Strategy Component	Issue identified	New Action No.	Overarching action	Sub-Actions	Success Measures
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Strategy Component	Issue identified	New Action No.	Overarching action	Sub-Actions	Success Measures
Foundation 1: Leadership and Strategy	F1 GOAL: Clear stance that *structural racism exists at ARU* made public, with long-term commitment to, and strategy for, advancing race equality through cultural change in place.				
	Need to establish common understanding that all members of our community have responsibility to challenge racism.	F1.2	Establish and communicate expectation that all members of ARU community engage in anti-racist initiatives at ARU.	Lift profile of RE work through powerful comms campaign in AY 22/23 with launch of extensive CPD portfolio (W1.2) and 'meet the team' promotional events.	50% staff attend at least one Unlearning session in the 1st year of implementation (22/23) (aligned with F1.2).
					Reach over 100 students through promotional or Advocate-led events.
	Need to deepen our commitment to anti-racism, continue learning, building partnerships and sharing good practice.	F1.7	Explore how to expand and further support existing and new research at ARU on racial inequality and anti-racism.	Carry out scoping and collection exercise to build comprehensive overview of existing and aspirational research and areas of interest at ARU.	Collation complete.
					External facing e-hub established where resources, research and recommended reading can be shared.
				Work with FRELs, Advocates & REEN to design appropriate mechanisms to build our RE research portfolio.	Minimum 5 research projects in train and communicated on external e-hub.

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				Minimum 10 research projects/activities collaboratively developed and communicated on e-hub.
		NEW F1.8	Share Race Equality Strategy externally, working with local and regional organisations to ensure collective learning in anti-racist work.	Build partnerships with external organisations within ARU's local regions to work collaboratively on antiracist activities.	Minimum 5 organisations committed to event concept.
				Discuss and assess the needs of organisations within local regions and collaboratively design day-conference programme to match.	Conference programme defined along with accompanying comms campaign
				Deliver shared practice event in partnership with one or more local organisation(s).	Event delivered to min. 100 attendees from min. 10 local/partner organisations
	Limitations of broad-brush B.A.ME. grouping.	NEW F1.9	Review the use of B.A.ME. Terminology at the end of academic year 2022/23.	Continue to stay alert to evolving terminology Regular review of terminology used to ensure best practice is followed. Consult with staff and students for input on the terminology the University should use.	Discuss terminology changes/updates at EDISG and SSSG and make recommendations. Regular agenda item on terminology established to revisit every 2 years at EDISG.

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Foundation 2: Communication	**F2 GOAL 2: Listen to and offer opportunities to gather input from members of ARU's Black, Asian and minority ethnic community.**		
	Need to better understand and improve the lived experience of racially minoritised staff and students ARU.	F2.4	Introduce a process to routinely consult with B.A.ME. staff for key policy and decision-making and change proposals.	Process developed in collaboration with REEN.
				Process utilised as agreed at key decision-making bodies and change points where appropriate, such as when conducting equality analysis for UET paper submissions.
		F2.5	Work with the staff Race and Ethnic Equality Network (REEN) to establish regular feedback mechanisms so the university can be informed of issues that they would like to see addressed.	Formal and periodic reporting opportunities established at key committees e.g. EDISG.
		F2.6	Work with the SU to establish biannual B.A.ME. Student Forum meetings for students to advise the university on any issues which they would like to see addressed.	Biannual Student Forum meetings established to focus specifically on issues can concerns from students of colour.
				Feedback shared at SSSG and resulting actions to be added into this action plan to ensure RE work is student-led and responsive.
				Feedback to the student community in 'You said - we did' style campaign on campus and social media.

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		F3 GOAL: Further areas for improvement identified across a greater number of intersections through the interrogation of student and staff data.			
Foundation 3: Diagnosis and Data for STUDENTS		Need to improve our understanding of intersectional disadvantage.	F3.1	Carry out data analysis to understand how different characteristics intersect and their impact on differential outcomes.	Ensure that every performance dashboard easily enables analysis performance by intersection. Undertake an initial in-depth data analysis to understand how different characteristics intersect and their impact on student experience and outcomes. Schools to design and implement appropriate actions in response to tackle intersections of greatest disadvantage.	All key dashboards are in place/ updated Initial data analysis completed and intersections of greatest disadvantage identified. Develop actions in areas of improvement. Annual review of EDI KPIs and action plans as part of annual planning process established and improvements beginning to be seen.
		B.A.ME. Students are reluctant to seek support from the university services available to them.	F3.2	Examine in closer detail the ethnic make-up of students accessing support at ARU to understand if they are appropriately represented. Take appropriate action (e.g.	Undertake an audit of Study Skills Plus data to examine the ethnic make-up of students accessing the services and for what kinds of reasons. Review annually.	Audit complete, responsive actions defined. Regular item at appropriate committee in place.

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			embed more of delivery in curriculum - cross reference to W3.7).	Undertake an audit of Counselling and Wellbeing data to examine the ethnic make-up of students accessing the services and for what kinds of reasons. Review annually.	Audit complete, responsive actions defined. Regular item at appropriate committee in place.
				Undertake an audit of Students' Union Advice Service data to examine the ethnic make-up of students accessing the services and for what kinds of reasons. Review annually.	Audit complete, responsive actions defined. Regular item at appropriate committee in place.
	Lower offer rate to Black students.	NEW F3.3	Undertake a full review of the application process to ensure there is no bias in process of making offers.	Undertake full review of offer-making process to eliminate potential bias against Black applicants.	Reviews complete, appropriate actions and PIs identified and agreed at SSSG for implementation.
					Actions implemented. Offer rates to Black students on an upward trajectory.
					UK Offer rate to Black students improves 2% year on year to further align with the sector (from 49% to 59%).

