

10 ACTION PLAN

Through the self-assessment process the SAT identified 12 key areas for action highlighted in this Action Plan as 12 Key Aims:

Aim 1: To recognise and raise the profile of race equality work to increase staff and student engagement and commitment.

Aim 2: To develop the EDI skills of staff including EDI leadership and management skills

Aim 3: To increase the success rates of B.A.M.E. applicants for academic and professional services posts.

Aim 4: To increase the proportion of B.A.M.E. staff to reflect the proportion of B.A.M.E. students in the student population.

Aim 5: To improve the career progression of B.A.M.E. staff.

Aim 6: To reduce differential contractual experiences for B.A.M.E. staff

Aim 7: To eradicate race related incidents at Solent and improve staff and student experience of formal process

Aim 8: To eliminate the awarding gap, lower Value Added scores and the progression gap.

Aim 9: To increase the population of Black and Asian students

Aim 10: To eradicate the graduate high skills role gap.

Aim 11: To embed race equality in the curriculum, teaching and learning and student success activities.

Aim 12: To develop the EDI skills of all students throughout their programme of study.

Aim 1: To recognise and raise the profile of race equality work to increase staff and student engagement and commitment.

Aim 2: To develop the EDI skills of staff including EDI leadership and management skills

Objective

- To build the confidence, commitment and competence of the staff body to be anti-racist, engage in race equality work and contribute to delivering an inclusive Solent environment for B.A.M.E. staff and students.

Success Measures

- Improvement in REC staff survey feedback representing a university that is a community based on dignity and mutual respect where everyone can flourish, and their different lives, perspectives and rich experiences add value, shape change and strengthen our business.
- 80% of staff to participate in some form of cultural competence development for example through antiracism training or reverse mentoring by 2025.
- Improvement against baseline in REC survey of % positivity responses to relevant questions.
- REC staff survey feedback evidences that staff and students discuss race and racism openly and sensitively

Issue identified in application

The Self Assessment Team successfully created an environment of transparency, fairness and trust to engage in honest and challenging discussion with a strong sense of shared duty to make authentic changes through strong partnership working between B.A.M.E and White staff. The evolution of the group encompassed a transformation in confidence and ownership of race equality issues with an overarching understanding of White privilege. Alongside this the Deans, the PVCs and the VC regularly debated the challenges the REC updates provided openly and honestly. This culture and collaborative approach needs to be extended across the University so that race equality work becomes more visible and a high priority to promote wider institutional learning beyond the SAT to all staff and students. We see this as fundamental to increasing engagement and building trust among our B.A.M.E. staff and students and developing our community understanding and respect for people’s lived experiences which may differ from our own.

Action Point	Actions	Timeframe Start and End	Lead	Output and Success Measures
Revision C1 R1 i) 1	Set race equality priorities and SMART targets for each faculty and professional service department as part of the Performance and Development Review and Plans Specifically: I. For students use the Course, Module and TEF Dashboards and REC application and Action Plan to identify areas of concern so nuanced priorities and targets can be set and	VCG Race Equality priorities introduced for academic year 2022/23, Jul 22 - Aug 22.	VC	Outputs and Success Measures Outputs: - Race Equality priorities and targets set for all VCG members

		<p>progress reviewed systematically.</p> <p>II. For staff use REC application and Action Plan to set priorities as an interim tool until the staff dashboard is developed and launched</p> <p>III. Guidance developed and included in PDR pages on SMART race equality objectives using REC application and action plan using real good practice examples as identified.</p> <p>IV. Review process of Race Equality priority and target setting in PDRs</p> <p>V. Incorporate learning in revised approach if required</p> <p>The goal is to ensure that all staff take responsibility for implementing the REC Action Plan and for delivering the principles of the REC.</p>	<p>VCG to subsequently set introductory priorities for their staff for 2022/23.</p> <p>Review and revise process of target setting Sep 2023 – Feb 2024</p> <p>Guidance on developing SMART race equality objectives produced by Jul 22 and enhanced post review And revisions made by Jun 24</p>		<ul style="list-style-type: none"> - Race Equality priorities and targets set for all staff - Guidance produced and disseminated on setting SMART race equality objectives with real good practice examples - Review conducted and learning used to revise the process of setting race equality objectives and guidance material <p>Success measures:</p> <ul style="list-style-type: none"> - Race Equality targets are set for 100% of VCG members in their PDR by Aug 22 - Race Equality targets are set for 80% of all staff by 2025 - Targets set in the REC Action Plan for B.A.M.E. staff and students are achieved.
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			Implement revised approach Jul 22- Jul 2024 Evaluation conducted		- REC action plan is successfully implemented year on year.
Revision C1, ii) 2	Invest in the successful completion of the REC Action Plan over the period of the award Specifically: I. Resource permanent and new posts to deliver the actions and for 2022/23: £270,000 for an Associate Professor, Inclusive Curriculum, Staff Equalities Adviser, Safeguarding Manager who will establish harassment and monitor harassment systems and provide and report on training at all levels) and extra roles in the Student Achievement Team and Student Hub to deliver targeted support to B.A.M.E. students II. Ringfence £100,00 annually to fund additional activities identified by the REC action plan III. Require faculties and professional service departments to allocate sufficient annual resources as part of the University's Planning Process to cover leadership of or engagement/participation in REC and REC Action Plan activities. The goal is to ensure resources for delivery of the REC Action Plan are incorporated through the systematic process of the Planning Round.	Investment in posts and resources confirmed in 2022 planning round. All jobs advertised by Jun 22 Faculties and professional services departments ring fence resources. XX-XX	VC	Outputs and Success Measures Outputs: - 4 new roles specifically to support the delivery the REC action plan - REC initiatives resourced - Faculties and professional services departments ring fence resources to enable staff to lead or participate in REC/ REC Action Plan activities. Success measures: - REC action plan is successfully implemented year on year.	

	Exploring themes emerging from the 2021 REC staff and Student Surveys to inform skills and policy development activities				
Revision C2, R1, ii) 3	<p>Run focus groups to explore the differentials in responses of Black and Asian staff, to gain greater insight into their experiences and to inform the development of the staff training programmes and policies.</p> <p>Specifically:</p> <ol style="list-style-type: none"> I. Run at least 2 staff focus groups (predominately Black and Asian Staff) to ensure the views of different ethnic groups and staff types are captured II. Agree focus group questions with the B.A.M.E. Staff Network to explore why: <ul style="list-style-type: none"> • Black respondents were the least likely of all ethnic groups to agree that they are treated equally by colleagues and by students. • Black respondents were the most likely of the ethnic groups to have experienced or witnessed racial discrimination in the local area. • Asian respondents were more likely than any other group to be aware of racial tensions within the local community. 	Sep 2022 – Feb 2023		<p>Outputs:</p> <ul style="list-style-type: none"> - A minimum of 2 focus groups run with Black and Asian staff - Focus group questions agreed with the B.A.M.E. Staff Network and covering specific bullets above - 2 B.A.M.E staff who require evidence of cross institutional working in promotions applications or CPD evidence trained to run staff focus groups and then run them - Report produced and recommendations approved by ES&W <p>Success criteria:</p>	

		<ul style="list-style-type: none"> • Minority Ethnic respondents were least likely to agree that the university's recruitment and selection policies lead to the best candidates being selected. • Black staff respondents were the least likely to agree that they have regular appraisals with their manager, expressed lower confidence in the PDR process with fewer finding the PDR process useful and none reporting having been encouraged to apply for promotion. • Asian respondents were less likely than any other ethnic group to agree that work related opportunities for development are allocated fairly and transparently. • Black respondents were least likely to that their line manager takes time to discuss their personal development and progression. <p>III. Train and use 2 B.A.M.E staff who require evidence of cross institutional working in promotions applications or CPD evidence to run staff focus groups.</p> <p>IV. Report on key findings with recommendations to ES&W</p> <p>The goal is to ensure we capture the voices of staff who are least likely to agree with positive statements to explore themes and to shape actions.</p>			<ul style="list-style-type: none"> - Reduce all differentials by at least 5 percentage points in the REC staff survey in 2025 and by 15 pp in 2027. - Black respondents are the least likely of all ethnic groups to agree that they are treated equally by colleagues and by students. Improve from 57% to at least 62% (colleagues) and 43% to at least 48% (by students) in the 2025 survey. - Black respondents were the most likely of the ethnic groups to have experienced or witnessed racial discrimination in the local area. Improve from 57% to at least less than 52% in the 2025 survey. - Asian respondents were more likely than any other
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					<p>group to be aware of racial tensions within the local community. Improve from 75% to at most 70% in the 2025 survey.</p> <ul style="list-style-type: none">- Minority Ethnic respondents were least likely to agree that the University's recruitment and selection policies lead to the best candidates being selected. Improve from 36% to at least 41% in the 2025 survey.- Black staff respondents were the least likely to agree that they have regular appraisals with their manager, expressed lower confidence in the PDR process with fewer finding the PDR process useful and none reporting having been encouraged to apply for promotion.
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					<p>Improve from 57% to at least 62% (regular appraisal), 43% to at least 48% (confidence in PDR process), 43% to at least 48% (finding the PDR process useful) and 0% to at least 5% (reporting being encouraged to apply for promotion) in the 2025 survey.</p> <ul style="list-style-type: none">- Asian respondents were less likely than any other ethnic group to agree that work related opportunities for development are allocated fairly and transparently. Improve to at least 38% in the 2025 survey.- Black respondents were least likely to that their line manager takes time to discuss their personal development and
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					progression. Improve from 57% to at least 62% in the 2025 survey.
Revision C2, R1, ii) 4	Run focus groups to explore the differentials in responses of B.A.M.E. students to gain greater insight into student experiences and to inform the development of the staff and student training programmes. Specifically I. Run at least 2 focus groups in conjunction with the Student Diversity Group II. Work with the student Diversity Network, SICCS to organise focus groups and develop questions to address the following points <ul style="list-style-type: none"> • Minority ethnic students are disproportionately less likely to anticipate achieving a 2.1 or 1 degree classification. • Black students are less likely than any other ethnic group to consider postgraduate study. • Students from all B.A.M.E groups, but particularly Black students, were less likely than White students to agree that their courses reflect the opinions of a wide variety of people, that issues of race and ethnicity are included 				<p>Outputs and Success Measures</p> <p>Outputs:</p> <ul style="list-style-type: none"> - 2 focus groups run with B.A.M.E. students in conjunction with the Student - Report produced and recommendations approved by ES&W - Changes implemented <p>Success Measures:</p> <ul style="list-style-type: none"> - Reduce all differentials between B.A.M.E and White respondents by at least 5 percentage points in the next REC staff survey. - Minority ethnic students are disproportionately less

		<p>in academic discussion and that academic staff are confident and competent in facilitating discussions around ethnicity and race.</p> <p>III. Train and use 2 B.A.M.E paid Student Inclusive Curriculum Consultants to run student focus groups providing them with facilitation skills training beforehand which they can include in their CV endorsed by the OVC Students & Teaching.</p> <p>IV. Report on key findings with recommendations to ES&W and Student Board</p> <p>V. Implement recommendations</p> <p>The goal is to ensure we capture the voices of students who are least likely to agree with positive statements to explore emerging themes and to shape actions.</p>			<p>likely to anticipate achieving a 2.1 or 1 degree classification. Improve from 46% to at least 51% in the 2025 survey.</p> <ul style="list-style-type: none"> - Black students are less likely than any other ethnic group to consider postgraduate study. Improve from 33% to at least 38% in the 2025 survey. - Students from all B.A.M.E groups, but particularly Black students, were less likely than White students to agree that their courses reflect the opinions of a wide variety of people, that issues of race and ethnicity are included in academic discussion and that academic staff are confident and competent in facilitating discussions
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					<p>around ethnicity and race. Improve from 0% to at least 5% (course reflects wide opinions) 33% to at least 38% (issues of race included in academic discussion), 0% to at least 5% (staff are confident to facilitate discussions around race) in the 2025 survey</p>
Revision C1, R2 ii) 5	<p>Develop and implement a multi-media communication plan to raise awareness of a) the progress made on the REC to senior leaders and the wider staff and student community and b) to further raise awareness of race equality so staff and students are comfortable to discuss and challenge racism.</p> <p>Specifically:</p> <ol style="list-style-type: none"> I. Develop a holistic and integrated staff and student communication plan in conjunction with B.A.M.E. staff network, the SU, Student Inclusive Curriculum Consultants and the B.A.M.E. student societies II. Updates on the progress of REC are included in the Order of Business of key university committees III. Develop a context paper on the definitions of race and racism with key data from the application and quotes from 	<p>Develop context paper and communication plan Jul 2022-Sep-2022 Implement Oct 22 and throughout the REC period</p>	Chairs of REC	<p>Output and Success Measures</p> <p>Outputs:</p> <ul style="list-style-type: none"> - An agreed and co-created Communication Plan is signed off by SAT and VCG - Update on progress of REC included in the order of business of LTSSC, Academic Board, Student Board, Research Committee and VCG. <p>Success Measures:</p>	

