

| Actions | Section | Issue Identified | Action to address the issue | What success will look like/how will the action contribute to the aim/objective | Timeframe | Person responsible |
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| Culture and Engagement | | | | | | |
| 1.1a | 2c | Response rates in the 2020 REC surveys were low: 2% out of 18000+ students took part. 13.9% of staff out of 3000 took part. Participation in focus groups very low. | Engage with staff and student networks when developing future surveys to improve survey participation. | 50% greater response rate for REC surveys thereby improving understanding of student and staff views. | Start: 2025 End: Next REC survey Q3 2025 Network feedback sought Q1 2025 Run survey Q3 2025 | Chair REC SAT /Staff Network Chairs /SU officers /EDI Consultant |
| 1.1b | 2c | As above | Review communications strategy for the whole community for future surveys. | As above | Comms campaign run Q2 2025 | Internal comms team |
| 1.1c | 2c | As above | Include focus groups in future engagement plans – with BAME | 50% increase in numbers | Run focus groups Q3 2026 | EDI consultant |

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| | | | groups and with White groups. | participating in focus groups | | |
| 1.2a | 2c | Involvement of external interest groups did not take place in developing our approach. | Undertake audit of relevant local and national organisations and contact them to establish links and build engagement. | Attend three meetings of two local relevant groups per year. These connections develop the University's greater understanding of racially minoritised people in the local area, the issues they face and necessary steps to address them | Complete audit by December 2023 | PVC CEI PVC Global and Civic Engagement REC SAT EDI Consultants |
| 1.2b | 2c | As above | Further develop relationship with local anti-racism Community Advisory Group and local council race equality work. | As above | Engagement ongoing once links established Review summer 2026 | As above |
| 1.2c | 2c | As above | As the Black @ Sussex programme develops and embeds, identify impact and learning and communicate to the community. | As above | Incorporated into Black @ Sussex project planning and oversight from Q1 2024 onwards | As above Plus Black @ Sussex Steering Group |

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| 1.3a | 2d | Due to staff changes over time, the inconsistency of SAT membership may present a risk to effective delivery of the Action Plan. | REC SAT membership to be reviewed, identify gaps in representation from key parts of the university, any grades, and those with lived experience, invite other members of the University community as appropriate to ensure successful implementation of the Action Plan. | SAT membership includes representation from across grades and roles and all key parts of the university, plus those with lived experience and meets the expectations of the Advance HE REC guidance, to best support successful delivery of the Action Plan and mission statement. | Review and agree revised TORS at Autumn 2023 REC SAT meeting. | PVC CEI REC SAT |
| 1.3b | 3a | Data shows that ethnic diversity of the student and staff body is a factor considered by prospective staff and students but not currently proactively used in recruitment processes. | Work with HR and student recruitment to consider how to make best use of this awareness. | Recruitment campaigns for staff and students link to data about ethnic diversity. | Q4, 2025 | DDHR Student recruitment |
| 1.3c | 2d | Due to staff changes over time, the inconsistency of SAT membership may present a risk to effective delivery of the Action Plan. | Consider budget and resource needs for the SAT and develop plan to meet these. | REC SAT is resourced to undertake work. | Q2 2024 | PVC CEI REC SAT |
| 1.4a | 4a 4b | Perception that statements of support from leadership at times of cultural | Review current staff survey questions to ensure questions about | REC and other staff surveys show improvements in | Question in 2025 survey | REC SAT Staff survey group |

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| | | flashpoints (such as BLM/COVID) are not consistent or timely, indicating low trust and confidence in leadership's understanding and engagement of structural racism. | trust in leadership are effective. Monitor subsequent response rates. Consider whether to introduce additional fora for feedback to the community on race equity actions and progress. | leadership trust. Increase of minimum 10% Analysis available in 2026 report | Analysis available in 2026 report | OD Consultant Lead |
| 1.4b | 4a 4b | As above | Create standing agenda item at REC SAT meetings to identify insights and suggested actions about levels of trust and confidence in leadership regarding tackling structural racism. Improve consistency in which leadership recognise and respond effectively to potential cultural flashpoints, so that their commitment | REC and other staff surveys show improvements in leadership trust. Increase of minimum 10% | REC SAT agenda amended for Autumn 2023 meeting. | As above |

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| | | | to fairness and kindness are visible. | | | |
| 1.5a | 2c, 3b, 4c | 48% of BAME students reported having witnessed or been the victim of racial discrimination in the local area and 36% of BAME staff and 41% of BAME students said that they had witnessed or been the victim of racial discrimination on campus | Work with external organisations and staff and student networks to identify potential improvements to the university's current approach for reporting, responding to and reducing incidents in the local area and develop our understanding of how the diversity of the student population changes at a micro level. | 30% increase in use of available reporting routes by Autumn 2025 annual report. Established links with partners and local community members: list of named contacts | Q 3 2024 | AD CEI DDSE |
| 1.5b | 2c, 3b, 4c | As above | Align recordkeeping categories across different reporting routes to aid comparative analysis of themes. | 30% increase in use of available reporting routes by Autumn 2025 annual report. Categories identified and records created Records cascaded to relevant parties | Q1 2024 | AD CEI Head of employee relations and policy |
| 1.5c | 2c, 3b, 4c | As above | Monitor demographic data to determine | 30% increase in use of available reporting | Q3 2024 | AD CEI DDSE |

