

Race Equality Charter Bronze application form



Applicant information

Name of university	Birkbeck, University of London
Submission date	27 th November, 2025
Level of previous award (if relevant)	N/A
Conferral date of previous award (if relevant)	N/A
Contact name	Professor Stewart Motha
Contact telephone	

Section	Words used
An overview of the university and its approach to race equality activity	2850
An assessment of the university's race equality context	5860 (includes approved extra 750)
Action plan*	
Appendix 1: Survey and consultation data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	8710

*These sections and appendices should not contain any commentary contributing to the overall word limit.

Overall word limit: 8000 words + *additional 750 allocated due to restructure.*

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Confirmation of word extension

Subject: RE: Birkbeck REC

Regarding a word extension, I can confirm that Birkbeck has been granted a 750 word extension for its forthcoming application in respect of the organisational restructure. The additional words are to reflect on the impact of the restructure to your race equality work (e.g. arising from changes to the staff/student demographic profile, policies or context). Please include this email at the beginning of the application, and state clearly on the word count table where the additional words have been used.

I hope this helps and I will be back in touch next week regarding the developmental review.

Best wishes,

Equality Charters Team

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Section 1: An overview of the university and its approach to race equality activity

1.1 Letter of endorsement from the head of the University



Professor Sally Wheeler
Vice-Chancellor
Birkbeck, University of London
Malet Street, Bloomsbury, London WC1E 7HX
vc@bbk.ac.uk

26th November, 2025

Dear Race Equality Charter Panel,

I am delighted to give my wholehearted endorsement to Birkbeck's application for the Race Equality Charter (REC) Bronze Award. I confirm that the information in this Application (including qualitative and quantitative data) is an honest and accurate reflection of Birkbeck.

I became Vice Chancellor of Birkbeck on 1st January, 2024. Among my earliest decisions that January was to ask Professor Stewart Motha, who had previously served in several senior management roles at the university, to chair the new REC Self-Assessment Team (RECSAT). Apropos equality, diversity, and inclusion - I bring to my leadership of Birkbeck career-long research as a socio-legal scholar and change-maker who has valued and promoted the centrality of intersectionality as a prism through which to analyse institutions and communities when implementing change.

Birkbeck was founded over 200 years ago, specifically to provide educational opportunities to people regardless of their background or circumstances, and we pride ourselves on fostering an inclusive working and learning environment. Despite this progressive history, it has been sobering to comprehend through the REC analytic process that Birkbeck is substantially behind other London universities in the proportion of Black academic staff (4% at Birkbeck compared with 7% in other London universities). Our senior management team is predominantly White. I am determined that we take all possible steps, including Positive Action within the scope permitted under the Equality Act 2010, to address this lack of staff diversity.

Accordingly, our *Organisational Strategy 2026-2031*, will incorporate the following KPIs with the goal of achieving the REC Action Plan:

- Birkbeck commits to increasing the number of Black academic staff to be in line with other London Universities, and will seek to achieve this by 2031;
- to enhance the pipeline of Black academics through the provision of scholarships to Black students at all levels; including reviewing data on existing PhD studentships to ensure Black candidates receive funding;

- and more generally, to achieve the goals set out in the REC Action Plan.

Our Access and Participation Plan (APP), renewed in Autumn 2024, has been focussed on addressing the awarding gap between our Black and White students. While we have made sector-leading improvements with our initiatives to address the awarding gap, I am determined to see all students achieve equal outcomes, whatever their ethnic or other characteristics.

I am proud of some of the recent work Birkbeck has done to advance its diversity, equality and inclusion agenda. This includes:

- introducing five annual Diversity 100 PhD studentships in 2023 to actively address issues of under-representation of Black, Asian and Minority Ethnic students at the doctoral level
- introducing a mandatory race equity training programme for staff in 2024
- since 2017, collecting data on and publishing, an annual equal pay audit which provides data on pay related to gender, ethnicity, disability and sexual orientation
- becoming the first higher education institution in London to receive University of Sanctuary status in recognition of the work the institution does to create a culture of welcome on its campus for members of the forced migrant community.

Achieving the strategic goals of the REC Action Plan will be overseen by the Equality, Diversity, and Inclusion Committee (EDIC), chaired by a Pro-Vice Chancellor. EDIC will have a dedicated Race Sub-Group, while overseeing equalities initiatives on gender, disability and other protected characteristics. This will also deepen our intersectional approach to race equality. There is a direct reporting line from EDIC through me to the Board of Governors of Birkbeck.

I look forward to overseeing the implementation of the REC Action Plan and further advancing our equality, diversity and inclusion goals.

Kind regards,



Professor Sally Wheeler, OBE, MRIA, FAcSS
Vice Chancellor

1.2 Governance and recognition of equality, diversity and inclusion work

Birkbeck was founded on 11 November 1823 to educate London's working people. In 1830, Birkbeck became one of the first universities to admit women. It joined the University of London in 1920 and received its Royal Charter in 1926. Our mission is rooted in access, equality, diversity, and inclusion.

These historically progressive commitments do not remove the structural disadvantages experienced by minoritised staff and students. Nor do good intentions remove the real differences in levels of inclusion of racialised staff; or, by itself, change the culture experienced by minoritised staff and students.

Equality, Diversity and Inclusion (EDI) is embedded in the College's senior decision-making structure. As the Birkbeck Committee Structure (Figure 2) demonstrates, the work of the Equality, Diversity and Inclusion Committee (EDIC, Figure 3), chaired by a Pro-Vice Chancellor, reports to the [Governors](#) of Birkbeck via the University Strategy Board (USB), USB is chaired by the Vice Chancellor. USB (*formerly* UEB) is the most senior management group at Birkbeck, and the chair of EDIC is a member. Note that USB is a new pared-down version of what was University Executive Board (UEB). We have retained reference to UEB as it was the SMT over the past 3 years, and reflects the diversity challenges at senior management level.

1.2.1 Birkbeck's EDI Commitments

Subject to statutory provision, Birkbeck strives to ensure that no one is treated less favourably because of race (including ethnicity, colour, national/ethnic origins and nationality), sex, disability, age, sexual orientation, religion or belief/non-belief, gender reassignment, marriage or civil partnership, maternity/paternity or pregnancy, political belief, social status or career status.

We recognise that racism is a lived reality for many Black, Asian and other racialized communities in the UK and across the world. Current realities for racialized communities, including material disadvantage, are rooted in a long history of violence, colonial appropriation, and disenfranchisement. We are committed to doing what we can to acknowledge and address these lived realities through our work as an educational institution. [Our Anti-Racism Statement](#) embodying these values and aspirations was adopted and published in 2022.

Examining our specific context, the REC process has shone a light on the lack of ethnic diversity in Birkbeck's senior leadership team, academic staff, and senior PTO staff. For example, Birkbeck's senior management team has been, and continues to be, overwhelmingly White (see Table 1). See REC Actions to address this below.

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Gender			Ethnicity				
Year	M	F	Year	White	Asian	Black	Not Known
2022-23	63%	38%	2022-23	88%	0%	6%	6%
2023-24	61%	39%	2023-24	89%	0%	6%	6%
2024-25	47%	53%	2024-25	94%	6%	0%	0%

Table 1 University Executive Board (Birkbeck's SMT, now called University Strategy Board)

1.2.2 Birkbeck Organisational Structure

Birkbeck Organisation Chart

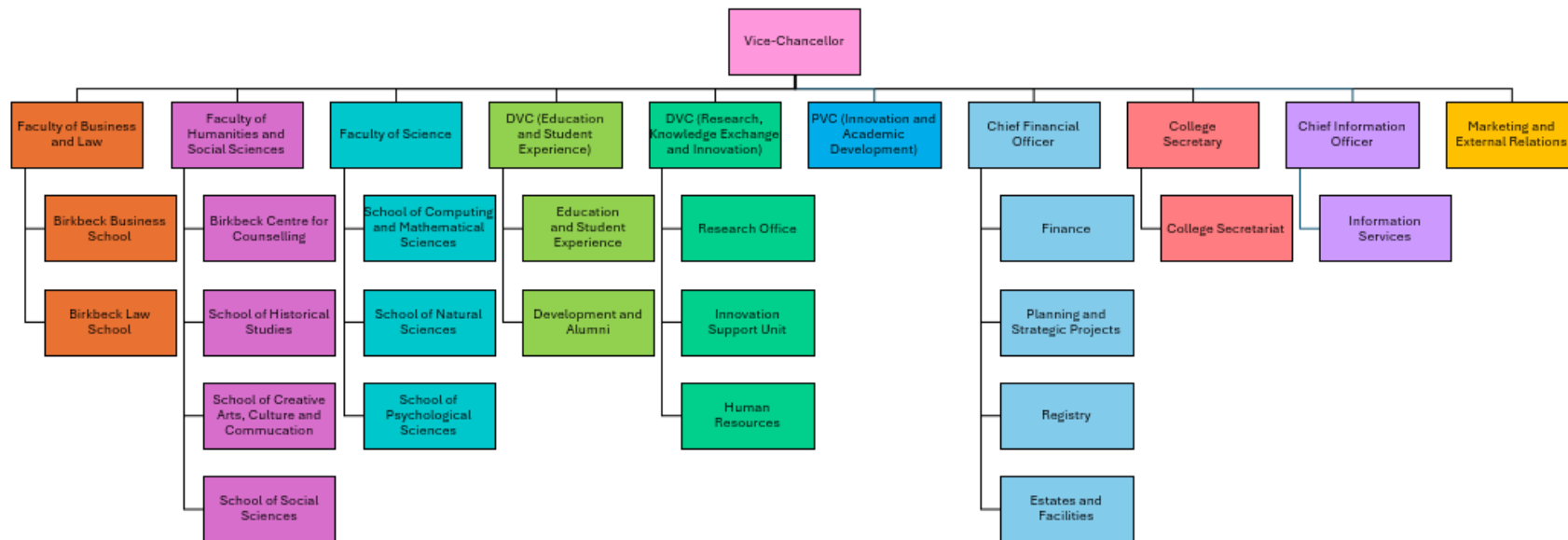
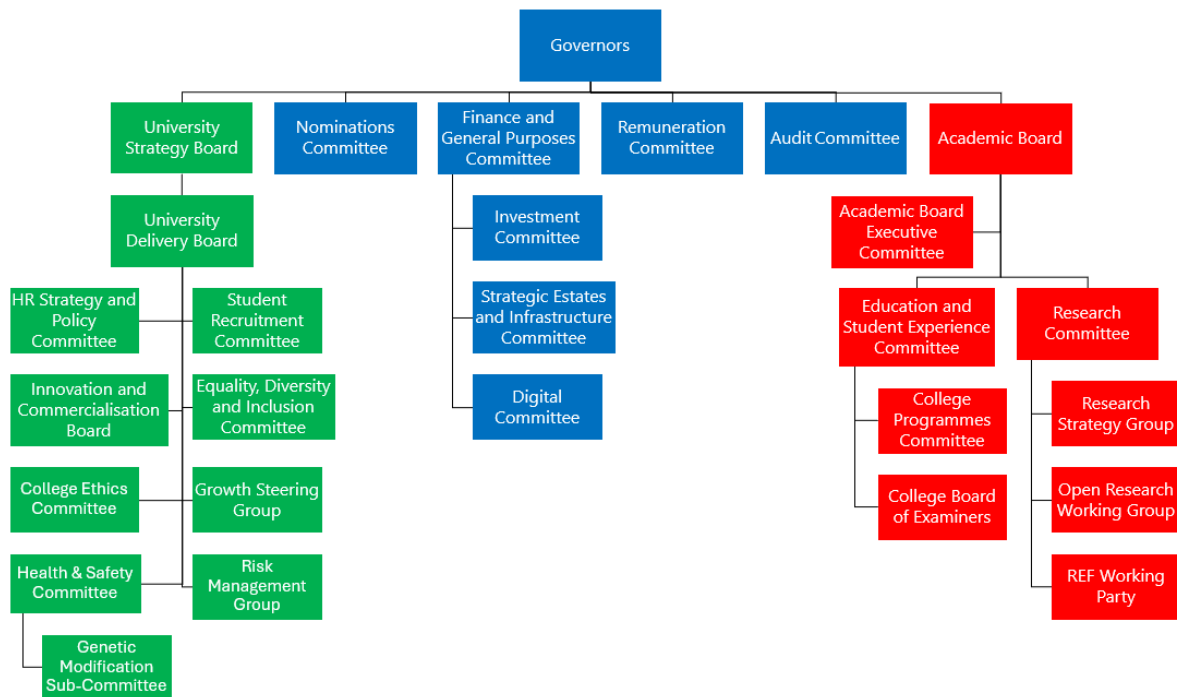


Figure 1 Birkbeck Organisation Chart

Birkbeck Committee Structure



Birkbeck, University of London committee structure 2025-26

Figure 2 Birkbeck Committee Structure 2024-25

The REC process enabled us to take a sharper look at the composition of key committees. While Governors (the highest non-executive group) has 10% Black members, there is a significant proportion 'unknown' (Table 70). We aim to promote EDI with Governors to improve these figures. Other key committees uniformly demonstrate an underrepresentation of Black staff. Notably, UEB (SMT) has zero Black members (Table 72). Academic Board – the most senior committee of academics – reflects the number of Black staff at Birkbeck with 4% (Table 82). EDIC has had a high proportion of Asian staff, but in 2024-25 has no Black members (Table 88). These levels of underrepresentation are partly a reflection of the low proportion of Black staff at senior and leadership levels across academic and professional staff.

No.	REC Action Point Summary
1.1	Improve data on Board of Governors which is relatively high on minoritised members, but with high proportion of 'unknown'
1.3	Enhance recruitment and build pipeline to diversify USB (SMT)
1.4	Improve diversity of senior managers (including PTO), and use Positive Action where appropriate)
1.9	Improve proportion of minoritised staff on key committees

1.2.3 EDIC and Structure for Future REC Work

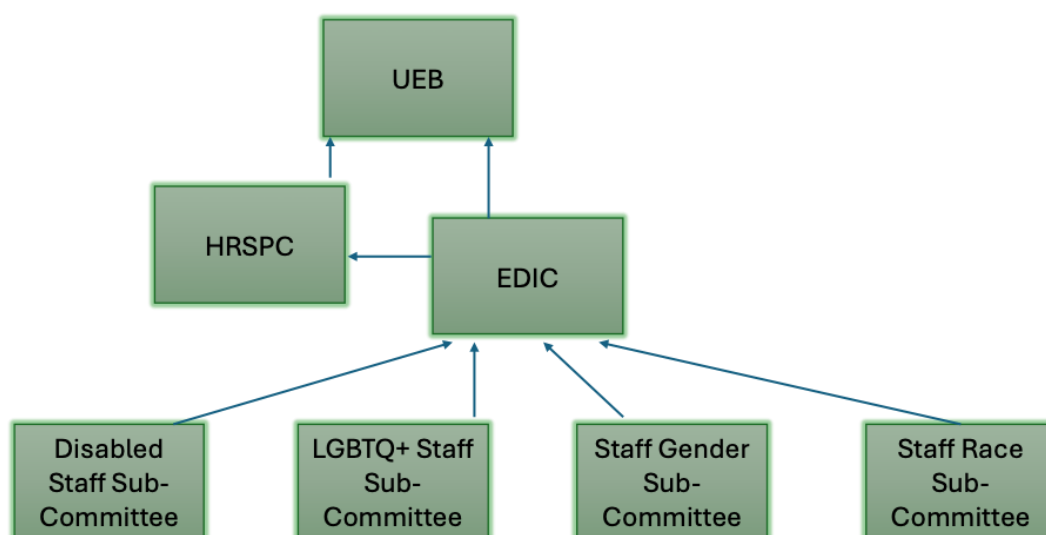


Figure 3 EDIC Structure

EDIC membership has Faculty, and PTO representatives, and the work of its members is formally allocated through workload allocation models, and recognised through promotions and progression pathways. The EDIC reports to the HR Strategy and Policy Committee (HRSPC) to embed equality and diversity issues at a strategic level across the College. HRSPC has a strategic overview of equality and diversity issues, with a broad remit; its members are drawn from all Faculties, and Directorates.

Looking to the future, EDIC, and its Staff Race Subcommittee (SRSC) (Figure 3), will monitor and progress the bulk of the REC Action Plan. SRSC will include the chair of RECSAT. Other staff from the SAT will also serve on SRSC to maintain continuity; and their work will be recognised through workload allocation models and progression and reward structures. The Action Plan will be supported across the College, and regular briefings are planned with all Heads of School, Directorates, and other units.

EDIC will meet once each term to consider progress on the REC Action Plan, and receive reports and ensure implementation. A RAG rating methodology and project management plan will be adopted by EDIC in early 2026 to monitor implementation. Senior management will be accountable to Governors for progressing the Action Plan through the EDIC Chair who is a Pro-Vice Chancellor. Some of the REC Actions include gathering new data to potentially take Positive Action. The REC Action Plan and RAG monitoring programme will be annually updated.

When assessing and analysing our EDI work, it should be borne in mind that we are a relatively small university (with annual income in 23/24 of just over £100 million); and a total of 1477 employees in 2024. There is a lack of financial headroom, therefore, to undertake rapid staff recruitment to address the lack of staff diversity. Our adoption, through the REC Action Plan of **Positive Action** in shortlisting and appointments (where lawfully justified under the *Equality Act 2010*) to address the lack of staff diversity, should be seen as a firm commitment to act with determination and purpose within institutional and legal constraints.

1.3 Local involvement and accountability

Equality, diversity and inclusion is a core responsibility of the new Faculties and their Executives. Following the Academic Re-organisation of Birkbeck in 2022, the Executive Deans have clear accountability for EDI and this is explicit in their Job Descriptions. EDI is a standing item on each Faculty Executive meeting agenda. An Equalities Champion reports into or is part of each Faculty Executive, and they also report to the EDIC. All senior roles in Faculties, e.g. Head of Research, Head of Education, and Heads of School have EDI responsibilities in their roles and are therefore responsible for making sure that EDI issues are raised in appropriate committee meetings.

We aim to introduce more Equality Champions in Professional Services and they will report up via EDIC and the P&S lead in USB. The aim is to expand this, so that each DVC, Senior Manager, and CFO also have an Equality Champion. Adopting an intersectional approach, Birkbeck is committed to maintaining its current range of Charter Marks and other awards, and to ensuring that each Faculty has an appropriate Award and Action Plan to promote gender equality under the Athena Swan scheme,

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aligned with the College's submissions to the REC scheme, Disability Confident, and HR Excellence in Research.

No.	REC Action Point Summary
3.5	Increase the number, and monitor the work of Equality Champions in Faculties & Directorates

1.4 Race Equality Charter self-assessment process

The RECSAT team was assembled in February, 2024, and chaired by Professor Stewart Motha who had previously, among other roles, held a senior management position as Dean of Birkbeck Law School (2016-22). The REC SAT membership was drawn-up by the Chair, with input from Human Resources, to comprise a mix of representation from academic, professional and support services staff across grades/bands including senior leadership, trade unions and Student Union. In doing so attention was paid to the Advance HE document 'Race Equality Charter: Self-assessment teams'. There was also input from Deans of Faculties and heads of directorates in the allocation of staff to the SAT.

We recognised that REC work is onerous and emotionally demanding, and took time to check-in with each other about the emotional demands both formally and informally. We also carefully examined and discussed Advance HE guidance on language to adopt, and sensitisation to histories and issues of racialisation.

The gender and ethnicity composition of RECSAT are set out below (Table 2 & Table 3 Table 3). Members also brought with them their lived experience of *all protected characteristics*, although numbers of individual categories are too small to disclose more data on that.

Gender		
Year	M	F
2024-25	53%	47%

Table 2 Membership of RECSAT - gender

Ethnicity					
Year	White	Asian	Black	Other	Not Known
2024-25	53%	16%	11%	16%	5%

Table 3 Membership of RECSAT - ethnicity

Formal meetings of RECSAT took place on 10 occasions between 29th March 2024, and 25th June, 2025. The RECSAT sub-groups met more frequently between these meeting to progress their work. Throughout the RECSAT deliberations, the Chair made it a point to discuss the need to take care when asking minoritised or other staff with protected characteristics to undertake the burden of reforming an institution to

enhance its EDI. While this recurrent problem was not eliminated, RECSAT worked with its 'eyes open' to the additional demands and emotional labour placed on racialised colleagues.

The Staff and Student Surveys were widely advertised and promoted by video conversations with the VC sent to all staff and students which highlighted the importance of the REC process, and the SMT's commitment to undertaking institutional change. The video aimed at staff featured the VC, chair of RECSAT, and Pro-Vice Chancellor Innovation and Academic Development (chair of EDIC) (see Figure 4); and the one aimed at students featured the VC and chair of RECSAT (see Figures 5 & 6). Participation levels in the surveys were extremely high: **66% for staff, and 17% for students** (See Appendix 1 for detailed figures on responses by ethnicity).

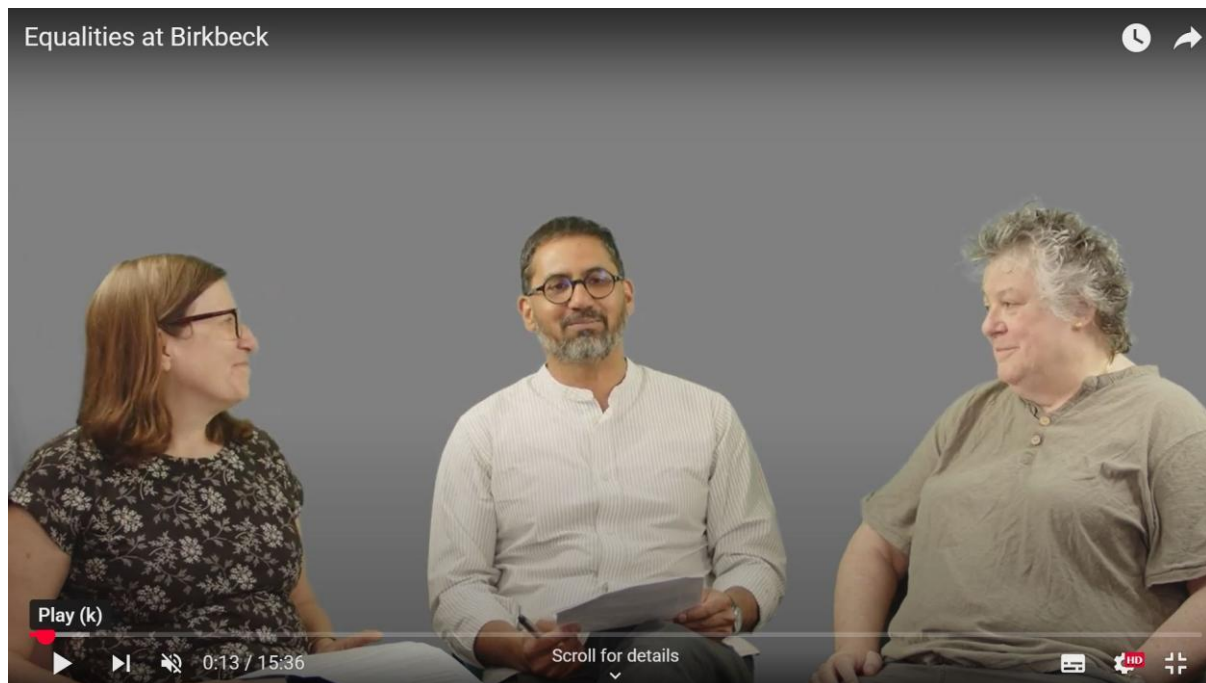


Figure 4 Video to promote Staff Survey, June 2024: VC (right), PVC (left), Chair of RECSAT (centre)

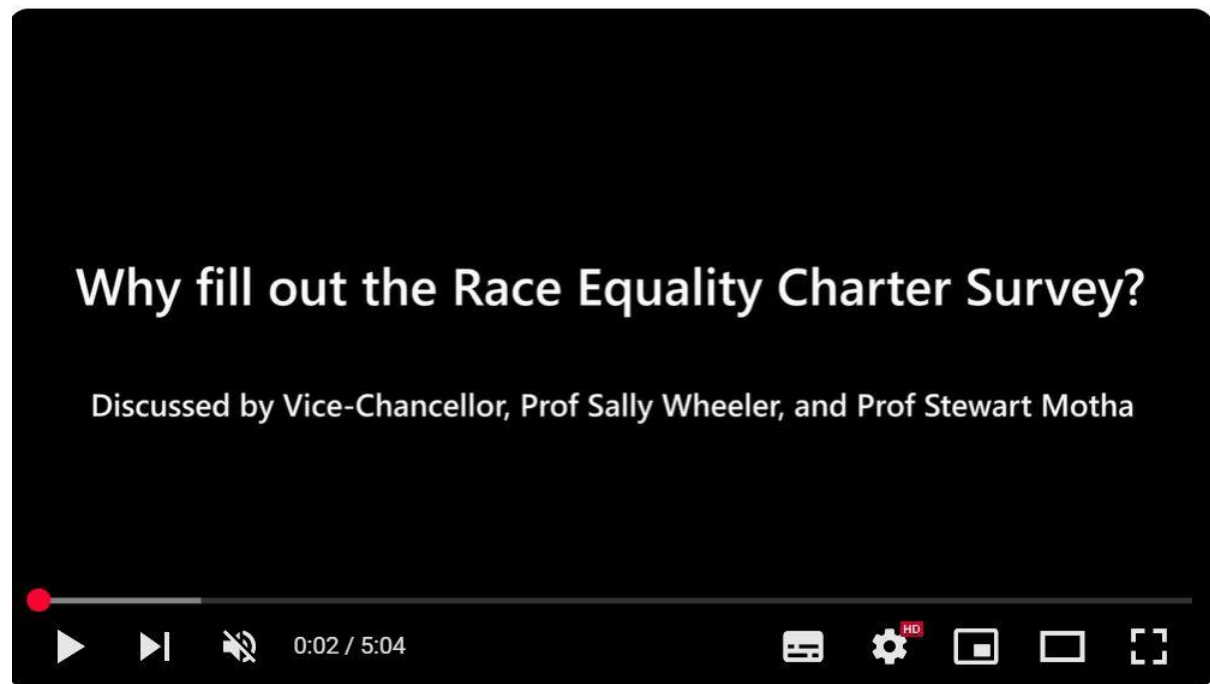


Figure 5 Video to promote REC Student Survey, November, 2024



Figure 6 Video to promote REC Student Survey, November, 2024: VC (left), chair of RECSAT (right)

1.4.1 Membership of the REC Self-Assessment Team (SAT)

Name	Staff type/Student	Position and Role in Department/Faculty	Role on SAT
Stewart Motha	Academic	Professor of Law	Chair of the SAT
Anita Jermyn	Professional, Technical and Operational	HR Projects and Policy Lead	Secretary to the SAT and Advance HE Lead
Garnet Prah-Arthur	Professional, Technical and Operational	Project Manager – HR and Equalities	Project Manager
Paul Skiven-Baker	Professional, Technical and Operational	Deputy Director of HR	HR Lead
Joanne Leal	Academic	Pro vice Chancellor – Innovation and Academic Development; Chair of EDIC	Academic and EDIC Representative
Ollie Berman	Professional, Technical and Operational	Deputy Director, Communications	Communications Lead
Eleni Liarou	Academic	Senior Lecturer - Faculty of Humanities & Social Sciences (HSS)	Academic Representative for the Faculty of Humanities and Social Sciences (HSS)
Oscar Guardiola-Rivera	Academic	Professor of Human Rights and Political Philosophy - Faculty of Business and Law (FBL)	Academic Representative for the Faculty of Business and Law
<i>Redacted</i>	Student	EDI Sabbatical Officer	Student Union Representative
Ugo Ejionye	Professional, Technical and Operational	Student Success Tutor & Scholarship Attainment Lead Goldman Sachs & Birkbeck Diversity Programme	Education Learning and Development Representative (attainment gap)
Simon Deville	Professional, Technical and Operational	Deputy Head of Student Services	Trade Union Representative
Clare Thomas	Professional, Technical and Operational	Head of Operations – Human Resources and Equalities	Administrative and Professional staff Representative
Gareth Williams	Professional, Technical and Operational	HR Partner	Administrative and Professional staff Representative
Shailesh Kumar	Academic	Associate Tutor - Faculty of Business and Law (FBL)	Teaching and Scholarship (T&S) Representative

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Keith Mannock	Academic	Senior Lecturer – Faculty of Science	Academic Representative for the Faculty of Science
Tim Hoe	Academic	Graduate Research School Manager	Research Students Representative
<i>Redacted</i>	Professional, Technical and Operational	Head of Student Wellbeing Services	Student Services/Support Representative
<i>Redacted</i>	Student	BAME Students’ Liberation Leader	Student representative
<i>Redacted</i>	Student	Student Union EDI Sabbatical Officer	Student representative
<i>Redacted</i>	Professional, Technical and Operational	Student Voice Strategy Manager	Facilitating REC student surveys

1.4.2 REC Action Plan

The Action Plan was developed by RECSAT through multiple ‘stakeholder’ meetings with all levels of senior management, from the Vice Chancellor to heads of Faculties and Directorates. At a more grassroots level, Staff and Student Surveys, and four themed focus groups with staff and students held in January and February 2025 informed REC Actions to address the key institutional challenges: underrepresentation of minoritised staff in senior and academic roles; the admission, and lower attainment and completion of racialised students; inclusive institutional culture; and confidence that issues of racial discrimination and bullying will be properly addressed.

Birkbeck’s staff and students, and the data presented in this REC Application, leave us in no doubt that there is a substantial task ahead of us if minoritised staff and students are to thrive and flourish at equal levels to their White colleagues and fellow students. The Vice-Chancellor has committed to including the REC Action Plan goals in the 2026-31 *Organisational Strategy*. This means that the REC Action Plan will be an institutional KPI for Birkbeck. As we detail below, enhancing recruitment measures with Positive Action, and additional resources such as scholarship for Black students, are at the heart of our plans. This is all a strong signal of Birkbeck’s institutional commitment to achieving the REC SMART Action Plan.

Section 2: An assessment of the university's race equality context

2.1 Description of the university and its context

Birkbeck is one of the UK's smallest multi-faculty, research-active universities with 9,600 students (6,900 FTE) in 2023/24. We offer part-time and full-time programmes, including afternoon classes and HyFlex learning. The average age of a Birkbeck student is 33, and most combine study with work. As a snapshot of staff composition, in 2023/24 there were 382 academics, 94 research staff, and 507 T&S staff (Table 36). PTO staff in 2023/24 numbered 598 on open-ended, and 100 on fixed-term contracts (Table 61).

There are three Faculties: Faculty of Business and Law (Schools of Business and Law); Faculty of Humanities and Social Sciences (HSS) (Schools of Creative Arts, Culture and Communication; Historical Studies; Social Sciences; and the Birkbeck Centre for Counselling); and the Faculty of Science (including Schools of Computing and Mathematics; Natural Sciences; and Psychological Sciences). Degrees are offered from Foundation level to PhD across these disciplines.

In our analysis, Birkbeck's staff and student populations are compared against London population by ethnicity based on 2021 Census data, and Birkbeck and HESA data. London is the most diverse part of the UK, but there are particular communities that are highly represented within London: e.g. [over 49% of Black UK citizens live in London](#).

The underrepresentation of Black staff on UEB/SMT was pointed out above. We also perform poorly on Black academic staff when Birkbeck (4%) is compared to the London university sector (7% in 2023-24, Table 4). These figures combine academic, research, and T&S staff.

Asian				Black			
Years	Birkbeck	Sector	London	Years	Birkbeck	Sector	London
2021-22	12%	11%	14%	2021-22	5%	3%	6%
2022-23	13%	12%	15%	2022-23	5%	3%	7%
2023-24	14%	13%	16%	2023-24	4%	3%	7%

Table 4 Academic, Research, and Teaching & Scholarship staff Ethnicity Asian and Black data by Birkbeck vs Sector vs London

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White			
Years	Birkbeck	Sector	London
2021-22	72%	74%	65%
2022-23	71%	71%	63%
2023-24	71%	70%	61%

Table 5 Academic, Research, and Teaching & Scholarship staff Ethnicity White data by Birbeck vs Sector vs London

With a focus on gender, we observe that women academics at Birkbeck on secure open-ended contracts are well below the sector average at 42% (London: 79%) (Table 16).

This staff composition is a long way from reflecting the diversity of our student body (43% minoritised in 23/24) (see Table 6 below) which is closer to the number of minoritised people in London (47%). Although we are improving on the awarding gap where students graduate with good degrees (discussed § 2.5.3), our minoritised students still do not flourish at equal levels with their White peers.

Birkbeck is situated in the centre of Bloomsbury in the London Borough of Camden. The relative affluence of this location is a contrast to the diverse socio-economic composition and historically underrepresented groups from which many of our students are drawn (Table 10). There are no apparent racial tensions in our location. The university recruits academic staff from across the UK, and overseas.

	Headcount				Headcount %			
	2020/1	2021/2	2022/3	2023/4	2020/1	2021/2	2022/3	2023/4
UK								
Asian	621	598	563	547	13%	14%	14%	15%
Black	944	781	730	627	19%	18%	18%	17%
Mixed	469	441	428	380	10%	10%	10%	11%
Not Known	78	63	58	73	2%	1%	1%	2%
Other	300	283	286	274	6%	6%	7%	8%
White	2442	2253	2018	1713	50%	51%	49%	47%
International								
Asian	173	175	180	165	28%	30%	33%	36%
Black	25	17	27	24	4%	3%	5%	5%
Mixed	41	48	41	28	7%	8%	7%	6%
Not Known	14	11	8	7	2%	2%	1%	2%
Other	51	68	75	66	8%	12%	14%	14%
White	307	260	217	171	50%	45%	40%	37%
Grand Total	5465	4998	4631	4075				

Table 6 All new and continuing undergraduate first-degree student headcount at Birkbeck (sourced from BBK internal records) including those on a first degree with foundation year disaggregated by UK and International domicile

Birkbeck staff and students work and learn in several buildings situated in Bloomsbury, Central London. The accessibility offered by excellent transport links, as well as our highly-evolved online and virtual learning environment (Moodle), make Birkbeck a very flexible university for Londoners as well as those that commute from the outer suburbs, or study online from regions further afield or overseas.



Figure 7 Students at Torrington Square, Bloomsbury



Figure 8 Teaching at Malet Street, Bloomsbury



Figure 9 Students at Torrington Square, Bloomsbury



Figure 10 Students at Malet Street, Bloomsbury

2.2 Development, evaluation and effectiveness of policies

Birkbeck's policies are developed in consultation with staff, recognised trade unions, the Students' Union, and our students. The decisions of Board of Governors are informed by the deliberations and recommendations of Academic Board – the main academic staff committee that feeds into policy development. Policies are periodically reviewed, and new ones are developed when they become necessary. The HRSPC, Education Committee, Research Committee, all report to the senior leadership group, USB – and they jointly keep policies under periodic review. HR have developed and published an equality impact toolkit which is used to assess new or revised policies: [Human resources forms](#).

2.3 Culture, inclusion and belonging

Despite our progressive mission, the underrepresentation of ethnic minorities in senior management, academic staff, and key College committees remains a major challenge – and it was a major theme highlighted in REC surveys and focus groups.

No.	REC Action Point Summary
1.3, 1.4, 1.6	Improve diversity of senior managers, and academic staff, using Positive Action where necessary
1.9	Improve diversity of College Committees

2.3.1 Key priorities identified in staff survey and focus groups

Staff surveys show low confidence in managers responding to racism. According to the staff survey, 50% of Black British staff feel comfortable calling out racially inappropriate behaviour, but only 35.7% of the same group have confidence in managers to address it. Confidence was even lower among other ethnic groups: Black Caribbean 18.2%, Asian staff 31.8% (Appendix 1, Figure 14 Executive Summary Staff Survey Quantitative Data). Staff highlighted reluctance among line managers to address racism and called for clearer communication on responsibilities and accountability. As one staff member said:

"There needs to be consideration of students as well as staff, a sense of a whole-institution approach. We need to have higher aspirations than just that people don't feel uncomfortable reporting discrimination."

Minoritised staff also raised concerns about lack of support available when student complaints seem disproportionately directed at them.

No.	REC Action Point Summary
3.4	Enhance EDI training for all staff
3.5	Increase EDI accountability in Directorates, Faculties, and Schools
3.8	Whole institutions approach on EDI through new EDIC structure

2.3.2 Dignity at Work and Study

Staff reported experiencing discrimination by ethnicity as follows: White staff 7.8%; Black British staff 57.1%; Black Caribbean staff reported 36.4%; 18.2% (Figure 14). Among students, a significant proportion (43%) did not know how to report discrimination, with lack of awareness more prevalent among Black (54%), and Mixed (52%) students (Figure 17). Confidence among students that appropriate action would be taken if racism was reported was low overall (47%), and particularly low among Mixed (36%) and Black (38%) students (Figure 17). Students also highlighted the lack of staff diversity as a major concern.

While there is more work to be done, we have taken steps to address the problems that these survey results signal. The primary mechanism for addressing negative practices and behaviours is the [Birkbeck Dignity and Work and Study Principals](#). This policy reflects our commitment to a high-quality, inclusive academic and work environment. In line with the Worker Protection (Amendment of Equality Act 2010) Act 2023 and OfS Condition E6, we have updated our Principles and introduced two new anti-harassment policies: Dignity at Work and Relationships at Work. These policies, along with trained *Dignity at Work and Study Contacts*, were launched in October, 2025; all staff and students had this information communicated to them by email. It is too early to examine the uptake and use of these policies and Contacts, but reports will be reviewed by HRSPC on a termly basis from Spring 2026.

No.	REC Action Point Summary
3.3	Enhance Dignity at Work policy and process
3.8	Whole institutions approach on EDI through new EDIC structure

2.3.3 Activities to Promote Race Equality and Inclusivity (e.g. staff training, awareness campaigns, staff networks)

We will explore opportunities with neighbouring institutions to share good practice, and develop joint-programmes for mentoring and building a pipe-line of mid-level staff for senior roles.

No.	REC Action Point Summary
4.1	Diversify and adopt cross-institutional mentoring schemes
4.2	Targeted mentoring schemes to improve pipeline of minoritised staff to senior levels

Staff focus groups proposed reverse mentoring as a useful strategy, and the SMT is exploring this. Any such scheme will ensure recognition of this work through workload models.

The following Activities and Networks support staff diversity; and are represented in the EDIC sub-committees where they concern protected characteristics:

Activity	Description
Religious Festivals	Celebrations for major festivals like Lunar New Year, Diwali, and Christmas. Time off is supported for all.
Cultural Festivals & Awareness Days	Events and communications promoting diversity and inclusion, e.g. Black History Month and recognition of Black alumni, staff, and Fellows.
Communications	Guidance on referencing race/ethnicity in writing. Balanced representation in reporting and promotional imagery.
Staff Networks	
REACH Network	For ethnically diverse staff in academic and professional roles. Inactive for three years since Covid, with plans to relaunch.
ASTREA Network	For women, transgender, and non-binary staff in support roles. Offers themed events, development, and networking.
Disability Network	Inclusive space for disabled and non-disabled staff to share experiences and advocate for rights.
LGBTQ+ Staff Network	Supports LGBTQ+ staff and allies through social events, film screenings, and quizzes.

2.4 Staff context

2.4.1 Leadership, and Academic and Teaching Staff

Our key priority on staff is to address the lack of diversity of minoritised staff across the senior management team, academic staff, and senior professional services colleagues.

UEB (now USB), is 94% White with 0% Black members in 2024-25 (Table 72). In contrast, there has been a marked improvement in gender balance, with 53% female members in UEB in 2024-25 compared to 38% in 2022-23.

No.	REC Action Point Summary
1.1	Address 'unknown' in data on Governors
1.2	Maintain the diversity of Governors
1.3	Improve recruitment processes, and address lack of diversity in USB (SMT). Address pipeline, and implement Positive Action where possible
1.4	Address lack of diversity among managers beyond USB; including pipeline, and use Positive Action

The total number of UK/non-UK academic staff by ethnicity and nationality suggests that Birkbeck is very open to overseas staff (with fairly even figures in 2023-24) (Table 50). However, once these total figures are disaggregated by Faculty, contract function, and ethnicity, underrepresentation of minoritised groups is clearly evident.

Table 46 gives the clearest picture of the very low number of Black academic staff in Faculties; with comparatively higher Black staff on more precarious T&S contracts.

There is a pipeline problem to the extent that Black staff are lower in number at entry level (grades 7 & 8) and somewhat higher at grade 9 (Table 51), although absolute numbers remain very low. Fewer Black academic staff coming through the ranks means that seeking to achieve REC priorities and actions on diversity in leadership and senior roles is more challenging. We have a tiered approach to establishing solid recruitment data before potentially launching Positive Action measures to address the pipeline issue.

No.	REC Action Point Summary
1.5	Address lack of data on recruitment process to improve and secure pipeline of minoritised academic staff.
1.6	Enhance diversity of academic staff through shortlisting processes and Positive Action.
1.7	Enhance EDI training for managers
4.3	Review and enhance D100 PhD scholarships to enhance pipeline of Black academics

Academic staff (research and teaching) by contract function between 2021–24 were 77.3% White, 10.1% Asian, and **2.6%** Black (see 3 years, Table 40). This compares very poorly with London sector comparison of 7% Black, and 16% Asian (Table 9). The London sector comparison is not disaggregated by contract function – but serves as the best available sector benchmark.

Asian				Black			
Years	Birkbeck	Sector	London	Years	Birkbeck	Sector	London
2021-22	12%	11%	14%	2021-22	5%	3%	6%
2022-23	13%	12%	15%	2022-23	5%	3%	7%
2023-24	14%	13%	16%	2023-24	4%	3%	7%

Table 7 Academic, Research, and Teaching & Scholarship staff Ethnicity Asian and Black data by Birkbeck vs Sector vs London

When examining our Faculties by contract type, HSS had the lowest Asian (7%) and Black open-ended staff (2.5%). Science had the highest Asian staff on fixed-term contracts (22%), while their Black staff are 4% (open-ended) and 2.3% (fixed-term) (Table 32). A comparatively higher percentage of Black academic staff can be found in Business and Law, 8% open-ended, and 10.1% fixed-term (Table 32).