		<p>the REC surveys to show lived experiences of BAME staff and students</p> <p>IV. Share with key stakeholders: VCG, Heads of School and committees (LTSSC, Academic Board and Student Board and ESW)</p> <p>V. Publish the context paper and Communication Plan published on the Race Equality intranet pages (part of the EDI action plan pages)</p> <p>The goal is to create greater awareness of REC, to show that the university takes race equality seriously, improvements are being realised and successes are being celebrated and that staff and students are gaining confidence in discussing and challenging racism.</p>			<ul style="list-style-type: none"> - Next REC survey (2023) shows that at least 50% of White and BAME staff and students feel confident to discuss race and challenge racism.
Revision C2, R3	6	<p>Develop solutions to increase staff and student engagement in future surveys. The SAT have started to brainstorm this already.</p> <p>Specifically:</p> <p>I. Deliver a calendar of activities and communications modelled on our approach to ensuring high NSS and Staff Survey responses.</p> <p>II. Co-create solutions with B.A.M.E. staff to increase engagement from all ethnic groups. Identifying that such engagement (endorsed by the PVC) in institutional priorities will provide strong evidence in promotions or of CPD in PDRs does not create additional burden on B.A.M.E staff which is not recognised formally. Led by the B.A.M.E staff network this work will result in relevant solutions which increase in increase staff engagement from all ethnic groups in future REC surveys.</p>	<p>Develop Plan Nov 2022 -Jan 2023</p> <p>Implement plan Mar 2023 -Jul 2024</p>	<p>Chairs of REC to develop plan</p> <p>Head of P&D and Head of Student Success to implement plan</p>	<p>Outputs and Success Measures</p> <p>Outputs:</p> <ul style="list-style-type: none"> - A plan co-created with the B.A.M.E staff network and students to increase response rates is committed to at LTSCC, Academic and Student Board and VCG - Local level fortnightly reports tracking progress, monitored by Faculty

		<p>III. Set a stretching target of 75% staff response rate for Heads of Services and Deans. Provide with fortnightly completion rate reports for their School/Service to action and supported by a cross-university communication plan including a message from the VC.</p> <p>IV. Create a working group with the Student Union, B.A.M.E. student societies presidents, Student Inclusive Curriculum Consultants and B.A.M.E students to increase the next REC student survey response rate. To ensure B.A.M.E. students are not overburdened without reward, engagement with this co-creation group will be recognised through a reference from the PVC and financial compensation.</p> <p>The goal is to increase the number people from different ethnic groups sharing their experiences thus enabling the University to create relevant and impactful actions.</p>			<p>Management Groups and VCG</p> <p>Success Measures:</p> <ul style="list-style-type: none"> - Increase in staff response rate from 19% to 50% in the next REC survey - Increase in student response rates from 2% to 40% in the next REC survey - Achieve a proportional representation of each ethnic group in the surveys and therefore increase the diversity of people who input into the data collection exercise
Revision C2, R5 7	<p>Run at least 3 staff (including B.A.M.E ECRs) and 3 student focus groups within 12 weeks of the completed survey analysis to ensure the views of different ethnic groups and staff types are captured, to explore themes emerging from future survey responses to facilitate greater insight into issues and inform subsequent actions.</p> <p>Specifically:</p>	Jan 2023 – July 2024	Head of P&D, Head of Student Success	<p>Outputs and Success Measures</p> <p>Outputs:</p> <ul style="list-style-type: none"> - 3 staff focus groups - 3 student focus groups - 4 staff trained - 4 students trained 	

		<p>I. Train and use 4 B.A.M.E staff who require evidence of cross institutional working in promotions applications or CPD evidence to run staff focus groups.</p> <p>II. Train and use 4 B.A.M.E paid Student Inclusive Curriculum Consultants to run student focus groups providing them with facilitation skills training beforehand which they can include in their CV endorsed by the OVC Students & Teaching.</p> <p>The goal is to ensure we capture different student and staff voices to augment the survey responses and to explore emerging themes to inform action planning.</p>			<ul style="list-style-type: none"> - New insights recorded to inform race equality planning <p>Success Measures:</p> <ul style="list-style-type: none"> - At least 60% of White and B.A.M.E. Staff and students report they are satisfied with the actions that are being taken to address in the 2025 REC surveys. - At least 3 Staff focus groups held - At least 3 student focus groups held - 4 B.A.M.E staff trained to run focus groups - 4 B.A.M.E students trained to run focus group - Proportional representation in the diversity of people who input into the data collection exercise - Identification of new additional ideas and
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					<p>experiences that are not covered by questionnaires</p> <ul style="list-style-type: none"> - Identification of new themes emerging from the survey that can be explored in depth and inform action planning
8	<p>Recognise and celebrate the work of the Race Equality Charter group to raise the profile of race equality work.</p> <p>Specifically:</p> <ol style="list-style-type: none"> I. Through the REC Communications Plan (see C1, R2) II. Develop and implement an annual Vice Chancellor’s staff Race Equality Award to raise the profile and celebrate race equality work. <ul style="list-style-type: none"> - Co-create the criteria for the new Race Equality award with B.A.M.E. Staff, SU and Student Inclusive Curriculum Consultants - Confirm the award and criteria with VCG - Embed it as a specific example in the academic promotions round guidance and PDRs - Develop vignettes and bios of these Race Equality Champions to celebrate the achievement of staff in the Race Equality intranet pages 	<p>Dec 2022 – July 2023</p> <p>Develop the criteria for the award Dec 2022 – Jan 2023</p> <p>Publish the criteria for the award - March 2023</p> <p>First annual Award celebrated – July 2023</p>	<p>PVC Students & Teaching with the Head of P&D</p>	<p>Outputs and Success Measures</p> <p>Outputs:</p> <ul style="list-style-type: none"> - An Annual VC Race Equality Award included co-created criteria and vignettes and bios - 3 annual VC race equality recognition awards are presented as part of the Vice Chancellor’s Staff Awards. <p>Success Measures:</p> <ul style="list-style-type: none"> - Increase in number of Race Equality Champions to support training and material development by 3 per year 	

		The goals are to celebrate the important contribution that staff are making to the race equality and to increase the number of staff who because of this VC sponsored award engage in impactful race equality activities year on year. Equality champions can support training and development activities and their work can be used as examples of good practice.			<ul style="list-style-type: none"> - Increase in number of applications received each year so by 2025 there are at least 15 applications per year
9		<p>Promote the personal and career development benefits of joining the REC group to enable greater participation via an annual roll on-roll off membership process.</p> <p>Specifically:</p> <ol style="list-style-type: none"> I. Include contribution of REC membership, chair of sub-groups to different grades in promotions round guidance for academic staff and PDR guidance for professional service staff II. Identify and capture the benefits experienced by the SAT group III. Create vignettes and quotes to illustrate the contributions and benefits and publish these on the Race Equality intranet pages IV. Present the benefits of joining the REC at Faculty and Professions Service Department Management Groups using the above V. Launch an annual recruitment drive for staff and students at the VCs staff monthly newsletter and VC All Staff Briefing, the SU web, twitter and Instagram pages 	June 2022 – Oct 2022	Head of SS and Chairs of REC Group	<p>Outputs and Success Measures</p> <p>Outputs:</p> <ul style="list-style-type: none"> - Contribution of REC membership, chairing of sub-groups added to the promotions and PDR guidance examples - Benefits experienced by the SAT group formally captured - Vignettes and quotes to illustrate the contributions and benefits created and published and published on the Race Equality intranet pages. - Systematic annual recruitment drive for staff and students included in

		<p>The goal is to increase the number of people who are participating in the REC process resulting in wider and deeper institutional learning on race equality.</p>			<p>the VCs staff monthly newsletter and VC All Staff Briefing, the SU web, twitter and Instagram pages</p> <p>Success Measures:</p> <ul style="list-style-type: none"> - Increase in number of applications to take part in the REC from 1:1 (application to role) in 2021 to 2:1 in Sep 2022 round (based on interest already) and 3:1 in 2023 round - 20% of the group roll on/off each year because there are sufficient applications to replace them. Representation of diverse ethnic groups achieved - Evaluation of REC group membership evidences it as an effective development experience
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					particularly for B.A.M.E. staff
10	<p>Continue to allocate VCG agreed 48 hours per year to staff to take part in the Race Charter Group to recognise the importance of this work and enable staff with a variety of personal and professional experiences to participate in promoting and driving our REC agenda.</p> <p>Specifically:</p> <ol style="list-style-type: none"> I. Advertise the 48 hours as part of the Recruitment Drive II. Include time allocation for participation in the REC in the workload planning guidance for additional hours. III. Confirm all REC SAT members are being given these hours with recognition in their work load planning allocation or for professional services staff reductions in their workload or timescales are adjusted accordingly <p>The goal is to ensure that all staff who take part in the REC SAT are formally recognised as contributing to an important institutional priority.</p>	Sept 2022 – Aug 2023 and annually thereafter	PVC Students & Teaching	<p>Output and Success Measures</p> <p>Outputs:</p> <ul style="list-style-type: none"> - Advertisement of the 48 hours - Time allocation for participation in the REC included in the workload planning or reductions to workload/timescales - Recorded confirmation that all REC SAT members are being given these hours with recognition in their workload planning allocation or reductions to workload/timescales - 100% of REC members report that their workload has been recognised, reduced or timescales adjusted accordingly. 	

					<ul style="list-style-type: none"> - Increased number of staff can contribute to the REC over the life span of this award resulting from a 20% annual changeover.
11	<p>Design and implement a VC approved Equality Essentials mandatory programme of staff training opportunities to develop understanding, knowledge and skills, cultural confidence and competence in relation to race equality.</p> <p>Specifically:</p> <ul style="list-style-type: none"> - Co-create a package of mandatory role relevant training including Bystander Training with BAME staff network and SU and the Student Inclusive Curriculum Consultants - Share with stakeholders: VCG, Heads of School, Strategic Leads for Learning and Teaching - Set up a Solent webpage to collate external training opportunities and develop sessions and online modules to meet needs identified through the staff and student surveys and follow up focus groups. - Provide attendance monitoring lists to Deans and Heads of Service - Report uptake to VCG and via quarterly updates to the LTSSC and as part of updates to other committees - Evaluate and enhance programme annually 	<p>Sept 2022 – July 2023 and updated annually thereafter to reflect learning and context</p>	<p>Head of L&T and Head of P&D</p>	<p>Output and Success Measures</p> <p>Outputs:</p> <ul style="list-style-type: none"> - A mandatory training programme which is annually evaluated and updated to reflect learning and context - Solent webpage set up - Attendance monitoring lists provided - Report on uptake provided to VCG - Programme evaluated - Question added to the institutional all staff survey <p>Success Measures:</p> <ul style="list-style-type: none"> - 80% participation rates in relevant training. 	

