



Race Equality Toolkit

Glossary

BAME	Black, Asian and Minority Ethnic
EDI	Equality, Diversity and Inclusion
FMD	Faculty of Medicine and Dentistry
HoS	Head of School
HSS	Faculty of Humanities and Social Sciences
LGBTQIA+	Lesbian, Gay, Bisexual, Trans, Non-Binary, Queer, Inter- sex, Asexual (ACE)+
PS	Professional Services
REC	Race Equality Charter
REAG	Race Equality Action Group
S&E	Faculty of Science and Engineering
SEAL	South East Action Learning
WHEN	Women's Higher Education Network

Foreword

Queen Mary University of London strives to be the most inclusive university of our kind, anywhere, by 2030. We are proud to be a university that opens the doors of opportunity to anyone with the potential to succeed. We are also proud to celebrate how diverse our communities are, with over 170 nationalities and 77% of our undergraduate students coming from a Black, Asian, and Minority Ethnic background.

Queen Mary is on a long and deep journey to tackle racial inequalities, and this work is underpinned in our Culture, and Inclusion Enabling Plan. We are committed to creating an inclusive environment where our staff and students from all ethnic and racial backgrounds can thrive and this is highlighted in our Culture, and Inclusion Enabling Plan.

This Toolkit has been developed as one of a number of initiatives to highlight the importance of promoting anti-racist practices, valuing cultural diversity and in providing an appropriate and professional service to all people irrespective of colour, culture or ethnic origin.

The Toolkit acknowledges the work of everyone at Queen Mary who is committed to the promotion and advancement of race equality and anti-racism and would like to thank the many students and staff concerned for their valuable contributions and input. The work you are doing is inspiring and Queen Mary is incredibly grateful to you all.

Advice and support on the implementation of any of these suggestions is available from the Equality, Diversity and Inclusion (EDI) team. Please contact hr-equality@qmul.ac.uk for further information or to obtain the contact details of the relevant person/people within Queen Mary.

This toolkit is due to be updated and republished in **October 2026**.

*Please note Queen Mary currently use the term 'BAME', as this reflects the way the University collects, and stores staff and student data and it aligns with official reporting obligations and allows us to compare ourselves to other Higher Education institutions. However, please be aware that this term is considered by some to be problematic. For a deeper understanding of what terminology we use and why, you can read [our Short Guide to Understanding Race and Ethnicity Language and Terminology](#). See page 6 'Language and Terminology' to learn more.

Contents

Race Equality	1
Toolkit	1
Glossary	2
Foreword	3
Contents	4
Language and Terminology	6
Race Equality Action Group (REAG)	7
Race Equality Staff Network	8
Data	9
Black History Month	10
Report + Support.....	11
Section 2	12
Initiatives for Staff.....	12
Ethnicity Pay Gap Reporting.....	13
Training and Development Opportunities	14
Section 3	18
Academic Staff	18
Academic Promotions.....	19
The Inclusive Curriculum Framework	20
Section 4	21
Support for Students	21
Careers and Enterprise	22
Global Opportunities Office	22
PhD Students.....	23
Faculty of Science and Engineering (S&E)	25
Faculty of Medicine and Dentistry (FMD)	26
Section 6	27
Community Engagement	27
Black Pride.....	28



Section 1

Promoting an Inclusive Culture

Language and Terminology

Queen Mary has [developed a document](#) to offer context and information around different terminology and language relating to race and ethnicity. Below are a few examples that we encourage you to familiarise yourself with and read the rest of the document:

Ethnic Minority Groups

In the UK, a term used to refer to all ethnic groups except the White British group. This includes White minorities, such as Gypsy, Roma and Irish Traveller groups. Some organisations (like AdvanceHE) avoid this term, as they feel that ‘ethnic minority’ places the emphasis on ethnicity as the main issue, especially as the term ‘ethnic’ is often incorrectly seen as synonymous with non-white in the UK. However, the UK Government has recently moved from using BAME to people from ethnic minority backgrounds.

