



Race Equality Charter Report

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University of Wolverhampton Race Equality Charter Update report 2022/23 (October 2023)

The University submitted for the Race Equality Charter Bronze award in July 2020 and the award was conferred by Advance HE in October that year.

The initial period for the award was for three years, however due to the pandemic, Universities were given the opportunity to extend to 5 years.

We will therefore be submitting for our bronze renewal or a silver award application in July 2025.

This report builds on the 'Race Equality Charter Annual report 2022', by highlighting the further progress we have made on the implementation of the three-year REC action plan that was part of our submission.





Objective 1: Communication of REC action plan and embedding race equality

Rationale and Targets	Action and Outputs
<p>The Race Equality Action plan will be promoted to embed race equality into the fabric of the University.</p>	<p>To embed, communicate, and raise awareness, as well as to start the conversations and discourse around the 'race agenda,' presentations have been given using the REC action plan and data at the following meetings:</p> <ul style="list-style-type: none">•Corporate Management Board.•OVC briefings, which are for all senior managers within the University.•Academic Board.•Dean's advisory groups.•Professional Support Services Senior Management Team.•Faculty and Professional Support Group, EDI committees.•Individual Institutions, Schools, and Directorate team meetings. <p>This has included presenting data at a granular and local level so that interventions to address areas of under-representation and disproportionality can be focused and targeted locally at Faculty, Institutional, School, and Directorate level.</p> <p>To ensure accountability and transparency, the REC action plan (updated version) as well as our submission is published on the EDI webpages of the University website. A <u>progress report one year</u> on from achieving the REC award report was also produced and published on the University EDI webpages along with an email to all staff informing them about the report.</p>



To better embed race equality, improved mandatory Equality and Diversity training will be provided to all staff members.

100% of staff members to have completed all Equality and Diversity training by September 2023

Mandatory eLearning modules on Equality and Diversity and Unconscious Bias (UB) for all staff have been updated and upgraded to be more accessible by Marshall E-Learning Consultancy. Regular monthly reports are produced by the HR organisational development team. In the December 2021 report on staff mandatory training the uptake of E&D training was 71% this increased to 79% in the December 2022 report. UB uptake also increased from 70% to 85% in the same period. (All mandatory training courses uptake in the range of 80% 88% in 2023).

The Organisational development team created and rolled out the toolbox talks series based on the mandatory E&D and UB training module. This implementation was especially for those who work remotely and do not have regular access to IT equipment, such as bus drivers, cleaners, and Security. This implementation has been well received and may also be adapted for the neurodiverse community within the University.

As a university, we want to ensure that all staff operate and conduct themselves with dignity and respect for each other. To achieve this, we developed a 'Dignity and Respect in the Workplace' face to face training programme, which includes sections on equalities legislation, recognising bias and discrimination and creating an inclusive workplace culture. Sessions started with estates and facilities staff and academic coaches, with over 300 staff attending these sessions. It is being rolled out throughout the University. This training has been well received with great feedback.

The D.I.I. verse Hub Podcast is an initiative by the Faculty of Education, Health, and Wellbeing (FEHW) EDI committee. Podcasts have included White ally ship, from bystander to up-stander with the Dean of FEHW.

