

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 <i>The problem that the action(s) are trying to address and why the actions would address it</i>	Ref	Actions	Outputs <i>The work involved in delivering the action(s)</i>	Timescales	Owner <i>Person who will lead on the delivery of the action(s)</i>	Progress/Comments	Outcomes/ Success Criteria <i>The impact that the action will generate if successfully delivered.</i>
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, <i>evaluate and strengthen</i> , the existing mandatory online Equality and Diversity and Unconscious Bias training for effectiveness.	Review completed with paper on recommendations which are then implemented.	Jan 2021, with new training ready by March 2021	Associate Director Organisational Development	Previously reviewed and recommendations made.	
	(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	Mandatory eLearning (E&D and UB) updated and upgraded to be more accessible by Marshall E-Learning Consultancy to be available by December. February 22 report on uptake presented at RECAP delivery group and Faculty & PSG EDI Committees. Next in Feb 2023	100% of staff members 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	Toolbox talks, designed along with interactive EDI and UB Videos in presentation slides mode with commentary for staff who cannot access on-line training. Also 'respect and dignity in the workplace' training delivered on campus for Estates and Facilities staff has specific sections on E&D and UB	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.
	(3.3)	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	Delayed due to Covid -19: To be discussed with Chairs of Faculty and PSG EDI committees once back on campus	Equality and Diversity Seminars held in all Faculties and Directorates in 2021. 50% of staff members to attend an Equality and Diversity Seminar in 2022. 66% of staff members to attend an Equality and Diversity Seminar in 2023. 80% of staff members to attend an Equality and Diversity Seminar in 2024. 90% of staff members to attend an Equality and Diversity Seminar in 2025.

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	(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.	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
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<p>by having an effective governance structure in place</p> <p>Improve engagement by power sharing relationships and collaboration between senior management and the Global Majority staff network</p>	(4.1)	<p><i>RECAP will report to CMT on progress of action plan, who will be accountable and responsible for its delivery to the Board of Governors thru the Joint ED Committee.</i></p> <p>Promote, support and engage Global Majority staff by encouraging them to join the Global Majority Staff network and involve Network in delivering and monitoring REC action plan.</p>	<p>Schedule of Meetings booked into the diary</p> <p>Updates reports to Equality and Diversity Working Group and termly updates provided to CMT and Joint Equality and Diversity Committee on progress.</p> <p>Provide annual updates to Board of Governors and to All Staff</p> <p>Global Majority staff network meets quarterly and is engaged in delivering and monitoring the REC action plan.</p>	<p>Ongoing</p> <p>Annually</p> <p>Ongoing</p>	<p>Global Majority Staff Network, Line Managers</p>	<p>Regular reports to ED Working group, RECAP and Joint ED committee on progress against REC action plan.</p> <p>Annual progress report produced, will be published March 2022.</p> <p>Regular updates on REC action plan provided at Global Majority. Staff network meetings and in Global Majority staff newsletter</p>	<p>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.</p> <p>Global Majority 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.</p>
<p>The University requires regular, consistent and reliable data, so it can effectively analyse and understand the impact of its work on race equality</p>	(5)	<p>Create data dashboards and management reports to inform Equality & Diversity Committees (Corporate Services Group, Faculties, Institutional) and Race Equality Action Plan Delivery Group.</p>	<p>Finalised data dashboard produced, including all required monitoring data.</p>	<p>Short Term</p>	<p>Head of HR Data and Systems and Director of Planning</p>	<p>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.</p> <p>Data Dashboards Delayed due to reduced resources within HR data team</p>	<p>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.</p> <p>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.</p>
	(5.1)	<p>Provide training sessions for staff on how to use and interpret the dashboard/include as an item at faculty E&D committee meetings.</p>	<p>Relevant staff members trained on how to use and interpret dashboards.</p>	<p>Mid Term</p>	<p>Head of HR Data and Systems and Director of Planning</p>	<p>Data Dashboards Delayed due to reduced resources within HR data team</p>	
	(5.2)	<p>Evaluate data dashboards and identify any required improvements.</p>	<p>Enhanced dashboards that meet the needs of staff members.</p>	<p>Long Term</p>	<p>Equality and Diversity team. Enhancements made by appropriate staff members to agreed timescales</p>		
<p>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</p>	6	<p>Refresh membership of the REC SAT.</p>	<p>Updated, trained (but still experienced) SAT which reflects the experience and knowledge needed for the next institutional self-</p>	<p>Mid Term</p>	<p>AD of EDI</p>	<p>The REC award has been extended from 3 years to 5 years. As such we will set up the new SAT in Jan 2023.</p>	<p>Relevant, experienced SAT convened and ready to undertake institutional self-assessment ready for renewal of REC.</p>

existing) members will be trained, especially on intersectionality and ready for the next self-assessment	6.1	Provide training to SAT members on race equality, REC process and intersectionality.	assessment, but with at least four new members. 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

