

Redacted Version

Redactions have been made in this public version of the submission in order to protect confidentiality. Narrative, images data or tables revealing sensitive, unpublished information that could be linked to an individual have been removed. These alterations may have caused some variance in original page numbers

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Application Details

University of Kent

The Registry, University of Kent, Canterbury, Kent, CT2 7NZ

Level of award application: Bronze

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Word Count: 14,064

Glossary

Word Count: 433

Racially Minoritised is used in line with Kent's Anti-Racism Strategy. 'BAME' is used specifically for data.

Numbers 1-4 (inclusive) replaced with 0.

Data analysis was staggered over the application period. 3 years of most recent data has been provided where available and complete. Explanations are provided where this is not the case.

Quotations from:

- BAME All Staff Survey
- REC All Staff Survey
- REC Student Survey
- Black Student Voices Project
- Staff training workshops

Acronym	Title
ACE	Academic Coaching for Excellence
AES	Academic Excellence Scholarship
AFS	Associate Fellow Scheme
ARS	Anti Racism Strategy
ArtsHums	Division of Arts and Humanities
AS	Academic Staff
ASPP	Academic Strategy, Planning and Performance Board
BAME	Black, Asian, and Minority Ethnic
BSV	Black Student Voices
CEMS	Division of Computing, Engineering and Mathematical Sciences
CSHE	Centre for the Study of Higher Education
COP	Code of Practice
DDod	Deputy Director of Division
DoD	Director of Division
DM	Diversity Mark
DMO	Diversity Mark Officer
DO	Development Officer
DVC	Deputy Vice Chancellor
ECR	Early Career Researcher
ED	Education Directorate
EDI	Equality, Diversity, and Inclusion
EDI AP	EDI Action Plan
E&E	Effectiveness and Efficiency
E&SE	Education and Student Experience
EIA	Equality Impact Assessment
EG	Executive Group
EM25	Education Modernisation 25
EORR	Equality of Opportunity Risk Register

EPA	Equal Pay Audit
FT	Full Time
GRC	Graduate Researcher College
HPL	Hourly Paid Lecturer
HR	Human Resources
HSS	Division of Human and Social Sciences
IMD	Indices of Multiple Deprivation
IRD	Independent Research Plan
JSNCC	Joint Staff Negotiation and Consultancy Committee
KBS	Kent Business School
KMMS	Kent and Medway Medical School
KLS	Kent Law School
KU	Kent Union (Students' Union)
LBF	Leadership Behaviours Framework
LBU	Living Black at University
LSSJ	Division of Law, Society and Social Justice
NATS	Division of Natural Sciences
OfS	Organising for Success
PCS	People and Culture Strategy
PG / PGR / PGT	Postgraduate / Postgraduate Research / Postgraduate Taught
PGCHE	Postgraduate Certificate in Higher Education
PMO	Project Management Office
PSS	Professional Service Staff
PT	Part Time
REF	Research Excellence Framework
REF EDAP	REF Equality and Diversity Advisory Panel
R&I	Research and Innovation
RM	Racially Minoritised
RPD	Review, Plan, Develop
RTPP	Reflective Teaching Practices Programme
SLAS	Student Learning Advisory Service
SLT	Senior Leadership Team
SMSAS	School of Mathematics, Statistics and Actuarial Science
SS	Student Success
SSPSSR	School of Sociology, Social Policy, and Social Research
SST	Student Success Team
SSW	Student Support and Wellbeing
TEF	Teaching Excellence Framework
UCU	University and College Union (Trade Union)
UG	Undergraduate
UFLT	Unit for the Enhancement of Learning and Teaching
UOA	Unit of Assessment
UPC	University Promotion Committee
VC	Vice Chancellor
WAM	Workload Allocation Model
WAF	Workload Allocation Framework
WP	Widening Participation

1. Letter of endorsement from Vice-Chancellor

Word Count: 1652



Professor Georgina Randsley de Moura
Acting Vice-Chancellor

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18 July 2024

Dear Anne Mwangi and members of the panel

As Acting Vice-Chancellor of University of Kent, Chair of the Race Equality Charter (REC) Self-Assessment Team (SAT) and Executive champion for EDI, I wholeheartedly endorse our REC application and thank our SAT for their outstanding contributions. It has been a privilege to get to know those involved as work progressed. Our communities have worked to advance our thinking and approach to antiracism at Kent. I extend my thanks to every individual who has given time and emotional labour to this project; their commitment and generosity is humbling. We will take forward the actions designed to drive changes that fundamentally promote antiracism and address systemic challenges.

In the work of the RECSAT, there have been moments that will always stick with me. As we scrutinised staff data on application, hiring, retention and promotion it became immediately clear that our progress could not wait. We have an Academic Career Map in place, but data showed that this was not addressing the challenges as comprehensively as had been anticipated. I therefore took immediate action, with the Executive Academic Leads, to raise awareness of this data and to have consideration of it during promotion decisions and appraisal meetings, as well as for recruitment panels.

We lack diversity at senior levels in both academic and professional services, including on decision making committees. The resources for change at scale have not been dedicated and accountability for real change not clear. We are advancing race equality within the senior management team, Council and Senate through support for racially minoritised staff progression, including specialist recruitment agencies and training. Recognising that promotion takes time, we have embedded Equality Impact Assessments across all strategic change projects, providing training for all project sponsors and leads.

We have ensured that the continual change that antiracism work requires of us has not stopped, and I see the action plan as an acceleration of the work that we are doing. Over the life of this application we have seen many initiatives allied to this work; [Living Black at Kent](#), [Black Student Voices](#) and our [BAME staff network survey](#). This work reflects the voices of our community. We need to change, we need our staff body to reflect our student body, and we need a more diverse leadership team.

There are issues that continue to exist for racially minoritised students within Kent. We need to ensure more culturally competent services for students and continue work on addressing the attainment gap through our Student Success interventions, as well as embedded actions across courses. We are looking more widely at access to higher education via our Access and Participation plan, including our hosting of HEAT.

We have committed resources to make progress. Our Student Success team delivers sector-leading approaches to tackling awarding, continuation, and progression gaps for racially minoritised students. There are many examples of good practice across Kent, with our community engaged in decolonisation efforts to address racial inequalities, and staff proactively supporting racially minoritised staff and students. Our Outreach and Widening Participation team are dedicated to increasing participation in Higher Education. We have student wellbeing services that actively work towards being culturally competent.

We support racially minoritised staff to attend specific training, including StellarHE and Brilliant Leaders. We offer CPD programmes to all colleagues to increase understanding of the structural inequality racially marginalised colleagues face. We have a small, dedicated EDI team and are exploring mechanisms to 'buy out' time for the BAME Staff Network Chairs.

I use my position, and support my Executive leadership team, to advocate for antiracism outside Kent, concentrating on the relationship between us and the local community, reflecting the challenges presented by the sometimes stark differences. We recognise the huge contribution our students make to the local areas and work with local contacts to promote the value of diversity in communities. We have with strong links with [MACA](#), [Beaney House of Art and Knowledge](#), [FACE](#), [The National Windrush Museum](#) and [People Dem Collective](#).

We lead initiatives where structural inequalities mean that racially minoritised members of our community are adversely affected. This includes our [Right to Food](#) pledge, and work on becoming a [University of Sanctuary](#), doing what we can to challenge and mitigate the structural inequalities beyond Kent.

I recommit to tackling racial inequality across Kent and confirm my support and endorsement of our Race Equality Charter Application.

Yours sincerely

A handwritten signature in blue ink, reading "Georgina Randsley de Moura". The signature is written in a cursive style and is positioned above the printed name.

Georgina Randsley de Moura
Acting Vice-Chancellor



18 July 2024

Dear Anne Mwangi and members of the panel

We are delighted to offer our full support of the principles of the REC and demonstrate our commitment to the advancement of racial equality for all our staff and students.

As Directors of Divisions, we have aligned key objectives and actions of the Anti-Racism Strategy and the work of our Student Success team. We actively work to meet the needs of a changing and diverse student population with a strategic focus on listening to and acting on the lived experience of racially minoritised staff and students, decolonising University teaching, research and partnerships, and dismantling barriers to racially minoritised students' success and belonging. We recognise that strategies to progress racial equality cannot be a 'one size fits all' approach and so individually and we work to ensure local Divisional-level barriers are identified and addressed.

Institutionally, the impact of Student Success on the progression and attainment of racially minoritised students cannot be underestimated, and we welcome work led by Diversity Mark to decolonise modules. We strive to build inclusive pedagogy, providing academics with training and support to lead conversations shaped by intersectionality and a nuanced understanding of the impact of different social identities. Divisions have trialled EDI observers on staff promotion panels to ensure that a fair and equitable process is followed. EDI is a standing item on many Divisional Committees.

The Division of Arts and Humanities introduced authentic assessments, 1-2-1 academic coaching in Classical and Archaeological Studies, fifteen Language Express Scholarships for racially minoritized students, a racially minoritized panel event with industry practitioners hosted by Architecture, Design and Planning and staff participation in 'Reflective Teaching' workshops to reflect on how race might impact students in the classroom setting and identify practical methods to develop inclusive teaching.

The Division of Human and Social Sciences introduced changes to the Psychology academic advisor system and allocation systems for final year dissertation supervisors in response to identified inequalities. Economics participated in the Student Champions Discover Economics programme. Development Economics is a module conceived with anti-racism at its core and the School committed significant effort into the development and delivery of a Level 6 Professional Economist Apprenticeship programme. The Politics and International Relations 'contact wheel' is for students who wish to discuss classroom concerns. 'Boiling Points' is a set of extra-curricular sessions aimed at addressing controversial issues of the day.

Kent Business School launched 'Decolonise the KBS Curriculum' 2022-23 and Respect Charter 2023.

All Schools in the Division of Natural Sciences are engaged with Diversity Mark. Physics worked with Imperial College London to diversify undergraduate curricula and implemented staff training on developing diverse teaching material. Sports and Exercise Science diversified examples of skin conditions and treatment of specific blood disorders. The Divisional Expectations Survey has underpinned much work to address attainment gaps, via the Academic Advisor Programme and Peer Mentoring, as well as staff Unconscious Bias training. A focus for the Division has been to build a sense of community, with multiple engagement opportunities to foster a sense of belonging.

The Division of Computing, Engineering and Mathematical Science is one of the most diverse in the institution and promotes this diversity within all job adverts. School EDI lead's have workload allocations. HR staff ran training sessions to contextualise EDI modules. Academic leads in Schools work with Student Success to implement targeted programmes. CEMS piloted the access programme *Levelling up: maths for Black heritage students*, a collaboration between organisations across STEM and the Black community, aiming to address the underrepresentation of Black students in STEM subjects. The delivery of Leading Routes training has led to the use of competency-over qualification-based criteria to broaden PhD applicants.

The Division of Law, Society and Social Justice led the 'Decolonise UoK' initiative 2018-20 and worked extensively with MACA on public engagement activities that highlight the huge contribution that Black people have made to the economic, cultural, and political life of Kent and Medway. Sociology, Social Policy, and Social Research co-led a funded project to collate and disseminate work that centres race in sociology teaching practice and recruitment (AcKnowledge) and the module Write Right has positive impacts upon BTEC students from racially minoritised backgrounds. Law worked with Freshfields on the Stephen Lawrence Scholarship pilot addressing under-representation of Black men in commercial law. Law's Academic Coaching for Excellence pairs students with an academic ACE coach. Student Action for Diversity addresses issues of discrimination in social work. The Reflexive Teaching Group developed a strategy for co-creating safe spaces in seminars.

All Divisions are acutely aware of further work to be achieved. Significant white-BAME awarding gaps persist at subject level. Divisional Senior Leadership Teams are not reflective of the diversity of the student body, and REC data highlights a lack of Divisional staff diversity. Ongoing curriculum review is crucial. Staff development and progression is an ongoing commitment. Mechanisms for sharing local level good practice and embedding institutionally are strategically important.

All Divisions are committed to the elimination of discrimination and the barriers to education and work based on race. As Directors of Division, we lend our strongest support to the actions outlined in Kent's Race Equality Charter submission.

Yours sincerely

Signed:

Professor Juliette Pattinson, Arts and Humanities
Professor David Wilkinson, Human and Social Sciences
Professor Nicholas Clarke, Kent Business School
Professor James Hopker, Natural Sciences
Professor Ben Cosh, Computing, Engineering and Mathematical Sciences
Professor Iain Wilkinson, Law, Society and Social Justice

2. The self-assessment process

Word Count: 869

Kent's journey towards becoming an anti-racist institution began in 2014 with our Student Success Project. Driven by the desire to remove the awarding gap with our Access and Participation Plan (APP) as a motor for meaningful and institutional change, all subsequent work to becoming a truly anti-racist institution has flowed from this starting point. Kent's innovation gained national recognition, enabling greater collaboration with students (BME Student Research Project 2016, its offspring, Black Student Voices Project 2023 (BSV), and early decolonisation work which evolved into Diversity Mark (DM)). This drove deeper and more meaningful relationships with staff (formation of the BAME Staff Network and subsequent BAME Staff Network surveys and research project presented at the all-staff Conference in 2021), helping ensure greater race representation and feedback into decision making bodies.

The murder of George Floyd and the Black Lives Matter movement triggered demands by staff and student communities for faster institutional change (via the Statement of Solidarity and Demands).

Kent listened.

Kent registered for the Race Equality Charter (2020) to provide a framework and long-term strategy for change and launched the Anti-Racism Strategy (2021).

Kent has a decade-long history of working towards challenging institutional racism, and the REC provided a framework to bring work together, using data to analyse successes, gaps, and blind spots, and identify priority action.

REC work has taken place in a time of major institutional upheaval, with an organisational restructure, financial uncertainty, multiple redundancy schemes and significant staff turnover. Throughout this uncertainty, the focus on racial equality at Kent has remained a priority, and Kent has been unwavering in its commitment to the REC process.

2a Description of the self-assessment team

Redactions/removals have been made in this table to remove information that may be deemed sensitive

RECSAT is a specialist oversight group, scrutinising policy, staff structures, statistics, and issues at Kent on race equality.

Kent is aware that minoritised communities are disproportionately unrepresented across committees. Our RECSAT recruitment approach was targeted to encourage a more diverse membership. It was successful¹, except for staff below Grade 6 which, considering some of the barriers identified to staff progression in Sections 4-6, is concerning.

Table 2a(1): RECSAT Membership

Name	Department	Role	Grade	Role type	Ethnicity & Gender Identity	Date joined/left
Georgina Randsley de Moura (Chair)	Executive Group	Deputy Vice-Chancellor (Vice Chancellor from May 2024) and EDI Champion for Kent		Leadership & Management		
Will Mbioh	LSSJ	RECSAT Academic Lead, Lecturer - Law		Academic		
Leroy Cohoone	EDI Team	Race Equality Charter Co-ordinator		Professional Services		Joined 12/01/2022
Sarah Slowe	Academic Strategy, Planning and Performance	Assistant Director – ASPP		Professional Services		
Alexander Hensby	LSSJ	Senior Lecturer		Academic		
Becky Lamyman	Student Services	Student EDI Officer		Professional Services		
Mita Mondal	Division of Computing, Engineering and Mathematics - CEMS	Quality Assurance and Accreditation Manager		Professional Services		

¹ RECSAT changed throughout its term due to significant institutional change.

Name	Department	Role	Grade	Role type	Ethnicity & Gender Identity	Date joined/left
Miri Song	LSSJ	Professor		Academic		
Vanisha Jassal	LSSJ	Senior Lecturer, Co-chair of BAME Staff network		Academic		
Barbara Adewumi	CSHE / Student Success	Senior Research Fellow – Academic and Co-chair of BAME Staff network		Academic		
Kate Bradley	LSSJ	Deputy Director of Division		Academic		
Margherita Laera	Division of Arts and Humanities	Senior Lecturer		Academic		
Minna Janhonen	HR	EDI Adviser		Professional Services		
Dr Yetunde Kolajo	CSHE / Student Success	Research Associate		Academic		
Gurprit Lall	Division of Natural Sciences	Deputy Director of Division (People), Co-chair of BAME Staff network		Academic		
Kim Mulholland	EDI Team	EDI Advisor (maternity cover)		Professional Services		
Thomas Freeston	Kent Students' Union	Welfare and Community Officer		Student Officer		
Destiny Naiga	Undergraduate Student	First Year Student		Student		

Name	Department	Role	Grade	Role type	Ethnicity & Gender Identity	Date joined/left
Juliette Pattinson	Arts and Humanities	Director of Division		Academic		
Colin Smith	Human Resources	Head of Employee Relations		Professional Services		
Saundre Hughes	Student Success	Student Success Assistant Manager		Professional Services		
Riley Clowes	Student Success	Student Success Assistant Manager		Professional Services		
Martin Atkinson	Human Resources	Director		Professional Services		
Jacque Edwards	Kent Sport	PA to the Director of Sport		Commercial Services		
Jo Lawton	EDI Team	Head of EDI		Professional Services		
Heather Green	Division of Arts and Humanities	Senior Technician		Professional Services		
Favour Salami	Students Union	Sabbatical Officer – Welfare and Community		Student Officer		
Tanisha Allen	EDI Team	Race Equality Charter Data Analyst		Professional Services		
Janice Markey	EDI Team	Head of EDI		Professional Services		

2b The self-assessment process

Table 2b(1): Dates of full RECSAT meetings

2022	2023	2024
12.01.22	10.01.23	24.01.24
02.03.22	14.12.23	20.02.24
10.05.22		21.03.24
05.07.22		25.04.24
09.11.22		09.05.24
		06.06.24
		20.06.24
		04.07.24

RECSAT remit was to scrutinise data and information. Members were recruited via institution-wide expressions of interested to engage individuals not active in governance structures, and from existing governance streams, allowing for intensive scrutiny of process, results, and action plan by a cross-section of Kent. Members consulted colleagues informally to allow for nuanced data interpretation. 15 full meetings of RECSAT were held, supplemented with 8 focus groups drawn from the membership and staff with subject-matter expertise. These examined in detail data and evidence to identify good practice, concern, and priority actions. Institutional consultation was held on in May 2024, with scrutiny by Directorates, Divisions, and additional Committees (JSNCC).

RECSAT was supported by a FT Grade 6 REC Coordinator and a FT Grade 6 REC Data Analyst (until January 2023). The RECSAT Academic Lead 0.2 FTE buyout. Additional resources were allocated from across the institution as required.

Executive Group provide strategic leadership and resourcing decisions outside of below reporting routes. Formal reporting lines and public duty ownership are via University Council.

Figure 2b(1): RECSAT reporting lines pre-2023

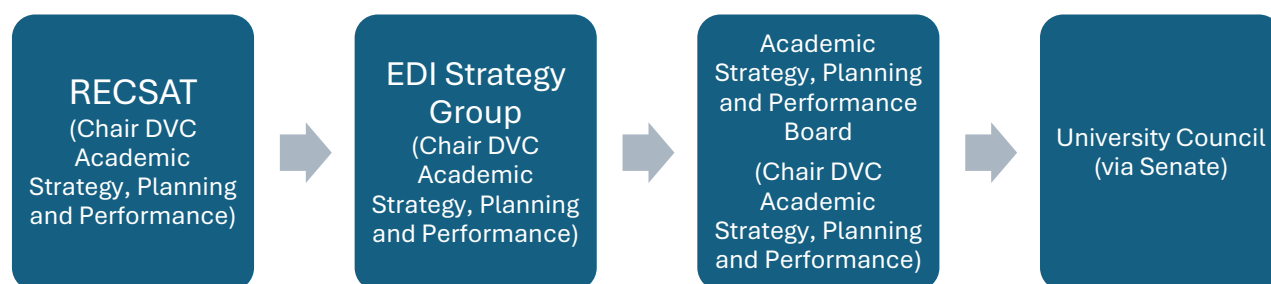
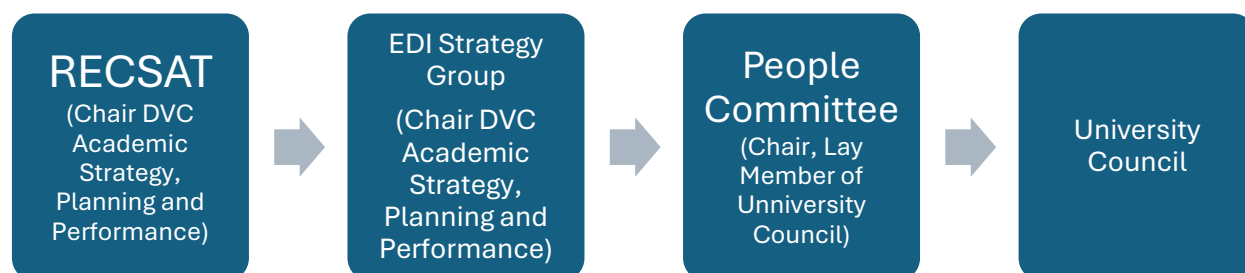


Figure 2b(2): RECSAT reporting lines post 2023



2c Involvement, Consultation and Communication

The first staff survey designed, led, and analysed by the BAME staff network, was a two-stage process; Phase 1; all-staff survey (Oct-Nov 2020). Phase 2; interviews with Phase 1 participants on cultural perspectives, bullying and harassment, career progression, racial discrimination, and perspectives on the REC to provide nuanced analysis of issues and challenges to be addressed. The survey was rerun (March 2024). Response rates were lower (likely due to proximity to the All-Staff Experience Survey).

REC Staff Survey questions will be captured in the annual all-staff survey to ensure a longitudinal approach to qualitative and quantitative data on experiences of minoritised staff.

AP3.4.1: Incorporate REC and Athena SWAN staff survey questions into the annual All-Staff Survey

The student survey (May-June 2022) was promoted via student ambassadors, advertising materials, email, newsletters, and social media via institutional and KU platforms. Marketing was consistent with the Challenging Racism campaign. £50 Amazon vouchers were offered. KU added supplementary questions on incident reporting and Campus Security. Respondent numbers (151) were low compared to the student population (0.9%, Table 2c(1)).

Supplementary data (qualitative and quantitative), was drawn from Student Success (SS), Equal Pay Audit (EPA), BSV report and Living Black at University (LBU) Accommodation Survey.

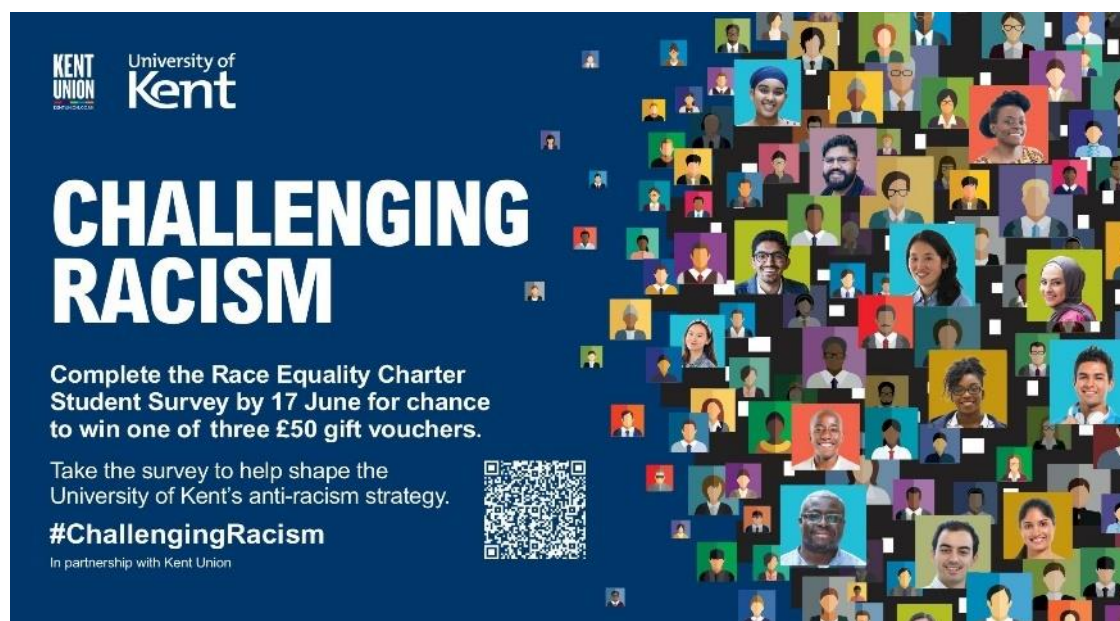


Figure 2c(1): Advertising material for the REC Student Survey

Table 2c(1): Number and percentage of participants in the REC and BAME Network staff/student surveys by domicile and race/ethnicity

BAME Network Staff Survey (n=290) October-November 2020	
Race / Ethnicity	All Staff
BAME	70
White	220

REC Staff Survey (n = 93) March 2024			
Race/Ethnicity	Academic	PSS	
BAME	16	14	30
White	8	53	61
	24	67	
2 Preferred not to say (1 profession, 1 ethnicity)			

REC Student Survey (n = 151) May-June 2022			
Domicile		Race/Ethnicity	
UK	EU/International	White	BAME
n = 102 (68.46%)	n = 42 (28.19%)	n = 60 (39.73%)	n = 91 (60.26%)

2d Future of the self-assessment team

Responsibility for the AP remains with the EG champion for EDI with School and Directorate ownership. A monitoring body will replace RECSAT ensuring scrutiny on the AP, reporting to People Committee. Members can step down, recognising the emotional labour undertaken and providing opportunities for other staff to engage. Handover documentation is managed via the EDI staff team. RECSAT and REC Monitoring Group (cycle dependent) will be recruited through open staff calls and targeted calls to Hospitality and Estates staff Grades 1-6 with the aim of appointing a diverse cross-section of staff.

Executive Group will progress specific actions that require resource or a project-based approach through usual project frameworks.

There is institutional commitment to reconvening RECSAT for further submissions.

AP1.1.1: Review RECSAT membership to ensure it can hold the institution to account

AP1.1.2: Executive Group to provide visible leadership in relation to EDI

3. Institution and Local Context

Word Count: 1257

3a Overview of your institution

Kent admitted its first 500 students and 150 staff in 1965. As of 1 December 2022 there are 17,290 registered students² and 3,000 staff across two sites (Canterbury, 300 acres of parkland and Medway, a split-centre site across the Chatham Historic Dockyard and Old Naval Collage, Pembroke).



Canterbury campus aerial view 1965

² HESA 2022-23

Kent holds three Queen's Anniversary Prizes reinforcing Kent's reputation for the quality and distinctiveness of our academic offer.



Canterbury campus aerial view 2020

Kent's organisational structure is laid out within its Charter, Statutes and Ordinances. The institution's three major governing bodies are Senate (academic), Council (academic and business) and Court, which combines university leadership with community stakeholders.



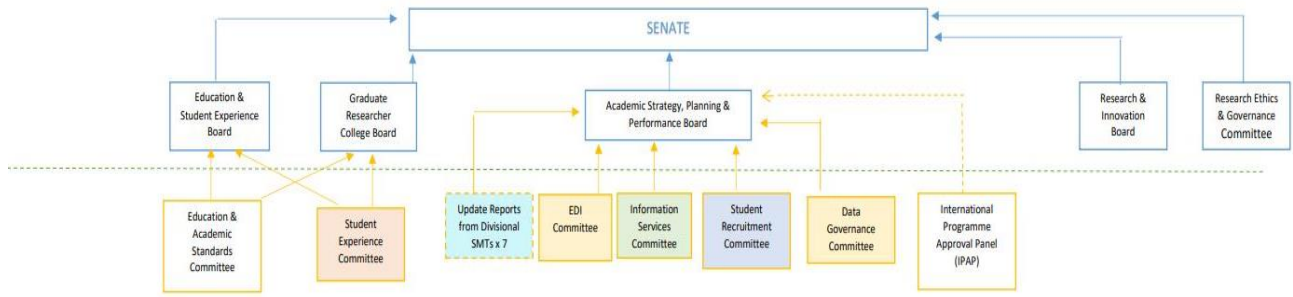
Medway campus aerial view



Canterbury campus maps view

Structure up to 2023

Structure of Senate Boards and Committees

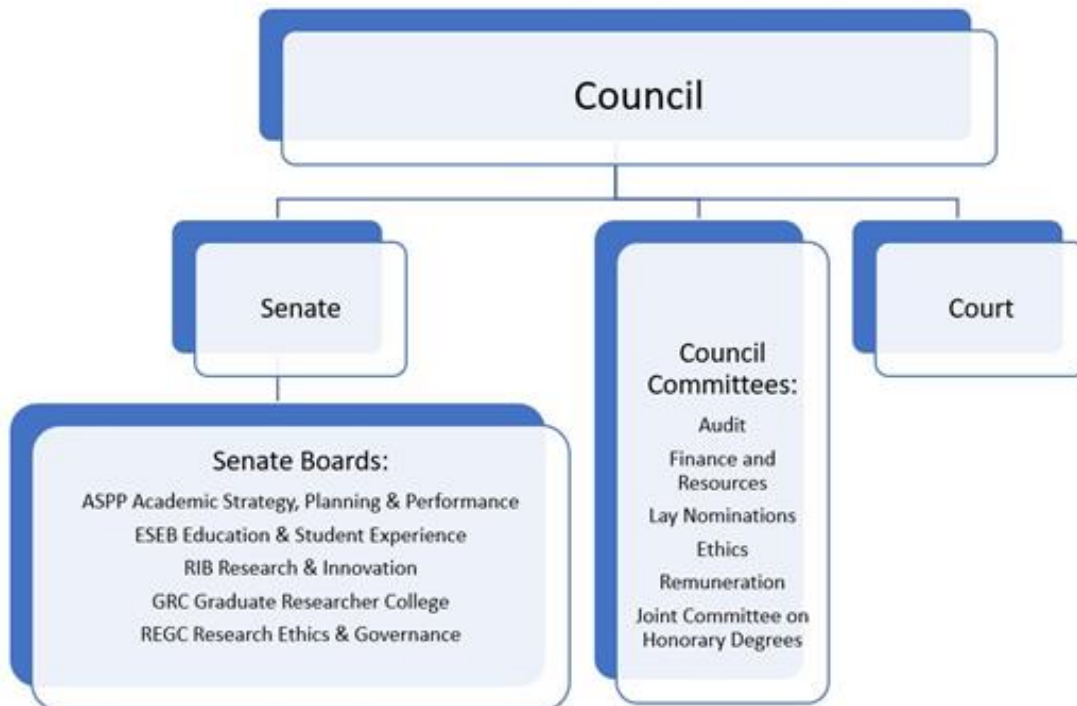


Board of Senate – strategic

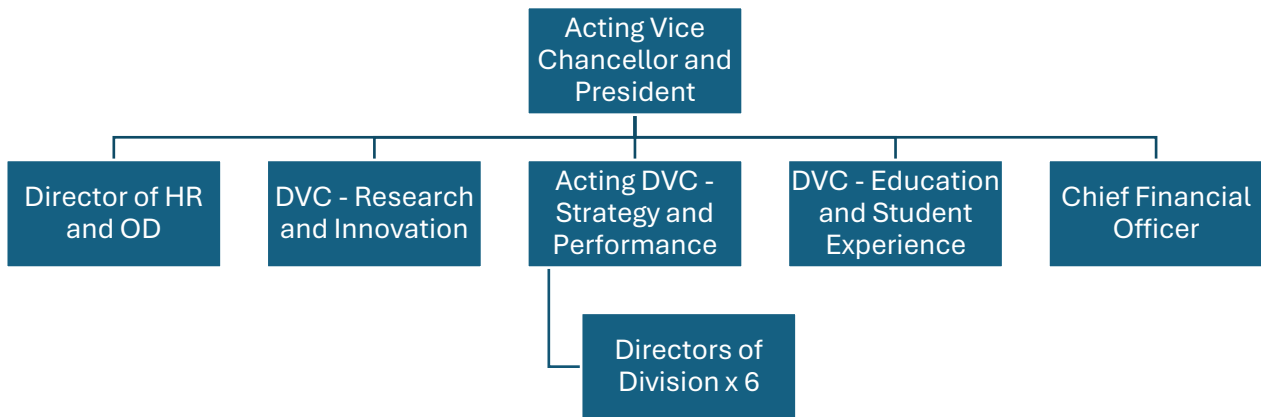
Reporting to a Senate Board - operational

Approved Senate: March 2020

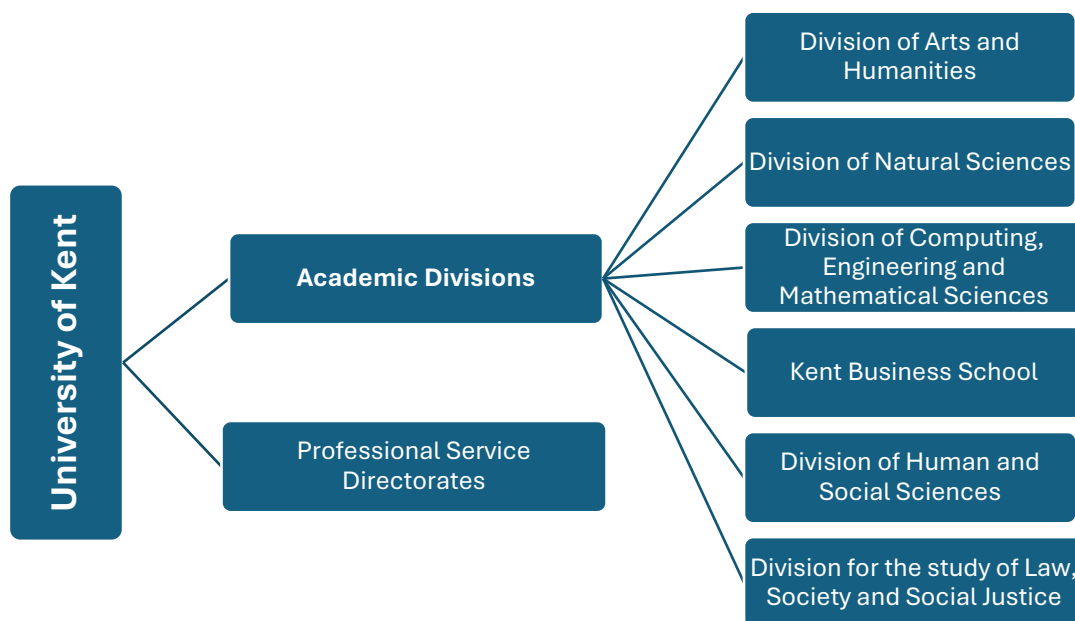
Governance Structure



Executive Group structure (June 2024):



Divisions are the core academic structure. Each Director of Division is a member of EG reporting to the DVC Strategy & Performance. Academic Schools, Departments and Centres sit under Divisions.



Division of Arts and Humanities
<ul style="list-style-type: none"> • Kent School of Architecture and Planning • School of Arts • School of English • School of European Culture and Language • School of History • Centre for Music and Audio Technology

Division of Natural Sciences
<ul style="list-style-type: none"> • School of Biosciences • School of Physical Sciences • School of Sport and Exercise Science • Medway School of Pharmacy (affiliate) • Kent and Medway Medical School (affiliate)

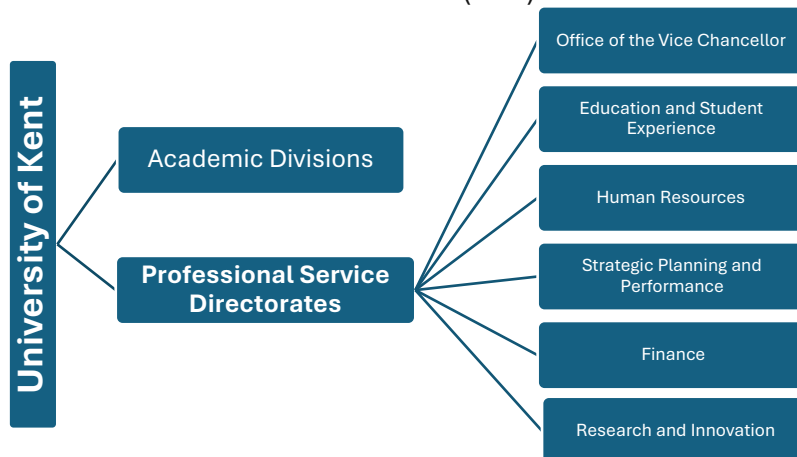
Division of Computing, Engineering and Mathematical Sciences
<ul style="list-style-type: none"> • School of Computing • School of Engineering and Digital Arts • School of Mathematics and Actuarial Science

Kent Business School

Division of Human and Social Sciences
<ul style="list-style-type: none"> • School of Anthropology and Conservation • School of Economics • School of Politics and International Relations • School of Psychology

Division for the study of Law, Society and Social Justice
<ul style="list-style-type: none"> • Kent Law School • School of Social Policy, Sociology and Social Research • Centre for Journalism

Outside of Divisional structures sit Directorates (PSS).



Office of the Vice Chancellor

- Engagement
 - Communications
 - International Partnerships
 - Development and Alumni Relations
- Governance and Assurance
 - Governance
 - Assurance and Data Protection
 - Legal Services

Education and Student Experience

- Education
 - Centre for Academic Practice
 - E-Learning
 - Student Learning Advisory Service
 - Student Success
 - Quality Assurance
- Student Services
 - Student Support and Wellbeing
 - Careers and Employability
 - Student Conduct and Complaints
 - Colleges and Community Life
 - Chaplaincy
 - Finance and Resources
 - Student EDI
- Global and Life Long Learning
- Student Experience

Human Resources

- Talent and Organisational Development
 - Talent and OD
 - Reward and Recognition
- HR
 - HR
 - Employee Relations
- MIS
- Central Services

Strategic Planning and Performance

- Strategic Planning and Performance
 - Planning and Data Engineering
 - Student Data
 - Student Record Systems
 - Student Administration
- Future Student and Brand
 - Outreach and Widening Participation
 - Marketing and Recruitment
 - Admissions
- European Operations
- Academic Divisions
- Staff EDI (move to HR May 2024)

Finance

- Finance
 - Procurement
 - Financial Planning and Strategy
 - Operations
- Commercial and Facilities
- Information Services
 - IT Infrastructure
 - Business Development and Partnerships
 - Service alignment - Enterprise Systems
 - User Experience
 - Learning and Research Resources
- University Operations
 - Technical Services
 - Project Management Office
 - Safety, Health and Environment
 - Medway
 - Operations

Research and Innovation

- Research and Innovation Services
 - Research Policy and Support
 - Knowledge Exchange and Innovation
 - RIS Operations
- Graduate and Researcher College
- Institute for Culture and Creative Industries
- Eastern Arc

Kent’s Staff Networks represent minoritised communities (BAME, Women’s, LGBTQ+ and Disability). Network Chairs are voluntary roles

Kent Union (KU) elects five Sabbatical Officers who hold Committee positions, including Senate and Council.

3b Overview of the local population and context

Canterbury and Medway are predominantly White communities (Table 3b(1)). This has a direct impact on the sense of belonging and diversity of our communities. Kent works with local organisations [MACA](#), [FACE](#), [People Dem Collective](#), [Beaney House of Art and Knowledge](#) and councils to share knowledge and expertise and address race-related issues.

Table 3b(1): Racial/Ethnic Demographics of Canterbury and Medway (2021 census)

All Usual Residents		Canterbury		Medway	
		# ↓	% ↓	# ↓	% ↓
White	White: English, Welsh, Scottish, Northern Irish or British	129887	82.51	218953	78.26
	White: Gypsy or Irish Traveller	391	0.25	749	0.27
	White: Irish	1311	0.83	1866	0.67
	White: Other White	8694	5.52	13710	4.90
	White: Roma	190	0.12	469	0.17
Asian/ Asian British/ Asian Welsh	Asian, Asian British or Asian Welsh: Bangladeshi	431	0.27	1962	0.70
	Asian, Asian British or Asian Welsh: Chinese	1357	0.86	1273	0.46
	Asian, Asian British or Asian Welsh: Indian	1994	1.27	7693	2.75
	Asian, Asian British or Asian Welsh: Other Asian	2054	1.30	3431	1.23
	Asian, Asian British or Asian Welsh: Pakistani	541	0.34	2125	0.76
Black/ Black British/ Black Welsh/ Caribbean/ African	Black, Black British, Black Welsh, Caribbean or African: African	2928	1.86	11266	4.03
	Black, Black British, Black Welsh, Caribbean or African: Caribbean	647	0.41	2552	0.91
	Black, Black British, Black Welsh, Caribbean or African: Other Black	331	0.21	1905	0.68
Mixed/ Multiple Ethnic Groups	Mixed or Multiple ethnic groups: Other Mixed or Multiple ethnic groups	1264	0.80	1882	0.67
	Mixed or Multiple ethnic groups: White and Asian	1408	0.89	2158	0.77
	Mixed or Multiple ethnic groups: White and Black African	661	0.42	1394	0.50
	Mixed or Multiple ethnic groups: White and Black Caribbean	983	0.62	2425	0.87
Other Ethnic Group	Other ethnic group: Any other ethnic group	1682	1.07	3508	1.25
	Other ethnic group: Arab	675	0.43	452	0.16
Total Population		157429	100	279773	100
Total BAME Population		16956	10.77	44026	15.74

31% of student survey respondents were aware of racial tensions, whilst others commented on the lack of diversity in shops, food outlets and local businesses.

As a woman of colour, I often feel unsafe in town (Student)

Table 3b(2): Race related and religion related hate crimes in Kent³

Financial Year	Motivating factor	Number of offences	Number of total offences	% of hate crime offences
2017/18	Race	2,467	3,359	73.4%
	Religion	138		4.1%
2018/19	Race	3,070	4,395	69.8%
	Religion	305		6.9%
2019/20	Race	2,567	4,075	62.9%
	Religion	209		5.1%
2020/21	Race	2,653	3,756	70.6%
	Religion	116		3.1%

2017-21 offences remain broadly static (Table 3b(2)). Trend data comparison is not possible as Report and Support was introduced in September 2021 for students and August 2023 for staff.

AP3.2.2: Increasing knowledge and understanding of issues relating to bullying, discrimination and harassment

Kent (County) has pockets of high socioeconomic deprivation and low progression to HE and operates a selective education system. Kent was in the highest 25% of local authorities for the disadvantage attainment gap (2019). Black students are more likely to be from IMD Q1 and Q2, and more likely to be studying a non-A-level qualification (BTEC 2019 entrants 27% Black: 16% White)⁴.

Equality, Diversity and Inclusion Policy, Principles and Values

EDI principles are embedded in [Kent's 2025 Strategy](#). Values are 'based on equality, diversity, respect.' The strategy states 'EDI has always been at our core as an institution, but we will be more proactive in ensuring that these values drive forward all our strategies, plans and policies.'

Kent has policies to underpin this; [Respect at Kent](#) (for students), Dignity at Work (for staff), and [EDI Policy](#) and [EDI Principles](#).

Anti Racism Strategy

In 2021 Kent commissioned Nous to develop the [Anti-Racism Strategy \(ARS\)](#) to provide focused attention on issues in relation to race equality. The priority is creating an environment where racially minoritised staff and students are valued and successful. The strategy and action plan form the backbone of Kent's [Challenging Racism](#) work.

³ Government data

⁴ Kent APP

Kent has [additional support strategies](#) (People and Culture Strategy 2022-25 (PCS) and [Access and Participation Plan 2020-2025](#) (APP)).

Black Student Voices

Kent and Kent Union completed the [BME Student Experience research project \(2016\)](#), examining experiences of Black students to identify barriers to academic and social success. 2022 launched the [Black Student Voices Project \(BSV\)](#) to further understand Black student experiences.

Student Success

[Student Success](#) is a priority agenda at Kent. See Sections 7-8.

Living Black at University

In 2022 Unite Students reported on the experiences of Black students in UK student accommodation which influenced [Kent's approach](#). The Living Black at Kent Working Group was established to improve and enhance the lived experience for Black students in accommodation and the University.

Expect Respect

All students are enrolled on Expect Respect (2016) at point of registration. The online module explores concepts relating to EDI, including becoming actively anti-racist and signposting to support structures and reporting tools. The module averages 1000 completions annually (6%).

AP3.1.7: Increase Expect Respect completion rates by 5% each year.

Campus Security (CS)

Historical issues were identified in relation to CS policies on 'carding,' with racially minoritised students disproportionately targeted. Survey feedback indicated issues around distrust and a lack of confidence campus security.

'There is some tension between Campus Security and black students' (Student)

In response CS launched a [Charter and Code of Conduct \(2020\)](#) outlining their own standards of behaviour and undertook an Independent Cultural Review and Action Plan (2023). All security staff completed EDI training.

Report and Support

Redactions/removals have been made in this table to remove information that may be deemed sensitive

Staff and students were asked questions around [Report and Support](#), the incident reporting tool. R&S (introduced 2021 for students, 2023 for staff, [annual reports available](#)) was not named within either survey to ascertain awareness levels. Comments highlighted need for greater trust building in available systems. Lack of confidence in reporting someone with more power and lack of trust that an investigation and outcome will be completed and reported in a short time were stressed. Of concern is the proportion of racially minoritised staff who have been subjected to or witnessed racial discrimination and the -7% reduction in reports from racially minoritised students between 2021-22 and 2022-23 (Table 3b(3)).

- 74% of respondents had a positive response at calling out racist behaviour
- 46% of racially minoritised staff agreed that they had witnessed or been subject to racial discrimination on campus (vs 16% White).
- 61% of respondents had a positive response that leadership would call out racist behaviour
- 67% would know where to report a racist incident or behaviour. 62% would be confident that appropriate investigative action would be taken.

“The reporting tool is available but is seen by students to be either a pointless waste of time, as nothing would be done, or that it would get the reporter into trouble / exposed during the process” (Student)

Table 3b(3): Student Report and Support reports by ethnicity of reporter

Category	2021-22	2022-23
Another Asian Background		
Another Ethnic Group		
Another Mixed or Multiple Background		
Another White Background		
Arab		
Asian or Asian British Bangladeshi		
Asian or Asian British Chinese		
Asian or Asian British Indian		
Asian or Asian British Pakistani		
Black or Black British African		
Black or Black British Caribbean		
Mixed or Multiple background Asian and White		
Mixed or Multiple background Black Caribbean and White		
White British, Northern Irish, Scottish, Welsh		
White Irish		
BAME Total	49 (36.3%)	35 (29.2%)
White Total	54 (40%)	48 (40%)
Not Answered	28 (20.7%)	25 (20.8%)
Prefer Not To Say	<5	12 (10%)

Improving reporting and increased transparency is essential to effective prevention. Kent views any initial increase in disclosures and reports as an indicator of greater confidence in the reporting process. Kent wants all staff and students to recognise racist behaviour and feel confident to challenge.

A Specialist Wellbeing Advisor: Bullying, Harassment and Discrimination (appointed 2022) is dedicated to supporting students who report incidents of bullying, harassment, or discrimination.

AP3.2.2: Increasing knowledge and understanding of issues relating to bullying, discrimination and harassment

AP3.2.3: Increase staff and student confidence in reporting systems

Academic Freedom of Speech, Freedom of Expression and Equality

The balance between maintaining principles of Academic Freedom of Speech and ensuring minoritised communities feel supported is delicate. Kent has created a committee to support AFOS and FOE with EDI representation to meet new Office for Students regulations in relation to legal frameworks. Kent experienced pushback on Expect Respect content from some academic areas, particularly in relation to how it supports or contradicts Academic Freedom of Speech.

AP3.1.5: Complete work on the Academic Freedom of Speech Ordinances, Code of Practice

Equality Impact Assessments (EIA)

Kent utilises an EIA Toolkit supported by virtual training. EIAs are not embedded on a consistent basis, and knowledge and understanding is inconsistent (identified and criticised by staff via the Staff Survey and Focus Groups). Issues include lack of consideration for pre-emptive EIAs for strategic change or major projects although institutional level improvements are being made.

AP3.1.1: Develop a strategic approach to embedding EIAs across the Institution

BAME Staff Survey Phase 2 identified recent improvements in EDI, but strong concerns around tokenism, how work is embedded and prioritised (especially at a local level) and how it demonstrably influenced policy and practice were highlighted.

4. Staff Data

Word Count: 3001

Local Demographics

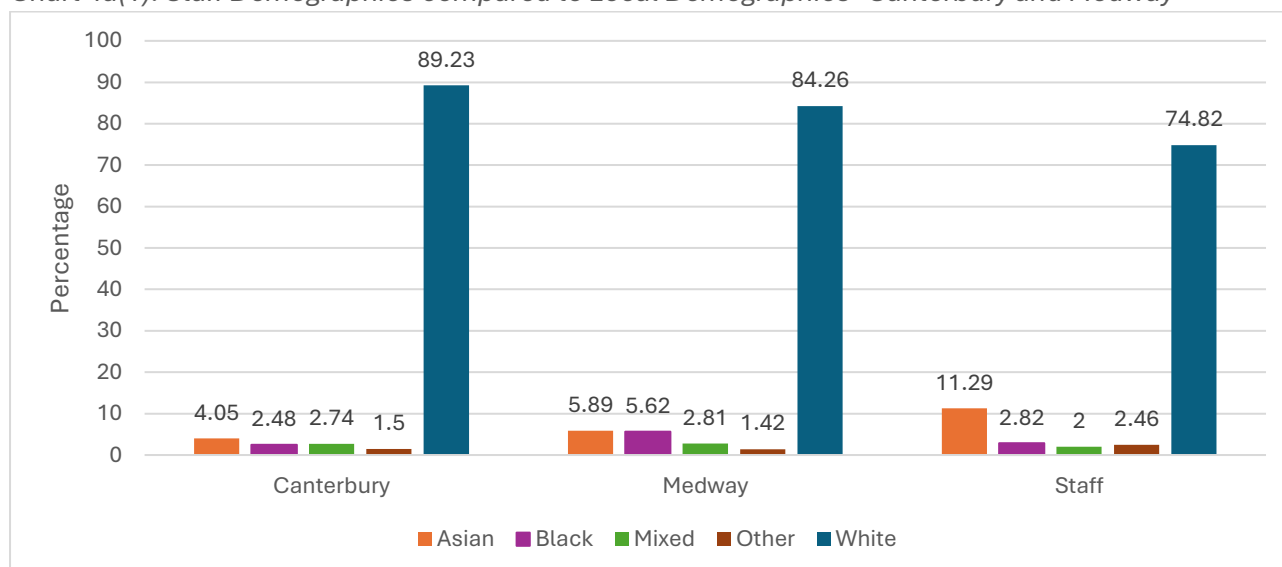
Chart 4a(1) demonstrates Kent employs a more diverse staff base (18.57%) than the surrounding regions, (Canterbury 10.77%, Medway 15.74). The challenge is keeping staff, particularly at higher grades and ensuring promotion pathways for staff are accessible and fit for purpose in both academic and PSS fields.

Comparison

Ethnicity Grouped

2021

Chart 4a(1): Staff Demographics compared to Local Demographics -Canterbury and Medway



2021 Census

'I now feel very discouraged from pursuing a career in academia. This is mainly due to the lack of diverse representation in academia that is present in the academic staff community... creates a barrier and it makes me feel that people who look like me will not belong or fit in within the academic space at Kent'. (Student)

AP: Section 2 focuses on the recruitment and progression of racially minoritised staff at Kent.

Kent is aware of this deficit and introduced measures to mitigate ([StellarHE](#) and Brilliant Leaders (see 6b)), targeted advertising for roles, trialled EDI Observers on Promotion Panels and compulsory Unconscious Bias training for Recruitment Panels. This is a priority area within the ARS, with Objective 5 committing to ‘*dismantle the barriers to racially minoritised staff success and belonging*’.

AP3.1.9: Launch a trained network of EDI Observers

During the reference period Kent was faced with unprecedented events. COVID restricted global workforce mobility, compounded by UKVI changes impacting sponsorship ability. Two internal reorganisations triggered redundancy schemes, impacting external recruitment (to mitigate against redundancy), with knock-on impact on ability to diversify the staff base.

Chart 4a(2) indicates that, although numbers of racially minoritised academic staff at Kent have been increasing annually, they are low in contrast to the student numbers (Chart 7b(1)). 66% racially minoritised staff strongly agreed that the ethnic diversity of the University directly impacts their sense of belonging (vs 43% White).

Kent employs a more diverse staff base than surrounding areas, except for the Black population in Medway (Chart 4a(1)).

Table 4a(1): BAME Staff Canterbury

	% BAME all staff	% BAME Academic staff
University of Kent	14.0%	21.5%
Local Census Data		
Canterbury area 2021 census		10.8%
Canterbury area 2011 census		7.0%
South East 2021 census		13.7%
South East 2011 census		9.3%

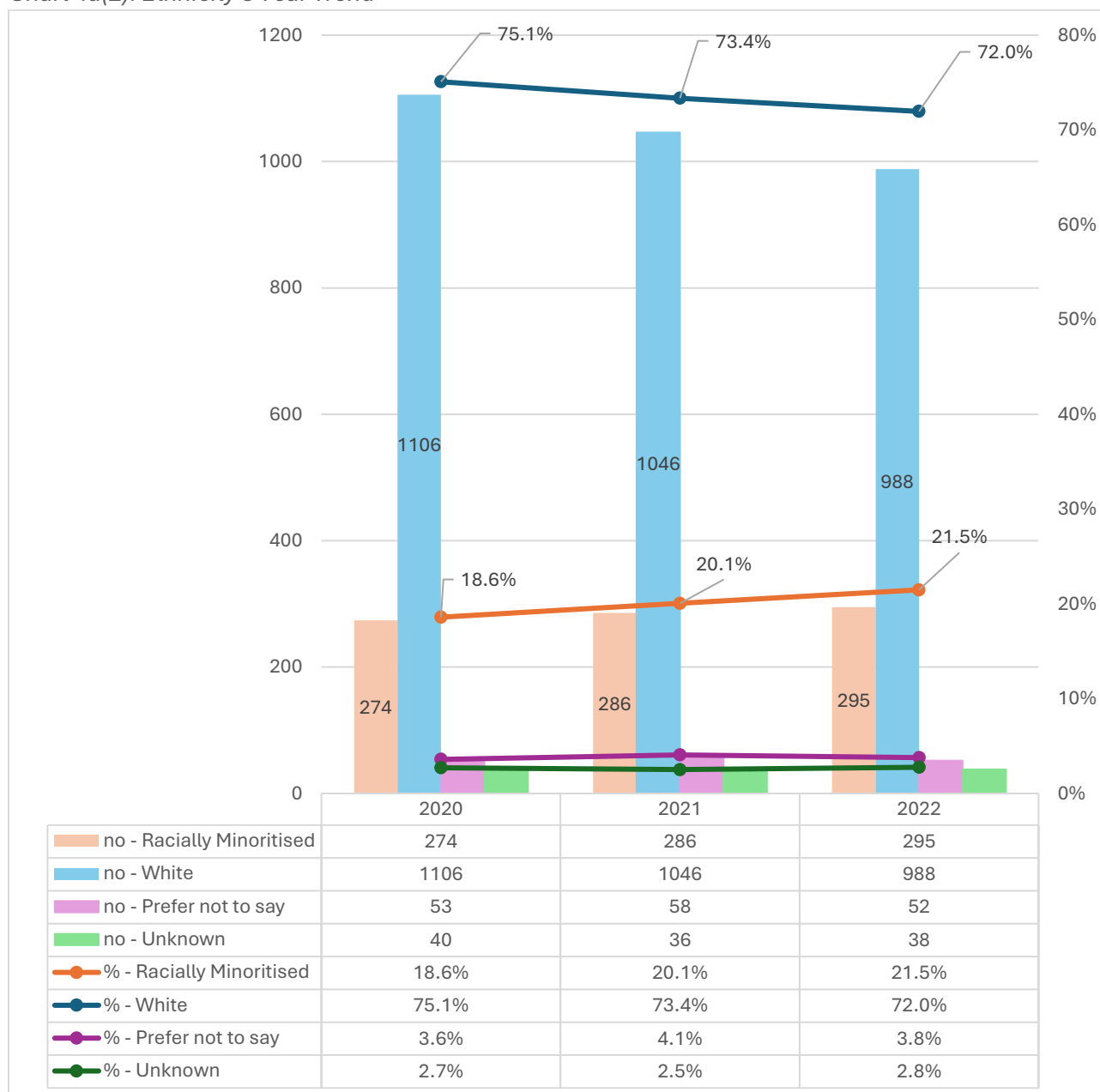
Feelings of distrust in systems that appear to favour the recruitment of White staff is evident. BAME Staff Survey results indicated that female racially minoritised staff had least trust in the fairness and transparency of recruitment and selection processes (28.57% agree it is fair) whilst 25.71% thought the best candidates were recruited. 31% of racially minoritised staff strongly agreed that Kent undertook recruitment fairly and transparently (vs 61% White).

There are systemic barriers to staff diversity including lack of local area diversity, the requirement to appoint internally as a redundancy avoidance strategy and limited diversity within the internal pool. The lack of academic diversity may be a barrier to students progressing into academic career fields.

4a Academic Staff

Ethnicity

Chart 4a(2): Ethnicity 3 Year Trend



Racially minoritised staff numbers are low, but entry and exit statistics remain static, demonstrating no significant areas of concerns regarding staff exit from any background. Work is needed to increase accessibility of jobs and the promotions framework to racially minoritised staff.

AP2.1.1: Launch the Staff Resourcing Strategy

Table 4a(2): BAME Staff

ETHNICITY	%			no		
	01/12/20	01/12/21	01/12/22	01/12/20	01/12/21	01/12/22
Racially Minoritised						
Arab	5.8%	7.3%	6.1%	16	21	18
Asian or Asian British - Bangladeshi	3.6%	4.2%	4.4%	10	12	13
Asian or Asian British - Indian	15.7%	17.8%	15.6%	43	51	46
Asian or Asian British - Pakistani	5.1%	4.5%	6.4%	14	13	19
Black or Black British - African	14.6%	10.5%	14.2%	40	30	42
Black or Black British - Caribbean	1.8%	2.1%	1.7%	5	6	5
Chinese	19.7%	18.5%	20.3%	54	53	60
Mixed - White and Asian	3.3%	3.5%	3.7%	9	10	11
Mixed - White and Black African	0.7%	1.4%	1.4%	<5	<5	<5
Mixed - White and Black Caribbean	0.7%	0.7%	0.3%	<5	<5	<5
Other Asian background	12.8%	13.3%	10.8%	35	38	32
Other Black background	1.5%	2.1%	1.7%	<5	6	5
Other ethnic background	6.2%	7.0%	6.4%	17	20	19
Other mixed background	8.4%	7.0%	6.8%	23	20	20

Contract Type – Fixed/Permanent

Proportionally less racially minoritised staff are employed on permanent contracts vs fixed compared to White staff. (Charts 4a(3)/ 4a(4)). An HR initiative to move all staff to permanent contracts is anticipated to have a positive impact here.

Focus Groups noted staff on fixed term or 'precarious' contracts are less likely to challenge decisions, particularly if perceived as controversial or challenging the status quo.

Contract Type – Fixed/Permanent 3 Year Trend

Chart 4a(3) BAME Staff

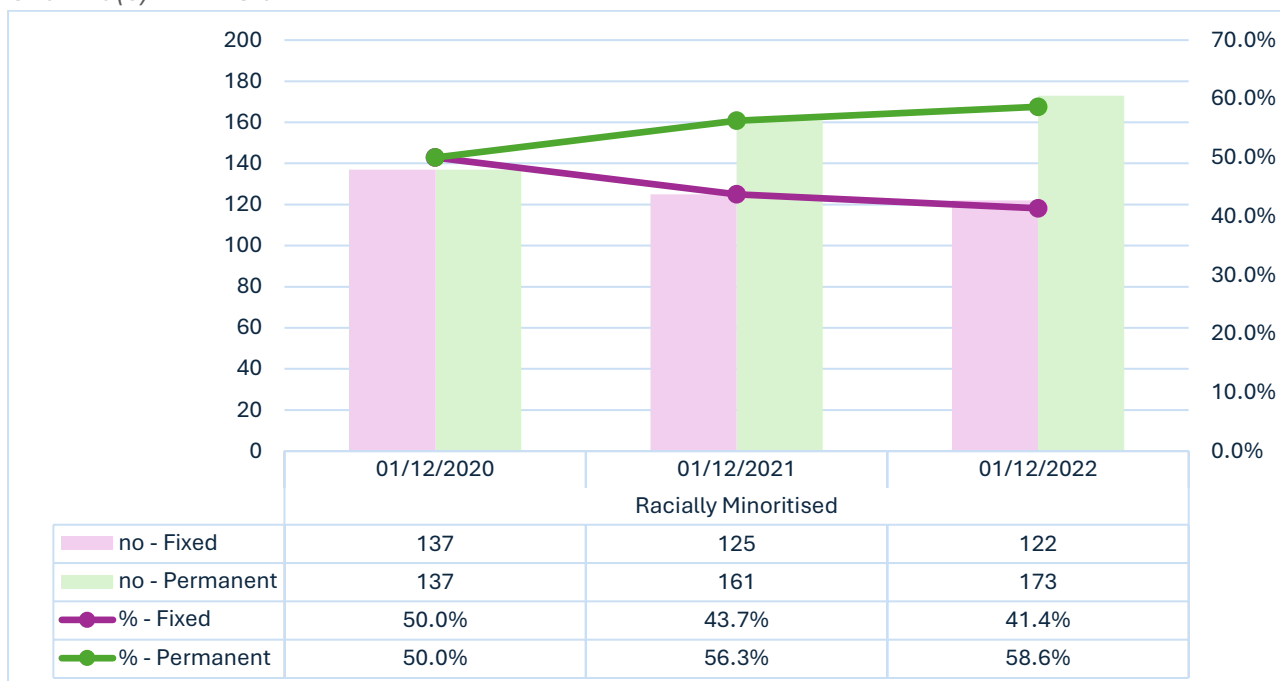
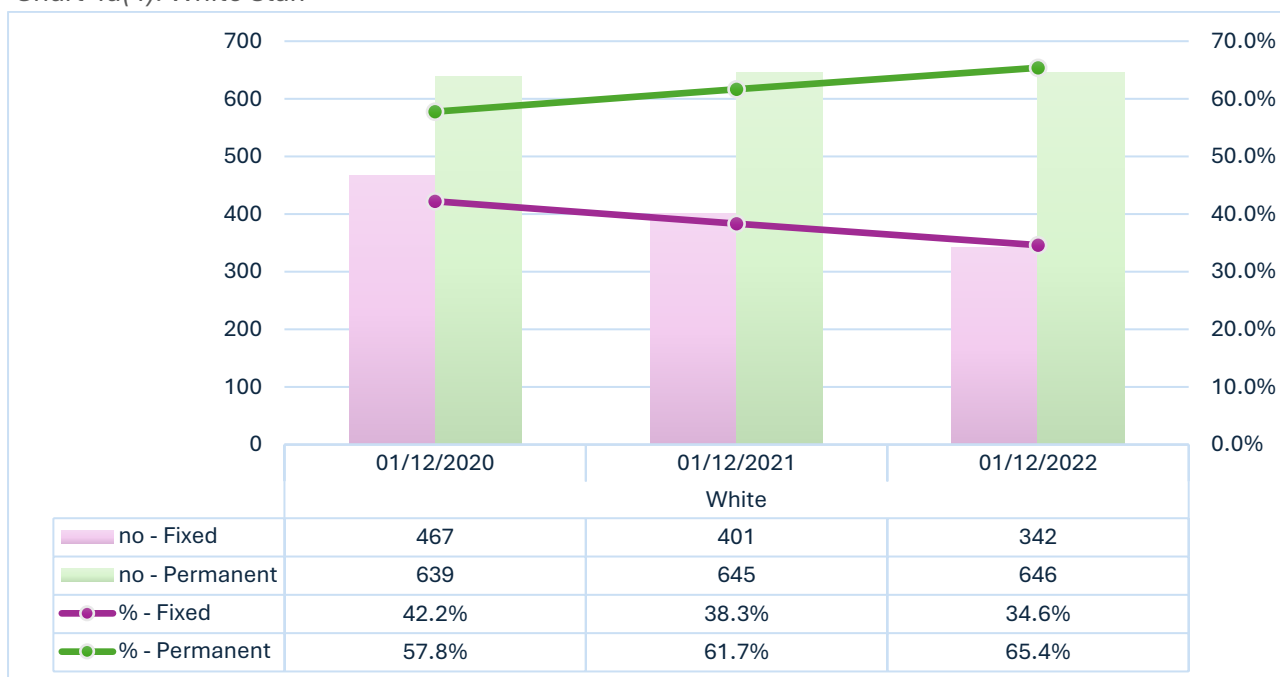


Chart 4a(4): White Staff



Contract Type – Part Time/Full Time

There is statistical parity between racially minoritised and White colleagues FT and PT contracts (Charts 4a(5) / 4a(6)).

Contract Type – Part Time/Full Time 3 Year Trend

Chart 4a(5): BAME Staff

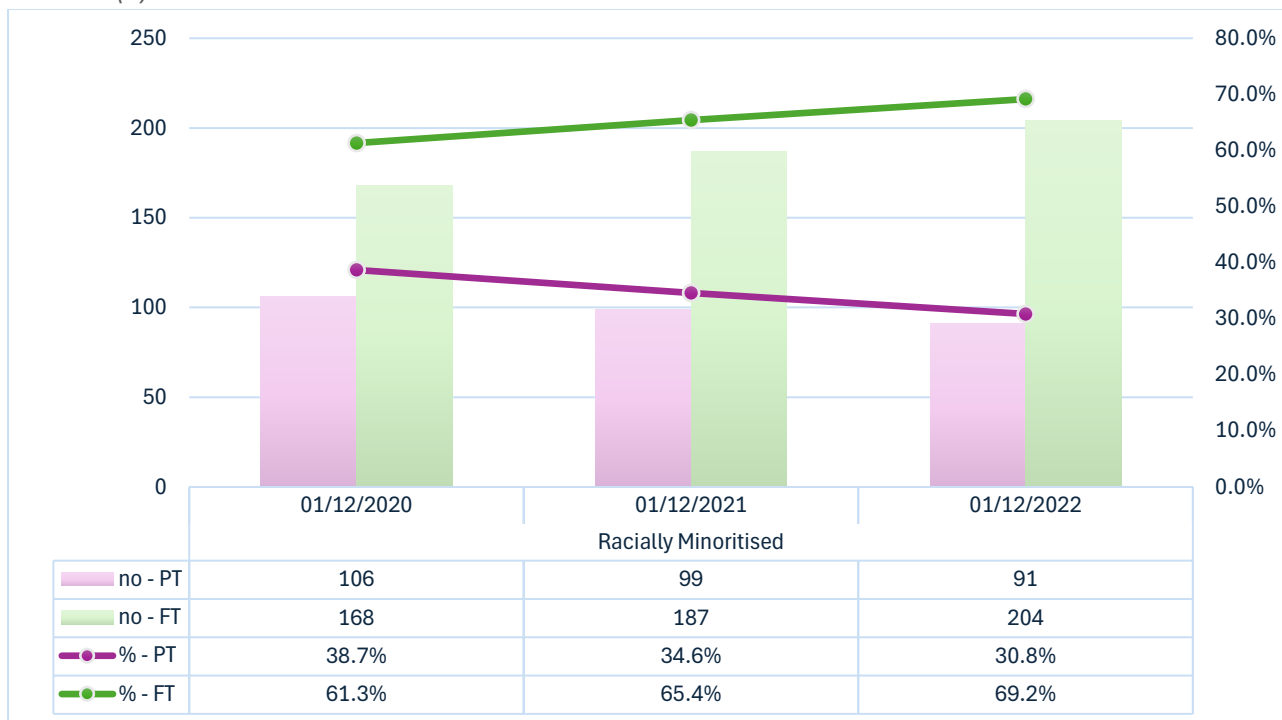
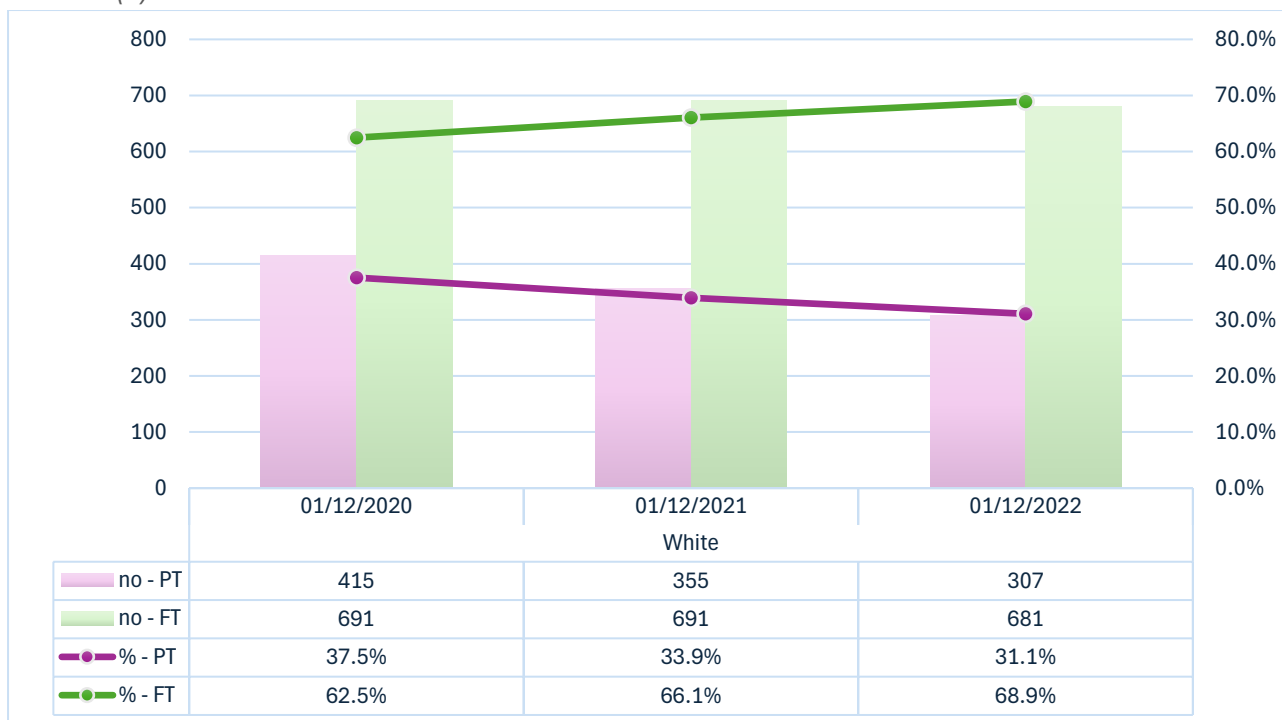


Chart 4a(6): White Staff



Divisions

Divisions, notably CEMS, HSS and KBS, have higher percentages of racially minoritised staff with significant improvements in NATS (Chart 4a(7)). ArtsHums has lower representation of racially minoritised staff with a reduction over the three-year period.

