



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

University of Wales Trinity Saint David

Race Equality Plan

2021-2024

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The University of Wales Trinity Saint David welcomes comments on all aspects of this plan, both in what it contains and what it may not make clear enough about the work we intend to do.

If you have any comments or want to know more about this strategy, please contact us via race.equality@uwtsd.ac.uk



This plan contains important information about what the University is doing to ensure that it is an inclusive University that prioritises students' and staffs' experience so that all can flourish and fulfil their potential.

This Race Equality Plan builds on the significant work already undertaken to meet the Strategic Equality Plan 2020/2024. Our vision is to create a culture of openness, support and respect in which barriers to learning and working are identified and removed. We are committed to working with our community to progress this work further and provide a framework in which we can ensure that everyone in our community feels safe and valued, and to achieve their full potential.

The Covid-19 crisis and events in the UK and across the globe including the Black Lives Matter movement have pushed race inequality into the spotlight. In response, our Council approved a package of measures in June 2020 and in May 2021 the University committed to sign up to the Race Equality Charter and Zero Racism Wales. Since March 2021, we have been looking at issues of race equality in Higher Education as part of our participation in the Advance HE enhancement programme, Race: Access and Success in Higher Education, a programme funded and supported by HEFCW. Our participation in this programme by a collaborative team of staff and students has resulted in this action plan.

As Vice-Chancellor of the UWTSU Group, which includes Coleg Sir Gâr and Coleg Ceredigion, I am particularly proud of our commitment to work towards the Race Equality Charter's bronze award in the next three years. Advance HE's Race Equality Charter (REC) provides a framework through which institutions work to identify and self-reflect on institutional and cultural barriers standing in the way of Black, Asian and Minority Ethnic staff and students.

I would like to thank our staff, learners and students for their input into this Race Equality Plan and to external partners for their guidance and support.

Professor Medwin Hughes, DL
Vice-Chancellor

The Race and Equality Plan incorporates informed, targeted aims, and actions to ensure that the institution is committed to an inclusive and more importantly a diverse environment.

As a Students' Union, we acknowledge that race equality is developing throughout the UK, especially after the Black Lives Matter awakening. This plan is a commitment of the University; it commits to improving Race and Equality policies and practices for all backgrounds whilst ensuring progress is monitored.

This plan has been developed in partnership with the Students' Union and other students, which has included lived experiences of students across the University's campuses to enhance the strategy.

As Group President for 2021/2022, I am honoured and pleased to be a part of this development while ensuring that race and equality maintains its priority for the institution.

I would like to thank all staff, for such momentous and allegiance work within this plan and to all the students supported this plan through their appointed officers to ensure that all issues within the Race and Equality Plan are addressed and adhered too. We look forward to continued conversations between the students, the Students' Union, and the University.

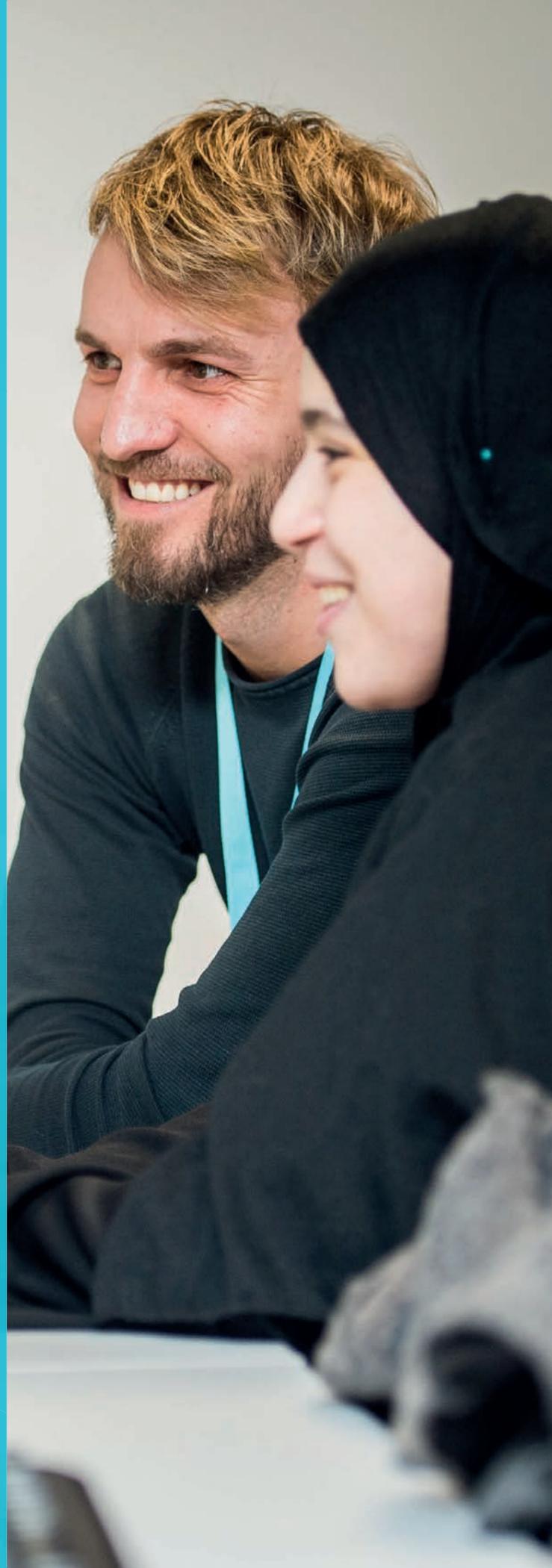
Vanessa Liverpool
Group President 2021-2022, TSUSU

SECTION 1 ABOUT US

The University of Wales Trinity Saint David (UWTSD) is part of the UWTSD Group (the Group), a multi-institutional collaborative venture owned and governed by the University, with Coleg Sir Gâr (CSG) and Coleg Ceredigion (CC) as constituent colleges. The Group has campuses in Carmarthen, Lampeter, London, and Swansea, each with their own distinct identities. It also has a learning centre in Birmingham, locations in Cardiff and outreach community centres throughout South Wales, which help to deliver our strategic focus on widening participation. HE and FE provision is offered at several further locations within South and West Wales through its constituent and partner colleges.