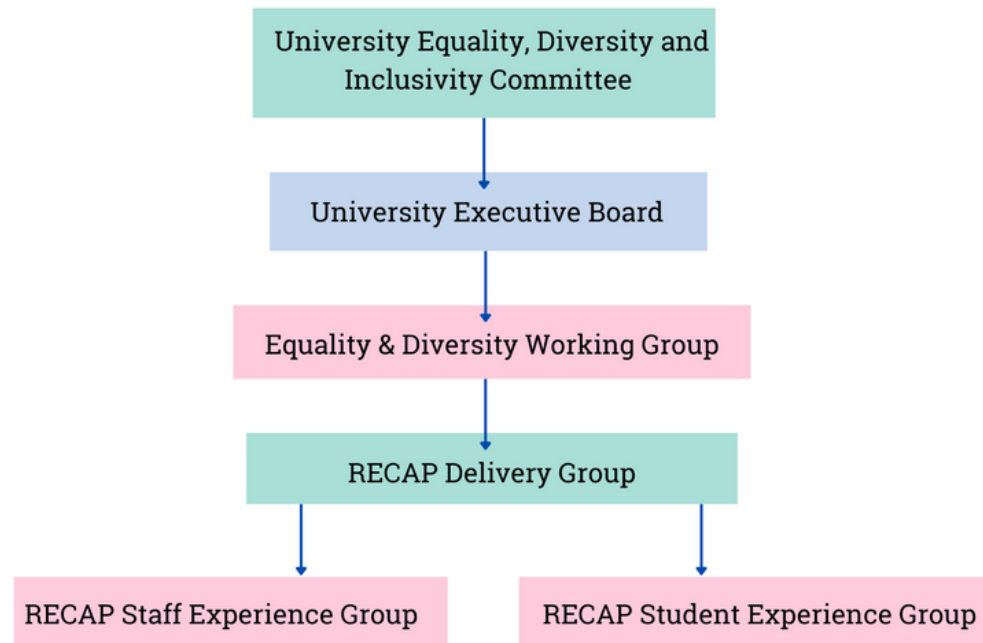


Experience has taught us that it is not enough to aspire to creating race equality, we need to make sure we deliver on our plan by having an effective governance structure in place.

The REC SAT was morphed into 'Race Equality Charter Action Plan (RECAP) delivery group that meets at least 3 times each academic year. This group is supported by a staff experience and student experience group. Both groups meet before each REACP meeting and are responsible for monitoring actions related to staff and students, respectively. There is representation from Global Majority staff and students in addition to other staff in all these groups.

The RECAP delivery group are responsible for monitoring the implementation of the REC action plan. The group is accountable (via the EDI Working group), to the University Executive Board and the University EDI committee which is a sub-group of the Board of Governors.

The reporting and Governance structure for REC work is:





<p>The lived experience and voices of Global Majority staff need to be heard by the University leadership. Engagement by, power sharing relationships and collaboration between leadership and the Global Majority staff network is required to achieve this.</p>	<p>The Vice Chancellor (VC) has held meetings with all the office bearers of the diversity staff networks including the Global Majority staff network, to hear their concerns.</p> <p>In addition to these meetings, the VC as well as the Chair of the board of Governors have attended Global Majority staff network meetings to hear directly from the network members about their lived experience at the University and any concerns and issues they had. These were noted and the appropriate actions take,</p> <p>The Global Majority staff network office bearers also attended one of the University EDI committee meetings in February 2023, this is a sub-committee of the Board of Governors. Issues discussed were, 'what was positive,' 'what further activity was required' and 'what were the challenges in addressing racial equality at the University.' These were noted by the Associate Director (AD) of EDI to take any actions forward.</p>
<p>The University requires regular, consistent, and reliable data, so it can be effectively analysed and understand to see the impact of its actions / work on race equality.</p>	<p>The action was to develop data dashboards that could then be used to produce management reports for various committees to monitor progress. These have been delayed due to technical reasons as well as a lack of resources within the HR systems team.</p> <p>To mitigate this, the Associate Director of EDI has used the HR systems excel spreadsheets to develop snapshot data at particular times. This data was then benchmarked with the REC submission data (July 2020) to monitor and track any trends. The REC update report 2021 had snapshot data as of October 2021 and we also had snapshot data as of Feb 2022, July 2022, March 2023, and October 2023. These data snapshots were shared with various committees to measure progress and flag up issues of concern with actions then developed to address them.</p>