Focus Groups noted external factors create limitations within disciplines (see 5a).

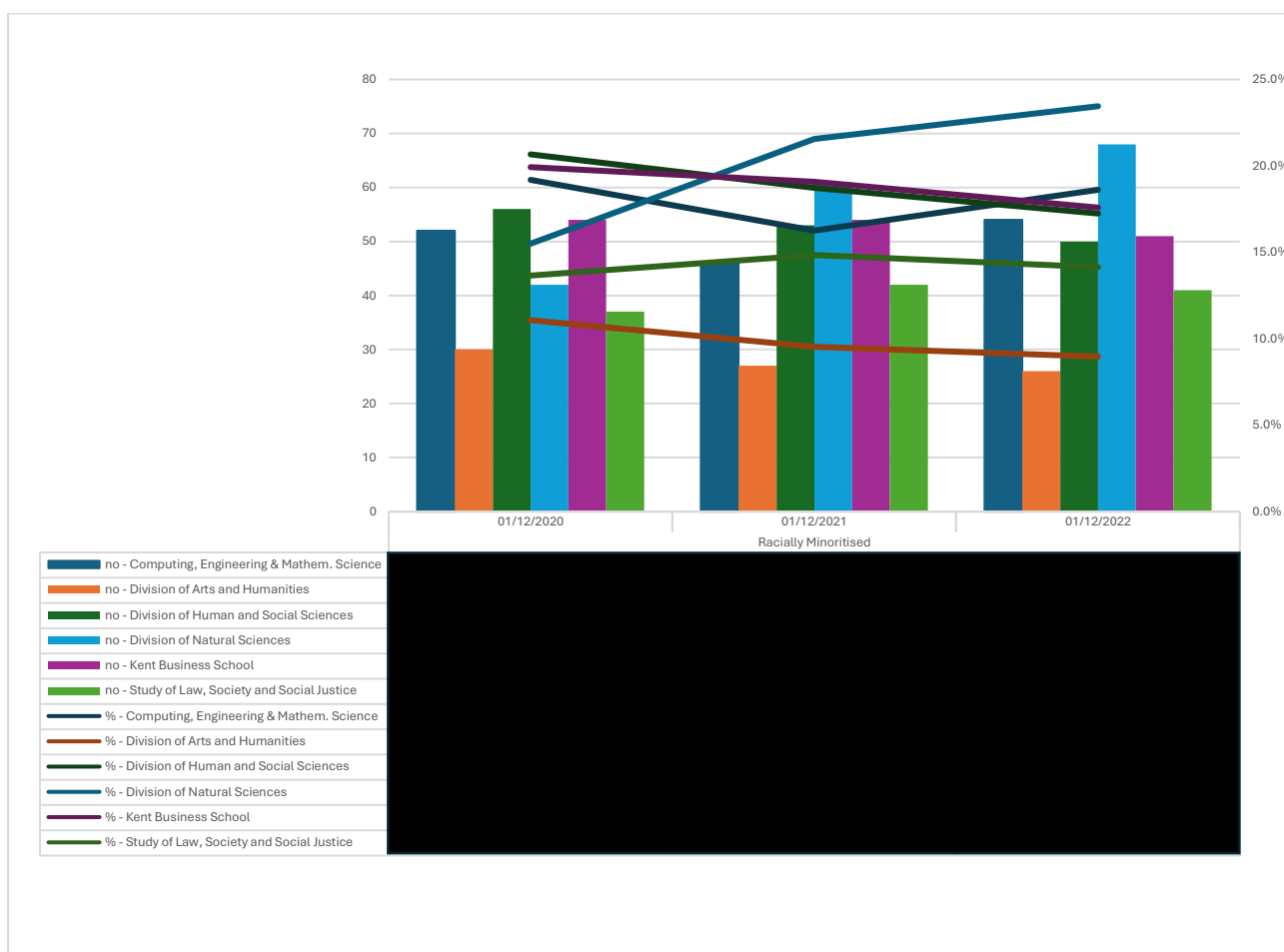
Evidence that some Divisions are fighting against national and Kent trends warrants further investigation into what successful recruitment methodologies have been adopted. Examples include local-level EDI Committees (KBS), School EDI leads (CEMS), Respect Charters (KBS) to ensure a focus on EDI and issues relevant to the unique makeup and operation at a School and Divisional level.

AP3.1.5: Develop mechanisms for capturing and sharing Divisional and Directorate level good practice across the Institution

Divisions 3 Year Trend

Chart 4a(7): BAME Staff

Redactions/removals have been made in this table to remove information that may be deemed sensitive

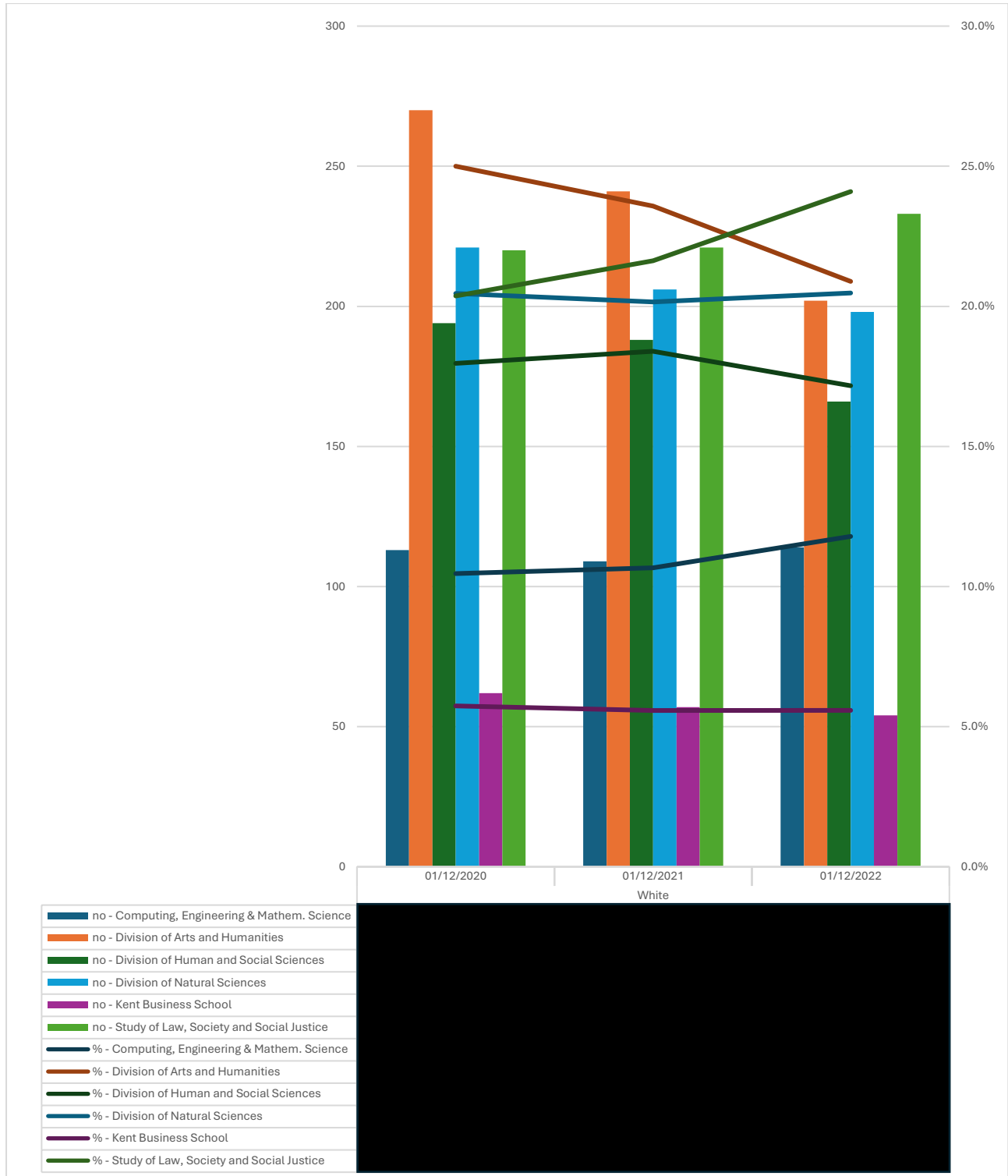


Despite evidence of positive recruitment activity within Divisions, the gap between White and racially minoritised staff at an institutional level is significant, and action to address is highlighted within the ARS and the REC AP via a suite of inclusive recruitment practices and

targets for senior academic and professional service roles for racially minoritised staff (ARS AP 5).

Redactions/removals have been made in this table to remove information that may be deemed sensitive

Chart 4a(8): White Staff



Grade Group

There is disparity at higher academic grades of racial minorities compared to White counterparts. Over a 3-year period there is relative consistency for racial minorities amongst the professoriate countered by a small but continuous increase for White colleagues.

The PCS commits Kent to embedding the Academic Career Map (ACM) with a focus on ‘Citizenship and Leadership’, develop a framework for effective talent management and succession planning, roll out the new approach to development and performance conversations, and build a strong, diverse pipeline of leaders through strategic succession planning and development programmes, aimed at supporting racially minoritised staff to take on leadership and management roles, as well as further development of practices to support secondments to upskill staff.

AP: Section 2 focuses on staff recruitment, training and progression

Grade Group 3 Year Trend

Chart 4a(9): BAME Staff

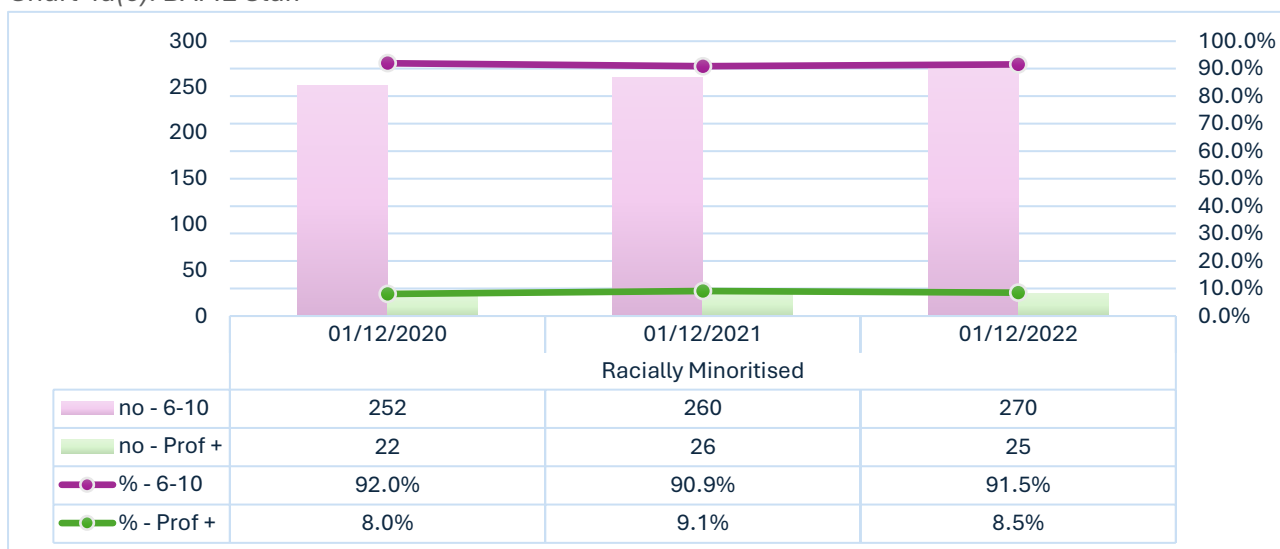
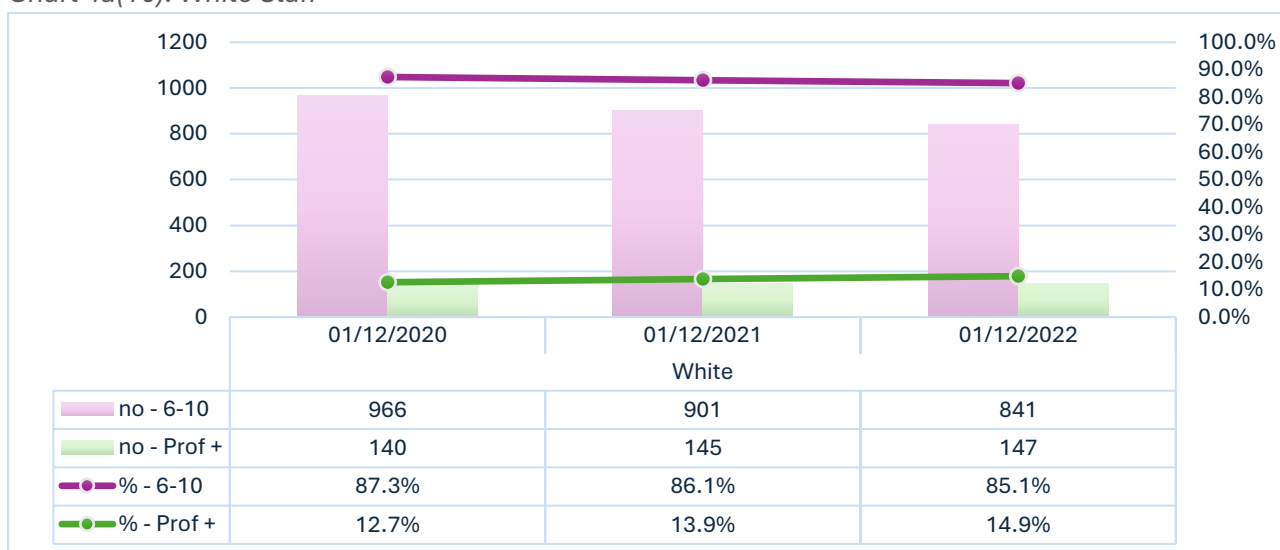


Chart 4a(10): White Staff



Grade

Staff were grouped into Grades 1-6 and Grades 7-10+, selected based on the shift in responsibility in terms of strategic ownership, line management and organisational risk present in Grade 7+.

Racially minoritised staff are clustered at grades 6-8, with a sharp drop in racially minoritised Professor and Executive grades (9+).⁵ Kent's Leadership Behaviour Framework (LBF) aims to assist staff in developing core skills needed for promotion when not currently holding managerial responsibilities.

The Academic Career Map (2019) and Academic Promotion Policy were developed to set out expectations, support development and recognise achievements at each academic career stage. The ACM is being revised with staff engagement.

The ARS commits Kent to ensuring that it: *'Build(s) antiracism elements into the Leadership Behaviours Framework and in the implementation of Academic Career Map.'*

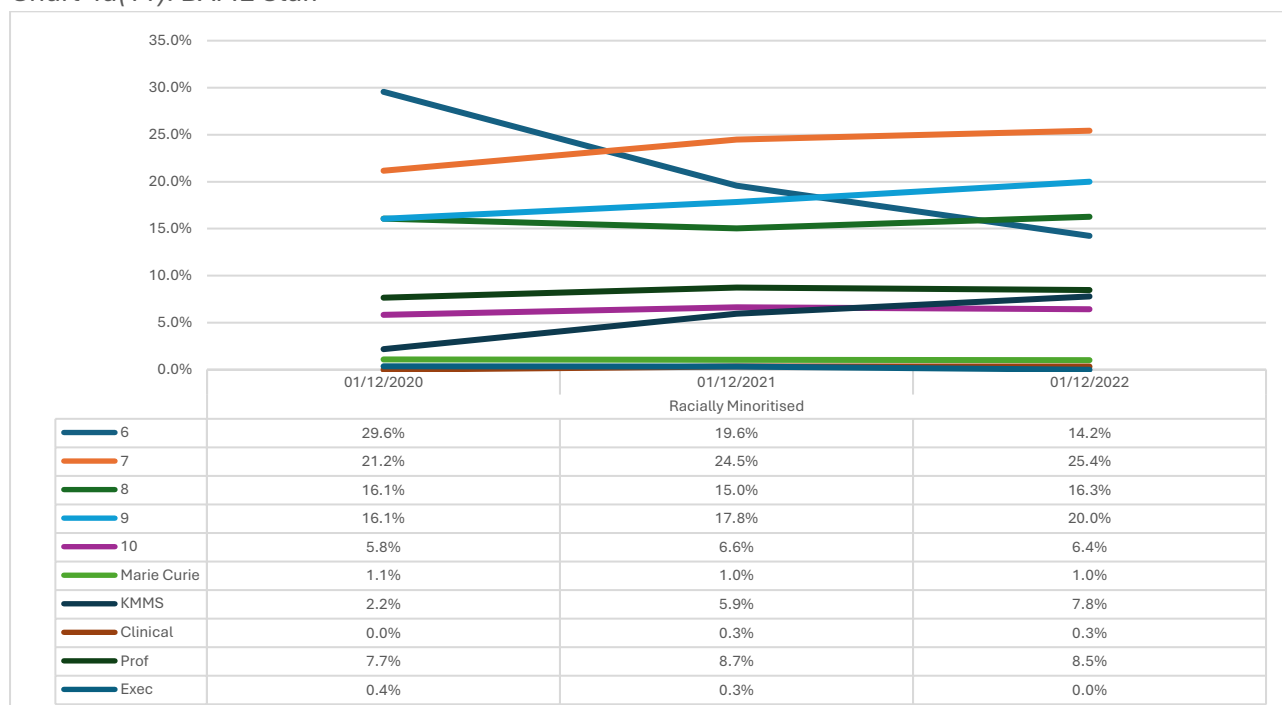
EDI Observers on Promotion Panels were trialled in 2023 to ensure no conscious or unconscious bias was influencing outcomes.

Stellar HE and other leadership development programmes for staff have been introduced to address this pipeline discrepancy.

Chart 4a (11) demonstrates increases in racially minoritised staff from Grade 7+ apart from executive grades.

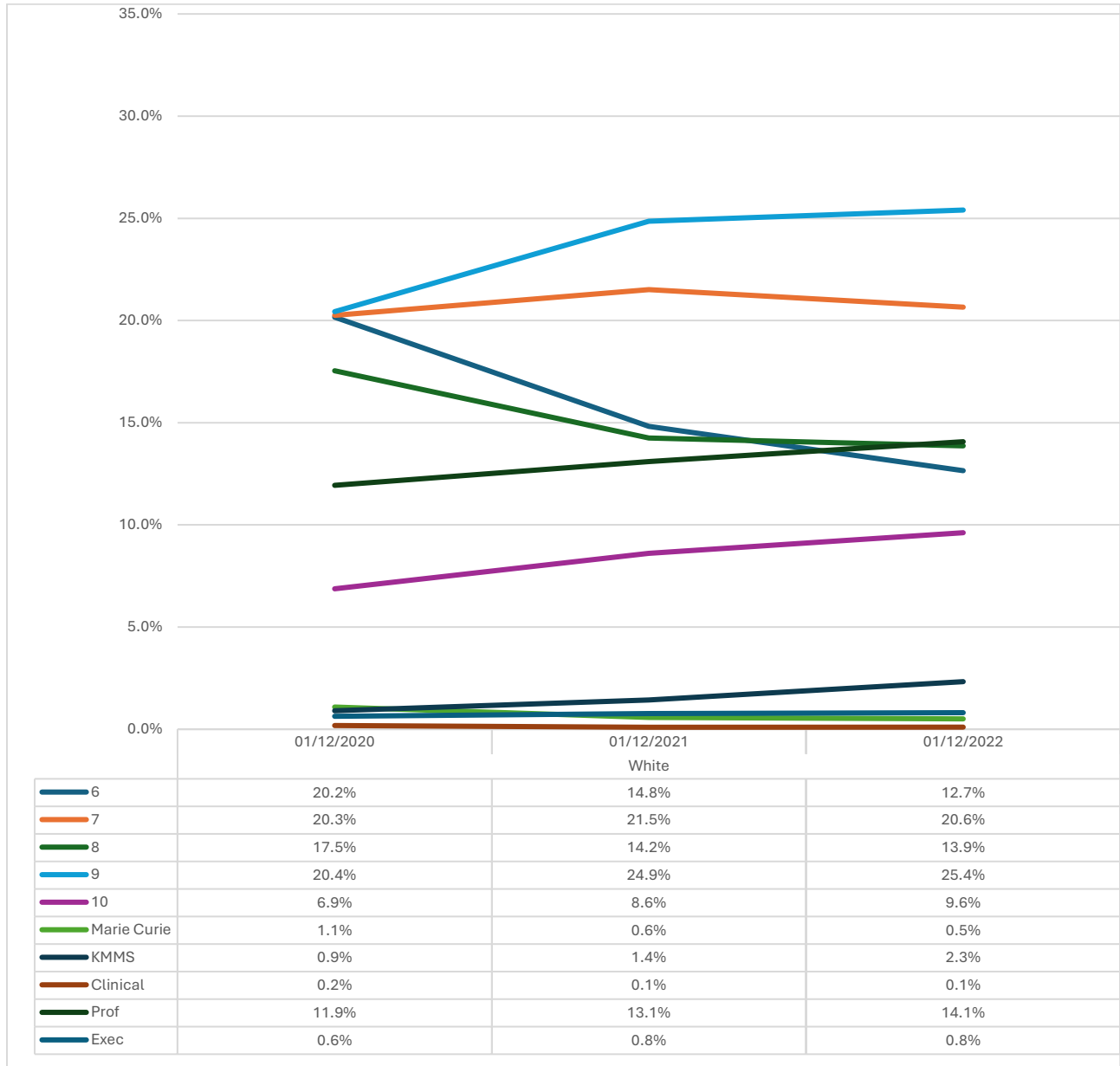
Grade 3 Year Trend

Chart 4a(11): BAME Staff



⁵ Except special grades (KMMS, Marie Curie and Clinical Staff) formed from partner collaboration agreements

Chart 4a(12): White Staff



Location

Primary base for academics is dependent on field of study. Very little in terms of policy would affect placement (Charts 4a(13)/ 4a(14)). Staff working between sites can have offices at both, shared work environments and access to a free shuttle.

Location 3 Year Trend

Chart 4a(13): BAME Staff

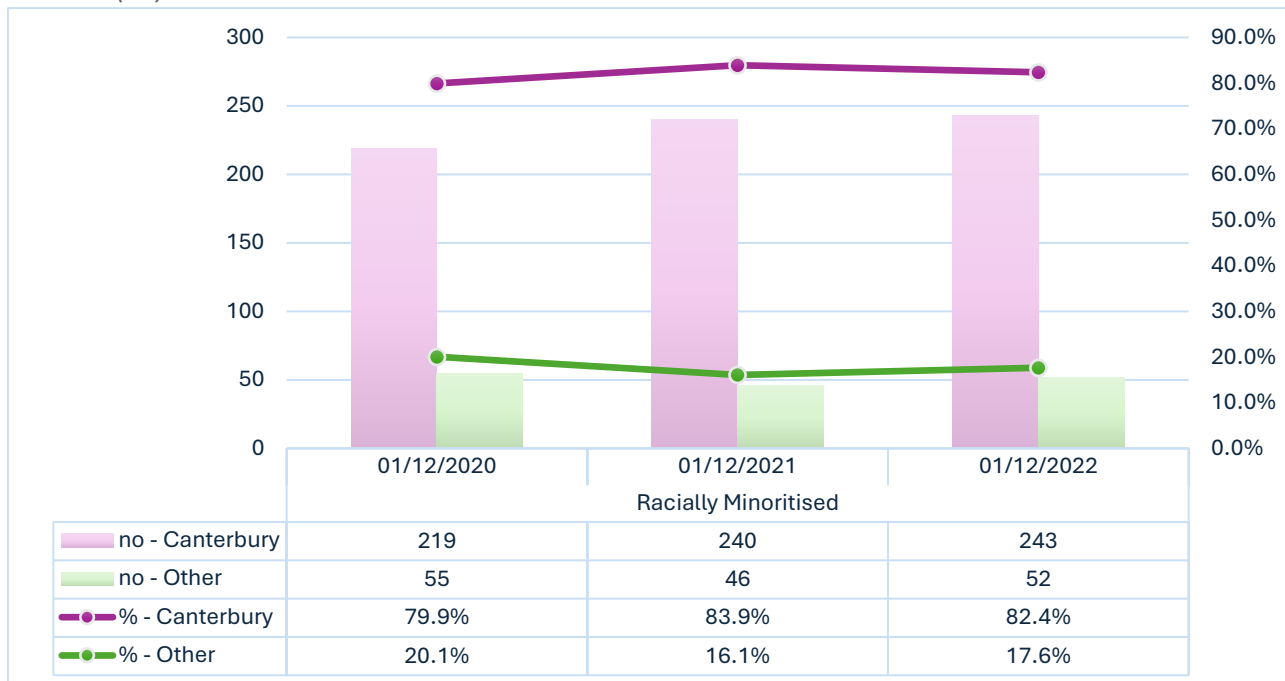
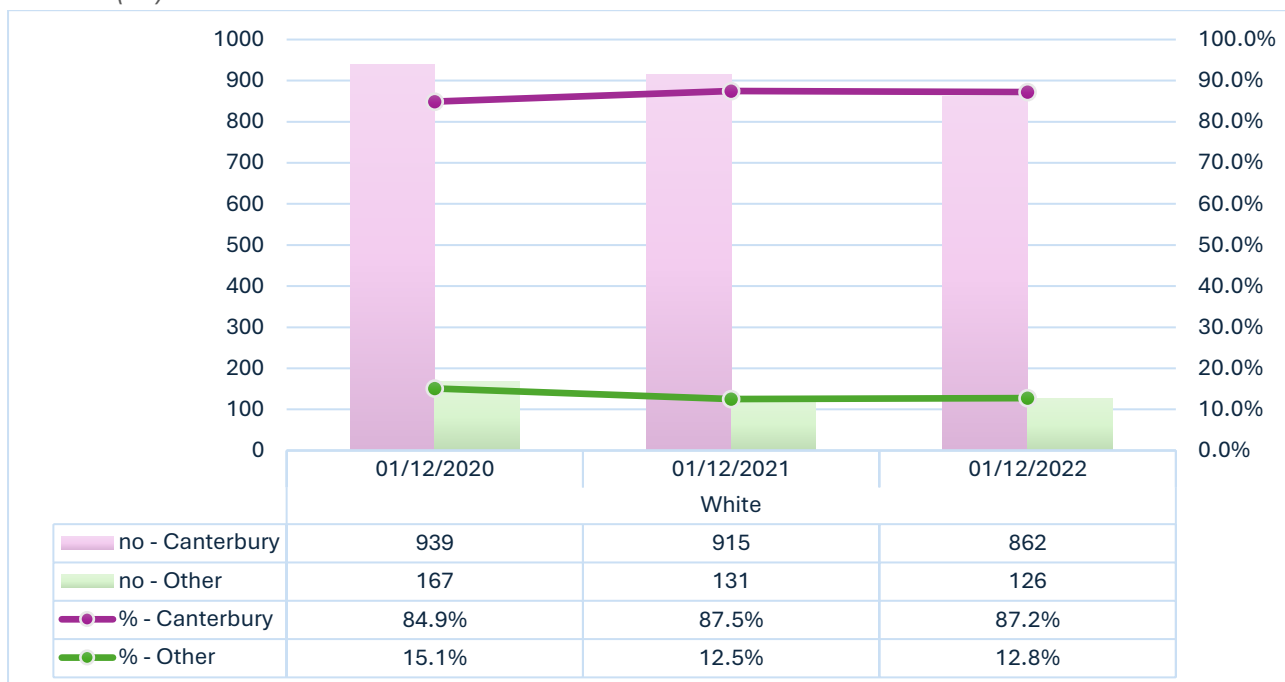


Chart 4a(14): White Staff



Nationality

Diversity of non-UK academics is impacted by the ability to sponsor staff visa's and increasing UKVI restrictions. Where recruitment is possible this can be driven by academic need in particular fields.

Additional impacts include the diversity of Kent (Cunty), application of hybrid and flexible working policies, accessibility of campuses via public transport, lack of viable school places and housing costs impacting mobility of staff on lower grades or with caring responsibilities.

AP2.1.2: Reduce the gap in staff recruitment outcomes

Redactions/removals have been made in this table to remove information that may be deemed sensitive

Nationality 3 Year Trend

Chart 4a(15): BAME Staff

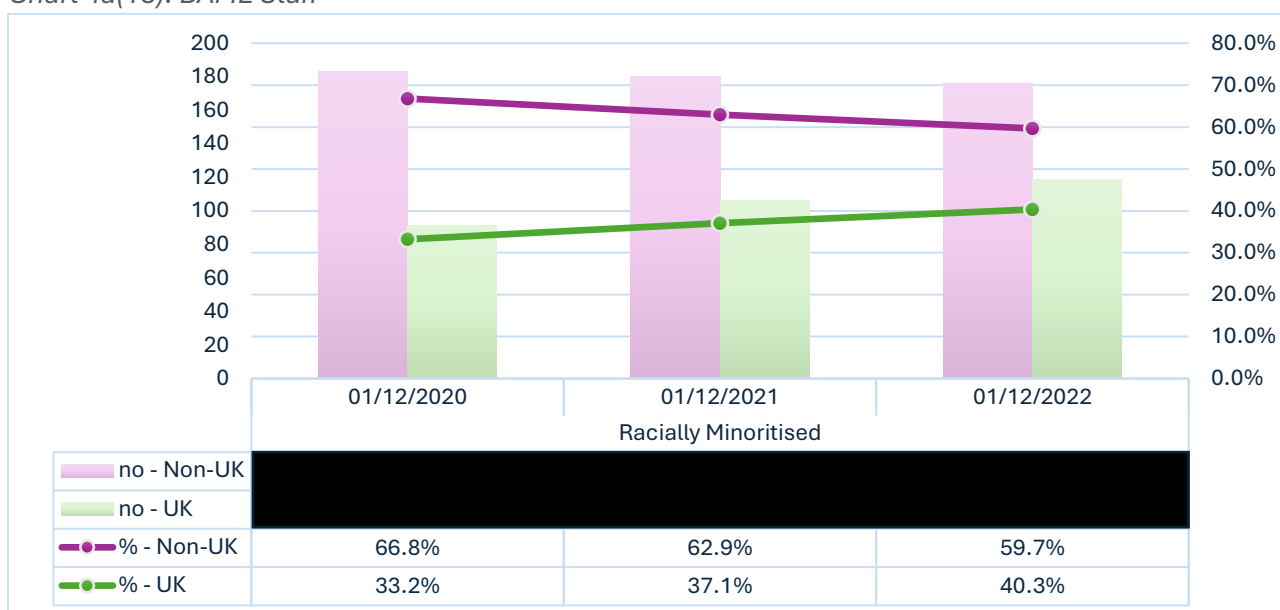
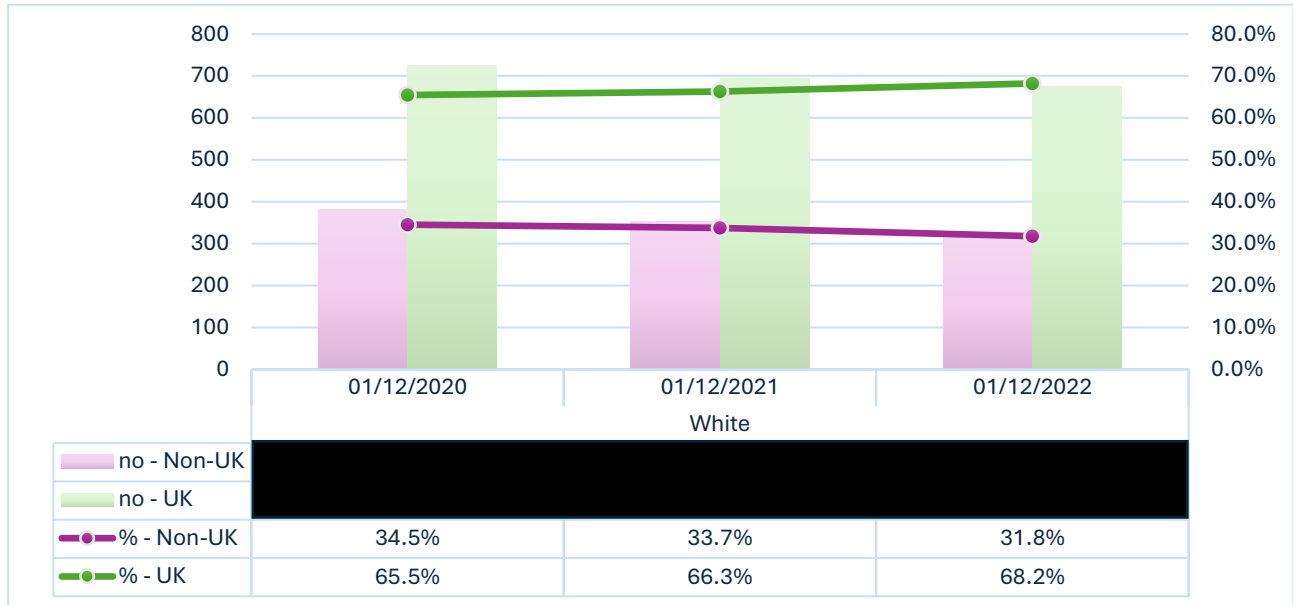


Chart 4a(16): White Staff



Contract Type – Fixed/Permanent and Grade Group

Stable and permanent contracts were widely cited by Survey Phase 2 participants as essential to career progression. Work by HR to reduce fixed term contracts is potentially driving the reduction of racial minorities in fixed term professorial grades . In permanent contracts, racial minorities percentages have been consistent in both grade groups. For White colleagues there is a decrease in grades 6-10 and increases at professorial levels. Institutional action to move all HPL's to permanent contracts could be skewing data.

Contract Type – Fixed/Permanent and Grade Group 3 Year Trend

Chart 4a(17): BAME Fixed Staff

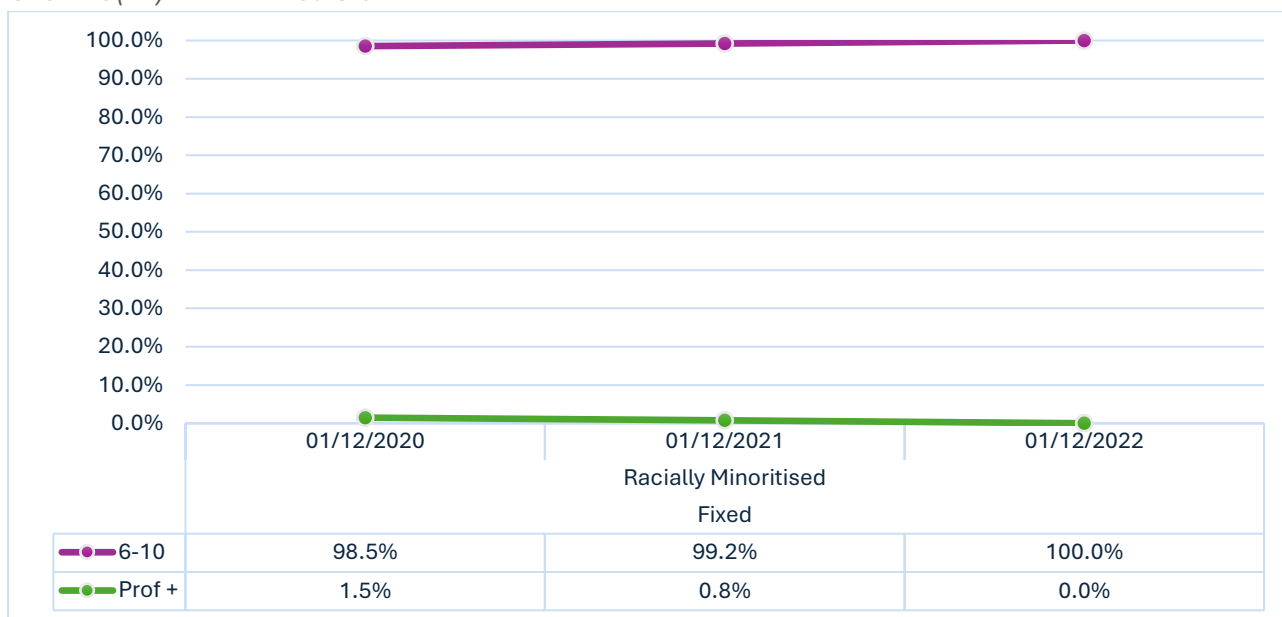


Chart 4a(18): White Fixed Staff

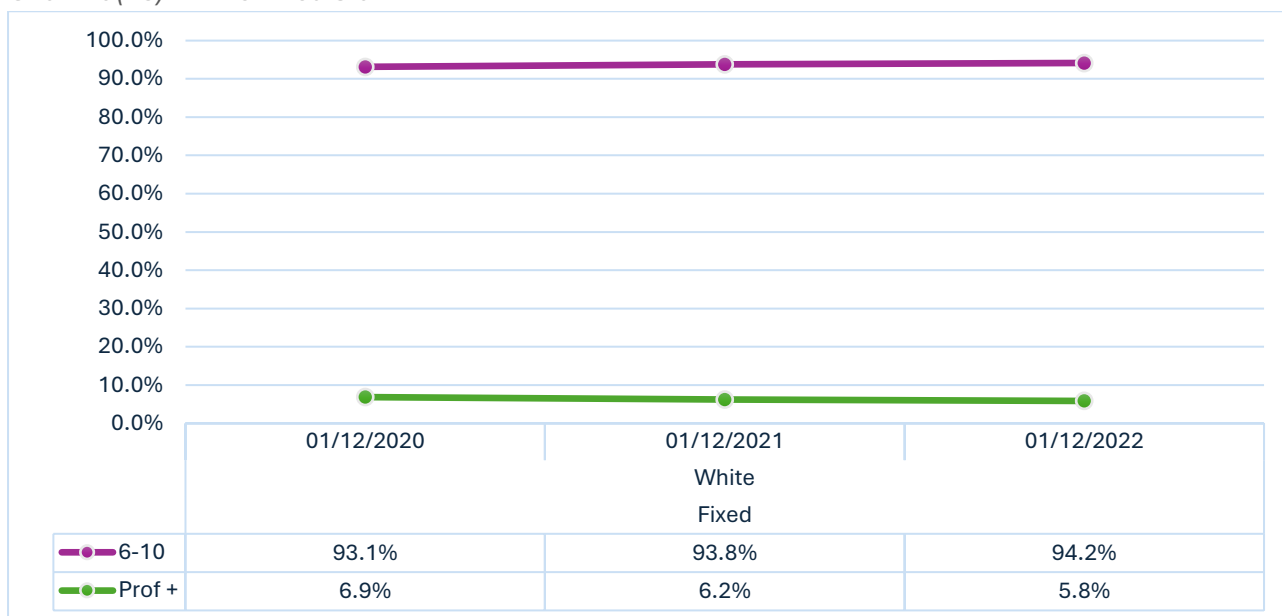


Chart 4a(19): BAME Permanent Staff

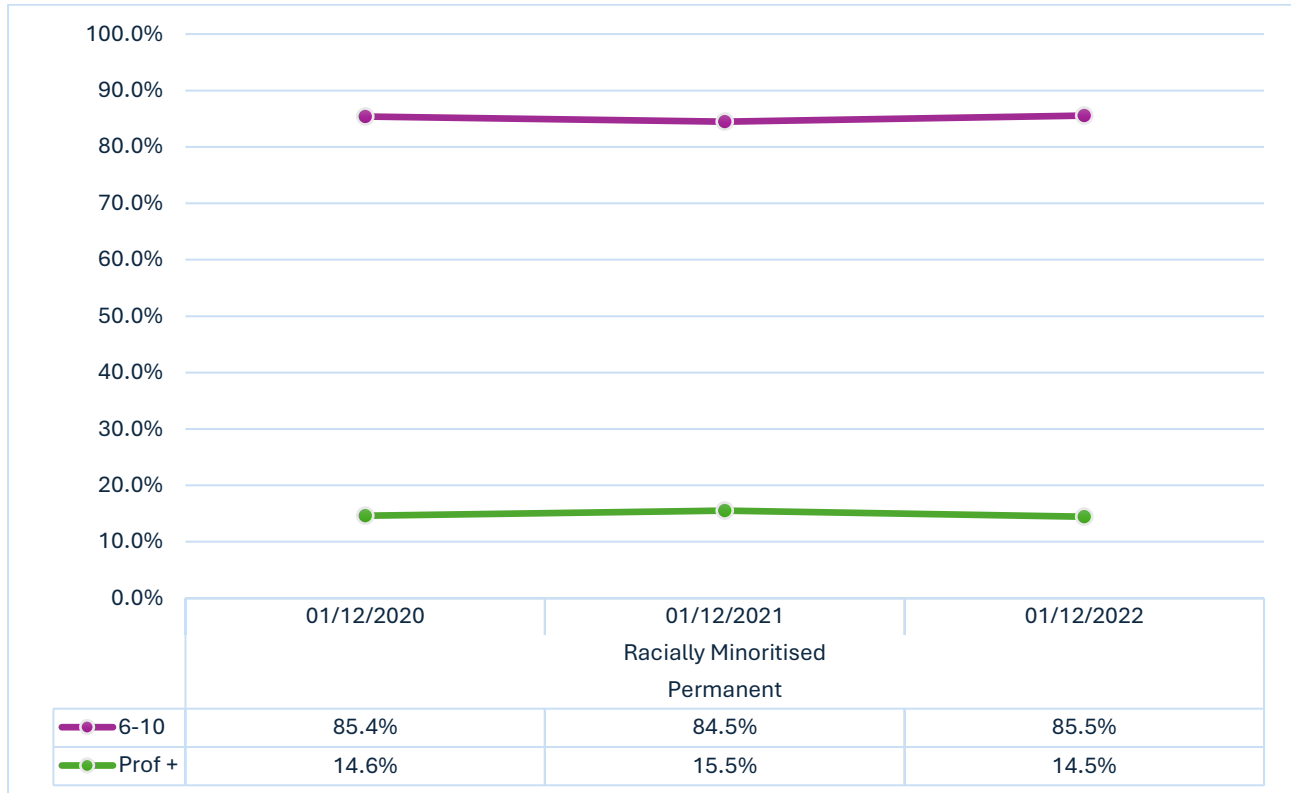
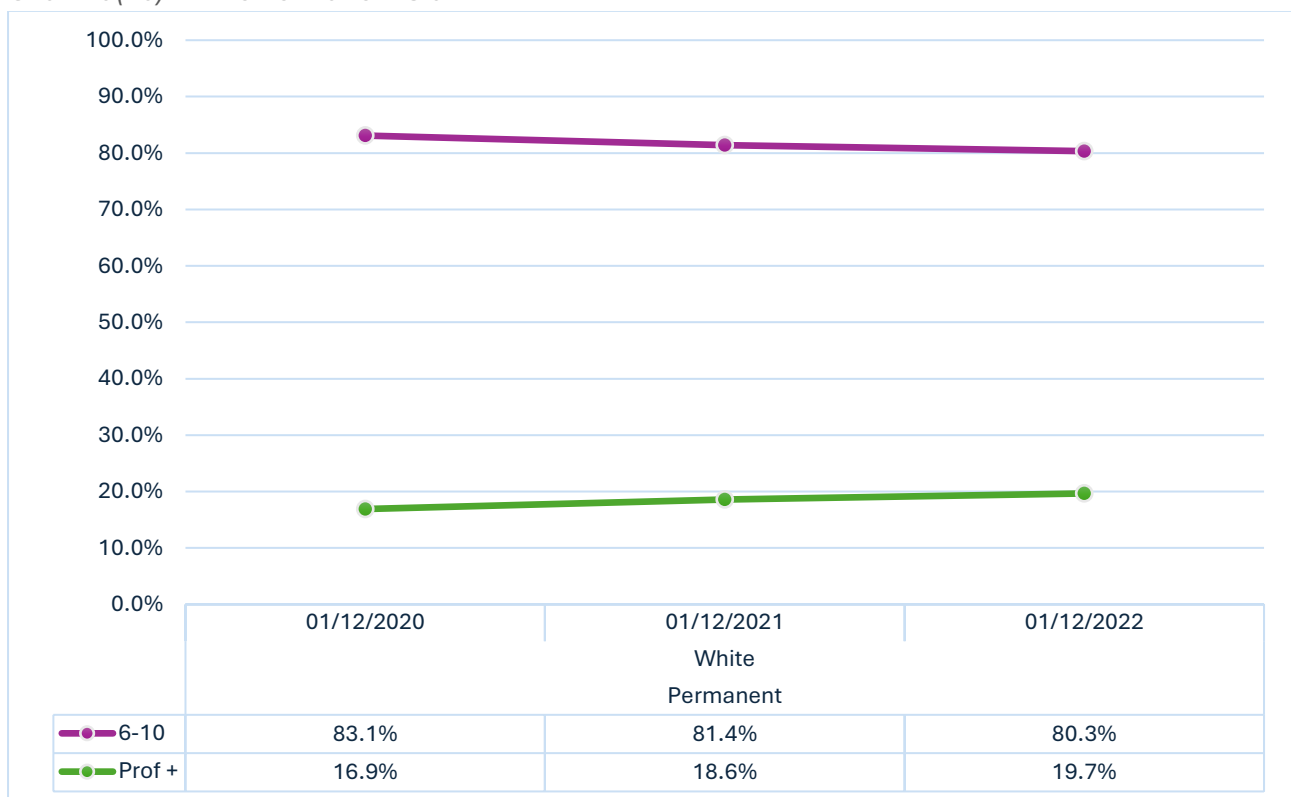


Chart 4a(20): White Permanent Staff



Contract Type – Fixed/Permanent and Nationality

Work is ongoing to move staff to permanent contracts although the data does not yet reflect this for UK racially minoritised staff.

There is a narrowing between UK and non-UK fixed contracts for racial minorities. White staff data demonstrates a widening, with an increase of White UK staff on fixed term contracts.

Redactions/removals have been made in this table to remove information that may be deemed sensitive

Contract Type – Fixed/Permanent and Nationality 3 Year Trend

Chart 4a(21): BAME Fixed Staff

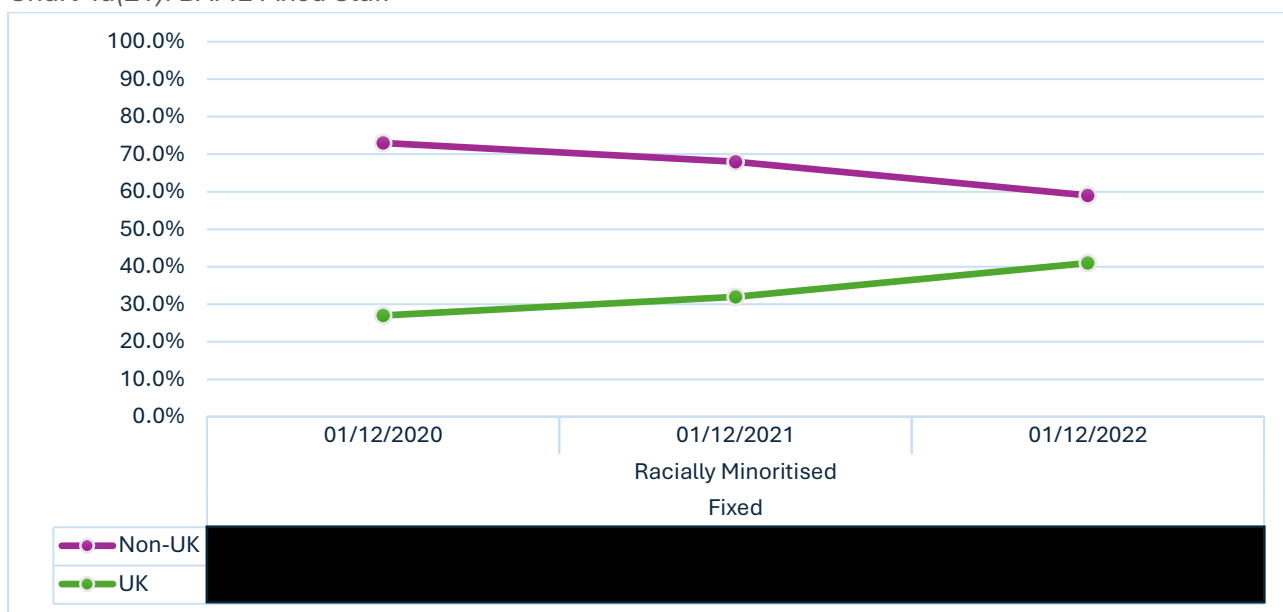


Chart 4a(22): White Fixed Staff

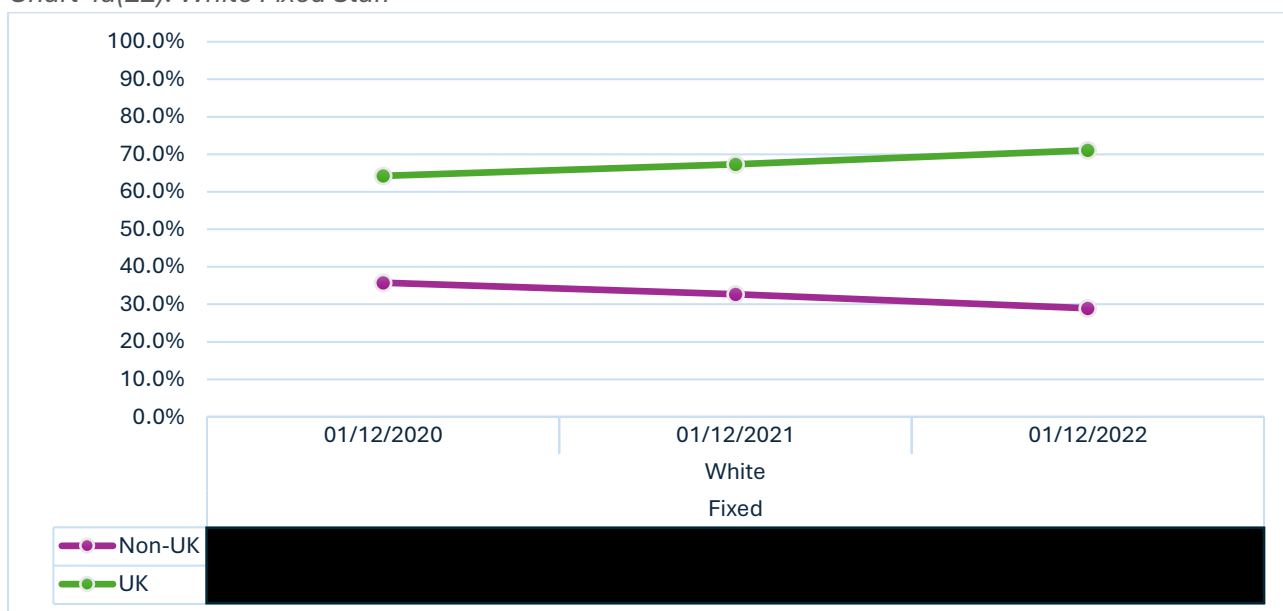
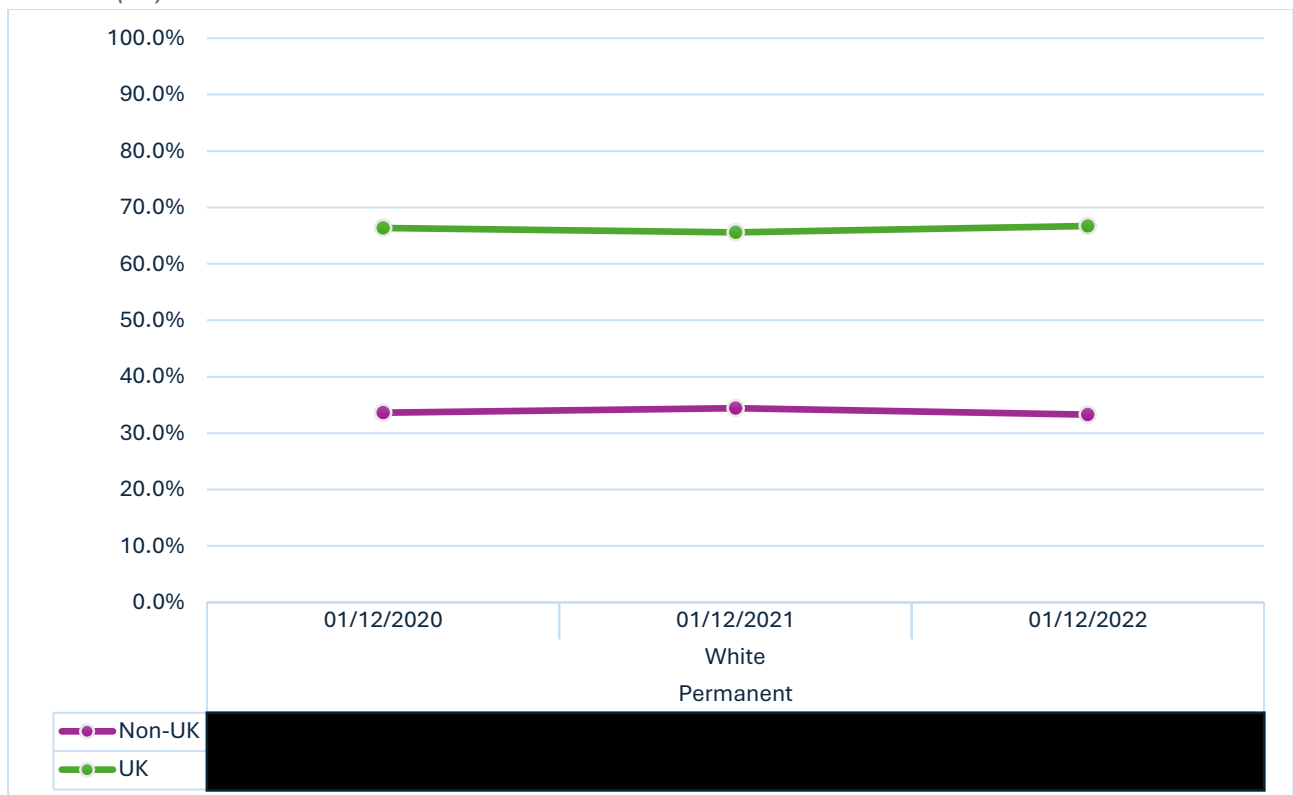


Chart 4a(23): BAME Permanent Staff



Chart 4a(24): White Permanent Staff

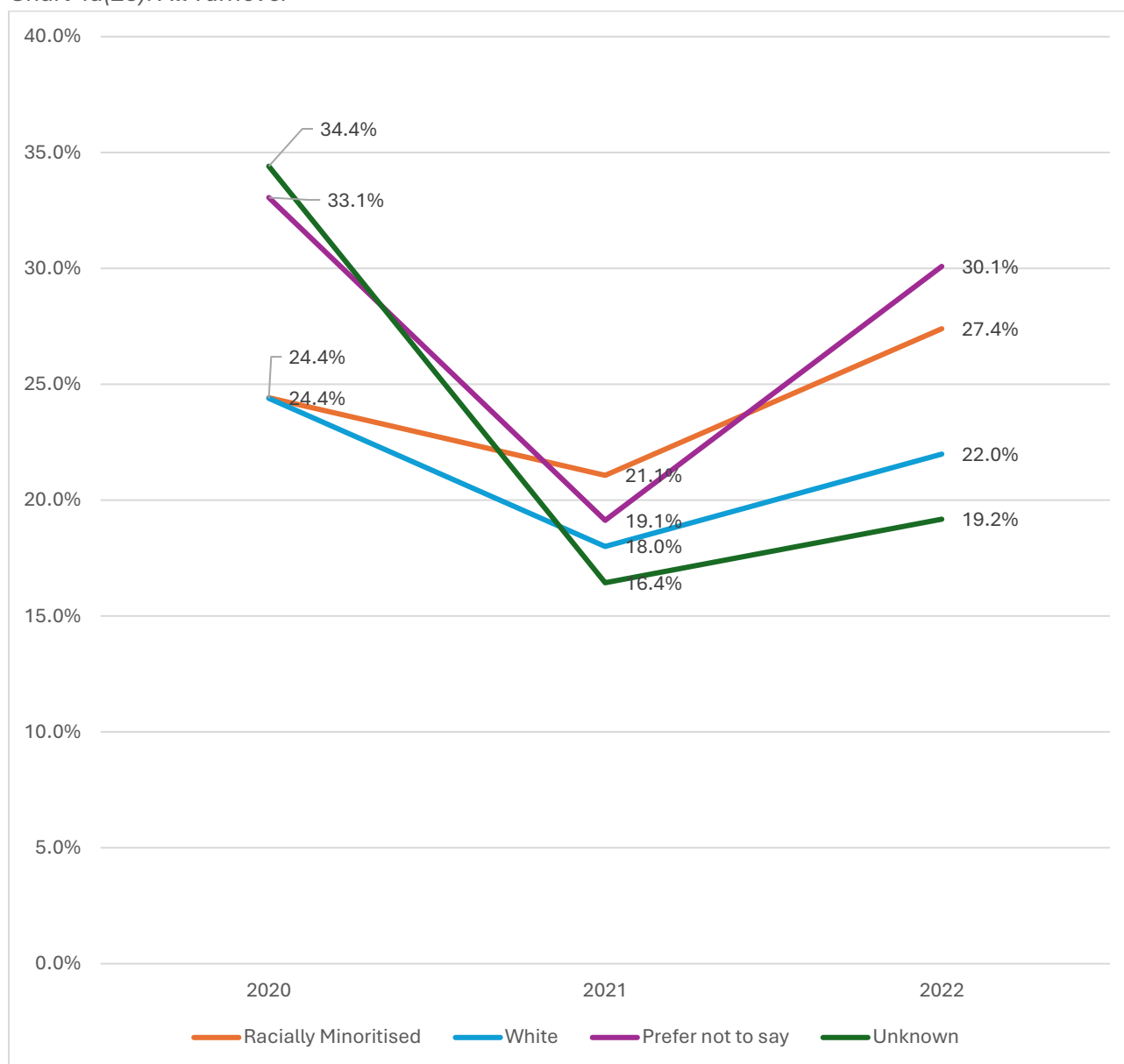


Turnover

Voluntary and involuntary turnover⁶ is higher amongst ethnic minorities (Chart 4a(25)) and widening, a concern due to the proportionality of losses. Kent conducts an EDI demographic analysis and EIA on redundancy schemes prior to launch. The dates of redundancy schemes coincide with the higher proportion of leavers in 2020 and 2022. Racially minoritised staff are more likely to resign than White staff (Chart 4a(26)).

Turnover 3 Year Trend

Chart 4a(25): All Turnover



⁶ Voluntary turnover includes resignation. Involuntary includes Voluntary and Compulsory Redundancy, dismissal for disciplinary purposes

Chart 4a(26): Voluntary Turnover

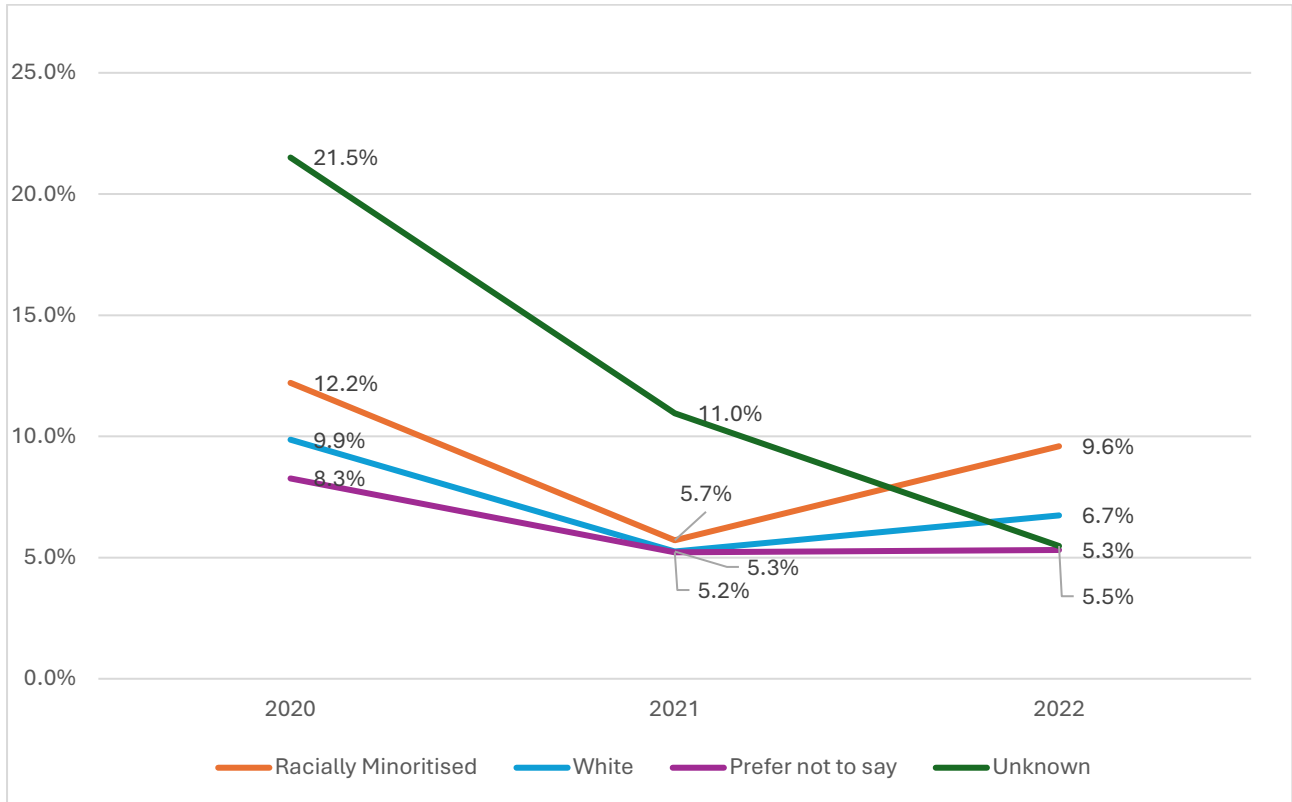
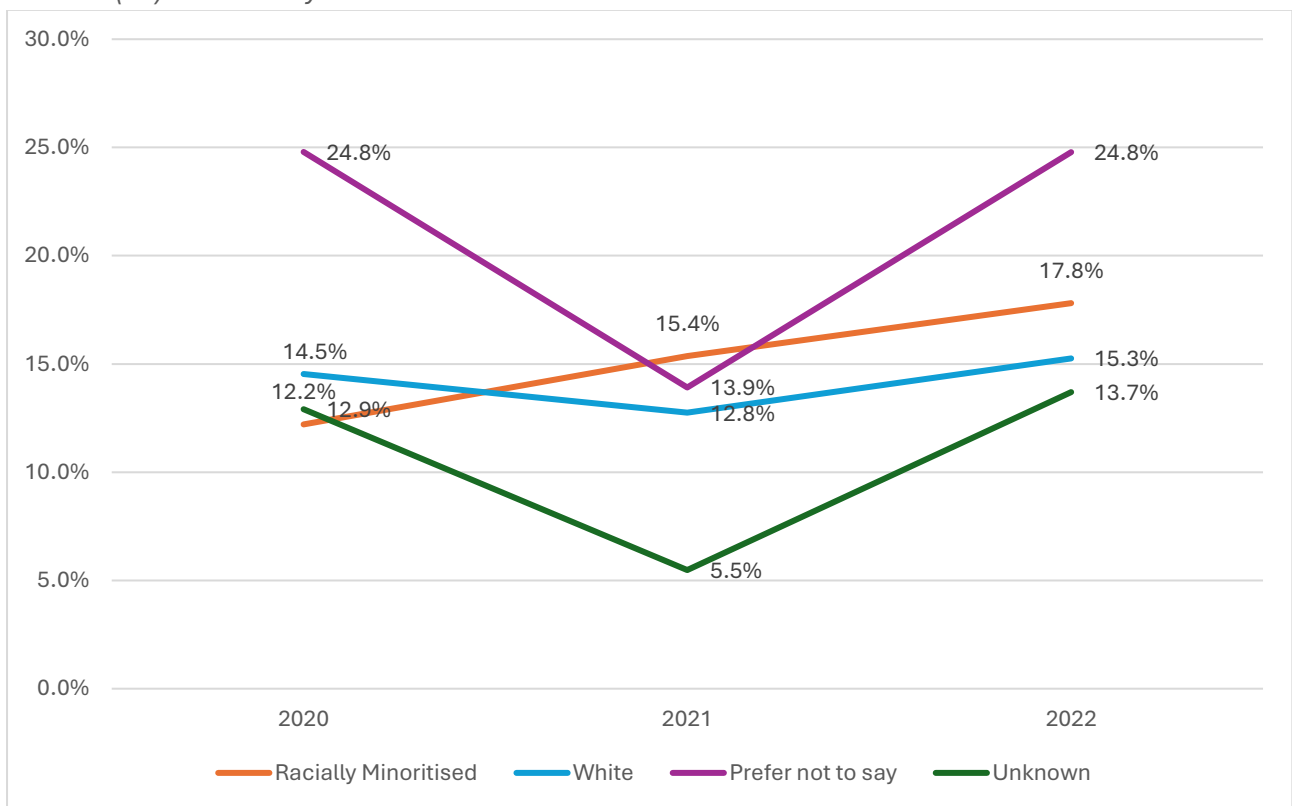


Chart 4a(27): Involuntary Turnover



4b Professional and Support Staff

Local Demographics

Table 4b(1): BAME Staff Canterbury

	% BAME all staff	% BAME admin/support
University of Kent	14.0%	8.7%
Local Census Data		
Canterbury area 2021 census	10.8%	
Canterbury area 2011 census	7.0%	
South East 2021 census	13.7%	
South East 2011 census	9.3%	

Professional and Support Staff

Ethnicity

Chart 4b(1): Ethnicity 3 Year Trend

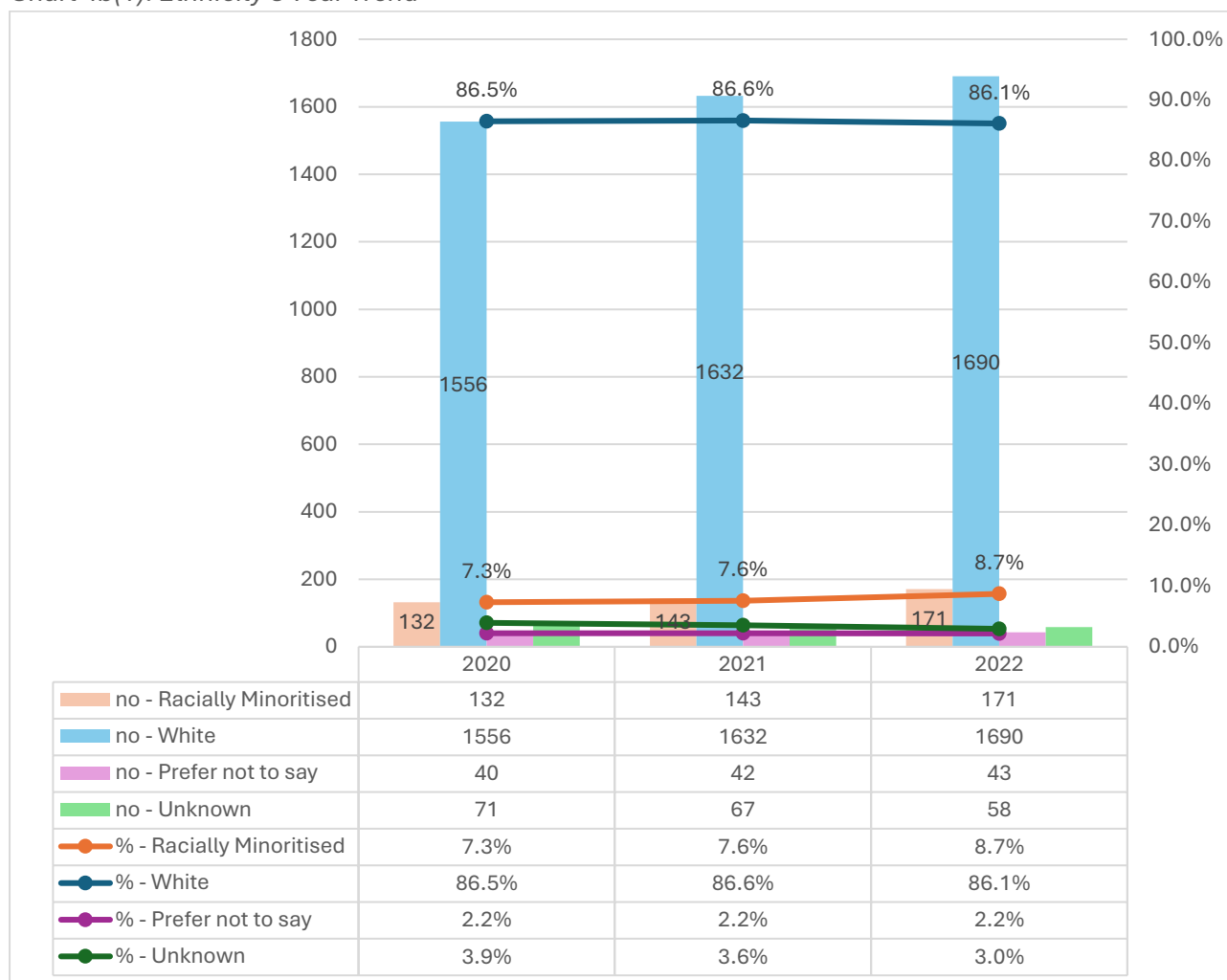


Table 4b(2): BAME Staff

ETHNICITY	%			no		
	01/12/20	01/12/21	01/12/22	01/12/20	01/12/21	01/12/22
Racially Minoritised						
Arab	1.5%	0.0%	0.6%	<5	0	<5
Asian or Asian British - Bangladeshi	3.8%	5.6%	5.3%	5	8	9
Asian or Asian British - Indian	7.6%	7.0%	8.2%	10	10	14
Asian or Asian British - Pakistani	1.5%	1.4%	2.9%	<5	<5	5
Black or Black British - African	12.9%	16.1%	16.4%	17	23	28
Black or Black British - Caribbean	9.1%	6.3%	6.4%	12	9	11
Chinese	9.1%	7.7%	7.6%	12	11	13
Mixed - White and Asian	6.1%	6.3%	7.6%	8	9	13
Mixed - White and Black African	2.3%	2.1%	0.6%	<5	<5	<5
Mixed - White and Black Caribbean	4.5%	4.2%	5.3%	6	6	9
Other Asian background	24.2%	25.2%	22.2%	32	36	38
Other Black background	0.0%	2.1%	1.2%	0	<5	<5
Other ethnic background	8.3%	9.1%	7.6%	11	13	13
Other mixed background	9.1%	7.0%	8.2%	12	10	14

Contract Type – Fixed/Permanent

Contract types remained relatively stable (Chart 4b(2)). BAME Staff Survey Phase 2 participants spoke about the anxiety and unsettled nature of contracts, linking to insecurity and discrimination and the intersecting nature of issues around contract type, gender, race, and parenting.

