

Qualifications Wales Anti Racist Action Plan 2024-28

We are committed to helping create an inclusive and anti-racist Wales. Being anti-racist means actively opposing and working against racism in all its forms. It goes beyond rejecting personal prejudices and involves taking preventative and proactive steps to challenge systemic racism and discriminatory practices.

Our commitment to helping create an inclusive and anti-racist Wales requires us to actively identify and contribute to eradicating the systems, structures and processes that produce radically differential outcomes in life for learners from diverse backgrounds.

We endeavour to use the strengths, leadership and lived experiences of ethnically and culturally diverse individuals and groups to make a positive and lasting difference.

We understand that our culture impacts on how we carry out our public duties and recognise the importance of the actions we take, and the messages that we send, to partners, stakeholders, and our staff.

To support change in Wales we will:

1	<p>Engagement:</p> <p>Ensure that diverse voices, and lived experiences are heard and able to influence our policies and decisions as appropriate.</p> <ul style="list-style-type: none"> ✓ Establish partnerships with diverse communities and organisations to help us better understand and address the unique needs and challenges facing learners from minority ethnic backgrounds. ✓ Involve under-represented individuals and representative groups in focus groups and workshops to inform our ongoing programme of qualification reform. ✓ Develop a range of approaches to encourage better engagement with under-represented and minority ethnic individuals.
2	<p>Qualifications Content:</p> <p>Take opportunities to influence qualifications content and awarding body resources.</p> <ul style="list-style-type: none"> ✓ Consider issues of diversity when developing and reforming qualifications. ✓ Work to ensure the design and content of qualifications is diverse in terms of content and representation through the approval criteria we set. ✓ Require evidence of how 14-16 GCSEs developed by awarding bodies as part of the new National 14-16 qualifications reflect the perspectives, themes, and contributions of ethnically and culturally diverse individuals. ✓ Require awarding bodies to be able to demonstrate how it has considered the use of language in qualifications.

<p style="text-align: center;">3</p>	<p>Data:</p> <p>Publish statistical data and analysis that can both inform regulatory decisions and help the wider education system identify and address issues.</p> <ul style="list-style-type: none"> ✓ Include statistical analysis of qualification take up and attainment in equality impact assessment, as appropriate. ✓ Publish statistics on results by ethnic group.
<p style="text-align: center;">4</p>	<p>Collaboration:</p> <p>Work effectively with other public bodies to deliver positive action.</p> <ul style="list-style-type: none"> ✓ Engage with other parts of the education system to identify opportunities for integrated action. ✓ Support further education with its ambitions for post-16 learning. ✓ Continue to share experiences and practice with other sponsored bodies.

To build on our inclusive culture we will:

<p style="text-align: center;">5</p>	<p>Workforce and Board Diversity</p> <p>Encourage greater representation of ethnic minority people within our Board and workforce.</p> <ul style="list-style-type: none"> ✓ Identify and apply best practice to recruitment, selection, and career progression. ✓ Work with external partners to deliver a work placement scheme to support access to work for minority ethnic and other under-represented individuals. ✓ Continue to engage with our local community at outreach events to understand barriers and encourage greater applications from minority ethnic individuals to advertised jobs. ✓ Continue to use positive action for appropriate roles to guarantee an interview for those who meet the minimum criteria and who are from under-represented groups. ✓ Explore opportunities to enhance Board diversity through the Board recruitment process. ✓ Develop the potential of future public sector Board members through supporting initiatives to improve Board diversity, offering mentoring to participants and opportunities to observe Board meetings. ✓ Continue to analyse and publish workforce equalities data.
<p style="text-align: center;">6</p>	<p>Training and Workforce Education</p> <p>Support our Board members and employees to build knowledge, skills, and self-awareness.</p>

	<ul style="list-style-type: none"> ✓ Identify and deliver training based on the findings of our Inclusion Review, including anti-racism training. ✓ Further develop our Equality Champions Group to promote diversity and inclusion across the organisation and collaborate on anti-racist initiatives. ✓ Establish a resource library where staff can access educational materials related to anti-racism.
7	<p>Inclusive Culture:</p> <p>Continue to build an inclusive and anti-racist internal culture.</p> <ul style="list-style-type: none"> ✓ Challenge any non-inclusive and racist thinking and behaviours. ✓ Consider whether our corporate policies present any barriers to building an inclusive and anti-racist internal culture when they are reviewed. ✓ Action recommendations from our Inclusion Review which will help us build an inclusive and anti-racist internal culture.

All members of the Qualifications Wales Board are committed to delivering this action plan. The Chair and each member will personally champion and encourage positive action from our employees and wider stakeholders. Our Chair will report progress against the plan to the Minister for Education. In addition to committing to its overall delivery, items in the plan will be reflected in our senior managers personal objectives.