

## Action plan

The University of Birmingham’s Race Equality Action Plan (2019) has been shaped by the views and involvement from over 5,000 staff and students who took part in our campus-wide consultation in late 2018 to early 2019. This has generated the biggest ever conversation about race on campus. We welcome the opportunity to plan and set targets against these ambitious and outcomes-based actions for the next three years. As we submit this plan for the application for a Bronze award, various departments are already realising their early actions to create an institutional momentum for long term cultural change on race inclusion. We are committed to creating and maintaining an inclusive learning and working environment, where equality is promoted, diversity is valued, and discriminatory behaviour is not tolerated.

“The University promotes equal opportunities and shall exercise no discrimination on the grounds of political opinion, age, colour, disability, ethnic or national origin, gender, marital status, race, religion or sexual orientation in the admission of students, or the appointment or promotion of staff or the awarding of any Degree, Diploma or Certificate, or generally, in the execution of any of its Objects as laid down by the Charter.”

Article 12, University of Birmingham Charter

<b>1</b>	<b>Governance: Ensuring accountability for and delivery of the Race Equality Action Plan</b>				
	<b>Rationale:</b> Reflection on the self-assessment process highlighted both the importance and complexity of embedding race equality work into the culture and workings of the institution. Our implementation structure aims to integrate REC as a strategic priority and ensure our senior managers have direct ownership of the action plan.				
Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2020 - 2023	A success measure	Lead responsibility
1.1	<b>We have a robust, sustainable structure to drive the delivery of our REC action plan</b>	a) The Provost will continue to be the senior management sponsor for the REC	Ongoing	<ul style="list-style-type: none"> <li>Number of REC initiatives endorsed by the Provost</li> </ul>	Provost
		b) A REC Implementation Group, co-chaired by the Provost and the DPVC EDI, and with key action owners as	Termly, beginning Summer 2020 and then for the life cycle of the action plan	<ul style="list-style-type: none"> <li>Membership and terms of reference are agreed</li> <li>Termly meetings take place</li> <li>Timely progress against action plan timeframes is demonstrated</li> </ul>	Provost and DPVC EDI

		members, will oversee delivery of the REC action plan			
		c) The Equality Executive Group receives termly reports from the REC Implementation Group on progress against the REC action plan	Termly, beginning Summer 2020	<ul style="list-style-type: none"> <li>Equality Executive Group terms of reference are amended to include oversight of the REC</li> <li>Equality Executive Group receives termly reports on progress against the action plan</li> <li>Progress against the REC action plan is embedded in Equality Executive Group reports to University Executive Board and University Council</li> </ul>	DPVC EDI (as Chair of Equality Executive Group)
		d) A REC progress summary will be submitted by the Equality Executive Group to University Executive Board and the Council as part of the University's annual equality assurance.	Annually, beginning autumn 2020	<ul style="list-style-type: none"> <li>Senior Management are engaged with and have accountability for delivery of the REC action plan</li> </ul>	DPVC EDI
		e) Convene a new REC Self-Assessment Team to prepare for Charter renewal	2023	<ul style="list-style-type: none"> <li>Race Equality charter is established as a process of continuous improvement</li> <li>Composition of the SAT is broad based including a range of different roles (including ECRs) and ethnicities.</li> <li>All SAT members have workload acknowledged either through workload model, or for Professional Services, negotiation with line manager</li> </ul>	Equality Executive Group

<b>1.2</b>	<b>REC objectives and actions are embedded in relevant institutional strategic frameworks</b>	a) Equality and Diversity will be reflected in the University's new Strategic Framework 2026.	2020 - 2023	<ul style="list-style-type: none"> <li>• Framework consultations include engagement on EDI issues</li> <li>• The Strategic Framework clearly articulates institutional engagement with and commitment to EDI</li> </ul>	Provost
		b) UoB Equality Scheme (2021-2025) will be aligned with the University's Strategic Framework and be aligned with the delivery of REC actions	2020 – 2023	<ul style="list-style-type: none"> <li>• Equality Scheme and REC action plan are aligned and mutually support the delivery of the institution's race equality objectives</li> </ul>	DPVC EDI
		c) REC actions are embedded in the UoB Access and Participation Plan 2020/21 to 2024/25	2019 - 2023	<ul style="list-style-type: none"> <li>• The Access and Participation Plan and REC action plan are aligned and mutually support the delivery of the institution's race equality objectives</li> </ul>	PVC Education
		d) Common issues and projects in the REC and Athena action plans are identified and taken forward as joint projects	2020-2023	<ul style="list-style-type: none"> <li>• Proposed changes to improve gender and ethnic diversity in processes such as recruitment and promotions are taken forward in tandem</li> </ul>	DPVC EDI

1.3	<p><b>REC objectives and actions are embedded in the activities of Academic Colleges and key Professional Services divisions and their progress monitored</b></p>	a) College objectives have been established and are detailed in section 6	2020 – 2023	<ul style="list-style-type: none"> <li>College REC actions are delivered against timescales</li> </ul>	Heads of College
1.4	<p><b>Staff and students consider that the University is taking delivery of the REC action plan seriously</b></p>	a) Run a second REC survey and promote via multiple methods to encourage staff and students to engage with the survey	2022 - 2023  Annually	<ul style="list-style-type: none"> <li>Staff Survey response rate increases from 24% to at least 50% (in line with other staff satisfaction surveys)</li> <li>Student responses increase from benchmark figure of 2619</li> </ul>	Equality and Diversity Advisers – Staff & student
		b) BAME Staff Network are represented on the REC Implementation Group	2020 onwards	<ul style="list-style-type: none"> <li>BAME Staff Network committee engage with senior officers on race equality issues</li> </ul>	DPVC EDI
2	<p><b>Facilitating culture change and progressing conversations around race equality</b></p> <p><b>Rationale:</b> Interactions and dialogue are key for fostering good relations between people of different ethnicities. Therefore, we will create more opportunities to empower individuals to have constructive conversations about race equality and to challenge inequalities with confidence.</p>				
2.1	<p><b>Enhance the visibility of BAME cultural identities on campus.</b></p> <p><b>Rationale</b> - The staff and student surveys and focus groups showed that many staff</p>	a) EDI is built into the briefing for all exhibitions and public programmes on campus and a work programme developed to embed	2020-2023	<ul style="list-style-type: none"> <li>EDI is an integrated part of project planning and delivery</li> <li>Positive feedback from staff and student focus groups / surveys on cultural diversity on campus</li> </ul>	Head of Research and Cultural Collections

<p>and students find our campus unwelcoming or un-inclusive of BAME cultural identities. We need to find ways of balancing the historical legacy of our campus buildings and collections with reflecting our ambition to be a diverse and inclusive community</p>	<p>EDI in the University's cultural offerings</p>			
	<p>b) Develop a permanent resource for The Barber Art Gallery which uses the collection to explore themes of whiteness and privilege</p>	<p>2020-2021</p>	<ul style="list-style-type: none"> <li>• Consultation workshops with Staff Network and Student Groups</li> <li>• Resource launched</li> </ul>	<p>Head of Outreach, Barber Institute</p>
	<p>c) Develop an expanded range of centrally and locally organised events (BAME specific and intersectionality focus) in collaboration with community partners for History Months and other cultural/diversity days. e.g. Community Iftar on campus</p>	<p>2020-2023</p>	<ul style="list-style-type: none"> <li>• Dissemination of the University's Black History Month programme to all staff and students</li> <li>• At least 30% of events to include content about race equality issues.</li> <li>• Each UEB member commits to attending a Black History Month event</li> </ul>	<p>Equality and Diversity team, relevant leads from Colleges and Professional Services, staff networks</p>
	<p>d) Develop a staff campaign to celebrate the diversity of our front line staff</p>	<p>2022</p>	<ul style="list-style-type: none"> <li>• Campaign is inclusive of different ethnicities and other protected characteristics</li> </ul>	<p>External Relations</p>
	<p>e) Develop a Who We Are infographic which gives an overview of the student body by protected characteristic</p>	<p>2022</p>	<ul style="list-style-type: none"> <li>• Who we are infographic is produced and promoted as a training aid</li> </ul>	<p>Student EDI Adviser</p>
	<p>f) Campus Services' catering outlets introduce a wider and</p>	<p>2020-2023</p>	<ul style="list-style-type: none"> <li>• Positive feedback from staff and student focus groups / surveys on cultural diversity on campus</li> </ul>	<p>Director of Catering</p>

		long-term selection of world foods on campus in recognition of different cultural/dietary requirements			
<b>2.2</b>	<b>Increase racial literacy and confidence of staff and students and embed inclusive practices in the delivery of teaching</b>  <b>Rationale</b> - feedback from staff and students suggests that people do not engage in discussions about race for fear of causing offence, or saying the wrong thing. We need to give people more knowledge of race equality issues, and normalise discussions of race in all areas of our work	a) Disseminate the “Talking Confidently about Race” workshop through the five Colleges (see College action plans, section 6)	2019 – 2020	<ul style="list-style-type: none"> <li>Positive post workshop/training feedback from senior managers, lecturers, and graduate teaching assistants</li> </ul>	Equality and Diversity Adviser for Staff (Engagement)
		b) Commission brap (Birmingham based equality NGO), to co-develop ‘Race Ahead’ training in conjunction with our BAME students, to be delivered by brap to student-facing staff	2019-2021	<ul style="list-style-type: none"> <li>Confirmed wider deliveries after the trial sessions with Student Conduct, Higher Education Futures institute (HEFi), and Birmingham International Academy</li> <li>Staff are aware of the impact of and have increased confidence in addressing issues of racial inequality</li> </ul>	Equality and Diversity Adviser for Students
		c) Develop a new Canvas online training module on equality and diversity for students with targeted marketing to students (e.g. clubs, societies, and student reps).	2020	<ul style="list-style-type: none"> <li>Module is included in Programme and receives positive feedback</li> <li>Number of students completing the Canvas online training module</li> </ul>	Equality and Diversity Adviser for Students
		d) Develop a micro-aggressions and interventions toolkit and training	2020-2021	<ul style="list-style-type: none"> <li>Toolkit is piloted at University</li> <li>Toolkit supports effective practice within the HE community</li> </ul>	Equality and Diversity Adviser for Staff (Engagement)