Contract Type – Fixed/Permanent 3 Year Trend

Chart 4b(2): BAME Staff

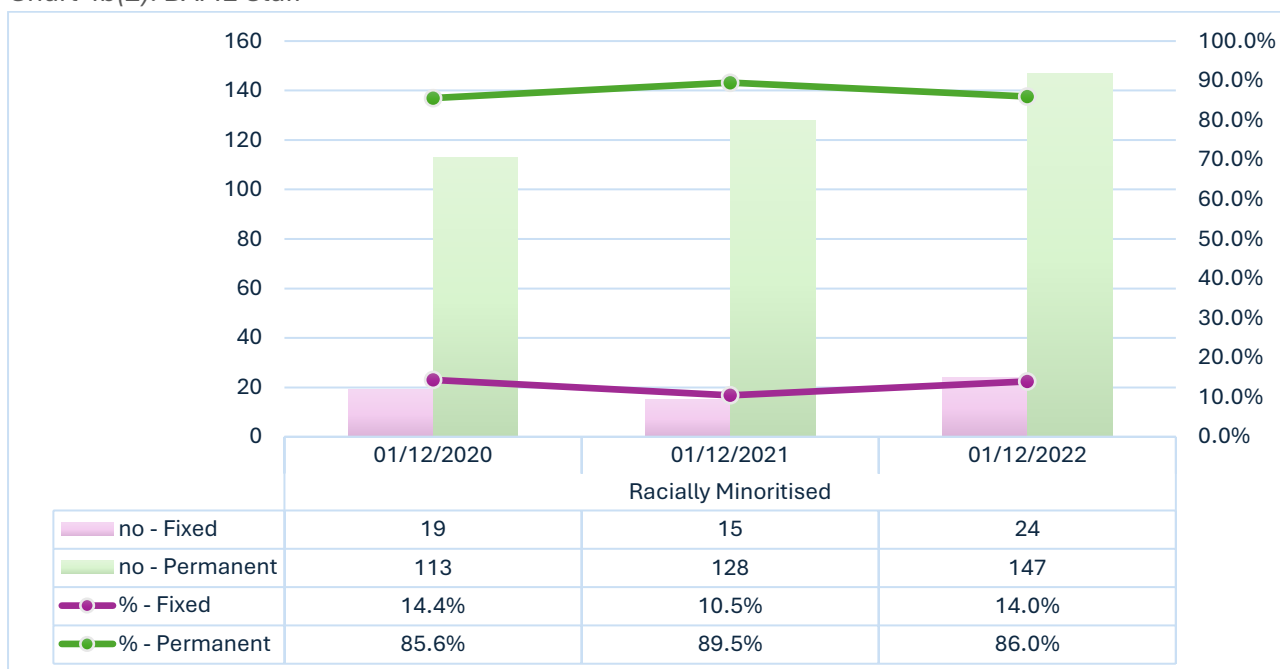
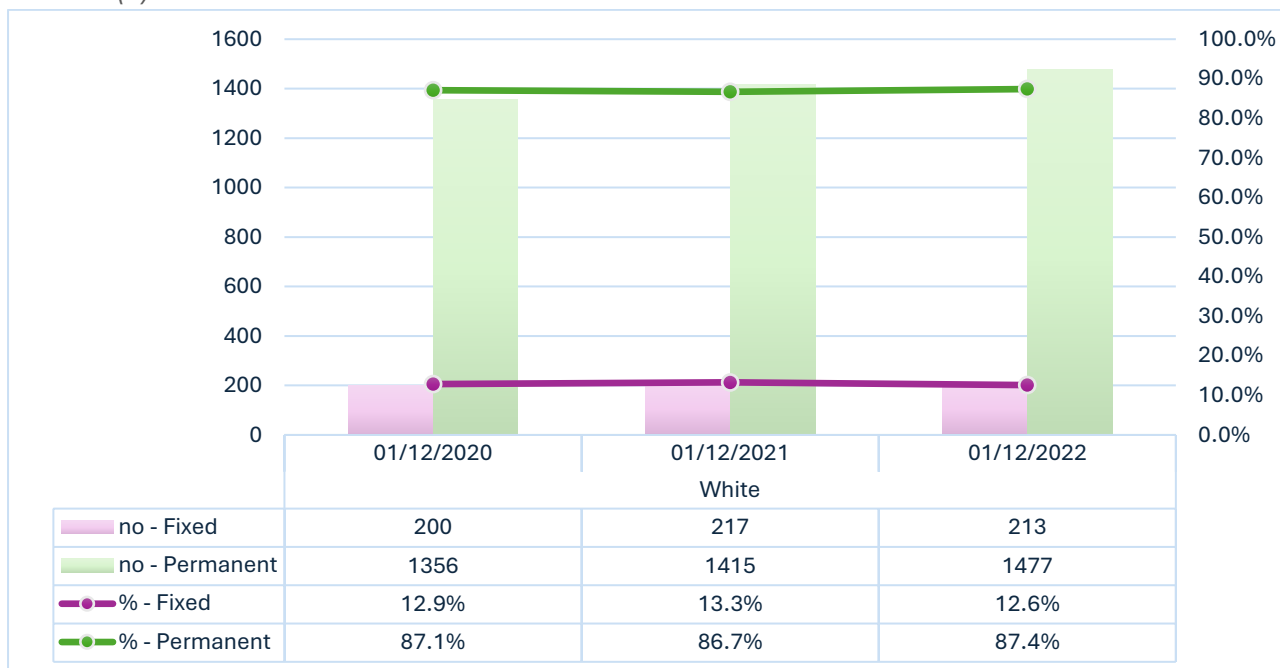


Chart 4b(3): White Staff



Contract Type – Part Time/Full Time

Due to the small number of racially minoritised compared to White staff any fluctuation can appear inflated. Taking this into account, the positive increase of racially minoritised staff is drawing more in line with White PSS.

Contract Type – Part Time/Full Time 3 Year Trend

Chart 4b(4): BAME Staff

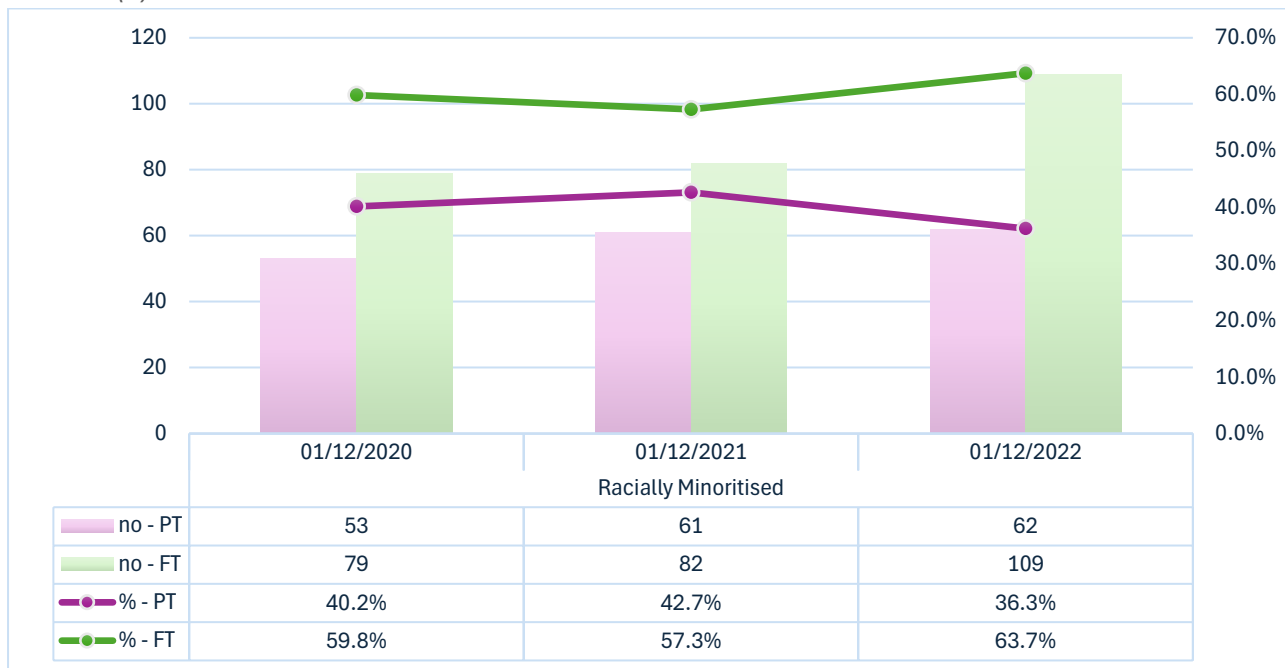
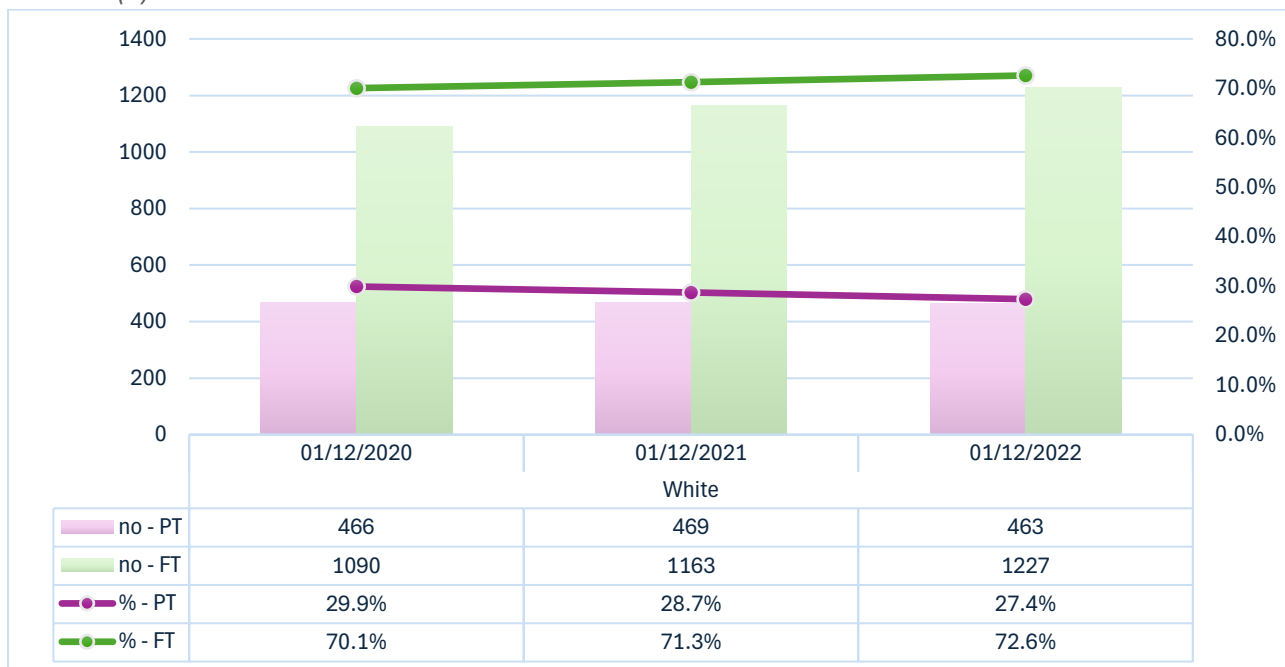


Chart 4b(5): White Staff



Directorate/Division

PSS in Divisions deliver local level functionality from a central Directorate. Directorates provide central functionality to the institution.

Numbers of racial minorities are higher in Directorates generally than Divisions (clustered in Estates and Hospitality fields) and though data does demonstrate percentage decreases due to shifts triggered by institutional restructure, there is evidence of increase in pure numbers (Chart 4b(6)).

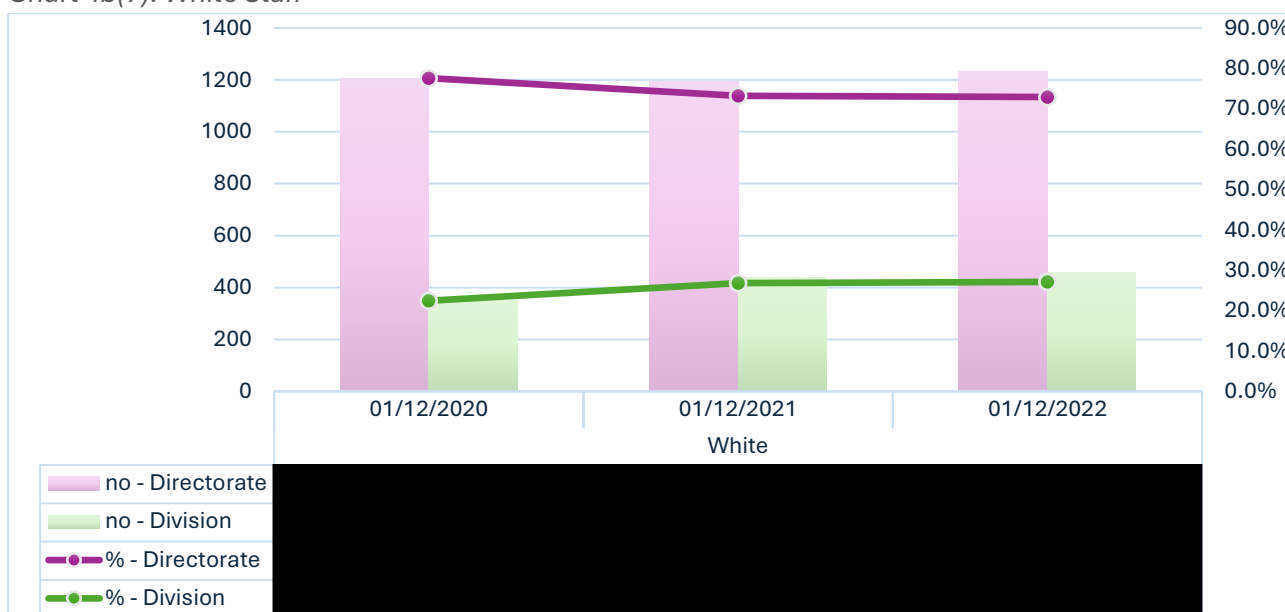
Redactions/removals have been made in this table to remove information that may be deemed sensitive

Directorate/Division 3 Year Trend

Chart 4b(6): BAME Staff



Chart 4b(7): White Staff



Grade Group

The percentage difference between racialised minorities and White colleagues between Grades 1-6 and 7-10+ split is statistically significant (Chart 4b(8)). The demographic makeup of decision-making bodies (Chart 4d(1)) reflects this. PSS survey respondents perceived that Grade and job role impacts received respect.

13% of racially minoritised staff strongly agreed they had been encouraged to apply for jobs at a higher grade (vs 36% White). The academic leadership programmes are open to PSS. The PCS commits Kent to developing a Professional Services Career Framework (see 6d) to enable PSS progression.

Grade Group 3 Year Trend

Chart 4b(8): BAME Staff

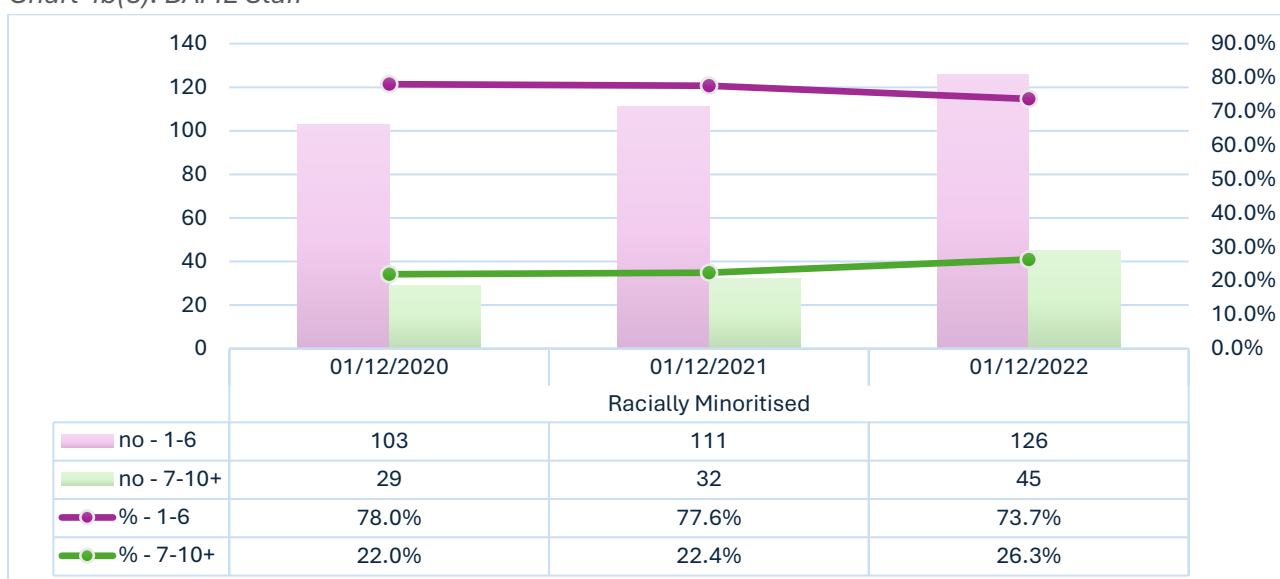
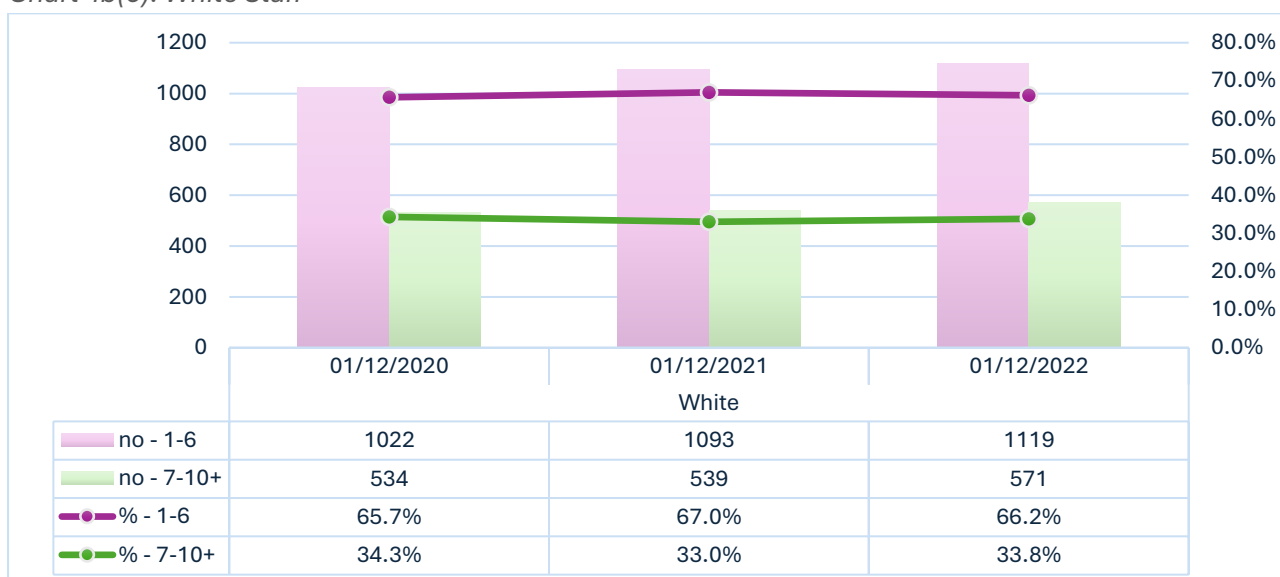


Chart 4b(9): White Staff



Grade

There are disproportionately higher proportions of racially minoritised staff (29.6% BAME: 9.5% White) in Grades 1-2 (Chart 4b(10)) due to the proportion of hospitality and estates staff employed from racially minoritised backgrounds. Where there is a much bigger spread across grades amongst White staff, there appears to be bottlenecks in the racially minoritised data. Focus groups questioned the conversion rates of Grades 1 and 2 and Grade 6+.

There is a lack of racially minoritised staff represented in all Grades 6+.

AP1.2.2: Build a strong diverse pipeline of leaders through strategic succession planning and through development programmes, including those aimed at supporting women and racially minoritised colleagues to take on leadership and management roles.

Grade 3 Year Trend

Chart 4b(10): BAME Staff

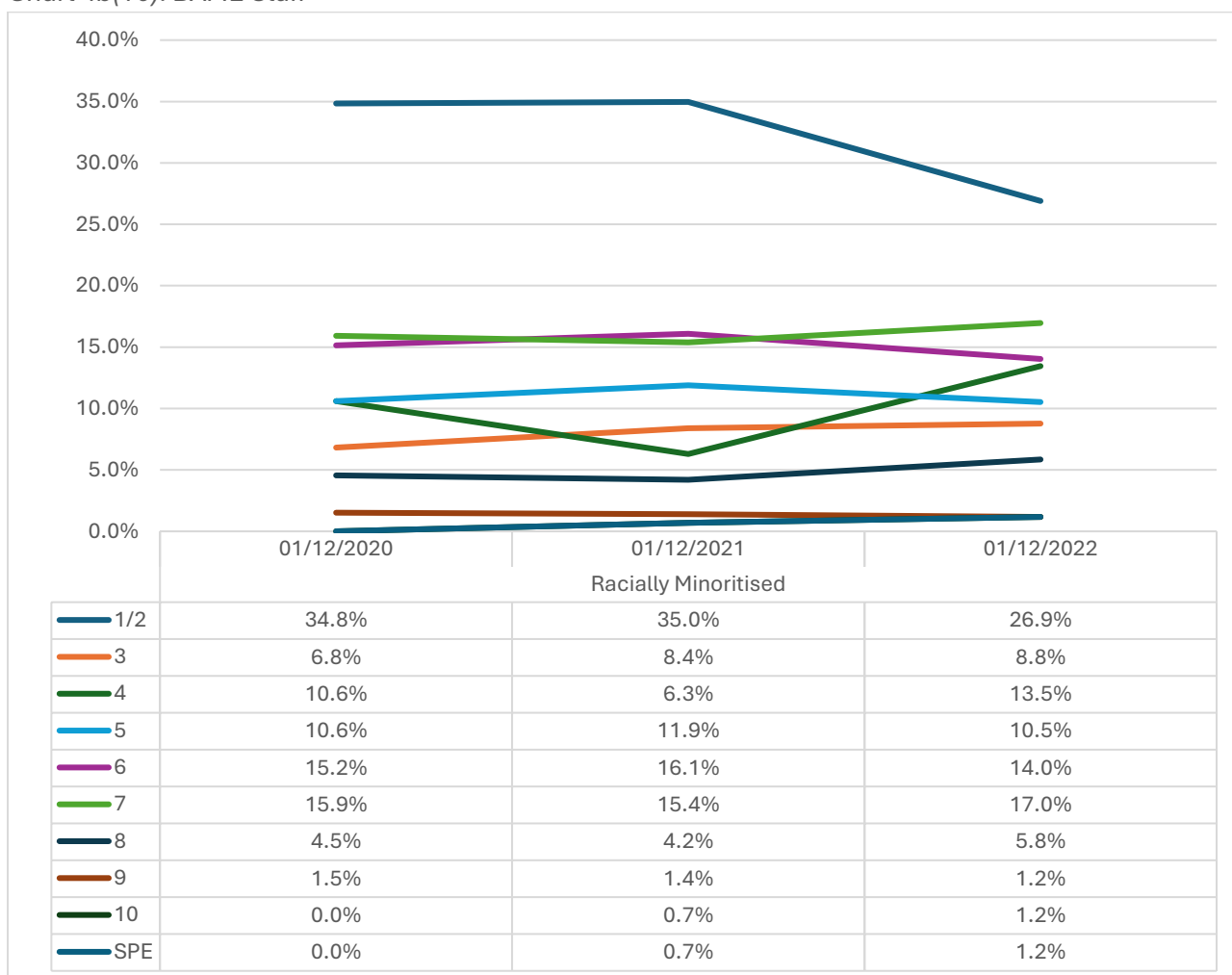
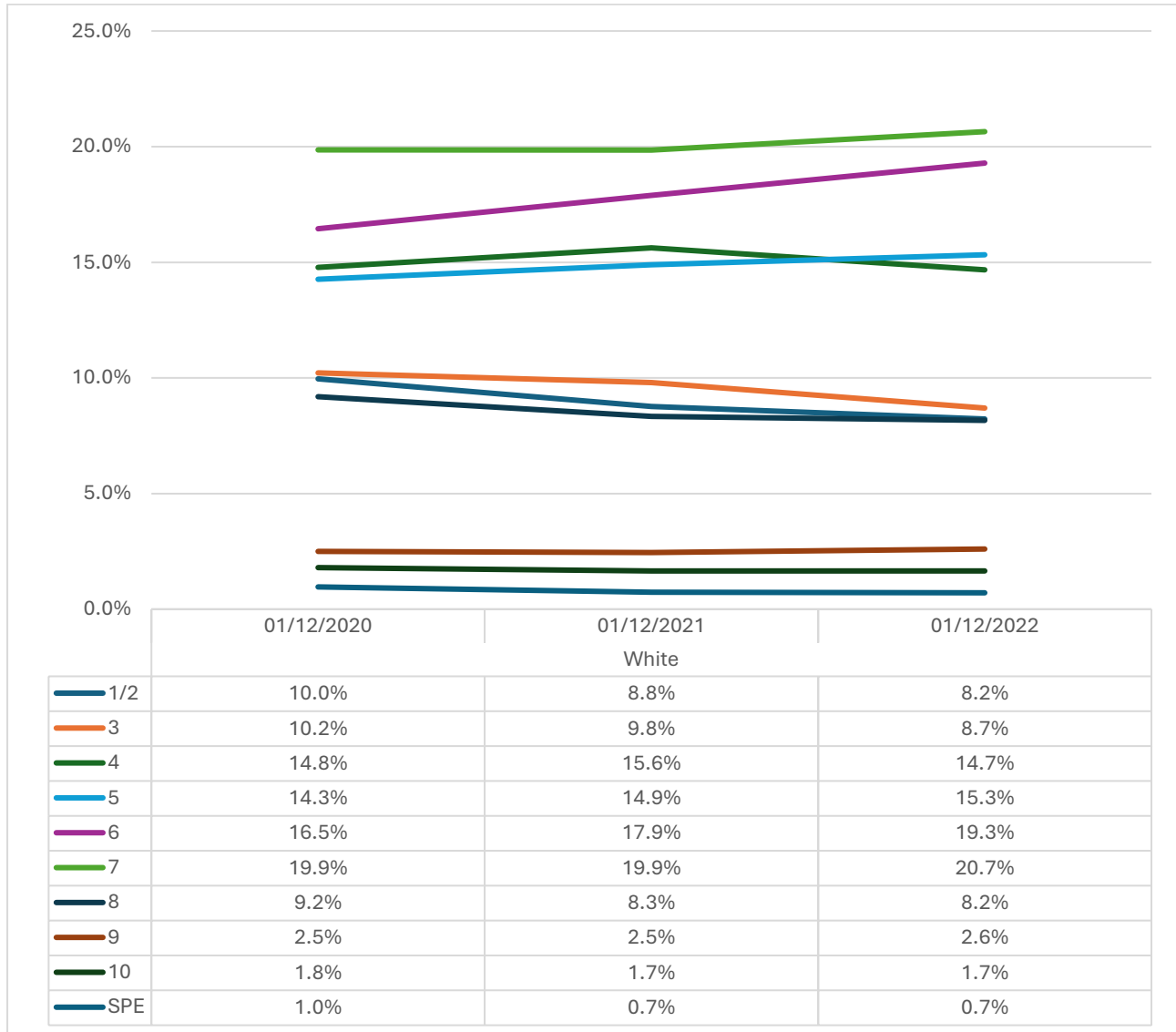


Chart 4b(11): White Staff



Location

The majority of PSS are based on the Canterbury Campus with similar restrictive factors (Section 4a).

Location 3 Year Trend

Chart 4b(12): BAME Staff

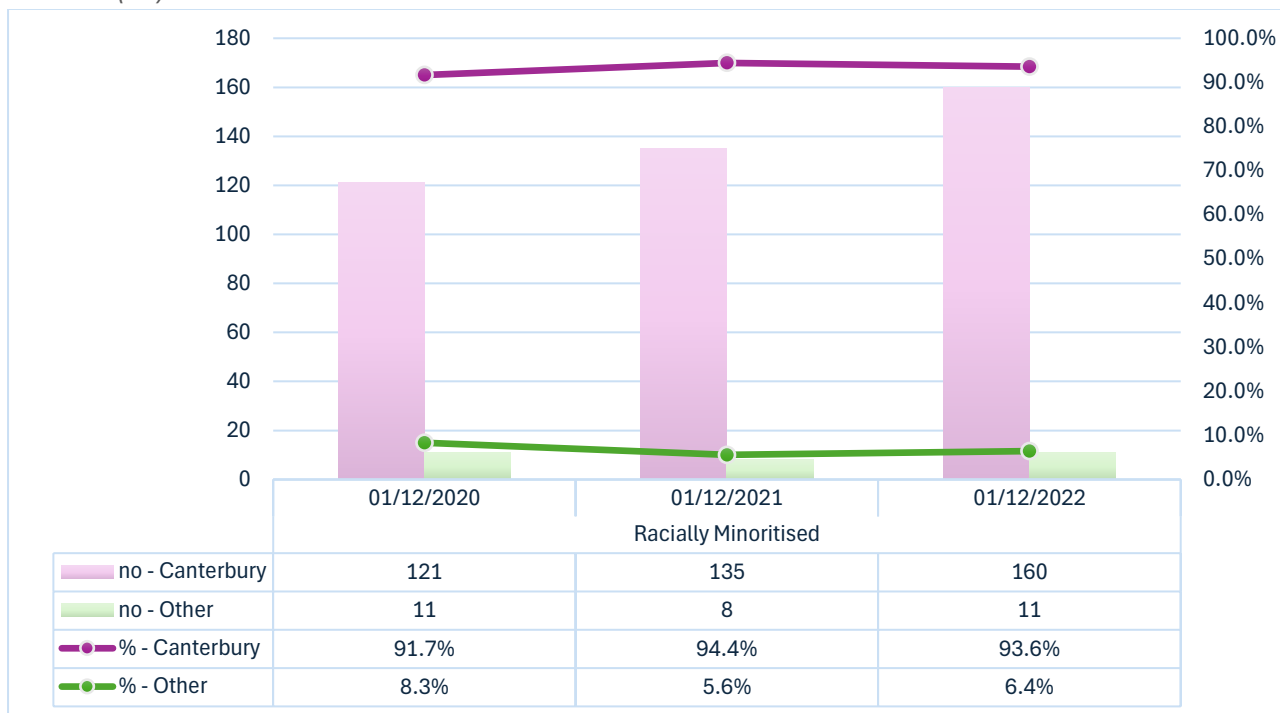
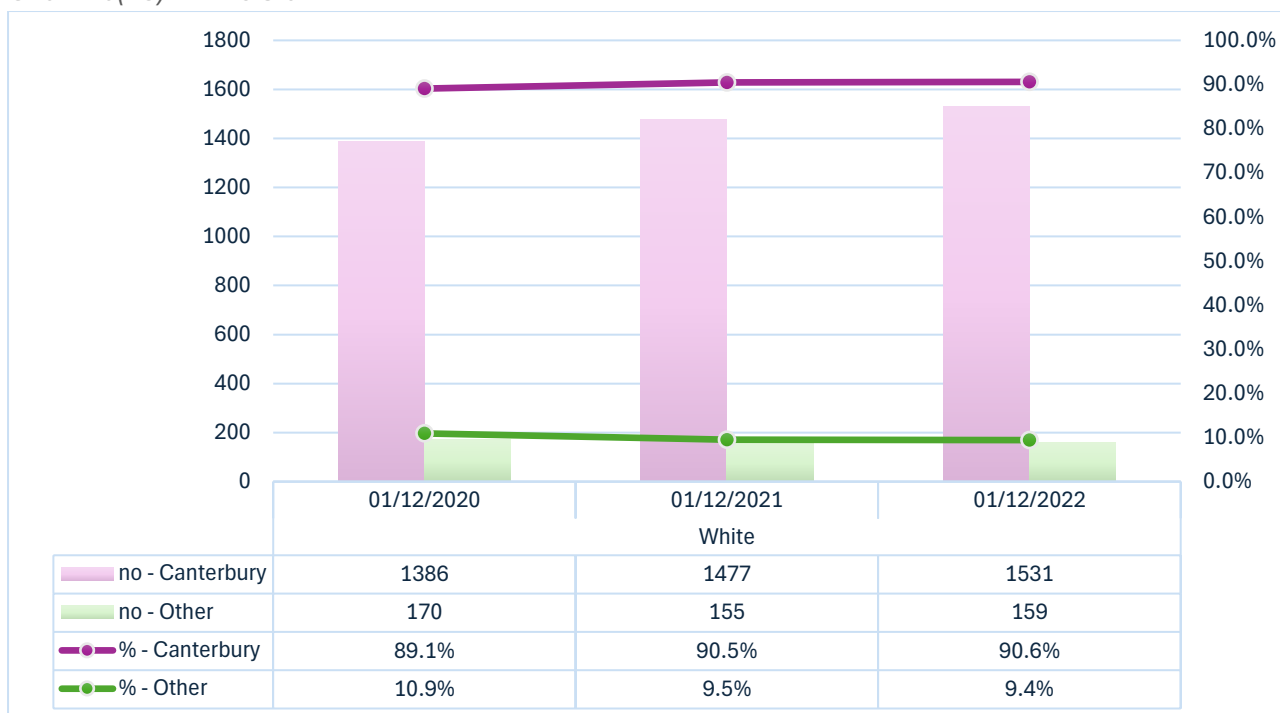


Chart 4b(13): White Staff



Nationality

Kent’s UK versus non-UK racially minoritised groups is consistent. Counter to the Academic staff profile, PSS evidence a higher percentage of UK compared to non-UK staff, due to a lesser need to recruit internationally for specific expertise in an academic field.

Focus Groups noted Grades 1 and 2 are more likely to comprise individual’s resident within the local area. The varying salary scales adopted by PSS grades, cost of relocation and the inability to work remotely full time is a barrier to broader UK recruitment.

Redactions/removals have been made in this table to remove information that may be deemed sensitive

Nationality 3 Year Trend

Chart 4b(14): BAME Staff

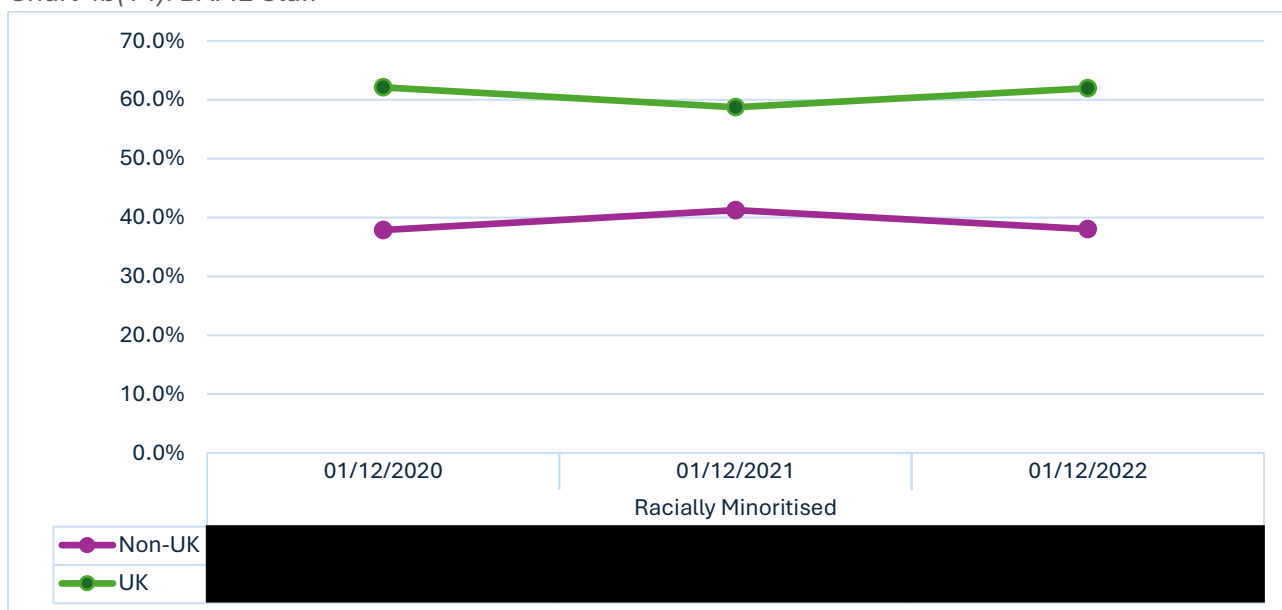
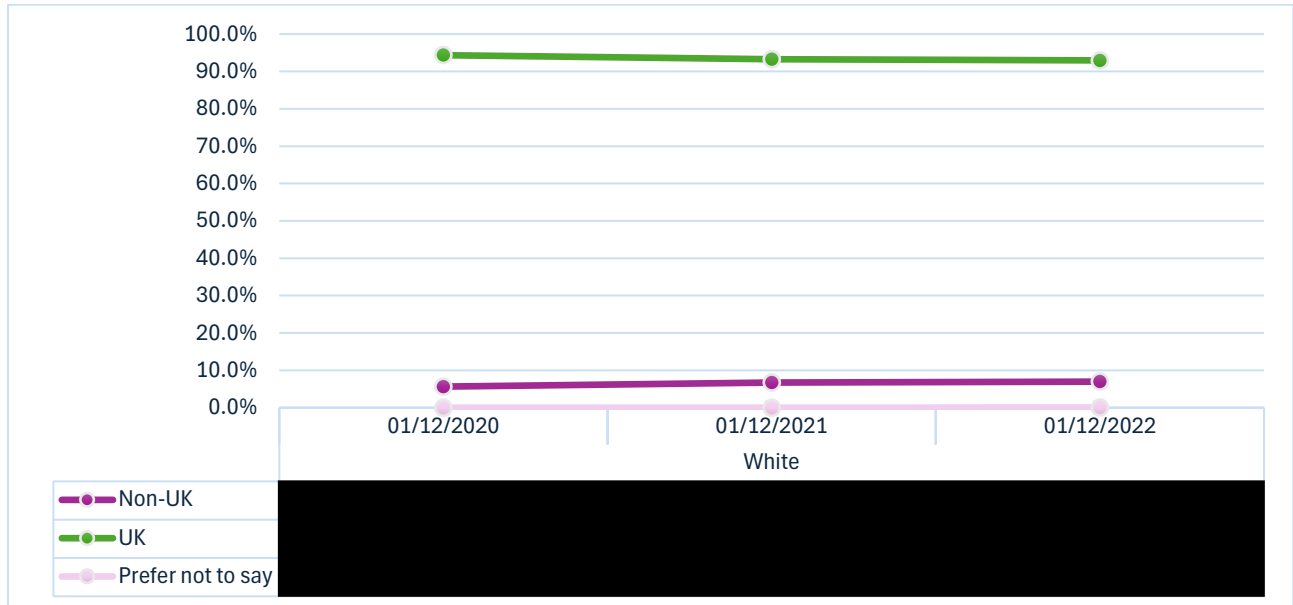


Chart 4b(15): White Staff



Contract Type – Fixed/Permanent and Grade Group

PSS contract type by grade groupings is relatively proportional. Barriers to progression include the lack of a PSCF (see 6d) and may account for all PSS lack of progression.

AP2.3.2: Launch the Professional Services Career Framework

Fixed term contracts for racially minoritised lower grades increase in contrast to White numbers which rose and then fell. The data does not evidence conversion rates from temporary lower grade to permanent higher grade.

Contract Type – Fixed/Permanent and Grade Group 3 Year Trend

Chart 4b(16): BAME Fixed Staff

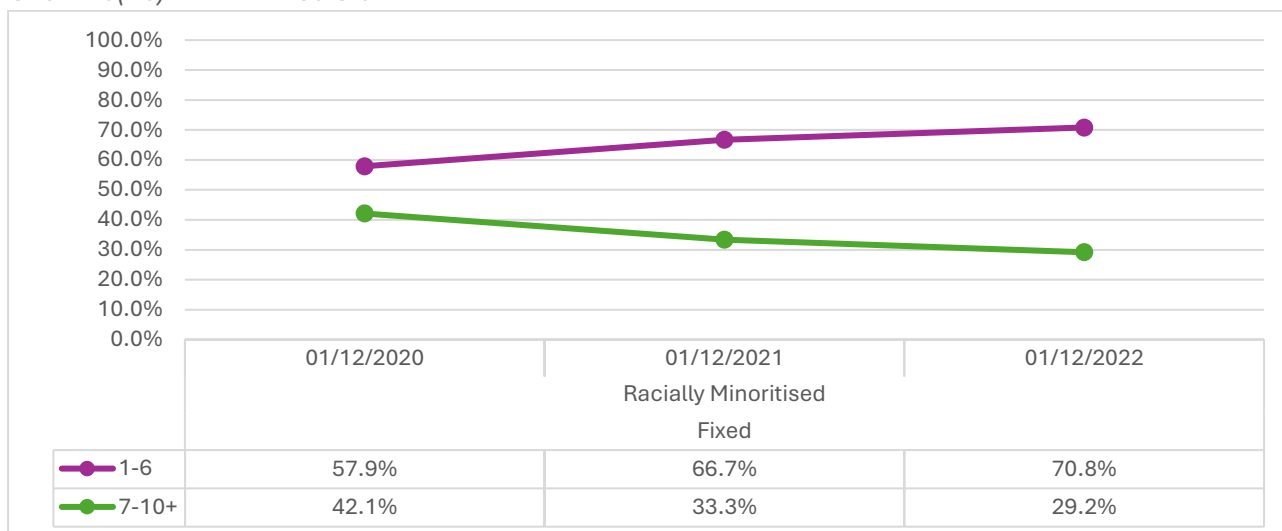


Chart 4b (17) White Fixed Staff

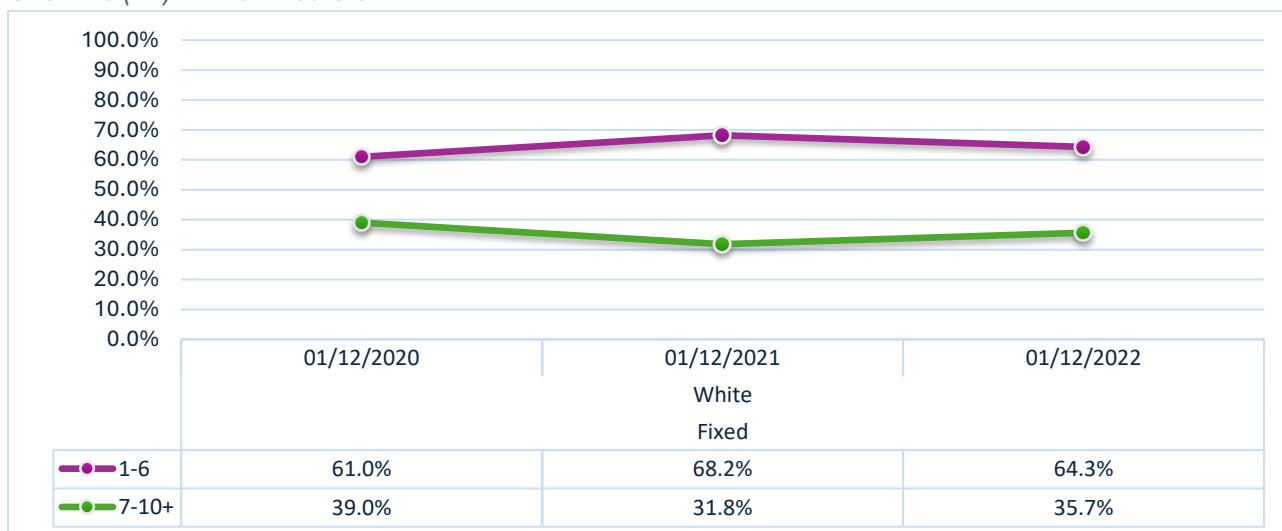


Chart 4b(18): BAME Permanent Staff

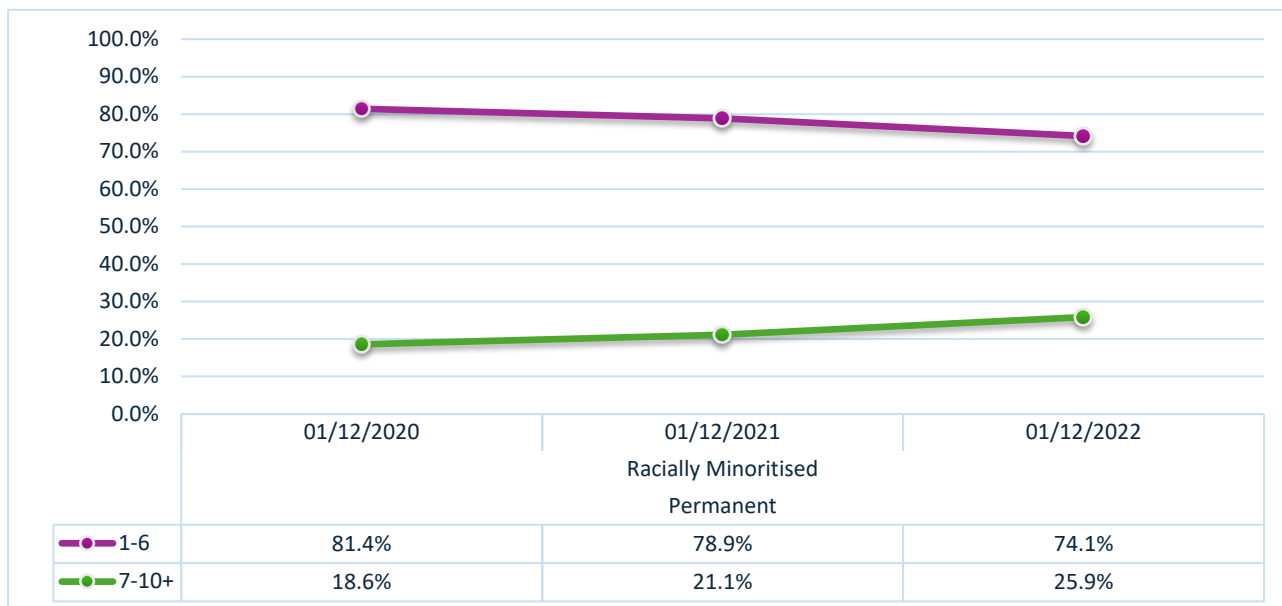
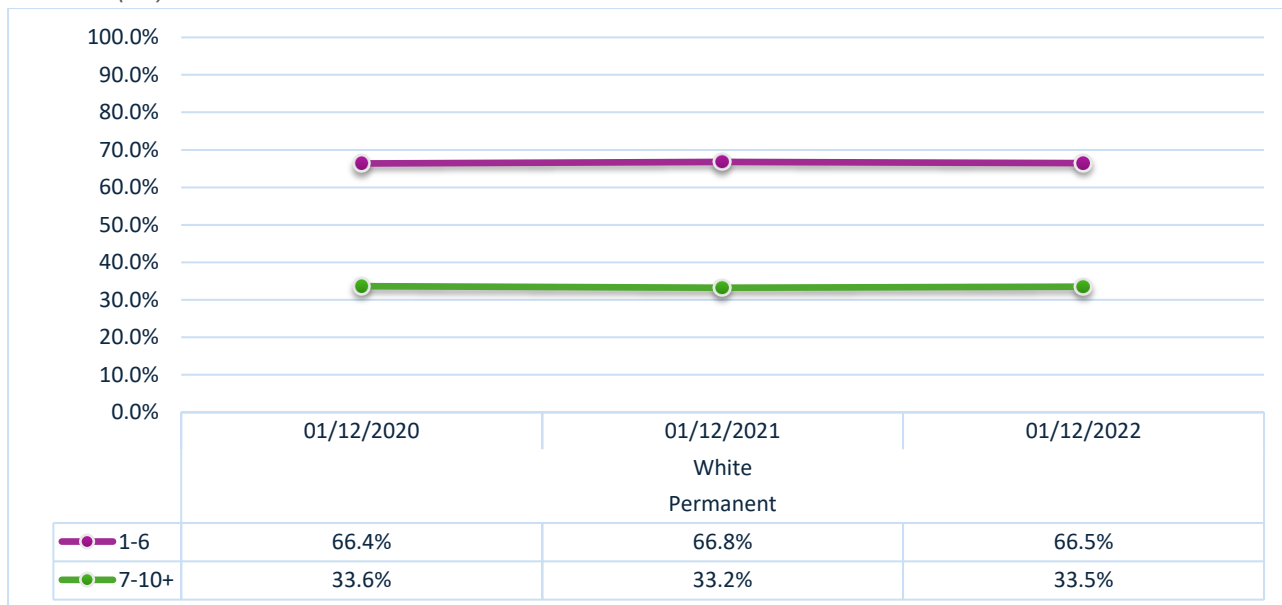


Chart 4b(19): White Permanent Staff



Contract Type – Fixed/Permanent and Nationality 3 Year Trend

Redactions/removals have been made in this table(s) to remove information that may be deemed sensitive

Chart 4b(20): BAME Fixed Staff

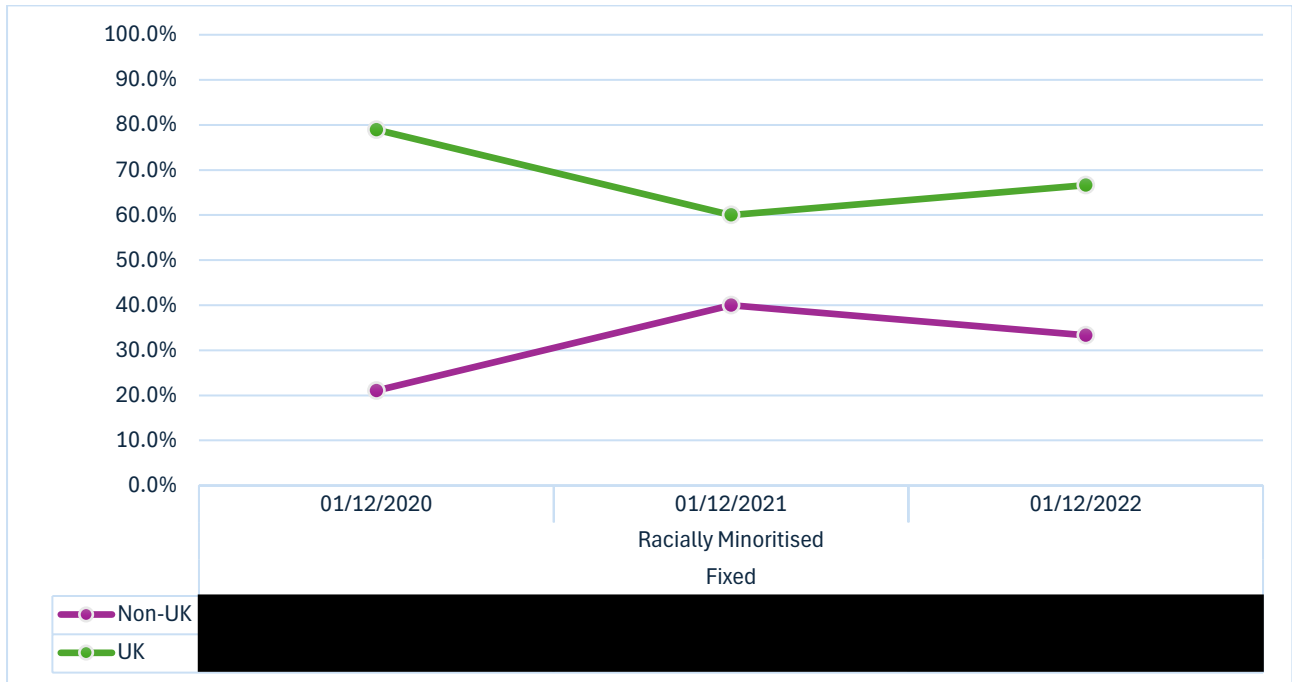


Chart 4b(21): White Fixed Staff

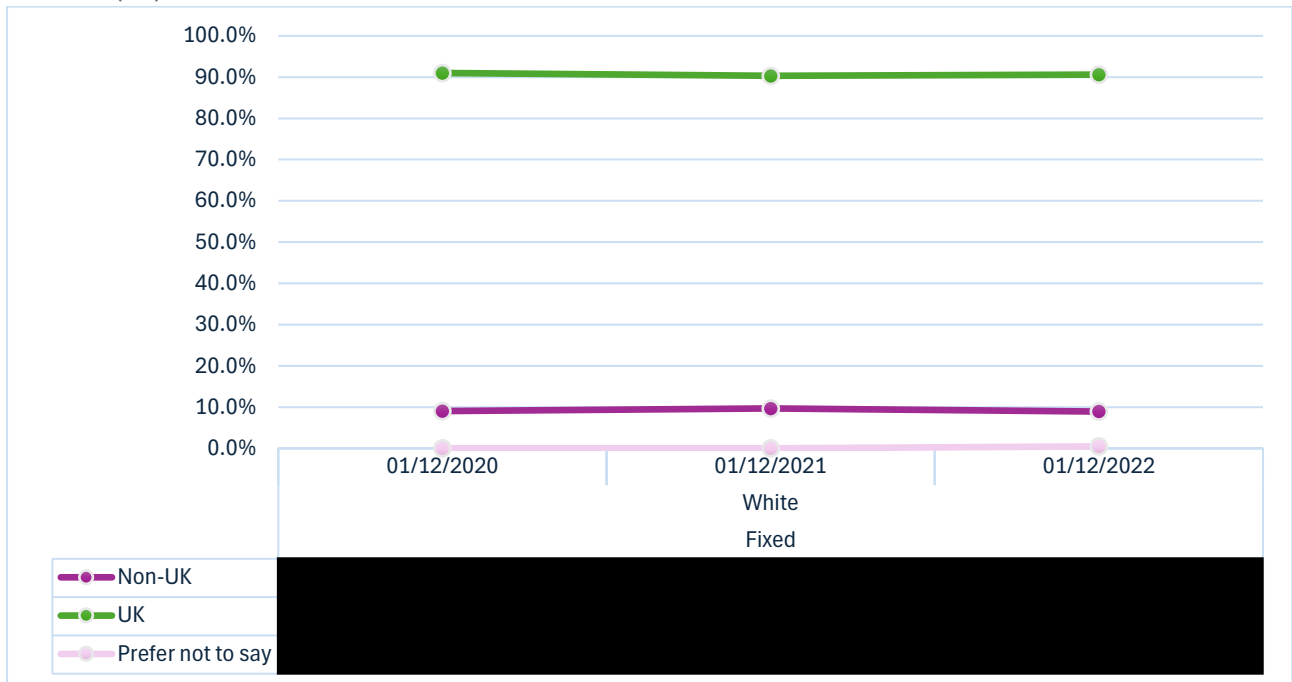


Chart 4b(22): BAME Permanent Staff

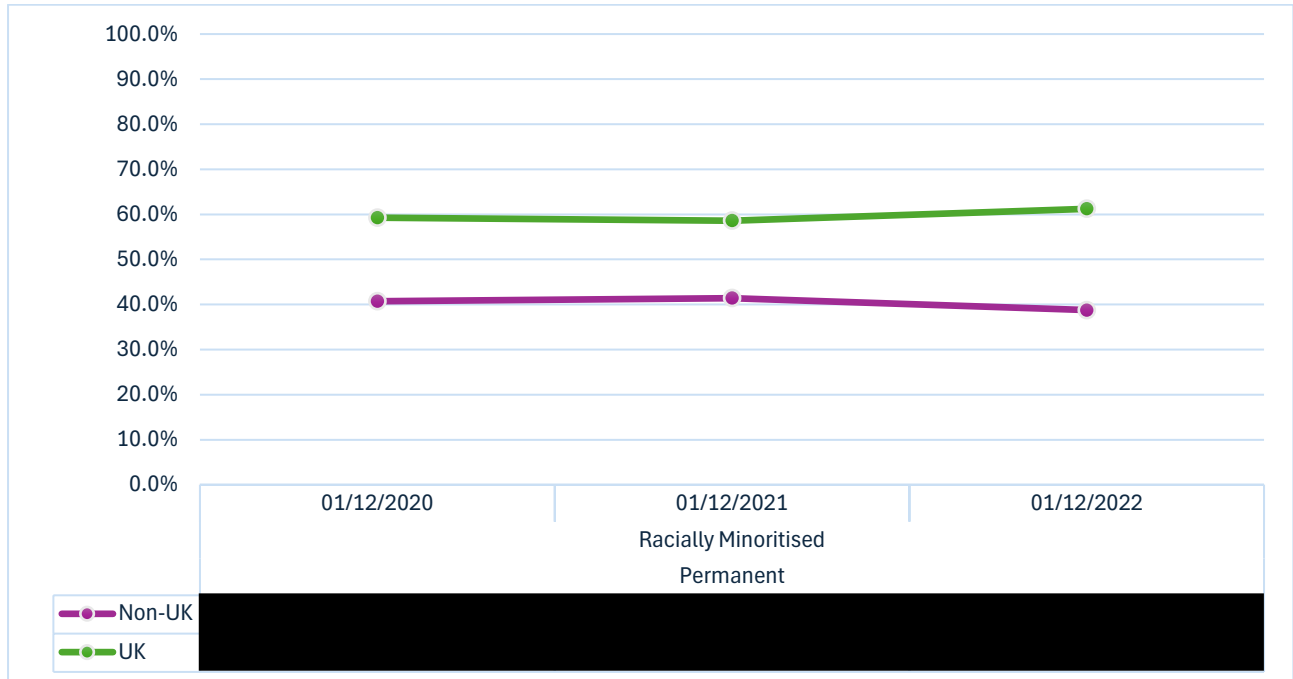
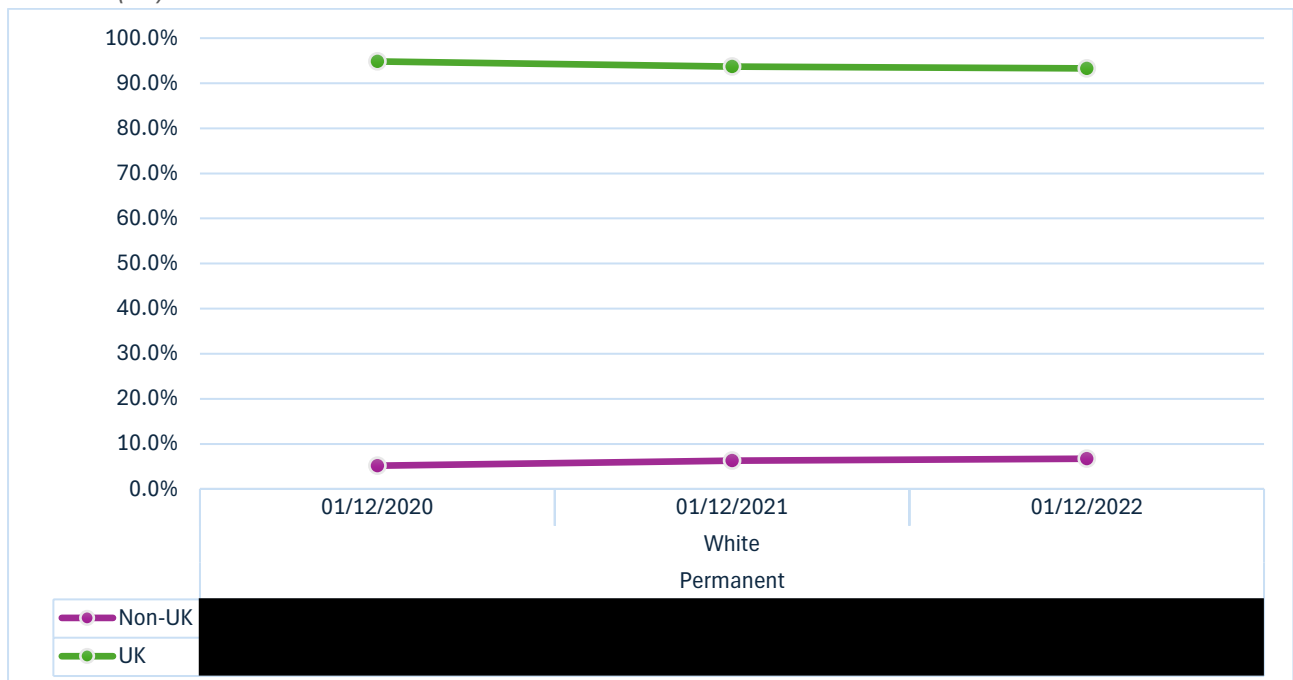


Chart 4b(23): White Permanent Staff



Turnover

Turnover rates may be impacted by multiple rounds of severance schemes which have had a disproportional impact on PSS, internal lack of progression opportunities and skills which transfer to external organisations. Previous strategic actions that relate to career progression apply here. Racial minorities account for the highest percentages in both voluntary and involuntary turnover despite lower overall numbers.

