

Race Equality Action Plan 2024-2029

Notes:

In developing our actions, we have aimed to avoid a deficit approach. Our actions aim to instil long term changes to our practices and to encourage a more informed approach to our activities to reduce barriers to access, participation and inclusion for ethnically marginalised students and staff.

Our action plan is divided into four themes, developed from our self-assessment activities. Within each themed element of the action plan we have highlighted the key activities covered by those themes.

1. Embedding consideration of race equality to create a culture of belonging for all our community (Actions starting with 1).
2. Ensuring race equality is considered through policy and process development, implementation, monitoring, and evaluation (Actions starting with 2).
3. Ensuring racially equitable experiences across student access and success (Actions starting with 3).
4. Increasing ethnic diversity across our workforce (Actions starting with 4).

Action objectives have been based on the Doran et al. (1981) definition of SMART; actions target a specific area for improvement, are time-related, and specify who will do the work. Actions are quantified wherever possible or, where not practical to quantify, actions suggest an indicator of progress.

This is a live document, progress towards some actions is already beginning, others will begin from the academic year starting 2024-25. Some of our actions require the development of new dataset, and regular monitoring of that data, before interventions or changes can be implemented however without this self-assessment activity, we would not be in a position to further develop these datasets.

Due to the development of our datasets and enhanced understanding, we are now also in a position to do more to consider our gender equality and race equality activity intersectionally, and as part of a wider commitments to EDI.

This plan's actions have been developed by our RESG, in collaboration with our RECG, BAME network members, colleagues and students. The final version has been reviewed and approved by RESG and UE.

Note on the terminology used throughout our 2024 REC bronze application and this action plan:

We recognise the limitations, and concerns, of using BAME (Black, Asian and Minority Ethnic) as a way of grouping colleagues and students where it may suggest individuals are part of one homogenous group, and where grouping may not allow for individual identities to be acknowledged. Where we use BAME within this application it relates to those within our data grouping, rather than to individuals.

Recognising there are different approaches to terminology, we have chosen to capitalise the terms Black, Asian, Minority Ethnic and White, throughout the application, as done so in the Race Equality Charter Handbook and to highlight any reference to ethnicities in this way is aligned to our data groupings.

Where 'White' is used it includes those who identify as White-British, White-Irish, White-Gypsy or Traveller, White-Roma and any other White background. We do however recognise that many of these identities are minorities within the White grouping used by HESA, and Northumbria continues to work to recognise the marginalised experiences of individuals within these groups, such as through our commitment to the GTRSB Pledge.

REC Action Themes and Priority Objectives

Embedding consideration of race equality to create a culture of belonging for all our community.	Ensuring race equality is considered through policy and process development, implementation, monitoring, and evaluation.	Ensuring racially equitable experiences across student access and success.	Increasing ethnic diversity across our workforce.
Embedding Race Equality as part of our EDI commitments for students at all levels and at all campuses.	Embedding Equality Impact Assessments and the use of data to inform explicit consideration of race equality in policies, processes and practices.	Through structures and colleagues CPD, ensure race equality is embedded into teaching, learning and assessment.	Increase representation and close ethnicity pay gaps by developing a more diverse workforce, across all of the University, and at all levels.
Through our actions, activities, and resources, enable a continuous dialogue about race equality with colleagues and students.	Recognising our dominant cultures (whiteness), question the norms and assumptions embedded within existing processes.	Advancing student success for all, in-line with our APP commitments to closing BAME progression and awarding gaps.	More nuanced use of ethnicity demographic data (People Metrics) to inform activities across recruitment, retention, and progression.
Developing colleagues, line-managers and leaders to support and advance our race equality aims, as allies and inclusive leaders.	Developing awareness and trust in our reporting mechanisms, and the actions taken, following a report of racial discrimination or racism.	Continuous review of UG student admissions processes and REC datasets, to ensure there is no differential by ethnic group.	Ensure all colleagues from BAME backgrounds feel supported to enhance and develop themselves and their careers.
Enhancing our regional relationships to support sense of belonging for ethnically diverse members of our community.	Involve stakeholders in review of policy and process implementation, to understand the impact on ethnically marginalised colleagues and students.	Supporting employability of BAME students through commitments to experiential learning and employability opportunities.	Make progress towards our ethnicity targets, working with targeted Faculties to address trends of under-representation.

1. Embedding consideration of race equality to create a culture of belonging for all our community.

Underpinning all of our work on equality, diversity and inclusion is the need for all colleagues and students to feel that they belong at Northumbria, our work towards race equality is no exception and we need to ensure those from all ethnicities and nationalities feel that they belong. To do this we need to **better understand 'belonging'**, as constructed from our colleague and student viewpoints.

It is essential that our actions build on the conversations and opportunities this self-assessment activity has given, to enable a **continuous dialogue with colleagues and students about race equality**, to hear their views on our commitments, to enable concerns to be shared, to discuss progress and to share new ideas to address inequalities.

We need to ensure that race equality is **embedded as part of our EDI commitments for students at all campuses**, and that colleagues see how race equality compliments our colleague values and behaviours and how it can support us in meeting our strategic commitments. Colleagues and leaders alike, need to be equipped to support our race equality aims, through their **allyship and inclusive leadership** skills.

To ensure our commitment to race equality is outward facing as well as internal, and supports our colleagues and students place in the region, we need to **encourage broader community engagement with Northumbria** and work more closely with local employers and cultural organisations towards collaborative race equality initiatives.

Section Ref/s	Action Ref	Issue identified and rationale	Overarching Aim	Actions to address issues	Success Criteria	Start Date	End Date	UE Lead	Role Responsible
2c	1.01	The 2022 RES and workshops gave new insight about the experiences of BAME colleagues and students at Northumbria, we need to ensure we continue to understand these staff and student experiences.	Plan and implement a process to hear views and opinions between REC surveys.	Conduct analysis of all staff survey data by ethnicity and domicile, and bring these insights to RESG in a timely manner.	RESG have access to survey datasets, to understand (and act on) any disparities in colleague feeling, by ethnic group and/or domicile.	Nov-23	Jul-25, and ongoing	CPO	Director of People Experience
				Engage students from across all levels in ongoing race equality conversations. New student group to be formed, aligned to EDI Operational Group and co-ordinated by colleagues in SLAS, to inform conversations.	Student group (aligned to EDI Operational Group) formed. Race equality listed as a standing item on EDI Operational Group and EDI Data sub-group agenda.	Sep-24	Jul-26, and ongoing	PVC Education	Director of SLAS
				Students are able to report challenges and concerns via a range of formal and informal routes. SLAS colleagues to develop a process to collate anonymised insight from across a range of sources to ensure an equitable experience for BAME students.	Process embedded by July 2026, to collate insight from across different SLAS teams (Wellbeing, Mental Health, Student Experience) about BAME student experiences, led by Head of Student Life and Wellbeing, and reported to RESG to inform additional actions.	Jan-25	Jul-26, and ongoing	PVC Education	Director of SLAS / Director of SP
				Continued analysis of our NSS data (Level 6 students) by ethnicity and domicile (included in REC static reports).	Datasets brought annually to RESG and EDI Operational Group: EDI Data sub-group. No statistically significance in difference in student response by ethnicity, by July 2028.	Jan-25	Jul-26, and ongoing	PVC Education	Director of SLAS / Director of SP

2c	1.02	The completions of the RES survey were not as high as we would have liked (24% staff and 3.6% students), we need to ensure all students and staff understand about the survey and why filling it in is important.	Increase race equality survey completions from students and staff from 3.6 and 24% respectively, to 10% and 50%.	Develop a strand of activity within our REC comms plan specifically to promote the next REC survey and to highlight progress since last survey.	Increase in staff and student completions of our 2027 pre-submission race equality survey from 24% staff and 3.6% students to at least 50% staff and 10% students.	Sep-24	Dec-27	CMO	Director of Corporate Communications
2c	1.03	Whilst we've grown our work with some local groups, we have not yet involved them in supporting us to assess our race equality progress.	Involve external interest groups in providing feedback on our ongoing race equality work.	Working with our Head of Partnerships, RESG, RECG & EDI Team, actively involve local race equality groups in reviewing our ongoing progress towards race equality.	Evidence of feedback obtained from external parties on our race equality activity.	Sep-24	Dec-27	DVC	Head of Partnerships
2c / 2d / 8c	1.04	Our race equality activities need to be visible, to be transparent, to demonstrate we are committed to making progress and to encourage others to become involved. Although we don't have statistics for all of our smaller communications, the large previous 'annual race equality updates' were accessed by 176 readers (2022) and 231 readers (2023).	Communicate RESG activity and University Race Equality commitments to wider university.	Through our REC communication plan, ensure key messages are effectively communicated with colleagues and students, including the progress being made against the action plan. This includes detail in our Annual EDI report and updating intranet and student portal with race equality progress at least twice a year, promoted through UE communications to staff and students.	Communications utilised to promote progress towards our race equality actions. Two updates per year minimum, with an increase in engagement to more than 500 readers for each update.	Sep-24	Jul-25, and ongoing	CMO	Director of Corporate Communications

2a / 2d	1.05	Our Steering Group must remain active, with appropriate aims and membership, to ensure the items in the action plan are progressed and that progress from across the University is monitored.	Maintain an active and effective Steering Group.	Involve RESG and RECG to review RESG Terms of Reference biennially, including aims, membership, and approach to maximum length of term for volunteer members (to provide further opportunities for diverse voices to inform activity).	Regular ToR review completed. RESG members to conduct biennial review of RESG membership, confirming the diversity is at least reflective of the ethnicity profile of staff across the university at the time of the review (13.1% BAME 2022/23) and that there is representation of role/grades from across the university.	Sep-24	Jul-26, and ongoing	Chair of RESG	EDI Manager
				Minimum of four Steering Group members become REC panellists or observe a panel, to share learning with RESG and enhance internal practice.	4 RESG members trained or have experience of observing REC panels before end of 2027.	Jan-24	Dec-27	Chair of RESG	EDI Manager
2c	1.06	Colleagues identify their ethnicity in many different ways beyond the standardised categories (235 unique colleague and student responses in RES 2022), we can do more to recognise this and avoid always 'grouping' in simple terms.	Identify opportunities to recognise the diverse range of identities that our colleagues and students identify with, beyond the standard HESA categories (as highlighted in	Supported through centralised funding, EDI Team to involve colleagues in a VCDF project to explore ways to recognise diverse identities.	VCDF project undertaken by colleagues. Project recommendations of 'ways to recognise diverse identities' shared with EDI Committee by Jan 2026.	Sep-24	Jan-26	CPO	Director of EDI

		Students identify in many different ways beyond the standardised categories (235 unique colleague and student responses in RES 2022), we can do more to recognise this and avoid always 'grouping' in simple terms.	previous surveys).	Supported through centralised funding, initiate activity involving students in a VCDF project application to explore ways to recognise diverse identities.	Student curated content shared with the Northumbria community by March 2025. No disparity by ethnic group in the 2027 Student RES to the new REC survey questions "How often do you feel you get the opportunity to learn about people from different races, ethnicities and cultures while studying here?" and "How well do you think festivals and traditions from different cultures are acknowledged at Northumbria?"	Sep-24	Mar-25	PVC Education	Dean of Students
3	1.07	Continuous review of the language we use can help to develop sense of belonging, inclusion and convey a sense of respect.	Provide the opportunity for all colleagues and students to inform the language we use across our race equality activity.	2023 co-created terminology paper, updated in 2025 following a review of external guidance and a series of conversations with colleagues and students about race equality terminology. Ongoing plan of dissemination and engagement informed by contributors (for 2025 onwards).	Terminology conversations completed and paper updated by 2025 to reflect colleague (and student) perspectives. Colleagues and students inform the language we use.	Sep-25	Dec-27	DVC	EDI Manager