<i>The Global Majority student population, in 2019-20 was 48% (UK based undergraduate students), compared to 23% Global Majority staff. The gap between the Global Majority students to staff is 25%. Making the University unrepresentative of its student population as well as the local population, which was 35.5% Global Majority.</i>	(7)	The university needs to be an employer of choice for people of Global Majority background. To do this, it needs to raise its profile. Specific actions: <ul style="list-style-type: none"> Conduct a stakeholder mapping exercise to develop a database of key local stakeholders, local Global Majority community groups and projects. Develop partnerships with the above. Advertise all relevant vacancies to those in the database as well as to national Global Majority networks, using positive action statements that emphasise we particularly welcome applications from Global Majority people. 	A database and partnerships developed with Key local stakeholders (i.e., Local authority, jobcentre plus), local community groups/projects (i.e. Ethnic Minority Council) Global Majority Networks (both locally and nationally).	Long Term	AD of EDI & HR Operations Manager	Delayed due to Talent Attraction Manager leaving and lack of resources.	Increase in percentage of applications from people of Global Majority background. Leading to 6% increase in proportion of staff members who are Global Majority by February 2023. This should be reflected across Global Majority 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 Global Majority 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 Global	(8)	Use student and staff data to: <ul style="list-style-type: none"> identify those schools, Institutions where Global Majority staff are particularly underrepresented compared to Global Majority students' population. Professional and Support Services, Directorates, where Global Majority staff are particularly underrepresented, 	Data analysed and key areas identified, and localised targets set as per action 15.	Jan 2021 Annually	AD of EDI	Completed - Data analysed and presented to Faculty & PSG EDI Committees, Faculty DAGS and PSG SMT.	An increase in 6% of Global Majority (all groups) staff over 3 years at Principal Lecturers, Readers, Professors and staff groups at UW 8 and above. Resulting in Senior leadership better representing the ethnicity of staff and students,

<p>Majority and non- Global Majority students are 50/50</p> <p>Feedback from students strongly indicates that this paucity of representation is a problem for Global Majority students as they need more Global Majority role models. The lack of such role models currently, undermines their belief that they can achieve these positions themselves.</p>	(8.1)	<p>again focusing on intersectionality and Global Majority subgroups that are underrepresented.</p> <p>Departmental Directors and Executive Faculty Deans to have KPIs to address underrepresentation and disproportionality, within their respective areas.</p>	<p>KPI's agreed and incorporated into Performance Objectives for Deans and Directors.</p>	<p>Jan 2021 Annually</p>	<p>Deputy VC and HR Director</p>	<p>Deans have KPI's to increase Global Majority Staff in senior roles (grade 8 onwards). Targets also set for PSG Directors as well.</p>	<p>enabling fairness, trust and overall better morale of staff.</p> <p>KPIs monitored and incorporated into annual Faculty (including schools and Institutions) and Directorates reporting and Institutional Annual report.</p>
<p>Workforce Data currently demonstrates that Global Majority staff are being disadvantaged at all stages in the UoW recruitment process, particularly at the shortlisting stage.</p>	(9)	<p>Develop recruitment initiatives including positive action to increase the proportion of Global Majority applicants who are successful.</p>	<p>Recruitment initiatives, including Positive action (tie-break) Pilot evaluated and rolled out across the University.</p>	<p>Short Term</p> <p>Oct -2021</p>	<p>AD of EDI</p> <p>Talent Attraction Manager</p>	<p>A positive action statement has been drafted and is used in all job adverts.</p> <p>It was agreed that positive campaign for recruitment will be delayed until after we have evaluated and reviewed the diverse recruitment panel.</p> <p>Guidance on positive action and pilot on using positive action in recruitment will be developed in July-August 2022 (resources permitting).</p> <p>Completed - Reviewed and amended.</p> <p>This is included in the amended recruitment and selection policies as well as being covered in recruitment and selection training</p>	<p>Use of positive action interventions leads to an increase in percentage of Global Majority staff shortlisted and appointed (Contributing towards Institutional target of an increase of 6% as above).</p> <p>Updated policy developed and improved implementation of policies and greater consistency across the University.</p> <p>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 recruitment and selection by 2023.</p>
	(9.1)	<p>Review the recruitment and selection policies (including an equality impact assessment), to ensure transparency in process for external and internal recruitment. Amending when and as necessary to inform</p>	<p>HR to monitor consistency and implementation of the policy and produce report annually.</p>				
	(9.2)	<p>Information, advice and Guidance (IAG) for all staff involved in recruitment and selection process. These to include:</p> <ul style="list-style-type: none"> • how to write inclusive job and person specifications - ensuring culturally sensitive language is used • when to use an 'Expression of Interest (Eol)' process (to ensure transparency and accountability) and how to complete an 'Expression of Interest'. 	<p>Information, Advice and Guidance produced and promoted.</p>				