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	Unsure of impact of initiatives on B.A.ME. Students.	NEW F3.4	Examine ARU data collected on student admissions, engagement, attainment and progression to view outcomes by different ethnicities and intersections.	Build impact evaluation framework to better understand the success of initiatives moving forward.	Impact evaluation framework developed and in use.
					Visibility of the impact of initiatives already delivered.
					Impactful activities continued and/or expanded and new initiatives were developed to improve performance and close gaps for the target areas and groups.
Foundation 3a: Diagnosis and Data for STUDENTS	Unsure of impact of Hardship fund on B.A.ME. Students.	NEW F3.5	Annual analysis of Hardship fund data to establish take-up trends by ethnicity and other protected characteristics. Design interventions, as necessary.		Annual monitoring of Hardship fund data established as BAU action. SSSG & APSG to receive annual report with recommended actions included.
	Growing continuation gaps across all faculties.	NEW F3.6	Review and revise existing continuation plans (University. School, subject and/or course level) as part of our annual monitoring processes to ensure appropriate actions are in place to improve B.A.ME. continuation.	Introduce targeted actions to support belonging of B.A.ME. students in subject areas with poor continuation, or growing gaps.	ARU's UG (full-time) B.A.M.E. continuation gap 19/20 was 4.8% (based on new B3 methodology). Improved continuation of UG (full-time) B.A.ME. Students by 0.5% year on year over the next 4 years, closing the gap from 4.8% to below 2.5% (aligned with the 4-year ARU benchmark group performance).

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	Opportunity to review students' reasons for withdrawal/non-completion.	NEW F3.7	Investigate the reasons for withdrawal/non-completion, paying particular attention to the top 3 reason categories (Academic failure/written off/other).	Carry out qualitative research to better understand the reasons for withdrawal/non-completion, paying particular attention to the top 3 categories (Academic failure/written off/Other). Compare withdrawal data and reasons with the benchmark group. Establish appropriate actions as necessary.	Qualitative research complete and data benchmarked. Report received at SSSG. Responsive actions defined with plan for implementation in place. Routine monitoring by ethnicity of withdrawal/non-completion reasons as business as usual.
	Need to improve data quality by exploring the 'Other' category for PGR students. (REC 7e.11)	NEW F3.10	Improve understanding of our PGR students and barriers to declaring ethnicity.	Triangulate 'Other' declaration data with nationality data and design actions to improve the quality of ethnicity data from International PGR students Carry out qualitative analysis with students of nationalities identified Design actions to improve the quality of ethnicity data from	Greater understanding of nationalities within the 'Other' PGR students. Targeted responsive interventions identified to improve data quality. Reduction of 'Other' category year on year from 24 onwards by 2% per year.

				International PGR students.	
	Proportion of UK-based students increases at each stage of PGR application process. (REC 7e.14)	NEW F3.11	Review domicile/ethnicity data to understand attrition rates for Asian, Black and Mixed International PGR applicants.	Identify and offer additional support to B.A.ME students, especially those from overseas, during the application and interview process.	Data reviewed, clearer understanding of attrition rates alongside domiciles. Responsive interventions identified to improve attrition rates for applicants domiciled outside of the UK.
					Extra support in place during application and interview process.
					Year on year reduction of attrition rate through application process for International students. PI: Percentage of International PGR registrations of each ethnicity within 10% of application figure.
	Decline in highly skilled work for Black and Mixed students.	NEW F3.12	Maintain annual monitoring on graduate outcomes and define actions where gaps are identified.	Monitor attainment of highly skilled work for B.A.ME. UG UK students from Social Sciences subjects. If the decline persists over the next academic year, define initiatives in response.	If and when actions are required, establish realistic but stretching, data informed, targets for improvement as appropriate.

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Foundation 3b: Diagnosis and Data for STAFF	Currently, there is no HE sector benchmarking for staff data, including Grievances and Disciplinaries, Equal Pay, Academic Promotion, Recruitment, Training, Appraisal, and Promotions and Regrading, which makes us unable to compare our staff data across the sector currently.	NEW F3.13	Set benchmark as appropriate for staff in academic and professional services roles.	Identify appropriate benchmark group for all staff data	Report outlining the different benchmarking options for staff. EDISG to approve appropriate benchmark, and to use for staff data collection for next annual staff diversity data reporting round (November 2023) and thereafter.
				Work with comparative HEIs in University Alliance and who would be willing to share their Grievances and Disciplinaries, Equal Pay, Academic Promotion, Recruitment, Training, Appraisal, and Promotions and Regrading data to allow comparison with similar-standing institutions.	2-3 comparative HEIs sharing their staff data with us which allow us to annually benchmark our data with similar-standing institutions, annually reviewing this to ensure it remains suitable.
	Our B.A.ME. academic staff 2020/21 (16.9%) are under representative of Cambridge's (22.5% B.A.ME.) local population (Census	NEW F3.14	Analyse staff ethnicity data further by campus for both academic and professional services staff, taking into	Produce a report to outline comparisons between ethnic diversity of local population and	Report identifying if ethnic diversity is representative. If not, analysing why and proposing recommendations to

2021). Additionally, our B.A.ME. professional services staff 2020/21 (7.8% B.A.ME.) are under representative of Cambridge (22.5% B.A.ME.) and Chelmsford (11.6% B.A.ME.) local populations (Census 2021).		consideration proportions of staff across each campus, to understand under representation further.	campus staff. Share with UET, and other relevant committees to support work developing an appropriate benchmark.	improve this. Aligning with Action F3.13, this will help support the development of an appropriate benchmark to use when collecting staff data.
Currently no understanding of why there are changes in diversity across grades, faculties and contract types.	NEW F3.15	Develop a monitoring process to annually monitor staff diversity data to help us better understand changes, identify areas of concerns, and implement solutions as appropriate.	Develop monitoring process for diversity data of staff by grade, faculty and contract type on a regular basis.	A robust and comprehensive data analysis process is in place to enable ARU to regularly monitor staff diversity data to help inform action planning.
			Feed annual staff diversity monitoring data into new annual EDI reports. These reports will have clear reporting lines to relevant committees of the data to inform action planning when required with a clear governance structure for approval.	Creation of an annual EDI report with clear lines across all areas of the organisation to enable ARU to inform action planning, identification of issues, inform action planning, and monitor progress and impact.

