10. Action plan (July)

Ref. No	Rationale and Objective	Action Plans	Responsibility	Timeframes	Success Criteria
		Section 2: The Self-Assessment process and engagement with REC in the University			
2.1	Ensure we maintain a robust, sustainable SAT structure to drive delivery of our REC action plan.	Maintain leadership and co-chairing by member of executive team and maintain at least 3 members of senior leadership team on the SAT.	VC	Ongoing	Maintain presence of 3 members of senior team on SAT to drive progress.
		REC SAT group with a diverse range of staff and students with delegated owners of specific actions who will oversee delivery of the REC action plan.	Co-chairs of SAT	Sept/Oct 2024 then annually in Autumn term	Representation of B.A.M.E. members corresponds with University profile as a minimum.
		Recruit more students onto the SAT due to roll over of sabbatical officers and natural turnover of student members.	Co-chairs of SAT Students' Union President Students' Union Equalities Officer	Sept/Oct 2024 then annually in Autumn term	At least 25% of SAT members are students.
		Annual review of membership to ensure representation remains fit for purpose.	SAT	Sept/Oct 2024 then annually in Autumn term	As for three points above.
		Maintain alignment and cross-fertilisation with EDI committees and boards, and committees they feed into to aid information flow, action planning, and resourcing.	Co-chairs of SAT/SLT/UEDIEC/Chairs of School/Service EDI Committees/Senate/Council	Minimum of annual reporting	Report on REC activity to all major committees on a minimum of annual basis.

Ref. No	Rationale and Objective	Action Plans	Responsibility	Timeframes	Success Criteria
		UEDIEC will receive a report at each meeting from the REC SAT on progress against the REC action plan.	Co-chairs of SAT and chair of UEDEIC	Termly	REC SAT report on action plan is a standing item on UEDEIC.
2.2	REC SAT to review institutional datasets.	Annual review of all data used for REC submission to assess, progress and ensure issues of inequality of access and progression are identified and action plans developed.	SAT and its working groups	Annually with student data Spring and Staff data in November.	Review of data sets by SAT working groups and adjusted action planning dependent on outcomes.
2.3	Raise awareness of the work of REC activity and the SAT across staff and student groups.	Use draft submission as a lever to discuss REC at next rounds of senior leadership and Senate meetings.	Co-chairs of SAT, secretary to SLT and Director of Registry	January 2024	Minuted commentary on draft from SLT and Senate.
		Key communication and publicity to the University community (staff, students, and stakeholders) of the progress made on the REC action plan. On a quarterly basis an update on progress towards REC Action Plan will be reported in the EDI Newsletter to staff and students.	SAT Culture and Communications working group and internal Marketing and Comms Lead Co-chairs of SAT	Termly article - to begin Spring 2024	Documented termly news story/article linked to REC activity and articles in EDI newsletter.
		Use material from 'a day in the life of' and other REC workshops to develop cultural understanding and context across all groups.	EDI Manager, Co-chair SAT, Students' Union President & Equalities Officer T&L conference organisers	Termly workshop delivery and annual T&L conference seminar	Annual evidence of inclusion of workshop in conference and development of 'a day in the life of' resource.
		Present work of REC in School staff meetings as well as in EDI committees in Schools and Services.	EDI Committee Chairs in Schools & Services	Annually	Recorded minutes of meeting discussions and feedback to REC in

Ref. No	Rationale and Objective	Action Plans	Responsibility	Timeframes	Success Criteria
			EDI champions and SMT chairs in Schools and Services		action plans from Schools and Services.
		Current survey does not contain an explicit question on awareness of REC work so we will add to future versions of the survey. Examine data for baseline awareness and ethnic splits to allow further action planning as in this action 2.3.	Co-chairs of SAT Planning office's survey officer	Run survey biannually next due Autumn 2024	Data on awareness of REC and the work of SAT and actions edited as above to enhance this and consider ethnic splits.
2.4	REC objectives and actions embedded within the activities of all University School's and Professional Services.	School and Service objectives and action plans formally established and reported to and monitored by the REC SAT.	EDI Committee Chairs in Schools Deans and Directors	Action plans established no later than December 2024 and reviewed annually	Actions plans visible on REC and Schools EDI Teams sites. Minuted discussion of action plans and enhancements in SAT.
		Good practice examples from Schools and Services shared across the University community.	EDI Committee Chairs in Schools & Services, Head of HR, EDI Manager and Students' Union President and Equalities Officer	Summer 2025	Visibility on REC and Schools EDI Teams sites. Amalgamated best practice guide produced and disseminated.
2.5	Enhance the visibility of B.A.M.E. cultural identities on campus to develop the fostering of good relationships between people of different ethnicities and cultures.	Re: Tension – from Leeds Trinity University. Follow up sessions and focus groups to foster the continued development of honest discussions about institutional racism and consider the effect on the lived experiences of our staff and students.	EDI Manager Head of HR Co-chairs SAT Students' Union B.A.M.E. Ambassadors Network	Spring/Summer 2024 and ongoing thereafter ('Re:Tension')	Evidence of input into future action planning and 'day in the life of' materials.