3a	1.08	<p>The RES showed 66.3% of BAME colleagues felt the ethnic diversity impacted their sense of belonging, compared to 42.4% of White colleagues.</p> <p>The more recent staff survey showed the 'Engagement Index' questions had 74.8% agreement from White colleagues, and 68.94% from BAME colleagues, and the specific question "I feel a strong sense of belonging to Northumbria University" had a positive response from 76.9% of BAME colleagues and 70.4% White.</p>	<p>Develop a better understanding of what impacts sense of belonging for BAME colleagues and students.</p>	<p>'Engagement Index' questions in 2024-25 staff pulse survey and 2025-26 staff survey, analysed by ethnic group, to identify any difference between the BAME and White data group.</p> <p>If any disparities are identified, EDI Team to lead on a programme of work to explore sense of belonging with colleagues from BAME backgrounds.</p>	<p>No statistically significant difference in colleague 'engagement index' score by ethnic group in 2026-27 staff survey.</p>	Sep-24	Jul-27	CPO	Director of People Experience / Director of EDI
6a		<p>We need to understand 'sense of belonging' further so that we can look at ways to make a positive difference.</p>		<p>HR colleagues (People Experience Team) to establish the annual process for reviewing data from the newly implemented New Starters Survey.</p> <p>If disparities in 'new starter experience' are shown by ethnic group/domicile, EDI team to support in developing initiatives.</p>	<p>No statistically significant difference in colleague 'engagement index' score by ethnic group in 2026-27 staff survey.</p>	Sep-24	Jul-27	CPO	Director of People Experience / Director of EDI
3a / 9		<p>The RES showed over 60% of BAME students agreed, that the ethnic diversity impacted their sense of belonging, more than twice the percentage of White students. We need to understand 'sense of belonging' further so that we can look at ways to make a positive difference.</p>		<p>Undertake a joint SLAS and SU project to understand sense of belonging more from our ethnically marginalised students' perspective (utilizing current student engagement forums 2024-25).</p>	<p>'Understanding sense of belonging' project completed 2024-25.</p> <p>No significant difference between BAME and White student groups in relation to the 2027 RES question asking if "the ethnic diversity impacts sense of belonging".</p>	Sep-24	Jul-26	PVC Education	Dean of Students / President of NSU

3b	1.09	Students shared with us some of the negative experiences they've had within the region, Northumbria needs to take a more active role in supporting our students to have positive experiences on and off campus. 31% of Newcastle student RES responses agreed with "I have witnessed or been the victim of racial discrimination in the local area" compared to 11.5% of White students.	Increase engagement in/with the community to support collective approaches to addressing race equality at Northumbria and in the region.	Opportunities created for local partners to engage with Northumbria to address racial inequalities in the region. Race awareness briefing developed (informed by student experiences) and offered to businesses and organisations in the region (targeting to include accommodation, catering, transport providers). Head of Partnerships to work with colleagues from EDI and SLAS to develop content.	Opportunities created/utilised by end of 2025-26. Question asked in 2027 Student RES (not in new REC survey but using question from previous RES survey) asking, have students "witnessed or been the victim of racial discrimination in the local area" with a reduction in the percentage of agree responses by BAME students to below 15%.	Sep-24	Dec-27	CSO	Head of Partnerships
5a	1.10	Students talk about experiences of Muslim and Jewish community members. Enhancing all our knowledge with respect to the racism experienced by Jewish and Muslim members of our community can be helpful in supporting a more inclusive University (a safe place for talking about and responding to issues).	Develop a more substantial staff and student training offer for race-related equality issues.	Recognising intersections of ethnicity and religion, EDI Team to create resources/learning opportunities to develop colleague awareness of antisemitism and anti-Muslim hate, and the ways racism can intersect with religious identity.	Further resources developed to support colleagues' ongoing awareness of antisemitism and anti-Muslim hate. At least 70% colleague positive responses in 2027 to new RES question "How often do you feel you get the opportunity to learn about people from different races, ethnicities and cultures while working here?"	Jan-24	Dec-25	CPO	Director of EDI
4d		UE and our BoG are not very ethnically diverse (UE 0% BAME, BoG 15% BAME). It is important that they are aware of issues at Northumbria, in the region and in the sector, and that they are aware of the actions Northumbria are taking to advance racial equality.		Refresh race equality knowledge of UE and BoG (race awareness briefing every two years).	Race awareness updates delivered to UE and BoG at least every two years, starting 2024-25.	Sep-24	Jul-25, then every 2 years	Chair of RESG	Director of EDI

4c		Students suggest through their RES responses and in listening groups and workshops that they'd like support in tackling racial microaggressions. Where staff are concerned, examples of microaggressions would also be against our Values and Behaviours, so developing our training/resources in relation could be of benefit to all members of our community.		Microaggression awareness resources developed for colleagues and shared via staff intranet and EDI Team channels 2025-26.	Over 50% positive response to student RES question "How comfortable would you feel calling out a person showing racist behaviours at	Sep-24	Dec-27	CPO	Director of EDI
3b				Audit of best practice across the University in how microaggressions are understood, explained and addressed across our student body. Microaggression awareness resources developed for students and shared during transition and induction from January 2026.	Northumbria? (e.g., challenging as and when someone makes an inappropriate or racist joke, discriminates another person because of their race, etc.)".	Sep-24	Dec-27	PVC Education	Director of SLAS
8c			We must continue to offer opportunities for colleagues to talk about race equality, as part of our EDI commitments, so that learning is current, and our commitment is embedded in our activities.		EDI Team to continue to plan activities for individuals and teams to engage with throughout the year, to encourage conversations about improving race equality. Activities to include guest speakers, in-person activities, online resources and eLearning.	Annual review of activity included in EDI Annual Report. Year-on-year increase in colleague engagement with race equality activities and learning (initial benchmark defined at end of 2023-24 academic year following review of engagement during the academic year).	Jan-24	Dec-25, and ongoing to Dec-28 review	CPO
4d	1.11	The ethnic diversity of our board has grown throughout the self-assessment period, to now 15%, although qualitative data shows not all colleagues are aware of this. We need to be proactive in developing internal and external awareness of our Board, forging interest and connections that could lead to a more diverse board in the future.	Increasing internal and external awareness of the ethnic diversity, and specialist skills in race equality, of our Board.	Raise visibility of the role of our board, internally and externally, ahead of 2027. Further develop ways to inform colleagues about diversity, skills and experience within governors (utilising information from governor skills survey) e.g. Chair's portfolio, governor spotlights, blogs, recruitment processes for staff governors.	Programme of activity rolled out, by December 2026, to increase internal and external awareness of the role of our Board of Governors. Ethnic diversity of board maintained at, or above, current levels (15% from BAME backgrounds). Maintained (or improved) ethnic diversity of staff interested in becoming	Jul-24	Dec-27	Director of Governance	Governance Manager

		Ethnic diversity of board to be maintained at, or above, current levels and working towards population in and England & Wales (18% BAME 2021).			governors at next point of recruitment (baseline: 25% of applicants, 2022). No qualitative comments in 2027 race equality survey about lack of governor diversity.				
				Raise visibility of the role of our board, internally and externally ahead of 2027. Raise the profile of our board with local organisations and communities, ensure North-East organisations are included in new governor searches.	Programme of activity rolled out, by December 2026, to increase internal and external awareness of the role of our Board of Governors. Ethnic diversity of board maintained at, or above, current levels (15% from BAME backgrounds).	Jul-24	Dec-27	Director of Governance	Governance Manager
4d	1.12	In listening groups, colleagues told us they want more inclusive digital content, to support representation and feelings of belonging. For the 2023 staff survey question "I feel a strong sense of belonging to Northumbria University" 76.9% of BAME colleagues agreed, compared to 70.4% White (of the BAME colleagues, only 63.2% of Black colleagues agreed).	Increase diversity and representation within digital content to enhance sense of belonging.	Further development of media bank images which capture our diverse colleague populations across the University. Imagery within centrally created communications and marketing content to identify the breadth of our communities.	No negative comments about imagery in the 2027 RES survey. This action also contributes to the aims to reduce disparity between ethnic groups in our staff survey 'sense of belonging' question.	Sep-24	July 2025, and ongoing	CMO	Director of Corporate Communications / Director of Marketing
5a / 6a	1.13	We aim to continuously attract a diverse pool of UK and Non-UK candidates. Our current vacancy website could do more to highlight diversity in the region, especially for the benefit of	Become known as an employer committed to race equality, and EDI generally.	Develop vacancy webpages to make more explicit the diverse populations at Northumbria and in the region, to include diverse career journeys, and to include more about the	Vacancy webpages updated to ensure applicants see examples of the diversity at the University and in the region.	Sep-24	Jul-25	CPO	Head of Recruitment

		people who may be UK based but not know about the region.		region as a good place to work and live.					
				New report created to review reasons for 'job offers' being turned down. This is to be reviewed annually to discern any patterns by ethnicity and/or nationality.	New report developed by July 2025 to review reasons for offers being turned down. If a difference in response is shown by ethnicity or domicile, this is to be eliminated by 2026.	Sep-24	Jul-25, and ongoing	CPO	Head of Recruitment
				New dataset to be created from New Starters Survey question 'Why colleagues chose to come and work at Northumbria.' Data to be reviewed annually to discern any patterns by ethnicity and/or nationality.	New reports developed by July 2025, to highlight why colleagues choose to work at Northumbria. Insight reviewed by ethnicity and domicile, and used to inform annual approach to recruitment.				
3b	1.14	Students suggest ways the Student Union can be part of increasing sense of belonging on campus, and in the region, through activities to celebrate diversity.	Further supporting the sense of belonging for BAME students.	Provision of events/activities with an educational element, to increase awareness of different cultures, celebrating differences, but also recognising similarities and fostering good relations between different groups.	Events/activities offered. Over 50% positive responses gathered from BAME students as part of NSU campaign feedback by July 2026. Positive qualitative data in 2027 RES survey about the way the NSU supports sense of belonging on campus.	Sep-24	Jul-26	PVC Education	NSU Vice-President Activities

5b / 6b	1.15	We don't currently monitor 'training evaluations by demographic' as a business-as-usual activity. We should maintain an up-to-date dataset of leadership development training uptake and evaluations, so that we can understand BAME colleague engagement and use it to inform targeted offers where appropriate.	Developing our leadership pipeline; more detailed analysis of leadership development training uptake to understand ethnicity profile.	Regularly review leadership development training uptake and evaluations by ethnicity, to understand any differential experience and inform any future development offers (including future cohort leadership programmes).	Annual training-uptake and evaluation reviewed (by ethnic group). to inform the ongoing 'leadership development' offer and the way in which opportunities are communicated to BAME colleagues. If any difference in uptake or differential experience is observed, to be eliminated by 2026-27.	Sep-25	Jul-27	CPO	Director of OD
7d / 8a / 8b / 8c	1.16	Our progression/ continuation and awards data highlights disparities by ethnic group. There are a range of opportunities for colleagues to develop the skills which may help them to consider race equality within their teaching and learning however engagement is likely to depend on career stage (linked to HEA fellowship) and personal interest. We need to provide opportunities regardless of career stage, and regardless of existing interest in race equality, for all academics to continue to enhance their knowledge and practice.	Consider race equality across teaching, learning and assessment, to support reduction in progression/ continuation and awarding gaps.	Provide CPD opportunities and resources to develop all colleagues' ability to embed race equality within teaching and assessment methods.	<p>CPD resources and opportunities in place by September 2025.</p> <p>100% of new programme specifications and programme approvals identifying EDI (including race equality) considerations by 2026.</p> <p>All programmes undergoing review, to evidence consideration of EDI (including race equality) by 2028.</p>	Sep-24	Sep-25	PVC Education	Dean of Students