The staff survey revealed that 43% of Black British, and Black Caribbean staff felt only slightly connected to colleagues at Birkbeck. Up to 23% of Mixed/multiple ethnic background staff felt no connection. Another key issue is EDI communication. Only 27% of staff understood Birkbeck's actions on racial inequality; 43% of Black, African, and Caribbean staff said they didn't understand at all. (Appendix 1, Figure 14).

Staff feedback via the college-wide REC Survey and focus groups queried the determination of Birkbeck's leadership to address the lack of diversity in academic staff. Suggestions included emphasising unconscious bias training and considering 'reverse mentoring' programmes (Appendix 1, Figure 15).

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No.	REC Action Point Summary
1.14	Launch new Organisational Strategy, and People Strategy with EDI KPIs informed by REC and other charter processes
3.6	Launch new People Strategy that reflects EDI work by 2028
5.2	Establish scheme to better recognise the EDI work and contributions of staff

2.4.2 Benchmarking Open-ended and Fixed-term academic staff

Between 2021-22 and 2023-24, the proportion of open-ended staff at Birkbeck decreased from 56% to 48%, reflecting a reduction of 8%. This was a period where there was institutional restructuring and a scheme of voluntary severance. (Table 8).

Open Ended				Fixed Term			
Years	Birkbeck	Sector	London	Years	Birkbeck	Sector	London
2021-22	56%	67%	78%	2021-22	44%	33%	22%
2022-23	55%	70%	79%	2022-23	45%	30%	21%
2023-24	48%	71%	80%	2023-24	52%	29%	20%

Table 8 Academic, Research, and Teaching & Scholarship staff contract type data by Birkbeck vs Sector vs London

Analysed by gender, it is apparent that the lowest percentage of staff on open-ended contracts are female, down from 50% to 42% between 2021-2024. (Table 9).

Open Ended Male				Open Ended Female			
Years	Birkbeck	Benchmark	London	Years	Birkbeck	Benchmark	London
2021-22	65%	69%	79%	2021-22	50%	65%	78%
2022-23	64%	72%	80%	2022-23	48%	69%	78%
2023-24	54%	72%	81%	2023-24	42%	70%	79%

Table 9 Academic, Research, and Teaching & Scholarship staff open ended contract type and Gender data by Birkbeck vs Sector vs London

Examined critically, the underlying causes of the lack of diversity of staff and senior leaders is attributable to the reproduction of the status quo over many years. For example, the failure to maintain accurate and consistent data on the recruitment process highlights an inattentiveness to the analytic and process means by which unconscious bias could be identified and addressed. Within academic disciplines, recruitment is focused on existing subject areas, and some of these – especially in the Humanities and Social Sciences – are predominantly staffed by White academics across the UK. The scope and diversity of subjects within disciplines in the Humanities and Social Sciences themselves require attention. Birkbeck also has fewer STEM subjects where there is generally a greater supply of minoritised staff nationally.

In order to plan interventions, the REC team had stakeholder meetings with the Vice Chancellor, senior management, and all staff groups. It is clear that Birkbeck is

committed to taking decisive Actions to address the lack of staff diversity in senior management and academic staff.

No.	REC Action Point Summary
1.3	Improve recruitment processes
1.4	Improve diversity of senior managers, adopting Positive Action where necessary
1.6	Improve diversity of academic staff, adopting Positive Action where necessary
1.8	Establish monitoring of diversity of academic staff success on research grant applications to enhance progression of minoritised staff
1.10	Improve diversity of PTO staff

A significant intervention for addressing the lack of academic staff diversity is REC Action: 1.5 (a) & (b), and 3.1 that will address the lack of systematic data that sets out the entire recruitment journey from application, shortlisting, to failure/appointment ('Hireserve'). The full implementation of 'Hireserve' reporting system will address this (the absence of material in *Data Table 3, Schedule 2*, is explained by this lacunae). A focus on Deans of Faculty meeting with appointment panels to discuss Hireserve data on past recruitment patterns, as well as Positive Action measures will be among the measures addressing the lack of staff diversity.

No.	REC Action Point Summary
1.5, 3.2	Ensure full 'Hireserve' data is available to underpin recruitment processes by 2026
3.1	Build and sustain robust data analytics on EDI and distribute regularly to managers

Our Action Plan to address a lack of minoritised staff among academics and senior staff is clear and achievable. As Table 34 (Academic, Research and T&S) and Table 63 Table 66 (PTO by contract type, ethnicity, grade) indicate, as a function of our size, the actual number of minoritised staff groups are such that small increments could make a significant percentage impact to our EDI profile.

2.4.3 EDI and Staff (e.g. people strategy, recruitment, training, support)

The Birkbeck People Strategy, '[Building Success Together \(PDF\)](#)', covered the period August 2017 to July 2023 and set out our vision for supporting continued excellence and success on the eve of Birkbeck's 200th anniversary, focusing priorities in support of the College strategies for staff and student equality and diversity, research excellence, teaching and learning excellence, and student recruitment and satisfaction. The restructure of Birkbeck in 2022 has been an organisational focus over

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the least 3 years. A REC Action will be to renew and relaunch the People Strategy by 2028.

No.	REC Action Point Summary
3.6	Launch new People Strategy by 2028 with measures to address confidence in managers in tackling discrimination

Birkbeck Human Resources (HR) has a dedicated Strategy, Policy, Equality and Diversity team whose priorities include: leading and supporting the delivery of key projects, implementing College strategies and action plans; supporting the embedding of equality and diversity across the College; leading and delivering data analysis and reporting; ensuring accurate, consistent and accessible information for Birkbeck in respect of all elements of the service delivered by the HR department. The HR Business Partnering team, including the Principal HR Business Partner, 3 HR Partners, and an HR Assistant, provides day-to-day support.

2.4.4 Recruitment, Training, and Support

Recruitment is merit-based, adheres to legal obligations, values diversity, and aims to eliminate unlawful discrimination. Selection panels are required to treat candidates in line with Birkbeck's [Equality and Diversity Statement](#). However, we recognise in our Action Plan that improvements need to be made in recruitment data, ensuring the diversity of appointment panels, and where necessary and lawful, taking Positive Action under s. 158 of the *Equality Act* 2010 to ensure the best chance for minoritised staff to be appointed at Birkbeck. A precursor to this is securing reliable data on every stage of the recruitment process.

No.	REC Action Point Summary
3.7	Renew Recruitment & Selection Policy by 2027, and include processes for Positive Action to enhance diversity of staff

Training

The delivery of mandatory training for staff helps to ensure that the College can meet its institutional, legal and social responsibilities and provides staff with a safe, positive, and inclusive working environment. There is a range of mandatory training that *all* staff must complete and renew. This includes: [Equality and diversity essentials](#); [Race Equity](#); and [Conscious inclusion](#)

Support

Birkbeck provides all staff access to an Employer Assistance Programme (EAP). The EAP is a confidential employee benefit designed to help staff deal with personal and professional problems that could be affecting their home life or work life, health and general wellbeing. The EAP service provides a complete support network that offers expert advice and compassionate guidance, covering a wide range of issues.

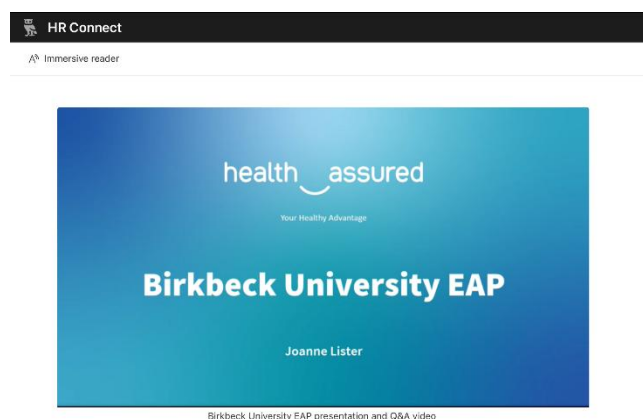


Figure 11 Employer Assistance Programme (EAP), accessed via internal Sharepoint site

A separate service known as Active Care is also available for staff who may be off sick for reasons of stress or anxiety. A referral to this service involves the employee being contacted by a qualified clinician to offer support.

2.4.5 Academic Staff Promotions

Academic staff can access an [annual promotions process](#) where they can **apply at will**. Heads of School and Deans are involved in making recommendations to the promotions and conferment of title (for Readers and Professors) panels which are composed of senior managers, representatives from Faculties, and trade union observers. Academics can discuss their promotion plans with mentors, and as part of the annual Academic Review with their line-manager. There is also an annual briefing to address queries from potential applicants.

Comparison of White/BAME applications and success rates for academic promotions evidence higher success rates for White staff even when the proportion of their applications is lower than Black staff. In 2021-22, applications by 'BAME' staff (a term used here due to the available data) was 10.7% higher than White staff, but BAME success was 9.1% lower than White (Table 54). A similar trend continued in 2022-23 (Table 57). And in 2023-24, when applications from White staff were 12.7% lower than BAME, their success rate was 16.3% higher (Table 60).

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This data raises a complex range of issues; ones echoed by a staff survey respondent who commented:

"Structural racism and gender inequalities are realities in all institutions as well as ours. [...] the structural reasons that promotion rates are far slower - depending on gender /race/class I think - are to do with lack of support/awareness and/or differences in inherent sense of entitlement/confidence that prevents some people from applying for promotion and/or from being supported."

Data that indicates that White staff are promoted in higher proportions than BAME staff even when the proportion of White applicants is fewer opens a series of possible interventions. While unconscious bias is a possibility, it is also likely that minoritised applicants are under-mentored, or not quite ready for promotion when they decide to apply. One significant intervention involves putting in place adequate mentoring and advice so that all applicants approach promotions, advancement, and discretionary increments when they are best placed to meet the criteria for success. As the survey quote above indicates, access to good advice, ability to navigate institutional processes, and sense of entitlement are differentially distributed and can skew outcomes.

No.	REC Action Point Summary
4.1	Establish effective mentoring schemes for staff
4.2	Targeted mentoring schemes to assist to equalise BAME-White promotion rates

Issues underlying promotion may include success in research grant applications. We currently don't have data on this, and a REC Action will rectify this. Staff networks can also play a role in disseminating information in a way that is less management-centred, and thus trusted by staff who are minoritised by ethnicity and other intersectional characteristics.

No.	REC Action Point Summary
1.8	Enhance progression of minoritised academics with support for grant applications; address lack of data
4.2	Establish and renew mentoring schemes to equalise promotion rates of White and Minoritised staff

2.4.6 Professional Support, Technical and Operational Staff data for the period 2021-2024

The data on PTO staff reveals that the most senior staff are predominantly White, while lower grades have substantial proportions from minoritised ethnic groups. At the highest PTO levels in 2023-24, Grades 9 and 10 (open ended), Black and Asian staff numbers are so low that we will not comment further so as not to risk disclosing

confidential data (**Table 66**). The job families where there is the highest proportion of Black staff are also at the lowest grades (Table 69). The percentage of white staff on open-ended contracts increases with seniority, from 15% in the lowest grades to 90.77% in the highest grade (Table 66). Conversely, Black staff representation decreases from 55% in grade 2 to 0% in grade 10 (Table 66). There is a high concentration of Asian male staff on fixed-term contracts (21.43%) and Black female staff (15.09%) (Table 64). High numbers of Black (20.77%), Other (24.33%), and not known (25.82%) populations are in Operational roles (Table 69). Asian staff numbers are higher in Administration (20.10%) and Technical roles (30.43%) (Table 69).

It is a sobering fact that the staff group that most closely resembles our ethnically diverse student body is found among operations and facilities, cleaning, and security staff. This disproportionately high representation of minoritised staff in the lowest grades highlights the scope of the challenge to shift cultural norms at Birkbeck. These disparities will be addressed by measures in shortlisting and hiring at middle and senior grade levels.

No.	REC Action Point Summary
1.10	Improve diversity of senior PTO staff, including by adopting Positive Action in advancement and recruitment processes

One mitigating explanation for substantial proportions of minoritised staff being concentrated among cleaning staff (PTO) is that these teams were brought into direct employment by Birkbeck from external contractors in 2020.

PTO staff do not have the ability to apply for promotion, and their advancement is subject to applying for more senior roles when they are advertised. However, all staff have access to discretionary pay reviews. The exceptional contribution of PTO staff is recognised and rewarded through two categories of [contribution-related pay](#): additional or discretionary increments (accelerated or discretionary) or bonus payments (either individual or team).

Understanding intersectional inequalities

Drawing upon the staff survey feedback and a breakdown of staff data by categories of ethnicity, gender, age, disability and sexual orientation, we have started to identify and address intersectional inequalities for staff.

In terms of ethnicity and gender for academic staff, two areas with the lowest representation should be highlighted: in the period of 2021-2024 only 1.9% of Black female staff were on academic contracts (Teaching & Research), with Black male staff 3.3% (T&R contract) (**Table 48**). Birkbeck has had no Black male staff on research contracts (2021-24), with 0.9% of Black female staff (Table 52). The very low representation of Black female academic staff compounds their 'invisibility', as a staff member put it:

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"Being a Black female makes me have to do more than my counterparts to prove myself in society in general, but also in Birkbeck. [...] I thought that this may have been because I was not heard, but it has happened too many times for this to be the reason for me being ignored."

The marginalisation of racialised staff also intersects with disabilities. The highest percentage of declared disabilities among minoritised staff is found in T&S Black staff (13.67%), the least secure of all teaching staff.

No.	REC Action Point Summary
3.9	New EDIC structure to embody intersectional approach and provide strategic leadership on EDI

2.5 Student context

2.5.1 Student profile

Birkbeck student population data has been extracted from internal data sources in July 2024. Different years are used based on most recent data available. Analysis against London population uses internal data from 2021 to align with census and against London student population from 2022/23 to align with most recent HESA data available. OfS Student Outcomes data published in 2024 has been used for benchmarking (College level) and illustrative Faculty gap analysis.

Admissions

Birkbeck has a very good record of giving a diverse range of minoritised students with intersectional characteristics the opportunity to study with us. However, the sector-wide problem of minoritised students experiencing a gap in level of award, continuation, and completion is also a problem for us. Birkbeck submitted its second APP to the OfS in Autumn 2024 which directly addresses these problems (more details on APP below).

Undergraduate

In 2021/22, 48% of Birkbeck's first-degree students were Asian, Black, Mixed or (Table 110), closely matching London's 47% 2021 census figure (Table 108) and slightly below the London first-degree population which in 2023/24 was 57% Asian, Black, Mixed or other compared with 49% at Birkbeck (Figure 40).

Postgraduate Taught (PGT) and Research (PGR)

Birkbeck's UK domiciled PGT student population is less diverse than the London census population and London PGT population. In 2023/24 minoritised students were 32% at Birkbeck compared with 41% in London HEIs (Figure 41).

For PGR, Birkbeck is similar to the London PGR population (29% and 33% respectively) for minoritised students, but has significantly fewer Asian students.

At Birkbeck and across the sector, the proportion of minoritised students studying at higher levels decreases (Figure 42).

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Student Application Patterns

- Black full-time UCAS applicants are more likely to apply after the 30th June deadline in comparison to other ethnic categories (Table 119). This has a potential impact on the number of minoritised students that can then attend the events and measures to induct students into the university, with potential knock-on effects on their retention and progression. More work is needed to understand the factors contributing to late applications and implications.

No.	REC Action Point Summary
2.1	Track and understand the implications for Black and Mixed students who apply late

- In 2023/24 White part-time applicants were more likely to receive an offer than Asian and Black applicants; consistent with previous years (Table 125). Birkbeck's offer-rates for full-time UK applicants by ethnicity are consistent (78-88%) and with bigger differences at comparator HEIs (44-71% - Table 124). Analysing rejection rates for part-time students in 2023/24 reveals a 6pp difference between White and Black and an 11pp difference between White and Asian rejection rates (Table 126). This area requires greater understanding and is being monitored, with interventions via the APP detailed below.

2.5.2 Continuation, Completion and Attainment of Degrees

Continuation (UK only)

OfS (2024) data was used to benchmark continuation rates. For full-time students, Birkbeck is slightly below the benchmark across all ethnicities, while part-time students perform above benchmark (Tables 131 and 132).

Analysis for APP confirms statistically significant continuation gaps:

- Full-time Black and Mixed students have lower continuation rates than White students
 - Intersectionality: White A-level students outperform Black BTEC and AccessHE students. Multivariate analysis confirms ethnic group and entry qualification are independently associated with continuation. Black and Mixed students from IMD quintiles 1–2 have lower continuation rates than White students from IMD 3–5 (below Table 129).
- Part-time Black and Asian students have significantly lower continuation rates than White students.
 - Intersectionality: White students from IMD 3–5 outperform Black students from IMD 1–2 (Table 129).

IMD itself was not a predictor of low continuation for either mode

Faculty-level analysis reveals notable gaps for full-time minoritised groups compared to White students, except Black students in Science where the gap is negligible. For part-time, gaps are most pronounced for Black and Mixed students in HSS and for Asian and Black students in Science (Table 130 and Table 131).

Completion (UK only)

OfS (2024) show Birkbeck performs below the benchmark for full-time students across all ethnicities, with the largest gaps for Black and Mixed students. For part-time, we exceed benchmark for Asian and Mixed students but fall slightly below for Black and White students (Table 132 and Table 133).

Like the sector, White students have higher completion rates than other minoritised groups, with Black students having the lowest completion rates.

Analysis for APP confirms statistically significant completion gaps:

- Full-time Black and Mixed students have lower completion rates than White students.

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- Intersectionality: White students from IMD quintiles 3–5 outperform Asian, Black, and Mixed students from IMD 1–2 and White A-level students complete at much higher rates than Black BTEC and AccessHE students.
- For part-time, Black and Asian students complete at lower rates than White students (Table 134).

Multivariate analysis confirmed that ethnic group is independently associated with completion while IMD is not.

Faculty level analysis show that gaps persist across all minoritised groups compared to White students, with Black students least likely to complete in Science and HSS, while Mixed students show the largest gap in Business and Law. For part-time, gaps are evident across all groups (Table 135 and Table 136).

Attainment (UG – UK only)

Data from the OfS 2024 highlights attainment gaps at Birkbeck compared to the sector. Among full-time, Birkbeck shows lower attainment across all ethnicities and a larger percentage point gap than sector averages. Notably, however, Black student attainment improved at Birkbeck between 2021–22 and 2022–23, while sector performance declined (Table 137).

For part-time, Birkbeck performs strongly, achieving higher attainment than the sector across all ethnicities. However, gaps remain, particularly between White and Black students—the largest gap observed for both full and part-time cohorts. This pattern mirrors sector trends. (Table 138).

Analysis for APP confirms statistically significant attainment gaps: full-time Black, Asian and Mixed students are less likely than White students to achieve a first or 2:1 (Table 139). For part-time students, gaps are even wider (Table 142).

Intersectional analysis reveals further disparities by entry qualification and ethnicity between White BTEC and Black BTEC full-time students, though sample sizes are small. Internal data shows these trends persist across all Faculties.

No.	REC Action Point Summary
2.5-2.8	APP Actions to improve continuation and attainment of Black, Mixed, Asian, and BTEC students
2.10	Establish Cowrie scholarships to support Black British undergraduate students, and mentor them to improve completion rates

At PGT White and Mixed students are more likely to attain a Distinction or Merit than other minoritised groups with Black students being the least likely. This is across each Faculty, domicile and mode of study (Table 147 to Table 164).

At PGR full and part-time White UK students have a higher PhD completion rate than BAME students (Table 165 to Table 169). For international there is little gap between

BAME and White students. Data by Faculty, for UK students shows quite marked differences for completion between White and BAME students (see Table 172). This has implications for the pipeline of BAME academics.

2.5.3 Important Context on Attainment/Completion at Birkbeck Compared to Sector

The Office for Students (OfS) has acknowledged the fact that the timescale for students' completion at Birkbeck is different from the standard. A larger proportion among all our students do achieve the OfS benchmark but take longer to do so. It is within this context that the relation between all full-time first-degree UK students (2015/16 to 2018/19 entrants) and the percentage points difference in completion for students of Black and Mixed background needs to be interpreted.

Viewed through intersectional vectors of age, disability, and socio-economic background - Birkbeck's undergraduate student body that begin their studies full-time, are very different from the UK-wide sector in terms of the sheer proportions of students from historically under-represented groups as illustrated in the Table 13.

Characteristic	Birkbeck	Sector
Mature	63%	22%
Disability reported	17%	12%
BAME	55%	28%
ABCS quintile 1	42%	12%
IMD quintile 1 or 2	56%	38%
Eligible for free school meals	40%	18%

Table 10 Proportion of FT UG degree entrants from underrepresented groups (2014 to 2017 - those in the completion population in the current dashboard), Birkbeck vs sector. Source: April 2023 OfS Outcomes dashboard

We need better data in the cycle of the degree of when and why students withdraw.

No.	REC Action Point Summary
2.9	Improve data and analytics on when and why students withdraw

2.5.4 Student Experience

The REC student survey:

We conducted a REC student survey between Nov-Dec 2024, with 1300 responses (17% of Birkbeck students). The highest response rate was 20.4% from Black students. Other response rates: White (16.6%); non-White (17.6%); 'Other (including Arab) 13.8% (Table 11).

Among students, 81% of students felt respected at Birkbeck. However, 'Complete Respect' was reported by 48% White, 52% Mixed, but only 34% Black, 35% Other, and 36% Not Known students (Figure 18).

Qualitative data was gathered through focus groups, highlighting themes such as improving inclusion and belonging, addressing concerns, and supporting postgraduate research students. More specifically, only 27% knew how to report discrimination. 'No' responses were higher among Black (54%) and Mixed (52%) students than White (38%). Students were also not confident that race related incidents would be dealt with effectively: Black (15%), Other (15%), Mixed (10%), Asian (9%), White (6%) (Figure 18).

The quote below manifests a common sentiment, and links staff diversity to continuation in studies for minoritised students:

"The lack of diversity within the academic staff sends a troubling message about whose knowledge and perspectives are deemed valuable in the institution. It perpetuates the idea that ethnic minorities are primarily relegated to roles in security, cleaning, and catering [...]. This disparity fails to challenge entrenched stereotypes or provide students from underrepresented backgrounds with role models who reflect their experiences."

Non-UK domiciled students mentioned 'inclusion and belonging, acceptance and equality, and equity' as key characteristics of their Birkbeck experience but noted a gap between teaching and administration. They felt they had to work harder if they were of colour or from abroad, referencing the wider atmosphere towards international students in the UK.

No.	REC Action Point Summary
2.2	Enhance communications to students about Birkbeck's commitments to EDI and anti-racism; and complaints processes
2.3	Regular communication of REC Actions and commitments to students

2.5.5 How the university is working to remove awarding gaps, and how the impact of academic practices is considered (e.g. syllabi, teaching and assessment methods).

Through the APP, Birkbeck is working to reduce awarding gaps through a series of identified measures which undergirds and contributes to REC Actions on retention and awarding gaps. Responsibility for these Actions is mostly with a senior team within the Education and Student Experience Directorate (ESED) with reporting line to USB.

The Student Success Team

The Student Success Team (SST), which reports to ESED, was formed in August 2024 to bring together, under one umbrella, projects being undertaken across the university to support and enhance the student experience of those from underrepresented and disadvantaged groups. SST aims to devise a cohesive and joined-up strategy to address issues such as the awarding gap, enhancing student experience, and transition and access to education.

The following initiatives all fall under the remit of the SST and are aligned with the APP as it relates to eliminating and/or reducing awarding gaps:

SST Initiatives

Initiative Group	Task
Student Success Team (SST)	Coordinates university-wide projects to support underrepresented students, aiming to reduce awarding gaps and improve student experience.
Student Engagement and Success Project (SESP)	A data-driven initiative using learner analytics to improve student engagement and attainment. Includes Skills4Success survey and SEMS to monitor attendance and support.
Peer Mentoring	Pairs new students with trained mentors to foster belonging and academic success. Offers two options: 'Ask a Mentor' for one-off support and year-long mentoring within the same academic school. Goals include increased confidence, engagement, and progression. In 24/25, 21% of mentees and 40% of mentors are from racialised minority backgrounds, highlighting the demand for targeted support.
On Track	A pre-entry summer programme helping new students build confidence, connect

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	with peers and staff, and access support services before term starts.
Restart Coaching	Group coaching for students returning from a break or repeating a year, helping them regain control over their academic journey.
Personal Tutoring Review	Institution-wide review of the personal tutoring system to enhance support for at-risk students, especially those from racialised minorities. Implementation began in 2025.
Inclusive Curriculum Review	Ongoing efforts to decolonise the curriculum and adapt teaching models to be more inclusive and accessible.
Skills4Success	University-wide survey to identify students needing academic support early in the year, followed by targeted communications and follow-up surveys.
Early Assessment for Learning	Uses SEMS to identify and support students at academic risk through opt-out interventions and feedback discussions.
Inclusive Assessment Framework	Introduces inclusive assessment design to ensure equal opportunity and reduce the need for individual adjustments.
Making the Most of My Assessments	Supports mid-programme students in using feedback effectively and planning for academic success through embedded resources and small group sessions.
AMPLIFY	Career development programme for Black students, offering mentoring, placements, and tailored career guidance to address awarding and employment gaps.
APP Oversight Group	Monitors and evaluates all initiatives to ensure strategic alignment, accountability, and consistency using the TASO framework.
Birkbeck SU and International Team	Organises activities for full-time and international students and conducts focus groups to understand experiences of racialised minority students.

The initiatives set out above constitute primary Actions in the APP, and are incorporated in the REC Action Plan.

No.	REC Action Point Summary
2.5 to 2.8	APP Actions to address awarding gap, continuation, and completion of minoritised students will undergird REC Actions

2.5.6 The university's current understanding of and capacity to identify and address intersectional inequalities for students, drawing on the university's cultural, qualitative and quantitative evidence.

As highlighted in section 2.5.2, intersectionality matters for UK first-degree students for continuation, completion and attainment particularly where ethnicity intersects with highest qualification on entry and IMD.

Intersectional analysis has not been undertaken for Birkbeck's postgraduate or international students but we feel positive this can be undertaken systematically (assuming population sizes are sensible) moving forwards.

No.	REC Action Point Summary
2.4	Establish Data gathering on internationally domiciled students through an intersectional lens
5.4	Increase learning and cultural events for minoritised PGT and PGR students

2.5.8 Aspects of good practice that could be translated to other areas, and any areas where improvement could be gained through future action.

Curriculum changes include inclusive learning resources that reflect diverse identities and global perspectives, and decolonising the curriculum. For example, a core module on Property Law draws on histories of slavery and colonialism as it impacts on current property relations in the UK.

Black Unity Events support minoritised students' success by fostering community and belonging. Initiated in response to the College's awarding gap report, they are now being embedded as a long-term engagement strategy.

Communications and photography are reviewed to ensure balanced representation across ethnic groups. This is directed at enhancing sense of belonging of diverse groups. Guidance is also provided on how to reference and refer to race and ethnicity appropriately.

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Bursaries

We are proud to work with a range of partners to offer a comprehensive suite of financial and pastoral support initiatives for Birkbeck students. We are committed to improving access to education and ensuring that underrepresented groups are offered the tools they need to thrive at university.

Fund	Eligibility	Amount
Birkbeck Cash Bursary	First year students. Household income below £25,000.	Up to £800 depending on level of income.
Birkbeck Needs-based Assessment	Household income below £25,000 and must have already accessed all available government support.	Up to £4,000 depending on intensity of study.
Hardship Fund	Household income below £25,000 and in receipt of maximum government maintenance loan but experiencing unforeseen financial hardship.	Up to £1,000 depending on intensity of study.
Birkbeck Summer Fund	Household income below £25,000 and in receipt of maximum government maintenance loan but experiencing financial hardship between July–August.	Up to £800 depending on intensity of study.
Access to Digital Learning Fund	Household income below £25,000.	Up to £500 for essential IT equipment (e.g. laptop or broadband).
Birkbeck Childcare Fund	Part-time single parent students. Household income below £25,000. Using a registered childcare provider.	Up to £3,000 per child, depending on assessed cost of childcare.
Compass Project Fund	UK-based asylum seeker with limited leave to remain, discretionary leave to remain, or refugee status.	5 (per year) x full tuition fee waivers plus additional financial support for study costs.

2.6 Key priorities for future action

Please identify the university's key priorities for action.

Birkbeck – Race Equality Charter Priorities

1. Improve Diversity of Staff	To increase the proportion and representation of minoritised groups in all staffing areas, especially academics, senior managers, and directors of PTO through enhancement of the recruitment process.
2. Address Awarding Gap and Student Success	To narrow the gap between minoritised and White students awarded good degrees, namely 2:1, First Class or equivalent.
3. Enhance Equalities/HR Processes	To enhance confidence of all staff and students in the processes and practices that address racial discrimination, harassment, and bullying in a manner that is sensitive to intersectional experiences.
4. Enhance Academic 'Pipeline'	To address under-representation of Black British students at PhD or equivalent level; improve the participation, attainment and success of minoritised students so they can achieve their highest potential.
5. Enhance Culture & Sense of Belonging of All Staff and Students	To consolidate and develop staff networks and celebrate diverse cultures; ensure that all staff and students can be themselves and flourish at Birkbeck.

Section 3: Action plan

**As Revised in Response to Conditions (Appendix A
to AdvanceHE Conditions)**

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BIRKBECK Race Equality Action Plan 2026-2031**

Key: The boxes shaded purple denote when actions will commence; an * denotes that actions will be repeated in future years.

Priority 1: Improve Diversity of Staff in Senior Management and Academic Roles									
Objective <i>Rationale</i>	Responsibility	2026-31					Actions	Success measure	
		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5			
1.1 To consolidate diverse leadership, improve data on the composition of Board of Governors which in 22-24 had 33% and in 24-25 40%, respectively, ethnicity 'unknown'. Address this gap in the data.	VC	*	*	*			a) Champion diverse membership among Governors; b) Share and discuss demographic data about diversity with Board of Governors; discuss the importance of having intersectional data to advance EDI	Key Milestone: Board of Governors to review data on 'unknown' annually Success measure: by 2028 Reduce the number of 'unknown' by ethnicity to 15%	
	DVC, Chair of Equality Diversity, and Inclusion Committee (Chair of EDIC)				*	*	c) EDIC to evaluate progress that has been made in enhancing the ethnic and intersectional diversity of the Board of Governors annually		

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1.2 Ethnic diversity on Governors is encouraging. Building on more complete data, sustain ethnic and intersectional diversity of Board of Governors.	VC				*	a) Evaluate and identify targets for maintaining ethnic diversity, and promote intersectional diversity	Key Milestones: Board of Governors and USB to review diversity data annually. Success measure: by 2031 a more complete picture of ethnic and intersectional diversity in Board of Governors	
1.3 Improve recruitment processes to enhance representation of minoritised staff on USB (SMT)	VC and Chair of EDIC			*	*	*	a) USB to discuss diversity data and develop strategy to address lack of minoritised staff among its members; and better understand and promote intersectional composition b) Review and engage with terms of (external) recruitment services c) Once data, and recruitment processes are reviewed, adopt Positive Action measures where necessary to ensure minoritised staff are represented on shortlists d) Enhance pipeline for internal promotion, and preparation and training of staff for senior management roles. Engage and offer external training services where necessary.	Key Milestone: EDIC to review ethnic composition of USB annually. Vacancies arise infrequently, so progress will be assessed annually, but a change in composition is not realistically expected until 2030. Success Measure: by 2031 see at least one members of ethnically minoritised staff on USB (SMT). Ethnic minorities are currently zero on this committee.

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1.4 Improve processes to ensure diversity of senior managers wider than USB	VC supported by Chair of EDIC		*	*	*	*	a) USB to undertake training on Positive Action measures with a view to cascading its application via their direct reports b) promote intersectional diversity among senior leaders c) Enhance pipeline for internal promotion, and preparation and training of staff for senior management roles. Engage and offer external training services where necessary.	Key Milestones: Reports delivered on diversity of senior managers to EDIC, and actions reviewed, on a termly basis. Success measure: expect 5% increase in minoritised staff in senior professional services (PTO) roles by 2031.
1.5 Review and establish process for sharing 'Hireserve' data in recruitment of all staff – especially where there is under-representation of ethnically minoritised staff: senior managers, academics, senior professional support.	Chair of EDIC assisted by Deputy-Director of HR		*	*			a) Ensure full 'Hireserve' data is available to managers, Heads of Unit, Deans	Success measure: establish full 'Hireserve' data gathering, analysis, and sharing process by 2027
1.6 Improve representation of ethnically minoritised academic staff in	Chair of EDIC			*	*	*	a) Resolve data issues first (Action 1.5).	Key Milestone 1:

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Faculties, Schools, and subject areas	Deans of Faculties				b) Next phase, from 2027, systematically review diversity of candidates on shortlists, guided by data on the proportion of ethnic minorities in the subject unit/Dept where a post is being filled. This is to ensure, as much as feasible under the Equality Act 2010, shortlists with ethnic diversity (e.g. consider adoption of the Rooney Rule where appropriate and supported by data) c) Ahead of each appointment process, respective Dean to discuss diversity data with relevant HoD on current composition of the department/subject group where academic appointment is being made. Deans will also discuss how diversity can be promoted by review of curricula in respective academic units. d) All appointment panels (including shortlisting) to include a diversity of staff. In addition to <i>mandatory</i> gender	Reports delivered on diversity of ethnically minoritised academic staff to EDIC, and actions reviewed, on a termly basis. Key Milestone 2 – to achieve 50% of Success Measure target for Black academic staff by 2029. Undertake review of Action measures if this is not achieved. Key Milestone 3 - by 2028, all academic appointment panels to include minoritised staff where possible without excessively burdening ethnically minoritised staff. Success measure: Birkbeck moves from 4% to 7% FT Black academic staff by 2031. This KPI will be written into 2026-31 <i>Organisational Strategy</i>. <i>(Note: the statistical data on ethnicity will be kept under review and be subject to Government statistical standards and categories).</i>
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						er diversity; panels with minoritised staff would be <i>preferable</i> , provided this does not over-burden the same individuals repeatedly. d) Diversity composition of panels to be tracked by HR and reported annually to EDIC	
1.7 Enhance EDI training for managers to increase staff confidence that racist or other discriminatory incidents will be adequately addressed	Chair of EDIC assisted by Deputy-Director of HR	*		*	*	a) all Deans, Heads of Department, subject leads or others engaged in recruiting FT academic staff to undertake training on Positive Action b) Evaluate take-up of this training annually through reports to EDIC.	Key Milestone: By 2027 Staff Survey will see confidence in managers addressing racism/discrimination improve by 25% on last survey outcome. Success measure: by 2031, response to survey questions on confidence in managers to address racism/discrimination will be >50% and equalised across all ethnic groups.
1.8 Enhance progression of ethnically minoritised staff through success in research grant applications	DVC Research, with annual reports evaluated by EDIC	*	*	*	*	a) track and monitor the ethnic and intersectional profile of those submitting research grant applications. b) Build interventions to enhance the number of ethnic minority applicants if it is not	Key Milestone: first annual report to be submitted to EDIC by Research Office by September, 2026. Actions to be built on what the data shows on ethnic profile of applicants. Once application rates are known, Chair of EDIC and DVC Research to develop strategy to address

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						proportionate to such staff at the College. c) examine impact of grant applications on promotions processes.	potential under-representation of ethnically minoritised staff applying for research grant funding. A target will be set by the end of 2026 Milestones: The progress towards the target set in 2026 will be reviewed annually by EDIC. Success measure: by 2031 ethnically minoritised staff applying for grants will meet the target set in 2026.
1.9 Improve representation of minoritised staff on College Committees	DVCs and Chairs of all College Committees / Chair of EDIC	*	*	*	*	a) Discuss committee composition data at the Autumn meeting of each committee (and annually). b) Identify Committees where there is high 'Unknown' on ethnicity and address this.	Key Milestone: by 2029, see 25% increase in number of ethnically minoritised staff in key College committees such as Research Committee; Education and Student Experience Committee By 2031, reduction in 'unknown' to 15% where this applies to Committees data
1.10 Improve representation of minoritised staff among heads of directorates and senior professional staff	VC (assisted by Deputy-Director of HR)		*	*	*	a) As with Action 1.6 systematically review diversity of candidates on shortlists, guided by data on the proportion of ethnic minorities	Key Milestone 1: Vacancies arise infrequently in the current financial climate, so an initial two-year period will be set for evaluating progress and developing

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							in the Directorate or unit where a post is being filled. This is to ensure, as much as feasible under the Equality Act 2010, shortlists with ethnic diversity (e.g. consider adoption of the Rooney Rule where appropriate and supported by data) b) Head of each Directorate to discuss REC data and under-representation with chair of each appointment panel and Exec Search company, whichever is most relevant. c) Review progression for professional services staff; including via cross-institutional mentoring and mobility	insights from recruitment data: by January 2028. Key Milestone 2: By 2029, a 25% increase in ethnically minoritised candidates <i>on shortlists</i> for these posts. Success measure: By 2031, a 5% increase of ethnically minoritised staff in senior PTO leadership roles in the College.
1.11 Ensure diverse Pipeline of Senior Professional Services leaders	Deputy-Director of HR Head of Organisational Development			*	*	*	a) Implement career advancement training programmes b) Establish training/mentoring for leadership with neighbouring HEIs	Key Milestone: By 2028, a 10% increase in ethnically minoritised candidates <i>on shortlists</i> for PTO roles. Success measure: By 2031 – an established cross-institutional scheme with

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							c) Each head of a directorate to undertake training on Positive Action d) Annual report to EDIC to assess impact.	neighbouring universities to share training and open conduits for advancement across institutions.
1.12 Address intersectional inequalities among staff – working to identify needs with Athena SWAN	Chair of EDIC Deputy-Director of HR			*	*	*	a) Establish priorities to address intersectional inequalities, e.g. address higher proportion of Black women on insecure T&S contracts b) develop clear reporting of data on intersectional T&S inequalities to Faculties	Key Milestone 1: By 2028 establish clear data on Black women applicants on shortlists for academic and senior PTO roles. Key Milestone 2: By 2029 aim for 10% improvement on data established by 2028. Success measure: 2031 see a 10% reduction in the disproportionate number of Black women on insecure contracts (T&S). Success measure: by 2031 see 10% increase in the number of Black women shortlisted for academic and senior PTO roles compared with 2026 figures.
1.13 Enhance T &S Talent Management	Deputy Director of HR		*	*	*		a) Circulate data on diversity and T&S Grades to Deans and	Success measure: by 2028, see 20% improvement in satisfaction on sense

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							Directors of Operations b) Apply full range of T&S Grades consistently: there are 3 grades for T&S (AL-A AL-B and Senior AL). Despite annual T&S grading panel, greater awareness is needed to support T&S applications to their Dean. c) Fractionalisation of T&S will be viewed through an EDI lens	of belonging and accountability of managers from T&S staff in Staff Survey.
1.14 Develop a 'People Strategy' that draws on all Charter Processes and other initiatives so all staff can progress and flourish across Birkbeck	Chair of HRSPC Chair of EDIC VC as Chair of USB			*	*	*	a) Embed EDIC Actions, and diversity KPIs of the Organisational Strategy into the People Strategy (HRSPC) . b) EDIC to consult with working groups representing staff with protected characteristics and report on strategic measures to enhance staff confidence and progression b) USB to develop a 'whole institution' strategy	Key Milestones: Review People Strategy, and Organisational Strategy goals pertaining to REC at EDIC, HRSPC, and USB on an annual basis. Success measure: by 2031, the Staff Survey or equivalent would indicate 10% improvement in sense of belonging and confidence in reporting bullying, harassment, and discrimination.

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Priority 2: Address Awarding Gap, Student Success, and Satisfaction								
Objective <i>Rationale</i>	Responsibility	2026-31					Action	Success measure
		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5		
2.1 Understand implications of Black and Mixed students applying later in recruitment cycle; potential impact on preparation for study and attainment	Deputy VC Education and Student Experience (DVCE)	*	*	*	*		a) monitor take up of summer, 'On Track', pre-study programmes by late applicants b) Clear data on attainment of students who apply late	Key Milestone: by 2027, develop monitoring of continuation completion and attainment of students who apply late Success measure: by 2028 establish scheme to address effects of late applications, and mitigate impact on Black and Mixed students
2.2 Enhance experience of Black and Other students on being respected at Birkbeck (student survey)	DVCE	*	*	*	*		a) Regular communication about Birkbeck's commitment to anti-racism b) Clear communication about how to raise complaints about racism and harassment c) Increase opportunities for diverse cultures to be celebrated	Key Milestone Success measure: Black, and Other students' response to being respected at Birkbeck in surveys to rise to 50%+ by 2031.
2.3 Demonstrate to students that REC process is leading to concrete actions	Chair of EDIC	*	*	*	*		a) Chair of EDIC to issue annual communication to students about student-focused REC Actions	Key Milestone: by 2028 student survey, 10% higher levels of satisfaction and sense of belonging

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	DVCE					b) ESED/EDIC to issue annual update via communication to students on all intersectional equalities issues	among ethnically minoritised students Success measure: by 2031, 20% higher levels of satisfaction and sense of belonging among ethnically minoritised students
2.4 Develop data gathering and analysis of internationally domiciled students through an intersectional lens	Deputy Director of Planning	*	*	*		a) Intersectional analysis for UG/PGT UK/International	Obtain and act on implications of this data by 2027
2.5 Improve continuation, completion, and attainment of students with BTEC qualifications. This will also underpin improvements in minoritised students in PGT and PGR	DVCE	*	*	*		APP Actions: a) On Track b) Peer Mentoring c) Review of Personal Tutoring System d) Restart Coaching e) Student Engagement and Success Project (SESP) f) Skills4Success g) Early Assessment for Learning h) Inclusive Assessment Framework i) Embedded Learning Development Strategy j) EDIC to consider annual impact reports on	Success measure: APP Target: (PTS_1) Reduce full-time continuation gap to 2pp by 2028-29; (PTS_5) to reduce full-time completion gap to 10pp by 2028-29; (PTS_7) to reduce full-time attainment gap to 15pp by 2028-29.