Global Majority (or ‘People of the Global Majority’)

This is a collective term that encourages those of African, Asian, Latin American, and Arab descent are often referred to as ethnic minorities, on a global scale they represent around 80% of the world’s population. However, it is not always as useful in the UK context where the use of the term majority could lead to confusion and lack of understanding.

Racially minoritised groups/communities

This is a term that aims to recognise that individuals have been actively minoritised through social processes of power and domination. This term speaks to an understanding that some groups have been treated differently and subjugated (minoritised) because of their racial identities, within a context of a racial hierarchy.

When using any term, it’s important to be aware of the limitations of it, and to listen to others who don’t feel comfortable with it. If you make a mistake, or use a term someone else isn’t comfortable with, apologise and ask what alternative they would feel more comfortable with.

Race Equality Action Group (REAG)



In August 2020, Queen Mary set up [REAG](#) to bring together colleagues and students from across the institution to reinforce and recognise the University's on-going commitment to address race equality issues. The Group led our successful [Race Equality Charter \(REC\) Self-Assessment](#) that resulted in [QMUL being awarded a Bronze Award for our work on race equality in 2024](#).

REAG acts as an advisory, implementation and consultative forum in relation to all aspects of race equality at Queen Mary and identifies activities to progress the agenda around race equality issues.

REAG maintains an oversight of, and coordinates activity on race equality across the University. In particular, the Group:

- Undertakes research and data analysis in respect of race equality issues and makes recommendations to the University and relevant committees on priorities for action at institutional level, (and any targets to be associated with these objectives)
- Make recommendations to the University and relevant committees on any positive action initiatives needed to address the under-representation of BAME groups
- Has established working groups to look at specific issues identified by the data analysis and previous research in relation to race equality at Queen Mary
- Takes responsibility for the implementation of race equality activities and initiatives at institutional level and hold Faculties and PS departments accountable for implementation at a local level
- Considers race equality issues of strategic significance, and make recommendations to the Equality, Diversity and Inclusion Steering Group (EDISG) on how the University should respond
- Supports members to act as ambassadors for race equality and communicate about related initiatives and activities
- Identifies emerging issues that are likely to require attention in the future to protected characteristics.

Race Equality Staff Network

The Staff Race Equality Network is a staff led network providing voice, opportunity and connection for Queen Mary Staff who self-identify as being from a racial minority ethnic background/ staff members who self-identify as Black, Asian or any minority ethnic background. The network aims to create a sense of community by providing a safe space where members can network, socialise, share, challenge and receive peer support in relation to race equality.

The aims of the network are:

- To provide a credible and unified voice for staff who self-identify as being from a racial minority ethnic background/ self-identify as Black, Asian or any minority ethnic background
- Provide a confidential, supportive and safe space where members can enjoy networking opportunities, build relationships, share experiences and concerns
- To champion positive action, diverse representation and race equality work to create positive change at Queen Mary
- To create opportunities for members, with a focus on both their career development and personal wellbeing
- To ensure Queen Mary is taking an inclusive approach and to provide feedback and challenge any non-inclusive practice identified
- Raise awareness of the issues that members of the community face
- To advocate an inclusive curriculum and the consideration of race and ethnicity in teaching across the institution
- To act as a channel for communication and consultation between staff from a racial minority background and senior management

You can join the network by joining the [Race Equality Staff Networks](#)' MS Team.

Data

Good quality, accessible data is the foundation of any successful EDI initiative or strategy. Queen Mary has made huge improvements in making equalities data both high quality and more accessible to the staff community via the development of several dashboards. There are dashboards that offer access to student data and others that relate to staff.

[Guidance](#) has been created to inform staff about who can access data, how to access it, and what kind of data they can access. Queen Mary use Microsoft Power BI as their main reporting tool, which provides instant, dependable self-service information and enables staff to support the university's students and strategy.

