Race Equality Charter Draft Action Plan for Consultation

Section 2: Self-assessment process				
Action Ref	**Issue identified**	**Action(s) to address the issue**	**What success will look like/how will the action contribute to the aim/objective**	**Relevant actions (if any)**
2.1	Low representation on the SAT from the Faculty of Science and Health and Arts and Humanities.	Refresh SAT membership moving forward, ensuring continuity and increased representation from the Faculty of Science and Health and Arts and Humanities.	Representation will be more balanced from all faculties	
2.2	Maintaining momentum and progress on our action plan	Convene termly meetings of the refreshed SAT to ensure progress with the action plan. More frequent meetings to be arranged in year four to begin the next self-assessment.	Termly meetings arranged and included in the institutional Diary of Meetings	
Section 3: Institution and Local Context				
3.1	Ethnic diversity of security staff has increased, following an incident of racial profiling, but still remains low	Set recruitment and selection diversity aims for University security and other front-line central services staff, as well as implementing core race equity training for all staff, which should be refreshed regularly.	Targets are set and reported back to the REC SAT. Mechanism to monitor this over time developed and agreed.	

3.2	While the ethnic diversity in the security staff has increased, more efforts are needed to build and maintain trust between students and the security team	Communicate the steps taken to students	Information included in relevant student communications	
3.3	Senior leadership team lack racial diversity, and previous reverse mentoring programmes have been effective	Introduce reverse mentoring for all senior leaders. The power balance of the mentoring partnership must be considered, and B.A.M.E staff should not be forced to participate or overburdened. There should emphasis on the need for those being mentored to also undertake their own learning and development without over-relying on their mentor.		
3.4	Need to increase the community's confidence and competence in talking about race equity	Identify suitable mandatory training for all staff and students (induction training about race equality, allyship, microaggressions, implicit. bias, conflict resolution, bystander intervention); facilitate conversations about white fragility and explore costing. Review existing training and amend + supplement as needed on each topic.	Gaps in current training will be identified and filled. Knowledge and awareness will be raised with staff on EDI. At least 80% of staff to undertake the training.	

Section 4: Staff Profile				
4.1	Low staff disclosure rates make it difficult to fully and accurately identify or analyse experiences of staff. The need to increase the staff ethnicity disclosure rate is evident throughout the action planning process. Many of the actions required throughout Section 4 will provide limited data and subsequently limited demonstrable results.	Identify why people are reluctant to disclose their ethnicity. This can be done via focus groups and staff meetings, and via staff forums. The Equality Pay Gap Working Group will also look at this.	There is already work planned around this for early this academic year. This will include first identifying why staff are not disclosing. Aiming to increase disclosure rates by 25%.	
4.2		Relaunch the 'Your Profile Counts' campaign, explaining why it is important to disclose, what we use the data for how it supports our EDI challenges. This will be done via communications.	Relaunching the 'Your Profile Counts' campaign aims to promote the importance of data disclosure and encourage staff to update any missing or out of date information.	
4.3		Introduce annual 'check and update' census with existing staff for information currently held.	With a narrative/communication detailing why UoE collects the data and the importance of holding particular information for staff, a regular update of staff information (via a census/survey, or through a reminder to update) will give the data needed to feed into equality work/projects. The aim is to reduce non-reporting of ethnic group to less than 10% by the next assessment period.	

4.4		Make Equality Monitoring questions compulsory to answer at the application stage. While the questions should be compulsory to answer, all questions should include an option for 'prefer not to say'	This should increase the disclosure rate for new joiners, and will allow us to understand whether new joiners feel comfortable disclosing their ethnicity. A free text box will also be made available for applicants to provide a reason for non-disclosure if relevant, which will help to capture barriers.	
4a – Academic Staff				
4.5	Recruitment numbers of BAME staff is low and more targeted efforts are needed to recruit UK BAME staff, and to encourage progression of non-white BAME students from undergraduate to postgraduate education and into academic roles.	Advertise vacancies through BAME networks and targeted recruitment. This includes identifying appropriate forums in addition to channels and platforms currently used and ensure that we capture information on where applicants saw the vacancy. Use positive action statements and link to the University's work on race equity in job vacancies to encourage applications from BAME communities.	This is already the current process, however deeper analysis of how we target demographics and approach recruitment process could improve recruitment and retainment figures. Working with the BAME Staff Forum may offer further insights and opportunities. Applicants increase by 10%	
4.6		Create supported programmes that give a post doctorate path in the field(s) of interest/research, including	Capturing data on where applicants saw the vacancies will help measure impact on if	

