

Race Equality Charter Achievement Plan 2023-2028

Introduction

This Achievement Plan – named to emphasise our focus on impact and not just action – has been co-created by our SAT, leaders and key stakeholders from across the University who are responsible for delivering the actions we are committing to.

To ensure our commitments are SMART and will progress, this plan aligns with the EDI Strategy, People & Organisational Development (P&OD) Strategy (operationalised and delivered, in part, through the P&OD Transformation Programme, improving operations and systems), Researcher Development Concordat, Teaching and Learning Action Plan and Access and Participation Plan (APP). This reflects the embedding of race equality and EDI in Faculties and across Professional Services, and in our core business areas of Research, Teaching, Learning and Students, and Social Responsibility.

Many of the actions directly align to the priority themes that were agreed following the Staff Survey 2022: Organisational Change; Leadership; Workload; Wellbeing; Bullying, Harassment and Discrimination; and Communications within the University, demonstrating a coherent institutional approach.

Finally, many of the actions in our Race Equality Charter plan will also feature in our commitments made in our Athena Swan, Stonewall, and Disability Confident submissions later in 2023, reflecting our intersectional awareness and commitment to progress and equity for all.

Targets

- Targets related to consultation are largely dated for 2026, relating to the Staff Survey which is due to run in 2024 and 2026
- Targets related to staff and student data are largely dated for 2027, related to our next REC submission in 2028
- Targets related to students align with the 2020-24 APP. We are submitting our next APP in 2024. Relevant targets from the APP will be added to student objectives below so success measures are aligned, once our APP is signed off by the Office for Students
- Targets related to staff profile are taken from the APR and commitments made in *Our Future* and to the Board of Governors. Year-on-year progress will be monitored through the APR to enable ongoing evaluation of the impact of actions taken, with actions to be updated as necessary.

Overview of EDI strategic priorities and REC objectives:

Diversity and equity across our community	Inclusive Practice	Inclusive Environment and Practice	Enabling progress with race equality
<p>Objective 1: Increase representation of staff from ethnic minority backgrounds by enhancing our recruitment policy, practice and processes to advance diversity and inclusion</p>	<p>Objective 4: Develop and accelerate our pipeline of all staff from ethnic minority backgrounds to ensure proportionality at lower grades and increased representation at more senior levels, taking a planned talent development and management approach to support development and progression</p>	<p>Objective 8: Create a more inclusive, anti-racist and ‘call it out’ culture through awareness raising, capacity building, training and development for all, including managers and leaders</p>	<p>Objective 12: Enhance self-assessment processes to ensure representation, recognition, transparency and accountability for progress with race equality</p>
<p>Objective 2: Increase representation of undergraduate students from ethnic minority backgrounds, with specific focus on Home students and students of Black heritage</p>	<p>Objective 5: Develop and accelerate our pipeline of PS staff from ethnic minority backgrounds to ensure proportionality and progression at lower grades and increased representation at Grade 7 and above, taking a planned talent development and management approach to support development and progression</p>	<p>Objective 9: Equitable recognition and reward for staff, where all feel valued and included, regardless of ethnicity</p>	<p>Objective 13: Enhance data insights and improve consultation processes to better understand staff and student experiences and issues, to ensure targeted, evidence-based actions which can be assessed for impact</p>
<p>Objective 3: Increase representation of postgraduate students from ethnic minority backgrounds, with specific focus on UK students and students of Black heritage</p>	<p>Objective 6: Develop and accelerate our pipeline of academic and research staff from ethnic minority backgrounds to ensure proportionality at lower grades and increased representation at Senior Lecturer and Research Fellow and above, taking a planned talent development and management approach to support development and progression</p>	<p>Objective 10: Increase trust in procedures for addressing bullying, harassment and discrimination to support dignity at our place of work and study</p>	
	<p>Objective 7: Develop and deliver data-driven risk-based interventions to increase progression/reduce non-continuation rates for students from ethnic minority backgrounds, reduce attainment gaps and foster a sense of belonging to improve equity of progression, attainment and graduate outcomes for all</p>	<p>Objective 11: Understand and connect with our history, context and community</p>	

Rationale (issue and evidence)	Actions to address the issue and meet the objective	Action owner	Timeframe (start/end date, when impact will be measured)
Diversity and equity across our community (EDI Strategy Priority Two)			
Objective 1: Increase representation of staff from ethnic minority backgrounds by enhancing our recruitment policy, practice and processes to advance diversity and inclusion SLT Objective Owner: Director of People and Organisational Development			
Academic and research staff: 23.4% of academic and research staff are BAME (Table 9) with underrepresentation of: <ul style="list-style-type: none"> • UK BAME academic and research staff (14.1% all UK staff) (Table 9) • Black academic and research staff (2.1%, n=110), particularly from Black or Black British Caribbean backgrounds (0.2% all and researchers, n=9), and at Senior Research Fellow (0) and Professor level (0.6%, one Black female Professor) (Tables 11-13) • BAME staff at Senior Research Fellow (13.5%, n=5), Senior Lecturer (14.4%, n=110), Reader (18.2%, n=30) and Professor (11.2%, n= 100) levels, and overrepresentation at lower levels 	1.1. Implement the recommendations of the Inclusive Recruitment Review, including: <ul style="list-style-type: none"> • Review JD formatting to make sure they are accessible • Recommend the diversification of recruitment panels in recruitment training (see 1.2) • Targeted adverting, for example job sites for diverse groups, African, Asian, Caribbean, Jewish print media, community radio, linked with strategic marketing as part of the scoped Employer Value Proposition • Positive action statements of job adverts • Encourage applicants to disclose demographic information by providing clear guidance to explain how data is used and can be used for positive action • Scope pilot activity for anonymising applications at Grade 7 and above • Impact assess the impact of essential recruitment and selection training on panel behaviour and recruitment outcomes, and modify training content as necessary • Decide how to provide information to recruiting managers to ensure panellists have done essential training • Recruitment to all senior roles to include executive search agencies contracts that mandate diverse applicant pools, including internal senior leadership roles. 	Head of P&OD Operations and Reward	SLT to receive recommendations by November 2023 Implementation by July 2024 Review impact via APR 2025, then annually

<p>and in teaching-only roles (30.4%, n=120) (Table 11 and Fig. 13)</p> <ul style="list-style-type: none"> 9.4% female Professors are BAME and 11.6% female Readers are BAME (Table 13) 	<ul style="list-style-type: none"> Promote JobTrain functionality enabling recruiting managers to see summarised, anonymised diversity information for the applicant pool and shortlist to support positive action in diverse shortlisting, with improvements to the diversity of shortlists seen after implementation. 		
<p>BAME applicants to academic and research roles are less likely to be shortlisted (11% rate) or appointed (2.2%) than White applicants (24.3% and 6.3%) (Table 36)</p> <p>This drop-off at shortlisting occurs in all Faculties but is most apparent in FBMH (14% White/BAME differential in shortlisting rate and 5.7% differential in success rate) (Fig. 26-28).</p>	<p>1.2. Develop and fully implement training and monitoring for diverse recruitment panels (as this has not been rolled out fully):</p> <ul style="list-style-type: none"> Develop guidance for recruiting managers to negate tokenism Provide guidance to areas with a lack of diversity on diversifying panel membership by inviting panel members from others areas, lower grades and BAME Staff Network. Scope working with, students as partners, public and voluntary sectors to increase the size and diversity of the pool of panel members Ensure at least one BAME panellist for all academic and PS leadership roles (Grade 7 and above) 	<p>Head of P&OD Operations and Reward</p>	<p>Start by July 2023</p> <p>Rollout by July 2024</p> <p>Review impact by July 2025</p>
<p>PS staff:</p>	<p>1.3. Implement monitored recruitment processes for internal leadership positions (which don't use JobTrain, therefore no tracking or accountability of process or diversity of pool, shortlist or appointments) to enable transparent reporting, EDI oversight and consistent remuneration for equivalent leadership roles.</p>	<p>Head of P&OD Operations and Reward</p>	<p>Rollout by December 2023</p> <p>Review impact by July 2025</p>
<p>16% of PS staff are BAME but some Directorates have little or no BAME representation (Table 20a-c)</p> <p>Underrepresentation of BAME PS staff compared to the City of Manchester from Grade 2 upwards (25.8% compared to 33.3%), compared to Greater Manchester from Grade 4 upwards (15.2% compared to 16.2%), with significant underrepresentation at Grade 7 and above (10.1% Grade 7</p>	<p>1.4. Scope and embed appropriate workload allocation for Inclusive Recruitment Ambassadors in FBMH. Recruit, train and pilot these Ambassadors in recruitment to academic and PS roles across the Faculty.</p>	<p>FBMH P&OD Partners</p> <p>FBMH Dean</p> <p>FBMH Director for Faculty Operations</p> <p>FBMH Associate Dean for EDI</p>	<p>Pilot by July 2024</p> <p>Evaluate by December 2024</p> <p>If successful, rollout by April 2024</p> <p>Review impact by December 2024, then annually</p>

<p>(n=75), 4.9% Grade 8 (n=10), 4.1% Grade 9 (n=5)) (Table 21)</p> <p>Underrepresentation of BAME females at 9 (2.1% all Grade 9) (Table 23)</p> <p>BAME applicants to PS roles are less likely to be shortlisted (9.2% rate) or appointed (1.5%) than White applicants (18.7% and 3.5%) (Table 43)</p> <p>Consultation:</p> <p>65% REC survey respondents (64% ethnic minority respondents) agreed that the University undertakes recruitment and selection fairly and transparently.</p> <p>BAME focus group attendees reported experiencing microaggressions from interview panels and commented on a lack of diversity on recruitment panels and the negative impact this can have for BAME candidates.</p>			
<p>Objective 1 Measures of Success</p> <p>Targets:</p> <p>Academic and research staff: Year-on-year increase in the number and proportion of BAME staff in academic and research positions at all levels, to reach targets of:</p>			

- **24% BAME at Senior Lecturer and Reader level** (up from 14.4% and 18.2%) by 2027
- **17% BAME at Professor level** (up from 11.2%) by 2027
- **17% BAME female Professors and 24% BAME female Readers** (up from 9.4% and 11.6%) by 2027
- **At least 50% increase in the representation of Black academics and researchers** at all levels, up from 3.2% (n=35) at Lecturer level and 0.6% (n=5) at Professor level by 2027
- **At least one-third Black Professors and Black Readers to be female** (up from 20% and 0%) by 2027
- **Year-on-year narrowing in the differential shortlisted and success rates** between White and BAME applicants with the aim of achieving no statistical difference by 2027, at University level and across all Faculties.

