

**Guidance
Notes**



**INVESTING
ETHNICITY**

Maturity Matrix

2024

WWW.INVESTINGINETHNICITY.ORG

Foreword

“

The Matrix has provided a framework for us to really understand where we are - a mirror if you like of our status and our progress

”

Reuel Abrams, Arcadis

“

Investing in Ethnicity have been with us every step of our journey, from the initial analysis and discussions on what our score meant and the gaps, through to sharing ideas and best practices from other organisations [...] At Experian, we could not be prouder of our most improved employer status with Investing in Ethnicity, and we look forward to seeing where our continued efforts lead us to in 2024

”

Alexandra Kosylo, Experian

Driving ethnic inclusivity is a priority, now more than ever

Investing in Ethnicity was launched in 2016 as a response to the lack of focus on the ethnicity agenda in the workplace, as openly admitted by UK employers. Companies expressed that they needed more knowledge and guidance on how to successfully create ethnically inclusive workplaces and progress in this journey.

With the support of the All-Party Parliamentary Group for Governance and Inclusive Leadership, we designed the Maturity Matrix in 2018. It is an ethnic inclusion benchmarking tool that assesses where organisations are within their ethnicity journey, and its best-practice recommendations offer guidance on how to improve. It is intended to support companies in taking practical actions to create inclusive environments, simultaneously improving outcomes for their ethnic minority colleagues, and boosting innovation through these changes.

Through the Maturity Matrix, we are proud to have witnessed organisations collaborating to find solutions to the structural barriers their ethnic minority colleagues face. We have seen organisations experience tremendous growth from implementing recommendations in the Maturity Matrix and continuing their dedication to ethnic inclusivity. Our focus is to not just create a tick-box exercise, but to be able to measure impact through the framework, and measure whether your strategy is embedding sustainable change.

The commitment to ensuring ethnic inclusion is necessary for a progressive Britain, now more than ever. As we continue ethnic inclusion efforts in the midst of DEI backlash and rhetoric that questions the need for inclusivity, we encourage companies to keep driving innovation in DEI and creating equitable environments for all staff. As a country, we have always led the charge. The ethnicity agenda should not be any different - we have the opportunity to create immense, impactful change.

Thank you to all the organisations who have participated in the Maturity Matrix, and who have engaged with Investing In Ethnicity. Your input, honest conversations, and feedback were used to develop the redesigned 2024 Maturity Matrix. With your efforts, we can continue driving change within the ethnicity agenda to ensure everyone is afforded the opportunity to excel, and to succeed.

Sarah Garrett MBE
Founder and CEO
Investing in Ethnicity



“

Being an Investing in Ethnicity member and going through the Matrix exercise has been instrumental in accelerating these changes. The audit gave us a clear benchmark and highlighted the areas we needed to improve on; and improve we did!

”

Alessandro Storer, OVO

Strategy for Success

The Maturity Matrix has provided a framework that supports organisations to navigate and thrive within the ethnicity agenda since 2018.



Starting Conversations

The Matrix as a tool creates space for organisations at any stage of maturity within their ethnicity journey to identify gaps or challenges, examine why they exist, and create solutions to effectively address them.



Creating Change

Recommendations in The Matrix are built on best practice as shared by organisations in a variety of sectors. After submission, you will receive a report. A full report and consultation is offered to members.



Time Efficient

The Matrix collates all information you share in its easy-to-use checklist and text format. This ensures that time as a resource is used effectively. No evidence is required at submission. Please note that we may spot-check evidence to ensure integrity.



Measuring Success

The Matrix shows you what level of maturity your organisation is currently at. After completing The Matrix, your organisation receives a score and an accreditation level. The Top 10 Employers are those who are the highest scoring in The Matrix. From this, one Outstanding Employer will be determined at the annual Ethnicity Awards.



The Matrix is backed by the All-Party Parliamentary Group for Governance and Inclusive Leadership.



Key points

- The Matrix enters its seventh year as of 2024. It was redesigned in 2024 to ensure its relevancy. This edition aims to identify the challenges facing organisations in the changing landscapes of technology and sentiment around inclusion and related initiatives.
- Submissions allow participating organisations to be scored and receive accreditation. The ten highest scoring organisations, unless participants opt-out, will be shortlisted for the Outstanding Employer category in the annual Ethnicity Awards, from which a winner will be determined.
- Once the Matrix has been submitted, you will receive a report as advised by the timelines. Members will have access to a full report and a consultation to discuss their results.
- The deadline to submit the Matrix is 30th June.

Please contact the Team should you need any further information or support ahead of your submission.

ACCREDITATION: LEVELS OF MATURITY

The Maturity Matrix has four levels:

- ▲ Level 1: IIE Employer
- ▲ Level 2: Star Employer
- ▲ Level 3: Advanced Employer
- ▲ Level 4: Exemplary Employer

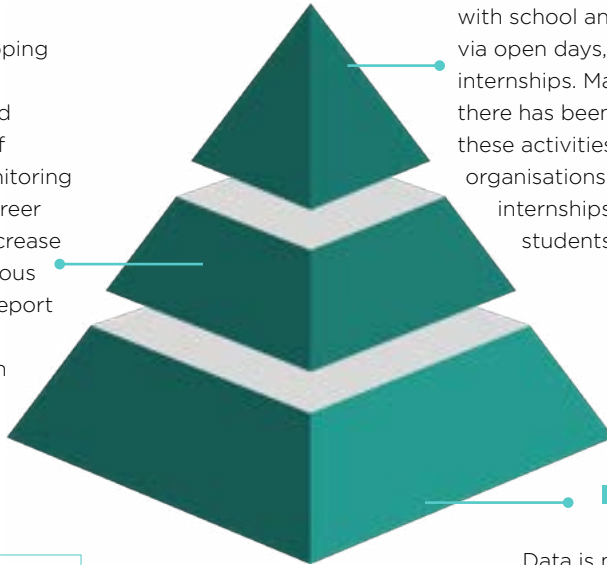


Matrix Insights

Growth areas for organisations and trends from 2023

■ Developing Talent

More organisations are developing internal talent via career development programmes and other similar initiatives. 55% of organisations now report monitoring ethnically diverse talent on career programmes – a promising increase of 23% compared to the previous year. 55% of companies also report measuring and reporting on ethnic diversity representation in succession planning for key roles.



■ Engaging students

Organisations have increased engagement with school and university students via open days, careers fairs, and paid internships. Matrix data shows that there has been a 15% increase in these activities, resulting in 70% of organisations participating in paid internships offered to university students.

■ Utilising data

Data is now recognised as essential for measuring success. 2023 Matrix data shows 70% of companies are reporting rates of demographic representation in hiring, promotion, and attrition. 79% of organisations are reporting the breakdown of heritage within ethnic minority colleagues, a 17%-point increase. Additionally, 49% of companies are engaging in thorough Ethnicity Pay Gap (EPG) reporting by breaking down their reporting by heritage group – this has seen a 15% increase from 2022.

Other Areas

- Ethnicity Pay Gap
- Annual Reports
- Awareness training
- Measuring on redundancy/restructuring

VIEW THE APPG REPORT



WINNERS OF THE OUTSTANDING EMPLOYER



KPMG UK, Outstanding Employer 2023

■ Each year we celebrate the Top 10 Employers through the Ethnicity Awards to determine one winner, which is announced at the awards ceremony in London on 31st October 2024.

■ Last year's and previous Top 10s can be found [HERE](#).

■ Nominations for additional business categories 2024, such as Inspirational Leader, Future Leader, Workplace Hero, Champion (Ally) and Network Group can be submitted at EthnicityAwards.com or [HERE](#).



Guidance Notes

How to complete the Matrix and dates to note

Further info

REGISTER ONLINE

To receive your unique link, Matrix drop in sessions and all updates, please register

Fill in the form to receive the your unique submission link and updates.

1. USE THE MATRIX FOR INTERNAL REFERENCE

Organisations have first audited their existing strategy and framework using the Matrix.

How: Use this document in Adobe Acrobat or [enquire](#) for an audit sheet. Use the online portal (launching 3 April) to discover additional resources and guidance.

2. SUBMIT THE MATRIX

Complete the online form using your unique submission link, sent to your organisation's contact. It is collaborative, meaning other members of your team can access the form to input relevant information. Submit the Matrix using your unique link by the 30th June deadline.

How: Receive your unique link by registering interest [HERE](#).

3. RECEIVE ACCREDITATION AND A REPORT

Submitting the Matrix will give you a report and accreditation, if you reach a certain level. Members will receive a full report with comparisons, listing areas of success and next steps. The Top 10 Employers will be listed as part of the Ethnicity Awards.

How: You can submit the Matrix on our website between 3 April and 30 June.

22 MARCH
GUIDANCE

Guidance notes are shared and released on the website to help your submission. Past guidance is also available.

26 MARCH
DROP-IN SESSION

Join us in this virtual session to learn more about the new Matrix and ask any questions to the team.

3 APRIL
SUBMISSIONS OPEN

After registering interest, you will receive a unique link to submit the Matrix.

30 JUNE
SUBMISSIONS CLOSE

Submit the Matrix by this date, to receive a report.

SEPT ONWARDS
REPORTS & ACCREDITATION

Reports are sent out and members are invited to book consultations.

