

Race Equality Action Plan

Rationale <i>The problem that the action(s) are trying to address and why the actions would address it</i>	Ref	Actions	Outputs <i>The work involved in delivering the action(s)</i>	Timescales <i>When the action(s) will have been delivered</i>	Owner <i>Person who will lead on the delivery of the action(s)</i>	Outcomes/ Success Criteria <i>The impact that the action will generate if successfully delivered.</i>
The race equality action plan will be promoted to embed race equality into the fabric of the University,	1.1	Ensure Race Equality Action Plan and its key themes are embedded in the University's new Strategic Plan (2021-2025)	Race Equality Charter incorporated into the appropriate section of the Strategic Plan	December 2020	Vice-Chancellor	Increased awareness of the University's commitment to race equality
	1.2	Develop and implement a communications plan to Launch the race equality action plan across the University including holding an event for staff and students	Race equality action plan successfully launched with event held	October 2020	Director of External Engagement	
	1.3	Regular updates from the Vice-Chancellor about the Race Equality Charter and his personal commitment to Race Equality	Initial communication made about submission of Race Equality Charter application Bi monthly updates (throughout the 3 year award period) about progress made and why race equality is a key University value	July 2020 Bi monthly	Vice-Chancellor	
Experience has taught us that it is not enough to aspire to creating race equality - we need to make sure we deliver on our plan by having an effective governance structure in place	2	Evolve REC SAT to be responsible for the implementation and monitoring of the action plan (RECAP-Race Equality Action Plan Delivery Group (A process for recognising and valuing BAME staff providing input, in terms of staff time and expertise, will be developed, i.e within Appraisals) <i>RECAP will report to CMT on progress of action plan, who will be accountable and responsible for its delivery to the Board of Governors.</i>	Updated Terms of Reference for the RECADP Group produced. Training provided to members. Schedule of Meetings booked into the diary, with meetings held every 4-to-6 weeks Bi-Monthly updates provides to Equality and Diversity Working Group and termly updates provided to CMT and Joint Equality and Diversity Committee on progress. Provide annual updates to Board of Governors and to All Staff	Sept 2021 Ongoing Ongoing Annually	Head of Equality and Diversity	Action plan is a living document and is updated and reported on every term. - Senior managers are aware of progress and intervene where necessary to ensure actions stay on track and are delivered on time, and to high quality
As our race equality work progresses our REC SAT will be updated, ensuring consistency, but also reflecting the evolving work and action plan. New (and existing) members will be trained, especially on intersectionality and ready for the next self-assessment	3	Refresh membership of the REC SAT.	Updated, trained (but still experienced) SAT which reflects the experience and knowledge needed for the next institutional self-assessment, but with at least four new members.	Jan 2022 and then Jan 2023	Head of Equality and Diversity	Relevant, experienced SAT convened and ready to undertake institutional self-assessment ready for renewal of REC.
	3.1			Jan 2023	Race Equality Lead	

	3.2	Provide training to SAT members on race equality, REC process and intersectionality. Convene updated SAT to undertake self-assessment in preparation for REC renewal submission	Terms of reference refreshed and circulated. Project plan established for managing SAT process, using University project planning methodology. Relevant quantitative data received and analysed from Workforce Analytics Team.	April 2023		
The institution will embed race equality throughout the University, for example into faculty schools and Institutions and departments to maximise impact	4	Brief the Corporate Services & Faculty E&D Committees about the finalised Race Equality Charter, and confirm action plans that align their work with the REC action plan.	Corporate Services Group E&D Committee and Faculty E&D Committees to have a Race Equality Action Plan agreed with the Race Equality Action Plan Delivery Group.	September 2020	Race Equality Lead and Chairs of Corporate Services Group E&D Committee, and Faculty E&D Committees	The institution will embed race equality throughout the University, for example into faculty schools and Institutions and departments to maximise impact and ensure relevant local level actions and initiatives are being embedded, and central policies are being implemented consistently across the institution
To better embed race equality, improved mandatory Equality and Diversity training will be provided to all staff members,	4.1	Each Faculty E&D committee to arrange for showing the film version of the short play about BAME student experiences, 'A Story Retold', for all their staff, followed by a discussion on 'race equality'	Performance shown and actions developed for E&D committees	September – December 2020	E&D Committees	Faculties begin to take ownership of E&D in their area, which will support race equality. Conduct internal review in Autumn 2021 to evaluate the effectiveness of E&D Committees, based on their actions, outputs and the content of their meetings.
	5	Review, <i>evaluate and strengthen</i> , the existing mandatory online Equality and Diversity and Unconscious Bias training for effectiveness.	Review completed with paper on recommendations which are then implemented.	Jan 2021, with new training ready by March 2021	Associate Director Organisational Development	
	5.1	Enhanced monitoring reports of the mandatory online ED and Unconscious Bias training provided to Faculty and Directorate boards		September 2021 and every 6 months thereafter	Human Resources Business Partners	100% of staff members to have completed new Equality and Diversity training by August 2023
	5.2	New in-person workshops developed alongside the new online training to better reach staff members who do not regularly use their University email. In addition, a face to face equality, diversity and	This will ensure that training is better tailored and more consistently delivered to those staff members who do not routinely use a computer during their working day.	August 2021	Associate Director Organisational Development	

	5.3	inclusion / unconscious bias interactive course to be designed and delivered adding to our current offering Mandatory Local Equality and Diversity Training - Annual Equality and Diversity seminars to be held in all Faculties and Directorates thereby enabling staff members to actively recognise bias, avoid discrimination and support a culture of diversity in the workplace.		Jan 2021 and annually thereafter	Deans of Faculty and Corporate Services Directors. Head of Equality and Diversity to monitor	Equality and Diversity Seminars held in all Faculties and Directorates in 2021. 50% of staff members to attend an Equality and Diversity Seminar in 2022 66% of staff members to attend an Equality and Diversity Seminar in 2023 80% of staff members to attend an Equality and Diversity Seminar in 2024 90% of staff members to attend an Equality and Diversity Seminar in 2025
= The University requires regular, consistent and reliable data, so it can effectively analyse and understand the impact of its work on race equality	6	Create data dashboards and management reports to inform Equality & Diversity Committees (Corporate Services Group, Faculties, Institutional) and Race Equality Action Plan Delivery Group	Finalised data dashboard produced, including all required monitoring data	February 2021	Head of HR Data and Systems and Director of Planning	Good quality quantitative data , including based on intersectionality, is proactively sent to faculties annually, with Schools able to access their own data whenever they want- workforce analytics team are able to respond to more complicated/bespoke requests more easily, as standard data is already provided.- Schools use their data to inform discussions and create their own E&D action plans.
	6.1	Provide training sessions for staff on how to use and interpret the dashboard/include as an item at faculty E&D committee meetings	Relevant staff members trained on how to use and interpret dashboards.	February 2021	Head of HR Data and Systems and Director of Planning	
	6.2	Evaluate data dashboards and identify any required improvements.	Enhanced dashboards that meet the needs of staff members	February 2023	Head of Equality and Diversity. Enhancements made by appropriate staff members to agreed timescales/	
Improve engagement by power sharing relationships and collaboration between senior management and the BAME staff network	7	Promote, support and engage BAME staff by encouraging them to join the BAME Staff network. Involve the Network in delivering and monitoring the REC action plan.	BAME staff network meets quartley and is engaged in delivering and monitoring the REC action plan	Ongoing	BAME Staff Network , Line Managers	BAME staff are supported by line managers, engaged with and supportive of the REC action plan and race equality within the University
The BAME student population, in 2019-20 was 48% (UK based undergraduate students), compared to 23%BAME staff. The gap between the BAME students to staff is 25%. Making the University unrepresentative of its student population as well as the local population, which was 35.5% BAME. We will also disaggregate this data and illuminate the	8	The university needs to be an employer of choice for people of BAME background. To do this, it needs to raise its profile. Specific actions: • Carry out a stakeholder mapping exercise to	A database and partnerships developed with Key local stakeholders (i.e. Local authority, jobcentre plus), local community groups/projects (i.e. Ethnic Minority Council) BAME Networks (both locally and nationally).	September – December 2020 Monitored yearly, starting September 2021	Race Equality Lead & Talent Attraction Manager (HR)	Increase in number of applications from people of BAME background. 6% increase in proportion of staff members who are BAME by February 2023. This should be reflected across BAME sub-groups i.e. Black or Asian and further i.e. African, Caribbean, Indian etc.