Objective 2: Staff Recruitment, Selection and Retention of Global Majority staff

Rationale and Targets	Action and Outputs
<p>As a benchmark the University needs to be reflective of the local demographics as well as its student base in relation to Global Majority staff.</p> <p>Increase in percentage of applications from people of BAME background. Leading to 6% increase in proportion of staff members in the University who are from Global Majority by September 2023 (end of academic year).</p>	<p>We have amended the positive action statement that is included in all job adverts:</p> <p>“The University of Opportunity for Students and Staff.”</p> <p>As part of our commitment to ensure the diversity of our staff body reflects those of the student and local communities we serve, we particularly welcome applications from candidates of Black, Asian, or Ethnic Minority heritage, and candidates who are Disabled (including people who may not define themselves as disabled, but nevertheless encounter challenges)”.</p> <p>We have also engaged with community groups in locations where we have offices and campuses to raise our profile as an ‘employer of choice.</p> <p>The <u>University Jobs page</u> has been revamped to be more inclusive. There is also a section on the Global Majority staff network and the support it provides to staff.</p> <p>Recruitment data shows that there has been an increase in Global Majority applications in 2021-22 by 5% from the previous year.</p>



An equality impact assessment (EIA) was completed in July 2022, just before we started an organisational change programme. This included a snapshot of Global Majority staff at the University (as of 9th July 2022) as well as those in scope in posts that were being reduced. An EIA after the organisational change had been completed showed there was no reduction in the percentage of Global Majority staff at the University.

Snapshot data as of 9th October 2023 (see table below) was analysed and shared with various committees, for accountability and transparency.

Global Majority	July 2020 (REC Submission)	9th October 2023	Increase
All Staff	23%	27%	4%
Professional Support Staff	24%	28%	4%
Academic Staff	21%	27%	6%

The impact of COVID, organisational change and financial issues that led to a recruitment freeze for non-essential roles were all mitigating factors that could have led to the University not reaching the targets set of an increase by 6%.



Intersectionality Data:

The data below shows that there was a greater increase for Global majority female academic staff.

	July 2020 (REC Sub))	9th October 2023	Increase
All Staff:			
GM - Male	9%	11%	2%
GM - Female	14%	16%	2%
PSG Staff:			
GM - Male	7%	10%	2%
GM - Female	17%	18%	2%
Academic Staff:			
GM - Male	11%	13%	2%
GM - Female	10%	14%	4%

Data analysis confirms that there are disproportionately more white staff than Global majority in senior roles (UW grade 8 and above).

An increase in 6% of Global Majority staff over 3 years (September 2023) at Lecturers, Readers, Professors and Professional support staff at UW grade 8 and above.

Faculties and Professional Support group EDI committees developed localised EDI action plans that were also aligned to the University REC action plan to embed race equality as well to support Deans and Directors to achieve targets set to increase Global Majority Staff in senior roles (grade 8 and above). REC submission data is used as a baseline to measure progress.

There are also a number of further actions that are highlighted later in the report to address the under-representation of Global Majority staff in senior positions.

Snapshot data as of 9th October 2023 shows the progress made against the target set of an increase of 6% over 3 years in our REC submission.



Feedback from students strongly indicates that this paucity of representation is a problem for Global Majority students as they need more role models. The lack of such role models currently undermines their belief that they can achieve these positions themselves.

Job Role /Grade	% Increase from baseline
Academic Staff	
Lecturers	6%
Readers	10%
Professors	8%
PSG Staff	
% Increase from baseline	
UW 8	10%
UW 9	4%
UW 10	8%
UW 11	6%
SPOT	6%

Financial issues that lead to a recruitment freeze for non-essential roles was a mitigating factors that could have led to not reaching the targets set for certain roles/grades.

Workforce Data currently demonstrates that Global Majority staff are being disadvantaged at all stages in the UoW recruitment process, particularly at the shortlisting stage.

Current recruitment data for 2021-22 shows there is still disproportionality for GM applicants as compared to White applicants when going through the recruitment process. The percentage of applied vs offered has increased from 2.8% in 2020-21 to 4.4% in 2021-22. This is in comparison to 7.6% for White applicants in 2021-22.

Deans and Directors have EDI actions and targets embedded within their workforce action plans. With support from HR, these actions will specifically address the issues of closing the pay gaps, the disproportionality of global majority applicants through the recruitment process and the underrepresentation of female and global majority staff in senior positions.



Some of the actions taken:

- Ensuring no interviews go ahead without having diverse recruitment panels, especially for senior roles. Ensuring all staff that sit on recruitment panels are up to date with their mandatory Unconscious Bias and Equality, Diversity, and Inclusion training.
- Using positive action as and when required.

