



# Race Equality Charter Application 2024



University of  
Central Lancashire  
UCLan

# **RACE EQUALITY CHARTER** **BRONZE APPLICATION FORM**



Name of university	The University of Central Lancashire
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Action plan*	
Appendix 1: Survey and consultation data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
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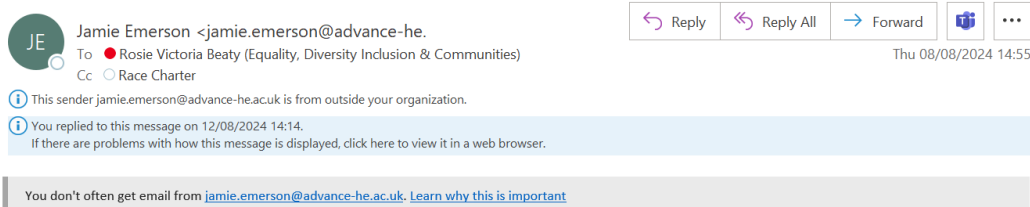
\*These sections and appendices should not contain any commentary contributing to the overall word limit.

Overall word limit: 8000 words

# Notes for the Panel

## 1. Data Considerations

- Data disaggregated at school/service level are not available for all required datasets in Appendix 2 due to recent restructures and impact of changes with HESA (Higher Education Statistics Agency) Data Futures during self-assessment process – approved by Advance HE (see email below).
- Collecting and monitoring accurate and consistent data at school or service level has been challenging due to restructures during the submission window and recent cost-reduction pressures and voluntary redundancies.
- The full three years of data are provided for Vice-Chancellor's Group. However, due to recent restructures, consistent three-year data are unavailable for Council, Senate, and senior leadership teams and the latest year of data are provided for these.
- Enhancing data collection, monitoring and analysis for race equality and broader equality diversity, and inclusion (EDI) is a priority in our REC Action Plan.



Hi Rosie,

I'm Jamie Emerson, a Charters Assessment Manager at Advance HE. Your email has been forwarded to me.

One of my roles is to ensure that assessment panels align their decisions to our guidance, as well as to our assessment criteria and underpinning expectations.

Our Updated REC handbook (p.19) requests that the mandatory data is presented disaggregated by ethnicity, UK and non-UK status, **Faculty or Directorate** and Grade (for staff data). However, it also states that "**where not possible, please explain why and, where appropriate, include an action in the action plan to address this moving forward**".

If you can provide faculty-level disaggregation (rather than school level) please do. If this is not possible, then explaining in the narrative or in a brief introductory note in the appendix is acceptable. Including an action in the action to build the capacity to do this level of analysis in the future will also be well-received by the panel.

On your question about the membership of the Council, Senate, and SLT etc - again, a concise explanation (e.g. the restructures of recent years) will be fine.

Overall, panels are standardised and advised to look at applications as a whole and therefore small gaps in data are accepted (sometimes with developmental feedback) as long as they do not fundamentally undermine confidence in the University's understanding of its race equality issues.

I hope this helps; please do not hesitate to get back in touch if you have would like further clarification.

Best,

Jamie

## 2. Grading System

University of Central Lancashire uses an alphabetical grading system with numerical spinal points. We are aware this is different to many other HEIs (Higher Education Institutes) and so have attached some example roles within our grading system below for your information.

Spinal Point	Grade
4 5 6	B
7 8 9 10	C
11 12 13 14 15	D
16 17 18 19 20	E
21 22 23 24 25 26	F
27 28 29 30 31 32	G
33 34 35 36 37 38	H
39 40 41 42 43 44	I
45 46 47 48 49 50	J

Indicative Roles	
Academic	PTAS
	Buildings Cleaner
	Catering Assistant
	Groundsperson Security Officer Clerical Assistant
	Admin Assistant PA Research Assistant
Post-Doc Research Assistant	Senior Technician Technical Instructor Senior Admin Assistant Buildings Manager Security Supervisor
Associate Lecturer Research Associate	Senior Admin Officer Student Support Officer Principal Technician
Lecturer Research Fellow	Admin Manager/Principal Admin Officer Project Manager
Senior Lecturer Senior Research Fellow	Professional specialist including Finance, Marketing, Facilities & Estates etc
Principal Lecturer Reader	Senior professional specialist including Finance, HR, Marketing etc Functional managers/Heads of within larger Services



### 3. Action Plan Overview

- We are aware that the action plan is more extensive than typical REC action plans.
- Reflecting on previous delays with our race equality work, we have taken a granular and SMART approach to produce a detailed, comprehensive action plan. This is to provide clear accountability, following extensive consultation with the action owners during the action planning process to ensure it is achievable.
- Actions are divided into sub-actions under broader objectives rather than merging actions to ensure there is clear ownership and accountability.
- We recognise there are areas where we need to improve our foundations for race equality to drive change and these are included in our action plan, with distribution of actions across the institution, reflecting our commitment to whole-institution change.
- We will be using Microsoft Lists as a key tool for tracking implementation.
- Some actions in the plan have already been started and/or completed during the SAT process, as our SAT recognised the need for action. These remain in the action plan where there are links to ongoing or future actions.

### 4. Schools

- Our Schools are equivalent to Faculties.

### 5. Terminology

- 'Minoritised Ethnic' was chosen as a term referring to ethnic groups that are in a minority in the UK population.
- The terminology 'minoritised ethnic' (abbreviated to 'ME') was developed in consultation with our REC SAT, REC Steering Group and our Global Race Centre for Equality (GRaCE).
- The term 'minoritised' (rather than 'minority') is used to reflect the fact that many ethnic groups that are minorities in the UK are majorities in the global population, and to recognise the structural inequalities that they experience, and which lead to them being minoritised by others (rather than naturally existing as a minority, as can be implied by the terms 'racial minorities' or 'ethnic minorities').

#### **\*Note on Redacted Version**

Please be aware that this version of the submission has been redacted to protect anonymity.

The redactions include:

- Data: All data from the appendices has been removed, along with any small data points within the submission and action plan that could potentially identify individuals.
- Named Individuals: Names of individuals in the action plan have been redacted, though professional and job titles remain.
- Self-Assessment Team and Steering Group: Names and job titles have been redacted.

Redactions are indicated by black boxes or blacked-out pages.

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

### 1.1 Letter of endorsement from the head of the university



Dear Ms Mwangi,

I am writing to endorse the University of Central Lancashire's Race Equality Charter (REC) Bronze Award submission.

As Vice Chancellor (VC) and Vice-Chancellor's Group (VCG) Race Ally, I am professionally and personally committed to and involved in our race equality initiatives. My established VCG Ally role is part of our broader senior leadership (SLT) commitment to EDI.

As an active and supportive ally, I regularly speak with our Race Equality Network (REN) co-chairs, wider colleagues, and students to understand the barriers facing different minoritised ethnic (ME) groups within our university community. By committing to self-reflection and change, I continue to develop a better understanding of my own biases, prejudices, and privilege, as we create a fairer, more inclusive and diverse university. Our recent REC survey (RECS) and focus groups (RECFG) have increased my understanding of the realities of race inequality for some of our colleagues and students and the need to develop and deliver race equality strategies and initiatives to dismantle these barriers.

I appointed Professor Andrew Ireland, Pro Vice-Chancellor (PVC) of Students and Teaching, to chair our REC Steering Group (RECSG) and REC Self-Assessment Team (RECSAT). This strategic decision ensured regular, timely communication between VCG, RECSG, and RECSAT, prioritising our REC work and informing decision-making at VCG level. RECSAT and RECSG report to Equality, Diversity and Inclusion Committee (EDIC), which reports to Academic Board (AB) and University Board (UB) (*Figure 1 pg8 and REC project plan (Table 1.10)*). Through VCG updates, our wider management team (approx. 110 colleagues) has been updated fortnightly during the RECSAT process.

RECSAT has worked tirelessly, engaging colleagues and students through a whole university approach, co-creating this submission, building on excellent existing race equality work and focusing on areas for improvement, all underpinned by Advance's REC principles.

Our in-depth self-assessment identified six evidence-based Race Equality priorities:

1. Create a safe and inclusive environment for colleagues and students

2. Accelerate and improve career progression for ME colleagues
3. Embed inclusive recruitment practices
4. Improve the outcomes for ME students
5. Improve student recruitment practices
6. Develop the infrastructure to progress and embed race equality

Our consultative and rigorous process identified 259 SMART actions to deliver on these priorities over five years. This detailed REC action plan (RECAP) results from honest reflections on the need for greater accountability and tangible change on race equality highlighted by our RECS (*Table 1.2, 1.4*). It reflects our whole university approach to addressing race inequalities, with many actions already underway. Implementation will be tracked through Microsoft Lists, with a risk register to mitigate implementation risks, the impact of external events and sector changes. We recognise the significant work ahead and are fully committed to our RECAP. I am personally committed to updating our university community on progress each year during Black History Month (*Action ref 1.61*) and will be proactive in ensuring there is good progress to report.

To support the implementation of our RECAP (including APP costing), I am pleased to commit an investment of £966,900 over the coming five years in addition to existing EDI resource (4 FTE), REN (100 hours for co-chairs and £500 budget per year), funding for five PhDs (£72,035) (pg10), work to improve reward and recognition (*Action ref 6.16*). This is additional to project management staffing and RECFG expenditure (£3,840) invested to produce this submission.

The lack of ethnic diversity in senior roles is a significant focus in our RECAP. I am dedicated to improving this and confident that our planned actions will lead to substantial progress. As part of the above REC investment, I have committed to anti-racism training for myself and SLT colleagues to enhance our understanding of racialised experiences at our university, which is key to fostering a welcoming, inclusive, and nurturing environment for all.

As a university committed to transforming lives and ensuring all our students and colleagues thrive whatever their background, fairness, inclusion, and diversity are key to delivering our University Strategy, supported by our Belonging Strategy. I strongly endorse this RECAP as a commitment to transforming the lives of our ME colleagues and students and providing opportunities to fulfil their potential. Along with my SLT, I am confident that our ambitious plan will drive the necessary culture change at our university to achieve racial equality for our university community.

I am committed to leading our efforts to advance this work. I enthusiastically and wholeheartedly support this submission and thank everyone involved for developing a RECAP to make us a fairer, more inclusive, and diverse university.

Yours sincerely,



Professor Graham Baldwin

Vice-Chancellor

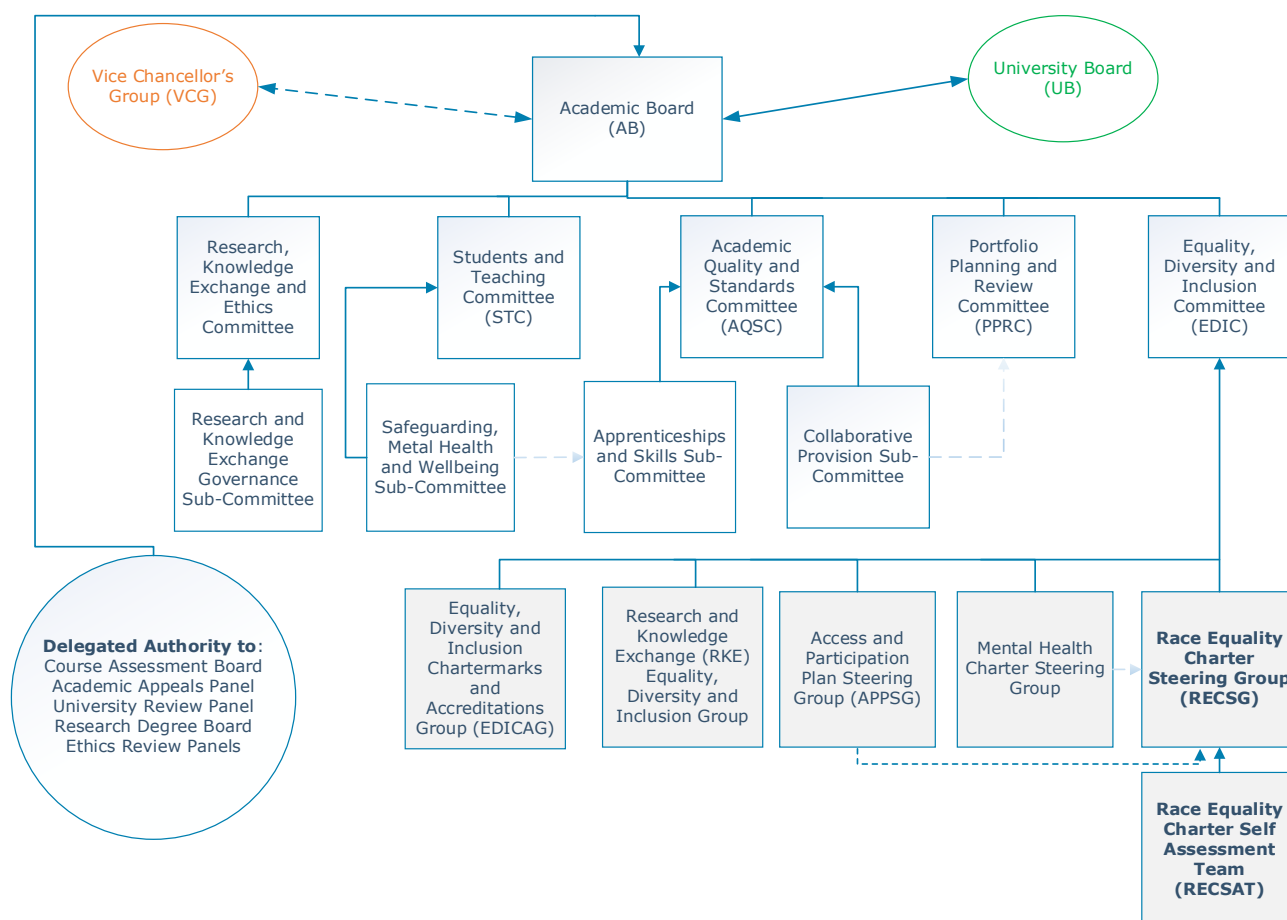
University of Central Lancashire



## 1.2 Governance and recognition of equality diversity and inclusion work

EDIC oversees the University's EDI programme for colleagues and students, with membership from SLT, School/Service EDI Leads (EDIL), Diversity Network co-chairs, and Students' Union (SU). EDIC reports to AB (oversees academic activities, e.g. admissions, research, teaching, and academic standards) which reports to UB (governs strategic direction and overall performance) (committee structure in *Figure 1*). All committees have student or SU representation. To embed EDI further in university governance, the Director of EDI is represented on Academic Quality and Standards Committee (AQSC), Students and Teaching Committee (STC) and Research and Knowledge Exchange (RKE) EDI Group.

Figure 1



Termly progress reports on EDI Strategy, relevant Chartermarks (e.g., REC) from EDI Chartermarks and Accreditations Group (EDICAG), Access and Participation Plan (APP) and School level activity, provide assurance at EDIC and through to AB and UB. UB has appointed an EDIL from the Board of Governors, ensuring EDI is integrated into high-level decision-making and strategic planning.

VCG leads the university, with UB, to fulfil our mission and values. VCG members, working with their leadership teams and School Executive Teams, have clear responsibilities to drive improvement and growth for our university community on our strategic objectives and financial stability. VCG is supported by:

- **Strategic Management Team (SMT):** VC's advisory group (VCG, Deans and specific Directors) to achieve our Strategic Plan.

- **Academic Leadership Group (ALG):** VC's advisory group (Deans) on strategic academic issues, monitoring performance against institutional KPIs.
- **Management Team (MT):** Chaired by VC to consider and disseminate information to VCG, Deans, Directors, Associate Deans (AD) and Heads of Service on strategic matters, key updates, sector issues, risks, good practice, and achievements.

Actions to improve EDI action planning and reporting at School/Service level (*Action Refs 6.11-6.14*) further embed EDI within committee and management structures.

In 2023, 23.4% of EDIC were ME colleagues (*Table 2.9.8*). Given the importance of diversity for decision-making and our current committee and SLT demographics (*Table 2.8.1-2.9.9*), actions to diversify AB (5.4% ME, 2023) and UB (5.6% ME, 2023) are included under priority 6 (P6) and actions to diversify VCG and SLT under priorities 2 (P2) and 3 (P3).

We are updating our EDI governance to drive RECAP implementation and improve alignment with our EDI strategy and function (*Action Refs 6.7-6.10*)

EDI Team (EDIT) (4 FTE, £28,000 budget) reports directly to VCG via PVC (Students and Teaching) and works closely with the People Leadership Team. EDIT's remit covers all University areas, with the following functions: EDI strategy development/implementation, insight and impact, policy and expertise, stakeholder engagement, external frameworks. The EDI Officer has been dedicated to REC, working with RECSG, RECSAT, Schools and Services to develop and implement action plans (APs) and report progress.

An established framework to embed, recognise, and reward EDI work includes:

- **Integrated SLT responsibility for EDI:** Embedded in Deans' job descriptions. EDI achievements considered in leadership progression.
- **EDI recognition for academic roles and promotions:** EDI achievements in academic promotion criteria, especially Lecturer to Senior Lecturer. Remission from teaching provided for School/University EDI activities agreed as part of workload allocation with line managers, where appropriate, influencing appraisals and ensuring fair, transparent objective setting and development opportunities.
- **Designated School/Service EDILs:** Each School/Service has designated EDIL with formal role descriptor and time allocation (75-200 hours) to cascade and embed EDI.
- **Colleague Diversity Network Co-chairs:** Time allocation (100 hours per network, 50 per colleague) and budget provided to support networks on race, LGBT+, disability, women, and neurodiversity. These networks offer valuable insights into the lived experiences of colleagues and are represented on EDIC and other EDI groups, including RECSG and RECSAT.
- **Recognition for RECSAT/SG members:** Line managers supported RECSAT/RECSG members to attend and contribute based on expertise and/or lived experience. VCG issued letters of thanks to RECSAT/SG members and RECFG participants, recognising their valuable contributions.
- **Recognition awards for EDI contribution:** Including EDI Category in Students' Union-led Golden Roses Awards, VC's 'Curriculum for All: Inclusive Practice' award and Awarding and Celebrating Excellent Students Awards recognising students' contributions to EDI.
- **Global Race Centre for Equality (GRaCE) funding and involvement:** GRaCE funds five PhD students to advance race equality research. Two GRaCE Co-Directors were RECSAT members. GRaCE PhD students were consulted on Awarding Gap (AG) Working Group (WG).

RECSAT identified the need to enhance current EDI reward and recognition systems to ensure under-represented and marginalised groups are not doubly disadvantaged by taking time away from their career progression without recognising and rewarding these contributions (*Action Ref 6.16*).

### **1.3 Local involvement and accountability**

Throughout the self-assessment, REC was a VCG standing item in MT meetings, with calls to action for managers and management briefings for cascade to all teams, and VCG's all-colleague updates reinforcing this university priority.

RECSAT membership had representation across services and schools to ensure a whole university approach, alignment with related strategic workstreams (e.g. APP), collaboration on future priorities and increased ownership and accountability. RECSAT included three EDILs (2 Schools, 1 Service), including targeted representation from School of Engineering and Computing (SEC) (race-related issues identified) and School of Nursing and Midwifery (higher proportion of ME students).

Schools and Services played a crucial role in our whole university approach to develop our REC self-assessment. Schools and Services were asked to share good practice early in the self-assessment for RECSAT to build on. They also encouraged participation with RECS and RECFGs and provided input and feedback on draft actions. In May 2024, Schools reported good practice and areas for improvement to EDIC as part of Schools assurance reporting, informing the RECAP. This local involvement, supported by our EDILs roles referenced below, will support implementation of the RECAP, with actions owned and embedded at local level.

There is an effective network of EDILs, representing each School and Service, aligning central and local EDI work with institutional goals. Termly meetings provide REC updates, share good practice, address concerns, and collaborate on solutions. These meetings are supported by a shared Teams space managed by EDIT.

The EDIL advises and assists Deans and Service Directors to:

- Embed EDI into work processes and activities.
- Raise the profile of EDI and its impact on practices within their area.
- Create a diverse, inclusive environment where colleagues and students can achieve their potential.
- Ensure the University is accessible and meets all colleagues'/students' needs.
- Share good practice.

EDILs have access to an EDI dashboard, providing diversity data on key metrics. Schools report on priorities identified from this dashboard in their Assurance Reports to EDIC.

The models for integrating EDILs within each School and Service varies, including representation on School Executive Teams, leading an EDI forum, and cascading information to School/Service colleagues. The role is more embedded in Schools than Services, especially since Schools Assurance reports were introduced in 2023-24. EDIT is auditing these models and developing the EDIL network in 2024-25 to ensure EDI, including our REC work, is embedded strategically and operationally in all Schools/Services (*Action Refs 6.11-6.14*).

## 1.4 Race Equality Charter self-assessment process

Following updated Advance HE REC guidance, a remodelled RECSAT and RECSG were established in September 2023, building on previous RECSAT's work. Starting in 2021, the previous RECSAT undertook a RECS, RECFG and partial self-assessment. However, there were challenges due to data availability/quality, review of EDI strategy and function, colleague changes and restructures within Schools, leading to the revised, stronger approach in September 2023.

### REC Self-Assessment Team (RECSAT):

- Chair/Sponsor: Andrew Ireland, PVC (Students and Teaching).
- Identified key colleague/student race equality issues.
- Developed comprehensive, evidence-based RECAP.
- Representation from Schools/Services (various grades), students, and SU.
- EDI expertise/Chartermark support from EDIT; project management from Corporate Operations.

### REC Steering Group (RECSG):

- Chair/Sponsor: Andrew Ireland, PVC (Students and Teaching).
- Managed/oversaw self-assessment process and submission.
- Provided challenge for RECSAT and assurance to EDIC and EDICAG.
- Chair/EDI Director updated VCG on progress/key findings.
- Inclusive decision-making through diverse representation.

## 1.5 RECSAT Membership (with RECSG membership indicated in bold):

Member	Role in University	Academic/ Professional Services/ Student	School/ Service	Role on SAT	Working Group (WG) role
[REDACTED]	[REDACTED]	VCG	Vice Chancellor's Group	Chair <b>RECSG Chair</b>	
[REDACTED]	[REDACTED]	Professional Services	EDI and Communities	Provide strategic alignment with wider EDI work. <b>RECSG member</b>	Co-Lead Institutional review
[REDACTED]	[REDACTED]	Professional Services	Research and Enterprise	Provide strategic link to RKE EDI related work including REF (Research Excellence Framework), RKE EDI group and to provide a link to the research community. <b>RECSG member</b>	Co-Lead Academic Progression
[REDACTED]	[REDACTED]	Professional Services	Corporate Operations	Project manage the Race Equality Charter	

				<b>RECSG member</b>	
		Professional Services	EDI and Communities	Lead the development of the Race Equality Charter <b>RECSG member</b>	Co-Lead Colleague Recruitment
		Academic	School of Nursing and Midwifery	Represent and provide a link to the Racial Equality Network <b>RECSG member</b>	Co-Lead Institutional review
		Academic	School of Engineering and Computing	Represent and provide a link to the Racial Equality Network <b>RECSG member</b>	Co-Lead Academic Progression
		Professional Services	People Team	Represent People Team and provide strategic alignment with wider People Team work, liaising with relevant members of the People Team or WGs	Co-Lead Colleague Recruitment
		Professional Services	Academic Registry	Represent Admissions and support WGs	Lead Professional Services Grades
		Professional Services	Strategic Data and Policy Insight	Provide dataset, survey analysis and support data requirements of WGs	Lead Missing Data
		Academic	School of Health, Social Work and Sport	Provide expertise and link with the work of Global Race Centre for Equality (GRaCE) on racial inequalities and anti-racism	Member Awarding Gaps
		Academic	School of Engineering and Computing	Represent and provide a link to all Schools through Academic Leadership Group	Co-Lead Academic Progression
		Professional Services	External Relations	Represent student recruitment and Widening Participation and support WGs	Lead Student Recruitment
		Academic	School of Engineering and Computing	Provide School level representation	Member Senior Leadership



		Academic	School of Health, Social Work and Sport	Provide School level representation as a senior researcher/research degrees tutor. Provide expertise and link with the work of Global Race Centre for Equality (GRaCE) on racial inequalities and anti-racism	Member Academic Progression
		Professional Services	Student Achievement Services	Provide a link in relation to student achievement, Access and Participation Plan and support WGs	Lead Awarding Gaps
		Professional Services	Centre for Collaborative Learning	Provide a link in relation to work on inclusive curriculum	Co-Lead Academic Progression
		Professional Services	Student Services	Provide a link to Student Services and support WGs	Lead Continuation
		Student	School of Health, Social Work and Sport	Provide postgraduate student voice and expertise based on PhD area of focus Awarding Gap	Member Awarding Gaps
		Student	Students' Union	Represent and provide a link to Students' Union and provide student voice	
		Professional Services	Students' Union	Represent and provide a link to Students' Union	
		Student	School of Health, Social Work and Sport	Provide postgraduate student voice and expertise based on PhD area of focus Career Progression	
		Student	School of Engineering and Computing	Provide student voice	Member Institutional Review
		Professional Services	External Relations	Provide effective and timely communications on the Race Equality Charter to colleagues and students	Member Institutional Review

		Professional Services	Corporate Operations (seconded to People Team)	Represent the People Team and link into work on the University's People Value Proposition	Member Colleague Recruitment
		Academic	School of Pharmacy and Biomedical Sciences	Provide Professorial/Reader representation	

### 1.6 Additional RECSG Members

Member	Role in University	School/Service
	Chair of EDI Chartermarks and Accreditations Group	Burnley Campus
	Advisor based on experience leading previous institution's REC	School of Arts and Media
	Internal Communications Manager	External Relations

RECSAT included some former RECSAT members for continuity, providing diversity of roles, perspectives, skills, experiences, and wider network connections. Additional colleagues/students were identified to strengthen ME group representation, breadth/understanding of issues, potential experience of intersectional inequalities and links with the Access and Participation Plan Steering Group (APPSG). RECSAT members were invited to identify additional members including for WGs.

RECSAT member support included:

- Terms of reference (TOR) strengthened by Advance HE
- Offering VCG support to enable full participation.
- Session by Advance HE to ensure all members understood the process.
- Briefing at first RECSAT, and throughout, on support available to members experiencing/affected by issues discussed, including:
  - Student Support Portal
  - Drop-In service
  - Report and Support.
  - Colleague Support Service
  - Wellbeing and Support
  - Counselling and Psychotherapy
- RECSG to identify/address well-being concerns.
- RECSAT meeting breakout rooms to ensure members were comfortable raising issues
- Time for questions built into meetings, fostering a collaborative/inclusive environment.
- Regular EDI Director meetings with SU Vice-President (Welfare) and SU Chief Executive to raise issues/concerns.

### 1.7 Self-Assessment Process

- **November 2023:**

SDPI (Strategic Data and Policy Insight) shared analysis and findings with RECSAT from REC datasets (2019/20-2021/22), using verified HESA data for colleagues (*iTrent*), students (*Banner*), and promotions (*People Team- [PT]*).

- **December 2023:**

- RECSAT launched online REC colleague/student survey based on Advance HE's pilot survey with additional questions to expand on data analysis themes.
- Promotion through internal channels, flyers, colleague diversity networks, EDILs, VC All-Colleague updates, Management Briefing, Blackboard, SU, and societies.
- Sessions held for colleagues without PC access.
- Survey completion: 1,007 students, 979 colleagues (*Tables 1.1 and 1.3*).

- **January 2024:**

- SDPI provided analysis to RECSAT.
- Nine WGs formed, based on priorities emerging from REC data and survey
- WGs investigated, action planned and extended colleague/student involvement with REC work.
- EDIT provided central WG support, with briefing sessions and RECAP templates.
- WGs led/co-led by RECSAT members with regular updates to RECSAT.

- **February 2024:**

- RECS findings, emerging priorities, and WG progress shared with VCG.

- **February/March 2024:**

- Following SU, GRaCE and REN input, fourteen independently/externally facilitated RECFGs explored ME student/colleague experiences, including ethnicity-specific student RECFGs (Black, Asian).
- RECFG participation: 20 ME students, 17 ME colleagues (*Tables 1.5 and 1.6*).

- **March 2024:**

- SDPI provided additional colleague data to WGs, using verified HESA data. Verified HESA data for 2022-2023 students was delayed due to national issues with HESA Data Futures.

- **April 2023:**

- WG leads presented findings/draft actions to RECSAT.

EDIT and RECSAT consulted on draft priorities/actions through:

- Presentation of actions/resourcing requests to VCG.
- Workshop with SMT and SU.
- REC intranet homepage.
- Consultation with EDIC members, EDILs and REN.
- RECAP feasibility review with action owners following cost-reductions/redundancies.
- Colleague/student consultation using MicrosoftForms
- Consultation feedback incorporated into RECAP.

## 1.8 Future REC Governance Arrangements

Learning from previous REC work and responding to RECS feedback on lack of confidence action will be taken (*Table 1.7*), we are updating our EDI governance to focus on REC implementation, aligning with the wider EDI Strategy (*Action Refs 6.7-6.10*).

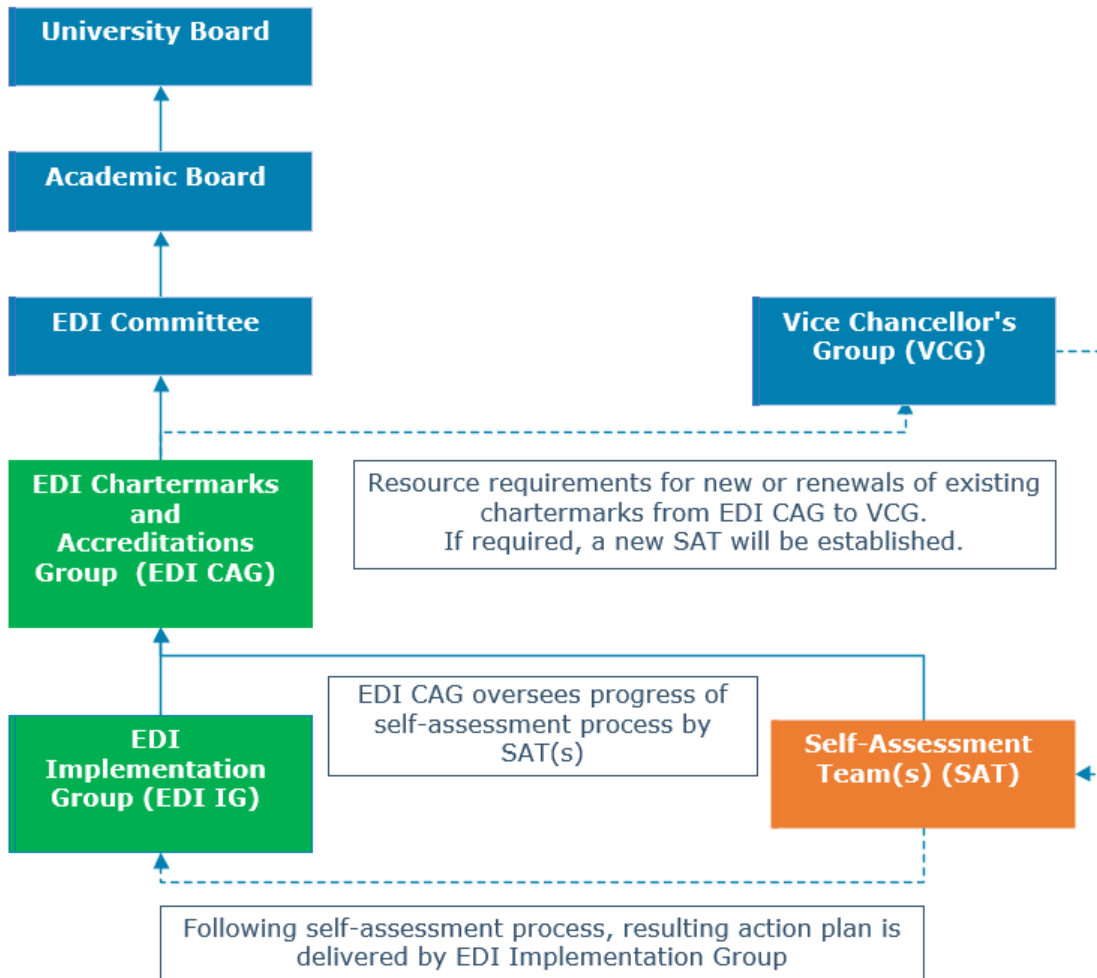


Figure 2

- **Transition from RECSAT and RECSG to oversight and implementation:** The Director of EDI will oversee the RECAP, reporting to the revised EDI Chartermarks and Accreditations Steering Group (EDICASG), EDIC, and PVC (Students and Teaching). The EDIT will manage the RECAP from self-assessment through implementation.