7d / 7e / 8a / 8b		Student feedback in our Race Equality Survey (qualitative data, 7f) and from the NSS results (all other ethnic groups less positive than Black students, section 8b) suggests difference in student experience of teaching and learning by ethnic group and/or nationality. All colleagues should have a degree of cultural competence to support an inclusive approach to programme design and their teaching.		Ensure all staff have a basic introduction to cultural competency, used to inform their approach to teaching, learning and assessment.	All colleagues to have access to cultural competency learning 2025-26, following pilot with HLS 2024-25. No difference in student response by ethnic/domicile group to the 2027 new RES question "How much respect do you feel people at Northumbria show you?".	May-24	Jul-26	CPO	Director of EDI
5e	1.17	Qualitative data suggests that principles of inclusivity are not embedded well into all research relationships. Work is needed by members of research teams to ensure they do not take a tokenistic approach to diversity, rather they work with everyone's strengths and truly value their contributions to research. Qualitative data suggests that principles of inclusivity are not embedded well into all research relationships. Work is needed by members of research teams to ensure they do not take a tokenistic approach to diversity, rather they work with everyone's strengths and truly value their contributions to research.	Further develop inclusive research-leadership, to support BAME colleagues and REG students within research relationships.	Existing training offered by RIS reviewed to develop inclusive research practices through signposting and collaboration with the EDI and OD teams in HR.	Training content updated. Positive experiences of research relationships reported by PGR students and academics (in RES, Research Culture Survey, CEDARS, and PRES).	Sep-25	Jul-27	PVC Research	Director of RIS
				Work with research groups and research group leads, HODs and HoRKEs to promote revised training offer, to ensure reach across the University.	Revised training offer promoted. Positive experiences of research relationships reported by BAME PGR students and academics (in RES, Research Culture Survey, CEDARS, and PRES).	Sep-25	Jul-27	PVC Research	Director of RIS
				Review, evaluation and updating of the information available on RIS/research intranet pages to ensure commitment to EDI is visible and there is access to	Commitment to EDI visible on RIS/research intranet pages. Positive experiences of research relationships reported by BAME PGR students and academics (in RES, Research	Sep-25	Sep-28	PVC Research	Director of RIS

				resources for inclusive leadership.	Culture Survey, CEDARS, and PRES).				
5a	1.18	We aim to continuously attract a diverse pool of UK and Non-UK candidates and to ensure the best candidates are appointed. Where there is under-representation, we can better consider positive action before any recruitment takes place. 9 academic departments and 8 professional service departments have targets to increase ethnic diversity.	Develop recruitment approaches to attract a high-quality diverse applicant pool.	<p>FDoEDI and DHoEDI to use annual workforce data to identify under-representation in academic areas and, guided by new 'Diversifying our Workforce' toolkit (Action 4.04), identify opportunities for positive action in recruitment. FDoEDI and DHoEDI to work with EDI Team and/or HR Managers to determine approaches to positive action specific to each situation.</p> <p>For PSS recruitment at Grade 7 and above, HR advisors to work with recruiting managers and EDI Team to utilise appropriate positive action initiatives.</p>	<p>Examples of where positive action has been used collated from Sept 2025. Review of the recruitment data by end of 2026-27, to determine the impact of this approach.</p> <p>Progress made by 2027, by the 17 academic and PSS departments with targets to increase diversity.</p>	Sep-25	Jul-27	CPO	EDI Director
				Monitor the initial implementation of the new intersectional approach (gender/ethnicity) to applying positive action statements. Evaluate impact of the approach through annual review of recruitment data, and success of BAME candidates.	<p>Recruitment data reviewed annually from 2024-25 to 2026-27. Review three-years data by end of 2027 to inform ongoing use of positive action statements.</p> <p>Review demonstrates an increase in high-quality applications from diverse applicants, supporting progress towards ethnicity targets through an increase in BAME UK applicants being shortlisted and offered roles (compared to 2022-23 levels).</p>	Sep-24	Dec-27	CPO	Head of Recruitment

5c	1.19	Qualitative data from BAME colleagues indicates differing experiences in relation to PDAs and their usefulness as a space for supportive conversations.	Develop inclusive leadership, to promote communication and trust between Appraiser and Appraisee.	Concepts of inclusive leadership and psychological safety included within leadership development programmes, to grow awareness of the benefit of diverse teams and to further develop skills for supportive conversations.	Inclusive leadership content to be embedded from 2024-25 and then reviewed and updated in 2025-26 by subject experts, to stay up to date with leadership concepts. Positive comments about line managers supporting the careers of BAME colleagues in 2027 RES.	Sep-24	Sep-26	CPO	Director of OD
5f	1.20	We have several colleagues involved in research projects and partnerships where the findings could support our approach to early career development (such as EDI Caucus, Pro:North-East, Generation Delta) we need to ensure we learn from inclusion-themed projects to provide the best opportunities and environment to support an inclusive research culture.	Ensure race equality (and EDI) best practice is shared and institutional learning is gained from research projects and partnerships.	Research Culture Committee establish a sub-group as part of the Research Group strand of activity to enable EDI best practice to be shared across researchers, including leadership teams, through the development of guidance and promotion of EDI projects in the research ecosystem. Include central EDI Team and EDI Directors in Faculties to ensure that institutional learning is gained from those inclusion-themed research projects and partnerships.	Research guidance and approaches developed and embedded by Sept 2027. Positive experiences of inclusive research cultures reported by PGR students and academics (in RES and Research Culture Survey).	Jan-26	Sep-27	PVC Research	Dean of Research Culture
7b / 7e / 8a / 8c	1.21	Students talk about feeling isolated and homesick. They also experience others making assumptions about language skills and some homes students show limited tolerance of those speaking languages other than English. All students should be aware of our commitment to inclusion and of the benefits	Northumbria's commitment to EDI communicated and demonstrated to all students.	Information to develop EDI awareness (including race and religion) and cultural competency is available for all UG & PGT students alongside other induction/transition/conduct materials (student intern funded to develop content). Colleagues aware of the	Content created and shared by July 2026. Positive response over 70% by UG and PGT students to the 2027 RES question, "How often do you feel you get the opportunity to learn about people from different races, ethnicities and cultures while studying here?"	Sep-24	Jul-26	PVC Education	Dean of Students

		for everyone that studying in a diverse environment can bring. Cultural competency skills may reduce some barriers to initial conversations and reduce experiences of isolation.		content to reinforce messaging with students.					
7e / 8c				To build more inclusive research relationships, information to develop EDI awareness and cultural competency is available for all PGR students alongside other transition/conduct materials. Existing RIS training enhanced to include concepts which support race equality. Colleagues aware of the content to reinforce messaging with students.	EDI and cultural competency concepts embedded in PGR training. Engagement with relevant PGR training reported annually starting 2024-25 (by demographic), to ensure engagement reflects demographics in PGR cohort. Review of three years of data in 2027-28 year, to determine any future actions.	Sep-24	Jul-28	PVC Research	Graduate School
7b	1.22	Qualitative data describes negative experiences that students experience off-campus linked to their racialised identity. NSU can have a role in supporting students' experiences off-campus.	Supporting the sense of belonging for BAME students.	NSU three-year plan of events/activities offered about staying safe on campus and around the city, and further highlighting sources of support for racially minoritised students experiencing discrimination.	Programme of events/activities implemented. Short NSU run 'safety & support' survey by Aug 2027 - over 50% positive responses by BAME students to a question exploring "NSU support me to feel safe on and around campus".	Sep-24	Aug-27	PVC Education	NSU President

9	1.23	Our commitment to project funding and race equality activities (over £94,000) has grown the race equality knowledge of our colleagues and helped to demonstrate our continued commitment to learning and to space for conversation. We must commit to continue funding for staff and student-led race equality activity.	Ensure ongoing commitment to funding for Race Equality projects and activities.	Continue with funding to support colleague and student engagement in projects and activities linked to race equality (including via VCDF, APP and EDI team funding). Findings of the projects shared across Northumbria at EDI Committee and through events such as Celebration of Education, annual APP Showcase, and Amplifying Inclusion seminars.	Minimum of four colleague-led/student-led race equality projects funded per year. Review of project impact during 2027-28.	Sep-24	Jul-25, and ongoing	DVC	Director of EDI / PVC Education
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2. Ensuring race equality is considered through policy and process development, implementation, monitoring and evaluation.

Action 2.01 demonstrates an opportunity to enhance the way race equality is considered in all that we do, to ensure we **proactively consider the impact of actions** on colleagues or students from minoritised groups, with explicit recognition that much of our workforce, and those in decision making roles, are White. **Further embedding Equality Impact Assessments**, supports informed decision making (through both consultation and data review) to consider the impact of our activities on those with protected characteristics (race included).

Many of the other actions in this section refer to **the way that we use data** to support us in developing our practice, in reviewing the impact of our activities, and informing how we work with colleagues to ensure consistent application of our processes.

As we know, colleagues and students do not yet report all instances of racial discrimination or racism. To enable us to effectively support colleagues and address issues we need to **develop awareness of, and trust in, our reporting mechanisms**, and the actions that are taken following a report.

Section Ref/s	Action Ref	Issue identified and rationale	Overarching Aim	Actions to address issues	Success Criteria	Start Date	End Date	UE Lead	Role Responsible
3a	2.01	We need to ensure our policies are inclusive for all colleagues and students, including those from BAME backgrounds despite the University being a very White space (87% Staff and 64% of students are White).	Challenge existing norms and take opportunities to further embed race equality in policies.	Involve ethnically diverse voices in questioning norms and assumptions through a student policy review project - review the policies for Short Extensions and Personal Extenuating Circumstances.	Policy review project completed by July 2025. Recommendations reported to PVC Education and SASSC committee.	Sep-24	Jul-25	PVC Education	Dean of Students
				Involve ethnically diverse voices in questioning norms and assumptions through a staff policy review project - review the Staff Recruitment policy.	Policy review project completed by July 2025 and recommendations considered by HR SMT.	Sep-24	Jul-25	CPO	Head of Recruitment
				Involve ethnically diverse voices in questioning norms and assumptions through a student policy review project - review the Student Admissions policies (PEC in admissions, complaints for admissions).	Policy review project completed by July 2025 and recommendations considered by Director of Student Recruitment and CMO.	Sep-24	Dec-25	CMO	Director of Student Recruitment
				New EIA repository created to aid transparency of decision making and to provide evidence of consideration of race equality in policy, process and procedure development.	EIAs contained within the new EIA repository by July 2025, evidencing consideration of race equality in policy, processes and procedures.	Sep-24	Jul-25, and ongoing	CPO	Director of EDI
4a / 4b	2.02	Academic colleagues from BAME backgrounds share qualitative data about part-time / flexible working practices which impact their experiences. Action can be taken to develop colleague and line manager	Further develop line manager and colleague awareness of approaches to flexible working, to	To increase colleague confidence and avoid feelings of disparity, ensure there is clarity for line managers and colleagues regarding current University approaches to part-time and flexible	In the 2027 RES, no negative qualitative data from BAME colleagues in relation to part-time /flexible working.	Sep-24	Jul-25 initially, through to Dec-27	CPO	Director of HR

		awareness so that all colleagues have access to the same opportunities and information, in line with regularly reviewed policies and practices.	advance equality of experience.	working. Guidance in relation to part-time and flexible working provided in line-manager training and/or line manager toolkit by July 2025, and ongoing opportunities utilised in CPO's 'People Update' to raise awareness.					
3b/4c	2.03	In the 2022 RES, 14.5% of BAME students (and 13.6% of White students), disagreed that if they "reported a race-related incident, appropriate action would be taken".	For students, improve clarity around, and trust in, reporting mechanisms and actions taken following a report.	Increase visibility of our Unacceptable Behaviours reporting portal for students, including more accessible information about process, the different ways reports can be made, the ways in which complaints may be dealt with, and the types of action that may follow. Develop FAQs/myth-busting for students to help students to feel more comfortable about what might happen after a report.	Enhanced transparency about the Unacceptable Behaviours process. No significant difference by ethnicity to the two new RES question: "If you witnessed or were personally subjected to discrimination, harassment or abuse, would you know where and how to report the incident?" AND "If you reported discrimination, harassment, or abuse on the basis of race or ethnicity, how confident are you that the appropriate investigative and/or disciplinary action would be taken?"	Sep-24	Jan-26	PVC Education	Director of SLAS
3b / 4c	2.04	In the 2022 RES, 25% of BAME staff, disagreed that if they "reported a race-related incident, appropriate action would be taken". In our 2023 Staff Survey, 23% of BAME colleagues, and 7.3% of White colleagues agreed with the	For colleagues, improve clarity around, and trust in, reporting mechanisms and actions taken following a report.	As part of a UB review: <ul style="list-style-type: none"> • Improve communications about the portal (and other reporting mechanisms). • Communicate the intentions of the UB process. • Highlight the routes to internal and external 	Transparency about the Unacceptable Behaviours process enhanced by July 2026. Over 85% Positive response by White and BAME colleagues to the 2027 new RES questions "If you witnessed or were personally	Sep-24	Jul-26	CPO	Director of People Experience

		question "In the last 12 months, have you experienced or witnessed a situation at Northumbria where you have felt uncomfortable because of race or ethnicity?"		support, and the range of information accessible via the UB portal.	subjected to discrimination, harassment or abuse, would you know where and how to report the incident?" and "If you reported discrimination, harassment, or abuse on the basis of race or ethnicity, how confident are you that the appropriate investigative and/or disciplinary action would be taken?"				
4c				To enable greater analysis, ensure nationality is recorded as part of our UB, grievance and disciplinary datasets.	Enhanced data collection embedded into the Unacceptable Behaviours process (by July 2025) so that nationality is recorded.	Sep-24	Jul-25	CPO	Head of Employee Relations
				Development of a tackling racism document/resource - with the dual aim of supporting those who may experience racial discrimination, and for others who may benefit from being more mindful about their behaviours. Document to include core definitions, highlighting examples of unacceptable behaviour, pointing to existing reporting routes and sources of support.	Document created and shared with colleagues by July 2025, with ongoing sharing planned from 2025-26 as part of REC comms plan. Year-on-year reduction in the percentage of BAME and White colleagues (from 23% and 7.3% respectively, 2023) who responded positively to the staff survey question "In the last 12 months, have you experienced or witnessed a situation at Northumbria where you have felt uncomfortable because of race or ethnicity?".	Sep-24	Jul-25, and ongoing	CPO	Director of EDI