<p><i>BAME sub-groups that are disproportionately affected.</i></p>		<p>develop a database of key local stakeholders, local BAME community groups and projects.</p> <ul style="list-style-type: none"> • Develop partnerships with the above • Advertise all relevant vacancies to those in the database as well as to national BAME networks, using positive action statements that emphasise we particularly welcome applications from BAME people. 				
<p>Data analysis confirms that there is disproportionately more white staff than BAME in senior roles in UoW at academic and professional and support level. This is unacceptable in a university where the proportion of BAME and non-BAME students are roughly 50/50</p> <p>Feedback from students strongly indicates that this paucity of representation is a problem for BAME students as they need more BAME role models. The lack of such role models currently, undermines their belief that they can achieve these positions themselves.</p>	<p>9</p> <p>10</p>	<p>To ensure University staff reflects our student population at all levels</p> <p>Use student and staff data to identify those schools where BAME staff are particularly underrepresented compared to BAME students population. Focusing on Intersectionality as a key feature, as data shows, for example the underrepresentation of female BAME</p> <p>Likewise identify Professional and Support Services, Directorates, where BAME staff are particularly underrepresented, again focusing on intersectionality and BAME sub groups that are particular underrepresented as per the data.</p> <p>Develop positive action recruitment initiatives to increase the proportion of BAME applicants who are successful.</p>	<p>Data analysed and Interventions identified and implemented to address areas of underrepresentation.</p> <p>Recruitment initiatives, including Positive action (tie-break) Pilot evaluated and rolled out across the University.</p>	<p>Jan 2021</p> <p>Recruitment initiatives and Pilot to be developed from Jan 2021 to August 2021. Rolled out across the</p>	<p>Deputy Director of Human Resources</p> <p>Deputy Director of Human Resources</p>	<p>Senior leadership better represents the ethnicity of staff and students, enabling fairness, trust and overall better morale of staff. Increase of all BAME (all groups) staff groups at UW 10 & 11 by 6% over 3 years</p> <p>BAME students benefit from learning in a diverse environment and from staff members they can relate with. Improvement in retention and attainment.</p> <p>A diverse workforce, reflective of the student population. An increase in 6% of BAME (all groups) Academic staff over 3 years, Lecturers, Readers and Professors</p> <p>BAME students are inspired when they see BAME role models</p> <p>Faculties and Professional Service departments are more ethnically diverse.</p> <p>An increase in 6% of BAME (all sub groups, intersectionality and at a granular level) P&S staff over 3 years,</p>

	11	Review the re-grading process and data for Professional & Support staff and amend after consultation with all BAME staff, including the BAME staff Network.		<i>University thereafter</i> <i>By April 2021</i>	<i>Strategic HR Policy, Projects and Reward Manager</i>	
Whenever UoW use and recruitment agencies, we should ensure that they are doing everything we expect them to do to consider race equality and diversity.	12	Include a section on equality and diversity into the contracts and discourse we have with recruitment agencies. In order to do this, ascertain what good practice is in this area and consult with other Universities. Embed the results into our contracts and discuss the changes with recruitment agencies and head-hunters we use	Good Practice document produced.	<i>June 2021</i>	<i>Deputy Director of Human Resources</i>	Where recruitment agencies and head-hunters are used, they produce diverse shortlists of viable candidates. Increase in the percentage of BAME staff that has been recommended by Recruitment agencies and head-hunters. Leading to an increase in 6% BAME (all sub- groups) staff
	13.	Develop a partnership agreement/memorandum of understanding with recruitment agencies, on attracting a diverse range of applicants. This will be monitored to see how many BAME applicants are being referred for all posts and reported to the REC SAT.	A partnership agreement signed and monitored with a number of recruitment and headhunting agencies used by UoW.	<i>June 2021</i>	<i>Deputy Director of Human Resources</i>	
There has been an increase in BAME staff on temporary contracts comparative to White staff. This also has an impact on both the gender and ethnic pay gaps.	14	To investigate/ explore the institutional barriers and reasons for differences in the number of BAME staff (including analysis at sub-groups level) on temporary contracts and working part-time compared to white staff and staff turnover. As part of the exploration, we will consider the perspectives of BAME staff by consulting with them	Paper on the investigation findings, with recommendations developed and implemented.	<i>March 2021</i>	<i>Race Equality Lead</i>	The number of temporary contracts given to BAME staff is proportionate to the overall BAME staff population.

