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University of Kent

University of Kent

VALUING EVERYONE

2022-24 Equality, Diversity, and Inclusion Annual Report

Contents

FOREWORD

The University of Kent's EDI Annual Report highlights the key areas of work in progressing equality, diversity and inclusion at Kent. This year we are presenting a new format report that outlines our progress against the objectives and shares the data for the academic year 2022-23. I am pleased to say this report also offers a more forward-looking approach and outlines our 2024-25 strategic aims. This longer-term view gives an opportunity to focus on where the EDI work at Kent is headed to support our overall strategy and mission.

After extensive engagement our strategic approach for EDI is to embed a set of core principles, rather than a standalone plan which can (and often does) become siloed. These overarching strategic principles of EDI will guide and apply in all situations, embedded as golden threads throughout all our work. The principles are universally applicable, built into our ongoing work on Equality Impact Assessments and policy review at an institutional level whilst also informing individual daily practice:

- nothing about us, without us;
- inclusive by design;
- data informed, experience led; and
- visibly inclusive.

Over the coming year, Kent 2030 will be a large-scale shift in direction, culture and practice at Kent that will enable many positive changes to discriminatory structures and approaches, and embedding EDI within all aspects of Kent 2030 is a key priority. As an example, the Education Modernisation work will support the increasing diversity of curriculum content and accessibility of the curriculum as core components of the Kent 2030 project. To support the development of our 2030 strategy we have been engaging in a range of horizon scanning activity, including a 'long range' view (to 2040) to ensure the things we are putting in place are in line with global megatrends and insights. One highlight of this work is that technology and societal shifts are, and will continue to, drive an increasingly individualised society. This will impact how students approach education and will mean that the student experience can only grow in importance. Our view is that inclusion will be a key part of ensuring students have a positive experience and feel connected to Kent.

As DVC Strategy and Performance leading on Kent 2030 and Executive Group EDI champion, I am in a unique – and very privileged – position to be embedding inclusion in the heart of our approach to Kent 2030. As a University, we have taken many positive steps towards a more diverse and welcoming community over recent years, working towards a culture where making Kent a more inclusive institution is the responsibility of every member of our community, from engaging in challenging self-reflection to addressing systematic bias. We clearly have further to go, and our approach of embedding principles is designed to enable wide and systemic impact.

An area of focus over the coming year will be enabling the expertise, enthusiasm and commitment of colleagues to change practice and culture at Kent to align with activities. We will be supporting allies to step up in more visible ways, and to encourage action that aligns with needs. We are following through university-wide on the actions required from our Anti-Racism Strategy through a new local Implementation Plan and are looking to submit an application to the Advance HE Race Equality Charter later in the year. We have also relaunched our Institutional Athena Swan Self-Assessment Team, led by Professor Juliette Pattinson, to ensure the progress made to achieve the Athena Swan Silver award can be maintained and enhanced as we move further on our journey to gender equality.

Professor Georgina Randsley de Moura
Deputy Vice-Chancellor (Strategy and Performance)
June 2024

Credit is given to the Disabled People's Movement for the slogan 'Nothing About Us, Without Us', which originated within the disability rights community and was coined by James Charlton as the title of his 1998 book. It sums up a vision that people with mental health disabilities must be meaningfully involved in every element of mental health support and delivery. At Kent, our goal is to ensure meaningful engagement with people with lived experiences and from marginalised backgrounds in all elements of our EDI work, in regard to development and delivery.

INTRODUCTION

The Equality Act Public Sector Duty requires public authorities, such as Higher Education institutions, to consider how their policies, decisions and strategies impact communities and people protected under the Equality Act 2010. This annual report not only allows the University of Kent to fulfil our obligations under the Public Sector Duty, but further to this, offers the institution the opportunity to reflect on the advancements, and challenges within the equality, diversity and inclusion work across the institution, closely examine our staff and student profiles and commit to areas of priority for the forthcoming academic year.

The 2022-24 report is consciously foresighted and public facing, with actions relevant to the 2024-25 academic year that seek to intrinsically link and embed the principles of EDI within the fabric of the University and its overall strategic objectives, aligned with Kent 2030 and providing a framework for engagement whilst cognisant of the differing needs and identifies of the staff and students that form our community.

The report is honest, thoughtful and open about the challenges facing EDI both at Kent and within the Sector and takes the opportunity to reflect on these whilst identifying actions to overcome and mitigate against their impact.

Thanks go to all colleagues and students who have contributed to this report by leading initiatives, fighting for equity, contributing to discussions and, most importantly, holding the University to account. Without the views, opinions and feedback from those who have lived experiences of the positives, challenges and barriers to succeeding at Kent, and who have invested their emotional and physical labour, going above and beyond what we would expect from our staff and student communities, we would not be able to advance. This report is a reflection and celebration of them.

EDI (Equality, Diversity, and Inclusion) Governance at Kent

The Vice-Chancellor

The Vice-Chancellor provides leadership and support and hold the Executive Group to account on organisational progress on equality, diversity, and inclusion, and on compliance with legal obligations under the Equality Act (2010).

The Executive Group

To ensure further progress in divisions and departmental operations, the Executive Group demonstrates visible leadership on inclusive practices and ensures that responsible staff are aware of the importance of delivering against our agreed objectives. Additionally, a consideration of equality impacts is required in all decisions before formal committees and Executive Group meetings.

People Committee

People Committee has overall accountability for legal compliance.

EDI Strategy Group/EDI Operations Group

The EDI Strategy Group and its EDI Operations Group have responsibility for the development, implementation, and monitoring of the annual Institutional EDI Work Plan.

Directors/Deputy Directors of Divisions (People)

Directors/Deputy Directors of Division (People) are responsible for:

- Ensuring compliance with the 2025 strategy
- Carrying out actions contained in relevant action plans
- Promoting equality, diversity, and inclusion always

EDI Networks

All staff are encouraged and supported to take an active role in the Networks, where they can champion equality, diversity, and inclusion through their contribution to meetings and related activity. The Networks are

- BAME Staff Network
- Women's Staff Network
- LGBT Staff Network
- Disability Staff Network
- Harassment Contacts Network

PROGRESS AGAINST OUR STRATEGIC OBJECTIVES

Pillar 1

EDI review – from strong leadership and ownership to a framework for EDI in an ever-changing environment.

What we said we would do

- Develop a new EDI Strategy and Action Plan.
- Conduct an EDI Governance Review to review and adjust the new structures to ensure they are fit for purpose.
- Embed Equality within the People and Culture Strategy; establish a People Committee to oversee all people related matters, incorporating Governance for EDI.
- Develop a new EDI Executive Champions role to embed Executive ownership of EDI and provide an enabling reference point to support individual EDI Networks.
- Review Terms of Reference for EDI Staff Networks and EDI Committees.
- Ensure an EIA is conducted on the new Freedom of Speech code of practice as this is developed.
- Produce and disseminate new EIA guidance to ensure a consistent approach to the undertaking of this, at the right time and with 'critical friend' involvement.
- Migrate the EDI Student Representatives into Kent Union Representation structures.

What we have done

After consultation and discussion at appropriate committees it was decided that an additional EDI Strategy was not going to further embed EDI, but instead overarching principles of EDI should be identified to apply in all situations. These will be embedded as golden threads throughout all our work and have been agreed as:

- nothing about us, without us
- inclusive by design
- data informed, experience lead
- visibly inclusive.

This work needs embedding and reviewing over the coming year. The Action plan for Athena Swan Silver and REC Bronze application will be aligned with the Antiracism strategy and these overarching principles to identify areas of prioritisation for the coming year, recognising the gaps in these action plans in relation to disability and sexuality.

- The EDI Governance Review was conducted, and the People Committee introduced but the changes to the structure are pending the wider 2030 work, feeling that change at this time needs to be prioritised. A revised governance framework will be introduced in academic year 2025-26 with slight changes to improve the Business as Usual (BAU) framework in the intervening period.

- The People Committee was created in the 2022-23 academic year and further governance changes will be introduced following the Kent 2030 work.
- EDI has been further embedded in Executive Group; alongside the Deputy Vice-Chancellor Strategy & Performance being the Executive Champion for EDI and Race and the Vice-Chancellor and President being the Executive Champion for Sexuality, the Director of Division for Arts & Humanities is now chair of the Athena Swan working group (and EG Champion for Gender). Further changes will be embedded following the Kent 2030 changes.
- A Joint Committee for Academic Freedom and Freedom of Expression is being constituted and will undertake the work on the Code of Practice and other related policies and procedures, including the Equality Impact Assessment. The current anticipation is that the Academic Freedom of Speech Ordinances will go live in the 2024-25 academic year in response to the Higher Education (Freedom of Speech) Act 2023. Whilst the Act has been passed, Institutions are awaiting further guidance on the regulations surrounding it, anticipated to be released for 2024-25.
- In 2022-23 it was agreed that Kent Union would take ownership of the Student EDI Representatives (Divisional level student representatives), bringing them in house to sit alongside other student representative structures. Student EDI Representatives is a specialist stream within the Course Representative system, with additional training being offered to the volunteers.
- In autumn 2023, the institution started work on its 2030 Change Programme, bringing students into the heart of everything Kent does as an institution, The EDI implications of this, particularly around changes in the academic year structure and module content are being closely monitored. Equality Impact Assessments on all areas of Kent 2030 are being developed and will be consulted on with various stakeholders, including the Networks, Change Agents, and the Cross-University Working Group. The EDI Team are also working closely with the Project Management Office to ensure that the EIA process is clear and structured.

Challenges

- The University Effectiveness and Efficiency (E&E) project involving the restructure of Professional Services in 2022-23 engendered questions as to when and how the equality impact considerations had been made. Responses were not as transparent as they should have been, and from this several lessons have been learned which are being applied to the Kent 2030 process.
- The E&E project and resulting staff changes has meant that EDI responsibility at a Divisional and Directorate level is no longer clear. Identifying how EDI is embedded and resourced at a local level will need to be a priority moving forward.
- There are ongoing challenges in relation to resources and staffing levels to support EDI across the Institution, both within the central EDI team and embedded within Divisions and Directorates. A resource and functionality analysis of the EDI team is recommended, combined with an examination of how EDI is embedded and resourced locally and mapped against the strategic priorities of the Institution and aligned with Kent 2030.

Case study: Student success

In 2022-23 all divisions, (including nineteen out of twenty-one schools with subject area specific plans) are actively engaging with Student Success (SS) activities. The Student Success Team (SST) are currently in discussions with the remaining two schools (Kent & Medway Medical School and Medway School of Pharmacy) who are also looking to submit a SS plan in the coming academic year.

In 2022-23 with increased numbers of subject areas participating in SS activities, the SST has supported divisions to run eight Inspirational Speaker events. Across all divisions seventy-five student interventions ran, and nine staff interventions took place.

The Excellence in Education Programme was launched in October 2023. This is a highly targeted initiative that matches students from priority groups with various activities, with the goal of developing and strengthening students' academic skills – helping them navigate the next stage(s) of their university degree – with an ambition of achieving a 2.1 or first. Activities include local school 1:1 mentoring with academic staff, Peer Assisted Learning Scheme (PALS), Student Learning Advisory Service (SLAS) initiatives, Careers workshops, and Inspirational Speaker events with private Q&A sessions. Currently there are seventy-four students signed up to the programme.

Diversity Mark

The institution-wide Diversity Mark programme continues to gain wide national attention with ongoing co-authored publications. Diversifying curricula: how are people of colour represented in lecture slide images? (tandfonline.com) also featured in The Times Higher Education along with numerous presentations at Advance HE, and the University of Glasgow podcast. Diversity Mark is included in the University's Anti-Racism Strategy objectives and the Race Equality Charter submission, encouraging staff to work towards decolonising the curriculum.

Key highlights for this academic year include the progress made to refining the process and developing an auto-review process, allowing select academics to provide evidence required to meet Diversity Mark excellence. Awards were presented at this year's Diversity Mark awards ceremony in recognition of this incredible achievement.

Student Success book publication – Race, Capital, and Equity in higher education. Challenging Differential Academic Attainment in UK universities.

Palgrave Macmillan (eds) Alex Henby and Barbara Adewumi. This book examines the structural and cultural factors that explain the persistence of an attainment gap between white and Black, Asian, and Minority Ethnic (BAME) students in UK universities.

MACA Award

Student Success Research Intern/Empower, Paige Sharma won the Medway African Caribbean Association (MACA) Young Black Achievers award for her contribution to education and a second Young Inspirational Award at this years' awarding ceremony.

Black History Month 2023

In observance of Black History Month 2023, Dr Yetunde Kolajo contributed to the academic discourse through the production of a comprehensive four-part blog series, strategically labelled under the hashtag #KNOWLEDGESHIFT. Dr Kolajo's work aimed to foster a deeper understanding and engagement in the thematic areas related to Black History. It specifically focused on advocating for a shift in knowledge paradigm in the understanding of these themes.

#Black 365

As part of #Black 365 to improve the sense of belonging and collaborate with external cultural networks at Kent, Student Success staff Saundre Hughes, Adelaide Berko and Dr Barbara Adewumi (co-chair of the BAME staff network) arranged for staff and students of Caribbean and African heritage to attend the 75th anniversary Windrush conference at the Plaza Hotel, London.

Student Success University Network (SSUN)

As part of the Student Success University Network (SSUN) meetings hosted by Student Success Central Team, Alex Hensby and Barabara Adewumi presented 'Educational inequalities of the pandemic learner: the differential impact of the Coronavirus lockdown on high-potential BAME students at a UK university', the preliminary findings from the 3-year longitudinal study of 27 Academic Excellence Scholarship (AES) students who commenced their studies at the University of Kent in the 2019-20 academic year, outlined how it builds on Student Success research (2014-18) which employed mass surveys, interviews, and focus groups to identify the interrelating causes of the white-BAME attainment gap at Kent. The research has identified key themes: student expectations of university; belongingness and inclusivity; differential entry qualifications; assessment and feedback; residential status.

Advancing Pedagogy through the Reflective Teaching Approach – Teach Reflect Innovate Programme

The Reflective Teaching Workshop is one of the two main arms of Teach Reflect Innovate (TRI) Programme, initiated by Dr Yetunde Kolajo, which has garnered significant attention among academics within NATS, CEMS and HSS Divisions. The Reflective Teaching workshops will be evaluated using the newly developed Reflective Teaching TRI Framework, developed by Dr Aaron Berko. The Framework represents a dynamic and versatile tool designed to support academics in developing inclusive pedagogical practices that meet the educational needs of our diverse student population, improve student learning, and enhance student outcomes.

Kent & Medway Medical School Project Phase I – Inclusivity in Medical Schools: A Case Study from a UK University

This academic inquiry delves into the crucial role of a diversified and decolonised curriculum within medical education, particularly in fostering improved healthcare for a multifaceted patient demographic (Gishen & Lokugamage, 2019). The research on Kent & Medway Medical School's (KMMS) initiatives is designed to support students from Black, Asian, and Minority Ethnic (BAME) backgrounds, evaluating the period of three years post-establishment of the medical school.

Enhancing Academic Success through Inclusive Teaching Strategies within the Inclusive University Module

This project is designed to embed inclusive teaching methodologies in the curriculum of the Inclusive University Module. Emphasising the development of content-rich activities, this initiative aims to facilitate a deeper understanding of factors influencing academic success. The goal is to have the activity resource fully developed and operational by September 2024. The development of this activity within the Inclusive University Module represents a strategic step towards enriching the pedagogical toolkit of higher education instructors. By focusing on inclusive teaching practices, this initiative aligns with the broader goal of enhancing academic success through equality, diversity, and inclusivity.

Inspirational Speakers Programme

The Student Success Team engaged a range of speakers chosen for their insight in addressing institutional barriers to awarding, continuation and progression amongst students from low socioeconomic groups, those with disabilities and students from BAME groups. The 2022-23 Inspirational speaker programme was developed in response to the interests of each division's student cohort and specific module content including a cross-divisional Inspirational Speaker session, History with a Flex, delivered by Pauline Campbell, British writer and senior lawyer and advisor to the Windrush Reach Project,

Expectations Survey

The annual Expectation Survey (ES) is a long-standing piece of academic research through which students have the opportunity to tell us what they hope to achieve during their time at Kent and how best we can support them in their learning journey. The ES was presented at the Student Experience Committee in January 2024. The survey was run on Qualtrics and, for the first time the stage 0/1 survey was run at the same time as the stage 2+ survey. This was previously run in the spring term but received an extremely low response rate. In total, over nine hundred students responded to the survey and their responses have been analysed and disseminated to Divisional Student Success teams. The data provides an invaluable overview of confidence in different study skills, degree aspirations and career choices to assist with the planning and implementation of interventions, inter-departmental collaboration and increasing staff awareness of the aspirations of their cohorts.

Pillar 2

Lead the way in the development of an environment that is free from harassment.

What we said we would do

- Roll out Antisemitism training for staff
- Continue commitment to a visibly inclusive campus, for example install LGBTQ+ Banner and flags on campus
- Host the internal audit of harassment as part of the internal audit plan and respond to actions as appropriate
- Implement Report and Support for staff to enable a more streamlined reporting and tracking of incidents and outcomes
- Dedicate additional resource to supporting students impacted by discrimination, bullying or harassment

What we have done

- There is no progress on antisemitism training
- The Visibly Inclusive Campus working group was disbanded in 2023, but work has taken place to ensure all demographics of staff and students feel represented at Kent. Highlights include:
  - Pride flags across campus for LGBT History Month and Pride month
  - A permanent Inclusion banner on the Jarman building
  - Exhibitions for History Months
  - Inclusion lanyards
  - Celebrations for various culturally significant dates (Diwali, Holi, Chinese New Year for example)
  - Introduction of female-identifying only gym hours
  - Introduction of the Gender Affirmation Fund
- There is no further progress on the harassment audit
- Report and Support for staff was launched in September 2022. An annual report will be completed to track trend data in relation to cases of harassment, discrimination or bullying for staff and students
- In January 2023 Student Services appointed a Specialist Wellbeing Advisor (Bullying, Harassment and Hate Incidents) to support students impacted by discrimination, bullying or harassment
- We have forged much stronger links with the Jewish and Muslim communities, meeting and communicating regularly with religious leaders outside of the Christian faith and offering ongoing help and support to several initiatives

Challenges

The ongoing conflict between Israel and Hammas have resulted in on-campus tensions felt by both staff and students with families and loved ones caught up on both sides of the conflict. Kent has endeavoured to ensure that staff and students are reassured of their safety at Kent, as well as maintaining a balance between Freedom of Expression, Academic Freedom of Speech and ensuring that any student or staff member who feels targeted by discrimination, prejudice or harassment is protected and able to report concerns. Campus Security have been liaising with local police and national services to monitor the situation and any on-campus implications as they develop, as well as ensuring that any protests or events are held lawfully, safely and in accordance with our own internal protocols. Student Services have been working to ensure that appropriate support is provided for impacted students. As anticipated, there are calls from across the University community for the University to respond in a stronger manner to condemn the war, and these calls are being given high priority for discussion and consideration at Executive Group. The University continues to monitor the situation and respond accordingly to student and staff concerns. The University Prevent Team is working closely with Campus Security and local law enforcement organisations to ensure that any concerns are highlighted and escalated appropriately and in line with our Prevent Duty.

