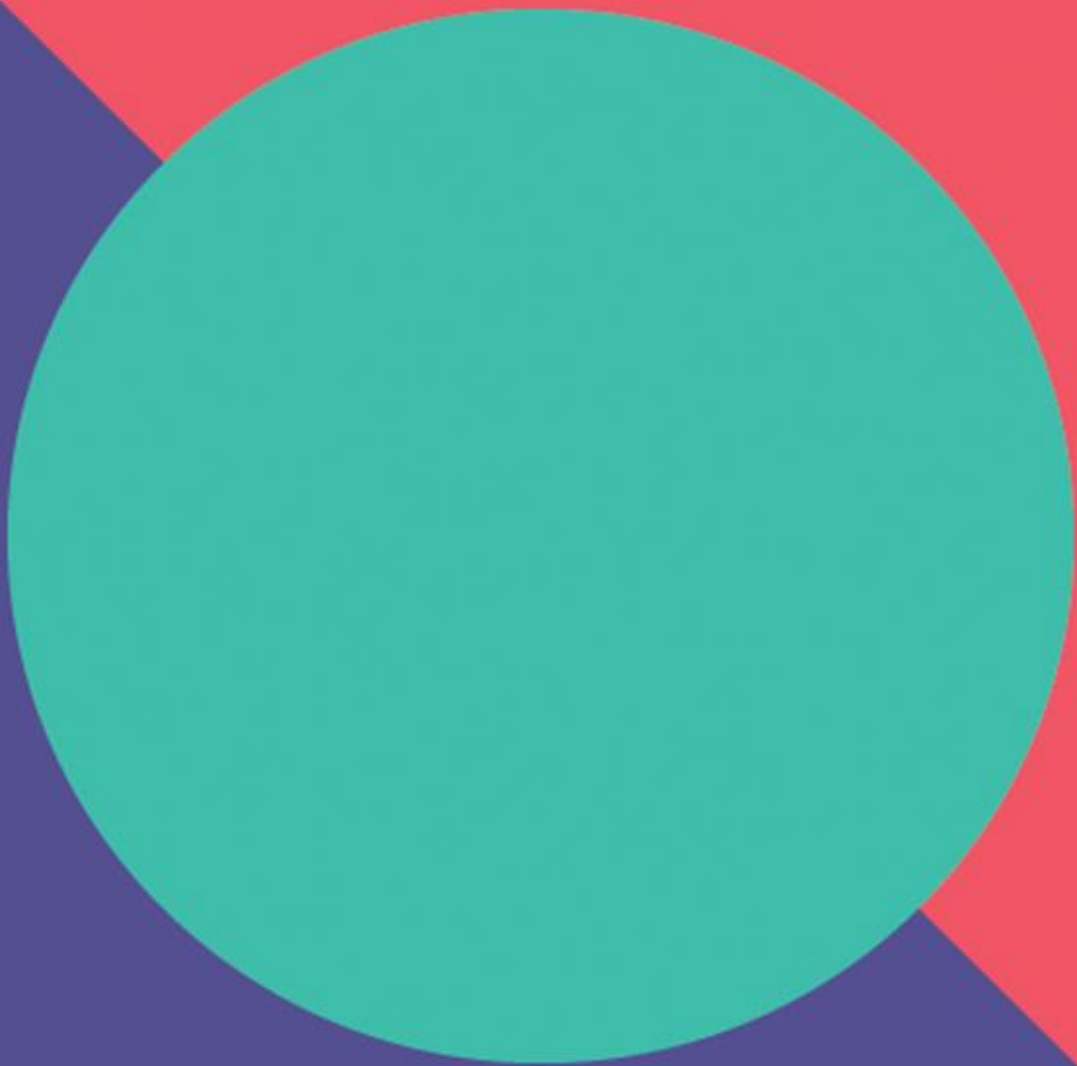




Race Equality Charter application



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Abertay University

Level of award application:

Bronze

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Glossary of terms and abbreviations

ABM	Accounts, Business and Management
AbLE	Abertay Learning Enhancement Academy
ACS	Afro-Caribbean Society
ALG	Academic Leadership Group
AP	Action Point
ARC	Anti-Racist Curriculum
BLSS	School of Business, Law and Social Sciences
BAME ¹	Black, Asian and Minority Ethnic
CPD	Continued Professional Development
DIWC	Dundee International Women's Centre
ECR	External and Corporate Relations
ECRs	Early Career Researchers
E&D	Equality and Diversity
ELIR	Enhancement-Led Institutional Review
FCPC	Finance and Corporate Performance Committee
FICS	Finance, Infrastructure and Corporate Services
FTCs	Fixed Term Contracts
FTE	Full Time Equivalent
G4G	Going 4 Gold
GDPR	General Data Protection Regulation
HBMA	Hours by mutual agreement contract
HE	Higher Education
HEA	Higher Education Academy
HEAR	Higher Education Achievement Report
HEPI	Higher Education Policy Institute
HESA	Higher Education Statistics Agency
HIMAP	Hate Incident Multi Agency Partnership

¹ The University and RECM SAT understand the use of BAME is contentious. Black, Asian, and Minority Ethnic staff and student on the SAT were asked about the use of this shorthand. For now, use BAME until a suitable alternative(s) have been discussed and decided upon, has been accepted.

HoDs	Heads of Divisions
HSSC	Healthy and Safety Sub-Committee
IDEA Management Group	Inclusivity, Diversity and Equality at Abertay Management Group
Intnl	International
JACS	The Joint Academic Coding System
KTP	Knowledge Transfer Partnership
L&D	Learning and Development
LGBT	Lesbian Gay Bisexual and Transgender
LVs	Lead Voices
MHN	Mental Health Nursing
NK	Not known
NSS	National Student Survey
OD	Organisational Development
PGCAP	Post Graduate Certificate in Academic Practice
PGR	Post Graduate Research
PGT	Post Graduate Taught
PHEC	People, Health and Equality Committee
PoC	Person of Colour
QAA	Quality Assurance Agency
RE	Race Equality
RECM	Race Equality Charter Mark
REF	Research Excellence Framework
RGU	Robert Gordon University
RPG	Research Postgraduate
rUK	Rest of UK
SA	Students' Association
SACs	Student and Academic Services
SAS	School of Applied Sciences
SAT	Self-Assessment Team

SDI	School of Design and Informatics
SDL	Scottish Defence League
SMT/SMG	Senior Management Team/Group
SQA	Scottish Qualifications Authority
SWAN (Athena)	Scientific Women's Academic Network
TLC	Teaching and Learning Committee
TRAM	Teaching, Research and Academic Mentoring
UG	Undergraduate
UHR Scotland	Universities Human Resources
VLE	Virtual Learning Environment

1. Letter of endorsement from vice-chancellor/principal



13 April 2021

Dr Arun Verma

Head of Race Equality

Advance HE

Dear Dr Verma,

I am writing in support of Abertay University's application for the renewal of our Race Equality Charter Mark Bronze Award.

I take a personal interest in promoting Equality at Abertay, as does the Executive Group and our governing body, the University Court. We have been supporter of the Race Equality Charter Mark from the beginning and took part in the pilot scheme. In this we were unsuccessful, but we found the exercise very informative and we were successful on applying again for the RECM Bronze Award in 2016.

The RECM is not, for us, a matter of gaining a certificate. It is a framework that we value as a way of understanding ourselves as a community, and of guiding our development.

Among the benefits that we feel we have gained for our participation in the RECM are the following:

- It has helped us to better understand our staff and student needs in all their diversity.
- It has helped us to change our approach to teaching and learning to incorporate an understanding of bias and privilege.
- We make better use of our data, by taking more critical and nuanced approach to questions of ethnicity.
- We are more confident as a University when we deal with concerns related to race.
- As an institution with relatively numbers of BAME staff and students, located in an area that itself has a relatively small BAME population, we are acutely aware of feelings of isolation that may arise; we have encouraged staff and students to create opportunities to meet socially and formally to discuss issues and concerns.
- We have created a 'report and support' tool to allow students and staff to report race-related incidents formally and/or anonymously.

From the office of the Principal & Vice-Chancellor

Professor Nigel Seaton

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As on the occasion of our previous submission, we have prepared this submission in an inclusive way, involving all the constituent parts of the University in the SAT. We have also involved our 'lead voices' for race, and our BAME staff network. As indicated in our submission, we have made extensive use of surveys and focus groups of both staff and students.

It is a fundamental principle of the way we approach EDI at Abertay that we work together as a community. While we have many colleagues who are interested in – indeed passionate about – EDI, we do not employ EDI specialists in dedicated roles, and value the sense of shared endeavour that our approach brings. The IDEA ('Inclusion, diversity and equality at Abertay) Management Group, chaired by the University Secretary, leads EDI for the University, and links senior management to the Lead Voices Forum, RECM and Athena SWAN SATs, Trade Unions and staff involved in EDI across the University.

We are very conscious that we are, at present, the only Scottish University with the RECM, and we are using our experience to support the other universities in their journey to address race equality, for example by taking part in Advance HE Scotland meetings on this subject.

Engagement with EDI is an important element of our Strategic Plan, which in turn drives resource allocation and School and Service planning. In our Strategic Plan for 2020-2025, we commit ourselves to these purposes:

- To offer transformational opportunities to everyone who has the ability to benefit from Abertay's approach to university education;
- To inspire and enable our students, staff and graduates to achieve their full potential;
- To use our knowledge and expertise to have a positive impact on the world around us.

We are very conscious that we cannot achieve these purposes without ensuring that all our colleagues, and all our students - from all backgrounds - are treated with respect and given the opportunity to succeed.

Our Governing Body, the University Court, is strongly committed to Equality, Diversity and Inclusion. As a Scottish University, we are required to complete an Equality Mainstreaming Report. At Abertay, this is much more than a formal obligation, and is a focus for a critical discussion of the University's approach to, and progress in, EDI. More generally, Court's People, Health and Equality Committee provides a focus for the oversight of EDI and approves policy in this area.

Court values the diversity of its membership and takes this into account in the recruitment of lay members. One of the two Court members elected by the University's staff is of BAME background.

I wholeheartedly support our application for the Race Equality Charter Mark.

Yours sincerely,



Professor Nigel A. Seaton

Principal & Vice-Chancellor

2. The self-assessment process

2a Description of the self-assessment team

Our self-assessment team (SAT) was assembled to ensure the broadest possible representation from our Students' Association, Academic Schools and key Services (directorates) of the University, as well as others with particular roles or interests in relation to race equality. As with our previous SAT in 2016, there was a conscious decision to include appropriate senior management as members to ensure high-level responsibility, direct links into key strategic groups and committees, and because these members are able to allocate staff and budgetary resource to our commitment. All those invited to join the project were confident of being able to allocate working time to be involved in such an important journey for the University. Academic SAT members are allocated time in the workload allocation model. There is staff representation from all academic schools and directorates on the SAT.

Table 2a(i) Staff numbers overview as at 1 December 2020

	Full time	Part time	Total	No. of representatives in SAT
Senior management	12	1	13	5 (7 ²)
Academic staff (excl. senior management)	172	44	216	4 (5 ³)
Professional and support staff (excl. senior management)	159	91	250	5
Students' Association/Representation	N/A	N/A	3	3 (5 ⁴)

Table 2a(ii) SAT demographic breakdown (all participants)

	BAME	White
Number	7	15
Percentage	32%	68%
	Female	Male
Number	13	9
Percentage	59%	41%

During the course of our self-assessment process, there have been several changes to the SAT membership owing to personal circumstances or staff/students leaving the University. All departing members have been replaced or their roles reallocated within the SAT. By planning ahead and by distributing the RECM application

² If including staff who have left

³ As above

⁴ If including student representatives who have left

workload as equitably as possible, the SAT has been able to ensure the broadest possible involvement in preparing this application.

Table 2a(iii) SAT membership

Name, University role, subject area and contribution to the SAT	Key Committee membership	Why wanted to be involved in SAT?
Professor Joseph Akunna Professor in Water and Environmental Engineering School of Applied Sciences (Grade 10)	N/A	Already involved in the University's international outreach and educational partnerships.
James Aldred Planning Officer (Grade 7)	N/A	Fits with operational role to ensure student data informs good practice across university operations. Experience in student equality movements as undergraduate.
Mrs Fiona Anderson Business Analyst RECM Project Co-ordinator (Grade 6)	N/A	Personal belief that all staff and students should be treated equally irrespective of any protected characteristics such as gender, race etc.
Mr Eddie Baines Abertay Student' Association, Vice President	Court, PHEC, Teaching Learning Com, Lead voices, SA rep for Disability	Representation of students and improvement of SA practices
Miss Daniela Bandeva Abertay Students' Association, President	Court, FCPC, Remuneration Committee, Teaching & Learning Committee	Student Representation. Identifying areas for improvement for both the University and the SA in relation to RE. Expanding my knowledge and using my platform to give others voices. Promoting and empowering students, while providing a safe space for everyone to be their most authentic self while at Abertay. Challenging my own knowledge and becoming a better ally.
Mr Graeme Bletcher Public Relations Manager (Grade 8)	N/A	Ensure the valuable work of the SAT is communicated to the University
Ms Andrea Cameron Dean of School of Applied Sciences; Intellectual Lead for Teaching and Learning (Grade 10)	ALG; TLC; Senate; ELIR Steering Group; HSSC; SMT; Lead Voice for Pregnancy and Maternity; IDEA Management Group; Athena SWAN SAT member and panel member	Has an ongoing commitment to creating inclusive learning experiences and generated an Advance HE case study on embedding race equality in the curriculum.

Ms Susan Campbell Registrar and Deputy Secretary (Oct 2019 – Feb 2020) (Grade 10)	SMT Senate	Interested in our student population, and whether we see different patterns of performance or engagement in different student groups.
Safya Devautour Students' Association Vice President (Oct 2019 – Feb 2020)	Court PHEC FCPC Teaching & Learning Committee (TLC)	Duty to represent the students. Interested in seeing how the university is dealing with racial issues.
Dr Salma ElSayed Lecturer, School of Design and Informatics (Grade 7)	N/A	Help promote E&D. Expand my network and experience.
Dr. Kathy-Ann Fletcher Lecturer in Marketing, BLS (Grade 7)	N/A	Very interested in E & D and to get more involved in the wider university.
Ms Eilidh Fraser Director of People and Organisational Development (Grade 10)	SMT – contact for Race and Religion LVs PHEC IDEA Management Group Athena SWAN SAT member and panel member/chair Universities HR Interim Treasurer and Advance HE Liaison for UHR Scotland	Has a leading role in E&D for staff, is keen to apply experience of Athena SWAN and E&D generally to advance race equality – and to share the experience of the RECM with other institutions.
Amira Ibrahim Student (September 2020)	Chair, African Caribbean Society	To represent the views of students from ethnically diverse backgrounds
Ms Jackie McKenzie Director of External and Corporate Relations (Grade 10)	SMT member and responsible for the University's marketing and recruitment which impacts on Race Equality	Important that race equality underpins all aspects of the University, including in our recruitment of students and promotion of the University more generally. We should be seen as an inclusive, progressive and fair institution that welcomes students from across the world.
Dr Nnamdi Madichie Senior Lecturer, School of Business, Law and Social Sciences (Oct 2019 – May 2020) (Grade 7)	N/A	To represent the staff of BLSS

Mr James Nicholson Director of Student and Academic Services RECM SAT Lead (Grade 10)	SMT (contact for LGBT+ Lead Voices) IDEA Management Group Teaching & Learning Committee (TLC) Senate PHEC ALG	Part of University-wide remit to address and respond to issues of equality and diversity. Personal interest as family were migrants to the UK from Ireland (1940's), and from Europe to Ireland (1890's). Committed anti-racist.
Mrs Diane Norris People & OD Partner (Grade 8)	N/A	Equality and Diversity contact within People Services. Co-ordinating HR actions for policy development around equality and best practice.
Mrs Moriamo Oduyemi Head of IT Security, Infrastructure and Corporate Solutions (Grade 9)	Staff Lead Voice for Race	As the Staff Lead Voice for Race (and previous chair of the Race, Religion and Belief Equality Task Group (RRBETG)), I want to be on the SAT to ensure the needs of the minority groups are well reflected in the University's policies, procedures and actions.
Dr Alastair Robertson Director of Teaching & Learning Enhancement (Oct 2019 – Apr 2020) (Grade 10)	ALG SMT TLC (Vice-Chair) Senate Curriculum Reform Steering Group (Vice-Chair) ELIR Steering Group (Vice-Chair)	As Director of Teaching and Learning Enhancement, I have responsibility for the strategic development and implementation of the University's teaching and learning strategy. I want to be on the SAT as I believe passionately that everyone has an equal right to a high-quality education and student experience irrespective of their background, race, gender, sexual orientation, disabilities etc.
Dr Luke Millard Dean of Teaching & Learning (Grade 10)	ALG SMT TLC Senate ELIR	Key focus on student success for all students – from improving retention to enhancing employability
Ms Caroline Summers Vice-Principal and Pro-Vice-Chancellor (Strategy and Planning)	SMT Court	Interested in ensuring equality and diversity issues are reflected in development of University's strategy and future plans.
Kelson Teo Student (Feb – Aug 2020)	Vice President of African Caribbean Society	To represent the views of students from ethnically diverse backgrounds
Ms Yvette Wharton Lecturer, Sport and Exercise Sciences SAS Representative	Health & Safety Sub-Committee	To ensure that E&D is embedded in subject provision and that this is addressed appropriately and without disadvantage

Word Count = 218

2b The self-assessment process

The table below provides details of when our SAT met during our self-assessment process for our re-application for February April 2021. The SAT reports to the University Executive and Senior Management Team, with updates provided regularly. In addition, a number of other University committees received reports on RECM and have considered this application. Details of the timings of this have been included in the table below. In addition, law in Scotland requires the University to publish bi-annually an Equality Mainstreaming Report⁵ as part of our Public Sector Equality Duties. This also forms part of the reporting process to PHEC, the University Executive and the Senior Management Team (SMT) on race equality.

Table 2b: Meeting information

Meeting date	Attendees	Purpose/Decisions made
17.03.2019	10	RECM background briefing and explanation of the re-application process for members; Constitution of SAT and other potential members identified; Review and update of previous action plan
13.06.2019	9	Embedding Race Equality in the Curriculum
07.11.2019	10	SAT group reviewed NSS data and EHRC report on tackling racial harassment at universities
17.12.2019	11	Update on application extension; Student data presented and discussed; Action plan updates
12.02.2020	11	Update on status of staff surveys including initial overview of results from full staff survey; student data updates presented and discussed; results from Graduate outcomes survey and Designation of Leavers from Higher Education Survey presented and discussed
30.04.2020	11	Main points from student survey noted; student data updates presented and discussed; staff data presented and discussed
03.06.2020	11	Student data updates presented and discussed; Benchmarking data and analysis presented and discussed
08.07.2020	14	Degree awards data supplement presented and discussed; Race Equality Student Survey results & feedback presented and discussed; Writing/review groups for application sections identified
27.07.2020	7	Follow up meeting to present and discuss the remainder of Student Survey results and feedback
15.09.2020	11	Update on student data section and discussion around issues and recommended actions
19.10.2020	13	First draft of teaching & learning section presented and discussed
24.11.2020	9	Updated teaching & learning section presented and first draft of staff section presented and discussed
18.12.2020	13	Updates to Student and Staff sections discussed and Overview of Abertay section presented and discussed.
15.01.2021	11	Updates to Student and Staff sections discussed and draft sections on Self-Assessment Process and Post-graduate Employment presented and discussed

⁵ <https://www.abertay.ac.uk/media/6716/equality-mainstreaming-report-2019.pdf>

02.02.2021	11	Updated Postgraduate employment section and Staff and Student Focus Group output presented and discussed
26.02.2021	10	Action plan discussed and overview of final draft sections

Communication between SAT members has been through meetings, emails and telephone conversations. A Microsoft Office Teams site was set up to allow SAT members easy access to information, including background reading and meeting notes. Communication to the wider University has been through the University News (hosted on the intranet) and Community Update email newsletter.

Word Count = 167


2c Involvement, consultation and communication


The University uses staff surveys students' module evaluation and National Student Survey data to identify themes and concerns, along with feedback through staff Lead Voices (see below) and student representatives. Additionally, Race Equality surveys were sent to all staff and students, with reminders sent at the midpoint and a few days prior to closing the survey. The surveys were opened on 26/11/2019 and closed on 20/12/2019. The survey feedback formed the opened-ended questions for staff and student focus groups in early January 2021. Recruitment for the focus groups was via email in mid-December. There were 12 BAME students who participated in the focus groups, and 6 BAME staff.

Students


The student race equality survey had 215 respondents (5.5% of student population), of whom 31 identified as BAME or as having a BAME heritage (14% of survey population/c.10% of total population) with the remainder identifying as white. Due to the small number of respondents and small size of the University, data has been aggregated⁶ and nationality data excluded. Themes that became apparent from the data were:

Belonging (68% of BAME students compared to 40% of White students either strongly agreed or agreed to the statement "The ethnic/racial diversity of Abertay University impacts on my sense of belonging")


 "As the only Black student in my year group, (and the same in the case of my peers studying here at Abertay in different degree programmes and years) it would help to get a deeper sense of belonging by seeing more Black and ethnic minority students on campus."

 "It's nice to be part of a university that has zero tolerance on racist behaviour being African myself, that's always a worry when you go to a new city but it makes me want to stay here."

Racial Discrimination [Local] (32% of BAME students compared to 14% of White students either strongly agreed or agreed with the statement 'I have witnessed or been the victim of racial discrimination in the local area')

 "I put in headphones whenever I'm out in public because there have been a few times that I've been called a racial slur or provocations have been thrown my way."


Racial Discrimination [On Campus] (23% of BAME students compared to 18% of White students either strongly disagreed or disagreed with the statement 'If I reported a race-related incident to my institution, appropriate action would be taken')


 "Most racial discrimination these days are subtle...Oftentimes, the victims can feel and experience it, but lack the words to express them or even evidence to back their claims."

 "I'm unsure of who I would report racial discrimination to and what actions are taken against it."

Studying at Abertay (81% of BAME students compared to 86% of White students either strongly disagreed or disagreed with the statement 'I would recommend my institution to a prospective student')

⁶ Data aggregated is where there was no difference in responses by ethnicity

 “It has been a nice experience so far. Even with the restrictions I’ve managed to create some really nice friendships.”

 “The professors are so helpful and nice and I learned quite a lot. Dream place for me honestly.”

Unsurprisingly the same themes and key messages from the student focus groups echoed that established in the race equality survey. The output from the student focus group identified key actions for the University to address as part of its action plan.

AP2c(i) Provide clarity of complaints procedure and how to use it
AP2c(ii) Educate student community on micro aggressions
AP2c(iii) Provide and support opportunities for local students to embrace the diversity they bring through social events/societies
AP2c(iv) Provide opportunities for BAME students to meet online and in person
AP2c(v) Demonstrate commitment to diversity, inclusivity and race equality through campaigns
AP2c(vi) Promote the RECM and its commitment/plan for action

Staff

Staff feedback has been through staff surveys, a focus group, Race Lead Voices and a BAME staff network, as outlined below.

Staff Surveys

The University conducts a **staff engagement survey** every two years to understand staff experiences. The data is collated and analysed by an external provider. Response rates are high, but the most recent survey conducted in 2019 had too few (under 10) responses from staff identifying as BAME which was too few to break down by ethnicity. However, we had sufficient responses to obtain a breakdown for the 2017 survey.

BAME staff responded significantly (statistically) more positively than staff overall to 15 questions. There were none where BAME staff responded significantly more negatively. However, there were 16 for staff who chose ‘prefer not to say’ on ethnicity. There were more negative responses for ‘prefer not to say’ across all protected characteristics. However, the numbers choosing ‘prefer not to say’ varied so might reflect some BAME staff having been concerned about being identified (despite reassurances that the raw data is never made available to the University. Some areas of significant difference are highlighted here.

Table 2c (i) Abertay Staff Engagement Survey 2017 – a sample of the questions where BAME staff or those responding ‘prefer not to say’ on ethnicity had a statistically significant difference in score to the overall organisation score. (Statistically significantly more positive responses are shaded green and more negative, red.)

Statement	% positive response BAME	% positive response White	% positive response ‘Prefer not to say’

Q2-2 Generally, I enjoy my work	100%	90%	74%
Q2-5 I feel inspired to do my best work every day	93%	74%	52%
Q4-3 To what extent do you agree the University's Senior Management Group support new ideas for improving services for students and service users	80%	57%	41%
Q4-5 To what extent do you agree the University's Senior Management Group are focussed on meeting the needs of students and service users	93%	73%	60%
Q6-9 My team leader/ line manager/ immediate supervisor keeps me informed about things I should know about	93%	74%	61%
Q12-3 I am satisfied with the support I get from my work colleagues	100%	88%	79%
Q13-1 Are you currently being harassed or bullied at work* *% agreed with the statement	0%	5%	8%
Q 14-2 I am aware of the University's Equality & Diversity Policy	100%	95%	95%
Q14-5b The University respects people equally regardless of their disability status	100%	96%	88%
Q14-5c The University respects people equally regardless of their ethnicity/nationality	100%	96%	90%
Q15-2 There are opportunities for me to feed my views upwards in the University	87%	60%	42%
Q2-6 I feel part of my school or service	87%	75%	52%
Q2-9 I feel valued by the University	53%	52%	29%
Q2-12 I feel my job security at the University is good	67%	54%	29%
Q3-5 Would you recommend the University to a friend as a place to work?	53%	61%	31%

Q4-1 To what extent do you agree the University's Senior Management Group manage and lead the University well	60%	58%	32%
Q4-6 To what extent do you agree the University's Senior Management Group build strong, co-operative links with the community	67%	59%	40%
Q8-5 I feel there are opportunities for career development for me at the University	60%	40%	20%
Q16-2 I feel there are adequate opportunities to raise points of concern	67%	50%	21%
Q18-9 Generally, I think things will improve in the next 12 months	50%	56%	33%

The survey suggests that staff who identify as BAME (compared to their white counterparts) feel more secure in their role, feel more part of the service they work for and are more likely to feel valued by the university. Additionally, BAME staff believe there are adequate opportunities to raise concerns and are more confident that ideas will be listened to. All BAME staff (and 90%+ of others) responded positively regarding the University respecting people equally regardless of ethnicity/nationality. However, there may be some hidden differences, with those not declaring their ethnicity feeling less able to voice opinions or suggestions and being less confident about opportunities and positive changes in the future.

The response rate for the Race Equality staff survey in 2019 was disappointingly low; there were under 10 BAME respondents and most respondents identified as White. In terms of the open questions, the feedback relates to transparency of processes, such as academic promotions and the grievance procedure. Due to the low response we sought to gain further information from later survey and focus group information and will work closely with our Lead Voices to increase participation rates and declaration in future surveys.

AP2c(vii) Work with LVs and BAME staff network to improve BAME staff participation and declaration in surveys

In 2020 a **Pulse Survey** was carried out to ascertain views of the staff population relating to home working, communication with line managers and other issues relating to the COVID-19 pandemic. There were 239 responses to the survey of which 13 (5.4% were from BAME staff, 5.9% of respondents did not specify their ethnicity. There were a number of areas where the responses from BAME staff were more negative to White respondents. As a consequence, a discussion took place with the University's BAME staff network which helped to inform some actions that could be taken to address some of the challenges (see Lead Voices below).

It was agreed that a role of EDI Champion or Advocate would be established which would be an independent role specifically for BAME staff to discuss concerns and seek advice on how to handle situations. It was agreed that role holders would have to undertake relevant training to ensure that they were appropriately skilled to handle, and advise on handling, particular scenarios and how they

may be resolved (**AP4c [i]**). It was agreed that there should be a communication on the University approach to racism, and that issues are taken seriously. Academic staff also were concerned about feedback from students on the course feedback form and making it clear to students that the forms are for positive communication and an opportunity to provide constructive feedback on the teaching staff.

Table 2c (ii) Abertay Staff Pulse Survey June 2020 (BAME Staff responded more negatively)

Statement	% BAME agree	% White agree
Under the current circumstances, I understand what is expected of me in the way I work	69.2%	86.3%
I have what I need to perform my job effectively where I am currently working	38.5%	58.0%
I know where to go for support regarding my health (mental and physical), safety and wellbeing	61.5%	85.8%
The COVID-19 pandemic has impacted my ability to do and publish my research	46.2%	19.3%


Table 2c (iii) Abertay Staff Pulse Survey 2020 (BAME Staff responded more positively)


Statement	% BAME agree	% White agree
I am satisfied with the flexible working arrangements in place	92.3%	84.0%
The contact I have with my line manager is sufficient whilst working from home	92.3%	86.3%

Feedback from the Race Lead Voices suggests that due to the small number of BAME staff in the University, surveys are not a popular way of providing feedback and information. BAME staff believe that focus groups and direct dialogue with decision-makers are more effective in eliciting change as a collective voice and allow concerns to be raised in a way that surveys do not.

Staff focus group

Focus group feedback found that most enjoyed working with ‘friendly’ colleagues and the University’s location. Friendliness of colleagues was a factor mentioned by all participants regardless of how long they had been working at the University.

 “The collaborative environment amongst people ... everyone is nice, friendly and helpful. The team made it much easier to start in a pandemic.”


 “There is a good level of work being done and good colleagues.”

There was a perception that there was a lack of progression for those working in support services in comparison to academics.


 “I think BAME staff do better in academia generally. Even in other universities I have worked in.”

None of the participants were aware whether the University had a process in place to deal with issues surrounding race equality although one stated that they had never attempted to enquire about such a process. All agreed that if a process was in place it needed to be more widely communicated as it 'wasn't great' that it did not appear to be top of mind.


There was also the perception that staff were not encouraged to make complaints or seek advice/guidance.

 "Staff are discouraged from using the grievance policy and process as it might be difficult to prove the discrimination. It is a case of your word against the individual."


It was noted that given the small number of BAME staff at Abertay some may be reluctant to make a complaint or raise an issue because they would be identifiable.

 "It's hard to speak about a race issue if you are the only PoC in your team. Everyone knows it is you who has made the comment. An independent process of reviews is required."

In general, staff perceived that the University were trying to be inclusive but not all University employees shared this view or delivered on this commitment.

 "To be fair to the University policymakers I think there's an intention to uphold equality in the University but when it comes down to people to people interaction very often it's embedded in a biased attitude. It's difficult to change. Sometimes it's also subtle. Never able to make it a case of racism."

Participants also felt it was unfair to compare Abertay University to other higher education institutions as each had its own issues.

 "My previous place of residence was vastly more cosmopolitan but those institutions had their own problems ... the problems are different and need to be addressed in their specifics. Comparisons like these aren't super helpful."

This suggests the University needs to take a contextual approach in consultation and collaboration with BAME staff.

The SAT identified the following actions to address the issues raised by the staff focus group report.

AP2c(viii) Work with BAME staff to review the policy, process and guidance for staff wishing to report/complain about a racist experience.
AP2c(ix) (a) Develop a mentoring scheme for support staff, ensuring awareness and support for the needs of BAME staff (b) Improve communication to raise awareness of promotion and development opportunities (c) Ensure that career development is part of Development Discussions to encourage BAME staff to apply for promotion/new positions
AP2c(x) Provide formal representation opportunities for BAME staff/students to raise concerns/ideas.
AP2c(xi) Review the RE Action Plan on a termly basis.