We are committed to building strong and healthy communities on all sites and to create an inclusive, supportive learning and working environment in which all staff, students and learners can flourish and fulfil their personal potential.

The University's values of partnership and collaboration are at the heart of this Race Equality Plan. They have informed our development of this plan, its content and objectives. Moving forward, a strong partnership focused approach is also built in for the implementation and monitoring stages of this plan. Throughout the development of this plan we have worked together with our Students' Union.



Our mission is: *Transforming education, transforming lives.*

Our vision is to be a University for Wales, with a commitment to the wellbeing and heritage of the nation at the heart of all that we do.

Central to our vision is the promotion and embedding of a dual-sector educational system which educates learners of all ages and backgrounds, and stimulates economic development in our region, across Wales and beyond.

Our Strategic Plan defines seven key values:

1. Excellent teaching, informed by scholarship and research, and applied research
2. Inclusivity
3. Employability and creativity
4. Collaboration through strategic partnerships
5. Sustainable development
6. The concept of global citizenship
7. Wales and its distinctiveness

This Race Equality Plan aligns with our institutional Strategic Plan, our Fee and Access Plans, our Strategic Equality Plan and other key strategies such as the Student Health and Wellbeing Strategy. In line with the Strategic Equality Plan and Student Health and Wellbeing Strategy, the Race Equality Plan also adopts a whole university approach.

It also fully embeds the principles of the Advance HE's Race Equality Charter and adopts the recommendations from the UUK Tackling racial harassment in higher education. The University has signed up in Oct 2021 to Advance HE's Race Equality Charter's 5 principles as well as Zero Racism Wales and aims, as part of its commitments detailed in this plan, to apply for Bronze REC award.

The Race Equality Plan aims to support the University's commitment to providing an inclusive learning and working environment, free from prejudice and discrimination, where all our staff and our learners are supported, feel respected and are empowered to realise their full potential. We will do this by working in partnership with our staff and students as well as external organisations such as Advance HE. For this plan we have set 3 domains with associated objectives, which are underpinned by a focus on data quality to ensure that robust and accurate data is available to take an evidence-based approach to setting priorities, to reflect on actions taken, and to demonstrate the impact of this plan.

Section 2 details how we have set the objectives. All key objectives have SMART targets associated with them in an accompanying central operational delivery plan, which includes short- and medium-term outcomes and longer-term ambitions.

Section 3 gives further details about the sector documents that we have considered in developing this plan.

As set out in **Section 4**, we will work in partnership with staff and students in relation to the implementation, monitoring and evaluation of this plan.



SECTION 1

PURPOSE OF THE RACE EQUALITY PLAN

The Race Equality Plan has been developed so that UWTSd can set our commitments and objectives to the importance of equality of opportunity for people from a minority ethnic background, and establishing a positive, inclusive atmosphere for our community.

Inclusivity is one of the 7 key values of the University and providing a positive environment for all our students and staff, regardless of their diverse background is an important priority for the University, driven by Senior Management and Governors.

We know from the research conducted by the Equality and Human Rights Commission in 2019 that there is evidence of racial harassment on university campuses in the UK. Our Strategic Equality Plan commits to enhance our consultation with particular groups of staff, learners and students to ensure that barriers are fully understood to enable any action taken to be effective and to better understand the needs of our communities.



Dinas a Sir Abertawe

Jessie Donaldson
1799-1889

Ymgyrchydd yn erbyn caethwasiaeth, gweithredydd ac athrawes.
Roedd hi'n byw gerllaw yn Dynevor Place

Anti-slavery campaigner, activist and teacher, lived nearby in Dynevor Place

City and County of Swansea

Historical Context

As part of its preparations for its bicentenary, the University has considered its complex history in relation to slavery, in particular receipt by St David's College (Lampeter) of financial support from people whose wealth at least in part derived from slavery. In response to this aspect of its institutional history, Council approved in July 2020 a package of measures. These include scholarships for minority ethnic students on the Lampeter campus, a permanent exhibition at Lampeter to mark the importance of cultural values and erection of a plaque for Jessie Donaldson, the anti-slavery campaigner, at the Dynevor campus at Swansea (pictured left). The University's Roderic Bowen Archives contain a treasure trove of documents relating to empire and slavery, including original versions of texts by abolitionists such as Olaudah Equiano and Granville Sharp. The archives are used by students and staff for historical research.

You can read more about Lampeter's complex history:

<https://www.uwtsd.ac.uk/news/press-releases/press-2020/universities-race-and-slavery-from-liverpool-to-lampeter.html>



Listen to Dr Alex Scott's podcast **Universities, Race and Slavery: From Liverpool to Lampeter** as part of the University's Perspectives Podcast series.

In addition, the University is supporting from 2021-22 an educational programme from the government of St Vincent and the Grenadine, via the University's Royal Patron, HRH Prince of Wales. The University has committed to invest in a series of international scholarships which will be offered to support 40 undergraduate students to study at Lampeter as well as 15 students to study for an MBA.

Definitions and Terms:

We are aware that there are sector and national discussions taking place in agreeing accepted terminology for Black and Asian people, with a move away from the term BAME.

Within this plan and our accompanying action plan, we have used the Welsh Government accepted term Minority Ethnic. In UWTSd's published Annual Equality Reports to date, the term BAME has been used and HESA definitions where we have used HESA data.