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| | | | whether those with marginalised identities are represented in disclosure data and for evidence of barriers to disclosure, reporting or accessing support (G) | routes by Autumn 2025 annual report. Completed report with analysis of data | | |
| 1.5d | 2c, 3b, 4c | Inconsistent awareness of grievance and disciplinary processes | Annual reporting to Council (of HR cases, R&S, Dignity and Respect Champions network data) to capture usage and drive forward activity and commitment | 30% increase in use of available reporting routes by Autumn 2025 annual report. Greater insight into and understanding of experiences within the community and any gaps in reporting to inform future improvements. | Annually | AD CEI |
| 1.5e | 2c, 3b, 4c | As above | Build in information for all incoming and current staff and students about reporting routes for on-campus incidents, including the Report & Support tool. For Staff – Include in new staff induction sessions and wider communications. | 30% increase in use of available reporting routes by Autumn 2025 annual report. REC and staff survey feedback demonstrates increased awareness of methods and increased trust in | Q3 2024 | AD CEI AD CODW DDSE |

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| | | | For Students – Freshers, induction, re-induction and wider communication | issues being addressed. | | |
| 1.5f | 2c, 3b, 4c | As above | Communication Strategy: Undertake regular coordinated communications to improve awareness of the range of routes for reporting and addressing concerns, including process steps and different possible outcomes, and improve trust that action is taken on reported incidents by sharing anonymised scenarios, examples of cases, themes identified and proactive actions to address these | 30% increase in use of available reporting routes by Autumn 2025 annual report. Communications visible in staff newsletter each term. Archive of dated communications | One communication per term; trial for 2024 and review | AD CEI DDSE |
| 1.5g | 2c, 3b, 4c | As above | Review and implement grievance and disciplinary policies, including ensuring information is presented in different | 30% increase in use of available reporting routes by Autumn 2025 annual report. Reviewed and ratified policies. | AY 2025-26 | Head of Employee Relations and Policy DDHR |

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| | | | and accessible ways e.g. create a flow chart | Increased respondents saying they know how to raise grievances/ complaints and report incidents | | |
| 1.5h | 2c, 3b, 4c | Low levels of trust and confidence amongst BAME staff and Students in reporting racial incidents | Review Report and Support guidance and information sections to ensure relevancy and responsiveness to emerging trends. Undertake an evaluation of the report and support tool to evaluate its effectiveness and the support available particularly to those raising race-related incidents. | 30% increase in use of available reporting routes by Autumn 2025 annual report. Completed report with analysis of data. Increase in survey respondents' satisfaction in support they received | Q1 2025 | AD CEI DDSE |
| 1.5i | 2c, 3b, 4c | As above | Consult with the community periodically, for example to seek collaboration and feedback on developing any new promotional material for Report + Support | 30% increase in use of available reporting routes by Autumn 2025 annual report. | Include as agenda item on each staff/student network meeting in Q3 2024: collate feedback in Q4 2024 | EDI UNIT DDSE |

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| 1.5j | 2c, 3b, 4c | As above | Ensure report and support responders and dignity and respect champions have undertaken relevant training including Union Black anti-racist training and CPD opportunities | Completion of Union Black training by all Report and Support Responders. | Autumn 2024 | AD CEI |
| 1.5k | 2c 3b 4c | As above | Collect and monitor diversity data of report and support responders and dignity and respect champions and develop matrix that identifies relevant skills, training and experience and seek to address any gaps when new volunteers are recruited | Create survey to collect data b Q1 2024 | Collect data Q2 2024 and review annually | AD CEI DDHR |
| Staff experience and representation | | | | | | |
| 2.1a | 4a 4b 4c | 'Not known/refused' declaration response for ethnicity of academic staff have increased from 10% in 2017/18 to 11% in 2021/22. This is higher | Undertake further analysis to understand disaggregated numbers of 'not known' and 'refused' and identify any particular | Decrease in 'not known/refused' category in data set for ethnicity of academic and professional staff to | Analysis of data Q3 2024 | PVC CEI DDHR EDI team Line Managers PSLT Heads of School |