	e) HEFi will deliver an Introduction to Learning and Teaching programme with enhanced content on decolonisation of curriculum and inclusive education.	2020-2023	<ul style="list-style-type: none"> <li>Increased awareness about decolonisation of curriculum, white privilege and inclusive education by early career lecturers and graduate teaching assistants</li> </ul>	HEFi Education Development team
	f) Include Linked-In Learning training on micro-aggressions as part of the Introduction to Teaching and Learning Course	2020-2021	<ul style="list-style-type: none"> <li>Understanding of micro-aggressions informs teaching practice,</li> </ul>	
	g) Implement a 2 hour EDI session for Emerging Leaders programme, which explicitly covers race equality	2020 - 2023	<ul style="list-style-type: none"> <li>200 managers (50 per year) receive training</li> </ul>	People and Organisational Development Consultant
	h) Provide a reverse mentoring option for the Senior Leadership Programme with mentors being provided by our staff networks.	2020 2020-2023	<ul style="list-style-type: none"> <li>6 Mentors are identified and trained (including a minimum of two from the BAME staff network)</li> <li>30 minute presentation on reverse mentoring given to 50 senior staff</li> </ul>	People and Organisational Development Consultant
	i) Implement a workshop session for managers of staff attending the Aditi leadership programme.	2020	<ul style="list-style-type: none"> <li>Track satisfaction/progression from staff whose managers attended workshop with those who did not.</li> </ul>	Equality and Diversity Adviser for Staff (Engagement)

		j) Add an EDI session, which explicitly includes race equality to Academic and Research Team leader programmes	2020 - 2023	<ul style="list-style-type: none"> <li>Over 200 (50 per year) first line academic team leaders receive training on race equality issues to inform their practice</li> </ul>	People and Organisational Development Consultant
		k) Student Equality and Diversity team will develop and promote a dedicated “Equality & Diversity Resources List” with Library Services to recommend reading materials for staff and students around race and thematic topics on equality, intersectionality and decolonising the curriculum.	2020 – 2021	<ul style="list-style-type: none"> <li>Increased utilisation of the resource list and continuous acquisition of equality-related e-books and materials</li> </ul>	Equality and Diversity Adviser for Students
		l) Co-host the “Fostering a Sense of Belonging for BAME Students and Staff through Race Inclusive Campus Services” roundtable event with the Higher Education Race Action Group (HERAG)	Late 2020/early 2021	<ul style="list-style-type: none"> <li>Exchange ideas on good practices with other HEIs around embedding inclusive campus services (e.g. catering provision, community practice at accommodation, sports participation, chaplaincy, library collection)</li> <li>Enhance the confidence of UoB’s staff to initiate actions for BAME lived experience on campus</li> </ul>	Equality and Diversity Adviser for Students
<b>2.3</b>	<b>Celebrate inclusive practices and initiatives by staff and students.</b>	a) Equality and Diversity team will work with different local departments to identify	2019 – 2020	<ul style="list-style-type: none"> <li>Number of nominations of various equality awards</li> <li>Contributions to EDI are recognised in selections and promotion processes.</li> </ul>	Equality and Diversity Adviser for Students, Equality and Diversity



	<p><b>Rationale</b> - we need to raise the profile of race equality work, highlight good practice and celebrate success.</p>	<p>new awards and to promote existing ones (e.g. UBSport Pride Award, Research Poster Conference E&amp;D Awards) for celebrating staff and student champions for embedding equality &amp; diversity into daily practices.</p>			Adviser for Staff (Engagement)
		<p>b) Establish a University award for inclusive practice in academic research and teaching.</p>	2021-2022	<ul style="list-style-type: none"> <li>• Criteria agreed</li> <li>• Award advertised for first time</li> <li>• An application received from each College/major budget centre</li> </ul>	DPVC EDI
2.4	<p><b>Increase staff confidence in disclosing information on their ethnic background</b></p> <p><b>Rationale</b> - In the staff survey there was a high percentage of staff who preferred not to give their gender or ethnicity, which may denote concern about being identified</p>	<p>a) Launch a campaign to encourage staff to update their personal data – across all protected characteristics – emphasising how this information is positively used (in an anonymous way) to, identify issues, inform equality initiatives and help make the University a fairer place to work</p>	2021-2022	<ul style="list-style-type: none"> <li>• Reduction the % of Prefer Not to Say from the current benchmarks: Academic Staff – 11%, Professional Services – 7%</li> </ul>	Staff Equality and Diversity Advisers

		b) Communicate the difference between positive discrimination and positive action and highlight how this is already implemented for gender	2021	<ul style="list-style-type: none"> <li>Guidance notes produced and distributed to HR Business Partners and College Equality Leads</li> </ul>	Staff Equality and Diversity Advisers
		c) Add a question to the bi-annual UoB staff satisfaction survey to ask staff if they have disclosed their monitoring data officially, so we can monitor progress across time	2022	<ul style="list-style-type: none"> <li>Benchmark data established</li> </ul>	Staff Equality and Diversity Advisers
2.5	<p><b>Work with the city of Birmingham to create a joined up approach to workforce diversity in the city.</b></p> <p><b>Rationale</b> - Many of the issues we have identified also exist in the wider West Midlands workforce. Working in partnership will help to deliver change of our graduates and our city.</p>	a) Sign up to and implement the West Midlands Inclusive Leadership pledge	2024	<ul style="list-style-type: none"> <li>West Midlands Combined Authority monitoring report shows an increase in leadership diversity.</li> </ul>	Registrar and Secretary's Office
3	<b>Addressing the under representation of BAME staff</b>				

	<p><b>Rationale:</b> Whilst University has a higher proportion of BAME staff than the sector average and our BAME staff population is growing year on year, the proportion of BAME staff decreases by grade across staff groups: from 33% of Research Fellow grade 6/7 to 9% of Professors (Academic Staff, 2018) and from 40% of Band 200 staff to 5% of Senior Officers grade 10 (Professional Services staff, 2018). Our Professional Services BAME population, who are more likely than academic staff to be recruited from Birmingham and the wider West Midlands region, is also lower than the BAME population in the city and region.</p>				
<p><b>3.1</b></p>	<p><b>Make a public and auditable institutional commitment to increase representation of BAME staff at all levels from band 300 upwards.</b></p> <p><b>Rationale</b> - Our proportion of BAME staff declines as seniority increases. The use of institutional targets for female staff has proven to be an effective tool.</p>	<p>a) Targets for BAME representation at institutional level for each grade are agreed and published in the new University Equality Scheme (2021-2025). We will initially aim to increase BAME staff at each grade to the same level of representation as in the preceding grade (as per 2018 data)</p>	<p>2020 – 2023</p>	<ul style="list-style-type: none"> <li>By the end of the action plan (2023) we aim to achieve at least the following levels of BAME representation at each grade:</li> </ul> <p><u>Academic staff:</u>  Research fellows (6-8) 33%  Lecturers – 33%  Senior Lecturers – 24%  Readers – 17%  Professors – 15%</p> <p><u>Professional Services staff:</u>  Band 300 – 40%  Band 400 – 24 %  Band 500 – 23%  Grade 6 – 23%  Grade 7 – 20%  Grade 8 – 17%  Grade 9 – 13%  Grade 10 – 8%</p>	<p>Provost and Heads of College</p>
		<p>b) Amend workforce planning template to include ethnicity at each grade.</p>	<p>February 2020 onwards</p>	<ul style="list-style-type: none"> <li>Diversity is embedded in management pipeline</li> </ul>	<p>Asst. Director HR, Advisory Services</p>
		<p>c) Progress against targets forms part of the termly workforce planning process in Colleges and</p>	<p>February 2020 onwards</p>	<ul style="list-style-type: none"> <li>Targeted actions are implemented to attract BAME candidates as part of the workforce planning process (e.g. a specific recruitment campaign)</li> </ul>	<p>Heads of College</p>

		actively informs planning decisions		<ul style="list-style-type: none"> <li>BAME grade targets are achieved in the lifetime of the scheme</li> </ul>	
		d) Progress against institutional targets is reported to EEG on a termly basis and formally reported via EEG to UEB and Council in the annual Assurance Report	February 2020 onwards	<ul style="list-style-type: none"> <li>BAME grade targets are achieved in the lifetime of the scheme</li> </ul>	DPVC EDI
		e) Develop a pilot of BAME recruitment targets for senior management roles in Academic Services	2021-2023	<ul style="list-style-type: none"> <li>An appropriate target and timeframe for achieving it is in place</li> <li>Pilot is successful and extended to at least 2 other Professional Services departments</li> <li>BAME grade target for grade 9 and 10 Professional Services staff is achieved in the life time of the scheme</li> </ul>	Human Resources Business Partners, Academic Registrar, Heads of College and divisions of Professional Services
3.2	<p><b>Consideration of outcomes by ethnicity is embedded in key employment processes and actions are implemented to address any issues that emerge</b></p> <p><b>Rationale</b> - We have extensive data that enables us to centrally assess outcomes by ethnicity. This data now needs to be embedded into relevant processes so that it informs decision-making and supports better outcomes for BAME staff.</p>	a) PDR reward, promotions, recruitment processes, and access to training to be monitored by ethnicity – at College and Budget Centre level and reported to REC implementation group on an annual basis.	Annually from 2020	<ul style="list-style-type: none"> <li>Increased awareness of areas where race inequality may be apparent and scrutiny of key processes, which informs REC action plan and renewal.</li> </ul>	REC implementation group.
		b) Monitor applications for promotion by ethnicity as part of the College workforce planning process.	2020-2023	<ul style="list-style-type: none"> <li>Trends in promotions are picked up at College level and discussed on a regular basis and evidence that appropriate actions taken to address any issues, e.g. under-representation of BAME candidates</li> </ul>	Provost/Heads of College

		c) Monitor leavers by ethnicity	2020 - 2023	<ul style="list-style-type: none"> <li>Trends are picked up at College level and discussed on a regular basis and evidence that appropriate actions taken to address any issues, e.g. over-representation of BAME candidates</li> </ul>	Provost/Heads of College
		d) Monitor the % of non-UK BAME staff on part-time contracts	2020-2023	<ul style="list-style-type: none"> <li>Trends are picked up at College level and discussed on a regular basis and evidence that appropriate actions taken to address any issues, e.g. over-representation of BAME candidates</li> </ul>	Provost/Heads of College
		e) Introduce Learning Management System to systematically record all training data by ethnicity, staff group, etc.	2021 -2022	<ul style="list-style-type: none"> <li>By September 2022, we are able to analyse 95% of staff completing training by equality characteristics (including their ethnicity) and staff group and develop actions to address low take-up or under-representation as appropriate</li> </ul>	Head of Core Systems and Head of People and Organisational Development
<b>3.3</b>	<p><b>All managers have up-to-date knowledge of their responsibilities and University practice in relation to recruitment and selection processes</b></p> <p><b>Rationale</b> - Our data shows that the proportion of BAME applicants reduces at each stage of the recruitment and selection process, whilst the proportion of white applicants increases</p>	a) Staff involved in recruitment and selection decisions are required to undertake Recruitment and Selection training (including unconscious bias) <i>and</i> to undertake this training every 2 years	2020 – 2022	<ul style="list-style-type: none"> <li>Monitoring completion rates and meeting targets – 50% for 2020, 60% for 2021 and 70% for 2022</li> <li>BAME rates at each stage of the recruitment process are proportionate (i.e. once external factors such as immigration requirements are taken into account, a proportionate number of BAME candidates are shortlisted compared to applicants and are appointed compared to those shortlisted)</li> </ul>	Recruitment Manager
<b>3.4</b>	<b>Our recruitment and selection processes actively seek to eliminate racial bias and to</b>	a) CoSS to pilot a project to address all-white shortlists for academic	2020 – 2021	<ul style="list-style-type: none"> <li>Pilot scheme demonstrates a reduction in all-white shortlists in CoSS</li> </ul>	HR Business Partner, CoSS

