

Policy Title: Race Charter Bronze Award Action Plan, February 2026

Decision: Screen Out

Contact: [Damian McIlduff](#), EDI Section Leader: Race and Religion

Date of Completion: 23 March 2026

Part 1: Policy Scoping

Information about the policy

Name of the Policy

Race Equality Charter Bronze Award Action Plan, February 2026

Is this an existing, revised, or new policy?

New

What is it trying to achieve? (For example, intended aims and outcomes)

The Race Equality Charter Bronze Action Plan aims to advance racial equality across the University through a structured programme of cultural and practice change. The plan sets out targeted actions to identify, reduce and remove systemic barriers that affect staff and students from minority ethnic backgrounds, in line with the University's commitment to the Advance Higher Education (HE) Race Equality Charter.

The [Advance HE Race Equality Charter](#) provides a national framework to support higher education institutions to critically examine their practices and develop sustainable solutions that address racial inequalities in staff recruitment, development, progression, representation, and student access, attainment, continuation and belonging. The Charter requires institutions to understand the lived experiences of racially minoritised groups and to take evidence-based steps to create a more equitable environment.

The Action Plan therefore seeks to:

- improve the representation, progression and retention of minority ethnic staff at all levels and across all job families;
- enhance the educational experience, attainment and sense of belonging of minority ethnic students, including improved access, progression and outcomes;
- support a development of organisational culture by addressing structural and institutional barriers to racial equality, including processes and behaviours;
- strengthen data collection, monitoring and accountability mechanisms to ensure continuous improvement in race equality; and
- embed anti-racism, cultural competence and inclusive practice across leadership, governance and the wider institutional community.

The intended outcome is a safer, fairer and more inclusive University environment in which racial inequalities are actively identified and tackled, and where the diversity of staff and students is recognised, valued and supported.

Are there any Section 75 categories which might be expected to benefit from the policy? If so, explain how below.

Note: The Section 75 categories are:

- religious belief
- political opinion
- racial group
- age
- marital status
- sexual orientation
- sex (men and women generally)
- disability
- dependants

Religious Belief, Racial Group – the Action Plan sets out to benefit minority ethnic staff and students. As ethnicity is often intertwined with Religious Belief, the Action Plan will also impact positively on Religious Belief.

Who initiated or wrote the policy?

Ulster University's Race Charter Institutional Self-Assessment Team initiated and developed the Action Plan.

Who owns and implements the policy?

The Action Plan is owned by the Co-Chairs of the Race Charter Institutional Self-Assessment Team. It will be implemented by the institutional Race Charter Committee and Working Groups, and specific action owners across Departments and Faculties.

Implementation factors

Are there any factors which could contribute to or weaken the intended aim or outcome of the policy?

Yes

If yes, are they financial, legislative or other?

Financial: subject to availability of resources.

Legislative: changes to legislation.

Other: priorities within the University's Operational Plan.

Main stakeholders affected

Who are the internal and external stakeholders (actual or potential) that the policy will impact upon?

- Staff
- Students
- Other service users (for example: prospective students or conference delegates)

Other policies with a bearing on this policy

What are they and who owns them?

Policy: People, Place and Partnerships – Delivering Sustainable Futures for All Strategy

Policy Owner: Vice Chancellor

Policy: Work - Life Balance Policy

Policy Owner: Chief People Officer

Policy: Bullying and Harassment (Dignity at Work) Policy

Policy Owner: Chief People Officer

Policy: Data Protection Policy

Policy Owner: University Secretary

Available evidence

What evidence or information (both qualitative and quantitative) have you gathered to inform this policy? Please specify details for each of the Section 75 categories below.

Note: Evidence can come from many sources. Examples include the University's management information systems, internal or external research, surveys or consultation exercises. The Equality Commission has produced a guide to [signpost to S75 data](#). Anecdotal evidence, such as feedback from service users may also be used.

Religious Belief

The University's EO data were reviewed. On 6 February 2025, 63.3% of our staff identified as Christian and 22.3% identified as having 'No Religion'. Compared with 2020, this indicates a 4.6% decrease in staff who identified as Christian and a 1.2% decrease in staff who identified as having 'No Religion'.

In the Academic Year (AY) 2024 to 2025, 64.5% of our students identified as Christian and 12.2% identified as having 'No Religion'. Compared with AY 2019 to 2020, this indicates an 9.4% decrease in students who identified as Christian and a 0.5% decrease in students who identified as having 'No Religion'.