5a / 6a	2.05	<p>Qualitative data demonstrates colleagues share uncertainty about the Recruitment process and at times lack trust in it (in addition, bringing together academic and PSS data shows 75% of White colleagues and 65% of BAME colleagues agree Northumbria undertakes recruitment and selection fairly and transparently). Work is needed to ensure processes are appropriate and that colleagues are trained appropriately to implement them. We currently record attendance at line manager training however we don't monitor if all recruiting managers have been trained (or how recently they were trained).</p>	<p>Review and enhance recruitment decision-making processes to improve race equality.</p>	<p>Develop our approach to recruitment training, including monitoring of training completions, and creating a Hiring Manager network so that recruitment training updates can be shared easily.</p> <p>Update our recruitment information for colleagues, providing clarity about when internal or external recruitment is allowed, how roles are graded, when search firms are used, and reducing opportunity for bias by providing guidance to support a consistent approach to shortlisting. Support transparency and clarity by increasing all colleagues' awareness of policies through CPO 'people updates' and portfolio updates.</p>	<p>Practice enhanced by July 2025, to support confidence of equity within recruitment processes.</p> <p>Increase in positive responses from BAME colleagues to 85% (from 65% in 2022) in the 2027 RES to the question "Northumbria undertakes recruitment and selection fairly and transparently."</p>	Sep-24	Jul-25	CPO	Head of Recruitment
4e	2.06	<p>Colleagues may be rewarded through GEM awards and SHINE awards however, we do not currently monitor demographics of awardees to ensure representation of BAME colleagues is reflective of our workforce demographics.</p>	<p>Monitor representation across those receiving GEM and SHINE awards.</p>	<p>Enhanced monitoring of the GEM and SHINE Award process, providing confidence to colleagues that colleagues from a range of ethnicities are recognised within these award processes.</p>	<p>New dataset developed and reviewed annually by the HR process owners.</p> <p>Process embedded to review the new datasets by July 2025, insight used to inform ongoing review of the GEM award and SHINE award processes.</p>	Sep-24	Jul-25, and ongoing	CPO	Director of HR / Director of OD
3b	2.07	<p>Colleague shared with us some experiences they have had, not in line with our value of inclusivity. In our RES, data 13.8% of</p>	<p>Further develop all colleagues to enable allies to play a more</p>	<p>Colleagues, including line managers, signposted to Active Bystander training during the 'all staff welcome event', and in further</p>	<p>From Sept 2024, existing colleague 'welcome events' utilised to highlight active bystander training and the active role we expect all</p>	Sep-24	Jan-25 and ongoing	CPO	Director of EDI

		<p>staff RES responses showed colleagues experience and/or witness, racial discrimination. Action is needed to help colleagues support the value of 'inclusivity'.</p>	<p>active role in advancing race equality and supporting equality of experience.</p>	<p>signposting in the follow up email that all attendees receive.</p>	<p>colleagues to take in supporting race equality (through EDI Director welcome, and participant resources).</p>				
		<p>As a very White institution (87% of staff are White), active bystander and allyship training can help colleagues to understand the role they can play in advancing race equality.</p> <p>83 colleagues have opted to complete Allyship eLearning and/or Active Bystander eLearning 2022-2024.</p>		<p>EDI Team to further develop opportunities for colleagues to undertake Allyship and Active Bystander training. Opportunities identified during 2024-25 and utilised before July 2026,' aiming initially at increasing uptake of training via EDI Committee and Steering Group members.</p>	<p>New opportunities utilised by July 2026, to encourage engagement with the Allyship and Active Bystander learning opportunities.</p> <p>Uptake increased for both courses to at least 300 colleagues by July 2026.</p>	Sep-24	Jul-26	CPO	Director of EDI
4e	2.08	<p>Qualitative data and quantitative data demonstrates colleagues do not always feel their efforts are rewarded fairly (Staff survey, 49% of BAME respondents, compared to 57% White colleagues, responded positively to "considering my duties and responsibilities, I feel my pay is fair").</p>	<p>Review of 'reward and recognition' completed to support greater transparency in pay and reward-related decision making.</p>	<p>Recommendations from review of 'reward and recognition' used to inform new colleague resources, to further support transparency and consistency in pay and reward-related decision-making.</p>	<p>New colleague resources developed and shared on staff intranet by July 2025.</p> <p>No significant difference by ethnicity to the 2025-26 staff survey question "Considering my duties and responsibilities, I feel my pay is fair".</p>	Sep-24	Jul-25	CPO	Director of HR
5g	2.09	<p>Currently only 39.5% of BAME colleagues and 41.7% of White academic colleagues responded positively to the question about 'fair access to</p>	<p>Enhancing transparency and equality of opportunity for BAME colleagues</p>	<p>DF PVCs R&KE to work with PVC Research in developing guidance for equitable allocation of funding.</p>	<p>Guidance for equitable allocation of funding by July 2026. Enhanced transparency in access to department/faculty research-funding opportunities reported in 2027 RES.</p>	Sep-25	Jul-26	PVC Research	PVC Research

		opportunities) in the RES, some work is needed to understand the different processes, to make them transparent, and to give confidence that they are fair and equitable. Reviewing the funding allocations by demographic will help to ensure there is no disparate experience by ethnic or national group.	within Departments.	Monitor demographics of those awarded faculty/department research funding. Ensure representation is comparable to the relevant demographics.	Annual internal funding success of BAME academics shown to reflective of the relevant pool of academic colleagues (three years data reviewed by Sept 2028).	Sep-25	Sep-28	PVC Research	PVC Research
				Map current processes and develop guidance / recommendations to support fair access to opportunities e.g. representing the Dept/Uni at events, sharing information about funding opportunities.	Project output shared by Dec 2026. Increase in positive response (over 50% for BAME and White colleagues) to RES 2027 question 'work-related opportunities for development, such as temporary promotions or profile-raising opportunities, are allocated fairly and transparently'.	Sep-24	Dec-26	FPVC ADSS	FPVC ADSS / EDI Directors
4d	2.10	Our senior decision makers are not very ethnically diverse (UE 0% BAME). Considering our committees and executive teams, at present only 5 out of 8 of those key decision-making bodies listed in 4d have some representation by individuals from BAME backgrounds, and only 2 out of 8 have representation above 10%. We need to continue to develop mechanisms that empower diverse colleagues and enable diverse views to be heard.	Developing our leadership pipeline; opportunities for diverse views to be heard.	Following 2024 review of Shadow Chair initiative, upscale the scheme from 2024-25, to involve a wider range of committees and a greater number of colleagues who express a desire to develop their leadership capacity (not only those who have attended DL). Following 2024 review of Reverse Mentoring initiative, further develop the scheme from 2024-25, to involve further mentors from ethnically marginalised backgrounds and mentees from senior leadership roles. Scheme impact to be reviewed at end of 2025-26.	Increase in number of colleagues who have been involved in Shadow Chair initiative from 4 in 2023-24 to at least 30 by 2027-2028, number of decision-making committees involved (including steering groups and sub groups) increase from 2 in 2023-24 to 8 by 2027-28. Reverse Mentoring scheme further developed from 2024-25, with a year-on-year increase in colleagues involved as Mentors and Mentees.	Sep-24	Jul-28	CPO	Director of EDI
						Sep-24	Aug-26	CPO	Director of EDI

			<p>Joint HR activity, led by Director of People Experience, to make clear the different routes for diverse views and opinions to be heard.</p> <p>Clarify, for colleagues, the routes including:</p> <ul style="list-style-type: none"> • One-off and ongoing mentoring conversations, • Whole University Big conversation events, • New online 'suggestion box', • Specific examples from Faculties and Services, HR Managers and/or HR Advisors, • Colleague Networks. 	<p>Range of routes established for diverse colleague views to be heard, promoted through colleague intranet and CPO 'People Update' from 2024-25.</p> <p>No significant difference by ethnic group to the 2025-2026 Staff Survey question "I am able to speak up and challenge the way things are done."</p>	Sep-24	Aug-26	CPO	Director of People Experience
			<p>Develop and embed opportunities for Faculty, Department and Service leadership to hear diverse views.</p> <p>Initial process piloted in HLS with views invited from all colleagues, especially those from racially marginalised colleagues, on upcoming FEG agenda items. BAME network members from HLS to also seek responses from Faculty members and feed the forward into FEG.</p> <p>FEG observers to assess the degree to which FEG</p>	<p>Positive feedback from HLS FEG observer into the ways diverse views are represented and responded to (feedback requested July 2025 and then ongoing).</p> <p>Positive feedback from colleagues in relation to having their views heard (measured through next Race Equality Survey 2027).</p>	Sep-24	Jul-25, then ongoing	FPVC HLS	FD EDI HLS

				are seen to raise and respond to colleague voice.					
5b	2.11	Colleagues who have been involved in the Diverse Leadership programme now regularly meet our DVC (DLaN group) however there is potential that should be utilised for this group to be of more benefit for the colleagues involved and to have more impact at the University.	Increasing impact of our DLaN group and their Sponsors.	In association with Senior Sponsor for Race Equality, members of DLaN group to undertake projects and develop proposals to drive change (enabling greater impact of their diverse leadership skills). DVC to request that DLaN group members are supported by their line managers with time to continue engagement with the group.	Increased impact of diverse leaders group. Review of the groups' activity by July 2026, to be able to demonstrate positive impact and ongoing aims for the group.	Sep-24	Jul-26	DVC	EDI Manager
		Colleagues who have been involved in the Diverse Leadership programme now regularly meet our DVC however there is currently no follow up activity with Sponsors to understand	Clearer expectations on DL Sponsors, including the expectation for them to participate in an interview/survey immediately after, and 1 year after, their involvement	Increased impact of DL Sponsors. by July 2026, be able to identify the positive changes DL sponsors have influenced (documented in race equality updates on the intranet).	Sep-24	Jul- 26	DVC	EDI Manager	

		any changes they have made.		in the DL programme (about actions they have taken and any differences made, and also where they see further scope for structural change).					
5e	2.12	<p>We do review internal research success, by demographic, at points during the year. Developing an embedded approach to reviewing internal and external success will enable us to see any patterns which may emerge by demographic (current pool of Grade 8 and above academics are 16.5% BAME 2022/23).</p> <p>Whilst we have control of internal funding processes, and of internal response to external funding opportunities, there are challenges that the sector also need to address linked to under-representation of some ethnic groups across applicants and awardees.</p>	Embed a process to understand research funding success by ethnicity and domicile.	Investigate how we can monitor external funding success, by EDI characteristics, of those colleagues named as PI or CO-I and utilise data to inform the researcher development offer and approaches to external funding applications.	<p>Enhanced ability to monitor engagement and success, by demographic, within external funding calls.</p> <p>Initial success to be measured by 'engagement with external funding calls', ensuring by September 2028 BAME academics are engaged as a rate reflective of the relevant pool of academic colleagues.</p>	Sep-26	Sep-28	PVC Research	Director of RIS
7a	2.13	Our REC self-assessment activity has supported the development of our datasets in relation to offer rates, this should be utilised further as part of core activity and shared annually with the RESG to monitor patterns by ethnicity.	Ensure evaluation of ethnicity profile data informs admissions and recruitment processes and practices.	GMB to undertake annual review of standard and non-standard (interview, portfolio etc) admissions process demographics (ethnicity & domicile). Review summary shared with SASC and RESG.	<p>Enhanced datasets routinely used to inform student access plan.</p> <p>UG UK BAME intake continue to be at least reflective of representation across our recruitment footprint (10.5%). Data reviewed annually from</p>	Sep-24	Jul-27	CMO	Director of Student Recruitment / Director of Strategic Planning

