey 98 responses (24% of eligible BAME staff)	External provider	Data used by REC SAT and other stakeholder groups to address the demand for an anti-racist university. Strengthened staff networks being involved in policy work across the institution e.g., anonymous recruitment being implemented in 2022.
REC survey 2021	Campaign, promotion, reminders through VC via email	377 out of 2666 eligible staff (14%) of which 16% identified as BAME, and a low response rate in student survey.	Planning team (Staff) and Student Union (Student)	Due to low response rate learnt about communication plans for future surveys.
General Staff Survey 2023	Campaign, promotion, reminders through VC via email	1609 staff completed from 1989 staff pool. (Approx. 248 BAME responses) (As there is no definitive data on the actual numbers of staff within each ethnic group, it is not possible to report 'response rates. It has been suggested by Kingston staff that response rates among ethnic minorities are relatively low)	External provider	New methods to increase trust with surveys implemented in survey collection.
Black International Scholars Focus group	Focus group held with KU students whilst attending North Carolina university.	15 participants	KU Student Enrichment Team	Owing to an institutional commitment to progression of Black students.
REC Staff focus groups 2023	Through staff network, SAT, promotion to EDI action groups.	22 staff interviews	External Provider	Actions within REC 2024.
REC student Focus groups 2023	Through Kingston Student Union	8 students	Kingston Student Union	Actions within REC 2024.
REC staff and Student surveys 2023.	Invitation emails, campaign, reminders through emails and VC emails.	544 out of 1869 eligible staff (22.5%) of which 18.1% identified as BAME, and 719 out of 20346 eligible students (3.4%) of which 40% identified as BAME.	Planning teams	REC 2024 application.
Institutional Leadership Programmes longitudinal survey (2013-2022).	Evaluation with REC SAT	91 participants	EDI partners	REC 2024 actions, and creation of an Institutional Leadership Programme Lead.

Table 2C1 Methods of Lived Experiences used in REC

The low response rate in the previous REC survey in 2021 (staff 377 responses from a 2665 total headcount- of which 16% identified as BAME; students 46 responses of which 50% identified as BAME) highlighted the work needed to foster trust and engagement to capture lived experiences, and crucial timings of surveys. To facilitate this 22 individual anonymous staff Interviews were conducted in August 2023 via external consultants: The Inclusive Village. The Consultancy stated:

“The participant conversations were rich and your colleagues were willing, engaged and very proactive in their participation...the work [the REC] is doing came across as very valuable to your colleagues as well, something we hope will encourage you...” (Inclusive Village, Staff Focus Groups, 2023)

Suggested recommendations and themes (Table 2C2) were shared widely with the SAT & REC steering group for reflection and have been included and addressed as actions within this application.

Key Themes explored in the Individual Interviews	Link to Priority Area in Action Plan
Sense of belonging	Priority 5
Enablers of belonging	Priority 5
Derailers of belonging	Priority 5
Perceptions of fair treatment towards staff	Priority 4
Perceptions fairness treatment towards students	Priority 5
Overall student behaviour towards each other and Staff	Priority 5
Speaking up about race equity	Priority 5

Table 2C2 Key Themes explored in the Individual Interviews

The Student Enrichment team held targeted focus group with 15 Black students on the International Black Scholar’s programme in June/July 2023 using the themes from the new enhanced REC survey (Figure 2C3). These informed actions within the action priorities too (particularly Priority 1 and 5).

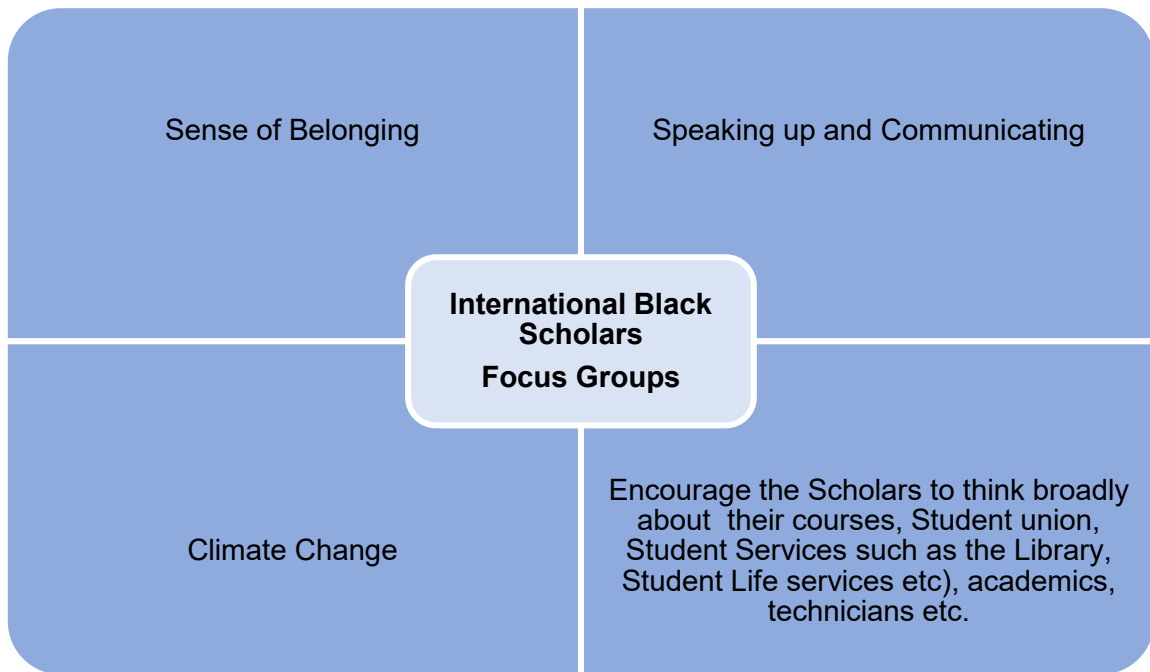


Figure 2C3 International Black Scholars Focus Group Themes

The REC staff and student surveys were completely anonymous and confidential, with all staff and student IDs anonymised. All personal detail questions were optional. This method noted an increased response rate, however, is important to note that there may be some bias in the results and they should be considered alongside other data, and not relied upon for the basis of action alone. The ethnicity of survey respondents is compared to the staff (Figure 2C4, Table 2C7) and student total populations (Figure 2C5, Table 2C6) ; aside from the higher rates of respondents not answering ethnicity question (shown as 'not known' for staff and 'D/A' and 'Prefer not to say' for students) than that for the overall populations, the responses can broadly be considered representative of the population as a whole, with the majority of respondents being of White ethnicity and the second highest demographic group being Asian for staff (Figure 2C4), and for student surveys (Figure 2C5) Asian then White. We need to increase student responses across all faculties to be representative of the student population (Action 5.9a).

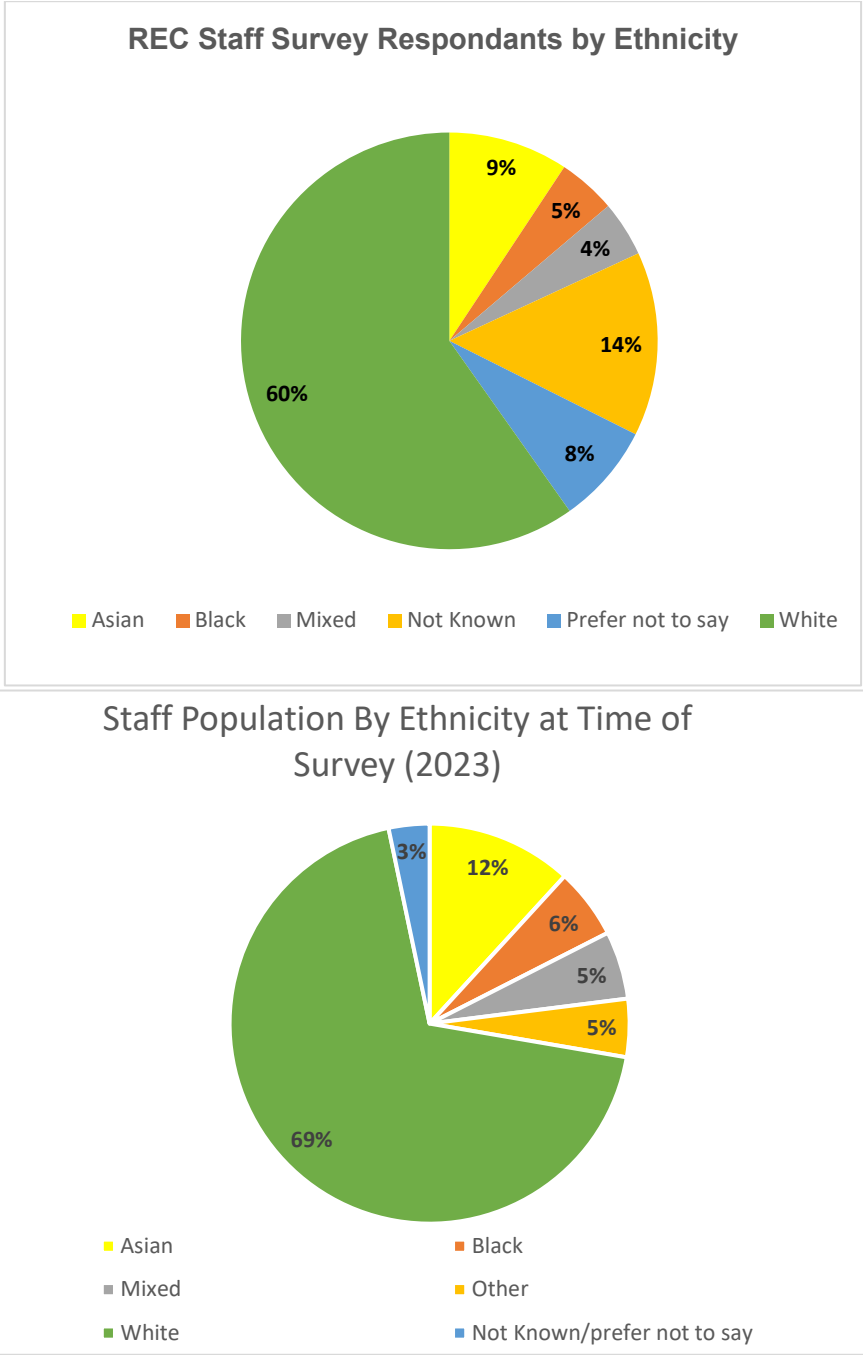


Figure 2C4 REC Staff survey (544 responses) vs General Staff Population (Total eligible headcount 1869)

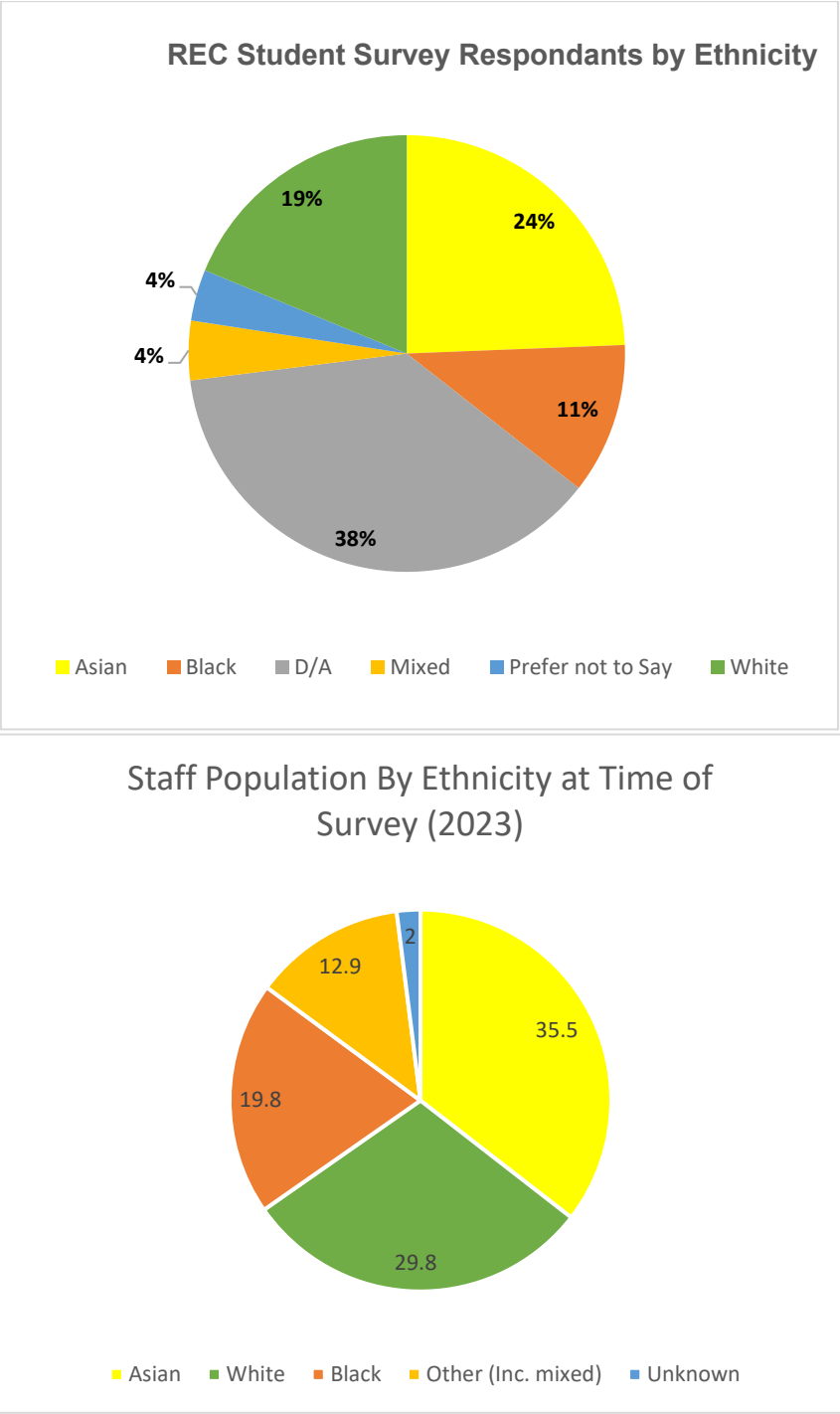


Figure 2C5 REC student survey (719 responses) vs General Student Population (Total eligible headcount 20346)

Ethnicity	Response rate (%)					
	FBSS	ECE	HSSCE	KSA	D/A	Prefer not to say
Asian	40.3%	43.2%	34.7%	27.0%	4.2%	20.0%
Black	18.2%	16.4%	21.3%	8.2%	0.0%	0.0%
D/A	6.5%	6.2%	7.5%	7.4%	91.7%	0.0%
Mixed	6.5%	4.8%	7.9%	5.7%	0.0%	10.0%
Prefer not to say	3.2%	4.1%	4.2%	9.0%	0.0%	60.0%
White	25.3%	25.3%	24.3%	42.6%	4.2%	10.0%

Table 2C6 REC Student Survey Response rates

Staff Ethnicity (group)	Response rate (%)									
	Academic services	Corporate services	D/A	FBSS	ECE	HSSCE	FIHR	KSA	Prefer not to say	Students directorate
Asian	7.6%		1.7%	4.5%	22.4%	13.4%	6.8%	4.3%	5.3%	15.1%
Black	3.8%			4.2%	3.7%	6.9%	3.2%	8.6%	8.1%	2.5%
Mixed	7.6%	5.2%		4.5%	7.6%	4.8%	5.1%	4.2%	2.7%	2.5%
Not known	9.3%		93.4%	8.7%	3.6%	3.8%	6.7%	5.5%	2.6%	3.8%
Prefer not to say	1.8%		3.3%	12.7%	9.3%	9.5%	5.0%	9.8%	31.3%	
White	69.9%	94.8%	1.6%	65.4%	53.4%	61.6%	73.3%	67.6%	50.0%	76.2%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 2C7 REC Staff Survey Response rates

The Black Scholars focus groups were valuable in understanding how effective the listening can be (Table 2C8), and we should utilise these opportunities in local faculty groups and with UKS involvement (Action 5.9).

“Doing this focus group allowing our voices to be heard makes it more inclusive”, Black Scholars Programme Focus Group, Black student.

Box 2C8 Quote from the focus group.

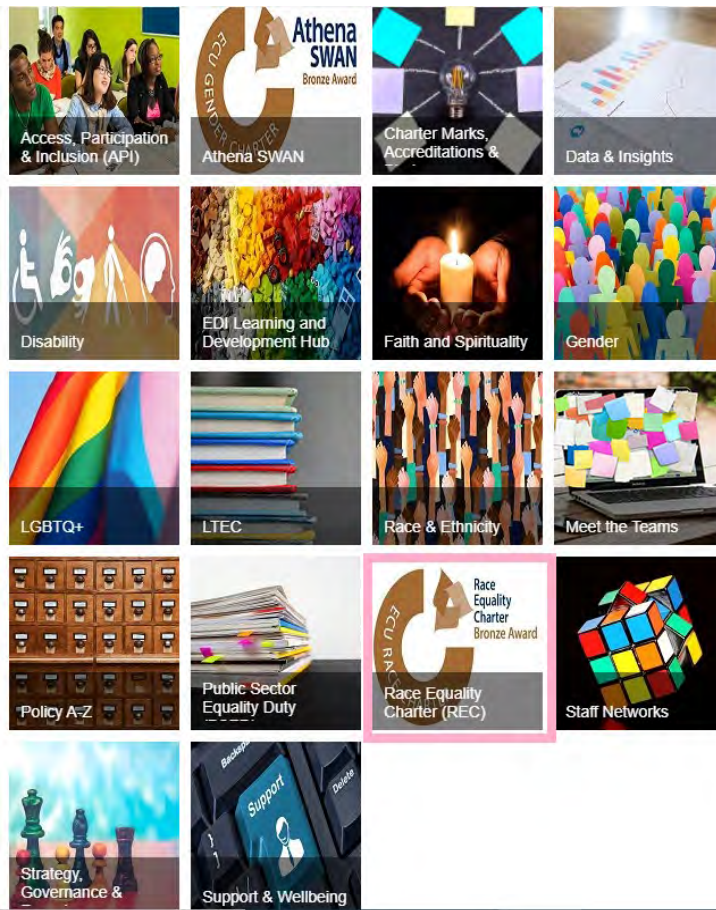
Communication

The importance of linking up the APP and PSED with the REC has been central to this charter re-submission; identifying ways in which REC actions are aligned to, and can be delivered through, existing institutional mechanisms e.g., faculty/directorate planning rounds, thereby improving institutional processes and policies to deliver race equity (Figure 2B3). To avoid silo working co-chairs have created spaces for regular communications with the teams identified below to ensure that there is a shared approach to racial equity across the institute (Figure 2C9) (Action 5.10).



Figure 2C9 REC SAT communication channels via REC co-chairs

REC Hub webpages showcase a digital list of members with accompanying co-chair biographies (Figure 2C10), helping us share information with the wider university beyond to recognise SAT contributions.



Co-Chairs & SAT Members

- [Redacted] | REC Co-Chair**

"As a British-born Asian, I will draw in on my experiences and make some of those 'uncomfortable conversations' around lived experiences feel less awkward. Everyone, no matter their background, should feel comfortable to be involved in creating an inclusive environment. One of my main priorities is to try and include as many professional services voices as possible"
- [Redacted] | REC Co-Chair**

"One of Kingston's main challenges must include addressing the lack of representation of ethnic minority staff, particularly within the Senior Leadership Team, which should better reflect the student body. I would also like to develop a more supportive progression structure, to create better opportunities for career advancement for both professional services and academic staff."
- [Redacted] | REC Co-Chair**

Please view the PDF for the full list of current REC SAT members, champions and critical friends [REC SAT Membership 21_22.pdf](#)

Figure 2C10 Staff Space EDI Hub and REC Hub extract

“Boost collaboration, knowledge sharing and open communication of what is happening elsewhere in the university for people to feel connected, and break silos in some areas of the university which can be hard to break into”, *Summary recommendation from Inclusive Village Consultants*

Box 2C11 Recommendation from Inclusive Village Consultants

2D Future of the self-assessment team

- The SAT will continue to be chaired by 3 co-chairs and will meet quarterly in line with the EDI committees
- Co-chairs will oversee delivery of the REC action plan and identify any challenges to be escalated to the EDI committee and areas of good practice to be showcased in an annual REC roadshow
- The REC SAT will continue to be a standing agenda item in faculty/directorate EDI action groups, APP steering group and EDI committee to ensure local level actions are met. The EDI Committee will report progress on the action plan to SLT
- A strengthened EDI governance structure that captures data for aligned actions of PSED, Charter marks, APP and EDI local faculty/directorate action plans, will ensure sustained action plan monitoring.

Reflection on the previous submission has suggested we increase focus on sustaining momentum of the REC action plan. The newly formed REC representative, (a SAT representative) within each faculty/directorate action group will ensure continuous communication at local levels exists to inform about REC action plan progress and facilitate race equity being embedded as everyday business. Each of these representatives will be supported by the REC co-chairs through quarterly meetings (Action 5.6). The SAT will call for new members in year 3 of the implementation plan to enable shadowing and ensure an efficient handover process with lessons learnt and best practice shared (Action 5.11).

SECTION 3 INSTITUTIONAL AND LOCAL CONTEXT

3A. Overview of Kingston University

Kingston University is a post-92 university situated on four main campuses in southwest London (Figure 3A1). For the years being reported in our student data (Section 9), our community consists of 12720 undergraduate and 6949 postgraduate students (2021/22). From the staff data we have 1839 staff across Academic and Professional & Support Services (903 academic staff (including HPLs and research staff) and 936 PTO staff)).

Our campuses are located close to the heart of Kingston and easy to visit by public transport. Click on the links below to find out more about each of our sites, including detailed directions.



Penrhyn Road

Penrhyn Road, Kingston upon Thames,
Surrey KT1 2EE



Kingston Hill

Kingston Hill, Kingston upon Thames,
Surrey KT2 7LB



Kingston School of Art, Knights Park

Grange Road, Kingston upon Thames,
Surrey KT1 2QJ



Roehampton Vale

Friars Avenue,
London SW15 3DW



Kingston School of Art, River House

53–57 High Street, Kingston upon Thames,
Surrey KT1 1LQ

Figure 3A1 Kingston university Campuses

Since our last submission (2019) KU has undertaken significant restructuring of academic and PTOs functions (Figure 3A2):

- 5 faculties merged into 4.
- 15 schools merged into 11.
- 9 Directorates merged into 4.

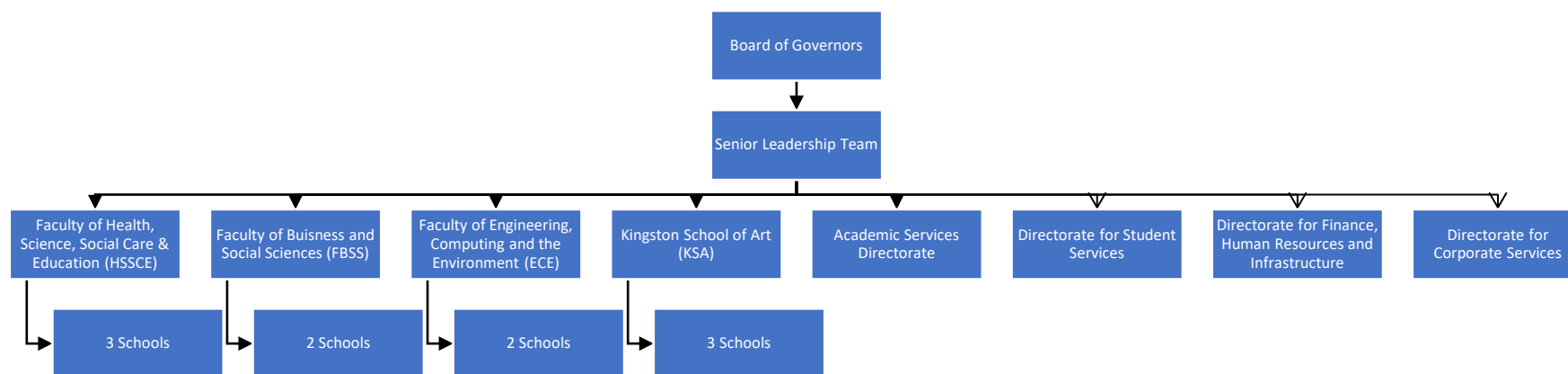


Figure 3A2 Structure of Kingston University

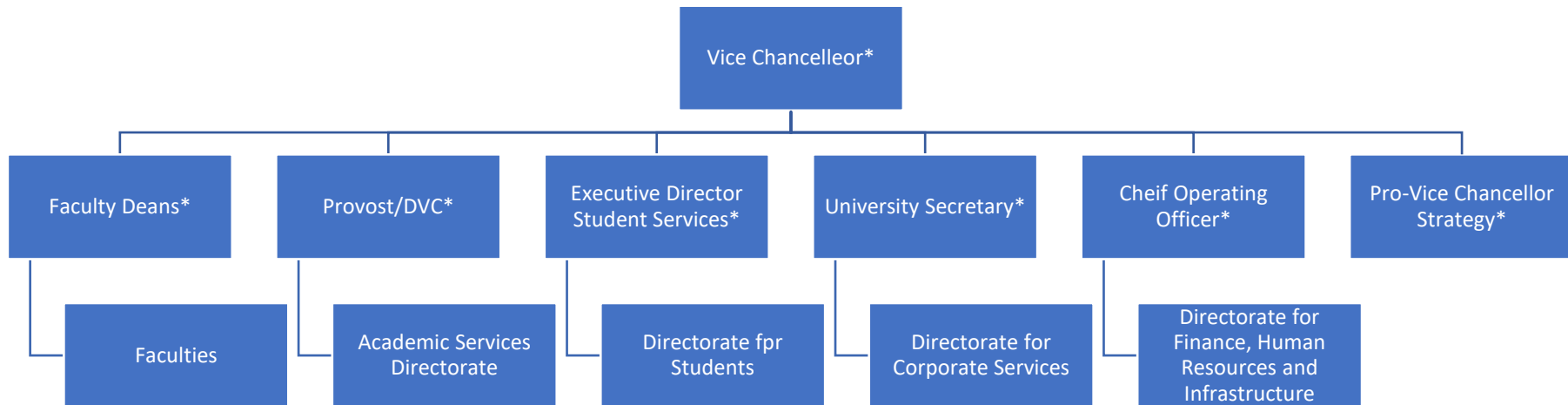
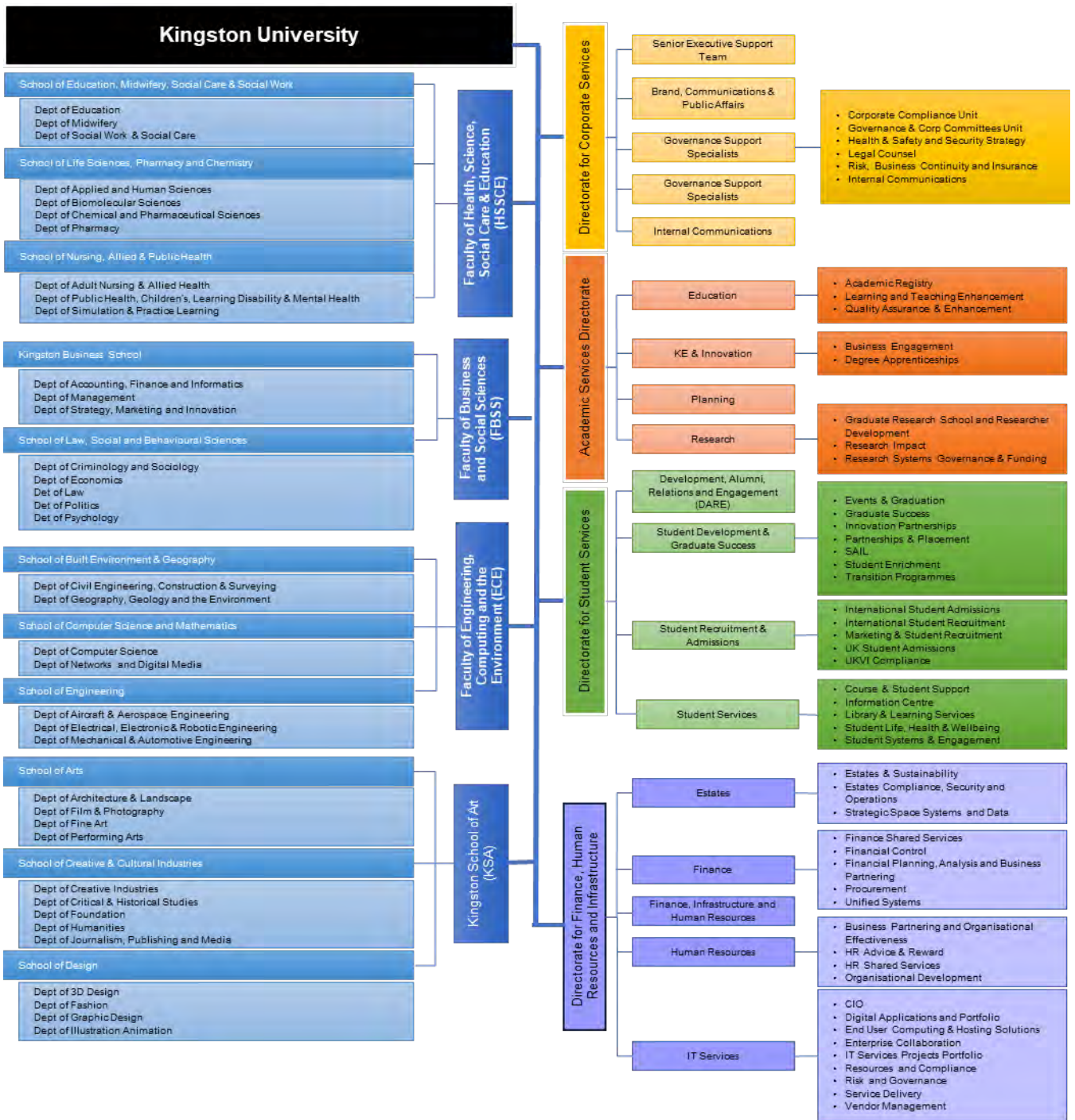


Figure 3A3 KU organogram, * indicates members of Senior Leadership Team



March 2024

Figure 3A4 Organisation chart of Kingston University

Diversity is in our DNA. We welcome a significant proportion of students who come from more challenged socio-economic backgrounds (IMD 1 and 2), first generation (46%) and mature students (45%) (over 21 years at the time of enrolment). Since our last submission, we have increased our BAME student population from 56% in 2019 to 69% in 2024. We have added here the demographic breakdown of our student population in each year since our last submission (Table 3A5, Figure 3A6), but we use a variety of data sets in this submission (Refer to word count sheet).

Ethnicity	**Last Submission			HESA data for submission		
	2018/2019	2019/2020	2020/2021	2021/2022	2022/23	2023/24
Asian (Incl. Chinese)	25.2%	32.7	33.3	36.1	36.6	36.2
Black	18.1%	18.6	18.9	18.4	18.6	19.7
Other (incl. Mixed) [MC3]	12.9%	12.5	12.6	12.0	11.8	12.7
White	42.6%	34.6%	33.5	31.5	30.7	29.4
Unknown	1.2%	1.6	1.7	2.0	2.3	2.1

Note: Please note that Chinese or Chinese British make up a small proportion of the Asian category, so we do not report them separately

Table 3A5 Ethnic Diversity of Kingston University Students

Our students also come from a variety of faith backgrounds (Figure 3A6).

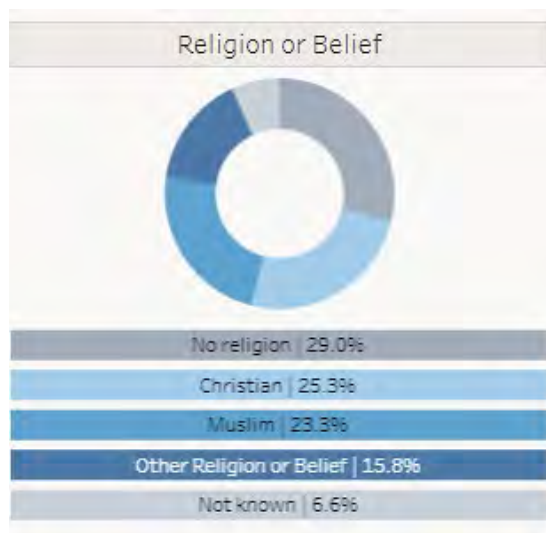


Figure 3A6 Religious profile of our students

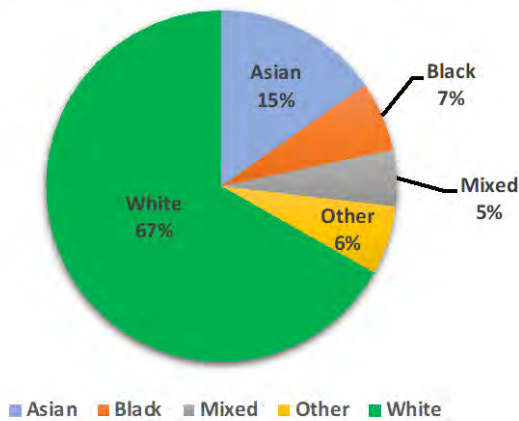
We recognise that our ethnic diversity is an important aspect of why some students choose Kingston University. In the 2023 applicant/ decliner survey when asked 'what interested you about KU', the 8th most popular response was 'its diversity and inclusivity' out of 24 options (n=1380). Similarly, when asked 'why did you decide to place Kingston University as your firm choice', the 7th most popular reasons was 'its diversity and inclusivity' (n=771).



Figure 3A7 Word Cloud generated from Applicant/Decliner survey 2023.

We recognise that our staff is not as diverse as our student body (Action 3.1) although it is similar to our local community. KU BAME staff population is 31%, comparator locally is 31.7%. (Figure 3A8)

Academic Ethnic Profile - 2023



Ethnic Profile PTO Staff - 2023

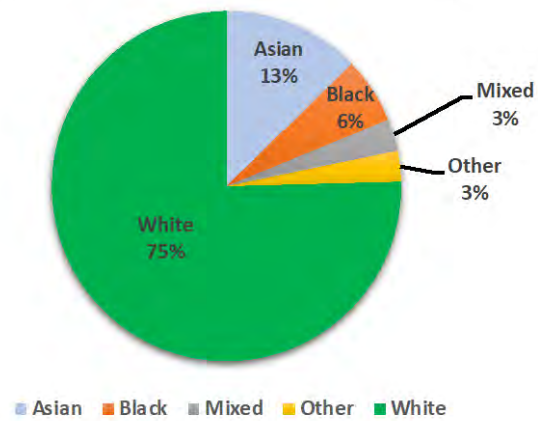


Figure 3A8 Staff Ethnic Breakdown, 2023

Our staff's religious affiliation is also less diverse (Figure 3A9)

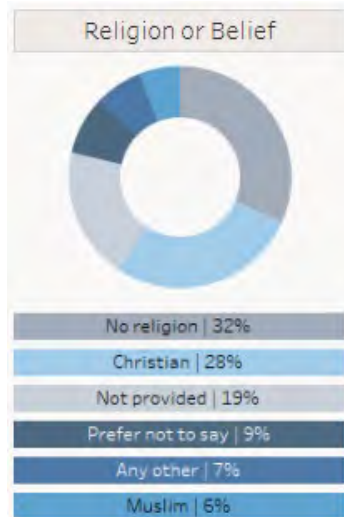


Figure 3A9 Religion/Belief of Staff Population

The REC staff and student surveys indicates the appreciation students and staff have of our diverse KU community, particularly BAME staff and students.

Positive staff responses: “I considered ethnic/racial diversity of Kingston University before applying to work here”.

- Black staff 100% in FBSS, in Academic services, 57.2% in HSSCE
- Asian staff 67% Asian ethnicity in KSA, 75% in Finance, Infrastructure and HR, 50% in ECE
- Mixed staff 100% in corporate services, 60% in HSSCE and 66.6% in Finance, Infrastructure and HR.

Box 3A10 Positive responses from the REC staff survey

Positive student responses: “I considered the ethnic/racial diversity of Kingston University before applying to study here”.54% Asian Students

- 54.8% Black students
- 36.4% Mixed students
- Compared to White 24.4%

Box 3A11 Positive responses from the REC student survey

Positive student responses: “The Ethnic/Racial diversity of Kingston University Does Impact my Sense of Belonging”.

- 66.6% Asian
- 74.3% Black
- 59.1% Mixed
- Compared to 39.1% White

Box 3A12 Positive responses from the REC student survey

There is an incredibly positive picture that is reflected in the responses to the student and staff survey where staff and students feel very positive about the ethnic diversity at the University (Box 3A13).

“Knowing that I have people from my culture here makes me feel more at home and more comfortable to study here. It creates more of an opportunity to learn more about my own culture as well as all the other cultures that thrive within the Kingston community”, Asian or Asian British Student.

“I feel Kingston University is a space for me to excel in my exams with its excellent welcoming environment for every culture out there”, Black or Black British African student.

Box 3A13 Quote from the REC student Survey

Whilst we have much to celebrate, we recognise that we have work to do to better support BAME staff and students. We were unsuccessful in our 2023 REC renewal submission which provided us with an opportunity for reflection on our approach to racial equity. We have reinvigorated our original approach which recognises that much work of the work that is needed requires us to reflect on and rework our processes and policies with a race equity lens, as well as enhancing the knowledge and skills of our staff and better supporting our minority ethnic students (Figure 3A14). This is also the approach that we have adopted in our new Access & Participation plan to the Office for Students (2024).



Figure 3A14 Institutional approach to Racial Equity

This approach will ensure that we collegiately work across our university to address the five key priority areas that we have identified that respond to the quantitative and qualitative analysis that we have conducted (Figure 3A15).

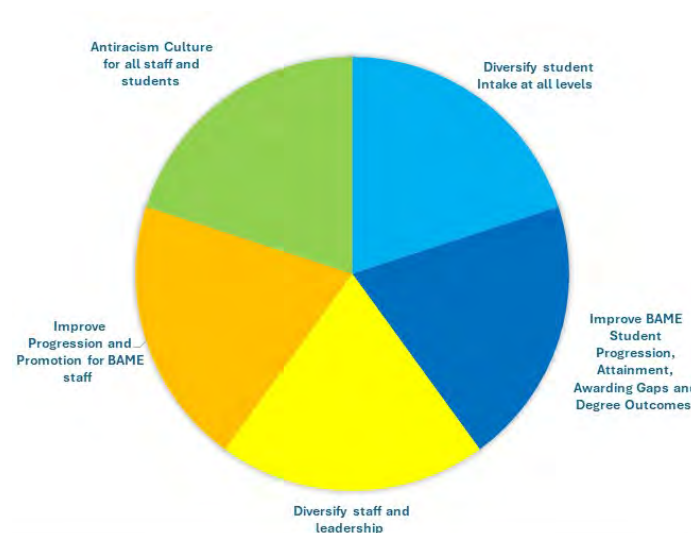


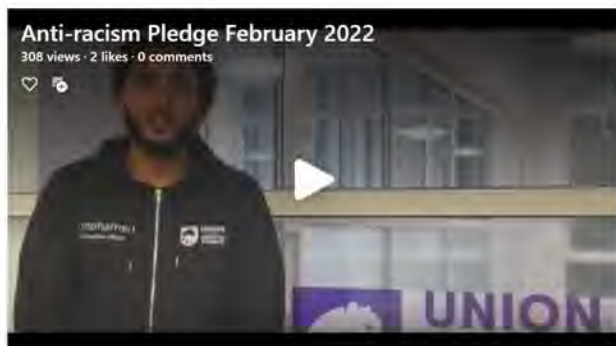
Figure 3A15 Key Priority Areas for Institution

A huge support to our race equity work has been our commitment to the Anti-Racism Pledge developed by the Scottish Funding Council for HEIs and FE Colleges in Scotland (January 2022).

“Racism exists on our campuses and in our society. Call it what it is and reject it in all its forms. We stand united against racism”.

Box 3A16 Anti-Racism Pledge

The Vice Chancellor’s support was communicated through an all-staff newsletter and a staff intranet video (Figure 3A17). The Pledge is a key objective of the BAME Staff Network, following from the recommendations from the BLM Listening groups.




[Redacted] and Network Chair of the BAME Staff Network comments:

"The Pledge is a commitment to fight racism wherever you find it, including subconsciously in yourself. No matter how well-meaning we think we might be, anti-racism practice is uncomfortable work. I acknowledge that people experience racism differently, therefore, we must listen and learn from a variety of perspectives. Fighting for equal rights should not mean less opportunities for others but is an opportunity to learn and grow. **The pledge comes with responsibility to educate and call people in - not out.** The Pledge unites us here at Kingston University because we stand together, against racism, and together we are stronger".



Figure 3A17 Comms for Pledge


The BAME (LGBTQIA+) staff network was set up in 2020 and has been instrumental in developing policies/practices across the institute as critical friends (Figure 3A18). The network has a generous allocated annual budget, and the 0.2 chairs have their time bought out.



BAME Staff Network

The Network provides an invaluable space for hundreds of colleagues to network, collaborate and be empowered to drive meaningful change across the University.


What we do is moulded by our members and how you engage with the Network is completely up to you.



LGBTQIA+ Staff Network

The Network has an ever-growing number of LGBTQIA+ members and allies.

We provide opportunities to socialise, network, collaborate and, ultimately, make meaningful change happen via a supportive, safe space.



Network of Equality Champions (NEC)

Join the Network of Equality Champions (NEC) and make your views count! The key purpose of the network is to create innovative ideas around equality and diversity that make Kingston a better place to be.

Figure 3A18 Staff networks

“After a LGBT+ event held at Kingston University I reflected on what it meant to STTB (stand TALL and think BIG). TALL = Trans, Asexual, Lesbian and Likeminded allies. And BIG = Bisexual, Intersex and Gay. As a proud gay women, single mother and senior lecturer of colour - I realised how far we have come but also how far we still needed to go to support all of our queer allies. I felt the University helped to shape history, by not only giving our trans and diverse drag acts of colour the platform to have their voices heard but to also have key messages conveyed in a safe space and acknowledged.”

Member of LGBTQIA staff network

Box 3A19 Positive responses from the LGBTQIA staff network

"The Network has opened my eyes to the many experiences of my colleagues, and I have felt supported and learned so much. As long there is a safe space where we can all share, cry, laugh and learn together, I am sure that we can make positive change happen."

Member of BAME staff network

Box 3A20 Positive responses from the BAME staff network

As part of the previous REC action plan (2019), BLM listening events and PSED objectives we recognised the need to increase the pool of BAME staff applicants. The BAME staff network was pivotal to ensuring that our EDI statement for recruitment was updated (Figure 3A21).

Statement until 2018

Kingston University values the diversity of its student and staff body. We are committed to providing a fully inclusive environment to ensure consistent and holistic support for our whole community, including staff, students, and visitors. We recognise our duty under the Equality Act 2010 to prevent discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

Box 3A21 Quote from the statement until 2018

As part of the recruitment working group, composed of members of the BAME, LGBTQ+ staff networks, it was recognised that it was time to review the statement to be bolder and personal to the University, and state our commitment to having an inclusive and diverse culture/workforce, beyond our legal obligations to do so (Box 3A22).

Updated Statement Nov 2022

Bring your true self, expertise, and passion to Kingston where we are continuing to strive to build a university where authentic inclusion and belonging is at its heart. Every one of our staff and students' identities, backgrounds and diverse experiences makes us who we are - so harness and embrace yours by applying today. We welcome applications from Black, Asian and Minority Ethnic backgrounds, LGBTQ+ communities and those with disabilities.

Box 3A22 Quote from the updated statement Nov 2022

It is recognised that recruitment may not be the only reason for a lack of diverse representation, particularly at a senior level, however with this statement being placed in all job adverts, it can contribute to diversifying the pool of applicants, but there is still more work to do (Action 3.5).

Other Examples of Staff Network Involvement:

- At the request of LGBTQIA+ Networks signed up to Stonewall’s Diversity Champion programme in 2021.
- Been instrumental in shaping the Race Equality strand of the Equality Diversity and Inclusion (EDI) Learning and Development Hub, launching in Spring 2021.
- Supported the institutional response to Black Lives Matter.
- Ensure a sustainable future for the Network through workload allocation for Chairs (0.2FTE) and an annual budget.
- In 2023, and in collaboration with the BAME staff network Inspirational Black women took centre stage in our Award-winning Town House building staircase to mark Black History Month (Figure 3A23).

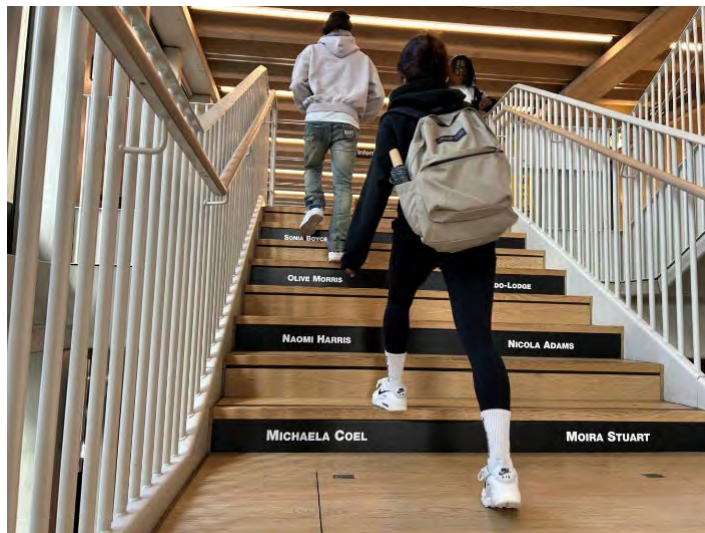


Figure 3A23 Town House Staircase Art Installation for Black History Month

We are proud of our ethnic diversity, and we are committed to creating a more inclusive working environment through an intersectional lens as evidenced by:

- Successful renewal of Institutional Bronze Athena SWAN charter mark (2022), with 2 schools with silver status.
- Held a bronze REC since 2015, with successful renewal in 2019.
- Disability taskforce set up in 2023.

Our long-term Town House Strategy launched in 2022 to deliver a progressive model of higher where ‘Future Skills’ are being embedded into each level of our undergraduate curricula. Bringing what was once co-curricular into the academic curriculum will support our students who are less likely to get involved with co-curricular activities such as our commuter students who we know are much more likely to be from BAME backgrounds (Figure 3A24).

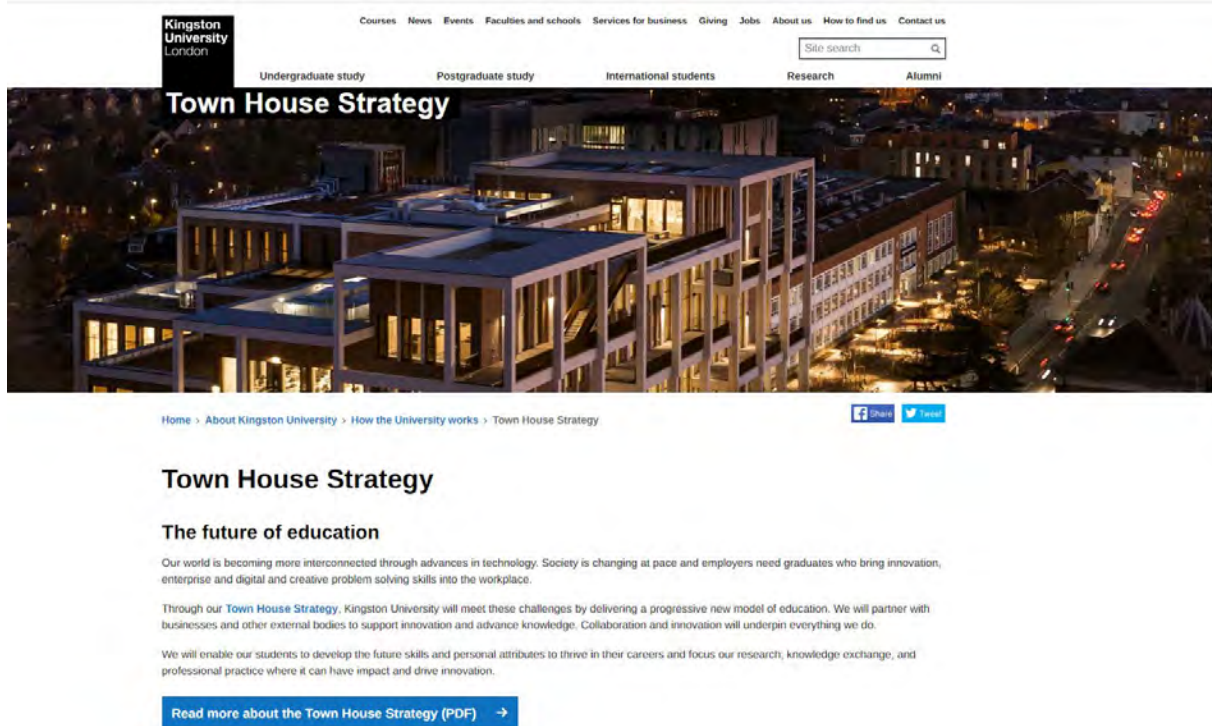


Figure 3A24 Town House Strategy

As part of the THS People workstream, 4 values (Inclusive, Innovative, Ambitious and Enterprising) were decided upon through staff consultation (Figure 3A26) and introduced in early 2023. With the introduction of the Values framework, and their embeddedness in appraisals (Action 4.4 4.5) it will ensure that we have guiding principles that define the university's character and provide a framework for decision-making and behaviour which will enable us to institutionally commit to the REC action plan. Through the Inclusive Value (to value the diversity of students and staff, treating them respectfully) we will use the framework to support our institutional lens in achieving Race Equity (Figure 3A25).

StaffSpace > News > Values workshops - book your online spot now

More Transforming Our University
Recent

Values workshops - book your online spot now

online

Kingston University's values are more than just words. They are a way of defining who we are as a University and what matters to us: what we expect from each other and what others can expect from us. That is why they are important to us here at the University and form part of the People workstream in the new draft strategy.

But those values will only be meaningful if they feel authentic and relevant to all the people who make up our community.

That is what these workshops are about. They are a chance to hear voices from across the whole university – and to get as many people as possible involved in articulating the detail behind the words: what our values should look and feel like every day. The workshops provide you a chance to get involved, share ideas and make a genuine difference to the future of the University.

When the last workshop is completed, we will bring all those ideas together and pull them into a set of simple, clear principles that will help to guide our ambitions, our decisions - and the things we celebrate and value as a community.

How to sign up for a workshop

We will be running the remaining workshops will be online. We are hoping the workshops will be informal and enjoyable.

If you attend any of the series of Values and Behaviours workshops, you will be entered into a draw to have the chance to win a £100 John Lewis voucher.

Friday 25 March	9am-10am	Online
Monday 28 March	2pm-3pm	Online
Thursday 31 March	10am-11am	Online
Friday 1st April	11am- 12 noon	Online

You can book your place on one of the workshops using [this form](#). Once you have booked your place, you will receive a calendar invitation.

The sessions will be led by an independent consultant, Matt Hampshire who has experience of working with Kingston University on a range of engagement exercises, supported by members of the Organisational Development Team.

Date
18/03/2022 10:00 -
01/04/2022 12:00
Location
Online

Figure 3A25 Staff Values Consultation

Kingston University, London
Town House Strategy Toolkit

Our Vision

Our university will be sought after by students and staff as a place to further their ambitions and to have impact on our communities. Our students and staff will be sought after for their skills, knowledge and ability to innovate.

Our Mission

To enhance students' life chances, support staff's ambitions and strengthen the university's impact on our locality, industry, policy and the professions to enable a sustainable future socially, economically and environmentally.

Our Values

Inclusive: to value the diversity of students and staff, treating them respectfully.

Innovative: to apply new methods or ideas to facilitate progress.

Ambitious: to pursue excellence for oneself, the university and our communities.

Enterprising: to recognise and act on opportunities.

Figure 3A26 Kingston University Vision, Mission, Values

Our strategy is already having a positive impact. In March 2022, through the recommendation of the recruitment working Group (and an action in our REC 2019 action plan), SLT agreed that we should use the anonymous shortlisting functionality. We will need to measure the effectiveness of this (Action 3.4, 4.3)



In addition, the last submission highlighted that appraisals require more robust record keeping. Following focus groups, in 2022/23 new guidance and training for appraisers and appraisees was created (Figure 3A30), including coaching skills, goal setting, giving and receiving feedback. The focus of appraisals became the “conversation” rather than the paperwork, monitoring with one-to-one conversations and reviews throughout the year; it is still important to track progress on objectives on Unified staff record. The positive impact can be seen in chapters 5 and 6.



Appraisal Resources

On this page you'll find a range of information and support to help you get ready for your appraisal. You'll find articles to read, e-learning and videos to provide some tips and guidance, whether you are an appraiser or appraisee. Remember, you can also get advice and support from Human Resources.

Quick Guides


	How to complete an appraisal form on Unified - 3 minute video	Click Here
	Appraisals Quick Guide for Managers	Click Here
	Appraisals Quick Guide for Staff	Click Here

Appraisal Complete


Appraisal Guidance

	Appraisal Guidance - Interactive version (recommended)	Click Here
	Appraisal Guidance - PDF Printable version	Click Here

Appraisal Form Templates

	Appraisal template (optional) – designed as an alternative to Unified to help you summarise your appraisal.	Click Here
	Appraisal preparation forms (optional) - Academic	Click Here
	Appraisal preparation forms (optional) - Professional Services	Click Here

Appraisals and Performance Management

	'Handling difficult conversations', line manager briefing, 5 minute read, XPERT HR, 2022	Click Here
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Appraisals

KU Appraisal Guidance Document Click here to access our guidance for managers & staff	Appraisals Quick Guide for Managers	Appraisals Quick Guide for Staff	Appraisal Resources	Unified Process	Policy & Procedure
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Figure 3A27 Appraisal Guidance Web Pages

Within the five priority themes there are several areas that we have identified as our priorities:

Leadership: we have also committed to addressing the fact that our senior staff and Board of Governors are predominately White and do not reflect KU's student or staff population. We have committed to address this (Actions 3.4, 3.5); wanting to also increase BAME role models to create a sense of belonging (Action 5.3, 5.4).

Conversion rates: whilst our Recruitment Working Group (Town House Strategy People Recruitment & Selection Workstream), established in November 2021, has made progress on implementing anonymous shortlisting, and early signs are that it has been successful in improving conversion rates for PTO staff, we still have some work to do particularly around internal recruitment and building opportunities for our BAME staff (Action 3.4).

Student outcomes: we have made progress in improving some of our student outcome gaps, particularly around academic progression. However, we still have much work to do to address our degree awarding gap- particularly for our Black students (Actions 2.7 b,c)

Developing anti-racist literacies in our staff and students: we recognise this is a key area of development for us. We have made some progress by creating an annual EDI calendar (2019 Action plan), recently renamed as The Inclusion Calendar (Figure 3A28) but there is much more work to do (Actions 5.3, 5.4, 5.19)

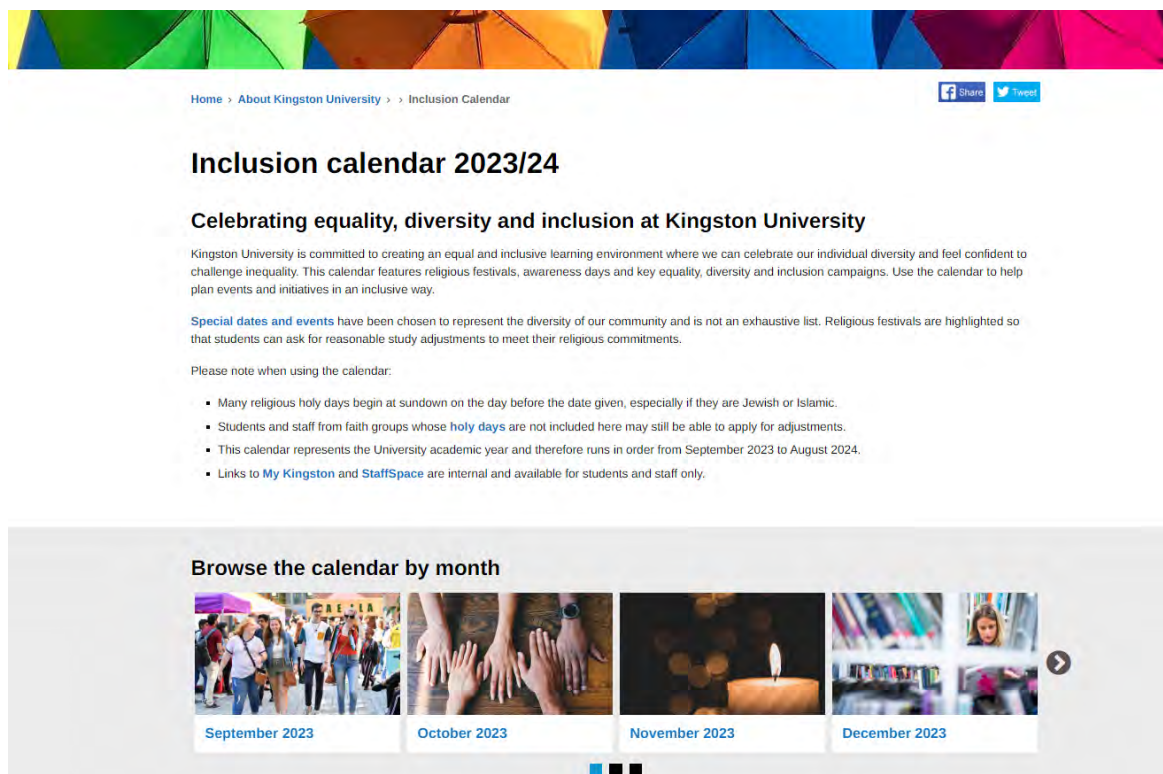


Figure 3A28 Inclusion Calendar

We also have a strong network of equality champions whose key purpose is to create innovative ideas around EDI that make Kingston a better place to be. One example of a NEC project was a co-created “Cultural Food Stories” cookbook with students (Figure 3A29), celebrating the cultural diversity of Kingston University through favourite recipes, each having a short story explaining its significance.



Aloo (potato) Paratha

by Aloo Paratha



Where does the recipe come from?

Aloo Paratha is a breakfast dish and is most popular in South Asian countries, Pakistan, India, Nepal and Bangladesh.

What is the personal significance of the recipe to you?

This is a breakfast dish that everyone loves in South Asia. I personally love a heavy breakfast as it is one of the most important meals of the day. It keeps you full all day long. We add various stuffings to the paratha. Potato stuffing is the most favourite due to the creamy nature, but we also have chicken and lamb mince paratha, cauliflower paratha and radish paratha.

Does the recipe have cultural or religious significance, and if so, can you explain?

The recipe does not have religious significance but cultural maybe, as in Asian countries instead of eating bread or cornflakes for breakfast, people prefer to eat flat bread stuffed with Potatoes. It has a rich and creamy flavour.

Pleasure, happy, excited

Figure 3A29 Cultural Food Stories Cookbook

“Food is about far more than nutrition; it is about people and places, emotions and memories. We all eat, so we all have food in common”, Cultural food stories Project Lead, Dr Hilda Mulrooney

Box 3A30 Quote from Cultural food stories Project Lead

Finally, the REC student survey highlighted for us that the obvious space to encourage a sense of belonging for students, the Union of Kingston Students, may not work for our high % of commuter students (a large proportion of whom are BAME (Action 5.12).

Positive Student Responses: “I regularly attend Student Union events”.

- 16.8% Asian
- 16% Black
- 18.2% Mixed
- Compared to 12.1 % White

Positive Student Responses: “I am a member or am thinking of becoming a member of one or more student societies”.

- 46.9% Asian
- 54% Black
- 38.6% Mixed
- Compared to 34.4% White

Box 3A31 Positive responses from Student Survey 2023

In addressing race equality and belonging, UKS has celebrated Black History Month by organising events such as movie viewings, an Afro-Caribbean talent show with ACS (Afro-Caribbean society) and highlighting Black owned businesses through the Markers Market hosted at our “Not My Beautiful House” (Figure 3A32). This space is a community led shop, gallery and event space, where everything you see is made by KU students, graduates and local community. To also embrace cultural diversity UKS is in the final stages of approving the Halo Code guidance document, in collaboration with the Halo Collective. It emphasises the need to have inclusive dress codes specifically embracing Afro-textured hair in the workplace and schools. This will support staff members and students embracing their cultural identity while maintaining the health of their hair.



Figure 3A32 Not My Beautiful House

Supporting Statement From UKS

We are committed to providing a safe and supportive space for protected societies such as Black and Global Majority and International society. We will ensure that these societies will exist annually for students and as part of this recognition, these student groups will be given “protected status”.

Box 3A33 Supporting Statement From UKS

3B Overview of the local population

The ethnic diversity of the University is not replicated in the local population. It is worth noting that the majority of our students commute to university (over 50mins by public transport each way) and our minority ethnic students are more likely to commute. The 2021 census shows that Kingston Upon Thames’ population has increased by 5.0% since the 2011 census, with the following ethnicity breakdown. Total BAME population is 31.7% (Table 3B1).

	2021 census	2011 census	Change
Ethnicity (%'s)			
Asian	17.8	16.3	+1.5
Black	2.8	2.5	+0.3
Mixed	5.4	3.9	+1.5
White	68.3	74.5	-6.2
Other ethnic groups	5.7	2.7	+3.0
Religion (%'s)			
No Religion	34.3	25.7	+8.6
Christian	42.6	52.9	-10.3
Buddhist	1	1.1	-0.1
Hindu	5	4.7	+0.3
Jewish	0.4	0.5	-0.1
Muslim	8	5.9	+2.1
Sikh	0.8	0.8	0
Other	0.7	0.5	+0.2
Not answered	7.1	7.9	-0.8

Source: [ONS](#) accessed 22/09/2023

Table 3B1 Census Data

Kingston's Town House won the 2021 RIBA National Award for architecture and was commended on bringing together student and town communities; it is designed as a building to create a sense of "belonging" and inclusion (Figure 3B2). The Town House draws local community members (who are not as diverse) to the campus, and creates an inclusive, entrepreneurial and outreach space for local collaborations.



Figure 3B2 Twitter Feed of Live Awards Ceremony

The student population report some awareness of ethnic tensions – see Box 3B3 - however the survey data indicates that there are low responses in agreement for students and staff having witnessed or been the victim of racial discrimination in the local area, or within the campus. Black staff are more likely to witness/be the victim of racial discrimination in the local area, and for students Mixed students are, with Black being the least.

Positive student responses: “I am aware of the ethnic/racial tensions within the local community”.

- 31.4% Asian
- 23.9% Black
- 28.8% Mixed
- Compared to 39.1% White

Box 3B3 Positive responses from student survey

Positive staff responses: “I have witnessed or been the victim of racial discrimination in the local area”.

- 14.9% Asian
- 15.4% Black
- 12% Mixed
- Compared to White 10.8%

Positive student responses: “I have witnessed or been the victim of racial discrimination in the local area”.

- 6 % Asian
- 5.4% Black
- 11.4% Mixed
- Compared to White 6.2%

Note: The numbers of responses of ethnicity presented here are small so should be interpreted with this caveat

Box 3B4 Positive responses from student and staff survey

When asked “I have witnessed or been the victim of racial discrimination on campus” the results are not too dissimilar from the local area. However, we want to ensure that we keep students safe when they are on and off campus, therefore we will continue with and strengthen our community-based activities to enhance the local community awareness of our diversity (Action 2.17).

Overall, staff and students felt that efforts to tackle discrimination were largely fair (Staff focus groups/ REC staff and students’ surveys) there was evidence of isolated incidents of discrimination which had been witnessed or experiences (particularly from BAME Staff), coupled with high responses neither agreeing nor disagreeing with the statement of action being taken when reporting incidents indicating a need to develop further trust in the system (Box 3B5).

Neither Agree nor Disagree Student responses: “If I reported a race-related incident to my institution, appropriate action would be taken”.

- 30.6% Asian
- 26.5% Black
- 43.2% Mixed
- Compared to 25.4% White

Neither Agree nor Disagree Staff responses to above statement:

- 29.6% Asian
- 50.0% Black
- 16.0% Mixed
- Compared to 21.5% White

Box 3B5 Neither Agree nor Disagree responses from student and staff survey

As part of our ongoing commitment to addressing bullying, harassment and sexual misconduct, the University implemented a new reporting tool called report and support in November 2022. Annual reports are presented at the EDI committee, and initial analysis indicates that students are reporting more than staff (Staff= 9, Students=44) of which 40% reported are anonymous. It is too early to identify trends from the data, but some highlights include bullying and harassment being the most reported types of incidents, with lower numbers self-identifying the incident as an assault or microaggression. A variety of reasons are given for anonymous reporting, but the main reason is due to concerns about repercussions for reporting. Demographic and faculty data will be further analysed when more data has been collated (Action 5.2).

The 2019 submission highlighted that opportunities for members of the local community to work closely with KU was an area that needed development. We need to harness the opportunity of having diverse campuses and student body to enhance the local economy and opportunities. We have made extensive progress in this area including:

- Community focussed events hosted at KU include Kingston Holocaust Memorial Day Commemoration January 2023. Kingston University Faith & Spirituality Fayre March 2023 (Figure 3B6). Attendance at these events is reviewed/captured through the Faith & Spirituality annual reports.

Kingston Holocaust Memorial Day Commemoration 2023

Join Kingston Inter Faith Forum and the community on Sunday 29 January from 2-4pm to commemorate Holocaust Memorial Day 2023

By Kingston Council, DWP and partners

13 followers

Follow

Date and time

Sun, 29 Jan 2023 13:30 - 16:00 GMT

Location

Town House

Penrhyn Road Kingston upon Thames KT1 2EQ

Show map

About this event

Venue: Kingston University Town House Courtyard (Penrhyn Road)

Date and time: Sunday 29 January from 2-4pm (Doors open at 1.30pm, event start at 2pm)

Overview: Please join us in marking Holocaust Memorial Day 2023 alongside members of our community. This is an important event that helps further our community cohesion and provides an opportunity to reflect on respecting differences.

About: On Holocaust Memorial Day, we come together to remember the millions of people murdered during the Holocaust and in the genocides which followed in Cambodia, Rwanda, Bosnia and Darfur.

In Kingston, the 2023 commemoration will be hosted by the Kingston Inter Faith Forum, chaired by Rabbi Rene Piertzel. The Mayor of the Royal Borough of Kingston, Councillor Yogan Yoganathan will be in attendance together with guest speaker, Antoinette Mutabazi. Antoinette will be sharing her experiences in her talk '*Lessons from Rwanda*' as a survivor of the 1994 Genocide against the Tutsi.

Refreshments will be served. Tickets are free but please register your attendance for planning purposes. A full programme will be shared with all registered attendees.

Figure 3B6 Holocaust Memorial Day (Attendance 70)

Title of article or notice:	Kingston University Faith Fayre 2023
Author	[REDACTED]
Short summary	<p>Many Faiths, One Kingston! An opportunity for all our students, staff and local community to meet representatives from all the different faith groups at Kingston University. Find out what they do and where they meet!</p> <p>The Fayre aims to highlight the good work, strengthen good relations, increase awareness of different and distinct faith communities, and increase understanding between people of religious and non-religious belief.</p>
Request of the Kingston Interfaith Forum network	<p>Join us 9 March from 12 - 4pm Venue: The Courtyard, Townhouse, Kingston University, Penrhyn Road</p>

Figure 3B7 Faith Fayre advertised on Kingston Interfaith Forum Network (350 attendees)

- We are a prime university partner in the South London Partnership innovation and growth programme BIG South London, and play a key role in collaborating with HE, FE and business partners to support economic renewal. An example of KU's contribution to this programme is shown in the [REDACTED] 2020 quote (Figure 3b.10) (CEO and Founder of LN&B)

I've made a great connection with Kingston University, and its head of marketing. We are moving forward with a marketing initiative, which will see their students using my business as part of one of their modules. It's such an honour, as I wouldn't say I'm a conventional tech business; we are a beauty subscription platform but one that offers so much more.

With the university's support, I want to strengthen the message that this is a 'business in the box' solution for anybody. I've also realised that with the customisation on the platform I've created, I have the potential to 'white label' the offering that will help accelerate my growth and elevate it into different sectors, for example, food and medical spaces and even social housing repairs.

Figure 3B8 [REDACTED] 2020 alumni

- Future Skills will inevitably build our links with industry. The Kingston Hack Centre, started in 2017, also works with approximately 3,000 students per annum, who work together on problem-solving for community, public, and business organisations.
- In recognising our diverse student population, the Faith & Spirituality Senior Advisor (part of the Student Services team) maintained local religious links and works closely with local places of worship, including Churches, Temples and Mosques. He is a key member of Kingston's Inter-Faith Forum (KIFF) and has assisted the planning and delivery of various activities. Through the annual reports we can capture events and activities being delivered with an indication of attendance (Table 3B9).

Event	Attendees
F&S Welcome Open Day	70
Induction Talks	80
Weekly Drop-In Sessions	36
F&S Socials/Board Games	110
F&S Advisory Group Meeting	20
Faith Society Drop-Ins	28
F&S Lecture: Faith in Education	210
Remembrance Day Commemoration	8
Daily Ramadan Iftar/Prayers	2400
Holocaust Memorial Day	6 KU students (rest external to KU)
Charity Week	260
F&S Fayre	220
Developing a Dementia Friendly Community	300
Multi-Faith Quiet Room Bookings	308
Faith Centre Talks	330

Total attendance excluding daily use of faith facilities [students, staff, external guests] 4386 [Total attendance in previous years = Between 1000-1200 Max]

Table 3B9 Example Activities and Attendance at Faith and Spirituality (F&S) Services in 2021/22

We will continue to monitor and evaluate the community work that KU undertakes, and through the EDI committee will develop a robust system of capturing demographic attendance, as well as evaluation from external facing events that will enable impact and reach to be evaluated (Action 2.17).

SECTION 4 STAFF PROFILE

4A. Academic Staff

For additional context, before we explore the breakdown in ethnicities, it is important to note that the majority of Kingston’s academics are UK staff (72.2% in 2023). This proportion has changed very little over the last three years (Figure 4A1).

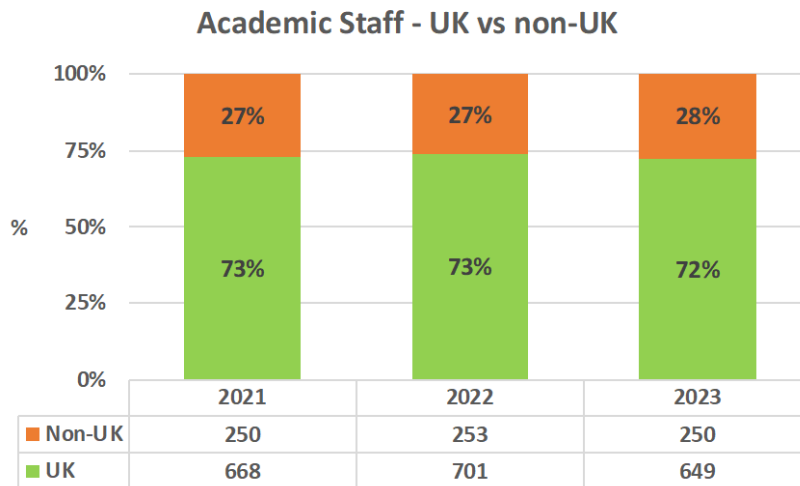


Figure 4A1 All Academic staff showing UK vs non-UK over 3 years (exc. Unknown nationality, inc. unknown/ prefer not to say for ethnicity).

As evidenced through the staff survey and focus groups, Kingston staff are generally very positive about the diversity in the staff body compared to other institutions. However, staff also note that Kingston’s academic staff profile is still predominantly White (Section 3 and Figure 4A2). This is slowly changing, with the number and proportion of our BAME staff has grown over the last three years from 24% to 31% (Figure 4A2), which is well above the 20% benchmark. Whilst we have made progress, and the under-representation of BAME academic staff compared to our student body, means this is a significant area for action (Action 3.1).

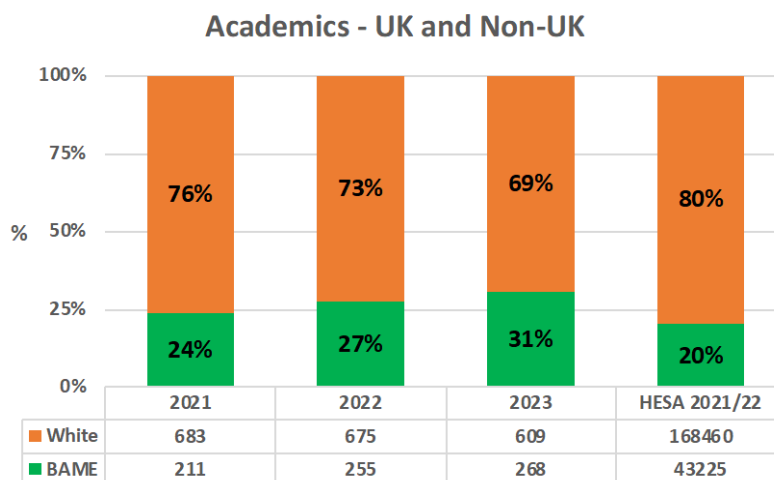


Figure 4A2 Ethnic profile of All Academic staff over 3 years UK and non-UK (exc. unknown/ prefer not to say and unknown ethnicity)

Note: The number of staff who prefer not to give their ethnicity is small at approximately 3%.

The diversity is slightly less apparent in our UK academic staff, but it is much higher than the sector average of 13% (Figure 4A3).

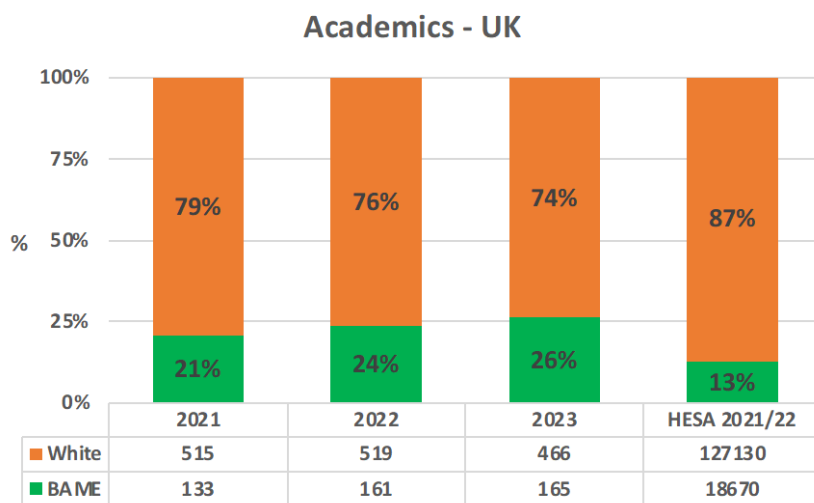


Figure 4A3 Ethnic profile of UK Academic staff over 3 years UK and non-UK (Excluding unknown/ prefer not to say and those without known nationality).

There is a larger proportion of BAME staff in our non-UK academic staff population 42%, also exceeding the 37% benchmark (Figure 4A4).

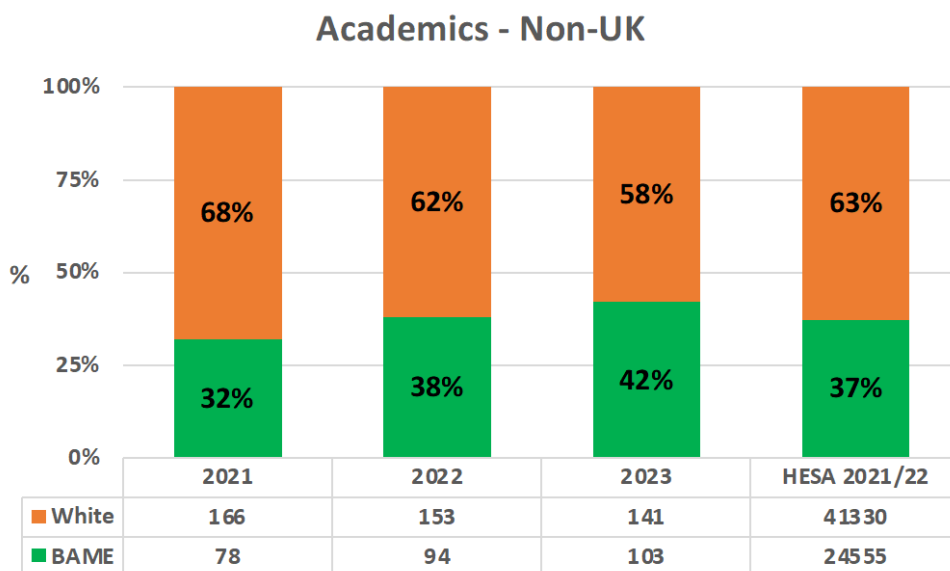
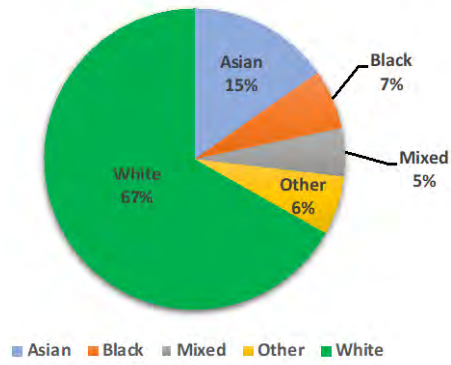


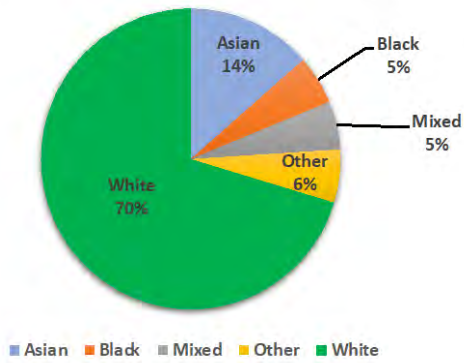
Figure 4A4 Ethnic profile of Non-UK Academic staff over 3 years UK and non-UK (exc. unknown/ prefer not to say and unknown nationality).

The number and proportion of our Black staff is small compared to Asian staff, although it has increased from 4 to 7% (Figure 4A5 and 4A6), we will focus on this area (Action 3.2).

Academic Ethnic Profile - 2023



Academic Ethnic Profile - 2022



Academic Ethnic Profile - 2021

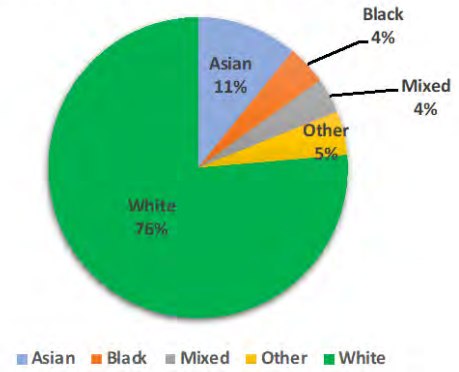
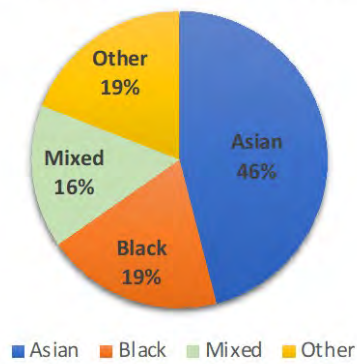
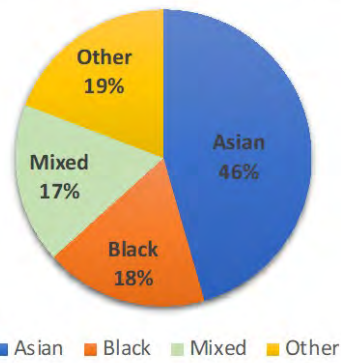


Figure 4A5 Ethnic Profile of All Academic Staff over three-year period

BAME Ethnic Profile - 2023



BAME Ethnic Profile - 2022



BAME Ethnic profile - 2021

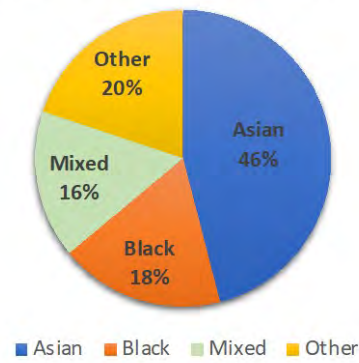


Figure 4A6 Ethnic Profile of BAME Academic Staff over a three-year period (exc. White staff)

The ethnic profile of our academic staff differs across our four faculties; however, there was a 6% increase of BAME staff from 2021-2023 in FBSS, ECE and KSA and 10% increase for HSSCE (Figure 4A7). ECE is the most diverse faculty (BAME staff 48% in 2023), with a of BAME staff and KSA the least (21%).