AP2c(xii) Provide specific diversity training for managers.

Lead Voices

The University launched its Lead Voices (LVs) initiative in 2018, recruiting volunteers to act as voices for staff from different protected characteristics and has two Race LVs. Members of SMT volunteer to be champions of a particular protected characteristic to support LVs in bringing issues and concerns to the fore. The role of the champion is to support the LVs if access to information, support and advice is being blocked in any way. Regular LV Forum meetings enable LVs and SMT champions to raise and discuss cross-university issues.

In addition to providing direct feedback, the Race LVs established a **BAME staff network** in 2020 and hold meetings to discuss any topics staff wish to raise.

The network discussed key issues from the focus group and surveys with People Services colleagues in March 2021. Their key recommendation was that a role of EDI champion or advocate should be established to provide independent contacts for BAME staff to discuss concerns and seek advice on how to handle situations. It was agreed that role holders would require training to ensure that they were appropriately skilled to advise on particular scenarios and how they may be resolved.

It was also agreed that there should be a communication on the University's approach to racism, and that all issues are taken seriously, as well as promoting 'Tell Us' to staff. Academic staff also were concerned about feedback from students and making it clear to students that course feedback forms are for constructive feedback on teaching. The group also recommended reviewing the E&D Policy.

AP2c(xiii)

- a) Create a role of EDI champion or advocate as a point of contact for BAME staff, ensure appropriate training and support is provided to the individuals and publicise to staff.
- b) Communicate the University's approach to racism and promote the 'Tell Us' reporting tool to staff.

AP2c(xiv) Review the University E&D Policy to encompass inclusion and the wider benefits of diversity

Student Networks

There is currently one student society that provides a forum for discussion and companionship with the University aimed at BAME students. The Afro-Caribbean Society (ACS) at Abertay University aims to share information and experiences of different cultures. ACS run events and meetings throughout the year to assist in building a community of friendship and support. Previous societies, such as the International Student Society have folded as there were no students willing to take on the responsibility of running them, even with support from Students' Association staff.

External Groups

The University is also part of the Scottish Race Equality Network, supported by Advance HE. In addition, senior staff at the University have been involved with supporting other Universities in Scotland, and the Scottish Funding Council in thinking about/addressing Race Equality within the institutional context, using ourselves as a case study,

through conference workshops and round table meetings.

There are very few BAME support or community groups in Dundee. The University has links to the Dundee International Women's Centre (DIWC), where graduates and ex staff work. DIWC provide placements and volunteering opportunities to students that our Careers Service promote and support. The city and region do not have a Race Equality Council.

Communications

The RECM SAT has representation from the University Communications team. The Communications team have regularly reported, via the University Community news, issues raised or important information to imparted by the SAT (for example promoting the University's 'Tell Us'⁷ campaign (see figure below) and [website](#) to report race hate incidents), the Race Equality Charter Mark, and promoting surveys and focus group participation.



Word Count = 1805

⁷ [HEPI report](#) identifying the Abertay 'tell us' reporting tool as a model of good practice.

2d Future of the self-assessment team

Following the submission of the Bronze Award application, the remit and membership of the SAT will be reviewed in order to best pursue the aims of the action plan and in pursuit of the University's overarching equality agenda. This is part of the current review of E&D governance and management structures and processes.

It is anticipated that current SAT members will remain to provide oversight, feedback, advice and guidance, given their enthusiasm and contribution, allowing for normal turnover of staff within the University. Volunteers will be sought from areas of the University that are identified as being underrepresented in the SAT during the membership review.

The SAT will continue to meet at regular intervals and report to the University Executive over the next three years to ensure that the University remains on course to embed an inclusive environment for all staff and students across our campus.

Overall responsibility for monitoring progress against the RECM action plan will reside with the University's Senior Management Team (SMT). The Director of Student and Academic Services having been Chair of the SAT during the application process will have overall responsibility for ensuring actions are taken forward and addressed. The University recognises that achieving our goal of embedding equality at the heart of the institution will require a change in culture throughout the University. To accomplish this, the University has mainstreamed E&D into key management processes and practices: Deans of School and Directors of Service will have RECM objectives incorporated into their operational plans. They will be required to report regularly to PHEC which will, in turn, report to the University's governing body. Regular action plan progress reports will be discussed at meetings of SMT.

Word Count = 280

3. Institution and local context

3a Overview of your institution

Abertay is a modern Scottish university that received University title in 1994 but has a long history of educating students dating back to 1888. Originally founded as the Dundee Technical Institute, we have held consistently to a mission of preparing graduates for the world of work, supporting industry, commerce and the professions locally, nationally and internationally. We have established a reputation for developing innovative, exciting degree programmes in a variety of leading-edge subjects.

By far the smaller of the two universities in Dundee, today Abertay comprises 4,226 students mostly divided between three main Schools: the School of Business, Law and Social Sciences; the School of Design and Informatics; the School of Applied Sciences. We also have a Graduate School, home to the University’s researchers and postgraduate students.

Figure 3a(i) Total number of undergraduate and postgraduate students in 2020/21 academic year

Level	Home	EU	rUK ⁸	Intl	Total
UG	3221	514	169	60	3964
PGT	250	45	10	64	369
PGR	75	14	5	30	124
Total	3546	573	184	154	4457
Percentage	79.7%	12.8%	4.1%	3.5%	

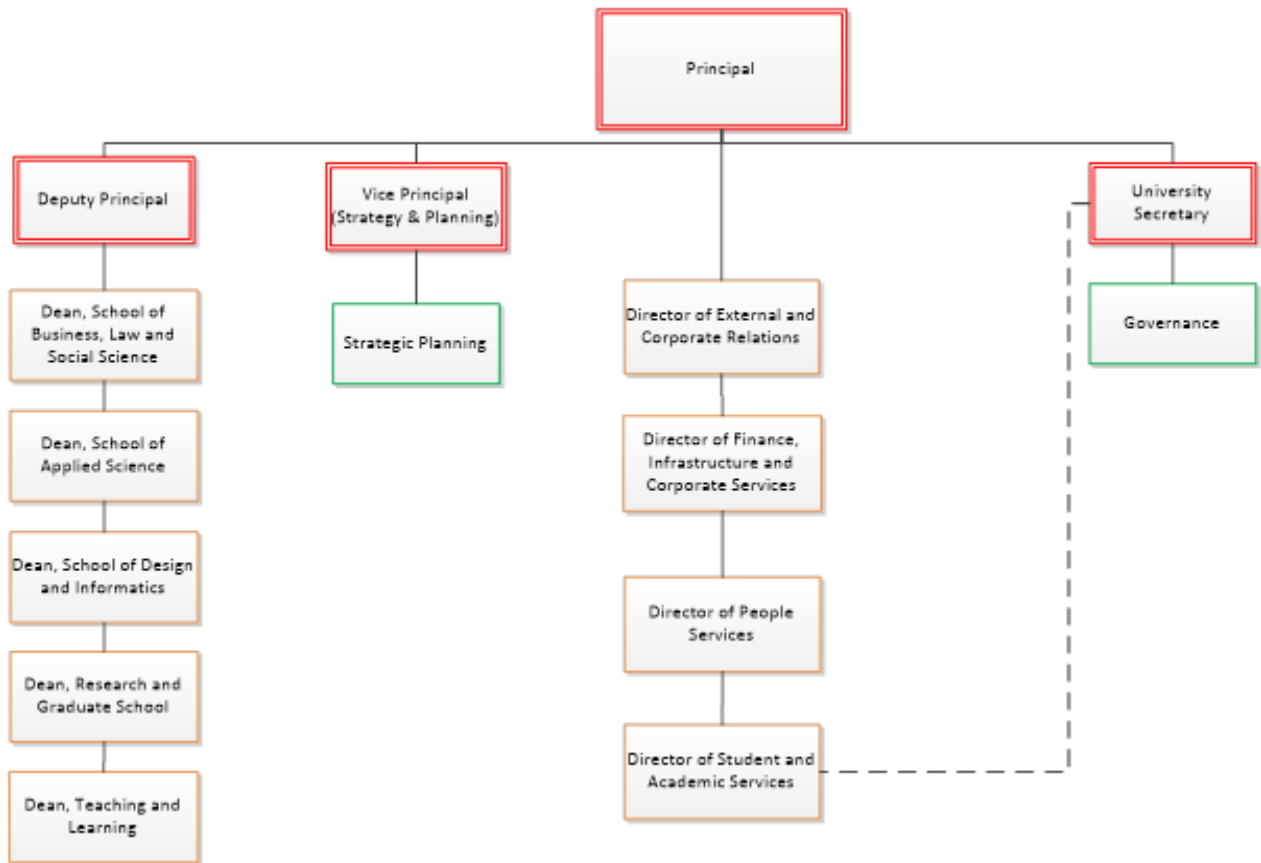
Abertay is internationally renowned in the fields of computer games technology, computer arts, digital security, and environmental management. We were the first university in the world to teach degrees in computer games technologies and one of the first to launch a degree in ethical hacking. As well as these, we also offer a wide range of courses in fields as diverse as psychology, sociology, forensic science, business, civil engineering, sports science and food science across our four academic Schools.

Around 79.7% of the student body is Scottish (home), with a further 4.1% from the rest of the UK, 12.8% from elsewhere in the European Union and 3.5% International students from outside the EU. Overall, more than 60 nationalities are represented among our student body. Within the staff, 34 nationalities are represented.

The University’s organisational chart (see below) shows a small number of people within the Senior Management Team (SMT). In 2019 and 2020, the University reorganised its Schools (from 5 to 4) and Service Directorates (from 7 to 4). The University Executive is made up of the Principal, Deputy Principal, Vice Principal (Strategic Planning) and University Secretary.

⁸ rUK is the term for students whose domicile (fee status) is England, Wales or Northern Ireland.

Figure 3a (ii) University Organisational Chart (See also the charts of University Committees in section 4d)

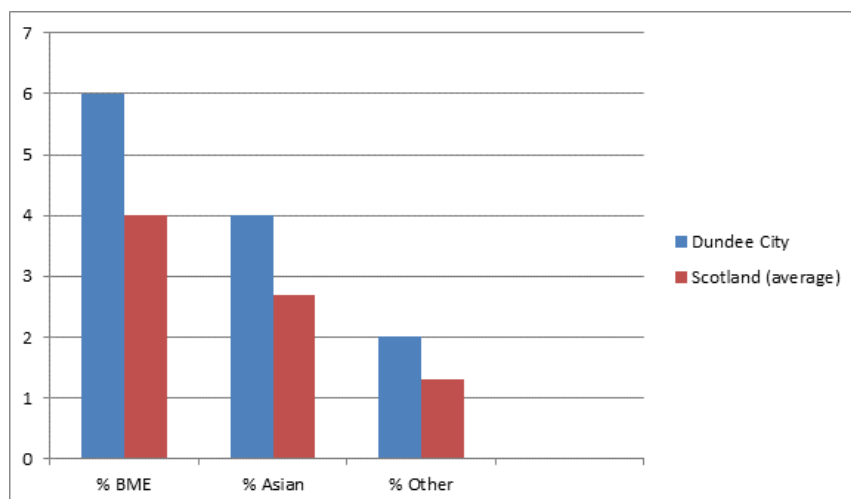


Word Count = 329

3b Overview of the local population and context

The population of Dundee City is c.148,000. Scottish Government census data identifies 6% (8,760) of the population within Dundee City as BAME (ie, all non-white ethnic groups), which is the fourth largest proportion in Scotland. Within this, 4% is Asian and 2% other, both higher than the Scottish national averages of 2.7% and 1.3% respectively.

Figure 3b(i) Dundee/Scotland BAME number comparisons during mid-2015⁹



Abertay recruits roughly 60% of its undergraduate population from its immediate environs: Dundee City; Fife; Angus and Perth & Kinross. In these areas, the BAME populations are, respectively: 6%; 2.4%; 1.3% and 2.1%.

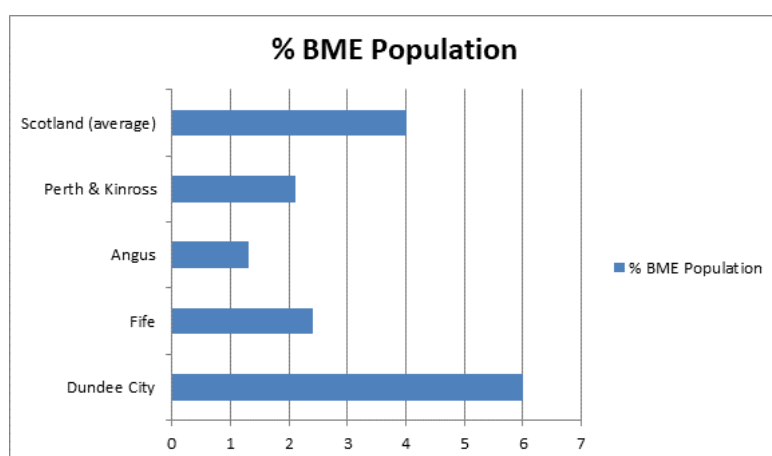


Figure 3b(ii) Dundee and surrounding area BAME population during mid-2015¹⁰

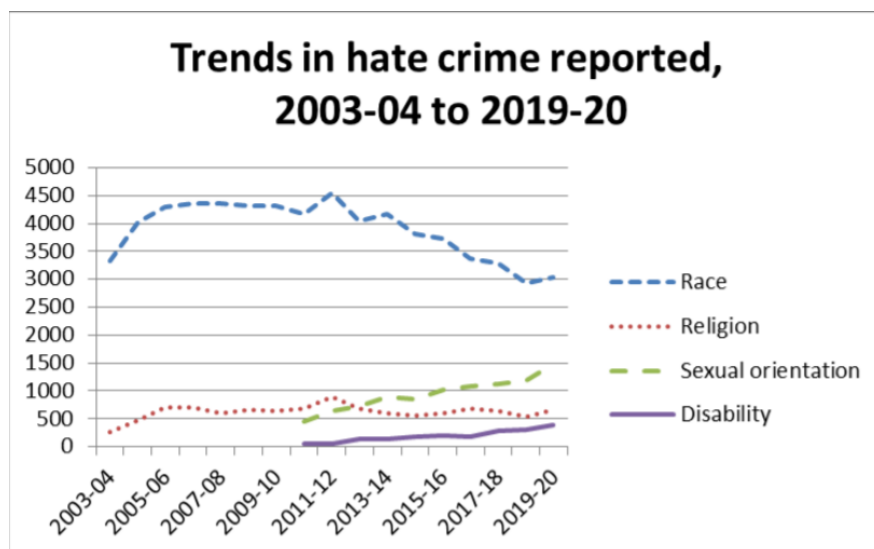
With a BAME student population of 6.1% and an academic staff BAME population of 9.2% Abertay might be considered to have a fair reflection of the local population against the national and local averages, although BAME representation amongst support staff is lower, at 2.3%. Given the size of the institution, however, the actual numbers of BAME students and staff are low.

⁹ <http://www.gov.scot/Topics/People/Equality/Equalities/PopulationMigration>.

¹⁰ <http://www.gov.scot/Topics/People/Equality/Equalities/PopulationMigration>

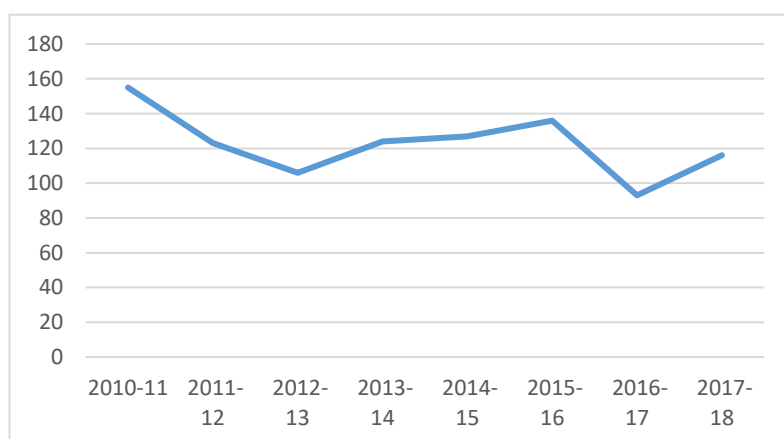
Racial hate crime is the commonest of all hate crimes reported in Scotland, with 3,038 charges reported in 2019/20¹¹. Sexual orientation aggravated crimes are the second most common type of hate crime reported in Scotland, with 1,486 charges reported in 2019/20. Religiously aggravated charges reported in 2019/20 numbered 660, an increase of 24 compared to 2018/19. The number of disability aggravated charges increased by 29% to 387 in 2019/20. Abertay has no reported instances of race-triggered hate crime.

Figure 3b(iii) Trends in Hate Crime Reported in Scotland 2003 – 2020



Our local area has experienced a steady decrease in racist incidents since 2006/2007, consistent with the trend across Scotland. In 2013/14, the number of racist incidents recorded locally was identical to the Scottish average but significantly lower than Scotland’s three largest cities.

Figure 3b(iv) Racially aggravated crime: Number of charges reported, 2010-11 to 2017-18, by Procurator Fiscal Office (Dundee)



The number of racially aggravated crime charges in 2018/19 equates to 8 for every 10,000 people.

According to Police Scotland, the pattern of racial hate crime in our local area is ‘very predictable’ and almost always involves the verbal abuse of a BAME shopkeeper or taxi driver by an intoxicated white person. Police

¹¹ <https://www.copfs.gov.uk/images/Documents/Statistics/Hate%20Crime%20in%20Scotland%202019-20/Hate%20Crime%20in%20Scotland%202019-20.pdf>

Scotland has identified no significant community tensions other than historically when the Scottish Defence League (SDL) staged events, although no SDL event has been staged in several years and the City Council has consistently refused permission for the SDL to gather. Indeed, the city of Dundee reflected its opposition to the incitement to racial hatred by such groups by establishing the annual 'Dundee Together' multicultural festival. Nor is there any evidence of student hate crime as a trend where students are victims or offenders. In relation to unreported crimes, there are anecdotal accounts of racial abuse in the street, but this is difficult to quantify. The University is actively involved in the Contest/Prevent work lead by the Government and one of the SAT project co-ordinators is a member of the city's Hate Incident Multi Agency Partnership (HIMAP). We see our role is to support the city in community cohesion.

At 6%, the local BAME population is relatively small, meaning that there are very few large associations with which the University can interact in a systematic or formalised manner. Abertay has an active African and Caribbean Society that was formed since the 2016 RECM application. In addition, we operate extensive outreach projects with local schools that, while not directly aimed at particular BAME populations, will introduce the University to BAME pupils in the local population.

The comparatively small BAME numbers among our staff and students mean there is limited scope for the formation of many internal cultural societies and so the University undertakes a 'signposting' function (actively promote events and opportunities via our Community Update newsletter), pointing BAME staff and students towards relevant groups and events at Dundee University and in the local community. Following a review of E&D structures, the University implemented a new approach with 'Lead Voices' where equality and diversity 'advocates' will be designated, with at least one staff member and one student for each of the protected characteristics. Students who volunteer as a 'lead voice' will be able to include this in their Higher Education Achievement Report (HEAR) and funds has been made available to facilitate meetings and events. This is intended to improve active engagement with students and staff on equality and diversity issues, and for making routes to input ideas about improvements more visible to these stakeholders (especially students) while also empowering a cadre of staff/students. The University recently made available to all students on its VLE an online module on bystander interventions that includes information about challenging/calling out racist behaviours and actions.

The Students' Association, supported by the University, holds events with the aim of promoting greater awareness and interaction between different racial groups and cultures. These have included the 'Abertay Goes Global' fair and the Refugee Film Festival, intended to celebrate the rich and vibrant contribution to society made by refugees. Changes in the demographic make-up of the student body can restrict the sustainability of such initiatives, and the relatively small scale of the University can present logistical challenges to staging viable events on a regular basis. However, the University has strong partnerships with our local FE and HE providers which allow greater involvement by our students in beneficial multi-cultural and inter-racial activities elsewhere.

Word Count = 857

4. Staff profile

4a Academic staff¹²

The following section provides an overview of staff working at the University over the last 3 years.

Table 4a(i) All Academic Staff by Ethnicity

Ethnicity	2018		2019		2020	
	No	%	No	%	No	%
Asian or Asian British - Indian	2	0.9%	2	0.9%	3	1.4%
Asian or Asian British - Pakistani	1	0.5%	2	0.9%	2	0.9%
Black or Black British - African	3	1.4%	3	1.4%	2	0.9%
Mixed - White and Black Caribbean	1	0.5%	1	0.5%	1	0.5%
Not Known	4	1.8%	7	3.2%	18	8.1%
Other Asian background	7	3.2%	5	2.3%	5	2.3%
Other Black background		0.0%	1	0.5%	1	0.5%
Other Ethnic background	5	2.3%	4	1.8%	4	1.8%
Other White background	113	51.4%	112	50.5%	96	43.2%
White - British	8	3.6%	9	4.1%	14	6.3%
White - Scottish	76	34.5%	76	34.2%	76	34.2%
Total	220	100.0%	222	100.0%	222	100.0%

Table 4a(ii) Academic Staff of known ethnicity, aggregated

Ethnicity	2018		2019		2020	
	No	%	No	%	No	%
BAME	19	8.8%	18	8.4%	18	8.8%
White	197	91.2%	197	91.6%	186	91.2%

Table 4a(iii) Non-UK and UK Academic Staff by Ethnicity

Ethnicity	2018				2019			
	UK		Non-UK		UK		Non-UK	
	No	%	No	%	No	%	No	%
Asian or Asian British - Indian		0.0%	2	3.9%		0.0%	2	3.8%
Asian or Asian British - Pakistani	1	0.6%		0.0%		0.0%	2	3.8%
Black or Black British - African	3	1.8%		0.0%	3	1.8%		0.0%
Mixed- White & Black Caribbean	1	0.6%		0.0%	1	0.6%		0.0%
Not Known	3	1.8%	1	2.0%	6	3.5%	1	1.9%
Other Asian background	2	1.2%	5	9.8%	1	0.6%	4	7.7%
Other Black background		0.0%		0.0%		0.0%	1	1.9%
Other Ethnic background	1	0.6%	4	7.8%		0.0%	4	7.7%
Other White background	74	43.8%	39	76.5%	75	44.1%	37	71.2%
White - British	8	4.7%		0.0%	9	5.3%		0.0%
White - Scottish	76	45.0%		0.0%	75	44.1%	1	1.9%
Total	169	100.0%	51	100.0%	170	100.0%	52	100.0%

¹² Numbers are at 31 July 2020. Academic staff includes research-only staff. BAME includes all groups other than White/Other White.

Ethnicity	2020			
	UK		Non-UK	
	No	%	No	%
Asian or Asian British - Indian		0.0%	3	5.5%
Asian or Asian British - Pakistani		0.0%	2	3.6%
Black or Black British - African	2	1.2%		0.0%
Mixed- White & Black Caribbean	1	0.6%		0.0%
Not Known	11	6.6%	7	12.7%
Other Asian background	1	0.6%	4	7.3%
Other Black background		0.0%	1	1.8%
Other Ethnic background		0.0%	4	7.3%
Other White background	63	37.7%	33	60.0%
White - British	14	8.4%		0.0%
White - Scottish	75	44.9%	1	1.8%
Total	167	100.0%	55	100.0%

Table 4a(iv) Academic staff by ethnicity (aggregated) and Non-UK/UK

	2018				2019				2020			
	Non-UK		UK		Non-UK		UK		Non-UK		UK	
	No	%	No	%	No	%	No	%	No	%	No	%
BAME	11	22.0%	8	4.8%	13	25.5%	5	3.0%	14	29.2%	4	2.6%
White	39	78.0%	158	95.2%	38	74.5%	159	97.0%	34	70.8%	152	91.0%
Not known	1	2.0%	3	1.8%	1	1.9%	6	3.5%	7	12.7%	11	6.6%
Non-UK/UK Total/%	51	23.2%	169	76.8%	52	23.4%	170	76.6%	55	24.8%	167	75.2%

Table 4a(v) Benchmark data - Scottish and UK HEI data 2018-19 from the Advance HE 'Equality in higher education: statistical report 2020'

	Non-UK BAME	Non-UK White	UK BAME	UK White
Scottish HEIs - all staff	28.3%	71.7%	4.1%	95.9%
UK HEIs - academic staff	31.1%	68.9%	10.4%	89.6%

Overall, around 8.8% of academic staff of known ethnicity are BAME. The largest ethnic group is 'Other Asian', and Asian ethnicities overall account for approximately 4.6% of BAME academic staff across the three years, with Black or Mixed White and Black accounting for approximately 2%.

The high proportion of 'Other White background' is long-standing and believed to be due to different classifications used in the past. It overstates the proportion of white staff of non-British origin.

Ethnicity is not recorded for approximately 4.4% of academic staff across the three years, but the proportion not known has increased in 2020. On investigation, most with no recorded ethnicity have no record for other protected characteristics (e.g. religion, sexual orientation) but around a third have recorded some but not all.

- AP4a(i)** (a) Encourage all staff to update their equality data annually with associated communications to explain the value of the data and provide assurances about privacy/data protection;
- (b) review recruitment/appointment systems and processes to include similar communication and ensure that all new staff have the opportunity to record equality monitoring information.

The proportion of academic staff who are Non-UK nationals has risen from 23.2% to 24.8% over the three years, and has risen from 21.2% in 2015¹³. The proportion of Non-UK staff who are BAME is lower than the benchmark levels (Table 4a(v)), but has grown from 21.6% in 2018 to 25.5% in 2020. Of these staff, most are of Asian ethnicity and the largest ethnic groups are Other Asian and Other Ethnic backgrounds.

The proportion of UK academic staff who are BAME has fallen across the period from 4.7% in 2018 to 2.4% in 2020 and are below the benchmark levels, although the numbers are too small to treat as a pattern. No particular BAME ethnicity predominates.

AP4a(ii) Continue to monitor academic staff ethnicity and nationality through annual review of data to identify any consistent trends.

Also see AP5a(i) and (ii) in relation to **improving** recruitment of BAME staff

The University restructured four Schools into three during 2019, so data are provided for the current structure (2020) and the old structure (2018). Separate data are not provided for academic staff in the Graduate School, AbLE or other parts of the University because there are no units with more than three academic staff.

Table 4a(vi) Academic staff by School

2018 (Previous structure)	Non-UK		UK		All	
	No	%	No	%	No	%
School of Science Engineering and Technology (SET)						
BAME	3	21.4%	5	12.5%	8	14.8%
White	11	78.6%	34	85.0%	45	83.3%
Not known		0.0%	1	2.5%	1	1.9%
Total/% Non-UK/UK staff	14	25.9%	40	74.1%	54	100%
School of Social and Health Sciences (SHS)						
BAME		0.0%	1	1.8%	1	1.5%
White	12	100%	55	98.2%	67	98.5%
Total/% Non-UK/UK staff	12	17.6%	56	82.4%	68	100%
Dundee Business School (DBS)						
BAME	3	23.1%	2	8.3%	5	13.5%
White	10	76.9%	22	91.7%	32	86.5%
Total/% Non-UK/UK staff	13	35.1%	24	64.9%	37	100%
School of Design and Informatics (SDI)						
BAME	5	41.7%		0.0%	5	8.8%
White	6	50.0%	43	95.6%	49	86.0%
Not known	1	8.3%	2	4.4%	3	5.3%
Total/% Non-UK/UK staff	12	21.1%	45	78.9%	57	100%

2020 (Current structure)	Non-UK		UK		All	
	No	%	No	%	No	%
School of Applied Sciences (SAS) (Comprising former SET and SHS minus Sociology)						
BAME	4	20.0%	3	3.9%	7	7.2%
White	14	70.0%	70	90.9%	84	86.6%
Not known	2	10.0%	4	5.2%	6	6.2%

¹³ As reported in our previous application.

Total/% Non-UK/UK staff	20	20.6%	77	79.4%	97	100%
School of Business Law and Social Sciences (BLS) (Comprising former DBS plus Sociology (SHS))						
BAME	4	23.5%	1	3.3%	5	10.6%
White	12	70.6%	28	93.3%	40	85.1%
Not known	1	5.9%	1	3.3%	2	4.3%
Total/% Non-UK/UK staff	17	36.2%	30	63.8%	47	100%
School of Design and Informatics (SDI)						
BAME	6	33.3%		0.0%	6	8.3%
White	8	44.4%	48	88.9%	56	77.8%
Not known	4	22.2%	6	11.1%	10	13.9%
Total/% Non-UK/UK staff	18	25.0%	54	75.0%	72	100%

The tables above shows that BLS has the highest proportion of both BAME and Non-UK and SAS has the lowest, having combined the more diverse SET with most of the less diverse SHS. The change in structure combined with small numbers and some unknown ethnicity means it is not possible to discern any trend. In SDI, when 'not known' are excluded, the proportion of BAME staff has increased.