Turnover 3 Year Trend

Chart 4b(24): All Turnover

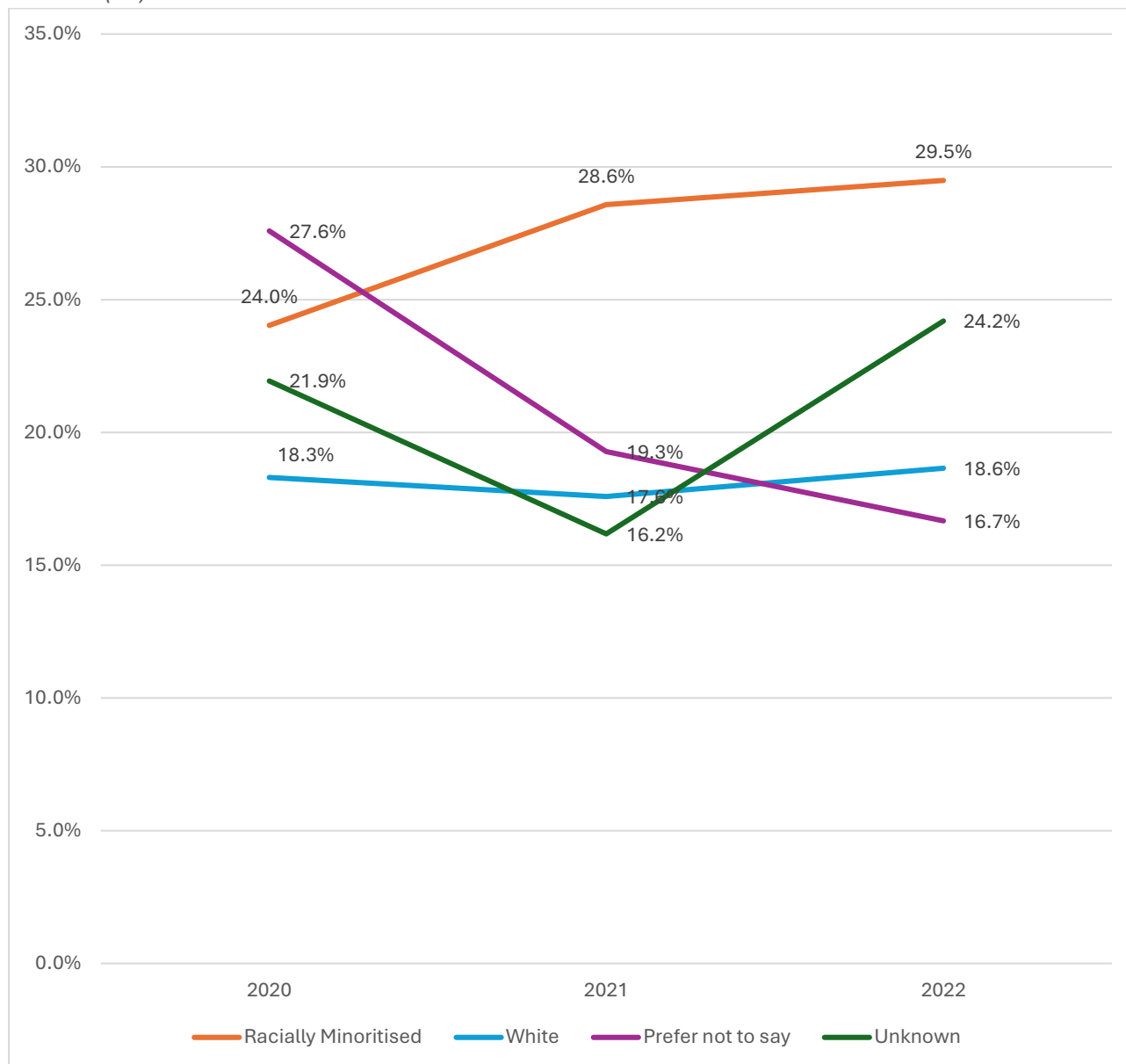


Chart 4b(25): Voluntary Turnover

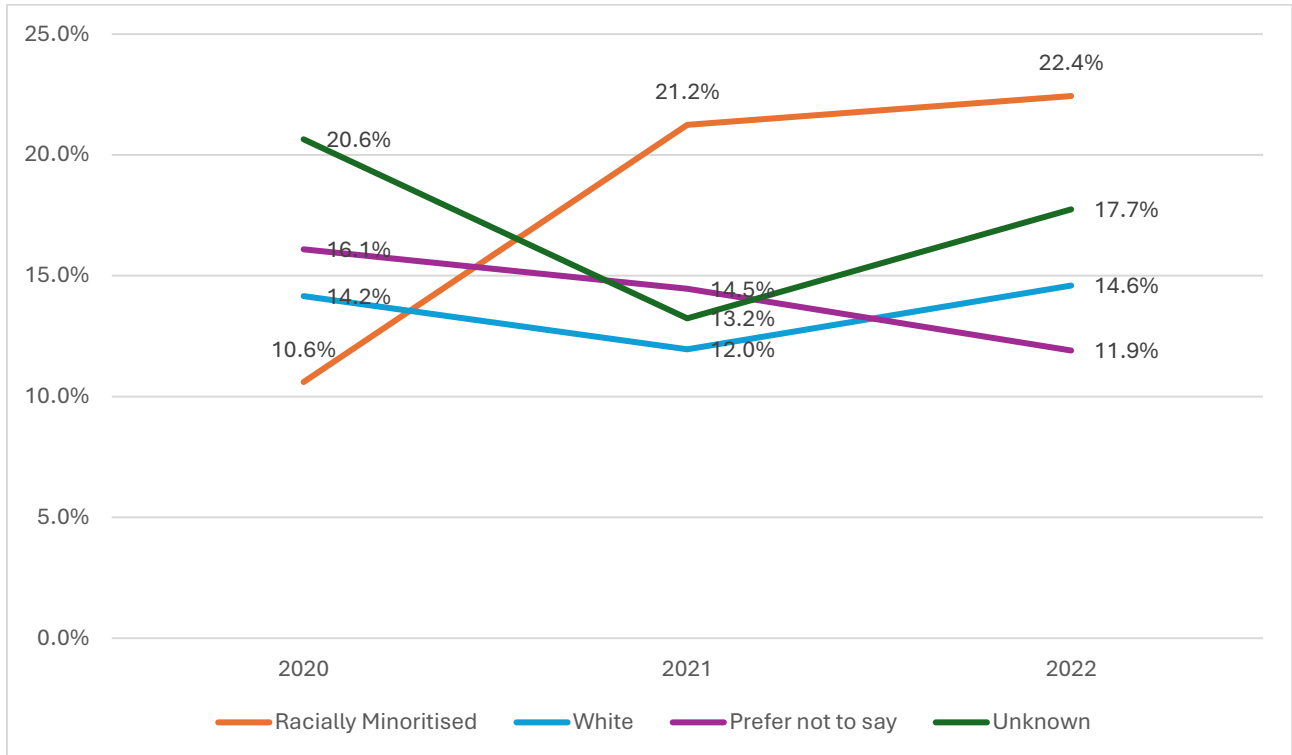
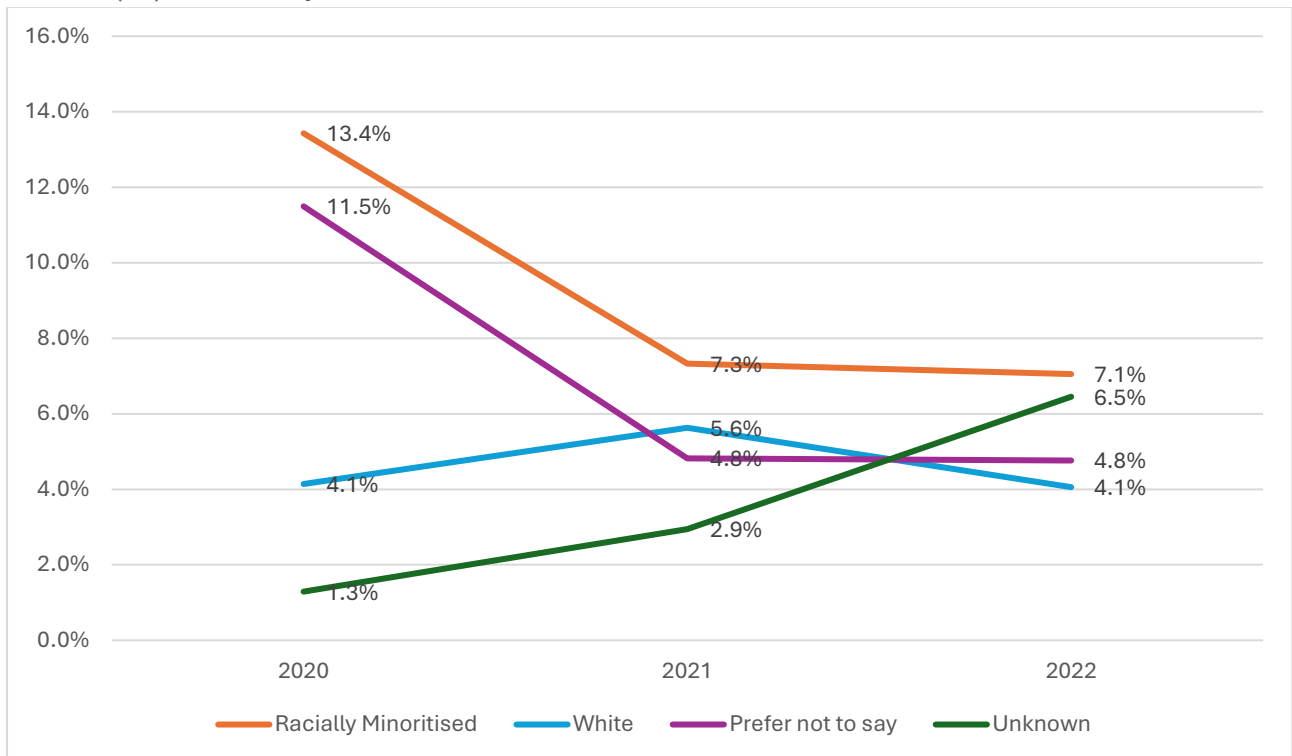


Chart 4b(26): Involuntary Turnover



4c Grievances and Disciplinaries

Kent provides a Grievance Resolution Ordinance accessible via intranet. Staff Report and Support (2023) was introduced as a tool to enable reporting. Grievance processes begin with attempts at informal resolution, with optional mediation. If informal resolution is not successful or appropriate, formal resolution processes are followed. Staff can be supported by a colleague or trade union representative and encouraged to suggest what reasonable outcomes or resolutions they want. Trained Harassment Contacts are available to signpost staff to correct processes. Probation includes a self-led e-learning module on Bullying and Harassment.

Demographic data requires manual data mining by HR, cross-referencing independent records with grievance and disciplinary data. There are plans to change the system.

2018-21 data is aggregated and combines academic and PSS. 143 grievances and 116 disciplinary cases were recorded. 74% of White vs 45% of racially minoritised colleagues believed that there is equal treatment across the institution. It is acknowledged that there is likely to be under-reporting of discriminatory issues within the complaints system.

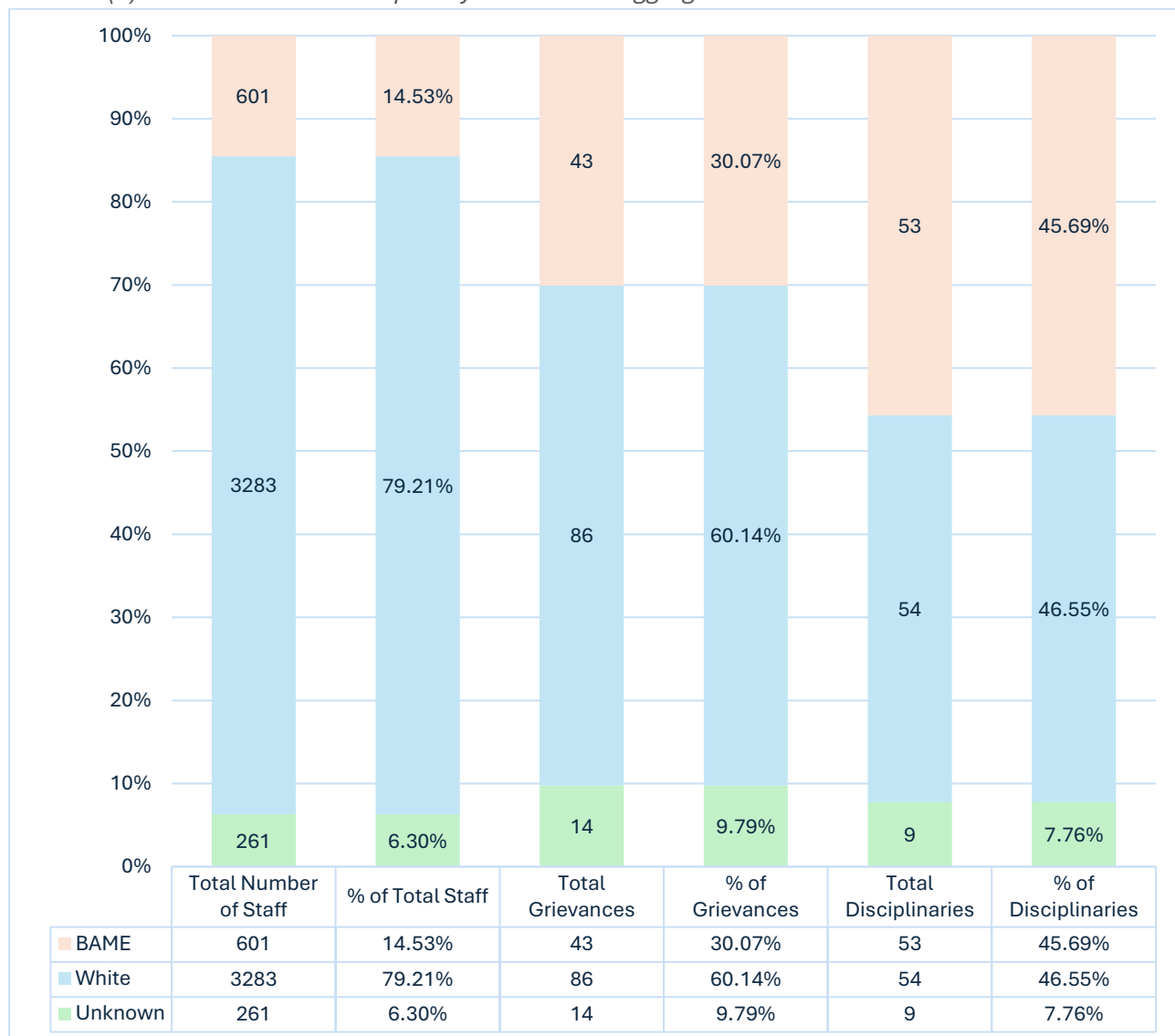
“I have seen members of staff react with ‘micro-aggressions’ towards minority members of staff and students, and I am not sure how I would go about putting in complaints about these” (Staff)

Proportionally the number of grievance and disciplinary processes is low compared to the staff population (3.45% grievances, 2.8% disciplinary cases)⁷, however racially minoritised staff were involved in an equal number of disciplinary cases and initiated half as many grievances as White staff, which, considering they form a significantly lower proportion of the overall staff body, is a concern.

<p>AP3.2.1: Increase trust that Disciplinary processes are fair and transparent for staff and students</p>

⁷ Grievances refer to the reporting party, disciplinary cases refer to the individual being reported

Chart 4c(1): Grievances and Disciplinary Procedures Aggregated 2018-21



4d Decision-making boards and committees

Racially minoritised staff are underrepresented on decision-making boards. This lack of representation is likely to impact staff demographics and experience. Many decision-making bodies draw membership from senior management across the institution, and barriers to promotion and progression for racially minoritised staff across Academic and PSS will be a barrier to racially minoritised staff gaining a seat at the table.

‘The leadership...is not really reflective of the student population and since the University actively recruits BAME and International students...this comes off as pretty tokenistic and insincere’ (Student)

Work within Governance to expand the diversity of University Council representatives as lay members serve their terms is ongoing.

59% PSS: 55% Academic staff responded positively to “How well do you feel that Leaders at Kent create an environment where everyone feels safe to speak up?”.

Key points:

- The major decision-making committees are: Council, Education & Student Experience, Graduate & Researcher College Board, Research & Innovation Board, Research Ethics & Governance Committee, Senate, ASPP and EG.
- 129 people on committees in 2022-23 (Academic, PSS and student. Several (n = 22) on multiple (18 White).
 - Data has been presented as percentages due to limited numbers.
- Chart 4d(1-2) demonstrates a disproportionate proportion of low numbers for racially minoritised staff on decision-making boards, particularly EG. The proportion of White staff across all boards is over 70% which is likely to have cascading impacts throughout aspects of staff equality. Work to improve the progression pipeline into senior leadership roles and diversify the staff base via recruitment is anticipated to have an impact here.

<p>AP: Section 1 focuses on Diversity in Leadership and Governance</p>

Chart 4d(1): Demographics of university-level decision-making boards and committees 2022-23
 Because membership of these boards and committees are limited, numbers are redacted.

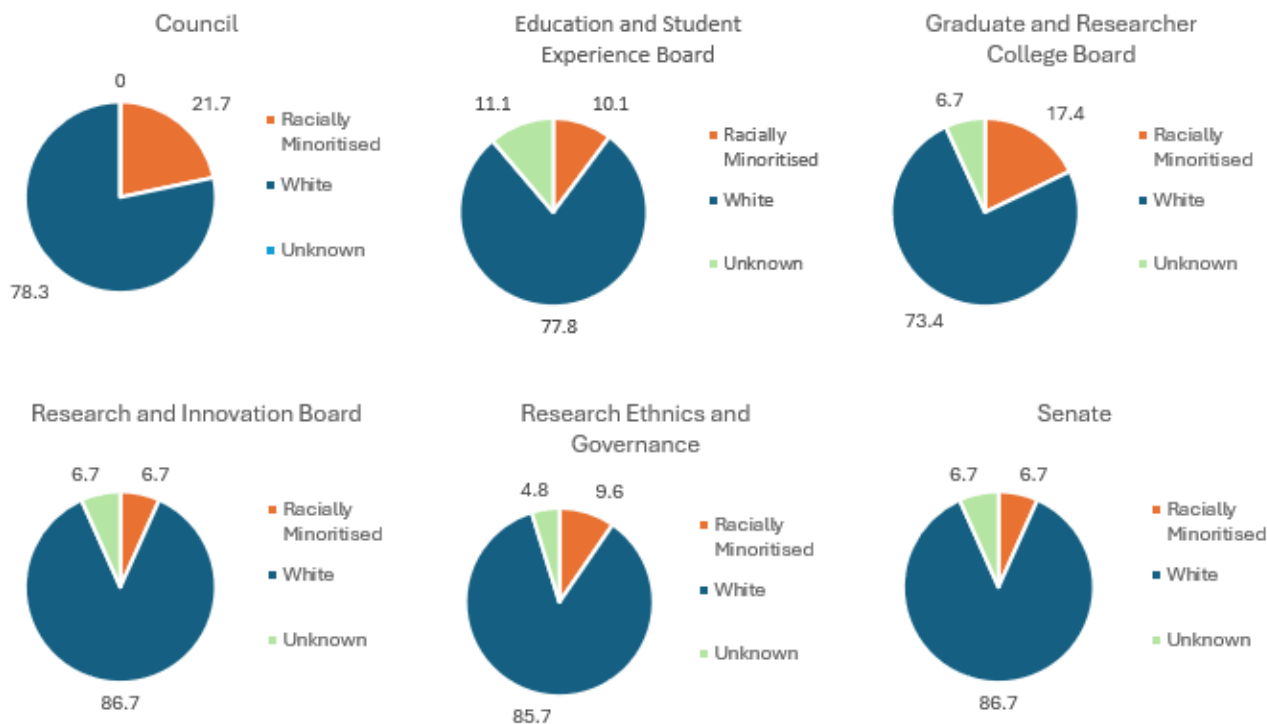
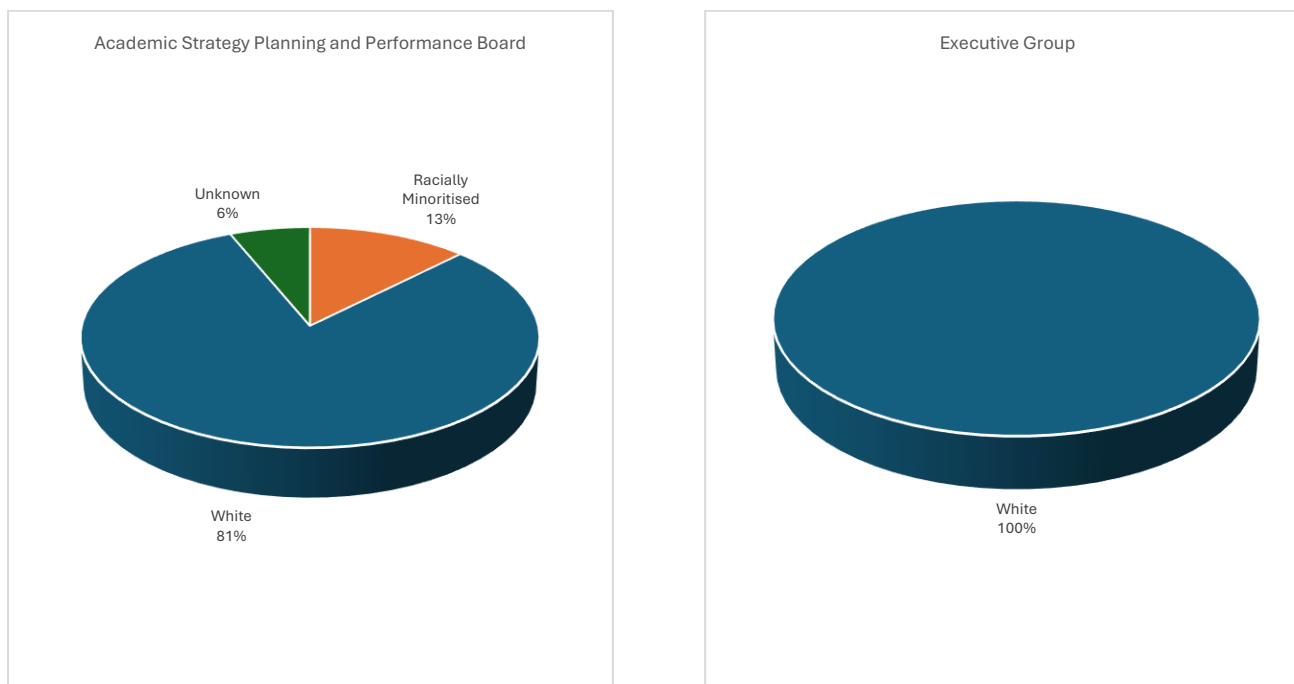


Chart 4d(2): Demographics of university-level decision-making boards and committees 2023-24
 Because membership of these boards and committees are limited, numbers are redacted.



4e Equal pay

49% of racially minoritised staff strongly agreed that they “*think they are paid the same as colleagues who do the same role*” (vs 51% White). 26% White / 27% racially minoritised believe pay awards are allocated fairly and transparently.

Experiential recollections and data in Section 5 expressing the disparity between promotions and ethnicity in REF contributions raised the need for deeper investigations, as addressed within the AP.

‘The University of Kent should be more transparent with students about the work they are doing to address the ethnic pay gap of staff’. (Student)

- Statutory gender pay gap reporting is carried out annually to monitor overall pay gaps. 2023 reporting included Ethnicity and Disability.
- An Equal Pay Audit was conducted in 2022.
- Mean, median, and standard deviation analyses were conducted by job grade, determined by job evaluation, to establish if there were significant pay gaps between those undertaking similar or equal work.
- Pay gaps were identified using the $\geq 5\%$ significance threshold (Equality and Human Rights Commission (EHRC)) and $\geq 3-5\%$ for monitoring purposes. Pay gaps $< 3\%$ are within tolerance. Numbers < 8 were considered statistically insignificant and masked for confidentiality.
- Ethnicity analysis was conducted at ‘global’⁸ and ‘basic’⁹ levels.
- Where grade analysis indicated areas of concern, occupational analysis was undertaken to determine which occupational groups were affected for investigation.
- Following occupational analysis, in many cases, no further investigation was required as pay gaps fell below the 5% threshold.
- After further investigation to determine underlying reasons, remaining pay gaps have been addressed through an action plan to tackle fundamental causes.
 - When only looking at race/ethnicity and before occupational analysis , White staff members were paid more than racially minoritised staff members in some grades (Table 4e(1)). Significant pay gaps were between White staff members and the following demographics: Asian or Asian British, Chinese, Black or Black British, and “Other.”
 - After occupational analysis, Grade 8 White academic staff members were paid more than grade 8 Chinese academic staff at the median.
 - When considering the intersection between race/ethnicity and gender and before occupational analysis, White male staff members were paid more than other demographics in some grades. The biggest gaps were between White male staff members and the following demographics: Chinese men, Asian or Asian British men, Black or Black British men.
 - After occupational analysis, White male staff members were paid more than Grade 8 racially minoritised academic men and Grade 10 racially minoritised academic women.

AP: Equal Pay Audit Action Plan targets have been embedded into the AP (EPA flag).

Tables 4e(1) and 4e(2) summarises EPA findings after analysis.

⁸ White, Racially Minoritised and Not Know

⁹ Asian or Asian British, Black or Black British, Chinese, Mixed Background and Other Ethnic Group.

Table 4e(1): Summary of significant findings *before* and *after* occupational analysis–Kent Equal Pay Audit 2022

Protected Characteristic	Mean		Median	
	Mean pay gaps at grade level in favour of comparator group – initial findings	Mean pay gaps which remain significant after occupational analysis in favour of comparator group. These findings will be taken forward for investigation.	Median pay gaps at grade level in favour of comparator group – initial findings	Median pay gaps which remain significant after occupational analysis in favour of comparator group. These findings will be taken forward for investigation.
Ethnicity				
Ethnicity – Global Level <i>Comparator: White</i> <i>EPA 2022, 03, 09</i>			<ul style="list-style-type: none"> Grade 6, Racially Minoritised, Without GTAs, (5.71%) Grade 5, Not Known, (5.67%) 	
Ethnicity – Basic Level <i>Comparator: White</i> <i>EPA2022 04,10</i>	<ul style="list-style-type: none"> Grade 7, Chinese, All and Without HPLs (5.33%,5.24%) Grade 6, Other Ethnic, Without GTAs and Without HPLs, (5.55%,5.62%) 		<ul style="list-style-type: none"> Grade 6, Black or Black British, Chinese and Other Ethnic Group, Without GTAs, (5.71%) Grade 7, Chinese, All, (5.71%) Grade 8, Chinese, All and Without HPLs, (5.72%) Grade 5, No Declared Ethnicity, (5.67%) 	<ul style="list-style-type: none"> Grade 8 Academic staff, All staff and Without HPLs, Chinese (7.11%) Grade 5 Clerical staff, All, No Declared Ethnicity (5.67%)
Gender and Ethnicity – Global Level <i>Comparator: White man</i> <i>EPA 2022 14,32</i>			<ul style="list-style-type: none"> Grade 6, Racially Minoritised Men, All and Without GTAs, (5.71%) Grade 7, Racially Minoritised Men, All and Without HPLs, (5.71%) Grade 8, Racially Minoritised Men, All and Without HPLs, (7.09%) Grade 8, White Women, All, (5.72%) Grade 7, Racially Minoritised Women, Without HPLs, (5.71%) 	<ul style="list-style-type: none"> Grade 8, All and Without HPLs, Racially Minoritised Academic Men (7.09%) Grade 8, All, White Administrative Women, (8.46%) Grade 10, All, Racially Minoritised Academic Women (5.73%)

Protected Characteristic	Mean		Median	
	Mean pay gaps at grade level in favour of comparator group – initial findings	Mean pay gaps which remain significant after occupational analysis in favour of comparator group. These findings will be taken forward for investigation.	Median pay gaps at grade level in favour of comparator group – initial findings	Median pay gaps which remain significant after occupational analysis in favour of comparator group. These findings will be taken forward for investigation.
			<ul style="list-style-type: none"> Grade 10, Racially Minoritised Women, (5.73%) Grade 6, Not Known Women, Without GTAs and HPLs, (5.71%) 	
Gender and Ethnicity – Basic Level <i>Comparator: White man EPA 2022 15,33</i>	<ul style="list-style-type: none"> Grade 8, Asian or Asian British Men, All and Without HPLs, (5.30%, 5.37%) Grade 6, Chinese Men, All, (6.09%) Grade 7, Chinese Men, All, (7.19%) Grade 6, Other Ethnic Group Men, Without HPLs, (6.24%) 		<ul style="list-style-type: none"> Grade 7, Asian or Asian British Men, All and Without HPLs, (5.71%) Grade 8, Asian and Asian British Men, Without GTAs (5.71%) Grade 7, Black or Black British Men, All and Without HPLs, (5.71%) Grade 7, Chinese Men, All, (7.08%) Grade 7, Other Ethnic Group Men, All and Without HPLs, (5.71%) Grade 8, White Women, All, (5.72%) Grade 6, Black or Black British Women, Without GTAs, (5.71%) Grade 7, Black or Black British Men, All and Without HPLs, (5.71%) 	<ul style="list-style-type: none"> Grade 8, All, White Administrative Women (8.46%)

Table 4e(2): Summary of factors attributing to significant pay gaps

Significant Pay Gap (identified after occupational analysis)	Imported pay gaps	Reward Strategy changes or effect of 2020 pay freeze	Use of part-time, fixed-term and timesheet contracts	Lack of data disclosure	Static contracts	No principle factor found
Median						
Grade 8 Academic staff, All and Without HPLs, Chinese (7.11%)	x					
Grade 5 Clerical staff, All, No Declared Ethnicity (5.67%)				x		
Grade 8, All and Without HPLs, Racially Minoritised Academic Men (7.09%)	x					
Grade 8, All, White Administrative Women, (8.46%)		x			x	
Grade 10, All, Racially Minoritised Academic Women (5.73%)						x

5. Academic Staff Recruitment, Progression, and Development

Word Count: 1575

5a Recruitment

There is a significant reduction in staff from racially minoritised backgrounds being successful employed (Chart 5a(3) 2022 27%), despite heavy skewing in favour of racially minoritised with the non-UK data at application stage (Chart 5a(7), 2022 71%). Focus Groups described this as a “*Whitening across the processes*” and Kent is developing policies and practices to ensure more equitable outcomes.

‘My Professors have all been male and primarily White’. (Student)

Recruiting managers are provided with blind applications for shortlisting purposes and names once shortlisting is complete to mitigate against bias. All members of hiring panels must have completed unconscious bias training. These factors may be contributing to the increasing proportion of racially minoritised academics hired.

The Staff Resourcing Strategy has targeted initiatives to overcome barriers (AP 2.1.1).

Ethnicity and Nationality

UK and Non-UK 3 Year Trend

Chart 5a(1): Applications

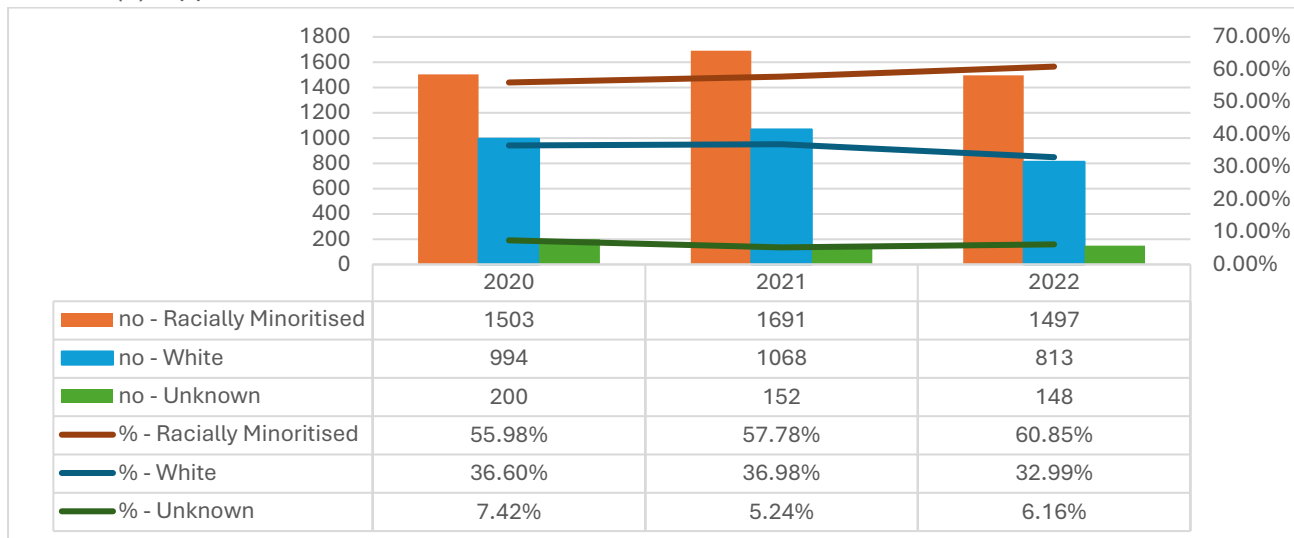


Chart 5a(2): Shortlisted

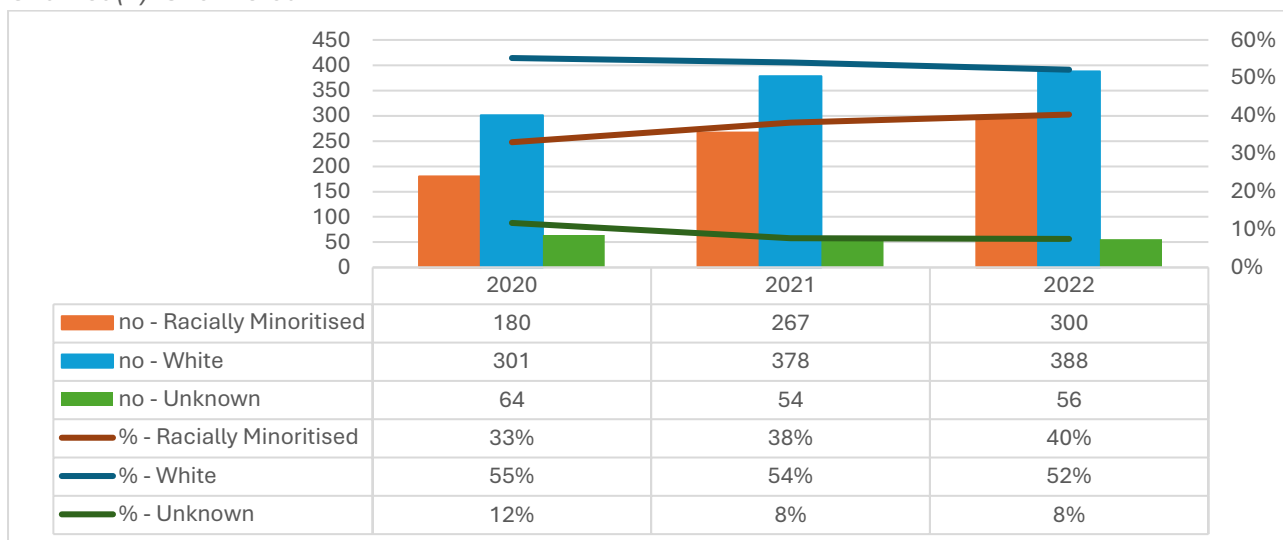
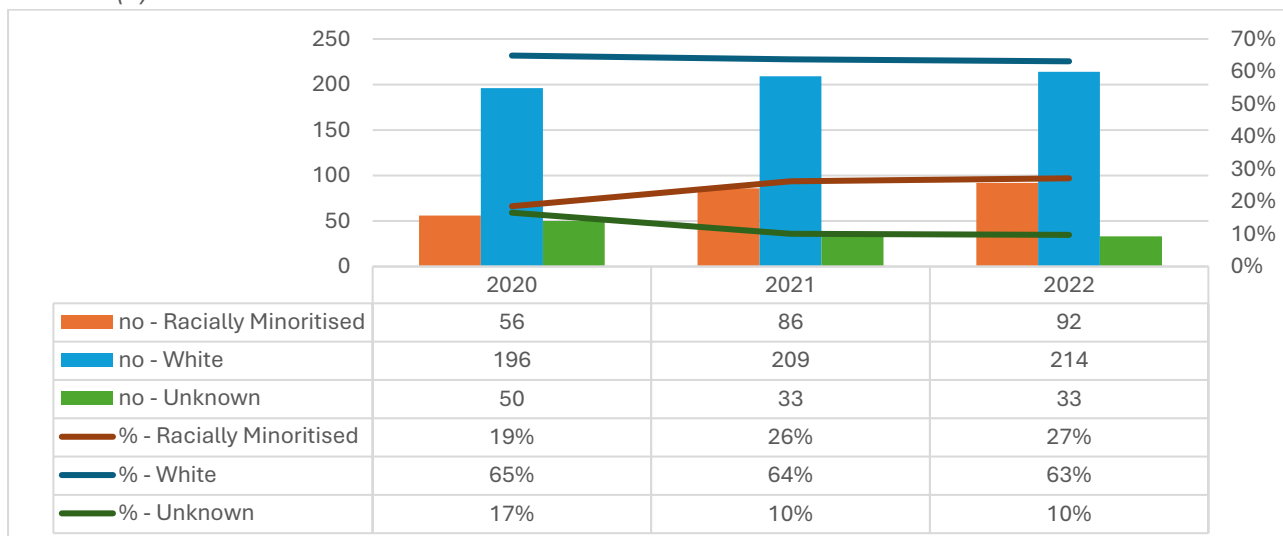


Chart 5a(3): Hires



UK

UK data demonstrate that from application to hired, racially minoritised percentages decrease by half, while White percentages increase each stage, despite decreases in White applications (Charts 5a(4)-5a(6)). Previous reference to the Staff Resourcing Strategy will impact here.

'There is very little diversity when hiring staff. Some people who recruit, recruit similar people because they see it as another similar person to get along with the team. I think some recruiters want it easy for themselves as they are managers, and they are unaware of their own biases in that precise moment of recruitment. We end up with teams filled with people with affinity bias'. (Staff)

Focus Groups described pockets of recruitment practice, e.g. 'candidate lunches' that are alienating to applicants from racially minoritised backgrounds, and evidence of outdated interpretation of received practice that is defaulted to. There may be areas where additional recruitment activity is taking place that is not inclusive and further investigation into this, and other activities that are potentially allowing unconscious bias to influence, should take place. Guidance should be assessed for clarity to ensure removal of gaps where poor practice can creep in.

AP2.1.2: Reduce the gap in staff recruitment outcomes

UK 3 Year Trend

Chart 5a(4): Applications

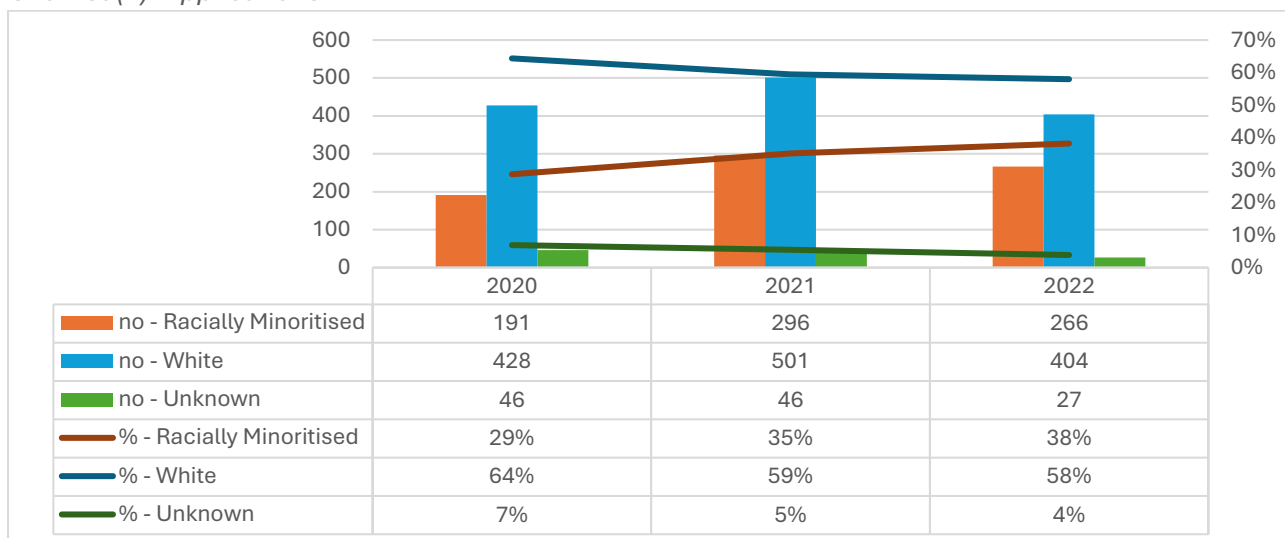


Chart 5a(5): Shortlisted

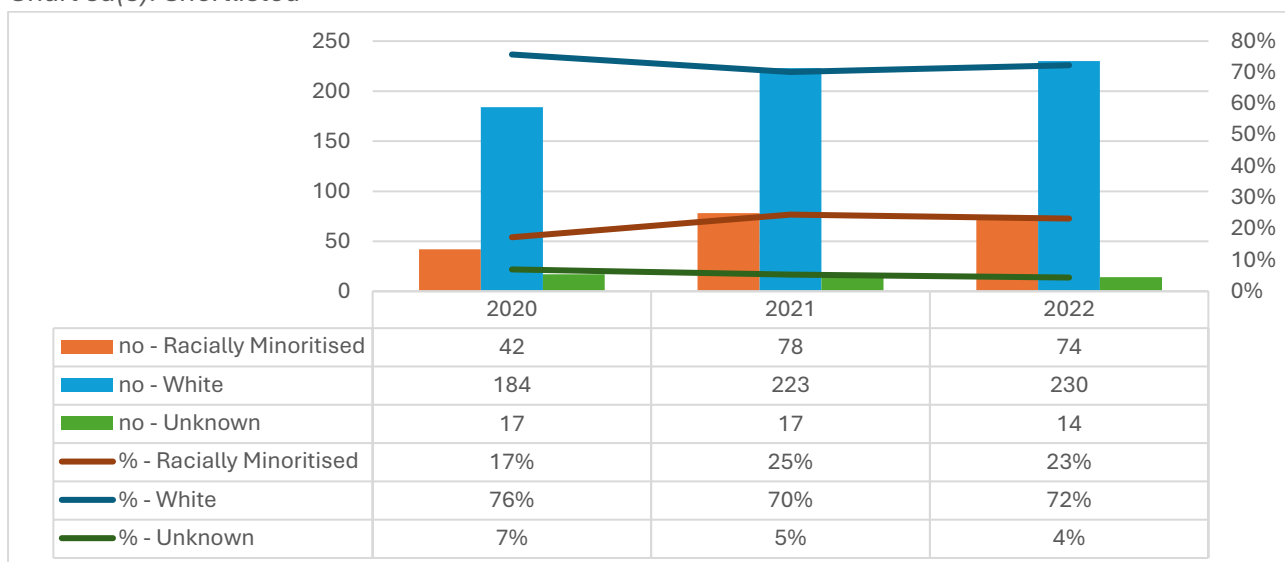
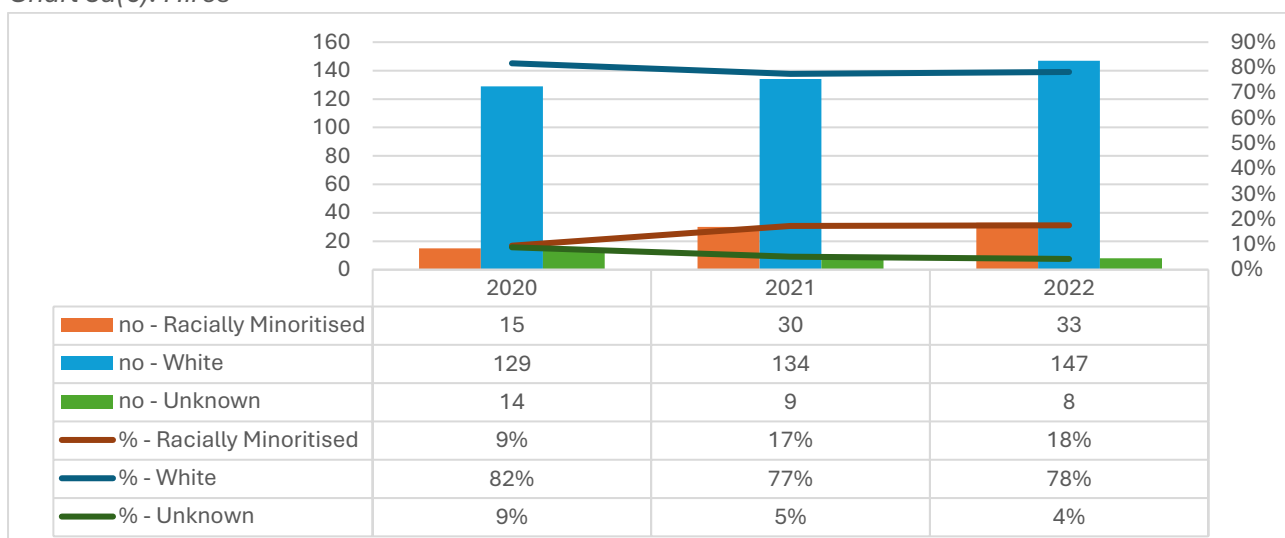


Chart 5a(6): Hires



Non-UK

Data evidences that although racially minoritised applicants outnumber White applicants at the application stage this is reversed within the hired data sets, potentially due to visa restrictions, compounded by factors in 5a(UK).

Non-UK 3 Year Trend

Chart 5a(7): Applications

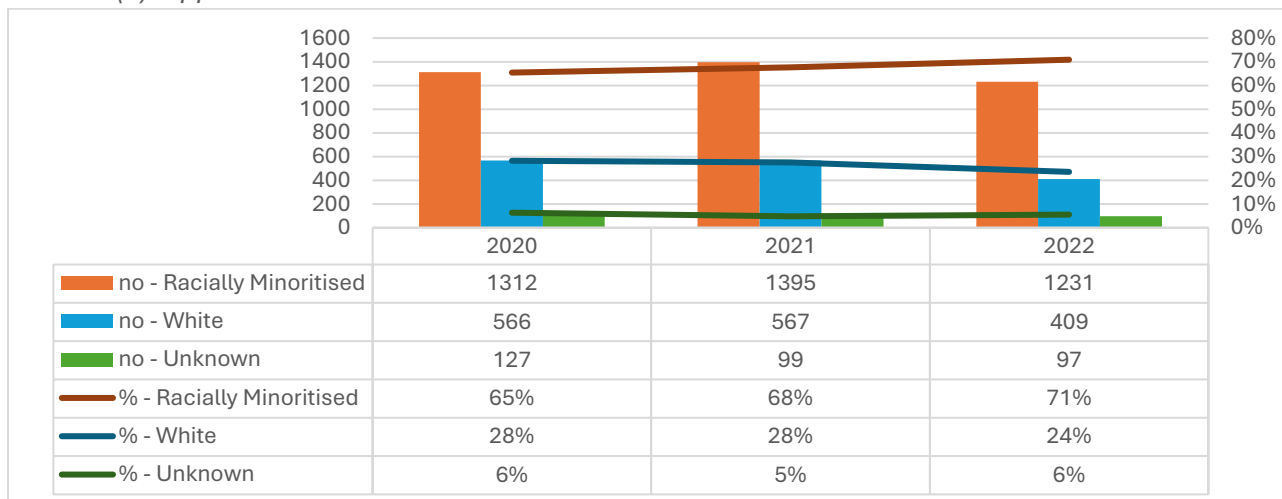


Chart 5a(8): Shortlisted

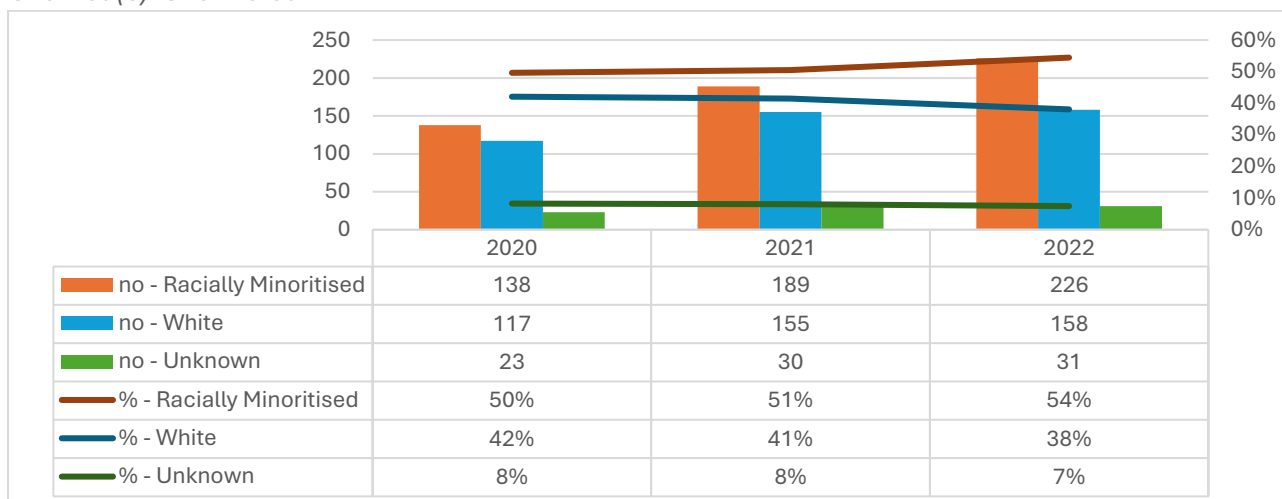
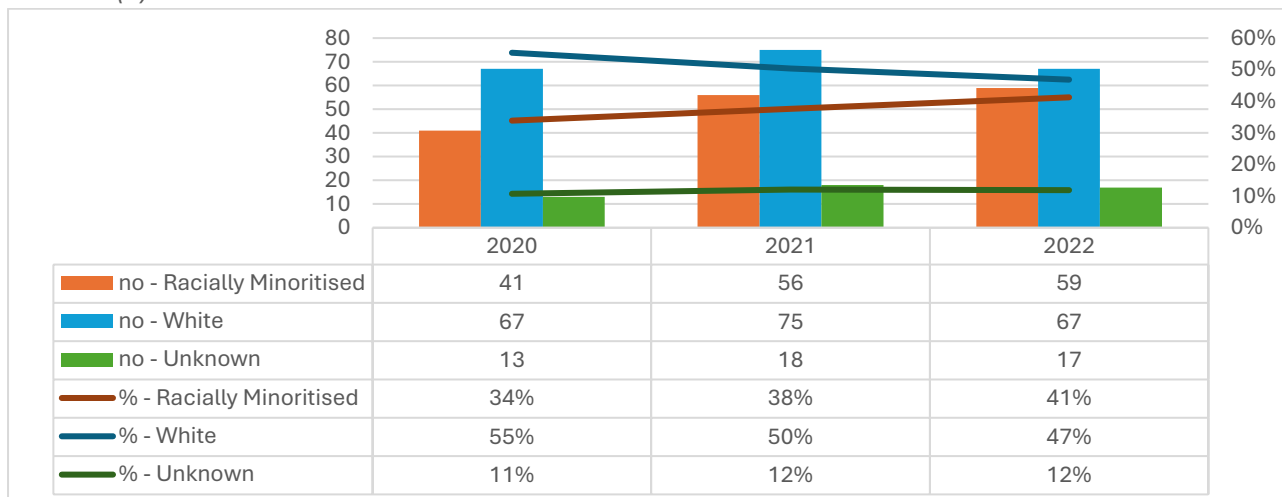


Chart 5a(9): Hires



Ethnicity and Divisions

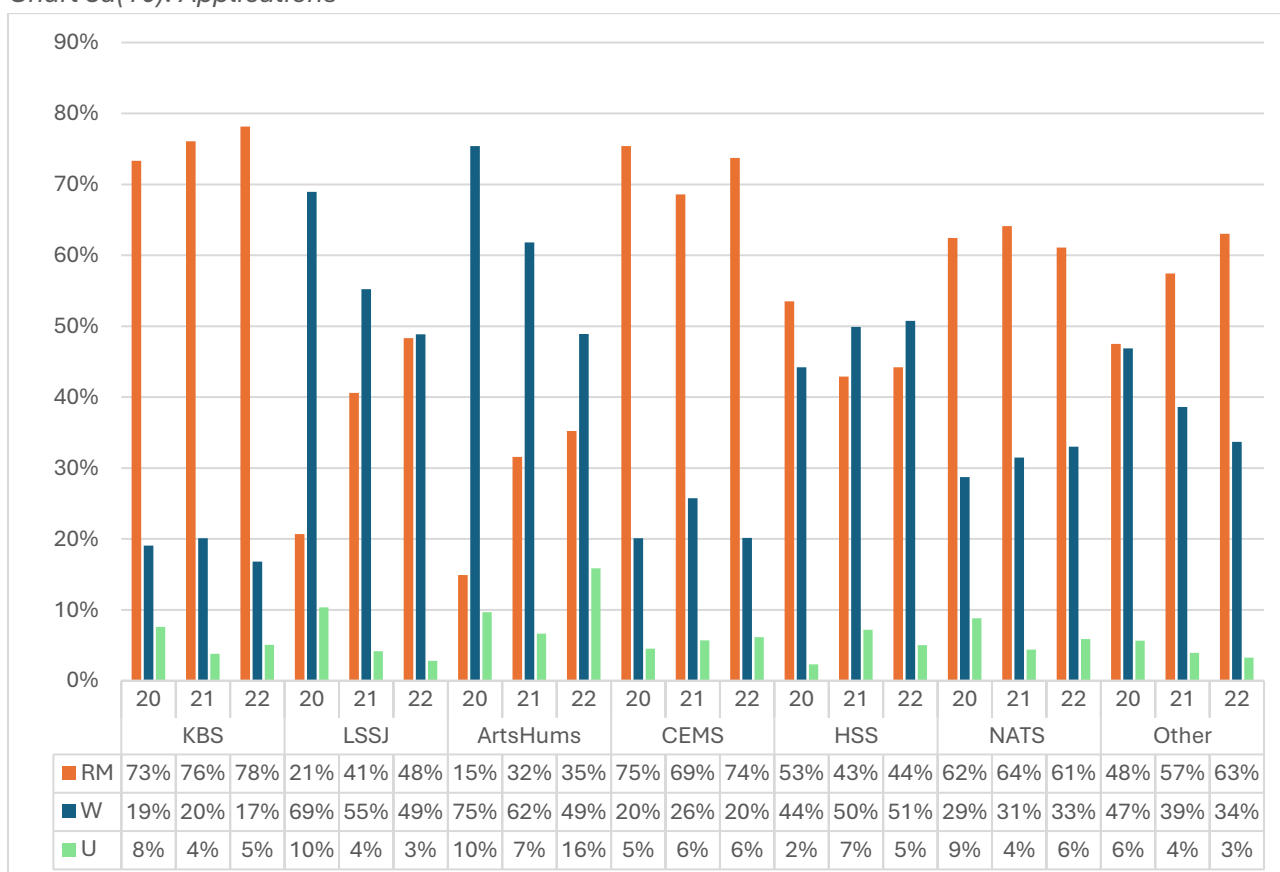
Focus Groups noted that subject and expertise may affect ethnicity by proxy when it comes to recruitment. STEM and Business have strong international and translational markets which attract a more diverse application pool (Chart 5a(10)) whilst visa restrictions may be having a negative impact moving to shortlisting. Some subjects, such as History, are ethnically under-represented¹⁰. Kent aims to mitigate against this through robust policies on recruitment and selection practices. Trends within all Divisional data show the biggest percentage decrease of racialised minorities in the recruitment process between application to shortlisting, with all Divisions having higher proportions of White hired staff (except KBS) (Chart 5a(12)).

CEMS retains a more diverse staff composition despite the same recruitment trend.

Anecdotal evidence suggests LSSJ parity of applications may be from advertising efforts. Focus Groups cited LSSJ guidance from HR on language and signposting to a broader range of jobs boards. Institutional guidance from HR on inclusive recruitment practice for advertising is recommended. The Staff Resourcing Strategy is anticipated to have a positive impact (AP2.1.1).

Ethnicity and Divisions 3 Year Trend

Chart 5a(10): Applications



¹⁰ [Royal Historical Society: 'Race, Ethnicity and Equality' report 2018](#)

Chart 5a(11): Shortlisted

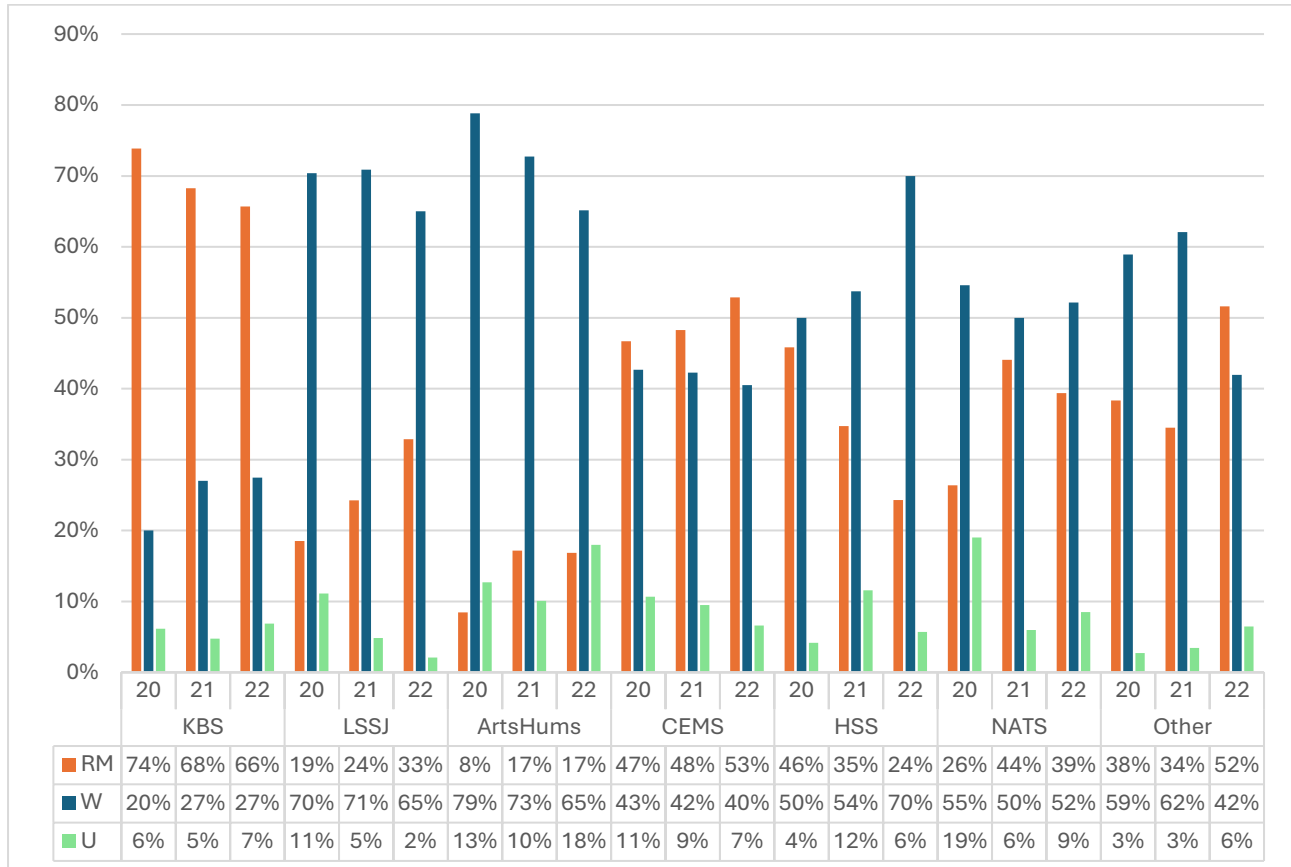
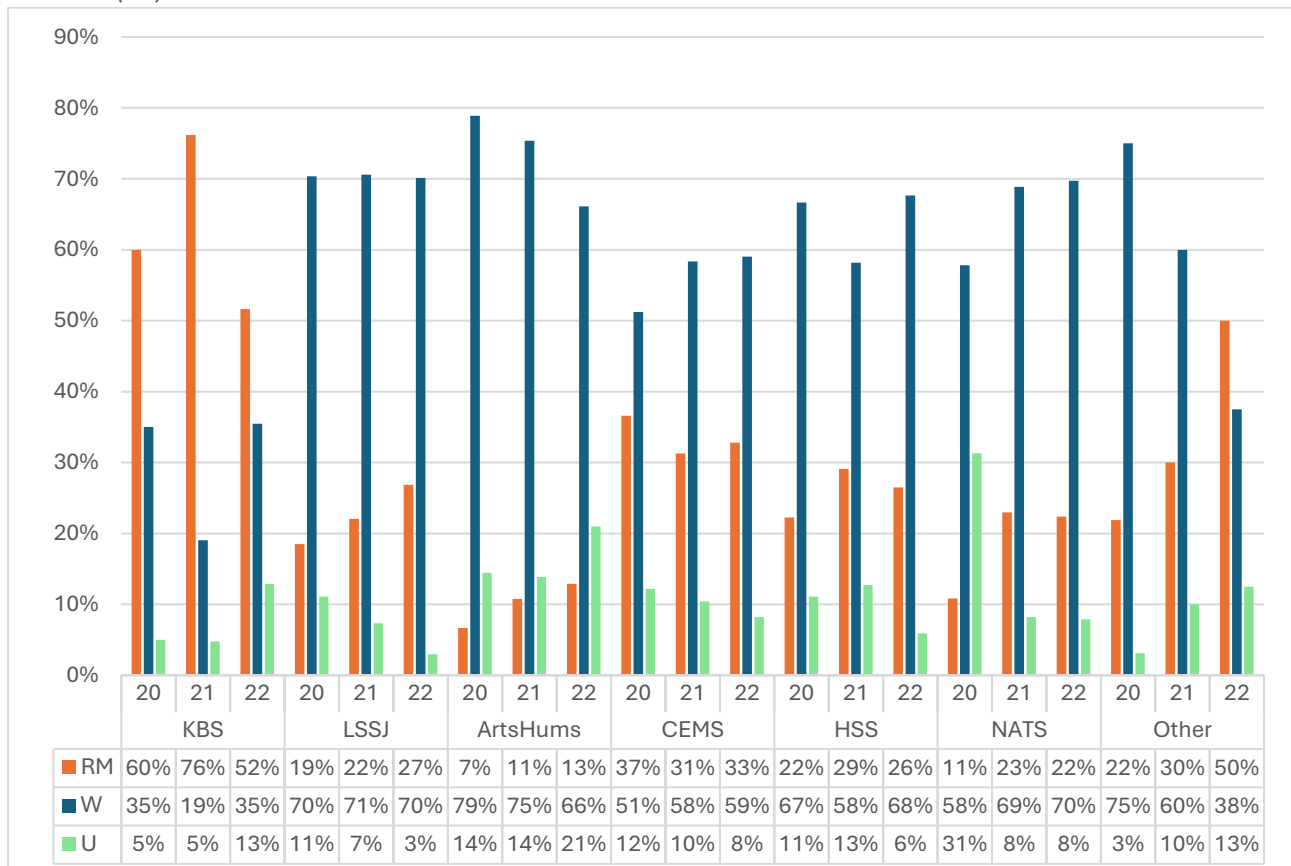


Chart 5a(12): Hires



5b Training and Development

All 6b commentary applies to 5b.

Training data is taken from 2022 snapshot (previous data sets unavailable).

Data demonstrates a far greater uptake of all training profiles by White staff compared to racially minoritised (apart from PPE by UK Racially Minoritised staff, Table 5b(2)). A noticeable gap is the uptake of all racially minoritised staff on Leadership and Management courses. StellarHE and Brilliant Leaders (see 6b) are designed to address this discrepancy and have a positive impact on the staff development and promotion pipeline (AP2.1.1).

Chart 5b(1): Training and Development Courses Uptake by Nationality and Ethnicity

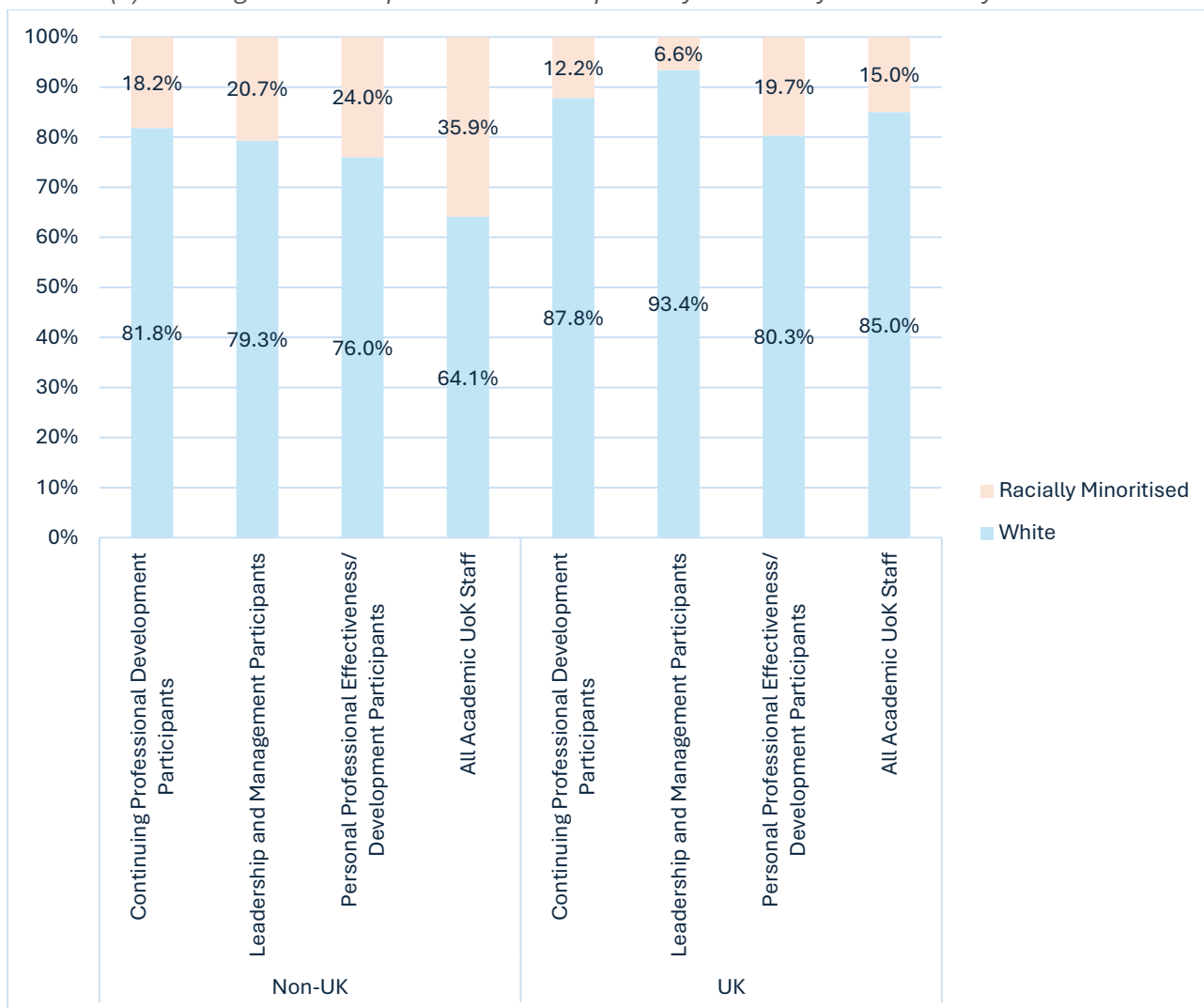
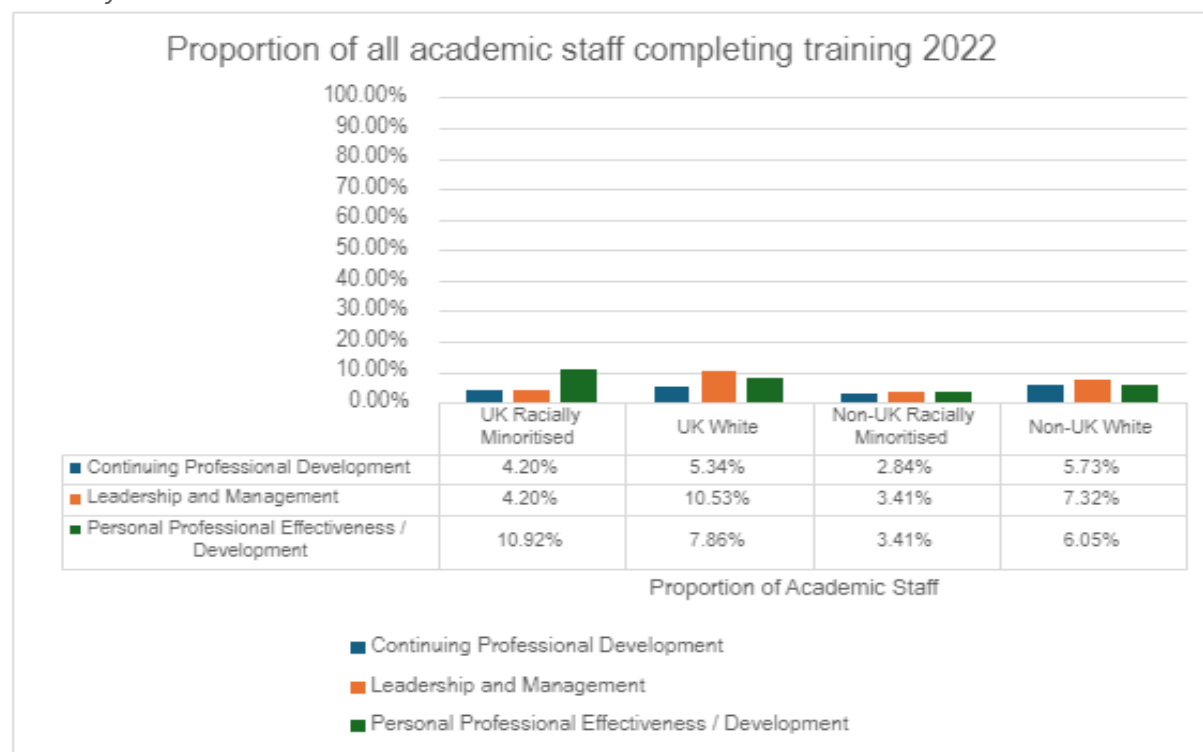


Chart 5b(2): Proportion of Staff Completing Training Development Courses 2022 by Nationality and Ethnicity



Numbers pertaining to Charts 5b(1) and 5b(2) Pathway	Non-UK		UK	
	BAME	White	BAME	White
Continuing Professional Development	<5	18	5	36
Leadership and Management	6	23	5	71
Personal Professional Effectiveness / Development	6	19	13	53

5c Appraisal/Development Review

RPD processes are standardised across both PSS and Academic Staff roles(6c). There is no standardised method for recording RPD outcomes (AP2.1.2).

5d Academic Promotion

Policies and procedures are published shortly before the process opens in mid-October. Promotion guidance and support workshops are available. Applications close in December, and the Divisional Promotions Committees meet shortly after. Applications up to Reader are processed at Divisional level. Professorial applications are recommended by Divisional committees and processed by University Promotions Committee (UPC). External references are not required for applications up to Senior Lecturer/Senior Research Fellow. The ACM maps out performance indicators across ESPP, R&I and Citizenship & Leadership. Feedback to UPC via the EDI lead was that the promotions process was rigorous and transparent, and decisions were reflective of all considerations and bias. Recommendations included review of guidance and support offered to colleagues seeking promotion ensuring a consistent, intersectional approach and increased access for Divisions to data. Focus groups noticed incorrect and worrying perceptions that line managers could provide a veto on applications. Focus Groups were concerned that multiple career breaks (triggered by parental leave or medical reasons) could not be accounted for in a way that guaranteed no negative impact upon promotion prospects.