Ethnicity Profile of Academic Staff in Faculties

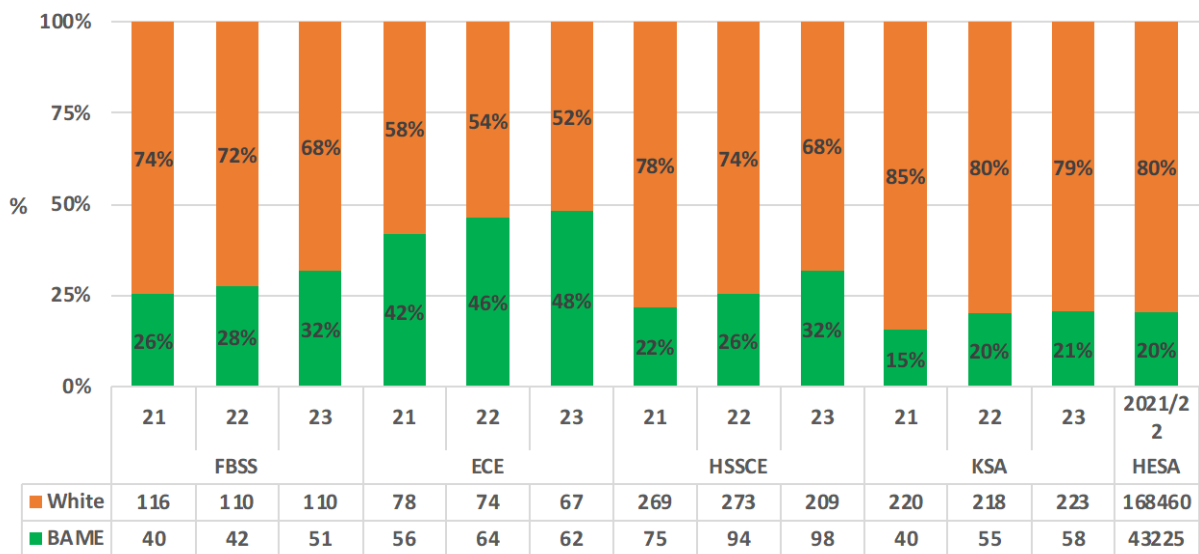


Figure 4A7 Ethnic Profile of All Academic Staff by Faculty over three-year period (exc. unknown/ prefer not to say)

FBSS

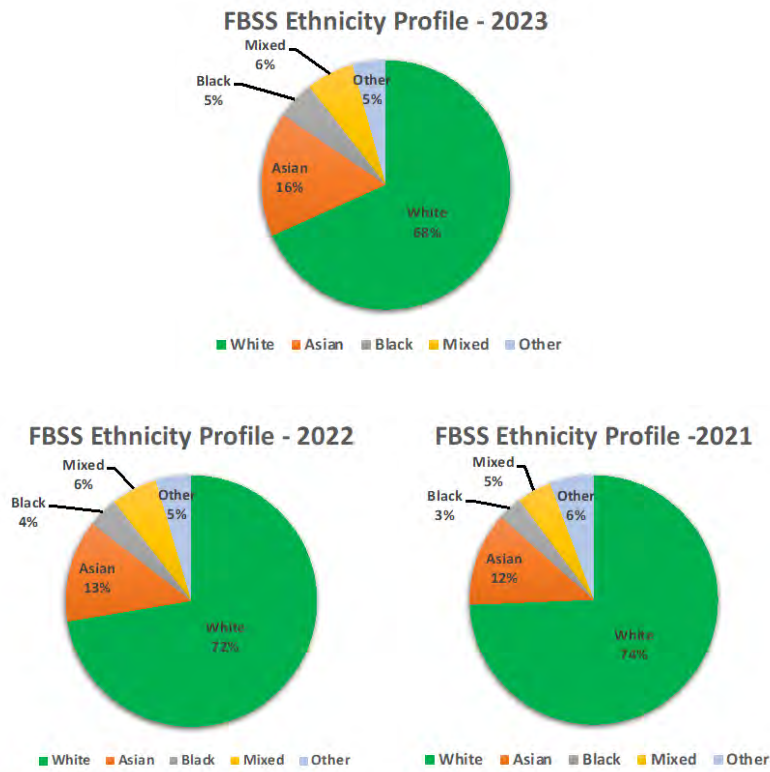


Figure 4A8a Ethnic Profile of All Academic Staff (FBSS) over a three-year period

ECE

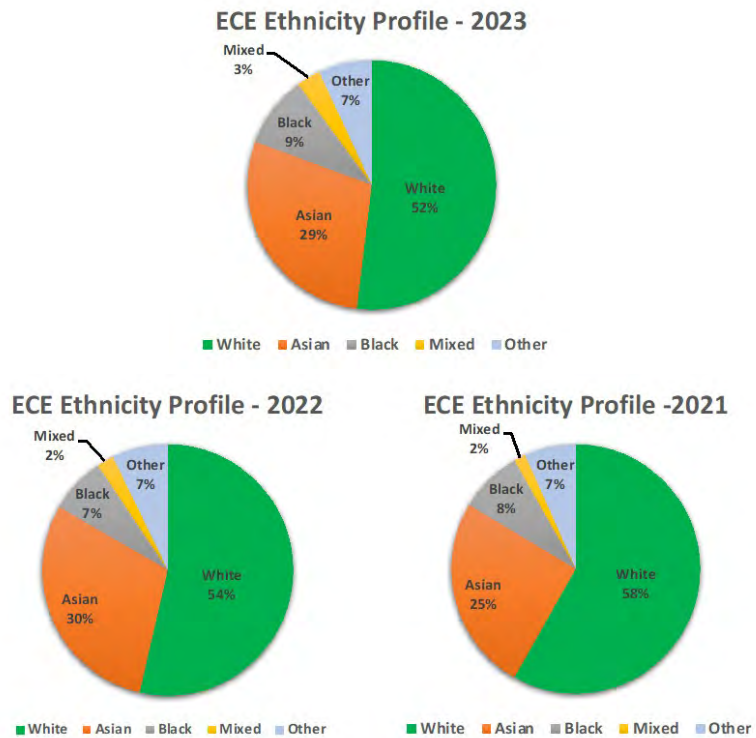


Figure 4A8b Ethnic Profile of All Academic Staff (ECE) over a three-year period

HSSCE

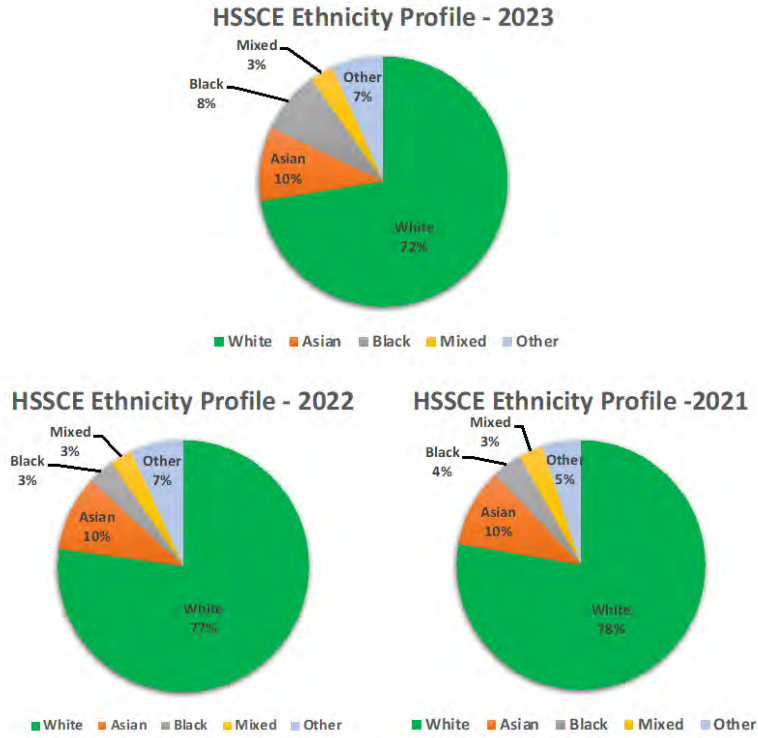


Figure 4A8c Ethnic Profile of All Academic Staff (HSSCE) over a three-year period

KSA

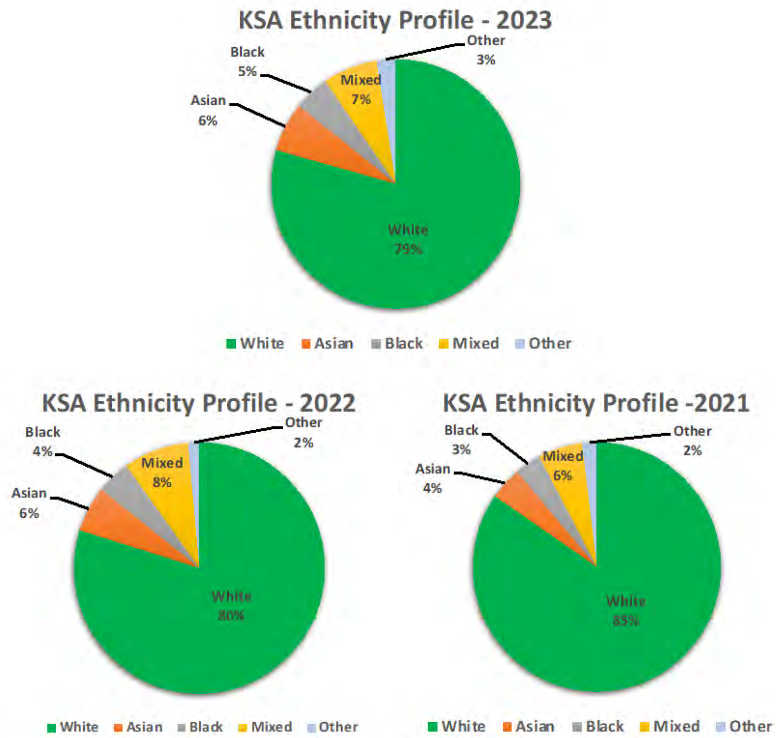


Figure 4A8d Ethnic Profile of All Academic Staff (KSA) over a three-year period

The staff survey noted only KSA for its lack of diversity, although there were some positive comments on this change (Box 4A9) (Action 3.3).

“I do know that some students have communicated frustrations around lack of racial and gender diversity in KSA academics”, Any other White background

“Working within KSA I have noticed the changes made over the last five years to make the faculty more diverse”, White British

Box 4A9 Comments from the staff survey

Gender

There are more female academic staff than male academic staff at Kingston but their ethnicities appear to be broadly similar (Figure A49).

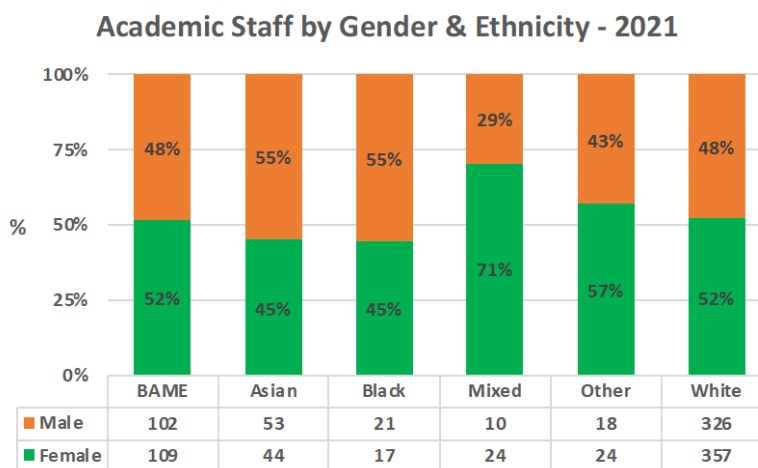
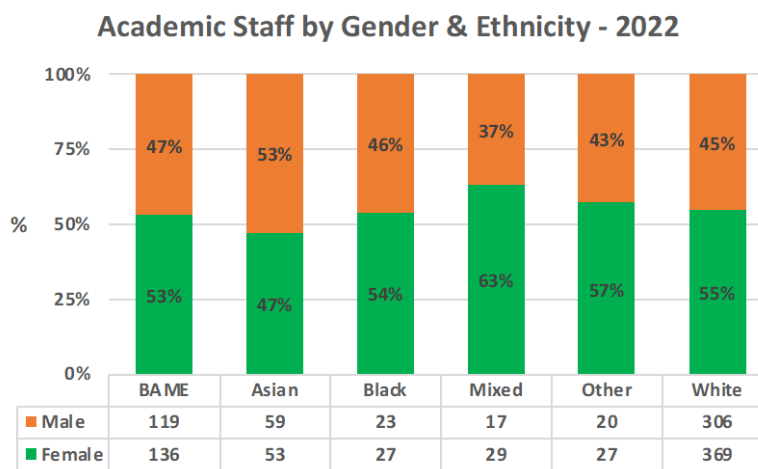
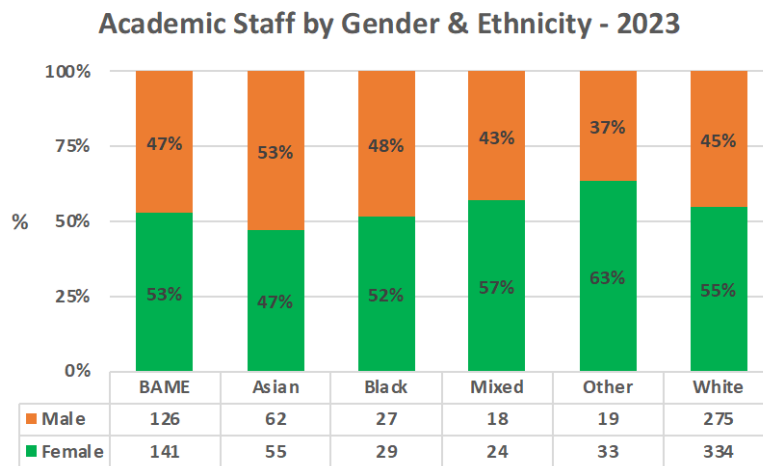
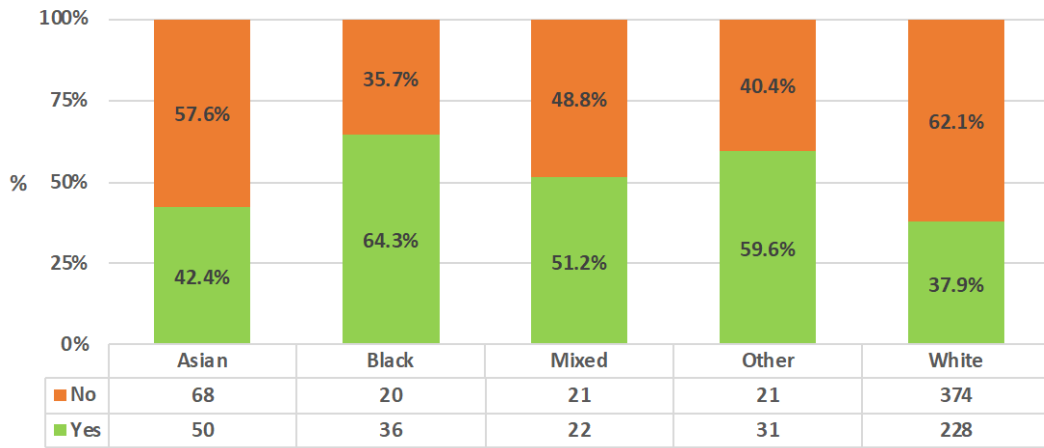


Figure 4A9 Academic Staff by Ethnicity and Gender

Caring responsibilities

The University recently started gathering data on whether staff have caring responsibilities as part of the standard procedures, but data for staff with longer service may be inaccurate as caring responsibilities change over time. Figure 4A10a-c shows that a larger proportion of Black staff have caring responsibilities in every category and White staff have the lowest over the three years for all types of caring (Action 4.9).

Caring Responsibilities for Child under 18 - 2023



Caring Responsibilities for Child under 18 - 2022

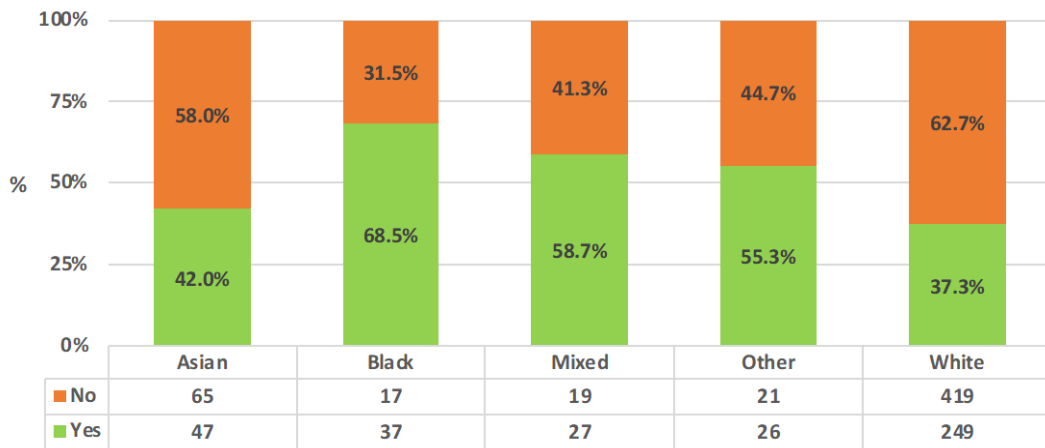
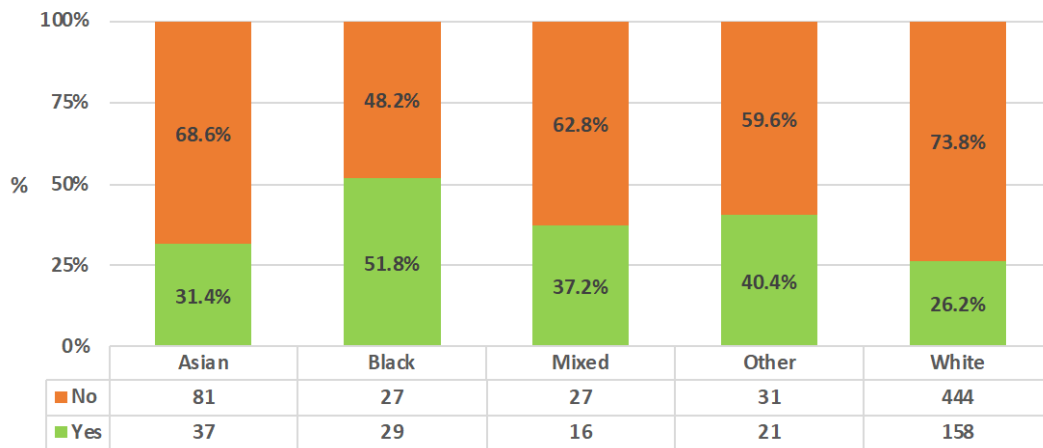


Figure 4A10a Academic staff by ethnicity and caring responsibilities for a child under the age of 18 years old

Elderly or Disabled Person Caring Responsibilities - 2023



Elderly or Disabled Person Caring Responsibilities - 2022

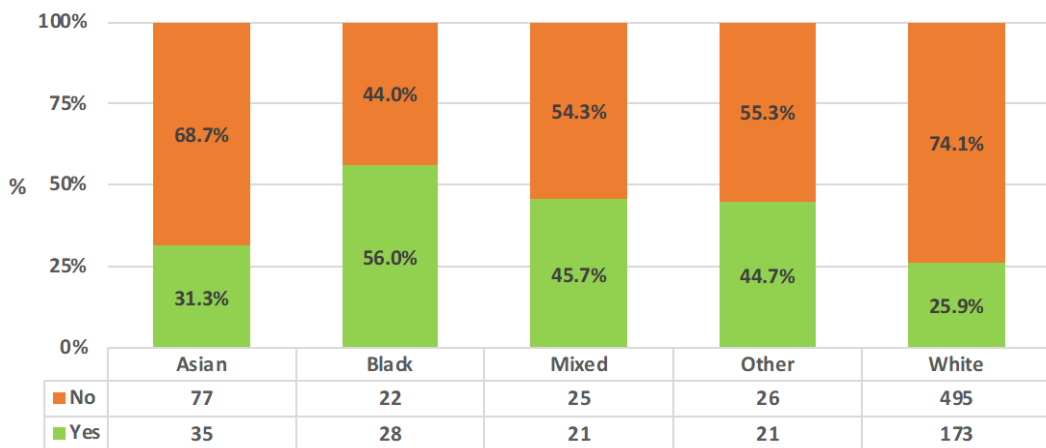
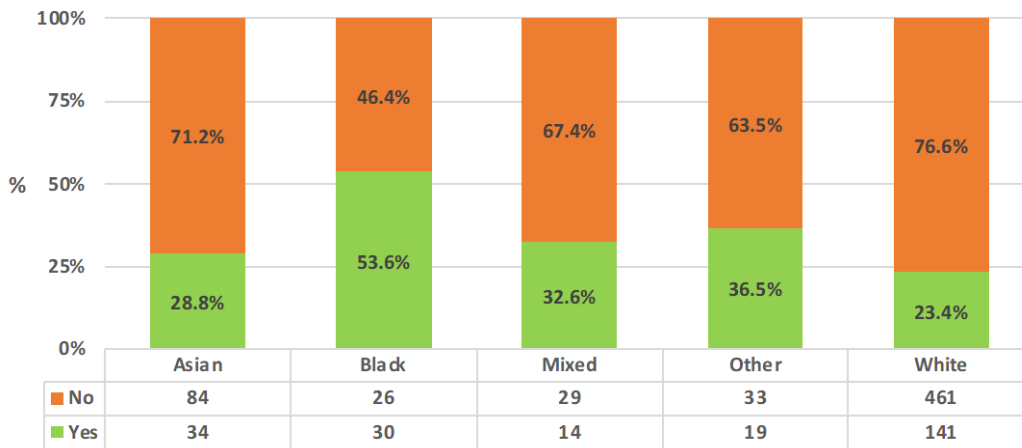


Figure 4A10b Academic staff by ethnicity and caring responsibilities for elderly or disabled person

Sole Caring Responsibilities for Child under 18 - 2023



Sole Caring Responsibilities for Child under 18 - 2022

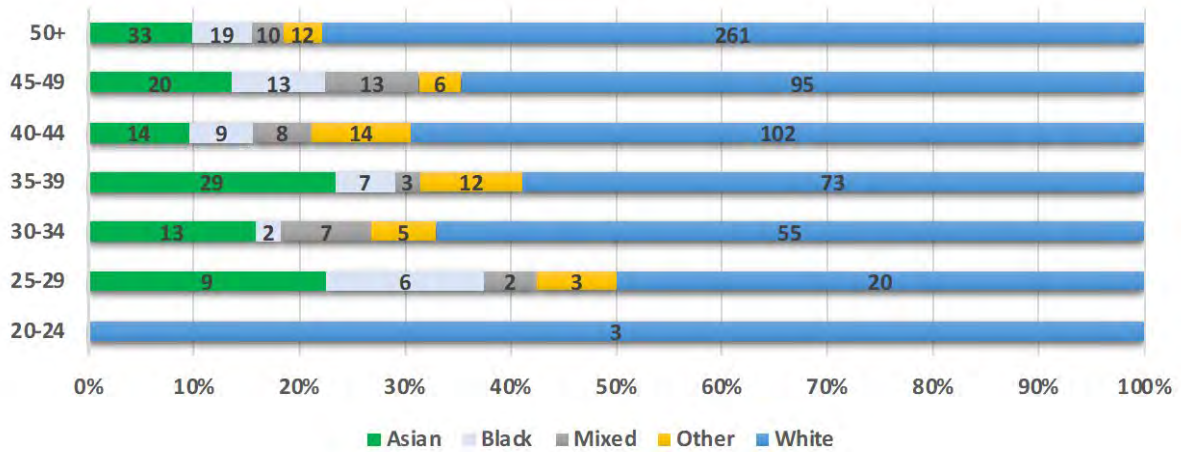


Figure 4A10c Academic staff by ethnicity and sole caring responsibilities for a child under 18 years old

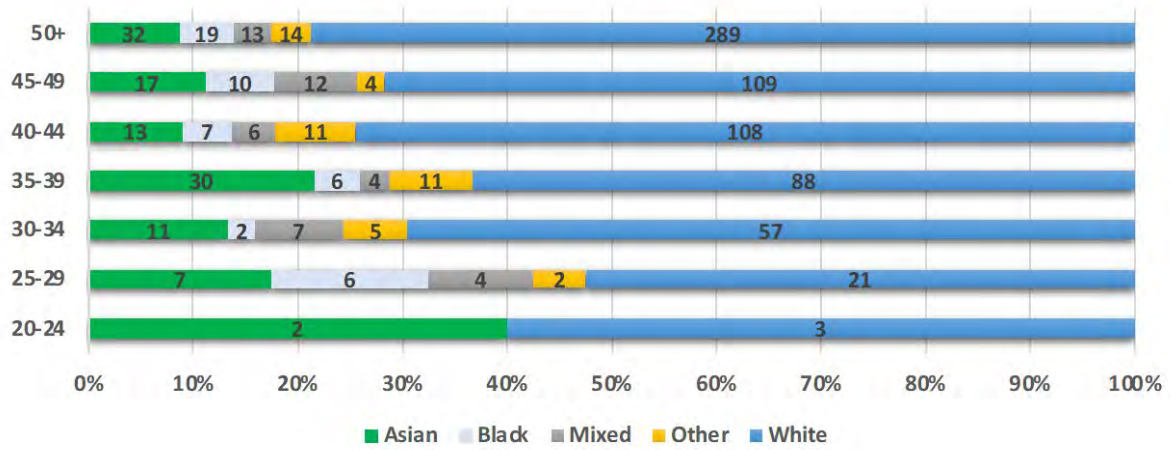
Age

Figure 4A11 shows that there is less diversity as you move up the age categories for academics, around 50% for 25-29 year olds, down to 20% BAME staff for aged 50+.

Ethnic Profile by Age - 2023



Ethnic Profile by Age - 2022



Ethnic Profile by Age - 2021

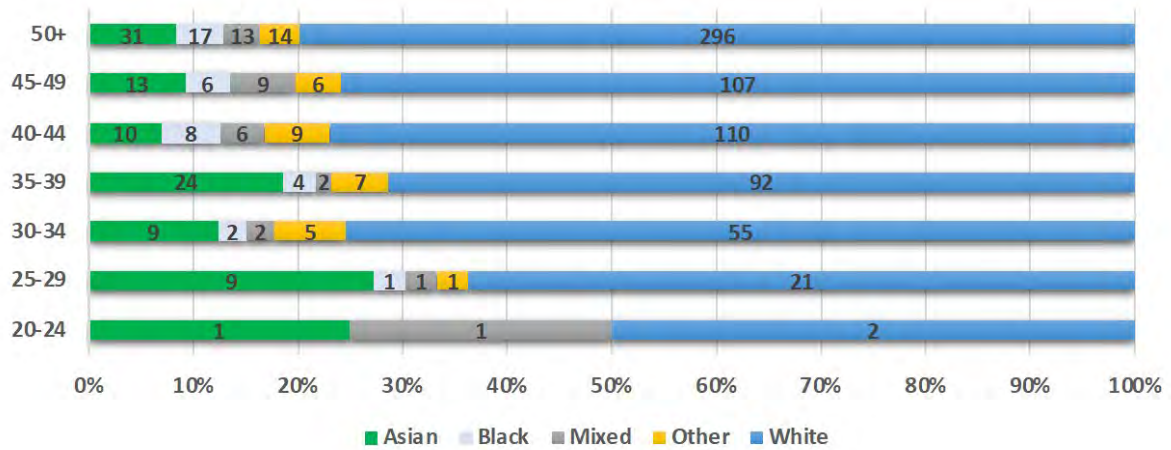


Figure 4A11 - Ethnic Profile of Academic Staff by Age

Disability

Proportionately, academic staff who declared a disability since 2021 has remained static.

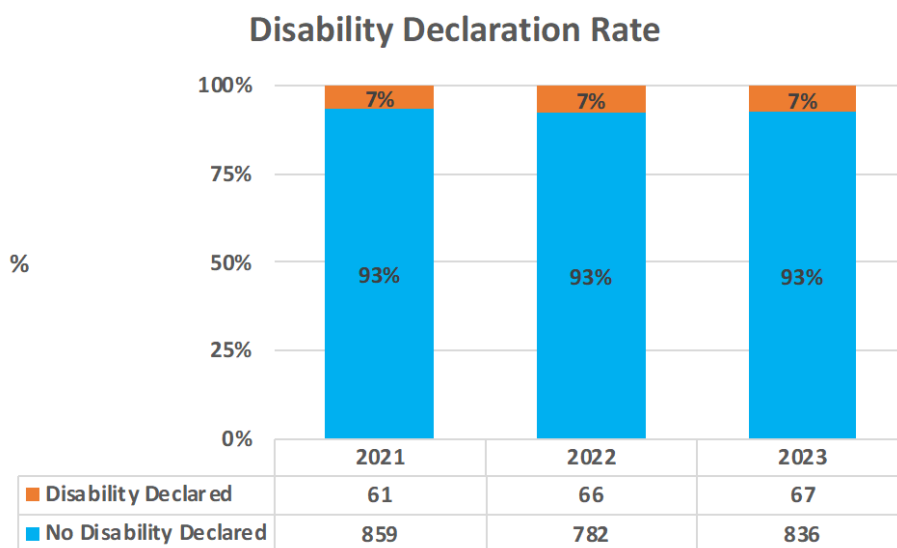
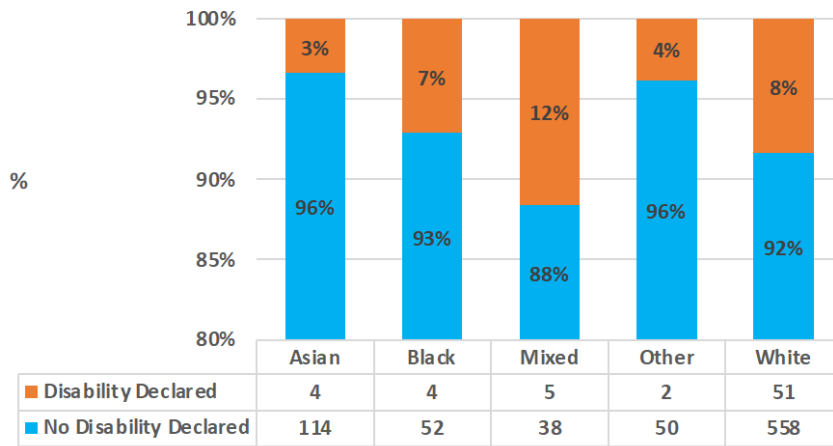


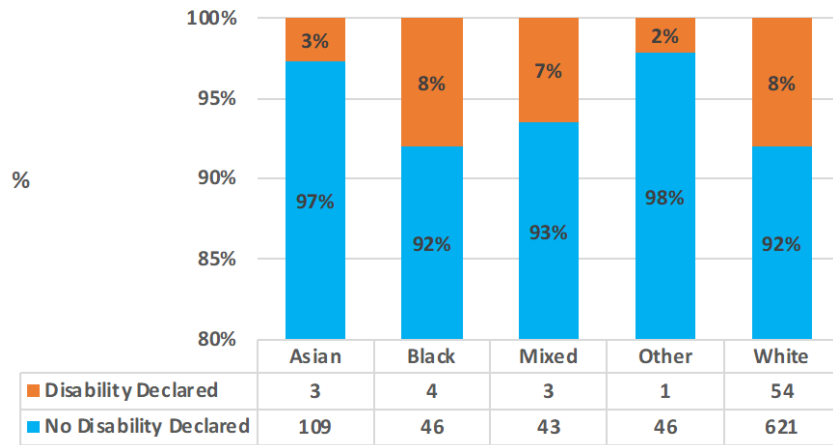
Figure 4A12 Academic staff who have declared a disability.

A higher proportion of White staff declared a disability across all three years (Figure 4A13). Asian staff have the lowest proportion of declaration rates. Prior to 2022, proportionately Black staff had a much lower declaration rate, but this has increased considerably possibly signalling greater confidence in the institution to make relevant reasonable adjustments. The data shows certain ethnicities that are under-represented in particular categories, for example, black academic staff declare learning differences and no other disability (Action 4.10).

Disability Declaration Rate by Ethnicity - 2023



Disability Declaration Rate by Ethnicity - 2022



Disability Declaration Rate by Ethnicity - 2021

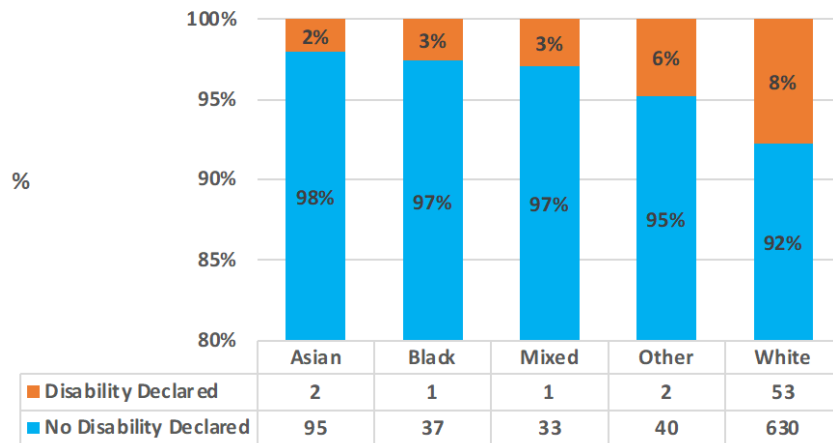


Figure 4A13 Academic Disability Declaration Rate vs. Ethnicity over three-year period

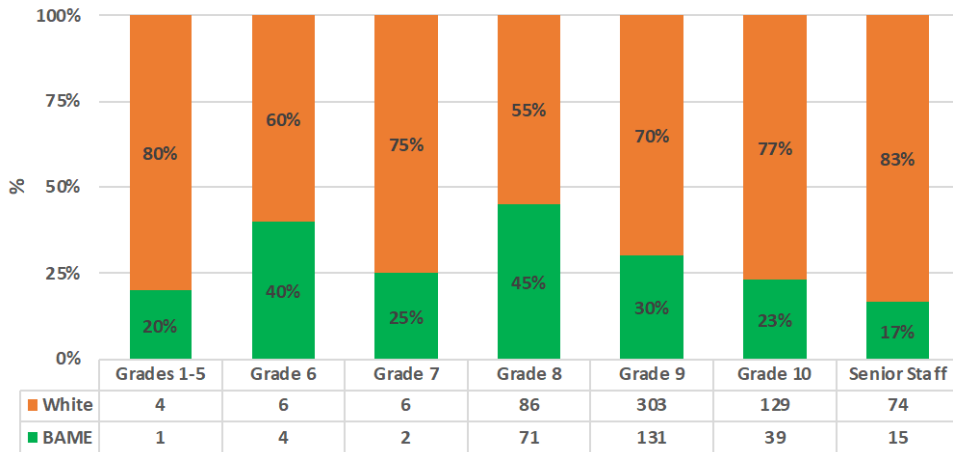
Grades

The proportions of BAME staff in all grades including senior staff has increased since 2021, suggesting our actions are making an impact in diversifying our academic staff base – including leadership (Figure 4A14). BAME staff comprise 45% of grade 8 (entry level lecturer) 2023 up from 32% in 2021,. this is a positive picture and provides a good pipeline, which with fair, equitable and supportive promotions (Actions 4.1, 4.5) will see the proportions of BAME staff grow in grades 9, 10 and Senior Staff.

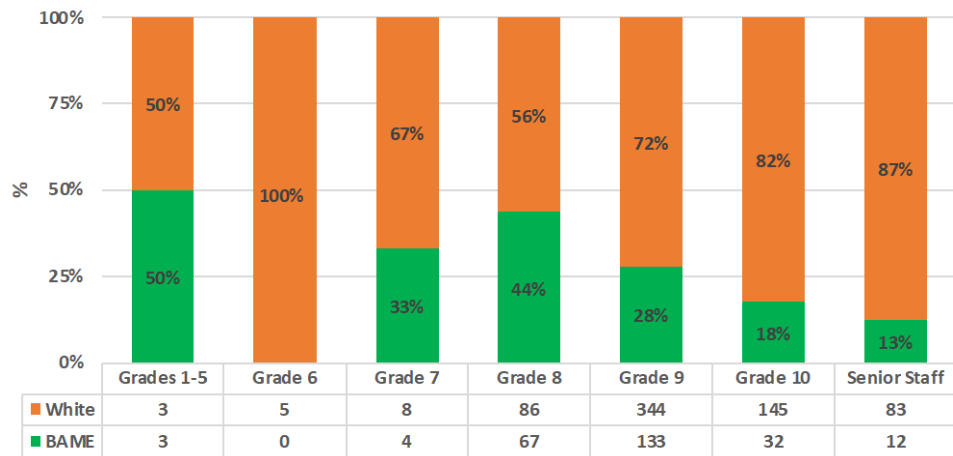
Currently, the proportion of BAME staff reduces at higher grades (Figure 4A14) down to 17% BAME Senior Staff 2023. Asian staff dominate the BAME proportions in grades 9, 10 and Senior Staff (Figure 4A15) with other ethnicities, particularly Black being reduced (Action 4.2).

Note: There are very small numbers of academic staff on below grade 8. We should recognise that the pipeline to higher grades does include White staff largest proportion is which we should be mindful of.

Academic Staff Ethnic Profile by Grade - 2023



Academic Staff Ethnic Profile by Grade - 2022



Academic Staff Ethnic Profile by Grade - 2021

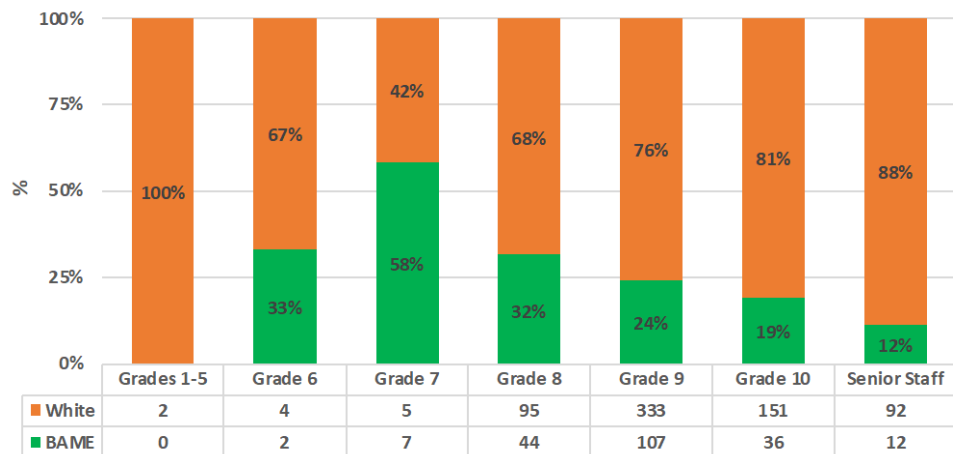


Figure 4A14 Ethnic Profile of Academic Staff by Grade over a three-year period

Note: Staff grades combined do not equal total staff as staff on TT, Other and those with Null grades have been removed from the above

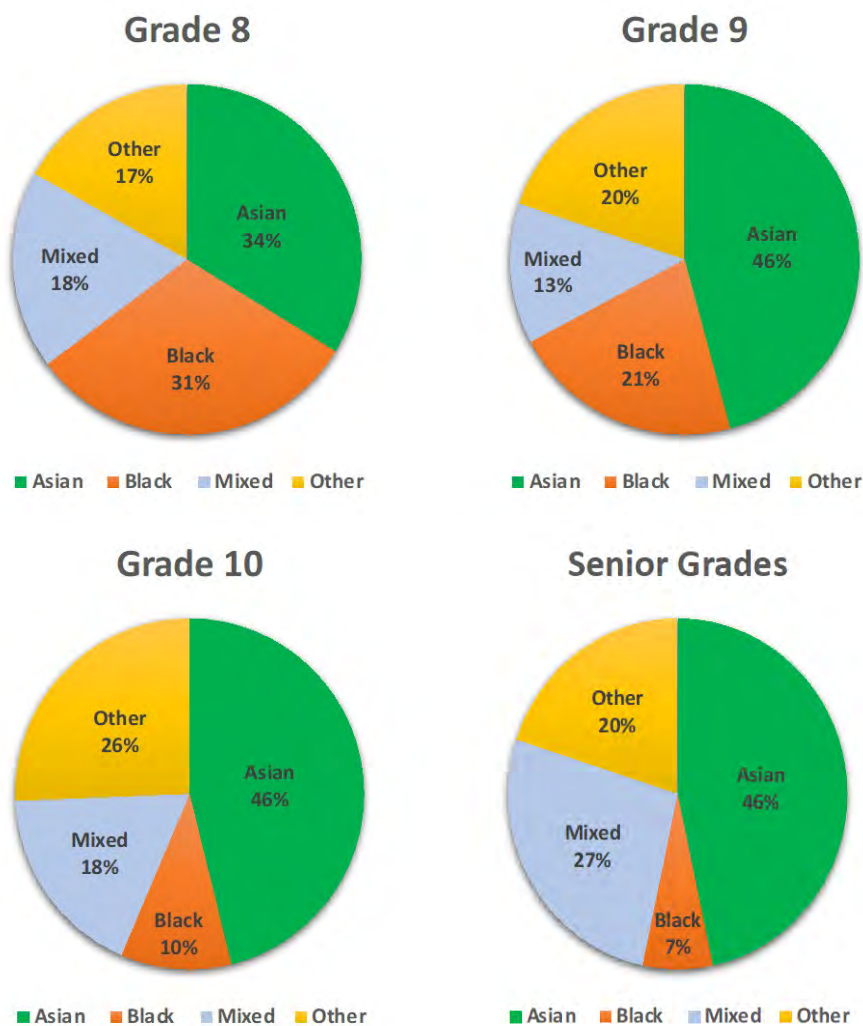
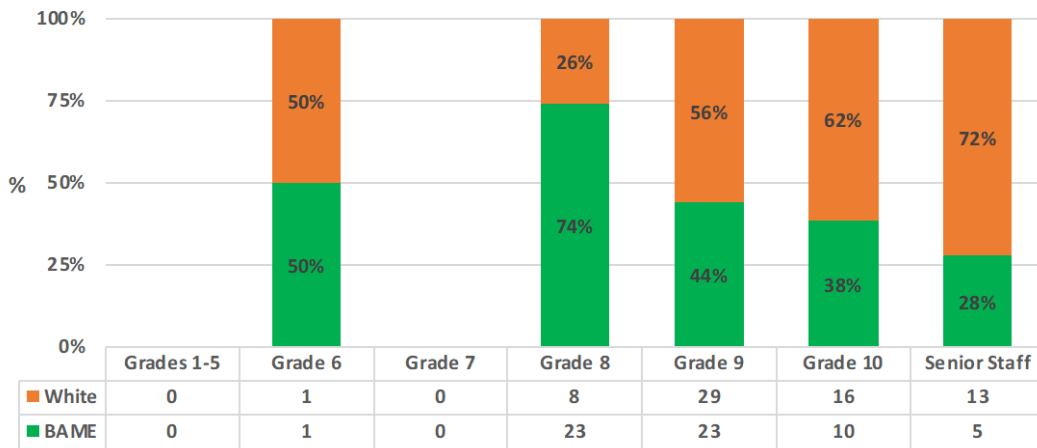


Figure 4A15 Ethnic Profile of BAME Academic Staff by Grade over three-year period

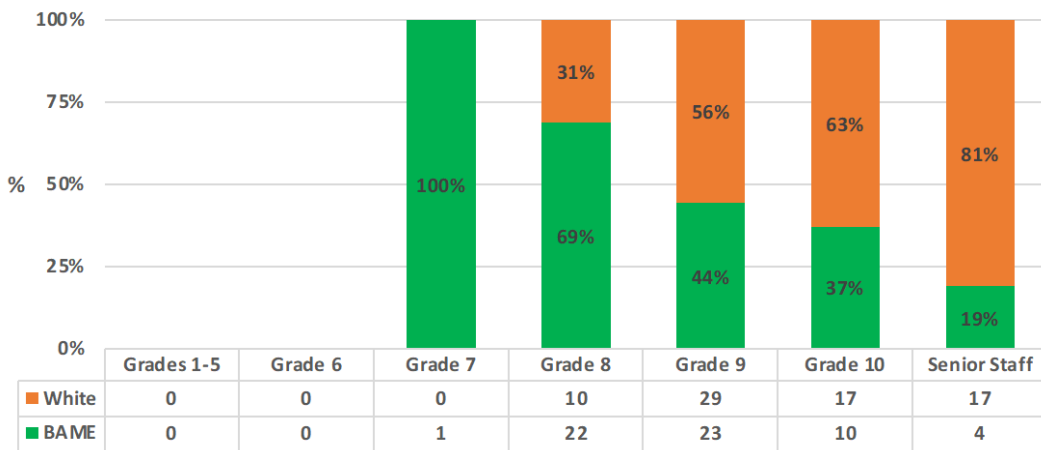
Faculties

The trend over the 3 years is increasing diversity, with slowing in KSA in 2023 (Figure 4A19) (Action 3.3). ECE has the most diverse staff base, though Senior Staff are majority White (72% in 2023) decreasing from 87% in 2020 (Figure 4A16). While less diverse, FBSS have increased BAME academic staff in grades 8 and 9 creating a pipeline for progression within these faculties. Similar increases in Senior Staff have been seen in HSSCE, slower in KSA and FBSS (Figures 4A17 and 4A18) (Action 3.5).

ECE Academic Staff - 2023



ECE Academic Staff - 2022



ECE Academic Staff - 2021

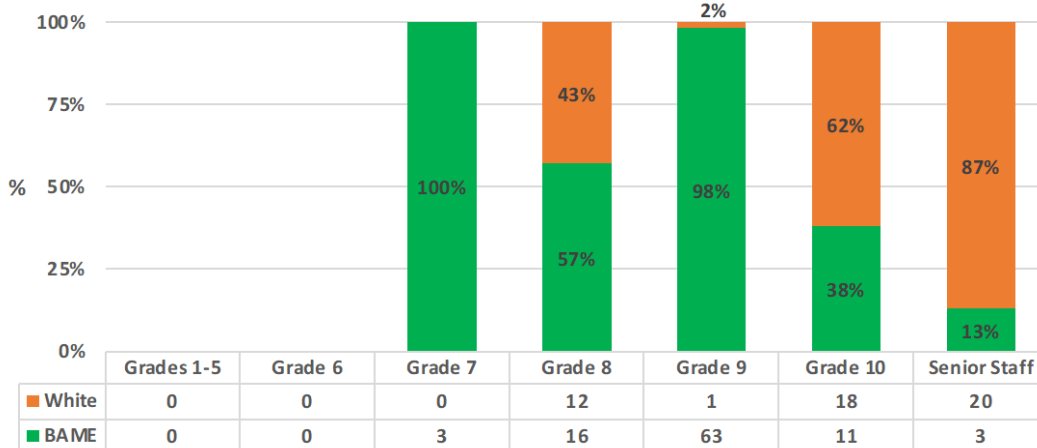
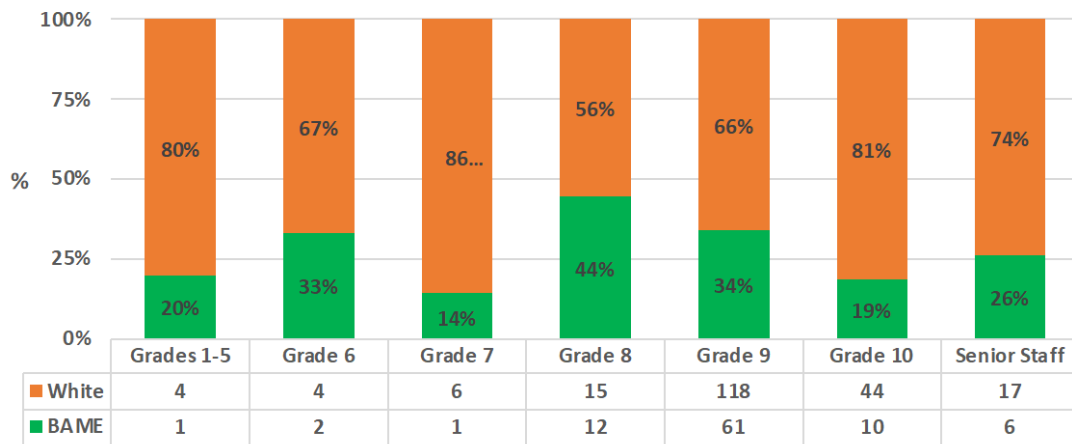
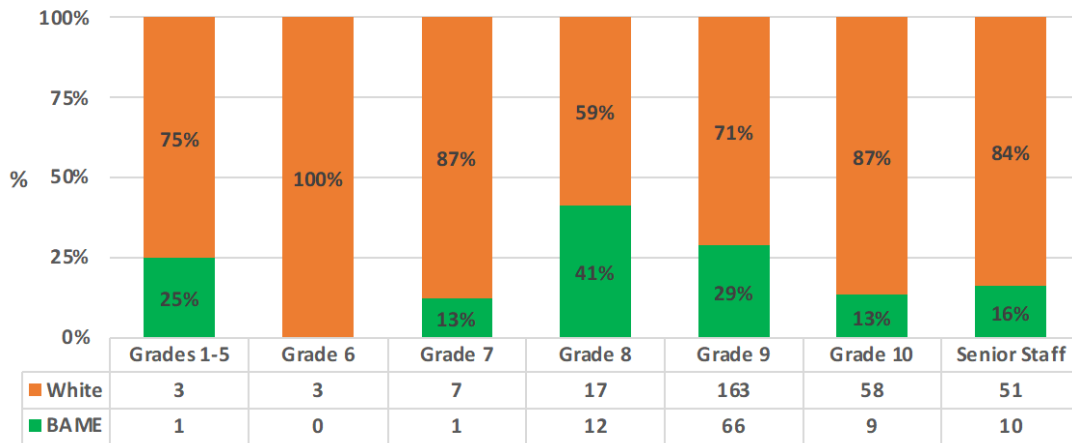


Figure 4A16 Ethnic Profile of BAME Academic Staff by Grade within ECE

HSSCE Academic Staff - 2023



HSSCE Academic Staff - 2022



HSSCE Academic Staff - 2021

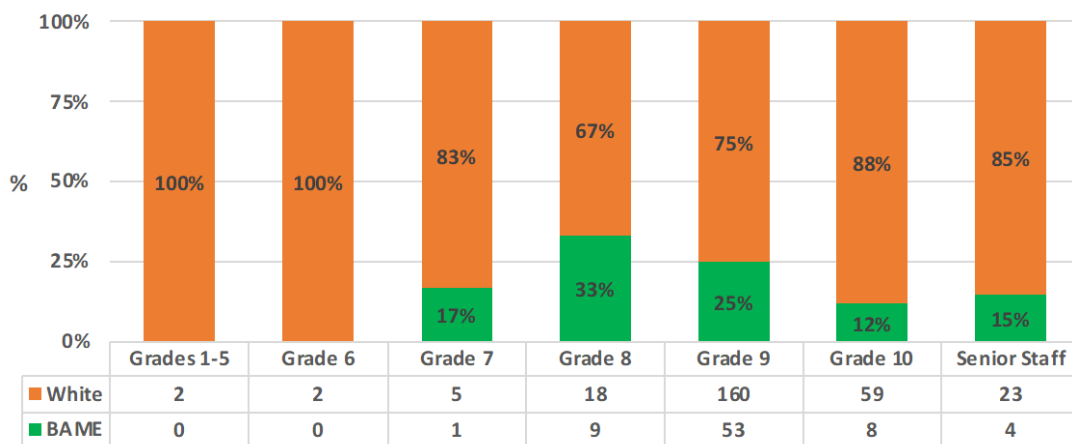
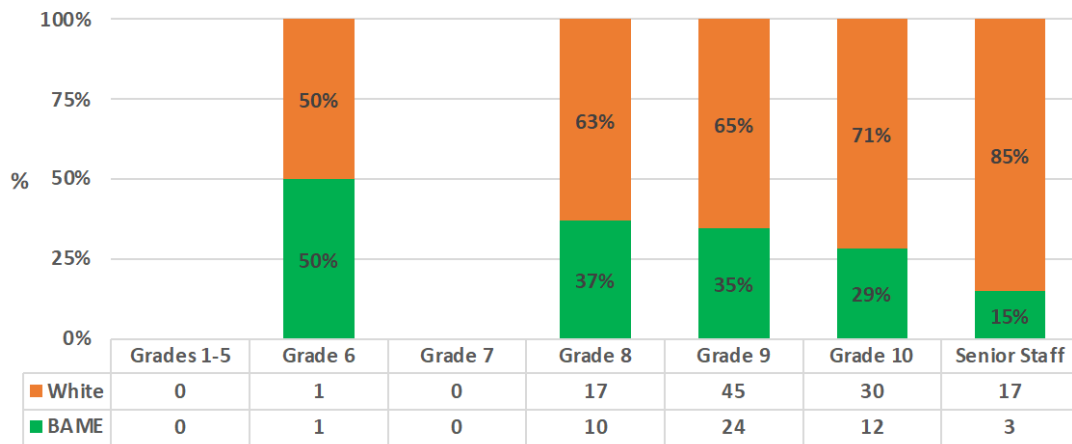
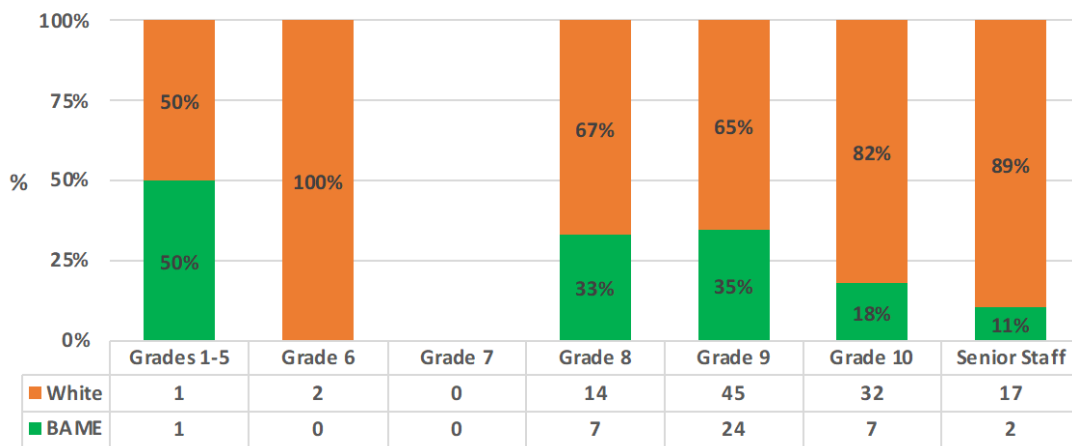


Figure 4A17 Ethnic Profile of BAME Academic Staff by Grade within HSSCE

FBSS Academic Staff - 2023



FBSS Academic Staff - 2022



FBSS Academic Staff - 2021

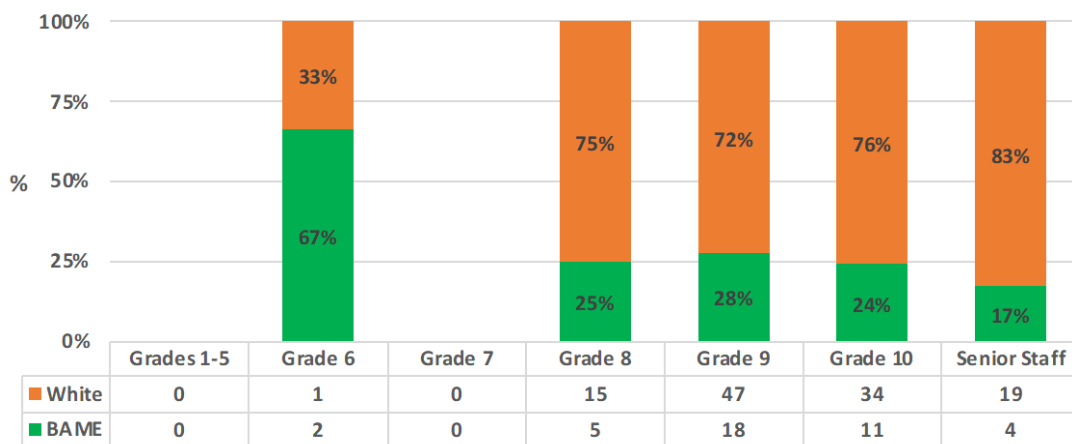
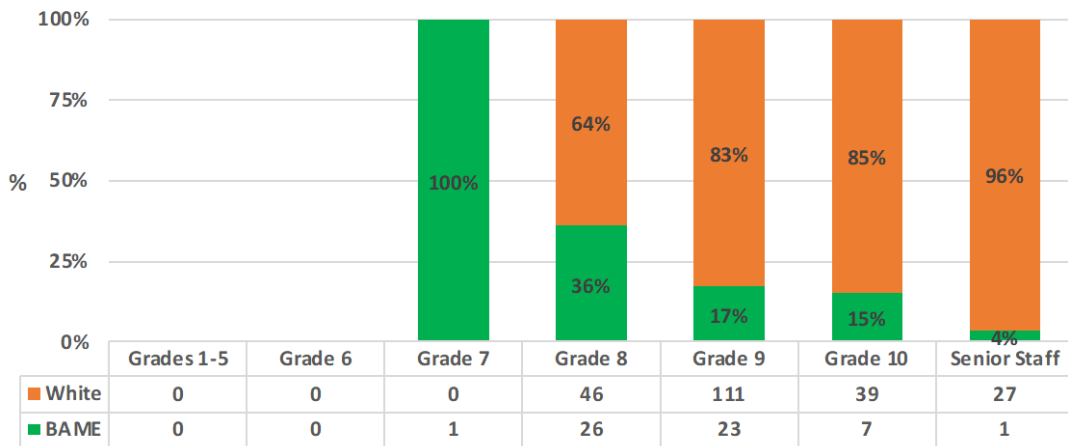
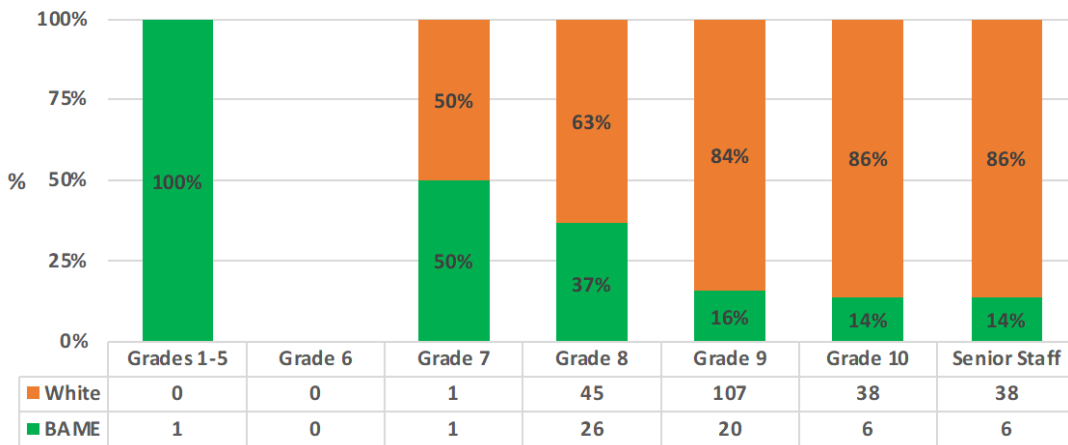


Figure 4A18 Ethnic Profile of BAME Academic Staff by Grade within FBSS

KSA Academic Staff - 2023



KSA Academic Staff - 2022



KSA Academic Staff - 2021

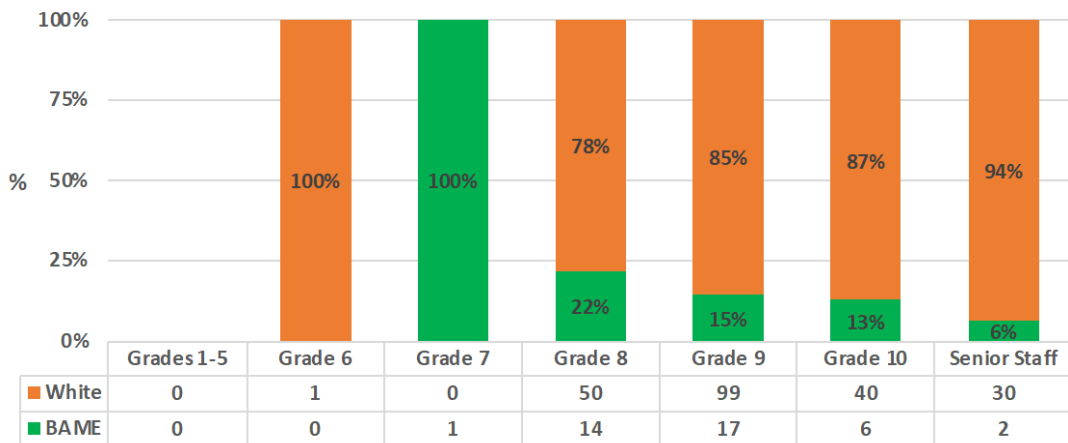


Figure 4A19 Ethnic Profile of BAME Academic Staff by Grade within KSA

Contract type (excluding HPLs)

The majority of staff declaring their ethnicity (91%) are on open-ended contracts, much higher than the sector average of 69% (Figure 4A20).

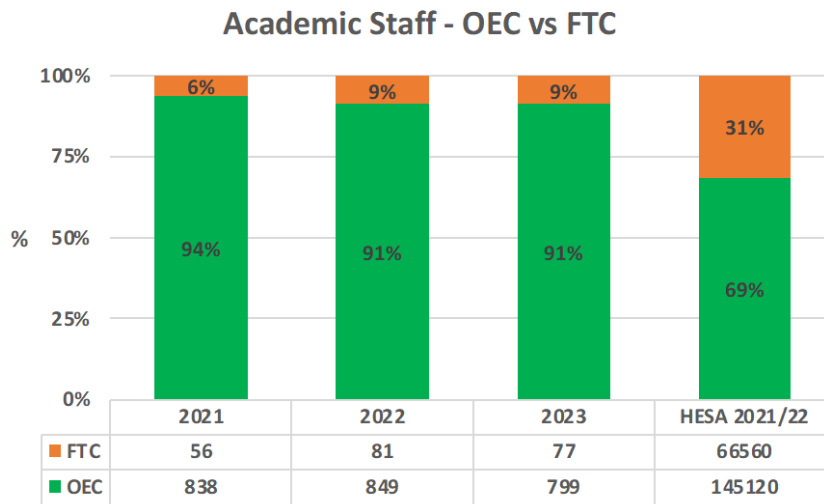


Figure 4A20 All Academic Staff by Contract Function (exc. HPLS)

Whilst we have very few academic staff on fixed term contracts compared to the sector, we note that proportionately BAME academic staff are more likely to be on these types of contracts (Figure 4A21) particularly Black staff (Figure 4A22); we want to better understand and address this (Action 4.2).

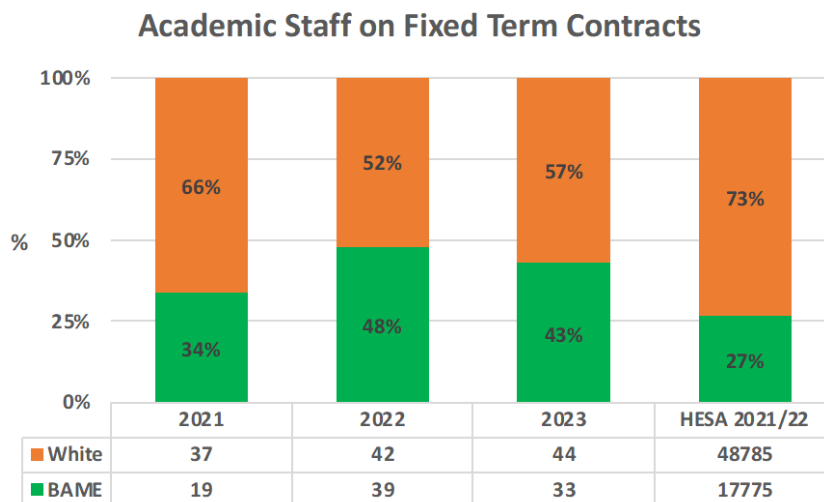
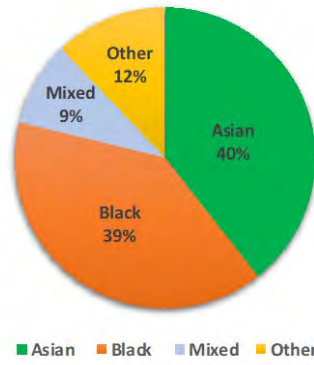
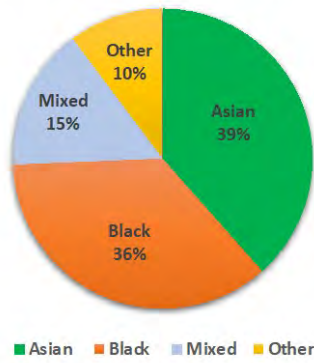


Figure 4A21 Ethnic Profile of Academics Staff on Fixed Term Contracts

BAME Ethnic Profile - FTC 2023



BAME Ethnic Profile - FTC 2022



BAME Ethnic Profile - FTC 2021

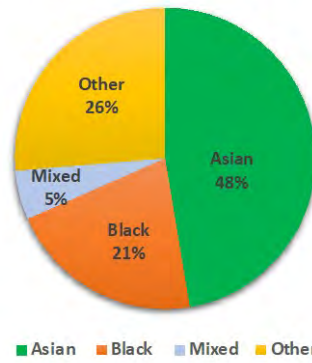


Figure 4A22 Ethnic Profile of BAME Academic Staff on Fixed Term Contracts

Contract Function

Of those who declared their ethnicity, the proportion of staff working part-time has increased only slightly (Figure 4A23).

Academic Staff - Full-Time vs Part-Time

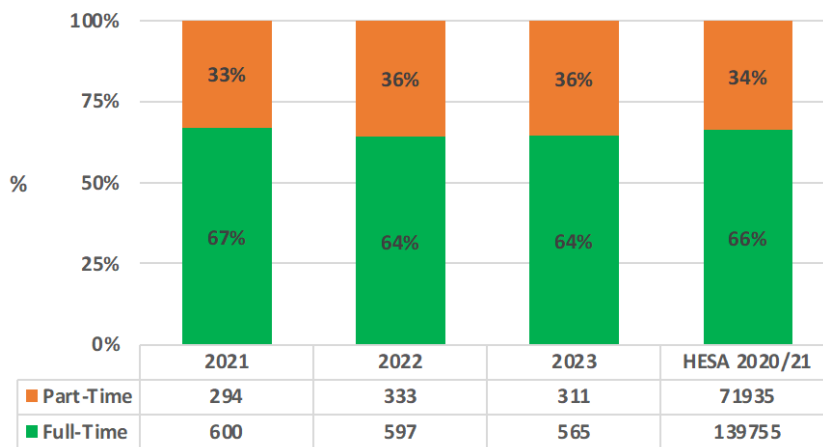


Figure 4A23 Academic Staff by Contract Type (FT vs. PT)

The BAME and White staff on fractional contracts is proportional to workforce proportions— also by six-way ethnicity (Figure 4A24).The results from the Staff REC Survey on ‘I am able to take advantage of flexible working on an informal basis...’ show high rates of agreement across the institution by ethnicity.

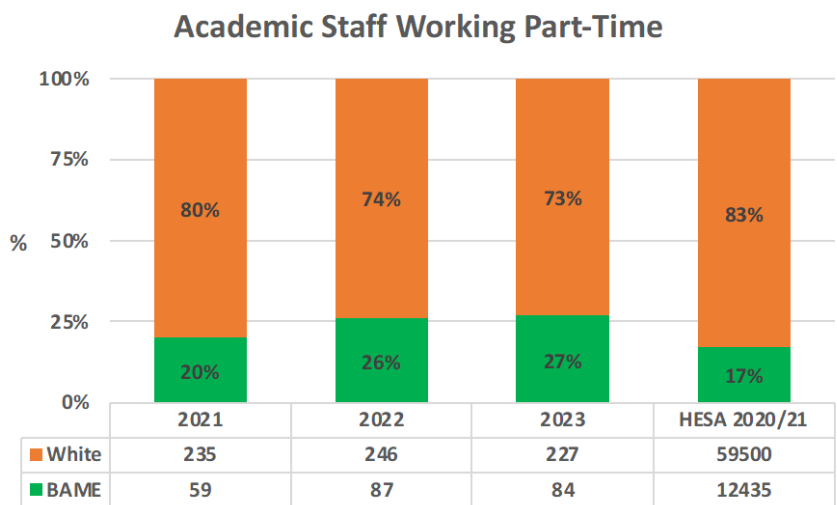


Figure 4A24 Ethnic Profile of Academics Staff Working Part-Time

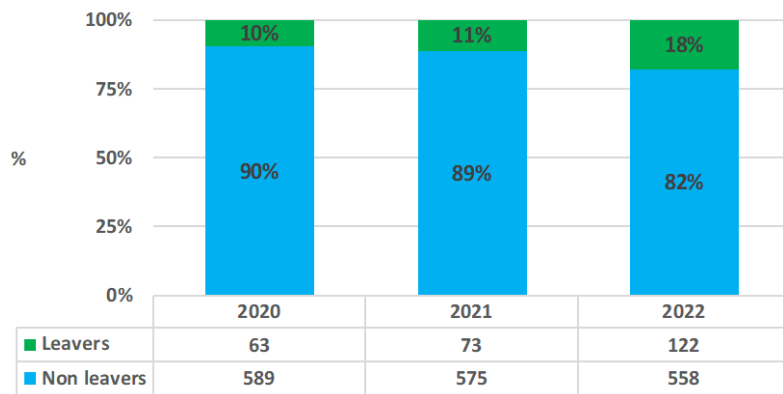
Turnover

Figures 4A25 and 26 shows the percentage of leavers is increasing. However, there is no over representation of Black and Asian staff in leavers, although there is a higher percentage of mixed and other ethnicities. We need to understand better the reasons why staff are leaving (Action 5.16).

Percentage of All Academic Leavers



Percentage of UK Academic Leavers



Percentage of non-UK Academic Leavers

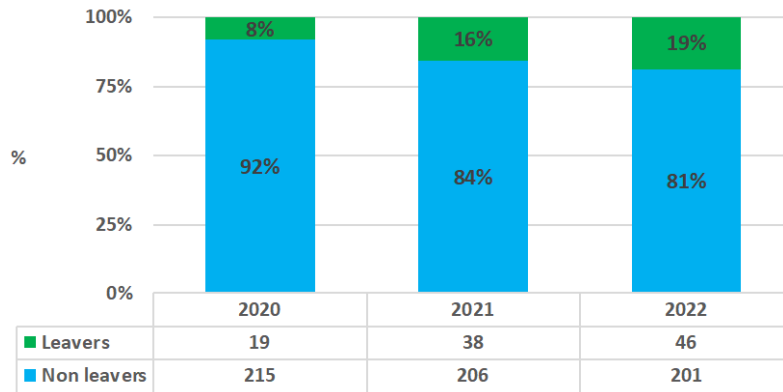


Figure 4A25 Percentage of Academic Leavers

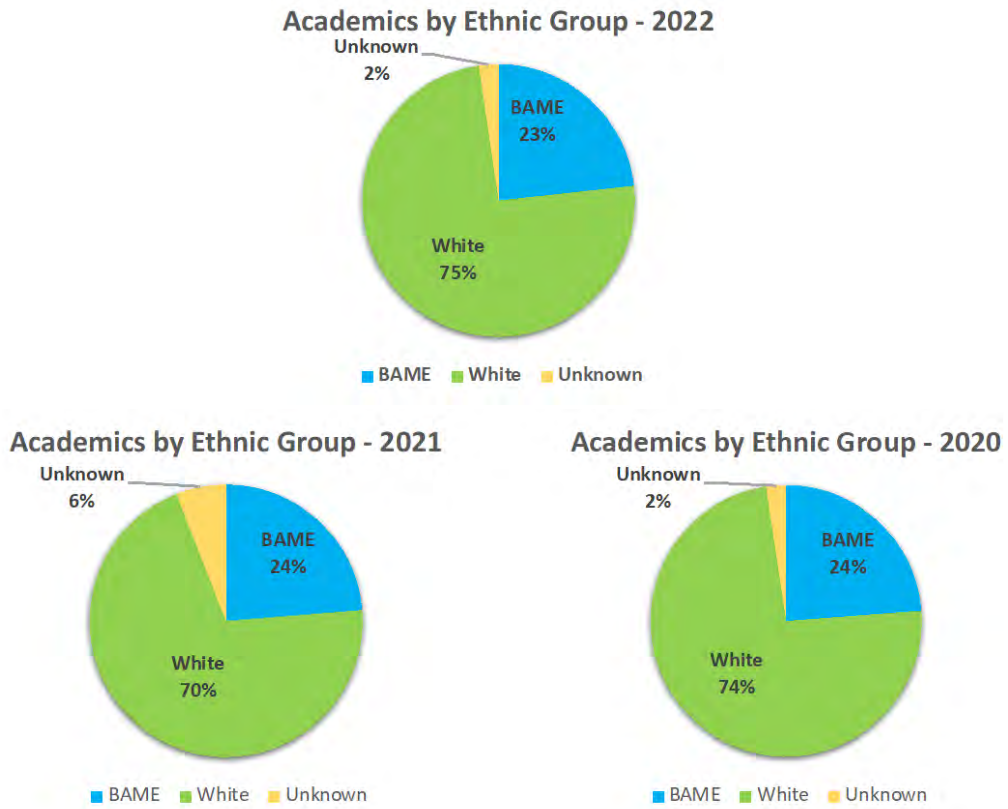


Figure 4A26 Ethnic Profile of Academic Leavers

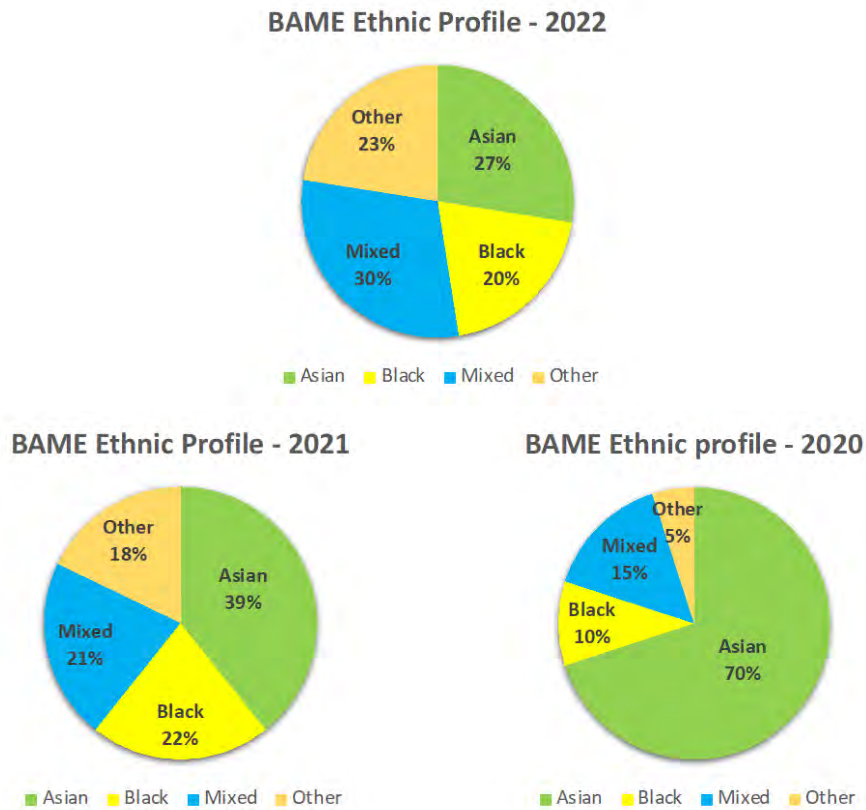


Figure 4A27 Ethnic Profile of BAME Leavers

4B. Professional and Support staff (PTO)

In 2023, 82% of Kingston’s PTO staff are UK staff. This compares to 72% of academic staff. Non-UK staff have been growing in numbers and up 4% in 2 years (Figure 4B1).

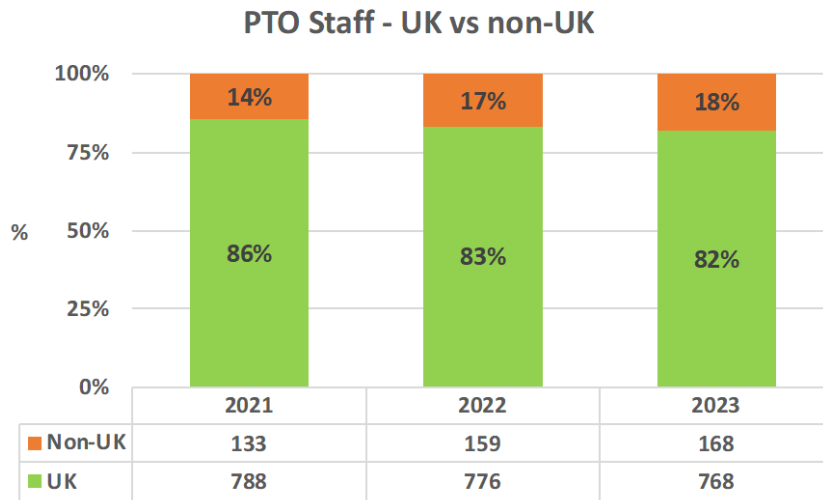


Figure 4B1 PTO UK and Non-UK Staff over three-year period (exc, unknown nationality, inc. unknown ethnicity)

Kingston’s PTO staff are predominantly White 73%, more so than our academic staff, and more balanced than 86% sector benchmark. Since 2021 the number of BAME staff have increased up by n36, up 4% of PTO staff (Figure 4B2).

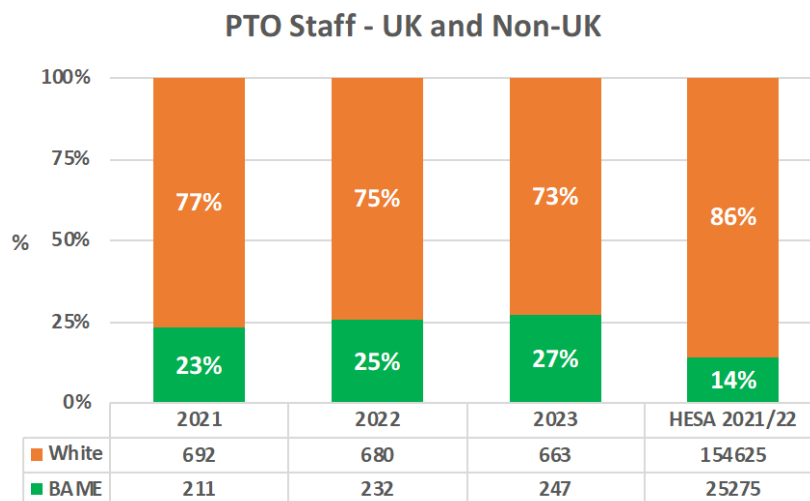


Figure 4B2 PTO Ethnic Profile of UK and Non-UK Staff over three-year period (excluding unknown/prefer not to say and unknown nationality)

Non-UK PTO staff are more likely to be BAME now 41% (Figure 4B3) which has influenced the upward trend for proportion of BAME PTO staff.