SECTION 1

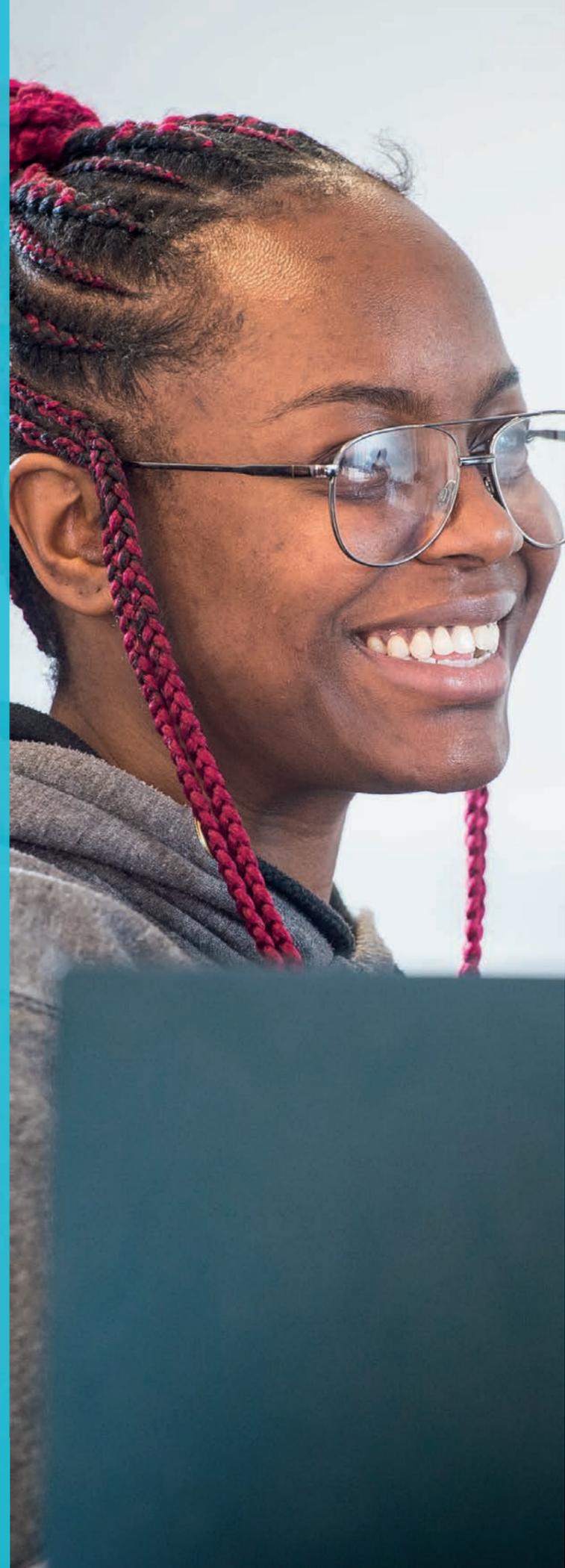
HOW THE PLAN WAS DEVELOPED

This plan has been developed in partnership with student and staff representatives as part of UWTS D’s participation and commitment to Advance HE’s Race: Access and Success project, which commenced in March 2021. Our student representatives were also supported by the Students’ Union.

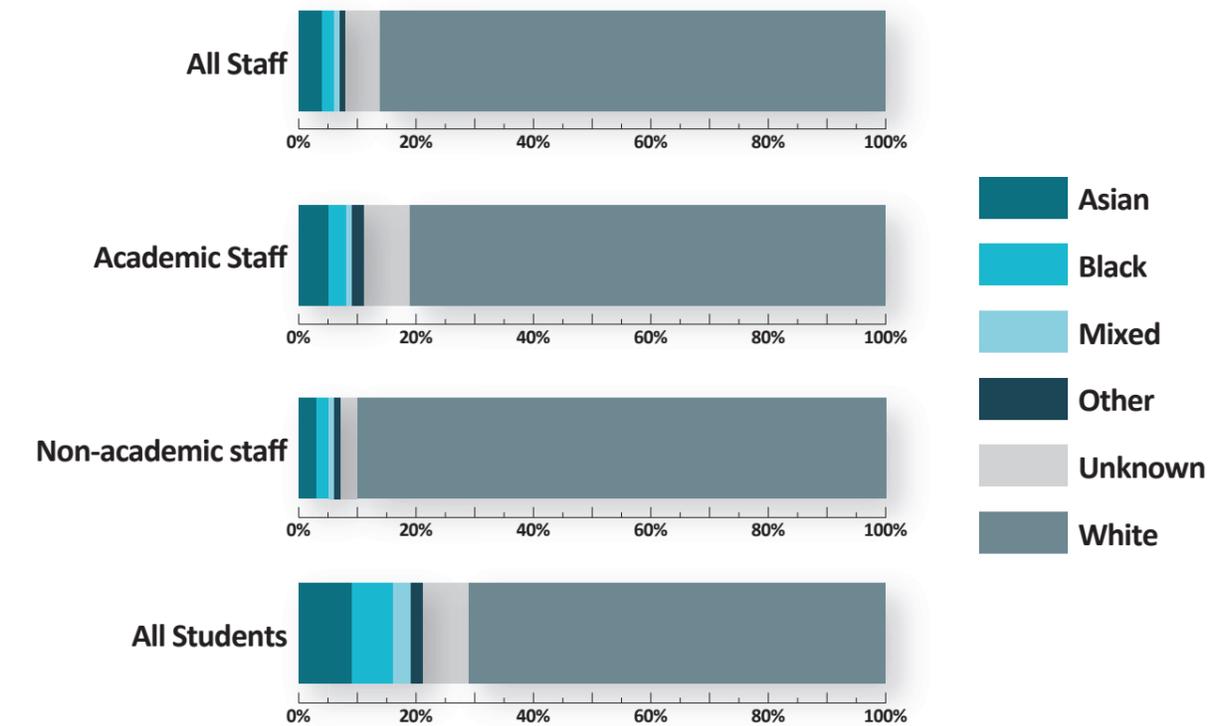
The project team attended a number of Advance HE workshops where best practice across the sector was shared, sector data was discussed and lived experiences of individuals from a minority ethnic background was heard and listened to. We also benefited from discussing our action plan during two consultation days with Mrs Susan Cousins. In addition, the University completed a research project into the progression and attainment of minority ethnic students. As part of this project, focus groups were held and the findings and recommendations of these groups have also been incorporated in this plan.

This plan focuses on both staff and student experience and outcomes and the action plan underpinning this plan will continue to be developed as both student and staff quantitative and qualitative data is being gathered and analysed through future student and staff surveys and focus groups.

In deploying this plan, the University will work across the academic departments, professional services and with our partnerships to raise awareness of the plan and increase engagement with our diverse staff and student community.