	<p><b>mitigate known issues that can enhance bias</b></p> <p><b>Rationale</b> - Our data shows that the proportion of BAME applicants reduces at each stage of the recruitment and selection process, whilst the proportion of white applicants increases. Actions already in place to address this – such as the BAME Recruitment Panel Register – have been well-received.</p>	posts that will require the most highly qualified BAME candidate to always be shortlisted	2023	<ul style="list-style-type: none"> <li>• Scheme is rolled out across the University and becomes standard recruitment and selection practice</li> <li>• Introduction of anonymised applications process</li> <li>• Develop a set of EDI questions that can be used in recruitment and promotion interviews.</li> </ul>	<p>College/Professional Services HR Partner</p> <p>POD</p> <p>Core programme board./Director of HR HR Recruitment and Operations and Interview Panel Chairs.</p>
	b) Continue to use and promote the BAME Recruitment Panel Register so that all recruitment panels have access to trained BAME staff to ensure BAME representation on panels	2020	<ul style="list-style-type: none"> <li>• Year on year increase on number of requests to the scheme.</li> <li>• Requests cover all Colleges and major Professional Services departments.</li> <li>• Recruitment panels making use of the scheme show higher levels of BAME staff progressing through the recruitment process than those who do not</li> <li>• Ethnic diversity of panels becomes standard recruitment and selection practice on the basis of this evidence</li> </ul>	Recruitment Manager	
	c) Equality competencies are added to generic job descriptions and sample questions to test equality competencies are developed and used at interview	2020	<ul style="list-style-type: none"> <li>• All interviews include a question on equality competencies</li> </ul>	HR Recruitment and Operations and Interview Panel Chairs.	
	d) Ensure that the future development of the Core recruitment model facilitates a blind	Starting in 2021	<ul style="list-style-type: none"> <li>• HR Core recruitment process development supports blind application process</li> <li>• Increase in the proportion of BAME candidates being shortlisted increases from xx% to xx%</li> </ul>	Core programme board./Director of HR	

		application process for Professional Services posts			
3.5	<p><b>We increase the proportion of BAME candidates applying for posts at the University across all staff groups</b></p> <p><b>Rationale</b> - Our Professional Services BAME staff population is not representative of the City of Birmingham or wider West Midlands region.</p>	a) Work with branding experts to review UoB branding and attractiveness as an employer to BAME applicants.	2020	<ul style="list-style-type: none"> <li>Revised “working at UoB” resources on the University intranet.</li> </ul>	Equality Team/External Relations
		b) Make application to HR Compact process for centralised advertising budget to enhance our Linked In platform to carry out centrally targeted advertising for posts.	2021	<ul style="list-style-type: none"> <li>Centralised advertising is trialled and monitored</li> <li>Project evaluated and if effective becomes mainstream practice.</li> </ul>	Recruitment Manager
		c) Guidelines for recruiters to be drawn up on ‘informal’ recruitment networking including <ul style="list-style-type: none"> <li>- encouraging them to seek out candidates who are female and from ethnic minorities</li> <li>- pointers for more systematic searching including wider use of professional networks to draw attention to vacancies.</li> </ul>	2021	<ul style="list-style-type: none"> <li>Guidelines are drawn up and communicated to recruiters.</li> </ul>	Recruitment Manager

		d) Offer potential applicants the opportunity to speak informally to a peer during the application process as well as a senior member of staff	2020	<ul style="list-style-type: none"> <li>Job description template is amended to accommodate this new field.</li> </ul>	Recruitment Manager
3.6	<p><b>Attract and retain a diverse intake for the University's Graduate Management Trainee and Apprenticeship Scheme.</b></p> <p><b>Rationale</b> - The GMTS aims to develop the University's next generation of Professional Services managers and therefore has the potential to diversify our staff pipeline at senior levels.</p> <p>Our Apprenticeship scheme recruits locally and is designed to enable individuals to access employment at the University through non graduate routes.</p>	a) Collect data on the ethnicity of external applicants, shortlists and appointments to the Apprenticeship scheme	2020 – 2023	<ul style="list-style-type: none"> <li>Over 20% of apprentices are BAME</li> </ul>	Management Training Scheme and Apprenticeships Manager
		b) Develop and publish case studies and articles featuring BAME apprentices	2020		
		c) Continue to monitor recruitment and selection data for the GMTS	2020-2023	<ul style="list-style-type: none"> <li>Current trend of 25% BAME is maintained or exceeded</li> </ul>	Registrar and Secretary's Office
3.7	<p><b>Ensure that BAME staff have access to training and development opportunities to help them reach their potential</b></p> <p><b>Rationale</b> - BAME staff have previously been under-</p>	a) Carry out annual Equality Impact Assessment of Emerging, Research and Senior Leaders programmes	2020 – 2023	<ul style="list-style-type: none"> <li>BAME staff representation on these programmes is at least proportionate to the BAME staff cohort at eligible grades</li> </ul>	Director of Personal and Organisational Development



	represented on Management programmes which require nominations	b) Provide specific leadership development opportunities for BAME staff	2020-2023	<ul style="list-style-type: none"> <li>A minimum of 14 places available each year on the Aditi Leadership programme</li> </ul>	Director of Personal and Organisational Development
3.8	<p><b>Our promotions processes seeks to eliminate racial bias and to mitigate known issues that can enhance bias</b></p> <p><b>Rationale</b> - Our data shows that BAME academic staff are less likely to put themselves forward for promotion and slightly less likely to succeed</p>	a) Revise promotions criteria as part of wider University review of career pathways and structures. A work stream of the Birmingham Career Academic Framework will establish a representative group, including equalities staff, to consult with staff, propose changes and address any process issues.	2020	<ul style="list-style-type: none"> <li>Revised promotions criteria developed, consulted on, and rolled out for the Promotions round 2021/2022.</li> <li>Promotions criteria are free of any gendered or racial bias</li> </ul>	DPVC Staffing
		b) Include a requirement to discuss development needs, career aspirations and promotions in the annual PDR	2021 2022	<ul style="list-style-type: none"> <li>Guidance developed for PDR reviewers and reviewees. BAME staff are as likely to apply for promotion as their white counterparts</li> <li>Electronic monitoring of PDR completion rates</li> </ul>	HR Policy and Strategy Team
		c) Introduce a “mentoring for promotion to SL” scheme in each College.	Promotions round 2019-20	<ul style="list-style-type: none"> <li>Develop and roll out a mentoring for promotion scheme; to include mock interviews.</li> </ul>	DPVC EDI
		d) DPVC EDI to attend Promotions and Titles	Promotions round 2019-20	<ul style="list-style-type: none"> <li>Increased awareness of EDI informs deliberations.</li> </ul>	PVC Research and DPVC EDI

		Committee. Reminder of promotions criteria given to Panels before they commence their considerations.				
	e)	Set up a Research Concordat 2019 implementation team	2020 2021	<ul style="list-style-type: none"> <li>Gap analysis for Concordat and current processes</li> <li>Action plan agreed</li> <li>Research Concordat is successfully embedded</li> </ul>	People & Organisational Development Consultant	
	f)	Add a question to collect details of ethnicity to the induction feedback questionnaire.	2020	<ul style="list-style-type: none"> <li>Increased take up of coaching opportunities from baseline figures.</li> </ul>	People and organisational development team.	
3.9	<b>We reduce our Ethnicity Pay Gap</b>  <b>Rationale</b> - Addressing pay gaps is a complex and long-term piece of work. Working on both gender and ethnicity pay gaps will help us to take an holistic approach as well as taking account of intersectional issues.	a)	A Pay Action Group (PAG) will be established to lead on analysing and addressing gender pay issues and ethnicity pay issues. It will include staff with technical expertise and representatives from interest groups, such as the BAME Network	2020	<ul style="list-style-type: none"> <li>Terms of reference in place that establish the role of PAG, membership, regularity of meetings, accountabilities and its reporting line within the equality and University governance structures</li> </ul>	DPVC EDI
		b)	Thorough analysis of pay gaps is undertaken (e.g. regression analysis) to underpin an evidence-based approach	2020	<ul style="list-style-type: none"> <li>Analysis is undertaken and conclusions presented and discussed by PAG (as evidenced by its minutes)</li> <li>A target is set for the Institutional median ethnicity pay gap for 2023</li> <li></li> </ul>	DPVC EDI

		c) PAG develops recommendations that i) address technical aspects of pay and reward that contribute to the pay gap ii) address broader issues that underpin the pay gap.	2020	<ul style="list-style-type: none"> <li>Systems are in place for monitoring impact, as evidenced and reported through the annual statutory Gender Pay Gap report</li> <li>Ethnicity Pay Gap reduces during the lifetime of the action plan</li> </ul>	DPVC EDI and HR Director
3.10	<b>BAME staff are proportionately represented in the REF</b>  <b>Rationale</b> - BAME staff were not proportionately represented in REF 2014.	a) Conduct EIAs periodically throughout the REF submission period.	May – Sept 2020	<ul style="list-style-type: none"> <li>Submission is reflective of the eligible population.</li> </ul>	EDAP
		b) Provide appropriate E&D training and support to specific groups of staff involved in decision-making on the REF submission.	By the end of Jan 2020	<ul style="list-style-type: none"> <li>100% relevant staff are trained.</li> </ul>	Equality Team, Heads of School
		c) Support the work of the EDAP group through providing advice on E&D issues.	Up to 30 <sup>th</sup> September 2020	<ul style="list-style-type: none"> <li>Advice is proactively offered to EDAP and REF Board, and acted upon.</li> </ul>	Equality Team
		d) Carry out EPSRC funded “inclusion matters” project and act on results.	2021	<ul style="list-style-type: none"> <li>Output selection for REF is reflective of the eligible population.</li> </ul>	DPVC EDI
3.11	<b>BAME staff turnover within staff groups is proportionate to the BAME staff group populations</b>	a) Collect data on reasons for leaving through Core HR system and present these to REC	Annually from 2020	<ul style="list-style-type: none"> <li>Annual report is considered by the REC Implementation Group and informs REC renewal.</li> </ul>	Equality and Diversity Adviser for Staff (Engagement)