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	Chair of EDIC					these Actions from ESED	
2.6 Improve the completion and attainment rates of Black students , enabling them equal opportunity to successfully progress through their studies and attain the highest possible degree outcomes.	DVCE	*	*	*		As in 2.5	Success measure: APP Target: (PTS_2) Reduce full-time completion gap to 5pp by 2028-29; (PTS_3) to reduce part-time completion gap to 3pp by 2028-29; (PTS_6) to reduce full-time attainment gap to 7pp by 2028-29.
2.7 Increase the number of part-time Asian students completing their degree, enabling them equal opportunity to attain the highest possible degree outcomes	DVCE	*	*	*		As in 2.5	Success measure: APP Target: (PTS_4) Close the part-time completion gap by 2028-29
2.8 Strengthen our support services for students with mental health conditions and continue to enable them equal opportunity to thrive and excel at university.	DVCE	*	*	*		a) A cross-institutional review of the role of the personal tutor system has been carried out b) Gather data on referrals on a termly basis, and review by ESEC annually c) Monitor impact of personal tutor referrals to support services	Key Milestone 1: Establish clear data benchmarks for referrals by 2027. Key Milestone 2: Establish completion and attainment data on students with referrals by 2028.

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							d) Improved effectiveness of referrals of students to key services; increased rates of students engaging with academics for support at key points in the year.	Success measure: By 2031, 10% higher rates of continuation completion and Attainment for students with referrals compared with 2027 baseline figures.
2.9 Better data on when and why students withdraw	DVCE & Head of Registry Services	*	*	*			a) As far as possible, administer exist questionnaire to students that withdraw	Key Milestone: by 2028, build a better picture for when and why students withdraw, and any data points indicating different rates for students with protected characteristics
2.10 Establish Cowrie Scholarships aimed at Black British undergraduates to enhance financial support for Black students	DVC Research	*	*	*	*		Two scholarships, commencing in 2026, to be awarded every three years to Black British Undergraduates with fee waiver; and the Cowrie Foundation supporting students financially and pastorally.	Success measure: By 2031 see a reduction in the 12pp gap between Black and White students completing their degrees

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Priority 3: Enhance EDI/HR Processes								
Objective <i>Rationale</i>	Responsi bility	2026-31					Action	Success measure
		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5		
3.1 Build and sustain robust data analytics on EDI and distribution to managers	Principal HR Business Partner and Deputy Director of HR b) HR Data Analyst			*	*	*	a) Implement bi-yearly meeting to discuss workforce planning data with Executive Deans, Directors of Operations and Directors of Professional Services b) Staff Statistical Survey to be published annually c) Tableau report to be exported using live data and a PDF discussed with HR Partner and Faculty/Dept d) PDF Report to be published on the Anti-harassment and Equality and Diversity Web Pages	Key Milestone: HR Partners to complete a log of the meetings. The 2026/27 meetings will provide a benchmark, and impact can be reviewed bi-annually thereafter. Reports presented to HRSPC and EDIC This is an enabling Action that is linked to Success measures in Actions 1.6-1.10.

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3.2 Address the lack of data on full recruitment cycle ('HireServe')	HR Data Analyst / Chair of EDIC	*					a) Coding issues to be resolved by HireServe and HR Data Analyst to provide annual report b) Ensure all managers/Directors use/input 'HireServe' data during recruitment process for academics and professional services staff	Key Milestone: by June 2026, report presented to HRSPC and EDIC on use of 'HireServe' by all Faculties/units. Thereafter, termly reports to EDIC & shared with managers. This is an enabling Action that is linked to Success measures in Actions 1.6-1.10.
3.3 Enhance EDI policies: Dignity at Work	Deputy Director of HR	*	*				a) Assess the operation of the new Dignity at Work and Relationships at Work policies, and Dignity at Work Advisors which launched in 2025. b) Enhanced investigator training to be introduced	Clear evidence that Dignity at Work Policy is operating with data on Dignity at Work Advisors being regularly consulted by staff. Success measure: by 2028 Staff surveys indicate 50% improvement in confidence calling out racism among all ethnic groups.
3.4 Enhance EDI Training for all staff	Head of Organisational Development	*	*	*	*		Ensure all staff complete Race Equality Training	Bi-annual Report % of staff trained at EDIC. Outcomes to be discussed with Deans.

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								Success measure: by 2029 staff surveys indicate 50% improvement among all ethnic groups in experience of inclusion, and racist encounters.
3.5 Enhance EDI accountability at local level (Direct orates, Faculties, and Schools)	Chair of EDIC/ Deputy Director of HR Deans		*	*	*	*	a) Increase the number of Equality Champions in Professional Services b) Monitor work of Equality Champions in Faculties & Directorates	Termly reporting of Equality Champion, and Faculty EDI work to EDIC Success measure: by 2031, evidence that Equality Champions are being engaged at an early stage of disputes, and to be reflected in staff survey qualitative feedback showing 50% improvement in confidence that complaints are addressed adequately.
3.6 Renew Birkbeck People Strategy to more closely mirror current EDI work with REC, Athena SWAN, and Disability Confident Scheme	Chair of HRSPC						Launch new People Strategy by 2028	Key Milestone: Renewed People Strategy by 2028. Success measure: Staff survey qualitative feedback to reflect greater confidence in senior managers on EDI. By 2029 staff survey, 50% improvement in staff experience of discrimination in all ethnic groups
3.7 Revise Recruitment Policy, including to enable lawful Positive Action measures in recruitment and promotion schemes	Chairs of HRSPC / EDIC				*	*	a) Building on complete recruitment data (once HireServe issues are resolved over 2026) - implement / ensure HireServe is used. Analyse data and identify where issues are - i.e. is it	Recruitment and Selection policy to be renewed by June 2027. This is an enabling Action that is linked to Success measures in Actions 1.6-1.10.

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						applications or is it in the selection process (shortlist and or interview). Review R&S policy based on the data. Develop positive actions based on this review. <i>b) Recruitment and Selection Policy (RSP) to be renewed, and will include Positive Action under s. 158 of the Equality Act 2010, and other lawful positive action measures such as under Public Sector Equality Duty (PSED)</i> c) Annually assess the operation of RSP	
3.8 Take whole institution and intersectional approach to EDI	Chair of EDIC		*	*	*	a) New EDIC structure (with gender, race, disability, LGBTQ+ subgroups, to be established by 2026 b) New EDIC structure to provide	Success measure: by 2031, survey responses by staff and students to show 20% improvement in all ethnic categories on understanding EDI actions and measures in the College.

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						strategic leadership on intersectional approach to EDI	
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Priority 4: Enhance Academic/Leadership 'Pipeline'								
Objective <i>Rationale</i>	Responsibility	2026-31					Action	Success measure
		Yr1	Yr2	Yr3	Yr4	Yr5		
4.1 Explore cross-institutional mentoring and training scheme. This is to address lack of ethnically diverse staff available to mentor the few minoritised staff we currently have.	Chair of EDIC & Head of Organisational Development		*	*	*		a) explore opportunities with neighbouring institutions to share mentoring schemes for minoritised staff so that: i) mid-career academic and professional services staff are supported to reach for the most senior roles; ii) establish a reverse-mentoring scheme within Birkbeck	Key Milestone: By 2027, offer mentoring drawn from neighbouring HEIs to ethnically minoritised staff if adequate mentoring resource is not available at Birbeck. Success Measure: This Action addresses feedback from survey/qualitative feedback. By 2031 see 50% reduction in minoritised staff who complain of lack of suitable mentors for minoritised staff.
4.2 Targeted mentoring schemes where low representation of minoritised staff at senior level	Faculty Deans / Chair of EDIC		*	*	*		a) establish mentoring scheme for advice to minoritised staff and those with intersectional characteristics on optimising preparation and timing of	Success measure: by 2031, see promotion success rates of 'BAME' (current basis of data) and White staff equalised. (See Table 64 for baseline comparisons)

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						promotion applications	
						b) Support staff networks and other mentoring schemes on promotions	Success measure: by 2028, all staff-networks, especially the one catering to ethnically minoritised staff, relaunched and well resourced.
4.3 Enhance participation and progression of Black candidates in PGR/PhD programmes as 'pipeline' to academic roles (Tables 116 & 117 of the REC Application provides data on student participation by ethnicity in PGR (MPhil/PhD) degrees.)	DVC Research & Graduate Student Manager, Registry Services		*	*	*	a) Review data on current D100 PhD scholarship scheme aimed at minoritised ethnicities. b) Revise the current Diversity 100 PhD Scholarship scheme to make Black British candidates solely eligible (x3 available annually); this would need to be justified under s. 158 of the Equality Action 2010 as per the current scheme aimed at all racialised groups. c) Measures in the Action above would have to ensure there is no unintended adverse impact on Asian	Key Milestone: by September 2026, baseline data confirmation to be obtained when D100 scholarships are reviewed to evaluate impact on other ethnic groups of favouring Black British students for D100 PhD scholarships. Success measure (if D100 is altered): By 2031, see increase of Black British Students from 8% to 12% (full-time), and 6% to 8% (part-time) in PhD programmes. PhD Progression Key Milestone 1: by 2027, consolidate and establish clear data on PhD completion by ethnicity which is currently distorted by long-term non-completions (under pre-2017 Regulations).

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						students where participation is also low. However, low participation of Black candidates in academic 'pipeline' may justify a special measure for Black British students (subject to assessment under the Equality Act) d) Develop measures to address completion gaps between White and minoritised PhD students	Key Milestone 2: By 2028, establish benchmark for closing the gap on completion rates of ethnically minoritised PhD students. Given length of these degrees (often part-time), we need to develop understanding of issues before setting targets. Success measure: by 2031 establish measures to address any gap in PhD completion by ethnicity.

Priority 5: Enhance Culture & Sense of Belonging of All Staff & Students								
Objective <i>Rationale</i>	Responsibility	2026-31					Action	Success measure
		Yr1	Yr2	Yr3	Yr4	Yr5		
5.1 Increase confidence in managers to understand and address EDI issues	Chair of EDIC & Deans of Faculties		*	*	*	*	a) Support and provide recognition for work done by staff networks b) Deans and managers to have bi-annual meetings with REACH staff network representatives (once	Success measure: By 2031, response to survey questions on confidence in managers to address racism will be >50% and equalised

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						the group is re-launched) c) Implement reverse mentoring for USB/managers	across all ethnic groups
5.2 Establish scheme to recognise staff contribution to EDI-focused events such as Black History Month	Chair of EDIC & Deans	*	*	*	*	a) recognise staff contributions to networks around protected characteristics in WAMs; and properly remunerate external speakers	Success measure: Improve survey answer to sense of being valued at Birkbeck to >50% across all ethnic groups (figures for 'Cultural Acknowledgement' are currently in 18-30% range)
5.3 Enhance EDI Strategy across all areas with EDIC taking a more strategic approach.	Chair of EDIC	*	*	*	*	a) Development of an EDI strategy and/or action plan (bringing together REC, staff equality targets, APP, EIAs 'to create an inclusive environment' b) Build up EDI team as hub of specialist advice, engagement, data analysis and project management expertise. c) Involve all staff networks in EDI work	Key Milestone: Develop and launch renewed <i>Key Equality Objectives</i> by 2028 Success measure: by 2031, understanding of EDI efforts at Birkbeck to be >50% in surveys and equalised across all ethnic groups (staff and students).
5.4 Increase learning and	Graduate Student	*	*	*	*	a) Build on success of events such	Success measure:

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cultural events for minoritised PGT/PGR students	Manager, Registry Services						as Black PhD Workshop by convening more events b) Better communicate narrative for arranging events for minoritised students	PGR survey to show >50% improvement in student sense of belonging at Birkbeck.
5.5 Encourage greater reporting of bullying, harassment, and discrimination by staff and students	Chair of EDIC; Head of Communications;		*	*	*	*	a) Implement additional training for managers and heads of units on responding to allegations b) Renew publicity on Dignity at work and Study policies and procedures for raising allegations c) Review and renew reporting pathways for bullying, harassment, and discrimination d) Run bi-annual communications campaigns to raise visibility of harassment, bullying, and discrimination issues; and channels for reporting	Success measure: By 2031, staff and student responses on confidence in reporting discrimination will be equalised, and be >50% across all ethnic groups. (measured by survey responses)

Race Equality Charter Application Feedback

A panel was recently convened to review your Race Equality Charter application and details of the result and key feedback from the panel is shared below. Please note that the below feedback is not exhaustive and panel assessments are made “in the round”.

Institution name:

Birkbeck, University of London

Level of award applied for:

Bronze

Result:

Award with Conditions

Award round:

November 2025

Overall comments

A peer review Panel has reviewed this application and agrees that an Award should be conferred on the basis that Conditions are met. These Conditions concern assessment Criterion B and C and are outlined in the Conditions Request document on pages 3 - 5.

Criterion A was satisfactorily met. The letter of support from the Vice-Chancellor (pp. 13–14) provides a strong overview to the Panel that acknowledges both Institutional achievements and existing challenges. There is an appropriate level of organisational self-reflection regarding the lack of diversity and ethnic representation. Birkbeck's Equality, Diversity and Inclusion (EDI) commitments are clearly articulated and presented through an intersectional lens.

The Self-assessment Team's (SAT) size is proportionate to the Institution's context, its membership includes 20 staff representing academic, professional, and support services across a range of grades, as well as senior leadership, trade union representatives, and the Students' Union (p. 21). However, Reviewers comment that the SAT's position within the broader governance framework would benefit from clearer articulation.

The Equality, Diversity and Inclusion Committee (EDIC) is diverse, and it is positive to the Panel that staff involvement in EDIC activities is formally recognised through workload allocation models and progression pathways.

Criterion B was narrowly missed. The Panel agrees that all the required data has been collected, and engagement with both staff and students is clear in the application. The limited ethnic diversity within Birkbeck's senior leadership team, academic staff, and senior PTO staff has been acknowledged, with clear actions in place to address this. The thoughtful use of video content appears to Reviewers to have supported strong engagement, contributing to survey participation rates of 66% among staff and 17% among students. The University makes effective use of both quantitative and qualitative data to enrich and substantiate the narrative. Survey findings have been triangulated, and the Institution appropriately acknowledges gaps in the data while outlining actions to address these. The alignment to Institutional priorities is clear, and the benchmarking approach is strong and well-judged. The complementary use of focus groups to support the survey data further strengthens the evidence base and is well received by the Panel.

The Panel identifies a number of areas within the 'staff context' section that are unclear, noting a lack of critical examination of recruitment and promotion practices. While promotion data is well analysed, the accompanying narrative focuses on individual shortcomings rather than addressing potential structural barriers, such as the objectivity of promotion criteria or panel decision-making, which the

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Panel suggests, risks reinforcing a deficit model. Additionally, the section is inconsistent in the evidence it presents, for example referencing mandatory staff modules without providing uptake or effectiveness data, limiting the Institution's ability to meaningfully evaluate its own practices. These areas would benefit from further reflection to demonstrate how future approaches will be applied constructively and to provide a more robust assessment of organisational culture in relation to race equality and inclusion at Birkbeck.

Consideration of intersectionality is evident, but predominantly at the student level. The links drawn on p. 43 between the REC submission and the Access and Participation Plan are commended by the Panel, particularly in relation to addressing student application and offer disparities. The Panel suggests that for future applications, a more comprehensive approach to the capacity to explore intersectional analysis for staff is needed. In particular, the Institution is encouraged by the Panel to contextualise the findings, such as those affecting Black female academic staff within promotion processes.

The SAT has identified and justified its key race equality priorities for both staff and students. Five key priorities (p.52) are outlined and feed into the action plan. The priorities are supported with a good rationale and explicit links to the action plan.

Criterion C was narrowly missed. The Panel notes that the Action Plan is inconsistently aligned with SMART (specific, measurable, achievable, relevant and time-bound) principles. Although it reflects all five priority areas and outlines actions intended to address each, the Panel recommends a further review of measurability, timeframes, and assignment of action owners. In particular, the University is asked to refine its success measures to ensure they are clearly defined and can be meaningfully evaluated to demonstrate the intended impact. The Panel also considers the current timescales to be too broad to support effective project management; more precise scheduling, such as specific completion dates or smaller annual milestones (e.g., quarterly targets), would enhance clarity and feasibility. Additionally, several actions are assigned to committees rather than individuals, and the Panel advises reviewing these to ensure that clearly accountable action owners are identified.

Overall, while this outcome might come as a disappointment, it is intended to support the University's race equality work. It is clear from the application that good practice is being developed, and that the University is committed to working towards race equality. The Panel agrees that by meeting the Conditions outlined below, the University will be in a strong position to take its work forward and create an effective platform for continuous improvement from which to build the next application.

Scores against criteria

- | | |
|---|--|
| A. Institution-wide commitment, involvement, ownership, and resourcing of race equality work. | Score: 3 - Satisfactory. The criterion is adequately addressed. |
| B. Candid identification of context-specific race equality issues and priorities. | Score: 2 - Narrowly missed. There are some areas requiring improvement to adequately address the criterion. |
| C. A comprehensive, evidence-based SMART action plan to improve race equality. | Score: 2 - Narrowly missed. There are some areas requiring improvement to adequately address the criterion. |

Key next steps

Please respond to the Conditions Request below on pages 3 - 5.

The Panel recommends, but does not require the University, to consider the presentation and formatting of the action plan to ensure that it can be easily monitored and reviewed.

Good Practice Example

The Panel provided the following areas as good examples of practice:

- The University of Sanctuary status.
- Scholarships for Black students to target recruitment pipeline issues.
- The inclusion of students within the self-assessment is particularly strong, especially where the application articulates the lived experience and Institutional impact of limited staff diversity

Conditions Request

The panel has recommended that your application does not yet meet the criteria for an award and that conditions need to be met in order for an award to be conferred.

Details of the condition/s are outlined below. You are invited to provide further details on these conditions by confirming how they will be addressed during the lifetime of the award. This form should be submitted within eight weeks for review and approval by Advance HE; please complete this form and return it to racecharter@advance-he.ac.uk by 5pm on the deadline date.

There is no requirement to revise the original application and provide that alongside this document, however you can do so if this is considered beneficial. Applicants that receive awards are encouraged to publish their submissions on their own websites; please note that if you choose to publish your application, it should either be revised to address the conditions, or the completed conditions request form (outlining how you intend to address the conditions during the lifetime of the award) should be appended to the application prior to publication.

Date conditions requested:	12 February 2026	Deadline for completion:	13 April 2026
Conditions of Award			
<i>The panel deemed that your application has not yet met the following criteria:</i>			
• Criterion B: Candid identification of context-specific race equality issues and priorities • Criterion C: A comprehensive, evidence-based SMART action plan to improve race equality			

Specific issue(s) identified (why the criterion has not been met):	For completion by you – how will the conditions be met? <i>Applicants - please outline how you will address (within the lifetime of the award) the issue(s) identified. Which postholder(s) is accountable for ensuring the issue(s) are addressed? What is the anticipated timeframe?</i>
Criterion B - Evaluated their culture as it relates to race equality and inclusion The Panel notes several unclear elements within the ‘staff context’ section, particularly the limited critical analysis of recruitment and promotion practices. The Panel therefore requires the University to: - Consider how future evaluations will adopt an Institution-focused approach that identifies structural enablers and barriers. - Positive action seems to be central to the diversification approaches; however, the Panel is not clear on which aspects of positive action are to be used. The University is asked to assure itself that any positive actions are appropriate and within the law. The section on Positive Action as part of Advance HE’s Action Planning guidance might be helpful: Topic 5: Developing	The Conditions set out by the panel in relation to Birkbeck’s Bronze Award have been reviewed by the Senior Management Group, including the Vice-Chancellor, Deputy Vice-Chancellor and Chair of the Equality and Diversity Committee (EDIC), the Director of Human Resources, and the College Human Resources Strategy Planning Committee (HRSPC). The following steps to address the REC Conditions have been endorsed by all of the above. Condition: Critical Analysis of recruitment and promotion practices: We recognise that more robust data is needed to examine the recruitment process from application to appointment, throughout the life of the award and beyond. Action 1.5 - full implementation of ‘Hireserve’ and managers discussing these reports – is a key step to improving our analysis of barriers. This will then inform measures we can put in place to enable more ethnically diverse shortlists for appointment. The ‘Hireserve’ recruitment data will form a bedrock of termly EDIC discussions, and bi-annual meetings between HR and Deans and Heads of Schools.

[your Action plan | Race Equality Charter Members' Network](#)

- Review commentary on staff recruitment and promotion. Consider possible Institutional work that could be pursued in addition to positive action.

- The Chair of Equality, Diversity, and Inclusion (EDIC) and the Director of HR will ensure that recruitment and promotion data and their EDI implications are widely shared and discussed by managers. Additional concrete steps are set out below. Related SMART Actions are set out in the **revised Action Plan (Appendix A)**

- We are also adopting a number of structural changes to the promotions process, including 'positive review', and an additional Faculty-level panel (detailed below).

Addressing Structural Enablers and Barriers

Recruitment and Positive Action: Further Particulars

Birkbeck took legal advice from its solicitors on the adoption of Positive Action ahead of designing the REC Action Plan (**in July 2025**). We will continue to take such legal advice as recruitment policies are revised to address the under-representation of minoritised ethnic groups.

We are clear that we need to act consistently with the *Equality Act 2010* (EA). Section 159 of the EA - the 'tie-break' clause – can only be effective once there is a diverse field of potential appointees. The latter requires that structural barriers to valuing diversity be overcome.

Section 158 of the EA is a more wide-ranging general provision on Positive Action ([see here](#)). It allows for proportionate measures "enabling or encouraging persons who share the protected characteristic to participate in that activity" (158(2)(c)), where persons who have that characteristic are "disproportionately low" (158(1)(c)). Acting in accordance with s. 158 can facilitate more diverse shortlists; and s.159 could then be deployed where there is a tie-break scenario. We plan to implement training for all managers and appointment panels on the ambit of these provisions of the EA, and how they can be an enabler for addressing the lack of ethnic diversity in academic and senior professional services staff.

We have been guided in our strategy by the Advance HE Action Planning Guidance, especially the work of Prof Chantal Davies, Chester University, who is also a solicitor in the area of equalities and employment. We found the following especially helpful: [A Tool For Change: Using Positive Action to Address Inequalities in Relation to Racially Minoritised Staff in the HE Sector](#).

We are clear that s.158 *permits* (rather than requires, as it is not mandatory) an organisation to put special measures in place to address

disadvantage and underrepresentation. These have to be - according to the EA - reasonable, backed by data, have a sunset clause, and a saving or discretion clause so it is not applied as a blanket.

The above measures will be incorporated into a revised *Recruitment and Selection Policy (RSP)* which will be reviewed by College lawyers. We plan to have the revised RSP operational by 2027.

In addition to Positive Action (on recruitment): the updated Recruitment Policy states:

- Deans or Directors of Professional Services will **meet each term** with their HR business partnering team, and/or finance business partnering team to review the staffing in their Faculty/School/Department to identify if there are any areas where there is an underrepresentation of staff with particular protected characteristics.
- The content of a job advert must accurately reflect the requirements of the job as outlined in the job description. It will contain inclusive language i.e. without any wording to suggest the College may directly or indirectly discriminate against candidates with any protected characteristic.
- Targeted advertising may be considered where it could help attract candidates with protected characteristics that evidence

	identifies as underrepresented at the workforce planning stage – such as at the intersection of ethnicity, gender, and disability. • There will be greater use of the functionality of Hireserve the College's Recruitment Tracking System (RTS). Candidates will be assessed against the essential criteria on the person specification using a numerical scoring system. Once the panel has reached a consensus on the score for each criterion taken from the person specification, the panel chair or nominee will enter the score on the RTS which will be reportable and can be audited. • All jobs, internal and external are now tracked through the RTS and the applications, interviews and successful candidates are all reportable under each of the protected characteristics and can be compared with other vacancies and departments or the college as a whole. This will enable reports to be analysed and communicated to the University Delivery Board, and the Equality, Diversity, and Inclusion Committee. We have reviewed the analysis of training modules for staff. The following additional measures will be adopted: • We are working with Head of IS Projects to develop a new detailed report that will be live for line managers to track which mandatory training modules have been completed by their team. There will then be a summary report for the Executive Dean, Faculty Director of Operations or Professional Services Director showing the completion rates for all of their teams. Both of these
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	reports will be live and available on My Birkbeck for staff (intranet portal) by the start of the 2026/27 academic year. • There will be a final report of the training module uptake that will be presented to University Delivery Board showing the high-level completion rates for each Department of Faculty by the end of 2026. This is for evaluation and action planning as necessary. • Implemented jointly with the Athena Swan Action Plan, REC we will have the: ○ Interim goal: 75% of new starters complete the training within their first six months. ○ Interim goal: 50% of staff have completed training by 2027. ○ Success criteria and outcomes: By 2030-31 80% of staff have completed training Further institutional work on academic promotions to address barriers and establish enablers: We recognise that more work needs to be done on analysing and addressing structural barriers to promotions. The following structural issues and ameliorative steps have been identified: I. Promotion Criteria will be reviewed and an equality assessment will be carried out with respect to them by 2027. The impact of any alterations will be assessed by the 2028 promotions round.
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	II. Workloads – uneven workloads may present a barrier to promotion. There used to be a differing range of workload models; and thus a lack of oversight and consistency, potentially allowing inequality and other issues to persist. A new Workload Allocation Framework (WLAf) consistent across all Faculties has been implemented in 2025, and sought to equalise workloads across the College. This is improving oversight and we have EDI data from the first retrospective look at workloads this year from the first ‘live’ iteration. This workload EDI data will be analysed each year by EDIC, and measures will be put in place to address workload inequalities. III. Line-management: at present Heads of School have line-management for an inconsistent (and in some cases very large) number of academic staff. This is being reviewed as variable distribution of attention and support can be a structural barrier to academics’ advancement and promotion. It is too early to say what alternative line-management structures will be introduced given the need for consultation, and the contractual implications. The EDI implications of line-management will be evaluated by EDIC in 2027. IV. Mentoring has not been robust or consistent across former Departments and Schools. Since the College restructure the approach has improved and there is consistent guidance around
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	this, e.g. from the College Research Committee. We will put in place measures to track and evaluate data on mentoring, and use promotions EDI data to evaluate effectiveness annually from 2026/27 academic year. V. Promotion and Positive Review – a process of <u>positive review</u> of all staff eligible for promotion will be introduced as an enabling path for promotions. Under this new policy, “Heads of School must undertake a positive review of all staff eligible for promotion or Conferment of Title annually”. The Faculty panel (see next point) should allow for greater local awareness and support of candidates, alongside better and more consistent feedback on applications. VI. A new Faculty-level promotions panel chaired by Deans will be added to the College promotion structure. This is to address the potential that disciplinary differences of candidates’ relative standing/strengths are not being adequately recognised at the College level promotions panel. It is also intended that suitable mentoring will be made available to candidates who are judged to need their applications strengthened for the College level panel. All applications will proceed to College level without de-selection by the Faculty level panel. The Faculty level panel is to be seen as a potential enhancement mechanism.
Criterion C <u>Success measures</u>	The Action Plan has been reviewed in full to address the Conditions, and is appended here as Appendix A. Once the award is confirmed, we will publish the updated Action Plan.

The Panel requests that the University review its Action Plan to ensure that success measures are clearly defined and can be effectively evaluated to demonstrate the intended impact of each action. The Panel has identified some actions, but please note that the examples provided are illustrative rather than exhaustive, and therefore the Action Plan should be reviewed in full: • AP1.7: ‘Begin to see an increase in minoritised staff in academic units by 2028’ could be strengthened by including a specific, measurable indicator that distinguishes genuine progress from fluctuations resulting from small population sizes. • AP1.9: The outcome “Improved levels of minoritised staff and those with protected characteristics on committees – to be achieved by 2028” requires clarification on how improvement will be measured. • AP2.8: ‘Improved effectiveness of referrals of students to key services’ requires clarification on how effectiveness will be achieved.	In order to address these Conditions, ‘Key Milestones’ have been added to all Actions where relevant, and these have timeframes that are more frequent to track the Action ahead of the date when the ‘Success Measure’ is to be reached. For Example: AP 1.6: ‘Improve representation of ethnically minoritised academic staff in Faculties, Schools, and subject areas’ Measurable Outcomes • Key Milestone 1: Reports delivered on diversity of ethnically minoritised academic staff to EDIC, and actions reviewed, on a termly basis. • Key Milestone 2 – to achieve 50% of Success Measure target for ‘Black’ academic staff by 2029. Undertake review of Action measures if this is not achieved. • Key Milestone 3 - by 2028, all academic appointment panels to include minoritised staff where possible without excessively burdening ethnically minoritised staff. • Success measure: Birkbeck moves from 4% to 7% FT Black academic staff by 2031. This KPI will be written into 2026-31 Organisational Strategy.
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	<i>(Note: the statistical data on ethnicity will be kept under review and be subject to Government statistical standards and categories).</i> This format of specific Milestone and Success measures have been applied to all Actions in the Action Plan where relevant.
Criterion C <u>Time-bound actions</u> The Panel considers the timescales outlined in the Action Plan to be too broad to support effective project management and planning. Introducing more precise scheduling, such as defined completion dates or smaller annual milestones (e.g., quarterly targets), would strengthen the clarity and feasibility of the plan. The University is therefore asked to review and refine its timeframes, providing greater detail on start and end points. This will help ensure that cyclical review processes can deliver regular, meaningful progress updates throughout the duration of the award.	All Actions have start and continuation points identified in the Action Plan in the 'columns of years', 2026-31. As set out above, we have also now provided more specific time-scales in the Outcome column of the Action Plan, with Key Milestones and Success Measures with end year, including incremental actions, where relevant. Please see Renewed Action Plan, Appendix A attached along with these Conditions.
Criterion C <u>Action Owners</u>	All Action owners previously set out as committees have been revised to be the Chair of those committees – usually Deputy Vice-Chancellor or Vice-Chancellor. See Revised Action Plan, Appendix A attached. Both the REC and Athena Swan Action Plans will be converted to Gantt Charts (linked where appropriate) to track our progress with these work plans.

Several actions are currently allocated to committees. The Panel recommends reviewing these to ensure that specific responsible owners are also assigned to each action.	
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For completion by the Head of the applying unit
Head of University – I confirm acceptance of the condition/s set:
Name: Professor Sally Wheeler, Vice-Chancellor, Birkbeck, University of London

Signature:
Date: 27th March, 2026

(For completion by Advance HE) Advance HE Conditions Review	
Confirmation of outcome:	
Award Conferred ☐	Award not Conferred ☐
Review summary:	
Review completed by:	

Name	Signature	Position	Date
		Head of REC (or delegated nominee)	
		Senior Charters Assessment Manager (or delegated nominee)	

Appendix 1: Survey and consultation data

1.1 REC Staff Survey

Background

The Birkbeck Staff Survey which included the mandatory REC questions was administered in June 2024. It included questions on three themes: Sense of Belonging, Speaking Up and Communicating, and Culture Climate. The response rate was 66%.

Total number invited: 1124

Total Respondents: 739 (Nationality: 476 (UK), 92 (EU), 49 (non-EU/UK); Ethnicity : White: 443; Ethnic Minorities 100.

Race Equality Charter		Birkbeck Overall 2024	Birkbeck Staff Survey 2024													
Total number of respondents	739		Headlines - Nationality and ethnic group													
Total number invited	1124		Nationality:				Ethnicity grouped:		Do you consider yourself to be:							
% response rate	66%		European Union	Non-European Union (Excluding UK)	UK	Prefer not to say	Ethnic minorities	White	Asian	Black	Mixed	White	Not known	Other ethnic group	Prefer not to say	
56. How much respect do you feel people at Birkbeck show you?	% Positive		59%	67%	69%	59%	48%	57%	63%	67%	54%	39%	63%	80%	62%	49%
57. How connected do you feel to colleagues/staff at Birkbeck?	% Positive		43%	47%	55%	44%	33%	42%	48%	53%	29%	30%	48%	60%	62%	31%
58. How comfortable would you feel calling out a person showing racist behaviours at Birkbeck (e.g., challenging as and when someone makes an inappropriate or racist joke, discriminates another person because of their race, etc.)?	% Positive		53%	53%	49%	55%	47%	43%	59%	44%	46%	39%	59%	20%	77%	43%
59. How confident do you feel that managers and senior staff at Birkbeck will call out racially inappropriate behaviours?	% Positive		46%	52%	35%	47%	43%	38%	51%	44%	29%	35%	51%	80%	54%	38%
62. How much do you understand about what Birkbeck is doing to tackle racial inequality impacting people who work and study here?	% Positive		27%	32%	22%	28%	24%	26%	28%	22%	32%	17%	28%	60%	31%	24%
63. How often do you feel you get the opportunity to learn about people from different races, ethnicities and cultures while working here?	% Positive		35%	49%	43%	32%	33%	31%	36%	40%	21%	22%	36%	40%	54%	32%
66. In the last 12 months, have you experienced or witnessed a situation at Birkbeck where you have felt uncomfortable because of race or ethnicity?*	% Negative		18%	18%	22%	15%	23%	29%	12%	13%	46%	35%	12%	40%	23%	24%
67. If you experienced racial discrimination, bullying or abuse, how confident do you feel that your line manager would support you and take appropriate action?	% Positive		66%	65%	67%	69%	53%	60%	73%	71%	50%	52%	73%	60%	62%	53%
68. If you witnessed or were personally subjected to discrimination, harassment or abuse, would you know where and how to report the incident?	% Positive		40%	39%	27%	42%	40%	37%	41%	42%	32%	26%	41%	60%	54%	40%
69. If you reported discrimination, harassment, or abuse on the basis of race or ethnicity, how confident are you that the appropriate investigative and/or disciplinary action would be taken?	% Positive		42%	45%	37%	46%	28%	38%	49%	44%	32%	30%	49%	80%	46%	26%
70. How often do you feel you need to act differently because of your race or ethnicity while working at Birkbeck?*	% Negative		7%	10%	6%	5%	10%	11%	4%	7%	18%	13%	4%	40%	8%	10%
71. At Birkbeck, do factors like your sex, gender, age, sexuality or disability combine to make your experience with racialisation more complex?*	% Negative	28%	26%	39%	26%	32%	40%	23%	31%	46%	52%	23%	40%	54%	32%	

Figure 12 Sample of Staff Survey Questions/Responses with Ethnicity

A survey for T&S staff was conducted separately during the same period and included the same questions. The response rate was 10%.

Total number invited: 478

Total Respondents: 48 (Nationality: 33 (UK) ; other nationalities unknown; and 28 declared White, with other ethnicities not disclosed as numbers were too small)

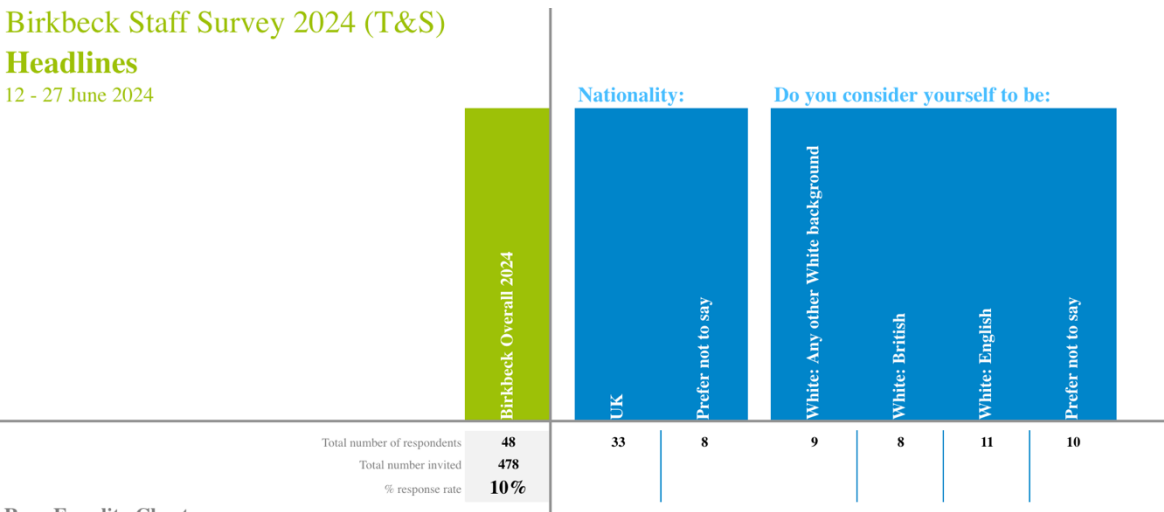


Figure 13 T&S Staff survey with nationality

To be able to further assess these results, we held two staff focus groups. The first group meeting, held on 22nd January 2025, focused on the theme of **Leadership and Line Management**. Twelve (12) members of staff – academic and PSS – took part. The second group meeting, held on the 23rd January 2025, focused on the theme of **Networks, Culture and Communications**. Six (6) members of staff took part, including T&S and staff on fixed-term contracts. We have incorporated feedback from the focus groups in the executive summary of qualitative data below.

Quantitative Analysis Summary – Staff Survey (excluding T&S)

Theme	Summary with Evidence (with further breakdown of ethnicities than in the Snapshot in Figure 15)
Respect at Birkbeck	Reporting positive: White staff reported 63%; Black 50.0%; Black Caribbean staff 72.7%; Asian staff 63.6%.
Connection to Colleagues	White staff reported 49.5%; Black British staff reported 14.3%; Black Caribbean staff reported 54.5%; Asian staff reported 40.9%.
Comfort Calling Out Racism	White staff reported 57.3%; Black British staff reported 50.0%; Black Caribbean staff reported 45.5%; Asian staff reported 36.4%.
Confidence in Managers to Address Racism	For the theme of confidence in managers to address racism, White staff reported 47.6%; Black British staff reported 35.7%; Black Caribbean staff reported 18.2%; Asian staff reported 31.8%.
Understanding of EDI Efforts	For the theme of understanding of EDI efforts, White staff reported 29.1%; Black British staff reported 28.6%; Black Caribbean staff reported 45.5%; Asian staff reported 18.2%.
Cultural Acknowledgement	For the theme of cultural acknowledgement, White staff reported 29.1%; Black British staff reported 28.6%; Black Caribbean staff reported 27.3%; Asian staff reported 18.2%.
Welcoming Social Events	For the theme of welcoming social events, White staff reported 56.3%; Black British staff reported 21.4%; Black Caribbean staff reported 45.5%; Asian staff reported 45.5%.
Experience of Discrimination	For the theme of experience of discrimination, White staff reported 7.8%; Black British staff reported 57.1%; Black Caribbean staff reported 36.4%; Asian staff reported 18.2%.

Figure 14 Executive Summary Staff Survey Quantitative Data

Qualitative Analysis Summary

Staff Qualitative Thematic Summary

Theme	Narrative Summary of Staff Feedback
Lack of Diversity Among Academic Staff and SMT	Staff expressed concern about the lack of diversity among academic staff, particularly in senior roles. They highlighted the mismatch between the diverse student body and the predominantly white teaching staff. Comments pointed to the ineffectiveness of unconscious bias training and the need for more meaningful engagement from leadership. Suggestions included reverse mentoring, improved training uptake, and policies such as blind shortlisting to promote inclusion.
Reporting Inappropriate Behaviour and College Support	There is a perceived lack of accountability among line managers in addressing racism. Staff noted that while some senior leaders, such as Deans, have shown initiative, many line managers fail to treat racism as a serious issue. The need for comprehensive training on recognising and responding to racism was emphasised, with calls for clearer reporting mechanisms and stronger institutional support.
Sense of Belonging	Staff called for more inclusive events and cultural recognition to foster a sense of belonging. Networks like REACH were seen as underfunded and underpromoted. T&S staff reported feeling excluded from decision-making processes, which affects morale and student support. There were also concerns about the limited visibility of initiatives like Black History Month and the need for ongoing cultural engagement throughout the year.
Intersectionalities	Staff described how overlapping identities—such as race, gender, age, disability, and class—compound experiences of discrimination. Black female staff reported being overlooked for promotions and facing microaggressions. Others highlighted how language, disability, and socioeconomic background influence workplace dynamics. There was a call for more nuanced approaches to equality, beyond simplistic or superficial initiatives.

Communications	Staff felt that communication around EDI efforts was unclear and insufficient. The removal of previous equality structures during the college restructure led to a perception that the institution is deprioritising these issues. There were requests for more transparent decision-making processes, better peer mentoring systems, and a whole-institution approach to tackling racial inequality.
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Figure 15 Staff Survey Qualitative Thematic Summary

Teaching & Scholarship (T&S) Staff Survey – Thematic Summary

Theme	Narrative Summary
Respect and Belonging	Staff experiences of respect and connection vary significantly. While 60% of White staff report feeling respected, this drops to 54.5% for Black British and 55.6% for Asian staff. Feelings of connection are also lower among Black British staff (36.4%) compared to White (54.5%) and Asian (44.4%). Comments highlight a sense of marginalisation among minoritised staff, with some noting that their contributions are overlooked or undervalued.
Confidence in Leadership	Confidence in managers to address racism is uneven. While 63.6% of Black British staff express confidence, only 50% of Asian and 33.3% of White staff do. Qualitative feedback suggests that while some staff feel supported by immediate colleagues, there is scepticism about senior leadership's commitment to tackling racism effectively.
Understanding of EDI Efforts	Understanding of Birkbeck's race equality efforts is limited. Only 60% of Black British staff and 54.5% of White staff feel they understand what is being done, compared to just 11.1% of Asian staff. Comments reflect a desire for clearer communication and more visible action, with some staff unsure of where to find relevant information or how to contribute.
Cultural Inclusion	Perceptions of cultural inclusion are Mixed. While 60% of Black British staff feel that cultural traditions are acknowledged, this falls to 45.5% for White and 11.1% for Asian staff. Comments call for more inclusive events and recognition of diverse backgrounds, with some noting that cultural representation is often tokenistic or inconsistent.
Intersectionality and Structural Barriers	Staff describe complex experiences shaped by race, gender, age, and class. Comments reveal that minoritised staff often feel they must work harder to be recognised, and that intersectional identities are not always acknowledged in institutional policies. Some express concern that race is prioritised over other protected characteristics, while others highlight the need for more nuanced approaches to inclusion.