Content

Click below to jump to the page

A. INSIGHTS

- Data
- Listening Sessions
- Surveys

B. SUPPORT STRATEGY

- Targets
- Action Plan
- Resources
- Reporting
- Accountability

C. CULTURE & INCLUSION

- Understanding (who: Leadership, People Managers, Everyone)
- Communications
- Policy

D. RECRUITMENT

- Recruitment insights
- Stages: Attraction, selection, interview
- Experienced hires
- Early careers

E. EMPLOYEE LIFE CYCLE

- Utilise data
- Performance
- Development

F. EXTERNAL IMPACT

- Supply chain
- Brand and Social Purpose
- Customers, Clients and Service

G. NETWORK GROUPS

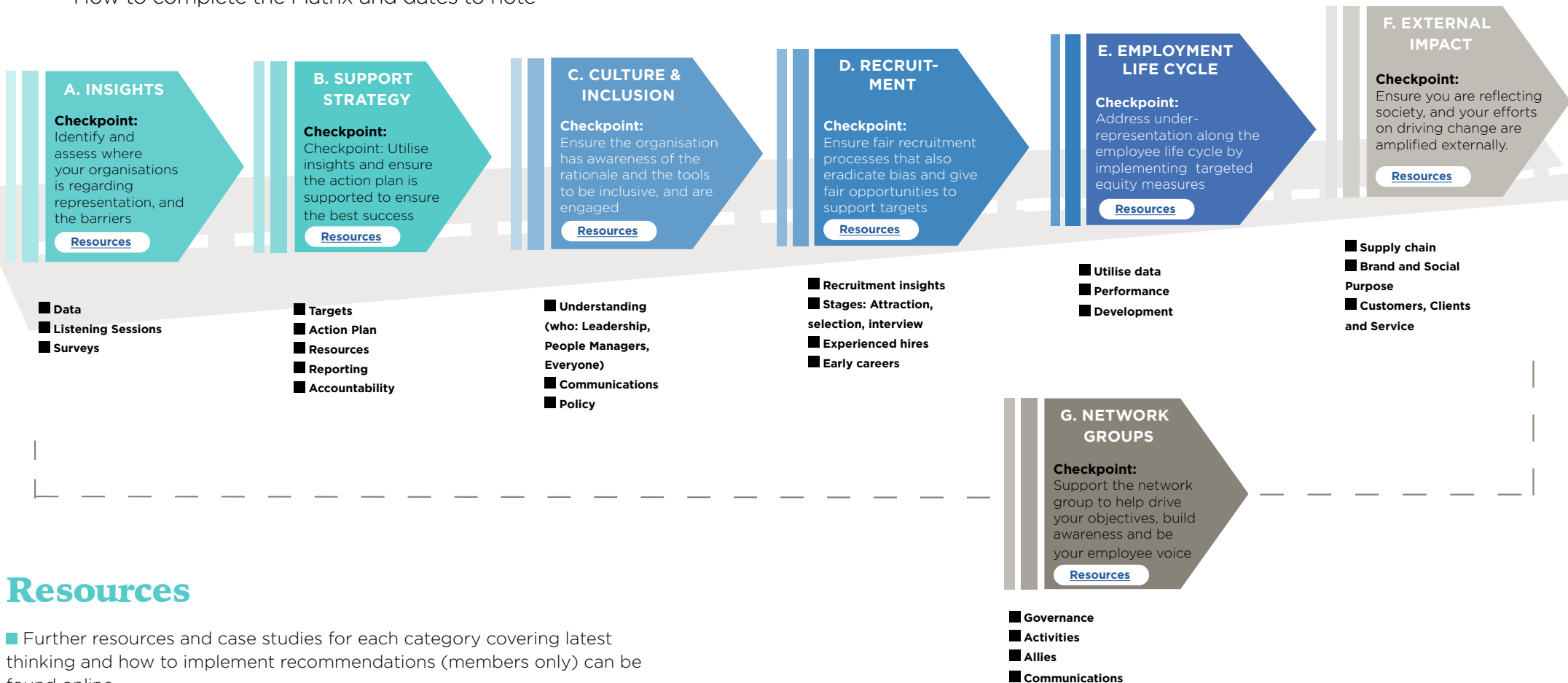
- Governance
- Activities
- Allies
- Communication

The Roadmap

We've kept it simple and time efficient!
How to complete the Matrix and dates to note

GUIDANCE KEY

- > **Milestones**
- > **Information**
- > **Multi-choice**
(choose all applicable)
- > **Options button**
(one option only)



Resources

Further resources and case studies for each category covering latest thinking and how to implement recommendations (members only) can be found online.

Please contact the Team should you need any further information or access to resources

Scoring & Submissions

Information on scoring and submissions



- We do ask for further information within the following areas:
 - Proof of transparency through action plans, annual reporting and Ethnicity Pay Gap Reporting.
 - Confirming data declaration/disclosure rates
 - Any other information on impact you can provide for each section will help support your accreditation, scoring, and optional entry into the Ethnicity Awards.

■ **Evidence:**
We do not ask for evidence at the time of submission as we want the process to be time-efficient. However, we may spot-check your submission to ensure integrity and ask for case studies to be submitted.

■ **Report:**
All submissions will receive a basic report giving overall category and sub-category scores in comparison to overall averages. Members receive a full report. If you would like a full report, please enquire about becoming a member.
Those who have completed the Matrix in 2023 will receive mapped previous points and a section on progress.

■ **Completion of points:**
All recommendations need to be active or executed within a 12 month time frame (from 1st April 2023 - 31st March 2024), unless otherwise specified.



■ **To receive a unique link for your organisation's submission, please fill in the REGISTER YOUR INTEREST form.**

■ **The form will autosave. You can start and come back to the submission at any time.**

ACCREDITATION & SCORING:

Levels of maturity

The Maturity Matrix has four levels of accreditation, with recommendation worth a point. Scoring is based on reaching a minimum number of total points.

Higher levels can only be achieved once certain recommendations are completed. This also applies to being shortlisted for the Ethnicity Awards. Refer to the 'Accreditation' column in the next page for more information.

▲ **Level 1: IIE Employer**

▲ **Level 2: Star Employer**

▲ **Level 3: Advanced Employer**

▲ **Level 4: Exemplary Employer**

The highest-scoring organisations will be shortlisted in the Ethnicity Awards.

Weighted Points

Weighted scoring for each recommendation was introduced in 2022 to give a better reflection on how your organisation is benchmarking against our other organisations (average scores). Weighted scores are determined based on a mixture of the following for each recommendation:

■ **Completion rate:** This is the amount that the recommendation is completed across all organisations in 2024.

■ **Impact:** This score is based on the impact the associated recommendation would create. Higher impact scores will have a greater relevance in driving organisation change within the ethnicity agenda.

■ **Resources and difficulty:** The scoring for this is determined by how much resource and the difficulty in getting sign off on the associated recommendation.

SCORING

Please note that additional points aren't necessarily awarded for organisations that are completing every recommendation. To reach a certain level of accreditation, the Matrix looks at organisations that have a strong informed strategy, and have demonstrated that they are completing and embedding key points effectively and creating progress.



| CODE/SUB | RECOMMENDATION | OPTIONS | GUIDANCE | ACCREDITATION | 2023 CODE |
|-----------|---|--|---|---|--------------------|
| A1 / Data | <ul style="list-style-type: none"> Capture diversity data on ethnic groups | <ul style="list-style-type: none"> Yes (continue) No (next question - A2) Planning | Ensure diversity data uses census categorisation (this can be the simplified version) to compare against census trends. | | [BB1/start] |
| A1a | <ul style="list-style-type: none"> What is your current disclosure/declaration rate? | <ul style="list-style-type: none"> Less than 30% 30% - 49% 50% - 69% 70-89% 90%+ | Organisations should aim for at least 70% disclosure rate before the data can inform their overall strategy. This will identify current representation at different levels and grades, and show drop off rates when compared to general population data, indicating areas to review and improve. | <ul style="list-style-type: none"> - Level 2 Level 4 Level 4 Level 4 | |
| A1b | <ul style="list-style-type: none"> Who has access to high level data and trends? | <ul style="list-style-type: none"> People Managers Leadership through reporting Leadership through live dashboards Board Other business functions HR All colleagues Other (specify) <input type="text"/> | Data trends should be transparent for all stakeholders who are involved in the organisation's ethnicity journey. This is to ensure a clear picture of what the data is showing to inform any targets, strategy and the action plans. | <ul style="list-style-type: none"> Level 3 Level 4 | |
| A1c | <ul style="list-style-type: none"> Have a detailed plan aimed at increasing disclosure rates, particularly if disclosure rates are under 70% <div style="border: 1px solid #00a651; padding: 5px; margin-top: 10px; background-color: #e0f2f1;"> <p>Employees need to understand how data is being used to improve disclosure rates. Especially if disclosure rates are under 90%, a clear focused plan is important to help boost disclosure rates..</p> </div> | <ul style="list-style-type: none"> Include communications on 'what, how and why' data collected and is used Natural check points (i.e. onboarding, change of role, terms, or promotion) Colleague video or case studies campaigns Senior leadership accountability for disclosure rates People managers accountability for communicating importance of collection Updates on progress of disclosure rates measures, which explicitly showcases results and usage to data Other (specify) <input type="text"/> | <p>(See Member Resources)</p> <p>Report back on progress and increases on disclosure rates. There has been better buy in by leadership when they have seen how data is being utilised.</p> <p>Please let us know if you have increased disclosure rates in some other way or have not completed this point, due to already satisfactory diversity data. Share any other information (100 word limit, bullet point list or paragraph format)</p> | <ul style="list-style-type: none"> Level 2 Level 2 | [BB3/basic] |
| A1d | <ul style="list-style-type: none"> Have you got usable data for two or more years, and are measuring attrition and progression? | <ul style="list-style-type: none"> Yes No Planning | Utilise data to analyse progress towards aims and monitor trends of data. | <ul style="list-style-type: none"> Level 4 | [BB5/out-standing] |
| A1e | <ul style="list-style-type: none"> Share any findings from diversity data that demonstrate progress (optional) | <ul style="list-style-type: none"> [text or upload] | Include information on representation, attrition and progression. This can be by ethnic group and grade. Submission for this will support Ethnicity Awards shortlisting and accreditation achievement. | <ul style="list-style-type: none"> Ethnicity Awards/ Top 10 | |



| CODE/SUB | RECOMMENDATION | OPTIONS | GUIDANCE | ACCREDITATION | 2023 CODE |
|----------|---|--|---|---------------|--|
| A2 | <input type="checkbox"/> Do you capture other relevant data by ethnic group? Such as: | <input type="checkbox"/> Redundancy <input type="checkbox"/> Exit interviews <input type="checkbox"/> Disciplinarys <input type="checkbox"/> Grievances <input type="checkbox"/> Absences <input type="checkbox"/> Other (specify) <input type="text"/> | <p>Capture other HR data by ethnic group to analyse any anomalies and monitor trends. At a minimum you should compare general population data to representation of different ethnic groups at different levels or grades within your business, ideally throughout the whole employee life cycle.</p> <p>Share any other information (100 word limit, bullet point list or paragraph format)</p> | | <input type="checkbox"/> [ED2/advanced] <input type="checkbox"/> [BA6/advanced] <input type="checkbox"/> [BA7/start] |