### 1.9 Oversight and Implementation Groups:

- **EDI Committee (EDIC):**
  - Monitors progress, holds EDICASG accountable, and meets termly.
- **EDI Chartermarks and Accreditations Steering Group (EDICASG):**
  - Revised TOR to include RECSG responsibilities.
  - Responsibilities:
    - Review and ensure progress on EDI-related Chartermarks, including REC.
    - Resolve issues escalated from the EDI Action Plan Delivery Group (EDIAPDG).

- Provide assurance reports to EDIC and review proposals for new Chartermarks or renewals.
    - Oversee self-assessments, e.g., Athena Swan, and consider intersectionality.
  - Chaired by Andrew Ireland, PVC (Student and Teaching).
  - Membership and Meetings: Includes existing RECSG and EDICAG members; reviewed annually. Meets 6 times per year.
  - Reporting: To EDIC.
- **EDI Action Plan Delivery Group (EDIAPDG):**
    - Manages EDI-related APs, including REC and wider Chartermarks.
    - Responsibilities:
      - Progress and report on EDI APs, escalate issues to EDICASG.

Membership and Meetings: Drawn from RECSAT and additional members for wider coverage. Meets every 4-6 weeks and reports to EDICASG; chaired by Charlotte Delaney, Director of EDI. (*Action Ref 6.8*).

- **Reporting Process:**
  - EDIAPDG Chair Reports: Termly to EDICASG on progress, highlighting concerns and requesting support for unresolved issues (exception reporting).
  - EDICASG Escalation: Issues unresolved by EDIAPDG are escalated to VCG (resource-related) or EDIC (accountability-related). EDICASG provides termly reports to EDIC on achieved actions, challenges, and mitigations.
  - Annual REC Report: Provided by EDIAPDG to EDIC (*Action Ref 6.9*).

REC Renewal: Director of EDI prepares renewal request for EDICASG and VCG approval. A new RECSAT will be established, including relevant members from EDIAPDG for continuity.

## **1.10 Additional Committees and Reporting:**

University Committees: Progress reports on relevant REC actions shared with AQSC, RKEEC (Research, Knowledge Exchange, and Ethics Committee), PPRC (Portfolio Planning and Review Committee), and STC. All schools are represented on these committees.

School/Service EDI reporting through EDIL network (pg10 and *Action Refs 6.11-6.14*)



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

### 2.1 Description of the university and its context

#### Campuses:

- UK: Preston, Burnley, Westlakes
- International: Cyprus

Our main campuses incorporate Preston and Burnley, two of the most ethnically diverse districts in Lancashire (*Census*). We are the university of choice for many Asian students locally. In 2021/22, as a widening participation (WP) university, over half our students were from the two lowest IMD quartiles (52%, *Table 2.33.1*) and 60.9% were mature (*Table 2.34.1*). This reflects socio-economic disparities within the region. Intersectional analysis revealed notable overlaps between Black students and other student characteristics associated with poorer academic outcomes (*Table 2.26.1*) (pg29 Awarding Gaps).

#### Academic Offerings:

We offer over 350 undergraduate courses across 10 Schools (*Figure 3*). As a WP university, we are distinct in offering Medicine, Veterinary Medicine, Dentistry, Pharmacy, and Optometry and are the largest trainer of the region's health workforce. Our curriculum is research-informed and employer-engaged, equipping students with practical, real-world skills.

Figure 3



#### Strategic Focus:

Our strategy focuses on real-world, practice-based education, research-informed curriculum, and strong employer engagement. We aim to improve lives locally and globally, promote sustainability, support wellbeing, and encourage global citizenship among students.

## **2.2 Community Engagement**

### **Local Events:**

- Our events engage the local community, e.g. Lancashire Science Festival (10,000 attendees on campus).
- Outreach includes local events, e.g. Caribbean Carnival and activities in libraries/youth clubs.
- Focus on under-represented groups in Higher Education, e.g. Lancashire Science Festival features a community pass scheme, partnered with local groups, offering lunch vouchers for families attending.

### **Community Partnerships:**

- Collaborate with local organisations to reach underserved audiences, e.g. hosting Fishwick and St Matthews (FAM) group's Community Engagement Officer, as part of Big Local partnership in FAM (two of Preston's most disadvantaged areas).
- Our Centre for Volunteering and Community Leadership (48% of volunteers ME) gives students skills to add capacity to the local community.
- Comensus group supports members of the community to reflect lived experiences in curriculum.

### **Sanctuary Status:**

- Awarded University of Sanctuary Status (2024)
- Partnering with Preston City of Sanctuary, our TESOL/ESOL (Teaching English to Speakers of other languages) teams offer free language lessons to sanctuary-seekers aiming to study.

## **2.3 Global Race Centre for Equality (GRaCE)**

- Transdisciplinary research centre co-producing research with community groups. Research topics include mental health of asylum seekers, domestic violence, and social prescribing for minoritised communities.
- Recent partnerships include:
  - Inclusive North: Developing funding bids, evaluating projects.
  - Windrush Initiatives: Supporting Arthur Wharton Football Cup and evaluating Windrush 76 Festival, exploring ways to divert Black and Mixed heritage boys from criminal justice system.
- Strong links with public health leaders, e.g. Blackburn with Darwen Council's Director of Public Health, Abdul Razaq (University's Honorary Professors).

### **Chaplaincy:**

- Supports students' faith-related needs through network of Chaplains
- Collaborates with local community leaders to understand barriers faced by ME students
- Leads Interfaith events to promote understanding and address religious/racial tensions, working with local schools and Imams to raise HE aspirations.

## Managing Tensions:

- Maintain strong relationships with local police and safeguarding partners to address racial tensions, harassment, and hate crime.
- Renewed a Campus Cohesion Group in 2023-24, comprising University/SU representatives and responding to global/national/local events, to:
  - Prevent: Recommend actions to prevent hate crimes and promote good relations.
  - React: Respond to incidents impacting campus cohesion.
  - Anticipate: Monitor emerging issues impacting campus cohesion
- This group supported colleagues/students following UK-wide riots (August 2024).

## 2.4 Colleague and Student Recruitment

### • Student Recruitment:

We recruit locally and internationally, with ongoing efforts to enhance our national brand appeal. Entry requirements are well-considered to promote accessibility for students from diverse academic backgrounds, as is the option of studying an integrated foundation year.

UK recruitment:

- Working with 19 local partners, most students are recruited from Northwest England (82% of undergraduate students) and 55% of students from Lancashire.
- Attracting a national audience for specific subjects, e.g., Medicine, Dentistry, Veterinary Medicine.
- Working in partnership with London College of Accounting Limited to recruit mature London-based students to our London campus.
- Partnering with local secondary schools and feeder primary schools to deliver sustained, progressive programme of outreach activity for Y5 to Y10, including mentoring, on-campus experience days. Selection of schools based on student demographics, ensuring ME and lower socio-economic representation.
- Offering university experience days for schools with high proportion of students eligible for pupil premium or at least 50% of students meeting one or more WP criteria.
- Supporting our students to succeed with access to hardship funds and bursaries

International recruitment is from over 120 countries. Following an International Student Taskforce review (2022), significant enhancements include a dedicated International Support team, providing:

- Single point of contact to address any questions/concerns
- Weekly Collaboration meeting (strategic initiative to collaborate on and resolve specific/complex challenges for international students)
- New pre-arrival transition programme to prepare international students for life in the UK and foster a sense of belonging
- Several initiatives, including a weekly drop-in session to connect, make friends, engage in activities, and share support needs.

- Series of support sessions covering topics including thriving in a new environment, managing imposter syndrome, and building resilience.

We continue to develop this international focus for Student Support, with further RECAP developments (*Action refs 4.28-4.38, 6.1, 6.3-6.4*).

The University supports students to succeed with over £1million allocated to hardship funds and bursaries each academic year.

92% of our full-time postgraduates come from the Northwest. However, recruitment to part-time postgraduate programmes continues to expand nationally with only 70% from the Northwest in 2021/22 compared 82% in 2017/18.

- **Colleague recruitment**

Academic colleagues are recruited globally. Professional, technical, and operational colleagues are typically recruited locally and nationally, as part of our regional engagement and development.

We use the following recruitment practices to attract talent:

- Applicant tracking system to streamline candidate management
- Creative sourcing methods, including direct targeting and passive attraction through in-mails, to reach diverse candidates
- Specific job boards, e.g., Vet Times, for specialised roles
- Creative job ads with dedicated webpages
- People Value Proposition (PVP) highlighting salary, benefits, career development, and our culture
- Social media campaigns
- Local job fairs
- Video content
- Bespoke 'meet the team' events
- Headhunting for senior roles

## **2.5 Development, evaluation, and effectiveness of policies**

Policies requiring AB and UB approval are reviewed annually. Policy owners involve Legal team in proposed amendments and seek approval through appropriate governance (e.g. academic committee, service approval). Policy owners submit revised policies with tracked changes, an administrative form and equality impact assessment (EIA).

For student-related policies:

- AQSC responsible for assurance and oversight of all policies forming part of students' terms and conditions (Student Contract), which is approved annually
- Continuous feedback model for student engagement informs policy development and evaluation to ensure policies respond to diverse student needs and perspectives, using:

- Formal and informal methods, e.g. Student Feedback Review and Forum, fostering collaboration between course representatives and tutors across all years
- Insight from Unitu (platform providing direct student input, module and course feedback)
- Surveys, e.g. National Student Survey (NSS), Graduate Outcomes survey, Welcome survey.

For colleague-related policies:

- People Team undertake annual policy review (legal compliance/fit-for-purpose), policy impact assessments (including EIAs) and Trade Unions consultation.
- Invested in dedicated policy development role.
- Comprehensive stakeholder consultation (colleagues/students/external partners), including engagement with recognised Joint Trade Unions, colleagues diversity networks, consulting bodies (e.g. Universities and Colleges Employers Association) and similar universities for sector standards
- Policy Stakeholder Group (Schools/Services colleagues, EDI representatives, People Policy developers) provide feedback to review policy drafts, ensuring inclusivity and fit-for-purpose
- Shared at new starter induction and on intranet.

Our EIA process considers and mitigates policy impact on colleague/students based on race/ethnicity. Recent EIAs include Mitigating Circumstances policy, with specific actions to address negative impact on international students and intersectional issues (race/religion). In 2023-24, an EIA Review WG developed and piloted a policy-specific EIA. EIA forms/guidance are on the intranet, with EDIT training/support available. EIA/EDI considerations are integrated into existing procedures, including Change Impact Assessments for project initiation, On-campus Event Risk Assessments, Safety, Health and Environment management procedures and updates planned for Public Engagement in 2024/25.

Further work is planned to review EIA templates (*Action Ref 6.43*) and consider EDI as part of new programme and change management process (*Action Ref 6.42*).

RECSAT reviewed policy effectiveness, identifying concerns highlighted by RECS (*Table 1.7*)

- Around 40% of students unaware how to report racist incidents
- ME students less confident (53.6%) appropriate action will be taken compared to White students (66.5%).
- 36% of ME colleagues lack awareness of reporting procedures
- ME colleagues less confident (39%) appropriate action will be taken, compared to White colleagues (60.7%)

RECAP actions identified to improve effectiveness of policies relating to racist incidents.

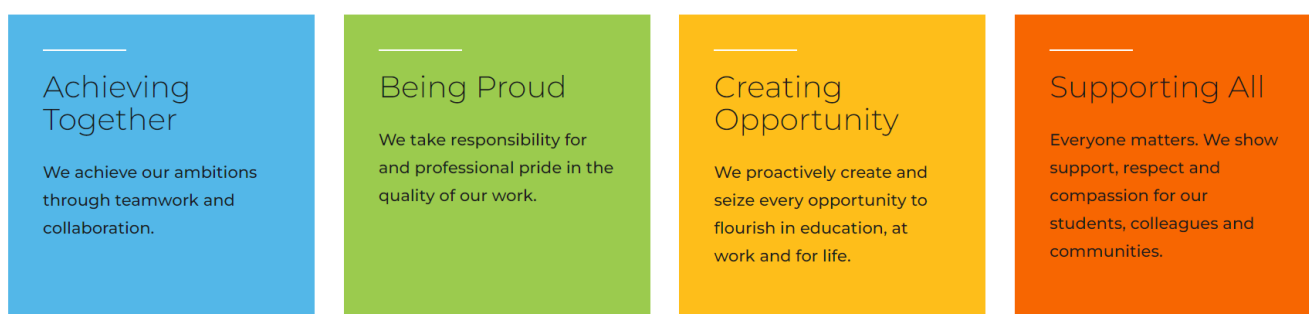
## 2.6 Culture, inclusion and belonging

Our values (*Figure 4*) emphasise our collaborative, supportive culture. Student experience is a priority, with a compassionate, caring focus on students, as evidenced by work towards the



Mental Health Charter, investment in our APP and our university-wide WP focus on recognising and tailoring our approach to meet student needs.

Figure 4



Our Student/Colleague voice is important. RECS engagement was strong and largely representative of our colleague/student population (*Tables 1.1 and 1.3*), except:

- Lower engagement from Black students: New student belonging project to be co-created with Black students to support transition to university and build a peer network (*Action refs 4.20-4.21*)
- Lower engagement from Asian colleagues: New colleague diversity network guidance emphasises need for representation/engagement of all marginalised and under-represented groups covered by each network. EDIT REC lead supporting REN co-chairs to achieve this.
- Higher proportion of 'Not Known' (colleagues/students): Reducing the proportion of 'not knowns' is part of P6 (*Action refs 6.1-.6.6, 6.21-6.39*)

In 2022, the VC initiated an Institutional Review (IR) on Racial Equality and Anti-Semitism following a racist incident involving students and subsequent media attention. Given our supportive culture, this period was difficult, challenging our perception of the university as an inclusive, anti-racist institution. Advance HE's anti-racism training was delivered to our wider leadership in 2022-23 as part of the response. The IR was collaborative, with ME colleague/student representation. However, RECS continued to highlight a lack of confidence discussing race issues and speaking up (*Table 1.7*), potentially impacting the IR and a lesson to learn for future REC work. When establishing the RECSAT in September 2023, facilitating respectful discussions on race equality, recognising power imbalances, centring impacted voices, and minimising emotional burden on affected colleagues/students was therefore specifically included as RECSAT Chair's responsibility.

The IR highlighted improvements needed with student complaints processes, communications, anti-racism training, and reporting channels for bullying and harassment, with an IR AP developed (October 2022), reviewed by EDIC (October 2023) and taken forward by RECSAT. We have multiple reporting channels to address racist incidents, including:

- Report and Support
- New Colleague Support Service
- SU's Advice Centre
- People processes (e.g. grievances, disciplinarys)
- Student Casework (providing advice, support, and training to manage student-related cases in line with university procedures/OIA guidance)

Despite the IR's AP and an external student complaints process review, RECSAT's WG on IR identified confusion with reporting processes for students/colleagues which in turn limited monitoring. This was supported by RECS findings (*Table 1.7*):

- Lower confidence among ME colleagues/students of appropriate action if racist incidents were reported
  - 39% ME colleagues confident (60.7% White colleagues)
  - 53.6% ME students confident (66.5% White students)
- Lower awareness among ME colleagues of how to report racist incidents (44.5% ME, 59.5% White)
- Lack of awareness (all students) of how to report racist incidents (38.9% ME, 33.9% White)

RECSAT considered:

- 2023 Staff Survey diversity analysis showing lower scores for Black and mixed/multiple ethnic colleagues in response to question on zero tolerance of discrimination/bullying/harassment (*Table 2.15.1*)
- RECFG findings on microaggressions and need to address in reporting processes.

This led to RECAP Priority 1 (P1) (*Action refs 1.1-1.66*). Greater accountability was a key focus for RECSAT, given concerns over delays taking forward IR actions and impact on colleague/student confidence (P6).

Our approach to addressing EDI and race equality challenges tended to be devolved, rather than centrally driven, and reliant on key individuals, rather than whole-University, systemic change. This is evident for two key RECSAT focus areas, highlighted as improvement areas in our Belonging Strategy since 2021:

- Diversifying the ethnicity of our leadership (P2)
- Reducing the Black/White awarding gap (P4)

To achieve a Belonging Strategy target of 20% ME representation (workforce and PS management contracts), School/Service EDILs have access to an EDI data dashboard, with progress monitored in the EDI Annual Report. There was no central AP or clear ownership. A Belonging Strategy review is underway to increase accountability, with P6 focused on developing a whole-University approach (*Action refs 6.11-6.14*).

Lack of ethnic diversity in SLT impacts our culture and sense of belonging, as evidenced by RECFG feedback on lack of ME role models, 'broken pipeline' and [REDACTED] (Table 1.11), leading to P2 and P3.

Our strong focus on individual student support, WP outreach and a previously operational EDI function has led to a more reactive, individual response to race-related issues, rather than strategic. We continue to have an above sector average Black/White awarding gap. Good practice exists to address this, including:

- Curriculum for All: Developing an accessible curriculum, relevant to all students and recognising diverse backgrounds/experiences to promote equity in education.
- Decolonising the Curriculum: Challenging and removing colonial biases, ensuring multiple perspectives (particularly historically marginalised groups) are represented and valued in academic content.

Recent developments are moving to a more strategic, whole-university approach:

- 2022-23:
  - New Student Achievement Services (SAS) created to bring together services into a more joined-up, visible support offer regarding student achievement.

- Director of SAS led development of new APP and analysis, with institutional/school-specific actions to address Black/White awarding gap (Priority 4).
  - Leadership development programme for ME colleagues, Aspire, established.
- 2023-24
  - Aspire participants shared learning/experiences with senior leaders, as part of Inclusive Leadership session on Inspirational Leadership training.
- 2024-25:
  - Planned move to block delivery to increase student achievement, retention, and success, given studies on enhanced outcomes for under-represented groups and international students.
  - Development of religion and belief guidance including prayer spaces and catering (following RECFG feedback).

## 2.7 Colleague and Student Context

### Student demographic

Our 2021-22 student demographic (*Table 2.10.10*) is more ethnically diverse than the local Preston and Burnley populations and national HESA data:

- **University:** 56.7% White, 25% Asian, 5.9% Black, 6.3% Other (including Mixed), 6% Not Known. (28,545 Students)
- **National HESA:** 73% White, 12% Asian, 8% Black, 5% Mixed, 2% Other
- **Preston:** 72.6% White, 20.2% Asian, 2.4% Black, 3.0% Mixed or Multiple ethnic groups, 1.9% Other ethnic groups
- **Burnley:** 82.5% White, 14.7% Asian, 0.3% Black, 1.6% Mixed or Multiple ethnic groups, 0.8% Other ethnic groups

International student recruitment influences this:

- **University (UK):** 72.6% White, 16.1% Asian, 5.3% Black, 4.3% Other (including Mixed), 1.7% Not Known.
- **University (non-UK):** 5.2% White, 59.3% Asian, 7.8% Black, 13.1% Other (including Mixed), 20% Not Known. (*Table 2.10.12*).

We have a higher percentage of students with unknown ethnicity, this is especially notable for Non-UK students (*Action refs 6.1-6.6*).

Given the ethnic diversity of our student population, RECSAT focused mainly on reducing gaps in student continuation, progression, and awarding, rather than attracting ME students.

### Colleague demographic

In 2021/22, our colleague population (*Table 2.28.1*) was more ethnically diverse compared to the national sector average (*HESA data*):

- **University:** 15.1% ME colleagues
- **National HESA:** 12.4% ME colleagues

The proportion of our ME colleagues has increased from 12.6% to 15.1% (2019/20-2021/22). During this period, the proportion of our colleagues with unknown ethnicity remained relatively stable (5.4% in 2019/20 to 5.05% in 2021/22), indicating increasing colleague ethnic diversity. This is in line with sector improvements with ME representation among UK nationals, increasing from 5.4% (2003/04) to 12.4% (2021/22) (*Equality+ Higher Education Colleague Statistical Report 2023*).

In 2021/22, our colleagues were less ethnically diverse than the local Preston population, with significantly lower Asian representation than Preston and Burnley (*Census*):

- **University:** 81.04% (White), 8.5% (Asian), 2.3% (Black), 3.1% (Mixed or Multiple)
- **Preston:** 72.6% (White), 20.2% (Asian), 2.4% (Black), 3.0% (Mixed or Multiple)
- **Burnley:** 82.5% (White), 14.7% (Asian), 0.3% (Black), 1.6% (Mixed or Multiple)

In 2022/23, there was higher representation of ME colleagues in lower grades, with 27.3% in Grades A & B and 13.8% in Grade D, but significantly lower in senior positions, with 7.1% of Professors and 0.1% of Senior Colleagues (*Table 2.23.1*).

In 2021/22, 95% of our colleagues were UK Domicile, with non-UK colleagues predominantly in academic roles (*Table 2.29-1-2.29.4*). Colleague recruitment is drawn from a wider geographic area than the local Preston and Burnley population, particularly for more senior roles. Therefore, we have prioritised embedding inclusive recruitment practices and developing internal ME talent to ensure our workforce reflects the ethnic diversity of the local community and student population.

## Intersectional analysis

During the self-assessment process, there was limited intersectional analysis of REC required datasets and RECS by RECSAT and SDPI, due to limited data analytic resource and limitations with the survey platform. Where intersectional analysis was possible, this is referred to in this submission.

Actions to enhance our capacity for intersectional analysis, specifically ethnicity and sex/gender, have been incorporated into our RECAP, including colleague survey diversity analysis. This intersectional analysis will be shared with EDILs, as part of developing School/Service APs. As we develop our Athena Swan submission, we will develop intersectional analysis on sex/gender and ethnicity (*Action refs 6.55, 6.56, 6.58, 6.59, 6.64*).

## Good Practice

Good practice on race equality from colleagues across the university informed our self-assessment (*Table 1.9*), e.g. Decolonising the curriculum WG, "Talking about Race" research, and GRaCE research workshop. This helped identify gaps and inform WGs' assessments and action planning, with colleagues leading good practices joining WGs.

SDPI prepared a paper outlining race equality good practice within and beyond the sector, including case studies from REC award holders and Advance HE recommendations (*Table 1.8*). This informed RECSAT discussions and action planning. Good practices identified included leadership programmes and agency contracts requiring diverse applicant pools.

The SU was involved in REC WGs and on RECSAT and students, including GRaCE PhD students, contributed, particularly in addressing AGs.

## 2.8 Colleague Analysis

### Colleague Recruitment:

Data analysis highlighted that, for colleague recruitment carried out by internal recruiting managers (in contrast to external recruitment agencies), ME applicants were substantially less likely to be shortlisted for interview than White applicants, with a 2022/23 application-to-shortlist rate of 11.5% (ME) versus 24.7% (White) (gap: 13.2 points) (*Table 2.21.2*). The application-to-shortlisting gap remained consistent over the last three years, and each year the proportion of shortlisted ME applicants reduced.

The gap was widest for academic positions: in 2022/23, 9.8% of ME academic applicants were shortlisted, compared to 35.7% (White) (gap: 25.9 points) (*Table 2.21.1, 2.21.2*). The gap between White and ME applicants for shortlist-to-appointment rate was smaller and has narrowing over the past three years. In 2022/23, 29% of shortlisted ME applicants were appointed, compared to 32% of White applicants (gap: 3 points). The data showed a persistent gap in favour of White applicants across the Academic, Professional Services, and Management job families (*Action refs 3.1-3.35*).

### Professional Services (PS) Grades:

When reviewing grade data by ethnicity, occupational segregation was notable, with UK and non-UK PS colleagues from ME groups over-represented at Grades D and below compared to White PS colleagues.

Over-representation of ME colleagues was most notable in Grades A and B (27.3%), compared to 15.1% ME colleagues in overall workforce (*Table 2.22.1*). The proportion of ME colleagues in Grades A-D has increased over the last three years (with no non-UK colleague in Grade C). Grades A-C are mainly cleaning and catering roles in Estates. Grade D roles are largely clerical and found in most Services (*Table 2.22.1*).

RECSAT identified actions to:

- Address occupational segregation within Estates (*Table 2.23.1*) (*Action refs 2.23-2.24*)
- Replicate good practice across the university where higher proportions of ME candidates are applying and being appointed (Grades A-D) (*Action ref 3.35*)
- Improve professional development for all colleagues in Grades D and below (*Action refs 2.20-2.29, 2.34*).
- Address higher proportion of PS colleagues in Grade D (44.4%) not sharing their ethnicity (*Table 2.23.1*) (*Action ref 6.72*).

There is limited data to understand internal progression for PS colleagues, as there is no formal promotion route. Exit survey data suggests lack of opportunities for career progression and promotion is the most common reason for PS colleagues leaving. Disaggregation by ethnicity was not available, therefore further work is planned to review colleague leaver data by ethnicity and ensure consistent use of exit interviews to understand reasons for ME colleagues leaving, as part of PVP (*Action ref 2.6*).

### Senior Leadership:

Evaluation of our colleague profile highlighted the lack of ethnic diversity at higher grades in 2022/2023 (data shows percentage of ME colleagues within each grade):



- Grade J: 8.5%
- Professor: 7.1%
- Management: 15.5%
- Senior Colleague: [REDACTED]

[REDACTED] (Table 2.23.1, 2.8.2) (Action refs 2.26-2.36, 3.25-3.28, 3.34-3.35).

The proportion of ME colleagues increased in Management grade from 10.5% (2019/2020) to 15.5% (2022/2023). Management grade includes Deans, Directors, Associate Deans (ADs), Deputy ADs, and Heads of Service. However, at Professor and Grade J, the proportion of ME colleagues has varied for non-UK and UK colleagues:

- Professor:
  - UK: Remained constant at 2.6%
  - Non-UK: Decrease from 12.6% (2019/2020) to 7.1% (2022/2023)
- Grade J:
  - UK: Decrease from 7.6% (2019/2020) to 5.5% (2022/2023)
  - Non-UK: Increase from 7.7% (2019/2020) to 8.5% (2022/2023)

Targeted interventions are required to address these disparities effectively (Action refs 2.31-2.32, 2.35, 3.27-3.34). The increase in ethnic diversity at Management grade presents an opportunity to develop internal ME talent. In contrast, the decrease in ethnic diversity at Professor level for non-UK colleagues and at Grade J for UK colleagues requires a different approach, including actions relating to academic progression (below).

Actions to increase ethnic diversity of SLT have success measures focussed on building the pipeline rather than KPIs to increase proportion of ME colleagues in senior positions. This recognises the sector challenges (potential restructures, recruitment freezes) and low turnover in SLT.

### **Academic Progression:**

The proportion of ME academics (UK and non-UK) has increased from 2019/20-2022/23 (Table 2.29.3, 2.29.4):

- UK: Grade H (Lecturer) (7.3% to 12%); Grade I (Senior Lecturer) (8.5% to 10.2%)
- Non-UK: Grade H (Lecturer) (47.2% to 57.7%); Grade I (Senior Lecturer) (38.1% to 41.9%)

This increase reflects progression from Grade H to I and the conversion of a significant number of Grade G (Associate Lecturer) roles to Grade H. These conversions impacted the proportion of ME colleagues in Grade G, with a decrease from 12.7% to 10.5%.

Data on Professorial applications in 2021-22 highlights disparities in successful applicants. Although 63.2% of applications were from White colleagues, 83.3% of White applicants were successful. This contrasts with a lower proportion of ME applicants being successful (16.7%) from 36.8% ME applicants (Table 2.4.1) (Action refs 2.1-2.19, 2.26-2.29). However, there was only one promotion round in the last 3-year period, with low number of ME applicants.

Acknowledging data limitations, we will explore school-specific issues and review school-level ethnicity data to identify barriers and develop actions as part of School EDI APs to improve the career progression of ME academics (*Action ref 2.3*).

## **Pay Gap Reporting**

We voluntarily report on our ethnicity pay gap in a publicly available EDI Annual Report. Both mean (5.68% to 5.2%) and median (2.9% to 2.83%) ethnicity pay gaps have reduced from 2022 to 2023. The proportion of ME colleagues has increased in all pay quartiles except the upper-middle hourly pay quartile (*Table 2.16.2*) However, there are more ME colleagues in lower-paid roles within the different pay quartiles, including at management level, impacting the mean and median ethnicity pay gaps (*Table 2.16.1*).

Our RECAP addresses occupational segregation and progression of ME talent, with specific actions supported by REC data analysis (*Action refs 2.20-2.29*).

## **2.9 Student Analysis**

### **Awarding Gaps**

Analysis undertaken by the APP Steering Group confirmed a significantly higher gap for UK Black/White awarding than for other ethnicities. The UK Black/White awarding gap at undergraduate level is currently at 24%. Despite a slight improvement from 29.6% in 2020/21 to 24% in 2021/22, this gap remains larger than the sector average (20%). Analysis (*Table 2.26.1*) reveals several factors contribute to this gap, including socio-economic background, prior academic attainment, and entry qualifications.

OfS Completion data, highlights that, of the Black students who began studying here between 2015 and 2017:

- 34% were IMD Q1, and 22% were IMD Q2
- 44.9% were eligible for free school meals at Key Stage 4
- 78.7% did not have A-Levels, but held alternative qualifications such as BTEC
- 49.5% were mature students and 29.6% were over 30

As part of a whole university approach, links were developed between the APP and REC to incorporate APP interventions aimed at reducing the Black/White awarding gap as SMART REC actions (*Action refs 4.1-4.29*). These actions were developed and overseen by the APPSG, which included members from Services, Schools, SU and two RECSAT and RECSG members. Centre for Collaborative Learning (CCL) conducted an extensive literature review of approaches to address the ethnicity awarding gap, informing REC actions and APP interventions. School of Nursing and Midwifery has the largest cohort of Black students in the University and awarding outcomes within this School significantly impact the overall awarding gap (*Action refs 4.22-4.23*). Specific actions are also identified for School of Business-which has a significant Black/White awarding gap (36.9%) (*Table 2.25.1*) (*Action refs 4.24-4.25*).

### **Missing Data**

REC analysis identified that outcomes for students with an 'Unknown' ethnicity are consistently lower than for White and ME students, across a range of metrics (*Tables 2.12.1-2.21.2, 2.13.1-2.13.2, 2.14.1-2.14.2*). In certain areas, particularly continuation, the gap is widening. Only 61.3%

of UK Undergraduate students with an Unknown ethnicity who started their studies in 2020/21 continued into the next academic year, compared with 83.6% of White students and 84.5% of ME students. The continuation rate for these students with an 'Unknown' ethnicity has fallen for three consecutive years.