Dashboards are designed and built by data experts with input from the subject matter experts, replacing time-consuming manual processes with automation. The service is governed by data and IT leads to ensure relevance, consistency and quality

There are three access levels for Queen Mary Power BI dashboards: Bronze, Silver and Gold

- Bronze Dashboards contain publicly available information (such as league tables and student numbers). All staff can view Bronze dashboards.
- Silver Dashboards contain potentially sensitive information (such as admissions figures and student outcomes). Some roles such as Head of School (HoS) will have automatic access to all Silver dashboards. Other staff with legitimate reasons for this level of access and sign-off from a School Manager, HoS or PS Director can request this from the Strategic Planning Office by emailing planning@qmul.ac.uk.
- Gold Dashboards are built for specific users. They may contain highly sensitive or personal information (such as salary information). This level of access is given to individuals on a dashboard-by-dashboard basis.

Many of Queen Mary's dashboards include filters for EDI characteristics which can be used to analyse populations and outcomes. Availability depends on the sensitivity of the data with more granular filtering options usually available only in Silver level dashboards. If staff have a legitimate business need to view more detailed EDI data, Silver access can be granted by contacting the [Workforce Data and Analytics Team](#) should include written sign off from a HoS, School Manager or Director of PS.

Black History Month

Every year in October, Queen Mary and the Students' Union marks and celebrates Black History, that highlights the contributions, success, and achievement of the Black community, with a series of events and activities. In recent years this has included a [Black History Month Art Exhibition](#), [reading lists](#), [recipe recommendations](#), [Lunch and Learns](#), [blogs on best practice](#), hosting a [Black-Owned Business Fair](#), holding talks and [spotlighting the profiles of Black staff, students and alumni across QMUL](#). The Curve creates and prepares a Black History Month themed menu in celebration of the month.

REAG has a working group dedicated to Understanding and Celebrating Race and Ethnicity. Anyone with an idea for an activity for Black History Month who would like some help promoting this to a wider audience, please contact the EDI team by emailing hr-equality@qmul.ac.uk.



Report + Support

Since its launch in 2019, we continue to develop and improve the [Report + Support](#) process. Each year we publish [Annual Insights Reports](#) highlighting platform developments and providing analysis of the reports received. In October 2023, sub-categories for Hate Crime were introduced in response to an increase in hate crime and hate incident reports during 2022/23. These sub-categories enable more detailed data collection, helping us better understand who is affected by hate incidents and informing targeted prevention work.

In 2023, following frequent concerns about fear of retaliation as a reason for anonymous reporting, we reviewed and updated our data protection policies. As a result, individuals named as the reported party are no longer automatically notified when they are identified.

In 2024, we published a more detailed process flowchart outlining the Report + Support process. We also worked with HR and the Appeals, Complaints and Conduct Office to refine the FAQ pages, adding further information about the reporting process and the steps reporting parties can expect after submitting a report. These changes responded to feedback from staff and students requesting clearer information about each stage of the process before deciding whether to report.

In 2025, we published a [single, comprehensive source of information](#), bringing together relevant policies and processes alongside information on services and training to prevent and address harassment and sexual misconduct. We held an information stall for staff and students, asking people to share what makes a good ally. The information we provided was to raise awareness of what Hate Crime is and providing guidance on how to access support and how to report it to Queen Mary and to external services.

Academic Year	Reports of Hate Crime (Race/Ethnicity) Staff	Reports of Hate Crime (Race/Ethnicity) Students
2024/5	0	21
2023/4	8	16

Updates to Report + Support are shared with stakeholders across the University through the Preventing Harassment and Sexual Misconduct working group (PHASE). In 2025, as part of our wider prevention work, we held a student focus group to gather feedback on initiatives, including Report + Support.

Queen Mary urges anyone who has experienced bullying, harassment or hate incidents to report it. All staff, students and visitors on campus can access support information about specialist external services or make a report to the University to discuss options for support and possible action.



Section 2

Initiatives for Staff

Ethnicity Pay Gap Reporting

Since 2018, QMUL has continued to go beyond statutory requirements of publishing gender pay gap data by publishing ethnicity, exploring intersectional pay gaps for gender and ethnicity and disability pay gaps. Aligned with our values, we are committed to transparency and driving progress. This year, we have introduced reporting by sexual orientation and are disaggregating data sets to provide us greater insight into the diversity of our workforce.