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Part time academic staff (3.6%) and international part time academic staff (7.8%) are more likely to not share their ethnicity data with us, which is a higher non-disclosure rate than all academic staff (2.7%) and all international staff (3.7%). Staff in senior grades are most likely to not share their ethnicity data with us, with a high non-disclosure rate of 16%. To ensure accurate data reporting and informed action planning, a higher disclosure rate is required.	NEW F3.16	Increase non-disclosure rates for staff. Develop annual call out for staff to update their diversity data on BusinessWorld, to improve non-disclosure rates.	Undertake project to understand why staff chose not to disclose diversity data, and why non-disclosure may be high for specific areas and/or specific staff groups e.g. senior staff.	Production of a report which outlines potential reasons why staff don't share their diversity data with us. Report to also identify staff groups with the highest % of non-disclosure or "Prefer Not to Say", and departments/faculties with the lowest disclosure rates for all available diversity characteristics to enable targeted interventions to be undertaken.
			Set targets and benchmarks using findings of Action F3.16a, taking into account higher non-disclosure rate for part time academic staff, international part time academic staff, staff in senior grades, and any other identified staff group.	Targets and benchmarks set and incorporated into the REC Action Plan.

				Using findings from Action F3.16a, develop an annual communication plan to encourage staff to share and report their diversity data (inc. race) on Business World (staff data system), targeting specific departments/facilities and specific staff groups as informed by data.	Improved non-disclosure rate of part-time academic staff from 3.6% to 2.7% by 2025 - in line with wider non-disclosure rate for all academic staff. Improved non-disclosure rate of international part-time academic staff from 7.8% to 5% in 2025, 3.7% in 2027 - in alignment with wider disclosure rate for international academic staff (3.7%). Further benchmarks and targets set using results from Action F3.16b.
	Nationality analysis not conducted in REF EIA previously, understanding of this will improve our understanding of the diversity of research staff.	NEW F3.17	Review nationality for future REF equality analysis	Introduce additional analysis of REF data by nationality to ensure appropriate representation	Future REF EIA submissions include data analysis by nationality.

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		W1 GOAL: Extensive portfolio of innovative learning and development opportunities designed and available to all members of our ARU community to facilitate learning about race and increase racial and cultural competence.			
Workstream 1: CPD/ Unlearning and Conversations	REC PRIORITY: CPD/Unlearning & REC PRIORITY: Confidence in the university on matters of race	Need to improve racial literacy amongst our student body and sense of belonging for our B.A.ME. Students.	W1.1	Offer opportunities for students to develop racial literacy and support sense of belonging for our B.A.ME. Students.	Utilising internal student comms, encourage all (especially white male) students to attend Unlearning and Race Equality Advocate events.	Minimum attendance of 100 students in each AY from 23/24 onwards
						Improved monitoring of social media interactions with increasing page views/impressions etc. year on year.
						Repeated ARU REC survey (25/26) shows improved racial literacy. Q10 baseline 79% agreement to 82% in 25/26. Q11 baseline 10% agreement to 20% in 25/26.
		Currently professional services have no race equality leads who can progress race equality work. (REC 4b)	NEW W1.3	Define appropriate race equality and antiracist activity, function or role for professional services to address concerns around work experience and progress race equality for professional services staff.	Consult with REEN as to the viability of PS race equality lead function/role defining potential output towards anti-racism and decolonisation of the university.	Report to EDISG for review and recommendation for action.
					Follow recommendations for action as defined above.	Active race equality & antiracism activity in whatever form agreed, is

					in progress for staff in professional services.
		RES goal of cultural change will only be achieved with improved racial literacy across all staff at ARU.	Develop and improve staff understanding of race equality and improve racial literacy.	Unconscious bias training for staff replaced with a comprehensive offer of meaningful and challenging CPD exploring whiteness, privilege, structural racism, microaggressions, allyship etc. Race Equality Advocates & FRELs to support development and facilitation.	50% staff attend at least one Unlearning session in the 1st year of implementation (22/23)
					All schools and Directorates receive complete Unlearning CPD Package for implementation and delivery in schools and services + guided action planning to diversify/decolonise curricula and practice antiracism.
			W1.4		Staff report an improved understanding of whiteness, privilege, structural racism, microaggressions, allyship etc. Repeated ARU REC survey (25/26) shows improved racial literacy. Q10 baseline 78% agreement to 85% in 25/26. Q11 baseline 39% agreement to 50% in 25/26.

					Carry out review and evaluation of existing FREL scheme to gather learning and make recommendations for future FREL role.	Report to SSSG & EDISG for review and recommendation for action.
					Implement new EDI Training for staff, going beyond mandatory compliance-based EDI training, including Conscious Inclusion, Active Bystander, and Allyship workshops. The expectation is that all staff must attend and this will be monitored through the new Personal Development and Contribution system (appraisal) and new Induction processes. New EDI Training for staff will cover all characteristics and will also do deep dives into specific topics, such as race equality to improve racial literacy.	25% staff attend at least one of the new training sessions in the 1st year of implementation (April 2023 - April 2024), 50% within 2 years (April 2023 - April 2025), 75% within 3 years (April 2023 - April 2026), and 100% within 4 years (April 2023 - April 2027). Through short-term evaluation following training, staff report an improved their understanding of EDI, allyship, privilege, microaggressions, racial equality, active bystander etc. and identify how they can be more inclusive in their day-to-day following the training and reporting. Specific targets will be set once baseline established after 1st year of roll-out.

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			W1.5	Develop further understanding on training needs of staff, including EDI	Carry out a training needs analysis to identify appropriate training requirements, including equality analysis. Produce a report identifying the training needs of staff, with actions for developing the required training.	Training Needs Analysis reported produced and shared with EDISG. Further training needs to be incorporated into REC Action Plan where appropriate.
					Establish and implement a dashboard to track CPD and OD interventions which provides a tool to monitor staff attendance by ethnicity.	Dashboard produced for senior managers that shows increase in attendance and effectiveness of training provided, highlighting where improvements are required. Annual reporting to be conducted at EDISG.
					Use dashboard in above Action to monitor attendance of Academic and Professional Services staff attending training programmes by race.	Annual monitoring process to ensure % of B.A.ME. Academic staff doesn't fall below wider % of B.A.ME. Staff at ARU (currently 21.1%)nor does % of B.A.ME. Professional Services staff attending training doesn't fall below wider % of B.A.ME. Professional Services Staff at ARU (currently 12.1%).