PS staff:

Year-on-year increase in the number and proportion of BAME staff in PS positions at all levels, to reach targets of:

- **At least 19% BAME at Grades 4, 5 and 6** (up from 15.2%, 15.6% and 14.5%, maintaining ~4% growth since 2017), and to be proportionate or above BAME representation in Greater Manchester by 2027
- **% BAME at Grade 7, 8 and 9 to match Grade 6 or representation across Greater Manchester**, whichever is higher (currently 14.5% and 16.2%), up from 10.1%, 4.9% and 4.1% and equal representation of BAME females and males at Grade 9 by 2027
- **Year-on-year narrowing in the differential shortlisted and success rates** between White and BAME applicants with the aim of achieving no statistical difference by 2027

Consultation:

At least 75% REC survey respondents agree that the University undertakes recruitment and selection fairly, with no ethnicity difference in levels of agreement by 2026

Outputs:

- Policy, process, systems related to actions improved (monitoring panel training and composition, regular use of diverse advertising channels, implementation and evaluation of IRR recommendations)
- Systems development enabling anonymised applications and access to summarised, anonymised diversity information for the applicant pool and shortlist
- Embedded systems for monitoring of demographic data for internal recruitment processes, including leadership roles
- Audit/review of process improvements through key success measures in line with P&OD strategy and Transformation Programme goals (for example, recruitment timeframes)
- FBMH Inclusive Recruitment Ambassadors

Objective 2: Increase representation of undergraduate students from ethnic minority backgrounds, with specific focus on Home students and students of Black heritage SLT Objective Owner: Vice-President for Teaching, Learning and Students			
<p>Differential offer rates across ethnic groups – 50% White, 34.6% BAME, 28.3% Black (Table 47)</p> <p>All Faculties have White/Black offer rate gaps of above 17% (FBMH – 17.7%; FHUM – 19.8%; FSE – 23.3%) (Table 48 and Fig. 39)</p> <p>Underrepresentation of:</p> <ul style="list-style-type: none"> UK Black students compared to the sector (2.7%, 5.8%), with lowest representation in FSE (3%) (Tables 49, 50, 53) Black or Black British Caribbean students compared to Black or Black British African students (Table 49) Black males (36.2% all Black undergraduates, 63.8% female) (Table 54) <p>Current gap in representation between students from POLAR 4 Q4-5 and Q1 of 5:1 ratio (APP)</p> <p>Overrepresentation of non-UK Chinese undergraduates (one-third of all BAME students and 16% total)</p>	<p>2.1. Identify the reasons behind differential offer rates and any barriers affecting offer rates between Black, BAME and White applicants, including the impact of different selection measures. Undertake systems improvements to understand which stage applicants are unsuccessful at and why, to inform actions.</p>	Head of Student and Academic Services	<p>Start by September 2024</p> <p>Complete July 2028</p> <p>Review impact December 2025, then annually</p>
	<p>2.2. Align current outreach and access initiatives with the OfS APP priorities to raise aspiration and provide support for attainment and applications. Target support and initiatives at groups underrepresented in our student profile, including Black and Black Heritage young people, as part of improvements to our Manchester Access Programme and other Access Manchester schemes.</p>	Head of Student and Academic Services	<p>Start by October 2023</p> <p>Complete July 2024</p> <p>Review impact December 2025, then annually</p>
	<p>2.3. Develop an approach to contextualised admissions, including analysis by ethnicity, that enables the University to acknowledge social barriers to access and assesses how many applicants require the reduced conditions of a contextual offer.</p>	Head of Student and Academic Services	<p>Start by October 2023</p> <p>Complete July 2025</p> <p>Review impact December 2025, then annually</p>
	<p>2.4. Identify programmes and/or disciplines with an underrepresentation of Black and Black Heritage students and/or applicants (compared to sector benchmarks) and take measures to identify rationale for this, including marketing, targeted access activities, bursaries, and student support.</p>	Head of Student and Academic Services	<p>Start by October 2023</p> <p>Complete July 2025</p> <p>Review impact December 2025, then annually</p>
	<p>2.5. Establish clear evaluation and monitoring of recruitment and admissions practices to support access for widening participation applicants (including BAME students), including conversion activity, use of targeted bursaries and scholarships</p>	Head of Student and Academic Services	<p>Start by September 2024</p> <p>Complete July 2028</p>

undergraduate population) compared to much smaller numbers of non-UK students from other domiciles (Table 49)	and financial support for pre-entry interviews. Review data and evaluation twice during each academic cycle to determine impact and solutions taken.		Review impact December 2025, then annually
	2.6. DSE Student Diversification Project to diversify our international student intake and overall student profile by developing other markets, setting School-level targets by geography, and tailoring scholarships to market need.	Head of International Development	Project implemented by July 2024 Monitor impact by December 2024, then annually
<p>Objective 2 Measures of Success</p> <p>Targets:</p> <ul style="list-style-type: none"> • Ratio of representation of students from Q5:Q1 of 3:1 (667 students from POLAR 4 Q1) by July 2025 • Targets for access will be set in our institutional Access and Participation Plan, which will be submitted for approval in Spring 2024 using the Office for Students Equality of Opportunity Risk Register. REC targets will be updated accordingly for alignment. <p>Outputs:</p> <ul style="list-style-type: none"> • Robust monitoring systems for offer making (including contextual admissions) and tracking reasons for rejection by protected characteristic, with relevant actions to address differential offer rates implemented and evaluated • Targeted outreach and access initiatives at University and discipline level based on underrepresentation of students from particular ethnic groups • Clear monitoring and evaluation processes and mechanisms aligned with APP 			
<p>Objective 3: Increase representation of postgraduate students from ethnic minority backgrounds, with specific focus on UK students and students of Black heritage SLT Objective Owner: Vice-President for Research and Vice-President for Teaching and Learning</p>			
<p>Underrepresentation of:</p> <ul style="list-style-type: none"> • UK BAME PGTs (7.2% of all PGTs) and PhD students (8.9%) compared to 11.8% representation of UK BAME 	3.1. FSE to pilot the standardised PGR recruitment process to remove bias to support diversity of the application and shortlisted pool and pipeline. Evaluate the impact of the process changes following the pilot and consider wider rollout if successful.	FSE Associate Dean for PGR FSE Associate Dean for EDI	Pilot complete and evaluated by July 2024 Rollout by September 2024 Review impact December 2025, then annually

<p>postgraduates at all levels in the sector (Table 61, 66, 50)</p> <ul style="list-style-type: none"> UK BAME postgraduates from across ethnic groups compared to non-UK students (for example, 355 UK Asian PGTs compared to 5,490 non-UK Asian PGTs (Table 61, 65, 66)) Black postgraduates at all levels (2% HESA figure) compared to 3.7% representation in the sector (Table 50) Black Caribbean PGT students compared to Black African students (Table 61) 	<p>3.2. Continue to rollout PhD scholarships for Black and BAME students in all Faculties.</p> <p>Scope and progress monitoring of the uptake and impact of targeted scholarships on diversifying the PhD profile, reviewing eligibility criteria as necessary.</p> <p>Review current internally-funded schemes such as the Presidential Doctoral Scholarships to inform future targeted scholarships including those with an intersectional focus where evidence highlights underrepresentation.</p>	<p>Associate Deans and Faculty Managers for PGR in FBMH, FHUM and FSE</p> <p>Associate Vice-President for Research</p>	<p>Rollout by September 2023</p> <p>Monitor uptake by July 2024</p> <p>Review impact (and criteria) by December 2024, then annually</p> <p>Recommendations of future scholarships made by February 2025 ahead of 2025/26 budget year</p>
	<p>3.3. Work with Student Partners to explore current barriers for BAME students progressing from UG to PG study, and develop and deliver targeted activity to support UG progression to PG for Black heritage and BAME students.</p>	<p>Head of Student Access, Employability, Success and Development</p>	<p>Schemes developed and targets set by July 2024</p> <p>Review impact by July 2025, then annually</p>
	<p>3.4. Explore the expansion of the Equity and Merit scholarship scheme to include the Caribbean islands to address the underrepresentation of Black Caribbean PGT students.</p>	<p>Vice-President of Social Responsibility</p>	<p>Explore by July 2024</p> <p>If rolled out, implement for entry 2025/26, then annually</p> <p>Review impact December 2025, then annually</p>

Objective 3 Measures of Success

Targets:

- Year-on-year increase in the number and proportional representation of UK **BAME PhD students to reach target of 9.8%**, in line with current Russell Group representation by 2027/28
- Year-on-year increase in the number and proportional representation of **Black PhD students to reach target of 3.7%**, in line with current sector representation by 2027/28

<p>Outputs:</p> <ul style="list-style-type: none"> • Implementation and evaluation of FSE PGR standardisation pilot. Wider rollout in FSE and/or across the University if recommended following the pilot • Evaluation of PhD scholarships for Black students leads to an increase in representation • Initiatives to support UG progression to PG study for BAME and Black heritage undergraduates

Inclusive Practice (EDI Strategy Priority Three)

Objective 4: Develop and accelerate our pipeline of all staff from ethnic minority backgrounds to ensure proportionality at lower grades and increased representation at more senior levels, taking a planned talent development and management approach to support development and progression
SLT Objective Owner: Director of People and Organisational Development

<p>Representation of academic, research and PS staff:</p> <p>Underrepresentation of:</p> <ul style="list-style-type: none"> • Black academic and research staff (2.1%, n=110), particularly from Black or Black British Caribbean backgrounds (0.2% all and researchers, n=9), and at Senior Research Fellow (0) and Professor level (0.6%, one Black female Professor) (Tables 11-13) • BAME staff at Senior Research Fellow (13.5%, n=5), Senior Lecturer (14.4%, n=110), Reader (18.2%, n=30) and Professor (11.2%, n= 100) levels, and overrepresentation at lower levels 	<p>4.1. Conduct a review of all development programmes for staff from ethnic minority backgrounds (and other underrepresented groups) to establish which are most impactful and effective and deliver a return on investment. Use recommendations to change or reaffirm the offering, securing funding in annual budgets and increasing places to 30% where possible.</p>	<p>Director of Organisational Development</p> <p>Lead EDI Partner/Chartermark Coordinator</p>	<p>December 2023</p> <p>Recommendations made to inform budget setting for 2024/25</p>
	<p>4.2. Develop wrap-around support for participants of development programmes before, during and after participation to ensure programmes are accessible and inclusive of staff at all career stages and in all job roles:</p> <ul style="list-style-type: none"> • Align recruitment cycles for programmes where possible for clearer signposting • Information sessions on programmes for potential applicants for clarity on what programmes entail and application support • During participation, provide regular touch-points for support and feedback • Signpost to complementary opportunities such as mentoring and coaching and/or provide access to specialist external mentors and coaches • Provide opportunities for networking and visibility such as profiles on Staffnet and meetings with senior leaders 	<p>Director of Organisational Development</p> <p>Lead EDI Partner/Chartermark Coordinator</p>	<p>Start by December 2023</p> <p>Complete by July 2024, then ongoing</p> <p>Review impact via feedback and promotions data by September 2025</p>