This consistent gap in outcomes could indicate that there are common factors among students who do not declare their ethnicity that impact outcomes. To understand this differential, we need to examine whether the data collection process could be strengthened. This REC WG considered the student enrolment process in detail, specifically examining when and where ethnicity data were captured (*Action refs 6.1-6.6*)

### **Student Recruitment - Success Rates**

In 2022/23, RECSAT identified that White undergraduate applicants had a higher offer rate, with a conversion rate of 72.9%, compared to 66.4% for ME applicants (6.5 percentage point gap). This issue was more prominent among UK applicants. UK-domiciled White applicants with lower tariff points (79 and below) had higher success rates than ME applicants in the same range, but ME applicants with 112-127 tariff points were more likely to receive offers than their White counterparts (*Table 2.11.1, 2.11.2*).

The related dataset included over 10,000 entries, requiring manual review, and revealing inaccuracies. Many applicants had higher tariff points or foundation degrees not recorded, data for those not placed with the institution were incomplete and COVID-19 impacted 2020 data. Therefore, a focus was placed on reviewing the whole offer process. Subjectivity in the interview process was identified as a potential issue and became a priority for further exploration.

The planned actions are exploratory, investigating the interview process, with follow-up steps planned to address any issues found. (*Action refs 5.1-5.16*).

### **Continuation - International**

Data revealed persistently low engagement from Asian students with Student Services (both for Counselling, Mental Health and Wellbeing (CMHW) referrals and disability disclosures to Inclusive Support), despite their substantial representation in the overall student population. Although overall referrals to CMHW increased by 34% since 2020, engagement from ME students, particularly Asian students, remained low. In 2022/23, Asian students had an 8% referral rate and made up 28% of the total student population, compared to a 14% referral rate for White students, who represented 52% of the population (*Table 2.18.1*). This trend persisted over the previous two years, highlighting the need to address stigma, improve access to support and promote help-seeking behaviours and discussions with students about the positive impact of accessing support on academic outcomes (*Action refs 4.22-4.23, 4.26, 4.28-4.44*).

This WG built on previous work by an International Student Taskforce (*pg20*), addressing issues like academic misconduct, English language barriers, and cultural challenges, with a focus on building student trust in support services.

Data showed a strong correlation between engagement with support services and improved student outcomes, with 87% of Asian students who accessed CMHW services continuing their studies compared to 77% who did not (*Table 2.19.1*). This pattern was consistent across other ethnic groups and previous years, indicating engagement with support services enhances continuation rates.

Actions in School of Business and School of Engineering and Computing were prioritised due to their higher proportion of Asian and Black students (*Table 2.25.1*). Asian students were disproportionately less likely to disclose a disability (*Table 2.20.1*) and had high withdrawal rates. In 2023/24, School of Business and School of Engineering and Computing accounted for 34% of all withdrawals, with two-thirds of these from Asian students. ADs, School Continuation Leads, and International Admissions were involved with agreeing actions to address these issues (*Action refs 4.30-4.44*).

In 2022/23, Asian students constituted 59% of School of Business students but had only a 4% referral rate to Inclusive Support, compared to a 10% rate for White students, who made up 16% of their students (*Table 2.20.1*).

To address these issues, student focus groups will explore barriers to seeking support, including stigma and cultural factors, and co-create solutions (*Action ref 4.36*).

## **2.10 Key priorities for future action**

RECSAT identified six key REC priorities, based on data analysis, RECS and RECFGs, good practice, and consultation (*figure 5*)

### **Create a safe and inclusive environment for colleagues and students**

This priority focuses on improving reporting procedures and support to address bullying, harassment and discrimination and introducing training and development. Actions to achieve:

- Improved support for colleagues and students who experience bullying, harassment and discrimination (*Action refs 1.1-1.8, 1.25*)
- Greater awareness of how to report, including informal or anonymous reporting, and how reports will be dealt with (*Action refs 1.14-1.17, 1.19-1.20, 1.9*)
- Increased confidence that action will be taken when a report is made, with greater accountability of colleagues to take action (*Action refs 1.18-1.24, 1.26-1.46*)
- Improved skills and confidence in calling out racist behaviours and discussing issues related to race (*Action refs 1.51 - 1.59*)
- Increased visibility of REC and progress with RECAP (*Action refs 1.60-1.63*)

### **Accelerate and improve career progression for minoritised ethnic colleagues**

This priority seeks to develop our SLT, academic and PS pipelines and improve promotion routes to accelerate career progression for ME colleagues. Actions to achieve:

- Improved talent and succession planning to diversify our leadership and proactive career development (*Action refs 2.30-2.32*)
- Improved talent and succession planning (*Action Ref: 2.31-2.34*)
- Improved targeted development for ME senior leaders and academics available (*Action refs 2.26-2.29*)
- Introduction of proactive approach to manage academic pipeline (*Action refs 2.1-2.19*)
- Improved appraisals to address development needs of colleagues in Grade D and below (*Action refs 2.21.2.24*)

- Improved development opportunities available for colleagues in Grade D and below (*Action refs 2.20, 2.24-2.25*)

### **Embed inclusive recruitment practices**

This priority recognises the need to increase representation of ME colleagues in SLT and wider workforce by enhancing our colleague recruitment policy, practice, and processes. Actions to achieve:

- Improved use of external recruitment agents to increase opportunity for ethnic diversity in VCG (*Action ref 3.25*)
- Increased proportion of ME candidates applying and accepting senior leadership roles (*Action refs 2.27-2.28*)
- Improved use of external recruitment agents to increase ED in senior leadership roles (*Action refs: 3.34-3.35*)
- Improved cultural awareness to lead an anti-racist University (*Action refs 3.29-3.33*)
- Reduced potential for bias in recruitment and selection process and systems support inclusive recruitment (*Action refs 3.1-3.24*)
- School or service level APs cover recruitment and selection (where required) (*Action refs 3.13, 3.16-3.17*)

### **Improve the outcomes for minoritised ethnic students**

This priority aims to improve degree outcomes for Black UK undergraduates and improve engagement with student services and study support to improve continuation rates for Asian international students. Actions to achieve:

- Enhanced Curriculum Framework and Course Review Process (*Action refs 4.1-4.6, 4.10-4.19*)
- Introduction of targeted projects (student belonging and placement mentoring) and specific APP interventions (*Action refs 4.20-4.21, 4.26*)
- Improved understanding of exam performance and confidence with assignments (*Action refs 4.22-4.23, 4.25, 4.31-4.32*)
- Improved data on engagement with support by ethnicity (*Action refs 4.40-4.44*)
- Cultural barriers to accessing support known and addressed (*Action refs 4.28-4.39*)

### **Improve student recruitment practices**

This priority focuses on reviewing our student recruitment policy, practice and processes to ensure fair outcomes for minoritised ethnic students. Actions to achieve:

- Impact of interviews or assessment on offer rate understood (*Action refs 5.1-5.3*)
- Improved student recruitment practices (*Action refs 5.4 - 5.6*)

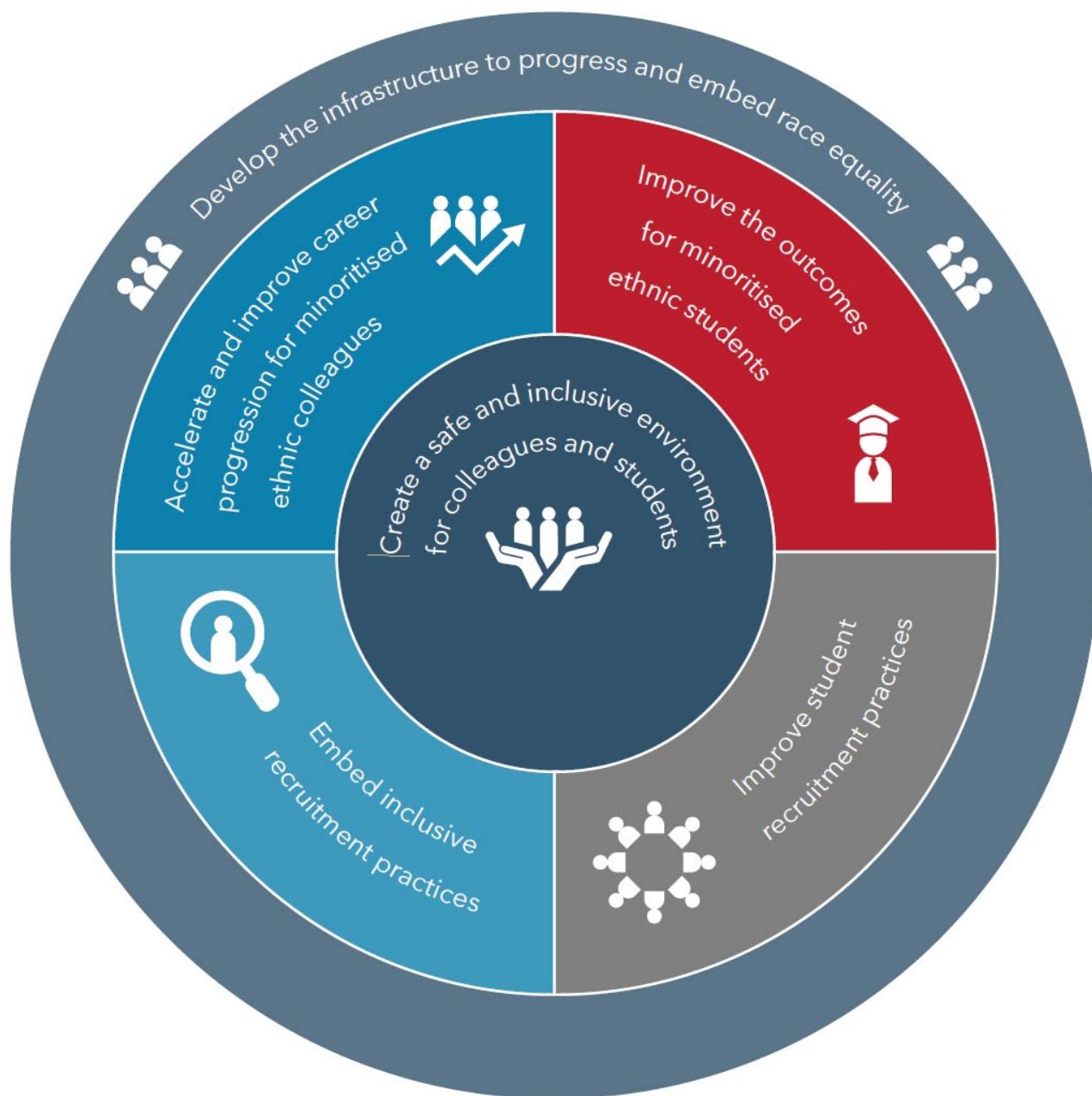
### **Develop the infrastructure to progress and embed race equality**

This priority aims to improve accountability, progress race equality and develop the infrastructure to embed race equality e.g. data, governance, and EIA. Actions to achieve:

- Improved data governance and quality of student ethnicity data (*Action refs 6.1-6.6*)
- Accountability for race equality in place (*Action refs 6.7-6.16*)
- Increased ethnic diversity of decision-making bodies (*Action refs 6.21-6.39*)
- Improved approach to EIA (*Action refs 6.42-6.47*)
- Improved availability and quality of EDI data improves (*Action refs 6.48-6.72*)

Figure 5

## Race Equality Charter Priorities





## Section 3: Action plan

### Priority 1: Create a safe and inclusive environment for colleagues and students

Action Ref	Rationale	Objective	Action	Start	End	Frequency	Lead Service	Lead Role	Require Resources	Success Criteria
1.1	Need to ensure whole institutional approach to mental health (through University Mental Health Charter) and consider impact on mental health of colleagues and students experiencing or witnessing racist incidents, following REC survey findings on proportion of colleagues and students experiencing racist incidents (Table 1.2, 1.4)	Improved support for colleagues and students who experience bullying, harassment, and discrimination	Develop and agree action plan as part of University Mental Health Charter to ensure a whole institutional approach to mental health, recognising the impact of experiencing racist incidents on the mental health of our colleagues and students	1/1/24	1/2/25		Student Services	Deputy Director Student Services (Wellbeing & Safeguarding)	Student Services/ Mental Health Charter Steering Group/ Mental Health Charter (Work Domain) and (Support Domain)	University Mental Health Charter action plan agreed by VCG, Governance in place to ensure that REC is aligned with Mental Health Charter action plan, where appropriate. 60% of all colleagues and students felt they were supported by the University if they experienced bullying harassment or discrimination (new question in REC Survey 2029)
1.2	Need to understand awareness and effectiveness of support available for colleagues experiencing or witnessing racist incidents, following REC survey findings on proportion of colleagues experiencing racist incidents (Table 1.2 and 1.4)	Improved support for colleagues and students who experience bullying, harassment, and discrimination	Consult Colleague Diversity Networks on awareness and effectiveness of support for colleagues experiencing or witnessing discriminatory incidents	1/9/24	1/11/24		EDI	EDI Staff Development & Inclusive Culture Officer	EDI Team/ Colleague Diversity Network co-chairs	60% of all colleagues felt they were supported by the University if they experienced bullying harassment or discrimination (new question in REC Survey 2029)
1.3	Need to share information about support available to colleagues experiencing or witnessing racist incidents when asking questions about discrimination in colleague surveys, following REC survey findings on proportion of colleagues experiencing racist incidents (Table 1.2, 1.4)	Improved support for colleagues and students who experience bullying, harassment, and discrimination	Signpost to support available for colleagues experiencing or witnessing discriminatory incidents and information on how to report at end of next Staff Survey (2025), and future Staff and pulse surveys	1/9/24	1/3/25		People Development Team	People Engagement Partner (People Team)	EDI Team/ People Team (People Development Team)	Staff Survey updated to include signposting information 60% of all colleagues and students felt they were supported by the University if they experienced bullying harassment or discrimination (new question in REC Survey 2029)
1.4	Need to understand awareness and effectiveness of support available for students experiencing or witnessing racist incidents, following REC survey findings on proportion of students experiencing racist incidents (Table 1.2, 1.4)	Improved support for colleagues and students who experience bullying, harassment, and discrimination	Consult new university mental health charter student forum on awareness and effectiveness of support for students experiencing or witnessing discriminatory incidents. This will also form part of overall insight into student and apprentice feedback on what would make UCLan a mentally healthy university that prioritises the wellbeing of the overall	1/9/24	1/3/25		Student Services	Mental Health Clinical Lead (Student Services)	EDI Team/ Student Services	Feedback available on awareness and effectiveness of support for students experiencing or witnessing discriminatory incidents 60% of all students felt they were supported by the University if they experienced bullying harassment or discrimination (new question in REC Survey 2029)



			community (aligned to Mental Health Charter action plan above).							
1.5	Need to share information about support available to colleagues and students experiencing or witnessing racist incidents, following REC survey findings on proportion of colleagues and students experiencing racist incidents (Table 1.2, 1.4)	Improved support for colleagues and students who experience bullying, harassment, and discrimination	Review 'support' sections for students and colleagues on Report and Support webpage annually to ensure information reflects all support available, including information provided once someone submits an anonymous report	1/1/25	1/3/25	Annually	EDI	EDI Officer	EDI Team/ People Team (People Development Team)/ Student Services	Support information for colleagues and students provided on Report and Support up to date with annual checks in place. 60% of all colleagues and students felt they were supported by the University if they experienced bullying harassment or discrimination (new question in REC Survey 2029)
1.6	Need to share information about support available to colleagues and students experiencing or witnessing racist incidents, following REC survey findings on proportion of colleagues and students experiencing racist incidents (Table 1.2, 1.4)	Improved support for colleagues and students who experience bullying, harassment, and discrimination	Share communications about support available to students and colleagues experiencing racist incidents and how to report, as part of communications for University Mental Health Day (March) and International Day for Elimination of Racial Discrimination (21 March), including information in monthly slide for students and information to cascade to teams without regular access to computers	1/2/25	1/3/25	Annually	External Relations	Senior Internal Communications Officer	External Relations/ EDI Team/ Student Services/ EDI Lead (Estates)	Support information for colleagues and students communicated to everyone annually and review of click throughs and how we cascade to all colleagues. 60% of all colleagues and students felt they were supported by the University if they experienced bullying harassment or discrimination (new question in REC Survey 2029)

1.7	Need to ensure the way we communicate about incidents of bullying, harassment, and discrimination are compassionate given the impact these incidents have on mental health and following REC survey findings on proportion of colleagues and students experiencing racist incidents (Table 1.2, 1.4)	Improved support for colleagues and students who experience bullying, harassment, and discrimination	Following work by Compassionate Communications group (sub-group of Suicide Prevention Group), review all policies, procedures, communications, and guidance relating to bullying, harassment, and discrimination to implement recommendations from this group (This action implements the Student Commitment being developed by the Higher Education Mental Health Implementation Taskforce. The Student Commitment will be incorporated into the Office for Independent Adjudication's framework of good practice)	1/6/24	1/3/25		Student Services	Mental Health Clinical Lead (Student Services)	Student Services/ EDI Team/ People Team/ Academic Registry	Incremental checks and internal audits for procedures/policies aligned to implement of the Compassionate Communications Commitment 60% of all colleagues and students felt they were supported by the University if they experienced bullying harassment or discrimination (new question in REC Survey 2029)
1.8	Need to provide further details of support available to colleagues and students reporting anonymously, as there appears to be under-reporting of racist incidents, particularly for colleagues. The proportion of colleagues and students experiencing or witnessing racist incidents was higher in the REC survey than reported through existing reporting channels where signposting to support currently takes place (Table 1.2, 1.4)	Improved support for colleagues and students who experience bullying, harassment, and discrimination	Update information provided following an anonymous report on Report and Support to signpost to relevant support available, including external organisations	1/5/24	1/9/25		Student Services	Safeguarding Manager (Student Services)	Student Services/ EDI Team/ People Team/Colleague Diversity Networks	Effective signposting to support for colleagues and students wishing to report anonymously  60% of all colleagues and students felt they were supported by the University if they experienced bullying harassment or discrimination (new question in REC Survey 2029)
1.9	Need to improve awareness of how to report an incident of discrimination, harassment, or abuse among students, following REC survey findings on awareness of reporting mechanisms (Table 1.2, 1.4)	Greater awareness of how to report, including informal or anonymous reporting, and how reports will be dealt with	Incorporate information about Report and Support and wider reporting routes, as part of course introduction slide deck shared to all students by course leader during Welcome Week and on Blackboard. Review information provided annually	1/6/24	1/9/24	Annually	External Relations	Senior Internal Communications Officer	External Relations/ EDI Team/ People Team/ Academic Registry	Information provided to all students Increase students' awareness of how to report racist incidents in next REC survey to a minimum of 65% for both White and minoritised ethnic students - baseline: 40.5% White students; 41.1% minoritised ethnic students

1.10	Need to improve awareness of how to report an incident of discrimination, harassment, or abuse among students, following REC survey findings on awareness of reporting mechanisms (Table 1.2, 1.4)	Greater awareness of how to report, including informal or anonymous reporting, and how reports will be dealt with	Review training for sports clubs, societies, course reps etc to refresh signposting information on reporting following any changes to ways of reporting	1/3/25	1/8/25	Annually	Students' Union	Senior Campaigns & Policy Co-ordinator (Students' Union)	Students' Union/ EDI Team/ People Team/ Academic Registry/ Student Services	Effective signposting to reporting channels for student leaders Increase awareness of how to report racist incidents in next REC survey to a minimum of 65% for both White and minoritised ethnic students - baseline: 40.5% White students; 41.1% minoritised ethnic students
1.11	Need to improve awareness of how to report an incident of discrimination, harassment, or abuse among students, following REC survey findings on awareness of reporting mechanisms (Table 1.2, 1.4)	Greater awareness of how to report, including informal or anonymous reporting, and how reports will be dealt with	Include information about reporting channels on Students' Union annual social media plan	1/9/24	1/9/25		Students' Union	Director of Membership Voice (Students' Union)	Students' Union/ EDI Team/ People Team/ Academic Registry/ Student Services	Information shared via social media Increase awareness of how to report racist incidents in next REC survey to a minimum of 65% for both White and minoritised ethnic students - baseline: 40.5% White students; 41.1% minoritised ethnic students
1.12	Need to improve awareness of how to report an incident of discrimination, harassment, or abuse among colleagues, following REC survey findings on awareness of reporting mechanisms (Table 1.2, 1.4)	Greater awareness of how to report, including informal or anonymous reporting, and how reports will be dealt with	Incorporate information about Report and Support and wider reporting routes in colleague induction, as part of New Starter pages and EDI input at New Starter sessions	1/2/24	1/4/24		EDI	EDI Officer	EDI Team/ People Team	Information on Report and Support included in New Starter Induction Increase awareness of how to report racist incidents in next REC survey to a minimum of 65% for White and minoritised ethnic colleagues - baseline: 59.5% White colleagues; 44.5% minoritised ethnic colleagues
1.13	Need to improve awareness of how to report an incident of discrimination, harassment, or abuse among colleagues, following REC survey findings on awareness of reporting mechanisms (Table 1.2, 1.4)	Greater awareness of how to report, including informal or anonymous reporting, and how reports will be dealt with	Incorporate information about Report and Support and wider reporting routes in New to UCLan workshops, PGCAP and CCL Connect. Update annually	1/7/24	1/9/24	Annually	EDI	EDI Officer	EDI Team/ CCL	Information on Report and Support included in information and workshops provided to teaching colleagues Increase awareness of how to report racist incidents in next REC survey to a minimum of 65% for White and minoritised ethnic colleagues - baseline: 59.5% White colleagues; 44.5% minoritised ethnic colleagues
1.14	Need to improve awareness of how to report an incident of discrimination, harassment, or abuse among colleagues, following REC survey findings on awareness of reporting mechanisms (Table 1.2, 1.4)	Greater awareness of how to report, including informal or anonymous reporting, and how reports will be dealt with	Provide information and briefing session to Colleague Diversity Network co-chairs about how to report incidents raised through network members anonymously. Repeat briefing annually and include in Network co-chair induction	1/9/24	1/11/24	Annually	EDI	EDI Staff Development & Inclusive Culture Officer	EDI Team/ Colleague Diversity Network co-chairs	Cascade via network channels to members and gather feedback Increase awareness of how to report racist incidents in next REC survey to a minimum of 65% for White and minoritised ethnic colleagues - baseline: 59.5% White colleagues; 44.5% minoritised ethnic colleagues

1.15	Need to improve awareness of how to report an incident of discrimination, harassment, or abuse among colleagues, following REC survey findings on awareness of reporting mechanisms (Table 1.2, 1.4)	Greater awareness of how to report, including informal or anonymous reporting, and how reports will be dealt with	Provide annual briefing to all colleague diversity network members on how to report, including informal and anonymous reporting, and how reports will be dealt with	1/11/24	1/3/25	Annually	EDI	EDI Staff Development & Inclusive Culture Officer	EDI Team	Annual briefing for all Colleague Diversity Network members. Increase awareness of how to report racist incidents in next REC survey to a minimum of 65% for both White and minoritised ethnic colleagues - baseline: 59.5% White colleagues; 44.5% minoritised ethnic colleagues
1.16	Need to improve awareness of how to report an incident of discrimination, harassment, or abuse among colleagues, following REC survey findings on awareness of reporting mechanisms (Table 1.2, 1.4)	Greater awareness of how to report, including informal or anonymous reporting, and how reports will be dealt with	Provide annual briefing to all EDI Leads (Schools and Service) on how to report, including informal and anonymous reporting, and how reports will be dealt with to cascade within their School/ Service	1/9/24	1/3/25	Annually	EDI	EDI Staff Development & Inclusive Culture Officer	EDI Team	Annual briefing for all EDI Leads. Increase awareness of how to report racist incidents in next REC survey to a minimum of 65% for both White and minoritised ethnic colleagues - baseline: 59.5% White colleagues; 44.5% minoritised ethnic colleagues
1.17	Need to improve awareness of how to report an incident of discrimination, harassment or abuse among colleagues and students, following REC survey findings on awareness of reporting mechanisms (Table 1.2, 1.4)	Greater awareness of how to report, including informal or anonymous reporting, and how reports will be dealt with	Produce stickers to display around campuses signposting to Report and Support	1/9/24	1/5/25		External Relations	Senior Internal Communications Officer	EDI Team/ External Relations Team Additional budget: Budget for stickers: £1400	Information provided to all students and colleagues Increase awareness of how to report racist incidents in next REC survey to a minimum of 65% for both White and minoritised ethnic colleagues and students - baseline: 59.5% White colleagues; 44.5% minoritised ethnic colleagues; 40.5% White students; 41.1% minoritised ethnic students colleagues
1.18	Need to increase accountability among colleagues for challenging and/ or reporting racist behaviours, following REC survey findings on less confidence that action will be taken among minoritised ethnic colleagues and students and less confidence in zero tolerance approach in Staff Survey among Black colleagues and colleagues of mixed/multiple ethnicities (Table 1.2, 1.4, 2.15.1)	Increased confidence that action will be taken when a report is made, with greater accountability of colleagues to take action	Introduce new EDI Policy with requirement to monitor and review policy annually and responsibilities on all colleagues and students to challenge and or report behaviour that is discriminatory where it is safe to do so	1/3/24	1/6/24		EDI	Director of EDI	EDI Team	EDI Policy approved by EDI Committee and Academic Board and included as part of Staff Handbook and Student Contract Annual review to include stakeholder engagement to gain user feedback and capture improvements.

1.19	Need to review student policies and consult students on review, following REC survey findings on less confidence that action will be taken among minoritised ethnic colleagues and students (Table 1.2, 1.4)	Increased confidence that action will be taken when a report is made, with greater accountability of colleagues to take action	Review all student policies relating to case work to ensure they are up to date, anti-racist and in line with recommendations from Compassionate Communications group	1/9/24	1/3/25		Academic Registry	Deputy Head of Student Casework	Academic Registry/ People Team/ EDI Team	All policies relating to student case work updated Increase awareness of how to report racist incidents in next REC survey to a minimum of 65% for both White and minoritised ethnic students - baseline: 40.5% White students; 41.1% minoritised ethnic students
1.20	Need to review student policies and consult students on review, following REC survey findings on less confidence that action will be taken among minoritised ethnic colleagues and students (Table 1.2, 1.4)	Increased confidence that action will be taken when a report is made, with greater accountability of colleagues to take action	Engage students in reviewing the revised student policies relating to case work and the accessibility of student facing materials through the Student Advisory Group	1/3/25	1/5/25		Academic Registry	Deputy Head of Student Casework	Academic Registry	All policies relating to student case work updated Increase awareness of how to report racist incidents in next REC survey to a minimum of 65% for both White and minoritised ethnic students - baseline: 40.5% White students; 41.1% minoritised ethnic students
1.21	Need to review People policies, following REC survey findings on less confidence that action will be taken among minoritised ethnic colleagues (Table 1.2, 1.4) and teaching and research colleagues in focus groups had limited knowledge of policies, practices and procedures around reporting discrimination or racism and doubts about the effectiveness of the policies (Table 1.11).	Increased confidence that action will be taken when a report is made, with greater accountability of colleagues to take action	Review and update People policies relating to bullying, harassment, and discrimination, e.g., Dignity at Work, Harassment Policy, to ensure they are up to date, anti-racist and in line with recommendations from Compassionate Communications group	1/9/24	1/9/25		People Team	People Partner - PD & ER	People Team/ Academic Registry/ EDI Team - Colleague Diversity Networks	All policies updated Increase confidence that action will be taken in next REC survey to a minimum of 67% for both White and minoritised ethnic colleagues - Baseline: 60.7% White colleagues; 39% minoritised ethnic colleagues
1.22	Need to improve skills and capabilities of colleagues dealing with complaints involving discrimination and racist incidents, following REC survey findings on less confidence that action will be taken among minoritised ethnic colleagues and students (Table 1.2, 1.4)	Increased confidence that action will be taken when a report is made, with greater accountability of colleagues to take action	Develop investigations toolkit for colleagues involved with student or colleague complaints, including templates to ensure consistency and in line with recommendations from Compassionate Communications group	1/9/25	1/12/25		People Team	People Partner - PD & ER	People Team/ Academic Registry/ EDI Team - Colleague Diversity Networks	All policies relating to student case work updated Increase confidence that action will be taken in next REC survey to a minimum of 67% for both White and minoritised ethnic colleagues and students - Baseline: 60.7% White colleagues; 39% minoritised ethnic colleagues; 66.5% White students; 53.6% minoritised ethnic students

1.23	Need to improve skills and capabilities of colleagues dealing with complaints involving discrimination and racist incidents and the diversity of this pool of colleagues, following REC survey findings on less confidence that action will be taken among minoritised ethnic colleagues and students (Table 1.2, 1.4)	Increased confidence that action will be taken when a report is made, with greater accountability of colleagues to take action	Develop network of investigators and review diversity of current pool of investigators	1/9/25	1/12/25		People Team	People Partner - PD & ER	People Team/ Academic Registry	Baseline diversity of investigators established Increase confidence that action will be taken in next REC survey to a minimum of 67% for both White and minoritised ethnic colleagues and students - Baseline: 60.7% White colleagues; 39% minoritised ethnic colleagues; 66.5% White students; 53.6% minoritised ethnic students
1.24	Need to increase diversity of colleagues dealing with complaints involving discrimination and racist incidents, following REC survey findings on less confidence that action will be taken among minoritised ethnic colleagues and students (Table 1.2, 1.4) Link to actions to increase the diversity of our senior leadership and workforce (priority 2 and 3), as this pool of investigators need to be senior to undertake the role.	Increased confidence that action will be taken when a report is made, with greater accountability of colleagues to take action	Monitor diversity of network of investigators annually and consider actions required to increase diversity	1/9/25	1/7/26		People Team	People Partner - PD & ER	People Team/ Academic Registry/ EDI Lead -	Proactively seek new investigators via networks. Measure; recruitment of 5 new diverse investigators increasing in the first 12months
1.25	Need to consider the impact on mental health for investigators who have experienced racist incidents, following REC survey findings on proportion of colleagues experiencing racist incidents (Table 1.2, 1.4)	Improved support for colleagues and students who experience bullying, harassment, and discrimination	Introduce mechanism for opt out for investigators where subject matter is triggering, following a trauma informed approach for both investigators and note takers	1/9/25	1/12/25		People Team	People Partner - PD & ER	People Team/ Academic Registry	Colleagues opt out from investigations where the subject matter is triggering
1.26	Need to improve skills and capabilities of colleagues dealing with complaints involving discrimination and racist incidents and the diversity of this pool of colleagues, following REC survey findings on less confidence that action will be taken among minoritised ethnic colleagues and students (Table 1.2, 1.4)	Increased confidence that action will be taken when a report is made, with greater accountability of colleagues to take action	Review training for colleagues carrying out investigations on complaints, grievances, disciplinaries to include wider anti-discrimination and anti-racist approach and trauma informed approach	1/9/24	1/12/24		People Development Team	People and Organisation Development Manager	People Team/ Academic Registry/ EDI Team/	New training developed and implemented within timeframe. 90% completion rates and 90% positive feedback on training