		time for professional development as well as allocating workload time to PIs for mentoring.	we are reaching BAME audiences. Fellowship opportunities would potentially encourage BAME individuals to apply for supported post doctorate positions within the University, providing support and progression into permanent posts. Monitoring of postdoctoral applications from BAME students following implementation of post doctorate programmes.	
4.7	The proportion of BAME staff on fixed term contracts, rather than permanent contracts, has been substantially higher in the Sciences and Health faculty than in Arts and Humanities or the Social Sciences. This demonstrates how contract casualisation is disproportionately borne by BAME academics.	Encourage the progression of BAME fixed term contract holders to permanent posts, in particular in the Sciences and Health faculty. This might include mentoring and sessions to develop deeper understanding on how to effectively applying for permanent posts e.g. what does a good Education Statement look like, developing a funding plan (for the Funding Plan statement), etc.	More balanced distribution of staff on fixed-term contracts by ethnicity, B.A.M.E staff on fixed-term contracts to be in line with B.A.M.E staff at the institution as a whole	
4.8	Nearly 50% of BAME staff feel that career progression	Provide mandatory training for HoDs on promotion criteria as part of new HoD induction.	100% of HoDs would have completed the mandatory	

4.9	opportunities are not allocated fairly. Encouragement for promotion and informal information on progression are lacking for BAME staff.	HoDs to ensure that promotion criteria are discussed with each academic in their department during performance review.	training within 6 months of taking role. This should ensure more even mentorship of BAME staff to move up the academic pipeline and greater fairness in promotion decision making	
4.10		Faculty deans to provide more proactive encouragement on career progression for B.A.M.E staff. Ensure line management training includes race equity specifically to ensure regular line management discussions include progression and development.	Re-running staff surveys to confirm if BAME staff feel more confident in applying for career progression opportunities/process is fairer.	
4b – Professional and Support Staff				
4.11	Staff do not necessarily see an ethnic group option in categories when disclosing that accurately matches their experience.	Subject to any technical issues, review and change ethnic group options to include additional categories where appropriate (including 'Jewish').	Having a wider selection of ethnicity options would better reflect the diverse workforce of the University, and open the choices for staff to disclose, instead of selecting non-disclosure options because they do not see themselves represented. Aim to increase staff disclosure rates by 25% (as detailed in Action 4.1-4.3).	

4.12	UK B.A.M.E staff as well as non-UK White staff are more likely to resign from the university. We also find that UK B.A.M.E Professional Services staff are more likely to leave for all reasons as compared to UK white Professional Services staff. All reasons include resignations but also contract ending and retirement).	Use exit interviews to investigate why UK and non-UK B.A.M.E and non-UK White professional services staff are more likely to resign than UK White Professional Services staff. Explore whether these resignations were driven by lack of career development/promotion opportunities. We will also investigate whether B.A.M.E staff are less likely to have their contracts renewed	Exit interviews implemented consistently; data analysed and reported to REC SAT; appropriate measures to target issues identified developed	
4c – Grievances and Disciplinaries				
4.13	There is a higher likelihood of disciplinary cases being brought up against BAME staff.	Ensure line management training includes information on how biases against B.A.M.E staff can lead to hypervigilance of performance. Work with line managers and HR Business Partners to encourage better, honest conversations about performance with staff before formal disciplinary proceedings are considered.	Fewer disciplinary cases being brought up against B.A.M.E staff	
4.14	There is a lower likelihood of BAME staff raising grievances.	Investigate via focus groups/surveys why B.A.M.E staff are less likely to raise a grievance.	More BAME staff feeling confident to raise issues via existing processes, for example, Report and Support, line manager, P&C etc.	