		Our datasets show difference in offer rates by ethnicity, when considering the BBB- tariff band. A project is needed to understand this.		GMB to implement a project to review process regarding 'BBB- applications' and make any process changes, and implement staff race equality training, as appropriate.	2024-25 with a more comprehensive review by July 2027, once three years of data is available.				
8a	2.14	EDI (and race equality) will be more explicit in the new QED Framework than it was under the previous PFNA structure through a commitment to inclusive education. QED processes need to ensure this commitment is embedded.	Ensure structures support consideration of race equality in all courses.	Develop programme review and approvals processes to ensure they are considerate of the EDI (including race equality) expectations embedded in QED.	100% of new programme specifications and programme approvals identifying EDI considerations by 2026. All programmes undergoing review to evidence consideration of EDI by 2028.	Sep-24	Jul-28	PVC Education	Director of SLAS
4e / 5a	2.15	RES data showed not all colleagues feel like their pay is fair (52% of BAME staff agreed compared to 69% of White staff). Our REC self-assessment process, and internal systems and structure changes during the self-assessment period, means we now have more comprehensive datasets in relation to pay and recruitment. Action should be undertaken to utilise these new data availability to give further confidence to pay/appointment related decisions.	Further utilisation of workforce ethnicity data to inform approaches to recruitment.	Recognising that starting grades and salaries are based on individual profiles, exploratory sampling of new staff starting grades, reviewing their profile (including ethnicity & nationality) to give an additional degree of confidence in the decisions that have been made, and that there is no appreciable difference by ethnic group. Review undertaken by Head of Recruitment and summary of any relevant findings provided to RESG.	Increased insight obtained by HR and provided to RESG by July 2025, to increase confidence that there is no appreciable difference in starting conditions of BAME colleagues compared to White colleagues.	Sep-24	Jul-25	CPO	Head of Recruitment
4a	2.16	Qualitative data shows colleagues aren't aware of positive increases in diversity, or where Northumbria is in a	Further develop workforce datasets to inform	Further utilise data transparency to support myth-busting including sharing data about types of contracts e.g. fixed-term,	From 2024-25, ensure ethnicity workforce data is shared annually with colleagues, identifying priorities for action, position compared to	Sep-24	Dec-27	CPO	Director of EDI

		<p>preferential position to the sector, e.g. no difference by ethnic group in contract type, fewer UK Black colleagues on fixed-term contracts.</p> <p>Prior to REC activity, we didn't routinely share workforce data with colleagues beyond the high-level summaries in our EDI annual report. Using the REC datasets as a starting point, we can share more data than we currently do to help colleagues see patterns of diversity outside of their own team.</p>	<p>approaches to supporting the positive experience of ethnically diverse colleagues.</p>	<p>open-ended (by ethnicity, and where linked to research funding) as part of the EDI information on strategic reporting portal.</p>	<p>benchmarks and where there are positive changes in diversity.</p> <p>Accurate and positive colleague feedback about diversity across the workforce, reported in 2027 RES.</p>				
7a	2.17	<p>Currently the EDI demographics of those involved in supported entry schemes is not reviewed in relation to ethnic diversity, and representation is not considered relevant to those who go onto enrol.</p>	<p>Ensure ethnicity profile data informs supported entry processes.</p>	<p>Use of ethnicity data to understand the profile of those involved in supported entry and contextual offer schemes (grouped together as 'Destination Northumbria' from 2024).</p>	<p>Enhanced datasets routinely used to inform student access plan.</p> <p>UG UK BAME intake continue to be at least reflective of representation across our recruitment footprint (10.5%). Data reviewed annually from 2024-25 with a more comprehensive review by July 2027, once three years of data is available.</p>	Sep-24	Dec-27	CMO	<p>Director of Student Recruitment / Director of Strategic Planning</p>
4a / 4b	2.18	<p>We are not currently using any information from leavers to inform any of our approach to race equality.</p>	<p>Further develop workforce ethnicity/domicile profile datasets to inform approaches to recruitment,</p>	<p>Establish a process to enable reporting and review of data gathered from those leaving Northumbria, including the Leavers 'task' within our NUPF system and the Leavers survey. Ensure process enables RESG to be aware of any trends by</p>	<p>Review of leavers survey completion rates by July 2025 to ensure the views of BAME leavers are heard, if there is under-representation in completions, work will be undertaken to encourage completion and address any barriers to completion.</p>	Sep-24	Jul-25, and ongoing	CPO	<p>Director of People Experience</p>

			retention, progression.	ethnicity/domicile. Cross-reference this data with information available from the new starters survey and regular staff surveys.	Leavers data to show no disparate experience by ethnic group/domicile.				
				Where population sizes allow, data obtained in new 'stay survey' will be reviewed by ethnicity and domicile to determine any trends.	Stay survey data shows no disparate experience by ethnic group/domicile.	Sep-25	Jul-26, and ongoing		
4a / 4d / 6a	2.19	Considering our committees and executive teams, at present only 5 out of 8 of those key decision-making bodies listed in 4d have some representation by individuals from BAME backgrounds, and only 2 out of 8 have representation above 10%. We need to question our traditional methods and develop ways for diverse voices to be heard.	Increasing diversity within leadership and decision-making committees.	Ethnically diverse staff (DLaN group) involved in a project to review the process for senior colleague recruitment. Review project completed by July 2025, and recommendations presented to RESG and HR SMT by Dec 2025.	Increase in ethnic diversity in senior management roles. Ethnic diversity of at least 10% to be evident in those key decision-making bodies listed in 4d, by July 2029.	Sep-24	Dec-25	DVC	EDI Manager
4e	2.20	In 2023 Northumbria reported ethnicity pay gap data. Overall ethnicity pay gap is preferential towards BAME colleagues however academic ethnicity pay gap is 7.9% and PSS is 28.1% in favour of White colleagues. Ethnicity pay gaps are linked to the differences in representation across	Develop a proactive approach to reporting, monitoring and taking action, to address both academic and PSS ethnicity pay gaps.	Ensure future pay gap reports show ethnicity gaps by academic and PSS role type (links to strategic measure and enables benchmarking to Advance HE data) so that actions identified consider the different demographics of the PSS and academic groups.	From 2025, pay gap reporting to show analysis by colleague type. Reduction in academic and PSS ethnicity pay gaps to 15% and 5% by July 2027 (March 2027 data). Elimination of pay gaps by 2030, in line with University Strategy 2030.	Jan-24	Jul-25, and ongoing	CPO	Director of EDI

		grades and role-type. Reviewing more nuanced pay gap data will support the development of more specific actions to support increasing diversity across the workforce.		Develop an annual pay gap reporting schedule, connected to the activity of the strategy monitoring group. Ensure RESG review annual progress in relation to ethnicity pay gaps, enabling RESG Chair to forward questions/ideas to EDI C and/or strategy monitoring group.	Pay gap reporting developed and structure embedded by July 2025. Reduction in academic and PSS ethnicity pay gaps to 15% and 5% by July 2027 (March 2027 data). Removal of ethnicity pay gaps by 2030 in line with university strategy.	Sep-24	Jul-25, and ongoing	CPO	Director of EDI
6a	2.21	We aim to attract diverse UK and Non-UK candidates and to ensure the best candidates are appointed. HLS (19.6%), ADSS (17.1%) and all PSS roles (11.9%) receive fewer applications from UK BAME candidates than B&L (47.1%) and E&E (47%). Our DLaN group will review selection of vacancy adverts to identify opportunities to remove barriers.	Question our existing practice; develop recruitment content/materials to attract a high-quality diverse applicant pool.	Ethnically diverse staff (DLaN group) involved in a project to review a selection of our standard advert language and essential criteria, to develop recommendations to support attraction of a more diverse applicant pool.	Review project complete by July 2025, and recommendations presented to RESG and HR SMT by Dec 2025. Increase in proportion (from 2022-23 levels) of UK BAME applicants to roles in HLS, ADSS and PSS roles by July 2027.	Sep-24	Jul-27	DVC	EDI Manager
4a / 5c / 6c	2.22	Quantitative data showed both White and BAME colleagues felt there was room for improvement in the PDA process. In the RES, 57% BAME colleagues found the PDA process useful compared to 53% White colleagues (based on review of previous PDA process). Qualitative data from BAME	Develop the supporting information and guidance available for appraisers and appraisees, to support BAME colleagues to have productive developmental	Resources curated to support development conversations including, examples of development goals that colleagues have agreed and made progress against (especially where these have supported career progression) and guidance/signposting in line manager's induction and line-managers toolkit.	Resources curated by July 2025. No difference by ethnic group to the positive responses to the Staff Survey question "I have the opportunity for personal development and growth at the University" and the 2027 RES question "How useful do you find the annual PDA?".	Apr-24	Jul-25, and ongoing	CPO	Director of OD

5c / 6c		colleagues felt the development aspect of their PDAs were lacking.	conversations during PDAs.	<p>At the point of PDA cycle launch, guidance sent to all appraisers reminding them of the training available and highlighting key elements of good appraiser practice, including PDAs being:</p> <ul style="list-style-type: none"> • evidence based, • focused on quality of conversation, • development as well as performance considered, including signposting to the range of development opportunities, • supported by regular check-ins. 	<p>PDA launch information updated 2024-25.</p> <p>No difference by ethnic group to the positive responses to the Staff Survey question "I have the opportunity for personal development and growth at the University" and the 2027 RES question "How useful do you find the annual PDA?".</p>	Apr-24	Jul-25, and ongoing	CPO	Director of OD
5d	2.23	<p>Given that our leadership is not very diverse we should continue to support minoritised colleagues (and other colleagues) to be aware of the ADR process and the evidence needed to support progression. Monitoring data can help us to understand the demographics of those engaging with the earliest stages of the process (current rates of engagement are 20% BAME but this needs to be understood on an ongoing basis relevant to representation at eligible grades).</p>	Continuous review to ensure continued engagement with the ADR process from ethnically diverse colleagues.	Continue to monitor attendance at the pre-ADR workshops, by ethnicity and domicile, and cross-reference this data with ADR process engagement and promotion outcomes.	<p>Processes in place from Jan 2025 to be able to understand engagement in the ADR process by BAME colleagues, as a proportion of eligible colleagues.</p> <p>A more substantial ADR engagement dataset, updated and reviewed annually by ADR process owner and EDI Team (from 2025-26 academic year) to inform future approaches to engage BAME colleagues with the ADR process.</p>	Jan-25	Jul-26, and ongoing	DVC	Head of Academic Projects

4a / 4b / 5c / 6a / 6c / 6d	2.24	<p>In the RES, BAME colleagues share dissatisfaction with progression opportunities due to the flat PSS structure and the distance between grades. We need to provide opportunities for all colleagues so that the feel able to take an active role in developing their careers.</p> <p>In the 2023 staff survey, 48.6% of BAME PSS, compared to 39.7% White PSS, responded positively to the question "I am optimistic about opportunities for progression".</p>	Professional Service Staff (PSS) are far less diverse than academic or student body; develop opportunities for our PSS to further their careers.	Introduce resources and opportunities (signposted through our developing career hub) to enable PSS colleagues to explore future career pathways, and to have opportunities to gain feedback which supports their career development. Opportunities will include; cohort leadership programmes, self-assessment tools, action learning activities, mentoring and coaching.	<p>Signposting (and initial opportunities) in place by September 2025.</p> <p>Positive qualitative data in next RES (2027) from PSS staff about their career development. Positive increase in our staff survey, from BAME PSS colleagues to the question "I am optimistic about opportunities for progression."</p>	Jan-25	Sep-25	CPO	Director of OD
5f	2.25	We don't currently track data of those who may be classed as ECRs outside of the REF. In REC workshops differing experiences were shared by BAME ECAs of the probation and workload model. Understanding the experience of ECAs can help inform initiatives and approaches, workforce planning and our colleague development offer.	Understanding the demographics and experiences of our ethnically diverse ECAs.	Enable career stage to be identified in regular staff surveys (and short staff pulse surveys) so that diverse voices from our ECA cohort can be heard (academics at grade 6) and used to understand any difference by ethnicity/domicile.	<p>Staff pulse survey (2024-25) and staff survey data (2025-26) explored to understand any differences in experience of ECAs from different backgrounds.</p> <p>Relevant insight shared with HR SMT for action related to recruitment, colleague experience, progression and development.</p> <p>Review level of insight this new dataset provides (by July 2026) to determine whether to continue with this level of disaggregated data (or whether other groupings may be more appropriate).</p>	Jan-25	Jul-26	CPO	Director of People Experience

3. Ensuring racially equitable experiences across student access and success.

Our race equality 'student success' priorities are aligned to our University Strategy 2030, our Access and Participation Plan, and our Strategic Delivery Plan for Education.