<p>and in teaching-only roles (30.4%, n=120) (Table 11 and Fig. 13)</p> <ul style="list-style-type: none"> 9.4% female Professors are BAME and 11.6% female Readers are BAME (Table 13) 	<ul style="list-style-type: none"> Enhanced guidance for line managers on their own role in actively supporting participants during and after programme and refreshing EDI training if necessary After completion, provide internal senior sponsored projects for participants to have opportunities to put learning into practice and raise profile internally. Use existing models such as DSE Future Leaders. 		
<ul style="list-style-type: none"> BAME PS staff at Grade 7 and above (10.1% Grade 7, 4.9% Grade 8, 4.1% Grade 9) (Table 21) 	<p>4.3. Increase the pool of BAME mentors and coaches in line with staff profile. Positive action to increase engagement of mentors from UoM alumni – for example, partnering with external organisations to develop internal coaches and mentors from BAME communities or to provide access to external coaches and mentors from BAME backgrounds (e.g. 100 BWPN coaches) where necessary.</p>	<p>L&OD Partner</p> <p>EDI Partner</p>	<p>Start by December 2023</p> <p>Review impact June 2024, then annually</p>
<ul style="list-style-type: none"> Black PS staff compared to the City of Manchester from Grade 2 upwards (4.3% compared to 8.6%) and compared to Greater Manchester from Grade 6 upwards (2.3%, 1% at Grade 8 and 9) (Table 21 and Fig. 9). BAME females at Grade 9 (2.1% all Grade 9) (Table 23). BAME staff on key decision-making committees – 11.9% across central and Faculty leadership committees and 13.3% on University committees only (Table 29-32a-b). 	<p>4.4. Contracts Working Group to:</p> <ul style="list-style-type: none"> Reduce the use of fixed-term contracts (FTCs) and the overrepresentation of BAME staff on FTCs Monitor the impact of the policy change to automatically change those on a fixed-term contract(s) for four years to an open-ended contract, reviewing data by ethnicity and other demographic information. Scope impact of policy expansion for those with FTCs for two and three years. Explore options for more flexible contracts, especially for E&F, where people report ‘feeling stuck’ on part-time contracts. 	<p>Head of P&OD Operations and Reward and Deputy Director of P&OD (Chairs of Contracts Working Group)</p> <p>Assistant Director of Estates and Facilities</p>	<p>Contracts working group commenced by January 2024</p> <p>Action implemented by January 2025</p> <p>Review impact by July 2025, then annually</p> <p>Policy monitoring systems implemented by December 2023 and review impact by August 2024, then annually</p>
<p>Overrepresentation of BAME staff on fixed-term contracts:</p>	<p>4.5. Evaluate and monitor the impact of the FSE Diversifying Leadership Secondments in supporting ethnically diverse staff into leadership roles and committees.</p> <p>Rollout if pilot is successful. Use other initiatives such as partnership with the Black United Representation Network and strategic support</p>	<p>FSE Associate Dean for EDI</p> <p>Director of EDI</p>	<p>Pilot by July 2025</p> <p>Rollout by July 2026</p> <p>Review impact by July 2027</p>

<ul style="list-style-type: none"> 30% BAME PS staff on FTC (22.8% total) 61.3% BAME academic and research staff on FTC (48.8% total) (Tables 15 and 25) <p>Higher BAME academic and research staff turnover rates (21% BAME, 11.5% White) (Table 17)</p> <p>Engagement with and access to opportunities:</p> <ul style="list-style-type: none"> 67% all staff (65% BAME) agreed that there are opportunities for them to develop in their role (REC survey) 75% total agree that ‘people with backgrounds like mine can succeed here’ but 60% for BAME respondents (Staff Survey, Table 7) Only 9% PS attendees on management and leadership programmes were BAME Small underrepresentation of BAME mentors compared to staff profile Focus groups highlighted BAME staff feeling stuck, that development opportunities are not allocated transparently, and participants on development 	<p>for National Teaching Fellowships to develop diverse talent pools for leadership committees and provide opportunities to gain experience of being part of strategic and leadership groups.</p>	Associate Vice-President for Teaching, Learning and Students	
	<p>4.6. Develop enhanced guidance to make clear the expectation that all staff can and should undertake up to 10 days per year (pro rata) for CPD, including assignments, mentoring, courses, reading/research, conferences etc. This will align with the University’s commitment to enable researchers to take 10 days per year in line with the Researcher Development Concordat. Guidance will form part of resources on PDRs and career conversations.</p>	<p>Director of Organisational Development</p> <p>Policy Manager</p> <p>Researcher Development Manager</p>	<p>Start by January 2024</p> <p>Pilot by July 2024</p> <p>Rollout by January 2026</p> <p>Review impact January 2027</p>
	<p>4.7. Review and develop policy and processes for equal access to training funding for external opportunities including transport to opportunities and funding to cover costs for additional care for dependents.</p>	<p>Director of Organisational Development</p> <p>Policy Manager</p> <p>Researcher Development Manager</p>	<p>Policy in place in line with FY 2024/24</p> <p>Review impact January 2026</p>
	<p>4.8. Monitor uptake of categories of L&OD provision by EDI demographic and area to evaluate equity of access and engagement and to establish if provision, awareness and guidance are effective in encouraging engagement from all staff groups. Uptake summary and key recommendations to be shared with EDI and P&OD Committees annually.</p> <p>Where monitoring suggests unequal access through underrepresentation on L&OD programmes, explore data on where these staff are and aren’t coming from and ensure that managers are focused on conscious inclusion.</p>	<p>Director of Organisational Development</p>	<p>System implementation included in P&OD Transformation programme scheduled for 2025</p> <p>Review impact January 2027</p>
	<p>4.9. Simplify and enhance PDR guidance and processes, with low-tech improvements rolled out from 2023-2025, building towards</p>	<p>Director of Organisational Development</p>	<p>PDR enhancements pilot started in May 2023</p>

<p>programmes wanted ongoing opportunities.</p> <p>PDRs:</p> <ul style="list-style-type: none"> 65% Staff Survey respondents had a PDR or probation review in the last 12 months, but this dropped to 53% for Black respondents and 55% for those from other ethnic backgrounds (Staff Survey, Table 37) 71% found their PDR/probation review useful Only 7% those who completed PDR reviewer training were academics <p>E&F focus group attendees reported not having PDRs</p>	<p>an effective, integrated solution as part of the P&OD Transformation programme. Improvements to include:</p> <ul style="list-style-type: none"> Revised guidance notes Refreshed training Team briefings and information drop-ins Strategic communications Gathering feedback on changes <p>Targeted action:</p> <ul style="list-style-type: none"> Engage with managers and reviewees in areas where there is a higher proportion of staff from ethnic groups with the lowest reported uptake, taking a data-driven approach Work undertaken between Estates and Facilities managers and P&OD to adapt the PDR model for frontline staff to embed annual PDRs and regular career conversations Engage with academic and research managers through management training (L&OD and local programmes such as the FSE academic line managers programme), handbooks and meetings/briefings to increase PDR uptake and reviewer training uptake. 		<p>First phase complete by April 2024</p> <p>Monitor uptake and feedback via focus group and semi-structured interviews throughout pilot phase and seek approval for go-live during academic year 2024/25</p> <p>Review impact in Staff Survey in 2024 and 2026</p>
	<p>4.10. Develop surveys to enable check-ins for new staff on experiences of recruitment, induction and probation to support retention and development, leading to local and University-level action. Data and insights to feed into existing people management data reports.</p>	<p>Policy Manager</p> <p>Head of Colleague Experience</p> <p>Head of Workforce Planning</p>	<p>Survey developed and launched by October 2023</p> <p>Monitor uptake and feedback via live online results dashboard by April 2024, then at least biannually</p>
<p>Objective 4 Measures of Success</p> <p>Targets:</p> <p>Representation of academic, research and PS staff: Year-on-year increase in the number and proportion of BAME staff in academic and research positions at all levels, to reach targets of:</p>			

- **24% BAME at Senior Lecturer and Reader level** (up from 14.4% and 18.2%) by 2027
- **17% BAME at Professor level** (up from 11.2%) by 2027
- **17% BAME female Professors and 24% BAME female Readers** (up from 9.4% and 11.6%) by 2027
- **At least 50% increase in the representation of Black academics and researchers** at all levels, up from 3.2% (n=35) at Lecturer level and 0.6% (n=5) at Professor level by 2027
- **At least one-third Black Professors and Black Readers to be female** (up from 20% and 0%) by 2027

Year-on-year increase in the number and proportion of BAME staff in PS positions at all levels, to reach targets of:

- **At least 19% BAME at Grades 4, 5 and 6** (up from 15.2%, 15.6% and 14.5%, maintaining ~4% growth since 2017), and to be proportionate or above BAME representation in Greater Manchester by 2027
- **% BAME at Grade 7, 8 and 9 to match Grade 6 or representation across Greater Manchester**, whichever is higher (currently 14.5% and 16.2%), up from 10.1%, 4.9% and 4.1% and equal representation of BAME females and males at Grade 9 by 2027

Retention, progression and representation:

- Improve progression rates (in a role one grade higher or promoted) for alumni of development programmes including 100 BWPN, Stellar HE (25%) and Inclusive Advocacy (27%) to **40%**, and Aurora (46%) to at least **50%** (with no ethnicity difference) by 2027
- **18% BAME representation across central and Faculty leadership committees and 19% across University committees** by 2027 (50% increase with year-on-year progress)
- **Reduction of 10% in overall use of fixed-term contracts and those held by BAME staff** per staff group by 2027, with more specific targets to be set by the Contracts Working Group by April 2024
- **Reduce BAME academic and research staff turnover rate to 16% or below** (at least 25% reduction) (linked with reducing use of FTCs)