4.15		Introduce staff survey question to capture whether staff are confident to raise grievances.	Measured via focus groups and staff surveys.	
4d – Decision-making Boards and Committees				
4.16	BAME staff are proportionally underrepresented in decision-making committees. Representation of BAME staff in these decision-making committees needs to increase.	Identify the barriers to BAME staff representation on decision making committees. This will include reviewing the current recruitment process for participation on decision making committees to ensure no biases and reviewing how opportunities to be on committees are shared.	Increase participation by 2% from the current baseline or bring in line with proportional representation for each committee.	
4.17		Incorporate the use of positive action where there is underrepresentation on committees. Take a targeted approach by sharing details of opportunities with relevant staff network chairs.	Information about opportunities to be on committees are routinely shared as part of development opportunities by HoDs.	
4e – Equal Pay				
4.18	During the 3-year period analysed, the hourly pay for BAME staff is on average lower than that of their white colleagues, although this is not	Data on ethnicity pay gaps to be collected and analysed as part of the Equality Pay Gaps Working Group. The impact of the recommendations that the Group	Pay gap issues by ethnicity can be identified including possible reasons why and strategies can be put in place to address it. Monitoring the impact of the	

	the case for PS staff in some faculties and in some years.	makes to be evaluated through a paper to USG in 2027. .	strategies recommended by the working group will help us understand what is working and where further work is needed.	
Section 5: Academic Staff				
5a – Academic Recruitment				
	Lower proportion of UK B.A.M.E staff applying for academic roles in comparison to UK population, especially give proximity to London	Refer to action 4.5		
5.1	B.A.M.E candidates are less likely to get shortlisted than White candidates, with various trends in hiring rate. This indicates the need to develop a more fair and equitable recruitment process	All those participating on recruitment panels to have Recruitment and Selection training which would include race-specific content on unconscious bias, language issues, and other relevant topics. Staff to take this training before being involved in recruitment and a refresher/booster taken once a year.	Race-specific content included, completion rate of 100% for all members involved in shortlisting and in the interview panel	
5.2		Introduce a Fair Recruitment Scheme with trained B.A.M.E panel members to avoid all white panel members (linked to action x in section 6). Phased	Scheme introduced and members trained as part of the	

		implementation to ensure B.A.M.E staff are no overburdened and have limits on how many panels any one staff member can be asked to be on in one academic year.	scheme are involved in recruitment decisions.	
5.3		Review the data included in the People Landscape dashboards, ensuring that information about applicant, shortlisting and hire rate are included to allow HoDs to develop appropriate interventions. Monitor use and impact of dashboards. Share information from dashboards with Faculty Deans.	Improve shortlisting rates for B.A.M.E candidates in each faculty; each faculty to develop and implement recommendations based on their respective trends	
5.4	B.A.M.E staff were less likely to agree that the university's recruitment process was fair and transparent and that the university's recruitment and selection policies led to the best candidates being recruited	Communicate details on the recruitment process for academic roles and what steps are taken to mitigate racial bias at each stage with current and prospective staff	Webpages are updated/created Ask the same question in the next REC Staff survey, expect to see an increase in B.A.M.E staff agreeing that the university's recruitment process was fair and transparent and that the university's recruitment and selection policies led to the best candidates being recruited	
5b – Training				