<p>Workforce Data currently demonstrates that BAME staff are being disadvantaged at all stages in the UoW recruitment process, particularly at the shortlisting stage.</p> <p>Need to develop supporting information, advice, guidance and training (IAG) for managers and those involved in recruitment and selection, in relation to race equality</p>	<p>15</p>	<p>Develop HR processes for systematic and regular provision of staff recruitment data for EDI team as well as P&S and each Faculty (at school and Institution level as per action 6 –dashboards) and agree KPIs to address underrepresentation and disproportionality with Departmental Directors and Executive Faculty Deans, within their respective areas, which they will be accountable for.</p>	<p>Updated data available to identify any trends and issues.</p> <p>Bi-annual reports produced on recruitment data both at a school, Institutional and Faculty level</p>	<p><i>First reports produced by January 2020. Bi-Annually thereafter</i></p>	<p><i>HR Systems and Data Manager</i></p>	<p>Reporting against KPIs incorporated into annual Faculty reporting (including schools and Institutions)</p> <p>No disparity between the number of White and BAME applicants progressing through the recruitment process.</p>
	<p>16</p>	<p>Review the recruitment and selection policies (including an equality impact assessment), to ensure transparency in process for external and internal recruitment. Amending when and as necessary to inform development of IAG (as below)</p>	<p>HR to monitor consistency and implementation of the policy and produce report annually</p>	<p><i>Review completed by July 2021</i></p>	<p><i>Strategic HR Policy, Projects and Reward Manager, Talent Attraction Manager (HR)</i></p>	
	<p>16.1</p>	<p>In-line with the recommendations of the recruitment and selection working group, produce 'how to' guides, workshops, checklists and Information, advice and Guidance (IAG) for all staff involved in recruitment and selection process. These to include:</p> <ul style="list-style-type: none"> • how to write inclusive job and person specifications - ensuring culturally sensitive language is used • when to use an 'Expression of Interest (Eoi)' process (to ensure transparency and accountability) and how to complete an 'Expression of Interest' • Clarity on positive action and when it can be used, for example the 'tie-break clause in the Equality Act 2010 	<p>Information, Advice and Guidance produced and promoted</p>	<p><i>Materials made available by December 2021</i></p>	<p><i>Strategic HR Policy, Projects and Reward Manager, Talent Attraction Manager (HR)</i></p>	<p>Staff have easy access to good quality Information, Advice and Guidance on BAME recruitment process and policy - improved implementation of policies and greater consistency across the university -</p> <p>A transparent recruitment process.</p> <p>Increase in the BAME(all groups) staff by 6% in 3 years</p>

<p>Unconscious Bias throughout the recruitment and selection process would have a negative impact on BAME applicants.</p> <p>To support staff involved in recruitment, with training on equality and diversity, unconscious bias and cultural awareness to enable them to make inclusive decisions.</p>	<p>17</p> <p>18</p>	<p>To develop and roll-out, a mandatory equality and diversity session, including cultural awareness and unconscious bias built into all face to face, recruitment and selection training , in addition to the mandatory On-line ED and unconscious bias training.</p> <p>No staff member can be a member of a recruitment panel, if they have not completed the training.</p> <p>Develop a coaching and observation programme for Chairs of panels to upskill individuals and share good practice. Chairs of Panels will, in turn, become the coaches of other panel members. This will be prioritised for panels in areas of the University where there is greater under-representation of BAME staff, for example in the Faculty of Arts, Business and Social Sciences and recruitment at grades 8 and above.</p> <p>Equality will be considered explicitly throughout the recruitment process, so the above actions would also include shortlisting panels.</p>	<p>100% of the staff involved in the recruitment process will have undergone the training, with a refresher course completed annually. This will enable them to identify and overcome any potential for bias and be able to ensure transparency and evidence-based decision making.</p> <p>100% of all Panel Chairs to have participated in the programme. This would ensure that knowledge and skills are kept fresh through a method of delivery which is individual to the staff member. The method would take into consideration workload and potential fatigue with training.</p>	<p>Jan 2021</p> <p>Training to continue for Chairs, and then phased introduction for everyone else from July 2021 to manage resource implications</p>	<p>Associate Director Organisational Development</p>	<p>Change in staff survey results with an increase from 79% to 89% of staff agreeing that the University undertakes fair and transparent recruitment and selection by 2023</p> <p>Those involved in recruitment panels are confident and motivated to ensure transparency in recruitment and selection. Implementing the training, sets a tone and environment for embedding Race Equality, across recruitment and selection</p> <p>Proportions of BAME progressing through our recruitment process increased. Increase in the BAME (all groups) staff by 6% over 3 years</p>
<p>Currently it is recommended good practice across the University that recruitment panels should be diverse, but it is not mandatory, and it is unclear how often exceptions are made. The policy needs to be strengthened, monitored and enforced.</p>	<p>19</p>	<p>Ensure that it is mandatory to consider and record ethnic diversity in the round when convening recruitment panels at all levels.</p> <p>Introduction of requirement for all Recruitment and Selection panels for senior roles to have a BAME representative on the panel.</p>	<p>New requirement built into recruitment workshops, training and how-to guides and communicated through management briefings and faculty E&D committees</p> <p>Mechanisms built in, to ensure this is implemented consistently across the University: Faculty E&D committees to report positively on diversity of interview panels with School and Faculty Managers keeping records. HR team carry out spot checks on interview panel composition.</p>	<p>August 2020 and On-going</p> <p>On-going from December 2020</p>	<p>Faculty ED Committees, ED team, HR</p> <p>Faculty ED Committee, HR</p>	<p>By December 2021, 100% of all Recruitment and Selection Panels convened in the previous year to recruit positions at UW8-10 and above were ethnically diverse</p>

	19.1	Recruit and Train a pool of Fair Recruitment Specialists from our BAME staff (ensuring intersectionality in terms of BAME sub-groups) to sit on recruitment panels when there are no BAME staff within the recruiting teams available to sit on the panel.	Panel formed	October 2021	Race Equality Lead and Strategic HR Policy, Projects and Reward Manager	
Unconscious Bias throughout the recruitment and selection process would have a negative impact on BAME applicants, thus disadvantaging them further. Bias is shown to have an impact on shortlisting and various studies have highlighted the impact of ethnicity on how applications are perceived. The process should be anonymised as far as possible.	20	Evaluate the anonymous shortlisting process and then formalise by inserting into the recruitment policy and guidance (AIG action 4)	Anonymous shortlisting process reviewed and issues ironed out (for example whether to include academic staff and how to manage that). Anonymous shortlisting rolled out formally across the University as per the recruitment policy	March 2021	Deputy Director of HR	Reduction in potential bias towards applicants in the first stage of the recruitment process - Sets a tone and environment of transparency and evidence-based decision making. Increase from 79% to 89% in staff survey of staff agreeing that the university is committed to fair and transparent recruitment and selection - When analysed by protected characteristic, even proportions of staff progressing through the recruitment process.
	21	Produce a report, annually, on the impact of anonymous shortlisting process.	Report produced	March 2021, 2022, 2023		(Increase in the BAME (all groups) staff by 6% in 3 years) REC surveys improved against baseline % positivity responses to relevant questions
Staff Turnover - There does not seem to be any disproportionality in terms of the number of BAME staff at an institutional level, leaving the university compared to White staff.	22	We will continue to monitor staff turnover at all levels, to identify any trends and take steps accordingly. This data will form part of the data dashboards and management reports as per action 5	Annual monitoring through data reports to the Race Equality Action Plan Delivery Plan	Annual Diversity report – August 2021 and each year	HR Data and Systems Manager	Leavers' data both quantitative and qualitative monitored and any ongoing BAME specific trends are identified and addressed.
Ethnicity / BAME Equal Pay – The last BAME equal pay audit was carried out in 2018. A number of actions within this AP will have an impact on reducing the pay gap.	23	We will conduct an ethnicity pay gap analysis in 2021 and then on an annual basis (in line with gender pay gap') identify any further actions to address specific issues identified	Ethnicity pay gap completed annually	March 2021, 2022, 2023	Strategic HR Policy, Projects and Reward Manager	Reduction in the BAME pay gap annually.
Qualitative comments from Staff survey and Quantative data highlights it is not a level playing field for BAME academic and professional staff when it comes to promotion to senior roles in UoW. Monitor BAME applications for promotions to identify any trends and address any barriers that BAME staff have to applying for promotions.	24	Monitor and provide data to each Dean, of BAME staff who are: <ul style="list-style-type: none">eligible for promotionsactually appliedwere successful This will be presented to the Faculty Senior team and Faculty E&D committee to	Data analysed and report produced, with recommendations on addressing barriers identified. Recommendations implemented. A data overview presented to each Dean, along with suggestions of how to ensure everyone who is ready, applies for promotion, and reducing the possibility of some staff being more encouraged than others.-	Bi-Annually in line with promotions cycle	Strategic HR Policy, Projects and Reward Manager	Deans to become more aware of diversity gaps in those staff applying for promotion compared to staff eligible for promotion, leading to increasing interventions at faculty level. Increase in staff satisfaction with the promotions process as evidenced through the staff survey