Pillar 3

Provide an open and supporting culture for all, create a culture where health and wellbeing is as important as anything else we do in a day.

What we said we would do

- Implement the Student Minds Mental Health Charter across the organisation
- Review how the organisation can support staff and students with cost-of-living arrangements
- Review the need for the Thriving at Work group and create an organisational Staff Mental Health Strategy Working Group and Staff Wellbeing committee to continue the work
- Analyse and take forward actions from the Workload and Wellbeing Survey
- Develop a themed EDI Café series to prompt discussion and promote peer support

What we have done

- Student Support and Wellbeing (SSW) continues to coordinate the submission for the Student Minds University Mental Health Charter accreditation. Although this is a whole University approach, SSW is currently at a draft stage of submission with a full working draft scheduled for completion by April 2024. Formal submission and review have been requested via the Charter Team for a 2024 (Term 1) visit and formal assessment. There is a delay via Student Minds due to recent government interventions around student mental health which has led into an increase in workloads and applications across the sector. Student Minds are working with all stakeholders to ensure scheduled visits and assessments go ahead. Kent continues to work with Student Minds to ensure we are ready for our planned assessment and deadline
- A Cost of Living Working Group was established in 2022-23 to create a central repository of support for staff and students to alleviate some of the burden triggered by the cost-of-living crisis. New initiatives have been successfully launched by the group, including the £3 Meal Deal in Rutherford Dining Hall and The Hub, and the £3 Sandwich Deal, monthly gym payment schemes, increased hardship support and increased mental health support
- 'Thriving at Work' has now closed and a Wellbeing Committee are working on a new strategy in collaboration with a new Mental Health Working Group
- It was agreed that the Wellbeing Pulse Survey (Workload and Wellbeing Survey) would not be taking place this year. In lieu of this the 2023 All-Staff Survey included questions on staff wellbeing (see Appendix 2, Survey Data). A meeting with DMG to discuss the survey results and further action took place in January 2024
- Several EDI Cafés were held in Canterbury and Medway over the 2022-23 and 2023-24 academic years, including on Menopause Awareness and Support, Period Support and Neurodiversity. All have been well attended and have operated as a safe, inclusive space for staff to come together and speak in a frank, open and honest manner about issues that are potentially impacting their ability to work to their highest standard, and/or to share support and ideas that have benefitted them.
- The annual EDI Awards took place on 7 June 2023 with a celebration ceremony in Darwin Conference Suite to recognise the contributions of staff from across the Institution who made a difference with their EDI work. 202 nominations for 122 staff were received
- Due to fluctuations in staffing levels within the EDI team, a temporary role within Student Services was created to focus on the activity to acknowledge and celebrate History Months and other awareness days. The role of Student EDI Support Officer was only filled from September 2022-December 2022, but during that period delivered Black History and Disability History Month activity as well as activity for several celebration days and EDI Cafe's, allowing for the Student EDI Officer to focus on more strategic work across the Institution. In addition, work-study students were recruited within the EDI team to lead on the organisation of the EDI Awards and the development of the EDI Hub
- The Staff Mental Health strategy was developed in summer and autumn 2023 and is now awaiting feedback from the Wellbeing Committee by the end of January 2024. It is due to be discussed at the spring 2024 JSNCC (Joint Staff Negotiating and Consultative Committee) meeting. Members from the Mental Health Working Group will be given the opportunity to join the Wellbeing Committee

Challenges

- Staff Network Leads are not eligible for compensation for their time as Network leads, or granted any dedicated, purchased hours to complete their responsibilities within these roles. The result is that the Networks are reliant upon staff good will and their ability to find time within busy schedules to complete their Network duties. This can result in the Networks being neglected as staff rightly prioritise other areas of work. The University relies on the Networks to temperature check reactions amongst marginalised groups of staff, feed into Equality Impact processes and run events and activities for staff members that exponentially increases the sense of belonging and identity amongst the staff population, increasing staff retention and wellbeing. If the University expects to continue to rely upon the Staff Networks for the above areas, then an appropriate reward or compensation structure for Network leads needs to be identified as a matter of priority. In addition, the University is missing the Staff Network's voice in many Committees, meetings and groups that are taking place at various levels at the University due them not attending these activities
- Like the above challenge for Staff Network Leads, the lack of a WAM model equivalent for staff in Professional Service roles who are volunteering their time to support the University in areas in addition to their main role(s) is a barrier to many staff stepping forward. Project work in this area has already been started; an Equality Impact Assessment on the proposed final scheme will need to be completed
- Staff demographics (different roles/responsibilities/grades) are not treated fairly when it comes to attending events, training and other activities. The University needs more consistent approach for supporting staff attending events and training during their workdays. Linking training, volunteering and other opportunities to RPD should be looked at

Case study: Diverse Cymru

In October 2023 Student Services were awarded Gold status by Diverse Cymru in their Black, Asian and Minority Ethnic Cultural Competency Certification Scheme. Student Services committed to improving the cultural competency of all staff members as part of the University of Kent Antiracism Strategy, with a particular focus on mental health support for students and in 2022 partnered with Diverse Cymru, a Welsh-based organisation who specialise in helping workplaces implement good practice initiatives to ensure that services are fair and equitable for Black, Asian and Minority Ethnic people. In spring 2022 Diverse Cymru delivered the first tranche of Cultural Competency training for all staff across the Directorate. Once this was completed Student Services then started the Self-Assessment process to undertake a critical reflective examination of our current level of cultural competency and identify strategic actions to improve. This was informed by an all-staff survey (see Appendix 2), and a cross-directorate monitoring group formed of representatives from all areas of Student Services to review the survey results and agree the Action Plan.

This process took place from January – August 2023, with the Self-Assessment submitted just before the start of the 2023-24 academic year.

In October 2023 Student Services received confirmation that we had been awarded Gold status by Diverse Cymru, a mid-way award that acknowledges the hard work and effort put in by all staff across the Directorate so far, but also allows room for the growth and development we know we need over the next few years. As the work and commitment to being culturally competent grows, so to will the confidence of students that Student Services are a service that understands them as individuals, and can adapt and flex to meet their needs, being sensitive to diverse backgrounds, beliefs, and life experiences.

Key priorities for 2024 for Student Services are to roll out cultural competency training for staff new to Student Services and refresher training for staff who previously completed it and ensure that the Action Plan is implemented and monitored. The process has been an incredibly valuable one and has started conversations for Student Services on difficult and challenging issues, as well as provide a tangible route for becoming truly culturally competent.

Pillar 4

Identify and remove barriers in relation to all forms of accessibility.

What we said we would do

- Create a new Accessibility Champions Network to share and disseminate best practice, as we move forward to progress our work on Disability Confident to become a Disability Confident Leader organisation
- Create a Trans Inclusion Action Plan to cover the whole organisation to identify areas of importance in each area/department
- Update the Staff Trans Inclusion policy
- Create a student Gender Affirmation Fund
- Install rainbow-coloured picnic benches, including wheelchair-friendly ones, at Medway campus

What we have done

- After the disbandment of both the OPERA Steering Group and the Kent Digital Accessibility Working Group, a new Accessibility Champions Network was created in 2023 to localise accessibility expertise across the Institution and provide an opportunity for Divisions and Directorates to share best practice, roll out new support technologies and identify any areas of concern. The Network is led by the Accessible Information Manager in Student Services
- In 2022-23 over 200 staff were trained by the Accessible Information Team on creating accessible content, inclusive teaching practices and disability awareness
- Revised and relaunched the Kent Inclusive Practices (KIP's) in 2023-24
- There is no progress on the Staff Trans Inclusion Action Plan and Staff Trans Inclusion policy in 2023 and work in this area will be picked up in 2024
- The student Gender Affirmation Fund was launched in October 2022, with over 100 applications received. It was renewed in October 2023 and currently has just under 50 applications approved. An impact report was received by EDI Strategy Group in spring 2024 and the next step is to secure funding for the GA Fund on a rolling, annual basis and explore a staff equivalent

Challenges

- Balancing Academic Freedom of Speech with the needs and requirements of the Equality Act continues to be a sensitive area, particularly for staff and students who identify within marginalised groups and can feel personally attacked by members of the University exercising their right to Academic Freedom of Speech. This has been most evident around gender identity topics and around discussions concerning the Israel-Hammas war. New Academic Freedom of Speech Ordinances are being developed, and the accompanying Code of Practice (including the Code of Practice Equality Impact Assessment) will assist in supporting Academic Divisions, and staff members across the Institution in their ability to balance Academic Freedom of Speech and the basic right of staff members and students to feel safe and supported within their work and educational environment. Advance HE (Higher Education) and the Office for Students are releasing guidance for Institutions on how to balance Academic Freedom of Speech and Freedom of Speech with the Equality Act

Pillar 5

Continue to raise our profile as an employer and education provider through accreditation and investment in key strategic projects.

What we said we would do

- Appoint an Athena SWAN Academic lead and re-launch the Athena SWAN Institutional SAT (Self-Assessment Team)
- Work towards the Inclusive Employers Standard
- Work towards the Race Equality Charter submission in 2023

What we have done

- Professor Juliette Pattinson, Director of the Division of Arts and Humanities and member of the Executive Group was appointed as Athena SWAN Academic Lead and Chair in April 2023. The Athena SWAN SAT has been recruited to and relaunched in May 2023 and is working towards a 2026 Athena SWAN Institutional Silver renewal
- The University of Kent achieved the Foundation level Inclusive Employers assessment in March 2022. The next step is to apply for the Bronze level Inclusive Employers standard. The tentative aim is for a 2025 submission, balancing the resource required for this against both the Race Equality Charter and Athena SWAN priority submissions for the Institution
- Work has been ongoing on the Race Equality Charter Self-Assessment, with the decision taken in November 2023 to defer submission to Advance HE to 2024 to ensure that the self-assessment was a true reflection of Kent's current position and allow for additional work streams that were in the final closing stages of research to be included in the application (Black Student Voices, Living Black at University exit survey, Equal Pay Audit results)
- The University was successful in 2023 applying to host three Professional Gender and Sexuality Fellows from low- and mid-income Commonwealth countries, arriving in spring 2024. Commonwealth Scholarship Commission together with the Association of Commonwealth Universities are the bodies the University works together with to provide the Programme for these Professional Fellows. The aim for the University to benefit from these individuals' lived experiences in and around the topic of Gender and Sexuality. They will be looking at the LGBTQ+ support, policies and training the University offers as well as the wider EDI Policy.

Challenges

- The Division of Computing, Maths and Engineering submitted their Divisional Athena SWAN Silver application in November 2023. This application was unsuccessful which is perhaps a reflection of the legacy challenges following the restructure of Academic Faculties into Academic Divisions after Organising for Success. There are challenges faced by Divisions in relation to staffing resource to support Athena SWAN locally both in terms of delivering Action Plans and in submitting applications. In response to this, the University will seek to re-establish the Athena SWAN SAT Leads Network to offer additional support for staff members with responsibility locally for driving forward their Athena SWAN Action Plans and submissions. The University is developing Self-Service EDI Dashboards to support staff locally in accessing data required for analysis

Race Equality Charter Case Study

The University has been making progress on the Advance HE Race Equality Charter application. The 2022-23 data has been accumulated and analysed as it became available, and the REC SAT formulated the data expression. The REC SAT has met six times since its formation, and the draft REC application and Action Plan have been produced and consulted on via various routes, including JSNCC, EG and EDI Strategy Group.

In line with recommendations from REC SAT, the University engaged the services of an external expert, Professor Kevin Hylton, to critically review the REC application and action plan prior to the anticipated November submission. As a result of the internal and external consultation processes, the decision was taken (after consultation with Advance HE) to delay submission until March 2024 to allow for the inclusion of various pieces of work of strategic importance to the Institution, including the Equal Pay Audit, the Black Student Voices Report and the Living Black at University report, which are due to be released by spring 2024.

Pillar 6

Understand and interrupt structural racism within the HE (Higher Education) environment.

What we said we would do

- Review and issue the Equal Pay audit and release the Gender and Ethnicity Pay gap with associated action plans
- Submit the draft REC Self-Assessment to Advance HE for feedback
- Continue to support applications for the Stella HE programme and design and launch an internal Brilliant Leaders programme for racially minoritised leaders as a steppingstone to Stellar HE
- Undertake the Diverse Cymru Certificate in BAME Mental Health and self-assessment audit

What we have done

- The 2022 Equal Pay Audit (EPA) was completed in 2023 and published in spring 2024 after approval routes via Executive Group, Remuneration Committee and JSNCC. Based on a snapshot of data as of 1 November 2021, the audit found that there was no significant gender pay gaps, by grade, across the organisation. This is a major improvement on the previous 2015 audit which found significant gender pay gaps, in the senior management and professorial grades. The 2022 audit scope was expanded and is the first EPA conducted at Kent which includes protected characteristics other than gender. Moving forward the University now has a deeper understanding against which to measure the equality implications of its pay practices across a wider range of protected characteristics. Significant pay gaps that were greater than or equal to 5% were carefully investigated and, where it was possible to establish a reason for these pay gaps from the analysis conducted, recommendations for action have been set out in an Action Plan. The next audit will be conducted in 2029 and interim monitoring will take place in 2025 after the completion of Effective and Efficiency and the 2023 pay freeze
- The University Gender Pay Gap Report is published annually and provides a comparison between men's and women's average hourly rates of pay on the snapshot date of 31 March. Although gender pay gap reporting is a statutory annual requirement, the University chose to expand its report last year to include Ethnicity and this year, Disability analysis has been added which will enable the University to track progress on reducing its pay gaps. Work on the action plan is in progress and the report will be published in due course after approval routes via Executive Group, Remuneration Committee and JSNCC
- The draft REC Self-Assessment was submitted to external consultant Professor Kevin Hylton (Leeds Beckett University, Emeritus Professor of Equality and Diversity in Sport, Leisure and Education, Chair of the Sheffield Race Equality Commission and Patron of Race Equality Charter) in October 2023. The feedback received will significantly shape the 2024 REC application
- The University supported a further six colleagues to take up places on the StellarHE diverse leadership programme. An internal Brilliant Leaders pilot programme, delivered in partnership with a specialist provider, has been developed and launched. Feedback on both programmes is invited on a regular basis from participants
- Student Services undertook the Diverse Cymru Certification Scheme in Cultural Competency over the course of 2023. This is an external accreditation which provided a framework for Student Services to undertake a critical self-assessment of all functions through the lens of cultural competency (Student Support and Wellbeing, including mental health support, Careers and Employability Services, Student Conduct and Complaints and Campus and Community Life). This involved training for all Student Services staff in cultural competency, delivered by Diverse Cymru, a staff self-reflective survey, a monitoring group to analyse the results of that survey and identify trends and any areas for improvement and the creation of an action plan from 2024 onwards. In October 2023 Student Services were awarded Gold status for its cultural competency (a mid-level award which acknowledges the work and effort undertaken so far but allows for growth and development)
- In October 2023, the University of Kent worked with external Nigerian artist Abolore Sobayo to launch the Ewà: Beauty exhibition. The launch event featured the introduction of Nigerian food on campus and was attended by local dignitaries, including the Lord Mayor of Canterbury and Counsellors. In December 2023, the University was host to young carers who explored the exhibition and had a workshop with the artist
- This year the strategic objectives of the Anti-Racism Strategy have been devolved into project work across the Institution, such as the Living Black at University Group, the Black Student Voices Project and the Race Equality Charter Submission

Challenges

The Race Equality Charter has faced several challenges that have impeded progress. The most significant barrier has been staffing resources. The project team from the outset has had very limited human resourcing for a project of its scale with the time involved to complete it, for example the loss of a dedicated data analyst was not replaced depleting the capacity of the project team. This may be a future issue for data analysis of the new REC Staff Survey and looking further into the future, the implementing the Race Equality Charter Action Plan. It would also be important to mention that with additional resource, the project may have had more opportunities to capture a wider picture of the work going on across the institution and informing a wider breadth of staff about this work. In addition, the impact of multiple competing business priorities for the institution has not been insignificant on both the REC and all race equality work. Delays to the completion of the project have been impacted conflicting staffing priorities across the Institution delaying response rates and requests for information. Moving forward, the REC SAT is monitoring the wider University situation to ensure that competing priorities are aligned and mitigated for.

Case studies:

Living Black at University Working Group

In February 2022, Unite Students published Living Black at University, the first research report into Black students' experience in UK purpose-built student accommodation. Finding evidence of racism, cultural insensitivity, and exclusion – all of which had a significant impact on Black students' mental health – the report included 10 recommendations to be implemented by universities, sector bodies and accommodation providers. These spanned areas such as mental health, complaints processes, staff race training and data.

The research initiative led by Dr Yetunde Kolajo in 2022 presents a pioneering exploration into the dynamics between student accommodation, particularly on-campus, and academic success. This study, grounded in extant literature, delves into the specific experiences of Black students at the University of Kent. Collaborating closely with the newly appointed Deputy Director of Commercial Services in 2023 and the Head of Accommodation and Customer Services, Dr Kolajo aims to enhance the quality of student life and examine its impact on academic outcomes. This investigation emerges against the backdrop of national concerns about the correlation between Black student living environments and their academic achievements.