5.5	Wide gap between attendance between white and B.A.M.E academic staff for other leadership and management courses	Managers, HoDs, and those on the programmes/training to reflect on the impact of bias on who gets selected for particular programmes.	Appropriate actions developed, gap in attendance between B.A.M.E and White staff reduced	
5.6		Explore ways to increase proportion of B.A.M.E staff for internal (Future Leaders & Strategic Leaders) and external training (Diversifying Leadership & Aurora). Re-emphasize incorporation of time for staff training and development during appraisal, especially for B.A.M.E staff.		
5.7		Develop a portal for all staff to register aspirations and interest in opportunities for institutional citizenship, training and development, task-and-finish groups, and other relevant activities. Broaden the scope of professional development by providing examples for how employees can engage with informal, social and peer learning opportunities focused around: reflective practice, mentoring, coaching,	Portal developed or space to express career aspirations and interests added onto existing systems and databases	

		shadowing, secondments, networks and action learning.		
5c – Appraisal/Development Review				
5.8	Current appraisal system called "PDR" is not consistently used and data not collected, making it difficult to analyse employee experience and impact of PDR on performance, to identify differences across ethnic groups	Embed a robust institutional approach to ensure that annual PDR is consistently used in all departments and that every staff member has the opportunity to benefit from PDR. Explore appetite and possibility of creating an appraisals week, whereby every member of staff knows that appraisals should be taking place.	A clear description of the model is available to all colleagues and is embedded in recruitment, welcome, probation and promotion material. Training is available through the professional development hub (develop@essex). All staff to have access to CADENZA, Educator Development Framework, and Research Development framework; staff encouraged to use those during their appraisal reviews. The rationale for the model is clear and focuses on the support for career development, progression at all stages and roles. Managers will report annually to HoD or Head of Section that development conversations are taking place in their team/area of responsibility.	

			An annual pulse survey question on the experience of development conversations is included as part of Employee Voice. Levels of engagement with professional development opportunities are analysed by role, career stage and protected characteristic on a regular cycle.	

5.9	Appraisal process is poorly understood and inconsistently applied, making it difficult to identify the impact of this process on promotion and progression by different ethnic group.	Clarify it is the responsibility of managers to ensure that development conversations are taking place with colleagues they manage and provide appropriate training to help them to develop the skills and confidence to do this.	Responsibility is referenced in the essential training for managers. Responsibility is included in role description templates as standard for all roles which have a management duty.	
5.10		Explore and develop mechanisms for collecting data on appraisals to ensure they are being conducted consistently across the institution and to remind managers that they must be completed.	Staff feel more confident in the appraisal process, which can be evaluated through a survey.	
5.11		Create resources for staff to ensure they know how to prepare for their appraisal and know how to get the most out of it.		
5.12		Review promotions criteria to understand what is included and considered, and whether the work often done my B.A.M.E staff (inclusion work, Chairing staff networks, mentoring etc) is also considered		
5.13				

		HoDs to make proactive effort to meet with all staff in their department who are eligible for promotion		
5e – Research Excellence Framework				

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5.14	Providing assurance on the effective implementation of the REF EDI code of conduct to advance race equity in the university	Review institutional code of conduct, constitution of group with oversight for this; data available to that group, as part of REF 2027 preparation	TBD	
5.15	Providing assurance on, and identifying opportunities to enhance race equity and inclusion within UoA Research Environments	Using REF review process and forward planning to reflect on UoA research environments and the effectiveness of EDI within UoAs	TBD	
	Link to data on grants given by ethnicity	Introduce a system for mentorship or sponsorship of particular projects, rather than individuals, which can help junior staff who might be applying for grants	TBD	
5f – Support given to early career researchers				
5.16	Current networks such as Newcomers, and programmes such as 'Wise up Wednesday' are ongoing but not evaluated for impact or inclusivity. We want to understand whether our main networks are inclusive and fit for purpose.	Run focus groups with members and participants, and review the programmes overall with a race lens to understand how race equity can be better embedded

Ensure that regular feedback and satisfaction surveys are run, and results can be disaggregated by ethnicity to understand experiences of staff from different ethnic groups | Understand satisfaction by ethnicity and review programmes as needed | |