Table 4a(vii) Academic grade structure

Grade	Job title
5	Research Assistant
6	Teaching Fellow/Research Fellow
7	Lecturer/Research Fellow
8	Lecturer
9	Senior Lecturer
10	Professor and academic management roles: Dean of School, Head of Division, Teaching Quality Lead, Deputy Principal

Chart 4a(i) Grade distribution of academic staff by ethnicity

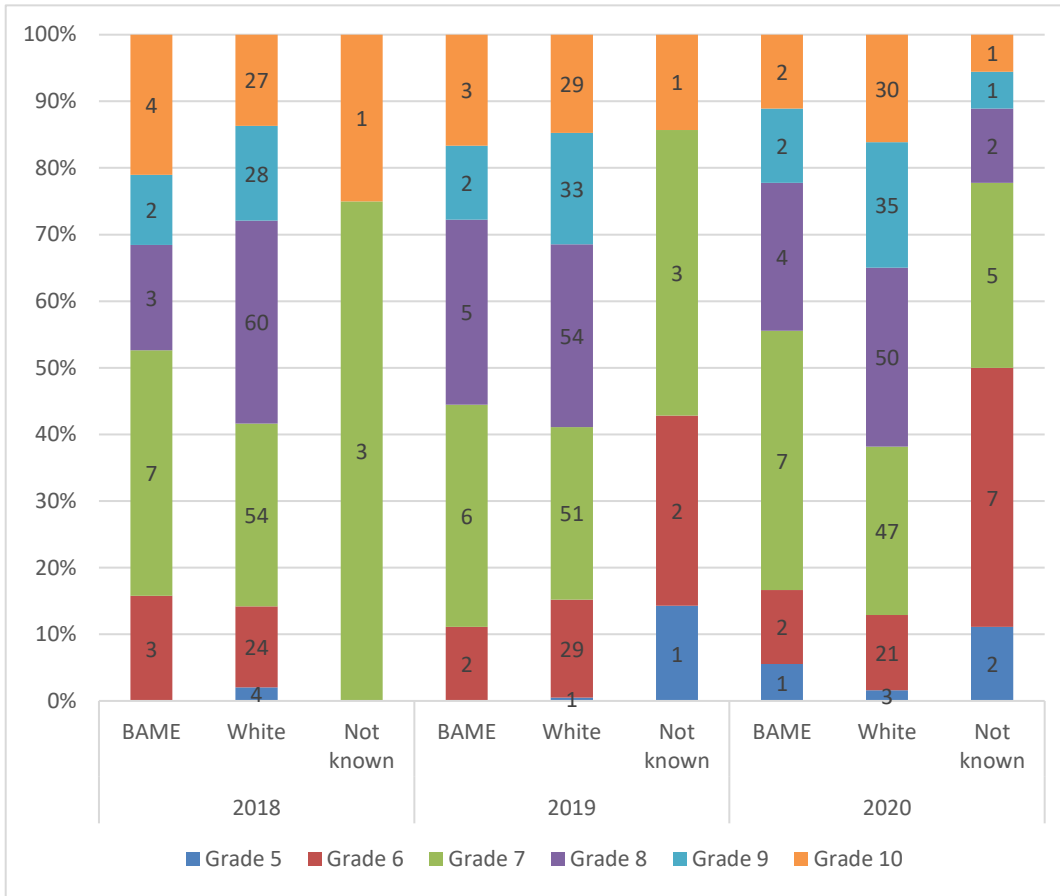
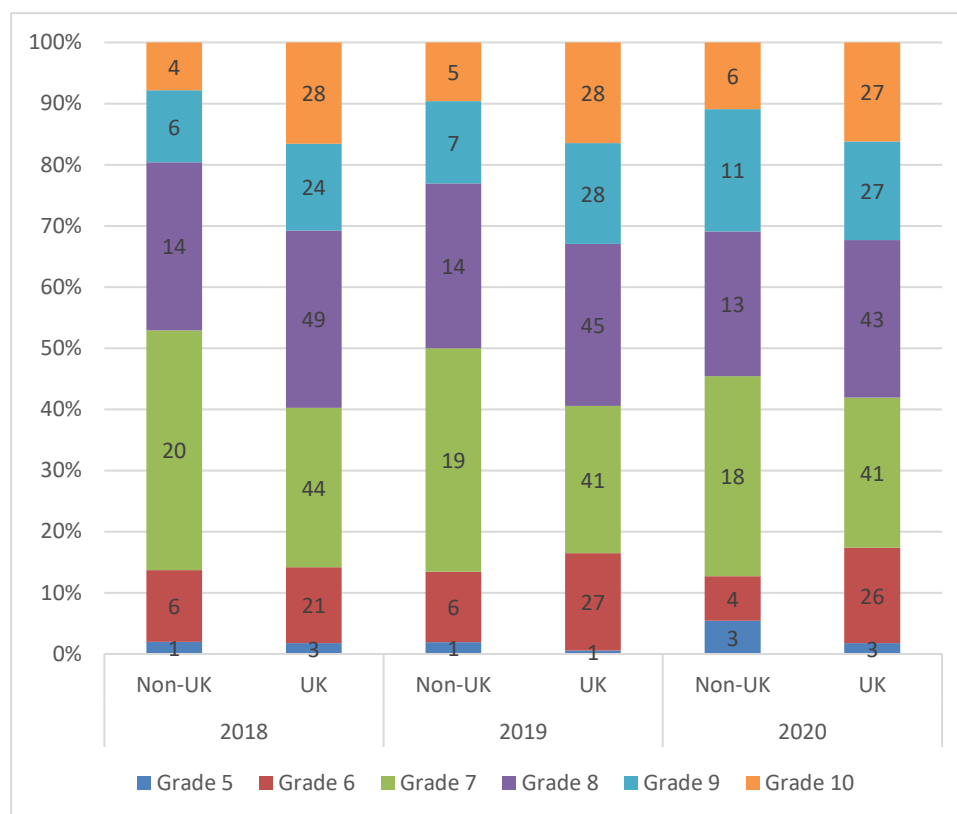


Chart 4a(ii) Grade distribution of academic staff by UK/Non-UK nationality

(headcount shown on bars)



A smaller proportion of BAME academic staff are in the higher grades (8-10) than White staff over the three years, although the small numbers mean the proportions can fluctuate, e.g. in 2018 a higher proportion of BAME academic staff were on Grade 10 than White, and in 2019 the distribution was relatively similar between BAME and White staff.

Similarly, a smaller proportion of Non-UK staff are in the higher grades than UK, although the gap narrowed across the three years from 47.1% of Non-UK academic staff in grades 8-10 in 2018 compared to 59.8% of UK staff, to 54.5% and 58.1% respectively in 2020.

The grade distribution for BAME and Non-UK highlighted in Charts 4a.1/2 is a concern and action has been identified to support BAME academic staff's appointment and promotion.

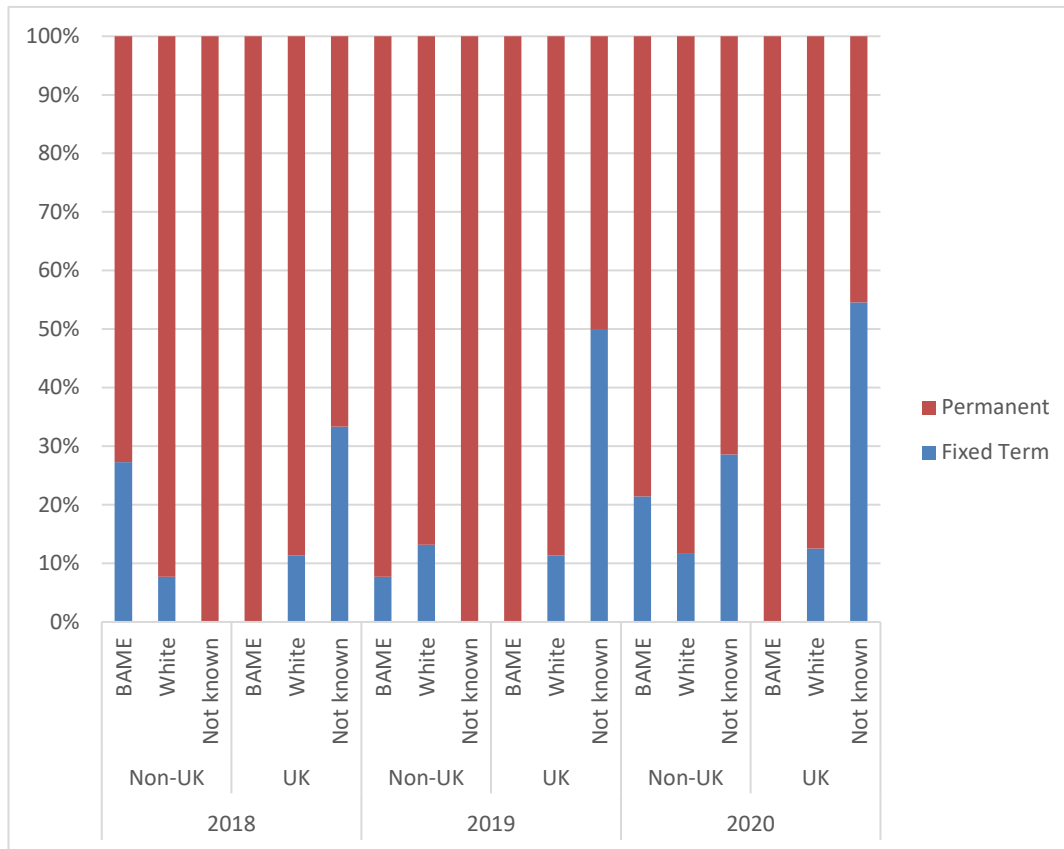
AP4a(iii) Work with the Race Lead Voices and BAME staff network to identify barriers to career progression and actions to address inequity.

Also see:

AP5a(i) and **(ii)** in relation to improving recruitment of BAME staff

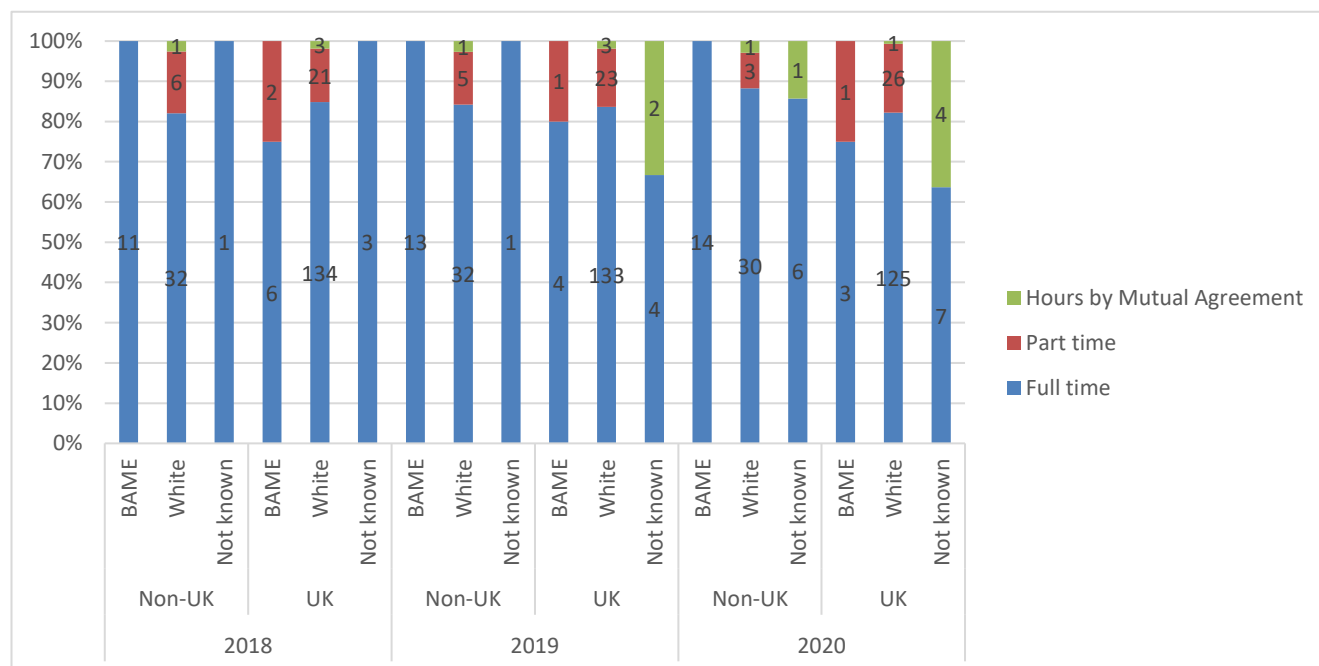
AP5d(i) in relation to improving BAME staff applications for promotion

Chart 4a(iii) Contract type of academic staff by ethnicity and UK/Non-UK



The chart above shows that a lower proportion of UK BAME than White staff are on fixed-term contracts (FTCs). The position of Non-UK varied between years, with a higher proportion of BAME staff on FTCs in 2018 and 20 but a lower proportion in 2019. UK staff of unknown ethnicity have the highest proportion of FTCs, which suggests poorer collection of ethnicity data for temporary staff.

Chart 4a(iv) Contract basis (full-time, part-time or hours by mutual agreement) of academic staff by ethnicity and UK/Non-UK



The chart above shows that all Non-UK BAME academic staff were on full-time contracts, whereas around 10% of their White counterparts had part-time contracts. A slightly higher proportion of UK BAME than White academic staff had part-time contracts, although the numbers were small. Only White academic staff and those with unknown ethnicity had Hours by Mutual Agreement contracts. The larger proportion of Not Known HBMA contracts reflects poorer collection of data from HBMA staff.

AP4a(i) – as above, to improve recording of staff ethnicity

Ethnicity and gender: across the period the proportion of female to male White academic staff was 41%:59%. The proportion of female BAME staff is substantially lower, but rose during the period from 26% in 2018 to 33% in 2020.

AP4a (iv) Ensure all recruiters undertake unconscious bias training including specific reference to intersectional issues, including race and gender
 See also:
AP5a(i) in relation to improving recruitment of BAME staff ensuring attention to intersectionality
AP5d(i) in relation to improving BAME staff applications for promotion, with particular attention to BAME women

Turnover Rates

Our leaver data shows that BAME staff represent a higher proportion of our academic leavers across the 3 years. These figures represent voluntary leavers and do not include those whose fixed term contracts have ended. Our leaver survey information continues to show that the main reason for leaving is career development but these

data are not available by ethnicity. The numbers are very small so the % figures can change dramatically. We can see in the table (4a.7) below that there is a significantly higher number of BAME staff leaving in the first 2 years and then it is at a similar level to White staff in 2019-20. Although the data by grade shows small number (4a.6) we can see that the majority of BAME leavers (78%) are in grades 7 and 8 which is our early career lecturer grades. This is consistent with feedback from our leavers questionnaires which show that career progression is the main reason that many staff have for leaving. However, we also see that BAME staff are less likely to apply for promotion through the academic promotions (AP5d(i)). We will review this data to understand whether there are specific retention issues for BAME staff.

Table 4a(viii) Leavers as a % of all academic staff by Ethnicity

Year	BAME	White
2017-18	15.8%	9.14%
2018-19	22%	9.6%
2019-20	11%	12.4%

Chart 4a(v) Academic Leavers by Ethnicity

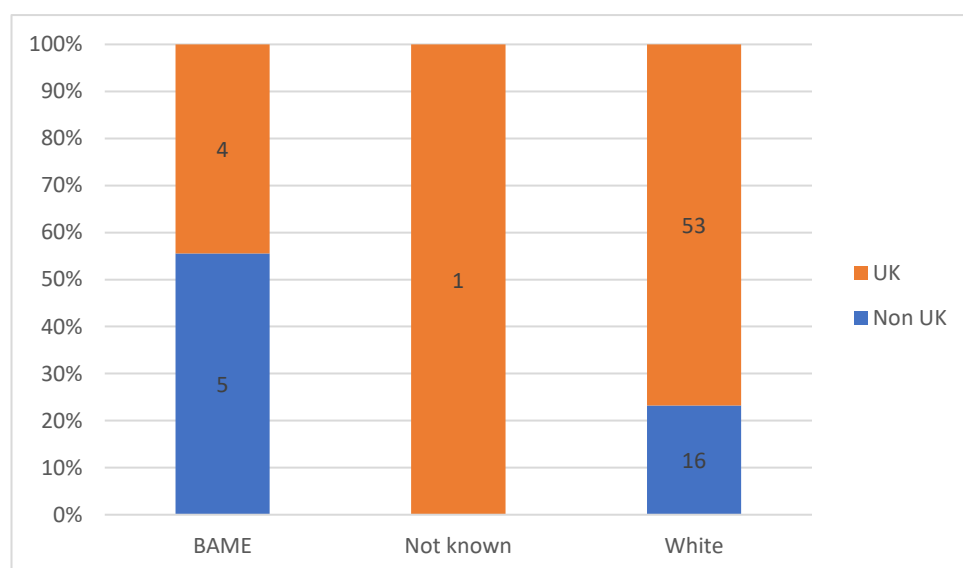
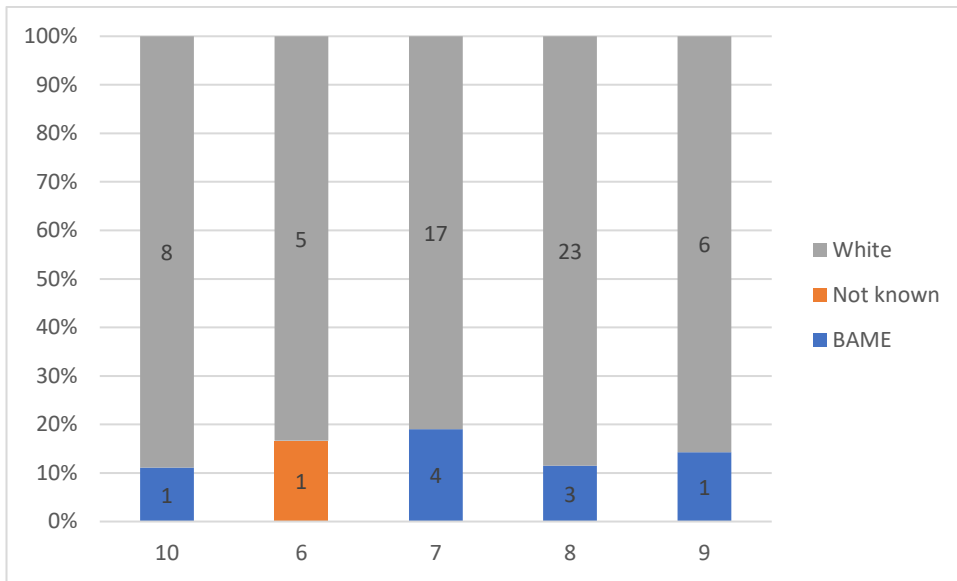


Chart 4a(vi) Academic Leavers by Ethnicity and Grade (3 year data)



AP4a(v) Continue to monitor turnover by ethnicity and carry out analysis on leaving reason and destination to consider any disparity on ethnicity.

Word Count = 900

4b Professional and support staff

In view of the relatively large and variable number of support staff employed on contracts for hours by mutual agreement (HBMA), figures are provided separately for these staff.

Table 4b(i): Support Staff by Ethnicity (excluding HBMA)

Ethnicity	2018		2019		2020	
	No	%	No	%	No	%
Asian or Asian British - Indian	2	0.7%	2	0.7%	2	0.7%
Asian or Asian British - Pakistani	1	0.3%	2	0.7%	1	0.4%
Black or Black British - African	1	0.3%	1	0.4%	2	0.7%
Mixed - White and Black African	1	0.3%	1	0.4%		0.0%
Mixed - White and Black Caribbean	1	0.3%	1	0.4%	1	0.4%
Not Known (NK)	5	1.7%	4	1.4%	7	2.6%
Other Asian background	1	0.3%	2	0.7%	3	1.1%
Other Ethnic background	1	0.3%	1	0.4%	1	0.4%
Other White background	84	29.4%	82	29.5%	69	25.8%
White - British	8	2.8%	6	2.2%	11	4.1%
White - Scottish	181	63.3%	176	63.3%	170	63.7%
Grand Total	286	100.0%	278	100.0%	267	100.0%

Table 4b(ii): Support Staff (excluding HBMA) of known ethnicity, aggregated

	2018		2019		2020	
	No	%	No	%	No	%
BAME	8	2.8%	10	3.6%	10	3.8%
White	273	97.2%	264	96.4%	250	96.2%

Table 4b(iii): Support Staff (excluding HBMA) by Ethnicity and Non UK/UK [Aggregated figures provided only due to very small number of non-UK BAME staff]

	2018				2019				2020			
	Non-UK		UK		Non-UK		UK		Non-UK		UK	
	No	%	No	%	No	%	No	%	No	%	No	%
BAME	1	6.3%	7	2.6%	3	17.6%	7	2.7%	3	20.0%	7	2.8%
White	15	93.8%	258	95.6%	14	82.4%	250	95.8%	12	80.0%	238	94.4%
NK		0.0%	5	1.9%		0.0%	4	1.5%		0.0%	7	2.8%
Non-UK/UK total/%	16	5.6%	270	94.4%	17	6.1%	261	93.9%	15	5.6%	252	94.4%

The proportion of support staff of known ethnicity that are BAME has risen from 2.8% to 3.8% over the period, continuing a gradual upward trend since the last application when the average (from 2013 to 2015) was 2.3%. By comparison with Abertay's main commuter area, the current figure is lower than the BAME population in Dundee (6% at the last census), but higher than in the surrounding regions of Angus (1.3%), Fife (2.4%) and Perth and Kinross (2.1%). Most BAME staff are of Asian ethnicity. Around 6% of support staff are of non-UK nationality, and a markedly higher proportion of Non-UK staff are BAME than UK staff, although the proportion varies considerably due to small numbers.

Table 4b(iv): HBMA Support Staff by Ethnicity

Ethnicity	2018		2019		2020	
	No	%	No	%	No	%
Asian or Asian British - Indian	1	0.8%		0.0%	1	1.3%
Asian or Asian British - Pakistani	2	1.5%	2	1.2%		0.0%
Black or Black British - African	2	1.5%	2	1.2%		0.0%
Mixed - White and Asian	1	0.8%	2	1.2%		0.0%
Mixed - White and Black African	1	0.8%	2	1.2%		0.0%
Not Known	11	8.3%	37	21.8%	13	16.3%
Other Asian background	2	1.5%		0.0%	1	1.3%
Other Black background		0.0%	1	0.6%		0.0%
Other Ethnic background	1	0.8%	2	1.2%		0.0%
Other White background	54	40.6%	48	28.2%	27	33.8%
White - British	10	7.5%	11	6.5%	4	5.0%
White - Scottish	48	36.1%	63	37.1%	34	42.5%
Grand Total	133	100.0%	170	100.0%	80	100.0%

Table 4b(v) HBMA Support Staff of known ethnicity, aggregated

	2018		2019		2020	
	No	%	No	%	No	%
BAME	10	8.2%	11	8.3%	2	3.0%
White	112	91.8%	122	91.7%	65	97.0%

Table 4b(vi) HBMA Support Staff by Ethnicity and Non-UK/UK

Ethnicity	2018				2019			
	Non-UK		UK		Non-UK		UK	
	No	%	No	%	No	%	No	%
Asian/Asian British- Indian	1	3.4%		0.0%		0.0%		0.0%
Asian/Asian British- Pakistani	1	3.4%	1	1.0%	1	2.7%	1	0.8%
Black/Black British- African	2	6.9%		0.0%	1	2.7%	1	0.8%
Mixed- White & Asian		0.0%	1	1.0%		0.0%	2	1.5%
Mixed- White & Black African		0.0%	1	1.0%	1	2.7%	1	0.8%
Not Known	3	10.3%	8	7.7%	11	29.7%	26	19.5%
Other Asian background	2	6.9%		0.0%		0.0%		0.0%
Other Black background		0.0%		0.0%	1	2.7%		0.0%
Other Ethnic background	1	3.4%		0.0%	2	5.4%		0.0%
Other White background	18	62.1%	36	34.6%	18	48.6%	30	22.6%
White - British	1	3.4%	9	8.7%	2	5.4%	9	6.8%
White - Scottish		0.0%	48	46.2%		0.0%	63	47.4%
Grand Total	29	100%	104	100%	37	100%	133	100%

Ethnicity	2020			
	Non-UK		UK	
	No	%	No	%
Asian/Asian British- Indian	1	14.3%		0.0%
Asian/Asian British- Pakistani		0.0%		0.0%
Black/Black British- African		0.0%		0.0%
Mixed- White & Asian		0.0%		0.0%
Mixed- White & Black African		0.0%		0.0%

Not Known	3	42.9%	10	13.7%
Other Asian background		0.0%	1	1.4%
Other Black background		0.0%		0.0%
Other Ethnic background		0.0%		0.0%
Other White background	3	42.9%	24	32.9%
White - British		0.0%	4	5.5%
White - Scottish		0.0%	34	46.6%
Grand Total	7	100%	73	100%

Table 4b(vii) HBMA Support Staff by ethnicity (aggregated) and Non-UK/UK

	2018				2019				2020			
	Non-UK		UK		Non-UK		UK		Non-UK		UK	
	No	%	No	%	No	%	No	%	No	%	No	%
BAME	7	24.1%	3	2.9%	6	16.2%	5	3.8%	1	14.3%	1	1.4%
White	19	65.5%	93	89.4%	20	54.1%	102	76.7%	3	42.9%	62	84.9%
Not known	3	10.3%	8	7.7%	11	29.7%	26	19.5%	3	42.9%	10	13.7%
Non-UK/UK total/%:	29	21.8%	104	78.2%	37	21.8%	133	78.2%	7	8.8%	73	91.3%

The University employs staff on HBMA contracts in roles with occasional and/or highly variable hours. The largest group is around 60 Exam Invigilators. The others are mainly hospitality and event helper roles. However, these contracts – mainly held by our students – expired before summer 2020 and were not replaced due to closure of facilities/cancellation of events during the pandemic.

Over 8% of HBMA staff were BAME and 22% were non-UK nationals in 2018 and 2019, reflecting the relatively diverse student population. The proportion dropped to 3% BAME and 9% non-UK in 2020 reflecting the different make up of the Invigilators, who tend to be longer-term local residents, including some retired staff, with relatively low turnover.

Ethnicity is Not Known for a considerably higher proportion of HBMA staff, which reflects different recruitment practices, including ‘bulk’ recruitment to hospitality roles and some direct appointments, which do not always include completing standard online applications incorporating equality monitoring details.

AP4b(i) Contact HBMA staff to request that they update their equality data.

See also AP4a(i) b) Review recruitment/appointment systems and processes to ensure new staff (including HBMA staff) have the opportunity to record equality monitoring information.

The University reorganised its Services in February 2020, reducing from eight Services to four. Most of the University’s support staff are employed in three of these Services – see Table 4b(viii). The remainder are employed in People Services, the Executive Office, Strategic Planning and Governance units and in the Schools, including a technical team in SAS – in numbers too small to report separately. The reorganisation means that the Services are not comparable across the years, so Service data are provided only for 2020. These do not include HBMA staff who are described above.

Table 4b(viii) Support staff (excluding HBMA) in the three large Services

Service					
---------	--	--	--	--	--

External and Corporate Relations (ECR)	No	% of staff of known ethnicity		No	%
BAME	4	7.4%	Non-UK	4	7.4%
White	50	92.6%	UK	50	92.6%
	54				
Finance Infrastructure and Corporate Services (FICS)					
BAME	1	0.9%	Non-UK	3	2.7%
White	107	99.1%	UK	107	97.3%
Not known	2				
	110				
Student and Academic Services (SACs)					
BAME	4	7.0%	Non-UK	5	8.1%
White	53	93.0%	UK	57	91.9%
Not known	5				
	62				
People Services, SAS, SDI, Graduate School, Governance, Strategic Planning, Executive Office					
BAME	1	2.4%	Non-UK	3	7.3%
White	40	97.6%	UK	38	92.7%
	41				
Total (of 267 support staff)	267				

The table above shows that the majority of BAME staff work in SACs and ECR, each having 7% or more BAME staff – above the level in the local population - whereas the proportion is very low in FICS. This remains an area for action. However, it is noted that the overall number of support staff has fallen in the last three years (see Table 4b.1) and it is anticipated that numbers will continue to reduce in most areas, so the opportunities for new recruitment are limited.

AP5a(i) Review the University’s recruitment procedures/practice against Scottish Government Minority Ethnic Recruitment Toolkit (published September 2020).

AP5a(ii) Publicise RECM award and Lead Voices initiative (including BAME staff network) in advertising and jobs website.

Chart 4b(i) Grade distribution of support staff (excluding HBMA) by ethnicity

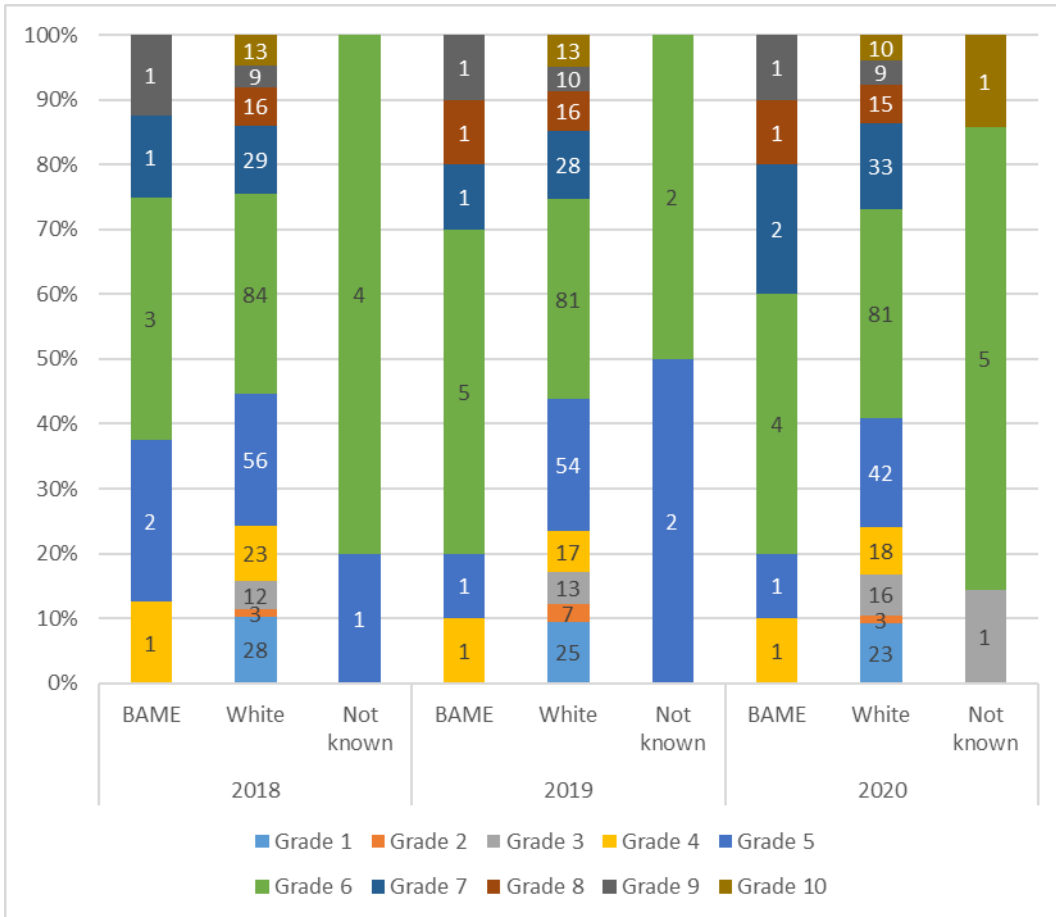
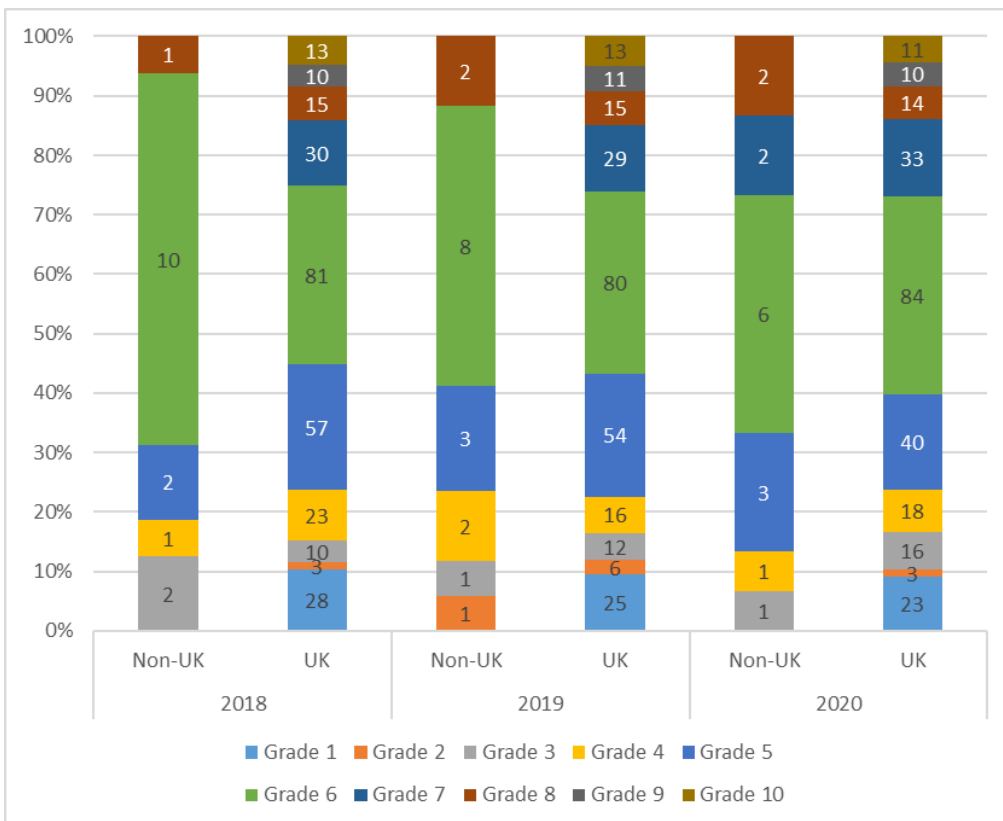


Chart 4b(ii) Grade distribution of support staff (excluding HBMA) by Non-UK/UK



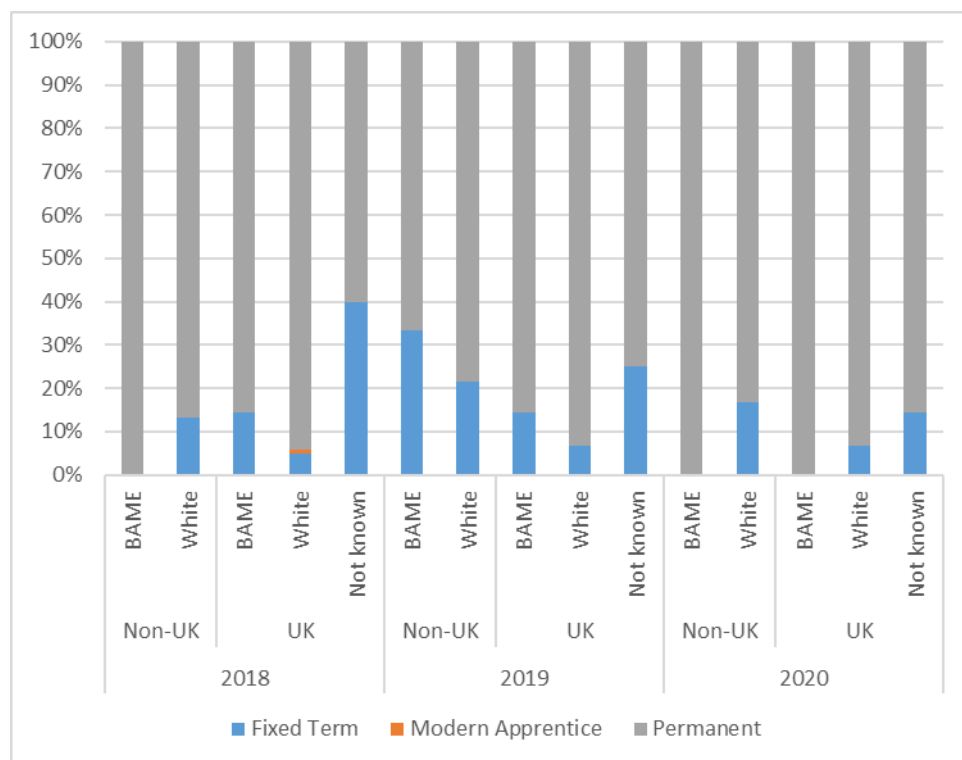
A higher proportion of BAME support staff is in grades 6-10 than White staff in all three years, with no BAME staff on grades 1 to 3, which may reflect very limited recruitment to jobs on these grades in recent years. As regards the highest three grades (8-10), in 2018 12.5% of BAME and 13.9% of White staff were in these grades, whereas in 2019 and 2020, 20% of BAME staff were in these grades compared to under 15% of White staff. However, there are no BAME staff on Grade 10.