1.27	Need to provide and consult on the development of clear information about reporting processes and support, as there are several different reporting mechanisms and following REC survey findings on less confidence that action will be taken among minoritised ethnic colleagues and students (Table 1.2, 1.4). Focus group feedback from students and colleagues also raised the lack of clarity about reporting and the lack of action when reporting microaggressions (Table 1.11)	Increased confidence that action will be taken when a report is made, with greater accountability of colleagues to take action	Develop a 'dignity and respect' framework to show all reporting channels with clear routes of how to report (including hate crimes and microaggressions), how reports are dealt with, support available and links to training available	1/6/25	1/6/26		EDI	Director of EDI	EDI Team/ Academic Registry/ People Team	Successfully develop and launch the 'dignity and respect' framework within the timeframe. Communicate framework ensuring accessibility and measure by number of staff accessed and click throughs of article launch Increase confidence that action will be taken in next REC survey to a minimum of 67% for both White and minoritised ethnic colleagues and students - Baseline: 60.7% White colleagues; 39% minoritised ethnic colleagues; 66.5% White students; 53.6% minoritised ethnic students
1.28	Need to provide and consult on the development of clear information about reporting processes and support, as there are several different reporting mechanisms and following REC survey findings on less confidence that action will be taken among minoritised ethnic colleagues and students (Table 1.2, 1.4). Focus group feedback from students and colleagues also raised the lack of clarity about reporting and the lack of action when reporting microaggressions (Table 1.11)	Increased confidence that action will be taken when a report is made, with greater accountability of colleagues to take action	Consult on new 'dignity and respect' framework with Racial Equality Network (and all colleague diversity networks), Students' Union, new Student Voice Steering Group and Police to align with hate crime reporting and Pan Lancashire Hate Crime Strategy	1/3/26	1/6/26		EDI	Director of EDI	EDI Team/ Academic Registry/ People Team/ Student Achievement Services	New dignity and respect framework approved by EDI Committee and included as part of Staff Handbook and Student Contract for 2025/26 academic year Measure engagement and gather positive feedback Increase confidence that action will be taken in next REC survey to a minimum of 67% for both White and minoritised ethnic colleagues and students - Baseline: 60.7% White colleagues; 39% minoritised ethnic colleagues; 66.5% White students; 53.6% minoritised ethnic students- 66.5%
1.29	Need to improve use of anonymous reporting, following REC survey findings on less confidence that action will be taken among minoritised ethnic colleagues (Table 1.2, 1.4)	Increased confidence that action will be taken when a report is made, with greater accountability of colleagues to take action	In addition to the promotion of anonymous reporting for networks, develop 'issues log' mechanism for network members to raise issues through Racial Equality Network (and all colleague diversity networks) and introduce termly meetings between network co-chairs and EDI Team to review themes emerging from network meetings	1/5/24	1/9/24		EDI	EDI Project Support Officer	EDI Team/Colleague Diversity Network co-chairs	New channel for raising concerns and issues ensuring they are scored with clear process of resolution/escalation network members introduced. Introduce metrics on % resolved and timeframes. Increase confidence that action will be taken in next REC survey to a minimum of 67% for White and minoritised ethnic colleagues - Baseline: 60.7% White colleagues; 39% minoritised ethnic colleagues



1.30	Need to improve collection and use of diversity data and insight about informal resolution routes for colleagues, following REC survey findings on less confidence that action will be taken among minoritised ethnic colleagues (Table 1.2, 1.4)	Increased confidence that action will be taken when a report is made, with greater accountability of colleagues to take action	Introduce data collection on diversity of colleagues using Colleague Support Service ('supporter' service which encourages informal resolution and signposts to relevant advice where required)	1/1/25	1/4/25		People Team	Strategic People Partner	EDI Team	Introduce data collection from the colleague support service.
1.31	Need to improve collection and use of diversity data and insight about anonymous and informal resolution routes for colleagues, following REC survey findings on less confidence that action will be taken among minoritised ethnic colleagues (Table 1.2, 1.4)	Increased confidence that action will be taken when a report is made, with greater accountability of colleagues to take action	Introduce quarterly review by EDI and People working group of: - anonymous reports by colleagues through Report and Support - issues and themes emerging from Colleague Diversity Networks - Use of Colleague Support Service	1/9/24	1/12/24		EDI	EDI Project Support Officer	EDI Team/ People Team	Identify and document themes arising with clear actions/solutions/recommendations recording and tracking of progress/outcomes Recording and reporting of number of colleagues that use the colleague support service. Increase confidence that action will be taken in next REC survey to a minimum of 67% for White and minoritised ethnic colleagues - Baseline: 60.7% White colleagues; 39% minoritised ethnic colleagues
1.32	Need to improve collection and use of diversity data and insight about anonymous and informal resolution routes for colleagues, following REC survey findings on less confidence that action will be taken among minoritised ethnic colleagues (Table 1.2, 1.4)	Increased confidence that action will be taken when a report is made, with greater accountability of colleagues to take action	Evaluate use of quarterly reviews in EDI and People Working Group to understand current challenges faced by colleagues as a way of developing a more proactive approach to creating an inclusive culture	1/7/25	1/9/25		EDI	Director of EDI	EDI Team/ People Team	Improvements identified based on available insight and action plans created Increase confidence that action will be taken in next REC survey to a minimum of 67% for White and minoritised ethnic colleagues - Baseline: 60.7% White colleagues; 39% minoritised ethnic colleagues
1.33	Need to improve collection and use of diversity data and insight about alternative routes for students to raise concerns, following REC survey findings on less confidence that action will be taken among minoritised ethnic students (Table 1.2, 1.4)	Increased confidence that action will be taken when a report is made, with greater accountability of colleagues to take action	Develop escalation policy for Unitu for escalation when themes identified relate to racial incidents (as part of wider work on Student Voice Framework)	1/4/24	1/12/24		Student Achievement Services	Head of Student Achievement (SAS)	Student Achievement Services/ EDI Team	Insight available about current challenges faced by students, feed into the relevant networks/support services to take necessary action Increase confidence that action will be taken in next REC survey to a minimum of 67% for both White and minoritised ethnic colleagues and students - Baseline: 60.7% White colleagues; 39% minoritised ethnic colleagues; 66.5% White students; 53.6% minoritised ethnic students

1.34	Need to improve collection and use of diversity data and insight about alternative routes for students to raise concerns, following REC survey findings on less confidence that action will be taken among minoritised ethnic students (Table 1.2, 1.4)	Increased confidence that action will be taken when a report is made, with greater accountability of colleagues to take action	Integrate the Voice Steering Group into the APP Steering group to develop informal student feedback mechanism for students who are not confident formally reporting racist incidents	1/11/24	1/7/25		Student Achievement Services	Head of Student Achievement (SAS)	Student Achievement Services/ EDI Team	Set up of the Student Voice Steering group. Engagement and attendance of key stakeholders, actions and decisions recorded and assigned to relevant services. Increase confidence that action will be taken in next REC survey to a minimum of 67% for both White and minoritised ethnic colleagues and students - Baseline: 60.7% White colleagues; 39% minoritised ethnic colleagues; 66.5% White students; 53.6% minoritised ethnic students
1.35	Need to improve collection and use of diversity data and insight about alternative routes for students to raise concerns, following REC survey findings on less confidence that action will be taken among minoritised ethnic students (Table 1.2, 1.4)	Increased confidence that action will be taken when a report is made, with greater accountability of colleagues to take action	Introduce quarterly reviews as part of EDI Communications working group of insight from social media about issues and complaints from students	1/9/24	1/12/24		External Relations	Digital Marketing Manager	External Relations/ EDI Team	Achieve 4 reviews per year All issues identified have actions in place within 2 weeks of notification
1.36	Need to improve collection and use of diversity data and insight about alternative routes for students to raise concerns, following REC survey findings on less confidence that action will be taken among minoritised ethnic students (Table 1.2, 1.4)	Increased confidence that action will be taken when a report is made, with greater accountability of colleagues to take action	Evaluate use of quarterly reviews in EDI Communications Working Group to understand current challenges faced by students as a way of developing a more proactive approach to creating an inclusive culture	1/7/25	1/9/25		EDI	Director of EDI	External Relations/ EDI Team	Improvements identified based on available insight Increase confidence that action will be taken in next REC survey to a minimum of 67% for both White and minoritised ethnic colleagues and students - Baseline: 60.7% White colleagues; 39% minoritised ethnic colleagues; 66.5% White students; 53.6% minoritised ethnic students
1.37	Need to improve collection and use of insight about discriminatory incidents in learning environments and share good practice on inclusive practices, following concerns raised about incivility in learning environment settings and REC survey findings on less confidence that action will be taken among minoritised ethnic colleagues (Table 1.2, 1.4)	Improved colleagues' skills and confidence in calling out racist behaviours	Carry out questionnaire on incivility in teaching space, feeding into evaluation of existing training and development of additional training actions (link to action 1.49 and 1.52-1.56)	1/9/24	1/5/25		CCL	Principal Lecturer in Student & Staff Development (CCL)	CCL/ EDI Team	Insight available about current challenges faced by teaching colleagues and by students Information collated on inclusive practice Make recommendations on improvements Increase confidence in calling out racist behaviours in next REC survey to a minimum of 75% both White and minoritised ethnic colleagues and students - Baseline: 71% White colleagues; 50% minoritised ethnic colleagues

1.38	Need to improve collection and use of insight about discriminatory incidents in learning environments and share good practice on inclusive practices, following concerns raised about incivility in learning environment settings and REC survey findings on less confidence that action will be taken among minoritised ethnic colleagues (Table 1.2, 1.4)	Improved colleagues' skills and confidence in calling out racist behaviours	Run focus groups to research incivility in teaching spaces	1/2/25	1/5/25		CCL	Director of the Centre for Collaborative Learning	EDI Team/ CCL	Increase confidence in calling out racist behaviours in next REC survey to a minimum of 75% both White and minoritised ethnic colleagues and students - Baseline: 71% White colleagues; 50% minoritised ethnic colleagues
1.39	Need to improve reporting and transparency on incidents of discrimination, following REC survey findings on less confidence that action will be taken among minoritised ethnic colleagues (Table 1.2, 1.4)	Increased confidence that action will be taken when a report is made, with greater accountability of colleagues to take action	Establish a regular review of anonymous reports to identify follow up actions required, including targeted communications and early interventions, and provide information on the Report & Support platform to highlight the limitations of anonymous reporting and when information may be shared, with links to relevant processes and procedures	1/9/24	1/12/24		Student Services	Safeguarding Manager (Student Services)	Student Services/ Academic Registry/ EDI Team	Insight available about current challenges faced by students Improvements identified following review and based on available insight 60% of all colleagues and students felt they were supported by the University if they experienced bullying harassment or discrimination (new question in REC Survey 2029)
1.40	Need to improve reporting and transparency on incidents of discrimination, following REC survey findings on less confidence that action will be taken among minoritised ethnic colleagues (Table 1.2, 1.4)	Increased confidence that action will be taken when a report is made, with greater accountability of colleagues to take action	Provide report to EDI Committee on colleague complaints, grievances and disciplinaries, split by diversity characteristics	1/5/24	1/5/24		People Team	Strategic People Partner	EDI Team/ People Team	Report available on colleague complaints, grievances and disciplinaries. Report to provide meaningful themes/trends, allowing committee to make decision for actions/improvements. Increase confidence that action will be taken in next REC survey to a minimum of 67% for both White and minoritised ethnic colleagues - Baseline: 60.7% White colleagues; 39% minoritised ethnic colleagues

1.41	Need to improve reporting and transparency on incidents of discrimination, following REC survey findings on less confidence that action will be taken among minoritised ethnic colleagues and students (Table 1.2, 1.4)	Increased confidence that action will be taken when a report is made, with greater accountability of colleagues to take action	Establish task and finish group to: - review all data available relating to discrimination, harassment, and bullying, including anonymous and informal reporting - consider new OfS requirements to publish data on harassment (pending dates from OfS) - develop annual report template for EDI Committee - develop recommendations on public reporting as part of future EDI Annual Report	1/11/24	1/7/25		EDI	Director of EDI	EDI Team/ People Team/ Student Services/ Academic Registry/ Student Achievement Services -	Set up and implementation of the task and finish group. Engagement and attendance from key stakeholders. Clear reporting on discussions, actions, outcomes etc Recommendations developed for reporting on data relating to discrimination, harassment, and bullying. Increase confidence that action will be taken in next REC survey to a minimum of 67% for both White and minoritised ethnic colleagues and students - Baseline: 60.7% White colleagues; 39% minoritised ethnic colleagues; 66.5% White students; 53.6% minoritised ethnic students
1.42	Need to improve reporting and transparency on incidents of discrimination, following REC survey findings on less confidence that action will be taken among minoritised ethnic colleagues and students (Table 1.2, 1.4)	Increased confidence that action will be taken when a report is made, with greater accountability of colleagues to take action	Provide an annual report to EDI Committee on all reports received relating to racist incidents, including anonymous reports, with recommendations on public reporting	1/7/25	1/10/25	Annually	EDI	EDI Project Support Officer	EDI Team/ People Team/ Student Services/ Academic Registry/ Student Achievement Services -	Annual report prepared about data relating to discrimination, harassment and bullying. 60% of all colleagues and students felt they were supported by the University if they experienced bullying harassment or discrimination (new question in REC Survey 2029)
1.43	Need to improve reporting and transparency on incidents of discrimination, following REC survey findings on less confidence that action will be taken among minoritised ethnic colleagues and students (Table 1.2, 1.4)	Increased confidence that action will be taken when a report is made, with greater accountability of colleagues to take action	Publish data on discrimination, bullying and harassment in future EDI Annual Reports, incorporating new OfS requirements on harassment incidents, as part of new OfS requirements (pending dates from OfS)	1/9/25	1/5/26		EDI	EDI Project Support Officer	EDI Team/ People Team/ Student Services/ Academic Registry/ Student Achievement Services -	Annual report published with data relating to discrimination, harassment and bullying included with actions to address issues identified. Increase confidence that action will be taken in next REC survey to a minimum of 67% for both White and minoritised ethnic colleagues and students - Baseline: 60.7% White colleagues; 39% minoritised ethnic colleagues; 66.5% White students; 53.6% minoritised ethnic students- 66.5%

1.44	Need to improve use of anonymous reporting by colleagues and students, following REC survey findings on less confidence that action will be taken among minoritised ethnic students and colleagues (Table 1.2, 1.4)	Increased confidence that action will be taken when a report is made, with greater accountability of colleagues to take action	Share information about how anonymous reporting is taken forward (in format of you said, we did), as part of annual communications about Report and Support and wider reporting channels	1/2/25	1/3/25	Annually	External Relations	Senior Internal Communications Officer	External Relations/ EDI Team/ Student Services/ EDI Lead (Estates)	Information about anonymous reporting communicated to all colleagues and students annually Increase confidence that action will be taken in next REC survey to a minimum of 67% for both White and minoritised ethnic colleagues and students - Baseline: 60.7% White colleagues; 39% minoritised ethnic colleagues; 66.5% White students; 53.6% minoritised ethnic students- 66.5%
1.45	Need to improve functionality of Report and Support platform and integration with case management systems, as current platform does not allow this and following REC survey findings on less confidence that action will be taken among minoritised ethnic colleagues and students (Table 1.2, 1.4)	Increased confidence that action will be taken when a report is made, with greater accountability of colleagues to take action	Scope requirements for development of an in-house Report and Support platform to replace existing platform, including anonymous reporting, intersectional analysis, and develop demand request for Learning Information Services to undertake this work	1/3/24	1/1/25		Student Services	Deputy Director Student Services (Wellbeing & Safeguarding)	Student Services/ EDI Team/ People Team	Requirements for development of in-house Report and Support platform scoped Increase confidence that action will be taken in next REC survey to a minimum of 67% for both White and minoritised ethnic colleagues and students - Baseline: 60.7% White colleagues; 39% minoritised ethnic colleagues; 66.5% White students; 53.6% minoritised ethnic students- 66.5%
1.46	Need to improve functionality of Report and Support platform and integration with case management systems, as current platform does not allow this and following REC survey findings on less confidence that action will be taken among minoritised ethnic colleagues and students (Table 1.2, 1.4)	Increased confidence that action will be taken when a report is made, with greater accountability of colleagues to take action	Develop and launch new Report and Support platform	1/9/24	1/12/26		LIS	Head of Product and Delivery (LIS)	Learning Information Services/ Student Services/ EDI Team/ People Team (existing budget) £20,000 allocated from existing budget for Report and Support	New in-house Report and Support platform developed Increase confidence that action will be taken in next REC survey to a minimum of 67% for both White and minoritised ethnic colleagues and students - Baseline: 60.7% White colleagues; 39% minoritised ethnic colleagues; 66.5% White students; 53.6% minoritised ethnic students- 66.5%
1.47	Need to introduce bystander training to meet new OfS requirements and following REC survey findings on lack of confidence calling out racist behaviours among students (Table 1.2, 1.4)	Improved skills and confidence to call out racist behaviours	Research suitable training solutions to develop students' bystander skills and confidence, in line with new OfS requirements relating to harassment	1/5/24	1/7/24		Student Services	Deputy Director Student Services (Wellbeing & Safeguarding)	Student Services/ EDI Team/ Student Achievement Services	Appropriate bystander training identified

1.48	Need to introduce bystander training to meet new OfS requirements and following REC survey findings on lack of confidence calling out racist behaviours among students (Table 1.2, 1.4)	Improved skills and confidence to call out racist behaviours	Develop plan to implement bystander training, in line with new OfS requirements relating to harassment	1/5/24	1/1/25		Student Services	Deputy Director Student Services (Wellbeing & Safeguarding)	Student Services/ EDI Team/ Student Achievement Services - (additional resource)	Bystander training rolled out to all students From 2025-26, completion rates of 80% for all students
1.49	Need to respond to the skills and knowledge gaps identified relating to race and integrate this into mandatory, role specific and wider training, following REC survey findings on lack of confidence calling out racist behaviours among colleagues and lack of confidence in managers (among colleagues) and in colleagues (among students) (Table 1.2, 1.4)	Improved colleagues' skills and confidence in calling out racist behaviours	Review and develop mandatory diversity in the workplace training to include microaggressions, calling in/ calling out and to signpost to additional resources/ training for further information, including new 'dignity and respect' framework and building on working group on microaggressions (link to action 1.59) (Link to Mental Health Charter and increasing awareness and skills relating to mental health)	1/9/24	1/1/26	Biennial	EDI	EDI Staff Development & Inclusive Culture Officer	EDI Team/ People Development Team/ Student Services/ CCL - Colleague Diversity Networks	Information relating to microaggressions included in mandatory training to all colleagues From May 2026 onwards, completion rate of 95% for all colleagues
1.50	Need to respond to the skills and knowledge gaps identified relating to race and integrate this into mandatory, role specific and wider training, following REC survey findings on lack of confidence calling out racist behaviours among colleagues and lack of confidence in managers (among colleagues) and in colleagues (among students) (Table 1.2, 1.4)	Improved colleagues' skills and confidence in calling out racist behaviours	Review existing senior leadership programme and general leadership masterclass sessions to include session on allyship and being a bystander, run by an external facilitator (Link to Mental Health Charter and increasing awareness and skills relating to mental health)	1/9/25	1/12/26		People Development Team	People Engagement Partner (People Team)	EDI Team/ People Development Team/ Student Services Colleague Diversity Networks	Information relating to allyship and bystander included in senior leadership development programme and leadership masterclass. Report on engagement and shared with VCG. Increase confidence in calling out racist behaviours in next REC survey to a minimum of 75% both White and minoritised ethnic colleagues and students - Baseline: 71% White colleagues; 50% minoritised ethnic colleagues



1.51	Need to respond to the skills and knowledge gaps identified relating to race and integrate this into mandatory, role specific and wider training, following REC survey findings on lack of confidence calling out racist behaviours among colleagues and lack of confidence in managers (among colleagues) and in colleagues (among students) (Table 1.2, 1.4)	Improved colleagues' skills and confidence in calling out racist behaviours	Develop leadership and people management category on LearnUpon and include information on skills and confidence in calling out racist behaviours and examples relating to race and racist behaviours, as appropriate (Link to Mental Health Charter and increasing awareness and skills relating to mental health)	1/11/24	1/11/26		People Development Team	People Engagement Partner (People Team)	EDI Team/ People Development Team/ Student Services Colleague Diversity Networks	Information relating to skills and confidence in calling out racist behaviours and examples relating to race and racist behaviours included in training for managers. Monitor and report on engagement and completion rates shared with VCG. Increase confidence in calling out racist behaviours in next REC survey to a minimum of 75% both White and minoritised ethnic colleagues and students - Baseline: 71% White colleagues; 50% minoritised ethnic colleagues
1.52	Need to respond to the skills and knowledge gaps identified relating to race and share existing training available, following REC survey findings on lack of confidence calling out racist behaviours among colleagues and lack of confidence in talking about race (Table 1.2, 1.4)	Improved skills and confidence to discuss issues relating to race	Develop plan to promote existing training available on LearnUpon to colleagues, including 'Building blocks for a speak up culture', 'Being an active bystander' and 'Let's talk about race in the workplace'	1/9/24	1/12/24		EDI	EDI Staff Development & Inclusive Culture Officer	EDI Team/ People Development Team/ External Relations	Plan developed to promote existing race-related training Increase confidence in calling out racist behaviours in next REC survey to a minimum of 75% both White and minoritised ethnic colleagues and students - Baseline: 71% White colleagues; 50% minoritised ethnic colleagues
1.53	Need to respond to the skills and knowledge gaps identified relating to race and share existing training available, following REC survey findings on lack of confidence calling out racist behaviours among colleagues and lack of confidence in talking about race (Table 1.2, 1.4)	Improved skills and confidence to discuss issues relating to race	Share links to training through EDI Leads Network to cascade through Schools and Services and as part of regular communications during Black History Month (link to action 1.61) and International Day for Elimination of Racial Discrimination	1/9/24	1/7/25		EDI	EDI Staff Development & Inclusive Culture Officer	EDI Team/ People Development Team/ External Relations	Existing race-related training shared with all colleagues Increase colleagues confidence in calling out racist behaviours in next REC survey to a minimum of 75% for both White and minoritised ethnic colleagues - Baseline: 71% White colleagues; 50% minoritised ethnic colleagues Increase colleagues confidence in discussing race in next REC survey to a minimum of 55% for both White and minoritised ethnic colleagues - Baseline: 53.5% White colleagues; 31.1% minoritised ethnic colleagues



1.54	Need to respond to the skills and knowledge gaps identified relating to race and share existing training available, following REC survey findings on lack of confidence calling out racist behaviours among colleagues and lack of confidence in talking about race (Table 1.2, 1.4)	Improved skills and confidence to discuss issues relating to race	Review existing training and guidance related to EDI taking place in Schools and Services to identify any good practice and to identify any existing training or guidance to incorporate information on skills relating to race	1/9/24	1/7/25		EDI	EDI Staff Development & Inclusive Culture Officer	EDI Team/ People Development Team/ EDI Leads	Existing race-related training taking place in Schools and Services reviewed and good practice shared via EDI leads. Increase colleagues confidence in calling out racist behaviours in next REC survey to a minimum of 75% for both White and minoritised ethnic colleagues - Baseline: 71% White colleagues; 50% minoritised ethnic colleagues Increase colleagues confidence in discussing race in next REC survey to a minimum of 55% for both White and minoritised ethnic colleagues - Baseline: 53.5% White colleagues; 31.1% minoritised ethnic colleagues
1.55	Need to evaluate training available and content and develop additional training as required to ensure colleagues improve their skills and knowledge, following REC survey findings on lack of confidence calling out racist behaviours among colleagues and lack of confidence in talking about race (Table 1.2, 1.4)	Improved skills and confidence to discuss issues relating to race	Monitor and evaluate content and uptake of existing training, including 'Building blocks for a speak up culture', 'Being an active bystander' and 'Let's talk about race in the workplace' (Link to Mental Health Charter and increasing awareness and skills relating to mental health)	1/7/25	1/7/26		EDI	EDI Staff Development & Inclusive Culture Officer	EDI Team/ People Development Team - Colleague Diversity Networks	Evaluation of content and uptake of existing training undertaken Increase colleagues confidence in calling out racist behaviours in next REC survey to a minimum of 75% for both White and minoritised ethnic colleagues - Baseline: 71% White colleagues; 50% minoritised ethnic colleagues Increase colleagues confidence in discussing race in next REC survey to a minimum of 55% for both White and minoritised ethnic colleagues - Baseline: 53.5% White colleagues; 31.1% minoritised ethnic colleagues

1.56	Need to evaluate training available and content and develop additional training as required to ensure colleagues improve their skills and knowledge, following REC survey findings on lack of confidence calling out racist behaviours among colleagues and lack of confidence in talking about race (Table 1.2, 1.4)	Improved skills and confidence to discuss issues relating to race	Develop additional learning pathways or a suite of bitesize learning to increase understanding of race issues, following evaluation of existing training	1/9/26	1/6/27		EDI	EDI Staff Development & Inclusive Culture Officer	EDI Team/ People Development Team/ Student Services/ Student Achievement Services/Colleague Diversity Networks/EDI team meetings	Skills and knowledge gaps addressed with new training developed and available for all colleagues Increase colleagues confidence in calling out racist behaviours in next REC survey to a minimum of 75% for both White and minoritised ethnic colleagues - Baseline: 71% White colleagues; 50% minoritised ethnic colleagues Increase colleagues confidence in discussing race in next REC survey to a minimum of 55% for both White and minoritised ethnic colleagues - Baseline: 53.5% White colleagues; 31.1% minoritised ethnic colleagues
1.57	Need to understand the challenges around talking about race and respond to these in development of any additional training required to ensure colleagues improve their skills and knowledge, following REC survey findings on lack of confidence in talking about race (Table 1.2, 1.4)	Improved skills and confidence to discuss issues relating to race	Share the findings from the 'Talking about Race' research project with EDI team and at SMT	1/5/24	1/9/24		EDI	EDI Officer	Rachel Nir/ John Wainwright/ EDI Team/ REN/ EDI Leads	Findings shared with EDI team and SMT Evaluate findings and develop actions into REC Action plan if required 60% of recommended actions implemented
1.58	Need to understand the challenges around talking about race and respond to these in development of any additional training required to ensure colleagues improve their skills and knowledge, following REC survey findings on lack of confidence in talking about race (Table 1.2, 1.4)	Improved skills and confidence to discuss issues relating to race	Review findings from 'Talking about Race' research to inform development of training and to identify further actions required as part of implementation of REC Action plan	1/10/24	1/3/25		EDI	EDI Officer	Rachel Nir/ John Wainwright/ EDI Team/ REN/ EDI Leads/ EDI Action Plan Delivery Group	Identify any additional actions needed and align the research findings with the objectives of the REC Action plan Increase colleagues' confidence in discussing race in next REC survey to a minimum of 55% for both White and minoritised ethnic colleagues - Baseline: 53.5% White colleagues; 31.1% minoritised ethnic colleagues

1.59	Need to increase understanding about microaggressions, following REC survey findings on lack of confidence in talking about race among students and colleagues and focus group feedback on microaggressions taking place and being dismissed (Table 1.2, 1.4)	Improved skills and confidence to discuss issues relating to race	Establish group to develop guidance and examples of microaggressions	1/9/24	1/6/25		Students' Union	VP Welfare (Students' Union)	Students' Union/ EDI Team/ Centre for Collaborative Learning/ School of Engineering and Computing/ School of Law and Policing	Formation of the group, development of clear and accessible guidance along with practical examples of microaggressions
1.60	Need to share information about REC and actions to tackle racial inequality, following REC survey findings on low levels of understanding about action taking place across all students and all colleagues (Table 1.2, 1.4)	Increased visibility of REC and progress with action plan	Develop REC intranet page and refresh information regularly	1/3/24	1/6/24	Annually	External Relations	EDI Officer	Comms	Information about Race Equality Charter and plans to tackle racial inequality shared with all colleagues and students and monitor engagement on intranet page and student channels
1.61	Need to share information about REC and actions to tackle racial inequality, following REC survey findings on low levels of understanding about action taking place across all students and all colleagues (Table 1.2, 1.4)	Increased visibility of REC and progress with action plan	Communicate progress update annually on Race Equality Charter and plans to tackle racial inequality, as part of Black History Month, including information to cascade to teams without regular access to computers	1/6/24	1/11/24	Annually	External Relations	Senior Internal Communications Officer	Comms/ EDI Team/ EDI Lead (Estate)	Information about Race Equality Charter and plans to tackle racial inequality shared with all colleagues and students and monitor engagement on intranet page and student channels
1.62	Need to share information about REC and actions to tackle racial inequality, following REC survey findings on low levels of understanding about action taking place across all students and all colleagues (Table 1.2, 1.4)	Increased visibility of REC and progress with action plan	Hold progress sessions annually with Racial Equality Network, VCG Ally for Race and Students' Union to update Race Equality Charter and plans to tackle racial inequality	1/6/25	1/10/25	Annually	EDI	EDI Officer	EDI Team/ VCG Ally for Race/ Racial Equality Network co-chairs/Students' Union	Information about Race Equality Charter and plans to tackle racial inequality shared with all colleagues and students and monitor engagement on intranet page and student channels
1.63	Need to share information about REC and actions to tackle racial inequality, following REC survey findings on low levels of understanding about action taking place across all students and all colleagues (Table 1.2, 1.4)	Increased visibility of REC and progress with action plan	Evolve existing REC communications plan following REC submission to support implementation of REC	1/10/24	1/12/24		External Relations	Senior Internal Communications Officer	EDI Team/ External Relations Team	Comms Plan on REC implementation developed The communication plan evolves to ensure it aligns with the REC action plan and any changes; dissemination of key messages to stakeholders as required. 5% year on year increase in engagement with REC communications (measuring using visits to sites)

1.64	Need to identify further opportunities to increase representation of diverse colleagues and students and of different cultural and religious festivals and traditions, following focus group feedback from colleagues and students about the University's social media and REC survey findings on acknowledgement of festivals and traditions (Table 1.11, 1.2, 1.4)	Increased representation of diverse colleagues and students in our internal and external communications	Implement annual EDI Communications planning workshop to reflect the university's EDI agenda, and increase the visibility of diverse voices, role models, cultures and religions, and review quarterly as part of EDI and Communications group.	1/6/24	1/9/24	Quarterly	EDI	EDI Staff Development & Inclusive Culture Officer	EDI Team/ External Relations Team/ SU/ Marketing	Annual plan for EDI Comms Improve response on acknowledgement of festivals and traditions from different cultures in next REC survey 2027/28 and reduce gap between white and minoritised ethnic colleagues and students Measure engagement and gather positive feedback
1.65	Need to create opportunities for students to interact with students from different cultural backgrounds, following focus group feedback from students (Table 1.11)	Increased sense of belonging for students from different cultural backgrounds	Pilot and roll out micro activities on belonging to be used in academic sessions	1/9/24	1/9/25		Student Achievement Services	Director of Student Achievement Services	Student Achievement Services, Belonging Group (Inclusive curriculum and learning environments)	Successful completion of pilot sessions with positive feedback from participants indicating increased sense of belonging
1.66	Need to improve experience for Muslim colleagues and students, following focus group feedback on need for increased prayer spaces and provision of Halal food (Table 1.11)	Improved experience for Muslim colleagues and students	Develop guidance on religion and belief, including facilities and catering, and identify actions required to implement the guidance	1/5/24	1/12/24		EDI	Director of EDI	SU/ EDI Team/ People Team/ Student Services/ Estates	Engagement with Chaplaincy Team, faith-based student societies, colleagues of different faiths, Students' Union and key services to identify opportunities and actions to improve experience Guidance approved by EDI Committee and annual review/update of guidance based on ongoing engagement with Chaplaincy Team, faith-based student societies, colleagues of different faiths, Students' Union Action plan to implement guidance and support further improvements developed