5.17	More personalised support for Black doctoral students and early career researchers	Development of targeted mentoring and sponsorship programmes (part of the Transitions and Transformations project)	Staff to student mentorship programme developed and implemented. Targets of completion as per T&T bid.	
5.18	Provision of general and targeted development opportunities for Black students through a dedicated virtual platform	Development of an online virtual platform (the Black Researcher Hub) with personal and professional development opportunities (part of the Transitions and Transformations project)	Hub launch New T&T framework developed Self-assessment instrument available Activities available	
Section 6: Professional Services Staff				
6a – Professional and Support Staff Recruitment				
	Not enough BAME staff being shortlisted	See action 5.1 and 5.3	2% increase in BAME staff being shortlisted at application stage	
6.1		Ensure paperwork relating to shortlisting and recruitment is completed in full, including sections on why candidates have not been successful.	A central system for capturing this and monitoring/moderating this is developed	
6.2		Undertake a pilot of anonymous recruitment for	Anonymous recruitment trialled within some departments/teams, impact on B.A.M.E shortlisting	

			evaluated, and consideration given to expanding anonymous recruitment practices based on impact and resource available	
		professional services position on a larger scale		
	BAME staff don't have confidence in the recruitment process	See action 5.4		
	Lack of BAME representatives on panels	See action 5.2		
6b - Training				
6.4 **6.5**	Members of staff can now self-nominate to the Future Leader programme but still advertised as 'typically grade 8', which would put off staff in lower grades, and BAME staff are in these lower grades	Lower the grade for members of staff to access the Future Leaders Programme to grade 6 so that more BAME staff can access the training programme, ensure this is communicated in the advertisement Ringfence some spaces within internal leadership and management programmes for B.A.M.E. PSS members of staff. Departments and faculties to submit nomination reasons for leadership programmes and	BAME staff on leadership programmes should increase Improved mechanisms around opportunities. Improved development conversations with line managers will support leadership development of more BAME staff	

		the programme organiser to ensure that the ethnic diversity of the cohort is taken into account during the selection process.		
6.6	Impact of leadership training on development and progression of BAME staff is unknown	Collect training evaluation data more systemically to see if there has been learning and impact. This should include non-centralised training. Use it to understand difference in experience and satisfaction by ethnicity.	Will help with promotions prospects. Provides opportunity to see if training is useful and supporting development and progression.	
	Access to citizenship work at the University is ad hoc and based on word of mouth or line management recommendation Opportunities for more junior staff need to be made available to participate in projects in the University.	See action 5.7		
6.7	Support from line managers for training and development opportunities is inconsistent for B.A.M.E staff	Ensure line management training includes specific information on anti-racism, microaggressions and implicit bias. Develop support and guidance for training providers and line managers for race inclusive practice.	B.A.M.E staff are more supported by line managers; to be evaluated through surveys and focus groups	

6c – Appraisal/development review			
Actions on appraisals are the same as in section 5 actions 5.8 to 5.11. The scheme and plans for the scheme applies to both academic and professional services staff. Please see actions 5.8 to 5.11 for actions relating to appraisals.			
6d – Professional and support staff promotions			
6.9	Higher number of white staff progressing in comparison to BAME staff	Broadening networking opportunities for BAME staff (e.g. Chrysalis, specific networking events)	More BAME staff will participate in internal citizenship roles that are key development opportunities. This should positively impact progression of BAME staff.	
6.10		Develop central support for annual review nomination for BAME members of staff (e.g.through BAME staff forum)	More BAME applications being shortlisted for higher grade roles could indicate success in this area.	
6.11		Create information, advice and guidance for PS staff on mechanisms for developing and progressing across the institution. Where staff apply for internal vacancies and are unsuccessful, ensure feedback is provided and staff are encouraged to work with the line managers to address any relevant development opportunities.	Staff will be made aware of internal promotion opportunities X % of staff will apply for internal promotion	
Section 7: Student Pipeline			
7a – Admissions			
7.1	Applications from Black and Asian students have fallen over	Review prospective student/student recruitment		