A higher proportion of Non-UK staff is in grades 6-10 than UK staff in all three years, with no non-UK staff in Grade 1. However, 6-13% of Non-UK staff were in grades 8-10, which is lower than around 14% of UK staff, and there are no Non-UK staff on Grade 9 or 10.

These data suggest that the areas for attention are recruitment to lower graded jobs, and recruitment/career progression to middle and senior management roles at grade 9 and 10, while recognising that relatively few opportunities arise at both levels.

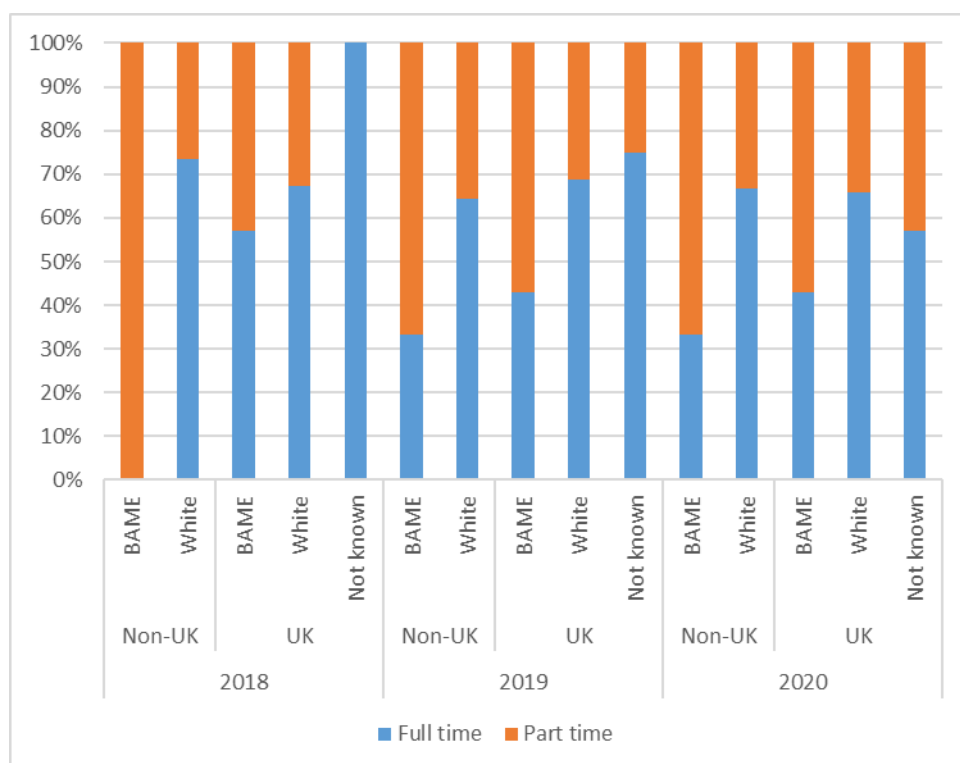
See **AP5a (i) and (ii)** and **AP4a(iv)** relating to improving recruitment of BAME staff
AP2c (ix) on mentoring and career development

Chart 4b(iii) Contract type of support staff (excluding HBMA) by ethnicity and Non-UK/UK



Over the period, 7-8% of support staff were fixed-term. The position of BAME staff (both Non-UK and UK) varied year to year with no fixed-term BAME staff in 2020. However, a higher proportion of Non-UK staff were fixed-term in every year, ranging from 12.5 to 23.5% compared to 5.9 to 7.3% of UK staff. The large fluctuations reflect relatively small numbers of Non-UK (and BAME) support staff. However, we will continue to monitor the use of fixed-term contracts.

Chart 4b(iv) Contract basis (full/part-time) of support staff (excluding HBMA) by ethnicity and Non-UK/UK



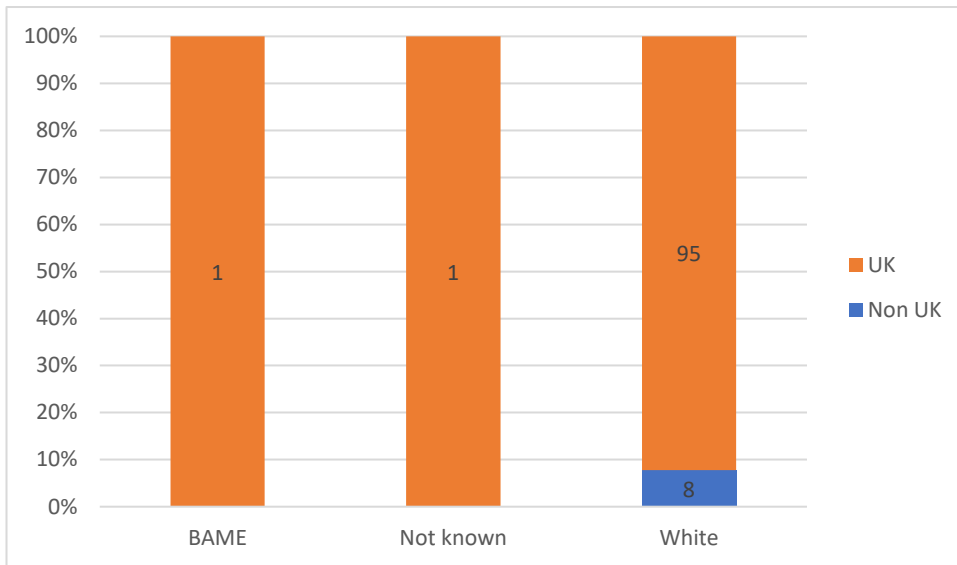
Overall, around a third of support staff work part-time. Both Non-UK and UK BAME staff were more likely to be employed part-time across the period. White, Non-UK staff were less likely to be part-time than UK staff in 2018 and 2020, but slightly more likely in 2019. The University is supportive of part-time working for staff at all levels, and these patterns are not seen as either negative or positive.

Ethnicity and gender: while the numbers are very small, the SAT noted that in 2018 and 2019 75% or more BAME support staff were female, but by 2020 the proportion was similar to White staff, at 60%.

Turnover Rates

Our leaver data shows that BAME staff represent a very small number of support staff leavers, which is consistent with the overall small numbers of BAME support staff. The numbers have been aggregated for the 3-year period. 4% of BAME staff left during this period compared to 14% of White staff. These figures represent voluntary leavers and do not include those whose fixed term contracts have ended. Our leaver survey information continues to show that the main reason for staff leaving is career development, but this is not specific to any ethnicity and it is the same for support and academic staff. The numbers are very small so the % figures can change dramatically over the course of the reporting period.

Chart 4b(v) Support staff leaver data by Ethnicity and Nationality



Word Count = 966

4c Grievances and disciplinarys

Over the 3-year period there were no formal grievance or disciplinary cases involving minority ethnic staff. This compares to 12 cases over the 3-year period involving White staff. None of the cases referred to race or race - related incidents.

Feedback from the staff focus groups suggested that staff are aware of where to go for support or to raise complaints but that there was a concern about sufficient action being taken. The BAME staff network were clear that an independent point of contact would be welcomed (distinct from the Lead Voices). Furthermore, additional publicity around the 'Tell Us' anonymous reporting tool as a route for staff to use is required as there is a lack of staff utilising this option which may be due to a lack of awareness of this.

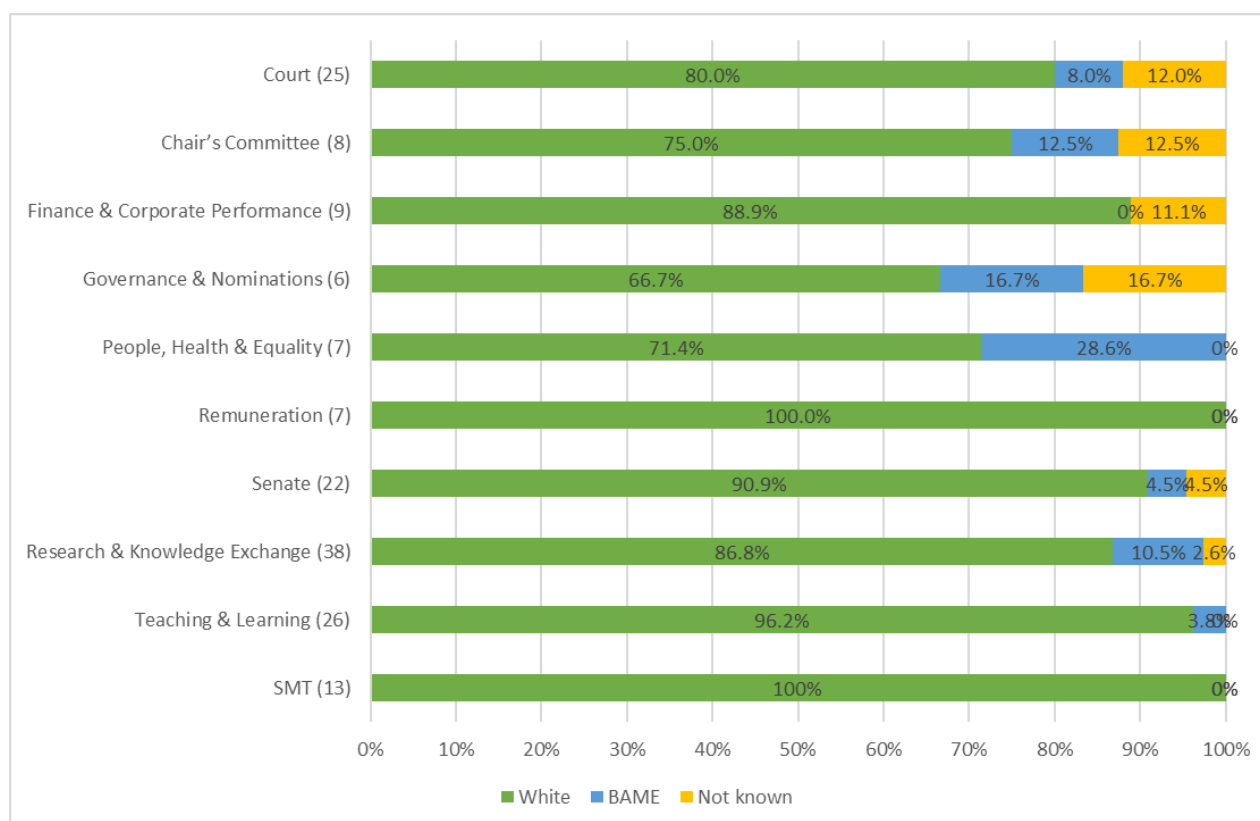
AP2c(xiii) (a) Create a role of EDI champion or advocate as a point of contact for BAME staff, ensure appropriate training and support is provided to the individuals and publicise to staff.
 (b) Communicate the University's approach to racism, and that all concerns are taken seriously, and promote the 'Tell Us' reporting tool.

Word count = 157

4d Decision-making boards and committees

Chart 4d(i) Membership of University committees by Ethnicity

(Number of committee members shown in brackets)



The chart above shows the ethnic profile of the University’s governing body (Court), Senate and their committees, and of the SMT. Half of the committees, including Court, have a higher proportion of BAME members than the University’s staff (5.6%) and the local population. However, the others are below that level.

Diversity is a key consideration in recruitment of lay members of Court, with positive encouragement of applications by under-represented groups. This has been successful in improving diversity in recent years in terms of race and gender (including BAME female membership).

SMT is gender-balanced and has some visible diversity. In any senior management recruitment, diversity is a key criterion for the Executive Search agency and will continue to be so.

AP4d(i) Continue to take positive action to promote diversity in recruitment of lay members of Court and SMT.

Word count = 119

4e Equal pay

Provide details of equal pay audits conducted over the past three years by ethnicity (by specific ethnic group as far as possible) and actions taken to address any issues identified.

In addition to the ethnicity pay gap analysis below, the University’s pay gap figures by ethnicity (and gender and disability), are published biennially in the University’s Equality Mainstreaming Report.

In view of the small numbers, the pay gap is calculated for BAME staff as a whole.

Table 4e(i) Ethnicity pay gap based on Average and Median salaries for all staff, and separately for academic and support staff

Pay gap = difference in average/median salary as a % of white staff salary

Staff group/ Year	Average Salary		Pay Gap	Median salary		Pay Gap
	BAME	White		BAME	White	
All Staff						
2018	£33,760	£32,818	-2.9%	£31,604	£29,799	-6.1%
2019	£34,260	£33,667	-1.8%	£32,236	£30,395	-6.1%
2020	£38,803	£36,409	-6.6%	£35,845	£32,817	-9.2%
All 3 years	£35,371	£34,265	-3.4%	£33,797	£31,302	-8.0%

Academic staff

2018	£44,191	£44,677	1.1%	£38,833	£43,686	11.1%
2019	£45,082	£46,236	2.5%	£40,792	£43,267	5.7%
2020	£43,385	£48,107	9.8%	£40,322	£45,361	11.1%
All 3 years	£44,219	£46,307	4.5%	£40,322	£44,775	9.9%

Support staff

2018	£22,750	£26,750	15.0%	£16,654	£22,876	27.2%
2019	£24,984	£27,252	8.3%	£19,730	£22,659	12.9%
2020	£31,930	£29,502	-8.2%	£30,521	£25,941	-17.7%
All 3 years	£25,830	£27,727	6.8%	£21,585	£23,334	7.5%

Table 4e(ii) Average salary and ethnicity pay gap by grade and year

Grade	2018			2019		
	Average Salary		Pay Gap	Average Salary		Pay Gap
	BAME	White		BAME	White	
1	£15,925	£15,925	0.0%	£16,380	£16,380	0.0%
2		£16,238	n/a		£16,578	n/a
3	£16,654	£17,112	2.7%	£17,298	£17,678	2.1%
4	£18,777	£20,264	7.3%	£19,466	£20,635	5.7%
5	£23,284	£23,240	-0.2%	£22,338	£23,917	6.6%
6	£29,863	£29,252	-2.1%	£29,855	£30,073	0.7%
7	£35,875	£36,874	2.7%	£37,418	£37,950	1.4%
8	£42,975	£45,133	4.8%	£42,726	£45,864	6.8%
9	£56,399	£54,172	-4.1%	£58,089	£55,498	-4.7%
10	£64,326	£75,157	14.4%	£66,943	£76,696	12.7%
All grades	£33,760	£32,818	-2.9%	£34,260	£33,667	-1.8%

Grade	2020		
	Average Salary		Pay Gap
	BAME	White	
1	£16,926	£16,926	0.0%
2		£17,361	n/a
3		£18,778	n/a
4	£20,675	£21,349	3.2%
5	£24,108	£24,524	1.7%
6	£30,420	£31,080	2.1%
7	£37,380	£38,548	3.0%
8	£44,658	£46,695	4.4%
9	£59,135	£56,554	-4.6%
10	£70,860	£77,772	8.9%
All grades	£38,803	£36,409	-6.6%

Table 4e(iii) Average salary and ethnicity pay gap by grade and staff group (all three years together given small numbers)

Grade	Average Salary		Pay Gap
	BAME	White	
1	£16,263	£16,364	0.6%
2		£16,627	n/a
3	£16,930	£17,710	4.4%
4	£19,596	£20,685	5.3%
5	£23,243	£23,832	2.5%
6	£30,036	£30,114	0.3%
7	£36,889	£37,775	2.3%
8	£43,469	£45,857	5.2%
9	£57,874	£55,477	-4.3%
10	£66,650	£76,544	12.9%
All Grades	£35,371	£34,195	-3.4%

Academic staff			
5	£23,754	£21,925	-8.3%
6	£31,229	£29,617	-5.4%

7	£36,639	£37,466	2.2%
8	£42,529	£46,009	7.6%
9	£57,783	£54,928	-5.2%
10	£66,650	£69,503	4.1%
All Grades	£44,219	£46,307	4.5%

Support staff			
1	£16,263	£16,364	0.6%
2		£16,627	n/a
3	£16,930	£17,710	4.4%
4	£19,596	£20,685	5.3%
5	£23,141	£23,928	3.3%
6	£29,340	£30,262	3.0%
7	£38,140	£38,291	0.4%
8	£49,115	£45,324	-8.4%
9	£58,058	£57,359	-1.2%
10		£93,366	n/a
All Grades	£25,830	£27,727	6.8%

Table 4e(i) shows that in all three years, the average and median salary of BAME staff across the University was higher than for White staff, with a difference of over 5% based on the median in all years and based on the average in 2020. This reflects the distribution of staff between lower and higher grades.

Looking at particular groups, there is an ethnicity pay gap within Academic staff, reflecting the higher proportion of BAME academic staff in lower grades. The picture varies for Support staff, with an ethnicity pay gap in 2018 and 2019, but a swing to BAME staff being higher paid in 2020. However, the variation from year to year reflects small number effects.

Analysis by grade, indicates that BAME staff are paid less on average than White staff in equivalent jobs other than in Grade 9. Support staff show a similar pattern by grade, except that the pay gap is also negative in Grade 8. For academic staff, the pay gap is negative for three grades and positive for the other three.

All grades except Grade 10 include incremental scales. Staff are normally appointed on the bottom increment and progress up the grade automatically through annual increments until they reach the top. There is no provision for acceleration or additional contribution/performance-related increments within or at the top of the scales, so pay gaps within grades other than Grade 10 predominantly reflect length of service in the job.

Grade 10 academic staff includes the Deputy Principal, Deans and Heads of Division as well as Professors. Grade 10 support staff comprise Directors of Services and other members of the Executive. Professors (other than those in SMT roles) are currently paid within a 10 point range (£60,905 - £79,423). Progression is through an annual review process, through which any Professor may apply for an increase. Senior managers are paid at different fixed salary points depending on their roles. These salaries are reviewed annually to reflect any change in role or market rates.

Pay gaps within grades are subject to fluctuation due to small numbers and the effects of promotion and turnover. However, these figures confirm the importance of ensuring career development/promotion opportunities for BAME academic staff; investigating the turnover of BAME staff, salary placement on appointment; and monitoring the pay gap.

We will continue to monitor these data, while exercising caution about drawing conclusions where the figures relate to small numbers.

Table 4e(iv) Intersectional pay gaps: average salary by ethnicity and sex. Bottom right pay gap is between white male and BAME female staff.

2018					
BAME			White		
	No.	Average FTE salary	No.	Average FTE salary	Pay Gap
Female	14	£29,304	321	£29,626	1.1%
Male	23	£36,472	261	£36,744	0.7%
Pay Gap		19.7%		19.4%	20.2%

2019					
BAME			White		
	No.	Average FTE salary	No.	Average FTE salary	Pay Gap
Female	19	£29,499	315	£31,459	6.2%
Male	20	£38,783	268	£36,262	-7.0%
Pay Gap		23.9%		13.2%	18.6%

2020					
BAME			White		
	No.	Average FTE salary	No.	Average FTE salary	Pay Gap
Female	13	£34,113	264	£34,469	1.0%
Male	17	£42,389	237	£38,570	-9.9%
Pay Gap		19.5%		10.6%	11.6%

These data show that there is a sizeable pay gap between men and women of either ethnicity group across the three years. That gap has narrowed for white staff between 2018 and 2020, but not for BAME staff. There is no clear pay gap between white and BAME women, and in 2019 and 2020 the average salary of BAME men was higher than white men. While numbers are small, these data indicate that BAME women are disadvantaged relative to BAME and White men and should be a particular focus for action.

AP4e(i) Carry out annual ethnicity and intersectional gender/ethnicity pay gap analysis to identify any consistent trends and action.

AP4e(ii) Continue to promote and support BAME women’s participation in the Aurora women’s leadership programme.

See also **AP5d(i)** relating to academic promotion, with particular attention to BAME women

Word Count = 569

5. Academic staff: recruitment, progression and development

5a Academic recruitment

The University has undertaken a large academic recruitment exercise drive in previous years however this has not been the case in the last 3 years, when only 123 posts were advertised over this period. This includes academic posts and research posts including fixed term research positions and KTP¹⁴ posts.

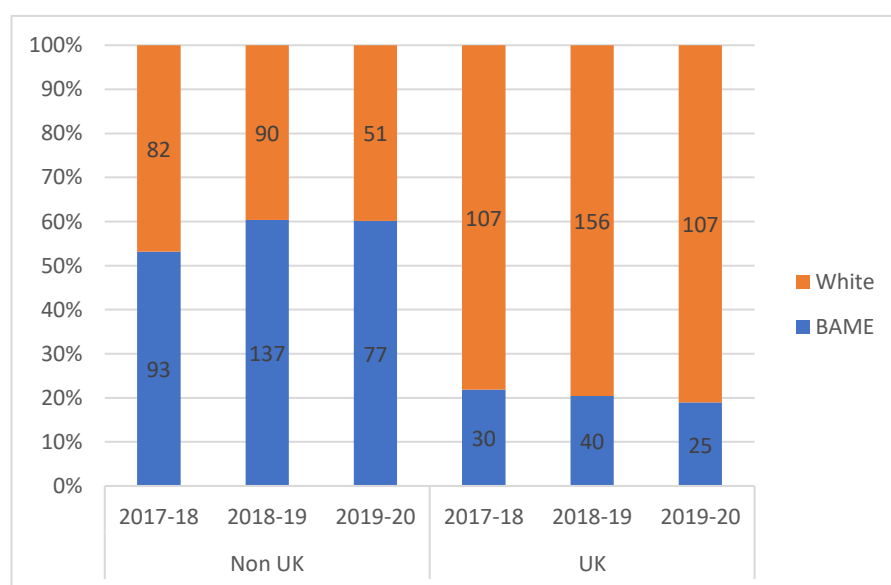
Table 5a(i) Academic posts 2017-2020

Year	Posts
2017-18	36
2018-19	48
2019-20	39

Over the 3 year period we see success rates of BAME candidates being appointed to academic positions increasing from 1.6% in 2017-18 to 12% in 2019-20. The success rates for shortlisting for both BAME and White applicants remains consistent with an increase in White candidates becoming appointed in 2019-20.

Academic roles are generally advertised on our own website and on jobs.ac.uk. The recruitment process is the same for academic and support staff, and is described in 6a.

Chart 5a(i) Applicants by Ethnicity and Nationality (Academic and Research roles)



¹⁴ Knowledge Transfer Partner

Chart 5a(ii) Shortlisted candidates by Ethnicity and Nationality (Academic and Research roles)

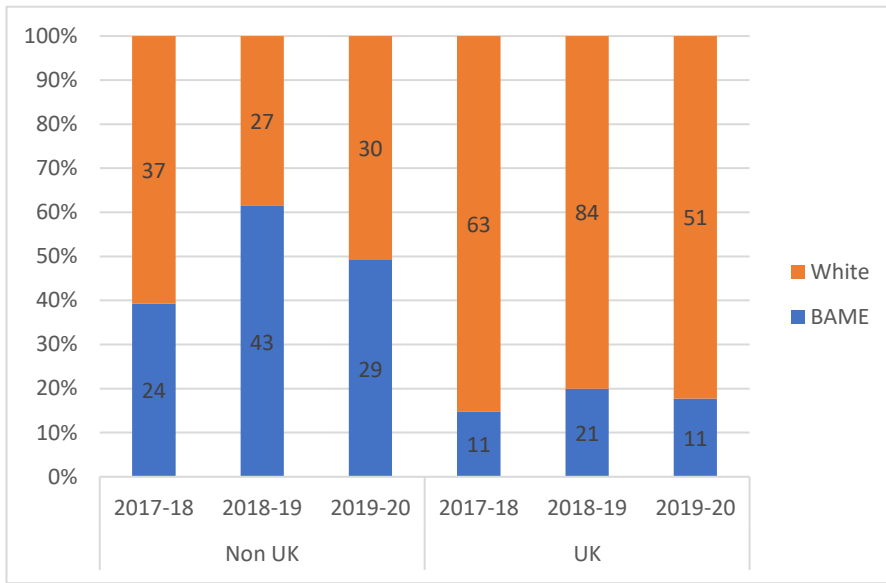
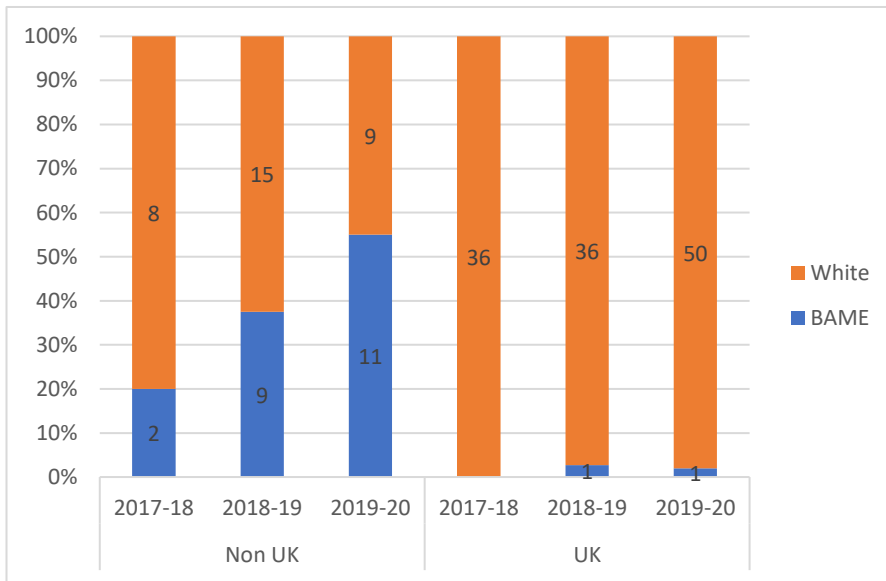
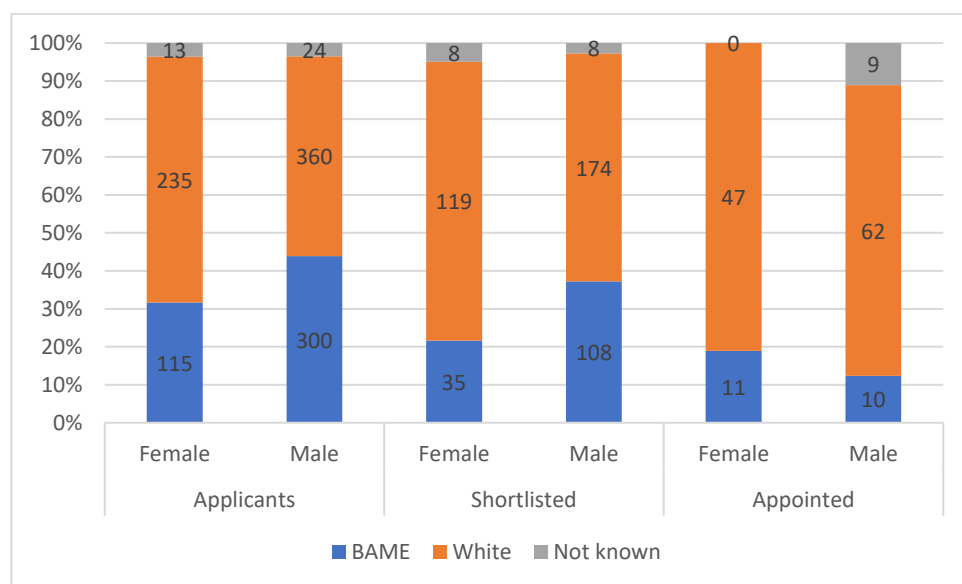


Chart 5a(iii) Appointments by Ethnicity and Nationality (Academic and research roles)



If we consider the difference between male and female candidates by ethnicity, we see a mixed picture. Due to the low numbers, Figure 5a.4 below illustrates the success rates for candidates over the 3 year period. We can see that female BAME applicants have a much higher success rate of being appointed (9.5%) once shortlisted than BAME men (3%), however are slightly less likely to be shortlisted (F:30%; M:36%). In comparison with White applicants, the success rates are lower with half of White applicants being shortlisted (F:50%; M:48%). Similarly the percentage of White applicants being appointed is much higher (F:20%; M:17%).