Figure 16 Teaching & Scholarship Staff Survey – Thematic Summary

1.2 REC Student Survey

Quantitative Analysis Summary

Background

Our REC Student Survey took place in the Autumn term 2024 and included 16 questions inviting LIKERT responses (11 core questions, 4 optional questions, 1 additional question) covering the three REC Survey themes:

- **Sense of Belonging** (SoB) [Core questions 1-2, Optional REC question 3]
- **Speaking Up & Communicating** (SU&C) [Core questions 3 – 6, Optional REC question 14 , 15, 17]
- **Culture Climate** (CC) [Core questions 7 – 11]
- **We added an additional question about intersectionality ‘At Birkbeck, do factors like your sex, gender, age, sexuality or disability combine to make your experience with racialisation more complex?’**

	White	Asian	Black	Mixed	Other (inc Arab)	Not known
Response rate	16.6%	16.5%	20.4%	18.3%	13.8%	16.9%
No. of responses	660	195	205	115	70	55
Number of invited s..	3,960	1,195	1,005	640	495	325

	White - Englis..	White - Other	Gypsy/..	Asian - Bangla..	Asian - Chinese	Asian - Indian	Asian - Other	Asian - Pakist..	Black - African	Black - Caribb..	Black - Other	White/ Asian	White/ Black..	White/ Black..	Other Mixed	Other	Not known	Not given
Response rate	16.1%	17.2%	16.7%	13.2%	20.9%	18.5%	13.8%	16.7%	19.5%	22.0%	24.2%	16.7%	22.1%	17.2%	18.1%	13.8%	25.0%	16.6%
No. of responses	345	305	5	25	45	45	45	40	135	55	15	20	20	15	60	70	5	50
Number of invited stu..	2,145	1,775	40	190	210	250	320	225	685	255	65	125	95	95	325	495	10	315

Table 11 Response rate by high level and detailed ethnicity categories

We received 1300 responses including 195 internationally domiciled students; this strong response rate over 17% provided valuable information. The response rate was equivalent for White (16.6%) and non-White (17.6%) students but some variation was seen in response rates for ethnicity sub-groups: Black (20.4%), Mixed (18.4%), White (16.6%), Asian (16.5%), Not known (16.5%), Other (including Arab (13.8%). No weightings were applied to the survey results because analysis involved comparing different segments within the student population against each other.

REC Student Survey: *Executive Summary of Quantitative Findings*

Key Themes	Narrative Summary
Sense of Belonging	The survey revealed that while a majority (81%) of students felt respected at Birkbeck, this sentiment was not uniform across all ethnic groups. Black, Mixed, Other, and Not Known students reported lower levels of respect compared to Asian and White students. Only 31% of students felt a strong connection to their peers, with the lowest sense of connection reported by students in the 'Other' and 'Not Known' categories. Additionally, 6% of students felt they had to act differently due to their ethnicity, with this figure rising to 11% among Black and Other students, and 17% among those whose ethnicity was Not Known.
Speaking Up & Communicating	A quarter of students expressed discomfort in calling out racist behaviour, with Asian and Other students reporting the highest levels of discomfort. Confidence in staff to address racism stood at 66%, but this varied significantly by ethnicity—White students were the most confident (74%), while Black, Mixed, and Not Known students were less so (around 55-56%). Just over half of students felt comfortable discussing race-related topics, with Black students reporting the lowest comfort levels. Only 26% of students understood what Birkbeck is doing to tackle racial inequality, with understanding lowest among White students and highest among Other and Asian students.
Cultural Climate	Less than half (45%) of students felt they had opportunities to learn about different cultures, with international students being more positive. Only 38% felt that cultural traditions were acknowledged. While 93% of students found events welcoming, this perception was lower among students in the Other and Not Known categories. Experiences of discomfort due to race or ethnicity were reported by 17% of students, with higher rates among Other (29%), Not Known (25%), and Mixed (24%) students, compared to 13% of White students.

Reporting & Support	A significant proportion (43%) of students did not know how to report discrimination, with lack of awareness more prevalent among Black (54%), Mixed (52%), and Not Known (47%) students. Confidence that appropriate action would be taken if racism was reported was low overall (47%), and particularly low among Mixed (36%) and Black (38%) students. In contrast, 72% of students felt comfortable approaching staff with questions, with the highest comfort levels among White (78%) and international (79%) students, and the lowest among Other (56%) and Asian (65%) students.
Intersectionality	Over a third (36%) of students reported that other aspects of their identity—such as gender, age, sexuality, or disability—compounded their racialised experiences. This was most commonly reported by Mixed (44%) and Black (39%) students.

Figure 17 REC Student Survey: Executive Summary of Quantitative Findings

REC Student Survey

Background

As part of the student survey free text responses were invited to the question 'We would like to hear your thoughts on Birkbeck's commitment to advancing race equality in higher education. Specifically, what do you think Birkbeck is doing well and/or what do you think needs improving?'

Number of comments

Domicile	Count of Survey source
International	44
UK	354
Grand Total	398

Table 12 count of respondents in student survey by domicile

Ethnicity	Count of Survey source
BME	187
Not known	14
Other	15
White	182
Grand Total	398

Table 13 count of respondents in student survey by ethnicity

Executive Summary – Student Survey Qualitative Responses

While many students at Birkbeck expressed positive views about the institution's inclusivity, a significant number also reported negative experiences, particularly related to racism and exclusion.

Key Issues Identified:

Themes	Comments / Evidence
Respect and Support	81% of students felt respected at Birkbeck. However, 'Complete Respect' was reported by 48% White, 52% Mixed, but only 34% Black, 35% Other, and 36% Not Known students.
Uncomfortable Experiences	20% of non-White students vs. 13% of White students felt uncomfortable due to race/ethnicity. Sub-group breakdown: Other (29%), Not Known (25%), Mixed (24%), Black (18%), Asian (17%).
Confidence in Reporting Discriminatory Incidence	Students expressed low confidence in reporting race-related incidents. One noted: 'Confronting someone on ... comments on race or discrimination will always be a difficult endeavour'
Awareness of Reporting Mechanisms	Only 27% knew how to report discrimination. 'No' responses were higher among Black (54%) and Mixed (52%) students than White (38%).
Confidence in Resolution	Students not confident incidents would be handled effectively: Black (15%), Other (15%), Mixed (10%), Asian (9%), White (6%).
Experiences of Racism	Student comments described direct experiences of racism, highlighting the importance of effective reporting and resolution.
Domicile Differences	Overseas students responded more positively to survey questions than Home/Not Known domicile students.

Figure 18 Student Survey Quantitative Summary

Appendix 2: Data tables

Staff Data Tables

The analysis is based on data collected from 1st August to 31st July each year.

- 2021-22 = 1st August 2021 to 31st July 2022
- 2022-23 = 1st August 2022 to 31st July 2023
- 2023-24 = 1st August 2023 to 31st July 2024

Data analysis can be classified into four distinct categories.

- Academic staff by contract type
- Academic staff by contract function
- Professional, technical and operational staff by contract type
- Professional, technical and operational staff by job family

Data analysis for each category is presented using both numerical values and percentages, supplemented by charts. However, the Birkbeck versus Benchmarking comparison is exclusively represented by percentages. Academic staff includes academic, research, and teaching and scholarship staff (fixed-term; hourly-paid).

Data Table 1: Academic staff by contract type

Benchmarks

Open Ended				Fixed Term			
Years	Birkbeck	Sector	London	Years	Birkbeck	Sector	London
2021-22	56%	67%	78%	2021-22	44%	33%	22%
2022-23	55%	70%	79%	2022-23	45%	30%	21%
2023-24	48%	71%	80%	2023-24	52%	29%	20%

Table 14 Academic, Research, and Teaching & Scholarship staff contract type data by Birkbeck vs Sector vs London

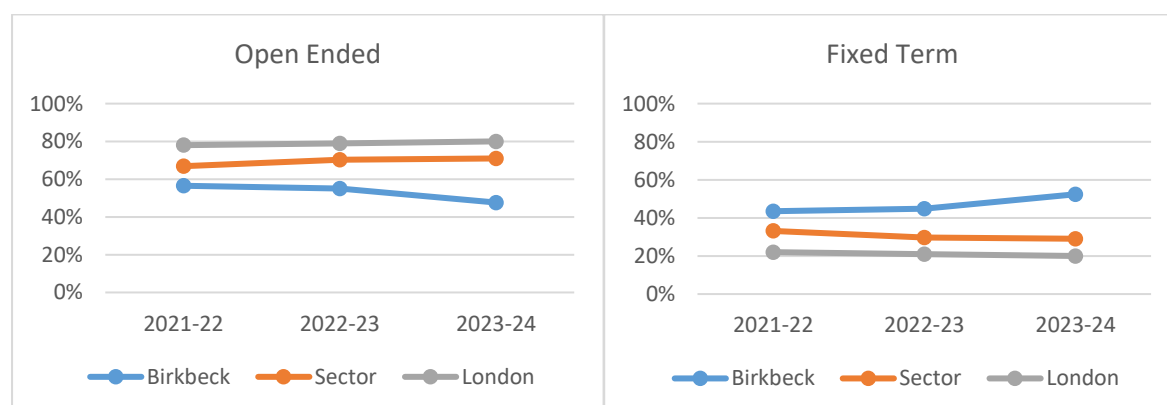


Table 15 Academic, Research, and Teaching & Scholarship staff contract type chart by Birkbeck vs Sector vs London

Open Ended Male				Open Ended Female			
Years	Birkbeck	Benchmark	London	Years	Birkbeck	Benchmark	London
2021-22	65%	69%	79%	2021-22	50%	65%	78%
2022-23	64%	72%	80%	2022-23	48%	69%	78%
2023-24	54%	72%	81%	2023-24	42%	70%	79%

Table 16 Academic, Research, and Teaching & Scholarship staff open ended contract type and Gender data by Birkbeck vs Sector vs London

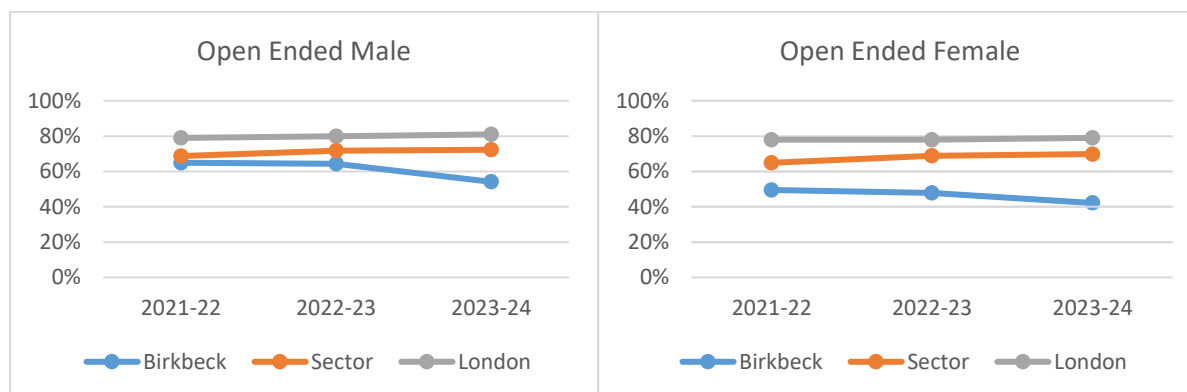


Table 17 Academic, Research, and Teaching & Scholarship staff open ended contract type and Gender chart by Birkbeck vs Sector vs London

Fixed Term Male				Fixed Term Female			
Years	Birkbeck	Benchmark	London	Years	Birkbeck	Benchmark	London
2021-22	35%	31%	21%	2021-22	50%	35%	22%
2022-23	36%	28%	20%	2022-23	52%	31%	22%
2023-24	46%	28%	19%	2023-24	58%	30%	21%

Table 18 Academic, Research, and Teaching & Scholarship staff fixed term contract type and Gender data by Birkbeck vs Sector vs London

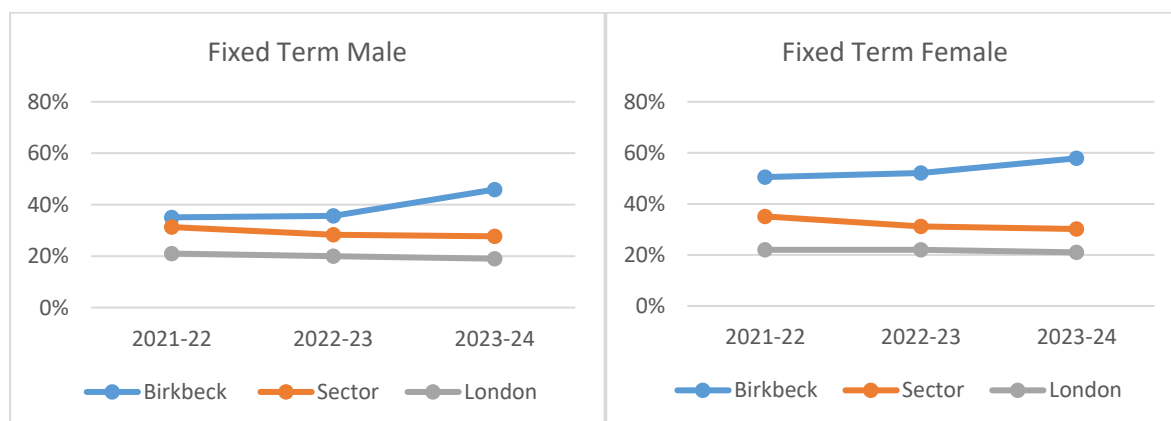


Table 19 Academic, Research, and Teaching & Scholarship staff fixed term contract type and Gender chart by Birbeck vs Sector vs London

White			
Years	Birkbeck	Sector	London
2021-22	72%	74%	65%
2022-23	71%	71%	63%
2023-24	71%	70%	61%

Table 20 Academic, Research, and Teaching & Scholarship staff Ethnicity White data by Birbeck vs Sector vs London

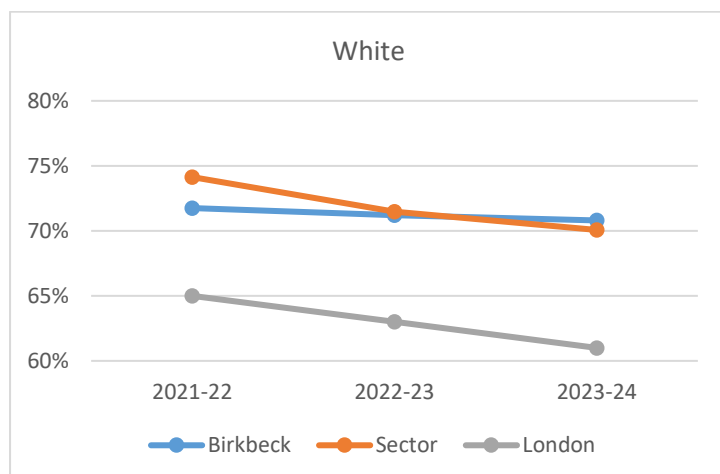


Table 21 Academic, Research, and Teaching & Scholarship staff Ethnicity White chart by Birbeck vs Sector vs London

Asian			
Years	Birkbeck	Sector	London
2021-22	12%	11%	14%
2022-23	13%	12%	15%
2023-24	14%	13%	16%

Black			
Years	Birkbeck	Sector	London
2021-22	5%	3%	6%
2022-23	5%	3%	7%
2023-24	4%	3%	7%

Table 22 Academic, Research, and Teaching & Scholarship staff Ethnicity Asian and Black data by Birbeck vs Sector vs London

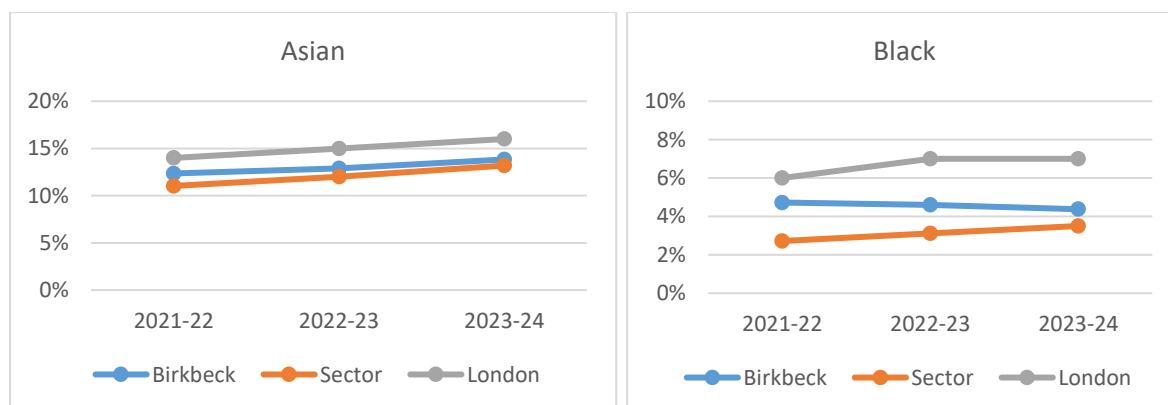


Table 23 Academic, Research, and Teaching & Scholarship staff Ethnicity White chart by Birbeck vs Sector vs London

Other			
Years	Birkbeck	Sector	London
2021-22	6%	3%	6%
2022-23	6%	3%	6%
2023-24	5%	3%	6%

Not Known			
Years	Birkbeck	Sector	London
2021-22	5%	10%	9%
2022-23	6%	11%	9%
2023-24	6%	10%	10%

Table 24 Academic, Research, and Teaching & Scholarship staff Ethnicity Other and Not Known data by Birbeck vs Sector vs London

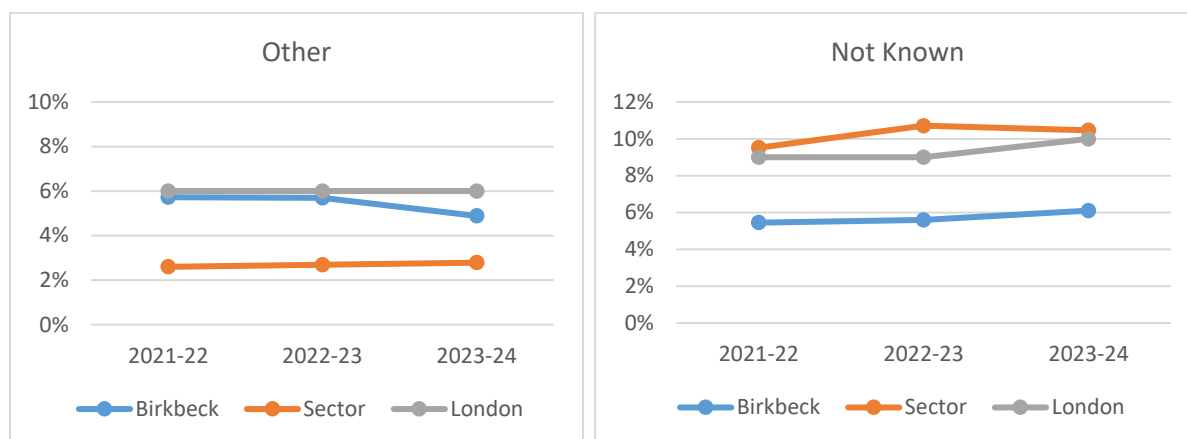


Table 25 Academic, Research, and Teaching & Scholarship staff Ethnicity Other and Not Known chart by Birbeck vs Sector vs London

Contract Type by Ethnicity						
	White	Asian	Black	Other	Not Known	
Open ended	1230	184	74	83	70	
2021-22	471	67	28	33	23	
2022-23	412	63	25	28	23	
2023-24	347	54	21	22	24	
Fixed term	968	217	67	85	106	
2021-22	319	69	24	30	33	
2022-23	300	66	21	29	37	
2023-24	349	82	22	26	36	
Grand Total	2198	401	141	168	176	

	White	Asian	Black	Other	Not Known	
Open ended	74.95%	11.21%	4.51%	5.06%	4.27%	
2021-22	75.72%	10.77%	4.50%	5.31%	3.70%	
2022-23	74.77%	11.43%	4.51%	5.80%	4.17%	
2023-24	74.15%	11.54%	4.49%	4.74%	4.87%	
Fixed term	67.08%	15.04%	4.64%	5.89%	7.35%	
2021-22	66.60%	14.41%	5.01%	6.26%	7.72%	
2022-23	66.82%	14.70%	4.69%	6.46%	7.33%	
2023-24	67.77%	15.92%	4.25%	5.05%	6.99%	
Grand Total	71.27%	13.00%	4.57%	5.45%	5.71%	

Table 26 Academic, Research, and Teaching & Scholarship staff Contract type data by Ethnicity

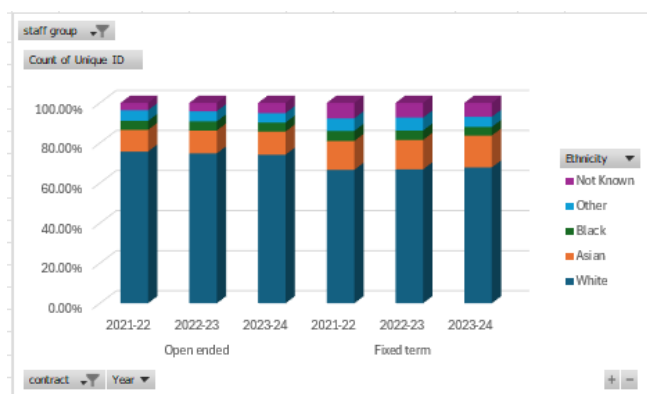


Table 27 Academic, Research, and Teaching & Scholarship staff Contract type chart by Ethnicity

Contract Type							
Year	Faculty	Open ended	Fixed term	Year	Faculty	Open ended	Fixed term
2023-24	Faculty of Business and Law	138	129	2023-24	Faculty of Business and Law	29.81%	25.60%
	Faculty of Humanities and Social Sciences	200	202		Faculty of Humanities and Social Sciences	43.20%	40.08%
	Faculty of Science	125	173		Faculty of Science	27.00%	34.33%
Total		463	504	Total		100.00%	100.00%

Table 28 Academic, Research, and Teaching & Scholarship staff Contract data type by Faculty (Only 23-24 available due to restructure)

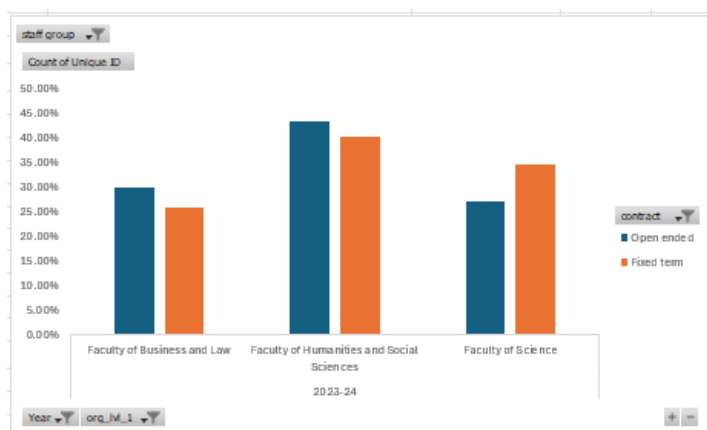


Table 29 Academic, Research, and Teaching & Scholarship staff Contract type chart by Faculty

Contract Type by Faculty					
	Open ended	Fixed term		Open ended	Fixed term
2023-24	463	504	2023-24	100.0%	100.0%
Faculty of Business and Law	138	129	Faculty of Business and Law	29.8%	25.6%
M	88	55	M	19.0%	10.9%
F	50	74	F	10.8%	14.7%
Faculty of Humanities and Social Sciences	200	202	Faculty of Humanities and Social Sciences	43.2%	40.1%
M	76	75	M	16.4%	14.9%
F	124	127	F	26.8%	25.2%
Faculty of Science	125	173	Faculty of Science	27.0%	34.3%
M	78	73	M	16.8%	14.5%
F	47	100	F	10.2%	19.8%

Table 30 Academic, Research, and Teaching & Scholarship staff Contract type and Gender data by Faculty

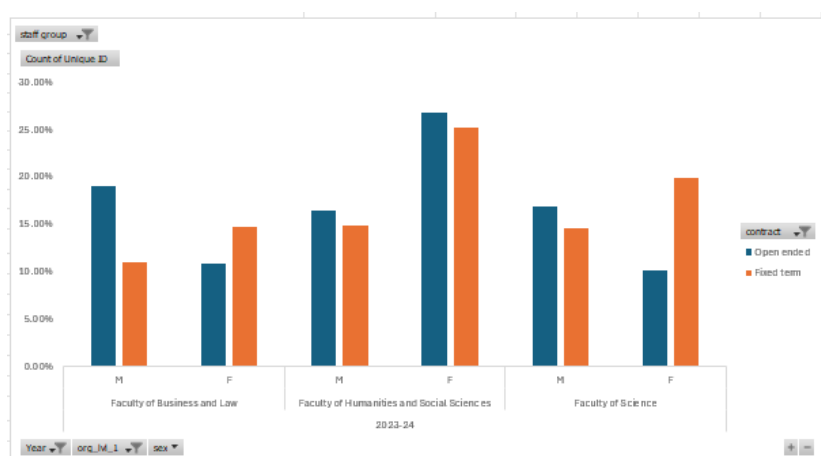


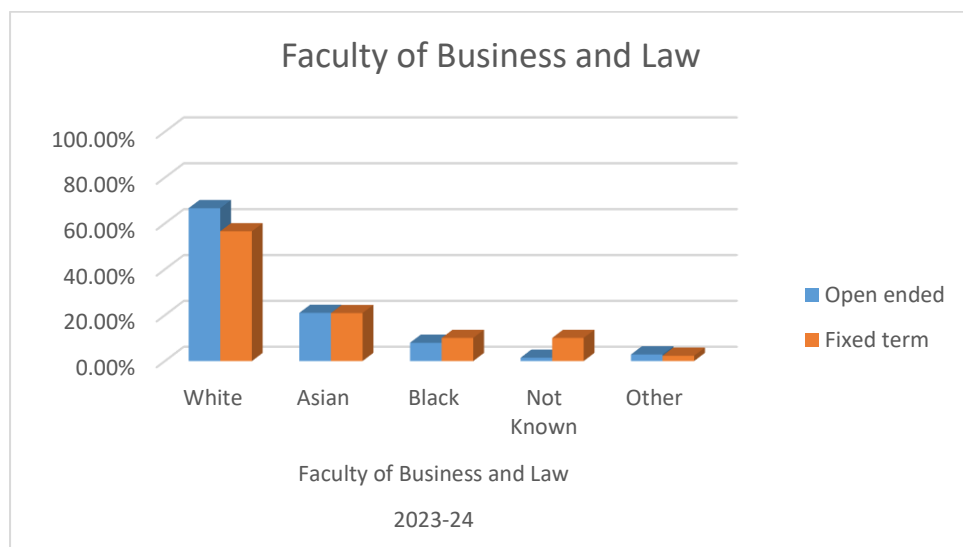
Table 31 Academic, Research, and Teaching & Scholarship staff Contract type and Gender chart by Faculty

Faculty of Business and Law	Open ended	Fixed term
White	66.70%	56.60%
Asian	21.00%	20.90%
Black	8.00%	10.10%
Not Known	1.40%	10.10%
Other	2.90%	2.30%
2023-24 Total	100%	100%

Faculty of Humanities and Social Sciences	Open ended	Fixed term
White	77.50%	78.70%
Asian	7.00%	8.40%
Black	2.50%	2.50%
Not Known	4.50%	5.00%
Other	8.50%	5.40%
Total	100%	100%

Faculty of Science	Open ended	Fixed term
White	76.80%	62.40%
Asian	8.80%	22.00%
Black	4.00%	2.30%
Not Known	9.60%	6.90%
Other	0.80%	6.40%
2023-24 Total	100%	100%

Table 32 Academic, Research, and Teaching & Scholarship staff Contract type and Ethnicity data by Faculty (data after new Faculty structure)



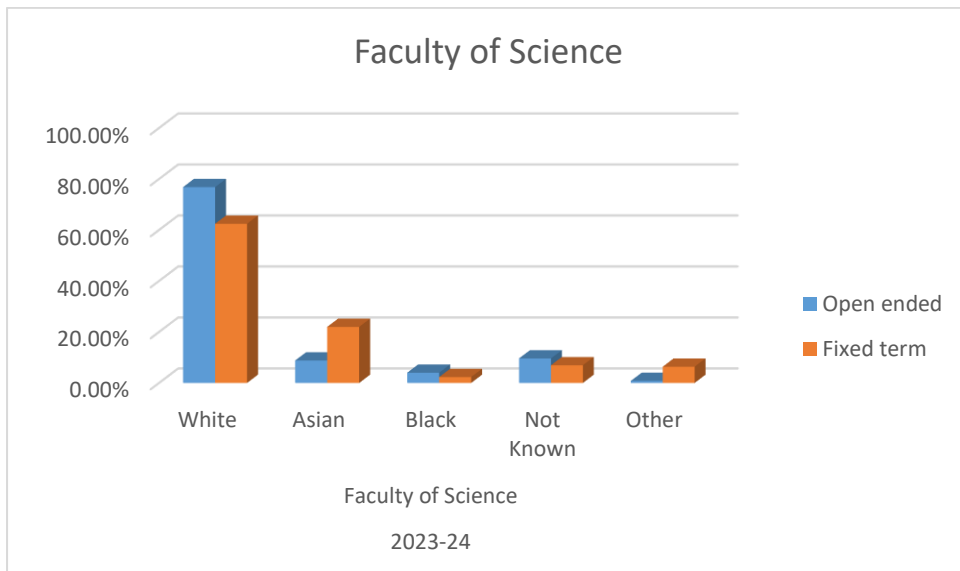
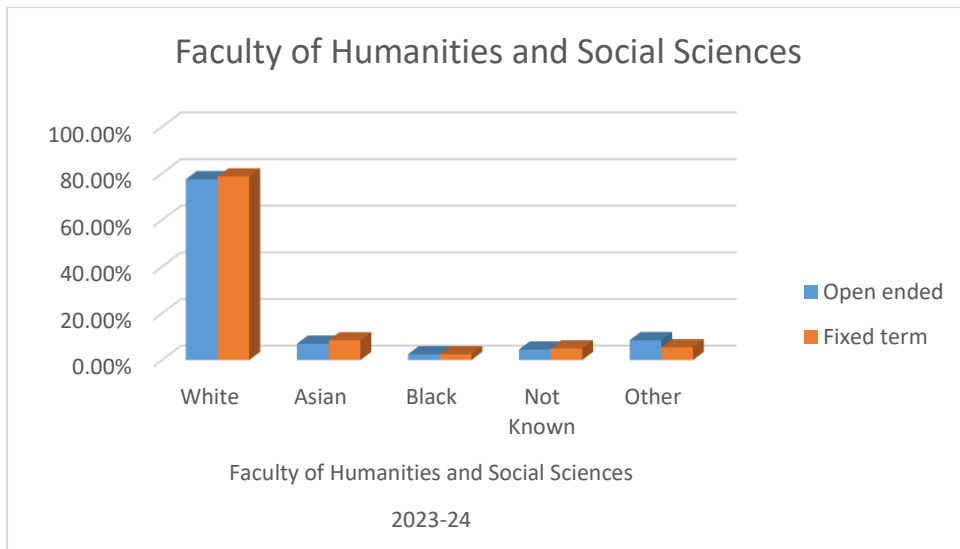


Table 33 Academic, Research, and Teaching & Scholarship staff Contract type and Ethnicity chart by Faculty (charts after new Faculty structure)

Contract Type by Ethnicity by Gender					
	White	Asian	Black	Other	Not Known
Open ended	75.0%	11.2%	4.5%	5.1%	4.3%
M	74.2%	10.8%	4.8%	4.0%	6.1%
2021-22	75.6%	10.5%	4.9%	3.7%	5.2%
2022-23	74.6%	11.0%	4.6%	3.9%	6.0%
2023-24	72.0%	11.1%	4.9%	4.5%	7.4%
F	75.7%	11.6%	4.2%	6.2%	2.3%
2021-22	75.8%	11.1%	4.0%	7.0%	2.0%
2022-23	75.0%	11.9%	4.5%	6.3%	2.2%
2023-24	76.4%	11.9%	4.0%	4.9%	2.7%
Fixed term	67.1%	15.0%	4.6%	5.9%	7.3%
M	63.4%	15.6%	6.1%	5.4%	9.5%
2021-22	64.0%	14.3%	6.9%	5.7%	9.1%
2022-23	61.1%	17.2%	6.4%	5.7%	9.6%
2023-24	64.6%	15.5%	5.3%	4.9%	9.7%
F	69.3%	14.7%	3.8%	6.2%	6.1%
2021-22	68.1%	14.5%	3.9%	6.6%	6.9%
2022-23	69.3%	13.4%	3.8%	6.8%	6.2%
2023-24	69.9%	16.2%	3.6%	5.2%	5.2%
Grand Total	71.3%	13.0%	4.6%	5.4%	5.7%

Table 34 Academic, Research, and Teaching & Scholarship staff Contract type data by Ethnicity and Gender

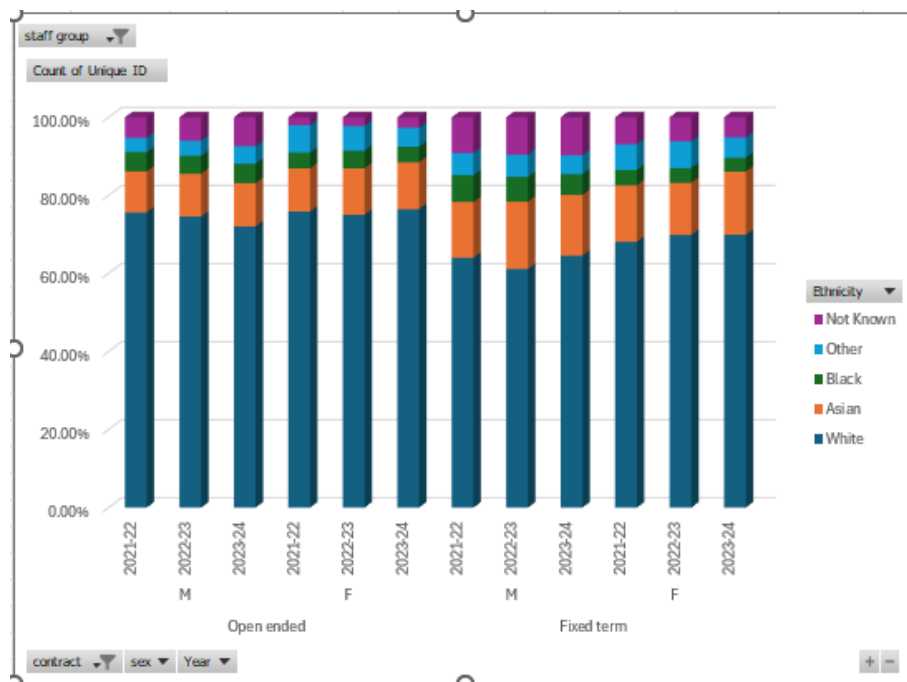


Table 35 Academic, Research, and Teaching & Scholarship staff Contract type chart by Ethnicity and Gender

Data Table 2: Academic staff by contract function

Contract Function							
	Academic	Research	T & S		Academic	Research	T & S
2021-22	453	136	512	2021-22	41.1%	12.4%	46.5%
2022-23	413	94	493	2022-23	41.3%	9.4%	49.3%
2023-24	382	94	507	2023-24	38.9%	9.6%	51.6%
Grand Total	1248	324	1512	Grand Total	40.5%	10.5%	49.0%

Table 36 Academic, Research, and Teaching & Scholarship staff analysis data by Contract Function

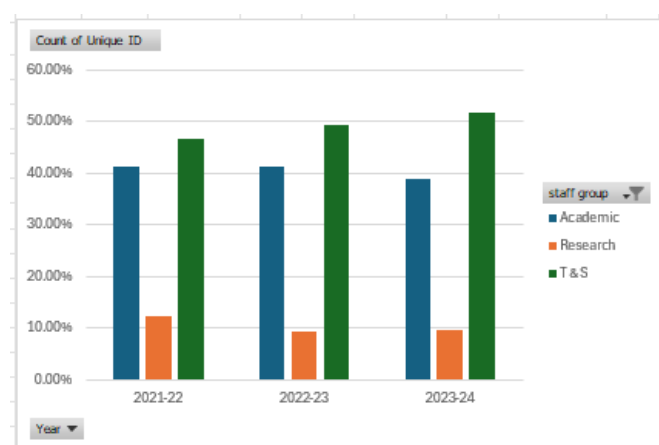


Table 37 Academic, Research, and Teaching & Scholarship staff analysis chart by Contract Function

3 years trend shows that the Academic population has decreased.