Ethnicity Pay Gap	2018	2019	2020	2021	2022	2023	2024	2025
Mean	21.9%	20%	19.4%	18.3%	20.2%	19.5%	20.7%	20.3%
Median	19.3%	14.9%	14.6%	13.2%	15.6%	14.5%	14.8%	16.7%

Bonuses are awarded to a very small proportion of employees, and so relatively small differences in bonus payment amounts can have a large impact on the bonus gap year on-year. Analysis shows a reduction in the bonus pay gap which included a zero median bonus gap including and excluding Clinical Excellence Awards. This reflects significant work carried out during 2019/20 to ensure greater consistency and equality in Queen Mary's internal bonus processes.

Ethnicity Bonus Gap	2018	2019	2020	2021	2022	2023	2024	2025
Mean	17%	27.6%	10.3%	N/A (Covid)	1.5%	4.4%	9.3%	14.9%
Median	25%	32.7%	0%	N/A (Covid)	0%	0%	0%	0%

Full copies of published [Gender and Ethnicity Pay Gap reports](#) are available on the EDI Webpages.

[Queen Mary University of London Pay Gap Report 2026 \[PDF 3,200KB\]](#) (published 2026)
[Queen Mary University of London Pay Gap Report 2025 \[PDF 3,481KB\]](#) (published 2025)
[Queen Mary University of London Pay Gap Report 2024 \[PDF 21,187KB\]](#) (published 2024)
[Queen Mary University of London, Gender and Ethnicity Pay Gap Report 2023 \[PDF 26,151KB\]](#) (published 2023)
[Queen Mary University of London, Gender and Ethnicity Pay Gap Report 2022 \[PDF 909KB\]](#) (published 2022)
[QMUL Gender and Ethnicity Pay Gap Report 2020 \[PDF 1,117KB\]](#) (published 2021)
[Queen Mary Gender and Ethnicity Pay Gap Report 2019 - 2020 \[PDF 686KB\]](#) (published 2020)
[Queen Mary Gender and BAME Pay Gap Report 2018 - 19 \[PDF 295KB\]](#) (published 2019)
[Queen Mary Gender Pay Gap Report 2017-18 \[PDF 529KB\]](#) (published 2018)

Training and Development Opportunities

Queen Mary offers many training and development initiatives available to all staff. However, these are particularly important to BAME staff, as many of them experience barriers to progression and under-representation in leadership roles. To tackle this, QMUL has been a long-standing participant of the B-MEntor Scheme which you can read below.

Coaching and Mentoring

Business in the Community's (BITC) research reveals that BAME people value mentors more than other ethnic groups. They are more likely to want a mentor and more likely to value the impact of having one. Employees from Black, Asian, and ethnic minority backgrounds display high levels of career ambition but often feel a lack of opportunity for career progression in their workplaces. Research also shows that many BAME employees do not have access to the social networks or prospects required to successfully climb the career ladder.

We have a network of qualified coaches who are able to support staff from any area of the university, no matter the role. As of 2017 we are also part of a collaboration with Regent's University, the University of Greenwich, SOAS and LSE. This relationship enables a limited number of individuals to receive coaching support from qualified coaches from the partner universities.

To apply for coaching, please complete the [Coaching Request Form](#).

Active Bystander

Active Bystander workshops are targeted at supporting staff to address any unwelcome or unacceptable behaviours in the workplace. The training equips people with the skills to respond to instances of bullying, intimidation, sexual harassment, or any other behaviours that contribute to a toxic culture.

All sessions include tried and tested decision-making and personal effectiveness techniques to overcome the initial fear of tackling challenging situations. All staff are encouraged to enrol onto the workshop: [Becoming an Active Bystander](#).

Since 2023, 321 staff have completed the QM Bystander e-learning and 567 staff have completed some form of the Active Bystander workshops.

