## Social Inclusion Strategy Objectives

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<tr>
<th>Strategic area &amp; SI priority</th>
<th>Priority Actions</th>
<th>Milestones</th>
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| **Education (including WP)** | • Publish data on admissions, retention and attainment on ethnicity, gender, disability and economic disadvantage for students. To include intersectionality | • Targets set and embedded into departmental action plan and social inclusion dashboard agreed  
• Data published & actions identified to achieve targets |
| (Chris Hughes & Paul Blagburn) | • Improve quality & quantity of diversity data on students                         | • Actions identified to improve data                                         |
|                             | • Establish strategic approach to Sanctuary scholarships to meet commitments made and retain status | • Eligibility Criteria reviewed and aligned with WP approach  
• Establish governance & decision making process  
• Review and embed student lifecycle support for Sanctuary students  
• Identify actions needed to continue as a Sanctuary University |
|                             | • Challenge thinking and approach to WP from focusing solely on increasing the number of students from economically deprived backgrounds to also engaging and contributing to discourse on the causes of young people not aspiring to or able to achieve a university education, particularly in the early years | • Research, conferences and seminars. Publication of good practice. |
|                             | • Establish a strategic and co-ordinated approach across the University in WP activities to ensure best use of resources, outcomes that contribute to the University objectives and maximum impact on increasing numbers of students from economically deprived and under-represented backgrounds. | • Increased partnership work across the university  
• Better use of resources for greater impact  
• Greater impact on issues regarding intersectionality |
|                             | • Widen access to education through alternative routes such as degree apprenticeships and 2+2 degrees | • Introduction of alternative ways of testing potential and ability to traditional tests and qualifications  
• Influencing external and internal stakeholders to adopt different lens on testing potential and ability  
• Increased support prior, during and after alternative routes into degree education |
|                             | • Improve access to care Leavers                                                 | • Commitment to Care Leavers Covenant to improve access and student experience.  
• Identify barriers and issues faced by students from a care leaver background and appropriate interventions |
|                             | • Develop inclusive and responsive curriculums to reduce the attainment gap and provide a more inclusive experience for students | These are the outcomes based on the recommendations likely to be made by learning circle on race:-  
• Establish an institutional inclusive framework to build inclusivity within all aspects of the academic cycle from ‘concept’ to ‘review’. This would incorporate the development and revitalisation of curricula, through the practice of teaching and learning, to the process of assessment and to programme review, modification and revalidation. In doing so, inclusivity is treated as an ongoing measure of quality assurance and enhancement.  
• Every academic department to submit an annually monitored plan of how they intend to decolonise their curriculum in line with the above framework and reflections on their progress  
• Staff training – embed the BAME attainment and experience gaps in all aspects of initial and continuing staff training  
• Incorporation of best practice for BAME student engagement in department initiatives aimed at BAME students  
• Establishment of an anti-racist teaching forum and resources (a centre of support for individual staff and departments)  
• Establishment of anti-racist programme or series of workshops for professional services and academic staff  
• Proactive interventions to increase the number of BAME academic and professional service staff at higher grades (see People section) |
### Regional Leadership

#### (Kate Hughes)

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| • Raise Warwick profile on social inclusion in the region through partnership and engagement with key stakeholders including statutory, community and corporate sectors  
• Become a role model in the region for inclusive and diverse leadership | • Support WMCA and the Leadership Commission in increasing the diversity of leadership in the region through the leadership pledge and delivering on Warwick’s pledge. Embedded in the people strategy actions the pledge is:  
  o Develop and implement a suite of actions to increase the ethnic diversity of our staff to reflect the region  
  o Increase the number of women and BAME people in senior positions  
  o Engage and support staff to model inclusive behaviours that support diversity to thrive in the workplace |
| • Become a leading provider of adult education and alternative routes into Warwick University through Life Long Learning Centre and Apprenticeships | • Is this regional or education? Both?  
• Milestones and priorities to be discussed with research |
| • In relation to Coventry’s Cultural Strategy, and the opportunities afforded by City of Culture:  
  