Contract Function by Gender							
	Academic	Research	T & S		Academic	Research	T & S
M	631	92	665	M	45.5%	6.6%	47.9%
2021-22	234	45	220	2021-22	46.9%	9.0%	44.1%
2022-23	207	25	208	2022-23	47.0%	5.7%	47.3%
2023-24	190	22	237	2023-24	42.3%	4.9%	52.8%
F	617	232	847	F	36.4%	13.7%	49.9%
2021-22	219	91	292	2021-22	36.4%	15.1%	48.5%
2022-23	206	69	285	2022-23	36.8%	12.3%	50.9%
2023-24	192	72	270	2023-24	36.0%	13.5%	50.6%
Grand Total	1248	324	1512	Grand Total	40.5%	10.5%	49.0%

Table 38 Academic, Research, and Teaching & Scholarship staff analysis Contract Function data by Gender

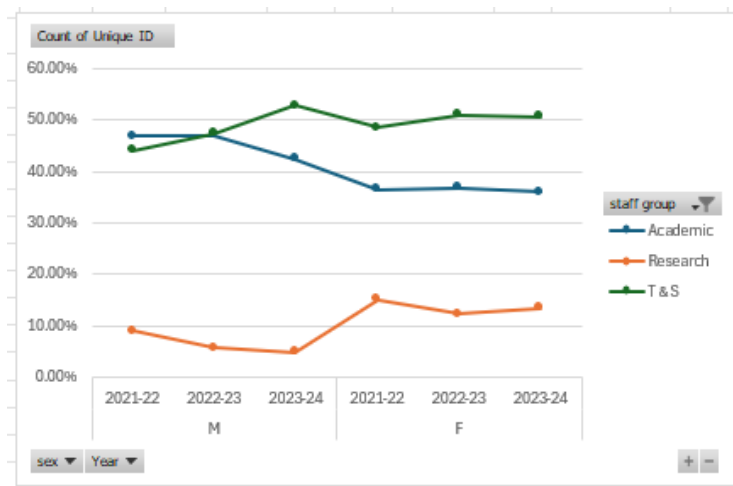


Table 39 Academic, Research, and Teaching & Scholarship staff analysis Contract Function Chart by Gender

Contract Function by Ethnicity					
	White	Asian	Black	Other	Not Known
Academic	77.3%	10.1%	2.6%	5.4%	4.5%
2021-22	77.5%	9.9%	2.9%	5.7%	4.0%
2022-23	77.7%	9.9%	2.4%	5.6%	4.4%
2023-24	76.7%	10.5%	2.6%	5.0%	5.2%
Research	71.6%	17.0%	0.6%	4.9%	5.9%
2021-22	72.8%	16.9%	0.0%	5.1%	5.1%
2022-23	68.1%	17.0%	1.1%	7.4%	6.4%
2023-24	73.4%	17.0%	1.1%	2.1%	6.4%
T & S	66.2%	14.6%	7.0%	5.6%	6.7%
2021-22	66.4%	13.3%	7.6%	5.9%	6.9%
2022-23	66.3%	14.6%	7.1%	5.5%	6.5%
2023-24	65.9%	15.8%	6.3%	5.3%	6.7%
Grand Total	71.3%	13.0%	4.6%	5.4%	5.7%

Table 40 Academic, Research, and Teaching & Scholarship staff analysis Contract Function data by Ethnicity

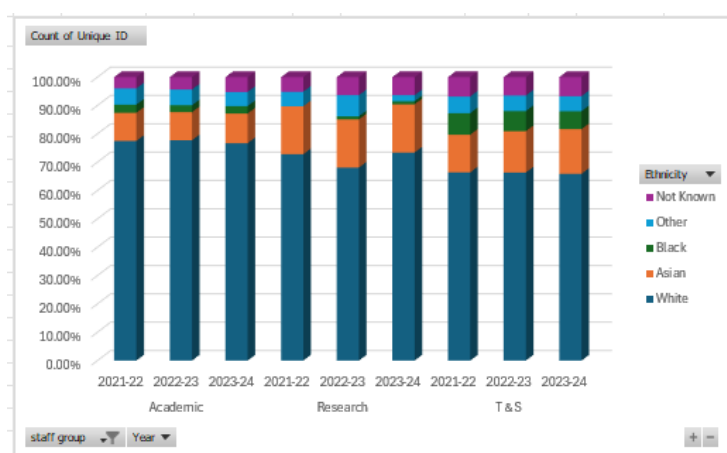


Table 41 Academic, Research, and Teaching & Scholarship staff analysis Contract Function Chart by Ethnicity

Contract Function by Faculty			
	Academic	Research	T & S
2023-24	378	94	495
Faculty of Business and Law	102	7	158
Faculty of Humanities and Social Sciences	174	31	197
Faculty of Science	102	56	140

	Academic	Research	T & S
2023-24	100.0%	100.0%	100.0%
Faculty of Business and Law	27.0%	7.4%	31.9%
Faculty of Humanities and Social Sciences	46.0%	33.0%	39.8%
Faculty of Science	27.0%	59.6%	28.3%

Table 42 Academic, Research, and Teaching & Scholarship staff analysis Contract Function data by Faculty

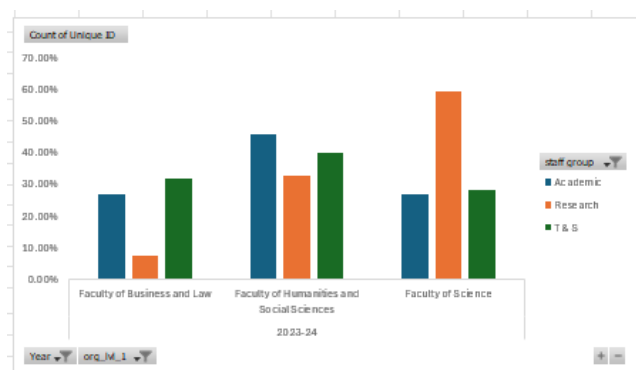


Table 43 Academic, Research, and Teaching & Scholarship staff analysis Contract Function chart by Faculty

Contract Function by Faculty and Gender			
	Academic	Research	T & S
2023-24	100.0%	100.0%	100.0%
Faculty of Business and Law	27.0%	7.4%	31.9%
M	14.8%	2.1%	17.2%
F	12.2%	5.3%	14.7%
Faculty of Humanities and Social Sciences	46.0%	33.0%	39.8%
M	17.7%	9.6%	15.2%
F	28.3%	23.4%	24.6%
Faculty of Science	27.0%	59.6%	28.3%
M	17.7%	11.7%	14.7%
F	9.3%	47.9%	13.5%

Table 44 Academic, Research, and Teaching & Scholarship staff analysis Contract Function data by Faculty and Gender

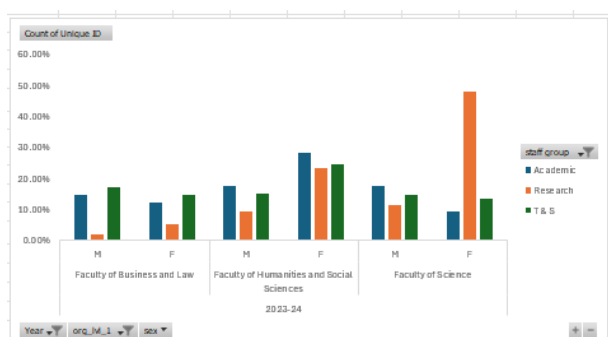


Table 45 Academic, Research, and Teaching & Scholarship staff analysis Contract Function chart by Faculty and Gender

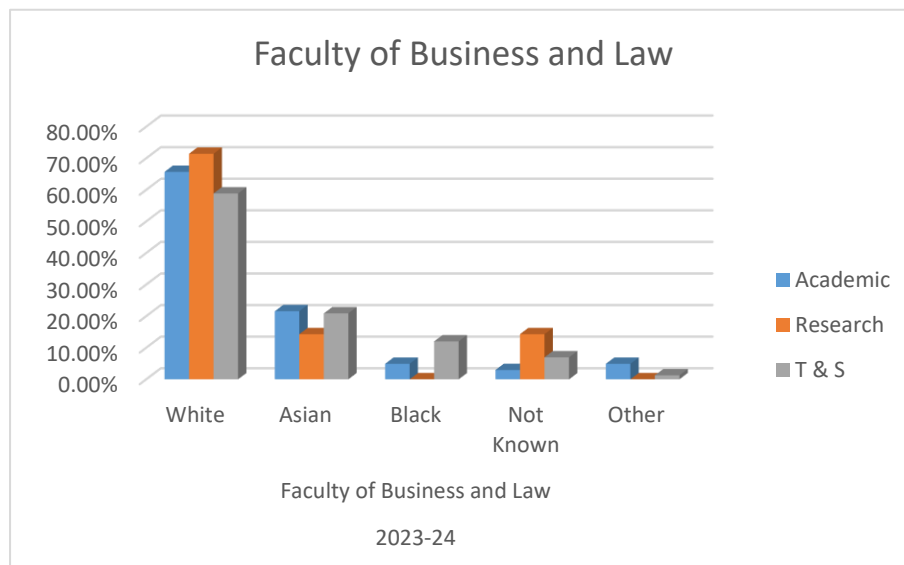
Contract Function by Faculty and Ethnicity			
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Faculty of Business and Law	Academic	Research	T & S
White	65.7%	71.4%	58.9%
Asian	21.6%	14.3%	20.9%
Black	4.9%	0.0%	12.0%
Not Known	2.9%	14.3%	7.0%
Other	4.9%	0.0%	1.3%
2023-24 Total	100.0%	100.0%	100.0%

Faculty of Humanities and Social Sciences	Academic	Research	T & S
White	81.6%	80.6%	74.6%
Asian	5.2%	9.7%	9.6%
Black	1.1%	3.2%	3.6%
Not Known	4.6%	3.2%	5.1%
Other	7.5%	3.2%	7.1%
2023-24 Total	100.0%	100.0%	100.0%

Faculty of Science	Academic	Research	T & S
White	78.4%	69.6%	60.7%
Asian	8.8%	21.4%	20.0%
Black	2.9%	0.0%	4.3%
Not Known	8.8%	7.1%	7.9%
Other	1.0%	1.8%	7.1%
2023-24 Total	100.0%	100.0%	100.0%

Table 46 Academic, Research, and Teaching & Scholarship staff analysis Contract Function data by Faculty and Ethnicity



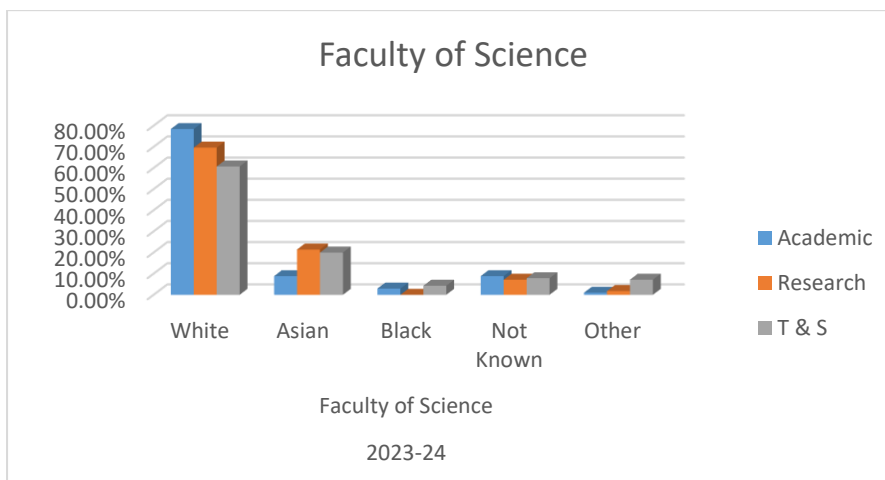
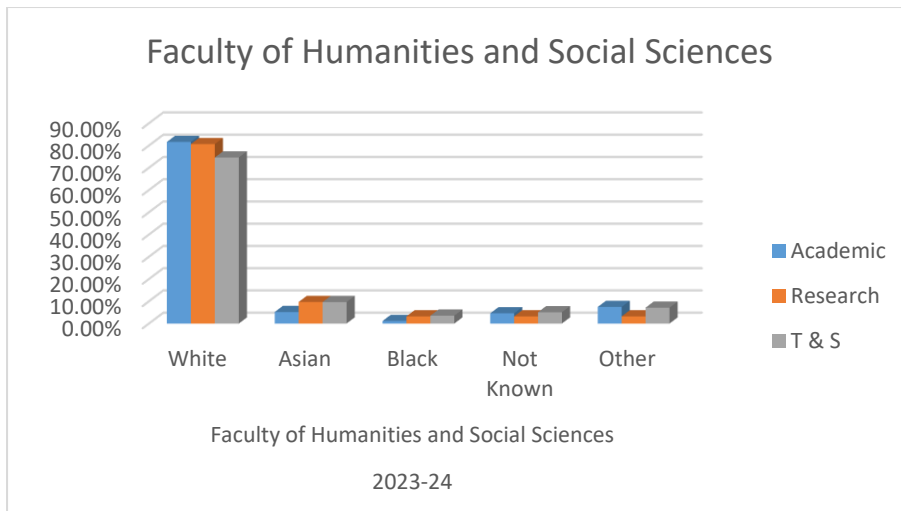


Table 47 Academic, Research, and Teaching & Scholarship staff analysis Contract Function chart by Faculty and Ethnicity

Contract Function by Ethnicity by Gender					
	White	Asian	Black	Other	Not Known
Academic	77.3%	10.1%	2.6%	5.4%	4.5%
M	76.1%	10.5%	3.3%	4.3%	5.9%
2021-22	76.1%	10.3%	3.8%	4.7%	5.1%
2022-23	76.8%	10.6%	2.9%	3.9%	5.8%
2023-24	75.3%	10.5%	3.2%	4.2%	6.8%
F	78.6%	9.7%	1.9%	6.6%	3.1%
2021-22	79.0%	9.6%	1.8%	6.8%	2.7%
2022-23	78.6%	9.2%	1.9%	7.3%	2.9%
2023-24	78.1%	10.4%	2.1%	5.7%	3.6%
Research	71.6%	17.0%	0.6%	4.9%	5.9%
M	68.5%	17.4%	0.0%	3.3%	10.9%
2021-22	68.9%	15.6%	0.0%	4.4%	11.1%
2022-23	60.0%	24.0%	0.0%	4.0%	12.0%
2023-24	77.3%	13.6%	0.0%	0.0%	9.1%
F	72.8%	16.8%	0.9%	5.6%	3.9%
2021-22	74.7%	17.6%	0.0%	5.5%	2.2%
2022-23	71.0%	14.5%	1.4%	8.7%	4.3%
2023-24	72.2%	18.1%	1.4%	2.8%	5.6%
T & S	66.2%	14.6%	7.0%	5.6%	6.7%
M	64.5%	14.1%	8.0%	5.0%	8.4%
2021-22	67.3%	12.7%	8.6%	4.1%	7.3%
2022-23	63.9%	14.4%	8.2%	5.3%	8.2%
2023-24	62.4%	15.2%	7.2%	5.5%	9.7%
F	67.5%	14.9%	6.3%	6.0%	5.3%
2021-22	65.8%	13.7%	6.8%	7.2%	6.5%
2022-23	68.1%	14.7%	6.3%	5.6%	5.3%
2023-24	68.9%	16.3%	5.6%	5.2%	4.1%
Grand Total	71.3%	13.0%	4.6%	5.4%	5.7%

Table 48 Academic, Research, and Teaching & Scholarship staff analysis Contract Function data by Ethnicity and Gender

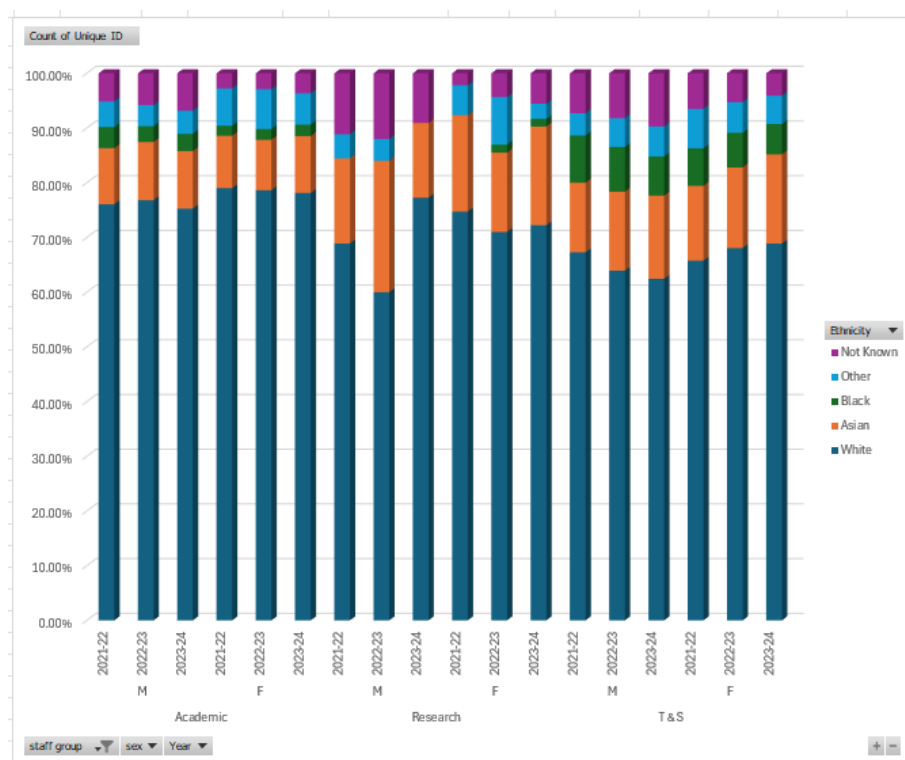


Figure 19 Academic, Research, and Teaching & Scholarship staff analysis Contract Function chart by Ethnicity and Gender

UK & non UK Ethnicity and Nationality Status for Academic, Research and T&S by Contract Type

UK	Open ended	Fixed term
White	44.5%	29.5%
Asian	6.0%	4.9%
Black	3.4%	2.4%
Other	2.5%	2.4%
Not Known	2.1%	2.4%
2021-22 Total	58.5%	41.5%

non-UK	Open ended	Fixed term
White	40.1%	28.2%
Asian	6.3%	8.4%
Black	1.2%	1.9%
Other	3.7%	3.3%
Not Known	2.1%	4.9%
2021-22 Total	53.4%	46.6%

UK	Open ended	Fixed term
White	43.3%	31.1%
Asian	5.9%	4.2%
Black	3.5%	2.8%
Other	2.0%	2.3%
Not Known	2.3%	2.5%
2022-23 Total	57.0%	43.0%

non-UK	Open ended	Fixed term
White	38.1%	28.4%
Asian	7.0%	10.2%
Black	1.0%	1.0%
Other	4.0%	3.7%
Not Known	2.2%	4.5%
2022-23 Total	52.2%	47.8%

UK	Open ended	Fixed term
White	36.9%	38.8%
Asian	4.4%	4.6%
Black	2.9%	2.7%
Other	1.5%	2.2%
Not Known	2.6%	3.2%
2023-24 Total	48.4%	51.6%

non-UK	Open ended	Fixed term
White	32.9%	30.7%
Asian	7.0%	13.8%
Black	1.0%	1.5%
Other	3.3%	3.3%
Not Known	2.3%	4.3%
2023-24 Total	46.5%	53.5%

Table 49 Academic, Research, and Teaching & Scholarship staff analysis UK & Non UK Ethnicity and Nationality status

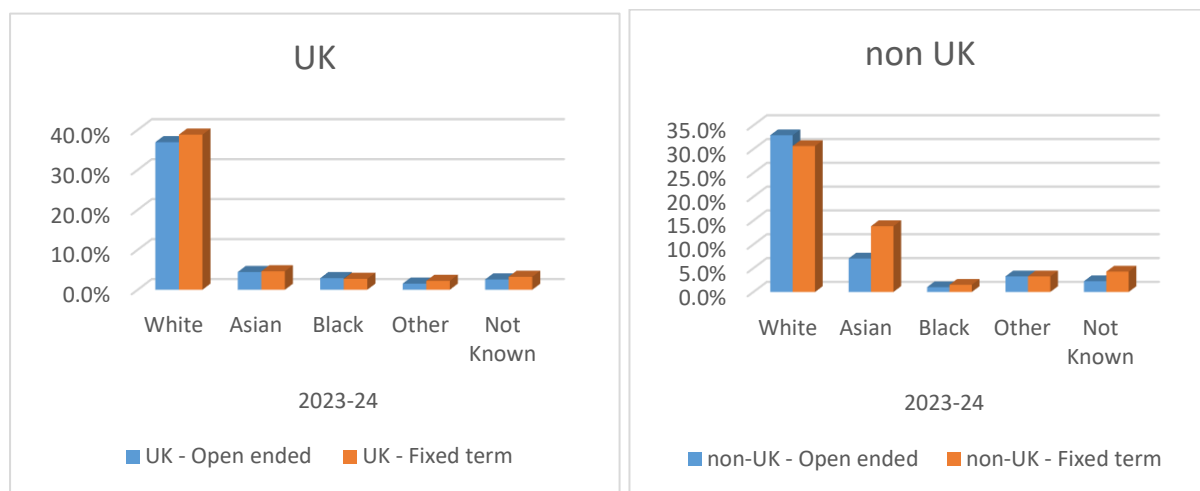


Figure 20 Academic, Research, and Teaching & Scholarship staff analysis UK & Non UK Ethnicity and Nationality status 2023-24 by Contract Type

UK & non UK Ethnicity and Nationality Status for Academic, Research and T&S by Contract Function

UK	Academic	Research	T & S
White	32.6%	8.3%	33.0%
Asian	3.3%	1.5%	6.1%
Black	1.3%	0.0%	4.5%
Other	1.5%	0.3%	3.1%
Not Known	1.6%	0.4%	2.4%
2021-22 Total	40.3%	10.6%	49.1%

non-UK	Academic	Research	T & S
White	30.8%	10.0%	27.5%
Asian	5.4%	3.0%	6.3%
Black	0.9%	0.0%	2.1%
Other	3.7%	1.2%	2.1%
Not Known	1.6%	0.9%	4.4%
2021-22 Total	42.4%	15.2%	42.4%

UK	Academic	Research	T & S
White	32.6%	6.7%	35.1%
Asian	3.2%	1.0%	5.9%
Black	1.2%	0.2%	5.0%
Other	1.3%	0.5%	2.5%
Not Known	1.7%	0.5%	2.7%
2022-23 Total	40.0%	8.9%	51.2%

non-UK	Academic	Research	T & S
White	31.3%	6.0%	29.1%
Asian	5.5%	2.5%	9.2%
Black	0.7%	0.0%	1.2%
Other	3.7%	1.0%	3.0%
Not Known	2.0%	0.7%	4.0%
2022-23 Total	43.3%	10.2%	46.5%

UK	Academic	Research	T & S
White	30.3%	8.0%	37.4%
Asian	2.9%	0.7%	5.5%
Black	1.2%	0.2%	4.3%
Other	1.0%	0.2%	2.6%
Not Known	1.9%	0.3%	3.6%
2023-24 Total	37.3%	9.4%	53.3%

non-UK	Academic	Research	T & S
White	29.1%	5.5%	28.9%
Asian	5.8%	3.0%	12.1%
Black	0.8%	0.0%	1.8%
Other	3.3%	0.3%	3.0%
Not Known	2.3%	1.0%	3.3%
2023-24 Total	41.2%	9.8%	49.0%

Table 50 Research & Teaching analysis UK & Non UK Ethnicity and Nationality status by Contract Function

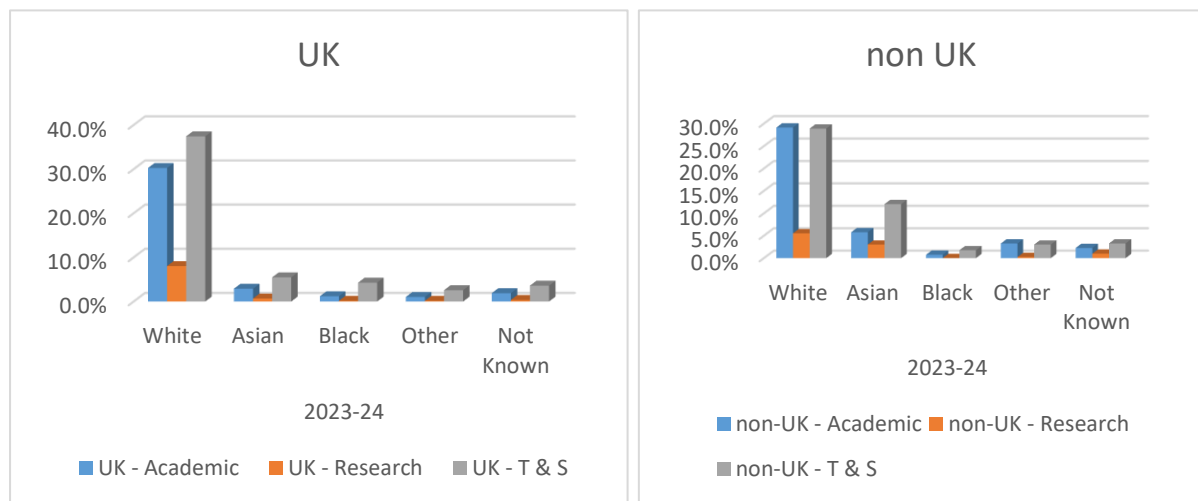


Figure 21 Academic, Research, and Teaching & Scholarship staff analysis UK & Non UK Ethnicity and Nationality status by Contract Function

Ethnicity & Grade status for Academic, Research and T&S												
Year & Ethnicity	Academic Grade			Academic Total	Research Grade			Research Total	T & S Grade			T & S Total
	7, 8, LLEC	9	10		6	7, 8, LLEC	9		6	7, 8, LLEC	9	
2021-22	4.7%	5.2%	4.8%	14.7%	1.3%	2.8%	0.3%	4.4%	5.5%	11.1%	0.1%	16.6%
White	3.3%	4.0%	4.1%	11.4%	0.9%	2.0%	0.3%	3.2%	3.3%	7.7%	0.0%	11.0%
Asian	0.6%	0.6%	0.2%	1.5%	0.3%	0.5%	0.0%	0.7%	0.9%	1.2%	0.0%	2.2%
Black	0.1%	0.2%	0.1%	0.4%	0.0%	0.0%	0.0%	0.0%	0.5%	0.7%	0.0%	1.3%
Other	0.4%	0.3%	0.2%	0.8%	0.1%	0.2%	0.0%	0.2%	0.3%	0.6%	0.0%	1.0%
Not Known	0.3%	0.1%	0.2%	0.6%	0.1%	0.1%	0.0%	0.2%	0.4%	0.7%	0.0%	1.1%
2022-23	3.7%	5.3%	4.4%	13.4%	0.9%	2.0%	0.1%	3.0%	5.7%	10.2%	0.1%	16.0%
White	2.6%	4.1%	3.8%	10.4%	0.6%	1.3%	0.1%	2.1%	3.3%	7.3%	0.0%	10.6%
Asian	0.5%	0.6%	0.3%	1.3%	0.2%	0.4%	0.0%	0.5%	1.1%	1.2%	0.0%	2.3%
Black	0.1%	0.2%	0.1%	0.3%	0.0%	0.0%	0.0%	0.0%	0.4%	0.7%	0.0%	1.1%
Other	0.3%	0.3%	0.2%	0.7%	0.0%	0.2%	0.0%	0.2%	0.4%	0.5%	0.0%	0.9%
Not Known	0.4%	0.1%	0.1%	0.6%	0.1%	0.1%	0.0%	0.2%	0.5%	0.6%	0.0%	1.0%
2023-24	3.4%	4.8%	4.2%	12.4%	0.9%	1.9%	0.2%	3.0%	6.4%	10.0%	0.1%	16.4%
White	2.4%	3.4%	3.7%	9.5%	0.7%	1.4%	0.2%	2.2%	3.7%	7.1%	0.1%	10.8%
Asian	0.4%	0.6%	0.2%	1.3%	0.1%	0.4%	0.0%	0.5%	1.2%	1.4%	0.0%	2.6%
Black	0.1%	0.2%	0.1%	0.3%	0.0%	0.0%	0.0%	0.0%	0.5%	0.6%	0.0%	1.0%
Other	0.2%	0.4%	0.1%	0.6%	0.0%	0.1%	0.0%	0.1%	0.4%	0.5%	0.0%	0.9%
Not Known	0.4%	0.2%	0.1%	0.6%	0.1%	0.1%	0.0%	0.2%	0.6%	0.5%	0.0%	1.1%
Grand Total	11.9%	15.2%	13.3%	40.5%	3.1%	6.7%	0.6%	10.5%	17.5%	31.3%	0.2%	49.0%

Table 51 Academic, Research, and Teaching & Scholarship staff Ethnicity and Grade status

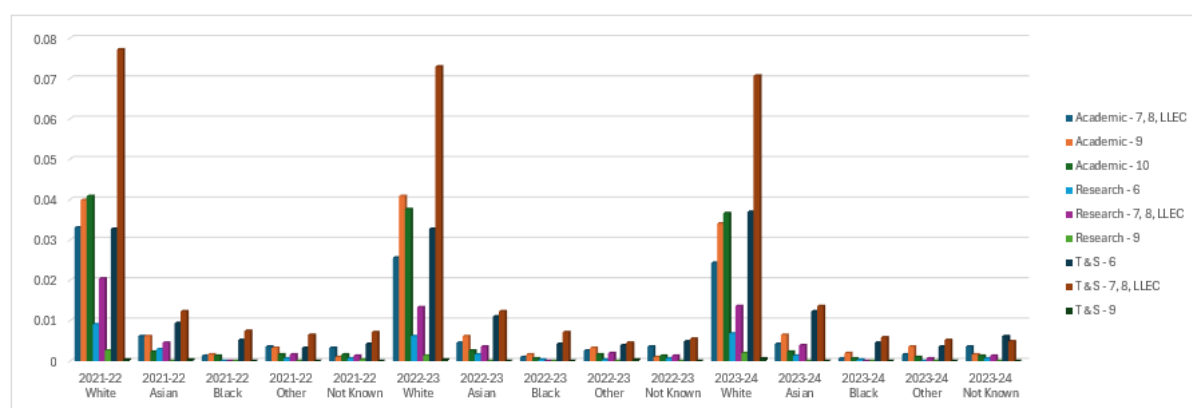


Figure 22 Academic, Research, and Teaching & Scholarship staff Ethnicity and Grade status

Data Table 3: Application, shortlist and appointments made in recruitment to academic posts

This data is not available as there has not been consistent use/input of data to our 'HireServe' system. An important REC Action is to ensure that this data is consistently inputted, and reports are discussed with all unit managers on a regular basis.

Data Table 4: Applications and success rates for academic promotion

2021/22 Academic Promotion analysis - Applications and outcomes

In total 71 academic staff applied for recognition and 43 were successful. Of these, 28 staff were promoted. The overall application success rate was 60.6%. The overall promotion rate of academic staff was 39.4%

	Total eligible	Applied	Applied %	Successful	Successful %	Awarded % of Population	Promotion	Promotion %
Total applications	397	71	17.90%	43	60.60%	10.80%	28	39.40%

Table 52 Academic total eligible staff, nomination, successful and promotion data

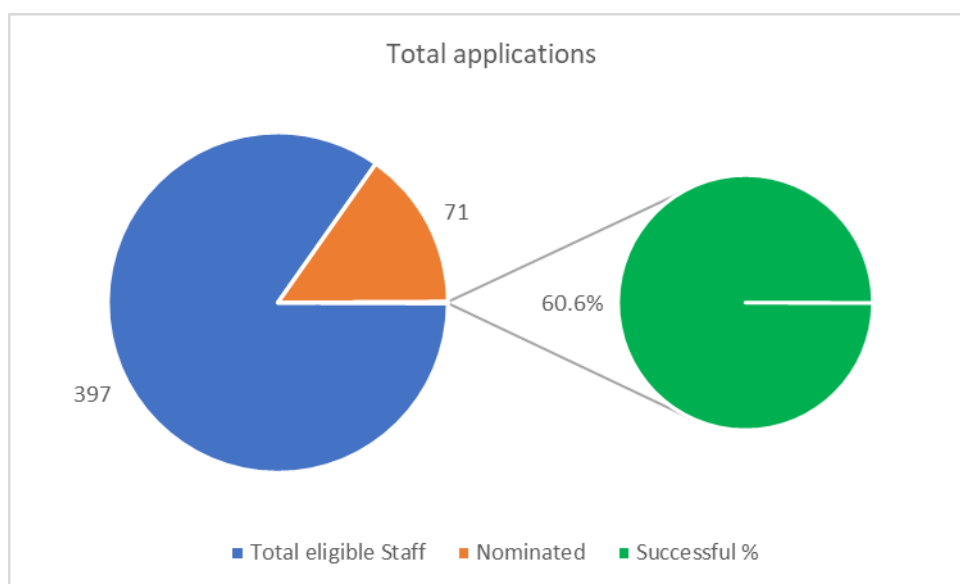


Figure 38 Academic total eligible staff, nomination, successful and promotion chart

Promotion	Total eligible Staff	Applied	Applied %	Promotion	Promotion %
Lecturer	96	28	29.2%	16	57.1%
Senior Lecturer	92	16	17.4%	7	43.8%
Reader	64	13	20.3%	5	38.5%

Table 53 Academic total eligible staff and promotion data by lecturer, senior lecturer and reader

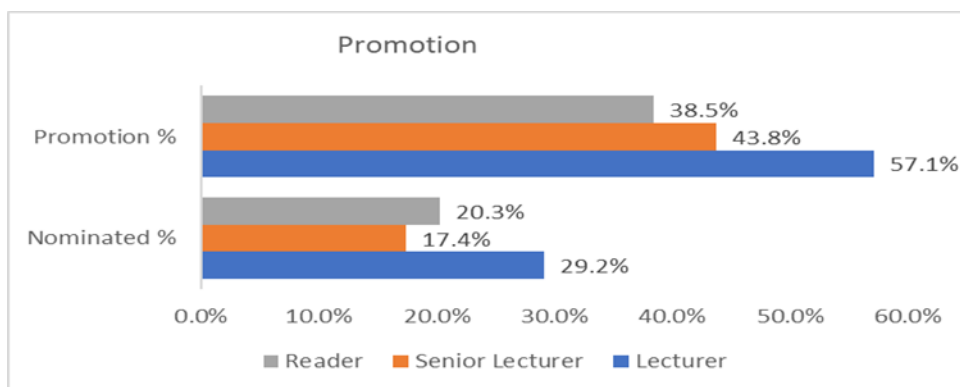


Figure 23 Academic total eligible staff nomination and promotion chart lecturer, senior lecturer and reader

Ethnicity	Total eligible Staff	Applied	Applied %	Successful	Successful %	Awarded % of Population	Promotion	Promotion %
White	326	52	16.0%	32	61.5%	9.8%	21	40.4%
BAME	60	16	26.7%	8	50.0%	13.3%	5	31.3%
Undisclosed	11	3	27.3%	3	100.0%	27.3%	2	66.7%

Table 54 Academic total eligible staff, nomination, successful (includes pay only) and promotion data by ethnicity

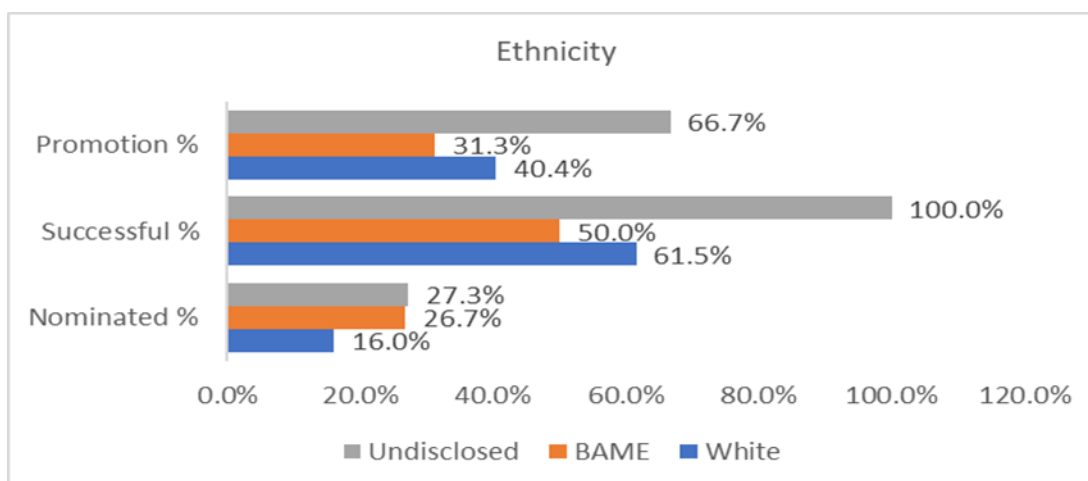


Figure 24 Academic total eligible staff, nomination, successful and promotion chart by ethnicity

2022/23 Academic Promotions - Applications and outcomes

In total sixty-nine academic staff applied for promotion to either senior lecturer, reader, or professor. Of these, thirty-seven staff were successful in their applications. The overall success rate was 53.6%.

	Total eligible Staff	Applied	Applied %	Successful	Successful %	Awarded % of Population
Total applications	292	69	23.6%	37	53.6%	12.7%

Table 55 Academic total eligible staff, nomination, successful and promotion data

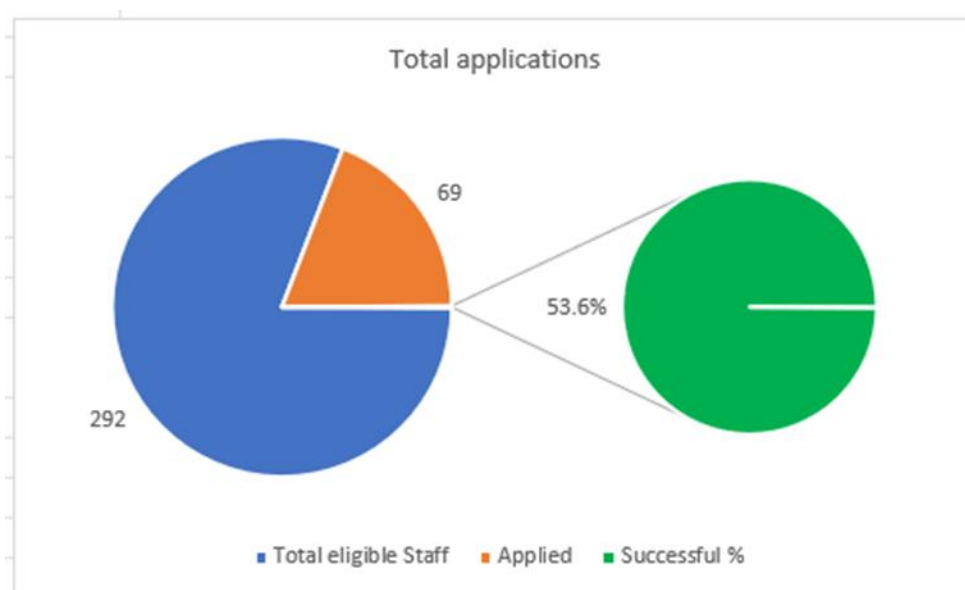


Figure 25 Academic total eligible staff, nomination, successful and promotion chart

	Total eligible Staff	Applied	Applied %	Successful	Successful %
Lecturer	125	34	27.2%	19	55.9%
Senior Lecturer	102	21	20.6%	9	42.9%
Reader	65	14	21.5%	9	64.3%
Total	292	69	23.6%	37	53.6%

Table 56 Academic total eligible staff nomination and promotion data by lecturer, senior lecturer and reader

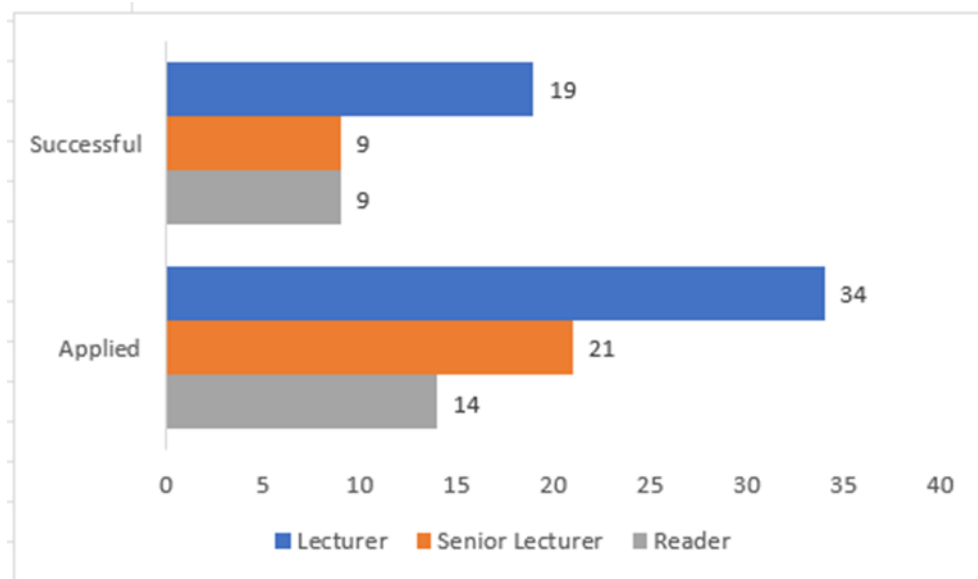


Figure 26 Academic total eligible staff nomination and promotion chart by lecturer, senior lecturer and reader

Ethnicity	Total eligible Staff	Applied	Applied %	Successful	Successful %	Awarded % of Population
White	214	48	22.4%	26	54.2%	12.1%
BAME	64	18	28.1%	9	50.0%	14.1%
Undisclosed	14	3	21.4%	2	0.0%	14.3%
Total	292	69	23.6%	37	53.6%	12.7%

Table 57 Academic total eligible staff, nomination, successful and promotion data by ethnicity

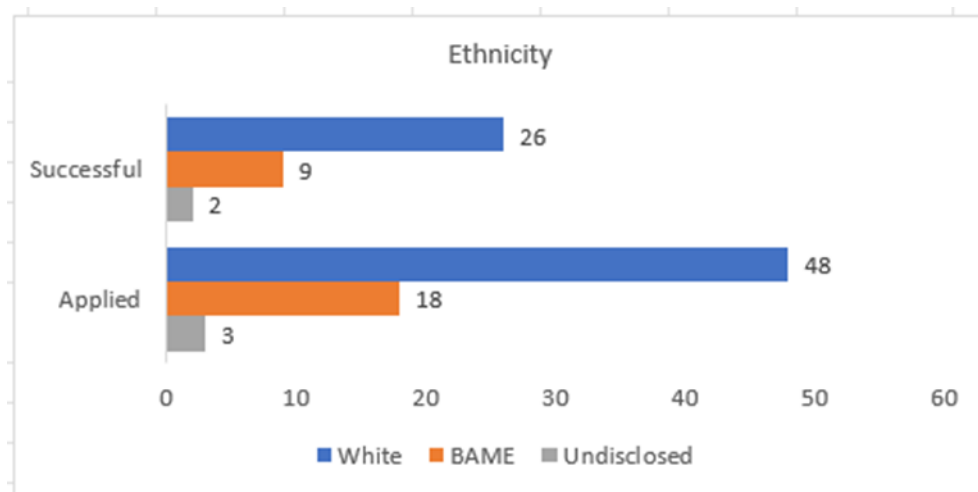


Figure 27 Academic total eligible staff, nomination, successful and promotion chart by ethnicity

2023/24 Academic Promotions - Applications and outcomes

In total forty-two academic staff applied for promotion to either senior lecturer, reader, or professor. Of these, thirty-eight staff were successful in their applications. The overall success rate was 90.5%.