		Implementation Group on an annual basis			
3.12	<p><b>BAME staff are not unfairly represented in University disciplinary processes</b></p> <p><b>Rationale</b> - White staff are approx. 80% of staff but 65% of disciplinary cases. Analysis suggests that there is no consistent pattern across grades, but we need to monitor this to ensure that it does not reflect a bias in the process or its application.</p>	a) Provide at least 3 manager training sessions each year across Colleges and Budget Centres.	Annually from 2020	<ul style="list-style-type: none"> <li>Any discrepancies in cases coming forward are identified and addressed</li> </ul>	Snr. HR Advisor, Advisory Services
		b) Prepare an annual report on disciplinary cases for the REC implementation group once this data is recorded on Core	Annually from 2020	<ul style="list-style-type: none"> <li>Any discrepancies in cases coming forward are identified and addressed</li> </ul>	Snr. HR Advisor, Advisory Services
3.13	<p><b>All staff have confidence that the University takes race-related incidents seriously and deals with them appropriately</b></p> <p><b>Rationale</b> - Our staff survey shows that only half of BAME staff have confidence that a complaint about a race-related incident would be dealt with appropriately by the University. This compares to 63.2% of white staff.</p>	a) Re-develop intranet resources to explain the procedure and options available. Which will include case studies to highlight when staff have used the procedure and have been happy with the resolution	2022	<ul style="list-style-type: none"> <li>Next staff survey shows increased confidence in grievance procedure from BAME staff.</li> </ul>	HR Performance and Comms Teams
		b) The staff members involved in the confidential advice service will be trained on how to talk about race, racism and microaggressions.	2021-2023	<ul style="list-style-type: none"> <li>Next staff survey shows increased confidence in grievance procedure from BAME staff.</li> </ul>	HR Bullying and Harassment Adviser

3.14	<b>BAME Early career researchers are supported to reach their potential</b>  <b>Rationale</b> - Low numbers of BAME ECRs may contribute to isolation am	a) We will develop an EDI section for the ECR induction toolkit, which includes information about staff networks	2020	<ul style="list-style-type: none"> <li>BAME ECRs rate induction as highly as white counterparts (current overall satisfaction rate is 80%)</li> </ul>	People and Organisational Development Consultant
		b) The Aditi Leadership programme will be promoted to ECRs	2021	<ul style="list-style-type: none"> <li>ECRs are represented in each Aditi cohort</li> </ul>	People and Organisational Development Consultant
3.15	<b>Enhance support for the BAME Staff Network and Student groups</b>  <b>Rationale</b> - The staff and student networks have an important role to play in articulating the lived experience of our staff and students. In order to do this however, they must be supported, resourced and respected	a) Termly meetings between staff networks' Chairs the Guild Ethnic Minorities Officer and the Student Diversity Ambassadors (Action 3.10).	2019 – 2020	<ul style="list-style-type: none"> <li>Evidence of staff networks' voices being represented at senior levels</li> </ul>	DPVC EDI
		b) The BAME Staff Network Co-Chair and the Guild Ethnic Minorities officer will be members of the REC implementation group	2020 – 2023	<ul style="list-style-type: none"> <li>Evidence of staff networks' voices being represented at senior levels</li> </ul>	REC implementation group
		c) The network will have a delegated budget to deliver an agreed plan of activity.	2020 – 2023	<ul style="list-style-type: none"> <li>Positive feedback from officers of staff networks</li> </ul>	Equality and Diversity Adviser for Staff (Engagement)
3.16	<b>Diversify representation on key committees</b>  <b>Rationale</b> - BAME staff are under-represented on key committees, reflecting their	a) To research and identify effective initiatives to diversity committee representation	2021 2023	<ul style="list-style-type: none"> <li>Pilot initiatives and success measures established</li> <li>Initiatives reviewed and incorporated into next action plan.</li> </ul>	DPVC EDI

	under-representation in senior posts. We need to find ways of addressing this.				
<b>4</b>	<b>Enhancing access to the University by UK domiciled BAME undergraduate applicants</b>				
	<b>Rationale:</b> Whilst the University's Home/EU undergraduate provision is ethnically more diverse than the populations of West Midlands or England and Wales, the focus of our widening participation efforts rests on supporting applicants from low participation neighbourhoods and multiple-disadvantage backgrounds (e.g. who first generation entrants to higher education, who have a household income that is below the national average) which also have a higher proportion of BAME households. For example, 76% intake of our Access to Birmingham in 2018 was from BAME backgrounds.				
<b>4.1</b>	<b>Reduce the gap in participation between the number of students we admit from the most and least represented groups.</b>	a) The University will increase the proportion of participants/intake from the least represented groups or with multiple measures of disadvantage through: <ul style="list-style-type: none"> <li>i. Access to Birmingham</li> <li>ii. Pathways to Birmingham</li> <li>iii. Realising Opportunities</li> <li>iv. Aim Higher West Midlands</li> <li>v. Forward Thinking</li> </ul>	2020 – ongoing	<ul style="list-style-type: none"> <li>• Ratio in entry rates for POLAR4 quintile 5: quintile 1 students to be reduced from 7.4:1 (2017/18 baseline) to 6:1 (2022/23).</li> <li>• Other KPIs as set out in the University's Access and Participation Plan 2020-21 to 2024-25.</li> </ul>	Director of Recruitment and Marketing
		b) Development of support for BAME and WP applicants for subjects that interview/audition	2020	<ul style="list-style-type: none"> <li>• 5-part Masterclass-like sessions will be trialled in 2020 to support Y12/13 students from BAME and low participation backgrounds to support their preparedness for their university interviews/auditions. The programme will be further rolled out after successful trial.</li> </ul>	Director of Recruitment and Marketing

		c) Contribution to the HE sector's targets by increasing the number of students participating in our post 16 outreach activities who then progress to other universities.	2021 – ongoing	<ul style="list-style-type: none"> <li>500 Pathway to Birmingham students each year to enrol at other UK HEIs in additional to Birmingham's intakes.</li> </ul>	Director of Recruitment and Marketing
4.2	<p><b>Ensure fairness of our selection process of interviewing subjects.</b></p> <p><b>Rationale</b> -Our data suggests that BAME applicants are less likely to receive an offer than their white counterparts at several grade tariffs in interviewing subjects.</p>	a) Data relating to interview attendance, performance at interview, necessary academic thresholds and reasons for accepting/rejecting will be consistently retained for monitoring.	2020 – ongoing	<ul style="list-style-type: none"> <li>Consistency between outcomes of interview processes and intention with no unexpected or undesirable variations</li> </ul>	PVC Education
		b) Robust training will be provided to interview panels to minimise the risk of unconscious bias and be open about this training.	2020 – ongoing	<ul style="list-style-type: none"> <li>100% compliance by end of Year 3</li> </ul>	PVC Education
		c) Update UoB website to make it clear from our website and any other methods of communication to future students that we value diversity and want students to bring their diverse	2020-2021	<ul style="list-style-type: none"> <li>Website is updated. Positive feedback from EDI Ambassadors</li> </ul>	Equality and Diversity Advisor for Students.

		experiences to interview.			
		d) Trial of enhancing inclusive practices of Geography's Doctoral Training Partnership (DTP) on assessment criteria including mitigation on potential impacts of attainment gaps.	2020 – 2023	<ul style="list-style-type: none"> <li>An increase of doctoral students from BAME and under-represented backgrounds of Geography's DTP and circulation of good practice with other disciplines</li> </ul>	Equality and Diversity Adviser for Students, Colleges' Equality & Diversity Lead
4.3	<b>Enhance partnerships with local schools and FE/HE institutions within the University's catchment area</b>  <u>Rationale</u> - to encourage (BAME) student aspiration and to provide support on prior attainment and pathways to HE.	a) Regularly invite staff, students, and parents of UoB School (the University's dedicated secondary school with 66% students from BAME backgrounds) to attend/co-produce equality events on campus (e.g. music performance of the Black History Month launch event).	2019 – 2023	<ul style="list-style-type: none"> <li>Positive feedback from stakeholders of the UoB School.</li> </ul>	Equality and Diversity team, Head of School – UoB School.
		b) Train undergraduate students to tutor A2B applicants and offers online tutoring in partnership with MyTutor and after school year 13 A-level maths classes (access to STEM).	2020 – 2023	<ul style="list-style-type: none"> <li>To reduce the gap in participation between the number of students we admit from the most and least represented groups from our current baseline of 7.4:1 to 5:1</li> </ul>	Director of Recruitment & Marketing.



		c) Develop our strategic partnership with University College and other FE/HE partners with high proportion of students from BAME backgrounds:	2020 – 2023	<ul style="list-style-type: none"> <li>An increase in the number of BAME students progressing from City College Birmingham (SCCB) to studying engineering in HE</li> <li>Report and recommendations on initiatives to address the challenges faced by locally-domiciled students and graduates from underrepresented groups in progressing into highly-skilled and graduate level.</li> </ul>	Director of Recruitment & Marketing.
<b>5</b>	<b>Reducing the BAME attainment gap and nurturing BAME learning communities</b>				
	<p><b>Rationale:</b> We have set ourselves an ambitious institutional target in our Access and Participation Plan 2020-21 to 2024-25 to reduce the BAME attainment gap to 5% in five years and to eliminate unexpected or undesirable variations on student success in the long run. We will develop targeted initiatives to strengthen BAME belongingness and to support BAME students through academic skills programmes and Birmingham Scholar programme. This will be further supported by an array of locally owned actions by Colleges, which will be elaborated in the following section.</p>				
<b>5.1</b>	<b>Reduce the attainment gaps between BAME and white students.</b>	a) Development of specific institutional level targets on addressing BAME attainment gaps	2019	<ul style="list-style-type: none"> <li>Trajectory of reduction in percentage difference in degree attainment (1st and 2:1) towards the 2024/25 target of 5%:</li> <li>white and black students – 15.7% (2017/18 baseline) to 9.8% in 2022/23</li> <li>white and Asian students – 12.5% (baseline 2017/18) to 8.4% in 2022/23</li> <li>As above</li> <li>As above</li> </ul>	PVC Education, Directors of Education, Heads of Education
b) An Attainment Gap Intervention Toolkit will be launched to establish an institutional mechanism for sharing good practice		2020 – 2023	Director of Student Engagement		
c) A sub-group of the Student Access and		2019 – 2020	Director of Student Engagement		