UWTS D STAFF & STUDENT ETHNICITY PROFILES 2019-20



We know from evidence from our Annual Equality Reports that our communities are increasing in diversity, with more students from minority ethnic backgrounds enrolling on courses over the past few years. We recognise that more must be done to further increase the diversity of our workforce profile.

In our 2019/20 Annual Equality report, 86% of UWTS D staff declared their ethnicity as white, which has remained consistent over the last 5 years. 8% of UWTS D staff declared their ethnicity as Black, Asian or other minority ethnic group, with 6% as unknown or preferred not to declare ethnicity. There has been a small increase in Asian staff members since 2015/16, rising from 1% to 4%. The 86% of staff who declare as White is on par with the Welsh average but above the UK average of 78%.

The overall student ethnicity profile for UWTS D is shown above. The proportion of White students has been decreasing since 2015/16, where 83% of students identified as White, to 71% in 2019/20, with minority ethnic student figures increasing from 5% to 21%. There has been a sharp increase in the proportion of both Black and Asian students over the five-year period.

Based on internal 20/21 data, the University has a total of 4,848 minority ethnic students. 2,751 (56.7%) are associated with the Institute of Inner-City Learning (based in London and Birmingham), 2,097 (43.2%) with the Welsh campuses. 44.9% of the overall student population in the Institute of Inner City Learning identifies as minority ethnic; for the Welsh campuses this is 18.3%.

The clear increase in minority ethnic student numbers is the result of a strategic and focused approach to provide access to HE study for ‘hard to reach’ communities, particularly through the development of a number of employment focused CertHE programmes of study. This is reflected in the data relating to the type of programmes students are enrolled on. In 2019/20, 32% of students enrolled on ‘Other Undergraduate programmes of study were minority ethnic students but only 13% of students enrolled on First Degrees.

Commitments:

1. To increase the diversity of our workforce profile
2. To increase the percentage minority ethnic students associated with our Welsh campuses
3. To increase the number of minority ethnic students enrolled on First Degrees during the period of this plan.

SECTION 2 OUR OBJECTIVES 2021-2024

To develop the objectives for this plan, we have taken into account:

Consultation through the University's committee structure and with a range of stakeholders

- Student Services
- Students' Union
- Staff representatives
- Student representatives

University Feedback and Data

- Advance HE: Ethnicity and Student Outcomes Wales (2021)
- Advance HE: Equality in Higher Education Staff Statistical Report (2020)
- Advance HE: Equality in Higher Education Students Statistical Report (2020)
- Performance data in relation to admission, retention, and attainment for students from a minority ethnic background.
- Data and student feedback from Advance HE's Race: Access and Success project with which the University is currently engaged

Sector Reports, Frameworks and Guidance

- Equality and Human Rights Commission: Tackling Racial Harassment: Universities Challenged (2019)
- Pearson: Students' experiences of study during Covid-19 and hopes for future learning and teaching (2021)
- Universities UK: Tackling Racial Harassment in Higher Education (2020)
- Universities UK and NUS Black, Asian and Minority Ethnic Student Attainment at UK Universities: #Closingthegap (2019)
- Welsh Government's Race Equality Action Plan for Wales consultation document (2021)

Internal strategies

- University's Strategic Plan
- Strategic Equality Plan
- Fee and Access Plan
- Student Health and Wellbeing Strategy

Developing a whole University approach

As part of the Race Equality plan the University has developed a supportive overarching framework to enable delivery of the objectives. With this in mind, the University will be seeking to achieve accreditation from the Race Equality Charter.

In addition to the three commitments identified as a result of the staff and student profile analysis (page 9), there are three key domains identified and an enabler with a number of actions to achieve encompassing a whole university approach to emphasise the importance of continuing to enhance the existing diverse, inclusive, and compassionate University culture. These domains have also been mapped against the Strategic Equality Plan and Health and Wellbeing Strategy domains of; Learn, Live, Support & Work.



Culture

Create an inclusive campus culture that facilitates belonging and promotes respect for students and staff and the wider community

1. Commitment and ownership from VC, governors and SD team
2. Raise awareness of University expectations of language used and standards expected
3. Regularly raise awareness of race equality issues
4. Listen to feedback from staff and students, with a focus on race equality



Experience

To enable all students and staff to have a positive and fulfilling experience during their time at the University

1. Involvement and engagement with minority ethnic community, ensuring voices of staff and students from minority ethnic background with lived experiences are given due prominence
2. Review and evaluate our channels for reporting incidents of racial harassment and the management of incidences and that they follow sector guidance (ACAS, EHRC)
3. Review the support provided when students and staff report incidences of racial harassment throughout the process
4. Systematically collect data on reports of incidents of racial harassment, including where issues were resolved informally, and take action to respond to emerging trends
5. Ensure that staff and students are aware of expected behaviours both on campus and online and the sanctions for breaching these.



Outcomes

To improve outcomes for our minority ethnic staff and students

1. To offer an inclusive learning environment
2. To enhance the academic experience and support for minority ethnic students
3. Increasing retention and reducing the ethnicity awarding gap
4. Improve graduate outcomes and sustain progression to further study
5. Increase the diversity of our workforce
6. Increase the diversity of our senior leaders

Enabler: Utilise staff and student data to inform action plan and evaluate progress

Objective 1: Commitment and ownership from VC, governors and SD team

The Vice Chancellor and Senior Directorate team have committed to signing up to the Race Equality Charter (REC) and Zero Racism Wales commitment at the May 2021 meeting. This commitment has been reported to Council in July 2021. Work is underway to increase the diversity of our governing body and senior appointments. Applications were particularly encouraged from minority ethnic candidates in recognition of underrepresentation from these groups on the council. In addition, applications for independent members were sought from individuals with a professional background in equality and diversity.

To embed ownership from Senior Directorate and Governors and increase awareness of issues relating to race, sessions will be organised on racialequality, possibly involving the support of a relevant third party, such as Race Council Cymru.

In order to complete this objective, the University will;

- continue to diversify its governing body and senior appointments
- strengthen our professional competence in equality and diversity
- embed ownership from Senior Directorate and Council, and increase awareness of issues relating to race at a senior level



Objective 2: Raise awareness of University expectations of language used and standards expected

We will launch the new Race Equality Plan during the Vice Chancellor's briefings to staff at the start of the new academic year in September 2021. We will capture student and staff experiences on film that can be shared at each briefing on all of our campuses, they will also be shared as part of student welcome and induction programme and for all new staff as part of our Corporate Welcome induction programme.