Race equality (and EDI overall) must be **embedded into teaching, learning and assessment** (through the QED framework, the CPPR process and colleague CPD). It is essential all academic colleagues are upskilled to support race equality within their teaching, learning and assessment practices, and to know how to respond to the gaps within our data.

We must **advance student success for ethnically marginalised students** in line with our APP commitments (through closer data monitoring, a strong SLAS foundational offer and targeted interventions, and culturally aware guidance for academic skills and academic integrity).

In supporting the access of ethnically marginalised students to Northumbria, we need to consider diversity within our outreach and recruitment activity. We must ensure **continuous review of our recruitment processes**, and the impact of our processes, on the diversity of our student body.

To develop the employability of all graduates we must **enhance opportunities** for engagement with our Graduate Futures service and **support routes to employment**, particularly for our BAME students.

Section Ref/s	Action Ref	Issue identified and rationale	Overarching Aim	Actions to address issues	Success Criteria	Start Date	End Date	UE Lead	Role Responsible				
7e	3.01	Currently only 4.4% of London Campus students are from the UK, qualitative data identifies this as an issue for international students (who were hoping to mix with UK students during their studies).	Increase UK postgraduate diversity.	Increase UK recruitment at London Campus 10% annually, over a three-year period from 2026/27 - 2029/30.	Year on year increase in home students at London campus, over a three-year period from 2026-27 – 2029-30. Benchmark will be taken from 2025-26 admissions data.	Sep-25	Jul-27, and ongoing	PVC London	PVC London				
		Over the last three years, our UK PGR intake has been 87% White. Based on Heidi Plus figures (section 3) our UK PGR diversity is greater than the diversity of the working age population across our PGR recruitment footprint.		PGR adverts to have a 'positive action' or 'inclusion' statement to encourage applicants from traditionally under-represented groups.	Inclusion statements added to PGR adverts. Diversity of UK PGR students maintained over the next three years (reviewed Aug 2028), to consistently demonstrate UK PGR BAME representation greater than the BAME representation in the UK UG population.					Sep-24	Jul-25	PVC Research	Dean of Graduate School
				Review of approach to scholarships/ fellowships to support UK BAME PGR student enrolments in ADSS and HLS.	Scholarship/fellowship review complete. Diversity of UK PGR students maintained over the next three years (reviewed Aug 2028), to consistently demonstrate UK PGR BAME representation greater than the BAME representation in the UK UG population.								
7a	3.02	Currently there is no tracking/monitoring of demographic data related to scholarship and bursary awardees, we therefore cannot see if there is	Monitor BAME student representation within scholarships and bursaries.	Future tracking of all UG scholarship and bursary awardees, so EDI profile can be monitored annually by GMB. Summaries shared with SASC and RESG.	Enhanced datasets to inform inclusive student access. UG UK BAME awards to be at least reflective of representation across our recruitment footprint (10.5%).	Sep-24	Jul-27	CMO	Director of Student Recruitment / Director of Strategic Planning				

		under/over-representation from BAME students.			Data reviewed annually from July 2025, with a more comprehensive review by July 2027 (once three years of data is available).				
7a / 7b	3.03	Much of our UG student recruitment is local (65% North East) and whilst UG populations are reflective of regional working age populations, students from BAME backgrounds are under-represented in a number of our programmes. None of our current recruitment activities specifically monitor engagement with minoritised groups in the region. 2022/23 data shows 11.5 % BAME school age children in North-East and 10.8% BAME Secondary school age children in the North-East.	Engaging ethnically marginalised communities in student recruitment activities.	Ensure recruitment activity / engagement with diverse communities in the North-East is at a rate reflective of the representation of BAME school age children in the region (at least 10.8%).	<p>EDI demographics considered as part of student recruitment activity from Sept 2024.</p> <p>Evaluation of recruitment activity in the North-East demonstrates engagement at a rate reflective of the representation of BAME school age children in the region.</p> <p>Data reviewed annually with a more comprehensive review by July 2027, once three years of data is available.</p>	Sep-24	Jul-27	CMO	Director of Student Recruitment
7b	3.04	Data in 7b showed UG Black students were more likely to be from areas in the most deprived quintiles (Q1 & Q2) according to the IMD measure. Removing some cost pressures may help students to focus on their learning more, which may in turn help to reduce some awarding gaps. Current UG cohort UK & Non-UK, 16.5% BAME).	Improve the on-course and progression outcomes between Black and White UG students by 2030 through APP commitments.	Ensure all UG students are aware of the support available to help reduce cost pressures, to help remove stressors and help students focus on their learning. Dissemination of information planned to reach all students via a range of communication channels throughout 2024-2025.	<p>Blackbullion information disseminated by July 2025.</p> <p>UG BAME students accessing Blackbullion at rates reflective of the BAME representation across the UG student cohort (by end of July 2025).</p>	Sep-24	Jul-25	PVC Education	Director of SLAS

7b	3.05	Much of our UG student recruitment is local (65% North East) and whilst UG populations are reflective of regional working age populations, students from BAME backgrounds are under-represented in a number of our programmes. We need to understand how subject level demographics compare to the overall UG regional recruitment profile.	Further understand UG demographics in relation to regional recruitment.	Further understand representation within subject areas, by undertaking analysis to compare our ethnic diversity at CAH level to our regional recruitment.	New CAH level data analysis for ethnic representation provided by July 2025, used to inform UG recruitment from 2026-27. Students from BAME backgrounds not under-represented within programmes.	Sep-24	Jul-25	PVC Education	Director of SP
7c	3.06	APP analysis highlighted difference in rates at which UK students were repeating years (Black students were repeating at almost twice, or over twice, the rate of White students, depending on Level of study).	Understand data for both UK and Non-UK students repeating levels of study.	Repeat APP analysis for non-UK students to look at percentages of those non-UK BAME students and White students repeating levels of study. Results of analysis to inform future monitoring and planning of interventions for non-UK students.	New non-UK student data analysis provided to SASSC and RESG by September 2025. Data will be used to inform a further REC action, from Sept 2025, as part of this live action plan.	Sep-24	Sep-25	PVC Education	Director of SP
7c	3.07	Students' qualitative data describes a mixed experience of accessing support. More needs to be done to ensure the range of support is visible for all students, that the quality of support is clear, and that students know how to access support.	Ensure all BAME students are aware of the range of general and specialist support available to them.	Annual review of communication channels to ensure all new students are aware of all the support and guidance available. Communication preferences, by domicile, used to inform communications to UK and non-UK students. Explore the potential to understand preferences by ethnicity, in future communications surveys.	Communications survey data used to inform communications with UK and non-UK students from 2025-26 onwards. Positive qualitative responses from BAME students in the 2027 RES about their awareness of support.	Sep-24	Aug 26, and ongoing	CMO	Student Communications Manager

7c	3.08	Not all students are aware of the academic skills support available. Given the 'programme-level focus' of students (SIC feedback), more needs to be done to ensure its visibility throughout academic programmes for UG/PGT students.	Ensure all BAME students are aware of the academic skills support available.	Commitment from all Programme teams, across all Faculties, to enhance visibility of Library in-person support and Skills Plus content across the 2024-25 academic year (and on an ongoing basis thereafter).	All programmes have taken action to make Library support more visible. No negative comments in 2027 student RES about the availability of skills support. Following the 2027 RES, further action developed if required, as part of this live action plan.	Sep-24	Jul-25	FPVC ADSS	DF PVC ADSS
7c	3.09	Our data shows disparities within the continuation rates by ethnic group (UK White students have higher rates of continuation). Given that our SLAS workforce is predominantly White, it is appropriate to review the academic skills support and guidance available to students and to ensure it is accessible (and useful) to all regardless of ethnicity or nationality.	Involve BAME students in developing content/resources to support academic integrity.	As part of ongoing ARTA (assessment regulations) review, SLAS to involve ethnically diverse students in reviewing the regulations, and the communication of the regulations, to make information about academic standards more visible for all students.	Student review of ARTA regulations, and related communications, completed by July 2025. This action will contribute to a reduction in the disparities within continuation rates by ethnic group, and support our overall aim of a reduction in the Black awarding gap to 9.3% 2025-26, and to 0% by 2027-28.	Sep-24	Jul-25	PVC Education	Director of SLAS
7b / 7c	3.10	OfS data describes links between ethnicity and other intersecting characteristics, we do not routinely explore retention/progression in relation to intersectional data.	Explore retention/progression for BAME students alongside other intersecting characteristics.	Intersectional analysis to further understand the retention and progression experiences of BAME students alongside other intersecting characteristics. Use of this data to inform future interventions.	New REC progression/continuation datasets created from 2024-25 to explore ethnicity with IMD/POLAR, and from 2025-26 to explore ethnicity with free-school meals data. Additional actions will be determined in relation to these new datasets from Sept 2026.	Sep-24	Jul-26	PVC Education	Director or SP / Director of SLAS
7c / 7d	3.11	Our progression / continuation data, and attainment data, highlights disparities by ethnic group.	More nuanced understanding of student success	Cohort analysis of student success, enabling review by SASSC by student demographic and	New datasets developed and monitored, to understand the way assessment types and ethnicity correlate with	Sep-24	Jul-25	PVC Education	Director of SLAS / Director of SP