Ref. No	Rationale and Objective	Action Plans	Responsibility	Timeframes	Success Criteria
		Expand on the range of centrally and locally organised events (B.A.M.E. specific and intersectional focus) in collaboration with community partners for History months and other cultural/diversity days e.g., inclusion week.	EDI Manager EDI Committee chairs in Schools & Services/diversity champions Students' Union President and Equalities Officer Co-chair SAT	Termly events	Have at least 6 REC based events per annum.
		Established Black History Month Working Group as a reporting group to the SAT. To continue to plan and support initiatives and events for Black History Month to include central EDI, B.A.M.E. Staff and Student Networks and Students' Union.	EDI Manager Schools & Services Diversity champions and Students' Union President and Equalities Officer Student's Union Course Rep Programme Manager	Group established – plan work for BHM each year.	Annual event(s) organised and reported to SAT.
		Rollout intercultural awareness training across all Schools and Services.	Culture and Communications group lead and Head of POD	Pilot one School in December 2024 Roll out to others with at least two/annum.	Roll out to others with at least two Schools/Services per annum so 10 Schools and Services over 5 years.
		Annual inclusion of 'Making space to talk about race' (staff and student event at the teaching and learning conference).	Teaching and Learning conference organisers. SAT Co-chairs	Annually in June	Evidence of inclusion of workshop in conference.
		Review composition of University home page for students and staff and key 'landing' webpages to ensure they include "diverse" perspectives.	Director of Marketing, Communications & Student Recruitment Communications working group STLT	Summer 2024 with annual review	Increase diversity of representation on the website so it is more reflective of the University community.

Ref. No	Rationale and Objective	Action Plans	Responsibility	Timeframes	Success Criteria
		Embed inclusivity into university culture through a well-advertised programme of EDI events and communications for both staff and students to celebrate diversity and provide a supportive and inclusive environment.	EDI Manager Diversity Champions and Students' Union Course Rep Programme Manager	Calendar now set up. Ongoing development and dissemination.	Visible events calendar on staff pages and student My Hud.
		Rollout of equality and diversity and unconscious bias training programmes across all staff.	Head of HR Head of POD	Ongoing	70% of staff by summer 2024 rising to 80% in summer 2025.
		Rerun staff and student surveys to review progress of actions and determine any new focus areas.	SAT and Planning Office's Survey Officer	Run survey biannually next due Autumn 2024	Increase % scores on survey data in 'I believe I am treated equally by colleagues' such that all groups are over 85% (currently Asian and White on 86% but Black at 69%)
2.6	Increased SAT engagement and collaborative working with B.A.M.E staff and student networks.	Ensure continued cross-fertilisation of membership. Information to feed into future iterations of action plan.	SAT and staff network Chairs	Ongoing and reviewed annually	Evidence of joint initiatives and project work and linkages in action plan.
2.7	Use the survey to monitor staff and student perceptions of race equality to allow iterative action planning	Rerun staff and student surveys with marketing and enhanced visibility actions through dissemination to School/Service EDI committees and SU.	EDI Committee chairs in Schools & Services/diversity champions Students' Union President and Equalities Officer Planning Office's Survey Officer	Run survey biannually next due Autumn 2024	Increase response rate to over 60% for all staff groups and over 25% response rate for students.

Ref. No	Rationale and Objective	Action Plans	Responsibility	Timeframes	Success Criteria
		Conduct further focus groups with more diverse staff groups with a focus on their perspectives about promotion and recruitment.	SAT Staff working group	Biannually	Focus group data is used to identify barriers and actions will be developed in response to any further findings.
		Work with Students' Union to enhance joint future action planning based on their independent work into racism in HE and being an anti-racist Students' Union.	SU Head of Engagement	SU work plans in place so integration with SAT work in Autumn 2024 and ongoing joint working.	Annual updates on progress being made towards their action plan and joint work
Section 3: Institution and Local Context					
3.1	Strengthen links with local communities and groups.	Use the new Jo Cox 'More in Common' centre to leverage new links into community groups.	SAT, Student Services and SLT, Schools & Services, Public Engagement Manager/Leads	Ongoing	Increased numbers of local links associated with REC work – one new link/annum.
3.2	Gain a more nuanced overview of our demographics compared to the local context.	Detailed comparisons with our staff and student profiles with 2021 census data.	SAT data group	Post release of detailed ethnic demographics by ONS	Detailed comparison of staff and student ethnic profile compared to local council demographics presented to SAT.