In addition, we will create a new hub on our website and apps for staff and students to raise awareness and promote the Race Equality Plan as part of the wider EDI agenda. This will include a dedicated page for race equality.

We will ensure that we are consistent in our use of terminology and language used across the University. We will access guidance from expert resources such as Advance HE to assist us in this process. We will embed within our marketing communications used to recruit students. We will also develop practical guidance for staff in how to deal with discriminatory behaviour and effectively deal with situations that may arise on a day-to-day basis.

The University currently offers generic harassment and bullying e-learning modules as part of our student induction processes. We recognise that this material currently does not address racial harassment and bullying in sufficient detail, and it is our aim to improve the focus of the material in this area for future academic years.

In order to meet this objective, the University will:

- launch the new Race Equality Plan during the Vice Chancellor's briefings to staff.
- raise awareness of student and staff experiences as part of Welcome and Induction programmes (including enhanced information to students on racial harassment and bullying).
- Create a new hub on our website to raise awareness and promote the Race Equality Plan.
- review our use of terminology and language across the University
- develop practical guidance for staff in how to deal with discriminatory behaviour.

Objective 3: Regularly raise awareness of race equality issues

Through our staff and leadership development programmes, we make a conscious effort to ensure that it promotes inclusivity as well as raise awareness of equality issues.

We regularly use National and International Days to raise awareness of issues and agendas that effect our communities, for example raising awareness of Anti-slavery campaigner Jessie Donaldson on Black History Month in October 2020. In the next academic year, we would like to raise the profile of people from minority ethnic background further by highlighting their role or work through our communication portals.

In order to meet this objective, the University will:

- take a coordinated approach across the University to raise awareness of the issues our multi-national and cultural communities face as well as raise the profile of our Black and Asian People by working in partnership with our Student Union and hub.
- increase our staff and student knowledge and awareness of the race equality agenda by making use of the Advance HE e-learning bilingual module offer.



Objective 4: Listen to feedback from staff and students, with a focus on race equality

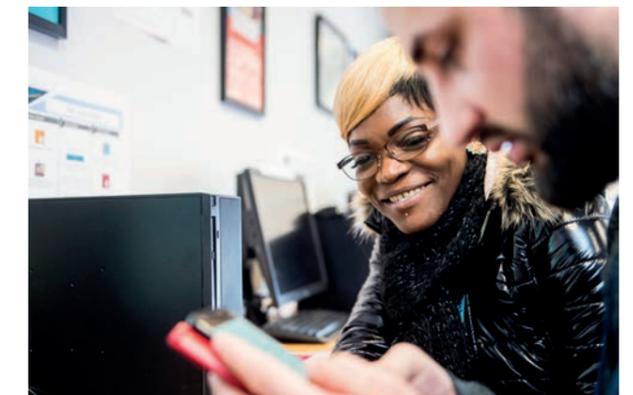
When producing the 2020/2024 Strategic Equality Plan, we conducted a survey and consulted with many from our workforce and student body to understand what the key issues we needed to address were. In January 2020, we began a research project into minority ethnic student progression and achievement at UWTSD. A student focus group was held as part of this project resulting in a series of recommendations that have been used to inform this plan.

Following on from this, we will conduct a further equality survey with specific questions around race equality in order to capture the views of our staff and students and gain feedback on this agenda. Following on from the survey, staff and students will be invited to focus groups where they will have the opportunity to share their lived experience and feedback on the agenda.

We are also working with the Students' Union to establish a panel of students to consult with on the implementation of this plan.

In order to meet this objective, the University will:

- conduct a staff and student survey with follow on focus groups.
- collect and report on protected characteristics for regular pulse surveys.
- publish a research project into Minority Ethnic student progression and achievement at UWTSD - finding August 2021.
- work with the Students' Union to establish a panel of students for consultation.



Domain: Experience

Objective 1: Involvement and engagement with minority ethnic community, ensuring voices of staff and students from minority ethnic background with lived experiences are given due prominence

Further development of our involvement and engagement with our minority ethnic community will be a key priority for us as part of our new Race Equality Plan.

By providing a platform for our staff and students from minority ethnic background to be listened to and heard, it will deepen our understanding across the University of their lived experience and the challenges they have overcome. This can also increase the confidence of other staff and students to identify and share any barriers they may have experienced when working or studying at UWTSU.

We already have strong engagement and involvement with the Student Union liberation group and have passionate staff and student representatives from minority ethnic background involved in Advance HE's Race: Access and Success in Higher Education. We regularly work with student/staff committees and Institute boards and will aim to use these structures to continue to raise the profile of the race equality agenda.

In order to meet this objective, the University will:

- facilitate the creation of a staff minority ethnic network to discuss the race equality agenda and empower them to raise issues and push the agenda even further.
- look to provide opportunities for students and staff to share their experience of working and studying at UWTSU.
- use the results of the staff and student survey and focus groups to continuously improve our services and support mechanisms.

Objective 2: Review and evaluate our channels for reporting incidents of racial harassment and the management of incidences and that they follow sector guidance (ACAS, EHRC)

We will evaluate the findings from our staff and student surveys and focus groups to inform the review of our channels for reporting complaints, ensuring we continue to adhere to published advice for the sector.

We will review and evaluate the effectiveness of our staff bullying and harassment advisor program, considering refresher training and further awareness raising as appropriate. We will develop a process to identify lessons learned following incidences of racial harassment or discrimination. As part of this process, we will consider how we may sensitively request and record feedback from individuals that have recently experienced been involved in any aspect of the complaints process.

In order to meet this objective, the University will:

- evaluate the findings from our staff and student surveys and focus groups to inform the review of our channels for reporting complaints
- review and evaluate the effectiveness of our staff bullying and harassment advisor program
- develop a process to identify lessons learned following incidences of racial harassment, micro aggressions, or discrimination.