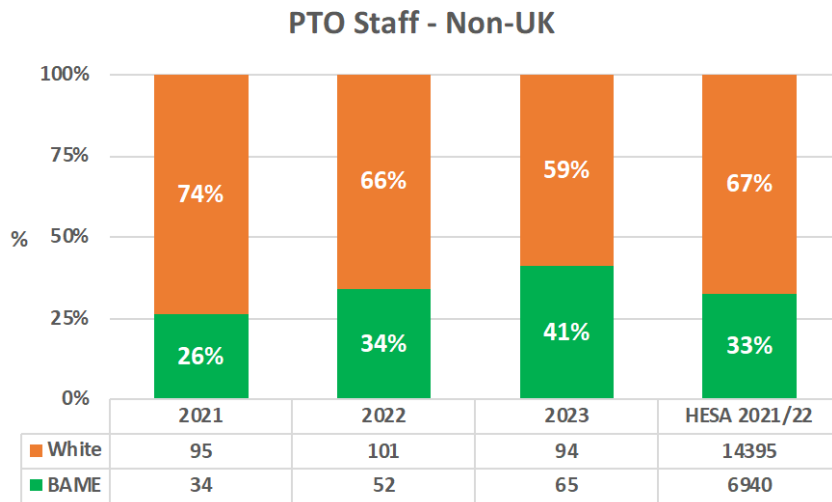


Figure 4B3 PTO Non-UK Staff over three-year period (ex. unknown/prefer not to say and unknown nationality)

Asian staff make up the largest proportion of BAME PTO staff with Black, Mixed and Other ethnicities sharing the same proportion with very little change (Figure 4B4).

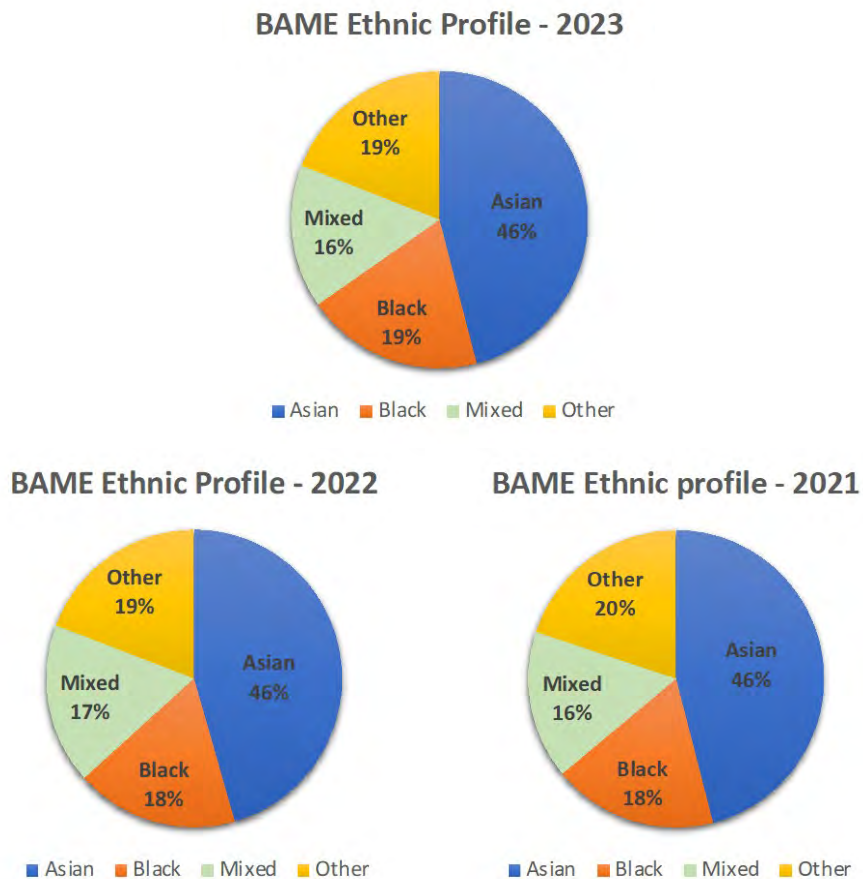


Figure 4B4 Ethnic Profile of BAME PTO Staff over a three-year period

Directorate of Finance, Infrastructure and Human Resources have the highest proportion of BAME staff 35%, while corporate services have the lowest 12%. The student directorate which has most

contact with our students has 29% BAME staff, far below the BAME proportion in our student population (Action 3.1,3.4 3.5).

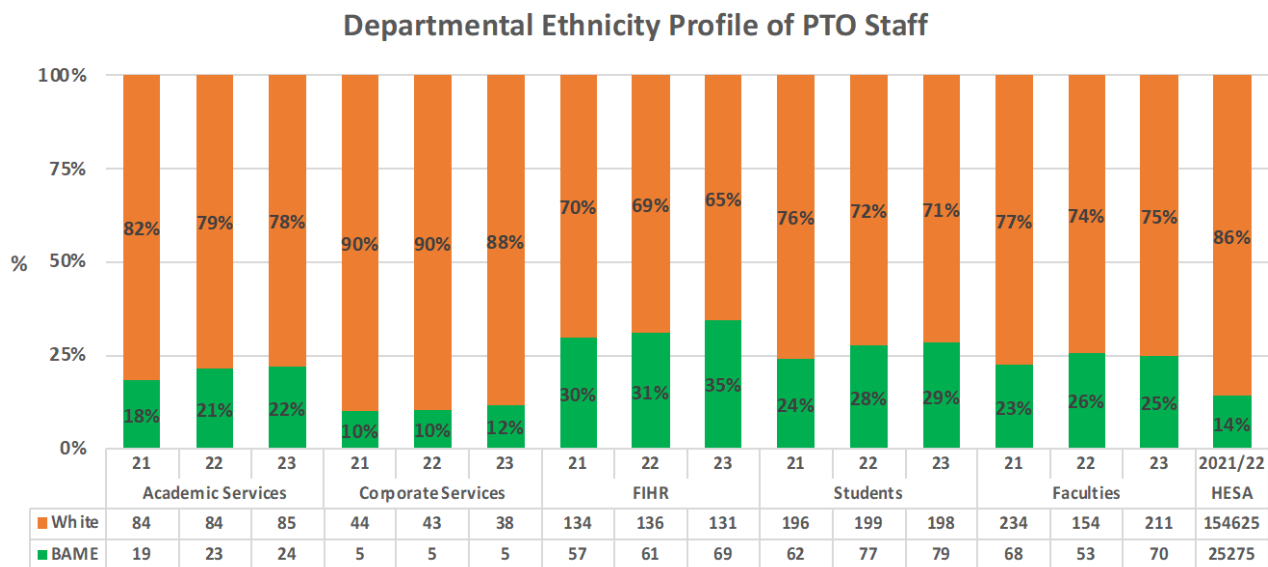
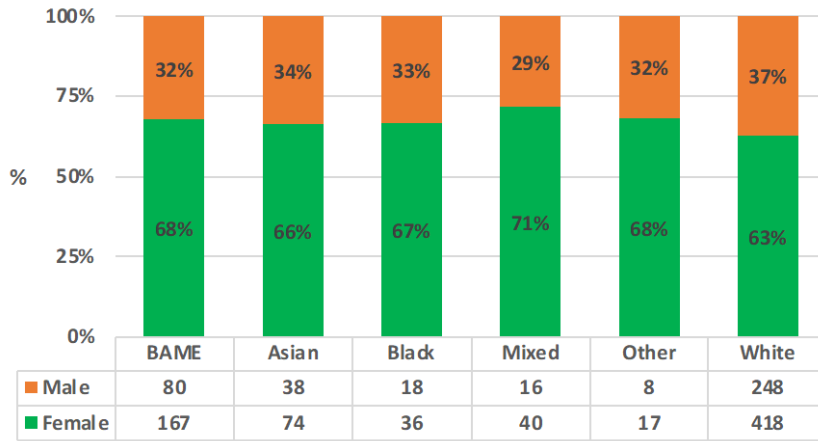


Figure 4B5 Departmental Ethnicity Profile of PTO Staff over a three-year period

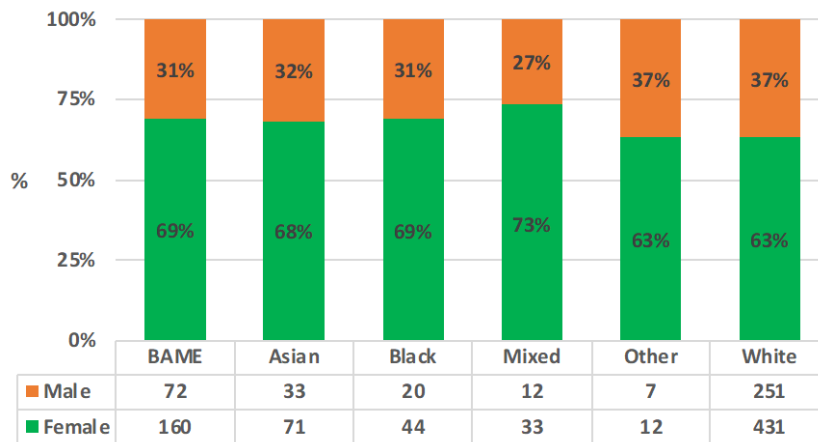
Gender

Kingston has more female staff in PTO roles than male staff for all ethnicities (Figure 4B6).

PTO Staff by Gender & Ethnicity - 2023



PTo Staff by Gender & Ethnicity - 2022



PTO Staff by Gender & Ethnicity - 2021

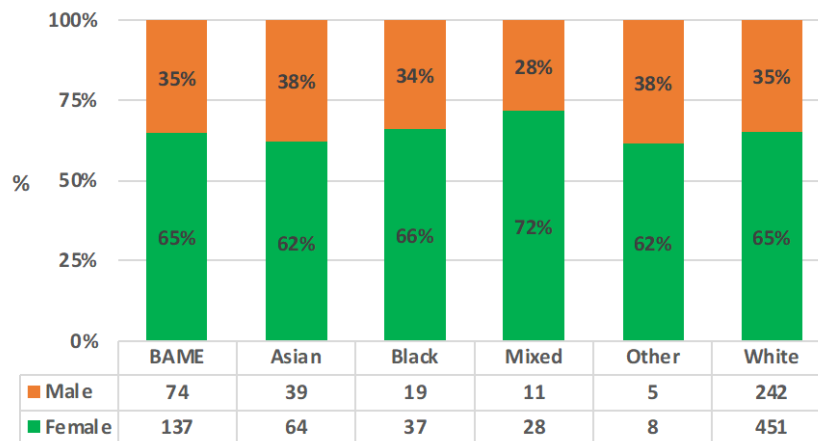


Figure 4B6 Gender Profile of PTO staff over three-year period

Caring Responsibilities

The data on caring responsibilities is not robust for PTO staff in 2021 (large amount of missing data), so only 2022 and 2023 are reported. In 2023, 46.3% of PTO staff report that they have caring responsibilities for under 18s, which is higher for Black, Mixed and other ethnicity staff (55.6%, 55.4.% and 72.0% respectively 45.6% for White); similarly for staff who have sole responsibility for

a child under 18. 39% of staff reported caring responsibilities for a disabled or elderly person, with White staff proportionately least likely compared to 42.9% of Asian staff, 51.9% Black and 51.8% mixed ethnicity staff. This pattern is also reflected amongst our academic staff and we will act to better support our BAME carers (Action 4.9).

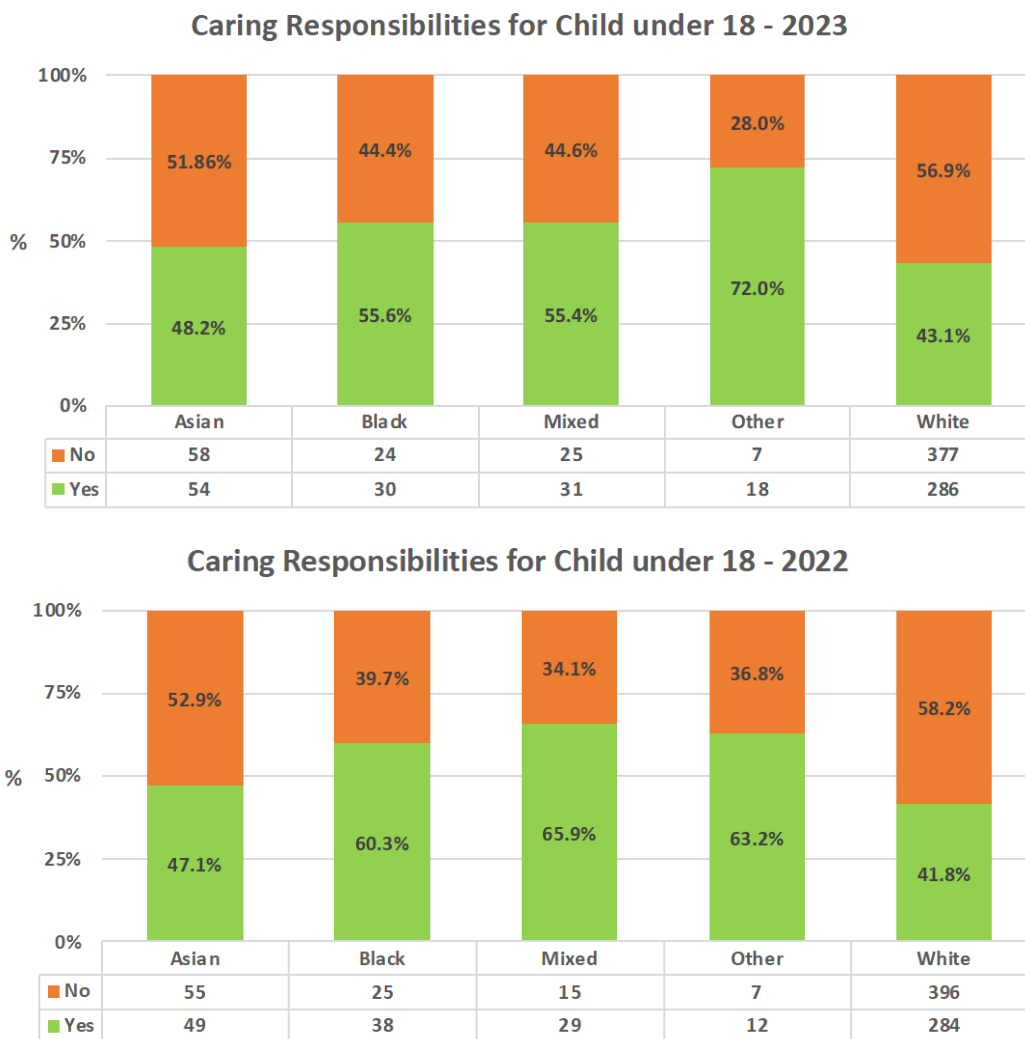
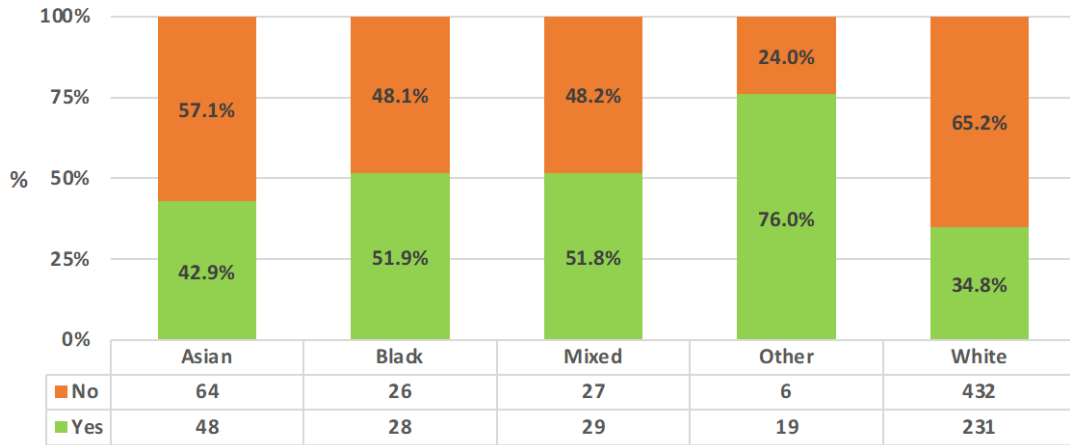


Figure 4B7a Caring responsibilities for children under 18 PTO staff over a three-year period

Elderly or Disabled Person Caring Responsibilities - 2023



Elderly or Disabled Person Caring Responsibilities - 2022

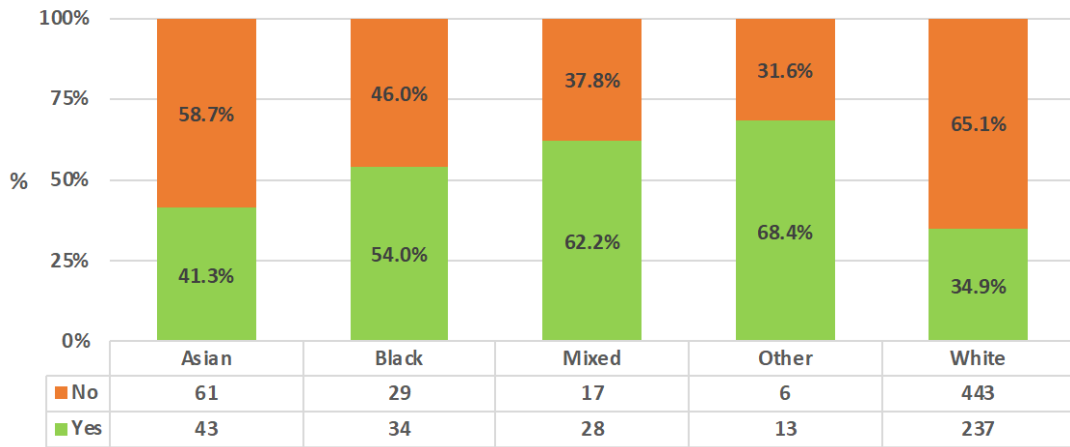
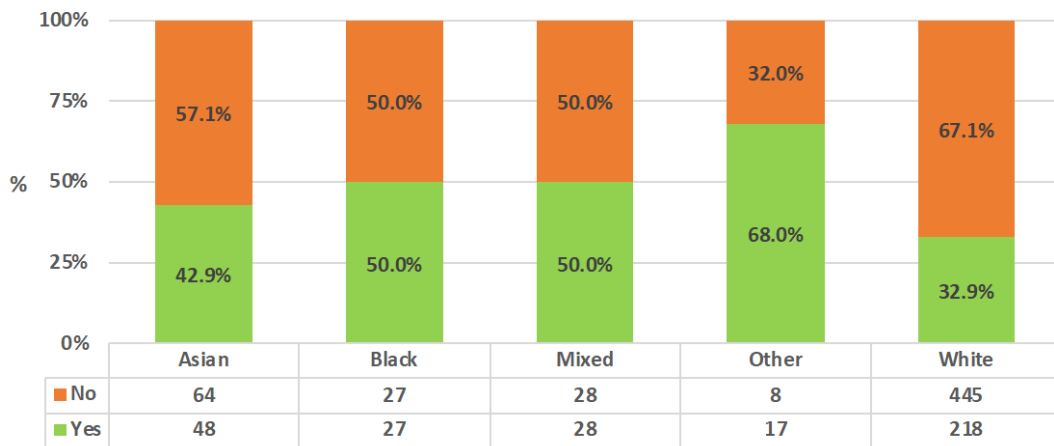


Figure 4B7b Caring responsibilities for children under 18 PTO staff over a three-year period

Sole Caring Responsibilities for Child under 18 - 2023



Sole Caring Responsibilities for Child under 18 - 2022

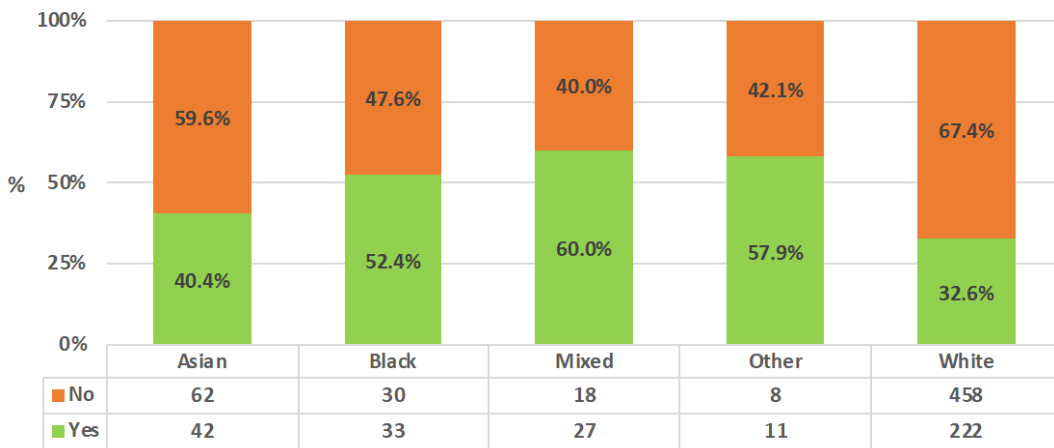


Figure 4B7c Caring responsibilities for children under 18 PTO staff over three-year period

Age

The ethnic diversity of PTO staff increases in younger age categories which is a positive for the pipeline. In 2023 staff aged 20-24 years, 53.6% are White, but there is little change over the 3 years (Figure 4B8).

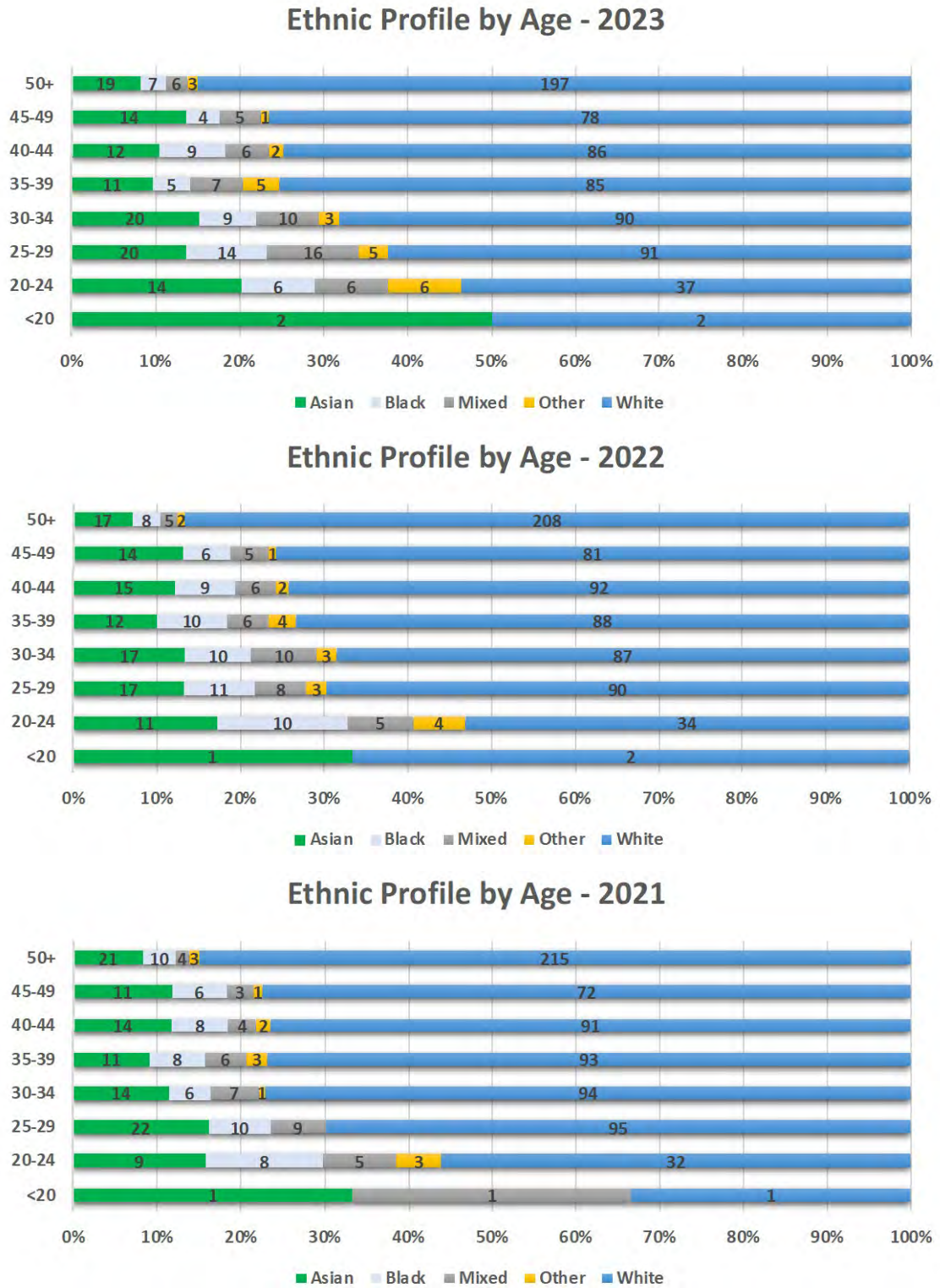


Figure 4B8 Ethnic Profile of PTO Staff by Age

Disability

The number of PTO staff with a declared disability by 2% over the last three years. (Figure 4B9).

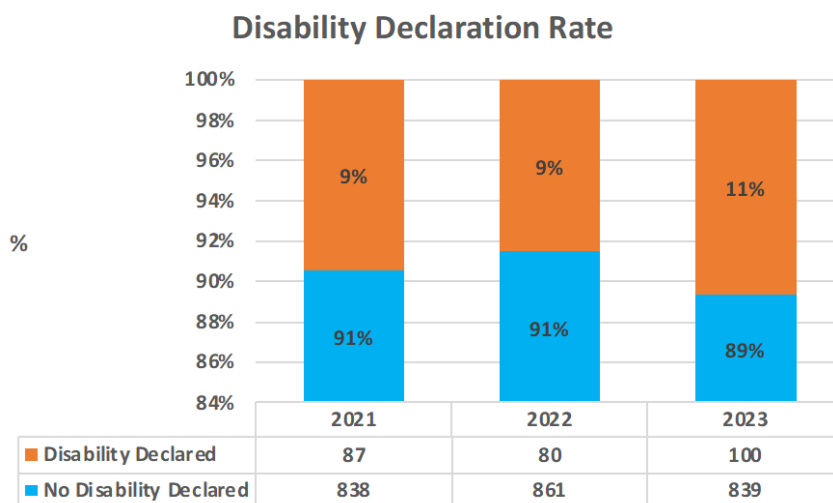
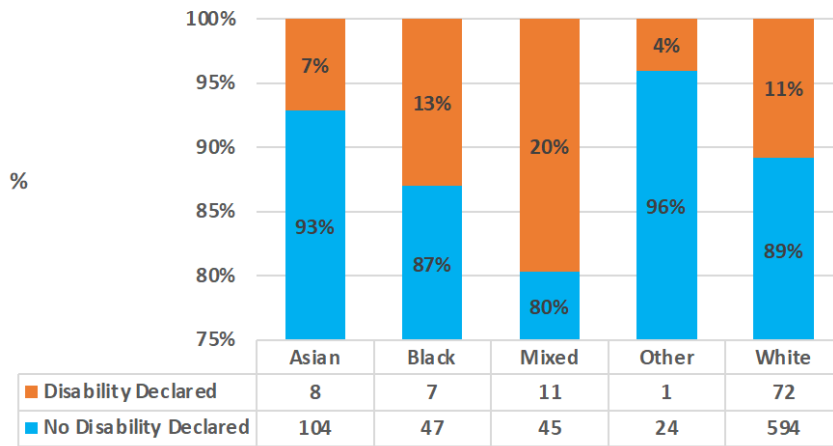


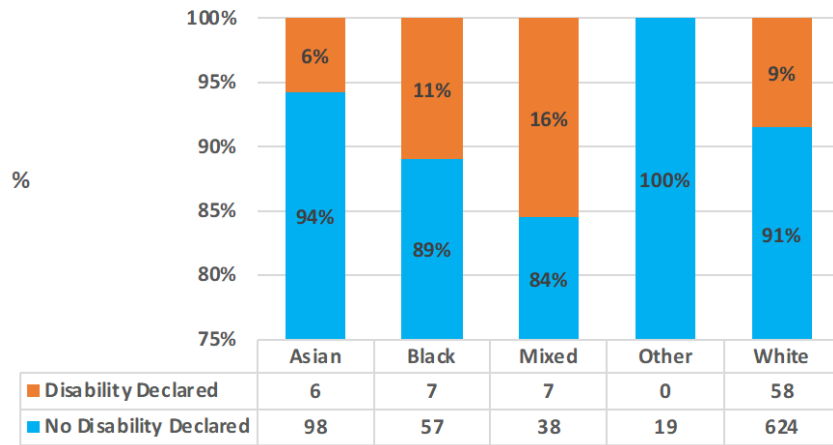
Figure 4B9 PTO staff: Disability Declaration rate over three years

Unlike with Academic staff, there is not a noticeable difference between the proportion of White staff and staff for minority ethnic backgrounds declaring a disability (Black and Mixed staff have highest declaration rates) which suggests a confidence in declaring a disability amongst BAME PTO staff (Figure 4B10). Like academics, Asian staff are least likely to have a declared disability. (Action 4.10).

Disability Declaration Rate by Ethnicity - 2023



Disability Declaration Rate by Ethnicity - 2022



Disability Declaration Rate by Ethnicity - 2021

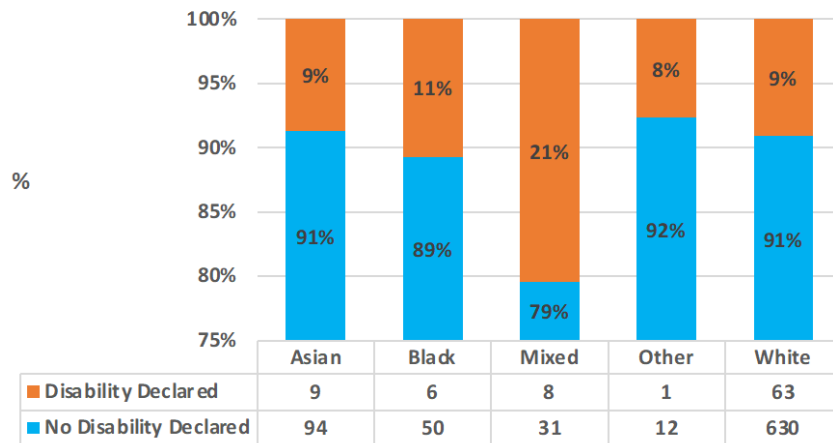


Figure 4B10 PTO Disability Declaration Rate vs. Ethnicity over three-year period

Grades

Previous actions have had an impact increasing the proportion of non-White staff from 2020 – 2023 in PTO grades 8, 9 and 10 (Figure 4B11). This improves the pipeline of staff into senior staff positions. There is slow growth in staff in senior staff positions (grade 10 and above) (but note small decreased number of BAME staff on the Senior Staff grade(this is a priority for us (Action 3.5).

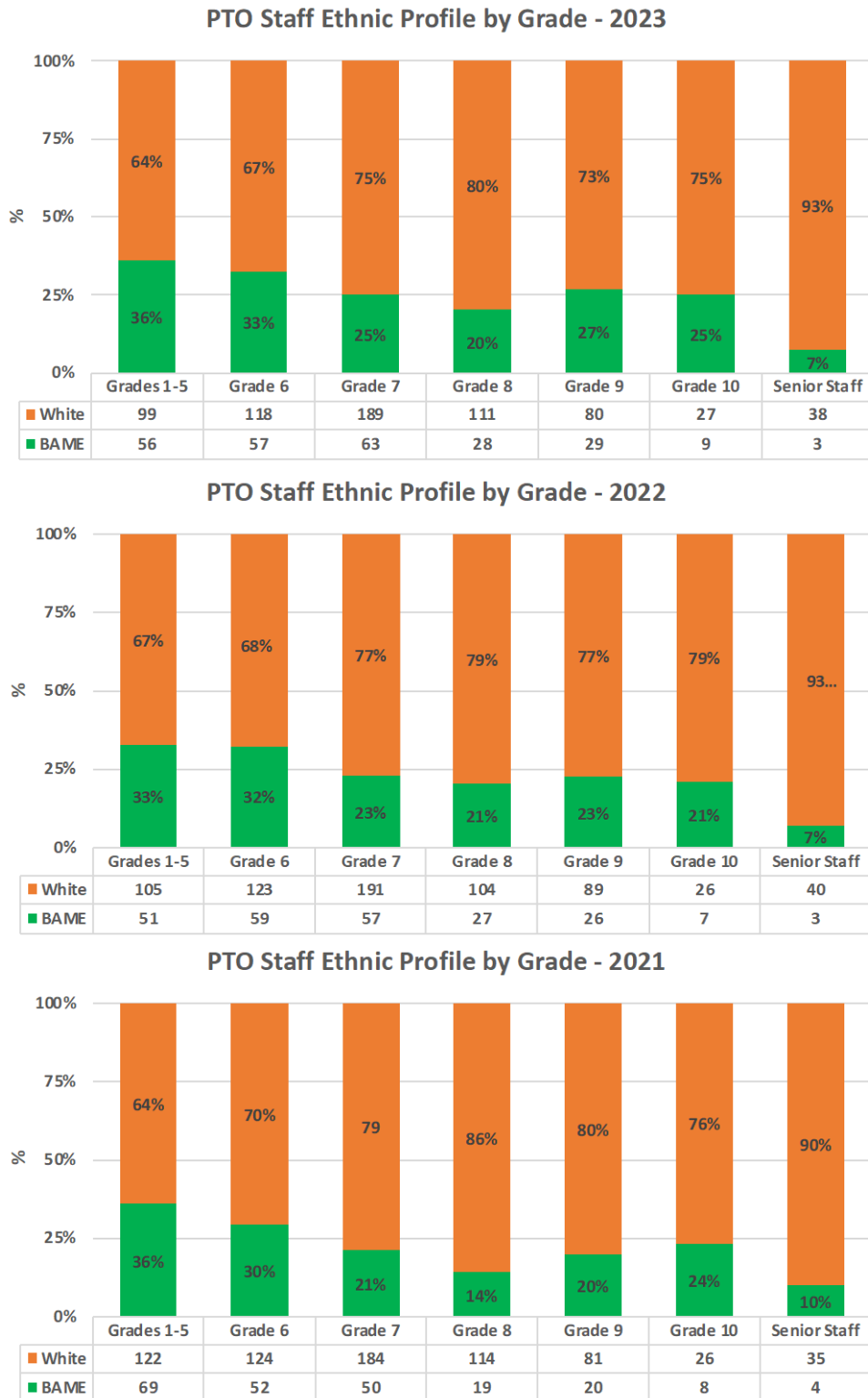


Figure 4B11 PTO staff by Grade over a three-year period

There are no black staff in senior staff roles (Figure 4B12).

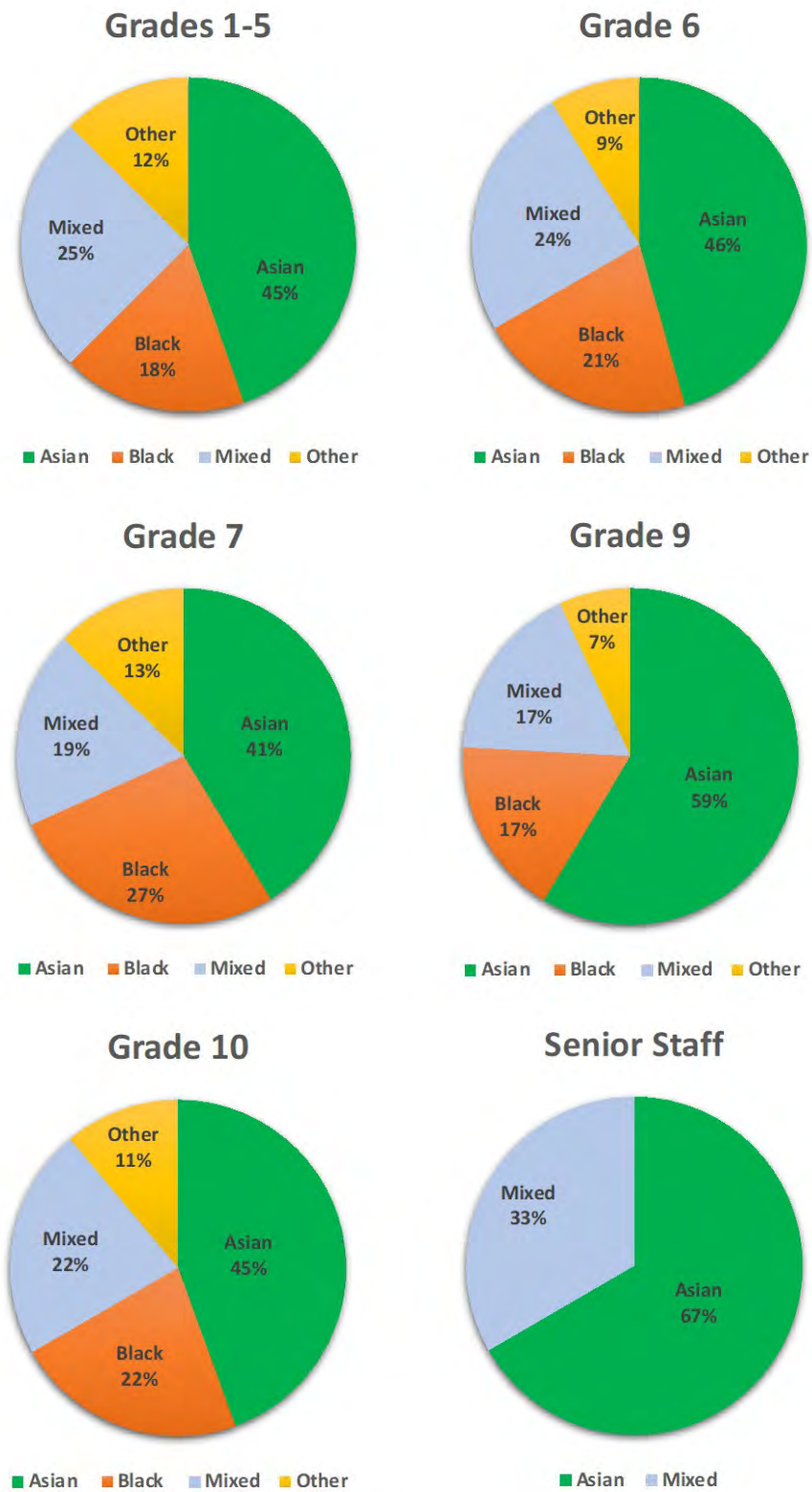


Figure 4B12 Ethnic Profile of BAME PTO staff by Grade in 2023

There is a lack of diversity in senior roles across all areas of the professional and technical services, apart from Finance, Infrastructure & HR (FIHR) (Figure 4B13).

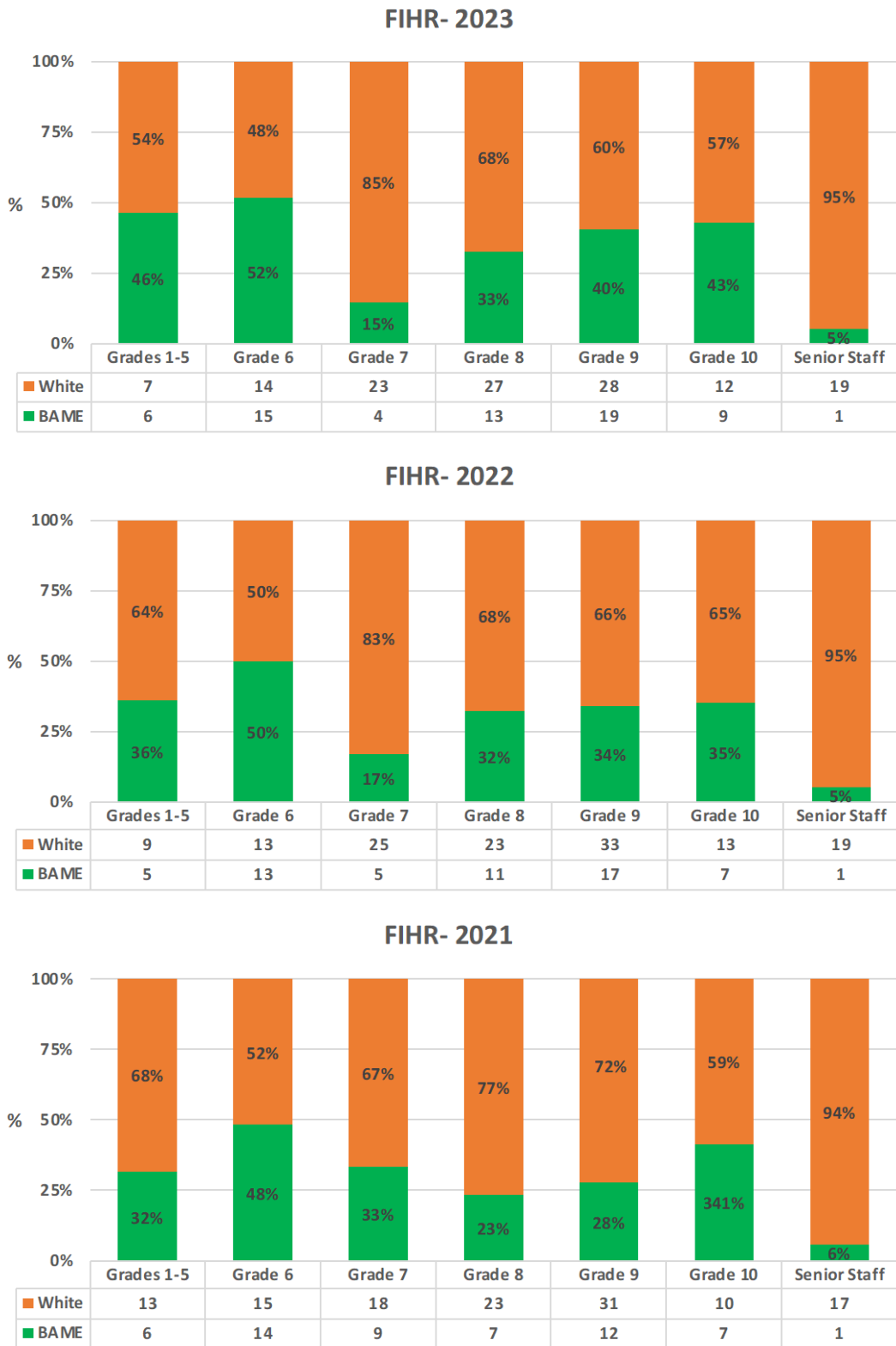
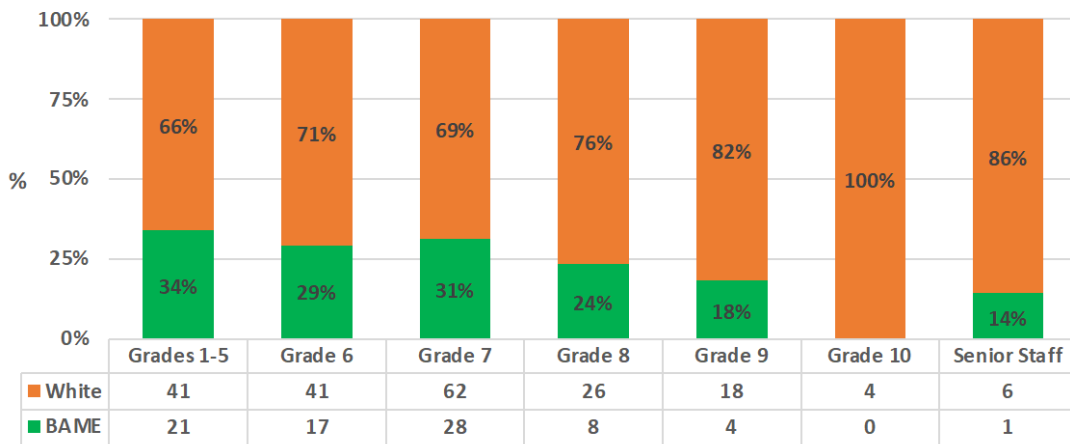
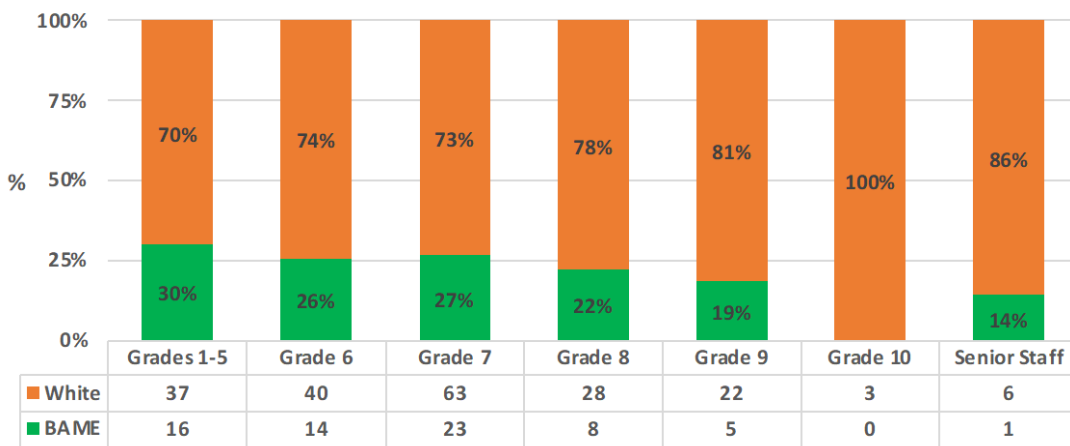


Figure 4B13 Ethnic diversity amongst PTO staff in Students 2020-2023

Students - 2023



Students - 2022



Students - 2021

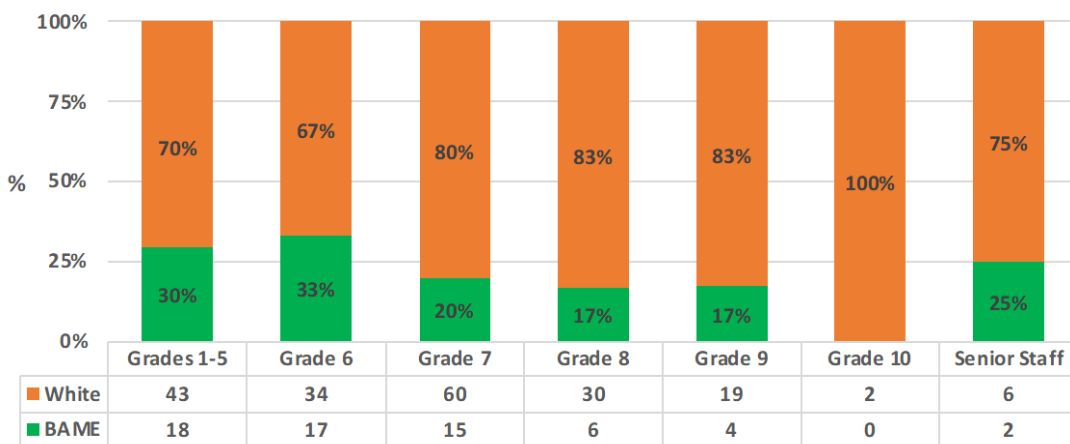


Figure 4B14 Ethnic diversity amongst PTO staff in Students 2020-2023

Contract type

The proportion of PTO staff on fixed term contracts is very low at 8%, better than the sector average 14%. (Figure 4B15).

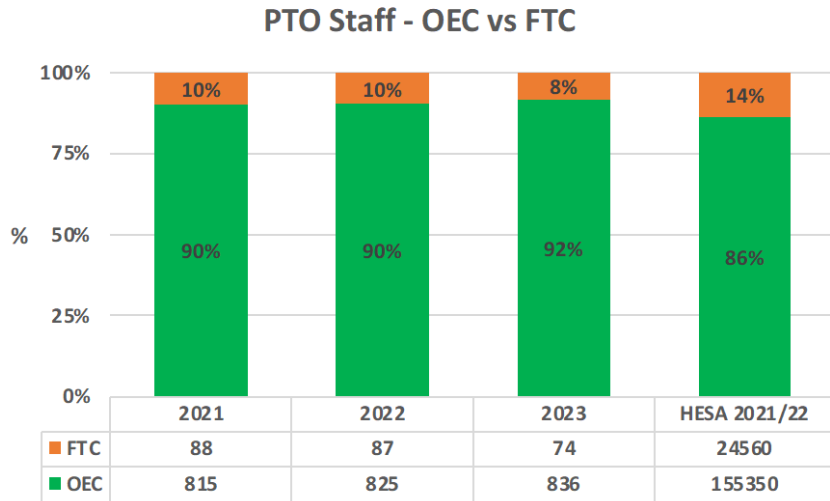


Figure 4B15 PTO Staff by Contract Function

BAME staff on fixed terms contracts are over-represented as a proportion of the staff population (Figure 4B16); whilst low numbers, we will monitor this area due to the upward trend (Figure 4B17). Also we need to understand if FTC are being recruited to OEC posts, which may help diversity.

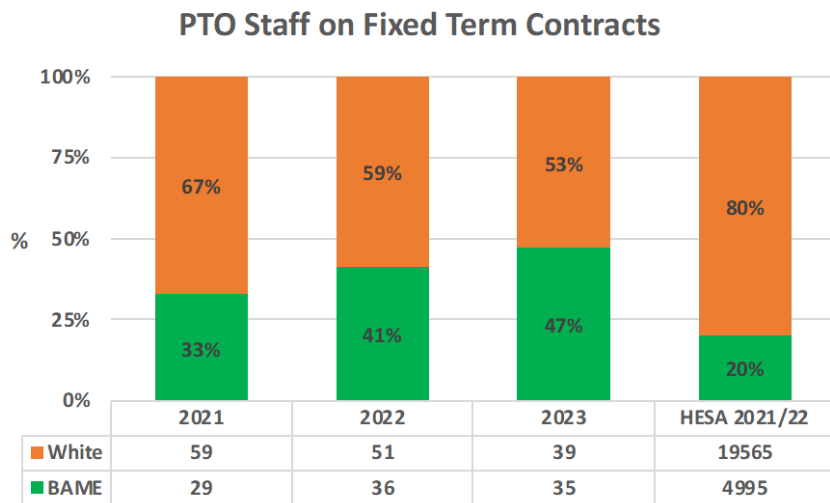
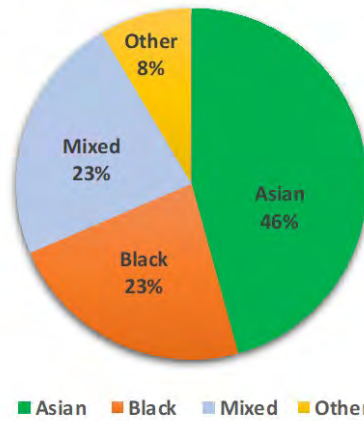
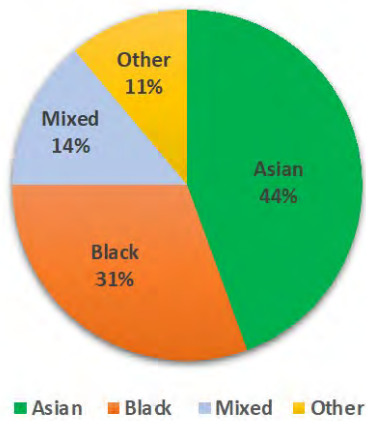


Figure 4B16 Ethnic Profile of PTO Staff on Fixed Term Contracts

BAME Ethnic Profile - FTC 2023



BAME Ethnic Profile - FTC 2022



BAME Ethnic Profile - FTC 2021

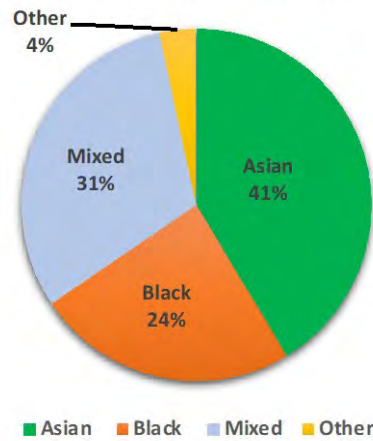
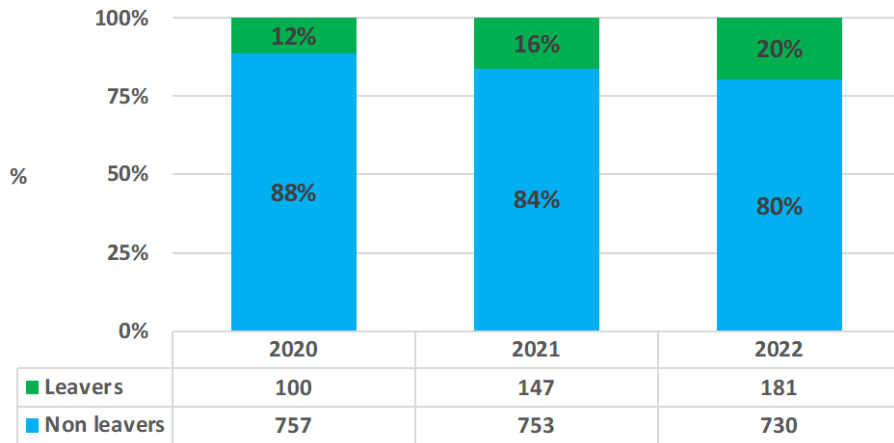


Figure 4B17 Ethnic Breakdown of BAME staff Profile of PTO Staff on Fixed Term Contracts

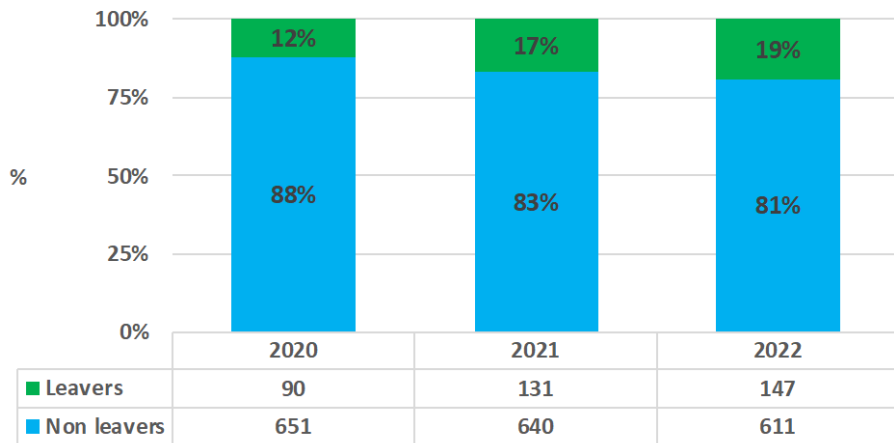
Turnover

The increase in fixed term contracts over the recent two years accounts for additional turnover. Like academic staff, there is no clear year on year pattern of overrepresentation of BAME staff in staff leaving Kingston University (high in 2021). Black ethnicities are over-represented in the leavers of UK PTO staff. Considering non-UK nationality staff leavers, the numbers are small and so it is not possible to draw conclusion, we will need to monitor this (Action 5.16).

Percentage of All PTO Leavers



Percentage of UK PTO Leavers



Percentage of non-UK PTO Leavers

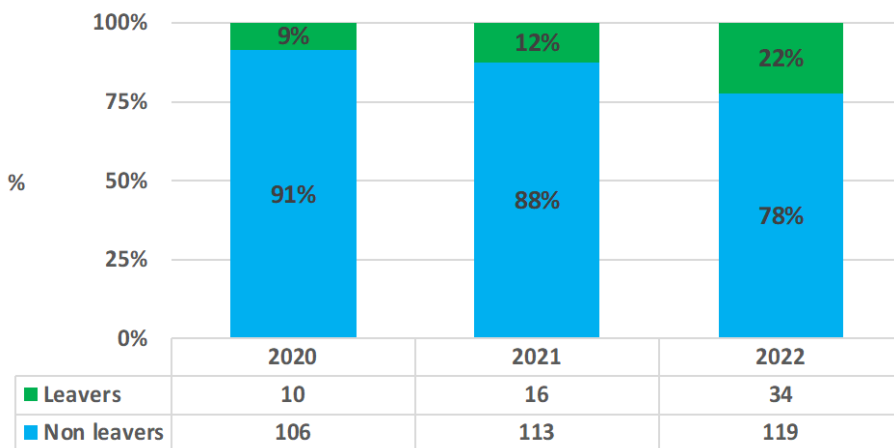


Figure 4B18 Percentage of PTO Leavers

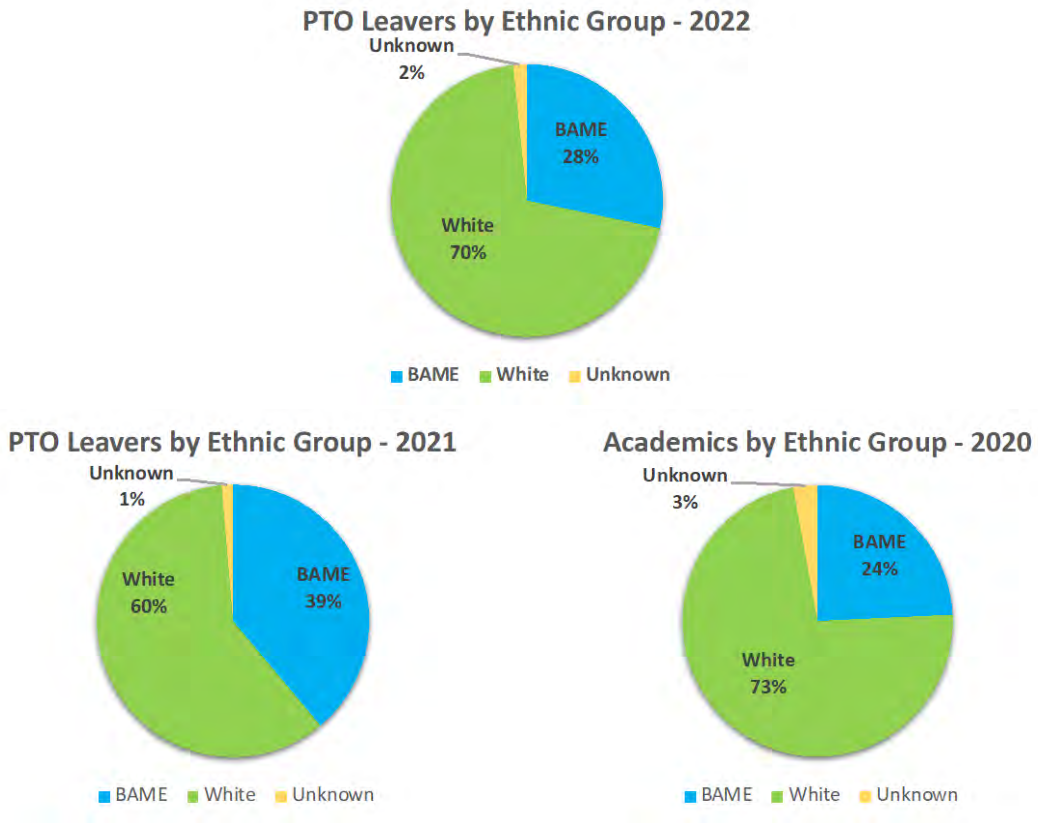


Figure 4B19a Ethnic Profile of Leavers

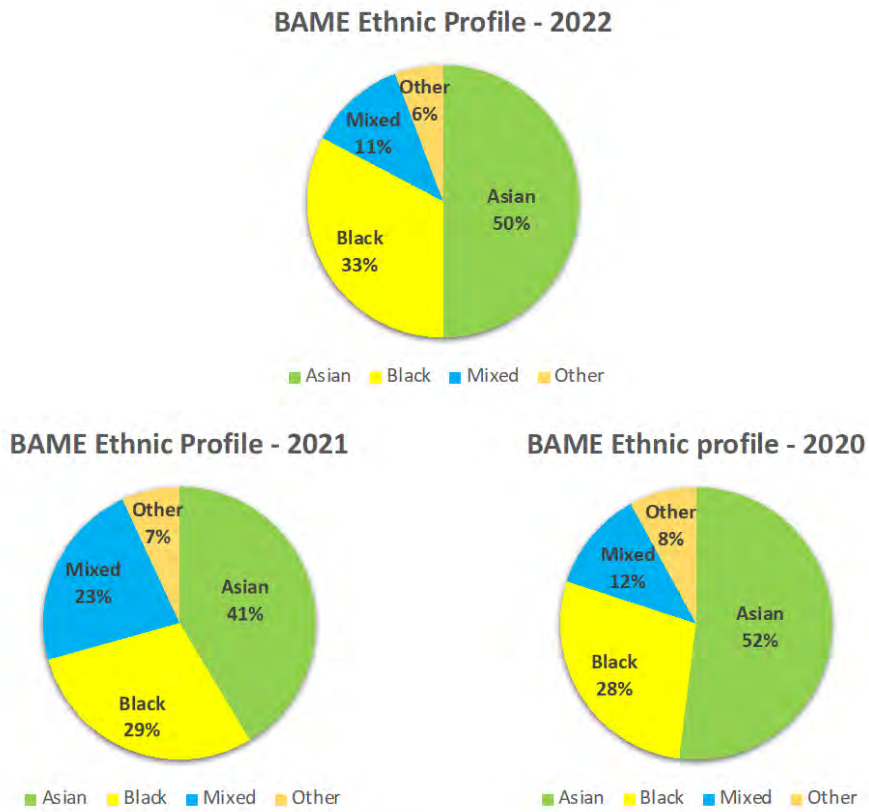


Figure 4B19b Ethnic Profile of BAME Leavers

4C Grievances and Disciplinaries

Only 16 grievances were raised over the last 3 years (Table 4C1). which is a testament to the success of early intervention mediation processes. Grievances from BAME staff align with their proportion (although numbers are low). Two grievances were race-related which is troubling. However, it could suggest confidence that their grievances would be fairly heard.

Academic year	No. of grievances	Ethnic profile of those who have raised grievances	No of grievances that are race-related
2023/24	4	3 White 1 Other Asian Background	
2022/23	6	4 White 1 Prefer not to say 1 Other Ethnic Background	1
2021/22	6	3 White 1 Chinese 1 Prefer not to say 1 Black or Black British - Caribbean	1
Total	16		

Table 4C1 Grievances by ethnicity 2022-2023

Disciplinaries

Whilst 17 disciplinaries in 3 years are low numbers, it is concerning that BAME staff (particularly Black), are over-represented in our disciplinary data (Table 4C2). We have proposed an action to understand this better and take appropriate action if required (Action 5.17)

Academic year	No. of Disciplinaries	Ethnic profile of those who have been involved in Disciplinaries	% involving BAME staff
2023/24	3	2 White 1 Other Mixed Background	33%
2022/23	7	3 White 1 Mixed White and Asian 3 Black or Black British - African	57.1%
2021/22	7	4 White 1 Black or Black British - Caribbean 1 Black or Black British - African 1 Asian or Asian British - Indian	42.9%
Total	17		

Table 4C2 Disciplinaries by ethnicity 2022-2023

4D. Decision making boards.

We are clear that our decision-making boards and senior leadership more broadly need to be diversified to better reflect our students and staff. This lack of diversity is reflected in our data as well as through the REC staff survey.

“The SLT and Board of Governors are predominately White and do not reflect KU's student or staff population. More diversity and inclusivity at a senior level would be beneficial to the university.”, White British

“There is still great work to be done in diversifying the staff base at Kingston University, this is most evident in the Senior Leadership Team who form our EDI sponsors”, White British

“I also don't see many senior leaders who are persons of colour”, White British

“I feel as though there is a severe lack of diversity among the senior leadership team which I find very disappointing being part of a London University with all the diversity this city has to offer”, White British

“No significant diversity in Senior Leadership Team1”, White British

“More representation of ethnicities in senior leadership”, Asian or Asian British - Indian

“The more senior, the less diverse”, Prefer Not to Say

REC Staff Survey (2023)

Box 4D1 Quotes from REC Staff Survey (2023)

The ethnic breakdown of our Board of Governors does not reflect the ethnic diversity in our staff and student population, turnover is slow so addressing this issue will take some time. Kingston are about to start a recruitment round for new governors (last recruited in November 2021) and as before we will include the following text: “Kingston University is known for its diverse staff and student body. As those from an ethnic minority background are currently under-represented on the Board, applications from those individuals would be particularly encouraged. All appointments will be made on merit, following a fair and transparent process. In line with the Equality Act 2010, however, the organisation may employ positive action where candidates from underrepresented groups can demonstrate their ability to perform the role equally well.” (Action 3.6)

The BOG has oversight of race equity in the institution. It receives an annual equality monitoring report, which is also scrutinised by the Remuneration Committee as a prelude to its submission to the full Board. This report provides an annual update on progress to improve diversity and equality within the University plus a workforce profile report which includes the ethnic diversity within the workforce and job application and conversion rates. Also, the proportion of missing equalities data is monitored to check people are confident declaring protected characteristics.

Our senior leadership group more broadly lacks ethnic diversity (Figures 4D2A-D). We have committed to diversifying our senior leaders (Action 3.5).



Figure 4D2a Ethnicity of Executive Team (Senior Leadership Team)



Figure 4D2b Ethnicity of Senior Leadership Group



Figure 4D2c Heads of Academic Schools

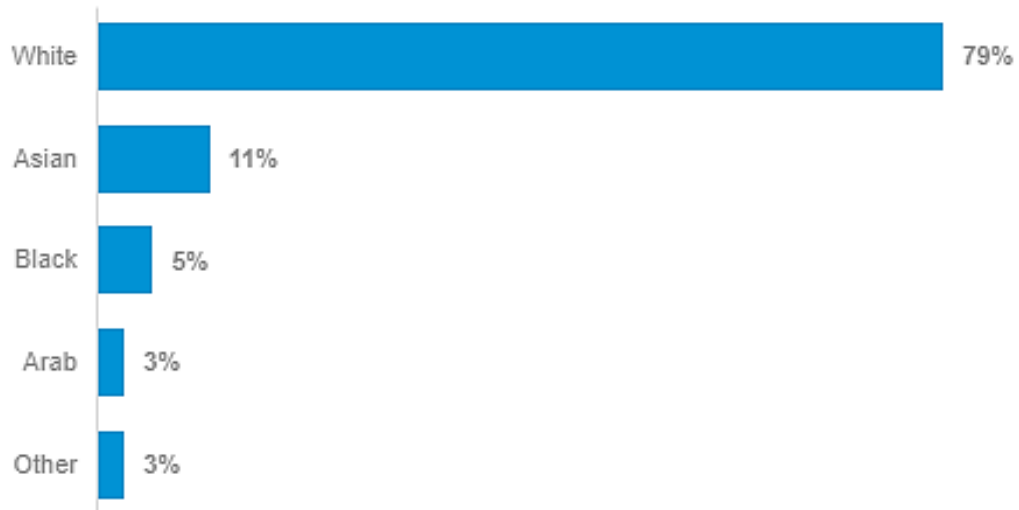


Figure 4D2d Heads of Academic Departments

Senior Academic Committees

Our academic committees reflect the lack of diversity at senior levels (Figure 4D3a -d). Progress is being made with Academic Council having 43% BAME members in 2023/24 compared to 30% in 2022/23, also Education Committee is now 17% BAME compared to 11% in 2022/23. The Regulatory Framework Committee has n1 fewer Black staff and +1 White reducing from 25% to 19% BAME (Figures 4D3). The Research and Knowledge Exchange Committee is 30% BAME (Action 3.7).

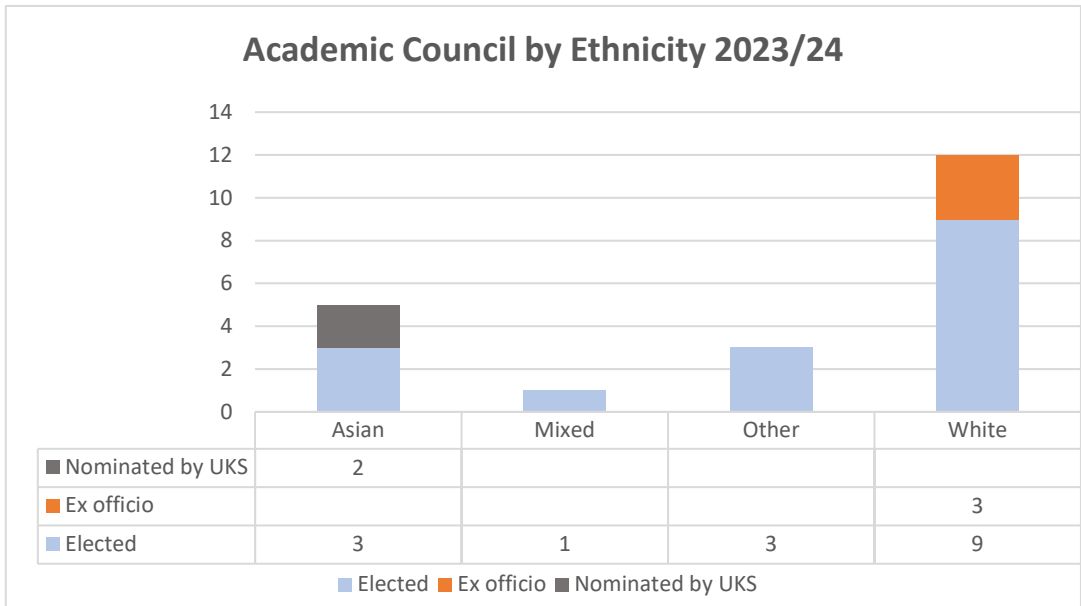
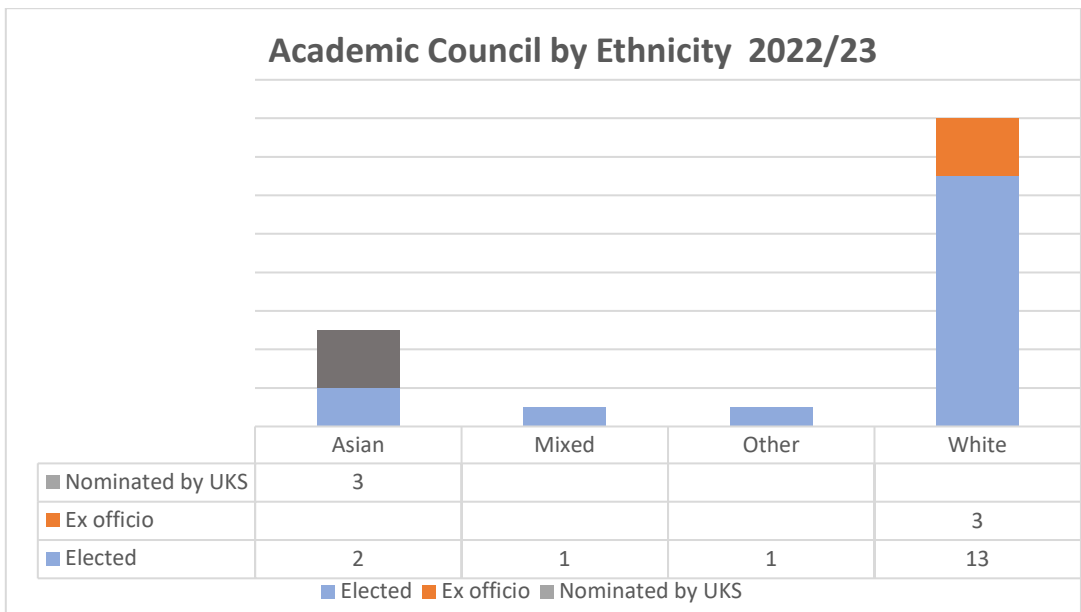


Figure 4D3a Academic Council

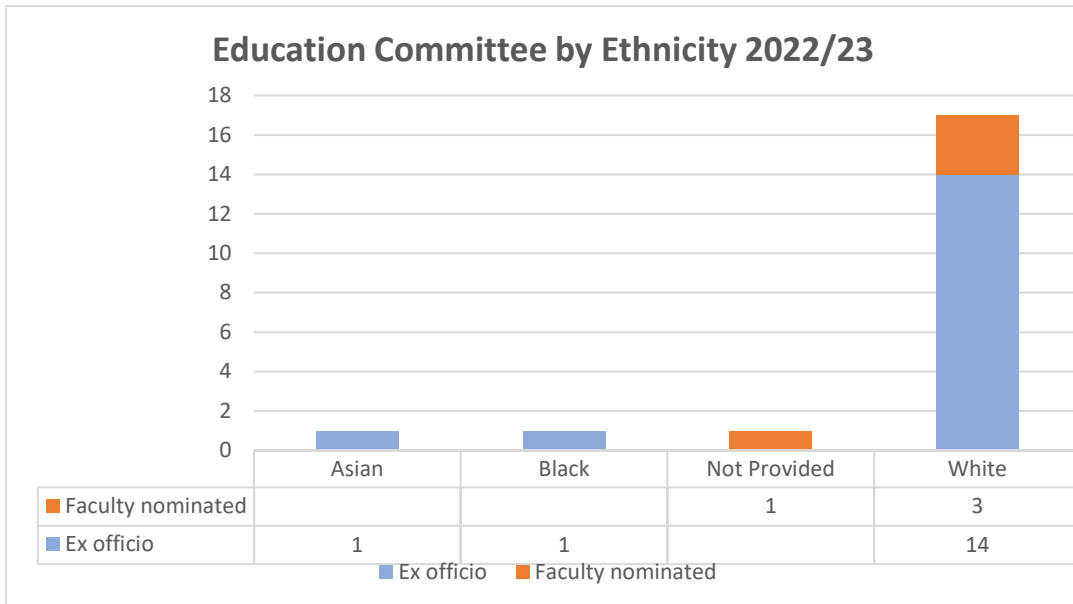
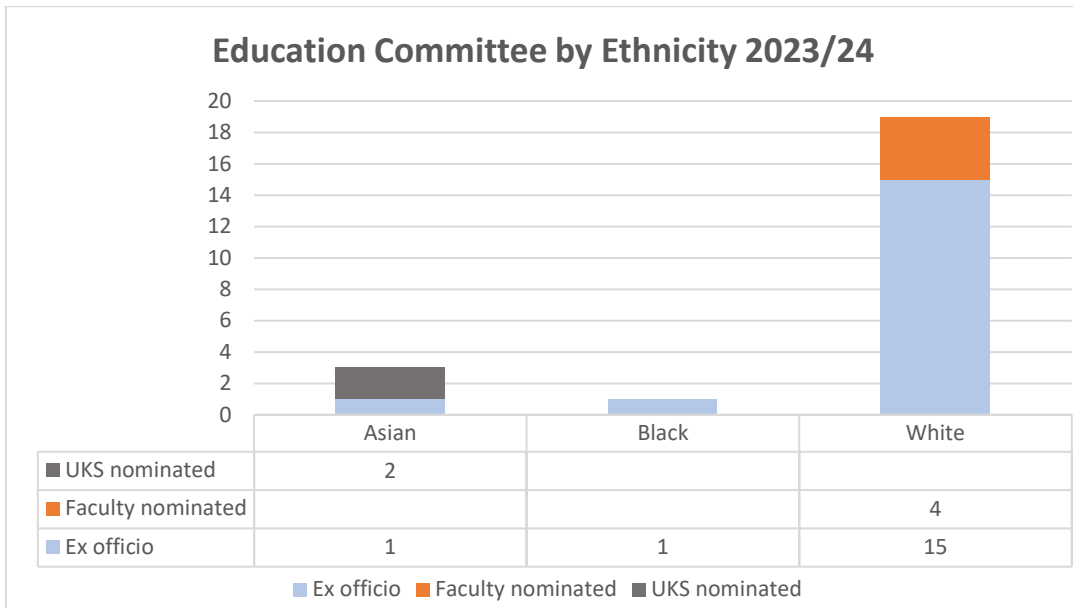


Figure 4D3b Education Committee

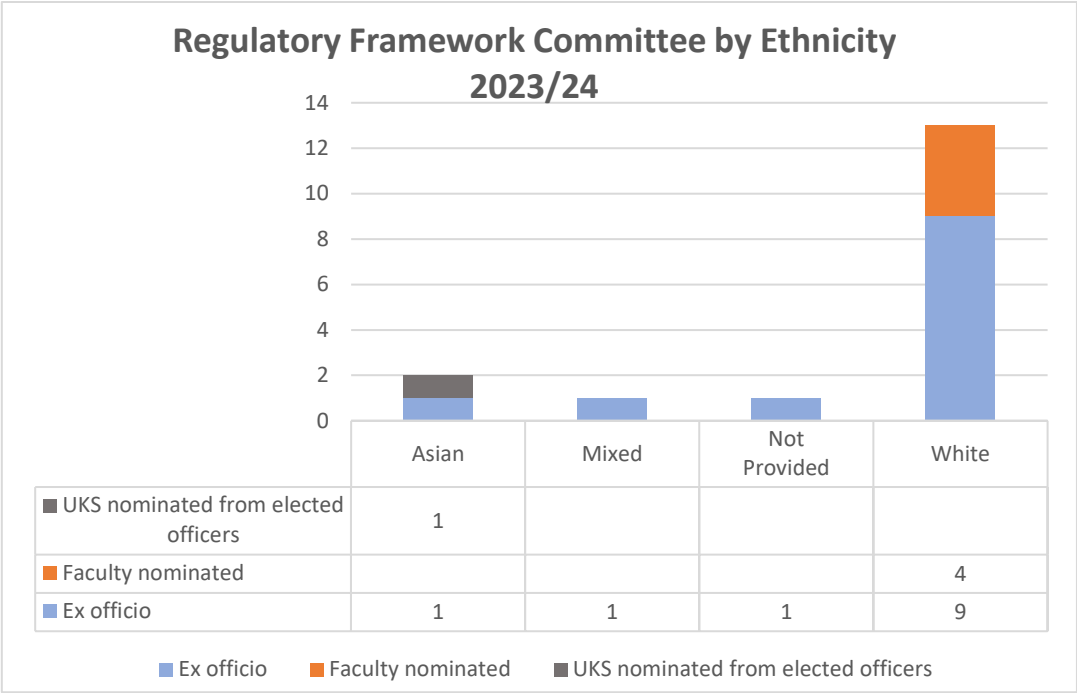
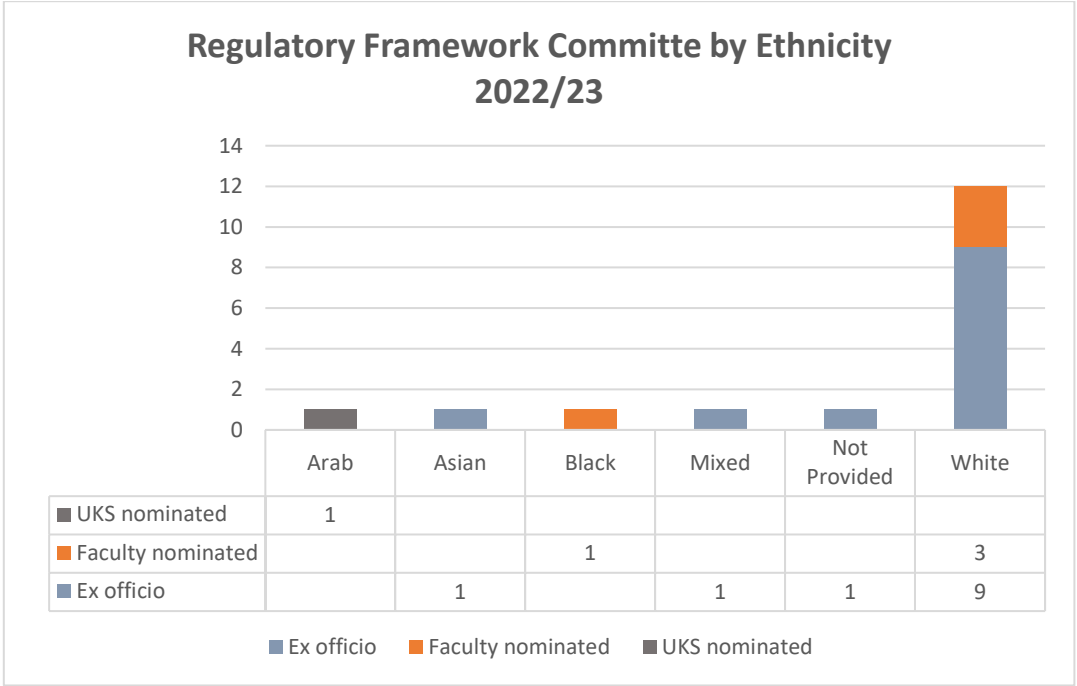


Figure 4C3d Regulatory Committee

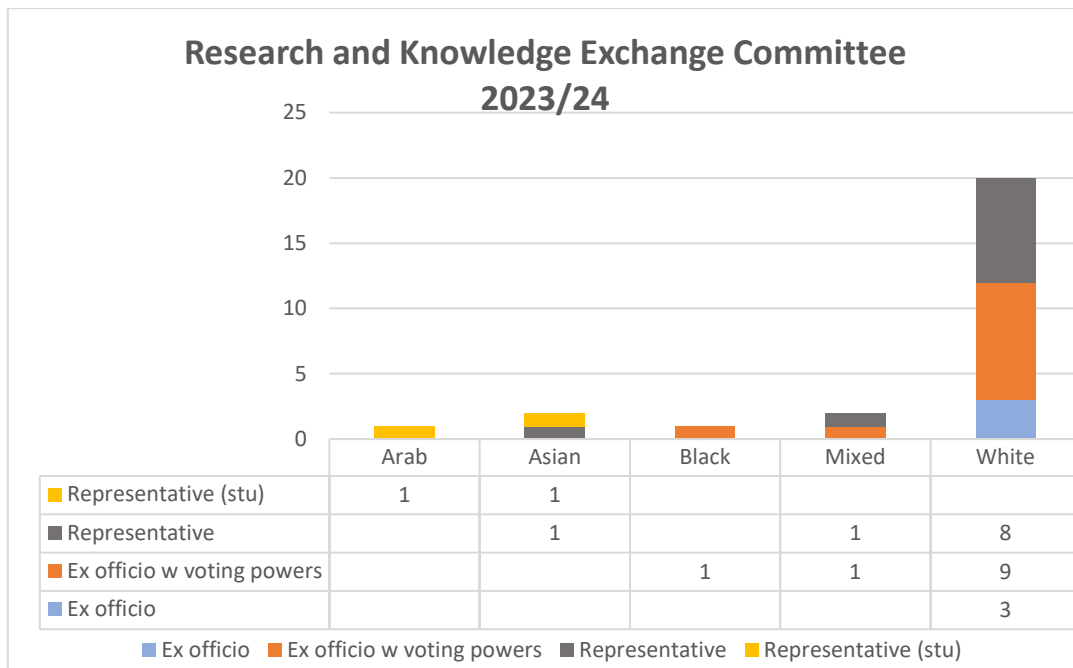


Figure 4D3e Research and Knowledge Exchange Committee (new committee)

Education Committee and Regulatory Framework Committee routinely receive student outcomes and student experience data broken down by six-way ethnic categories, completed for the last three years (Box 4D4).

