

Section 3: Action plan

Race Equality Charter Action Plan 2025-2030

NB – Timescales decisions have been made considering the current redesign process the university is going through, as well as the current financial climate within the HE sector. Please note the text at the start of each priority is a repeat of the text provided in the application. It is only provided here so that the action plan can be treated as an independent document when being used by staff to progress work in this area.

Key Priority 1: Develop an inclusive culture for staff and students in which all individuals but particularly those from ethnic minorities report feeling they belong.

This priority was selected because there are several indications that suggest that the sense of belonging for UK Ethnic Minority and non-UK students and staff is lower than for their UK White peers. The 2023 REC Student Survey showed that Ethnic Minority and non-UK students have a lower sense of connection with Swansea University. Similarly, in the Staff Race Survey 48% of all colleagues felt 'quite a bit or extremely/completely connected to colleagues/staff, but only 35% of Ethnic Minority colleagues responded positively to this question.

No.	Challenge/Issue	Objectives	Action	Complete by	Owned by	Success Measure
1.1	Data indicates that UK Ethnic Minority and non-UK students are less comfortable than White UK students in approaching teaching staff. Specifically, 83% of UK White respondents reported feeling comfortable compared to 74% of UK minority ethnic respondents and 77% of non-UK respondents.	Students from UK Ethnic Minority backgrounds and non-UK students feel equally comfortable to UK and White students to approach teaching staff.	1.1a Work with UK Ethnic Minority and non-UK students and student-facing staff to identify barriers to approaching teaching staff and reach a common understanding of approachability.	31/07/27	Head of Academic Quality Services with support of SAI.	The number of Ethnic Minority and non-UK students indicating that they are comfortable approaching teaching staff in the 2028/29 REC survey is the same as UK White students.
			1.1b Identify and implement solutions to foster a learning environment where UK Ethnic Minority background and non-UK students are comfortable approaching teaching staff.	31/07/28	School Education Leads, Faculties and Transformational Lead, Development and Training Services (DTS), HR.	
1.2	UK Ethnic Minority and non-UK students report lower confidence compared to UK White students in discussing race-related topics in relation to both staff and students. Specifically, as detailed in the student REC survey, 64% of UK White respondents reported feeling comfortable discussing race-	Enhance student and staff awareness and understanding of racism and increase confidence in speaking about race/ethnicity to foster an inclusive environment where students from UK	1.2a Increase advertisement and publication of available training and resources for staff and students around race, anti-racism and inter-cultural competence including staff guidance regarding how to enable and encourage all students to contribute to discussions and feel they have a voice.	31/07/25	Transformational Lead, Development and Training Services, HR.	Since its launch on 31/10/24, 163 colleagues have completed Race-awareness training. The aim is for at least 500 staff to have completed this during 2025 and to continue to increase by 20% each year after. Increase from 256 staff (since Oct 2024) to 1000 staff completed the facilitating race

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	<p>related topics with peers compared to 55% of UK minority ethnic and 51% of non-UK respondents. Meanwhile, 60% of UK White respondents reported feeling confident that staff will facilitate a conversation around race, however only 45% of UK minority ethnic and 55% of non-UK respondents expressed similar views.</p> <p>The Staff Race Survey showed lower confidence amongst Ethnic Minority staff (38%,) when discussing race related topics, as compared to White respondents (64%, n= 218).</p>	Ethnic Minority backgrounds and non-UK students feel empowered to contribute to discussions.	1.2b Regularly (i.e., quarterly) create safe spaces for students and staff to discuss race, anti-racism and inter-cultural competence training and situations.	01/10/25 and then quarterly	Head of Academic Quality Services, Education Services.	conversations/anti-racism training by 2026. Continue to see an increase of 10% annually until 100% completion rate.
			1.2c Provide regular opportunities to share best practice regarding anti-racism. Specifically, develop a community of practice around inclusivity in curriculum, pedagogy and assessment which meets at least once a term to share best practice and resources.	31/04/2025 and then termly	DPVC Equality, Diversity, Inclusion, and Belonging and Head of Quality Services, Education Services.	50% of all students, and specifically UK Ethnic Minority, and staff report in the REC surveys in 2028/9 that they feel comfortable to discuss race, anti-racism and/or inter-cultural competence. Increasing by 5% annually.
			1.2d Review student and staff uptake of current training and review appropriateness of training offering.	31/08/2028	Transformational Lead, Development and Training Services and Head of Academic Quality Services. Supported by RISAC.	All training reviewed by 31/08/2027 and appropriate changes made to the training offering if required by the completion date.
1.3	<p>Data indicates that students perceive that the culture of the University does not affirm students' racial identity and does not foster belonging. Specifically, in the student REC survey, 41% of respondents disagreed that the university culture affirmed their racial identity.</p> <p>Additionally, less than half (46%) of UK respondents to the 2022 REC survey, felt completely or quite a bit connected to other people at Swansea University and 58% of non-UK respondents. In relation to how well Swansea University acknowledges festivals and traditions from different cultures, half of UK respondents to the REC survey agreed</p>	Acknowledge and celebrate a range of cultural festivals and traditions for UK ethnic minorities and non-UK students and staff to enhance their sense of belonging at the university and understand the impact these activities have on individual's belonging.	1.3a Develop an institutional EDI calendar, in collaboration with SUSU cultural and international societies and HR, which includes UK Ethnic Minority and non-UK ethnic events so that the whole institution can work together organising events and initiatives open to staff and students collectively and sharing resources.	31/07/25	Deputy Pro-Vice Chancellor Equality, Diversity, Inclusion and Belonging with support of Director of Human Resources and CEO of the Students Union.	At least 80% of UK Ethnic Minority and non-UK students indicating a sense of belonging annually in the student internal SES/PTES/PRES surveys from 2027 onwards.
			1.3b Review how we are advertising events (e.g., focus on employability to attract more non-UK students) and the channels that are used.	31/07/25	Deputy Pro-Vice Chancellor Equality, Diversity, Inclusion and Belonging with support of the Head of Strategic Communication, Associate Deans International and DPVC Employability.	30% increase in Ethnic Minority staff indicating a sense of belonging in the bi-annual staff survey from 2027 onwards. Following baseline data (collected in 2025), a 10% increase in student connectedness and transition support annually among Ethnic Minority and non-UK students, until the levels are the same as White Students and UK students.

	<p>completely or quite a bit that they were acknowledged and 57% of non-UK respondents. Data also indicates that Ethnic Minority and non-UK students report lower levels of connectedness and support for transitions than White students.</p> <p>Similarly, data from the staff Race Survey indicates that 35% (n=28) of Ethnic Minority staff compared to 55% (n=187) White staff do not feel that they are connected to colleagues at the university.</p>		<p>1.3c Annual review of the connectedness and transitions questions that have been added to the student surveys.</p>	31/09/2025	Manager of Swansea Academy of Inclusivity.	
1.4	<p>Ethnic Minority students have indicated that the culture of the Students' Union does not affirm students' racial identity and does not foster belonging for students from Ethnic Minority groups. For instance, 48% of respondents to the 2022 student survey disagreed that the culture of the Students' Union affirms students' racial identity and fosters belonging.</p> <p>Additionally, only 57% of UK minority ethnic and 60% of non-UK respondents agreed with the statement that students from all racial and ethnic backgrounds are included equally in SUSU events and societies compared to agreement of 64% by White UK respondents.</p>	All UK Ethnic Minority and non-UK students feel that the Students' Union culture affirms racial identity and fosters belonging for students from Ethnic Minority groups leading to more Ethnic Minority students engaging with Students' Union events and societies.	<p>1.4a Annually provide Students' Union staff and officers of clubs and societies race-related training and resources to increase their awareness of and skills in how to affirm students' racial identities and foster belonging.</p>	31/07/29	Head of Academic Quality Services, with support of Transformation Lead for Development and Training Service, HR and CEO of Students Union.	<p>80% of SUSU staff complete the available training by 2027, increasing to 100% by 2029.</p> <p>90% of SU officers of clubs and societies complete race awareness training by 2027. An increase to 70% of UK Minority Ethnic and 75% of non-UK respondents agreeing with the statement that students from all racial and ethnic backgrounds are included equally in SUSU events and societies by the next student race survey (2027/28). Increased by a further 5% for each category by the next survey.</p>
			<p>1.4b Review roles of student life directorate and the SUSU regarding the provision of events, support, and insights pertaining to race equality. Ensure clearer alignment to ensure activities meet the needs of students from all racial and ethnic backgrounds.</p>		Director of Student Life and CEO of Students Union.	
1.5	Students on Bay campus feel isolated because University and SUSU activities and events are less accessible to students based there and there are higher numbers of UK Ethnic Minority and non-UK students studying on the Bay. Key findings were: lack of reliable and frequent buses; lack of society events on Bay Campus; Bay Campus feels soulless and lacking community; and food options are expensive and unaffordable. (Tackling	Provide opportunities for UK ethnic minority and non-UK students to engage in intercultural events and initiatives that promote race equality on the Bay Campus to develop a better sense of belonging.	<p>1.5a Set up a working group consisting of staff and UK Ethnic Minority and non-UK students and representatives from the Students' Union to undertake a review of the university's student events/initiatives offering with a particular focus on how the activities could be made more inclusive for those students studying/living on Bay Campus.</p>	31/01/26	Manager of Student Partnership and Engagement Services, Student Life with support of Head of Academic Quality Services, The College, Education Services and SUSU FTO Welfare and Services Officers.	<p>In an informal survey in 2027, at least 80% of students studying on Bay Campus report awareness of events that can be accessed on this campus.</p> <p>At least 75% of UK Ethnic Minority and non-UK students studying subjects taught on Bay Campus responding completely or quite a bit to a REC survey 2027/28</p>

