University of Wolverhampton Race Equality Action Plan Updated for 2022 -23

Short Term – 1-6 Months   **Mid Term – 6-12 Months**   **Long Terms – 12 -18 Months**

Rationale *The problem that the action(s) are trying to address and why the actions would address it*	Ref	Actions	Outputs *The work involved in delivering the action(s)*	Timescales	Owner *Person who will lead on the delivery of the action(s)*	Progress/Comments	Outcomes/ Success Criteria *The impact that the action will generate if successfully delivered.*
Communication of REC action plan and embedding race equality							
The race equality action plan will be promoted to embed race equality into the fabric of the University.	1.1	Ensure Race Equality Action Plan and its key themes are embedded in the University's new Strategic Plan (2021-2025).	Race Equality Charter incorporated into the appropriate section of the Strategic Plan.	December 2020	Vice-Chancellor	Completed	Race Equality embedded into University Strategic plan.
	1.2	Promote the race equality action plan across the University including attending Faculties, Directorates and Schools team meetings and key decision-making committee meetings.	Race equality action plan successfully launched. Meetings held with all Institutions, Schools, and Directorates.	October 2020 onwards	Director of External Engagement	Regular attendance and updates to the Faculty and PSG EDI committees, Schools, and Directorates SMT and staff team meetings.	Increased awareness of the University's commitment to race equality demonstrated thru staff surveys.
	1.3	Regular updates from the Vice-Chancellor about the Race Equality Charter and his personal commitment to Race Equality.	Bimonthly updates (throughout the 3-year award period) about progress made and why race equality is a key University value.	July 2020 Bimonthly	Vice-Chancellor	There have been updates from the VC on specific actions or projects linked to REC as requested or appropriate but not on bi-monthly	
	(2)	Brief the Professional Services Group & Faculty E&D Committees about the finalised race equality charter action plan and ensure their action plans align with Institutional REC action plan, in terms of 'Race equality' work.	Individual Faculty and Directorates action plans aligned with the Institutional race equality action plan.	September 2020	Race Equality Lead and Chairs of Professional Services Group and Faculty E&D Committees	Completed	Race equalities embed throughout the University, into faculty schools, **Institutions, and directorates to maximise impact and ensure relevant local level actions and initiatives are being embedded,** and central policies are being implemented consistently across the institution.
	(2.1)	Presentations to Schools, Institutions and Directorates teams on REC data and actions.	Meetings held, so localised actions can be developed.	December 2020 –July 2021	Race Equality Lead	Completed with presentations on Data and REC actions.	Conduct internal review in Autumn 2022 to evaluate the effectiveness of E&D Committees, based on

							their actions, outputs and the content of their meetings.
To better embed race equality, improved mandatory Equality and Diversity training will be provided to all staff members,	(3)	Review, *evaluate and strengthen*, the existing mandatory online Equality and Diversity and Unconscious Bias training for effectiveness.	Review completed with paper on recommendations which are then implemented.	*Jan 2021, with new training ready by March 2021*	*Associate Director Organisational Development*	<mark>Reviewed and changes made.</mark>	100% of staff members to have completed all Equality and Diversity training by August 2023.
	(3.1)	Enhanced monitoring reports of the mandatory online ED and Unconscious Bias and other EDI training provided to Faculties and Professional Services Group EDI Committees.	Annual Reports produced.	*Feb 2023*	*Human Resources Business Partners*	<mark>Delayed due to resources within HR Systems team.</mark>	*100% of staff members, who are not office base, hence do not access emails regularly to have completed all Equality and Diversity training by August 2023.*
	(3.2)	New in-person workshops developed alongside the new online training to better reach staff members who do not regularly use their university email. In addition, a face-to-face equality, diversity, and inclusion / unconscious bias interactive course to be designed and delivered adding to our current offering.	This will ensure that training is better tailored and more consistently delivered to those staff members who do not routinely use a computer during their working day.	*Mid Term*	*Head of Organisational Development*	<mark>Toolbox talks already designed waiting for staff to come back on campus.</mark>	*Equality and Diversity Seminars held in all Faculties and Directorates in 2021.*
	(3.3)	Annual Equality and Diversity seminars to be held in all Faculties and Directorates thereby enabling staff members to actively recognise bias, avoid discrimination and support a culture of diversity in the workplace.		*Mid Term*	*Faculty and PSG EDI committee Chairs*	<mark>Delayed due to Covid -19: To be discussed with Chairs of Faculty and PSG EDI committees once back on campus</mark>	*50% of staff members to attend an Equality and Diversity Seminar in 2022.* *66% of staff members to attend an Equality and Diversity Seminar in 2023.* *80% of staff members to attend an Equality and Diversity Seminar in 2024.*

							90% of staff members to attend an Equality and Diversity Seminar in 2025.

Reporting, Governance and Monitoring of REC Action Plan

Experience has taught us that it is not enough to aspire to creating race equality - we need to make sure we deliver on our plan by having an effective governance structure in place	*(4)*	Evolve REC SAT to be responsible for the implementation and monitoring of the action plan (RECAP-Race Equality Action Plan Delivery Group.	Updated Terms of Reference for the RECAP Delivery Group produced. Training provided to members. Schedule of Meetings booked into the diary	*Sept 2020* *Ongoing*	*Associate Director (AD) of EDI*	Completed, RECAP set up with terms of reference, 3 meetings a year as a minimum.	Action plan is a living document and is updated and reported on every term. - Senior managers are aware of progress and intervene where necessary to ensure actions stay on track and are delivered on time, and to high quality REC actions are implemented, and impact measured.
		RECAP will report to CMT on progress of action plan, who will be accountable and responsible for its delivery to the Board of Governors thru the Joint ED Committee.	Updates reports to Equality and Diversity Working Group and termly updates provided to CMT and Joint Equality and Diversity Committee on progress.	*Ongoing*		Regular reports to ED Working group, RECAP and Joint ED committee on progress against REC action plan.	
			Provide annual updates to Board of Governors and to All Staff	*Annually*		Annual progress report produced, will be published March 2022.	
	(4.1)	Promote, support, and engage BAME staff by encouraging them to join the BAME Staff network and involve Network in delivering and monitoring REC action plan.	BAME staff network meets quarterly and is engaged in delivering and monitoring the REC action plan.	*Ongoing*	*BAME Staff Network, Line Managers*	Regular updates on REC action plan provided at B.A.M.E. Staff network meetings and in B.A.M.E. staff newsletter	BAME staff are supported by line managers, engaged with and supportive of the REC action plan and race equality within the University. Demonstrated thru positive responses to Staff surveys.
Improve engagement by power sharing relationships and collaboration between senior management and the BAME staff network							
The University requires regular, consistent, and reliable data, so it can effectively analyse and understand the impact of its work on race equality	(5)	Create data dashboards and management reports to inform Equality & Diversity Committees (Corporate Services Group, Faculties, Institutional) and Race Equality Action Plan Delivery Group.	Finalised data dashboard produced, including all required monitoring data.	**Short Term**	*Head of HR Data and Systems and Director of Planning*	Data Dashboards Delayed due to reduced resources within HR data team- Data dashboards produced by REC lead using HR Excelerator Spreadsheets and presented to Faculty and PSG ED Committees, Faculty Deans Advisory Groups, RECAP, Joint ED Committee on snapshot data April 2021. Data Dashboards Delayed due to reduced resources within HR data team	Good quality quantitative data, including based on intersectionality, is proactively sent to Faculties and Directorates annually, with Schools able to access their own data whenever they want. Workforce analytics team can respond to more complicated/bespoke requests more easily, as standard data is already provided. Schools and Directorates use their data to *monitor trends and progress.*
	(5.1)	Provide training sessions for staff on how to use and interpret the dashboard/include as an item at faculty E&D committee meetings.	Relevant staff members trained on how to use and interpret dashboards.	**Mid Term**	*Head of HR Data and Systems and Director of Planning*	Data Dashboards Delayed due to reduced resources within HR data team	
	(5.2)	Evaluate data dashboards and identify any required improvements.		**Long Term**	*Equality and Diversity team.*		