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| | | <p>than the national average (9%).</p> <p>'Not known/refused' declaration response for ethnicity of professional service staff has decreased to 9% (in 2019/20), also higher than the national average (6%)</p> <p>Most staff using the report and support tool preferred not to share their ethnicity.</p> | <p>approaches to address barriers to disclosure.</p> | <p>below the national average.</p> <p>Understanding of factors that drive non-disclosure.</p> | . | <p>Planning department</p> |
| 2.1b | 4a 4b 4c | As above | <p>Communicate regularly why disclosure is important, what is done with the data and how to raise concerns</p> <p>Develop communications strategy: include an expectation to complete equality monitoring data on MyView. identify opportunities to encourage through</p> | <p>Decrease in 'not known/refused' category in data set for ethnicity of academic and professional staff to below the national average.</p> <p>Completed strategy, including action plan with names people responsible.</p> | <p>Periodic updates and reminders in staff communications</p> | As above |

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| | | | management touchpoints. | | | |
| 2.1c | 4a 4b 4c | As above | Support managers to encourage disclosure through management touchpoints (Achievement and Development Reviews and probation checklists, 121s, team meetings). | Decrease in 'not known/refused' category in data set for ethnicity of professional staff to below the national average. | Annual agenda item with PSLT managers group and Heads of School group starting Q4 2023. | As above |
| 2.2a | 4a 4b 5c | Lack of easily accessible and comprehensive data to allow for meaningful analysis of race inequality. | Procure and implement a digital HR solution which automates processes to ensure consistency of experience for staff and enables improved data capture, interrogation and reporting to identify disparities, gaps and trends. | Improved systems and processes to enable data collection and analysis with consistency of approach and fewer manual processes, improving our availability of data to understand where we need to take action | People Strategy delivery 2024 - 2027 | DDHR |
| 2.3a | 4a 4b | Lack of potentially relevant evidence relating to insights of departing BAME staff. | Conduct analysis of existing exit survey data to gain insight into why people leave the | Turnover rates remain consistent against all groups. | Analysis outcome by Q1 2025 | DDHR OD CODW |

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| | | | university, and any trends or shared experiences, particularly relating to race equality. | Completed analysis with clearly defined reasons and actions identified | | |
| 2.3b | 4a 4b | As above | Establish current completion levels for exit surveys and set a specific target for increased completion | Current completion rate and target completion rate to be included in above analysis and AP | Analysis and AP to be completed for Q3 2025 | DDHR |
| 2.3c | 4a 4b | As above | Identify and implement any strategic actions which may be merited as a result of the analysis | Actions will form part of the analysis and AP | Discuss analysis and identify possible actions at Q4 REC SAT 2025 | REC SAT |
| 2.3d | 4a 4b | As above | Improve communication with leavers around completion of exit surveys/interviews. | Increase in completed exit surveys to target level set. | Review action in Q1 2026 to ensure identified steps are being taken | DDHR |
| 2.3e | 4a 4b | As above | Include content regarding the value of exit surveys/interviews in line management resources to support provision of consistent messaging to leavers. | Increase in completed exit surveys to target level set. | As above | DDHR |

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| 2.4a | 4a 4b | There is underrepresentation of BAME colleagues on Senate, Council and UEG. | Identify an appropriate sector benchmark for comparison. | Representation on Council, senate and UEG that is in line with sector benchmark. | Benchmark identified by Q3 2024 | GCGC VCO office |
| 2.4b | 4a 4b | As above | Collect and Monitor equality data annually for UEG, Senate and Council. | Representation on Council, senate and UEG that is in line with sector benchmark. Collection and monitoring data created and communicated | Collection and monitoring of data introduced by Q4 2024 | As above |
| 2.4c | 4a 4b | As above | Set targets for diverse recruitment to vacant positions. BAME representation to reflect average by 2027 | Representation on Council, senate and UEG that is in line with sector benchmark by 2027 Summary of findings from monitoring to be presented | Q1-2 2025 | As above |
| 2.4d | 4a 4b | As above | Increase representation on Senate, Council and senior decision-making | Representation on Council, senate and UEG that is in line | As above | As above |

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| | | | bodies by implementing recruitment strategies to attract more ethnically diverse applicants. Review and amend recruitment processes. | with sector benchmark. Targets and actions will be identified in summary of findings: consultation with BAME network and REC SAT around action will be evidenced in meeting minutes | | |
| 2.4e | 4a 4b | As above | Nominations Committee to consider using agencies such as Inclusive Boards when vacancies appear (on Council). | Representation on Council, senate and UEG that is in line with sector benchmark. Agenda item for nominations committee meeting early 2025 | As above | As above |
| 2.4f | 4a 4b | As above | Where executive recruitment agencies are used, consider requiring a minimum of 20% of shortlist to be BAME applicants | 20% BAME shortlisted candidates via executive search agencies by Q2 2027 | Q3 2025 | As above |

