Creating an Anti-Racism Institution: a model for progression

Purpose

The aims of the Race Equality Maturity Model are to:

- Transform the experience of students and staff from racially marginalised groups by providing support, guidance and steer to the organisation
- Enable cross-university activity to be mapped and measured against clear success indicators
- Provide a framework to enable best practice, which moves away from ad-hoc style of working towards being anticipatory and innovative
- Enable evidence led priorities to direct King's resources towards the work that will have the most impact and to achieve the success measures as outlined in the Race Equality Action Plan (REAP)
- Educate and engage the entire King's community and create shared responsibility to drive change, whilst providing a level of autonomy for individual faculties and directorates
- Provide inspiration for innovative activity that helps progress King's ambition to be an anti-racist university

Scope

The maturity model is based on the Race Equality Action Plan, which was submitted as part of our Race Equality Charter application (for which we received a bronze award) and applies to all areas of King's. It also reflects our legal obligation under the Equality Act 2010 and the Public Sector Equality Duty. It is designed to provide direction, rather than act as a 'to-do' list, as faculties and directorates are best placed to identify their own actions. The model covers King's as an employer and as a service provider.

How to use the maturity model

The maturity model is designed to be scalable to meet the needs of departments, faculties and directorates, as well as to be used at a college-wide level. This is because the indicators are wide ranging and unlikely to all fit into an individual's area of responsibility.

The model can be used to:

- Evaluate progress (or maturity) in the context of race equality
- Identify priority areas of work
- Shape race equality (or EDI) strategies and action plans

The model outlines a series of indicators within five levels: absent, basic, reactive, proactive and highly developed; however, it should not be seen as an exhaustive list. The model is designed to encourage King's to embed race equality activity into business as usual. Whilst an individual may be responsible for measuring an area's overall progress against the model, actions should be undertaken by whoever owns the remit under which they fall.

Please see the guidance document for further information.

REAP theme	Indicator	Absent	Basic	Reactive	Proactive	Highly developed
Leadership and Accountability for Race Equality	**Leadership commitment to race equality**	Those in leadership roles are not involved in race equality activity Race equality is not referenced in strategy documents/action plans	Those in leadership roles have a small amount of involvement in race equality activity Race equality plans are signed off on an ad hoc basis, with no clear route of approval	The leadership team normally only references its commitment to race equality around key dates or celebrations There is a group or individual who is seen to be	The leadership team regularly references race equality work and commits resource to it Accountability for race equality activity sits at the highest level available	Leaders instigate race equality work, providing a clear steer within their sphere of responsibility Leaders speak up about racism, challenging their peers where necessary

		Staff in leadership roles have not taken part in EDI training	Some staff in leadership roles have taken part in EDI training	leading on race equality. Leadership input happens on request. Most staff in leadership roles have taken part in the training available to them	Those in leadership positions have taken part in the training available to them, and also take responsibility for their own further learning	Those in leadership positions have taken part in the training available to them, take responsibility for their own further learning and are advocates for race equality training within their sphere of influence
	Clear accountability for race equality	There are no KPIs that relate to EDI or race equality Nobody takes responsibility for race equality activity	KPIs relate to EDI more broadly rather than being specific to race equality Race equality activity is seen as the responsibility of EDI practitioners or a race equality group	*For faculties, schools or departments:* Race equality KPIs mirror those of KCL Progress against KPIs is reported on an ad hoc basis	Race equality KPIs are based on those of KCL but are tailored to the faculty or directorate Progress against KPIs is reported at a senior level Equality Analysis is routinely undertaken when initiatives, processes or new policies are developed	Race equality KPIs are evidence based and incorporated into work plans Progress against KPIs is reported at a senior level Equality Analysis is routinely undertaken when initiatives, processes or new policies are developed and, where needed,

						action is taken as a result
	Governance structures support race equality activity	No consideration is given to governance for race equality activity	Some consideration is given to governance for race equality activity	Race equality group(s) sits outside of main governance structure	Race equality group(s) feed into main governance structure on an ad hoc basis	Race equality groups feed into main governance structure on a regular basis AND/OR Race equality work is regularly scheduled into the agenda of key committees, with ample time given for discussion
	Race equality training and development opportunities available for all staff and students	Staff and students are unable to access training opportunities Managers and teaching staff are unaware of the training opportunities available to staff and students	King's-wide training opportunities are available to staff and students Managers and teaching staff are aware of the training opportunities available to staff and students	King's wide training opportunities are promoted amongst staff and students (and targeted towards groups where uptake is low)	Training is tailored to the needs of the faculty/directorate/department	Mandatory training is incorporated into the curriculum and staff induction/development
	Data are utilised to monitor	Demographic data are not reported	Basic demographic data are reported on an ad hoc basis	Detailed ethnicity data are reported	Detailed ethnicity data are reported regularly against	Schedule for data reporting outlines what data are