			Enhanced dashboards that meet the needs of staff members.		Enhancements made by appropriate staff members to agreed timescales		
As our race equality work progresses our REC SAT will be updated, ensuring consistency, but also reflecting the evolving work and action plan. New (and existing) members will be trained, especially on intersectionality and ready for the next self-assessment	6	Refresh membership of the REC SAT.	Updated, trained (but still experienced) SAT which reflects the experience and knowledge needed for the next institutional self-assessment, but with at least four new members.	**Mid Term**	AD of EDI	The REC award has been extended from 3 years to 5 years. As such we will set up the new SAT in Jan 2023.	Relevant, experienced SAT convened and ready to undertake institutional self-assessment ready for renewal of REC.
	6.1	Provide training to SAT members on race equality, REC process and intersectionality.	Terms of reference refreshed and circulated.	**Mid Term**	AD of EDI	his will also know be April 2024	
	6.2	Convene updated SAT to undertake self-assessment in preparation for REC renewal submission.	Project plan established for managing SAT process, using University project planning methodology. Relevant quantitative data received and analysed from Workforce Analytics Team.	**Mid Term**	AD of EDI		

Staff Recruitment, Selection and Retention

			A database and partnerships developed with Key local stakeholders (i.e., Local authority, jobcentre plus), local community groups/projects (i.e., Ethnic Minority Council) BAME Networks (both locally and nationally).	**Long Term**	AD of EDI & HR Operations Manager	Delayed due to Talent Attraction Manager leaving and lack of resources.	
The BAME student population, in 2019-20 was 48% (UK based undergraduate students), compared to 23%BAME staff. The gap between the BAME students to staff is 25%. Making the University unrepresentative of its student population as well as the local population, which was 35.5% BAME.	(7)	The university needs to be an employer of choice for people of BAME background. To do this, it needs to raise its profile. Specific actions: • Conduct a stakeholder mapping exercise to develop a database of key local stakeholders, local BAME community groups and projects. • Develop partnerships with the above. • Advertise all relevant vacancies to those in the database as well as to national BAME networks, using positive action statements that emphasise we particularly welcome applications from BAME people.					Increase in percentage of applications from people of BAME background. ***Leading to 6% increase in proportion of staff members who are BAME by February 2023***. This should be reflected across BAME sub-groups i.e., Black, or Asian and further i.e., African, Caribbean, Indian etc.

Data analysis confirms that there is disproportionately more white staff than BAME in senior roles (grades 8 and above) in UoW at academic and professional and support level. This is unacceptable in a university where the proportion of BAME and non-BAME students are 50/50 Feedback from students strongly indicates that this paucity of representation is a problem for BAME students as they need more BAME role models. The lack of such role models currently, undermines their belief that they can achieve these positions themselves.	*(8)*	Use student and staff data to: • identify those schools, Institutions where BAME staff are particularly underrepresented compared to BAME students' population. • Professional and Support Services, Directorates, where BAME staff are particularly underrepresented, again focusing on intersectionality and BAME subgroups that are underrepresented.	Data analysed and key areas identified, and localised targets set as per action 15.	*Jan 2021* *Annually*	AD of EDI	<mark>Completed - Data analysed and presented to Faculty & PSG EDI Committees, Faculty DAGS and PSG SMT.</mark>	**An increase in 6% of BAME (all groups)** staff over 3 years at Principal Lecturers, Readers, Professors, and staff groups *a*t UW 8 and above. Resulting in Senior leadership better representing the ethnicity of staff and students, enabling fairness, trust, and overall better morale of staff. KPIs monitored and incorporated into annual Faculty (including schools and Institutions) and Directorates reporting and Institutional Annual report.
	(8.1)	Departmental Directors and Executive Faculty Deans to have KPIs to address underrepresentation and disproportionality, within their respective areas.	KPI's agreed and incorporated into Performance Objectives for Deans and Directors.	*Jan 2021* *Annually*	Deputy VC and HR Director	<mark>Deans have KPI's to increase B.A.M.E. Staff in senior roles (grade 8 onwards). Targets also set for PSG Directors as well.</mark>	
Workforce Data currently demonstrates that BAME staff are being disadvantaged at all stages in the UoW recruitment process, particularly at the shortlisting stage.	*(9)*	Develop recruitment initiatives including positive action to increase the proportion of BAME applicants who are successful.	Recruitment initiatives, including Positive action (tie-break) Pilot evaluated and rolled out across the University.	**Short Term**	AD of EDI	<mark>A positive action statement has been drafted and is used in all job adverts.</mark> <mark>It was agreed that positive campaign for recruitment will be delayed until after we have evaluated and reviewed the diverse recruitment panel.</mark> <mark>Guidance on positive action and pilot on using positive action in recruitment will be developed in July-August 2022 (resources permitting).</mark>	Use of positive action interventions leads to an increase in percentage of BAME staff shortlisted and appointed (Contributing towards Institutional target of an increase of 6% as above).
	(9.1)	Review the recruitment and selection policies (including an equality impact assessment), to ensure transparency in process for external and internal recruitment. Amending when and as necessary to inform	HR to monitor consistency and implementation of the policy and produce report annually.	*Oct -2021*	Talent Attraction Manager	<mark>Completed - Reviewed and amended.</mark>	Updated policy developed and improved implementation of policies and greater consistency across the University.
	(9.2)	Information, advice, and Guidance (IAG) for all staff involved in recruitment and selection process. These to include: • how to write inclusive job and person specifications - ensuring culturally sensitive language is used • when to use an 'Expression of Interest (EoI)' process (to ensure transparency and accountability) and	Information, Advice and Guidance produced and promoted.			<mark>This is included in the amended recruitment and selection policies as well as being covered in recruitment and selection training</mark>	Staff has easy access to good quality Information, Advice and Guidance on recruitment and selection process. Leading to a change in staff survey results with an increase from 79% to 89% of staff agreeing that the University undertakes fair and transparent

		how to complete an 'Expression of Interest.'				recruitment and selection by 2023.
Bias is shown to have an impact on shortlisting and various studies have highlighted the impact of ethnicity on how applications are perceived. The process should be anonymised as far as possible.	*(10)*	Produce evaluation report of the anonymous shortlisting process and if evaluation recommendation is to formalise do so by inserting into the recruitment policy and guidance (AIG action 4).	Anonymous shortlisting process reviewed, and issues ironed out (for example whether to include academic staff and how to manage that).	*March 2021*	Talent Attraction Manager	==Evaluation completed no specific issues.==	Reduction in potential bias towards applicants in the first stage of the recruitment process - Sets a tone and environment of transparency and evidence-based decision making. Contributing towards Institutional target of increase in % of BAME staff.
	(10.1)	Produce annual reports on the impact of anonymous shortlisting process.	Anonymous shortlisting rolled out formally across the University as per the recruitment policy if evaluation recommends it. Reports produced.	**Long Term**	HR Operations Manager	==Delayed due to Vacant TA post and lack of resources.==	Increase from 79% to 89% in staff survey of staff agreeing that the university is committed to fair and transparent recruitment and selection - When analysed by protected characteristic, even proportions of staff progressing through the recruitment process. **REC surveys improved against baseline % positivity responses to relevant questions.**
Unconscious Bias throughout the recruitment and selection process would have a negative impact on BAME applicants. To support staff involved in recruitment, with training on equality and diversity, unconscious bias, and cultural awareness to enable them to make inclusive decisions.	*(11)*	To develop and roll-out, a mandatory equality and diversity session, including cultural awareness and unconscious bias built into all face to face, recruitment, and selection training, in addition to the mandatory On-line ED and unconscious bias training. No staff member can be a member of a recruitment panel if they have not completed the training.	100% of the staff involved in the recruitment process will have undergone the training, with a refresher course completed annually.	*Jan 2021*	Associate Director Organisational Development	==First session held on 31st March 2021 on updated recruitment and selection training which covered UB and EDI including equalities legislation with BAME staff Volunteers for recruitment panels. We now have updated mandatory recruitment and selection training for panel members which covers these issues. HROD looking at how the updated training can be communicated to those that have previously completed the old training.==	Change in staff survey results with an increase from 79% to 89% of staff agreeing that the University undertakes fair and transparent recruitment and selection by 2023. Those involved in recruitment panels, including Chairs are confident and motivated to ensure transparency in recruitment and selection. This will enable them to identify and overcome any potential for bias and be able to ensure transparency and evidence-based decision making. Implementing the training, sets a tone and environment for embedding Race Equality,
	(11.1)	Develop a coaching and observation programme for Chairs of panels to upskill individuals and share good practice. Chairs of Panels will, in turn, become the coaches of other panel members. This will be prioritised for panels in areas of the University where there is greater under-representation of BAME staff, for example in the Faculty of Arts,	100% of all Panel Chairs to have participated in the programme. This would ensure that knowledge and skills are kept fresh through a method of delivery which is individual to the staff member. The method would take into consideration	*Training to continue for Chairs, and then phased introduction for everyone else from July 2021 to manage*		==This has been shelved as all chairs also attend the amended recruitment and selection training and due to the Pandemic. We will re-visit the need for this once all staff are back on campus==	