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| 2.5a | 4d | Equalities data for all key internal governance committees is not collected at present. | Collect and monitor equality data for all key internal governance committees using MyView data / through annual review. | BAME representation reflects institutional average by Q3 2027. Collected data by Q1 2025 | Annual monitoring start: Q1 2025 | GCGC |
| 2.5b | 4d | As above | Develop and implement actions to address gaps identified. | Annual targets met as documented in annual reports | Annual review from Q1 2026 | GCGC |
| 2.6a | 4d | SMTs in Schools are not routinely monitored for diversity. | Heads of School to routinely monitor School SMT data using MyView data. | BAME representation reflects institutional average by Q3 2027. Equalities data complete and reported on annually at School level to Head of School, UEG and relevant committees. | Annual monitoring start: Q1 2026 | Heads of School |
| 2.6b | 4D | As above | Create annual reports on the ethnicity of School SMT membership as an evidence base for understanding representation and further action required | BAME representation reflects institutional average by Q3 2027. | Annual monitoring from Q1 2026 | Heads of School |

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| 2.7a | 4e 5d | The most recent external equal pay review was undertaken in 2016, and there is a need to procure a further review to understand and compare the current position to inform action planning. | Commission an external equal pay review to consider pay disparities by gender, ethnicity and disability, and intersecting identities where data allows. | An agreed action plan with accountability and timelines to address identified equal pay disparities in place. | Start: Q2 2024 | AD RR AD CEI Trades unions |
| 2.7b | 4e 5d | As above | Analyse equal pay disparities above 3% and develop an action plan with the recognised trades unions to address any above 5%. | As above | End: Q4 2024 | AD RR AD CEI Trades unions |
| 2.8a | 4e | There is an ethnicity pay gap in academic and PS staff groups driven by the distribution across the workforce. | Existing actions 2.10 and 2.11 (recruitment and promotion related), will address the pay gaps. Continue analysis of the ethnicity pay gap data to get a better understanding of the pay gap. | Halve the mean ethnicity pay gap for academic staff from 6.1% to 3% and for PS staff from 7.3% to 3.6% by 2027 pay gap reporting date. | Annual review of pay gap data and action plans | PVC CEI AD RR Planning dept REC SAT |

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| 2.8b | 4e | As above | Develop and implement guidance on starting salaries. | Halve the mean ethnicity pay gap for academic staff from 6.1% to 3%% and for PS staff from 7.3% to 3.6% by 2027 pay gap reporting date. There will be clear guidance that will have been communicated to all relevant parties. | Starting salary guidance introduced by Q2 2024. | DDHR AD RR |
| 2.8c | 4e | As above | Analyse data to understand intersectional issues with gender. | Halve the mean ethnicity pay gap for academic staff from 6.1% to 3%% and for PS staff from 7.3% to 3.6% by 2027 pay gap reporting date. Clear analysis drawn up with data and insight informing targeted actions | Intersectional pay gaps analysis from Q1 2026. | PVC CEI AD RR REC SAT Planning Dept |
| 2.8d | 4e | As above | Monitor the impact of existing People Strategy actions to develop an equitable pay framework, | Halve the mean ethnicity pay gap for academic staff from 6.1% to 3%% and for PS staff from 7.3% to | Survey Reponses from 2026 | As above |

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| | | | promotion criteria and job evaluation benchmarks. | 3.6% by 2027 pay gap reporting date. Promotion criteria and benchmarks will be clearer and this will be reflected in more positive perceptions of the process | | |
| 2.9a | 4a 5a 6a | There is low and/or uneven representation of BAME academic and PS staff. Underrepresentation of UK Black Academic staff in some schools and higher graded posts across the University. Black academic staff numbers are not showing a trend to increase, unlike other BAME academic staff groups. PS BAME staff numbers are below the local population levels. | Review academic recruitment processes to understand current application and recruitment data and trends (in tandem with People Strategy actions to deliver the aims of creating an equitable pay framework, promotion criteria and job evaluation benchmarks). Complete equality analysis on current recruitment processes to ensure inclusive practices. Include the following actions: | BAME academic representation at least in line with the sector and institutional average. Proportion of PS BAME staff at least in line with local population of Brighton and Hove. Successfully implementing inclusive recruitment and promotion practices as an action to improve diversifying the applicant pool and contribute to | Q1 2027 | DHR DDHR Heads of School COO PSLT |

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| | | | | reassuring current employees of a robust and fair recruitment process. | | |
| 2.9b | 4a 5a 6a | As above | Develop outreach plan to increase BAME PS staff numbers – building on links to the community (see action 1.2), such as offering onsite job fairs, career events – including in schools and highlighting roles where remote and hybrid working models could widen the recruitment pool. | BAME academic representation at least in line with the sector and institutional average. Proportion of PS BAME staff at least in line with local population of Brighton and Hove. Outreach plan created with clear timetable of actions | Q1 2027 | As above |
| 2.9c | 4a 5a 6a | As above | Review, revise and debias recruitment systems to make them anti-racist and anti-discriminatory | BAME academic representation at least in line with the sector and institutional average. Proportion of PS BAME staff at least in line with local population of Brighton and Hove. | Q4 2025. | As above |