**Priority 2: Accelerate and improve career progression for minoritised ethnic colleagues**

Action Ref	Rationale	Objective	Action	Start	End	Frequency	Lead Service	Lead Role	Require Resources	Success Criteria
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2.1	Need to ensure information is shared about academic promotion opportunities to all eligible colleagues and promoted to under-represented groups, as there is a higher percentage of minoritised ethnic colleagues in the academic pipeline, but the proportion of colleagues promoted to professor has not changed or declined (Table 2.1.1, 2.1.2, 2.4.1)	Increased visibility of pathways for progression and proactive academic pipeline management	Review and improve information about academic promotion opportunities provided centrally and share details through School leadership teams and colleague diversity networks to ensure that all eligible colleagues are aware of opportunities and the support available and to increase the diversity of applications	1/1/25	1/7/26		People Team	Reward & People Operations Manager (People Team)	People Team/ EDI Team/ Schools (School Executive Teams)/ Colleague Diversity Networks	Information relating to promotions reviewed Local communication plans in place Increase in applications for promotion of eligible minoritised ethnic academics
2.2	Need to improve appraisal process and guidance to support academic colleagues to prepare for promotion opportunities, particularly minoritised ethnic academic colleagues, as there is a higher percentage of minoritised ethnic colleagues in the academic pipeline, but the proportion of colleagues promoted to professor has not changed or declined (Table 2.1.1, 2.1.2, 2.4.1)	Increased visibility and clarity of pathways for progression and proactive academic pipeline management	Review appraisal process and guidance to ensure that academic colleagues are encouraged and supported to identify the steps to be taken to prepare for promotion opportunities, including: - consistent approach to promotion opportunities in appraisal process for all colleagues - regular 1-2-1 meetings to discuss career aspirations and development - formal recording of conversations in a development plan for all colleagues - consideration of opportunities to develop experience and gain exposure to different roles - clarity on appraiser role to determine who is most suitable	1/9/24	1/3/25		People Development Team	People Engagement Partner (People Team)	People Team/ EDI Team/ Schools (School Executive Teams)/ Colleague Diversity Networks	Appraisal process and guidance update to ensure identification of career aspirations and associated development opportunities required. Assess feasibility of Ad hoc checks of appraisals completed. Development plans relating to promotion in place for academic colleagues Increase in applications for promotion of eligible minoritised ethnic academics
2.3	Need to identify School level actions to accelerate and improve career progression of minoritised ethnic academic colleagues, as there is a higher percentage of minoritised ethnic colleagues in the academic pipeline but the proportion of colleagues promoted to professor has not changed or declined (Table 2.1.1, 2.1.2, 2.4.1)	Increased visibility and clarity of pathways for progression and proactive academic pipeline management	Review School level ethnicity data for academic colleagues to identify potential barriers, with actions developed as part of School level EDI action plans to address barriers and accelerate and improve career progression of	1/9/24	1/9/25	Annually	People Team	Reward & People Operations Manager (People Team)	People Team/ EDI Team/ Schools (School Executive Teams)	School level ethnicity data reviewed, and local actions developed Identification of appropriate development opportunities and School level initiatives to support. Increase in applications for promotion of eligible minoritised ethnic academics

			minoritised ethnic academic colleagues							
2.4	Need to review promotion criteria used to ensure there are no barriers to progression for minoritised ethnic academic colleagues, as there is a higher percentage of minoritised ethnic colleagues in the academic pipeline but the proportion of colleagues promoted to professor has not changed or declined (Table 2.1.1, 2.1.2, 2.4.1)	Increased visibility and clarity of pathways for progression and proactive academic pipeline management	Review promotion metrics to ensure that there is no indirect discrimination which could negatively impact minoritised ethnic academics and to recognise academic citizenship in relation to EDI activities undertaken within promotion criteria	1/7/24	1/12/25		People Team	Reward & People Operations Manager (People Team)	People Team/ EDI Team/ Colleague Diversity Networks/RES	Promotions metrics and criteria reviewed and updated Increase in applications for promotion of eligible minoritised ethnic academics
2.5	Need to improve evaluation and feedback on promotion applications to support career progression for minoritised ethnic academic colleagues, as there is a higher percentage of minoritised ethnic colleagues in the academic pipeline but the proportion of colleagues promoted to professor has not changed or declined (Table 2.1.1, 2.1.2, 2.4.1)	Increased visibility and clarity of pathways for progression and proactive academic pipeline management	Review, improve and communicate (including via colleague diversity networks) a clear and transparent evaluation process for academic promotion applications, including feedback mechanisms to provide constructive guidance to applicants throughout the process and share profiles of minoritised ethnic academics to demonstrate progression routes available	1/7/24	1/7/25		People Team	Reward & People Operations Manager (People Team)	People Team/ External Relations / Colleague Diversity Networks	Clear guidance on evaluation process and feedback Increase in applications for promotion of eligible minoritised ethnic academics
2.6	Need to understand if there are any barriers impacting minoritised ethnic academic colleagues to improve retention and support for career progression, as there is a higher percentage of minoritised ethnic colleagues in the academic pipeline but the proportion of colleagues promoted to professor has not changed or declined (Table 2.1.1, 2.1.2, 2.4.1)	Improved retention of minoritised ethnic colleagues	Review colleague leaver data by ethnicity and ensure consistent use of exit interviews to understand reasons for leaving for minoritised ethnic colleagues, as part of People Value Proposition	1/7/24	1/7/25		People Team	People Operations Team Leader	People Team/ EDI/ Colleague Diversity Networks	Implement a clear process of how exit interviews are conducted and collate consistent data 5% improvement in minoritised ethnic colleague retention over five years

2.7	Need to understand if there are any barriers impacting minoritised ethnic academic colleagues to improve retention and support for career progression, as there is a higher percentage of minoritised ethnic colleagues in the academic pipeline but the proportion of colleagues promoted to professor has not changed or declined (Table 2.1.1, 2.1.2, 2.4.1)	Improved retention of minoritised ethnic academic colleagues	Develop actions to address any issues identified in action 2.6	1/5/25	1/9/25		People Development Team	People Engagement Partner (People Team)	People Team/ EDI/ Colleague Diversity Networks	Actions developed to address issues relating to leavers 5% improvement in minoritised ethnic colleague retention over five years
2.8	Need academic leaders to proactively manage the academic pipeline and encourage applications from eligible minoritised ethnic academics, as minoritised ethnic colleagues have a lower success rate at professor level promotion and there is a higher percentage of minoritised ethnic colleagues in the academic pipeline, but the proportion of colleagues promoted to professor has not changed or declined (Table 2.1.1, 2.1.2, 2.4.1)	Increased promotion applications from eligible minoritised ethnic academics	Develop a dataset or dashboard to review the diversity of those meeting promotions' criteria compared to diversity of eligible pool and share with managers	1/7/24	1/7/25		People Team	Reward & People Operations Manager (People Team)	People Team	Data set/ dashboard developed Increase in applications for promotion of eligible minoritised ethnic academics
2.9	Need to identify School level improvements required to support career progression of minoritised ethnic academic colleagues, as there is a higher percentage of minoritised ethnic colleagues in the academic pipeline but the proportion of colleagues promoted to professor has not changed or declined (Table 2.1.1, 2.1.2, 2.4.1)	Increased applications for promotions from eligible minoritised ethnic academics	Undertake a School level audit to understand the culture of engagement with academic promotions, including proportion of eligible pool applying, barriers to promotion, good practice, areas for improvement, sharing good practice across all Schools	1/7/24	1/7/25		People Team	Reward & People Operations Manager (People Team)	People Team/ Schools (Deans)/ Schools (School Executive Teams)/ EDI Leads/ RES	School level audit complete and good practice shared Increase in applications for promotion of eligible minoritised ethnic academics
2.10	Need to identify School level improvements required to support career progression of minoritised ethnic academic colleagues, as there is a higher percentage of minoritised ethnic colleagues in the academic pipeline but the proportion of colleagues promoted to professor has not changed or declined (Table 2.1.1, 2.1.2, 2.4.1)	Increased applications for promotions from eligible minoritised ethnic academics	Develop actions to address issues identified, embed good practice and consider relevant data in School EDI action plans (link to action 2.8 and 2.9)	1/9/25	1/3/26		People Team	Strategic People Partner	People Team/ Schools (Deans)/ Schools (School Executive Teams)/ EDI Leads	Actions developed to support career progression Annual review of data to recognise and address patterns Increase in applications for promotion of eligible minoritised ethnic academics



2.11	Need academic leaders to proactively manage the academic pipeline and encourage applications from eligible minoritised ethnic academics, as there is a higher percentage of minoritised ethnic colleagues in the academic pipeline, but the proportion of colleagues promoted to professor has not changed or declined (Table 2.1.1, 2.1.2, 2.4.1)	Increased applications for promotions from eligible minoritised ethnic academics	Provide clear guidance to academic leaders on their role and responsibilities in relation to encouraging minoritised ethnic academics, particularly at key stages, to apply for promotion	1/7/24	1/7/25		People Team	Reward & People Operations Manager (People Team)	People Team	Guidance communicated to academic leaders Increase in applications for promotion of eligible minoritised ethnic academics
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2.12	Need to understand challenges and barriers to promotion for minoritised ethnic academic colleagues, as there is a higher percentage of minoritised ethnic colleagues in the academic pipeline, but the proportion of colleagues promoted to professor has not changed or declined (Table 2.1.1, 2.1.2, 2.4.1)	Increased applications for promotions from eligible minoritised ethnic academics	Conduct focus groups to collect additional insight into challenges or barriers hindering applications for promotion from minoritised ethnic colleagues and include any actions required in the next promotion round (link to action 2.10)	1/11/24	1/7/25		People Team	Reward & People Operations Manager (People Team)	People Development Team/ EDI Team/ Trade Unions	Focus groups conducted and attendance recorded Changes implemented as part of next promotion round to address challenges or barriers Increase in applications for promotion of eligible minoritised ethnic academics
2.13	Need to consider positive action as part of promotion rounds where appropriate, as there is a higher percentage of minoritised ethnic colleagues in the academic pipeline, but the proportion of colleagues promoted to professor has not changed or declined (Table 2.1.1, 2.1.2, 2.4.1)	Increased applications for promotions from eligible minoritised ethnic academics	Develop protocol on positive action, providing guidance on when positive action is appropriate and include as part of revised academic promotion process	1/7/24	1/7/25		EDI	Director of EDI	People Team/ EDI Team	Protocol developed and communicated Increase in applications for promotion of eligible minoritised ethnic academics
2.14	Need to ensure development is aligned to promotions' criteria, as minoritised ethnic colleagues have a lower success rate at professor level promotion (Table 2.4.1)	Increased promotion applications from eligible minoritised ethnic academics	Audit compliance with requirement to create development plans (link to action 2.2) for all minoritised ethnic academic colleagues, including this within the Dean's appraisal objectives	1/7/24	1/7/25		PVC (Academic Leadership)	PVC (Academic Leadership)	People Team/ Schools (Deans)	Audit complete Agreed development plans in place Increase in applications for promotion of eligible minoritised ethnic academics
2.15	Need to ensure the process for allocating funding and support for external funding is fair given the impact on career progression, as minoritised ethnic colleagues have a lower success rate at professor level promotion (Table 2.4.1)	Increased promotion applications from eligible minoritised ethnic academics	Review the process for allocating internal research funding and the support for external research funding applications, using an equality impact assessment, to remove any indirect discrimination	1/7/24	1/7/25		RES	Head of Impact & Outputs Unit (RES)	RES (Grants and Funding Unit)/ Institute Directors	Identify and address any biases or indirect discrimination in the current internal research funding allocation process Increase in applications for promotion of eligible minoritised ethnic academics
2.16	Need to increase ethnic diversity of Professors and Readers Committee, given research on diverse groups making better decisions and current diversity (Table 2.9.1)	Improved decision-making about promotions	Review makeup and diversity of Professors and Readers Committee membership to ensure decision-making panel is representative as well as having the required expertise	1/7/24	1/7/25		PVC (Research & Enterprise)	PVC (Research & Enterprise)	People team	Review current membership and introduce terms of reference with clear roles and responsibilities
2.17	Need to increase ethnic diversity of Professors and Readers Committee, given research on diverse groups making better decisions and current diversity (Table 2.9.1)	Improved decision-making about promotions	Address ethnic diversity of Professors and Readers Committee membership through recruitment of minoritised ethnic	1/7/24	1/7/25		PVC (Research & Enterprise)	PVC (Research & Enterprise)	People Team	Recruit minoritised ethnic external panel member where appropriate

			external panel member where appropriate							
2.18	Need to ensure all members of Professors and Readers Committee have the required skills and knowledge, as minoritised ethnic colleagues have a lower success rate at professor level promotion (Table 2.4.1)	Improved decision-making about promotions	Review guidance for Professors and Readers Committee members on unconscious bias and barriers to progression (link to action 2.12) and ensure this is provided before all panels	1/7/24	1/7/25		People Team	Reward & People Operations Manager (People Team)	People Team/ EDI Team	Training provided to all Professors and Readers Committee members 100% completion rate
2.19	Need to include information about barriers and inclusive decision-making as part of mandatory diversity training for all colleagues	Improved decision-making about promotions	Include content on barriers to progression and decision-making about the career enhancing opportunities that lead to promotions as part of a review of mandatory diversity in the work place online module	1/9/24	1/1/26		EDI	EDI Staff Development & Inclusive Culture Officer	People Team/ EDI Team	Include new content on barriers to progression and career-enhancing decision-making in training, 95% of all colleagues completed the training to ensure colleagues have the skills and knowledge to improve decision making around promotions
2.20	Need to understand more about career aspirations for minoritised ethnic colleagues in Grade D and below, as currently there is over-representation of minoritised ethnic colleagues at Grade D and below (Table 2.23.1)	Improved professional development support for minoritised ethnic colleagues in Grades D and below	Conduct focus groups with PS colleagues grades A-D and a working group with PS managers to gain an understanding of professional aspirations and whether progression is a goal for minoritised ethnic colleagues in Grade D and below	1/4/25	1/6/25		People Development Team	People Engagement Partner (People Team)	Estates/ EDI Team/ People Team	Focus groups complete with engagement stats and insights gathered and shared at EDI/ People Team working group
2.21	Need to update appraisal forms and training to include professional and progression aspirations to support with proactive management of diverse talent	Improved professional development support for minoritised ethnic colleagues in Grades D and below	Review appraisal forms to ensure information about professional and progression aspirations is captured (link to action 2.2)	1/8/24	1/12/24		People Development Team	People Engagement Partner (People Team)	People Team	Appraisal forms updated
2.22	Need to update appraisal forms and training to include professional and progression aspirations to support with proactive management of diverse talent	Improved professional development support for minoritised ethnic colleagues in Grades D and below	Review manager appraisal training to ensure professional and progression aspirations are covered	1/1/25	1/4/25		People Development Team	People Engagement Partner (People Team)	People team	Appraisal training reviewed

2.23	Need to ensure appraisals take place to support minoritised ethnic colleagues' professional and progression aspirations, as currently there is over-representation of minoritised ethnic colleagues at Grade D and below but less ethnic diversity in the grades immediately above (Table 2.23.1)	Improved professional development support for minoritised ethnic colleagues in Grades D and below	Review growth and development staff survey data for Grades A- D in Estates to identify any issues and ensure appraisals take place and are effective	1/8/25	1/12/25		People Development Team	People Engagement Partner (People Team)	People Team/Estates	Staff Survey data on growth and development reviewed and issues identified where relevant
2.24	Need to ensure appraisals take place to support minoritised ethnic colleagues' professional and progression aspirations, as currently there is over-representation of minoritised ethnic colleagues at Grade D and below but less ethnic diversity in the grades immediately above (Table 2.23.1)	Improved professional development support for minoritised ethnic colleagues in Grades D and below	Target relevant Estates colleagues and require completion of Manager appraisal training, if issues identified in action 2.20	1/8/25	1/12/25		People Development Team	People Engagement Partner (People Team)	People Team/Estates	Manager appraisal training completed if required
2.25	Need to ensure minoritised ethnic colleagues in Grade D and below are supported with their professional and progression aspirations, as currently there is over-representation of minoritised ethnic colleagues at Grade D and below but less ethnic diversity in the grades immediately above (Table 2.23.1)	Improved professional development support for minoritised ethnic colleagues in Grades D and below	Create a bespoke development opportunity in professional services to support colleagues bridge the gap between A- C to D grade roles with specific job shadowing opportunities aligned to job description requirements	1/8/25	1/8/26		People Development Team	People Engagement Partner (People Team)	People Team/ Academic Registry	Development opportunity created and implemented Measure the effectiveness of the opportunity by tracking colleagues who have participated
2.26	Need to support career progression of minoritised ethnic colleagues through leadership development programme, as current lack of ethnic diversity in leadership and management positions (Table 2.23.1)	Leadership development programme for minoritised ethnic colleagues enhanced	Review content for Aspire programme (leadership development programme aimed at minoritised ethnic colleagues) to incorporate findings from the REC self-assessment, in consultation with 2023-24 Aspire cohort	1/4/24	1/12/24		People Development Team	People Engagement Partner (People Team)	People Team/ EDI Team/ Aspire 23/24 participants	Findings from REC Self-Assessment team incorporated into Aspire Programme 24/25 Improved 24/25 participants self-assessment scores when comparing scoring at start and end of programme Positive session feedback from Aspire participants
2.27	Need to support career progression of minoritised ethnic colleagues through leadership development programme, as current lack of ethnic diversity in leadership and management positions (Table 2.23.1)	Leadership development programme for minoritised ethnic colleagues enhanced	Develop mechanism to evaluate success of Aspire programme, tracking participants' career progression	1/4/24	1/7/25		People Development Team	People Engagement Partner (People Team)	People Team	Evaluation of Aspire programme developed, with tracking of participants' career progression Regular touchpoints to monitor progression and proactively seek opportunities

2.28	Need to support career progression of minoritised ethnic colleagues through leadership development programme, as current lack of ethnic diversity in leadership and management positions (Table 2.23.1)	Leadership development programme for minoritised ethnic colleagues enhanced	Run second cohort of Aspire programme for 10-12 minoritised ethnic colleagues.	1/1/25	1/7/25		People Development Team	People Engagement Partner (People Team)	People Team/ EDI Team/ Aspire 23/24 participants Additional budget: £15k per year or £30k per year if ILM accredited	Second cohort delivered with 10-12 colleagues completing the programme
2.29	Need to support career progression of minoritised ethnic colleagues through leadership development programme, as current lack of ethnic diversity in leadership and management positions (Table 2.23.1)	Leadership development programme for minoritised ethnic colleagues enhanced	Develop proposal for future Aspire programmes based on feedback and evaluation from previous two years' programmes (2023-24 and 2024-25 cohorts) and review existing development programmes, e.g. AdvanceHE Diversifying Leadership programme, StellarHE	1/7/25	1/8/25		People Development Team	People Engagement Partner (People Team)	People Team/ EDI Team/ Aspire 23/24 participants	Proposal developed and presented to VCG
2.30	Need to improve talent and succession planning to develop internal minoritised ethnic colleagues into senior leadership, based on feedback from external recruitment agencies on low numbers of minoritised ethnic candidates applying for senior leadership roles (see actions in Priority 3 on improving external recruitment)	Improved talent and succession planning to diversify our leadership and proactive career development	Develop talent strategy specifically to increase ethnic diversity of VCG through development of internal talent and succession planning, if opportunities arise (link to action 3.25 on recruitment strategy for VCG)	1/9/25	1/3/26		People Team	Strategic People Partner	People Team/ EDI Team/ External Relations	Talent strategy developed, with annual succession planning
2.31	Need to improve talent and succession planning to develop internal minoritised ethnic colleagues into senior leadership, based on feedback from external recruitment agencies on low numbers of minoritised ethnic candidates applying for senior leadership roles (see actions in Priority 3 on improving external recruitment)	Improved talent and succession planning to diversify our leadership and proactive career development	Develop proactive approach and guidance on talent and succession planning for leadership roles, including diversity analysis of internal talent, and review annually	1/11/24	1/12/25	Annually	People Team	Strategic People Partner	People Team/ EDI Team	Guidance on talent and succession planning developed and shared Implementation of plan and commence succession planning for critical roles identified where there is a business risk Diversity analysis included as part of updated talent and succession planning

2.32	Need to improve talent and succession planning to develop internal minoritised ethnic colleagues into senior leadership, based on feedback from external recruitment agencies on low numbers of minoritised ethnic candidates applying for senior leadership roles (see actions in Priority 3 on improving external recruitment)	Improved talent and succession planning to diversify our leadership and proactive career development	Develop specific succession plans for each senior leadership role, taking into account findings from action 2.31 and target to increase ethnic diversity in senior leadership and VCG	1/9/25	1/3/26	Annually	People Team	Strategic People Partner	People Team/ EDI Team	Specific succession plans in place for all senior leadership roles
2.33	Need to improve talent and succession planning to develop internal minoritised ethnic colleagues into senior leadership, based on feedback from external recruitment agencies on low numbers of minoritised ethnic candidates applying for senior leadership roles (see actions in Priority 3 on improving external recruitment)	Improved talent and succession planning to diversify our leadership and proactive career development	Identify minoritised ethnic internal talent for positive interventions, including bespoke development plans and objectives (as part of appraisals) to address gap between current role and VCG level. Review annually as part of talent and succession planning	1/7/25	1/12/25	Annually	People Team	Strategic People Partner	People Team/ EDI Team	Bespoke development plans and objectives included in appraisal for minoritised ethnic internal talent
2.34	Need to improve development opportunities for minoritised ethnic talent, as 2023-24 Staff Survey showed colleagues from mixed or multiple ethnic groups score their growth and development opportunities at the University of Central Lancashire lower than other colleagues (Table 2.15.1) and based on feedback from external recruitment agencies on low numbers of minoritised ethnic candidates applying for senior leadership roles	Improved talent and succession planning to diversify our leadership and proactive career development	Develop a new role of 'Change Makers' as part of Project Next (new University-wide strategic change programme) and ensure a diverse range of colleagues are represented as 'Change Makers' to provide development opportunities for minoritised ethnic colleagues	1/9/24	1/7/25		People Development Team	People and Organisation Development Manager	People Team/ EDI	Change Maker roles established and recruited to with a minimum of 15% from minoritised ethnic groups
2.35	Need to improve development opportunities for minoritised ethnic talent, as lack of minoritised ethnic role models at management level, reducing motivation for participants who want to progress and/or understanding of how they can progress	Increased visibility of minoritised ethnic role models in leadership roles	Review existing mentoring scheme to explore opportunities for: - reciprocal mentoring (with time allocation as part of workload model [Schools] or appraisal objectives [Services]) - career sponsors, focused on career progression to senior leadership for minoritised ethnic colleagues and increased senior	1/6/25	1/6/26		People Development Team	People Engagement Partner (People Team)	People Team/ EDI Team/ Aspire 23/24 participants	Existing mentoring scheme reviewed and recommended developments considered Gain insights to good practice and areas of improvement Have a transparent and formal process to identifying mentoring relationships



			leadership awareness of challenges							
2.36	Need to improve development opportunities for minoritised ethnic talent, as lack of minoritised ethnic role models at management level, reducing motivation for participants who want to progress and/or understanding of how they can progress	Increased visibility of minoritised ethnic role models in leadership roles	Explore development of shared characteristic mentoring, including external mentors focused on career progression to senior leadership for minoritised ethnic colleagues, as part of future development of Aspire programme (link to action 2.29 on future development of Aspire programme)	1/4/24	1/8/25		People Development Team	People Engagement Partner (People Team)	People Team/ EDI Team/ External Relations/ Aspire participants	Recommendations for shared characteristic mentoring and external mentors included as part of Aspire programme future proposals Explore and reach out to external HEIs for external mentors; acceptance of interested parties

### Priority 3: Embed inclusive recruitment practices

Action Ref	Rationale	Objective	Action	Start	End	Frequency	Lead Service	Lead Role	Require Resources	Success Criteria
3.1	Need to reduce potential for bias at shortlisting stage by improving capabilities in fair and inclusive recruitment and selection, as minoritised ethnic applicants are less likely to be shortlisted for interview than White applicants (Table 2.21.1)	All panel members have the skills and knowledge to undertake fair, inclusive recruitment and selection	Audit all colleagues with recruitment hub access to ensure they have completed the recruitment and selection training, with requirement to complete training within 3 months and before sitting on further panels if not	1/11/24	1/3/25		People Team	Reward & People Operations Manager (People Team)	People Team	Audit of colleagues with recruitment hub access complete 100% completion of recruitment and selection training for colleagues with access to recruitment hub
3.2	Need to reduce potential for bias at shortlisting stage by improving capabilities in fair and inclusive recruitment and selection, as minoritised ethnic applicants are less likely to be shortlisted for interview than White applicants (Table 2.21.1)	All panel members have the skills and knowledge to undertake fair, inclusive recruitment and selection	Introduce checks that recruitment and selection training has been completed before colleagues are added to the recruitment hub as recruiting managers' role is added to recruitment hub	1/7/26	1/9/26		People Team	Reward & People Operations Manager (People Team)	People Team	100% completion of R and S training for colleagues with access to recruitment hub

3.3	Need to reduce potential for bias at shortlisting stage by improving capabilities in fair and inclusive recruitment and selection, as minoritised ethnic applicants are less likely to be shortlisted for interview than White applicants (Table 2.21.1)	All panel members have the skills and knowledge to undertake fair, inclusive recruitment and selection	Implement mandatory refreshers every 2 years of recruitment and selection training for colleagues with recruitment hub access	1/11/24	1/12/24		People Team	Strategic People Partner (People Team)	People Team	Mandatory refresher reminders set in LearnUpon through automatically generated email reminders  100% completion of R and S training for colleagues with access to recruitment hub
3.4	Need to reduce potential for bias at shortlisting stage by improving capabilities in fair and inclusive recruitment and selection, as minoritised ethnic applicants are less likely to be shortlisted for interview than White applicants (Table 2.21.1)	All panel members have the skills and knowledge to undertake fair, inclusive recruitment and selection	Report on colleagues with recruitment hub access cross-referenced with data on recruitment and selection completions in LearnUpon to check if 2-year refresher mandate is taking effect with requirement to complete training within 3 months of check	1/7/26	1/9/26	Annually	People Team	People Operations Team Leader	People Team	Annual report produced and reminders sent  100% completion of R and S training for colleagues with access to recruitment hub
3.5	Need to reduce potential for bias at shortlisting stage by improving capabilities in fair and inclusive recruitment and selection, as minoritised ethnic applicants are less likely to be shortlisted for interview than White applicants (Table 2.21.1)	All panel members have the skills and knowledge to undertake fair, inclusive recruitment and selection	Review and develop the recruitment and selection training and guidance to include: - Consistency of panel members; - Scoring system for all shortlisting & interviews; - User friendly summary of guidance; Requirement to complete all content in online module to record completion	1/9/25	1/1/26		People Team	People Operations Team Leader	People Team, People Development Team and EDI Team - Additional cost to make a course in house £3,000	R and S training and guidance updated Internal audits/spot checks on consistency of panel members Gap between application to shortlist rate of White and minoritised ethnic applicants reduced from 13.2% to 7.5%

3.6	Need to reduce potential for bias at shortlisting stage by improving capabilities in fair and inclusive recruitment and selection, as minoritised ethnic applicants are less likely to be shortlisted for interview than White applicants (Table 2.21.1)	All panel members have the skills and knowledge to undertake fair, inclusive recruitment and selection	Review panel chair's training and guidance to cover: - Create a checklist and timeline for panel availability and candidate communication - Provide all necessary information in advance, such as assessment details and interview questions - Guidance on developing an inclusive job advert, job description and person specification - Require clear reasons for applicant non-selection - Ensure all panel members contribute to shortlisting - Agree on interview scoring and weighting for additional assessments - Require individual scoring before panel discussion - Guidance for post-interview discussions to ensure all panel members participate	1/9/25	1/1/26		People Team	Strategic People Partner (People Team)	SPP - Strategic Lead for R&S; People Ops Team	Panel guidance updated Internal audits/spot checks on panel chair role Gap between application to shortlist rate of White and minoritised ethnic applicants reduced from 13.2% to 7.5%
3.7	Need to reduce potential for bias at shortlisting stage by improving capabilities in fair and inclusive recruitment and selection, as minoritised ethnic applicants are less likely to be shortlisted for interview than White applicants (Table 2.21.1)	All panel members have the skills and knowledge to undertake fair, inclusive recruitment and selection	Communicate to all colleagues about refreshed recruitment and selection guidance and cascade through School and Service executive teams, with signposting to guidance included on induction pages and People Team SharePoint pages	1/1/26	1/3/26		People Team	Strategic People Partner (People Team)	People Team and Comms Team/ school and service exec	Communication about refreshed recruitment and selection guidance shared on Staff intranet and through Schools and Services Gap between application to shortlist rate of White and minoritised ethnic applicants reduced from 13.2% to 7.5%
3.8	Need to develop consistent approach to interview scoring and reduce potential for bias at shortlisting stage, as minoritised ethnic applicants are less likely to be shortlisted for interview than White applicants (Table 2.21.1)	Improved decision-making of recruitment panels with diverse perspectives heard	Update policy to Introduce mandatory scoring template for use in interviews, reviewing existing selection technique policies and consulting with colleague networks as appropriate	1/6/26	1/12/26		People Team	People Operations Delivery Manager	People Team/ EDI Team/ Colleague Networks	Mandatory scoring template for interviews introduced and shared Gap between application to shortlist rate of White and minoritised ethnic applicants reduced from 13.2% to 7.5%