		<ul style="list-style-type: none"> - Add a new question to the institutional all staff survey on staff confidence to deliver their race equality PDR objectives. <p>The goal is to ensure that all staff are confident and competent to deliver an inclusive environment and to achieve their PDR objectives in relation to the race equity.</p>			<ul style="list-style-type: none"> - At least 80% of White and BAME staff report that the training is valuable - At least 80% of participating staff report increased confidence and competence in antiracism and inclusive practice as indicated by training baseline and training completion evaluation results - At least 60% of White and B.A.M.E. staff (with no differentials expressed by different ethnic groups) stating in REC survey in 2025 there is appropriate training. - A reduction in the positive response rate to the question "I have witnessed or experienced racial harassment" from 26% to 13% in 2023 across all ethnic groups.
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					<ul style="list-style-type: none"> - 100% of VCG and 50% of all staff reporting confidence in delivering their PDR objectives (new question) including in relation to race and in the next all institutional staff survey (2024).
12	<p>Create a programme of opportunities and support for students, staff and communities to engage in challenging conversations about race, ethnicity and racism to develop a culture of antiracism.</p> <p>Specifically:</p> <ol style="list-style-type: none"> I. Produce an annual Calendar of interactive race equality and training events confirmed by chair of the ES&W committee at the start of academic year and approved by VCG. II. Share information about the calendar included in REC updates and in the VCs first all staff briefing with timely information in provided in the weekly newsletters and external communication newsletter. III. Publish calendar on student portal and communities web portal. IV. Host a series of termly events on race and racism in collaboration with staff, student networks and community networks. 	<p>Create programme Oct 2022 – Dec 2023</p> <p>Deliver Programme Jan 2023 – Dec 2023 and annually thereafter</p>	<p>PVC Students & Teaching</p> <p>Head of External Relations</p>	<p>Outputs and Success Measures</p> <p>Outputs:</p> <ul style="list-style-type: none"> - Confirmed Annual Calendar of interactive race equality and training events. - Calendar published on student portal. - Information about the calendar included in REC updates. - Series of termly events held on race and racism in collaboration with staff and student networks. 	

		<p>V. Consistently collect feedback after events, workshops and any other sessions related to race and racism in to monitor impact and improve.</p> <p>I. Include an additional Living Books event each year with external communities participating to celebrate diversity of the Solent community.</p> <p>II. Strengthen the human relationships in Southampton by drawing upon the lived experiences of some of our external communities.</p> <p>III. Co-create further engagement opportunities.</p> <p>IV. Provide workshops and training on race awareness, white privilege and allyship – for all staff but starting with the VCG.</p> <p>V. Provide guidance on support available pre and post event for staff and students.</p> <p>VI. Issue attendance reports to VCG to encourage attendance so participation moves beyond the early adopter group</p> <p>The goal is to create a vibrant and challenging environment which promotes self-awareness, self-efficacy and internal and external collaboration in the work to remove barriers to race equality at the University.</p>			<ul style="list-style-type: none"> - An additional Living Books event added to the Calendar. - Workshops and training on race awareness, white privilege and allyship – for all staff but starting with 100% of VCG. - Guidance on support available pre and post event for staff and students. - Attendance reports issued to VCG to encourage attendance so participation <p>Success Measures:</p> <ul style="list-style-type: none"> - Target participation numbers (80 + per annum) achieved for each series of REC events with diverse ethnic groups attending. - Sufficient volunteers are recruited to support REC activities
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					<ul style="list-style-type: none"> - 100% attendance from each VCG member who each take part in at least 2 events in the programme per annum. - Pre and Post-event evaluation surveys showing a shift by at least 2 points in the Likert scale (or remained in the strongly agree category) in increased confidence to speak on race and report racism for those who are attending such events for the first time.
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Staff recruitment

	<p>Aim 3: To increase the success rates of B.A.M.E. applicants for academic and professional services posts.</p> <p>Aim 4: To increase the proportion of B.A.M.E. staff to reflect the proportion of B.A.M.E. students in the student population.</p> <p>Objective:</p>
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To ensure best practice in racial equality is embedded in staff recruitment policy and practice.

Success measures:

- Eradication of the gaps in conversion rates from application to job offer by 2025.
- An increase in the proportion of B.A.M.E. staff to match or exceed the student body by 2025. Currently this stands at 20%. This increase to be reflected across B.A.M.E. sub-groups and across the University including senior leadership who as a consequence better represent the ethnicity of staff and students.
- Staff surveys reveal confidence that bias is not a feature of recruitment at the University. In the REC staff survey there is a significant improvement in the percentage of positive responses against the baseline in 2021 of 38% agreeing that opportunities for development are allocated fairly and transparently and 66% agreeing that the university is committed to fair and transparent recruitment and selection.

Issue identified in application:

The B.A.M.E. student population in 2020/21 was 20.0% compared to 11.2% B.A.M.E. staff. The gap between students to staff is 8.8% making the University unrepresentative of its student population and this is unacceptable. In addition, the University does not meet Advance HE benchmarks: academic staff is 13.4% compared to 14.5% benchmark, professional is 8.5% benchmark is 10.3%. The University needs to be an employer of choice for B.A.M.E. people and while the proportion of applications from B.A.M.E. applicants is higher than would be expected from the local population and sector averages, B.A.M.E. applicants for academic and professional/support roles at Solent are disadvantaged at the shortlisting and interview stages of recruitment and it is a priority to eliminate this bias in recruitment processes. The process should be anonymised as far as possible. The B.A.M.E. Staff Network has reinforced that the perception of ethnicity impacts decision making and therefore shortlisting should be anonymous and training at all stages of the process should be mandatory for recruiting managers and panellists. Research and reflected in staff feedback is that bias impacts recruitment. To support staff involved in recruitment we need to offer training on equality, diversity, unconscious bias and cultural awareness to enable them to make inclusive decisions throughout the recruitment and selection process.

In 2021/22 our commitment to race equality in senior roles is already becoming a reality as two members of VCG have a B.A.M.E background and we see this as a significant step towards diversifying staff body. In this application, data analyses confirm that in both the academic and professional/support staff populations there is underrepresentation of B.A.M.E. staff in senior roles. As academic seniority increases, the issue of

the lack of diversity increases. In 2019/20, 45 academic staff were in employment in senior roles and none of these staff were B.A.M.E. Feedback from staff suggests that a lack of diversity is a perceived weakness of the institution and feedback from students strongly indicates that this lack of representation is recognised as a problem by B.A.M.E. students. SAT led and research informed discussions concluded that students need more B.A.M.E. staff role models so their aspirations to achieve these positions themselves are not undermined. Therefore, recruitment policies need to be strengthened, monitored and enforced.

Action Point	Action	Timeframe Start and End	Lead	Output and Success
13	<p>Advertise all roles in at least one community hub (e.g. Action for Access, HERAG, local community hubs) to reach a greater variety of B.A.M.E. applicants.</p> <p>The goal is to clearly signal across key equality networks that the University is actively increasing the diversity of its staff base and is seeking to increase the number of applications received from under-represented ethnic groups in academic and professional services roles.</p>	<p>Develop Sept 2022 - Dec 2022. Embedded as BAU from Jan 2023.</p>	<p>Head of P&D</p>	<p>Outputs and success measures: Outputs:</p> <ul style="list-style-type: none"> - All roles advertised in at least one community hub - Senior role vacancies advertised to national B.A.M.E. networks using positive action statements
14	<p>Advertise senior role vacancies to national B.A.M.E. networks such as HERAG, NEDIAL (senior sector EDI staff group)</p> <p>Specifically:</p> <ol style="list-style-type: none"> I. using positive action statements which emphasise that we are actively seeking applications from B.A.M.E. people. II. Conduct EIA for roles that recruit through agencies at all stages of recruitment and confirm how B.A.M.E people will be particularly encouraged to apply. 	<p>Develop Sept 2022 - Dec 2022. Embedded as BAU from Jan 2023.</p>	<p>Head of P&D</p>	<ul style="list-style-type: none"> - EIA for roles that recruit through agencies at all stages of recruitment conducted with confirmation of how B.A.M.E people will be particularly encouraged to apply.

		The goal is to clearly signal across key equality networks that the University is actively increasing the diversity of its senior academic and professional roles and is seeking to increase the number of applications received from under-represented ethnic groups in academic and professional services roles.			
15		<p>Create at least 8 videos from B.A.M.E. staff to enable people to see themselves reflected in the University and to bring alive Solent's EDI Plan on our recruitment website in line with our employer brand, so it is available for applicants to view.</p> <p>Specifically:</p> <ol style="list-style-type: none"> I. 4 (50%) videos must be of people from Black African or Caribbean backgrounds II. 2 must be of B.A.M.E. Senior Staff III. At least 4 of these must be Academic/Research/ECR staff IV. At least 2 must be in Professional Services V. Video of VC commitment to the REC and delivering the action plan VI. Video inks to be available on website and embedded in online advertising material and mailing lists <p>The goal is to ensure the University is seen as a place where B.A.M.E. are valued, can thrive and be part of an inclusive community.</p>	Jan 2023 - Sept 2023	Head of P&D	<ul style="list-style-type: none"> - 8 videos produced advertising material which celebrates the contribution and roles of diverse staff - 1 VC video demonstrating institutional commitment to race equality - Job descriptions which require lived experiences created - Recruitment pages redeveloped to ensure the employer brand is synonymous with diversity and inclusion <p>Success Measures:</p> <ul style="list-style-type: none"> - Increase in proportion of applications particularly for senior academic roles from B.A.M.E. people and specifically those with Black African and Caribbean backgrounds received as a proportion of all applications by 5 percentage points over
16		<p>Create job descriptions which require lived experiences to ensure we achieve our ambitions for improving B.A.M.E. representation.</p> <p>Specifically:</p>	Develop guidance on inclusive job	Head of P&D	

	<p>I. Develop guidance in conjunction with the B.A.M.E. staff network on how to write job descriptions and person specifications which attract B.A.M.E. people particularly at academic senior levels and above grade 6 professional services level</p> <p>II. Issue guidance to all recruiting managers when intention to recruit is stated in annual planning rounds.</p> <p>III. Audit a sample of job descriptions (grade/ faculty/ service area) to evaluate the extent to which they are following the guidance</p> <p>IV. Include data as part of the P&D business partner meetings and review guidance based upon learning.</p> <p>The goal is to ensure that job descriptions and person specifications attract B.A.M.E. applicants and clearly articulates that their diversity is and will continue to be essential to the performance of the university.</p>	<p>descriptions Jul 2023 - Sept 2023</p> <p>Issue and monitor use of guidance Sept 23-Aug 24.</p>		<p>the REC period (from 39% to 44%)</p> <ul style="list-style-type: none"> - Increase proportion of applications particularly for above grade 6 roles from B.A.M.E. professional services staff and particularly people from Black African and Caribbean backgrounds received as a proportion of all applications by 6 percentage points over the REC period (from 20% to 26%) - No. of hits on EDI and Recruitment REC web material including videos and stories of B.A.M.E. staff, students, Board members and VC commitment). - At least 50% of audited JDs and Person Specifications reflect guidance on inclusive job descriptions in first year of its use increasing to 100% by year 3. - At least a 10 percentage point improvement, from 42% to
17	<p>Redevelop recruitment pages to ensure the employer brand is synonymous with diversity and inclusion.</p> <p>Specifically:</p> <ul style="list-style-type: none"> • Identify with the B.A.M.E. staff network the changes that need to be made to appeal to under-represented ethnic groups (in addition to the videos created above) • Include links to the EDI Action Plan and specifically to the REC Action Plan and its Calendar of Activity • Include data and vignettes of B.A.M.E. and Alumni • Demonstrating the diversity of Southampton 	<p>Jan 2023 - Jul 2023</p>	<p>Head of P&D Head of Comms</p>	

					<p>52%, in the percentage of B.A.M.E. staff agreeing that the University's recruitment and selection policies lead to the best candidates being recruited in the 2023 survey. No disparities in the 2025 survey, currently 42% agreement for B.A.M.E staff and 65% agreement for White staff.</p> <p>-</p>
18	<p>Recruitment initiatives, processes and KPIs</p> <p>Enhance recruitment policies and processes and develop recruitment initiatives including positive action to increase the proportion of B.A.M.E. applicants who are successful in the appointment process.</p> <p>Specifically:</p> <ol style="list-style-type: none"> I. Develop positive action statement with the B.A.M.E. Staff Network and based on the EIA on recruitment II. Promote and evaluate the impact of new positive action statement for job advertisements. III. Introduce staff ethnicity KPIs, using a new management information dashboard, for Faculty Deans and service Heads 	<p>Jul 2023 -Jul 2024</p> <p>Positive action developed and approved Jan 2023 -Jul 2023</p>	Head of P&D	<p>Outputs and Success Measures:</p> <p>Outputs:</p> <ul style="list-style-type: none"> - Updated policy developed and communicated to all staff - Positive action statement developed, promoted and evaluated - Staff ethnicity KPIs, using a new management information dashboard introduced, for Faculty Deans and service Heads 	