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Workstream 2: Role Models and HR Initiatives	**REC Priority: Career Development and Progression**	W2 GOAL: Greater visibility and presence of Black, Asian and minority ethnic members of the ARU community and at all levels of the institution.			
		No scholarships currently available to specifically retain B.A.ME. UG students into PG level study	W2.1	Explore establishment/expansion of an ARU bursary/scholarship programme for postgraduate students from B.A.ME. backgrounds.	Review the student pipeline data to examine retention rates of UG to PG students.	Retention rates clarified and best practice established from within benchmark group. Recommendations for scholarships defined for decision at relevant committee.
					Examine the use of a bursary for students from B.A.ME. backgrounds at other universities in our benchmark group and collate best practice.	
		Lack of B.A.ME. senior staff. Need to engage senior staff in learning around race and racism.	W2.2	Pilot a mutually beneficial reciprocal mentoring scheme to provide senior staff (mentees), who are predominantly white, with greater insight into the lived experience of Black, Asian and minority ethnic colleagues and	Opt-in opportunities to follow a prescribed framework of mentoring between colleagues at lower grades and senior team members to improve understanding of	Reciprocal mentoring scheme piloted with minimum 1x faculty management team Reflective questionnaires completed by all participants and conclusions and recommendations for future improvements.

			students (mentors), whilst offering mentors with the opportunity to network and gain career insight.	exclusionary factors that impact belonging.	Scheme designed with framework for participants to follow through the course of an academic year.
					Depending on the success of the pilot, 50% UET members have participated in the new scheme.
		Opportunity to collaborate with partners to improve B.A.ME. workforce representation across local community areas.	W2.3	Explore opportunities to collaborate with regional partners, including employers and in respect to degree apprenticeships, to support workforce diversification within the region.	Scope out the reach and goals for workforce diversification in collaboration with regional partners. Develop a pilot model.	Pilot model developed and trialled with a minimum 3 local partners. Evaluation of success completed and decision made as to the future of the project model.
		B.A.ME. Academic staff are reporting less awareness of flexible working policies (-6.9pp) and less confidence a request would be granted (-4.5pp) than White Academic staff.	NEW W2.5	Provide training to all staff to ensure that staff, especially B.A.ME. Academic staff are aware of ARU's flexible working policies and opportunities for amending working patterns.	Provide training to line managers about flexible working policies and their responsibility as line managers, through the Line Managers Forum, HR Business Partners, and other relevant teams.	Session delivered to Line-Manager's Forum in 2024. As above, increase in pp of B.A.ME. Academic staff feeling confident that "if [they] formally requested a flexible working arrangements, [they are] confident that the request would be granted if at all possible" on REC Survey, from -4.5pp to -3.5pp in 2025, -2.5pp in 2025, -1.5pp in 2027.

				Provide training to all staff about flexible working policies through all staff forums. Work with REEN and other relevant staff groups to encourage attendance from B.A.M.E staff.	Session delivered to All-Staff Forum in 2024. As above, increase in pp of B.A.ME. Academic staff feeling confident that "if [they] formally requested a flexible working arrangements, [they are] confident that the request would be granted if at all possible" on REC Survey, from -4.5pp to -3.5pp in 2025, -2.5pp in 2025, -1.5pp in 2027.
	B.A.M.E. Academic (-17.4pp) and Professional Services (-13.5pp) staff are less likely to agree that ARU undertakes recruitment and selection fairly and transparently.	NEW W2.7	Carry out an end-to-end recruitment review to address inequalities that result from the recruitment process.	Set up working group to support the delivery of the recruitment review, ensuring representation from across the university.	Working group in place with clear terms of reference and representation from across the university.
				All recommended actions and initiatives resulting from review to be shared with EDISG, UET, and other relevant committees for approval and implementation	Further actions and initiatives embedded into REC Action Plan when created.

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				Review diversity of #ourpeople blogs on the external recruitment webpages. Use this to highlight ARU diversity to help with the recruitment of a more diverse pool of candidates.	#ourpeople blogs are current and reflect the diversity of the staff population
				Promote the Recruitment Policy and Process to staff by the Heron, and presentations at Line Manager/All-Staff forums.	Increased confidence from B.A.ME. Academic and Professional Services staff that ARU undertakes recruitment and selection fairly and transparently - increasing by 2pp for both groups each year until 2027.
		Feedback from B.A.ME. staff suggest anonymised applications and interviews allow for bias to be removed from the selection process.	NEW W2.8	Explore the use of Anonymising applications/interviews for recruitment of Professional Services staff.	Report produced with appropriate recommendations approved by UET, EDISG and other relevant committees.

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		20% of B.A.ME. applicants are interviewed compared to 78.1% of White applicants.		Dependent on the feasibility determined by the above action, implement appropriate systems to handle anonymised applications where possible.	Anonymised application forms in place for professional services where appropriate

Increase in % of B.A.ME. all nationalities staff being interviewed for Professional Services positions, from 21.2% to 22% in 2025, 23% in 2026, 24% in 2027 to more closely align with % of B.A.ME. applicants (28.8%). |
| | | Currently, B.A.M.E. people make up 7.8% of professional services staff, which is one of the contributors to ARU not meeting its KPI of 14% B.A.ME. staff population. | NEW W2.9 | Review our talent attraction methods in order to diversify our talent pool, working with specialist agencies and job boards where appropriate. | Along with other actions, increase ethnic diversity of our professional services staff to 12.5 (in line with institutional KPI of "increasing the proportion of BAME staff in our total staff population to 14%"), from 7.8% to 10% in 2025, and 12.5% in 2027 |
| | | B.A.ME. academic staff are proportionally less likely to be successful in progressing, with 12.3% of B.A.ME. Academic staff progressing compared to B.A.ME. staff making up 16.9% of the | NEW W2.10 W2.11 | Increase in B.A.M.E. Academic staff progressing |

		Revised and Combined REC ACTION PLAN				
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| | | B.A.ME. academic staff are proportionally less likely to be successful in progressing, with 12.3% of B.A.ME. Academic staff progressing compared to B.A.ME. staff making up 16.9% of the | NEW W2.10 W2.11 | Increase in B.A.M.E. Academic staff progressing | B.A.M.E Professors at ARU contacted directly to remind them of the route to progression each year and offered mentor support. | Increased % of B.A.M.E. academic staff progressing from 12.3% in 2020/21 increasing by 1% every year from 2023/24 (when minor revisions |

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		Academic staff community.