3.9	Need to develop consistent approach to interview scoring and reduce potential for bias at shortlisting stage, as minoritised ethnic applicants are less likely to be shortlisted for interview than White applicants (Table 2.21.1)	Improved decision-making of recruitment panels with diverse perspectives heard	Review the use of interview scoring template to ensure application, transparency, and consistency of use	1/9/27	1/9/27	Annually	People Team	People Operations Delivery Manager	People Team	Interview scoring template used over 80% of the time
3.10	Need to develop consistent approach to interview scoring and reduce potential for bias at shortlisting stage, as minoritised ethnic applicants are less likely to be shortlisted for interview than White applicants (Table 2.21.1)	Improved decision-making of recruitment panels with diverse perspectives heard	Investigate using Stonefish (recruitment hub) to record and store mandatory scoring for interviews	1/6/26	1/12/26		People Team	People Operations Delivery Manager	People Team	Feasibility of using Stonefish (recruitment hub) for consistent approach to interview scoring understood and implement changes where possible Gap between application to shortlist rate of White and minoritised ethnic applicants reduced from 13.2% to 7.5%
3.11	Need to increase the diversity of recruitment panels, as more diverse groups make better decisions	Diversity of recruitment panels increased	Introduce an inclusive recruitment ambassador group, made up of Aspire Programme participants to increase the diversity of interview panels and include information about their role as part of recruitment and selection guidance	1/1/25	1/3/25		People Development Team	People Engagement Partner (People Team)	People Development Team/ Aspire Group/ Comms/ EDI	Inclusive recruitment ambassador group established Communications on inclusive recruitment ambassador group delivered and updates to intranet pages to include information on the role Gap between application to shortlist rate of White and minoritised ethnic applicants reduced from 13.2% to 7.5%
3.12	Need to increase the diversity of recruitment panels, as more diverse groups make better decisions	Diversity of recruitment panels increased	Monitor and evaluate the use of the inclusive recruitment ambassador group to understand implications on colleague time as well effectiveness of the group	1/1/25	1/7/25	Annually	People Development Team	People Engagement Partner (People Team)	People Development Team/ Aspire Group/EDI Team	Annual report on and evaluation of the use of the group, gather group feedback Gap between application to shortlist rate of White and minoritised ethnic applicants reduced from 13.2% to 7.5%
3.13	Need to increase the diversity of recruitment panels, as more diverse groups make better decisions	Diversity of recruitment panels increased	Report on diversity of colleagues who have completed recruitment and selection training by school/service and share with EDI Leads to inform actions on increasing diversity at school/service level (link to action 6.11)	1/2/25	1/3/25	Annually	People Team	Reward & People Operations Manager (People Team)	People Team/EDI Team/EDI Leads	Report on diversity of colleagues who have completed recruitment and selection training shared with EDI Leads Actions developed by Schools/Services as required Gap between application to shortlist rate of White and minoritised ethnic applicants reduced from 13.2% to 7.5%
3.14	Need to increase the diversity of recruitment panels, as more diverse groups make better decisions	Diversity of recruitment panels increased	Strengthen appraisal training, guidance, and form to include reference to role specific mandatory training, such as recruitment and selection training, for managers to encourage	1/9/24	1/9/25	Annually	People Development Team	People Engagement Partner (People Team)	People Team	Prompt included within appraisal process to discuss role specific mandatory training Gap between application to shortlist rate of White and minoritised ethnic applicants reduced from 13.2% to 7.5%

			more colleagues to complete training							
3.15	Need to increase the ethnic diversity and eligible pool of those involved in recruitment panels, as more diverse groups make better decisions and given the lack of ethnic diversity at senior levels (Table 2.23.1)	Diversity of recruitment panels increased	Review and update requirement that panel members are at an appropriate grade for the role being interviewed for, following evaluation of inclusive recruitment ambassador group and actions to increase the ethnic diversity of those who have completed R and S training (link to actions 3.11-3.14)	1/6/26	1/11/26		People Team	Strategic People Partner (People Team)	People Team/ EDI Team	Panel composition requirements reviewed and updated, measure of how many colleagues are then on panels for a position higher than them Gap between application to shortlist rate of White and minoritised ethnic applicants reduced from 13.2% to 7.5%
3.16	Need to understand application to shortlisting data by School/Service to identify any further actions required	Potential for bias in our recruitment and selection process reduced	Disaggregate application to shortlisting data by School and Service to identify any Schools/Services where further actions are needed	1/1/25	1/4/25		SDPI	Reward & People Operations Manager (People Team)	EDI Team/ SDPI /People Team	Application to shortlisting data by School and Service available and any issues identified Gap between application to shortlist rate of White and minoritised ethnic applicants reduced from 13.2% to 7.5%
3.17	Need to understand application to shortlisting data by School/Service to identify any further actions required	Potential for bias in our recruitment and selection process reduced	Incorporate any School/Service level actions in relevant School/Service EDI action plan (link to action 6.11)	1/5/25	1/9/25		EDI	Reward & People Operations Manager (People Team)	People Team/EDI Team/EDI Leads	School/ Service action plans include colleague recruitment actions, if required Gap between application to shortlist rate of White and minoritised ethnic applicants reduced from 13.2% to 7.5%
3.18	Need to explore anonymous shortlisting and reduce potential for bias at shortlisting stage, as minoritised ethnic applicants are less likely to be shortlisted for interview than White applicants (Table 2.21.1)	Potential for bias in our recruitment and selection process reduced	Pilot use of anonymous shortlisting within Academic Registry, Student Services, and LIS	1/1/26	1/1/27		People Team	Reward & People Operations Manager (People Team)	People Team	Pilot of anonymous shortlisting in specific professional services complete  Gap between application to shortlist rate of White and minoritised ethnic applicants reduced from 13.2% to 7.5%
3.19	Need to explore anonymous shortlisting and reduce potential for bias at shortlisting stage, as minoritised ethnic applicants are less likely to be shortlisted for interview than White applicants (Table 2.21.1)	Potential for bias in our recruitment and selection process reduced	Roll out above in all professional services if pilot in specific professional services is successful	1/1/27	1/10/27		People Team	Reward & People Operations Manager (People Team)	People Team	Roll out of anonymous shortlisting for all professional services roles completed  Gap between application to shortlist rate of White and minoritised ethnic applicants reduced from 13.2% to 7.5%

3.20	Need to explore anonymous shortlisting and reduce potential for bias at shortlisting stage, as minoritised ethnic applicants are less likely to be shortlisted for interview than White applicants (Table 2.21.1)	Potential for bias in our recruitment and selection process reduced	If full rollout of professional services, investigate anonymous shortlisting for academic roles, and pilot if appropriate, considering the findings from School level analysis (see action 3.16)	1/10/27	1/10/28		People Team	Reward & People Operations Manager (People Team)	People Team	Pilot of anonymous shortlisting for academic roles in specific schools complete  Gap between application to shortlist rate of White and minoritised ethnic applicants reduced from 13.2% to 7.5%
3.21	Need to explore anonymous shortlisting and reduce potential for bias at shortlisting stage, as minoritised ethnic applicants are less likely to be shortlisted for interview than White applicants (Table 2.21.1)	Potential for bias in our recruitment and selection process reduced	Roll out above in all academic roles if the pilot in specific academic Schools is successful	1/11/28	1/5/29		People Team	Reward & People Operations Manager (People Team)	People Team	Roll out of anonymous shortlisting for all academic roles completed  Gap between application to shortlist rate of White and minoritised ethnic applicants reduced from 13.2% to 7.5%
3.22	Need to standardise fair and inclusive recruitment practices, as there is currently inconsistency of practice	Systems and processes in place to support inclusive recruitment	Map the current recruitment process to identify further improvements and implement changes to improve fairness and support inclusivity	1/7/24	1/2/25		People Team	Project Manager	People Team/ EDI Team	Mapping of recruitment process complete and improvements implemented Gap between application to shortlist rate of White and minoritised ethnic applicants reduced from 13.2% to 7.5%
3.23	Need to standardise fair and inclusive recruitment practices, as there is currently inconsistency of practice	Systems and processes in place to support inclusive recruitment	Review and provide further guidance for recruiting managers on Person Specifications and Job Descriptions to remove unnecessary criteria which might deter applications from more diverse applicants, e.g. requiring an undergraduate degree as an essential criteria and consider development of a template	1/1/25	1/4/25		People Team	Project Manager	People Team/ EDI Team	Review of guidance on person specifications undertaken and findings implemented Gap between application to shortlist rate of White and minoritised ethnic applicants reduced from 13.2% to 7.5%
3.24	Need to standardise fair and inclusive recruitment practices, as there is currently inconsistency of practice	Systems and processes in place to support inclusive recruitment	Include default diversity statement (e.g. we welcome diverse applicants) in job advert template for all job adverts, with the option for recruiting managers to select a more specific wording to address particular areas of under-representation in their school or service and introduce annual check on a cross section of adverts	1/9/25	1/1/26	Annually	People Team	Reward & People Operations Manager (People Team)	EDI Team/ People Team	Diversity statement included on job adverts by default with drop down option introduced for specific diversity statement  100% of job adverts include default or specific diversity statement, internal audit/spot checks to determine



3.25	Need to re-establish ethnic diversity in VCG, as, following a recent departure, VCG does not reflect our colleagues, students, or wider community (Table 2.8.2)	Improved use of external recruitment agents to increase ethnic diversity of VCG	Develop recruitment strategy specifically to increase ethnic diversity of VCG through approach with external recruitment agencies as opportunities arise	1/11/24	1/7/25		People Team	Reward & People Operations Manager (People Team)	People Team/ EDI Team/ External Relations	Specific recruitment strategy for VCG developed
3.26	Need to increase visibility of minoritised ethnic role models, in particular female colleagues, as current lack of ethnic diversity at management level and lower proportion of female minoritised ethnic colleagues agree that there are opportunities to develop (Table 2.23.1, Table 1.7) This may reduce motivation for colleagues keen to progress and/or lack of awareness of how to progress	Increased visibility of minoritised ethnic role models at management level	Develop plan to increase visibility of existing minoritised ethnic role models internally and externally (linking to action on development of PVP 3.28), including Aspire programme participants and female minoritised ethnic colleagues in response to REC survey feedback	1/4/24	1/7/25		People Development Team	People Engagement Partner (People Team)	People Team/ EDI Team/ External Relations/ Aspire participants	Communications plan developed to increase visibility of minoritised ethnic role models
3.27	Need to improve how we attract minoritised ethnic candidates for senior leadership roles to increase applications and appointments, given lack of ethnic diversity at management level (Table 2.23.1) and reduction of academic colleagues from minoritised ethnic non-UK backgrounds (Table 2.2.2) and low numbers of minoritised ethnic candidates applying or accepting offers for senior leadership roles, based on feedback from external recruitment agencies	Increased proportion of minoritised ethnic candidates applying and accepting senior leadership roles	Evaluate the People Value Proposition to identify barriers attracting minoritised ethnic candidates to senior leadership roles, including active listening campaigns, consultation internally, exit data and wider research	1/11/24	1/12/25		People Team	Reward & People Operations Manager (People Team)	People Team/ EDI Team/ External Relations/Racial Equality Network and Aspire Programme participants - consultation	Conduct focus groups/surveys to identify barriers and gain lived in experiences to understand the challenges and build in solutions to ease the progression routes
3.28	Need to improve how we attract minoritised ethnic candidates for senior leadership roles to increase applications and appointments, given lack of ethnic diversity at management level (Table 2.23.1) and reduction of academic colleagues from minoritised ethnic non-UK backgrounds (Table 2.2.2) and low numbers of minoritised ethnic candidates applying or accepting offers for senior leadership roles, based on feedback from external recruitment agencies	Increased proportion of minoritised ethnic candidates applying and accepting senior leadership roles	Develop the People Value Proposition to promote the University as an attractive place to work for minoritised ethnic senior leaders, following evaluation (see action 3.27), with consideration of how to attract non-UK candidates	1/7/25	1/12/25		People Team	Strategic People Partner	People Team/ EDI Team/ External Relations	People Value Proposition updated to address barriers identified

3.29	Need to increase the cultural awareness and capabilities to lead the University of Central Lancashire as an anti-racist University, given lack of ethnic diversity at VCG and in the pipeline up to VCG (Table 2.23.1)	Increased cultural awareness of VCG to lead UCLan as an anti-racist University	Commission anti-racism training for VCG to increase understanding and knowledge of cultural awareness and improve skills to lead an anti-racist University, recognising the reality of [REDACTED] and inherent power imbalances and experience of minoritised ethnic colleague joining VCG	1/11/24	1/7/25		EDI	Reward & People Operations Manager (People Team)	People Team/ EDI Team Additional budget (£5000) - external facilitation of training	Anti-racism training for VCG delivered with 100% completion
3.30	Need to increase the cultural awareness and capabilities to lead the University of Central Lancashire as an anti-racist University, given lack of ethnic diversity at VCG and in the pipeline up to VCG (Table 2.23.1)	Increased cultural awareness of VCG to lead UCLan as an anti-racist University	Develop actions for VCG to take forward as follow up to anti-racism training	1/7/25	1/12/25		EDI	Reward & People Operations Manager (People Team)	People Team/ EDI Team/ VCG	Anti-racism actions developed and implemented by VCG
3.31	Need to increase the cultural awareness and capabilities to lead the University of Central Lancashire as an anti-racist University, given lack of ethnic diversity at VCG and in the pipeline up to VCG (Table 2.23.1)	Increased cultural awareness of VCG to lead UCLan as an anti-racist University	Incorporate cultural awareness and capabilities to lead an anti-racist University in review of existing senior leadership programme and general leadership masterclass sessions (link to actions in priority 3)	1/9/25	1/12/25		People Development Team	People Engagement Partner (People Team)	People Team/ EDI Team/ Deans/ Directors	Cultural awareness and capabilities to lead an anti-racist University embedded into existing senior leadership programme Engagement report completed and shared with VCG
3.32	Need to increase the cultural awareness and capabilities to lead the University of Central Lancashire as an anti-racist University, given lack of ethnic diversity at VCG and in the pipeline up to VCG (Table 2.23.1)	Increased cultural awareness of VCG to lead UCLan as an anti-racist University	Incorporate cultural awareness and capabilities to lead an anti-racist University in development of training for leadership and people management category (link to actions in priority 1)	1/11/25	1/11/25		People Development Team	People Engagement Partner (People Team)	People Team/ EDI Team/ Deans/ Directors	Cultural awareness and capabilities to lead an anti-racist University embedded into training for managers Analyse staff survey results aligned to racism/harassment
3.33	Need to increase the cultural awareness and capabilities to lead the University of Central Lancashire as an anti-racist University, given lack of ethnic diversity at VCG and in the pipeline up to VCG (Table 2.23.1)	Increased cultural awareness of VCG to lead UCLan as an anti-racist University	Include a requirement to recruit, develop and retain diverse talent and promote an inclusive culture in all leadership role job descriptions to support the Priority 1 actions	1/11/24	1/7/25		People Team	Reward & People Operations Manager (People Team)	People Team/ EDI Team	Spot checks/internal audit to ensure that the requirement has been included and report on the diversify of applicants

3.34	Need proactive approach from external recruitment agencies to attract minoritised ethnic candidates, given current lack of ethnic diversity at management level and VCG (Table 2.23.1) and use of external recruitment agencies for senior leadership appointments	Improved use of external recruitment agents to increase ethnic diversity of pipeline up to VCG	Develop a charter to share when working with external recruitment agencies, setting out requirements for fair, diverse and inclusive recruitment Mandate external recruitment agencies to: -Target campaigns to a diverse talent pool, - Provide a diverse shortlist of applicants, - Provide diversity data at all stages of recruitment - Provide specific feedback from candidates on motivations for applying, interest in the University of Central Lancashire, and potential barriers to accepting, by diversity characteristic - Meet the requirements of creating a more diverse pool of applicants and talent pipeline up to VCG level	1/11/24	1/3/25		People Team	Strategic People Partner	People Team/ EDI Team	Campaigns demonstrate outreach to diverse talent pools (engagement data. click throughs via agencies). Shortlists include candidates from underrepresented groups (minimum % target). Diversity data reported at all recruitment stages and reviewed for trends. Candidate feedback collected
3.35	Need to learn from potential good practice in attracting and appointing minoritised ethnic candidates, as proportion of Professional service staff from minoritised ethnic backgrounds at Grade D and below has increased over the last 3 years (Table 2.23.1)	Good practice on attracting and appointing minoritised ethnic candidates shared and adopted across the University	Identify areas of good practice where there are higher proportions of minoritised ethnic candidates applying and being appointed (Grades A-D) and where relevant, roll out good practice more widely	1/8/24	1/12/24		People Team	Project Manager	People Team/ Estates	Areas identified with higher proportions of minoritised ethnic candidates applying and being appointed Document and share good practice

#### Priority 4: Improve the outcomes for minoritised ethnic students

Action Ref	Rationale	Objective	Action	Start	End	Frequency	Lead Service	Lead Role	Require Resources	Success Criteria
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4.1	Need to embed actions to address Black/ White awarding gap at school and course level during course review process, as the institutional awarding gap between Black and White UK undergraduate students is substantial (24%), has widened over the last three years and is high compared to the sector average (20%) (Table 2.14.1, 2.14.2, 2.26.1)	University's Course Review Process updated to enable effective and efficient consideration of APP priorities (including Black/White awarding gap) at School and Course level	Improve internal data dashboards to flag issues and enable targeted interventions to be determined at course level	1/4/24	1/9/25		SDPI	Head of Data	Nasser Latif (SAS)/ SDPI - colleague time	Data dashboards enable flagging of issues
4.2	Need to embed actions to address Black/ White awarding gap at school and course level during course review process, as the institutional awarding gap between Black and White UK undergraduate students is substantial (24%), has widened over the last three years and is high compared to the sector average (20%) (Table 2.14.1, 2.14.2, 2.26.1)	University's Course Review Process updated to enable effective and efficient consideration of APP priorities (including Black/White awarding gap) at School and Course level	Add flag to Course Review platform to enable Course leaders to identify action related to APP priorities	1/8/24	1/9/25		LIS	Head of Product & Delivery (LIS)	AQU/LIS	Flag added to course review platform
4.3	Need to embed actions to address Black/ White awarding gap at school and course level during course review process, as the institutional awarding gap between Black and White UK undergraduate students is substantial (24%), has widened over the last three years and is high compared to the sector average (20%) (Table 2.14.1, 2.14.2, 2.26.1)	University's Course Review Process updated to enable effective and efficient consideration of APP priorities (including Black/White awarding gap) at School and Course level	Develop KPIs at School and Course level to support identification of performance below KPIs and tracking of interventions at School and Course level	1/8/24	1/9/25		AQU	Director of Academic Quality and Enhancement (AQU)	Nasser Latif (SAS)/ SDPI - colleague time	Reduce awarding gap between Black and White students from 24pp in 2021/22 to 12pp by 2028/29 KPI's developed and monitored to reduce awarding gap
4.4	Need to embed actions to address Black/ White awarding gap at school and course level during course review process, as the institutional awarding gap between Black and White UK undergraduate students is substantial (24%), has widened over the last three years and is high compared to the sector average (20%) (Table 2.14.1, 2.14.2, 2.26.1)	University's Course Review Process updated to enable effective and efficient consideration of APP priorities (including Black/White awarding gap) at School and Course level	Monitor compliance with Course Review process and actions to address issues flagged on the data dashboard (see action 4.1), through systems enhancements or AI with Course Review interventions SharePoint lists	1/9/24	1/7/25		AQU	Director of Academic Quality and Enhancement (AQU)	SDPI/LIS/(AQU) - colleague time	Reduce awarding gap between Black and White students from 24pp in 2021/22 to 12pp by 2028/29 Systems to support course review interventions and monitoring in place

4.5	Need to embed actions to address Black/ White awarding gap at school and course level during course review process, as the institutional awarding gap between Black and White UK undergraduate students is substantial (24%), has widened over the last three years and is high compared to the sector average (20%) (Table 2.14.1, 2.14.2, 2.26.1)	University's Course Review Process updated to enable effective and efficient consideration of APP priorities (including Black/White awarding gap) at School and Course level	Provide training and development to course leaders on: - understanding data and use of data dashboards to identify the reasons for the awarding gaps - taking targeted action to address	1/9/24	1/12/24	Annually	AQU	Director of Academic Quality and Enhancement (AQU)	SDPI	Reduce awarding gap between Black and White students from 24pp in 2021/22 to 12pp by 2028/29 Training and development deployed annually
4.6	Need to embed actions to address Black/ White awarding gap at school and course level during course review process, as the institutional awarding gap between Black and White UK undergraduate students is substantial (24%), has widened over the last three years and is high compared to the sector average (20%) (Table 2.14.1, 2.14.2, 2.26.1)	University's Course Review Process updated to enable effective and efficient consideration of APP priorities (including Black/White awarding gap) at School and Course level	Identify curriculum changes required to support APP priorities, through Course Review process, and progress changes through the course modifications or curriculum review processes as appropriate, clearly identifying at application stage for course modifications or curriculum review that changes are to support APP priorities	1/9/24	1/7/29		AQU	Director of Academic Quality and Enhancement (AQU)	Schools (course teams)/AQU - colleague time	Reduce awarding gap between Black and White students from 24pp in 2021/22 to 12pp by 2028/29 Curriculum changes identified to support APP priorities
4.7	Need to ensure our Academic Regulations do not adversely impact Black students, as the institutional awarding gap between Black and White UK undergraduate students is substantial (24%), has widened over the last three years and is high compared to the sector average (20%) (Table 2.14.1, 2.14.2, 2.26.1)	Consideration of impact on APP priorities (including Black/White awarding gap) embedded as part of Academic Regulations reviews and annual Degree Outcomes' statement	Implement updated Academic Regulations for 2025/26	1/9/25	1/7/26		AQU	Director of Academic Quality and Enhancement (AQU)	AQU	Updated academic regulations implemented and communicated
4.8	Need to ensure our Academic Regulations do not adversely impact Black students, as the institutional awarding gap between Black and White UK undergraduate students is substantial (24%), has widened over the last three years and is high compared to the sector average (20%) (Table 2.14.1, 2.14.2, 2.26.1)	Consideration of impact on APP priorities (including Black/White awarding gap) embedded as part of Academic Regulations reviews and annual Degree Outcomes' statement	Monitor impact of updated Academic Regulations on APP priority groups through annual APP reporting and consider any further changes to regulations as part of the annual review of Academic Regulations (for minor updates) or next major review of Academic Regulations in 2029/30 (for major changes)	1/9/24	1/7/25	Annually	Student Achievement Services	Director of Academic Quality and Enhancement (AQU)	SAS/SDPI/Nasser Latif	Reduce awarding gap between Black and White students from 24pp in 2021/22 to 12pp by 2028/29 Impact of updated Academic Regulations monitored annually

4.9	Need to incorporate reporting on APP priorities as part of University Degree Outcomes statement to embed our work to address the Black/White awarding gap, as the institutional awarding gap between Black and White UK undergraduate students is substantial (24%), has widened over the last three years and is high compared to the sector average (20%) (Table 2.14.1, 2.14.2, 2.26.1)	Consideration of impact on APP priorities (including Black/White awarding gap) embedded as part of Academic Regulations reviews and annual Degree Outcomes' statement	Report on achievement of APP priority groups through the University Degree Outcomes' statement	1/9/25	1/9/26	Annually	AQU	Director of Academic Quality and Enhancement (AQU)	AQU/SDPI	Reduce awarding gap between Black and White students from 24pp in 2021/22 to 12pp by 2028/29 Degree Outcomes' Statement published annually
4.10	Need to ensure our Academic Regulations do not adversely impact Black students, as the institutional awarding gap between Black and White UK undergraduate students is substantial (24%), has widened over the last three years and is high compared to the sector average (20%) (Table 2.14.1, 2.14.2, 2.26.1)	Interactive Curriculum Framework model developed as a course developers' resource and embedded into course approvals	Evaluate the content of the interactive Curriculum Framework (CFW) model tiles to assess how useful the content is for course developers embedding CFW in courses, following audit of CFW content	1/1/24	1/12/24		CCL	Deputy Head for Students & Teaching (CCL)	CCL	Content evaluated to ensure it contains up-to-date and accurate information relevant to the courses
4.11	Need to embed inclusive curriculum design into all our courses through development of the Curriculum Framework and integration into course approvals, as the institutional awarding gap between Black and White UK undergraduate students is substantial (24%), has widened over the last three years and is high compared to the sector average (20%) (Table 2.14.1, 2.14.2, 2.26.1)	Interactive Curriculum Framework model developed as a course developers' resource and embedded into course approvals	Reestablish Curriculum framework strategy group to meet quarterly on an ongoing basis to ensure accountability for the above actions and continued monitoring and development of framework	1/9/24	1/9/29		CCL	Deputy Head for Students & Teaching (CCL)	CCL/ Curriculum Framework strategy group	Curriculum framework strategy Group meet quarterly Clear actions/decisions noted and shared. Completion of actions
4.12	Need to embed inclusive curriculum design into all our courses through development of the Curriculum Framework and integration into course approvals, as the institutional awarding gap between Black and White UK undergraduate students is substantial (24%), has widened over the last three years and is high compared to the sector average (20%) (Table 2.14.1, 2.14.2, 2.26.1)	Interactive Curriculum Framework model developed as a course developers' resource and embedded into course approvals	Work with Schools and relevant Professional Services to develop content and to secure a diversity of input (link to action 4.10)	1/12/24	1/7/29		CCL	Deputy Head for Students & Teaching (CCL)	CCL	Content provided by Schools and Professional Services Teams where relevant and monitor input and engagement from diverse colleagues



4.13	Need to embed inclusive curriculum design into all our courses through development of the Curriculum Framework and integration into course approvals, as the institutional awarding gap between Black and White UK undergraduate students is substantial (24%), has widened over the last three years and is high compared to the sector average (20%) (Table 2.14.1, 2.14.2, 2.26.1)	Interactive Curriculum Framework model developed as a course developers' resource and embedded into course approvals	Review existing materials under the 'inclusive' tile of the Curriculum Framework to identify materials specifically relevant to curriculum approval and revise these materials to provide guidance which clearly indicates to colleagues developing new curricula what the Inclusive Curriculum expectations are and how to embed these into the programme	1/7/24	1/7/25		EDI	EDI Staff Development & Inclusive Culture Officer	EDI Team/ CCL/ AQU	Reduce awarding gap between black and white students from 24pp in 2021/22 to 12pp by 2028/29 Plan developed to deliver Curriculum for All
4.14	Need to embed inclusive curriculum design into all our courses through development of the Curriculum Framework and integration into course approvals, as the institutional awarding gap between Black and White UK undergraduate students is substantial (24%), has widened over the last three years and is high compared to the sector average (20%) (Table 2.14.1, 2.14.2, 2.26.1)	Interactive Curriculum Framework model developed as a course developers' resource and embedded into course approvals	Work with School EDI Leads to embed Curriculum for all as part of the School EDI action planning and collate good practice to share with schools and under the 'inclusive' tile of the Curriculum Framework	1/7/24	1/7/25		EDI	EDI Staff Development & Inclusive Culture Officer	EDI Team/ CCL/ AQU	Reduce awarding gap between black and white students from 24pp in 2021/22 to 12pp by 2028/29 Plan developed to deliver Curriculum for All
4.15	Need to embed inclusive curriculum design into all our courses through development of the Curriculum Framework and integration into course approvals, as the institutional awarding gap between Black and White UK undergraduate students is substantial (24%), has widened over the last three years and is high compared to the sector average (20%) (Table 2.14.1, 2.14.2, 2.26.1)	Interactive Curriculum Framework model developed as a course developers' resource and embedded into course approvals	Gather and share good practice from around the University with course teams to support them to embed the curriculum framework themes to address the awarding gap	1/12/24	1/9/29		CCL	Deputy Head for Students & Teaching (CCL)	CCL	Reduce awarding gap between black and white students from 24pp in 2021/22 to 12pp by 2028/29 Good practice gathered and shared
4.16	Need to embed inclusive curriculum design into all our courses through development of the Curriculum Framework and integration into course approvals, as the institutional awarding gap between Black and White UK undergraduate students is substantial (24%), has widened over the last three years and is high compared to the sector average (20%) (Table 2.14.1, 2.14.2, 2.26.1)	Interactive Curriculum Framework model developed as a course developers' resource and embedded into course approvals	Review the CFW themes to ensure these respond to the needs of our student population and address the awarding gap and other emerging issues	1/7/24	1/9/29		CCL	Deputy Head for Students & Teaching (CCL)	CCL/ Curriculum Framework strategy group	Reduce awarding gap between black and white students from 24pp in 2021/22 to 12pp by 2028/29 CFW themes reviewed

4.17	Need to embed inclusive curriculum design into all our courses through development of the Curriculum Framework and integration into course approvals, as the institutional awarding gap between Black and White UK undergraduate students is substantial (24%), has widened over the last three years and is high compared to the sector average (20%) (Table 2.14.1, 2.14.2, 2.26.1)	Interactive Curriculum Framework model developed as a course developers' resource and embedded into course approvals	Monitor awarding across new or re-approved programmes to see impact of CFW Model improvements on awarding gap	1/1/26	1/3/26		CCL	Deputy Head for Students & Teaching (CCL)	CCL/ AQU/ SDPI	Reduce awarding gap between black and white students from 24pp in 2021/22 to 12pp by 2028/29 Awarding monitored and reported on
4.18	Need to embed inclusive curriculum design into all our courses through development of the Curriculum Framework and integration into course approvals, as the institutional awarding gap between Black and White UK undergraduate students is substantial (24%), has widened over the last three years and is high compared to the sector average (20%) (Table 2.14.1, 2.14.2, 2.26.1)	Interactive Curriculum Framework model developed as a course developers' resource and embedded into course approvals	Capture explicit commentary on how the curriculum framework is embedded into the course as part of reporting for course approvals	1/9/24	1/7/29		AQU	Director of Academic Quality and Enhancement (AQU)	AQU	Reduce awarding gap between black and white students from 24pp in 2021/22 to 12pp by 2028/29 Course approvals to consider how CFW is embedded into courses
4.19	Need to embed inclusive curriculum design into all our courses through development of the Curriculum Framework and integration into course approvals, as the institutional awarding gap between Black and White UK undergraduate students is substantial (24%), has widened over the last three years and is high compared to the sector average (20%) (Table 2.14.1, 2.14.2, 2.26.1)	Interactive Curriculum Framework model developed as a course developers' resource and embedded into course approvals	Review the curriculum framework mapping template to identify any changes required to support more effective embedding of the curriculum framework in courses and embed the framework as part of the Programme Specification (dependent on development of the Curriculum Management System)	1/7/24	1/9/29		CCL	Deputy Head for Students & Teaching (CCL)	CCL/AQU	Reduce awarding gap between black and white students from 24pp in 2021/22 to 12pp by 2028/29 Review of mapping and improvements identified and embedded
4.20	Need to develop a student belonging project to support Black students transition to University and develop a peer network, as sense of belonging impacts student outcomes and the institutional awarding gap between Black and White UK undergraduate students is substantial (24%), has widened over the last three years and is high compared to the sector average (20%) (Table 2.14.1, 2.14.2, 2.26.1)	Targeted interventions piloted at school level and University wide as part of Access and Participation Plan to address Black/White awarding gap	Create new Student Partner role to support the design and development of the new student belonging project	1/1/25	1/7/25		Student Achievement Services	Director of Student Achievement Services	Budgeted resource as part of APP – SAS/Students' Union colleague time and project funds	Reduce awarding gap between black and white students from 24pp in 2021/22 to 12pp by 2028/29 Role established to support student belonging project

4.21	Need to develop a student belonging project to support Black students transition to University and develop a peer network, as sense of belonging impacts student outcomes and the institutional awarding gap between Black and White UK undergraduate students is substantial (24%), has widened over the last three years and is high compared to the sector average (20%) (Table 2.25.1, 2.14.1,2.14.2)	Targeted interventions piloted at school level and University wide as part of Access and Participation Plan to address Black/White awarding gap	Design and deliver new student belonging project, cocreated with Black students to support transition to university and building a peer network, in partnership with the Students' Union	1/9/25	1/9/29		Student Achievement Services	Director of Student Achievement Services	Budgeted resource as part of APP – SAS/Students' Union colleague time and project funds	Reduce awarding gap between black and white students from 24pp in 2021/22 to 12pp by 2028/29 Student belonging project cocreated and delivered
4.22	Need to increase access to and engagement with academic support for students in School of Nursing and Midwifery, as School of Nursing and Midwifery has the largest Black cohort of students at the University and student outcomes for this school significantly impact the overall Black and White awarding gap (Table 2.25.1)	Targeted interventions piloted at school level and University wide as part of Access and Participation Plan to address Black/White awarding gap	Identify students who do not submit assignments on first submission, and proactively engage with the students to offer support before resubmission (pilot: School of Nursing and Midwifery, with roll out to additional schools if evaluation suggests positive impact on student outcomes)	1/9/26	1/8/27		School of Nursing and Midwifery	Associate Dean (School of Nursing and Midwifery)	SAS/ School of Nursing and Midwifery – colleague time	Reduce awarding gap between black and white students from 24pp in 2021/22 to 12pp by 2028/29 Improvements in good degree honours for Black students at Programme and School level Support provided to students who do not submit assignments on first submission
4.23	Need to increase access to and engagement with academic support for students in School of Nursing and Midwifery, as School of Nursing and Midwifery has the largest Black cohort of students at the University and student outcomes for this school significantly impact the overall Black and White awarding gap (Table 2.25.1)	Targeted interventions piloted at School level and University wide as part of Access and Participation Plan to address Black/White awarding gap	Work with Y1 students in School of Nursing and Midwifery to explore what degree classification means and how students can work on improving their grades to 2.1 or above (pilot: School of Nursing and Midwifery, with roll out to additional schools if evaluation suggests positive impact on student outcomes)	1/9/25	1/8/26		School of Nursing and Midwifery	Associate Dean (School of Nursing and Midwifery)	SAS/ School of Nursing and Midwifery – colleague time	Reduce awarding gap between black and white students from 24pp in 2021/22 to 12pp by 2028/29 Improvements in good degree honours for Black students at Programme and School level Information on degree classification and how to improve grades provided to Y1 students in School of Nursing and Midwifery