	the last three years, whereas applications from white applicants have increased. The 2021 REC student survey found 51.15% of students agreed they would consider the ethnic/racial diversity of the university before applying to study there.	materials to look at the narrative around diversity at Essex as well as pictures and other content included		
7.2	We do not currently have data on why students from some ethnic groups are more likely to choose to study at Essex than others	Re-introduce decliner's survey and disaggregate data by ethnicity	The survey is re-introduced and reasons for declining offers are identified and analysed by ethnicity	
7.3 **7.4**	Students self-identify their ethnicity on their application, so it can be difficult to ascertain the exact figures for non-UK applications, as many have opted not to disclose their identity. In 2021 this accounted for over 56% of non-UK applications	Assess and research ways in which ethnicity is better determined for applications, with particular emphasis for non-UK students. For example, this could be a language barrier. Review the ethnicity options and question on PG Application Forms, and update them if systems-side challenges allow	Increase ethnicity disclosure rate by 5% Forms are updated and disclosure rate increases by 5%	
7.5	Some courses and departments have de-centralised selection processes, which may be more susceptible to racial bias	Ensure the unbiased admissions in non-decentralised selections, such as admissions for courses	Admissions process review reported to REC SAT	

		through interviews and audition.		
7b – Undergraduate Student Body				
7.6	The student body at the University is more diverse than Colchester, where the main campus is located.	Reach out to local organisations and authorities to implement actions to improve B.A.M.E student experience	More positive feedback from students in the next REC survey	
7.7	Some faculties have much lower BAME representation than others	Explore why some faculties have a significant low B.A.M.E representation than others and inform marketing and recruitment teams to revisit their strategies to enhance the B.A.M.E recruitments.		
7.8		Enhance the awareness and understanding of different religious beliefs, cultural practices, challenging stereotypes and false beliefs about particular cultures.		
7.9		Promote inclusive teaching and research practices that recognise and appreciate diversity.		
7c – Course Progression				
7.10	Both UK and non-UK BAME and white students have experienced a dip in progression from 2019/20 to 2020/21. This could be	Continue investigating low engagement through the Student Engagement Policy. Outcomes by ethnicity and department are reported and	Work is already underway on this action, monitor the work of the Access and Participation Plan team/EDIAG in relation to this.	

7.11	attributed to the pandemic. However closer analysis highlights a much wider gap between progression from non-UK students from all groups as opposed to UK groups	considered in the planning process already.

Launch a campaign to raise the profile of our Ready for Success, which has a series of pre-arrival programmes that students can choose to undertake. There are also programmes for current students to enhance or refresh their skill. | Increase take-up of Ready for Success by 7%

Increase student awareness of the programme by 10% | |
7.12		Review the content in Ready for Success and other pre-arrival programmes from a race lens	Content refreshed and implemented; student feedback surveys to be refreshed and include questions to ascertain student views on how helpful, accessible, and inclusive the content was	
7.13		Review the Skills for Success programmes from a race lens to ensure the content is accessible and inclusive to UK and non-UK students from all ethnic groups	Content refreshed and implemented; student feedback surveys to be refreshed and include questions to ascertain student views on how helpful, accessible, and inclusive the content was	
7.14	Proportion of B.A.M.E staff is lower than B.A.M.E students,	See actions across sections 4, 5, and 6 to increase		

	and 65% of students surveyed agreed that the ethnic/racial diversity of the University impacts on their sense of belonging.	recruitment, retention, and improve development opportunities for B.A.M.E staff	
7d - Attainment			
7.15 **7.16**	Historically over the last eight years the university has been aware of lower attainment levels from Asian and Black students than White students, and have set an institutional target to close this gap, as stated in the Access and Participation Plan 2019/20 (APP).	Continue monitoring the attainment gap, as is currently done through the Education Strategy and Access and Participation Plan actions. Continue reviewing and implementing the de-colonising curriculum at the module level. Provide necessary training and support for the de-colonising curriculum members and module leaders.	Regular reporting of attainment gaps is maintained; attainment gaps continue to reduce	
7e – Postgraduate Pipeline			
7.17 **7.18** **7.19**	Whilst there is little change for BAME and White PG students from both the UK and non-UK, there are still much higher numbers of White UK PG students than BAME UK PG students.	Monitor and evaluate the effectiveness of the Black, Arab and Mature Student bursary (for returning Essex students) and the impact that it has had Assess the impact that Transitions and Transformations programme might have on PG recruitment	Increase BAME PG recruitment by x%	