AP2.3.1: Phased roll out of EDI Observers on Promotion Panels

AP3.4.2: Launch the EDI Self-Service Dashboards

Ethnicity 3 Year Trend

All Academic and Research Staff

Chart 5d(1): Applicants from Pool

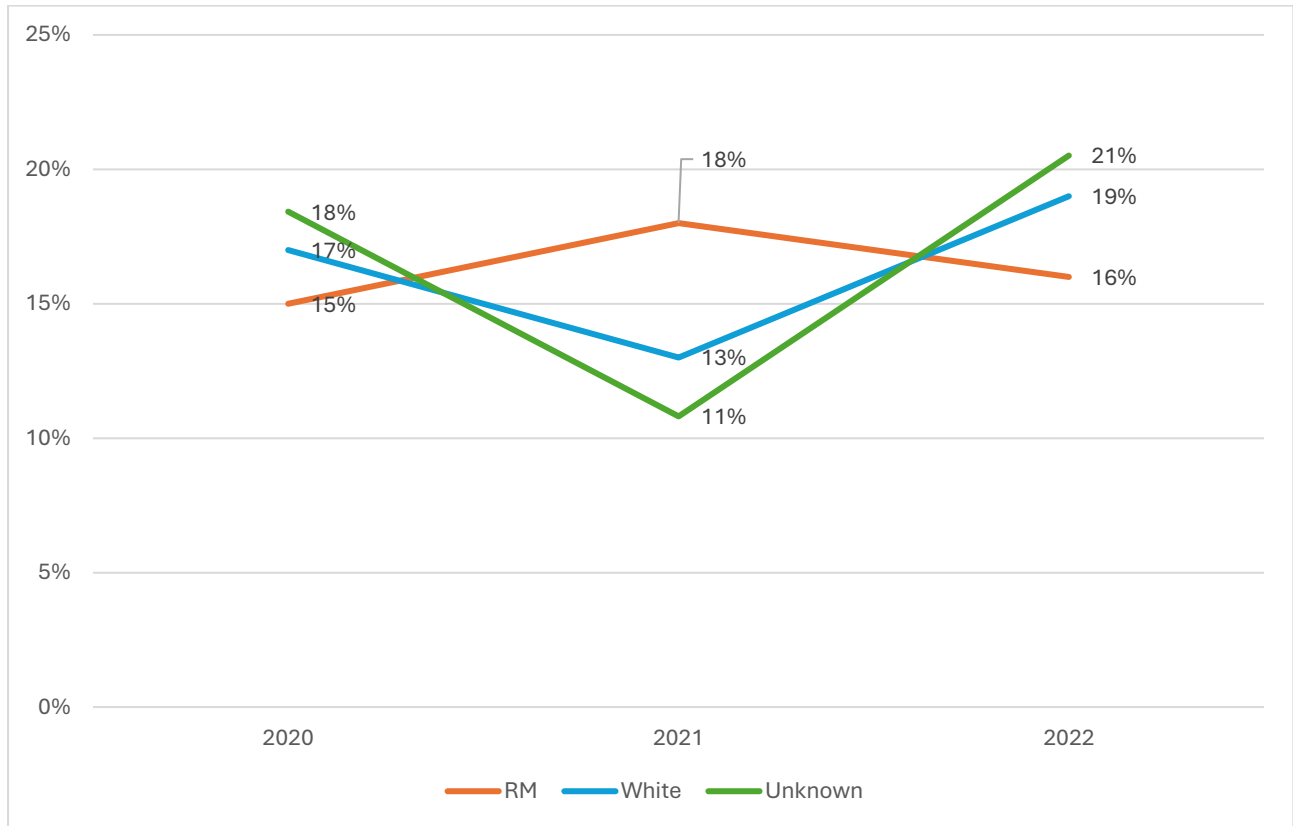
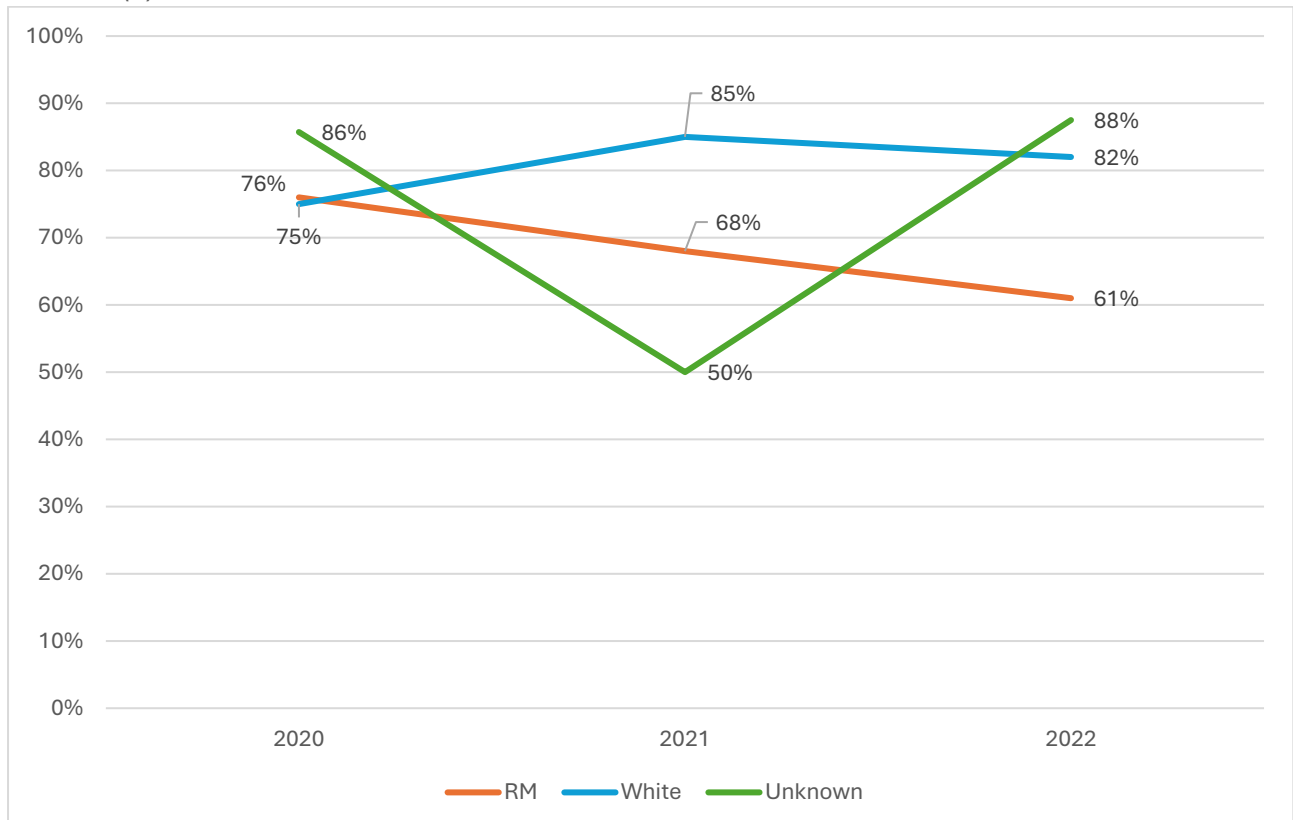


Chart 5d(2): Success



Professors

Chart 5d(3): Applicants

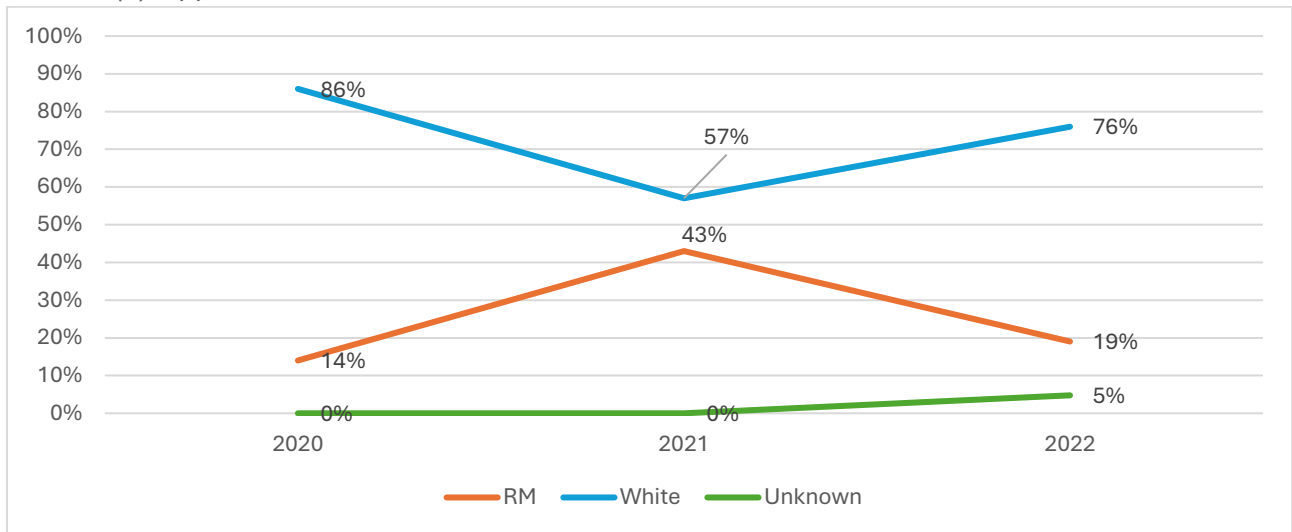


Chart 5d(4): Applicants from Pool

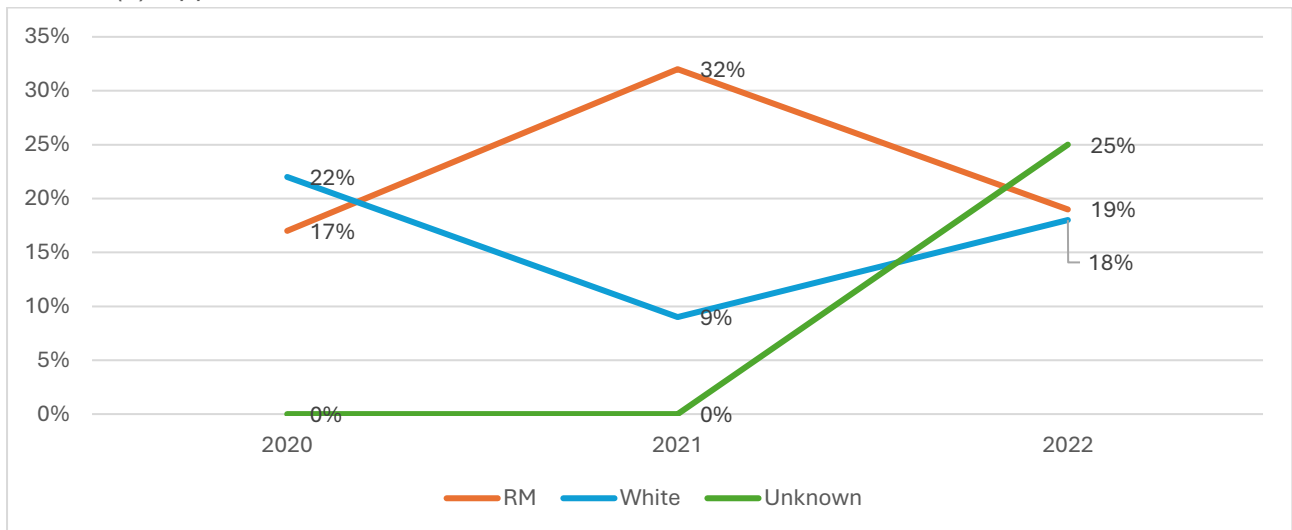
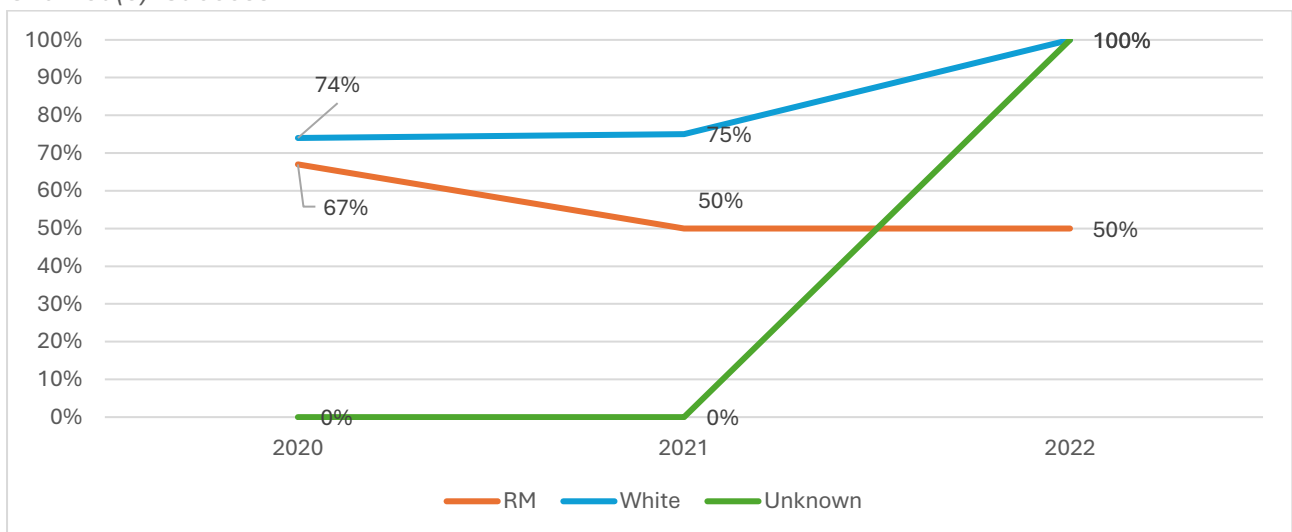


Chart 5d(5): Success



Reader

Chart 5d(6): Applicants

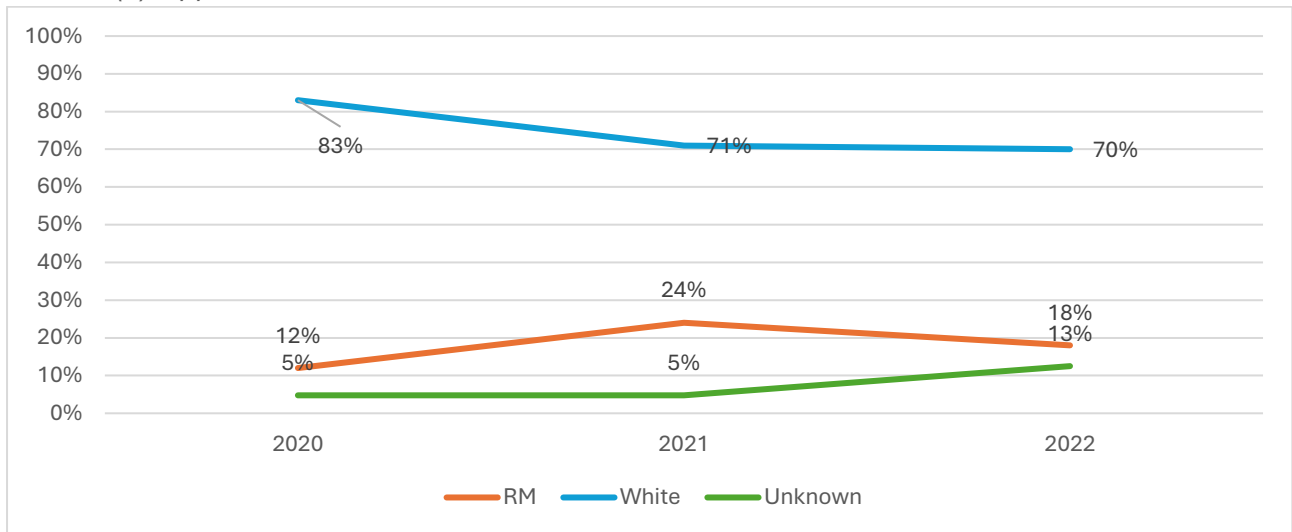


Chart 5d(7): Applicants from Pool

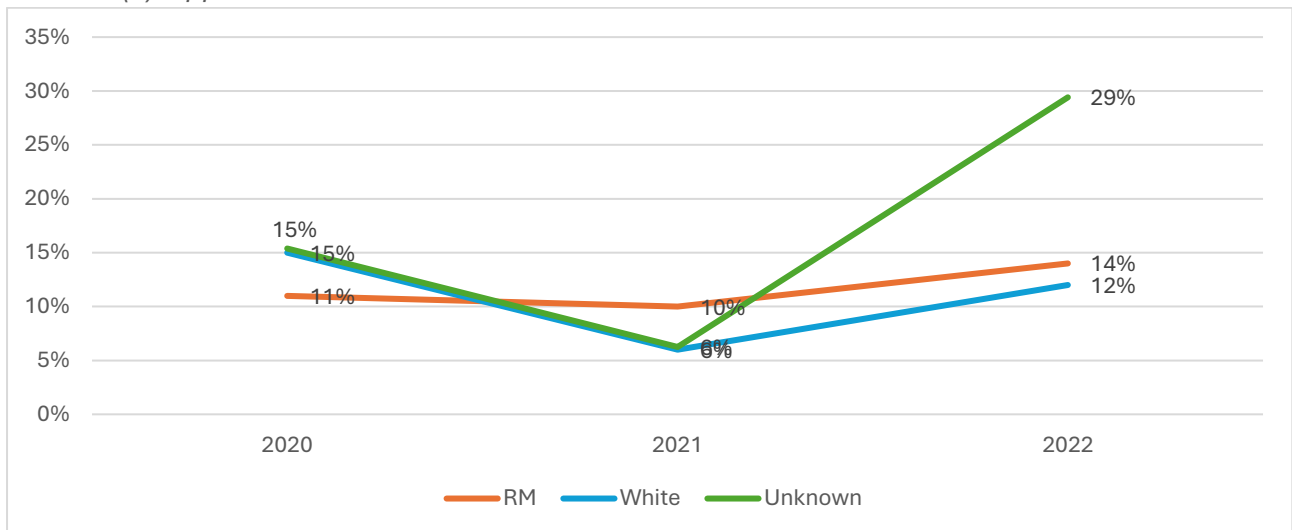
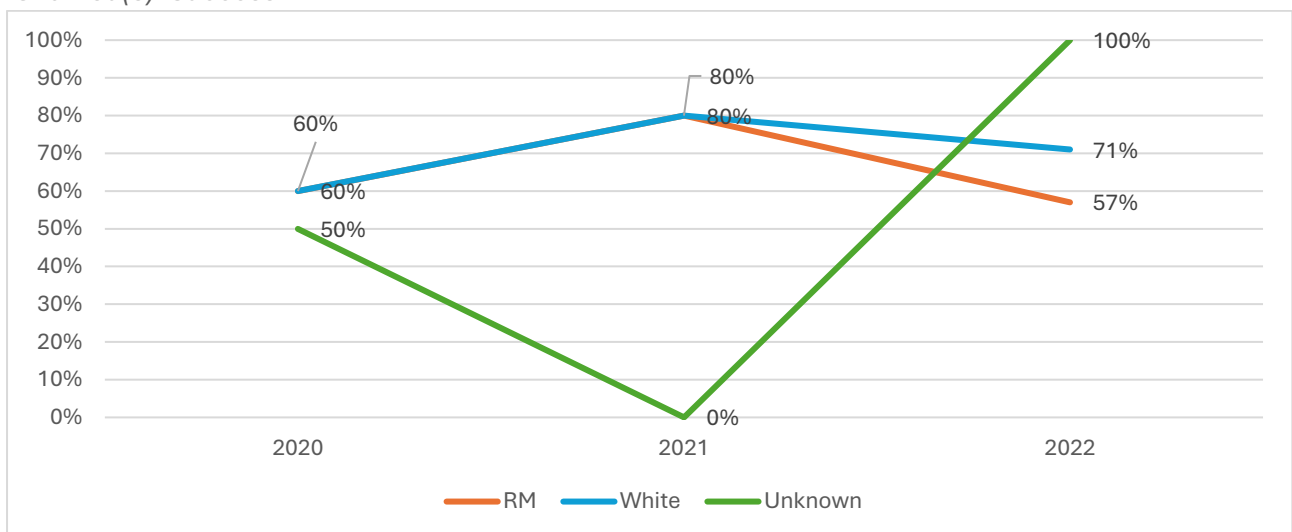


Chart 5d(8): Success



Senior Lecturer & Senior Researcher

Chart 5d(9): Applicants

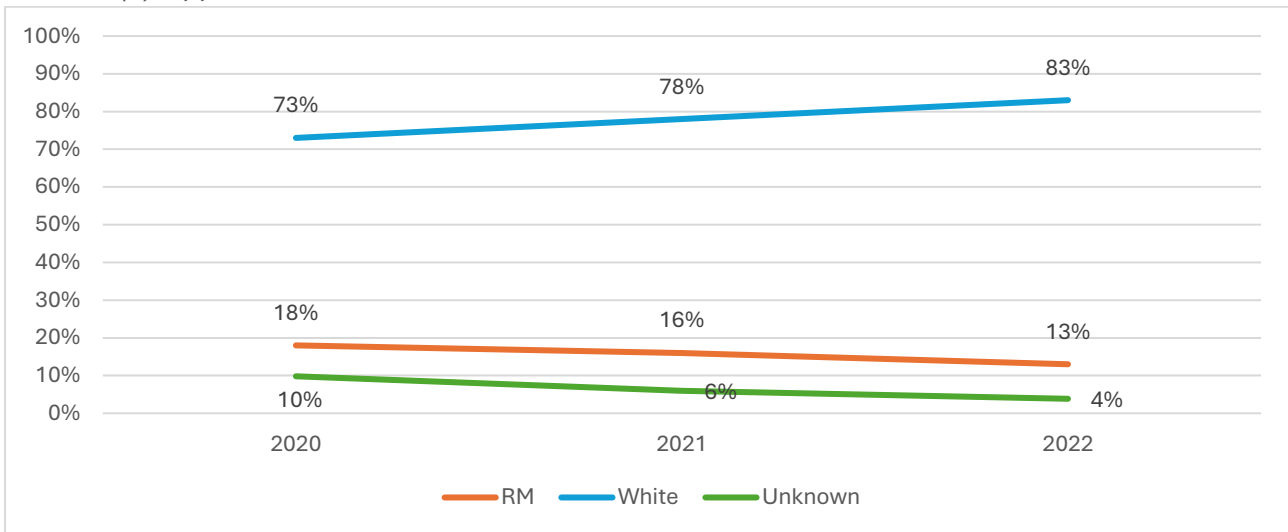


Chart 5d(10): Applicants from Pool

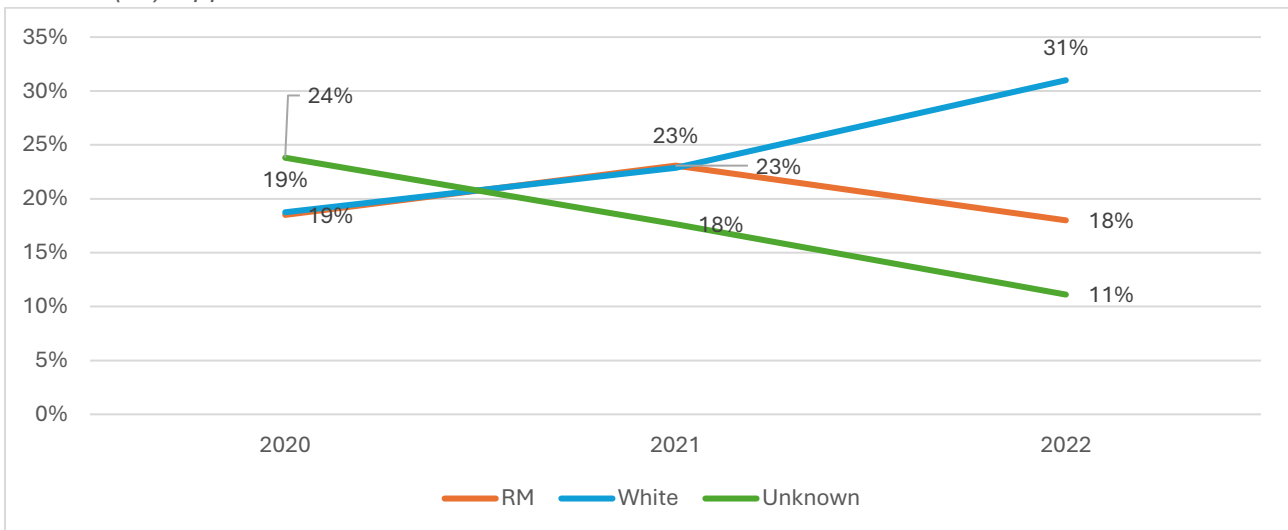
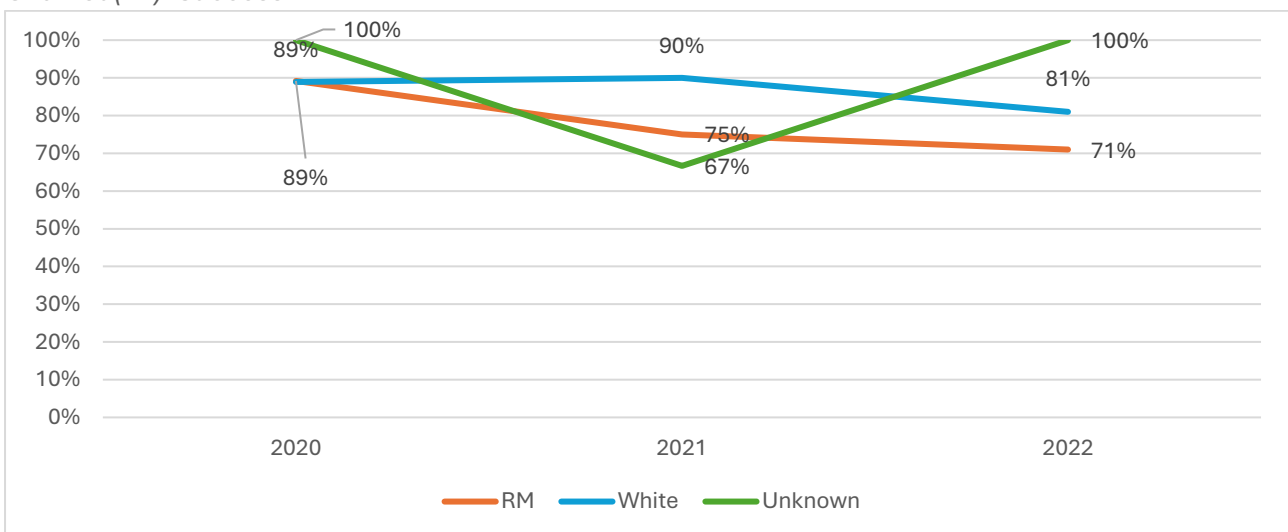


Chart 5d(11): Success

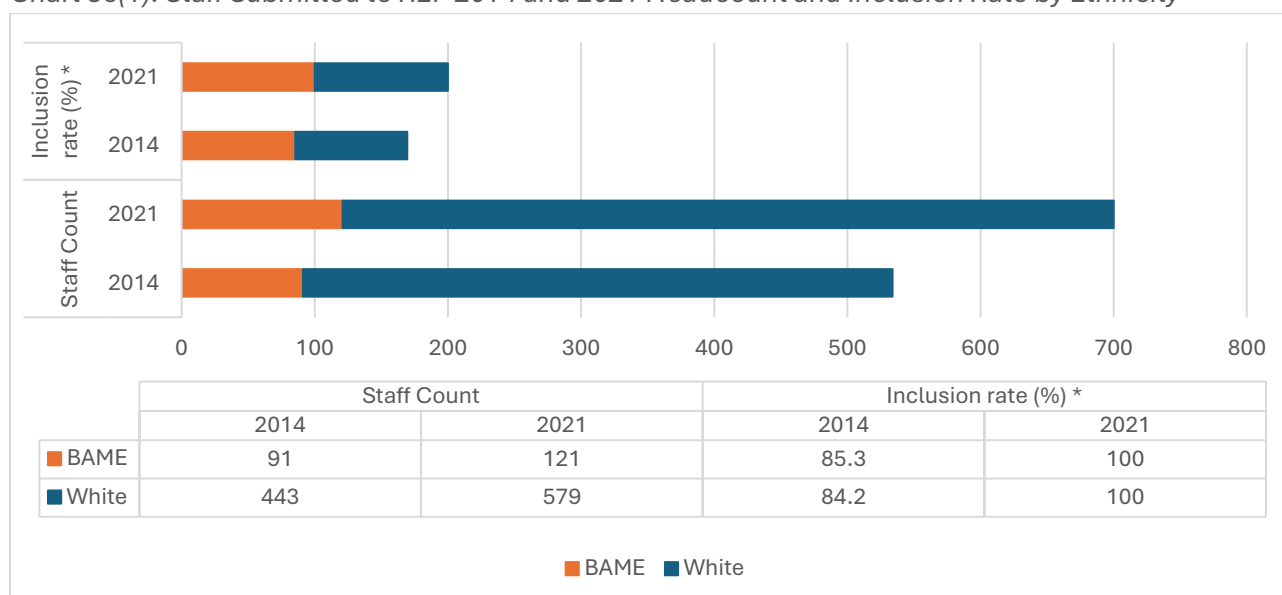


5e Research Excellence Framework (REF)

Table 5e(1): Staff Eligible¹¹ for REF

	Total eligible staff	Total included in the REF	Total not included	Overall Inclusion Rate
REF 2021 (headcount)	760	760	0	100.0%
REF 2014 (headcount)	745	624	121	83.8%
RAE 2008 (headcount)	647	421	226	65.1%

Chart 5e(1): Staff Submitted to REF 2014 and 2021 Headcount and Inclusion Rate by Ethnicity



Significant Decision Makers attended REF EDI training, providing understanding of EDI-related decisions and unconscious bias within legislative contexts. Staff consultation, which supported the Code of Practice (COP) development, was important in ensuring that processes within the document would not have a disproportionately negative impact on any protected characteristic. A working group was formed, including a senior EDI specialist.

Kent provided specialist training for over 100 staff to ensure Kent fulfilled legal obligations and outputs from eligible staff were fair with no discrimination impact.

¹¹ Staff on Education and Research Contracts and staff on Research Only contracts who met criteria for Research Independence.

Table 5e(2): REF Training Uptake by Directorate 2021

Final uptake of REF training by Directorate	No.
Arts and Humanities	40
Computing, Engineering & Mathematical Science	27
Human and Social Sciences	32
Kent Business School	8
Natural Sciences	25
Study of Law, Society and Social Justice	16
Other – Incl. Senior Management and Professional Services	22

EDI monitoring was implemented during the selection process through a series of unit-level EIAs alongside Progress Reviews (2017-19) and the Draft Submission (2020), enabling Unit of Assessment (UOA) working groups and management to reflect on processes and address potential biases during the selection phase. UOA findings were reflected on to identify specific underrepresentation areas of concern within output selections.

Table 5e(3): REF Outputs Selected by Ethnicity 2021

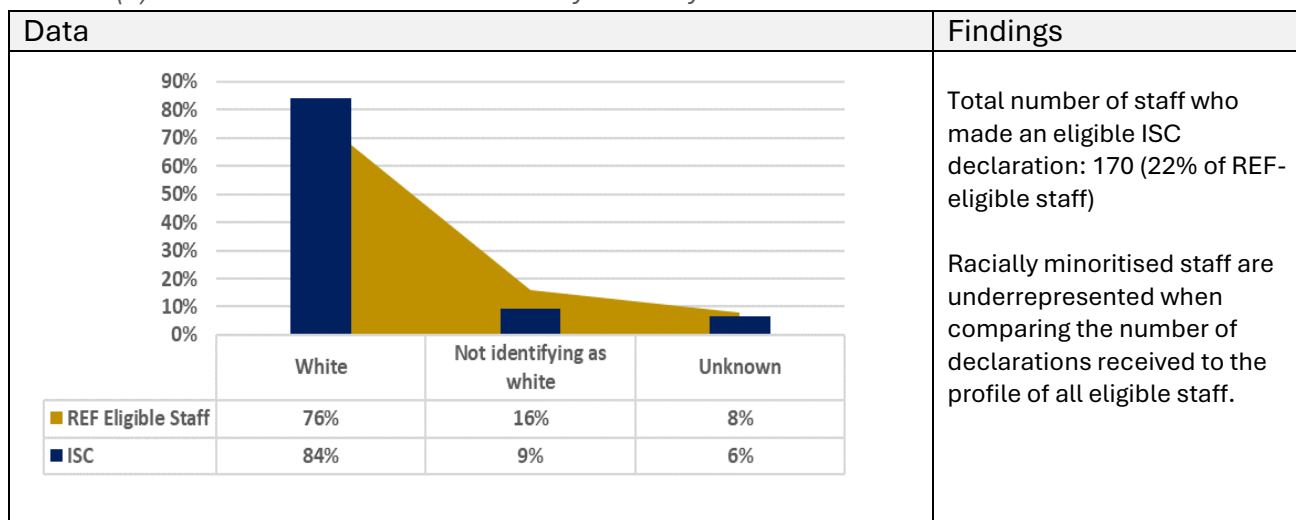
	Outputs Selected	% Outputs Selected	% Outputs available for selection	Profile of Submission
Racially Minoritised	251	16%	18%	16%
White	1173	76%	74%	76%
Unknown	120	8%	8%	8%

An assessment of significance was undertaken using the 80% rule¹² with no evidence of discrimination in the selection of outputs relating to ethnicity.

RECSAT members undertook additional research examining the composition of decision-making bodies for grants and funding. The results evidenced that decision makers on external bodies are unlikely to be from diverse backgrounds and potentially less likely to provide funding to minority academics depending on subject. Consequently, Kent may be inadvertently upholding systemic inequality. Kent recognises that there are many reasons why an excellent researcher may have fewer outputs attributable to them during the assessment period. All eligible staff were invited to declare EDI-related Individual Staff Circumstances in relation to circumstances which affected research productivity. Staff were able to declare ECR status, family-related leave, complex circumstances, or a combination of multiple circumstances. Potential bias in decision making bodies may be an additional factor to consider in future.

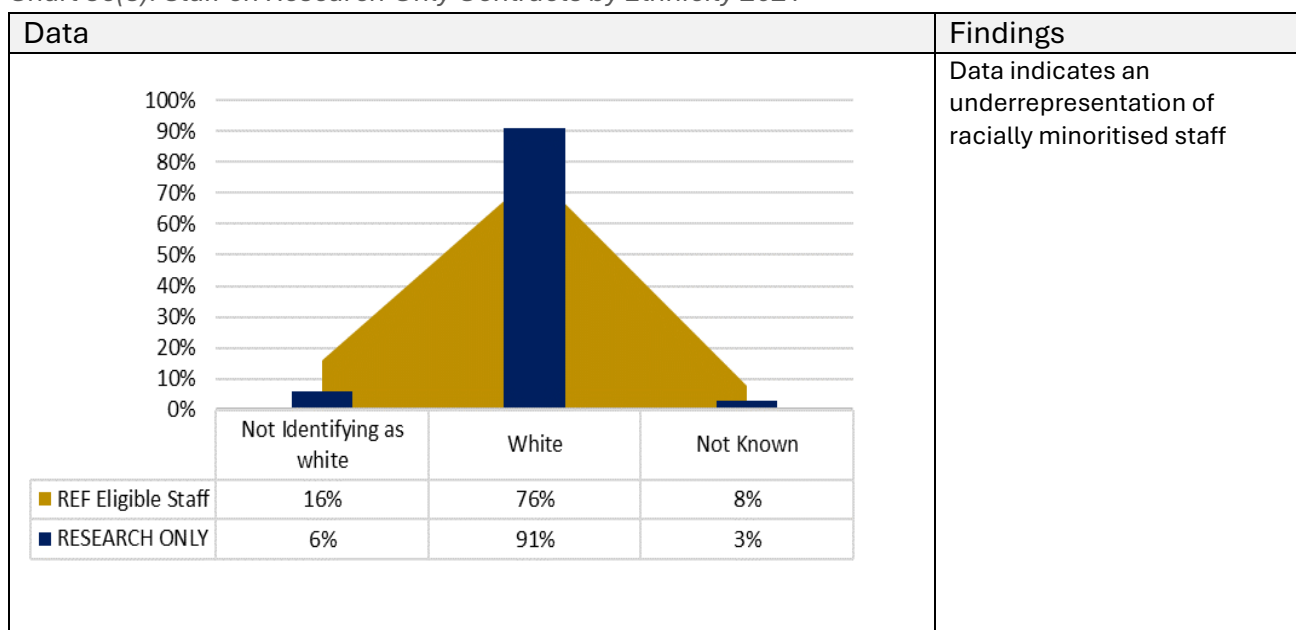
¹² Any group is less than 80% of the highest group, it may indicate bias

Chart 5e(2): Individual Staff Circumstances by Ethnicity 2021



33 Research Only contract staff were included, of whom 91% were white. This is not aligned with the profile of eligible staff (76%), and whilst there is no evidence of discriminatory processes, demonstrates imbalance.

Chart 5e(3): Staff on Research Only Contracts by Ethnicity 2021



AP2.3.4: Increase proportion of ECR's and research only staff output for REF

5f Support given to early career researchers

The Graduate Researcher College (GRC) supports postgraduate (taught, research, PhD) students across the whole academic career span. Early Career Researcher (ECR) is an elastic term. 85% of ECRs defined their ethnicity as white in 2021. Compared with the data reported from the 2019 Vitae Careers in Research Online Survey (CROS), Kent's ECR staff are less ethnically diverse than national aggregate figures (81% white).

ECR's probation receive specific support and there is separate provision for ongoing support. The GRC runs international staff and student support networks for ECR's.

Divisions answered questions on subject specific support practice for ECR's. Some Divisions monitor opportunities, including uptake by demographic.

ECR's are offered:

- Initial, pastoral and skill support
- Mentor
- Tailored Independent Research Plans (IRP's) and Work Allocation Model (WAM)
- Training on funding opportunities and grant writing
- Targeted scholarship and conference support for ECR's from minoritised backgrounds
- Entryway pathways for research seminar participation
- Leadership opportunities (leading research groups, forums, and Divisional leadership roles)
- Supervisor experience via summer studentships (to support lower participation backgrounds)
- Publication strategies
- Ringfenced time for CPD
- Links to HE networks

Communication includes staff meetings, mentor meetings, intranet, and emails.

Divisional opportunities are open to all, and mentors encourage ECRs to partake. It is not clear if mentors receive any cultural competency training to enable them to tailor their approach. Some Divisions provide follow ups with ECRs who have disengaged with the Research and Innovation (R&I) team. Some Divisions encourage ECR engagement with leadership programmes and if unsuccessful would be given alternate leadership programme support. One Division lists minoritised status as an uplift criterion and many implement EDI monitoring.

Half had systems for over-subscribed opportunities or equitable opportunity allocation. Considering the demographic makeup of some Divisions this could have an adverse effect on racial minorities when competing for opportunities. Mitigations include a trial lottery system, opportunities with EDI criteria selection priority given to minority ECRs and diverse panel makeups with EDI observers.

5g Profile-raising opportunities

Divisions answered questions about profile-raising opportunities. Responses were similar to 5f.

ECRs were given opportunities to lead research centres, present, chair and organise Divisional events, conferences, symposia and workshops and support using external networks to curate exhibitions.

Personal development allowances and a dedicated EDI top-up fund are available for conferencing. Media training and opportunities are shared to broadcast research. Divisions push ECRs to fairs promoting research to industry and academic audiences.

6. Professional and Support Staff Recruitment, Progression and Development

Word Count: 1294

6a Recruitment

Job adverts include statements to encourage ethnic minorities to apply in explicit text. Where possible applications request free text answers instead of CVs to remove bias. SSW have advertised job opportunities in specialist interest magazines for people of colour. HR advise on specialist recruitment for other fields. Barriers outlined in 5a apply here.

The PSS profile is substantially different from the academic, with similar trends seen in the application-hiring pipeline. Racially minoritised PSS numbers are increasing at a faster rate than Academic staff (Chart 6a(3) vs 5a(3)).

Ethnicity and Nationality

UK and Non-UK 3 Year Trend

Chart 6a(1): Applications

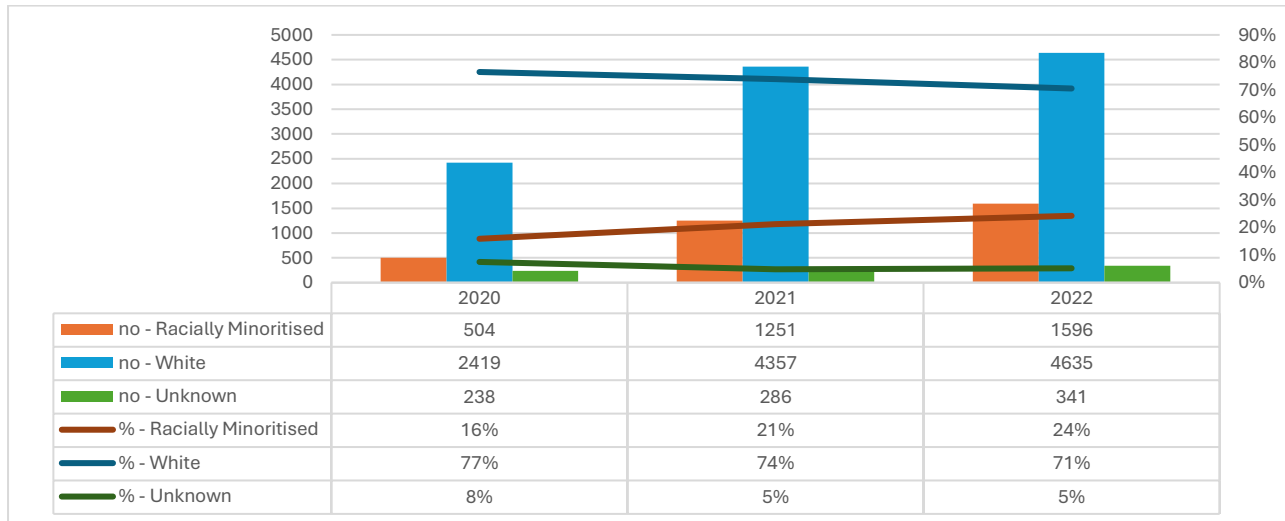


Chart 6a(2): Shortlisted

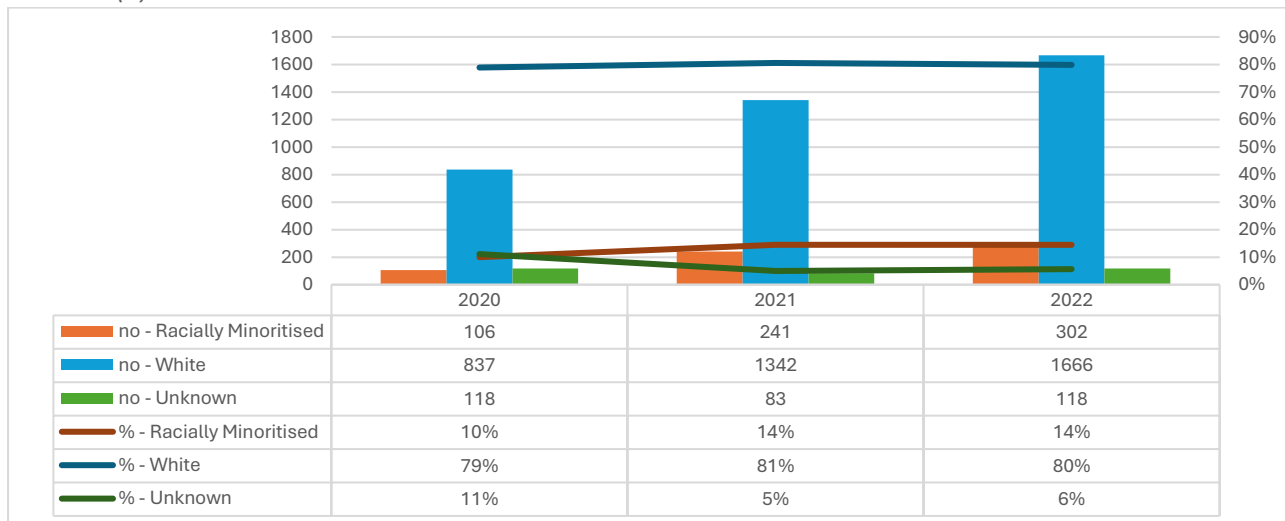
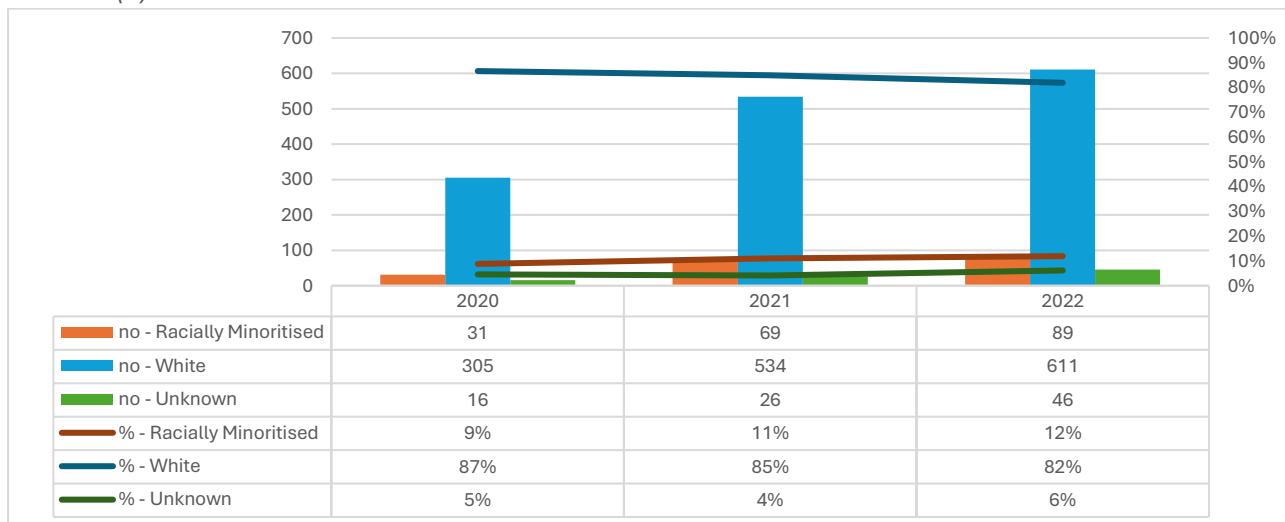


Chart 6a(3): Hires



UK

Focus Groups theorised how increased opportunities for remote working could help with applications from more diverse areas of the country, combatting the lack of diversity in the immediate region. The PCS commits Kent to review the hybrid working scheme and consider the potential for future requirements for fluid/ agile working.

UK 3 Year Trend

Chart 6a(4): Applications

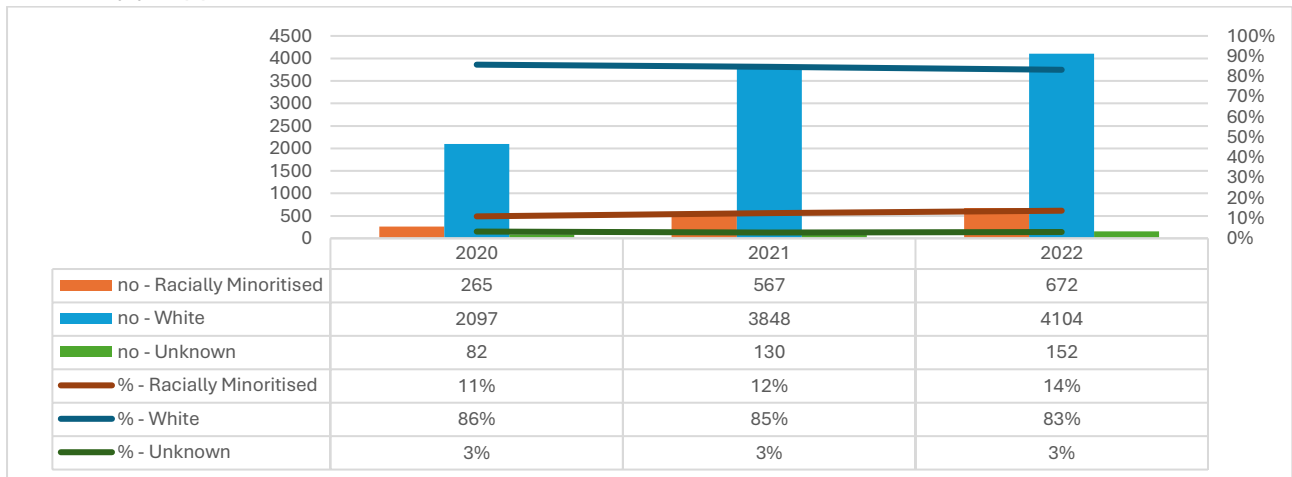


Chart 6a(5): Shortlisted

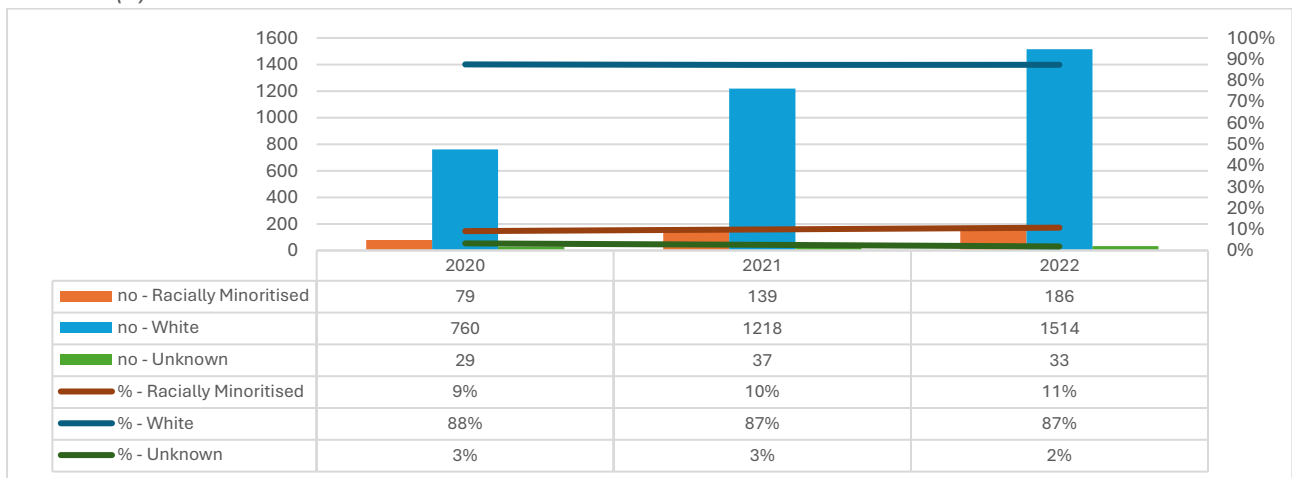
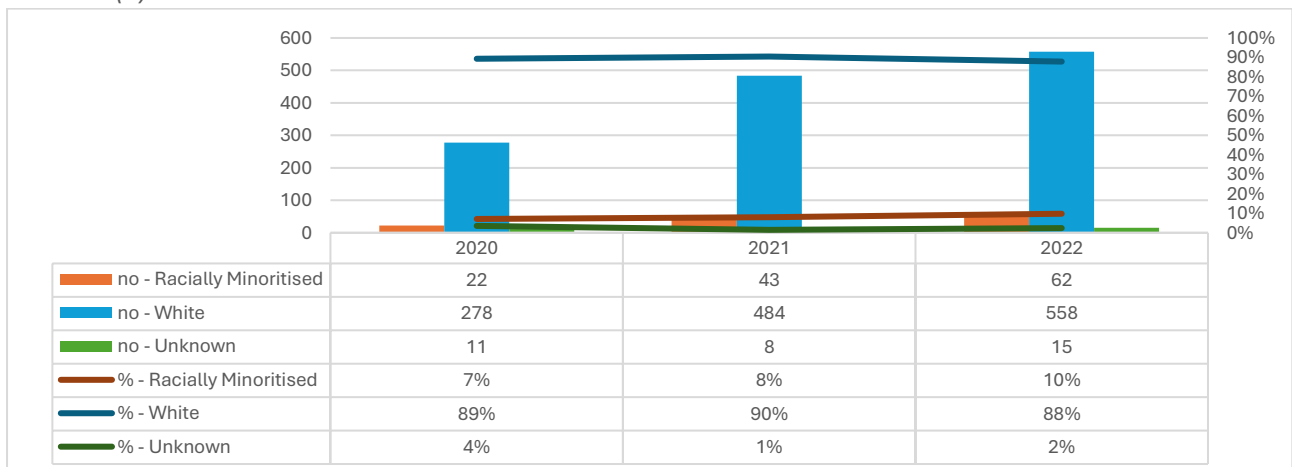


Chart 6a(6): Hires



Non-UK

Non-UK PSS applicants often do not meet criteria for visa sponsorship with direct impact on the application – hire pipeline.

Non-UK 3 Year Trend

Chart 6a(7): Applications

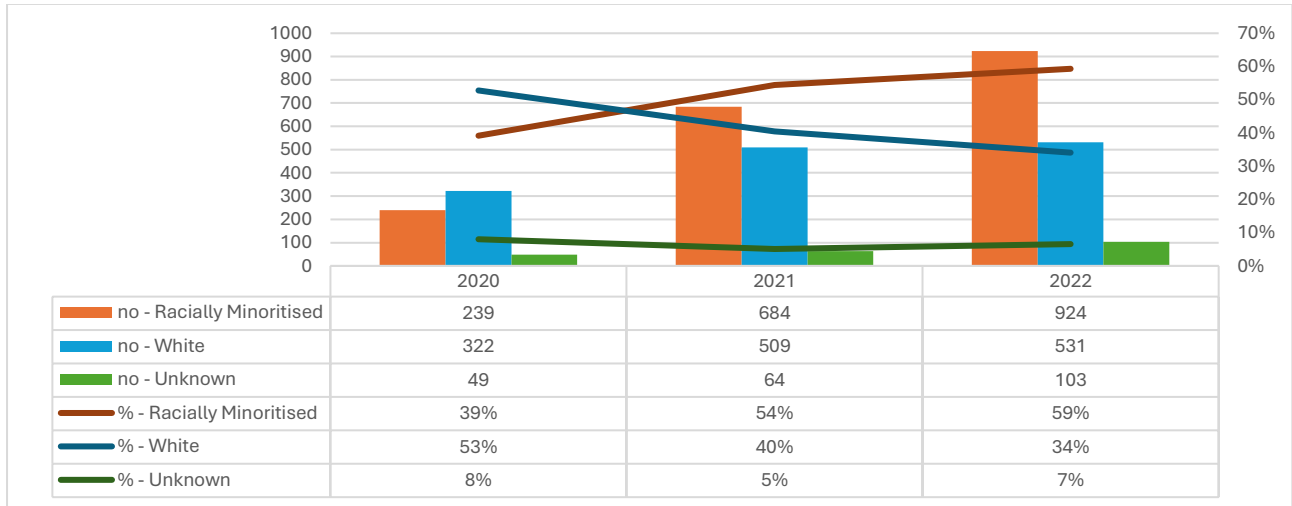


Chart 6a(8): Shortlisted

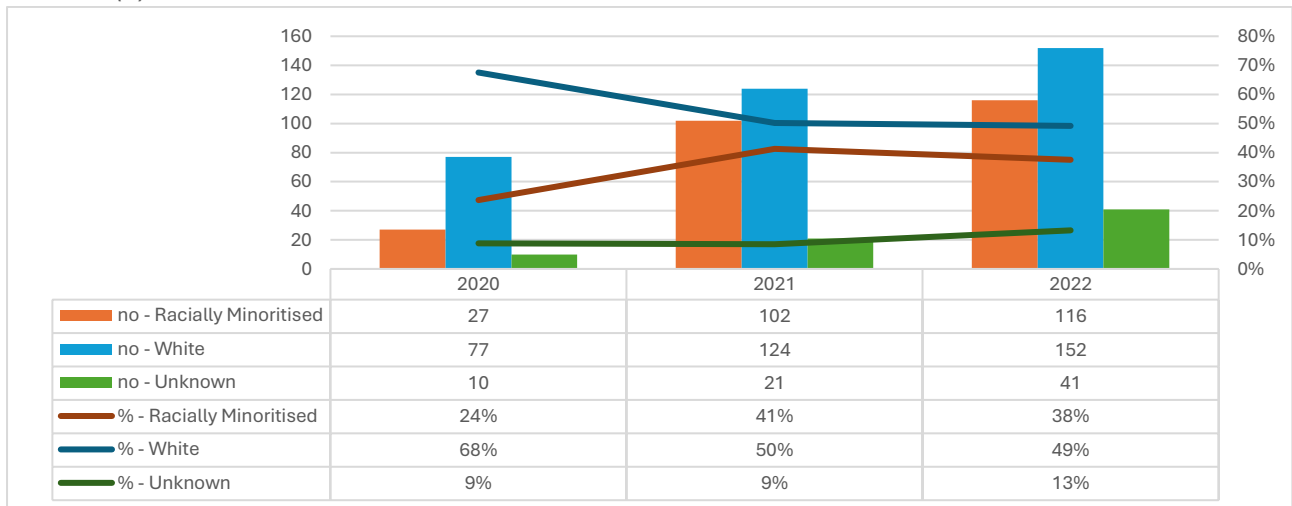
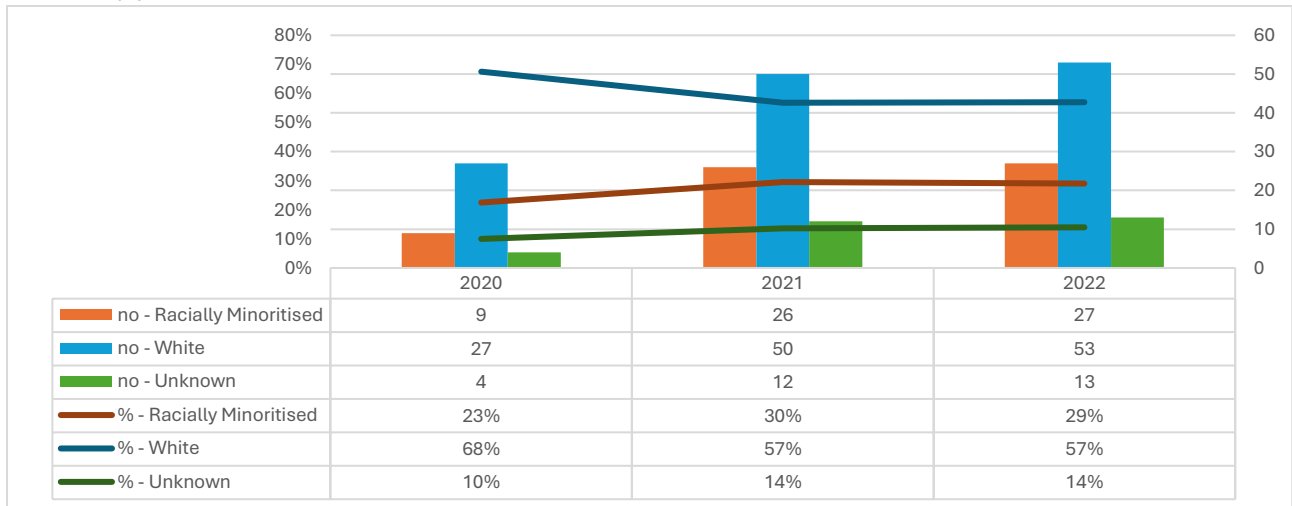


Chart 6a(9): Hires



Ethnicity and Divisions

PSS were removed from Divisions and placed into Directorates due to structural changes with direct impact on Divisional PSS data.

All Divisions have significantly lower racially minoritised PSS staff applications compared to Academics, although every Division has evidenced a % increase between 2020-22.

Of concern is the 0% of applications from racial minorities received in 2020 (Chart 6a(10) ArtsHums / HSS). HR recognises more could be done to ensure adverts are placed within appropriate minority networks and job boards to encourage applications. ArtsHums, CEMS and HSS evidence increases in racially minoritised applications and this has translated to increases in hired staff, suggesting hiring practices are making an impact.

Ethnicity and Divisions 3 Year Trend

Chart 6a(10): Applications

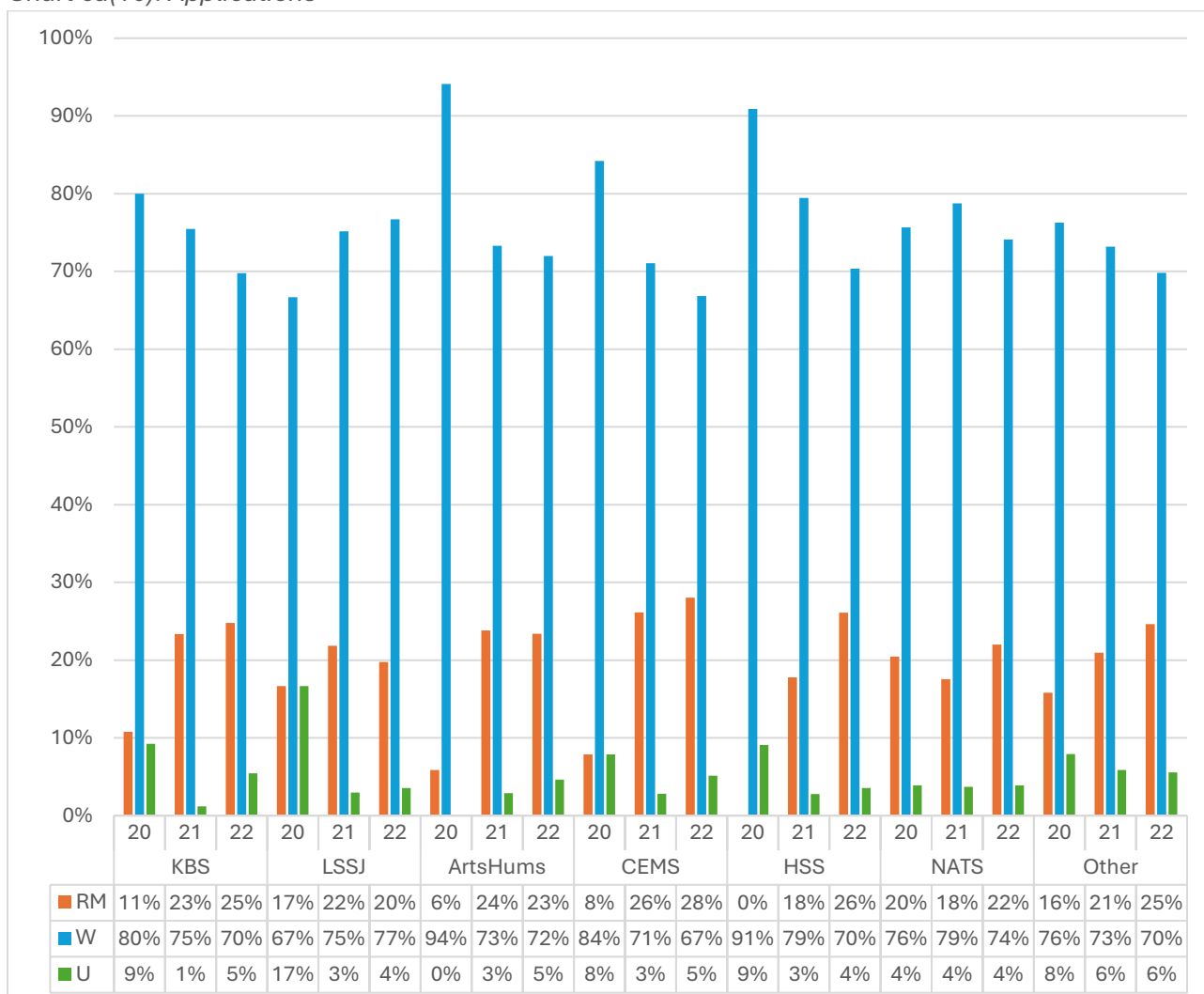


Chart 6a(11): Shortlisted

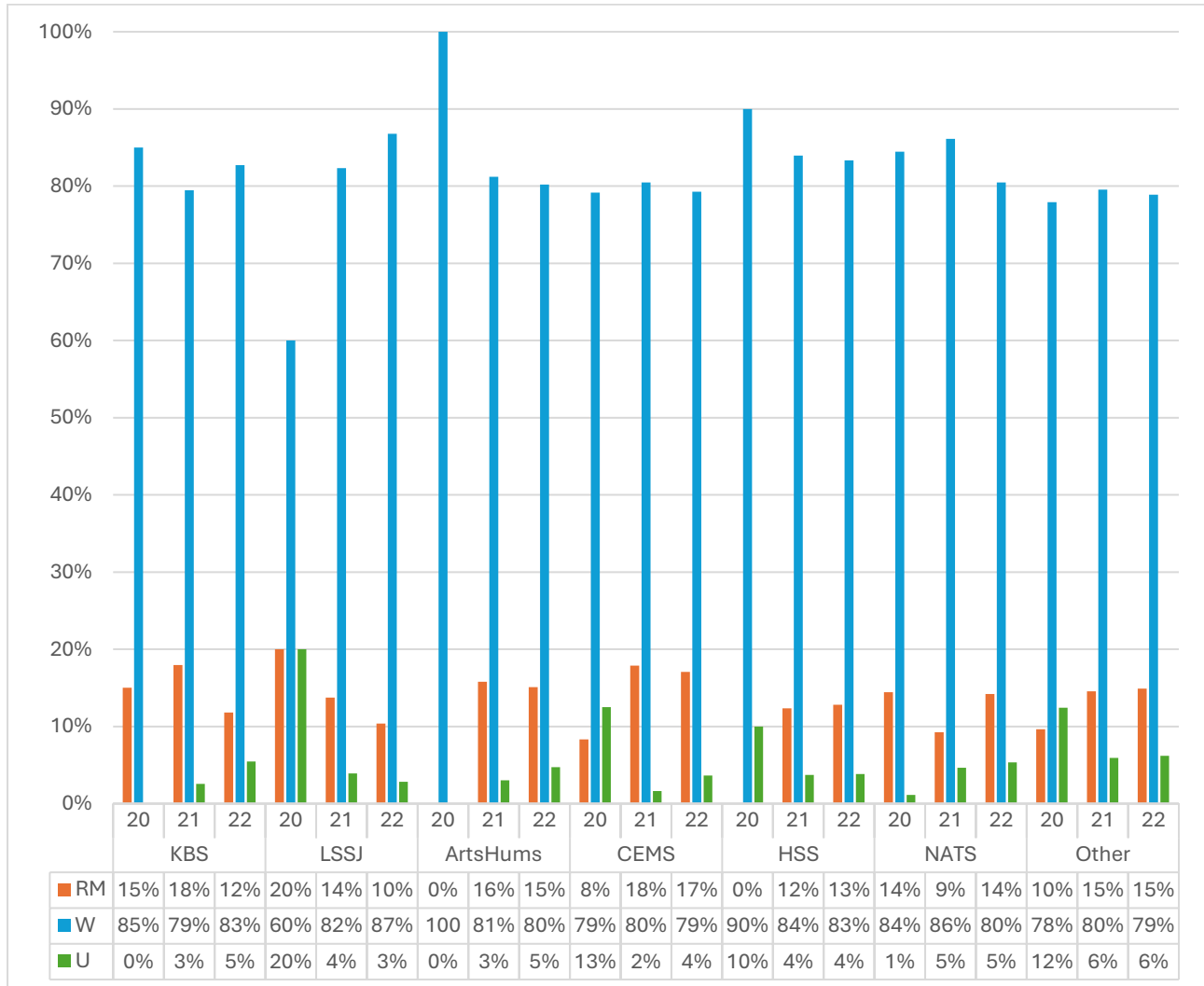
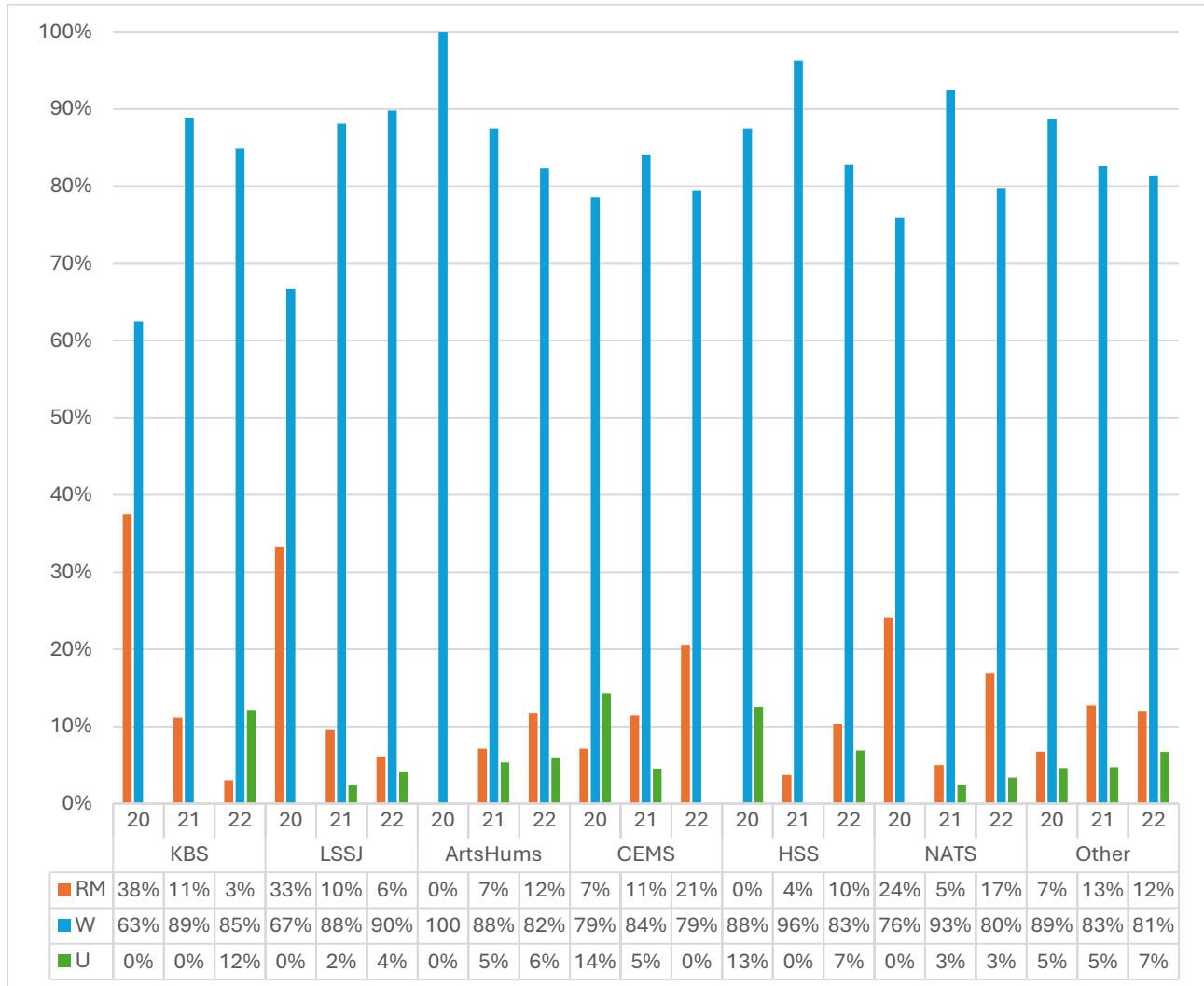


Chart 6a(12): Hires



6b Training

Probation includes compulsory EDI training modules. KBS highlighted good practice led by their HR team to deepen EDI skills and knowledge with a series of in-depth discussions and workshops around content.