Engagement with and access to opportunities:

- **85% all staff** agree that there are opportunities for them to develop in their role with no ethnicity difference by 2026
- **85% all staff** agree that 'people with backgrounds like mine can succeed here' with no ethnicity difference by 2026
- **100% increase in BAME PS attendees on management and leadership programmes to at least 18%** of total participant numbers by 2027
- Increased pool of BAME mentors and coaches – **24% BAME academic and research mentors and coaches, 17% BAME PS mentors and coaches by 2027**

<p>PDRs</p> <ul style="list-style-type: none"> • All staff had a PDR or probation review in the last 12 months with no ethnicity difference (reported via the Staff Survey and PDR reporting) • All found their PDR/probation review useful with no ethnicity difference (reported via the Staff Survey) <p>Outputs:</p> <ul style="list-style-type: none"> • Evidence-based offering of leadership development programmes with clear and inclusive routes to access and funding in place in annual budgets. • Wrap-around support and further opportunities for alumni of leadership development programmes for ethnic minority staff, creating opportunities and pathways to leadership positions. • Clear guidance on access to and funding for training and development opportunities to ensure equity of opportunity. • Enhanced PDR processes to support individual development and drive organisational performance, with annual monitoring of uptake by staff group and protected characteristic. • L&OD uptake data by ethnic group reported annually. • Staff experience insights gathered through induction, probation and exit surveys and relevant action taken from results.
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Objective 5: Develop and accelerate our pipeline of PS staff from ethnic minority backgrounds to ensure proportionality and progression at lower grades and increased representation at Grade 7 and above, taking a planned talent development and management approach to support development and progression
SLT Objective Owner: Director of People and Organisational Development

<p>As above (see Objective 4).</p> <p>Future Leaders Graduate Programme - 33% shortlist and 40% successful were BAME for 2023 programme.</p> <p>26.7% BAME representation at apprentice level but no BAME males (Tables 21 and 23).</p> <p>Low representation of BAME female PS participants on the women’s</p>	<p>5.1. Future Leaders Graduate Programme:</p> <ul style="list-style-type: none"> • Evaluate the programme after Year 1 to inform necessary changes • Take proactive steps to increase applications and success of applicants from ethnic minority backgrounds following Year 1 recruitment, including follow-up support for unsuccessful applicants and information sessions through the Careers Service • Monitor annual recruitment data following changes from 2025 for 2025/26 entry • Monitor progression and destination data through tracking and cohort feedback during the programme and at the end (three cohorts of funding currently in place so all participants will complete within six years). 	<p>L&OD Partner</p>	<p>Evaluate Year 1 by September 2024</p> <p>Recruitment support by December 2024, then in 2025</p> <p>Monitor progression and destination data and feedback from September 2023-September 2029</p>
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<p>Career Accelerator programme (7%) and internal Women into Leadership programme (10%).</p> <p>Consultation:</p> <ul style="list-style-type: none"> 30% PS staff from ethnic minority backgrounds agreed that they had been encouraged to apply for jobs at a higher grade compared to 43% from non-ethnic minority respondents (REC survey) Focus group attendees reported feeling stuck and being about to develop but not progress. 	<p>5.2. Embed EDI in the Apprenticeships strategy due to launch in 2023/24, including in recruitment. Monitor applications, successes, completion and progression from apprenticeships into the workforce by ethnicity and sex.</p>	<p>Head of Technical Skills and Development</p> <p>Apprenticeships Manager</p>	<p>Strategy launch by October 2023 with related action to follow</p> <p>Review impact by February 2025 (mid-way) and October 2026 (end point)</p>
	<p>5.3. Annual review of BAME representation for developmental opportunities like Manchester Graduate Talent and secondments, with take-up monitored and evaluated.</p>	<p>Head of Workforce Planning</p> <p>Head of Student Access, Employability, Success and Development</p>	<p>December 2023, then annually</p>
	<p>5.4. Support at least 100 local people each year (until at least 2025) from Greater Manchester into work through: our founding partnership with Manchester's Growth Company or the award-winning The Works initiative; our apprenticeship programmes; or employment and skills programmes with construction partners in the continued development of our campus.</p>	<p>Head of Social Responsibility and Civic Engagement</p> <p>Head of Workforce Planning</p> <p>Talent Acquisition Manager</p>	<p>Plans by December 2023</p> <p>Review staff data by August 2024, then annually</p>
	<p>5.5. Develop and rollout a Transferable Skills Framework across to provide equality of opportunity for progression to all PS roles and grades.</p>	<p>Head of Workforce Planning</p> <p>People & OD Specialist (Workforce Planning)</p>	<p>First draft ready for consultation and feedback by July 2023</p> <p>Full launch February 2024</p> <p>Review impact by July 2025, then ongoing</p>
	<p>5.6. Develop job families to highlight career pathways and offer more varied progression routes, increased workforce agility, and improved visibility of roles and skills requirements across PS.</p>	<p>Head of Workforce Planning</p>	<p>Job families launched incrementally from April 2024</p>

	Use work on job families to offer specific support and guidance on career planning to early career/Grade 1-4 PS staff. Deliver sessions targeted at staff with different protected characteristics, drawing on lived experiences and create relatable personas reflecting a diverse range of people.	People & OD Specialist (Workforce Planning) L&OD Partner	Job families complete by July 2025 Review impact by July 2026
	5.7. Following the successful pilot, Inclusive Advocates PS programme for BAME staff to be aligned with the academic and researcher scheme and delivered every two years, to engage at least 15 BAME PS staff and 15 academic and research staff in each cohort.	Director of EDI	Programme reviewed by July 2024 Rolled out September 2024, then biennially Review impact from September 2025, the biennially
	5.8. Use targeted invitation and marketing as well as the BAME Staff Network and open calls to double BAME PS staff uptake of management and leadership training programmes from 9% to 18%, and representation of BAME women on the WHEN Career Accelerator programme and similar development programmes for women in leadership positions from 10% to 20%.	L&OD Partner	September 2023 Review impact February 2024 Then annually
	5.9. Develop a targeted approach to engage staff without IT access (mostly Estates staff) to increase access to and engagement with development opportunities: <ul style="list-style-type: none"> • Obtain dedicated Estates and Facilities internal communications staff resource from 2023/24 to develop and deliver frontline staff engagement strategies • Develop targeted schemes for frontline staff including work shadowing, talent pools and personal development opportunities, building on successful initiatives such as the DSE scheme to develop IT and administration skills • Develop digital skills offer. 	Assistant Director of Estates and Facilities L&OD Partner Head of Workforce Planning	Start by July 2024 Pilot by July 2025 Rollout by July 2026 Review impact July 2027

Objective 5 Measures of Success

Targets:

- As above (see **Objective 4**).
- Future Leaders Graduate Programme - **50% shortlist and 50% successful BAME** in line with UG BAME representation in 2025
- **Apprenticeships – increase BAME representation to at least 30% annually, Black representation to 20%** and one-third female representation across ethnic groups
- **100 people recruited annually through local community recruitment schemes** including Manchester Growth Company, The Works, apprenticeships and/or construction partners
- **At least 20% BAME female PS attendees** on women’s management and leadership programmes by 2027
- **50% PS staff** agreeing that they had been encouraged to apply for jobs at a higher grade, with no ethnicity difference by 2026

Outputs:

- Monitoring of profile of staff on the Future Leaders Graduate Programme, Manchester Graduate Talent, secondments, The Works and related programmes
- Rollout of Inclusive Advocacy
- Apprenticeships strategy launched, monitored and evaluated
- Transferable Skills Framework launched, monitored and evaluated
- Targeted activities for PS staff Grade 1-4 and E&F staff.

Objective 6: Develop and accelerate our pipeline of academic and research staff from ethnic minority backgrounds to ensure proportionality at lower grades and increased representation at Senior Lecturer and Research Fellow and above, taking a planned talent development and management approach to support development and progression

SLT Objective Owner: Director of People and Organisational Development and Vice-President for Research

<p>As above (see Objective 4).</p> <p>Promotions:</p>	<p>6.1. Following review of leadership development programmes (see 4.1), commit to ongoing funding and take a targeted approach with these programmes, including 100 BWPN, StellarHE and Inclusive Advocates, to address pipeline drop-off points.</p>	<p>Director of Organisational Development</p> <p>Lead EDI Partner</p>	<p>Leadership programme review scheduled for autumn 2023.</p>
<p>BAME staff consistently have higher application rates (9.2%) than White staff (7.1%) but lower success rates (60% BAME, 70.6% White (10.6% gap in 2022) (Table 38)</p>	<p>6.2. Expand L&OD uptake and EDI monitoring dashboard in PowerBI to include training and development delivered by Researcher Development and ITL, to ensure consistent reporting, evaluate equity of access and engagement and inform targeted action.</p>	<p>Director of Organisational Development</p> <p>Researcher Development Manager</p>	<p>Dashboard development currently in progress, scheduled for</p>

<p>Overall success rates have continuously dropped since 2020 (78% total in 2020 and 68% in 2022) with a continuing success rate gap (Table 38)</p> <p>FBMH – BAME application rate dropped to 2.4% potential pool in 2022, the lowest rate across all Faculties (4.5% White application rate is also the lowest rate for White staff across Faculties) (Table 38 and Fig. 33)</p> <p>FSE has 0% success rate for BAME professorial promotions applications for the last two years (influenced by small numbers) (Table 38)</p> <p>44% ethnic minority REC survey respondents agreed that promotions guidance and criteria are clear and transparent (68% non-minorities)</p> <p>Only 19% minority respondents agreed that the promotions process was fair (42% non-minorities) (REC survey).</p> <p>Researcher development:</p> <p>The 2022 Staff Survey found lower awareness of support for career and professional development and</p>		ITL Manager	implementation January 2024.
	6.3. Fellowship Strategy Group to review reach and impact of existing targeted fellowship opportunities and make recommendations to Research Strategy Group. Consideration to be given to how the University could fund additional fellowships, building on the evaluation of internally funded schemes, including the Presidential Fellowships and Perera Fellowships (following evaluation in 2023/24).	Associate Vice-President for Research	Start by December 2023 Recommendations made by February 2025 ahead of 2025/26 budget year
	6.4. Rollout of supportive ‘roadmap’, sponsored by the University’s Academic and Researcher Development Board, to signpost to support for all academic and research staff and provide clear and transparent guidance on promotions criteria and other recognition and reward schemes.	Head of ‘Roadmap’ Working Group	Rollout by December 2023 Review impact by September 2024, then annually
	6.5. Undertake a University-wide review of academic promotions processes and criteria, engaging Faculties to share best practice and ensure consistency of approach, support and equity of outcomes, to include: <ul style="list-style-type: none"> • Access to data on promotions applications and outcomes by characteristic for transparency • Review of promotions criteria for all academic contract types • Consideration of the outcomes of the Inclusive Recruitment Review to develop enhanced guidance on promotions panel composition and essential training for panel members, using external trainers where necessary • Continue work on promotions panel observers, formalising current practice with one pilot per Faculty. Observers to receive workload allocation, training and resources • Review of Faculty good practice, for example staff in some FSE departments submit one page CV each year to support regular career conversations and to identify those who are ready to apply 	Head of P&OD Operations and Reward Faculty Heads of P&OD	Start review by September 2024 Pilot in promotions rounds in 2025/26 Evaluate by September 2026 Rollout by November 2026 Review impact via promotions data (annually) and REC survey in 2027

