

RACE EQUALITY ACTION PLAN (2025-2027)

AIM 1: Foster a sense of belonging and inclusive culture

Objective 1: Ensure everyone feels respected and safe on campus by proactively preventing and addressing incidents of racism.

Actions	Owner/ Stakeholder	Timescale	Success measure	Progress log
1. Review, refresh and relaunch Report + Support as a visible and trusted mechanism to report incidents <ul style="list-style-type: none"> a) Review content and update in line with legislation b) Review relevant web pages and entry points to improve visibility and accessibility c) Develop and deliver a communications and engagement plan to relaunch the platform 	PCD, STS			
2. Review and enhance learning pathways for staff to enable them to identify and confidently respond to incidents of racism in the workplace <ul style="list-style-type: none"> a) All staff to complete mandatory EDI training b) Develop a new learning pathway covering antisemitism and islamophobia c) Review and enhance allyship and bystander pathways 	PCD			a) New system implemented by ODS, completion rates up from 78% to 91% b) pathway under development
3. Equip leaders and managers with the tools and confidence to identify and respond to complaints or incidents of racism in their teams <ul style="list-style-type: none"> a) Ensure managers can easily access relevant policies and procedures b) Identify any 'hot spots' or local areas of concern and devise and deploy targeted interventions such as training or coaching 	PCD, PVCs, Directors			a) Development of a Managers' Hub underway
4. Review and enhance data collection and reporting of complaints, grievances and disciplinary processes relating to incidents of racism in the workplace <ul style="list-style-type: none"> a) Ensure leadership and governance bodies receive meaningful data, provide critical oversight and are seen to act on issues where necessary 	PCD, VCO, GOV			a) Regular reporting to SEC, SENATE, EDI COMMITTEE AND ET in place

b) Publish regular data to our broader community, including summaries of any actions taken to address incidents of racism or harassment.				
Objective 2: Develop trust and relationships between our BAME community and peers, managers and senior leaders.				
Actions	Owner/ <i>Stake holder</i>	Timescale	Success measure	Progress
1. Ensure the review of current EDI governance and strategy as outlined in the People Strategy incorporates Race Equality as a key component. a) Review and agree organisational priorities in relation to Race Equality and integrate with the broader EDI strategy b) Develop, progress and monitor a Race Equality Action Plan	PCD/SE			
2. Ensure development of a good relations framework as outlined in the People Strategy incorporates Race Equality as a key component. a) Ensure BAME staff from across our community have routes to feed into stakeholder engagement and listening exercises and help shape the resultant framework b) Ensure relevant guidelines and policies (e.g. relating to freedom of speech, discrimination, harassment, dignity and respect) incorporate elements relevant to our Race Equality agenda	PCD/VCO			
3. Raise the profile of our Race Equality agenda through our engagement and internal communications strategy and planning cycle. a) Develop an initial communications and engagement plan to raise awareness, spotlight members of the community and share celebrations and successes. b) Enhance the visibility and accessibility of mechanisms to listen to the employee voice (e.g. staff surveys, forums etc)	PCD			
4. Ensure representatives from the BAME community have regular access to the Executive Team for meaningful two-way dialogue (e.g. reverse mentoring) a) Schedule regular meetings between co-Chairs of relevant networks and the ET sponsor for EDI	PCD/VCO			a) Regular meetings scheduled between Chairs and ET sponsor for EDI
Objective 3 : Foster an inclusive environment where people from all racial and ethnic backgrounds feel they belong.				
Action	Owner/ <i>Stake holder</i>	Timescale	Success measure	Progress
1. As set out in our People Strategy, ensure our values are visible and embedded in all areas of the employee lifecycle a) Develop and launch a values and behaviours framework	PCD/PVCs and Directors			a) Values Framework approved by ET January 2025 UEA Values Framework

<ul style="list-style-type: none"> b) Embed expected behaviours within relevant employee touchpoints, with a particular emphasis on RESPECT in relation to the Race Equality Agenda 				
<p>2. As set out in our People Strategy, develop leadership and management capabilities, ensuring this incorporates inclusive leadership</p> <ul style="list-style-type: none"> a) Identify opportunities to embed inclusivity into leadership and management initiatives (Leading@UEA; Apprenticeships; Leadership Framework) b) Develop a Leadership Framework which includes clear expectations in respect of building inclusive teams and working environments 	PCD, PVCs and Directors			<ul style="list-style-type: none"> a) Partnership with IODA with inclusive leadership embedded into all leadership apprenticeship models b) Leadership Framework under development
<p>3. Review all relevant policies and procedures</p> <ul style="list-style-type: none"> a) Review and refresh policies in line with good practice and legislative changes b) Review relevant web pages to improve visibility, reach and engagement with relevant guidelines and policies 	PCD/STS	31/07/25		Policy and Governance Review Group established; project plan developed
<p>AIM 2: Increase staff diversity and facilitate the career progression of Black, Asian and Minority Ethnic staff.</p>				
<p>Objective 1: Improve methods of capturing and reporting of key metrics relating to BAME staff representation.</p>				
Actions	Owner/ <i>Stake holder</i>	Timescale	Success measure	Progress
<p>1. Improve data collection and reporting</p> <ul style="list-style-type: none"> a) Continue to enhance real-time data reporting via Eploy b) Continue to review and enhance data dashboards via ResourceLink c) Regularly monitor and analyse recruitment data to identify trends and specific areas for targeted action d) Explore feasibility of gathering meaningful data from recruitment panels to feed into point c) e) Seek input from RE Group members and networks to review lived experience of recresses f) Campaign to encourage greater disclosure of protected characteristics 	PCD/RE Group			<ul style="list-style-type: none"> a) Real-time Eploy reporting available b) Enhanced RL dashboards available
<p>Objective 2: Identify and deliver interventions to further diversify through recruitment, particularly in leadership roles.</p>				
Actions	Owner/ <i>Stake holder</i>	Timescale	Success measure	Progress