B.A.ME. staff were less likely to agree that they have been encouraged to apply for progression (-6.9pp) | | | Ensure all academic staff are aware of academic progression process, emailing all academic staff when the annual process launched to invite all academic staff to briefing sessions to find out more information. | submitted) until 15.3% is reached in 2027. |
| | | | | | We will work with REEN and other Staff Networks as appropriate to target annual communications to B.A.M.E staff regarding progression process. | |
| | | | | | Provide HR expertise to Deans and HoS to develop understanding of the progression process and ways to encourage and support staff to apply. | |

		Revised and Combined REC ACTION PLAN			
		Currently, B.A.M.E. people make up 7.8% of professional services staff compared to 16.9% of academic staff, which is one of the main contributors to ARU not currently meeting its KPI of 14% B.A.ME. staff population.	NEW W2.12	Implement positive action initiatives where appropriate	Explore increased use of positive action throughout ARU recruitment processes. Develop a report identifying possible positive action activities to implement, including benchmarking, to understand where we could implement best practices in terms of recruitment, promotion support, mentoring and coaching, promotions, regrading, etc.	Report identifying recommendations approved by UET, EDISG, and relevant committees
				Implement positive action initiatives identified in above report, trialling in specific priority areas and for groups.	Along with other actions, increase ethnic diversity of our professional services staff to 12.5% (in line with existing institutional KPI of "increasing the proportion of BAME staff in our total staff population to 14%"), from 7.8% to 10% in 2025, and 12.5% in 2027.
		B.A.ME. staff (-7.6pp) were more likely than White staff to believe that they are paid the same as colleagues who do the same job".	NEW W2.14	Ensure transparency around pay data.	Include Pay Gap annual reporting in the Annual EDI Report, disseminating results to all staff through	Developed plan and inclusion in Annual EDI Report, which is presented at All-Staff Forums, published on the

	Revised and Combined REC ACTION PLAN				
	B.A.ME. staff (-10.6pp) were less likely to agree that pay awards and increases were allocated fairly and transparently. There is an equal pay gap of 4.9% between White Academic staff and B.A.ME. Academic staff in 2020/21			relevant forums and communications.	staff intranet, etc. Reduction in response gap to question "I think I am paid the same as my colleagues who the same job" for B.A.M.E. staff from -7.6pp to -5pp in 2025, -2.5pp in 2027 in REC Survey
				Increase communication and clarity of promotions process to staff. Improve and develop guidance both written and through presentations for the promotions process, sharing through a communications plan ahead of the applications rounds opening.	
				Analyse the equal pay data further to understand where this gap originates from. Analysis will include no. and & of B.A.ME. staff in each grade. This data will feed into a report that will go to EDISG.	Report outlining further analysis, including what grades contribute the most to the equal pay gap. Once priority grades are identified, implement further actions and targets into the REC Action Plan.
	Ethnicity Pay Gap report 2023 shows ARU's mean pay gap to be 2.9%, reduced from 3.6% in 2022.	NEW W2.15	Understand why there is an ethnicity pay gap of 2.9%	Analyse pay gap data further, including vertical and horizontal segmentation, to understand what contributes the most to our ethnicity pay	Reporting outlining further analysis, including what grades contribute the most to the ethnicity pay gap. Once priority grades are identified, implement further actions

				gap. This data will feed into a report that will go to EDISG.	and targets into the REC Action Plan.
				Submit our pay gap data to UCEA to enable us to benchmark our gender, ethnicity, and intersectionality pay gap data across the higher education sector using their new Intersectionality Pay Gap Dashboard.	Sector-wide benchmarks are obtained for ARU's 2024 Pay Gap report and annually thereafter.
		There is a lack of racial diversity on key committees and decision-making boards, including B.A.ME. occupy 4.8% of Research and Academic Committees at ARU and 4.5% Department Decision-Making Boards.	NEW W2.16	Increase racial diversity on key committees	Review how membership of decision making committees is convened to explore opportunities to increase racial diversity of membership where appropriate, such as elected or nominated positions.	Report identifying recommendations for improving racial diversity of Board and Board sub-committees approved by EDISG and UET.
				Conduct a review of terms of reference to ensure diversity and inclusion is embedded into core business and	Terms of reference ensure diversity and inclusion responsibilities are embedded within core business of key committees

				activities of key committees	
				Publish approved recommendations to all decision making committees to implement.	Increase in B.A.ME. staff representation on key committees to reflect a wider B.A.M.E. staff profile of 17% by 2027. This will be a longer-term goal that is achieved via outcomes of several other actions, including recruitment, promotion, etc.
		NEW W2.17	Introduce rotational positions on committees where appropriate to increase diversity and develop staff for promotion.	Review effectiveness of current rotational positions on committees, producing reports outlining strengths, weaknesses, and opportunities.	Report produced to identify areas of good practice across ARU, what lead to positive outcomes, and where we could improve practice, and implement findings as appropriate
	B.A.ME. Professional Services Staff (17.5%) are more likely to be on fixed-term contracts compared to White Professional Services staff (9.7%).	NEW W2.19	Explore practice around fixed term contracts to identify further actions to address issues	Review of current practices of fixed term contracts progressing to permanent contracts to explore why B.A.ME. Professional Service Staff are more likely to be on fixed-term contracts than White	Report identifying areas for improvement for current practices of fixed term contracts progressing to permanent contracts, with actions to improve approved by UET, EDISG and other relevant committees. Further targets and

					Professional Services Staff.	initiatives to be established after reasons analysed.
		All staff across ARU were less likely to believe the previous appraisal process was useful, and BAME staff (-5.2pp) were more likely to not have annual appraisal meetings with their manager. B.A.M.E. staff (52.1%) were less likely to complete an appraisal compared to White staff (59.8%)	NEW W2.20	Develop and implement a new appraisal process	Pilot new PCDR system and process	Pilot new PCDR system with groups from different staff areas including HR, FBL, FSE, SLS, ARU Direct, School of Medicine. Feedback received to assess usability and functionality to inform wider roll-out
					Implement new PCDR system and process	New appraisal format in place

					Implement training and development of staff and line managers including how to use the system and also effective conversations and providing feedback.	Training delivered at 2-3 Line-Manager's Forums Briefings with all Senior staff and line-managers
		The above figures were using an old Appraisal system in 2019, which has been discontinued since 2020. We are implementing a new Appraisal System, namely the Professional Contribution and Development Review (PCDR), in 2023.			Create a process to analyse PCDR data by protected characteristics by academic and professional services separately, including if people complete a PCDR.	Process in place that enables us to analyse our data by protected characteristics, academic and professional services and nationality. B.A.ME. employees completing PCDR at equal rate as White employees, using data from the EDI dashboard to inform. Further benchmarks may be set 1 year and incorporated into this Action Plan after implementation due to this being a completely new system.