Refreshed Equality, Diversity and Inclusion (EDI) Training: Introducing Inclusion

In 2025, work was undertaken by the EDI Team to update our mandatory Introducing Inclusion e-learning. Creating a truly inclusive environment, where everyone can thrive, is a shared responsibility across the Queen Mary community. Completing this training is a key action colleagues can take to actively support that goal. The training refresh reflects our ongoing commitment to delivering meaningful, high-quality inclusion learning for all and it also helped to support our compliance with the Office for Students Condition E6 (Harassment & Sexual Misconduct) and the Worker Protection Act (2023).

The new training went live in September 2025 and consists of two modules (both required to be completed to receive certification); Introduction to UK Equality Legislation and What is Unconscious Bias? A project was developed in response to priorities identified through the Race Equality Charter Bronze Self-Assessment, which highlighted the need to tackle both Islamophobia and Antisemitism. While the University formally adopted the IHRA working definition of Antisemitism (with caveats) in 2021, a complementary project was led by the EDI Team to directly address Islamophobia.

The core aim of the project was to create, test and embed realistic examples of Islamophobic behaviour into Queen Mary's existing EDI training offer. These case studies were designed to support the prevention of harassment, clarify expected standards of behaviour, and ensure alignment with organisational policies and legal obligations. Five illustrative case studies were developed, reflecting Islamophobic harassment experienced by Muslims across different points in both staff and student lifecycles, including intersecting forms of discrimination.

A strong co-creation approach underpinned the work: draft case studies were first reviewed by engaged Students' Union Officers, before being evaluated in an open forum with more than 30 Muslim students. Participants assessed the relevance, realism and effectiveness of the examples and how applicable the case studies were in tackling behaviour that goes beyond QMUL policies.

The most highly evaluated case studies (times two) were incorporated into:

- Introducing Inclusion (mandatory staff training covering the Equality Act and tackling bias),
- Responding Sensitively to Disclosures (elective staff training).

As of 2023, 70% of QMUL have participated in some form of the Introducing Inclusion training as it has developed over time.

B-MEntor

[B-MEntor](#) is a cross-institutional London-wide mentoring scheme for all from BAME backgrounds, run in partnership with UCL, UAL, Kings College London and City St George's. Mentees receive at least six mentoring sessions per year from trained mentors as well as thematic workshops on topics including grant writing and political astuteness. BAME staff are encouraged to join the scheme because they are significantly underrepresented as academics, researchers and at senior. The scheme is also open to PS staff at any grade, including staff in roles including Assistant, Administrator, Advisers, Officer and Co-ordinator.

The scheme continues to evolve in response to staff feedback and growing demand across partner institutions.

This scheme will help address these inequalities by:

- Ensuring staff from BAME backgrounds are supported to reach their potential
- Helping to advance the careers of BAME staff sharing information outside the usual networks and encouraging applications for promotion to senior positions
- Reducing feelings of isolation for staff who do not work in ethnically diverse areas

Mentors can:

- Gain fulfilment from facilitating personal development and encouraging others
- Assist others along a path on which they have already been successful
- Advance equality and diversity in higher education
- Enhance skills such as coaching and constructive criticism

Mentees can:

- Obtain career advice and direction
- Receive help with identifying and clarifying issues, problems and obstacles
- Source new ideas and practices
- Gain the opportunity for networking across a broader spectrum than provided by the day-to-day environment

The ability to deliver this programme is reliant on having enough mentors to support the ever-growing number of applications from mentees. Mentors can be from any ethnic background and must be at Senior Lecturer level or above for Academic Staff. PS staff should be in a leadership role which may include jobs of Manager, Director, HoS, or Senior Advisor/Officer. Since 2012, the scheme has supported over 90 QMUL staff.

Inclusive Workplace Practices

As one of the most diverse universities in the UK with our students drawn from over 170 nationalities, and 77% of our undergraduate students coming from Black and Minority Ethnic heritage, fostering environments of inclusion and representation is a priority. We recognise the importance of creating inclusive learning environments that respect and celebrate the diverse backgrounds of our students and having a staff workforce that reflects that.

We also have key strategic priorities to increase staff diversity and have set Key Performance Indicators (KPIs) of 40:40:40 (+/- 5%) representation of BAME staff at junior: middle: senior grades, as one of our key drivers to achieve this change in our workforce profile by 2030. We are making good progress against these aims but we acknowledge that more needs to be done.