1. Identify priority areas for targeted action (e.g. Black Women Professors, Senior Leadership)	PCD, VCO <i>EDI Committee</i>			
2. Introduce anonymised recruitment with a view to reducing attrition through the recruitment cycle	PCD			Planning underway
3. Review current recruitment training for staff a) Ensure the current training module is fit for purpose and consider commissioning improvements where appropriate b) Develop additional, complementary training relating to diversification, anti-racism and unconscious bias in selection.	PCD/ <i>RE Group</i>			
4. A review of recruitment processes (e.g. essential and selection criteria) to ensure these are demonstrable and knowledge based and enable applicants to demonstrate transferable skills	PCD/ <i>RE Group</i>			
Objective 3: Identify and deliver interventions to support career progression for BAME staff.				
Actions	Owner/<i>Stake holder</i>	Timescale	Success measure	Progress
1. Identify priority areas for targeted action (e.g. progression from X to X)	PCD, VCO <i>EDI Committee</i>			
2. Enhance our coaching and mentoring offer to provide targeted options for BAME staff, including reverse mentoring	PCD, Apprenticesh ip partners			a) established internal coaching pool b) established coaching apprenticeship c) agreement and budget allocated for coaching and mentoring platform d) reciprocal mentorship scheme underway in FMH as part of IDEA
3. Improve BAME staff visibility and engagement with our leadership and management offer (e.g. leadership programmes, coaching and mentoring, Apprenticeships)	PCD, PVCs and Directors			a) engagement data monitored where available
4. Each Faculty to run at least one targeted promotions workshop per year for academics and researchers from the BAME community	PCD, PVCs			
AIM 3: Improve Access for Students from Black, Asian and Minority Ethnic Backgrounds (focus on Postgraduate Students)				

Objective 1: Understand UEA's recruitment of Black, Asian and Minority Ethnic students at all levels (UG, PGT and PGR) in relation to the sector				
Objective 2: Understand intersectionality and barriers to inclusive recruitment				
Actions	Owner/Stakeholder	Timescale	Success measure	Progress
<p>Before any action is taken, a more detailing scoping needs to be undertaken</p> <p>Further metrical analysis by detailed ethnicity categories is needed at university and school level</p> <p>Contextualise this data analysis with qualitative reflections from ARM team and schools of study – to understand what are the factors which support diverse recruitments</p> <p>Qualitative analysis of the recruitment and admissions experiences of students from Black, Asian and Minority Ethnic backgrounds could support inclusive practice.</p> <p>Further work on understanding the intersectional factors for students from Black, Asian and Minority Ethnic backgrounds would be useful, for example, taking into account fee status (eg home/international), nationality, religion, gender.</p>	<p>APVC Student Inclusion</p> <p>Others to be confirmed? - ARM senior leadership - PVC international - APVC Global - APVC Doctoral college</p>	<p>Scoping stage during academic year 24/25 followed by action planning</p>	<p>Approaches to admissions and recruitment are inclusive</p> <p>Data driven measures to be identified</p>	<p>Initial data analysis is underway using internal and HESA data – conclusion is that compared to the sector, UEA recruits a higher proportion of Black, Asian and Minority Ethnic students in comparison to the sector as a whole.</p>
AIM 4: Close the Ethnicity Degree Awarding Gap between White and Black, Asian and Minority Ethnic Students and Enhance Graduate Outcomes (focus on Undergraduate Students)				
Objective 1: Through increased consistency of inclusive practice and tailored removal of barriers to engagement, opportunities and support, UEA will ensure equality of good honours (2.1 or 1st degree classification) degree award for black students and students of mixed ethnicity (APP ref: IS5)				
Actions	Owner/Stakeholder	Timescale	Success measure	Progress
<p>Priority action 1 (Targeted approach)</p> <p>Continue Student of Colour Ambassadors (SoCAs) scheme in Schools with higher numbers of students at risk, working in partnership with staff and</p>	<p>Student Education and</p>	<p>PP 2021-25 oversees current action.</p>	<p>Target: Reduce the gap in good</p>	<p>Action under 2021-25 APP</p> <p>Work with the UEA SU to enable student of colour ambassadors in</p>

<p>students to address local barriers to equality. Enhanced by improved integration with student representation systems (APP ref: IS5-A1)</p> <p>Priority Action 2 (Inclusive approach) Enhance the targeted development and delivery of guidance and support for staff in specific Schools/programmes with at risk students on inclusive practice in learning, teaching and assessment as part of the University's Inclusivity Network – consider how IN can focus more on racial diversity (APP Ref IS5 – A2)</p> <p>Priority Action 3 (Inclusive approach) Enhance the targeted development and delivery of tailored workshops embedded within specific degree programmes and modules with higher numbers of students at risk, developing context-specific academic practices, understanding of assessment criteria and standards etc (APP Ref IS5 – A3)</p>	<p>Experience Lead:</p> <p>APVC Student Inclusion</p> <p>APP team and SU (on SoCA) project</p>	<p>Future Action is under APP 25-29 (with continuity)</p>	<p>honours degree awarding rate between black students and white students from a baseline of 10.5pp to 4.5pp by 2028/29. (APP ref: PTS5)</p>	<p>9 schools of study (prioritised because of largest degree awarding gap): MLC, BIO, CMP, DEV, HSC, LDC, CPP, LAW</p> <p>Action as part of Inclusive Education Policy:</p> <ul style="list-style-type: none"> • Enhanced student support (via LET) • Enhanced staff training in inclusive practice (via IN) • Support for decolonisation (via DEV lead project and SoCAs)
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