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| | | | | Risks of bias minimised in recruitment processes. | | |
| 2.9d | 4a 5a 6a | As above | Audit language used in recruitment forms and communications as part of the recruitment process | BAME academic representation at least in line with the sector and institutional average. Proportion of PS BAME staff at least in line with local population of Brighton and Hove. | Q4 2025 | As above |
| 2.9e | 4a 5a 6a | As above | Standardise 'name-blind' applications across the university in all roles | BAME academic representation at least in line with the sector and institutional average. Proportion of PS BAME staff at least in line with local population of Brighton and Hove. | Q4 2025 | As above |
| 2.9f | 4a 5a 6a | As above | Include straplines in adverts to demonstrate transparency regarding underrepresentation for | BAME academic representation at least in line with the sector and | Strategy for positive action to be launched in Q3 2024 | As above |

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| | | | different roles, departments and Schools and encouraging applications from underrepresented groups. | institutional average. Proportion of PS BAME staff at least in line with local population of Brighton and Hove. An embedded strategy and approach to Positive Action with clear guidance on circumstance for use, and monitoring processes. | | |
| 2.9g | 4a 5a 6a | As above | Establish an approach for effective use of Positive Action in recruitment processes, tailored to occupational considerations and different staff groups, (especially Black academics and PS roles) which meets the needs of the university and the legal framework | BAME academic representation at least in line with the sector and institutional average. Proportion of PS BAME staff at least in line with local population of Brighton and Hove. As above | As above | As above |

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| 2.9h | 4a 5a 6a | As above | Individual schools to develop action plans to articulate target and timescale to increase representation and distribution across pay scales | BAME academic representation at least in line with the sector and institutional average. Proportion of PS BAME staff at least in line with local population of Brighton and Hove. All schools/ divisions have an action plan in place with targets and timescales. | Individual school plans in place Q4 2025 | As above |
| 2.9i | 4a 5a 6a | As above | Heads of PS Divisions to develop action plans to identify specific areas for improvement to increase representation and distribution across pay scales. | BAME academic representation at least in line with the sector and institutional average. Proportion of PS BAME staff at least in line with local population of Brighton and Hove. All PS divisions have an action plan in place with targets and timescales | Individual PS Division plans in place Q4 2025 | As above |

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| 2.9j | 4a 5a 6a | Differential progression rates apparent for BAME applicants in the recruitment process. | Consult with BAME staff network regarding effective ways of reaching and attracting diverse applicants, and to help understand progression through recruitment stages to identify barriers for particular groups. | BAME academic representation at least in line with the sector and institutional average. Proportion of PS BAME staff at least in line with local population of Brighton and Hove. Consultation to be included as agenda item for BAME network and REC SAT | Q1 2026. | EDI Unit REC SAT Chair BAME Network leads DDHR |
| 2.9k | 4a 5a 6a | Some data states unknown grades for academic staff. This can skew results. There is a need for more robust data | Procure and implement an e-Recruitment system. Explore reasons why grade is unknown and remedy Further analysis of recruitment data to understand any trends by grade, seniority, or job type. Work with the EDI planning officer to understand gaps in data collection and | BAME academic representation at least in line with the sector and institutional average. Proportion of PS BAME staff at least in line with local population of Brighton and Hove. Recruitment process and e-recruitment system implemented Q4 2025. | Q2 2026 | EDI Planning DDHR Heads of School EDI Unit |

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| | | | identify goals for improvement | analysis of recruitment data Q2 2026 | | |
| 2.9l | 4a 5a 6a | As above | Create guidance on completing application forms and provide contextual examples. | As above | As above | As above |
| 2.10a | 5a 6a | There is a lack of guidance and process for appointing interim or acting up roles, and concerns were raised through the REC survey that staff acting up may not be appropriately appointed. Comments from the survey highlighted concerns of 'nepotism'. | Create and implement guidance and processes for recruiting and appointing interim roles / acting up. | BAME academic representation at least in line with the sector and institutional average. Proportion of PS BAME staff at least in line with local population of Brighton and Hove. Fair processes for acting up and interim roles is in place and staff survey and REC survey feedback reflects this (with 10% increase between 2023 data and 2025 data | Guidance created and implemented Q3 2024 | DDHR |
| 2.10b | 5a 6a | As above | Ensure capability to monitor interim or acting roles is part of the future e- | BAME academic representation at least in line with the sector and | As above | As above |

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| | | | Recruitment system requirements. | institutional average. Proportion of PS BAME staff at least in line with local population of Brighton and Hove. e-recruitment system implemented Q4 2025 | | |
| 2.11a | 5a 6a | There is no effective means to monitor if staff involved in recruitment have undertaken the necessary training. | Implement LMS to ensure effective monitoring of mandatory training for recruiters. Identify actions to ensure compliance of existing training provision. | BAME academic representation at least in line with the sector and institutional average. Proportion of PS BAME staff at least in line with local population of Brighton and Hove. Evidence that all staff involved in recruitment have undertaken necessary training prior to participating in recruitment processes. | LMS Launch: 2026 | DHR COO Provost AD CODW |