	24.1	analyse and take any appropriate action. OVC to review promotions data after each round and reflect on differentials in diversity of those applying across the institution and consider follow-up actions, including setting targets for Deans and faculties.	Data overview provided to Faculty E&D committees so they are able to discuss and support the Dean in devising strategies for equitable promotions applications Deans are supported in targeting interventions (production of guidance) to address to ensure fair promotions processes.		OVC	Increase in 6% BAME(all groups) academic staff promoted to senior positions.
<p>We need to reduce the potential for bias in the promotions process, ensure that all staff are proactively encouraged and supported in applying for promotion, and that all staff have faith in the process.</p> <p>Our data suggests that the issue is that not enough BAME staff are applying.</p> <p>Currently, the criteria against each route is specified, but applicants (particularly those pursuing learning and teaching or knowledge exchange) can often be unsure about how they evidence their successes.</p> <p>Need to provide clarity on the processes and criteria requirements, for BAME staff, when applying for Academic promotions.</p>	25	Develop and deliver training to all promotions panels (e.g. Professorial, Conferment panel) which includes: 1) equality and diversity including how to ensure processes are evidence-based and free of all forms of unconscious bias and indirect discrimination 2) Develop an equality panel that advises on Information about mitigating circumstances in promotions and how to consider these within the process, i.e. cultural or religious.	Training provided to all promotions panellists by E&D team, ahead of the next promotions round, and in advance of future promotions rounds. Training evaluated and tweaked for future rounds to ensure it is as relevant as possible for participants. Information provided to all promotions panels on mitigating circumstances.	October 2021 October 2021	Strategic HR Policy, Projects and Reward Manager and Head of Equality & Diversity Strategic HR Policy, Projects and Reward Manager	<p>Panellists will have up to date information on bias reduction and strategies for running transparent, evidence based promotions processes, as evidenced through the evaluation of the training-</p> <p>Panellists will be confident in how to manage applications from people who have mitigating circumstances which have impacted their outputs, which will be measured through the evaluation of the training and through analysis of promotions outcomes- Applicants will be more confident in the transparency and equity of the promotions process, as evidenced through the staff survey.</p> <p>All BAME staff are aware of the workshops and where to seek assistance and guidance on the promotions process.</p>
	26	Review and Improve the existing guidance to applicants under the conferment process by including examples of evidence which can be submitted as part of their application.	The improved guidance will address this and will additionally include a helpful checklist to further support any applicants.	October 2021	Strategic HR Policy, Projects and Reward Manager	<p>UoW has a better understanding of the level of support PIs/line managers are providing on applying for promotions so future support and accountability can be put in place.</p> <p>BAME Staff have a greater level of satisfaction with the support provided for promotions within the University, as evidenced through the workshop evaluation and the staff survey.</p>
	27	Building on the "Pathways to Professorship, Associate Professorship and Readership" events, organise a series of promotions workshops for potential BAME applicants	Workshops will be used to start collecting names of staff interested in joining the promotions Community of Practice (all participants will be asked if they would like to be added to a mailing list).	First workshops run in November 2021 and held before and after each	Strategic HR Policy, Projects and Reward Manager and Race Equality Lead	<p>An increase in staff satisfactions with the promotions process- potentially a better long-term relationship between unsuccessful promotions applicants</p>

		<p>(using positive action) for all roles from senior lecturer onwards where there is a large underrepresentation of BAME staff.</p> <p>These to include panel sessions, where people (using positive role models, wherever possible) currently in the role provide a brief overview of what the role is about and what they did to get there. This will also allow people to ask questions about the roles.</p>	<p>High % BAME staff attending, who will be more aware of recent improvements to process and mitigating circumstances in the promotions process</p> <p>These events will be delivered by existing Professors (ensuring an diversity balance) and supported by the Research Hub. A good practice document will be produced</p>	<p><i>promotions cycle.</i></p>		<p>and their PI/line manager (although this will be difficult to measure).</p> <p>Increase in 6% BAME academic staff promoted to senior positions, e.g. Associate Professors and Professors</p>
	27.1	<p>Evaluate the workshops to build and improve on them in future promotions rounds, and to explore further how much support, workshop participants are receiving from their PIs/line managers.</p>		<p><i>November 2022</i></p>		
	28	<p>Deliver workshops with BAME promotions applicants. The workshops will be used to identify any barriers BAME staff have faced. In addition to support during the process, provide support after the process where an applicant is unsuccessful, to ensure their disappointment is acknowledged and managed, and full constructive feedback is provided and incorporated into development plans</p>	<p>High % BAME staff attending these events/sessions</p> <p>From the workshops the university can better brief PIs and line managers on how to support staff applying for promotion. For example, updates at key milestones, or reminders with ideas of how they can support their staff.</p>	<p><i>April 2021 and regularly thereafter</i></p>	<p><i>Strategic HR Policy, Projects and Reward Manager</i></p>	<p>More scope for promotion and progression for BAME staff. Staff members better supported when moving into higher roles.</p> <p>Increase in 6% BAME academic staff promoted to senior positions.</p>
	29	<p>Develop action learning sets for BAME staff who are looking to progress to the next levels, for both P&S and academic staff, for example to Principal Lecturer, Reader and Professor. This would include providing sessions with a developmental focus</p>	<p>Action Learning Sets developed and delivered</p>	<p><i>By December 2021</i></p>	<p><i>Strategic HR Policy, Projects and Reward Manager</i></p>	