		Progress Committee (SAPC) convened by the Director of Student Engagement will assess how the University delivers against the UUK and NUS framework for addressing the BAME attainment gap			
5.2	<p><b>Expand library's collection that amplifies, celebrates and tells the history of underrepresented groups.</b></p> <p><b>Rationale</b> - to contribute to the dialogue about decolonising the curriculum and democratises the acquisition of new library collections</p>	a) Library Services will diversify the collection and increase the range of books by BAME (Black, Asian and Minority Ethnic), LGBTQ+ and disabled authors through MoreBooks@Bham programme.	2019 – 2023	<ul style="list-style-type: none"> <li>Increased proportion of new acquisitions by BAME (Black, Asian and Minority Ethnic), LGBTQ+ and disabled authors from 2018/19 baseline figures</li> </ul>	Assistant Director, Collection Management and Development
5.3	<p><b>Develop an institutional approach to inclusive curriculum, pedagogy and assessment on BAME.</b></p> <p><b>Rationale</b> – there is considerable good practice being developed across the University. This needs to be formalised and evaluated.</p>	a) All Schools will be required to do a self-assessment of their curriculum, pedagogy and assessment to mainstream BAME inclusivity in our education. The Schools will develop an action plan on that basis to feed into their school education plan.	2021-2022	<ul style="list-style-type: none"> <li>BAME inclusivity will be reflected in all School Education Plans</li> </ul>	Director of Student Engagement

5.4	<p><b>Expand the University's Equality and Diversity Student Ambassadors Programme (as a legacy of the OfS funded project ending in August 2019 for students from BAME and minority group). To enhance belongingness for BAME and minority group students.</b></p> <p><b>Rationale</b> – this programme is proving effective in supporting change at School and course level.</p>	a) Funding of a permanent Grade 6 Officer (1.0FTE) and eight (or more) part-time paid placements for student ambassadors to manage and deliver the continuous development of the Programme. Each student ambassador will receive CPD training and be mentored by a senior management member to support their personal and professional development.	2019 – 2023	<ul style="list-style-type: none"> <li>Annual programme evaluation with positive feedback from stakeholders and internal partners across the University. (Referencing the evaluation model of the OfS project)</li> <li>Sharing of the successful experience of University's Equality and Diversity Student Ambassadors Programme with other universities</li> <li>Number of student-led equality initiatives</li> </ul>	Equality and Diversity Adviser for Students
		b) The Programme will continue its support for BAME student-led equality initiatives/communities (e.g. Black and Ethnic Minority Scientists, Minorities in Philosophies, E&D student ambassadors conference, and annual de-colonisation student conference)	2019 – 2023	<ul style="list-style-type: none"> <li>Annual programme evaluation with positive feedback from stakeholders and internal partners across the University. (Referencing the evaluation model of the OfS project)</li> <li>Sharing of the successful experience of University's Equality and Diversity Student Ambassadors Programme with other universities</li> </ul>	
		c) The Programme will continue its support for BAME student-led	2019 – 2023	<ul style="list-style-type: none"> <li>Number of student-led equality initiatives</li> </ul>	

		equality initiatives/communities (e.g. Black and Ethnic Minority Scientists, Minorities in Philosophies, E&D student ambassadors conference, and annual de-colonisation student conference)			
<b>6</b>	<b>Embedding race equality objectives in our Colleges</b>				
	<b>Rationale:</b> We see the University's five Colleges as key in our journey of change for race equality. The College's interact with staff and students on a daily basis and are rolling out a range of pilot initiatives to be scaled up and shared across all Colleges as we embark our REC action plan.				
<b>6.1</b>	<b>College of Medical and Dental Sciences: Reduce differential attainment between white and BAME students at undergraduate level.</b>	a) A set of College specific dashboards will be created with Alumni Impact Fund to visual attainment data to enhance capacity for analysis and to raise awareness of teaching staff.	2019 – 2020	<ul style="list-style-type: none"> <li>Reduction of attainment gap in line with the University's target in the Access and Participation Plan 2020-21 to 2024-25</li> </ul>	Director of Education, E&D Lead
		b) Differential Attainment Working Group with representatives from each MDS programme will be set up to develop and share good practice in supporting BAME attainment, while allowing individual programmes	2019 – 2023	<ul style="list-style-type: none"> <li>Development of a standard measure of differential attainment for non-classifying degree programmes to allow reasonable and consistent monitoring of BAME attainment issue</li> </ul>	Director of Education, E&D Lead

		to retain the autonomy to create solutions for their specific challenges.			
		c) Formalising equality, diversity, and inclusion as a mandatory consideration in reviews of admissions processes, curricula, and assessments	2020 – 2023	<ul style="list-style-type: none"> <li>• Delivery of College specific training in line with best practice developed at other medical schools</li> </ul>	Director of Education, E&D Lead
		d) Evaluation of the impact of any interventions that are put in place both at programme- and College-level in Year 3. Focus groups with BAME students would be organised to understand the causes of outstanding attainment issues.	2022	<ul style="list-style-type: none"> <li>• The College would tweak its offering to students, ensuring that interventions put in place are effective and valuable.</li> </ul>	Director of Education, E&D Lead
<b>6.2</b>	<b>College of Medical and Dental Sciences: Create a more inclusive atmosphere for BAME students by increasing the representation of their identities and cultures within the College and beyond</b>	a) The College will increase collaboration with partners to co-organise cultural/race awareness events: <ol style="list-style-type: none"> <li>i. MedSoc groups within the Medical School to enhance the sense of belongingness of BAME students.</li> </ol>	2021-2022  2020 – 2021	<ul style="list-style-type: none"> <li>• An increase of cultural/race awareness events and world food across different programmes/buildings of the entire College.</li> <li>• An increase of cultural/race awareness events by the College’s placement providers (e.g. NHS Trust).</li> <li>• Positive feedback from surveys/focus groups by BAME students</li> <li>• An increase of BAME students entering academia.</li> </ul>	E&D Lead

		<p>II. Placement providers (e.g. co-organisation of Black History Month events with University Hospitals Birmingham) to ensure the inclusive environment that the College aims to create begins to extend across our placement providers, and that BAME students are not unfairly disadvantaged while on placement.</p>			
		<p>III. provision of cultural events extended to other MDS buildings and placement providers from Year 2</p>	2020 – 2023	<ul style="list-style-type: none"> <li>• Positive feedback from surveys/focus groups by BAME students]]]</li> </ul>	E&D Lead
		<p>b) The College will increase provision of foods from a variety of world cultures in MDS buildings, noting that it can be more difficult for MDS students to reach catering facilities in</p>	2021 – 2023	<ul style="list-style-type: none"> <li>• Positive feedback from surveys/focus groups by BAME students</li> </ul>	E&D Lead

		<p>other parts the University's campus.</p> <p>c) The College will encourage and support BAME students to engage with career development opportunities on offer within the College (such as summer schools and studentships).</p> <p>d) The College will increase the representation of BAME role models in MDS buildings, such as their pictures, statues, and room names. This will help BAME students to feel that their identities are recognised and valued by the College, as well as providing them with role models.</p>	2021-2023	<ul style="list-style-type: none"> <li>Positive feedback from surveys/focus groups by BAME students</li> </ul>	E&D Lead
<b>6.3</b>	<b>College of Medical and Dental Sciences: Increase the proportion of BAME academic staff at Professor and Reader level</b>	a) The College will monitor the breakdown by race of academic staff applying for and achieving promotion to identify any barriers in the promotion process and areas with disproportionately low	2019 – 2023	<ul style="list-style-type: none"> <li>Delivery of local action to address specific race equality issues. (e.g. the promotions process has been changed to address any structural barriers, or individual Institutes have rolled out unconscious bias training to address cultural issues.</li> </ul>	E&D Lead

		numbers of BAME applicants.			
		b) Based on the findings from Year 1, focus groups with BAME staff will be organised to find out the specific barriers and suitable mitigations by the College.	2020 – 2021	<ul style="list-style-type: none"> <li>Continuous monitoring of race in academic promotions to enable the efficacy of any interventions put in place to be assessed</li> </ul>	E&D Lead
<b>6.4</b>	<b>College of Engineering and Physical Sciences: Reduce differential attainment between white and BAME students at UG level.</b>	a) Whilst the College has an overall attainment gap it has been identified that the biggest gap is within The Chemical Engineering modules. As a result, the School will trial an initiative to employ Postgraduate Teaching Assistants (PGTA's) to work with BAME students via smaller teaching groups.	2020 – 2021	<ul style="list-style-type: none"> <li>Focused group work will enable BAME students to work through their degree with specialised support. The College will assess the impact and roll it out across the College.</li> </ul>	College Education Lead
<b>6.5</b>	<b>College of Engineering and Physical Sciences: Build a more inclusive atmosphere for BAME students by increasing representation and providing specialist support.</b>	a) A series of workshops will be designed and delivered for EPS students to be advertised via BEaMS (Black Ethnic and Minority Scientists) student society. The workshops will focus on	2019 – 2021	<ul style="list-style-type: none"> <li>As part of this pilot the College will be collecting data from the students who attended to assess how the workshops have been received and if they have improved confidence, assertiveness and resilience.</li> </ul>	E&D and Wellbeing Lead



		building confidence, assertiveness, how to challenge inappropriate behaviour and managing change. With the intention that these workshops will teach valuable skills and empower students whilst at university and beyond.			
	b)	Provide microaggressions awareness training for students.	Annually from 2020	<ul style="list-style-type: none"> <li>Ensure student society reps are trained in the first instance and roll it out across the College</li> </ul>	E&D Lead along with the E&D Ambassadors
	c)	Introduce additional induction activities for overseas students to create an inclusive and welcoming environment	2022 – 2023	<ul style="list-style-type: none"> <li>Monitor the attendance and collect feedback about the induction activities over the academic year.</li> </ul>	E&D lead for each school
	d)	Provide international students a tutor or point of contact for additional help and support.	Annually from 2021	<ul style="list-style-type: none"> <li>Monitor the amount of international students who seek out additional help and support.</li> </ul>	E&D lead for each school