DATA RESOURCES

Find out more about collecting diversity data and how to increase disclosure rates [here](#) (members only)

MEMBER RESOURCES: DATA

Collecting diversity data and how to increase disclosure rates. [CLICK HERE](#)



SURVEYS

| CODE/SUB | RECOMMENDATION | OPTIONS | GUIDANCE | ACCREDITATION | 2023 CODE |
|--------------|---|---|---|--|-----------|
| A3 / Surveys | <input type="checkbox"/> Monitor trends by ethnic group on sentiment, engagement surveys or similar, by encouraging disclosure of ethnicity. | <input type="radio"/> Yes (continue) <input type="radio"/> No (next question - A4) <input type="radio"/> Planning | Analyse employee engagement surveys by ethnic group to identify any anomalies and monitor trends. | | |
| A3a | <input type="checkbox"/> Do surveys measure the following? | <input type="checkbox"/> Belonging and value / Inclusion <input type="checkbox"/> Psychological safety, including to express disagreement and reports of misconduct <input type="checkbox"/> Attitudes to DEI <input type="checkbox"/> Feedback on action plan measures or initiatives <input type="checkbox"/> Feedback on access to fair opportunities <input type="checkbox"/> Other (specify) <input type="text"/> | Identify areas where you are looking to understand qualitative data, sentiment or other areas by allowing employees to disclose ethnic group on surveys. Share any other information (100 word limit, bullet point list or paragraph format) | | |
| A3b | <input type="checkbox"/> Are you cross-referencing general population data against diversity data? | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Planning | Utilise all diversity data to cross-reference against general population to identify any anomalies or trends with other surveys. | | |
| A3c | <input type="checkbox"/> Share any trends on surveys that demonstrate progress (optional) | <input type="checkbox"/> <i>[text or upload]</i> | Include information on any positive trends seen over the past 24 months. Submission for this will support Ethnicity Awards shortlisting and accreditation achievement. | <input type="checkbox"/> Ethnicity Awards | |



LISTENING

| CODE/SUB | RECOMMENDATION | OPTIONS | GUIDANCE | ACCREDITATION | 2023 CODE |
|----------------|---|--|---|---------------|-------------|
| A4 / Listening | <p>Hold a series of focus groups or listening sessions to better understand the lived experiences of ethnically diverse employees.</p> | <ul style="list-style-type: none"> <input type="radio"/> Yes (continue) <input type="radio"/> No (next question - B1) <input type="radio"/> Planning | Use the outputs of listening sessions to better understand lived experiences, inform your recruitment, retention, and wider inclusion strategy. They can also explain further why data is showing under-representation. | | [ED3/start] |
| | | <ul style="list-style-type: none"> <input type="radio"/> Other (specify) <input type="text"/> | Please let us know if you have not completed this point due to already satisfying objectives or delivering against objectives in another way. | | |
| A4a | <p>How many sessions in the past 12 months?</p> | <ul style="list-style-type: none"> <input type="radio"/> 1 session <input type="radio"/> 2 - 5 sessions <input type="radio"/> 5 or more <input type="radio"/> Other (specify) <input type="text"/> | Holding more sessions helps to identify trends and gather more information on the lived experiences of ethnically diverse employees. | | |
| A4b | <p>Did you do the following?</p> <div style="border: 1px solid #008080; padding: 5px; margin-top: 10px;"> <p>These factors affect the success and efficacy of a listening session. Organisations should consider them when planning to conduct a session.</p> </div> | <ul style="list-style-type: none"> <input type="checkbox"/> Have a skilled facilitator | Facilitators should have skills, training, or experience in facilitating complex discussions. | | |
| | | <ul style="list-style-type: none"> <input type="checkbox"/> Ensure participation of targeted group, i.e. is relevant to the objectives | Establish the core demographic(s)/participants you wish to hear from to ensure you would be able to address objectives. | | |
| | | <ul style="list-style-type: none"> <input type="checkbox"/> Ensure emotional wellbeing and support offered to colleagues post-session (where needed) | Colleagues should be signposted to support they can access after listening sessions, e.g. if sensitive issues relating to discrimination are raised. | | |
| | | <ul style="list-style-type: none"> <input type="checkbox"/> Give participants feedback on any outcomes of listening sessions | Sharing updates with colleagues about progress made in addressing concerns will assure colleagues that action has been taken. | | |
| | | <ul style="list-style-type: none"> <input type="checkbox"/> Involve the network group | The network group committee can provide feedback on questions to be asked in the session and support with reaching desired participants. | | |
| | | <ul style="list-style-type: none"> <input type="checkbox"/> Other (specify) <input type="text"/> | Share any other information (100 word limit, bullet point list or paragraph format) | | |
| A4c | <p>Were listening sessions used to support any of the following?</p> <div style="border: 1px solid #008080; padding: 5px; margin-top: 10px;"> <p>Listening sessions bring valuable insights to organisations. They can be used to inform strategies, introduce inclusive policies, and improve psychological safety of colleagues to name a few.</p> </div> | <ul style="list-style-type: none"> <input type="checkbox"/> Strategy: Support on employee retention and progression | Utilising qualitative data to articulate the action plan and strategy. | | |
| | | <ul style="list-style-type: none"> <input type="checkbox"/> General policy | Supporting inclusive policy, i.e. cultural holidays, canteen food options, etc. | | |
| | | <ul style="list-style-type: none"> <input type="checkbox"/> Scenario based training | Anecdotes and lived experiences shared can be used to inform scenario-based training, as it is a real-life example. | | |
| | | <ul style="list-style-type: none"> <input type="checkbox"/> To help promote psychological safety | Support understanding so that colleagues feel they can speak up and be listened to. | | |
| | | <ul style="list-style-type: none"> <input type="checkbox"/> Inclusive language and cultural awareness | Identify ways of understanding cultural differences and language | | |
| | | <ul style="list-style-type: none"> <input type="checkbox"/> Other (specify) <input type="text"/> | Share any other information (100 word limit, bullet point list or paragraph format) | | |
| A4d | <p>What were the key themes from listening sessions?</p> | <ul style="list-style-type: none"> <input type="checkbox"/> [text] | Reviewing the inputs and feedback from colleagues is essential to measure impact. (150 word limit, bullet pointed list or paragraph format) | | |
| Other info | <p>Other information (on insights)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> [text or upload] | Share any other supporting information relating to this category. Examples include, other areas that data or insights are collected on ethnic groups or any further findings that demonstrate progress. (250 word limit, bullet point list or paragraph format) | | |



B) Supporting Strategy

TARGETS

| CODE/SUB | RECOMMENDATION | OPTIONS | GUIDANCE | ACCREDITATION | 2023 CODE |
|---|--|--|---|---------------------------|--------------------|
| B1 / Targets | <p><input type="checkbox"/> If currently under-represented, make a commitment to increase representation of ethnic groups by setting targets or goals</p> | <p><input type="radio"/> Yes (continue)</p> <p><input type="radio"/> No (next question - B2)</p> <p><input type="radio"/> Planning</p> | Analyse diversity data on ethnic groups against census data or local working population, and set targets or goals to address anomalies. | N/A | [AD4a/advanced] |
| | | <p><input type="radio"/> Other (specify) <input type="text"/></p> | Please let us know if you have not completed this point due to already satisfying objectives or delivering against objectives in another way. | | |
| B1a | <p><input type="checkbox"/> Do representation targets include the following?</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px; background-color: #e0f2f1;"> <p>Specific representation targets should be made for each grade and ethnic group based on current data.</p> </div> | <input type="checkbox"/> Breakdown by grade: Board Level | Utilise data to analyse your pipeline and set targets addressing anomalies across grade | | [AD4b/outstanding] |
| | | <input type="checkbox"/> By grade: Executive Committee or senior management | | ▲ Ethnicity Awards | [AD4c/outstanding] |
| | | <input type="checkbox"/> By grade: Middle Management | | | [AD4e/advanced] |
| | | <input type="checkbox"/> By grades: Early Careers | | | [AD4e/advanced] |
| | | <input type="checkbox"/> Breakdown by specific under-represented ethnic group | Address anomalies within your data, set targets for specific under-represented ethnic groups, i.e. Black heritage | | |
| | | <input type="checkbox"/> By intersectional diverse groups | | | |
| | | <input type="checkbox"/> By department areas | | | |
| | | <input type="checkbox"/> Are in line with census data | Reference census data within your hiring area | | |
| | | <input type="checkbox"/> Consider local working population | | | |
| <input type="checkbox"/> Other (specify) <input type="text"/> | Share any other information (100 word limit, bullet point list or paragraph format) | | | | |
| B1b | <p><input type="checkbox"/> Who sees your targets?</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px; background-color: #e0f2f1;"> <p>Ensuring targets are as transparent as possible will help support progress and keep your organisation accountable</p> </div> | <input type="checkbox"/> Board | | | |
| | | <input type="checkbox"/> Business functions & Stakeholders | | | |
| | | <input type="checkbox"/> Entire organisation | | | |
| | | <input type="checkbox"/> Everyone (published externally) | | | |
| | | <input type="checkbox"/> Other (specify) <input type="text"/> | Share any other information (100 word limit, bullet point list or paragraph format) | | |
| B1c | <input type="checkbox"/> Have you met previous targets set on ethnicity? | <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p><input type="radio"/> Unsure</p> | | | |
| B1d | <input type="checkbox"/> [If yes] Give details... | <input type="checkbox"/> [text] | Include information on any targets met in the past 12 months. Submission for this will support Ethnicity Awards shortlisting and accreditation achievement (200 word limit) | ▲ Ethnicity Awards | |