		Business and Social Sciences and recruitment at grades 8 and above. Equality will be considered explicitly throughout the recruitment process, so the above actions would also include shortlisting panels.	workload and potential fatigue with training.	*resource implications*			across recruitment and selection. Proportions of BAME progressing through our recruitment process increased. **Increase in the BAME (all groups) staff by 6% over 3 years.**
Currently it is recommended good practice across the University that recruitment panels should be diverse, but it is not mandatory, and it is unclear how often exceptions are made. The policy needs to be strengthened, monitored, and enforced. Staff data indicates there is a low representation of BAME staff at grades 8 and above.	*(12)*	Ensure that it is mandatory to consider and record ethnic diversity in the round when convening recruitment panels at all levels. Introduction of requirement for all Recruitment and Selection panels for roles above grade 8 to have a BAME representative on the panel.	New requirement built into recruitment workshops, training and how-to guides and communicated through management briefings and faculty E&D committees. Mechanisms built in, to ensure this is implemented consistently across the University: Faculty E&D committees to report positively on diversity of interview panels with School and Faculty Managers keeping records. HR team conduct spot checks on interview panel composition.	*August 2020 and On-going* Mid Term	Faculty ED Committees, ED team, HR Operations Manager Faculty ED Committee, HR	Recruitment Selection Panel Composition guidance updated to include requirements for all panels recruitment panels for roles above grade 8. This was communicated to all staff via the WLV staff update. Discussion within HR being held on developing a recording system to monitor compliance. Current raw data is available but not yet analysed	By December 2021, 100% of all Recruitment and Selection Panels convened in the previous year to recruit positions at UW8-10 and above were ethnically diverse.
	(12.1)	Recruit and Train, a pool of volunteers from our BAME staff (ensuring intersectionality in terms of BAME sub-groups) to sit on recruitment panels for roles at Grade 8 and above.	Panel formed.	*March 2021*	Race Equality Lead	A pool of volunteers recruited and trained.	BAME representation on recruitment panels contributes to an increase in 6% (Institutional target) of BAME staff recruited into senior roles.
Whenever UoW use and recruitment agencies, we should ensure that they are doing everything we expect them to do to consider race equality and diversity.	*(13)*	Include a section on equality and diversity into the contracts and discourse we have with recruitment agencies. Further to this develop a partnership agreement/memorandum of understanding with recruitment agencies, on attracting a diverse range of applicants. This will be monitored to see how many BAME applicants are being referred for all posts and reported to the REC SAT.	A partnership agreement signed and monitored with a number of recruitment and headhunting agencies used by UoW.	*June 2021*	Talent Attraction Manager	We are currently already doing this via our bidding and tendering process. We cannot monitor the ethnicity of applications from recruitment agencies as not all of them get their clients to complete a monitoring form.	Where recruitment agencies and head-hunters are used, they produce diverse shortlists of viable candidates. Leading to an Increase in the percentage of BAME staff that has been recommended by Recruitment agencies and head-hunters. Contribution towards to an increase in 6% BAME **(all sub- groups)** staff (Institutional target.)
There has been an increase in BAME staff on temporary contracts comparative to White staff. This also has	*(14)*	To investigate/ explore the institutional barriers and reasons for differences in the number of BAME staff (including analysis at sub-	Paper on the investigation findings, with recommendations developed and implemented.	Long Term	AD of EDI	This has been delayed due to EDI staff leaving and hence lack of resources. Will look at Jan 2023	The number of temporary contracts given to BAME staff is proportionate to

an impact on both the gender and ethnic pay gaps.		groups level) on temporary contracts and working part-time compared to white staff and staff turnover. As part of the exploration, we will consider the perspectives of BAME staff by consulting with them.					the overall BAME staff population.
Staff Turnover - There does not seem to be any disproportionality in terms of the number of BAME staff at an institutional level, leaving the university compared to White staff.	(15)	We will continue to monitor staff turnover at all levels, to identify any trends and take steps accordingly. This data will form part of the data dashboards and management reports as per action 5.	Annual monitoring through data reports to the Race Equality Action Plan Delivery Plan.	**Long Term** Annual REC report – ~~August 2021~~	HR Data and Systems Manager	Staff turnover monitored and included in Annual REC update report	Leavers' data both quantitative and qualitative monitored and any ongoing BAME specific trends are identified and addressed.
Ethnicity / BAME Equal Pay – The last BAME equal pay audit was conducted in 2018. Several actions within this AP will have an impact on reducing the pay gap.	*(16)*	We will conduct an ethnicity pay gap analysis in 2021 and then on an annual basis (in line with gender pay gap') identify any further actions to address specific issues identified.	Ethnicity pay gap completed annually.	**Short Term**	AD of EDI & HR Data and Systems Manager	Completed and data analysed. Mean 8.8%, Median 13.7%. Report to be published March 2022	Reduction in the BAME pay gap annually.

Staff Progression and Promotion

Qualitative comments from Staff survey and Quantitively data highlights it is not a level playing field for BAME academic and professional staff when it comes to promotion to senior roles in UoW. Monitor BAME applications for promotions to identify any trends and address any barriers that BAME staff have to applying for promotions.	*(17)*	Review the re-grading process and data for Professional & Support staff and amend after consultation with all BAME staff, including the BAME staff Network.	Review completed and process amended.	*April 2021*	Strategic HR Policy, Projects, and Reward Manager	Completed	Increase in staff satisfaction with the promotions process as evidenced through the staff survey.
	(17.1)	Monitor and provide data to each Dean, of BAME staff who are: • eligible for promotions • applied • were successful This will be presented to the Faculty Senior team and Faculty E&D committee to analyse and take any appropriate action.	Data analysed and report produced, with recommendations on addressing barriers identified. Recommendations implemented. A data overview presented to each Dean, along with suggestions of how to ensure everyone who is ready, applies for promotion, and reducing the possibility of some staff being more encouraged than others.	*Bi-Annually in line with promotions cycle*	Director HROD & AD of EDI	Conferment data produced and presented for 2021. Action – to increase the number of applications from BAME staff by working with the B.A.M.E. Staff.	Deans to become more aware of diversity gaps in those staff applying for promotion compared to staff eligible for promotion, leading to increasing interventions at faculty level. Increase in staff satisfaction with the promotions process as evidenced through the staff survey
	(17.2)	OVC to review promotions data after each round and reflect on differentials in diversity of those applying across the institution and consider follow-up actions, including	Data overview provided to Faculty E&D committees, so they can discuss and support the Dean in devising strategies for equitable promotions applications	*AY 22/23 AY 23/24*	AD of EDI & OVC	2021 data was analysed will be shared with OVC	**Increase in 6% BAME (all groups) academic staff promoted to senior positions.**