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	<p>Loneliness and Isolation Amongst Students Studying and/or Living at Bay Campus, Applied Inspiration Report).</p> <p>Internal data from 2021-23 shows that over a third of students who study subjects taught on Bay Campus are from a non-UK or UK minority ethnic background.</p>		1.5b Develop and implement a plan from the 1.5a review findings including clear actions and accountability.	31/09/26	DPVC EDIB with support of Manager of Student Partnership and Engagement Service, Student Life.	question regarding how connected they feel to other people at Swansea University.
1.6	<p>Data indicates that curricula do not reflect the opinions of a wide variety of people; race/ethnicity should be included in academic discussions where relevant.</p> <p>In the student REC survey, 69% UK White respondents agreed that their course content reflects opinions of variety of people compared to 57% of UK minority ethnic groups and 66% of non-UK respondents. UK minority ethnic respondents also reported the highest disagreement level of 31% compared to 24% of White UK respondents.</p> <p>59% UK White UK respondents agreed that curricula include issues of race and ethnicity when relevant compared to only 46% of UK minority ethnic and 49% of non-UK respondents. It is worth noting that all groups expressed high levels of disagreement with 35% UK White and Ethnic Minority students and 33% non-UK students.</p>	Enrich course content to challenge Eurocentric stereotypes and ideals, and to reflect diverse perspectives, cultures and ethnicities.	1.6a Address Eurocentrism in existing course content through the University's Curriculum Transformation project, by reviewing and re-designing current curricula.	31/07/30	PVC Education.	80% of students report (via programme feedback) that the curricula they experience incorporates diverse perspectives, cultures and ethnicities by 2030.
			1.6b Ensure new curricula reflect diverse perspectives, cultures and ethnicities through the Programme Approval Process.	31/07/30	PVC Education.	By 2029, 75% of students indicate an awareness that changes have been made to our curricula, with a focus on inclusivity. 100% of courses that are approved from 2028 onwards demonstrate how they are accounting for diverse perspectives reflecting different cultures and ethnicities in teaching materials and assessments.
			1.6c Communicate curricula changes to the students.	31/07/28	Head of Quality, Education Services and Head of Strategic Communications.	
1.7	35% of Ethnic Minority staff, compared to 55% White staff indicate that they do not feel that they belong within the institution. It is perceived (as demonstrated through written feedback in the staff Race Survey 2024 and verbal feedback) that the university is not committed to addressing racial inequality.	Enhance understanding of the university commitment to anti-racism, particularly the commitment of the senior leadership team.	1.7a Share the REC application and action plan through all staff communication channels to demonstrate university commitment.	31/04/2025	PVC International (who oversees EDI).	In the next staff EDIB/Race survey (2027/28), 90% of all staff report an awareness of the REC Action plan. A specific question regarding awareness of Race priorities will be added to the next survey.
			1.7b Annually communicate the Race Equality Priorities and actions that have been taken planned to address these priorities.	31/07/2025 and then annually	DPVC EDIB.	In the next staff EDIB/Race survey (2027/28), 70% of staff report an awareness of the institutional race priorities and awareness of the actions being taken to address these. Increasing by 5% of staff each survey.

			1.7c Ensure communication of the University Strategic Equality Action Plan and the annual report, highlighting key areas of progress and continuing challenges related to race equality.	31/01/2025 and then annually	Head of Equality with support from Director of Communications.	In the next staff EDIB/Race survey (2027/28), 70% of all staff report they are aware of the university strategic equality priorities and the commitment of the university to progress race equality. Increasing by 5% in each survey. A specific question to answer this will be added in the survey.
			1.7d Develop and launch an ‘Anti Racist Pledge.’	01/10/2026	VC with support of the DPVC EDIB.	
1.8	There is a lack of visibility of Ethnic Minority staff across professional services and academic settings, which colleagues explain impacts on their sense of belonging or connectedness. Specifically, although the proportion of Ethnic Minority staff is above the benchmark, proportionally there are far more White colleagues. This can result in Ethnic Minority staff feeling that they do not belong within the institution (35% of Ethnic Minority as compared to 55% of White staff) or that they would be supported by the SLT. However, the response rates to the staff survey were low and this is impacting on the reliability of the data.	Increase visibility of Ethnic Minority colleagues and the university’s anti-racism agenda and commitments to create an environment in which Ethnic Minority colleagues subsequently feel more connected and have a sense of belonging.	1.8a Engage in a communication campaign regarding EDIB in the lead up to the release of the bi-annual university EDIB survey to demonstrate commitment and encourage engagement.	31/04/2025 and then annually	PVC International with support of the DPVC-EDIB.	In 2026 and then increasing in 2027, qualitative data collected from Ethnic Minority colleagues through informal conversations and information shared with and by REC SAT members and SIREN indicate an increase in visibility of Ethnic Minority colleagues across the university. 65% of Ethnic Minority staff report in the EDIB/Race survey in 2027/28 that they feel a sense of belonging in the university. An increase from 25% in 2024 to 45% in 2027/28) of Ethnic Minority staff reporting that they believe the university is committed to the anti-racism agenda.
			1.8b Host an annual EDI Showcase, ensuring that at least one main talk and one panel is focused on race equality.			
			1.8c Annually circulate the EDI calendar of events (see AP1.5) to all staff and invite additional contributions from staff to ensure celebration and representation of all staff.	31/09/2025	Head of Equality, HR.	
			1.8d Regularly communicate successes achieved by Ethnic Minority colleagues across professional service and academic staff via My Swansea webpage and app.	01/01/2026	Director of Communications, MRI with support of Head of Equality, HR.	
			1.8e Tell stories through the lens of Ethnic Minority peoples experiences (past and present) in the Taliesin centre galleries and university exhibitions including through permanent displays, celebrating their contribution, and recognising their presence in the history of Wales.	01/01/2027	Faculty EDI leads and Professional Services EDI champions.	
1.9	46% of Ethnic Minority staff, compared to 61% White staff, suggest that they feel supported at the University and have an	Create an environment in which Ethnic Minority staff feel they	1.9a Annually support at least 5 Ethnic Minority colleagues to attend the Diversifying leadership course.	01/04/2025 and then annually	Head of Equality, HR.	From 2027/28 onwards in the EDIB staff survey, 10% increase in the proportion of Ethnic Minority colleagues who report