The research is particularly timely and relevant given the increasing attention to the sense of belonging in higher education and the disparities in educational outcomes among students of different ethnic backgrounds. In pursuit of a comprehensive understanding, a set of targeted research questions was formulated, complementing those posed by the National Commission. These inquiries were integrated into the end-of-year departure survey and administered to students living in on-campus accommodations at Kent during the summer of 2023. The resultant data offers a preliminary quantitative insight into the lived experiences of these students. Initial analysis of the data indicates discernible patterns; however, the need for a deeper qualitative examination is evident. The goal is to unravel the nuanced factors that potentially hinder the academic success of Black students in contrast to their White counterparts. This inquiry serves as a foundation for a more expansive research project, poised to yield insights crucial for shaping effective student support strategies. The ultimate objective is to bridge the awarding gaps, fulfil APP objectives, and refine the service delivery of university accommodations, thereby fostering an environment conducive to the success of all students, with a particular focus on those of Black ethnicity.

At the University of Kent, we wanted to respond to and act upon the findings and recommendations of the Living Black at University report, so we set up a Living Black Working Group comprising stakeholders from across the University. This included members of teams such as EDI, Student Experience, Student Support, Student Success, Campus Security, Accommodation and our Accommodation Partners UPP & Unite, Catering, Comms, Training and Development, and our Student Union. The purpose of this group is to respond to the findings and recommendations in the report, thereby improving and enhancing the lived experience for our Black students.

The Working Group are looking each of the ten Living Black Report recommendations. A starting point is always the good work that already goes on at Kent and we look for ways that we can improve on it or better communicate it, as well as implementing new initiatives. As the group includes such a wide selection of knowledge, skills, and influence from across the University, it is a wonderful opportunity to make positive and impactful change, and the excitement and the dedication of the group is inspirational.

So far, we have looked at our acclimatisation and integration activities to ensure that we offer a diverse range of options during our welcome period, and we are making this a real focus for our ResLife programme to ensure that this continues throughout the academic year. We have also looked at our student demographics to make sure that we are providing culturally relevant services. We have considered our catering options as part of this and invited students and suppliers to a food tasting event, where we gathered feedback about the food on offer using surveys. As a result, in September 2023 we launched an on-campus West Indian microbrand called Three Little Birds and are also offering a selection of African and West Indian drinks and snacks in our catering outlets. In terms of other culturally relevant services in the area, we spoke to our current residential students about what advice they would give to new students moving to Kent for the first time. We have created a welcome booklet called 'Living Black at Kent' which features peer-to-peer advice from our current students, signposting to where students can find global food suppliers, Afro-Caribbean hair salons, and suggestions for student societies and faith groups.

As the Living Black at University report is a national piece of work, we wanted to ensure that the work we do is relevant for our student body at Kent, so we included the original research questions in our 2022/23 end of year residential student survey. We had a fantastic response rate, which shows that our students are engaged and open to this discussion. We compared our findings with those in the original Living Black Report, as well as comparing with qualitative data collected by both our EDI team and Students Union which focused on Black students' experiences at Kent. This has enabled us to be confident that we are targeting the areas at Kent where we can have the greatest impact. We plan to repeat this survey each year, so we can measure the impact of our initiatives. It is so important to be open to the findings and embrace change to make positive improvements for our Black students; we look forward to seeing the results and how they evolve over time.

In summary, Dr Kolajo's research marks a significant step towards understanding and addressing the complex interplay between student living conditions and academic performance. The outcomes of this research are anticipated to not only contribute to academic discourse but also inform practical interventions aimed at enhancing the quality of life and academic success of Black students at the University of Kent.

Black Student Voices Project

Student Success funded and advised on the 2022-23 Black Student Voice research project delivered by Kent Union. The project aimed to investigate and understand the complexities of the Black student experience at Kent, elevating Black Student Voices and create spaces for black students to build and foster community. The Project also aimed to create possible solutions and appropriate recommendations for both the university and Kent Union to improve the experiences and provide better support for Black students during and after their time at Kent.

The Black Student Voices Project Report highlights 1100 individual pieces of ethnographic data, which answers three research questions: what are the challenges faced and/or perceived by Black students at the University of Kent? What are the opportunities available for and/or perceived by Black students at the University of Kent? And how do these challenges and opportunities manifest for different intersections in the Black student population? The project utilised a mix of individual interviews, focus groups, and participant observations. A total of 1140 student interactions were achieved with forty-seven student interviews conducted. Six key themes emerged from the research: Racial and Ethnic Diversity, Community, Performative Allyship, Academia and Curricula, Racism, and Threats to Stability. The report summaries the fieldwork conducted by the student researchers across the academic year 21-22 and created 12 recommendations for Kent Union and the University of Kent to uphold. These are the beginning stages of transformative work on inclusion, diversity and equity that is needed at Kent.

One year on, research interns, Munashe Clare Munyebvu and Charlene-Grace Kodjo, presented the findings at the highly successful one day Black Student Voices Summit on 7th November 2023 where staff, students and other stakeholders came together to discuss findings and celebrate the Black community on campus. The summit invited guest speakers, talks from Living Black at Kent and The Race Equality Charter as well as a food tasting lunch and 'Give it a Go' events. The project's findings highlight how intersectional diversity and representation is a key necessity for the Black student population at Kent to improve their social and academic sense of belonging, their mental and physical health, as well as to build good relationships and trust with the University. Recommendations for future improvements to the Black student experience include diversifying staff, decolonising course curricula, celebrating the diversity and intersections within non-white communities, and keeping the Black Student Voices as a permanent role. The Black Student Voice report will be launched in early 2024.

Pillar 7

Other areas of significant progress

What we said we would do

- Create a new EDI Dashboard to enable direct access by Divisions and Professional Services to EDI data
- Create a new EDI Hub to function as a repository of good EDI practice for Divisions and Professional Services to highlight existing good practice internally and from across the HE and other sectors
- Review and strengthen the approach to menopause in the workplace
- Review the Academic Promotion process, incorporating a new EDI Observer role, to promote best practice and ensure potential bias can be pre-empted and the process is inclusive
- Co-create and pilot new frontline EDI Customer Service Training to ensure best practice in the delivery of frontline services to a diverse community, positive approaches in conflict resolution and the promotion of good relations between different protected characteristic groups

What we have done

- The EDI Dashboard has been developed and will be rolled out to all Academic Divisions once issues relating to permissions and access are resolved. The dashboard will allow staff to access self-service EDI data to support strategic activity and Athena SWAN applications in the 2023-24 academic year.
- The EDI SharePoint and Hub has been created and is now live. The Hub acts as a central repository for any EDI related policies, Equality Impact Assessments, news and events and reports
- The University's support for staff going through menopause in the workplace consists of a Menopause Policy that is being approved by JSNCC early 2024. The EDI Team also organises termly Menopause Cafe for staff to get together, support each other and share stories
- A role description for EDI Observers on Promotion Panels has been drafted. The Head of EDI was invited to sit on a promotion panel as an observer to test the process
- In March 2022 work began in partnership with the Project Management Office on the Equality Impact Assessment for the Medway Docking Station, to ensure that accessibility and inclusion was embedded into the space at a design level. The EIA was reviewed by the EDI Strategy Group before being submitted to the architects for consideration
- There is no progress on EDI Customer Service Training

LOOKING AHEAD – STRATEGIC DELIVERY PLAN 2024-25

Pillar	Strategic activities	Action
1	EDI review – from strong leadership and ownership to a framework for EDI in an ever-changing environment.	• Embed EDI throughout the Kent 2030 project, with a particular focus on the following areas: - Equality Impact Assessments conducted with consultation and engagement from appropriate groups - equality considerations built into Inclusive Curriculum Design - agree a framework for enabling EDI work (including Network Chairs) • Embed the EDI Core Values into all areas of work, using them to identify priority action: - nothing about us, without us - inclusive by design - data informed, experience lead - visibly inclusive • Assess the resource and functionality of the EDI team, aligning needs and capacity, considering how to embed local level EDI resource within Divisions and Directorates, mapped against Institutional strategic priorities aligned with Kent 2030 • Support the increasing diversity of curriculum content and accessibility of the curriculum as core components of the Kent 2030 project
2	Lead the way in the development of an environment that is free from harassment	• Complete work on the Academic Freedom of Speech Code of Practice and the accompanying Equality Impact Assessment conducted with consultation and engagement from appropriate groups • Identify compulsory EDI training for all staff • Utilise monitoring data to ensure targets for completion are met at a Divisional and Directorate level • Capture and report on Harassment Data for staff and students • Develop and promote the Staff Trans Inclusion Action Plan and Staff Trans Inclusion policy
3	Provide a supportive and inclusive culture conducive to good health and wellbeing for all staff and students	• Support the Student Minds Mental Health Charter application at an Institutional level • Create an Allies Network • Investigate an appropriate reward and recognition scheme for Staff Network Leads • Investigate a WAM model for Professional Service Staff
4	Identify and remove barriers in relation to all forms of accessibility	• Launch the EDI Self Service Dashboards on Qlikview for all Directorates • Review and refresh the Digital Accessibility Policy in line with WCAG changes and updates • Set up a Policy Owners Group to ensure that the Policy is devolved more fully • Complete structural work on the software finder to improve filters so that users can perform more meaningful searches • Complete work on Moodle auditing to allow for issues to be proactively mitigated • Consider measures to improve accessibility for staff members, consulting with the Disabled Staff Network where appropriate to identify current barriers and areas of good practice • Refresh and disseminate the new Kent Inclusive Practices (KIP's)
5	Continue to raise our profile as an employer and education provider through accreditation and investment in key strategic projects	• Continue to work towards Athena SWAN Silver Submission 2026
6	Understand and interrupt structural racism within the HE environment	• Submit the REC Self-Assessment and Action Plan in 2024 • Review progress on the Anti Racism Strategy and align with the REC Self-Assessment and Action Plan and the Athena SWAN Silver Self-Assessment and Action Plan

APPENDIX 1 – OUR STAFF AND STUDENT PROFILE

These appendices provide the key demographics, including any key issues and challenges arising, across all protected characteristics for staff and students across the University, providing comparisons from previous data and with other universities, using benchmarking data where available from Advance HE. Data for both staff and student analysis is taken from the 1 December census point.

Staff overview

This section presents equality and diversity information for the academic year 2022-23 for staff at the University of Kent.

Table 1: Staff headcount

For the Academic year 2022-23 the University had a staff headcount of 4,142 (PSS = Professional and Support Services) (Data collected on the 1 December)

Staff group	Number of employees	Percentage of employees
Academic	1,606	39.7%
PSS	2,441	60.3%
Total	4,142	100.0%

Key figures

- The gender breakdown in the University was 57.1% female and 42.9% male
- 94.3% of employees have a known disclosed ethnic background; of these staff 19.5% were racially minoritised
- 10% of all employees disclosed they had a disability
- 37.8% of all professors were female
- 13.5% of professors were racially minoritised

Diversity of leadership

Within the University of Kent decision-making is centred in the University's main committees. Committees are comprised of appointed and elected members, and individuals often sit on more than one committee. Female staff made up 36% of the University Council, which is the principal executive and policy-making body of the University. Members who disclosed their ethnicity as racially minoritised comprised at most 20% of committee members. Of all University Committees, only Remuneration Committee increased the diversity of its membership. Student membership data for these committees is not available to the EDI team.

Table 2: Diversity of members sitting on university governance committees.

Committee	% of female	% change from previous year	% of racially minoritised	% change from previous year
University Council	36%	0%	20%	0%
University Senate	40%	0%	18%	0%
Audit	16%	0%	0%	0%
Ethics	28.5%	0%	14%	0%
Finance and Resources	54.5%	0%	18%	0%
Honorary Degrees Committee	46%	0%	15%	0%
Lay Nominations Committee	42%	0%	0%	0%
Remuneration Committee	50%	0% 20%	+3.3%	

1.1 Staff balance by sex

For the purposes of this report, data for the sex field will be labelled as Sex, which differs from how this was labelled at Kent and in Advance HE reports prior to 2022 where this section was labelled as Gender. This labelling has been updated to align with Advance HE's guidance on equality data monitoring.

Figure 1 shows the number and proportion of female and male staff in each of the University's two staff groups. Females comprised 47.7% of academic staff and 62.8% of Professional Services Staff.

Figure 1: Gender by staff group

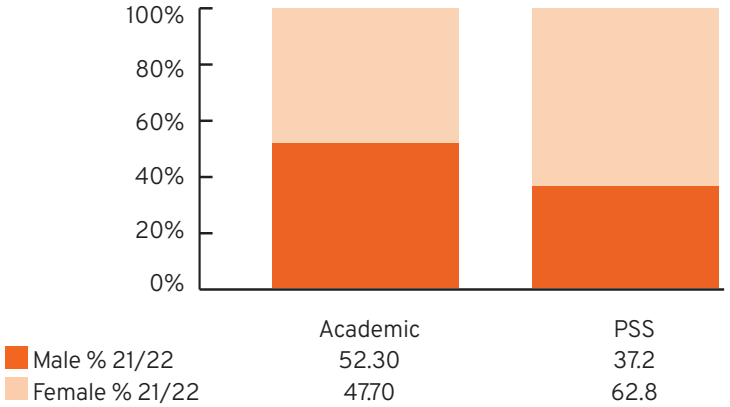


Figure 2: % Female by grade

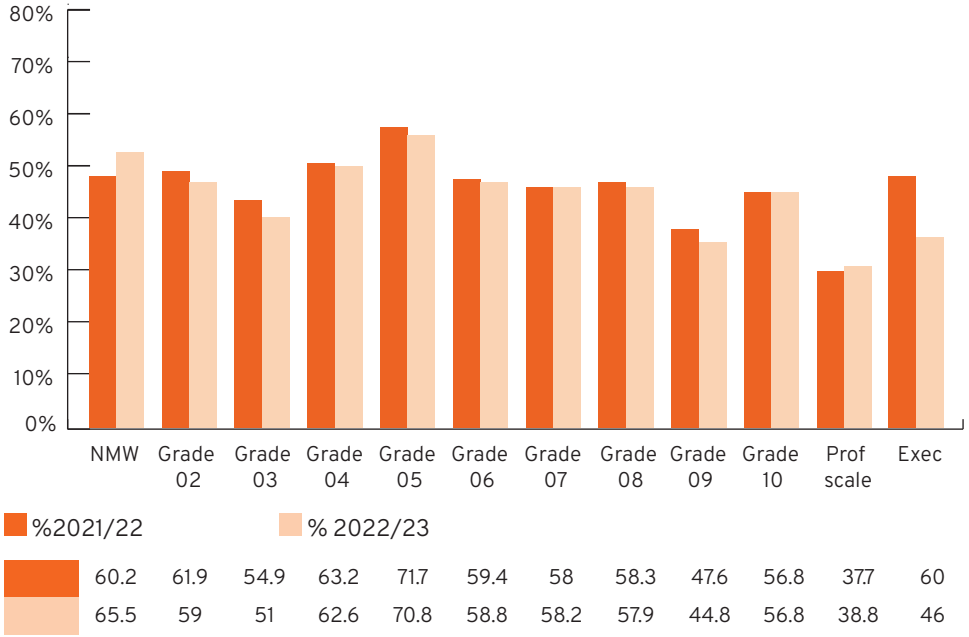
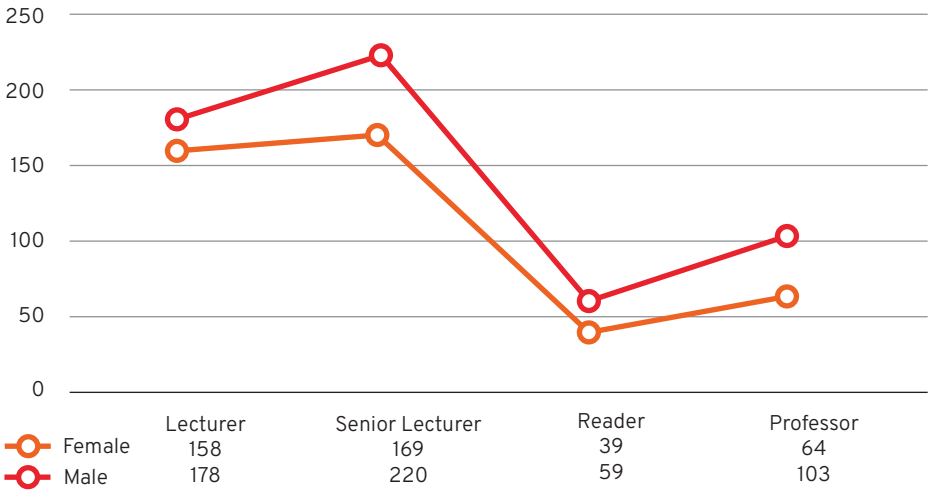


Table 3: Percentage of professors by grade

	2021-22	2022-23
Female professors	65	63
All professors	177	167
% Female professors	36.7%	37.7%

Figure 3: Staff number in academic pipeline



- In 2022-23 we had 158 female lecturers and 178 Male Lectures.; a significant increase from the previous year in female senior lecturers (20 in total) was identified.
- Number of female readers stayed the same and number of female professors came down (-12).
- 38.3% (64) professors are female.