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		Recent changes to the academic promotions require monitoring of diversity data so we can better understand where to target.	NEW W2.21	Monitor promotions and regrading data to identify the impact following recent process changes.	Review current promotions and regrading data monitoring system, identifying areas for improvement. Producing a report identifying recommendations for monitoring system improvements, shared with UET, EDISG and relevant committees for approval	Report identifying recommendations for improvements approved by UET, EDISG and other relevant committees.

Further targets and benchmarks to be identified using new system. |
| | | B.A.ME. staff are less likely to carry SRR and therefore be submitted to the REF. | NEW W2.22 | Increase (both in absolute numbers and as % of staff population) number of B.A.ME. staff who carry SRR | Analyse 2023/24 ABWM data to identify diversity data of staff who carry SRR, including ethnicity. | AWBM data analysed and targets set.

An annual increase in staff with protected characteristics was reported to be carrying SRR. |
| | | | | | Work with HoS and DHoS to discuss AWBM allocations related to research and ensure they are aware of need to support colleagues with protected characteristics. | Results of analysis of AWBM data reported on to HoS/DHoS |

		Currently not monitoring uptake of development opportunities for staff with responsibility for research by protected characteristics.	NEW W2.23	Implement monitoring of development needs of researchers through new PCDR process and identify take up by colleagues including monitoring by those with protected characteristics.	Work with PCDR implementation manager to ensure new system enables reporting of colleagues' development needs in cumulative as well as individual fashion.	Automated system enables running of reports on colleagues' development needs including those with protected characteristics.
					Run annual report on take up of training opportunities by staff with responsibility for research including those protected characteristics and feedback results to HoS, DHoS, RDWG, RIC, EDIJG.	Annual report run on uptake of training opportunities undertaken by researchers. Report to include analysis by those with protected characteristics. Report to be shared with line managers and key university committees.
		Not all ECRs have access to a network of ECR peers to support their development	NEW W2.24	Establish University wide ECR Network and use AHSS and HEMS ECR networks as models for other faculties.	Establish Faculty networks in FBL and FSE.	ECR Networks in FBL and FSE established.
					Build on AHSS and HEMS networks to create University-wide ECR Network.	Work with ECRs to create University-wide network.
		Evidence suggested profile raising opportunities were often self-generated. No current guidance for how external career development opportunities should be advertised to staff.	NEW W2.25 and W2.26	Ensure profile raising or career development opportunities are distributed equally	Establish a task-and-finish group to identify how profile raising or career development opportunities can be monitored across organisation to ensure they are distributed	Increase of B.A.M.E staff to reporting that "work-related opportunities for development, such as temporary promotions or profile-raising opportunities, are allocated fairly and

					fairly e.g. through appraisal system.	transparently" from -16.5pp currently to -8.25pp in 2027.
					Produce a recommendation report to be produced by task-and-finish group to recommend further actions which will be incorporated into the REC Action Plan.	Recommendation report produced and shared with UET, EDISG, and other relevant committees.
Workstream 3: Curriculum Change (Assessment)	REC PRIORITY: B.A.ME. Student reluctance to seek support	W3 GOAL 1: Fairness in assessment assured and perceived unfairness addressed				
		Need to investigate assessment in more detail to determine contribution to ethnicity awarding gaps.	W3.2	Identify and address issues associated with the assessment of students' work that may contribute to differential outcomes for students from B.A.M.E. backgrounds.	Carry out review of assessment types and identify types of assessments where B.A.M.E. Students are less successful. Identify and implement appropriate responsive actions.	School assessment workshops delivered on inclusive, authentic assessment and feedback culture.
						1x Research project per faculty to review assessment types and the success rates by ethnicity including min. 1x focus group per faculty to share data and identify responsive actions.

					Actions defined and approved at committee.
					Contribution to reduction in Awarding Gaps (see W6.7)
	Negative responses reported anxiety or lack of confidence in undertaking certain assessment types.	W3.5	Identify and implement mechanisms which foster confidence of B.A.ME. students in the assessment process, including building self-belief, early on in their studies. Utilise the Advocates' expertise as appropriate.	Embed the use of in-class activities to 'unpack' assessment criteria, therefore allowing ample opportunities for students to question, query and test their understanding of requirements. Identify and implement further strategies to foster confidence in the assessment process.	In conjunction with W3.2 1x confidence in assessment event per year run in collaboration by ALT & SSP.
					Contribution to reduction in Awarding Gaps (see W6.7)
	B.A.ME. Students reluctant to seek support from tutors and university support services.	W3.6	Decrease reluctance to seek support.	Implement a student communications campaign underlining where to access support and advice on assessment such as Study Skills Plus, in a way that relates to	10% Greater uptake of support services support sessions by B.A.ME. students, evidenced by support service uptake data.

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				individual assessment tasks and is not seen as 'remedial'. Utilise the Advocates' expertise as appropriate.	Qualitative data from REC Student Survey demonstrate 10% reduced instances of reluctance by B.A.ME. Students to seek support.
		NEW W3.7		Pilot embedding study skills support input into course content in minimum 5 courses. If outcomes positive, move to a more embedded model of Study Skills support.	Pilot complete with recommendations for implementation. Relevant committee decision as to whether to upscale.
		W3.11		Develop appropriate actions to ensure the accessibility of our "Academic Culture" as per our Inclusive Curriculum Framework (2018). "This learning culture may be hard to penetrate for some students, requiring us to minimise disadvantages. First, we need to communicate our requirements with clarity, and support students to meet them. Second, we	Min. 2 focus groups held to define 'Academic Culture' reflecting academic, professional services and student views.
					Definition proposed and approved at appropriate committee.

					need to ensure that our scholarly framework does not impose standards that lack practical- or academic- validity, thereby unintentionally creating obstacles for some students."	Liaise with SSP to co-create relevant actions for implementation.
						Contribution to reduction in Awarding Gaps (see W6.7)
Workstream 3: Curriculum Change (Diversification)	REC PRIORITY: B.A.ME. Student reluctance to seek support	W3 GOAL 2: Greater racial and cultural diversity present within curricula and learning resources.				
		Need to diversify and decolonise curricula	W3.9	ALT, Faculty RE Leads and Advocates lead in-faculty process of curricula diversification/ decolonisation	Encourage teaching and co-creation that explore diverse cultural, national and ethnic perspectives, including case studies and classroom discussions. Use slides, lecture, teaching and assessment content that reflects our students' backgrounds and identities positively.	Min. 4x Faculty specific CPD sessions designed and delivered in faculty.
						4x Faculty Diversification action plans in place with definition of a minimum diversification requirement at school level.
						Case studies and exemplars developed within 25% of courses and shared as good practice across institution.