B) Supporting Strategy

TARGETS

| CODE/SUB | RECOMMENDATION | OPTIONS | GUIDANCE | ACCREDITATION | 2023 CODE |
|--------------|---|--|--|---------------|-----------|
| B2 / Targets | <p>Set other targets linked to anomalies found within data and insights or which support an inclusive organisation.</p> | <ul style="list-style-type: none"> ● Yes (continue) ● No (next question - B3) ● Planning | <p>If you have other data available, have you set targets in areas other than representation?</p> | | |
| B2a | <p>Do targets include?</p> <div style="border: 1px solid teal; padding: 5px; margin: 10px 0; background-color: #e0f2f1;"> <p>Specific representation targets should be made for each grade and ethnic group based on current data.</p> </div> | <ul style="list-style-type: none"> Attrition rates Progression Equal pay and bonuses (if applicable) Stretch assignments and fair work allocation (where applicable) Results for sentiment or other employee surveys Disclosure rates Supply Chain Other (specify) | <p>Address anomalies by setting targets improve your retention rate by ethnic group</p> <p>Set targets to improve progression by ethnic groups</p> <p>Work allocation focused directly on a person's ability to do the job</p> <p>Targets could be around boosting sentiment survey scores e.g. focus on belonging, inclusion etc.</p> <p>Target could be to boost disclosure rate using a dedicated comms plan or initiative</p> <p>Increasing the share of your spend to support businesses with ethnic-minority owners can help support these businesses and give back to under-represented communities in a practical way</p> <p>Share any other information (100 word limit, bullet point list or paragraph format)</p> | | |



B) Supporting Strategy

ACTION PLAN

| CODE/SUB | RECOMMENDATION | OPTIONS | GUIDANCE | ACCREDITATION | 2023 CODE |
|-------------------------|---|--|---|---------------------------|-------------|
| B3 / Action Plan | <p><input type="checkbox"/> Have an action plan to support achieving your targets</p> | <ul style="list-style-type: none"> <input type="radio"/> Yes (continue) <input type="radio"/> No (next question - B4) <input type="radio"/> Planning | An action plan, which will utilise insights and address challenges, is required to document the execution of achieving your targets | ▲ Level 3 | [AD1/start] |
| B3a | <p><input type="checkbox"/> Is this solely focused on Ethnicity or part of a wider inclusion plan?</p> <div style="border: 1px solid teal; padding: 5px; margin-top: 10px; background-color: #e0f2f1;"> <p>Specific representation targets should be made for each grade and ethnic group based on current data.</p> </div> | <ul style="list-style-type: none"> <input type="checkbox"/> Part of Inclusion Plan <input type="checkbox"/> Ethnicity Only <input type="checkbox"/> Particular ethnic group, i.e. Black Heritage <input type="checkbox"/> Other (specify) <input style="width: 50px;" type="text"/> | <p>Can be part of a wider inclusion plan, but must have explicit reference to equity measures addressing barriers for ethnic groups.</p> <p>Share any other information (100 word limit, bullet point list or paragraph format)</p> | | |
| B3b | <p><input type="checkbox"/> Does your action plan include the following:</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Explains the rationale <input type="checkbox"/> Address anomalies in data and insights, broken down by ethnic group <input type="checkbox"/> Is informed by diversity data and insights <input type="checkbox"/> Is informed by other surveys and insights <input type="checkbox"/> Address anomalies for intersectional identities <input type="checkbox"/> Reference how and when the action plan will be reported back on <input type="checkbox"/> Feedback and inputs from the network group <input type="checkbox"/> Explicitly explain how success is measured and within what time-frame <input type="checkbox"/> Include who is accountable for which areas <input type="checkbox"/> Address the issues that are causing pay gaps between different ethnic groups <input type="checkbox"/> Other (specify) <input style="width: 50px;" type="text"/> | <p>Outlining the business case will support better engagement.</p> <p>Challenges may differ between ethnic groups. Identifying and addressing specific barriers faced ensures measures are equitable and targeted.</p> <p>Utilising data and insights to address identified anomalies, and where barriers and bias exist.</p> <p>Utilising other insights (section A) to inform strategy and action planning</p> <p>Ensure the action plan addresses unique challenges for intersectional groups</p> <p>Articulating how and when the action plan is reported on will showcase commitment to the plan and help engage the organisation better.</p> <p>Give the network group the opportunity to feed into the action plan and feedback on any measures that support diverse ethnic groups.</p> <p>Where possible, explain how actions will be measured. Utilise targets or goals set.</p> <p>Indicate who the stakeholders are for parts of the action plan, and which business functions are accountable or involved in the process.</p> <p>For example underrepresentation, and imbalance in how different ethnic groups are progressing, and occupying better paid roles.</p> <p>Share any other information (100 word limit, bullet point or paragraph)</p> | | [BB2/start] |
| B3c | <p><input type="checkbox"/> How is the action plan publicised? Share your action plan</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Intranet <input type="checkbox"/> Website <input type="checkbox"/> Events, meetings and Town Halls <input type="checkbox"/> Other (specify) <input style="width: 50px;" type="text"/> | <p>Share any other information (100 word limit, bullet point or paragraph)</p> | | |
| B3d | <p><input type="checkbox"/> Share your action plan</p> | <p><input type="checkbox"/> <i>[upload]</i></p> | | | |
| B3e | <p><input type="checkbox"/> How long have you had an action plan which includes ethnicity? (years)</p> | <ul style="list-style-type: none"> <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 or more | | | [AD2/basic] |
| B3f | <p><input type="checkbox"/> Tell us how you have met and feedback on progress against your action plan (optional)</p> | <p><input type="checkbox"/> <i>[text or upload]</i></p> | <p>Include information on successfully completing your action plan, and how you have reported back. Submission for this will support Ethnicity Awards shortlisting and accreditation achievement.</p> | ▲ Ethnicity Awards | |



B) Supporting Strategy

RESOURCES

| CODE/SUB | RECOMMENDATION | OPTIONS | GUIDANCE | ACCREDITATION | 2023 CODE |
|----------------|--|--|--|---|----------------|
| B4 / Resources | <ul style="list-style-type: none"> Establish a ring-fenced budget set annually to support diversity and inclusion work, with a dedicated budget for ethnicity strategy. | <ul style="list-style-type: none"> Yes (continue) No (next question - B5) Planning | The work needs to have an appropriate dedicated resource to drive change | | [AB1/start] |
| B5 / Resources | <ul style="list-style-type: none"> Employ dedicated permanent Inclusion and Diversity Expert(s) with a specific ethnicity accountability within their remit. | <ul style="list-style-type: none"> Yes (continue) No (next question - B6) Planning | In order to drive change in medium and larger organisations you will need dedicated headcount to manage the action plan and report back on measures and progress | | [AB2/start] |
| B5a | <ul style="list-style-type: none"> Does the dedicated individual or team report directly to Executive Leadership, Board or the CEO? | <ul style="list-style-type: none"> Yes No Planning | As the inclusion strategy forms an integral part of the business strategy, aligning the dedicated headcount to report either to the CEO or Executive leadership, will help to drive change | | [AB3/advanced] |
| B5b | <ul style="list-style-type: none"> Is the dedicated individual or team sit within Business / wider organisation (rather than in HR)? | <ul style="list-style-type: none"> Yes No Planning | Dedicated individual or team are preferred to sit as part of the business to ensure actions are implemented throughout every area of the organisation | | |
| B6 / Resources | <ul style="list-style-type: none"> Have a dedicated inclusion committee or ethnicity task force with a clear remit on progressing ethnicity, made up of key stakeholders who are responsible for driving inclusion. | <ul style="list-style-type: none"> Yes (continue) No (next question - B7) Planning | The committee should be made up of internal stakeholders, those in leadership roles and those whose roles involve progressing the ethnicity agenda and implementing strategy | | [AD3/advanced] |
| | | <ul style="list-style-type: none"> Other (specify) _____ | Please let us know if you have not completed this point due to already satisfying objectives or delivering against objectives in another way | | |
| B6a | <ul style="list-style-type: none"> Who is part of the taskforce? | <ul style="list-style-type: none"> At least one executive committee or board member leading on ethnicity strategy | Taskforce should ideally include key stakeholders with roles and objectives clearly outlined. | | |
| | | <ul style="list-style-type: none"> At least one senior leader leading on ethnicity strategy | | | |
| | | <ul style="list-style-type: none"> Relevant business function leads | | | |
| | | <ul style="list-style-type: none"> DEI leads | | | |
| | | <ul style="list-style-type: none"> Network committee member | | | |
| | <ul style="list-style-type: none"> Other (specify) _____ | Share any other information (100 word limit, bullet point list or paragraph format) | | | |
| B6b | <ul style="list-style-type: none"> How often does the taskforce meet? | <ul style="list-style-type: none"> At least every 3 months Every 6 months Annually Less frequently | The task force should aim to meet regularly to review progress to fulfilling objectives. Members must be accountable for progress and regularly share updates. | <ul style="list-style-type: none"> ▲ Level 4 - - | |