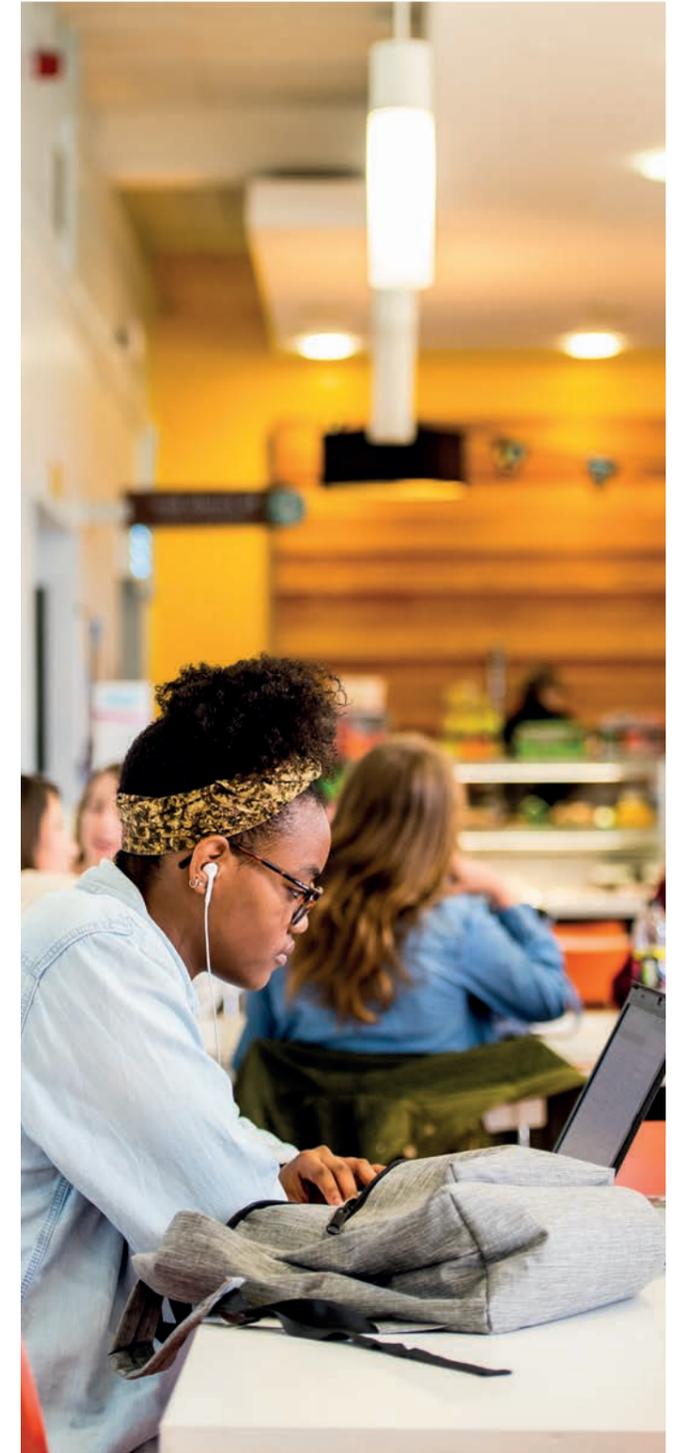
Objective 3: Review the support provided when students and staff report incidences of racial harassment throughout the process

Our student services department is currently undergoing a review to enhance the support that we provide to students, particularly in relation to wellbeing. This review is expected to increase capacity for preventative measures to enable and foster a safe culture against harassment and bullying including racial harassment.

We have identified that we need to further develop our framework to support for students who are victims of bullying and harassment. The support need has been particularly identified in relation to informal complaints where the process may be less defined. Solutions include the raising of awareness amongst a wider group of staff of how to respond to incidents of racial harassment and enhanced signposting to students on where they can find support.

In order to meet this objective, the University will:

- enhance the student framework in relation to harassment and bullying
- enhance the support for victims of racial harassment, particular for informal incidents
- raise awareness of racial harassment among staff
- enhance signposting for students on where they can find support



Objective 4: Systematically collect data on reports of incidents of racial harassment, including where issues were resolved informally, and take action to respond to emerging trends

The University already has a system in place to record data on formal and informal reported incidences for students and staff. An annual report on complaints and appeals is reported to both Senate and Council. Within the harassment and bully section of these reports, there is scope to enhance the reporting in relation to racial harassment and bullying.

Historically there have been challenges associated with collecting data on issues or incidents that are resolved informally. It is our aim to enhance training and the raising of awareness of processes and support available for staff and students. The ambition is to have a culture of openness where people feel free to report an incident of harassment and are reassured that appropriate action is taken in response to incidents reported. Awareness will be raised at key stages (e.g. induction).

In order to meet this objective, the University will:

- enhance and raise awareness of our reporting mechanisms among staff and students
- review reporting mechanisms for accessibility
- embed harassment and bullying themes into both staff and student inductions and communications
- improve identification of specific forms of harassments and bullying within annual reports e.g. racial



Objective 5: Ensure that staff and students are aware of expected behaviours both on campus and online and the sanctions for breaching these.

A Student Code of Conduct is in place which emphasises the positive behaviours expected, both online and offline. Students are made aware of the Code of Conduct at induction and reference is made to this code in the Student Charter.

Our staff policies and procedures include expectations of staff conduct and behaviour where relevant. Staff are required to complete mandatory e-learning modules on equality and diversity and challenging unconscious bias.

Our Leadership Development programmes (People Management Essentials) reinforces to managers the expected behaviours in relation to harassment and discrimination, so they are embedded within the organisation and our culture. Within each management topic such as recruitment or wellbeing, we will emphasize the diversity and inclusion requirements that specifically apply to that context. We will help our managers interpret the expectations through dialogue and practical application to deepen their collective understanding of expected behaviours.

Having reflected on reported incidences of unacceptable behaviour, we have identified the need to further develop the capability of our staff to challenge this appropriately and sensitively, including in a classroom context.

In order to meet this objective, the University will:

- continue to focus on expected behaviours in relation to harassment and discrimination in our Leadership Development programmes.
- further develop the capability of our staff to challenge unacceptable behaviour appropriately and sensitively.