To support these aims we have published the below resources:

- [Best Practice for Inclusivity in the Workplace for Students and Graduates of Bangladeshi and Pakistani Heritage](#)
- [Best Practice for Social Mobility](#) with a focus on inclusive recruitment practices for people from lower socio-economic backgrounds
- [QMUL Positive Action Conversation Guide](#).

It is important to note that Positive Action refers to proportionate, lawful measures that help remove barriers, improve participation, and enable the development of people from groups that are underrepresented or disadvantaged. It does not give automatic or guaranteed advantage to any individual, nor does it mean selecting someone because of a protected characteristic. Instead, Positive Action is about creating fairer conditions and ensuring equal access to opportunities — supporting QMUL's Strategy 2030 vision to open the doors of opportunity and become the most inclusive university of its kind anywhere.



Section 3

Academic Staff

Academic Promotions

A major review of Academic Promotions is underway and will be updated in October 2026.

An analysis of academic promotions data from 2015-2020 established that there was no significant male/female difference in either the likelihood of submitting an application for promotion; or the likelihood that an application submitted would be successful.

However, the data also showed although there was no significant impact of ethnicity on the likelihood of an application for promotion being submitted, there has been a significant impact of ethnicity on the likelihood of such an application being successful.

[A new framework was therefore developed](#), with a view to improving clarity and increasing the likelihood of BAME applicants being as successful as white applicants. The following improvements were made to all the promotion processes and documentation with a view to increasing diversity at all levels of Queen Mary's academic career structure.

- The creation of an [Academic Careers Framework](#) that is both used for academic promotion applications, and also used in preparing for appraisals/annual reviews, discussing career trajectories/plans, and identifying development opportunities.
- Thresholds have been built into the Academic Careers Framework to clarify the minimum requirements/criteria at each level.
- The expectation that all academics should demonstrate their Citizenship and Inclusion within Queen Mary, by reference to the University values and (as appropriate) their activity within the Citizenship and Inclusion Area of Contribution.
- Education criteria have been reviewed and amendments made to reinforce that leadership is as important as innovation in Education; the criteria also includes curriculum development, such as blended/on-line learning.
- Professional Practice criteria have been reviewed and amendments made to make this Area of Contribution relevant for professions in Humanities and Social Sciences such as Law and Accounting; the criteria also include the development of an external reputation in the professional field.
- Reinforcement in the Guidelines that the academic promotion process is one of self-application by an eligible member of staff and that there is no requirement for prior approval or nomination by the line manager or any other senior member of staff.

The Inclusive Curriculum Framework

[An inclusive curriculum](#) is universal and intended to improve the experience, skills and attainment of all students including those in protected characteristic groups. It aims to ensure that the principles of inclusivity are embedded within all aspects of the academic cycle.

We have created a [Guide to Inclusive Curriculum & Educational Practice](#) as part of the enabling plan for the [Queen Mary University Strategy 2030](#). The Curriculum Enhancement project ran during 2021 and 2022 and was composed of three workstreams. The workstreams were Assessment and Feedback, Graduate Attributes, and the Inclusive Curriculum. The work on Inclusive Curriculum has involved many discussions with a wide range of stakeholders on this complex and important topic.

The **Inclusive Curriculum Framework** is based on eight key principles:

Empower all students to thrive in diverse environments [[case study](#)].

Co-create with students to enrich the learning environment [[case study](#)].

Diversify the curriculum and broaden intellectual horizons so that students can see themselves reflected and reach beyond themselves [[case study](#)].

Enable student engagement and success through inclusive pedagogy [[case study](#)].

Develop students' confidence to participate in disciplinary discourse and community [[case study](#)].

Reflect on our language to promote an inclusive learning environment [[case study](#)].

Value student feedback [[case study](#)].

Encourage all students through inclusive advising and mentoring [[case study](#)].