		setting targets for Deans and faculties.	Deans are supported in targeting interventions (production of guidance) to address to ensure fair promotions processes.				
We need to reduce the potential for bias in the promotions process, ensure that all staff are proactively encouraged and supported in applying for promotion, and that all staff have faith in the process. Our data suggests that the issue is that not enough BAME staff are applying.	*(18)*	Develop and deliver training to all promotion's panels (e.g., Conferment panel) which includes: 1) equality and diversity including how to ensure processes are evidence-based and free of all forms of unconscious bias and indirect discrimination.	Training provided to all promotion's panellists by E&D team, ahead of the next promotions round, and in advance of future promotions rounds. Training evaluated and tweaked for future rounds to ensure it is as relevant as possible for participants.	*On -going*	Head of OD team & EDI team	OD team for next conferment panel 2022	Panellists will have up to date information on bias reduction and strategies for running transparent, evidence-based promotions processes, as evidenced through the evaluation of the training.
		2) Develop an equality panel that advice on Information about mitigating circumstances in promotions and how to consider these within the process, i.e., cultural, or religious.	Information provided to all promotion's panels on mitigating circumstances.	*October 2021*		Panel that advice on Information about mitigating circumstances set up	Panellists will be confident in how to manage applications from people who have mitigating circumstances which have impacted their outputs, which will be measured through the evaluation of the training and through analysis of promotions outcomes- Applicants will be more confident in the transparency and equity of the promotions process, as evidenced through the staff survey.
	(19)	Review and improve the existing guidance to applicants under the conferment process by including examples of evidence which can be submitted as part of their application.	The improved guidance will address this and will additionally include a helpful checklist to further support any applicants.	*October 2021*	Strategic HR Policy, Projects, and Reward Manager	Reviewed- The new Conferment Handbook provides applicants with examples of how they can evidence their achievements against the criteria for each route, for all levels - Professorial, Reader and Associate Professor. Feedback so far on the additional information has been positive (received verbally through a number of sources).	
Currently, the criterion against each route is specified, but applicants (particularly those pursuing learning and teaching or knowledge exchange) can often be unsure about how they evidence their successes.	*(20)*	Organise promotions (conferment process) workshop and communicate to BAME Staff to encourage more participants, as well as a separate session with BAME Staff on the process.	High % BAME staff attending, who will be more aware of recent improvements to process and mitigating circumstances in the promotions process.	*Workshops run in February 2021 and held before and after each promotions cycle.*	Strategic HR Policy, Projects, and Reward Manager	Workshop held on 18th Feb 21. Workshop details communicated to BAME staff via BAME staff Network Newsletter and by Strategic HR Policy, Projects and Reward Manager attending BAME staff Network meeting. Similar workshop to be held before each Conferment process.	All BAME staff are aware of the workshops and where to seek assistance and guidance on the promotions process leading to an ***increase in applications from BAME staff from previous years.*** .
Need to provide clarity on the processes and criteria requirements, for BAME staff, when applying for Academic promotions.	*(21)*	Develop a number of 'My Route to Promotion' mini presentation and Q&A panels (BAME role Models), for those people who are interested in exploring/making applications for Readership, Associate Professorship or Professorship through one of the routes.	These events will be delivered by existing Professors (ensuring a diversity balance) and supported by the Research Hub.	*By December 2012*	Researcher Development Sub-Committee	Research staff development programme in place including pathways to promotions. This is being monitored by the Researcher Development Sub-Committee (Research Concordat)	BAME Staff have a greater level of satisfaction with the support provided for promotions within the University, as evidenced through the workshop evaluation and the staff survey.
	(22)	Develop action learning sets for BAME staff who are looking to	From the workshops the university can better brief PIs			This is included in the Research staff development programme.	

		progress to the next levels, for both P&S and academic staff, for example to Principal Lecturer, Reader, and Professor. This would include providing sessions with a developmental focus.	and line managers on how to support staff applying for promotion. For example, updates at key milestones, or reminders with ideas of how they can support their staff.		Researcher Development Sub-Committee		An increase in staff satisfactions with the promotions process- potentially a better long-term relationship between unsuccessful promotions applicants and their PI/line manager (although this will be difficult to measure). More scope for promotion and progression for BAME staff. Staff members better supported when moving into higher roles. Increase in applications from BAME staff from previous years.
Research leaders need to ensure they provide feedback and support to junior BAME colleagues to help them develop and progress.	(23)	Deliver training to professors and readers on how they can support junior BAME colleagues. As there is under-representation of BAME staff in these roles.	Professors and Readers will be equipped to fulfil their role as research leaders by providing development opportunities or formative feedback to their junior BAME colleagues.	*On-going*	Researcher Development Sub-Committee	==Included in the Research staff development programme in place including pathways to promotions. This is being monitored by the Researcher Development Sub-Committee (Research Concordat)==	An increase in 6% of BAME staff at Reader level and above. BAME parity in the % of staff who report being encouraged to apply for promotions.
Research Excellence Framework (REF) Data on number of staff submitted to REF Support given to early career researchers	(24)	Successfully conduct the REF2021 in accordance with the Equality and Diversity principles agreed with the Staff Networks.	University supports staff members through the REF process in an inclusive and equitable way.	*Annual*	Researcher Development Sub-Committee	EIA and report on REF 2021 by Research Concordat	No disproportionality in the proportion of BAME academic staff submitted to the REF, compared to their White colleagues.

==Training and Staff Development==

The data suggests that there is disproportionality in the uptake of leadership and management training course between BAME and White staff.	(25)	Review the Staff Mentoring Network and develop a specific mentoring and coaching programme for BAME staff (using positive action).		*December 2021*	*Associate Director Organisational Development and AD of EDI*	==This action is part of the reverse mentoring programme.==	Increase in BAME staff being mentored or mentees.
Empowering, developing, and supporting BAME academic and professional	(26)	Pilot a Reverse Mentoring Scheme for BAME members of staff and students. Evaluate and then roll out annually.	Reverse Mentoring Scheme developed and implemented.	*June 2021* *December 2021*	*Associate Director Organisational Development*	==Contract signed to deliver this. 13 B.A.M.E Mentors (staff) and 24 Mentees have been recruited including the interim VC and deputy VC. Mentor and Mentees have been recruited and initial training and briefing sessions delivered. B.A.M.E. students being recruited.==	Reverse Monitoring pilot evaluated and mainstreamed with good participation rates and high rates of BAME staff and student satisfaction

staff to further develop their careers, for example by mentoring and developmental training programmes such as scholarship programmes.	(27)	Evaluate the Emerging Leaders, Leadership Development Programme, and its impact on BAME staff as well as consult BAME staff on low take up off training programmes.	Redesigned Emerging Leaders, Leadership Development Programme, and Inclusive L&D programmes.	**Long Term**	*Associate Director Organisational Development*	HROD team has had a consultation meeting with BAME Staff Network Office Bearers on 13th April. Feedback will be used in future to ensure increase in take up of training programmes. Will be monitored annually.	(recorded from evaluation of programme).
	(28)	Sponsor BAME staff on external leadership programme OR develop an internal leadership programme for BAME staff.	2 BAME Staff supported to participate in a leadership programme annually OR number of BAME staff attending internal leadership programme.	**Mid Term**	*Associate Director Organisational Development*	A working group has been set up to develop an internal BAME staff leadership programme.	Redesigned Emerging Leaders, Leadership Development Programme, and inclusive L&D programmes, with an increase in BAME staff participating from previous years.
	(29)	Encourage BAME Females to apply for the Aurora developmental programme for women.