Research leaders need to ensure they provide feedback and support to junior BAME colleagues to help them develop and progress.	30	Deliver training to professors and readers on how they can support junior BAME colleagues. As there is under-representation of BAME staff in these roles. This training to include a specific section on the need to avoid Unconscious Bias when choosing research partners or mentees.	Professors and Readers will be equipped to fulfil their role as research leaders by providing development opportunities or formative feedback to their junior BAME colleagues.	September-November 2021	Dean of Research	An increase in 6% of BAME staff at Reader level and above BAME parity in the % of staff who report being encouraged to apply for promotion
Research Excellence Framework (REF) Data on number of staff submitted to REF Support given to early career researchers	31	Successfully conduct the REF2021 in accordance to the Equality and Diversity principles agreed with the Staff Networks.	University supports staff members through the REF process in an inclusive and equitable way	2021	Dean of Research	No disproportionality in the proportion of BAME Academic Staff Members submitted to the REF, compared to their White colleagues
The data suggests that there is disproportionality in the uptake of leadership and management training course between BAME and White staff. Empowering, developing and supporting BAME academic and professional staff to further develop their careers, for example by mentoring and developmental training programmes such as scholarship programmes.	32	Review the Staff Mentoring Network and develop a specific mentoring and coaching programme for BAME staff (using positive action)		June 2021	Associate Director Organisational Development and Head of Equality and Diversity	
	33	Pilot a Reverse Mentoring Scheme so those members of staff who have a protected characteristic can mentor their managers and team members to provide awareness and support. This too include a work shadowing programme, as part of action 33, for staff to gain insights into more senior roles, and potentially build informal sponsorship and mentoring relationships with the person they shadow.	Reverse Mentoring Scheme developed and implemented	June 2021	Associate Director Organisational Development	Reverse Monitoring pilot evaluated and mainstreamed with Work Shadowing Scheme with good participation rates and high rates of staff satisfaction.
	34	Evaluate the Emerging Leaders, Leadership Development Programme and its impact on BAME staff	Redesigned Emerging Leaders, Leadership Development Programme.	August 2021	Associate Director Organisational Development	Redesigned Emerging Leaders, Leadership Development Programme, with an increase in BAME staff participating
	35	Sponsor two BAME staff onto a leadership programme for BAME staff in HE, e.g. Stellar HE. Through an internal application process in the first stage. Or, as well,	2 BAME Staff supported to participate in a leadership programme annually	2021, and yearly thereafter	Associate Director Organisational Development	

		<p>deliver a leadership programme for BAME staff only using positive action. Encourage BAME Females to apply for the Aurora developmental programme for women.</p>				
	36	<p>Monitoring the application process to ensure BAME Females are applying and are being accepted in proportionate to those applying. Use positive action when necessary to ensure at least 50% of those on the programme are BAME females.</p>	<p>Increase in the number of BAME Females applying for the Aurora developmental programme. With 50% of those being accepted on the programme being BAME females .</p>	<p>2021, and yearly thereafter</p>	<p>Associate Director Organisational Development</p>	
	37	<p>We will analyse and engage with the BAME staff network to better understand and identify structural barriers that result in fewer applications for the Staff Scholarship scheme from BAME staff</p>	<p>Structural barriers identified and removed leading to an increase in the number of BAME staff applying to Staff Scholarship scheme and being accepted.</p>	<p>August 2021</p>	<p>Associate Director Organisational Development</p>	
<p>Improve experience and transparency of PDR/Appraisal processes which promotes discussion of career progression</p> <p>Data on grievances and disciplinary action, suggests that line managers may be more likely to start formal proceedings against BAME staff than white staff, perhaps reflecting research that highlights BAME staff are more scrutinised than their white counterparts</p>	38	<p>Improve communications about the purpose of PDR and how this relates to career development and progression (as well as performance review – i.e. need to emphasis the ‘staff development section). This will involve holding sessions in partnership with the BAME Staff Network.</p>	<p>Staff will have a better understanding and be more confident about the PDR/Appraisal process</p>	<p>June 2021</p>	<p>Director of Human Resources</p>	<p>Increased positivity for PDR in UoW. Decreased differentials in experience reflected in the REC Survey are reduced (PDR) so comparable between BAME and white staff</p>
	39	<p>Review and monitor moderation of PDR ratings for senior posts</p>	<p>Address any disproportionality in staff receiving positive or negative feedback</p>	<p>PDR cycle annually</p>		<p>Decreased differential of PDR rating outcomes for BAME and White staff</p>
	40	<p>Scope, develop and deliver specific line manager ED training (including Cultural awareness and UB) which aims to tackle bias and enables managers to manage difficult conversations and respond effectively to concerns regarding over scrutiny of BAME staff and racism</p>	<p>All line managers have undergone training and are better equipped to manage diverse teams and racist action.</p>	<p>Jan 2021</p>		<p>Differentials in experience reflected in the REC Survey are reduced (including recruitment, PDR, Flexible working, grievances and disciplinary action) so comparable between BME and white staff</p>
	41	<p>Evaluate the current pilot, “Managing a Respectful</p>		<p>September 2020</p>		

		Workforce” in terms of outcomes and impact on BAME staff and then roll out to staff across all areas of the University (currently piloting within FSE)	Managing a Respectful Workforce’ programme successfully delivered across all areas of the University			
Inclusive decision making is to measure, manage and improve who is involved and how business decisions are made across the University. It improves business performance. Inclusive decision making activates diversity to improve innovation, engagement, and results across the University	42	Improve BAME staff representation and transparency of institutional decision making committees.	Increase in number of BAME staff on decision making committees	Jan 2022	Head of Equality and Diversity , University Secretary	Committee member training complete / evaluated. Clear role / remit of committee meeting attendees Committee representation reflects the University demographic Guidance and minutes of committee meetings available, ensuring transparency and accountability BAME staff more aware of how decisions are made that have an impact on their roles.
	42.1	Provide training on EDI (including unconscious bias) and Inclusive decision making, for all members and Chairs of committee	All institutional committees have undertaken bespoke training on equality and diversity to improve decision making	September 2020, with Training repeated in 2022 and 2024. .	Head of Equality and Diversity, University Secretary	
	43	Review of committee constitutions and terms of reference to provide explicit guidance and greater transparency in representation including minimum stipulations against the demographic population as a baseline and how people are selected to sit on committees. Review to include working with BAME Staff Network to look at current terms of reference, including conducting focused interviews on barriers to participation	Guidance issued to all committees, on role and remit of committee representatives and reporting structures Systematic annual equality analysis of institutional committee membership and Faculty committee membership reported to EDI Committee.	Analysis produced January 2021. Committee members monitored thereafter.	Head of Corporate Governance	
	44	Develop and pilot shadowing, Observer and co-option programme for BAME staff in relation to decision making committees	Pilot evaluated and rolled out on an annual basis	September 2021		
Conducting equality analysis / impact assessments is not currently systematic at the University and needs to be improved	45	Review equality impact assessment process/policy to ensure that all policies, organisational change activities and projects incorporate equality analysis.	Equality impact assessments embedded into all policy and change management	December 2020	ED team	Guidance developed and promoted. Policy review schedule in place