6.6	<p><b>College of Engineering and Physical Sciences:</b>  <b>The College will focus on career pipeline and development for BAME academic staff. Our data shows that there are higher numbers of BAME staff amongst post doc appointments. Alongside this, there are higher numbers of BAME staff greater at lower grades.</b></p> <p><b>The College also recognises that our professional services staff require support on race equality.</b></p>	a) Work with the College HR Business Partner to analyse the promotions round by gender and race. This will focus on how nominations were made and how many nominations were made out of the pool of candidates that could have been made.	2020 – 2021	<ul style="list-style-type: none"> <li>Assess the impact of analysing promotions by race and gender to understand if there has been an improvement in promotions.</li> </ul>	E&D Lead and HR Business Partner
		b) Create a network focussing on career development support with a particular emphasis on supporting postdoctoral researchers from under represented backgrounds.	2021 – 2022	<ul style="list-style-type: none"> <li>Monitor attendance of the career development network and its impact on supporting postdoctoral researchers from underrepresented backgrounds</li> </ul>	E&D Lead
		c) Support the universities REC pilot to diversify shortlisting and recruitment panels by requiring all recruitment and selection panels for Professional Services recruitment to contact the BAME staff network to ensure there is someone who identifies as BAME is involved in the process.	2020	<ul style="list-style-type: none"> <li>Assess the impact BAME attendance on shortlisting and recruitment panels has had on appointments</li> </ul>	Director of Operations and recruiting managers.

		d) Promote and encourage BAME members of professional services staff to attend the ADITI Leadership programme and track their career progress once attended.	2020	<ul style="list-style-type: none"> <li>Measure the impact ADITI attendance has had on BAME staff progress across the College.</li> </ul>	Director of Operations
6.7	College of Life and Environmental Sciences: NSS and focus groups indicate that our BAME students, especially Black students, can feel isolated and excluded from the community.	a) Set up a CoLES BAME student's network – work with colleagues in EPS and CAL who already have similar groups.	2019 – 2020	<ul style="list-style-type: none"> <li>Organise 1 networking &amp; speaker event in 2019/20 - positive feedback collected from students in response to event and in high level surveys e.g. NSS.</li> </ul>	E&D Lead
		b) Assist and support CoLES BAME student network	2020/2021	<ul style="list-style-type: none"> <li>Organise 3 networking &amp; speaker events in 2021/22 including one in Black History Month - positive feedback collected from students in response to events and in high level surveys e.g. NSS.</li> </ul>	E&D Lead
6.8	College of Life and Environmental Sciences: There is a gap between the degrees awarded to BAME and White students	a) Pilot schemes to reduce assessment difference. Specifically: Bio: Unconscious bias training; GEES: buddy scheme through tutorial system; Psychology: fully anonymised marking of final year projects, anonymous module discussion boards; SportExR: drop in sessions for modules where BAME students'	2020 – 2023	<ul style="list-style-type: none"> <li>Schemes are established and evaluated – using data on student attainment and student feedback</li> <li>Schemes are established and evaluated – using data on student attainment and student feedback.</li> <li>Effective strategies are implemented across college – using data on student attainment and student feedback</li> </ul>	E&D Lead

		<p>grades are markedly low.</p> <p>Evaluate pilot projects and roll out to at least one other School if effective.</p> <p>With introduction of NATY develop system to identify low achieving students after Semester 1 and proactively support them through contact with tutors/SEPOs.</p>			
	<p><b>College of Life and Environmental Sciences:</b> The college staffing profile data shows that we have few BAME staff and it does not reflect local community. There are pipeline issues for academic staff.</p>	<p>a) Add new UoB E&amp;D items into all job descriptions for new posts. BAME member of staff (University wide group) on all interview panels for faculty and PSS.</p>	2020 – 2023	<ul style="list-style-type: none"> <li>E&amp;D items in all job descriptions for new posts. BAME panel member on all interviews.</li> </ul>	HR Business Partner and E&D Lead
		<p>b) Run focus group with BAME PhD/Postdocs to review pipeline issues between PhD/Postdoc.</p>	2022	<ul style="list-style-type: none"> <li>Produce focus group report and identify actions (e.g. mentoring, careers network sessions, implicit bias training)</li> <li>Outcomes from focus groups inform central Concordat programme</li> </ul>	People and Organisational Development Consultant

6.9	College of Art and Law: Reduce differential attainment between white and BAME students at UG level.	a) BAME students at all UG levels will be given particular attention through academic tutoring and wellbeing support as part of our new Widening Participation protocols to identify academic under-attainment across CAL UG population.	2020 – 2023	<ul style="list-style-type: none"> <li>WP protocols to continue, with ongoing reflection and evaluation, in particular on their impact on BAME students</li> </ul>	E&D Lead
		b) Attainment Gaps (including BAME) to be discussed in each School in a dedicated meeting in autumn 2020; this will feed into a BAME attainment action plan produced by each School (HoS and HoE) detailing activity and subsequent impact on BAME attainment in the short and longer term.	2020-2023	<ul style="list-style-type: none"> <li>Continued implementation of strategy, ideas and framework in the College.</li> </ul>	E&D Lead

		c) Many parts of the College have a relatively low number of BAME UGs; DDoE (DE and Widening Participation) to lead on a piece of research to understand issues affecting attainment of BAME UGs in Humanities and Law. This research, plus the input from (2), above, will result in a report to be presented in January 2021 at the CAL Student Wellbeing Conference.	2020-2023	<ul style="list-style-type: none"> <li>Consider what 'business as usual' model looks like after two years of specific interventions and action; evaluate the ongoing impact of the BAME Framework in Schools.</li> </ul>	E&D Lead
<b>6.10</b>	<b>Create a more inclusive atmosphere for BAME students in the College, from classroom experience to social and extra-curricular activities.</b>	a) Establish a BAME Staff-Student Task and Finish Group (to be co-chaired by the Deputy Director of Education for DE and Widening Participation, College Senior Tutor and a BAME student rep) to further understand local drivers for inclusive student experience, co-creating an enhanced model of educational provision. This will build on existing work already started in 2019-20 by the CAL Student	2020-2023	<ul style="list-style-type: none"> <li>Implement recommendations of the BAME Staff-Student Task and Finish Group</li> </ul>	E&D Lead

		Experience team and E and D Assistant (a student role) as part of the broader, ongoing College Inclusivity Project.			
		b) Increase the physical representation of BAME role models in CAL buildings in terms of pictures and if possible, room names.	2020-2023	<ul style="list-style-type: none"> <li>Evaluate impact of recommendations of the BAME Staff-Student Task and Finish Group; establish what 'business as usual' model looks like after two years of specific interventions and action.</li> </ul>	E&D Lead
6.11	<b>Increase the proportion of BAME academic staff in the College, especially at Reader and Professor level.</b>	a) See point 1 under student experience: this training will also contribute to a culture that better understands the challenges BAME academics face.	2020-2023	<ul style="list-style-type: none"> <li>See point 1 under student experience: this training will also contribute to a culture that better understands the challenges BAME academics face.</li> </ul>	E&D Lead
		b) The College will ensure that the content and phrasing of job specs and job ads attract a diverse range of applicants. Search committees will actively seek out and encourage suitably qualified BAME candidates to apply; they will try where possible to have a BAME member of staff on search committees,	2020-2023	<ul style="list-style-type: none"> <li>Monitor the impact of ensuring content, phrasing and job specs are attracting a wide pool of diverse applicants.</li> </ul>	E&D Lead

		shortlisting and interview panels.			
		c) Schools will use PDRs for advice and guidance for BAME colleagues seeking promotion. Where additional support is needed for BAME colleagues, Schools will seek mentors from senior BAME colleagues in or beyond the School.	2020-2023	<ul style="list-style-type: none"> <li>Monitor the impact of ensuring PDRS focus and highlight where BAME academic members of staff aren't being progressed.</li> </ul>	E&D Lead
6.12	<b>College of Social Sciences: Develop a sense of belonging to increase confidence</b>	a) Support students to establish BAME networks within programmes, Departments or Schools, as appropriate.	2020	<ul style="list-style-type: none"> <li>Networks established and first meeting held.</li> </ul>	HoE
		b) Appoint a BAME student academic lead role which reports into College Board.	2020	<ul style="list-style-type: none"> <li>Suitable candidate in post</li> </ul>	HoC
		c) Establish a COSS BAME student network, chaired by the BAME student academic lead.	2020	<ul style="list-style-type: none"> <li>Network members identified</li> </ul>	BAME student academic lead
		d) Establish a network of BAME mentors across the College.	2020	<ul style="list-style-type: none"> <li>Number of matched mentors/mentees</li> </ul>	BAME student academic lead with Careers Network and Alumni



		e) Create a College BAME speaker series with invited alumni and high profile BAME speakers.	2020	<ul style="list-style-type: none"> <li>• First event held in March with a planned series in place.</li> </ul>	DoE/BAME lead/MarComms
<b>6.13</b>	<b>Academic support for BAME students</b>	a) Develop a programme of support for APP students on the cusp of a 2:1 or First, identified by average grades	2020	<ul style="list-style-type: none"> <li>• Students identified and taking up offer of support</li> </ul>	HoEs, College and School APP Leads, Senior Tutors, Personal tutors
		b) Work with Academic Skills to encourage BAME students to take advantage of support offered.	2020	<ul style="list-style-type: none"> <li>• Students identified and taking up offer of support</li> </ul>	College and School APP leads, personal tutors.
		c) Develop more peer assisted study schemes where BAME students help others with study skills	2020	<ul style="list-style-type: none"> <li>• At least one peer assisted study scheme per school</li> </ul>	Academic Skills, Library, BAME lead, Senior Tutors
		d) Ensure mobility initiatives include support for BAME students to take advantage of the opportunities	2020	<ul style="list-style-type: none"> <li>• Proportion of BAME students taking up year and semester abroad opportunities.</li> </ul>	School International Leads, SEOs

<b>6.14</b>	<b>Support for staff and students to understand BAME student experience and address racist behaviour</b>	a) Develop 'training' for staff and students about the BAME student experience and racism. This might be done via Virtual Reality	2020	<ul style="list-style-type: none"> <li>• Training material developed</li> </ul>	DoE, BAME lead with EEF leads, VR network and BAME student network
		b) Make training part of the induction process with an expectation that it should be undertaken by all staff.	2020	<ul style="list-style-type: none"> <li>• First delivery of training</li> </ul>	HR and College Board
		c) Commission HEFI to deliver tailored unconscious bias training for PS and academic staff across all schools	2020	<ul style="list-style-type: none"> <li>• Dates agreed with each school</li> </ul>	DoE, HoEs
		d) Host a BAME student experience annual conference; co-designed with students.	2020	<ul style="list-style-type: none"> <li>• Conference is delivered</li> </ul>	BAME lead, MarComms
<b>6.15</b>	<b>Improve understanding of College/School-level issues underpinning BAME attainment gaps.</b>	a) The University's Educational Enhancement Partnership Fund (EPF), run in collaboration with the University of Nottingham, will establish three projects specifically dedicated to understanding and	2019 – 2023	<ul style="list-style-type: none"> <li>• Feeding outcomes, learning and good practice from these projects into the development of further interventions to support BAME attainment and disseminating in different channels (including out signature MicroCPD)</li> <li>• More equal % rates of first class degree attainment for white and BAME students when normalising intersectional factors</li> <li>• Academic leads adopting recommendations into programme and module design, professional</li> </ul>	PVC Education