Monitoring the application process to ensure BAME Females are applying and are being accepted in proportionate to those applying. Use positive action when necessary to ensure at least 50% of those on the programme are BAME females. | Increase in the number of BAME Females applying for the Aurora developmental programme. | *2021, and yearly thereafter* | *Associate Director Organisational Development* | We had 14 white women applying out of 1083 that is 1.2%   and 3/357 B.A.M.E women out of 357 that is 0.8%.

In terms of being offered a place, 6/1083 white women offered places – 0.55%, 2/357 B.A.M.E women – 0.56%. So not significantly different.

We had set a target in our REC action plan that 50% of those selected for the programme would be of B.A.M.E. background. Only 3 applications from B.A.M.E. women with 2 selected. | 50% of those being accepted on the AURORA programme being BAME female staff year on year for 3 years. |
| | (30) | Review Staff Scholarship scheme with BAME staff network input. | Review completed. | **Mid Term** | *Associate Director Organisational Development* | Not Started | Structural barriers identified and removed leading to an increase in the number of BAME staff applying to Staff Scholarship scheme and being accepted from previous years. |

Improve experience and transparency of PDR/Appraisal processes which promotes discussion of career progression	(31)	Improve communications about the purpose of PDR and the new CARE framework and how this relates to career development and progression. This will involve holding session in partnership with the BAME Staff Network.	Staff will have a better understanding and be more confident about the CARE framework and PDR/Appraisal process.	*June 2021*	*Associate Director Organisational Development*	==CARE Framework launched and training for managers started. HROD team did a presentation of the CARE framework to the BAME Staff at their Staff Network meeting.==	Increased positivity for PDR in UoW. Decreased differentials in experience reflected in the REC Survey are reduced (PDR).
	(32)	Review and monitor moderation of PDR ratings for senior posts	Address any disproportionality in staff receiving positive or negative feedback.	*PDR cycle annually*		==Awaiting data==	Decreased differential of PDR rating outcomes for BAME and White staff
Data on grievances and disciplinary action, suggests that line managers may be more likely to start formal proceedings against BAME staff than white staff, reflecting research that highlights BAME staff are more scrutinised than their white counterparts	(33)	Evaluate the current pilot, "Managing a Respectful Workforce" training in terms of outcomes and impact on BAME staff and then roll out to staff across all areas of the University (currently piloting within FSE).	Managing a Respectful Workforce' programme successfully delivered across all areas of the University.	*March – Dec 2021*	*Associate Director Organisational Development*	==As a result of the evaluation of this pilot an 'Respect and Dignity' in the workplace training has been developed. This has already been rolled out to Staff within Estates and Facilities (Catering, cleaning, caretakers, security, and maintenance). Over a 100 people have undergone the training. This will be delivered to all staff across the University.==	Differentials in experience reflected in the REC Survey are reduced (comparable between BME and white staff). All line managers have undergone training and are better equipped to manage diverse teams and racist action. Leading to a decrease in the number of complaints, disciplinaries and grievances.

==Inclusive Decision Making==

Inclusive decision making is to measure, manage and improve who is involved and how business decisions are made across the University. It improves business performance. Inclusive decision making activates diversity to improve innovation, engagement, and results across the University	(34)	Improve BAME staff representation and transparency of institutional decision-making committees.	Increase in number of BAME staff on decision making committees.	**Short Term**	*AD of EDI, University Secretary*	==Work in progress. B.A.M.E== ==The following clause has been added to the terms of reference for all academic committees:== ==''The University of Wolverhampton is committed to ensuring that the make-up of its committees and sub-committees is reflective of the diversity of its staff and student populations. Chairs are responsible for inviting a diverse membership onto the committee/sub-committee. Line managers are responsible for ensuring committee service is recognised in workload allocations.''== ==For Academic promotions, we have increased the number of B.A.M.E. staff on our Conferment promotions panel from 1 to 4 (total 12), using a positive action approach.== ==The percentage of B.A.M.E. Independent Governors on the University Board of==	Systematic annual equality analysis of institutional committee membership and Faculty committee membership reported to EDI Committee. Committee representation reflects the University demographic

						<mark>Governors has also increased from 20% to 35%, making the board more diverse and proportionately higher than percentage of B.A.M.E staff at the University (25%) but still below the percentage of B.A.M.E. students.</mark>	
	(35)	Provide training on EDI (including unconscious bias) and Inclusive decision making, for all members and Chairs of committees.	Committee members training complete.	*Mid Term*	*OD team, AD of EDI, Diversity, University Secretary*		All institutional committees have undertaken bespoke training on equality and diversity to improve decision making.
	(36)	Review of committee constitutions and terms of reference to provide explicit guidance and greater transparency in representation including minimum stipulations against the demographic population as a baseline and how people are selected to sit on committees. Review to include working with BAME Staff Network to look at current terms of reference, including conducting focused interviews on barriers to participation.	Review completed.	*Short Term*	*AD of EDI, Diversity, University Secretary*	<mark>Review being conducted</mark>	Guidance issued to all committees, on role and remit of committee representatives and reporting structures. Clear role / remit of committee meeting attendees.
	(37)	Develop and pilot shadowing, Observer, and co-option programme for BAME staff in relation to decision making committees.	Pilot evaluated and rolled out on an annual basis.	*Mid Term*	*Head of Corporate Governance*	<mark>Work in progress</mark>	Guidance and minutes of committee meetings available, ensuring transparency and accountability. BAME staff more aware of how decisions are made that have an impact on their roles.
Conducting equality analysis / impact assessments is not currently systematic at the University and needs to be improved	(38)	Review equality impact assessment process/policy to ensure that all policies, organisational change activities and projects incorporate equality analysis.	Review completed.	December 2020	*ED team*	<mark>Review completed.</mark>	Equality impact assessments embedded into all policy and change management programmes to ensure no negative impact on BAME staff and students.
	(38.1)	Develop and promote EIA guidance as well as mandatory training for staff on 'Carrying out equality impact assessments.	Guidance developed and promoted. Training sessions delivered.	*Mid Term*	*ED team*	<mark>Guidance promoted on EDI webpages. Training to commence once back on campus.</mark>	Staff trained to undergo EIA's.
	(39)	Ensure fixed agenda item, on completion of EIA, for all decision-making committees, when approving new policies, organisational change activities and projects. Feedback to be given to owners of EIA's reviewed and approved or otherwise.		*Short Term*	*University Secretary*	<mark>All papers going to the University Executive Board must have a completed Equality check document. Feedback is given at the meeting. HR EDI team has set up a central folder for all EIA's completed.</mark>	All policies, organisational change activities and projects have been equality impact assessed.