Paperwork, including forms and checklist sent to the Chair of recruitment panels, have been updated to ensure the above actions are included and monitored.

The recruitment and selection policy has been reviewed to ensure that equality and diversity issues are covered, such as writing inclusive job adverts and job descriptions and specifications. This is also covered in the updated recruitment and selection training.

Other recruitment initiatives:

- Recruiting managers have been advised to include EDI-related interview questions, i.e., managing a diverse workforce to dealing with EDI issues and what the applicants understanding of EDI is. Template questions forwarded by HR Business partners.
- The faculty of education, health and wellbeing have piloted sending interview questions in advance of the actual interview. This is being evaluated and the intent is to make this a university wide policy.

Positive action guidance has been developed and published on the EDI webpages. An all-staff email was sent with links to the positive action guidance. The recruitment and selection training has also been updated to include slides linked to the guidance on positive action. Presentations on positive action and guidance have been delivered to various leadership teams. We will be monitoring the use of positive action in recruitment and its impact.



Unconscious Bias throughout the recruitment and selection process would have a negative impact on Global Majority applicants. Bias is shown to have an impact on shortlisting and various studies have highlighted the impact of ethnicity on how applications are perceived. The process should be anonymised as far as possible.

The mandatory recruitment and selection training for panel members has been updated with specific sections on unconscious bias and impact on recruitment process as well as on equalities legislation and inclusive recruitment practices.

The anonymous shortlisting pilot was reviewed and evaluated. As a result of which it is now standard practice during all recruitment at the University to anonymous all applications for shortlisting.

Currently it is recommended good practice across the University that recruitment panels should be diverse, but it is not mandatory, and it is unclear how often exceptions are made. The policy needs to be strengthened, monitored and enforced.

As there is an under-representation of Global Majority staff above UW grade 8, it was decided to focus on recruitment for these roles. A pool of volunteers from Global Majority staff were recruited and trained to be available for recruitment panels for roles grade 8 and above. The training involved having challenging conversations especially where there is an imbalance of power within the panel (power dynamics and hierarchy).

There is on-going work on supporting and rewarding colleagues that volunteer to sit on recruitment panels.

The Recruitment Selection Panel Composition guidance has been updated to include requirements for recruitment panels for roles above grade 8 to have a Global Majority staff representative. This was communicated to all staff via the WLV staff update.

The final recruitment process for the University VC included a number of panels, one of which focused on EDI. This was chaired by the Associate Director for EDI, where each of the candidates were asked and scored against EDI related questions.



To ensure parity in pay between White and Global Majority staff. Conduct and report annually on any Ethnicity pay gap.

In 2021 we conducted a ethnicity pay gap (Global majority staff and White staff). This showed a Mean pay gap of 8.8% and Median pay gap of 13.7%.

In 2022 we disaggregated the data into various ethnic groups as well as by ethnicity and gender. The overall Mean pay gap remained at 9% whereas the Median Pay gap decreased to 8.5%. The data on ethnicity and gender, showed that the gaps were greater for Global Majority Female staff, especially for those of Asian ethnicity. The data was published in our Diversity pay gaps report 2022.

There are a number of actions that have been implemented through the REC action plan that will directly have an impact on reducing the pay gaps in terms of recruitment and promotions. As well as indirectly for example by the EDI and UB training and increasing the sense of belonging (retention).





Objective 3: Global Majority Staff Progression and Promotion.