<p>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.</p>	<p>(10)</p> <p>(10.1)</p>	<p>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).</p> <p>Produce annual reports on the impact of anonymous shortlisting process.</p>	<p>Anonymous shortlisting process reviewed, and issues ironed out (for example whether to include academic staff and how to manage that).</p> <p>Anonymous shortlisting rolled out formally across the University as per the recruitment policy if evaluation recommends it.</p> <p>Reports produced.</p>	<p>March 2021</p> <p>Long Term</p>	<p>Talent Attraction Manager</p> <p>HR Operations Manager</p>	<p>Evaluation completed no specific issues.</p> <p>Delayed due to Vacant TA post and lack of resources.</p>	<p>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 Global Majority staff.</p> <p>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.</p> <p>REC surveys improved against baseline % positivity responses to relevant questions.</p>
<p>Unconscious Bias throughout the recruitment and selection process would have a negative impact on Global Majority applicants.</p> <p>To support staff involved in recruitment, with training on equality and diversity, unconscious bias and cultural awareness to enable them to make inclusive decisions.</p>	<p>(11)</p> <p>(11.1)</p>	<p>To develop and roll-out, a mandatory equality and diversity session, including cultural awareness and unconscious bias built into all face to face, recruitment and selection training, in addition to the mandatory On-line ED and unconscious bias training.</p> <p>No staff member can be a member of a recruitment panel, if they have not completed the training.</p> <p>Develop a coaching and observation programme for Chairs of panels to upskill individuals and share good practice. Chairs of Panels will, in turn, become the coaches of other panel members. This will be prioritised for panels in areas of the University where there is greater under-representation of Global Majority staff, for example in the Faculty of Arts, Business and Social Sciences and recruitment at grades 8 and above.</p>	<p>100% of the staff involved in the recruitment process will have undergone the training, with a refresher course completed annually.</p> <p>100% of all Panel Chairs to have participated in the programme. This would ensure that knowledge and skills are kept fresh through a method of delivery which is individual to the staff member. The method would take into consideration workload and potential fatigue with training.</p>	<p>Jan 2021</p> <p><i>Training to continue for Chairs, and then phased introduction for everyone else from July 2021 to manage resource implications</i></p>	<p>Associate Director Organisational Development</p>	<p>First session held on 31st March 2021 on updated recruitment and selection training which covered UB and EDI including equalities legislation with Global Majority 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.</p> <p>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</p>	<p>Change in staff survey results with an increase from 79% to 89% of staff agreeing that the University undertakes fair and transparent recruitment and selection by 2023.</p> <p>Those involved in recruitment panels, 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, across recruitment and selection.</p>

		Equality will be considered explicitly throughout the recruitment process, so the above actions would also include shortlisting panels.					Proportions of Global Majority progressing through our recruitment process increased. Increase in the Global Majority (all groups) staff by 6% over 3 years.
<p>Currently it is recommended good practice across the University that recruitment panels should be diverse, but it is not mandatory, and it is unclear how often exceptions are made. The policy needs to be strengthened, monitored and enforced.</p> <p>Staff data indicates there is a low representation of Global Majority staff at grades 8 and above.</p>	(12)	Ensure that it is mandatory to consider and record ethnic diversity in the round when convening recruitment panels at all levels.	<p>New requirement built into recruitment workshops, training and how-to guides and communicated through management briefings and faculty E&D committees.</p> <p>Mechanisms built in, to ensure this is implemented consistently across the University: Faculty E&D committees to report positively on diversity of interview panels with School and Faculty Managers keeping records. HR team carry out spot checks on interview panel composition.</p>	<p>August 2020 and On-going</p> <p>Mid Term</p>	<p>Faculty ED Committees, ED team, HR Operations Manager</p> <p>Faculty ED Committee, HR</p>	<p>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.</p> <p>Discussion within HR being held on developing a recording system to monitor compliance. Current raw data is available but not yet analysed</p>	<p>By December 2021, 100% of all Recruitment and Selection Panels convened in the previous year to recruit positions at UW8-10 and above were ethnically diverse.</p>
	(12.1)	Recruit and Train, a pool of volunteers from our Global Majority staff (ensuring intersectionality in terms of Global Majority 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.	Global Majority representation on recruitment panels contributes to an increase in 6% (Institutional target) of Global Majority 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 Global Majority 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	<p>We are currently already doing this via our bidding and tendering process.</p> <p>We cannot monitor the ethnicity of applications from recruitment agencies as not all of them get their clients to complete a monitoring form.</p>	Where recruitment agencies and head-hunters are used, they produce diverse shortlists of viable candidates. Leading to an Increase in the percentage of Global Majority staff that has been recommended by Recruitment agencies and head-hunters. Contribution towards to an increase in 6% Global Majority (all sub- groups) staff (Institutional target.)
There has been an increase in Global Majority staff on temporary contracts comparative to White staff. This also has an impact on	(14)	To investigate/ explore the institutional barriers and reasons for differences in the number of Global Majority staff (including analysis at sub-groups level) on temporary contracts and working part-time	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 Global Majority staff is proportionate to the overall Global Majority staff population.