A known barrier is accessibility for staff whose role does not involve access to a computer (e.g. Hospitality or Estates). As these staff are more likely to be racially minoritised and employed at a lower grade (Section 4), the proliferation of online modules vs in person training will impact staff ability to upskill for progression.

Where training was mentioned in surveys it focused on the need for line managers to be racially aware, lack of change despite training and the need for more mentoring opportunities. Kent introduced in-person training, combining training led by qualified staff, group support

'Bias is still happening, staff are going on the training but whether applying practice is inconsistent' (Staff)

sessions and focused on leadership and development for minoritised groups. 13 racially minoritised staff were sponsored on StellarHE¹³.

The Brilliant Leaders programme, for racially minoritised managers, was launched to create a StellarHE pipeline. Members of the BAME Staff Network and the central Talent & Organisational Development team met with the Programme Director to ensure that the content was relevant and contextualised for Kent. 20 staff registered, with 6 completing the pilot. Participants were sponsored by senior colleagues including the Vice-Chancellor.



Brilliant Leaders Programme Graduate and Sponsor

Kent introduced the Leadership Behaviours Framework (LBF) and the Horizons programme to develop staff skills for leadership. Building antiracism elements into the LBF and the implementation of ACM are priorities within the ARS.

'On a positive note, we are slowly getting there, Brilliant Leaders for BAME staff'. (Staff)

Kent launched an in-house Coaching Professional Apprenticeship (Level 5). Multiple diverse cohorts are underway with 75% of senior staff to have developed coaching skills by 2025.

The PCS aims for a 10% increase in racially minoritised staff in professional and senior management roles by 2025.

¹³ StellarHE enhances leadership skills of racially minoritised Academic and PSS to address the under-representation of racially minoritised leaders in senior positions.

The proportion of racially minoritised vs White PSS staff (Chart 6b(2)) undertaking training and development courses is concerning. Low proportions of UK racially minoritised staff accessing training may be indicative of barriers previously identified for Estates and Hospitality staff accessing training.

AP: Section 1 focuses on Diversity in Leadership roles
AP: Section 2 focuses on staff training and development

Nationality and Ethnicity 2022

Table 6b(1): Training and Development Course Uptake

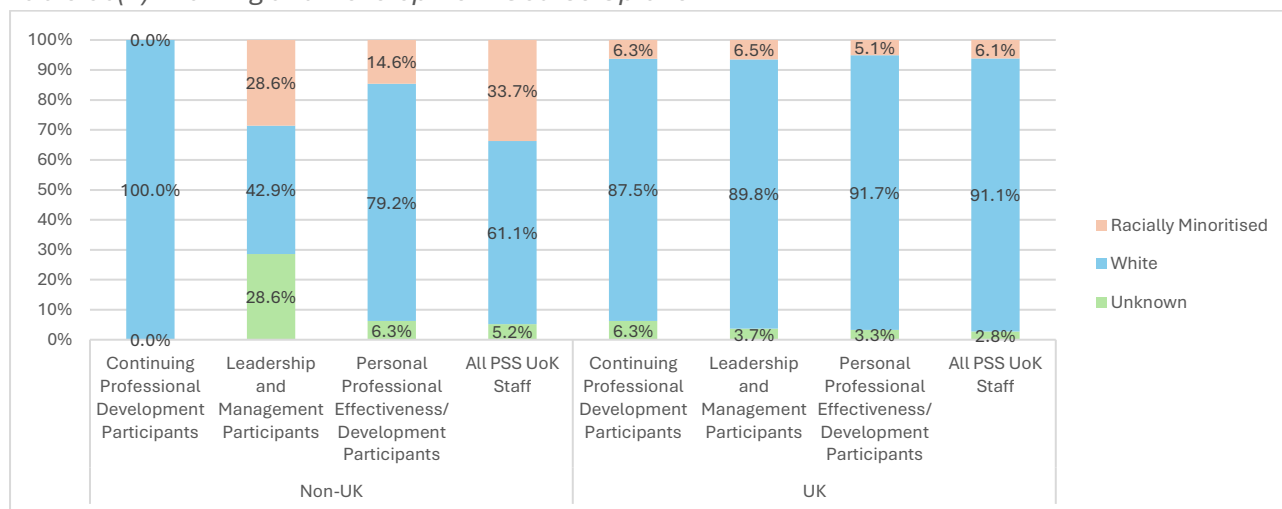


Chart 6b(2): Proportion of Staff Completing Training Development Courses



Numbers pertaining to Charts 6b(1) and 6b(2)	Non-UK			UK		
	BAME	White	Unknown	BAME	White	Unknown
Continuing Professional Development	0	<5	0	<5	14	<1
Leadership and Management	<5	6	9	16	220	9
Personal Professional Effectiveness / Development	7	38	<5	31	562	20

All training is evaluated as standard, with formats varying depending on type and level. Feedback is passed to facilitators for improvements. Longitudinal feedback for leadership and management programmes is being developed. In-person training feedback is via evaluation forms. Work is underway to compare data evaluations to gain further insights and begin benchmarking.

Participants on the StellarHE programme and Brilliant Leaders pilot were invited to give feedback and share learning experiences via in-person gatherings, open Teams calls and 1-1 conversations with Kent's Senior Leadership Consultant.

6c Appraisal/development review

Reflect, Plan, Develop (RPD) processes were revised in 2021, based around a toolkit to shape development conversations and help staff be upwardly mobile. Focus is on conversations about connecting roles and development. RPD's are with a line report for PSS staff or a colleague / peer for Academics. All staff are expected to have one appraisal conversation per year, recorded in Staff Connect with summary documentation completed. Onus is on Line Managers to allocate time for RPD and resultant development activity, however due to recent structural changes, staff mobility across the institution, a proliferation of new team structures and workloads and decreases in staffing population, there is a known issue with prioritisation of RPD's that impacts all Grades and roles. HR are leading on a suite of initiatives within the PCS to mitigate.

Racially minoritised staff are more negatively impacted by lack of engagement with RPD's (53% RM staff agreed that their line manager makes time to discuss their personal development and progress vs 64% White), providing further barriers to advancement. Focus Groups suggest staff felt they struggled to engage with RPD processes or did not feel supported by Line Managers, were concerned that imposter syndrome was exacerbated and had to work harder than White colleagues to be recognised for the same results. Staff survey data supports this; (9% RM: 32% White responded positively to questions regarding RPD frequency).

'My line manager NEVER encourages me to meet with them NOR do they ever reach out to me to see how I'm doing or if I need anything. I only see them if I approach them, and this often feel like an imposition on them and their (redacted) time'. (Staff)

Data gathered is unreliable as only RPD dates are recorded, not outcomes (exacerbated by technical difficulties with staff ability to log appraisal dates and upload documentation). 2019-20 data demonstrates 56% of all staff completed RPD's¹⁴.

The PCS commits Kent to reviewing the RPD process and rolling out a new Performance and Development Framework, with increased use of 360° feedback to provide greater developmental recommendations to staff.

AP2.2.2: 75% completion of RPDs by 2025
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¹⁴ PCS 2022-25

6d Professional and Support Staff Promotions

Promotions for PSS generally occur through application. Application data does not allow for analysis relating to promotion, so is not available.

RECSAT noted that lack of promotional opportunities for PSS may trigger high staff turnover, particularly for staff on fixed term contracts. 13% of racially minoritised staff agreed that they had been encouraged to apply for jobs at a higher grade (vs 36% White).

Kent recognised this deficit and developed a new Professional Services Career Framework, launched autumn 2024. Based on sector best practice, the Framework aims to support career progression and succession planning for PSS. It provides visibility on potential routes for career progression, both horizontally and vertically, based on identified transferable skills / behaviours and gaps and identifies a training profile mapped against skill gaps for promotion or role change.

The PSCF aims to rectify grading categories of job families and responsibilities to allow Kent to gather and analyse promotions data for PSS staff moving forward.

AP2.3.2: Launch the PSCF autumn 2024

7. Student pipeline

Word Count: 2424

7a Admissions

Key points:

- Data is aggregated for 2019-23 academic years. Journey data from application to acceptance is combined.
- Offer percentage was calculated as: number of offers/total number of applications for a demographic
 - Calculations do not include “NULL” tariffs
- Regardless of nationality, most admitted students had a tariff between 101 and 150.

The Application-Acceptance pipeline demonstrates that the offer rate is lower for Home/UK BAME (38%) than Home/UK White (58%) students, though racially minoritised students are slightly more likely to accept their offers than White students. (Chart 7a (2)). One barrier to racially minoritised students applying to Kent may be the historical marketing and branding of the institution. Comments in the student survey indicated a perception of Kent not being diverse and so not a desirable place to study.

‘When I attended open events and looked at other prospectus materials provided by the University it did not portray a very diverse picture of the Uni, however after actually attending the University it was very apparent that the University is very diverse. I think that the University should make more of an effort to promote racial and ethnic diversity than it does. As I personally know black and Asian people who were deterred from joining the University as they thought it was a very White institution’.

(Student)

Application to Acceptance Journey

Ethnicity and Nationality 2019-23

Chart 7a(2): UK and Non-UK %

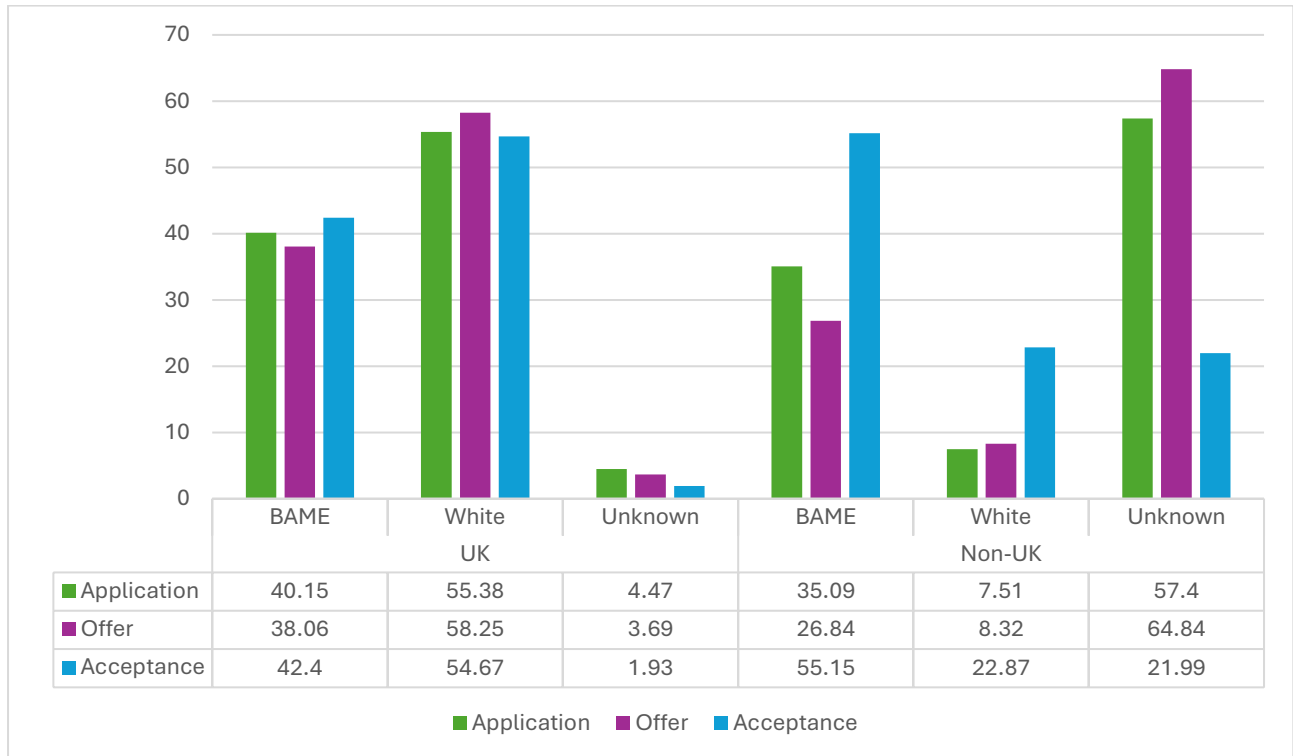
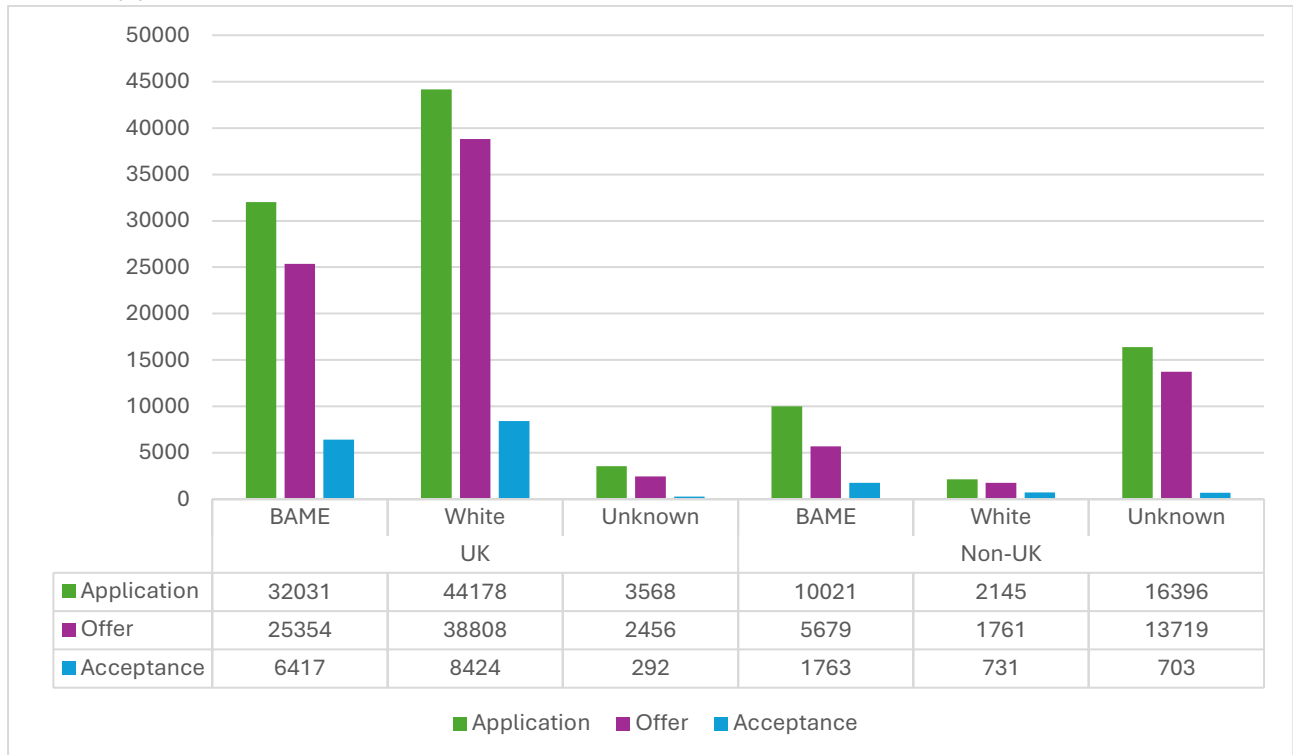


Chart 7a(1): UK and Non-UK #



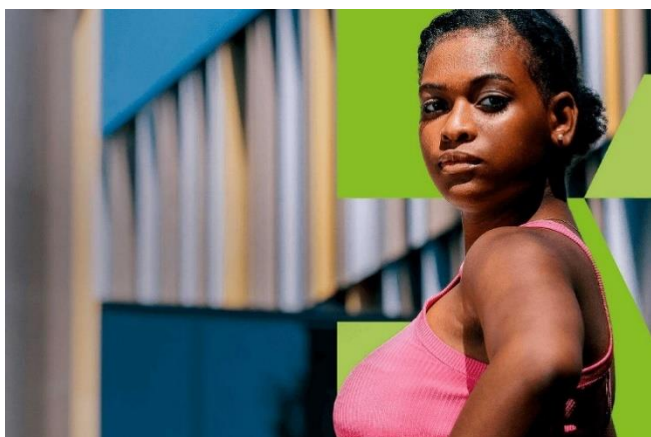


Fig 7a(1): The 'We Stand For Ambition' brand launched in 2022 with a more inclusive image

Kent's [Admissions Policy and Process](#) includes an underpinning [Equal Opportunities Policy](#). Data indicates no significant issues in relation to admissions for UK applicants in particular, likely driven by APP work.

Kent's Outreach and Student Recruitment teams deliver the APP across Kent and Medway, targeted at local schools to raise attainment and access to HE for under-represented groups. Through alignment of the WP and Recruitment strategies, the introduction of contextual admissions and the Kent Financial Support Package, Kent has seen a year-on-year increase in the percentage of IMD Quintile 1 and Quintile 2 students to Kent. Key programmes include the Succeed Programme, Kent Ambition to Succeed, Student Ambassador programme, and local level Divisional initiatives (e.g. HSS Discover Economics student champions).



Fig 7a(2): Outreach Programme brochure cover

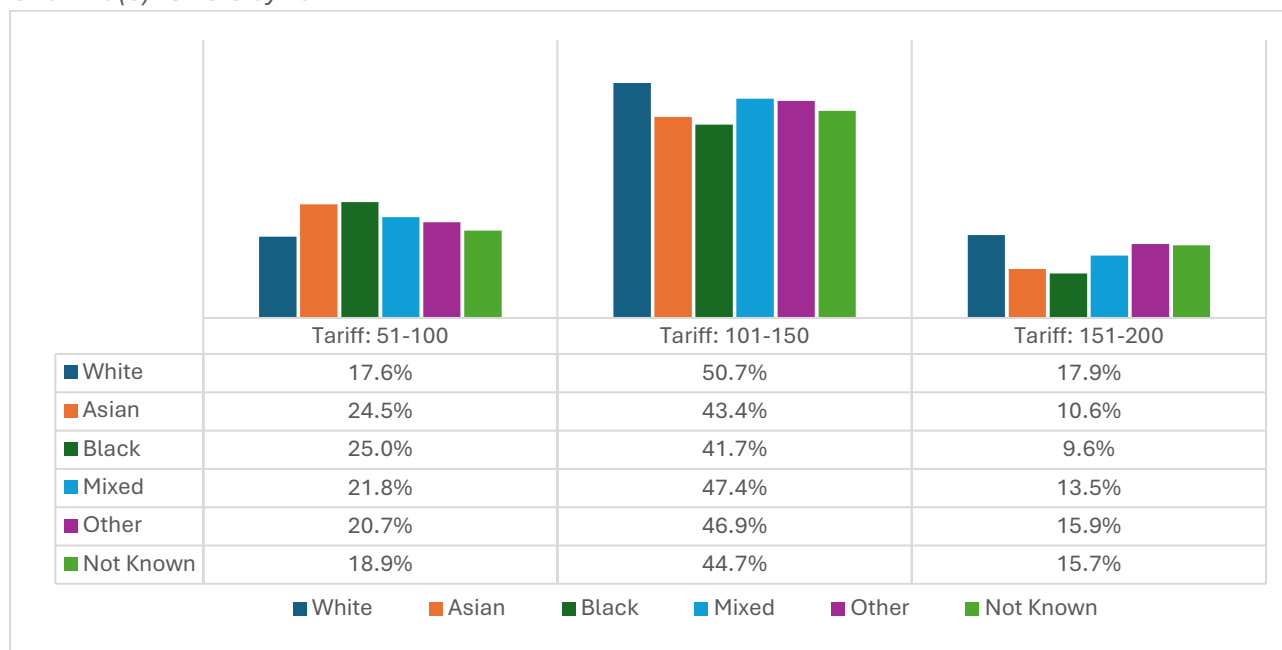
Kent provides financial aid packages for underrepresented and vulnerable groups.

Chart 7a(6) demonstrates that there is a narrowing of the gap between offers for racially minoritised and White students. Chart 7a(8) indicates that racially minoritised and White students are as likely to accept an offer, although large proportions of Unknowns may be impacting the pipeline.

These measures are proving successful, judging by the diversity of our student base consistently performing above sector averages (Chart 7b(13)).

Ethnicity Grouped 2019-23

Chart 7a(3): Offers by Tariff



Ethnicity and Nationality - UK and Non-UK 4 Year Trend

Chart 7a(4): Applicants

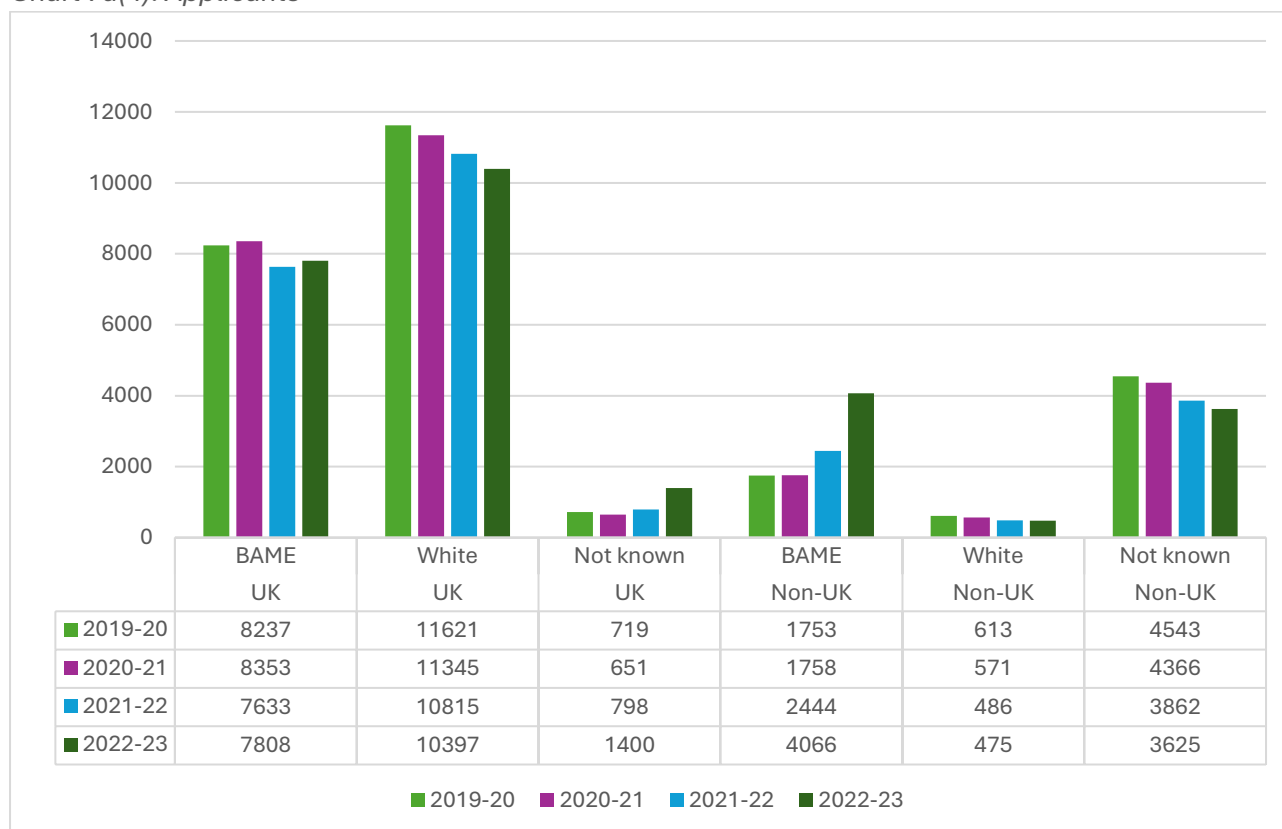


Chart 7a(5): Offers

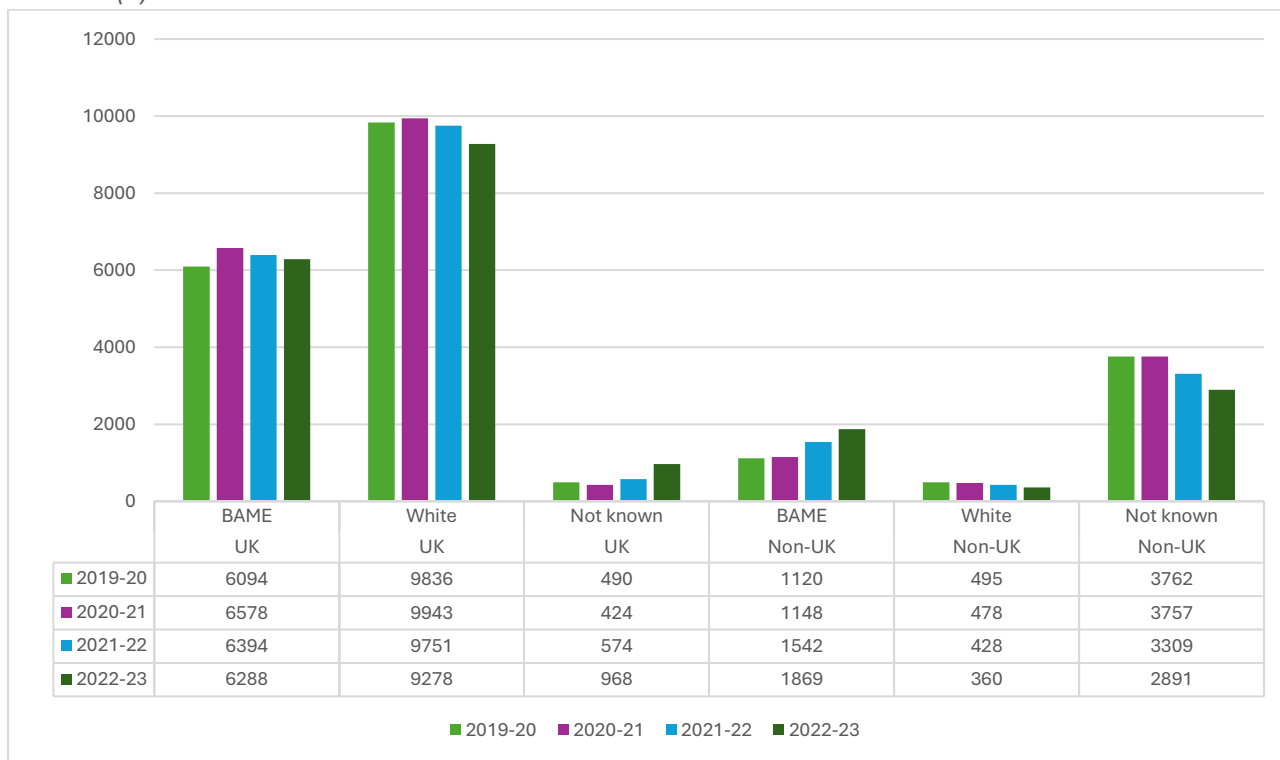


Chart 7a(6): Offer Rate i.e % of applications where an offer was made

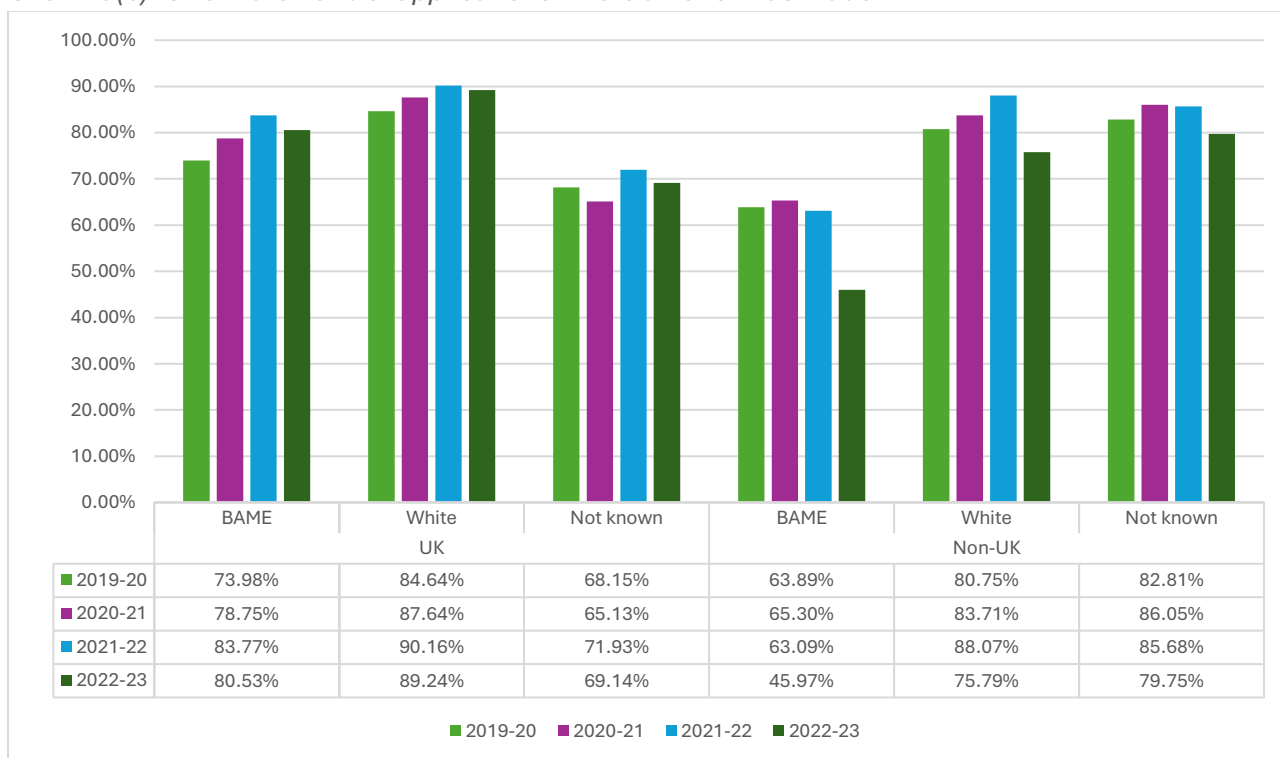


Chart 7a(7): Offers Accepted

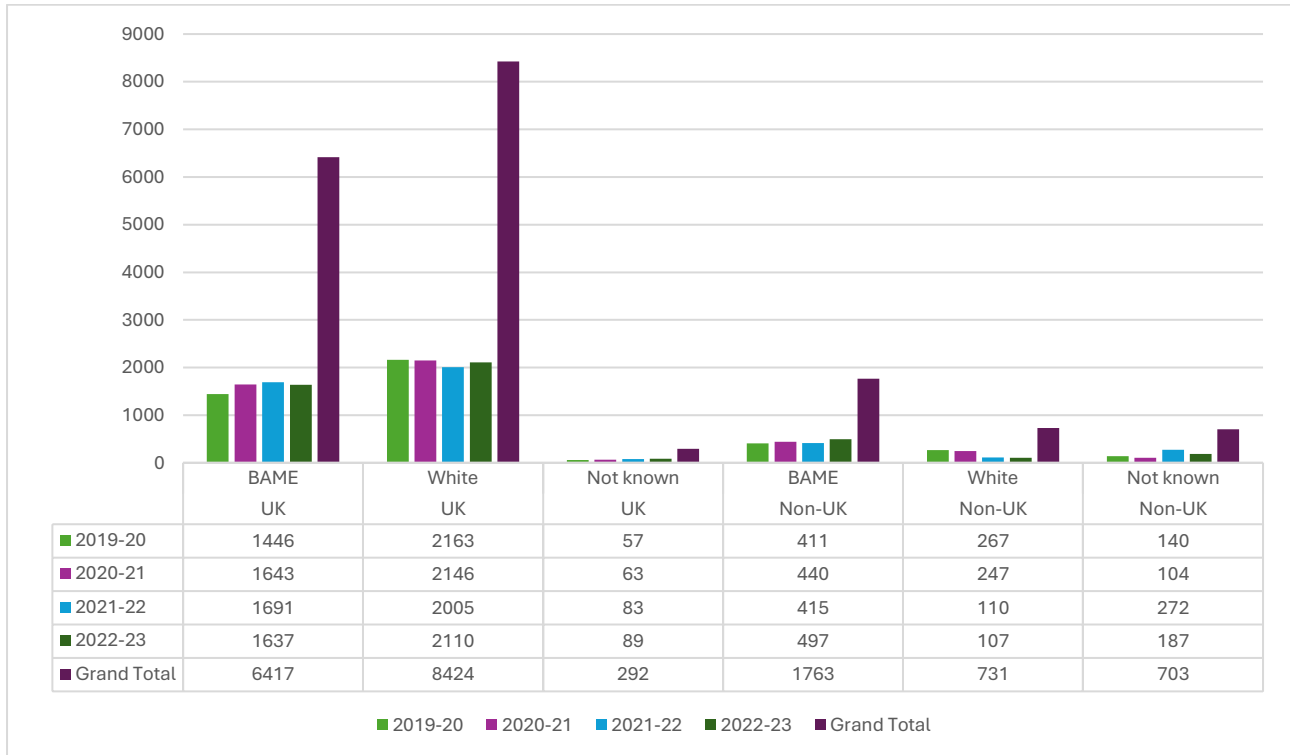
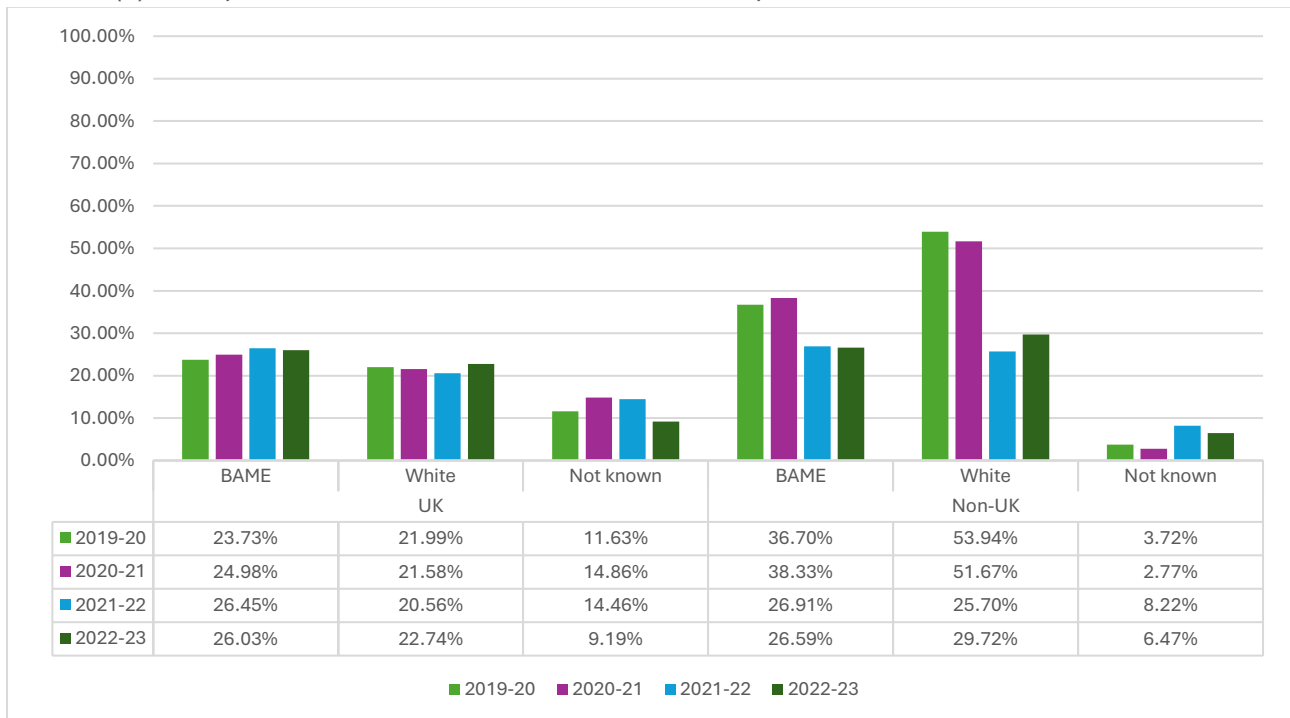


Chart 7a(8): Acceptance Rate i.e. % of offers that were accepted



7b Undergraduate Student Body



The proportion of UK racially minoritised vs White students has increased steadily for the last 10 years, closing the gap and higher than the increasing sector trend (Chart 7b(13)). These increases are driven by the APP (Section 7a). Data evidences a steady decline in non-UK Asian numbers, perhaps indicating a shift in the Kent's recruitment markets, whilst UK Asian number remain broadly static. Chinese numbers are dominated by non-UK students (Chart 7b(1)).

In Divisions (Chart 7b(4)), LSSJ has seen a steady increase in all racially minoritised student numbers, (mirrored within ArtsHums and CEMS), whilst racially minoritised non-UK student numbers in ArtsHums, HUMS and KBS are increasing.

Canterbury and Medway have a more diverse UG population than the surrounding regions (Chart 7b (14)), which can translate as racially minoritised students not feeling secure off campus and a lack of local culturally appropriate services (see Section 2). The LBU group developed the Living Black Guide, signposting students to local services, e.g. hairdressers and food shops and introduced West Indian catering supplier Three Little Birds on campus. Greater understanding of the needs of international students and tailored support is required, addressed by the International Student Voices Project.

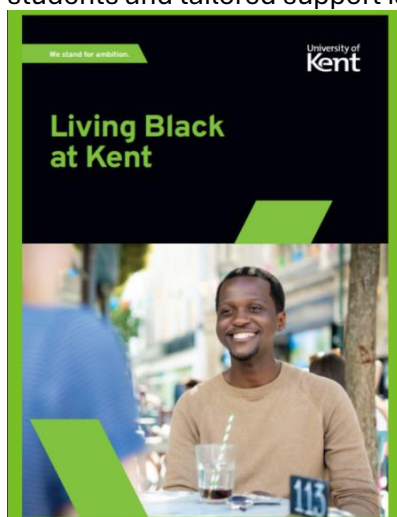


Fig 7b(1) Living Black booklet cover

AP4.6.1: Expand LBU work to include international students

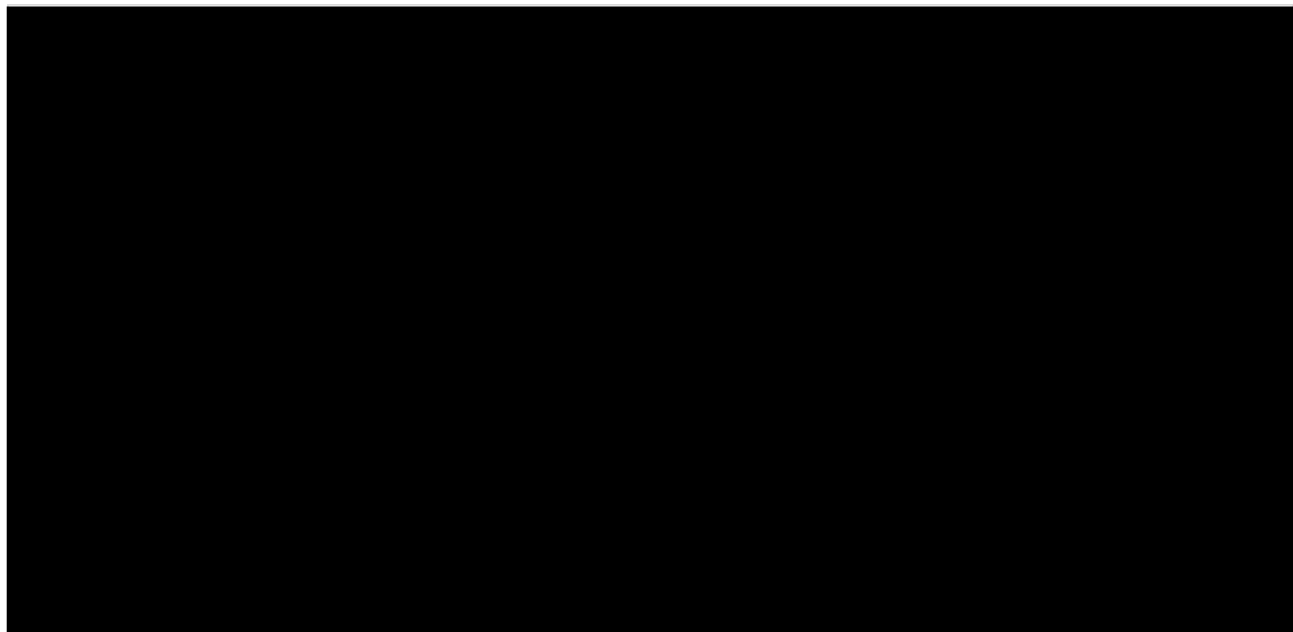
AP4.6.2: Action results of the International Student Voices project

Undergraduate Student Demographics 3 Year Trend

UK and Non-UK

Redactions/removals have been made in this table(s) to remove information that may be deemed sensitive

Chart 7b(1): Ethnicity Grouped



■ UK ■ Non-UK

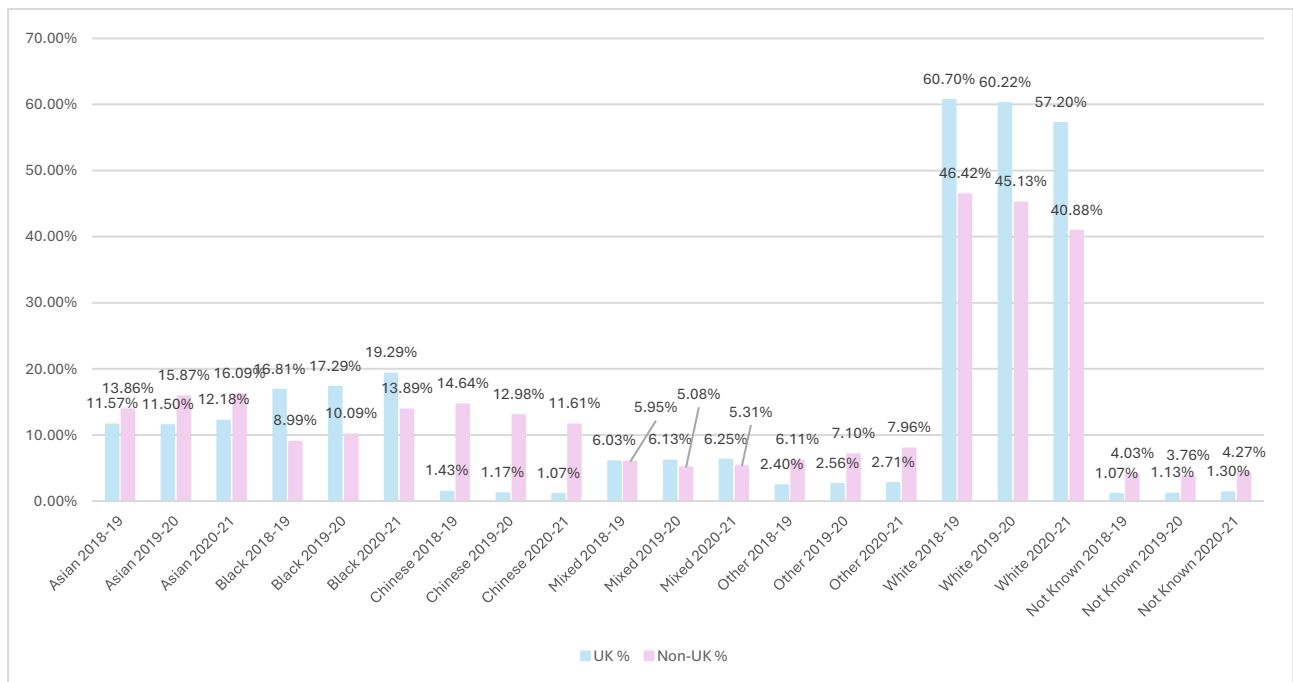


Chart 7b(2): Ethnicity %

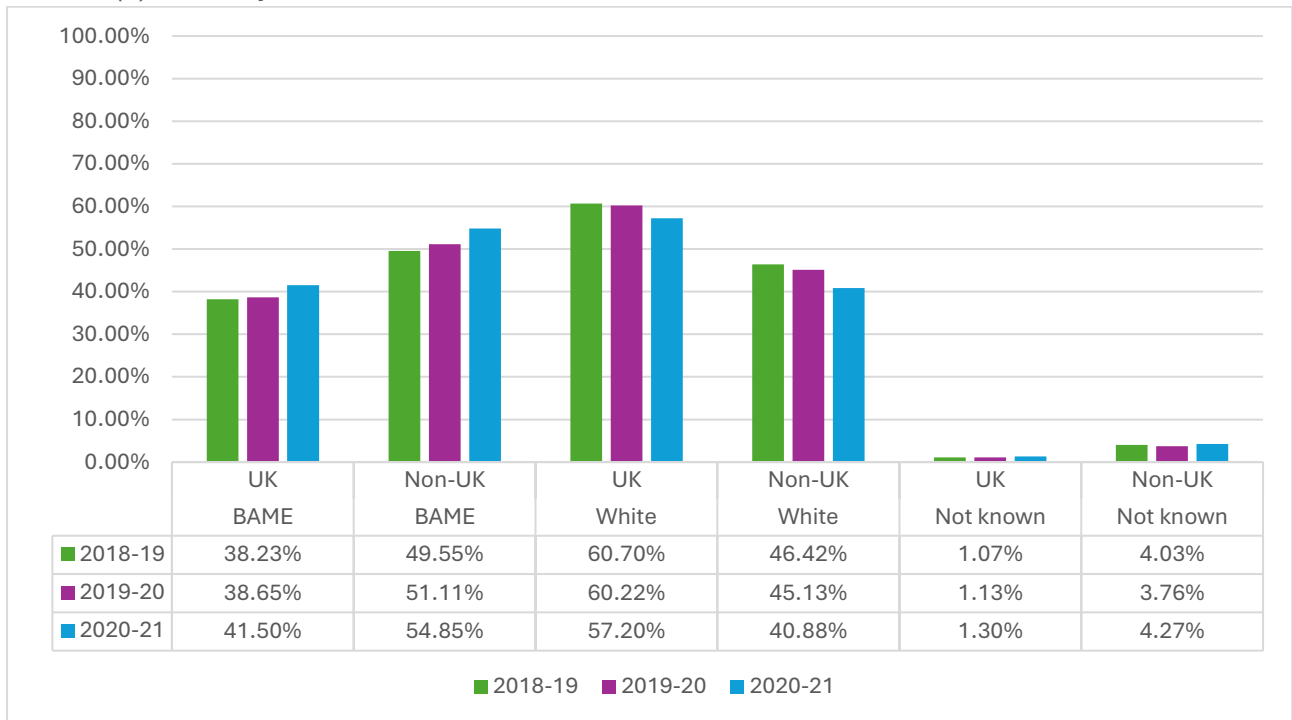
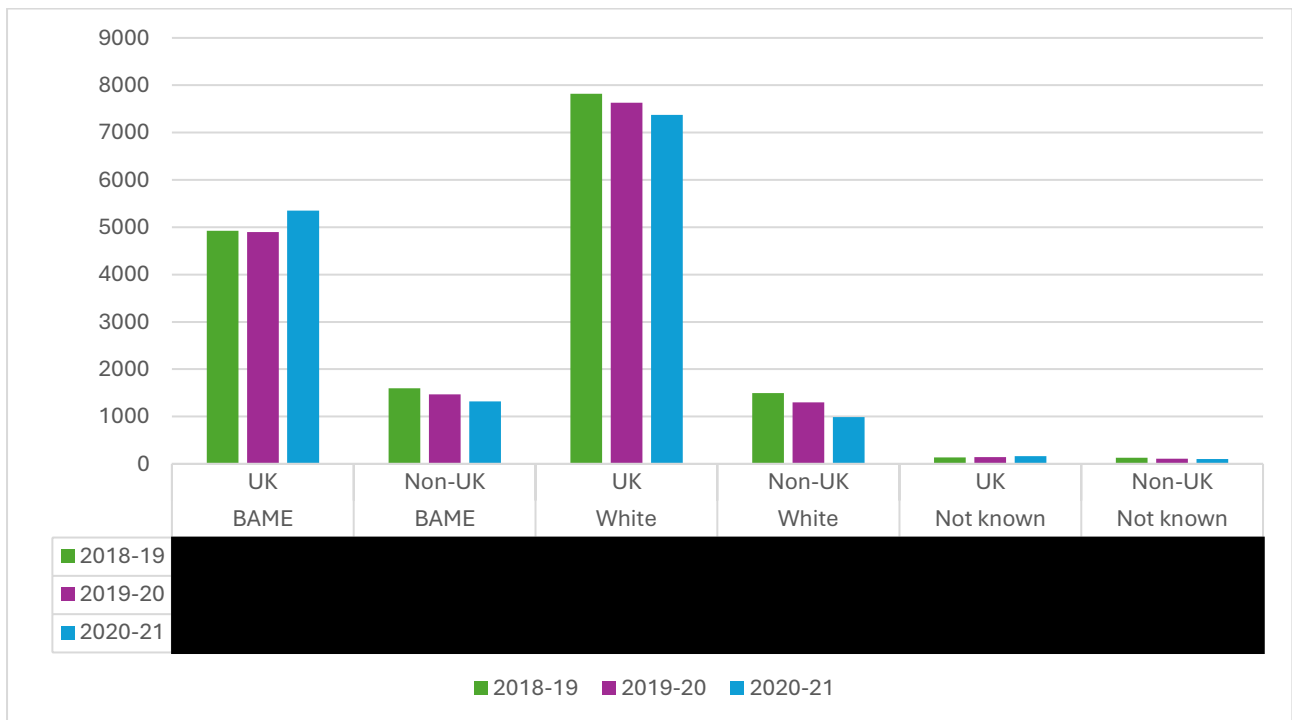


Chart 7b(3): Ethnicity #

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Division

UK and Non-UK

Chart 7b(4): Ethnicity %

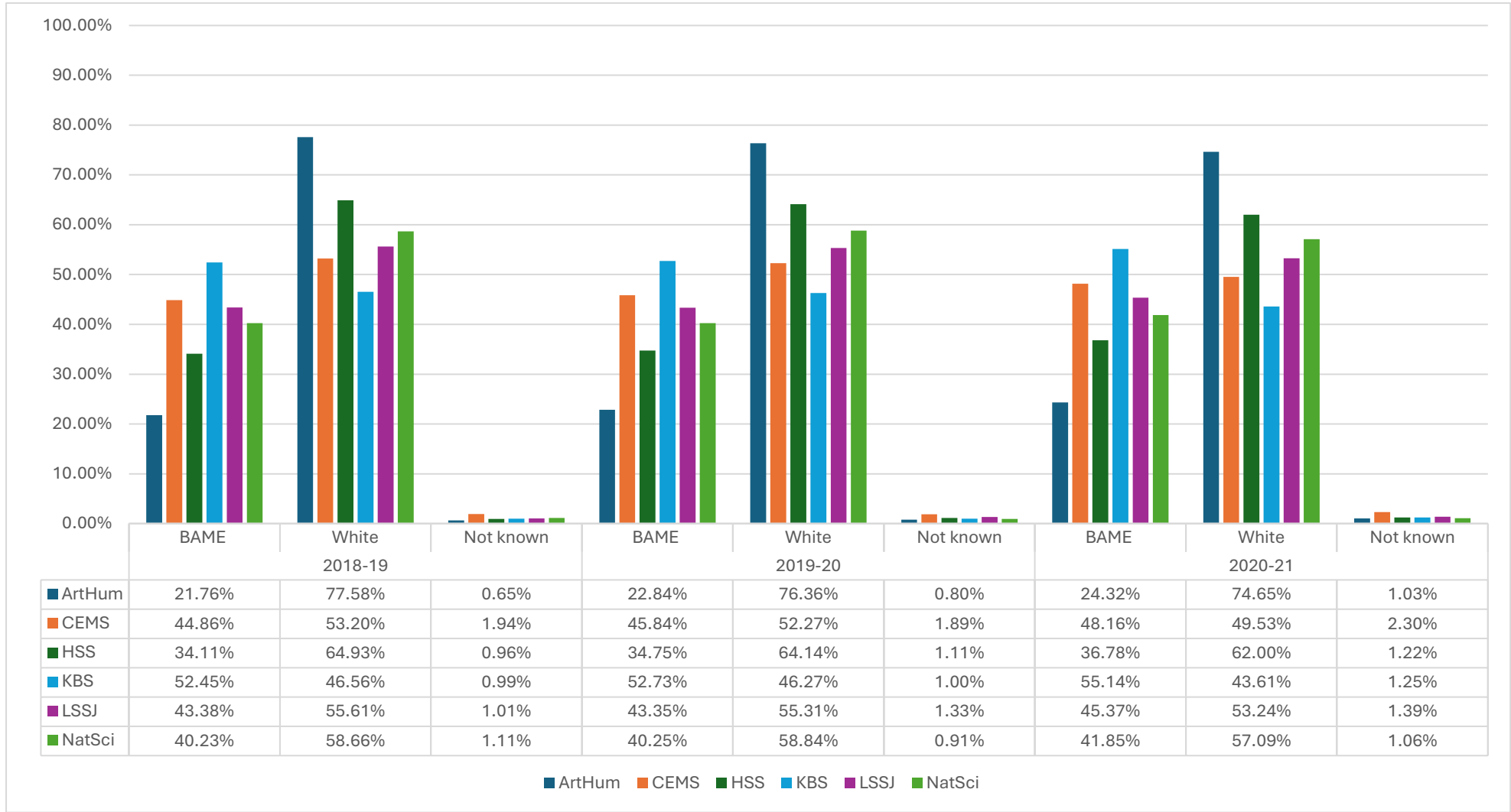


Chart 7b(5): Ethnicity Grouped %

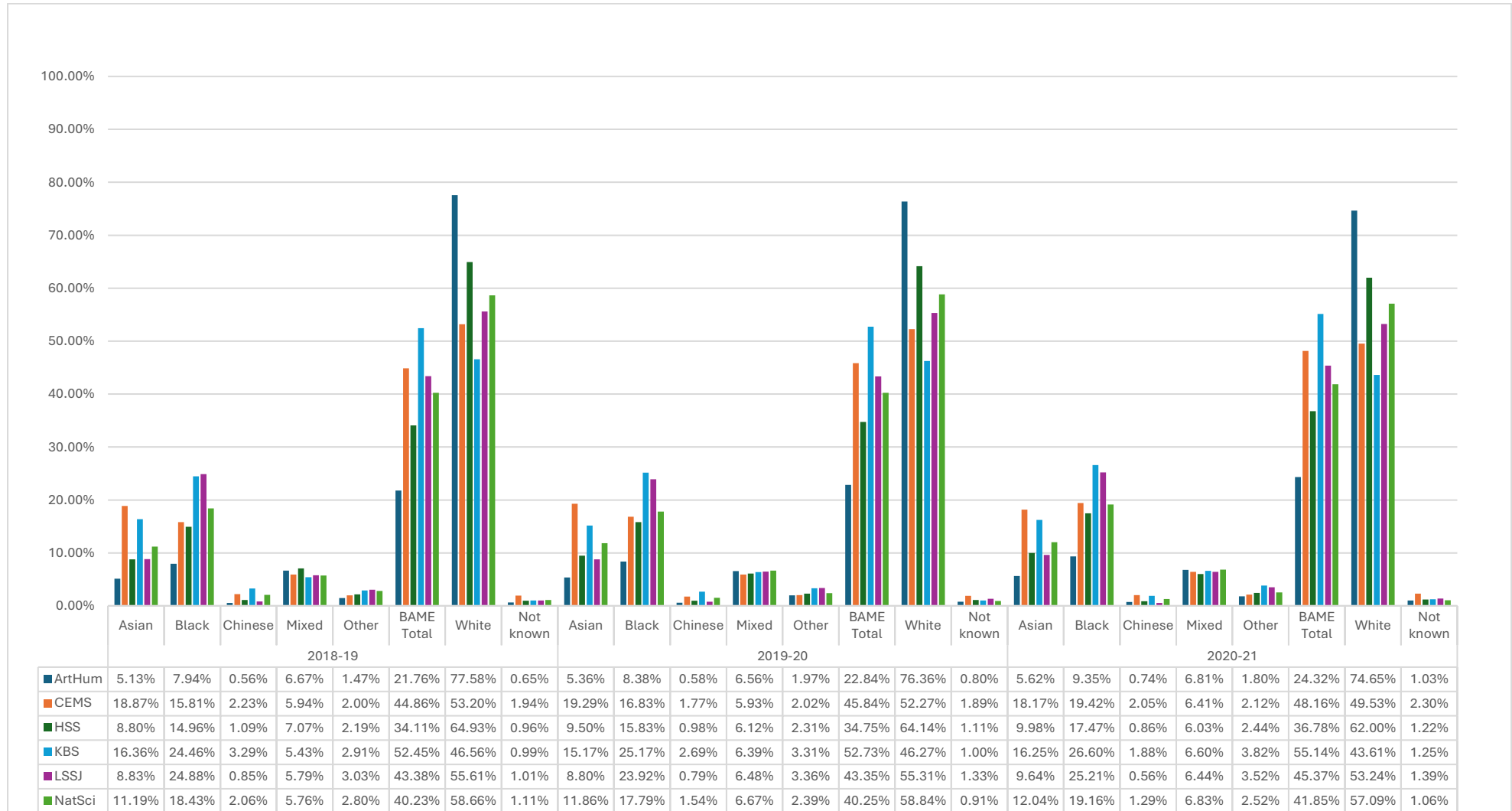
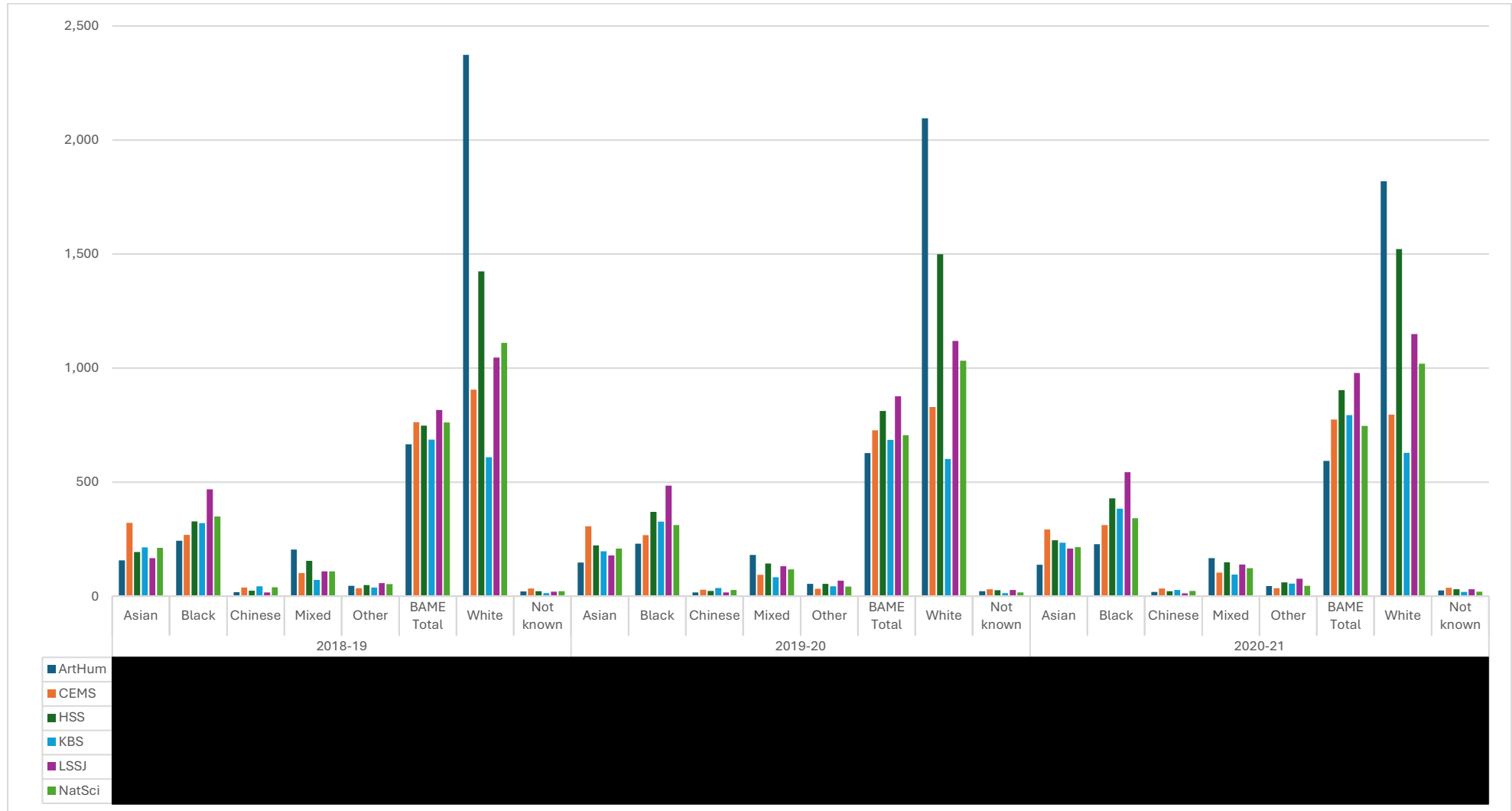


Chart 7b(6): Ethnicity Grouped #

Redactions/removals have been made in this table(s) to remove information that may be deemed sensitive



UK

Chart 7b(7): Ethnicity %

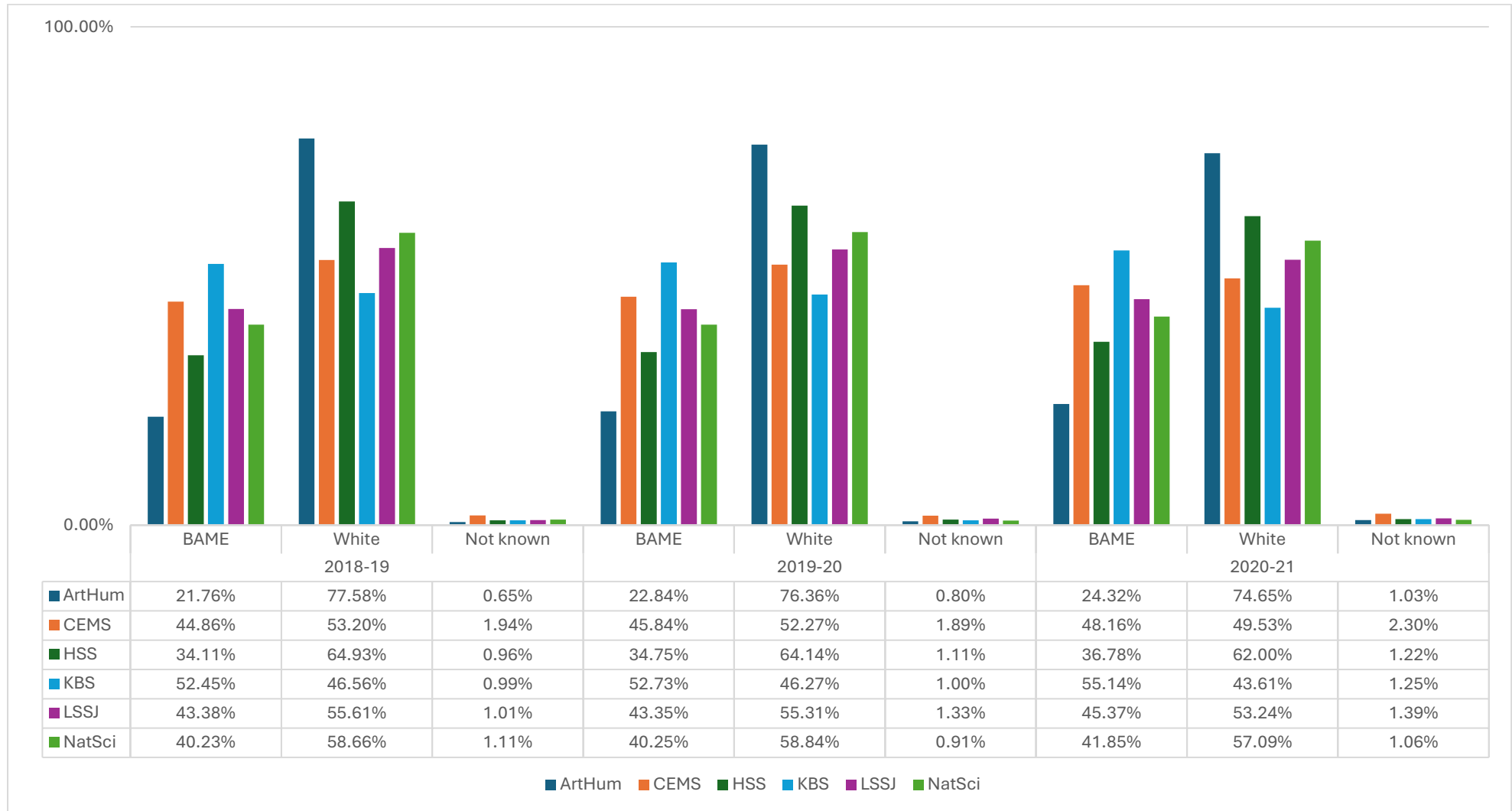


Chart 7b(8): Ethnicity Grouped %

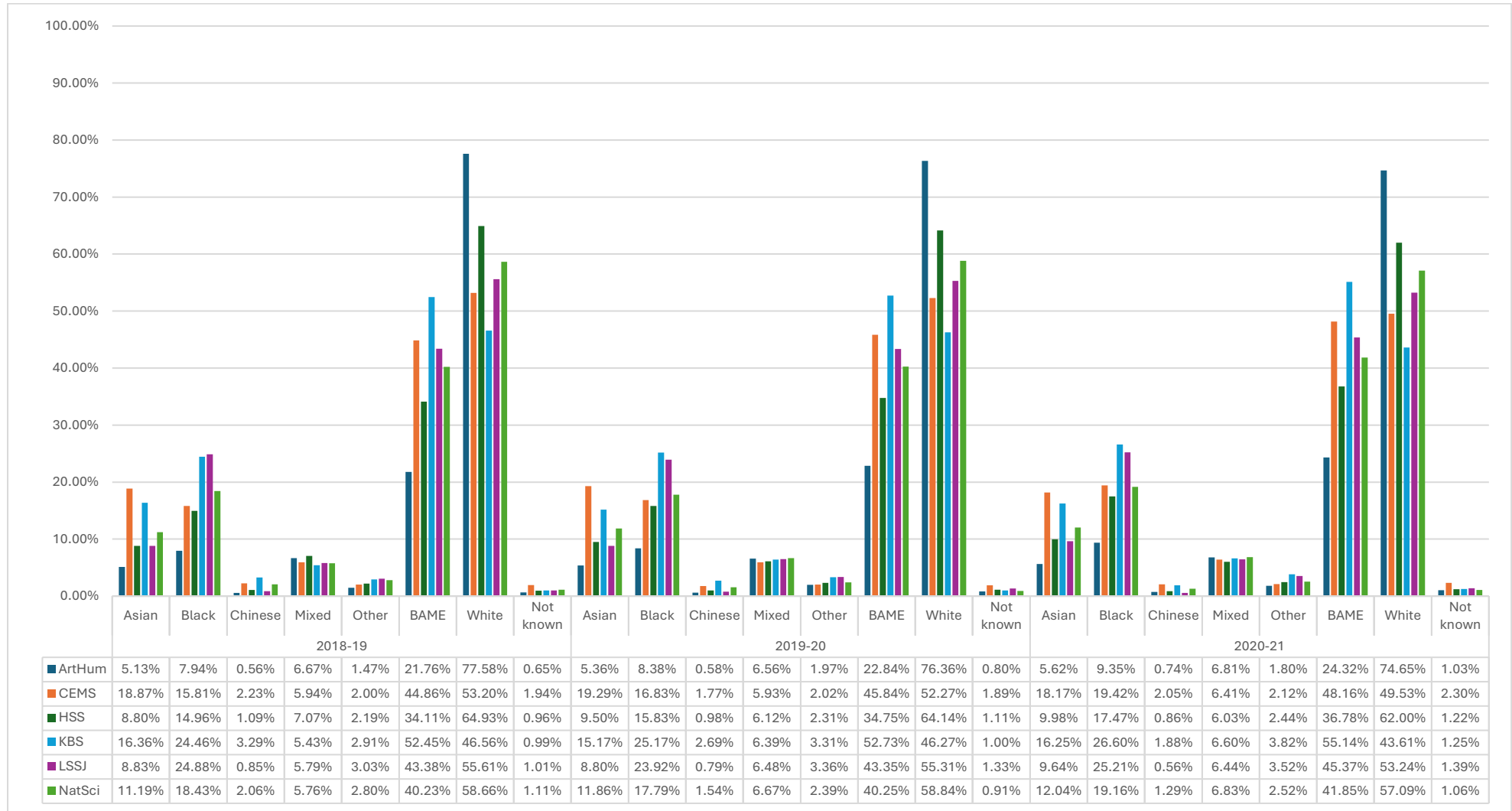
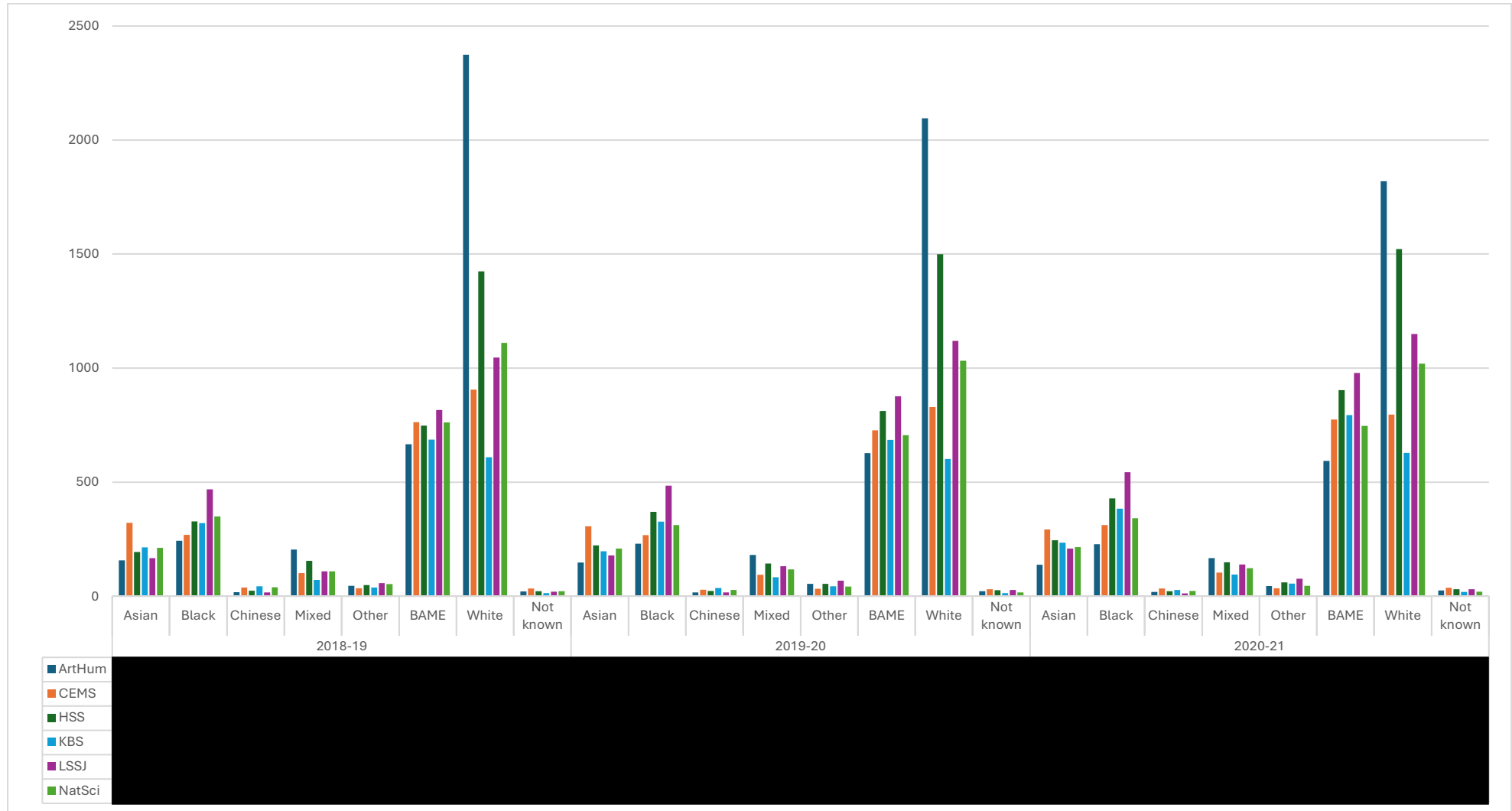