  o position ourselves at the heart of the work being done around access to the arts and culture and social change for diverse communities  
  o work in collaborative ways with regionally-based organisations and communities to co-produce interventions in and responses to the opportunities afforded by City of Culture  
  o Champion teachers and researchers who reach out in innovative ways to under-represented groups in the region | |
| • Using our research expertise to understand, support and empower marginalised and vulnerable communities in Coventry and the region as part of our place-making responsibilities | • Establish a commission across the university into social inclusion  
• Work in partnership with key stakeholders to identify through research and practice interventions that tackle disadvantage that in later years prevents access to HE. |
| • Support WP programmes and access initiatives and engagement in schools and colleges in local communities (in support of Education and WP Strategies) eg, IntoUniversity initiative | TBC |
| • Deliver Canley, South Leamington and other community programmes | TBC |
| • Support the further expansion of Warwick Volunteers for students to develop further their community engagement experience and leadership skills. (In support of the Education and employability Strategies) | TBC |
| • Support the development and delivery of a new staff volunteering framework, providing appropriate formal recognition and enhance Learning and Development (In support of the People Strategy?) | TBC |
| • Support the region’s commitment to address stubborn health equalities, improve physical and mental wellbeing across all communities | TBC |

### Internationalisation

#### (Ailsa Chambers)

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| • Ensure all students and staff are able to access high quality international mobility opportunities for work and study | • Explore options that allow modules to be taken with international partner universities but recognised by the ‘home university’ for a greater and more accessible international experience. Make recommendations to Education Committee.  
• Explore options for international experience to have more flexible timings than the current academic calendar to increase access to such opportunities ‘non-traditional students’ |
| • Promote and embed intercultural Training across student curricula and staff training to ensure the campus community is confident in promoting respectful interactions between different cultures | • Evaluate the impact of intercultural training and expand connections with the diversity and respect agenda  
• International students experience a truly inter-cultural experience |
## Social Inclusion Implementation Plan – draft April 2019

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| **People (including SU)**   | ● Increase the diversity of staff through a suite of interventions to:  
  ○ Establish a reputation and brand as an inclusive employer  
  ○ Increase the diversity of leadership teams across the University | ● Actions agreed to develop and promote Warwick as an inclusive employer including external kite marks such as Athena Swan, Stonewall and Race Equality Charter Mark  
  ● Set targets for senior positions for academic and professional staff for gender and BAME (to be incorporated into Social Inclusion dashboards)  
  ● Establish and implement an accelerated leadership development programme for under-represented group  
  ● Establish and implement positive action programmes in the fellowship programme to diversify the talent pipeline  
  ● Deep dive into systems and processes for recruitment & promotion to identify barriers to recruitment and progression for diverse talent and introduce checks and balances to avoid bias in decision making | 
| Geraldine Mills             | ● Engage, educate and empower staff to live values and behaviours that promote inclusion | ● Engage and work with our senior leadership teams to embed inclusive leadership behaviours to include mentoring and sponsorship of diverse talent  
  ● Recognition of individual and team contributions to developing and advancing discourse and practice for social inclusion  
  ● Establish work practices that support a flexible working culture | 
|                              | ● Be exemplary in our approach to tackling sexual/hate violence and harassment for students and staff through working in partnership with key stakeholders and taking into account the recommendations of the ‘Respect and Wellbeing Education’ project and the work on values and behaviours | ● Education and interventions in place to raise awareness to deter and prevent sexual/hate violence and harassment incidents  
  ● A code of conduct for students and staff to be introduced  
  ● Implement a reporting system with appropriate support and investigation process into complaints | 
|                              | ● Work in collaboration with the students union to:  
  ○ Support inclusive leadership development of SU officers and students  
  ○ Create inclusive and responsive curriculum  
  ○ Engage with BAME students to improve the experience of all students  
  ○ Tackle discrimination and harassment on and off campus | ● Students translate their leadership experience and learning it to real job opportunities  
  ● Ensure that students have an inclusive and culturally diverse educational experience  
  ● Create welcoming safe and inclusive communities on and off campus | 
|                              | **University KPI’s**  
  (Faye Murray) |  
  ● Inclusion at FA9: Split by professional vs academic, and also gender (female) and ethnicity (BAME)  
  ● A WP related metric but we are waiting for the new WP Strategy to be approved. Likely to be something around the success/attainment gap | 
|                              | The Tier 2 KPIs will be something akin to this:  
  ● Pay Gap (academic only at FA9), gender and ethnicity  
  ● Proportion of WP students accepted (LPN and BAME)  
  ● Develop University of Warwick Social Inclusion Dashboard | ● Dashboard agreed and adopted by Professional Services and Academic Faculties | 
|                              | **Communications**  
  (Laura du Plessis?) | ● Increase awareness and open debate about inclusion at Warwick and facilitate change engagement on the themes, actions and priorities that will enable delivery of the strategy. There will be four outcomes to the communications plan:  
  ○ Inspiration – creating awareness amongst student and staff audiences  
  ○ Conversation – sharing information on the vision and timelines, listening to what people think, developing key themes and actions, identifying opportunities for deeper engagement, reflecting back  
  ○ Conversion – launch of the strategy and focused drive to share it and show how people can get involved (online and physical campaign generating coverage and talk ability)  
  ○ Commitment – regular reflection on strategy actions and shift in environment at Warwick to evidence continued progress and development (e.g. regular news items, events/activities, reference in strategy updates and in corporate (senior) narrative on culture and values) | ● Actions and milestones to be agreed but will include:  
  ○ Videos  
  ○ Seminars/events  
  ○ Increase in the number of voices being heard on issues of social inclusion  
  ○ Issues of social inclusion embedded within all our communications and discussions (of relevance)  
  ○ Launch of strategy and continued profile and engagement |
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<td><strong>Research</strong> (Pam Thomas)</td>
<td>• Increase the diversity of researchers whose work is presented. The suite of interventions put in place to increase the diversity of staff (outlined in the People section) will ensure diversity in the university’s research agendas</td>
<td>TBC</td>
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<td>• Foster an approach to research which positions Warwick as a world-leader in addressing inequality and social inclusion</td>
<td>Potential to explore research partnership work through Social Mobility Pledge &amp; through setting up a university commission</td>
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<td>• Monitor and evaluate the impacts of challenge-driven research which seeks to catalyse positive change for diverse communities</td>
<td>Invest in early years learning and its relationship to inclusion and equality through research and partnership work to impact on government policy and practice</td>
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<td>• Champion collaborative research methods which focus on the co-production of research with diverse local, national and international communities</td>
<td>Develop our reputation as a place for identifying causes of inequality and solutions that drive inclusion</td>
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<td>• Promote and embed research dissemination practices which are inclusive and reach out to communities beyond the university in the broadest ways:</td>
<td>Set up a University Commission for Social Inclusion</td>
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<td>o Support this by properly resourcing research impact and public engagement with inclusivity at the heart of its agenda</td>
<td>Establish equivalent of 30% club for universities</td>
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<td>o Model this commitment by making visible work being done at all career stages that reaches out to diverse publics</td>
<td>TBC</td>
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<td>o Evaluate via regular reflection on strategy actions and shift in the audiences for research impact and public engagement at Warwick to evidence continued progress and development</td>
<td>Design and delivery of action plan for accessibility for compliance with the EU Directive on Public Sector Web Accessibility including:-</td>
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<tr>
<td></td>
<td>• Meet the compliance requirements of the EU Directive on Public Sector Web Accessibility</td>
<td>Accessibility Statement(s)</td>
</tr>
<tr>
<td></td>
<td>• Meet the compliance requirements of the EU Directive on Public Sector Web Accessibility</td>
<td>Joined-up guidance to content authors</td>
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<td></td>
<td>• Meet the compliance requirements of the EU Directive on Public Sector Web Accessibility</td>
<td>To enable key implementers to report up into the group where they hit barriers, including where there are requirements beyond current provision</td>
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<td>• Meet the compliance requirements of the EU Directive on Public Sector Web Accessibility</td>
<td>Co-ordination over online accessibility considerations for the EU Directive but also to coordinate issue raised by the Disability Standards Group where appropriate</td>
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<td></td>
<td>• Meet the compliance requirements of the EU Directive on Public Sector Web Accessibility</td>
<td>Raise awareness of online accessibility across all stakeholders</td>
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<tr>
<td><strong>IT</strong> (Amber Thomas)</td>
<td>• Meet the compliance requirements of the EU Directive on Public Sector Web Accessibility</td>
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<tr>
<td><strong>Estates &amp; Procurement</strong> TBC</td>
<td>• Meet the compliance requirements of the EU Directive on Public Sector Web Accessibility</td>
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<tr>
<td><strong>Innovation TBC</strong></td>
<td>• Meet the compliance requirements of the EU Directive on Public Sector Web Accessibility</td>
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