4.24	Need to embed inclusive curriculum design into all School of Business courses, as there is a significant awarding gap at school level (Table 2.25.1)	Targeted interventions piloted at School level and University wide as part of Access and Participation Plan to address Black/White awarding gap	Introduce an inclusive curriculum and assessment health check to support module leaders in School of Business to develop curriculum and assessments for their modules and to integrate inclusivity into teaching, with insights on designing modules and assessments that cater to diverse learners	1/9/25	1/8/26		School of Business	Associate Dean (School of Business)	SAS/ School of Business – colleague time	Reduce awarding gap between black and white students from 24pp in 2021/22 to 12pp by 2028/29 Improvements in good degree honours for Black students at Programme and School level Inclusive curriculum and assessment health check introduced in School of Business
4.25	Need to improve student confidence in preparing for assessments and participation in academic support activities in School of Business as there is a significant awarding gap at school level (Table 2.25.1)	Targeted interventions piloted at School level and University wide as part of Access and Participation Plan to address Black/White awarding gap	Embed nudge principles in our targeted student communications through to improve students’ understanding of required exam performance and improve confidence in preparation for assignments (pilot: School of Business, with roll out to additional schools if evaluation suggests positive impact on student outcomes)	1/9/25	1/8/26		School of Business	Associate Dean (School of Business)	SAS/ School of Business – colleague time	Reduce awarding gap between black and white students from 24pp in 2021/22 to 12pp by 2028/29 Measure engagement of students of targeted interventions 10% improvement in student confidence (measured via pre- and post-intervention surveys part of APP) Increase in exam performance in the School of Business pilot.
4.26	Need to increase access to academic and pastoral placement support to improve placement outcomes in Social Work (School of Health, Social Work and Sport), as Practice Issues Panel data for the last academic year highlights higher proportion of issues for Black and Asian students on social work placements	Targeted interventions piloted at School level and University wide as part of Access and Participation Plan to address Black/White awarding gap	Pilot a Black and Asian mentor project to provide academic and pastoral placement support for Black and Asian Social Work students (pilot: Social Work course in School of Health, Social Work and Sport, with roll out to additional Schools if evaluation suggests positive impact on student outcomes)	1/1/24	1/8/25		School of Health, Social Work and Sport	Associate Dean (School of Health, Social Work and Sport)	SAS/ School of Health, Social Work and Sport colleague time and project funds provided by SAS	Reduce awarding gap between black and white students from 24pp in 2021/22 to 12pp by 2028/29 Black and Asian mentor project delivered Reduction in student disciplinarys on placements Qualitative improvements in students’ experiences of placements

4.27	Need to address concerns about bias in marking raised through Students' Union during APP and REC consultation, as the institutional awarding gap between Black and White UK undergraduate students is substantial (24%), has widened over the last three years and is high compared to the sector average (20%) (Table 2.25.1, 2.14.1, 2.14.2)	Mechanism in place to challenge bias in marking to provide greater reassurance of fair assessments	With reference to Office of the Independent Adjudicator guidance, review academic appeals policy to consider inclusion of appeal mark based on bias or unconscious bias and implement required changes	1/1/25	1/9/25		Academic Registry	Deputy Head of Student Casework	Academic Registry/ Students' Union	Reduce awarding gap between black and white students from 24pp in 2021/22 to 12pp by 2028/29 Review and recommendations implemented
4.28	Need to improve engagement with Student Support Services by Asian students, as Student Services Engagement Data shows persistent low engagement from Asian students and lower continuation rates for International Asian students (Table 2.17.1, 2.12.1, 2.12.2) Students engaging with student support have been shown to have better student outcomes (Table 2.19.1)	Mental Health and Wellbeing embedded into the Curriculum Framework	Identify existing good practice in Schools on embedding mental health and wellbeing sessions into the curriculum	1/1/24	1/6/24		CCL	Director of the Centre for Collaborative Learning	Mental Health Steering group/Student Services/ Clinical Lead - Mental Health Charter/Director of CCL/Deputy Head (Students and Teaching) in CCL/ - colleague time	School level good practice identified
4.29	Need to improve engagement with Student Support Services by Asian students, as Student Services Engagement Data shows persistent low engagement from Asian students and lower continuation rates for International Asian students (Table 2.17.1, 2.12.1, 2.12.2) Students engaging with student support have been shown to have better student outcomes (Table 2.19.1)	Mental Health and Wellbeing embedded into the Curriculum Framework	Establish working group to incorporate good practice on promotion of mental health and wellbeing in the curriculum framework and roll out across all Schools	1/5/24	1/7/25		Student Services	Deputy Director Student Services (Wellbeing & Safeguarding)	Clinical Lead - Mental Health Charter/Director of CCL/Deputy Head (Students and Teaching) in CCL/ - colleague time	Working group established and meet regularly, good practice captured and incorporated into framework and communicated
4.30	Need to improve engagement with Student Support Services by Asian students, as Student Services Engagement Data shows persistent low engagement from Asian students and lower continuation rates for International Asian students (Table 2.17.1, 2.12.1, 2.12.2) Students engaging with student support have been shown to have better student outcomes (Table 2.19.1)	Increased awareness of student support available to improve early intervention approach and increase engagement with services	Review progress with targets on student engagement with services, in particular engagement from minoritised ethnic students, as part of Student Services Annual Strategic Planning Away Day	1/8/24	1/8/25	Annually	Student Services	Director of Student Services	Student Services (Executive Team and Leadership Team)	Increased performance against KPI's on engagement from minoritised ethnic students



4.31	Need to improve engagement with Student Support Services by Asian students, as Student Services Engagement Data shows persistent low engagement from Asian students and lower continuation rates for International Asian students (Table 2.17.1, 2.12.1, 2.12.2) Students engaging with student support have been shown to have better student outcomes (Table 2.19.1)	Increased awareness of student support available to improve early intervention approach and increase engagement with services	Review outcomes and learning from mandatory modules designed to help students continue and academically succeed (introduced September 23 in the School of Business)	1/6/24	1/9/24		Student Services	Director of Student Services	Deputy Director - Student Services/ Associate Dean - School of Business/Continuation Lead - School of Business	Mandatory module reviewed Decrease International and International Asian student non continuation by 5% (Baseline: International 21.4%, International Asian Students 29%) Reduced number of International Students referred for Academic misconduct
4.32	Need to improve engagement with Student Support Services by Asian students, as Student Services Engagement Data shows persistent low engagement from Asian students and lower continuation rates for International Asian students (Table 2.17.1, 2.12.1, 2.12.2) Students engaging with student support have been shown to have better student outcomes (Table 2.19.1)	Increased awareness of student support available to improve early intervention approach and increase engagement with services	Update content of mandatory modules in action 4.31 to detail the relationship between accessing student support and continuation	1/6/24	1/12/24		Student Services	Director of Student Services	Deputy Director - Student Services/ Associate Dean - School of Business/Continuation Lead - School of Business	Mandatory module updated Decrease International and International Asian student non continuation by 5% (Baseline: International 21.4%, International Asian Students 29%) Reduced number of International Students referred for Academic misconduct
4.33	Need to improve engagement with Student Support Services by Asian students, as Student Services Engagement Data shows persistent low engagement from Asian students and lower continuation rates for International Asian students (Table 2.17.1, 2.12.1, 2.12.2) Students engaging with student support have been shown to have better student outcomes (Table 2.19.1)	Increased awareness of student support available to improve early intervention approach and increase engagement with services	Review number of International Asian students referred to Student Casework for academic misconduct, report to Director of Student Services and include as baseline for actions 4.31 and 4.32	1/6/24	1/8/24		Student Casework	Student Casework Manager	Deputy Director - Student Services/ Associate Dean - School of Business/Continuation Lead - School of Business	Baseline established and included in REC Action Plan
4.34	Need to improve engagement with Student Support Services by Asian students, as Student Services Engagement Data shows persistent low engagement from Asian students and lower continuation rates for International Asian students (Table 2.17.1, 2.12.1, 2.12.2) Students engaging with student support have been shown to have better student outcomes (Table 2.19.1)	Increased awareness of student support available to improve early intervention approach and increase engagement with services	Promote institutional cohesiveness of support aimed at increasing awareness of the services available to students, referral routes, and improving links between academic and student support, via People System (iTrent)	1/8/24	1/7/25	Every term	Student Services	Head of Student Wellbeing Services	Student Services Leadership Team/ Conversion Team - International Admissions	Staff tours of the Student Centre promoted



4.35	Need to improve engagement with Student Support Services by Asian students, as Student Services Engagement Data shows persistent low engagement from Asian students and lower continuation rates for International Asian students (Table 2.17.1, 2.12.1, 2.12.2)Students engaging with student support have been shown to have better student outcomes (Table 2.19.1)	Increased awareness of student support available to improve early intervention approach and increase engagement with services	Devise and implement virtual/video tours of the Student Centre and facilities available via our Learning platform (LearnUpon) to increase availability of information to staff	1/1/25	1/5/25		Student Services	Customer Service Manager (Student Services)	Student Services Leadership Team	Virtual/video tours of Student Centre available
4.36	Need to understand barriers to Asian students accessing support, as Student Services Engagement Data shows persistent low engagement from Asian students and increased rates of withdrawals from Asian students in School of Business and School of Engineering and Computing, with these two Schools accounting for over 34% of all withdrawals across the institution and two thirds of these by Asian students (Table 2.17.1)	School support profiles with targeted action plans developed to embed whole University approach to student support	Hold student focus groups on key entry points to understand barriers to accessing support for Black and Asian students and develop action plans to address issues identified	1/9/24	1/4/25		Student Services	Director of Student Services	Associate Deans - School of Business and School of Engineering and Computing/SS Leadership Team/Students' Union	Focus groups held and engagement stats captured Action plans developed
4.37	Need to improve engagement with Student Support Services by Asian students, as Student Services Engagement Data shows persistent low engagement from Asian students and lower continuation rates for International Asian students (Table 2.17.1, 2.12.1, 2.12.2)Students engaging with student support have been shown to have better student outcomes (Table 2.19.1)	Increased awareness of student support available to improve early intervention approach and increase engagement with services	Produce new student communication to increase engagement with student support services, following focus group feedback (link to action 4.36) considering a variety of platforms and style of delivery - e.g. podcasts or 'How To Thrive' video	1/9/24	1/4/25		Student Services	Head of Student Wellbeing Services	Associate Deans - School of Business and School of Engineering and Computing/SS Leadership Team/Students' Union	10% increase in student engagement with support services (measured via service)

4.38	Need to increase colleague awareness and engagement with the student support platform to increase referrals in to student services, as Student Services Engagement Data shows persistent low engagement from Asian students and lower continuation rates for International Asian students (Table 2.17.1) Students engaging with student support have been shown to have better student outcomes (Table 2.19.1)	School support profiles with targeted action plans developed to embed whole University approach to student support	Review and report to Deans on School level use of online student support platform (Starfish) by academics to identify levels of engagement with platform	1/6/24	1/8/24		Student Services	Director of Student Services	Data and Information Manager - Student Services/Starfish Admin Team/School Continuation Leads	Reporting on School level use of online student support platform (Starfish) All academic colleagues follow the Blackboard and Starfish minimum requirements and guidelines as set out in the University of Central Lancashire's Student Experience Institutional Action Plan 2023-24 Provide training of Starfish where required
4.39	Need to understand reasons for early withdrawal during semester 1 in Schools of Business and of Engineering and Computing, as Student Services Engagement Data shows persistent low engagement from Asian and Black students and increased rates of withdrawals from Asian students during the first semester in School of Business and School of Engineering and Computing, with these two school accounting for over 34% of all withdrawals across the institution and two thirds of these by Asian students (Table 2.17.1) In 2022/23 Asian students represented 59% of the School of Business student community with a referral rate of 4% into student support compared with a referral rate of 10% for white students who represent 16% of these School's student community. This profile is the same for the previous 2 years	School support profiles with targeted action plans developed to embed whole University approach to student support	Gather data on student reasons for early withdrawal during Semester 1 in the Schools of Business and of Engineering and Computing to inform the development of an action plan	1/7/24	1/8/24		Student Services	Head of Student Wellbeing Services	Associate Deans - School of Business and School of Engineering and Computing/SS Leadership Team/Students' Union	Data on student reasons for early withdrawal during Semester 1 collated Action plans developed, engaging with relevant services where appropriate

4.40	Need to increase engagement with student support and disability disclosures among Asian Students, as Student Services Disability Engagement data shows that Asian students are substantially less likely to disclose a disability with School of Engineering and Computing having one of the lowest rates of disability disclosures (Table 2.20.1)	Increased engagement with student support and increased disability disclosures from Asian students in School of Engineering and Computing	Introduce dedicated Inclusive Support Advisor for School of Engineering and Computing, using the Wellbeing model in the School of Veterinary Medicine (pilot: School of Engineering and Computing)	1/9/24	1/7/25		Student Services	Senior Inclusive Support Manager	Student Services	Dedicated Inclusive Support Advisor for School of Engineering and Computing introduced 3% University wide increase of disability disclosures as in The Student Services enabling strategy Increase provision of support/safety plans in School of Engineering and Computing leading to increased student continuation
4.41	Need to increase engagement with student support and disability disclosures among Asian Students, as Student Services Disability Engagement data shows that Asian students are substantially less likely to disclose a disability with School of Engineering and Computing having one of the lowest rates of disability disclosures (Table 2.20.1)	Increased engagement with student support and increased disability disclosures from Asian students in School of Engineering and Computing	Introduce School-based drop-in facility in School of Engineering and Computing, led by Student Services Disability Team at peak student support referral times (Nov/Jan/Mar) (pilot: School of Engineering and Computing)	1/9/24	1/7/25		Student Services	Senior Inclusive Support Manager	Student Services	Drop-in sessions held in School of Engineering and Computing 3% University wide increase of disability disclosures as in The Student Services enabling strategy Increase provision of support/safety plans in School of Engineering and Computing leading to increased student continuation
4.42	Need to increase engagement with student support and disability disclosures among Asian Students, as Student Services Disability Engagement data shows that Asian students are substantially less likely to disclose a disability with School of Engineering and Computing having one of the lowest rates of disability disclosures (Table 2.20.1)	Increased engagement with student support and increased disability disclosures from Asian students in School of Engineering and Computing	Review induction for students and all other in year student communication points in School of Engineering and Computing to increase levels of engagement with student support and disability disclosures	1/7/24	1/10/24		School of Engineering and Computing	Associate Dean - School of Engineering and Computing	School of Engineering and Computing/ Student Services - colleague time	Induction and wider student communications reviewed and updated 3% University wide increase of disability disclosures as in The Student Services enabling strategy Increase provision of support/safety plans in School of Engineering and Computing leading to increased student continuation
4.43	Need to increase engagement with student support and disability disclosures among Asian Students, as Student Services Disability Engagement data shows that Asian students are substantially less likely to disclose a disability with School of Engineering and Computing having one of the lowest rates of disability disclosures (Table 2.20.1)	Increased engagement with student support and increased disability disclosures from Asian students in School of Engineering and Computing	Share information with School achievement coaches and personal tutors on rate of disability disclosure and percentage of students who do and don't have a disability support plan (pilot: School of Engineering and Computing)	1/5/24	1/6/25		Student Services	Deputy Director Student Services (Wellbeing & Safeguarding)	SS - Inclusive Support Team/ Student Coaches/ Personal Tutors	Information on rate of disability disclosure and percentage of students with disability safety plan shared 3% University wide increase of disability disclosures as in The Student Services enabling strategy Increase provision of support/safety plans in School of Engineering and Computing leading to increased student continuation

4.44	Need to increase engagement with student support and disability disclosures among Asian Students, as Student Services Disability Engagement data shows that Asian students are substantially less likely to disclose a disability with School of Engineering and Computing having one of the lowest rates of disability disclosures (Table 2.20.1)	Increased engagement with student support and increased disability disclosures from Asian students in School of Engineering and Computing	Deliver an awareness course on Specific Learning Difficulties for colleagues, working with an External Provider (pilot: School of Engineering and Computing)	1/10/24	1/11/24		Student Services	Director of Student Services	SS - Inclusive Support Additional budget (Student Services business case): External Training Provider	Course developed and delivered Increased level of disclosures in School of Engineering and Computing Increase provision of support/safety plans in School of Engineering and Computing leading to increased student continuation
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**Priority 5: Improve student recruitment practices**

Action Ref	Rationale	Objective	Action	Start	End	Frequency	Lead Service	Lead Role	Require Resources	Success Criteria
5.1	Need to review interview/ assessment stage of student applications as White applicants are more likely to be offered a place than minoritised ethnic applicants and analysis during our self-assessment stage identified incomplete data (Table 2.11.1, 2.11.2) and this stage is more open to subjectivity and bias	Increased assurance in the fairness of interview and/or assessment stage of undergraduate student admissions process	Analyse the offer rates after interview and/ or assessment stage for each course, comparing White applicant success rate with minoritised ethnic applicant success rate and report findings to Student and Teaching Committee	1/9/24	1/1/25		Admissions	Director of Admissions	SDPI/Admissions	Report provided to Student and Teaching Committee and EDIAPDG and EDICASG on any gaps in offer rates by ethnicity for courses with interviews and/ or assessments
5.2	Need to review interview/ assessment stage of student applications as White applicants are more likely to be offered a place than minoritised ethnic applicants and analysis during our self-assessment stage identified incomplete data (Table 2.11.1, 2.11.2) and this stage is more open to subjectivity and bias	Increased assurance in the fairness of interview and/or assessment stage of undergraduate student admissions process	Establish Task and finish group to identify good practice	1/9/24	1/1/25		Admissions	Director of Admissions	Admissions/ EDI team/ People Team/ Support and Wellbeing Team/ Policy Insight	Best practice identified Task and finish groups operational
5.3	Need to review interview/ assessment stage of student applications as White applicants are more likely to be offered a place than minoritised ethnic applicants and analysis during our self-assessment stage identified incomplete data (Table 2.11.1, 2.11.2) and this stage is more open to subjectivity and bias	Increased assurance in the fairness of interview and/or assessment stage of undergraduate student admissions process	Where gaps are identified as part of analysis in Action 5.1, examine practices in these interviews and/ or assessment stage against best practice	1/1/25	1/8/25		Admissions	Director of Admissions	Admissions/EDI team/ relevant Schools - colleague time	Understanding established of the practices in different course interview processes and of whether these reflect best practice

5.4	Need to review interview/ assessment stage of student applications as White applicants are more likely to be offered a place than minoritised ethnic applicants and analysis during our self-assessment stage identified incomplete data (Table 2.11.1, 2.11.2) and this stage is more open to subjectivity and bias	Increased assurance in the fairness of interview and/or assessment stage of undergraduate student admissions process	If issues are identified at course level, put in place actions to address them, in line with best practice, and include update on implementation of changes in relevant school(s) assurance report to EDI Committee and Student and Teaching Committee Where actions will take longer to implement, include in relevant school EDI action plan (link to action 6.11)	1/8/25	1/8/26		Admissions	Director of Admissions	Admissions/ relevant Schools	Assurance provided to Student and Teaching Committee and EDI Committee with ongoing updates of progress on actions and resolution
5.5	Need to adopt best practice in interview/ assessment stage of student applications across all students as this stage is more open to subjectivity and bias	Increased assurance in the fairness of interview and/or assessment stage of postgraduate student admissions process	Review best practice identified for undergraduate interview/ assessment stage (link to action 5.2) and implement for PGT interview/ assessment stage as appropriate	1/8/26	1/8/27		Admissions	Director of Admissions	Admissions/ relevant Schools	Best practice implemented for PGT interview/ assessment stage as appropriate
5.6	Need to review interview/ assessment stage of PGR applications as White applicants are more likely to be offered a place than minoritised ethnic applicants (Table 2.24.2) and this stage is more open to subjectivity and bias	Increased assurance in the fairness of PGR recruitment and selection process	Review PGR student recruitment and selection process to align with sector best practice and UKRI guidance	1/7/24	1/7/25		Graduate Research School	Head of the Graduate Research School (RES)	Research Admissions/Research Degree Tutors/Head of Graduate Research School - colleague time	Recruitment and selection process updated to reflect best practice (if required)

## Priority 6: Develop the infrastructure to progress and embed race equality

Action Ref	Rationale	Objective	Action	Start	End	Frequency	Lead Service	Lead Role	Require Resources	Success Criteria
6.1	Need a more complete dataset on student ethnicity to progress race equality work (Table 2.10.1-2.10.12)	Student ethnicity information captured consistently at enrolment	Improve collection of ethnicity data at enrolment stage by: - aligning data provided via external sources (UCAS, International) with valid HESA Data Futures values in our student records system (Banner) - prompting students to select a valid ethnicity value, where there are gaps	1/5/24	1/8/25		Academic Registry	Head of Student Returns & Data Management	LIS, Registry Data Management Team, SDPI	Updated the changes required in Banner to collect the data Decrease in percentage of 'unknown' student ethnicity Less than 4% of student records have missing ethnicity data by 2029 (baseline: 6%)
6.2	Need a more complete dataset on student ethnicity to progress race equality work (Table 2.10.1-2.10.12)	Student ethnicity information captured consistently at enrolment	Following alignment of data from external sources (6.1), identify additional actions required if there are issues with integrating data across different systems	1/5/24	1/9/26		LIS	Head of Product & Delivery (LIS)	LIS, RDMT	Additional actions identified if required and built into implementation plan to make the necessary changes Less than 4% of student records have missing ethnicity data by 2029 (baseline: 6%)
6.3	Need to recognise our UK-centric approach to collecting diversity information and the diversity categories used and how comfortable or confident some nationalities of international students may be sharing this information, as raised by School EDI Leads	Student ethnicity information captured consistently at enrolment	Review guidance for international students to ensure information is provided on why we ask for ethnicity (and other diversity information) and why particular categories are used	1/5/24	1/11/25		Academic Registry	Head of Student Returns & Data Management	Academic Registry/ EDI/ SDPI	Guidance on diversity information provided to international students Decrease in percentage of 'unknown' student ethnicity Less than 4% of student records have missing ethnicity data by 2029 (baseline: 6%)
6.4	Need a more complete dataset on student ethnicity to progress race equality work (Table 2.10.1-2.10.12)	Governance and quality controls for student ethnicity data in place	Create clear data maps to show where and when ethnicity data is captured and stored, taking into account the unique systems and processes used by different cohorts, e.g. International students, students studying with Partners	1/5/24	1/12/25		Admissions	Director of Admissions	SDPI	Data maps created showing relationship between different systems and processes Less than 4% of student records have missing ethnicity data by 2029 (baseline: 6%)
6.5	Need a more complete dataset on student ethnicity to progress race equality work (Table 2.10.1-2.10.12)	Governance and quality controls for student ethnicity data in place	Establish clear guidelines for capturing ethnicity data (e.g. using HESA Data Futures categories as standard) to inform future development of systems, data architecture and reporting	1/5/24	1/5/25		SDPI	Data Governance Manager	SDPI, LIS, Academic Registry	Guidelines on capturing ethnicity data established Less than 4% of student records have missing ethnicity data by 2029 (baseline: 6%)



6.6	Need a more complete dataset on student ethnicity to progress race equality work (Table 2.10.1-2.10.12)	Governance and quality controls for student ethnicity data in place	Develop a data quality report for student ethnicity data, with annual monitoring of percentage of unknown ethnicity to assess quality of ethnicity data	1/9/24	1/9/25	Annually	SDPI	Data Governance Manager	SDPI, RDMT	Data quality report on student ethnicity data developed and monitored annually Less than 4% of student records have missing ethnicity data by 2029 (baseline: 6%)
6.7	Need to improve awareness of REC action plan and demonstrate progress in delivering on our priorities, following REC survey findings on tackling racial inequality (Table 1.2, 1.4) Linked to actions 1.60, 1.61 on communication and engagement of REC action plan and progress	Infrastructure to ensure accountability for and implementation of the REC action plan in place	Merge existing REC Steering group with EDI chartermarks and Accreditations Steering Group to providing oversight of implementation and self-assessment stages for all EDI-related chartermarks	1/9/24	1/11/24		EDI	Pro Vice-Chancellor (Students & Teaching)/Director of EDI	EDI/ EDICAG Members	Renewed EDICAG established 50% of the action plan delivered by mid-point review
6.8	Need to improve awareness of REC action plan and demonstrate progress in delivering on our priorities, following REC survey findings on tackling racial inequality (Table 1.2, 1.4) Linked to actions 1.60, 1.61 on communication and engagement of REC action plan and progress	Infrastructure to ensure accountability for and implementation of the REC action plan in place	Establish an EDI Action Plan Delivery Group to deliver EDI-related action plans, including REC action plan, all EDI-related chartermarks and School/Service EDI action plans, with membership from existing REC SAT Group and other key stakeholders	1/9/24	1/11/24		EDI	Pro Vice-Chancellor (Students & Teaching)/Director of EDI	EDI/ EDI Action Plan Delivery Group members	EDI Action Plan Delivery Group established 50% of the action plan delivered by mid-point review
6.9	Need to improve awareness of REC action plan and demonstrate progress in delivering on our priorities, following REC survey findings on tackling racial inequality (Table 1.2, 1.4) Linked to actions 1.60, 1.61 on communication and engagement of REC action plan and progress	Infrastructure to ensure accountability for and implementation of the REC action plan in place	Report annually on the REC Action plan to EDI Committee, with exception reporting to highlight any concerns on a termly basis to EDICAG/EDI Committee	1/8/25	1/10/25	Annually	EDI	EDI Officer	EDI/ EDI Action Plan Delivery Group members	Annual report on REC delivered to EDI Committee annually 50% of the action plan delivered by mid-point review
6.10	Need to improve awareness of REC action plan and demonstrate progress in delivering on our priorities, following REC survey findings on tackling racial inequality (Table 1.2, 1.4) Linked to actions 1.60, 1.61 on communication and engagement of REC action plan and progress	Infrastructure to ensure accountability for and implementation of the REC action plan in place	Incorporate update on REC progress in EDI Annual Report (published externally)	1/10/25	1/5/26	Annually	EDI	EDI Project Support Officer	EDI/ EDI Action Plan Delivery Group members	Progress on REC incorporated in EDI Annual Report

6.11	Need to improve awareness of REC action plan and demonstrate progress in delivering on our priorities, following REC survey findings on tackling racial inequality (Table 1.2, 1.4) Linked to actions 1.60, 1.61 on communication and engagement of REC action plan and progress	Infrastructure to ensure accountability for and implementation of the REC action plan in place	Develop annual cycle of action planning and reporting for Schools and Services through EDI Leads, identifying actions to support REC priorities and actions alongside wider EDI-related actions	1/7/24	1/7/25		EDI	EDI Officer	EDI Schools and Services EDI Leads	Annual cycle of action planning and reporting developed 50% of the action plan delivered by mid-point review
6.12	Need to improve awareness of REC action plan and demonstrate progress in delivering on our priorities, following REC survey findings on tackling racial inequality (Table 1.2, 1.4) Linked to actions 1.60, 1.61 on communication and engagement of REC action plan and progress	Infrastructure to ensure accountability for and implementation of the REC action plan in place	Introduce annual EDI data session with Schools and Services EDI leads to share latest diversity data and inform annual cycle of action planning and reporting	1/7/24	1/7/25	Annually	EDI	EDI Officer	EDI/ SDPI/ Schools and Services EDI Leads	Annual EDI data session with Schools and Services EDI leads introduced 50% of the action plan delivered by mid-point review
6.13	Need to improve awareness of REC action plan and demonstrate progress in delivering on our priorities, following REC survey findings on tackling racial inequality (Table 1.2, 1.4) Linked to actions 1.60, 1.61 on communication and engagement of REC action plan and progress	Infrastructure to ensure accountability for and implementation of the REC action plan in place	Integrate reporting on progress with School/Service level REC actions (identified in action 6.11), as part of existing Schools assurance reporting to EDI Committee	1/10/24	1/7/25		EDI	EDI Officer	EDI / AQU Schools and Services EDI Leads	Reporting on REC included in Schools assurance reporting to EDI Committee 50% of the action plan delivered by mid-point review
6.14	Need to improve awareness of REC action plan and demonstrate progress in delivering on our priorities, following REC survey findings on tackling racial inequality (Table 1.2, 1.4)	Infrastructure to ensure accountability for and implementation of the REC action plan in place	Following the introduction of annual cycle of action planning and reporting with schools and services (action 6.11), monitor progress of school/service level action plans through EDI Action Plan Delivery Group	1/11/24	1/11/25		EDI	EDI Officer	EDI/ Corporate Operations/ LIS EDI Action Plan Delivery Group members	Progress of school/service action plans monitored 50% of the action plan delivered by mid-point review
6.15	Need to improve awareness of REC action plan and demonstrate progress in delivering on our priorities, following REC survey findings on tackling racial inequality (Table 1.2, 1.4) Linked to actions 1.60, 1.61 on communication and engagement of REC action plan and progress	Infrastructure to ensure accountability for and implementation of the REC action plan in place	Conduct an internal audit and advance HE mid-term review to ensure progress with the action plan	1/11/26	1/9/27		EDI	EDI CASG chair (TBC)	EDI Team/ EDI Action Plan Delivery Group members/ EDI CASG/ Legal and Governance	RAG-rate the action plan, identifying areas of concern and implementing targeted improvement plans where issues arise. Review and analyse updated data sets, ensuring alignment with mandatory application data, and conduct a pulse survey to assess progress against key success criteria. Communicate progress annually as part of Black History Month updates.