Chart 5a(iv) Recruitment data with Gender and Ethnicity



These recruitment figures are a concern. The University has committed as part of a Public Leadership Summit on Race Equality in Employment in March 2021 to a significant review of recruitment practices to improve attraction and appointment of BAME staff.

All panel members are required to undertake recruitment and selection training prior to conducting any interviews. This training covers process as well as unconscious bias in decision making. The University conducts all interviews (academic and support) through competency based interviewing process.

AP5a(i) Review the University’s recruitment procedures and practice against the Scottish Government’s Minority ethnic recruitment toolkit published in September 2020, ensuring attention to intersectionality (particularly recruitment of BAME women).

AP5a(ii) Publicise RECM award and Lead Voices initiative in advertising and jobs website.

See also **AP4a(iv)** Ensure all recruiters undertake unconscious bias training including specific reference to intersectional issues, including race and gender.

Word Count = 239

5b Training

Mentoring

Abertay is part of a cross-institutional mentoring network which includes 5 institutions from around Scotland and one in Ireland. Abertay has been part of this programme, known as Teaching, Research and Academic Mentoring (TRAM) since 2015. All academic staff are invited to take part in the scheme where they can be partnered with a mentor, act as a mentor, (or both), with another individual from one of the participating institutions.

Currently there are 57 members of the TRAM scheme from Abertay (14% BAME: 82% White), 32 are registered as mentees (19% BAME; 75% White), 19 as mentors (11% BAME: 89% White) and 6 staff are registered to act in both roles (100% White). The numbers for UK/Non-UK BAME staff in the scheme are very small, however all of the BAME mentors are UK and the majority of the BAME mentees are non-UK.

Aurora

Since 2016, Abertay has supported 41 women attending the Advance HE Aurora Women Only Leadership Development Programme. Allocation of a place in the programme is a competitive process and unsuccessful applicants can re-apply in later years.

In the last 3 cohorts, 3 BAME staff have attended the programme, which represents 12.5% of all applicants. 80% of BAME applicants were successful, compared to 82% of White applicants. The numbers of eligible BAME staff able to apply is small, but accounts for 13% of all female BAME staff compared to 6% of White staff.

Going for Gold

Going for Gold (G4G) is our experiential route for awarding Advance HE professional recognition. Our scheme is accredited to award HEA Fellowship at all four levels (Associate Fellow, Fellow, Senior Fellow and Principal Fellow). The scheme is open to all experienced staff with responsibilities in teaching and/or supporting learning. Early career staff are recommended to take our formal taught provision, the Postgraduate Certificate in Academic Practice. However, staff new to Abertay who have substantive experience in teaching and/or supporting learning elsewhere may take the experiential route instead. The scheme consists of mentoring support, workshops and a final assessment which may be written or via presentation.

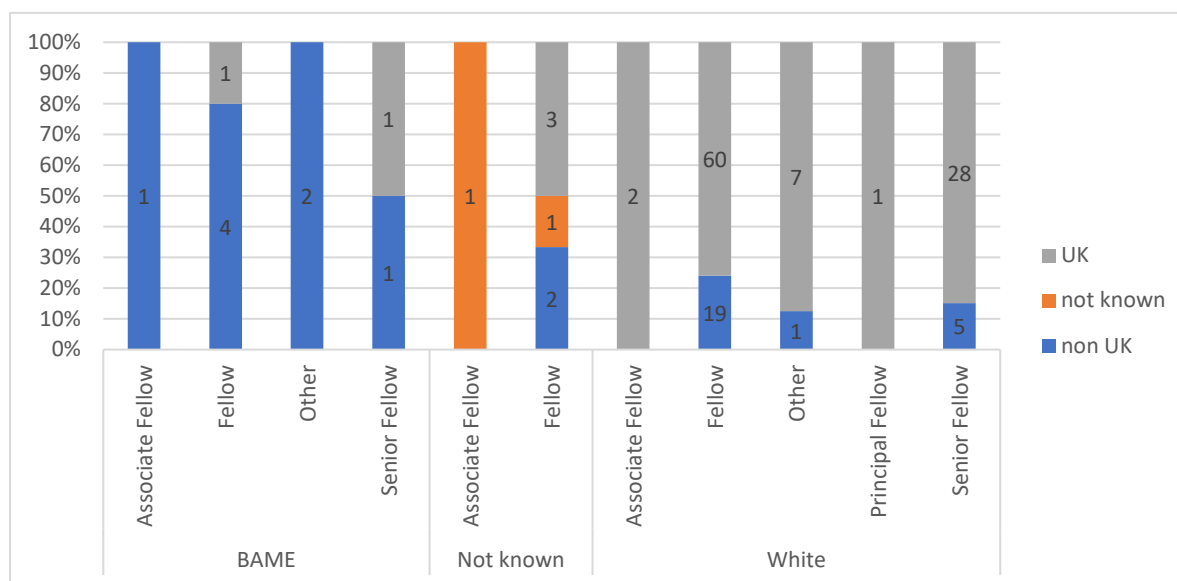
There are currently 33 individuals participating in the scheme (12% BAME: 88% White).

HEA Fellowship

The University is committed to achieving 100% of staff having a level of membership of the Higher Education Academy (HEA). Chart 5b.1 below shows the different levels by Ethnicity and UK/non-UK.

Currently 72% of academic staff hold a level of membership of the HEA, 77% of BAME academic staff hold HEA status, while only 49% of White staff hold a level.

Chart 5b(i) Teaching qualifications of staff submitted in HESA return 2019-20



In the 2017 staff engagement survey, 67% of BAME respondents responded positively to the question, ‘Has your line manager supported you in accessing - training, learning and development?’ compared with 59% of White respondents. In the statement, ‘I feel that I am given the same opportunities to develop as other staff’, 80% of BAME respondents agreed compared with 68% White.

We do not routinely evaluate our training in a consistent way, we offer training from a variety of providers. In 2020 we recruited a new role of Learning and Development (L&D) Partner. One of the main purposes of this was to ensure there was dedicated support to co-ordinate training and development activities across the institution and the offering from People Services, Graduate School, AbLE Academy and external providers to ensure consistency of recording attendance, evaluation and development needs analysis.

There is work well under way to integrate training records which has been less consistent in the past meaning we are unable to report uptake of training by ethnicity at this time.

- AP5b(i)** a) Develop and implement a system for recording training records for all staff learning and development activity in the University.
 b) Develop and implement a consistent approach to evaluation across our internal and external L&D offering.

See also **AP4e(ii)** Continue to support BAME women’s participation in Aurora

Word Count = 598

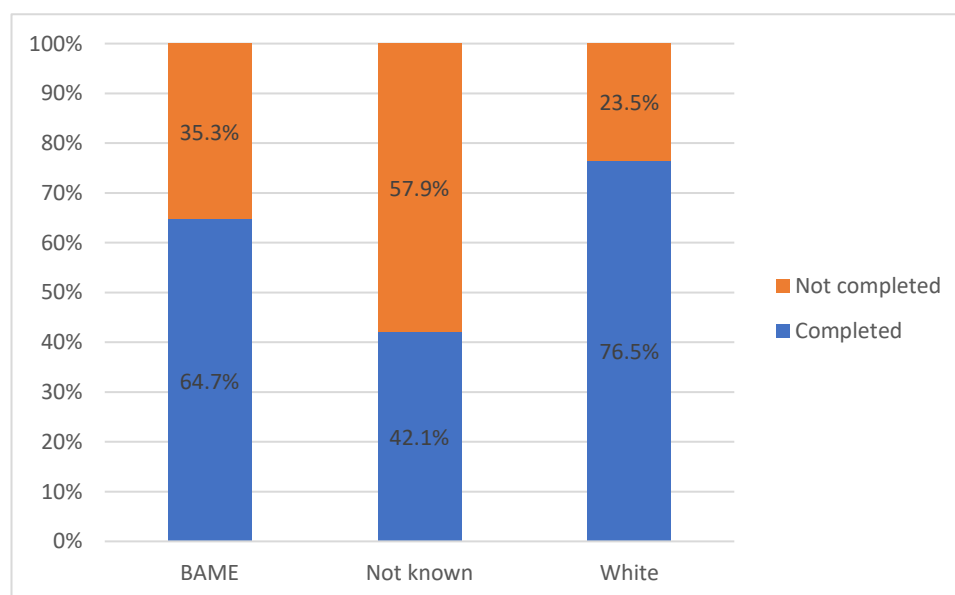
5c Appraisal/development review

Up to 2018, the University’s performance appraisal scheme, ‘Pathways’, was in use. Compliance and completion rates for the scheme were good, however feedback suggested that the scheme was not considered valuable. However, the 2017 staff engagement survey showed that 67% BAME staff respondents considered that their Pathways meeting was useful compared to 54% of White staff (overall University figures were 53% agreed the meeting was useful).

In 2018 the University introduced a new annual development review scheme called ‘Development Discussions’. We were aware that there were some issues with the reporting process, an issue that was addressed for the 2020-21 review period, however it meant that completion data was insufficient. However, our 2019 staff engagement survey shows that 84% of staff agree with the statement, ‘Have you had a Development Discussion meeting in the last 12 months?’, with 60% agreeing that the discussion was useful to them.

During the 2020-21 period, the University took the decision to relax the deadlines for staff completion due to the added pressures on staff as a result of the COVID-19 pandemic. At the point of reporting we can therefore see that the completion rates are too low to make any assumptions on differences between BAME and White staff. A significant number of staff submitted their completed development requirements after the deadline day, showing that staff had taken part in meetings.

Chart 5c(i) Development Discussions for Schools



We can see that the proportion of BAME staff in schools having completed their Development Discussions during the review period is lower. However, there is not 100% completion for any group. We continue to monitor completion rates and review reporting tools to improve the quality of the data. The BAME staff focus groups and network did not report any significant challenges relating to Development Discussions.

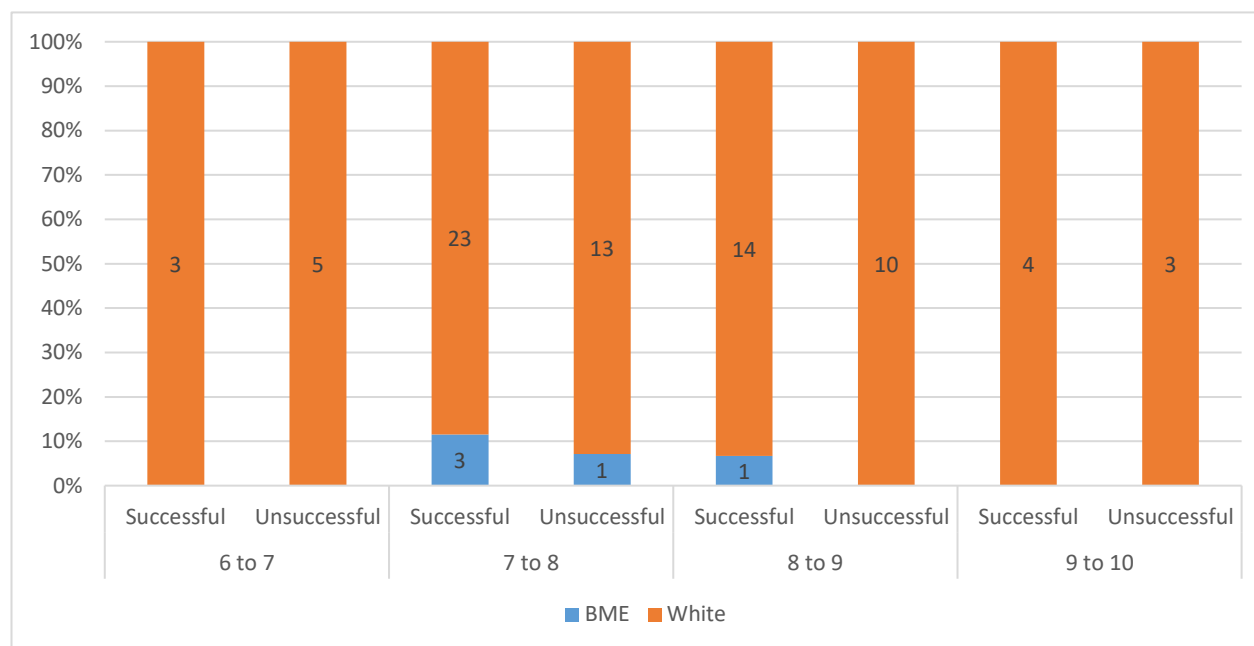
AP5c(i) Improve completion and record-keeping for Development Discussions through SMT commitment and improved monitoring and reporting processes.

Word Count = 291

5d Academic promotion

Our Academic Promotions Policy provides an annual opportunity to apply for promotion. The criteria and process are communicated to all eligible staff each year by direct email as well as being published. Promotion workshops were introduced in 2015 and are provided annually, involving input from the Principal, Deputy Principal, Deans, Heads of Division (HoDs) and HR. Individuals submit applications themselves, following discussion with their HoD/Dean. Data on applications and success rates are outlined in Chart 5d.1 below which is aggregated over the 3 years due to small numbers.

Chart 5d(i) 2017-2020 Academic Promotions Success rates by Ethnicity



In the 2017 staff engagement survey we found that the BAME staff responded similarly to White staff to the question, 'I feel the University acts fairly (regardless of age, disability, ethnicity, gender, gender identity, marital or civil partnership status, pregnancy or maternity, religion, sexual orientation) with regard to career progression/promotion' (BAME: 73%; White: 75% University wide response: 71%).

The data do not suggest any bias in promotion decisions. However, the proportion of applications from BAME staff is lower than in the population.

AP5d(i) Evaluate and review the communication, delivery and content of promotion workshops and guidance to ensure effective communication with BAME staff, with particular attention to BAME women. Including:

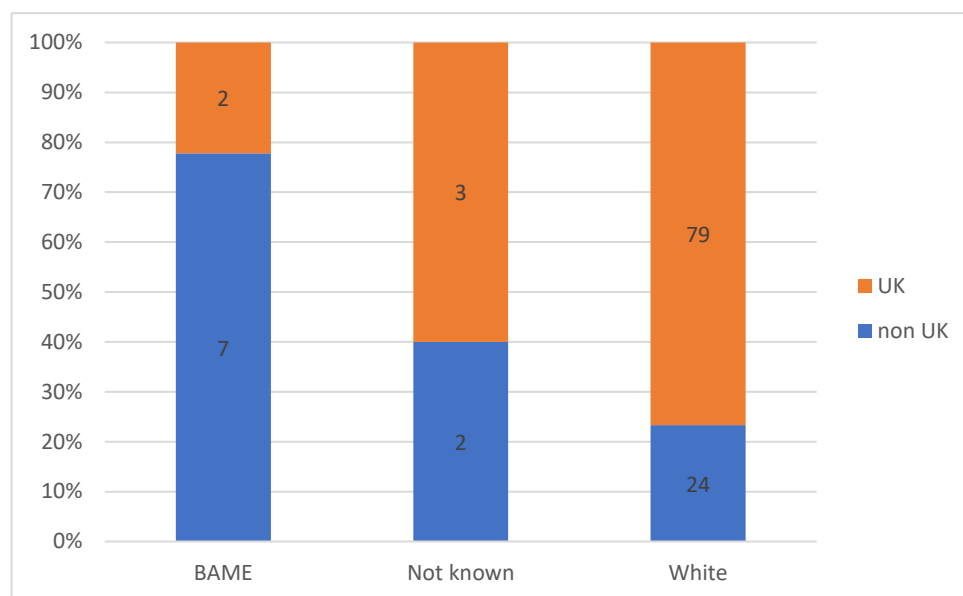
- Reviewing the informal guide introduced in Spring 2021
- Reviewing and further developing 'personae' (begun in Spring 2021) to illustrate different promotion paths – ensuring diversity in the personae.

Word Count = 172

5e Research Excellence Framework (REF)

For REF2021, staff identified for submission were those who have significant responsibility for research. Chart 5e.1 below provides the breakdown by Ethnicity and UK/Non-UK.

Chart 5e(i) Staff with Significant Responsibility for Research by Ethnicity and Nationality



The University's 'Code of Practice on Equality and Diversity in the Preparation of Submissions for the REF' expanded our E&D policies and set them in the context of REF to guide all those involved in preparing submissions and discussions with eligible staff. All members of the REF Steering Group and the E&D Advisory Group completed diversity awareness and specific REF E&D training.

Our analysis of all eligible staff compared to those with Significant Responsibility for Research (SIGRES) show that all staff for the period 86% are White and 8% BAME, those considered to have SIGRES only slightly changes (87% White; 7% BAME) although the numbers are small and slight changes could greatly affect these figures.

Word Count = 139

5f Support given to early career researchers

Much of the development support for early career researchers is provided through the Graduate School as follows:

- Sessions delivered by the Graduate School as part of our Researcher Development Programme which are particularly aimed at PGRs and ECRs include: Research methods - quantitative and qualitative, Developing research hypotheses, Study design, Project management, Basic statistics, Writing academic papers, Developing and writing grant applications
- Mentoring and one-to-one support is provided by Graduate School staff to provide general support on: developing research plans, writing papers, developing grants, research design and statistics.
- Access to a pump priming fund to support the conduct of early development work to inform external grant applications is often used to support ECRs.

- We have a formal internal peer review process to help support staff through the process of applying for grants and increase their likelihood of success. All fellowship applications and applications from staff submitting their first grant application as PI are subject to a compulsory peer review.
- Staff are mentored through the process of becoming a research degree supervisor. They are required to complete a Supervising Doctoral Studies course before becoming a second or third supervisor working with an established supervisor and have to see a research degree through to completion before they can be a primary supervisor themselves.
- Abertay funded R-LINCS studentships encourage there to be an ECR involved to help develop them through the process.
- Our newly appointed ECRs have to complete our Postgraduate Certificate in Academic Practice as part of their probation. The PGCAP is designed to introduce new academic staff to evidence-based principles of good teaching and learning practice, to key pedagogical research and, more generally, to support them in their early development as academics. The course consists of four modules – the two core modules are Developing academic practice (CAP501) and Teaching and research in Practice (CAP502) and staff can then chose one of two optional modules on either Personalised learning (CAP503) or The Effective Research Academic (CAP504).

Completion of the whole PGCAP leads to the award of Fellowship of the Higher Education Academy. The Graduate School have developed and run the CAP504 module as part of our professional researcher development programme.

Word Count = 358

5g Profile-raising opportunities

In the academic schools, participation in scholarly activities has always generally been consistent with staff area(s) of expertise. These events are often used to showcase and market School activities (e.g. increasing visibility of University to domestic and international audience, attracting research and knowledge exchange collaborative partnerships and income, student recruitment, obtaining placement opportunities for students, facilitating staff exchange, soliciting support from industry to support teaching and learning, outreach events, showcasing successful research and knowledge transfer outputs, delivery of short courses to training to external bodies, etc.). Hence, the Deans of School generally ensures that academic staff that have the best chances of successful engagement in these activities are asked to represent the School/University when opportunities arise.

In the School of Applied Sciences (SAS), the areas of expertise are broad. Specific examples include colleagues being asked to take part in a debate on local issues, for example a Dundee biomass plan. Professor Joe Akunna is on the panel for concerned members of the public who wanted to find out about various aspects of the plan, particularly its potential impacts to the surrounding environment. Professor Akunna was one of a 7-member panel that took questions from the public; others were:

- *Co-ordinator of Friends of the Earth in Tayside*
- *Chief Executive of Dundee and Angus Chamber of Commerce*
- *Former Lord Provost of Dundee*
- *Director of Public Health and Population Health Research at Stirling University*
- *Managing Director of Forth Energy*
- *Representative of a local pressure group, Residents Against Tay Turbines*

<https://www.thecourier.co.uk/news/local/dundee/68894/the-courier-debates-dundee-biomass/>

In the School of Business, Law and Social Sciences, Managlobal is a Research and Innovation and Staff Exchange programme aiming to foster collaborative research across Africa, Arab countries and Europe. This international research project explores management approaches with selected African and Arab countries with the view to re-

examining practices due to changing socio-economic and political developments. This challenges approaches to distil the practice of management to a unified form of governance often ignoring the business practices of non-European countries. Therefore, the Managlobal project studies organisations of all sizes to examine business and management practices in African and Arab countries in order to develop a theoretical framework to help future business leaders act locally and think globally. Abertay is a leading partner in this international partnerships that includes institutions in England, France, Germany, Cameroon, Morocco, Senegal and Ghana. Abertay leads discussions on “Analysis of the different theories of managing organizations and the influence of different cultural contexts on doing business in African and Arab countries”. This project sees researcher exchange between Abertay and institutions in Cameroon, Morocco, Senegal and Ghana. Outputs to disseminate the results of this project include modules/courses, workshops, conferences, peer-reviewed journal publications, books and presentations in the press (e.g. The Economist, BBC, Jeune Afrique). Abertay’s arm is led by the Dean of the School of Business, Law and Social Sciences, Professor Mohamed Branine, and has seen academics (Nnamdi Madichie, Kathy Ann Fletcher) represent Abertay internationally in the time under application with scope for more academics at all stages to contribute to the research.



Former BLS staff member (and SAT member) Nnamdi Madichie speaking at Manoglobal seminar

The School of Design and Informatics actively shares opportunities for external or internal activities via a range of communication forms. Each division utilises a weekly division meeting, email communication, as well as a curated online communication platform (Teams, Discord) to present details of these opportunities to all staff at all levels in the division. A monthly Stop Work/Share session organised for the entire School also functions as a format to connect staff to opportunities, introduce new staff and PGR students, and to share what we are all working on.

“As Head of Division, it is my role to ensure all staff are provided with opportunities to raise their profile and develop as rounded academics. To achieve this, I undertake regular informal catch-ups as well as formal Development Discussion meetings which focus on staff development. These discussions provide me with current context on a staff members areas of interest and career goals, which allows me to ensure that any relevant opportunities can be specifically brought to their attention should there be an alignment in terms or research/skills etc.” – Dayna Galloway (Head of Division, Games and Arts)

Overall, profile-rising opportunities within SDI are disseminated equally via proper channels. Inclusive announcements to staff list include calls for papers and grants, in-house and external training, and CPD opportunities. The School is frequently approached to contribute to media articles, or to participate in panels, workshops and seminars. We work closely with the Dean of School and the Communications team to share these opportunities and to support staff in terms of their confidence, or development – media training, sharing of prior experiences etc.

Some examples of staff activities:

Dr. Darshana Jayemanne (pictured) is the author of the book [Performativity in Art, Literature and Videogames](#) and a Co-Investigator in the “Reality Remix” project on the Next Generation of Immersive Experiences.



Darshana has also been a speaker on the [BBC Radio 3 Free Thinking Festival 2019](#).

Additionally, two of the University’s staff are involved in Advance HE’s Developing an Anti-Racist Curriculum (ARC) Working group. These include Kathy-Ann Fletcher, Lecturer in the School of Business, Law and Social Sciences (BLS) and Rhiannon Lord, Lecturer in the School of Applied Sciences (SAS).

Word Count = 874

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

6a Professional and support staff recruitment

Over the 3-year period there were 103 positions advertised across the University for support roles. The 2019-20 period up to 31st July 2020 shows a significant reduction in the number of vacant posts. This can be explained but a reduction in overall support staff recruitment as a result of the COVID-19 pandemic, as well as general operational and structural changes.

Table 6a(i) Support staff posts

Year	Posts
2017-18	43
2018-19	43
2019-20	17

The percentage of BAME applicants has remained reasonably consistent over the 3-year period at between 8% and 9% of all applications received. The success rates fluctuate considerably due to the differences in numbers over this period. A breakdown by grade of the recruitment data could not be analysed due to the low numbers involved. Over the 3-year period we can determine a lower success rate for BAME staff being appointed into support roles over the 3 years (21% to 7%).

Support roles are generally advertised on our own website and also job search websites, including Universal Jobs Match, Jobs.ac.uk and S1 jobs. These are well recognised forums for advertising the types of roles we have at Abertay and many in the HE sector use these.

Shortlisting is carried out by the recruiting manager along with panel members. Equal opportunities data provided by applicants is not visible to the recruiting manager. Applicants can choose as much information as they like for the purposes of recruitment in their application form and supporting documents, including CV.

All managers are required to undertake Recruitment and Selection training, and as with all staff will be required to ensure that they have undertaken the Unconscious Bias and Diversity in HE training. Interviews are carried out using competency-based interview techniques, the key competencies for the role being identified and highlighted in the candidate brief which is available at the time of advertising.

Chart 6a(i) Applicants by Ethnicity and Nationality (support staff roles)

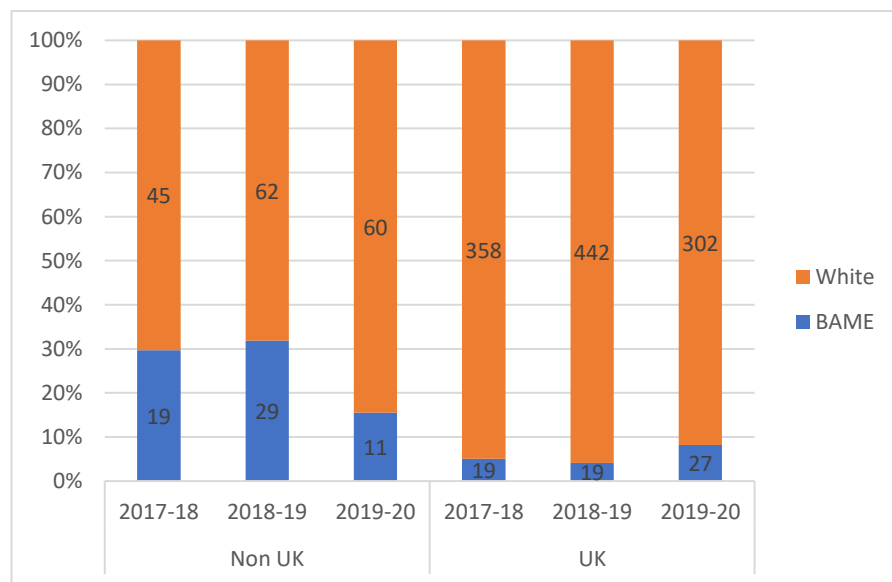


Chart 6a(ii) Shortlisted candidates by Ethnicity and Nationality (support staff roles)

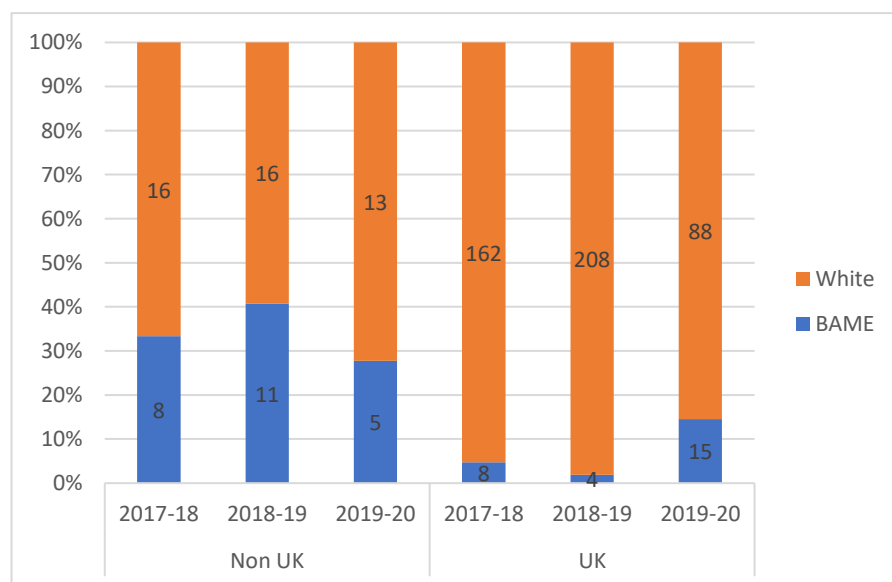


Chart 6a(iii) Appointments by Ethnicity and Nationality (support staff roles)

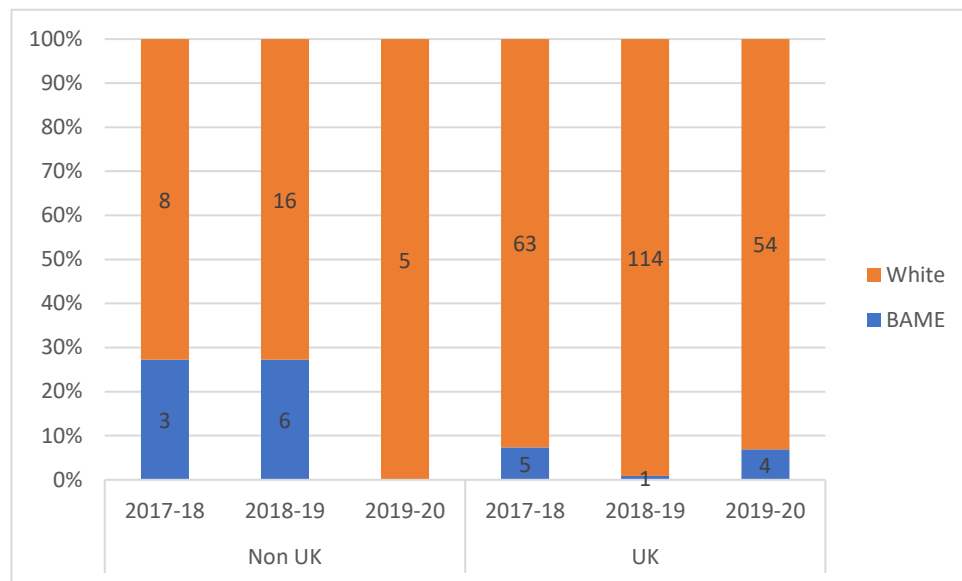


Chart 6a(iv) Recruitment by Ethnicity and Gender (3-year data) – support staff posts

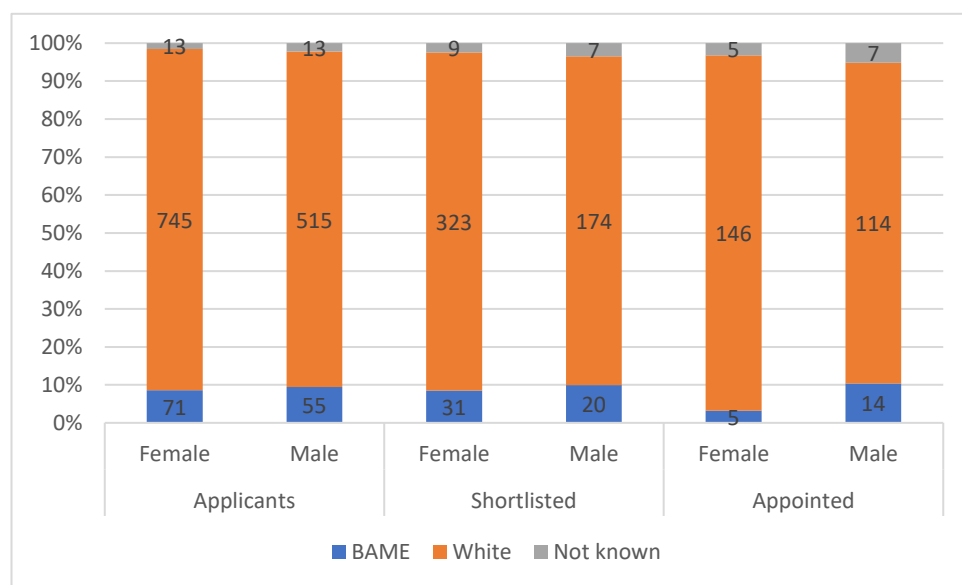


Chart 6a(iv) above highlights a much lower proportion of BAME applicants for support staff posts compared to academic posts. 5% of all support staff posts applications were from female BAME, 11% for academic posts. 29% of academic applications were from male BAME applicants, compared with just 4% for support posts.