Ref. No	Rationale and Objective	Action Plans	Responsibility	Timeframes	Success Criteria
3.3	Decision making boards and committees overview to have more B.A.M.E. representation.	For membership that is not directly linked with role, communicate through B.A.M.E. networks and encourage nominations for membership.	Chairs of relevant committees and SAT Co-chairs	Ongoing as committee vacancies arise. Report data a minimum of 3 times per year in line with SAT meetings; more frequently as opportunities identified.	At least 1-3 members of B.A.M.E. community on each committee.
3.4	Embedding of REC objectives and actions into the relevant institutional strategic frameworks.	Common issues and projects in the REC and Athena SWAN action plans are identified and taken forward as joint projects especially around intersectional considerations (further detail in Section 9).	Co-chairs and members of both SATs and Chair and members of UEDEIC	Post receipt of application feedback. Ongoing thereafter.	Linked projects on intersectional issues – minimum of one/annum.
		REC action plans are embedded in the new UoH Access and Participation Plan as they are in the current 2021-2024 version.	Pro-VC T&L and Director of Student Services and STLC	Summer 2024	Acceptance of new APP, with REC action points included, by OfS.
		Ensure EDI framework and strategic EDI policy align with the REC actions and vice versa.	Co-chairs and members of SAT and Chair and members of UEDEIC	Autumn 2024 then part of new EDI strategy due in summer 2025	Linked project on intersectional issues – one/annum and minuted evidence of alignment. New EDI strategy (2025) to have REC work embedded.
Section 4: Staffing Profiles					

Ref. No	Rationale and Objective	Action Plans	Responsibility	Timeframes	Success Criteria
4.1	Increase representation of UK B.A.M.E. staff in academic and PSS staff base. Significantly lower B.A.M.E. staff in professional support Services roles and lower amongst Asian groups compared to the local population. Objective is linked with the 'people first' strategy KPIs.

Encourage and support applicants from B.A.M.E. backgrounds to apply for academic roles across the University.

Overall aim of 4.1 is to increase proportions of UK B.A.M.E. academic staff and PSS staff by 2% over next three years. | Consider widening the range of advertising media to reach more applicants. | Head of HR and School SMTs | Annually | Increased media forums used for job advertisements.

Overall aim to increase proportions of UK B.A.M.E. academic staff and PSS staff by 2% over next three years. |
| | | Continue to develop recruitment packs through focus groups with B.A.M.E. staff to make advertising more inclusive.

Review wording and terminology used during pre-application stage, to identify what could be the barriers to prospective B.A.M.E. groups from applying considering intersectionality (e.g. those with caring responsibilities and advertised working hours – more awareness raising of opportunities for flexible working described at that stage of the process). | Head of HR Recruitment & Selection Manager EDI Manager Athena Swan Lead B.A.M.E. Staff Network | Spring 2024 | Review and development of recruitment packs to ensure inclusive terminology and format.

Overall aim to increase proportions of UK B.A.M.E. academic staff and PSS staff by 2% over next three years. |
| | | Link with work in Schools and Services and use templated recruitment brochures as above to ensure all consider diversity of recruitment. | Recruitment & Selection Manager Head of HR EDI Manager Deans and Directors School Managers | Spring 2024 | Uniform use of packs developed as above. |

Ref. No	Rationale and Objective	Action Plans	Responsibility	Timeframes	Success Criteria
	As above	Work with networks to review interview questions for cultural bias and adapt as necessary.	Recruitment & Selection Manager Head of HR EDI Manager Network Chairs	Spring 2024	Standardised interview question sets with guides for interview panels on inclusive practices.
	As above for senior roles	Select headhunters with clear EDI practices and with explicit aims of them including diversity consideration in their search practices, searching for ethnic minority staff.	Director of HR	Autumn 2024	EDI practices of all potential headhunters scrutinised and appropriate choices made.
	As above for PSS staff	Evaluate best practice in Services with high B.A.M.E. representation and set up workshop sessions for other Services to disseminate.	EDI Manager Directors of Services	Summer 2025	Increases in recruitment of B.A.M.E. PSS staff.
	As above	Increased placement opportunities for our own students in relevant areas of PSS with potential for skills development in underrepresented groups and future employment.	School placement units and Services Careers & Employability Students' Union	Autumn 2024/25 and ongoing	Increase in internal placements offered to B.A.M.E. candidates in target Services where B.A.M.E. staff are underrepresented. Aim for 2 extra placements/service.
	As above	New alumni system used to select examples and role models for recruitment and networking.	Careers and Employability Alumni Service	System implementation in Summer 2024/Autumn 2025, alumni role model exemplars in use by	Selection of 6 alumni/annum to add to role model portfolio.

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Ref. No	Rationale and Objective	Action Plans	Responsibility	Timeframes	Success Criteria
				Summer 2025, reviewed and updated annually thereafter.	
4.2	Enhance awareness of and use of reporting systems to allow reporting of racial discrimination based on the REC and Staff survey data that demonstrates that there is a general lack of awareness of the tool and that minority ethnic groups are less likely to believe that appropriate action would be taken.	Relaunch of the 'share and support' reporting tool including news items, notifications seen on MyHud and staff pages, discussion with staff networks and through EDI leads in Schools and Services, plasma screen campaign.	Head of HR Head of Student Services EDI Manager	Spring/Summer 2024	30% increase in general awareness of reporting tool across the action plan timeframe (currently at 60.8%) with increase biannually as survey is conducted.
		Feedback action loop through plasma screen campaigns to foreground actions taken in response to reports.	Head of HR Head of Student Services Diversity Champions/EDI Leads in Schools & Services	Summer/Autumn 2024	Increase in positive perception of Black colleagues of appropriate action being taken. 10% increase each time survey is taken from a base of 46%.
		Review of effectiveness and implementation of any amendments to the tool.	Head of HR Head of Student Services	Summer/Autumn 2024	Outcomes of review are used to identify whether the reporting tools need to be amended.
		Building on the good work and developing best practice from HHS increase opportunities for staff to engage in Courageous Conversations that focus on racial discrimination.	HHS EDI Lead in collaboration with School EDI Leads	Spring 2024 and ongoing thereafter	Survey results show increased confidence in 'I believe I am treated equally by colleagues, irrespective of my