	45.1	Develop and promote EIA guidance as well as mandatory training for staff on 'Carrying out equality impact assessments'		March 2021	ED team	All policies, organisational change activities and projects have been equality impact assessed	
	46	Ensure fixed agenda item, on completion of EIA, for all decision making committees, when approving new policies, organisational change activities and projects. Feedback to be given to owners of EIA's reviewed and approved or otherwise.		July 2020	University Secretary		
Bullying and harassment needs to be tackled more meaningfully at all levels, through better definitions of bullying behaviours, behaviours we want to encourage and developing wider community understanding and respect for people's lived experiences which may differ from our own.	47	Communicate to all staff, review details of University level accountability / responsibility for safeguarding.	A culture of zero tolerance of bullying and harassment within UoW from management	January 2021	University Secretary	University staff and REC surveys improved against baseline % positively responses to relevant questions on tackling bullying and harassment	
	48	Review the Dignity at Work and Study policy (alongside the Grievance Policy) in response to staff feedback and to ensure a clear accessible policy / procedure for staff and students		January 2021	Strategic HR Policy, Projects and Reward Manager		
	49	Develop a marketing campaign to raise awareness and importance of race equality, addressing racial bullying and harassment (including reporting process) to all staff and students. This to include a series of events as well as inclusion within student inductions	Communications plan to increase awareness and as call to action developed and communicated throughout the University	October 2021	Director of External Relations and Race Equality Lead		
	50	Develop advice, guidance and signposting which are clearly linked to relevant services i.e. HR, Student Support	Guidance developed	September 2020	Head of Equality and Diversity		Report and Support system/process launched
	51	Develop and Launch a reporting system/process, including monitoring of incidents via reporting system/process,	Reporting system/process launched	December 2020	Strategic HR Policy, Projects and Reward Manager and Head of Equality and Diversity		Establish baseline for reporting and response to claims of bullying via Report and Support UoW staff survey and REC surveys improved against baseline % positivity responses to relevant questions
	52	Use reporting statistics strategically to identify	Quarterly reports produced				

		<p>patterns of behaviour/hot spots of bad practice to enable tackling.</p> <p>Evaluation of the reporting system/process and communication of progress made to staff and students to highlight action taken to reduce incidents and improve behaviour</p>	<p>Identify any positive impact on the new complaints system and address any remaining areas for improvement</p>	<p><i>April 2020, ongoing thereafter</i></p> <p><i>February 2021, regularly thereafter</i></p>		<p>Reduced staff turnover as a result of decrease in bullying and harassment</p> <p>Increased proportion of alleged racist abuse resolved, with staff/students informed about final action taken</p> <p>By 2023, number of reported cases beginning to decline</p>
	53	<p>To develop and deliver a programme which builds on the new mandatory training to enhance managers/supervisors and those with significant responsibility for the pastoral support of students understanding of race equality. This shall include:</p> <ul style="list-style-type: none"> • Management, training on impact of bullying and how to effectively deal with reports of bullying and / or harassment • Understanding and responding to micro aggressions and understanding the impact of these so as not to isolate an individual on an ongoing basis. • Having conversations about racism (or other forms of discrimination), how to have difficult conversations, not to be defensive in these conversations / how to deal with race / racism and have conversations exploring the issues experienced. • Use of informal mediated processes to resolve B&H incidents / grievances where possible <p>* Able explain why tackling discrimination is important and give examples of how they are doing it'</p>	<p>A development programme delivered which enables managers / programme leaders to respond to and deal with cases of bullying and harassment effectively</p>	<p><i>September 2022</i></p>	<p><i>Associate Director Organisational Development</i></p>	<p>University staff survey and REC surveys improved against baseline % positivity responses to relevant questions</p> <p>Managers feel more confident in having conversations with staff about race and racism – measured via development evaluation</p>
<p>We will explore why, there is a decrease in the offer rate for BAME students, despite an increase in applications, as compared to white students.</p>	54*	<p>Review the admission process and continue to monitor percentage of applicants and percentage offered both at an</p>	<p>Admission process reviewed and report produced</p>	<p>Annually- Admission date</p>	<p>Director of Strategic Planning and Performance and Head of Equality and Diversity</p>	<p>No Disparity in admissions between BAME (all groups) and White students</p>

		institutional and Faculty as well as at school level				
Reflective of the demographics of the Black Country, the UoW has a strong track record of recruitment of BAME students. Consistently having a near even split of BAME to white students.	55*	Continue to monitor student population at Institutional, Faculty level. Provide data to Faculty EDI committees on student population by schools and Institutional level.	Data provided to Faculty EDI committees and analysed with actions taken to address any underrepresentation	Annually	Director of Strategic Planning and Performance and Head of Equality and Diversity	Updated data provided.
Closing the attainment gap for BAME students is a University priority, and a cornerstone of our Access and Participation Strategy moving forward.	56*	Undertake research and analysis to understand the nature of the barriers faced by BAME students that result in them getting lower attainment rates	Research completed and analysed. Report produced with an action plan.	Jan 2021	Director of Strategic Planning and Performance and Head of Equality and Diversity	Reduction in attainment gap between BAME (all groups) and White staff (see below)
<p>1. Changing our approach to assessment in specific courses and modules, to address both continuation and attainment gaps, as many of the intended actions will impact both. (Section 7c)</p> <ul style="list-style-type: none"> The current Attainment levels, for higher degrees, (2018/19) are: White - 76%, Asian – 60%, Black – 52%, Mixed 71%. BAME attainment gap of 17% In terms of continuation rates, there is a gap in performance between BAME and White students (2.1%). Gap between White and Black students is 4.7% 	<p>57*</p> <p>57.1*</p> <p>58*</p> <p>59*</p>	<p>Building on 'What Works?' initiative, Changing our approach to assessment in specific courses and modules by:</p> <p>Use data to Identify and target modules / courses where BAME students not submitting work or reaching expected attainment levels.</p> <p>Review assessment strategies (including consultation with BAME students) for above modules / courses (e.g. Design and nature of assessment, inclusivity, assignment brief clarity, use of assessment unpacking) to ensure inclusive assessment strategies</p> <p>Develop guidance thru a preparatory online module to help students understand our teaching and assessment methods prior to starting their course.</p> <p>Promotion of academic integrity by:</p> <ul style="list-style-type: none"> Developing and promoting clear guidance for students about the consequences and implications of 	<p>High number of BAME Students attending student-led discussions about the requirements of assignment task.</p> <p>Changes implemented to module /course assessment strategy as per the review recommendations</p> <p>Inclusive assessment strategies developed</p> <p>Clear concise assignment briefs for all assignments in all modules</p> <p>Guidance developed and promoted</p> <p>Access to Turnitin made available</p>	<p>July 2020 Reviewed 2020/21 academic year</p> <p>July 2020 Reviewed 2020/21 academic year</p> <p>September 2020</p> <p>November 2020</p> <p>December 2020 -Ongoing</p>	<p>Dean/Faculty registrars /Associate Deans, COLT</p> <p>Heads of Faculty Module and course leaders</p> <p>Heads of Faculty Module and course leaders</p> <p>CoLT, Performance Hubs, Academic Tutors</p>	<p>Increases in marks and grades, resulting in a decrease in the attainment gap for BAME students. (Targets to reduce Attainment gap between White and BAME students , from a baseline of 18.7% to: 2020-21: 16%, 2021-22:13%, 2022-23:10%)</p> <p>Students know what they are being asked to complete for an assigned task. Leading to an increased number of assignments passes first time, resulting in fewer resits/retakes (Targets to reduce gap in non-continuation rates between Black and White students, from baseline of 4.6% to: 2020-21: 4.5%, 2021-22: 4%, 2022-23: 3.1%)</p> <p>BAME students more aware of the implications of academic misconduct and the benefit of developing academic integrity skills. This will result in a reduction in instances of academic misconduct by BAME students</p> <p>An increase in the number of BAME students progressing to PGT/PHD study to cultivate a pipeline for academic staff</p>