Political Opinion

The University does not collect information on Political Opinion or make assumptions regarding Political Opinion based on Community Background.

Racial Group

The University's EO data were reviewed. On 6 February 2025, our staff profile was 92.3% White and 7.7% minority ethnic. This indicates a 2.1% increase in minority ethnic staff compared with 2020.

In AY 2024 - 2025, 9.8% of students identified as minority ethnic. This indicates a 4.3% increase in minority ethnic students compared with AY 2019 to 2020. Our minority ethnic profile suggests that we are twice as diverse as the local population, as the Northern Ireland Census 2021 suggests that 3.4% of the NI population is Black and minority ethnic.

When broken up into more specific categories, in 2024, the largest UK-domiciled minority ethnic student groups at the University were:

- Asian: 1.2%.
- Mixed: 0.7%
- Black: 0.5%.

This compares to:

- UK sector averages: 14% Asian, 9% Black, 5% Mixed
- NI Higher Education Institutes (HEIs): 3% Asian, 1% Black and 1% Mixed

Ulster University's student figures have remained consistent since 2022, are slightly lower than NI averages, although are significantly lower than UK-wide benchmarks.

Age

The University's EO data were reviewed. On 6 February 2025, 30.1% of our staff were in the 46-55 age band and 26.1% of staff were in the 36-45 age band. 25.4% of staff were aged '56 and above', which represents a 3.2% increase compared to 2020.

In AY 2024 to 2025, the majority of students (61.2%) were aged '21 and under 40'. This figure is almost identical to the percentage of students within this age band during the AY 2019 to 2020 (61.5%). The number of students within the '18 and under 21' category has grown 1.7% compared to 2020, sitting now at 29%.

Marital Status

The University's EO data were reviewed. In February 2025, 54.5% of staff were 'Married or in a Civil Partnership', a decrease of 5.5% compared to 2020.

In AY 2024 to 2025, 71.8% of students were 'Single', a 4.4% decrease compared with AY 2019 to 2020.

Sexual Orientation

The University's EO data were reviewed. In 2025, 74.2% of staff were 'Heterosexual'; 4.4% were 'Lesbian, Gay and Bisexual (LGB)' and 21.4% were 'Not Known'. This indicates a 2.8% increase in LGB staff compared with 2020.

Although we collect student data on sexual orientation, this is not considered to be reliable.

Men and Women generally

The University's EO data were reviewed. In 2025, 58.4% of staff were 'Female'. This indicates a 2% increase in female staff compared with 2020. In academic jobs 51% were male and 49% were female. Women accounted for 84% of clerical roles, while men represented 16%. Men represented 89% manual jobs, compared to 11% of women.

In AY 2024 to 2025, 59.3% of students were 'Female', a 1.6% increase compared with AY 2019 to 2020.

Disability

The University's EO data were reviewed. In 2025, 6.2% of staff declared a disability, an increase of 1.1% compared with 2020.

In AY 2024 to 2025, 7.9% of students declared a disability, a decrease of 3.1% compared with AY 2019 to 2020.

Our disability declaration rate is lower than expected, compared with the local population. The NI Census (2021) found that 24% of the NI population stated that their day-to-day activities were limited because of a long-standing health problem or disability.

Dependants

The University's EO data were reviewed. In 2025, 43.5% of staff had dependants. This indicates a decrease of 2.7% compared with 2020.

In AY 2024 to 2025, 10.8% of students declared they had dependants, a decrease of 3.9% compared to AY 2019 to 2020.

Needs, experience and priorities

Taking into account the information referred to above, what are the different needs, experiences and priorities of each of the following categories, in relation to the particular policy or decision? (Please specify for each of the Section 75 categories below the needs, experiences and priorities)

Religious Belief

Our data from our 'Equality Matters' Staff and Student Survey (November-December 2024) indicated that there is a need to improve the provision of prayer spaces (AP6.13) and to ensure that exam timetabling takes account of major periods of religious observance (AP6.12). Furthermore, 9% of minority ethnic staff respondents and 5% of minority ethnic student respondents felt that cultural events at the University were not welcoming.

These responses point to a need for stronger early engagement and more visible cultural inclusion, including raising the profile of the BAME+ Network and embedding inclusive event practices.