Objective 1: To offer an inclusive learning environment

This objective is included in the Student Health and Wellbeing Strategy (Learn Domain: Objective 2). The University's mission to transform education and transform lives requires an inclusive and supportive learning environment with an emphasis on ensuring that each individual is provided the opportunity to reach their potential. As a University, this has meant embedding inclusive practice across the curriculum. The success of this is reflected in the 2019 TEF assessors' comments that the University had "outstanding personalised provision, that secure engagement and active commitment to learning and study from students".

The University recognises the importance of an inclusive pedagogy and curriculum in its Learning and Teaching Standards. Equality and diversity have been embedded in program development, program design is one of our

institutional priorities for the 21/22 academic year. That our pedagogy is inclusive, collaborative, personal and professional are the four key principles of our Learning and Teaching Strategy. Global citizenship has been embedded within our Graduate Attribute Framework.

In relation to race equality specifically, we have held a 'decolonising the curriculum' round table discussion at NEXUS conference and are planning to hold a keynote event during the autumn of 2021 on this theme. We are exploring with the SU, whether it would be possible to develop a dedicated project to look at decolonising the curriculum.

In order to meet this objective, the University will:

- consider implementing a dedicated project on decolonising the curriculum

Objective 2: To enhance the academic experience and support for minority ethnic students

The NSS provides key sector benchmarked data to consider student satisfaction with their academic experience. In the latest 2021 NSS data, the overall satisfaction of UWTSD stood at 74.87% (just below the sector average of 75.41%). Minority ethnic satisfaction was 77.06%, well above the sector average for this cohort (73.72%). Within this group, Asian students scored particularly well with an 82.07% satisfaction (8.07% above sector average). The student satisfaction for black students, however, decreased from 91.18% in 2020 to 62.5%, well below the sector average for black students of 74.05%. Particular dissatisfaction was expressed in relation to academic feedback and academic support by this cohort of students. The University aims to continue to have above sector average scores for minority ethnic students and to increase satisfaction levels for black students back to above sector average.

A key request identified in the comments of National Student Surveys is to increase English language sessions to improve student language skills. The University will explore this request.

The university is aware that mental health is an increasing issue amongst students and that there is evidence that minority ethnic students are less likely to access academic support such as counselling. The university is currently reviewing its student services department and will, as part of this review, seek to enhance the wellbeing and mental health support for minority ethnic students.

The University is proud that for 2021/22 we have our first black students' union president. We have been increasing student voice representation systems on the Institute of Inner City Learning over the past few years. The student focus groups for the BAME progression and attainment project has identified the need to increase ethnic representation amongst course reps. We will work with our Students' Union to achieve this goal.

As part of its work for the Strategic Equality Plan, the University analysed the increased diversity of its student population in terms of faith and the need for a faith and religion policy was identified (e.g. in relation to assessment and religious festivals).

In order to meet this objective, the University will:

- continue to have above sector average scores for minority ethnic students and to increase satisfaction levels for black students back to above sector average.
- Increase English Language skills classes for minority ethnic students
- Enhance Wellbeing and Mental health support for minority ethnic students
- Increase the number of ethnic minority course reps.
- Develop a faith and religion policy

Objective 3: Increasing retention and reducing the ethnicity awarding gap

Degree outcome data is available through a number of reports: The Equality Annual Report, the Degree Outcome Report and AdvanceHE Ethnicity Awarding Gap reports. The latest available data (2019/20) shows that white students have consistently been awarded higher proportion of Good Honours than the other ethnic groups. The 2019/20 Good Honours percentage awarded to White students stands at 79.2% and is slightly below the UK sector average of 82% and Welsh average of 81%. The UK awarding gap for BAME students stands at 9.9% for 2019/20; for UWTSD students this was 14.8%.

Further analysis shows that significant improvement has been made over the past 5 years but it is clear that further improvement is needed to close the awarding gap. For example, the proportion of students from an Asian ethnic background at UWTSD awarded a Good Honours degree has improved significantly (+26%) since 2015/16 (from 35% in 2015/16 to 50% in 2018/19 and further to 60.3% in 2019/20). However, these scores remain noticeably lower than the Welsh and UK sector averages for Asian students, which in 2019/20 were at 69% and 73% respectively.

The Black student attainment has similarly risen from 44% in 2015/16 to 71% in 2018/19 (pre-pandemic) and then decreased to 65.4% in 2019/20. This figure is slightly below the UK sector average but is above the Welsh sector average for black students.

When considering the intersectionality of gender and ethnicity data it is clear that there are no major ethnicity issues. We recognise that there is a 5% awarding gap between male white compared to female white students, but there is only a 2% awarding gap for Asian male students compared to female Asian students and 1% gap for black male students compared to female black students.

Retention is on the overarching University's risk register which is monitored by Council. 20/21 internal withdrawal data (which includes data for non-starters and early leavers) shows that there is an issue in terms of retention. This is particularly so at level 4 where there is a 10% retention gap between white and black students (18.77% ~ 28.68%) and a 14.3% retention gap between white and Asian students (18.77% ~ 28.68%). At level 6, the gap has narrowed to 1.85% for black students and 0.48% for Asian students. This is a pattern that is visible across all Institutes. An annual retention report will be submitted to Senate, Council and HEFCW during the autumn of 2021/22 which will include an explicit analysis of retention data by ethnicity.

To further enhance data analysis and ownership of data outcomes amongst programme teams, a new student data dashboard has been developed for annual programme monitoring purposes from 2021/22 which includes for the first time data at programme level on withdrawal and degree awarding data by a range of protected characteristics including ethnicity. This will allow the University to obtain more granular data to take more focused action. A new overarching annual retention report will be submitted to Senate and Council in 2021/22.

In addition, a working group will be set up to look at increasing retention and reducing the ethnicity awarding gap across the University. This working group will include Students' Union representation and seek to agree and implement a set of objectives with targeted actions to be delivered across the University.

In order to meet this objective, the University will:

- set up a working group
- include an explicit analysis of retention by ethnicity in the annual retention report to Senate, Council and HEFCW



Objective 4: Improve graduate outcomes and sustain progression to further study

An analysis of the latest Graduate Outcomes data for students who left in 2018/19 shows the following outcome data based on ethnicity.