both the gender and ethnic pay gaps.		compared to white staff and staff turnover. As part of the exploration, we will consider the perspectives of Global Majority staff by consulting with them.					
Staff Turnover - There does not seem to be any disproportionality in terms of the number of Global Majority 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 2024	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 Global Majority specific trends are identified and addressed.
Ethnicity / Global Majority Equal Pay – The last Global Majority equal pay audit was carried out 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 Global Majority pay gap annually.

Staff Progression and Promotion

<p>Qualitative comments from Staff survey and Quantitatively data highlights it is not a level playing field for Global Majority academic and professional staff when it comes to promotion to senior roles in UoW.</p> <p>Monitor Global Majority applications for promotions to identify any trends and address any barriers that Global Majority staff must applying for promotions.</p>	(17)	Review the re-grading process and data for Professional & Support staff and amend after consultation with all GM staff, including the GM 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)	<p>Monitor and provide data to each Dean, of GM staff who are:</p> <ul style="list-style-type: none"> eligible for promotions applied were successful <p>This will be presented to the Faculty Senior team and Faculty E&D committee to analyse and take any appropriate action.</p>	<p>Data analysed and report produced, with recommendations on addressing barriers identified. Recommendations implemented.</p> <p>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.</p>	Bi-Annually in line with promotions cycle	Director HROD & AD of EDI	<p>Conferment data produced and presented for 2021.</p> <p>Action – to increase the number of applications from Global Majority staff by working with the Global Majority Staff.</p>	<p>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.</p> <p>Increase in staff satisfaction with the promotions process as evidenced through the staff survey</p>
	(17.2)	OVC to review promotions data after each round and reflect on differentials in diversity of those applying across the institution and	Data overview provided to Faculty E&D committees, so they are able to discuss and support the Dean in devising	AY 22/23 AY 23/24	AD of EDI & OVC	2021 data was analysed will be shared with OVC	Increase in 6% Global Majority (all groups) academic staff promoted to senior positions.

		consider follow-up actions, including setting targets for Deans and faculties.	strategies for equitable promotions applications Deans are supported in targeting interventions (production of guidance) to address to ensure fair promotions processes.				
<p>We need to reduce the potential for bias in the promotions process, ensure that all staff are proactively encouraged and supported in applying for promotion, and that all staff have faith in the process.</p> <p>Our data suggests that the issue is that not enough Global Majority staff are applying.</p> <p>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.</p> <p>Need to provide clarity on the processes and criteria requirements, for Global Majority staff, when applying for Academic promotions.</p>	(18)	<p>Develop and deliver training to all promotion's panels (e.g., Conferment panel) which includes:</p> <p>1) equality and diversity including how to ensure processes are evidence-based and free of all forms of unconscious bias and indirect discrimination.</p> <p>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.</p>	<p>Training provided to all promotion's panellists by E&D team, ahead of the next promotions round, and in advance of future promotions rounds.</p> <p>Training evaluated and tweaked for future rounds to ensure it is as relevant as possible for participants.</p> <p>Information provided to all promotion's panels on mitigating circumstances.</p>	<p><i>On -going</i></p> <p><i>October 2021</i></p>	<p>Head of OD team & EDI team</p>	<p>OD team for next conferment panel 2022</p> <p>Panel that advice on Information about mitigating circumstances set up</p>	<p>Panellists will have up to date information on bias reduction and strategies for running transparent, evidence-based promotions processes, as evidenced through the evaluation of the training.</p> <p>Panellists will be confident in how to manage applications from people who have mitigating circumstances which have impacted their outputs, which will be measured through the evaluation of the training and through analysis of promotions outcomes- Applicants will be more confident in the transparency and equity of the promotions process, as evidenced through the staff survey.</p>
	(19)	<p>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.</p>	<p>The improved guidance will address this and will additionally include a helpful checklist to further support any applicants.</p>	<p><i>October 2021</i></p>	<p>Strategic HR Policy, Projects and Reward Manager</p>	<p>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).</p>	<p>All Global Majority staff are aware of the workshops and where to seek assistance and guidance on the promotions process leading to an increase in applications from Global Majority staff from previous years.</p>
	(20)	<p>Organise promotions (conferment process) workshop and communicate to GM Staff to encourage more participants, as well as a separate session with GM Staff on the process.</p>	<p>High % Global Majority staff attending, who will be more aware of recent improvements to process and mitigating circumstances in the promotions process.</p>	<p><i>Workshops run in February 2021 and held before and after each promotions cycle.</i></p>	<p>Strategic HR Policy, Projects and Reward Manager</p>	<p>Workshop held on 18th Feb 21. Workshop details communicated to Global Majority staff via Global Majority staff Network Newsletter and by Strategic HR Policy, Projects and Reward Manager attending Global Majority staff Network meeting. Similar workshop to be held before each Conferment process.</p>	<p>Global Majority Staff have a greater level of satisfaction with the support provided for promotions within the University, as evidenced through the workshop</p>
	(21)	<p>Develop a number of 'My Route to Promotion' mini presentation and Q&A panels (GM role Models), for those people who are interested in exploring/making applications for Readership, Associate Professorship or Professorship through one of the routes.</p>	<p>These events will be delivered by existing Professors (ensuring a diversity balance) and supported by the Research Hub.</p>	<p><i>By December 2012</i></p>	<p>Researcher Development Sub-Committee</p>	<p>Research staff development programme in place including pathways to promotions. This is being monitored by the Researcher Development Sub-Committee (Research Concordat)</p>	