Chart 7b(9): Ethnicity #

Redactions/removals have been made in this table(s) to remove information that may be deemed sensitive



Non-UK

Chart 7b(10): Ethnicity %

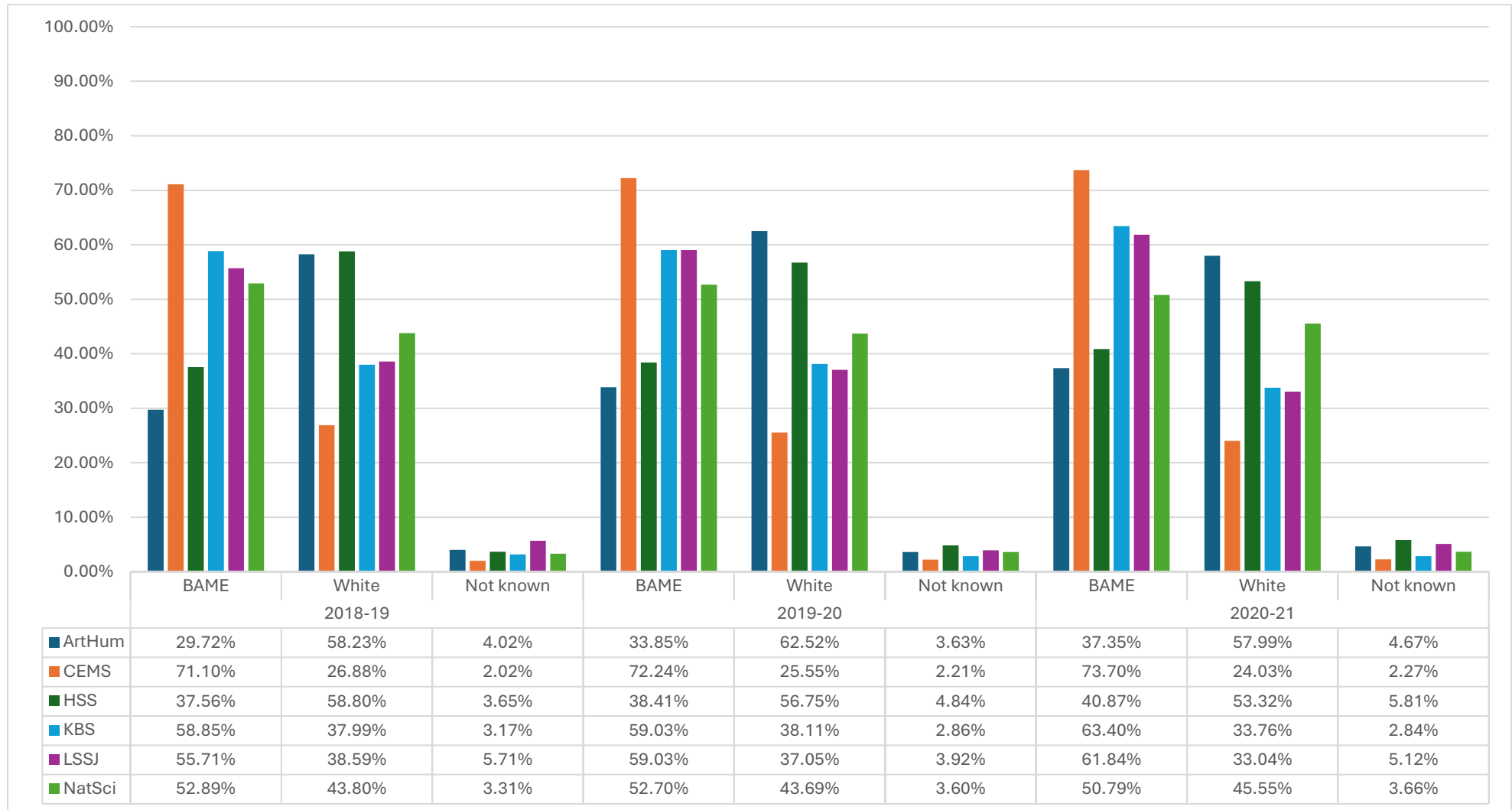


Chart 7b(11): Ethnicity Grouped %

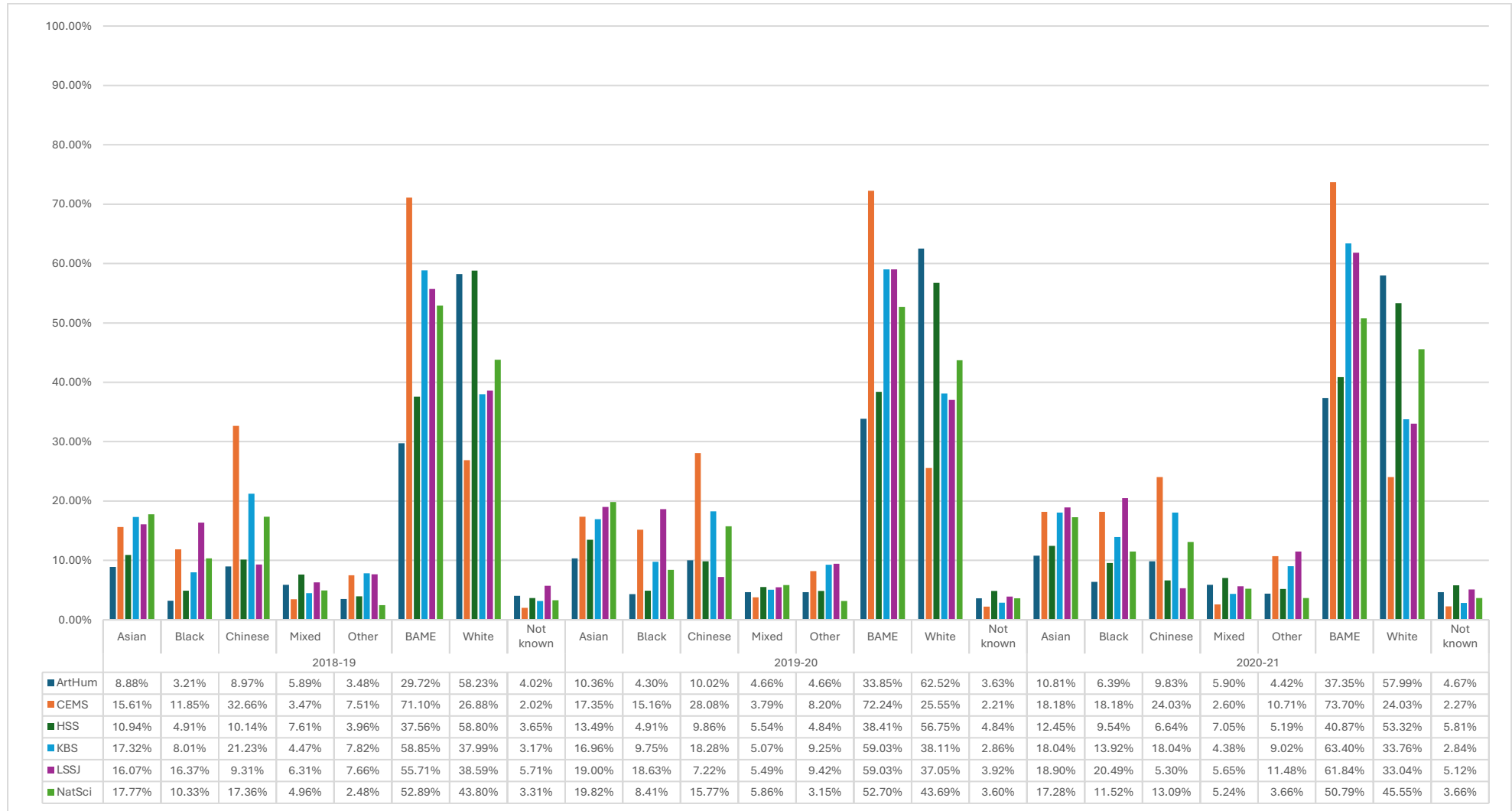
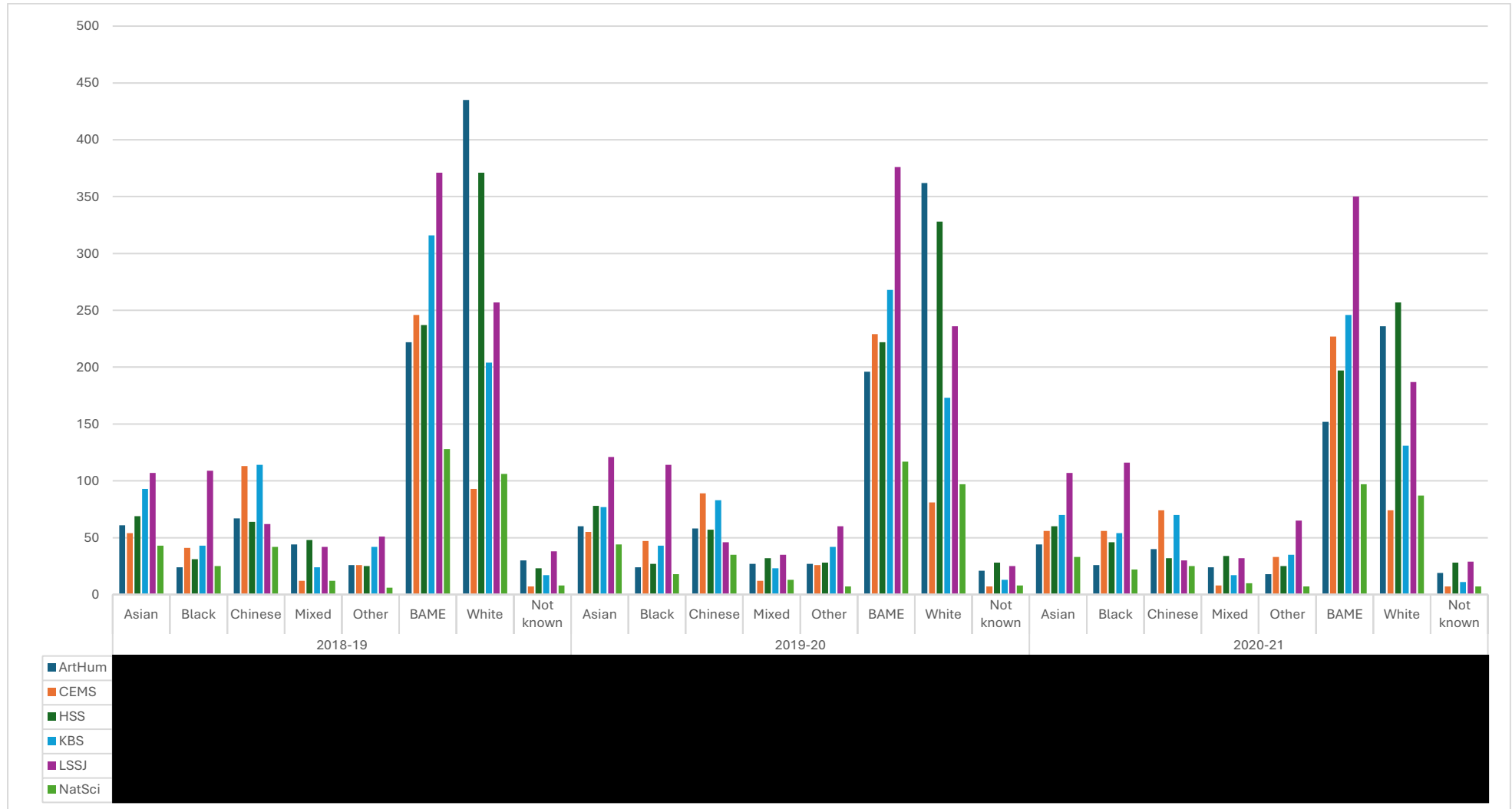


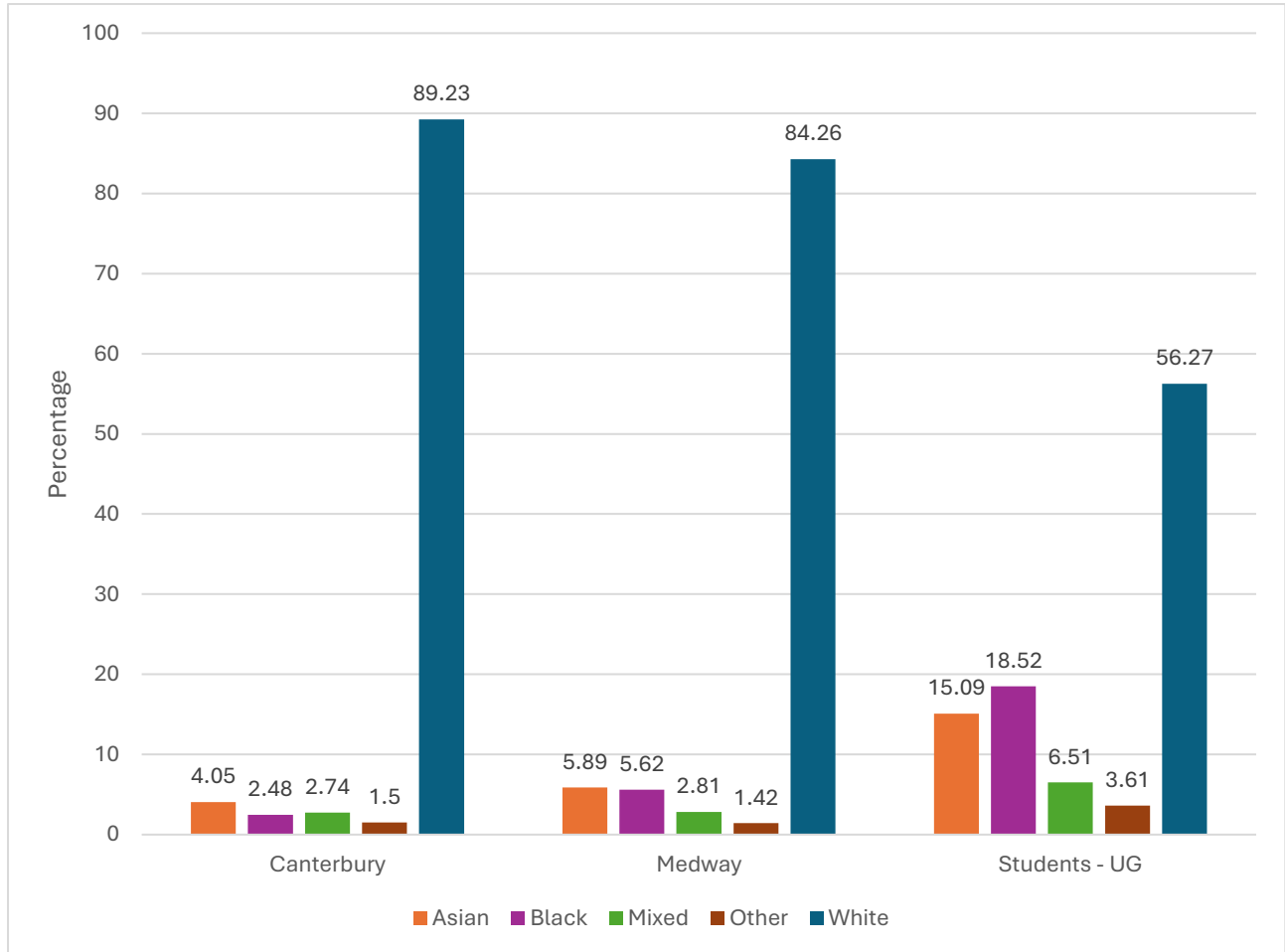
Chart 7b(12): Ethncity Grouped #



Comparison

Ethnicity Grouped 2021

Chart 7b(14): Kent Compared to Local Demographics - Canterbury and Medway (2021 Census)

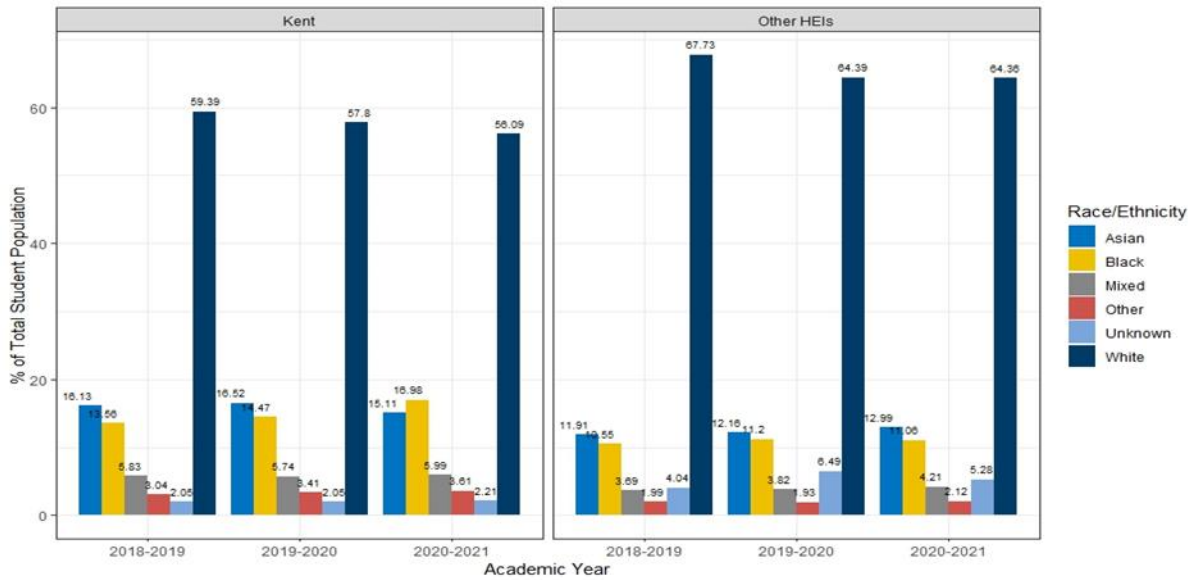


7b2 Undergraduate and Post Graduate Student Body

Comparison

Ethnicity Grouped 3 Year Trend

Chart 7b(13): Kent Compared to Other HEIs



7c Course Progression

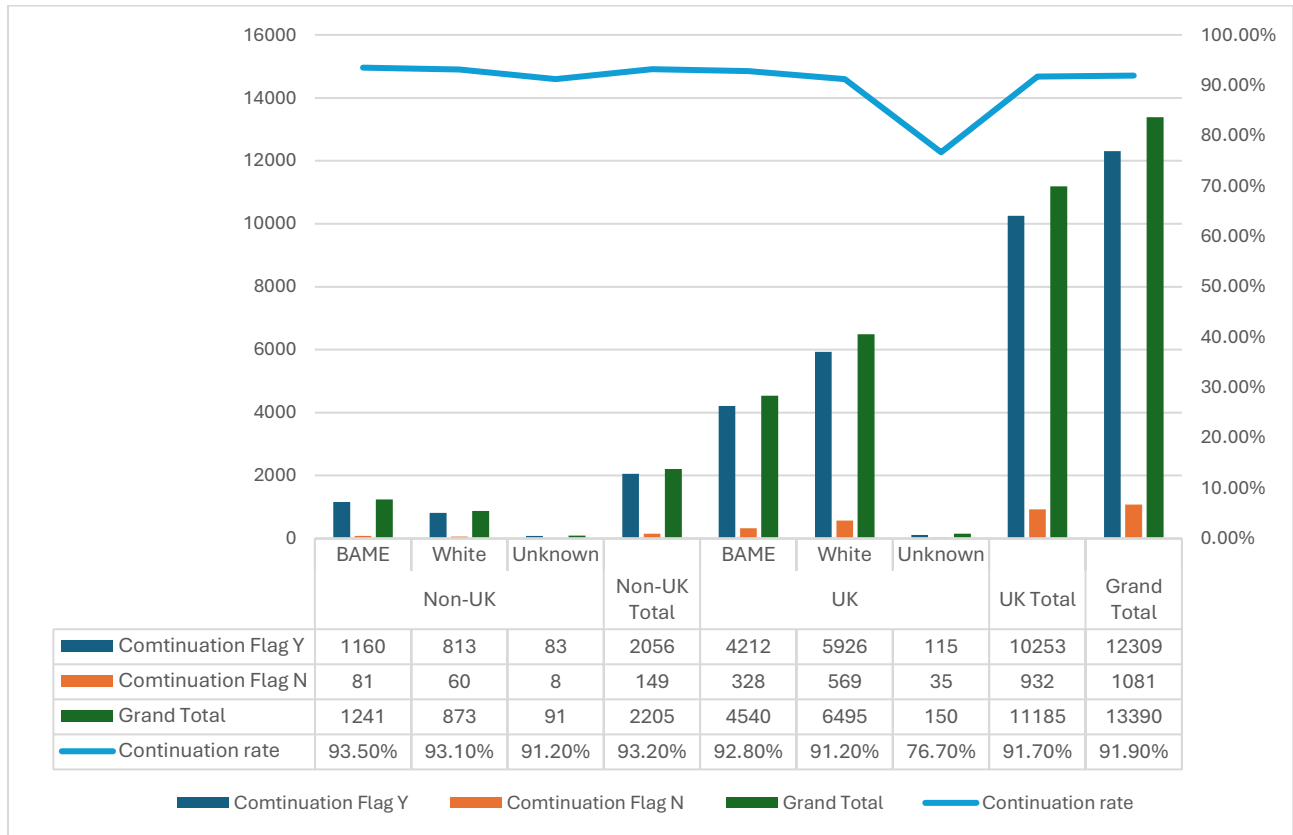
'Ranking was one reason as to why I came here, however inclusivity is the main reason why I stayed and can enjoy my experience here'. (Student)

- Continuation rates are 90%+ for known ethnic groups (Chart 7c(1)).
- UK racially minoritised students have consistently higher continuation rates than White students at an institutional level (Chart 7c(2)). Non-UK racially minoritised students' continuation rates have decreased annually (Chart 7c (3)).
- For all UK students, continuation improved during Covid-19, likely triggered by the implementation of the 'No Detriment' policy, flexibility with examinations and assessments and additional support measures implemented to mitigate negative impact of isolated distance learning. Non-UK students learning remotely in home countries would not have had access to all support mechanisms, and known issues (e.g. unreliable internet access, time differences with staff etc) having greater negative impact.
- The number of unknowns across UK and non-UK cohorts is a concern; understanding causality behind this is needed.
- Racially minoritised and White students cite Withdrawal as their most common reason for leaving. Where Withdrawal reasons are known, racially minoritised students are more likely to leave for financial reasons (58.33%) whilst White students are more likely to leave for health reasons (78.95%) although actual numbers are low across all demographics (Chart 7c(5)).
- Highest leaving rates by Division:
 - Black or Black British – African:
 - 6.88% (ArtHums)
 - 15.40% (CEMS)
 - 13.67% (HSS)
 - 20.06% (KBS)
 - 18.93% (LSSJ)
 - 14.58% (NatSci)
 - Asian or Asian British:
 - 7.44% (CEMS)
 - 6.73% (KBS)
 - Chinese:
 - 6.38% (CEMS)
 - 5.96% (KBS)
 - Other Asian background:
 - 6.85% (CEMS)
 - 6.96% (KBS)
 - 5.19% (NatSci)

Continuation Rates

Ethnicity and Nationality 2018-21

Chart 7c(1): UK and Non-UK



Ethnicity and Nationality 3 Year Trend

Redactions/removals have been made in this table(s) to remove information that may be deemed sensitive

Chart 7c(2): UK

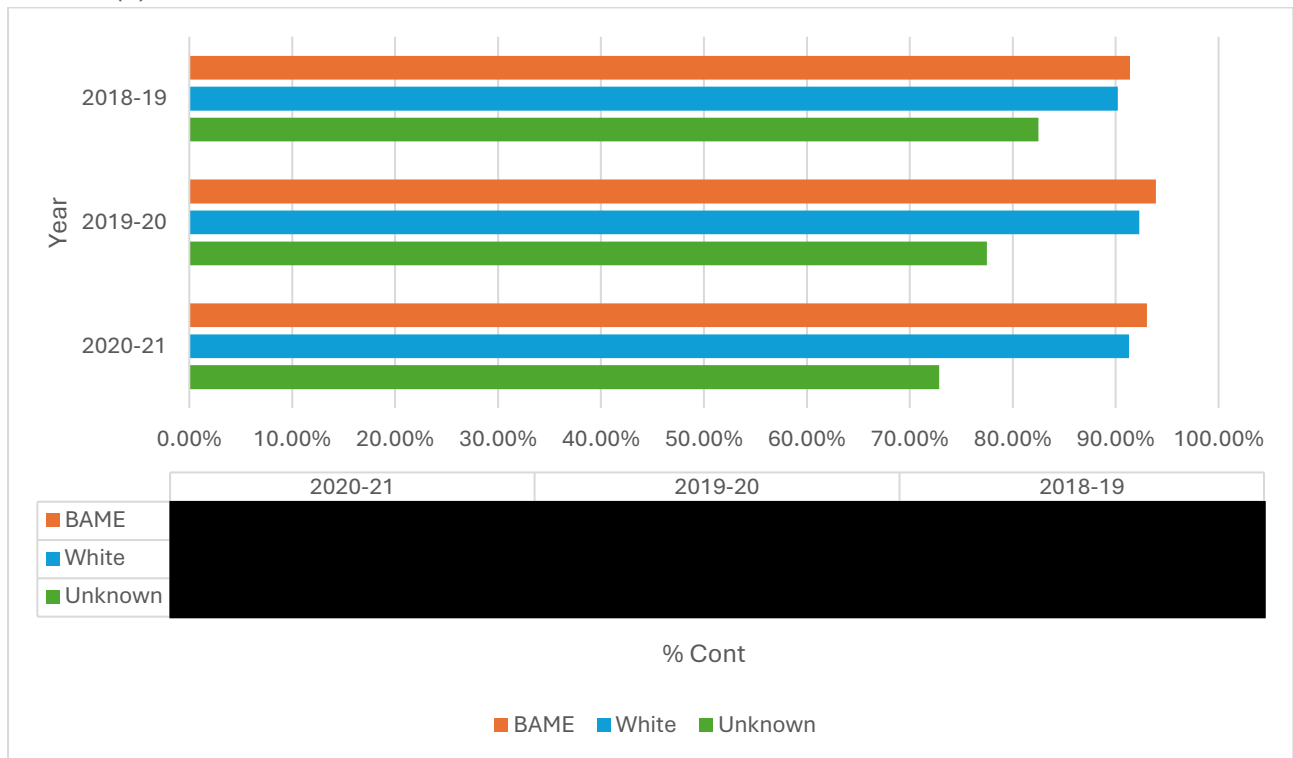
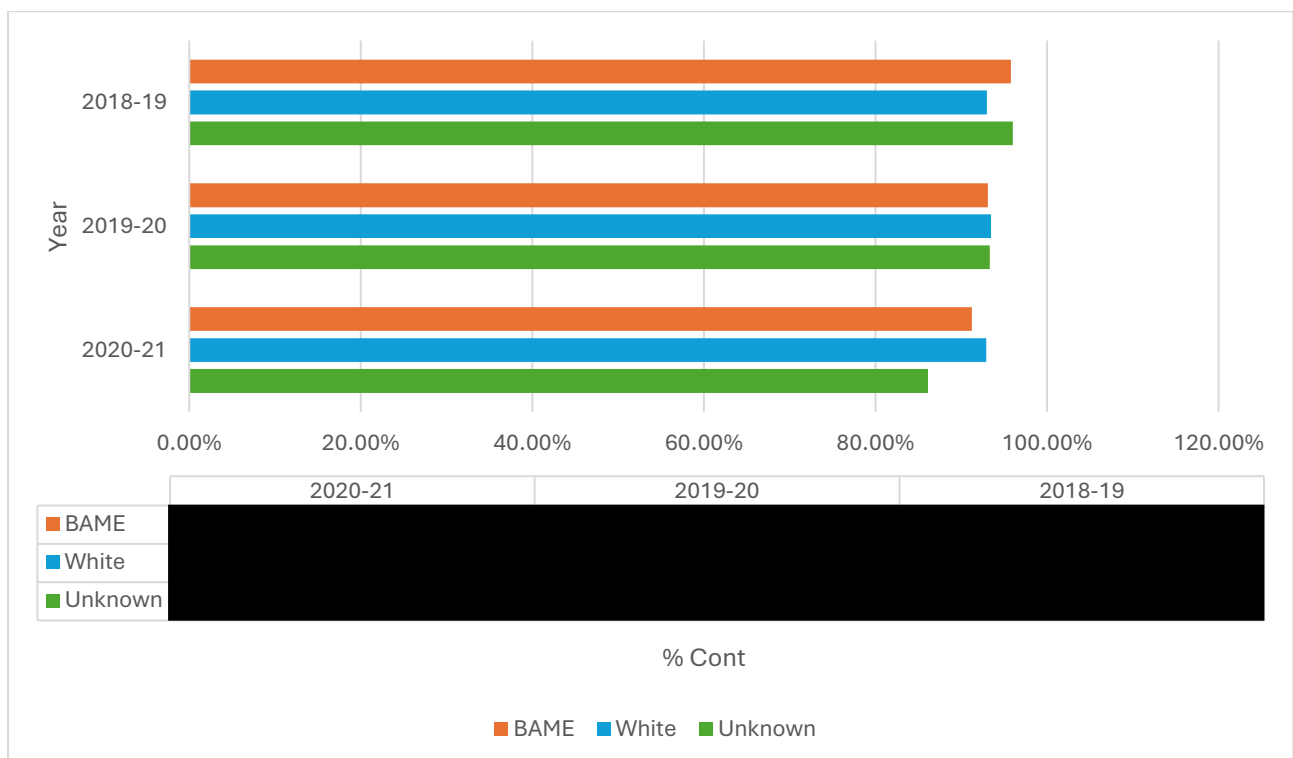


Chart 7c(3): Non-UK

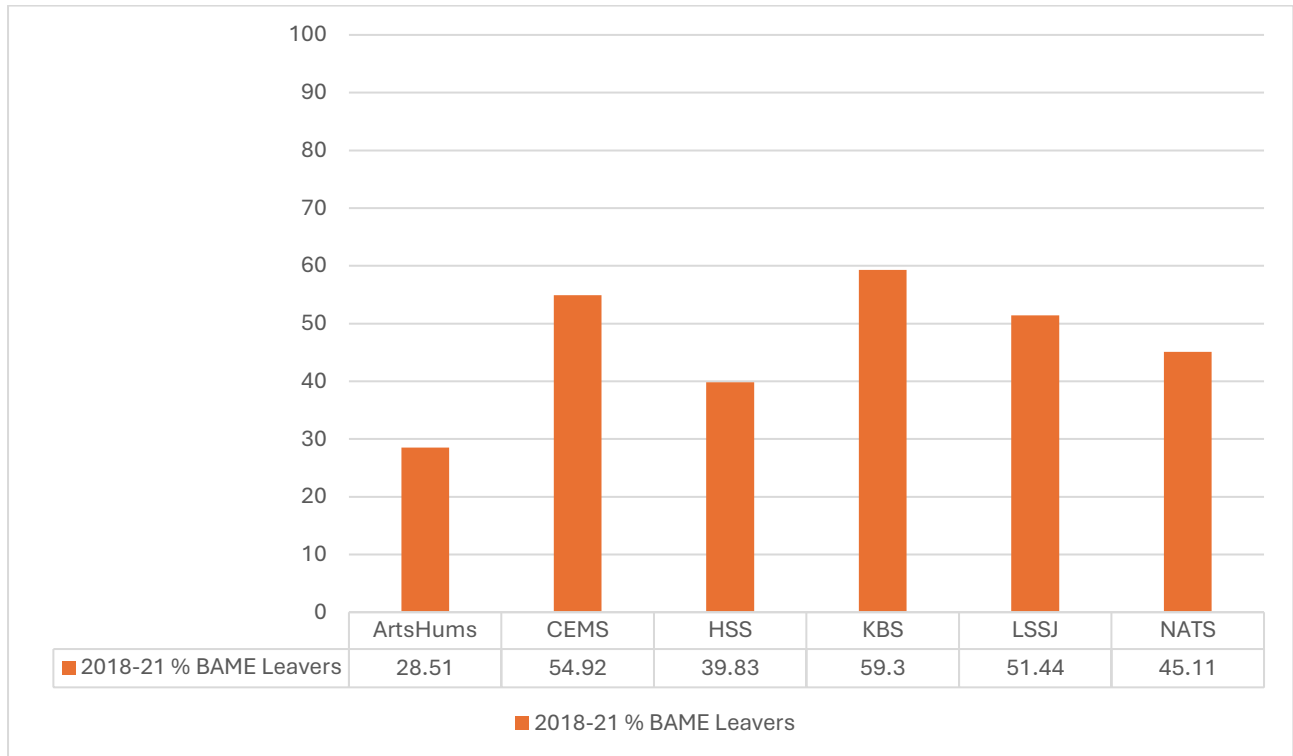
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Leavers

Ethnicity and Division 2018-21

Chart 7c(4): BAME



Ethnicity and Nationality

Leaver Reason 2018-21

Redactions/removals have been made in this table(s) to remove information that may be deemed sensitive

Chart 7c(5): UK

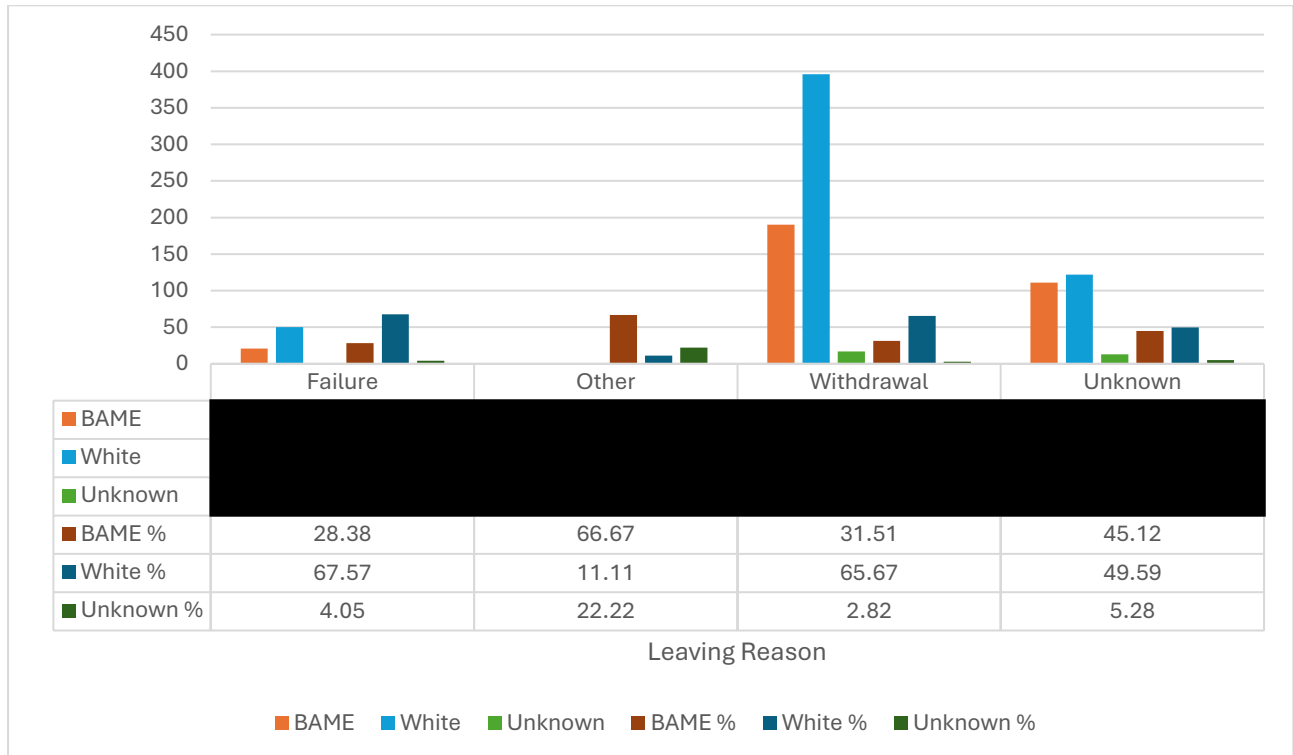
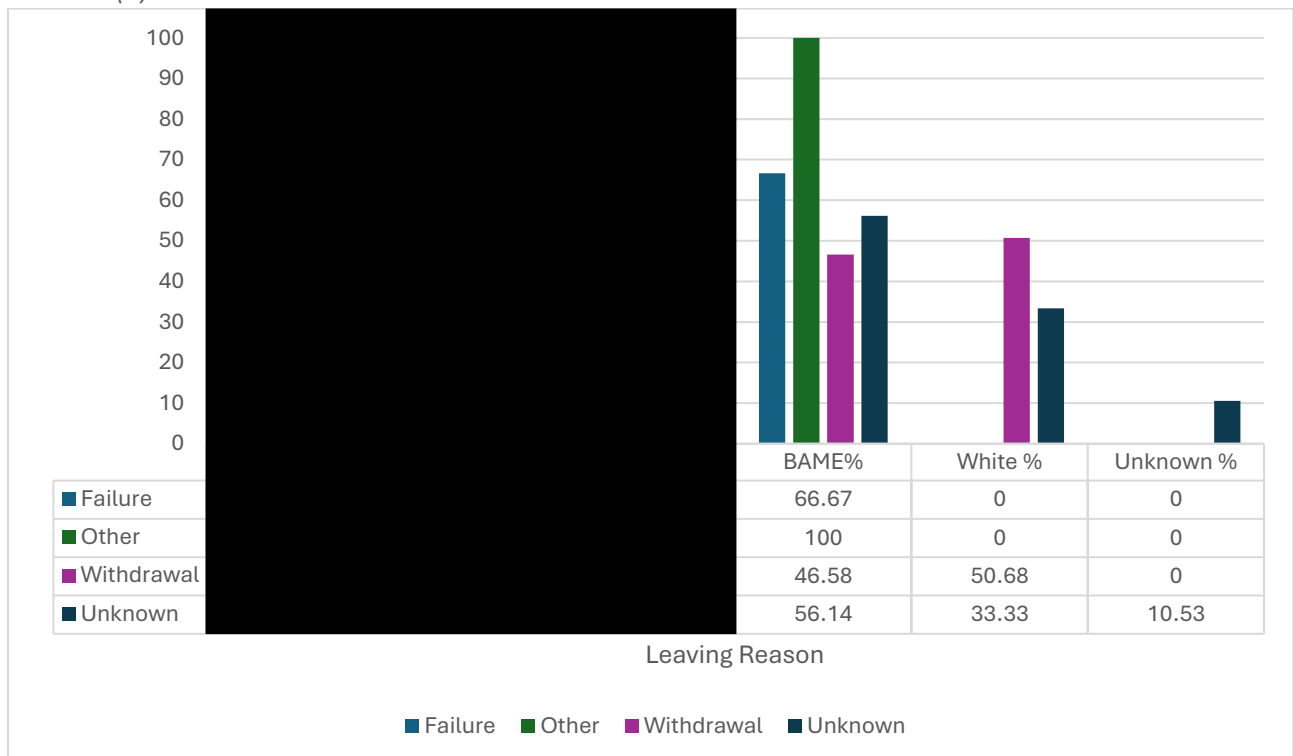
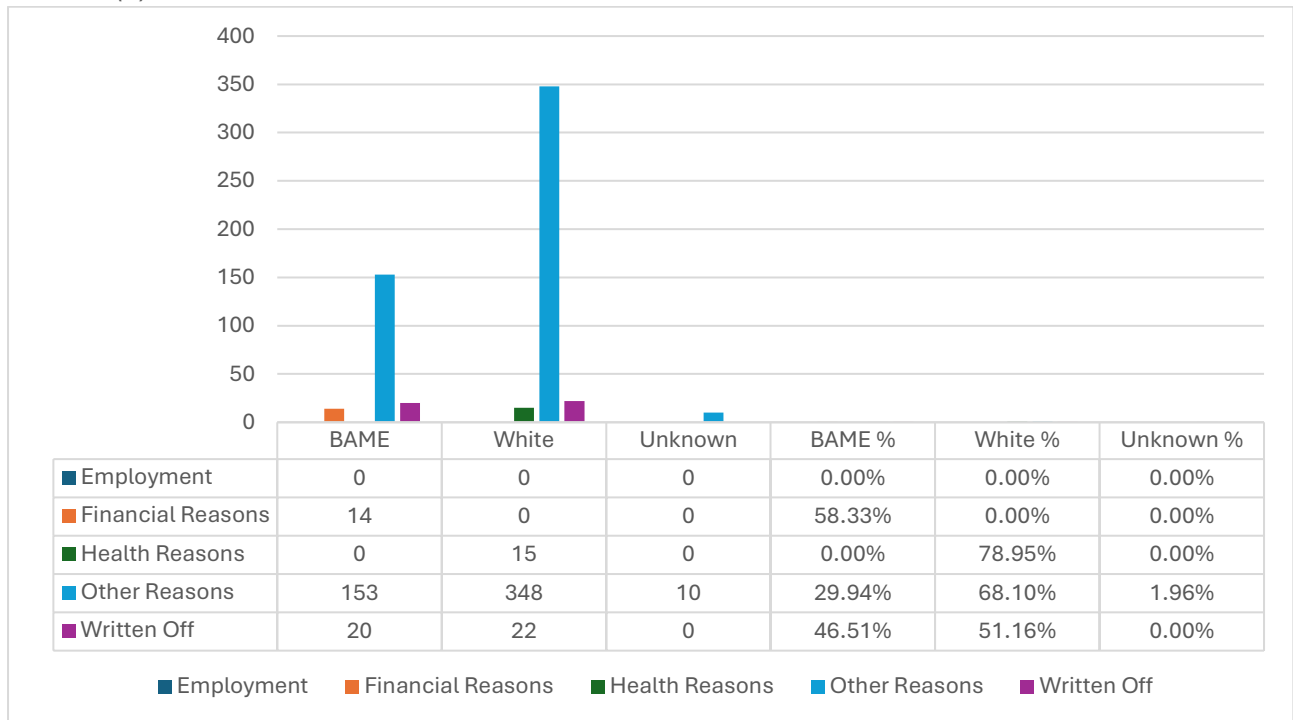


Chart 7c(6): Non-UK



Withdrawal Reason 2018-21

Chart 7c(7): UK



Low numbers mean Divisional analysis is not possible.

7d Attainment

Ethnicity-based attainment gaps between UK students have long been a focus at Kent via SS. Gaps have decreased since 2019. Our APP identifies risks around racially minoritised student attainment, with mitigating actions.

The gap between Black and White students was 26.9pp for 2018-19 and has consistently reduced reaching 14.9pp for 2020-21.

The gap between Asian and White students reached a low of 4.6pp for 2020-21 but increased to 9.4pp for 2021-22.

The gap between Mixed and White students has fluctuated likely due to small numbers.

Kent's Equality of Opportunity Risk Register (EORR) highlights areas of priority, including Diversity Mark. Evidence from SST Expectations Surveys demonstrates that racially minoritised students are significantly more likely to request academic support. Student feedback stressed inclusion and a diverse staff base as important.

AP3.1.1 - 3.1.9: Focuses on building an inclusive culture

AP3.3.1-3.3.2: Focuses on awareness raising

Attainment gaps were highest 2018-19 with intersections of disadvantage as contributing factors. APP analysis suggests racially minoritised students, particularly Black students, are more likely to face socio-economic disadvantage, with strong correlation between socio-economic disadvantage and non-A-level entry qualifications. Even controlling for socio-economic disadvantage and pre-entry qualifications, racially minoritised students are still less likely to be awarded a "good degree."

Sector-wide and at Kent, changes to assessment patterns during Covid-19 helped close attainment gaps. Reviews of assessment and feedback practice in response to experiences during the pandemic and the OfS B Conditions are ongoing.

Student Success

Student Success is a priority agenda established 2014 to address sector-wide and institutional factors and/or barriers that trigger lower rates of attainment, continuation, and progression amongst students. It has the single greatest impact upon the retention, attainment, and progression of racially minoritised UK UG students.

The SST leads a university-wide research/action research approach to reducing attainment gaps and driving cultural change across Kent, ensuing APP objectives are met.

Student Success Evaluation Framework (2019): methodology and protocol to assess SS intervention impact on attainment and continuation.

A summary of SS impact is outlined in the 2023 research paper 'Student Success Evaluation Framework'.

In 2021-22 all Divisions, (nineteen schools with subject area specific plans) were actively engaged with SS activities vs twelve in 2020-21 (+50% uptake).

Highlights:

Diversity Mark (DM): DM is an institution-wide award given to modules that offer a diverse and inclusive range of resources for students. (Section 8a).

Reflective Teaching Practices Programme (Section 8c).

Excellence in Education Programme (2023)

Progress Profiles (2018): web-based reports that display every UG students' academic progress to date.

'Being at Kent Uni has widened my education horizon. The guest speakers from various fields have equipped me with a deeper understanding of academia and the paths one can take'. (Student)

Inspirational Speaker Programme (2016): roster of experts from various fields to raise awareness of future career opportunities for racially minoritised students.

Student Success Apps:

[One Hour Degree \(2019\)](#): Award winning, web-based game providing a complete three-year university experience.

[MOSAIC \(2020\)](#): Animated montage providing advice on processes regarding transition, attainment and belonging.

Virtual Laura (2023): Tik-Tok style of animations providing practical academic support information.

SS Research

The SST is committed to improving outcomes for students through transformational research, improving understanding of differences in attainment with focus on racially minoritised students.

Phase 1 SS Research Project: 2014-17. Literature review of theory and research on race and academic attainment in higher education.

TASO Evaluation Project: Impact of DM in SSPSSR.

BME Postgraduate Research Project (Section 7e)

AES Longitudinal Research Project: 2019-22 study of 25 Academic Excellence Scholarship (AES) recipients. Aim is to compare the HE experiences of 'high potential' White and racially minoritised students.

Living Black at Kent: Experience of Black students living in campus accommodation and impact on degree outcome.

Kent Ambition Scholars Programme (2024). Ambition Scholars are provided with opportunities to develop employability skills and priority access to Peer-Assisted Learning and Empower Schemes.

AP4.4.1: 800 students per year registered with the Kent Ambition Scholars Programme

Data proves gap reductions were greater in subject areas with sustained programmes of SS interventions and related research.

Kent's APP aims to eliminate the on-course ethnicity-based attainment gap for full-time UG students between White and all other combined ethnic groups by 2031.

Local initiatives

Academic Coaching for Excellence Programme (ACE) was implemented to reduce the KLS awarding gap, dropping from 20% to 2%. 90% of participants attain a good degree. Levelling Up (CEMS) is part of sector-wide support for Black students, with funded tutoring places for a number of students in STEM subjects. 15 Language Express Scholarships (ArtsHums) were introduced to increase employability. Psychology reviewed allocation systems for final year dissertation supervisors and academic advisor system to increase cultural competency. Politics introduced 'Boiling Points,' a series to allow students to explore challenging topics in a safe environment.

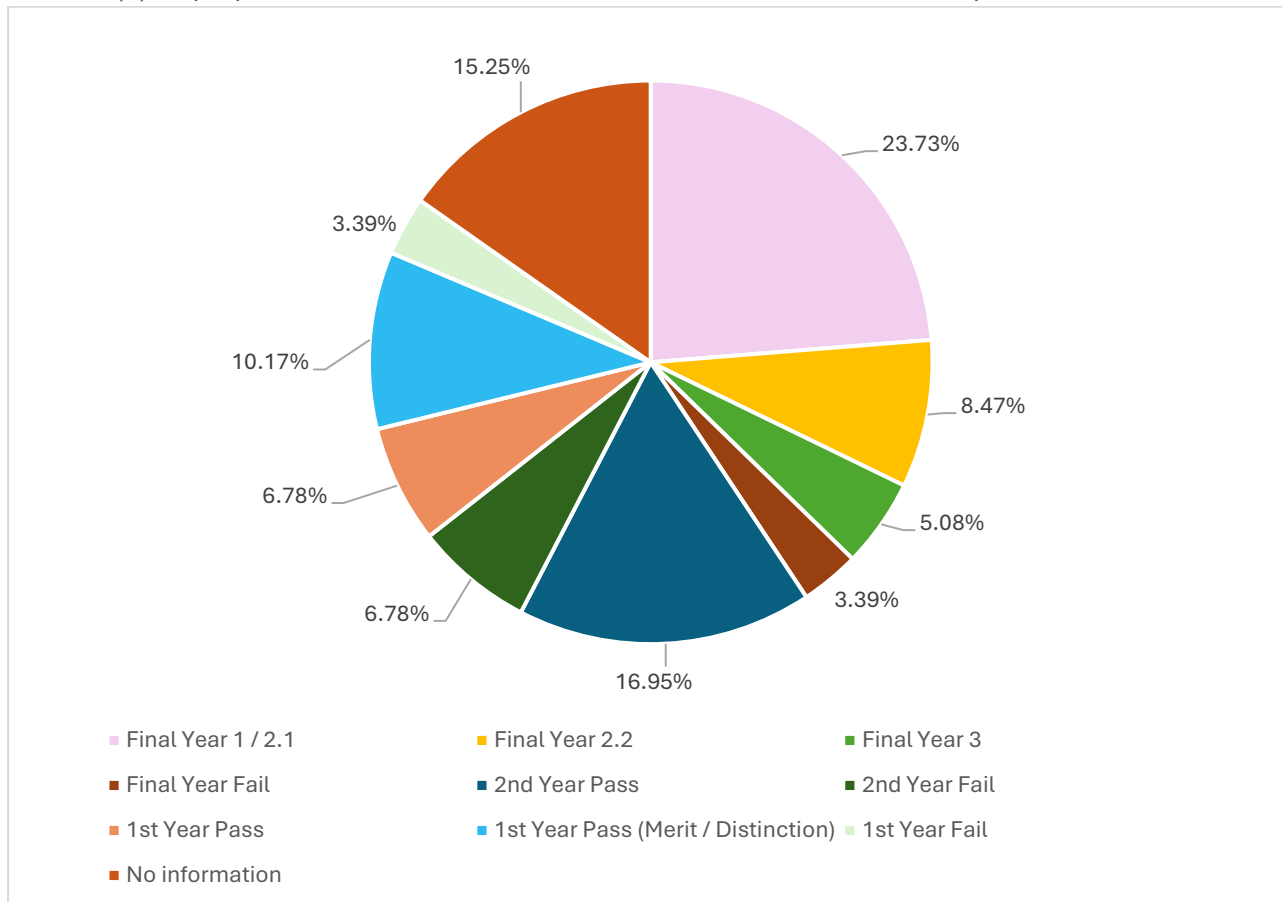
The Peer-Assisted Learning scheme (2023) was introduced by SLAS to encourage group learning and inclusivity and enhance sense of belonging, improving retention and attainment.

Student Services undertook cultural competency training and self-assessment with Diverse Cymru (2022) to increase service accessibility to Black students, especially mental health support.

'One suggestion would be to have more POC or Black therapists as it's easier to explain certain issues such as microaggression to someone who can understand what I've gone through better'
(Student)

The cost-of-living crisis disproportionately impacts students from disadvantaged backgrounds, with racially minoritised students at greater risk. Mitigations include £3 meal deals, microwaves, mental health support and advice, Campus Pantry (foodbank), increased hardship funding, no-fines policy on library books, free library laptops, Laptop Voucher Scheme (63% of approved applications in 2020-21 were for racially minoritised students, and, of recipients, 71.18% graduated or progressed in their degrees, addressing the 'digital divide'; Chart 7d(1)). Approximately 75% of recipients of IT vouchers and/or loans in 2023-24 were racially minoritised students.

Chart 7d(1): Laptop Voucher Scheme Attainment Outcomes UG Student Recipients -2020-21



AP4.1.1 – 4.1.4: Focuses on improving racially minoritised student attainment and progression

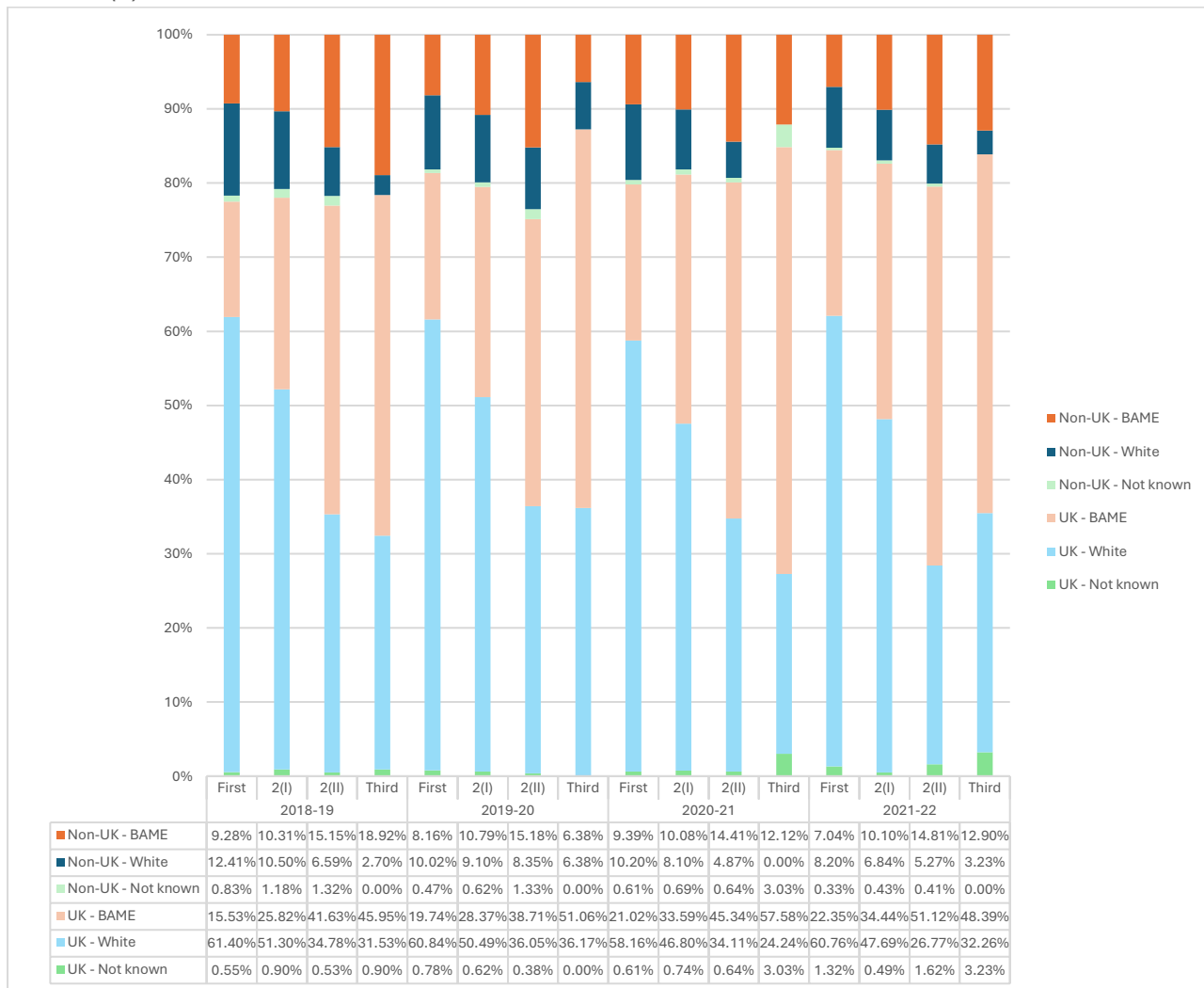
Macro-enabled RMS spreadsheets, linked to student data trackers, were created to streamline how Development Officers (Dos) set local APP mapped targets, monitor, and budget for interventions and reflect on outcomes. This system forces focus on APP gaps and target cohort numbers so outcomes can be accurately evaluated.

Redactions/removals have been made in this table(s) to remove information that may be deemed sensitive

Undergraduate Degree Attainment

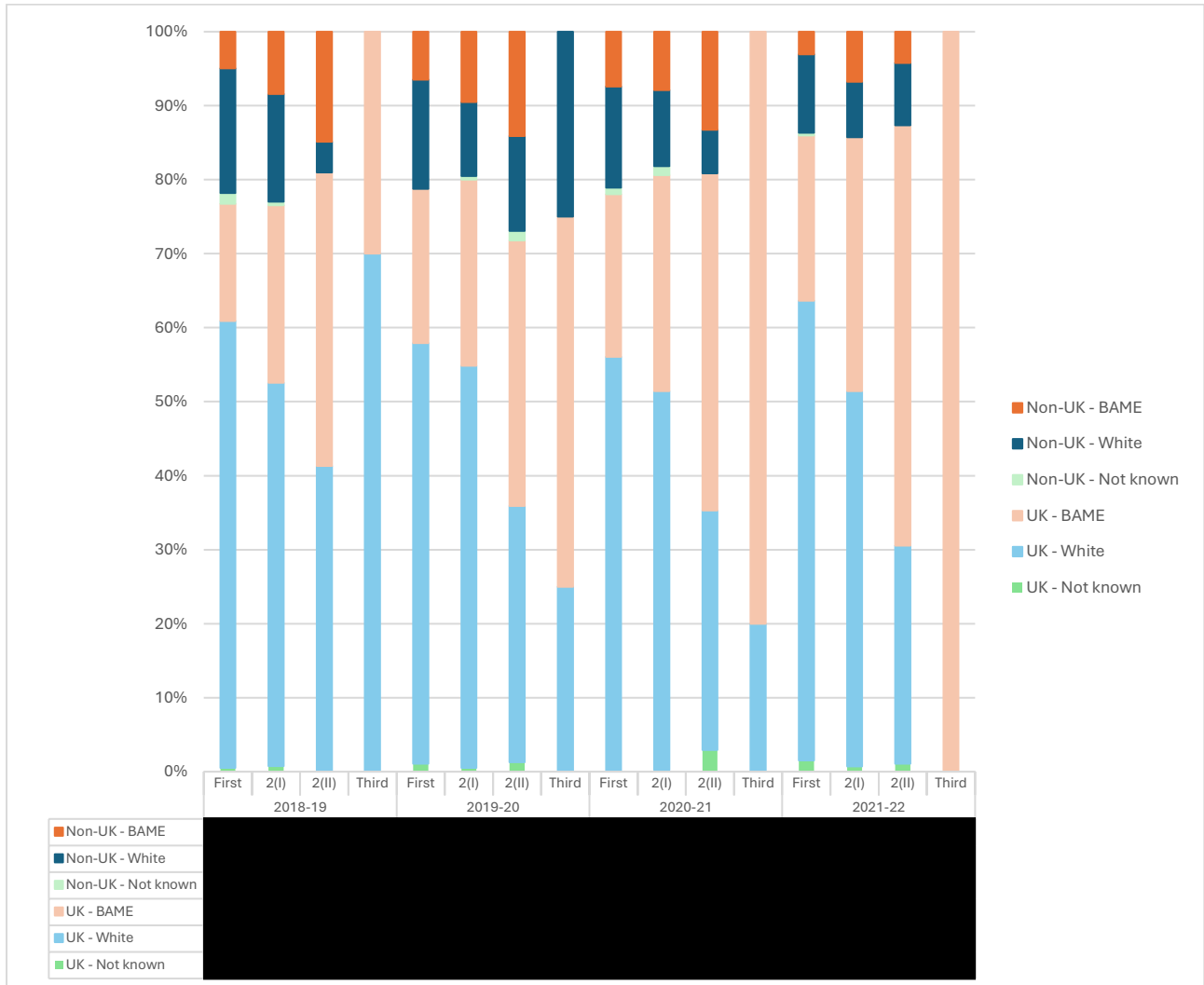
Ethnicity and Divisions and Nationality - UK and Non-UK 3 Year Trend

Chart 7d(2): All



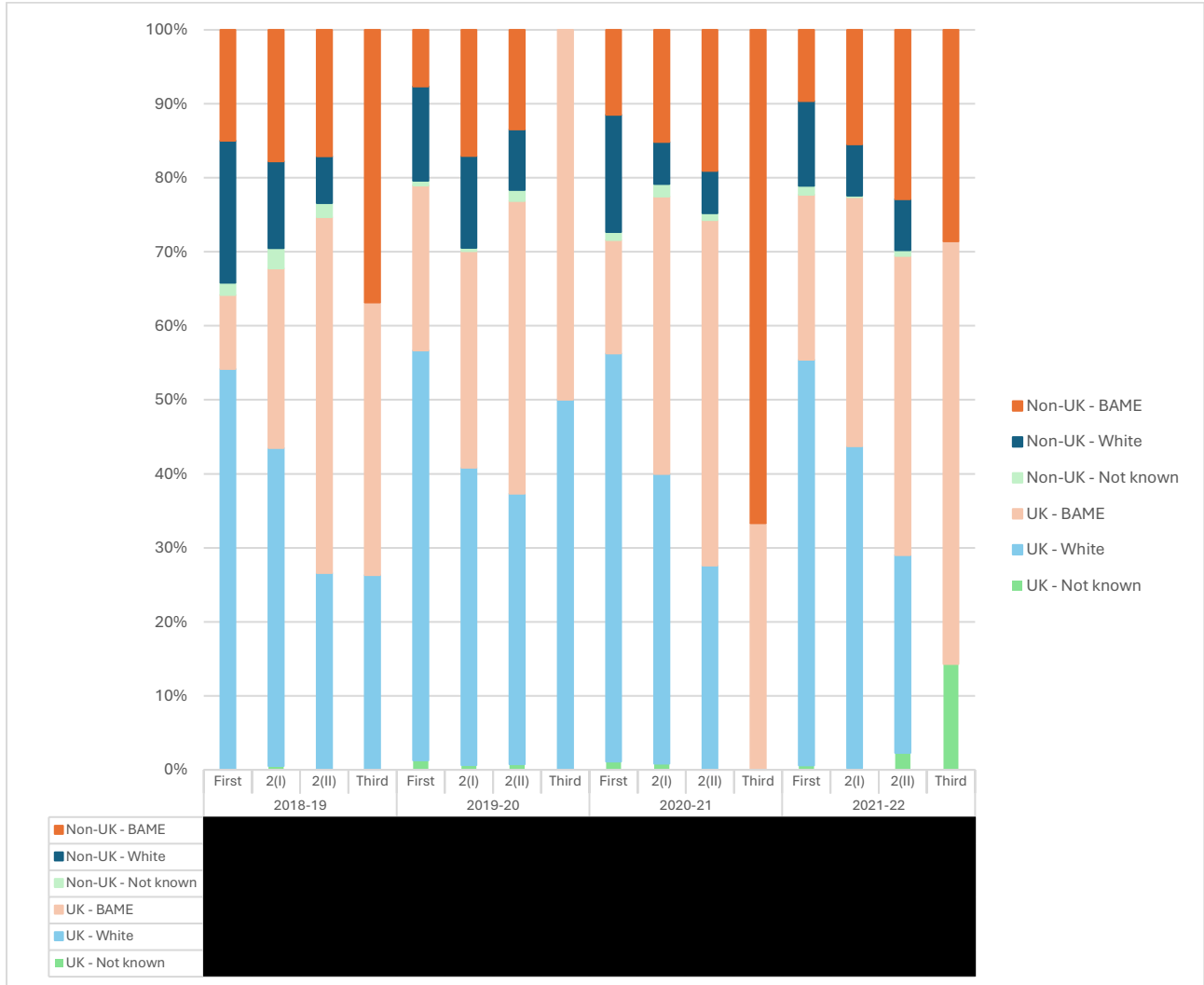
Academic year of leaving	Classification result	UK			UK Total			Non-UK			Non-UK Total	Grand Total
		BAME	White	Not known	BAME	White	Not known	BAME	White	Not known		
2018-19	First	169	668	6	843	101	135	9	245	1088		
	2(I)	546	1085	19	1650	218	222	25	465	2115		
	2(II)	316	264	<5	584	115	50	10	175	759		
	Third	51	35	<5	87	21	<5		24	111		
2018-19 Total		1082	2052	30	3164	455	410	44	909	4073		
2019-20	First	254	783	10	1047	105	129	6	240	1287		
	2(I)	639	1137	14	1790	243	205	14	462	2252		
	2(II)	204	190	<5	396	80	44	7	131	527		
	Third	24	17		41	<5	<5		6	47		
2019-20 Total		1121	2127	26	3274	431	381	27	839	4113		
2020-21	First	309	855	9	1173	138	150	9	297	1470		
	2(I)	730	1017	16	1763	219	176	15	410	2173		
	2(II)	214	161	<5	378	68	23	<5	94	472		
	Third	19	8	<5	28	<5	<5	<5	<5	33		
2020-21 Total		1272	2041	29	3342	429	349	28	806	4148		
2021-22	First	270	734	16	1020	85	99	<5	188	1208		
	2(I)	634	878	9	1521	186	126	8	320	1841		
	2(II)	252	132	8	392	73	26	<5	101	493		
	Third	15	10	<5	26	<5	<5		<5	31		
2021-22 Total		1171	1754	34	2959	348	252	14	614	3573		
Grand Total		4646	7974	119	12739	1663	1392	113	3168	15907		

Chart 7d(5): HSS



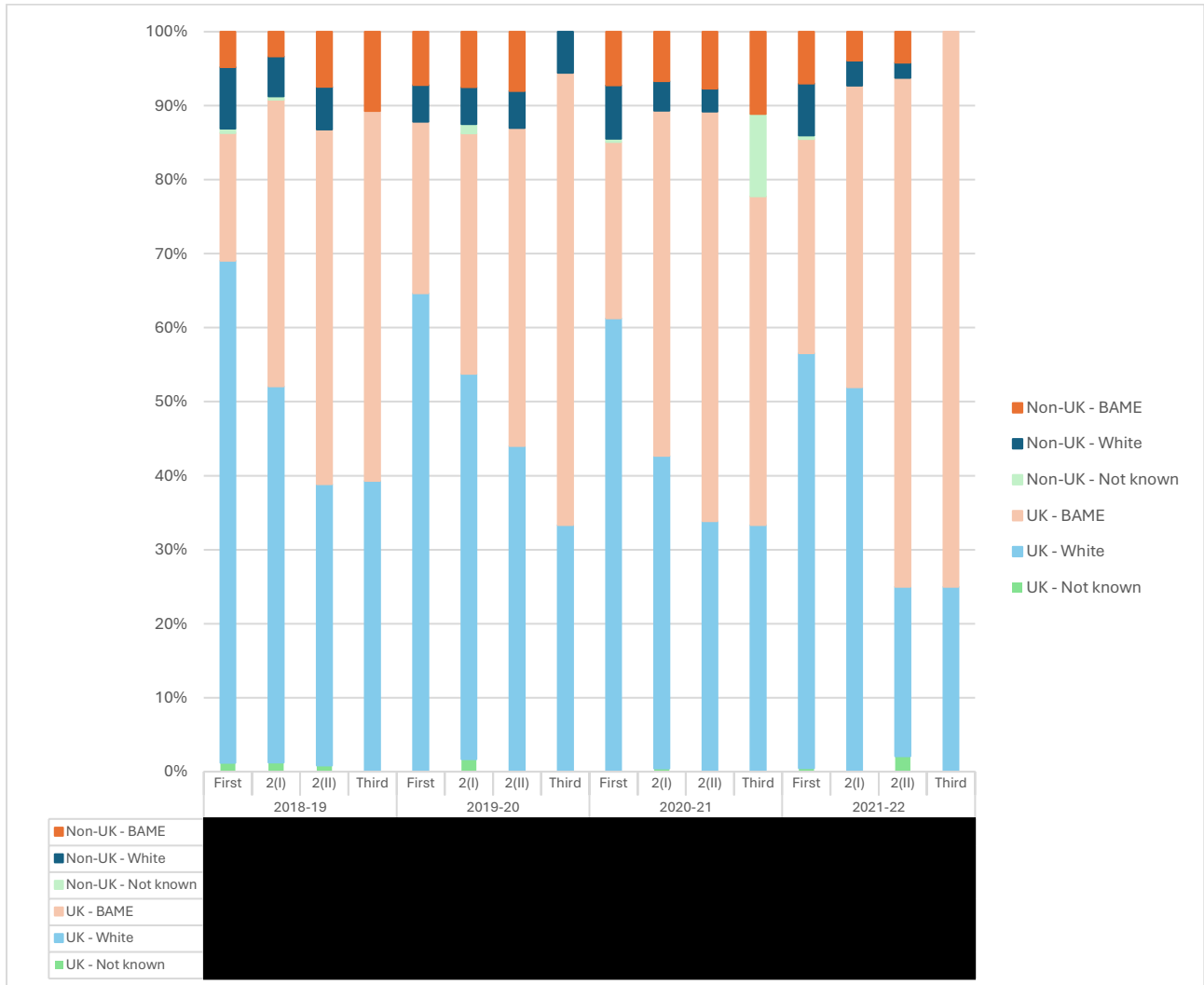
Academic year of leaving	Classification result	UK			UK Total Non-UK			Non-UK Total	Grand Total
		BAME	White	Not known	BAME	White	Not known		
2018-19	First								
	2(I)								
	2(II)								
	Third								
2018-19 Total									
2019-20	First								
	2(I)								
	2(II)								
	Third								
2019-20 Total									
2020-21	First								
	2(I)								
	2(II)								
	Third								
2020-21 Total									
2021-22	First								
	2(I)								
	2(II)								
	Third								
2021-22 Total									
Grand Total									

Chart 7d(7): LSSJ



Academic year of leaving	Classification result	UK			UK Total Non-UK			Non-UK Total	Grand Total
		BAME	White	Not known	BAME	White	Not known		
2018-19	First								
	2(I)								
	2(II)								
	Third								
2018-19 Total									
2019-20	First								
	2(I)								
	2(II)								
	Third								
2019-20 Total									
2020-21	First								
	2(I)								
	2(II)								
	Third								
2020-21 Total									
2021-22	First								
	2(I)								
	2(II)								
	Third								
2021-22 Total									
Grand Total									

Chart 7d(8): NATS



Academic year of leaving	Classification result	UK			UK Total Non-UK			Non-UK Total	Grand Total
		BAME	White	Not known	BAME	White	Not known		
2018-19	First								
	2(I)								
	2(II)								
	Third								
2018-19 Total									
2019-20	First								
	2(I)								
	2(II)								
	Third								
2019-20 Total									
2020-21	First								
	2(I)								
	2(II)								
	Third								
2020-21 Total									
2021-22	First								
	2(I)								
	2(II)								
	Third								
2021-22 Total									
Grand Total									

7e Postgraduate Pipeline

Annual data analytics identified blockages in the UG to PG pipeline for Black students. Financial viability of postgraduate study may be impacting this and scholarship opportunities for PG racially minoritised students were introduced:

- The BAME in Higher Education Ambition Scholarship for 2024 Kent Graduates (PGT)
- Stuart Hall Foundation – CHASE AHRC studentships for racially minoritised researchers in the Arts and Humanities (PGR).