Section 4

Support for Students

Careers and Enterprise

The [Careers and Enterprise Team](#) offers a wide range of support for students, regardless of their background or future plans. Support includes:

- Encouragement for those wanting to start a business or social enterprise
- Information, advice and one-to-one guidance through workshops and careers appointments on all aspects of career
- A range of placement opportunities, including student consultancy, internships and temporary jobs as well as an online jobs board
- Mentoring for students from a low-income background
- Careers events and fairs, to connect students with alumni and employers, showcasing a range of opportunities and create networking spaces.

We also have a [collection of resources](#) from various organisations, charities and career-development networks which are specifically aimed at Black, Asian and minority-ethnic students and graduates:

- [Career Support for BAME Students](#)
- [Opportunities for BAME students](#)
- [BreakThrough Careers Café](#) - a safe space for women of colour to discuss careers

We also want to ensure that our events bring inspiration and confidence to our students and promote inclusivity. For more information, please read [Careers and Enterprise Statement of Intent, Religion and Inclusivity 2024 \[PDF 138KB\]](#)

Global Opportunities Office

[Global Opportunities Ambassadors](#) are students and alumni who have either studied abroad at Queen Mary, or who have gone abroad to one of the University's international exchange partner universities as part of their Queen Mary degree. They are available to answer any questions degree-seeking or Associate students might have about their experience abroad and about Queen Mary. The Ambassadors know what it's like to study in and experience a new country and culture, so their peer-to-peer advice is invaluable.

PhD Students

One of the major issues at Queen Mary is the lack of progression from Undergraduate to Postgraduate students, particularly to Postgraduate Research (PGR) level.

To address this imbalance, the University is introducing [a number of initiatives](#), aiming to build a pipeline of talented researchers who will go on to drive innovation and discovery. This will also help to contribute to the existing strategic target to diversify all levels of Queen Mary's research community by 2030. One project will address the key areas of BAME student exclusion identified by the 2019 report '[The Broken Pipeline – Barriers to Black PhD Students Accessing Research Council Funding](#)', through a series of practical interventions shaped around and supported by the University's Access and Participation Plan. Current BAME PGRs have been consulted on the plans, and their feedback has helped shaped the University's responses to the development of the plans.

The aims and objectives of the project are as follows:

- To build a 'new pipeline' for BAME student to access PGR study.
- To support BAME students through the pipeline through role-modelling and mentoring activities both within academia and within industry, government and third sector collaborators.
- To support BAME PGR students into research careers within academia or industry on completion of their studies.
- To identify and address barriers created by internal processes, behaviours or cultures at Queen Mary, which may inadvertently deter BAME students from accessing PGR.

Another initiative is [STRIDE](#) – an 8-week paid studentship for QMUL undergraduates from underrepresented backgrounds. From the 2020 and 2021 programme, around 70% of participants have applied to research programmes both at QMUL or other HE institutions. Of the students successful in their application, most received funded positions.

The diversity already present in the Undergraduate and Postgraduate taught community puts the University at an excellent advantage in beginning to tackle 'leaky pipelines' in a short space of time, whilst allowing further engagement with wider attainment and structural issues across the whole research pipeline.



Queen Mary
University of London



Section 5

Faculty and School Initiatives

Faculty of Science and Engineering (S&E)

“Promoting race equality across Science and Engineering remains a central priority for our Faculty. These initiatives help us build an environment where every student and colleague feels supported, valued and able to thrive.”

Professor Claudia Garetto, Faculty EDI Lead

STRIDE: Summer Training Research Initiative to Support Diversity and Equality

[STRIDE](#) provides an eight-week paid research placement for BAME undergraduate student. It aims to increase access to research careers and strengthen early research skills. We have supported several projects through STRIDE, including a 2024 project that explored how the human mind represents gravity using psychophysics and digital technologies.

Doctoral Research Studentships for Underrepresented Groups

The Faculty works with the Doctoral College to [offer funded PhD studentships](#) for UK candidates from groups underrepresented in research, with priority given to applicants from Black heritage backgrounds. The scheme is supported by student stories and profile features that promote visibility and encourages applications from first generation.