<mark>Addressing and reporting racial harassment</mark>

Bullying and harassment needs to be tackled more meaningfully at all levels, through better definitions of bullying and behaviours we want to encourage and developing wider community understanding and respect for people's lived experiences which may differ from our own.	(40)	Communicate to all staff, review details of university level accountability / responsibility for safeguarding.	Review communicated to all staff.	*May 2021*	*University Secretary*	Review complete and an updated Safeguarding webpages set up and communicated to all staff.	University staff and REC surveys improved against baseline % positively responses to relevant questions on tackling bullying and harassment.
	(41)	Review the Dignity at Work and Study policy (alongside the Grievance Policy) in response to staff feedback and to ensure a clear accessible policy / procedure for staff and students.	Review completed.	**Short Term**	*AD of EDI*	Policy to be reviewed.	Staff and students have clarity on the DAWS policy as demonstrated thru Staff surveys.
	(42)	Develop a marketing campaign to raise awareness and importance of race equality, addressing racial bullying and harassment (including reporting process) to all staff and students.	Communications plan to increase awareness and as call to action developed and communicated throughout the University.	**Short Term**	*Director of External Relations and EDI team*	Zero Tolerance Poster and leaflet campaign.	A culture of zero tolerance of bullying and harassment within UoW from management.
	(43)	Develop and launch a reporting system/process, including monitoring of incidents via reporting system/process.	Reporting system/process launched.	*May 2021*	*Strategic HR Policy, Projects and Reward Manager and EDI team*	Incident reporting tool launched on May 21.	A robust reporting system in place, giving confidence to staff and students on ability of university to tackle racial harassment (demonstrable thru staff survey). Staff and Students fully aware of support available.
	(43.1)	Develop advice, guidance, and signposting to support the reporting system, which are clearly linked to relevant services i.e., HR, Student Support.	Guidance developed.	*May 2021*		Guidance on ED Webpages	Establish baseline for reporting and response to claims of bullying via Incident reporting tool UoW staff survey and REC surveys improved against baseline % positivity responses to relevant questions.
	(43.2)	Use reporting statistics strategically to identify patterns of behaviour/hot spots of bad practice to enable tackling.	Quarterly reports produced.	*May 2021, November 2021 ongoing thereafter*	*EDI team*	First set of data produced November 2020 and presented to various committees.	
	(43.3)	Evaluation of the reporting system/process and communication of progress made to staff and students to highlight action taken to reduce incidents and improve behaviour.	Identify any positive impact on the new complaints system and address any remaining areas for improvement.	*Include in Annual REC update report*	*EDI team*		Reduced staff turnover because of decrease in bullying and harassment. Increased proportion of alleged racist abuse resolved, with staff/students informed about final action taken. By 2023, number of reported cases beginning to decline.
	(44)	~~Develop and deliver training to managers on tackling bullying and harassment – this is covered in the~~	~~A development programme delivered which enables managers / programme leaders to respond to and~~		*~~Associate Director Organisational Development~~*	This is included in the 'Respect and Dignity' in the workplace training (ACTION 33).	Managers feel more confident in having conversations with staff about race and racism –

		Managing a Respectful Workforce" training (action 32).	deal with cases of bullying and harassment effectively.				measured via development evaluation.

Closing Gaps between BAME and White Students in attainment, progression, and employability (linked to University Access and Participation Plan and Inclusivity Framework)

We will explore why, there is a decrease in the offer rate for BAME students, despite an increase in applications, as compared to white students.	45*	Review the admission process and continue to monitor percentage of applicants and percentage offered both at an institutional and Faculty as well as at school level.	Admission process reviewed and report produced.	Annually- Admission date	*Director of Strategic Planning and Performance and AD of EDI*	This work is part of the APP- Access work stream. No data available	No Disparity in admissions between BAME (all groups) and White students.
Reflective of the demographics of the Black Country, the UoW has a strong track record of recruitment of BAME students. Consistently having a near even split of BAME to white students.	46*	Continue to monitor student population at Institutional, Faculty level. Provide data to Faculty EDI committees on student population by schools and Institutional level.	Updated data provided.	Annually	*Director of Strategic Planning and Performance and AD of EDI*	This work is part of the APP- Access work stream. No data available	Data provided to Faculty EDI committees and analysed with actions taken to address any underrepresentation of BAME staff considering intersectionality.
Closing the attainment gap for BAME students is a university priority, and a cornerstone of our Access and Participation Strategy moving forward.	47*	Undertake research and analysis to understand the nature of the barriers faced by BAME students that result in them getting lower attainment rates.	Research completed and analysed. Report produced with an action plan.	AY 22/23	*Director of Strategic Planning and Performance and AD of EDI*	Delayed due to Pandemic. This is included in the APP Inclusivity work stream. As part of the belonginess survey. Aim to do the survey annually for all students, though the analysis will also be conducted by ethnic group. Pilot Project in FABSS supports this piece of work. This will be evaluated to see how we can mainstream. https://www.wlv.ac.uk/schools-and-institutes/faculty-of-arts-business-and-social-sciences/university-of-wolverhampton-business-school/jedi/	Reduction in attainment gap between BAME (all groups) and White staff (see below).
1. Changing our approach to assessment in specific courses and modules by Building on 'What Works?' initiative and creating an Inclusivity framework. This will address *both* continuation and attainment gaps between White and B.A.M.E. students.	48*	Building on 'What Works' -Use data to Identify and target modules / courses where BAME students are not submitting work or reaching expected attainment levels.	High number of BAME Students attending student-led discussions about the requirements of assignment task.	AY 22/23	*COLT, AD Inclusivity*	This work is part of the APP Assessment Work-stream. Modules identified - work ongoing.	Increases in marks and grades, resulting in a decrease in the attainment gap for BAME students. *(Targets to reduce Attainment gap between White and GM students, from a baseline of 18.7% to: 2020-21: 16%, 2021-22:13%, 2022-23:10%)* Students know what they are being asked to complete for an assigned task. Leading to an increased number of
	49*	Review assessment strategies (including consultation with BAME students) for above modules / courses (e.g., Design and nature of assessment, inclusivity, assignment brief clarity, use of assessment unpacking) to ensure inclusive assessment strategies.	Changes implemented to module /course assessment strategy as per the review recommendations Inclusive assessment strategies developed.	AY 22/23	*AD Inclusivity, Heads of Faculty Module and course leaders*	Review being conducted. Data being analysed to check if amendments made are inclusive. Business school had a look at their modules and reviewed and changed their assessment.	
	50*			*Sep 21*			

	50.1	Develop guidance thru a preparatory online module to help students understand our teaching and assessment methods prior to starting their course.	Clear concise assignment briefs for all assignments in all modules		*AD Inclusivity, Heads of Faculty Module and course leaders*	The University has been working to support students' assessment literacy (i.e., the understanding of what they are being asked to do for an individual assignment task) through: • Providing a glossary of terms and promoting academic integrity. • Highlighting the implications of academic misconduct. • Promoting use of student-led 'understanding my assessment' sessions.	assignments passes first time, resulting in fewer resits/retakes *(Targets to reduce gap in non-continuation rates between Black and White students, from baseline of 4.6% to: 2020-21: 4.5%, 2021-22: 4%, 2022-23: 3.1%).*
		Promotion of academic integrity by: • Developing and promoting clear guidance for students about the consequences and implications of academic misconduct and to support BAME students to develop academic writing / integrity skills.	Guidance developed and promoted.	*AY 22/23*	*AD Inclusivity, Colt, Performance Hubs, Academic Tutors.*	A working group has been set up looking at academic integrity to monitor and ensure this work is on-going. Academic integrity has been promoted more widely to students, from the University and from the SU campaign. The Conduct & Appeals Unit had conducted an interim report based on semester 1 data on evaluating impact of Academic Integrity Policy implementation. A final report is being produced for the 2020/21 academic year.	BAME students more aware of the implications of academic misconduct and the benefit of developing academic integrity skills. This will result in a reduction in instances of academic misconduct by BAME student's An increase in the number of BAME students progressing to PGT/PHD study to cultivate a pipeline for academic staff.
	50.2	• Provide access to Turnitin or other text-matching software to help students identify inadvertent academic misconduct within their own work.	Increased use of Turnitin by BAME students.	*AY 22/23*		All students can submit formative work to Turnitin.	
2. Supporting all courses to embed work experience in curriculum (Section 7f) There is considerable evidence, observed at the University and nationally, that a placement year significantly enhances chances of a student attaining a graduate level role on leaving studies. However, we have had limited success in engaging BAME students to undertake a year-long placement.	51*	Ensure that a core element of the new Wolverhampton Curriculum Framework is that all courses will offer alternative routes to gain work experience.	Courses developed with alternative routes to work experience	July 2021	*Directors/DSAS – also including Heads of schools/Module leaders*	Completed	By embedding of the work experience options in 100% courses Students will have a better commercial awareness of the industry that they wish to progress in. Creating greater clarity for GM students on their chosen path. Increase in BAME student attainment (see targets above.) Increase in BAME students gaining graduate-level employment. Targets to reduce gap in progression, (highly skilled (graduate) employment or further study) between BAME and White First-Degree
	51.1*	Identify and target modules / courses where BAME students are not undertaking work experience opportunities	Increase in number of BAME students undertaking work experience opportunities.	AY 22/23	*DSAS*	Part of the APP employability workstream. Courses have been identified using data including: 1. the progression differential between our two target student groups and non-target students 2. the number of students on each course 3. the percentage of target students on each course.	
	51.2*	Identify barriers that restrict BAME students from undertaking work experience in the identified courses above. Develop interventions to overcome identified barriers.	Increased BAME student confidence when applying for graduate roles (increase in number applying.)	September 2021	*DSAS, Academic coaches*	An employability audit conducted by external consultants. As a result of which, going forward the work stream will deliver positive impact through undertaking the actions, such as the following:	