B) Supporting Strategy

RESOURCES

| CODE/SUB | RECOMMENDATION | OPTIONS | GUIDANCE | ACCREDITATION | 2023 CODE |
|----------------|--|---|--|---------------|-----------|
| B7 / Resources | <p><input type="checkbox"/> Ensure business functions, executive and senior leadership support the action plan and understand their role to fulfil its objectives</p> | <ul style="list-style-type: none"> <input type="radio"/> Yes (continue) <input type="radio"/> No (next question - B8) <input type="radio"/> Planning | Business functions, such as talent acquisition, data and procurement leads should understand the business case for the action plan, and how to implement measures within their remit. | | |
| B7a | <p><input type="checkbox"/> Does this include?</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Mapping out stakeholders that need to be engaged in the action plan including executives and senior leadership <input type="checkbox"/> Explicit training or ensuring understanding on the rationale <input type="checkbox"/> Having a feedback loop and meetings, to update and report back on areas of the action plan <input type="checkbox"/> Business functions reporting back on their areas of the action plan <input type="checkbox"/> Leadership reporting back on progress within their department on the action plan <input type="checkbox"/> Other (specify) <input type="text"/> | <p>Leadership and business functions, such as talent acquisition, data and procurement leads should be engaged and accountable, this is supported by understanding the business case for the action plan, and how to implement measures within their remit.</p> <p>Share any other information (100 word limit, bullet point list or paragraph format)</p> | | |



B) Supporting Strategy

REPORTING

| CODE/SUB | RECOMMENDATION | OPTIONS | GUIDANCE | ACCREDITATION | 2023 CODE |
|----------------|---|---|--|---------------|---|
| B8 / Reporting | <input type="checkbox"/> The CEO should make at least one annual statement committing the organisation to making progress, highlighting strategy and progress so far | <input type="radio"/> Yes (continue) <input type="radio"/> No (next question - B9) <input type="radio"/> Planning | The statement can be a commitment to supporting ethnic diversity and the action plan. It can also include supporting new measures or new initiatives outlined in the action plan. | | [AC1/start] |
| B8a | <input type="checkbox"/> How was this done | <input type="checkbox"/> Internally <input type="checkbox"/> Externally <input type="checkbox"/> Other (specify) <input type="text"/> | Share any other information (100 word limit, bullet point list or paragraph format) | | |
| B9 / Reporting | <input type="checkbox"/> Internally measure and report on progress and the action plan | <input type="radio"/> Yes (continue) <input type="radio"/> No (next question - B10) <input type="radio"/> Planning | Transparency in reporting increases engagement, stakeholder accountability, and allows review of the firm's activities. This is useful for measuring success and comparing data year-on-year. | | [AC1/start] |
| B9a | <input type="checkbox"/> Does internal reporting include the following: | <input type="checkbox"/> Breakdown by grade <input type="checkbox"/> Breakdown by ethnic group <input type="checkbox"/> Breakdown by grade and ethnic group (cross referenced) <input type="checkbox"/> By intersectionality <input type="checkbox"/> Hiring, promotion and attrition rates by ethnic groups <input type="checkbox"/> Hiring, promotion and attrition rates by grade, including senior, and ethnic groups <input type="checkbox"/> Feedback on individual progress from leadership, including Board, relevant business functions and department leads <input type="checkbox"/> Is explicitly seen and discussed with the Executive Committee and Board at least annually. <input type="checkbox"/> Other (specify) <input type="text"/> | Reporting should break down overall representation of ethnic groups across all levels and departments/business areas. Where possible break down the ethnic heritage groupings to identify if there are differences in experience for specific ethnicities. The report should help feedback on measures and inform any action plan progress or implementation of measures | | [BC2/out-standing] [BC1/advanced] [BC4/out-standing] [BC5/out-standing] [BB4/basic] |
| | | | Share any other information (100 word limit, bullet point list or paragraph format) | | |



B) Supporting Strategy

REPORTING

| CODE/SUB | RECOMMENDATION | OPTIONS | GUIDANCE | ACCREDITATION | 2023 CODE |
|-----------------|--|--|---|---------------|---|
| B10 / Reporting | <input type="checkbox"/> Externally report on progress made on the journey | <input type="radio"/> Yes (continue) <input type="radio"/> No (next question - B11) <input type="radio"/> Planning | External reporting on progress on the ethnicity journey increases your organisation's accountability in this area, and communicates the commitment to this agenda. | | [AC3/advanced] |
| B10a | <input type="checkbox"/> How was this done | <input type="checkbox"/> Annual Report <input type="checkbox"/> ESG report <input type="checkbox"/> DEI Reporting <input type="checkbox"/> Webpage <input type="checkbox"/> Other (specify) <input type="text"/> | <p>External reports should be available for the public to view and/or download from your company's webpage.</p> <p>Share any other information (100 word limit, bullet point list or paragraph format)</p> | | |
| B10b | <input type="checkbox"/> Does external reporting include the following: | <input type="checkbox"/> Representation across the organisation <input type="checkbox"/> Breakdown by internal grades: Board, Executive Committee, Senior management, early careers and other internal grades <input type="checkbox"/> Breakdown by specific ethnic groups <input type="checkbox"/> Hiring and recruitment rates <input type="checkbox"/> Promotion and attrition rates <input type="checkbox"/> Other (specify) <input type="text"/> | <p>Reporting should break down overall representation of ethnic groups across all levels and departments/businesses. Where possible break down the ethnic heritage groupings to identify if there are differences in experience for specific ethnicities. The report should help feedback on measures and inform of any action plan progress or implementation of measures</p> <p>Share any other information (100 word limit, bullet point list or paragraph format)</p> | | [AC4/advanced] [AC5/outstanding] [AC6/outstanding] [AC6/outstanding] |
| B10c | <input type="checkbox"/> Share a link to your external report | <input type="checkbox"/> <i>[link or upload]</i> | | | |
| B11 / Reporting | <input type="checkbox"/> Publicly report on your Ethnicity Pay Gap | <input type="radio"/> Yes (continue) <input type="radio"/> No (next question - B12) <input type="radio"/> Planning | Ethnicity Pay Gap Reporting can be published alongside Gender Pay Gap or independently. | | [BC8/outstanding] |
| B11a | <input type="checkbox"/> How long have you published your Ethnicity Pay Gap? (years) | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 or more | Publishing Ethnicity Pay Gap data, shows employees and potential employees your organisations commitment to ethnicity | | |
| B11b | <input type="checkbox"/> Does your ethnicity pay gap report include the following: | <input type="checkbox"/> Breakdown by ethnic group <input type="checkbox"/> Other (specify) <input type="text"/> | <p>Share any other information (100 word limit, bullet point list or paragraph format)</p> | | [BC7/outstanding] |
| B11c | <input type="checkbox"/> Share a link to your Ethnicity Pay Gap report | <input type="checkbox"/> <i>[link]</i> | Share the link to your report. | | |



ONE OF THE BIGGEST CHALLENGES: BUILDING TRUST

Communicating and reporting your findings openly both internally and publicly helps build trust. Internally this will help aid 'belonging' and retention. Publicly, this will help your brand become one that is recognised for investing in its people, customers or patients, clients and communities.

RESOURCES:
 Reports from companies disclosing their Ethnicity Pay Gap. [CLICK HERE](#)



B) Supporting Strategy

ACCOUNTABILITY

| CODE/SUB | RECOMMENDATION | OPTIONS | GUIDANCE | ACCREDITATION | 2023 CODE |
|----------------------|--|---|---|---------------|--------------------|
| B12 / Accountability | <input type="checkbox"/> Include DEI key performance indicators (KPIs) which are aligned to ethnicity targets | <input type="radio"/> Yes (continue) <input type="radio"/> No (next question - B13) <input type="radio"/> Planning | Including DEI within KPIs and linked to scorecards, targets and action plans supports progress through accountability and engagement. | | [AF2/out-standing] |
| B12a | <input type="checkbox"/> Who has ethnicity related KPIs? | <input type="checkbox"/> Board <input type="checkbox"/> Executive and leadership <input type="checkbox"/> Business functions (i.e. Talent Acquisition) <input type="checkbox"/> People Managers <input type="checkbox"/> Other (specify) <input type="text"/> | Share any other information (100 word limit, bullet point list or paragraph format) | | |
| B12b | <input type="checkbox"/> Do KPIs, where relevant, include the following: | <input type="checkbox"/> Aligned to targets, scorecards, and strategy <input type="checkbox"/> Recruitment targets <input type="checkbox"/> Attrition rates <input type="checkbox"/> Promotion rates <input type="checkbox"/> Stretch assignments and fair work allocation (where applicable) <input type="checkbox"/> Performance ratings and fair appraisals <input type="checkbox"/> Other (specify) <input type="text"/> | Ensure KPIs are related to areas where targets are set and align to the action plan. Share any other information (100 word limit, bullet point list or paragraph format) | | |



B) Supporting Strategy

A. INSIGHTS

B. SUPPORT STRATEGY

C. CULTURE & INCLUSION

D. RECRUIT

E. EMPLOYEE LIFE CYCLE

F. EXTERNAL IMPACT

G. NETWORK GROUP

ACCOUNTABILITY

| CODE/SUB | RECOMMENDATION | OPTIONS | GUIDANCE | ACCREDITATION | 2023 CODE |
|----------------------|--|--|--|---------------|----------------|
| B13 / Accountability | <input checked="" type="checkbox"/> Ensure Leadership are communicating goals and progress to teams | <input checked="" type="radio"/> Yes (continue) <input checked="" type="radio"/> No (next question - C1) <input checked="" type="radio"/> Planning | To demonstrate the internal support is shared across the executive team. it should not fall just to the Exec Sponsor or HR to talk about ethnicity; it should be a shared commitment. | | [AF3/advanced] |
| B13a | <input checked="" type="checkbox"/> How is this being done? | <input checked="" type="checkbox"/> Dedicated team meetings <input checked="" type="checkbox"/> Townhalls or similar <input checked="" type="checkbox"/> Speaking events <input checked="" type="checkbox"/> Reporting back on areas of the Action Plan <input checked="" type="checkbox"/> A dedicated feedback loop where leadership explain progress made <input checked="" type="checkbox"/> Other (specify) <input type="text"/> | Share any other information (100 word limit, bullet point list or paragraph format) | | |
| Other info | <input checked="" type="checkbox"/> Other information (on Supporting Strategy) | <input checked="" type="checkbox"/> <i>[text or upload]</i> | Share any other supporting information relating to this category. Examples include, areas of success against your action plan, other ways you have achieved understanding, engagement or accountability on strategy. (250 word limit, bullet point list or paragraph format) | | |