Rationale and Targets	Action and Outputs
<p>Qualitative comments from Staff survey and Quantitative data highlights it is not a level playing field for BAME academic and professional staff when it comes to promotion to senior roles in UoW.</p> <p>Increase in 6% Global academic staff promoted to senior positions.</p> <p>We need to reduce the potential for bias in the promotions process, ensure that all staff are proactively encouraged and supported in applying for promotion.</p>	<p>There is no formal promotions process for professional staff. For academic staff we have the conferment process. This assesses applications submitted by individuals against a set of criteria which are designed to recognise the breadth and variety within different types of academic careers. Promotions are awarded in recognition of the progress that an individual has made one or more of the core areas of research, learning & teaching and knowledge exchange. Applications are for Reader, Associate Professor and Professor. The number of applicants is low, hence a small fluctuation in numbers could lead to a large percentage change.</p> <p>All conferment panel members are required to have completed the mandatory EDI and Unconscious bias training. Additional training is also given for each conferment panel by the HR organisational development team before they start to assess the applications. All steps are taken to ensure that the conferment panel is diverse, including using positive action if required.</p> <p>A mitigating circumstances panel meets before each conferment cycle, to assess applications that have stated any mitigating circumstances related to EDI. The Associate Director of EDI also sits on this panel.</p> <p>Analysis of the conferment data shows that there is no disproportionality for Global Majority applicants compared to White applicants. However, there is a need to increase the number of applications from Global Majority staff.</p>



<p>Feedback from Global Majority staff indicates there is a need to provide clarity on the processes and criteria requirements, for when applying for Academic promotions.</p>	<p>The new Conferment Handbook provides applicants with examples of how staff can evidence their achievements against the criteria for each route, for all levels - Professorial, Reader and Associate Professor.</p> <p>Details of the call for conferment are sent to all staff via an email VC. This communication also contains a positive action statement encouraging applications from Global Majority staff, who are underrepresented in these roles. This email is then also sent to all the Global Majority staff network. In addition to this, staff responsible for managing the conferment process also attend a GM staff network meeting to answer any questions about the process that staff may have. Details of a workshop for all staff that are intending to apply is also shared with network, encouraging members to attend as well as apply.</p>
<p>Research leaders need to ensure they provide feedback and support to junior Global Majority colleagues to help them develop and progress.</p> <p>Support needs to be given to Global Majority early career researchers.</p>	<p>The Doctoral College provides mandatory training in doctoral student supervision for staff with doctorates, and also provides a range of wider development opportunities for post-doctoral researchers. There is also a Research staff development programme in place including pathways to promotions. This is being monitored by the Researcher Development Sub-Committee (Research Concordat).</p> <p>That's Me! Project is a ground breaking initiative aimed at improving access and participation in doctoral research for global majority students in the West Midlands. Developed as a collaborative effort between the University of Wolverhampton, Birmingham City University, and regional employers/policy makers, our project is dedicated to breaking down barriers and creating a more inclusive and supportive research community.</p>



	<p>The project focuses on two essential elements of change: internal and external:</p> <p>Internally, we are committed to eliminating barriers within university cultures and processes. We strive to create an environment that values diversity and ensures fair and equal opportunities for all doctoral researchers.</p> <p>Externally, we aim to foster an enabling regional employment environment that supports the career progression and success of global majority researchers.</p> <p>Part of this project also includes a 'reverse mentoring programme' for pots doctoral students at the University.</p>
<p>Conduct the REF2021 in accordance with the Equality and Diversity principles agreed with the Staff Networks.</p>	<p>An REF 2021 <u>equality impact assessment</u> was carried out before the submissions. This highlighted that there was an increase of 43 global majority staff that were submitted in 2021 compared to the last submission in 2014. However in terms of overall submissions there is still an underrepresentation of global majority staff at 21% (although this is the same percentage of GM staff that were in the overall pool for eligibility) compared to the overall percentage of global majority staff at the University.</p> <p>The University REF2021 submission was not only the largest but also the most inclusive submission we made to date. This was recognised by the assessors who commented on our commitment to, and progress with, equality, diversity and inclusion.</p>



Objective 4: Global Majority staff Training and Staff Development

Rationale and Targets	Action and Outputs
<p>REC submission data suggests that there is disproportionality in the uptake of leadership and management training course between Global Majority and White staff.</p>	<p>HR Organisational Development team had a consultation meeting with all diversity staff network office bearers (April 2021), including the Global majority staff network office, to identify issues related to the current training provided by the University. The focus was on accessibility to increase the uptake of Global Majority staff as well as staff from other protected characteristics. Feedback was used to review the existing training which was amended as appropriate.</p>



There is a need to empower, develop and support Global Majority academic and professional staff to further develop their careers, for example by mentoring and developmental training programmes.