Ref. No	Rationale and Objective	Action Plans	Responsibility	Timeframes	Success Criteria
					ethnicity or race' to reduce gaps between ethnic groups (especially Black with gap currently at 22%) to less than 10%. Increased confidence of staff to discuss racial discrimination and hold difficult conversations. REC SAT receives annual reports of the roll out of this across Schools and Services
		Increased training for managers around managing informal and formal complaints and grievances raised by members of staff in particular around discrimination.	Head of HR Head of POD	Annual review	Survey results show increased confidence in 'I believe I am treated equally by colleagues, irrespective of my ethnicity or race' to move to reduce gaps between ethnic groups (especially Black with gap currently at 22%) to less than 10%.
4.3		More detailed information disseminated to B.A.M.E. and EDI networks to facilitate	Director of HR and Internal Communications Team	Autumn 2024	Survey results show increased confidence in

Ref. No	Rationale and Objective	Action Plans	Responsibility	Timeframes	Success Criteria
	Increased awareness across staff around equal pay.	discussion around equal pay and the University position.			transparency and equity of pay with move to reduce gaps between ethnic minority groups to less than 10%.
		Annual monitoring of data to ensure equity of pay across all grades.	Director of HR and Senior Management Teams	Annual review	Ensure that non-significant ethnic minority pay gaps do not increase.
Section 5: Academic Staff: Recruitment, Progression and Development					
5.1	Increase numbers of B.A.M.E. academic staff applying for promotion. Ensure all staff have opportunities and awareness of promotion/regrading processes and career progression routes. This is based on the fact that only 38% of academic survey responders agree that they have been encouraged to apply for promotion and this is lower for B.A.M.E. (29 – 35%) and the low	Evaluate implementation of new online appraisal system re its effectiveness in relation to promotion/progression opportunities for B.A.M.E. staff.	Director of HR Head of POD Deans and Directors	To begin academic year 2024/25 and then review at a minimum annually	Annual feedback from Deans/Directors.
		Use system data to ensure discussions around career progression and promotion planning and training needs are held in PDPRs. Only 56% of staff agree that appraisal is useful and this is lower for Black staff (46%).	Line Managers	Jan 2024 onwards	Over 80% of staff appraisals to have documented discussions around career progression. Increase in usefulness score by 10% per annum.
		Ensure staff are aware of and have access to U-Connect (Cross-Institutional Diversity Mentoring Scheme)	EDI Manager Line Managers	Annually	Increase numbers of B.A.M.E. staff taking part by 2-3/annum.
		Implement a Reverse Mentoring Scheme	EDI Manager Head of POD Line Managers	December 2024	Five successful reverse mentoring relationships established by 2025/26.

Ref. No	Rationale and Objective	Action Plans	Responsibility	Timeframes	Success Criteria
	representation of B.A.M.E staff at senior levels. Overall objective is 10% increase in B.A.M.E. staff applying for promotion and evidence in survey data of increase in awareness of and support for promotion and of reduction of any ethnic gaps in these survey questions to less than 10%.	Ensure that academic staff have opportunities to consider promotion possibilities and record them in their PDPR.	Deans/Directors Line Managers	Summer 2024 onwards	All academic staff to have documented discussions around career progression by 2027.
		Work within Schools to enhance coaching and mentoring of ECR and Lec/SL staff.	Head of POD Head of Research & Innovation Culture Head of HR	Autumn 2024 onwards	Increase in numbers of B.A.M.E. staff having mentoring or coaching by 5/annum.
		Ensure open advert and wide communication of any secondment or acting up opportunities.	SMTs	Ongoing	Evidence of dissemination via email distribution to all staff.
		Assess listed training needs identified in PDPRs and look for patterns of requirements within B.A.M.E. groups and develop accordingly.	Head of HR Line Managers Head POD	To begin academic year 2025/26 onwards	Training courses tailored to assessed needs identified in PDPRs.
		Review communications and dissemination of information about academic annual promotion rounds such that all staff are aware of process.	Director of HR SMTs	Annually	Evidence of dissemination on staff pages and evidence in survey data of increase in awareness and reduction of any ethnicity gaps in awareness to less than 10% (currently at 21% for Black staff but no overall gap for B.A.M.E)