A video titled ‘Working at Abertay’ was developed to include commentary from a number of staff members from various diverse backgrounds and representing the protected characteristics. This video is available on our website on our recruitment pages and also our YouTube channel.

Working at Abertay

We're a small, friendly and ambitious university.

Founded in 1888, we pride ourselves in offering industry-relevant courses for both today and the future. We were granted University title in 1994 and have around 4,000 students on our Dundee city centre campus, offering a range of programmes at undergraduate, postgraduate and research level.

We're also proud of our friendly and informal approach - here you'll play a real part in the direction of our University and the future of our students, as you are key to our success.



For details of our current vacancies, please see our [Jobs page](#).

View our [Strategic Plan](#) here.

ASK US A QUESTION

See

AP5a(i) and (ii) to improving recruitment of BAME, ensuring attention to intersectionality (particularly recruitment of BAME women).

Word Count = 387

6b Training

Aurora Women Only Leadership Programme

As stated in Section 5b above, the University has supported 12 (37.5%) female support staff through the Advance HE Aurora programme (BAME: 17%; White: 83%).

Mentoring

The only formal mentoring for support staff currently is as part of the Aurora programme. Informal/ad hoc mentoring can be provided, but we are committed to developing a mentoring scheme.

Skills Development

A wide range of courses and workshops are available for all staff (academic and support). Online courses include compulsory E&D and unconscious bias training and a range of health, safety and wellbeing courses. Workshops cover a range of generic skills e.g. time management, resilience and leadership and management training. Support staff can also access AbLE seminars and the PGCAP when relevant.

We are currently considering ways we can ensure we have a consistent and appropriate recording and evaluation tools which can be used across the University covering all those that support L&D (People Services, Graduate School, AbLE Academy).

See

AP2c(ix) Develop a mentoring scheme for support staff, ensuring awareness and support for BAME staff

AP2c(xii), AP4a(iv) Provide specific diversity training for managers and recruiters

AP4e(ii) Continue to support BAME women's participation in Aurora

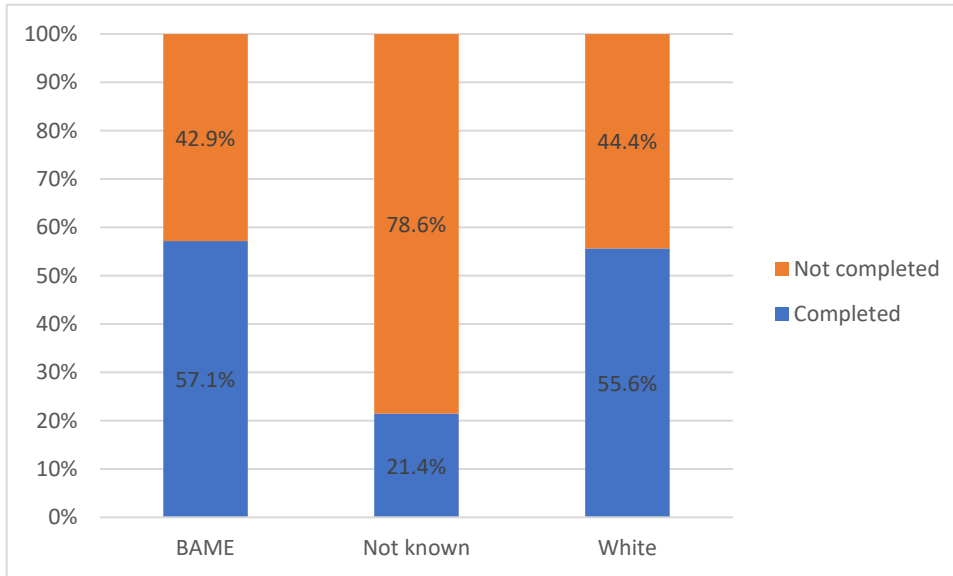
AP5b(i) Develop and implement a training records system; and a consistent approach to evaluation.

Word Count = 161

6c Appraisal/development review

The same review process is used for support staff as outlined in 5c above relating to academic staff.

Chart 6c(i) Development Discussions completion rates support staff



For support staff we see a similar level of completion rates for BAME support staff compared to White staff.

Word Count = 37

6d Professional and support staff promotions

The process for support staff to have an increase in grade is within the Grading Procedure. Individuals or their managers must demonstrate a change in role which is then evaluated by role analysts using the agreed HERA role analysis tool. There is no annual process for this: a case is made when there has been a significant change to the role for a period of 6 months. Across the 3-year period there has been 18 individuals whose role has been regraded through this process (11% BAME). Most staff who have had their roles regraded are female (F:78%) with all of the BAME staff being female. These figures reflect the number of female staff in support staff roles.

Although we don't have a breakdown on ethnicity, we can see from the 2019 staff engagement survey that female staff responded less positively (39%) compared to male staff (47%) to the question, 'I feel there are opportunities for career development for me at the University'. To the same question in the 2017 survey, we can see that BAME staff responded significantly more positively to the question (BAME: 60%; White: 40%; University wide response 37%). However, for those who preferred not to disclose their ethnicity the response was only 20%.

We know through staff engagement discussions with staff that there is a general concern about career progression opportunities amongst support staff, but this is not unique to Abertay. Additionally, our exit interview data shows that progression and career opportunities are consistently the main reason for leaving although this data is not broken down by ethnicity.

We are currently reviewing our grading procedure for support staff. This is likely to include a more streamlined approval procedure but not change the overall role evaluation process or system.

Word Count = 296

7. Student pipeline

7a Admission

In the tables below, the data is drawn from UCAS' published data set, [2019 entry UCAS Undergraduate reports by sex, area background, and ethnic group](#).

UCAS' data approach is as follows:

- Applications and offers are rounded to the nearest 5.
- Offer rates are not reported when the number of applications for a group is less than 10.
- Offer rates are reported as 0% if there are fewer than 5 offers, and 100% if the number of offers is within 5 of the number of applications.

Table 7a(i): undergraduate applications & offers by ethnicity (rounded figures, unrounded percentages) – all ages

Ethnic group	UCAS published data, June deadline applications								
	2016			2017			2018		
	Apps	Offers	Offer rate	Apps	Offers	Offer rate	Apps	Offers	Offer rate
Asian	145	100	71%	145	120	84%	170	140	83%
Black	60	40	62%	65	35	59%	65	45	70%
Mixed	70	55	80%	85	65	78%	85	75	87%
Other	15	15	100%	25	20	77%	30	20	75%
Unknown	15	10	100%	30	25	80%	40	35	85%
White	3715	2905	78%	3905	3280	84%	4315	3780	88%
Total	4020	3125	78%	4255	3550	83%	4705	4100	87%

Ethnic group	UCAS published data, June deadline applications					
	2019			2020		
	Apps	Offers	Offer rate	Apps	Offers	Offer rate
Asian	165	135	81%	200	165	81%
Black	85	55	66%	90	55	63%
Mixed	135	120	89%	100	85	84%
Other	45	40	89%	40	30	84%
Unknown	*	*	*	*	*	*
White	4155	3540	85%	3670	3115	85%

Total	4630	3930	85%	4150	3485	84%
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Our analysis showed a possibly significant lower offer rate to applications from Black applicants across 2016-2020. We therefore performed in-depth analysis of the 2019 cohort to investigate possible reasons for this apparent lower offer rate.¹⁵

We found that Black applicants were more likely than average to apply to our Mental Health Nursing programme (≈10 more applications than average). This is a competitive programme and across all 2019 applications had an overall offer rate below the average (61% against 77% across all programmes), meaning a disproportionate rate of applications from one group will likely skew the overall rejection rate for that group. The offer rate to Black applicants to this programme was not significantly different from the average.

We then did a deep dive into the circumstances of each of the ≈30 applications from Black applicants that were rejected. We found that two-thirds were rejected due to holding or achieving insufficient qualifications to meet the entry requirements for the course.

Of the remainder, rejection reasons included:

- Overseas applicants who did not reply to requests for additional clarifying information required to make an offer.
- Applications made after the June application deadline (not through Clearing) when the courses applied to were full.
- Overqualification for the stage of study applied to and subsequent acceptance to a higher stage of a related Abertay course.
- Overqualification for the course applied to, meaning a study visa would not be achievable.
- Having made insufficient progress at a previous institution.

We found that there was a valid reason given for each of the rejections, and that the vast majority were objective rather than subjective rejections. The only subjective rejection reason given was failure at interview stage for admission to the mental health nursing programme. Data rules prevent us from disclosing the exact number of applications rejected for this reason, but it is sufficiently small that we are confident that applications from Black applicants in 2019 were not significantly disadvantaged by subjectivity within the Abertay offer system.

¹⁵ Analysis is only possible for the 2019 cohort of applicants, as due to GDPR requirements we have deleted our data on pre-2019 applicants who did not subsequently become students.

Applications: benchmarking

Table 7a(ii): UCAS data, all age June deadline applications (rounded): BAME applicants as % of total UK-domiciled applications

	Abertay	All Scottish Moderns (mean)	All Scotland (mean)
2014	6.9%	8.8%	9.4%
2015	7.1%	9.5%	9.9%
2016	7.2%	9.5%	10.0%
2017	7.6%	9.9%	10.4%
2018	7.5%	10.2%	11.2%
2019	9.4%	10.5%	11.8%
2020	10.4%	11.2%	12.7%

Table 7a(iii): UCAS data, all age June deadline applications by ethnicity (rounded): Abertay applicant numbers and percentage against Scottish mean

	2014			2015			2016			2017		
	Abertay		Scot mean	Abertay		Scot mean	Abertay		Scot mean	Abertay		Scot mean
	No.	%		No.	%		No.	%		No.	%	
White	4,395	93.1%	90.6%	3,875	92.9%	90.1%	3,715	92.8%	90.0%	3,905	92.4%	89.6%
Black	100	2.1%	1.9%	65	1.6%	2.0%	60	1.5%	1.9%	65	1.5%	2.1%
Asian	135	2.9%	4.9%	125	3.0%	5.0%	145	3.6%	5.2%	145	3.4%	5.3%
Mixed	75	1.6%	2.0%	90	2.2%	2.2%	70	1.7%	2.3%	85	2.0%	2.4%
Other	15	0.3%	0.6%	15	0.4%	0.7%	15	0.4%	0.7%	25	0.6%	0.7%
Total BAME	325	6.9%	9.4%	295	7.1%	9.9%	290	7.2%	10.0%	320	7.6%	10.4%
Total	4,720			4,170			4,005			4,225		

	2018			2019			2020		
	Abertay		Scot mean	Abertay		Scot mean	Abertay		Scot mean
	No.	%		No.	%		No.	%	
White	4,315	92.5%	88.8%	4,155	90.6%	88.2%	3,670	88.4%	86.3%
Black	65	1.4%	2.1%	85	1.9%	2.2%	90	2.2%	2.4%
Asian	170	3.6%	5.6%	165	3.6%	5.7%	200	4.8%	6.1%
Mixed	85	1.8%	2.7%	135	2.9%	2.9%	100	2.4%	3.0%
Other	30	0.6%	0.8%	45	1.0%	1.0%	40	1.0%	1.1%
Total BAME	350	7.5%	11.2%	430	9.4%	11.8%	430	10.4%	12.7%
Total	4,665			4,585			4,150		

As can be seen above, Abertay's percentage of applications made by BAME applicants is consistently lower than both the Scottish mean and the mean for Scottish modern universities, although with a notable increase in 2019.

One reason for this may be the higher proportion of English-domiciled applicants across Scotland generally compared to Abertay. England has a higher BAME population by proportion (14.6% at the 2011 census) than Scotland (4%), so English-domiciled applicants may on average be more likely to be BAME than Scottish-domiciled applicants. Between 2014 and 2019, across Scotland a consistent 17% of applications were from applicants domiciled in England. Over the same period, the figure for Abertay was consistently 7-8%.

UCAS only provide data by domicile or ethnicity, not both, so it is not possible to conclusively test this assumption by ascertaining what proportion of English applicants were also BAME. However, data on Abertay undergraduate students shows that in each of the past three years (2017/18 – 2019/20), a higher proportion of our English-domiciled students were BAME than our Scottish-domiciled students (for example, in 2019/20 13.3% of English-domiciled students were BAME compared to 7.3% of Scottish-domiciled).

Another contributing factor may be that Abertay may also be drawing from a less diverse population within Scotland itself. While the UCAS application data does not include home postcodes for applications, Abertay draws the majority of its enrolled Scottish undergraduate students from the local area: in 2019/20, 65% of Abertay’s Scottish-domiciled undergraduate entrants by headcount had home postcodes in Dundee, Angus, Perth & Kinross, or Fife. These areas are collectively 2.8% BAME by total population (2011 census). If the same pattern is seen in applications, we might expect a lower rate of applications from BAME applicants at Abertay than nationwide, as the main centres of BAME population in Scotland are in the cities of Glasgow and Edinburgh (collectively holding 44% of Scotland’s BAME population as of the 2011 census), from which Abertay drew only 2.7% of its 2019/20 Scottish-domiciled undergraduate entrants.

Table 7a(iv): UCAS data, offer rate to all age June deadline applications by ethnicity, UK-domiciled applicants only

Ethnicity	White			Black			Asian		
	A'tay	Scot	Ratio A:S	A'tay	Scot	Ratio A:S	A'tay	Scot	Ratio A:S
2014	78.2%	55.2%	1.42	62.0%	35.3%	1.76	77.2%	49.2%	1.57
2015	77.3%	52.6%	1.47	56.9%	36.6%	1.55	73.4%	48.0%	1.53
2016	78.2%	51.9%	1.51	62.3%	39.9%	1.56	70.6%	50.3%	1.40
2017	84.0%	53.5%	1.57	58.7%	43.1%	1.36	84.0%	51.0%	1.65
2018	87.6%	54.3%	1.61	70.1%	46.0%	1.52	83.3%	52.4%	1.59
2019	85.2%	55.4%	1.54	65.5%	45.5%	1.44	81.2%	53.4%	1.52
2020	84.9%	56.9%	1.49	63.3%	47.8%	1.32	80.7%	56.8%	1.42

Ethnicity	Mixed			Other		
	A'tay	Scot	Ratio A:S	A'tay	Scot	Ratio A:S
2014	74.0%	52.9%	1.40	100.0%	43.2%	2.31
2015	75.3%	53.1%	1.42	41.2%	46.7%	0.88
2016	79.7%	53.0%	1.50	100.0%	45.5%	2.20
2017	77.9%	53.8%	1.45	76.9%	49.2%	1.56
2018	87.4%	55.5%	1.57	75.0%	50.3%	1.49
2019	89.1%	57.3%	1.55	89.1%	52.1%	1.71
2020	84.2%	57.7%	1.46	84.2%	52.1%	1.62

With the exception of the ‘other’ ethnic group (where Abertay application numbers are so small that offer rates are highly volatile), Abertay’s offer rates track reasonably consistently with the Scottish mean across all headline ethnic groups between 2014-2020. Applications are generally 40 – 60% more likely to receive an offer at Abertay compared to the Scottish mean regardless of the ethnicity of the applicant.

This means that the lower offer rate to applications from Black applicants previously seen in Abertay’s figures is also true to a similar degree across Scotland as a whole.

Contextual admissions

Since 2014, Abertay has operated a contextual admissions policy, whereby applications meeting a number of set criteria indicating a background of disadvantage receive an offer requiring lower grades for entry:

“A contextual offer is made at the Minimum Access Thresholds for our degree programmes with passes in three SQA Higher subjects (rather than the standard offer of four SQA Higher passes). For example, a programme normally requiring AABB at Higher has an access threshold of BBB.”

The criteria to automatically receive this contextual offer are one or both of:

- Participation in a recognised higher education widening access programme such as LIFT-OFF, LEAPS, GOALS, or equivalent
- Having spent 3 months or more in care

OR two or more of:

- Having attended a school with low rates of progression to higher education
- Living in an area of deprivation as identified by the Scottish Index of Multiple Deprivation
- Having parents or guardians who have not participated in higher education
- Having experienced serious disruption to formal education

Applications meeting only one of the ‘two or more of’ criteria are assessed individually through review of the personal statement and reference in the application form, and a decision is made to make either a standard or contextual offer according to the applicant’s educational attainment and context.

Exact numbers of applications receiving this individual assessment are not currently available, but anecdotal evidence suggests the number is very small. However, in order to check that BAME applicants were not being disadvantaged by this subjective assessment, we undertook analysis of the numbers of applications and registered entrants who received a contextual offer by ethnicity.

As with the previous analysis, full ethnicity data of applicants is only available for 2019 as below:

Table 7a(v): 2019 applications receiving contextual offers by ethnicity (rounded figures, unrounded percentages)

Ethnicity group	All offers	% of total offers	Contextual offers	% of total contextual offers
Asian	130	3.3%	25	4.2%
Black	50	1.3%	10	1.5%
Mixed	105	2.7%	10	1.5%
Other	50	1.3%	5	1.1%
Unknown	385	9.8%	0	0%
White	3215	81.7%	565	91.7%
Total	3935		615	
BAME total	335	8.5%	50	8.3%

The numbers of contextual offers made per group are small, but overall the proportion of applications from BAME applicants receiving a contextual offer is comparable to the proportion of BAME applications receiving offers overall.

Table 7a(vi): registered entrants who received contextual offers by ethnicity (rounded figures, unrounded percentages)

Ethnicity Group	2017/18			2018/19			2019/20		
	Contextual offer			Contextual offer			Contextual offer		
	No	Yes	% Yes	No	Yes	% Yes	No	Yes	% Yes
Asian	45	5	8.0%	35	5	14.3%	30	10	24.4%
Black	5	5	41.7%	15	5	23.5%	15	5	16.7%
Mixed	25	5	11.1%	30	5	12.5%	25	5	13.8%
Other	15	0	0.0%	5	0	0.0%	15	0	11.1%
Unknown	55	0	0.0%	85	0	2.4%	0	0	0.0%
White	1055	170	13.7%	1165	200	14.6%	995	195	16.4%
Total	1205	180	13.0%	1330	215	13.9%	1085	215	16.6%
BAME total	90	10	11.5%	85	15	14.3%	85	20	17.9%

To provide some additional data, Table 7a(vi) presents figures on the number of registered entrants as of 31st January each year who received a contextual offer in response to their application(s).

This is not the same as the number of total applications receiving a contextual offer (as in Table 7a(iii)), as not all applicants who received a contextual offer will have accepted that offer and gone on to register as students.

AP7a(i) Although the data show no significant underrepresentation of ethnic groups in the proportion of registered entrants who received a contextual offer, data will be reviewed on a yearly basis to ensure any issues identified can be addressed quickly.

Word Count = 1271

7b Undergraduate student body

Table 7b(i) – Undergraduate students by ethnicity (rounded figures, unrounded percentages)

Ethnicity	2012-13		2013-14		2014-15		2015-16	
	No.	%	No.	%	No.	%	No.	%
Arabic	5	0.1%	5	0.1%	5	0.1%	5	0.2%
Asian - Bangladeshi	5	0.1%	10	0.2%	5	0.2%	10	0.3%
Asian - Chinese	35	0.7%	30	0.7%	25	0.6%	20	0.6%
Asian - Indian	25	0.6%	25	0.6%	15	0.4%	10	0.3%
Asian - Other	30	0.6%	25	0.5%	25	0.7%	15	0.4%
Asian - Pakistani	55	1.2%	60	1.4%	50	1.3%	55	1.5%
Black - African	50	1.1%	50	1.2%	45	1.1%	45	1.3%
Black - Caribbean	5	0.1%	5	0.1%	0	0.1%	0	0.1%
Black - Other	5	0.1%	5	0.1%	5	0.1%	0	0.1%
Mixed	55	1.3%	65	1.4%	55	1.4%	60	1.6%
Other	10	0.2%	5	0.1%	5	0.2%	0	0.0%
Unknown	135	3.1%	100	2.3%	85	2.2%	0	0.0%
White	3985	90.6%	4045	91.2%	3520	91.6%	3470	93.9%
Total students	4400		4435		3840		3700	
Total BAME	280	6.3%	290	6.5%	235	6.1%	225	6.1%

Ethnicity	2016-17		2017-18		2018-19	
	No.	%	No.	%	No.	%
Arabic	10	0.2%	15	0.4%	15	0.3%
Asian - Bangladeshi	10	0.3%	5	0.2%	5	0.1%
Asian - Chinese	20	0.6%	20	0.6%	50	1.2%
Asian - Indian	10	0.3%	25	0.7%	25	0.6%
Asian - Other	20	0.6%	25	0.6%	20	0.5%
Asian - Pakistani	50	1.5%	45	1.2%	50	1.3%
Black - African	45	1.3%	45	1.2%	45	1.1%
Black - Caribbean	0	0.1%	0	0.1%	5	0.1%
Black - Other	0	0.1%	0	0.0%	0	0.0%
Mixed	65	1.8%	70	2.0%	85	2.1%
Other	5	0.2%	10	0.3%	10	0.3%
Unknown	15	0.5%	10	0.3%	40	1.0%
White	3175	92.6%	3300	92.3%	3655	91.2%
Total students	3430		3575		4005	
Total BAME	235	6.9%	265	7.4%	310	7.8%

The data show a slight fall in both in the number and overall proportion of undergraduate BAME students in 2014/15, static in 2015/16, and then a steady rise through to 2018/19.

Within our BAME students, the largest groups were Black African, Asian Pakistani, and – as of 2018/19 – Asian Chinese, with around 50 students in each group registered in each academic year (around 1% of total undergraduates in each group). Those of Mixed ethnicity accounted for a steadily increasing proportion, reaching just over 2% by 2018/19.

Table 7b(ii) – Undergraduate students by ethnicity and gender (rounded figures, unrounded percentages)

	2012-13				2013-14				2014-15			
	Female		Male		Female		Male		Female		Male	
Asian	65	41%	90	59%	70	48%	75	52%	55	46%	65	54%
Black	35	60%	25	40%	35	62%	20	38%	25	51%	25	49%
Mixed	25	46%	30	54%	25	44%	35	56%	20	38%	35	62%
Other	30	44%	35	56%	5	33%	10	67%	5	27%	10	73%
Total BAME	155	46%	180	54%	135	49%	140	51%	105	44%	130	56%
White	1975	48%	2145	52%	1880	47%	2115	53%	1610	46%	1865	54%

	2015-16				2016-17			
	Female		Male		Female		Male	
Asian	55	50%	55	50%	50	45%	60	55%
Black	25	51%	25	49%	30	58%	20	42%
Mixed	25	40%	35	60%	25	44%	35	56%
Other	5	43%	5	57%	10	59%	5	41%
Total BAME	105	47%	120	53%	115	49%	120	51%
White	1620	47%	1850	53%	1510	46%	1740	54%

	2017-18				2018-19			
	Female		Male		Female		Male	
Asian	55	49%	60	51%	60	52%	55	48%
Black	25	55%	20	45%	25	57%	20	43%
Mixed	25	41%	40	59%	35	43%	45	57%
Other	15	62%	10	38%	15	62%	10	38%
Total BAME	125	49%	130	51%	140	51%	135	49%
White	1500	47%	1670	53%	1655	48%	1805	52%

(students declaring other gender identity represented de minimis proportions in each year)

Overall, the gender balance of BAME students is broadly similar to that of White students across the period, with slightly fewer male and slightly more female students than among White students since 2016-17. There is a slight but consistent trend of a higher proportion of female students among those declaring Black ethnicity, and of male students among those declaring Mixed ethnicity.

Table 7b(iii) – Undergraduate students by ethnicity and domicile (rounded figures, unrounded percentages)

Ethnicity	2012-13		2013-14		2014-15		2015-16	
	UK	Non-UK	UK	Non-UK	UK	Non-UK	UK	Non-UK
Arabic	5	0	5	5	0	5	5	5
Asian - Bangladeshi	5	0	5	0	5	0	10	0
Asian - Chinese	20	10	25	5	20	5	20	0
Asian - Indian	20	5	20	5	10	5	5	5
Asian - Other	15	10	20	5	20	10	10	0
Asian - Pakistani	50	5	55	5	50	0	50	0
Black - African	40	10	45	5	40	0	45	5
Black - Caribbean	5	0	5	0	0	0	0	0
Black - Other	5	5	0	5	0	5	0	0
Mixed	50	10	55	10	45	5	50	10
Other	5	5	5	5	5	5	0	0
Unknown	25	115	20	85	20	65	0	0
White	3700	285	3730	310	3295	225	3100	370
Total students	3945	455	3985	445	3515	325	3300	400
Total BAME	220	60	235	50	200	35	200	30
BAME as %	5.6%	12.7%	5.9%	11.6%	5.7%	10.4%	6.0%	7.0%

Ethnicity	2016-17		2017-18		2018-19	
	UK	Non-UK	UK	Non-UK	UK	Non-UK
Arabic	5	5	5	10	5	5
Asian - Bangladeshi	5	0	5	0	5	0
Asian - Chinese	15	5	15	5	15	35
Asian - Indian	10	5	15	10	15	10
Asian - Other	20	5	20	5	20	0
Asian - Pakistani	50	0	45	0	50	0
Black - African	40	5	40	5	35	10
Black - Caribbean	0	0	0	0	0	0
Black - Other	0	0	0	0	0	0
Mixed	50	10	50	20	65	20
Other	5	0	10	5	5	5
Unknown	15	0	10	0	25	15
White	2810	365	2890	405	3200	455
Total students	3020	405	3105	470	3450	555
Total BAME	195	40	200	60	225	90
BAME as %	6.5%	9.8%	6.5%	13.2%	6.5%	15.8%

The proportion of our UK-domiciled students declaring BAME ethnicity has remained steady since 2016/17 at 6.5%, which demonstrates recruitment of students in line with the city population of 6% BAME, and in excess of the broader Scottish population of 4% BAME (2011 census figures).

Non-UK-domiciled BAME students compose an increasing percentage of the university’s BAME student population since 2015-16, rising from 17% to 29% of the total BAME population over the past three years. By comparison, the proportion of non-UK-domiciled white students as a percentage of the university’s white student population has remained relatively static over the same period at around 12%.

Benchmarking: student numbers

Table 7b(iv): Scottish-domiciled undergraduate students by ethnicity, full person equivalent %: Abertay, comparators and Scottish mean

Ethnicity	2016/17				2017/18			
	Abertay	RGU	Dundee	Scot mean	Abertay	RGU	Dundee	Scot mean
Asian	3.3%	3.9%	3.5%	3.7%	3.1%	4.6%	3.7%	3.8%
Black	1.0%	1.4%	1.0%	1.0%	0.9%	1.7%	1.0%	1.2%
Mixed	1.8%	1.4%	1.9%	1.5%	1.5%	1.5%	2.0%	1.6%
Other	0.2%	0.5%	0.5%	0.5%	0.4%	0.5%	0.6%	0.5%
Total BAME	6.3%	7.2%	6.9%	6.7%	5.9%	8.3%	7.3%	7.1%
White	93.7%	92.7%	93.1%	93.3%	94.0%	91.6%	92.7%	93.0%

Ethnicity	2018/19			
	Abertay	RGU	Dundee	Scot mean
Asian	3.2%	4.6%	3.9%	4.1%
Black	0.9%	2.1%	1.3%	1.3%
Mixed	2.0%	1.6%	2.0%	1.7%
Other	0.4%	0.6%	0.6%	0.5%
Total BAME	6.5%	8.9%	7.8%	7.6%
White	93.6%	91.1%	92.3%	92.4%

As noted above, Abertay’s BAME application numbers consistently lag the Scottish mean, potentially due to our geography and lower non-Scottish recruitment, and this feeds through into our undergraduate student body.

Table 7b(iii) shows that our Scottish-domiciled BAME undergraduate population consistently lags the Scottish mean and those of two comparators: Dundee University is a local comparator and the Robert Gordon University (RGU) is another modern university located in an area of limited BAME catchment.

According to 2011 census figures, RGU is performing better than Abertay despite drawing from a proportionately smaller local BAME population in relation to its size (Aberdeen city’s BAME population was approximately twice as large by head of Dundee city as of 2011, whereas RGU’s Scottish undergraduate population is approximately 2.5x larger by headcount than Abertay’s as of 2019).

Without home postcode information for RGU students (not publicly available), it is not possible to determine whether RGU's stronger performance is due to more successful BAME recruitment from its local area or from drawing in more BAME students from outside its local area, although it does have significant international student recruitment to oil and gas programmes. Demographic change may also have taken place since the 2011 Census.

Table 7b(v): Scottish-domiciled all-stage undergraduate students with home postcodes in Dundee city by ethnicity (December 2019), compared to 2011 census figures by ethnicity

Population	Total population	White %	Mixed or multiple ethnic groups %	Asian, Asian Scottish or Asian British %	African %	Caribbean or Black %	Other ethnic groups %
Dundee City (2011 Census)	147,268	94.0%	0.5%	4.0%	0.8%	0.2%	0.6%
Abertay Scottish-domiciled undergraduate students (all stages, headcount, Dec 2019)	880 (8.3% of all undergraduates)	91.9%	1.9%	3.8%	1.4%	0%	1.3%

The shortfall of 0.2% in the proportions of Asian and Caribbean/Black students against the Dundee City mean represents 1-2 students in each category.

Table 7b(vi) – Undergraduate BAME students by Abertay academic division (headcount, rounded figures, unrounded percentages)

Division	2012/13		2013/14		2014/15		2015/16	
	BAME	BAME%	BAME	BAME%	BAME	BAME%	BAME	BAME%
Accounting, Business and Management	55	19.6%	55	19.2%	35	16.4%	55	22.4%
Cybersecurity	35	12.0%	30	10.1%	30	12.9%	30	12.9%
Engineering and Food Science	20	7.6%	25	8.7%	25	10.2%	15	6.6%
Games and Arts	30	10.9%	30	9.8%	25	10.2%	20	9.1%
Games and Maths	20	8.0%	20	7.3%	20	8.0%	15	7.1%
Health Sciences	60	21.8%	65	22.0%	50	21.8%	45	18.7%
Law	15	4.7%	15	4.5%	5	3.1%	10	4.6%
Psychology and Forensic Science	25	8.7%	25	8.0%	20	9.8%	25	9.5%
Sociology	15	4.7%	25	8.0%	10	4.9%	15	5.8%

Sport and Exercise Science	5	1.8%	5	2.1%	5	2.7%	10	3.3%
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Division	2016/17		2017/18		2018/19	
	BAME	BAME%	BAME	BAME%	BAME	BAME%
Accounting, Business and Management	50	10.8%	50	11.8%	50	11.0%
Cybersecurity	25	6.7%	20	5.3%	15	4.0%
Engineering and Food Science	15	5.1%	20	6.6%	50	14.4%
Games and Arts	25	5.8%	45	8.9%	45	7.7%
Games and Maths	15	4.8%	10	3.9%	15	4.5%
Health Sciences	40	15.1%	40	15.5%	35	12.9%
Law	20	17.8%	20	15.0%	30	16.4%
Psychology and Forensic Science	25	4.9%	25	5.0%	30	5.7%
Sociology	15	4.7%	15	3.4%	20	4.1%
Sport and Exercise Science	10	2.8%	20	4.5%	15	3.9%

Academic divisions were reorganised for the 2018/19 academic year. 2016/17 and 2017/18 figures reflect the post-reorganisation divisions.