C) Culture & Inclusion

A. INSIGHTS

B. SUPPORT STRATEGY

C. CULTURE & INCLUSION

D. RECRUIT

E. EMPLOYEE LIFE CYCLE

F. EXTERNAL IMPACT

G. NETWORK GROUP

UNDERSTANDING: LEADERSHIP

| CODE/SUB | RECOMMENDATION | OPTIONS | GUIDANCE | ACCREDITATION | 2023 CODE |
|--------------------|---|---|---|---------------|----------------|
| C1 / Understanding | <input type="checkbox"/> Give executive and senior leadership teams the opportunity to hear lived experiences by initiating listening sessions | <input type="radio"/> Yes (continue) <input type="radio"/> No (next question - C2) <input type="radio"/> Planning | Senior leadership should host a platform for colleagues to share their concerns or perspectives. Ensure these type of sessions with leadership include the opportunity to give further feedback, and participants are updated on any actions or outcomes from these sessions. | | [AE1/advanced] |
| | | <input type="radio"/> Other (specify) <input type="text"/> | Please let us know if you have not completed this point, due to satisfying the recommendation in another way. | | |
| C1a | <input type="checkbox"/> How many members of your senior leadership team have engaged? | <input type="radio"/> 1-2 people <input type="radio"/> Under 10 people <input type="radio"/> More than 5 people and less than 50% <input type="radio"/> 51% - 90% <input type="radio"/> Above 90% <input type="radio"/> Other (specify) <input type="text"/> | If there are few people engaged in exec-initiated listening sessions, consider how psychological safety can be boosted to ensure more participation. | | |
| C1b | <input type="checkbox"/> What actions or outcomes were derived? | <input type="checkbox"/> Better engagement in the action plan | Ensure there is a process for evaluating the successes, what changes, outcomes, or feedback have come as a result of having this session. | | |
| | | <input type="checkbox"/> Understanding and awareness of lived experiences | | | |
| | | <input type="checkbox"/> Supporting a particular initiative or barrier | | | |
| | | <input type="checkbox"/> Improved allyship and role modelling inclusive behaviours | | | |
| | | <input type="checkbox"/> Other (specify) <input type="text"/> | Share any other information (100 word limit, bullet point list or paragraph format) | | |
| C2 / Understanding | <input type="checkbox"/> Have a reverse and reciprocal mentoring programme or similar programme in place | <input type="radio"/> Yes (continue) <input type="radio"/> No (next question - C3) <input type="radio"/> Planning | Reciprocal mentoring can be an opportunity to understand the lived experiences of ethnic minority colleagues. | | [AE2/advanced] |
| | | <input type="radio"/> Other (specify) <input type="text"/> | Please let us know if you have not completed this point, due to satisfying the recommendation in another way. | | |
| C2a | <input type="checkbox"/> How many people in your senior leadership have engaged? | <input type="radio"/> 1-2 people <input type="radio"/> Under 10 people <input type="radio"/> More than 5 people and less than 50% <input type="radio"/> 51% - 90% <input type="radio"/> Above 90% <input type="radio"/> Other (specify) <input type="text"/> | Let us know how many pairings have been on the programme. | | |
| C2b | <input type="checkbox"/> What actions or outcomes were derived? | <input type="checkbox"/> Better engagement in the action plan | Ensure there is a process for evaluating the successes, what changes, outcomes, or feedback have come as a result of having this programme. | | |
| | | <input type="checkbox"/> Understanding and awareness of lived experiences | | | |
| | | <input type="checkbox"/> Supporting a particular initiative or barrier | | | |
| | | <input type="checkbox"/> Improved allyship and role modelling inclusive behaviours | | | |
| | | <input type="checkbox"/> Other (specify) <input type="text"/> | Share any other information (100 word limit, bullet point list or paragraph format) | | |



C) Culture & Inclusion

UNDERSTANDING: LEADERSHIP

| CODE/SUB | RECOMMENDATION | OPTIONS | GUIDANCE | ACCREDITATION | 2023 CODE |
|--------------------|--|--|---|----------------------------------|---------------|
| C3 / Understanding | <p>Ensure that senior executive teams have access to ethnicity inclusion training, either integrated into existing programmes or a stand-alone programme.</p> | <ul style="list-style-type: none"> ● Yes (continue) ● No (next question - C4) ● Planning | <p>Comprehensive ethnicity inclusion training is essential to support other areas of understanding and for deepening leadership engagement with the ethnicity agenda.</p> | | [AE3a/ba-sic] |
| C3a | <p>How many people in your senior leadership have engaged?</p> | <ul style="list-style-type: none"> ● 1-2 people ● Under 10 people ● More than 5 people and less than 50% ● 51% - 90% ● Above 90% ● Other (specify) <input type="text"/> | | | |
| C3b | <p>How was the majority of training provided?</p> | <ul style="list-style-type: none"> ● Integrated into existing leadership training ● Wider inclusion training which included a lens on ethnicity ● Specific ethnicity and/or race training ● e-learning ● In-person or virtual sessions with a facilitator ● Other (specify) <input type="text"/> | <p>Training methods/mediums can impact the effectiveness of influencing inclusive behaviours. For example, in person ethnic inclusion training may prove more useful than e-learning training in some circumstances because participants can discuss concepts with a trained facilitator.</p> | | |
| C3c | <p>Did training include the following:</p> | <ul style="list-style-type: none"> ■ Building understanding of rationale of the action plan ■ Support on conversations on race and ethnicity ■ Challenging non-inclusive behaviours including microaggressions ■ Inclusive decision making ■ Understanding and challenging bias ■ Scenario-based training ■ Sponsorship ■ Leaders walking away with explicit commitments ■ Feedback was given on impact of sessions by delegates ■ Measure impact and outcomes against objectives ■ Is refreshed at least every 2 years ■ Other (specify) <input type="text"/> | <p>Share some of the areas and objectives that training provided covers.</p> | | |
| c3d | <p>Share how training has improved leadership understanding or engagement (optional)</p> | <p><i>[text or upload]</i></p> | <p>Include any outcomes or impact that demonstrates training has supported progress. Submission for this will support Ethnicity Awards shortlisting and accreditation achievement.</p> | <p>▲ Ethnicity Awards</p> | |



C) Culture & Inclusion

UNDERSTANDING: PEOPLE MANAGERS

| CODE/SUB | RECOMMENDATION | OPTIONS | GUIDANCE | ACCREDITATION | 2023 CODE |
|--------------------|---|---|--|--------------------------------|-----------------|
| C4 / Understanding | <p>Ensure that people managers have access to ethnicity inclusion training, either integrated into existing programmes or a stand-alone programme.</p> | <ul style="list-style-type: none"> Yes (continue) No (next question - C3) Planning | Comprehensive ethnicity inclusion training for people managers can up-skill line managers to better support diverse teams. | | [BA3a/advanced] |
| C4a | <p>How many people managers have engaged?</p> | <ul style="list-style-type: none"> 1-2 people Under 10 people More than 5 people and less than 50% 51% - 90% Above 90% Other (specify) | | | |
| C4b | <p>How was the majority of training provided?</p> | <ul style="list-style-type: none"> Integrated into existing management training Wider inclusion training which included a lens on ethnicity Specific ethnicity and/or race training e-learning In-person or virtual sessions with a facilitator Other (specify) | Some training methods/mediums provide greater impact on influencing inclusive behaviours. In person ethnic inclusion training may prove more useful than e-learning training in some circumstances because participants can discuss concepts with a trained facilitator, reinforcing new knowledge and helps embed the application | | [CC2a/basic] |
| C4c | <p>Did training include the following:</p> <ul style="list-style-type: none"> Build understanding of rationale regarding the action plan Support on conversations about race and ethnicity within teams Challenge non-inclusive behaviours including microaggressions Bullying and harassment Conflict resolution Understanding and challenging bias Scenario-based training Appraisals and giving evidence-based feedback Removing bias from distribution of work / stretch assignments Other inclusive line manager capability skills (i.e. inclusive participation in meetings, recruitment, etc) Give people managers explicit commitments to being inclusive Feedback was given on impact of sessions by delegates Measure impact and outcomes against objectives Is refreshed at least every 2 years Other (specify) | <p>Share some of the areas and objectives that the training provided covers.</p> | | | [CC2b/advanced] |
| C4d | <p>Share how training has improved People Manager understanding or engagement (optional)</p> | <p>[text or upload]</p> | <p>Include any outcomes or impact that demonstrates training has supported progress. Submission for this will support Ethnicity Awards shortlisting and accreditation achievement.</p> | <p>Ethnicity Awards</p> | |



