

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

			groups and with White groups.	participating in focus groups		
1.2a	2c	Involvement of external interest groups did not take place in developing				

1.3a	2d	Due to staff changes over time, the inconsistency of SAT membership may present a risk to effective delivery of the Action Plan.	REC SAT membership to be reviewed, identify gaps in representation from key parts of the university, any grades, and those with lived experience, invite other members of the University community as appropriate to ensure successful implementation of the Action Plan.	SAT membership includes representation from across grades and roles and all key parts of the university, plus those with lived experience and meets the expectations of the Advance HE REC guidance, to best support successful delivery of the Action Plan and mission statement.	Review and agree revised TORS at Autumn 2023 REC SAT meeting.	REC SAT
1.3b	3a	Data shows that ethnic diversity of the student and staff body is a factor considered by prospective staff and students but not currently proactively used				

		flashpoints (such as BLM/COVID) are not consistent or timely, indicating low trust and understanding and engagement of structural racism.	trust in leadership are effective. Monitor subsequent response rates.
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			whether those with marginalised identities are represented in disclosure data and for evidence of barriers to disclosure, reporting or accessing support (G)	routes by Autumn 2025 annual report. Completed report with analysis of data		
1.5d	2c, 3b, 4c	Inconsistent awareness of grievance and disciplinary processes	Annual reporting to Council (of HR cases, R&S, Dignity and Respect Champions network data) to capture usage and			

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

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

1.5j	2c, 3b, 4c	As above	Ensure report and support responders and dignity and respect champions have undertaken relevant training including Union Black anti-racist training and CPD opportunities	Completion of Union Black training by all Report and Support Responders.	Autumn 2024	AD CEI
1.5k	2c 3b 4c					

than the national average
(9%).

			management touchpoints.			
2.1c	4a 4b 4c	As above	Support managers to encourage disclosure through management touchpoints (Achievement and Development Reviews and probation checklists, 121s, team meetings).	category in data set for ethnicity of professional staff to below the national average.	Annual agenda item with PSLT managers group and Heads of School group starting Q4 2023.	As above
2.2a	4a 4b 5c	Lack of easily accessible and comprehensive data to allow for meaningful analysis of race inequality.	Procure and implement a digital HR solution which automates processes to ensure consistency of experience for staff and enables improved data capture, interrogation and reporting to identify disparities, gaps and trends.	Improved systems and processes to enable data collection and analysis with consistency of approach and fewer manual processes, improving our availability of data to understand where we need to take action		

			university, and any trends or shared experiences, particularly relating to race equality.	Completed analysis with clearly defined reasons and actions identified		
2.3b	4a 4b	As above	Establish current			

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

2.4d

4a

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

2.5a	4d	Equalities data for all key internal governance committees is not collected at present.	Collect and monitor equality data for all key internal governance committees using MyView data / through annual review.	BAME representation reflects institutional average by Q3 2027. Collected data by Q1 2025	Annual monitoring start: Q1 2025	GCGC
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2.7a	4e 5d	The most recent external equal pay review was undertaken in 2016, and there is a need to procure a further review to understand and compare the current position to inform action planning.	Commission an external equal pay review to consider pay disparities by gender, ethnicity and disability, and intersecting identities where data allows.	An agreed action plan with accountability and timelines to address identified equal pay disparities in place.	Start: Q2 2024	AD RR AD CEI
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			promotion criteria and job evaluation benchmarks.	3.6% by 2027 pay gap reporting date. Promotion criteria and benchmarks will be clearer and this will be reflected in more positive perceptions of the process		
2.9a	4a 5a 6a	There is low and/or uneven representation of BAME academic and PS staff. Underrepresentation of UK Black Academic staff in some schools and higher graded posts across the University. Black academic staff numbers are not showing a trend to increase, unlike other BAME academic staff groups. PS BAME staff numbers are below the local population levels.	Review academic [REDACTED] to understand current application and recruitment data and trends (in tandem with People Strategy actions to deliver the aims of creating an equitable pay framework, promotion criteria and job evaluation benchmarks). Complete equality [REDACTED] on current recruitment processes to ensure inclusive practices. Include the following actions:	BAME academic representation at least in line with the sector and institutional average. Proportion of PS BAME staff at least in line with local population of Brighton and Hove. Successfully implementing inclusive recruitment and promotion practices as an action to improve diversifying the applicant pool and contribute to	Q1 2027	

				reassuring current employees of a robust and fair recruitment process.		
2.9b	4a 5a 6a	As above	Develop outreach plan to increase BAME PS staff numbers building on links to the community (see action 1.2), such as offering onsite job fairs, career events including in schools and highlighting roles where remote and hybrid working models could widen the recruitment pool.	BAME academic		