<p>agreement that researcher development provision is meeting needs from researchers from ethnic minority groups (Table 42)</p> <p>There is currently no systematic reporting of attendance of researcher development sessions and ethnicity/EDI data</p> <p>Underrepresentation of BAME staff in REF 2021 (15%), compared to 23.4% academic and researcher staff profile</p>	<ul style="list-style-type: none"> Review current provision and develop best practice for support and feedback for unsuccessful applicants for promotions Developing one consistent process for capturing and reporting promotions data, to include data on School and Faculty-level decisions (successful and unsuccessful), protected characteristics and UK/non-UK, to improve data accuracy and reliability. 			
	6.6. Each Faculty to run at least one targeted promotions workshop per year for academics and researchers from ethnic minority backgrounds, with localised content and engagement to address issues in Faculty-level promotions application and success data in all Faculties. Review workshop content annually to acknowledge feedback and communicate promotions successes. Monitor attendance.	Faculty Heads of P&OD	Start by September 2023, then annually	Review impact via annual promotions data and REC survey 2026
	6.7. Disseminate promotion panel guidance on evidencing Researcher Development and Collegiality for all academic contract types to all academic and research staff ahead of each promotions cycle.	Faculty Heads of P&OD	September 2023	Then annually
	6.8. Implementation of revised promotions criteria for Teaching and Scholarship academics (30.4% BAME on teaching-only contracts) to recognise and reward the breadth of related work undertaken.	Head of 'Roadmap' Working Group Faculty Heads of P&OD	Rollout by December 2023	Review impact by September 2024, then annually
	6.9. Embed annual reporting of research funding applications and successes by ethnicity (and gender) and take targeted action to address underrepresentation of applications people from groups with protected characteristics, including delivering targeted application writing workshops.	Research Strategy Group (chaired by the Vice-President for Research)	July 2023, then annually for reporting	Targeted workshop delivered by July 2024, then annually
		Head of Research Strategy Researcher Development Manager	Review impact from July 2025, then annually	

	<p>6.10. Use Staff Survey results and further feedback to scope and deliver at least one researcher development activity per year targeted at researchers from ethnic minority backgrounds, for example grant and fellowship application workshops and support for unsuccessful fellowship applicants, to address lower levels of awareness of support and lower levels of satisfaction with provision of researcher development.</p>	<p>Researcher Development Manager</p>	<p>Targeted workshop delivered by July 2024, then annually</p> <p>Review impact from July 2025, then annually</p>
	<p>6.11. Develop an online PI toolkit to provide guidance and information on developing research staff. The toolkit will have EDI principles embedded throughout and will include signposting to career development, support and networking opportunities for BAME ECRs, and case studies from BAME postdocs and PIs offering examples of good practice.</p>	<p>Researcher Development Manager</p>	<p>Delivered by September 2023 in line with Researcher Development Concordat</p> <p>Review impact via engagement metrics by September 2024 and Staff Survey in 2024 and 2026</p>
	<p>6.12. Develop an inclusive researcher toolkit to explore biases and inequalities throughout the research lifecycle.</p>	<p>Researcher Development Manager</p> <p>Academic Lead for EDI</p>	<p>To be delivered by July 2024</p> <p>Review impact via engagement metrics by September 2025</p>
	<p>6.13. Embed 'Prosper', a Research England project led by The University of Liverpool, in partnership with UoM, which saw BAME ECRs account for one-third of the pilot cohort. The project, which focuses on career development support, including for careers outside of academia, prioritises EDI, and will be embedded into the University's Researcher Development offer through a dedicated Officer role.</p>	<p>Researcher Development Manager</p> <p>Researcher Development Officer</p>	<p>Start by October 2023</p> <p>First year complete by September 2024</p> <p>Review impact via engagement metrics, evaluation and Staff Survey in 2024 and 2026</p>
	<p>6.14. Ensure a more diverse pool of staff are engaged in proposing and developing REF impact case studies for consideration, particularly with respect to BAME staff.</p>	<p>Research Strategy Group (chaired by Vice-President for Research)</p>	<p>Ongoing since 2022</p> <p>Review impact via next REF submission and REF EIA</p>

	6.15. Improve processes for REF internal output review, and reviewer capacity building with a focus on unconscious bias/conscious inclusion.	Research Strategy Group (chaired by Vice-President for Research)	<p>Start by July 2024</p> <p>Complete by July 2026</p> <p>Review impact through EIA and EDI data for next REF submission</p>
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Objective 6 Measures of Success

Targets: As above (see Objective 4).

Promotions:

- Maintain **application rate of at least 7.5%** year-on-year, with no ethnicity difference
- **At least 65% success rate for BAME applicants** with no statistically significant ethnicity difference by 2027
- **Achieve BAME application rate of 5% in FBMH** by 2025 and maintain to 2027 and beyond

Researcher development:

- **Increased inclusion of BAME staff in the next REF submission, in line with increased BAME academic and research staff profile at the time of submission**
- **At least 70% researchers agree** when asked “I am aware of the support the University provides for my career and professional development” and “the overall provision of researcher development and training at the University meets my needs” with no ethnicity difference, in 2024 Staff Survey, and at least 75% in 2026 Staff Survey.

Outputs:

- Evaluation, monitoring and reporting across academic and researcher training and development delivered across teams.
- Targeted fellowships based on evidence and monitored for impact on representation and pipeline.
- University-wide review of promotions processes and criteria, leading to enhanced guidance and processes related to promotions panel composition, training, criteria, observers and data capture and reporting, and more comparable outcomes across ethnic groups.
- Targeted promotions workshops in each Faculty.

- Targeted action to address lower awareness and satisfaction with researcher development opportunities and underrepresentation in research grant funding applications and successes.
- Enhanced REF processes to embed EDI.

Objective 7: Develop and deliver data-driven risk-based interventions to increase progression/reduce non-continuation rates for students from ethnic minority backgrounds, reduce attainment gaps and foster a sense of belonging to improve equity of progression, attainment and graduate outcomes for all
SLT Objective Owner: Vice-President for Teaching, Learning and Students

<p>Lower continuation rates for:</p> <ul style="list-style-type: none"> • Non-UK Black students (86.4%), compared to 92.5% non-UK total (Table 56) • FSE students (90.2% UK, 90.8% non-UK) (Table 57) • BAME FSE students (88.2% UK, 90.4% non-UK) (Table 57) 	<p>7.1. To develop a new Access and Participation Plan to meet the OfS Condition A1 of Registration in 2023-24, which identifies specific targets and activities that improve equality of opportunity for underrepresented groups to access, succeed in and progress from higher education.</p>	<p>Associate Vice-President for Teaching, Learning and Students (Chair of Access, Success and Progression Strategy Group)</p> <p>Head of Student and Academic Services</p>	<p>Start by July 2023</p> <p>Review impact of previous activities on equality of opportunity by December 2023</p> <p>Prepare and submit APP by April 2024</p>
<ul style="list-style-type: none"> • Black non-UK FSE students (78.3%) (Table 57) • BAME and Black students on FSE Foundation Year (73% and 60.9%, Table 58) <p>8.3% attainment gap between UK White and BAME undergraduates (92.2% White, 83.9% BAME (83% Asian, 79.8% Black, 87.7% Other/Mixed, Table 59 and Fig. 44)</p>	<p>7.2. In line with APP 2024-2028, deliver and evaluate activities to support progression, attainment and good outcomes for all, including targeted actions for minority students where data highlights differential progressions and gaps in attainment and outcomes. APP work to include:</p> <ul style="list-style-type: none"> • Scope and progress systems improvements to gather more detailed data on reasons for non-continuation. Review data by protected characteristics (including ethnicity) and Faculty/School to inform targeted, localised interventions to improve student experience and support and increase continuation rates. • Implement a consistent impact and evaluation framework for student, teaching and learning actions and interventions, to enable effective reporting and decision-making through the lens of EDI and race equality, leading to embedded best practice. • Continue to deliver and evaluate My Learning Essentials and the impact this has on the continuation and attainment of all 	<p>Associate Vice-President for Teaching, Learning and Students (Chair of Access, Success and Progression Strategy Group)</p> <p>Head of Student and Academic Services</p>	<p>Start September 2024</p> <p>Complete July 2028</p> <p>Review impact December 2025, then annually</p>