A successful pilot 'reverse mentoring programme' was completed, and an evaluation report produced. Reverse mentoring is when a worker in a senior position is mentored typically by someone in a more junior position than themselves (Murphy 2012). Staff and students with a Global Majority background were targeted as reverse mentors within the project, as they had more experience than the mentee/senior manager of being within a marginalised group. We had 16 mentoring pairs in total: 12 staff pairs and 4 staff/student pairs. Mentees included the VC, deputy VC and Deans of faculties.

The 'reverse mentoring programme' will now be rolled out annually, at the start of each academic year. This will include staff from other protected characteristics in addition to ethnicity and race.

The Global Majority staff network was consulted on the development of an internal 'Global Majority staff leadership programme'. A working group will be set up to develop this further.

The percentage of Global Majority female staff applying for and being successful for the AURORA women's leadership programme has increased from previous years.

Feedback from those attending the Aurora program tells us that the women appreciated the networking opportunity with other women and that this network, inspires and empowers them to confidently join the talent pipeline. Discussion with the 2022 cohort has also taught us that the generic leadership programs do not address the challenges specifically faced by women in leadership. As a result of this we have developed the Women in Wolves (WoW) programme.

The WoW program aims to dovetail with the Aurora program and other in-house leadership programs to allow women to explore their leadership approach while also benefitting from the other programs in the future; taking a strengths-based perspective, looking at the positives of female power and encouraging authentic leadership styles that serve both you and the University. We will ensure that there is an appropriate take up of this programme by Global Majority female staff, using positive action if required.



<p>Improve experience and transparency of PDR/Appraisal processes which promotes discussion of career progression of Global Majority staff.</p>	<p>The <u>CARE Framework</u> was developed and launched in 2021. The framework describes the behaviours which align with the values which the University holds dear. These behaviours not only support our values but also result in successful performance for staff. This framework ensures that all staff know what is required of them and that we are all working to the same standards. The framework also supports staff development and career progression which ultimately can lead to reward and recognition for those who demonstrate high levels of competency.</p> <p>A special session on the CARE framework was held with the Global Majority staff network, allowing global majority staff to ask any questions and ensure clarity around the framework.</p>
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Objective 5: Inclusive Decision Making

Rationale and Targets	Action and Outputs
<p>Inclusive decision making is to measure, manage and improve who is involved and how business decisions are made across the University. It improves business performance.</p>	<p>A number of the University executive board members participated in the reverse mentoring programme', which would have an impact on their decision making. As a result of hearing about the lived experience of Global Majority staff and students. This programme will be rolled out to staff at all levels of decision making within the University.</p>





Objective 5: Addressing and reporting racial harassment

Rationale and Targets	Action and Outputs										
<p>Bullying and harassment needs to be tackled more meaningfully at all levels, through better definitions of bullying and behaviours we want to encourage and developing wider community understanding and respect for people's lived experiences which may differ from our own.</p>	<p>Details of University level accountability and responsibilities for safeguarding have been published on the updated section on safeguarding on the University website.</p> <p>A confidential incident reporting tool was launched in May 2021 and a dedicated section was published on the EDI webpages. There have been several all-staff emails sent reminding staff and students about the Incident reporting tool.</p> <p>A digital zero tolerance campaign has been launched, with all digital screens throughout the University having a slide on zero tolerance and details of the Incident reporting tool.</p> <p>Regular reports on the data from the Incident reporting tool are presented to various committees, including the Race Equality Charter action plan delivery group, Global Majority staff network, EDI working group and the EDI Committee a subgroup of the Board of Governors.</p> <p>Since the launch April 2021- October 2023, we have had 85 incidents reported, with 78 being resolved (91%), 3 flagged and 3 pending.</p> <table border="1" data-bbox="703 1139 1637 1369"><thead><tr><th>Total Incidents reported</th><th>85</th></tr></thead><tbody><tr><td>Reported By Staff</td><td>39</td></tr><tr><td>Reported By Students</td><td>46</td></tr><tr><td>Anonymous</td><td>31</td></tr><tr><td>Non-Anonymous</td><td>54</td></tr></tbody></table>	Total Incidents reported	85	Reported By Staff	39	Reported By Students	46	Anonymous	31	Non-Anonymous	54
Total Incidents reported	85										
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Incidents Reported by Diversity	
Race	26
Gender	2
Gender Identity	3
Disability	6
Sexual Orientation	2
Religion or Belief	2
No Protected Characteristics	41
University Directorate/Department	
FEHW	26
FABSS	5
FSE	4
Professional Staff Services	13
University Accommodation	4
Students' Union	2
Library	3
Not Specified	28
Location of incident	
Campus	35
Public Place	3
Virtually	8
Phone/text	1
Lectures / seminars	6
Workplace / office	12
Not Specified	20
Cases	
Cases Resolved	78
Flagged	4
Pending	3