Staff balance by ethnicity

Figure 4: Ethnicity of staff

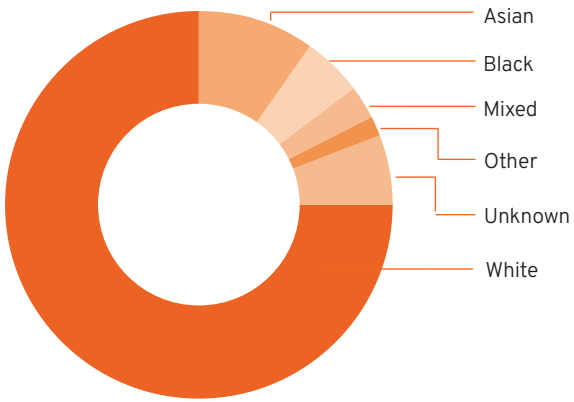


Table 4: All staff ethnicity totals and percentages

Asian	Black	Mixed	Other	Unknown	White
9.9 %	4.9 %	2.8 %	1.8 %	5.6 %	74.8 %
413	202	117	75	236	3099

Figure 4: Ethnicity of staff

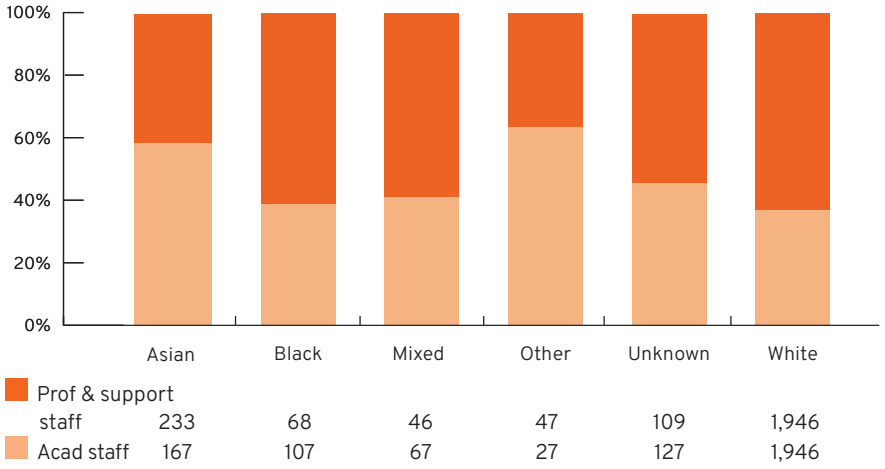
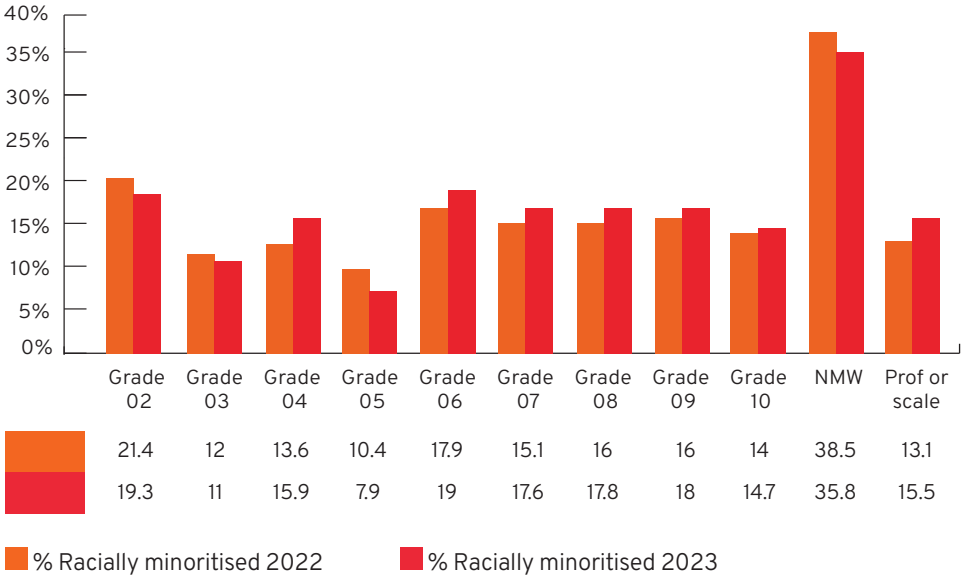


Figure 5: Staff grade and ethnicity*



**For staff with UK nationality, 9.4% (11.7% previous year) declared their racial identity as Racially minoritised, compared to 1.15% for EU (European Union) staff. 8.8% of those from other nationalities were Racially minoritised.*

For staff with UK nationality, 11.7% declared their racial identity as racially minoritised, compared to 10.0% for EEA (European Economic Area) staff. 69.5% of those from other nationalities were racially minoritised (Figure 6).

Table 4: Staff data by ethnicity

Arab	0.7%	Mixed – White and Black African	0.2%
Asian or Asian British – Bangladeshi	0.6%	Mixed – White and Black Caribbean	0.4%
Asian or Asian British – Indian	3.2%	Other Asian background	2.7%
Asian or Asian British – Pakistani	1.0%	Other Black background	0.2%
Black or Black British – African	4.0%	Other ethnic background	1.0%
Black or Black British – Caribbean	0.6%	Other mixed background	1.2%
Chinese	2.3%	Other White background	11%
Gypsy or Traveller	0.0%	White	79.8%
Mixed – White and Asian	0.9%	Unknown	0.9%

When ethnicity data was disaggregated, the largest grouping was White (79.8%), less than 0.1% of all staff self-identified as Gypsy or Traveller. There has been a significant change in Unknown figure; from 5.9% to 0.9%.

Figure 6: Staff ethnicity and nationality

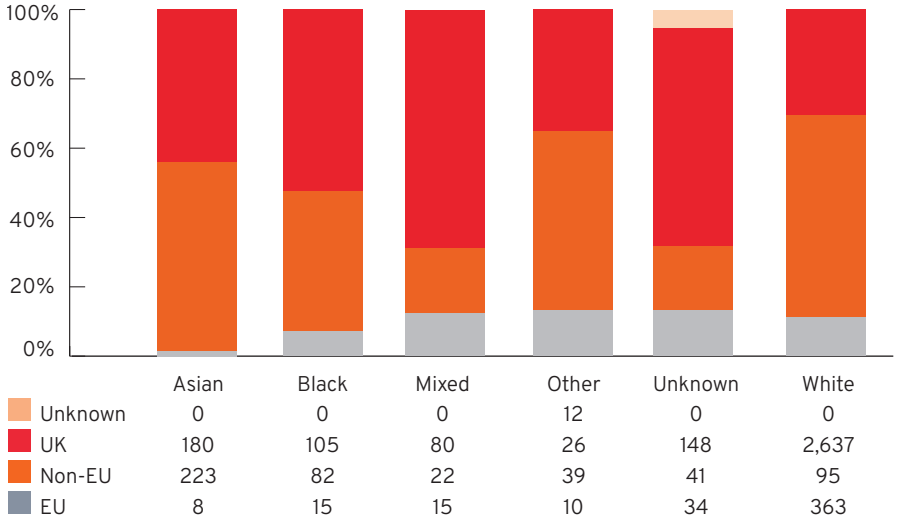


Figure 7: Academic pipeline by ethnicity

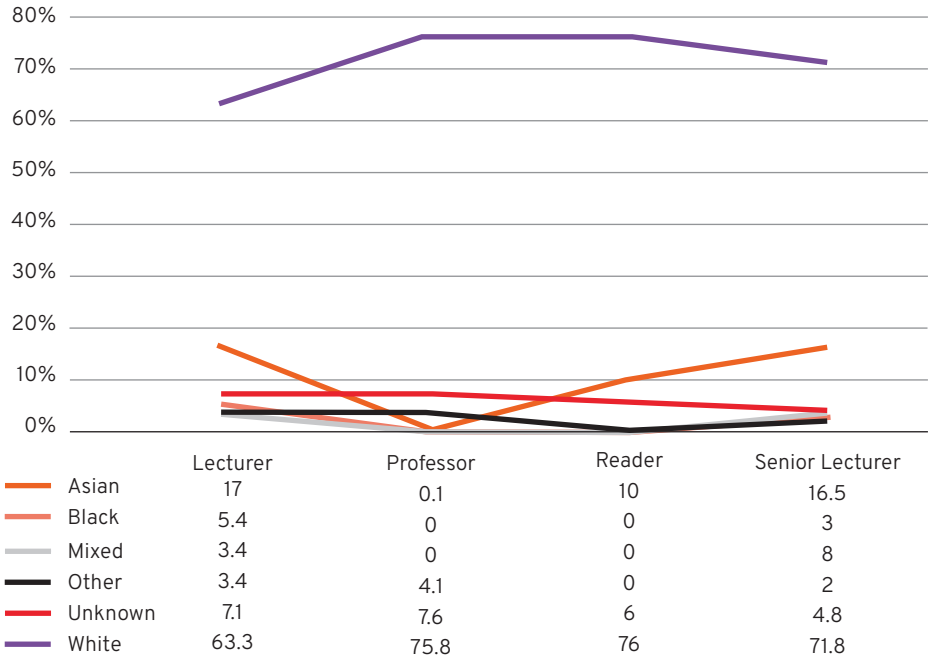


Table 5: Professors by ethnicity

Professors by ethnicity	2021-22 %	2022-23 %
Asian	8.1	5.2
Black	2.0	2.0
Mixed	1.0	1.0
Other	3.0	3.0
Unknown	7.6	7.6
White	78.3	75.8
Racially minoritised professors	**2021-22 %**	**2022-23 %**
Racially minoritised professors	28	28
Ethnicity not disclosed	15	13
All professors	198	170
% Racially minoritised professors	14.1%	16.4%

- The number of racially minoritised professors has stayed the same.
- Overall, the number of professors has decreased due organisational change, however this has created a few percentage point increase of racially minoritised professors in the overall population.

Staff balance by disability

Table 6: Disclosed disability

Disclosed disability	2022	2023
Blind / serious visual impairment	1.5%	1.6%
Deaf / serious hearing impairment	3.3%	4%
Disability, impairment, or medical condition	6.9%	11.7%
General learning disability	2.0%	0%
Long standing illness or health condition	23.5%	26.9%
Mental health condition	24.7%	25.9%
Multiple disabilities	6.4%	9.2%
Physical impairment or mobility issues	6.9%	9%
Social/communication impairment	3.3%	7.2%
Specific learning difficulty	21.4%	24.2%

Individuals continue to declare their disabilities and all categories have seen increases, the largest being in 'Social/communication impairment' from 3.3% to 7.2%.

The university has been implementing and maintaining measures to alleviate the impact of difficulties faced by disabled staff. Further issues for the university to consider include the establishment of a central pool to accommodate reasonable adjustments, ensuring the systematic monitoring of their implementation as well as a review of the policy around this.

Staff balance by religion and belief

Table 7: Disclosed religion or belief

	2022	2023
Any other religion or belief	1.6%	3.3%
Buddhist	1.0%	1.0%
Christian	29.5%	28.3%
Hindu	1.6%	1.9%
Jewish	0.4%	0.4%
Muslim	2.4%	2.8%
No religion	43.7%	44.3%
Sikh	0.3%	0.3%
Spiritual	1.7%	0%
Unknown	17.8%	7.3%

There have been very minor increases and decreases in representation by religion and belief, except for a large decrease of Unknown's from 17.8% to 7.3%. This might be due the creation of the Religious Observance Guidance, however, consideration should also be given to ensuring specific other religions/beliefs are appropriately captured and reflected.%.

Staff balance by age

Table 8: All staff age groups %

Age group	% 2021-22	% 2022-23
25 and under	17.0%	16.4%
26 to 35	22.7%	20.7 %
36 to 45	24.0%	21%
46 to 55	21.3%	24%
56 to 64	12.3%	14%
65 and over	2.7%	3.7%

The age spread of staff remains consistent with the largest increase by 2.7% of those aged 46 to 55 and largest decrease by 3% of those 36 to 45.

Staff balance by sexual orientation and gender identity

For 2022-23 79.2% of staff had provided information regarding their sexual orientation (2021-22, 77.1%). 8.9% disclosed their sexual orientation as LGBQ (7.7% in 2021-22).

For 2022-23, 60.3% of staff had provided information regarding their gender identity, an increase from 2021-22 of 12.7%. 0.14% of staff did not have their identity listed and 0.7% identified as non-binary, increase of 0.2% from 2021-22.

Staff recruitment

During the 2022-23 academic year, the University hired 724 staff from 6211 applicants. 27.9% were for Academic and Research roles, with the remaining 72.1% for Professional and Support Services posts.

Recruitment by sex

Figure 8: All recruitment by sex %

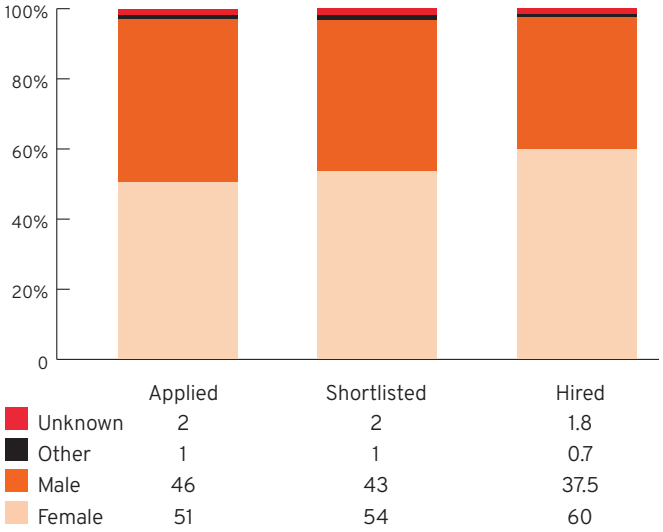


Figure 9: Academic recruitment by sex %

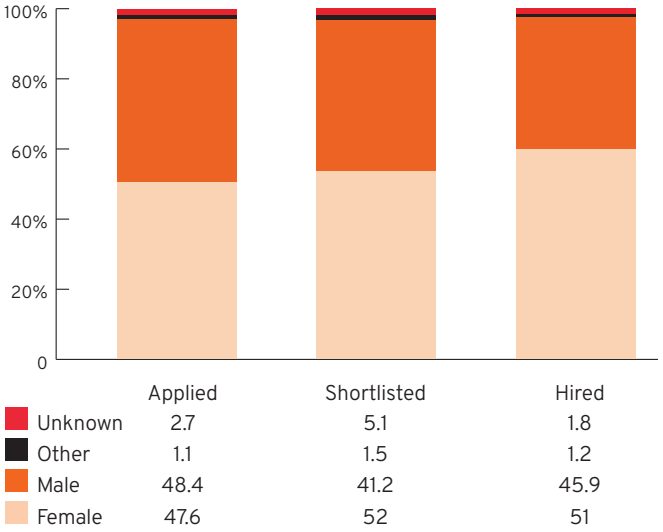
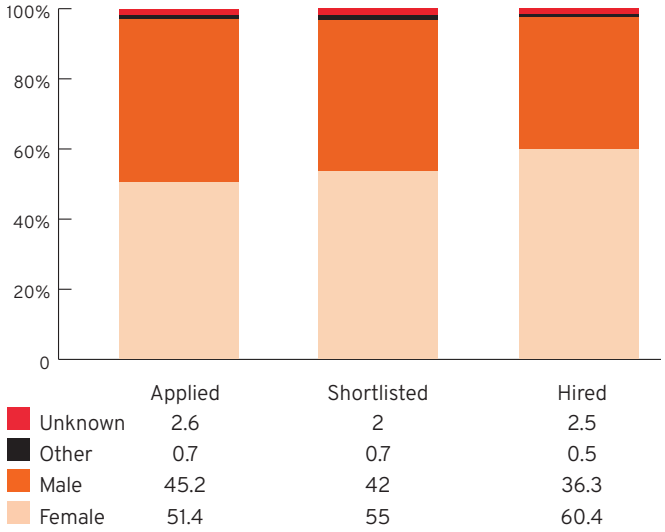


Figure 10: PSS recruitment by sex %



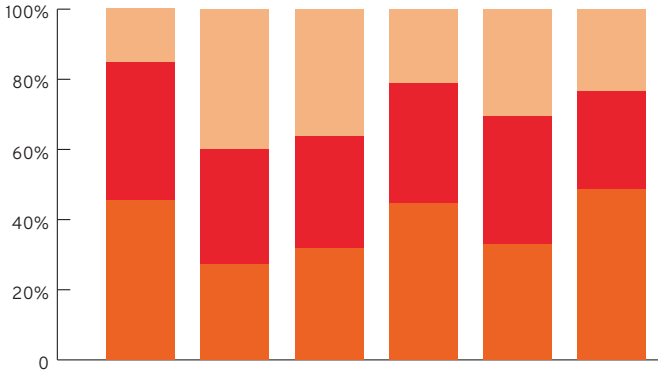
For both staff groups, female staff comprised a higher percentage of those hired, compared to the proportion of applicants (Figures 8-10).

Over the 2023-23 academic year, females comprised 47.6% of all applicants to academic roles, and 50% of those hired. The data indicates that during this period, success rates (the proportion of those hired compared to applications) differed by gender, with 17.4% (17.7% 2021-22) of female academic applicants receiving an offer compared to 15.3% (12.4% in 2021-22) of males.

Female applicants comprised 60.4% (60.7% in 2021-22) of those recruited into PSS roles over this academic year.

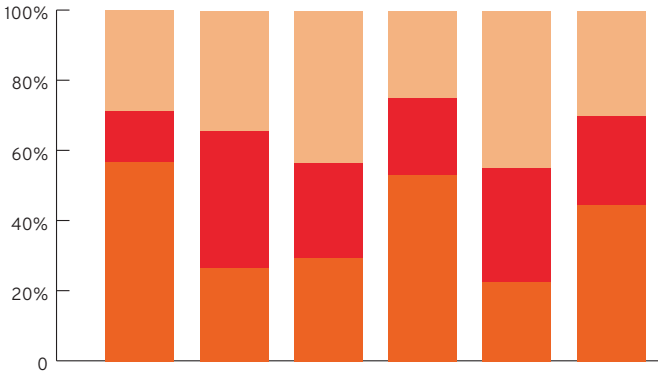
Recruitment by ethnicity

Figure 11: All recruitment by ethnicity



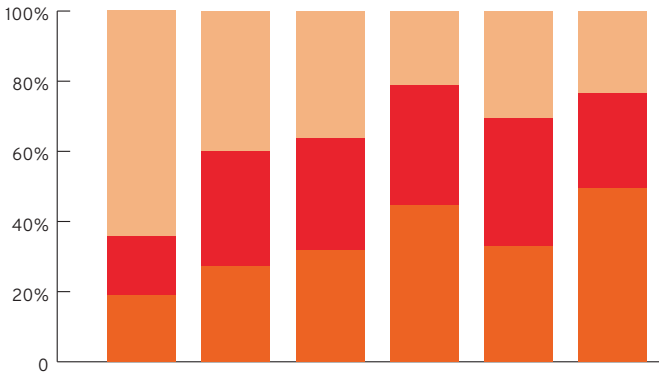
	Other	White	Unknown	Asian	Mixed	Black
White	1.6	70	7.5	12	3.4	5.2
Black	4.3	59.2	6.7	19.3	4.2	6
Asian	14.9	48.2	6.7	25.5	3.7	10.8

Figure 12: Academic recruitment by ethnicity



	Other	White	Unknown	Asian	Mixed	Black
White	1.6	70	7.5	12	3.4	5.2
Black	4.3	59.2	6.7	19.3	4.2	6
Asian	14.9	48.2	6.7	25.5	3.7	10.8

Figure 13: PSS recruitment by ethnicity



	Other	White	Unknown	Asian	Mixed	Black
White	1.6	70	7.5	12	3.4	5.2
Black	4.3	59.2	6.7	19.3	4.2	6
Asian	14.9	48.2	6.7	25.5	3.7	10.8

30% of staff hired were from non-white backgrounds (of which 7.5% Unknown) (Figures 11-13). The data also indicates that during this year the success rate (the proportion of those hired compared to applications) differed by ethnicity, with 24.4% of White applicants receiving an offer compared to 9.7% of those from a racially minoritised background. Disaggregating the racially minoritised grouping, the data shows a range of success rates between 7.9% for Asian and 8.1% for Black backgrounds.