		Ensure the representation of B.A.M.E faculty members across PGR academic committees/forums	
7f – Postgraduate Employment			
7.20		Introduce targeted career support for B.A.M.E students in partnership with the University's Career Service and local businesses	
7.21	There is a poor response rate from non-UK students for the graduate outcomes survey	Enhance the non-UK alumni data collection and tracking engagement to formulate potential strategies and to support the employment opportunities.	
7.22		Formalise and continue the B.A.M.E employability annual conference with the participation of all faculties.	Annual conference is made a part of the regular programme of events
Section 8: Teaching and Learning			
8a- Course Content and Syllabus			
8.1	Management and monitoring of the Transitions and Transformations: Black Researchers' Journey Project need to be determined.	Already actively recruiting Black students. Implement future plans around the Transitions and Transformations: Black Researcher's Journey project	Monitoring over five years will allow to follow successes and areas for further support/improvement. Potential to link to post-doctorate opportunities in the future.
8.2	Efforts on decolonising the curriculum are embedded	Evaluate the impact of work and events to date on	Annual meeting to share best practice organised; HoDs

	across all departments but no mechanism in place to share learning and best practice	decolonising the curriculum, share good practice and learn how to make initiatives as effective as possible. Ensure evaluation is built into any future initiatives from the outset.	review plan every two years to ensure consistent evaluation and improvements are made	
8b – Teaching and Assessment Methods				
8.3	Assessment of each individual department's Annual Review of Course (ARCs) documentation is needed to monitor how module reviews and course assessment strategies have been devised, with detailed analysis of particular demographics.	Introduce a 'common index' data structure linking to the multiple dashboards available within the University.		
8.4 **8.5**	Reviews are needed across various policies, including the Rules of Assessment Advisory Group, who have been asked to consider embedding several 'force majeure' and no detriment measures into the Rules of Assessment.	Continue to monitor award gaps alongside operation of the Rules of Assessment over the next three years to ensure changes made in assessment processes are having the desired impact. Conduct review of 'Extenuating Circumstances Policy'.	Annual reviews over the next three years allow monitoring of a complete cohort, and subsequent cohorts for comparison data; quantitative (award gap) and qualitative/learning (systematic outcomes) opportunities. A review of extenuating circumstances policy is currently being undertaken by the organisation.	

8.6	More robust measures and monitoring practices need to be implemented to ensure that conversations around automatic biases take place before committees meet to discuss cases around their extenuating circumstances policy.	Add a statement to agendas for committee meetings regarding automatic/unconscious bias.	Creating a statement that is read by the Chair at the beginning of all committee meetings refreshes understanding of automatic/unconscious bias by all decision makers.	
8.7		Review resources to ensure that guidance is explicit and link to HWWAE/Moodle if possible.	The Governance Team currently offer resources via the website that once reviewed, exploring the possibility of having them accessible and/or integrated into the HWWAE training modules will allow decision makers (and all staff) the opportunity to understand automatic/unconscious bias and how that affects BAME students.	
8.8		Create/provide training/refresher training specific to automatic/unconscious bias and decision making for those participating in Committees	Those participating in Committees will be aware of how automatic bias or unconscious bias can impact decision making and have a negative impact on others. Improved Inclusive Leadership behaviours	
8c – Academic Confidence				

| 8.9 | Lack of knowledge or confidence in regards to anti-racism approaches on campus/wider community. | The Inclusion Team will continue to work with Santander to embed the Union Black training within the proposal and delivery of the University's anti-racism training package. Uptake and impact of the training will be evaluated. | Monitoring system for uptake of Union Black developed; training offer included in induction process for staff | |