A dignity and respect in the workplace' training programme was developed and is being rolled out to all staff in the University. The training includes sections on specifically bullying, harassment, unacceptable behaviours, stereotyping, racial discrimination etc.



Objective 6: Closing Gaps between Global Majority and White Students in attainment, progression and employability & Objective 5: Increasing BAME students' sense of belonging and Intersectionality.

Rationale and Targets	Action and Outputs
<p>Closing the awarding gap for Global Majority students is a University priority, and a cornerstone of our Access and Participation Strategy.</p>	<p>The University of Wolverhampton launched its inclusive framework for curriculum design and delivery in June 2020. Work has been on-going since then to ensure that the framework is well embedded in the subject discipline to make course design and delivery more relatable to global Majority students. This has also involved a review of assessment design and practices to make them more inclusive. Reading lists have been reviewed to include hitherto marginalised scholars of global majority origin and a range of relatable guest speakers continue to be involved in programme delivery.</p> <p>The University has invested in the role of School Inclusivity Leads. Each school in our 3 faculties has a School Inclusivity Lead whose role is support colleagues to meaningfully embed and apply the Inclusive Framework thereby moving away from simply raising awareness or tick box exercises. Schools continue to audit their modules against inclusivity principles and carry out inclusivity 'Health checks.' This work is being supported by School Inclusivity Leads. In the areas where the principles of the framework have been applied meaningfully, there is evidence that gaps have closed and a sense of belonging cultivated. For example, 'Masters in Adult Nursing' where over 90% of students are from the global majority community students gained between 87 – 100% achievement rate in all their modules.</p> <p>Every year the university holds an annual inclusivity conference in June where the school-based activity for colleagues always relates to improving student outcomes and agreeing actions to close any significant gaps. This often involves sharing examples of how the inclusive frame work is being applied meaningfully in different subject areas.</p>



A range of activities continue to be organised by Schools to nurture a sense of belonging for global majority students as research evidence. The UoW carries out an annual belongingness survey and both 200/2021 & 2021/2022 survey finding showed Global majority students reporting a higher sense of belonging than their white counterparts. This is testimony to the impact of the various belongingness activities carried out by schools in partnership with the student union. The university continues to work with the SU to celebrate events like Black History Month and South Asian Heritage Month. The SU also has a 'Liberation Representative' for Global Majority students whose role is to make sure that students of that community are well supported and do not suffer disadvantages on account of their ethnicity. All our SU officers in recent years (including our current sabbatical officers) have been of global Majority origin which demonstrates not only the strength of their confidence but the extent to which as a university we are nurturing leadership skills and development for our global majority students.

Academic Coaches use data from Individual Learner Profiles (ILPs) to support student engagement, continuation, and progression. This year a decision has been made to use an increased and more targeted approach to support global majority students where their ILP indicates they require extra support. Engagement with an Academic Coach significantly improved student continuation and attainment when compared to students who did not engage. Students have given very positive feedback about the support they received from academic coaches. The diversity of the coaches, of whom many are Global Majority is a huge advantage as students find them relatable.

There has been an increase in the progression rate into employment following graduation, including highly skilled employment and higher further study for Global Majority students in the university.