The following issues are reported on by ethnicity (six-way breakdown):

- Academic Progression – levels 3 to 4, levels 4 to 5 and 5 to 6
- Degree awarding
- Graduate Outcomes
- Academic misconduct
- Student disciplinarys and grievances
- Report and Support
- Kingston Student Survey/ National Student Survey
- Welcome and Induction Activities
- All student engagement activities: Course reps, Beyond Barriers, Careers and Employability, academic mentoring, KU Cares etc.

Box 4D4 Items are reported on by ethnicity

In addition, our regulations and assessment processes support race equity (Box 4D5).

Assessment Boards

- Anonymised student profiles at our assessment boards (decisions made anonymously)
- Minimum discretion in regulations - allows outcomes to be consistent, equitable and in line with our regulations rather than advocacy for specific students and potential bias and/or perception of bias.
- e.g., award classifications are calculated according to mathematical algorithms and borderline zones are applied automatically according to regulations rather than advocating for individual students.
 - We do not have discretionary uplifts and borderlines are applied by the published criteria.
 - Mitigation - set extensions or fresh assessment opportunities without penalty there any discretion to condone for individual students or uplift on this basis.

Box4D5 Assessment Boards

4E. Equal Pay

Our mean ethnicity pay gap continues to reduce incrementally year on year. In 2023, our mean & median pay gaps have reduced since 2021 to 10.9% (median) & 16.5% (mean) which compare favourably to the UCEA benchmarks of 11% (mean) and 15.9% (median). This is therefore not an immediate priority and does not have an associated action.

Academic Year	Kingston University		UCEA -London HEIs Benchmarks	
	Median	Mean	Median	Mean
2021	12.9%	18.7%	15.9%	11%
2022	10.5%	17%	15.9%	11%
2023	10.9%	16.5%	15.9%	11%

Table 4E1 Ethnicity pay gap in a three-year period

SECTION 5 ACADEMIC STAFF: RECRUITMENT, PROGRESSION, AND DEVELOPMENT

5A Academic recruitment

The ethnicity of academic staff applying for roles at KU has changed over the last 3-year period from 2020/21 to 2022/23 with a greater number of applications received from BAME applicants, up by 11% to 59% (Figure 5A1). Asian applicants increased from 24% to 31% and Black from 9% to 15%, while White applicants declined (Figure 5A2).

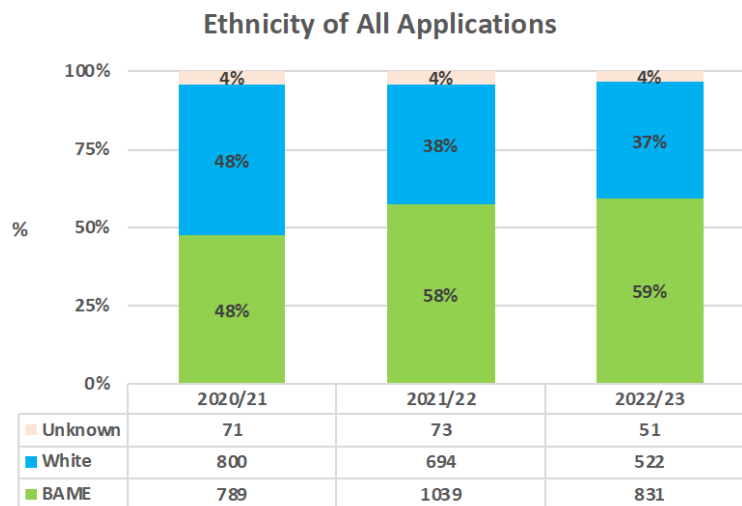
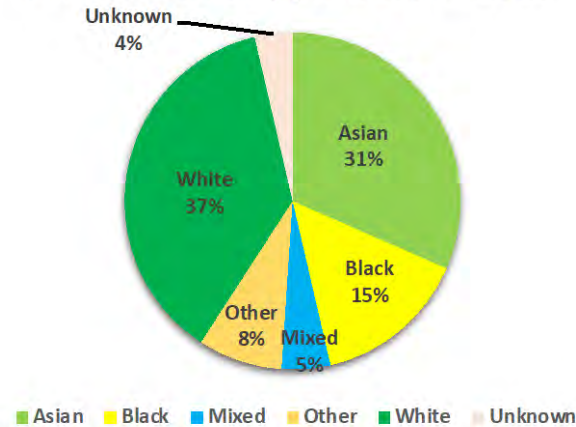
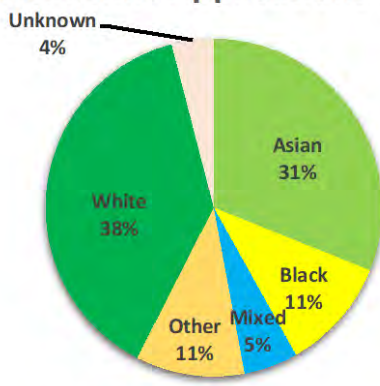


Figure 5A1 Ethnicity Profile of All Applications over a three-year Period

All Academic Applications - 2023



All Academic Applications - 2022



All Academic Applications - 2021

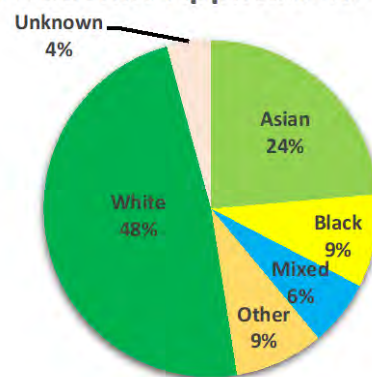


Figure 5A2 Ethnicity Profile of All Applications over a three-year Period

Figure 5A2 Ethnicity Profile of All Applications over a three-year Period

Despite the increased BAME applicants, this has not translated into similar increases in the number of shortlisting or hires for BAME applicants in both categories of UK and non-UK applicants (Figure 5A3).

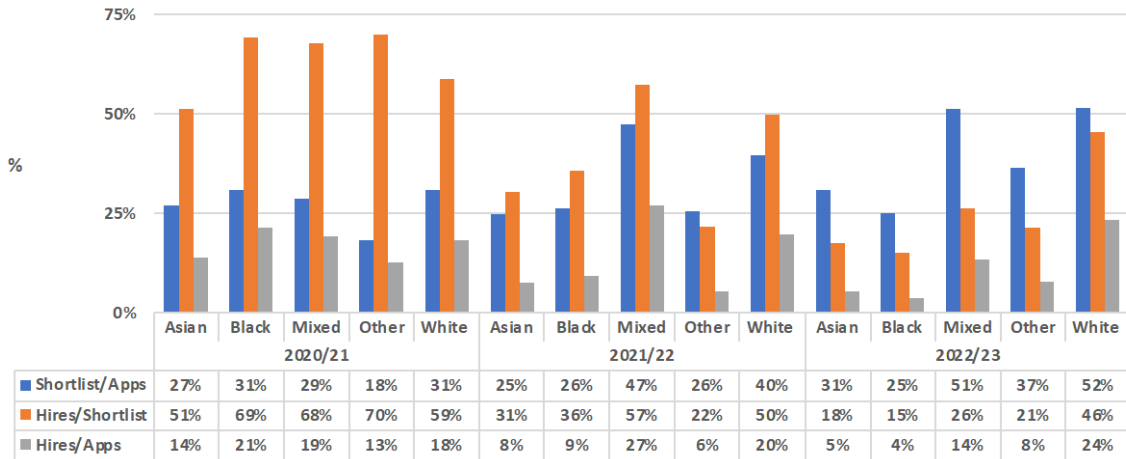
The specific ethnicities hired over the 3-year period (Figure 5A3) shows the White hires reduced by 5% of total hires but at 59% they are much higher than their proportion of applicants (37%). White applicants are more likely to be hired than BAME applicants, as a priority we must look at bias in shortlisting and selection given the low conversion rates of BAME Staff (Action 3.4).

Recruitment of UK and non-UK nationalities (Figure 5A3), indicates that applications from academic staff with non-UK nationalities is slightly lower. BAME applicant numbers increased year on year for particularly Asian and Black ethnicities.

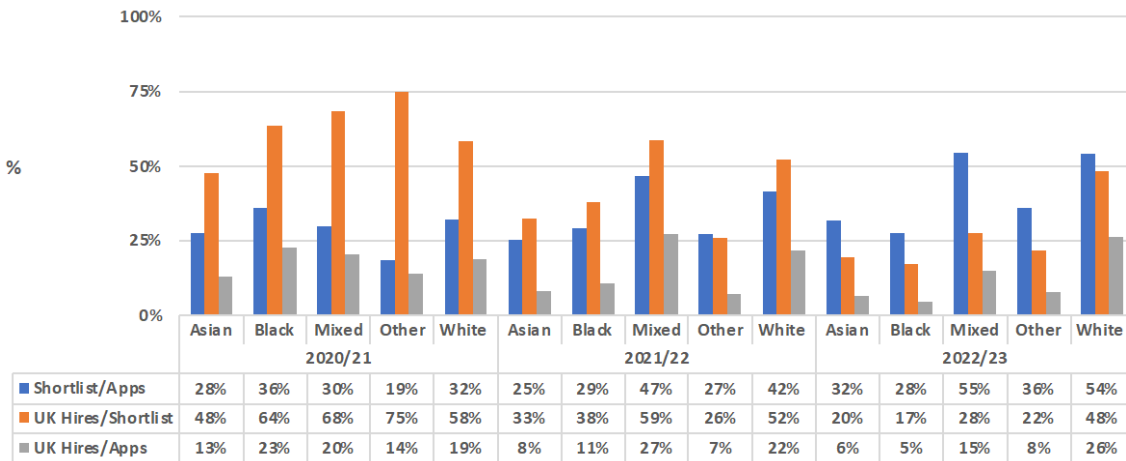
Mixed applicants match or exceed White proportions for shortlisting and hires except for a drop in 2023 hire rates.

Overall, there has been an increase in White hire rate from 18% in 2021 to 24% in 2023, with BAME hire rates increasing too (Asian hires from 4% to 5%, and Black from 3% to 4%) over the period. There are similar hire rate decreases for UK and non-UK nationalities.

Shortlisting and Hiring Rates for All Applicants



Shortlisting and Hiring Rates for UK Applicants



Shortlisting and Hiring Rates for non-UK Applicants

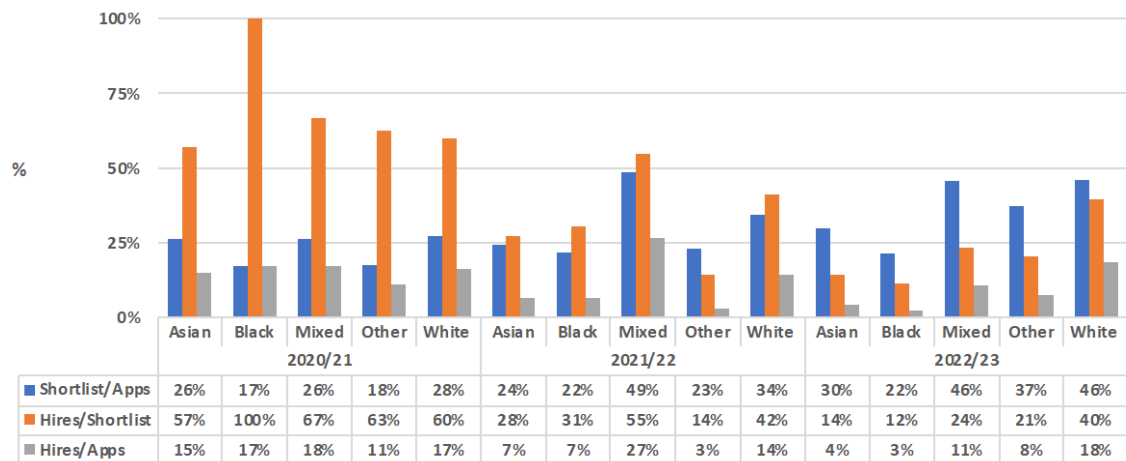


Figure 5A3 Applications, Shortlisting and Hire Rate by Specific Ethnic Groups and Nationality over a three-year Period.

Gender

The increase in the total BAME academic applications was for both males and females over the 3-year period, with Male applications being 13% (+/- 1%) slightly higher (Figure 5A4).

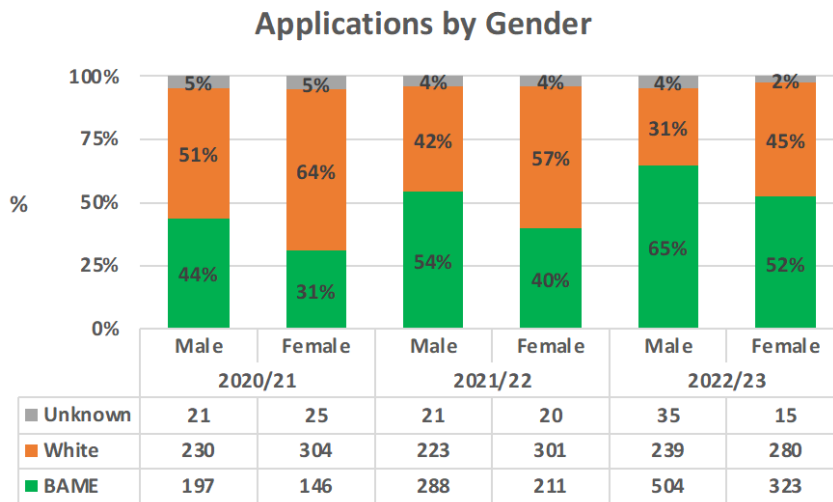


Figure 5A4 Applications by Ethnicity and Gender over a three-year Period

Data on intersection of gender shows the percentage of White applicants from both male and female staff falling with an increase in BAME applicants (Figure 5A5) and applications from Asian then Black backgrounds showing increases in 2022/3.

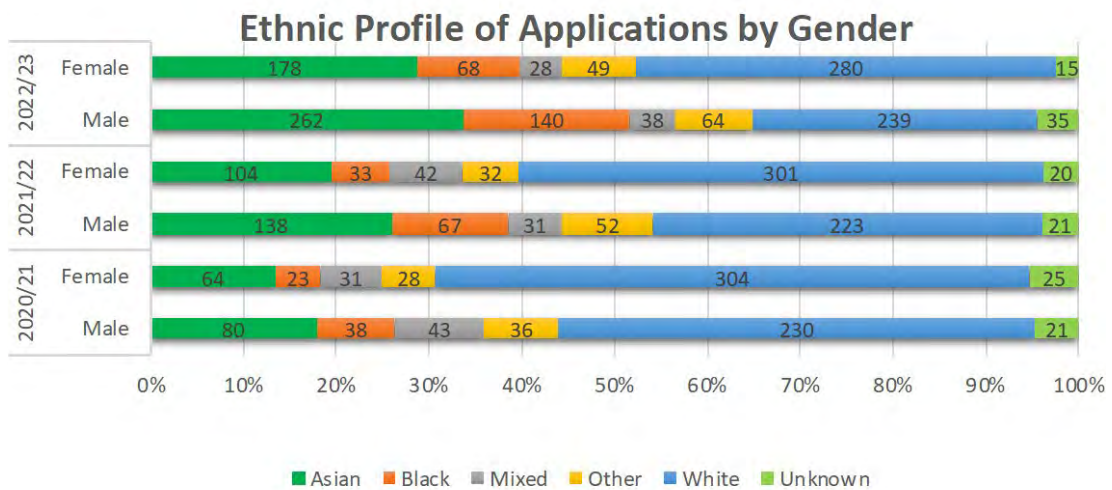


Figure 5A5 Ethnic Profile of Applications by Gender over a three-year Period

When shortlisting there are higher conversions for White staff particularly in 2022 and 2023 (Figure 5A6)

Ethnic Profile of Shortlisted Applicants by Gender

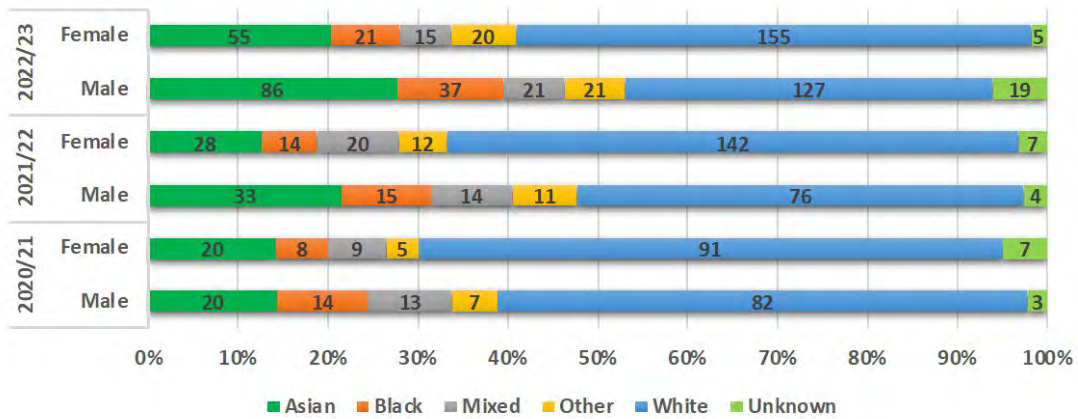


Figure 5A6 Ethnic Profile of Shortlisted Applicants by Gender over a three-year Period

Successful candidates for all genders remain White by significant percentages (Figure 5A7). We recognise there is need to reflect on our recruitment process and particularly to advertise to attract women from ethnic minority backgrounds this forms part of the work for the Recruitment working group and Athena SWAN (Action 3.4).

Ethnic Profile of Hired Applicants by Gender

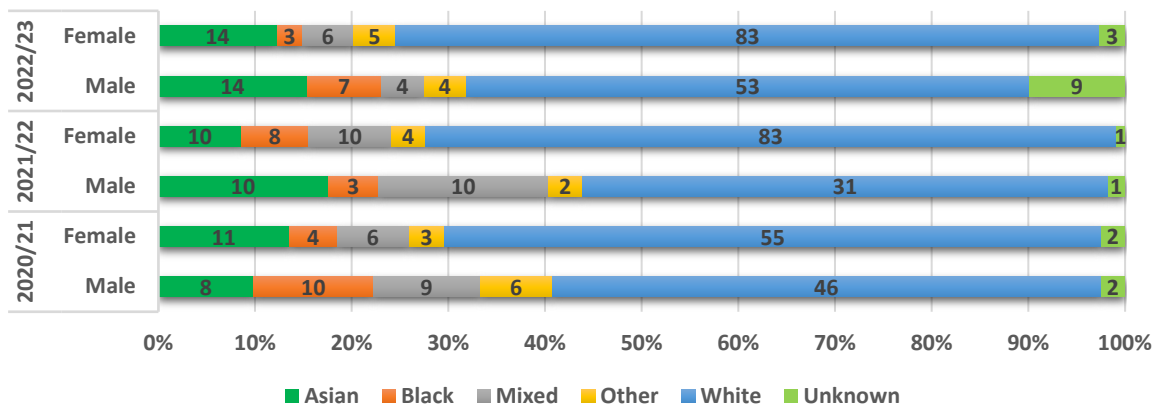


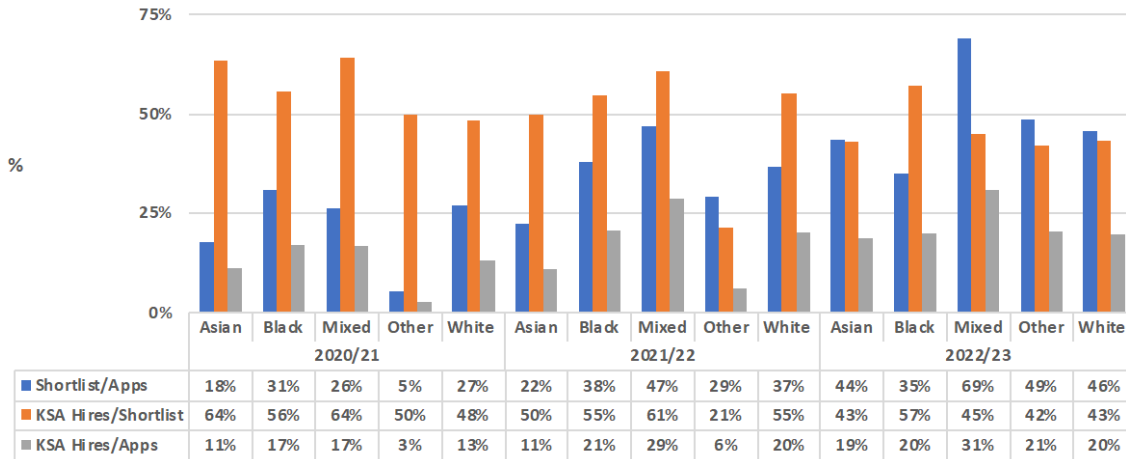
Figure 5A7 Ethnic Profile of Hired Applicants by Gender over a three-year Period.

In March 2022, as recommended by the Recruitment Working Group, SLT agreed that we should use the anonymous shortlisting functionality (Section 3A), however the effectiveness of this needs to be evaluated and developed further as currently CV attachments for academic posts are still possible (Action 3.4).

Faculties

Recruitment outcomes vary across Faculties. In KSA recruitment of White staff has stayed constant while applications from White staff have been falling (Figure 5A10), likewise in FBSS however, it decreased in 2022/23; hire rates for Mixed staff have been similar. Although ECE has the highest applications from staff of Asian ethnicity, White and Mixed staff have better hire rates.

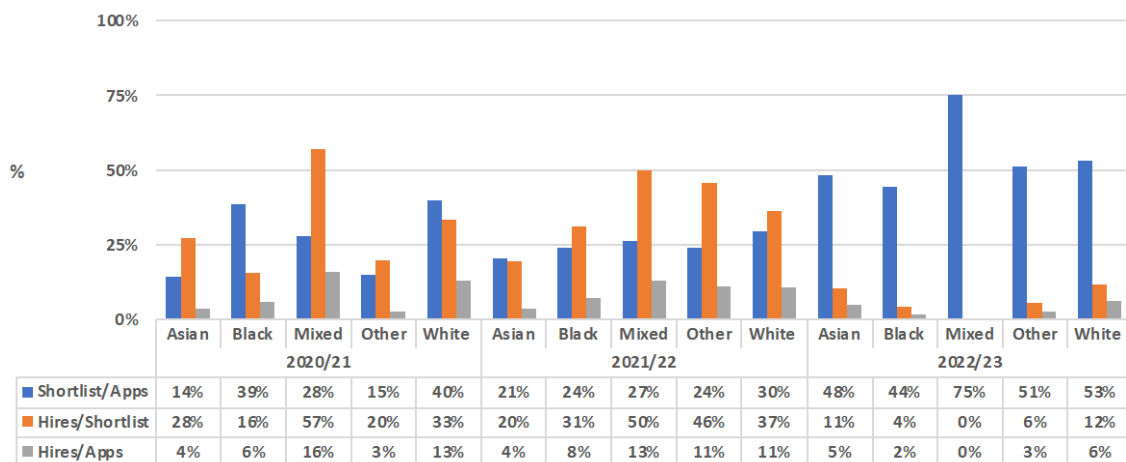
Shortlisting and Hiring Rates for KSA Applicants



Shortlisting and Hiring Rates for FBSS Applicants



Shortlisting and Hiring Rates for ECE Applicants



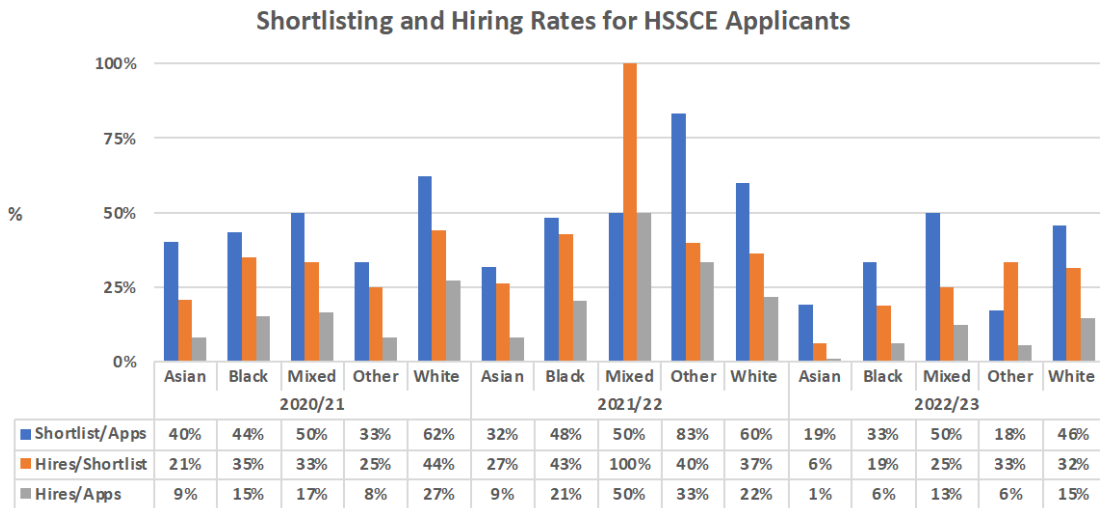


Figure 5A8 Applications, Shortlisting and Hire Rates by Specific Ethnic Groups in Faculties over a three-year Period.

“I like the fact that things are slowly changing when it comes to the selection process, however, the interview process needs to be reviewed. I think more could be done to make interviews more fair. More compulsory training for recruiting managers.”

(Comment from Staff Survey, 2023)

Box 5A9 Quote from the REC Staff survey

The results of the REC Staff survey suggests that there is work to be done on ensuring that our recruitment and selection is fair and transparent (Box 5A1).

Positive staff responses: 'From what I have seen, Kingston University undertakes recruitment and selection fairly and transparently.'

- All staff: 74.5%
- Black staff: 57.7%
- White staff: 80.5%
- Asian staff: 74.1%
- Prefer not to say: 50.2%

Positive staff responses: 'Kingston University's recruitment and selection policies lead to the best candidates being recruited.'

- All staff: 59.2%
- Black staff: 50.0%
- White staff: 63.3%
- Asian staff: 59.3%
- Prefer not to say: 36.9%

Box:5A1 Positive responses from the REC Staff Survey

5B Training

The suite of courses that contribute to career development, delivered through Organisational Development (OD), are available online, mixture of remote and face to face delivery (Action 5.21). The update of training for academic staff reflects the ethnic profile of Kingston's academic staff and is broadly reflective of the academic staff population, particularly the training attendance in 2022. Since 2021 there has been an increase in 10% of BAME staff undertaking training, with increases seen in all ethnicities.

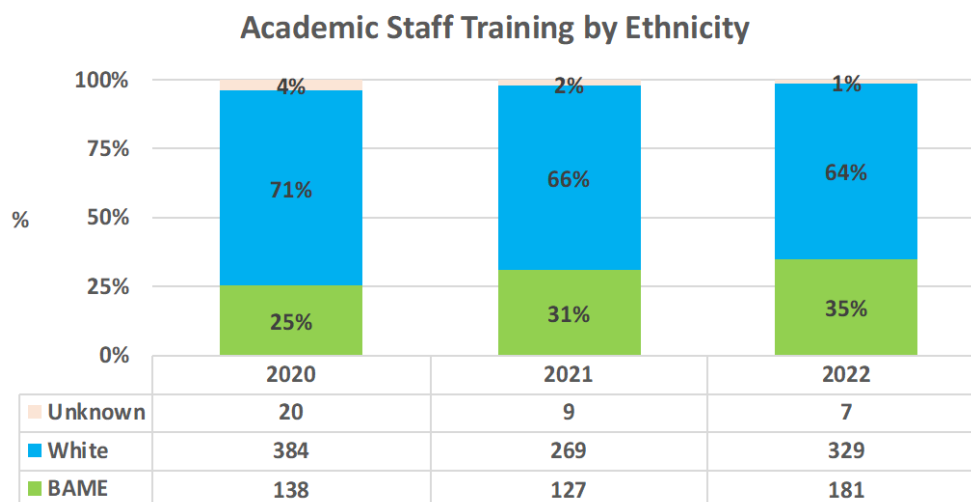


Figure 5B1 Academic staff training by Ethnicity

Gender

Amongst Male staff those of White ethnicity remain in the majority, representing around 70% of training attendees in 2022, with Asian Male training accounting for the largest BAME percentage in 2020 and 2021 while Asian Female was the largest in 2022. Similarly, data on Female academic staff attendance shows White staff make up almost 70% of the training attendees, with Female staff of Asian ethnicity making up the second highest percentage of attendees (Figure 5B2).

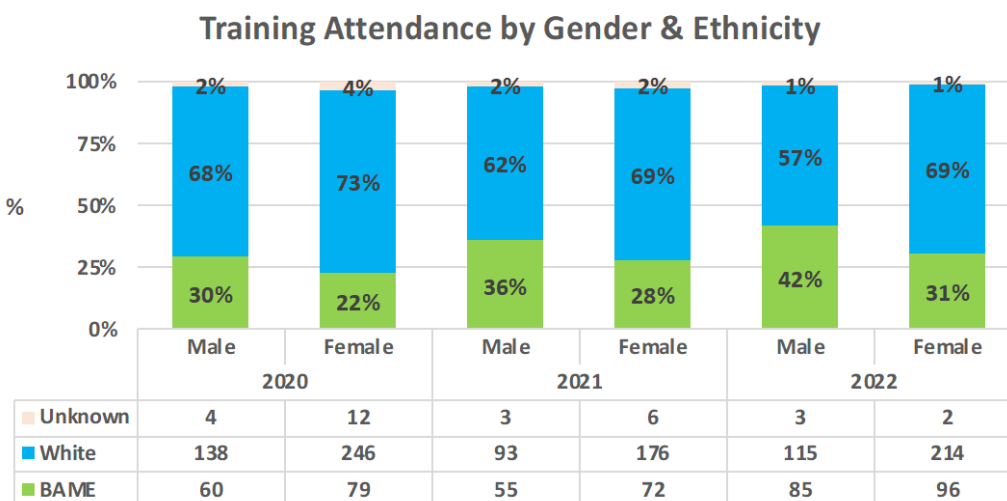


Figure 5B2 Academic staff training attendance by gender and ethnicity (6 way)

In 2023/24 a range of leadership courses are being piloted and the effectiveness of them monitored through participant feedback (Figure 5B5), particularly looking at ethnicities.

Leadership and Management Development

Management Fundamentals – People Management Programme

During 2023 and 2024 we are piloting a range of leadership and management courses which are aimed at managers with team management responsibilities. The courses will be delivered in a blended approach and consist of short sessions and supported by topical material to support pre and post learning. The courses provide an opportunity to develop and enhance your management skills whilst you continue to learn from direct experience within your job role.

The courses will contribute to a culture in which great people leadership and management is embedded at all levels and across all our Directorates, Faculties and Schools. Our approach to development will help ensure our leaders and managers are equipped with the right knowledge, skills, and behaviours to undertake their roles effectively, ultimately driving the Town House Strategy and organisation's success. These courses are designed for all levels of managers and leaders. Learning with people outside your usual peer group enriches your learning experience by exposing you to a broader range of perspectives, promoting cultural understanding, enhancing your communication skills, and fostering personal and professional growth.

We also offer a range of self-directed learning materials under the **Key resources** section, which can be also accessed by all staff. These contain a range of evidence-based curated resources that include articles, top tips, videos, LinkedIn Learning, and many more.

Before you book a course please ensure you have discussed with your line manager and that this is approved as part of your 1:2:1s and appraisal. Given the organisation is investing in your development, L&D will be reviewing course attendance and following up on non-attendance as part of post course evaluation.

Course	All Staff - Key Resources	Dates & Duration
<p>Communicating with Impact and Storytelling</p> <p>Effective communication is crucial for organisational success, encompassing building strong relationships and making a positive impression in both face-to-face and remote interactions. Breakdowns in communication can result in misunderstandings, missed deadlines, stress, and workplace conflict. This interactive session aims to enhance your communication skills for impactful engagement in meetings, collaboration with stakeholders, and delivering presentations.</p> <p>Click here to read the full description</p> <p>Book on the Unified Course Catalogue</p>	<p>Resources - Communicating with Impact and Storytelling.pdf</p>	<p>9.30am - 4.30pm, On campus</p> <p>05/12/2023 08/02/2024 19/03/2024 14/05/2024</p>
<p>Having Difficult Conversations</p> <p>Managers and leaders need to address performance and behaviour issues with their staff effectively. Handling these conversations calmly and assertively promotes trust, engagement, and productivity. This workshop covers addressing feedback resistance, poor performance, and challenging stakeholder conversations, using real-life examples to address specific issues you may face.</p> <p>Click here to read the full description</p> <p>Book on the Unified Course Catalogue</p>	<p>Resources - Having Difficult Conversations.pdf</p>	<p>9am - 1pm, On campus</p> <p>09/11/2023 17/01/2024 28/02/2024 24/04/2024 22/05/2024</p>
<p>Developing High Performing Teams</p>		<p>9.30am - 12.30pm OR 1.30pm - 4.30pm</p>

Figure 5B5 Screenshot of the OD course page of Leadership Training on offer.

A growing number of staff are taking leadership training (Figure 5B3), which is available to all staff. However, although attendance has increased by White staff (58% in 2020 to 82% in 2023), there are decreases seen in BAME staff (42% in 2020 to 18% in 2022). There are several reasons attributing to this change which includes the lack of robust and/or lack of engagement which needs to be explored (Action 4.5).

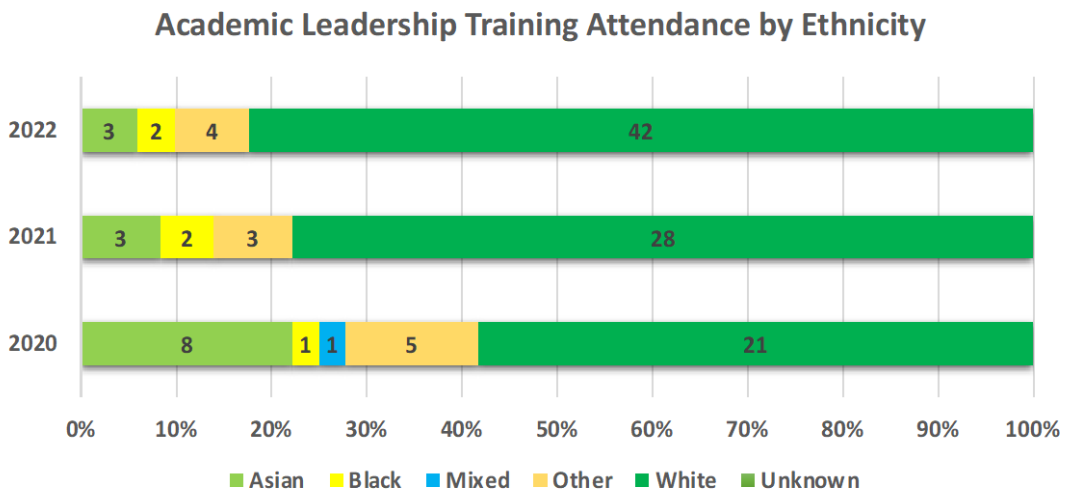
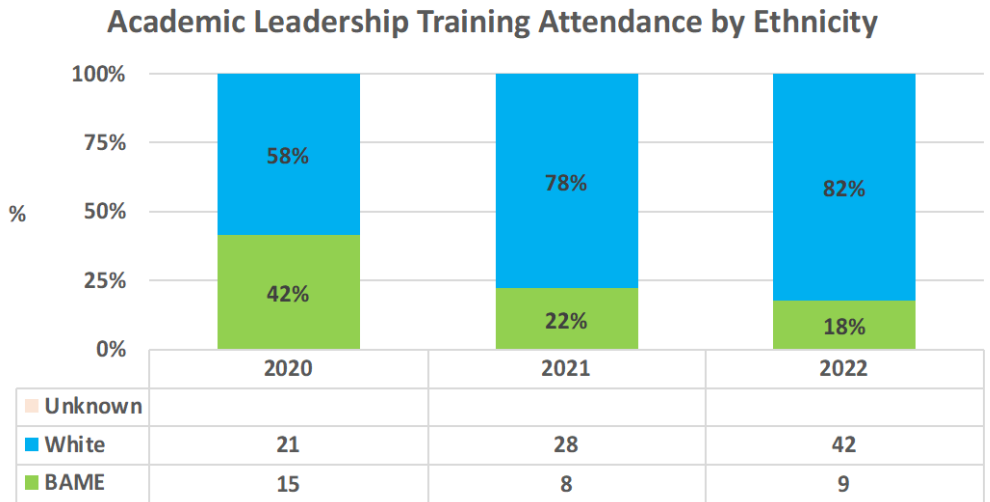


Figure 5B3 Academic staff Leadership training by ethnicity (6 way)

In addition to the university wide leadership training KU offers positive action programmes Stellar HE, Diversifying Leadership and Aurora. There is a commitment to keep funding these programmes. Between 2021 and 2024 there have been no applications made by Black or Mixed academic staff for Department Leadership, StellarHE and Aurora (Table 5B6, 5B7 and 5B8), however, at institutional level data shows an increase in the number of attendees (Table 5B9). This might be due to the very small numbers of Black and Asian roles eligible for this training. This is an area to explore to facilitate a pipeline to increase BAME representation at senior positions (Action 4.5).

Ethnicity	2020	2021	2022	2023	2024
Applications (Total 5)					
Asian					1
Black					
Mixed					
Other		1	1	2	
White					
Acceptances (Total 4)					
Asian					0
Black					
Mixed					
Other		1	1	2	
White					
Gender Applications					
Female		1	1		1
Male					2
Gender Acceptances					
Female		1	1		
Male					2

Table 5B6 Diversifying Leadership Number of Applications and Acceptances

Ethnicity	2020	2021	2022	2023	2024
Applications (Total 6)					
Asian			3		1
Black					
Mixed					
Other			1		1
White					
Acceptances (Total 4)					
Asian			1		1
Black					
Mixed					
Other			1		
White					1
Gender Applications					
Female			2		1
Male			2		1
Gender Acceptances					
Female			1		1
Male			1		1

Table 5B7 Stellar HE Number of Applications and Acceptances

Ethnicity	2020	2021	2022	2023	2024
Applications (Total 20)					
Asian				1	1
Black					
Mixed					
Other			1	1	
White		6	3	1	5
Prefer Not to say					1
Acceptances (Total 6)					
Asian					1
Black					
Mixed					
Other			1		
White		2	1	1	
Prefer Not to say					
Gender Applications					
Female		6	4	3	7
Male					
Gender Acceptances					
Female		2	1	3	
Male					

Table 5B8 Aurora Number of Applications and Acceptances

Year	Gender	Asian	Black	Mixed	Other	White	Prefer not to say
2017	Male		1			8	
	Female	2		1		9	
2018	Male	3	1	1		16	1
	Female	2	6	4		42	2
2019	Male			1		18	
	Female	2	2	3		38	1
2020	Male	5	2			46	
	Female	4	4	7	3	64	
2021	Male	5	2	2		31	2
	Female	2	5	5		49	4
2022	Male	2	1	10		27	
	Female	17	6	12	2	65	7

Table 5B9 Academic staff attendance at Leadership training split by Gender and Ethnicity (6 way)

5C Appraisal and Development Review

Kingston University is committed to fostering an inclusive culture of high performance and personal development. In the last submission, the need for robust recording keeping was identified. In 22/23 new guidance and training for appraisers and appraisees was created (Figure 5C1), this included coaching skills, goal setting, as well as giving and receiving feedback. Data indicates a two-fold increase in the number of academic appraisals completion rate for both BAME, White and Unknown with BAME raising from 45% to 90% over three-year period (Figure 5C2).

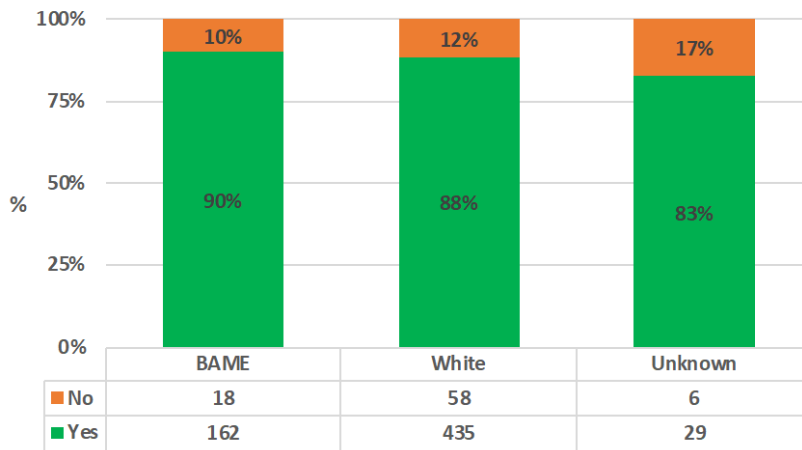
Discussion focussing on 'looking back', 'looking forward' and Personal Development Plans (PDP)
- Agree objectives, actions, development needs
- Provide upward feedback



- Discuss and record progress
- Agree any changes since the appraisal meeting (e.g. objectives, activities or development needs) and to update priorities/objectives.

Figure 5C1 Performance and Development Appraisal Cycle

Appraisal Completion Rate - 2023



Appraisal Completion Rate - 2022

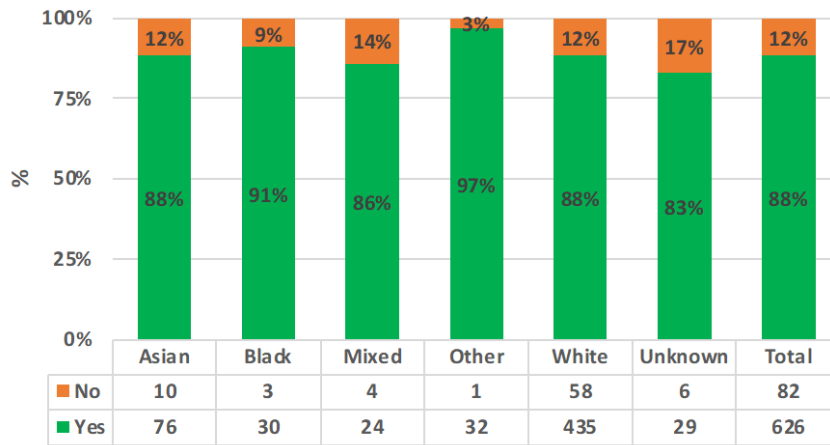


Appraisal Completion Rate - 2021

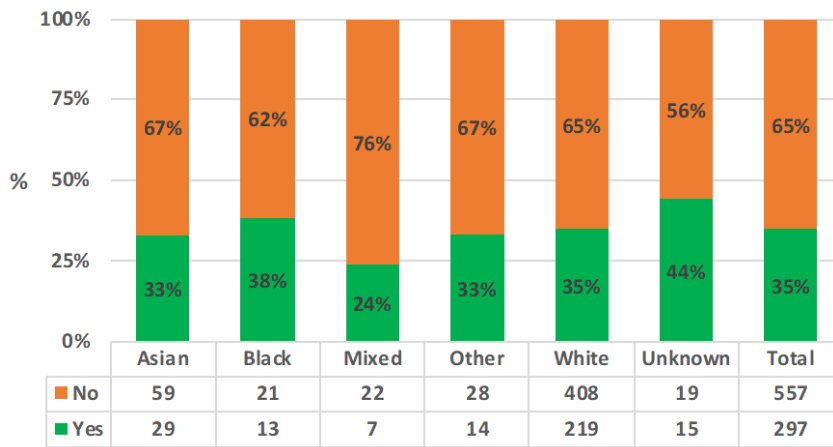


Figure 5C2 Academic Appraisal Completion Rates over three-year period

Appraisal Completion Rate - 2023



Appraisal Completion Rate - 2022



Appraisal Completion Rate - 2021

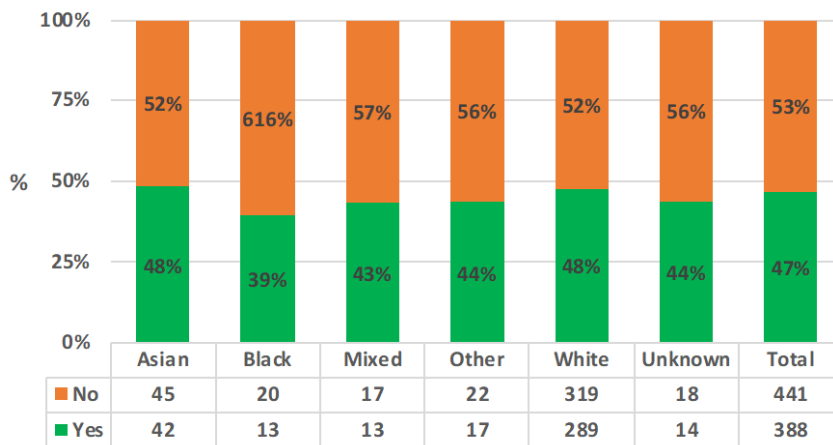


Figure 5C3 Academic Appraisal Completion Rates by Ethnicity over three-year period

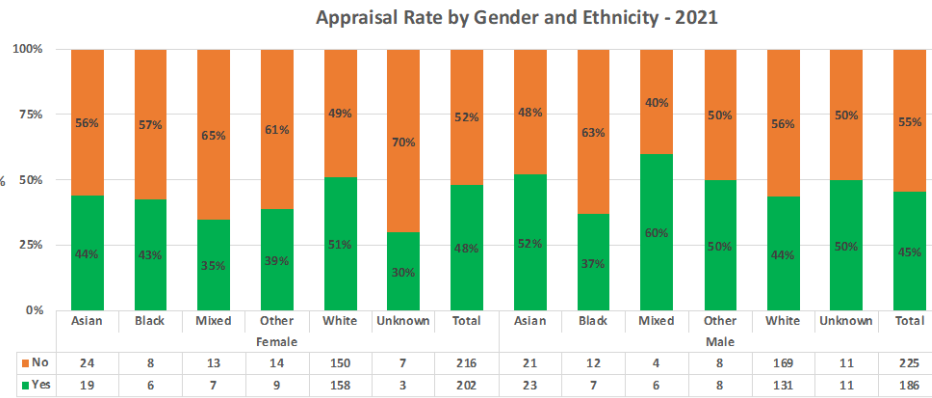


Figure 5C4 Academic Appraisal Completion Rates by Gender and Ethnicity over three-year period

Despite the noted increase, the numbers (Figure 5C3 and figure 5C4) when compared to the overall staff populations suggests there is still need for further improvement and work to understand the challenges here (Action 4.5).

“I find the current appraisal process slightly forced and unnatural, although good discussions have been made from them.”

Staff Survey 2023 (Any other white background - please specify)

Box 5C5 Quote from the REC Staff Survey

“While the appraisal itself is fine, the admin faff around unified etc. is a waste of time and makes it far less useful.”

(Staff Survey 2023: Asian-Asian British)

Box 5C6 Quote from the REC Staff Survey

“No one understands the appraisal system. This includes my line manager. The system is stacked against me and my peers and does not work for us. It’s poor. A bad way to retain staff or foster a positive culture.”

Staff Survey 2023: Prefer not to say

Box 5C7 Quote from the REC Staff Survey

5D Academic Promotion

Kingston University has undertaken a change programme in Academic Progression and Promotion (APP) (Figure 5D1-5D2).

Domain Descriptors

Common to all levels

1. Learning & Teaching
2. Research
3. Business, Knowledge Transfer *and* International
4. Professional Practice, Knowledge Exchange, Impact & Social Engagement
5. Leadership *and* Management (*under development*)

NOTE:
Scholarship is anticipated in all domains It underpins everything we do

Figure 5D1 Academic Domains Training PowerPoint Slides

Academic domains

Academic domains facilitate and support your career development and advancement, giving clear guidance on the expectations of your current and future roles.

The domains recognise, support and value the breadth of work that you do as a modern academic. Building on the important traditional teaching and research domains, and recognising more broadly the professional practice associations, work with businesses and internationally, and engaging with communities through the many forms of civic and public engagement.

The flexible matrix of possibilities within the domains framework aids both employees and manager to navigate through some of the traditional career tensions encountered in academic life. By creating personalised academic careers, we can develop a workforce that is recognised and sought-after.

Domains Framework

This framework aims to bring together activities, networks and impact and to describe and codify the expectations, evidence and output that could feature within any academic career, at a specific grade and across grades over time. You can read more by clicking on the images below.

You can also find out more in the [user guide](#).

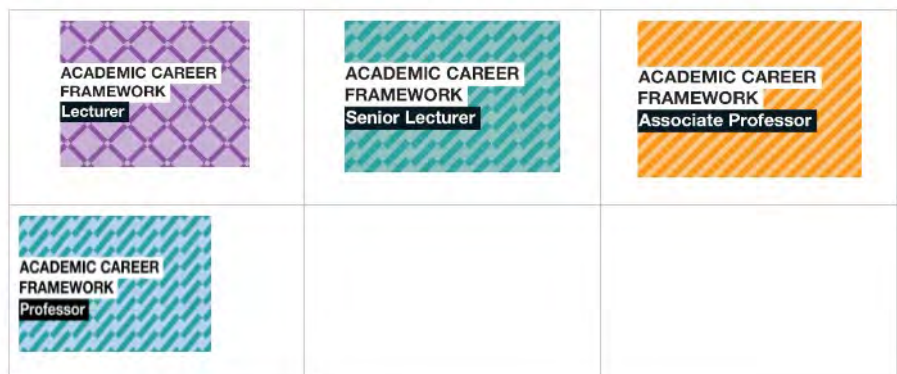


Figure 5D2 Staff Communications for Promotional Support

Over the last 3-year period, the total number of applications received for Senior Academic Promotion has remained consistent including the very low numbers received from BAME staff. In 2020/21, there was not a promotion round (due to Covid) and 2021/22 we did not record this data as the activity was undertaken by a Secretariat team sitting outside KU HR.

Year	Total number of applications
2018/19	47
2019/20	31
2020/21	Not held due to Covid
2021/22	Not recorded
2022/23	30

Table 5D3 Total number of applications over five years

In 2022/23, 30 applications were received with 15 applying for Associate Professor (AP). Most applications (21 of 30), as in previous years were White academics (70%) followed by Other (17%). The conversion rate was highest amongst academics with Asian ethnicity (100%), followed by

academics with Other ethnic background (40%) and White academics (28.5%). It was disappointing that no academics of Black ethnicity applied in the 2022/23 round. As noted previously this is an area we need to improve on encouraging more engagement. (Action 3.5 4.1 and 4.5)

Faculty	Total Applications	Successful	Unsuccessful
ECE	6	2 Prof Re-banding	1 AP 1 P 2 Prof Re-banding
FBSS	8	1 AP 2 Prof Re-banding	5 AP
HSSCE	8	2 AP 1 P	3 AP 2 Prof Re-banding
LTEC	2	n/a	1 AP 1 P
KSA	6	1 AP	1 AP 2 P 2 Prof Re-banding

Table 5D4 Summary Outcome 2022/23

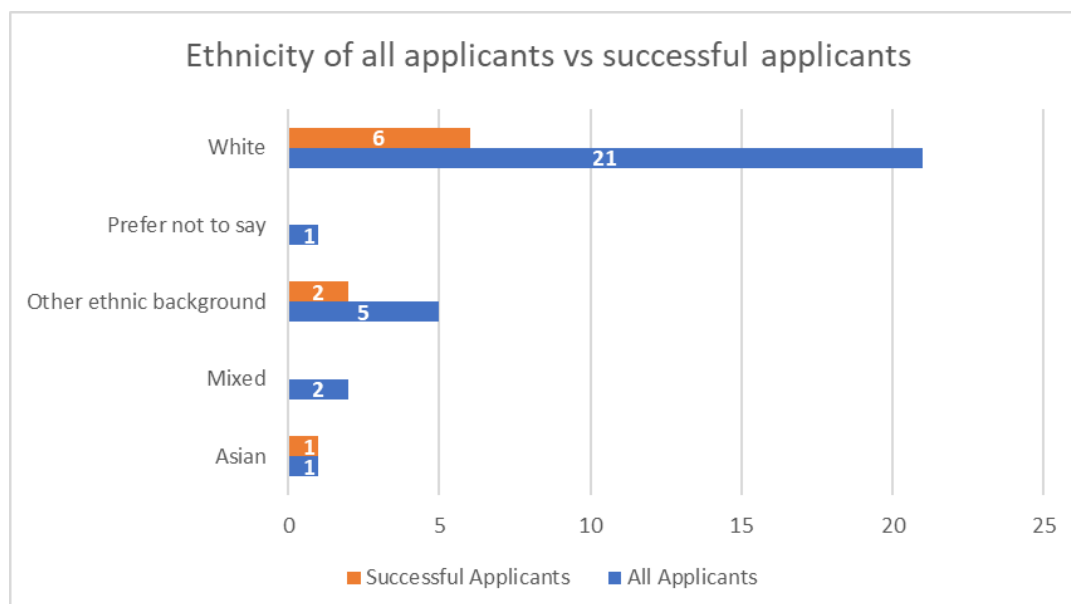


Figure 5D5 Ethnicity of all academic promotion applicants

Looking at the gender split, there were slightly more female applicants, but these were less successful compared to male applicants (Figure 5D6).

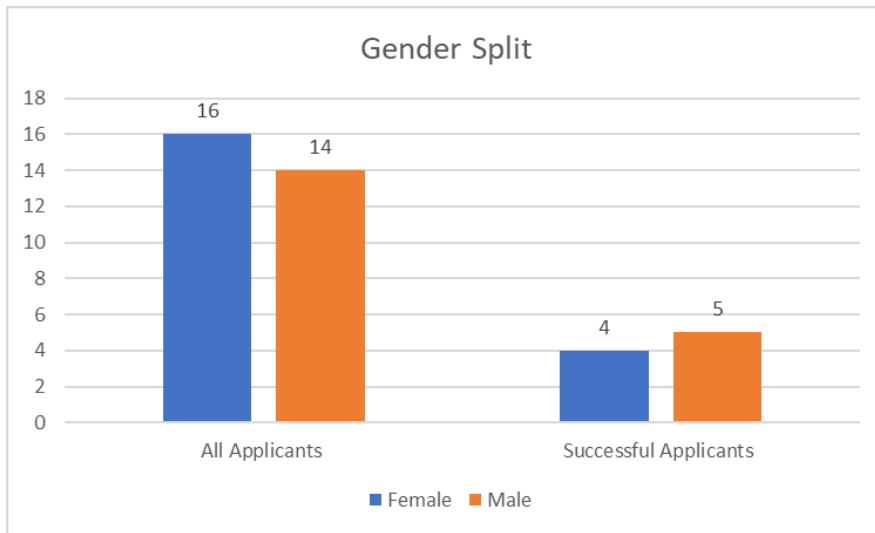


Figure 5D6 – Gender split by Faculty for Successful Applications (2022/23)

For Professor applications, in 2019/20, most of the applicants were White academics (72.2%), and “Other” (11.1%); Asian and Black (both 5.6%). The conversion rate gap between White and Other academics has narrowed to 3.8%. While the conversion rate for Asian and Black backgrounds was 0%, this must be caveated by only one applicant from each group applying. In 2022/23, 33.33% of the applicants applying for Professor or banding were successful (Table 5D7).

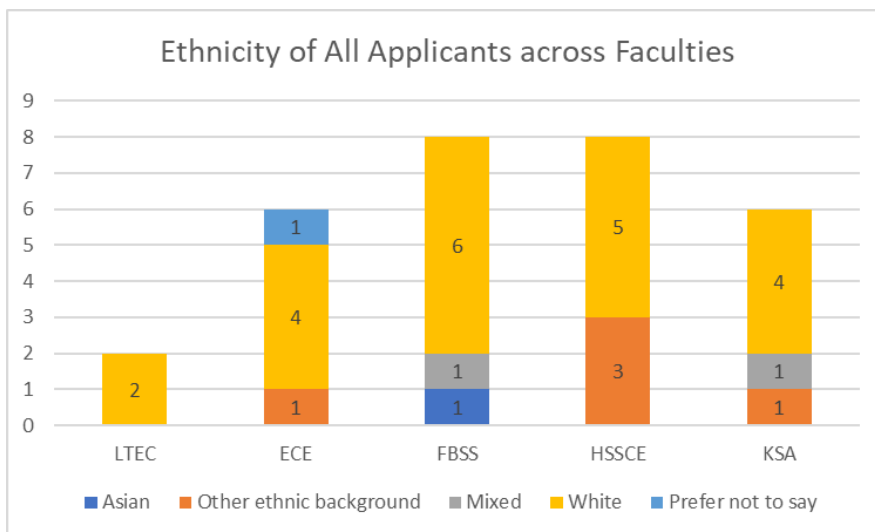


Figure 5d7 Ethnicities of all Applications across Faculties (2022/23)

Academic staff can access the mentorship scheme. We have seen a drop in numbers of mentors in the past 3 years from a peak of 26 in 2022 to a low of 11 in 2023 (Figure 5D8). The majority of mentors are female but there has been an increasing diversity of ethnicity (Figure 5D8-10).

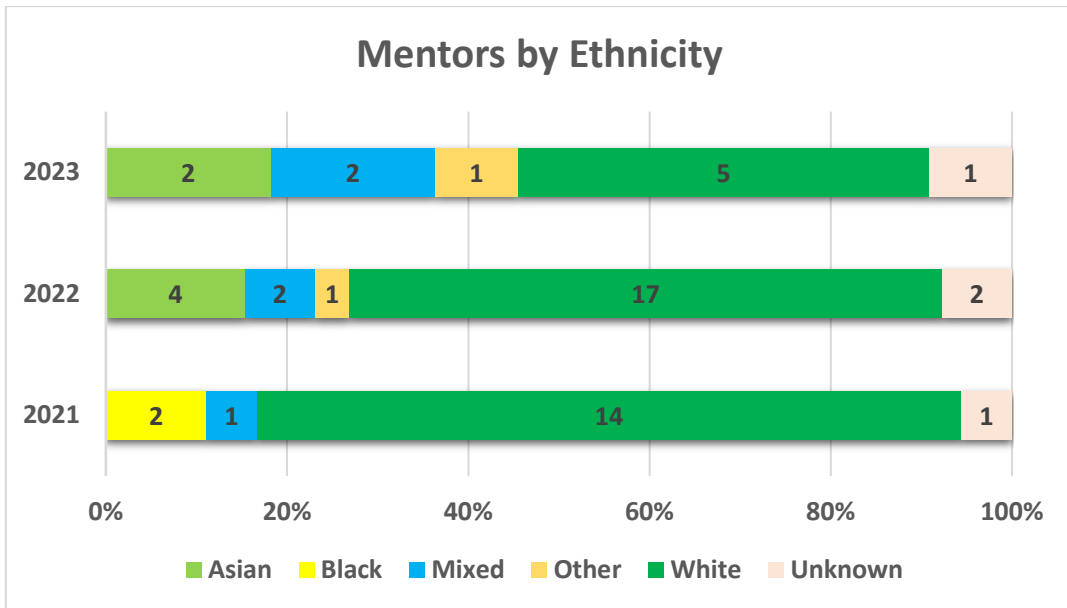


Figure 5D8 Academic Mentor by Gender over 3 year period

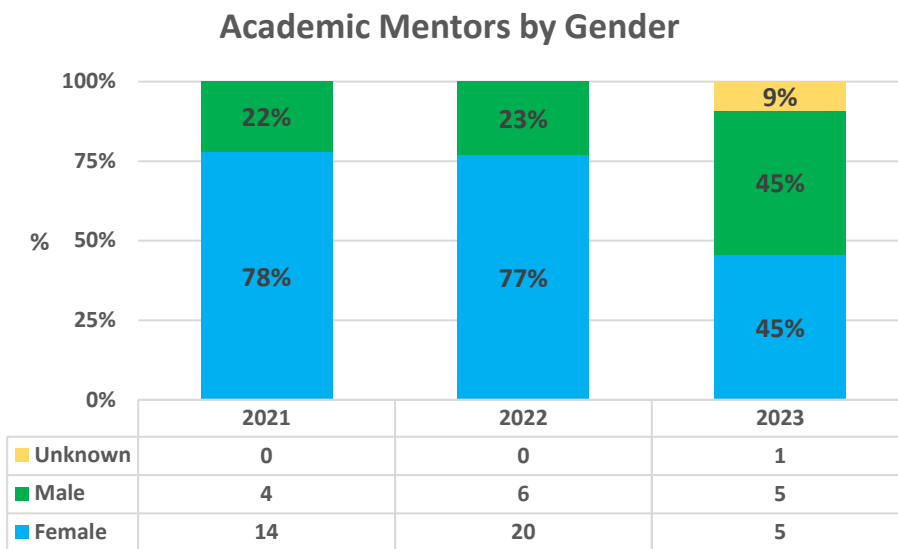
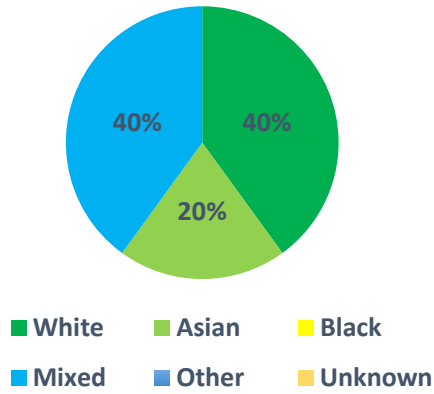
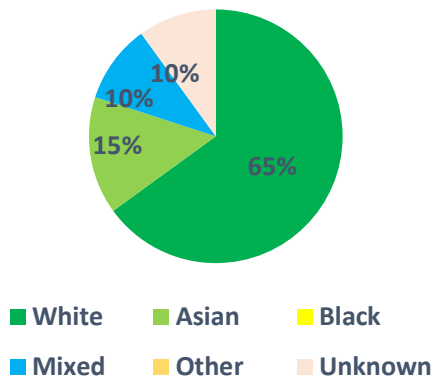


Figure 5D9 Academic Mentor by Gender over 3 year period

Female Academic Mentors by Ethnicity - 2023



Female Academic Mentors by Ethnicity - 2022



Female Academic Mentors by Ethnicity - 2021

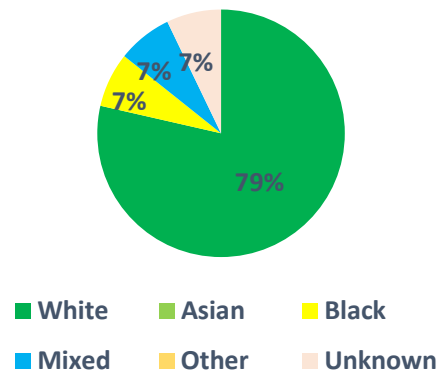


Figure 5D10 Female Academic Mentors by Ethnicity over 3 year period

5E Research Excellence Framework (REF)

937 staff members met the REF 2021 criteria for Category A eligible. Of these 21% (n=194) were BAME, 75% (n=705) were White, and 4% (n=38) had not provided their ethnicity details. Figure 5e1 shows those identified as SRR/RI by ethnicity. There was a slightly higher proportion of BAME staff who were not identified as SRR/RI compared to their White counterparts. Figure 5E2 shows those identified as SRR/RI by Teaching and Research Contract by ethnicity.

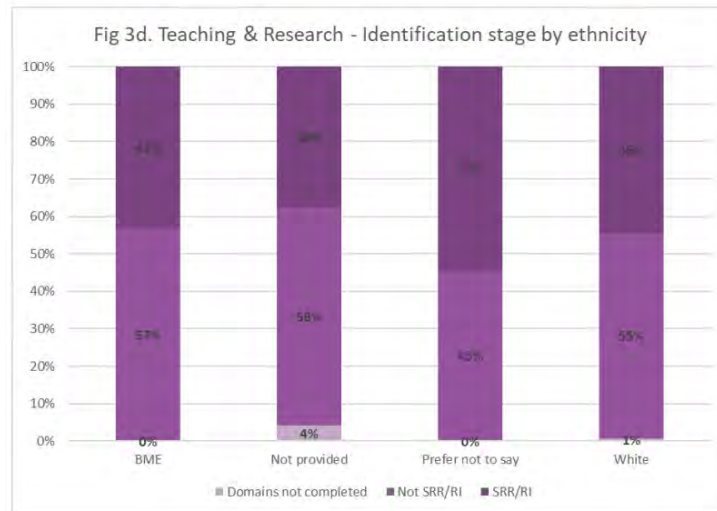


Figure 5E2 Category A Eligible staff SRR/RI) on Teaching/ Research Contracts by ethnicity

A slightly higher proportion of all eligible BAME staff on Teaching & Research contracts were not identified as SRR compared to their White counterparts. Therefore, White staff were slightly more likely to be submitted in REF 2021.

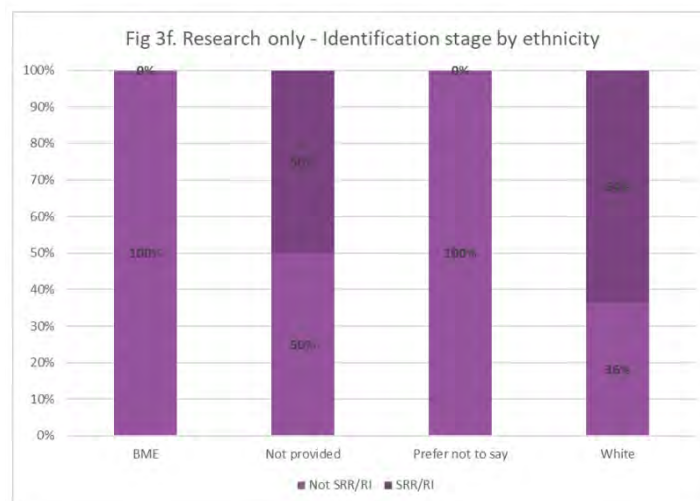


Figure 5E3 Category A Eligible staff SRR/RI) on Research only Contracts

None of BAME staff on Research only contracts was identified as SRR (Research Independent). Of all eligible White staff on Research only contracts (n=22), 64% (n=14) were identified for REF submission. Our Equality Impact Assessment on REF 2021 demonstrates that the University still

has a way to go in addressing discrepancies around ethnicity in relation to research and REF inclusion, in particular relation to research-only staff (action 4.6).

5F Support given to early career researchers.

The University offers a range of staff training events to academic staff under the theme of Research Development. Although, as noted in 5b above, the data available is not comprehensive, of that available it is predominantly White staff who attend this training, but the trend is changing with increased take up from BAME staff (Figure 5F1).

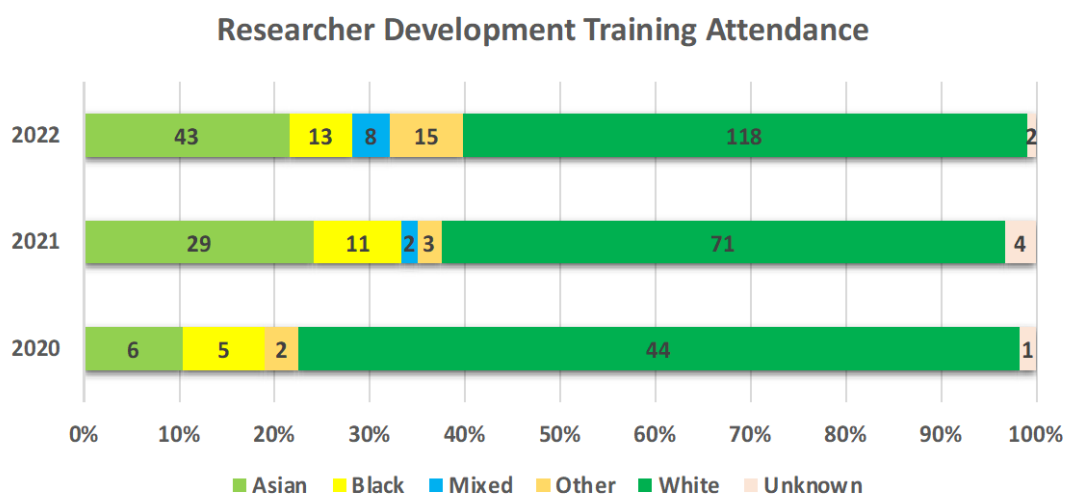


Figure 5F1 Academic staff attendance at Researcher Development training by ethnicity (6-way)

Despite the small numbers, the total number of BAME staff attending training has increased over the 3 year period while that of White staff has decreased. We also note significant percentage increases among the Asian and Other staff (Figure 5F1). As noted earlier we have work to improve engagement from all BAME staff (Action 4.5). As of 2023/24, all our early career researchers have access to our Beyond barriers mentorship scheme. We are also developing a culturally sensitive supervision toolkit training for supervisors to use from 2023/24 which can also be used by early career researchers.

5G Profile-raising opportunities

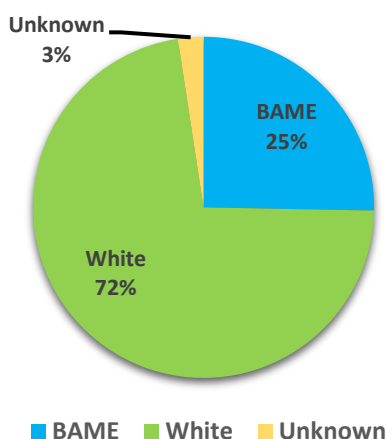
The university offers a number of profile-raising opportunities. In 2023, the university launched the Kingston University People Award to celebrate staff achievements from across the University.

The participation rate compared to the staff population was very low, however more applications (29 out of 61) were received from BAME academic staff when compared to the ethnic representation of KU, with Asian making the largest group (Table 5G1 and Figure 5G2).

Individual Nominations	Total	BAME	White	Unknown
Academic	100	24	75	1
Professional Services	315	81	225	9
Total	415	105	300	10

Table 5G1 Total Individual Nominations Received

Individual Nominations - All



Individual Nominations - Academic

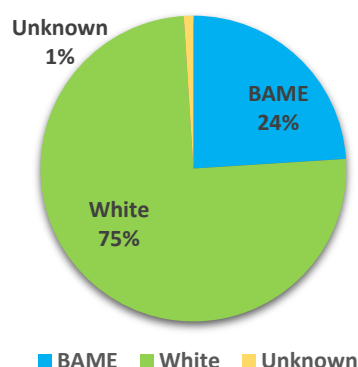


Figure 5G2 All Individual Nominations Received by Ethnicity

There is a high proportion of winners and runners up from the White ethnicity (Figure 5G2). We need to review the selection process to adjust for any bias in the process.

Over the last 3-year period staff who have been nominated for an Advance HE National Teaching Fellowships have come from a range of ethnicities – although the caveat is low numbers (see Table 5G5).

Ethnicity	Number	Percentage
Prefer not to say	2	18%
BAME	3	27%
White	6	55%
Total	11	100%

Table 5G5 Staff Awarded National Teaching Fellowship by Ethnicity and Gender

We recognise that our processes of capturing data on profile-raising opportunities including staff attendance at conferences, seminars, guest lectures, exhibitions, and media opportunities, and that on staff nominations to public bodies, professional bodies and for external prizes needs to be improved with effective systems developed and implemented (Action 5.21).

SECTION 6 PROFESSIONAL AND SUPPORT STAFF: RECRUITMENT, PROGRESSION, AND DEVELOPMENT

6A Professional and support staff recruitment

Please note our Professional and Support staff also includes technical services staff (PTO)

Recruitment since 2020 (Figure 6A1) follows a similar pattern to the Academic staff applications (see Section 5a), with the proportion of applications from BAME candidates (combined) increasing since the previous REC application (43.1% in 2017/18 compared to 59% in 2022/23) and is greater than the local population (31.5%) and greater than the White applicants (38% in 2022/23).

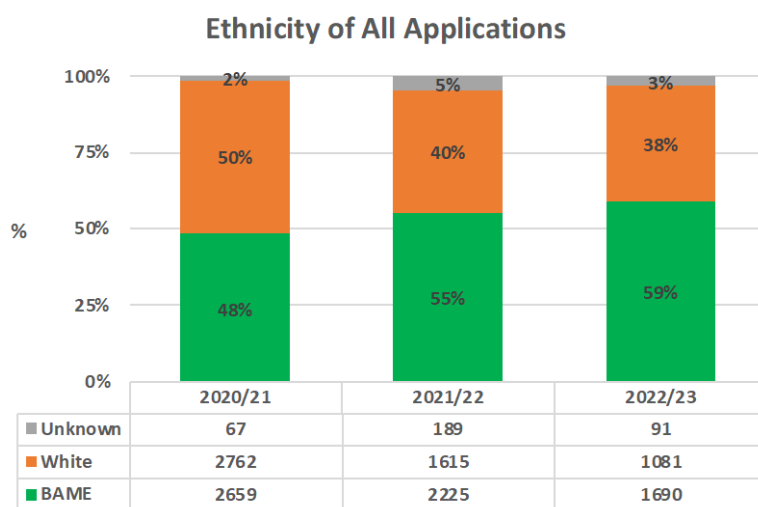
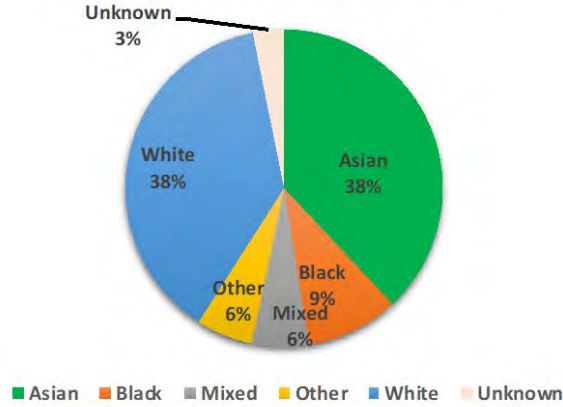


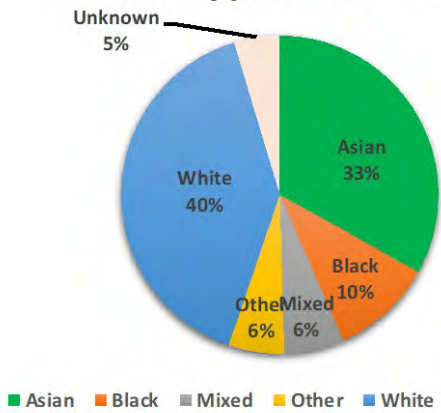
Figure 6A1 Ethnicity Profile of All Applications over a three-year Period

There are noted increases from all ethnic minority groups since 2020/21, particularly Asians (from 27% to 38%) while white applications decreased (Figure 6A2).

All PSS Applications - 2023



All PSS Applications - 2022



All PSS Applications - 2021

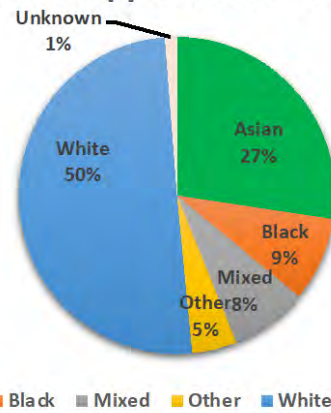


Figure 6A2 Ethnicity Profile of All Applications over a three-year Period

The ethnicity of applicants remained constant over the 3-year period with Asian being the highest, after White (Figure 6A3).