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| 2.11b | 5a 6a | As above | Report to UEG on completion of mandatory training as part of regular HR data report on KPIs so that completion rates can be actioned by the COO and Provost. | Updated KPI workbooks to reflect new data collection. | As above | As above |
| 2.12a | 5a 6a | Perceived lack of ethnic diversity on recruitment panels | Monitor diversity of recruitment panels via new e-recruitment system. Develop actions in response to monitoring data. | Data on diversity recruitment panels available and information communicated to the community. | Monitoring implemented and actions identified Q3 2025. | DDHR |
| 2.12b | 5a 6a | As above | Through communications and line management encourage more junior academic/PS staff to take part in recruitment panels to be able to have more diverse representation on panels. | Composition of recruitment panels more diverse | Review each Quarter 2024 | As above |

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| 2.13a | 5b 6b 6d | Lack of training and career development opportunities. Feeling that opportunities are unfair and weighted towards those in favour. Provide mentoring to staff, to support career progression and improve staff experience of promotions | Improve awareness of staff Apprenticeship Scheme and Mentoring Programme, L&D offer via planned communications approach. | Increase in take up of apprenticeships by 25% by Q 2 2025 | Review each Quarter 2024 | AD CODW |
| 2.13b | 5b 6b 6d | As above | Do comparative analysis of uptake after comms (early 2025) to measure any movement. | As above | Q1 2025 | AD CODW |
| 2.13c | 5b 6b 6d | As above | Monitor uptake of apprenticeship scheme to understand where further exploration or targeted awareness for underrepresented groups may be required. | Increase in take up of apprenticeships by 25% by Q 2 2025 Summary review to be completed early 2025 to reflect uptake in 2024 and movement from previous years | Q1 2025 | Apprenticeship Officer |
| 2.13d | 5b 6b 6d | As above | Measure effectiveness of mentoring scheme through feedback and monitoring | Reviewed processes for gathering feedback. | Q3 2025 | OD Consultant Lead |

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| 2.14a | 5b | Take up and completion rates of Union Black anti-racism training not readily available. | Work with Union Black provider to ensure regular monitoring of take up and completion rates. | 25% increase in completion rates by 2026. Clear data sets gathered | Start: Q1 2025 | AD CEI , EDI Consultant and OD Asst Admin Manager |
| 2.14b | 5b | Anti racism training focuses on Black British experience and there is a perception that this is not sufficiently comprehensive of wider lived experience | Review anti racist training provision and identify any gaps in the provision including for roles or functions to ensure its relevance. Develop alternative training to explore racism beyond the Black British experience. | List of additional training that covers all areas of BAME, such as GRTBS awareness sessions, etc. | Training actions to be completed by end of 2026 | EDI Unit/ OD Asst Admin Manager |
| 2.14c | 5b | As above | Delivery of relevant anti-racism training provision for all relevant roles and functions is embedded and feedback monitored and addressed. | As above | As above | As above |

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| 2.14d | 5b | Senior leaders/ decision makers are seen as homogenous and unaware of own privilege. Low uptake of anti-racist training supports negative perception. | Decision makers to complete six-hour Union Black training. | All decision makers to have completed training by 2026. | As above | UEG |
| 2.14e | 5b | Union Black training: difficult/ unclear sign-up process makes it less accessible for some | Create comms to promote Union Black Training organisationally. Create a step-by-step guide to access the training and a testimonial. | Comms to promote Union Black training to go out as part of Black History month 2023. Include testimonial and step by step guide for accessing. | As above | EDI Unit/ OD Asst Admin Manager |
| 2.14f | 5b | Improve and update the EIA training | Revised training/source new HE relevant training aligned to our process. | Implementation of a new or revised training for EIA that supports our templates, guidance and processes | As above | EDI Unit/ OD Asst Admin Manager |
| 2.14g | 5b | Review of EDI training shows that some trainings require updating and improvements. Also, some themes/ topics are uncatered for. | Identify suitable resources for raising and awareness session not currently catered for (Religion and Belief awareness, Ally and Bystander training, etc) | List of trainings required, and providers identified for each | As above | EDI Unit/ OD Asst Admin, Manager/OD and Consultant Lead |