There is now accountability at all academic levels with a clear set of objectives/expectations re: closing the gaps for all programme/ module leaders via the performance management and appraisal process. There is much better understanding of data relating to gaps at module level to inform appropriate intervention/ action planning where significant gaps are identified (e.g., through review of module pass rates and the continuous Monitoring and Improvement (CMI) process)

Academic Integrity as part of Assessment Literacy:

Targeted academic integrity continues to be developed as part of assessment literacy and language support intensified for international students. This is addressing the high incidence of academic misconduct among Global Majority students. Effective feedback/ feed forward on formative assessments is reducing the potential for academic misconduct as international students are more likely to experience unique challenges that place them at risk for academic misconduct violations; for example, English language proficiency, academic expectations, cultural differences, academic preparedness, and understanding of policy. Support for academic integrity/ writing incorporated in embedded/ dedicated support offered to groups with high numbers of international students by English language support team. Support is also offered by the Skills for Learning team.

There has been targeted pastoral support for international students. Feedback from international students suggest they require more effective pastoral support to deal with a range of personal and academic challenges, particularly accommodation; internship/ placement opportunities; digital/ cultural shock; physical/ mental health and wellbeing; shopping/ food preferences; accessing GP and school services (for dependent's); ability to practice own faiths and beliefs in a positive, open environment.



Some actions include:

The UoW Chaplaincy is increasingly becoming a safe and nurturing space for international students. The Chaplaincy holds a range of belongingness nurturing activities, including support for cost-of-living initiatives led by the Lead Chaplain. Free lunch is provided every Tuesday afternoon; celebration of religious festivals; guidance and practical advice provided to staff and placement providers on supporting students' faith and beliefs.

Dennis Turner fund now extended to international students facing financial hardship. Training offered in needs of international students, including signposting to relevant services. Dedicated Level 7 Academic Coaches provide international students with pastoral support. Dedicated student wellbeing ambassadors support the mental health and wellbeing of international students.

Some actions have been taken to specifically address access for students to diverse role models. The staff/ student ratio is particularly wide between white and Global Majority. This includes:

- Closer collaboration needed with UoW Staff Networks, employers and alumni who reflect our student body.
- Use of GM Student Advocates to work in partnership with academic schools on actions such as improving inclusivity in the curriculum.

Overall, a coordinated institutional approach, one that embeds evaluation into our institutional action plans has been adopted. We continue to review the structure, content and delivery of our programmes and assessment practices. We have improved pastoral support for our students and continue to nurture their sense of belonging.



Student outcomes report 2022/23

The 2022/23 academic year was overall a positive year for the University, with all the key metrics showing significant signs of recovery from the previous few academic years. Module pass rates and progression, the two metrics most intrinsically linked, saw reasonably significant percentage improvements, and this was reflected in the proportion of students returning to active study through the continuation measure. Whilst the proportion of 'good honour's degrees awarded fell, this is largely a return to the status quo after an artificial increase in the metric following the Covid regulation adjustments. Some significant inroads have been made into the attainment gap between Global Majority and White students.

Year 1 to Year 2

Year 1 progression	2020/21	2021/22	2022/23	% Difference
Global Majority Students	53%	57%	67%	10%
White Students	77%	72%	77%	5%

Year 2 to Year 3

Year 2 Progression	2020/21	2021/22	2022/23	% Difference
Global Majority Students	68%	64%	68%	4%
White Students	75%	75%	78%	3%

Proportion of First and Upper-Second class degrees by faculty and ethnicity

Year 2 Progression	2020/21	2021/22	2022/23	% Difference
Global Majority Students	72%	63%	54%	-9%
White Students	86%	80%	77%	-3%



Examples of Community Events:

The University of Wolverhampton has partnered with the Talented Athlete Scholarship Scheme (TASS) to develop a fully funded scholarship for students from underrepresented groups who are interested in studying for a master's degree in Strength and Conditioning Coaching. (27/06/2023)

The University of Wolverhampton's Arena Theatre, is delighted has clinched a Diversity and Inclusion Award as part of the Enjoy Wolverhampton BID Excellence Awards 2023. (14/07/2023)

PODCAST: Diversity team talks to leading Windrush compensation advisor 22/06/2023

University secures £24,000 for Windrush legal and arts project 28/01/2022

Support for Early Career Researchers in the Midlands - 27/09/2023