	(22)	Develop action learning sets for Global Majority staff who are looking to progress to the next levels, for both P&S and academic staff, for example to Principal Lecturer, Reader and Professor. This would include providing sessions with a developmental focus.	From the workshops the university can better brief PIs and line managers on how to support staff applying for promotion. For example, updates at key milestones, or reminders with ideas of how they can support their staff.		Researcher Development Sub-Committee	This is included in the Research staff development programme.	evaluation and the staff survey. 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 Global Majority staff. Staff members better supported when moving into higher roles. Increase in applications from Global Majority staff from previous years.
Research leaders need to ensure they provide feedback and support to junior Global Majority colleagues to help them develop and progress.	(23)	Deliver training to professors and readers on how they can support junior Global Majority colleagues. As there is under-representation of Global Majority 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 Global Majority 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 Global Majority staff at Reader level and above. Global Majority 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 Global Majority 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 Global Majority and White staff.	(25)	Review the Staff Mentoring Network and develop a specific mentoring and coaching programme for Global Majority 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 Global Majority staff being mentored or mentees.
	(26)	Pilot a Reverse Mentoring Scheme for Global Majority members of staff	Reverse Mentoring Scheme developed and implemented.	June-2021 December 2021	Associate Director Organisational Development	Contract signed to deliver this. 13 Global Majority Mentors (staff) and 24 Mentees have been recruited including the interim VC and	Reverse Monitoring pilot evaluated and mainstreamed with good

Empowering, developing and supporting Global Majority academic and professional staff to further develop their careers, for example by mentoring and developmental training programmes such as scholarship programmes.	(27)	and students. Evaluate and then roll out annually. Evaluate the Emerging Leaders, Leadership Development Programme and its impact on Global Majority staff as well as consult Global Majority 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	deputy VC. Mentor and Mentees have been recruited and initial training and briefing sessions delivered Global Majority students being recruited. HROD team has had a consultation meeting with Global Majority 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.	participation rates and high rates of Global Majority staff and student satisfaction (recorded from evaluation of programme).
	(28)	Sponsor Global Majority staff on external leadership programme OR develop an internal leadership programme for Global Majority staff.	2 Global Majority Staff supported to participate in a leadership programme annually OR number of Global Majority staff attending internal leadership programme.	Mid Term	Associate Director Organisational Development	A working group has been set up to develop an internal Global Majority staff leadership programme.	Redesigned Emerging Leaders, Leadership Development Programme and inclusive L&D programmes, with an increase in Global Majority staff participating from previous years.
	(29)	Encourage Global Majority Females to apply for the Aurora developmental programme for women. Monitoring the application process to ensure Global Majority 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 Global Majority females.	Increase in the number of Global Majority 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 Global Majority 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 Global Majority women – 0.56%. So not significantly different.	50% of those being accepted on the AURORA programme being Global Majority female staff year on year for 3 years.
	(30)	Review Staff Scholarship scheme with Global Majority staff network input.	Review completed.	Mid Term	Associate Director Organisational Development	We had set a target in our REC action plan that 50% of those selected for the programme would be of Global Majority. background. Only 3 applications from Global Majority women with 2 selected. Not Started	Structural barriers identified and removed leading to an increase in the number of Global Majority staff applying to Staff Scholarship scheme and being accepted from previous years.