SST are utilising qualitative research to investigate effectiveness of scholarships for racially minoritised PG students to understand how prospective PG's can be supported.

CEMS introduced Leading Routes¹⁵ training to remove barriers to a PhD and introduce competency over qualification-based criteria. EDI Observers have been added to all PhD scholarship allocation panels.

'My Supervisors have always given me the assurance to support whenever I encounter any race / ethnic-related issue. They are also able to facilitate discussions / conversations around race and ethnicity issues'. (Student)

The BME Postgraduate Research Project (with the GRC and Leading Routes) on racially minoritised postgraduate access and participation tests theories that relative lack of racially minoritised academic staff is a key factor for the White-BAME attainment gap at UG levels. Research will provide an opportunity to improve PGR access and participation and position Kent as a sector leader in enacting significant and long overdue HE structural reform.

AP4.5.1: Reduce the White: BAME representation gap for PG students across all Divisions

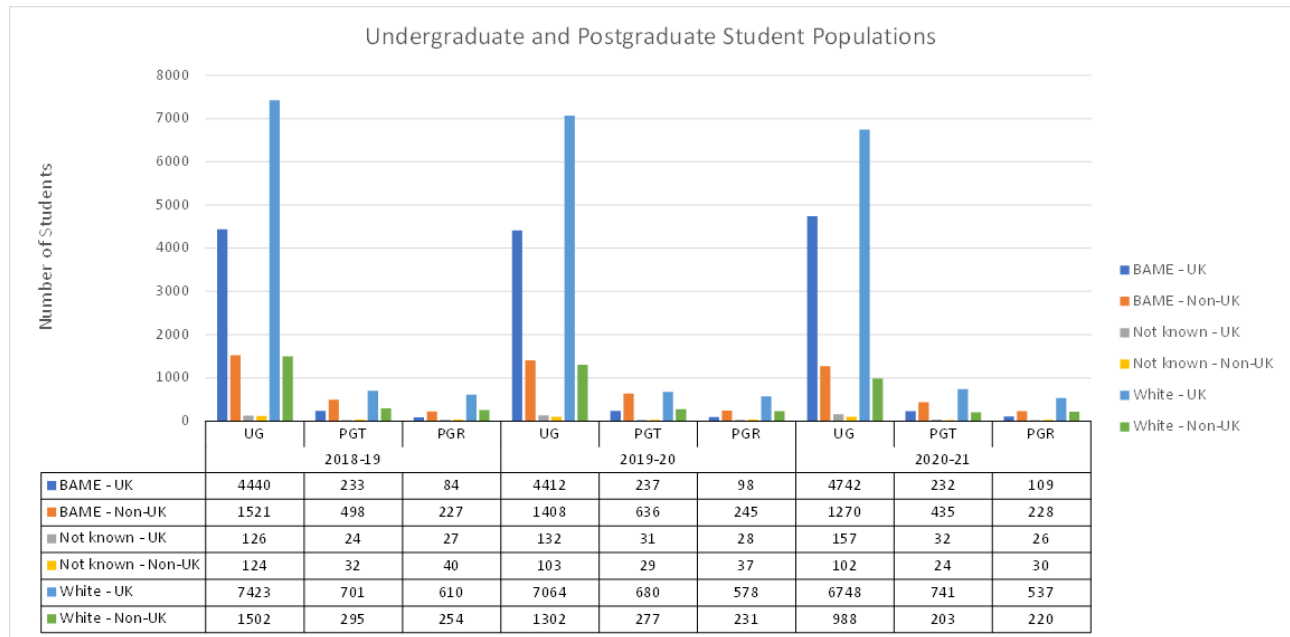
AP4.5.2: Deepen understanding of the barriers to PG study at Kent

¹⁵ Leading Routes aims to prepare the next generation of Black academics to strengthen the academic pipeline for black students, from a black-led perspective.

Student Demographics 3 Year Trend

Ethnicity and Nationality – UK and Non-UK

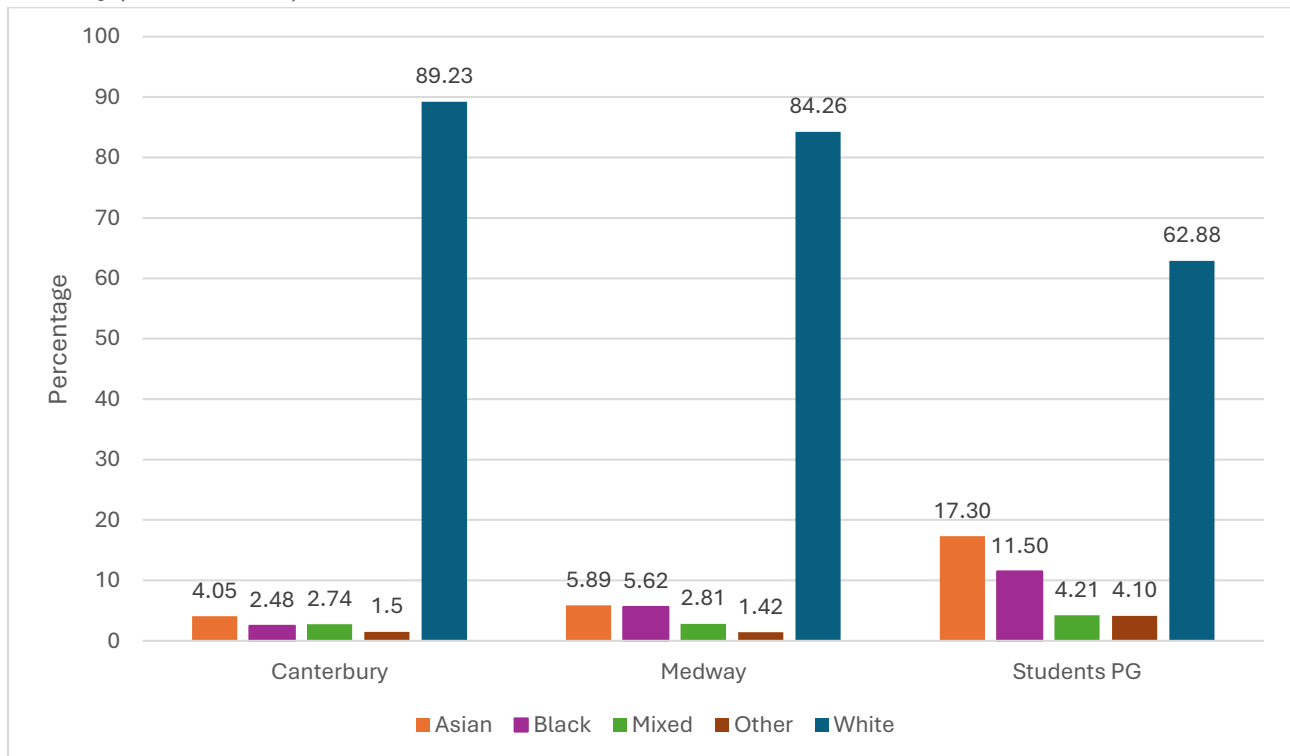
Chart 7e(1): Undergraduate and Postgraduate



Student Demographic and Comparison 2021

Ethnicity Grouped and Nationality - UK and Non-UK

Chart 7e(2): Postgraduate Student Demographics compared to Local Demographics - Canterbury and Medway (2021 Census)



Student Demographic 3 Year Trend

Ethnicity and Nationality - UK and Non-UK

Chart 7e(3): Postgraduate Taught

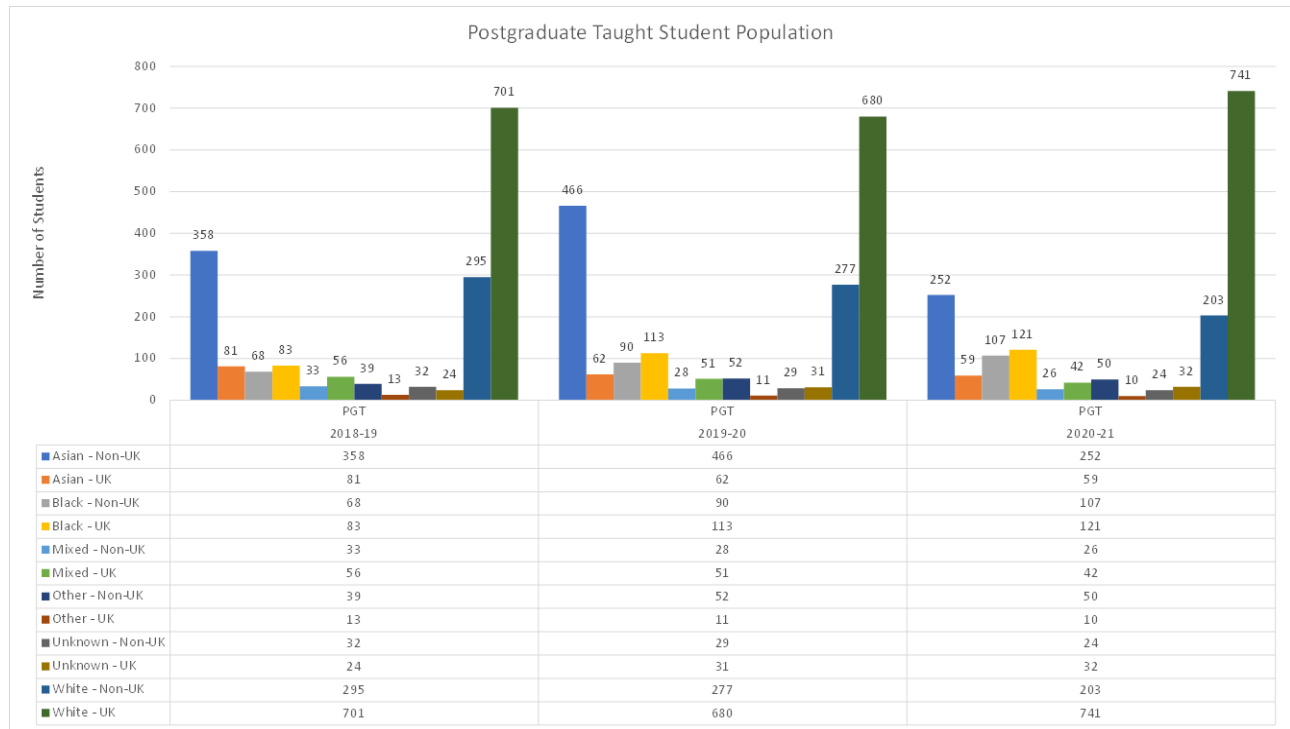
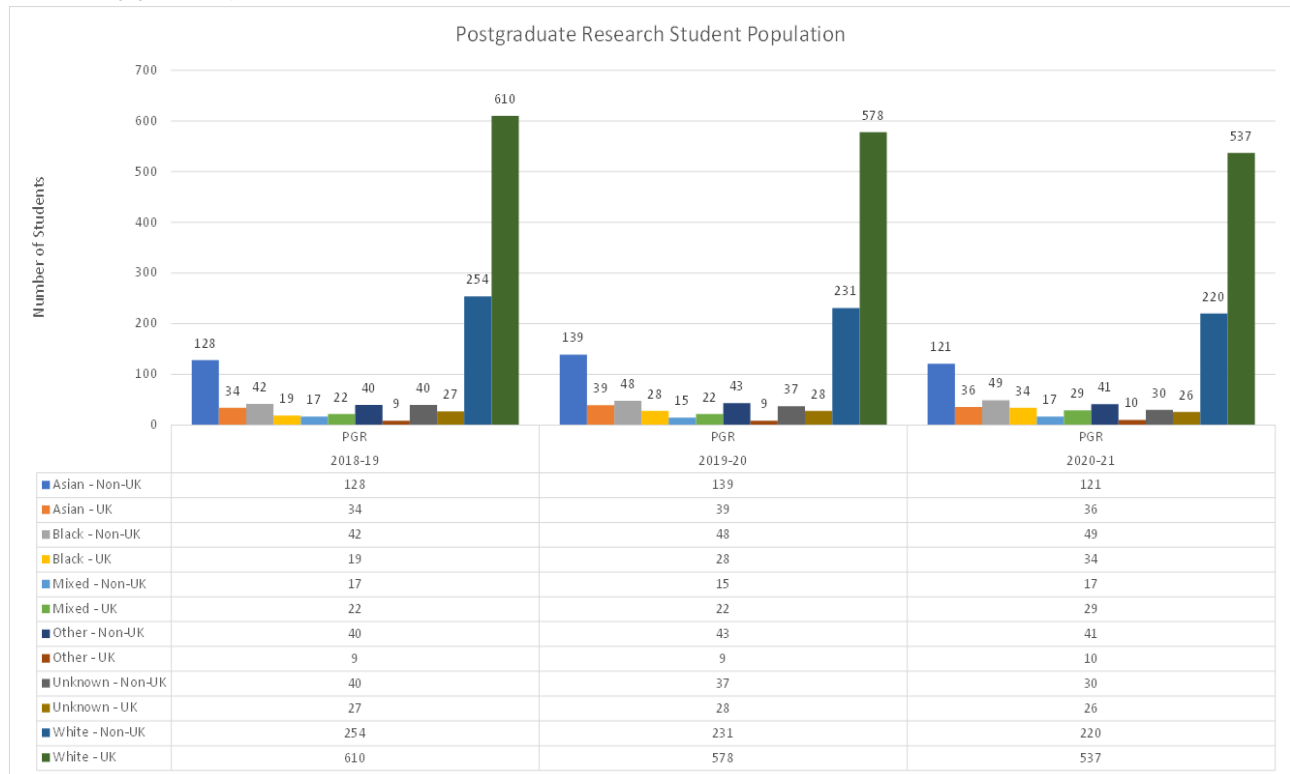


Chart 7e(4): Postgraduate Research



Post Graduate Ethnicity and Divisions

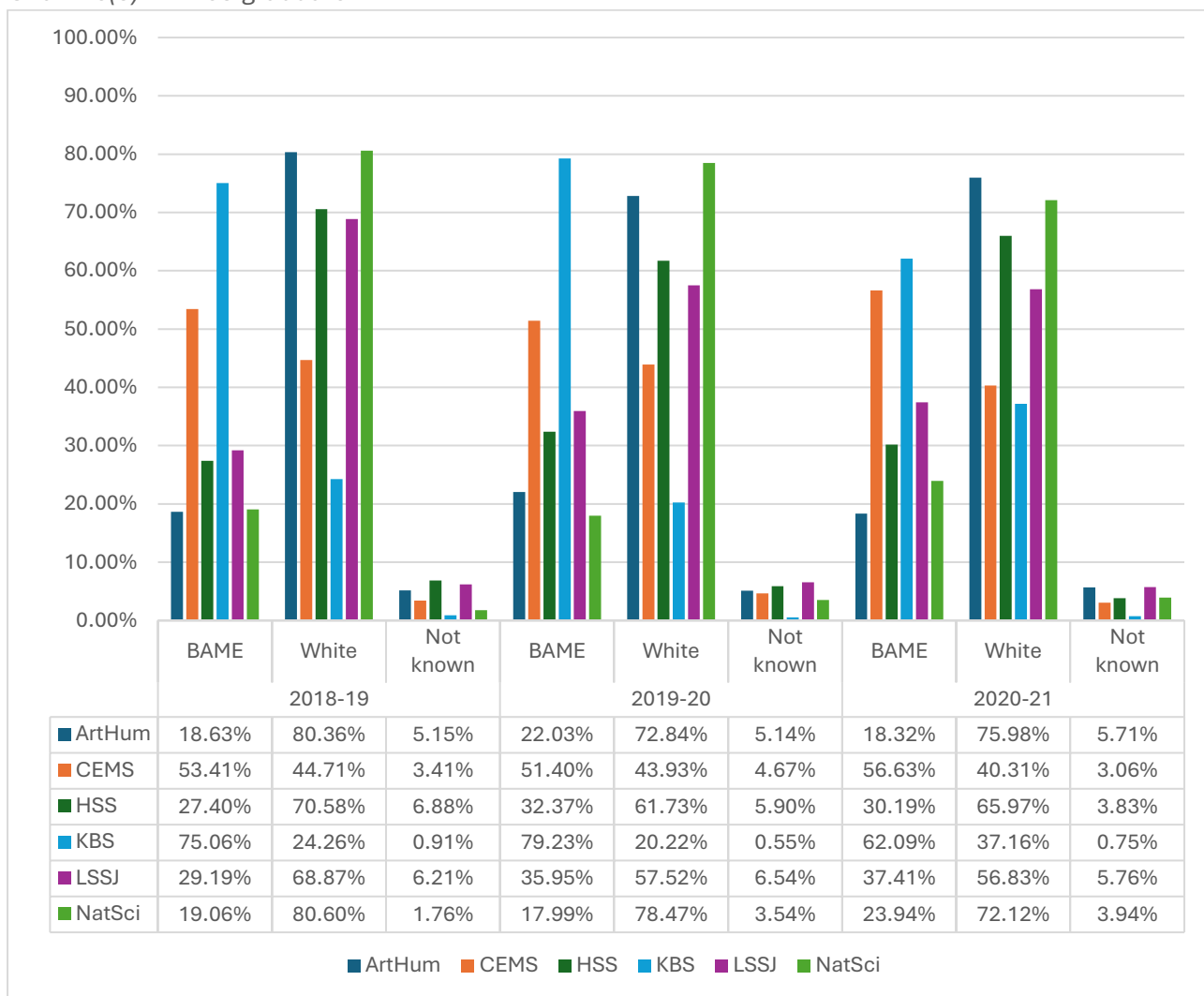
Across Divisions apart from KBS and CEMS, White students outnumber all racially minoritised students.

- KBS has the most diverse PG population at both PGT (70.92%) and PGR (66.45%)
- CEMS attracts a higher proportion (barring KBS) of Chinese and Asian students at PGT (55.48%) and PGR (48.4%).
- ArtsHums (35.55%) and NATS (37.99%) have the lowest proportion of PG racially minoritised students. NATS have increased PGT racially minoritised numbers by 25% and PGR numbers by 12% since 2018.

Due to low numbers, UK and non-UK figures have been amalgamated and information presented as racially minoritised vs White %.

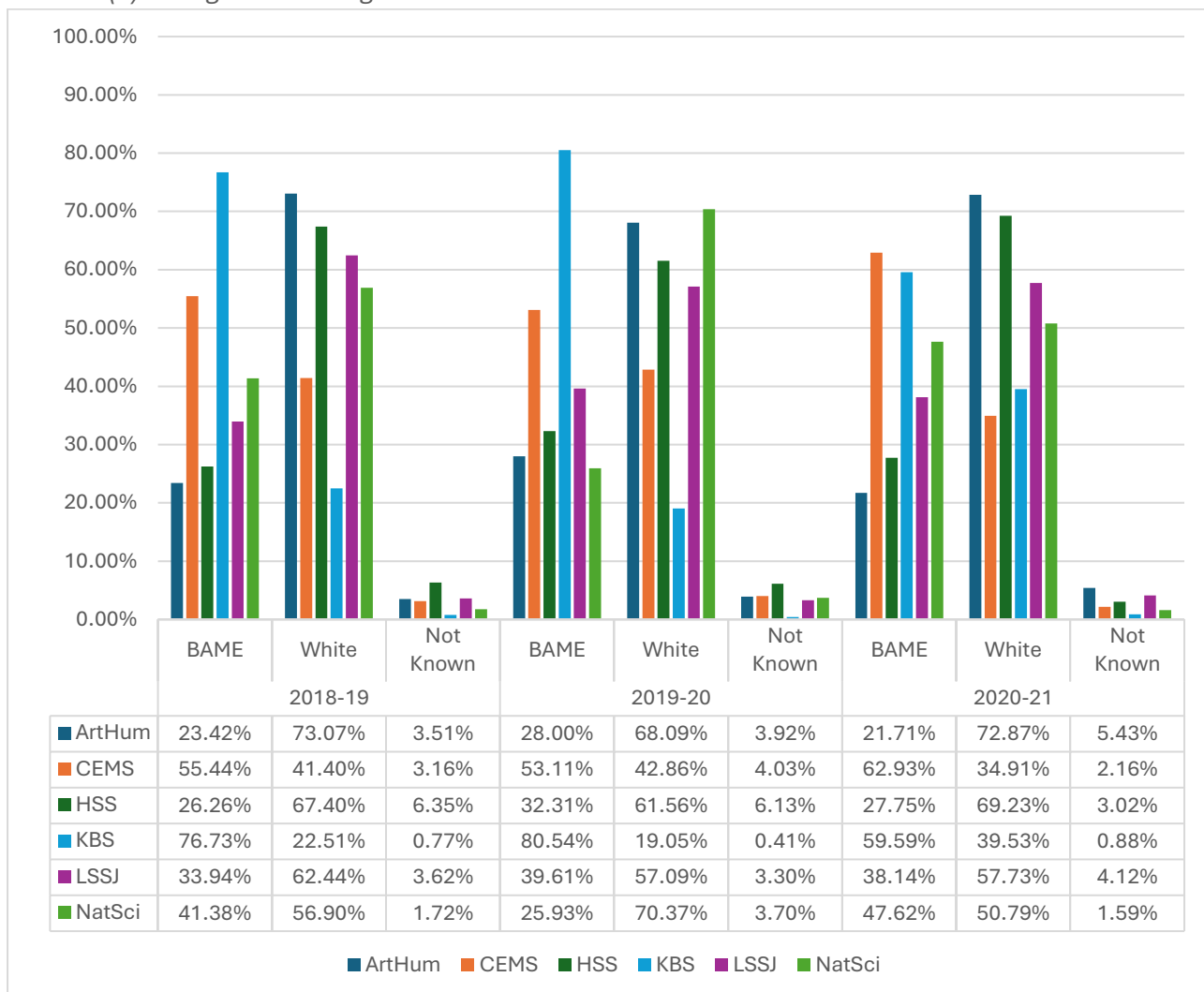
Ethnicity and Divisions 3 Year Trend

Chart 7e(5): All Postgraduate



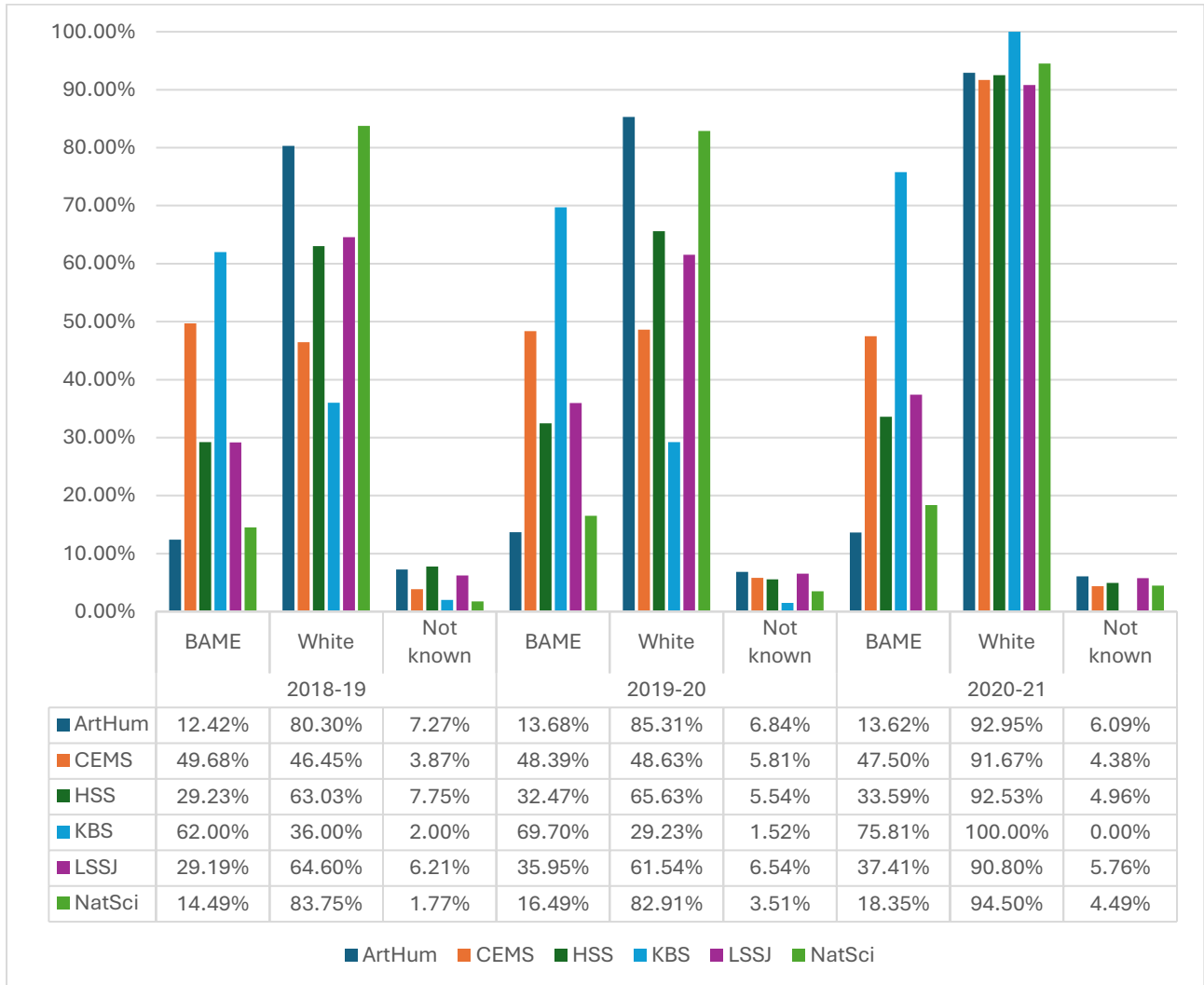
	2018-19			2019-20			2020-21		
	BAME	White	Not Known	BAME	White	Not Known	BAME	White	Not Known
ArtHum	141	577	39	163	539	38	122	506	38
CEMS	235	190	15	220	188	20	222	158	12
HSS	203	487	51	225	429	41	189	413	24
KBS	331	106	<5	435	111	<5	249	149	<5
LSSJ	47	104	10	55	88	10	52	79	8
NatSci	65	270	6	61	266	12	79	238	13

Chart 7e(6): Postgraduate Taught



	2018-19			2019-20			2020-21		
	BAME	White	Not Known	BAME	White	Not Known	BAME	White	Not Known
ArtHum	41	265	24	42	244	21	38	224	17
CEMS	77	72	6	75	71	9	76	77	7
HSS	83	179	22	88	168	15	88	161	13
KBS	31	18	<5	46	19	<5	47	15	0
LSSJ	47	104	10	55	88	10	52	79	8
NatSci	41	237	5	47	228	10	49	206	12

Chart 7e(7): Post Graduate Research



	2018-19			2019-20			2020-21		
	BAME	White	Not known	BAME	White	Not known	BAME	White	Not known
ArtHum	41	265	24	42	244	21	38	224	17
CEMS	77	72	6	75	71	9	76	77	7
HSS	83	179	22	88	168	15	88	161	13
KBS	31	18	<5	46	19	<5	47	15	0
LSSJ	47	104	10	55	88	10	52	79	8
NatSci	41	237	5	47	228	10	49	206	12

7f Postgraduate Employment

Kent analyses employment data via the Graduate Outcomes Survey. Responses rates vary by demographic and degree level.

The percentage of students in full-time employment was determined via: $(\text{number of students in full-time employment only} / \text{number of students with known outcomes}) * 100$

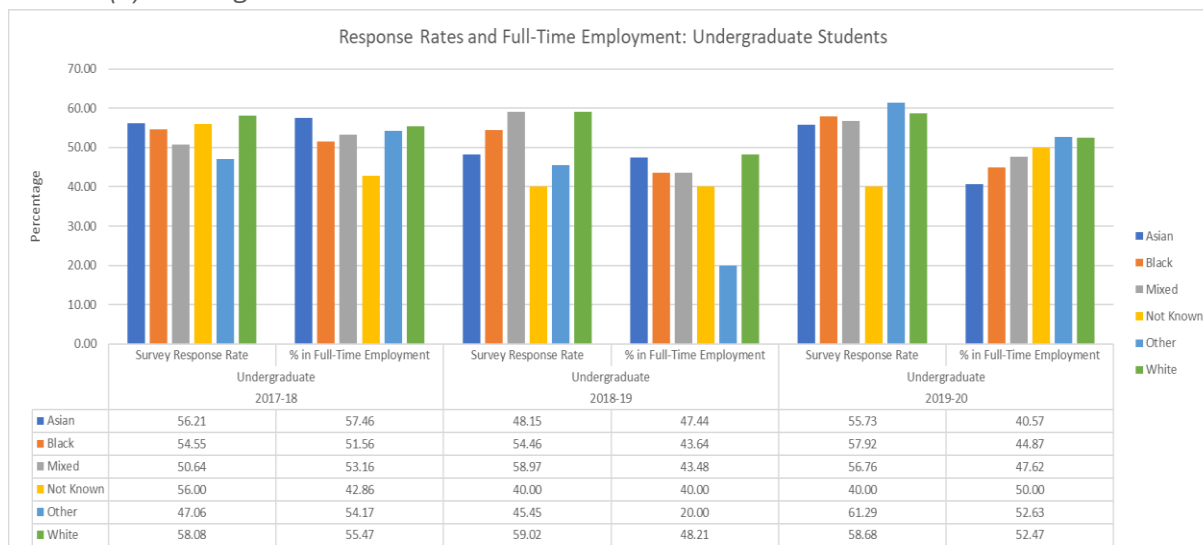
- Not including students in PT employment or working while studying.
- Little ethnic differentiation in FT UG employment: White (48-55%), Mixed (43-53%), Black (43-51%), Asian (40-57%)
- Greater ethnic differentiation in FT PG employment: Black (69-80%), Asian (66-74%), White (58-63%)

RECSAT noted positive indicators on Black employment do not identify barriers to employment. A theory around reluctance to disclose negative employment status by students from certain cultural backgrounds may explain gaps in data.

Response Rate and Full Time Employment

Ethnicity Grouped 3 Year Trend

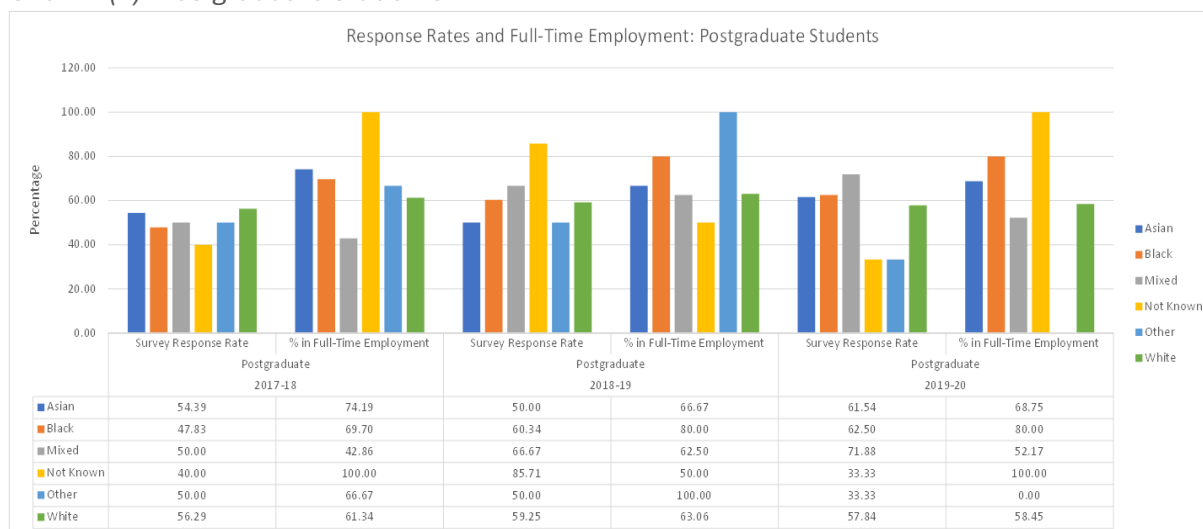
Chart 7f(1): Undergraduate Students



Source: Graduate Outcome Survey

Percentage of full-time employment was calculated based on the number of students with known outcomes

Chart 7f(1): Postgraduate Students.



Source: Graduate Outcome Survey

Percentage of full-time employment was calculated based on the number of students with known outcomes

Redactions/removals have been made in this table(s) to remove information that may be deemed sensitive

Post Graduation Activities¹⁶

Ethnicity Grouped

2017-18

Chart 7f(3): Undergraduate Students

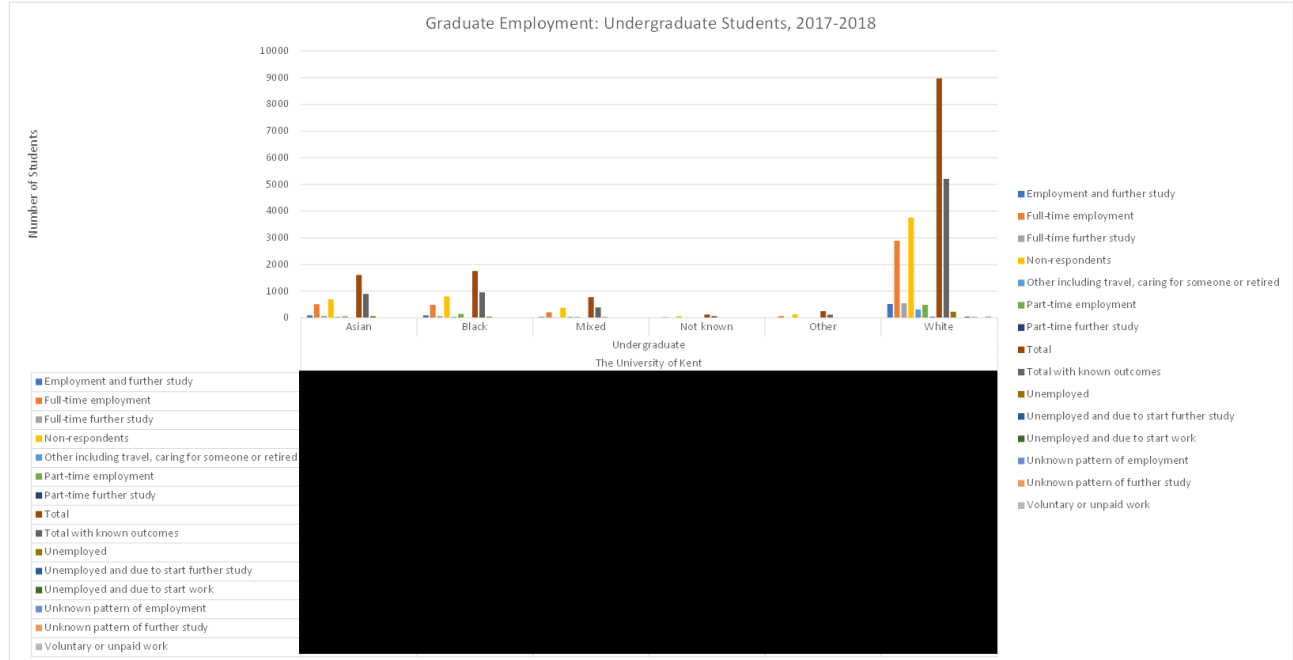
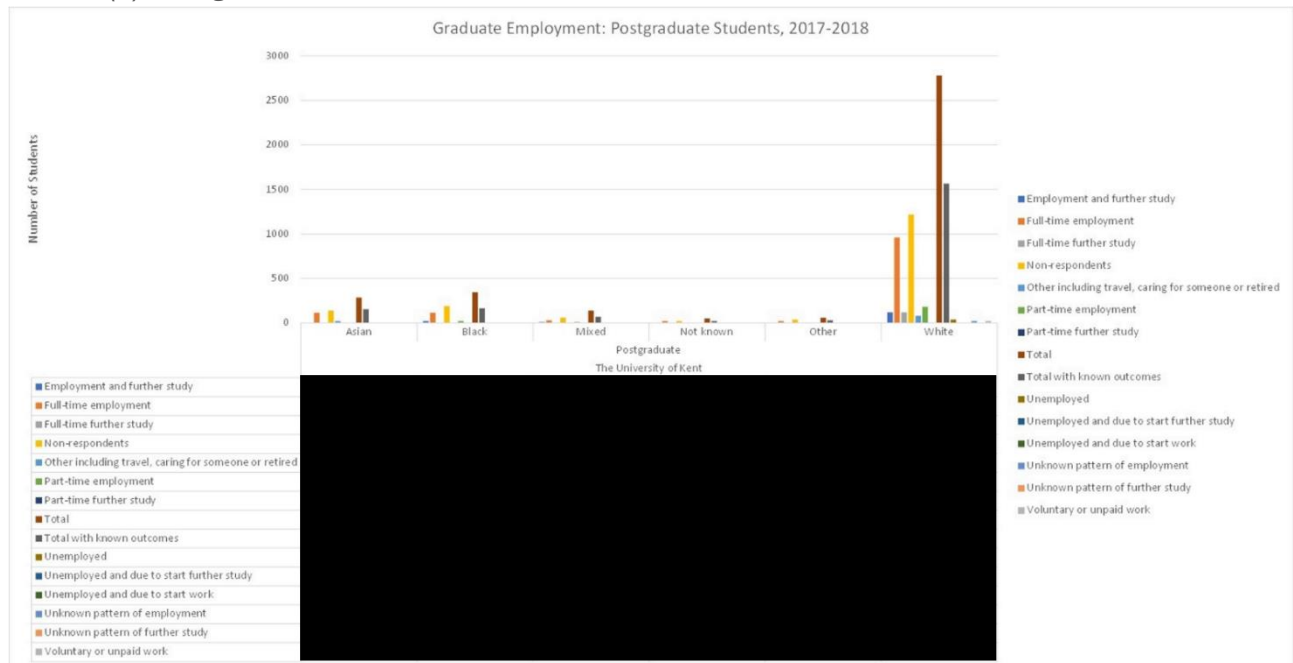


Chart 7f(4): Postgraduate Students



¹⁶ Charts 7f(3-8) data from HESA

8. Teaching and learning

Word Count: 1394

8a Course Content / Syllabus

Diversity Mark (DM)

DM is an institution-wide award for modules that offer diverse and inclusive range of resources for students, ensuring diverse content and materials are embedded in a comprehensive and inclusive manner. Every Division highlighted Diversity Mark as a key priority.



Fig 1: Diversity Mark Award Mark

DM is a Student Success co-creation programme with students, delivered alongside Library Academic Liaison Teams, Kent Union, and Divisions. Specialist Diversity Mark Officer (DMO) student interns work with convenors. All 19 graduating DMO's attained a 1st or 2.1. DM focuses on creating more inclusive and 'culturally sensitive' curriculum that works towards creating positive portrayals of people of colour, challenging power, and designing inclusive classroom interactions. Sector feedback indicates access to diversified course resources and reading material is a barrier experienced by staff at universities. DM explicitly addresses this issue through collaboration with academic librarians. Kent has [published research on this approach](#) and earned several sector-wide awards for library involvement in diversifying reading lists. Specifically, DM won the Talis Aspire User Group Creativity Award in 2019 and presented at Talis Insight Europe¹⁷, won the Outstanding Library Team THE Awards 2019, and earned recognition for an article on this work with the ALISS Quarterly best article of the year award 2021.

These national awards indicate Kent is ahead of the curve on this aspect of institutional support.

[The Diversity Mark award](#) is given to convenors that undergo a process of review and reflection with their students to ensure they have considered authors and perspectives from divergent backgrounds within their discipline.

¹⁷ [Talis Insight Europe 2019](#)

‘As an English Literature student, discussions around race and diversity are frequent and always informative. We have discussed Critical Race Theory, Queer Theory etc in detail and related it to film, literature and reality’. (Student)

The process is flexible to allow innovation. SMSAS Mathematical Practice 2 includes EDI discussion centred around problematic historical mathematicians. Computing’s Human Computer Interaction considers interface design and impact upon different groups. Development Economics has been built with anti-racism at its core. In Sports Science, students consider the resource: Diversity in Teaching: What about my skin?,” focusing on inclusion in teaching supplemented by resources to increase exposure to variations in patient skin colour. The ‘Diversifying the KBS Curricula’ project 2021-22 encouraged academics to consider race equality within course content and commit to DM.

Progress is encouraging. Many schools have adopted DM as part of Student Success Plans.

Table 8a(1): DM Module Status by Division and School

Division / Unit	Schools	Awarded	Active / Awaiting Award	Wait List
ArtsHums	School of Arts	2	1	
CEMS	School of Mathematics, Statistics and Actuarial Science		1	
CEMS	School of Computing			1
CEMS	School of Engineering			1
HSS	School of Psychology			1
HSS	School of Politics and International Relations	2		
KBS	Kent Business School		6	
LSSJ	Kent Law School		1	
LSSJ	Centre for Journalism	3	24	
LSSJ	School of Sociology, Social Policy, and Social Research	2	3	1
NATS	School of Biosciences	2	10	3
NATS	School of Physics and Astronomy		3	
NATS	School of Sports and Exercise Science	1	1	
NATS	Kent and Medway Medical School		1	
UCLT	Centre for Study of Higher Education	1		

DM is being embedded into institutional practice via module templates and included in Kent’s PGCHE (The Inclusive University module) and Antiracism Strategy objectives. The approach is sector leading, recognised for innovation and impact.

AP4.2.1: Launch the Inclusive Curriculum design and Inclusive Assessments as part of Kent 2030
AP4.2.2: Increase the annual proportion of modules registered for Diversity Mark



Diversity Mark Award Winners, Officers, and SST with Acting VC Professor Georgina Randsley de Moura, 2024 EDI Awards

8b Teaching and Assessment Methods

Teaching

Student Survey feedback around teaching and assessment methods was extensive and mixed. Students commented on extensive and overwhelming workloads, lack of preparedness for examination conditions, the balance of weight given to different assessment methods, lack of generic marking plans, and lack of cohesion between teaching materials and practical application. Online delivery views were mixed and heavily influenced by content accessibility and availability of face-to-face interactions. Short notice timetabling changes are an issue.

Assessment

PSRB requirements and approval drive assessment format, with pockets of diverse, innovative good practice where possible (below). Ongoing research projects are examining the relation between assessment policy and awarding gaps.

Timed examinations are prevalent in technical subjects (online 2021-22, in person 2023). Coursework forms part of assessment and is practical or project based in some disciplines.

Schools have innovated to better meet need for inclusive assessment, including presentations, posters, podcasts, debates, creative work, learning in practice (voluntary work) reflective diaries, policy reports and strategic initiatives (ACE programme, KLS and Authentic Assessments, HSS), countering inequalities of experience and opportunity in secondary education and away from Eurocentric definitions of how knowledge can and should be conveyed. Racial equality assessment considerations are integral strategies.

Kent recognises these challenges and to address years of student feedback, has launched [Kent 2030](#), an overall institutional 5-year strategy that emphasises changes that will enable the university to more student-centric. A key strand of this vision is educational modernisation (EM25), a complete revamp of the curriculum rolling out in September 2025.

Kent 2030 seeks to revolutionise and modernise education delivery by:

- Providing a new three-term academic structure (live September 2025) with simpler module choices and assessment spread throughout the year and in the same term as the teaching, with no more than 5 assessments per term. At least one assessment completed by week 6 to ensure students receive early formative feedback. Students have no more than 2 examinations per term or 3 per year¹⁸, driven by updated Kent policy on assessment formats.
- Introducing block timetabling with more concentrated teaching periods that are easier to fit around other commitments. Fewer modules (2 per term) undertaken at once.
- Assessment review and restructure to ensure assessments are more consistent across modules and more relevant to preparing students for future careers.

¹⁸ Exceptions are made when required by PSRBs

Additional anticipated benefits include:

1. Blocked timetables communicated early so students can balance studies with work and other commitments.
2. Learning about real world connections and career-relevant knowledge and skills
3. More meaningful, interesting assessments and fewer exams
4. Frequent, ongoing feedback
5. Stronger connections with peers

AP4.3.1: EIAs conducted on all stages of EM25 of Kent 2030

AP4.2.1: Embed inclusive curriculum design and inclusive assessments within EM25

8c Academic Confidence

Kent runs initiatives supporting staff academic confidence on race equality in teaching at both local and cross-institutional levels.

“(The PGCHE) has supported me to challenge any preconceptions that I may have and taught me a different way of viewing how our students experience University if from differing cultural backgrounds” (Staff)

New academic staff whose probationary contract requires it must complete an appropriate Advance HE-accredited teaching development programme to ensure they understand effective teaching methods and how to support student learning. Graduate Teaching Assistants (GTAs) and lecturers on short-term contracts take two core modules to complete the Associate Fellows Scheme. New lecturers complete a further two modules to complete the Postgraduate Certificate in Higher Education (PGCHE¹⁹). Academics who teach on the AFS/PGCHE have researched, [published](#), and presented nationally on issues related to diversifying curricula. The PGCHE core modules emphasise ways teaching needs to serve Kent’s diverse students. Inclusivity is addressed in both core modules, which are taken by all PGCHE and AFS completers. Teaching observations –required for the module –specifically include a field that assesses the inclusivity of the teaching. In addition, most (61%) PGCHE participants do a “deeper dive” on these topics by taking the optional module “The Inclusive University.” Since September 2022, 106 staff have completed the PGCHE and a further 52 have completed the AFS.



Two thirds of participants identified as White (February 2023). This initiative will drive forward our curriculum decolonisation agenda.

¹⁹ Designed and taught by Kent’s Education Directorate through the Centre for the Study of Higher Education (CSHE)

The Student Success Reflective Teaching Practices Programme (RTPP) (2023) encourages educators to critically evaluate pedagogical approaches and provides a platform for reflective practice, supporting academics with teaching methods, content development and cultural competency for student support. Various facets of inclusive education are integrated into workshops, including inclusive teaching, decolonising, and diversifying the undergraduate curriculum, curriculum design, and inclusive assessment. Workshops feature contributions from colleagues who have successfully diversified their curriculum. Pilots (64 academic staff engaged) were run in NATS, CEMS and HSS with monitoring through attendance and feedback mechanisms. These sessions reach academics who took the PGCHE before the stronger emphasis on diversity was introduced into the programme. The RTPP pilots enabled academic staff to explore how issues of inclusivity play out in their own disciplines, whereas AFS/PGCHE conversations are cross-disciplinary discussions.

Preliminary analyses of workshop feedback suggest notable enhancements in academic ability to critically evaluate teaching methodologies, fostering a culture of continuous improvement and reflective practice. KBS staff are partaking in research on 'International Competence' in partnership with Kent's Global and Lifelong Learning/International Programmes Unit.

AP2.2.1: Anti-racism training to have an academic and classroom-based context for its training for all student facing staff and the impact it may have on students

9. Any other information

Word Count: 165

Kent is cognisant of its obligations to the wider community in which it operates and its position on the national and global higher education stage. It aims to be a champion and advocate for anti-racist behaviours and utilise its expanding position through partnerships and research to improve its anti-racist objectives.

The SST launched the Student Success University Network (2020), providing sector-wide support for institutions developing SS interventions and research and the [acKnowledge website \(2022\)](#), showcasing best practice in race, ethnicity pedagogy and recruitment.

Kent is a founding member of the Higher Education Access Tracker (HEAT), providing the sector with data and intelligence to effectively target, monitor and evaluate outreach activities, essential for impact research. The HEAT collaboration provides opportunities to share evaluation plans. This peer evaluation facilitates knowledge transfer between providers, increases transparency and rigour and helps improve evaluation. The HEAT collaboration drives up evaluation literacy across the sector through providing access to the data, tools and systems required to build robust evidence of impact.

10. Action Plan

Priority status is determined by the number of areas that the action has been identified as impacting, or been drawn from (for example it cross-pollinates numerous strategies across People and Culture Strategy (PCS), Anti-Racism Strategy (ARS), Black Student Voices Report (BSV), Equal Pay Audit (EPA), Access and Participation Plan (APP), REF Action Plan (REF) etc). Actions granulated to Divisional levels have been removed due to ongoing changes to Divisional structures. This is to ensure possible future proofing of the action plan throughout the implementation period. The Action Plan aims to take Kent beyond addressing the barriers identified within the application.

Section 1: Institutional Representation and Equity									
Issue(s) identified:									
The REC Self-Assessment Team have identified that the lack of diversity at a Senior Leadership level across the Institution is a barrier towards Kent becoming a culturally competent institution. Moreover, a siloed approach to EDI related activity means that good practice is not routinely shared and there is a lack of understanding around issues relating to EDI from decision makers. The lack of student voice for localised issues was identified as a gap. The following action points have been identified to drive change in these areas.									
Sub Theme	#	Relevant Strategy / APP flag	Priority Level (1-3)	Action	KPI	Start Date²⁰	End Date²¹	Accountability	Progress and Commentary
Institutional commitment to racial equality	1.1.1		1	Review RECSAT membership to ensure it can hold the institution to account for progress on the REC Action Plan via a new monitoring group	REC Monitoring Group Terms of Reference, Membership and meeting schedule agreed Institution wide call out for membership	Aug 24	Sep 24	EDI Team	
	1.1.2		1	Executive Group to provide visible leadership in relation to EDI, with accountability to People Committee	Public statement on the Challenging Racism webpages	Sep 24	Sep 24	EG Members	

²⁰ Start Date indicates the anticipated time frame when work to develop an activity will begin if it is not already engaged with. Where it is already engaged with the date indicates the anticipated time frame for when the activity will become BAU.

²¹ End Date indicates the anticipated time frame when an activity will be launched, or when snapshot data will be gathered to assess impact

Diversity in Leadership and Governance	1.2.1	PCS / ARS	1	<p>Grade 10 roles +, to include standard questions for candidates based on EDI priorities</p> <p>Guidance on inclusive recruitment practices released and adopted as standard for all</p> <p>Roll out the University's new Performance and Development framework following the review of the RPD process.</p>	10% increase in racially minoritised staff in professional and senior management roles	Ongoing	Sep 25	HR	
						Jan 25	Sep 26	HR	
						Nov 24	Nov 26		
	1.2.2	PCS	1	Build a strong diverse pipeline of leaders through strategic succession planning and through development programmes, including those aimed at supporting racially minoritised colleagues to take on leadership and management roles.	Increase the number of staff on Stellar HE and other relevant leadership programmes by 10%, introducing new schemes where relevant to address other progression barriers for identified demographics	Ongoing	Sep 26	HR	

Section 2: Inclusive Recruitment and Staff Progression
Issue(s) identified:
 Data gathered as part of the REC Self-Assessment process has identified key issues in relation to staff promotion and progression, in particular the conversion rate from Grade 5 to 6 and a bottle neck at Grade 2. Moreover, feedback from REC Focus Groups and data gathered from the staff surveys and the Equal Pay Audit identified barriers to staff recruitment, progression, and development for racially minoritised staff. Concerns were raised about the skills and knowledge of line managers to support racially minoritised staff, especially regarding navigating the promotions process for academic staff, and the lack of reward and recognition structures in place for staff undertaking EDI related work in addition to their substantive work. The following action points have been identified to drive change in these areas.

Sub Theme	#	Relevant Strategy / APP flag	Priority Level (1-5)	Action	KPI	Start Date	Target	Accountability	Progress and Commentary
Staff Recruitment	2.1.1	PCS	1	Launch the Staff Resourcing Strategy	5% reduction in White: BAME recruitment gaps annually	Nov 24	Jan 26	HR	
	2.1.2	EPA BSV	1	Recruitment and Selection training modules to include EDI guidance		Aug 24	Sep 24	HR	
Staff Training and Development	2.2.1	BSV	1	Increase cultural competency of all staff via completion of training	Increase % of staff completion rates of Anti-Racism Moodle module	Oct 24	Sep 25	Line Managers/ Senior leaders	
				Anti-racism training to have an academic and classroom-based context for its training for all student facing staff and the impact it may have on students	Identify compulsory EDI training for all staff and utilise monitoring data to ensure targets for completion are met at a Divisional and Directorate level	Oct 24	Sep 25	HR	
				Increase availability of training for staff without regular, daily access to a computer	100% of all Grade 10+ staff to have completed mandatory EDI training, including anti-racism	Oct 24	Sep 25	Line Managers / Senior leaders	
				Increase proportion of academic staff completion rates of		Ongoing	June 25	CSHE	

					RTPP programme by 10% annually Increase proportion of racially minoritised staff accessing training across all pathways by 10% annually	Ongoing	June 25	HR	
	2.2.2		2	Increase annual staff completion rates of RPD's across academic and PSS staff profiles	75% completion of RPDs	Ongoing	Dec 25	HR	
	2.2.3		2	Provide racially minoritised staff with opportunities for shadowing / mentoring by senior leadership	Measure promotion and progression outcomes for graduates of Brilliant Leaders / StellarHE	Ongoing	Aug 26	HR	
	2.2.4		2	Regular re-induction process for all staff members at Kent	Policy that all staff expected to attend reinduction every 5 years	Aug 25	Aug 26	HR	
	2.2.5		2	Ensure that a wider range of staff who teach, such as technicians, can participate in appropriate educational development programmes	Non-academic staff engagement in educational development programmes increase by 20% annually	Aug 25	Aug 26	CSHE	
	2.2.6		2	Review and update Line Manager training to include what EDI Training Modules are available Inclusion passports , Academic and PSS promotion pathways. Refresh every three years	Target of 60% of all line managers to have completed / refreshed line manager training	Oct 25	Jan 27	HR – Training and Development	
Staff Promotions	2.3.1		2	Phased roll out of EDI Observers on promotion panels	30% of all promotion panels to have EDI Observers present by end first target year,	Nov 24	Sep 26	EDI Team	

					increasing to 60% within 3 years				
	2.3.2	PCS	1	Launch the Professional Services Career Framework	Measure impact of PSCF on PSS promotion and progression after 3 years	Ongoing	Oct 24	HR	
					5% increase year on year in racially minoritised PSS staff promoted across the Institution	Ongoing	Dec 27	HR	
	2.3.3	PCS	1	Continue to embed the Academic Career map (ACM), with a particular focus on 'Citizenship and Leadership	Measure impact of ACM on Academic promotion and progression after 3 years 5% increase year on year in racially minoritised academic staff promoted across the Institution	Ongoing	Oct 27	HR	
	2.3.4	REF	3	Increase proportion of ECR's and research only staff from Racially Minoritised background output for REF	5% increase on 2021 submission	Ongoing	REF 2028 submission	EDI Teams / R&I Team	

Section 3: Inclusive Culture
Issue(s) identified:
 The REC SAT identified that a lack of perceived knowledge and understanding amongst staff members in relation to anti-racism and other EDI related work (including EIAs) was a barrier towards embedding a truly inclusive culture at Kent. Furthermore, the Institution needs to build trust amongst the staff and student populations that it takes reports of bullying, discrimination, or harassment seriously. Opportunities to build communities, support staff and student mental health, share knowledge and create safe spaces for staff and students needed to be explored and key gaps were identified. A need for clarity over the intersection between Academic Freedom of Speech, Freedom of Expression and the Equality Act have been highlighted as priority areas of work. The following action points have been identified to drive change in these areas.

Sub Theme	#	Relevant Strategy / APP flag	Priority Level (1-5)	Action	KPI	Start Date	Target	Accountability	Progress and Commentary
Inclusive Culture	3.1.1	EDI AP	1	Develop a strategic approach to embedding EIAs across the Institution	60% of Grade 10+ roles completed EIA training 60% new or reviewed policies and procedures to have documented EIAs conducted on them, signed off by the relevant decision-making body. Evidenced by a report within the EDI Annual Report and signed off by Council	July 24 Ongoing	July 25 Aug 25	EDI Team / PMO EDI Team with local level implementation	
	3.1.2	EDI AP	1	Establishment of communities and support for underrepresented groups	Investigate and launch an Allies Network and International Staff Network	July 24	Sep 24 Oct 24	Head of EDI	
	3.1.3	LBU	1	Universities and accommodation providers should collaborate to eliminate racism from all areas of the student experience, including student accommodation.	Living Black at University Group to develop an action plan based on feedback from student survey and LBU recommendations	Sep 24	Sep 25	LBU	

	3.1.4	EDI AP	1	Support the Student Minds Mental Health Charter application at an Institutional level	All-Staff Experience Survey results track annual improvement in mental health, in particular from racially minoritised staff.	Sep 24	Jan 25	Student Support and Wellbeing / HR	
	3.1.5		1	Develop mechanisms for capturing and sharing Divisional and Directorate level good practice across the Institution	Develop and embed a two-way framework for Divisions to own, empower and embed EDI in specific areas with built in accountability structures and student voice	Jan 25	Sep 25	EDI	
	3.1.6	EDI AP	1	Complete work on the Academic Freedom of Speech Ordinances, Code of Practice and the accompanying Equality Impact Assessment conducted with consultation and engagement from appropriate groups, ensuring racially minoritised voices are represented	Academic Freedom of Speech Code of Practice and EIA published.	Aug 24	Sep 25	Assistant Director Governance / Joint Committee / Head of EDI	
	3.1.7		3	Increase Expect Respect completion rates	5% annual increase each year	Sep 24	Sep 25	Student Services	
	3.1.8	BSV	2	Create opportunities for students to develop and lead decolonisation projects through a dedicated fund.	At least 1 project per year on decolonisation led by students completed	Sep 24	Sep 25	EDI / Student Success	
	3.1.9		2	Launch a trained network of EDI Observers for promotions and disciplinary panels	Network launched and at least 8 members registered	Jan 25	Jan 26	EDI	
Tackling and Reporting Racism, Bullying Discrimination and Harassment	3.2.1	ARS	2	Increase trust that Disciplinary processes are fair and transparent for staff and students	Proportion of trained racially minoritised staff for disciplinary hearing increase annually	Jan 25	Jan 26	HR	
					EDI Observers to attend Disciplinary Hearings as standard	Jan 26	Jan 27		

	3.2.2	BSV	2	Increasing knowledge and understanding of issues relating to bullying, discrimination, and harassment	Report and Support reports (staff and student) include benchmarking against county level trend data in terms of religion and race hate related incident reported numbers Annual Report and Support reports evidence year on year increase in reporting numbers Harassment data reported on to Education and Student Experience Board and JSNCC, accountable to EDI Strategy Group	Aug 25 Ongoing Sep 25	Aug 27	Student Support and Wellbeing / HR	
	3.2.3		2	Increase staff and student confidence in reporting systems	2% increase annually in reports from racially minoritised staff and students	Sep 24	Sep 25	Student Support and Wellbeing / HR	
Awareness Raising	3.3.1	BSV	2	Annual cycle of cultural celebration events with some open to the public	At least 15 events per year, with 5 open to the general public	Ongoing		EDI / Divisions	
	3.3.2		3	Develop a public-facing antiracism webpage with clear action and progress, including KPI dashboard	Annual increase of hits on webpages	Oct 24	Oct 25	EDI / Corporate Comms	
Data and Reports	3.4.1	ARS	2	Incorporate REC and Athena SWAN staff survey questions into the annual All-Staff Survey	All-Staff Experience Survey includes ethnic and gender analysis	Aug 24	Oct 24	HR	
	3.4.2	EDI AP	1	Launch the EDI Self Service dashboards on Qlikview		Jan 25	March 25	EDI	
	3.4.3		2	Increase demographic data disclosure rates via staff communications.	Disclosure rates increase by 10%	Ongoing	Jan 25	HR	
	3.4.4		3	Publish EDI related reports		Ongoing		EDI Team / HR	

Section 4: Student Experience and Curriculum Decolonisation**Issue(s) identified:**

Key areas of good practice, such as the Diversity Mark initiative to decolonise curriculum were highlighted. Work to embed this further into the fabric of Kent should be explored as part of the Education Modernisation 2025 (EM25) and Kent 2030 activity, with training and development for curriculum creators rolled out. A need for student facing areas to be culturally competent was highlighted. Discrepancies between the Black and Asian International Student Experience and the Black and Asian Home Student Experience should be explored further. The following action points have been identified to drive change in these areas:

Sub Theme	#	Relevant Strategy / APP flag	Priority Level (1-5)	Action	KPI	Start Date	Target	Accountability	Progress and Commentary
Improving racially minoritised student attainment and progression, eliminating the ethnicity-based attainment gap for FT UG students by 2031.	4.1.1	APP	2	Investigate the impact of part time working on racially minoritised student engagement	Report published on impact of part time working on student engagement	Aug 24	Jan 25	Student Success	
	4.1.2	ARS	2	Offer targeted peer support to students (including mentoring) to improve sense of belonging, engagement, and attainment.	Increase participation of existing schemes by 10% each year (Peer Assisted Learning, ACE, Levelling Up).	Ongoing	Sep 27	Student Success / Divisions / SLAS	
	4.1.3	APP BSV	1	Analyse uptake of Scholarships and Funding Packages by ethnic group and site	Report provided to APP Operations Group	Sep 26	Sep 27	Outreach / Finance	
	4.1.4	BSV	1	Monitor the impact of Divisional Student Success interventions, identifying gaps and implementing new initiatives appropriately via the Student Success Evaluation Framework	Attainment gap reduced by 5% per year, reported on annually by each Division	Ongoing	Sep 27	Student Success / Divisions	
Creating diverse and relevant curricula	4.2.1	EDI AP APP BSV	1	Embed inclusive curriculum design and inclusive assessments within EM25	New Module Design template / Module Review template to include an Inclusive Curriculum checklist Virtual training created to support staff in developing inclusive curriculum content with 50 module owners completing the training	Aug 24 Sep 25	Jan 25 March 26	Director of Education / Kent 2030 thematic leads	

	4.2.2	BSV	1	Increase the annual proportion of modules registered for Diversity Mark	10% increase per Division per year	Ongoing		Diversity Mark Lead / Divisions	
Teaching and Assessment Methods	4.3.1	BSV	1	EIAs conducted on all stages of Education Modernisation strand of Kent 2030	All EIAs reviewed and signed off by relevant programme sponsors after appropriate consultation route. Residual risks transferred to risk registers	July 24	July 25		
Student Employability	4.4.1		2	Students registered with the Kent Ambition Scholars programme	800 students per year	Ongoing		Outreach and Widening Participation	
PG Pipeline	4.5.1		2	Reduce the White: BAME representation gap for PG students across all Divisions	Gap reduced by 5% per Division per year	Ongoing		Student Success / GRC / Divisions	
	4.5.2		2	Deepen understanding of the barriers to PG study at Kent	Complete research project with Leading Routes and implement recommendations Complete research into effectiveness of scholarship for increasing access to PG study for Black students and implement recommendations	Jan 26 Jan 26	Sep 26 Sep 26	Student Success / CEMS Student Success	
International Student Experience	4.6.1		2	Expand LBU work to include international student experience	Launch video on tips for international students	Aug 24	Sep 24	Accommodation	
	4.6.2		2	Action results of the International Student Voices Report		Nov 24	Sep 25		