		<p>to address underrepresentation and disproportionality within their respective areas.</p> <p>IV. Update equality impact assessments annually to ensure transparency in process for external and internal recruitment.</p> <p>V. Develop measures if required to address the disproportionate conversion rate:</p> <ul style="list-style-type: none"> • Investigate HireServe functionality to identify opportunities to anonymise information at application stage. • Investigate good practice processes for guaranteed interviews <p>The goal is to ensure that we routinely use transparent data and effective initiatives to remove disparities in the recruitment process.</p>	<p>KPI staff dashboard developed and introduced Jul 2023 - Jul 2024</p> <p>Develop and implement measures Jul 2024 -Jul 2025</p>		<ul style="list-style-type: none"> - Equality Impact Assessments annually updated - New measured developed, if required, to address the disproportionate conversion rate: - HireServe functionality investigated - Good practice processes for guaranteed interviews investigated - Annual Staff Equality report presented to the ES&W Committee and VCG (as part of REC update) includes analysis of recruitment conversion rates by ethnicity together with actions and recommendations completed. <p>Success Measures:</p> <ul style="list-style-type: none"> - Minority Ethnic respondents were least likely to agree that the University’s recruitment and selection policies lead to the best candidates being
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					<p>selected. Improve from 36% to at least 41% in the 2025 survey.</p> <ul style="list-style-type: none"> - Increased conversion rate for B.A.M.E. applicants by 10 pp from 15% to 25% by 2025 - When analysed by protected characteristic and ethnic groups, there are equal proportions of staff progressing through the recruitment process by 2027 - Anonymous shortlisting is piloted, evaluated and implemented across the University if evaluation recommends it. - Use of positive action interventions and documentation shows the contribution it makes to achieving targets for percentage point increases in B.A.M.E. staff shortlisted and appointed.
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	19	<p>Training for interviewers and those making restructuring decisions</p> <p>Develop and implement an equality and diversity in recruitment and selection training session mandatory for all recruitment managers, panellists and those making restructuring decisions.</p> <p>Specifically:</p> <ul style="list-style-type: none"> - Develop and implement a short training online module addressing key issues for the interim before the session is fully developed. - Develop training session and online material based on sector good practice. - Session to focus on: <ul style="list-style-type: none"> - How to build cultural awareness and avoid unconscious bias in recruitment and selection. - Challenging bias in other panel members with confidence - How to write inclusive job and person specifications ensuring culturally sensitive language and valuing experiences in working with staff, teaching and supporting students from different backgrounds. - Guidelines on when to use an ‘Expression of Interest (EOI)’ process, how to ensure transparency and accountability, and how to complete and assess an ‘Expression of Interest’. - How to ensure language used and questions asked are accessible and bias free and how to focus on evidence-based decision making. - Share with key stakeholders including B.A.M.E. Network and ESW Committee. 	<p>Develop interim training module – Feb 23 – Mar 23</p> <p>Develop training session May 2023 – Jul 2023</p> <p>Implement other actions Sep 2023 – end of REC period</p>	Head of P&D	<p>Outputs and Success Measures:</p> <p>Outputs:</p> <ul style="list-style-type: none"> - Mandatory Equality and diversity in recruitment and selection training session developed and implemented - Short training online module developed and implemented - Session information shared with key stakeholders - Annual Staff Equality report presented to the ES&W Committee and VCG (as part of REC update) includes analysis of recruitment conversion rates by ethnicity together with actions and recommendations completed. <p>Success Measures:</p> <ul style="list-style-type: none"> - Recruitment panels are EDI compliant with at least 1 B.A.M.E. internal or external member for senior academic
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		<p>The goal is to ensure that we remove bias, challenge ourselves and create processes and criteria which encourage B.A.M.E. staff to apply and be successful in the recruitment process.</p>			<p>and professional roles above grade 6.</p> <ul style="list-style-type: none"> - 100% of staff involved in recruitment have undergone the training which is embedded in mandatory Essentials Training, completed bi-annually - Evaluation of the training shows that a) 100% of Chairs of panels who participated in the training confirm that they agree or strongly agree with the statement that they are perceive themselves to be confident and competent to ensure transparency in evidence-based decision-making recruitment and selection and b) that all those involved in the recruitment process have improved their baseline score by at least 2 points on the Likert scale or remained in the strongly agree category.
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Staff development, progression and promotion

Aim 5: To improve the career progression of B.A.M.E. staff.

Objectives:

- To ensure all staff complete the EDI Essentials module
- To embed EDI in the PDR process to produce an inclusive appraisal process valued by all staff.
- To ensure all staff development opportunities are inclusive and promoted to all staff.
- To embed a programme of empowering career progression activities targeted to B.A.M.E. staff.

Success Measures:

- Eradication of the gaps in the uptake of staff development and training including leadership and management training.
- Eradication of the gap in PDR completion rate for academic staff.
- All managers complete PDR training that includes specific EDI and race equality content.
- In the REC survey, staff report confidence that bias is not a feature in the PDR process and there are no disparities between the perceptions and experiences of B.A.M.E. and White staff of process. B.A.M.E. staff report feeling well supported in their career progression by their manager and through their PDR.
- In the REC survey, there is a significant improvement in the percentage of staff agreeing that the University's recruitment and selection policies lead to the best candidates being recruited and there is no disparity in the responses of B.A.M.E. and White staff.

Issue identified in application:

The data suggests that there is disproportionality in the uptake of leadership and management training between B.A.M.E. and White academic staff and disproportionate uptake of all training by B.A.M.E. professional services and support staff. All staff development opportunities need to be inclusive and accessible with barriers to participating identified and addressed. A positive action approach to staff development needs to be implemented to create a level playing field for career progression.

There is disproportionality in the PDR completion rate for academic staff; professional services staff are significantly less likely to be considered to 'Exceeding expectations' by their managers in their PDR, evidencing an unacceptable bias in the process. Staff feedback reveals a dissatisfaction with the PDR process with some staff reporting that their managers do not invest the time to discuss development and training and by not engaging fully with the process these managers damage the career experience and progression of staff. In the staff survey, B.A.M.E. respondents rated all the questions relating to PDR more negatively than White respondents indicating that B.A.M.E. staff are more likely to have a negative appraisal experience. Improving the experience of the PDR process will positively impact on B.A.M.E. staff being supported in their career and career progression ambitions.

In terms of career progression opportunities at Solent, qualitative comments were strongly negative about processes with a perceived lack of transparency about opportunities and a lack of encouragement to apply. 35.3% of B.A.M.E. survey respondents were negative in their response about the University's recruitment and selection the processes. Any barriers that exist need to be identified and addressed. The support given to academics for REF work and to early career researchers is critical to facilitating successful career progression and while the data does not reveal any disparities, we will strengthen support for B.A.M.E. staff as part of work to support for career progression.

Action Point	Action	Timeframe Start and End	Lead	Output and Success
	Participation in staff development and leadership training			
20	Facilitate at least two focus groups with B.A.M.E. staff to gain a more nuanced insight into the issues surrounding lower engagement with current training opportunities.	Jan 2023 - Mar 2023	Head of P&D, Head of L&T	Outputs and Success Measures Outputs:

21	Provide participation lists to line managers to ensure centrally offered Leadership and development programmes have proportional B.A.M.E. representation as part of their overall cohort.	Mar 2023 - Jul 2023	Head of P&D	<ul style="list-style-type: none"> - At least 2 focus groups with B.A.M.E. staff facilitated - Participation lists for line managers
22	<p>Enhance CPD and develop positive action leadership training opportunities to meet the needs of B.A.M.E. staff.</p> <p>Specifically:</p> <ol style="list-style-type: none"> I. Enhance the offer by building on the Diversifying Leadership programme and being informed by the experiences of participants II. Investigate mentoring, reverse mentoring and scholarship programmes to support progression. III. Investigate additional external training courses that are aligned with career pathways supporting the development and progression of B.A.M.E. staff. IV. Ensure that all training and promotion opportunities are promoted by all management teams and the B.A.M.E. Staff Network V. Collect feedback from staff to monitor the effectiveness of training (including LinkedIn training) for B.A.M.E. staff and to inform developments in training to ensure it is effective in supporting them to progress. VI. Review and issue data to see improvements in uptake 	Dec 2022 - Jul 2023	Head of P&D	<ul style="list-style-type: none"> - Positive action leadership training opportunities developed - A portfolio of staff development opportunities, based around 5b3 1-111, for B.A.M.E. staff, approved by the B.A.M.E. Staff Network, is offered annually and has high engagement. - Feedback from staff to monitor the effectiveness of training collected - Data reviewed and issued to see improvements in uptake

23	<p>Use annual REC and EDI data, including impact assessments of engagement in training, to inform the management of staff development across the university.</p> <p>Specifically:</p> <ol style="list-style-type: none"> I. Include REC, EIA and EDI quantitative and qualitative data in the Leadership and Management Development Programme 	Jan 2023 - Jul 2023	Head of P&D	<ul style="list-style-type: none"> - REC, EIA and EDI quantitative and qualitative data included in the Leadership and Management Development Programme - The People First campaign etc. is used to ensure all staff are aware of career opportunities they are eligible to apply for
24	<p>Promote all non-subject/role specific training and promotion opportunities</p> <p>Specifically:</p> <ol style="list-style-type: none"> I. Use the People First campaign, the monthly P&D organisational development activities emails, as part of the order of Business in Faculty and Professional Services Faculty Management Groups, and the B.A.M.E. Staff Network to ensure all staff are aware of career opportunities they are eligible to apply for II. Promote opportunities via the informal news channel <p>The goal of actions in this section is to ensure all staff development opportunities are inclusive and promoted to all staff.</p>	<p>Jan 2023 – Dec 2023</p> <p>Staff Equality report presented to the ES&W Committee and VCG annually</p> <p>Equality analysis of staff development opportunities updated</p>	Head of P&D	<ul style="list-style-type: none"> - Opportunities are promoted via the informal news channel - Annual Staff Equality report presented to the ES&W Committee and VCG as part of REC update includes: - Equality analysis of staff development opportunities updated annually to identify trends

			annually to identify trend		<p>Success Measures:</p> <ul style="list-style-type: none"> - There are no differentials in the rates of PDR completions by 2025 - All actions and recommendations on addressing barriers identified and completed. - No disparities in the responses of B.A.M.E. and White staff, by further survey in 2025 - Reduce the differential in leadership training by at least a 5 pp improvement in the percentage of B.A.M.E staff uptake of leadership training from 60% to at least 65% in 2024 (academic staff) and 44% to 49%
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					(professional services staff).
	PDR engagement, outcomes and satisfaction				
25	<p>Develop and implement an EDI module which is informed by the outcomes of the Staff Survey for all leaders and managers to advance their skills</p> <p>Specifically</p> <ol style="list-style-type: none"> I. Improving PDR reviewer skills to enable and encourage managers to understand barriers for B.A.M.E. employees. II. Improving PDR reviewer skills to enable and encourage managers to better support B.A.M.E. staff in their roles including training and career progression 	Jul 2023 – Jul 2024	Head of P&D	<p>Outputs and Success Criteria</p> <p>Outputs:</p> <ul style="list-style-type: none"> - Benefits and operations needed to use a diversity decoder for ethnicity in PDR process to support the elimination of barriers and bias investigated and reported on. - Task & Finish Group to develop a mentoring scheme set up with outputs of investigation and success criteria and evaluation methods established - Findings of group shared with key stakeholders 	
26	<p>Implement and action EIA of PDR updating data annually to look at trends in completion rates and outcomes.</p> <p>Specifically</p> <ol style="list-style-type: none"> I. Investigate the benefits and operations needed to use a diversity decoder for ethnicity in PDR process to support the elimination of barriers and bias. 	Dec 2023 – Dec 2024	Head of P&D	<ul style="list-style-type: none"> - Task & Finish Group to develop a mentoring scheme set up with outputs of investigation and success criteria and evaluation methods established - Findings of group shared with key stakeholders 	