<p>Improve experience and transparency of PDR/Appraisal processes which promotes discussion of career progression</p> <p>Data on grievances and disciplinary action, suggests that line managers may be more likely to start formal proceedings against Global Majority staff than white staff, reflecting research that highlights Global Majority staff are more scrutinised than their white counterparts</p>	(31)	<p>Improve communications about the purpose of PDR and the new CARE framework and how this relates to career development and progression.</p> <p>This will involve holding session in partnership with the Global Majority Staff Network.</p>	<p>Staff will have a better understanding and be more confident about the CARE framework and PDR/Appraisal process.</p>	<p>June 2021</p>	<p>Associate Director Organisational Development</p>	<p>CARE Framework launched and training for managers started. HROD team did a presentation of the CARE framework to the Global Majority Staff at their Staff Network meeting.</p>	<p>Increased positivity for PDR in UoW. Decreased differentials in experience reflected in the REC Survey are reduced (PDR).</p>
	(32)	<p>Review and monitor moderation of PDR ratings for senior posts</p>	<p>Address any disproportionality in staff receiving positive or negative feedback.</p>	<p>PDR cycle annually</p>		<p>Awaiting data</p>	<p>Decreased differential of PDR rating outcomes for Global Majority and White staff</p>
	(33)	<p>Evaluate the current pilot, "Managing a Respectful Workforce" training in terms of outcomes and impact on Global Majority staff and then roll out to staff across all areas of the University (currently piloting within FSE).</p>	<p>Managing a Respectful Workforce' programme successfully delivered across all areas of the University.</p>	<p>March – Dec 2021</p>	<p>Associate Director Organisational Development</p>	<p>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.</p>	<p>Differentials in experience reflected in the REC Survey are reduced (comparable between Global Majority and white staff).</p> <p>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.</p>

Inclusive Decision Making

<p>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</p>	(34)	<p>Improve Global Majority staff representation and transparency of institutional decision-making committees.</p>	<p>Increase in number of Global Majority staff on decision making committees.</p>	<p>Short Term</p>	<p>AD of EDI, University Secretary</p>	<p>Work in progress Global Majority</p> <p>The following clause has been added to the terms of reference for all academic committees:</p> <p><i>"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."</i></p> <p>For Academic promotions, we have increased the number of Global Majority staff on our Conferment promotions panel from 1 to 4 (total 12), using a positive action approach.</p>	<p>Systematic annual equality analysis of institutional committee membership and Faculty committee membership reported to EDI Committee.</p> <p>Committee representation reflects the University demographic</p>
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	(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	The percentage of Global Majority Independent Governors on the University Board of Governors has also increased from 20% to 35%, making the board more diverse and proportionately higher than percentage of Global Majority staff at the University (25%) but still below the percentage of Global Majority students.	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 Global Majority 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	Review being conducted	Guidance issued to all committees, on role and remit of committee representatives and reporting structures.
	(37)	Develop and pilot shadowing, Observer and co-option programme for Global Majority staff in relation to decision making committees.	Pilot evaluated and rolled out on an annual basis.	Mid Term	Head of Corporate Governance	Work in progress	Clear role / remit of committee meeting attendees. Guidance and minutes of committee meetings available, ensuring transparency and accountability. Global Majority 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	Review completed.	Equality impact assessments embedded into all policy and change management programmes to ensure no negative impact on Global Majority 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	Guidance promoted on EDI webpages. Training to commence once back on campus.	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	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.	All policies, organisational change activities and projects have been equality impact assessed.

Addressing and reporting racial harassment

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 Digital and Poster /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.	Reduced staff turnover because of decrease in bullying and harassment.
	(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		Increased proportion of alleged racist abuse resolved, with staff/students informed about final action taken.
	(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 Global Majority 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 Global Majority 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 Global Majority (all groups) and White students.
Reflective of the demographics of the Black Country, the UoW has a strong track record of recruitment of Global Majority students. Consistently having a near even split of Global Majority 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 Global Majority staff considering intersectionality.
Closing the attainment gap for Global Majority 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 Global Majority 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 belongingness survey. Aim to do the survey annually for all students, though the analysis will also be carried out 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 Global Majority (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 Global Majority students.	48* 49*	Building on ‘What Works’ -Use data to Identify and target modules / courses where Global Majority student is not submitting work or reaching expected attainment levels. Review assessment strategies (including consultation with Global Majority 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.	High number of Global Majority Students attending student-led discussions about the requirements of assignment task. Changes implemented to module /course assessment strategy as per the review recommendations Inclusive assessment strategies developed.	AY 22/23 AY 22/23	COLT, AD Inclusivity AD Inclusivity, Heads of Faculty Module and course leaders	This work is part of the APP Assessment Work-stream. Modules identified - work ongoing. Review being carried out. Data being analysed to check if amendments made are inclusive. Business school had a look at their modules and reviewed and changed their assessment.	Increases in marks and grades, resulting in a decrease in the attainment gap for Global Majority students. (Targets to reduce Attainment gap between White and Global Majority 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