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					New course approval and reapproval process updated to require demonstration of diversification in curriculum and assessment.
	Student input into diversification/decolonisation work is crucial to success.	W3.10	Establish feedback mechanisms for students to tell us where there are further opportunities to diversify/decolonise content, flag concerns and offer feedback on the diversification/decolonisation of their courses.		A well-communicated/promoted mechanism which garners student comments and feedback.
Workstream 4: Wellbeing Initiatives	W4 GOAL: Comprehensive range of strategies introduced to support the wellbeing and sense of belonging of B.A.ME. members of our community.				
	Low numbers of Counselling and Wellbeing team are from B.A.ME. Backgrounds with lived experience or training on race specific issues.	W4.1	Improve ethnic diversity and racial literacy within the ARU Counselling and Wellbeing Service.	Ensure that the diversity of the ARU Counselling and Wellbeing team staff mirrors that of the student population.	Min. 20% C&W staff from racially minoritised background.
					Min. 35% C&W staff from racially minoritised background.
		W4.2		Ensure all C&W colleagues undertake CPD to become aware of the mental health impact of racism, racial harassment and microaggressions on people of colour.	Min. 80% of C&W team have undertaken new Unlearning CPD sessions with regular refresher sessions in place at least annually.
	Need to recognise and support the specific mental	W4.3	Introduce ethnicity-specific mental health	Consult with Advocates and	Minimum 2x support groups per trimester with

	health needs of our B.A.ME. Students.		support groups, led by B.A.ME. facilitators with awareness of structural racism and its impact.	students of colour as to appropriate support group activity and format. Launch ethnicity specific MH support groups and promote widely.	minimum 8 target group students at each. Reach minimum 50 students per AY. Qual feedback from surveyed participants guides improvements and suggests useful initiative.
	Early identification of students who are struggling can resolve issues before they drop out.	W4.5	Examine the alert processes for the Student Engagement Dashboard to ensure that (B.A.ME.) students in difficulty are always identified and supported early and allocated appropriate support.		Review of alert processes complete, any issues identified and solutions in place.
Workstream 5: Harassment Reporting and Complaints processes	REC PRIORITY: Harassment and Fairness & REC PRIORITY: Confidence	W5 GOAL: Reporting tools, support and processes in place at ARU reviewed with reference to UUK's 2020 report on tackling racial harassment in HE.			
		Both B.A.ME. staff and students report less confidence that the university would take appropriate action if they reported a race related incident. Around 24% ethnic minority students experience racial harassment at university (EHRC 2019) B.A.ME. staff are more likely	W5.1	Ensure mechanisms for reporting racial discrimination and micro-aggressions are visible, and that staff are trained to address complaints to increase confidence in the university to take appropriate action.	Review ARU procedures for handling student racial harassment complaints, to ensure fair, transparent and equitable outcomes.	ARU procedural review for students completed and evidence based action plan approved at SSSG for implementation. Processes implemented to improve racial harassment complaints and investigations. Min. 5x appropriately trained staff on board undertaking student investigations.

		to report that they have witnessed racial discrimination but reporting doesn't reflect this.				Min. 15% greater confidence in university response according to REC student survey Q "If I reported a race-related incident to my institution, appropriate action would be taken."
			W5.2		Review ARU procedures for handling staff racial harassment complaints, to ensure fair, transparent and equitable outcomes.	ARU procedural review for both staff completed and evidence based action plan approved at EDISG for implementation.
						Increase in percentage point (pp) for Question "If I reported a race-related incident to my institution, appropriate action would be taken." by 3pp each year for each staff group (BAME, Asian, Black, Mixed) until 2027
			W5.3		Establish a data monitoring process to capture both formal and informal student reports and complaints and ensure appropriate routes are identified to review through the university's committee structure.	A process in place to monitor formal and informal complaints and reports, identifying appropriate actions where required.

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				W5.4		Establish a data monitoring process to capture both formal and informal staff reports and complaints and ensure appropriate routes are identified to review through the university's committee structure.	A process in place to monitor formal and informal complaints and reports, identifying appropriate actions where required.
				W5.5		Identify and disseminate the forms of racial discrimination at ARU to encourage confidence in the university in dealing with such matters.	Increase by 50% in number of disclosure/reports from students.
							Contribution to min. 15% greater confidence in university response according to REC student survey Q "If I reported a race-related incident to my institution, appropriate action would be taken."
				W5.6		Review the training and guidance regarding online safety at ARU and identify any necessary improvements. Ensure clear and direct communication of expected behaviours.	Report identifying issues with the current online training provision to EDISG/SSSG, with appropriate actions identified to improve.
							Comms campaign to improve knowledge of expected online behaviours.

					Contribution to min. 15% greater confidence in university response according to REC staff and student survey Q "If I reported a race-related incident to my institution, appropriate action would be taken."
			W5.7	Conduct a review of the Unsilenced reporting tool, supporting information and accompanying processes to ensure efficiency. Make appropriate changes and promote disclosure and reporting pathways. Consider extending its usage to staff population.	Report and recommendations received at SSSG and other appropriate committees.
					Recommendations actioned to improve disclosure and reporting facility available to students.
					Consideration of usage for staff at EDISG with decision and recommendation to go to UET.
					Increase by 50% in number of disclosure/reports from students.
			W5.8	Establish routine reporting and analysis of the Unsilenced tool data.	Harassment reporting data analysed annually and shared at SSSG.