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	opportunity for development and progression (The External Consultation Report, 2022/23).	have access to similar opportunities for development and positive experiences as their White colleagues.	1.9b Explore the development of a mentorship programme for Ethnic Minority colleagues.	31/05/2026	DPVC EDIB with support of the Head of Equality, HR and Transformational Lead, HR.	feeling supported and having opportunities for development and progression, until aligned with White staff.
			1.9c Annually review EDIB related training opportunities to identify pertinent training for all staff to enhance cross-cultural understanding, appreciation, and subsequent collaboration.	31/10/2025 and then annually	Transformational Lead, Development and Training Services, HR.	
1.10	Data suggests that Ethnic Minority colleagues experience higher rates of harassment than White colleagues. Particularly, Muslim, Jewish, and Gypsy and Roma colleagues report higher rates of harassment than other colleagues (40% (n=32)) of Ethnic Minority colleagues experienced or witnessed a situation at the University, as compared to 11% (n=36) of White colleagues (Staff Race Survey 2024).	Create a culture in which all staff feel valued, safe from harassment, and all feel that they can be their true selves when coming to work.	1.10a Biannually run on campus campaigns to raise awareness of racial harassment with internal stakeholders.	01/02/2026 and then biannually	PVC International with support of the DPVC EDIB and Head of Equality.	95% of all staff (and 100% of all new staff) completed unconscious bias training by 2026.
			1.10b At least annually host Islamophobia training	31/09/2025 and then annually	Transformational Lead, Development and Training Services, HR.	90% of all staff (and 100% of all new staff) completed training on anti-racism, including information on racial harassment and micro-aggressions by 2030.
			1.10c At least annually host Antisemitism training.	31/01/2026 and then annually	Transformational Lead, Development and Training Services, HR.	10% increase in staff who have completed Islamophobia and Antisemitism training each year from 2026 (baseline to be based on number of staff who have completed training as of 2026).
			1.10d Develop staff training pertaining to experiences of, and support required for, Gypsy, Roma, Traveller community members	31/11/2027	Head of Equality with support from the Transformational Lead, Development and Training Services, HR.	5% increase annually in the proportion of Muslim, Jewish, and Gypsy and Roma travelling community members reporting a sense of belonging and a reduction in rates of harassment (reported in the 2027/28 Staff EDIB survey).
1.11	Of all Ethnic Minority respondents in the staff race survey 2024, only 44% believe that social events/activities organised by Swansea University are welcoming to everyone irrespective of race or ethnicity.	Develop events which address the diverse experiences, backgrounds, and preferences of all colleagues.	1.11a Engage with diverse groups of staff to identify preferences for events on campus, including but not limited to induction events, social activities, and celebration events.	01/10/2026	DPVC EDIB with support from the University events team and Development and Training Services.	50% of Ethnic Minority respondents report that social events and activities are welcoming to all in the next staff survey, increasing by 5% in the following survey.
			1.11b Revise induction and social events to ensure they are representative of the needs and voices of diverse staff populations.	01/10/2027		

Key Priority 2. Exploring and addressing the disparity in the number of Ethnic Minority colleagues in professional services and researchers who are on fixed term contracts (FTC) compared to the number of White colleagues.

Data from the past 3 years shows a substantial disparity between Ethnic Minority and White staff on fixed term contracts within the Professional Services and Researcher job families. Furthermore, the percentage gap between Professional Services Ethnic Minority staff on permanent contracts as compared to White Professional Services staff has increased over the last 3 years (from 13% to 25%). A Working Group has already been established with the purpose of specifically exploring casualisation (including fixed term contracts), with data being reviewed by ethnicity. Additional activities focused on understanding why colleagues may be selecting to be on Fixed Term Contracts, providing support to colleagues to apply for permanent roles, and enhancing the sense of belonging of colleagues on FTC among others.

No.	Challenge/Issue	Objectives	Action	Complete by	Owned by	Success Measure
2.1	Overall, data indicates that Ethnic Minority professional services colleagues are more likely to be on fixed term contracts than White professional services colleagues. (In 2024, 46% of Ethnic Minority PS staff were on fixed term contracts, as compared to 19% of White staff). In 2023, 89% of Ethnic Minority researchers were on fixed term contracts, as compared to 75% of White researchers. Initial exploration of the data has not indicated a reason for this difference, but consideration needs to be given to whether this is reflective of the demographic of individuals who are applying for specific roles or if it is independent of this and rather a consequence of the hiring process.	Better understand when Fixed Term Contracts are being used and ensure that the University is using Open Ended Contracts where possible – ensuring that ethnic background does not influence contract type.	2.1a Complete a deep dive and investigate the demographic of staff applying for fixed term roles. Particularly identify if the data is being impacted by students completing roles (e.g., student demonstrators and ambassadors).	01/09/2026	Head of Equality with support from Director of HR.	By 2026, have a clear understanding of why there are more Ethnic Minority professional services colleagues on fixed term contracts than White colleagues. A reduction in the difference (by 50%) between the number of Ethnic Minority professional services colleagues on Fixed Term Contracts compared to White Colleagues by 2028. The percentage of Ethnic Minority and White researchers on fixed term contracts is comparable by 2028.
			2.1b Conduct focus group with White/Ethnic Minority colleagues to understand why colleagues may be choosing to apply for FTC and consider if this may be effecting hiring onto different contract types.	01/09/2026	HR Race Lead.	
			2.1c Ensure that staff involved in the hiring of professional services staff have completed unconscious bias training and, where possible, ensure representation from across ethnicities on hiring panels.	01/07/2025	Head of Business Partnering, HR.	
2.2	Being on a fixed term contract is associated with job insecurity. Thus, colleagues on Fixed Term Contracts, which have been identified as more commonly Ethnic Minority colleagues, need appropriate support for future applications and support for internal roles.	Increase confidence and subsequently applications to internal, open-ended roles, from Ethnic Minority colleagues.	2.2a Review training opportunities available for colleagues on fixed term contracts to support career progression and competitiveness for open ended contracts.	01/02/2026	Transformational Lead, Development and Training Services, HR.	In 2026, qualitative data (through focus groups) collected from Ethnic Minority colleagues indicates an increasing level of confidence in applying for internal roles and perceptions of support for applications. Increase in the number of internal applications for open ended professional services contracts from Ethnic Minority colleagues (base line
			2.2b. Focus groups with Ethnic Minority and White colleagues on fixed term contracts to identify any barriers to applying to open ended contracts.	01/09/2026	HR Race Lead.	

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			2.2c. Introduce mentors who can provide support for Ethnic Minority colleagues on fixed term contracts when applying for internal, open-ended contracts.	01/09/2025	Transformational Lead, Development and Training Services, HR.	figure to be established in 2025), subsequently leading to a reduction in Ethnic Minority colleagues on fixed term contracts from 2027 onwards (see success measure for 2.1).
2.3	Colleagues share that being on a fixed term contract impacts on their sense of belonging, which may be a contributing factor to Ethnic Minority colleagues reporting a reduced sense of belonging compared to White colleagues (35% for Ethnic Minority as compared to 55% of White colleagues). Thus, linked to Priority 1, there is a need to ensure that specific actions are put in place to enhance the sense of belonging of colleagues on fixed term contracts.	Increase the sense of belonging of colleagues on fixed term contracts, particularly Ethnic Minority Colleagues who make up the majority of colleagues on Fixed Term Contracts.	2.3a. Develop an understanding of the experiences of White and Ethnic Minority colleagues on fixed term contracts and establish how these impact on their perceptions of belonging. 2.3b. Develop, with input from affected staff, a series of events targeting fixed-term staff to facilitate networking and collaboration.	31/05/2026	DPVC EDIB with support of Head of Equality.	By 2026, a clear picture of the sense of belonging of all colleagues on Fixed Term contracts. An improvement by 10% (from baseline identified in action 2.4a) in the sense of belonging among fixed-term Ethnic Minority colleagues by 2027.

Key Priority 3. Reviewing and addressing the disparity in the likelihood of Ethnic Minority colleagues being shortlisted and appointed for academic, professional services and researcher roles compared to White colleagues.

There is a substantial and consistent difference in the shortlisting and hiring rates of Ethnic Minority academics and researchers. There is also a consistent difference in the shortlisting of Professional Services Staff. We have already explored good recruitment practice at other Universities, revised our application process, and reviewed our recruitment approach through a race lens. A review of these changes is required as well as further actions including diversifying recruitment panels, seeking feedback from recruitment panels, and naming individuals on adverts among others.