<p>79.8% Black undergraduates receiving good degrees (12.4% Black/White gap) (Table 59)</p> <p>Asian undergraduates least likely to disclose a disability, compared to higher rates for students from other ethnic groups (for, example 9.1% Asian at UG, 2.5% PGT) (Tables 55 and 73-75)</p> <p>Consultation:</p> <p>Decreasing agreement via the REC survey that BAME students (and all respondents) would consider a postgraduate course (60% BAME), a PhD (23% BAME) or a career in academia (24% BAME)</p> <p>Decreasing agreement via the REC survey from respondents across ethnic groups that the University has helped understanding of graduate employment opportunities (65%) and has helped them to develop skills needed to apply for graduate level jobs (53%)</p> <p>In focus groups, BAME students and commuter students reported that they felt a lack of community and safe spaces, feeling lonely when unable to meet students from similar</p>	<p>students and in particular minority students to support the narrowing of continuation and attainment gap.</p>		
	<p>7.3. Work in partnership with the Black Excellence Network to review and relaunch Manchester 10/10, expanding the scheme in FHUM to engage 80 participants in 2023/24. Monitor and evaluate impact on student progression and outcomes data and student feedback.</p>	<p>Head of Access and Student Success</p>	<p>Evaluate by July 2023</p> <p>Rollout by November 2023</p> <p>Review impact by July 2024, then annually</p>
	<p>7.4. Work with Student Partners to develop a targeted academic coaching scheme for UK Black heritage WP students across the University, targeting 2nd and 3rd year students. Undertake evaluation and monitoring activities to inform impact report.</p>	<p>Head of Access and Student Success</p>	<p>Pilot in academic year 2023/24</p> <p>Rollout in September 2024</p> <p>Review impact September 2025</p> <p>Then annually</p>
	<p>7.5. Expand reach and capacity of student mentoring provision for all students, with targeted schemes for BAME students, by:</p> <ul style="list-style-type: none"> • Evaluating the SALC WP and BAME mentoring pilot, and continue if successful • Evaluating the AMBS Corporate Mentoring scheme for BAME female students, and continue if successful • Exploring further capacity through staff posts or software • Ongoing evaluation of our long-running peer support programmes to understand the impact on progression and attainment where we see the biggest gaps between ethnic groups. 	<p>Head of Access, Student Employability, Success and Development</p>	<p>Rollout of mentoring schemes by November 2023</p> <p>Evaluate across schemes by July 2024</p> <p>Review impact by July 2024, then annually</p>
	<p>7.6. Evaluate UpReach partnership scheme and Behind Manchester's Doors for impact on progression and outcomes and rollout if successful, ensuring at least 50% participants are from WP categories including or BAME or Black heritage.</p>	<p>Head of Access, Student Employability, Success and Development</p>	<p>Evaluate by July 2023</p> <p>Rollout by November 2023</p> <p>Review impact by July 2024, then annually</p>

backgrounds, and not feeling a sense of belonging (7b and 7c)	<p>7.7. Increase continuation for BAME and Black students on the FSE Foundation Year Programme to be proportionate to overall non-continuation rates by:</p> <ul style="list-style-type: none"> Evaluating the Foundation Year mentoring pilot in 2022/23 and expand if pilot shows success Work with Careers and other Schools to build in best practice of other mentoring initiatives Use more detailed data on reasons for non-continuation (see 7.2) to develop further targeted actions. 	<p>Head of Foundation Studies</p> <p>FSE Head of Teaching, Learning and Students</p>	<p>Mentoring evaluation and enhancements by December 2023</p> <p>Review impact of all actions in progression data by October 2024, then annually</p>
	<p>7.8. Establish a student-led Black heritage student network in FSE, to provide regular opportunities for networking, increase belonging, aid transition to university and support continuation. Evaluate impact on student experience through ongoing staff support and consultation with network members.</p>	<p>FSE Head of Teaching, Learning and Students</p> <p>Student Success and Development Officer</p>	<p>Group established by December 2023</p> <p>Review impact through consultation and student data by December July 2025</p>
	<p>7.9. Implement the recommendations arising from the differential attainment project that focus on reducing the attainment gaps for Black and BAME students. Enable students to report issues in curriculum or assessments, which may have cultural implications, be triggering, sensitive, or unfair.</p> <p>Pilot Cadmus software for end-to-end support for assessments to provide better experiences, starting with 500 units of assessment. Monitor and expand if the pilot evaluation shows impact.</p> <p>Participate in the QAA optionality in assessment project to explore ways to enhance attainment, reduce non-continuation and improve equity of progression, piloting optionality in assessment work in all three Faculties.</p>	<p>Vice-Dean for Teaching, Learning and Students, FBMH</p> <p>Head of Teaching and Learning Delivery</p>	<p>Assessment pilots complete by September 2024, and evaluation and recommendations to be made to Teaching and Learning Strategy Group</p> <p>Rollout in 2024/25</p> <p>Review impact by December 2025</p> <p>Pilot outcomes of the QAA optionality in assessment work by September 2024</p> <p>Review impact September 2025</p>

	7.10. Further develop student belonging projects through University-wide community of practice. Rollout student belonging projects and actions for Schools, Faculties and programmes to embed in their local work, enabling a consistent approach to belonging delivered in a localised context. Evaluate based on uptake in Schools, Faculties and programmes and student experience.	Academic Lead for Student Success	Rollout by July 2024 Evaluate impact by July 2025, then ongoing
	7.11. Disability Advice and Support Service (DASS) to explore with divisional partners (the Counselling and Mental Health Service, Advice and Response and Occupational Health – with input from the newly formed partnership with the Robert Derbyshire GP practice) the issues around disclosure for students from an Asian background. DASS to consider the need for more detailed ethnicity split in disability data. DASS to progress to working with Student Partners to increase understanding and to develop a strategy and communications to encourage Asian students to share disability with the University and to access support.	Disability Advice and Support Service Manager	Complete project by July 2024, with actions rolled out across 2024/25 Review impact via year-on-year increase in disclosure rates for Asian students by December 2024, then annually each year until the next review
	7.12. Develop a University-wide Inclusive Education Framework to include decolonising and diversifying curricula, inclusive teaching practice and co-creation with students, to ensure race equality and EDI are systematically embedded in curriculum design, teaching delivery and practice.	Associate Vice- President Teaching, Learning & Students Director of EDI	Start by December 2023 Complete by July 2024 Implement in 2024/25 Review impact via student surveys by July 2026

Objective 7 Measures of Success

Targets:

- Reduce the unexplained attainment gap between White and Black students to **5.8%** or below by 2024/25 (from 12.4% in 2021/22)
- Reduce the unexplained attainment gap between White and Asian students to **3.7%** or below by 2024/25 (from 9.2% in 2021/22)
- Targets for continuation, progression and outcomes will be set in our institutional Access and Participation Plan, which will be submitted for approval in Spring 2024 using the Office for Students Equality of Opportunity Risk Register. REC targets will be updated accordingly for alignment.

- Outputs:**
- APP 2024-2028 submitted and approved in 2024, to include published summary for students and monitoring and evaluation framework and plan
 - University-level action and initiatives, including:
 - Relaunched Manchester 10/10 programme, engaging 80 students in 2023/24, that improved sense of belonging and contributed to the progression and attainment targets as set out in the APP.
 - Academic Coaching scheme for UK Black Heritage WP Pilot delivered with 50 students engaged
 - Improved systems and processes for monitoring and evaluation, including evaluation and impact framework (including EDI and race equality), and accessible dashboard that enables relevant colleagues to provide proactive interventions to reduce non-continuation of EDI groups.
 - Localised initiatives implemented and evaluated including:
 - SALC WP and AMBS Mentoring schemes, confirming viability of the schemes, and future rollout. If rolled out, 50% cohorts from WP categories including or BAME or Black heritage
 - FSE mentoring and networks to support progression and belonging.

Inclusive environment and culture (EDI Strategy Priority One)

Objective 8: Create a more inclusive, anti-racist and ‘call it out’ culture through awareness raising, capacity building, training and development for all, including managers and leaders

SLT Objective Owner: Directors of People and Organisational Development and EDI

56% academic staff and 50% PS staff completed essential Diversity in the Workplace training in the last three years	8.1. Rollout of revised programme of essential EDI training for all staff. Clear policy on which training is essential and how often refresher training is required to be cascaded to all managers and staff. Requirements embedded in line management and PDR guidance and resources.	Director of Organisational Development Director of EDI	December 2023 Review impact via the Staff Survey in 2024 and 2026
Overrepresentation of BAME staff as complainants in grievances (34.9%) and disciplinary cases (31.7%) (Table 28)	8.2. Formalise and communicate processes for managers to see who has completed essential EDI training and who needs a refresher. Compliance data by area to be reported to EDI Committee annually.	Director of Organisational Development Lead EDI Partner	December 2023 for process Reporting from July 2024, then annually
Consultation: 69% staff agree that they would recommend the University as a good place to work (76% Asian	8.3. Active Bystander training and Active Bystander training for researchers made available more widely through EDI and L&OD teams, with ongoing evaluation.	L&OD Partner Lead EDI Partner Researcher Development Manager	December 2023 Review impact via training feedback (ongoing) and Staff Survey in 2024 and 2026

<p>respondents, 87% Black respondents, 65% Mixed) (Staff Survey, Table 7)</p> <p>77% staff agreed when asked “I feel that I am treated fairly at work”, but only 71% for those from mixed heritage backgrounds and 66% for respondents from other ethnic backgrounds (Staff Survey, Table 7)</p> <p>75% staff agreed when asked “people with backgrounds like mine can succeed here”, but this was lower for respondents from all ethnic minority groups (for example, 57% Black respondents) (Staff Survey, Table 7)</p> <p>8% Staff Survey respondents reported that they had experienced bullying, harassment and/or discrimination at work in the last year, with higher rates amounts ethnic minority groups (for example, 19% mixed heritage) (Table 7)</p> <p>64% staff agreed when asked “I feel that I am safe and able to speak up and challenge the way that things are done”, but only 59% for those from mixed heritage backgrounds and 56% for respondents from other ethnic backgrounds (Staff Survey, Table 7)</p>	<p>8.4. ITL, Faculties and central Directorates of EDI and P&OD to continue to jointly fund and offer additional EDI training such as Diversity Champions and HEART to build EDI and anti-racism knowledge and culture, targeting managers and leaders, with ongoing evaluation.</p>	<p>Director of EDI</p> <p>Head of Student and Academic Services</p> <p>Lead EDI Partner</p>	<p>December 2023, then annually</p> <p>Review impact via training feedback (ongoing) and Staff Survey in 2024 and 2026</p>
	<p>8.5. Audit existing supervision, management and leadership programmes, including those for PhD and researcher supervisors, for effectiveness in building inclusive and anti-racist management and leadership culture. Update content in line with audit recommendations.</p>	<p>Director of Organisational Development</p> <p>L&OD Partners</p>	<p>Start by January 2024</p> <p>Rollout updates by January 2025</p> <p>Review impact via training feedback (ongoing) and Staff Survey in 2024 and 2026</p>
	<p>8.6. Assess our inclusive leadership capacity across all leaders and managers using the University leadership framework and capability tool.</p> <p>Commission and deliver a leadership development programme for the Senior Leadership Team and Board of Governors.</p>	<p>Director of Organisational Development</p> <p>Director of EDI</p>	<p>Start by January 2024</p> <p>Programme for SLT and Board delivered from September 2024</p> <p>Review impact via training feedback (ongoing) and Staff Survey in 2024 and 2026</p>
	<p>8.7. All new projects and policies will have an EIA to ensure impact on all groups are considered before significant changes are progressed.</p>	<p>Director of the Strategic Change Office</p> <p>Policy Manager</p> <p>EDI Partner</p>	<p>Ongoing</p> <p>Review impact via Staff Survey in 2024 and 2026</p>
	<p>8.8. Rollout of “Managers Need to Know” newsletters, a new channel to cascade essential information and updates to all line</p>	<p>Internal Communications Manager</p>	<p>July 2023, then ongoing</p>

	managers, to include information on EDI (to ensure implementation of good practice and equal access to information about opportunities), P&OD, L&OD and compliance.		Review impact via engagement stats, feedback (ongoing) and Staff Survey in 2024 and 2026
	8.9. Progress our Inclusive Manchester campaign to raise awareness about EDI and anti-racism, signposting to capacity building training, sharing best practice and celebrating achievements and progress.	Internal Communications Manager Chartermark Coordinator	Deliver campaign by July 2024, then annually Review impact via engagement stats, feedback (ongoing) and Staff Survey in 2024 and 2026