Ethnicity of PTO Staff Hired

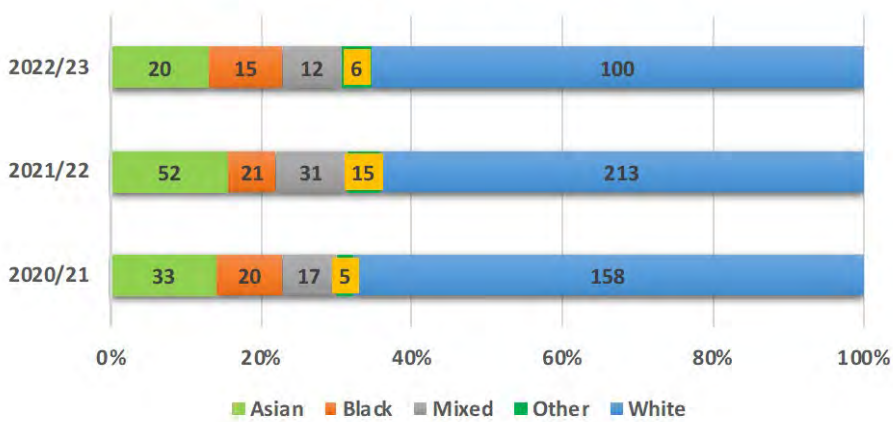
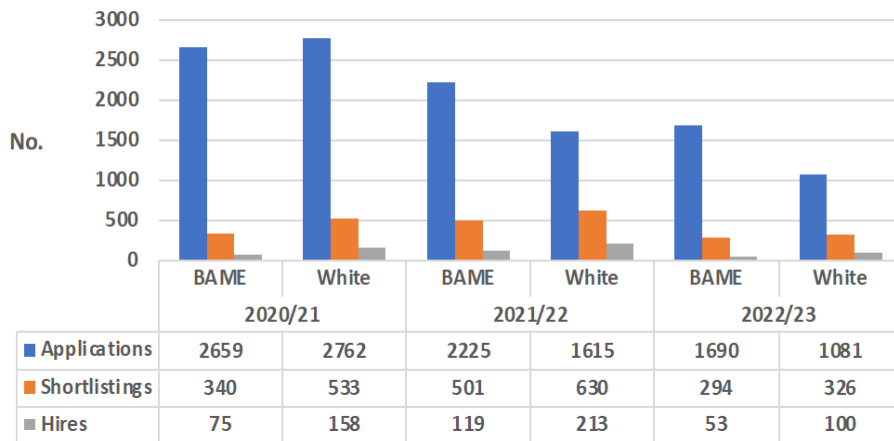
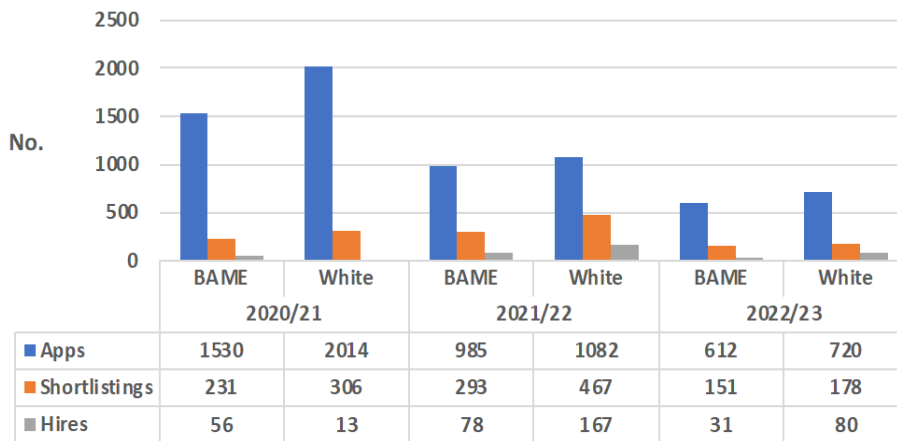


Figure 6A3 Ethnicity Profile of All Hires over a three-year Period

UK & non-UK Applications, Shortlistings and Hires



UK Applications, Shortlistings and Hires



Non-UK Applications, Shortlistings and Hires

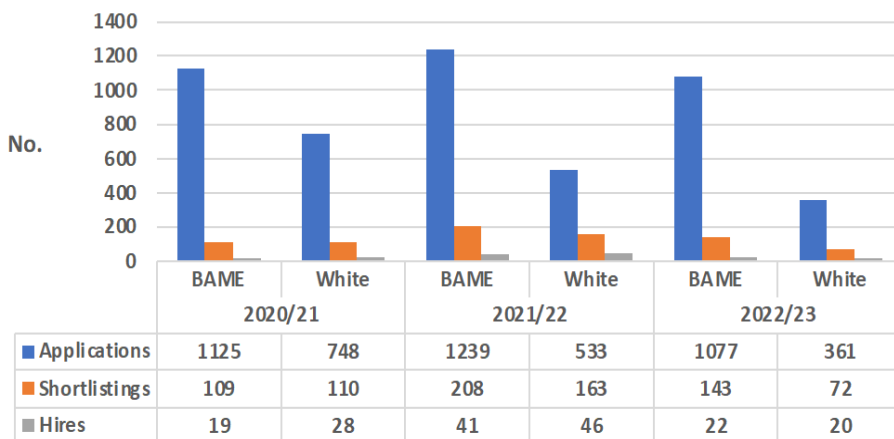


Figure 6A4 Applications, Shortlisting and Hires over a three-year period (As numbers)

White applicants are more likely to be shortlisted and hired compared to BAME staff (9% vs 3% respectively 22/23) (Figure 6A4 – 6A5). Though anonymous shortlisting introduced in 2022 had a positive impact on UK BAME applicants being shortlisted at the same rate as White applicants (25% in 2022/23), but not for Non-UK BAME applicants (13% BAME, 20% White). The differences in the

hire rates (Figure 6A5) indicates further work is required looking at bias in the decision-making and interview process (Action 3.4).

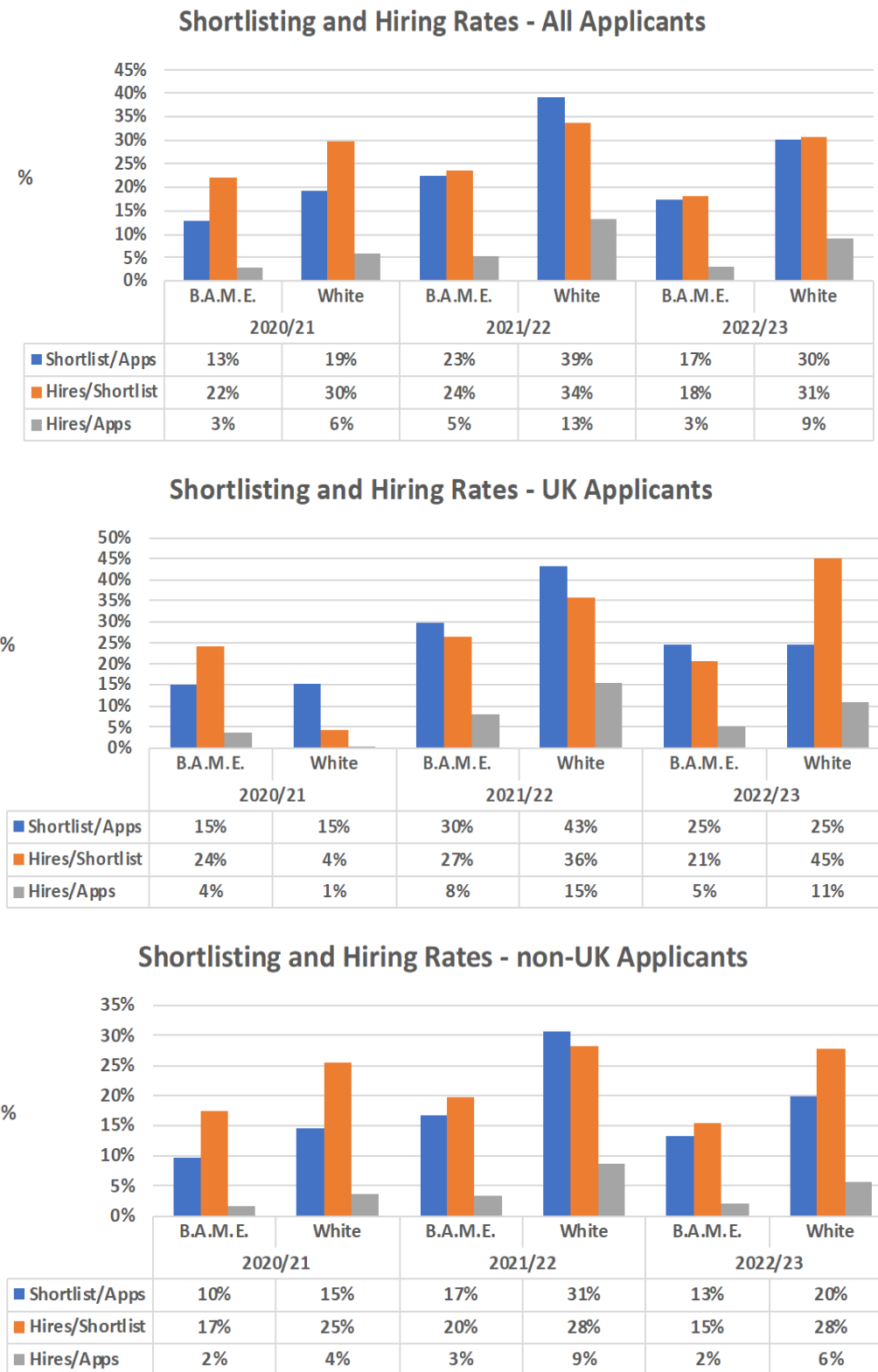


Figure 6A5 Applications, Shortlisting and Hire Rates over a three-year Period (as percentages)

Reviewing the specific ethnic group categories for being shortlisted and being hired the data varies across years and groups (Figure 6A6). For non-UK applicant's, White applicants are more likely to

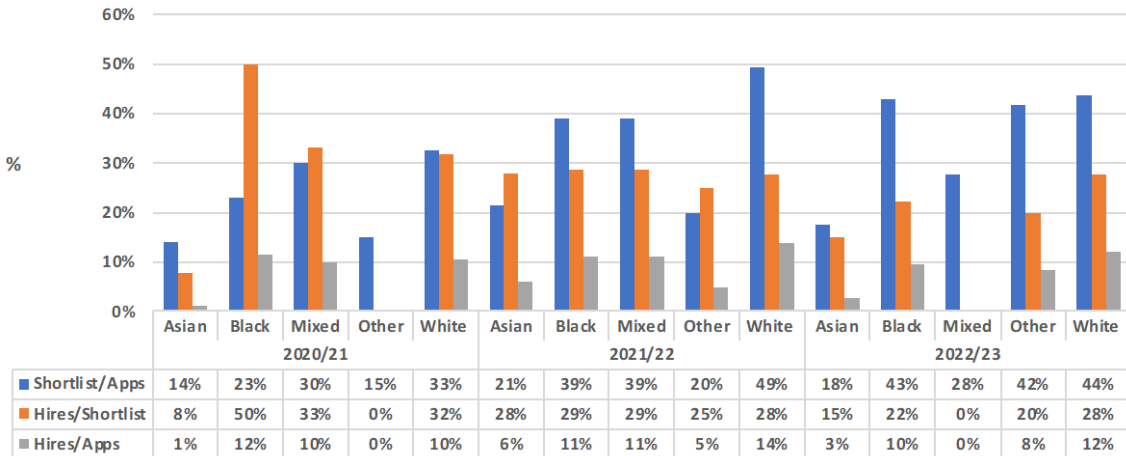
be shortlisted and hired 6% compared to other ethnic groups, with Black second for hires 4% in 2023. For UK applicants in the last two years, White, Mixed, and other applicants are more likely to be shortlisted and hired than those of Asian or Black backgrounds.



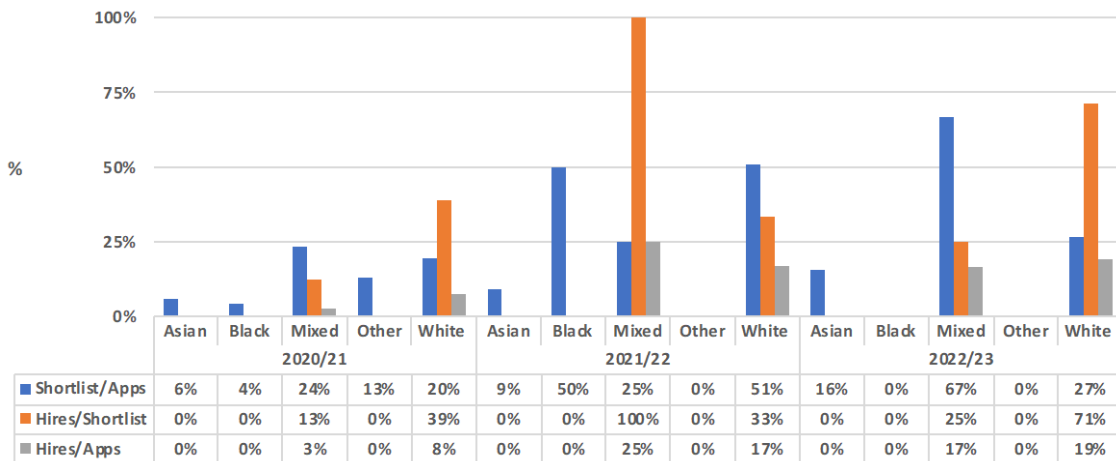
Figure 6A6 Applications, Shortlisting and Hire Rates by Specific Ethnic Groups and Nationality over a three-year Period

FIHR show all ethnicities with high shortlisting and hiring rates during the last 3 years though Black and Asian have dropped in 2023. Corporate services need to attract Black and Other ethnicities with no candidates in 2023, though Mixed candidates have done well in 2021/22 and 2022/23 (Figure 6A7) (Action 3.4). Academic Services have similar hire rates for Black and White but need to look at lower Asian and Other hires.

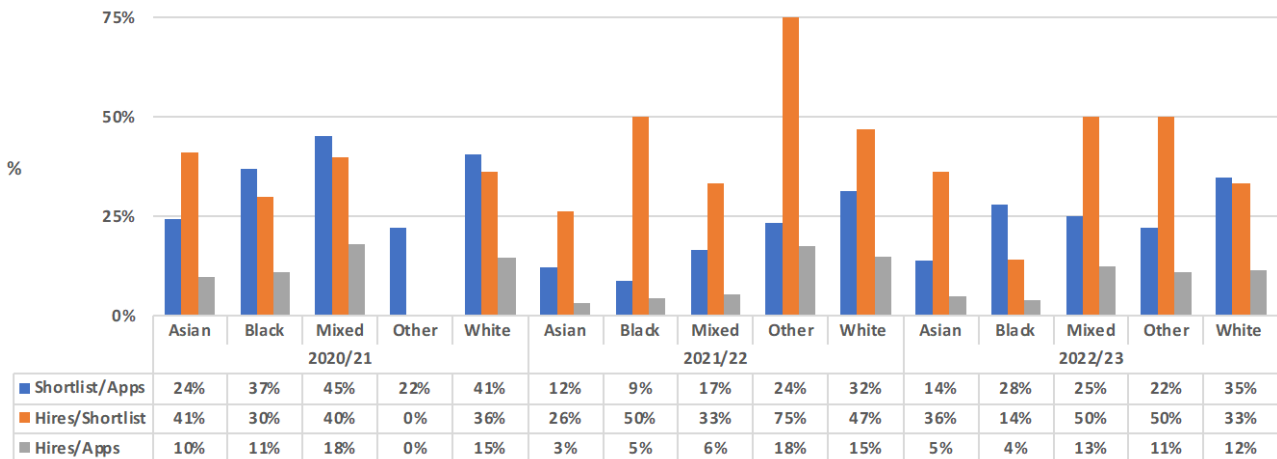
Shortlisting and Hiring Rates for Academic Services Applicants



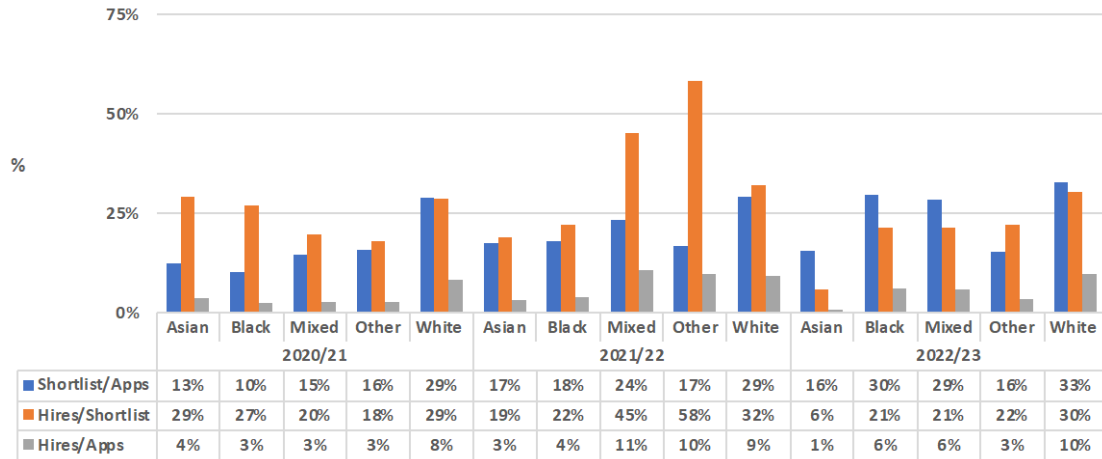
Shortlisting and Hiring Rates for Corporate Services Applicants



Shortlisting and Hiring Rates for FIHR Applicants



Shortlisting and Hiring Rates for Students Applicants



Shortlisting and Hiring Rates for Faculty Applicants

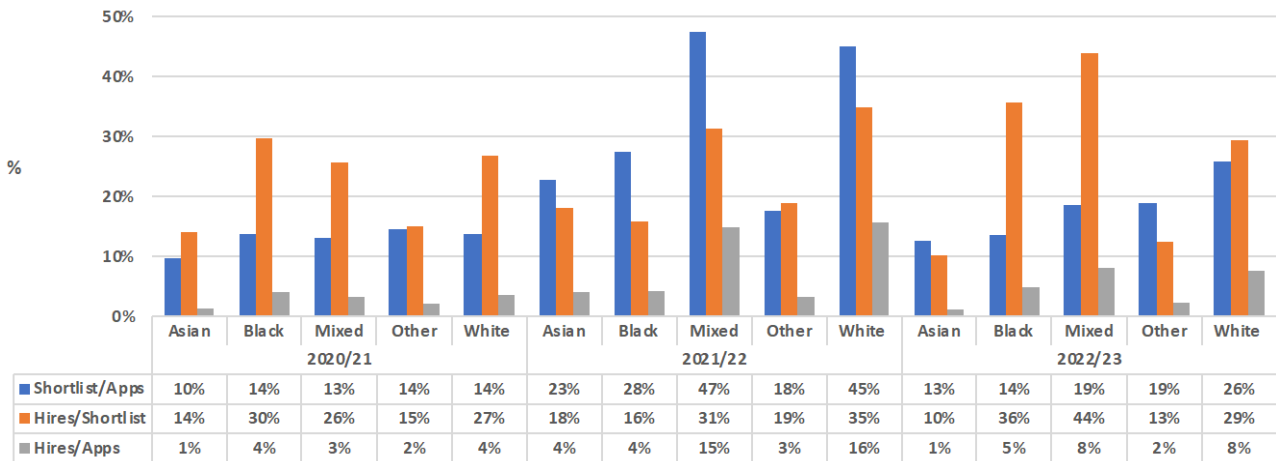


Figure 6A7 Applications, shortlisting and hire Rates by Specific Ethnic Groups in Departments over a three-year period

When analysing Ethnicity with Gender (Figure 6A8 and 6A9), there are higher proportions of BAME applications from males up 12% and females up 11% across the 3 years; with increased Asian female applicants and reduced White Hires (Figure 6A10). There are noted reduced White male hires and increased White female hires (Figure 6A11). KU have begun the process of preparing a departmental Professional Services Athena SWAN submission which the REC can feed into ensure alignment of actions (Action 3.4).

Applications by Gender

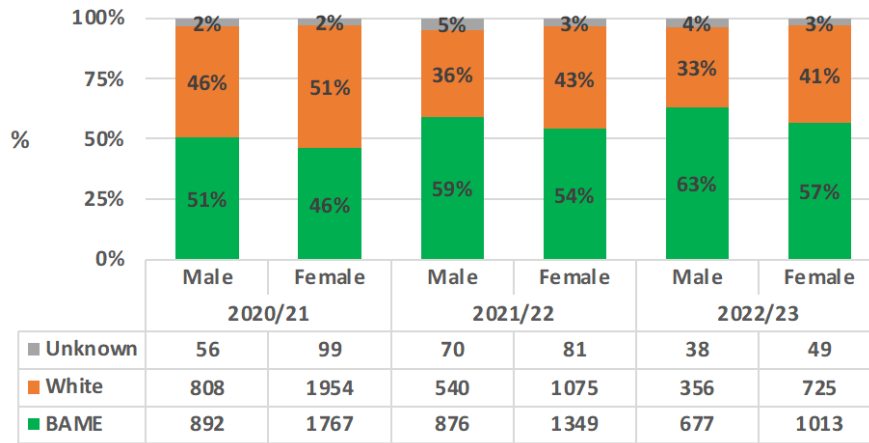


Figure 6A8 Applications by Ethnicity and Gender over a three-year period

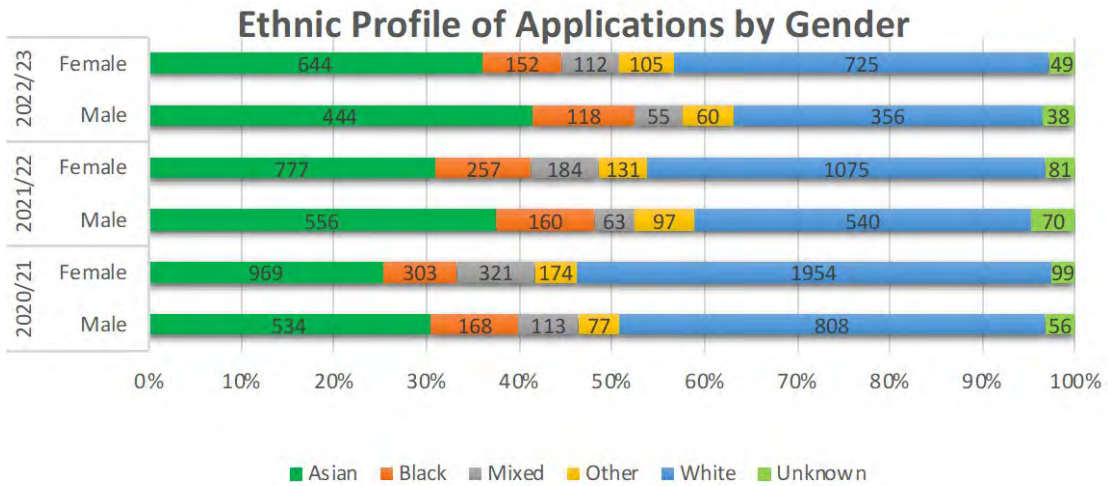


Figure 6A9 Ethnic Profile of Applications by Gender over a three-year period

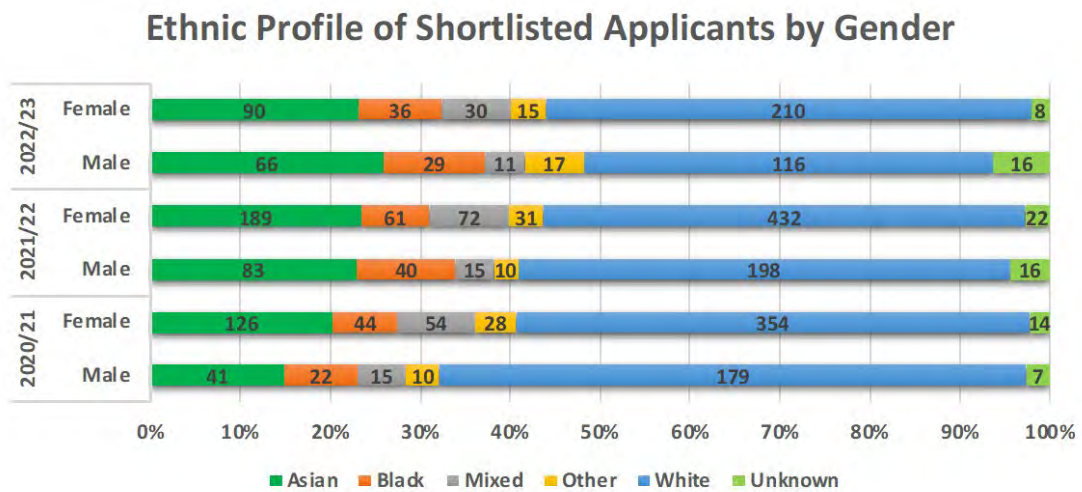


Figure 6A10 Ethnic Profile of Shortlisted Applicants by Gender over a three-year period

Ethnic Profile of Hired Applicants by Gender

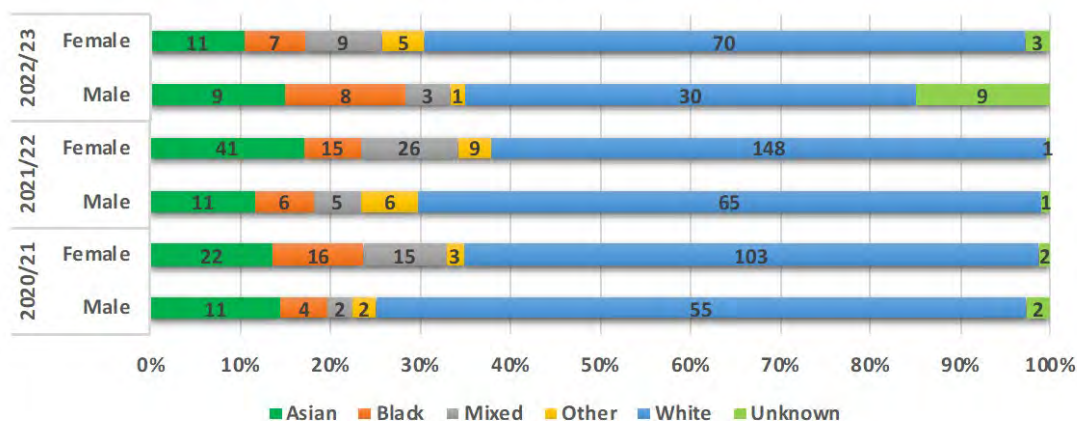


Figure 6A11 Ethnic Profile of Hired Applicants by Gender over a three-year period

The REC staff survey indicated that all ethnicities gave positive responses to recruitment and selection leading to the best candidates being recruited in all directorates when compared to White responses. It was also encouraging to see that White respondents were supportive of diversity in job roles at Kingston and wanted to be part of the communications.

“It would be useful to know how many global majority applicants apply and are appointed v white applicants/appointments to ensure data driven action.”

REC Staff survey free text comment, White British

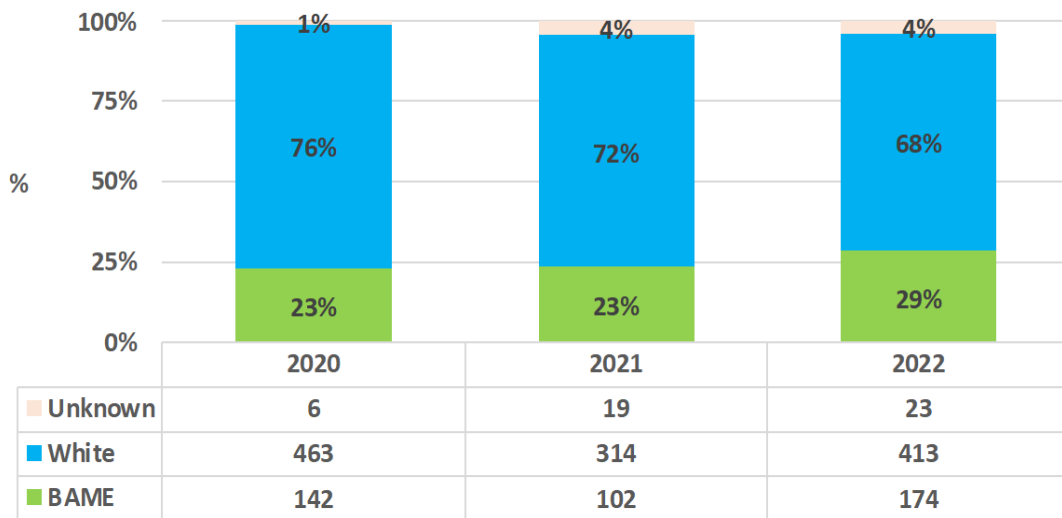
Box 6A12 Quote from the REC staff Survey

The PSED objective aims to address access to data and develop evidence-based decisions by developing equality data dashboards (aligned to the employee life cycle, i.e., recruitment, promotion, turnover) to inform University-level and local decision making (Action 5.8).

6B Training

Analysing the training categories (see chapter 5 for detail) shows an increase of Asian and Mixed ethnicity staff attending since 2020, with white reducing (Figure 6B1). Role specific development is the least attended category by all Ethnicities including White; Personal Development training was attended by 71% White compared to 24% BAME staff (Action 4.4)

PTO Staff Training by Ethnicity



PTO Training Attendance

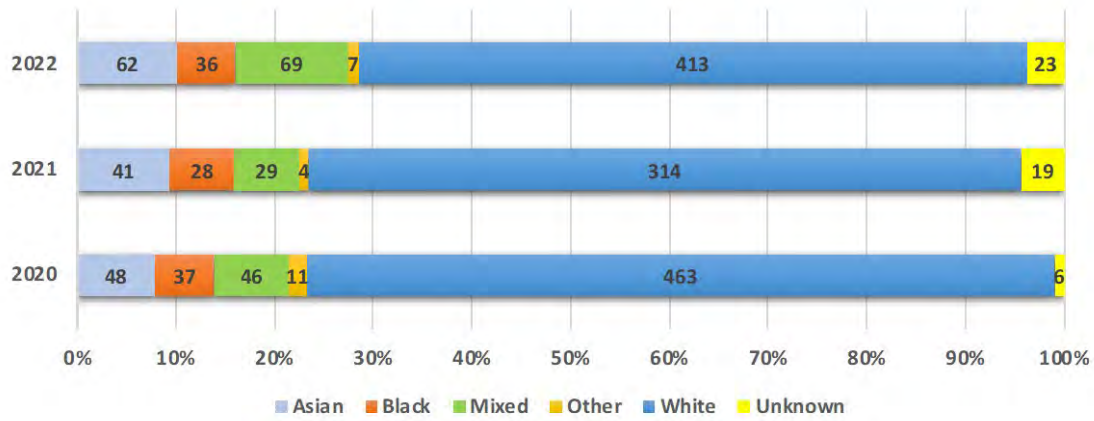
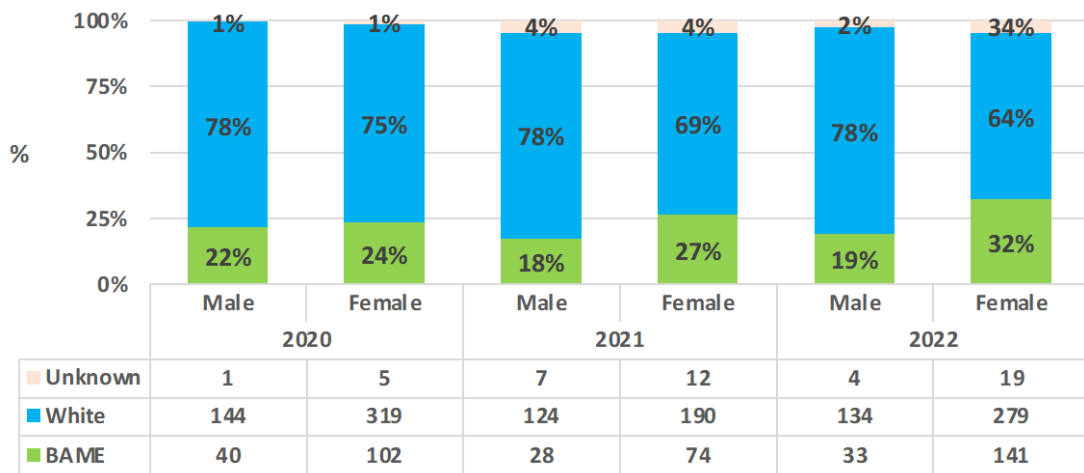


Figure 6B1 Ethnic Profile of PTO Training Attendance over a three-year period

More females are engaged with the training than males (Figure 6B2), in all ethnicities, which reflects their higher proportion in PTO staff. Asian male training attendance has reduced (Action 4.6).

Training Attendance by Gender & Ethnicity



Training Attendance by Gender & Ethnicity

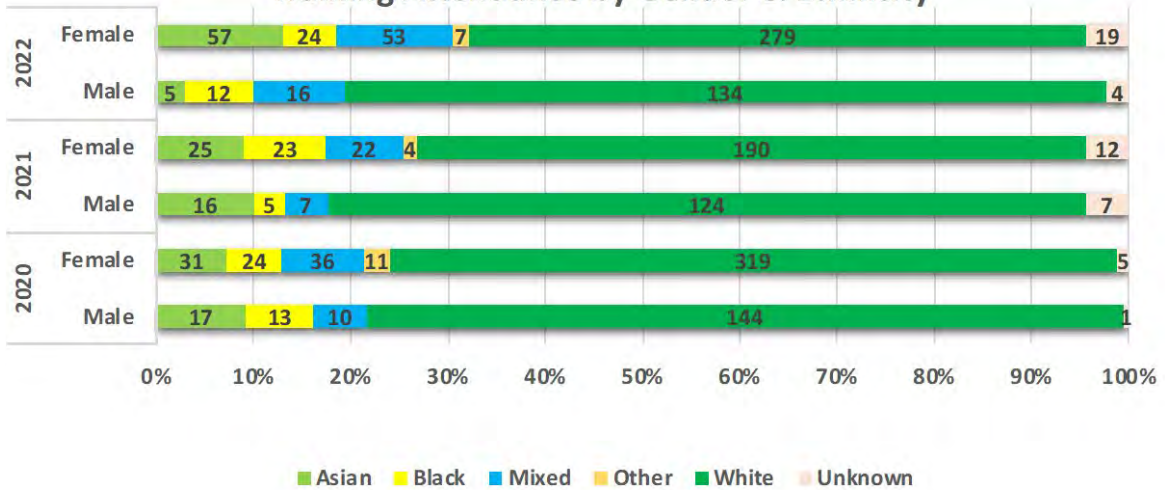


Figure 6B2 Ethnic Profile of PTO Training Attendance Intersected with Gender over a three-year period

There are significantly more White staff attending Leadership training than other ethnicities reflecting their presence in senior grades. White staff compared to Mixed as the second highest group (Figure 6B3), and when intersected with Gender (Figure 6B4), it is only in 2022 that we are seeing more Female Asians taking Leadership training opportunities, and the number of Black Males is consistently low (Action 4.6).

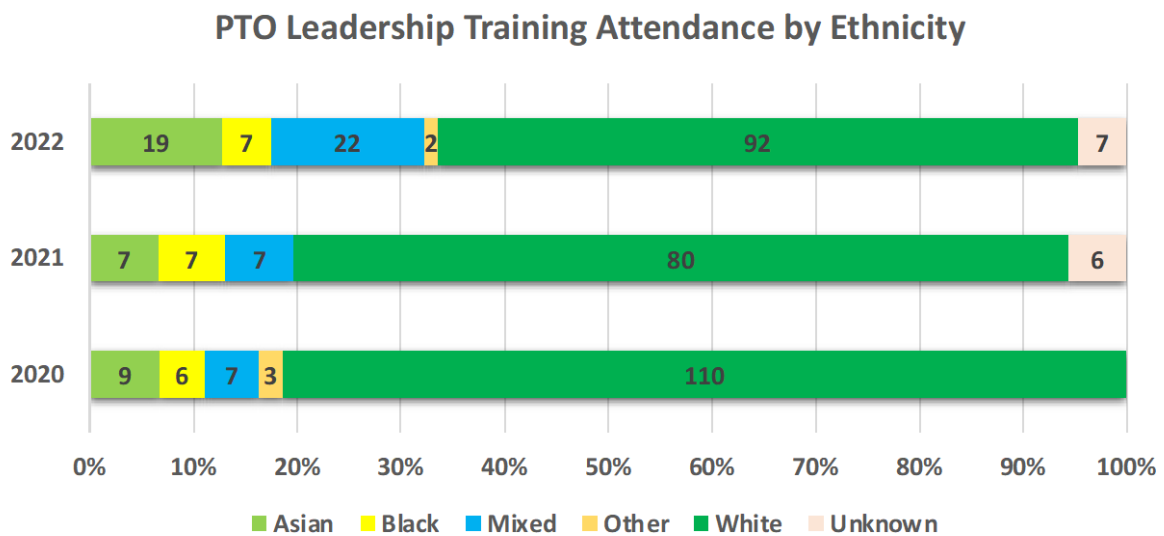
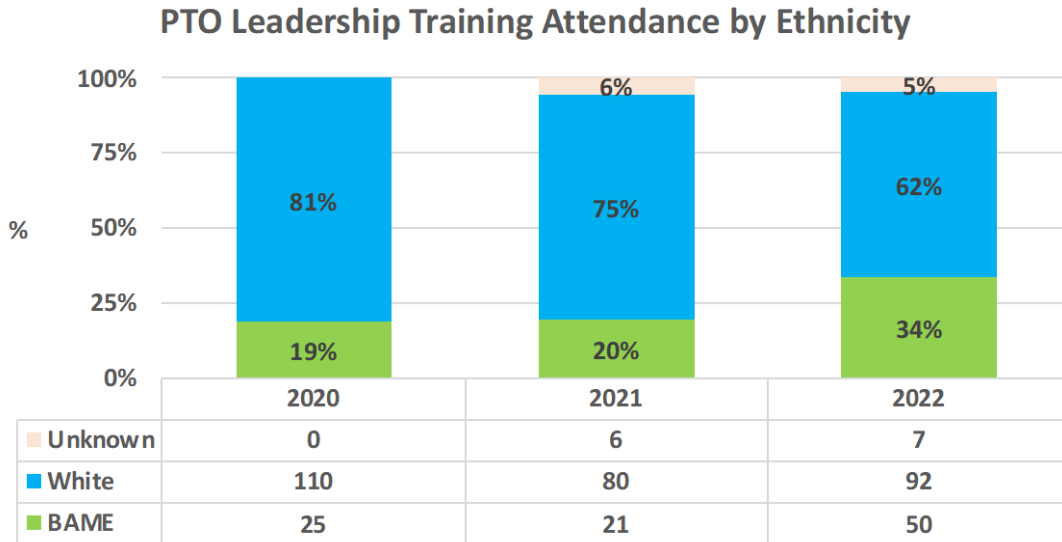
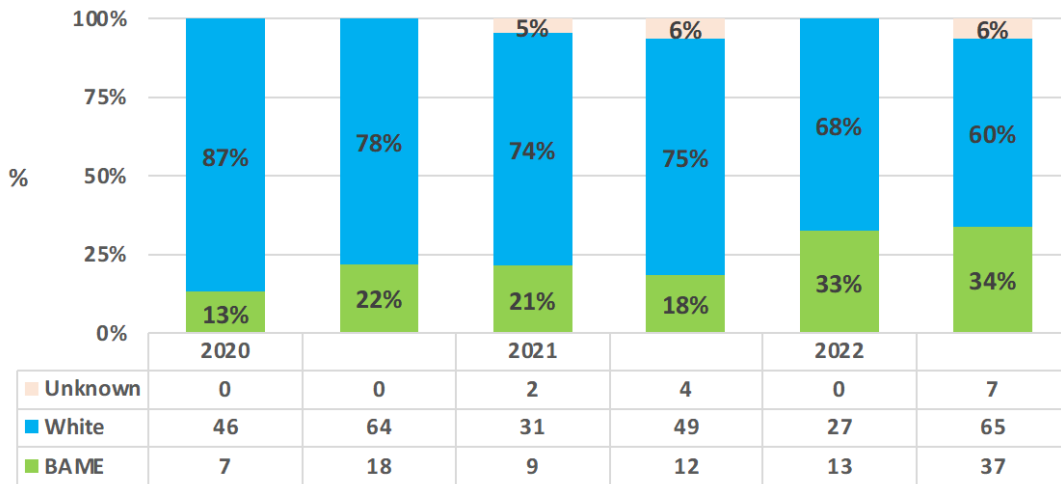


Figure 6B3 Ethnic Profile of PTO Leadership Training Attendance over a three-year period

Leadership Training Attendance by Gender & Ethnicity



Leadership Training Attendance by Gender & Ethnicity

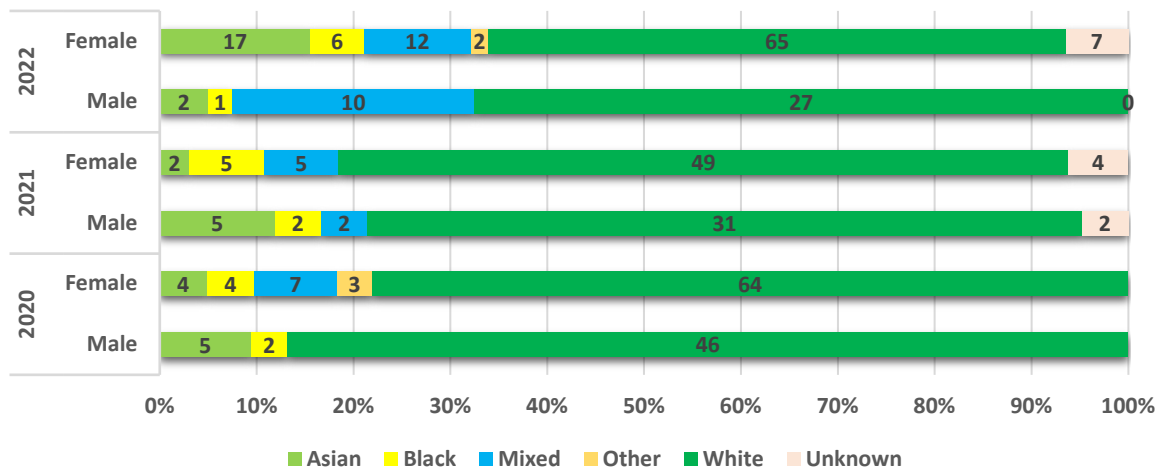


Figure 6B4 Ethnic Profile of PTO Training Attendance Intersected with Gender over a three-year period

Training opportunities and the uptake needs to be explored further in appraisals, which will also include line manager training for coaching conversations (Action 4.7) to facilitate higher uptake.

Leadership training programmes include Aurora (aimed at women), and positive action programmes such as Diversifying leadership (aimed at ethnic minorities Grades 7-9) and Stellar HE (aimed at ethnic minorities), are open to academics and PTO staff. Since 21/22 there has been investment of 2 places per each of the programme per year, with some faculties adding additional funding locally. Applications and acceptances across 2021-2024 indicate that more targeted approaches to encourage BAME PTO applications for the Aurora programme are needed. Although the data indicates a good split between Academic and PTO applications and acceptances (Figure 6B5), when considering Ethnicity, only 4% of applications are received from BAME PTO's (Action 4.4).

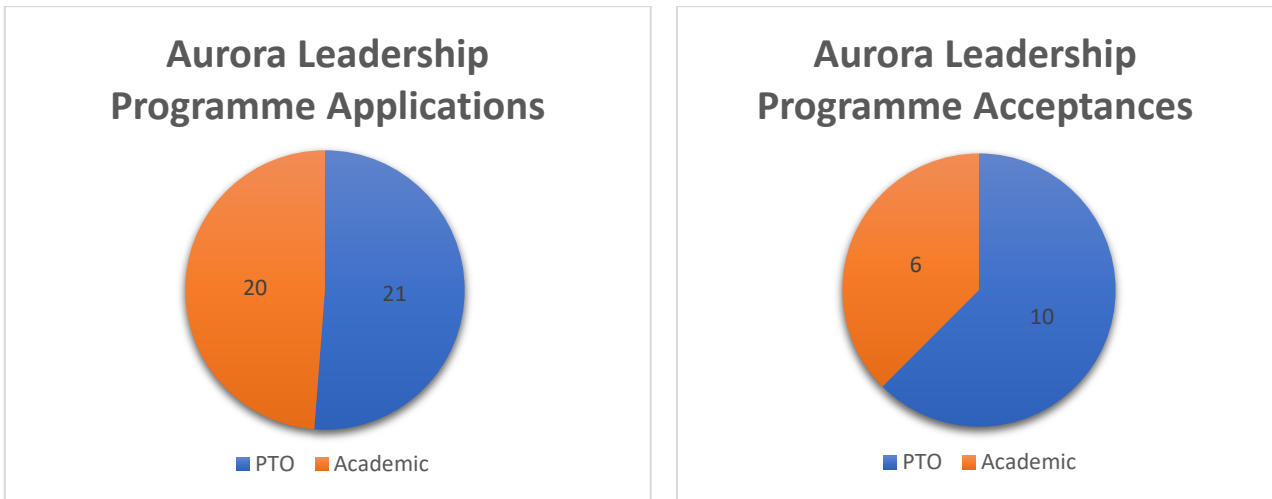


Figure 6B5 Applications and Acceptances to the Aurora Leadership Programmes 2021-24

An institutional longitudinal study into the leadership programmes was conducted in 2022 that provided recommendations - indicating a long-term deficiency in identifying our most talented leaders and managers and supporting them to become 'demonstrating the values' advocates and role models and 'the best they can be'. To address this an alumni group was set up for all those that had been on the Leadership Programmes, with a dedicated Teams site and web presence to share success stories (Figure 6B6).

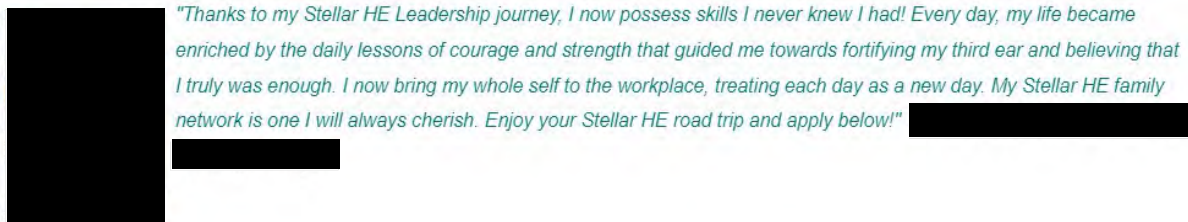


Figure 6B6 Success story of Stellar HE Professional Services Staff Member

In consultation with Stellar HE alumni, the applicant requirements changed from Grade 10 to Grade 9 staff being able to apply, enabling more ethnic minority Professional Services and support staff to apply. Also, a new institutional leadership co-ordinator post was instigated through the REC co-chairs (2022) and approved by SLT with a 0.2FTE allocation (Figure 6B7). This role will ensure alumni of leadership programmes are supported for career progression and promotion, to help achieve the PSED objective of 25% of senior staff positions (above grade 10 and including HoDs) to be held by BAME staff (Action 4.4).

Applications are open for the Institutional Leadership Coordinator role

Who can be an Institutional Leadership Coordinator?

Any permanent member of staff.

What is the time commitment for the role?

In recognition of the demands of the role and to ensure that you can commit to the role, Kingston University has allocated 0.2 FTE to the role.

Note: We will work with yourself and your manager to ensure this time is allocated appropriately.

What does the role entail?

The Institutional Leadership Coordinator is the pillar in linking participants, role models and mentors, and leading our universities engagement with Aurora, StellarHE and Diversifying Leadership programmes. They are a valued member of the EDI Governance structures such as the EDI Committee, and uplift and represent the voices of participants wherever they can.

Key Responsibilities include:

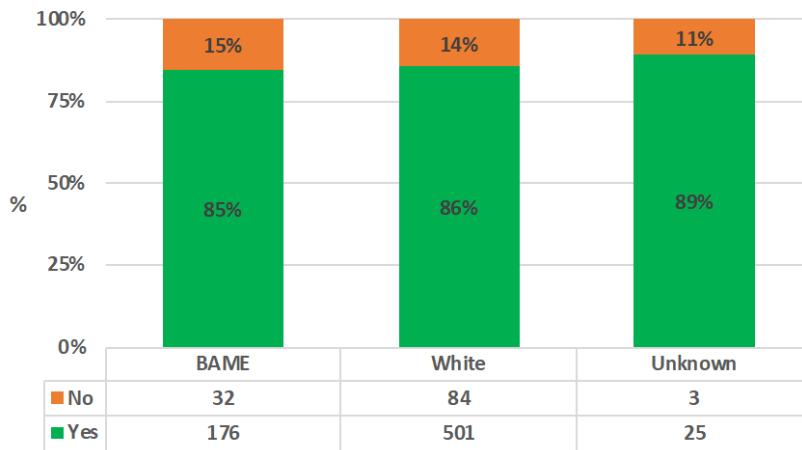
- To work alongside EDI Partner and Head of EDI in ensuring that the university meets its PSED objectives.
- To oversee the recruitment and selection process of Aurora, Diversifying Leadership and StellarHE programmes.
- To consolidate all leadership programmes together to mitigate disparities and to ensure that university wide PSED objectives are achievable.
- To seek opportunities with external alumni of the leadership programmes e.g. sharing of best practice, leadership events/workshops.
- To foster a leadership community to ensure that career progression and promotion is at the forefront (PSED objective).
- To create and maintain the link between Organisational Development and Leadership programme alumni to ensure uptake of OD courses.
- To work with Organisational Development to create a two-way communication model that explores ideas and feedback as a result of the leadership programs. The Institutional Leadership Coordinator will also advise and recommend courses and initiatives that maybe required.

Figure 6B7 Institutional leadership Co-ordinator role

6C Appraisals

Our drive to increase communications (see chapter 3) showed notable increases in appraisal completion rates overall since the last submission with 89% BAME PTO staff having had an appraisal completed in 2023, compared to 29% in 2021 (Figure 6C1); consistent across all ethnicities (Figure 6C2).

Appraisal Completion Rate - 2023



Appraisal Completion Rate - 2022

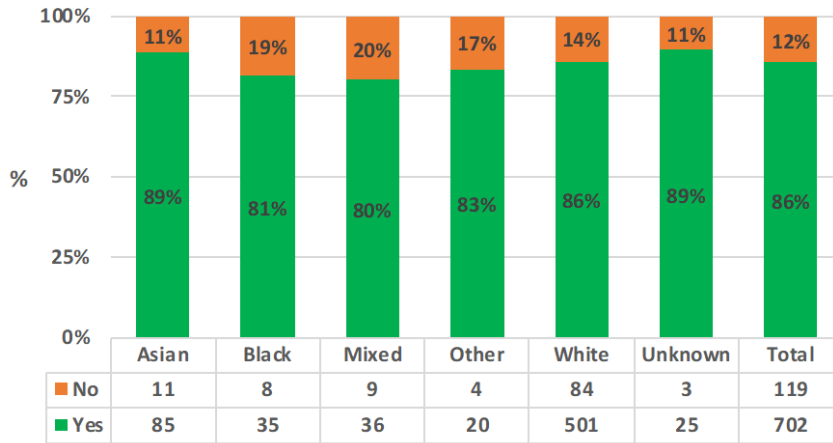


Appraisal Completion Rate - 2021

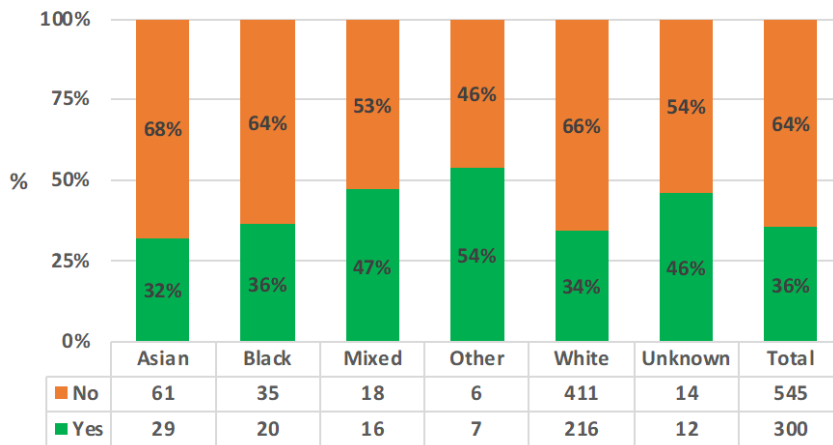


Figure 6C1 Professional Services Appraisal Completion Rates over a three-year period

Appraisal Completion Rate - 2023



Appraisal Completion Rate - 2022



Appraisal Completion Rate - 2021

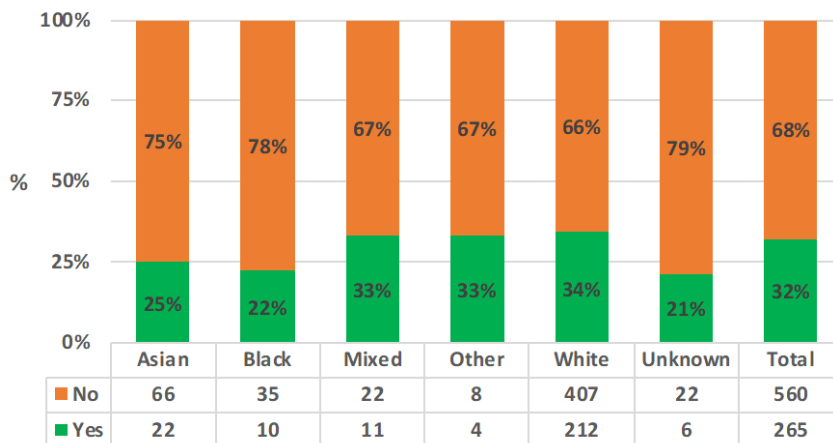


Figure 6C2 Professional Services Appraisal Completion Rates by Ethnicity over a three-year period

The completion of appraisals with ethnicity intersected with gender indicate that male and female rates are similar, 87% and 90% respectively overall (Figure 6C3).

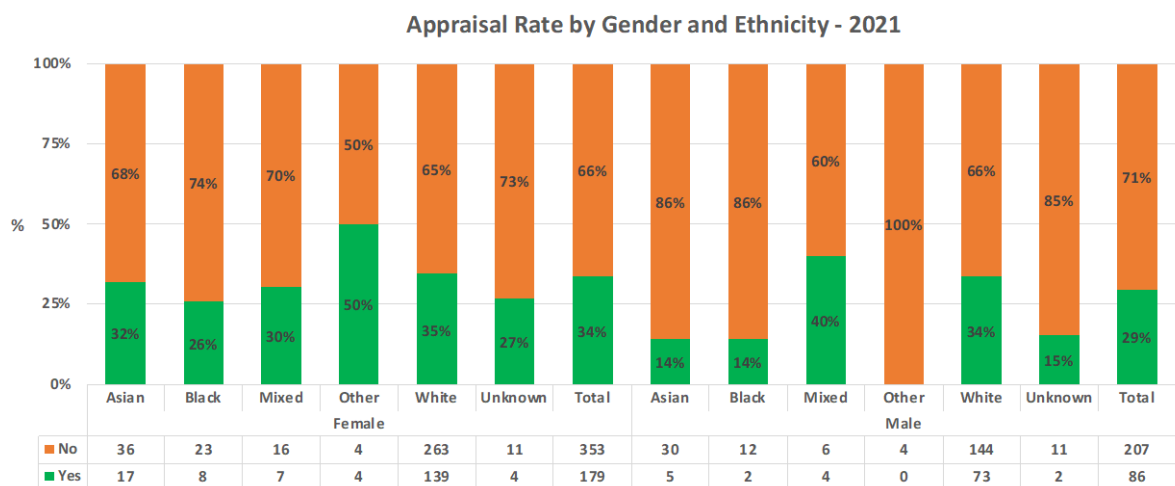
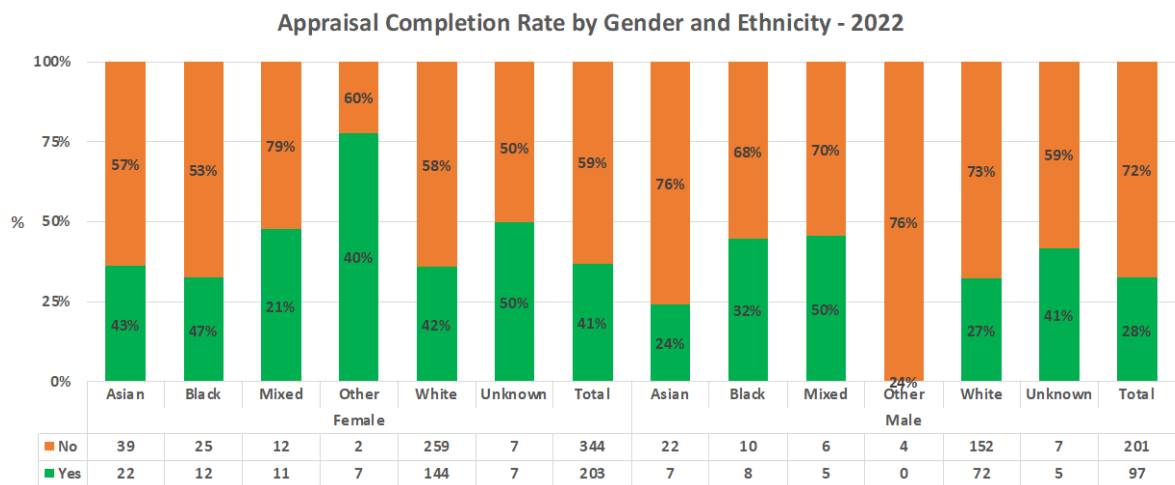
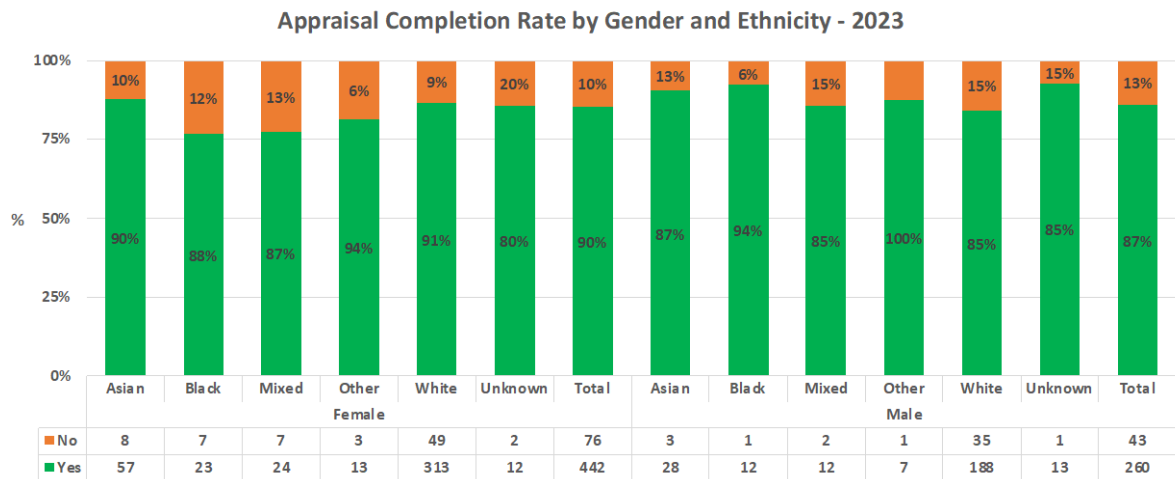


Figure 6C3 Professional Services Appraisal Completion Rates by Gender and Ethnicity over a three-year period

REC Staff survey results indicate appraisal process needs development (approximately 50% satisfaction Box 6C4). Appraisals remain a priority area for the Town House People Plan which plans newly developed appraisals being rolled out in May 2024 - to include recognition of contribution to the university and “Inclusive” value with the EDI work contribution (Action 4.7).

Positive responses “I find the appraisal process useful”

- 50% Asian, 100% Black, 50% Mixed in Academic services
- 50% Asian, 50% of Black, 33.3% Mixed within FIHR
- 66.2% Asian staff, 100% Mixed in Student Directorate.
- Compared to White staff 57.9% in Academic services, 54.6% in FIHR and 49.2% in student directorate disagree.

Box 6C4 Positive responses from the REC staff survey

6D Professional and Support Staff Promotions

PTO staff can only progress as internal applicants to vacant roles or if a role is re-graded. Senior roles become available infrequently.

REC survey data indicates that an opportunity to discuss internal vacancies being advertised could be facilitated through appraisals, Box 6D1. The People Plan sets out that all grade 5-7 permanent and all grade 6-7 fixed term roles are to be advertised internally only in the first instance for a minimum period of 5 calendar days. But the data indicates that there is still further work to do around developmental conversations in appraisals to prepare internal applications (Action 4.7).

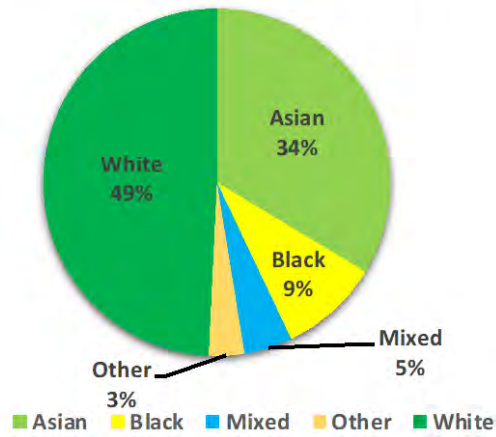
Positive responses “I have been encouraged to apply for jobs at a Higher grade”.

- 25% Asian in Academic services
- 50% Asian in FIHR
- 33.3% Asian, 100% Mixed in Student Directorate
- Compared to White staff 46.9% in academic services, 34.1% in FIHR and 42.7% in Student Directorate.

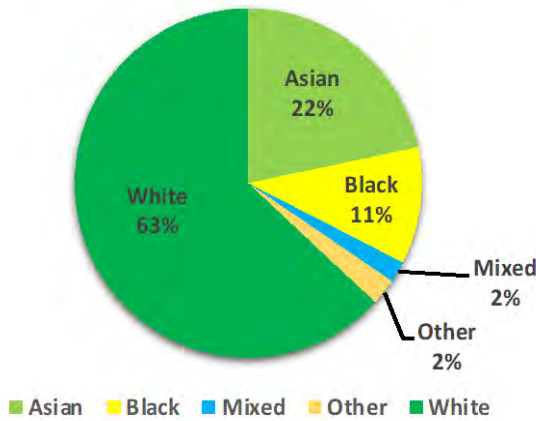
Box 6D1 Positive responses from the REC staff survey

Data presented here is based on internal applications, showing White staff make up the highest percentage of internal applications which reflects PTO staff demographics, and very positively non-UK Asian applications are the highest proportion (Figure 6D2).

All Applications by Ethnicity



UK Applications by Ethnicity



Non-UK Applications by Ethnicity

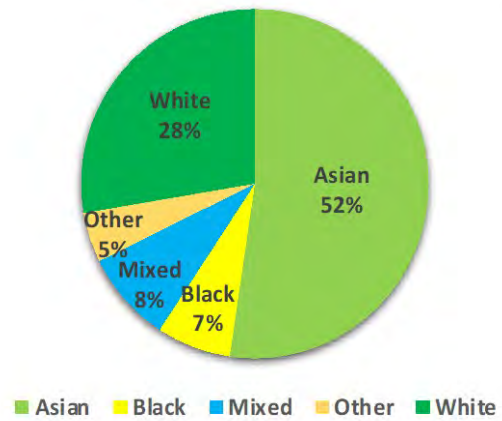
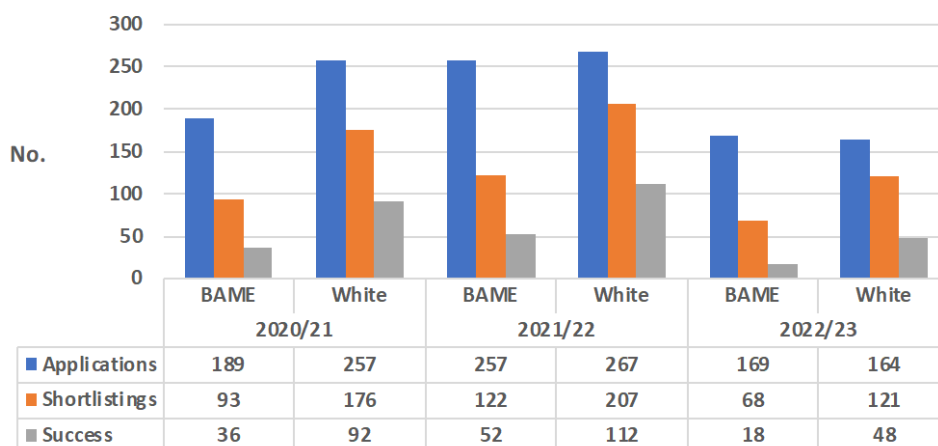


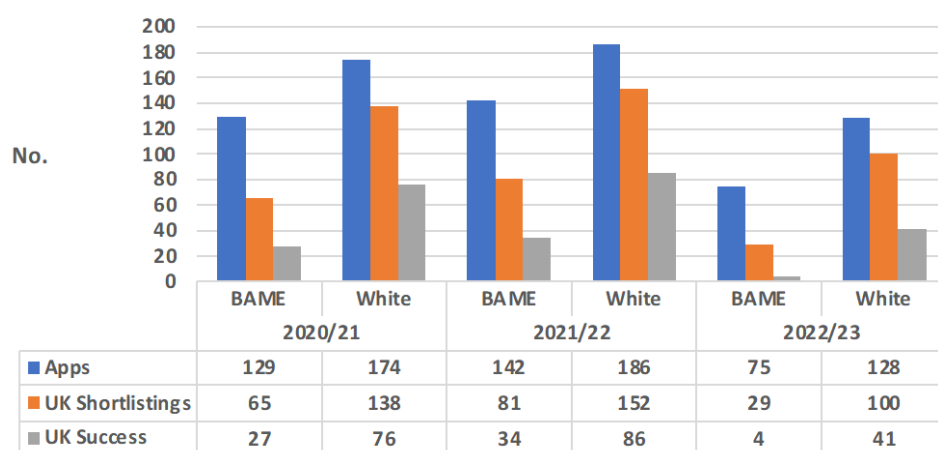
Figure 6D2 Ethnicity of Applications by nationality in 2023

When analysing internal applications data (Figures 6D3-6D4, consistently White internal applicants are more successful in being hired over the 3 years. Ethnicities data is showing peaks and troughs. For non-UK applications Black internal applicants had a better hire rate 22% than White 19% in 2023, whilst in UK applications (22/23) Mixed applicants had 25% compared to White 32%.

All PTO Applications, Shortlistings and Successes



UK PTO Applications, Shortlistings and Successes



Non-UK PTO Applications, Shortlistings and Successes

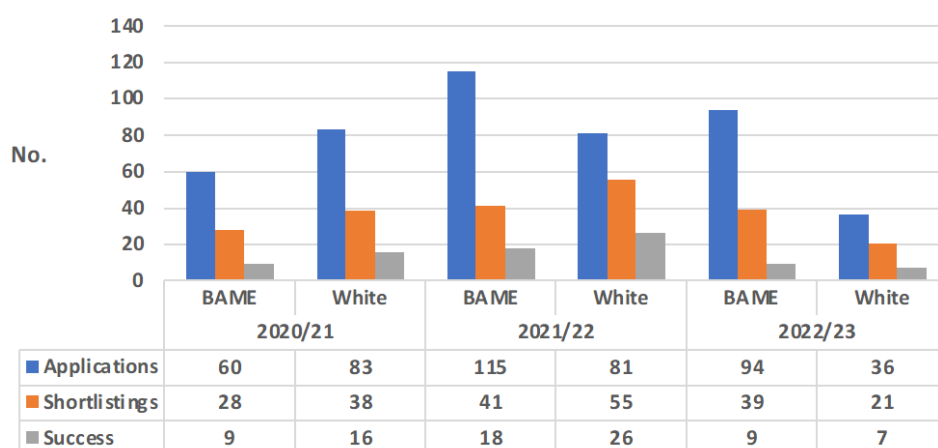
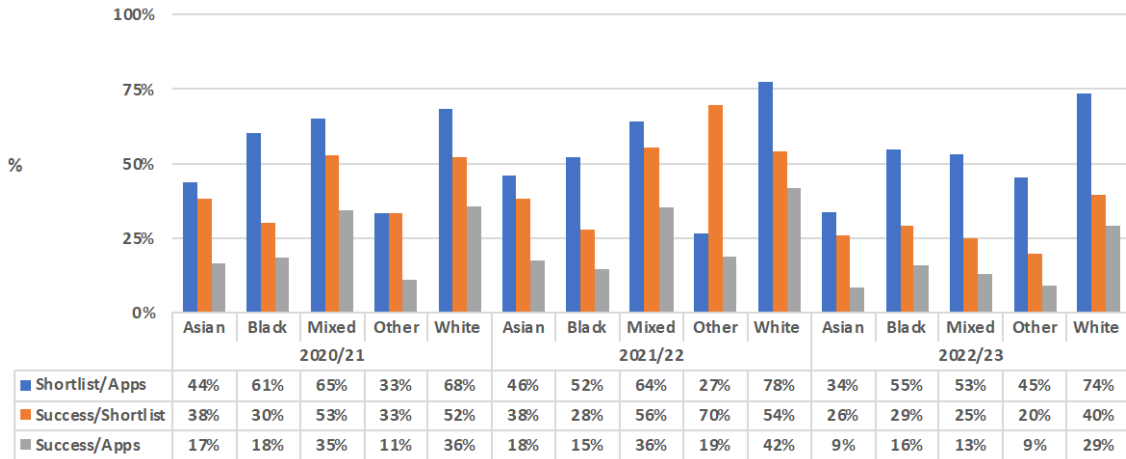
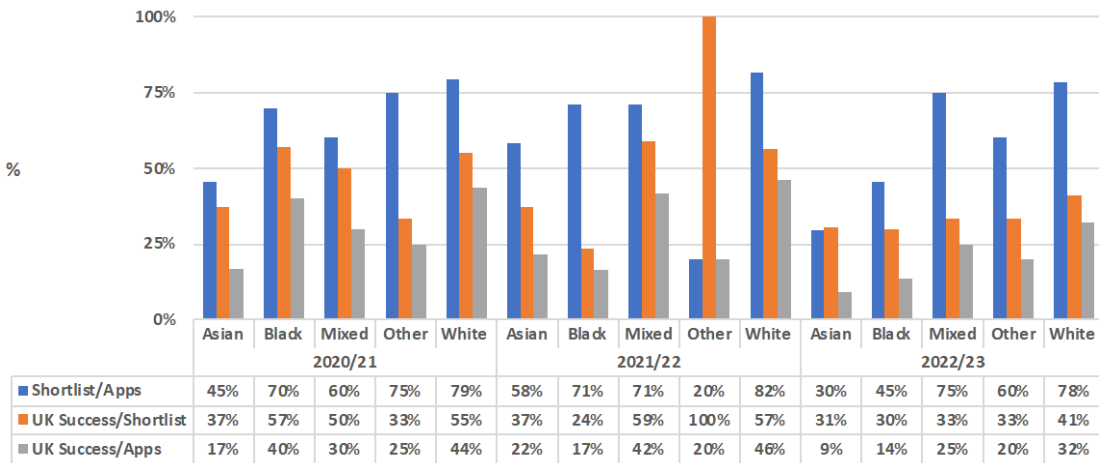


Figure 6D3 Number of PTO Applications, Shortlisting and Successes

Shortlisting and Success Rates for All Applicants



Shortlisting and Success Rates for UK Applicants



Shortlisting and Success Rates for non-UK Applicants

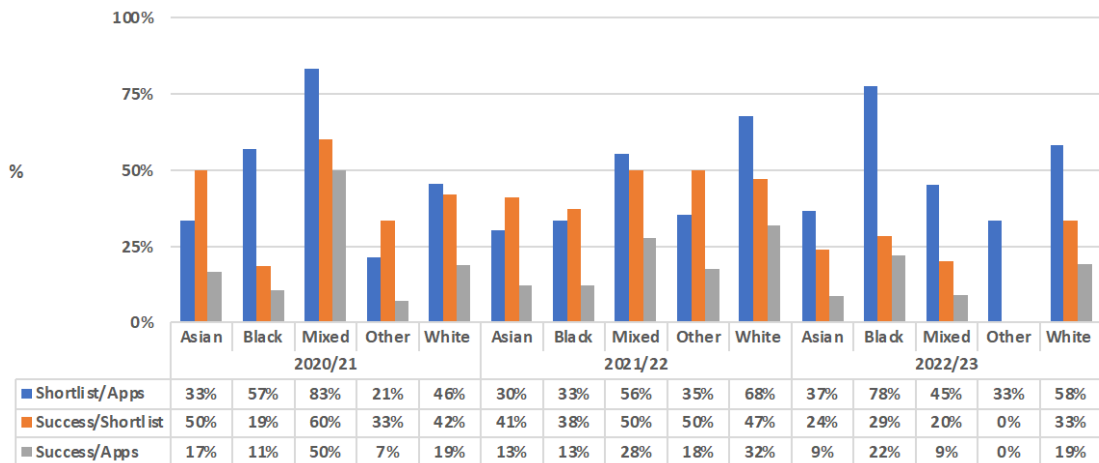
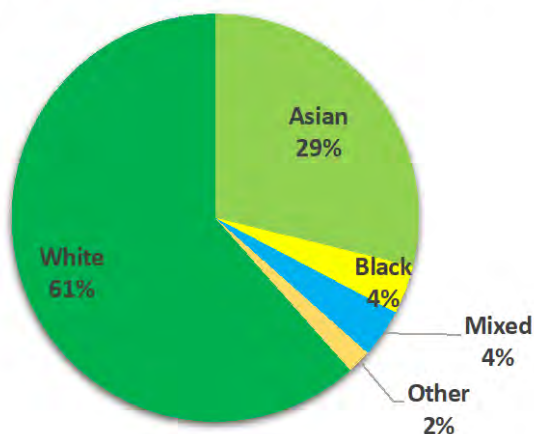


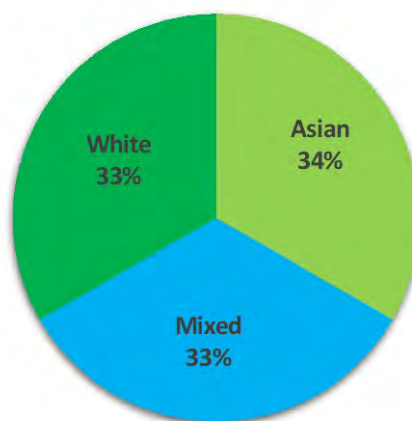
Figure 6D4 Shortlisting and success rates for UK, non-UK and All PTO Staff progressions

Directorates progression data shows that corporate services does not attract applications from internal Black candidates and all other directorates except Academic services attract larger percentages BAME internal applications over White (Figure 6D5).

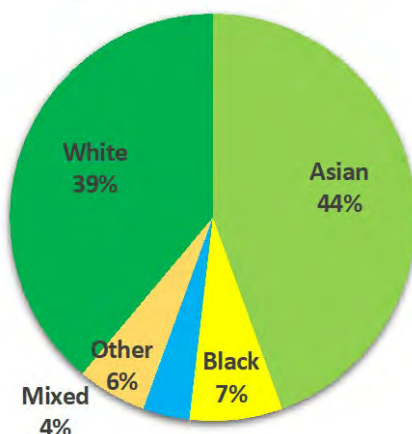
Applications - Academic Services



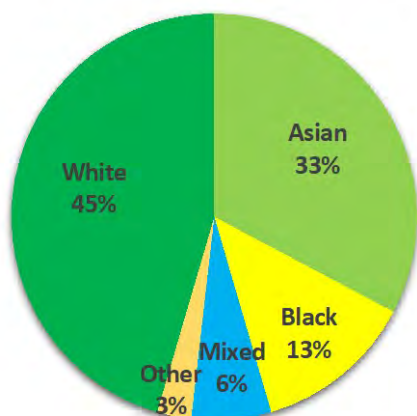
Applications - Corporate Services



Applications - FIHR



Applications - Students



Applications - Faculties

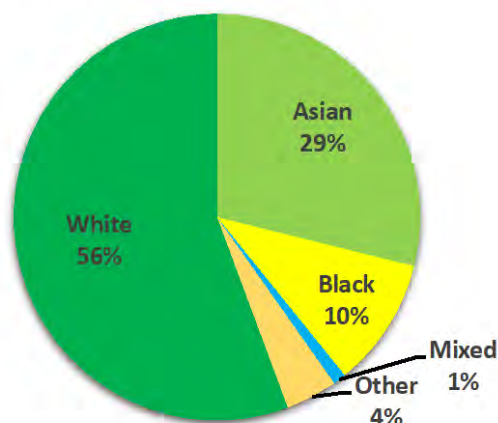
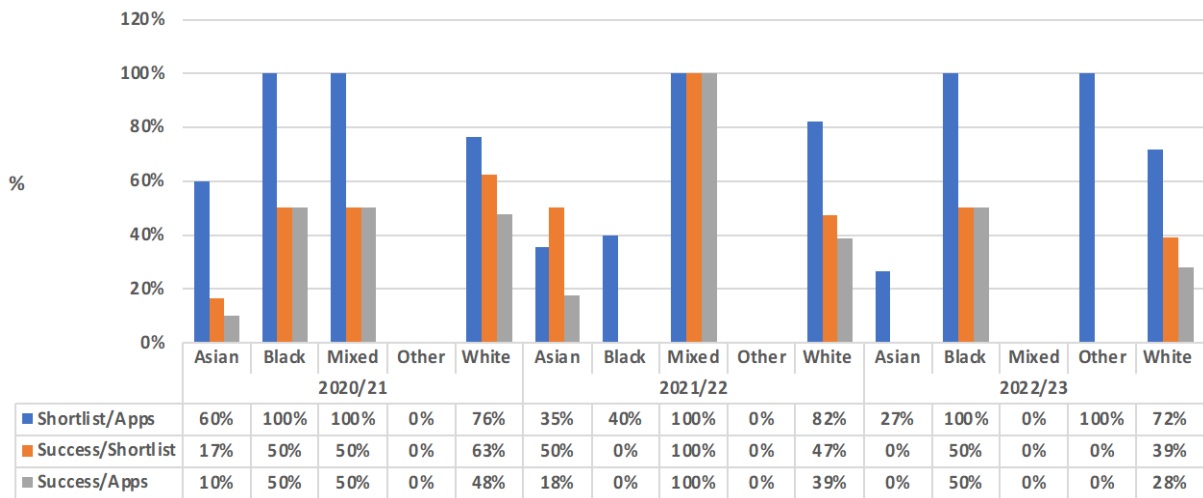


Figure 6D5 Ethnicity Profile of Applications per Department

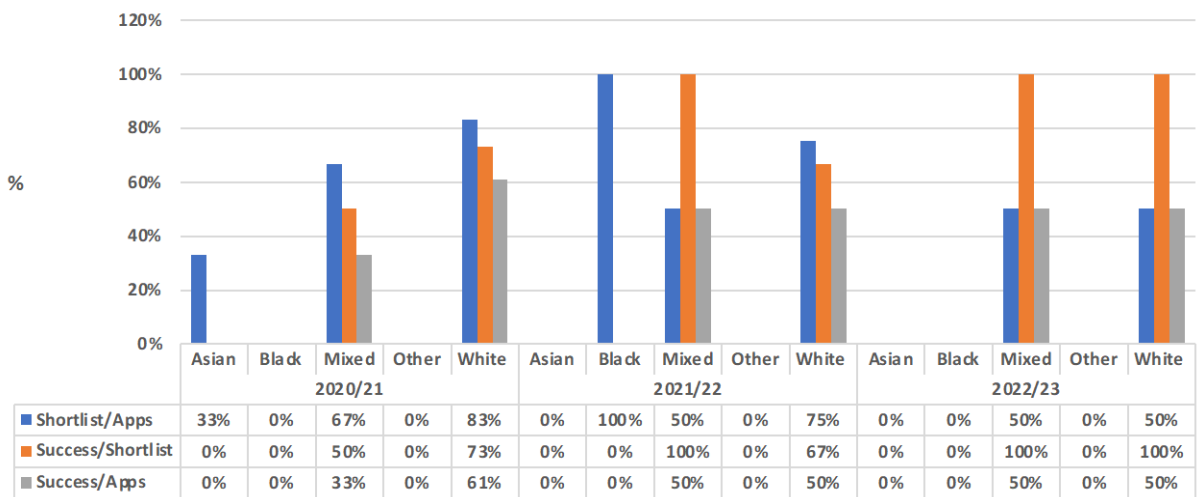
Evaluating selection and hires the data across the directorates is varied, where in some cases 2022/23 Black internal applicants are more successful than White ethnicity e.g. Academic directorate. For corporate services the data indicates that the lack of diversity in the directorate could impact that selection process as there are no Asian internal applicants that are successfully shortlisted, apart from 2020/21 (Asian 33%) and 2021/22 (Black 100%), likely impact of small

numbers. For FIHR there does not appear to a pattern except that in 2020/21 Asian and Black were more successful to be hired (100%). In Student Services for 2020/21 success rates were higher for all ethnicities than 2022/23, this may be attributable to the Student Hub restructure.