No.	Challenge/Issue	Objectives	Action	Complete by	Owned by	Success Measure
3.1	Data from the last three years demonstrates a 25% difference in shortlisting success rates between White academic applicants and Ethnic Minority academic applicants. This data therefore suggests that White academics have more chance of being shortlisted for vacancies than Ethnic Minority applicants.	To reduce the % gap in shortlisting between White applicants and Ethnic Minority applicants for all jobs. Ensuring that individuals of all ethnicities who applied for an academic job have an equal chance of being shortlisted.	3.1a Review the impact of the new recruitment process (introduced in 23/24) on the number of all Ethnic Minority applicants and shortlisting of Ethnic Minority academic applicants.	01/06/2025	Head of Business Partnering, HR.	By 2027, 100% of all individuals involved in shortlisting have completed unconscious bias training.
			3.1b Conduct a review with select shortlisting panels to identify reasons for shortlisting decisions to identify factors outside of criteria that may be impacting on decisions (e.g., language, format etc).	01/04/2026	HR Business partners.	By 2027, a reduction in the difference in shortlisting of Ethnic Minority academic colleagues and White colleagues by 5%, with further reductions of 2-3% identified annually until the difference is negligible.
	Similarly, data from the last three years demonstrates an increasing gap, 15% difference in shortlisting in 2021 and 29% difference in 2023 of White researcher applicants than Ethnic Minority applicants. This data therefore suggests that White applicants have more chance of being shortlisted for vacancies than Ethnic Minority applicants.		3.1c Based on above, further review the recruitment process to identify if any potential influencing factors can be mitigated. Particularly, review the communication being shared with potential applicants about expectations for their application.	01/10/2026	DPVC EDIB with support from Director of HR and Head of Business partnering.	The stipulated actions should also result in a reduction in the difference in shortlisting between Ethnic Minority applicants and White applicants for professional services and research roles. A desired reduction of 3% annually is sought.
			3.1d Ensure that all individuals involved in shortlisting have completed unconscious bias training and are aware of the systemic challenges facing Ethnic Minority colleagues.	31/07/2025 and reviewed annually.	HR Business partners.	
	Further, data from the last three years demonstrates a 31% difference in shortlisting of White professional services applicants than Ethnic Minority applicants. This data therefore suggests that White applicants have more chance of being shortlisted for vacancies than Ethnic Minority applicants.		3.1e Ensure that all academic job adverts include a named individual who can be contacted by Ethnic Minority colleagues to provide guidance/support regarding the role and application process.	31/01/2026	HR business partners.	

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3.2	Colleagues suggest that one of the reasons for difference in shortlisting and hiring between Ethnic Minority applicants and White applicants for academic and research jobs is because application from Ethnic Minority applicants who are non-UK based are often generic applications rather than applications appropriate for the specific role (i.e., applying for any academic role rather than for the appropriate field). Thus, there is a need to better understand the difference in shortlisting between genuine applications and all applications.	Ensure clarity in recruitment data to enable accurate tracking of trends for applications by ethnicity.	3.2a. Conduct a deep dive review of researcher and academic applications to identify numbers of genuine applicants (i.e., those that fit with the role).	31/01/2026	Head of Equality with support from DPVC EDIB.	By 2028, an understanding of the difference in shortlisting success rates between Ethnic Minority and White applicants for genuine applications. Based on above, a proportional reduction annually from 2029 onwards in the difference in success rates annually until there is negligible difference (less than 5%) in success rates between true applicants regardless of ethnicity.
			3.2b Based on above, identify if there is a difference between genuine applicants by ethnicity.	31/08/2026	Head of equality with support from Director of HR.	
			3.2c Develop a system to separate genuine applicants from those applicants who are applying for all available academic/researcher roles to enable tracking of differences in shortlisting rates between true applicants by ethnicity.	31/08/2027	Director of HR with support from Head of HR business partner.	
3.3	Discussions with colleagues suggest that one of the reasons for the difference in the shortlisting and hiring of Ethnic Minority applicants compared to White applicants may be because there are fewer Ethnic Minority individuals available to apply for roles and that they are unlikely to apply for roles at Swansea which is not widely known to be ethnically diverse as a city or an institution. Data suggest that we receive a large number of applications from Ethnic Minority individuals. However, while we are receiving a lot of applicants from Ethnic Minority individuals, and particularly from those located outside the UK, we may not be receiving such strong applications from Ethnic Minority individuals who may be attracted to more diverse cities/locations.	Enhance the reputation and awareness of Swansea University as an anti-racist, multicultural institution, who supports the development of individuals and welcomes applications from individuals from all ethnicities.	3.3a Review recruitment materials and ensure they include clear statements and information pertaining to the university's anti-racism agenda and ongoing work regarding EDIB.	31/01/2026	Head of HR Transformation & Performance.	By 2027, feedback obtained from applicants indicating that at least 50% of them were aware of the anti-racism and broader EDIB work being conducted at the university, increasing by 10% over subsequent years. 2027, see an increase by 5% in competitive applications from Ethnic Minority applicants. Subsequently, seeing increases of 1-2% annually. Baseline figures to be identified in 2026.
			3.3b Engage with White and Ethnic Minority colleagues who were recently hired to identify what attracted them to Swansea and what additional information may have been beneficial.	31/07/2026	Head of HR Process Improvement.	
			3.3c Based on 3.3a and b, enhance the information provided with role vacancies pertaining to SIREN, EDIB, and local Ethnic Minority community groups (among others).	31/11/2026	Head of HR Transformation & Performance.	
			3.3d Plan and implement an external campaign to celebrate and share the EDIB work and process, particularly regarding anti-racism, that is happening at the university.	31/11/2026	DPVC EDIB.	

3.4	Data pertaining to the hiring rates of academic and researcher shortlisted applicants shows that White applicants are more likely to be hired than Ethnic Minority applicants (in 2023, 22% Ethnic Minority academics who were shortlisted were hired compared to 34% of White academics, and; 19% for Ethnic Minority researchers who were shortlisted compared to 51% of White researchers) and non-UK applicants have a lower success rate than UK applicants (20% of non-UK applicants are successful compared to 36% of UK applicants). Colleagues suggested that, particularly in relation to non-UK applicants, there may be assumed knowledge and/or cultural considerations that may affect performance within interviews and contribute to the lower success rates of Ethnic Minority colleagues.	Reduce the hiring differential between Ethnic Minority and White Academics and Researchers.	3.4a Create a document detailing systemic issues and challenges faced by Ethnic Minority academics and researchers (similar to the one produced to accompany the ACP) to share with hiring panels to ensure consideration of pertinent aspects when making hiring decisions.	31/07/2025	DPVC EDIB with support of Director of HR and SIREN.	By 2026, all shortlisting panel members report an awareness of systemic challenges and issues that may impact upon Ethnic Minority academics and researchers. By 2027, interview questions revised to reduce any potential bias which may arise due to assumed knowledge.
			3.4b Conduct “de-brief” focus groups with select hiring panels when Ethnic Minority applicants and White applicants were interviewed, to identify any consistencies in differences between applicants (e.g., consistent questions that were answered more strongly by White applicants compared to Ethnic Minority applicants) to enable review of questions/framing of questions that may be disadvantaging Ethnic Minority colleagues.		Head of HR Transformation & Performance.	By 2028, reduction in the difference in hiring success rates between Ethnic Minority and White academic applicants, and between non-UK and UK applicants. Specifically, reducing the difference between Ethnic Minority and White academics to no more than 5%, and between non-UK and UK applicants to no more than 10%. By 2028, reduction in the difference in hiring success rates between Ethnic Minority and White researcher applicants from 39% to 25%, reducing further by 2030 to 15%.

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Key Priority 4. Understanding and addressing the difference in promotion success rate between academic Ethnic Minority and White colleagues across all grades.

The applicant success rate for academic Ethnic Minority colleagues is continually lower than for White academic colleagues. This is consistent across all academic levels and needs to be addressed to ensure appropriate progression of all colleagues and increase numbers of Ethnic Minority colleagues at the highest levels in the University. The promotion criteria have recently been revised with a strong steer to addressing racial inequality in the promotion process. A review of this will occur and a series of further actions pertaining to belonging, mentoring, identifying systemic challenges, and tailored guidance for the promotion process have been suggested.

No.	Challenge/Issue	Objectives	Action	Complete by	Owned by	Success Measure
4.1	Data shows that there is an increase in the numbers of promotion applications from Ethnic Minority colleagues over the last few years, (31 in 2020 increasing to 42 in 2022) however, proportionally, there are still fewer applications from Ethnic Minority colleagues than White colleagues. We have recently reviewed the academic career pathways and promotion criteria with an emphasis on support for EDIB work and recognition of broader contributions to the university. It is hoped this will enhance application rates from Ethnic Minority colleagues, but a cycle has yet to be completed.	Increase the numbers of promotion applications from Ethnic Minority academics.	4.1a Review the first round of promotion applications by ethnicity using the new criteria and compare rates to previous applicant numbers from Ethnic Minority and White applicants. Obtain information pertaining to Nationality and Ethnicity to facilitate closer examination of the data.	31/08/2025	Head of Transformation and Performance.	From 2026, steady increase each year in promotion applications from Ethnic Minority colleagues, until the percentage of applications from Ethnic Minority and White colleagues are proportional to the academic population. By 2029, the same proportions of Ethnic Minority and White colleagues apply for promotion annually.
			4.1b Obtain feedback from Ethnic Minority and White colleagues who submitted promotion applications to identify perceptions of the criteria, particularly as it pertains to EDIB.	31/08/2025	Head of Transformation and Performance.	
4.2	Ethnic Minority colleagues report less support and confidence in applying for promotion compared to White colleagues (The external consultation survey showed that 28% of Ethnic Minority staff agreed that their career progression was supported by the university as compared to 32% of White staff).	Create an environment in which all staff, but particularly Ethnic Minority staff, feel they will receive appropriate support to develop in their career and have confidence in submitting a promotion application when they are positioned to do so.	4.2a Obtain feedback from Ethnic Minority colleagues who are at the top of their grade but did not apply for promotion to identify barriers to application.	01/10/2025	Transformational Lead – Performance with support from Head of Equality.	From 2026, steady increase each year in the proportion of promotion applications from Ethnic Minority colleagues. From 2027 onwards, qualitative feedback obtained from Ethnic Minority colleagues at the top of their grades and those attending promotion workshops indicating that they feel supported in applying for promotion. By 2029, the same proportions of Ethnic Minority and White colleagues apply for promotion annually
			4.2b Expand communication regarding the availability of working with mentors to support promotion, ensuring inclusion of information regarding providing inclusive support. Positive action statements related to females, transgender, Ethnic Minority, disabled colleagues to be included in	01/09/2026	Transformational Lead – Performance.	