In 2022-23 45.7% (58.8% in 2021/22) of applications for academic and research positions were from racially minoritised applicants (8.7% of applicant's backgrounds were Unknown). 29.1% of those hired in academic or research posts were racially minoritised (12.8% Unknown). Those identifying as racially minoritised comprised 44.9% of all Professional Services and Support staff applicants and 37.2% of those hired.

Appendix 1 – Student overview

This section presents equality and diversity information for the academic year 2022-23 for students at the University of Kent.

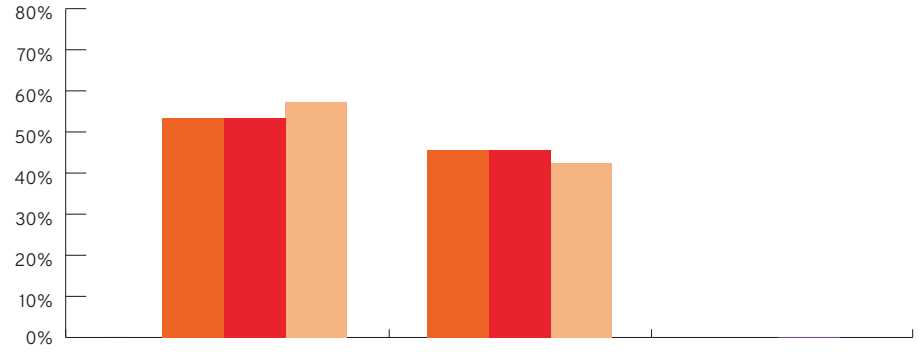
Key figures

- White working-class male progression and attainment data for both undergraduate and postgraduate students is presented for the first time (Section 2.8)
- Kent continues to attract more female than male students, in line with the national trend (F 53.74%: M 45.79%)
- For the first time since 2011 White student numbers increased more than BAME student numbers (White 57.6% in 2021-22 to 59.1% in 2022-23)
- A significant increase in Asian (+8.91%) and Black (+3.93%) students from 2021-22 on postgraduate taught programmes
- The proportion of students at Kent declaring a disability, particularly those declaring a mental health condition, or a specific learning difficulty appears to be stabilising, although the proportion at Kent declaring a disability remains significantly higher (21%) than the national benchmark (14.6%) across all areas.
- Kent has a significantly younger population than the national benchmark (Kent 2022-23 Mature 23.7%: Benchmark 52.7%), although the gap is slowly closing over time.
- For the first time since 2011, Kent is not in line with the national trend for sexual orientation, with disclosure rates locally decreasing.
- Disclosure rates for gender identity continue to rise annually, although Canterbury declarations are significantly higher than Medway.

Student balance by sex

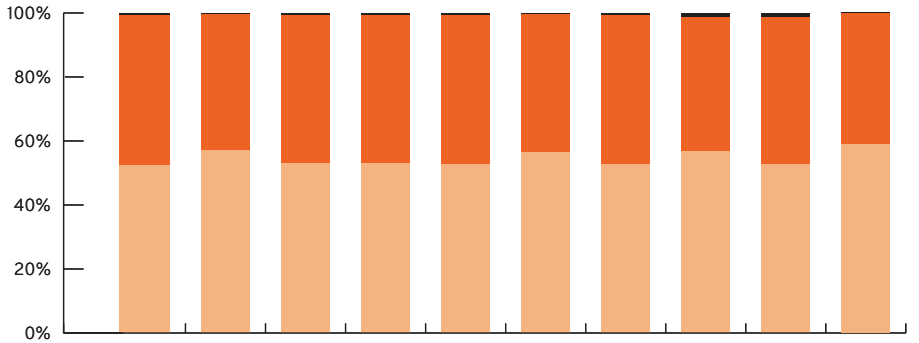
For the purposes of this report, data for the sex field will be labelled as sex, which differs from how this was labelled at Kent and in Advance HE reports prior to 2022 where this section was labelled as gender. This labelling has been updated to align with Advance HE's guidance on equality data monitoring as well as to better reflect the phrasing of the response options required by HESA. At Kent, and nationally, females continue to make up most students (Graph 2.2a). Male students nationally were better represented amongst non-UK students than UK students nationally but at Kent the inverse was true with male students better represented amongst UK-domiciled students. Nationally there are clear subject separations between male and female students, and further analysis of this at Kent may be beneficial, considering nationally female students qualifying with a 1st / 2.1 was greater than their male peers. At a postgraduate level, female students continue to be better represented than their male peers, particularly at a PGR level (Graph 2.2b).

Graph 2.2a Student balance by sex



	Female %	Male %	Other %
Kent 21-22	53.42	46.15	0.43
Other 22-23	53.74	45.79	0.42
Benchmark	57.26	42.74	0

Graph 2.2b Sex in student groups



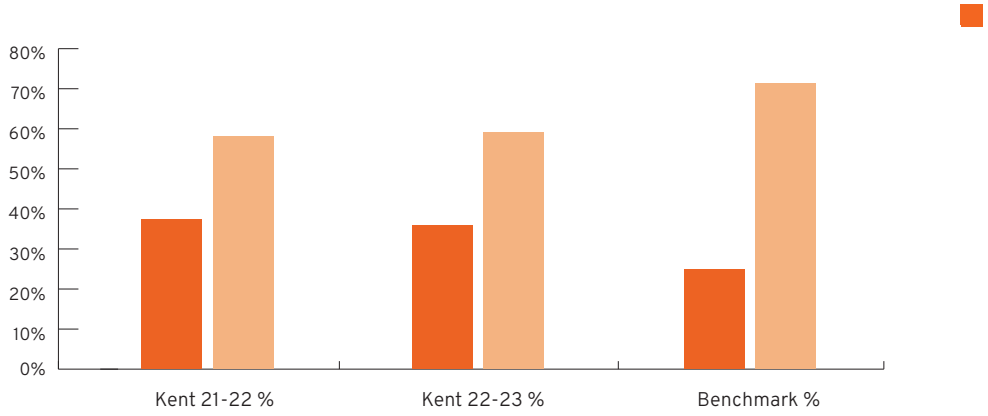
	UK	Non-UK	Full-time	Part-time	Cant-erbury	Medway	UG	PG	PGR	PGT
Other	0.46	0.27	0.42	0.47	0.44	0.26	0.37	0.64	1.08	0.45
Male	46.71	42.49	45.74	46.11	46.47	43.35	46.6	42.28	45.98	40.59
Female	52.77	57.24	53.79	53.36	53.06	56.39	52.97	57.08	52.94	58.96

Student balance by ethnicity

For the first time since 2011, the Kent proportion of White UK Students compared to BAME UK students has increased (20.6% gap in 2021-22 to 23.1% gap in 2022-23, Graph 2.3a). This may be a one off against the steady closing of the gap between White and BAME student numbers but will be monitored. The largest fall was seen in Black student numbers (-0.49%) which have been increasing year on year prior to this point. This is in direct contrast to the national trend, which continues to see an increasingly diverse student population.

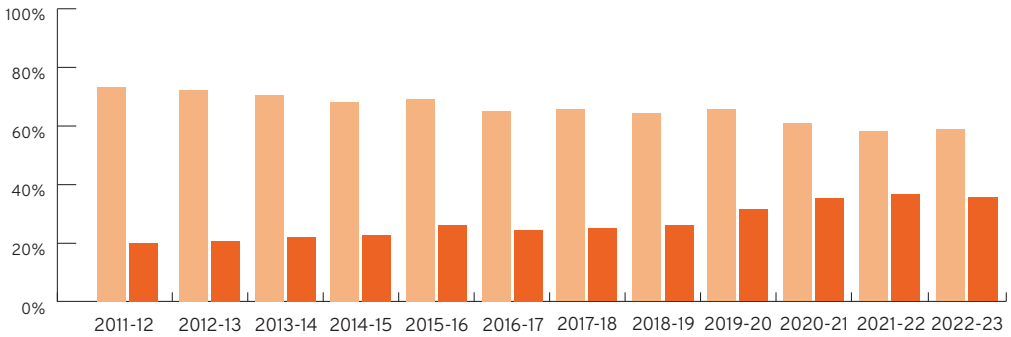
There has been a significant increase in Asian (+8.91%) and Black (+3.93%) students from 2021-22 on postgraduate taught programmes. This is extremely positive, and further investigation into the reasons behind this should be investigated, although some triggers could tentatively be linked back to increasing scholarship opportunities for postgraduate students at this stage. Conversely, there has been a significant fall in Asian students on Post Graduate Research programmes (-22.57%) since 2022-23 and again an investigation into the causes behind this should be conducted. Black students are also better represented nationally amongst undergraduate and postgraduate taught programmes than postgraduate research programmes. Addressing these issues at Kent will be picked up by the Anti Racism Strategy and the Race Equality Charter Action Plan, whilst the Student Success work will continue to monitor and track the attainment and progression data of BAME students, applying interventions where appropriate.

Graph 2.3a Student balance by ethnicity



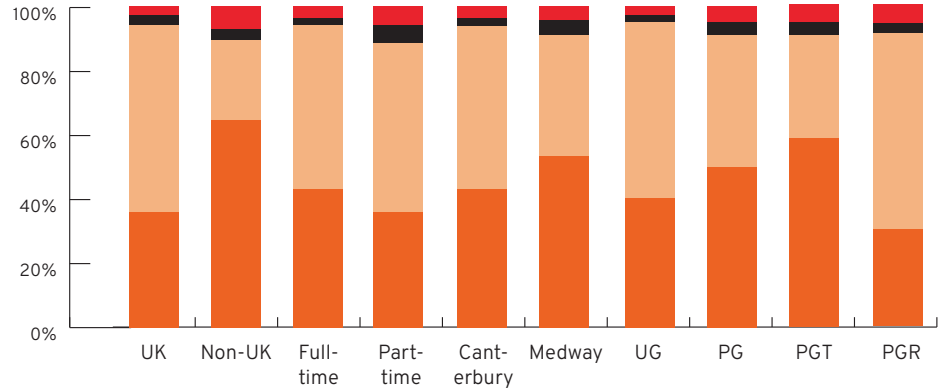
	Kent 21-22 %	Kent 22-23 %	Benchmark %
BAME (UK) %	37	36	25.2
White (UK) %	57.6	59.1	71.7

Graph 2.3b BAME vs White student numbers



	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
White	73.43	72.07	70.46	68.43	69.15	65.03	65.97	64.40	66.23	61.22	58.04	59.08
BME	19.90	20.76	22.29	22.82	26.22	24.59	25.33	26.45	31.97	35.34	36.60	35.86

Graph 2.3c Ethnicity in student groups



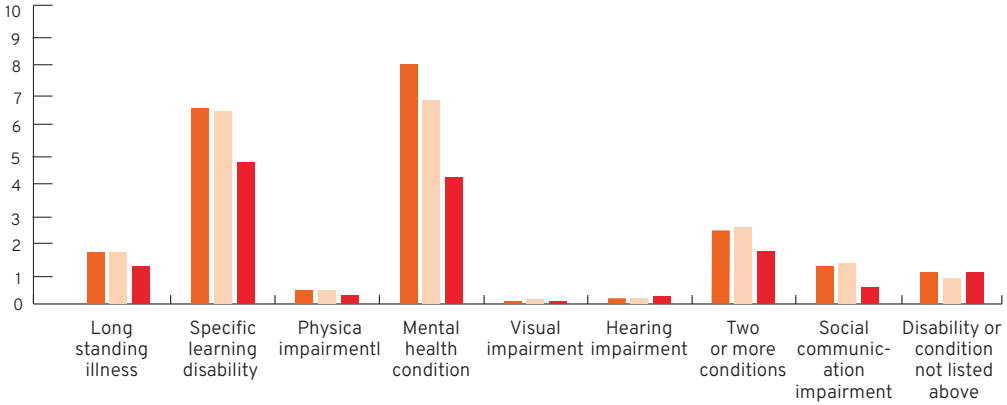
	UK	Non-UK	Full-time	Part-time	Cant-erbury	Medway	UG	PG	PGT	PGR
Not known	2.5	7.2	3	5.3	3.3	3.9	2.4	4.4	4.1	5
Other	2.6	3.2	2.3	5.8	2.5	5.1	2.4	3.9	4.1	3.3
White	59.1	25	51.83	52.5	51.2	37.51	55	41.7	32.7	61.5
BAME	35.9	65.1	43	36.5	43	53.6	40.2	50	59	30.29

Student balance by disability

Information presented has been sourced from HESA statistics, and not from Student Support and Wellbeing. Actual declared Kent figures may be higher, but HESA statistics allows for national comparison. Nationally, disability disclosure rates have nearly tripled since 2003-04 with Kent having followed a similar pattern (Graph 2.4b). The proportion of students at Kent declaring a disability, particularly those declaring a mental health condition, or a specific learning difficulty does now appear to be stabilising after the significant increase experienced in 2017-18, although the proportion at Kent declaring a disability remains significantly higher (21%) than the national benchmark (14.6%) across all areas, apart from other conditions (Graph 2.4a). This may indicate that students with disabilities view Kent as a supportive environment to study in with a good range of services to help students meet their potential. UK Undergraduate students continue to be the most likely to declare a disability (Graph 2.4c, a trend that is mirrored nationally). This does not mean that international or postgraduate students are less likely to have a disability, but that more targeted support work needs to be done with these groups to ensure that they feel confident in declaring and are accessing the help and support that they are entitled to. Nationally, students studying create arts and design courses are more likely to declare a disability than those studying business or management courses (with these courses also attracting a higher proportion of international students than the creative arts). It is therefore logical to assume that there would be similar trends experienced at Kent, and Divisions such as Humanities and Social Sciences, Computing Engineering and Mathematical Sciences and the Kent Business School should ensure that students are regularly signposted to support services and encouraged to take advantage of them.

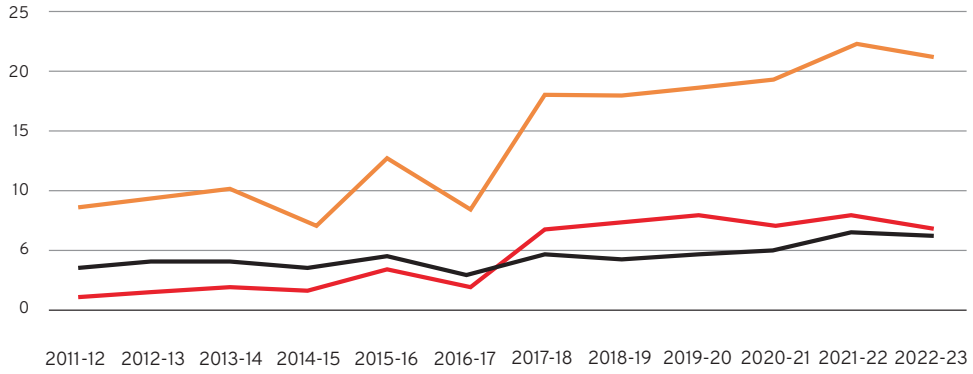
Nationally proportionally more disabled students who qualified in 2019-20 were unemployed than their non-disabled peers and a smaller share was in full time work.