Levelling Up Maths

[Levelling Up Maths](#) supports A-Level students of Black heritage who are underrepresented in mathematics and STEM. It is delivered by the School of Mathematical Sciences with support from the London Mathematical Society. The programme provides online tutorials, university application guidance, and opportunities for on-campus engagement.

Google DeepMind Research Ready Programme

The Faculty supports widening participation in AI research through the [Google DeepMind Research Ready programme](#) in EECS. The programme provides paid research placements for undergraduate students from socioeconomically disadvantaged and underrepresented backgrounds.

Black History Month

All five Schools in the Faculty deliver Black History Month events that celebrate Black excellence, increase visibility and create opportunities for reflection, learning and meaningful engagement.

DiverSE Campaign

[DiverSE](#) is a Faculty wide campaign that showcases the diversity of staff and students across science and engineering. The collection of profiles highlights the contributions of people from varied backgrounds and disciplines, celebrating their achievements in research, teaching and leadership.

Faculty of Medicine and Dentistry (FMD)

“Actions on anti-racism is more than awareness. This requires accountability, courage, and commitment to challenge inequity wherever exists in Higher Education. We cannot claim excellence without reflecting racism in education, research, and in clinical practice, therefore we ensure our Faculty actively challenge and dismantle racism in all forms.”

Professor Aylin Baysan, Faculty EDI Lead

Student experience

A [Westfield-funded research project](#), led by Faculty Deputy Academic EDI Lead, revealed that an awarding gap begins to appear in years 3 and 4 for BAME MBBS students. Findings of the research informed FMD strategy on student attainment and reducing the attainment gap is a KPI of FMD Strategy 2023/24.

The staff-student collaboration [AntiRacism Steering Committee \(ARSC\)](#) has been established to help actively address issues of race and racism within the curricula, and developed an interactive online tool for raising concerns about racism experienced in the clinical environment. Subsequently, [this work has been published in British Dental Journal](#).

Launched the [Westfield](#)-funded Damiete Harry EQUIP student mentorship programme, led and developed by a Black junior doctor to support Black medical students of all years at FMD. 24 FMD students have engaged with the programme over the past 3 years. The mentors both internal and external to QMUL have been offered coaching by the QM academy to support their development and increase the pipeline of Black doctors.

Staff recognition, mentoring and progression

The Faculty EDI newsletter was introduced and included spotlights with new stories featuring ethnically diverse staff and students as well as research relating to health inequalities we have carried out.

FMD conducted a survey to gather information on the academic promotion process. It revealed that BAME applicants have a higher application rate (28% of the eligible pool) than White applicants (24%) and have a similar overall support rate compared White applicants (2023). The overall BAME promotion rate (against the eligible pool) is therefore higher this year at 22% compared to White staff (18.9%).

FMD actively supports the B-Mentorship Programme, so 22 staff have engaged as either mentees or mentors.

The first Annual IoD Celebration of Culture and Diversity was held in 2023. The aim was to promote, respect and understand across cultures.



Queen Mary
University of London



Section 6

Community Engagement

Black Pride

[Black UK Pride](#), an organisation that started in 2006, was created to raise the awareness around the experiences of UK's Black Lesbian, Gay, Bisexual, Trans, Non-Binary, Queer, Intersexual, Asexual (ACE)+ (LGBTQIA+) community and promote equality and inclusion.

UK Black Pride produces an annual celebration during pride month, as well as a variety of activities throughout the year in and around the UK, which also promote and advocate for the spiritual, emotional, and intellectual health and wellbeing of the communities we represent.

BAME people are viewed as “other” in the mainstream British LGBT communities. Not only are these marginalised LGBTQIA+ groups subject to homophobia, biphobia, transphobia and acephobia, but they may also be subject to other forms of discrimination and harassment. Stonewall research shows that over half of BAME LGBT people (51%) have faced discrimination from within the LGBT community.

We acknowledge and celebrate Pride every year in June. We also have a proud [LGBTQIA+ Staff Network \(QMOut\)](#) and [student LGBT+ Society](#) where people can meet like minded people, show allyship and come together as a community.