For staff and students from diverse faith backgrounds, there is also a need to develop and promote inclusive event guidelines that reflect religious dietary requirements and alcohol-free preferences, in partnership with staff and student faith groups (AP6.11).

See also: Racial Group.

Political Opinion

None identified. The main overarching aims of the Action Plan are to advance racial equality across the University and embed inclusive cultures in line with the Race Equality Charter Commitments.

Racial Group

In its '[Equality in higher education: staff statistical report 2024](#)', Advance HE indicates that the number of Black, Asian and minority ethnic staff has nearly tripled within the last 20 years (increasing from 24,045 in 2003-04 to 76,095 in 2022-23) and their overall representation has risen from 8.6% of the total staff population in 2003-04 to 19.1% in 2022-23.

However, the report shows that, among both UK and non-UK academic staff, a greater proportion of Black, Asian and minority ethnic staff are on fixed-term contracts (29.0% and 46.6%, respectively) than White staff (23.3% and 31.7%,

respectively); and notable differences in the proportions of professors among the UK Black, Asian and minority ethnic groups, with just 3.8% of UK Black academics being professors.

Although ethnic representation among professors is increasing across the years, this varies widely across the different minority ethnic groups, with Black professors still being those most underrepresented. This is true when looking at representation across both UK and non-UK professors.

In regard to students, HEPI indicates that race inequality in UK higher education is characterised by significant disparities in degree attainment, participation rates, and experiences of racial harassment among students from different ethnic backgrounds.

Staff Recruitment

Institutional data shows lower success rates for minority ethnic candidates at the interview stage (Arab 1.2%, Asian 4.7%, Black 2% compared to White 18.5%) applicants in 2024.

For Professional, Technical and Operations (PTO) roles, 3.2% of minority ethnic applicants were successful, compared with 9.7% of White applicants. This signals a need to monitor equity in recruitment outcomes for applicants from diverse racial backgrounds.

In response, the Action Plan proposes establishing a dedicated working group to investigate application to shortlist, and interview to appointment success rates, identifying where issues are at each stage, with a view to develop pre-application recruitment guidance (AP2.19).

Institutional data also indicates barriers to progression for minority ethnic staff within Grade 10 PTO roles. A priority has been identified to establish a working group to examine minority ethnic representation at PTO Grade 10, with the aim of identifying and addressing barriers to both appointment and career progression for internal and external candidates (AP2.20).

- In 2024, 13% (167) of academic staff were minority ethnic compared with 87% (1,136) White.
- Among minority ethnic academic staff, 30% (50) were women and 70% (117) were men.
- At professorial level, 10% of professors were minority ethnic, while 90% were White, with minority ethnic women particularly underrepresented at just 3%.

This underrepresentation is reflected in the University's annual Ethnicity Pay Gap analysis, however, during the awarding period a new Pay Gap Framework will be introduced alongside the publishing of ethnicity, gender and disability pay gap summaries (AP 2.23.)

Student Awarding Gap

The University demonstrates strong undergraduate continuation rates, with minority ethnic students achieving 99 - 100% in 2024, matching White student rates and exceeding the UK average.

UG awarding data shows no overall gap, with minority ethnic students slightly outperforming White students. Disparities remain in specific groups relating to postgraduate outcomes:

- Black UK-domiciled students face an 8% awarding gap compared to White.
- Graduate Taught (GT) awards presented underperformance among minority ethnic students with fewer First and 2nd Class awards
- UK-domiciled GT students from Black and Asian backgrounds show a lower First and 2:1 rate (<10%) than White students (62%).

However, the data sets for GT awarding presented low figures for minority ethnic representation, with awarding data too limited to identify significant trends. There is a need to improve data collection and availability of student profile information to support improved analysis of Student data (AP2.18).

Reporting Mechanisms

5% of minority ethnic staff and 12% of minority ethnic students reported experiencing abuse or harassment in last 12 months. At the time, staff and students from White and racially minoritised backgrounds reported low confidence in reporting racism. 34% of minority ethnic and 35% of White staff did not know how to report an incident. 51% of minority ethnic and 47% of White students didn't know how to report the incident.

Qualitative responses from staff and students called for better sight of reporting mechanisms, improved reporting processes and available support when incidents.