			communication regarding the mentoring scheme.			
			4.2c Host specific promotion workshops for Ethnic Minority colleagues to address concerns and particularly barriers identified in 4.2a.	01/09/2026	Transformational Lead – Performance.	
			4.2d Review line management training to ensure mentors/line managers are prepared to provide mentoring that specifically meets the needs of Ethnic Minority colleagues as it pertains to supporting their development.	31/07/2027	Transformational Lead: Learning and Development.	
			4.1c Gain feedback from applicants regarding any support or advice they were provided with pertaining to their applications and identify perceptions of helpfulness.	31/08/2025	Transformational Lead: Learning and Development.	
4.3	Although there is an increase in the number of Ethnic Minority academics applying for promotion, the success rates of Ethnic Minority colleagues is lower than that for White colleagues (In 2022, 21% for Ethnic Minority and 48% for White colleagues). In the reviewed promotion criteria we have built in more robust processes to account for systemic challenges encountered due to race/ethnicity, including a list of typically encountered challenges that may impact on progression and clearer articulation of individual circumstances, which we hope will positively impact success rates but it has yet to occur.	Ensure that Ethnic Minority staff are supported to maximise their opportunities to produce successful promotion applications and ensure that all academics have equal chances of success in achieving promotion.	4.3a Obtain feedback from panel members regarding their use of and reference to the EDIB considerations document and the use of individual circumstances to detail race related progression considerations.	31/09/2025	Transformational Lead – Performance.	From 2027 onwards, increase in the success rates of Ethnic Minority applicants annually until by 2029, success rates for Ethnic Minority applicants and White applicants are within 5% of each other across all levels.
			4.3b Expand the promotion mentor programme to include more Ethnic Minority colleagues and upskill White colleagues to understand challenges encountered by Ethnic Minority academics.	31/09/2025	Transformational Lead: Learning and Development.	
			4.3c Organise networking events to support and aid development of Ethnic Minority colleagues	31/09/2026	DPVC EDIB with support of SIREN.	
			4.3d Obtain feedback from Ethnic Minority academics who were successful and unsuccessful in promotion attempts to identify support that was useful and support that is desired to gain promotion.	31/07/2026	Transformational Lead – Performance with support of HR Race equality lead.	

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4.4	Ethnic Minority colleagues share (verbally and through surveys) that they do not believe that the systemic challenges they face are accounted for within the promotion process (The External Survey indicated that 18% of Ethnic Minority staff agreed with the statement that promotions decisions are fair, as compared to 27% of White colleagues).	Ensure that all are aware of the promotion process and the steps taken to understand and account for systemic challenges that are encountered due to race.	4.4a Annually communicate the opening of promotion process, including clear articulation of steps taken to account for individual circumstances and systemic challenges.	31/09/2025	Head of Transformation and Performance with support of DPVC EDIB.	From 2026 onwards, all promotion panel members indicate an understanding and awareness of the systemic challenge that Ethnic Minority Colleagues face and the potential impact on their progression.
			4.4b Annually review the EDIB considerations document that are shared with panel members and highlight any changes made in line with ongoing systemic challenges/insights.	31/09/2025	DPVC EDIB with support of Equality Networks and Faculty EDIB Leads.	By 2029, 75% of academic colleagues indicate confidence in the promotion process and an understanding of the steps taken to account for systemic bias. Information to be obtained through the staff EDIB survey (new question to be added in 2027/2028 to obtain baseline figure).

Key Priority 5. Increasing representation of Ethnic Minority colleagues on decision-making committees across the university.

Data shows that most leadership teams and governance committees are not representative of the institution's Ethnic Minority demographic (14%). Many decision-making committees have no Ethnic Minority colleague representation. This is typically due to there being fewer Ethnic Minority colleagues in leadership positions and subsequently not being eligible to sit on these committees. Additionally, the lower numbers of Ethnic Minority Professors results in there being fewer individuals available to apply for leadership roles and subsequently to be eligible to sit on committees.

No.	Challenge/Issue	Objectives	Action	Complete by	Owned by	Success Measure
5.1	Data demonstrates that there is a lack of ethnic diversity on many of the decision-making committees, and in some instances exclusively, White. For instance, Senate Ethnic Minority representation is currently at 11.8%, which is slightly lower than the institution staff composition at 14%. SLT is currently 100% White. Faculty Leadership Teams have only 10% from Ethnic Minority background (Executive Dean, Deputy Executive Dean, Faculty Operations, Associate Deans and Head of School) and 100% of Professional Services Directors are White.	Increase in diversity of decision-making committees.	5.1a Pilot 'Shadowing Committee' in faculties and Departments for early career Ethnic Minority staff.	31/09/2026	Faculty Executive Deans.	By 2030, all institutional decision-making committees include proportional representation of Ethnic Minority colleagues.
			5.1b Initiate review of committee membership to identify opportunities to expand membership beyond leadership roles.	31/01/2026	Vice Chancellors office.	
			5.1c More broadly advertise committee vacancies on staff intranet and promote among faculty EDI Leads and EDI Network leads to encourage applications from Ethnic Minority staff.	31/06/2026	Head of HR Compliance, Policy & Governance.	
			5.1d Ensure positive action statements are included on committee vacancies and accounted for when selected for positions.	31/06/2026	Head of HR Compliance, Policy & Governance.	
5.2	Most decision-making committees are comprised of Professors and Professional Services Directors (and those in leadership roles). There is a lack of ethnic diversity within the university leadership teams (e.g., SLT, DPVC, PSLT and Faculty Leadership teams (100% White for SLT, 100% White for DPVC, 100% White for PSLT, and 10% from an Ethnic Minority background for Faculty Leadership teams). Thus, there is a need to increase the number of Ethnic	Increase in the number of Ethnic Minority colleagues at the university who internally apply for leadership positions and consequently sit on decision making committees.	5.2a Examine by ethnicity, the proportion of applicants for internal leadership roles.	01/10/2025	Head of Equality with support for DPVC EDIB.	Annual feedback obtained from members of SIREN indicates a steady increase in the likelihood of individuals applying for leadership roles – with at least 50% of those eligible indicating consideration of leadership roles by 2027. Subsequently resulting in a steady increase in numbers of Ethnic Minority colleagues applying for leadership roles – at least 25% increase from the baseline data obtained in 5.2a by 2028.
			5.2b Draw on the experiences of Ethnic Minority colleagues who have completed the diversifying leadership programme to positively influence progress towards race equality. Specifically, integrate these individuals within the EDIB Showcase and host workshops with colleagues and senior leaders to share insights.	01/02/2026	DPVC EDIB.	