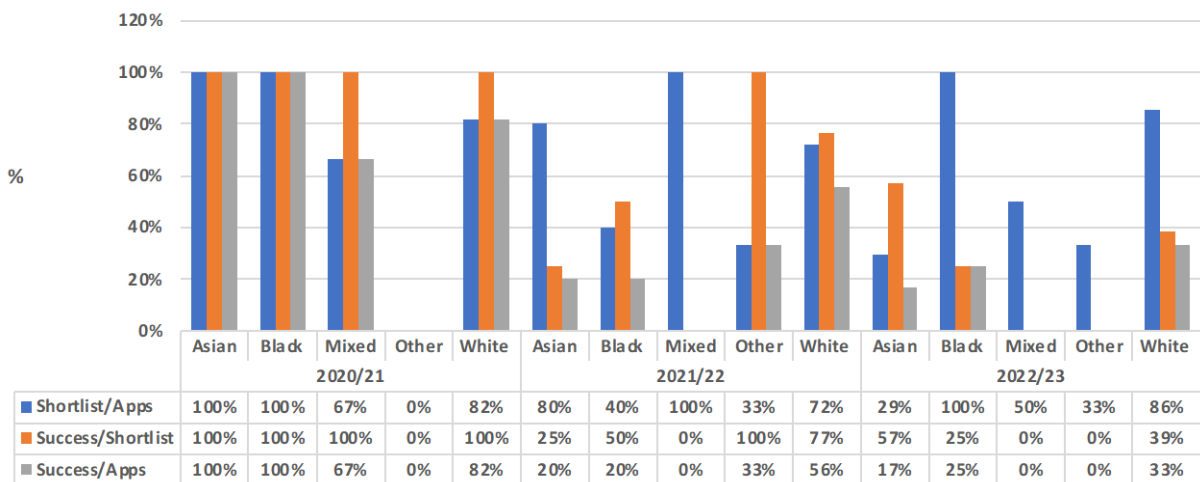
Shortlisting and Success Rates - Academic Services



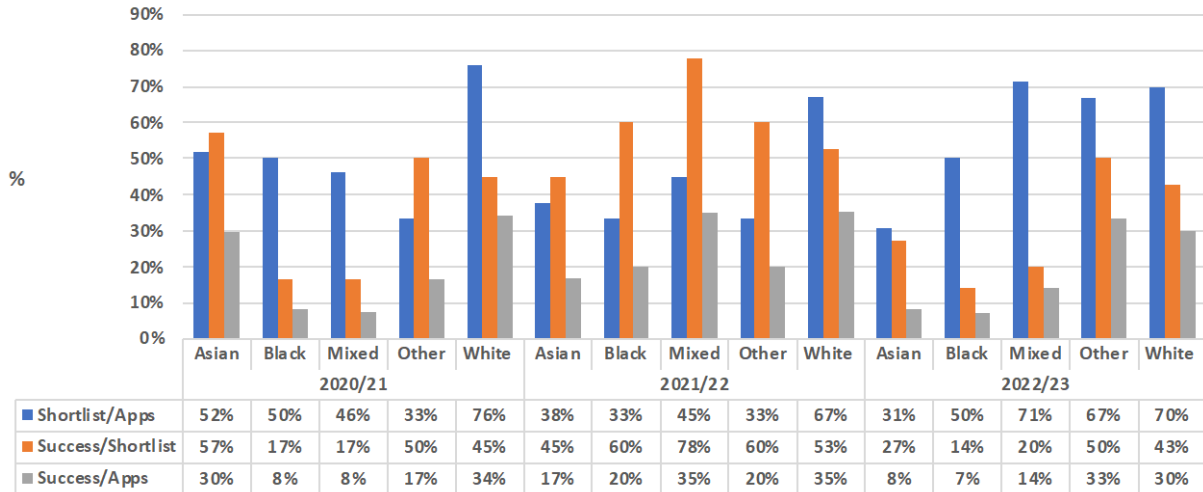
Shortlisting and Success Rates - Corporate Services



Shortlisting and Success Rates - FIHR



Shortlisting and Success Rates - students



Shortlisting and Success Rates - Faculties

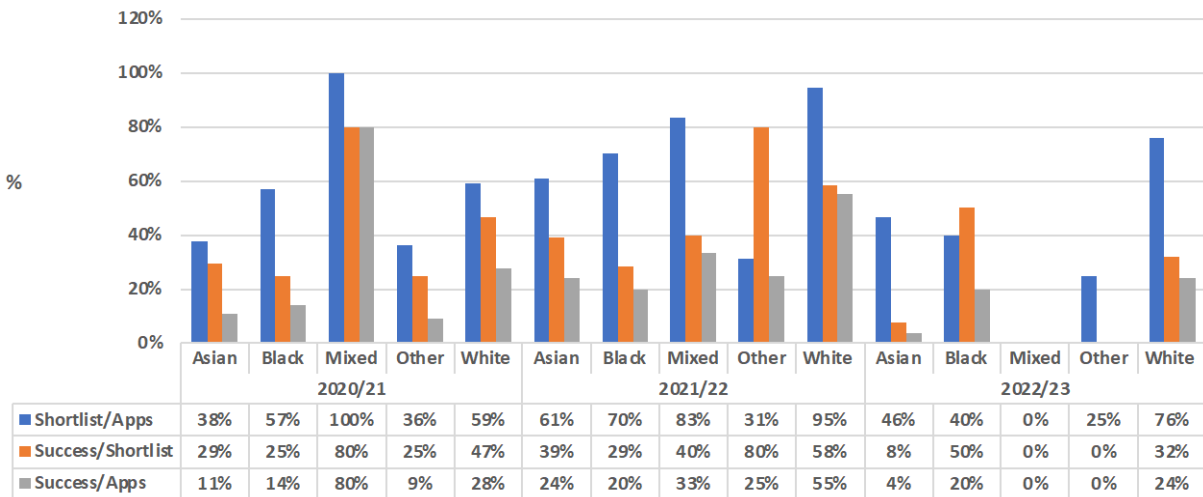
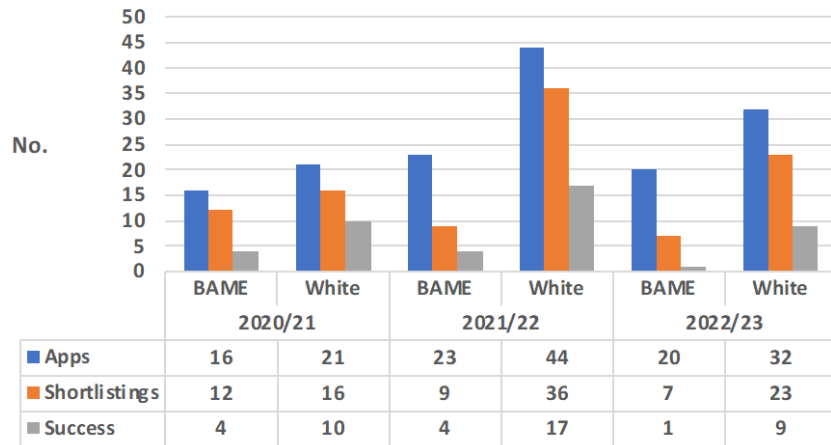
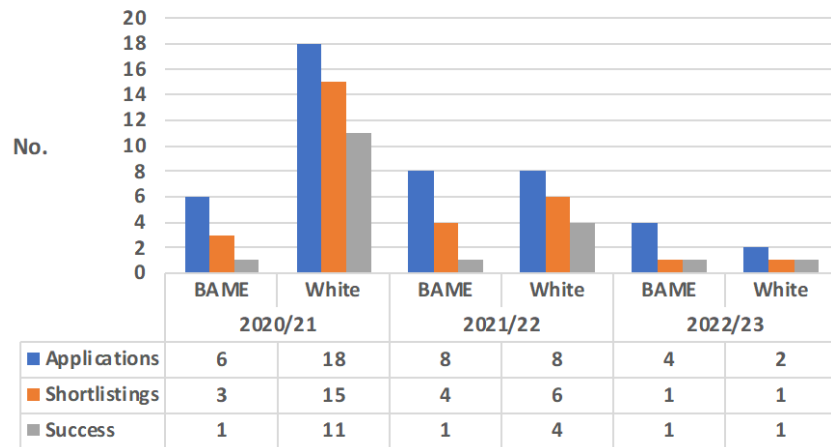


Figure 6D6 Shortlisting and success rates by Departments

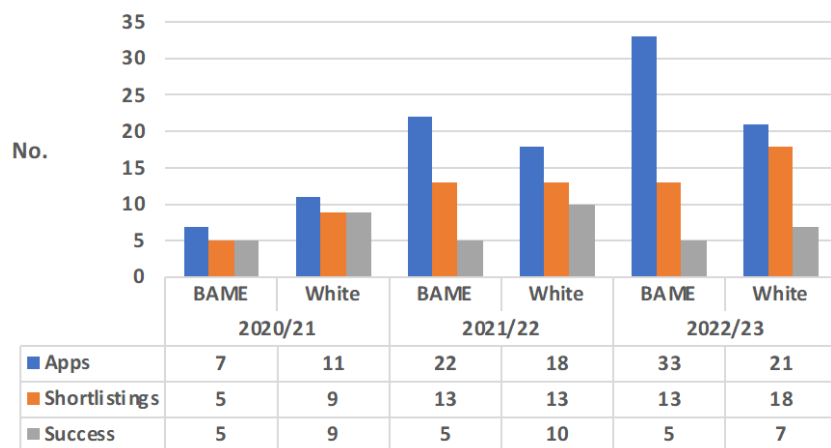
Academic Services



Corporate Services



FIHR



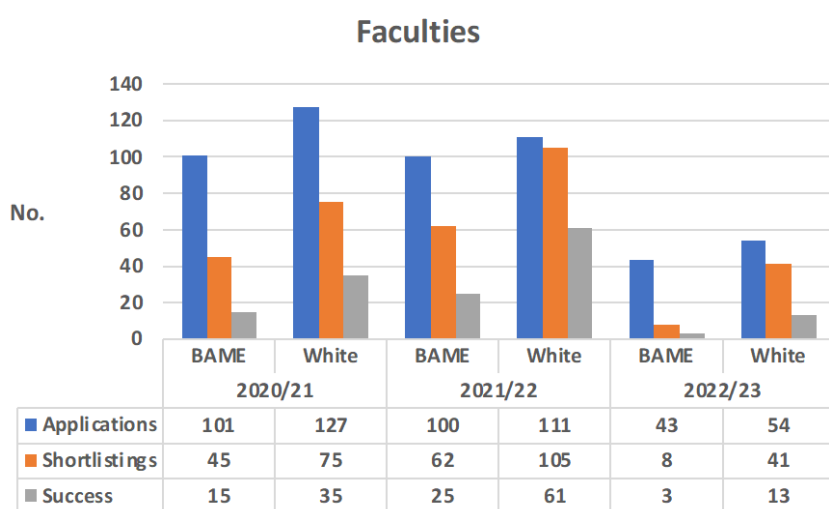
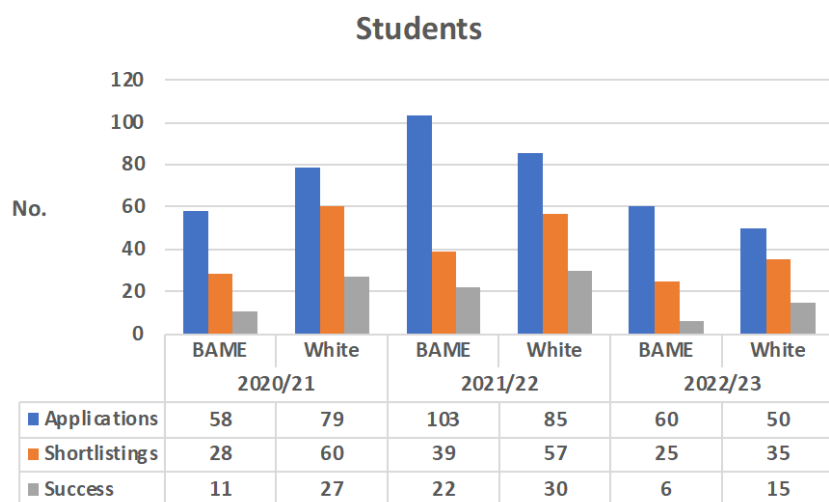


Figure 6D7 Number of applications, shortlisting and successes

Role re-grading takes place through requests from line managers, where a revised Job Description is evaluated. The data from the last 3 years indicates more White staff that were successful in having their roles regraded, but more White staff are in post (see demographics), consistently across 2021/22 and 2022/23. However, in 2023/only 3 regrades have taken place distributed across White, Asian and Black PTO staff.

Academic year	White	Asian	Mixed	Black	Other	Prefer not to say	Arab	Not Provided	Not Known	Total Numbers
2021/22	67%	22%	0%	4%	4%	0%	0%	4%	0%	27
2022/23	60%	20%	5%	5%	0%	10%	0%	0%	0%	20
2023/24	33%	33%	33%	0%	0%	0%	0%	0%	0%	3

Table 6D8 Re-grading Applications

The REC staff survey question indicates that, regardless of Ethnicity, there are fewer positive responses in relation to the regrading Box 6D9. This indicates an area for development in the communications for re-grading and directing appraisal conversations (Action 4.1)

Positive agreement "I have been encouraged to have my role regraded".

- 50% Asian, 50% Black, 25% Mixed in Academic services.
- 50% Asian in FIHR
- Compared to 18.8% White in Academic services, 11.3% in FIHR, 4.9% in Student Directorate

Box 6D9 Positive responses from the REC staff survey

To support career development that can enable PTOs to develop their skills to apply for higher grade roles and regrading, the following opportunities are available:

- Secondments (Town House Fellows)
- Mentoring
- Shadowing (Previous REC action plan action) (Action 5.14)
- Positive action Leadership programs (Section 6b)

Town House Fellows were introduced in 2022 and are 18-month seconded posts that would contribute to the delivery of the Town House project. These secondments feed into the Strategy workstreams to provide new and valuable opportunities for staff at all levels to expand their skills, experience, and knowledge, and are seen as opportunities to identify and support talent and ambition within the university. For 14 seconded posts available 44 applications were received, mostly White PTO males applied (Figure 6D10). We need to address the internal recruitment processes for secondments, as well as positive action opportunities for those have undertaken leadership training programmes (Action 4.4).

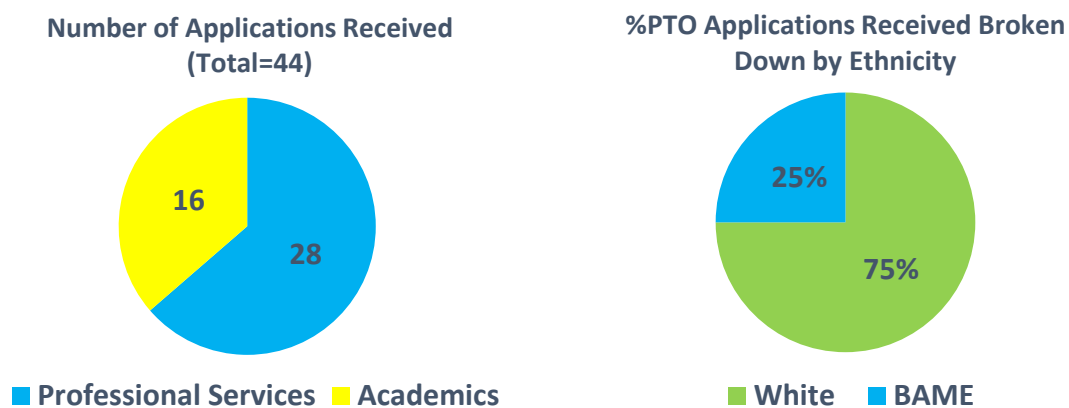


Figure 6D10 Town House Fellow Applications

When considering development opportunities, mainly PTO staff have unfavourable experiences about opportunities being allocated fairly, as highlighted through the REC staff survey (Box 6D11), and Inclusive Village Consultants interviews (Action 4.3).

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

- 50% Asian in FIHR
- 75% Asian, 25% Mixed in Academic services
- 33.3% Asian, 50% Mixed in Student Directorate
- Compared to 42.2% White in Academic services, 40.9% in Student Directorate, 56.8% in FIHR.

Box 6D11 REC Staff Survey responses

In January 2021, the OD team piloted a new, all staff mentoring scheme, and a thorough evaluation of the programme was undertaken. We have promoted the mentoring scheme through our BAME and LGBTQ+ Staff Networks to maximise inclusivity in reaching our diverse communities. The data across the 3 years indicates that in recent years the uptake of mentoring has increased in PTO staff, however an area for development is increasing applications from potential BAME mentees (Although numbers are small) which will enable career development of BAME PTO staff (Figure 6D12) (Action 4.4).

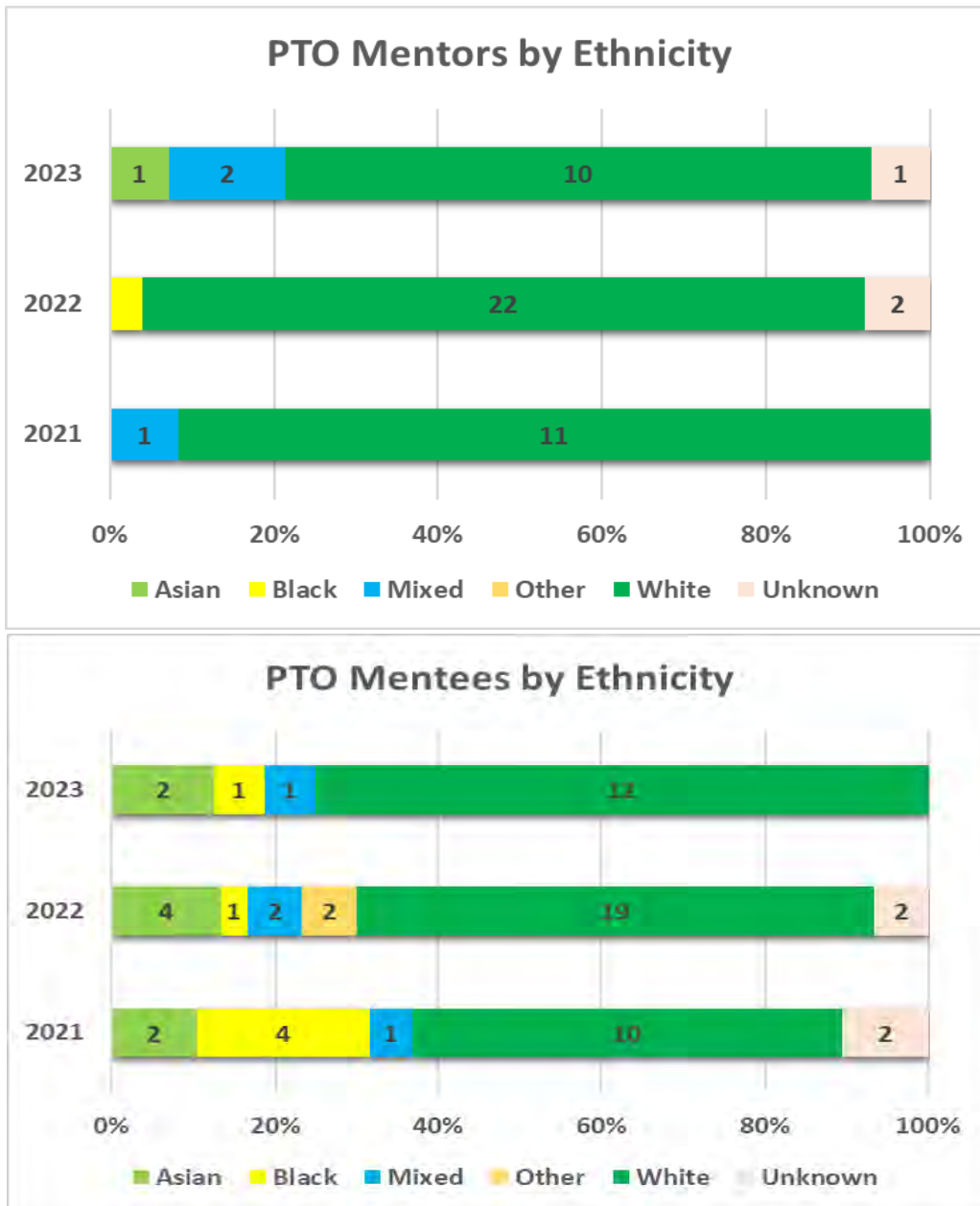


Figure 6D12 PTO Mentoring Scheme Participants

SECTION 7 STUDENT PIPELINE

7A ADMISSIONS

The number of applications from BAME students has increased marginally over the three-year period to 62% (Figure 7A1).

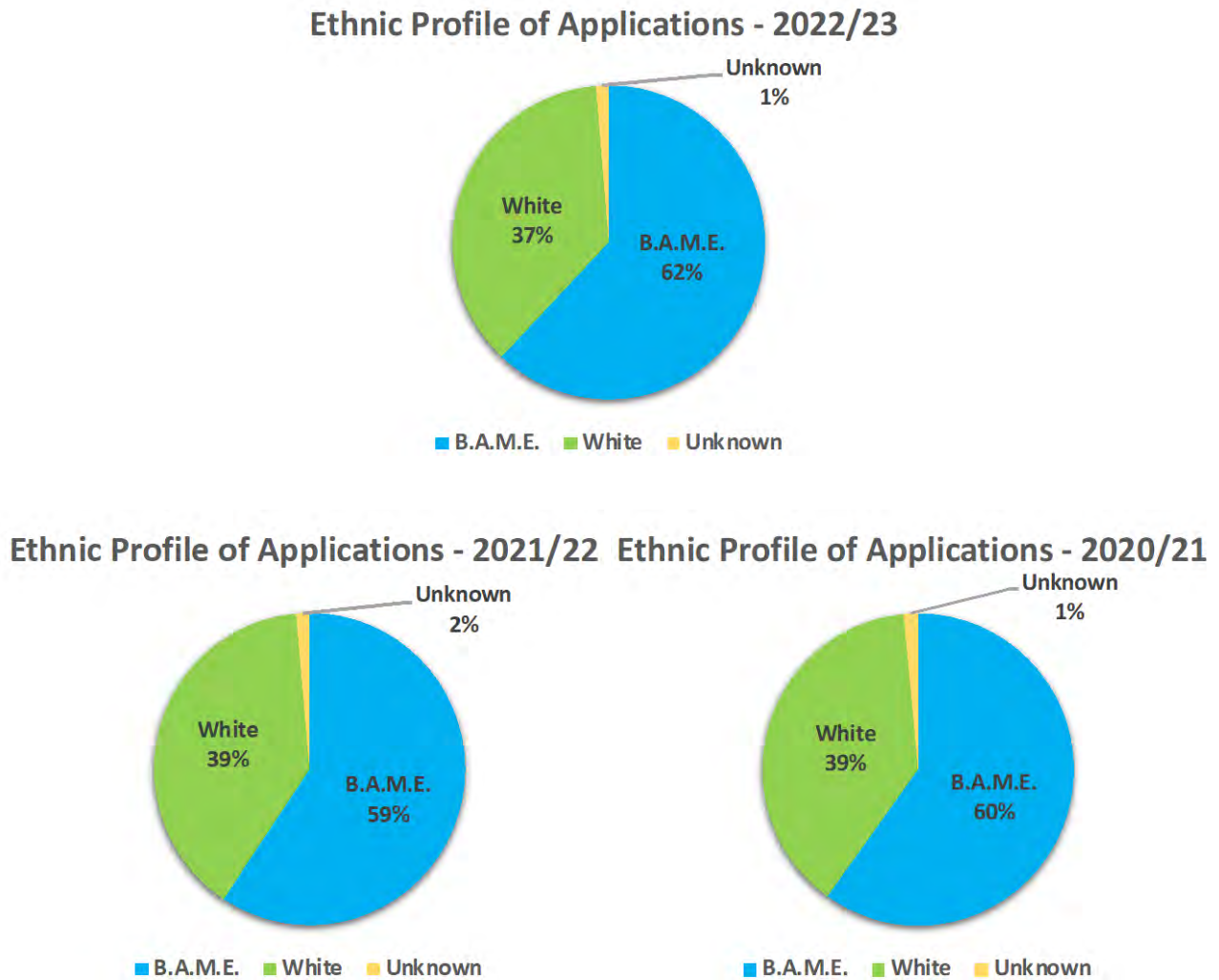
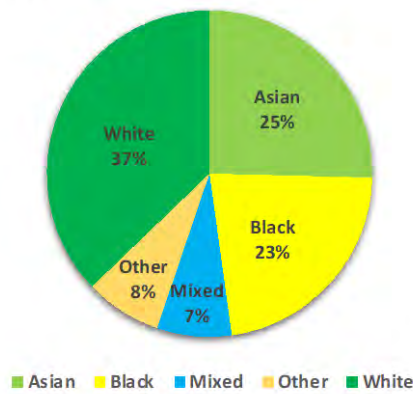


Figure 7A1 Ethnic Profile of UG Applications – 2020/21 to 2022/23

The largest proportion of applicants are from a White background reducing slightly over the 3 years (Figure 7A2).

Ethnic Profile of Applications - 2022/23



Ethnic Profile of Applications - 2021/22 Ethnic Profile of Applications - 2020/21



Figure 7A2 Specific Ethnic Profile of UG Applications – 2020/21 to 2022/23

The number of applications has increased for both BAME and White applicants over the three-year period with a corresponding increase in offers and acceptances (Figure 7A3).

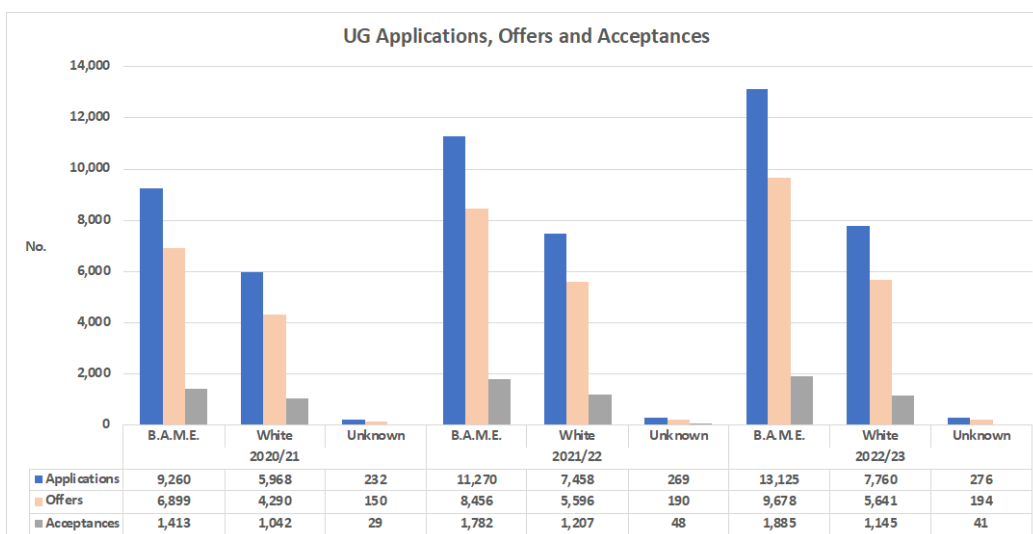


Figure 7A3 Number of UG Applications, Offers and Acceptances – 2020/21 to 2022/23

BAME and White students have an equal chance of receiving an offer and accepting it indicating that there is no bias in the selection process (Figure 7A4).

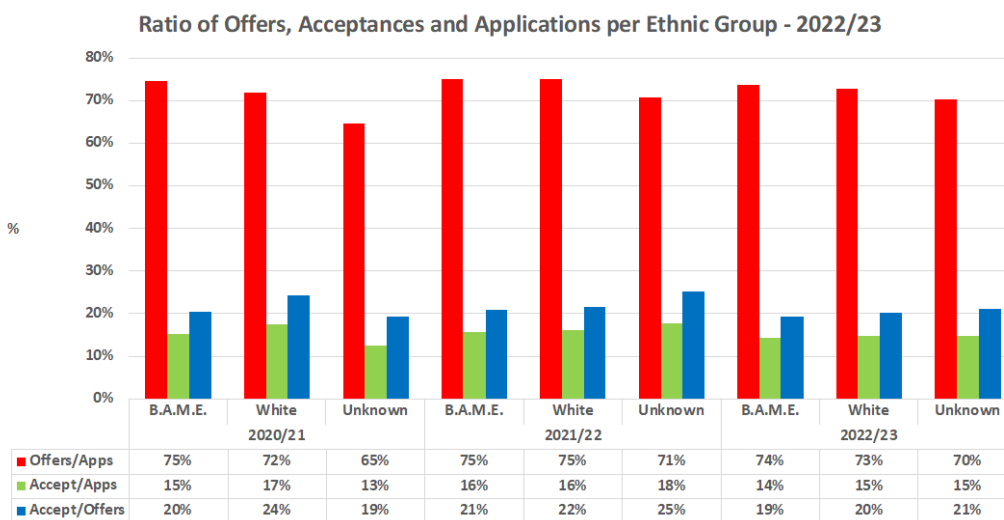


Figure 7A4 Ratio of Offers and Acceptances per Application – 2020/21 to 2022/23

Asian applicants (81%) are most likely to receive an offer and Black applicants (64%) the least. This pattern has been consistent for the last three years (Figure 7A5). The acceptance rates are similar for all ethnicities.

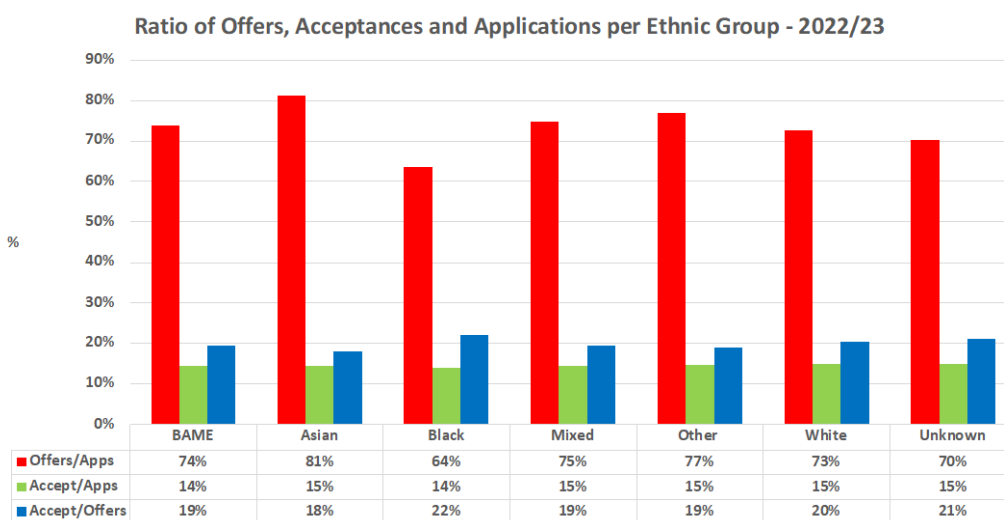


Figure 7A5 Ratio of Offers and Acceptances per Application and Acceptances per Offer for specific ethnic group – 2022/23

Applications per predicted A Level grade (Figure 7A6) shows most applications are from White applicants, then Asian applicants then Black applicants during three years. The lower offer rates for Black applicants are possibly explained by the higher proportion with lower predicted A level grades (applicants with lower A level grades have a lower offer rate across the board than applicants with high predicted grades) e.g. in 2022, 23% of the total Black applicants are in the lowest predicted grade category, compared to 17% White total and 21% Asian total applicants. Notably, within each category of predicted grade, the offer level between different ethnic groups is similar, implying parity in offer across ethnicities (Figure 7A.6 and 7A.7).

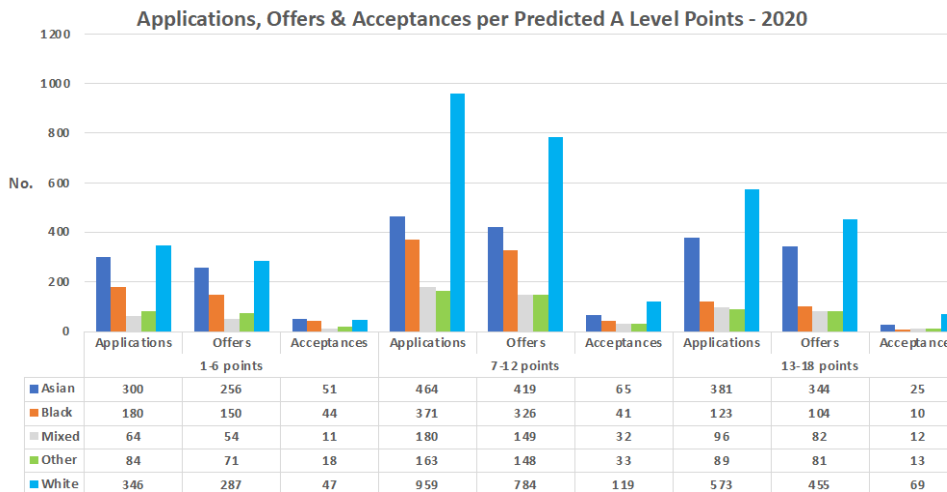
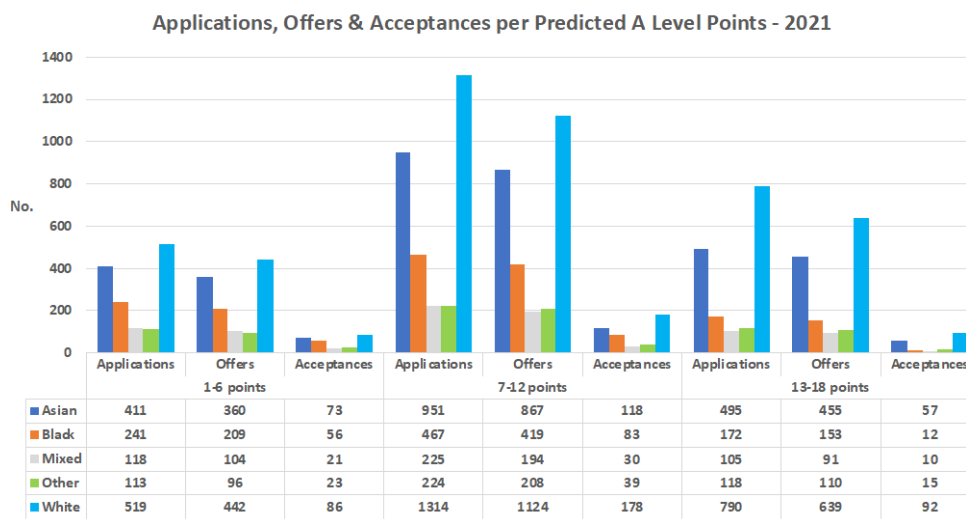
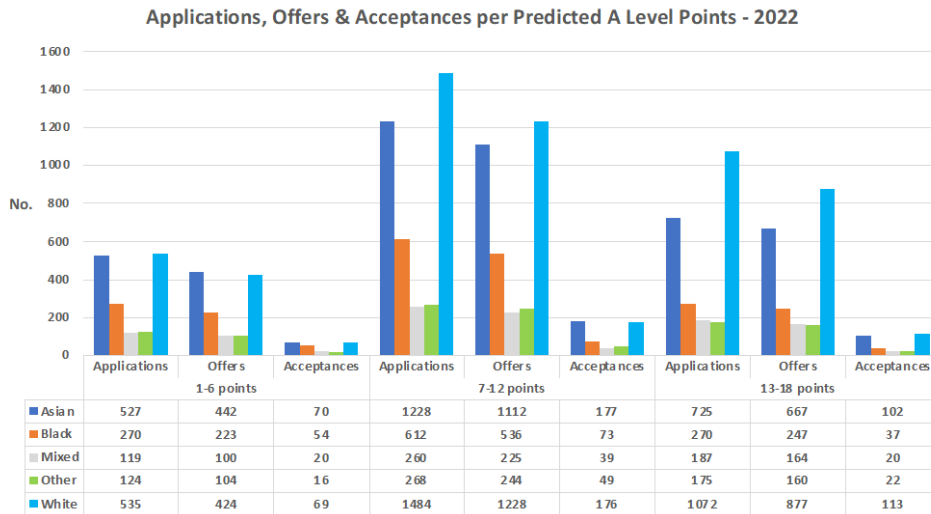


Figure 7A6 Number of Applications, Offers & Acceptance per Predicted A Level points.

Some variation occurs at higher predicted grades (13-18 points) showing White students about 10% less likely to receive an offer compared to Asian and Black applicants (Figure 7A7).

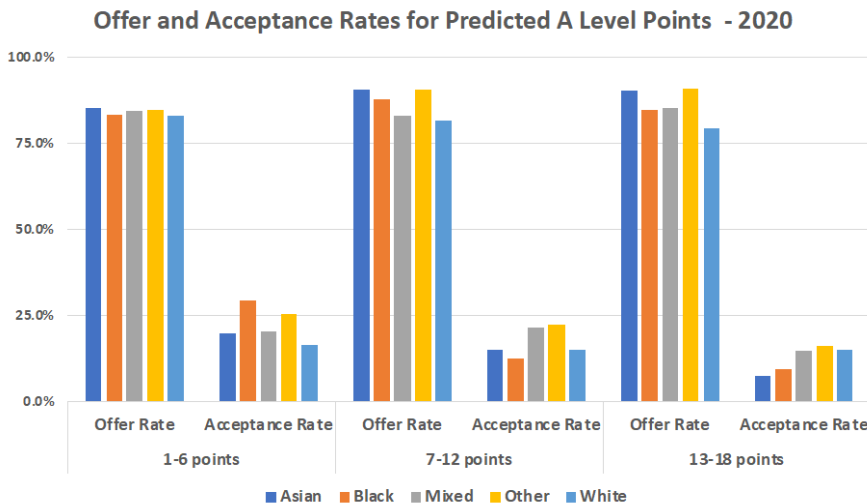
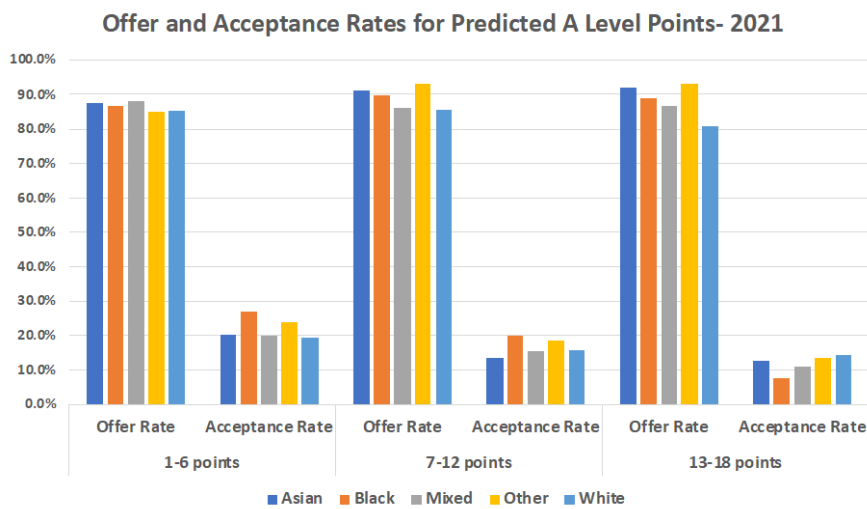
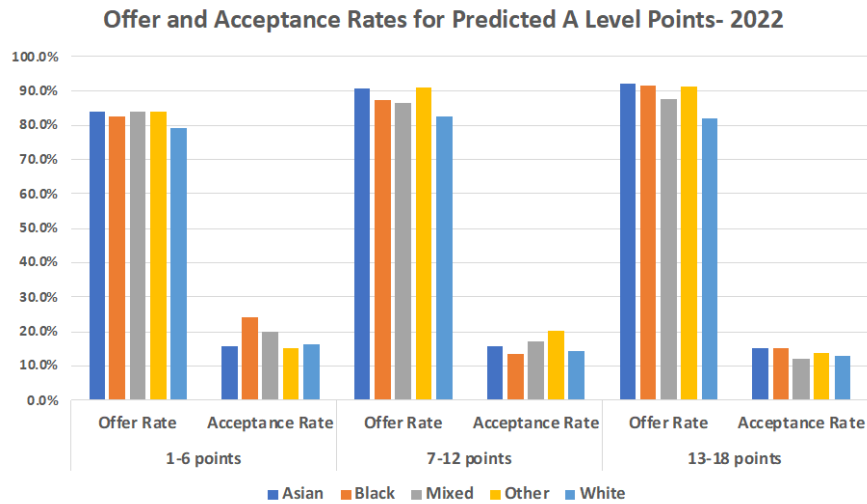


Figure 7A7 Offer and Acceptance Rates per Predicted A Level points.

For BTEC grades, Black students receive similar offer rates to White students (Figure 7A8). Asian students with 1 or 2 BTEC predicted grades have slightly higher offer rates than White students, with Mixed highest at Level 2.

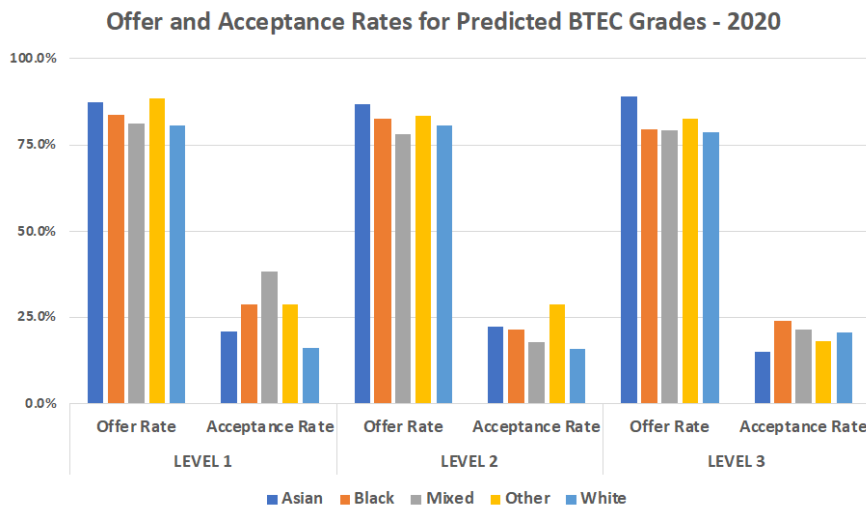
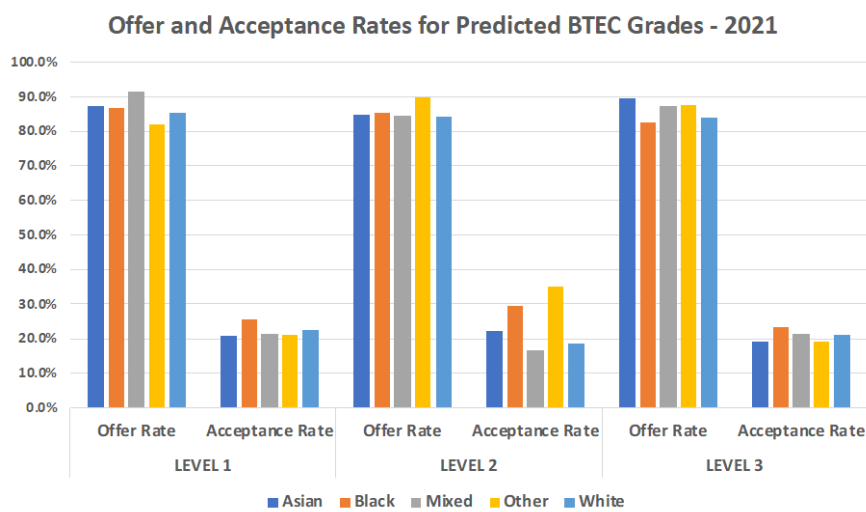
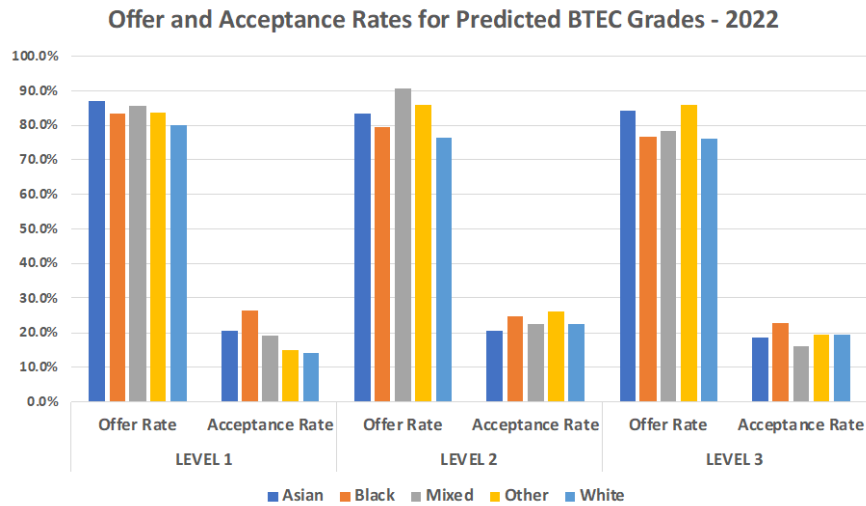


Figure 7A8 Offer and Acceptance Rates per Predicted BTEC Grade

From the evidence presented, chapter 3, and the REC student survey not flagging discriminatory practices during admissions, we decided addressing admissions is not a significant priority in our action plan. Additionally, the UG/PG Applicant survey found 84.3% of applicants were satisfied with the way KU communicated with them regarding their application. We will continue to monitor

differential experiences and the possibility of racial inequity in the application process by ensuring that the institutional applicant survey is analysed by ethnicity from 2025 onwards (Action 1.2).

7b Undergraduate Student Body

The ethnicity declaration rate for our UG students is approximately 99%, so we have not included 'unknown' in our charts. As HESA no longer allows non-UK domiciled students to be uploaded, we have used KU's data for non-UK UG's.

The substantive proportion of Kingston's UG student body is UK domiciled (89%) stable over the past three years (Figure 7B1).

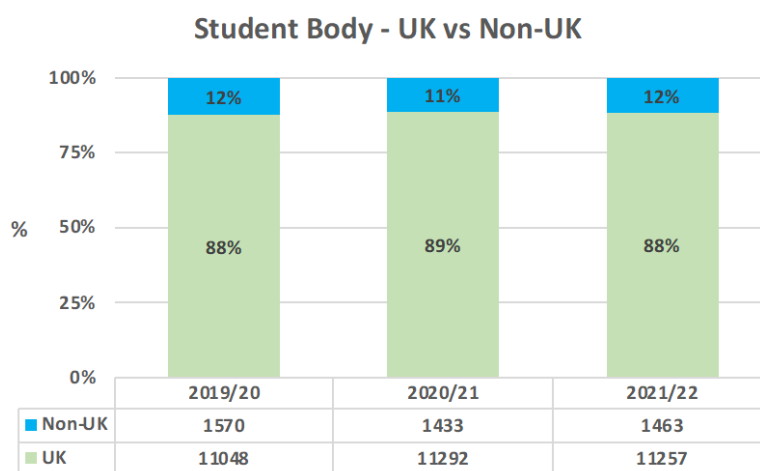


Figure 7B1 Student Undergraduate Population

Kingston University's UG students are ethnically diverse (65% BAME) compared to the sector (Figure 7B2), reflecting our London catchment area. In 2021/22 the largest ethnic student group is White (38%), with Asian (24%) and Black (22%) students next. Kingston is a widening participation university and does outreach work in South London to attract students from deprived areas, many are IMD 1 or 2 and first in their family to attend university.

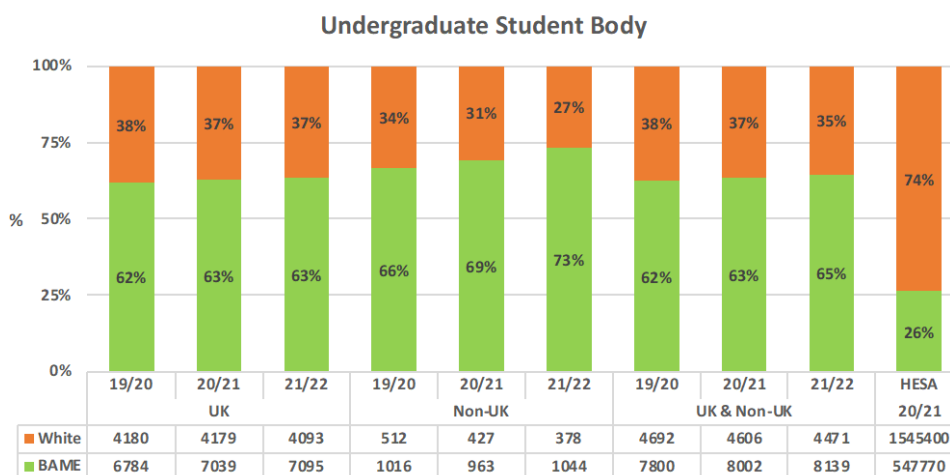
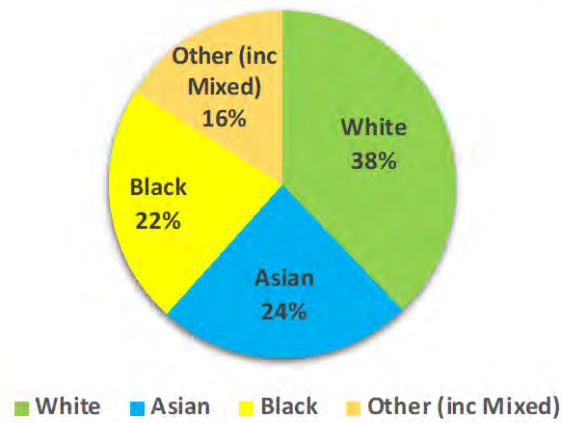


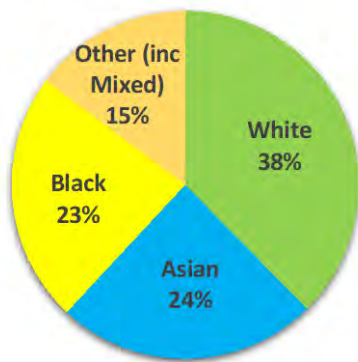
Figure 7B2 Undergraduate Student Body – BAME vs White

Over the past three years, the proportion of White students has declined very slightly and the proportion of BAME students has increased mainly due to increased non-UK BAME students up to 73%. Non-UK students of Asian background (Figure 7B3), has increased to 48% compared to 24% for UK UG students. The main growth has been students from Asian Chinese or Chinese British, almost exclusively in Kingston School of Art. However, Black students comprise only 8% of non-UK students (Figure 7B3).

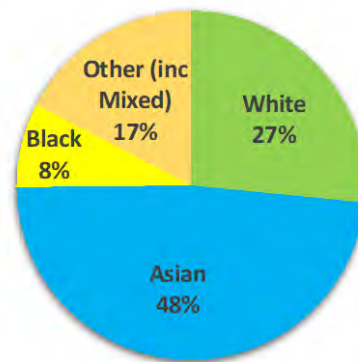
Ethnic Profile UK and Non-UK UGs



Ethnic Profile UK UGs



Ethnic Profile Non-UK UGs

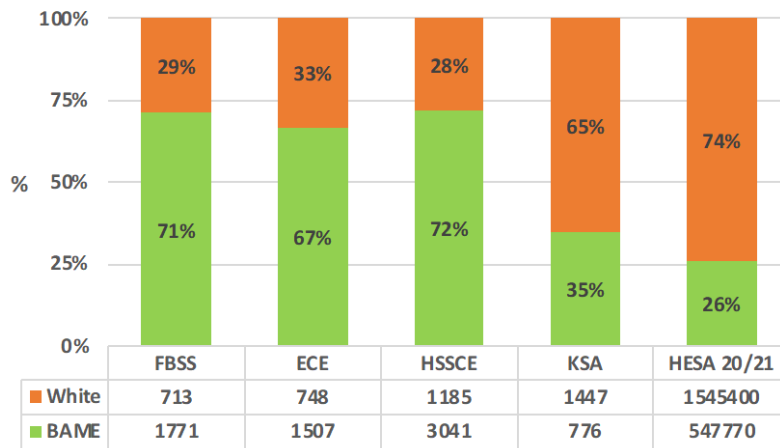


White Asian Black Other (inc Mixed) White Asian Black Other (inc Mixed)

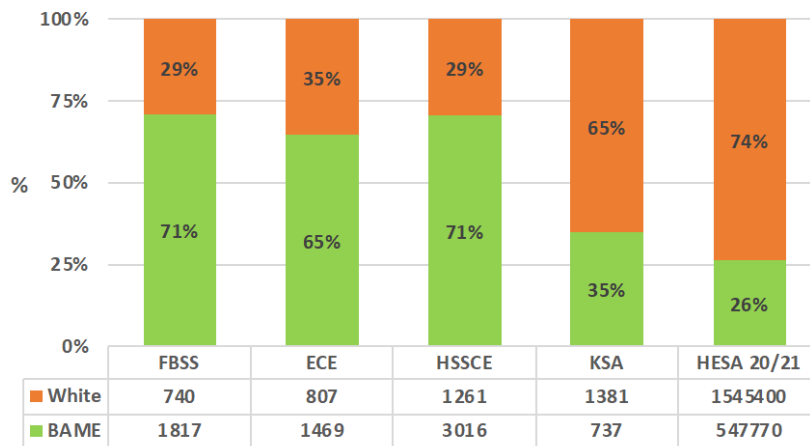
Figure 7B3 Ethnic Profile of Undergraduate Student Body 21/22

University-wide data masks the significant differences between the ethnic mix of UG students across our four faculties (Figure 7B4), with BAME students' proportion significantly lower in KSA. This mirrors recruitment in the Arts and Design industries which lack of racial diversity.

Ethnic Profile of Faculties - 2021/22



Ethnic Profile of Faculties - 2020/21



Ethnic Profile of Faculties - 2019/20

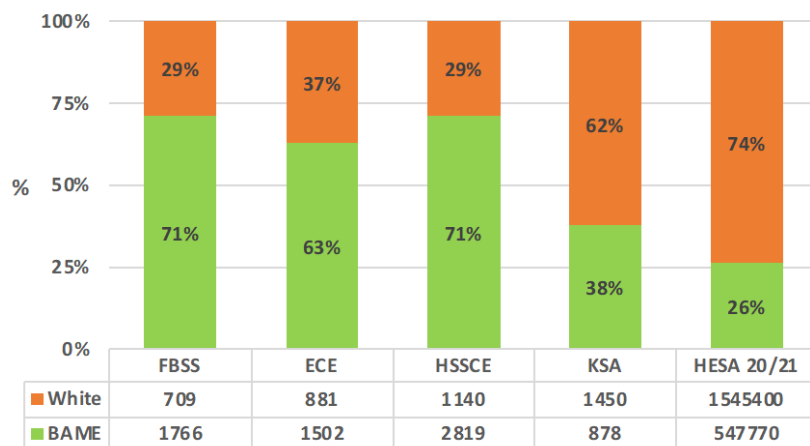


Figure 7B4 Undergraduate Ethnic Profile within Faculties

KSA have committed to recruiting a more diverse cohort of UK domiciled students by 2025; with a focus on attracting more Black students (Action 1.3). From chapter 3, the racial diversity of our university is important in ensuring that students feel that they belong (Figure 7B4).

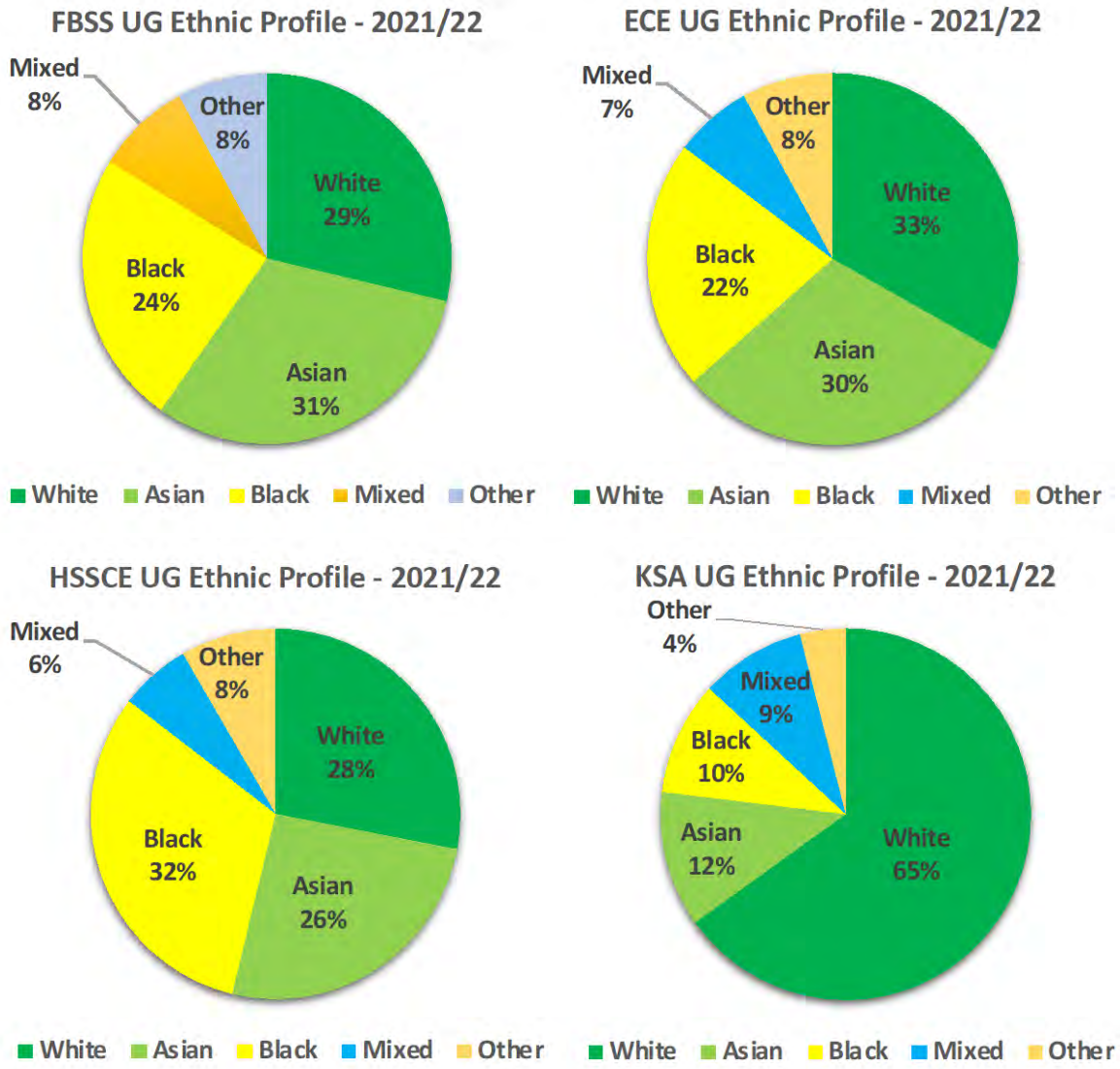


Figure 7B5 Ethnic Profile of All Undergraduate within Faculties – 2021/22

Commuter Students and ethnicity

Proportionately Black students are most likely to commute to university and White students the least (Figure 7B6). Two key actions have been identified to better support commuter students (Action 2.2, 2.2b)

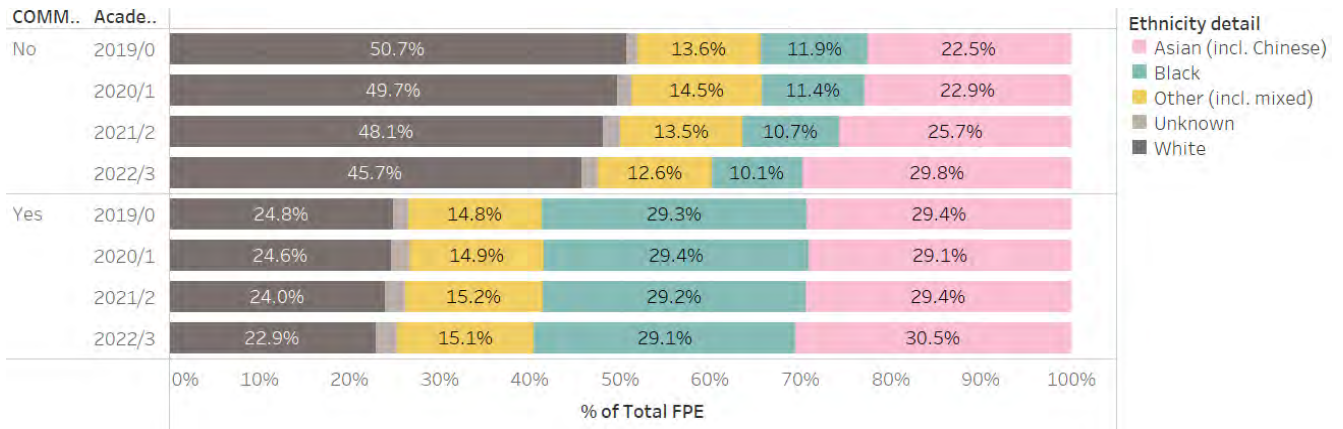


Figure 7B6 Undergraduate intersection – commuting student and ethnicity (Source: Data Insight Dashboards)

Care leavers and ethnicity

Kingston has a significantly higher population of care experienced students than the majority of other institutions, which is gradually increasing (Figure 7B7). Kingston have a specialist support programme and bursaries for care leavers. Proportionally, Black (3.7%) and Mixed (4.9%) ethnicities have the highest declared care leavers (Figure 7B8) (Action 2.3).

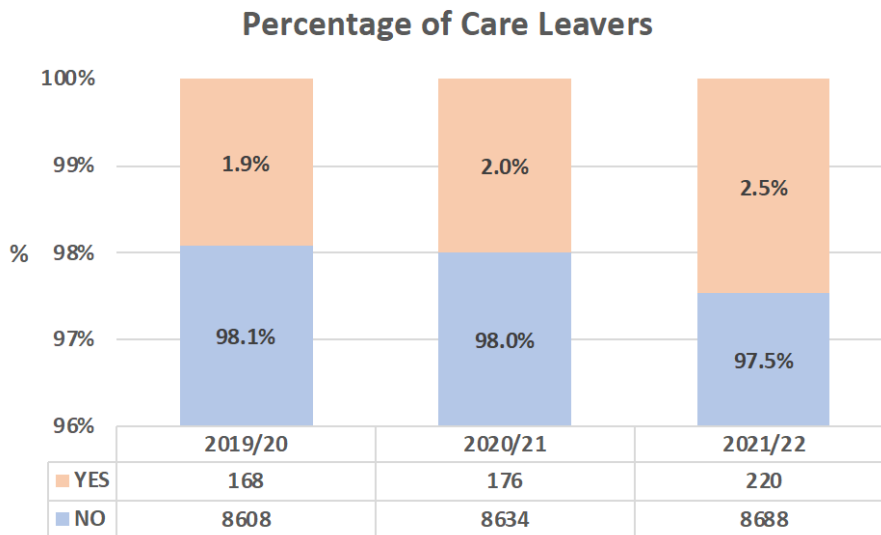


Figure 7B7 Percentage of Care Leavers over a three-year period (UK students)

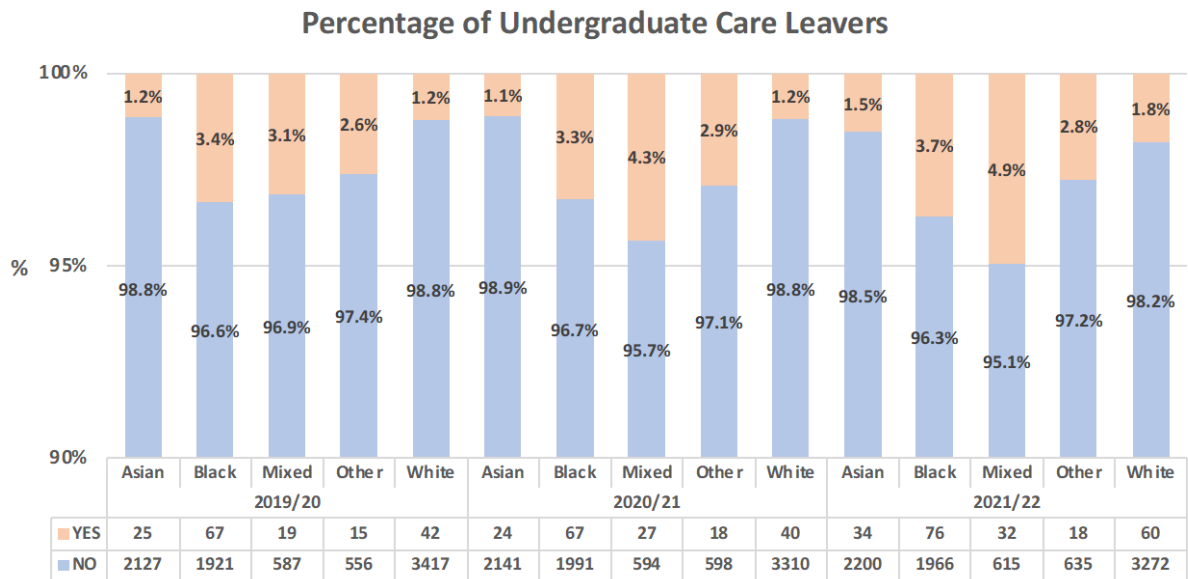


Figure 7B8 – Percentage of Care Leavers by specific ethnic group

7C Progression

Withdrawals

Please note that action 2.1 pertains to 7c and 7d. Black students show the highest percentage of withdrawals across the University for all years apart from 2021/2, when they were still proportionally over-represented (Table 7C1) (Action 2.4).

Academic year	Ethnicity	No.	Percentage
2019/20	Asian	147	22.9
	Black	207	32.2
	Mixed	50	7.8
	Other	54	8.4
	White	181	28.2
	Not known	3	0.5
	Total	642	100
2020/21	Asian	126	22.2
	Black	187	33.0
	Mixed	36	6.3
	Other	44	7.8
	White	170	30.0
	Not known	4	0.7
	Total	567	100
2021/2022	Asian	206	22.2
	Black	256	27.6
	Mixed	81	8.7
	Other	75	8.1
	White	308	33.2
	Not known	3	0.3
	Total	92923	100

Table 7C1 Academic withdrawals, UK domiciled students (HESA data)

Academic progression after reassessment

The Academic progression after reassessment rate between level 4 and 5 has improved overall from 76% to 80% (2020/21 to 2022/23) (Figure 7C2). The academic progression rate for White students

is consistently highest, whilst Black students are lowest, though there has been an improvement in Black progression rates from 66% to 71% in 2022/23.

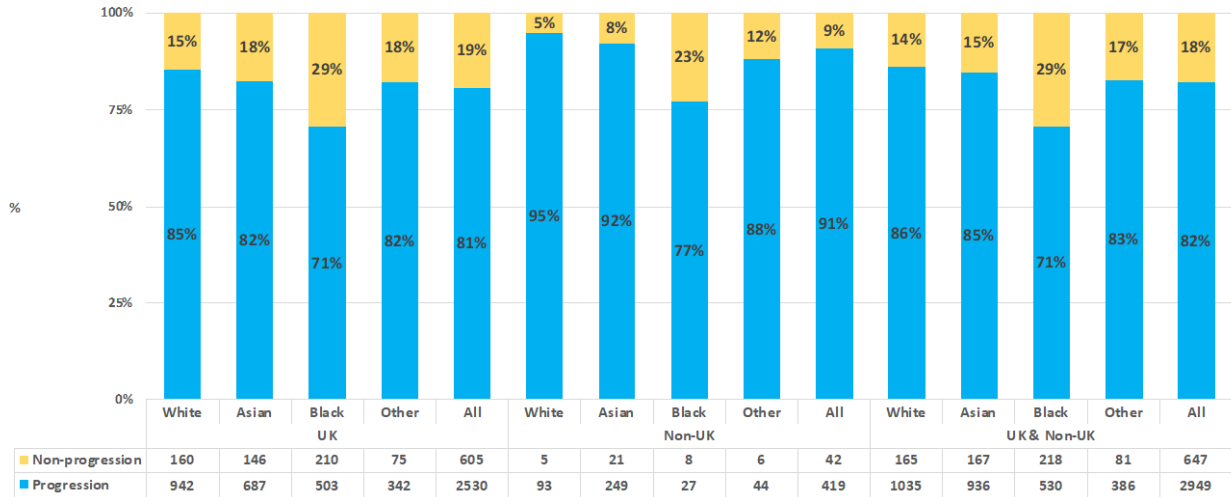
For UK domiciled Asian students, progression rates gap to White students is reducing. Year-on-year Asian non-UK domiciled students have a higher progression rate than White students, with Black students lowest. We are prioritising the academic progression of UK domiciled Black students at level 4 given their large numbers compared to non-UK domiciled Black students. (Action 2.6)



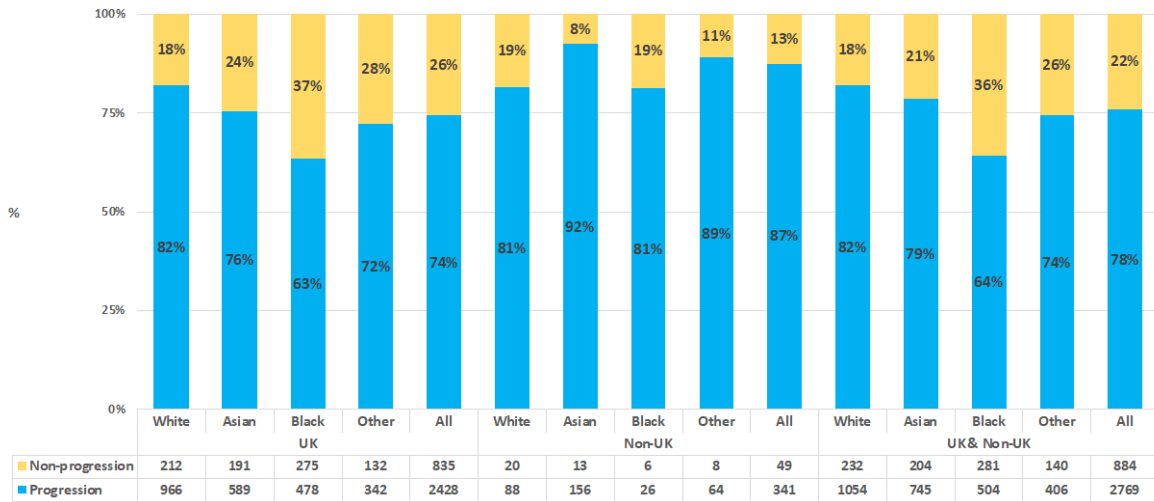
Figure 7C2 Progression rates from level 4 to level 5

The Academic progression rates after reassessment between level 5 and 6 at university level has reduced slightly from 2020/21 to 2022/23 (Figure 7C3) with some dips due to Covid19 in 2021/22. As before White students have the highest levels of academic progression (86%) compared to all other ethnic categories, with the gap between White and Asian students closing to 1% in 2022/23. Overall Black students' progression (71%) has not improved. Similar trends to before are seen in level 5 to 6 progression with non-UK domiciled students having higher progression rates than UK domiciled students. We are acting to improve progression rates of Black students (APP 2-24-2028 targets) (Action 2.6)

Undergraduate Progression by Specific Ethnic Group (Level 5 to 6) - 2022/23



Undergraduate Progression by Specific Ethnic Group (Level 5 to 6) - 2021/22



Undergraduate Progression by Specific Ethnic Group (Level 5 to 6) - 2020/21

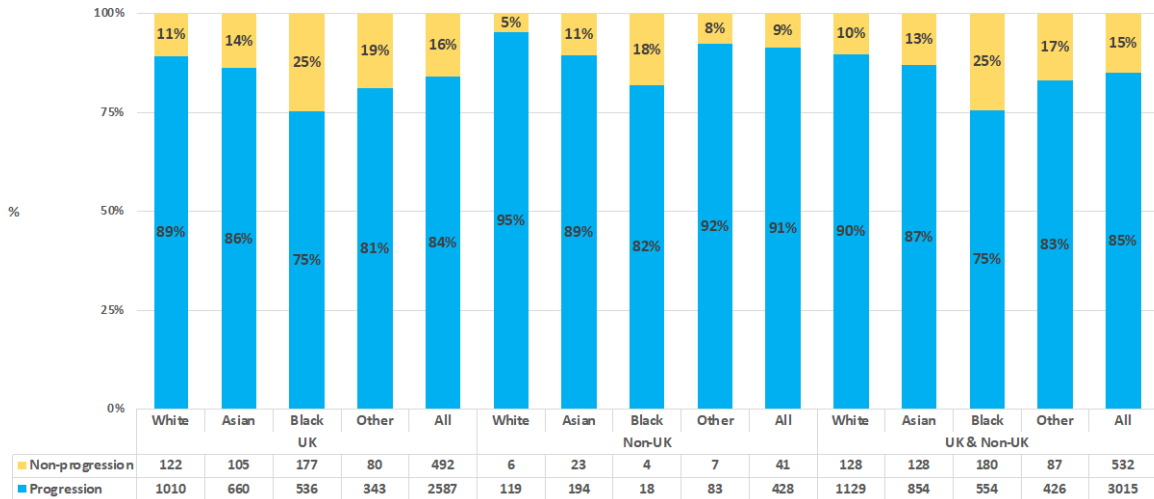


Figure 7C3 Progression rates from level 5 to level 6

All faculties have seen an improvement in the progression rates for Asian and Black students from level 4 to 5 compared to White students. Asian students have higher progression rates than White students in two faculties (KSA and FBSS) with Black students lowest. No faculty is contributing more significantly to the gaps.

ECE has seen significant reductions in their progression gaps for 5 to 6 since 2020/21. FBSS has closed the progression gap between White and Asian students, but still has a gap to Black students. HSSCE has a large progression gap for Black students, largely related to the Nursing School. Research conducted through our SADRAS programme pointed to the multi-dimensional nature of discrimination that nursing students face, both in placement and in the University, which impact on their academic outcomes (Action 2.6b).

Further analysis on the intersectional relationship between ethnicity, gender and academic progression will continue (Action 2.4). Progression gaps are greater for UK domiciled students, though female students have higher progression rates than males for all ethnicities and across years. The White comparator group has higher gaps for Black and Asian males compared to Black and Asian females in every faculty (Action 2.6).

Black students are the majority category in the repeating student population across most of the faculties apart from KSA, which has the lowest percentage of Black students (Action 2.6c).

7D. Attainment

65% of the UG student body are BAME, so it is disappointing that only 34% of students achieving a good degree are BAME (Figure 7D1). The BAME good degrees have fallen to 64% following the pandemic below sector average (72%) which we had previously matched. Black awards are now 18 percentage points behind White good degrees (Figure 7D2).

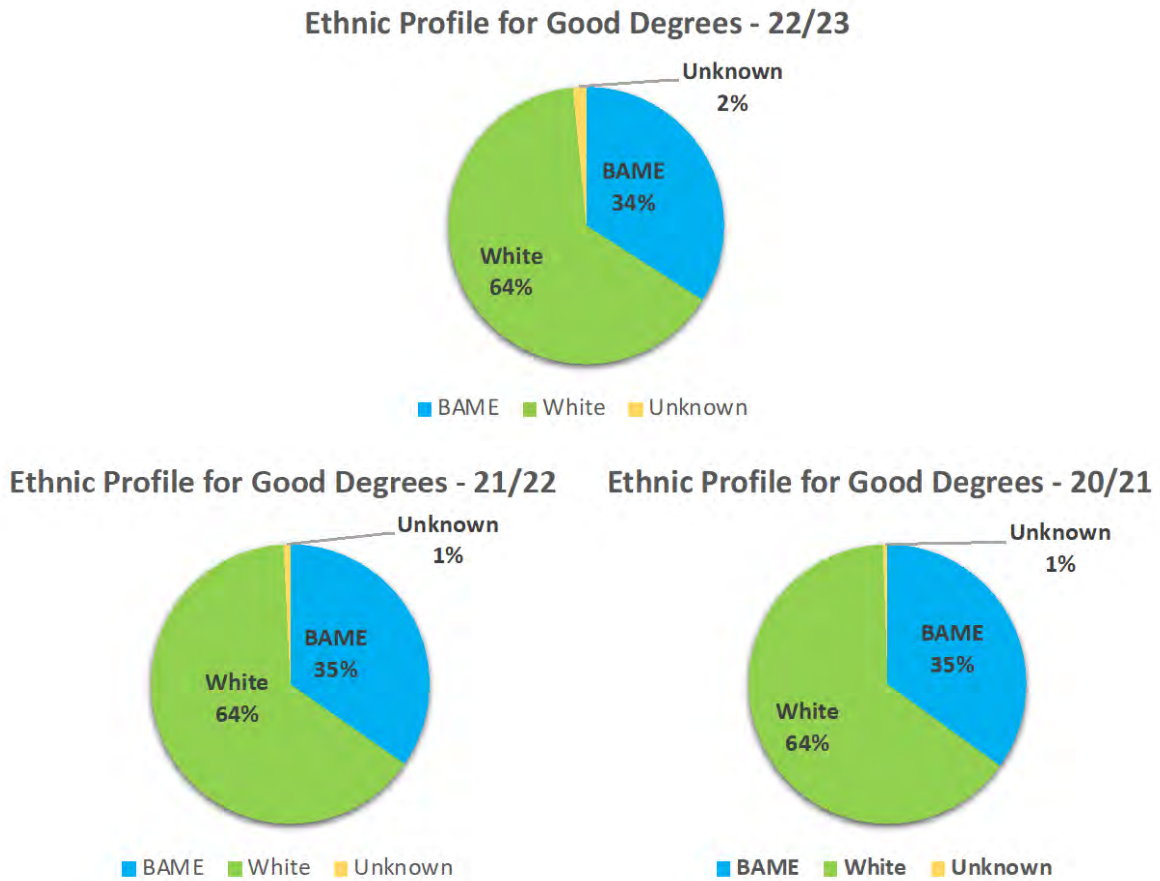


Figure 7D1 Ethnic Profile for Good Degrees – 2020/21 to 2021/22

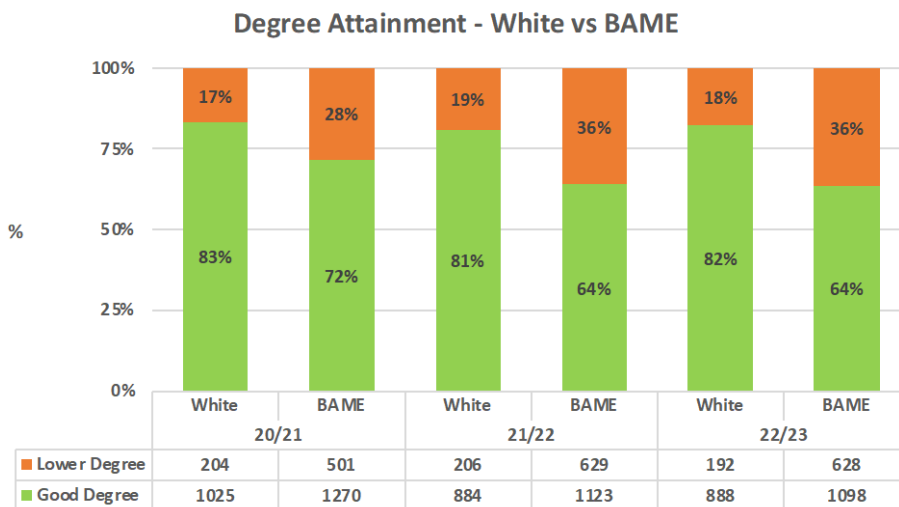


Figure 7D2 Degree Attainment by Ethnicity – 2020/21 to 2021/22

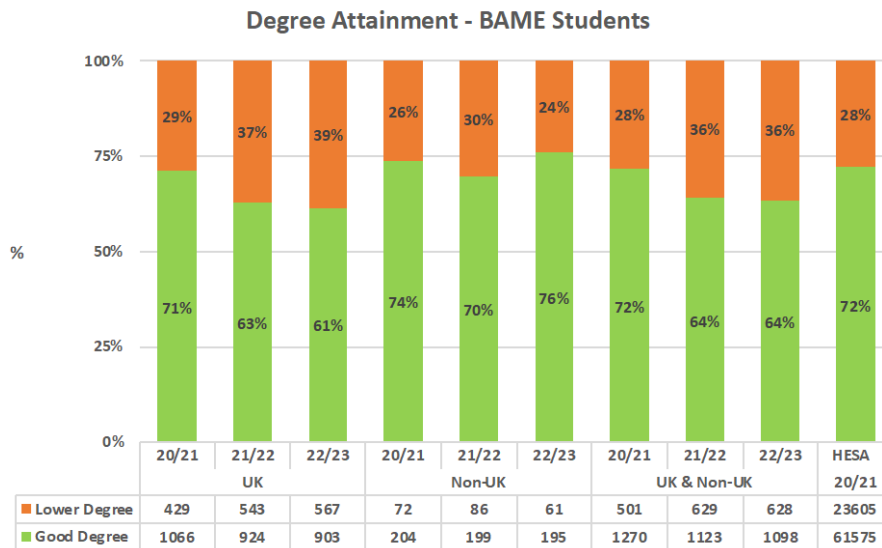
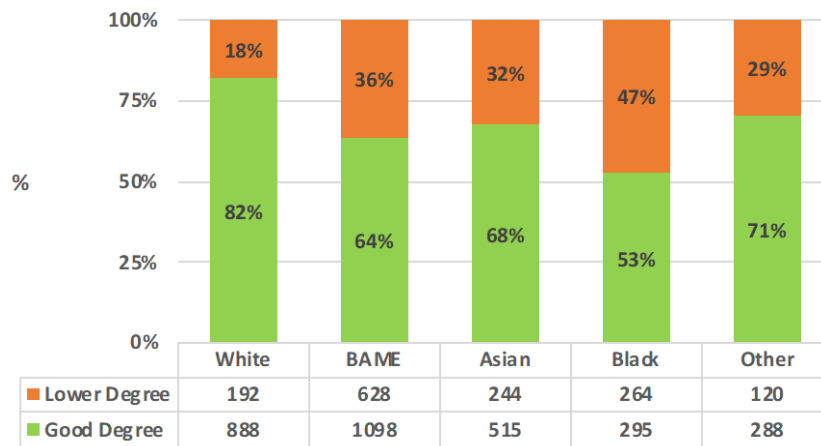


Figure 7D3 BAME Degree Attainment – 2020/21 to 2021/22

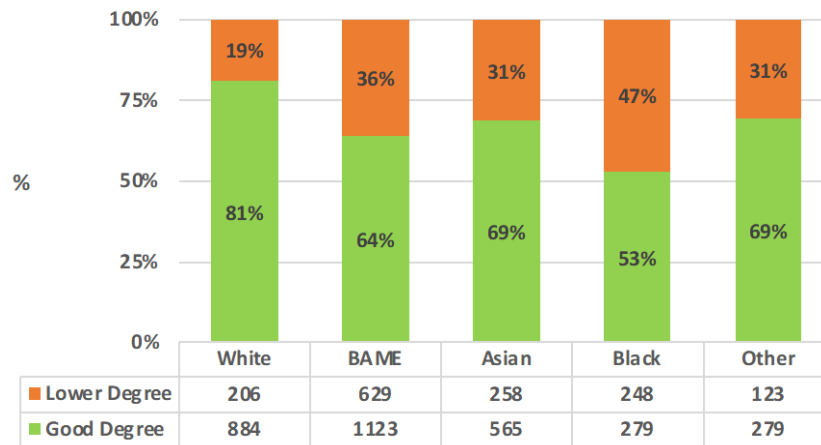
The degree awarding gaps between non-UK domiciled BAME students and White students (Figure 7D3) is lower, with higher good degrees (76%). A previous REC action to explore the causes of the degree awarding gap for non-UK domiciled students, this has been closed (Action 2.9).