Ref. No	Rationale and Objective	Action Plans	Responsibility	Timeframes	Success Criteria
		Implementation of HR Excellence in Research Action plans.	Head of HR Head of POD	Ongoing	Successful reviews and maintenance of accreditation under the scheme.
		Implementation of Research Concordat Action plans.	Director of RIKE Dean of Graduate School School Directors of Graduate Education	Ongoing	Successful reviews and maintenance of accreditation under the scheme.
5.2	Ensure equity of opportunity for academic staff submission to REF, profile raising and career progression in research. This is based on providing career opportunities and showcasing research work carried out by B.A.M.E. staff such that we can increase the proportion of representation of B.A.M.E. at senior leadership levels.	Maintain and implement action plans for HR Excellence in Research.	Head of HR Head of POD	Ongoing	Successful reviews and maintenance of accreditation under the scheme.
		Maintain and implement action plans for Research Concordat.	Director of RIKE Dean of Graduate School School Directors of Graduate Education	Ongoing	Successful reviews and maintenance of accreditation under the scheme.
		Assess impact of concordat plan on B.A.M.E. ECR through focus groups.	Director of RIKE Dean of Graduate School	Spring 2025	Qualitative feedback about the impact of Concordat plan on B.A.M.E. ECR is used during review process. Successful reviews and maintenance of accreditation under the scheme.

Ref. No	Rationale and Objective	Action Plans	Responsibility	Timeframes	Success Criteria
		Break down REF data (inclusion and attribution of outputs) by UK and non-UK contributions to further nuance inclusivity profile.	Director of RIKE School REF Coordinators	December 2024 review of REF 2022	Ability to discern any differences in likelihood of submission for UK versus non-UK staff.
		Consider methods to evaluate ethnic minority breakdown of staff having opportunities to present work internally and externally through conference attendance and seminars through PDPRs.	Deans and SMTs	January 2025	Ability to monitor equity of opportunity in profile raising events with action planning as required.
		Review allocation of internal URF funding streams to access ethnic minority split of allocations and action plan according to results.	Director of RIKE Head of Research & Innovation	January 2025 and then annually after each round of URF	Data presented to SAT.
		Analyse Workload Allocation (WLA) via Workload Allocation Model (WAM) to monitor and evaluate equitable allocations for research for all ethnic groups.	Director of HR EDI Manager SMTs	January 2025, annually thereafter	Data made available to SAT.
5.3	Maintain high proportions of staff on permanent contracts and equity across all ethnic groups.	Annual monitoring of data and scrutiny of all fixed term appointment proposals.	Head of HR HR monitoring teams	Ongoing and reviewed annually	Maintenance of fixed term contracts below 10% of total; maintenance of equity across ethnic groups.
5.4	Increase awareness of flexible working practices especially in B.A.M.E.	Focus groups with diverse groups of staff to ascertain levels of direct knowledge of flexible working practices.	Head of HR Head of POD	Summer 2024	Evidence in survey of increased awareness of flexible working

Ref. No	Rationale and Objective	Action Plans	Responsibility	Timeframes	Success Criteria
	groups. Evidence in the survey shows that only 55% of Black respondents are aware of formal flexible working compared to 77% of White colleagues and there is a perception that managers are not supportive of flexible working amongst Black colleagues (10% lower positivity rate than overall staff at 80.5%)	Communication and information for managers about availability of flexible working practices.	Head of HR	Ongoing	availability, reduction of gaps in survey response to less than 10% across ethnic groups and 5% increase in B.A.M.E. academic staff applying for flexible working over three years.
		Evaluate the impact of the finalised University Hybrid Working Framework on flexible working opportunities.	Director of HR	Summer 2024	
5.5	Ensure equity of opportunity for applicants, especially for PSS posts. Recruitment data demonstrates that a higher proportion of White applicants proceed to appointment. Staff perceptions of the fairness of procedures show that the Black and Mixed groups of staff feel that the processes are not transparent.	Evaluate best practice in Services with high B.A.M.E. representation and set up workshop sessions for other Services to disseminate.	EDI Manager Directors of Services	January 2025	Increases in recruitment of B.A.M.E. PSS staff. Overall aim is to reduce differences in likelihood of applicant success from application to appointment by 2% for each grade grouping.
		Consider widening the range of advertising media to reach more applicants.	Head of HR and SMTs	Annually	Increases in recruitment of B.A.M.E. PSS staff.
		Focus groups with recently recruited B.A.M.E. staff to discuss perceptions of interview procedures and process followed by responsive changes as required.	EDI Manager	Autumn 2024	Changes, as a result of the analysis of qualitative data analysis, presented to REC SAT. Reduce gap in perceived