					<ul style="list-style-type: none"> - Scheme review available for key staff - Annual Staff Equality report with PDR data presented to the ES&W committee and VCG as part of REC update - EIA of staff development opportunities, with annual updates of data to identify trends - A training module to improve PDR reviewer skills - A mentoring scheme to support B.A.M.E. staff <p>Success Measures:</p> <ul style="list-style-type: none"> - Black respondents were the least likely of all ethnic groups to agree that they are treated equally by colleagues and by students. Improve from 57% to at least 62% (colleagues) and 43% to 48% (by
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					<p>students) in the 2025 survey.</p> <ul style="list-style-type: none"> - Improved response from Black staff to the question on PDR process from 57% to at least 62% (regular appraisal), 43% to at least 48% (confidence in PDR process), 43% to at least 48% (finding the PDR process useful) and 0% to at least 5% (reporting being encouraged to apply for promotion) in the 2025 survey. - 100% of leaders and managers complete EDI training to develop their inclusive skills by - There are no differentials in the rates of PDR completions by 2025 - 80% of staff evaluations of the mentoring and
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					<p>reverse mentoring schemes are either strongly agree or agree on the Likert Scale when responding to the statement that they have developed their knowledge, understanding and confidence (depending on the selected aims) .</p> <ul style="list-style-type: none">- A follow up survey conducted in 2025 shows that 80% of PDR reviewers respond positively (strongly agree or agree on the Likert scale) to the statement that the module has improved their knowledge, skills and confidence in implementing a fair and inclusive PDR scheme in relation to B.A.M.E. staff
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Career pathways and promotions				
27	<p>Conduct and report on the equality analysis of the annual academic promotions round following the University promotions panel.</p> <p>Specifically:</p> <ol style="list-style-type: none"> I. Provide yearly and cumulative data to reveal trends to Deans, PVCs and the VC II. Identify direct and indirect discrimination and barriers III. Develop additional actions as appropriate to eliminate bias and feed into the review of training and development programme 	<p>Feb 2023 – Dec 2023</p> <p>Staff Equality report presented to the ES&W committee and VCG annually</p>	Head of P&D	<p>Outputs and Success Measures:</p> <ul style="list-style-type: none"> - Yearly and cumulative data to reveal trends provided to Deans, PVCs and the VC - Direct and indirect discrimination and barriers identified - Additional actions as appropriate developed - EDI training module developed - Focus group with at least 10 B.A.M.E. staff run - Package of career support activities for B.A.M.E. staff developed - Annual Staff Equality report presented to the ES&W committee and VCG as part of REC update include appointments, promotions, grade and
28	<p>Consult, develop and implement an EDI training module for all Advance HE Fellowship assessors to eliminate bias in the assessment process.</p>	<p>Oct 2022 – Oct 2023</p>	Head of L&T	
29	<p>Conduct focus group with at least 10 B.A.M.E. staff to explore the working and promotion experiences of B.A.M.E. staff to:</p> <ul style="list-style-type: none"> • Better understand and remove barriers faced • Inform the management and review of staff development 	<p>Dec 2022 – Jun 2023</p>	Head of P&D	
30	<p>Develop a package of career support activities for B.A.M.E. staff</p> <p>Specifically</p> <ul style="list-style-type: none"> • Implement a career development workshop, developed in consultation with the B.A.M.E. Staff Network, for B.A.M.E. staff 	<p>Jul 2023 – Jul 2024</p>	Head of P&D	

		<p>with a focus on increasing awareness of competency development areas and supporting applications to senior roles.</p> <ul style="list-style-type: none"> • Promote job shadowing opportunities for B.A.M.E. staff. • Promote identity matched mentoring opportunities for B.A.M.E. staff. • Embed race quality awareness in mentor training with training materials referencing differential outcomes for B.A.M.E. staff in career development. • Discuss Information about the career support activities for B.A.M.E. staff as part of the Business Partner first meeting of the year • Include information about the career support activities for B.A.M.E. staff in the guidance for PDR and on the staff development page • Issue uptake reports as part of the P&D Business Partner process until the Staff Dashboard becomes live <p>The goal is to ensure that both assessors, line managers and B.A.M.E. staff are aware that the University is taking serious steps to ensure there is race equality requirements and opportunities to achieve greater and nuanced diversity in senior roles.</p>			<p>contract type by ethnicity and specific monitoring and analysis of academic promotions by ethnicity together with actions and recommendations completed, objectives completed and staff evaluation of positive action activities.</p> <ul style="list-style-type: none"> - EDI training module for Advance HE Fellowship Assessors created and agreed - Focus groups with at least 10 B.A.M.E. staff conducted and insights inform staff development reviews - Career support package developed - Information and uptake reports are discussed through Business Partner meetings
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					<p>Success Measures:</p> <ul style="list-style-type: none">- 100% of all Advance HE assessors take part in the EDI training module for each year or bi-annually if already completed- There is 60 % uptake of activities in 2023/24 of offer increasing to 80% in 2024/25.- 80% of B.A.M.E. staff participants of the career support package either strongly agree or agree (Likert Scale) that the support package has been useful in supporting their career development.- 100% of managers of B.A.M.E. staff are briefed on the positive
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					action strategies and their commitment to remission is secured.
31	<p>Development and profile raising opportunities for B.A.M.E. REF and Early Career Researchers so they are 'REF-ready' for REF 2027.</p> <p>Specifically:</p> <ol style="list-style-type: none"> I. Set up a working group to review the pathway criteria and promotion process from the perspective of B.A.M.E. ECR, mid-career and senior academics II. Ensure at least 50% of the working group are B.A.M.E staff members and 50% from the line managers group III. Consult on structures, processes and requirements and career development opportunities for B.A.M.E. particularly REF and ECR staff IV. Identify and liaise with key stakeholders to remove barriers for B.A.M.E staff V. Develop positive action initiatives for B.A.M.E academic staff resulting in an agile process for B.A.M.E. academics who are not currently on a research career pathway to become research active. 	Dec 2022 – Dec 2023	PVC, Research & KE (Responsible for academic pathways)	<p>Outputs and Success Measures</p> <p>Outputs:</p> <ul style="list-style-type: none"> - Working group set up - Consultation on structures, processes and requirements undertaken - A 'REF Ready' training package that explicitly supports B.A.M.E staff developed - Positive action initiatives for B.A.M.E. staff to allow for agile movement between pathways - Positive action initiatives which raise 	

		<p>VI. Develop a Positive Action Strategy to focus on the research careers of B.A.M.E. academics to significantly improve the proportion developing research ideas and publishing academic papers</p> <p>VII. Develop an induction process for research pathway staff to improve profile visibility and awareness of profile raising, training and funding application opportunities.</p> <p>VIII. Include a requirement to discuss career development, academic pathway, promotion and REF aspirations in the annual PDR.</p> <p>IX. Ensure all managers of research pathway staff have completed the EDI module for all leaders and managers to advance their skills, including specifically their PDR reviewer skills</p>			<p>the profile and visibility of B.A.M.E. staff</p> <ul style="list-style-type: none"> - Induction process for research pathway staff developed - Report on managers completion of the EDI module for all leaders and managers - EIA which includes uptake of 'REF READY' and profile and visibility raising activity analysed by protected characteristics. <p>Success Measures:</p> <ul style="list-style-type: none"> - 60% of B.A.M.E. staff respond they strongly agree or agree that the revised career pathway criteria and promotions process are clear, fair and inclusive in the following REC staff survey rising
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					<ul style="list-style-type: none"> - 70% of B.A.M.E. staff respond they strongly agree or agree that the support they have received is good in the following REC staff survey rising - A reduction of 6 percentage points from 38.2% (compared to 32% of White staff) of B.A.M.E. staff survey respondents replying negatively to the question about whether profile raising opportunities are allocated fairly and transparently. - B.A.M.E. staff are proportionately as likely to apply for research promotions and/or pathway moves as White staff by 2026. - B.A.M.E. staff have high levels of engagement with the positive action
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					<p>strategies with 60% uptake in initiatives by year 1 and 80% by year 3.</p> <ul style="list-style-type: none">- 100% of managers of B.A.M.E. staff receive information on the positive action strategies before each planning round/promotion panel- B.A.M.E. staff representation in training and development opportunities and on grant applications is at least proportionate to the relevant B.A.M.E. staff cohort.- B.A.M.E. staff representation in career development opportunities and with significant responsibility for research is at least proportionate to the
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					relevant B.A.M.E. staff cohort.
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Staff contracts and employment experience

	<p>Aim 6: To reduce differential contractual experiences for B.A.M.E. staff</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To eliminate the overrepresentation of B.A.M.E. staff academic staff on temporary contracts. • To eliminate the overrepresentation of B.A.M.E. professional and support staff leaving involuntarily. • To eliminate overrepresentation of B.A.M.E. staff involved in disciplinary and grievance processes. • To improve representation of B.A.M.E. staff on decision making boards and committees. <p>Success Measures:</p> <ul style="list-style-type: none"> • When analysed by ethnicity, B.A.M.E. staff are represented in line with expectation in the population of staff on temporary contracts. • When analysed by ethnicity, B.A.M.E. staff leaving involuntarily are not overrepresented. • The decision-making process by Boards and Committees is inclusive and representative and the way the perspective of B.A.M.E. staff are considered is explicit and transparent. <p>Issue identified in application</p> <p>The data and staff survey reveal there is a disparity in the employment experiences of B.A.M.E. and White staff relating to issues including contracts, grievances and disciplinaries, involuntary staff turnover and pay. These experiences will impact on staff trust in the institution, the culture and ultimately the institution’s readiness to address race inequalities.</p>
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There are a disproportionate number of B.A.M.E. academic staff on fixed term contracts and this may have implications such as a decreased sense of belonging in the B.A.M.E. staff population.

Data on grievances and disciplinary action, suggests that line managers may be more likely to start formal proceedings against B.A.M.E. staff than White staff, perhaps reflecting research that highlights B.A.M.E. staff are more scrutinised than their White counterparts. B.A.M.E. staff who make up 11.2% of the population are involved in 12.5% of disciplinarys and 14.3% of grievances.

Inclusive decision making is essential to activate diversity to improve innovation, engagement and results across the University. It includes measuring, managing and extending who is involved and how business decisions are made across the University. It improves business performance. To be effective staff development, positive action initiatives and close monitoring are required.

There is a large disparity in the turnover of professional and support staff with B.A.M.E. staff having a turnover 9pp higher and this difference is due to involuntary reasons for leaving the University. We are appalled that, during a period when the University had to reduce staff, a racial bias in the process transpired and this is an urgent issue to address.

Although the University has not completed an equal pay analysis since 2014 an ethnicity pay gap has been recognised since 2018 (Mean=8.4%, Median = 6.4%) and whilst the gap has narrowed by 2.9 pp (5.5%) for the Mean and 3.3 pp (3.1%) for the Median, a full pay audit will be conducted to understand and action this gap.

Action Point	Action	Timeframe Start and End	Lead	Output and Success
32	<p>Staff on temporary contracts</p> <p>Develop and implement a plan to remove the institutional barriers which lead to differences in the number of B.A.M.E. staff on temporary contracts compared to White staff.</p>	Jul 2023 – Jul 2024	Head of P&D	<p>Outputs and Success Measures</p> <p>Outputs:</p> <ul style="list-style-type: none"> - Plan to remove the institutional barriers including, consultation with

	Specifically				<p>B.A.M.E. Staff Network and investigation into how we work with agencies e.g. REED developed and shared with key stakeholders</p> <p>Success Measures:</p> <ul style="list-style-type: none"> - There are 0 differentials, so the number of temporary contracts given to B.A.M.E. staff is proportionate to the overall B.A.M.E. staff population.
	Staff turnover				
Revision C2, R6 33	<p>Investigate specifically the reasons for the loss of B.A.M.E. professional and support staff during the REC application period and implement actions emerging from this investigation.</p> <p>Specifically</p> <ol style="list-style-type: none"> Review the process, the decision-making criteria and notes Interview the Heads of Services to provide further clarity Report findings and recommendations to the ES&W and VCG Implement recommendations approved by VCG 	<p>Investigation Sept 2022 - Jan 2022</p> <p>Report issued March 2023</p>	DVC Resources	<p>Outputs and Success Measures</p> <p>Outputs:</p> <ul style="list-style-type: none"> - Outcomes of review of process, the decision-making criteria and notes fed into report - Heads of Services interviewed to provide further clarity and outcomes fed into report 	