	Total eligible Staff	Applied	Applied %	Successful	Successful %	Awarded % of Population
Total applications	249	42	16.9%	38	90.5%	15.3%

Table 58 Academic total eligible staff, nomination, successful and promotion data

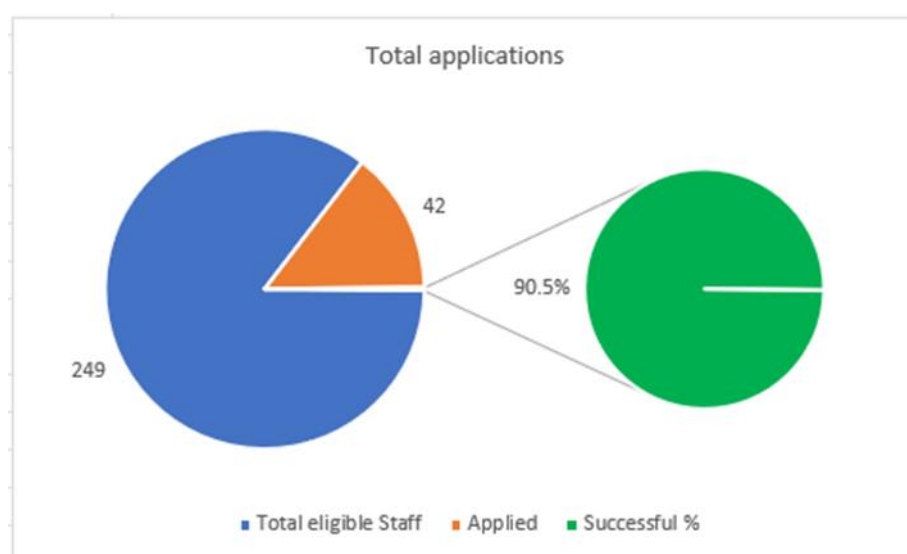


Figure 28 Academic total eligible staff, nomination, successful and promotion chart

	Total eligible Staff	Applied	Applied %	Successful	Successful %
Lecturer	106	23	21.7%	19	82.6%
Senior Lecturer	94	14	14.9%	14	100.0%
Reader	49	5	10.2%	5	100.0%
Total	249	42	16.9%	38	90.5%

Table 59 Academic total eligible staff nomination and promotion data by lecturer, senior lecturer and reader

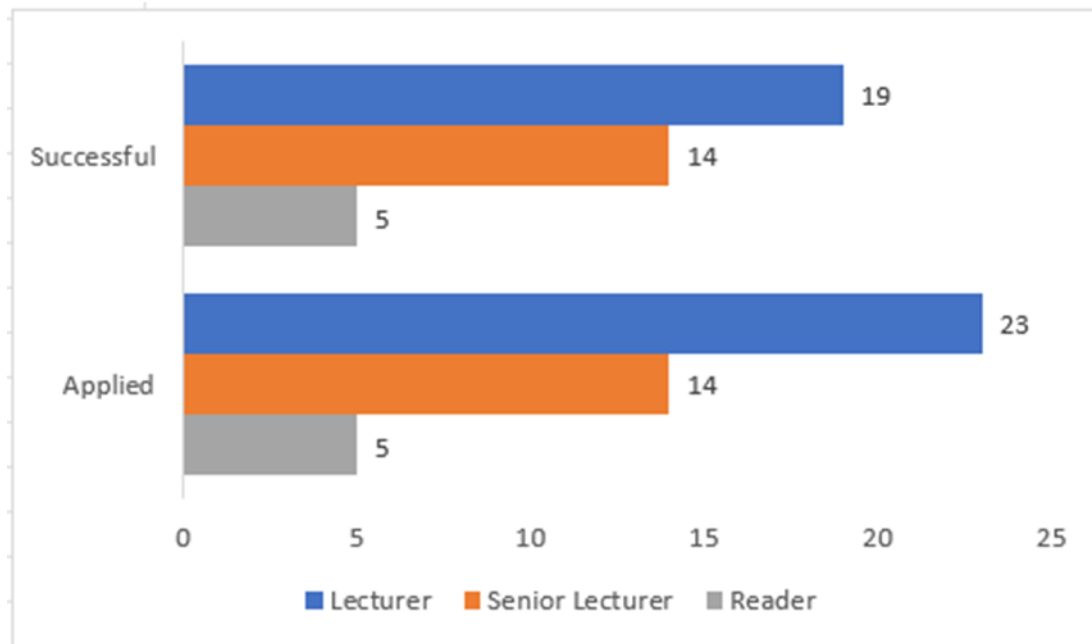


Figure 29 Academic total eligible staff nomination and promotion chart by lecturer, senior lecturer and reader

Ethnicity	Total eligible Staff	Applied	Applied %	Successful	Successful %	Awarded % of Population
White	179	27	15.1%	26	96.3%	14.5%
BAME	54	15	27.8%	12	80.0%	22.2%
Undisclosed	16	0	0.0%	0	0.0%	0.0%
Total	249	42	16.9%	38	90.5%	15.3%

Table 60 Academic total eligible staff, nomination, successful and promotion data by ethnicity

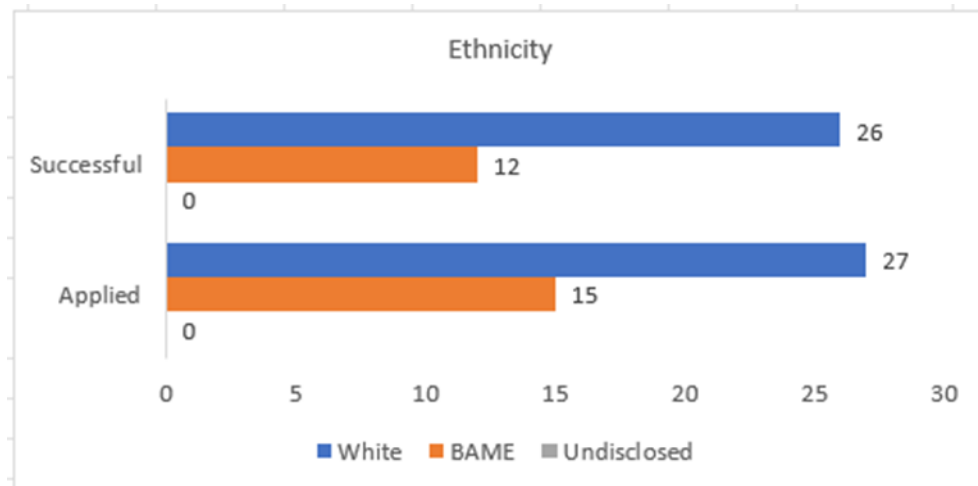


Figure 30 Academic total eligible staff, nomination, successful and promotion chart by ethnicity

Data table 5: Professional, technical and operational staff by contract type

Contract Type					
	Open ended	Fixed term		Open ended	Fixed term
2021-22	642	126	2021-22	83.6%	16.4%
2022-23	603	126	2022-23	82.7%	17.3%
2023-24	598	100	2023-24	85.7%	14.3%
Grand Total	1843	352	Grand Total	84.0%	16.0%

Table 61 Professional, Technical and operational staff analysis data by Contract type

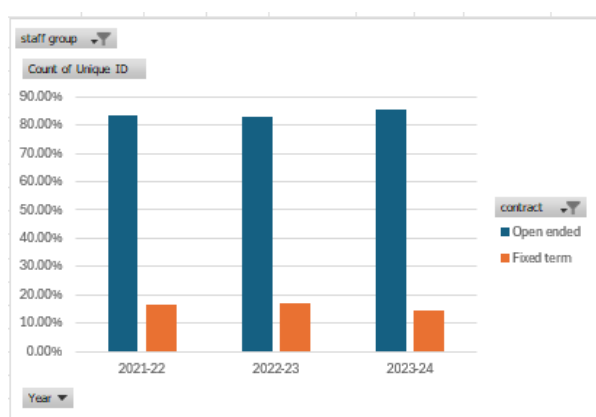


Figure 31 Professional, Technical and operational staff analysis chart by Contract type

Contract Type by Gender					
	Open ended	Fixed term		Open ended	Fixed term
M	830	140	M	85.6%	14.4%
2021-22	292	52	2021-22	84.9%	15.1%
2022-23	270	52	2022-23	83.9%	16.1%
2023-24	268	36	2023-24	88.2%	11.8%
F	1013	212	F	82.7%	17.3%
2021-22	350	74	2021-22	82.5%	17.5%
2022-23	333	74	2022-23	81.8%	18.2%
2023-24	330	64	2023-24	83.8%	16.2%
Grand Total	1843	352	Grand Total	84.0%	16.0%

Table 62 Professional, Technical and operational staff Contract type data by Gender

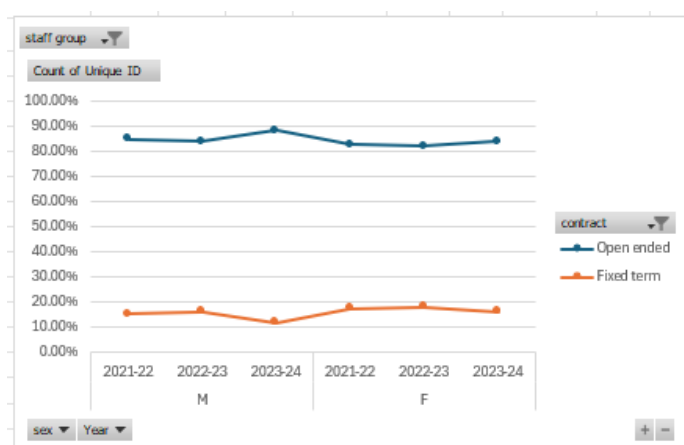


Figure 32 Professional, Technical and operational staff Contract type chart by Gender

Contract Type by Ethnicity					
	White	Asian	Black	Other	Not Known
Open ended	57.7%	15.3%	11.0%	7.1%	8.9%
2021-22	59.5%	13.7%	10.7%	7.5%	8.6%
2022-23	56.7%	15.9%	11.3%	7.0%	9.1%
2023-24	56.9%	16.4%	10.9%	6.9%	9.0%
Fixed term	58.2%	15.9%	13.4%	8.0%	4.5%
2021-22	60.3%	14.3%	12.7%	8.7%	4.0%
2022-23	61.1%	16.7%	15.9%	4.8%	1.6%
2023-24	52.0%	17.0%	11.0%	11.0%	9.0%
Grand Total	57.8%	15.4%	11.3%	7.2%	8.2%

Table 63 Professional, Technical and operational staff Contract type data by Ethnicity

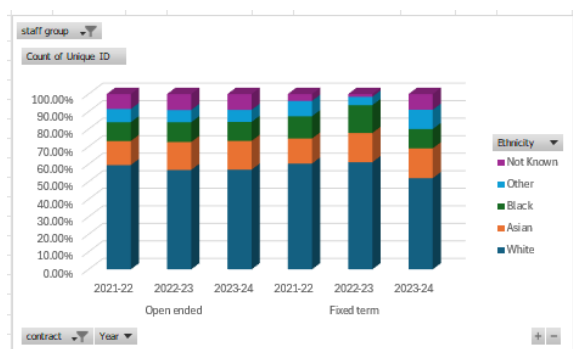


Figure 33 Professional, Technical and operational staff Contract type data by Ethnicity

Contract Type by Ethnicity by Gender					
	White	Asian	Black	Other	Not Known
Open ended	57.7%	15.3%	11.0%	7.1%	8.9%
M	59.6%	11.2%	9.8%	9.5%	9.9%
2021-22	59.9%	10.3%	9.2%	11.0%	9.6%
2022-23	58.5%	11.5%	10.7%	9.3%	10.0%
2023-24	60.4%	11.9%	9.3%	8.2%	10.1%
F	56.2%	18.7%	11.9%	5.1%	8.1%
2021-22	59.1%	16.6%	12.0%	4.6%	7.7%
2022-23	55.3%	19.5%	11.7%	5.1%	8.4%
2023-24	53.9%	20.0%	12.1%	5.8%	8.2%
Fixed term	58.2%	15.9%	13.4%	8.0%	4.5%
M	57.1%	21.4%	10.7%	4.3%	6.4%
2021-22	55.8%	25.0%	9.6%	3.8%	5.8%
2022-23	63.5%	21.2%	11.5%	1.9%	1.9%
2023-24	50.0%	16.7%	11.1%	8.3%	13.9%
F	59.0%	12.3%	15.1%	10.4%	3.3%
2021-22	63.5%	6.8%	14.9%	12.2%	2.7%
2022-23	59.5%	13.5%	18.9%	6.8%	1.4%
2023-24	53.1%	17.2%	10.9%	12.5%	6.3%
Grand Total	57.8%	15.4%	11.3%	7.2%	8.2%

Table 64 Professional, Technical and operational staff Contract type data by Ethnicity and Gender

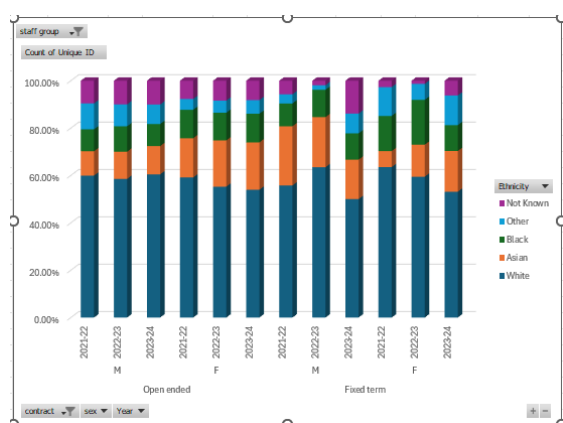


Figure 34 Professional, Technical and operational staff Contract type chart by Ethnicity and Gender

Contract Type by Grade									
	APCL	2	3	4	5	6	7, 8, LLEC	9	10
Open ended	10.6%	1.1%	4.3%	19.1%	12.8%	13.2%	29.7%	5.8%	3.5%
2021-22	11.1%	0.8%	4.2%	19.6%	12.6%	13.7%	28.8%	5.3%	3.9%
2022-23	10.6%	1.3%	4.0%	18.4%	12.6%	13.6%	30.0%	6.0%	3.5%
2023-24	10.0%	1.2%	4.7%	19.2%	13.0%	12.2%	30.3%	6.2%	3.2%
Fixed term	8.2%	1.1%	4.0%	20.2%	15.1%	26.7%	20.2%	2.3%	2.3%
2021-22	8.7%	0.0%	3.2%	23.0%	15.9%	28.6%	16.7%	3.2%	0.8%
2022-23	8.7%	0.8%	4.0%	23.0%	15.9%	23.8%	19.0%	2.4%	2.4%
2023-24	7.0%	3.0%	5.0%	13.0%	13.0%	28.0%	26.0%	1.0%	4.0%
Grand Total	10.2%	1.1%	4.2%	19.3%	13.1%	15.4%	28.2%	5.2%	3.3%

Table 65 Professional, Technical and operational staff Contract type data by grade

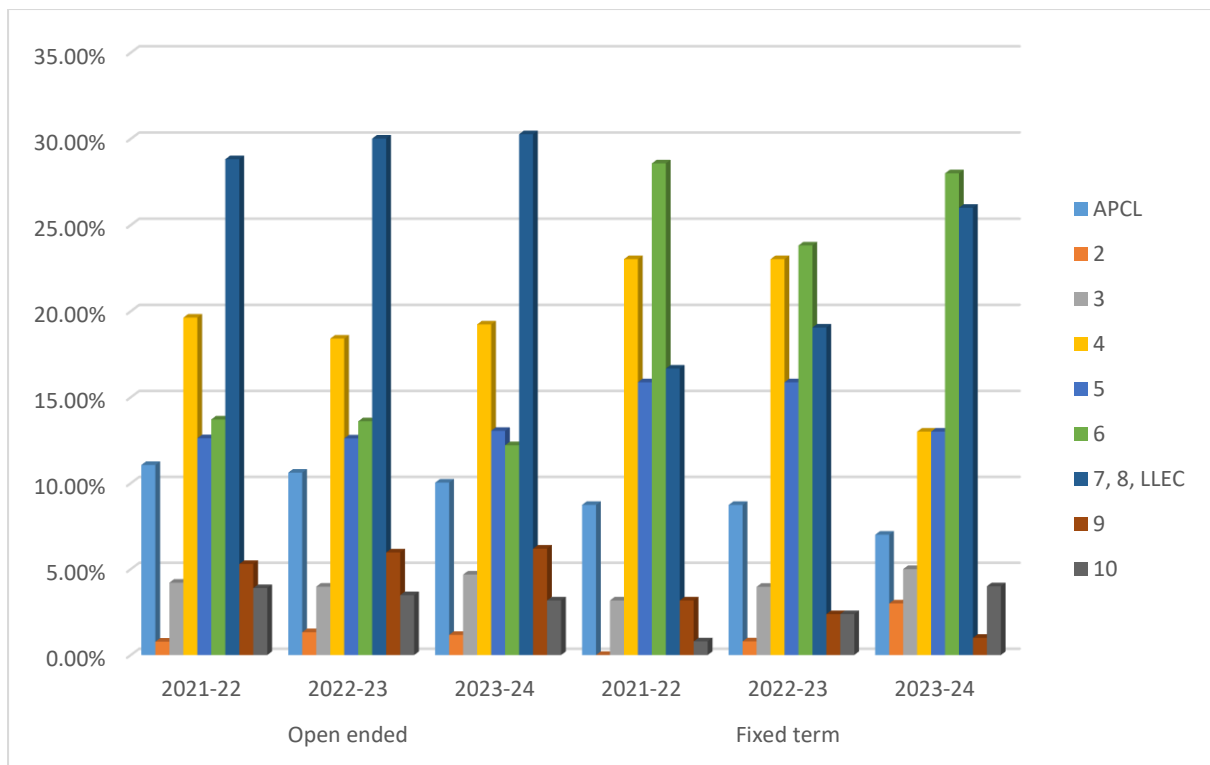


Figure 35 Professional, Technical and operational staff Contract type chart by grade

Contract Type by Ethnicity by Grade					
	White	Asian	Black	Other	Not Known
Open ended	57.7%	15.3%	11.0%	7.1%	8.9%
APCL	12.3%	0.5%	7.7%	39.5%	40.0%
2021-22	14.1%	0.0%	7.0%	40.8%	38.0%
2022-23	12.5%	0.0%	7.8%	39.1%	40.6%
2023-24	10.0%	1.7%	8.3%	38.3%	41.7%
2	15.0%	0.0%	55.0%	0.0%	30.0%
2021-22	0.0%	0.0%	60.0%	0.0%	40.0%
2022-23	25.0%	0.0%	50.0%	0.0%	25.0%
2023-24	14.3%	0.0%	57.1%	0.0%	28.6%
3	54.4%	11.4%	12.7%	3.8%	17.7%
2021-22	55.6%	11.1%	11.1%	3.7%	18.5%
2022-23	54.2%	12.5%	12.5%	4.2%	16.7%
2023-24	53.6%	10.7%	14.3%	3.6%	17.9%
4	52.6%	24.7%	14.5%	5.1%	3.1%
2021-22	54.8%	20.6%	15.9%	6.3%	2.4%
2022-23	50.5%	26.1%	15.3%	4.5%	3.6%
2023-24	52.2%	27.8%	12.2%	4.3%	3.5%
5	53.2%	23.8%	15.3%	2.6%	5.1%
2021-22	54.3%	21.0%	18.5%	1.2%	4.9%
2022-23	52.6%	25.0%	14.5%	2.6%	5.3%
2023-24	52.6%	25.6%	12.8%	3.8%	5.1%
6	68.7%	13.6%	11.1%	1.2%	5.3%
2021-22	71.6%	12.5%	9.1%	1.1%	5.7%
2022-23	68.3%	14.6%	11.0%	1.2%	4.9%
2023-24	65.8%	13.7%	13.7%	1.4%	5.5%
7, 8, LLEC	68.6%	14.3%	8.8%	3.8%	4.6%
2021-22	71.4%	13.5%	7.0%	3.8%	4.3%
2022-23	66.3%	14.9%	9.9%	3.9%	5.0%
2023-24	68.0%	14.4%	9.4%	3.9%	4.4%
9	77.6%	14.0%	3.7%	2.8%	1.9%
2021-22	76.5%	14.7%	5.9%	2.9%	0.0%
2022-23	77.8%	13.9%	2.8%	2.8%	2.8%
2023-24	78.4%	13.5%	2.7%	2.7%	2.7%
10	90.8%	4.6%	0.0%	0.0%	4.6%
2021-22	92.0%	4.0%	0.0%	0.0%	4.0%
2022-23	90.5%	4.8%	0.0%	0.0%	4.8%
2023-24	89.5%	5.3%	0.0%	0.0%	5.3%
Fixed term	58.2%	15.9%	13.4%	8.0%	4.5%
APCL	24.1%	31.0%	27.6%	13.8%	3.4%
2021-22	27.3%	36.4%	18.2%	18.2%	0.0%
2022-23	27.3%	27.3%	36.4%	9.1%	0.0%
2023-24	14.3%	28.6%	28.6%	14.3%	14.3%
2	25.0%	0.0%	0.0%	25.0%	50.0%
2022-23	100.0%	0.0%	0.0%	0.0%	0.0%
2023-24	0.0%	0.0%	0.0%	33.3%	66.7%
3	57.1%	14.3%	14.3%	7.1%	7.1%
2021-22	75.0%	0.0%	0.0%	25.0%	0.0%
2022-23	60.0%	0.0%	40.0%	0.0%	0.0%
2023-24	40.0%	40.0%	0.0%	0.0%	20.0%
4	62.0%	14.1%	14.1%	4.2%	5.6%
2021-22	69.0%	13.8%	6.9%	3.4%	6.9%
2022-23	65.5%	13.8%	17.2%	3.4%	0.0%
2023-24	38.5%	15.4%	23.1%	7.7%	15.4%
5	71.7%	9.4%	9.4%	3.8%	5.7%
2021-22	75.0%	5.0%	10.0%	5.0%	5.0%
2022-23	65.0%	15.0%	10.0%	5.0%	5.0%
2023-24	76.9%	7.7%	7.7%	0.0%	7.7%
6	47.9%	23.4%	18.1%	6.4%	4.3%
2021-22	47.2%	22.2%	19.4%	5.6%	5.6%
2022-23	50.0%	23.3%	23.3%	0.0%	3.3%
2023-24	46.4%	25.0%	10.7%	14.3%	3.6%
7, 8, LLEC	70.4%	7.0%	7.0%	15.5%	0.0%
2021-22	66.7%	0.0%	14.3%	19.0%	0.0%
2022-23	79.2%	8.3%	0.0%	12.5%	0.0%
2023-24	65.4%	11.5%	7.7%	15.4%	0.0%
9	75.0%	25.0%	0.0%	0.0%	0.0%
2021-22	75.0%	25.0%	0.0%	0.0%	0.0%
2022-23	66.7%	33.3%	0.0%	0.0%	0.0%
2023-24	100.0%	0.0%	0.0%	0.0%	0.0%
10	75.0%	12.5%	0.0%	0.0%	12.5%
2021-22	100.0%	0.0%	0.0%	0.0%	0.0%
2022-23	66.7%	33.3%	0.0%	0.0%	0.0%
2023-24	75.0%	0.0%	0.0%	0.0%	25.0%
Grand Total	57.8%	15.4%	11.3%	7.2%	8.2%

Table 66 Professional, Technical and operational staff Contract type data by Ethnicity and Grade

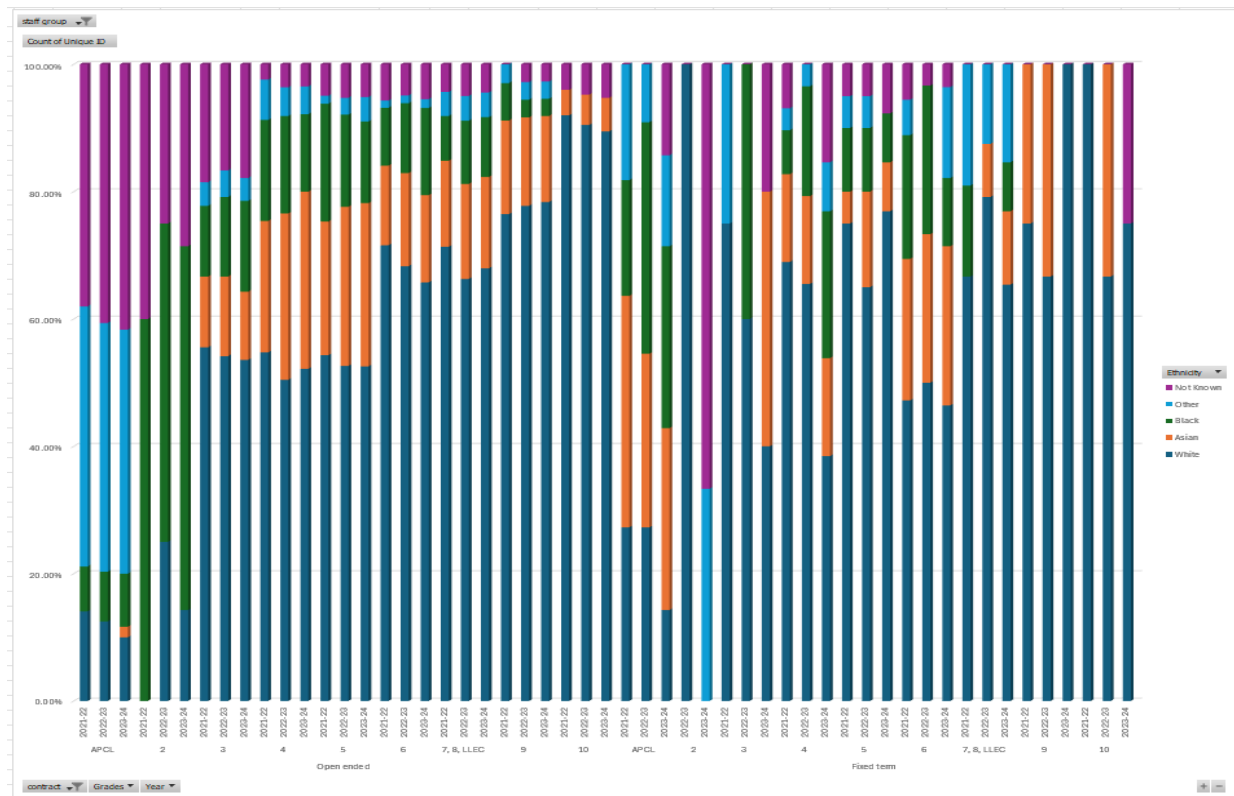


Figure 36 Professional, Technical and operational staff Contract type chart by Ethnicity and Grade

Data Table 6: Professional, technical and operational staff by job family

Contract Function				
	Administration	Operational & Facilities	Professional	Technical
2021-22	370	113	270	15
2022-23	333	111	270	15
2023-24	307	113	262	16
Grand Total	1010	337	802	46

	Administration	Operational & Facilities	Professional	Technical
2021-22	48.2%	14.7%	35.2%	2.0%
2022-23	45.7%	15.2%	37.0%	2.1%
2023-24	44.0%	16.2%	37.5%	2.3%
Grand Total	46.0%	15.4%	36.5%	2.1%

Table 67 Professional, Technical and operational staff analysis data by job family

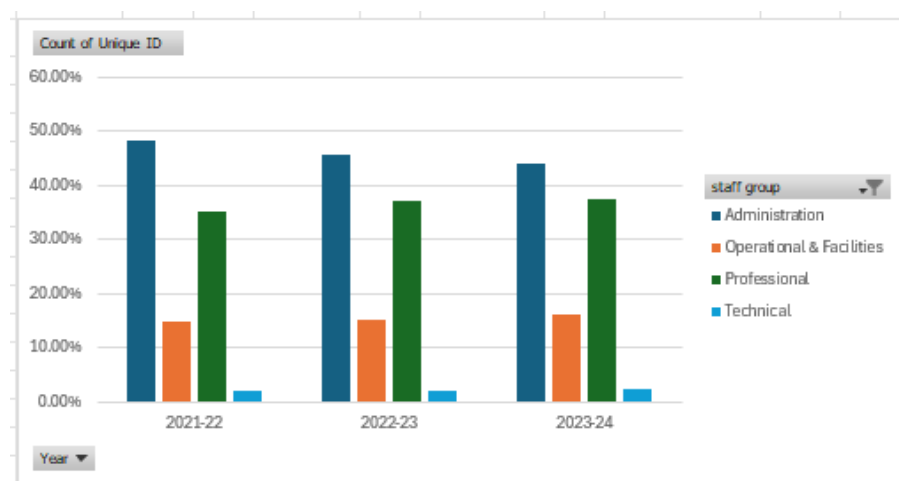


Figure 37 Professional, Technical and operational staff analysis chart by Contract Function

Contract Function by Gender				
	Administration	Operational & Facilities	Professional	Technical
M	353	232	368	17
2021-22	139	81	119	5
2022-23	112	77	127	6
2023-24	102	74	122	6
F	657	105	434	29
2021-22	231	32	151	10
2022-23	221	34	143	9
2023-24	205	39	140	10
Grand Total	1010	337	802	46

	Administration	Operational & Facilities	Professional	Technical
M	36.4%	23.9%	37.9%	1.8%
2021-22	40.4%	23.5%	34.6%	1.5%
2022-23	34.8%	23.9%	39.4%	1.9%
2023-24	33.6%	24.3%	40.1%	2.0%
F	53.6%	8.6%	35.4%	2.4%
2021-22	54.5%	7.5%	35.6%	2.4%
2022-23	54.3%	8.4%	35.1%	2.2%
2023-24	52.0%	9.9%	35.5%	2.5%
Grand Total	46.0%	15.4%	36.5%	2.1%

Table 68 Professional, Technical and operational analysis Contract Function data by Gender

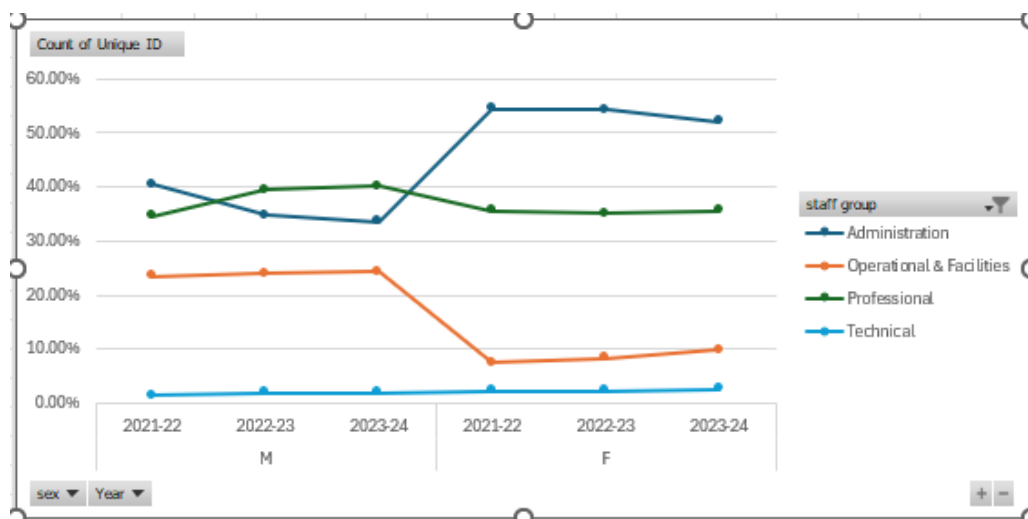


Figure 38 Professional, Technical and operational staff analysis Contract Function chart by Gender

Contract Function by Ethnicity					
	White	Asian	Black	Other	Not Known
Administration	58.6%	20.1%	11.0%	4.5%	5.8%
2021-22	61.4%	17.6%	10.8%	4.6%	5.7%
2022-23	57.7%	20.7%	12.6%	3.9%	5.1%
2023-24	56.4%	22.5%	9.4%	4.9%	6.8%
Operational & Facilities	22.6%	6.5%	20.8%	24.3%	25.8%
2021-22	23.0%	5.3%	18.6%	27.4%	25.7%
2022-23	22.5%	6.3%	22.5%	23.4%	25.2%
2023-24	22.1%	8.0%	21.2%	22.1%	26.5%
Professional	71.9%	12.3%	8.0%	3.9%	3.9%
2021-22	73.0%	11.5%	8.1%	4.1%	3.3%
2022-23	71.9%	13.3%	7.4%	3.3%	4.1%
2023-24	71.0%	12.2%	8.4%	4.2%	4.2%
Technical	52.2%	30.4%	8.7%	2.2%	6.5%
2021-22	53.3%	26.7%	13.3%	0.0%	6.7%
2022-23	53.3%	33.3%	6.7%	0.0%	6.7%
2023-24	50.0%	31.3%	6.3%	6.3%	6.3%
Grand Total	57.8%	15.4%	11.3%	7.2%	8.2%

Table 69 Professional, Technical and operational staff analysis Contract Function data by Ethnicity

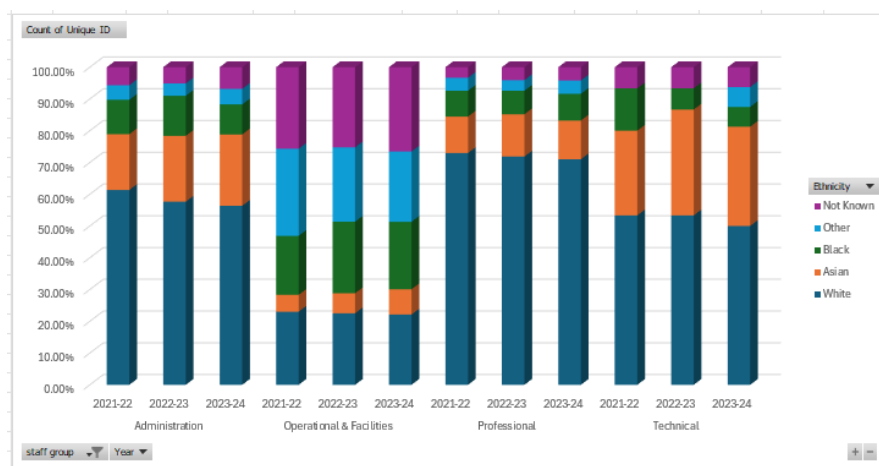


Figure 39 Professional, Technical and operational analysis Contract Function chart by Ethnicity

Data Table 7: Application, shortlist and appointments made in recruitment to professional, technical and operational posts

We have not consistently tracked this data, and it will be an Action Point in relation to the use of ‘HireServe’: Action 3.2.

Data Table 8: Applications and success rates for professional, technical and operational staff progression (where there are formal routes for progression)

We do not have formal routes of progression for professional services staff. However, we are looking at this as part of our Action Plan: Action 1.10

Data Table 9: Membership of Council, Senate and institutional, and faculty/directorate Senior Leadership Team

Governors

Gender			Ethnicity				
Year	M	F	Year	White	Asian	Black	Not Known
2022-23	52%	48%	2022-23	52%	5%	10%	33%
2023-24	48%	52%	2023-24	52%	5%	10%	33%
2024-25	45%	55%	2024-25	45%	5%	10%	40%

Table 70 Governors gender and ethnicity data



Table 71 Governors gender and ethnicity chart

University Executive Board (UEB)

Gender		
Year	M	F
2022-23	63%	38%
2023-24	61%	39%
2024-25	47%	53%

Ethnicity				
Year	White	Asian	Black	Not Known
2022-23	88%	0%	6%	6%
2023-24	89%	0%	6%	6%
2024-25	94%	6%	0%	0%

Table 72 University executive board gender and ethnicity data

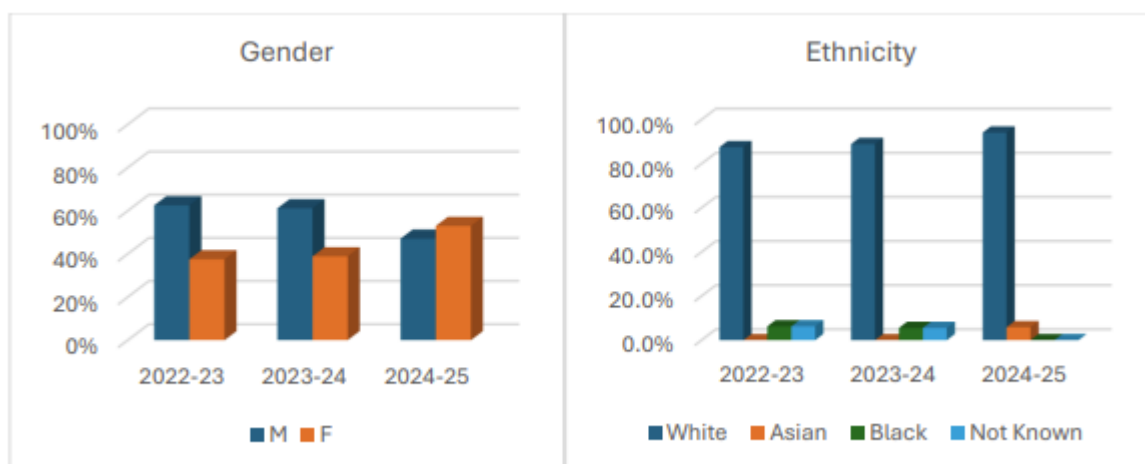


Table 73 University executive board gender and ethnicity chart

Data Table 10: Membership of key decision-making bodies and committees

Nominations Committee

Gender		
Year	M	F
2022-23	50%	50%
2023-24	29%	71%
2024-25	50%	50%

Ethnicity		
Year	White	Not Known
2022-23	75%	25%
2023-24	71%	29%
2024-25	38%	63%

Table 74 Nominations committee gender and ethnicity data

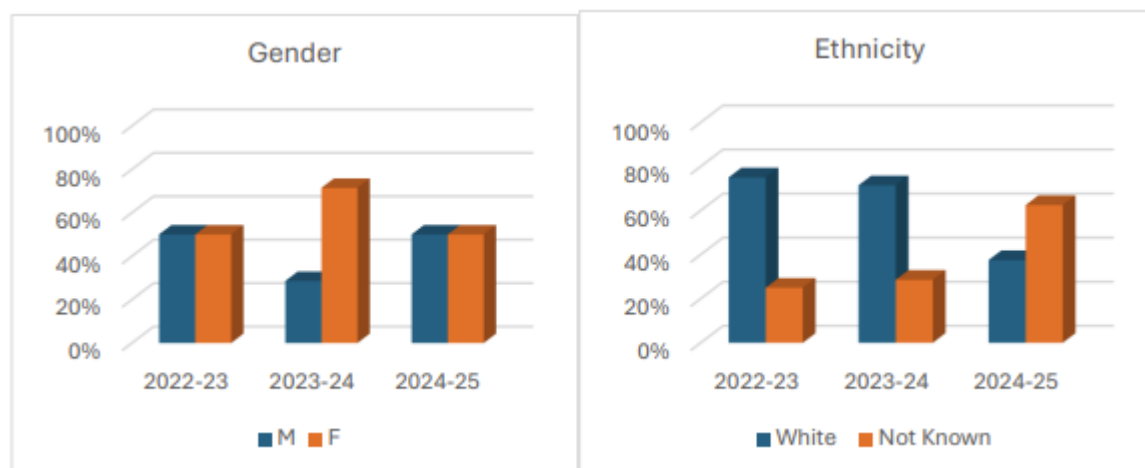


Table 75 Nominations committee gender and ethnicity chart

Finance and General Purposes Committee

Gender			Ethnicity			
Year	M	F	Year	White	Black	Not Known
2022-23	71%	29%	2022-23	50%	7%	43%
2023-24	62%	38%	2023-24	46%	8%	46%
2024-25	58%	42%	2024-25	42%	8%	50%

Table 76 Finance and general purposes committee gender and ethnicity data

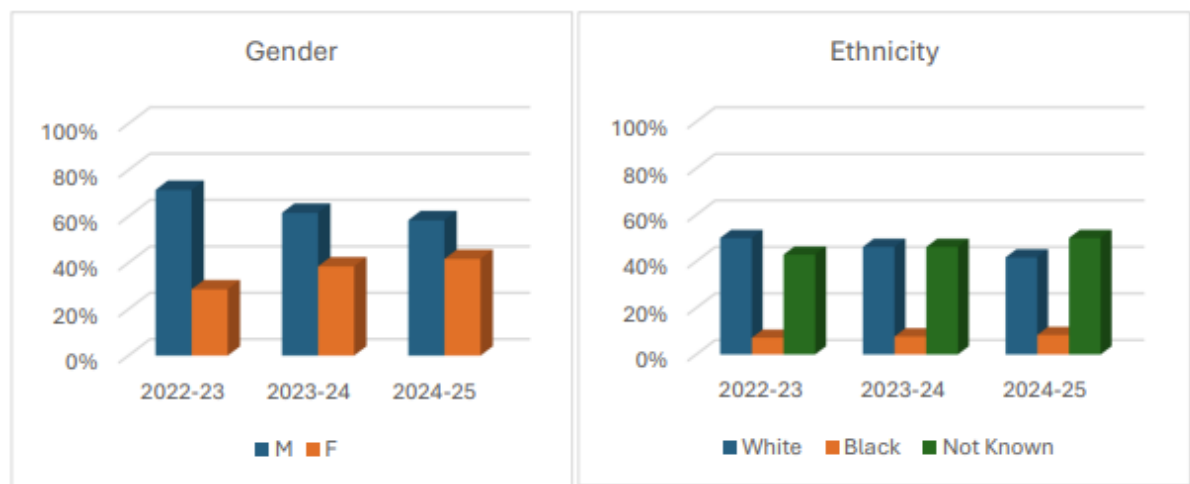


Table 77 Finance and general purposes committee gender and ethnicity chart

Remuneration Committee

Gender			Ethnicity			
Year	M	F	Year	White	Black	Not Known
2022-23	60%	40%	2022-23	40%	20%	40%
2023-24	60%	40%	2023-24	40%	20%	40%
2024-25	75%	25%	2024-25	25%	25%	50%

Table 78 Remuneration committee gender and ethnicity data

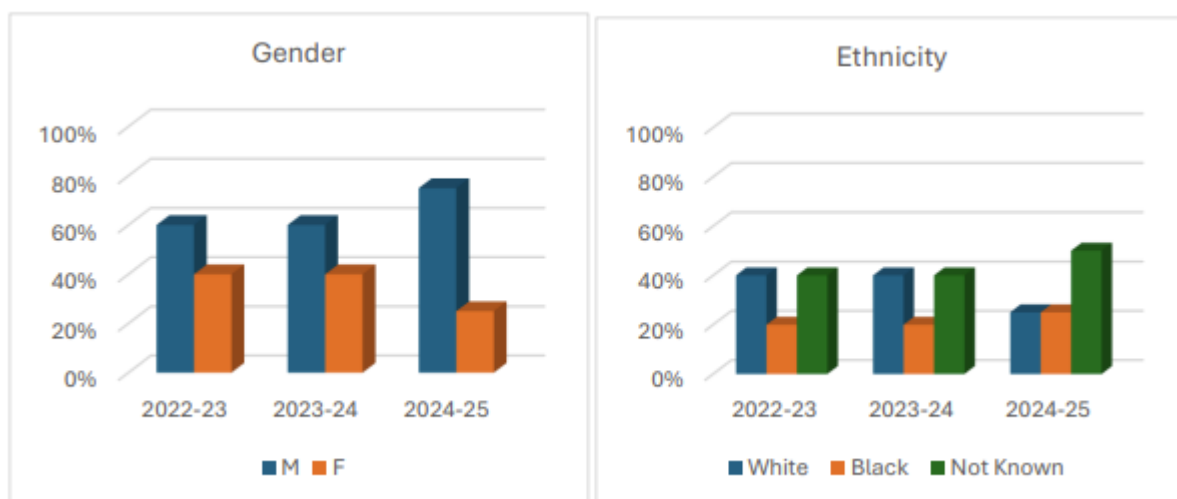


Table 79 Remuneration committee gender and ethnicity chart

Audit Committee

Gender			Ethnicity		
Year	M	F	Year	White	Not Known
2022-23	50%	50%	2022-23	25%	75%
2023-24	50%	50%	2023-24	25%	75%
2024-25	25%	75%	2024-25	50%	50%

Table 80 Audit committee gender and ethnicity data



Table 81 Audit committee gender and ethnicity chart

Academic Board

Gender			Ethnicity					
Year	M	F	Year	White	Asian	Black	Other	Not Known
2022-23	52%	48%	2022-23	81%	5%	3%	5%	7%
2023-24	51%	49%	2023-24	79%	5%	5%	5%	7%
2024-25	50%	50%	2024-25	79%	7%	4%	4%	6%

Table 82 Academic board gender and ethnicity data

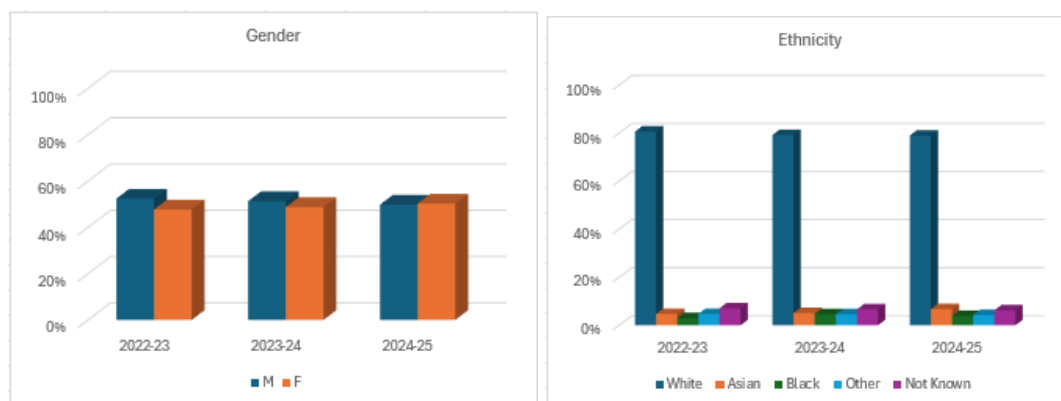


Table 83 Academic board gender and ethnicity chart

HR Strategy and Policy committee

Gender			Ethnicity		
Year	M	F	Year	White	Asian
2022-23	56%	44%	2022-23	94%	6%
2023-24	63%	38%	2023-24	94%	6%
2024-25	57%	43%	2024-25	93%	7%

