

The OU ITE Partnership

Postgraduate Certificate in Education

Black, Asian and Minority Ethnic Strategy (2022–2025)

Context

The Welsh Government has committed to increasing the representation of Black, Asian and Minority Ethnic teachers in Wales to match the ethnic diversity of the pupil population more closely.

For the academic year 2021/22, 5 per cent of all new entrants to Initial Teacher Education (ITE) in Wales were from Black, Asian and Minority Ethnic backgrounds.¹ The Open University ITE Partnership has enrolled two cohorts of student teachers; in 2020, 5 out of 126 (4 per cent) reported being from a Black, Asian and Minority Ethnic background; with 7 out of 139 (5 per cent) in the 2021 cohort.²

In the 2022/23 academic year, The Open University enrolled 5 out of 124 students (5 per cent) and 9 out of 181 students (5 per cent) in the 23/24 academic year.

Vision

The OU ITE Partnership will deliver an inclusive PGCE programme, that increases the number of Black, Asian and Minority Ethnic student teacher candidates enrolling and successfully completing an ITE course, which will contribute to diversifying the Welsh teacher workforce.

Overview

The OU ITE Partnership Black, Asian and Minority Ethnic strategy will therefore inform actions that will contribute to achieving and sustaining this vision. To do this, all aspects of the OU PGCE Programme need to be addressed, recruitment, student experience, workforce diversity and interactions with partners and the wider Black, Asian, Minority Ethnic communities.

Adopting an anti-racist approach to design and implementation of functions and

policies, and zero tolerance towards racism, the OU ITE Partnership commits to continuously monitoring and reviewing the effectiveness of the strategy and action plan, and to be held to account.

The following priority areas have been identified, with actions proposed for achievement within the short (1 year); medium (1-3 years) and long term (3 years+). There will be active involvement of OU PGCE student teachers, OU colleagues (teaching and non-teaching), partners and communities to support the implementation of the strategy and action plan. This strategy and action plan will be kept under constant review, and there will be formal periodic reviews – 18 months (January 2024) and 3 years (July 2025). The strategy and action plan will be revised accordingly to address current OU ITE Partnership and Welsh Government priorities.

Welsh Government (2022) [*Statistical Bulletin: Initial teacher Education Wales, 2020/21*](#). p. 23.

² For the 2020 cohort, no response was received from one student teacher on ethnicity, and 12 did not submit a response regarding ethnicity in the 2021 cohort.

As of August 2023, applications from Black, Asian and Minority Ethnic backgrounds to the 23/24 academic year had increased by 36% compared to the 22/23 academic year.

The OU ITE Partnership's Black, Asian and Minority Ethnic Strategy



Priority Area Priority Information

- | Priority Area | Priority Information |
|---------------|---|
| 1 | All aspects and stages of the recruitment process are inclusive and pro-actively support Black, Asian, Minority Ethnic applicants, prospective and potential candidates for ITE. |
| 2 | Course content and supplementary materials reflect, respect and include diverse lives experiences, cultures and heritage. |
| 3 | Black, Asian and Minority Ethnic students and communities participate in developing and helping to evolve understanding and skills to implement anti-racist practice in teacher education with co-production arrangements in place. |
| 4 | Anti-racist practice is integrated as a cross-cutting and specific element in continuous professional development for all students, staff and the wider partnership. |

- 5 Programme processes and procedures are easily accessed, transparent and supportive, and enable and encourage staff and students to report grievances and complaints that may include race related issues and incidents.
- 6 Progress against the strategy and implementation plans is regularly monitored and evaluated within the OU ITE Partnership governance structure at Partnership Committee and included in all annual staff performance appraisals moving forward.

The following action plan offers an indication of actions required to achieve the priorities and includes the themes of *leadership and governance, co-production, resources, student lifecycle, public interface and monitoring and evaluation* that are interwoven across all priorities. Some specific targets and expected impact and outcome are also presented. The strategy and action plan will be kept under review and revised accordingly. Training, monitoring and course auditing systems and tools will be developed to meet the specific needs and features of the OU ITE Partnership in co-production with relevant student, employee, partner and community groups and representatives.