					<ul style="list-style-type: none"> - Report - Report on findings and recommendations presented to VCG <p>Success Measures:</p> <ul style="list-style-type: none"> - At least 50% of B.A.M.E. and particularly professional Service Staff either strongly agree or agree that there is no racial bias in restructuring or redundancy processes in the next REC staff survey (new question) - By 2025 the turnover of professional services staff shows that the proportion of involuntary leavers who are B.A.M.E. is not greater than their total population (currently 9 percentage points proportionately higher than White counterparts)
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					<ul style="list-style-type: none"> - Exit interview feedback reveals no differences relating to ethnicity and no reference to racism or lack of inclusion by 2026
34	<p>Conduct future EIA of voluntary involuntary professional and support staff leavers to identify reasons for differences by ethnicity and complete resultant actions.</p> <p>Specially</p> <ol style="list-style-type: none"> I. Analyse qualitative and quantitative leavers' data to identify B.A.M.E. staff trends II. Co-create actions with B.A.M.E. Staff Network III. Share EIA and recommendations with Stakeholders including ES&W and VCG IV. Update EIA to provide cumulative data for trend analysis V. Update all P&D staff policies and processes in relation to race equity and other characteristics as recommended 	<p>Investigation Sept 2022 - Dec 2022</p> <p>EIA Report issued Feb 2023</p> <p>Actions Jul 2023 – Jul 2024</p>	Head of P&D	<p>Output:</p> <ul style="list-style-type: none"> - Investigation Report with recommendations on the reasons for the loss of B.A.M.E. professional and support staff - EIA carried out and reported on with findings feeding into P&D policies and processes - Annual analysis and reporting to ES&W committee and VCG as part of REC updates of staff 	
35	<p>Update exit interview questionnaire to include equality question(s) in exit interview so results can be reviewed by ethnicity, nationality and business area/faculty to determine if there are differentials between B.A.M.E. and White staff.</p>	<p>Jan 2023 – Jul 2023</p>	Head of P&D	<p>Success Measures:</p> <ul style="list-style-type: none"> - By 2025 the turnover of professional services staff 	

36	Appoint an external critical friend to review the our EIA and recommendations made based upon our qualitative and quantitative data	Feb 23 – Mar 23		
	The goal is to understand whether there is direct or indirect racial discrimination or a culture which is not inclusive and where there are barriers to career progression for B.A.M.E. staff to inform policies and development			<p>shows that the proportion of involuntary leavers who are B.A.M.E. is not greater than their total population (currently 9 percentage points proportionately higher than White counterparts)</p> <ul style="list-style-type: none"> - At least 50% of B.A.M.E. and particularly professional Service Staff either strongly agree or agree that there is no racial bias in restructuring or redundancy processes in the next REC staff survey (new question) - Exit interview feedback reveal no differences relating to ethnicity and no reference to racism or lack of inclusion by 2026
37	<p>Grievances and Disciplinaries</p> <p>Develop and implement a Dignity at Work policy</p>	Policy developed	Head of P&D	<p>Output:</p> <ul style="list-style-type: none"> - A Dignity at Work Policy

	<p>Specifically</p> <ol style="list-style-type: none"> I. Include it as part of the work on and communication of recruitment and other race equality initiatives II. Co-create it with the B.A.M.E. staff network and the Unions III. Share with ES&W committee and VCG IV. Include information on the Dignity at Work policy in EDI training module V. Launch Dignity at Work policy VI. Collect and analyse data by protected characteristic and ethnic group where possible and review with findings reported to ES&W <p>The Goal is to state the University's position on harassment, bullying and victimisation, to raise awareness amongst the University community of behaviour that would be considered harassment, bullying or victimisation and to provide guidance on informal and formal means of dealing with harassment, bullying or victimisation when it occurs.</p>	<p>Feb 2023 – Jun 2023</p> <p>Report presented to ES&W and VCG Jul 2023</p> <p>Launched Sep 23</p>		<ul style="list-style-type: none"> - Report on the review of the Dignity at Work policy presented to ES&W and VCG with EDI data presented annually as part of P&D reports <p>Success Measure:</p> <ul style="list-style-type: none"> - At least 50% of both B.A.M.E. and White staff confirm that they are aware of the Dignity at Work Policy in the next survey (new question) - We expect an increase in reports of racism suggesting that people feel confident to report by 2025
38	<p>Include a specific focus on unconscious bias and race in disciplinary and other processes in the Leadership and Management race equality training.</p> <p>The goal is to raise awareness of the mental shortcuts that lead to snap judgment, often based on race and gender, about people's talents, character or the likelihood of them being at fault.</p>	<p>Include focus in training – Feb 2023-Apr 2023</p> <p>Implement revised training - Jul</p>	Head of P&D	<p>Output and Success Measures:</p> <p>Output</p> <ul style="list-style-type: none"> - Leadership and Management training includes unconscious bias

			<p>2023 for annual delivery</p> <p>Reporting and monitoring to ES&W committee and VCG as part of annual REC updates</p>		<p>training with a specific focus on race.</p> <ul style="list-style-type: none"> - Reporting and monitoring to ES&W committee and VCG as part of REC updates <p>Success measures:</p> <ul style="list-style-type: none"> - 100% managers overseeing grievances and disciplinaries have completed EDI training. Data is reported by ethnicity and actions are identified and completed.
39	<p>Inclusive decision making</p> <p>Develop a training package and train Chairs and Clerks in race equality so they ensure membership includes racialized groups and facilitate inclusive decision making.</p> <p>Specifically:</p> <ol style="list-style-type: none"> Develop a training package which includes key findings of the REC and the REC Action Plan which includes completion of the Unconscious Bias module 	<p>Develop package Dec 2022 – Feb 2023</p> <p>Pilot with 1 Chair and 1 Clerk and revise Mar 2023 – May 2023</p>	University Secretary & Registrar	<p>Output and Success Measures</p> <p>Output:</p> <ul style="list-style-type: none"> - A training package which includes completion of unconscious bias training - Pilot completed and package updated - Good practice examples provided by Clerks and Chairs of all committees and Boards 	

		<p>II. Provide explicit examples of the steps they can take to ensure inclusive decision through diversity in membership to ensure racialized groups are included in representation, Agendas, Order of Business, Presenters, listening to diverse voices and capturing discussions and actions on points which advance race equality.</p> <p>III. Pilot with 1 Chair and 1 Clerk and revise package if needed</p> <p>IV. Take steps to mitigate when committees are not diverse, for example, flagging when the B.A.M.E. Staff network should be consulted.</p> <p>V. Complete training every 2 years as part of the mandatory Essentials package – job specific section.</p> <p>VI. Completion monitoring issued as part of REC updates to ES&W Committee and VCG</p> <p>VII. Chairs and Clerks to provide examples of good practice for future training</p> <p>The goal is to ensure that the Chairs and Clerks of Committees set the tone for committee execution through the membership, the balance of information and actions they capture.</p>	<p>Include in Essentials training for Jun 23</p>		<ul style="list-style-type: none"> - Uptake reports issued to ES&W Committee VCG as part of REC updates <p>Success measures:</p> <ul style="list-style-type: none"> - 100% of committee clerks and chairs undertake the training package - 80% strongly agree or agree (Likert scale) with the questions that they understand their role and that they are confident in their ability to create inclusive decision making committees. - Clerks and Chairs of all committees and Boards can provide good practice examples for use in future training
	<p>Equal Pay</p>				

	40	<p>Complete a robust pay gap audit and plan to further understand and action the ethnicity pay gap</p> <p>Whilst we are at sector average or lower than sector average for non-UK staff, pay gaps for UK staff are larger.</p> <p>The goal is to understand the where the gap exists (faculty/service department/level and the intersectional nature to ensure continued improvement.</p>	Dec 2022 – Dec 2023	Head of P&D	<p>Outputs and Success Measures:</p> <p>Outputs:</p> <ul style="list-style-type: none"> - Pay gap audit completed, reported with actions identified in relation to faculty/service department/ level and the intersectional nature and implemented <p>Success Measures:</p> <ul style="list-style-type: none"> - For UK staff median pay gap reduced from 2.9% to 2% by 2025 and at least to current sector average of 0.7% by 2027 - For UK staff mean pay gap reduced from 2.8% to 2% by 2025 and at least to current sector average of 1.6% by 2027 - For non-UK staff median pay gap reduced from 8.5% (we match current sector average) to 7.5% by 2025 and to 6.5% by 2027 - For non-UK staff mean pay gap reduced from 5%
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					<p>(above sector average of 12.1%) to 4 % by 2025 and to 3% by 2027</p> <ul style="list-style-type: none"> - Black respondents were the least likely of all ethnic groups to agree that they are treated equally by colleagues and by students. Improve from 57% to at least 62% (colleagues) and 43% to 48% (by students) in the 2025 survey. -
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Reporting and addressing racial harassment

	<p>Aim 7: To eradicate race related incidents at Solent and improve staff and student experience of formal process</p> <p>Objective:</p> <ul style="list-style-type: none"> • To improve confidence levels amongst B.A.M.E. students and staff reporting racial incidents and experience of formal reporting processes. • To raise awareness amongst staff and students of the expected behavioural standards at the University. <p>Success Measures:</p> <ul style="list-style-type: none"> • In the REC survey staff and students report an awareness and understanding of and confidence in the processes for reporting racial incidences. • There is a robust reporting system in place that enables the university to manage incidents efficiently and effectively. The process activates activities to prevent racial harassment and bullying.
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- Data on students and staff incidents is analysed, clear, well understood and reported annually together with actions completed to the ESW Committee.

Issue identified in application:

Staff and student feedback revealed that staff do not have clarity on the reporting process for racial incidences at Solent. They were not aware of the process, and some identified experiencing or witnessing racial issues, particularly microaggressions, that were not addressed. We recognise that anything from infrastructure to microaggressions include or exclude students and staff and contribute to how welcoming they perceive Solent University to be. Bullying and harassment needs to be tackled more meaningfully at all levels, through more clearly defining and communicating bullying and promoting explicitly how race equality is embedded in our Solent Values and behaviours we encourage. To build credibility and trust that we are an anti-racist university, a robust reporting system that sets the tone of and contributes to a culture of transparency that is safe, happy and supportive and an environment of evidence-based decision making is needed.

Action Point	Action	Timeframe Start and End	Lead	Output and Success
41	<p>Improve the way we report and deal with reports of race related incidences for staff and students and training required.</p> <p>Specifically</p> <ol style="list-style-type: none"> I. Implement a robust reporting system, management processes and development and training programme that help to identify and prevent racial bullying and harassment II. Purchase a system which allows anonymous reporting of race related harassment and bullying and provides guidance on its use 	Sep 2022 – June 2023	Head of SS and Head of P&D	<p>Outputs and Success Measures</p> <p>Outputs:</p> <ul style="list-style-type: none"> - Good practice collated and used to inform system and training and development programme - A robust reporting system for race related incidences experienced or witnessed by staff and students purchased - Safeguarding manager employed

	<p>III. Develop advice, guidance and signposting to support the reporting system, which are clearly linked to relevant services including P&D and Student Experience.</p> <p>IV. Employ a Safeguarding Manager to report on strengths and weaknesses in processes, areas of concern and subsequently training uptake with recommendations for action</p> <p>V. Use reporting statistics strategically to identify patterns of behaviour to enable tackling.</p> <p>VI. Evaluate the reporting system and communicate progress made to staff and students to highlight action taken to reduce incidents and improve behaviour.</p> <p>VII. Include a module on bystander training in equality essentials to further develop staff and student and confidence and skills to address or report racial incidences</p> <p>VIII. Share report with ES&W committees and VCG</p> <p>IX. Develop and deliver a development and training programme starting with VCG, P&D staff and Student Services staff, investigating managers and the SU staff</p> <p>X. Review usability of system and development and training programme with recommendations for improvement</p> <p>The goal is to accompany development and training with a reporting system which enables staff and students to raise issues directly through a safe and secure platform. When unacceptable behaviour has taken place staff and students have a place to speak out confidentially, with the option for anonymity if they wish.</p>			<ul style="list-style-type: none"> - A development and raining programme with guidance produced - Report to ES&W and VCG on strengths, weaknesses, areas of concern and recommendations for action with subsequent reports including uptake data - Review conducted of system and development and training with recommendations implemented - Bullying and harassment included in the equality essentials session on welcome week and included as part of the Guided Learning Week - Web hits and development uptake statistics are reported to the ES&W committee and Student Board - Advice, guidance and signposting to support the reporting system developed - Evaluation of the reporting system - Module on bystander training <p>Measures of success:</p> <ul style="list-style-type: none"> - 10 pp improvement to staff survey in 2023 (from 63% to 73%) and 5
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					<p>pp point in the subsequent survey (73% to 78%) in response to the question “If I reported a race-related incident to my institution, appropriate action would be taken.”</p> <ul style="list-style-type: none"> - 100% of VCG, P&D and Student Services staff undertake the training and development programme by Jul 2023 - 80% of participants in training programme strongly agree or agree that they are equipped to respond to and deal with cases of racial bullying and harassment effectively. - 100 % of participants in development and training programme strongly agree or agree that they can use the reporting system - We expect an increase in reports of racism suggesting that people feel confident to report by 2025
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	<p>42 Develop a marketing campaign to raise awareness of the University's commitment to racial equality and the zero tolerance of racial bullying and harassment.</p> <p>Specifically</p> <ol style="list-style-type: none"> I. Communicate the new system widely to staff and students using a link to the REC portal page so it can be seen as part of a wider programme II. Include importance of addressing racial bullying and harassment (including reporting process) in the new equality essentials sessions in Welcome Week activities and included as part of Guided Learning suite. III. Include specifically the work harassment and bullying and zero tolerance in the VC video as part of the REC communication plan IV. Report on web page hits and uptake of development sessions and share with ES&W and Student Board 	<p>From Dec 2022 – June 2023 and annually implement thereafter</p>	<p>Head of Comms Head of Comms in the Student Union Head of SS and Head of P&D Head of SS and Head of P&D</p>	<p>Outputs and Success Measures</p> <p>Outputs:</p> <ul style="list-style-type: none"> - Marketing plan created - Importance of addressing racial bullying and harassment (including reporting process) included in the new equality essentials sessions in Welcome Week activities and included as part of Guided Learning suite. - The work harassment and bullying and zero tolerance specifically included in the VC video as part of the REC communication plan - Report on web page hits and uptake of development sessions shared with ES&W and Student Board <p>Success Measures:</p> <ul style="list-style-type: none"> - REC staff survey shows at least a 5 percentage point increased confidence in the reporting and resolution of racial bullying/harassment/discrimination
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					<p>(from 63% to 68%) including specifically at least a 5 percentage point increase from Asian staff (50% to 55%) and ethnic minority staff (43% to 48%).</p> <ul style="list-style-type: none"> - Black staff respondents were the most likely of the ethnic groups to have experienced or witnessed racial discrimination in the local area. Improve from 57% to at least less than 52% in the 2025 survey. At least 50 students attend the welcome week equality essentials session per year - At least 200 students take part in the Guided Learning equality essentials per year - At least 200 students per year attend the bystander training - 80% of all staff undertake the bystander training at least once over three years
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Aim 8: To eliminate the awarding gap, lower Value Added scores and the progression gap