		academic misconduct and to support BAME students to develop academic writing / integrity skills				
		Provide access to Turnitin or other text-matching software to help students identify inadvertent academic misconduct within their own work				
<p>2. Supporting all courses to embed work experience in curriculum (Section 7f)</p> <p>There is considerable evidence, observed at the University and nationally, that a placement year significantly enhances chances of a student attaining a graduate level role on leaving studies.</p> <p>However we have had limited success in engaging BAME students to undertake a year-long placement.</p>	<p>60*</p> <p>60.1*</p> <p>60.2*</p> <p>60.3</p> <p>60.4*</p>	<p>Ensure that a core element of the new Wolverhampton Curriculum Framework is that all courses will offer alternative routes to gain work experience. This will include a mixture of summer work, embedded work based assessments, live projects, and shorter work placements, including increased international opportunities.</p> <p>Identify and target modules / courses where BAME students are not undertaking work experience opportunities</p> <p>Use Academic coaches to identify barriers that restrict BAME students from undertaking work experience in the identified courses in 2.1. Develop interventions to overcome identified barriers</p> <p>Explore the feasibility of setting up a bursary fund to encourage participation and drive engagement from BAME students (particularly those experiencing financial hardship)</p> <p>Increase the number and range of relevant work experience opportunities available to all students, by greater engagement with employers and ensuring that all courses will offer</p>	<p>Courses developed with alternative routes to work experience</p> <p>Increase in number of BAME students undertaking work experience opportunities.</p> <p>Increased BAME student confidence when applying for graduate roles (increase in number applying)</p> <p>Positive impact on BAME student attainment and progression (reduce gaps)</p> <p>Increase in work experience opportunities and student awareness of career pathways and opportunities.</p>	<p>July 2020</p> <p>September – December 2020</p> <p>September 2021</p> <p>October 2021</p> <p>September 2020</p>	<p>Directors/DSAS –also including Heads of schools/Module leaders</p> <p>Academic coaches / Personal Tutors</p> <p>Careers in the SU /Heads of School /Course leaders</p> <p>Director, DSaS</p> <p>Careers Service (SU)</p>	<p>By embedding of the work experience options in 100% courses Students will have a better commercial awareness of the industry that they wish to progress in. Creating greater clarity for BAME students on their chosen path</p> <p>Increase in BAME student attainment (see targets above)</p> <p>Increase in BAME students gaining graduate-level employment.</p> <p>Targets to reduce gap in progression, (highly skilled (graduate) employment or further study) between BAME and White First Degree students, from a baseline of 6% to: 2020-21: 6%, 2021-22: 5.5%, 2022-23: 5%</p>

	61*	<p>alternative routes to gain work experience</p> <p>Organise an Inclusive Careers Conference with external organisations/employers exhibiting their workplace and opportunities available.</p>				
<p>3. Increasing our students' sense of belonging.(Section 7c)</p> <p>3.1 There is substantial sector evidence to suggest that a sense of belonging to the University makes a student far more likely to engage and to succeed in their studies. We have qualitative evidence that BAME students are less likely to engage within the university, so need to address this.</p>	62*	Continue to run belongingness survey over five years	Survey completed.	Annually	Dean/ COLT	An increase in the percentage of BAME Students (50%) in student survey that say they have a sense of belonging,
	62.1*	Analyse data from the survey to develop a set of recommendations that will form an action plan and ensure to close feedback loop with "you said we did" comms	Recommendations along with action plan implemented and evaluated for impact	September - November 2020 then annually	Students Union / DSAS	Staff/Student focus groups in 2021/2022/2023 to identify and highlight that progress has been made to reduce racial social polarization
	63*	<p>Increase students' participation in societies (collaborative with Students Union) By better equipping student societies to recruit diverse membership , by following actions:</p> <ul style="list-style-type: none"> • Provide equality and diversity training/workshop to all student societies. New members recruited throughout the academic year to be updated on equality and diversity by society presidents or chairs. As part of this training to give advice on how to ensure they recruit a diverse membership • Monitor the demographics of student society committees and members so that trends in ethnicity can be monitored and appropriate actions taken to address any disproportionality. 	<p>All student societies to have received equality and diversity training annually</p> <p>There is an increase in the number of BAME students participating and engaging with student societies.</p>	<p>September 2020 and then annually</p> <p>January 2021</p> <p>January 2021, then every September and January afterwards.</p>	<p>Students Union and Head of Equality and Diversity</p>	<p>Increased participation of students of all ethnicities in student societies and fewer (non-cultural) societies who primarily draw their membership almost exclusively from one ethnic group.</p> <p><i>By 2024, for at least ten activities having been held by cultural or religious societies that are designed to include people from outside their demographic group. Creating an inclusive and integrated campus environment</i></p>

	64*	<ul style="list-style-type: none"> Explore providing additional funding for student society initiatives that will diversify their membership. <p>Provide structured social opportunities that facilitate broader student friendship networks, by the following actions:</p> <ul style="list-style-type: none"> Mandatory Welcome Events to be hosted by Academic Schools and University Halls for students during Welcome Week to help students build friendships. Focusing on activities such as Icebreakers that encourage people to talk to each other. Students' Union and DASS to provide framework for Schools/Hall to organise Welcome Week activities. To also develop guidance that encourages/empowers Academic Schools and University Halls to hold regular social activities. A week-long celebration of internationalism and diversity in the first semester with activities ran in conjunction with societies different cultures 	<p>Welcome Week Activities to have been hosted by all schools and halls</p> <p>Number of events hosted by academic schools and university halls</p>	<p>September 2021, and every year thereafter</p> <p>September 2021, and every year thereafter</p> <p>November 2021, and every year thereafter</p>	<p>Head of Student Experience Projects and Students' Union</p>	<p>High student satisfaction with activities provided as measured by Induction Feedback Survey</p>
<p>3.2 BAME Students are alienated from the University due to lack of faith in the University's ability to tackle issues related to Race Equality. This makes it difficult to discover the particular problems or involve students in developing solutions.</p>	65*	<p>Deliver equality and diversity training to staff members who have in-person interactions with students i.e. lecturers, school office staff, security staff, etc. So that are equipped to manage and handle race equality related issues. (Section 8c)</p>	<p>All Frontline Staff Members to have completed interactive equality and diversity training, thru Tool box talks</p>	<p>Training Plan agreed by March 2021 with first wave of training to have been completed by Summer 2021</p>	<p>Associate Director for Organisational Development, Head of Equality and Diversity and COLT</p>	<p>All Frontline Staff Members better equipped to handle complaints they receive from students. This will lead to Positive Staff and Student feedback about how complaints are managed/handled as captured in the Race Equality Survey</p> <p>Proactively greater understanding developed in staff/student interaction here?</p>