Consultation feedback from students called for stronger reporting mechanisms and support regarding racism. The Action Plan highlights the need to develop a reporting tool or early intervention route for staff to raise concerns related to racism (regardless of Section 75 characteristics) and to determine an appropriate implementation pathway (AP 4.03). It also proposes introducing a system to track student reports of racism, capturing incident types and resolution outcomes, and using this data to inform improvements in reporting processes (AP 4.07).

Sense of belonging

International and minority ethnic students report difficulties of belonging and wellbeing.

Survey data shows that 9% of minority ethnic students rated student services as '*Slightly or Not at All*' helpful, and a further 22% rated them as '*Somewhat*' helpful, indicating that support experiences are not consistently meeting their needs.

Minority ethnic staff consultation indicated induction and onboarding practices for International Staff could be improved with bespoke approaches.

- 12% of minority ethnic staff reported feeling ‘Slightly or Not at All’ and 15% reported feeling ‘Somewhat’ connected to colleagues.
- 18% of minority ethnic staff felt ‘Somewhat’ and 6% felt ‘Slightly or Not at All’ respected in terms of their race and ethnicity.

Staff and students reported that BAME+ Network events are unevenly distributed across campuses and should be aligned more proportionately with campus headcounts (AP 2.11). They also noted that the Network’s visibility needs to be strengthened (AP 6.09).

Cultural competence

Minority ethnic staff reported low levels of comfort discussing race with colleagues, with 18% feeling ‘*Slightly or Not at All*’ comfortable.

Among minority ethnic students, 23% felt ‘*Slightly or Not at All*’ comfortable discussing race. This highlights a need to equip staff and students with the knowledge, skills and confidence to engage in respectful, informed dialogue about race and racism.

Age

None identified. The main overarching aims of the Action Plan are to advance racial equality across the University and embed inclusive cultures in line with the Race Equality Charter Commitments.

Marital Status

None identified. The main overarching aims of the Action Plan are to advance racial equality across the University and embed inclusive cultures in line with the Race Equality Charter Commitments.

Sexual Orientation

None identified. The main overarching aims of the Action Plan are to advance racial equality across the University and embed inclusive cultures in line with the Race Equality Charter Commitments.

Men and Women generally

None identified. The main overarching aims of the Action Plan are to advance racial equality across the University and embed inclusive cultures in line with the Race Equality Charter Commitments.

Disability

None identified. The main overarching aims of the Action Plan are to advance racial equality across the University and embed inclusive cultures in line with the Race Equality Charter Commitments.

Dependants

None identified. The main overarching aims of the Action Plan are to advance racial equality across the University and embed inclusive cultures in line with the Race Equality Charter Commitments.

Consultation

Consultation with relevant groups, organisations or individuals about the policy can provide useful information about issues or opportunities which are specifically related to them (that is evidence to inform the policy).

Please indicate whether you carried out or intend to carry out any consultation exercises prior to equality screening?

Yes. The following groups were consulted during the development of this Action Plan:

- The Race Equality Charter Institutional Self-Assessment Team
- Staff and students through focus groups and surveys
- The Action Plan working groups
- The Pro Vice Chancellors
- The Senior Leadership Team

Part 2: Screening questions

Introduction

The answers to the following screening questions will assist the University in making a decision whether or not there is a need to carry out an equality impact assessment on the policy. The following information is provided to help you to identify and comment on the level of likely impact of the policy in question 1 to 4.

Select ‘major’ impact if:

- a) The policy is significant in terms of its strategic importance;
- b) Potential equality impacts are unknown, because, for example, there are insufficient data upon which to make an assessment or because they are complex, and it would be appropriate to conduct an equality impact assessment in order to better assess them;
- c) Potential equality and/or good relations impacts are likely to be adverse or are likely to be experienced disproportionately by groups of people including those who are marginalised or disadvantaged;
- d) Further assessment offers a valuable way to examine the evidence and develop recommendations in respect of a policy about which there are concerns amongst affected individuals and representative groups, for example in respect of multiple identities;
- e) The policy is likely to be challenged by way of judicial review;
- f) The policy is significant in terms of expenditure.

Select ‘minor’ impact if:

- a) The policy is not unlawfully discriminatory and any residual potential impacts on people are judged to be negligible;
- b) The policy, or certain proposals within it, are potentially unlawfully discriminatory, but this possibility can readily and easily be eliminated by making appropriate changes to the policy or by adopting appropriate mitigating measures;
- c) Any asymmetrical equality impacts caused by the policy are intentional because they are specifically designed to promote equality of opportunities for particular groups of disadvantaged people;

EQUALITY SCREENING PRO – FORMA

- d) By amending the policy there are better opportunities to better promote equality of opportunity and/or good relations;
- e) Differential impact observed and opportunities exist to better promote equality of opportunity and/or good relations.