Objective 8 Measures of Success

Targets:

- Year-on-year increase in completion of essential EDI training, to reach target of **95% all staff completing EDI training** every three years, by 2027
- At least **200 people per year to complete Active Bystander training** (based on internal capacity for delivery), maintaining feedback scores that at least 90% attendees feel more able to recognise microaggressions and 80% feel more confident in being an active bystander
- 25% participants on Diversity Champions and HEART training to be managers and leaders at Grade 7 or above, per year
- **Reduction in total disciplinary and grievance cases by at least 25%**, to 32 and 30 respectively, by 2027
- Year-on-year reduction in the proportion of disciplinary and grievance cases raised by BAME staff in line with or below BAME staff profile (**19.4%**), and halving the number of cases related to race from 4 to 2 or less per year by 2027

Consultation:

- **85% staff agree** that the University is a good place to work by 2026, with a year-on-year increase in pulse surveys and no ethnicity difference
- **90% positive feedback under ‘reason for leaving’** on exit surveys, with no ethnicity difference
- **80% staff agree** when asked “I feel that I am treated fairly at work” and “people with backgrounds like mine can succeed here”, with no ethnicity difference, by 2026
- At least halve the proportion of Staff Survey respondents reporting that they had experienced bullying, harassment and/or discrimination at work in the last year to no more than **4%**, with no ethnicity difference, by 2026
- **75% staff agree** when asked “I feel that I am safe and able to speak up and challenge the way that things are done”, with no ethnicity difference, by 2024, and **85%** by 2026

Outputs:
<ul style="list-style-type: none"> • Increased engagement with EDI training (essential and additional), including more provision of Active Bystander training open to all staff and future cohorts for Diversity Champions and HEART • Systems for monitoring compliance of essential EDI training uptake, with guidance produced for managers • Funding for EDI training provision outlined above built into annual budgets • EDI leadership development programme for the Senior Leadership Team and the Board of Governors • Updated management and leadership training and development following audit • Embedded use of EIAs for all policies and projects • Regular communications about EDI and anti-racism through campaigns and managers’ newsletter.

Objective 9: Equitable recognition and reward for staff, where all feel valued and included, regardless of ethnicity SLT Objective Owner: Directors of People and Organisational Development and EDI

<p>15.6% mean ethnicity pay gap and 12.4% median ethnicity pay gap (Fig. 24)</p> <p>Significant ethnicity pay gap of 5.9% at PS Grade 9 in the 2021 equal pay audit (Table 34)</p> <p>Ethnicity pay gaps to monitor at Grade 6 (3.8%) and Professorial Zone C (4.8%) in the 2021 equal pay audit (Tables 33 and 35)</p> <p>11% PS regrade applications from BAME staff, compared to 16% BAME PS staff (Table 45)</p> <p>10% Rewarding Exceptional Performance applications were from BAME PS staff in 2022, compared to 16% BAME PS staff (Table 46)</p>	<p>9.1. Re-establish the Pay Gap Task Group to examine data and understand causes, to inform action. Review pay gap data intersectionally for a more holistic approach to closing the gaps. Group to advise on actions and targets by July 2024.</p>	<p>Director of EDI</p> <p>Director of P&OD</p> <p>Reward Manager</p>	<p>December 2023</p> <p>Review impact via pay gap reporting in March 2025, then annually, and in REC Survey 2026</p>
	<p>9.2. Equal pay audit conducted every two years and reported openly and transparently to all staff.</p>	<p>Reward Manager</p>	<p>December 2023, then biennially</p>
	<p>9.3. Implement the recommendations of the EDI workload allocation review (2022) to ensure enhanced and consistent workload allocation for academic and PS staff involved in EDI roles and groups (included the SAT) by July 2025, taking a phased approach:</p> <p>Phase 1 – University academic leads and network chairs (complete)</p> <p>Phase 2 – Faculty and School Leads</p> <p>Phase 3 – Department roles, PS Leads, SAT members.</p>	<p>Director of EDI</p> <p>Chartermark Coordinator</p>	<p>Phase 2 by July 2024</p> <p>Phase 3 by July 2025</p>
	<p>9.4. Increase recognition of BAME staff through reward and recognition initiatives including regrading, Rewarding Exceptional Performance, Distinguished Achievement Awards, Making a Difference Awards and other Directorate and Faculty awards, by:</p>	<p>Reward Manager</p> <p>Head of Social Responsibility and Civic Engagement</p>	<p>November 2023, then annually</p>

<p>Lower levels of agreement from BAME survey respondents when asked “I am paid the same as colleagues who do the same job” (47%) and “pay awards and increases are allocated fairly and transparently” (34%), compared to non-minority respondents (62% and 48% respectively) (see 4e)</p> <p>Workload allocation review (2022) has been partially implemented with increased workload allocation to the SAT chair but not to SAT members following previous action REC-2019-2.1 (see 2a)</p>	<ul style="list-style-type: none"> • Sharing data about staff profile and profile of previous successful applicants in communications • Targeted communications via staff networks • Removing potential bias from the panel process, for example essential unconscious bias (conscious inclusion) training. 	Award managers	
	9.5. Review the list of staff listed as subject matter experts for media opportunities and provide media training to BAME staff to support profile-raising opportunities.	Head of Communications News and Media Relations Manager	December 2023, then annually

<p>Objective 9 Measures of Success</p> <p>Targets:</p> <ul style="list-style-type: none"> • Year-on-year decrease in ethnicity pay gaps to reach targets set out by the Pay Gap Task Group (in July 2024), by 2027 reporting • No significant pay gaps in the equal pay audit in 2025 and beyond • Year-on-year % increase in regrade applications from BAME staff, with an aim to achieve BAME PS staff profile balance by 2027, with a success rate of at least 90% for BAME applicants • 17% Rewarding Exceptional Performance applications from BAME PS staff by 2027 (in line with BAME PS staff targets for Grade 4-6), with a success rate of at least 90% • At least 70% survey respondents agree when asked “I am paid the same as colleagues who do the same job” and “pay awards and increases are allocated fairly and transparently”, with no ethnicity difference, by 2026 <p>Outputs:</p> <ul style="list-style-type: none"> • Enhanced EDI workload allocation • Processes to increase recognition of BAME staff through awards and rewards schemes
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Objective 10: Increase trust in procedures for addressing bullying, harassment, and discrimination to support dignity at our place of work and study			
SLT Objective Owner: Directors of People and Organisational Development and EDI			
Overrepresentation of BAME staff as complainants in grievances (34.9%) and disciplinary cases (31.7%) (Table 28)	10.1. Implement the recommendations of the independent review of Report and Support and complaints processes at the University, including providing adequate staff and student advisors to meet demand, and for all advisors to be given time allocation, training and support.	Director of EDI Lead EDI Partner	Implement by July 2024 Review impact by December 2025
14% staff who had experienced bullying or harassment agreed that they were satisfied with how bullying and harassment are addressed in the part of the University they work in (Staff Survey, Table 7)	10.2. Implement the recommendations of the review of disciplinary and grievance procedures to address disparities in outcomes. Record and track the reason for the disciplinary or grievance and demographic information of the complainant and respondent to enable monitoring of trends.	Director of EDI Director of P&OD Employee Relations Team	Start December 2024 Complete December 2025 Review impact by December 2026
63% staff agreed when asked “ I would feel able to report bullying/harassment without worrying that it would have a negative impact on me”, but this dropped to 53% mixed heritage staff and 57% staff from other ethnic backgrounds (Staff Survey, Table 7)	10.3. Engage BAME staff and students in consultation in the review of Dignity at Work and Study Policy. Communicate the policy widely when relaunched.	Policy Manager Lead EDI Partner	Start by August 2023 New policy launched December 2023 Review impact December 2024
57% staff respondents (50% BAME) and 44% student respondents (35% BAME) to the REC survey agreed when asked “If I reported a race-related incident to my institution, appropriate action would be taken” (Table 8)	10.4. Utilise newly-formed Employee Relations Team and dedicated capacity to: <ul style="list-style-type: none"> • Implement agreed actions from the review of the complaints procedure to improve trust, transparency and impartiality • Monitor trends and investigate causes • Promote and embed a conflict resolution culture by promoting the benefits, leading to more issues resolved through mediation • Consider colleagues’ experience in this process to ensure they feel heard • Expand the provision of mediation and Harassment Support Advisors • All contributing to a reduction in grievance and disciplinary cases. 	Employee Relations Manager	September 2023 onwards Review impact by September 2025, then annually via grievance and disciplinary case data
70% staff (68% BAME) agreed when asked “I am aware of the Dignity at Work and Study Policy and my			

<p>responsibilities in line with the policy” (REC survey, Table 8)</p> <p>76% staff (71% BAME) agreed that they know how to report bullying, harassment, discrimination, microaggressions and/or inappropriate behaviour and access support, should they need to (REC survey, Table 8)</p> <p>69% staff agree that they would recommend the University as a good place to work (Staff Survey, Table 7)</p>	<p>10.5. Enhance the questionnaire, process, data recording and uptake of exit interviews, creating clear steps for reviewing and using the responses to inform actions. Data and insights to feed into existing people management data reports.</p>	<p>Policy Manager</p> <p>Head of Colleague Experience</p> <p>Head of Workforce Planning</p>	<p>Survey developed and launched by October 2023</p> <p>Monitor uptake and feedback via live online results dashboard by April 2024, then at least biannually</p>
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Objective 10 Measures of Success

Targets:

- **Reduction in total disciplinary and grievance cases by at least 25%**, to 32 and 30 respectively by 2027
- Year-on-year reduction in the proportion of disciplinary and grievance cases raised by BAME staff in line with or below BAME staff profile (**19.4%**), and halving the number of cases related to race from 4 to 2 or less per year by 2027
- **85% staff agree** that the University is a good place to work by 2026, with a year-on-year increase in pulse surveys and no ethnicity difference
- **90% positive feedback under ‘reason for leaving’** on exit surveys, with no ethnicity difference
- At least **75% staff** who report experiencing bullying and harassment agree that they are satisfied with how bullying and harassment are addressed in the part of the University they work in, with no ethnicity difference by 2024, and **85%** by 2026
- At least **75% staff agree** when asked “I would feel able to report bullying/harassment without worrying that it would have a negative impact on me”, with no ethnicity difference by 2024, and **85%** by 2026
- **One-third increase (at least 75% staff and 60% students) agree** when asked “If I reported a race-related incident to my institution, appropriate action would be taken”, with no ethnicity difference or difference across staff groups by 2026
- At least **80% staff agree** when asked “I am aware of the Dignity at Work and Study Policy and my responsibilities in line with the policy”, with no ethnicity difference by 2026

- At least **80% staff agree** that they know how to report bullying, harassment, discrimination, microaggressions and/or inappropriate behaviour and access support, should they need to, with no ethnicity difference by 2026

Outputs:

- Improved Report and Support, complaints, disciplinary and grievances procedures which receive increasingly positive feedback (see targets)
- Expanded provision of mediation and Harassment Support Advisors through the newly-established Employee Relations Team
- Relunched Dignity at Work and Study policy
- Improved exit questionnaire processes and uptake.