Table 84 HR strategy and policy committee gender and ethnicity data



Table 85 HR strategy and policy committee gender and ethnicity chart

Student Recruitment Committee

Gender			Ethnicity		
Year	M	F	Year	White	Asian
2024-25	69%	31%	2024-25	85%	8%

Table 86 Student recruitment committee gender and ethnicity data

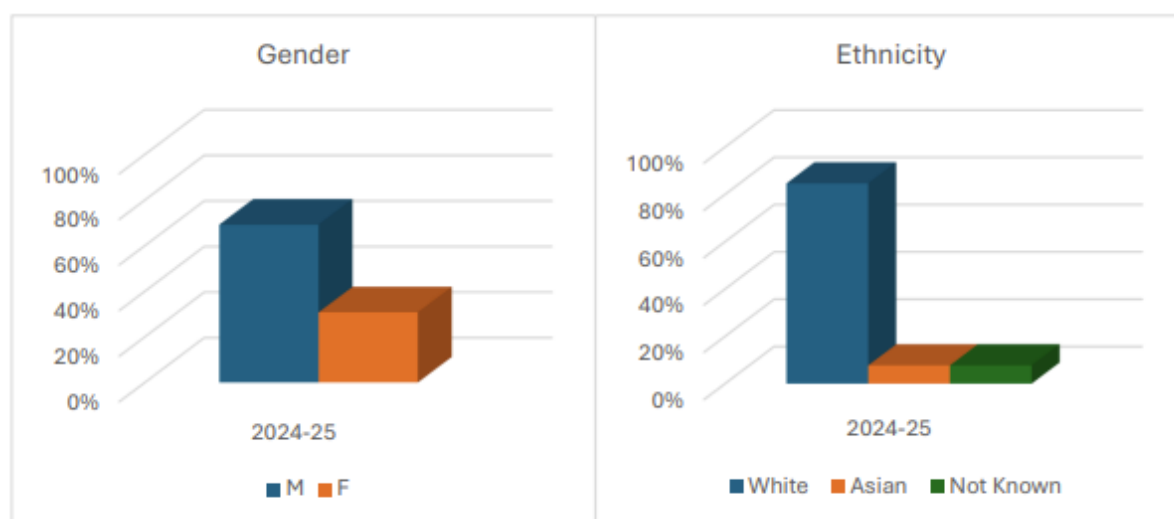


Table 87 Student recruitment committee gender and ethnicity chart

Equality, Diversity and Inclusion Committee

Gender			Ethnicity					
Year	M	F	Year	White	Asian	Black	Other	Not Known
2022-23	25%	75%	2022-23	70%	10%	5%	5%	10%
2023-24	38%	63%	2023-24	75%	6%	6%	6%	6%
2024-25	40%	60%	2024-25	60%	20%	0%	20%	0%

Table 88 Equality, diversity and inclusion committee gender and ethnicity data



Table 89 Equality, diversity and inclusion committee gender and ethnicity chart

College Ethics Committee

Gender		
Year	M	F
2022-23	36%	64%
2023-24	36%	64%
2024-25	21%	79%

Ethnicity				
Year	White	Asian	Black	Not Known
2022-23	86%	0%	7%	7%
2023-24	86%	0%	7%	7%
2024-25	86%	7%	0%	7%

Table 90 College Ethics committee gender and ethnicity data



Table 91 College Ethics committee gender and ethnicity chart

Risk Management Group

Gender			Ethnicity			
Year	M	F	Year	White	Asian	Not Known
2022-23	60%	40%	2022-23	90%	0%	10%
2023-24	60%	40%	2023-24	90%	0%	10%
2024-25	56%	44%	2024-25	89%	11%	0%

Table 92 Risk Management Group gender and ethnicity data

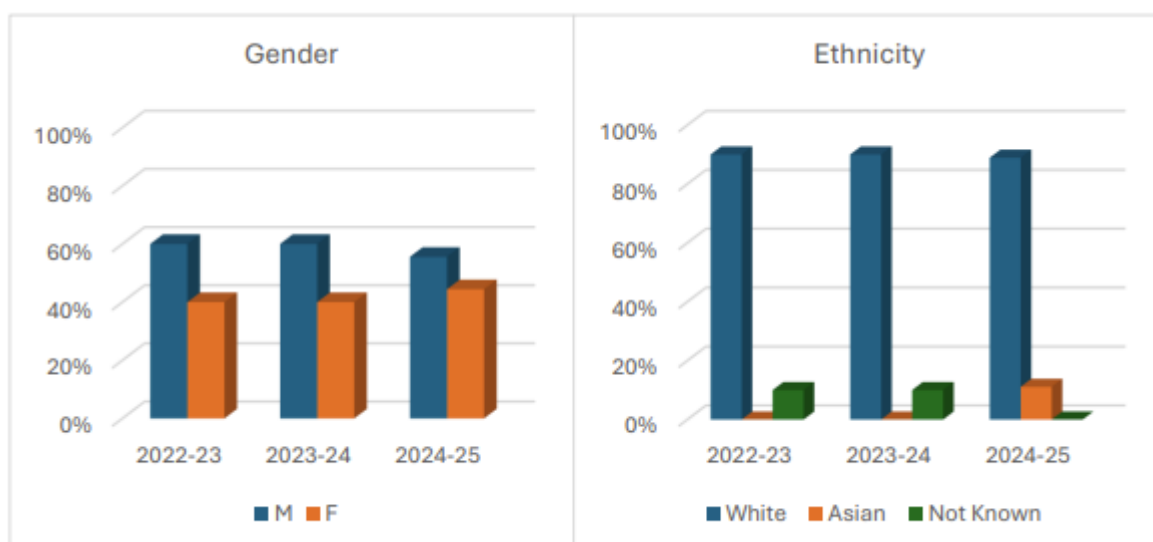


Table 93 Risk Management Group gender and ethnicity chart

Health & Safety Committee

Gender			Ethnicity	
Year	M	F	Year	White
2022-23	71%	29%	2022-23	100%
2023-24	71%	29%	2023-24	100%
2024-25	71%	29%	2024-25	100%

Table 94 Health & safety committee gender and ethnicity data

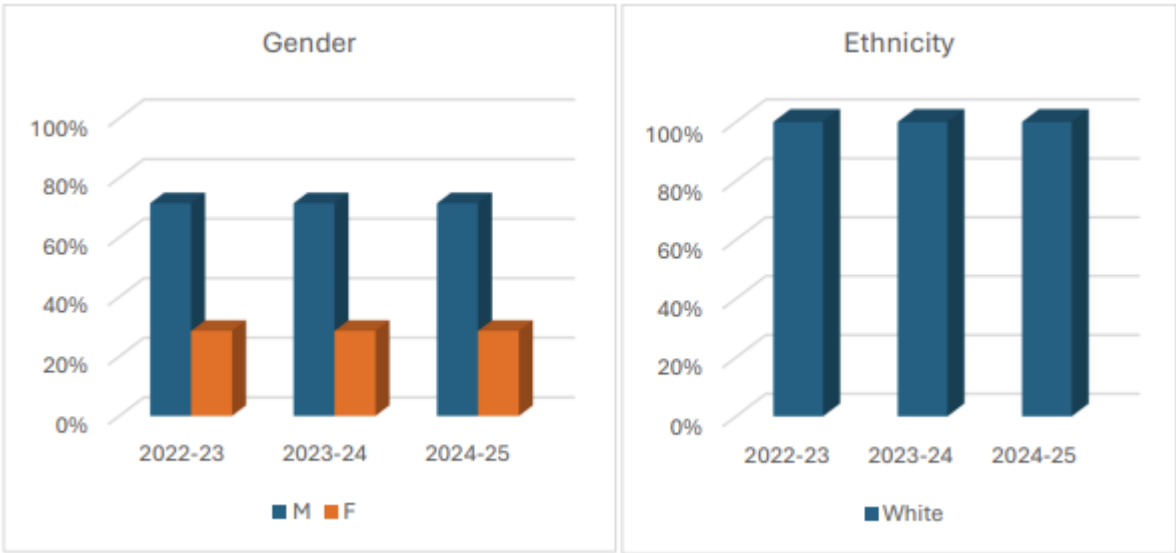


Table 95 Health & safety committee gender and ethnicity chart

Genetic Modification Sub-Committee

Gender			Ethnicity		
Year	M	F	Year	White	Asian
2022-23	40%	60%	2022-23	80%	20%
2023-24	25%	75%	2023-24	100%	0%
2024-25	33%	67%	2024-25	83%	0%

Table 96 Genetic modification sub-committee gender and ethnicity data



Table 97 Genetic modification sub-committee gender and ethnicity chart

Strategic Estates and Infrastructure Committee

Gender			Ethnicity			
Year	M	F	Year	White	Asian	Not Known
2022-23	58%	42%	2022-23	67%	8%	25%
2023-24	54%	46%	2023-24	69%	8%	23%
2024-25	50%	50%	2024-25	50%	20%	30%

Table 98 Strategic estates and infrastructure committee gender and ethnicity data

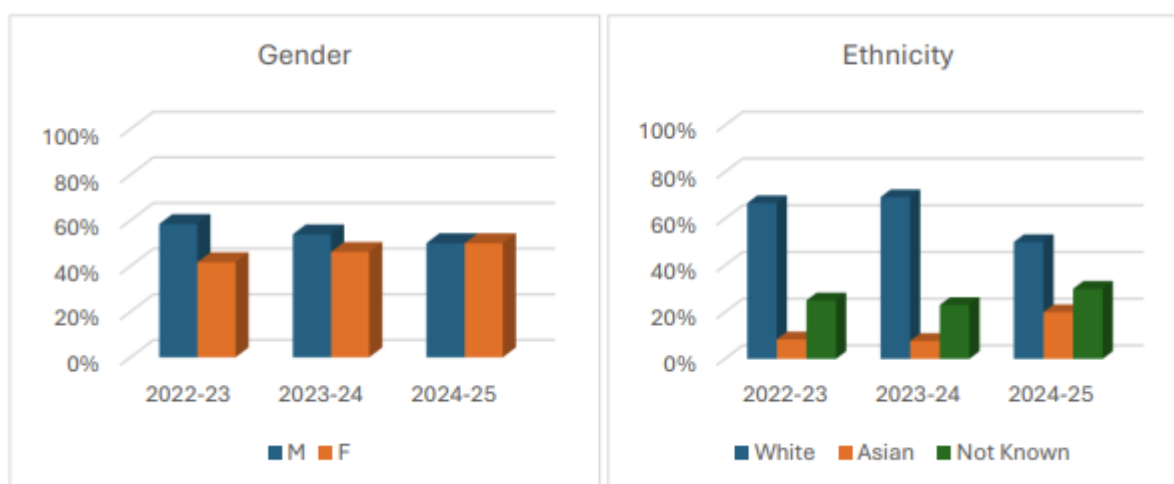


Table 99 Strategic estates and infrastructure committee gender and ethnicity chart

Digital Committee

Gender			Ethnicity			
Year	M	F	Year	White	Asian	Black
2024-25	40%	60%	2024-25	70%	20%	10%

Table 100 Digital committee gender and ethnicity data



Table 101 Digital committee gender and ethnicity chart

Academic Board Executive Committee

Gender			Ethnicity				
Year	M	F	Year	White	Asian	Black	Not Known
2022-23	61%	39%	2022-23	72%	6%	6%	17%
2023-24	58%	42%	2023-24	74%	5%	5%	16%
2024-25	50%	50%	2024-25	72%	11%	0%	17%

Table 102 Academic board executive committee gender and ethnicity data

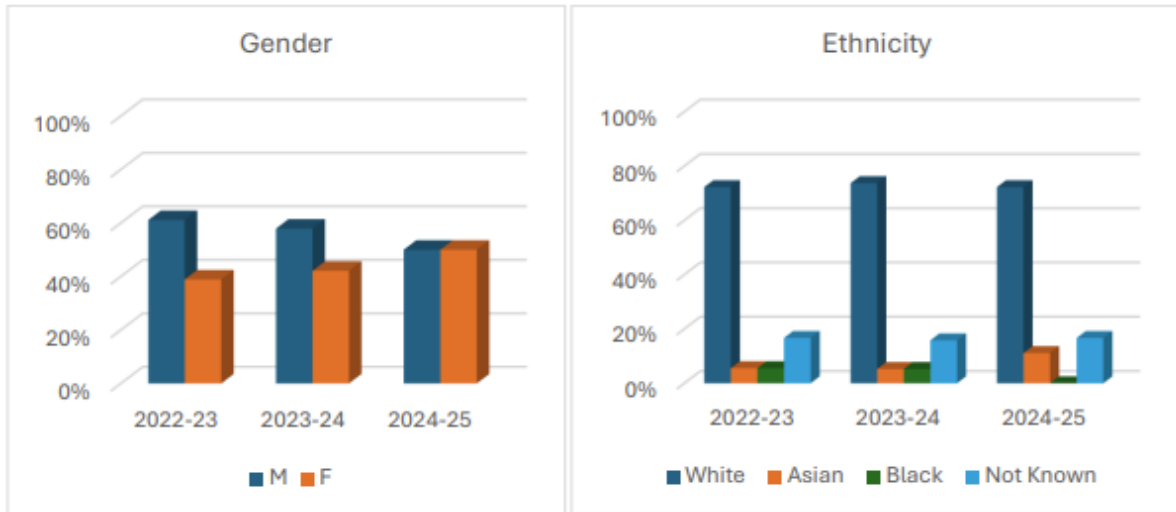


Table 103 Academic board executive committee gender and ethnicity chart

Education Committee

Gender			Ethnicity				
Year	M	F	Year	White	Asian	Other	Not Known
2022-23	68%	32%	2022-23	86%	0%	0%	14%
2023-24	65%	35%	2023-24	91%	0%	0%	9%
2024-25	54%	46%	2024-25	75%	13%	4%	8%

Table 104 Education committee gender and ethnicity data

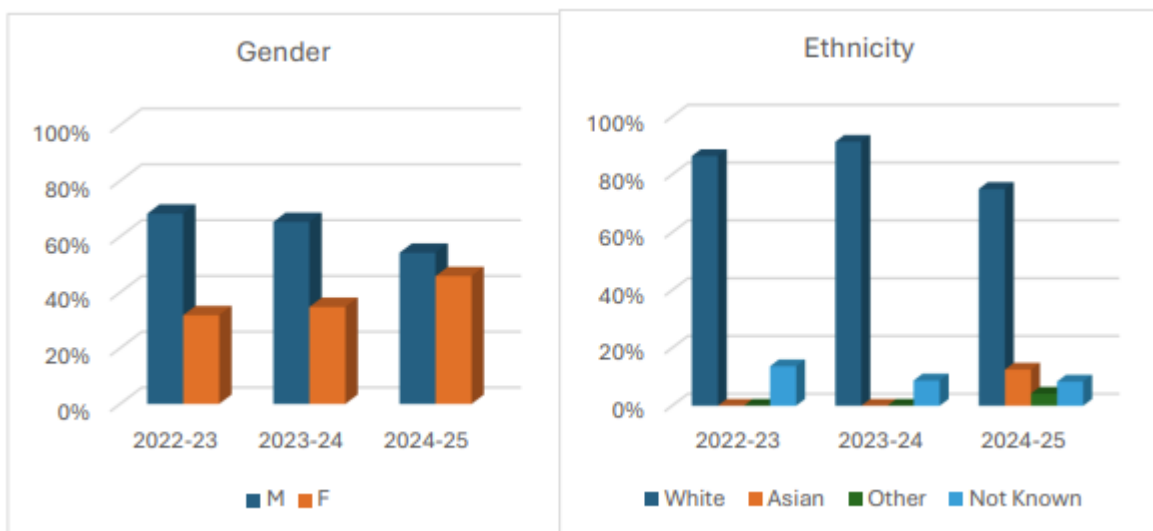


Table 105 Education committee gender and ethnicity chart

Research Committee

Gender		
Year	M	F
2022-23	46%	54%
2023-24	47%	53%
2024-25	50%	50%

Ethnicity				
Year	White	Asian	Black	Not Known
2022-23	77%	15%	0%	8%
2023-24	80%	13%	0%	7%
2024-25	71%	14%	7%	7%

Table 106 Research committee gender and ethnicity data



Table 107 Research committee gender and ethnicity chart

Student Data Tables

Data Tables 9-12: Students at foundation, undergraduate, postgraduate and postgraduate research level

Benchmarks

Benchmarks used to compare Birkbeck's population against:

1. London population by ethnicity 2021 and,
2. London student population by ethnicity.

London population by ethnicity 2021¹ - extracted from the 2021 Census

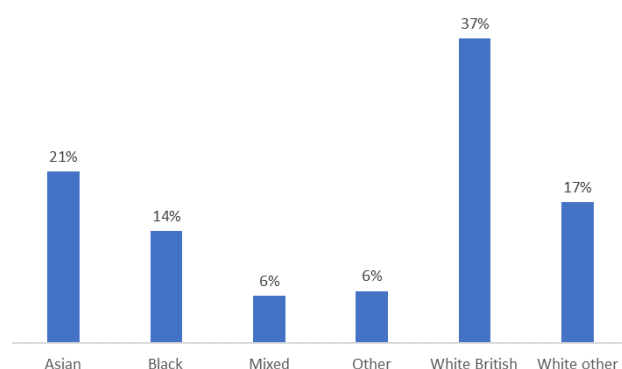


Table 108 Proportion of London's population by ethnicity in 2021 ²

¹ <https://www.ethnicity-facts-figures.service.gov.uk/uk-population-by-ethnicity/national-and-regional-populations/regional-ethnic-diversity/latest/>

² To note: there is a difference in categorisation with census data distinguishing between 'White British' and 'White other' unlike Birkbeck and HESA data which does not make this distinction. However, it's possible to undertake a broad comparison to understand how Birkbeck compares to both the general London population and the London student population.

London student population by ethnicity ³

Level	Ethnicity	Headcount				Headcount %			
		2020/21	2021/22	2022/23	2023/24	2020/21	2021/22	2022/23	2023/24
First degree	Asian	50,190	53,520	53,720	57,065	26%	26%	26%	27%
	Black	34,460	34,960	32,510	34,100	18%	17%	16%	16%
	Mixed	14,425	15,335	15,100	15,910	7%	7%	7%	8%
	Other	10,825	11,715	11,860	12,520	6%	6%	6%	6%
	Unknown/not applicable	3,990	5,440	11,675	7,945	2%	3%	6%	4%
Postgraduate (taught)	White	82,375	84,905	82,675	82,380	42%	41%	40%	39%
	Asian	12,765	12,510	12,540	12,765	16%	16%	17%	18%
	Black	10,560	10,055	8,705	8,865	13%	13%	12%	13%
	Mixed	4,535	4,530	4,195	4,200	6%	6%	6%	6%
	Other	2,810	2,860	2,580	2,640	4%	4%	4%	4%
Postgraduate (research)	Unknown/not applicable	2,060	1,995	4,420	2,905	3%	3%	6%	4%
	White	45,990	45,435	40,210	38,430	58%	59%	55%	55%
	Asian	1,830	1,795	2,085	2,150	14%	14%	14%	16%
	Black	875	910	990	985	7%	7%	7%	7%
	Mixed	700	765	835	850	5%	6%	6%	6%
	Other	490	515	575	575	4%	4%	4%	4%
	Unknown/not applicable	410	445	930	735	3%	3%	6%	5%
	White	8,595	8,415	9,045	8,575	67%	66%	63%	62%

Table 109 London student population by ethnicity (headcount) UK domicile only – proportion and count (HESA)

% UG First Degree by Ethnicity, Birkbeck vs London HE Sector 2023/24

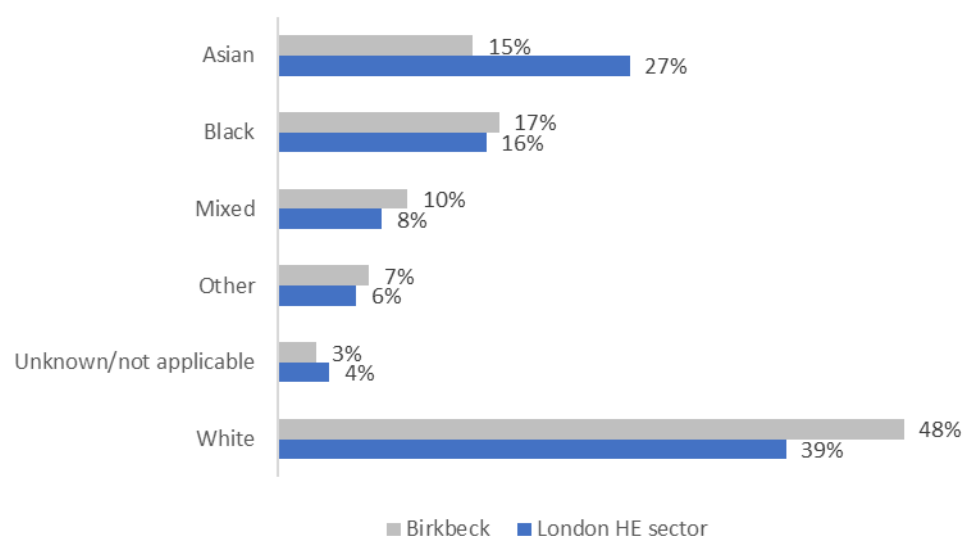


Figure 40 London student population compared with Birkbeck student population by ethnicity proportion, UG First Degree, UK domiciled, 2023/24 (HESA) – detailed analysis including full-time Vs part-time in tables below

³ Extracted from HEIDI +

% PGT by Ethnicity, Birkbeck vs London HE Sector 2023/24

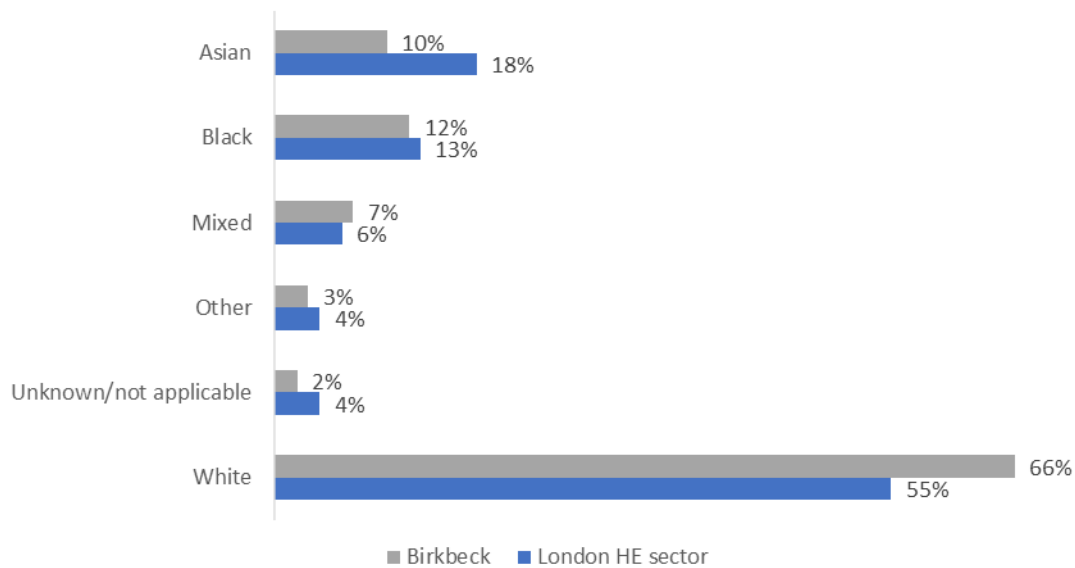


Figure 41 London student population compared with Birkbeck student population by ethnicity proportion, PGT UK domiciled, 2023/24 (HESA) – detailed analysis in tables below

% PGR by Ethnicity, Birkbeck vs London HE Sector 2023/24

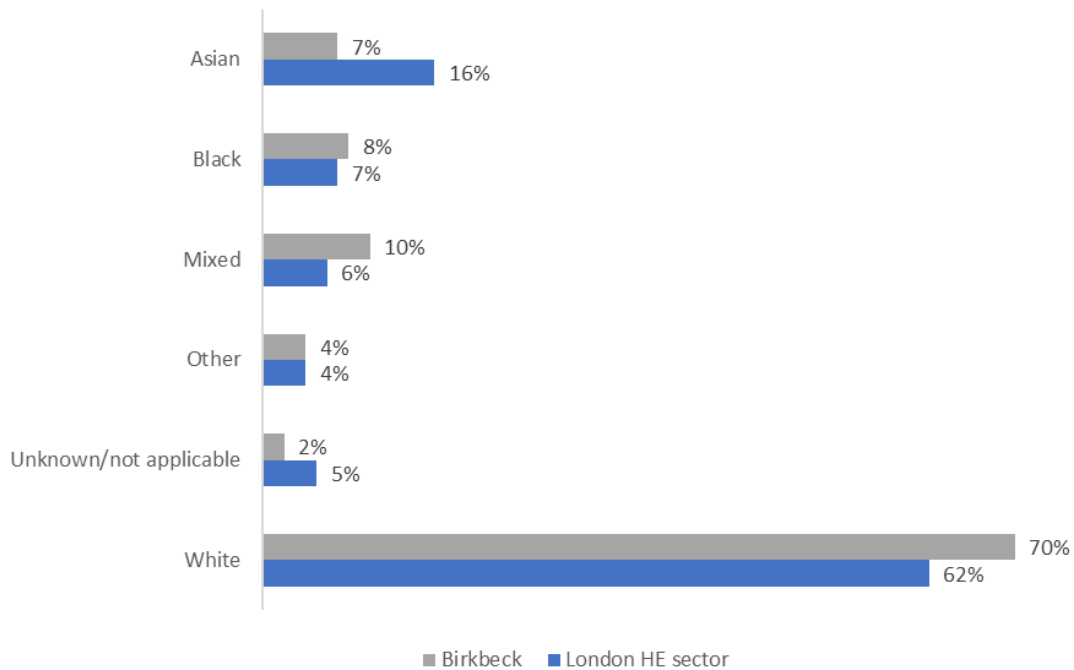


Figure 42 London student population compared with Birkbeck student population by ethnicity proportion, PGR UK domiciled, 2023/24 (HESA) – detailed analysis in tables below

Undergraduate First Degree (including First Degree with FY) at Birkbeck - headcount, sourced from Birkbeck internal records

	Headcount				Headcount %			
	2020/1	2021/2	2022/3	2023/4	2020/1	2021/2	2022/3	2023/4
UK								
Asian	621	598	563	547	13%	14%	14%	15%
Black	944	781	730	627	19%	18%	18%	17%
Mixed	469	441	428	380	10%	10%	10%	11%
Not Known	78	63	58	73	2%	1%	1%	2%
Other	300	283	286	274	6%	6%	7%	8%
White	2442	2253	2018	1713	50%	51%	49%	47%
International								
Asian	173	175	180	165	28%	30%	33%	36%
Black	25	17	27	24	4%	3%	5%	5%
Mixed	41	48	41	28	7%	8%	7%	6%
Not Known	14	11	8	7	2%	2%	1%	2%
Other	51	68	75	66	8%	12%	14%	14%
White	307	260	217	171	50%	45%	40%	37%
Grand Total	5465	4998	4631	4075				

Table 110 All new and continuing undergraduate first-degree students inc.first degree with foundation year disaggregated by UK and International domicile

	Headcount				Headcount %			
	2020/1	2021/2	2022/3	2023/4	2020/1	2021/2	2022/3	2023/4
Full time	2971	2680	2562	2331	100%	99%	99%	100%
Asian	426	410	395	406	14%	15%	15%	17%
Black	621	491	470	413	21%	18%	18%	18%
Mixed	309	288	291	262	10%	11%	11%	11%
Not Known	47	35	39	47	2%	1%	2%	2%
Other	207	194	215	212	7%	7%	8%	9%
White	1361	1262	1152	991	46%	47%	45%	43%
Part time	1883	1739	1521	1283	99%	101%	100%	100%
Asian	195	188	168	141	10%	11%	11%	11%
Black	323	290	260	214	17%	17%	17%	17%
Mixed	160	153	137	118	8%	9%	9%	9%
Not Known	31	28	19	26	2%	2%	1%	2%
Other	93	89	71	62	5%	5%	5%	5%
White	1081	991	866	722	57%	57%	57%	56%
Grand Total	4854	4419	4083	3614				

Table 111 Full-time vs part-time new and continuing undergraduate first-degree students inc. on a first degree with foundation year showing UK domicile only due to low international numbers for part-time

	Headcount				Headcount %			
	2020/1	2021/2	2022/3	2023/4	2020/1	2021/2	2022/3	2023/4
UK								
Business & Law	1588	1400	1304	1073				
Asian	268	249	231	212	17%	18%	18%	20%
Black	362	293	277	236	23%	21%	21%	22%
Mixed	156	132	119	92	10%	9%	9%	9%
Not Known	19	13	16	20	1%	1%	1%	2%
Other	120	106	121	105	8%	8%	9%	10%
White	663	607	540	408	42%	43%	41%	38%
Humanities & SS	1922	1742	1548	1374				
Asian	161	158	147	121	8%	9%	9%	9%
Black	348	288	240	198	18%	17%	16%	14%
Mixed	199	197	181	165	10%	11%	12%	12%
Not Known	35	30	24	33	2%	2%	2%	2%
Other	94	87	84	81	5%	5%	5%	6%
White	1085	982	872	776	56%	56%	56%	56%
Science	1344	1277	1231	1167				
Asian	192	191	185	214	14%	15%	15%	18%
Black	234	200	213	193	17%	16%	17%	17%
Mixed	114	112	128	123	8%	9%	10%	11%
Not Known	24	20	18	20	2%	2%	1%	2%
Other	86	90	81	88	6%	7%	7%	8%
White	694	664	606	529	52%	52%	49%	45%
International								
Business & Law								
Asian					42%	43%	47%	49%
Black					2%	1%	4%	5%
Mixed					4%	6%	6%	5%
Not Known					2%	1%	1%	1%
Other					9%	12%	11%	11%
White					41%	36%	32%	29%
Humanities & SS								
Asian					16%	15%	11%	12%
Black					5%	2%	6%	6%
Mixed					9%	11%	11%	12%
Not Known					4%	3%	2%	3%
Other					7%	13%	21%	23%
White					60%	56%	49%	45%
Science								
Asian					21%	23%	30%	33%
Black					7%	7%	6%	5%
Mixed					7%	10%	7%	2%
Not Known					1%	1%	1%	2%
Other					9%	10%	12%	13%
White					55%	50%	44%	45%

Table 112 Faculty comparison of new and continuing undergraduate first-degree students inc.first degree with foundation year split by UK and International domiciles. International count by ethnicity redacted due to low numbers

PGT (including PG Certs and Dips, PGM, Grad Entry) at Birkbeck - headcount, sourced from Birkbeck internal records

	Headcount				Headcount %			
	2020/1	2021/2	2022/3	2023/4	2020/1	2021/2	2022/3	2023/4
UK								
Asian	422	344	288	273	10%	9%	9%	10%
Black	459	361	338	317	10%	10%	11%	12%
Mixed	295	276	238	204	7%	7%	8%	7%
Not Known	125	112	77	76	3%	3%	3%	3%
Other	135	120	91	86	3%	3%	3%	3%
White	2994	2558	2036	1771	68%	68%	66%	65%
UK Total	4430	3771	3068	2727	101%	100%	100%	100%
International								
Asian	171	222	401	358	23%	31%	43%	44%
Black	61	53	142	138	8%	8%	15%	17%
Mixed	45	47	52	38	6%	7%	6%	5%
Not Known	6	7	9	9	1%	1%	1%	1%
Other	67	64	78	55	9%	9%	8%	7%
White	384	312	250	210	52%	44%	27%	26%
International Total	734	705	932	808	99%	100%	100%	100%
Grand Total	5164	4476	4000	3535				

Table 113 All new and continuing PGT students inc. PG Cert, PG Dip, Masters and Grad Entry programmes disaggregated by UK and International domicile

	Headcount				Headcount %			
	2020/1	2021/2	2022/3	2023/4	2020/1	2021/2	2022/3	2023/4
Full time	901	643	548	523	100%	99%	99%	99%
Asian	98	77	67	72	11%	12%	12%	14%
Black	131	98	94	95	15%	15%	17%	18%
Mixed	71	53	39	43	8%	8%	7%	8%
Not Known	16	9	7	6	2%	1%	1%	1%
Other	31	35	21	18	3%	5%	4%	3%
White	554	371	320	289	61%	58%	58%	55%
Part time	3529	3128	2520	2204	99%	100%	101%	99%
Asian	324	267	221	201	9%	9%	9%	9%
Black	328	263	244	222	9%	8%	10%	10%
Mixed	224	223	199	161	6%	7%	8%	7%
Not Known	109	103	70	70	3%	3%	3%	3%
Other	104	85	70	68	3%	3%	3%	3%
White	2440	2187	1716	1482	69%	70%	68%	67%
Grand Total	4430	3771	3068	2727	199%	199%	200%	198%

Table 114 Full-time versus part-time new and continuing PGT inc. PG Cert, PG Dip, Masters and Grad Entry programmes showing UK domicile only due to low international numbers for part-time

	Headcount				Headcount %			
	2020/1	2021/2	2022/3	2023/4	2020/1	2021/2	2022/3	2023/4
UK								
Business & Law								
Asian	132	106	82	81	10%	10%	10%	13%
Black	167	125	115	90	13%	12%	14%	14%
Mixed	72	64	66	46	6%	6%	8%	7%
Not Known	67	73	45	36	5%	7%	6%	6%
Other	47	37	25	17	4%	4%	3%	3%
White	781	621	478	367	62%	61%	59%	58%
Business & Law Total	1266	1026	811	637	100%	100%	100%	101%
Humanities & SS								
Asian	143	129	115	108	7%	7%	7%	7%
Black	195	161	154	143	9%	8%	10%	10%
Mixed	158	146	122	114	7%	8%	8%	8%
Not Known	31	15	17	23	1%	1%	1%	2%
Other	52	54	44	42	2%	3%	3%	3%
White	1540	1417	1169	1044	73%	74%	72%	71%
Humanities & SS Total	2119	1922	1621	1474	99%	101%	101%	101%
Science								
Asian	147	109	91	84	14%	13%	14%	14%
Black	97	75	69	84	9%	9%	11%	14%
Mixed	65	66	50	44	6%	8%	8%	7%
Not Known	27	24	15	17	3%	3%	2%	3%
Other	36	29	22	27	3%	4%	3%	4%
White	673	520	389	360	64%	63%	61%	58%
Science Total	1045	823	636	616	99%	100%	99%	100%
UK Total	4430	3771	3068	2727				
International								
Business & Law								
Asian					25%	33%	47%	51%
Black					10%	9%	18%	18%
Mixed					6%	8%	4%	4%
Not Known					1%	1%	0%	2%
Other					13%	13%	9%	6%
White					45%	36%	21%	19%
Business & Law Total					100%	100%	99%	100%
Humanities & SS								
Asian					16%	28%	33%	30%
Black					7%	5%	14%	17%
Mixed					7%	7%	7%	5%
Not Known					1%	1%	2%	1%
Other					6%	8%	9%	9%
White					63%	51%	35%	38%
Humanities & SS Total					100%	100%	100%	100%
Science								
Asian					33%	33%	47%	49%
Black					7%	9%	11%	15%
Mixed					5%	4%	7%	6%
Not Known						1%	1%	1%
Other					7%	4%	7%	5%
White					47%	50%	28%	24%
Science Total					99%	101%	101%	100%
International Total	734	705	932	808				
Grand Total	5164	4476	4000	3535				

Table 115 Faculty comparison of new and continuing PGT students inc. PG Cert, PG Dip, Masters and Grad Entry programmes, redacted due to low numbers.

Postgraduate Research at Birkbeck - headcount, sourced from Birkbeck internal records

	Headcount				Headcount %			
	2020/1	2021/2	2022/3	2023/4	2020/1	2021/2	2022/3	2023/4
UK	555	565	555	502				
Asian	31	35	37	42	6%	6%	7%	8%
Black	44	43	44	35	8%	8%	8%	7%
Mixed	33	34	36	42	6%	6%	6%	8%
Not Known	11	12	12	9	2%	2%	2%	2%
Other	15	18	20	16	3%	3%	4%	3%
White	421	423	406	358	76%	75%	73%	71%
International					100%	100%	100%	101%
Asian					28%	28%	30%	33%
Black					1%	2%	4%	6%
Mixed					5%	6%	6%	6%
Not Known					2%	2%	1%	1%
Other					10%	10%	12%	11%
White					54%	52%	47%	44%

Table 116 All new and continuing PGR students disaggregated by UK and International domicile. International count by ethnicity redacted due to low numbers.

	Headcount				Headcount %			
	2020/1	2021/2	2022/3	2023/4	2020/1	2021/2	2022/3	2023/4
UK					200%	199%	200%	198%
Full time					100%	100%	99%	99%
Asian					4%	8%	8%	8%
Black					10%	11%	12%	8%
Mixed					5%	5%	6%	11%
Not Known					2%	2%	1%	1%
Other					5%	5%	5%	6%
White					74%	69%	67%	65%
Part time					100%	99%	101%	99%
Asian					6%	5%	6%	8%
Black					7%	6%	6%	6%
Mixed					7%	6%	7%	7%
Not Known					2%	2%	3%	2%
Other					1%	2%	3%	2%
White					77%	78%	76%	74%

Table 117 Full-time versus part-time new and continuing PGR students showing UK domicile only due to low international numbers for part-time. UK and International count by ethnicity redacted due to low numbers.

Headcount					Headcount %			
	2020/1	2021/2	2022/3	2023/4	2020/1	2021/2	2022/3	2023/4
UK								
Business & Law					99%	100%	102%	100%
Asian					9%	9%	8%	11%
Black					14%	11%	11%	8%
Mixed					5%	7%	8%	9%
Not Known					2%	2%	3%	2%
Other					3%	5%	4%	2%
White					66%	66%	68%	68%
Humanities & SS					100%	99%	101%	100%
Asian					4%	4%	6%	7%
Black					4%	5%	6%	6%
Mixed					8%	5%	5%	7%
Not Known					2%	3%	2%	1%
Other					3%	3%	4%	3%
White					79%	79%	78%	76%
Science					101%	99%	100%	101%
Asian					4%	6%	6%	9%
Black					8%	8%	8%	7%
Mixed					3%	6%	7%	11%
Not Known					2%	1%	3%	4%
Other					2%	1%	4%	5%
White					82%	77%	72%	65%
International								
Business & Law					100%	101%	100%	100%
Asian					29%	30%	31%	35%
Black							3%	3%
Mixed					7%	8%	6%	6%
Not Known					2%	3%		
Other					14%	10%	17%	18%
White					48%	50%	43%	38%
Humanities & SS					100%	99%	100%	101%
Asian					28%	28%	31%	32%
Black					3%	1%	2%	4%
Mixed					6%	7%	8%	8%
Not Known					3%	3%	2%	2%
Other					8%	9%	8%	6%
White					52%	51%	49%	49%
Science					100%	100%	100%	101%
Asian					25%	21%	27%	31%
Black						8%	14%	19%
Other					9%	13%	14%	13%
White					66%	58%	45%	38%

Table 118 Faculty comparison of new and continuing PGR students. UK and International count by ethnicity redacted due to low numbers.

Data table 13: Undergraduate application success rates by tariff point

Two data sources are used

- Full-time first-degree applicants: UCAS End of Cycle (EOC) data, showing offer outcome proportions and offer rate. EOC provides more complete applicant data (e.g., ethnicity) than internal sources, as most details are only shared if an applicant accepts a place.
- Part-time first-degree applicants: Internal data, showing offer rate only.

Limitations

- Tariff points: Not included because Birkbeck lacks data for applicants who did not accept offers. UCAS sells this data, which could be considered for future analysis (e.g., bronze renewal).
- International students: Excluded due to high 'non-applicable' ethnicity entries in UCAS data and because they rarely study part-time.