						development of course level strategies for employability and targeted support from the Careers Centre for those courses with the highest numbers of B.A.ME/IMD Q1&2 students.	students, from a baseline of 6% to: 2020-21: 6%, 2021-22: 5.5%, 2022-23: 5%.
	52*	Create or identify a fund to enable target students (BAME and IMDQ1/2) experiencing financial hardship to undertake work experience, or to engage in valuable extra-curricular activities	Feasibility study completed and implemented.	October 2021	*Director, DSAS*	Identified funds know being used: Santander Money and Lord Paul	Positive impact on BAME student attainment and progression (reduce gaps).
	52.1*	Maximise the number and range of relevant work opportunities available to all students inc. International Placements	Increase in work experience opportunities and student awareness of career pathways and opportunities.	September – December 2020 - Delayed due to Pandemic -Sep 21	*Careers Service (SU)*	Erasmus Project Bid Successful £230k & Turing Project Bid Successful £191k both projects looking at work opportunities.	
	53*	Organise an annual Inclusive Careers Conference with external organisations/employers exhibiting their workplace and opportunities available.	Annual Careers conference organised with good turnout of BAME students.	February 2021, 2022, 2023		Virtual Conference held in both January 21 and 22, with over 500 participants.	

Increasing BAME students' sense of belonging and Intersectionality

(Most of the actions have not been highlighted as Short, Mid, Long Term as they are linked to the APP reporting cycle and Student Union actions.)

3.1 There is substantial sector evidence to suggest that a sense of belonging to the University makes a student far more likely to engage and to succeed in their studies. We have qualitative evidence that BAME students are less likely to engage within the university, so need to address this.	54*	Continue to run belongingness survey over five years.	Survey completed.	Annually	*AD Inclusivity, Dean/ COLT*	This is included in the APP Inclusivity work stream. As part of the belonginess survey. Aim to do the survey annually for all students, though the analysis will also be carried out by ethnic group.	An increase in the percentage of BAME Students (50%) in student survey that say they have a sense of belonging.
	54.1*	Analyse data from the survey to develop a set of recommendations that will form an action plan and ensure to close feedback loop with "you said we did" comms.	Recommendations along with action plan implemented and evaluated for impact.	After Survey completed annually	*AD Inclusivity, Students Union / DSAS*		Staff/Student focus groups in 2021/2022/2023 to identify and highlight that progress has been made to reduce racial social polarization.
	55*	Evaluate students' participation in societies and identify needs (e.g., gap analysis). Enact recommendations from evaluation for implementation for 2022/23 academic year. Original text changed from: Increase students' participation in societies (collaborative with Students Union) By better equipping student societies to recruit diverse membership	Evaluation completed All student societies to have received equality and diversity training annually.	**Long Term**	*Students Union, EDI team, Student Experience group*	Delayed due to Pandemic. However, SU started looked at the demographic of previous societies and reported that it would be difficult to diversity societies linked to religious belief for example, while more work could be done with societies targeted to mature students for example, or academic societies. As part of Induction there is a session on EDI.	Increased participation of students of all ethnicities in student societies and fewer (non-cultural) societies who primarily draw their membership exclusively from one ethnic group. *By 2024, for at least ten activities having been held by cultural or religious*

	56*	Provide structured social opportunities that facilitate broader student friendship networks, by the following actions: • Mandatory Welcome Events to be hosted by Academic Schools and University Halls for students during Welcome Week to help students build friendships. Focusing on activities such as Icebreakers that encourage people to talk to each other. • Students' Union and DASS to provide framework for Schools/Hall to organise Welcome Week activities. To also develop guidance that encourages/empowers Academic Schools and University Halls to hold regular social activities. • A week-long celebration of internationalism and diversity in the first semester with activities ran in conjunction with societies different cultures.	Welcome Week Activities to have been hosted by all schools and halls. Number of events hosted by academic schools and university halls.	AY 22/23 AY 22/23 September 2021, and every year thereafter September 2021, and every year thereafter	Head of Student Experience Projects and Students' Union, Student Experience group	==Limited progress due to Pandemic and students not being on campus. However, SU reps have started working on developing these.== ==During lockdown, the Academic coaches did Netflix watch parties where we all watched a movie/series together while communicating through Teams. It was fun and great for those feeling lonely and isolated (this was open to everybody - not just BAME students)== ==SU officer has actioned to arrange an international mixer event with our events team whether that be virtual or in person.==	*societies that are designed to include people from outside their demographic group*. Creating an inclusive and integrated campus environment. There is an increase in the number of BAME students participating and engaging with student societies. High student satisfaction with activities provided as measured by Induction Feedback Survey.
3.2 BAME Students are alienated from the University due to lack of faith in the University's ability to tackle issues related to Race Equality. This makes it difficult to discover the problems or involve students in developing solutions.	57*	Deliver equality and diversity training to staff members who have in-person interactions with students i.e., lecturers, school office staff, security staff, etc. So that are equipped to manage and handle race equality related issues	All Frontline Staff Members to have completed interactive equality and diversity training, thru Toolbox talks.	**Started Nov -21**	Associate Director for Organisational Development, AD of EDI and COLT	==Delayed due to Pandemic.== ==HROD developed a 'Workplace 'respect and dignity' training programme that will be delivered to all staff. Face to Face training has been delivered to over 150 Estates and Facilities staff (caterers, cleaners, security, maintenance etc) already.==	All Frontline Staff Members better equipped to manage complaints they receive from students. This will lead to Positive Staff and Student feedback about how complaints are managed /handled as captured in the Race Equality Survey. Proactively greater understanding developed in staff/student interaction here? Increased student participation in Race Equality Survey in 2021 and 2024 and associated focus group.
	58*	To develop a framework that better empowers students to represent BAME students within the Students' Union and University. This could be standalone BAME Ambassador Scheme.	Framework developed, providing additional capacity within the student representative system to address issues related to race equality.	Framework agreed by Sept - 2021	EDI team, Head of Governance and Students' Union, Student Experience group	==Rather than a BAME ambassador scheme, the SU has successfully launched and recruited liberation officers, including one specifically working with BAME students.==	
3.3 To address the fact that the University is not seen as embodying or celebrating	59*	As part of the work on the inclusive /decolonizing curriculum, to monitor the diversity of the subjects and reading materials covered in a	Increase in the number subjects and reading materials that include race	September 2021	AD Inclusivity, Dean of the College of Learning and Teaching	==Inclusivity conference held in 2020, July 2021 and one being planned for July 2022.==	An increase in the emphasis placed on BAME Excellence in the

BAME Excellence, by our BAME Students		course i.e., Faculty of Arts used to have a prompt in the course design paperwork about the need for intersectionality and different perspectives to be addressed.	equality and diversity in general.			As part of the APP Inclusivity work stream an Inclusivity framework has been developed for all teaching staff. Inclusivity leads have been identified/appointed in each school. They have workload allocated to assist academics and colleagues embed the inclusive curriculum framework.