				Risks of bias minimised in recruitment processes.		
2.9d	4a 5a 6a	As above	Audit language used in recruitment forms and communications as part of the recruitment process	BAME academic representation at least in line with the sector and institutional average. Proportion of PS BAME staff at least in line with local population of Brighton and Hove.	Q4 2025	As above
2.9e	4a 5a 6a	As above	Standardise 'name-blind' applications across the university in all roles	BAME academic representation at least in line with the sector and institutional average. Proportion of PS BAME staff at least in line with local population of Brighton and Hove.	Q4 2025	

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

2.9h	4a 5a 6a	As above	Individual schools to develop action plans to articulate target and timescale to increase representation and distribution across pay scales	BAME academic representation at least in line with the sector and institutional average. Proportion of PS BAME staff at least in line with local population of Brighton and Hove. All schools/ divisions have an action plan in place with targets and timescales.	Individual school plans in place Q4 2025	As above
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2.9j	4a 5a 6a	Differential progression rates apparent for BAME applicants in the recruitment process.	Consult with BAME staff network regarding effective ways of reaching and attracting diverse applicants, and to help understand progression through recruitment stages to identify barriers for particular groups.	BAME academic representation at least in line with the sector and institutional average. Proportion of PS BAME staff at least in line with local population of Brighton and Hove. Consultation to be included as agenda item for BAME network and REC SAT	Q1 2026.	EDI Unit REC SAT Chair BAME Network leads DDHR
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2.9k

			identify goals for improvement	analysis of recruitment data Q2 2026		
2.9I	4a 5a 6a	As above	Create guidance on completing application forms and provide contextual examples.			

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

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

2.13a	5b 6b 6d	Lack of training and career development opportunities. Feeling that opportunities are unfair and weighted towards those in favour. Provide mentoring to staff, to support career progression and improve staff experience of promotions	Improve awareness of staff Apprenticeship Scheme and Mentoring Programme, L&D offer
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2.14a	5b	Take up and completion rates of Union Black anti-racism training not readily available.	Work with Union Black provider to ensure regular monitoring of take up and completion rates.	25% increase in completion rates by 2026. Clear data sets gathered	Start: Q1 2025	AD CEI , EDI Consultant and OD Asst Admin Manager
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2.14b 5b Anti racism training focuses on Black British experience and there is a perception that this is not sufficiently comprehensive

2.14d	5b	Senior leaders/ decision makers are seen as homogenous and unaware of own privilege. Low uptake of anti-racist training supports negative perception.	Decision makers to complete six-hour Union Black training.	All decision makers to have completed training by 2026.	As above	UEG
2.14e						

2.14h	5b	As above	Recommend the Course is mandatory for all staff	Mandated on website and introduction/ starter docs	As above	EDI Unit, OD Asst Admin Manager
2.15a	5d	Academic promotions criteria are unclear, according to survey responses. There is a				

			applicant numbers and
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			existing training provision.	necessary training prior to participating in recruitment processes.		
2.16b	5c	No current system to capture appraisal (Achievement and Development Review - ADR) data to include UK and non-				

2.19a

5g

There is no institutional

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

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

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

			response to flashpoint incidents. (Current definition includes: • significant personal or family crises leading to acute stress • witnessing or experiencing a traumatic incident • a crime which has had a substantial impact on the student)	example of racial trauma.		
3.6a	7d	Awarding gaps are present for racially minoritised students.	Delivery of the Access and Participation Plan (APP) 2020/21 - 2024/25 which sets out a range of strategic measures and actions to reduce all awarding gaps, including between racially minoritised and white students.	The University will have no significant awarding gaps for measures of student success at institutional level by 2025. The measures of success will be: Reduce the awarding gap between Asian and white students from 21% to 4.2% by 2024/25 (eliminating the unexplained gap, based on OfS	APP Delivery ongoing - 2024/25	Director of Communications, Marketing and Advancement PVC Education and Students

3.7a	7d	No way to monitor impact of specialist Race Equity Advocates, Connectors or similar	Create process to monitor impact of Race Equity Advocates or similar on the development of practical solutions to issues faced by BAME students in specific areas e.g., schools, courses, modules.	Process in place to monitor impact. Evaluation of impact undertaken and next steps identified.
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3.10a	8c	Focus group expressed cynicism about abilities to decolonise curriculum	Use reflections from focus group to inform expanded and deepened approaches to decolonising the curriculum
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