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		Less B.A.ME. Staff (-32.0pp) felt they were treated equally by colleagues and students than White staff.	NEW W5.9	Understand why B.A.M.E staff feel less equally treated by colleagues and students than White staff.	Hold 4 facilitated workshops to create spaces for staff to share potential ARU-specific concerns	Report identifying actions and initiatives to address the issues raised.
					Develop a report based on conversations had during the workshops and the resulting identification of opportunities and/or further actions.	Actions and initiatives identified to be incorporated into REC Action Plan, and if already incorporated, to strengthen/provide more evidence for actions B.A.M.E. staff report increased feelings of equal treatment - increasing to -16pp (half) by 2027.
		Higher turnover of B.A.ME. Academic (13.6%) and Professional Services (12.1%) staff than White Academic (10.3%) and White Professional Services (8.6%) staff respectively.	NEW W5.10	Reduce % of B.A.M.E. staff leaving ARU.	Develop a quarterly reporting process to monitor exit survey data by analysing exit survey data to understand whether reasons are race-related	An established reporting process that enables us to regularly monitor turnover data to identify if reasons for leaving are related to ethnicity and/or nationality. Identify targets to reduce B.A.ME. turnover data after analysing the first year of exit survey data.

				Feed in analytics to EDISG and REEN on an annual basis through an annual EDI report to examine trends across the year(s) and identify issues or patterns.	Identification of potential issues and/or concerns included in the annual EDI report which will be monitored and reviewed by EDISG.
		The percentage of B.A.ME. staff involved in disciplinaries (57.1%), and grievances (33.5%) in 2020/21 is much higher than the percentage of B.A.ME. staff at ARU for 2021/21 (16.9%).	NEW W5.11	Explore reasons for over-representation of B.A.ME. staff involved in disciplinaries and grievances procedures.	Conduct further analysis to understand reasons why B.A.ME. staff are overrepresented in disciplinary and grievance data compared to White staff.	Production of report identifying potential reasons and actions to rectify as appropriate.
				Ensure all those involved in grievance and disciplinary processes attend new EDI Training for staff and Unlearning sessions.	50% attendance from HRBP team on both programmes by March 2024, 100% attendance by March 2025. Any new starters in HRBP team will be signposted to both programmes during onboarding.

NE W	RE C	W6 GOAL: Tackle disadvantage and bias identified at specific points through the student lifecycle

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		Reduced enrolment of B.A.ME. students over a 3-year period	NEW W6.1	Representation and fair access in student recruitment and outreach activities.	Ensure pre-entry marketing and communications materials showcase the breadth of diversity at ARU. Ensure Recruitment and Outreach activities are inclusive of and specifically target prospective B.A.ME. students.	Balanced growth across all ethnic groups for applicants with stable proportions across the board in line with appropriate regional and sector benchmarks. Maintaining around 35% BAME as a target, given that we are around 10% higher compared to benchmark group
		Opportunity to focus/redevelop existing transition into HE practices on specific subjects to better support International B.A.ME. students.	NEW W6.3	Review and ensure initiatives to promote transition into HE, belonging and success are tailored to subjects with higher numbers of B.A.ME. International students. Refer to Ed AP action 9.4.	Identify subjects to focus on, like Business and Management, Engineering and Technology, Computing, and Subjects Allied to Medicine, where higher numbers of International students. Develop/Tailor transition initiatives for implementation. Evaluate data to assess successful interventions	Increase in B.A.ME. International students who would recommend ARU to others, as evidenced through repeated REC Student Survey.

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		Low proportions of Asian students on the London campus.	NEW W6.4	Examine the disproportionately low representation of Asian students on the London campus, especially with regards to Indian students.	Examine potential reasons for the lower representation of Asian ethnicity students.	Report to appropriate committee with recommendations for responsive action.
		Students report incidents of racism while on placement	NEW W6.6	Programme of work to better understand experiences of racism of our B.A.ME. students while on placement.	Programme of work developed in partnership with placement providers. Pilot a placement student forum in HEMS to gather greater understanding of student experiences. Actions developed to tackle racism on placement.	Improved understanding of experiences of racism while on placements and trends/patterns identified.
						Anonymous reporting form adapted to track scale of the issue.
						Responsive actions identified and implemented through consultation with students on placement courses and placement providers.
						50% reduction in mention of racism in placement on repeated REC survey.
		Growing UK ethnicity awarding gaps (First-degree, full & part-time)	NEW W6.7	Investigate the reasons for our growing UK first-degree ethnicity	Identify actions to tackle UK first-degree Black/white and	Responsive actions identified from the investigation.

			awarding gaps between Black/white and B.A.ME./white. Design and implement appropriate responsive actions (University, faculty, subject and school levels).	B.A.ME./white award gaps through learning from faculties like SE and AHSS. Arrange awarding gap vision visits with the top 3 performers within our benchmark group on Black/white gap to understand their approach. Review and revision of actions as part of the annual performance monitoring processes within faculties and schools.	KPI: Average UK first-degree B.A.ME./white gap in ARU's benchmark group at 12.9% in 20/21. Aim to over the period of the Bronze award from 19.4% to 13% (aligned with the ARU's sector benchmark group) Average UK first-degree Black/white gap in ARU's benchmark group at 17.8% in 20/21. Aim to reduce gap over the period of the Bronze award from 25.3% to 14.2% (aligned with our APP KPI end-point target).
		NEW W6.8	1sts Ethnicity Awarding Gaps identified	Establish regular monitoring of the Firsts Awarding gap between B.A.ME. and white students at course level as BAU. Links to action F3.1.	Regular monitoring of Firsts Ethnicity Awarding Gaps established at SSSG.
		NEW W6.10	Concerning progression (employability) gap between white ethnicity groups: Black, mixed, and other.	Investigate why ethnicity progression gaps are growing and identify appropriate responsive actions.	Significantly reduce our progression gap between white/Black, white/mixed and white/other over the next four years.	KPI: Ensure that ARU's progress (employability) gap across all four ethnicity groups is not higher than ARU's Benchmark group prior to the Bronze award (Graduate Outcome Survey 2027).

Note: the "1sts Ethnicity Awarding Gaps identified" and "Concerning progression..." entries appear in the first content column; the NEW W6.8 / NEW W6.10 codes appear in a preceding column.

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