Ref. No	Rationale and Objective	Action Plans	Responsibility	Timeframes	Success Criteria
					fairness of process in survey data to less than 10% over three years.
		Monitor and continue to enforce mandatory training courses for interview panel members.	Recruitment & Selection Manager Head of HR Schools and Services	Spring 2025	Data on compliance presented to SAT on an annual basis.
		Monitor shortlists to mitigate bias in the applicant base.	Recruitment & Selection Manager Head of HR	Autumn 2024	HR annual report to REC SAT.
		Workshop to assess the cultural appropriateness of standard interview questions/presentation topics.	Recruitment & Selection Manager Head of HR EDI Manager Network Leads	Autumn 2024	Any suggested changes presented to and discussed at REC SAT before implementation as appropriate.
5.6	Obtain and review data on profile raising opportunities for different ethnic minority groups.	Develop reporting systems to obtain demographic data on external speakers and record opportunities for internal staff to present at conferences or seminars through appraisals.	Service Directors and School SMTs	To begin academic year 2024/25	Ability to monitor equity of opportunity in profile raising events with action planning as required to ensure proportionate representation and opportunity.
Section 6: Professional Services and Support Staff: Recruitment, Progression and Development					
6.1	Increase representation of B.A.M.E. groups in PSS by increased applications from B.A.M.E. groups.	Consider widening the range of advertising media to reach more applicants.	Head of HR and School SMTs	Annually	Target is to increase applications from ethnic groups to PSS to match local demographics as in

Ref. No	Rationale and Objective	Action Plans	Responsibility	Timeframes	Success Criteria
	Overall target is to increase applications from ethnic groups to PSS to match local demographics as in Kirklees and Calderdale 2021 census data. (see also action 5.5)				Kirklees and Calderdale 2021 census data.
		Continue to develop recruitment packs through focus groups with B.A.M.E. staff to make roles more inclusive. Review wording and terminology used during pre-application stage, to identify what could be the barriers to prospective B.A.M.E. groups from applying considering intersectionality (e.g. those with caring responsibilities and advertised working hours – more awareness raising of opportunities for flexible working described at that stage of the process).	Head of HR Recruitment & Selection Manager EDI Manager Athena Swan Lead B.A.M.E. Staff Network	Spring 2024	Review and development of recruitment packs to ensure inclusive terminology and format.
		Link with work in Schools and Services and use templated recruitment brochures as above to ensure all consider diversity of recruitment.	Recruitment & Selection Manager Head of HR EDI Manager Deans and Directors School Managers	Summer 2024	Uniform use of packs developed as above.
		Work with networks to review interview questions for cultural bias and adapt as necessary.	Recruitment & Selection Manager Head of HR EDI Manager Network Chairs	Summer 2024	Standardised interview question sets with guides for interview panels on inclusive practices.
6.2	Maintain promotions and regrading of B.A.M.E. PSS staff in line with White colleagues.	Ensure that PSS staff have opportunities to consider promotion and regrading opportunities.	Deans/Directors Line managers	Summer 2024 onwards	All PSS staff to have documented discussions around career

Ref. No	Rationale and Objective	Action Plans	Responsibility	Timeframes	Success Criteria
					progression recorded in their PDPR.
		Use system data to ensure discussions around career progression and promotion planning and training needs are held in PDPRs. Only 56% of staff agree that appraisal is useful and this is lower for Black staff (46%).	Line managers	Jan 2024 onwards	Over 80% of staff appraisals to have documented discussions around career progression. Increase in overall usefulness score by 10% per annum and reduction in gap between Black staff and other groups
6.3	Increase engagement with management and leadership training programmes across academic and PSS groups to ensure equity of access and take up by B.A.M.E. staff. Overall aim is to raise engagement by B.A.M.E. staff by 5% over 5 years to levels seen for White academic and PSS staff.	Reinvigorate marketing and dissemination and availability of training material in post covid environment.	Head of POD	Summer 2024	Evidence of dissemination in staff hubs and notices.
		Focus groups on applicability of training portfolio as a whole and specific course content for B.A.M.E. staff.	EDI Manager REC SAT Head of POD	Summer 2025	Qualitative report derived from focus group data that informs applicability of training programmes.
Section 7: Student Pipeline					

Ref. No	Rationale and Objective	Action Plans	Responsibility	Timeframes	Success Criteria
7.1	Maintain diverse ethnic access profile for UK and non-UK student body. Widen diversity in Schools with lower representation of B.A.M.E. groups, especially in Arts and Humanities subject areas.	Continue Schools and college liaison work in line with University APP, local Uni-connect and Schools and colleges partnerships.	Pro-VC T&L, Director of Student Services Head of Schools and College Liaison Team	Spring 2023, ongoing thereafter	Maintenance of diverse recruitment profile of the University.
		Work with students using focus groups to assess cultural differences in perceptions and attractiveness of different course groups with consideration of widening access.	Director of Student Services Students' Union Equalities Officer B.A.M.E. Student Network REC SAT working groups Arts and Humanities Admission Lead	Ongoing over 2024/25	Ability to build on information to develop bespoke recruitment activities. Reduce the differentials in B.A.M.E representation in schools by 2% per annum.
		Switch back to recording of ethnicity information for non-UK students so that we are not reliant on domicile or nationality information as a proxy.	International Office Planning Data Returns Lead	October 2024	Ability to present data to REC SAT about ethnicity not just domicile.
7.2	Maintain improvements and general equity in continuation rates across all ethnic groups to avoid differences in continuation rates for different ethnic groups and other student characteristics. There are a couple of groups (Black Caribbean and Other Asian comprising 100	Maintain transition initiatives such as 'ready steady study' and 'flying start' with annual reviews in response to student feedback and UK context, maintaining ethos of 'belonging' and preparation for study.	UTLC Student Services STLT	Ongoing	Student data showing high (over 70%) use of resources and satisfactions rates. Maintenance of equity of continuation rates between some ethnic groups and reduction of remaining small gaps.
		Ensure induction materials are updated and current to all student groups and are scaffolded to ensure accessibility all through the year and developed in consultation with the SU. STLT works directly course leaders on a bespoke basis,	STLT School Leads on Teaching and Learning B.A.M.E. Student Network SU Education Officer	Ongoing	