Developing anti-racism* capability	progress and identify actions		rather than via a coordinated approach	regularly against the area's KPIs	the area's KPIs and used to inform action plans. Other demographic data is also reported in order to see how protected characteristics intersect	collected (and why) and where it is reported Qualitative data are routinely used to understand the lived experience of students and staff, and plan interventions accordingly Data are used to forecast possible outcomes when making decisions
	The student voice is represented during race equality discussion and decision-making processes	Students are not consulted on matters that impact them	Students consulted on an ad hoc basis, normally towards the end stage of a project	Timely student consultation is planned into all major projects that will have an impact on the student experience Existing evidence is drawn upon when making decisions, such as NSS data	Timely student consultation is planned into all major projects that will have an impact on the student experience and includes a diverse range of voices A diverse range of students are part of race equality or EDI governance	Regular student consultation takes place on a range of matters, includes a diverse range of voices and empowers students to co-create solutions (e.g. through funded opportunities) Student feedback takes the form of an open dialogue,

					Student data, such as NSS responses, is segmented and reported on by ethnicity	including follow up conversations and timely communication about what was done with their feedback

Attracting, appointing and investing in diverse talent	**Recruitment processes are inclusive and designed to attract a diverse range of candidates**	Those involved in recruitment have not attended any EDI training No consideration has been made to attracting a diverse pool of applicants No consideration has been given to the accessibility of the recruitment process	Anyone involved in recruitment has attended some form of EDI training Job adverts and guidance for the internal academic promotion process include a statement that welcomes applicants from underrepresented backgrounds Reasonable adjustments are considered when requested	Anyone involved in recruitment has attended some form of EDI training Communications to candidates (and prospective candidates) is accessible and invites requests for reasonable adjustments Job descriptions are regularly reviewed by the recruiting manager to ensure criteria are appropriate for the level of the role Alternative ways of assessing candidates are used where appropriate	Anyone involved in recruitment has attended some form of EDI training Recruitment data is used to identify roles/areas that don't attract a diverse pool of applicants and develop bespoke interventions Recruitment pipeline data is used to identify the stage(s) where we are losing candidates from underrepresented groups and take action	Anyone involved in recruitment has attended some form of EDI training Interventions to diversify candidates and those appointed are piloted Those involved in recruitment have undergone some form of inclusive recruitment training

Increased representation of staff from Minoritised ethnic groups at all levels of the organisation	Minoritised ethnic groups are significantly underrepresented (or not represented at all) within the faculty/ directorate/ organisational staff team No attempt is made to address the underrepresentation of minoritised ethnic groups	Minoritised ethnic groups are represented within the faculty/directorate/ organisational staff team Faculty/directorate data is used to evaluate progress against King's balanced score card	Minoritised ethnic groups are represented across most grades Departmental data is used to create a more nuanced picture of staff diversity within a faculty/directorate Actions are focused on increasing the number of underrepresented staff who apply for roles at King's	Minoritised ethnic groups are represented across all grades, including at the most senior level Interventions target both external recruitment and internal progression, however, tend to be focused on individual behaviour	Minoritised ethnic groups are well represented across all levels and there's evidence of internal progression amongst these groups Interventions aim to tackle structural inequalities
All staff feel able to progress internally and diverse talent is retained	There is no consideration given to advertising job roles internally King's-wide leadership and mentor schemes are not promoted	Some job roles are advertised internally King's-wide leadership and mentor schemes are promoted amongst all staff from underrepresented groups	King's-wide leadership and mentor schemes are promoted, plus funding is contributed to enable further faculty/directorate places to be awarded	King's-wide leadership and mentor schemes are promoted in a targeted manner, plus funding is contributed to enable further faculty/directorate places to be awarded	King's-wide leadership and mentor schemes are promoted in a targeted manner, plus funding is contributed to enable further faculty/directorate places to be awarded.

					Staff are supported to develop individual career plans, with a clear route for progression within the organisation	Tailored interventions exist to support specialist careers paths There's a willingness to pilot new interventions and share best practice across King's and the wider sector
Sensitively discussing race and racism**	**Race equality and tackling racism is discussed across all ethnicities**	Discussions of racism do not take place or are discouraged	Discussions of racism are limited to those with a specific interest or who are most impacted Little or no support is available for those from minoritised ethnic groups following discussions on race and racism	Steps are taken to increase participation in discussions around race and racism Available support is communicated to those involved in discussions on race and racism	Staff have the opportunity to learn about race and racism within the context of their area of work Available support is communicated to those involved in discussions on race and racism	Staff have the opportunity to learn about race and racism within the context of their area of work and uptake is measured Available support is communicated to those involved in discussions on race and racism Discussions of racism and/or colonialism are

					incorporated into the curriculum There is a shift from talking about "equality" to "equity"
The perception of King's brand is diversified	No effort is made to celebrate underrepresented groups Imagery on campus does not reflect the diversity of King's student community	The achievements of underrepresented groups tend to be communicated around awareness or celebration days	There is a consistent effort to communicate the achievement of underrepresented groups, such as Black alumni, all year round	There is a consistent effort to communicate the achievement of underrepresented groups, such as Black alumni, all year round Campus space (including King's buildings in public spaces) is designed to be accessible and welcoming to all staff and students through diverse imagery and the naming of spaces	Tangible actions accompany a consistent effort to communicate the achievement of underrepresented groups all year round Campus space (including King's buildings in public spaces) is designed to be accessible and welcoming to all staff and students through diverse imagery and the naming of spaces (following consultation with the relevant

						King's communities)
	History months and awareness days are engaged with	There are no activities for history months or awareness days	King's-wide events, such as Black History Month activities, are promoted	Faculty/directorate activities are planned for Black History Month	An intersectional approach is taken to celebrating history months and awareness days	A regular programme of race-related events takes place through the year and is not limited to existing awareness days
Building a culture of inclusion and tackling microaggressions	**Staff and students understand the behavioural expectations at King's and know how to disclose an incident of bullying, harassment or discrimination**	It is difficult to find out how to report an incident of bullying, harassment or discrimination Behavioural expectations are not published or communicated to staff and students	The complaints procedure and informal reporting routes are readily available to all staff and students Behavioural expectations are clearly set out at all levels, including leadership	There's regular communication to staff and students on how to report an incident of bullying, harassment or discrimination. This includes specific reference to racial discrimination and microaggressions Behavioural expectations are clearly set out at all levels, including leadership Training is provided to	There's regular, tailored, communication to staff and students on how to report an incident of bullying, harassment or discrimination. This includes specific reference to racial discrimination and microaggressions Behavioural expectations are clearly set out at all levels, including leadership	There's regular, tailored, communication to staff and students on how to report an incident of bullying, harassment or discrimination. This includes specific reference to racial discrimination and microaggressions Behavioural expectations are clearly set out at all levels, including leadership

				complaint investigators	Training is provided to complaint investigators and those who are most likely to receive disclosures	Training is provided to complaint investigators and those who are most likely to receive disclosures Staff and students are encouraged to challenge people's behaviour, regardless of seniority, via informal and formal mechanisms.
	Data is used to build a picture of trends relating to incidents of racial discrimination and microaggressions	There is a lack of awareness of, or interest in, data on incidents of racial discrimination and microaggressions *For faculties, schools or departments:* Data specific to their area is not used	King's data is referred to on an ad hoc basis *For faculties, schools or departments:* Data specific to their area is not used	There's a regular schedule of King's data reporting, including granular breakdown where possible *For faculties, schools or departments:* Data specific to their area is not used	Along with a regular schedule of reporting, attention is given to how other protected characteristics intersect with race in cases of discrimination and microaggressions	Qualitative and quantitative data is reported on regularly to better understand the experience of an individual experiencing racial discrimination and going through the reporting system

					For faculties, schools or departments: Data specific to their area is used	*For faculties, schools or departments:* Data specific to their area is used
	Action is taken in response to incidents of bullying, harassment or discrimination	No action is taken (or perceived to be taken) in response to allegations of bullying, harassment or discrimination OR Allegations of bullying, harassment or discrimination are responded to in an inconsistent manner	The bullying & harassment policy (and related documents) outline the type of action that can be taken but don't go into specific examples	The bullying & harassment policy (and related documents) outline the type of action but don't go into specific examples Those who report bullying, harassment or discrimination are, where appropriate, informed of the outcome of their report	The bullying & harassment policy (and related documents) outline the type of action that can be taken in various scenarios Those who report bullying, harassment or discrimination are, where appropriate, informed of the outcome of their report	The bullying & harassment policy (and related documents) outline the type of action that can be taken in various scenarios Those who report bullying, harassment or discrimination are, where appropriate, informed of the outcome of their report Anonymised case studies are used as part of King's work to tackle bullying, harassment and discrimination

Inclusive education and closing attainment gaps	**Delivery of an inclusive co-created curriculum**	Reading lists do not reflect a global range of authors Inclusive practice isn't considered when designing modules Assessment design makes it difficult to implement individual reasonable adjustments. Student workload is not considered when designing assessments There is no reference to the concept of "decolonising"	Reading lists include some materials from minoritised ethnic groups Steps are taken to use inclusive language and practice when designing modules Assessment design allows for the implementation of individual reasonable adjustments and, where possible, considers student workload There is limited or inconsistent reference to the concept of "decolonising"	Reading lists reflect a global range of perspectives Training on inclusive practice and language is offered to academics on a regular basis. Students have meaningful opportunities to demonstrate their skills, knowledge and self-awareness Discussion on the concept of "decolonising" is facilitated	Students are invited to be actively engaged in developing a globalized, inclusive curriculum Key Performance Indicators (KPIs) for the uptake of training on inclusive practice and language are identified and reported on annually Cultural competency is embedded within the curriculum and assessment A diverse range of assessment types are used and the learning outcomes being tested are communicated clearly to students	Students are invited to be actively engaged in co-creating a globalized, inclusive curriculum Professional development on inclusive practice and language is incentivised for teaching staff During the quality assurance process, there must be evidence of how a module supports King's inclusive education objectives Where possible, students are given a choice of appropriate assessment type so that they have the best chance

					Discussion on the concept of "decolonising" is facilitated and resourced. There is active engagement from staff and students with an emphasis on amplifying the voices of those from minoritised ethnicities	of showing what they have learnt There is a contribution towards wider discourse around "decolonising" within the higher education sector
	Students are confident in the support offered to them by professional services teams and academic support	Students are assigned a personal tutor but do not know who they are Personal tutors are not offered any training on how to support students	Every taught student is allocated a personal tutor and knows who they are Personal tutors are offered training on how to support students	Personal tutors are offered training on how to support students from marginalised groups, including those from minoritised ethnic backgrounds Students have opportunities to develop positive peer to peer relationships	Key Performance Indicators (KPIs) for the uptake of personal tutor training are reported on annually and its impact is measured Students have resourced opportunities to develop positive peer to peer relationships	Training for personal tutors on how to support students from marginalised groups, including those from minoritised ethnic backgrounds, is mandatory Students have resourced opportunities to develop positive peer to peer relationships,

					Staff in student-facing roles are trained to support a diverse student body	which are embedded in the curriculum Student feedback indicates that they feel comfortable discussing their concerns or anxieties with academic tutors/ supervisors Staff in student-facing roles participate in training that enables them to address the structural barriers some students face
	Data on attainment and student experience informs interventions	Staff cannot (or do not) access data on student attainment and experience	Staff have access to data via Power BI on Black, Asian and Minority Ethnic attainment and the student experience	Black, Asian and Minority Ethnic attainment gaps are analysed at faculty, department and programme level, across multiple years and subject	Attainment data are analyzed at module level in conjunction with other factors such as mode of assessment, semester of delivery and	Faculties use both qualitative and quantitative data collected through numerous methods and run interventions to improve

				areas to scrutinize persistent gaps	impact of external factors Qualitative and quantitative attainment data are reviewed on an ongoing basis by Faculty Assessment Boards Interventions are developed and their impact is evaluated	attainment gaps within subject areas. Funded interventions are developed in partnership with students and their sustained impact is evaluated

*This wording slightly differs from that of the REAP ("developing anti-racist capability") as we want to emphasise the structural issue of racism rather than presenting the issue as an individual's problem

**This wording slightly differs from that of the REAP ("sensitively discussing race") as we want to stress the importance of naming racism when having these conversations