Graph 2.4a Student disclosed disability



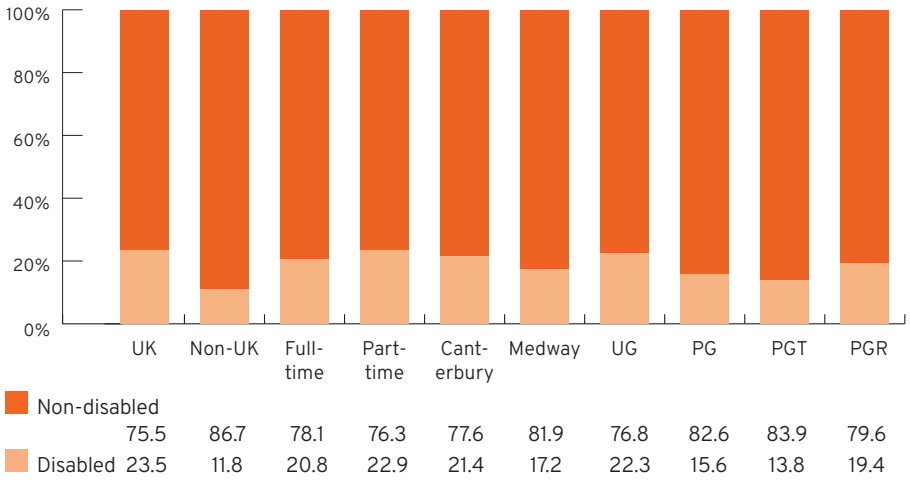
	Long standing illness	Specific learning disability	Physica impairmentl	Mental health condition	Visual impairment	Hearing impairment	Two or more conditions	Social communic-ation impairment	Disability or condition not listed above
Kent 21-22 %	1.8	6.6	0.5	8.1	0.1	0.2	2.5	1.3	1.1
Other 22-23 %	1.8	6.5	0.5	6.9	0.2	0.2	2.6	1.4	0.9
Benchmark %	1.3	4.8	0.3	4.3	0.1	0.3	1.8	0.6	1.1

Graph 2.4b Student tracked conditions over time



	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Disabled %	8.7	9.5	10.2	7.3	12.7	8.4	17.8	17.9	18.6	19.2	22.2	21.1
Mental health condition %	1.2	1.7	2	1.9	3.5	2	7	7.3	7.8	7.3	8.1	6.9
Specific learning difficulty %	3.8	4.2	4.4	3.9	4.6	3.2	4.8	4.5	4.8	5	6.6	6.5

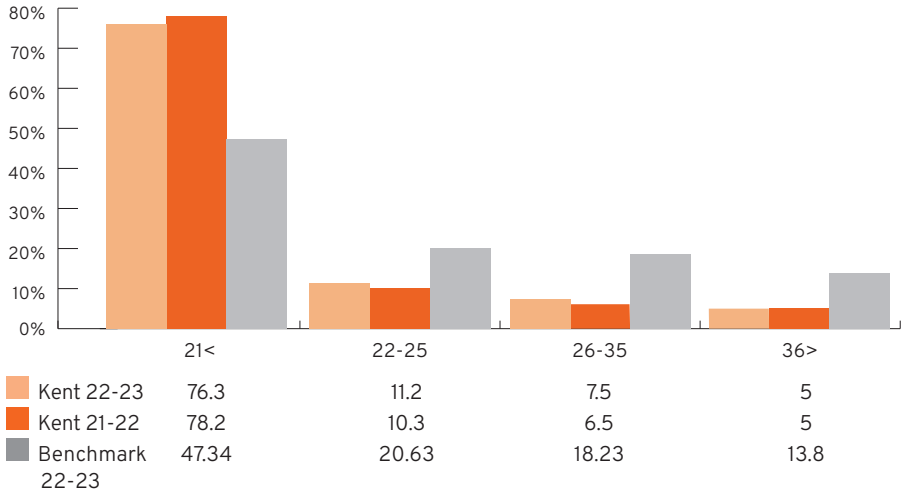
Graph 2.4c Disability in student group



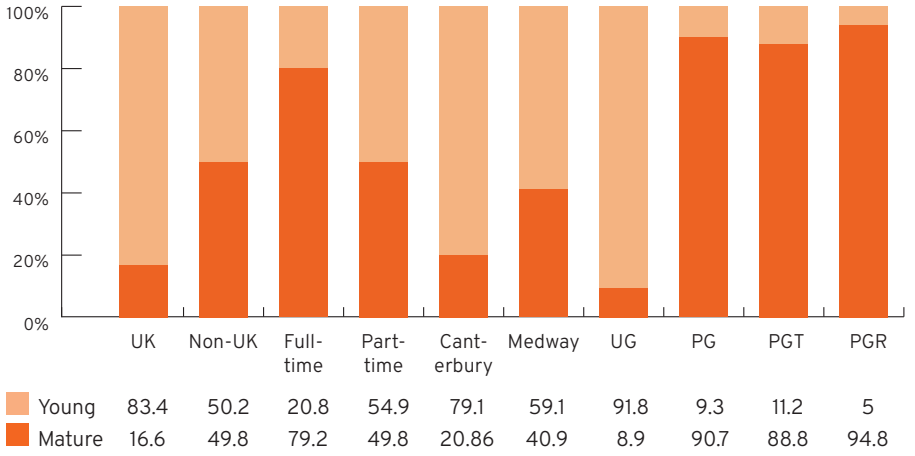
Student balance by age

Kent has a significantly younger population than the national benchmark, although the gap is slowly closing over time (Kent 2022-23 Mature 23.7%: Benchmark 52.7%, Graph 2.5a). This may be something to consider during Kent 2030 planning as mature student needs and demands from educational providers can be significantly different than their younger counterparts, with more demands on their time for family or work commitments or need for flexibility in their academic portfolio. This is particularly true for students on part–time course, non-UK students and, unsurprisingly, postgraduate students (Graph 2.5b). Nationally, there has been an upward trend of mature student numbers since 2017, with more than half of all students nationally now classifying as mature. Some of this may be explained by an increase in the number of HE providers in HESA records, with Further Education providers offering Higher Education programmes now being included rather than a genuine shift in the number of individuals coming to Higher Education as a mature student, but Kent should still monitor the population changes at a local level.

Graph 2.5a Student age distribution



Graph 2.5b Student groups by age

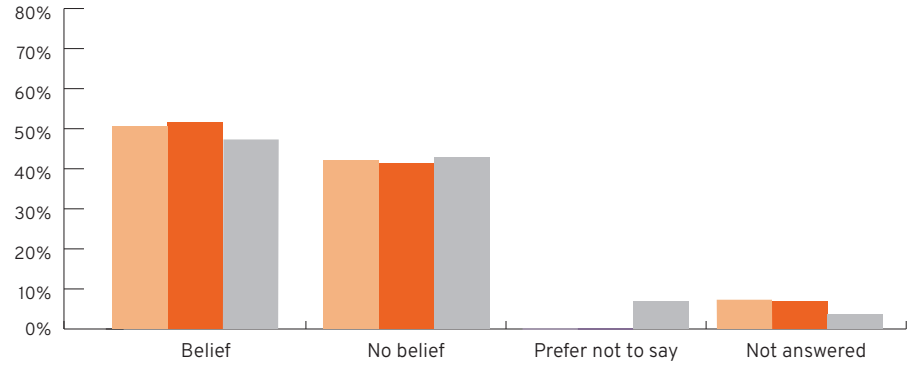


Student balance by religion and belief

As of 2017-18, it became mandatory for institutions to return data on religion and belief to HESA. Just under half of students (44.7%) nationally reported having no religion and Kent is in line with this national trend (Graph 2.6a).

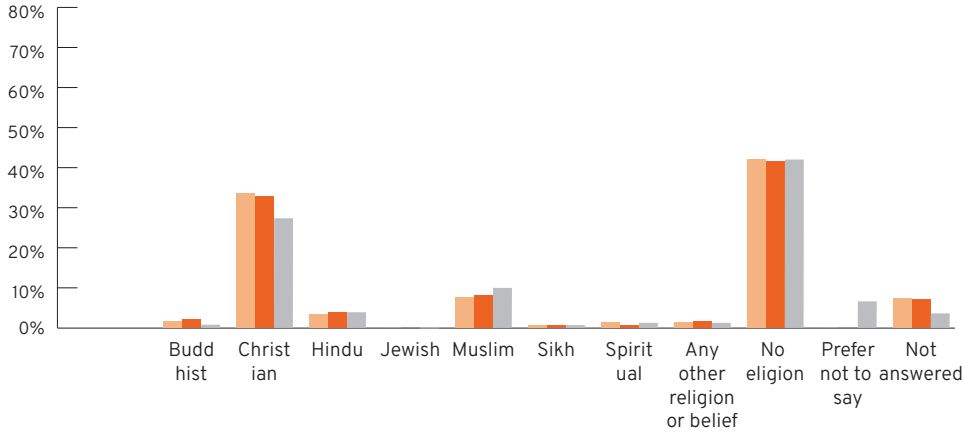
Nationally, around three in ten students (27.7%) were Christian and 10.3% were Muslim. Figures at Kent were higher for Christian students, potentially due to Canterbury being the centre of the Anglican faith, and slightly lower than the national benchmark for Muslim students (Graph 2.6b). Another potential explanation for the higher numbers of Christian students could be the higher proportion of BME and / or African heritage students at Kent, a considerable proportion of whom are active Christians. This theory would support the increased numbers of Christian students at the Medway site. There are several active Black churches and ministries at both sites and the Chaplaincy is leading work on developing relationships and better understanding the needs and requirements of these students with the aim of fostering a sense of belonging amongst these groups. Around one in 13 students refused to disclose information about their religion and belief. A higher proportion of UK domiciled students reported having no religion or being Christian compared to non-UK students, and a higher proportion of non-UK students were Buddhist, Hindu, Muslim, or Sikh compared to UK students (Graph 2.6c).

Graph 2.6a Student declared religion or belief amalgamated



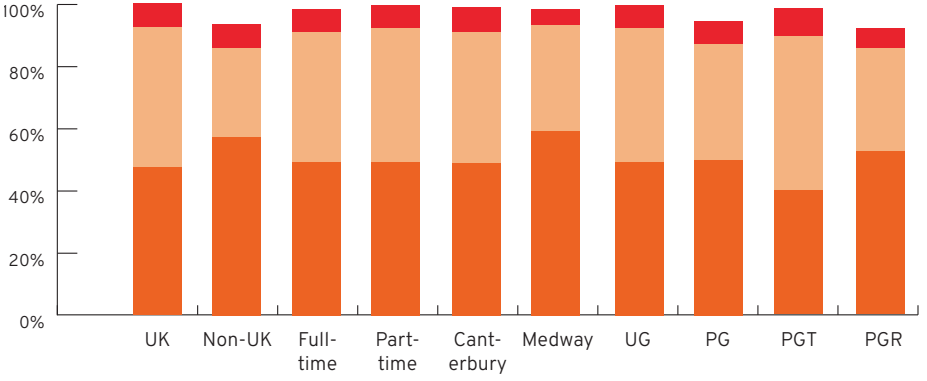
	Belief	No belief	Prefer not to say	Not answered
Kent 21-22	50.62	41.95	0.00	7.43
Kent 22-23	51.43	41.54	0.00	7.02
Benchmark	47.36	42.19	6.76	3.69

Graph 2.6(b) Declared religion of belief non-amalgamated



	Buddhist	Christian	Hindu	Jewish	Muslim	Sikh	Spiritual	Any other religion or belief	No eligion	Prefer not to say	Not answered
Kent 21-22	1.49	33.68	3.38	0.31	8.11	0.96	1.42	1.26	41.95	0.00	7.43
Kent 22-23	2.00	33.20	4.15	0.26	8.25	1.07	0.85	1.65	41.54	0.00	7.02
Benchmark	1.01	27.69	4.05	0.40	10.25	1.00	1.45	1.51	42.19	6.76	3.69

Graph 2.6c Student groups by religion or belief

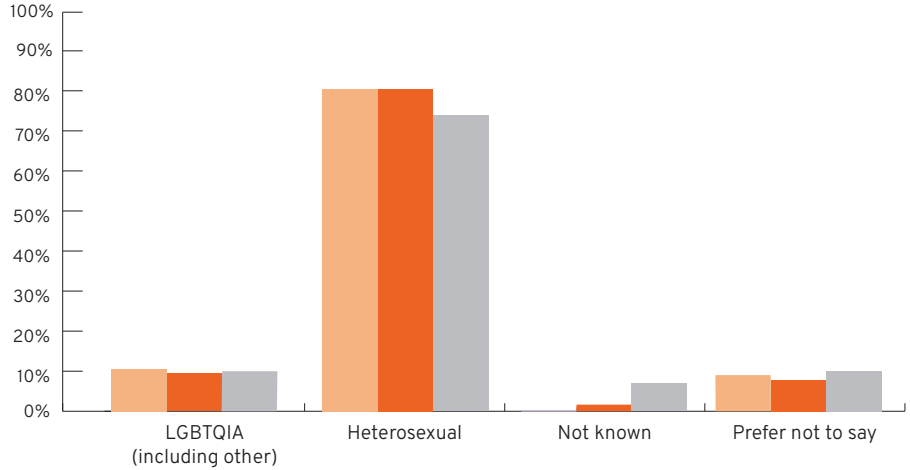


	UK	Non-UK	Full-time	Part-time	Cant-erbury	Medway	UG	PG	PGT	PGR
Not answered	6.85	7.66	7.00	7.16	6.85	4.75	6.96	7.30	8.73	6.65
No belief	44.99	28.74	41.38	42.75	42.44	33.91	42.38	38.07	49.61	32.78
Belief	47.41	56.97	49.46	49.29	48.72	58.83	49,62	48.51	39.90	52.45

Sexual orientation

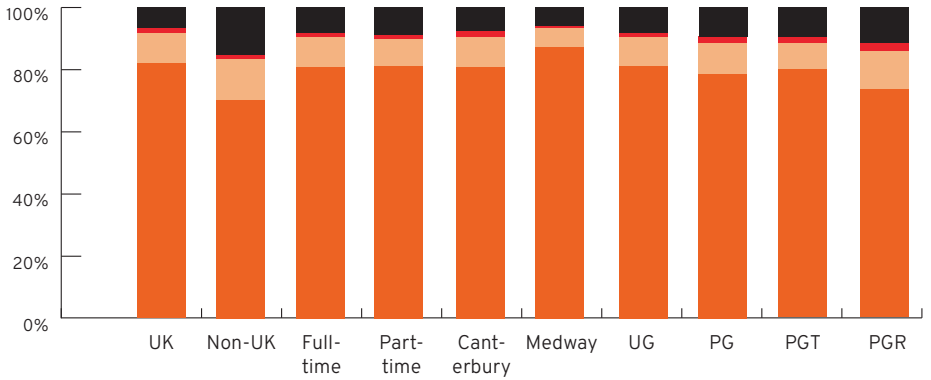
Of the students in institutions that returned sexual orientation data to HESA, 84.4% provided information, 9.7% refused to provide information and for 5.8% the data field was blank. Overall, sexual orientation information was unknown (blank) for 6.5% of all students in higher education. This proportion has dropped by 2.5 percentage points from the 2020/21 levels (9.0%). For the first time in 2023-24 since 2011, Kent is not in line with the national trend, with disclosure rates for sexual orientation decreasing. This may be a one-off year but will be monitored and action taken to raise awareness of the support facilities for LGBTQIA students to increase disclosure rates.

Graph 2.7.1a Student disclosed sexuality



	LGBTQIA (including other)	Heterosexual	Not known	Prefer not to say
Kent 21-22	10.09	80.56	0.06	9.29
Kent 22-23	9.46	80.49	1.15	8.44
Benchmark	10.00	73.82	6.51	9.68

Graph 2.7.1b Student groups by sexuality

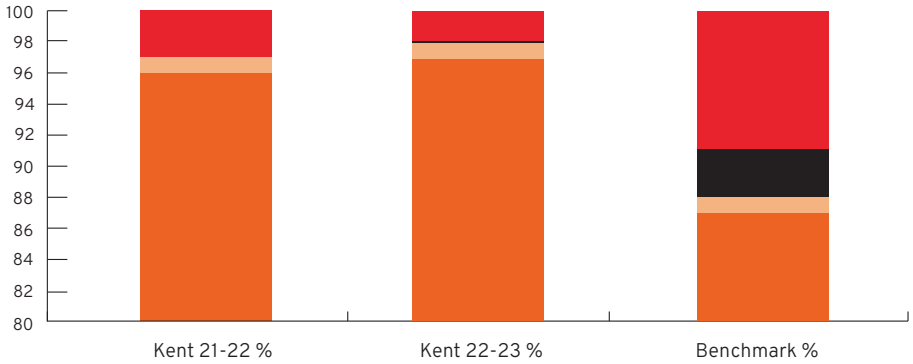


	UK	Non-UK	Full-time	Part-time	Cant-erbury	Medway	UG	PG	PGT	PGR
Prefer not to say	7.52	16.26	8.41	8.77	8.38	6.10	8.10	10.07	9.39	11.57
Not answered	1.21	1.27	1.17	0.95	1.14	0.39	1.02	1.69	1.74	1.57
LGBTQIA (inc other)	9.52	12.46	10.11	8.72	10.49	5.84	9.44	9.95	8.45	13.24
Heterosexual	81.1	70.01	80.31	81.56	79.99	87.67	81.44	78.29	80.42	73.63

Gender identity

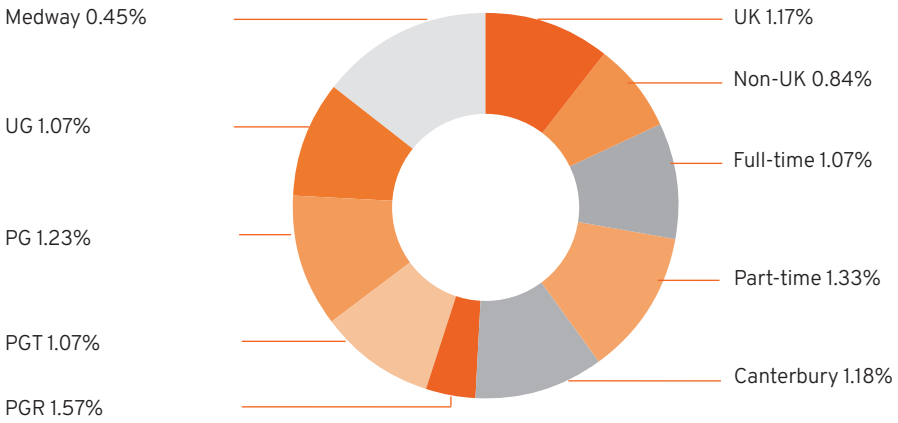
Nationally, student disclosure rates in returning institutions in 2021-22 were higher than those noted in 2020-21. Of the students in institutions that returned trans status information to HESA, 90% provided information, compared to 84.1% in 2020-21. At Kent, disclosure rates continue to rise year on year, although they are significantly higher at Canterbury than at Medway (Graph 2.7.2b). This may be a side effect of the variance in support available for transgender and non-binary students between campuses. It is also worth noting that of all the students supported by the Gender Affirmation Fund in the 2022-23 and 2023-24 academic years, none were from the Medway campus despite targeted marketing.

Graph 2.7.2a Student balance by gender



	Kent 21-22 %	Kent 22-23 %	Benchmark %
No known	3.03	1.97	8.91
Prefer not to say	0	0.05	3.02
No	0.99	1.1	1.03
Yes	95.98	96.88	87.03

Graph 2.7.2b Gender identity in student groups, 'No' answers



Student attainment and progression by socio-economic background

White working-class males

NB: White working-class males is not a defined category, and there are no national statistics available to compare against. To establish a baseline for data, three separate classifications have been used for the student data analysis:

1 POLAR code classification
2 Postcode classification as defined by the IMD 2019 data (the lower the number, the greater the deprivation, with 0 having the lowest socio-economic opportunities and 10 the most. Note that this is a generalisation, and each student will have their own circumstances.
3 Parental Education background.