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| 2.14h | 5b | As above | Recommend the 'Challenging Behaviour' Course is mandatory for all staff | Mandated on website and introduction/ starter docs | As above | EDI Unit, OD Asst Admin Manager |
| 2.15a | 5d | <p>Academic promotions criteria are unclear, according to survey responses.</p> <p>There is a lack of faith in the process for promotions and the Discretionary Pay Reviews</p> <p>Rates of promotion fairly comparable. Identify actions to restore faith in process</p> | Existing People Strategy project to review complete root and branch review of our academic promotion process to make it more consistent, transparent | Improved feedback in survey responses regarding clarity of academic promotions criteria. | Academic promotions review process commenced March 2023. Due for implementation Jan 2024. | AD RR |
| 2.15b | 5d | As above | Broaden promotion criteria to recognise a broader swathe of activity which will recognise a wider set of contributions | As above | As above | As above |
| 2.15c | 5d | As above | Monitor promotion data annually, including | As above | As above | As above |

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| | | | applicant numbers and outcomes. | | | |
| 2.15d | 5d | As above | Strengthen feedback to improve faith in process and encourage future applicants | As above | As above | As above |
| 2.15e | 5d | As above | Create 'conflict of interest' process for applicants to raise concerns about composition of promotions panel to support integrity of process | As above | As above | As above |
| 2.16a | 5b | Current challenges tracking compliance with training | Implement Learning Management System (LMS) which will enable identification of target groups for learning, tracking completion, chasing and follow up, with automatic reminders and effective reporting. Identify actions to ensure compliance of | Evidence that all staff are compliant with training. Including where staff have responsibilities such as recruitment, ensure relevant training has been completed by all panel members. Including when involved in recruitment have undertaken | 2026 | DHR, COO Provost and AD CODW |

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| | | | existing training provision. | necessary training prior to participating in recruitment processes. | | |
| 2.16b | 5c | No current system to capture appraisal (Achievement and Development Review - ADR) data to include UK and non-UK staff by ethnicity. | Ensure the functionality of a new HR system captures appraisal (ADR) data. | System to capture appraisal (ADR) data to include UK and non-UK staff by ethnicity. | Start: Jan 2027 End: October 2027 | HRD and AD CODW |
| 2.17a | 5c | There is no mandatory training on appraisals for managers/those conducting appraisals to ensure consistency of approach and access to the opportunity for all staff. | Consider whether appraisal training should be mandatory, having regard to the suite of other compulsory training | A decision on whether appraisal training should be mandatory. | Start: Sept 2024 and End: Dec 2024 | AD CODW COO |
| 2.18a | 5c | Appraisal scheme does not currently meet the needs of all the academic community. | Review of ADR process introduced in 2023 should consider the suitability for academic staff. | Feedback on how new ADR process meets the needs of the academic community. | Start: Jan 2024 and End: July 2024 | AD CODW |

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| 2.19a | 5g | There is no institutional process for ensuring that profile raising opportunities for academic staff are allocated transparently and without racial bias. | Identify current processes within schools and directorates and develop and implement an institution-wide process. | Effective implementation of an institutional process which ensures profile raising opportunities for academic staff are allocated transparently and without bias. | StartStudent Exp. Jan 2024 and End Sept 2024 | PVC CEI |
| 2.19b | 5g | As above | Ongoing monitoring to identify any racial disparities in uptake of profile-raising opportunities. | Monitoring data shows no racial disparities in uptake of profile-raising opportunities. | As above | As above |
| Student experience and support | | | | | | |
| 3.1a | 7a | Initiatives and pre-entry actions are not routinely monitored to understand impact or inform future work. | Undertake collection and analysis of ethnicity data and intersecting characteristics of those accessing bursaries and hardship funds. | A clear understanding of whether the take up of bursaries is disproportionately by BAME students. | Start: Jan 2026 End: April 2026 | Widening Participation |
| 3.1b | 7a | As above | Undertake further analysis of the ethnicity of those engaging in | As above | As above | As above |

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| | | | pre-entry and other initiatives to inform the focus of future initiatives. | | | |
| 3.2a | 7a | Offer rates for ESW courses, where interviews are used, show lower offer rates overall and a gap between offer rates for BAME and White candidates. | Undertake further analysis at a course level of ESW courses to understand gaps in offer rates between White and BAME candidates and develop actions to address disparities. Review the interview process for ESW courses to identify any potential measures to safeguard against bias. | BAME offer rates for ESW courses in line with White students. | Analysis Q1 2025 | Head of School ESW, EDI |
| 3.3a | 7b | Uneven representation of BAME students in different schools. | Monitor diversity against benchmarks. | To increase the number of BAME students in underrepresented disciplines at the university and in line with national benchmarks. | By Q3, 2027 | Heads of school |
| 3.3b | 7b | As above | Improve analysis of school-based admissions data and | As above | As above | As above |

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| | | | processes to create targeted actions. | | | |
| 3.3c | 7b | As above | New APP focus on evaluation to ensure Recruitment Strategy focuses on what works for identified target groups. | As above | As above | As above |
| 3.4a | 7c | Black students have the lowest progression rate (84.9% and 89.7% respectively in 2020/21. Student Progression rates are impacted by poor wellbeing and mental health conditions. Students from BAME backgrounds are more likely to bring an academic appeal, but less likely to be upheld than White students. | Providing training in intercultural awareness for student-facing staff to support staff working with international students (an action that will also support our Domestic Internationalisation strategy). | Consistent Student progression rates for all groups. | Q3, 2027 | Director of Student Experience |
| 3.4b | 7c | As above | Guidance for teaching staff on providing assessment feedback to international students working in English as an additional language (developed | As above | As above | As above |