Aim 9: To increase the population of Black and Asian students

Aim 10: To eradicate the graduate high skills role gap.

Aim 11: To embed race equality in the curriculum, teaching and learning.

Aim 12: To develop the EDI skills of all students throughout their programme of study.

Objectives:

- To increase the recruitment of Asian students
- To eradicate differentials in the success rates of Black student applicants
- To eradicate differentials in progression, achievement and distance travelled.
- To eradicate differentials in the attainment of graduate high skills roles.
- To develop the generic and subject specific EDI skills of all students.
- To develop the EDI skills of academic staff.
- To embed race equality in the curriculum in all courses.
- To use the Student Inclusive Curriculum Consultants Scheme to inform race equality initiatives in the curriculum, teaching, learning and assessment.

Success measures:

- Recruitment of Black and Asian students is in line with Access and Participation Plan expectations.
- Data analyses revealed significantly reduced differentials in progression, final achievement and distance travelled. At least 80% of B.A.M.E. students continue to the second year of their UG programme, at least 75% of B.A.M.E. students complete their course annually (OfS

baseline). We will reduce the B.A.M.E. awarding gap to 10.9% or less by 2025 and as any gap is unacceptable, we will eradicate any gap by 2029-30.

- All ethnic groups will have the same graduate success rate in securing high skilled roles with at least 60% achieving highly skilled roles (OfS baseline).
- Differentials in final achievement and Value-Added scores of B.A.M.E. and White students are eradicated.
- In the REC survey, student feedback evidences that they develop their EDI skills during their course.
- In the REC survey, staff feedback indicates staff have cultural competence in curriculum design teaching, learning and assessment.

Issues identified in application

The data reveals issues relating to race equality at every stage of the student journey. Disparities in student recruitment include a decline in the recruitment of Black students and so Black student numbers are not in line with expectation. Mature Black applicants have the lowest application success rates. Social Work and Adult Nursing have the highest numbers of Black mature applicants and there is an overall lower application success rate for this group.

There is an ongoing under recruitment of Asian students. These disparities have also been identified in the University's Access and Participation Plan and so recruitment activities to address these gaps is already being strengthened.

Our single most critical focus in terms of race equality is to eliminate the stubborn awarding gap. Research consistently shows that there is no single reason for this gap and therefore there is no single solution. We see all the work in this Action plan as contributing to narrowing his gap, in addition to the specific actions, identified from successful practice in the sector. Closely related to academic achievement is progression, the progression of White students at Solent is consistently the highest of all the ethnic groups and Black students consistently the lowest. We need a greater focus on working with our students to understand and tackle our gaps.

Postgraduate provision at Solent is small, there were 829 students in 2018/19 and the proportion of B.A.M.E. postgraduate students is in line with the undergraduate population. However, as this provision grows, we aspire to attract more B.A.M.E. students. The Access and Participation Plan details our awareness that more White graduates are going into high skilled employment and that the gap is most pronounced between White and

Asian graduates. Planned work includes enhanced support for B.A.M.E. entrepreneurial students, professional employability mentoring for Asian students and embedding employability in the curriculum.

The REC student survey revealed a distinct student call for race equality to be fully embedded in the curriculum, teaching, learning and assessment. This work needs to be co-created to yield sustainable, authentic shifts and so continuing the Student Inclusive Curriculum Consultancy initiative to support cross-institutional inclusivity enhancement at course level is essential. Students fed back that they want race equality to be discussed in their lectures and seminars and that their tutors need to have more confidence to lead and manage discussions. There is a strong inclusive curriculum framework being rolled out across all courses that will be fully embedded by 2025. We need to address racial equity in learning and teaching more explicitly than previously and to underpin this all students need to develop their EDI skills during their course. EDI skills are an essential part of students' employability skills and contribute to them being Work Ready, World Ready and Future Ready.

The survey revealed a strong student voice that race equality needs to be prominent and explicit in their education. In the staff survey there was a theme of race equality issues that are unattended to rather than being embedded in our activities and cultural norms. Both students and staff told us that our staff are not as competent and confident as they could be in their understanding of anti-racism and their equality, diversity and inclusion knowledge and skills. In order to address this feedback, we must recognise and raise the profile of race equality work, maximise staff engagement and develop the knowledge, skills and confidence of all staff to be able to discuss race and racism sensitively.

Action Point	Action	Timeframe Start and End	Lead	Output and Success
43	<p>Recruitment of Black and Asian students</p> <p>Target post 16 providers and communities with a high proportion of Black and Asian students for WP student recruitment activities to reduce the gap between Asian entrants and Asian 18-year olds in the population from 5.2% to 1.2% in 5 years and to 0 in ten years</p> <p>Specifically</p>	Faculty composition data Oct 22 and annually thereafter	Head of Rec, Admis, & WP	<p>Outputs and Success Measures</p> <p>Outputs:</p> <ul style="list-style-type: none"> - Faculties are provided with ethnicity data on

		<p>I. Proactively provide racial composition data on first year UG cohort to each faculty</p> <p>II. Provide faculties with the tools they require to monitor their own ethnicity data so that they can start to identify any long-term trends and actions needed at faculty and course level</p> <p>III. Report on ethnicity annually to the Admissions and Recruitment and identify long-term trends.</p> <p>IV. Publish ethnicity data on applications, offers and acceptances broken down by course.</p> <p>V. Implement 30 'Diversity scholarships' for B.A.M.E new students from 2022 and review effectiveness of communications and impact.</p> <p>VI. Complete additional investigation and ongoing monitoring into why there is a lower application success rate for mature Black applicants on Social Work and Adult Nursing identify and implement evidenced based successful actions. To include the introduction of processes to monitor offer rates and rejections to identify and eliminate bias.</p> <p>VII. Review interview processes for bias on courses with applicant interviews, and equality impact assess interview questions and train interviewers to reduce unconscious bias.</p> <p>VIII. Develop and implement recruitment events specifically for B.A.M.E. potential applicants. Ensure all recruitment events are inclusive and include B.A.M.E. role models and student ambassadors and provide information on relevant local resources that meet B.A.M.E. students' needs.</p> <p>IX. Develop digital assets approved by the B.A.M.E. Staff Network and Student Diversity Network showcasing B.A.M.E. staff and to use at Open Day and recruitment events.</p>	<p>Faculty recruitment composition developed Sep 2023-2024 and annually thereafter</p> <p>Diversity scholarships Sep 2022 – Sep 2025</p> <p>Investigation of Adult Nursing Sep 22-Feb 23</p> <p>Review interview process Sep 2022 - Sep 2023</p> <p>Digital assets July 2022 - Sep 2023</p>		<p>first year students annually.</p> <ul style="list-style-type: none"> - Faculty admissions lifecycle data produced annually - Annual report on ethnicity to the Admissions and Recruitment with identification of long-term trends - Ethnicity data on applications, offers and acceptances broken down by course published - 30 Diversity scholarships are funded, advertised and awarded - The recruitment process for Social Work and Adult Nursing has race equality measures
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		<p>The goal is to increase the representation of B.A.M.E. students and particularly Asian students to create a critical mass with ensuing benefits including greater representation in leadership positions such as course reps, the SU to create meaningful transformation.</p>	<p>Sep 2022 Sep 2023</p>		<p>embedded throughout.</p> <ul style="list-style-type: none"> - All courses which require interviews have questions which do not directly or indirectly discriminate against racialized groups - B.A.M.E. specific recruitment events are developed and delivered each year between 2022- 2023 - Approved digital assets which show positive role models are created and used <p>Success Measures:</p> <ul style="list-style-type: none"> - On average over the 3 year period at least 80 % of students and applicant feedback confirms that recruitment events are inclusive and
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					<p>targeted events meet the needs of B.A.M.E. applicants.</p> <ul style="list-style-type: none">- 100% of interviewers are trained- Increased number of applications from Asian applicants result in increased number of Asian undergraduate students with the gap between Asian entrants and Asian 18 year olds in the population reduced from 5.2% to 1.2% in 5 years and then to 0 in ten years.- Diversity scholarships result in an increased number of B.A.M.E. students and particularly the target for Asian students by 2025
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Disparities in student progression rates and VA scores and the B.A.M.E. awarding gap					
44	<p>Develop better support for B.A.M.E. students as part of the Access and Participation Plan</p> <p>Specifically</p> <ol style="list-style-type: none"> I. Work with the Diversity Network, SICCs, SU and through an improved Student Partnership Framework to develop an enhanced understanding of the experience at Solent, hear different voices and develop a range of new support strategies. II. Develop and deliver new support strategies which are based upon internal insight and external effective practice to be promoted on SOL and evaluated by the achievement team. III. Evaluate the impact of these strategies on the outcomes and experiences of B.A.M.E. students including the analysis by ethnic groups using the OfS evaluation framework for Access and Participation Plan IV. Report the impact and recommendations to LTSSC and ES&W and Student Board and make annual updates thereafter <p>The goal is to invest institutional and student time in support strategies that have the best impact on the student experience and outcomes for all B.A.M.E. ethnic groups</p>	Sep 2022 – Jul 2023	Head of SE, Head of L&T Chairs of REC group and Head of Rec, Ad &WP	<p>Outputs and Success Measures</p> <p>Outputs:</p> <ul style="list-style-type: none"> - New improved Student Partnership Framework developed - New support strategies - A package of evidenced based effective practice created - Evaluation reports using the OfS evaluation framework for APP - Reports on impact of student support strategies and recommendations to LTSSC and ES&W and Student Board 	
45	<p>Increase the number of B.A.M.E. role models, including student ambassadors and Honorary Doctors, guest speakers to inspire confidence and sense of belonging.</p>	Jul 2023 – Jul 2024	Head of SS University Secretary & Registrar	<p>Outputs and Success Measures</p> <p>Outputs:</p> <ul style="list-style-type: none"> - New improved Student Partnership Framework developed - New support strategies - A package of evidenced based effective practice created - Evaluation reports using the OfS evaluation framework for APP - Reports on impact of student support strategies and recommendations to LTSSC and ES&W and Student Board 	