While significantly larger percentages of minority ethnic students than white students progress to further study, there remains a clear outcome gaps in terms of full time employment and unemployment figures.

As part of its new bursaries framework for 2021/22, a bursary for Level 6 minority ethnic students has been

developed to provide financial support for extra curriculum activities in their final year of undergraduate studies. In addition, a working group will be set up to analyse these figures in more detail and identify focused actions across the University.

In order to meet this objective, the University will:

- set up a working group to analyse relevant Graduate Outcomes data and identify focused actions

	Full time employment (Welsh Sector avg.)	Unemployed (Welsh Sector avg.)	In Further Study (Welsh Sector avg.)
White	54.6% (54.8%)	5.2% (4.4%)	19.9% (21.7%)
Asian	17.1% (41.3%)	11.4% (8.1%)	28.6% (27.3%)
Black	28.5% (47.9%)	7.1% (4.1%)	28.6% (26%)
Mixed*	60% (47.3%)	0% (9.2%)	20% (22.4%)

*Mixed = 25 total

THE ENABLER

Enabler: Utilise staff and student data to inform action plan and evaluate progress

We have a number of key data sources that are sector benchmarked by ethnicity including Graduate Outcome data, degree outcome data, national survey data and data included in the Equality Annual Report. In addition, we have internal data including internal survey data (pulse survey, induction survey, resource access surveys), focus group data and complaints and appeals data.

From 2021/22, a new student data dashboard will provide programme teams with detailed data at programme level. Which includes automated insights into our ethnic profile of admissions, entry tariff information by ethnicity, course progress or withdrawal and attainment.

There is a project ongoing to migrate staff data to the cloud. This will strengthen our ability to report on current and up to date workforce profile.

To supplement the Higher Education focused data, the university will look at local demographic data by using Diverse Cymru statistics and consider the outcomes of the Belonging and Living in Wales survey.

As part of the work to obtain Race Equality Charter status we will work to meet the necessary data requirements. As part of our evidence-based approach, this data will underpin the objectives outlined above and will be used to monitor progress and measure the impact of key actions.

Objective 5: Increase the diversity of our workforce

We are committed to improving the diversity of our workforce at all levels in the University, including the University's Council. As part of our current recruitment campaign seeking applications to join our governing body, we have specifically invited applicants from diverse backgrounds, particularly minority ethnic backgrounds to address underrepresentation identified by the Council.

We recently launched a new careers site to support the recruitment of new staff and will continue to review our narrative on this site to ensure we encourage applications from individuals from diverse backgrounds. We will continue to work with our external recruitment partner to widen our reach by advertising posts via new recruitment channels. Where appropriate and necessary, we will consider taking lawful positive action in our recruitment process to address underrepresentation and increase the diversity of our workforce. We will seek to raise the profile of staff from diverse backgrounds on our web pages as appropriate to coincide with key events, for example, International women's day, Black History Month.

In order to meet this objective, the University will:

- encourage applications from diverse backgrounds, including minority ethnic, at all levels in the University where underrepresentation has been identified.
- continuously review the narrative on our careers site to ensure we encourage applications for vacant roles from individuals with diverse backgrounds.
- consider taking lawful positive action in our recruitment process where appropriate and necessary to increase the diversity of our workforce.
- raise the profile of staff from diverse backgrounds in our communications where appropriate to coincide with key external events.

Objective 6: Increase the diversity of our senior leaders

We will continue to monitor the profile of applications from diverse backgrounds to our internal University leadership development programmes such as the Future Leaders programme, People Management Essentials and our Learning Enhancement and Advancement Programme (LEAP). We will evaluate the University's participation in the HE sector's Aurora leadership programme for women including the impact on and career progression opportunities for minority ethnic women. We will maintain a strong focus on equality, diversity and inclusion which is embedded in our People Management Essentials programme. We will enhance the support for staff from under-represented groups during their careers with us to ensure they do not encounter any barriers to applying for or taking up development or promotion opportunities.

In order to meet this objective, the University will:

- continue to monitor the profile of applications for all leadership and development opportunities.
- evaluate the University's participation in the Aurora leadership programme for women including the impact on minority ethnic women.
- continue to embed equality, diversity and inclusion in our People Management Essentials management development programme.
- enhance the support for staff from under-represented groups during their careers with us to ensure they do not encounter any barriers to applying for development opportunities or progressing.



SECTION 3

WHAT RELEVANT INFORMATION WE USED

As well as using ethnicity profile data, student outcome data, survey data and student focus group data, we have also used the materials provided by AdvanceHE Race Access and Success Programme and a range of external key sector documents and national statistics to support us in identifying our objectives for this plan.

For this plan we have adopted a whole University approach and have embedded several key sector frameworks, notably:

- Equality and Human Rights Commission: Tackling Racial Harassment: Universities Challenged (2019)
- Universities UK: Tackling Racial Harassment in Higher Education (2020)
- Universities UK and NUS Black, Asian and Minority Ethnic Student Attainment at UK Universities: #Closingthegap (2019)
- Welsh Government's Race Equality Action Plan for Wales consultation document (2021)



SECTION 4

HOW WE WILL DELIVER AND MONITOR THE PLAN

The actions within the Race Equality Plan will be delivered through an operational delivery plan which will be monitored by the Health, Wellbeing and Equality Steering Group. The Students' Union is represented on this board.

We have a well-established and effective annual review process in place where by we will produce an Annual Progress Report which will be presented to Council and Senate as well as Students Union and recognised Trade Unions and published online for everyone to access.

The review will provide key monitoring data which will be sought from:

- HESA Data as well as data from Resource Link
- Student survey data
- Student Dashboard
- Qualitative data resulting from the Equality survey, regular pulse surveys and focus groups.
- Feedback from staff and students as well as staff and student networks

One of the specific measurable targets will be our submission and assessment by Race Equality Charter to achieve Bronze level award, which we aim to do within the next three years.

Annual Review of Progress

We have a well-established and effective annual review process in place.

The annual review process evaluates on impact and outcomes of the actions, with the aim to monitor performance and ensure effective outcomes.

The annual review process enables Senate and Council to monitor and scrutinise the progress of the Group's priorities and actions in relation to Race Equality.