	<p>(a) EPF's BAME project by College of Engineering and Physical Sciences: Reduce BAME undergraduate attainment gap in STEM subjects (£107k funding)</p>	<p>addressing the BAME attainment gap at local academic School level.</p> <p>Two Grade 6 Officers (total 1.4FTE) will be funded to support the delivery of three piloted interventions: (a) Changing practice around written exams (b) Creating and sustainably resourcing departmental BAME student groups (c) Running workshops and developing resources for staff to better understanding on BAME issues</p>	<p>2019 – 2021</p>	<p>services leads adopting recommendations into student and academic services packages</p> <ul style="list-style-type: none"> <li>• Success is measurable through: <ul style="list-style-type: none"> <li>○ The quantitative performance of BAME students in the participating departments.</li> <li>○ A greater proportion of BAME students reporting that they feel part of a learning community and have higher attendance and lower drop-out rates.</li> <li>○ A positive spill-out impact on other groups, such as women and widening participation students</li> <li>○ A wider awareness of the attainments gap, stereotype threat and decolonisation.</li> </ul> </li> <li>• Professionals and staff report satisfaction with the framework produced, and on using the framework will report that it is useful and straightforward to use.</li> <li>• Monitoring and analytics of aggregate hits/accessing/usage rates of different elements of the digital resource</li> <li>• Staff and student mentors and mentees will:</li> <li>• Report confidence in using the model and find it helpful in examining attitudes and beliefs.</li> <li>• Express intention to engage in inclusive practice in their sphere of influence</li> <li>• Express satisfaction with their training to carry out their role as mentor or mentee</li> <li>• Reverse Mentoring student leadership/development module proposal completed for consideration by UoN Advantage Award and UoB VC Challenge and Personal Skills Award teams</li> </ul>	<p>Project lead</p>
	<p>(b) PF's BAME project by College of Social Sciences: Improve curriculum diversity and representation (£67k funding)</p>	<p>A project team of six, including a dedicated post doc research assistant (0.6FTE) will:</p> <ol style="list-style-type: none"> <li>I. Research and develop a working definition of and methodology for 'decolonisation'</li> <li>II. Map the diversity curriculum in our disciplines across a range of universities</li> </ol>	<p>2019 – 2020</p>		<p>Project lead</p>

	<p>(c) EPF's BAME project by College of Life and Environmental Sciences: Design and implement a framework for reverse mentoring programme to enhance BAME student engagement and satisfaction with their academic experience (£63k funding)</p>	<p>III. Run a series of attainment gap workshops across both UoB and UoN</p> <p>IV. Create a resource for academics to draw upon to help with the decolonisation project</p> <p>Research Fellow 0.2FTE for 2 years plus project lead time for 3 staff, digital, learning technology and design support allocated to support delivery.</p> <p>This project aims to design, implement and evaluate a framework and resources for a reverse mentoring (RM) programme to enhance equality, diversity and inclusion in academic settings. The project objectives are to</p> <p>I. Develop a RM framework for use in academia through collaboration between, staff and</p>	<p>2019 – 2020</p>	<ul style="list-style-type: none"> <li>Proposed work plan completed for integration of RM into UoN Leadership Academy mentorship Framework Academy and/or UoB and UoN PGCHE and UoB HEFi staff development</li> </ul>	<p>Project lead</p>
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		<p>students at UoB and UoN</p> <p>II. Pilot the framework at UoN/UoB with BME staff RM more senior staff who are white or a different ethnicity</p> <p>III. Pilot the framework at UoN/UoB with BME students RM academic staff from other ethnicities</p> <p>IV. Pilot the framework at UoN/UoB with BME students RM student leaders from other ethnicities</p> <p>V. Produce a toolkit of resources for implementing RM</p> <p>VI. Design, deliver and evaluate a training programme for BME staff/students who will be mentors</p> <p>VII. Design, deliver and evaluate a method for preparing</p>			
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		<p>staff/students who will be mentees</p> <p>VIII. Evaluate the impact of RM</p>			
<b>7</b>	<p><b>Support BAME students into academia through graduate pipeline</b></p> <p><b>Rationale:</b> We are committed to support aspiring BAME students to progress into academia for diversifying the profile of the next generation of academics. The University Graduate School provides dedicated coordination to support the whole spectrum of postgraduate lifecycle from PGT to PGR provision.</p>				
<b>7.1</b>	<p><b>Support admission and transition to postgraduate study by BAME applicants.</b></p> <p><b>Rationale</b> - We are committed to supporting BAME students to progress into academia to diversify the profile of the next generation of academics</p>	<p>a) The University Graduate School will establish a baseline in 2019/20 to measure improvements:</p> <p>I. Comparing % BAME students receiving PG Research Council funding to non-BAME students</p> <p>II. % of staff involved in funding decisions who have completed unconscious bias training</p>	Annually from 2019	<ul style="list-style-type: none"> <li>Baseline indicators improved and hitting determined targets over the 3-year period</li> </ul>	Director of Graduate Studies



7.2	Foster positive experience of BAME PGT/PGR students.	a) The University Graduate Schools will work with E&D Student Ambassador – PGR to identify good practice in promoting BAME student experience that can be shared with five Colleges.	2020 – 2021	<ul style="list-style-type: none"> <li>Evidenced application of good practice across the University</li> </ul>	Head of University Graduate School, Graduate Research Board, PGR/PGT College Leads
		b) The University Graduate School will review and update the mandatory supervisor training material to include content regarding unconscious bias. The completion rates of the mandatory training will be monitored and reported to Colleges annually.	2020 – 2023	<ul style="list-style-type: none"> <li>Delivery of new supervisor training materials with amendments made to reflect topics around unconscious bias</li> </ul>	Head of University Graduate School
7.3	Support PGR students to complete on-time.	a) The University Graduate School will monitor and analyse submission, completion and award outcome data by ethnicity and other characteristics.	2019 – 2020	<ul style="list-style-type: none"> <li>Annual Report to be considered by the Graduate Research Board</li> </ul>	Director of Graduate Studies



		b) The University Graduate School will deliver a workshop with contextualised content targeted at mid-PhD students that focuses on how to complete the PhD successfully and on time, and improve material on VLE/website to support student submission and completion.	2020 – 2021	<ul style="list-style-type: none"> <li>Number of BAME students attending workshop and number of students accessing support material on UGS website</li> </ul>	Head of University Graduate School
		c) PGR Leads will deliver pre-sessional workshops on PhD network mapping.	2020 – 2021	<ul style="list-style-type: none"> <li>Number of BAME students attending workshop, and increased BAME engagement with training and support services for PGR</li> </ul>	PGR Leads
<b>7.4</b>	<b>Support BAME students to progress into professional careers – whether academic or non-academic.</b>	a) The University of Graduate Schools will enhance offerings of career planning support: <ol style="list-style-type: none"> <li>I. Delivering workshop for mid-PhD students that focuses on what to do next in terms of career progression</li> <li>II. Delivering BAME speaker series</li> <li>III. Developing BAME career case studies</li> </ol>	2020 – 2022	<ul style="list-style-type: none"> <li>Number of BAME students attending these activities</li> </ul>	Head of University Graduate School
<b>8</b>	<b>Enhance campus experience of BAME students</b>				

**Rationale:** As a majority full-time, residential, and campus-based university a positive campus experience is essential to student life. From sports participation to access to wellbeing support, we aim to bring our aspiration to be a global university by ensuring students from different cultures and nationalities are catered for on campus.

<b>8.1</b>	<b>Increase participation of BAME students in organised sports</b>	a) Diversity & Inclusion in Sports training will be delivered at Club Conference annually	Annually	<ul style="list-style-type: none"> <li>100% of Sport Clubs with at least one student leader having received equality awareness training</li> </ul>	Director of Sport
	<b>Rationale</b> - feedback from our student survey and focus groups suggest that our priority is to enhance BAME student's sense of belongingness within the University.	b) Active Bystander in Sports training and E&D session for Club Presidents' Network will be co-developed and delivered with Student Services	2020	<ul style="list-style-type: none"> <li>As above</li> </ul>	Director of Sport
		c) UBSports will host Racism in Sports keynote session and race inclusion initiatives	2019 – ongoing	<ul style="list-style-type: none"> <li>Increase of student-led inclusive initiatives by Club leaders – aiming to receive 10 UBSport Club Award nominations on inclusive practice by Year 3</li> </ul>	Director of Sport
		d) UBSports will launch an investigation to understand the participation rates of sports and sport leadership roles by BAME students.	2020	<ul style="list-style-type: none"> <li>Increased number of BAME students (Home/EU and Overseas) in organised sports based on the investigation and targets set in Year 1</li> </ul>	Director of Sport
		e) Three-year targets will be developed by UBSports in 2019/20 to measure the impact.	2020-2020	<ul style="list-style-type: none"> <li>As Above</li> </ul>	Director of Sport

8.3	<p><b>Improve BAME representation of core staff and service schemes at on-campus student accommodation</b></p> <p><b>Rationale</b> - Our student researchers made recommendations around five themes, including Improving the academic engagement and social experience of BAME students</p>	<p>a) Accommodation and Operations will develop a recruitment drive to attract BAME students to apply for Community Wardens, Hall Reps, and Student Mentors.</p>	<p>2020 – 2023</p>	<ul style="list-style-type: none"> <li>10% increase (from 2019/20 baseline) of BAME representation across Accommodation and Operations by end of Year 2</li> </ul>	<p>Director of Accommodation and Operations</p>
8.4	<p><b>Improve crime prevention communications to international students (particularly in the early weeks of pre-sessional language courses).</b></p> <p><b>Rationale</b> - Non-UK BAME students also consider themselves to be more vulnerable to discrimination</p>	<p>a) UBSafe will produce written and podcast materials initially in Mandarin and expand to key foreign languages by Year 3.</p> <p>b) UBSafe will monitor crime statistics by ethnicity and nationality.</p>	<p>2020 – 2021</p> <p>Annually from 2021</p>	<ul style="list-style-type: none"> <li>Improve the environment for international students when they arrive to UoB.</li> <li>Delivery of monitoring</li> </ul>	<p>Head of Security and Emergency Planning</p> <p>Head of Security and Emergency Planning</p>
8.5	<p><b>Ensure equitable access to support services between BAME and white students.</b></p> <p><b>Rationale</b> - Our student researchers made recommendations around five themes, including Improving the academic engagement and social experience of BAME students</p>	<p>a) Student and Registry will conduct a yearly analysis of access to student support services, scholarships, and complaint support by ethnicity.</p>	<p>Annually from 2019</p>	<ul style="list-style-type: none"> <li>No unexpected or undesirable variations on access to student support services</li> </ul>	<p>Student Hub Manager, Head of Funding, Graduation and Awards, Head of Student Conduct, Complaints &amp; Appeals</p>