		<p>Specifically</p> <ol style="list-style-type: none"> I. Reflect, at least proportionately, the student population in terms of all ethnic groups II. Include requirement to consider/propose B.A.M.E. people on invitation to nominations for Honorary Doctors III. Include requirement to monitor inclusion of B.A.M.E speakers at faculty and service level IV. Monitor up take of student roles, Honorary Doctors proposed and selected and inclusion of guest speakers by ethnic group and gender V. Report data to ES&W committee, Student Board, Honorary Doctors Nominations Committee 			<p>presented in 2024 and with annual updates thereafter</p> <ul style="list-style-type: none"> - Requirement to consider/ propose B.A.M.E people included in Nominations invitation - Data analysis presented to ES&W, Student Board and Nominations Committee as part of REC updates - Solent model to support B.A.M.E student success and improve B.A.M.E student experience developed and implemented - Early intervention programme enhanced
	46	Investigate and implement good practice from the sector relating to diversity mentors. Working with the student Diversity Network, develop and implement a Solent model to support B.A.M.E student success and improve B.A.M.E student experience.	Sep 2022 -Jul 2022	Head of SS	
	47	<p>Enhance the early intervention programme by strengthening liaison between Faculties and the Achievement Team.</p> <p>Specifically</p> <ol style="list-style-type: none"> I. Prioritise and develop support for B.A.M.E and particularly Asian students to improve retention for these cohorts and reduce awarding gaps. 	Jul 2022 - Jul 2023	Head of SS	
	48	Implement action plan to reduce the over-representation of B.A.M.E. students in academic misconduct cases.	Jul 2022 -Jul 2023	Head of SS	

					<ul style="list-style-type: none"> - GRIT Black leadership programme for students piloted - Evaluation of impact and report to LTSSC, ES&W and Student Board
	49	<p>Pilot the GRIT Black leadership programme for students on courses where there are large cohorts of B.A.M.E. students and lower VA scores.</p> <p>Specifically:</p> <ul style="list-style-type: none"> - Implement GRIT training for these course teams and students - Evaluate and review impact on student outcomes and student experience using the OfS evaluation framework for APP and changes to course and module metrics. - Report on findings and recommendations of the Pilot to LTSSC, ES&W and Student Board <p>The goal of the GRIT programme is to develop student self-efficacy and to collaborate with staff to enhance a culture of inclusivity and to create strategies to better support B.A.M.E students to succeed.</p>	Sep 22-Jul 23	Head of SS	<p>Success Measures:</p> <ul style="list-style-type: none"> - Data analyses demonstrate that the progression rate of B.A.M.E. students has increased. At least 80% of B.A.M.E. students continue to the second year of their UG programme, at least 75% of B.A.M.E. students complete their course annually (OfS baseline). - Uptake of B.A.M.E students in leadership roles increases to at least proportional

					<p>representation of each student ethnic group by 2026</p> <ul style="list-style-type: none"> - Reduce B.A.M.E. student representation in Academic Misconduct cases by 5 pp by 2023/24 (70% in 2020/21 to 65% in 2023/24) and by a further 5 pp by 2024/25 (65% to 60%). - GRIT pilot is run and evaluated using the OfS Evaluation Framework for APP - 80% of students who take part in GRIT strongly agree or agree that they feel more confident to succeed and collaborate with staff to enhance their learning environment
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					<ul style="list-style-type: none"> - At least 35% of students strongly agree that Solent ensures inspirational B.A.M.E. role models are present throughout the student journey from recruitment to graduation in the 2023 survey (new question).
50	<p>Pilot the Santander Tackling Racial Harassment in HE module for staff and students</p> <p>Specifically</p> <ol style="list-style-type: none"> I. Target first courses where the VA is less than 1 and where there are large numbers of B.A.M.E. students or red flags such as courses with over-representation of academic integrity or withdrawals. II. Compare and contrast the module with other training on racial harassment in the University. III. Roll out if pilot is comparatively more successful 	Apr 2022 – Jul 2023	Head of SS Head of P&D	<p>Outputs and Success Measures</p> <p>Outputs:</p> <ul style="list-style-type: none"> - Staff issued with list of initiatives that have been developed to better support for 2022 and annually thereafter B.A.M.E. students 	
51	Develop a suite of cross-institutional professional development activities and resources to support racial equality and the Inclusive Curriculum Framework	Sept 2022 - Jul 2023 And annually thereafter	Head of SS		

	<p>Specifically</p> <ol style="list-style-type: none"> I. Create development activities and guidance for all stages of the curriculum from design, validation, subject reviews II. Raise understanding of the VA and how to use it to create action III. Support courses to embed industry speakers/employers to discuss EDI in their industry. <ul style="list-style-type: none"> - Year 1 10% of all FT UG students - Year 2 50% of all FT UG students - Year 3 90% of all FT UG students IV. Provide support for academic staff to identify and engage with bespoke subject related training on race equality in the curriculum using the EDI in the Curriculum Checklist and the ICF implementation for: <ul style="list-style-type: none"> - Year 1 10% of all FT UG courses - Year 2 50% of all FT UG courses - Year 3 90% of all FT UG courses V. Embed explicitly racial equality in learning and teaching in the Postgraduate Certificate in Learning and Teaching in Higher Education: <ul style="list-style-type: none"> - Review and enhance Module 1 - Make race equality the sole focus of Module 2: Action Research Project VI. Continue the predominately B.A.M.E. Student Inclusive Curriculum Consultants (SICC) Scheme to support academic staff to improve the inclusivity enhancement at course level. <ul style="list-style-type: none"> - At least 60% of SICC will be B.A.M.E. each year 	<p>with impact data</p> <p>The plan commenced in 2020/21 and is ongoing to 2024/25</p>	<p>Head of SS and Strategic Leads for L&T</p>	<ul style="list-style-type: none"> - APP actions to reduce the awarding gap delivered by 2024/25 - GRIT Black leadership programme implemented - Santander module piloted and if appropriate rolled out - PGCLHTE module 1 reviewed and enhanced and Review and enhance race equality becomes the sole focus of Module 2 - New suite of CPD with support to deliver racial equality in the curriculum - Digital badge launched and included as evidence in promotions applications and PDRs - EIAs conducted and recommendations made
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		<ul style="list-style-type: none"> - SICCs will have at least 2 students from Black African and Black Caribbean ethnic groups per year - SICCs will interact with at least 15 courses each year 			<p>Success Measures:</p> <ul style="list-style-type: none"> - At least 5 case studies on improving outcomes of B.A.M.E. students created and shared. - SCEP courses focus on improving VA and awarding gaps - ICF implemented: Year 1 10% of all FT UG courses, Year 2 50% of all FT UG courses, Year 3 90% of all FT UG courses - Courses implementing the ICF achieve value added scores of 1 by 2025 with gaps closing to at least 10.9% by 2025 100 staff on courses with low VA scores and large awarding gaps are
52	Promote the 'Peers Exchanging Practice' scheme as a method for sharing and enhancing the inclusivity of practice within the faculty.	Sep 22 -Jul 25	Head of L&T		
53	Conduct EIA on policies in relation to race and other protected characteristics as scheduled in the EDI Action Plan Starting with identifying whether B.A.M.E. students achieve higher in anonymised assessments than ones that they are named (to inform University Assessment Policy) and action as appropriate	July 2022 – July 2023	University Secretary & Registrar		
54	Reward and recognition of race equality training, inclusive curriculum design and delivery via digital badging and promotion processes. Specifically <ul style="list-style-type: none"> I. Devise 2-year plan with criteria and targets. II. Include Equality Essentials with Unconscious Bias and Bystander Training III. Launch programme at the Learning and Teaching Conference on inclusive practice with employers in Jun 2024 IV. Review process and criteria and improve badging scheme 	Jun 22-Jul 25	Head of L&T		
55	Include good inclusive pedagogic practice case studies shared via the SLTI blog	Jul 2023 – Jul 2025	Head of L&T		

		<p>Specifically</p> <ol style="list-style-type: none"> I. Include at least 10 new case studies per year of which at least 5 are focused on improving the continuation and awarding gap for B.A.M.E. students II. Ensure the blog is disseminated to all academic staff on red flagged courses for progression with resits, low VA scores and large awarding gaps. 			<p>aware of the better support package</p> <ul style="list-style-type: none"> - Data analyses demonstrate a year on year reduction in the awarding gap B.A.M.E. awarding gap to 10.9% in 2025.
	56	<p>Deliver targeted academic development interventions for the Solent Course Enhancement Programme (SCEP) for courses with large B.A.M.E. student numbers and /or low value-added scores/attainment.</p> <p>Specifically</p> <ol style="list-style-type: none"> I. Provide context specific subject support which includes: <ul style="list-style-type: none"> • VA metric course team discussions • Inclusive Curriculum Framework support for course teams • EDI training II. Use of SICCs on courses where there is lower progression at 1st attempt III. Use of qualitative and quantitative REC data 	Sep 2022 – Jul 2025	Head of L&T	<ul style="list-style-type: none"> - Evaluation Framework data outcomes evidence that B.A.M.E. students are well supported through a variety of activities and interventions to achieve their academic aspirations. - OfS APP Evaluation Framework qualitative analysis demonstrates express satisfaction with the initiatives they take part in. - Staff sharing practice on building inclusivity in the Peer Exchanging

					<p>Practice increases by 10 per year from 23%</p> <ul style="list-style-type: none"> - Courses in SCEP have statistically significant improvements to their metrics and/or reach institutional targets by 2025 - At least 60% of SICCs will be B.A.M.E. each year - SICCs will have at least 2 students from Black African and Black Caribbean ethnic groups per year - SICCs will interact with at least 15 courses each year -
		The goal is to ensure there is an institutional whole student life cycle approach to improving progression rates for B.A.M.E. students and eliminating the awarding gap and ensuring the VA score for B.A.M.E students is at least at 1.			
		Skilled graduate employment and postgraduate study			

57	Conduct research into B.A.M.E. students' experience of applying for and undertaking postgraduate study to inform recruitment processes.	Jul 2023 – Jul 2024	Head of Rec, Admis & WP	<p>Outputs and Success Measures</p> <p>Outputs:</p> <ul style="list-style-type: none"> - Research report into B.A.M.E. students' experience of applying for and undertaking Postgraduate studies - Appropriate effective recruitment strategies identified and implemented - New PG bursaries offered in October 2022 with a proportion ring fenced for B.A.M.E. students. - Data reports produced to enable analysis of B.A.M.E start-ups by ethnic group - Evaluation report on analysis of the impact of the scholarships awarded to students
58	Implement informed appropriate effective recruitment strategies employed by HEIs with a greater proportion of B.A.M.E. and specifically Black students in postgraduate study.	Jul 2022– Jul 2025 and onwards	Deans and Head of Rec, Admis & WP	
59	Undertake evaluation to analyse the impact of the scholarships awarded to students on the MSc Applied AI and Data Science course in 2021. Specifically I. Identify and learn from outcomes to optimise impact and development of scholarships for B.A.M.E students.	Oct 24-Feb - 25	Head of School	
60	Develop data reports to analyse proportion of B.A.M.E start-ups and identify any gaps by ethnic group. Informed by data and as appropriate, implement plan to increase proportion of B.A.M.E. start ups	Jul 23 -Jul 25	Head of SS	
61	Review Campus Jobs recruitment and identify actions to increase recruitment of B.A.M.E. students. Revise with targets set for improvement, action is faculty based with responsibility for Solent Futures.	Oct 2023 – Mar 24	Head of SS	
62	Extend the OfS APP Evaluation Framework to assess the impact of Guided Learning Programme on 'positive destinations' Specifically	Jan 23 – Oct 24	Head of Business	

		<p>I. Adapt OfS APP evaluation framework to assess the impact on positive outcomes</p> <p>II. Pilot courses where Guided Learning components are numerous to assess impact on 1st and 2:1 awarded to B.A.M.E. students</p>		<p>Planning & Insights</p>	<p>on the MSc Applied AI and Data Science course in 2021</p> <ul style="list-style-type: none"> - Review of Campus Jobs recruitment
		<p>The goal is to increase the number of B.A.M.E students from all ethnic groups to engage in post graduate studies and to highly skilled graduate outcomes to ensure equal level of qualifications and CVs compared to their white counterparts</p>			<p>Success Measures</p> <ul style="list-style-type: none"> - Data analyses reveal a year on year increase in the number of B.A.M.E. postgraduate students. From 38% in 2020 to 45% by 2025 and an increase in Black students from 5.8% to 12% by 2025 - Data analyses reveal a year on year decrease in differentials relating to graduate high skills roles with at least 60% (OfS baseline) of B.A.M.E. students in highly skilled employment or further study by 2025.