Select 'none' if:

- a) The policy has no relevance to equality of opportunity or good relations;
- b) The policy is purely technical in nature and will have no bearing in terms of its likely impact on equality of opportunity or good relations.

Taking into account the evidence presented in Part 1, please complete the screening questions (Question 1 to 4).

Screening questions

1. What is the likely impact on equality of opportunity for those affected by this policy, for each of the Section 75 categories?

Details of the likely policy impacts on **Religious Belief**

The Action Plan is likely to have a positive impact on equality of opportunity for individuals who identify with religions other than Christianity or no faith.

Level of Impact

Minor +

Details of the likely policy impacts on **Political Opinion**

The Action Plan is unlikely to impact on equality of opportunity for this category as the main overarching aims of the Action Plan are to advance racial equality across the University and embed inclusive cultures in line with the Race Equality Charter Commitments.

Level of impact

None

Details of the likely policy impacts on **Racial Group**

The Action Plan is likely to have a positive impact on equality of opportunity for ME staff and students. The main overarching aims of the Action Plan are to advance racial equality across the University and embed inclusive cultures in line with the Race Equality Charter Commitments.

Level of impact

Minor +

Details of the likely policy impacts on **Age**

The Action Plan is unlikely to impact on equality of opportunity for this category as the main overarching aims of the Action Plan are to advance racial equality across the University and embed inclusive cultures in line with the Race Equality Charter Commitments.

Level of impact
None

Details of the likely policy impacts on **Marital Status**

The Action Plan is unlikely to impact on equality of opportunity for this category as the main overarching aims of the Action Plan are to advance racial equality across the University and embed inclusive cultures in line with the Race Equality Charter Commitments.

Level of impact
None

Details of the likely policy impacts on **Sexual Orientation**

The Action Plan is unlikely to impact on equality of opportunity for this category as the main overarching aims of the Action Plan are to advance racial equality across the University and embed inclusive cultures in line with the Race Equality Charter Commitments.

Level of impact
None

Details of the likely policy impacts on **Men and Women generally**

The Action Plan is unlikely to impact on equality of opportunity for this category as the main overarching aims of the Action Plan are to advance racial equality across the University and embed inclusive cultures in line with the Race Equality Charter Commitments.

Level of impact
None

Details of the likely policy impacts on **Disability**

The Action Plan is unlikely to impact on equality of opportunity for this category as the main overarching aims of the Action Plan are to advance racial equality across

the University and embed inclusive cultures in line with the Race Equality Charter Commitments.

Level of impact
None

Details of the likely policy impacts on **Dependants**

The Action Plan is unlikely to impact on equality of opportunity for this category as the main overarching aims of the Action Plan are to advance racial equality across the University and embed inclusive cultures in line with the Race Equality Charter Commitments.

Level of impact
None

2. Are there opportunities to better promote equality of opportunity for people within the Section 75 categories?

Religious Belief

No, it is our belief that our comprehensive Action Plan will help ensure equal opportunities for staff and students from diverse religious backgrounds.

Political Opinion

No, the Action Plan is unlikely to impact on equality of opportunity for this category; the main overarching aims of the Action Plan are to advance racial equality across the University and embed inclusive cultures in line with the Race Equality Charter Commitments.

Racial Group

No, it is our belief that our comprehensive Action Plan will promote equality of opportunity for staff and students from diverse racial backgrounds.

Age

No, the Action Plan is unlikely to impact on equality of opportunity for this category as the main overarching aims of the Action Plan are to advance racial equality across the University and embed inclusive cultures in line with the Race Equality Charter Commitments.

Marital Status

No, the Action Plan is unlikely to impact on equality of opportunity for this category as the main overarching aims of the Action Plan are to advance racial equality across the University and embed inclusive cultures in line with the Race Equality Charter Commitments.

Sexual Orientation

No, the Action Plan is unlikely to impact on equality of opportunity for this category as the main overarching aims of the Action Plan are to advance racial equality across the University and embed inclusive cultures in line with the Race Equality Charter Commitments.

Men and Women generally

No, the Action Plan is unlikely to impact on equality of opportunity for this category as the main overarching aims of the Action Plan are to advance racial equality across the University and embed inclusive cultures in line with the Race Equality Charter Commitments.

Disability

No, the Action Plan is unlikely to impact on equality of opportunity for this category as the main overarching aims of the Action Plan are to advance racial equality across the University and embed inclusive cultures in line with the Race Equality Charter Commitments.

Dependants

No, the Action Plan is unlikely to impact on equality of opportunity for this category as the main overarching aims of the Action Plan are to advance racial equality

across the University and embed inclusive cultures in line with the Race Equality Charter Commitments.

3. To what extent is the policy likely to impact on good relations between people of different religious belief, political opinion or racial group?

Religious Belief

Details of the likely policy impacts on **Religious Belief**

The Action Plan is likely to have a positive impact on good relations for this group; particularly on staff and students across diverse religious backgrounds—including those of non-faith, Christian, and non-Christian traditions—by supporting greater integration, understanding, and open dialogue.

The Action's Plan *Cultural Literacy* priority focuses on enabling staff and students to develop the knowledge, skills and confidence required to engage in respectful, well-informed conversations about race, religion and culture. This priority is intended to contribute to fostering stronger, more positive relationships between people of different faiths and backgrounds (AP5.01-5.05).

Level of impact
Minor +

Political Opinion

Details of the likely policy impacts on **Political Opinion**

The Action Plan is unlikely to impact on good relations for this group as it has no relevance to political opinion.

Level of impact
None

Racial Group

Details of the likely policy impacts on **Racial Group**

The Action Plan is likely to have a positive impact on good relations for this group.

The priority on Cultural Competence aims to equip staff and students with the knowledge, skills and confidence to engage in respectful, well-informed discussions about race (AP 5.01-5.06). By strengthening these capabilities, the initiative seeks to build more positive and trusting relationships among people from different ethnic backgrounds.

The Sense of Belonging priority focuses on creating meaningful connections across the university community and fostering an inclusive and welcoming university environment. This includes actions such as designing and piloting an enhanced induction programme for international staff, including onboarding materials and feedback mechanisms (AP6.01), piloting cultural orientation sessions for new international staff (AP6.02) and delivering an expanded Welcome Week programme for international and minority ethnic students, including offering cultural / local experiences and Inclusive Language Guidance updated on student literature (AP6.04).

The induction and welcome activities are designed to address the specific needs of minority ethnic staff and students, without disadvantaging White staff or students, and play a positive role in supporting minority ethnic staff and students' integration into the local community, having a positive impact on good relations within and between university communities.

Another set of actions focuses on increasing the visibility of BAME+ Network events (A.P. 6.09) and ensuring their delivery across all campus locations (AP2.11). Although these actions are specifically designed to meet the needs of BAME staff and students, they do not disadvantage White staff or students. Instead, they contribute to a broader culture of diversity and inclusion.

As a result, these priorities are likely to have a positive impact on both White and minority ethnic staff and students, strengthening community relations.

The Reporting Mechanisms priority focuses on improving reporting mechanisms and support for minority ethnic students and staff (AP4.03, AP4.04, AP4.05, AP4.07, AP4.09).

Improved reporting mechanisms will contribute to challenging racism at Ulster, ultimately leading to better relations between staff and students from diverse religious and ethnic backgrounds.

Level of impact

Minor +

4. Are there opportunities to better promote good relations between people of different religious belief, political opinion or racial group?

Religious Belief

No, it is of our belief that our comprehensive Action Plan will help foster positive relationships among individuals from diverse religious backgrounds.

Political Opinion

No, the Action Plan has no relevance to political opinion.

Racial Group

No, it is of our belief that our comprehensive Action Plan will help foster positive relationships among individuals from diverse racial backgrounds.

Additional considerations

Multiple identity

5. Generally speaking, people can fall into more than one Section 75 category. Taking this into consideration, are there any potential impacts of the policy or decision on people with multiple identities? (For example, disabled minority ethnic people; disabled women; young Protestant men, and young lesbians, gay and bisexual people).

Yes.

Please specify the relevant Section 75 categories concerned below.
Provide details of the policy impact and data which describes the policy impact.

Religious belief and racial group: All those impacted by this Action Plan hold multiple and intersecting identities. It will provide for the specific needs, experiences and priorities of these groups.

The impact is therefore likely to be positive: The University has committed to improving data quality, including analysis of REC survey results through additional intersectional fields (AP2.21). The success marker for this action point is to

analyse a minimum of three intersectional variables and compare across each REC data set during Award Period.

The Action Plan also includes the development of a reporting tool or an early intervention route for staff relating to racism (regardless of S75 characteristics) and establish a way forward to implement. (AP 4.03). This tool would have a potential in the future to provide reporting pathways on abuse towards minority ethnic and White staff and students with other protected characteristics, such as LGBTQ+, Older, and Disabled staff and students.

Disability Duties

6. Does the policy provide an opportunity to encourage disabled people to participate in University life?

No, the Action Plan is unlikely to provide an opportunity to encourage disabled people to participate in University life as the main overarching aims of the Action Plan are to advance racial equality across the University and embed inclusive cultures in line with the Race Equality Charter Commitments.

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7. Does the policy provide an opportunity to promote positive attitudes towards disabled people?

No, the Action Plan is unlikely to provide an opportunity to promote positive attitudes towards disabled people, as the main overarching aims of the Action Plan are to advance racial equality across the University and embed inclusive cultures in line with the Race Equality Charter Commitments.

Part 3: Screening decision

Based on the evidence considered and outlined in Part 1 and the responses to the screening questions (Part 2), please indicate the screening decision for this policy.

Note: The University should take particular care not to screen out policies that have a procurement aspect if there is potential to promote equality of opportunity through the procurement of services.

- Screen in** the policy (that is, subject to an Equality Impact Assessment). The likely impact is **major** in respect of one, or more of the equality of opportunity or good relations categories.

- Screen out** the policy without mitigation or an alternative policy proposed to be adopted (that is, **no** Equality Impact Assessment). The likely impact is **none** in respect of all of equality of opportunity or good relations categories.

- Screen out** the policy and **mitigate the impacts on equality by amending or changing the policy**, or by **developing an alternative policy or action** (that is, **no** Equality Impact Assessment). The likely impact is **minor** in respect of one or more of the equality of opportunity or good relations categories.

If the decision is to subject the policy to an equality impact assessment (that is, 'screen in' the policy), please provide details of the reasons.

Not applicable

If the decision is not to conduct an equality impact assessment (that is, 'screen out' the policy), please provide details for the reasons.

Not applicable

If the decision is not to conduct an equality impact assessment (that is, 'screen out' the policy), and mitigate the impacts on equality of opportunity by amending or changing the policy, or by developing an alternative policy or action, please provide reasons to support your decision, together with the proposed changes, amendments or alternative policy.

The likely impact is **minor** in respect of one or more of the equality of opportunity or good relations categories. However, the impact is likely to be positive.

The Race Equality Charter Bronze Action Plan aims to advance racial equality across the University through a structured programme of cultural and practice change.

The plan sets out specific actions to identify, reduce and remove systemic barriers that affect staff and students from minority ethnic backgrounds, in line with the University's commitment to the Advance HE Race Equality Charter.

We are going to review the Action Plan in line with University policy **two years** after it has been implemented and if necessary amend it.

Timetabling and prioritising

If the policy had been ‘**screened in**’ for an equality impact assessment, then please answer the following questions to determine its priority for timetabling the equality impact assessment.

On a scale of 1 to 3, with 1 being the lowest priority and 3 being the highest, assess the policy in terms of its priority for equality impact assessment.

Priority rating for timetabling the equality impact assessment in terms of effect on equality of opportunity and good relations:

Not applicable

Priority rating for timetabling the equality impact assessment in terms of social need

Not applicable

Priority rating for timetabling the equality impact assessment in terms of effect on people’s daily lives

Not applicable

Priority rating for timetabling the equality impact assessment in terms of relevance to the University’s functions

Not applicable

Note: The Total Rating Score will be used to prioritise the policy in rank order with other policies screened in for equality impact assessment. This list of priorities will assist the University in timetabling. Details of the University’s Equality Impact Assessment Timetable will be included in its quarterly Screening Reports.

Is the policy affected by timetables established by other relevant public authorities?

Not applicable

Approval and authorisation

Screened by: 

Position or Job Title: Dean of EDI

Date Screened: 20 March 2026



Approved by:

Position or Job Title: Chief People Officer

Date approved: 23 March 2026

Review

This policy is due for review (in terms of its impact on equality of opportunity and good relations) by the policy owner on: 23 March 2028