Full-time first degree UK domiciled applicants (UCAS End of Cycle data) – offer outcomes

	Applications			Application proportion		
	2021	2022	2023	2021	2022	2023
Asian	986	970	994	23%	22%	25%
OFFER	865	864	875	88%	89%	88%
NO OFFER	121	106	119	12%	11%	12%
Black	620	609	623	14%	14%	16%
OFFER	498	482	506	80%	79%	81%
NO OFFER	122	127	117	20%	21%	19%
Mixed	395	419	385	9%	10%	10%
OFFER	341	354	326	86%	84%	85%
NO OFFER	54	65	59	14%	16%	15%
White	1949	1973	1510	45%	45%	38%
OFFER	1693	1657	1277	87%	84%	85%
NO OFFER	256	316	233	13%	16%	15%
Other	299	350	369	7%	8%	9%
OFFER	247	307	288	83%	88%	78%
NO OFFER	52	43	81	17%	12%	22%
Unknown	85	63	82	2%	1%	2%
OFFER	67	45	60	79%	71%	73%
NO OFFER	18	18	22	21%	29%	27%
Grand Total	4334	4384	3963	100%	100%	100%

Table 119 Offer outcome for full-time first degree UK domiciled applicants pre- 30th June applicants only – proportions by Cycle year

	Applications			Application proportion		
	2021	2022	2023	2021	2022	2023
Asian	1100	1120	1156	22%	22%	25%
OFFER	865	864	875	79%	77%	76%
NO OFFER	121	106	119	11%	9%	10%
Did not apply before 30 June	114	150	162	10%	13%	14%
Black	747	780	775	15%	15%	17%
OFFER	498	482	506	67%	62%	65%
NO OFFER	122	127	117	16%	16%	15%
Did not apply before 30 June	127	171	152	17%	22%	20%
Mixed	442	514	464	9%	10%	10%
OFFER	341	354	326	77%	69%	70%
NO OFFER	54	65	59	12%	13%	13%
Did not apply before 30 June	47	95	79	11%	18%	17%
White	2160	2208	1730	44%	43%	37%
OFFER	1693	1657	1277	78%	75%	74%
NO OFFER	256	316	233	12%	14%	13%
Did not apply before 30 June	211	235	220	10%	11%	13%
Other	361	430	442	7%	8%	9%
OFFER	247	307	288	68%	71%	65%
NO OFFER	52	43	81	14%	10%	18%
Did not apply before 30 June	62	80	73	17%	19%	17%
Unknown	105	91	103	2%	2%	2%
OFFER	67	45	60	64%	49%	58%
NO OFFER	18	18	22	17%	20%	21%
Did not apply before 30 June	20	28	21	19%	31%	20%
Grand Total	4915	5143	4670	100%	100%	100%

Table 120 Offer outcome for full-time first degree UK domiciled ALL applicants (pre and post 30th June) by Cycle year – proportions

	(CAH04) psychology	(CAH11) computing	(CAH15) social sciences	(CAH16) law	(CAH17) business and management	(CAH04) psychology	(CAH11) computing	(CAH15) social sciences	(CAH16) law	(CAH17) business and management
Asian	292		391	305	858	23%	33%	23%	29%	32%
OFFER	252		352	274	742	86%	91%	90%	90%	86%
NO OFFER	40		39	31	116	14%	9%	10%	10%	14%
Black	191.5		277	192	469	15%	22%	16%	18%	17%
OFFER	153		219	153	380	80%	85%	79%	80%	81%
NO OFFER	38.5		58	39	89	20%	15%	21%	20%	19%
Mixed	143		165	114	212	11%	8%	10%	11%	8%
OFFER	106		138	104	181	74%	94%	83%	91%	85%
NO OFFER	37		27	10	31	26%	6%	17%	9%	15%
White	567.5		726	346	908	44%	25%	42%	32%	33%
OFFER	432		620	293	752	76%	90%	85%	85%	83%
NO OFFER	136		106	53	156	24%	10%	15%	15%	17%
Other	87		158	112	275	7%	11%	9%	10%	10%
OFFER	71		133	90	228	82%	85%	84%	81%	83%
NO OFFER	16		26	22	47	18%	15%	16%	19%	17%
Grand Total	1281		1717	1067	2721	100%	100%	100%	100%	100%

Table 121 Offer outcome for full-time first degree UK domiciled applicants for cycle years 2021/2022/2023 pre-30th June applicants only – headcount and proportion- By CAH1. CAH11 Computing count redacted due to low numbers

	% to get offer			Ethnicity	
	Lowest	Highest	pp difference	Lowest	Highest
(CAH04) psychology	76%	86%	10pp	White	Asian
(CAH11) computing	85%	91%	6pp	Black	Asian
(CAH15) social sciences	79%	91%	12pp	Black	Asian
(CAH16) law	80%	90%	10pp	Black	Mixed
(CAH17) business and management	81%	86%	5pp	Black	Asian

Table 122 Analysis on Figure 14 to show highest and lowest positive offer outcome ('OFFER') and percentage point difference between highest and lowest offer outcome for full-time first degree UK domiciled applicants for cycle years 2021/2022/2023 pre- 30th June applicants only -- By CAH1

	(CAH04) psychology	(CAH11) computing	(CAH15) social sciences	(CAH16) law	(CAH17) business and management	(CAH04) psychology	(CAH11) computing	(CAH15) social sciences	(CAH16) law	(CAH17) business and management
Asian	317		445	355	975	22%	32%	23%	28%	31%
OFFER	252		352	274	742	79%	74%	79%	77%	76%
NO OFFER	40		39	31	116	13%	7%	9%	9%	12%
Did not apply before 30 June	25		54	50	117	8%	19%	12%	14%	12%
Black	220		348	239	593	15%	24%	18%	19%	19%
OFFER	153		219	153	380	70%	62%	63%	64%	64%
NO OFFER	38.5		58	39	89	18%	11%	17%	16%	15%
Did not apply before 30 June	28.5		72	47	125	13%	27%	21%	20%	21%
Mixed	172		190	130	250	12%	8%	10%	10%	8%
OFFER	106		138	104	181	62%	74%	72%	80%	72%
NO OFFER	37		27	10	31	22%	4%	14%	8%	12%
Did not apply before 30 June	29		25	16	38	17%	21%	13%	12%	15%
White	623		808	393	1030	43%	25%	41%	31%	32%
OFFER	432		620	293	752	69%	71%	77%	75%	73%
NO OFFER	136		106	53	156	22%	8%	13%	14%	15%
Did not apply before 30 June	55.5		83	47	122	9%	21%	10%	12%	12%
Other	101		183	139	327	7%	11%	9%	11%	10%
OFFER	71		133	90	228	70%	70%	72%	65%	70%
NO OFFER	16		26	22	47	16%	12%	14%	15%	14%
Did not apply before 30 June	14		25	28	52	14%	17%	13%	20%	16%
Grand Total	1433		1974	1254	3174	100%	100%	100%	100%	100%

Table 123 Offer outcome for full-time first degree UK domiciled applicants for cycle years 2021/2022/2023 (ALL applicants, pre and post 30th June) – headcount and proportion- By CAH1. CAH11 Computing count redacted due to low numbers

Full-time first degree UK domiciled applicants (UCAS End of Cycle data) – offer rates

A further supply of data from UCAS known as ‘provider equality data’⁴ enables HEIs to compare their offer rates against sector. This can be used as a benchmark for Birkbeck to assess offer rates against both sector and a comparator set.

The comparator set consists of three competitors based in London.

	2021		2022		2023	
	June deadline apps	Offer rate	June deadline apps	Offer rate	June deadline apps	Offer rate
Asian ethnic group						
B24 Birkbeck University of London	1035	88%	1005	89%	1035	88%
HEI Comparator 1	6765	65%	7645	67%	8280	71%
HEI comparator 2	11020	67%	12540	62%	12595	62%
HEI Comparator 3	5590	89%	6280	85%	6165	87%
Black ethnic group						
B24 Birkbeck University of London	645	81%	650	79%	655	81%
HEI Comparator 1	4990	34%	5115	36%	5210	44%
HEI comparator 2	3560	58%	4075	56%	3990	56%
HEI Comparator 3	2780	80%	2900	75%	3150	77%
Mixed ethnic group						
B24 Birkbeck University of London	405	86%	435	84%	400	85%
HEI Comparator 1	1140	52%	1330	61%	1495	61%
HEI comparator 2	1780	66%	2140	65%	1930	64%
HEI Comparator 3	1395	79%	1645	73%	1535	76%
Other ethnic group						
B24 Birkbeck University of London	315	83%	370	87%	395	78%
HEI Comparator 1	1405	56%	1690	60%	1800	63%
HEI comparator 2	2050	62%	2460	59%	2535	57%
HEI Comparator 3	1450	81%	1740	76%	1805	80%
White ethnic group						
B24 Birkbeck University of London	2010	87%	2045	84%	1570	84%
HEI Comparator 1	5240	58%	5470	57%	6325	52%
HEI comparator 2	7280	65%	8015	64%	6925	65%
HEI Comparator 3	6555	77%	6210	73%	5715	75%

Table 124 offer rate, for full-time first degree UK domiciled applicants, data supplied by UCAS as part of UCAS ‘Provider Equality Data’ products

⁴ Which can also be viewed here at provider level for those HEIs which received more than 500 accepted applicants <https://www.ucas.com/data-and-analysis/undergraduate-statistics-and-reports/ucas-undergraduate-end-cycle-data-resources-2023/2023-entry-ucas-undergraduate-reports-sex-area-background-and-ethnic-group>

Part-time applicants - offer rates

Internal data has been used to evaluate offer rates for part-time applicants. This data set is more 'complete' than for full-time but it is not possible to benchmark against sector.

	2019/0	2020/1	2021/2	2022/3	2023/4
Asian	75%	77%	84%	76%	67%
Black	66%	69%	70%	63%	67%
Mixed	75%	80%	78%	75%	84%
Not known	58%	81%	69%	67%	93%
Other	63%	82%	66%	72%	67%
White	79%	83%	83%	86%	84%

Table 125 offer rate, part-time first degree UK domiciled offer rate (BBK internal data as at 1st Oct 2024)

	2019/0	2020/1	2021/2	2022/3	2023/4
Asian	20%	19%	13%	19%	21%
Black	25%	24%	23%	29%	16%
Mixed	20%	12%	14%	18%	13%
Not known	26%	19%	19%	22%	7%
Other	27%	14%	22%	19%	15%
White	14%	12%	10%	9%	10%

Table 126 percentage of part-time first degree UK domiciled offer rate who did not receive an offer (BBK internal data as at 1st Oct 2024)

Data table 14: Undergraduate continuation rates

Benchmarks

Data from the OfS Student Outcomes Dashboard 2024 has been used to compare Birkbeck against the OfS defined benchmark. Note population more current than for APP charts below although trend remains the same.

Full-time

Ethnicity	Denominator	Indicator value (%)	Benchmark
Asian	560	82.30%	85.60%
Black	720	78.90%	79.60%
Mixed	390	78.30%	82.10%
Other	260	81.60%	82.00%
White	1690	83.70%	85.30%

Table 127 Data extracted from [OfS Student Outcomes dashboard 2024](#) and shows Birkbeck's full-time UK domiciled continuation outcomes for 2018/19 to 2021/22 entrants compared with OfS benchmark.

Part-time

Ethnicity	Denominator	Indicator value (%)	Benchmark
Asian	190	67.90%	61.00%
Black	360	66.00%	58.50%
Mixed	150	66.70%	58.80%
Other	80	75.30%	64.60%
White	1070	74.60%	66.20%

Table 128 Data extracted from [OfS Student Outcomes dashboard 2024](#) and shows Birkbeck's part-time UK domiciled continuation outcomes for 2017/18 to 2020/21 entrants compared with OfS benchmark.

College level analysis - continuation with intersectionality showing statistically significance gaps in continuation outcomes (first-degree UK domiciled students only based on OfS Student Outcomes Data published 2023 (and the same data set as used in APP))

These are the key findings used in the analysis for APP and using the data tables used for in APP (which used OfS Student Outcome data published in 2023). Analysis has been undertaken at Faculty level outside of APP and using OfS Student Outcome data published in 2024 but it has not been subject to the same rigour of analysis as for APP e.g. statistical testing. Analysis has not yet been undertaken for international domicile. This should be undertaken in advance of the next bronze submission.

The analysis is based on a four-year average and all 'gaps' presented are statistically significant. Please that an exhaustive analysis was undertaken on other intersectional variables e.g. age and ethnicity but gaps were not found to be statistically significant.

Full-time	Outcome	Sector norm gap	BBK Gap	Target group size	Comp group size
Ethnicity	Full-time White students have higher continuation rates than full-time Black students	5pp	5pp	790	1700
Ethnicity	Full-time White students have higher continuation rates than full-time Mixed students	2pp	7pp	410	1700
IMD & Ethnicity	Full-time IMD 3, 4 or 5 White students have higher continuation rates than full-time IMD 1 or 2 all other ethnicities	2pp	5pp	1300	900
IMD & Ethnicity	Full-time IMD 3, 4 or 5 White students have higher continuation rates than full-time IMD 1 or 2 Black students		5pp	560	900
IMD & Ethnicity	Full-time IMD 3, 4 or 5 White students have higher continuation rates than full-time IMD 1 or 2 Mixed students		7pp	240	900
Ethnicity & HQE	Full-time White A-Level students have higher continuation rates than full-time Black BTEC students		16pp	170	210
Ethnicity & HQE	Full-time White A-Level students have higher continuation rates than full-time black AccessHE students		10pp	150	210
Part-time	Outcome	Sector norm gap	BBK Gap	Target group size	Comp group size
Ethnicity	Part-time White students have higher continuation rates than part-time Asian students	2pp	11pp	180	1060
Ethnicity	Part-time White students have higher continuation rates than part-time Black students	5pp	13pp	370	1060
IMD & Ethnicity	Part-time IMD 3, 4 or 5 White students have higher continuation rates than part-time IMD 1 or 2 all ethnicities except White students	8pp	13pp	480	620
IMD & Ethnicity	Part-time IMD 3, 4 or 5 White students have higher continuation rates than part-time IMD 1 or 2 Black students		13pp	260	620
IMD & Ethnicity	Part-time IMD 1 or 2 White students have higher continuation rates than part-time IMD 1 or 2 all ethnicities except White students	0pp	9pp	480	420
IMD & Ethnicity	Part-time IMD 1 or 2 White students have higher continuation rates than part-time IMD 1 or 2 Asian students		9pp	110	420
IMD & Ethnicity	Part-time IMD 1 or 2 White students have higher continuation rates than part-time IMD 1 or 2 Black students		9pp	260	420
IMD & Ethnicity	Part-time IMD 3, 4 or 5 White students have higher continuation rates than part-time IMD 3, 4 or 5 all ethnicities except White students	3pp	8pp	290	620
IMD & Ethnicity	Part-time IMD 3, 4 or 5 White students have higher continuation rates than part-time IMD 3, 4 or 5 Black students		16pp	110	620

Table 129 First degree UK domiciled students Gap Analysis with Significance Testing based on OfS Student Outcomes data published in 2023. Data is four year average.

Faculty level analysis – continuation outcomes gap analysis only (first-degree UK domiciled students only based on OfS Student Outcomes Data published 2024)

	White			Asian			Black			Mixed			Other		
	Count	%	pp diff to White	Count	%	pp diff to White	Count	%	pp diff to White	Count	%	pp diff to White	Count	%	pp diff to White
Business & Law	404	86.10%	0.00%	205	81.70%	-4.50%	232	79.70%	-6.40%	108	84.40%	-1.80%	85	79.40%	-6.70%
Humanities & SS	673	82.70%	0.00%	110	78.60%	-4.10%	215	75.70%	-7.00%	128	75.30%	-7.40%	67	76.10%	-6.50%
Science	243	79.40%	0.00%	125	85.00%	5.60%	120	80.00%	0.60%	52	70.30%	-9.10%	59	90.80%	11.40%

Table 130 full-time UK domiciled first degree continuation outcomes by Faculty using OfS data published 2024 based on 4 year average

	White			Asian			Black			Mixed			Other		
	Count	%	pp diff to White	Count	%	pp diff to White	Count	%	pp diff to White	Count	%	pp diff to White	Count	%	pp diff to White
Business & Law	132	73.70%	0.00%	42	80.80%	7.00%	54	70.10%	-3.60%	18	72.00%	-1.70%	12	70.60%	-3.20%
Humanities & SS	407	77.80%	0.00%	48	78.70%	0.90%	116	67.10%	-10.80%	46	65.70%	-12.10%	25	78.10%	0.30%
Science	326	73.40%	0.00%	63	59.40%	-14.00%	89	56.00%	-17.40%	50	67.60%	-5.90%	29	69.00%	-4.40%

Table 131 part-time UK domiciled first degree continuation outcomes by Faculty using OfS data published 2024 based on 4 year average

International not included due to low population size

Data table 15: Undergraduate Completion rate

Benchmarks

Data from the OfS Student Outcomes Dashboard 2024 has been used to compare Birkbeck against the OfS defined benchmark. Note population more current than for APP charts below.

Full-time

Ethnicity	Denominator	Indicator value (%)	Benchmark
Asian	540	72.20%	79.90%
Black	720	62.80%	73.00%
Mixed	300	67.50%	77.00%
Other	200	70.90%	75.60%
White	1460	76.70%	80.70%

Table 132 Data extracted from OfS Student Outcomes dashboard 2024 and shows Birkbeck's full-time UK domiciled completion outcomes for 2015/16 to 2018/19 entrants compared with OfS benchmark. Data shows Birkbeck is below benchmark across all ethnicities.

Part-time

Ethnicity	Denominator	Indicator value (%)	Benchmark
Asian	200	57.90%	55.30%
Black	420	55.60%	57.60%
Mixed	170	65.70%	60.00%
Other	80	69.30%	57.50%
White	1200	65.50%	66.80%

Table 133 Data extracted from OfS Student Outcomes dashboard 2024 and shows Birkbeck's part-time UK domiciled completion outcomes for 2013/14 to 2016/17 entrants compared with OfS benchmark. Data shows Birkbeck is above benchmark across most ethnicities.

College level analysis - completion with intersectionality showing statistical significance gaps in completion outcomes (first-degree UK domiciled students only based on OfS Student Outcomes Data published 2023 (and the same data set as used in APP))

These are the key findings used in the analysis for APP and using the data tables used for in APP (which used OfS Student Outcome data published in 2023). Analysis has been undertaken at Faculty level outside of APP and using OfS Student Outcome data published in 2024 but it has not been subject to the same rigour of analysis as for APP e.g. statistical testing. Analysis has not yet been undertaken for international domicile. This should be undertaken in advance of the next bronze submission.

The analysis is based on a four-year average and all 'gaps' presented are statistically significant. Please that an exhaustive analysis was undertaken on other intersectional variables e.g. age and ethnicity but gaps were not found to be statistically significant.

Full-time	Outcome	Sector norm gap	BBK Gap	Target group size	Comp group size
Ethnicity	Full-time White students have higher completion rates than full-time Black students	7pp	12pp	740	1430
Ethnicity	Full-time White students have higher completion rates than full-time Mixed students	3pp	7pp	300	1430
Ethnicity	Full-time Asian students have higher completion rates than full-time Black students	5pp	8pp	740	530
IMD & Ethnicity	Full-time IMD 1 or 2 White students have higher completion rates than full-time IMD 1 or 2 all ethnicities except White students	1pp	10pp	1070	670
IMD & Ethnicity	Full-time IMD 1 or 2 White students have higher completion rates than full-time FT IMD 1 or 2 Asian students		8pp	290	670
IMD & Ethnicity	Full-time IMD 1 or 2 White students have higher completion rates than full-time FT IMD 1 or 2 Black students		12pp	520	670
IMD & Ethnicity	Full-time IMD 1 or 2 White students have higher completion rates than full-time FT IMD 1 or 2 Mixed students		11pp	155	670
IMD & Ethnicity	Full-time IMD 3, 4 or 5 White students have higher completion rates than full-time IMD 1 or 2 all ethnicities except White students	7pp	11pp	1070	720
IMD & Ethnicity	Full-time IMD 3, 4 or 5 White students have higher completion rates than full-time IMD 1 or 2 Asian students		9pp	290	720
IMD & Ethnicity	Full-time IMD 3, 4 or 5 White students have higher completion rates than full-time IMD 1 or 2 Black students		13pp	520	720
IMD & Ethnicity	Full-time IMD 3, 4 or 5 White students have higher completion rates than full-time IMD 1 or 2 Mixed students		13pp	155	720
Ethnicity & HQE	Full-time White A-Level students have higher completion rates than full-time Black BTEC students		32pp	110	220
Ethnicity & HQE	Full-time White A-Level students have higher completion rates than full-time Black AccessHE students		24pp	140	220
Ethnicity & HQE	Full-time White AccessHE students have higher completion rates than full-time Black AccessHE students		11pp	140	290
Part-time	Outcome	Sector norm gap	BBK Gap	Target group size	Comp group size
Ethnicity	Part-time White students have higher completion rates than part-time Black students	2pp	9pp	520	1360
Ethnicity	Part-time White students have higher completion rates than part-time Asian students	4pp	7pp	230	1360
IMD & Ethnicity	Part-time IMD 3, 4 or 5 White students have higher completion rates than part-time IMD 1 or 2 all ethnicities except White students	3pp	8pp	650	790
IMD & Ethnicity	Part-time IMD 3, 4 or 5 White students have higher completion rates than part-time IMD 1 or 2 Asian students		8pp	130	790
IMD & Ethnicity	Part-time IMD 3, 4 or 5 White students have higher completion rates than part-time IMD 1 or 2 Black students		10pp	370	790
IMD & Ethnicity	Part-time IMD 3, 4 or 5 White students have higher completion rates than part-time IMD 3,4 or 5 all ethnicities except White students	3pp	7pp	370	790
IMD & Ethnicity	Part-time IMD 3, 4 or 5 White students have higher completion rates than part-time IMD 3,4 or 5 Black students		10pp	150	790

Table 134 First degree UK domiciled students Gap Analysis with Significance Testing based on OfS Student Outcomes data published in 2023. Data is four year average.

Faculty level analysis – completion outcomes gap analysis only (first-degree UK domiciled students only based on OfS Student Outcomes Data published 2024)

	White			Asian			Black			Mixed			Other		
	Count	%	pp diff to White	Count	%	pp diff to White	Count	%	pp diff to White	Count	%	pp diff to White	Count	%	pp diff to White
Business & Law	291	76.60%	0.00%	192	73.30%	-3.30%	196	66.90%	-9.70%	61	64.90%	-11.70%	66	71.70%	-4.80%
Humanities & SS	575	75.70%	0.00%	80	63.50%	-12.20%	187	60.90%	-14.70%	94	67.10%	-8.50%	47	69.10%	-6.50%
Science	185	75.50%	0.00%	97	74.60%	-0.90%	59	49.20%	-26.30%	29	67.40%	-8.10%	28	73.70%	-1.80%

Table 135 full-time UK domiciled first degree completion outcomes by Faculty using OfS data published 2024 based on 4 year average

	White			Asian			Black			Mixed			Other		
	Count	%	pp diff to White	Count	%	pp diff to White	Count	%	pp diff to White	Count	%	pp diff to White	Count	%	pp diff to White
Business & Law	114	68.30%	0.00%	24	52.20%	-16.10%	48	54.50%	-13.70%	16	53.30%	-14.90%	6	42.90%	-25.40%
Humanities & SS	252	78.80%	0.00%	30	71.40%	-7.30%	71	62.80%	-15.90%	31	67.40%	-11.40%	19	95.00%	16.20%
Science	207	65.30%	0.00%	40	54.80%	-10.50%	64	50.80%	-14.50%	24	51.10%	-14.20%	22	68.80%	3.50%

Table 136 part-time UK domiciled first degree completion outcomes by Faculty using OfS data published 2024 based on 4 year average

Data tables: 16-19 Degree awarding for students at foundation, undergraduate, postgraduate taught and postgraduate research level

Benchmarks – UG

Data from the OfS dashboard published in 2024 has been used to compare Birkbeck against sector.

Full-time

		2019-20	2020-21	2021-22	2022-23	4 yr average
Asian	Birkbeck	54.2%	68.5%	67.0%	55.7%	62.1%
	Sector	76.2%	79.1%	73.4%	69.4%	74.5%
Black	Birkbeck	61.0%	56.5%	45.1%	53.3%	53.9%
	Sector	65.5%	67.3%	62.4%	57.9%	63.2%
Mixed	Birkbeck	79.6%	79.5%	67.9%	61.8%	71.4%
	Sector	81.1%	82.9%	78.8%	76.8%	79.9%
Other	Birkbeck	no data	70.6%	54.8%	69.2%	63.4%
	Sector	73.9%	76.0%	71.1%	69.3%	72.4%
White	Birkbeck	76.3%	78.2%	79.8%	81.2%	79.0%
	Sector	85.4%	85.7%	82.4%	80.4%	83.5%

Table 137 Full-time attainment (%) based on most recent OfS data (2024) and most recent 4 year aggregate. Birkbeck versus sector. Attainment is considered as number of students who graduate with a first or upper second class degree.

		2019-20	2020-21	2021-22	2022-23
Asian	Birkbeck	70	90	50	70
	Sector	33170	34750	34900	35460
Black	Birkbeck	80	110	90	80
	Sector	20900	22010	21460	22020
Mixed	Birkbeck	50	40	50	60
	Sector	11820	12630	12270	12820
Other	Birkbeck	no data	30	30	40
	Sector	4360	4840	5000	5620
White	Birkbeck	240	250	260	270
	Sector	182720	184150	171750	171320

Table 138 Full-time attainment (count) based on most recent OfS data (2024) and most recent 4 year aggregate. Birkbeck versus sector. Attainment is considered as number of students who graduate with a first or upper second class degree.

		2019-20	2020-21	2021-22	2022-23	4 yr average
Asian	Birkbeck	22.2	9.6	12.8	25.5	16.9
	Sector	9.2	6.6	9	11	9.1
Black	Birkbeck	15.4	21.7	34.8	27.9	25
	Sector	19.9	18.4	20	22.5	20.3
Mixed	Birkbeck	-3.2	-1.3	11.9	19.4	7.5
	Sector	4.3	2.8	3.6	3.5	3.6
Other	Birkbeck	no data	7.6	25	12	15.5
	Sector	11.5	9.7	11.3	11.1	11.1

Table 139 Full-time attainment pp gap white vs other ethnicities based on most recent OfS data (2024) and most recent 4 year aggregate. Birkbeck versus sector. Attainment is considered as number of students who graduate with a first or upper second class degree.

Part-time - UG

		2019-20	2020-21	2021-22	2022-23	4 yr average
Asian	Birkbeck	no data	no data	67.4%	69.2%	63.6%
	Sector	61.5%	57.8%	58.0%	60.7%	59.2%
Black	Birkbeck	37.0%	56.9%	66.7%	57.5%	53.5%
	Sector	43.7%	43.0%	46.2%	47.0%	44.9%
Mixed	Birkbeck	65.5%	no data	60.0%	80.0%	70.6%
	Sector	70.0%	65.2%	67.1%	68.9%	67.4%
Other	Birkbeck	no data	no data	no data	no data	64.3%
	Sector	55.6%	60.4%	58.9%	58.6%	58.9%
White	Birkbeck	82.9%	87.7%	84.6%	85.9%	85.2%
	Sector	75.2%	72.7%	73.6%	75.9%	74.1%

Table 140 Part-time attainment (%) based on most recent OfS data (2024) and most recent 4 year aggregate. Birkbeck versus sector.

		2019-20	2020-21	2021-22	2022-23
Asian	Birkbeck	no data	no data	50	30
	Sector	550	1140	930	950
Black	Birkbeck	50	50	40	40
	Sector	610	1090	860	910
Mixed	Birkbeck	no data	no data	30	30
	Sector	250	580	470	480
Other	Birkbeck	no data	no data	no data	no data
	Sector	110	250	930	170
White	Birkbeck	210	170	180	180
	Sector	8410	20400	14350	17950

Table 141 Part-time attainment (count) based on most recent OfS data (2024) and most recent 4 year aggregate. Birkbeck versus sector.

		2019-20	2020-21	2021-22	2022-23	4 yr average
Asian	Birkbeck	no data	no data	no data	no data	21.6
	Sector	13.7	14.9	15.7	15.2	14.9
Black	Birkbeck	45.9	30.9	17.9	28.4	31.7
	Sector	31.5	29.8	27.4	28.9	29.2
Mixed	Birkbeck	17.4	no data	24.6	5.9	14.6
	Sector	5.2	7.5	6.6	7	6.7
Other	Birkbeck	no data	no data	no data	no data	20.9
	Sector	19.6	12.3	14.7	17.3	15.3

Table 142 Part-time attainment pp gap white vs other ethnicities based on most recent OfS data (2024) and most recent 4 year aggregate. Birkbeck versus sector.

College level analysis - attainment with intersectionality showing statistically significance gaps in attainment outcomes (first-degree UK domiciled students only based on OfS Student Outcomes Data published 2023 (and the same data set as used in APP)

These are the key findings used in the analysis for APP and using the data tables used for in APP (which used OfS Student Outcome data published in 2023). Internal data was used to identify issues at the Faculty level amongst the UK domiciled population but it has not been subject to the same rigour of analysis as for APP e.g. statistical testing. Analysis has not yet been undertaken for international domicile. This should be undertaken in advance of the next bronze submission.

The analysis is based on a four-year average and all 'gaps' presented are statistically significant. Please that an exhaustive analysis was undertaken on other intersectional variables e.g. age and ethnicity but gaps were not found to be statistically significant.

Full-time	Outcome	Sector norm gap	BBK Gap	Target group size	Comp group size
Ethnicity	Full-time white students outperform full-time black students	20pp	26pp	390	1100
Ethnicity	Full-time white students outperform full-time mixed race students	4pp	7pp	180	1100
Ethnicity	Full-time white students outperform full-time Asian students	9pp	15pp	380	1100
Ethnicity & HQE	Full-time white BTEC student outperform full-time black BTEC students		26pp	60	80
Part-time	Outcome	Sector norm gap	BBK Gap	Target group size	Comp group size
Ethnicity	White part-time students outperform black part-time students	29pp	35pp	240	790
Ethnicity	White part-time students outperform mixed race part-time students	8pp	21pp	110	790
Ethnicity	White part-time students outperform Asian part-time students	16pp	19pp	110	790

Table 143 First degree UK domiciled students Gap Analysis with Significance Testing based on OfS Student Outcomes data published in 2023. Data is four year average

Faculty level analysis using internal data (this is a different population to that used in APP analysis due to years of data available and difference in data definitions e.g. use of cohort vs academic year a student graduated in) – numbers too small to include international analysis using internal data

Faculty	Ethnicity	Count of 1st & 2:1	Count of All Degrees	% of 1st & 2:1	pp gap to white
Business & Law	Asian	85	173	49%	-18%
	Black	77	206	37%	-30%
	Mixed	52	88	59%	-8%
	Not Known	6	11	55%	-12%
	Other	38	78	49%	-18%
	White	236	351	67%	0%
Humanities & SS	Asian	47	86	55%	-18%
	Black	75	171	44%	-29%
	Mixed	68	105	65%	-8%
	Not Known	7	10	70%	-3%
	Other	24	45	53%	-20%
	White	406	559	73%	0%
Science	Asian	53	106	50%	-17%
	Black	31	85	36%	-31%
	Mixed	26	50	52%	-15%
	Not Known			33%	-34%
	Other	19	45	42%	-25%
	White	186	278	67%	0%

Table 144 Full-time UK domiciled students aggregated using four most recent academic years available (2020/21 to 2023/24)⁵. Science 'not known' data redacted due to low numbers

Ethnicity	Count of 1st & 2:1	% of 1st & 2:1	pp gap to white
White	242	68%	0%
Black	8	31%	-37%
Asian	229	69%	1%
Mixed	31	60%	-8%
Other	37	55%	-12%
Not known		50%	-18%

Table 145 Full-time International domiciled students aggregated using four most recent academic years available (2020/21 to 2023/24) Not shown by faculty due to population size. 'Not known' data redacted due to low numbers

⁵ Note there is a large pp gap between all ethnicities to White across all faculties, particularly so for Black students.

Faculty	Ethnicity	Count of 1st & 2:1	Count of All Degrees	% of 1st & 2:1	pp gap to white
Business & Law	Asian	31	48	65%	-5%
	Black	48	90	53%	-17%
	Mixed	26	37	70%	0%
	Other	10	21	48%	-22%
	White	141	201	70%	0%
Humanities & SS	Asian	19	42	45%	-31%
	Black	31	74	42%	-34%
	Mixed	26	47	55%	-21%
	Not Known	9	9	100%	24%
	Other	18	28	64%	-12%
	White	263	344	76%	0%
Science	Asian	37	70	53%	-13%
	Black	31	79	39%	-27%
	Mixed	27	46	59%	-7%
	Not Known	.	7	57%	-9%
	Other	16	31	52%	-14%
	White	241	364	66%	0%

Table 146 Part-time UK domiciled students aggregated using four most recent academic years available (2020/21 to 2023/24). 'Not known' data redacted due to low numbers⁶

⁶ Note there is a large pp gap between all ethnicities to White across all faculties, particularly so for Black students and in Science. Data redacted for Not Known in Business and Law due to small population size

Postgraduate Taught (internal data)

	Asian	Black	Mixed	White	Other	Not Known
2020/1	76% (25)	57% (28)	88% (23)	89% (196)	77% (10)	100% (5)
2021/2	80% (35)	67% (34)	91% (31)	92% (277)	75% (12)	86% (6)
2022/3	88% (28)	70% (33)	92% (22)	91% (191)	79% (11)	0
Grand Total	81% (88)	65% (95)	90% (76)	91% (664)	77% (33)	85% (11)

Table 147 PGT UK domiciled full-time % and count of students graduating in academic year with Distinction or Merit

	Asian	Black	Mixed	White	Other	Not Known
2020/1	-14%	-32%	-1%	0%	-13%	11%
2021/2	-12%	-25%	-1%	0%	-17%	-6%
2022/3	-4%	-21%	0%	0%	-13%	-91%
Grand Total	-10%	-26%	0%	0%	-14%	-6%

Table 148 PGT UK domiciled full-time pp difference to White with Distinction or Merit

	Asian	Black	Mixed	White	Other	Not Known
2020/1	85% (84)	58% (69)	82% (59)	88% (643)	88% (30)	88% (30)
2021/2	75% (82)	66% (85)	82% (62)	91% (827)	88% (29)	82% (31)
2022/3	76% (100)	56% (65)	83% (68)	92% (914)	70% (33)	80% (40)
Grand Total	78% (266)	60% (219)	82% (189)	91% (2,384)	81% (92)	83% (101)

Table 149 PGT UK domiciled part-time % and count of students graduating in academic year with Distinction or Merit

	Asian	Black	Mixed	White	Other	Not Known
2020/1	-3%	-30%	-6%	0%	0%	0%
2021/2	-16%	-25%	-9%	0%	-3%	-9%
2022/3	-16%	-36%	-9%	0%	-22%	-12%
Grand Total	-13%	-31%	-8%	0%	-10%	-8%

Table 150 PGT UK domiciled part-time pp difference to White with Distinction or Merit

	Asian	Black	Mixed	White	Other
2020/1	72% (63)	88% (15)	80% (16)	83% (111)	82% (31)
2021/2	78% (73)	85% (23)	76% (16)	84% (110)	81% (30)
2022/3	74% (91)	78% (25)	92% (23)	90% (120)	65% (24)
Grand Total	74% (227)	83% (63)	83% (55)	86% (341)	76% (85)

Table 151 PGT International domiciled full-time % and count of students graduating in academic year with Distinction or Merit. 'Not known' data redacted due to low numbers.

	Asian	Black	Mixed	White	Other	Not Known
2020/1	-12%	5%	-3%	0%	-2%	17%
2021/2	-6%	1%	-8%	0%	-3%	-51%
2022/3	-16%	-12%	2%	0%	-25%	-40%
Grand Total	-11%	-3%	-3%	0%	-10%	-29%

Table 152 PGT International domiciled full-time pp difference to White with Distinction or Merit

Postgraduate Taught – Faculty (internal data)

	Asian	Black	Mixed	White
2020/1	67% (4)	52% (13)	88% (7)	86% (49)
2021/2	65% (11)	63% (10)	82% (9)	89% (80)
2022/3	82% (9)	62% (13)	86% (6)	86% (38)
Grand Total	71% (24)	58% (36)	85% (22)	87% (167)

Table 153 PGT UK domiciled full-time pp and count of students graduating in academic year with Distinction or Merit – BUSINESS AND LAW. 'Not known' and 'Other' data redacted due to low numbers

	Asian	Black	Mixed	White	Other	Not Known
2020/1	-19%	-34%	2%	0%	14%	14%
2021/2	-24%	-26%	-7%	0%	-22%	-39%
2022/3	-5%	-24%	-1%	0%	-36%	-86%
Grand Total	-17%	-29%	-3%	0%	-21%	-37%

Table 154 PGT UK domiciled full-time pp difference to White with Distinction or Merit BUSINESS AND LAW

	Asian	Black	Mixed	White	Other
2020/1	68% (23)	83% (10)	67% (6)	88% (44)	88% (14)
2021/2	67% (28)	82% (9)	100% (7)	79% (34)	76% (13)
2022/3	75% (41)	79% (15)	80% (8)	90% (44)	61% (14)
Grand Total	70% (92)	81% (34)	81% (21)	86% (122)	73% (41)

Table 155 PGT International domiciled full-time % and count of students graduating in academic year with Distinction or Merit – BUSINESS AND LAW. 'Not known' data redacted due to low numbers.

	Asian	Black	Mixed	White	Other	Not Known
2020/1	-20%	-5%	-21%	0%	-1%	12%
2021/2	-12%	3%	21%	0%	-3%	
2022/3	-15%	-11%	-10%	0%	-29%	-90%
Grand Total	-16%	-5%	-5%	0%	-13%	-19%

Table 156 PGT International domiciled full-time pp difference to White with Distinction or Merit BUSINESS AND LAW

	Asian	Black	Mixed	White	Other
2020/1	73% (8)	56% (10)	90% (9)	90% (106)	63% (5)
2021/2	87% (13)	64% (16)	93% (13)	92% (145)	83% (5)
2022/3	80% (8)	67% (12)	93% (13)	92% (111)	83% (5)
Grand Total	81% (29)	62% (38)	92% (35)	91% (362)	75% (15)

Table 157 PGT UK domiciled full-time % and count of students graduating in academic year with Distinction or Merit – HUMANITIES AND SOCIAL STUDIES. 'Not known' data redacted due to low numbers.

	Asian	Black	Mixed	White	Other	Not Known
2020/1	-17%	-34%	0%	0%	-27%	10%
2021/2	-5%	-28%	1%	0%	-8%	8%
2022/3	-12%	-25%	1%	0%	-8%	
Grand Total	-11%	-29%	1%	0%	-16%	9%

Table 158 PGT UK domiciled full-time pp difference to White with Distinction or Merit HUMANITIES AND SOCIAL STUDIES

	Asian	Black	Mixed	White	Other
2020/1	69% (18)	100%	88% (7)	77% (46)	62% (8)
2021/2	77% (24)	86% (12)	50%	84% (62)	75% (9)
2022/3	70% (33)	71% (5)	100% (9)	87% (52)	60% (6)
Grand Total	72% (75)	84% (21)	80% (20)	82% (160)	66% (23)

Table 159 PGT International domiciled full-time % and count of students graduating in academic year with Distinction or Merit – HUMANITIES AND SOCIAL STUDIES. 'Not known' data redacted due to low numbers. 'Black' and 'Mixed' count redacted where below 5,

	Asian	Black	Mixed	White	Other	Not Known
2020/1	-7%	23%	11%	0%	-15%	
2021/2	-6%	2%	-34%	0%	-9%	-50%
2022/3	-16%	-15%	13%	0%	-27%	
Grand Total	-10%	2%	-2%	0%	-17%	-49%

Table 160 PGT International domiciled full-time pp difference to White with Distinction or Merit HUMANITIES AND SOCIAL STUDIES

	Asian	Black	Mixed	White	Other
2020/1	81% (13)	83% (5)	88% (7)	91% (41)	100%
2021/2	92% (11)	80% (8)	100% (9)	96% (52)	100%
2022/3	100% (11)	100% (8)	100% (3)	95% (42)	100%
Grand Total	90% (35)	88% (21)	95% (19)	94% (135)	100% (8)

Table 161 PGT Home domiciled full-time % and count of students graduating in academic year with Distinction or Merit – SCIENCE

	Asian	Black	Mixed	White	Other	Not Known
2020/1	-10%	-8%	-4%	0%	9%	9%
2021/2	-5%	-16%	4%	0%	4%	4%
2022/3	5%	5%	5%	0%	5%	
Grand Total	-5%	-7%	1%	0%	6%	6%

Table 162 PGT Home domiciled full-time pp difference to White with Distinction or Merit - SCIENCE

	Asian	Black	Mixed	White	Other
2020/1	79% (22)	100%	100%	95% (21)	100% (9)
2021/2	100% (21)	100%	83% (5)	100% (14)	100% (8)
2022/3	81% (17)	83% (5)	100% (6)	100% (24)	100%
Grand Total	86% (60)	89% (8)	93% (14)	98% (59)	100% (21)

Table 163 PGT International domiciled full-time % and count of students graduating in academic year with Distinction or Merit – SCIENCE. 'Not known' redacted due to low numbers.

	Asian	Black	Mixed	White	Other	Not Known
2020/1	-17%	5%	5%	0%	5%	
2021/2	0%	0%	-17%	0%	0%	
2022/3	-19%	-17%	0%	0%	0%	0%
Grand Total	-13%	-9%	-5%	0%	2%	2%

Table 164 PGT International domiciled full-time pp difference to White with Distinction or Merit – SCIENCE

Postgraduate Research Attainment

(Note, PGR is considered MPhil and PhD. MRes students are considered at PGT students and are included in the above population)

	BAME	White
Positive Outcome	24	118
Denominator	44	179
Positive Outcome/Denominator %	54.5%	65.9%

Table 165 PhD Attainment, cohorts 2013/14, 2014/15, 2015/16, 2016/17, UK domiciled only – full-time (unknown removed due to small population size)

	BAME	White
Positive Outcome	14	140
Denominator	34	209
Positive Outcome/Denominator %	41.2%	67.0%

Table 166 PhD Attainment, cohorts 2013/14, 2014/15, 2015/16, 2016/17, UK domiciled only – part-time (unknown removed due to small population size)

	BAME	White
Positive Outcome	63	53
Denominator	98	83
Positive Outcome/Denominator %	64.3%	63.9%

Table 167 PhD Attainment, cohorts 2013/14, 2014/15, 2015/16, 2016/17, International domiciled only – full-time (unknown removed due to small population size)

Faculty		BAME	White
Business & Law	Positive Outcome	7	47
	Denominator	20	68
	Positive Outcome/Denominator %	35.0%	69.1%
Humanities & SS	Positive Outcome	17	150
	Denominator	35	228
	Positive Outcome/Denominator %	48.6%	65.8%
Science	Positive Outcome	14	61
	Denominator	23	92
	Positive Outcome/Denominator %	60.9%	66.3%

Table 168 PhD Attainment, cohorts 2013/14, 2014/15, 2015/16, 2016/17, UK domiciled only – full-time and part-time (unknown removed due to small population size)

Faculty		BAME	White
Business & Law	Positive Outcome	16	
	Denominator	25	
	Positive Outcome/Denominator %	64.0%	42.9%
Humanities & SS	Positive Outcome	36	16
	Denominator	56	23
	Positive Outcome/Denominator %	64.3%	69.6%
Science	Positive Outcome	9	
	Denominator	17	
	Positive Outcome/Denominator %	52.9%	75.0%

Table 169 PhD Attainment, cohorts 2013/14, 2014/15, 2015/16, 2016/17, International domiciled only – full-time and part-time (unknown removed due to small population size). 'White' low numbers redacted.

Appendix 3: Glossary

Please provide a glossary of abbreviations and acronyms used in the application.

APP - Access and Participation Plan
BBK - Birkbeck, University of London
BAME - Black, Asian, and Minority Ethnic
CAH1 - Common Aggregation Hierarchy 1
D@W&S - Dignity at Work and Study
EDI - Equality, Diversity, and Inclusion
EDIC - Equality, Diversity, and Inclusion Committee
EOC - End of Cycle
FBL - Faculty of Business and Law
FTE - Full-Time Equivalent
HESA - Higher Education Statistics Agency
HR - Human Resources
HRSPC - HR Strategy and Policy Committee
HSS - Faculty of Humanities and Social Sciences
IMD - Index of Multiple Deprivation
LGBTQ+ - Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, and others
Moodle - Birkbeck's Virtual Learning Environment
OfS - Office for Students
PG - Postgraduate
PGR - Postgraduate Research
PGT - Postgraduate Taught
P&S - Professional and Support
PVC - Pro Vice Chancellor
REC - Race Equality Charter
RECSAT - Race Equality Charter Self-Assessment Team
SAT - Self-Assessment Team
SEMS - Student Engagement and Monitoring System
SMT - Senior Management Team
SST - Student Success Team
T&S - Teaching and Scholarship
TASO - Transforming Access and Student Outcomes
UEB - University Executive Board (Birkbeck's Senior Management Team)
USB - University Strategy Board
UG - Undergraduate
VC - Vice Chancellor