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| | | | by colleagues with expertise in the Sussex Centre for Language Studies). | | | |
| 3.4c | 7c | As above | Understanding from best practices any additional academic support or changes that BAME students may benefit from, and planning implementation of these. | As above | As above | As above |
| 3.4d | 7c | As above | Explore the issues raised by students with Student Advisors to identify further actions we can take to address racial discrimination reported or wellbeing needs. | As above | As above | As above |
| 3.4e | 7c | As above | Tailor existing mental health and wellbeing service provisions to meet the needs of BAME. | As above | As above | As above |

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| 3.4f | 7c | As above | Seek to improve support for International Students by benchmarking UoS International Student Support provision and structures with other Higher Education Providers. | As above | As above | As above |
| 3.4g | 7c | As above | Explore the possible causes of the disparity in the percentage of Academic Appeals upheld for both BAME and overseas students. | As above | As above | As above |
| 3.4h | 7c | As above | 3.4 h University Chaplain and Lead Faith Advisor to work closely with faith groups and individuals of faith to help to foster mutual understanding and respect. | As above | As above | As above |
| 3.5a | 7d | There is not a mitigating ('exceptional') circumstance explicitly referencing racial trauma, including incidents of hate and discrimination. | Amend the exceptional circumstances definition to include an example of racial trauma and that for other protected characteristics and | The university definition for 'exceptional circumstance' in relation to assessments amended to include | Start: Jan 2025 End: April 2025 | Director of Student Experience |

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| | | | <p>response to flashpoint incidents. (Current definition includes:</p> <ul style="list-style-type: none"> • significant personal or family crises leading to acute stress • witnessing or experiencing a traumatic incident • a crime which has had a substantial impact on the student) | example of racial trauma. | | |
| 3.6a | 7d | Awarding gaps are present for racially minoritised students. | Delivery of the Access and Participation Plan (APP) 2020/21 - 2024/25 which sets out a range of strategic measures and actions to reduce all awarding gaps, including between racially minoritised and white students. | The University will have no significant awarding gaps for measures of student success at institutional level by 2025. The measures of success will be: Reduce the awarding gap between Asian and white students from 21% to 4.2% by 2024/25 (eliminating the unexplained gap, based on OfS | APP Delivery ongoing - 2024/25 | <p>Director of Communications, Marketing and Advancement</p> <p>PVC Education and Students</p> |

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| | | | | <p>differences in student outcomes by ethnicity analysis), seeking to eliminate the remaining gap by 2029/31.</p> <p>Reduce the awarding gap between Black and white students from 25% to 5% by 2024/25, (eliminating the unexplained gap, based on OfS differences in student outcomes by ethnicity analysis), seeking to eliminate the remaining gap by 2029/30</p> | | |
| 3.6b | 7d | As above | Delivery of Curriculum Reimagined project commits to tackling Awarding Gaps – particularly where these are significant for BAME students and international students - through design and delivery of the project. | As above | Curriculum Reimagined Project start: 2023 End: 2024 | As above |

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| 3.7a | 7d | No way to monitor impact of specialist Race Equity Advocates, Connectors or similar | Create process to monitor impact of Race Equity Advocates or similar on the development of practical solutions to issues faced by BAME students in specific areas e.g., schools, courses, modules. | Process in place to monitor impact. Evaluation of impact undertaken and next steps identified. | Start: Jan 2027 End: July 2027 | Director of Communications, Marketing and Advancement |
| 3.7b | 7d | As above | Evaluate the impact of Race Equity Advocates. | As above | As above | As above |
| 3.8a | 8a | The curriculum is not sufficiently diverse. | The Curriculum Reimagined project (initiated end 2022) Guiding Principles include work to establish greater inclusivity, including decolonising the curriculum. | Monitor progress of decolonising the curriculum project, and next steps are identified. | Working Groups commence 2023 Project delivery 2023 - 24 | PVC Education and Students |
| 3.9a | 8a | There are limited examples of best practice on the website for decolonising resources. | Develop further content for the Educational Enhancement webpages sharing best practice examples of decolonising resources for staff. | A webpage for staff to access and implement best practice examples of decolonising resources | Annual content review start: Sept 2024 | PVC Education and Students |

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| 3.10a | 8c | Focus group expressed cynicism about abilities to decolonise curriculum | Use reflections from focus group to inform expanded and deepened approaches to decolonising the curriculum | Add a question to REC survey to capture students' confidence in decolonising the curriculum work. | Next REC survey (2025) | Heads of school REC SAT |
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