	66*	To develop a framework that better empowers students to represent BAME students within the Students' Union and University. This could be enhanced race equality training for Course/School Reps or a standalone BAME Ambassador Scheme	Framework developed, providing additional capacity within the student representative system to address issues related to race equality.	Framework agreed by March 2020 Framework introduced by September 2020 Framework evaluated in Summer 2022	Head of Equality and Diversity, Head of Governance and Students' Union	Increased student participation in Race Equality Survey in 2021 and 2024 and associated focus group.
3.3 To address the fact that the University is not seen as embodying or celebrating BAME Excellence, by our BAME Students		As part of the work on the inclusive /decolonizing curriculum, to monitor the diversity of the subjects and reading materials covered in a course i.e. Faculty of Arts used to have a prompt in the course design paperwork about the need for intersectionality and different perspectives to be addressed.	Increase in the number subjects and reading materials that include race equality and diversity in general.	April 2021	Dean of the College of Learning and Teaching	An increase in the emphasis placed on BAME Excellence in the curriculum and other educational events
	67	Develop guidance for Faculties and Directorates about how to ensure their public events can best take into account race equality and diversity	Guidance developed	September 2021	Head of Equality and Diversity, External Relations and Students' Union Race Equality Lead, External Relations, BAME Staff Network and Students' Union	Baseline data about Faculty public events to be captured in June 2020. Targets to increase the diversity of topics and speakers to be developed based on that data.
	68*	To organise events and develop other content (publications, website, posters) that celebrate BAME Excellence, including a Role Model Awareness campaigns	A campaign developed to celebrate BAME excellence. This will lead to ten events held between 2020 and 2024. Two BAME Role Model Awareness campaigns completed	Programme to begin in September 2020		Overall impact of this work to be measured by feedback from students in the Race Equality Survey. Especially in relation to positive comments on the University celebrating BAME excellence
Recognise and mitigate the additional challenges posed by the UK higher education for international students. This includes differences in prior experience of education and familiarity with assessment methods.	70	Develop a welcome pack including information sheets. For example, how to register with a doctor, how to register with the police (for those who are required to) and how to open a bank account.	Information pack developed	<i>September 2021, with evaluation reporting by April 2022</i>	<i>Students' Union and International Office</i>	International students will feel more supported and provided positive feedback to survey
	71	Pilot a 'buddy' volunteer programme where 2 nd and 3 rd year international students or bilingual students help to orientate and induct new students. This will also boost students' CVs and	Pilot 'buddy' volunteer programme developed. Monitored and evaluated to roll out on an annually.	<i>September 2021, with evaluation reporting by April 2022</i>	<i>Students' Union and International Office</i>	

<p>Support for late starters, as some International students have faced delays due to Visa's etc.</p>	<p>72</p>	<p>employability prospects, and address tensions and segregation.</p> <p>Pilot a programme to provide social assistants for the first month to help new international students settle into their accommodation find their way around campus and make social contacts.</p>	<p>Programme developed, evaluated and rolled out annually</p>	<p>September 2021, with evaluation reporting by April 2022</p>	<p>Students' Union and International Office</p>	
<p>Recognise and address barriers to support for BAME students</p>	<p>73</p>	<p>Gather qualitative case study examples of good practice from the International Office to use as training materials to share best practice.</p>	<p>Case study document developed and promoted</p>	<p>September 2021</p>	<p>Students' Union and International Office</p>	
<p>Recognise and address the additional barriers to learning faced by neurodiverse and / or disabled international students</p>	<p>74</p>	<p>Provide a resource pack for late starters, exchange students and top-up students.</p>	<p>Resource pack developed and delivered to students that require it.</p>	<p>September 2021</p>	<p>Students' Union and International Office</p>	
<p>Recognise and address the additional barriers to learning faced by neurodiverse and / or disabled international students</p>	<p>75</p>	<p>Gather and monitor statistics on whether there is a correlation between late arrivals and performance. Monitor and adjust actions in order to address this issue.</p>	<p>Report produced with recommendation's, signed off and actions developed based on report recommendation's</p>	<p>September 2022</p>	<p>Director of Strategic Planning and Performance Office</p>	
<p>Recognise and address barriers to support for BAME students</p>	<p>76</p>	<p>Monitor BAME students engagement with University's Student Support and Wellbeing service, especially levels of declaration of disabled status and access to disabled student support.</p>	<p>Data available. Annual report produced and analysed. Trends identified and responded to.</p>	<p>First report produced by May 2021</p>	<p>Head of Student Support and Wellbeing</p>	<p>Increase in BAME students engaged, leading to reduction in progression gap between BAME and White students</p>
<p>Recognise and address the additional barriers to learning faced by neurodiverse and / or disabled international students</p>	<p>77</p>	<p>Develop and implement a robust process to enable International students with specific learning differences to access reasonable adjustments such as extra time without the expense of a full diagnostic assessment.</p>	<p>Process developed and implemented.</p>	<p>Autumn 2020</p>	<p>Head of Student Support and Wellbeing</p>	
<p>Recognise and address the additional barriers to learning faced by neurodiverse and / or disabled international students</p>	<p>78</p>	<p>Module leaders to produce a glossary of key subject-specific vocabulary and frequently-used acronyms for each module. Make this</p>	<p>Materials Developed and distributed to students. Feedback gathered from students through module feedback surveys as to whether the information was useful.</p>	<p>Autumn 2021</p>	<p>Dean of the College of Learning and Teaching</p>	<p>This action will benefit international students, and BAME dyslexic and 1st generation students, by</p>

<p>Recognise and mitigate the additional challenges and isolation LGBT+ BAME students may experience.</p> <p>Students from some cultural and low socio economic backgrounds (BAME students overrepresented in these groups) are more likely to become estranged.</p>	79	<p>available on Canvas before teaching starts, alongside the module guide and reading list.</p> <p>LGBT+ and Disability Equality Audits to consider the unique challenges faced by BAME members of those demographic groups</p>	<p>BAME-specific actions included in LGBT+ and Disability Equality Action Plans</p>	<p>March 2021</p>	<p><i>Head of Equality and Diversity</i></p>	<p>accelerating students' acquisition of subject-specific vocabulary and ensuring they have access to shared language and key concepts for each module</p>
	80	<p>Increase staff awareness of funding available for students becoming estranged whilst at University.</p>	<p>All personal tutors to be made aware of the designated funding is available for estranged students</p>	<p><i>September 2021</i></p>	<p><i>Head of Student Support and Wellbeing</i></p>	

❖ *Actions aligned with the Access to Participation Plan action plan: