

# Race Equality Charter Action Plan - Accessible Format

## Priority 1: Civil Unrest and Rapid Response

The University will work to proactively support institutional crisis planning to enable an informed rapid response template for use when civil unrest occurs, supporting the physical and psychological safety of its staff and students.

### Issue Description

Existing rapid response protocols are well-established at the University; however, the recent race-related unrest across the region requires enhanced cross-team coordination.

### Objectives

To ensure a proactive, inclusive and community-informed approach, we will review and strengthen institutional rapid response protocols and coordinate with internal and external stakeholders to support ME staff and students.

### AP1.01

**Action:** Development of enhanced crisis response template including key internal and external stakeholders to support ME staff and students during periods of civil unrest.

**Start:** Jan 26

**End:** Dec 27

**Owners:**

REC Committee

R&R SL

Community Engagement

International Student Experience and Support Co-ordinator

**Success Markers:**

Crisis response template in place and updated on Risk Management system.

Key stakeholders engaged in development with named owners.

Coordinated approach to staff/student wellbeing in place.

### AP1.02

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**Action:** Set up focus group with ME staff and students to understand lived experiences and identify improvements to the crisis response template.

**Start:** Jun 26

**End:** Jun 27

**Owners:**

REC Committee

R&R SL

International Student Experience and Support Co-ordinator

**Success Markers:**

Focus group held annually with ME staff and students.

Crisis response template updated annually.

In event of further civil unrest, focus group assembled immediately to inform University response.

## AP1.03

**Action:** Partner with Community Policing teams to learn from best practice, adopting effective support mechanisms for staff and students and increasing PSNI presence on campus during periods of unrest to provide reassurance and support for ME community members.

**Start:** Mar 26

**End:** Dec 30

**Owners:**

R&R SL

Community Engagement

**Success Markers:**

PSNI guidance included in crisis response template.

Review process in place.

PSNI presence on campus increased during periods of civil unrest.

## AP1.04

**Action:** Participate in PSNI-led consultations and forums to represent the HE sector and the University, learning from and sharing good practice.

**Start:** Jan 26

**End:** Dec 30

**Owner:** R&R SL

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**Success Marker:** Active involvement in PSNI forums/consultations to share good practice.

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## Priority 2: Race Charter AP Implementation (Reporting, Structures and Data)

The REC AP will be delivered through strong governance, including senior oversight and supported by quality data. This reflects the University's commitment to sustaining a responsive, evidence-led plan and the capacity to respond to emerging issues throughout the 5-year Award Period.

### Issue Description

The AP must remain responsive and evidence-led throughout the Bronze Award Period to reflect progress and emerging priorities.

### Objectives

To embed a structured, data-informed process for regularly reviewing and updating the AP, ensuring it evolves in line with data analysis and stakeholder feedback.

### AP2.01

**Action:** Establish annualised in-person AP review process with REC committees, aligned to institutional reporting cycles.

**Start:** Dec 26

**End:** Dec 30

**Owners:**

REC Co-Chairs

R&R SL

**Success Markers:**

Annual review cycles established.

Minimum one meeting per year.

Mechanism to track AP progress in place.

Feedback loop for ME staff and students post-Bronze submission in place.

### AP2.02

**Action:** Incorporate findings from consultations, forums and feedback into AP updates.

**Start:** Jan 26

**End:** Dec 30

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**Owner:** R&R SL

**Success Markers:**

AP proactively updated.

Additional actions agreed and reviewed annually during Award Period.

## AP2.03

**Action:** Develop RAG tracker/dashboard and share with REC committees to monitor progress, capture AP amendments and add additional priorities/actions during Award Period.

**Start:** Sept 26

**End:** Dec 30

**Owner:** R&R SL

**Success Markers:**

REC AP progress tracker in place representing number/percentage progress.

Updated quarterly.

REC team access in place.

## AP2.04

**Action:** Conduct Race Equality Matters pulse surveys in Years 2 and 4 to assess race equality progress and identify additional priorities/actions.

**Start:** Jan 27

**End:** Dec 29

**Owners:**

REC Co-Chairs

R&R SL

**Success Markers:**

Surveys completed in 2027 and 2029.

Outcomes communicated.

Recommendations added to AP.

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## Issue Description

Senior oversight is vital for sustaining momentum and supporting solutions in overcoming barriers to AP implementation.

## Objectives

To provide quarterly updates to senior officers in line with reporting cycles, including mechanism to request senior support.

### AP2.05

**Action:** Quarterly summary of REC AP progress shared with REC Co-Chairs, Dean of EDI and CPO.

**Start:** Sept 26

**End:** Dec 30

**Owner:** R&R SL

**Success Marker:** REC AP update provided quarterly (Jan, Apr, Jul, Oct).

### AP2.06

**Action:** REC progress updates provided to Council via its People Committee biannually.

**Start:** Jan 24

**End:** Dec 30

**Owners:**

Dean of EDI

CPO

**Success Markers:** Council People Committee issued with biannual update on REC AP progress (Feb and Aug, or May and Nov – TBC).

### AP2.07

**Action:** REC progress updates provided to the University's SLT biannually including requests for senior sponsorship where barriers or issues in AP delivery are encountered.

**Start:** Jan 27

**End:** Dec 30

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## **Owners:**

REC Co-Chairs  
Dean of EDI  
CPO

## **Success Markers:**

SLT issued with update on AP progress with recurrence agreed as twice per year (TBC).

REC AP delivery issues escalated to SLT with request for support when identified.

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## **Issue Description**

The EDI Steering Group is a key mechanism to provide EDI oversight across the organisation and to support delivery of the REC AP. The Group was not in place during Self-Assessment.

## **Objectives**

The EDI Steering Group is essential to ensure senior oversight, buy-in and support for implementation of EDI delivery across the University.

## **AP2.08**

**Action:** Re-establish EDI Steering Group to commence during 2025/26 Academic Year to strengthen institutional EDI oversight and support REC AP delivery across the organisation.

**Start:** Jan 26

**End:** Jun 26

## **Owners:**

Dean of EDI  
CPO  
EDI SLs

## **Success Markers:**

EDI Steering Group recommenced with membership and Terms of Reference confirmed.

Meeting regularity confirmed (2–4 times per year).

REC included as standing agenda item.

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## Issue Description

AS Champions play a key role in embedding race equality locally and require clear coordination and alignment with institutional EDI priorities.

## Objectives

To broaden scope of Faculty AS Champions ensuring a holistic approach to EDI activity across Faculty levels.

## AP2.09

**Action:** AS Champions renamed to 'EDI Champions' with programme of work developed to train, coordinate and support funded roles providing improved direction and coherence with Faculty and Directorate delivery of EDI strategic objectives.

**Start:** Jan 26

**End:** Dec 30

### Owners:

Dean of EDI

EDI SLs

### Success Markers:

AS Champions renamed to 'EDI Champions'.

Programme of work commenced to align approaches incorporating holistic EDI delivery.

Meeting regularity confirmed (2–4 times per year).

AS Workload Model reviewed for REC delivery.

## AP2.10

**Action:** Secure one additional 0.2 FTE EDI Champion role to represent PTO areas.

**Start:** Feb 26

**End:** Mar 27

**Owner:** CPO

**Success Marker:** Funded PTO EDI Champion in place.

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## Issue Description

Staff and students provided feedback that BAME+ Network events are delivered disproportionately across campuses and should be balanced by headcount totals.

## Objectives

To ensure BAME+ Network events are proportionately delivered across each campus location.

## AP2.11

**Action:** Quarterly review and look-ahead with BAME+ Network on REC AP priorities with agreement and joint planning for events and programmes for upcoming annual cycles.

**Start:** Mar 26

**End:** Dec 30

### Owners:

R&R SL

BAME+ Chair

### Success Markers:

Quarterly planning meeting in place (Feb, May, Aug, Nov).

Events/activities planned and delivered 50% Belfast, 25% Coleraine and 25% Derry~Londonderry.

Minimum four scheduled events per year at 2:1:1 ratio.

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## Issue Description

The REC ISAT and Working Groups require support and coordination following the Bronze Award submission to reflect their evolving role in oversight and implementation of the AP.

## Objectives

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To restructure and refresh the ISAT and Working Groups with updated Terms of Reference and membership to support effective oversight, delivery and inclusive engagement.

### **AP2.12**

**Action:** Rename REC ISAT to 'Race Charter Committee', agree ToR and ownership of AP delivery with meeting regularity confirmed.

**Start:** Jan 26

**End:** Jun 26

**Owners:**

REC Co-Chairs

R&R SL

**Success Markers:**

ISAT renamed with ToR agreed and reviewed annually.

Membership reviewed annually.

Six meetings delivered per year.

### **AP2.13**

**Action:** Align Working Group membership to support priority areas of AP, with ToR in place and meeting regularity agreed.

**Start:** Jan 26

**End:** Jun 26

**Owners:**

REC Co-Chairs

R&R SL

**Success Markers:**

ToR agreed with annual review.

Membership reviewed annually.

Minimum four meetings per year.

Each Working Group chaired by REC Committee Member.

### **AP2.14**

**Action:** Host annual in-person combined meeting for Race Charter Committee and Working Groups to review progress and plan for year ahead.

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**Start:** Dec 26

**End:** Dec 30

**Owner:** R&R SL

**Success Markers:**

Minimum one meeting per year.

Annual objectives confirmed and shared.

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**Issue Description**

Data quality and consistency issues have limited the ability to analyse trends across staff and student populations. Additional details:

Academic promotion data includes only ME and White.

Council lacks complete characteristic data.

Senate does not collect intersectional information.

Gaps in student data.

**Objectives**

Improve institutional data to analyse trends within staff and student populations and identify further actions during Award Period.

**AP2.15**

**Action:** Improve academic promotions data to include movement from previous role to promoted role, with intersectional breakdowns (gender, ethnicity, nationality).

**Start:** May 26

**End:** Jun 26

**Owner:** People Partnering Manager

**Success Markers:**

Academic promotion data collected annually.

Intersectionality included.

Minimum 80% completeness achieved.

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## AP2.16

**Action:** Establish confidential mechanism to gather characteristic data for University Council membership.

**Start:** Aug 26

**End:** Oct 26

**Owner:** Committee Services Manager

**Success Marker:** Minimum 80% characteristic data collected annually.

## AP2.17

**Action:** Establish confidential mechanism to gather University Senate membership data annually, with focus on UUSU representation and intersectional data.

**Start:** Aug 26

**End:** Oct 26

**Owner:** Quality Enhancement Manager

**Success Marker:** Minimum 80% Senate data collected yearly.

## AP2.18

**Action:** Improve student data collection across personal characteristics, linked to level of study, applications/success rates, continuation, awarding gaps and classifications.

**Start:** Sept 26

**End:** Sept 27

**Owners:**

Banner Team

Admissions Team

**Success Marker:** Fuller and consistent student data achieved year on year.

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## Issue Description

ME applicants have significantly lower interview success rates than White applicants for both academic and PTO roles.

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## Objectives

To identify and address the causes of lower ME success rates and improve equity in recruitment outcomes.

### AP2.19

**Action:** Commence working group to investigate application - shortlist and interview - appointment success rates, identifying issues and developing pre-application recruitment guidance.

**Start:** Jan 27

**End:** Dec 27

#### Owners:

REC Committee  
BAME+ Network  
R&R SL

#### Success Markers:

Working Group established.

Ethnicity recruitment gap reduced by 5–10% by end of Award Period.

Recruitment guidance published on University Recruitment webpages.

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## Issue Description

Grade 10 PTO roles show 0% ME representation, indicating potential barriers.

## Objectives

To identify and address barriers to ME progression within G10 PTO roles.

### AP2.20

**Action:** Set up Working Group to investigate G10 ME representation rates and address barriers to appointment and progression.

**Start:** Sept 26

**End:** Sept 27

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## **Owners:**

REC Committee  
BAME+ Network  
R&R SL

## **Success Markers:**

Barriers identified and solutions in place.  
G10 representation increased by 10% by end of Award Period.  
Targeted actions logged and completed.

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## **Issue Description**

Further intersectional analysis is required during Award Period; previous analysis included only nationality, gender and ethnicity.

## **Objectives**

To achieve more extensive intersectional analysis.

## **AP2.21**

**Action:** Examine survey and institutional data against multiple intersections to identify nuanced experiential gaps.

**Start:** Jan 27

**End:** Dec 30

**Owner:** R&R Adviser

**Success Markers:** Minimum three intersectional comparators analysed across each REC dataset.

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## **Issue Description**

Student ethnicity disclosures include high “Prefer Not to Say” rates (25.2% in 2022; 24% in 2023; 21.6% in 2024).

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## Objectives

To improve completeness of ethnicity data by addressing barriers to disclosure.

### AP2.22

**Action:** Map student lifecycle stages for ethnicity data collection; run USUU-partnered information events; explore statement in registration process encouraging disclosure.

**Start:** Mar 26

**End:** Sept 26

#### Owners:

REC Committee

Central Admissions

Student Operations

UUSU

#### Success Markers:

Information events co-delivered.

Student characteristic statement added to registration process.

PNTS rates reduced by 5–10%.

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## Issue Description

The University is not required to publish an annual Ethnicity Pay Gap report, though analysis is completed annually.

## Objectives

To ensure ethnicity pay gap analysis is published annually.

### AP2.23

**Action:** Development and launch of new Pay Gap Framework (gender, disability, ethnicity). Publish annual ethnicity pay gap analysis.

**Start:** Sept 26

**End:** Dec 30

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**Owners:**

Dean of EDI

R&R SL

**Success Markers:**

Pay Gap Framework launched.

Ethnicity pay gap published annually on University EDI webpages.

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## Priority 3: Curriculum

This priority focuses on equipping staff with the tools, frameworks and confidence to support diverse learners through inclusive pedagogy and curriculum enhancement.

### Issue Description

More support required for new and established staff within learning and teaching support roles to increase awareness of EDI and relational competency pedagogies.

### Objectives

To embed socially just pedagogies and relational competency across teaching practices in taught academic programmes and as an offering to all staff within learning and teaching support roles.

#### AP3.01

##### Action:

Socially just pedagogies piloted within FST.  
Embed within PgCert and MEd students on inclusive teaching strategies, including EDI, relational and cultural competency pedagogies.

**Start:** Sept 26

**End:** Dec 28

##### Owners:

Head of Prof Practice  
Programme Directors

##### Success Markers:

Increased number of student progression and retention +10%.  
Minimum 30% of MEd projects include EDI/racial equity focus by Dec 2026.

#### AP3.02

**Action:** Provide additional support and CPD opportunities for MEd students undertaking enhancements and thesis projects related to EDI and cultural/racial equity.

**Start:** Jan 26

**End:** Jan 29

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**Owners:**

Head of Prof Practice  
Programme Director

**Success Markers:**

Increase participation to 10% of cohort in year one and to 30% by year three.  
Minimum of 5 case studies published in Learning Matters Journal in year one, increasing to 10 in year two.

**AP3.03**

**Action:** Provide open CPD sessions for all staff within teaching and learning support roles on socially just pedagogies and relational competencies.

**Start:** Mar 26

**End:** Aug 30

**Owners:**

Dean of LE Directorate  
EDI in Curriculum Communities of Practice  
EDI Task and Finish Group

**Success Markers:**

Minimum 4 CPD events annually with  $\geq 75\%$  participant satisfaction.  
Pre/post surveys show  $\geq 25\%$  increase in staff confidence applying inclusive pedagogies.

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**Issue Description**

The design of inclusive pedagogies into the curriculum at the point of initial programme approval and reapproval is not explicitly mandated.

**Objectives**

Co-design an EDI in the Curriculum Toolkit to enhance processes and promote inclusive pedagogies to be designed into curriculum.

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## AP3.04

**Action:** Develop an EDI in the Curriculum Toolkit aligned with institutional priorities to support staff who teach and support diverse learners.

**Start:** Jan 26

**End:** Dec 27

**Owners:**

EDI in Curriculum Task and Finish Group

Revalidation Doc Working Group

CCEA Team

Associate Directors

**Success Markers:**

EDI Toolkit launched in year 1; resources updated in year 2.

Increased use of the Toolkit up to 50% by year 2.

700+ student reps completing EDI student programme and Toolkit as part of induction.

External Toolkit webpage developed for students and FE partners.

## AP3.05

**Action:**

Set up EDI in the Curriculum Community of Practice for all staff within learning and teaching support roles.

Host campus-based events featuring external speakers and sharing inclusive EDI practices.

**Start:** Sep 26

**End:** Dec 30

**Owners:**

EDI in the Curriculum Community of Practice Leads

EDI in Curriculum Task and Finish Group

**Success Markers:**

Membership growth from 112 to 200 by end of 2026.

≥4 thematic events per year with attendance tracking.

20% increase in published CoP case studies in Learning Matters Journal.

## AP3.06

**Action:** Revise templates for programme approval processes to enable explicit inclusion of inclusive pedagogies.

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**Start:** Nov 26

**End:** Mar 27

**Owner:** CCEA Team

**Success Markers:**

100% of revalidation documentation updated by 2026.

Pilot changes in year 2 (2026).

Full rollout in 2027.

## AP3.07

**Action:** Provide CPD sessions for programme teams preparing for programme approval processes to showcase core EDI areas.

**Start:** Jan 27

**End:** Jan 28

**Owner:** CCEA Team

**Success Markers:**

Year 1 targeted support; year 2 open CPD sessions.

CPD participation above 70% among Programme Directors.

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## Issue Description

Inconsistent baseline approach to embedding 3D pedagogies across Faculties limits inclusive curriculum development and staff confidence.

## Objectives

To promote critical reflection and self-awareness through integration of 3D (Decolonise, Diversify, Democratise) pedagogy principles.

## AP3.08

**Action:** Establish baseline of practices across Faculties on 3D pedagogies and baseline diverse reading lists.

**Start:** Jan 26

**End:** Jan 27

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**Owners:**

Faculty ADs

Library

SSC

EDI Task & Finish Group

International Students Task & Finish Group

**Success Markers:**

Baseline audit completed by Feb 2027.

Year 1 pilot across LE Directorate programmes.

Year 2 rollout across Faculties.

Staff awareness increases to  $\geq 30\%$  by 2027.

**AP3.09****Action:**

Pilot introductory workshop on 3D pedagogies online and across Faculties (AHSS, CEBE, LHS).

Integrate workshop into EDI in Curriculum Toolkit and International Student Toolkit.

**Start:** Jan 26

**End:** Dec 28

**Owners:**

Dean of Learning Enhancement

Faculty ADs

SSC

**Success Markers:**

Increased confidence implementing 3D pedagogies.

Repository of  $\geq 25$  resources/case studies published by 2028.

**AP3.10**

**Action:** Embed 3D pedagogy across programmes through workshops and develop resource repository for Learning Matters Journal.

**Start:** Jan 27

**End:** Jan 29

**Owners:**

Faculty ADs

Library

SSC

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EDI T&F Group  
International Students T&F Group  
EDI CoP

## Success Markers:

Improved student outcomes via feedback and NSS.  
≥10 modules explicitly reference 3D pedagogy in learning outcomes by 2029.

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## Issue Description

Limited use of CAQE data to understand awarding gaps and support inclusive academic practice.

## Objectives

Establish data-driven approaches to identify awarding gaps and inform curriculum enhancement.

### AP3.11

**Action:** Analyse CAQE data by Faculty with high numbers of international and diverse learners to understand awarding gaps.

**Start:** Jan 26

**End:** Dec 27

#### Owners:

SSC

Faculty ADs

International Student T&F Group

**Success Markers:** Annual awarding gap reports show ≥5% disparity reduction by 2028.

### AP3.12

**Action:** Develop data dashboards to support analysis of student data; provide CPD for staff on effective dashboard use.

**Start:** Jan 26

**End:** Jan 27

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**Owners:**

Head of Quality Enhancement  
CAQE Team

**Success Markers:**

Dashboards deployed to all Faculties by Dec 26.  
Annual CAQE review completed.

**AP3.13**

**Action:** Enhance academic practice and assessment through dashboard use to understand awarding gaps and learner progression impacts.

**Start:** Aug 26

**End:** Jan 27

**Owners:**

Head of Quality Enhancement  
CAQE Team

**Success Markers:**

Awarding gap reductions of  $\geq 5\%$  by 2028.  
Staff CPD attendance  $\geq 50\%$  with evidence of dashboard use.

**AP3.14**

**Action:** Deliver training for staff and students on cultural differences and academic integrity expectations.

**Start:** Jan 26

**End:** Jan 27

**Owners:**

Academic Integrity Working Group  
SSC

**Success Markers:**

Staff confidence improved in reporting/understanding process.  
Student confidence increases  $\geq 20\%$ .

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## Issue Description

Further development and promotion of tools and materials are needed to enhance inclusive practice and understanding of academic integrity.

## Objectives

To equip academic and professional staff with skills and tools to support diverse learners.

## AP3.15

### Action:

Develop international student toolkit with sector resources, guidance, cultural holidays, longitudinal induction advice and student voice.

Develop introductory Blackboard Ultra course for staff.

Update SharePoint and BBU resources.

**Start:** Jan 26

**End:** Aug 30

**Owner:** International Student T&F Group

### Success Markers:

≥40% BBU completion in pilot year, scaling up to 2029.

Toolkit usage increases 30% by 2027.

90% of staff report improved understanding of academic integrity processes.

Updated materials shared with testimonials/case studies.

Completion monitored and outputs showcased via Yearbook and Digital Badges.

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## Priority 4: Reporting Mechanisms

Improving reporting processes for staff and students when instances of racism, stereotyping or discrimination arise.

### Issue Description

Staff from racially minoritised backgrounds reported low confidence in reporting racism. 34% ME / 35% White staff respondents reported “No” on how to report an incident; 34% ME and 27% White staff answered “Somewhat”. 21% ME staff reported experiencing stereotyping due to race. 11% ME staff reported experiencing race/ethnicity-related discrimination. Qualitative feedback called for better visibility of reporting mechanisms, improved processes and clearer support.

### Objectives

To benchmark and improve staff reporting systems with strengthened processes to reduce incidents of racism.

### AP4.01

**Action:** Conduct benchmark of staff reporting systems against UK and Ireland HEIs to identify and implement sector-informed improvements enhancing access to reporting routes and support.

**Start:** Sept 26

**End:** Dec 26

### Owners:

People Partnering Manager  
R&R SL

### Success Markers:

Benchmarking completed.

Minimum three sector-informed improvements identified as recommendations.

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## AP4.02

**Action:** Review communication of staff reporting policies and pathways; identify barriers to reporting racism and develop recommendations to create a clearer, more supportive process.

**Start:** Sept 26

**End:** Jan 27

**Owner:** People Partnering Manager

**Success Markers:**

Policy and process review completed.

Staff webpages updated.

Senior approval achieved on recommendations.

20% survey increase on “how to report an incident”.

## AP4.03

**Action:** Explore development of reporting tool or early intervention route for staff relating to racism (including all relevant Section 75 characteristics) and establish a way forward.

**Start:** Feb 27

**End:** Dec 28

**Owner:** People Partnering Manager

**Success Markers:**

Reporting tool/early intervention approach piloted.

ME staff engaged in minimum two feedback activities.

Stereotyping reduced by 10–15% in pulse surveys.

## AP4.04

**Action:** Track staff reporting trends on racism, including incident types, resolution timelines and outcomes, to inform future improvements.

**Start:** Jan 27

**End:** Dec 28

**Owner:** People Partnering Manager

**Success Markers:**

Reporting data collected (# / %), trend established.

5% reduction in staff experiencing discrimination in surveys.

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## AP4.05

**Action:** Establish regular review cycle for staff reporting mechanisms and data trends, including ME staff voices in the design of additional tools and processes.

**Start:** Jan 29

**End:** Dec 30

**Owners:**

People Partnering Manager

R&R SL

**Success Markers:**

Minimum two ME staff consultation groups held annually.

Suggestions actioned.

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## Issue Description

Students reported low levels of understanding in reporting racism.

60% ME students were “Extremely/Quite a Bit” comfortable calling out racist behaviours.

51% ME and 47% White students responded “No” on how to report an incident; 27% ME and 30% White responded “Somewhat”.

30% ME students reported stereotyping due to race.

12% ME students reported experiencing race-related abuse or harassment.

Students requested stronger reporting mechanisms and support routes.

## Objectives

To improve student reporting mechanisms, enhancing visibility, usability and trust in systems to reduce incidents of racism.

## AP4.06

**Action:** Conduct benchmark review of student-facing reporting systems across UK and Ireland HEIs to assess how racism is addressed; use findings to inform extension of current Report and Support tool or development of race-specific alternative.

**Start:** Sept 26

**End:** Sept 27

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**Owners:**

REC Committee  
SAAT Manager  
UUSU  
Student Wellbeing

**Success Markers:**

Benchmark completed and shared with REC teams.  
Minimum three improvements identified as recommendations.

**AP4.07**

**Action:** Explore introduction of a system to track student reports of racism, including incident types and outcomes, and use data to inform reporting improvements.

**Start:** Jan 27

**End:** Dec 28

**Owners:**

SAAT Manager  
UUSU  
Student Wellbeing

**Success Markers:**

Reporting data method developed and tracked.  
Data used to inform improvements to reporting mechanisms.

**AP4.08**

**Action:** Hold regular consultations with ME students to co-design improvements to reporting mechanisms, communication routes and support pathways.

**Start:** Jan 27

**End:** Dec 30

**Owners:**

REC Committee  
UUSU Student Voice Officer  
Student Success Officer / Student Panel

**Success Markers:**

Minimum two ME student consultation sessions held annually.  
Feedback directly informs updates to tools and guidance.

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## AP4.09

**Action:** Enhance visibility of student reporting routes by embedding clear guidance in Student Guide, induction materials and Welcome Week programmes.

**Start:** Sept 26

**End:** Dec 30

**Owners:**

Student Comms Officer

SAAT Manager

UUSU

**Success Markers:**

Reporting guidance updated and published.

Increased student engagement with reporting tools.

Positive feedback from ME students on clarity/accessibility.

ME student confidence in reporting racism increases by 15–20% in pulse surveys.

10–15% reduction in ME students reporting stereotyping in surveys.

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## Priority 5: Cultural Literacy

Equipping staff and students with the knowledge, skills and confidence to navigate respectful, informed dialogue about race and racism. Through the development of a Cultural Competency model and training, the aim is to foster cultural fluency, inclusivity and cross-cultural understanding.

### Issue Description

Staff requested guidance and training to support improved race relations and cultural competency.

The University currently lacks a shared framework for cultural competence and confidence in engaging with race-related topics.

ME staff comfort levels discussing race with colleagues:

18% "Slightly / Not at All"

21% "Somewhat"

ME students comfort discussing race with staff:

23% "Slightly / Not at All"

20% "Somewhat"

ME staff confidence in staff and students engaging in race dialogue:

18% "Slightly / Not At All"

14% "Somewhat"

### Objectives

Equip staff and students with the knowledge, skills and confidence to engage in respectful, informed dialogue about race and racism.

Develop and embed a Cultural Competency model/approach to foster cultural fluency, inclusivity and cross-cultural understanding.

Develop training pathways to raise awareness, understanding and cultural fluency among staff regarding race, religion and culture.

### AP5.01

**Action:** Conduct a benchmarking review of cultural competency models across UK/Ireland HEIs and relevant sectors; develop initial template based on findings.

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**Start:** Jan 26

**End:** Sept 26

**Owner:** EDI SLs

**Success Markers:**

Benchmarking completed.

Draft Cultural Competency approach/model template aligned with sector best practice.

## AP5.02

**Action:** Deliver staff consultation workshops, including engagement with EDI Champions, to inform Cultural Competency content design supporting delivery of EDI training and cultural aims.

**Start:** Sept 26

**End:** Dec 26

**Owner:** EDI SLs

**Success Markers:**

Minimum four staff workshops held.

EDI Champion workshop(s) completed.

## AP5.03

**Action:** Deliver cultural competency workshops annually, promoted through the Learning Calendar, including cultural literacy awareness events open to all staff.

**Start:** Jan 27

**End:** Dec 30

**Owner:** EDI SLs

**Success Markers:**

Minimum two cultural competency training sessions delivered annually.

Minimum two cultural competence awareness events/activities delivered annually.

Attendance and completion tracked on staff LMS.

10% increase in ME staff confidence discussing race with colleagues.

## AP5.04

**Action:** Communicate updates on cultural competence activities, progress and outcomes, including opportunities to get involved.

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**Start:** Jan 27

**End:** Dec 30

**Owner:** EDI SLs

**Success Markers:**

Minimum two Insight articles per year.

Cultural Competence events/training advertised quarterly on Insight and biannually on the Learning Calendar.

## AP5.05

**Action:**

Design and pilot a foundational cultural competency workshop for staff, focused on race, religion, cultural awareness and allyship.

Develop further elements of the training programme during the Award Period.

**Start:** Jan 27

**End:** Dec 30

**Owner:** R&R SL

**Success Markers:**

Workshop developed and added to Learning Calendar and delivered minimum twice per year.

Feedback collected to inform programme development.

Minimum two additional race-related learning modules developed and delivered across Award Period.

10% increase in student confidence discussing race with staff.

## AP5.06

**Action:** Identify opportunities to mirror staff cultural competence model for student-facing teams, including training development opportunities (scope and identify feasibility).

**Start:** Jan 28

**End:** Dec 28

**Owners:**

EDI SLs

UUSU VPs

Student Success

# **Race Equality Charter Action Plan - Accessible Format**

## **Success Markers:**

Opportunities identified.

Mirrored Cultural Competence model agreed with student teams.

Design and training developed, delivery commenced.

# Race Equality Charter Action Plan - Accessible Format

## Priority 6: Sense of Belonging

To foster a welcoming and inclusive environment where staff and students from diverse ethnic, racial and religious backgrounds feel valued, connected and able to express their identities.

### Issue Description

Staff consultation indicated that induction and onboarding practices for international staff could be improved through bespoke approaches.

ME staff reported feeling:

12% "Slightly / Not at All" connected to colleagues

15% "Somewhat" connected

Respect for race/ethnicity:

18% "Somewhat" respected

6% "Slightly / Not at All" respected

### Objectives

To create an enhanced experience for international staff during their induction and onboarding, creating a welcoming and supportive environment, improving cultural understanding relating to Northern Ireland and supporting meaningful connections between colleagues and the wider University community.

### AP6.01

**Action:** Design and pilot an enhanced induction programme for international staff, including onboarding materials and feedback mechanisms.

**Start:** Sept 26

**End:** Sept 28

### Owners:

R&R Team

People Development

### Success Markers:

International Staff Handbook developed and published on Resourcing webpages and internal SharePoint.

Minimum 2–4 international staff interviews completed to identify improvements.

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Post-induction survey implemented.

Minimum two international recruit sessions held to define and test induction assets.

Survey trends reviewed annually and used to enhance induction materials.

Hiring managers issued guidance and tools to support onboarding.

### AP6.02

**Action:** Pilot cultural orientation sessions for new international staff.

**Start:** Sept 26

**End:** Sept 28

**Owners:**

R&R Team

People Development

**Success Markers:**

Quarterly pilot delivered during first year, 2–4 weeks post-corporate induction.

Attendance measured (# / %) for new international recruits.

Feedback survey issued after each session.

### AP6.03

**Action:** Launch pilot buddying scheme pairing new international staff with local colleagues ahead of arrival (where relevant) and for support through first 3 months.

**Start:** Sept 27

**End:** Dec 30

**Owners:**

R&R Team

People Development

**Success Markers:**

100% of new international recruits paired with a buddy.

Feedback gathered from 50% of buddies and minimum 80% international staff.

Scheme transitioned to BAU (business as usual) by end of Award Period.

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### Issue Description

International and ME students report challenges in feeling welcome and forming

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connections during their transition into University life.

ME student feedback includes:

9% "Slightly / Not at All" finding student services helpful

22% "Somewhat" finding services helpful

## Objectives

To create an inclusive and welcoming environment where students from diverse ethnic, racial and religious backgrounds feel a strong sense of belonging and connection to the University community.

### AP6.04

**Action:** Deliver an expanded Welcome Week programme for international and ME students, including cultural and local experiences; update Inclusive Language Guidance in student literature.

**Start:** Jan 27

**End:** Dec 30

#### Owners:

Welcome Steering Group / Co-Chairs

International Student Experience and Support Co-ordinator

EASC Manager

UUSU

#### Success Markers:

International student programme delivered across campuses.

Minimum two cultural activities offered (e.g., walking tours, local history).

Inclusive Language Guidance updated in welcome materials.

### AP6.05

**Action:** Develop and deliver a cultural orientation module and peer-led sessions to support international student integration.

**Start:** Sept 27

**End:** Dec 28

#### Owners:

Student Success

International Foundation Programme Co-ordinator

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## **Success Markers:**

Orientation module delivered annually.

Minimum two peer-led sessions embedded per induction cycle (Semester 1 / Semester 2).

Participation tracked through attendance and feedback.

## **AP6.06**

**Action:** Enhance visibility and signposting of Student Support Services during Welcome Week and through student testimonials, including collecting feedback from ME students.

**Start:** Jan 27

**End:** Dec 30

## **Owners:**

Student Success Officer

UUSU VP Belonging

International Student Experience and Support Co-ordinator

## **Success Markers:**

Support services promoted during Welcome Week; signposting added to campus screens.

Minimum two testimonials published annually.

Feedback from ME students used to inform service enhancements.

## **AP6.07**

**Action:** Pilot same-language meetups or buddy systems to support identity expression and cultural connection.

**Start:** Sept 27

**End:** Sept 28

## **Owners:**

International Foundation Programme Co-ordinator

UUSU

## **Success Markers:**

Minimum one same-language activity piloted per semester.

Minimum one buddy system piloted per semester.

Integrated into BAU Welcome Week by end of Award Period.

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## AP6.08

**Action:** Deliver inclusive sports-based activities supporting integration of international and ME students (e.g., football, GAA, fitness classes).

**Start:** Sept 27

**End:** Dec 30

**Owner:** UU Sports Manager / Coordinator

### **Success Markers:**

Minimum two integration-focused sports activities per semester.

Participation tracked for local and international students.

Benchmarking trend established showing increased participation.

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### **Issue Description**

9% ME staff and 5% ME students responded “No” to events being welcoming.

28% ME staff and 5% ME students responded “Somewhat”.

Feedback indicates a need for stronger early engagement and cultural inclusion.

### **Objectives**

Strengthen early engagement and cultural inclusion by increasing BAME+ Network visibility and promoting inclusive event practices.

## AP6.09

**Action:** Embed BAME+ Network visibility during International Welcome Week and major student events.

**Start:** Sept 27

**End:** Dec 30

**Owner:** BAME+ Network Chair

### **Success Markers:**

BAME+ presence at International Welcome Week annually.

Clear joining/membership information shared.

Year-on-year growth in BAME+ event attendance and student membership.

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## AP6.10

**Action:** Develop and distribute a visual explainer guide outlining the BAME+ Network's purpose, structure and terminology, tailored for international audiences.

**Start:** Jan 27

**End:** Dec 27

**Owner:** BAME+ Network Chair

**Success Markers:**

Guide published and promoted via induction materials, digital platforms and campus screens.

Increased clarity and engagement reported.

## AP6.11

**Action:** Develop and promote inclusive event guidelines accommodating religious dietary needs and alcohol-free preferences, in collaboration with faith groups.

**Start:** Sept 27

**End:** Dec 30

**Owners:**

BAME+ Network

UUSU

Student Success

Commercial Services Manager

VCO Project Officer (Events)

**Success Markers:**

Inclusive catering guidance adopted across teams.

Minimum two alcohol-free events delivered per semester.

Positive feedback from faith-based communities.

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## Issue Description

Staff and students from diverse faith backgrounds identified improvements needed in prayer spaces and exam scheduling around religious observance.

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## Objectives

To strengthen institutional support for religious observance by benchmarking sector practice, enhancing prayer spaces and implementing inclusive exam scheduling guidelines.

### AP6.12

**Action:** Conduct benchmarking study of inclusive religious observance practices across UK HEIs to inform policy and scheduling guidance.

**Start:** Sept 27

**End:** Dec 27

#### Owners:

REC Committee

Learning Enhancement / Academic Practice SL

Head of CE&A

CDL Educational Technologist (International Toolkit)

#### Success Markers:

Benchmark completed.

Minimum three recommendations developed for prayer space improvements and observance support.

### AP6.13

**Action:** Upgrade prayer spaces across campuses to enhance accessibility, privacy and cultural sensitivity, informed by faith group feedback.

**Start:** Jan 26

**End:** Dec 30

#### Owners:

BAME+ Network

Estates Services

#### Success Markers:

Prayer space improvements implemented and reviewed annually.

Updates communicated widely.

Prayer space information added to Student Guide each semester.

Pulse surveys achieve 60%+ satisfaction for adequacy of prayer spaces.

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### **AP6.14**

**Action:** Develop and implement exam scheduling guidelines respecting key religious observance times (e.g., Friday prayers, Ramadan, Diwali).

**Owners:**

Learning Enhancement / Academic Practice SL  
Head of CE&A  
CDL Educational Technologist (International Toolkit)  
Student Success Officer

**Success Markers:**

Guidelines published and communicated to academic teams.  
Adjustment request process shared with students.  
Policy guidance updated and logged in AP.  
Enhanced protocols communicated via Student Guide and handbooks.  
Pulse surveys show 60%+ satisfaction with religious observance support during exams.

# Race Equality Charter Action Plan - Accessible Format

## Priority 7: Race Charter Communications

Improving staff and student awareness of race equality work and REC progress through engaging, benefits-driven communication, aiming to increase visibility of REC leadership and ME voices and promote the positive impacts of REC delivery across the University.

### Issue Description

Staff and student awareness of the University's work to tackle racial inequality remains low:

39% of staff respondents reported "Extremely / Quite a Bit" understanding

38% of student respondents reported the same

### Objectives

To develop a strategic, inclusive approach to REC communications that increases visibility of REC activity, amplifies ME voices, and promotes the benefits and positive impacts of race equality work.

### AP7.01

**Action:** Co-develop and deliver a Race Equality communications strategy, highlighting REC milestones, AP progress, and testimonials from ME staff and students (including REC committees and leadership).

**Start:** Jan 26

**End:** Sept 26

### Owners:

R&R SL

REC Co-Chairs

Head of People Comms

### Success Markers:

Strategy implemented and reviewed annually.

Increased awareness in pulse surveys:

Staff: 39% - 50%

Students: 38% - 50%

Log of impact stories/testimonials compiled.

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## AP7.02

**Action:** Develop REC webpage to present up-to-date information on delivery, milestones, and benefits of REC activity, including people-focused storytelling.

**Start:** Jun 26

**End:** Dec 26

**Owner:** R&R SL

### **Success Markers:**

Webpage(s) developed and publicly available.

Quarterly updates with AP progress and impact stories.

Click-rate trend established and reviewed annually to create Award-Period baseline.

## AP7.03

**Action:** Embed REC updates into staff communication platforms and cascades (e.g., Insight, Viva Engage, All-Staff mailing lists), with focus on storytelling and the benefits/impacts of REC progress.

**Start:** Sept 26

**End:** Dec 30

**Owner:** R&R SL

### **Success Markers:**

Minimum one annual all-staff email on REC progress.

Minimum two annual updates issued to EDI/AS/REC Champions for local cascade.

Minimum one REC / Good Relations article per quarter (4 per year) on Insight.

## AP7.04

**Action:** Issue regular communications across student platforms (e.g., Student Guide, all-student mailing lists).

**Start:** Sept 26

**End:** Dec 30

### **Owners:**

R&R SL

Student Communications Officer

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## **Success Markers:**

Minimum two Student Guide updates per year.

Minimum one annual all-student email on REC work and progress.

## **AP7.05**

**Action:** Explore embedding REC Principles or University REC activity into staff and student induction/onboarding materials, including opportunities to add information into course/module handbooks.

**Start:** Jan 27

**End:** Dec 27

## **Owners:**

REC Committee

Student Success

Additional Support:

PVCs & Executive Deans

Associate Deans

Quality Enhancement (CD's Forum)

## **Success Markers:**

REC Principles/approach added to staff and student induction materials.

Agreement and delivery of REC information added into additional student literature.

## **AP7.06**

**Action:** Develop and publish a REC-related events calendar annually, aligned with key University events, EDI Directorate activity and race-related training opportunities.

**Start:** June 26

**End:** Dec 30

## **Owners:**

R&R SL

Head of People Comms

**Success Markers:** Annual REC activity calendar developed and published on REC webpages.