A steering group has been set up (January 22) for a pilot 'Decolonise Project' which is a collaboration between the Students' Union and the University. It is being piloted in the Faculty of Arts and Social Sciences within the School of Social, Historical and Political Studies. Focusing on the following courses, Sociology, History and Social Policy. Once the pilot has been completed and reviewed it will be rolled out throughout the University. | curriculum and other educational events. |
| | 60* | Develop guidance for Faculties and Directorates about how to ensure their public events can best consider race equality and diversity. | Guidance developed. | Mid Term | *EDI team, External Relations and Students' Union, Student Experience group* | To review the existing forms used to book events in terms of inclusivity. | Baseline data about Faculty public events to be captured in June 2020. Targets to increase the diversity of topics and speakers to be developed based on that data. |
| | 61* | To organise events and develop other content (publications, website, posters) that celebrate BAME Excellence, including a Role Model Awareness campaign. | A campaign developed to celebrate BAME excellence. This will lead to ten events held between 2020 and 2024. Two BAME Role Model Awareness campaigns completed | Mid Term | *AD of EDI, External Relations, BAME Staff Network and Students' Union, Student Experience group* | Was delayed due to Pandemic.

The University has launched a campaign called Humans of WLV to collect stories from staff and students. This is published on the website and while it is not focused on BAME excellence per se, contributions come from people from different ethnic background. The group could suggest some students or colleagues that would be fantastic to see featured in this forum https://www.wlv.ac.uk/university-life/wlvhuman/

JEDI programme launched by FABSS JEDI is an innovative programme that provides pathways of aspiration and success for students from Black and Global Majority backgrounds. JEDI utilises workshops, mentoring and networking to create focused guidance to unlock Black and Global Majority students' potential. JEDI is about making fair attainment possible, making ambitions visible and providing equity to the communities that need it most.

https://www.wlv.ac.uk/schools-and-institutes/faculty-of-arts-business-and-social-sciences/university-of-wolverhampton-business-school/jedi/ | Overall impact of this work to be measured by feedback from students in the Race Equality Survey. Especially in relation to positive comments on the University celebrating BAME excellence. |

						The SU has been working on collating and gathering stories from students. They did the first episode of Being at Wolverhampton and are looking for participants for the next episode, the next film based on LGBTQ+ students for their History Month next week and next month https://www.wolvesunion.org/campaigns/being wolverhampton/ Inclusivity podcast fits very well with the role awareness campaign. Ada reported they already did three, with the last two with Fiona Megan and Julian from the disabled network. Very good feedback on the podcasts https://www.wlv.ac.uk/staff/news/2021/december-2021/new-inclusivity-podcast.php	
Recognise and mitigate the additional challenges posed by the UK higher education for international students. This includes differences in prior experience of education and familiarity with assessment methods.	62	Gather Experience of International students to develop a welcome pack including information sheets. For example, how to register with a doctor etc.	Information pack developed.	*September 2021, with evaluation reporting by April 2022*	*Students' Union, International Office, Global opportunities team, Student Experience group*	The Global Opportunities Office provide pre departure briefings which run weekly (6 weeks in advanced) to the start date. These sessions cover various topics: visa application, accommodation, SU, enrolment, monitoring & attendance, what IT equipment they need, what to pack etc. Global Opportunities also invite applicants to various webinars around skills and learning, which are hosted Joseph Carey from Skills and Development. His team also run 'Skills Days' every weekday of Welcome Week and Week 1. Three workshops run every day covering the 'essentials' of study and cover topics like plagiarism.	International students will feel more supported and provide positive feedback to survey.
	63	Pilot a 'buddy' volunteer programme where 2nd and 3rd year international students or bilingual students help to orientate and induct new students. This will also boost students' CVs and employability prospects, and address tensions and segregation.	Pilot 'buddy' volunteer programme developed. Monitored and evaluated to roll out on an annually.	*September 2021, with evaluation reporting by April 2022*	*Students' Union, International Office, Global opportunities team, Student Experience group*	Pilot buddy scheme with Korean students completed. Evaluation showed low uptake, replace by having an Internal students support group/society	
	64	Provide social assistants for the first month to help new international students settle into their accommodation find their way around campus and make social contacts.	Programme developed, evaluated, and rolled out annually.	*September 2021, with evaluation reporting by April 2022*	*Students' Union, International Office, Global opportunities team, Student Experience group*	We have 25 international ambassadors who can be appointed for various work across the university. The Global Opportunities Office will be appointing more ambassadors during the different intakes. International Ambassadors have been valuable for our conversion call campaigns.	
Support for late starters, as some international students have faced delays due to Visa's etc.	65	Gather qualitative case study examples of good practice from the International Office to use as training materials to share best practice.	Case study document developed and promoted.	**Mid Term**	*Students' Union, International Office, Global opportunities team, Student Experience group*	Delayed due to Pandemic and students been off campus.	

	66	Provide a resource pack for late starters, exchange students and top-up students.	Resource pack developed and delivered to students that require it.	*September 2021*	*Students' Union, International Office, Global opportunities team, Student Experience group*	This will be covered by action 62.
	67	Gather and monitor statistics on whether there is a correlation between late arrivals and performance. Monitor and adjust actions to address this issue.	Report produced with recommendation's, signed off and actions developed.	**Short Term**	*Director of Strategic Planning and Performance Office, Student Experience group*	A sub-group of the REC student experience group has been set up to look at this.
Recognise and address barriers to support for BAME students	68	Monitor BAME students' engagement with University's Student Support and Wellbeing service, especially levels of declaration of disabled status and access to disabled student support.	Data available. Annual report produced and analysed. Trends identified and responded to.	**Mid Term**	*Head of Student Support and Wellbeing, Student Experience group*	Awaiting data.	Increase in BAME students engaged, leading to reduction in progression gap between BAME and White students.
Recognise and address the additional barriers to learning faced by neurodiverse and / or disabled international students	69	Develop and implement a robust process to enable international students with specific learning differences to access reasonable adjustments such as extra time without the expense of a full diagnostic assessment.	Process developed and implemented.	**Mid Term**	*Student Experience group*	To link in with the Student Campus Project which is looking at how other Universities are addressing neurodiverse international students' teaching and learning needs, including reasonable adjustments such as extra time in exams. We have identified a SASC approved test: 'Cognitive Assessments for Multilingual Learners Plus (CAML+) which we are reviewing for suitability.	
	70	Module leaders to produce a glossary of key subject-specific vocabulary and frequently used acronyms for each module. Make this available on Canvas before teaching starts, alongside the module guide and reading list.	Materials Developed and distributed to students. Feedback gathered from students through module feedback surveys as to whether the information was useful.	Autumn 2021	*Dean of the College of Learning and Teaching, Student Experience group.*	A Glossary page is included for each week. (A member of staff may choose to have the glossary for the course, but we thought it would be useful to have one for each week.) Information is available at https://canvas.wlv.ac.uk/courses/10325/pages/canvas-template Our aim is to provide the template when the new Canvas courses are created). This will not stop people from overwriting / deleting the template, but it will, at least, mean that everyone will see it.	This action will benefit international students, and BAME dyslexic and 1st generation students, by accelerating students' acquisition of subject-specific vocabulary and ensuring they have access to shared language and key concepts for each module.
Recognise and mitigate the additional challenges and isolation LGBT+ BAME students may experience.	71	LGBT+ and Disability Equality Audits to consider the unique challenges faced by BAME members of those demographic groups.	BAME-specific actions included in LGBT+ and Disability Equality Action Plans.	AY 22/23 **Mid Term**	*Student Experience group*	LGBT Student Liberation Officer working on capturing data required.	
Students from some cultural and low socio-economic backgrounds (BAME students overrepresented in	72	Increase staff awareness of funding available for students becoming estranged whilst at university.	All personal tutors to be made aware of the designated funding is	September 2021	*Head of Student Support and Wellbeing, Student Experience group.*	Access & Participation sub-committee - DSAS has communicated regularly to Students thru COVID-19 of university hardship fund	

these groups) are more likely to become estranged.			available for estranged students.			

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