	50*	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	Sep 21	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:	task. Leading to an increased number of assignments passes first time, resulting in fewer resits/retakes (Targets to reduce gap in non-continuation rates between Black and White students, from baseline of 4.6% to: 2020-21: 4.5%, 2021-22: 4%, 2022-23: 3.1%).
	50.1	Promotion of academic integrity by: <ul style="list-style-type: none"> Developing and promoting clear guidance for students about the consequences and implications of academic misconduct and to support Global Majority students to develop academic writing / integrity skills. 	Guidance developed and promoted.	AY 22/23	AD Inclusivity, Colt, Performance Hubs, Academic Tutors.	<ul style="list-style-type: none"> Providing a glossary of terms and promoting academic integrity. Highlighting the implications of academic misconduct. Promoting use of student-led 'understanding my assessment' sessions. <p>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 also from the SU campaign.</p> <p>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.</p> <p>All students can submit formative work to Turnitin.</p>	Global Majority 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 Global Majority student's
	50.2	<ul style="list-style-type: none"> 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 Global Majority students.	AY 22/23			An increase in the number of Global Majority students progressing to PGT/PHD study to cultivate a pipeline for academic staff.
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 Global Majority 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 Global Majority students on their chosen path.
	51.1*	Identify and target modules / courses where Global Majority students are not undertaking work experience opportunities	Increase in number of Global Majority students undertaking work experience opportunities.	AY 22/23	DSAS	Part of the APP employability workstream. Courses have been identified using data including: <ol style="list-style-type: none"> the progression differential between our two target student groups and non-target students the number of students on each course the percentage of target students on each course. 	Increase in Global Majority student attainment (see targets above.)
	51.2*	Identify barriers that restrict Global Majority students from undertaking work experience in the identified courses above. Develop	Increased Global Majority student confidence when applying for graduate roles	September 2021	DSAS, Academic coaches	An employability audit carried out 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:	Increase in Global Majority students gaining graduate-level employment. Targets to reduce gap in progression, (highly skilled (graduate) employment or further study) between Global

	52*	interventions to overcome identified barriers.	(increase in number applying.)			development of course level strategies for employability and targeted support from the Careers Centre for those courses with the highest numbers of Global Majority /IMD Q1&2 students.	Majority and White First-Degree students, from a baseline of 6% to: 2020-21: 6%, 2021-22: 5.5%, 2022-23: 5%.
	52.1*	Create or identify a fund to enable target students (Global Majority 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 Global Majority student attainment and progression (reduce gaps).
	53*	Maximise the number and range of relevant work opportunities available to all students inc. International Placements Organise an annual Inclusive Careers Conference with external organisations/employers exhibiting their workplace and opportunities available.	Increase in work experience opportunities and student awareness of career pathways and opportunities. Annual Careers conference organised with good turnout of Global Majority students.	September – December 2020 - Delayed due to Pandemic -Sep 21 February 2021, 2022, 2023	Careers Service (SU)	Erasmus Project Bid Successful £230k & Turing Project Bid Successful £191k both projects looking at work opportunities. Virtual Conference held in both January 21 and 22, with over 500 participants.	

Increasing Global Majority 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 Global Majority 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 belongingness 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 Global Majority 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 yea. Original text changed from: Increase students' participation in societies (collaborative with Students Union) By better equipping	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.	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.