		We need to develop a more nuanced understanding of student success across assessment components to inform further interventions.	through a longitudinal analysis of assessment data by ethnicity and nationality.	assessment type (including placement components).	progression. Initial dataset for review by July 2025.				
7d	3.12	Some UK, Newcastle-based, students from BAME backgrounds do talk about challenges of having English as an additional language when it comes to assessments. Currently there is no provision for UK students to access language support if they would like to. Scale of demand for UK students to access language support is currently unknown due to lack of awareness of the process.	Improve the on-course and progression outcomes between Black and White students by 2030, through APP commitments.	Raise awareness with students and tutors regarding the current process for Home students, whose first language is not English, to make self-referrals for language support. After 12 months, review scale of demand and review feedback from any students who have taken up the option for language support, this will inform is current model will continue or if there will be a need to further develop the model.	Communications enhanced to enable language resources and/or language support to be more accessible to all students. Uptake and experience monitored during 2024-25, to inform ongoing language support model and future actions (to be determined by December 2025).	Sep-24	Dec-25	PVC Education	Director of SLAS
7d	3.13	Our progression / continuation data, and attainment data, highlights disparities by ethnic group. Aligned to our APP interventions, peer support can add to a diverse student support offer.	Develop opportunities for a culturally inclusive student support offer.	PASS (Peer Assisted Study Skills) schemes implemented by SLAS where Black student attainment gaps are identified as part of continuous programme review process. Implementation of PASS to includes training and support for those in paid student PASS Leader roles.	100% of identified departments adopt PASS by September 2027. This action will support our overall aim of a reduction in the Black awarding gap to 9.3% 2025-26, and to 0% by 2027-28.	Sep-24	Sep-27 and then Jul-28	PVC Education	Director of SLAS
7d	3.14	Our progression / continuation data, and attainment data, highlights disparities by ethnic group. Aligned to our APP	Embed processes which enhance inclusive programme	Inclusive education surgeries to be established for academic colleagues to receive 1:1 support to improve inclusivity (offered	100% of targeted programmes engaged with surgeries by September 2027.	Sep-24	Sep-27 and then Jul-28	PVC Education	Director of SLAS

		interventions, there is a recognition that colleagues should be supported to increase the inclusivity of their courses and assessments for BAME students.	design in line with APP commitments, to address Black awarding gap.	by teaching excellence, PFHEA, SFHEA colleagues). Surgeries to be targeted annually to those programmes whose data shows awarding gaps, and also available for colleagues to book on request.	This action will support our overall aim of a reduction in the Black awarding gap to 9.3% 2025-26, and to 0% by 2027-28.				
7d	3.15	Our progression / continuation data, and attainment data, highlights disparities by ethnic group. Aligned to our APP interventions, there is a recognition that colleagues should be supported to increase the inclusivity of their courses and assessments for BAME students.	Advance 'inclusive programme design' in line with APP commitments.	Inclusive design reviews in at least 3 programmes annually, with the involvement of SICs. Design reviews implemented where the data flagged in continuous programme reviews identifies a priority due to disparity in Black student outcomes.	Engagement with inclusive design reviews from September 2025. Reduction in Black awarding gap to 9.3% 2025-26, and to 0% by 2027-28.	Sep-24	Jul-26 and then Jul-27	PVC Education	Director of SLAS
7e	3.16	We do not currently analyse uptake or evaluation of PGR students' training by ethnic group or domicile. More routine collection and analysis of this data will allow us to see where programmes might have under-representation, or disparate experience by different ethnic group or domicile (this may inform future offers of tailored career development training).	Continuous review of Career Development Support for BAME PGRs.	Developed processes to facilitate annual reporting on PGR students' uptake of training opportunities, with respect to ethnicity and domicile.	Summary 'uptake' data for 2025-26 available by Sept 2026. Confidence that BAME PGRs students are accessing training opportunities at rates reflective of the representation in the PGR student body.	Sep-25	Sep-26	PVC Research	Dean of Graduate School
				Developed processes to facilitate annual evaluation of PGR students' experiences of training, by ethnicity and domicile.	Summary evaluation data for 2025-26 available by Sept 2026. Confidence that BAME PGR students are having positive experiences of training at rates comparable to the White student group.				

7e	3.17	Our CDTs and DTPs utilise a range of approaches (commensurate with their higher funding levels) to encourage engagement, and success, of those from under-represented groups. Internally we can look to see how their principles could be applied for other PGR opportunities.	Supporting race equality in BAME PGR admissions.	Graduate School Committee to establish a sub-group to review CDT and DTP best practice in supporting EDI and to produce recommendations for internally funded PGR recruitment.	Maintain at least current levels of representation across UK BAME PGR students (12.6%).	Sep-26	Sep-27	PVC Research	Dean of Graduate School
7e	3.18	Non-UK students talk about the challenge of moving to a technology heavy learning context. TEL have begun some work to address this but we need to evaluate impact.	Develop the resources available to support students' technological literacy.	Involve SICs and NSU in reviewing the TEL resources designed to support students with their technological literacy.	Positive response from international students in 'review of resources' by Sept 2025. Fewer qualitative comments from international students in 2027 RES about technological skills and expectations at point of joining.	Sep-24	Sep-25 and then Dec-27	PVC International	Dean of Students
7e	3.19	We do not yet monitor PGR non-completion rates in relation to ethnicity. Understanding drop-out rates (and related reasons) for BAME students could help inform ongoing approaches to student support and diversifying the pipeline in some disciplines.	Understanding trends within PGR withdrawal rates.	Enhanced data reporting to enable identification of any PGR withdrawal (and failure) trends by ethnicity and domicile. Data monitored in Graduate School Committee reporting annually.	No disparity in withdrawal or failure rates by ethnicity or domicile.	Oct-24	Oct-25 and ongoing	PVC Research & Knowledge Exchange	Dean of Graduate School
7e	3.20	BAME students share qualitative data related to barriers experienced in group work. Academics can do more to facilitate collaboration skills and support opportunities for interaction. Our aim is to ensure students from all	Enhance BAME students' sense of belonging on campus through the development of facilitated	Developed through our Education Plan and commitment to experiential learning we will create opportunities for all students to interact within/across PGT programmes.	100% of PGT students (programmes ending 2027-28) have had facilitated opportunities to interact within/across programmes and levels. Evidence in Module Guides, Blackboard content and case-	Sep-24	Jul-28	PVC Education	Dean of Students

		backgrounds have the same likelihood of success after completing their studies and our Vision 2030 is for all programmes to have experiential learning embedded in them.	opportunities for students to interact with others.		study examples (from all four Faculties) highlighting positive experiences of UK BAME students and non-UK students in their experience of interactions with students from cultures different to their own.				
7f	3.21	Progression gaps of 4.9% are evident between UK Asian and UK White students. UK BAME students are less likely to be employed 15 months after completing their programme of study despite showing higher 'career readiness' than White students. Qualitative examples from international students identify challenges in obtaining work experience.	Ensure BAME students are represented in Graduate Futures activities at rates reflective of those in the student body.	Encourage applications from BAME students for internships offered by the University (internal and external), particularly to those students at the Decide and Plan stages of Career Readiness. In programmes which have the highest proportions of BAME students, explore opportunities for targeted nudge messages to these programmes, focusing on students at Decide and Plan stages.	Use of targeted nudges, where possible, in programmes with highest proportions of BAME students. Programme data and messaging to be reviewed annually, contributing to the overarching aim of reducing the progression gap for UK Asian students (from 4.9% to 0% by 2028). Initial 12-month timescale, to be reviewed annually with ongoing approach to Career Readiness datasets.	Sep-24	Jul-25, and ongoing	PVC Education	Assistant Director (Graduate Futures), SLAS
		Whilst BAME students were positively represented in the NU:Opportunities applicant cohort, the BAME group were less successful in obtaining positions.		Create an interview guide and share it with students shortlisted for NU:Opportunities. The guide will be used to promote interview support available through Graduate Futures, including careers workshops, workshop recordings, eLearning resources and simulations available through Careers Online, and 1-1 mock interviews with Graduate Futures team.	Interview guide to be included in NU: Opportunities process/documentation from 2045-25. Engagement with the guide monitored annually (and the content updated as required). Contributing to the overarching aim of reducing the 'NU:Opportunities success rate' gap by ethnic group." Initial 12-month timescale, to be reviewed as	Sep-24	Jul-25, and ongoing	PVC Education	Assistant Director (Graduate Futures), SLAS

					NU:Opportunities scheme develops beyond 2025.				
				Within the NU:Opportunities Line Manager/Supervisor Support Guide, include a link to Northumbria University's "Understanding Race Bias" eLearning content. Encourage colleagues involved in the shortlisting and interviewing of applicants to complete this training.	Guide updated to include link to Race Bias eLearning from academic year 2024-25. Contributing to the overarching aim of reducing the 'NU:Opportunities success rate' gap by ethnic group." Initial 12-month timescale, to be reviewed as NU:Opportunities scheme develops beyond 2025.	Sep-24	Jul-25, and ongoing	PVC Education	Assistant Director (Graduate Futures), SLAS
7f	3.22	Progression gaps of 4.9% are evident between UK Asian and UK White students. UK BAME students are less likely to be employed 15 months after completing their programme of study despite showing higher 'career readiness' than White students. Qualitative examples from international students identify challenges in obtaining work experience.	Enhance opportunities for BAME student engagement with Graduate Futures.	Create a bank of student and graduate case studies that showcase the diversity of Northumbria's student body and demonstrate the benefits of engaging with careers and employability support and initiatives within the university.	Case study form to be launched for 2024-25 with a target of four case studies utilised per academic year; case studies to be monitored annually by Graduate Futures to ensure diversity of students and graduates featured.	Sep-24	Jul-26	PVC Education	Assistant Director (Graduate Futures), SLAS
				Ensure a statement is included alongside advertisement of all positive action initiatives to explain why Graduate Futures is working to address imbalances in student progression.	Review completed of the initiatives limited to students from ethnically underrepresented groups by the end of 2023/24, to include new statement from Sept 2024. Positive qualitative examples gained in 2027 RES about access to Graduate Future opportunities.	Sep-23	Aug-24	PVC Education	Assistant Director (Graduate Futures), SLAS
		Graduate Futures use a range of channels to	Increase signposting (by Programme Teams and	Increased signposting to careers support.	Sep-24	Jul-25	FPVC ADSS	DFPVC ADSS	

		<p>promote their services and the support they can provide for all students to have positive progression. Not all students are aware of the support and opportunities available from Graduate Futures, we need colleagues across the university to take responsibility in ensuring visibility for all students.</p>		<p>Graduate School) to resources within the Careers Portal for international and postgraduate students.</p>	<p>Data provided by programme teams / Graduate School about how/where/when they have shared information - engagement with this evidenced by 100% of academic departments by July 2025.</p> <p>In the 2027 RES, international and postgraduate students clearer about Graduate Future opportunities (and how to access them) and clearer on career application processes and timelines.</p>				
7f	3.23	<p>Students' qualitative data shares differing levels of awareness Graduate Futures' services, and of the timelines associated with applying for opportunities such as placements and graduate roles. Given the natural 'programme focus' of many students (SIC feedback) it is important that academic colleagues help to promote opportunities to develop employability. Our aim is to ensure students from all backgrounds have the same likelihood of success after completing their studies and our Vision 2030 is for all programmes to have experiential learning embedded in them.</p>	<p>Enhance academic colleagues' role in supporting employability of BAME students.</p>	<p>A commitment for all academic colleagues to engage with sessions and/or resources that are provided for them to support student employability and to ensure learning is shared in Departments.</p>	<p>All Departments to have reported 'key interventions to support career readiness' as part of the annual programme review process and to highlight how learning was shared across department colleagues by July 2026.</p> <p>Fewer student comments pointing to inconsistencies in employment (including placement/work experience/volunteering) preparation experience in 2027 RES.</p>	Sep-24	Jul-26	FPVC E&E	FPVC E&E / DF PVC Education (E&E)

7f	3.24	Progression gaps of 4.9% are evident between UK Asian and UK White students. UK BAME students are less likely to be employed 15 months after completing their programme of study despite showing higher 'career readiness' than White students. Qualitative examples from international students identify challenges in obtaining work experience.	Further support routes into employment for BAME students.	<p>Agree a positive action statement to be used in communications to employer partners to encourage speakers from diverse backgrounds at careers events.</p> <p>Explore the potential to monitor representation across external contributors.</p>	<p>Statement created ahead of the start of the 2024/25 academic year and included in key employer communications in 2024-25, such as invitations to Career Fairs and period mass employer communications shared by the Business Development Advisors.</p>	Sep-24	Jul-25, and ongoing	PVC Education	Assistant Director (Graduate Futures), SLAS
				<p>Share positive case studies around the benefits of recruiting international graduates with local and national employer partners.</p>	<p>As part of periodic mass communications to employers, inclusion of case studies and/or information that evidences the benefits of hiring international talent. Minimum of two communications per academic year.</p>	Sep-24	Jul-25, and ongoing	PVC International	Assistant Director (Graduate Futures), SLAS
				<p>Collaborate with employer partners to address progression gaps of BAME students, including offering targeted employer events (events to target Black/Black heritage and Asian/Asian heritage students in-line with Northumbria's APP commitment to reducing progression gaps).</p>	<p>One- to two- events to be offered per academic year, with first event taking place 2024-25. Events targeted towards Black/Black heritage and Asian/Asian heritage students in-line with Northumbria's APP commitment to reducing progression gaps (reduction in Asian progression gap from 4.9% to 0% by 2028).</p> <p>Annual success of events to be determined by level of employer and student engagement, and event feedback.</p>	Sep-24	Jul-25, and ongoing	PVC Education	Assistant Director (Graduate Futures), SLAS
				<p>Implement actions designed to increase the number of students from BAME backgrounds who participate</p>	<p>Research undertaken, in programmes which have the highest proportions of BAME students, to understand</p>	Sep-24	Jul-25	PVC Education	Assistant Director (Graduate

				<p>in International Mobility activities and overseas work placements. In programmes which have the highest proportions of BAME students, undertake research to understand challenges/barriers to these students taking part in exchanges.</p>	<p>challenges/barriers to these students taking part in exchanges.</p> <p>Further actions to address challenges identified by the research will be assessed and implemented annually from September 2025.</p>					<p>Futures), SLAS</p>
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4. Increasing the ethnic diversity across our workforce.