Our most significant priority is the degree awarding gap between UK domiciled Black and White students (Figure 7D4) which is up from 17% in 2019/20 to 29% in 2022/23.

Degree Attainment - 2022/23



Degree Attainment - 2021/22



Degree Attainment - 2020/21



Figure 7D4 Degree Attainment by Specific Ethnic Group – 2020/21 to 2022/23

At Faculty level, students achieving a good degree ranges from 63% to 85% (Figure 7D5) with KSA students being the most likely and those from HSSCE the least likely. The awarding gap (Figure 7D6) is the lowest in KSA (9%) and the highest in ECE (20%).

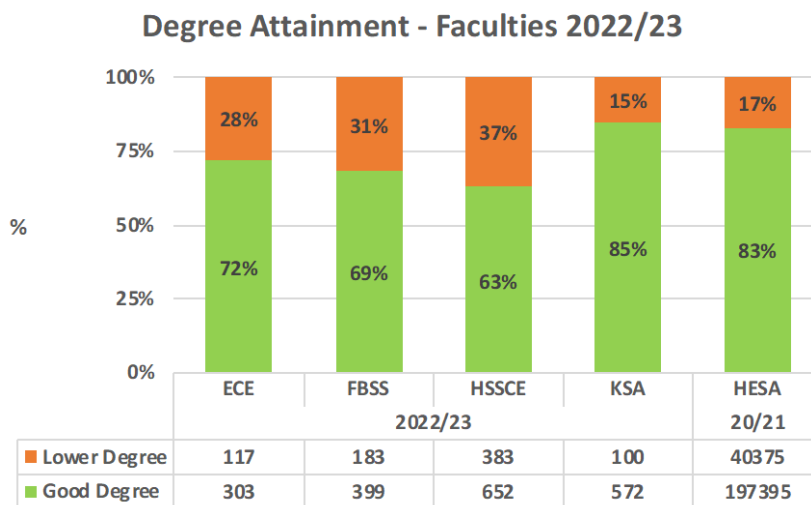


Figure 7D5 Degree Attainment Across Faculties – 2022/23

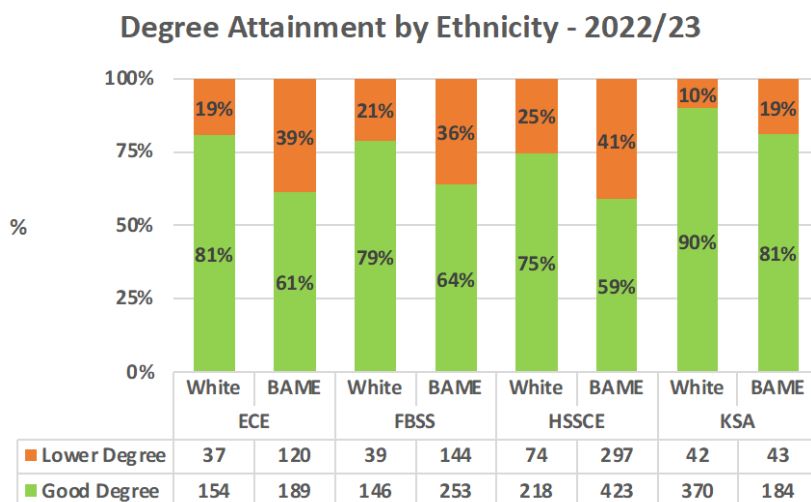


Figure 7D6 Degree Attainment Across Faculties – 2022/23

For UK domiciled students only, all Faculties have ethnicity degree awarding gaps which are an institutional priority (Figure 7D7, 8, 9, 10, 11). ECE has particularly large gaps for Black and Asian students which widened post-pandemic (21/22 and 22/23). FBSS and HSSCE also saw an increase in degree awarding gaps during this time-period, whilst KSA has managed to reduce its gap for both Black and Asian students in 2022/23.

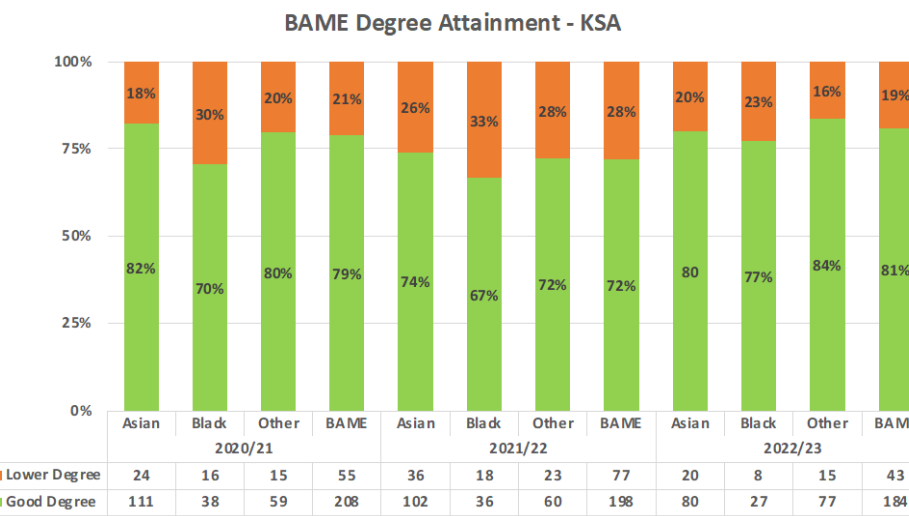
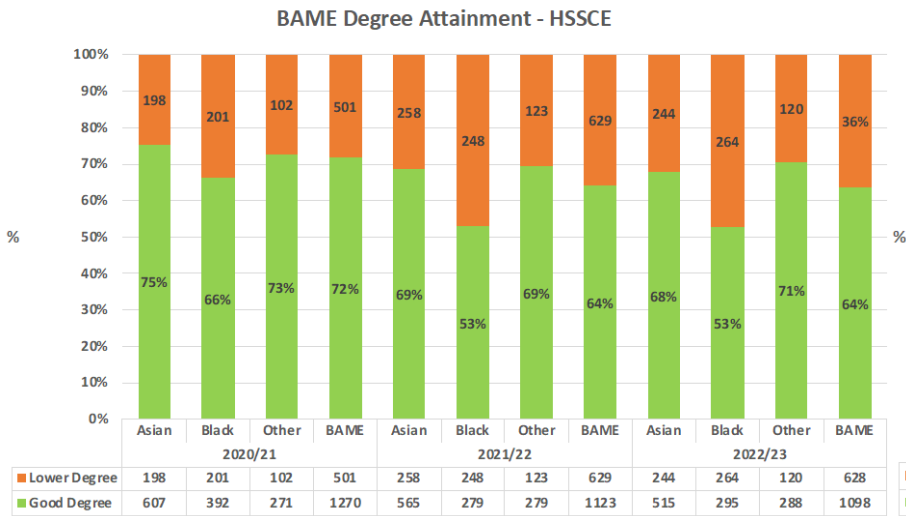
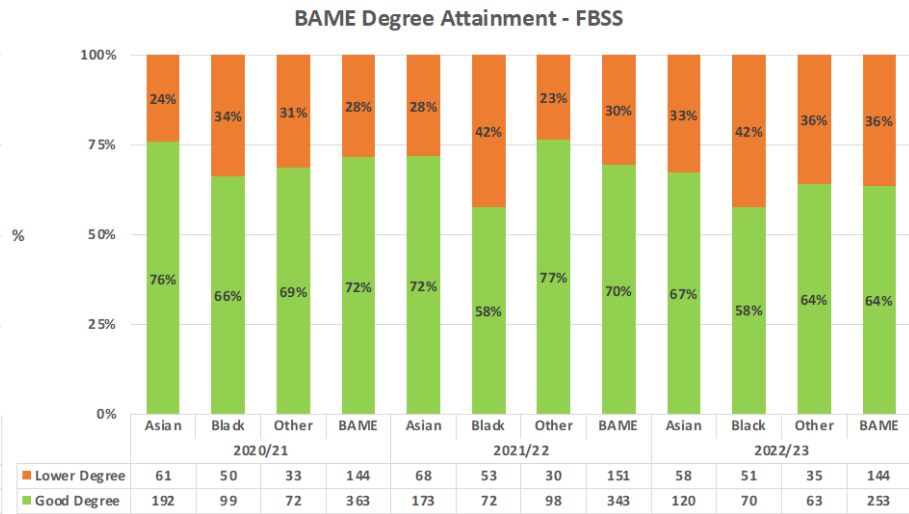
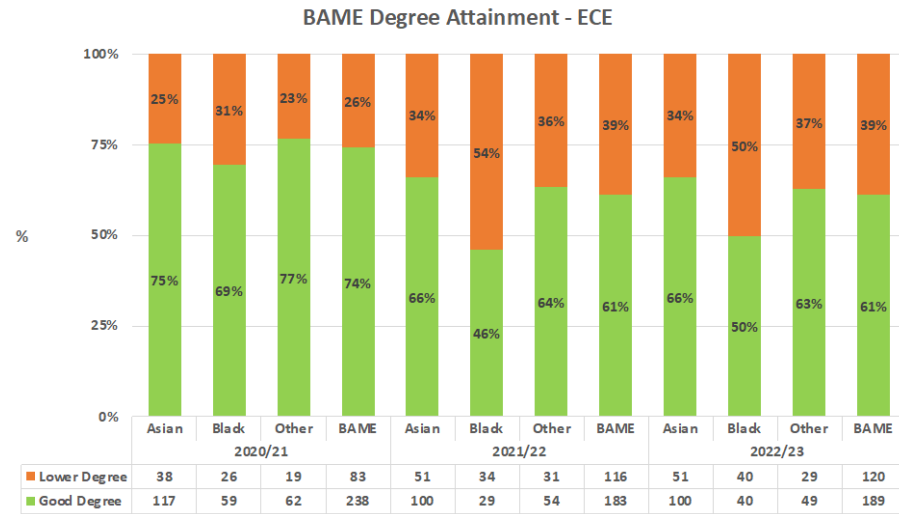


Figure 7D7 Degree Attainment Across Faculties by Specific Ethnic Group – 2020/21 to 2022/23

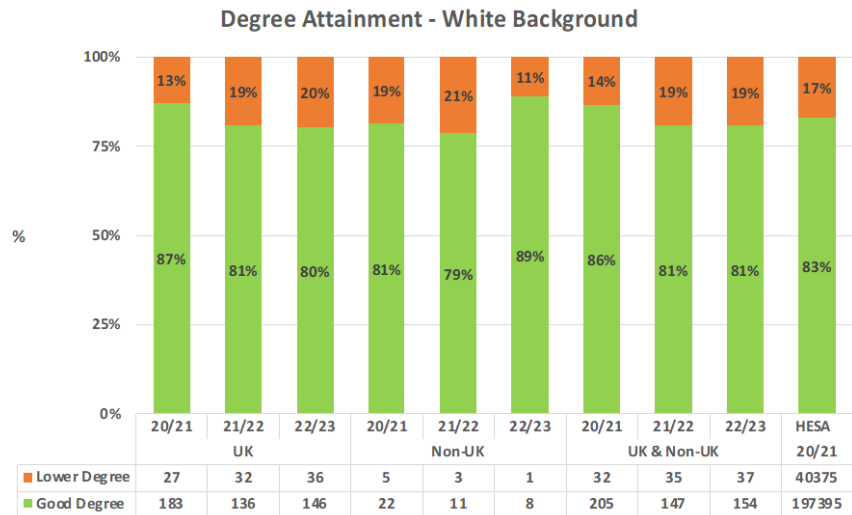
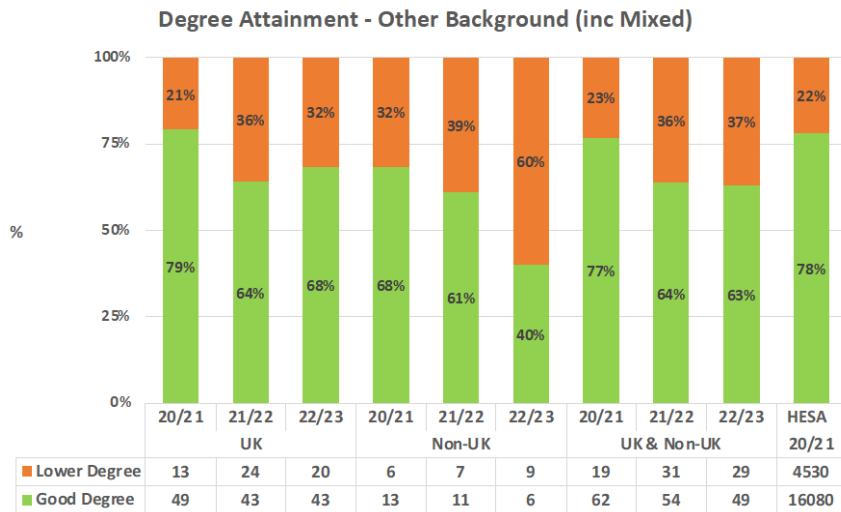
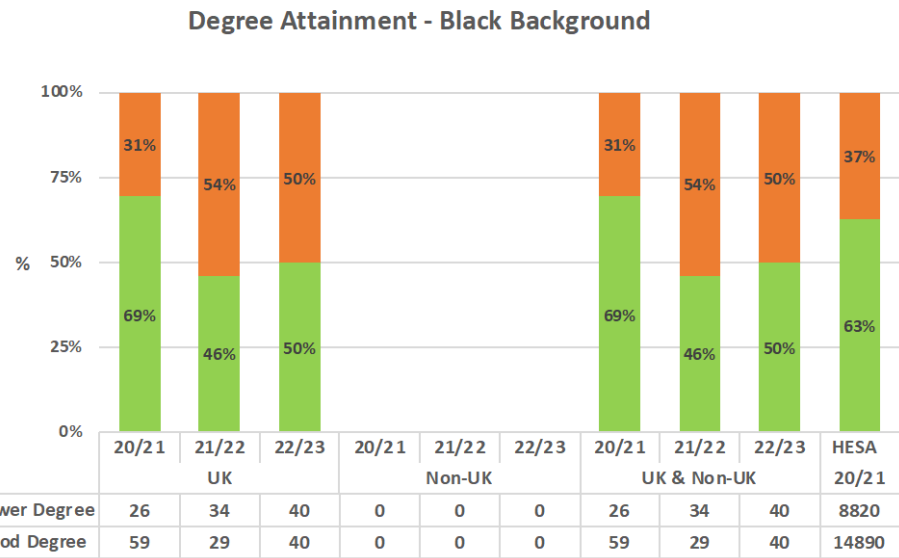
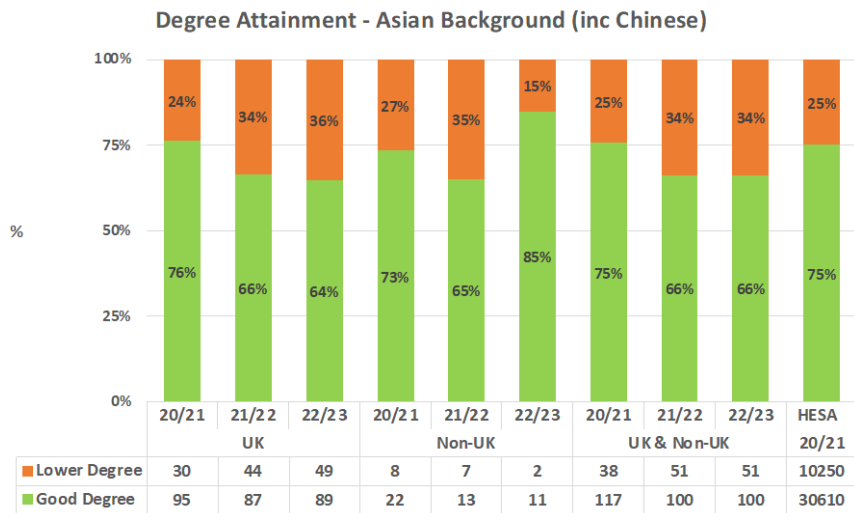


Figure 7D8 Degree Attainment within ECE by Specific Ethnic Group – 2020/21 to 2022/23

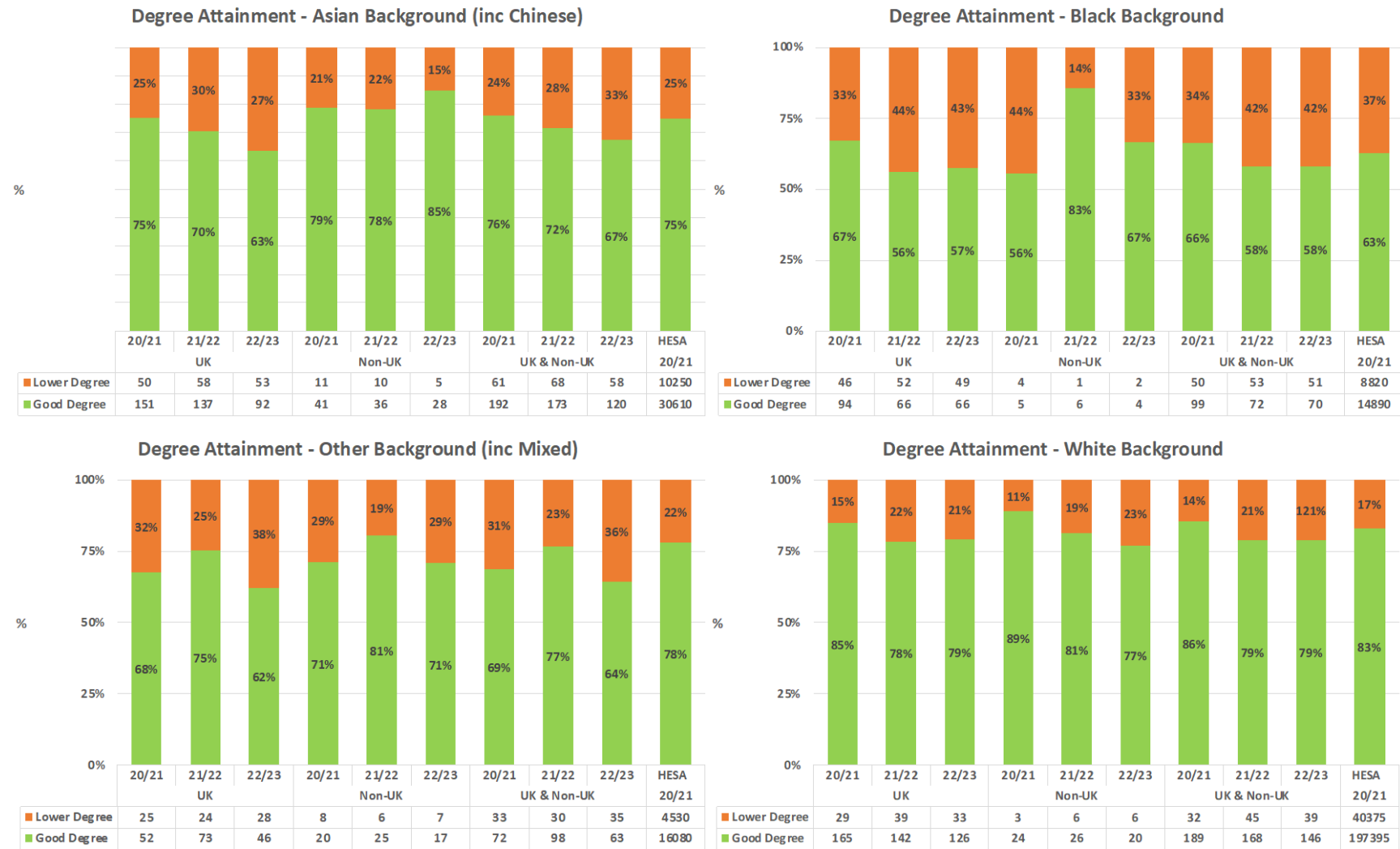


Figure 7D9 Degree Attainment within FBSS by Specific Ethnic Group – 2020/21 to 2022/23



Figure 7D10 Degree Attainment within HSSCE by Specific Ethnic Group – 2020/21 to 2022/23

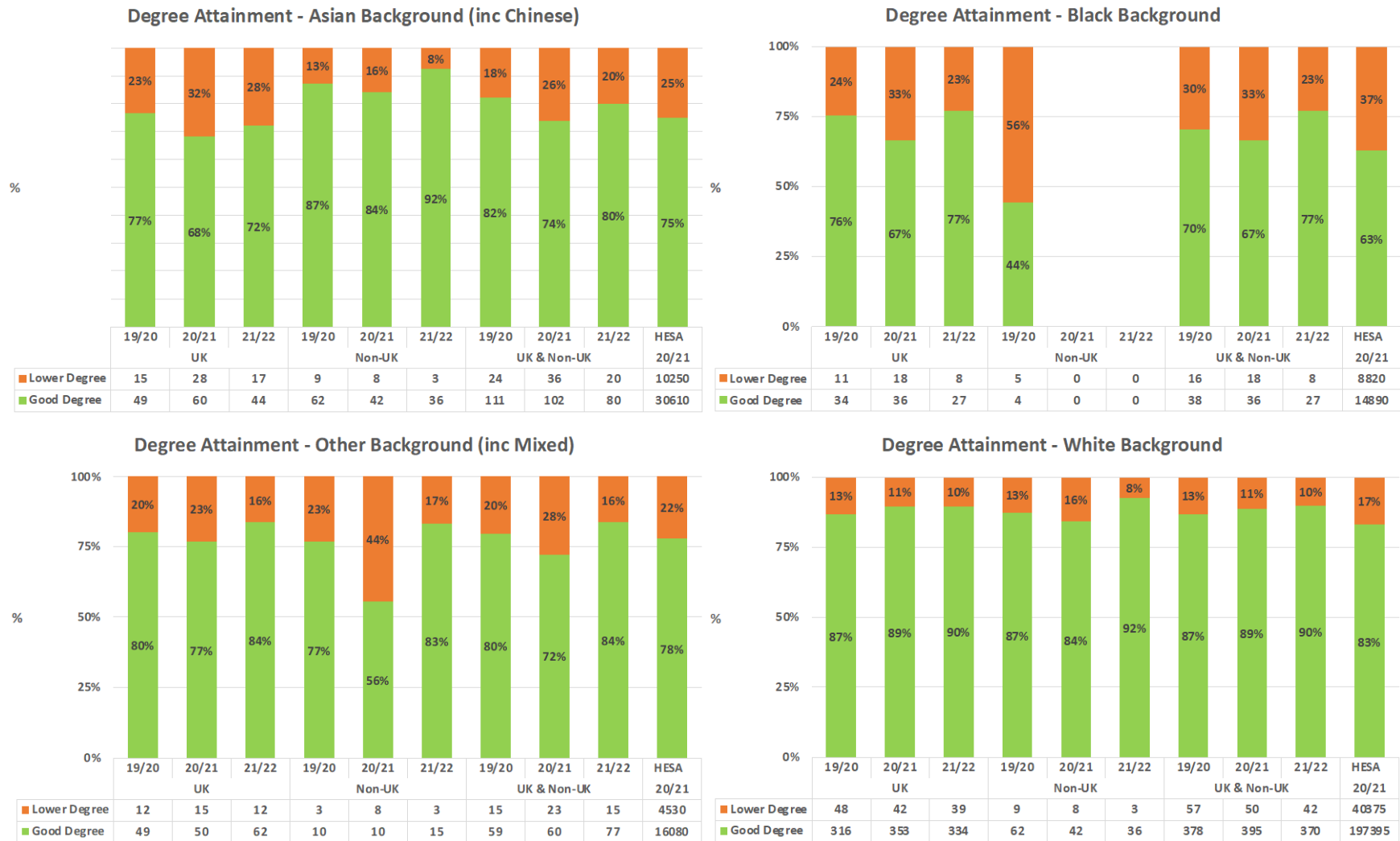


Figure 7D11 Degree Attainment within KSA by Specific Ethnic Group – 2020/21 to 2022/23

The reasons for the widening of the awarding gap are unclear at this moment. We know that Covid had a disproportionate impact on BAME communities, as has the cost-of-living crisis. Analysis shows that prior attainment counts for **4%** of the difference for Black students and **3.2%** for Asian students (Kingston APP, 2023) (Table 7D12, 13)

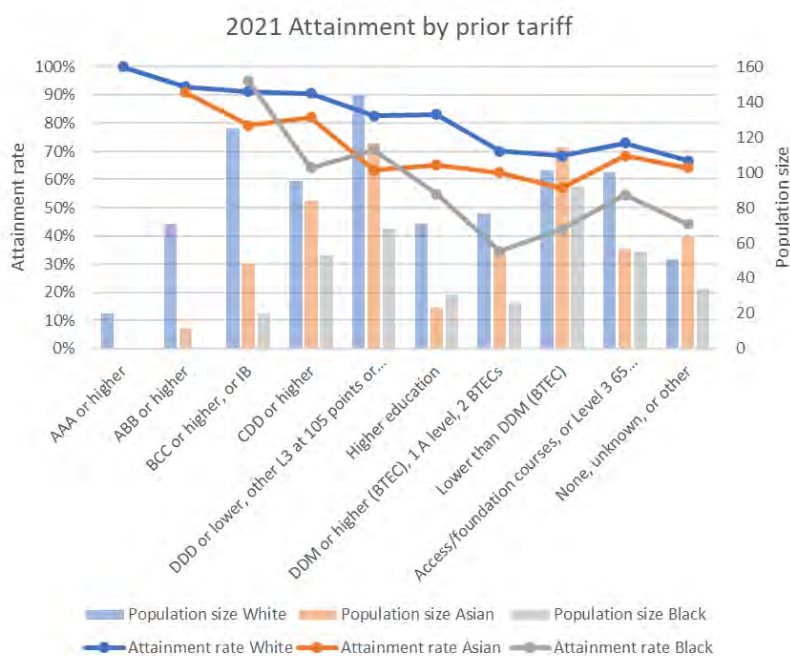


Figure 7D12 Attainment by prior tariff

Ethnicity	Year	Actual Gap	Gap explained by prior tariff
Black	2019/0	18.7%	2.7%
	2020/1	17.5%	2.2%
	2021/2	25.4%	4.0%
Asian	2019/0	9.8%	1.2%
	2020/1	7.4%	1.3%
	2021/2	13.9%	3.2%

Table 7D13 Awarding gap explained by prior tariff (Data Insight, 2023)

Our analysis shows that other demographics and socio-economic factors also do not explain the gap between the outcomes for Black and Asian students (Figure 7D14).

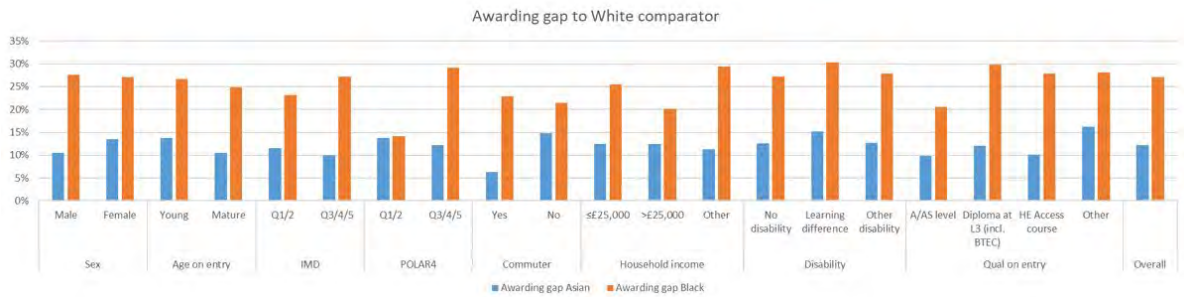


Figure 7D14 Intersectional analysis of awarding gap (Data Insight)

Kingston replicated the sector work conducted by HEFCE (2018) (Figure 7D14) which shows that most of the ethnicity awarding gap cannot be explained by other demographic factors or prior attainment. Factors considered in Kingston analysis include entry qualification, sex, religion, POLAR, household income, ethnicity, first-generation status, commuter status, IMD.

Ethnicity	%Observed	Reference (White)	Observed diff	Unexplained diff
White	81.8	81.8		
Asian	73.1	81.8	-8.7pp	-7.9pp
Black	62.7	81.8	-19.1pp	-18.8pp
Other	73.2	81.8	-8.6pp	-8.2pp

Table 7D15 Kingston analysis – up to 2019/20
(Eglé Butt and Sybel Ghafoor, SEC Research, Statistics, December 2021)

We will replicate this work before 2025 to understand factors of economic disadvantage having a more significant impact on, the degree awarding gap (Action 2.7a,b,c).

Gender and Ethnicity

Previously we looked at attainment (and progression) by ethnicity intersected with gender for UK domiciled students, using Kingston’s value-added metric (Figure 7D16). At university level no particular gender has significantly better or poorer attainment within ethnicity groups with male and female students having comparable outcomes for all ethnicities, so action 2.5 has been closed.

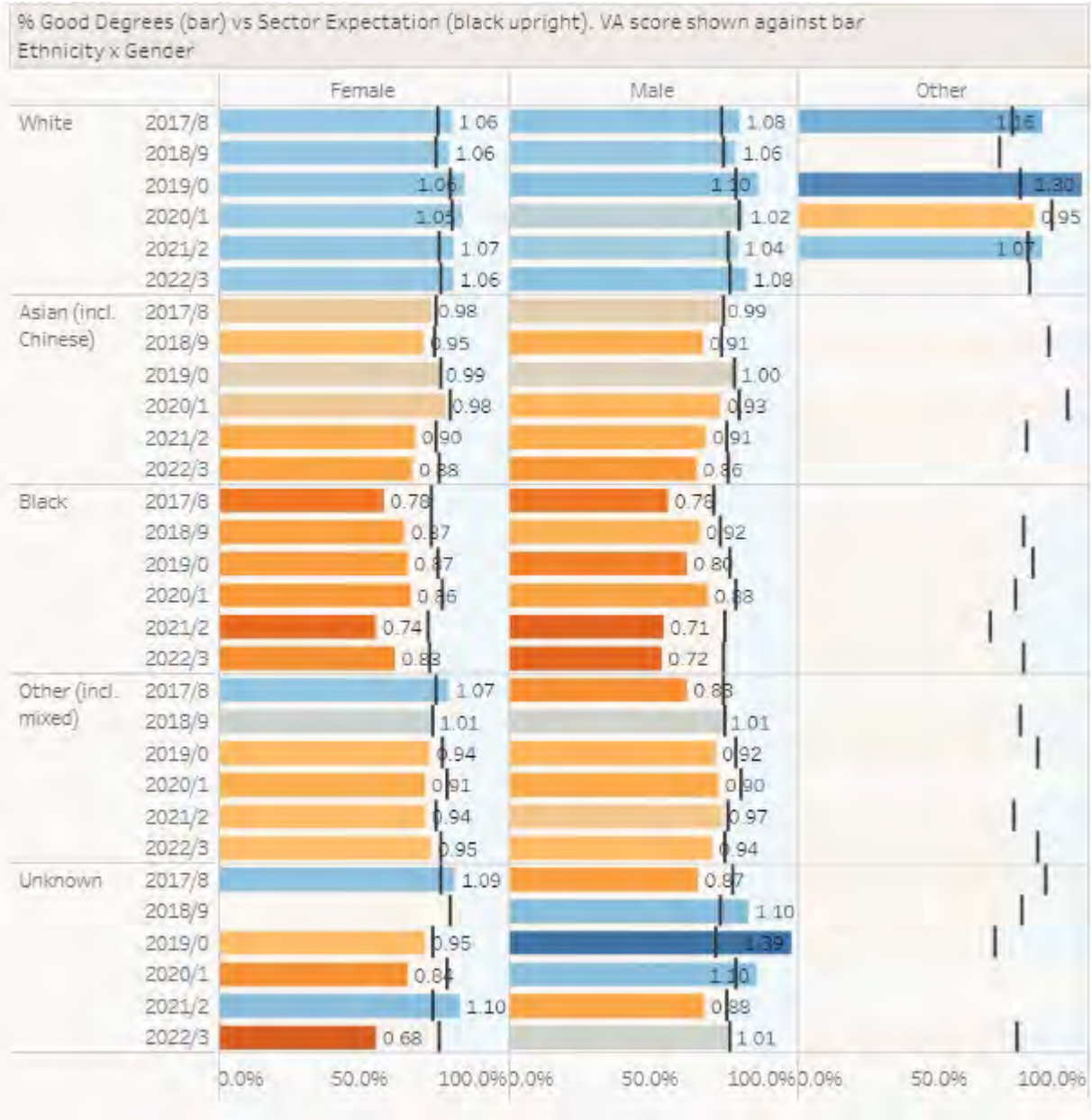


Figure 7D16 VA for UK domiciled students by gender and ethnicity

7E. Postgraduate Pipeline

PGT Application Data

Kingston does not currently collect data on Postgraduate applicants' ethnicity and we need this data to analyse (Action 1.4a)

PGT Student Body

In 2021/22, about two-thirds of our Postgraduate Taught (PGT) students were non-UK domiciled (Figure 7E1), predominately Asian, followed by White students. The largest group are 'Asian or Asian British India' and then Chinese students. In 2021/2 HESA no-longer allowed ethnicity to be returned for non-UK domiciled students but the majority of non-UK domiciled PGT at Kingston are Asian.

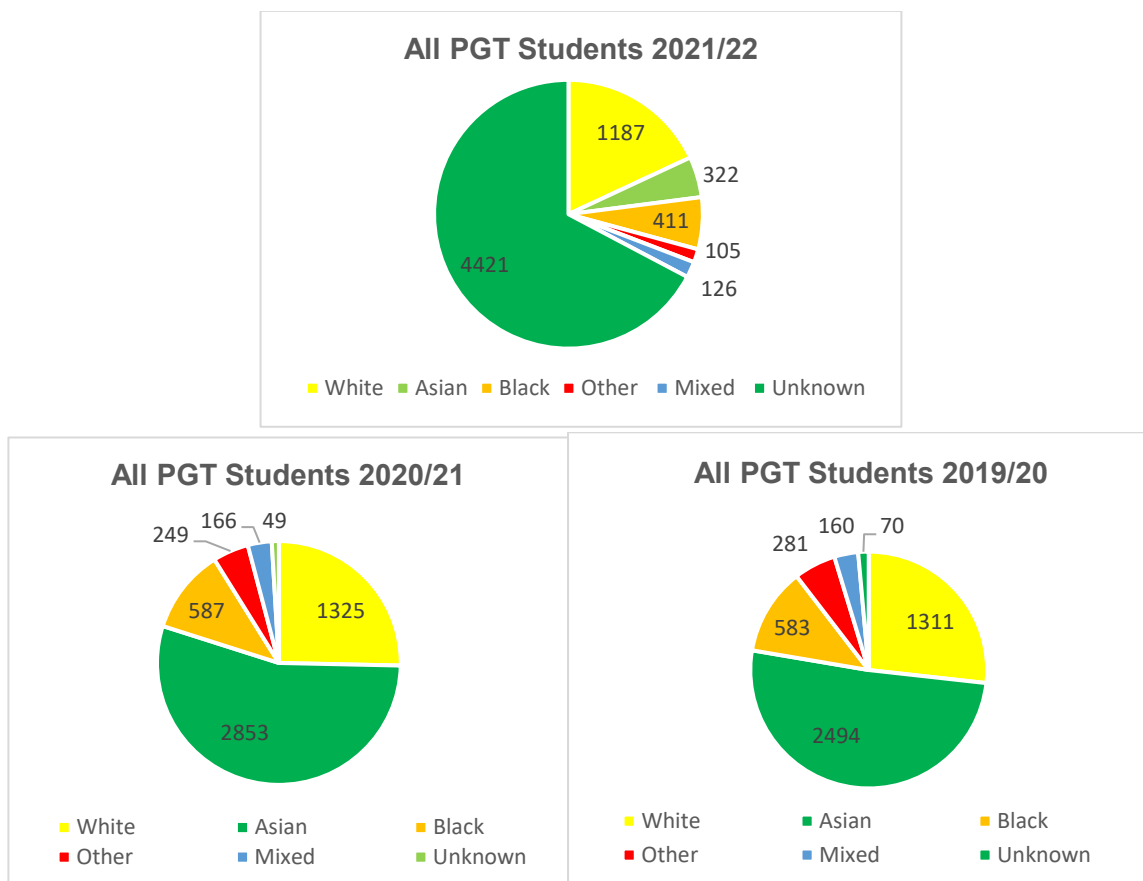


Figure 7E1 All PGT Students (Source: REC dashboard)

The UK-domiciled PGT student population remains predominantly White (Figure 7E2), exceeding 50%, which contrasts with Kingston's Undergraduate student population (Figure 7B3). A key action is to increase the proportion of Asian and Black UK-domiciled PGT students (Action 1.4b).

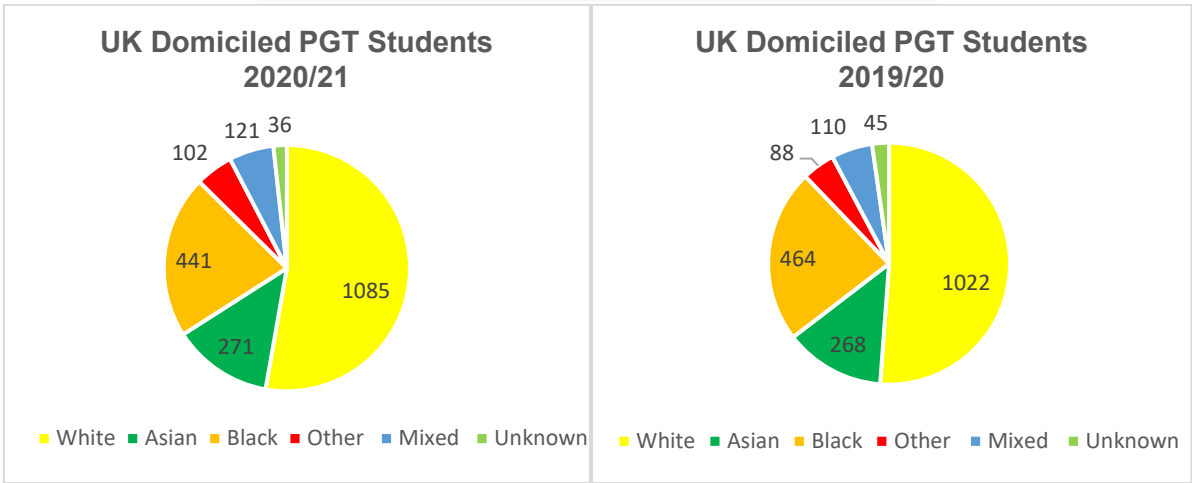
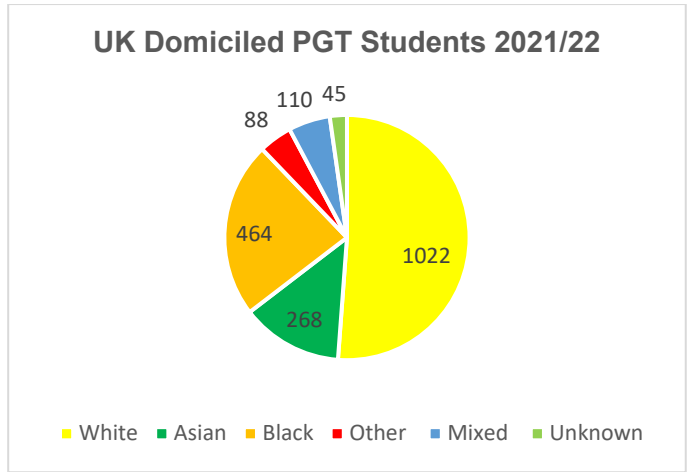
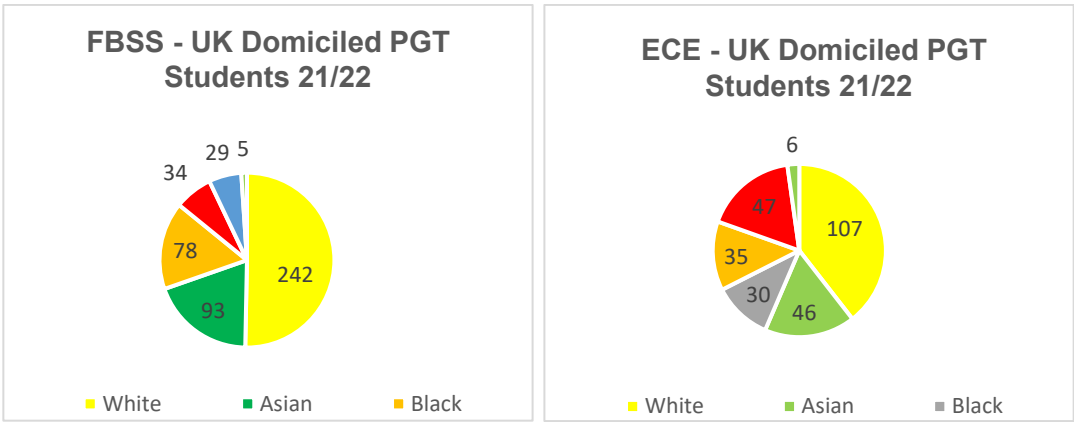


Figure 7E2 UK Domiciled Students PGT (Source: REC dashboard)

Faculty Breakdown

The ethnic mix of UK-domiciled PGT students across the faculties in 2021/22, shows KSA has the lowest proportion of BAME students (32%), with the largest proportion in ECE (61%), with FBSS and HSSCE having about half BAME students (Action 1.4b).



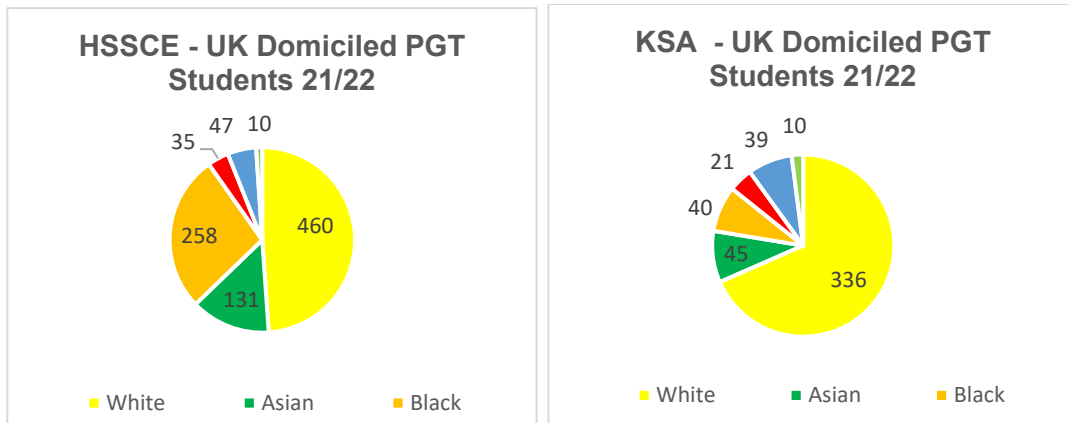


Figure 7E3 UK Domiciled Students by Faculty (Source: REC dashboard) 2021/22

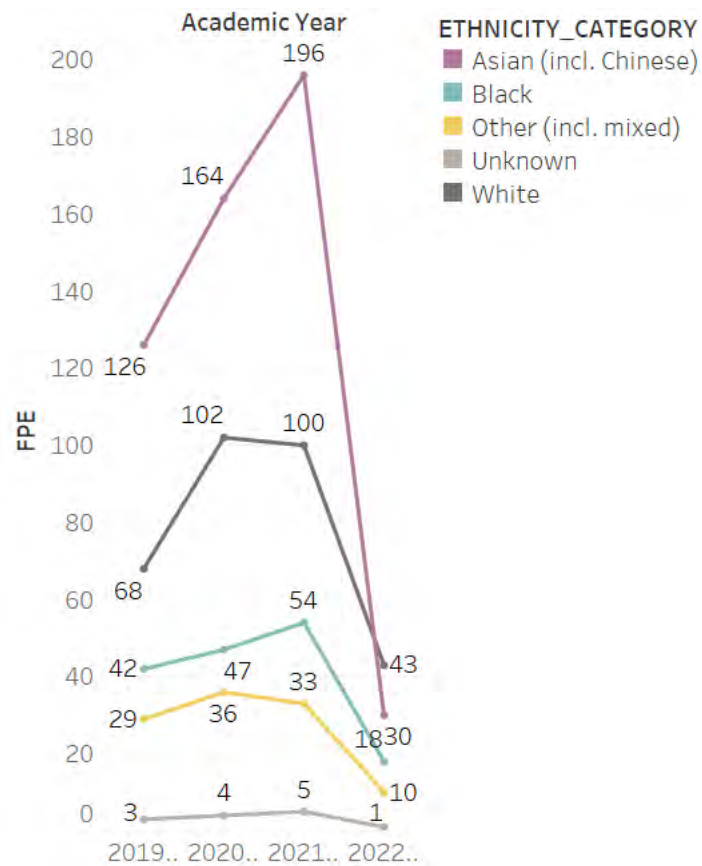


Figure 7E4 PGT Withdrawals

PGT withdrawals remain low, and prior to 2022/3 mainly Asian students withdrew, as expected from the largest population (Figure 7E4).

PGT Awards

Looking at the awards given to PGT students, it is noticeable that there are fewer Asian students at the higher award classifications, although this is noticeably increasing in 2022/3 (Figure 7E5, 6).

We will explore the ethnicity awarding gap at PGT level (Action 2.10).

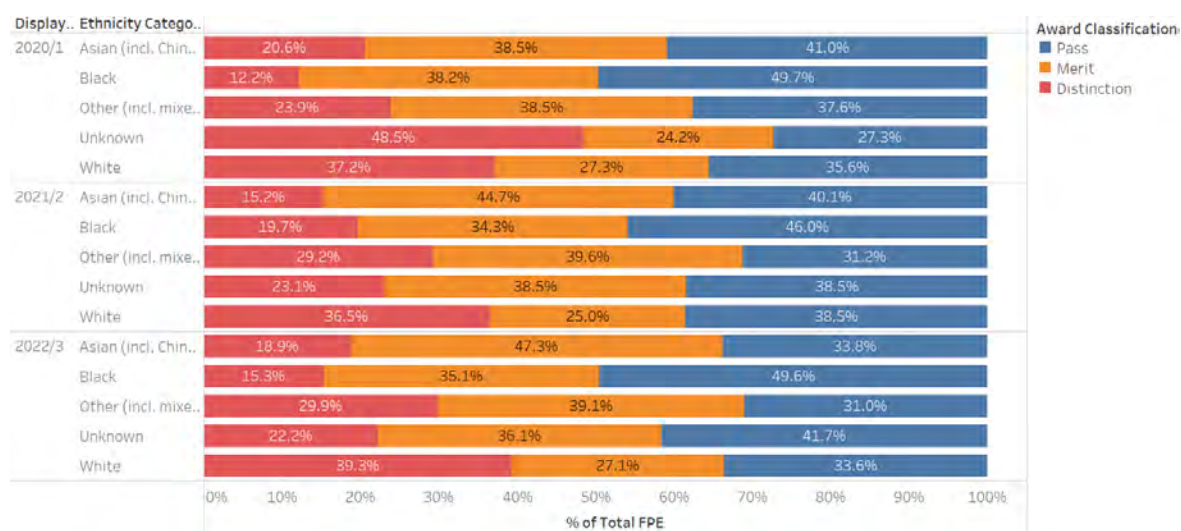


Figure 7E5 PGT awards by ethnicity

Ethnicity	2020/1	2021/2	2022/3
Asian	16.6%	21.3%	20.4%
Black	25%	16.8%	24%
Other	13.3%	7.3%	9.4%
White	-	-	-

Table 7E6 Awarding gaps for PGT students by ethnicity with white comparator.

PGR Students

Admissions

Kingston does not currently collect data on Postgraduate applicants' ethnicity (Action 1.6).

Student Body

PGR students are majority White ethnicity (47%), declining slightly in 2021/2; alongside is a decline in other ethnicities except Asian, possibly due to HESA changes. The PGR population at Kingston is small.

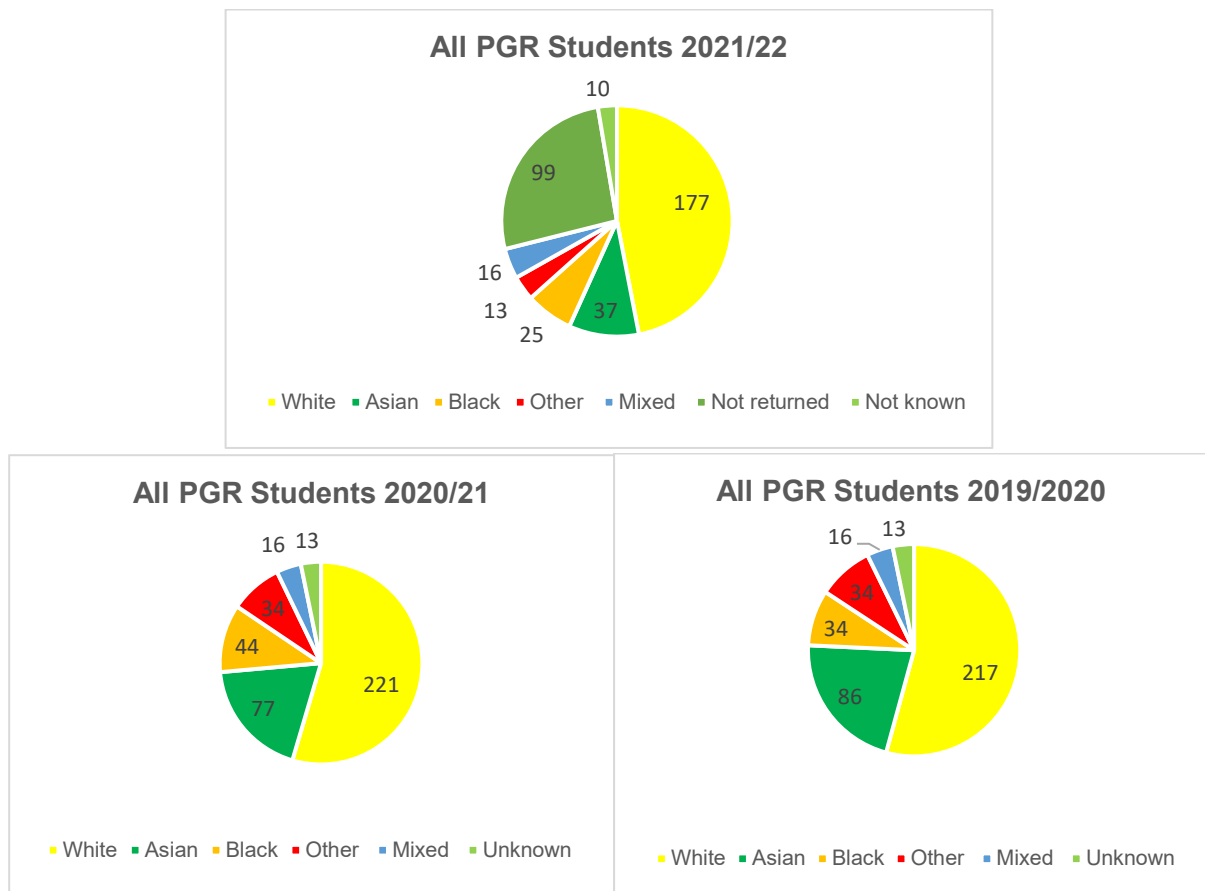


Figure 7E7 PGR Student population by ethnicity (REC Dashboard)

UK domiciled PGR students

There are significantly more White PGR students (68%) amongst UK domiciled, than the UG student population (Figure 7E8).

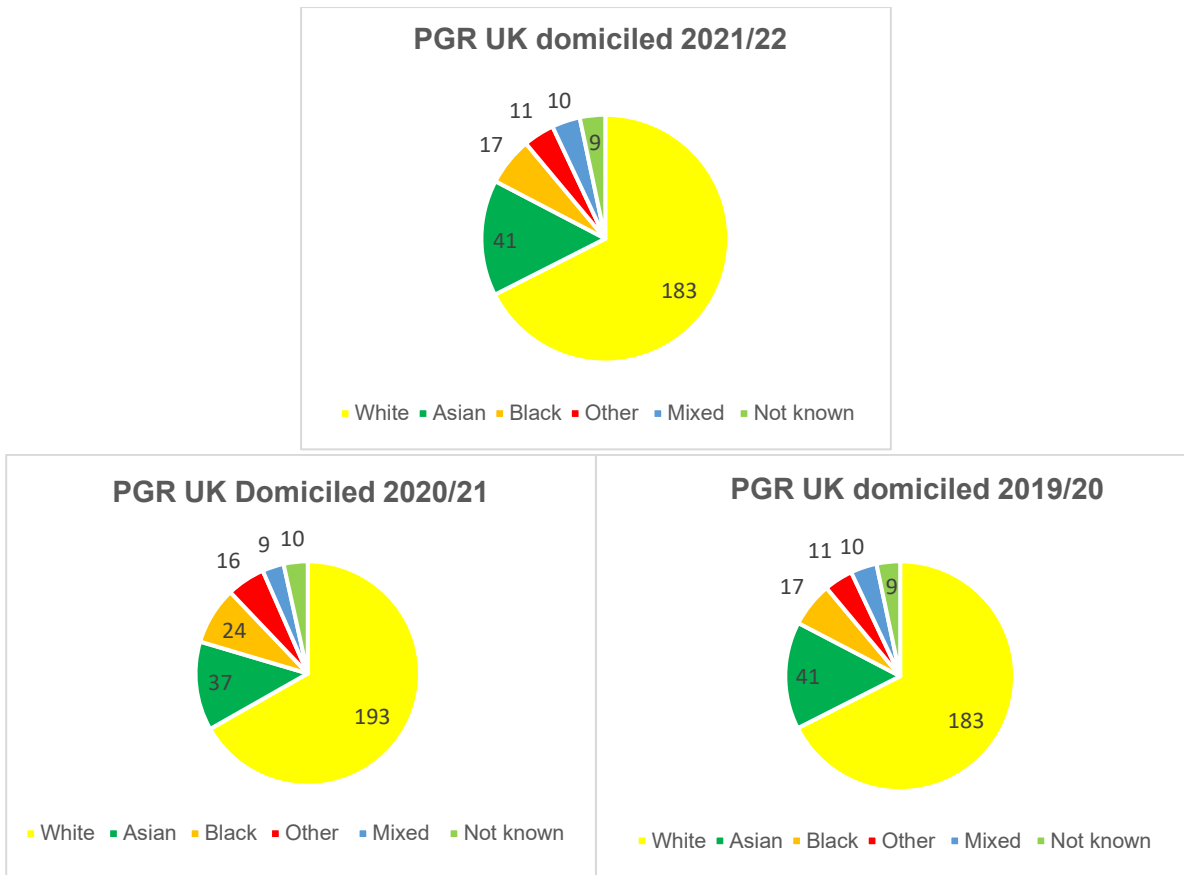


Figure 7E8 PGR population UK domiciled.

For non-UK domiciled population, as with the UG and PGT population, the largest ethnic group is Asian. The Faculties' PGR students, Figure 7E9 shows ECE has the highest proportion of BAME students (61%) with KSA lowest (about 18%) (Action 1.5).

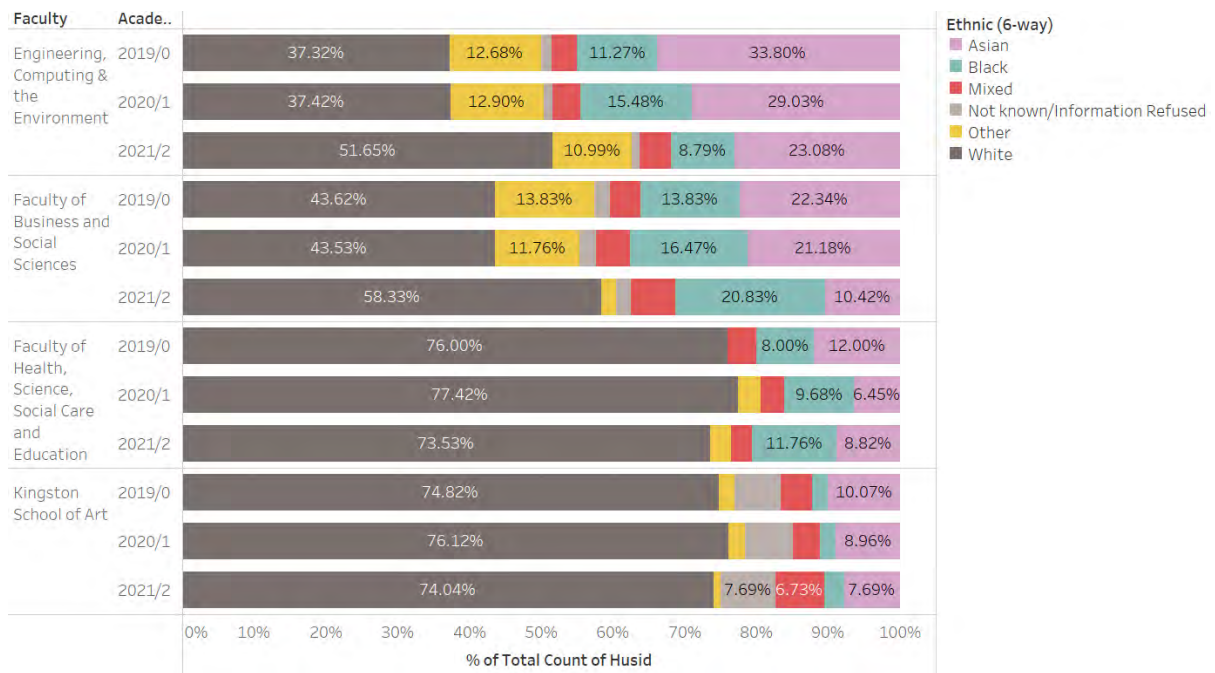


Figure 7E9 Postgraduate Research population by ethnicity (6-way) by Faculty

PGR withdrawals

Low numbers of PGR students withdraw (Figure 7E10). The significant increase in the number of students of N/A ethnicity in 2021/2 suggests that there are a higher number of non-UK domiciled PGR students withdrawing.

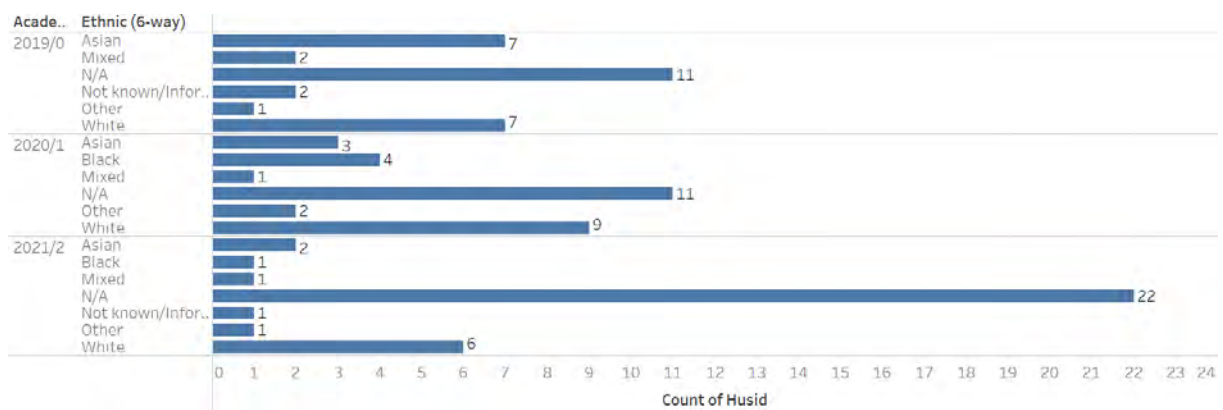


Figure 7E10 Postgraduate Research Withdrawals

7F. Postgraduate Employment

The Graduate Outcomes Survey data shows White students have consistently stronger outcomes in comparison to Black and Asian students for both UK and Non-UK students. The outcomes for UK domiciled students are improving since 2019/20. Response rates for non-UK domiciled students are lower as these students are not phoned. Notably outcomes decrease for non-UK domiciled Asian students in 2020/1 (Figure 7F1 a.b) (Action 2.11).

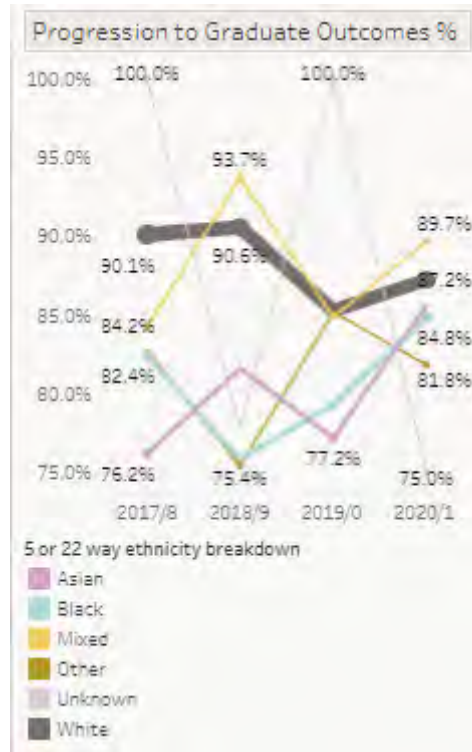


Figure 7F1a Prog. to Grad Outcomes (UK)

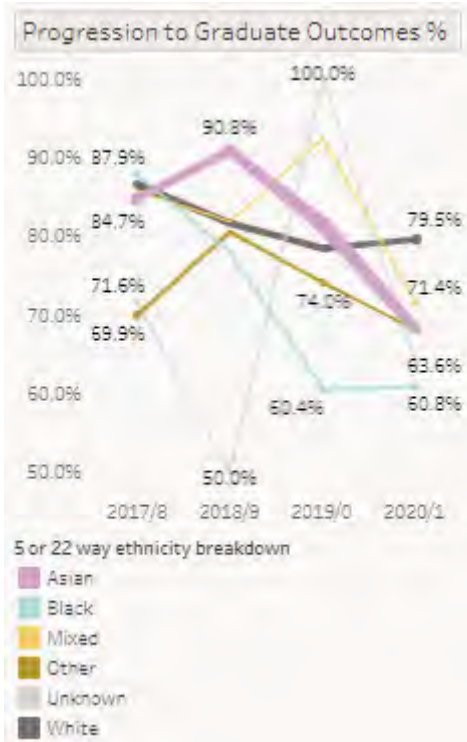


Figure 7F1b Prog. to Grad Outcomes (non- UK)

These trends continue when looking across Faculties (Figure 7F2,3), although the gap in graduate outcomes for Black students is smaller in HSCCE. The pattern for KSA is erratic probably due to fewer Black student in KSA. Graduate Outcomes data is particularly volatile with several years being affected by Covid-19.

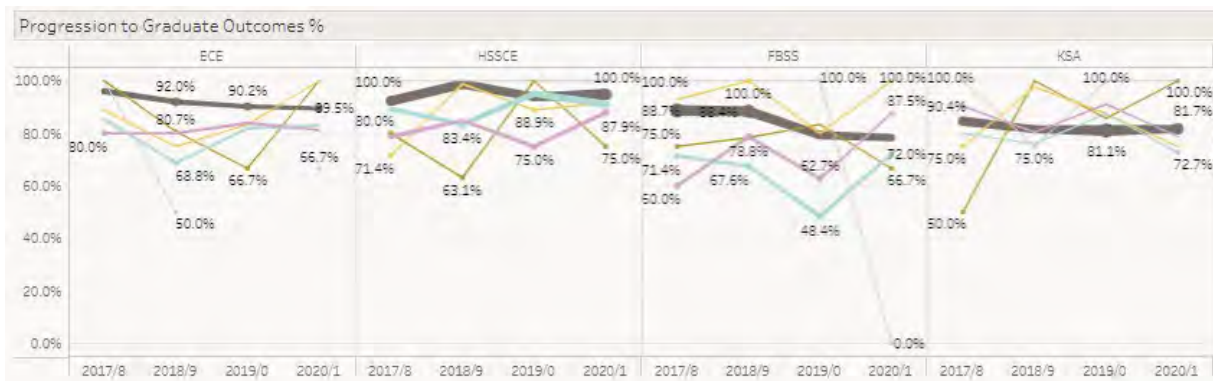


Figure 7F2 Progression to Graduate Outcomes - UK domiciled students by Faculty.

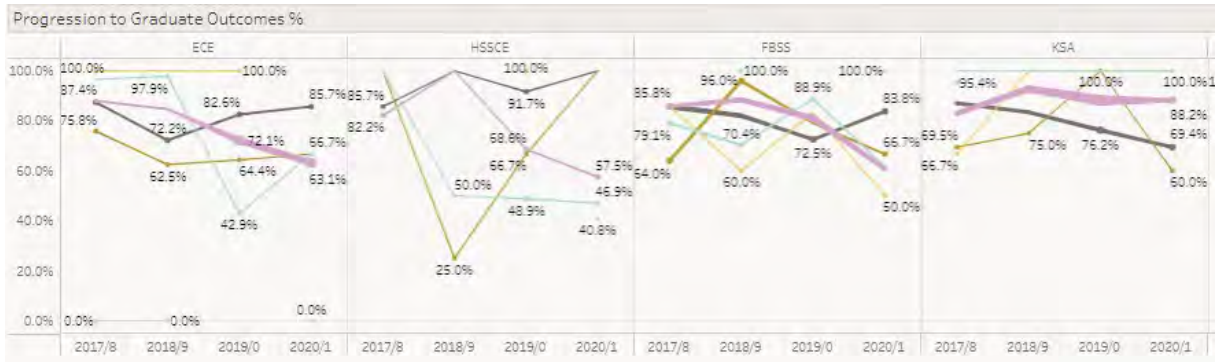


Figure 7F3 Progression to Graduate Outcomes - non-UK domiciled students by Faculty.

Course leaders can access Graduate outcomes year-on-year data, at course level broken down by ethnicity. This data is a significant enabler for course leaders to enhance employability and future skills development more effectively in their programmes.

SECTION 8 TEACHING AND LEARNING

Several activities on REC journey have informed our approach to race equity in learning and teaching. For example, whilst the REC student survey provides reassurance that Kingston is generally experienced positively by students of all ethnicities (Box 8.1), it also raises several important issues which have required us to develop relevant actions.

Positive responses to: I would 'recommend my institution to a prospective student.'

- White students – 91%
- Black students - 86.7%
- Asian students - 82.8%

(REC Survey, 2023)

Box 8.1 General satisfaction

The multiple regression analysis has highlighted that our degree awarding gap is not explained by factors including entry qualification, sex, religion, POLAR, household income, ethnicity, first-generation status, commuter student status or IMD. Therefore, we focused our actions on increasing students' sense of belonging through:

- ethnic diversity of staff including senior leadership, thereby increasing BAME role models in our staff body (Action 3.1, 3.2, 3.3, 3.4, 3.5, 3.6),
- developing BAME leaders (Action 4.4, 4.5),
- developing the race equity knowledge and skills of our institutional leadership (Action 5.5 5.19),
- developing the competences of our staff to deliver cultural responsive and anti-racist learning and teaching through our inclusive curriculum initiative and the rollout of our learning and teaching toolkits (Actions 2.7b, 2.7c, 2.8, 2.13, 5.4, 5.5).
- BAME students feed into the development of curricula as ICCs and as course reps (Action 2.12)
- positive action initiatives for our BAME students (e.g., International Black Scholars Programme, Beyond Barriers and Elevate) (Action 2.3)

8A. Course content/Syllabus

Inclusive Curriculum Framework (ICF)

Feedback from the REC student survey suggests that students experience their curricula positively (Box 8A1).

Positive responses to: The content of my course matches my expectations and includes what I thought it would include.

No discernible difference in responses by ethnicity (including students who did not include their ethnicity).

Positive responses to my course 'reflect the opinions of a wide variety of people'.

- All students – 75%
- White students – 80.4%
- Black students – 76.9%
- Asian students – 73.5%
- Prefer not to say - 71%

Positive responses to: 'I enjoy the way my course is taught'.

- Asian students - 75.1%
- Black students - 80.6%
- White students - 85.3%.

From over 2000 qualitative comments by students in the survey, there were only 5 comments which showed concern for the lack of emphasis on a decolonized or culturally responsive curriculum.

"I would like to see more on decolonising the curriculum explicitly throughout the course modules across the three years", 'Mixed (Any other mixed background - please specify)

"Include all histories within the curriculum", White – Irish

"Surprisingly although Kingston is culturally and racially diverse, this diversity is not reflected in its staff or its curriculum. Indeed, my experience is that attempts to raise issues that concern diversity or feminist issues are largely discounted", Asian or Asian British (Indian)

"The educational perspectives can include more representation from outside of Europe and America", Undisclosed

(Rec Student Survey, 2023)

Box 8A1 Satisfaction with the Curriculum

This suggests work on the ICF (integral part of our Academic Framework refreshed in 2023) has had a positive impact. Staff will continue to develop and deliver accessible, culturally relevant and

meaningful and relevant curricula, alongside Future Skills; facilitated by the alignment of academic processes to address race equity.

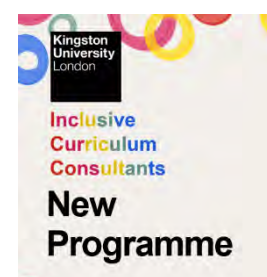
Course and module data hubs have been developed so that staff can identify differential student outcomes based on ethnicity (and other demographic differences), which must be addressed through annual actions which are monitored by Heads of School through the annual monitoring and enhancement processes (Actions 2.7b, 2.15).

Also, colleagues wanting to validate a new course or revalidate an existing course were required to attend an Introduction to Validation and Curriculum Design workshop before they submitted their new course proposal. This workshop covered key areas of curriculum design which best support students from Black, Asian and minority ethnic backgrounds – and includes reflection on students' prior entry qualifications (see Section 6 – our Black students are more likely to enter HE with BTEC / Access to HE qualifications) and be commuters. Building on the principles of the ICF we believe that our courses must be designed to overcome the epistemic obstacles that some student groups face – including systemic racism (Action 2.8).

Faculty	Inclusive Curriculum Initiatives
HSSCE	<p>Decolonising the Curriculum in Chemistry</p> <p>A first-year chemistry module was made more accessible by using Learning Science Laboratory Simulations, which benefits students who arrive at university with little lab experience. Alternatives to closed-book exams were introduced providing more inclusive teaching and assessment. Encouraging students to co-create content means they can look at data from different parts of the world and global impacts. The BAME module awarding gap moved from -12% to +10% in 3 years., effectively reversing the module awarding gap.</p>
HSSCE	<p>Decolonising the curriculum and minimising the awarding gap on BA (Hons) Social Work</p> <p>Course data showed that there was a BAME awarding gap. By changing assessments from exam to video presentation on a first-year module led to more thoughtful submissions of work and deeper learning; the course awarding gap was significantly reduced in 2021.</p>
KSA	<p>Decolonising Art & Design History</p> <p>Level 4 modules in Art and Design History have been dominated by the Western modernist canon; course teams developed a series of multi-disciplinary and subject-specific sessions aimed at challenging this. Students brought their own knowledge to weekly discussions of topics, forming the foundation for co-creation of content. Outputs included online collections of images, expanded reading lists, contributions to discussion boards (Figure 8.a. 1.2) Student feedback on the new teaching material was positive and recognised its distinctiveness.</p> <p>The Faculty EDI action group has now set up “A Particular Reality”, a student-centred project linked to decolonising curricula.</p>
FBSS	<p>Inclusive pedagogy in Psychology teaching and learning</p> <p>Psychology departmental discussions led by BAME Champion have resulted in the creation of lectures on how mental health professionals might respond constructively to cultural, ethnic, and religious diversity.</p>

Table 8A2 Faculty Level Inclusive Curriculum Initiatives

Our current academic staff body does not reflect the diversity of our student body (Action 3.1). To try to address some of the challenges we introduced the Inclusive Curriculum Consultant Programme (ICC), refreshed in 2024, to better support the issues identified above around developing the competences of staff to become anti-racist educators. BAME students (females) are over-represented in the ICC cohort *approx. 15-20 students per year - a significant strength given that, since 2022, the consultants sit on every Course Validation panel, ensuring that equity of opportunity is addressed. To date the ICCS have sat on the Validation of 200+ courses and support other areas (Table 8A3, 4, 5). The programme won the Pearson HE Award for ‘Most innovate approach to inclusivity and sustainability’ in 2022 with [REDACTED] commenting “*this is a really impressive project which has had massive impact and acts as a role model for the sector.*” (Action 2.7b and 2.8)



Project/Job	Area of University	Type of Work
Secondary PGCE Canvas Review	Faculty of Health, Social Care & Education	Module review
Drugs, Brain, and Behaviour Canvas Review	Faculty of Science, Engineering, and Computing	Module review
Fine art Canvas Review	Kingston School of Art	Module review
Student Inclusion Module Review	Equality, Diversity, and inclusion	Module review
Step Up (Social work) Programme Review	Faculty of Health, Social Care & Education	Programme Review
Nursing Student Focus Groups	Faculty of Health, Social Care & Education	Student Engagement
Architecture Student Engagement Project	Kingston School of Art	Student Engagement
Dance Student Engagement project	Kingston School of Art	Student Engagement
HCSE Assessment brief review	Faculty of Health, Social Care & Education	Teaching material review
KCEP+ Induction Workshop	Access and Participation	Advisory
Learning and Teaching Spaces Advisory Group	University Committee	Advisory
Academic Framework Review Focus Groups	University Committee	Student Engagement
Diverse library recreational reading collection project	Library Services	Advisory
QAA Assessment design project	LTEC	Student Engagement
Culturally Responsive Mental Health and wellbeing projects	LTEC	Training development
Course Enhancement Plan sessions	LTEC	Workshops
Antiracist Student Worker Research Project	Student Enrichment	Training development
QAA Student Engagement Conference Presentation	QAA	Presentation
Inclusive Curriculum Consultants Q&A	Trinity College Dublin	Presentation
INU webinar: Inclusive Curriculum and student staff partnerships	International Network of Universities	Workshops

Table 8A3 Examples of the Types of Projects completed by ICCs.

Dance student engagement Project (2020-2023) – as a result of this project, the degree awarding gap between white and Black student closed during 21/22. The VA for Black students improved from 0.58 to 1.19. 100% Black students achieved a good degree above sector average.

Biosciences reading list project. The ICC programme worked with the module leader to help review and feedback on the diversity of their reading lists. As a result of this piece of work, satisfaction in the Module Evaluation Questionnaires for questions pertaining to learning resources and organization have increased by 25% and 10% respectively. The levels of satisfaction with learning resources increased in satisfaction from 46% to 71%. This reading list was also the most viewed in the university for the 21/22 academic year.

Box 8A4 ICC In -Curricula Projects

“I think the process is great as it is - best constructive feedback I have received in over 20 years of my working life.”

“The written feedback of the review was the most detailed and comprehensive I've had in my career to date...”

"I have given 5 stars as this experience could not be bettered and it far surpassed my expectations."

“I just wanted to say thank you very much for this amazingly helpful piece of work. As x ...has methodically integrated almost all the feedback into this year's Canvas content. It was an absolute pleasure to work with you and your consultants”.

Box 8A5 Examples of Staff Feedback on ICC

Student involvement in curricula development

Our Course Representative system provides students and staff with an opportunity to engage in dialogue in enhancement. They meet with their Faculty Dean at least twice a year, providing an opportunity to identify and act on cross-cutting issues. Our latest EIA on this programme suggests that White students are overrepresented and Black students are underrepresented. Asian students are proportionally overrepresented in two of our faculties (FBSS and ECE) and underrepresented in KSA. Black students are underrepresented across all faculties, with the largest gaps in ECE and HSSCE. White students are proportionally underrepresented in FBSS, and most overrepresented in KSA, followed by ECE then HSSCE. A key action is to ensure that our Course Representatives are ethnically representative, adopting positive action, if necessary, by 2025 (Action 2.12).

Working in partnership with students in institutional research

Our Student Academic Development Research Associates Scheme (SADRAS) provides funds for students to participate as co-researchers with academic staff in educational research projects aimed at improving student retention, attainment, employability, well-being, or access to higher education,

with specific relevance to under-represented or disadvantaged populations. Between 2019 and 2022, we have supported 44 projects (with 155 student co-researchers). For example, through a SADRAS project (which engaged with 349 students), we identified that our Black students experienced significant barriers to engaging in international mobility. In response, we launched our International Black Scholars Programme, which ran for the first time in 2022, and funded 6 students from Black and Black mixed heritage backgrounds with additional disadvantages, to travel to the US. The study tour, led by a majority Black staff team, was designed to engage with Black role models, and provide the opportunity for Scholars to grow their network and social capital, while exploring their identity and aspirations, in a safe space. In 2023, it took 15 scholars and in 2024 it is scheduled to take 20 scholars.

Supporting graduate outcomes for BAME students

The REC student survey provided reassurance that our BAME students report that they understand graduate level employment opportunities. Black students reporting the most positive response to this question, possibly informed by Elevate, launched in 2020, which offers targeted support to our Black students to address some of the structural barriers they face in progression to graduate employment or further study, which was co-created with Black students and staff. In 2022/23 Elevate engaged approximately 150 students from Black heritage backgrounds and collaborated with over 25 employers offering students bespoke placements, mentorships & other professional opportunities (Elevate Impact Report, 2023). The programme was recognised in 2022 as Best Widening Participation Initiative at the National Undergraduate Employability Awards, where the judging panel praised the programme for its success in “*empowering and upskilling Black students, providing holistic employability support through student careers coordinators and developing students both personally and professionally.*” There is also no discernible difference between the response from all ethnic groups around how KU has helped them to develop the skills that they need to apply for graduate level employment.