C) Culture & Inclusion

UNDERSTANDING: EVERYONE

| CODE/SUB | RECOMMENDATION | OPTIONS | GUIDANCE | ACCREDITATION | 2023 CODE |
|--------------------|---|---|---|---------------|-------------|
| C5 / Understanding | <ul style="list-style-type: none"> Include specialist information and resources on race, ethnicity and culture to support 'Just in Time' learning for all colleagues | <ul style="list-style-type: none"> Yes (continue) No (next question - C6) Planning | <p>This type of learning can should be accessible through platforms such as your intranet, and will support practical understanding of dealing with common scenarios, these can include challenging microaggressions or supporting conversations.</p> | | [CA4/basic] |
| C5a | <ul style="list-style-type: none"> Did this include the following: | <ul style="list-style-type: none"> Examples of non-inclusive behaviours, including microaggressions | <p>Share some of the areas and objectives that the resources and learning provided covers.</p> | | [BA2/start] |
| | | <ul style="list-style-type: none"> Are these examples taken from listening sessions | | | |
| | | <ul style="list-style-type: none"> How to challenge non-inclusive behaviour | | | |
| | | <ul style="list-style-type: none"> Glossary of widely used terms | | | |
| | | <ul style="list-style-type: none"> Signposting to network groups | | | |
| | | <ul style="list-style-type: none"> Signposting to mental health resources and well-being support | | | |
| | | <ul style="list-style-type: none"> Clear guidance on the process for reporting a grievance | | | |
| | | <ul style="list-style-type: none"> Allyship guidance | | | |
| | | <ul style="list-style-type: none"> Other (specify) <input type="text"/> | <p>Share any other information (100 word limit, bullet point list or paragraph format)</p> | | |
| C6 / Understanding | <ul style="list-style-type: none"> Explicit commitment to ethnic inclusion should be included in all onboarding processes | <ul style="list-style-type: none"> Yes (continue) No (next question - C7) Planning | <p>In all your onboarding materials and programmes, make sure that your commitment to ethnic diversity is clear. This could include sharing your strategy, information on network groups and highlighting any information you have shared externally.</p> | | [CB3/start] |
| c6a | <ul style="list-style-type: none"> Does this include? | <ul style="list-style-type: none"> Information on joining the Network Group | <p>Share any other information (100 word limit, bullet point list or paragraph format)</p> | | |
| | | <ul style="list-style-type: none"> Company Values including diversity, equity and inclusion | | | |
| | | <ul style="list-style-type: none"> Inclusion and ethnicity targets | | | |
| | | <ul style="list-style-type: none"> Accountability for DEI objectives | | | |
| | | <ul style="list-style-type: none"> Expected inclusive behaviours | | | |
| | | <ul style="list-style-type: none"> Other (specify) <input type="text"/> | | | |



C) Culture & Inclusion

UNDERSTANDING: EVERYONE

| CODE/SUB | RECOMMENDATION | OPTIONS | GUIDANCE | ACCREDITATION | 2023 CODE |
|--------------------|--|---|--|---------------|--------------|
| C7 / Understanding | <p><input type="checkbox"/> Ensure that everyone has access to ethnicity inclusion training, either integrated into existing programmes or a stand-alone programme.</p> | <ul style="list-style-type: none"> <input type="radio"/> Yes (continue) <input type="radio"/> No (next question - C8) <input type="radio"/> Planning | <p>Making this available to all colleagues within the business allows colleagues the chance for continuous development within ethnicity inclusion, and positively shapes organisation culture.</p> | | [CC5a/basic] |
| C7a | <p><input type="checkbox"/> How many people have engaged?</p> | <ul style="list-style-type: none"> <input type="radio"/> 1-2 people <input type="radio"/> Under 10 people <input type="radio"/> More than 5 people and less than 50% <input type="radio"/> 51% - 90% <input type="radio"/> Above 90% <input type="radio"/> Other (specify) <input type="text"/> | | | |
| C7b | <p><input type="checkbox"/> How was the majority of training provided?</p> | <ul style="list-style-type: none"> <input type="radio"/> Integrated into existing management training <input type="radio"/> Wider inclusion training which included a lens on ethnicity <input type="radio"/> Specific ethnicity and/or race training <input type="radio"/> e-learning <input type="radio"/> In-person or virtual sessions with a facilitator <input type="radio"/> Other (specify) <input type="text"/> | <p>Making this available to all colleagues within the business allows colleagues the chance for continuous development within ethnicity inclusion, and positively shapes organisation culture.</p> | | [CC2a/basic] |
| C7c | <p><input type="checkbox"/> Did training include the following?</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Building understanding of rationale of the action plan <input type="checkbox"/> Support on conversations on race and ethnicity within teams <input type="checkbox"/> Challenging non-inclusive behaviours including microaggressions <input type="checkbox"/> Bullying and harassment <input type="checkbox"/> Conflict resolution <input type="checkbox"/> Understanding and challenging bias <input type="checkbox"/> Scenario-based training <input type="checkbox"/> Allyship (not provided by network group) <input type="checkbox"/> Removing bias from distribution of work / stretch assignments <input type="checkbox"/> Other inclusive line manager capability skills (i.e. inclusive participation in meetings, recruitment, etc) <input type="checkbox"/> Ensure people managers walking away with explicit commitments <input type="checkbox"/> Feedback was given on impact of sessions by delegates <input type="checkbox"/> Measure impact and outcomes against objectives <input type="checkbox"/> Is refreshed at least every 2 years <input type="checkbox"/> A check point to review and measure effectiveness <input type="checkbox"/> Other (specify) <input type="text"/> | <p>Share some of the areas and objectives that the training provided covers.</p> | | [CC1/start] |
| | | | <p>Share any other information (100 word limit, list or paragraph format)</p> | | |



C) Culture & Inclusion

A. INSIGHTS

B. SUPPORT STRATEGY

C. CULTURE & INCLUSION

D. RECRUIT

E. EMPLOYEE LIFE CYCLE

F. EXTERNAL IMPACT

G. NETWORK GROUP

UNDERSTANDING: EVERYONE

| CODE/SUB | RECOMMENDATION | OPTIONS | GUIDANCE | ACCREDITATION | 2023 CODE |
|--------------------|--|--|--|-------------------------|--------------|
| C8 / Understanding | <input type="checkbox"/> Have other activities to further engage colleagues on allyship | <input type="radio"/> Yes (continue) <input type="radio"/> No (next question - C9) <input type="radio"/> Planning | The activities should be owned and delivered by the organisation, but can be supported by the Network Group (G). | | [CC5a/basic] |
| C8a | <input type="checkbox"/> Did this include? | <input type="checkbox"/> Having champions, advocates or similar | Inclusion, race or ethnicity champions within the business would have been given training to be able to support colleagues from diverse ethnic groups and signpost them to further support where needed. | | |
| | | <input type="checkbox"/> Having forums with allies to support further progress | Open Forums where allies can share experiences, ask questions. Sessions should be facilitated in a safe and respectful environment | | |
| | | <input type="checkbox"/> Role modelling and showcasing allies | This can be achieved through video or campaigns which give advice or tips on allyship or supporting diverse colleagues. | | |
| | | <input type="checkbox"/> Having a toolkit or similar information on allyship | The toolkit should include reference to support actions that an ally can undertake to ensure the workplace is more inclusive of ethnic diversity. | | |
| | | <input type="checkbox"/> Other (specify) <input type="text"/> | Share any other information (100 word limit, bullet point list or paragraph format) | | |
| C8b | <input type="checkbox"/> Share any other ways you have improved understanding or engagement (optional) | <input type="checkbox"/> <i>[text or upload]</i> | Include any outcomes or impact that demonstrates training has supported progress. Submission for this will support Ethnicity Awards shortlisting and accreditation achievement. | Ethnicity Awards | |



RESOURCES: ALLIES TOOLKIT

Over the past year we have seen an increased appetite in allyship through network groups. Read and circulate our Ally Toolkit. [CLICK HERE](#)



C) Culture & Inclusion

COMMUNICATIONS

| CODE/SUB | RECOMMENDATION | OPTIONS | GUIDANCE | ACCREDITATION | 2023 CODE |
|---------------------------|---|--|---|---------------|--|
| C9 / Understanding | Have a communication plan that includes ethnicity to internal colleagues | <ul style="list-style-type: none"> ● Yes (continue) ● No (next question - C10) ● Planning | Too much communications through the wrong channels can create fatigue, but if communications are thought out and strategic, they can provide a consistent drum beat of information that supports culture. | | [CC5a/basic] |
| C9a | How often do you communicate to colleagues on ethnicity? | <ul style="list-style-type: none"> ● At least every 3 months ● Every 6 months ● Annually ● Less frequently | | | [CA3b/basic] [CA3a/start] [CA3a/start] |
| C9b | What have your communications included? | Updates on the Action Plan | | | |
| | | Annual feedback against ethnicity targets | | | |
| | | Awareness of cultural occasions and dates | | | |
| | | Training opportunities to improve careers for under-represented ethnic groups | | | |
| | | Training opportunities to improve ethnic inclusion | | | |
| | | Stories or videos from colleagues about their career from under-represented ethnic groups | | | |
| | | Stories or videos from colleagues about their career from intersectional and ethnic groups | | | [CA1/start] |
| | | Stories or videos from leadership showcasing allyship | | | [CA2/basic] |
| | Other (specify) <input type="text"/> | Share any other information (100 word limit, list or paragraph format) | | | |
| C9c | What platforms do you use? | Intranet or similar | | | |
| | | Email | | | |
| | | Townhalls or through leadership | | | |
| | | To teams through people managers | | | |
| | | Installations in shared office spaces | | | |
| | | Backdrops, email signatures on ethnicity campaigns or awareness | | | |
| | | Other (specify) <input type="text"/> | Share any other information (100 word limit, list or paragraph format) | | |
| C9d | Who is involved in the communications plan? | Communications team and lead | | | |
| | | Network Group committee | | | [DD1/basic] |
| | | DEI | | | |
| | | Network Group information | | | |
| | | Task force | | | |
| | | Business leads and/or board members | | | |
| | | Other (specify) <input type="text"/> | Share any other information (100 word limit, list or paragraph format) | | |