										50% of the action plan delivered by mid point review
6.16	Need to improve awareness of REC action plan and demonstrate progress in delivering on our priorities, following REC survey findings on tackling racial inequality (Table 1.2, 1.4) Linked to actions 1.60, 1.61 on communication and engagement of REC action plan and progress	Infrastructure to ensure accountability for and implementation of the REC action plan in place	Review and improve the offer of reward and recognition of EDI related work, considering best practice from within the sector	1/9/24	1/9/25		EDI	Director of EDI	VCG/ EDI Committee/ EDI Team/ Colleague Networks/ EDI CASG	EDI Reward and recognition offer approved by EDIC and implemented by EDI Team Impact on key EDI stakeholders assessed. 50% of the action plan delivered by mid point review
6.17	Need to provide guidance on race-related terminology, following REC survey findings on discussing race related issues (Table 1.2, 1.4) Linked to actions 3.29-3.33 on training and development on race	Improved colleagues' skills and confidence to discuss issues relating to race	Update Business Glossary to ensure consistency in language use to discuss race-related issues across the University	1/4/24	1/7/24		SDPI	Data Governance Manager	SDPI/ EDI Team	Business Glossary updated Increase confidence in calling out racist behaviours in next REC survey to a minimum of 75% both White and minoritised ethnic colleagues and students - Baseline: 71% White colleagues; 50% minoritised ethnic colleagues
6.18	Need to provide guidance on race-related terminology, following REC survey findings on discussing race related issues (Table 1.2, 1.4) Linked to actions 3.29-3.33 on training and development on race	Improved colleagues' skills and confidence to discuss issues relating to race	Develop and introduce Inclusive Language Guidance to provide guidance on terminology and how to talk about race and wider EDI issues	1/5/24	1/3/25		EDI	EDI Staff Development & Inclusive Culture Officer	EDI Team/ Comms/ SU Colleague Diversity Networks	Inclusive Language Guidance developed Increase colleagues confidence in discussing race in next REC survey to a minimum of 55% for both White and minoritised ethnic colleagues - baseline: 53.5% White colleagues; 31.1% minoritised ethnic colleagues
6.19	Need to provide guidance on race-related terminology, following REC survey findings on discussing race related issues (Table 1.2, 1.4) Linked to actions 3.29-3.33 on training and development on race	Improved colleagues' skills and confidence to discuss issues relating to race	Promote Inclusive Language Guidance on intranet pages and with EDI Leads to cascade through Schools and Services	1/3/25	1/9/25		EDI	EDI Staff Development & Inclusive Culture Officer	EDI Team/ Comms/ EDI Leads	Inclusive Language Guidance developed Increase colleagues confidence in discussing race in next REC survey to a minimum of 55% for both White and minoritised ethnic colleagues - baseline: 53.5% White colleagues;

										31.1% minoritised ethnic colleagues
6.20	Need to provide guidance on race-related terminology, following REC survey findings on discussing race related issues (Table 1.2, 1.4)	Improved colleagues' skills and confidence to discuss issues relating to race	Review our Brand Guidelines and mandatory training on diversity in the workplace to ensure consistency with Inclusive Language guidance and Business Glossary	1/1/25	1/9/25		EDI	EDI Staff Development & Inclusive Culture Officer	EDI Team/ External Relations Team	Updated guidelines and training materials align with Inclusive Language guidance and Business Glossary. 95% of relevant staff complete updated training.
6.21	Need to collate diversity data on applications and shortlisting for Academic Board appointments to identify any potential bias or barriers in process, given current lack of diversity and established research on diverse groups making better decisions (Tables 2.9.1-2.9.6)	Diversity of our decision-making bodies increased	Introduce monitoring of application and shortlisting diversity data for Academic Board members	1/5/24	1/10/24		AQU	Academic Quality & Academic Governance Manager	AQU/ EDI Team/ SDPI	Data on Academic Board member applications and shortlisting available
6.22	Need to increase awareness of Academic Board appointment opportunities with more diverse colleagues, given current lack of diversity and established research on diverse groups making better decisions (Tables 2.9.1-2.9.6)	Diversity of our decision-making bodies increased	Ahead of communications about elections for new Academic board members, introduce a session with colleague diversity networks to increase awareness of the role and encourage applications	1/5/24	1/10/24	Annually	AQU	Academic Quality & Academic Governance Manager	AQU/ EDI Team Colleague Diversity Networks	Annual session on Academic Board role for Colleague Diversity Networks held (when elections taking place)  Increase the percentage of minoritised ethnic applicants for Academic Board position
6.23	Need to increase ethnic diversity of Academic Board, given current lack of diversity and established research on diverse groups making better decisions (Table 2.9.2)	Diversity of our decision-making bodies increased	Review governance manual for Academic Board to identify opportunities to increase the diversity of the board membership, including feasibility of introducing ring fenced roles for minoritised ethnic colleagues	1/5/24	1/6/24	Annually	AQU	Academic Quality & Academic Governance Manager	AQU/ EDI Team	Governance Manual for Academic Board reviewed  Increase the percentage of minoritised ethnic academic board members from 5.4% to 10.0%
6.24	Need to increase ethnic diversity of Academic Board, given current lack of diversity and established research on diverse groups making better decisions (Table 2.9.2)	Diversity of our decision-making bodies increased	Strengthen guidance on the use of Chair's nominees to address under-representation of minoritised ethnic board members and incorporate as part of Academic Board terms of reference and governance manual	1/5/24	1/10/24	Annually	AQU	Academic Quality & Academic Governance Manager	AQU/ EDI Team	Chairs nominee requirement introduced and reflected in Terms of Reference

6.25	Need to ensure all Academic Board members have an understanding of EDI and the implications for their role, given current lack of diversity and established research on diverse groups making better decisions	Diversity of our decision-making bodies increased	Review and update induction pack and new Board member briefing to embed equality diversity and inclusion and encourage sharing diversity information	1/6/24	1/11/24		AQU	Academic Quality & Academic Governance Manager	AQU/ EDI Team	Induction pack updated
6.26	Need to increase ethnic diversity of Academic Board, given current lack of diversity and established research on diverse groups making better decisions (Table 2.9.2)	Diversity of our decision-making bodies increased	Introduce annual reminder of importance of sharing diversity information as part of first meeting of academic year	1/9/24	1/10/24	Annually	AQU	Academic Quality & Academic Governance Manager	AQU/ EDI Team	100% of academic board members sharing their diversity information including 'prefer not to say' option
6.27	Need to increase ethnic diversity of Academic Board, given current lack of diversity and established research on diverse groups making better decisions (Table 2.9.2)	Diversity of our decision-making bodies increased	Publish data on diversity of Academic Board as part of EDI Annual Report	1/9/25	1/5/26	Annually	EDI	EDI Project Support Officer	AQU/ EDI Team	Data on diversity of Academic Board included in EDI Annual Report  Increase the percentage of minoritised ethnic academic board members from 5.4% to 10.0%
6.28	Need to increase ethnic diversity of University Board, given current lack of diversity and established research on diverse groups making better decisions (Table 2.9.5)	Diversity of our decision-making bodies increased	Introduce monitoring of application and shortlisting diversity data for University Board members and cascade a reminder on the importance of sharing diversity information as required	1/5/24	1/10/24		Legal and Governance	Head of Governance/Deputy Clerk to the University Board	Legal and Governance/ EDI Team	Diversity data for Academic Board member applications and shortlisting reported on annually
6.29	Need to increase ethnic diversity of University Board, given current lack of diversity and established research on diverse groups making better decisions (Table 2.9.5)	Diversity of our decision-making bodies increased	Map and implement recommendations on the application process for University Board members	1/5/24	1/10/24		Legal and Governance	Governance and Compliance Manager	Legal and Governance	Process for University Board applications mapped and University Board application process introduced
6.30	Need to increase ethnic diversity of University Board, given current lack of diversity and established research on diverse groups making better decisions (Table 2.9.5)	Diversity of our decision-making bodies increased	Review University Board application process and recommend improvements to embed a fair and inclusive approach in line with REC actions on inclusive recruitment	1/8/24	1/11/24		EDI	EDI Officer	EDI Team/ Legal and Governance University Board EDI Lead (consultation)	Recommendations developed for University Board application process
6.31	Need to increase ethnic diversity of University Board, given current lack of diversity and established research on diverse groups making better decisions (Table 2.9.5)	Diversity of our decision-making bodies increased	Implement recommendations for University Board application process	1/11/24	1/3/25		Legal and Governance	Head of Governance/Deputy Clerk to the University Board	Legal and Governance	University Board application process updated

6.32	Need to ensure all those involved in appointing University Board members have received training on fair and inclusive recruitment, given current lack of diversity and established research on diverse groups making better decisions	Diversity of our decision-making bodies increased	Introduce mandatory recruitment and selection training for all Governance, Risk and Nominations Committee members and colleagues in Legal and Governance responsible for supporting University Board appointments	1/11/24	1/3/25		Legal and Governance	Head of Governance/Deputy Clerk to the University Board	Legal and Governance /Katie Coward (People Development Team) Recruitment and selection online module	100% completion rate for all Governance, Risk and Nominations Committee members and relevant Legal and Governance colleagues
6.33	Need to increase ethnic diversity of University Board, given current lack of diversity and established research on diverse groups making better decisions (Table 2.9.5)	Diversity of our decision-making bodies increased	Develop recruitment strategy to ensure a diverse pool of applicants for University Board, recognising skills gaps and future vacancies including reviewing the recruitment pack at each round, highlighting diversity of Board members through case studies	1/11/24	1/3/25		Legal and Governance	Head of Governance/Deputy Clerk to the University Board	Legal and Governance / EDI Team/ People Team/ External Relations - Alumni/University Board EDI Lead (consultation)	Increase the percentage of minoritised ethnic University board members from 5.6% to 11.0%
6.34	Need to increase ethnic diversity of University Board, given current lack of diversity and established research on diverse groups making better decisions (Table 2.9.5)	Diversity of our decision-making bodies increased	When recruiting new members, review University Board recruitment strategy and recruitment pack for new applicants to identify any improvements required, including highlighting diversity of Board members through case studies	1/11/26	1/3/27		Legal and Governance	Head of Governance/Deputy Clerk to the University Board	Legal and Governance / EDI Team/ People Team/ External Relations - Alumni/University Board EDI Lead (consultation)	Increase the percentage of minoritised ethnic University board members from 5.6% to 11.0%
6.35	Need to ensure all University and Academic Board members have understanding of EDI and implications for their role, given current lack of diversity and established research on diverse groups making better decisions	Diversity of our decision-making bodies increased	Introduce annual briefing session for all University Board and external Academic Board members on EDI priorities, implications of EDI on decision-making and role of board members	1/11/24	1/1/25	Annually	EDI	Director of EDI	EDI Team/ Legal and Governance	Annual EDI session delivered
6.36	Need to ensure all University and Academic Board members have understanding of EDI and implications for their role, given current lack of diversity and established research on diverse groups making better decisions	Diversity of our decision-making bodies increased	Introduce mandatory EDI training as part of induction for all University Board and external Academic Board members, to be refreshed every 2 years	1/11/26	1/9/27		Legal and Governance	Head of Governance/Deputy Clerk to the University Board/Academic Quality & Academic Governance Manager	Legal and Governance / AQU/ EDI Team/ People Development Team (Katie Coward)	100% completion rate for all University Board and external Academic Board members



6.37	Need to ensure all University and Academic Board members have understanding of EDI and implications for their role, given current lack of diversity and established research on diverse groups making better decisions	Diversity of our decision-making bodies increased	Review and update induction pack and new Board member briefing to embed equality diversity and inclusion and encourage sharing diversity information	1/6/24	1/11/24		Legal and Governance	Head of Governance/Deputy Clerk to the University Board	Legal and Governance / EDI Team	Induction pack updated
6.38	Need to ensure all University and Academic Board members have understanding of EDI and implications for their role, given current lack of diversity and established research on diverse groups making better decisions	Diversity of our decision-making bodies increased	Review the role descriptor for University Board member and for EDI Lead role on University Board	1/6/24	1/11/24		Legal and Governance	Head of Governance/Deputy Clerk to the University Board	Legal and Governance / EDI Team/University Board EDI Lead (consultation)	University Board role descriptor and recruitment pack updated
6.39	Need to encourage University Board members to share their diversity information for a complete dataset and for action planning to improve diversity, given current lack of diversity and established research on diverse groups making better decisions	Diversity of our decision-making bodies increased	Introduce annual reminder of importance of sharing diversity information as part of first meeting of academic year	1/9/24	1/10/24	Annually	Legal and Governance	Head of Governance/Deputy Clerk to the University Board	Legal and Governance / EDI Team	Reduction in proportion of University Board Members not sharing their diversity information year on year, with overall reduction from 22.2% to 10% by 2028-29
6.40	Need to increase ethnic diversity of University Board, given current lack of diversity and established research on diverse groups making better decisions (Table 2.9.5)	Diversity of our decision-making bodies increased	Publish data on diversity of University Board as part of EDI Annual Report annually	1/9/25	1/5/26	Annually	EDI	EDI Project Support Officer	AQU/ EDI Team	Increase the percentage of minoritised ethnic University board members from 5.6% to 11.0%
6.41	Need to ensure diverse perspectives are given and heard in our decision-making bodies, given current lack of diversity and established research on diverse groups making better decisions	Diversity of our decision-making bodies increased	Update terms of reference for University Board, Academic Board, and wider University committees to include responsibility on chair to recognise diverse views and power imbalances for members from under-represented groups	1/1/25	1/9/25		Legal and Governance	Head of Governance/Deputy Clerk to the University. Board/Academic Quality & Academic Governance Manager	Legal and Governance / AQU/ EDI Team	Terms of reference updated
6.42	Need to develop our approach to equality impact assessments, as recent review highlighted this is not embedded within the University	EDI embedded in development and review stages of University wide work and Public Sector Equality Duty met	Embed the need to consider EDI as part of the development of a new programme and change management process for the University, with the introduction of an equality impact assessment for all new processes, projects, and change managements	1/9/24	1/7/25		Corporate Operations	Director of Corporate Operations	Corporate Operations/ LIS/ EDI Team	EDI embedded as part of new programme and change management process At least 25% increase in the number of completed EIAs submitted to the EDI Team from 2024 to 2029 (EIA process states that all completed EIAs are to be shared with the team)

6.43	Need to develop our approach to equality impact assessments, as recent review highlighted this is not embedded within the University	EDI embedded in development and review stages of University wide work and Public Sector Equality Duty met	Review existing Equality Impact Assessment templates, following pilot stage with specific services, and update: - standard EIA template for use with lower-level projects (outside of the scope of the new programme and change management process) or for addressing issues raised - policy EIA template for new policies or policy reviews/withdrawals	1/9/24	1/2/25		EDI	Director of EDI	EDI Team	EIA template piloted and reviewed At least 25% increase in the number of completed EIAs submitted to the EDI Team from 2024 to 2029 (EIA process states that all completed EIAs are to be shared with the team)
6.44	Need to develop our approach to equality impact assessments, as recent review highlighted this is not embedded within the University	EDI embedded in development and review stages of University wide work and Public Sector Equality Duty met	Develop guidance for all EIAs	1/9/24	1/2/25		EDI	Director of EDI	EDI Team/ EDI Leads	Revised EIA guidance and template developed At least 25% increase in the number of completed EIAs submitted to the EDI Team from 2024 to 2029 (EIA process states that all completed EIAs are to be shared with the team)
6.45	Need to develop our approach to equality impact assessments, as recent review highlighted this is not embedded within the University	EDI embedded in development and review stages of University wide work and Public Sector Equality Duty met	Roll out EIA guidance and templates through internal comms, and cascade through EDI Leads and Management Briefing	1/2/25	1/4/25		EDI	Director of EDI	EDI Team/ Comms/ EDI Leads	New EIA guidance and templates communicated and cascaded At least 25% increase in the number of completed EIAs submitted to the EDI Team from 2024 to 2029 (EIA process states that all completed EIAs are to be shared with the team)
6.46	Need to develop our approach to equality impact assessments, as recent review highlighted this is not embedded within the University	EDI embedded in development and review stages of University wide work and Public Sector Equality Duty met	Identify any people processes requiring a specific EIA template and develop required templates	1/9/25	1/7/26		People Team	Strategic People Partner	People Team/ EDI Team	Specific EIA templates for people processes developed At least 25% increase in the number of completed EIAs submitted to the EDI Team from 2024 to 2029 (EIA process states that all completed EIAs are to be shared with the team)
6.47	Need to develop our approach to equality impact assessments, as recent review highlighted this is not embedded within the University	EDI embedded in development and review stages of University wide work and Public Sector Equality Duty met	Review use of EIAs to: - understand the impact and inform EDI Annual Report - identify any changes required to the template and/or guidance	1/3/26	1/7/26	Annually	EDI	Director of EDI	EDI Team/ EIA Review group	EIA guidance and templates updated and information about impact included in EDI Annual Report At least 25% increase in the number of completed EIAs submitted to the EDI Team from 2024 to 2029 (EIA process states that all completed EIAs are to be shared with the team)

6.48	Need greater transparency of data informing our REC priorities and wider EDI data, given REC survey findings on tackling racial inequality (Table 1.2, 1.4), and need for whole institutional approach to address racial inequality	Improved availability and quality of EDI data required for EDI chartermarks	Develop data pack for inclusion in REC submission and for sharing with EDI Leads in schools and services to inform action planning	1/5/24	1/9/24		SDPI	Head of Data	SDPI/ EDI Team	REC data shared with EDI Leads and in published REC submission
6.49	Need to develop a more sustainable approach to chartermark self-assessments and data analysis	Improved availability and quality of EDI data required for EDI chartermarks	Review required datasets for Athena Swan and for REC to develop a combined list of required chartermarks data, as part of developing a sustainable approach to EDI chartermark activity	1/9/24	1/11/24		EDI	EDI Project Support Officer	EDI Team	Combined list of required data for chartermarks developed
6.50	Need greater transparency of data informing our REC priorities and wider EDI data, given REC survey findings on tackling racial inequality (Table 1.2, 1.4), and need for whole institutional approach to address racial inequality	Improved availability and quality of EDI data required for EDI chartermarks	Develop EDI data page on intranet to collate all relevant reports, summaries on EDI data, links to available dashboards and related information, e.g. data governance Refresh annually	1/11/24	1/5/25	Annually	EDI	EDI Project Support Officer	SDPI/ EDI Team	EDI data and guidance available to all colleagues
6.51	Need to develop a more sustainable approach to chartermark self-assessments and data analysis	Improved availability and quality of EDI data required for EDI chartermarks	Update REC data pack with previous academic year's data relating to key priorities within the REC action plan and expand to include wider diversity characteristics, starting with sex/gender in preparation for Athena Swan submission	1/11/24	1/1/25	Annually	SDPI	Senior Corporate Research & Analysis Officer	SDPI/ EDI Team/ People Team Data collection and analysis to support EDI	Chartermark data refreshed annually
6.52	Need for greater transparency of data informing our REC priorities and wider EDI data, given REC survey findings on tackling racial inequality (Table 1.2, 1.4)	Improved availability and quality of EDI data required for EDI chartermarks	Report to EDI Committee on refreshed chartermark data annually	1/1/25	1/2/25	Annually	EDI	EDI Project Support Officer	EDI Team/ SDPI	Summary of chartermark data reported to EDI Committee annually
6.53	Need for greater transparency of data informing our REC priorities and wider EDI data, given REC survey findings on tackling racial inequality (Table 1.2, 1.4)	Improved availability and quality of EDI data required for EDI chartermarks	Publish summary of chartermark data on EDI data page (with link on REC intranet page) and in EDI Annual Report annually	1/3/25	1/5/25	Annually	EDI	EDI Project Support Officer	EDI Team/ SDPI	Summary of chartermark data published annually
6.54	Need for greater transparency of data informing our REC priorities and wider EDI data, given REC survey findings on tackling racial inequality (Table 1.2, 1.4)	Improved availability and quality of EDI data required for EDI chartermarks	Develop strategic EDI KPIs aligned to REC action plan and Access and Participation Plan	1/11/24	1/7/25		EDI	Director of EDI	EDI Team/ SDPI	Strategic EDI KPIs developed
6.55	Need for greater availability of EDI data to inform our decision-making and develop a whole institutional approach to address racial inequality	Improved availability and quality of EDI data required for EDI chartermarks	Review data available in EDI dashboard against combined list of chartermark data to identify gaps and areas for dashboard development, including improved intersectional analysis	1/12/24	1/7/25		SDPI	Head of Data	SDPI/ EDI Team Additional resource, Data collection and analysis to support EDI	Development work for EDI dashboard identified

6.56	Need to develop a more sustainable approach to chartermark self-assessments and data analysis	Improved availability and quality of EDI data required for EDI chartermarks	Review colleague data in combined list of required chartermarks data (see action 6.49) to: - streamline the process of updating data annually - improve intersectional analysis - identify any improvements required to relevant systems and reporting to support this	1/12/24	1/12/25		People Team	People Systems Manager (People Team)	People Team/ SDPI/ EDI Team	Improvements identified for reporting on colleague diversity
6.57	Need for greater availability of EDI data to inform our decision-making and develop a whole institutional approach to address racial inequality	Improved availability and quality of EDI data required for EDI chartermarks	Update EDI dashboards to include all combined list of chartermark data (see action 6.65) at University level and at School/Service level, with simplified view for Schools or Services to inform their EDI action planning where there is substantial variation from University as a whole (link to actions 6.11-6.13)	1/9/25	1/8/26		SDPI	Head of Data	SDPI/ EDI Team Additional resource, Data collection and analysis to support EDI	EDI dashboard updated to provide all chartermark data
6.58	Need to improve understanding of race inequality and challenges at the University of Central Lancashire through intersectional analysis	Improved availability of intersectional data to increase our understanding of challenges relating to ethnicity	Scope ability to analyse intersectional data for colleagues and students	1/5/25	1/11/25		SDPI	Head of Data	SDPI/ People Team/EDI Team Additional resource, Data collection and analysis to support EDI	Intersectional analysis introduced for colleague as part of Athena Swan Bronze renewal self-assessment
6.59	Need to improve understanding of race inequality and challenges at the University of Central Lancashire through intersectional analysis	Improved availability of intersectional data to increase our understanding of challenges relating to ethnicity	Analyse intersectional data for students and for colleagues following scoping exercise	1/11/25	1/11/26		SDPI	Head of Data	SDPI/ EDI Team Additional resource, Data collection and analysis to support EDI	Intersectional analysis introduced for colleagues and students as part of REC implementation and share with EDI Leads to include in action planning (Action Ref 6.11-6.12)
6.60	Need to build on required datasets for chartermarks and embed diversity analysis of wider datasets to develop a more comprehensive understanding of our priorities and challenges	Improved availability and quality of EDI data required for EDI chartermarks	Review wider data required to understand challenges relating to race inequality, ahead of future REC submission and update combined list of EDI chartermarks data	1/3/27	1/9/27		EDI	EDI Officer	SDPI/ EDI Team/ People Team EDI Leads (consultation)	Updated combined list of chartermarks data available ahead of next REC self-assessment
6.61	Need to build on required datasets for chartermarks and embed diversity analysis of wider datasets to develop a more comprehensive understanding of our priorities and challenges	Improved availability and quality of EDI data required for EDI chartermarks	Scope ability to review NSS survey data by diversity characteristics and analyse 2024 NSS by ethnicity	1/7/24	1/9/25		SDPI	Head of Data	SDPI/ EDI Team Additional resource, Data collection and analysis to support EDI	NSS data by ethnicity available

6.62	Need to build on required datasets for chartermarks and embed diversity analysis of wider datasets to develop a more comprehensive understanding of our priorities and challenges	Improved availability and quality of EDI data required for EDI chartermarks	Review NSS survey data by diversity characteristics, following scoping exercise (action 6.61)	1/7/25	1/9/26	Annually	SDPI	Head of Data	SDPI/ People Team/EDI Team Additional resource, Data collection and analysis to support EDI	NSS data by diversity characteristics available
6.63	Need to build on required datasets for chartermarks and embed diversity analysis of wider datasets to develop a more comprehensive understanding of our priorities and challenges	Improved availability and quality of EDI data required for EDI chartermarks	Scope ability to review Staff survey data by diversity characteristics and analyse 2024-25 Staff Survey by ethnicity	1/7/24	1/3/25		People Development Team	People Engagement Partner (People Team)	SDPI/ People Team/EDI Team Additional resource, Data collection and analysis to support EDI	Staff survey data by ethnicity available
6.64	Need to build on required datasets for chartermarks and embed diversity analysis of wider datasets to develop a more comprehensive understanding of our priorities and challenges	Improved availability and quality of EDI data required for EDI chartermarks	Review Staff survey data by diversity characteristics, following scoping exercise (action 6.63)	1/3/25	1/9/25	Biennial	People Development Team	People Engagement Partner (People Team)	SDPI/ People Team/EDI Team Additional resource, Data collection and analysis to support EDI	Staff survey data by diversity characteristics available
6.65	Need to build on required datasets for chartermarks and embed diversity analysis of wider datasets to develop a more comprehensive understanding of our priorities and challenges	Improved availability and quality of EDI data required for EDI chartermarks	Run focus groups following Staff survey on themes identified from diversity analysis findings and share recommendations with relevant services and EDI APDG/EDI CASG	1/10/26	1/3/27		People Development Team	People Engagement Partner (People Team)	People Team/ EDI Team	Focus groups completed and recommendations shared with relevant services and EDI APDG/EDI CASG
6.66	Need to build on required datasets for chartermarks and embed diversity analysis of wider datasets to develop a more comprehensive understanding of our priorities and challenges	Improved availability and quality of EDI data required for EDI chartermarks	Run focus groups following NSS on themes identified from diversity analysis findings and share recommendations with relevant services and EDI APDG/EDI CASG	1/10/26	1/3/27		Student Achievement Services	Head of Student Achievement (SAS)	Student Achievement Services/ EDI Team	Focus groups completed and recommendations shared with relevant services and EDI APDG /EDI CASG
6.67	Need to develop a more comprehensive understanding of our priorities and challenges	Improved availability and quality of EDI data required for EDI chartermarks	Review questions for REC survey, based on REC implementation to identify if any additional questions are required, e.g. awareness and/or effectiveness of support for those experiencing racist incidents	1/1/27	1/6/27		EDI	EDI Officer	EDI Team/ EDI Action Plan Delivery Group	Additional REC survey questions developed as required
6.68	Need to develop a more comprehensive understanding of our priorities and challenges	Improved availability and quality of EDI data required for EDI chartermarks	Run REC survey with colleagues and students ahead of next REC submission	1/7/27	1/11/28		EDI	EDI Officer	SDPI/ EDI Team	REC Survey completed with a minimum of 1000 colleague and 1000 student responses
6.69	Need to develop a more comprehensive understanding of our priorities and challenges	Improved availability and quality of EDI data required for EDI chartermarks	Run focus groups to understand findings from REC survey ahead of next REC submission	1/7/27	1/11/28		EDI	EDI Officer	EDI Team/ RES additional budget and vouchers (external £4,500)	REC Focus groups completed with a minimum of 20 colleague and 20 student participants

6.70	Need to build on required datasets for chartermarks and embed diversity analysis of wider datasets to develop a more comprehensive understanding of our priorities and challenges	Improved availability and quality of EDI data required for EDI chartermarks	Review belonging data by diversity characteristic from enrolment (new students and returners) Identify relevant actions and share with relevant services and EDI APDG /EDI CASG	1/11/24	1/11/25		Student Achievement Services	Head of Student Achievement (SAS)	EDI Team/Student achievement services/Student services	Data shared with relevant teams and EDI APDG /EDI steering group 50% of the action plan delivered by mid-point review
6.71	Need to improve data quality of colleague diversity information to allow for greater intersectional analysis	Improved availability and quality of EDI data required for EDI chartermarks	Review proportion of colleagues not sharing their diversity information through EDI/People Team working group	1/1/25	1/4/25	Quarterly	People Team	Reward & People Operations Manager (People Team)	People Team/ EDI Team	Quarterly reports reviewed
6.72	Need to improve data quality of colleague diversity information to allow for greater intersectional analysis, particularly as there is a higher proportion of colleagues in specific grades who have not shared their ethnicity information (Table 2.23.1)	Improved availability and quality of EDI data required for EDI chartermarks	Identify actions to increase the proportion of colleagues sharing their diversity information, particularly targeting colleagues at management level and above and grade D	1/12/24	1/3/25	Quarterly	EDI	EDI Project Support Officer	People Team/ EDI Team	Actions identified to increase in proportion of colleagues not sharing their diversity information Increase in proportion of colleagues at management grade and above and in grade D sharing their ethnicity information









































































































































































































































## Appendix 3: Glossary

### List of Abbreviations

Acronym	Definition
<b>AB</b>	Academic Board
<b>AD-SEC</b>	Associate Dean - School of Engineering and Computing
<b>AI</b>	Artificial Intelligence
<b>ALG</b>	Academic Leadership Group
<b>AP</b>	Action Plan
<b>APP</b>	Access and Participation Plan
<b>APPSG</b>	Access and Participation Plan Steering Group
<b>AQSC</b>	Academic Quality and Standards Committee
<b>AQU</b>	Academic Quality Unit
<b>BME</b>	Black and Minority Ethnic
<b>CCL</b>	Centre for Collaborative Learning
<b>CFW</b>	Curriculum Framework
<b>CMHW</b>	Counselling, Mental Health and Wellbeing
<b>EDI</b>	Equality, Diversity and Inclusion
<b>EDIAPDG</b>	Equality, Diversity and Inclusion Action Plan Delivery Group
<b>EDIC</b>	Equality, Diversity and Inclusion Committee
<b>EDICAG</b>	Equality, Diversity and Inclusion Chartermarks Accreditation Group
<b>EDICASG</b>	Equality, Diversity and Inclusion Chartermarks Accreditation Steering Group
<b>EDIL</b>	EDI Lead
<b>EIA</b>	Equality Impact Assessment
<b>ESOL</b>	English for Speakers of other Languages
<b>FAM</b>	Fishwick and St Matthews
<b>GRaCE</b>	Global Race Centre for Equality
<b>HE</b>	Higher Education
<b>HEi</b>	Higher Education Institution
<b>HESA</b>	Higher Education Statistics Agency
<b>IR</b>	Institutional Review on Racial Equality and Anti-Semitism
<b>ILM</b>	The Institute of Leadership and Management
<b>IS</b>	Intervention Strategy
<b>IS6</b>	Intervention Strategy 6
<b>KPI</b>	Key Performance Indicator
<b>LIS</b>	Learning and Information Services
<b>ME</b>	Minoritised Ethnic
<b>MT</b>	Management Team
<b>NSS</b>	National Student Survey
<b>OfS</b>	Office for Students
<b>OIA</b>	Office of the Independent Adjudicator
<b>P1</b>	Priority 1
<b>P2</b>	Priority 2
<b>P3</b>	Priority 3
<b>P4</b>	Priority 4
<b>P5</b>	Priority 5
<b>P6</b>	Priority 6
<b>PhD</b>	Doctor of Philosophy
<b>PPRC</b>	Portfolio Planning and Review Committee

Acronym	Definition
<b>PS</b>	Professional Services
<b>PT</b>	People Team
<b>PVC</b>	Pro Vice Chancellor
<b>PVP</b>	People Value Proposition
<b>QR</b>	Quick Response
<b>RAG</b>	Red, Amber, Green
<b>RDMT</b>	Registry Data Management Team
<b>REC</b>	Race Equality Charter
<b>RECAP</b>	Race Equality Charter Action Plan
<b>RECFG</b>	Race Equality Charter Focus Groups
<b>RECS</b>	Race Equality Charter Survey
<b>RECSAT</b>	Race Equality Charter Self-Assessment Team
<b>RECSG</b>	Race Equality Charter Steering Group
<b>REF</b>	Research Excellence Framework
<b>REN</b>	Racial Equality Network
<b>RKES</b>	Research and Knowledge Exchange Service
<b>RKE</b>	Research and Knowledge Exchange
<b>RKEEC</b>	Research, Knowledge Exchange and Ethics Committee
<b>SAS</b>	Student Achievement Services
<b>SDPI</b>	Strategic Data, Policy and Insight
<b>SEC</b>	School of Engineering and Computing
<b>SG</b>	Steering Group
<b>SLT</b>	Senior Leadership Team
<b>SMART</b>	Specific, measurable, achievable, relevant and time-bound
<b>SMT</b>	Strategic Management Team
<b>SpLD</b>	Specific Learning Difficulty
<b>SPP</b>	Strategic People Partner
<b>SS</b>	Student Services
<b>STC</b>	Students and Teaching Committee
<b>SU</b>	Students' Union
<b>SVDAH</b>	Sexual Violence, Domestic Abuse and Harassment
<b>TESOL</b>	Teaching English to Speakers of other languages
<b>TOR</b>	Terms of Reference
<b>UB</b>	University Board
<b>UCAS</b>	The Universities and Colleges Admissions Service
<b>UCLan</b>	University Central Lancashire
<b>UG</b>	Undergraduate
<b>UK</b>	United Kingdom
<b>UKRI</b>	UK Research and Innovation
<b>VC</b>	Vice-Chancellor
<b>VCG</b>	Vice-Chancellor's Group
<b>VP</b>	Vice President
<b>WG</b>	Working Group
<b>WP</b>	Widening Participation



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