Ref. No	Rationale and Objective	Action Plans	Responsibility	Timeframes	Success Criteria
	students altogether) where continuation is lower.	has fortnightly meetings with T&L leads and runs workshops in each School to look at data sets and differential gaps in students' outcomes.			
		'Enabling' portfolio of projects run by the STLT aimed at achieving one of the key KPIs which is to reduce achievement gaps in student outcomes to zero. These include enhancing belonging early on in the course (Flying Start), changing assessment practices to consider the BTEC skills sets and including more diverse material in the curriculum (HuDAP), introducing compassionate pedagogical approaches to group work and removing the potential for student economic status to influence assessment outcome (e.g. design work and photography).	STLT School Leads on Teaching and Learning B.A.M.E. Student Network SU Education Officer	Ongoing with annual evaluation and development as required	
7.3	Maintain momentum of work on differential attainment project. Data indicates that despite progress in this area there are still significant attainment gaps between different ethnic groups	Renew data analytics and modelling each year at Department, School and University level to allow focus on critical factors.	UTLC Student Services STLT	Annually	University strategic KPI is to reduce attainment gap to zero by 2025.
		Workshops with Schools and all academic staff every year to present data, disseminate best practice and discuss action planning.	UTLC STLT School teaching teams led through Associate Deans T&L	Annually	Dissemination of data, best practice and action planning updates are utilised by academic staff when planning for the next academic year.

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	and other student characteristics.	STLT works directly course leaders on a bespoke basis, has fortnightly meetings with T&L leads and runs workshops in each School to look at data sets and differential gaps in students' outcomes and to plan tailored interventions as appropriate.	STLT Course Leaders	Annually	Schools and Course Leaders use data insights to address differential attainment.
		Schools continue to produce annual action plans of actions targeted at their student groups.	School teaching teams	Annual review	Annual action plans include measures designed to address differential attainment in their student groups.
7.4	Improve proportions of B.A.M.E. UG students that progress to PGT/PGR study. Overall aim is to increase proportions of B.A.M.E. UG students that progress to PGT/PGR study by 5%. For PhD students the current population is 75% White whilst for PGT the current population is 68% White. Our PGR demographics have higher proportions of B.A.M.E. compared to the sector but this is not reflective of our UG characteristics.	Obtain data and demographic information about progression of our own UG students onto PGT/PGR study with the University.	Deputy Head of Planning and Business Intelligence	Summer 2024	Once initial baseline data is established will look to improve uptake of PGT/PGR opportunities of our own students.
		Use PGT/PGR ambassador role models to discuss the benefits of PGT/PGR routes with UG students.	Directors of PGT/PGR education ADs/Directors of T&L L & SE	Summer 2024, ongoing thereafter	Overall aim is to increase proportions of B.A.M.E. UG students that progress to PGT/PGR study by 5% over three years.

Ref. No	Rationale and Objective	Action Plans	Responsibility	Timeframes	Success Criteria
7.5	Improve employability of our B.A.M.E. students to match that of their White colleagues in line with strategy map KPI. Graduate outcome data shows that the difference in full time employment or study is around 10%.	Enhance engagement with GPA across the student body and maintain equity of access to this programme.	GPA Team Leader Careers & Employability Team Leader	Summer 2024 and reviewed annually thereafter	Increase uptake of GPA by B.A.M.E. students by 10% per annum.
		Monitor successful completion of the GPA (current year is the first year of full rollout) to ensure equity of completion rates across ethnicities and work to target engagement of groups as necessary.	GPA Team and Careers and Employability Chair	Ongoing	Maintain equity of successful completion across all groups
		Consider development of ethnic and non-UK based enterprise and employability plans as well as course-based ones.	Chair of the Careers and Employability Service and Enterprise Committee	Summer 2024	Plans in place for 2024/2025 academic year.
		Enhance engagement with placement opportunities through communication of opportunities, in course discussion of benefits of placement, student advocacy, and streamlined application and access through the newly procured digital placement system.	Careers and Employability Service Placement units in Schools	System in place for Summer 2024 Ongoing from that point	Enhance uptake of placements by students from B.A.M.E. groups by 20% over three years (currently low overall at around 25% due to covid years)
		Analyse placement uptake data by ethnic group to determine any difference in uptake and tailor any action planning accordingly.	Careers and Employability Service Placement units in Schools Planning Team and SAT data group	Ongoing	SAT review and action planning as appropriate.
Section 8 Teaching and Learning					
8.1	Disseminate best practice in inclusive curriculum design to enhance sense of belonging and thus	Evaluate course submissions to the Inclusivity Framework for Course Design and develop best practice guidance from examples base.	Assistant Registrar (Taught)	Ongoing	Best practice database available and all new courses to have