Objective 11: Understand and connect with our history, context and community

SLT Objective Owner: Vice-President for Social Responsibility

<p>University commitment to explore and action issues raised in ‘Race Matters Report’ (2020) and continue work to explore our history, following the publication of findings into historical links with the Trans-Atlantic Slave Trade</p>	<p>11.1. Expand proactive work to represent our history fairly and accurately, acknowledge our institutional contribution to perpetuating inequalities, particularly in relation to the benefactors of our predecessor institutions and their connection to wealth generated from the transatlantic slave trade. Work to include ongoing funded research, updates to building signage and further changes to our history and heritage webpages.</p>	<p>Director of Social Responsibility Head of Social Responsibility and Civic Engagement</p>	<p>Work ongoing in 2023/2024 Review impact by July 2025</p>
<p>75% Staff Survey respondents agreed that the University is committed to EDI for all staff (66% Black respondents, 64% Mixed heritage respondents (Table 7)</p>	<p>11.2. Proactively engage with local communities, breaking down barriers to engagement and involvement with our civic university, and ensure that diverse voices and perspectives are represented in shaping our work, approach and future (SRCEG) – specifics:</p> <ul style="list-style-type: none"> • Embed EDI into public engagement frameworks; work towards PE professionals reflecting diversity of local communities • Civic panel will be ethnically representative of Manchester and Greater Manchester through recruitment to group. 	<p>Director of Social Responsibility Head of Social Responsibility and Civic Engagement</p>	<p>Start by December 2023, then ongoing Review impact by July 2025, then annually</p>
	<p>11.3. Undertake consultation (University-wide and with local community stakeholders) on race terminology, to inform more inclusive, appropriate language that recognises differences to be used moving forwards.</p>	<p>Director of EDI Academic Lead for Race Equality</p>	<p>Start by December 2024 Complete and communicate recommendations by July 2025</p>

			Review impact via REC survey in 2026/27
Objective 11 Measures of Success			
Targets: 80% Staff Survey respondents agree that the University is committed to EDI for all staff, with no ethnicity difference by 2024, and 85% by 2026			
Outputs:			
<ul style="list-style-type: none"> Visible physical evidence (on campus and online) and qualitative evidence of changes in how the University acknowledges its history in its public narrative Evidence of: engagement of minority communities through public engagement and the Civic Panel; community awareness of the University’s REC Achievement Plan; and community collaboration on actions where appropriate. 			
Enabling progress with race equality			
Objective 12: Enhance self-assessment processes to ensure representation, recognition, transparency and accountability for progress with race equality			
SLT Objective Owner: Vice-President for Social Responsibility			
SAT membership is due to be reviewed 75% staff agreed when asked “The University is committed to EDI for all staff”, but only 64% respondents from mixed heritage backgrounds and 66% Black respondents (Staff Survey, Table 7)	12.1. SAT membership to be reviewed every two years to ensure representation across ethnicities, staff groups and levels, students and intersectional representation.	Academic Lead for Race Equality Chartermark Coordinator	December 2023, then biennially
	12.2. Create mechanisms and opportunities to engage local community groups and organisations, such as the Greater Manchester Race Equality Panel, in the self-assessment and action planning process.	Academic Lead for Race Equality Chartermark Coordinator	July 2024, then ongoing
	12.3. REC Achievement Plan to be available on the University intranet so it is visible to staff and students. Updates added at least twice a year.	Chartermark Coordinator	December 2023 Updated twice a year
	12.4. Reporting: <ul style="list-style-type: none"> Action owners will provide progress updates twice a year and evidence of impact of actions each year Faculties and central PS will also be asked to report progress with local actions biannually Updates will be reported to the EDI Committee and Senior Leadership Team at least annually. 	Director of EDI Chartermark Coordinator	December 2023, then biannually/ annually

Objective 12 Measures of Success			
Targets: 80% Staff Survey respondents agree that the University is committed to EDI for all staff, with no ethnicity difference by 2024, and 85% by 2026			
Outputs:			
<ul style="list-style-type: none"> • Embedded processes for biennial review of SAT • Greater involvement of/consultation with local community groups and organisations • Regular updates and monitoring of Achievement Plan and transparent reporting of progress. 			
Objective 13: Enhance data insights and improve consultation processes to better understand staff and student experiences and issues, to ensure targeted, evidence-based actions which can be assessed for impact			
SLT Objective Owner: Directors of People and Organisational Development and EDI			
Low survey response rates for the REC Survey for staff and the University Staff Survey (50%, 17% BAME) (see 2c)	<p>13.1. Improve survey response rates through:</p> <ul style="list-style-type: none"> • Better scheduling to avoid clashes • Incentives • Better survey design • Building trust and value of surveys through feedback loops following progress made • Options for supported survey completion for those without IT access 	For Staff Survey: Director of Organisational Development	Staff Survey: 2024 and 2026
Low survey response rate for the REC Survey for students due to survey fatigue (see 2c)		Head of Colleague Experience	Review impact December 2024 and December 2026 REC Surveys: 2026/27
Staff Survey 2022 results reported more negative responses from those of mixed heritage and other ethnic backgrounds, compared to the University total (see 2c)	<p>13.2. Lead EDI Data Analyst to participate in the Student Survey Working Group, which will make recommendations to deliver the framework agreed by the Student Survey Strategy Group, which will align University-wide surveying needs to support higher response rates while reducing the asks on students and survey fatigue.</p>	For REC Surveys: Chartermark Coordinator	Review impact July 2027
Data reporting gaps and some data not easily accessible, impacting on regular monitoring and setting of actions and targets		Lead EDI Data Analyst	Recommendations made by the working group to the strategy group by April 2024
		Student Survey Strategy Group Chair (AVP for Teaching, Learning and Students)	Survey enhancements in place by July 2025 and rolled out in 2025/26
			Review impact on response rates by July 2026

	<p>13.3. Conduct an in-depth intersectional analysis of REC survey results and all focus groups with updates made to action plan to address intersectional issues.</p>	<p>Chartermark Coordinator</p>	<p>Start July 2023</p> <p>Update action plan by December 2023</p> <p>Ongoing review impact of actions through evaluation and data</p>
	<p>13.4. Use in-depth analysis and future staff and student surveys to inform topics for ongoing 'safe space' focus groups, with outcomes shaping updates to the action plan as necessary and evidencing the impact of actions.</p>	<p>Director of EDI</p> <p>Chartermark Coordinator</p>	<p>Start by January 2024</p> <p>Then at least annually</p>
	<p>13.5. Engage University academic experts such as CoDE in conducting ethnographic and other qualitative research to explore experiences of Mixed heritage staff and those from other ethnic groups who had more negative responses in the Staff Survey compared to the University total. Develop targeted solutions and inform revisions to the action plan to address specific differential experiences.</p>	<p>Academic Lead for Race Equality</p> <p>Director of EDI</p> <p>Chartermark Coordinator</p>	<p>Start by December 2023, then ongoing</p> <p>Review impact via Staff Survey in 2024 and 2026</p>
	<p>13.6. Create a race and ethnicity data dashboard in PowerBI to enable ease of access to mandatory REC data sets, and for monitoring and transparency.</p>	<p>Lead EDI Data Analyst</p>	<p>Dashboard available by July 2024</p> <p>Review impact via engagement and usage</p>
	<p>13.7. Closing data gaps identified through self-assessment process:</p> <ul style="list-style-type: none"> • Race and ethnicity data dashboard to include option for detailed ethnicity split to identify more specific issues • PS data broken down by Directorate and grade • University of Manchester Catering (a separate subsidiary) data captured and reported by ethnicity • Leadership committee data systematically recorded, and reported annually 	<p>Head of P&OD Operations and Reward</p> <p>Workforce Information Manager</p>	<p>Complete by October 2024</p>

	<ul style="list-style-type: none"> • Consistent approach for academic promotions data capture process, to standardise for consistency and accuracy and to include School and Faculty level applications and outcomes • Recruitment data systems to enable: <ul style="list-style-type: none"> ○ P&OD to easily provide recruiting managers with information on the diversity of the shortlist • Recording and reporting recruitment data for internal roles where JobTrain is not used, for example internal academic leadership roles, to increase transparency and accountability and enable better EDI monitoring • PDR data capture and reporting/monitoring • Essential EDI training uptake data for individuals to be available to managers to ensure compliance • Public engagement to report who are we engaging and who is doing the engagement activity. 		
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<p>Objective 13 Measures of Success</p> <p>Targets:</p> <ul style="list-style-type: none"> • Staff Survey response rate of at least 75% in 2024 and 2026, with a BAME response rate that is at least proportionate to the staff profile (currently 19.4%) • 40% response rate for REC staff and student surveys in 2026/27, with a BAME response rate that is at least proportionate to the staff and student profiles <p>Outputs:</p> <ul style="list-style-type: none"> • Joined up student survey strategy to support higher response rates • Further insights into intersectional inequalities and issues affecting staff of Mixed heritage and from other ethnic backgrounds • Race and ethnicity data dashboard with more complete data capture and reporting.
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