In most cases, student numbers are too low to allow for meaningful analysis, but Accounting, Business & Management and Health Sciences consistently have an above-average proportion of BAME students over the period. In 2016/17 these were joined by Law, and in 2018/19 by Engineering & Food Science due to approximately 30 visiting students from a Chinese partner college studying Environmental Management.

Our previous application noted a lower proportion of BAME students in Behavioural Science (now split between Sociology and Psychology & Forensic Science), Food Science (now part of Engineering and Food Science), and Sport & Exercise. Figures in Sociology remain relatively low, as in Food Science (disaggregated from Engineering, the trajectory is 3.2% / 3.2% / 3.6% BAME from 2016/17 – 2018/19). There has been some moderate improvement in Sport & Exercise since 2016/17.

AP7b(i) Identify reasons for lower number of BAME students and consider and implement ways to increase applications and conversions related to academic division.

Table 7b(vii) - % undergraduate Scottish-domiciled¹⁶ BAME students by subject area, Abertay vs Scottish average (Full Person Equivalent)

FPE % BAME Difference		2016/17			2017/18			2018/19		
		FPE % BAME		Difference	FPE % BAME		Difference	FPE % BAME		Difference
JACS subject	Abertay course areas	Abertay	Scotland		Abertay	Scotland		Abertay	Scotland	
(2) Subjects allied to medicine	Mental Health Nursing, Fitness & Nutrition	5.3%	7.5%	-2.2%	4.8%	8.1%	-3.4%	7.1%	8.6%	-1.5%
(3) Biological sciences	Sport & Exercise, Biomedical Science, Psychology, Forensics	5.3%	6.7%	-1.4%	5.8%	6.7%	-0.9%	5.8%	7.0%	-1.1%
(5) Agriculture & related subjects	Food Science & (non-Fitness) Nutrition	2.9%	1.7%	1.3%	3.0%	1.6%	1.4%	3.3%	1.2%	2.2%
(6) Physical sciences	Environmental Science & Technology	5.3%	4.7%	0.6%	6.7%	5.0%	1.7%	6.3%	5.6%	0.6%
(8) Computer science	Computer Science, Games, Graphics	5.7%	9.1%	-3.4%	3.7%	9.0%	-5.3%	4.3%	9.8%	-5.5%
(9) Engineering & technology	Civil Engineering	5.3%	9.6%	-4.4%	11.1%	10.2%	1.0%	12.5%	11.1%	1.4%
(B) Social studies	Sociology, Social Science	3.5%	4.7%	-1.2%	2.9%	4.6%	-1.7%	2.9%	5.0%	-2.1%
(C) Law	Law	16.7%	9.2%	7.5%	15.4%	9.5%	5.9%	17.6%	10.4%	7.3%
(D) Business & administrative studies	Business, Accounting, Marketing	10.6%	9.3%	1.3%	10.3%	9.5%	0.7%	10.7%	9.7%	1.0%
(H) Creative arts & design	Game Design, Computer Arts	4.8%	4.5%	0.3%	5.8%	4.9%	0.9%	6.3%	5.2%	1.0%

Over the past three years the percentage of Scottish-domiciled BAME students on Abertay's Law courses has been more than 5% above the Scottish mean, and that on Computer Science was more than 5% below

¹⁶ Scottish domicile has been used to control for the variable proportions of rest-of-UK and international students at Scottish universities

the mean in 2017/18 and 2018/19. Further understanding and investigation is required to understand why this is the case.

AP7b(ii) Identify reasons for lower number of BAME students and consider and implement ways to increase applications and conversions related to Scottish Mean

It should be noted that the JACS subject categories can be quite broad, meaning that the offer across Scotland may include subjects Abertay does not offer.

Word Count = 714

7c Course progression

Due to the low numbers of students who identify as BAME, the following figures have been aggregated over the last 7 years to address fluctuations due to low numbers.

Table 7c(i) – Withdrawal from study, undergraduate students (rounded figures, unrounded percentages) – aggregated figures 2012/13 – 2018/19

Ethnicity	Retained or Qualified		Withdrawn by University		Withdrew Voluntarily	
	Count	Percentage	Count	Percentage	Count	Percentage
Asian	880	89.2%	65	6.5%	45	4.3%
Black	355	91.8%	20	5.4%	10	2.8%
Mixed	495	91.8%	25	4.8%	20	3.3%
Other	140	87.6%	10	5.0%	10	7.5%
White	25065	91.0%	1645	6.0%	845	3.1%
Total	26940	90.9%	1765	6.0%	930	3.1%

Withdrawn by University indicates that the student has been formally withdrawn from their programme of study for academic failure, or in a minority of cases for a serious breach of regulations. Withdrew Voluntarily indicates that the student has left their programme of study for personal reasons.

Data in this section is based on students who failed to progress – i.e. who were withdrawn by the University, or who voluntarily withdrew, in each year. Numbers of BAME students withdrawing in any given year are sufficiently low to render analysis impossible, hence the aggregated figures given above.

While Asian students appear slightly less likely to be retained than those in other groups, the variation is not statistically significant.

Word Count = 144

7d Attainment

The small number of degrees awarded to BAME students in any given year renders analysing individual degree classifications from one year very difficult – hence the aggregated data presented.

Table 7d(i): All undergraduate degree awards, 2012/13 – 2018/19, by ethnicity (rounded numbers, unrounded percentages)

Award	Asian		Black		Mixed		Other		Unknown		White	
First	30	13%	5	4%	20	21%	5	24%	15	12%	840	14%
2.1	90	36%	35	39%	40	43%	5	29%	40	34%	2515	43%
2.2	75	31%	25	28%	20	23%	5	19%	25	19%	1290	22%
Third	15	6%	5	3%	0	2%	0	5%	0	1%	130	2%
Non-Honours	35	15%	25	26%	10	11%	5	24%	40	34%	1050	18%
Total	245		95		95		20		120		5830	

Table 7d(ii): Comparison to White award rate and (rounded) number of awards represented by % variation

Award	White	Asian		Black		Mixed	
First	14%	-2%	-5	-10%	-10	+6%	+5
2.1	43%	-7%	-15	-5%	-5	0%	0
2.2	22%	+9%	+20	+6%	+5	+1%	0
Third	2%	+3%	+10	+1%	0	0%	0
Non-Honours	18%	-3%	-10	+8%	+10	-7%	-5

Using these aggregated figures, Asian and Black students are statistically more likely to achieve lower degree qualifications than White students, therefore highlighting an ‘awarding gap’. The variation in Mixed students’ achievement is not statistically significant.

AP7d(i)(a) Pilot diagnostic testing of all new students to university to ascertain preparedness for university study and address identified needs

As with the applications data, the increased rate of non-Honours awards to Black students is due to their overrepresentation in our Mental Health Nursing programme. 22% of all awards made to Black students over the seven-year period were in Mental Health Nursing, compared to 6% of awards to White students.

Students in general are more likely to graduate from this programme with a non-Honours award at the end of Stage 3, as students undertake work placements in Stage 3 and some choose to remain in the workplace rather than returning to study at Stage 4. Initiatives are underway to generally encourage retention and graduation with Honours, including an accelerated degree programme leading to graduation with Honours after Stage 3.

While Black Mental Health Nursing students graduated with non-Honours degrees at a similar rate to White students (62% of all MHN awards in both cases), their overrepresentation in this programme results in the discrepancy in overall non-Honours numbers shown above.

On investigation, within our School of Applied Sciences (covering 37% of undergraduates) there were no statistically significant differences in progression panel decisions as to the withdrawal/deferral/re-enrolment of BAME students in 2019-20.

Table 7d(iii): Undergraduate attainment, 2012-13 - 2018-19 cumulative – comparison of award rates between college (articulating and non-articulating) and non-college entrants, and (rounded) number of awards represented by % variation

Classification	Non-college entrants				College entrants			
	White	BAME	BAME vs White		White	BAME	BAME vs White	
First	17%	17%	0%	0	12%	11%	-2%	-5
2:1	47%	45%	-2%	-5	39%	33%	-7%	-20
2:2	21%	23%	2%	+5	24%	31%	8%	+20
Third	2%	4%	3%	+5	3%	4%	2%	+5
Non-Hons	14%	11%	-3%	-5	22%	21%	-1%	-5
Total	2835	185			3010	270		

* figure too small to include

The above tables break down awards over the period to students who did and did not join the University from college.

Using these aggregated figures, BAME students who joined the University from college¹⁷ were statistically less likely to achieve ‘good’ (First / 2:1) awards than their White counterparts. There was no statistically significant variation between the awards to BAME and White non-college entrants. It is widely accepted within the Scottish HE sector that students articulating from College struggle with the transition to degree level study at University (the figures for non-college entrants highlights this). The University provides a [college transition programme](#) to prepare students along side specific programme events organised with local college partners.

AP7d(i)(b) Further investigation is required to identify and address reasons for the difference in award classifications.

Word Count = 419

¹⁷ In Scotland students can articulate from a Further Education College with an HNC into year 2; and an HND into year 3 of a degree programme.

7e Postgraduate pipeline

Table 7e(i) – Taught postgraduate students by ethnicity (rounded figures, unrounded percentages)

Ethnicity	2012-13		2013-14		2014-15		2015-16	
	No.	%	No.	%	No.	%	No.	%
Arabic	5	1.7%	0	0.7%	0	1.0%	5	1.3%
Asian - Bangladeshi	5	1.0%	5	1.0%	0	1.0%	0	0.9%
Asian - Chinese	30	9.7%	20	6.5%	5	3.4%	0	0.9%
Asian - Indian	20	7.0%	10	2.6%	0	1.0%	5	1.8%
Asian - Other	5	2.0%	5	2.0%	5	2.0%	0	0.4%
Asian - Pakistani	10	4.0%	10	3.6%	5	1.5%	5	1.3%
Black - African	35	12.0%	25	8.8%	20	9.8%	30	12.7%
Black - Caribbean	0	0.3%	0	0.0%	0	0.0%	0	0.4%
Black - Other	0	0.0%	10	2.9%	5	1.5%	0	0.9%
Mixed	5	2.3%	5	2.0%	5	2.4%	0	0.9%
Other	0	0.3%	0	0.0%	0	0.0%	0	0.0%
Unknown	10	3.3%	5	1.3%	5	1.5%	0	0.0%
White	170	56.3%	210	68.6%	155	75.1%	180	78.5%
Total	300		305		205		230	
BAME	120	40.3%	90	30.1%	50	23.4%	50	21.5%

Ethnicity	2016-17		2017-18		2018-19	
	No.	%	No.	%	No.	%
Arabic	0	0.3%	0	0.3%	5	1.2%
Asian - Bangladeshi	0	0.3%	0	0.0%	0	0.0%
Asian - Chinese	5	1.0%	5	1.0%	30	8.0%
Asian - Indian	10	3.7%	5	1.9%	10	2.2%
Asian - Other	5	1.0%	5	1.0%	0	0.5%
Asian - Pakistani	0	0.7%	0	0.7%	5	1.2%
Black - African	10	4.0%	5	1.6%	5	1.2%
Black - Caribbean	5	1.7%	5	1.6%	5	1.2%
Black - Other	0	0.0%	0	0.3%	5	0.8%
Mixed	10	2.7%	5	1.9%	10	2.0%
Other	5	1.0%	0	0.3%	5	0.8%
Unknown	0	0.7%	0	0.7%	15	3.7%
White	245	82.8%	275	88.7%	310	77.1%
Total	295		310		400	
BAME	50	16.5%	35	10.7%	75	19.2%

There has been a notable reduction in both the number and proportion of BAME taught postgraduate students since 2012-13, recovering only in 2018-19 as a result of the number of Asian Chinese students returning to its original level.

The drop from 2012/13 to 2015/16 arises from a drop in overseas recruitment, particularly from China, India, Pakistan and Nigeria. The increase in overall numbers from 2015/16 onwards is primarily due to increased domestic recruitment within Scotland, drawing on a primarily White population and thus further reducing the proportion of BAME students.

Table 7e(ii) – Research postgraduate students by ethnicity (rounded figures, unrounded percentages)

Ethnicity	2012-13		2013-14		2014-15		2015-16	
	No.	%	No.	%	No.	%	No.	%
Arabic	5	5.0%	5	4.2%	5	4.1%	5	2.6%
Asian - Bangladeshi	0	1.7%	0	1.4%	0	0.7%	5	3.3%
Asian - Chinese	5	3.4%	5	3.5%	5	2.7%	5	2.0%
Asian - Indian	5	3.4%	5	2.8%	5	2.7%	0	1.3%
Asian - Other	5	3.4%	5	4.9%	5	4.8%	10	7.2%
Asian - Pakistani	0	0.0%	0	0.0%	0	0.7%	5	3.3%
Black - African	20	18.5%	25	17.6%	25	18.5%	25	17.8%
Black - Caribbean	0	0.8%	0	0.0%	0	0.0%	0	0.0%
Black - Other	0	0.8%	0	0.7%	0	0.0%	0	0.0%
Mixed	5	4.2%	5	3.5%	5	2.1%	5	2.0%
Other	5	2.5%	5	2.1%	0	0.7%	0	0.0%
Unknown	0	0.0%	0	0.7%	0	0.0%	0	0.0%
White	65	56.3%	85	58.5%	90	63.0%	90	60.5%
Total	120		140		145		150	
BAME total	50	43.7%	60	40.8%	55	37.0%	60	39.5%

Ethnicity	2016-17		2017-18		2018-19	
	No.	%	No.	%	No.	%
Arabic	0	0.8%	0	0.0%	0	1.9%
Asian - Bangladeshi	5	2.4%	0	1.7%	5	2.9%
Asian - Chinese	0	1.6%	0	1.7%	0	1.0%
Asian - Indian	0	0.8%	0	0.8%	0	1.0%
Asian - Other	5	5.6%	5	3.3%	0	1.9%
Asian - Pakistani	5	4.0%	5	5.0%	5	3.8%
Black - African	20	16.8%	20	16.5%	15	16.2%
Black - Caribbean	0	0.0%	0	0.0%	0	0.0%
Black - Other	0	0.0%	0	0.8%	0	1.0%
Mixed	0	0.8%	0	0.8%	0	0.0%
Other	0	0.0%	0	0.0%	0	1.0%
Unknown	0	0.0%	0	0.0%	0	0.0%
White	85	67.2%	85	69.4%	75	69.5%
Total	125		120		105	
BAME total	40	32.8%	35	30.6%	30	30.5%

Research students have not been broken down by Masters/PhD as Masters numbers are low. The proportion of research postgraduate students with BAME ethnicity fell from 2012-13 to 2017-18, although absolute numbers remained relatively static until 2016-17, when the general population also reduced. There are no clear patterns by individual ethnicity group.

In 2018/19, BAME RPG students were overwhelmingly from outside the UK – 90% had a non-UK domicile.

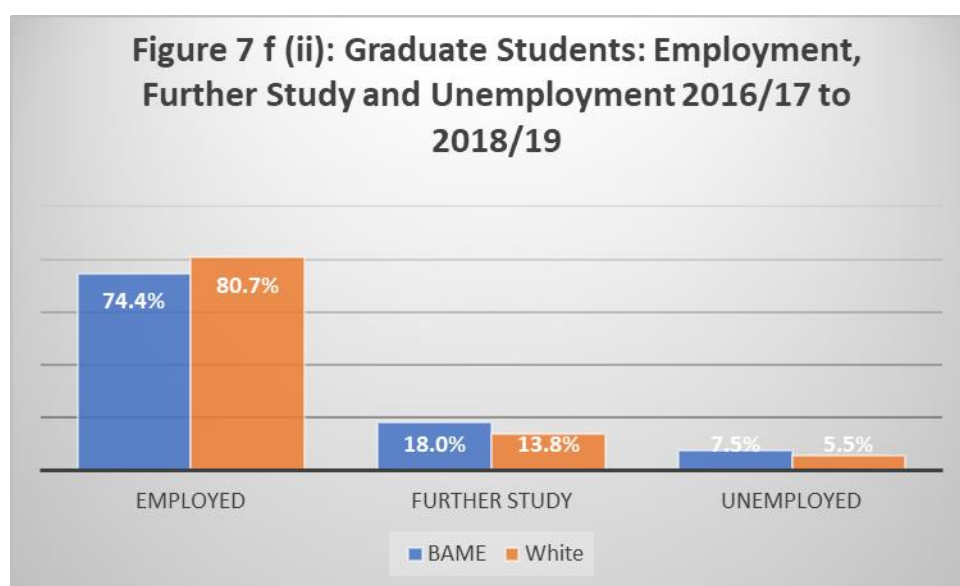
Word Count = 157

7f Postgraduate employment

The University has a small BAME student population. As a result three years data has been aggregated to provide a large enough sample to provide statistical robust data. It is not possible to disaggregate BAME data as numbers are very small for each ethnic background (one's and two's) without potentiality breaching General Data Protection regulations (GDPR). In 2019/20 there were 310 BAME students at the University (7.8% of the student population). The number of BAME graduating students responding to the survey on graduate destinations was, between 2016-17 to 2018/19, proportionate to the size of the population (see Table 7f (i)). Students who graduated in 2019/20 are currently being surveyed.

Table 7f (i): Numbers and percentage of respondents to Graduate Outcome survey 2016/17 to 2018/19 by Ethnicity	BAME		White	
	133	7.3%	1701	92.7%

The aggregated graduate outcomes data 2016/17 to 2018/19 (Figure 7f (ii)) shows that the percentage of BAME students in employment is 6.3% less than their white counterparts over the 3-year period. Although employment rates for BAME and white students are substantially higher than the Dundee City figures (65%) for 2019¹⁸. BAME graduates when compared to the Scottish University average¹⁹ (64-65%²⁰) at Abertay are more likely to be in employment (74.4%). Of note is that BAME graduates from Abertay are more likely to be in further study (4.2% higher) than their white counterparts over the 2016/17 to 2019/20 period.



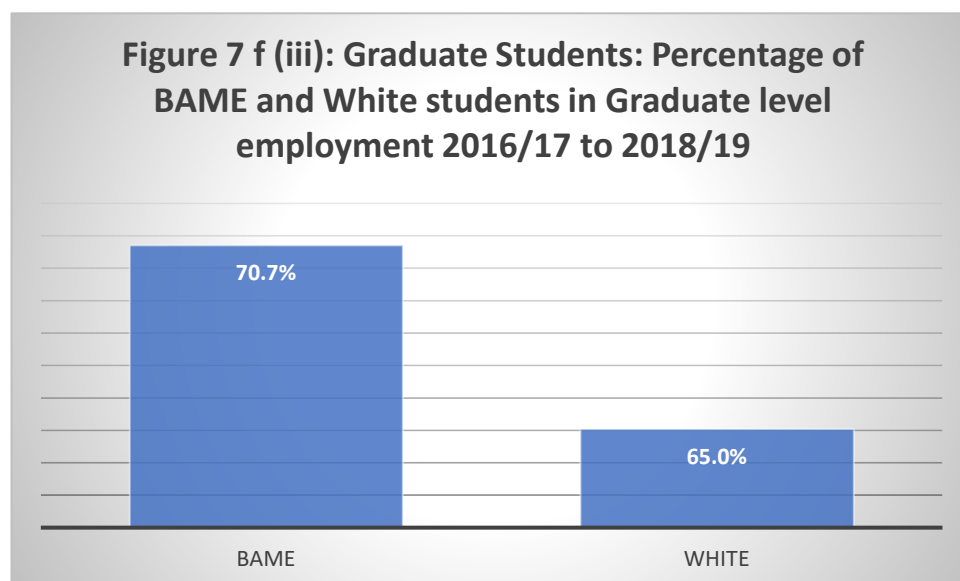
¹⁸ <https://www.thecourier.co.uk/fp/news/local/dundee/816821/dundee-has-second-highest-unemployment-rate-of-any-british-city/>

¹⁹ <https://www.hesa.ac.uk/data-and-analysis/graduates/activities> (Full and part time employment)

²⁰ Range for Black, Asian and Minority Ethnic groups

The percentage of BAME graduates over the 3-year period who are unemployed is 7.5% compared to 5.5% for their white counterparts. Unemployment rates in Dundee²¹ in 2019 were 5.7%. Therefore, BAME graduates were more likely to be unemployed than their white counterparts, although not significantly so, it was above the Dundee city percentage. When compared to the Scotland range (4% to 9%) for BAME graduates²² the figure at Abertay sits within it.

In terms of Graduate level employment (Figure 7f (iii)), BAME graduates are more likely to be in professional and managerial roles compared to their white counterparts over the 2016/17 to 2018/19 period.



In June 2020, the University Senate approved a new Employability Strategy 2020-25. It has five guiding principles (see below) that clearly commits the University to providing advice, guidance and mentoring as key components to supporting our students and graduates in finding a fulfilling career path.

To support our students to have the best chance of finding a fulfilling career path the University will:

- Ensure every student and graduate is provided with equal access to employability support and development.
- Ensure the Abertay Attributes will be embedded within programme curricula and within extra and co-curricular activities to ensure the development of our students' employability through subject knowledge and skills acquisition.
- Engender a partnership approach between academic and professional services staff to make best use of our expertise and resources for the benefit of all our stakeholders.
- Draw upon the experience and expertise of our alumni, and employers, to support and develop our employability knowledge and practice to assist in achieving positive employment outcomes.
- Focus and target career planning and guidance, and mentoring support which will be provided to students with characteristics identified as having poorer graduate employment outcomes, for example, mature, Black Asian and Minority Ethnic, care experienced, those with caring responsibilities, and disabled students.

²¹ <http://www.nomisweb.co.uk/reports/lmp/la/1946157411/printable.aspx>

²² <https://www.hesa.ac.uk/data-and-analysis/graduates/activities>

Within the supporting goals section of the Strategy the University has a clear commitment to ‘An inclusive and coherent programme of extra and co-curricular activities that raises self-awareness and facilitates skills development and professional networking’. To underline that commitment is a desired outcome to ensure that the ‘Percentage of BAME graduates in employment or further study is not significantly worse than their white counterparts in graduate outcomes’ **[AP7f (i)]**

AP7f(i) Percentage of BAME graduates in employment or further study is not significantly worse than their white counterparts in graduate outcomes

Word Count = 466

8. Teaching and learning

In 2020 the University published a new Learning Enhancement Strategy, which was developed over a six month period and involved wide spread consultation with staff and students across the University. It opens with the following statement:

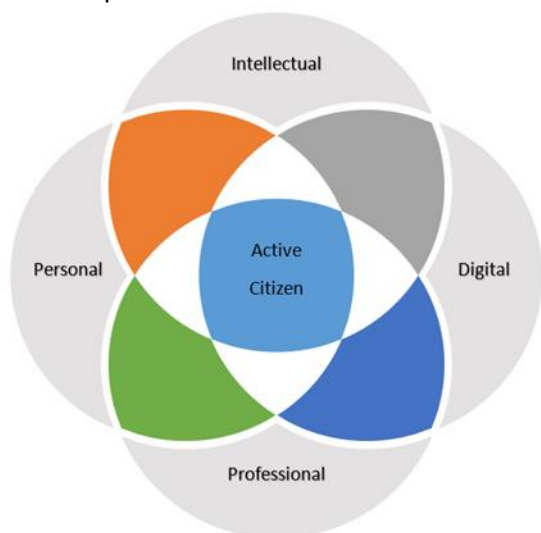
‘Abertay is a distinctive modern university based in the centre of Dundee with an inclusive approach to teaching and supporting our students’ learning. We have a long history of engaging with the local and surrounding communities as well as attracting a growing number of international students. We aim to prepare our students for succeeding in a global context where society continues to face many complex challenges such as climate change, social justice and economic uncertainty.’

The emphasis on inclusivity and social justice in the opening statements indicates a direction of travel that is elaborated on throughout the strategy.

The appointment of a new Dean of Teaching and Learning who directs the work of the Abertay Learning Enhancement (ABLE) Academy, also took place in 2020. AbLE co-ordinates pedagogic training and development (including the PgCAP), CPD for academics, Teaching and Learning seminars and policy-making. The Dean chairs the University’s Academic Quality and Standards Committee and sits on the University’s Senate and Learning and Teaching Committee.

The AbLE Academy is supported in its work by the three School Teaching Quality and Enhancement Leads (TQLs) who work for AbLE for a proportion of their time. They provide a lead on designated activities across the institution and help AbLE to learn from and engage with the Schools and programmes they manage.

In 2020 the University approved the revised Abertay Attributes. There are four components that focus on skills development of students and staff: intellectual, professional, personal and digital.



However at their core is a fifth which is the desire for Abertay to produce Active Citizens.

Abertay will actively support individuals to become Active Citizens who:

- *actively engage with relevant stakeholders to make a real contribution to society locally, nationally and internationally;*
- *are inclusive, globally conscientious and socially respectful, and self-reflective;*
- *maintain and continuously develop awareness of their civic, ethical and environmental responsibilities.*

The drive to create graduates who are effective and valued members of society is a key driver for the University. The Abertay Attributes are required to be embedded within programme curriculum and the next section will provide evidence of where this occurs. As an institution, we would suggest that this is work in progress and that the direction of travel is clear.

AP8(i) A new AbLE Academy led initiative will draw on sectoral good practice and create a programme design training resource to enable staff to embrace the University's vision and implement it within their programmes. This will be in place for academic year 2021/22

Word Count = 406

8a Course content/syllabus

In September 2020, the Times and Sunday Times named Abertay its University of the Year for Teaching Quality, citing student satisfaction, small class sizes and integrated support facilities that enabled a personalised learning approach. In addition, Abertay was also named top Scottish University for social inclusion which spoke to the University's adoption of access thresholds. The transformative approaches that are adopted at the University focus on the individual and in that regard need to embrace their development as active citizens who engage in the breadth of issues society generates.

Issues around race are a key component of that and there are many examples of where race equality is an integrated part of the curriculum. In 2019, AbLE Academy contacted each Division in the University and asked for a case study report to be completed on how they embedded race equality in the curriculum. These reports were all returned and showed a mixed, but serious approach. Even those areas where discussions of race may be less obvious stressed that they saw the importance of the issue. However, the institution would recognise that it has further to go in this area as explained in the previous section **[AP8a (i)]**.

AP8a(i) A new AbLE Academy led initiative will draw on sectoral good practice and create a programme design training resource to enable staff to embrace the University's vision and implement it within their programmes. This will be in place for academic year 2021/22

Some Divisions were able to articulate visions of how race equality was deployed within the curriculum. Examples of how the Divisions are addressing decolonising the curriculum are highlighted below.

Division of Accounting, Business and Management (ABM)

The Division of Accounting, Business and Management (ABM) have taken steps to create a more inclusive approach to its content and to reduce the dependence on Anglo-American perspective in relation to business and organisational practice globally. At various touchpoints across the portfolio, students are challenged to examine the impact of a globalised approach to business not just on the profitability of organisations but on the economies, cultures and societies of both developed and emerging countries across the globe.

Division Examples

BMT 307: Managing Across Cultures	In consideration of the importance of managing across cultures, BMT307 evaluates a variety of perceptions and models of culture/cultural differences in organisation theory and management studies. This course explores contemporary perspectives on the effects of globalisation and culture on management practice while examining how national cultures shape the processes of employee development and organisational performance. These include political, social, economic and cultural ideologies that determine the norms of organisational practice across a range of different cultures in the developed as well as emerging markets. Students are involved in dialogue about the influence of colonialism, the impact of international trade, the transfer of knowledge and technology as well as religion on management or mismanagement across cultures. The course draws on research conducted across countries, in Africa, Asia and the Middle East and other so-called developing countries focused on human resources management and employment practices. Each week students critique the range of practices by analysing cases of expatriate management of multinational partnerships, emerging market approaches to financial crises, the effect of major developments across the Globe (e.g. 9/11) on organisational practice in various cultures and the implication of the Millennium Development Goals for business practice in managing across cultures while answering questions on the potential impact of organisational behaviour on social, cultural and economic conditions across the globe.
BMT406: International Business and Management	This module addresses the previously mentioned focus on Anglo-American content by avoiding the typical descriptive listing approaches that often are used to define culture across borders such as the Hofstede dimensions of culture, a training session is designed by students to examine the more complex and dynamic interactions associated with international business. This includes the style of negotiations, the cultural influences on negotiations, stereotyping, and ethno and regional centrism. Students determine the aims and objectives of the training session and select up to 5 different cultural contexts in order to examine the impact of culture during negotiations. Typically issues such as bias, stereotyping as well as some of the more practical issues such as the timing and scheduling of meetings, are covered. By the end of the session, participants should be aware of the issues being considered. The module also deals with racism and culture diversity in lectures examining business ethics in multiple locations. Cultural imperialism, ethno-centrism and ethno relativism are covered.
MKT102 and MKT401: Marketing/Strategic Marketing	Lectures/Tutorials discuss articles written by authors across the globe about markets from across the world to explore the context within a range of marketing contexts including concerns in representation, ethics in communications and pricing in international markets, fair trade and CSR policies, adaptation vs standardisation in strategic approaches.
BMT401: Contemporary Issues in Business	Reconsidering the discussion and definitions around the migrant worker, the responsibilities of brands operating in global marketplaces, considering the voice of the employee and trade unions.
BMT306: Business in society	Examining the role of business beyond shareholder value but the wider economic and social value in terms of globalisation, CSR, employee well-being, the implications of social and economic exclusion and the impact on social mobility.

Division of Law

The Division of Law pushed back against the request for race equality information in a positive manner citing the fact that all its practice was embedded within the Equality Act. It stated that there are various modules where the provisions of the Equality Act are encountered such as Employment Law, Public Law and in the Law relating to Human Rights. As contravention of the Equality Act can have potentially criminal consequences, it is also studied within Criminal Law. Family law sometimes has to deal with the fact that certain religious groups have their own internal traditions that may be at odds with the national requirements for, say, divorce, or children's welfare. It is suggested that the incorporation of race equality aims is not something that needs to be made an issue of within the Division of Law at Abertay. This is because it promulgates a culture of non-discrimination, combined with an expectation of high standards of sensitivity and behaviour from our student population.

Division of Mental Health Nursing and Counselling

The case study from this Division was focused on the MSc Counselling and demonstrates how the use of a core philosophy of pluralism links pedagogy to an inclusive and culturally engaged curriculum. The framework allows both students and staff to recognise cultural 'norms' and the power balance between what is accepted and what is perceived through the lens of 'otherness' within the field of mental health practice.

