



Partnership: **CaBan Bangor**

Programme(s): **BA Primary / PGCE Primary / PGCE Secondary**

## **CaBan Bangor Initial Teacher Education (ITE)**

### **Black, Asian and Minority Ethnic Recruitment and Retention Plan**

The Welsh Government (WG) has committed to a vision of seeing Wales as an anti-racist nation.

Statistics on the diversity of the education workforce in Wales published by the Education Workforce Council (EWC) show that the proportion of school teachers who were Black, Asian and Minority Ethnic was 1.3% in 2021 (Education Workforce Council, 2021). In contrast, the latest school census (as at April 2021) indicates that 12.1% of pupils aged 5 or over in Wales are Black, Asian and Minority Ethnic.

The WG have produced an Anti-racist Wales Action Plan and within this plan, one of the goals is to:

**To increase recruitment of teachers from ethnic minority communities into the Education sector with a clear focus on recruitment onto Initial Teacher Education (ITE) programmes.**

The Welsh Government Anti-racist Wales Action Plan also highlights the importance of a more representative workforce in Welsh schools, setting a specific goal of improving the diversity of the teaching workforce, as well as other goals around:

- improving the experiences of Black, Asian and Minority Ethnic learners and teachers in schools, by taking an inclusive and anti-racist approach to teaching and school experience;
- embedding anti-racist professional learning; and
- improving understanding of diversity and racism in the wider education sector.



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### **Bangor University**

UK figures show us that, in 2020/21, 98.3% of all UK domiciled students disclosed ethnicity information. Of those whose ethnicity information is known, 25.3% identified as Black, Asian and Minority Ethnic. Black, Asian and Minority Ethnic representation varied by country; 28.9% in England, 12.8% in Wales and 3.8% in Northern Ireland. There are also considerable regional differences across the UK.

Bangor University is based in North Wales and attracts 50% of its students from the local areas.

Across North Wales, the % Black, Asian and Minority Ethnic (BAME) population is relatively small compared to other parts of Wales and in particular, South Wales.

- 19.4% of all Bangor University students identified as Black, Asian and Minority Ethnic in 2020/21 of which 7.7% of all UK domiciled students identified as Black, Asian and Minority Ethnic.

### **Action Plan**

| <b>Area 1 – Recruitment</b>   |                          |                   |                        |                         |                        |
|---|--------------------------|-------------------|------------------------|-------------------------|------------------------|
| <b>Action step descriptions</b>   | <b>Staff responsible</b> | <b>Start date</b> | <b>Completion date</b> | <b>Comments Actions</b> | <b>Comments Impact</b> |
| 1. Gather historic data on Black Asian and Minority Ethnic recruitment to date and analyse for patterns. Review application, offer and acceptance data. <ul style="list-style-type: none"> <li>• Determine which geographical areas of the UK are Black Asian and Minority Ethnic students recruited from.</li> </ul> | HW and data team         | June 2022         | Oct 2022               |                         |                        |



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|--|-----------------------|------------------|----------------------|--|--|
| <ul style="list-style-type: none"> <li>Identify Black Asian and Minority Ethnic teachers working in partnership schools who could be approached to support this area of work.</li> </ul>   |                       |                  |                      |  |  |
| <p>2. Review current recruitment procedures to ensure they are inclusive and not disadvantaging Black Asian and Minority Ethnic applicants.</p> <ul style="list-style-type: none"> <li>How diverse are the student interview panels? – Consider establishing a pool of panels members from Black Asian and Minority Ethnic backgrounds with support from partnership schools, internal staffing, former Black Asian and Minority Ethnic students.</li> <li>Consider positive action and create a questionnaire to determine if positive action can be enacted.</li> <li>Include a formal offer of application support for Black Asian and Minority Ethnic students.</li> <li>Evaluate feedback methods for unsuccessful applicants from Black Asian and Minority Ethnic backgrounds and offer feedback on their application supported by guidance to help improve their chances if they re-applied.</li> </ul> | <p>GF , FT and SP</p> | <p>June 2022</p> | <p>December 2022</p> |  |  |

|   |                     |                                 |                                  |  |  |
|---|---------------------|---------------------------------|----------------------------------|--|--|
| <p>3. Review Bangor University website material to ensure it is inclusive and provide a summary with any actions to be considered.</p> <ul style="list-style-type: none"> <li>Review any other websites and social media communication to be reviewed (e.g., Students union / Facebook)</li> </ul>  | <p>SP</p> <p>SP</p> | <p>May 2022</p> <p>Sep 2022</p> | <p>July 2022</p> <p>Dec 2022</p> |  |  |
| <p>4. Review recruitment and marketing materials such as leaflets, posters, videos, pull up banners and prospectus to ensure they are inclusive of Black, Asian, Minority Ethnic content and representation.</p>  | <p>SP</p>           | <p>Sep 2022</p>                 | <p>Dec 2022</p>                  |  |  |
| <p>5. Target promotion in areas that may attract more Black Asian and Minority Ethnic students</p> <p><b>Produce a marketing strategy to include:</b></p> <ul style="list-style-type: none"> <li>Specific undergraduate pathways across the University.</li> <li>Other UK Universities with higher levels of Black Asian and Minority Ethnic students.</li> <li>Places of worship and community centres.</li> <li>Connect with third sector community organisations working with Black Asian and Minority Ethnic groups.</li> </ul> | <p>HW, SP, AL</p>   | <p>Autumn 2022</p>              | <p>July 2023</p>                 |  |  |



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|---|--------|-------------|--------------|--|--|
| <ul style="list-style-type: none"> <li>• Partnership schools sixth forms with high percentage of Black Asian and Minority Ethnic pupils.</li> <li>• University ‘talking heads’ with Black Asian and Minority Ethnic students.</li> <li>• Link with other stakeholders such as SEREN network and Teach First charity.</li> <li>• Target Black Asian and Minority Ethnic employers in CA positions across the region.</li> <li>• Promote in local and national media outlets where their main audience is Black Asian and Minority Ethnic communities (e.g. Asian Eye, Sky channels, The Voice).</li> <li>• Targeted promotion and engagement with Black Asian and Minority Ethnic communities by attending multicultural events such as Melas, Carnivals and exhibitions.</li> </ul> |        |             |              |  |  |
| <p>6. Look at recruitment processes for employing staff to ensure they are inclusive and not disadvantaging Black Asian and Minority Ethnic applicants (see Area 4).</p> <ul style="list-style-type: none"> <li>• How diverse are the staff interview panels? – consider establishing a pool of panels members from Black Asian and Minority Ethnic backgrounds with support from partnership schools, internal staffing, former</li> </ul>   | CH. HW | Autumn 2022 | January 2023 |  |  |



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| <p>Black Asian and Minority Ethnic students and other stakeholders.</p> <ul style="list-style-type: none"> <li>• Consider positive action and create a questionnaire to determine if positive action can be enacted.</li> <li>• Can blind recruitment be implemented if not already?</li> </ul> |  |  |  |  |  |
|---|--|--|--|--|--|

| Area 2 – Retention   |                   |            |                 |                 |                 |
|--|-------------------|------------|-----------------|-----------------|-----------------|
| Action step descriptions   | Staff responsible | Start date | Completion date | Comments Action | Comments Impact |
| 1. Carry out focus group interviews to seek to understand students' experiences                                    | SP                | Sept 2022  | Oct 2022        |                 |                 |
| 2. Carry out focus group interviews to seek to understand staff experiences  | SP                | Oct 2022   | Nov 2022        |                 |                 |
| 3. Carry out online survey with Black Asian and Minority Ethnic staff and students who are not in the focus groups | HW                | Oct 2022   | Nov 2022        |                 |                 |
| 4. Review pastoral support procedures to include:  | AO                | Sept 2022  | Dec 2022        |                 |                 |



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|---|------------|-----------|-----------|--|--|
| <ul style="list-style-type: none"> <li>• Black Asian and Minority Ethnic student teachers on school placements, review procedures and guidance for student teachers while on placements in schools.</li> <li>• Review reporting incidents of racism so that all student teachers know where to turn when out in school or at university.</li> <li>• Review procedures and guidance for reporting incidents of racism by staff.</li> </ul> |            |           |           |  |  |
| 5. Review partnership arrangements and school partnership agreement.  | HW         | July 2022 | Sep 2022  |  |  |
| 6. Assess the campus and halls of residence, does it promote belonging and inclusivity for all students, staff and wider community.   | HW/SP      | Jan 2023  | July 2023 |  |  |
| 7. Identify a series of support sessions for wider staff on inclusive working and practices (see Area 4).   | SP, AO. HW | Sept 2022 | July 2023 |  |  |
| 8. Set up a Black Asian and Minority Ethnic staff and student network that can support the aims within this action plan and also the wider work on diversity and inclusion.   | HW         | Sept 2022 | July 2023 |  |  |



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| <b>Area 3 – Curriculum</b>   |                          |                   |                        |                         |                        |
|--|--------------------------|-------------------|------------------------|-------------------------|------------------------|
| <b>Action step descriptions</b>  | <b>Staff responsible</b> | <b>Start date</b> | <b>Completion date</b> | <b>Comments Actions</b> | <b>Comments Impact</b> |
| 1. Review existing modules to ensure they address Black Asian and Minority Ethnic related issues in schools. | Course Directors         | July 2022         | Sept 2023              |                         |                        |
| 2. Review existing modules with a view to decolonise the curriculum.   | Course Directors         | July 2022         | Sept 2023              |                         |                        |

| <b>Area 4 – Workforce training and professional development on race awareness</b>   |                          |                   |                        |                        |                        |
|---|--------------------------|-------------------|------------------------|------------------------|------------------------|
| <b>Action step descriptions</b>   | <b>Staff responsible</b> | <b>Start date</b> | <b>Completion date</b> | <b>Comments Action</b> | <b>Comments Impact</b> |
| 1. Race equality training to university staff delivered by people with lived experiences including racial bias, microaggressions and understanding structural racism. | SP                       | Oct 2022          | July 2023              |                        |                        |





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| <p>2. Everyone involved in the recruitment process will undergo training to understand, identify and address bias and racism, to include recruitment and job evaluation panel chairs and panelists, recruiting managers, wider team members, HR Managers.</p> | <p>SP</p> | <p>Feb 2023</p> | <p>July 2023</p> |  |  |
| <p>3. Compile a list and make available anti-racism resources to support continued staff learning.</p>  | <p>SP</p> | <p>Apr 2023</p> | <p>July 2023</p> |  |  |