Due to small numbers across some classifications, First and 2(1) data has been combined (as a 'good' degree) and 2(II) and Third data has been combined. Both polar code and postcode classifications have been combined into groups of escalating levels of socio-economic privilege.

Where numbers are <5 they have been redacted from the analysis and show as 0%.

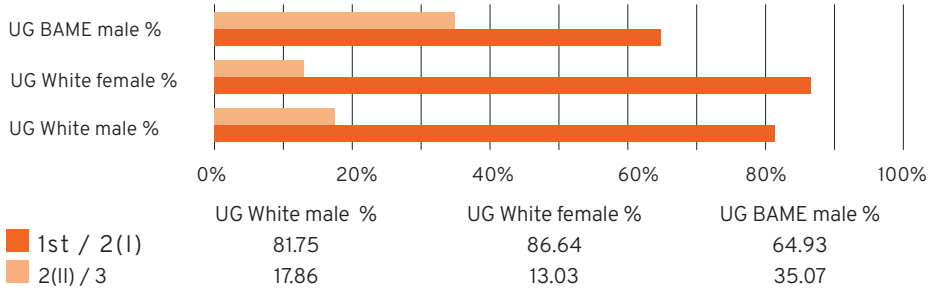
Data encompasses one year only (2021-22), and it is impossible to say at this stage if the data represents a true snapshot of the attainment and progression of White males or if this is a one-off year. It is recommended that at least five years' worth of data is collected and monitored to assess trends.

Undergraduate attainment analysis

For reference there were 3899 UK domiciled completers in 2021-22. White female and BAME male have been selected for benchmarking against the White male UK domiciled working class data set.

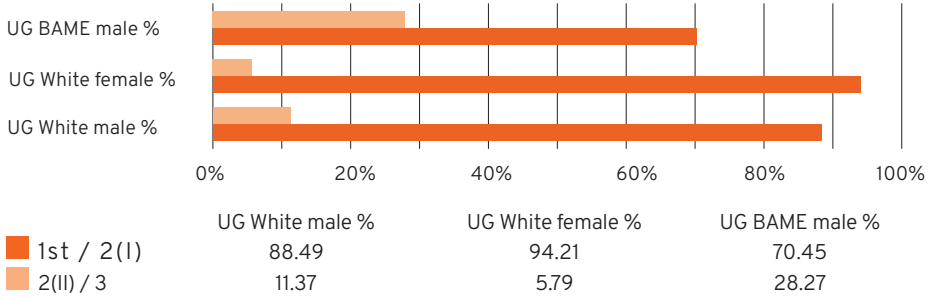
- 1080 identified as White male (27.7% of the above population)
- 1217 identified as White female (31.2% of the above population)
- 643 identified as BAME male (16.5% of the above population)

Graph 2.8.1a POLAR quintile attainment data 1-2 UG



	UG White male %	UG White female %	UG BAME male %
1st / 2(I)	81.75	86.64	64.93
2(II) / 3	17.86	13.03	35.07

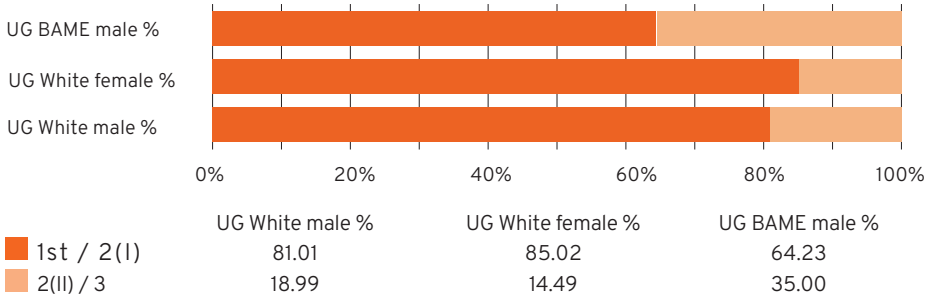
Graph 2.8.1b POLAR quintile attainment data 3-5 UG



	UG White male %	UG White female %	UG BAME male %
1st / 2(I)	88.49	94.21	70.45
2(II) / 3	11.37	5.79	28.27

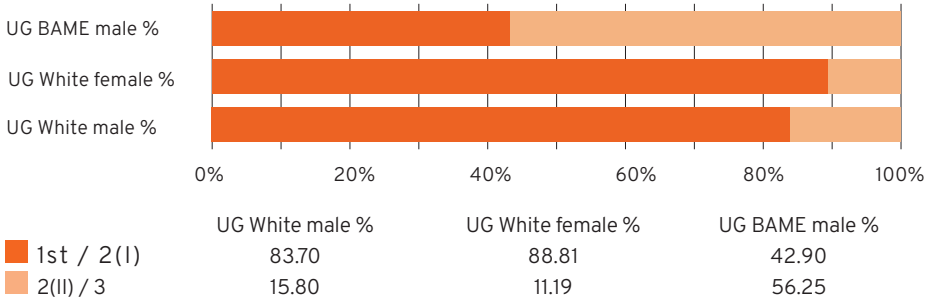
- There is a clear variance between the attainment of students from different ethnic backgrounds and POLAR codes, with UG White females from Quintiles 3-5 being the most likely to graduate with a 1st or 2.1 (94.21%) compared to UG BAME males from Quintiles 1-2 being the least likely to graduate with a 1st or 2.1 (64.93%).
- UG White males only slightly underperform their White Female counterparts, regardless of Quintile and are significantly more likely to outperform their BAME male counterparts, regardless of Quintile.
- Across the board, being from a higher Quintile means a student is more likely to graduate with a 1st or 2.1, with UG White females seeing the biggest advantage (7.57%), followed by White males (6.74%) and then BAME males (5.52%).

Graph 2.8.1 IMD postcode attainment data 0-3 UG



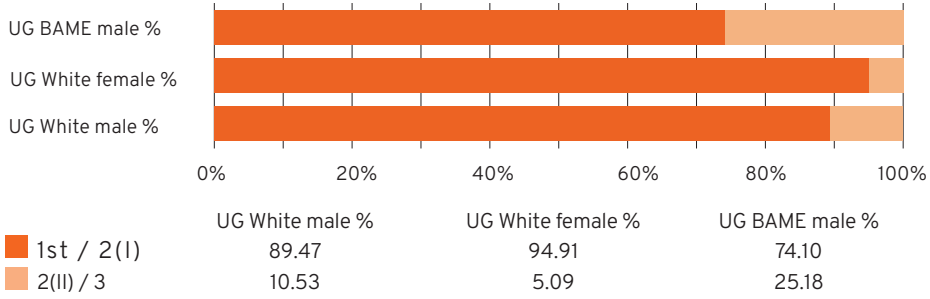
	UG White male %	UG White female %	UG BAME male %
1st / 2(I)	81.01	85.02	64.23
2(II) / 3	18.99	14.49	35.00

Graph 2.8.1d IMD postcode attainment data 4-7 UG



	UG White male %	UG White female %	UG BAME male %
1st / 2(I)	83.70	88.81	42.90
2(II) / 3	15.80	11.19	56.25

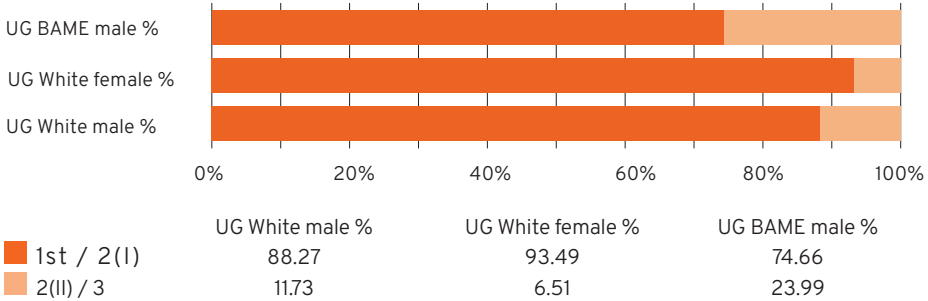
Graph 2.8.1e IMD postcode attainment data 8-10 UG



	UG White male %	UG White female %	UG BAME male %
1st / 2(I)	89.47	94.91	74.10
2(II) / 3	10.53	5.09	25.18

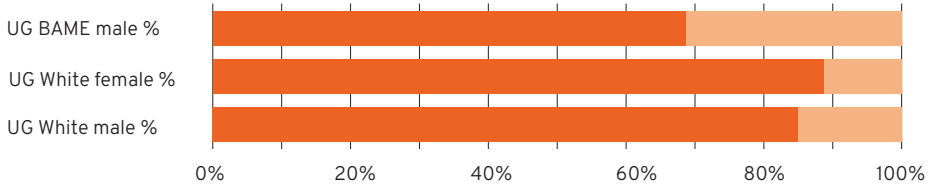
- There is a clear variance between the attainment of students from different ethnic backgrounds and IMD postcodes, with UG White females from postcodes 8-10 being the most likely to graduate with a 1st or 2.1 (94.91%) compared to UG BAME males from postcodes 4-7 being the least likely to graduate with a 1st or 2.1 (42.9%).
- Interestingly, UK BAME males from mid-level income postcodes (4-7) are underperforming compared to their counterparts from low-level income postcodes (0-3), perhaps indicating that once BAME males from the highest areas of socio-economic deprivation access higher education, they are more driven to succeed and / or have access to greater levels of support (financial grants, peer and family support, HE support) compared to their peers who come from slightly higher areas of affluence who may have less access to grants and other funding or support opportunities, and therefore may be required to work more hours to financially support themselves.
- UG White males only slightly underperform their White Female counterparts, regardless of IMD Postcode and are significantly more likely to outperform their BAME male counterparts, regardless of IMD Postcode.
- There does not appear to be significant disadvantage for White males from lower IMD postcodes, with 81.01% of White males from postcodes 0-3 graduating with a 1st or 2.1, compared with 89.47% of White males from postcodes 8-10.

Graph 2.8.1e Parent has an HE qualification UG attainment



	UG White male %	UG White female %	UG BAME male %
1st / 2(I)	88.27	93.49	74.66
2(II) / 3	11.73	6.51	23.99

Graph 2.8.1f parent does not have an HE qualification UG attainment



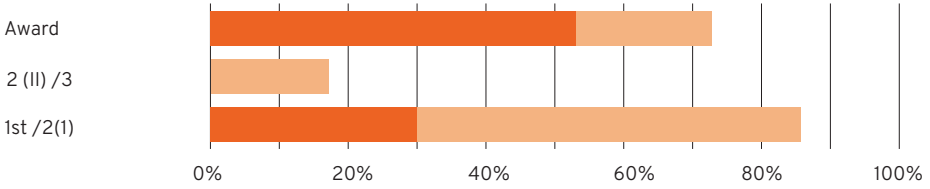
	UG White male %	UG White female %	UG BAME male %
1st / 2(I)	84.65	88.53	68.81
2(II) / 3	14.85	11.28	30.28

- There is a variance between the attainment of students from white and BAME backgrounds and Parental Level of Education, with UG White females who have a parent with an HE Qualification being the most likely to graduate with a 1st or 2.1 (93.49%) compared to UG BAME males who do not have a parent with an HE Qualification being the least likely to graduate with a 1st or 2.1 (68.81%).
- Across the board, parental level of education does not appear to trigger a significant difference for students from different ethnic backgrounds and good degree attainment, with White males being 3.62% more likely to graduate with a 1st or 2.1 if they have a parent with an HE qualification compared to 4.96% for White females and 5.85% for BAME males.

2.8.2 Postgraduate attainment analysis

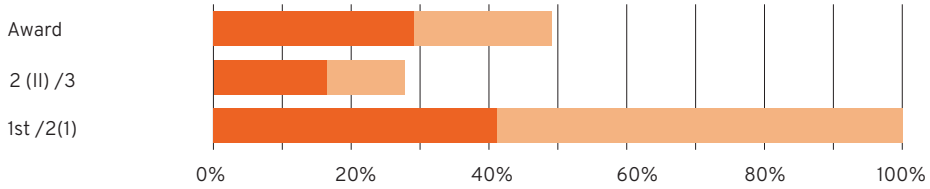
At a Postgraduate level the Male BAME student numbers have been redacted from the analysis due to the volume of students included being below the threshold required. This in itself says that, compared to White student postgraduate numbers, BAME postgraduate numbers, whilst increasing annually as per the Ethnicity (2.3) analysis, are still significantly lower.

Graph 2.8.2a POLAR quintile 1-2 PG attainment



	1st / 2(I)	2(II) / 3	Award
PG White male %	30.00	0.00	53.33
PG White female %	55.77	17.31	19.23

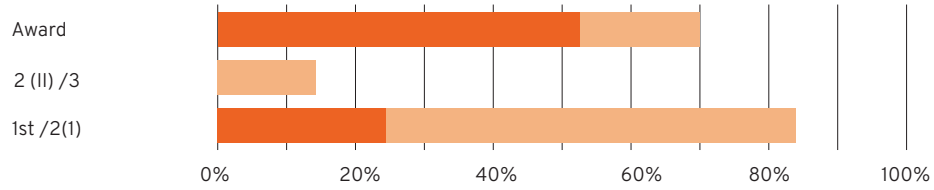
Graph 2.8.2b POLAR quintile 3-5 PG attainment



	1st / 2(I)	2(II) / 3	Award
PG White male %	40.86	17.20	29.03
PG White female %	57.89	10.53	20.18

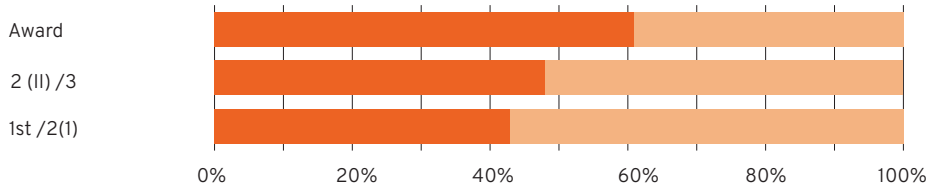
- At a postgraduate level, White males from Quintiles 1 and 2 are 25% less likely than White females to graduate with a 1st or 2.1. Numbers of White males graduating with a 2.2 or Third were too low to be included in the analysis.
- 83.33% of White males from Quintile 1 and 2 achieved a postgraduate award, compared to 82.32% of White females. This moved to 87.09% of White males from Quintiles 0-3, indicating that White males from higher socio-economic Quintiles were more likely to achieve a postgraduate Award. Interestingly, the number of White females from higher Quintiles achieving an award fell to 88.6%, perhaps indicating that White females are more likely than White males to take advantage of the support provisions in place for students.

Graph 2.8.2c IMD postcode 0-3 PG attainment



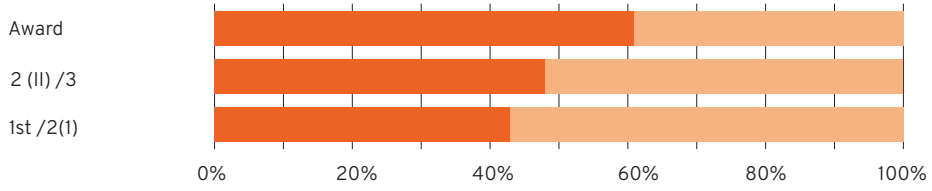
	1st / 2(I)	2(II) / 3	Award
PG White male %	23.81	0.0	52.38
PG White female %	60	14.29	17.14

Graph 2.8.2d IMD postcode 4-7 PG attainment



	1st / 2(I)	2(II) / 3	Award
PG White male %	42.37	11.86	33.90
PG White female %	56.25	12.50	21.25

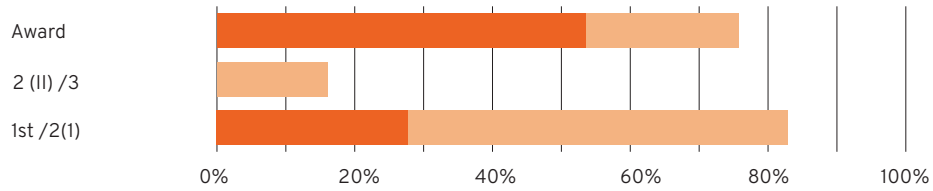
Graph 2.8.2d, IMD postcode 8-10 PG attainment



	1st / 2(I)	2(II) / 3	Award
PG White male %	40.00	22.22	28.89
PG White female %	56.86	11.76	19.61

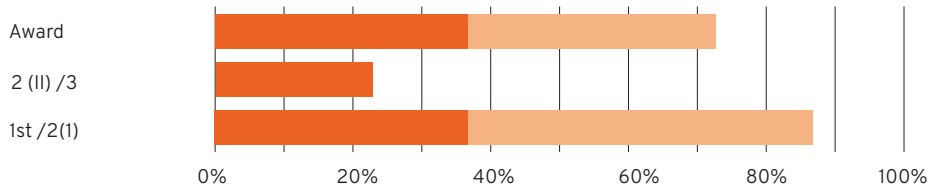
- 76.19% of White males from IMD postcodes 0-3 achieved a postgraduate award compared to 88.13% of White males from IMD postcodes 4-7 and 91.1% of White males from IMD postcodes 8-10, indicating a potential correlation between socio-economic advantage and attainment.
- Across all IMD postcode groupings White female students outperformed White male students for 1st / 2.1 Awards. This was particularly stark for students from IMD postcode groupings 0-3.

Graph 2.8.2 Parent has an HE qualification PG attainment



	1st / 2(I)	2(II) / 3	Award
PG White male %	28.13	0.00	53.13
PG White female %	55.10	16.33	22.45

Graph 2.8.2f Parent does not have an HE qualification PG attainment



	1st / 2(I)	2(II) / 3	Award
PG White male %	37.14	22.86	37.14
PG White female %	50.00	0.00	35.71

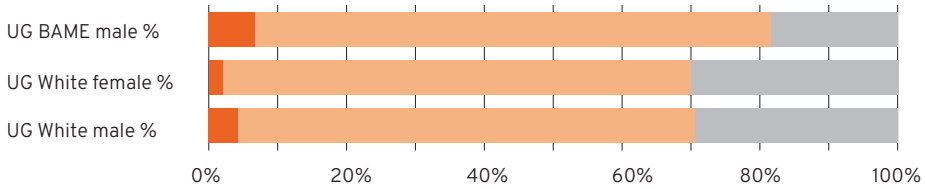
- Parental level of education appears to have little influence on the attainment of students at a postgraduate level with 28.13% of White males achieving a 1st or a 2.1 and 81.26% of White male students achieving an award who did have a parent with an HE qualification, compared with 37.14% of White males achieving a 1st or 2.1 and 97.14% of White male students achieving an award who did not have a parent with an HE Qualification.

