

The Open University ITE Partnership
Diversity Strategy Action Plan 2025/27
(Black, Asian, and Ethnic Minority recruitment focus)

Context

The Welsh Government has committed to enhancing the representation of Black, Asian, and Minority Ethnic (BAME) teachers in Wales, aiming to better reflect the ethnic diversity of the pupil population.

For the academic year 2024/25, applications from Global Majority candidates increased by 25% overall. Although only 12% of these applicants began the course in September, this marks a significant and positive step forward—one that we are determined to build on in the future.

The number of enrolled students self-identifying as being from a Black, Asian, and Minority Ethnic background has shown a consistent annual increase—rising from 5 students in 2020 to 7 in 2021, 9 in 2023/24, and continuing into 2024. However, despite the overall growth in enrolment numbers, the proportion of Global Majority students within the cohort has remained steady at approximately 5%, a trend that continued in the 2024 cohort.

Vision:

The Open University's mission to be open to people, places, methods, and ideas, we champion [equality and diversity](#) in all that we do. The Open University ITE Partnership is committed to inclusivity, breaking barriers to higher education, and diversifying the Welsh teacher workforce. Through our PGCE program, we actively support Black, Asian, and Minority Ethnic student teachers, ensuring education is accessible and representative of all communities.

Overview

The OU ITE Partnership's Black, Asian, and Minority Ethnic strategy drives actions to achieve and sustain our vision. It addresses recruitment, student experience, workforce diversity, and engagement with partners and communities. With an anti-racist approach and zero tolerance for racism, we commit to continuous monitoring, accountability, and periodic reviews. Formal reviews will take place in January 2027 with active involvement from stakeholders and in line with Education Workforce Council Strategic Equality Plan, and Welsh Government's ITE Black, Asian and Minority Ethnic recruitment plan.

In Estyn's 2023-24 Annual Report it is noted over the past year, the number of teachers who identified their ethnic group as Mixed, Multiple Ethnic Groups, Asian, Asian British, Black, African, Caribbean, Black British or Other ethnic groups rose from 325 to 350 (Welsh Government, 2024). This represented a small percentage increase from 1.2% of all teachers to 1.4%. These figures demonstrated an underrepresentation of minority ethnic groups in the teaching profession as almost 10% of the population of Wales are from an ethnic minority (Office for National Statistics, 2021). While all ITE providers actively promote their courses to ethnic minority students, the most recent data shows the percentage of trainee teachers from ethnic minority groups to be between 4 and 5% (Welsh Government, 2023). This suggests that the recruitment of teachers from ethnic minority groups will remain a challenge into the future due to low numbers entering the profession (Estyn, 2024).

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.

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.

Action plan review Jan 2027

The plan will be reviewed using a traffic light system to illustrate progress against targets.



More is required to achieve
successful progress for this action
(Red)



This action is achieving some
progress and is ongoing (Amber)



Several successful
achievements to date for this
action (Green)

Action Plan from January 2025

Action	Success Criteria	Completed by	Resources needed	Status @ Jan 2027 R,A,G
1: Inclusive & pro-active recruitment process				
Continued promotion of the Black, Asian and Minority Ethnic Incentive grant.	Information to be more visible on digital platforms. Increased awareness of the BAME Grant. Further promote financial information.	Jan 2027	Staff time Marketing finance/budge	
Development of marketing assets aimed at developing long-term student numbers.	Assets in the form of videos that are available to share directly with schools and external providers such as Careers Wales. Videos will plant the seed and discuss the OU PGCE as a good plan following their degree.	Jan 2027	Staff time Marketing budget.	
Creating blogs and marketing assets from students/staff from Black, Asian, Minority Ethnic backgrounds and distribute via various platforms	A recorded student case study is available to share with the wider team. A teacher's story has been recorded for marketing purposes so that future students can see themselves and role models within the classroom.	Jan 2027	Staff time Marketing finance/budget. Willing participants.	
Continue to target careers events within diverse areas.	To become a well know name among global majority communities. To build awareness of the PGCE program within diverse areas.	Jan 2027 and ongoing.	Promotional material for careers events. Staff time.	

Action	Success Criteria	Completed by	Resources needed	Status @ Jan 2027 R,A,G
2: Course content				

Continued development and strengthening of strategy at the Teaching and Learning subcommittee.	Course content to be inclusive and diverse, develop the use of auditing tools to ensure appropriate content.	Jan 2027	Staff time	
Curriculum co-ordinators to ensure students have access and awareness of available resources to support their teaching in schools.	Easy access information regarding diversity. Students have regular reminders of recourses on the in forums.	Jan 2027	Staff time	
Module wide thread created to discuss and celebrate diversity related topics and events.	Posts to reflect, respect, and include diverse lives experiences, cultures, and heritage.	Jan 2026	Staff time	
Seminars include a range of diversity and inclusion topics.	Students receive information from a range of external providers. Students feel informed and confident.	Jan 2026	Staff time Seminar time	

Action	Success Criteria	Completed by	Resources needed	Status @ Jan 2027 R,A,G
3: Co-production				
Enhance sense of community and belonging for all students, particularly minoritised groups.	Diverse Futures student steering group to be established. Enhance engagement with students across and between modules and sense of community within programmes Student input from those at different stages of the PGCE experience.	Jan 2027	Staff time	
Embed diverse student experiences and voices in our work	Student feedback/co-production of course materials/evaluation and monitoring.	Jan 2027	Staff time	
Consultation with community groups – regarding course materials and marketing campaigns	Community feedback/co-production of course materials/evaluation and monitoring.	Jan 2027	Staff time	
Building relationships with 3 rd party organisations	Students will be given the opportunity to learn from external organisations such as DARPL, Show Racism the Red Card, Islamophobia awareness to tackle a wide range of issues.	Jan 26	Staff time Seminar time	
Extend working group to include students.	Students will feel they have been given an opportunity to have their say on developing the program. This will include a Diverse Futures Student group.	Jan 2027	Staff/student time/ promotional material.	

Action	Success Criteria	Completed by	Resources needed	Status @ Jan 2027 R,A,G
4: Cross-cutting / training CPD.				
Professional Learning sub-committee (standing agenda item) and use our research to improve understanding of equality, diversity and inclusion, and address key social issues of inequality, ensuring our research foregrounds the expertise of minoritised groups	Sharing of exemplars/effective practice Review of training offer Leadership of Research - Recruiting/collaborating with more minoritised researchers/academic staff	Jan 2027	Staff time	
Union Black training for all staff members	<u>Training link</u> All newly appointed staff to would do training as part of their induction and all other team members would renew their training	Jan 2027	Staff time	
Seminars to include student training opportunities (e.g. Show Racism the Red Card).	Students that are aware of a mixture of issues and that are confident in tackling issues in the classroom.	Jan 2026	Staff time Use budget for guest speakers.	
Work with DARPL to roll out Anti-racist training to partner schools.	<u>Example</u> Teachers and learners developing a deeper understanding of racism and what it means to be an anti-racist school.	Jan 2026	Agreed training date, marketing video to advertise event.	
Enhance the understanding of EDI and representation of diverse experiences and perspectives among all our staff (including Associate Lecturers, central staff, homeworkers, and staff based in Nations)	Students can study a module that is developed around the anti-racist DARPL training. Enhance AL expertise and confidence in race equity and understanding of racism in context, towards supporting students from racially minorized backgrounds,	Jan 2028	Module unit Staff time	
Offer mentoring system for BAME students	Work with ECYS wide strategies to offer mentoring and career advice to students.	Jan 2027	Time for staff to join OU Wales mentoring scheme.	

Action	Success Criteria	Completed by	Resources needed	Status @ Jan 2027 R,A,G
5: Transparent processes & procedures.				
Student and community input to quality assure processes and procedures	Students' perspective is captured through Senedd Fach and Diverse Future steering group.	Jan 2027	Staff time	
Continued effective communication of processes and procedures to students, staff and partner schools	Feedback from student groups will show they feel included in the process.	Jan 2027	Staff time	
Transparent use of the Inclusion Curriculum Tool	Working with staff across the program to utilize the tool.	Jan 2027	Staff time	
All students to receive transparent feedback during the interview process.	Students feedback to included targets for improvement.	Jan 26	Staff time	

Action	Success Criteria	Completed by	Resources needed	Status @ Jan 2027 R,A,G
6: Monitoring & evaluation (overarching priority area).				
Marketing strategy to encourage applicants from diverse backgrounds to apply to the PGCE program	To include an increase to 6% of the student cohort in September 2025.	Sep 2025	Staff time	
Continue to quality assure processes and procedures.	Effective use of the Inclusion Curriculum Tool	Jan 2026	Staff time	
Continue development of monitoring and evaluation processes	Continued work within the partnership to monitor, evaluate and develop the program.	Jan 27	Staff time	

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 2025