Priority Information Review of Action taking during Academic Year 22/23

Area

- | | |
|---|--|
| 1 | <ul style="list-style-type: none"> - Standing item on RAR Subcommittee with termly reporting from strategy lead - Student representative input into termly Senedd Fach meetings and governance structure - Marketing materials reflect inclusivity. - Annual review of interview process and collation of student surveys/feedback for continued reflection and refinement of processes - Stronger links with MarComms to develop new marketing strategies including paid socials, event attendance. - 36% increase in BAME applications to 23/24 programme - The promotion of the Black, Asian and Minority Ethnic incentive grant |
| 2 | <ul style="list-style-type: none"> - Standing item on Teaching and Learning Subcommittee with termly reporting from strategy lead - Show Racism the red card included in the seminar series - All Curriculum Tutors invited to completed the Union Black programme |
| 3 | <ul style="list-style-type: none"> - Student working group established - Survey established to review the take up of Incentive grant and to raise awareness of strategy |
| 4 | <ul style="list-style-type: none"> - Staff completing Union Black training - 3 sessions of Show Racism the Red Card seminars provided to all students - Engagement in OU EDI group engaging in learning through discussion and action research |
| 5 | <ul style="list-style-type: none"> - Disseminate processes and procedures via student welcome pack and subject forums |
| 6 | <ul style="list-style-type: none"> - Standing item at all subcommittees and Partnership Committee - Action Plans reviewed on termly basis |

Action Plan

Priority Area	Leadership & Governance	Co-production	Resources	Student Lifecycle	Public Interface	Monitoring & Evaluation	2023/24 Action Plan
1: Inclusive & pro-active recruitment process	Recruitment, Admissions and Retention Subcommittee remit (standing agenda item)	<ul style="list-style-type: none"> Input from Senedd Fach student representative Diverse interview panel 	<ul style="list-style-type: none"> Marketing materials reflect inclusivity. Staff recruitment encourages applications from diverse backgrounds (guides by OU processes) 	<ul style="list-style-type: none"> Evaluation of interview process Interview outcome feedback Student reviews 	<ul style="list-style-type: none"> Twitter campaigns Working with OUiW Partnerships and MarComms Teams Consultation with community groups 	<ul style="list-style-type: none"> Data returns to EWC/WG Feeds into overall OU ITE Partnership Marketing Strategy Reporting to wider OU inclusive strategies 	<ul style="list-style-type: none"> Increase the use of varied social media platforms to engage a diverse student population. Continued reporting of Data returns to EWC. Consider the possibility of creating blogs and marketing assets from students/staff from Black, Asian, Minority Ethnic backgrounds and distribute via various platforms Continued promotion of the Black, Asian and Minority Ethnic Incentive grant Continued development and strengthen of strategy at Recruitment, Admissions and Retention subcommittee, seeking opportunities at lead partner school to offer experience days and to offer individual learning plans to meet entry requirements.
2: Course content	Teaching and Learning Subcommittee standing agenda item	Student and community feedback / co-production of course materials	Auditing tool	Student registration and outcomes Analysis and commentary – not just the data examined during academic meetings	Publicly available course content reflects the diversity of content	Student registration and outcomes	<ul style="list-style-type: none"> Continued development and strengthening of strategy at the Teaching and Learning subcommittee. Curriculum co-ordinators to ensure that students have access and awareness of available resources to support their teaching in schools.
3: Co-production	Student representation (Senedd Fach)	Student and community feedback/co-production of course materials/evaluation and monitoring	Student and community feedback on course materials	Student input from those at different stages of the PGCE experience	Consultation with community groups – regarding course materials and marketing campaigns	Review Process	<ul style="list-style-type: none"> Consultation with working groups Building relationships with 3rd party organisations Extend working group to include teachers and education representatives Ensure new student representative is nominated for AY 23/24

4: Cross-cutting / training CPD	Professional Learning sub-committee (standing agenda item)	Sharing of exemplars/effective practice Review of training offer	Union Black training for all Partnership staff	Seminars (e.g. Show Racism the Red Card)	Public awareness of training available to staff/students	Number of staff completing Union Black training	<ul style="list-style-type: none"> Continued promotion to complete Union Black training Work with OU to roll out Union Black training to partner schools Continue to offer Show Racism the Red Card seminar to students Look to develop a mandatory anti-racism training module
5: Transparent processes & procedures	Partnership Committee	Student and community input to quality assure processes and procedures	Complaint procedure	Communication with students Staff and student welcome pack Subject forum	Consultation with community groups – on suitability of processes and procedures in place	All monitoring and evaluation outcomes available for the Partnership	<ul style="list-style-type: none"> Consultation and working group with community groups Continued effective communication of processes and procedures to students, staff and partner schools
6: Monitoring & evaluation (overarching priority area)	Working group to update action plan as appropriate	All arrangements reviewed by student representative and consulted wider community	Action plan and monitoring – live document	All stages of the student lifecycle – application, interview, registration, induction, study, assessment, completion	Transparency of outcomes of the monitoring and evaluation	Informal and formal process undertaken	<ul style="list-style-type: none"> Continue to quality assure processes and procedures. Continue development of monitoring and evaluation processes

The following provides further detail of some of the key actions that will support progress towards achieving the OU ITE Partnership's Black, Asian and Minority Ethnic Strategy's priorities. In some instances, an action will address more than one of the strategy's priority areas.

The impact on the programme and partnership, and indication of the situation in July 2022 is provided by the baseline measure and continued proposed targets for January 2024 are included to support progress.

Action	Impact	Baseline – July 2022	Comment	Review	Progress target – Jan 2024
Marketing strategy encourages applicants from diverse backgrounds	Increased proportion of OU ITE student cohort from Black, Asian	5% of year 1 student cohort from Black, Asian and Minority	Immediate and short-term marketing campaigns ensure representation; medium to long term input from	<ul style="list-style-type: none"> Representation of diverse students in various marketing materials including social media platforms, articles and campaigns. 	<ul style="list-style-type: none"> 6% of year 1 student cohort from Black, Asian and Minority Ethnic background.

to apply to the PGCE programme	and Minority Ethnic background.	Ethnic background.	panel established, (this could include additional paid ambassador role – dependant on funding).	Continued promotion of the ITE Incentive grants – Recruitment remains at 5% however applications have increased by nearly 40% compared to 22/23.	
Diverse student interview panel established	Black, Asian and Minority Ethnic candidates see themselves represented at the interview stage.	Diversity not represented on interview panels.	Short-term – recruit representatives from partner schools; medium to long-term – these representatives form a panel and are integral to this agenda for the OU	– As part of the recruitment process, unsuccessful candidates are supported and signposted to materials and courses, providing feedback on areas to develop and how to meet entry requirements. –	– Continue to diversify membership for all Black, Asian and Minority Ethnic candidate interview panels by recruiting partner schools – Develop working relationships with student alumni to form part of working group and recruitment and selection panels.
Feedback process established for Student representative (Senedd Fach)	Regular input from Black, Asian and Minority Ethnic student representative on strategy, action plan, marketing materials/ course content and student support initiatives.	Black, Asian and Minority Ethnic student representative appointed (July 2022).	Medium to long term – potential to establish student teacher group to support this agenda. Longer term – possibility of funding available to recompense for the time of the student input.	– Continued and strengthened the importance of Student representative at Senedd Fach, reporting to Partnership governance on a termly basis. – Strengthened student consultation on marketing materials, course materials and student support initiatives. – Student representative contributed to finalising the strategy and action plan	– Student Representative to continue to report to relevant Partnership committee/s. – Continued development of student consultation on marketing materials, course materials and student support initiatives.
Wider Partnership and community groups consulted	Co-production of strategy, course materials and resources.	No community group consultation.	Short-term representatives sought from partner schools and community groups; medium term group	Exploration and areas for development researched, reviewing 3 rd party companies, community events and groups.	– Develop and establish the Partnership Black, Asian and Minority Ethnic panel membership; – Panel to meet and consult on marketing, course materials,

			established and regularly consulted; long term – group instigates areas for exploration and development.		student support and other relevant procedures. – Continue research of developing partnership relationships with cross-community groups
Standing agenda item on Partnership Committee and appropriate sub-committee meetings	Four meetings/year held – lead partner schools/OU – this agenda becomes embedded in practice.	This topic only discussed during recruitment discussions/profile of cohort.	Immediate introduction as standing agenda item; medium-term expectations Recruitment, Admissions and Placement sub-committee focus for the task and finish projects; long-term other sub-committees investigate specific related issues.	Task and finish activities identified by subcommittees	– A range of task and finish activities identified and completed – all reported to Partnership Committee and relevant actions implemented.
Course materials/content regularly audited with focus on Black, Asian and Minority Ethnic background	Increase in materials that respect and include diverse lived experience, cultures and heritage.	Audit of content conducted using OU auditing tool.	Medium to long term – it is envisaged that the OU curricula auditing tool will be continuously updated and improved.	3 Show Racism the Red Card seminars provided	Evidence from audit influenced amendments/ improvements in course materials since baseline. Exemplars of anti-racist curricula content showcased.
Partnership Black, Asian and Minority	Regular monitoring of progress against targets,	Group established to examine related issues and	Short term – group works to support		Group continues to be active implementing a range of initiatives (e.g. research project

Ethnic OU Working group continues	measures introduced to support progress	draft strategy/action plan (April 2022)	establishment of partnership panel; medium term membership transfers to result in a single partnership panel		conducted to explore student experience)
Diversity and anti-racist training across the Partnership	All partnership staff and student teachers benefit from relevant / up-to-date diversity and anti-racism training courses and materials.	Some OU staff include Union Black* training as a staff development target.	Short-term – explore potential to offer and deliver Union Black training to all student teachers/ partner school staff; medium to long term – increase in Union Black course completions across Partnership and other relevant courses identified and available to the Partnership throughout training also sourced from other suppliers e.g. Show Racism the Red Card.	All OU staff strongly encouraged to complete Union Black training course, and other relevant trainings. Student attendance at Show Racism the Red Card seminars	Increase the Union Black course completion and other relevant trainings. Work with OU to roll our Union Black training to partner schools. Invite diverse partners (school representatives and alumni) to attend seminars as guest speakers.
Student progress reviews address diversity agenda	Black, Asian and Minority Ethnic student teachers;	Brief inclusion in review process (data only)		Procedure to review student progress established – commentary provided alongside data	Continue reporting to EWC/WG Strengthen review of student progresses

	registration and outcomes included in review process				
Establish monitoring and evaluation protocols	Robust monitoring and accessible data available for the Partnership	Only monitoring high level cohort data and EWC/WG requirements	Panel and student representatives contribute to agreeing the processes and approach.	Periodic review conducted using co-produced processes and protocols	Strengthen the development of periodic review conducted using co-produced processes and protocols

Throughout the implementation of the OU ITE Partnership's Black, Asian and Minority Ethnic Strategy and Action Plan, links will be recorded to the School of Education, Childhood, Youth and Sport's Equality, Diversity, and Inclusion Plan, and to the Open University in Wales' Access, Participation and Success, and Race Equality Action plans.

*Union Black

Union Black: Britain's Black Culture and steps to anti-racism is a free short course exploring Black British history, cultures and steps to anti-racism.

The course has been developed in partnership with Santander Universities as part of a UK wide initiative to tackle racial harassment in Higher Education. Hosted by former Blue Peter Presenter Ayo Akinwolere and endorsed by Dame Jessica Ennis-Hill, we hope this course, alongside other initiatives, embeds anti-racism and promotes inclusion across the OU community. Our specialist team in LDS collaborated with Professor Marcia Wilson, Dean for Equality, Diversity and Inclusion (EDI) and Lorraine Jones, Deputy Dean for EDI, to design and

develop the course with consultant Black academics from other institutions.

The Open University has a zero-tolerance approach to racial harassment and condemns all racist and discriminatory behaviour. Discussing your cultural traditions, whatever your background, is an accessible and engaging way to start a conversation around racism and anti-racism and we are proud to be able to offer this course free of charge to all students and staff at UK Universities.

The OU ITE Partnership – Wales PGCE Programme, July 2022

Reviewed: September 2023