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	increase equity across student outcomes data				inclusivity checklist completed.
8.2	Continue to increase diversity of reading lists to enhance sense of belonging and thus increase equity across students' outcomes data	Maintain momentum on suggestions for 'Broaden My Bookshelf'(BMB) entries especially for academic texts.	Academic Librarian(s) Academic staff and students	Ongoing	50+ BMB books/annum added to collection.
		Enhance engagement with the BMB project in Schools to include chosen books/reference material in reading lists and teaching resources.	Academic Librarian(s) School STLCs/EDI Champions/Leads	Annual review	Updates on BMB initiative is provided annually by the Library Team.
		Monitor engagement with the Reading List Toolkit and champion its use through the EDI networks in Schools.	Academic Librarian and School EDI Champions/Leads	Annual evaluation	50+ BMB books or articles/annum added to reading lists/annum.
8.3	Further implementation of the B.A.M.E. Manifesto.	Evaluate progress on action points now that the manifesto is two years old and discuss any outstanding actions and requests for implementation	UEDIEC, SU and UTLC	January 2024, review annually, starting Summer 2025	Action plans around manifesto are moving towards completion and becoming Business as Usual (BAU). This will involve consideration of each element and implementation or discussion around feasibility and timescale.
8.4	Build academic confidence to develop knowledge and discuss race equality in teaching and course development	School and Service objectives and action plans formally established and reported to and monitored by the REC SAT.	EDI Committee Chairs in Schools Deans and Directors	Action plans established no later than December 2024 and reviewed annually	Actions plans visible on REC and Schools EDI Teams sites.

Ref. No	Rationale and Objective	Action Plans	Responsibility	Timeframes	Success Criteria
	but also in their interactions with students and other staff.	Good practice examples from Schools and Services shared across the University community.	EDI Committee Chairs in Schools & Services, Head of HR, EDI Manager and Students' Union President and Equalities Officer	Summer 2024	Visibility on REC and Schools EDI Teams sites. Amalgamated best practice guide
		Build racial awareness and racial equality in teaching and learning considerations into induction programmes for academic staff. Including exposure to 'A day in the Life of' and updates to this resource produced by the B.A.M.E. student network.	STLT POD School EDI Committees B.A.M.E. Student Network	September 2024	Induction programmes cover EDI issues and how to maintain inclusive practices in T&L. Increase percentage of staff who agree that they are treated equitably by colleagues and students (Increase to over 85% across all groups).
Section 9. Any Other Information – Intersectional Work with Athena SWAN					
9.1	Need to enhance low levels of recruitment and promotion of under-represented intersectional groups, especially B.A.M.E. females. Examples here are linked with work undertaken in our AS	Continue with more career progression focus groups held with Academic and Research members of staff, both men and women from White and B.A.M.E. groups and implement recommendations. Initial recommendations include anonymous applications, positive action statements, review of PDPR systems, mentoring and promotion workshops.	HR Athena Swan Lead HR Recruitment and Selection Manager EDI Manager REC SAT Chair	September 2024	Increasing the proportion of currently under-represented groups being successfully appointed or promoted to senior leadership roles to representative levels.

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	action plan. Work in the sections above will also facilitate this aim. Between 2016/17 and 2020/21 academic staff at G8 increased from 8% to 14% for B.A.M.E. men, 4% to 8% for B.A.M.E. women and for grade 9 and above from 6% to 7% for B.A.M.E. men and remained at 4% for B.A.M.E. women. Over the period 2016/17 – 2020/21 academic promotions to grade 9 and above (as a percentage of eligible population are 3.5% for both B.A.M.E. and White men, 4.3% for White women and 3% for B.A.M.E. women. Overall aim is to achieve equivalent rates of promotion and recruitment for all groups of staff.	Include career talks from those who have recently been promoted into the annual promotion round workshops.	VCO HR Manager	Summer 2024, annually thereafter	Academic staff considering promotion routes have an opportunity to hear from newly promoted staff at Grade 9 and 10+ about their experience of applying.
		Promote promotions of staff from B.A.M.E. backgrounds.	HR Athena Swan Lead HR Recruitment and Selection Manager EDI Manager	December 2024	Academic promotions to grade 9 and above will be posted on Staff and Aurora Networks.
		Promotion panels to continue to include diversity in both gender and ethnicity where staff availability and workloads permit.	HR Recruitment and Selection Manager Deans and Directors	Ongoing, processes reviewed annually	Recruitment panels to include diverse representation whenever possible.

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