8.6	<p><b>Improve the design of public spaces on campus to reflect the diverse needs of different cultural groups.</b></p> <p><b>Rationale</b> - Our student researchers made recommendations around five themes, including developing a sense of belonging for BAME communities on campus</p>	a) Academic Service and Estates will co-develop an inclusive design guide for campus development (e.g. hot water stations, prayer spaces)	2022-2023	<ul style="list-style-type: none"> <li>Adoption of the design guide by the University's Estates Strategy Capital Masterplan 2022 - 2026</li> </ul>	Inclusivity Adviser, Deputy Director of Estates (Development)
8.7	<p><b>Enhance the transparency and awareness of the support pathways on microaggressions/hate incident and crime.</b></p> <p><b>Rationale</b> - Our student researchers made recommendations around five themes, including tackling microaggressions</p>	a) Internal Audit team will develop an audit of harassment and hate crime to provide assurance on the design and effectiveness of controls to manage key risks	2020	<ul style="list-style-type: none"> <li>Report of potential enhancement of reporting and student support on hate incident/crime</li> </ul>	Head of Internal Audit
		b) An improvement of the hate crime and microaggressions information page on the University website will be co-developed with UBSafe and Student Equality and Diversity team.	2020	<ul style="list-style-type: none"> <li>Improvement of students' feedback from surveys/focus groups on reporting racial discrimination</li> </ul>	Assistant Director (Student Support)
		c) Development of online/printed literature to advertise support pathways	2020-2021	<ul style="list-style-type: none"> <li>Improvement of students' feedback from surveys/focus groups on reporting racial discrimination</li> </ul>	Assistant Director (Student Support)

8.8	<b>Foster good relations between people who share a religion or belief and those who do not on campus and in local community.</b>  <b>Rationale:</b> Our student researchers made recommendations around five themes, including developing a sense of belonging for BAME communities on campus	a) The University's Multi-Faith Chaplaincy will carry out an annual review of the diversity of faith services at the University's chaplaincy to reflect the mix of student and staff population. (e.g. enhancing provision of Muslim Chaplain from 2019 – 2020)	Annually from 2019	<ul style="list-style-type: none"> <li>Positive feedback from students and staff from surveys / focus groups</li> </ul>	Assistant Director (Student Support)
		b) The University's Multi-Faith Chaplaincy will continue to support single/inter-faith public events on campus (e.g. community Iftar, climate change and faith, annual Chaplaincy Lecture)	Annually from 2019	<ul style="list-style-type: none"> <li>Number of a diverse provision of multi-faith events on campus</li> </ul>	Assistant Director (Student Support)
9	<b>Level graduate employability of BAME students from BAME backgrounds</b>  <b>Rationale:</b> Although the discrepancies of graduate employability between BAME (84.9%) and White (85.9%) graduates are less than 1% in our latest figures, our data highlights that Black graduates have the largest gap of 6.4%. Internal analysis has further identified a specific challenge with our Black graduates from low participation areas and those who were locally domiciled before starting at university. Therefore, our employability action plan will include areas where we aim to target Access to Birmingham (A2B)/local domiciled Black students specifically for additional employability support and to enhance engagement.				

9.1	Enhance visibility of employability support and improve levels of engagement by BAME students.	a) Careers Network will create effective promotional materials for participants of Offer Holder days particularly for programmes/target schools known to attract more BAME applicants to encourage career planning in an early stage.	2020 –2023	<ul style="list-style-type: none"> <li>Number of engagement opportunities with BAME applicants</li> </ul>	Academics in target Schools with more BAME students who have lower graduate outcomes
		b) Careers Network will develop effective means of promotion of Careers Network’s Kick Start employability event and the Access to Career (A2C) employability programme to pre-entrants.	2019 –2023	<ul style="list-style-type: none"> <li>Number of engagement opportunities with BAME pre-entrants</li> </ul>	Careers Network Information and Guidance teams
		c) Careers Network will develop an information page on the CN website of representative staff who would act as a first point of contact for BAME students.	2020	<ul style="list-style-type: none"> <li>Increase of engagement opportunities with BAME students</li> </ul>	Careers Network’s Marcomms Group

		d) Careers Network will promote services for BAME students to academics using various means including personal tutoring and new staff induction.	2019 – 2023	<ul style="list-style-type: none"> <li>• Increase of engagement opportunities with BAME students</li> </ul>	Careers Network Information and Guidance teams
		e) Careers Network will fund an Equality & Diversity Student Ambassador (BAME Employability) role to enhance engagement with BAME students.	2019 – 2023	<ul style="list-style-type: none"> <li>• Positive feedback and number of engagement activities by the Equality &amp; Diversity Student Ambassador (BAME Employability)</li> </ul>	Equality and Diversity Adviser for Students
		f) Careers Network will develop a new means of promoting Careers Network services through Guild Employability Forums and Student Groups.	2019 – 2023	<ul style="list-style-type: none"> <li>• Increase of engagement opportunities with BAME students</li> </ul>	Equality & Diversity Student Ambassador (BAME Employability)
		g) Careers Network will develop formal processes for Careers Network staff to access, and partner with, BAME and other Representation Student Groups.	2019 – 2023	<ul style="list-style-type: none"> <li>• Increase of engagement opportunities with BAME students</li> </ul>	Equality & Diversity Student Ambassador (BAME Employability)

		h) University to host the REACH Society national careers conferences for black and minority ethnic youths.	2020 - 2023	<ul style="list-style-type: none"> <li>Number of attendees and engagement activities with employers and education providers</li> </ul>	Conference Lead
9.2	Provide training for BAME students focussing on how to be your authentic self in the workplace, building resilience and how to develop coping strategies for being a person of colour in a predominantly white space.	a) Careers Network will create more visible showcase of BAME students, staff, recent graduates, interns, alumni, and inclusive employers.	2020 – 2023	<ul style="list-style-type: none"> <li>More diverse ethnic representation at recruiter events, and on employer, alumni speaker panels</li> </ul>	Careers Network's Information team
		b) Careers Network will create, and publish more widely, a register of employers offering employability related opportunities for BAME students.	2020-2023	<ul style="list-style-type: none"> <li>Development of a register of employers with ethnic inclusive recruitment practice</li> </ul>	Careers Network's Employer Relations team
		c) Careers Network will increase levels of BAME student participation in mentoring, work experience and other related activity through new programmes and revising existing programmes (e.g. LGBT Mentoring Scheme).	2020-2023	<ul style="list-style-type: none"> <li>Increase of engagement opportunities with BAME students</li> </ul>	Careers Network's Work Experience and Mentoring team



		<p>d) Careers Network will adopt new methods to promote the Personal Skills Award to BAME locally domiciled students and explore ways of encouraging greater participation in extra-curricular activity (ECA) that can be credited.</p>	2020-2023	<ul style="list-style-type: none"> <li>• Increase of engagement opportunities with BAME locally domiciled students</li> </ul>	Careers Network's Information team
		<p>e) Careers Network will create a version of the Birmingham University Internships Programme (BUIP) to create short placements on campus for BAME locally domiciled students.</p>	2020-2023	<ul style="list-style-type: none"> <li>• Increase of engagement opportunities with BAME locally domiciled students</li> </ul>	Careers Network's Work Experience and Mentoring team, Equality & Diversity Student Ambassador (BAME Employability)
		<p>f) Careers Network will undertake research on levels of BAME students participating in part-time work on campus and develop an action plan to address concerns.</p>	2020-2023	<ul style="list-style-type: none"> <li>• Development of an action plan to diversify student population participating part-time work on campus</li> </ul>	Careers Network's OfS project team

		g) Careers Network will provide personal coaching for some locally domiciled Black students within first two years of graduating and evaluates effectiveness.	2020-2023	<ul style="list-style-type: none"> <li>Positive feedback from locally domiciled Black graduate participants</li> </ul>	Careers Network's OfS project team
9.3	Improve employability for 1st generation BAME students	a) Campus Services will assess marketing strategy and use positive action advertising where appropriate to attract 1 <sup>st</sup> generation and BAME applicants for part-time work.	2019 – 2023	<ul style="list-style-type: none"> <li>Number of BAME applicants for part-time work</li> </ul>	Director Campus Services
		b) Campus Services will identify application trends and success rates of job applications and interviews of 1 <sup>st</sup> generation and BAME students. Analysis of profiles and interview performance between unsuccessful and successful applications will also be carried out.	2019 – 2023	<ul style="list-style-type: none"> <li>Bridge identified gaps through reflection workshops, 121 CV checks and cover letter workshops</li> </ul>	Director Campus Services

		c) Campus Services will pilot a one week entry level work experience scheme, placing students with limited work experience into Professional Services departments to gain professional skills and confidence in the work place and widens the breadth of departments and numbers of students involved in Year 3.	2020 – 2023	<ul style="list-style-type: none"> <li>Development of an entry level work experience scheme</li> </ul>	Director Campus Services
9.4	Promote inclusive recruitment practices with external employers.	a) Careers Network will develop a means of promoting UoB's commitment to supporting inclusive recruitment practices amongst employers and recruiters.	2021 – 2023	<ul style="list-style-type: none"> <li>Number of engagements with employers</li> </ul>	Careers Network's Employer Relations team, External Relations' Communications and Reputation team
		b) Career Network will work with internal partners to create guidelines for students and graduates who experience discrimination whilst on placement, internship, degree apprenticeship, or in a	2021 – 2023	<ul style="list-style-type: none"> <li>Number of engagements with employers</li> </ul>	Careers Network's Employer Relations team, Equality & Diversity Student Ambassador (BAME Employability)

		graduate job (within 2 years of graduation).			
		c) Careers Network will aim to engage students and develop focus groups to gather relevant intelligence and explore the BAME experience of job searching.	2021 – 2023	<ul style="list-style-type: none"> <li>Number of engagements with employers</li> </ul>	Careers Network's Evaluation Group, Equality & Diversity Student Ambassador (BAME Employability)