Undergraduate progression analysis

Note that progression data is not by headcount but by entries as some students could have multiple different entries (for example if they failed, resat and passed in the same year). FTE data is available but would result in duplicate student numbers, distorting the results.

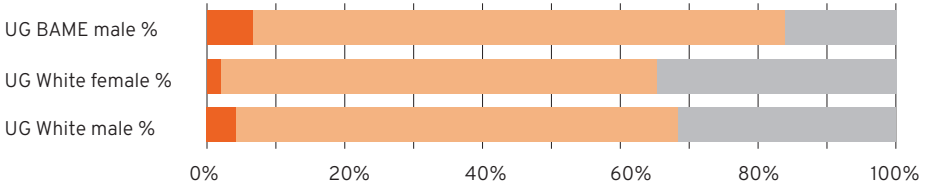
For reference: This dataset has 13708 continuation data entries for 12153 unique students for the 21-22 academic year.

Graph 2.8.3a Polar quintile 1-2 UG progression



	UG White male %	UG White female %	UG BAME male %
<40	4.41	2.51	6.96
40-69	66.59	67.88	75.00
>70	29.00	29.61	18.04

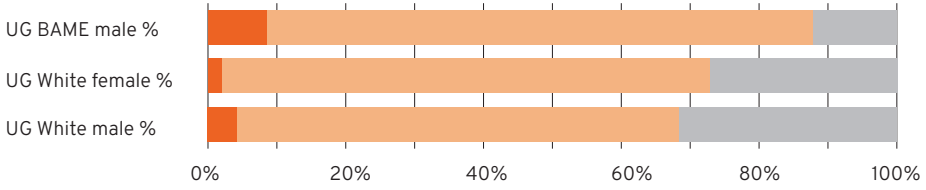
Graph 2.8.3b Polar quintile 3-5 UG progression



	UG White male %	UG White female %	UG BAME male %
<40	2.47	1.87	7.25
40-69	65.84	63.40	76.31
>70	31.69	34.73	16.44

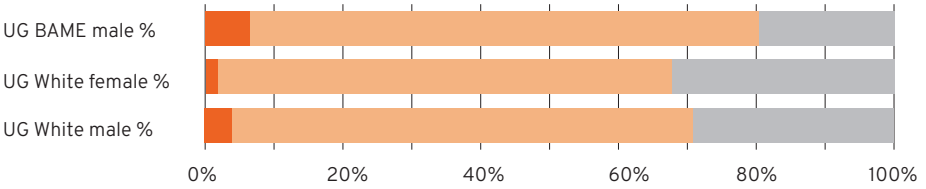
- At an undergraduate level, White male students from Quintiles 1-2 are less likely than their female counterparts to progress, but more likely than their BAME counterparts to progress. This remains the same for students from Quintiles 3-5 although White males are marginally more likely to achieve over 70% if they are from a higher socio-economic background (31.69%) than a lower one (29%).
- White Male and Female Students from all Quintiles outperform their BAME counterparts.

Graph 2.8.3c IMD postcode 0-3 UG progression



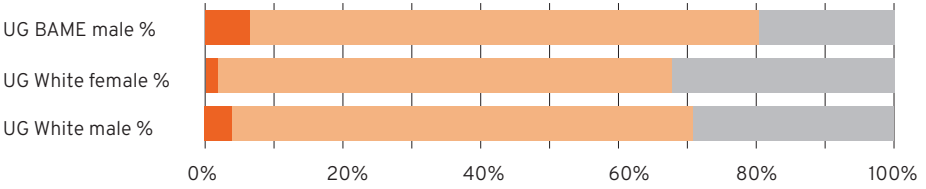
	UG White male %	UG White female %	UG BAME male %
<40	4.79	2.58	8.77
40-69	64.27	70.71	79.33
>70	30.94	26.71	11.90

Graph 2.8.3d IMD postcode 4-7 UG progression



	UG White male %	UG White female %	UG BAME male %
<40	4.07	1.89	6.48
40-69	67.07	66.15	74.18
>70	28.87	31.96	19.34

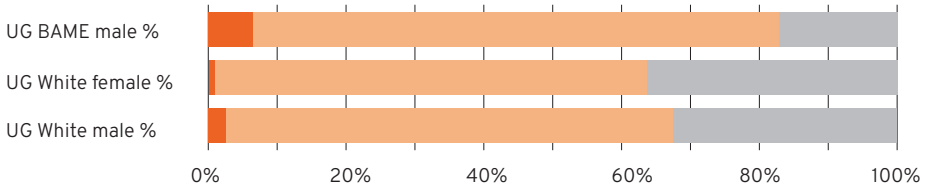
Graph 2.8.3e IMD postcode 8-10 UG progression



	UG White male %	UG White female %	UG BAME male %
<40	2.87	2.01	5.20
40-69	64.93	60.6	72.40
>70	32.20	37.38	22.40

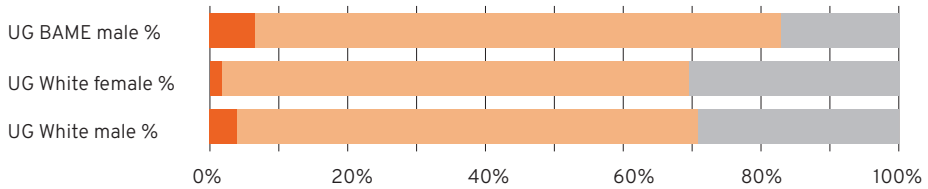
- White male students from IMD postcodes 0-3 were more likely to score 70 or over (30.94%) than their White Female (26.71%) and BAME (11.9%) counterparts.
- White male studentsfrom IMD postcodes 4-10 were less likely to score 70 or over than their White female counterparts, but more likely than their BAME counterparts.
- White male students from IMD postcodes 8-10 were less likely to achieve below 40 (2.87%) than their counterparts from IMD postcodes 0-3 (4.79%) and IMD postcodes 4-7 (4.07%).

Graph 2.8.3f Parent has an HE qualification UG progression



	UG White male %	UG White female %	UG BAME male %
<40	2.95	1.50	6.78
40-69	64.95	62.92	76.48
>70	32.10	35.58	16.74

Graph 2.8.3g Parent does not have an HE qualification UG progression



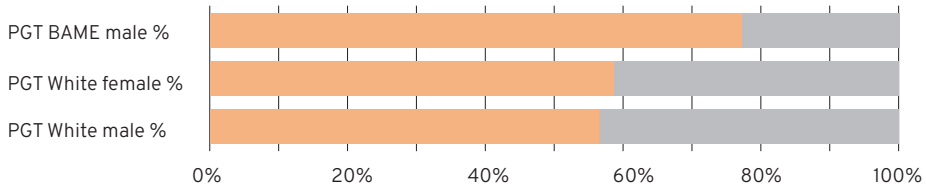
	UG White male %	UG White female %	UG BAME male %
<40	4.07	2.28	6.60
40-69	66.44	66.91	76.06
>70	29.49	30.81	17.33

- White Male students whose parents do not have an HE qualification are nearly twice as likely (2.94%) to score under 40 than those who have a parent with an HE Qualification (4.07%) and slightly more likely to score over 70 (32.1%: 29.5%).
- The impact of parental level of qualification is highest for White female students who are nearly 5% points to score 70 or above if they have a parent with an HE qualification.

Postgraduate taught progression analysis

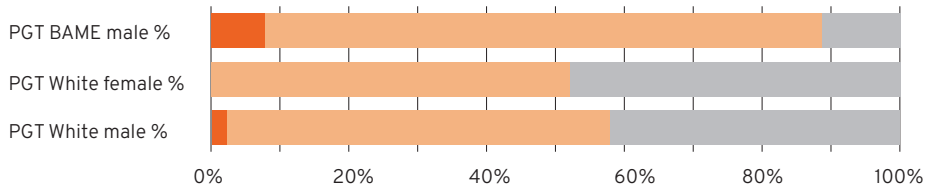
Numbers are much lower for this analysis due to the removal of all PGR students. Where numbers are below five they have been redacted.

Graph 2.8.4a Polar quintile 1-2 PGT progression



	PGT White male %	PGT White female %	PGT BAME male %
<40	0.00	0.00	18.87
40-69	56.41	59.09	77.36
>70	39.32	38.96	17.33

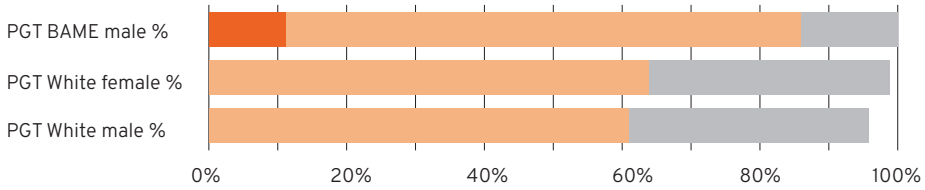
Graph 2.8.4b Polar quintile 3-5 PGT progression



	PGT White male %	PGT White female %	PGT BAME male %
<40	2.34	0.00	7.95
40-69	55.85	52.33	80.68
>70	41.81	46.89	11.36

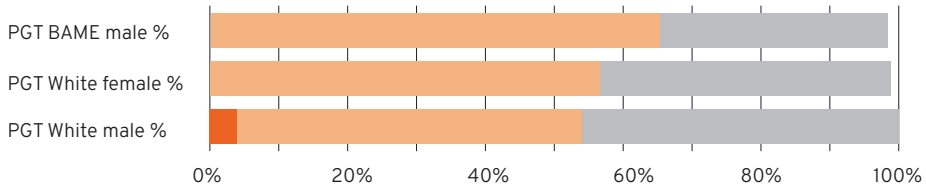
- White students are more likely to score 70 and above than their BAME counterparts across all Quintiles.
- White students from higher Quintiles are more likely than White students from lower Quintiles to score 70 and above.
- Male students from lower Quintiles outperform both their White Female and BAME counterparts.

Graph 2.8.4c IMD postcode 0-3 PGT progression



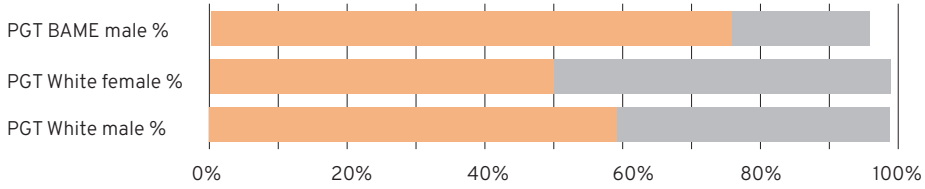
	PGT White male %	PGT White female %	PGT BAME male %
<40	0.00	0.00	10.94
40-69	61.33	64.13	75.00
>70	34.67	34.78	14.06

Graph 2.8.4d IMD postcode 4-7 PGT progression



	PGT White male %	PGT White female %	PGT BAME male %
<40	4.14	0.00	10.94
40-69	50.30	56.60	65.28
>70	45.56	42.26	33.33

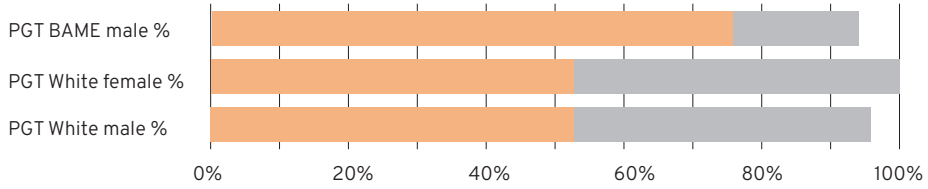
Graph 2.8.4e IMD postcode 8-10 PGT progression



	PGT White male %	PGT White female %	PGT BAME male %
<40	0.00	0.00	0.00
40-69	59.20	49.49	76.00
>70	39.66	49.49	20.00

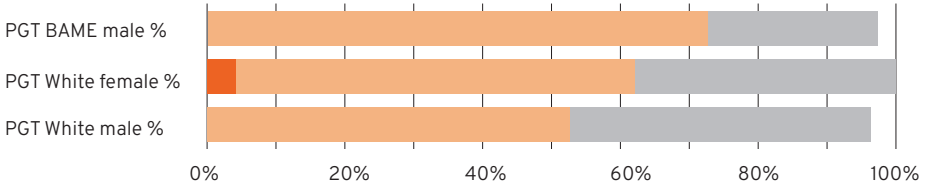
- There is little variance between White male and White female student progression across lower IMD postcodes, however this gap widens at the highest level of socio-economic benefit, with 49.49% of White female students from IMD postcodes 8-10 scoring 70 or above compared with 39.66% of White males.
- All White students from all IMD postcodes significantly outperform their BAME counterparts, with the gap widest for students scoring 70 and above at IMD levels 0-3 (White Male 34.7%: White Female 34.8%: BAME Male 14.1%) and IMD levels 8-10 (White male 39.7%: White female 50%: BAME male 20%).

Graph 2.8.4f Parent has an HE qualification PGT progression



	PGT White male %	PGT White female %	PGT BAME male %
<40	0.00	0.00	0.00
40-69	53.00	52.67	75.56
>70	43.00	47.33	17.78

Graph 2.8.4g Parent does not have an HE qualification



	PGT White male %	PGT White female %	PGT BAME male %
<40	0.00	4.10	0.00
40-69	52.58	58.20	72.73
>70	43.30	37.70	24.24

- Parental level of qualification has no impact for White male students scoring 70 and above.
- There is a positive impact for White female students who have a parent with an HE qualification and a negative impact for BAME students

APPENDIX 2 – SURVEY DATA

A full list of staff surveys can be found on the Staff Survey SharePoint pages. A summary of key, relevant staff and student surveys and any pertinent EDI information is available below.

All Staff Survey 2023

The People and Culture Strategy includes a vision to create an environment where people are proud to say they work at Kent, that they can develop a career within a positive, supportive, and inclusive working environment; they have a sense of belonging; feel valued, trusted, and respected; and know that wellbeing and performance are given equal importance. To help assess the Institutions current position, an all-staff survey was run from 14 September 2023-12 October 2023. The response rate was 44% of substantive staff.

Key staff wellbeing headlines from the survey are as follows:

- Total Wellbeing Score: 84% positive response rate against a target of 75%. The score is comprised of eight questions (based on the Psychological Wellbeing Scale of Ed Diener and Robert Biswas-Diener, Jan. 2009)
- I lead a purposeful and meaningful life 80%
- My social relationships are supportive and rewarding 87%
- I am engaged and interested in daily activities 82%
- I actively contribute to the happiness and wellbeing of others 91%
- I am competent and capable in the activities that are important to me 93%
- I am a good person and I live a good life 89%
- I am optimistic about my future 68%
- People respect me 80%

An additional two questions pertained to the People and Culture Strategy Health and Wellbeing area of focus, and the results from the All-Staff Survey are as follows:

- I can have a wellbeing conversation with my line manager if I need it 75%
- I feel that the University values my wellbeing 29%

The results were discussed in Executive Group in January 2024. Divisions and Directorates will be receiving area reports for their specific results, and area Senior Leadership Teams will need to develop localised action plans that will be centrally monitored to address any areas of concern.

REC staff and student surveys

Our two surveys for the Race Equality Charter have been used for informing our REC application with actions that fall along the data and sentiment felt across stakeholder input and to bolster wider university work by linking them through the Anti-racism Strategy.

We are looking to futureproof and integrate the REC questions in the surveys in the Kent Staff Survey to allow us to keep a measure for race equality measure involved in our general cycle of work for keeping race equality a priority without additional survey fatigue and keep on top of our REC actions and KPIs.

BME Student Voices Survey and interactions

The Black Student Voices Project Report highlights 1100 individual pieces of ethnographic data, which answers three research questions: what are the challenges faced and/or perceived by Black students at the University of Kent? What are the opportunities available for and/or perceived by Black students at the University of Kent? And how do these challenges and opportunities manifest for different intersections in the Black student population? The project utilised a mix of individual interviews, focus groups, and participant observations.

A total of 1140 student interactions were achieved with forty-seven student interviews conducted. Six key themes emerged from the research: Racial and Ethnic Diversity, Community, Performative Allyship, Academia and Curricula, Racism, and Threats to Stability.

The report summaries the fieldwork conducted by the student researchers across the academic year 2021-22 and created 12 recommendations for Kent Union and the University of Kent to uphold.

Living Black at University Accommodation Exit Survey

As the Living Black at University report is a national piece of work, the University wanted to ensure that the work we do is relevant for our student body at Kent, so we included the original research questions in our 2022-23 end of year residential student survey. The response rate was high (20% of residential students, 849 complete responses), demonstrating that students are engaged and open to this discussion.

The University compared our findings with those in the original Living Black Report, as well as comparing with qualitative data collected by both our EDI team and Kent Union via the Black Student Voice Project research. This has enabled the Living Black Group to be confident that the work that is being undertaken is targeting the areas at Kent where the greatest impact is anticipates.

Moving forward the Living Black at University Accommodation Exit Survey will be repeated annually, with progress and trends monitored and reported on so that the impact of initiatives can be measured. The aim is to bring the results and findings into the umbrella of the Anti-Racism Strategy.

Diverse Cymru Staff Survey

As part of its commitment to undertaking the Diverse Cymry Certificate in Cultural Competency (see Pillar 3), all staff in Student Services were surveyed to assess the current base level of cultural competency within the Directorate. A total of 42 staff responded, answering questions across the following key areas:

- environment, policy, and procedure
- management and organisational commitment
- consultation/communication
- cultural competence
- wider equality understanding
- outcomes and engagement
- personal attributes

These results were analysed by the Diverse Cymru Monitoring Group and used to develop the Student Services Cultural Competency Action Plan 2024.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