The University has also embarked on a significant workpiece embedding future skills in the academic curriculum at each level of our undergraduate curricula, with assessed learning outcomes articulated around the themes of the development and articulation of self, and the demonstration of graduate skills and attributes in different contexts. The Future Skills initiative is part of a wider strategic project to equip all students with the skills they need to succeed.

8B. Teaching and Assessment Methods

The REC survey also gives reassurance that students of all ethnicities feel comfortable contributing in class and feel supported by their tutors (Box 8B1).

Positive responses to: 'I am comfortable approaching course tutors with any questions or queries.'

- All students – 87.6%
- Mixed students - 90.9%,
- White students – 90.0%
- Black students – 90.3%
- Asian students – 87.6%).

- Prefer not to say -

This was consistent across all Faculties.

Positive responses to: 'comfortable contributing to group discussion in class'

- Black students - 85.6%,
- White students - 82.6%
- Asian students - 81.2%.
- Did not disclose - 79.0%

Positive responses to: 'I know where to go to get additional academic support if and when I need it?'

- White students - 89.4%
- Black students - 86.7 %
- Asian students - 78%
- Preferred not to say/ did not disclose - 81.6%/ 78.5%

(Rec Student Survey, 2023)

Box 8B1 Academic Support

A key action is to ensure the academic mentoring programme is representative of our student body, currently BAME students are underrepresented. Students who engage as an academic mentor were significantly more likely to progress (both overall and at 1st attempt) compared to non-mentors (Action 2.6). Also students have said that they feel more connected to students who are like them, so to encourage a diverse range of students into academic mentoring is crucial for their success and the mentees.

All ethnic groups responded relatively positively how their courses are assessed (Asian 76.8%, Black 79.7%, White 78.8, Undisclosed 76.3%). An action in our previous REC submission looked at the inclusivity of the assessment types in KSA as an explanation for the reduction in the degree awarding gap, our analysis showed that there are consistent attainment gaps in every type of assessment across all levels for all faculties.

Over the 4 years of analysis there is an approx. 10 percentage point gap between the attainment of White students compared to Black students ethnicity and 2-5 percentage points compared to Asian students for all assessment tables (Tables 5.20). Our conclusion was that changing assessment type would not in itself address the degree awarding gap. This data informed approach has reinvigorated our focus on staff development on antiracism and culturally competent teaching and has identified stretching targets on staff training in our APP 2025-2028 (Section 8c). We are also focusing on student engagement and wellbeing.

UK domiciled (UG ONLY)

Filters applied *assessment 1 credit bearing modules, engaged, average agreed mark.

Coursework

Ethnicity	2022/2023		2021/2022		2020/2021		2019/2020		Gap Year Average
	N	Gap	N	Gap	N	Gap	N	Gap	
White	59	Ref	57	Ref	56.6	Ref	56.9		
Asian	54.7	-4.3	53.3	-3.7	52.2	-4.4	52.9	-4	-4.1
Black	48.6	-10.4	47	-10	46.6	-10	46.4	-10.5	-10.225
Other (inc. Mixed)	53.7	-5.3	52.3	-4.7	51.1	-5.5	51.6	-5.3	-5.2
Unknown	55.9	-3.1	50.3	-6.7	51.9	-4.7	50.5	-6.4	-5.225

Remark: UK domiciled students ONLY - Coursework Filters applied *Levels 3-6 ONLY assessment 1 credit bearing modules, engaged, average agreed mark

Exam

Ethnicity	2022/2023		2021/2022		2020/2021		2019/2020		Gap Year Average
	N	Gap	N	Gap	N	Gap	N	Gap	
White	50.9	Ref	50.2	Ref	60.3	Ref	62.8		
Asian	47.2	-3.7	44.9	-5.3	53.5	-5.3	61.2	-1.6	-3.975
Black	39.7	-11.2	40.3	-9.9	46.5	-13.8	55	-7.8	-10.675
Other (inc. Mixed)	45.8	-5.1	42.6	-7.6	51.3	-9	57.7	-5.1	-6.7
Unknown	45.6	-5.3	46.4	-3.8	56.7	-3.8	58.2	-4.6	-4.375

Remark: Exam (assessment 1) Filters applied *Levels 3-6 ONLY assessment 1 credit bearing modules, engaged, average agreed mark

Practical

Ethnicity	2022/2023		2021/2022		2020/2021		2019/2020		Gap Year Average
	N	Gap	N	Gap	N	Gap	N	Gap	
White	59.5	Ref	56.9	Ref	59.8	Ref	61.6	Ref	
Asian	54.3	-5.2	53.7	-3.2	56.7	-3.1	57.3	-3.1	-3.65
Black	49.7	-9.8	47.8	-9.1	48.8	-11	50.5	-11.1	-10.25
Other (inc. Mixed)	53.5	-6	52.5	-4.4	53.5	-6.3	56.6	-5	-5.425
Unknown	52.4	-7.1	53.3	-3.6	51.7	-8.1	63.5	1.9	-4.225

Remark: Practical assessment Filters applied * Levels 3-6 ONLY assessment 1 credit bearing modules, engaged, average agreed mark

Figure 8B1 a, b,c Attainment gaps by Assessment Type by Ethnicity (UK domiciled UG only)

Cognisant of the lack of diversity in the PGR community, the Graduate School has created a promotional video by Salema Foot (Picture 8B2) whose research focuses on the academic lived experiences of Black postgraduate students in the UK to further embed a sense of belonging.



Figure 8B2 Screenshot of the promotional video by Dr Salema Foot

In addition to the specific financial and developmental support provided by the Graduate School for BAME PGR students, there are also various opportunities for career development training for PGRs, an opportunity to join our academics as participants in our research leadership academies (including the NIHR Applied Research Collaboration Research Leadership Academy) for those undertaking Health and Social Care Research and the Kingston University RISE (Research Leadership Academy).

Other activities to support race equity in learning and teaching include our annual Inclusive Curricula Bursaries to recognise colleagues demonstrating excellence in inclusive teaching and/or supporting the learning experience of students, and our Provost's Award for Learning and Teaching. We have several sector projects around inclusivity such as the [Advance HE funded](#) projects, Developing best practice in engaging students to enable and support inclusive cultural change in HEIs project, which explored effective student engagement programmes in six higher education institutions in England to identify the key elements ensuring success in supporting the transition to more inclusive institutional cultures. Also, [REDACTED] also won £97K to fund her project "Integrating Anti-racism, Social Justice and Equity into the Chemical Sciences Curriculum".

8C. Academic Confidence

The REC student survey (8C1 and 2) showed we must building the confidence of staff to have race-related conversations (Action 5.3, 5.4).

Positive responses to: 'when relevant, issues of ethnicity and race are included in academic discussions'.

- All students – 63%
- Mixed students - %,
- White students – 73%
- Black students – 68 %
- Asian students – 56.3 %

Positive responses to: 'when relevant, my course tutors and lecturers are confident and competent in facilitating discussions around ethnicity and race'

- All students - 65.2%
- White students - 73.5%
- Black students - 69.9%
- Asian students - 62%
- Prefer not to say - 57.8%

(Rec Student Survey, 2023)

Box 8C1 Academic Confidence

“Integrate more race equality practice within the classrooms themselves and in each course's curriculum”, Mixed -Any other mixed background - please specify

“I have seen students make racist or unprofessional/unethical comments in class. I feel professors should have the confidence and capability to challenge these kinds of comments,” Mixed - Any other mixed background - please specify

(Rec Student Survey, 2023)

Box 8C2 Academic Confidence

Examples of Staff Training on Anti Racism

The Organisational Development and EDI partners in HR underpin more specialist training in antiracist learning and teaching provided by LTEC (Table 8C3). We have an 'anti-racist pedagogies expert employed in LTEC, and we source external expertise where necessary to build our capacity, supporting our staff to learn from sector-leading good practice.

Tailored Learning and Teaching Offer

As well as the institutional support that LTEC provide, they also complete bespoke training for departments across Kingston University (Figure 8C4).

Staff Development Activity	Year	Title (s)	Attend Nos.	Objectives
Anti-Racism and Decolonising the Curriculum Webinar	2019-2021	Creating an anti-racist classroom Teaching decolonization in HE De-colonising academic practice Decolonising Curriculum and Culture A journey to anti-racism: a systemic approach	156	Awareness raising
Anti-Racism Action Learning Sets	May-July 2021	An Anti-Racist training pilot project funded by APIK and delivered by MA Consultancy.	25	Building staff and student capacity and confidence to embed race equality. Understand systemic racism and appropriately respond to racist incidents
Development of asynchronous resources to support the trainers	From 2022	Anti-Racist Learning and Teaching and Pedagogic Practice	297 people visited the module in total, averaging 5.5 page views. Anti-Racism toolkit as the most popular (99 people have visited on average 3.5 times each).	Building on the sessions discussed above, and working with graduate student interns, we have developed four pedagogic toolkits ('Learning and Teaching: Equity, Diversity and Inclusion'; 'Anti-racist Learning and Teaching'; 'Culturally Responsive Learning and Teaching'; and 'Mental Health Learning and Teaching') to disseminate this learning and embed it in our practice.
Festival of Learning Bitesize	2021	Supporting our students through inclusive pedagogies	132	Allow colleagues to share their inclusive academic practice and pedagogies. Allow staff to hear new practice and perspectives by bringing four external speakers.

Staff Development Activity	Year	Title (s)	Attend Nos.	Objectives
Festival of Learning Bitesize	2022	Building Relationships, Breaking Barriers: Working together to address the Black Degree Awarding	78	<p>Raise awareness of Black Student Experience.</p> <p>Raise awareness of the Race Degree Awarding Gap and how we can work together to close it. Share antiracist practice.</p> <p>Share practical ways to support Black students in HE.</p>
Festival of Learning Bitesize	2023	Equity and Inclusion: A Whole Institution Approach in Practice	63	<p>Raise awareness of the experiences of Black Students.</p> <p>Raise awareness of the Race Degree Awarding Gap and how we can work together to close it.</p> <p>Sharing existing strategies, tools and processes that promote equity.</p> <p>Share practical ways to support staff in supporting Black students in HE.</p>

Table 8C3 Examples of Tailored workshops and webinars on the Inclusive Curriculum Framework, anti-racist pedagogies and decolonizing the curriculum.

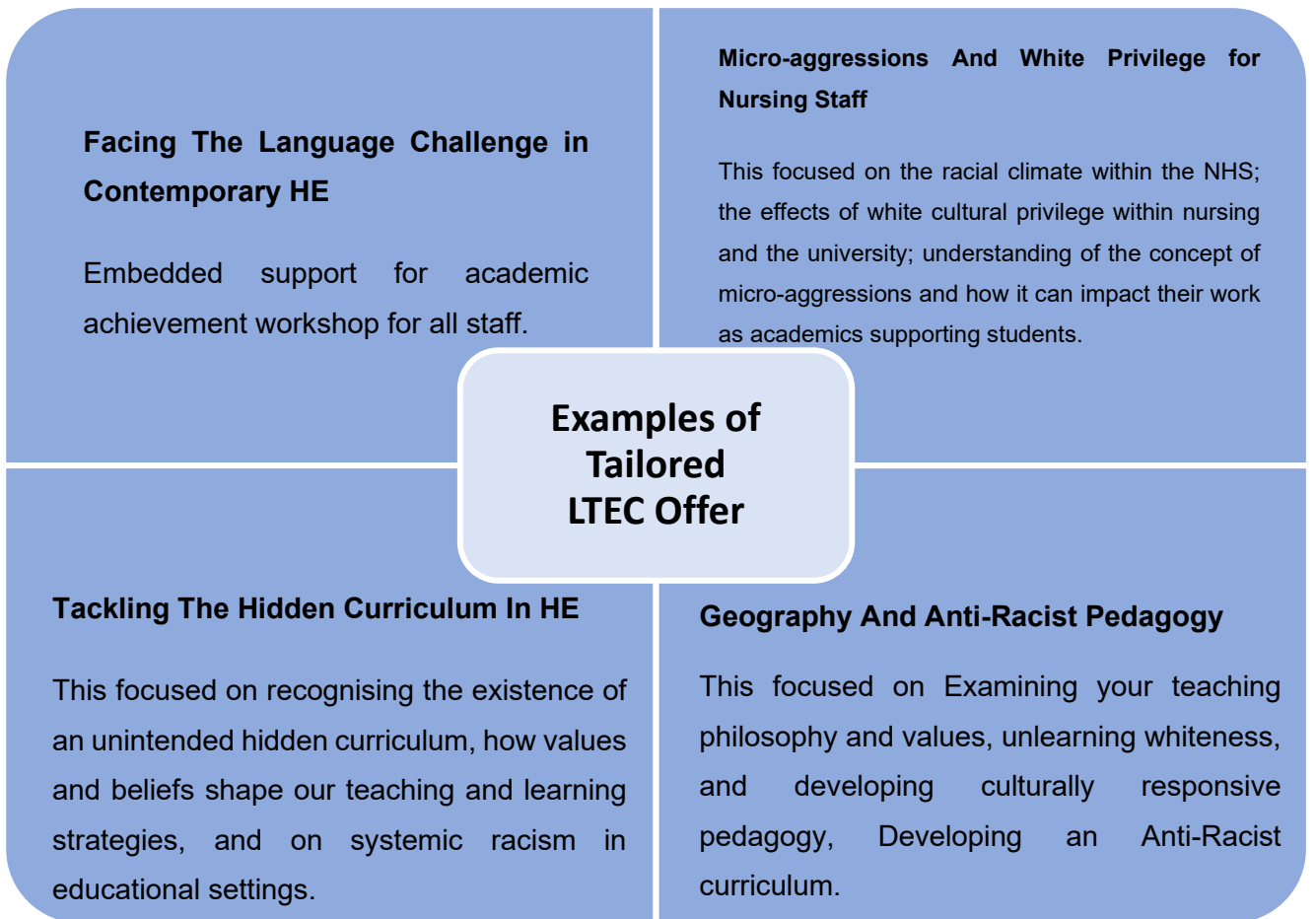


Figure 8C4 Tailored Learning and Teaching Offer

Section 9 REC Action plan

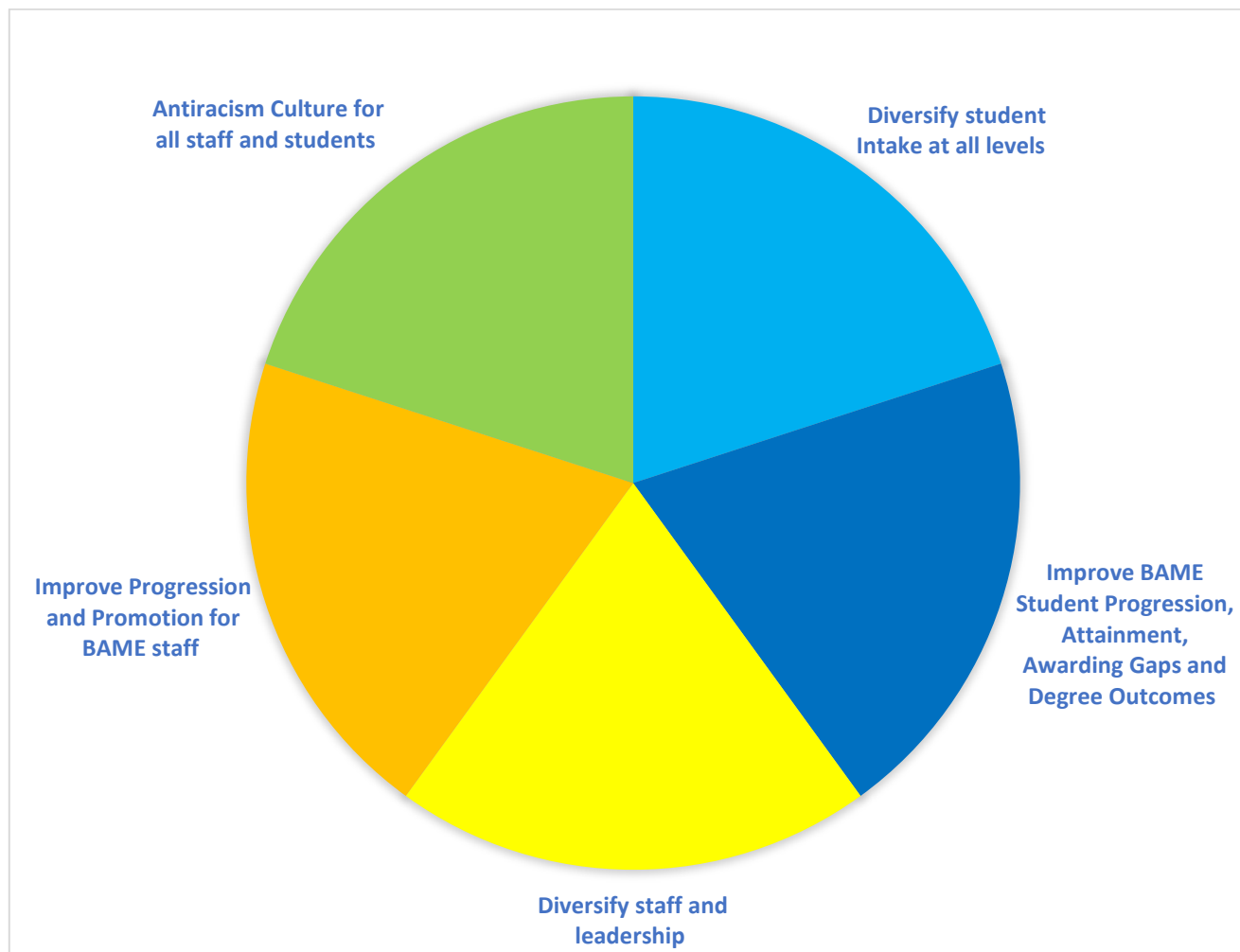


Figure 9 REC Action area

Action Ref	REC Section Ref	Issue Identified and Rationale	Objective and KU Strategy/Strategic area	Actions	Success Criteria and Outcome	Timeframe	Action Led & Accountable Owner/Group
PRIORITY AREA 1 - Diversify student Intake (particularly in KSA UG) and PGT and PGR							
1.1	7a Existing Action Partially Complete	<p>Analysis of UCAS UG in our previous plan identified some gaps in the offer rates for Kingston University applicants for Black and Asian applicants.</p> <p>Our analysis for this REC shows that KU has made significant progress in closing these gaps and they have largely been eliminated. In 2023/2024 we removed additional requirements for admission (where appropriate).</p> <p>However, we recognize that we have no explicit oversight of the impact of interviewing/ portfolio review on conversion rate from admission to offer.</p>	To identify, monitor and reduce any identified inequalities in the admissions process where interviewing/ portfolio assessments are used.	<ul style="list-style-type: none"> Conduct an EIA on UG subjects that interview' have portfolio requirements before offer. 	<p>Continue to monitor and have parity in offer rates per tariff category per specific ethnic category.</p> <p>EIA completed on interview/ portfolio courses on the 24/25 recruitment cycle.</p>	Recruitment round for 25/26 admissions	<p>Head of School/ Head of Department with 'interviewing' courses plus recruitment/ admissions tutors.</p> <p>Relevant Faculty Deans Executive Director of Student Services</p>
1.2	7a New Action	Since the institutional decliner/applicant survey is not analysed by ethnicity we cannot explore differential experiences in reasons for applying/ declining.	To support the identification and monitoring of inequalities in the admissions process.	<ul style="list-style-type: none"> Ensure that from 2025 the institutional applicant/ decliner survey is analyzed by ethnicity with relevant actions taken if racial inequity is found. With UK and Non-UK separated. Note: ethnicity is not provided by UCAS for decliners – only for applicants. Therefore, this analysis will only be with acceptors. 	The 2025 institutional applicant/ decliner survey is analyzed by ethnicity.	2025	<p>Student Recruitment and Admissions Director Student Voice Lead</p> <p>Head of Planning and Executive Director of Student Services</p>

Action Ref	REC Section Ref	Issue Identified and Rationale	Objective and KU Strategy/Strategic area	Actions	Success Criteria and Outcome	Timeframe	Action Led & Accountable Owner/Group
1.3	7a Existing Action – remains open	The proportion of UG students from Black, Asian and Minority Ethnic backgrounds is significantly less in KSA than the other three faculties (35% compared to institutional average of 62%).	Increase the UG ethnic diversity of Kingston School of Art. Ensure that the diversity cuts across the 3 schools in the faculty.	<ul style="list-style-type: none"> Audit ethnic diversity on website/ publicity materials. Run annual staff dev event for admissions tutors on sharing good practice. Introduce common assessment criteria for portfolios. Continue outreach activities in ethnically mixed schools (using HEAT school Data, expand Saturday Club, Accelerate and Drawing Matters) 	Kingston School of Art have committed to recruiting a minimum of 8.3% black students in each School by 2025. Increase Black participants of Outreach programmes by 10%.	2025	KSA Head of Schools/ KSA School recruitment leads. : Dean KSA
1.4a	New Action 7e.	Data and information that we collect on PGT applicants does not include ethnicity.	Improve collection of ethnicity data at application, offer and enrolment to check for bias in the process.	<ul style="list-style-type: none"> Explore mechanisms through which ethnicity data can be collected for PGT at application, offer and enrolment to check for bias in the process - adding equality of opportunity data in the application. 	Collection of ethnicity data for 2025/2026 application cycle. Achieved equity of application to offer conversion rate for every ethnicity.	2026 Comparable data by 2027	Student Recruitment and Admissions Director. Executive Director of Students
1.4b	New action 7e.	Lower proportion of Asian and Black UK domiciled students at PGT level compared to UG student body, particularly in FBSS and KSA. REC student survey results that 66.6% responded positively to considering a postgraduate course. 69% of black students responded positively, compared to 68% of white students and 61% of Asian students, which suggests that black students are open to continuing with Master's study.	Increase the numbers of Black students enrolling in PGT study. Local focus for EDI groups in FBSS and KSA.	<ul style="list-style-type: none"> Explore creating race equity studentships for Masters Level study. Organise webinars in Elevate to promote PGT study. EDI groups in FBSS and KSA to draft and implement action plan to increase the numbers of Black students moving into PGT study. 	Increase the numbers of Black students enrolling in PGT study.	2027	Provost/ DVC Deans and Admissions leads in FBSS and KSA. Student Engagement Manager (Elevate-related action) Student Development & Graduate Success Director Faculty EDI groups

Action Ref	REC Section Ref	Issue Identified and Rationale	Objective and KU Strategy/Strategic area	Actions	Success Criteria and Outcome	Timeframe	Action Led & Accountable Owner/Group
1.5	New Action 7e	The ethnic diversity of our PGR student population does not reflect the diversity in our UG and PGT populations, particularly in KSA and HSSCE.	Increase the number and proportion of Black and Asian students, particularly UK domiciled studying at PGR compared to White students.	<ul style="list-style-type: none"> • Faculty Associate Dean Research/ KERI leads to develop local action plan to progress diversity in Faculty PGR population. • Audit ethnic diversity on website/ publicity materials (completed as part of Web refresh project) • Ensure that the quota for positive action (Race Equality) studentships (currently offered by the Graduate School) is met every year. Increase the number of positive action Black and Asian PGR studentships. • Ensure that Race Equality awardees are automatically offered a place on Kingston's research leadership academy. • Continue to offer the UG research summer internships in HSSCE. Ensure that the interns reflect the ethnic diversity of the UG popn – using positive action, if appropriate. • Continue PGR students' access to Kingston's positive action mentoring scheme called Beyond Barriers which offers support ethnically minoritized students. 	Increase the % of Black, Asian and minority ethnic PGR students to 50% (from 35% when N/a/unknown are removed)	By 2027	<p>Faculty Deans/ Associate Deans – Research/ KERI Lead</p> <p>Web refresh project lead</p> <p>Head of Graduate School and Researcher Development.</p> <p>Dean – HSSCE (for UG research interns)</p>

Action Ref	REC Section Ref	Issue Identified and Rationale	Objective and KU Strategy/Strategic area	Actions	Success Criteria and Outcome	Timeframe	Action Led & Accountable Owner/Group
				<ul style="list-style-type: none"> Fund career development training for PGRs in 24 /25 and beyond. 			
1.6	7e	Data and information that we collect on PGR applicants and students is less detailed compared to UG around ethnicity.	<p>Improve collection of ethnicity data at application, offer and enrolment to check for bias in the process.</p> <p>Monitor PGR student success metrics by ethnicity.</p>	<ul style="list-style-type: none"> Collect ethnicity data at application, offer and enrolment to check for bias in the process by adding equality of opportunity data in the application. Reduce the N/A category in the PGR student data. 	<p>Reduce the N/A/Unknown data to 5% (from 29%)</p> <p>Achieved equity of application to offer conversion rate for every ethnicity.</p>	<p>2026</p> <p>2028</p>	<p>Graduate School and Faculty PGR Managers/ coordinators</p> <p>Faculty Deans</p> <p>Head of Graduate School and Researcher Development.</p>
PRIORITY AREA 2 - Improve BAME Student Progression, Attainment, Awarding Gaps and Degree Outcomes, Including Wellbeing Focus							
2.1	7c and 7d	<p>Embedding EDI in Faculty/ Directorate Planning Round</p> <p>2024 identifies our institutional gaps in continuation, completion, awarding gaps and progression to graduate employment</p>	Town House Strategy	<ul style="list-style-type: none"> Embed EDI and also requirement to address APP targets in Faculty/ Directorate Planning Round. 	<p>APP targets embedded in Faculty Planning documents with relevant actions identified and updated annually.</p> <p>Broader EDI targets embedded</p>	<p>Target for 2025/2026 round – February 2025.</p>	<p>Provost/ DVC/ Executive Director of Students</p> <p>PVC Education/ Director of Student Services (APP Working Group)</p> <p>Deans / Directorate Directors</p>
2.2	7b	60% of commuter students are from BAME backgrounds compared to only 23% of white students. Improving support for commuter students will best support BAME students. Commuter students have poorer academic progression and there is a degree awarding gap between commuter and non-commuter students although we know that commuter status does	Improve the experiences for commuter students who are predominately students from BAME backgrounds.	<ul style="list-style-type: none"> Improve the quality of social space on campus through the PR transformation project which will provide amongst other spaces, a new hospitality area and a new commuter kitchen designed for student use. Explore the reinstating of flex-stay in Halls of Residence. Heads of Department to work with Timetabling team to create a commuter friendly timetable in courses where the 	<p>Completion of the PR transformation project.</p> <p>Reinstate Flexi-stay.</p> <p>Improve academic progression rates for commuter students and close the academic progression and awarding between commuter and non-commuter students reduce.</p>	<p>Completed by end of 2025.</p>	<p>Director of Estates. Chief Operating Officer.</p> <p>Executive Director of Student Services.</p> <p>Heads of Schools/Departments/ Head of Timetabling.</p>

Action Ref	REC Section Ref	Issue Identified and Rationale	Objective and KU Strategy/Strategic area	Actions	Success Criteria and Outcome	Timeframe	Action Led & Accountable Owner/Group
		not explain the ethnicity degree awarding gap (see section 7 and 8).		proportions of commuter students are high.			
2.2b	7b. New Action			<ul style="list-style-type: none"> Collate existing research (with other sector partners if possible) the experiences of commuter students' – focusing on best practice in on-boarding commuter students. 		Completed by July 2025.	KERN to complete research
2.3	7b. New Action	The population of students who are care leavers is increasing over time with the most students declaring themselves to be care leavers being of Black ethnicity.	KU Cares - programme where care leavers can access tailored advice and guidance from application, through to graduation through a dedicated KU Cares adviser.	<p>KU cares are to be enhanced to:</p> <ul style="list-style-type: none"> Develop a peer-led community where KU Cares students can access peer support. Work collaboratively with the Careers and Employability service in developing tailored provision for KU Cares students (inc. Elevate). 	<p>Creation of successful peer-led community of support accessed by 50% of care leavers.</p> <p>To submit an application to become a University of Sanctuary.</p> <p>The creation of a bespoke package of support for care leavers through Elevate.</p>	To be completed in 24/25 a/y.	<p>Student Inclusion Manager</p> <p>Student Engagement Manager</p> <p>Director Student Services/ Executive Director, Student Services</p>

Action Ref	REC Section Ref	Issue Identified and Rationale	Objective and KU Strategy/Strategic area	Actions	Success Criteria and Outcome	Timeframe	Action Led & Accountable Owner/Group
2.4	7c. Existing Action (Refocused)	Black students are over-represented in withdrawals data. Black students as the highest percentage of withdrawals across the University for all years apart from 2021/2, when they were still proportionally over-represented	Reduce the withdrawal rate of Black students and better understand the reasons. APP	<ul style="list-style-type: none"> Conduct a detailed analysis of withdrawal (non-continuation) rates at course group level and the reasons for this. – explore timing of withdrawal. Targeted marketing phone calls to specific student groups, including black students to encourage sign up and attendance at Head Start. ELEVATE to feature within the Head Start programme and Welcome Week programme. Institutional review of transition. Complete an audit of access to student wellbeing services by ethnicity and the reasons why/ why not. Resource will be increased in 2023/24 to enable more proactive interventions to support continuation and completion. Data sources will be expanded as part of a Student Analytics project to identify groups of Attendance dashboards show that Black students are the least likely to attend. Conduct analysis on the reasons for non-attendance. 	Reduce the numbers of Black students who withdraw for their courses by 25%.	2026 Targeted phone- calls from 2024/25 Embedding Elevate From 2024/25 To begin March 2024 25/26 25/26 Research 2024/2025	Heads of School/ Faculty Deans. University Registrar Transitions Programmes Manager Student Engagement Manager Director of Student development and Gradate Success Director of Student Services Lead: Learning analytics project KERN (Research/ Data analysis)

Action Ref	REC Section Ref	Issue Identified and Rationale	Objective and KU Strategy/Strategic area	Actions	Success Criteria and Outcome	Timeframe	Action Led & Accountable Owner/Group
2.5	7c. Previous Action now COMPLETED	Greater understanding is needed of how intersecting ethnicity and gender impacts progression rates. This intersectional analysis has been completed.	APP	See action 2.6.		COMPLETE	Action Closed
2.6	7c Existing Action Refocused with new APP data.	Academic progression gaps have reduced between Asian and Black students compared with White students over the previous 3 years. However, the gaps are still largest for Black students. Intersectional data analysis has flagged two foci areas: 1. Progression gaps for Black UK domiciled students are particularly large between levels 5 to 6. 2. The progression rates for UK domiciled male students from Black ethnicity are lowest (largest gaps between black male students and comparator group).	Improve academic progression rates for UK domiciled for Black students, particularly Black male students. (Aligned to Access and Participation Plan Target with Institutional activities in place to address the continuation gap (Objective PTS1 and PTS2) should target support at Black male students (including transitional support, mental health and wellbeing, student analytics, academic support activities, and inclusive learning and teaching, Elevate and Beyond Barriers equality mentoring scheme- see APP)).	<ul style="list-style-type: none"> Complete school, department, course and module level analysis to identify where the gaps are largest. HOD and CLs to work with the MLs where the academic progression gaps for Black male students are greatest and where they are lowest in order to identify, share and implement best practice in the poor performing modules. Elevate (inc. IBSP) and Beyond Barriers and academic mentoring management teams to increase the participation of male Black students through positive action if necessary. Intensify marketing to males. Create support pack for PT. Embed ICF principles in academic curricula. Positive action in academic mentoring programme. 	Meet APP Objective PTS2: to reduce the completion gap between White and Black students to 5.3% (end of a/y 2026/2027) through meeting incremental targets in APP Increase proportion of male participants in Elevate, academic mentoring and Beyond barriers to a minimum of 33% of total participation (males currently comprise 40% of student body at UK). Focus: Reduce the academic progression gap for Black students from levels 5 to 6 in HSSCE. Focus: Reduce the academic progression gap for MALE black students across all Faculties.	By end of 2026/2027. 2024/2025	APP Working Group Heads of School/ Department Faculty Deans Heads of Service in Student Directorate. Executive Director Student Services Student Engagement Manager Student Enrichment manager Head of LTEC
2.6b	7c	HSSCE has a large academic progression gap for Black students, largely related to the School of Nursing.	Improve the academic progression rate for Black nursing students,	See actions above plus: <ul style="list-style-type: none"> A 360-degree pilot project is being conducted in Nursing which is taking a holistic approach to understanding 	Improved progression rates for Black nursing student with the current gap (compared to white comparator) reduced from 19.9% to 15% (min reduction)	By 2025/2026	Head of Nursing Project Lead.

Action Ref	REC Section Ref	Issue Identified and Rationale	Objective and KU Strategy/Strategic area	Actions	Success Criteria and Outcome	Timeframe	Action Led & Accountable Owner/Group
				the experiences of Black students and how to best support them thereby addressing differential continuation and attainment.			
2.6c	7c, 8	Black students are the majority in the Repeating student population across most of the faculties, many of these withdraw and leave.	Reduce the drop-out rate for repeating students.	<ul style="list-style-type: none"> Review the policies and processes around identifying and supporting repeating students received – both from central services and faculty to better support them to remain in education. Trailing of modules. Implement additional support and monitoring of repeating students, including academic mentoring. Conduct a research project to better understand the experiences of repeating students 	Reduce the numbers of repeating student who withdraw by 25%.		<p>APP Working Group</p> <p>Heads of Dept with CLS</p> <p>Head of academic mentoring programme.</p> <p>KERN</p>
2.7a	3a, 7d, 8	The degree awarding gap between Black students and white students and Asian students and White students has grown.	Investigate using multi-regression analysis the relevant important of deficits factors in explaining the degree awarding gap.	<ul style="list-style-type: none"> Replicate the institutional analysis completed in 19/20 (Butt and Ghafoor) 	Completion of analysis and findings embedded in staff development.	By 2025	Head of Planning KERN
2.7b PRIORITY	3a, 7d, 8	<p>The UG degree awarding gap between Asian students and white students has widened since 2021/22.</p> <p>Existing action</p> <p>Renewed focus</p> <p>Completed Multiple regression analysis.</p> <p>Embedded ICF in AF refresh</p> <p>Created student outcome data hubs for course and module leaders.</p>	Reduce the degree awarding gap between Asian students and white students as per objective PTS5 (App, 2024-2028).	<ul style="list-style-type: none"> Faculty and School APP targets devised and disseminated to Deans and Heads of School. PVC (Education) and Student Services Director to meet with Deans to agree Faculty/ School action plan to address above targets. School action plans were enacted to address the local context and reduce the awarding gap. Complete the roll-out of Future skills. 	<p>Meet our APP interim target of an awarding gap (Asian/ White) of 8.6% by 2026/2027.</p> <p>School data (targets) created by Planning and Data Insight.</p> <p>Meeting completed with meaningful action plans produced and enacted.</p> <p>Increase staff training around inclusive teaching practice (300 staff over 4 years) to focus on Equality, Diversity and Inclusion Learning and Teaching toolkit and the antiracism and culturally</p>	<p>2028</p> <p>March- May 2024</p> <p>March- May 2024</p> <p>By 2026</p>	<p>APP Leads and APP working Group PVC(Education)/ Director of Student Services Head of Planning</p> <p>Directors – Student Services/ Faculty Deans/ Heads of Schools</p> <p>FS workstream leads.</p>

Action Ref	REC Section Ref	Issue Identified and Rationale	Objective and KU Strategy/Strategic area	Actions	Success Criteria and Outcome	Timeframe	Action Led & Accountable Owner/Group
		<p>Data led quality assurance: utilisation of dashboards available to all staff covering institutional, faculty, school, department, course and most significantly module-level metrics to support the delivery of School targets.</p> <p>Refresh of Inclusive Curriculum Consultants Programme – soft launched.</p> <p>Inclusive Curriculum Consultants embedded in QA process – including sitting on Panels.</p>		<ul style="list-style-type: none"> Implement institutional strategies to address staff skills and competences (see action 5.3-5.5) Completed targeted 360 support: work with 3 schools/departments to build capacity in antiracist and culturally competent academic cultures. Pilot in Nursing School for approximately 150 staff and 1400 students to 'Enhance the experience and success of our global majority students and staff'. Continued use of data led quality assurance with increased utilisation of dashboards. Roll out new Inclusive curriculum framework and staff training. Personal tutoring: Peer support groups to support staff to deliver culturally responsive personal tutoring. Student Wellbeing service to include consideration of specialist support for students who have experienced racial trauma. Extend the reach of positive action co-curricular programmes for BAME students. 	<p>responsive learning and teaching toolkits.</p> <p>100% of School Directors of Learning and Teaching trained as 'trainers' to support anti-racist learning and Teaching.</p> <p>Inclusive curriculum consultant programme: 15 inclusive curriculum consultants delivering 30 projects per year – and acting as equal members in Validation panels.</p> <p>Resources of culturally responsive mentoring created and adopted by PT leads.</p>	<p>By 2025</p> <p>Per year until 2028</p> <p>By 2024</p> <p>By 2025</p> <p>Yearly targets</p>	Head of LTEC/ QAE
2.7c	7d, 8	The UG degree awarding gap between	Reduce the degree awarding gap between Black students and	As above plus:	Meet our APP target of a gap of 14/7% by 2026/27.	2026/27	As above

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PRIORITY	Existing action Renewed focus	Black students and white students has widened since 2021/22.	white students as per objective PTS5 (App, 2024-2028).	<ul style="list-style-type: none"> Extend the reach of positive action co-curricular programmes targeted at Black heritage students - International Black Scholars Programme and Elevate 			
2.7d	7d, 8 COMPLETE	Lack of awareness in the student and staff body of the degree awarding gaps how it is being addressed. (Existing activity)	To be more active in addressing the attainment gap and publicise these activities to staff and students. APP, PSED	<ul style="list-style-type: none"> Differential student outcomes included in course and module data hubs successfully raised awareness with staff of the existence of attainment and degree awarding gaps. Presentations and bitesize training run annually with academic, professional services and Senior Leadership group about differential outcomes and degree warding gap for Black, Asian and ethnic minority students. 	Improved staff awareness of the differential attainment and degree awarding gaps evidenced by CEP/ MEP actions.	This action is being closed given the evidence in the staff survey that staff area aware and it is embedded in QA processes.	Action closed.
2.8	8 Existing action Partially Achieved	Inclusive Curriculum Framework has not been utilized by Faculties/ Courses.	Significant progress has been made. ALL courses must address the ICF through the annual monitoring and enhancement process and at Validation. ICF now fully aligned with and integrated into the revised Academic Framework (2023) Inclusive Curriculum Consultants trained in the ICF sit on every Validation and Substantive review panel – new in 2023. ICF embedded in KCEP+ and CED focuses on student differentials. APP, PSED	<ul style="list-style-type: none"> Now that the ICF is embedded in process, this action is not BAU. Focus in now on staff to address anti-racist learning and teaching toolkits. 	Increase staff training around inclusive teaching practice (300 staff over 4 years) to focus on Equality, Diversity and Inclusion Learning and Teaching toolkit and the antiracism and culturally responsive learning and teaching toolkits. 100% of School Directors of Learning and Teaching trained as 'trainers' to support anti-racist learning and Teaching. Inclusive curriculum consultant programme: 15 inclusive curriculum consultants delivering 30 projects per year – and acting		Head of LTEC School Directors of Learning and Teaching. Heads of Schools and Departments and Course Leaders.

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					as equal members in Validation panels.		
2.9	7d Existing action CLOSED	There remains an awarding gap of non-UK Black, Asian and minority ethnic students.		<ul style="list-style-type: none"> Explore further intersects with UK domiciled students – and compare gaps. 	Given that we have a relatively small number of non-Uk domiciled students in our undergraduate population (see section 7d) and the degree awarding gaps between white students and Asian and Black students are significantly smaller (see section 7d) then addressing these gaps in not an institutional priority.	2023/2024	CLOSED
2.10	7e New Action	There is an awarding gap at PGT level	Conduct further investigation into why there is a gap and if it is a gap for both UK domiciled and non0UK domiciled students. Conduct a multi-regression analysis (akin to that completed on the UG awarding gap) to ascertain the explanatory factors.	<ul style="list-style-type: none"> Replicate the institutional analysis but on PGT outcomes 	Completion of analysis and findings embedded in staff development.	By 2025	Head of Planning Head LTEC
2.11	7f Existing Action Partially Complete	<p>Previous action identified that the graduate outcomes for Asian and Black students need to be improved. Elevate was introduced in 2020 and improved data provided to course teams.</p> <p>Significant improvements have been seen in the graduate outcomes for UK domiciled Asian and Black students, although Asian and Black students still have lower employment outcomes than White students. The graduate outcomes for non-UK students are lower.</p>	To improve the employment outcomes for non-UK Black and Asian students.	<ul style="list-style-type: none"> Open to and increase marketing of Elevate to non-UK students, PGT and PGR students. EDI Action Groups in ECE and FBSS to develop actions plans to support non-UK students including targeting placement opportunities. Complete the roll-out of Future skills. 	Improved outcomes for non-UK BAME students by 10% for ECE And FBSS.		<p>Director of Student Development/ Graduate school</p> <p>Executive Director of Student Services / PVC Education</p>

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2.12	8a Existing Action Refocused	Significant progress has been made in developing mechanisms whereby students can be heard. However, some core student voice functions such as the Course Representatives programme still have an under-representation of Black students. Black students are underrepresented across all faculties, with the largest gaps in ECE and HSSCE, followed by FBSS then KSA.	To ensure that student voice mechanisms represent the ethnic diversity of our student body.	<ul style="list-style-type: none"> Student voice to complete annual analysis of participations in key student voice mechanisms – notably MEQ and Course Reps programme. Positive action recruitment to target students from Black backgrounds to course representative roles. 	<p>Annual monitoring of the student voice to monitor representatives by ethnicity.</p> <p>By 2026, the course reps programme will be representative of the student body, most notably will have addressed the unrepresentativeness of Black students.</p>	In the 2026 academic year.	<p>Student Voice Manager</p> <p>UKS</p> <p>Head of Planning</p>
2.13	8a EXISTING Action Updated	<p>There has been significant progress in embedding understanding of the degree awarding gap in our academic induction (all new academic staff) and Introduction to Learning and Teaching. Also, awareness sessions have been run with the Senior Leadership Group. However, there is still a need to build confidence in leading the work in this area – embedded the knowledge and skills in Faculty.</p> <p>REC Staff and student survey responses also highlighted a lack of “confidence in having race-related</p>	<p>Build confidence in leading work to address the degree awarding gap.</p> <p>Actions also identified in APP</p>	<ul style="list-style-type: none"> All SDLTs have mandatory bespoke ICF training. Each faculty recruits an ICF lead. All SDLTs to be trained as trainers in delivering training in the inclusive pedagogies’ toolkits – to include the anti-racist learning and teaching toolkits (as per APP action). Roll out antiracist and culturally responsive toolkits to all schools as per the APP action plan and TOC 2025-2028 300 academic staff over the course of the Plan to complete the EDI, antiracism and culturally responsive learning and 	<p>Increase in positive response to questions 26 and 27 in the REC survey by 10%.</p> <p>Reduction in academic progression gap for Black students and degree awarding gap at all levels (as per actions 2.6 a b c)</p> <p>All SDLTs trained in the ICF and antiracism learning and teaching toolkits to build confidence in supporting the delivery of antiracist learning and teaching practice.</p>	<p>REC survey completed in 2027.</p> <p>AS per APP year on year targets.</p> <p>By 2025.</p>	<p>DVC/Provost</p> <p>PVC Education</p> <p>School Directors of Learning and Teaching</p> <p>Heads of Schools</p> <p>Head of LTEC</p>

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		conversation in class and through the curriculum.		teaching toolkits and related workshops.			
2.14	8a	The need for clearer data on differential student outcomes.	Facilitate the identification of outcomes gaps	<ul style="list-style-type: none"> Production of a module attainment dashboard to allow closer analysis of student attainment. 	We have made substantive progress on this action since our last submission. Progress - Creation of CEP and MEP data hubs aligned to the Annual Monitoring and Enhancement Processes and Kingston Course Enhancement Programme. REC dashboards also created and available to all staff	COMPLETE – now linked to 2.15	COMPLETE
2.15	8b Existing Action	<p>Lack of sharing of 'what works' across the institution in terms of the degree warding gap.</p> <p>Progress has been made: The availability of course and module level data has facilitated the identification of what works in reducing progression and awarding gaps. These best practice case-studies are shared in the Staff VLE pages.</p> <p>We want to keep this action open to continue to build good practice across all discipline areas through aligned KCEP process</p>	Developing a bank of good practice case-studies across all discipline areas in the University to be used to build capacity at School level for action 2.13.	<ul style="list-style-type: none"> Continue to award inclusive curriculum bursaries of £1k (at least 5 PER ANNUM) to individual academics, as well as module and course teams, who develop case-studies which address race equity in their academic programmes. Heads of Departments to identify at least two courses and modules per annum which have reduced progression and awarding gaps between white students and Black, Asian and ethnically diverse student groups through KCEP. 	40 additional case-studies created	By 2026	PVC Education Head of QAE Head of LTEC Heads of Departments Academic Staff
2.16	New Action All 7, 8	Institutional projects on race equity issues need to be co-led between academic researchers, professional services colleagues and students.	Relaunch SADRAS to ensure that it addresses institutional priorities.	<ul style="list-style-type: none"> Re-launch SADRAS. 	SADRAS launched with 10-15 projects funded by year.	2024	Head of LTEC

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2.17	2, 3b	Our student body is more diverse than our local community.	Town House Strategy	<ul style="list-style-type: none"> Host events at Town House and other locations showcasing the work being carried out to the wider Kingston community (Linked to Action 3b.2) <p>Assess Impact and value Local Community Activities to enhance the awareness and understanding of cultural and Ethnic groups at KU.</p> <p>Creation of an EDI activity tracker to monitor reach and engagement of all external/Internal community facing events.</p> <p>EIA training to be undertaken by all those staff who deliver community events (in EDI tracker).</p> <p>Enhance the awareness and understanding of different cultural beliefs and Ethnicities to challenge stereotypes.</p>	<p>Kingston holds at least 5 events open to the community per year.</p> <p>EIAs completed and linked to an EDI activity tracker.</p> <p>More positive outcome for all ethnicities for the REC survey statement: "I have witnessed or been the victim of racial discrimination in the local area" to be comparable to White staff.</p>		<p>Vice Chancellor</p> <p>Brand, Communications & Public Affairs Director</p> <p>Senior Faith Advisor/ Student Inclusion team</p>
PRIORITY AREA 3 - Diversify staff and leadership							
3.1	3a 4a. 8 Existing Action from	Since our last submission, progress has been made with the proportion of BAME staff increasing from 25% to 29% (slightly different for academic and PTO staff).	<p>To achieve our targets for workforce profile diversity by 2027 (including our interim target in 2025)</p> <p>PSED Objectives</p>	<ul style="list-style-type: none"> Embedded recruitment best practice and enhance our processes with inclusive practices. As part of the Town House Strategy People Workstream on Recruitment & Selection, to review and update all our recruitment lifecycle and issue updated guidance on KU's recruitment process to ensure it is fair and inclusive 	BAME staff representation to increase to 35% by 2025/26 and to 40% by 2027.	By the end of REC timeframe – 2027	<p>SLG</p> <p>HR Director</p> <p>Deans/ Executive Directors</p> <p>Recruiting managers/ Panel Chairs</p>

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	2019 submission	<p>It continues to be a priority to address the lack of representation of BAME staff.</p> <p>Relevant to both academic and PS staff</p>		<p>aligned to EDI and best practice.</p> <ul style="list-style-type: none"> To ensure the attraction and appointment of staff that are committed to our Values. Deans and Directors to take action to encourage applications from groups who are currently underrepresented when job opportunities arise. Planning round to address underrepresentation within their action plans e.g., positive action and agency procurement procedures as relevant. Faculty/Directorate EDI groups to contribute to the achievement of Planning round targets. Faculty EDI action groups and HR EDI partners to support recruiting managers to enact inclusive recruitment. Faculty/Directorate EDI groups to contribute to the achievement of Planning round targets. Faculty EDI action groups and HR to support recruiting managers to enact inclusive recruitment. 			EDI Faculty/ Directorate action groups
3.2	4a New action	There are significantly less Black academic staff in the BAME category.	To increase the number and proportion of Black staff in academic roles.	See above action and: Faculty EDI action groups and HR to support recruiting members to enact inclusive recruitment practices in disciplinary contexts.	Increase proportion of black academic staff from 7% to 10%	2027	Deans and recruiting managers in Faculty.
3.3	4.a. New Action	In addition, to our institutional target we have also included a local target which is the underrepresentation of	To achieve our target for KSA for workforce diversity. Faculty/Directorate EDI action groups to monitor and report.	See above for actions, plus: KSA EDI Action Group to work with Faculty HR BP to monitor workforce diversity and develop	BAME staff representation to increase in KSA (academic staff) to 25 % by 2027 (currently 21%).	2026	In addition to leads from 3.1: Dean of KSA

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		Black, Asian and minority ethnic staff in KSA (whilst recognising subject disciplines). Also note excellent conversion hire rates in KSA.	PSED Objectives	local actions to increase diversity through alternative recruitment channels.			KSA EDI Action Group Chairs/ members
3.4 PRIORITY	3a 5.a. 6a Amended action from 2019. Existing Action Renewed Focus	<p>Academic Staff: We have consistently seen increases in applications from BAME candidates for academic jobs mainly in Asian and Black applicants (reduction in White). Conversion rates are still very low. (Also, lower confidence in fairness and transparency in recruitment in REC survey).</p> <p>Professional Services (PTO): we have consistently seen increases in applications from BAME candidates for PTO jobs (43.1% in 2017/18 compared to 59% in 22/23) evident across all ethnicities, but mainly in Asian applicants. However, these have not been translated into increased proportion of hires.</p> <p>Progress since last submission: Anonymous applications for shortlisting introduced in 2022.</p>	To increase the number and proportion of BAME staff hires across the University.	<ul style="list-style-type: none"> Conduct a deeper analysis and scrutinise data at each stage of the recruitment process to understand at which point BAME candidates are not converting. Anonymous shortlisting to be re-evaluated in line with application process for academic jobs. Implement changes to the recruitment selection, training, policies, guidance, and sectoral best practices to reduce unconscious bias following. Organisational Development to work with REC co-chairs as critical friends to develop recruitment training which contains an element of anti-racist practices within the framework. Explore the use of EDI statements targeted/tailored to specific groups and/or areas could provide additional positive impacts. Report regularly - produce quarterly reports of progress/impact of recruitment changes implemented to Faculty EDI action groups. Ensure that ethnicity intersectionality is explored with Gender when PS 	<ul style="list-style-type: none"> Meet PSED target to improve conversion rate for BAME applicants from application to hire to 35% (PSED target). Parity in applications-shortlisting-hiring for all ethnicities. Quarterly reports produced and action created from EDI action groups. Launch of new unconscious bias in Summer 2024 as part of compliance training rollout. Launch revised Recruitment & Selection training (competency-based recruitment tool created and question bank' completed). Review panel composition doc for up-to-date practice and training requirements for panels and chairs Ensure that the updated panel composition guidance is embedded and followed by hiring managers and panel chairs. All panel members to complete compulsory revised Recruitment and Selection Training (Prior to sitting on a panel) -target 100% of all hiring managers complete training. 	<p>By 2025</p> <p>BY 2028</p> <p>2024</p> <p>2026</p>	<p>Recruiting managers/ Panel Chairs</p> <p>SLG</p> <p>HR Director</p> <p>EDI Faculty/ Directorate action groups</p>

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		<p>Early evaluation shows positive impact of anonymous shortlisting (see 6a). However, the data indicates there is further work to do in the decision-making and interview process at local levels, to address the gap for hires.</p> <p>Additional Progress:</p> <p>Updated EDI statement in 2022 now in use.</p>		<p>directorate applies for Athena SWAN submission.</p> <ul style="list-style-type: none"> Conversion rates monitored by EDI directorate action groups. 			
3.5 PRORITY	3a 4a, 4b and 4d 6b Existing Action Renewed Focus	<p>Senior Leadership at KU is not diverse.</p> <p>Ethnic Diversity at Senior Levels – Academic</p> <p>There has been progress in the BAME/ White staff balance in academic staff grades 9, but still less diversity at grade 10 and SS. This suggests that the pipeline is working as we are employing more BAME junior academics. The pattern is different for Asian and Black staff where Black staff are much less well represented in the higher grades. This action relates directly to action 3.3 for Faculties such as KSA where the diversity also in lower academic grades (grade 8).</p>	<p>Diversity Senior Staff.</p> <p>PSED</p> <p>People Strand: TH Strategy</p>	<ul style="list-style-type: none"> SLT and SLG teams to commit to race equality principles and values. Where appropriate, we will work with Executive Search agencies to increase BAME applicants. Recruitment policy, channels, Headhunters and network Launch and embed new Panel Composition Rules & Guidance Include BAME staff and/or students across recruitment processes such as panels for senior staff. Attendees of EDI leadership programmes to hold a development conversation with their SLG member to identify future development opportunities and next steps as part of appraisal process. Targeted actions for attendees and alumni of EDI programmes should be included in appraisal conversations so we see developmental benefits of 	<p>25% of senior staff** positions to be held by BAME staff. (PSED objective) **grade 10 and above</p> <p>Panel audits to indicate 100% of recruitment and selection panels have BAME representation.</p> <p>25% of senior staff positions (above grade 10 and including HoDs) to be held by BAME staff (PSED)</p> <p>The proportion of BAME academic staff to increase from 23% to 28% in grade 10 by 2027.</p> <p>The proportion of BAME academic staff to increase from 17% to 20% in SS by 2027</p>	<p>2025</p> <p>2027</p>	<p>Recruiting managers/ Panel Chairs</p> <p>SLG</p> <p>Panel Chairs SLT and SLG for specific recruitment campaigns.</p> <p>For academic promotions</p> <p>DVC/ Provost (Academic Promotions)</p> <p>Faculty Deans/ Heads of School (Academic Promotions)</p> <p>Directorate Heads</p>

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		<p>Ethnic Diversity at Senior Levels – PTO There has been progress in the BAME/ White staff balance in PTO staff grades 9 and 10, but a slight reduction in SS.</p>		<p>these programmes. This should also include pre-identified opportunities and then allocated for alumni of all programmes, with a particular focus on Aurora and Diversifying Leadership which could include shadowing, coaching, project membership /leadership, research, external collaborations, secondments.</p> <ul style="list-style-type: none"> • Positive action mentoring programmes (BB etc.) better aligned with academic promotions cycle. • Clear support pathway for each academic domain. • Greater support from line managers and mentors for staff unsuccessful in (academic) promotions e.g., development conversations. • New appraisals process 2024 to discuss domains profiles in more detail for academic staff. 	The proportion of BAME professional services to increase from 7% to 12% in SS by 2027		BAME Staff Network
3.6	4d	<p>Existing action: Embed diversity into the Governors and SLT Terms of Reference</p> <p>COMPLETE</p> <p>New Focus: The ethnic diversity of the Board of Governors does not reflect the diversity in the staff or student body.</p>	Improved representation of BAME staff in decision-making roles.	<ul style="list-style-type: none"> • Recommend to Chair of Board to develop targets around ethnic diversity for the Board. • Data from the recruitment of external Board of Governors will be analysed and evaluated after each recruitment round. • BAME staff network and EDI Faculty Action groups to promote and support opportunities for elected academic, professional service and student governors 	Recruitment data for the Board of Governors is analysed and evaluated after each recruitment round.	2025	University Clerk

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3.7	Existing Action Partially Complete 4.d.1 and 2	There has been an improvement in the BAME representation on key University Committees (see section 4d) Target 25% (from 2019) has been met.	Annual data monitoring of all Governance Committee/Boards be conducted. Actions taken to address where representation is not role based. PSED, Diversity and Inclusion	<ul style="list-style-type: none"> A report is submitted to the Governance Team and EDI Committee each Autumn. An Action Plan is created to specifically address improving BAME representation across our Governance structures, with the aim for committees 	Report on committee membership annually to EDI Committee. Target of 30% BAME members on University Committees	2025 2027 (End of Plan)	Academic Registrar Committee Chairs DVC Provost Vice Chancellor
PRIORITY AREA 4 - Improve Progression and Promotion for BAME staff, Including Wellbeing Focus							
4.1	4a 5d, 6d Existing Action Partially Complete Refocused.	The application rate for BAME staff to Senior Academic Promotions Panels is low. Progress: university wide panel versus faculty-based panel approach designed and implemented for academic promotion with the use of domains experts on panels and using the domain criteria when assessing an applicant's case for promotion. Run support sessions on academic promotions. COMPLETE Application rate remains low. It was disappointing that no academics of Black ethnicity applied for senior promotion in the 2022/23 round. Males had higher success rate	Increase the application rates of BAME staff for academic promotion – with expectation of increase in successful internal promotions (AP, P). Town House Strategy - People Plan	<ul style="list-style-type: none"> Continue to review and improve the Academic Promotions processes through better reporting and EIA – to explore intersectional relationship between gender/ ethnicity and promotion success. New appraisals process 2024 -Line managers to identify and support BAME especially Black staff through developmental conversations/ appraisal (see above). Positive action mentoring programmes (BB etc.) better aligned with academic promotions cycle and more extensively used (BB declining numbers currently) Clear support pathway for each academic domain. Greater support from line managers and mentors for staff unsuccessful in academic promotions e.g., development conversations. 	<ul style="list-style-type: none"> Improved data collection and reporting Report to EDI committee annually. Equality Impact Assessment on longitudinal data (on 3 years data) Target: applications for academic promotions represents the ethnic breakdown of the eligible cohort 	By 2027	Provost HR Director Line Managers (HoDs / HoS/ Deans)

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4.2	4a New Action	BAME staff are disproportionately on FTC – especially Black staff.		<ul style="list-style-type: none"> Complete an audit to understand this better and develop an appropriate action plan to address 	Audit completed and action plan written.	By 2025	Recruiting managers/ Panel Chairs SLG HR Director
4.3	6d Linked to 4.1 and 4.2 and 4.5	BAME responses to questions in various surveys and Inclusive Village consultants' recommendation regarding internal opportunities is low for BAME staff.	Internal processes are reviewed to look for bias and impact.	<ul style="list-style-type: none"> External recruitment practices and pilots are replicated (where appropriate) for internal recruitment e.g., Use of Hireserve to enable anonymous shortlisting, guidance, training etc. Greater support is offered to unsuccessful internal candidates e.g., development conversations. Opportunities for PTO staff that have been on a leadership programme to be considered. As opportunities to put into practice leadership skills is something that was flagged through the longitudinal leadership programmes evaluation/survey. 	<ul style="list-style-type: none"> Responses from BAME staff re: internal progression and fairness increase in positivity in staff surveys. Measured by REC staff survey and interim externally facilitated focus groups (inclusive village). 		Recruiting managers/ Panel Chairs SLG HR Director EDI Faculty/ Directorate action groups
4.4	3a 6b 6d New action	<p>Focus on PTO staff.</p> <p>Disproportionate lack of uptake in Personal Development training in all PTO BAME staff compared to White staff.</p> <p>Low uptake of PTO BAME staff in mentoring.</p> <p>Underrepresentation from BAME PTO staff in</p>	<p>Town House, People Plan</p> <p>Increase the participation in PDP and leadership programmes by BAME staff in order to improve career progression for PTO staff.</p> <p>Town House, People Plan</p>	<ul style="list-style-type: none"> Conduct focus groups on lived experiences and perceptions of the training provision. New appraisals process to include developmental coaching conversations. BAME staff network to work with OD to host an event focused on showcasing mentoring. Data to be shared with BAME staff networks to engage further applications. 	<ul style="list-style-type: none"> Increases in all BAME staff attending Personal Development training (To increase from 24% BAME staff to 70% (Comparable to White staff) Increase in Asian Male PTO staff attending training to be comparable to White Male staff training. Increase number of applications from PTO to general leadership programmes from 5 % to 33 % by 2027. 	By 2027	HR Director SLG Faculty Deans/ Heads of School. HR Director Line managers

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		<p>applications for leadership programmes.</p> <p>Lack of ethnic minority PTO females applying for the Aurora Programme.</p>		<ul style="list-style-type: none"> Publicise opportunities through cascade to SLG opportunities to encourage applicants from BAME backgrounds. Showcase the alumni of these programmes – both positive action and general leadership programmes. 	<ul style="list-style-type: none"> Increases in BAME PTO staff attending Leadership Training (To increase from 23% BAME to 70% (Comparable to White staff) Increase the proportion of all ethnic minority groups applying for and taking part in positive action leadership programmes to reflect ethnic breakdown across staff base. <p>(Benchmark of 33% taken from Manchester Silver success story on Advance HE website).</p> <ul style="list-style-type: none"> Monitor Effectiveness of engagement with Personal Development training through feedback, including an understanding of reasons/rationale to why there is a low uptake. 		
4.5	<p>3a</p> <p>5b</p> <p>5f</p> <p>New action</p>	<p>Focus on Academic Staff</p> <p>Increasing BAME participation in staff training, particularly BAME males.</p> <p>There has been a reduction in the proportion of BAME staff taking leadership training. Under-representation from Mixed and Black academics in applications for positive action leadership programmes (Stellar HE</p>	<p>Increase BAME participation in BAME leadership programmes.</p> <p>Increase the applications of Black and mixed ethnicity staff to positive action leadership programmes.</p>	<ul style="list-style-type: none"> Conduct focus groups on lived experiences and perceptions of the training provision. New appraisals process to include developmental coaching conversations. BAME staff network to work with OD to host an event focused on showcasing mentoring. Increase awareness of the Research Staff Development Strategy sharing with BAME staff network and research line managers Appraisals for BAME early career researchers to include conversations on 	<ul style="list-style-type: none"> Monitor Effectiveness of engagement with Personal Development training through participant feedback. Increases in early career BAME staff attending Researcher Development training from 40% to 50% Ensure delivery of Research Staff Development Strategy Increase the proportion of all ethnic minority groups applying for positive action leadership programmes to reflect ethnic breakdown across staff base 		<p>DVC/ Provost</p> <p>Deans/ Heads of School</p> <p>Research Line managers</p> <p>BAME Staf network</p>

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		and Diversifying Leadership). Low uptake in Researcher Development Training in all BAME staff		training opportunities and support.			
4.6	5e 6b	Our Equality Impact Assessment on REF 2021 demonstrates that the University still has a discrepancy around ethnicity in relation to research and REF inclusion, in particular in relation to research-only staff.	Town House, KERIs	<ul style="list-style-type: none"> To undertake audit and Equality Impact Assessment (including intersectional analysis) in regard to the various forms of research support within the University, including the distribution of internal funding and allocations of sabbatical/ research leave. To address any identified inconsistencies in allocation of funding/ leave. 	To align BAME staff included within the REF 2029 to White counterparts (% target not provided as REF 2029 guidelines for eligibility have not been published).	In preparation for REF 2029. Target completion is 2027.	Provost, Pro Vice chancellor research KERI Directors
4.7	6b, c 5c 5c 6d.1, 6d2	Although BAME PTO and academic staff engagement with appraisals has increased significantly, there are improvements noted in the usefulness of appraisals linked to career progression, which can be evidenced through REC staff survey responses. PTO Appraisal conversations to explore career progression opportunities via internal recruitment and regrading.	Focus groups held and Pilot appraisal system is developed. Town House, People Plan	<ul style="list-style-type: none"> Improved Appraisal system is due to launch May 2024 and implemented across KU. Line manager training for appraisals to include anti-racism training. Values framework to be embedded within the appraisal. 	Positive increase in questions in relation to usefulness of appraisal. With REC staff survey results to be comparable to White responses. E.g., "I find the appraisal process useful" agreement to increase by 10% year upon year. "I have been encouraged to apply for jobs at a higher grade" agreement to increase by 10% year upon year. "I have been encouraged to have my role regraded."	By 2026	SLG EDI Chairs

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4.8	Existing Action COMPLETE	Appraisals are valuable but require more robust record-keeping	Town House, People Plan	<ul style="list-style-type: none"> Develop a new appraisal process that embeds KU values. Guidance and training reviewed and delivered to all staff as both appraisers and appraisees 	Implementation of appraisal system.	COMPLETE	HR Director
4.9	4a. New action	Data on caring responsibilities needs to be kept up to date on an on-going basis. Data suggests that staff do not update this regularly. BAME staff are more likely to be carers – both professional services and academic staff.	Ensure that we provide the best support for our staff who are carers. Ensure that the support provided for carers is culturally responsive to the needs of our diverse communities.	<ul style="list-style-type: none"> Ensure that Chair of the PCSG has access to the data on carers in REC. Creation of a process which maintains up to date information on the caring responsibilities of staff. Existing support group to explicitly recognise and address the needs of staff carers from diverse communities through consultation with BAME staff who are carers. 	Process implemented which ensures that carer data updated on a regular basis. Carer network that has been created completes a consultation to ensure that it is providing support applicable to, and supportive of, all carers.	By 2025	Institutional Parent and Carers Support Group Chair BAME Staff Network EDI Action Groups, REC co-chairs and Athena Swan co-chairs KERN
4.10	4a. New action	Data on disability shows that Asian academic staff are least likely to declare a disability. Black staff more likely to declare learning differences than other disabilities.	Ensure all colleagues are confident to declare their disabilities in order to receive the most effective support. PSED	<ul style="list-style-type: none"> Interim check on data on declaration by ethnicities. If required, campaign to ensure staff area aware of the support available. 	Increase in confidence to report disability. Declaration rates are proportionately even across all ethnicities.	Review in 2025 2026	HR Director BAME Staff Network SLG Disability Taskforce EDI Action Group
PRIORITY AREA 5 - Antiracism Culture for all staff and students - Developing an inclusive and diverse environment, awareness, and training							
5.1 Partially Complete	7b	Feeling valued and fostering belonging in teams.	To ensure that we continue to facilitate a positive experience for all our staff and students regardless of their ethnicity, promoting belonging whilst	Additional actions: Link inclusion calendar with new "My Timetable" platform.	Double usage of calendars to 5000 views per annum.	2026 2025	SLT Lead for race Equity/ EDI Committee Chair HR Director

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	<p>Previous action</p> <p>Partially complete</p>	<p>Previous action: Develop and deliver a One Kingston EDI Annual Calendar of events sponsored by SLT, for both Staff and Students.</p> <p>The calendar has been completed and promoted via the student EDI module at welcome, shared to the EDI faculty action groups and also during Cultural Diversity week annually. COMPLETED</p> <p>Progress has been made as evidenced through REC staff and student surveys – extensive positivity on the multi-ethnic and multi-cultural make-up of Kingston University. However, still mentioned in REC focus groups.</p> <p>Inclusive language guide produced for university members.</p> <p>Action retained to ensure that we continue to explicitly support diversity amongst the student and staff population and facilitate cross-cultural understanding and sense of belonging amongst our staff – see new actions.</p>	<p>actively fostering good relations between them.</p> <p>Town House Strategy/ People Strand/ Values Framework</p>	<p>Evaluate effectiveness of the calendar through staff and student survey.</p> <p>Align Religion and Belief events calendar and ideally merge the two in the future.</p> <p>Promote calendar in KSA where diversity is notably less, and which has been identified as a problem in the REC Student Survey.</p> <p>Work with staff network to ensure currency of Inclusive Language guide, agreeing terminology & language with the University community through a series of facilitated conversations.</p>		<p>2025</p> <p>2024.</p> <p>2025</p>	<p>REC co-chairs</p> <p>EDI Faculty/ Directorate action groups</p> <p>Line Managers</p> <p>Union of Kingston Students</p> <p>Student Inclusion Manager</p> <p>Executive Director and Director of Student Services.</p> <p>BAME Staff network</p>

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5.2	3.b Existing Action Partially CLOSED Plus, reworked	Overall, staff and students felt that efforts to tackle discrimination were largely fair (Staff focus groups/ REC staff and students' surveys) there was evidence of isolated incidents of discrimination which had been witnessed or experienced (particularly from BAME Staff). Progress Monitor Report and Support Tool introduced in 2022 – including balance between anonymous and non-anonymous reporting.	To ensure that where discrimination does occur staff and students have trusted mechanisms to report this in confidence that action will be taken.	Action achieved: Launch of Report and Support Tool (to include option to report anonymously). As more data becomes available, in-depth analysis to be completed on the intersectional characteristics of students and staff who are reporting. Continued monitoring of the Harassment Contact Scheme with race-related crimes identified. Additional actions: Build trust in the reporting systems.	We acknowledge that the success may be that the number of reports increase in the first instance. The proportion of anonymous reports reduces from 59% (22/23 year) to 70% (2024/2025) – to be reported in May 2026. Race related harassment is effectively addressed at an early stage to avoid escalation to stage 2 and 3 complaints.	By 2025 – promote more widely and complete an audit of use.	Faculty/ Directorate EDI groups to raise awareness of Report and Support with faculty/ directorate managers. Director of Student Services Executive Director of Student Services. Deputy Academic Registrar
5.3 Partially achieved. PRIORITY	3a 5.b.1 And 6.b.1 and 8c Existing Action	Lack of confidence of staff (professional services and academic) and students to address race equity in the University is still an issue reflecting a need to increase the uptake of training on anti-racism specifically rather than EDI more generally. Progress: we have anti-racism training that is currently available to all staff across KU and is delivered both online/in-person. We have subscribed to Santander's Union Black module of training -available to staff and students. EDI hub created in OD pages with	Increase offering of anti-racism training by creating EDI training calendar to ensure more staff are aware of training dates and are able to book attendance.	Review the mandatory/ compliance training currently addressing UB to focus more explicitly on the Equalities Act (to include race equity). Race equity training to become part of the compliance training for all staff and transferred to a platform which allows annual reporting on staff uptake. After May 2024 evaluate the uptake and feedback from the Santander Union Black module. Explore ways to embed this training into appraisals and rewarding best practice.	Launch of new online training module on Equalities Act – with significant reference to race equity as compliance category training with completion reported to line managers annually. All staff to have completed the online module as compliance training (By 2025)	June 2024 By 2025	HR Director Line managers

Action Ref	REC Section Ref	Issue Identified and Rationale	Objective and KU Strategy/Strategic area	Actions	Success Criteria and Outcome	Timeframe	Action Led & Accountable Owner/Group
		Creation of REC dashboards available to SAT.			<ul style="list-style-type: none"> Localised action plans to address the targets to be met for PSED, APP and REC. 		
5.9	2.c Partially complete	<p>Evidence suggests that there are lower response rates from BAME staff in institutional surveys.</p> <p>Progress in 2024 Increase in response rates for staff survey from 62% (2021 to 81% in 2023) Survey/Interviews/Focus groups for REC indicates an increase in BAME responses. REC staff & student survey has an increased response rate of 544 staff (22.5%) and 719 students (3.4%), an improvement on survey participation in 2018 (348 staff and 486 students).</p>	<p>Ensure that all institutional staff surveys are representative of ethnic breakdown of the staff body.</p> <p>Town House Strategy Developing an inclusive and diverse environment</p> <p>PSED</p>	<ul style="list-style-type: none"> EDI Staff Survey 2023 report does not report response rates by ethnic group. The next staff survey report will record and report response rates by ethnicity. Include REC-aligned questions within all student & staff surveys to capture progress on inclusion and belonging. Foster a greater culture of trust and engagement through coordinated communications, workshops, listening events in relation to surveys. Use Faculty and Directorate EDI Action Groups to host local-level staff focus groups to capture lived experiences. 	<ul style="list-style-type: none"> Increase levels of BAME staff engagement with institutional surveys to 51% of BAME populations, with 10% annual increase until 2025 where required (e.g., 33.3% BAME staff engaged with survey responses in 2021) Proportion of BAME respondents should reflect proportions within wider student population. 	2025 – or next staff survey	<p>HR Director</p> <p>Chairs – Faculty / Directorate EDI Action Groups</p>
5.9a	Partially complete Linked to 2.12	<p>Evidence suggests that there are lower response rates from BAME students in institutional surveys (when compared to White students).</p> <p>Progress: REC survey (719 student responses) The ethnicity of the survey is broadly representative of the student population.</p>	<p>Ensure that all institutional student surveys are representative of the ethnic breakdown of the student body.</p>	<ul style="list-style-type: none"> Use Faculty and Directorate EDI Action Groups to host local-level student focus groups to capture lived experiences. Student participation to be representative of faculties demographics. 	<ul style="list-style-type: none"> Increase levels of BAME student engagement with institutional. Surveys by X% All institutional student surveys are representative of the ethnic breakdown of the student body. Students Union to support publicity and raising awareness of the importance of institutional surveys. Timing of surveys 	By 2026	<p>Student Voice Manager/ Head of Planning.</p> <p>Chairs – Faculty / Directorate EDI Action Groups</p> <p>UKS sponsor</p>

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5.10	2.c Linked to 2.1	Silo working makes it difficult to embed anti-racism culture across the institute. This was also a theme that emerged from the REC “inclusive village consultant” interviews.	Town House Strategy Developing an inclusive and diverse environment	<ul style="list-style-type: none"> The governance and ToR of the faculty/directorate EDI action groups to be reviewed to include a workload allocation to ensure local action are completed. Succession planning for seconded staff network chairs and charter mark co-chairs. Align anti-racism agendas such as Sustainability agenda (climate Justice and antiracism from different perspectives) 	Change in response to relevant questions in REC focus groups. Standing agenda item in all local Faculty/ Directorate EDI action groups and school/ department meetings (aligned to inclusive value).		<p>SLT Lead for EDI/ EDI Committee Chair</p> <p>Academic Lead for Sustainability</p>
5.11 PRIORITY	2.d	Effective Delivery and monitoring of Action Plan	Town House Strategy Developing an inclusive and diverse environment	<ul style="list-style-type: none"> EDI Directorate/ Faculty action groups will be responsible for monitoring faculty actions and reporting to the EDI committee. Strengthened Governance of Faculty/Directorate EDI action groups to complement Faculty/directorate priorities and objectives. Designated REC budget to deliver the action plan to include ringfenced budget in faculty and directorate related budget. Allocation of PM resource to ensure the effective delivery of the action plan. SLT (Race Equity Lead) and Faculty Deans to ensure that HoS and HoD deliver their REC actions. REC representative's roles to be included in a workload allocation to ensure local action communication takes place. Bi-annual all staff/students communication on the progress of the Action Plan 	<ul style="list-style-type: none"> Action plan is publicized to wider university. Local EDI action groups and members be invited to roadshow event to look at the action plan and proposed next steps. Celebration event is held following submission with the current SAT. 	All actions by July 2025	<p>Head of Brand and Communication</p> <p>SLT Lead for race Equity/ EDI Committee Chair</p> <p>REC co-chairs</p>

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				<ul style="list-style-type: none"> REC SAT team to deliver an annual roadshow to showcase progress on action plan for the wider university. Wider celebration of REC Creation of timeline for completion 			
5.12	3a, 3.b New Action	Lack of sense of Inclusion and Belonging within the Student Union, considering the large commuter population (from REC student survey)	Students to feel that UKS represents all students	<ul style="list-style-type: none"> Recruitment of a UKS EDI coordinator role (complete) Recruit a UKS representative to the SAT team. Co-chairs and SAT team meet regularly with UKS (as per APP group). Creation of a Black and Global Majority society 	<p>Increased positive response to questions 37-40 in student REC survey by 10%</p> <p>Increase participation of students from all ethnicities with UKS.</p>	2026	Union of Kingston Students
5.13	Existing Action	<p>Low visibility of BAME senior staff</p> <p>Progress: BAME staff network completed interviews with BAME senior leaders to understand career journey to support aspiring leaders (2022).</p> <p>Visibility project to have dedicated spaces on every campus (on-going).</p> <p>International Women's Day celebration of BAME women – March 2024 and 2023.</p>	<p>Embed and mainstream visibility of BAME staff at Mid-Senior levels through the EDI Campaigns Group</p> <p>Town House Strategy</p>	<ul style="list-style-type: none"> Continued visibility campaign project with a focus on BAME by EDI Campaign Group. Update to EDI committee annually on how visibility campaign has been actioned and monthly to EDI Campaigns Group Ensure that Web refresh (complete 2025) showcases our BAME leaders. 	Impact assessed through staff networks/surveys and correlation to applications for progression/promotion		<p>Head of Brand and Communication</p> <p>Faculty/Directorate EDI Action Group Chairs</p> <p>SLG</p> <p>Line Managers</p> <p>HR Director</p>

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							EDI Faculty/ Directorate action groups BAME staff network co-chairs
5.14	Amended action. 6d	Lack of progression for BAME colleagues to promoted roles. Existing action was to: Design a Shadowing /sponsorship programme which BAME colleagues could access to develop skills. Progress <ul style="list-style-type: none"> Pilot Shadowing programme/process is created and implemented. Shadowing pilot discussed in appraisal conversations. Pilot communications to take place with BAME staff network co-chairs. 	Improve the progression rates of BAME staff into higher grade roles.	Additional actions: <ul style="list-style-type: none"> Increase the communications to improve profile – to line managers and to staff. Evaluation of initiative. 	Evaluation and possible refresh in 2025	Evaluation in 2024/ 2025 year 2025-2026 – refresh / relaunch scheme based on feedback and evaluation.	SLG Line Managers HR Director EDI Faculty/ Directorate action groups BAME staff network co-chairs
5.15	4c Existing Action CLOSED	There is data missing on the HR system for protected characteristics on ethnicity	Introduce campaigns to reduce staff missing data further focusing on improving confidence in reducing unknowns	Faculty and Directorate HR Business Partners to send emails via Deans/directors.	3% non-disclosure rate COMPLETE	CLOSED	HR Director

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				Publicity on Staff Space to let staff know why this data collection is important.			
5.16	4a Existing Action Partially Achieved	Previous action related to the REC SAT team not having oversight of the data on turnover and leavers by ethnicity. Progress: This data is now available (in this submission), but the SAT team still do not have a clear understanding of the reasons why staff are leaving.	THS – People Plan	All leavers must be actively offered a Leaver/Exit interview or survey by HR. Leavers must be assured anonymity. EIA and trend analysis completed by ethnicity and Faculty/Directorate – shared with Faculty/directorate Local EDI action groups	Target of 90% interview/survey completion BAME Leaver data reviewed annually	2026	SLG Line Managers HR Director
5.17	4.c. Existing Action Partially Complete and new action developed.	Existing Action: SAT do not have visibility of numbers/proportion of BAME staff who are taken through disciplinary/grievance processes. Progress from last submission: This action has been completed. Data is provided in this submission.	Actively monitor and report on the representation of BAME staff in casework. Complete New Action: possible over-representation of Black staff in disciplinarys (numbers are very small so must be treated with caution)	Investigate further the over-representation of Black staff in disciplinarys (caveat currently small numbers) – longitudinal data required – to include focus groups with Black staff.	Reduce over-representation of Black staff in disciplinarys	2027	HR Director
5.18	5.c	Develop appraisal system that reflects KU values, particularly inclusion, to foster inclusive culture as part of anti-racism measures	Develop a new appraisal process that embeds KU values. Guidance and training will be reviewed and delivered to all staff as both appraisers and appraisees.	Focus groups held and a Pilot appraisal system is created and implemented. Guidance and training will be reviewed and delivered to all staff as both appraisers and appraisees	New appraisal system implemented. Staff guidance is reviewed and launched	COMPLETE	HR Director
5.19	Existing action	Few Senior Leaders in SLT, BOG, SLG are from BAME	Senior Leaders require further skills and knowledge on inclusion	Inclusive Leadership Programme to be delivered to Senior Leadership Team.	COMPLETE		Vice Chancellor HR Director

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	Refocused on SLG	backgrounds. Most have not received anti-racism leadership training.	and belonging, particularly regarding race and racism.	Continuing work with Senior Leadership Group	Continues with wider SLG	2026	SLG
5.21	5.b 5g Existing Action Plus, reframed action 5.g New Action	<p>We have noted that although the university offers a range of training opportunities, there is not a universal system which captures this or profile-raising activities.</p> <p>Progress: Creation and launch of Learning and Development Platform in launched Feb 2024</p> <p>Next Steps: Similarly, we lack a system of capturing data on profile-raising opportunities and that on staff nominations to public bodies, professional bodies and for external prizes.</p>	<p>TH Strategy: People Plan (Learning and Development Strand)</p> <p>Develop a new process for recording training completed by staff.</p> <p>Develop a process for capturing and documenting profile-raising activities undertaken by staff.</p>	<p>Develop and implement a new LMS or similar which records and reports of Training completion for all staff development – to also record profile raising activities.</p> <p>Develop and implement an effective system.</p>	Implementation universal system to capture training/ profile raising.	2027 (earliest)	HR Director LTEC