	56*	<p>student societies to recruit diverse membership</p> <p>Provide structured social opportunities that facilitate broader student friendship networks, by the following actions:</p> <ul style="list-style-type: none"> Mandatory Welcome Events to be hosted by Academic Schools and University Halls for students during Welcome Week to help students build friendships. Focusing on activities such as Icebreakers that encourage people to talk to each other. Students' Union and DASS to provide framework for Schools/Hall to organise Welcome Week activities. To also develop guidance that encourages/empowers Academic Schools and University Halls to hold regular social activities. A week-long celebration of internationalism and diversity in the first semester with activities ran in conjunction with societies different cultures. 	<p>Welcome Week Activities to have been hosted by all schools and halls.</p> <p>Number of events hosted by academic schools and university halls.</p>	<p>AY 22/23</p> <p>AY 22/23</p> <p>September 2021, and every year thereafter</p> <p>September 2021, and every year thereafter</p>	<p>Head of Student Experience Projects and Students' Union, Student Experience group</p>	<p>As part of Induction there is a session on EDI.</p> <p>Limited progress due to Pandemic and students not being on campus. However SU reps have started working on developing these.</p> <p>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 Global Majority students)</p> <p>SU officer has actioned to arrange an International mixer event with our events team whether that be virtual or in person.</p>	<p>By 2024, for at least ten activities having been held by cultural or religious societies that are designed to include people from outside their demographic group. Creating an inclusive and integrated campus environment.</p> <p>There is an increase in the number of Global Majority students participating and engaging with student societies.</p> <p>High student satisfaction with activities provided as measured by Induction Feedback Survey.</p>
<p>3.2 Global Majority Students are alienated from the University due to lack of faith in the University's ability to tackle issues related to Race Equality. This makes it difficult to discover the particular problems or involve students in developing solutions.</p>	57*	<p>Deliver equality and diversity training to staff members who have in-person interactions with students i.e. lecturers, school office staff, security staff, etc. So that are equipped to manage and handle race equality related issues</p>	<p>All Frontline Staff Members to have completed interactive equality and diversity training, thru Toolbox talks.</p>	<p>Started Nov -21</p>	<p>Associate Director for Organisational Development, AD of EDI and COLT</p>	<p>Delayed due to Pandemic.</p> <p>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.</p>	<p>All Frontline Staff Members better equipped to handle complaints they receive from students. This will lead to Positive Staff and Student feedback about how complaints are managed /handled as captured in the Race Equality Survey.</p> <p>Proactively greater understanding developed in staff/student interaction here?</p> <p>Increased student participation in Race Equality Survey in 2021 and 2024 and associated focus group.</p>
	58*	<p>To develop a framework that better empowers students to represent Global Majority students within the Students' Union and University. This could be standalone Global Majority Ambassador Scheme.</p>	<p>Framework developed, providing additional capacity within the student representative system to address issues related to race equality.</p>	<p>Framework agreed by Sept - 2021</p>	<p>EDI team, Head of Governance and Students' Union, Student Experience group</p>	<p>Rather than a Global Majority ambassador scheme, the SU has successfully launched and recruited liberation officers, including one specifically working with Global Majority students.</p>	

3.3 To address the fact that the University is not seen as embodying or celebrating Global Majority Excellence, by our Global Majority Students	59*	As part of the work on the inclusive /decolonizing curriculum, to monitor the diversity of the subjects and reading materials covered in a course i.e., Faculty of Arts used to have a prompt in the course design paperwork about the need for intersectionality and different perspectives to be addressed.	Increase in the number subjects and reading materials that include race equality and diversity in general.	September 2021	<i>AD Inclusivity, Dean of the College of Learning and Teaching</i>	<p>Inclusivity conference held in 2020, July 2021 and one being planned for July 2022.</p> <p>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.</p> <p>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.</p>	An increase in the emphasis placed on Global Majority Excellence in the 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	<i>EDI team, External Relations and Students' Union, Student Experience group</i>	<p>To review the existing forms used to book events in terms of inclusivity.</p>	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 Global Majority Excellence, including a Role Model Awareness campaign.	A campaign developed to celebrate Global Majority excellence. This will lead to ten events held between 2020 and 2024. Two Global Majority Role Model Awareness campaigns completed		Mid Term	<i>AD of EDI, External Relations, Global Majority Staff Network and Students' Union, Student Experience group</i>	<p>Was delayed due to Pandemic.</p> <p>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 Global Majority 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/</p> <p>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-</p>

						<p>sciences/university-of-wolverhampton-business-school/jedi/</p> <p>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/</p> <p>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</p>	
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 2 nd and 3 rd year international students or bilingual students help to orientate and induct new students. This will also boost students' CVs and 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 friend 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.	
	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,	Delayed due to Pandemic and students been off campus.	

Support for late starters, as some international students have faced delays due to Visa's etc.	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	Student Experience group 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 Global Majority students	68	Monitor Global Majority 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 Global Majority students engaged, leading to reduction in progression gap between Global Majority and White 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.	
Recognise and address the additional barriers to learning faced by neurodiverse and / or disabled international students	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 Global Majority 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+ Global Majority students may experience.	71	LGBT+ and Disability Equality Audits to consider the unique challenges faced by Global Majority members of those demographic groups.	Global Majority -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 (Global	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	

Majority students overrepresented in these groups) are more likely to become estranged.			available for estranged students.				
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❖ *Actions aligned with the Access and Participation Plan action plan: