



**Prifysgol Cymru**  
Y Drindod Dewi Sant  
**University of Wales**  
Trinity Saint David

## **Recruitment and Retention of Black, Asian & Minority Ethnic Student-Teachers in ITE**

**Action Plan: June 2022 – June 2025**

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# Recruitment and Retention of Black, Asian & Minority Ethnic Student-Teachers in ITE Action Plan: June 2022 – June 2025

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# Recruitment and Retention of Black, Asian & Minority Ethnic Student-Teachers in ITE Action Plan: June 2022 – June 2025

## Introduction

This document has been created as a result of the Welsh Government's Community Mentor initiative in response to some of the issues and recommendations set out in the *Race Equality Plan* (University of Wales Trinity St. David, 2021) and Professor Charlotte Williams' final report on *Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum* (Welsh Government, 2021). Its purpose is to identify specific actions that will impact positively on the recruitment of Black, Asian and Minority Ethnic student-teachers to our PGCE primary and secondary programme and our BA primary education with QTS programme here at Yr Athrofa Professional Learning Partnership (APLP), University of Wales Trinity Saint David (UWTSD).

Contextualising the actions set out in this document has been key to developing a deeper understanding of where we currently are in terms of recruiting and retaining Black, Asian and Minority Ethnic student-teachers, where we need to be and how we plan to get there. We have decided to share the historical context of our institution partly as a way of opening discussions surrounding remediation and reparation, but mainly as a way of demonstrating our commitment to learning from history so that our future plans and actions are underpinned by the principles of racial and social justice. In addition to taking lessons from our institution's own historical context, an attempt has also been made to learn from strategies and actions further afield. The experiences of educators and policy-makers in the USA, especially the so-called Grow-Your-Own programmes (Aguilar, 2020; Master and Doss, 2022), have been particularly helpful in informing our choices.

Our action plan should therefore be viewed as a culmination of what we have learned in recent months as part of this Welsh Government initiative, and a first step in our commitment to making the education workforce here in Wales more and representative of the communities it serves.

**A Welsh-medium version of this document is also available.**

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## Our historical context

In 2022, University of Wales Trinity Saint David celebrates its bicentenary. St. David's College, Lampeter - as it was originally known - was founded on August 12th 1822, the bricks-and-mortar consequence of a wealth of charitable and philanthropic donations and the principal brainchild of Bishop Thomas Burgess. August 12th was the date of the then-King's birthday; but it is on Burgess' birthday, November 18th, that the University celebrates its origins as the oldest university in Wales.

Thomas Burgess was an early abolitionist. Born in 1756, he was a classical scholar who, in 1782, was appointed to an academic role at the University of Oxford. Seven years later Burgess - still only 32 - wrote *Considerations on the Abolition of Slavery and the Slave Trade, Upon Grounds of Natural, Religious, and Political Duty*. Burgess' work was a passionate response to Reverend Raymund Harris' book *Scriptural Researches on the Licitness of the Slave Trade*, a book which sought to justify slavery on the grounds that it is given sanction in the Bible. Burgess condemned Harris' arguments as 'specious', and asked serious questions both of slavery as a concept and the peculiarly abhorrent machinations of West Indian slavery.

By 1803 slavery had still not been abolished, and Burgess had been appointed to the position of Bishop of St. David's. There he settled down to a new life in South-West Wales, but was concerned at the condition of the local clergy; he found them ill-educated and ill-prepared for their roles, since most simply could not afford the university-level education required of the clergy. Burgess began to implement a series of reforms that would enable potential clerics to access appropriate education through schools, libraries, scholarships and prizes. By 1810 his ambitious plans for setting up a college for young clerics was already attracting funds and books from benefactors; but it would be a further twelve years before any such college came into existence, by which time Burgess was nearly 65 years old and the site had been switched to Lampeter (Harford, 1840).

Clerical education was close to Burgess' heart. Even in 1789, when he wrote his treatise on abolition, he had visions of educating African students who might go on to fulfil missionary work in Africa; speculating that 'these instructors would probably communicate their lessons in a manner, that would harmonise better with the perceptions of an African mind, than the instructions of any European teacher' (Burgess, 1789). While we might not all share Burgess' missionary zeal, his way of thinking is entirely in-keeping with the current initiative to recruit more teachers and student teachers from ethnic minority backgrounds; to better represent the communities they serve, as we move towards the goal of an Anti-racist Wales by 2030 (Welsh Government, 2022a).

Yet the origin story of St. David's College is not so straightforward. Its waters are muddied by the fact that some of its benefactors had close ties not only to colonial exploitation (Fraser, 2022). One such problematic donor was Thomas Phillips (Scott, 2020). Phillips had made a good deal of money

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in India while it was ruled anarchically and despotically by the East India Company – a private enterprise – and its vast standing army. Phillips returned to Wales in 1817, but four years later bought a sugar plantation on the Caribbean island of St. Vincent, and imported a further 85 slaves from the tiny island of Carriacou. When slavery itself was abolished he was compensated for the loss of 167 slaves to the tune of £4737 - well over £300,000 in today's money (UCL Department of History, 2022). Of course he still kept his estate in St. Vincent, where former slaves were forced to 'earn' their freedom by working for free under the apprenticeship system. When Phillips died in 1851 he bequeathed to St. David's thousands of valuable books, scholarships and property amounting to £6000 - with a modern equivalent somewhere approximate to £500,000. Thomas Burgess himself died in 1837, but whether he would have approved such gifts is a matter of speculation.

Earlier this year UWTSD welcomed 37 students from St. Vincent to pursue scholarships in fields ranging from Civil Engineering to Early Childhood Education. Commentators in St. Vincent were left to speculate on whether this was an act of reparation from the university - or just a coincidence. Vincentian historian and newspaper columnist Dr. Adrian Fraser noted that while 'many Vincentians are lukewarm to the issue of reparations ... one of the possible avenues for granting reparations is by offering educational opportunities for students from countries which had gone through the evil period of slavery.' (Fraser, 2022)

Which brings us back to the present day. The plan to increase the numbers of Black and Minority Ethnic student teachers in Wales is a Welsh Government initiative in its very early stages. It comes accompanied by an ambitious new scheme of funding aimed at recruiting and supporting minority ethnic student teachers, and UWTSD, along with five other Welsh universities, has been part of the initial phase of consultation and action planning. It seems serendipitous that this initiative should coincide with the university's bicentenary; but there should be no illusions about the difficulty of the task ahead.

As we begin this journey we would do well to look to the example of other countries, to their successes and failures; at the same time committing to transparency and rigorous self-examination for the duration of the course ahead. Perhaps there is something about the education system that reproduces power dynamics uncritically, somewhat in the manner of a computer algorithm. We must have eyes open to the obstacles ahead, but the possibility of failure doesn't mean we shouldn't try. On the contrary; it impels us to succeed.

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## **Our present-day context**

In the 2021-22 academic year, approximately 2.9% of our student-teachers identified as being Black, Asian and Minority Ethnic. This is slightly lower than the national figure for ITE in Wales (James and Fitt, 2022), whereas the Local Authority areas served by our partnership schools have ethnic minority pupil populations ranging from 5% to nearly 17%. The under-representation of Black, Asian and Minority Ethnic student-teachers in our ITE programmes has been the main driver for the actions outlined in our plan, and our overall aim is to recruit cohorts of student-teachers to be more representative of the percentage of Black, Asian and Minority Ethnic pupils within the learner population. This will bring it roughly in line with the overall percentage of ethnic minority pupils across Wales, which currently stands at just over 11% (Welsh Government, 2022b).

An Equality, Diversity and Inclusion (EDI) exit survey focusing specifically on issues of race and ethnicity was shared with PGCE primary and secondary students at the end of the 2021-22 academic year. The responses were entirely anonymous and contained a range of questions intended to gauge different measures of satisfaction with the course and with their experiences on placement, as well as demographic data. The hope was to establish some baseline data so that the survey can be repeated and refined in subsequent years, as well as used to inform current approaches to the question of diversity. Student-teachers' responses have been used to inform our action plan and will inform other aspects of our programmes' work going forward. This includes how we as a professional learning partnership address matters surrounding racist, homophobic and transphobic attitudes displayed by some teachers and other professionals. Such incidents were experienced and witnessed by several of the respondents while undertaking their professional teaching experience in schools.

In addition to our programme-specific data, our action plan is also set within the context of our university-wide *Race Equality Plan (REP) 2021-2024*, and recommendations that have been set out to Initial Teacher Education (ITE) providers on a national level.

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## A guide to our action plan

The following is a short guide to understanding our action plan and the thinking behind it.

### Priority areas

Identified following input from various stakeholders, including our admissions team, student-teachers, curriculum tutors, our partnerships strategic team and our student journey and experience strategic team. The five 'RE-s' provide memorable overarching actions that categorise the more details action points within our plan. These overarching actions also link to three areas of commitment – culture, experience, outcomes – as set out in our *Race Equality Plan (REP) 2021-2024*.

### Actions

Decisions made here are based on data gathered through observations, conversations and explorations surrounding internal and external action (and non-action) in the past and present. They are linked directly to our institution's specific context.

### Who?

Teams, departments, and individual members of staff have been named here to introduce elements of clarity, responsibility and accountability. The expectation is that teams, departments and individual members of staff will identify in more detail how they intend to carry out each action point effectively.

### By when?

A time scale is a necessity to be able to monitor progress and completion of each action point. Some actions have been identified as matters to be addressed in the short-term (between now and 2023); mid-term (between now and 2024); and long-term (between now and 2025, and beyond). We envisage this action plan as a starting point for a much longer-term commitment.

### Review points

These have been identified to ensure progress is not only monitored, but that it is evaluated and reviewed. Responsibility and accountability are key drivers here; however, these are also indicators of the quality of the provision we offer our student-teachers, along with their experiences and outcomes. Review points will include the requirement for teams, departments and individual members of staff to report on progress made based on feedback received from student-teachers, staff and school partners.

### Success criteria

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We have decided on 10% of our student-teachers being from Black, Asian and Minority Ethnic backgrounds as an ambitious, yet realistic target to work towards during the life-cycle of this action plan. We have also decided that not meeting this target isn't synonymous with failure. To the contrary, we have and will continue to emphasise the significance of this work as a first step towards change.

## **Progress**

A red, amber, green (RAG) rating approach will be used here so that progress (or lack of it) is visible. Details of where progress has and has not been made will feature in the progress reports given at each review point.



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### Action Plan

Priority Area	Action	Who?	By when?	Review Points	Success Criteria	Progress
<b>Culture</b>	REP 2021-24: Create an inclusive campus culture that facilitates belonging and promotes respect for students and staff and the wider community					
Recruitment	➤ Identify and include Black, Asian and Minority Ethnic teachers from across our Partnership schools in our panel of interviewers to support and lead interviews.	➤ Admissions Team & Partnerships Strategic Team ➤ Central Marketing Team	October 2022 (Short-term)	January 2023	➤ A more diverse panel of interviewers. ➤ Feedback from Black, Asian and Minority Ethnic applicants. ➤ Increase in Black, Asian and Minority Ethnic applicants. ➤ Increase in Black, Asian and Minority Ethnic applicants taking up their offers of places.	
				April 2023		
				July 2023		

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	<ul style="list-style-type: none"> <li>➤ Review our Open Day/Evening materials to identify areas where more of a focus on social and racial justice can be included and highlighted, and the kinds of additional support that might be available to student-teachers from Black, Asian and Minority Ethnic backgrounds. A positive first step will be to include information regarding additional funding from Welsh Government for Black, Asian and Minority Ethnic student-teachers when announced.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Director of ITE</li> <li>➤ Central Marketing Team</li> </ul>	September 2022 (Short-term)	January 2023	<ul style="list-style-type: none"> <li>➤ More relevant and inclusive materials being shared with applicants.</li> <li>➤ Feedback from Black, Asian and Minority Ethnic applicants.</li> </ul>	
				April 2023	<ul style="list-style-type: none"> <li>➤ Increase in Black, Asian and Minority Ethnic applications.</li> <li>➤ Increase in Black, Asian and Minority Ethnic applicants taking up their offers of places.</li> </ul>	
				July 2023		

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	<ul style="list-style-type: none"> <li>➤ Provide more specific and detailed information about what support is available for learning Welsh and progress in the language being assessed. This is because there may be some Black, Asian and Minority Ethnic potential applicants who have EAL and might view learning Welsh as an additional barrier to applying (in 2020/21, there were 30,770 pupils aged 5-19 in Wales whose first language was neither Welsh nor English – statswales.gov.wales)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Rhagoriaith</li> <li>➤ Admissions Team</li> <li>➤ Director of ITE</li> </ul>	September 2022 (Short-term)	January 2023	<ul style="list-style-type: none"> <li>➤ Feedback from Black, Asian and Minority Ethnic applicants.</li> <li>➤ Increase in Black, Asian and Minority Ethnic applications.</li> <li>➤ Increase in Black, Asian and Minority Ethnic applicants taking up their offers of places.</li> </ul>	
				April 2023		
				July 2023		
	<ul style="list-style-type: none"> <li>➤ Publish a blog via Educators’ Wales, Dysg and Yr Athrofa blog sharing the work Yr Athrofa ITE have been doing with our Community Mentor.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Dr Vicky Anderson</li> <li>➤ Rachel Bendall</li> <li>➤ Central Marketing Team</li> </ul>	September 2022 (Short-term)	January 2023	<ul style="list-style-type: none"> <li>➤ Completion of blog.</li> <li>➤ Sharing of the blog via various channels, including social media and</li> </ul>	

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				April 2023	Partnership schools. ➤ References to the blog by applicants in feedback. ➤ Follow-up blog to share progress and good practice with others.	
				July 2023	➤ Increase in Black, Asian and Minority Ethnic applications. ➤ Increase in Black, Asian and Minority Ethnic applicants taking up their offers of places.	
	➤ Update Yr Athrofa ITE website (PGCE & BA Ed) to be more representative, inclusive, diverse	➤ Student Experience & Journey Strategic Team	October 2022 (Short-term)	January 2023	➤ More relevant and inclusive materials being shared with applicants.	

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	<p>and to highlight support available for Black, Asian and Minority Ethnic student-teachers, including WG bursaries.</p>	<ul style="list-style-type: none"> <li>➤ Central Marketing Team</li> <li>➤ Student Services</li> <li>➤ Students' Union</li> </ul>		<p>April 2023</p>	<ul style="list-style-type: none"> <li>➤ Feedback from Black, Asian and Minority Ethnic applicants.</li> <li>➤ Increase in Black, Asian and Minority Ethnic applications.</li> </ul>	
				<p>July 2023</p>	<ul style="list-style-type: none"> <li>➤ Increase in Black, Asian and Minority Ethnic applicants taking up their offers of places.</li> </ul>	
	<ul style="list-style-type: none"> <li>➤ Marketing plan drawn up and rolled out to target ITE marketing at other courses (e.g. Foundation Degree aimed at TAs/LSAs) undergraduate and postgraduate programmes within UWTSD, including our Birmingham &amp; London campuses (which have higher</li> </ul>	<ul style="list-style-type: none"> <li>➤ Central Marketing Team</li> <li>➤ Students' Union</li> <li>➤ Director of ITE</li> <li>➤ Student Experience &amp; Journey Strategic Team</li> </ul>	<p>October 2022 (Mid-term)</p>	<p>January 2023</p>	<ul style="list-style-type: none"> <li>➤ Clear marketing plan in action.</li> <li>➤ Feedback from Black, Asian and Minority Ethnic applicants.</li> <li>➤ Increase in Black, Asian and Minority Ethnic applications.</li> </ul>	
				<p>April 2023</p>	<ul style="list-style-type: none"> <li>➤ Increase in Black, Asian and Minority Ethnic applicants taking</li> </ul>	

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	numbers of Black, Asian and Minority Ethnic students than our Swansea, Carmarthen and Lampeter campuses) and Coleg Sir Gâr.			July 2023	up their offers of places.	
	➤ Marketing plan drawn up and rolled out to target Black, Asian and Minority Ethnic pupils in our Partnership and non-partnership schools (Year 9-13) and FE colleges	➤ Partnerships and Student Experience & Journey Strategic Teams ➤ Consortium ( <i>Partneriaeth</i> ) ➤ Central Marketing Team	October 2022 (Mid-term)	January 2023	➤ Clear marketing plan in action. ➤ Feedback from Black, Asian and Minority Ethnic applicants. ➤ Increase in Black, Asian and Minority Ethnic applications. ➤ Increase in Black, Asian and Minority Ethnic applicants taking up their offers of places.	
April 2023						
July 2023						
Retention	➤ Make use of the Student Collaborators' (student reps)	➤ Personal Tutor Programme Operational	September 2022 (Mid-term)	September 2022	➤ Feedback from Black, Asian and Minority Ethnic	

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	<p>system within Yr Athrofa ITE's programmes of study to identify/elect an EDI Rep as a specialist role to represent Black, Asian and Minority Ethnic student-teachers' voices. This will be a new initiative.</p>	<p>Lead &amp; Working Party</p> <ul style="list-style-type: none"> <li>➤ Students' Union</li> </ul>		<p>June 2023</p>	<p>student-teachers.</p> <ul style="list-style-type: none"> <li>➤ Increase in Black, Asian and Minority Ethnic applications, applicants taking up their offers of places and successfully completing their programmes of study.</li> </ul>	
				<p>September 2023</p>		
				<p>June 2024</p>		
	<ul style="list-style-type: none"> <li>➤ Continue to review and refine module content and assessment specifications so that principles of racial justice and an anti-racist stance are embedded within Yr Athrofa ITE's curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>➤ All Module Teams &amp; QTS Pathway Team</li> <li>➤ Pedagogy &amp; Curriculum Strategic Team</li> <li>➤ Assessment Strategic Team</li> </ul>	<p>September 2022 (Mid-term)</p>	<p>June 2022</p> <ul style="list-style-type: none"> <li>• ITE team planning days</li> <li>• Module leads self-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Feedback from Black, Asian and Minority Ethnic student-teachers.</li> <li>➤ Increase in Black, Asian and Minority Ethnic applications, applicants taking up their offers of places and</li> </ul>	
				<p>June 2023</p>		

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				June 2024	successfully completing their programmes of study.	
<ul style="list-style-type: none"> <li>➤ Review and refine Professional Teaching Experience processes and procedures to include more specific guidance relating to supporting Black, Asian and Minority Ethnic student-teachers while on placement in school.</li> <li>➤ Strengthen guidance relating to reporting incidents of racial and other discriminatory and prejudicial attitudes so that all student-teachers know where to turn when out in school.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Partnerships &amp; QTS Pathways Teams</li> <li>➤ Rachel Bendall</li> </ul>	September 2022 (Mid-term)	September 2022	<ul style="list-style-type: none"> <li>➤ Feedback from Black, Asian and Minority Ethnic student-teachers.</li> <li>➤ Increase in Black, Asian and Minority Ethnic applications, applicants taking up their offers of places and successfully completing their programmes of study.</li> </ul>		
			January 2023			
			June 2023			
			September 2023			



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	<ul style="list-style-type: none"> <li>➤ Adapt the placement preference form so that consideration can be given to potential concerns with being placed in predominantly white schools. Consideration will also need to be given to White student-teachers who may be placed in more diverse schools, and how they are supported to meet the needs of all learners in an inclusive way.</li> </ul>			January 2024		
	<ul style="list-style-type: none"> <li>➤ Provide more specific details relating to support for Black, Asian and Minority Ethnic student-teachers, and clearly signpost sources for this support.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Personal Tutor Programme</li> <li>➤ Operational Lead &amp; Working Party</li> <li>➤ Student Services</li> <li>➤ Students' Union</li> <li>➤ Student Collaborators</li> <li>➤ Personal Tutors</li> </ul>	September 2022 (Short-term)	September 2022	<ul style="list-style-type: none"> <li>➤ Feedback from Black, Asian and Minority Ethnic student-teachers.</li> <li>➤ Increase in Black, Asian and Minority Ethnic applications, applicants taking</li> </ul>	
				January 2023		
				June 2023		
				September 2023		

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				January 2024	up their offers of places and successfully completing their programmes of study.	
				June 2024		
<ul style="list-style-type: none"> <li>➤ Identify Black, Asian and Minority Ethnic mentors already working within our Partnership schools to i) get a greater sense of numbers; ii) recruit more; iii) call upon their expertise and lived experiences to mentor Black, Asian and Minority Ethnic student-teachers across our ITE programmes and into their early careers.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Partnerships &amp; QTS Pathways Teams</li> <li>➤ Consortium (<i>Partneriaeth</i>)</li> </ul>	January 2023 (Mid-term)	January 2023	<ul style="list-style-type: none"> <li>➤ A more tailored mentoring programme for Black, Asian and Minority Ethnic student-teachers.</li> <li>➤ Positive feedback from Black, Asian and Minority Ethnic student-teachers.</li> <li>➤ Increase in Black, Asian and Minority Ethnic applications, applicants taking up their offers of places and successfully completing their programmes of study.</li> </ul>		
			June 2023			
			January 2024			
			June 2024			

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Experience	REP 2021-24: To enable all students and staff to have a positive and fulfilling experience during their time at the University					
Research	<ul style="list-style-type: none"> <li>➤ Undertake small-scale research into matters relating to the recruitment and retention of Black, Asian and Minority Ethnic student-teachers.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Dr Vicky Anderson</li> <li>➤ Rachel Bendall</li> <li>➤ Director of Research</li> </ul>	June 2023 (Long-term)	September 2023	<ul style="list-style-type: none"> <li>➤ Small-scale research projects undertaken with findings shared within Yr Athrofa, across the Partnership, cross-consortia and via national publications.</li> </ul>	
				June 2024		
				September 2024		
				June 2025		
Remediation	<ul style="list-style-type: none"> <li>➤ Utilise the University's bicentenary this year (1822-2022) to highlight its history and link to anti-slavery as a unique context for highlighting Yr Athrofa ITE's commitment to social justice, racial justice and anti-racism.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Dr Vicky Anderson</li> <li>➤ Rachel Bendall</li> <li>➤ Director of ITE</li> <li>➤ Central Marketing Team</li> </ul>	September 2022 (Short-term)	January 2023	<ul style="list-style-type: none"> <li>➤ Feedback from Black, Asian and Minority Ethnic student-teachers.</li> <li>➤ Increase in Black, Asian and Minority Ethnic applications and applicants taking up their offers of places.</li> </ul>	
				April 2023		
				July 2023		
Outcomes	REP 2021-24: To improve outcomes for our minority ethnic staff and students					
Review & Refine	<ul style="list-style-type: none"> <li>➤ Utilise the following processes to</li> </ul>	<ul style="list-style-type: none"> <li>➤ Dr Vicky Anderson</li> </ul>	September 2022 (Long-term)	Ongoing until June 2025 and	<ul style="list-style-type: none"> <li>➤ Increase in Black, Asian and</li> </ul>	

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	<p>monitor, evaluate and review progress, and to identify follow-up actions:</p> <ul style="list-style-type: none"> <li>• EDI Survey</li> <li>• Student voice (Student Collaborators &amp; EDI Rep)</li> <li>• End of module evaluations</li> </ul>	<ul style="list-style-type: none"> <li>➤ Rachel Bendall</li> <li>➤ All Strategic Teams</li> </ul>		<p>inclusive of all review points as noted above.</p>	<p>Minority Ethnic applications and applicants taking up their offers of places.</p>	
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