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	Minority colleagues at senior levels in the university who are in leadership roles.		5.2c Bi-annual networking events for aspiring Ethnic Minority leaders to include the sharing of lived experiences from both White and minority ethnic leaders.	01/07/2025	SIREN Leads with support from DPVC EDIB.	
5.3	The proportion of external applicants for leadership positions (e.g., grades 9 and above in Professional services or Professor roles and higher in academic roles) is positive (2268 for Ethnic Minority applications from 2021-2023 as compared to 1528 applications from White candidates. The challenge is at the shortlisting stage, where Ethnic Minority applicant shortlisting success is between 16-18%, as compared to 42-43% for White applicants.	Increase in the number of applications from High Quality Ethnic Minority individuals for senior university roles by enhancing the visibility of the institution's EDIB work, particularly related to anti-racism.	5.3a The People and Culture Committee, in consultation with colleagues, agree a single set of University-wide values, having determined what "University Culture" is and how it applies to the institution. Embedded within these values are clear recognition of the value of a diverse population and the support required to maximise support and development of all colleagues.	31/12/2028	VC and Registrar with support of the Head of Employee Relations & Reward and broader People and Culture Committee.	Increase in the numbers of external Ethnic Minority applicants to professorial and leadership positions who are shortlisted. Increase by 10% from 2029 onwards.
			5.3b Engage and agree how we will ensure that EDI is embedded within the People and University Culture Strategy and the associated outcomes, to contribute to creating a sense of belonging and inclusion for all colleagues of all ethnicities and ensure this is widely communicated and advertised.	31/12/2029	DPVC EDIB.	
			5.3c Share best practice of bespoke support to recruit female Professors and subsequently replicate this bespoke recruitment approach for Ethnic Minority professorial applicants.	01/07/2025	Faculty HR Business Partners.	
			5.3d Review all recruitment materials and role descriptions for leadership roles through a race lens including provision of information relating to relevant local environment and facilities.	31/01/2026	Head of Equality and Equality Lead (Race).	
			5.3e Obtain feedback from Ethnic Minority Professors to understand what potential barriers they faced when	31/07/2026	Equality Lead (Race) with support of DPVC EDIB.	

			applying to the university and how these can be overcome.			
5.4	Overall, data show that there are limited numbers of Ethnic Minority leaders within the university and thus a lack of role models for aspiring leaders from Ethnic Minority backgrounds. This can impact on confidence of Ethnic Minority colleagues to apply for leadership roles.	Highlight Ethnic Minority role models, particularly those in leadership positions across the university and improving Ethnic Minority staff involvement with current senior leaders.	5.4a Create opportunities for Ethnic Minority staff to shadow senior leaders.	31/07/2026	VC with support from DPVC EDIB	Data obtained from the 2028/9 staff race survey demonstrates at least 75% of staff are aware of Ethnic Minority leaders and role models within the university (new question to be added to the survey). Data obtained qualitatively from Ethnic Minority colleagues demonstrate increases in confidence to apply for leadership roles by 2028/9 (baseline data to be obtained in 2026/27 for comparison).
			5.4b Coordinate and create opportunities for Staff who complete Diversifying Leadership Programme to work closely with Senior Leaders to help shape institutional services	31/06/2025	DPVC EDIB	
			5.4c University level and local level communication planned regarding university progress pertaining to Ethnic Minority leaders' success and the steps taken to achieve this.	31/01/2026	VC with support from central marketing department and Faculty EDI Leads	
			5.4d Develop a communication plan to share success when Ethnic Minority colleagues achieve at leadership levels.	31/01/2026	DPVC EDIB with support from the Head of Strategic Communication	
5.5	To increase opportunities for diverse individuals to progress into leadership positions, explicit length terms have been added to all leadership roles (below PVC) of 2 years with the option of renewing for 2 years. This ensures that no one "blocks" a leadership opportunity. However, for this to be as effective as possible and subsequently enable more Ethnic Minority leaders within the University, there is a need for more explicit succession planning.	Create a clear succession plan for all leadership roles and provide support to a pool for potential future leaders.	5.5a Review the leadership roles across the university and identify key skills and experiences required to succeed in these roles, sharing these insights with potential leaders.	01/06/2026	Secretary to the VC office.	An understanding of the core leadership skills and experiences needed for future leaders has been identified and a transparent process for identifying future leaders is created. By 2027, the first pool of future leaders has been identified, with proportional representation between Ethnic Minority and White colleagues (with consideration also given to other protected characteristics). By 2029, the first Ethnic Minority colleagues has progressed from the future leader pool into a leadership role.
			5.5b Develop a clear and transparent process for recruiting future leaders, ensuring proportional representation of Ethnic Minority colleagues. from across the University.	01/01/2027	Director of HR with support from Head of HR Transformation and Performance.	
			5.5c Develop and implement a leadership support programme for the cohorts of future leaders, including mentoring with existing leaders.		DPVC EDIB with support from Equality Team and Transformational Lead: Learning and Development.	
5.6	The make-up of the university council is diverse, with greater representation of Ethnic Minority individuals than the university	Create a culture in which best practice pertaining to EDIB is regularly reviewed and shared.	5.6a Review the process through which Ethnic Minority individuals are recruited to and supported to apply to Council.	01/06/2026	Secretary to the VC office.	A proactive and clear process is identified. This is used to inform recruitment and fulfilment of university committees, leading to an increase in Ethnic Minority

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	community (26% Ethnic Minority Council members, against a demographic of 14% Ethnic Minority colleagues). Whilst recognising that recruitment to Council is different to other decision-making committees in the university, reviewing the approaches taken and identifying any best practice that can be replicated into other committees may be useful.		5.6b Drawing on best practice identified in review, develop a process/means through which to replicate this make-up within other committees.	01/02/2027	Director of HR with support from Head of HR Transformation and Performance.	representation to be representational of Ethnic Minority staff by 2030.
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Key Priority 6: Reduce the undergraduate degree awarding differential between White UK students and UK Ethnic Minority and non-UK students.

There is a significant gap between UK White and UK Ethnic Minority students for 'good' degree classifications awarded. UK Ethnic Minority groups are awarded fewer first-class degrees compared to the UK White student group. For non-UK students, the gaps are most pronounced for non-UK Ethnic Minority students. A range of actions have been implemented to address this including the development of a student transitions toolkit for staff to better support students. However, there is a need for further work to be conducted, focused on enhancing our data dashboards so that we can better understand the entry qualifications of students and the potential impact this may have on subsequent success and also enhancing support provided to students and addressing potential issues in our current curriculum and assessment.

No.	Challenge/Issue	Objectives	Action	Complete by	Owned by	Success Measure
6.1	Data show that there is an undergraduate degree awarding differential for UK Ethnic Minority and non-UK students compared to UK White students for 'good' degrees and first-class honours. In 2022/23, 83% of UK White students were awarded a 'good' degree compared to 74% of UK Ethnic Minority and 73% of non-UK students. Similar gaps are evident in data from 2018/19 to 2021/22. In 2022/23, 37% of UK White students were awarded first class honours compared to 31% of UK Ethnic Minority students with gaps of 7% - 29% for different non-UK Ethnic Minority students.	To reduce the undergraduate degree awarding differential which is 'unexplained' (having taken account of qualifications on entry and other relevant factors) for UK Ethnic Minority and non-UK students compared to UK White students for 'good' degrees and first-class honours	6.1a Review assessment literacy support on entry and at all levels of study to determine sufficiency, accessibility and inclusivity for UK Ethnic Minority and non-UK students.	31/07/26	Manager, Centre for Academic Success, Student Life.	From the academic year 2027/28 onwards a year-on-year reduction of 1% in the awarding differential for undergraduate UK Ethnic Minority and non-UK students compared to UK White students until there is no 'unexplained' gap.
			6.1b Identify sector best practice in ensuring student assessment literacy especially for Ethnic Minority students			
			6.1c Teaching staff and students co-create bite-sized guidance and resources to improve assessment literacy, accessibility and inclusivity for all subject areas and levels of study.	31/07/28	Head of Academic Quality Services with support of Head of Swansea Academy of Learning and Teaching.	
			6.1d Implement the planned Curriculum Transformation project for all programmes to ensure race equality in curricula, pedagogy, and assessment.	31/07/2028	PVC Education with support from Head of Academic Quality Services, Associate Deans of Education and Head, Swansea Academy of Learning and Teaching.	
		Data on the impact of different teaching styles and methods on students from UK Ethnic Minority groups and from overseas gathered and shared internally.	6.1e Each subject area to run a biannual drop-in 'club' for UK Ethnic Minority and international students - 'Campfire Chats'. Through informal discussions with students at this club, a resource of first-hand accounts of the different impact of teaching styles and methods will be collated and shared.	31/07/26	Associate Deans of Education and School Education Leads, Faculties	'Campfire Chats' are held in every subject area twice in the 2025/26 academic year and the data collected evaluated and shared via the Swansea Academy of Learning and Teaching as part of the Curriculum Transformation Programme.

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6.2	EDIB including race equality is not addressed in a subject context within curricula. The MPhil Pharmacy degree has recently reviewed its curriculum and developed a specific module pertaining to EDI. Within this module there is a specific focus upon: a. Addressing racial health disparities by understanding how systemic racism impacts health outcomes and access to care. And b. Equipping professionals to provide racially sensitive care by integrating diverse perspectives and addressing racial bias in teaching, research, and practice	Insights from this, and similar modules which are developing across the University, will be shared at the EDIB Enhancement Board and via Academic Quality Services to facilitate the integration of best practice across all our degree programmes.	Work with the MPhil Pharmacy degree Programme Director to share best practice and invite other Programme Directors to share also any learning on race equality and EDI in practice in specific subject contexts.	31/07/29	Programme Director MPhil Pharmacy All other Programme Directors and Faculty School Education Leads	The MPhil Pharmacy learning from its EDI module is shared with the EDIB Board and via Academic Quality Services together with any other good practice on race equality at a subject level.
6.3	Currently it is difficult to fully understand why the degree differential exists due to some challenges with the student records system. For instance, there is a lack of cohort data on qualification outcomes at different stages in the degree (i.e., students who do not reach final year of study), including by ethnicity. Thus, it is difficult to track students who start qualifications at the same time but do not finish them. Additionally, there is a lack of meaningful access to qualifications of UG students on entry, which limits understanding of how this may influence progression. Particularly, it is challenging to review this data from an intersectional perspective and thus it is difficult to identify compounding factors influencing degree outcomes.	Enhanced student record system that enables analyses with more extensive insights (e.g., entry grades, previous experience, cohort tracking) across ethnicities (and other protected characteristics) to better understand why the degree differential may exist. This data to be presented as a student dashboard that can be accessed by all necessary and relevant parties.	<p>6.3a Adapt existing data analysis work on cohort progression to enable filtering by detailed ethnicity and domicile.</p> <p>6.3b Hold a workshop with Admissions, Programme Directors, Chair of REC SAT student data sub-group, Head of Academic Quality Services and other key stakeholders including Faculty EDI teams to agree data to be collected and how it should be stored.</p> <p>6.3c Implement actions from 6.3b including adding a bespoke entry question for each programme group to identify qualification type and specialist requirements e.g. A level Mathematics</p> <p>6.3d Implement intersectional student dashboards with staff training and guidance.</p>	<p>31/05/27</p> <p>31/08/27</p> <p>01/01/2028</p> <p>21/07/29</p>	<p>DPVC Education Head of Academic Records and Systems, Education Services with support from Head of Data Insights, PSPU and Head of Quality Services, Education Services.</p> <p>Head of Admissions, MRI.</p> <p>Head of Data Insights, PSPU.</p>	<p>By 2027, records are held for 95% of enrolled UG students on their qualification types on entry and any specialist requirements.</p> <p>By 2028, student cohorts are tracked and those students who do not reach their final year are identified and comparison by detailed ethnicity and domicile is carried out annually.</p> <p>By 2028, annual analysis occurs of the entry qualifications of all UK and non-UK students applying to UG programmes to enable comparison to exit qualifications to identify reasons for potential awarding differentials.</p> <p>By 2029, all student data is available intersectionally for key individuals to analyse throughout a student's degree enabling, by 2030 immediate analysis of student data and continuous tracking of degree awarding differential data. Subsequently, ensuring the steady decrease in unexplained awarding differential by ethnicity.</p>

6.4	Increasing proportions of non-UK compared to UK students do not declare ethnicity on UG application and/or enrolment. This means that it is difficult to understand the proportions of students from different backgrounds. In 2023/24, 61% of applicants from a non-UK domicile did not declare ethnicity on application compared to 1% of UK UG applicants. The proportion of non-UK students who did not declare ethnicity on enrolment on UG programmes has increased from 3% in 2018/19 to 8% in 2022/23 compared to 1% each year of UK UG students who do not declare.	To increase the number of students who report their ethnicity to enable appropriate support to be provided and analysis of pertinent data to be carried out.	6.4a MRI Admissions and Education Services Academic Records and Systems to review ethnicity data collection processes.	31/07/26	Head of Admissions, MRI with support from Head of Academic Records and Systems, Education Services.	From the academic year 2027/28 onwards a year-on-year increase of 1% in the declaration of ethnicity by UG non-UK applicants and enrolled students.
			6.4b Consultation with applicants and students who do not disclose ethnicity to identify the barriers and potential solutions.	31/07/26	Head of Academic Quality Services, Education Services.	
			6.4c Process and systems changes are implemented to support ethnicity disclosure.	31/07/28	Head of Admissions, MRI with support from Head of Academic Records and Systems, Education Services.	
6.5	Within the student record system, there is limited access to relevant data such as assessment scores and learning engagement to examine awarding differentials by detailed ethnicity over time at key points prior to qualification completion.	To enable identification of points at which gaps narrow, widen or stay the same at key points in an academic year by detailed ethnic group taking into consideration assessment outcomes and learning engagement levels.	As part of the student records system (SITS) development, improve access to assessment and learning engagement data at multiple key points in an academic year by ethnicity which is made available to Programme Directors and Faculties annually.	31/07/27	DPVC Education.	By 2028, all programmes annually review assessment and learning engagement data by ethnicity and provide appropriate support to address any identified gaps. Resulting, by 2029 onwards, a reduction in any identified gaps as they emerge during the degree.
6.6	Data suggests that the effectiveness of student transition support on entry and from study level to level for UK Ethnic Minority and non-UK students is not sufficient. For instance, less than half of UK respondents to the student REC survey, 46%, felt completely or quite a bit connected to other people at Swansea University in contrast to 58% of non-UK respondents. 48% of White UK respondents agreed compared to 44% of UK Minority Ethnic.	To better understand the experiences of UK Ethnic Minority and non-UK students at all levels of study, as they enter the university and transition through it to take steps to enhance the entry and transition experiences.	6.6a Undertake evaluation with UK Ethnic Minority and non-UK students about the effectiveness of current induction and transition activities including access to academic and personal support.	31/07/26	Head of Academic Quality Services, Education Services.	An understanding of the experiences of UK Ethnic Minority students, and the broader student population, as they enter into and progress through the university. Resulting in a plan that is developed and implemented within the student journey.
			6.6b Develop and implement a co-constructed plan to enhance support for UK Ethnic Minority students and non-UK students on entry and transition through the university – with the expectation that this will be integrated within teaching time to support cohort peers to get to know each other.	31/07/2027	Director, Student Life and Head of Academic Quality Services, Education Services.	Data from the student REC survey in 2028/29 indicating a 10% increase in the feeling of connection to others reported by UK Ethnic Minority students. Data from the race student survey in 2028/29 and internal student satisfaction survey indicating at least 60% of Ethnic Minority and non-UK students indicating appropriate

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	<p>Additionally, in an evaluation of initiatives to enhance student experience of underrepresented groups, participants described the transition process as difficult identifying adjusting to new culture and living in Swansea as some of the key issues. Social connections were identified by participants as key aspects influencing their belonging, success and happiness.</p>					<p>support on arrival and transition through their degree.</p>
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Key Priority 7: Establish clear, accessible, and trusted processes for reporting and handling incidents of racism and microaggression on and off campus.

UK Ethnic Minority and non-UK students report encountering racism and microaggressions on and off campus and report a lack of clear formal University reporting structures to address these incidents effectively. To address this we have developed a communications plan for students on anti-racism which is being implemented, developed a new Student Equality, Diversity, Inclusion and Belonging policy, and implement hate crime awareness training for staff. However, the University recognises a need to enhance both the systems available and the communication about these systems to enhance students' confidence and support as it pertains to reporting racism and microaggressions.

No.	Challenge/Issue	Objectives	Action	Complete by	Owned by	Success Measure
7.1	The majority of students are unaware of Swansea University's stance on anti-racism. For instance, REC Survey 2023: The open text comments highlights respondents' perception of a lack of visible positive actions in addressing racial inequality, suggesting they are either insufficient or poorly communicated. Additionally, in the student Race Equality Survey 2022 only 56% respondents perceived the University as anti-racist.	To improve students' awareness of Swansea University's stance against racism to encourage a more supportive environment for the reporting of incidents or issues.	7.1a Develop an annual plan for an anti-racism campaign linked to the overall EDIB calendar of events. 7.1b Visible anti-racism campaign messages are regularly featured on all Swansea University campuses, digital screens, MyUni webpages and social media.	31/07/26 and repeated annually	Head of SPES, Director, Student Life with support from Senior Project Officer (Race Equality, SAI).	In the REC student survey 2028/29, at least 65% of respondents express awareness of the University anti-racism campaign.
7.2	Students are experiencing racism and microaggressions on campus and in the local area but there are no clear formal University reporting processes, structures and support to address incidents of racism and racial microaggressions effectively. For instance, data from the student REC survey shows the following: 22% of non-UK respondents, and 30% of UK Ethnic Minority respondents agree that they have witnessed or been the victim of racial discrimination in the local area.	Provide an accessible and easy to use platform for students for complaints of racism and racial microaggressions, which is widely known by all students.	7.2a Expand the use of Culture Shift to cover reporting on multiple forms of discrimination that intersect with racism and microaggression. 7.2b Communicate, through multiple avenues, the availability of Culture Shift for reporting microaggressions, discrimination, and racism. Ensuring clear guidance for use is provided. 7.2c Establish a workflow with agreed timelines to monitor, track, and manage racial incident casework effectively and efficiently. 7.2d Design a follow-up procedure and transparency in handling a report.	31/07/26 31/07/26	Director of Student Life with support from Faculty Directors of Operations. DPVC EDIB. Director of Student Life with support from Faculty EDI leads. Director of Student Life with support of Faculty EDI leads.	In the 2028/29 REC student survey, at least 70% of UK Ethnic Minority and non-UK respondents, report awareness of the methods for reporting racism and microaggressions. Feedback opportunity offered to all platform users to assess suitability and to achieve a minimum of 50% of users responding being satisfied with their experience. A minimum of 70% of cases are addressed within set time frames and the remainder are addressed not more than 2 weeks beyond the set time frames by July 2027. By July 2030, 95% of cases are addressed within the set time frames. 90% of initial reported cases to receive follow-up within a specified timeframe (10

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	12% of non-UK, and 15% respondents from UK Ethnic Minority backgrounds agree that they have witnessed or been the victim of racial discrimination on campus. Race Equality Survey 2022: Only 11% of respondents expressed complete confidence in the University's reporting systems, and only 5% expressed complete trust in the reporting systems.					working days) with satisfaction monitored through feedback.
			7.2e Launch a 'See it, report it' or 'Call it out' campaign to increase visibility. of reporting mechanisms, both online and in-person.	31/07/27	DPVC EDIB with support from the Head of Academic Quality Services, and the President of the Students' Union.	Increased year-on-year engagement with campaign and reporting mechanisms via number of QR code scans.
			7.2f Mandatory training for student facing staff on the report and support processes including signposting to enhance efficiency and empathy in handling cases.	31/07/27	Director, Student Life	70% of student-facing staff trained by 2027, with 80% of them reporting increased competence in handling incidents based on pre and post training evaluation. Increasing by 5% annually until all pertinent staff trained.
			7.2g Conduct a quarterly, and annual review of reporting process effectiveness, monitor trends in data, response times, and overall student satisfaction to identify areas for improvement.	31/07/28	Director of Student Life with support of DPVC EDIB.	Initial trends in reporting identified by 2028 providing a baseline of two years of data regarding racism and microaggressions. Subsequently, plans developed, and steps taken to address and subsequently reduce incident rates by 2030.
7.3	Students report a lack of trust and confidence in staff and peers calling out racism and microaggression. For instance, in the 2023 Student REC survey, data showed the following: Only 42% of non-UK, and 51% of respondents from UK Ethnic Minority backgrounds indicate confidence in calling out a person showing racist behaviours. Only 54% of non-UK, and 54% of respondents from UK Ethnic Minority backgrounds indicated confidence in staff calling out racially inappropriate behaviours.	To enhance support for staff in handling complaints and improve students' confidence in reporting and to develop the skills, knowledge, and empathy of students in racial encounters.	7.3a Develop institutional guidance that links to the Student EDIB policy, on handling racial incidents	31/07/26	Head of Academic Quality Services, with support from Director, Student Life.	By 2028/29 10% increase in UK Ethnic Minority and non-UK students reporting that they trust and have confidence in staff and peers calling out racism and microaggressions as reporting in the student REC Survey.
			7.3b Re-introduce the student anti-racism online course with in-person workshops as educative tools to understand own experiences and those of their peers.	31/07/26	Senior Project Officer (Race Equality)	At least 50% of all students complete the course by 2027, increasing by 5% annually. Subsequently contributing to the success measure for 7.3a.

Additional Actions

No.	Challenge/Issue	Objectives	Action	Complete by	Owned by	Success Measure
8.1	The structure for gaining EDI insights and progressing our Race agenda within Professional Services is more limited.	Ensure that all areas of the University are represented in seeking to progress our Race work.	8.1a Introduce Professional Service EDI champions for each directorate who will sit on the EDIB Enhancement board.	31/05/2026	Registrar with support of Professional Services Directors.	By 2026, All Professional Services Directorates have an EDI champion in place. By 2027, feedback from Professional Services EDI champions indicates that they feel their contribution to Race progression is acknowledged and valued (via their PDR).
			8.1b Formally include acknowledgement and discussion of EDI champions in PDR.	31/05/2027		
8.2	The current REC SAT is not representative of the ethnic diversity of the University Staff populations. Specifically, there is a higher representation of Ethnic Minority Staff, which could be leading to excessive workload on these colleagues.	Create an environment where staff from all ethnicities take responsibility for addressing and advancing the University Race agenda.	An annual call for members to ensure continual engagement and refreshment of ideas and insights.	31/05/2025	DPVC EDIB.	By 2026, REC SAT includes a 25% increase in White Colleagues. By 2027, REC SAT is representative of the University Staff body.
8.3	Response rates to the staff survey were low and this is impacting on the reliability of the data. Similarly, there was a disproportional representation of students from two faculties, which may be impacting the data as well as an overall small proportion of students who engaged.	Increase response rates from students and staff to our EDIB/Race survey to increase confidence in data and increase the engagement of students from the Faculty of Medicine, Health, and Life Sciences.	8.3a Plan and implement a clear communication strategy regarding the staff survey, highlighting the benefits of participating.	31/05/2027	DPVC EDIB with support of Head of Strategic Communication.	30% increase in total response rate to the next staff EDIB/Race survey (2027/28) and then increasing 5% each year (from 474 responses in 2023, which was a 9.1% response rate). An increase of at least 2 percentage points in the proportion of students who complete the REC survey by 2029.
			8.3b Plan shout outs in lectures for core modules, roadshows, information engagement opportunities, standing agenda items at Boards of Studies, Student Engagement Forums and other appropriate events.	31/07/2027	Head, Academic Quality Services.	
			8.3c Targeted communication to the Faculty of Medicine, Health and Life Sciences to enhance engagement in student survey.	31/05/2027	CEO SUSU and Head of Swansea Academy of Inclusivity.	
8.4	Staff currently indicate that they are lacking in confidence to raise issues of racism or microaggressions.	Empower staff to feel confident in their ability to raise issues pertaining to race that they experience and witness.	Bi-annual communication of our staff processes relating to dignity at work and study and the grievance process.	01/01/2026	Director of HR and Head of Strategic Communication.	In 2028, staff report an increase by 20% in their awareness and confidence in the procedures we have in place related to manage issues of racism/microaggressions.
8.5	Although we have dashboards to enable examination of staff data, there is a need to expand them further to enable exploration through an Intersectional lens.	Annually review intersection data pertaining to our staff populations.	Enhance the staff data dashboards to incorporate more intersectional data.	01/07/2026	Director of HR.	From 2027, annual review of staff data possible through an intersectional lens.

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8.6	White and UK academics are less represented on our Teaching and Research pathway than Ethnic Minority and non-UK colleagues (41% White UK compared to 55% Ethnic Minority UK; Both White and Ethnic Minority non-UK at 75%)	Better understand why Ethnic Minority and non-UK staff are in Teaching and Research contracts compared to White and UK staff.	Engage in focus groups with HR colleagues as well as academics on T and R contracts to identify any barriers and facilitators to being hired onto a T and R contract.	01/05/2026	Head of Transformation and Learning.	By 2027, understand the distribution of White and Ethnic Minority as well as UK and non-UK staff across our academic pathways.
8.7	Over recent years, there has been a slight decrease in the percentage of researchers from an Ethnic Minority background and an increase in those from a White background.	Understand any trends in the hiring of researchers by ethnicity.	Annually review researcher hire data by ethnicity.	01/01/2026	DPVC Research Culture.	Maintenance or improvement in the percentages of researchers from Ethnic Minority backgrounds annually
8.8	Graduate outcomes data is not available by ethnicity (GO system)	Identify if there are differences in graduate outcomes by ethnicity	8.1a Use respondent data to determine if the Graduate Outcomes data is representative of the Swansea University student population	31/07/27	DPVC Employability with support from Head of Employability and Placement Services, Student Life	Data is shared with Faculties on the representation of Ethnic Minority students in the Graduate Outcomes response data and action taken to address any issues with engagement. Sector lobbying results in agreement to provide Graduate Outcomes data by detailed ethnicity.
			8.1b Work with the sector to lobby for the availability of Graduate Outcomes data by ethnicity	31/07/209		