The curriculum deals with questions of diversity and race by initially asking students (and staff) to acknowledge their origins in the form of an autobiography, and from this create practical spaces for safe discussion about the differences between individuals, and cultural origins. Careful facilitation of discussion ensures that minority groups are not silenced by the overwhelming white Scot/UK cohorts. Diversity is highlighted throughout the curriculum, for example it locates the different therapeutic approaches within the socio-cultural context of their development, for example the psychodynamic school of thought is Euro-centric, while mindfulness meditation is centred within Buddhist traditions. Each student is encouraged to describe their resonance with different theories and reflect if this is associated with their culture of origin, or current cultural context.

Division of Psychology

Much of the historical content covered in Psychology suffers from a lack of appreciation of cultural diversity, and claims are often made about other groups that can be interpreted negatively. This is a consequence of most psychological science being conducted by white males in the early years. The team try to contextualise this for students by discussing this lack of diversity as an issue, and counter some of this prejudiced work with contrasting views from contemporary psychology. Specifically, in PSY208, PSY301, PSY302, PSY310 and PSY408, cultural stereotypes are challenged and discussed.

In addition, the team actively involves its students in curriculum design and development. Notably, they have modules where students design the curriculum (PSY202) and the assessment guidance, criteria and marking guidelines (PSY307). This allows the team to respond to differing interests of each cohort, and to be responsive to students' needs and expectations regarding assessment.

Division of Science

The motivation behind the embedding of a variety of different examples from multiple cultures and races is to expose our students to diversity and different biological issues that can affect particular subsets of the human race. This aims to include multiple races and cultures in our teaching to expand example issues in race equality and give our students as wide an experience and understanding of diversity as possible linked to our disciplines and promote racial equality.

Division Examples	
LSC403 Advanced Medical Genetics	This genetics module touches on issues that have relevance to race. The exact topics addressed vary from year to year. Examples include: 1) Genetic risk factor frequencies differing across racial groups, e.g. sickle cell disease allele. 2) Allelic variants (e.g. SNPs) associated with geographic spread of human populations following migration out of Africa. 3) Genetics of normal phenotypic variation, e.g. skin colour. 4) Discussion of contentious/aberrant areas of genetics, e.g. eugenics and race.
LSC103: Epidemiology	In this unit students are introduced to techniques for analysing public health and population data. This includes 1) Discussion on the need to repeat studies in different communities and locations due the influence of ethnic and genetic diversity on biological responses for example to drugs during clinical trials. 2) The need to ensure that all ethnic, age and sex groupings are represented in the correct proportions when sampling a population for a study.

All of these examples demonstrate diversity in human biology as a result of race, and by using many different examples and taking account of this racial diversity that exists, will give our students a wider understanding of racial diversity in human populations and some particular examples of where this needs to be considered in order to promote racial equality in our professions such as forensic science, drug development and global health challenges.

Division of Sociology

Equality and Diversity are a fundamental part of the Sociology and Criminology benchmark statements and race equality, like gender equality, is embedded throughout our curriculum. Because issues of equality and diversity are integral to the Sociology subject area they have always been considered when designing and re-designing the curriculum.

Division Examples	
SOC101 Contemporary Social Issues	the concepts of 'gender', 'race' and 'ethnicity' are critically introduced to students as part of a series of lectures and related tutorials on structural inequalities (Criminology, Sociology)
SOC102 History and Social Change	the slave trade is covered as part of a block of lectures and tutorials on the making of the modern world (Criminology, Sociology).

The issue of race and ethnicity is embedded in all years of all our degree programmes. 17 of the 32 sociology and criminology undergraduate modules have a specific discussion of issues related to race and ethnicity. Specialist modules such as SOC303 explore in detail the experience of the BAME community as well as examining representation, public policy and political protest. Students also may choose to take a fourth year placement module (SOC406/410) that provides students with the opportunity to work with statutory and third sector organisation. Some of these organisations, such as Muslim Women's Centre, are specifically focused on the issue of racial equality whereas for others it is part of a wider remit of supporting excluded communities and groups and challenging discrimination in all its forms. Students who are particularly interested in issues pertaining to race and ethnicity may also choose to conduct research in this area as part of their fourth year dissertation module.

As sociologists and criminologists the teaching team's aim to be as inclusive as possible in our teaching and learning practices; to encourage students to understand different cultures and to value diversity in society.

As a critical discipline they also aim to challenge the ‘common sense’ understandings and naturalising assumptions that students have about the world including race and ethnicity and to demonstrate the socially constructed nature of social phenomena. This can sometimes be uncomfortable as it forces students to question their prejudices and taken for granted assumptions about the world; however, our discussions are conducted in a supportive and non-judgmental way with clear boundaries concerning what is and what is not acceptable.

Division of Cybersecurity

The Division does not explicitly address race equality and diversity in its subjects; however, the philosophy is integrated in staff practices and inclusion is encouraged and expected. Some modules discuss relevant issues in certain areas as appropriate.

Division Examples	
CMP205 Application Design	When user interface design is discussed, differences in standardisation across cultures and languages are highlighted. It is encouraged that a universal design approach is taken, accommodating diversity and accessibility. Students are encouraged to consider how their decisions as designers may impact potential clients.
CMP304 Artificial Intelligence	One topic introduces AI misuse with examples of some models’ bias for suspecting BAME subjects in surveillance photos. The lack of racial and cultural variety in facial recognition datasets and applications is highlighted and students are encouraged to consider diversity of data and users.
CMP101 Computer Hardware Architecture and Operating Systems	Lectures discuss representations of text and explain how a standard that only handles American English (ASCII) is inappropriate for the modern world, leading into Unicode and the need to be aware of how writing systems work around the world.
CMP400 Honours Projects Proposal and Execution	<i>Ethics</i> – consideration of ethical development of applications ranging from Games to Cybersecurity. Students are encouraged to consider how their work, or the way their conduct their work, may impact others.
CMP506 Computer Security	Lectures on law and regulatory frameworks – consideration given to different countries’ approaches to computer misuse and data protection, and the implications when conducting a penetration test that may span several jurisdictions.
CMP110 Introduction to Security	Computer Misuse Act, and unit 1 assessment. In groups, students research and give a presentation on the differences between the computer misuse act (UK) and one other country’s similar legislation.

Division of Sport and Exercise Science

As teaching practitioners, the programme team’s aim is to prepare students on the BSc (Hons) Sport Development and Coaching programme for a diverse workplace where, over the past ten years, there have been increased reports of high-profile cases of racial inequality and discrimination. To combat this, they have embedded content and practices across the programme to ensure our graduates adopt an inclusive approach in their future employment.

Employment in the fields of sport coaching and sport development requires knowledge and the ability to work with diverse populations including those from various ethnic groups and cultural and religious backgrounds. In the past ten years there have been an increasing number of high-profile cases of racial discrimination. This has moved away from historic cases of fan hooliganism which dominated press stories of the 1990s and to more institutionalised and subtle forms. Therefore, the importance of preparing students to work inclusively and challenge these (and other) forms of inequality is becoming increasingly important.

The approach to embedding race into the curriculum is twofold. First, the team explicitly covers contemporary issues on racial inequality in sport and exercise, and later in the curriculum within the context of sport coaching and sport development. There are explicit lectures, tutorials and discussions where race is the focus. Second, they more subtly embed race across our curriculum by drawing upon work of BAME scholars and using case studies or examples of BAME athletes and coaches.

In classes, the team a) make the assumption that students, particularly in transition years (i.e., first year students, or direct entry students into third year) have very little knowledge of racial inequality in sport and exercise to create a level playing field across the group; b) they do not assume that BAME students have privileged knowledge of racial inequality and discrimination and so do not rely on them to 'out themselves' in class discussions; c) actively include work from BAME scholars and examples of BAME sport practitioners (e.g., athletes, coaches etc.) where possible and appropriate to provide students with BAME role models.

Word Count = 1678

8b Teaching and assessment methods

The previous section introduced, in some detail, how programme teams are engaging in this field of work. In addition, the University staff development course, Pg Certificate in Academic Practice, takes an inclusive approach in its delivery and is mindful of the multiculturalism of the PGCAP cohort as well as the diversity of the study body that our PGCAP participants will be teaching in their own practice. Through embedding these approaches in the academic development course that all new staff have to undertake, Abertay seeks to sow the seeds of institutional practice that will prevail throughout an academic's career.

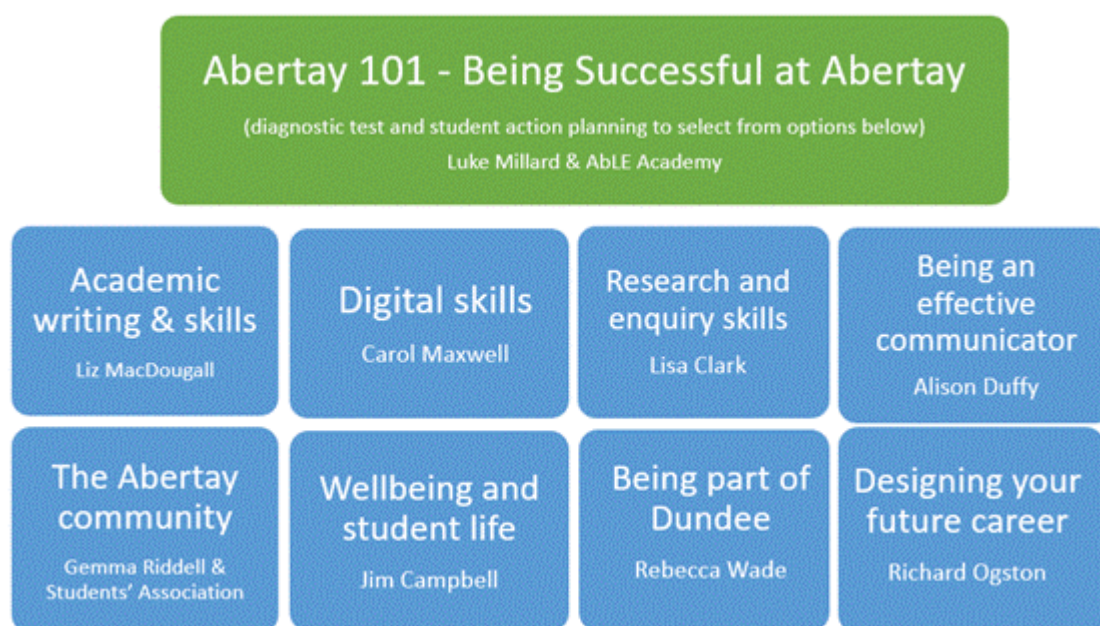
Modelling of inclusive practice is viewed as fundamental on the programme. This includes challenging assumptions brought by the PGCAP participants as well as examining the assumptions brought by those teaching on the programme. The programme team explicitly discuss the Western-centric nature of much of the literature within programmes such as the PGCAP and encourage students to look more widely in terms of their sources.

Specific sessions on inclusive practice are held which have been developed from Hanesworth's (2015) "Embedding equality and diversity in the curriculum" model where students are asked to indicate in practice how they embed the methods suggested in the model into their own practice as a collaborative exercise. In 2019/2020 AbLE Academy also held a seminar on "*Implementing Race Equality within the curriculum: Learning from current practice at Abertay*" which is part of the PGCAP delivery as well as being part of our central institutional staff development offering. As part of their assessment, students reflect on these learning events in terms of the implications to their own practice. Relevant literature and resources are highlighted to students including a link to the free OpenLearn course on "*Inclusive education: knowing what we mean*".

AP8b(i) The PgCAP is to be reviewed in 2021 and race equality and inclusive practices will remain core components of that design as the university seeks to model the way for its new staff

A new development for the University is to be implemented in September 2021 and this will see the introduction of a suite of micro-credentials for first year students that focuses on preparing those students to be successful academically and socially within the Abertay community. A University development group has co-ordinated the creation of a range of centrally developed micro-credentials.

AP8b(ii) Evaluate impact of the micro-credentials initiative on BAME student progression and success.



The students' journey through the micro-credentials would see them all undertake the mandatory Abertay 101 component that would include a diagnostic test that would inform students of their strengths and weakness across a range of areas. The four pillars of the diagnostic test are likely to be academic skills, numeracy, digital skills and wellbeing. The student action plan, arising from the reflections on the test, will enable the student to undertake some reflection of their skills base and will help them select the three remaining microcredits from the pool of options in blue. The micro-credentials leads are tasked with embedding the Abertay attributes within their offers. In particular, the 'Abertay Community' and 'Being part of Dundee' components will engage with issues around equality and diversity as we seek to create those students as 'active citizens'.

It was of interest that a student in a focus group for this submission stated that:

'There have been times when I and even fellow BAME students felt when we hangout with the local students the conversations get steered towards their local entertainment, banter etc – stuff we don't have any idea about. So, it becomes difficult to participate and some drop off as a result.'

We plan to ensure that the micro-credentials identified above enable students to become better integrated into the community of the University and City. The 'Being part of Dundee' option could help in this regard, and the stand alone, asynchronous nature of the micro-credentials will mean that students can access the

content without necessarily being assessed upon them, enabling all students to benefit from every micro-credential.

The student focus group also commented that *'It does not discriminate or anything but there is no active effort to include and integrate especially the BAME community'*. This suggests to the University that we need to make more effort in this regard, together with our partners. The Abertay community micro-credential is being led by the Students' Association and it is hoped that through showing the opportunities of engaging with student life, formally and informally, that students become empowered to develop their own community engagement activities through the Students' Association.

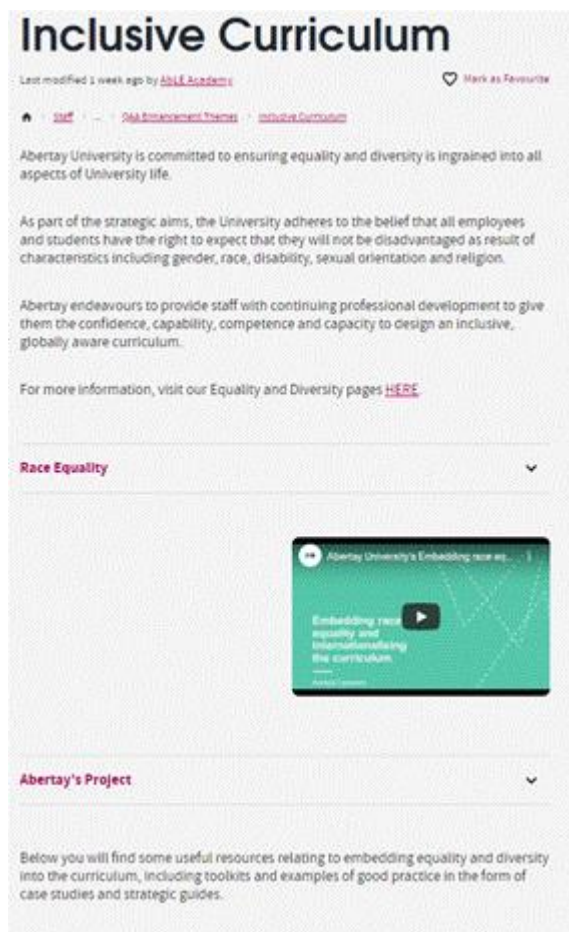
AP8b(iii) Newly created micro-credential for all year one students, Welcome to CommuniTAY, can help sign post to and drive change in this area

Word Count = 705

8c Academic confidence

The new training development for academics involved in programme design will augment and embed the inclusive curriculum training already provided through the AbLE Academy. Andrea Cameron, Dean of School, created a video resource and workshop on *'Embedding race equality and internationalising the curriculum'* which resides within the [AbLE Academy intranet pages](#). Additional resources (see below) are also included in this area such as nationally provided toolkits; institutional strategies and papers; case studies of good practice.

AP8c(i) Learn from engagement with the Anti-racist curriculum project and build staff capacity and confidence to embed race equality in their curriculum



As part of Abertay’s ongoing commitment to developing academic practices in this area, it became the first Scottish University to volunteer to support a new initiative from QAA, Advance HE and BAME leaders. The project proposal is entitled ‘*Embedding race equality in FE/HE – understanding and developing an Anti-Racist Curriculum*’. The project proposal builds on the work of the work of the ‘Tackling Racism on Campus project’ and identifies an opportunity for

‘A partnership between QAA, Advance HE and BAME sector leaders offers an unparalleled opportunity to focus the sector’s expertise and capacity to develop and embed consideration of race equality at both a strategic and operational level in the curricula of Scottish institutions.’

The institution looks forward to taking part in this initiative and embedding practices across the University as it continues to learn and develop its practices in this area. Both QAA and Abertay sees this work aligning with the enhancement theme of ‘Building resilient learning communities’ and work will start in this area from 2021.

AP8c(ii) Two members of Abertay academic staff have been appointed to the working group and we anticipate that they will share outcomes and will be supported to help drive change at the University

The Able Academy also represents the University on the ‘Decolonising the curriculum’ QAA collaborative cluster project and draws upon that experience to inform developments at the university and to publicise opportunities to staff across the university such as the recent webinar <https://www.eventbrite.co.uk/e/the-gathering-launch-event-tickets-138255833921>

9. Any other information

10. Action plan

Section/Aim/Target						
Reference	Issue identified	Action(s) to address the issue	What success will look like/how will the action contribute to the aim/objective	Timeframe (start/end date)	Person responsible (include job title)	Other supporting actors (where appropriate)
AP 2c (i)	Student complaints	Provide clarity of the complaints procedure and how to use it, and demonstrate complaints are taken seriously	Students feel better informed and believe complaints are taken seriously (Feedback via survey and/or focus groups)	September 2021 and ongoing	Director of Student and Academic Services	University Secretary Students' Association President Quality Assurance Manager Communications Manager
AP 2c (ii)	Micro - aggressions	Educate the student community what are micro aggressions through examples, and how inappropriate behaviour will be addressed (via the student disciplinary process).	Students report less incidents of micro aggressive behaviour (Feedback via survey and/or focus groups)	September 2021 and ongoing	Director of Student and Academic Services/Dean of Teaching and Learning	Student Services Manager Heads of Division Students' Association President Communications Manager



AP 2c (iii)	Community Cohesion	Provide and support opportunities for local students to be open to international students and embrace the diversity they bring to the University through social events/societies.	Students feel a greater sense of belonging (Feedback via survey and/or focus groups)	September 2021 and ongoing	Student Services Manager	Manager, Advisory Service Students' Association President
AP 2c (iv)	Student Peer Support	Provide opportunities for students who identify as BAME to meet together – online and in person – for social reasons but also to share any negative experiences they may be having (peer support group)	Students feel a greater sense of belonging (Feedback via survey and/or focus groups)	September 2021 and ongoing	Student Services Manager/ Head of Learning Services	Head of IT TELS Manager Students' Association President TQs/School Academic Advisors
AP 2c (v)	Race Equality Campaign	Demonstrate commitment to diversity, inclusivity and race equality through an on-campus campaign showing students from all backgrounds	Greater awareness among the student community of the diverse community at Abertay (Feedback via survey and/or focus groups)	September 2021 and ongoing	Communications Manager	Students' Association President Student Services Manager

AP 2c (vi)	Promotion of RECM	Promote the Race Equality Charter Mark award alongside how the University demonstrates its commitment and plan for action	Greater awareness among the student community of what the RECM is and what the University wishes to achieve (Feedback via survey and/or focus groups)	September 2021 and ongoing	Communications Manager	Students' Association President
AP2c(vii)	Improve staff survey response rate	Work with LVs and BAME staff network to improve BAME staff participation and declaration in surveys	Over 10 BAME staff responses to all surveys, enabling analysis of BAME staff views	Prior to each staff survey (next due October 2021)	Director of People & OD	People & OD Partner Internal Comms Officer Race Lead Voices BAME staff network
AP 2c (viii)	Staff grievances/complaints	Work with BAME staff to review the policy, process and guidance for staff wishing to report/complain about a racist experience (See also AP4c(i))	Staff feel better informed and have confidence that complaints are taken seriously (Feedback via survey and/or focus groups)	September 2020	Director of People and OD	People Services team Trade Unions Race Lead Voices BAME Staff Network
AP2c (ix)	Staff progression	<ul style="list-style-type: none"> a. Develop a mentoring scheme for support staff, ensuring awareness and support for the needs of BAME staff b. Improve communication to raise awareness of promotion and development opportunities c. Ensure that career development is part of Development Discussions (through 	<ul style="list-style-type: none"> a. Mentoring scheme in place b/c. Staff report greater awareness of opportunities and encouragement to apply (Feedback via 	<ul style="list-style-type: none"> a. Established by 2023-24 b. By April 2022 Include in DD training/ comms by May 2022 	Director of People and OD	<ul style="list-style-type: none"> L&D Partner People & OD Partner Internal Communications Officer Senior and Middle Managers



		training and communication with line managers) to encourage BAME staff to apply for promotion/new positions	survey and/or focus groups)			
AP 2c (x)	Representation	Provide formal representation opportunities for BAME staff and students to raise concerns/ideas directly with relevant Senior Managers	Staff/Students report of increased satisfaction studying/working at the University (Feedback via survey and/or focus groups)	From June/July 2021	Director of People and OD /Director of Student and Academic Services	Trade Unions Race Lead Voices BAME Staff Network Students' Association President
AP 2c (xi)	Monitoring the effectiveness of action plans	Reviewing the Race Equality Action Plan on a termly basis (rather than yearly) to monitor effectiveness and make changes where and when appropriate/required	Greater understanding and oversight of what works, and what needs adapting, earlier, to enable a swifter response when required.	September 2021 and ongoing	RECM SAT	Actors identified as the 'responsible person'
AP 2c (xii)	Training and development	Provide specific diversity training for managers to ensure greater understanding and awareness of race equality and diversity	All managers having undertaken relevant training and development in diversity to ensure a greater awareness and understanding of race equality	By september 2023	Director of People and OD	L&D Partner People and OD Partners, managers

AP2c (xiii)	Support for staff to raise race discrimination issues	a) Create a role of EDI champion or advocate as a point of contact for BAME staff, ensure appropriate training and support is provided to the individuals and publicise to staff. b) Communicate the University's approach to racism, and that all concerns are taken seriously, and promote the 'Tell Us' reporting tool to staff.	Staff feel able to raise race discrimination issues (feedback via survey and/or focus group)	a) By Sept 2023 a) By Dec 2021	Director of People & OD	People Services team, Lead Voices, BAME staff network, Internal Comms
AP2c (xiv)	Promote inclusion and diversity	Review the University E&D Policy to encompass inclusion and the wider benefits of diversity (rather than just an equality focus)	Updated policy in place and communicated widely	b) By December 2022	Director of People & OD/Director of SAcS	Lead Voices Trade Unions Students Association SMT PHEC
AP4a (i)	Need to improve recording of ethnicity for all staff	a) Encourage all staff to update their equality data annually with associated communications to explain the value of the data and provide assurances about privacy/data protection b) review recruitment/appointment systems and processes to include similar communication and ensure that all new staff (including HBMA staff) have the opportunity to record equality monitoring information.	Reduction in % of staff with ethnicity not known, to enable more accurate understanding of staff profile and assist in identifying and addressing any issues.	c) By Oct 2021 and annually d) By Oct 2021	People Operations Manager	Internal Communications Advisor, People Operations Team
AP4a (ii)	Monitor trend in academic staff ethnicity	Continue to monitor academic staff ethnicity and nationality through annual review of data to identify any consistent trends.	Annual analysis and identification of trends	Annually in Spring	Director of People & OD	People Operations team

AP4a (iii)	Lower proportion of BAME academic staff in higher grades	Work with the Race Lead Voices and BAME staff network to identify barriers to career progression and actions to address inequity.	Positive feedback (in staff survey/focus groups) from BAME staff re support for career development; narrowing gap in % of BAME and White academic staff at higher grades	Review by February 2022	Director of People & OD	People & OD Partner (Schools), Race LVs, BAME staff network, Deans/HoDs
AP4a (iv)	Lower proportion of female BAME staff to male BAME staff	Ensure all recruiters undertake unconscious bias training including specific reference to intersectional issues, including race and gender.	All recruiters are trained; increase in the proportion of female BAME staff.	By September 2022 and ongoing	Director of People & OD	People Operations team, L&D Partner, recruiters
AP4a (v)	Higher turnover of BAME academic staff	Continue to monitor turnover by ethnicity and carry out analysis on leaving reason and destination to consider any disparity on ethnicity.	Any trends in turnover are identified, and relevant action identified.	Annually in Spring	Director of People & OD	People Operations team
AP4b (i)	Ethnicity is not known for a considerably high proportion of HBMA staff	Contact HBMA staff directly to request that they update their equality data. (See also AP4a(i))	Reduction in % of HBMA staff with ethnicity not known and through better data enable identification of any hidden bias and addressing any bias identified	By October 2021	Director of People & OD	People Operations Team, People & OD Partners
AP4d (i)	Diversity on committees	Continue to take positive action to promote diversity in recruitment of lay members of Court and SMT.	Diverse membership of Court committees	Ongoing	University Secretary (Court) /Director of People & OD (SMT)	
AP4e (i)	Pay gap monitoring	Carry out annual ethnicity and intersectional gender/ethnicity pay gap analysis to identify any consistent trends and action.	Report annually	Spring annually	Director of People & OD	People Operations Team

AP4e (ii)	BAME women's pay gap	Continue to support BAME women's participation in the Aurora women's leadership programme	At least 10% of participants are BAME women	Annually	Director of People & OD/Dean of Research & Graduate School	People & OD and L&D Partners
AP5a (i)	Improve recruitment of BAME staff	Review the University's recruitment procedures and practice against the Scottish Government's Minority Ethnic Recruitment Toolkit published in September 2020, ensuring attention to intersectionality (particularly recruitment of BAME women).	Completed review and revised policies/practices; BAME and White candidates equally successful in being offered jobs.	Review by December 2021; implement revisions across 2021-23	Director of People & OD	People Operations team, People & OD Partners, Recruiting managers.
AP5a (ii)	Promote race equality initiatives/support to potential staff	Publicise RECM award and Lead Voices initiative (including BAME staff network) in advertising and jobs website.	Information prominent in advertising/recruitment info.	December 2021	Director of People & OD	People Operations Manager
AP5b (i)	Training and development records and evaluation	a) Develop and implement a system for recording training records for all staff learning and development activity in the University. b) Develop and implement a consistent approach to evaluation across our internal and external L&D offering.	L&D records and evaluation systems and processes in place and used consistently.	by September 2022	Director of People & OD	L&D Partner, People Operations Team, IT service, AbLE, Grad School, Learner Services.
AP5c (i)	Incomplete/late recording of Development Discussions	Improve completion and record-keeping for Development Discussions through SMT commitment and improved monitoring and reporting processes	Close to 100% completion and records enabling analysis by ethnicity	August 2021	L&D Partner	SMT, all managers, People & OD Partners, Internal Comms
AP5d (i)	Proportion of applications for academic promotion from BAME staff is lower than in the population.	Evaluate and review the communication, delivery and content of promotion workshops and guidance to ensure effective communication with BAME staff, with particular attention to BAME women. Including: - Reviewing the informal guide introduced in Spring 2021	At least proportionate attendance at promotion workshops by BAME staff Increase in proportion of BAME staff	Before 2022 promotions round (Spring 2022)	People & OD Partner (Schools)	Deputy Principal, Deans

	BAME women are under-represented at higher academic grades	- Reviewing and further developing 'personae' (begun in Spring 2021) to illustrate different promotion paths – ensuring diversity in the personae.	applications for promotion.			
AP7a (i)	Review admissions data regularly	Review admissions data on a yearly basis to identify any issues in relation to ethnicity as soon as possible.	Ensure action can be taken quickly if concerns arise rather than waiting/improves confidence of applicants by publishing data	September 2021 and ongoing	Director of ECR	Director of Strategic Planning
AP7b (i)	Variable proportions of BAME students by academic division	Identify reasons for lower number of BAME students and consider and implement ways to increase applications and conversions (related to academic division).	No division with less than the University average of BAME students Increase in BAME community/less isolation for BAME students	September 2021 and ongoing	Director of External and Corporate Relations	Director of Admissions and Recruitment Heads of Division
AP7b (ii)	Lower proportions of UK-domiciled BAME students by subject area compared to the Scottish mean	As above (related to Scottish Mean)	As above	September 2021 and ongoing	As above	As Above
AP7d (i)	Asian and Black students statistically more likely to achieve	(a) Pilot diagnostic testing of all new students to university to ascertain preparedness for university study and address identified needs via personal a learning plan	Better outcomes for College entrants/ Decrease in the attainment gap for	September 2021 and ongoing	Director of Teaching and Learning	School TQs

	lower degree qualifications than White students – Table 7d(i, ii)	(b) Investigate and identify the differential in attainment for BAME college entrants	students who identify as BAME			Director of Student and Academic Services Head of Learning Services
AP7f (i)	Employability outcomes	Support and enhance student employability through a range of co-curricular and extra-curricular activities, for example, Volunteering and Peer Mentoring	Percentage of BAME graduates in employment or further study is not significantly worse than their white counterparts in graduate outcomes	September 2020 and ongoing	Student Services Manager	Careers Service Manager
AP8a (i)	Improve Teaching and Learning	A new AbLE Academy led initiative will draw on sectoral good practice and create a programme design training resource to enable staff to embrace the University's vision and implement it within their programmes. This will be in place for academic year 2021/22	Identified components within the resource that embrace issues of race, equality and diversity.	Commencing January 2022	Dean of Teaching and Learning	Quality Enhancement Manager
AP8b (i)	Improve Teaching and Learning	The PgCAP is to be reviewed in 2021 and race equality and inclusive practices will be key components of that design as the university seeks to model the way for its new staff.	Identified components within the resource that embrace issues of race, equality and diversity.	Commencing January 2022	Dean of Teaching and Learning	Quality Enhancement Manager

AP8b (ii)	Improve the Student Experience in relation to Teaching and Learning	Evaluate impact of the micro-credentials initiative on student progression and success.	Increased retention in year one of student studies and higher levels of engagement in community of the university and city.	Starts in September 2021 and evaluation the summer of 2022	Dean of Teaching and Learning	Quality Enhancement Manager
AP8b (iii)	No active effort to include and integrate especially the BAME community	Newly created micro-credential for all year one students, Welcome to CommuniTAY, is led by Students' Association and can help sign post to and drive change in this area	Student satisfaction rise Possible ethnicity specific community groups or more inclusive groups developed	Sept 2021 – Sept 2022	Dean of Teaching and Learning	Quality Enhancement Manager
AP8c (i)	Improve Teaching and Learning	Learn from engagement with the Anti-racist curriculum project and build staff capacity and confidence to embed race equality in their curriculum	Increased uptake in development offers, webinars etc, that discuss the issues. Audit of curriculum provision to identify good practice through an appreciative enquiry approach	Completed by December 2020 and report to Teaching and Learning committee in 2022	Dean of Teaching and Learning	Quality Enhancement Manager
AP8c (ii)	Improve Teaching and Learning	Decolonising the curriculum	Use the outputs for the decolonising the curriculum QAA collaborative	From September 2021	Dean of Teaching and Learning	Quality Enhancement Manager



			cluster project and draws upon that experience to inform teaching and learning improvements			
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