To increase representation, and to meet our strategic commitment of **closing our pay gaps** (including our ethnicity pay gaps), it is a priority for Northumbria to develop a **more ethnically diverse workforce**, including diversifying our professional services, some academic departments and working to develop a more diverse leadership. Activity to develop a more ethnically diverse workplace includes consideration of race equality within our **recruitment activity**, in addition to further supporting **development and progression opportunities** for colleagues. Our enhanced approach to **people metrics** (REC-aligned data) and staff surveys will support future actions, through a more nuanced understanding of ethnically marginalised colleagues' experiences.

Regular monitoring and reporting on the progress made towards our **workforce diversity targets** will help ensure our representation aims stay centred across the duration of this action plan.

Section Ref/s	Action Ref	Issue identified and rationale	Overarching Aim	Actions to address issues	Success Criteria	Start Date	End Date	UE Lead	Role Responsible
3b / 4a / 4b / 5f / 6d	4.01	Prior to our REC membership we had a limited approach to using ethnicity data to inform practice. We need to build on our approach to REC and Athena Swan datasets so that we have a more holistic approach to data informed practice.	Further utilise People Metrics dataset to inform approaches to recruitment and retention of BAME colleagues.	<p>Further develop the new 'People Metrics' approach. Develop an intersectional staff demographics dataset (gender and ethnicity) to inform shared interventions and initiatives. Include: starters by grade, leavers by grade, type of contract, working pattern, length of service, movement by contract-type (fixed to permanent), internal movement of colleagues (career development and progression).</p> <p>Report any key insights to E&F Committee as part of the People Metrics paper, and any differences shown by ethnic group via EDI Director to EDI committee.</p>	Starting in 2024-25, a more substantial, and intersectional 'People Metrics' dataset, updated (and refined) annually by IDI team. Key insight in relation to trends by ethnicity/domicile used to inform updates to E&F committee and shared with RESG (and GESG).	Sep-24	Jul-25, and ongoing	CPO	Head of Recruitment
5a / 6a		Our REC self-assessment process, and internal systems and structure changes during the self-assessment period, means we now have more comprehensive datasets in relation to ethnicity. Where datasets show under-representation or disparity in experience, these can, and should, be used to inform approaches to recruitment.		Review of People Metrics data, using trends to inform approaches to recruitment for BAME individuals where there is under-representation or disparity in experience shown for BAME colleagues.	People Metrics dataset reviewed annually by Head of Recruitment (starting with review of the 2024-25 dataset) to inform recruitment approaches.	Sep-25	Dec-25 and ongoing	CPO	Head of Recruitment

5a	4.02	<p>Some Faculties have more diverse shortlists and offer rates for staff vacancies than others (and a more diverse colleague base). HLS workforce is less ethnically diverse than B&L and E&E faculties and ethnic diversity is behind the sector in five out of six relevant cost codes. In HLS 8% of offers to UK candidates are made to those from BAME backgrounds.</p>	<p>HLS workforce is less ethnically diverse, initiate a focused recruitment-process review.</p>	<p>Undertake a pilot activity in HLS to review the impact of ethnically diverse recruitment panels.</p> <p>Develop an approach to diversifying panels and recording diversity of panels (involving colleagues at Grade 5 and above from BAME backgrounds). Panel membership manually recorded to confirm representation. Panel outcome over 12 and 24 months scrutinised to determine impact. Where an increase in diversity of appointments is observed, the process will be further developed to enable it to be sustainable.</p>	<p>Year-on-year increase in the diversity of those UK academic applicants made offers in HLS.</p>	Sep-24	Sep-26	CPO	Head of Recruitment
				<p>Deep dive to commence during next HLS recruitment round. HR to provide data to support FDoEDI and colleagues to undertake a deep dive, exploring (anonymised) EDI data for candidates who met / didn't meet essential criteria. Spot check of CVs for those who didn't meet essential criteria to provide confidence in decision making. Learning used to develop a briefing for HLS colleagues to support diverse recruitment.</p>	<p>Deep dive findings reviewed by Sept 2026. FPVC HLS and Head of Recruitment obtain an enhanced understanding of recruitment process and patterns in HLS.</p> <p>Learnings used to develop briefing for HLS colleagues by December 2026, and to inform ongoing recruitment practices.</p>	Sep-24	Dec-26	FPVC HLS	FD EDI (HLS)

4a / 4b / 4d / 4e / 6a / 6d / 7e	4.03	We have committed to becoming a more diverse workforce. UE need to take an active role in holding each other, and their teams, to account to ensure progress is made. Colleagues need to see our progress to understand we take the commitment seriously.	Monitor progress towards workforce diversity targets (UK and Non-UK).	Department diversity data presented to UE annually to review progress against diversity targets. Progress towards targets shared in annual EDI reports.	<p>Year-on-year increase in overall ethnic diversity of our workforce recorded and reported in annual EDI report and UE updates, working towards 2030 target of at least 16% colleagues from BAME backgrounds.</p> <p>By 2028, progress made by the 17 academic and PSS departments who have targets to increase representation of colleagues from BAME backgrounds.</p>	Sep-24	Jul-28, and ongoing	CPO	Director of EDI
4a / 4e	4.04	We aim to continuously attract a diverse pool of UK and Non-UK candidates and to ensure the best candidates are appointed however 9 academic departments and 8 professional service departments have targets to increase ethnic diversity. Recruiting managers need additional guidance to support diversification of the workforce.	There is a lack of ethnic diversity across PSS colleagues, develop recruitment approaches to attract a high-quality diverse applicant pool.	Development of 'diversifying our workforce' guidance in collaboration with EDI Team, including approaches to positive action, diversifying reach and advice for attracting a diverse high-quality pool of applicants.	<p>Diversifying the Workforce toolkit created by July 2025.</p> <p>Ongoing engagement with the toolkit monitored to ensure it is reviewed across all areas of the business. Key messaging from the toolkit used to inform further 'bitesize' recruitment training opportunities from Sept 2025.</p> <p>By 2028, progress to be made by the 17 academic and PSS departments who have targets to increase representation of colleagues from BAME backgrounds.</p>	Sep-24	Jul-25, and ongoing	CPO	Head of Recruitment /

6c	4.05	Quantitative data showed both White and BAME colleagues felt there was room for improvement in the PDA process. In the RES, 57% BAME colleagues found the PDA process useful compared to 53% White colleagues (based on review of previous PDA process). Reviews of the new process should be understood by ethnic group and/or domicile of colleagues.	Support inclusion and development of BAME colleagues through enhanced capacity for developmental conversations.	Quantitative and qualitative data in the RES relates to the previous PDA process. Feedback on the new PDA process to include views from ethnically diverse colleagues, through working groups, in staff surveys and in future RES. Any feedback or completion data which highlights different in experience by nationality and ethnic group to be reported annually into RESG to support future action.	Feedback collected on the new PDA process. No significant difference in positive response, by ethnic group, to the 2024-25 Staff Survey question "I have the opportunity for personal development and growth at the University" and the 2027 RES question "How useful do you find the annual [appraisal process]?".	Apr-24	Dec-27	CPO	Director of OD
5d	4.06	Qualitative data from academic colleagues demonstrates some uncertainty in the way academic skills are valued in the progression process. We need to do more to give confidence that we value the breadth of academic skills our colleagues bring, regardless of ethnicity or domicile.	Continuous review of communications in relation to ADR, to ensure continued engagement with the ADR process from ethnically diverse colleagues.	More transparent sharing of high-level ADR outcomes data with colleagues, to demonstrate success of under-represented staff groups.	Increased data transparency linked to the ADR process, highlighting ongoing success of BAME colleagues. Shared as part of DVC portfolio updates from 2024-25, and then ongoing.	Sep-24	Jul-25, then ongoing	DVC	Head of Academic Projects
5d	4.07	Qualitative data from academic colleagues demonstrates some uncertainty in the way academic skills are valued in the progression process. We need to do more to give confidence that we value the breadth of academic skills our colleagues bring,	Development of content to support continued engagement with the ADR process from ethnically diverse colleagues.	Develop a greater range of case studies to demonstrate different pathways to promotion, and the success of ethnically diverse colleagues within these.	Diverse case studies developed by August 2026. ADR data from 2024-25 and 2025-26 evidencing the engagement of BAME colleagues to be at least reflective of the diversity across the proportion of eligible colleagues in the relevant years.	Sep-24	Aug-26	DVC	Head of Academic Projects

		regardless of ethnicity or domicile.		Use feedback from EDI conversations and REC qualitative data to further develop the ADR supporting information and ADR FAQs on the colleague intranet, particularly to make clear various routes to progression, benefits of engaging with the ADR process early, how working flexibly is considered when working towards promotion, and to expand on the rationale underpinning the criteria for each stage of our Academic Career Pathway.	Supporting information updated by July 2025, providing a proactive approach to inclusion within the ADR process. Positive qualitative data in the 2027 RES from BAME colleagues about the ADR process.	Sep-24	Jul-25	CPO	Head of Academic Projects
4b, 4e, 6d	4.08	Qualitative data from PSS colleagues, from BAME backgrounds, feel unsupported to progress in their careers (section 6d).	Developing our leadership pipeline; positive representation.	Help ethnically diverse colleagues to see their future at Northumbria, by further utilising the new 'career hub' intranet pages. Within the career hub, share case studies of progression and/or career successes from a range of ethnically diverse PSS colleagues. Work with DLAN colleagues to create content for the career hub and ensure the EDI Development intranet page links to the Career Hub page.	Increased visibility, by December 2026, of progression and/or career successes of BAME colleagues within the University. Positive qualitative data in next RES (2027) from PSS staff about their career development. Measured annually in our staff survey, no significant difference in response by ethnic group to the question "I am optimistic about opportunities for progression".	Sep-24	Dec-26	CPO	Director of OD / Director of EDI
5a	4.09	Less than 6% of UK colleagues in ADSS are from BAME backgrounds.	ADSS is one of the least diverse Faculties,	Undertake a project to enhance diversity in ADSS, including: • An amplified and more	Project initiated in July 2024 and progress reviewed annually by ADSS FEG. Positive increase in the	Jul-24	Aug-28	FPVC ADSS	DF PVC ADSS RKE

			undertake a targeted approach to increasing diversity within ADSS.	<p>detailed diversity statement in all ADSS colleague vacancy adverts</p> <ul style="list-style-type: none"> • Specifically share vacancies within academic networks that work with or for underrepresented populations. • When appropriate, work with talent agents that specifically help to recruit underrepresented populations • Studentship / PGR student opportunity to investigate the lack of representation in the Faculty and to create specific action points. 	ethnic diversity of UK academic staff in ADSS (to 8%) by 2027-28.				
6b	4.10	We don't currently monitor 'application or success of those achieving funding to undertake apprenticeships and professional qualifications by demographic' as a business-as-usual activity. We should continue from this self-assessment activity and maintain an up-to-date dataset which can inform future opportunities, and communication about opportunities.	Developing our leadership pipeline; more detailed analysis of training uptake to understand ethnicity profile.	Track and monitor applications as well as success rate by demographic, of those applying for funding to undertake professional qualifications (through the HR funded Professional Qualifications route). Data to be reviewed by OD and EDI team after each round and to inform future funding opportunities.	Ongoing action. Enhanced datasets available from 2024-25, reviewed annually by OD team, to inform the ongoing 'professional development' offer and the way in which opportunities are communicated to colleagues from BAME backgrounds.	Sep-24	Jul-25, and ongoing	CPO	Director of OD