C) Culture & Inclusion

A. INSIGHTS

B. SUPPORT STRATEGY

C. CULTURE & INCLUSION

D. RECRUIT

E. EMPLOYEE LIFE CYCLE

F. EXTERNAL IMPACT

G. NETWORK GROUP

COMMUNICATIONS

| CODE/SUB | RECOMMENDATION | OPTIONS | GUIDANCE | ACCREDITATION | 2023 CODE |
|-------------|--|---|--|---------------|----------------|
| C10 / Comms | <input type="checkbox"/> Have a dedicated space on your external website highlighting your organisation's ethnicity journey and the wider inclusion agenda. | <input type="radio"/> Yes (continue) <input type="radio"/> No (next question - C11) <input type="radio"/> Planning | Having a strategic communications plan is key. Too much communications through the wrong channels can create fatigue, but if communications are thought out, they can provide a consistent drum beat of information that supports culture. | | [FB4/advanced] |
| C10a | <input type="checkbox"/> Does this space include? | <input type="checkbox"/> Message from the CEO or board member | | | |
| | | <input type="checkbox"/> Link to report (showcasing DEI targets, representation) | | | |
| | | <input type="checkbox"/> Action Plan and updates | | | |
| | | <input type="checkbox"/> Network Group information | | | |
| | | <input type="checkbox"/> Recruitment activities | | | |
| | | <input type="checkbox"/> Other (specify) <input type="text"/> | Share any other information (100 word limit, bullet point list or paragraph format) | | |
| C10b | <input type="checkbox"/> Please supply a link to your external communications: | <input type="text"/> [text or upload] | | | |



C) Culture & Inclusion

POLICY

| CODE/SUB | RECOMMENDATION | OPTIONS | GUIDANCE | ACCREDITATION | 2023 CODE |
|--------------|--|--|--|---------------|----------------|
| C11 / Policy | <p>Ensure a review of ALL HR Policies to ensure they are inclusive</p> | <ul style="list-style-type: none"> ● Yes (continue) ● No (next question - C11) ● Planning | Have checkpoints to ensure the policy is up to date and inclusive. | | [FB4/advanced] |
| C11a | <p>How frequently are policies reviewed to ensure they are inclusive and inclusivity of ethnic groups</p> | <ul style="list-style-type: none"> ● Continuously ● Only when new policy is introduced ● Annually ● Less frequently ● Other | | | |
| C11b | <p>How are policies refreshed?</p> | <p>Through a refresh of language used</p> | | | |
| | | <p>Through input from the network group</p> | | | [DD2/advanced] |
| | | <p>Through input from listening sessions</p> | | | |
| | | <p>Other (specify) <input type="text"/></p> | Share any other information (100 word limit, bullet point list or paragraph format) | | |
| C11c | <p>Do policies include?</p> <div style="border: 1px solid teal; padding: 5px; margin: 10px 0;"> <p>Policies should be inclusive and comprehensive, complete with signposting colleagues on where to get policy-related support.</p> </div> | <p>A zero-tolerance policy approach to harassment and bullying related to race or ethnicity</p> | An anti-racist policy communicates that your organisation supports its ethnic minority staff and is aware of the importance of psychological safety at work | | [BA1/start] |
| | | <p>Explicit examples of racist behaviour and microaggressions in the bullying/harassment policy or FAQs.</p> | Examples help to illustrate what constitutes unacceptable, non-inclusive behaviour in the workplace | | [BA2/start] |
| | | <p>Supporting pay structure per grade and bonuses</p> | | | |
| | | <p>Fair work allocation</p> | Have a policy in place to ensure that key pieces of work and stretch assignments are fairly allocated. | | |
| | | <p>Inclusive compassionate leave</p> | Policy should take into account different cultural or religious needs in regards to compassionate leave. | | |
| | | <p>Inclusive holiday leave</p> | Colleagues should be able to request culturally significant holidays as leave without hindrance from line managers. They may need to use holiday to cover the days, or exchange UK recognised holidays - if the organisation allows. | | [BA7/start] |
| | | <p>Information on inclusive language and communications</p> | These should include relevant imagery, glossary of terminology, guidance on how to avoid stereotypical language, with examples. | | |
| | | <p>A process or campaign to support colleagues adding phonetic pronunciation of names into email signatures and other communications</p> | Include a process to allow colleagues to add their phonetic pronunciation to their communications and have a policy in place to ask about name pronunciations where necessary. | | |
| | | <p>Other (specify) <input type="text"/></p> | Share any other information (100 word limit, bullet point list or paragraph format) | | |



C) Culture & Inclusion

POLICY

| CODE/SUB | RECOMMENDATION | OPTIONS | GUIDANCE | ACCREDITATION | 2023 CODE |
|--------------|---|---|---|---------------|-------------|
| C12 / Policy | <input type="checkbox"/> Ensure the procedure for reporting grievances is clearly outlined and accessible. | <ul style="list-style-type: none"> <input type="radio"/> Yes (continue) <input type="radio"/> No (next question - D1) <input type="radio"/> Planning | The process should be clearly signposted to colleagues, and colleagues should understand what the process involves. | | [BA4/start] |
| C12a | <input type="checkbox"/> Does this include? | <input type="checkbox"/> An anonymous feedback mechanism for all colleagues to identify any issues for colleagues with different ethnicities. | | | [BA5/basic] |
| | | <input type="checkbox"/> An advice or helpline | | | |
| | | <input type="checkbox"/> Signposting to resources and support | | | |
| | | <input type="checkbox"/> Other (specify) <input type="text"/> | Share any other information (100 word limit, bullet point list or paragraph format) | | |

| | | | | | |
|------------|--|--|--|--|--|
| Other info | <input type="checkbox"/> Other information (on Culture & Inclusion) | <input type="checkbox"/> <i>[text or upload]</i> | Share any other supporting information relating to this category. Examples include, areas of success and other measures regarding training or communications, key campaigns or other areas of policy that have created impact. (250 word limit, bullet point list or paragraph format) | | |
|------------|--|--|--|--|--|



D) Recruitment

RECRUITMENT DATA

| CODE/SUB | RECOMMENDATION | OPTIONS | GUIDANCE | ACCREDITATION | 2023 CODE |
|-----------------------|---|---|---|---------------|--|
| D1 / Recruitment Data | <input type="checkbox"/> Monitor ethnicity representation at all stages of the recruitment process: application, shortlist, interview and appointment for all job roles. | <input type="radio"/> Yes (continue) <input type="radio"/> No (next question - D2) <input type="radio"/> Planning | Tracking candidate journeys into organisations can provide valuable insight into why ethnically diverse potential candidates are not converted into hires. Interventions can be put in place based on insights at the relevant stages of the recruitment process. | | [EC1/basic] |
| D1a | <input type="checkbox"/> Does this include? | <input type="checkbox"/> All positions | | | |
| | | <input type="checkbox"/> Some positions | | | |
| | | <input type="checkbox"/> Senior grades | | | |
| | | <input type="checkbox"/> Early careers | | | |
| | | <input type="checkbox"/> Breakdown by ethnic groups | | | |
| | | <input type="checkbox"/> By intersectional diverse groups | | | |
| | | <input type="checkbox"/> Other (specify) <input type="text"/> | Share any other information (100 word limit, list or paragraph format) | | |
| D1b | <input type="checkbox"/> Ensure that candidate pools reflect representation targets or goals, and if they do not have a process to address anomalies | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Planning | Recruiters should be tracking ethnicity at every stage of the recruitment process, where possible. If you are a hiring manager, refuse to accept non-diverse candidate pools. | | [EC2/basic] |
| D1c | <input type="checkbox"/> Who has sight of recruitment targets and data (where applicable)? | <input type="checkbox"/> Hiring managers | Recruitment data should measure against all recruitment activity and inform recruitment decisions. | | |
| | | <input type="checkbox"/> Talent Acquisition team | | | |
| | | <input type="checkbox"/> Business department leads | | | |
| | | <input type="checkbox"/> HR | | | |
| | | <input type="checkbox"/> Other (specify) <input type="text"/> | | | |
| D2 / Recruitment Data | <input type="checkbox"/> Analyse recruitment data to include within the action plan targeted equity measures that align to representation targets | <input type="radio"/> Yes (continue) <input type="radio"/> No (next question - D3) <input type="radio"/> Planning | Your updates should include information about the work that you do to attract ethnically diverse talent. | | [EC7/advanced] |
| D2a | <input type="checkbox"/> How frequently is this done? | <input type="radio"/> Continuously <input type="radio"/> At least every 3 months <input type="radio"/> Every 6 months <input type="radio"/> Annually <input type="radio"/> Less frequently | Regular reviews of the data ensure you are on track to meet objectives. They can also provide an opportunity to intervene when targets do not seem to be achievable. | | |
| D2b | <input type="checkbox"/> Have a process to reject long or short lists which do not reflect diversity of candidate pools and targets set | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Planning | | | |
| D2c | <input type="checkbox"/> Does this include? | <input type="checkbox"/> All stages of the recruitment process | Recruiters should be tracking ethnicity at every stage of the hiring process, where possible. When using recruitment firms, ask them to bring diverse long and short lists. If you are a hiring manager, refuse to accept non-diverse long and short lists. | | [EC3/basic] |
| | | <input type="checkbox"/> Supplied by third-party recruitment agencies | | | |
| | | <input type="checkbox"/> All positions | | | |
| | | <input type="checkbox"/> Senior grades | | | |
| | | <input type="checkbox"/> Other (specify) <input type="text"/> | | | Share any other information (100 word limit, list or paragraph format) |



D) Recruitment

STAGES

| CODE/SUB | RECOMMENDATION | OPTIONS | GUIDANCE | ACCREDITATION | 2023 CODE |
|-----------------|---|--|--|---------------|-------------------|
| D3 / Attraction | <input type="checkbox"/> Advertising for job vacancies is reviewed to ensure it is inclusive of diverse ethnic groups | <input type="radio"/> Yes (continue) <input type="radio"/> No (next question - D4) <input type="radio"/> Planning | Make sure job vacancies are inclusive to attract the widest diverse candidate pools. | | [EC1/basic] |
| | | <input type="radio"/> Other (specify) <input type="text"/> | Please let us know if you have not completed this point, due to satisfying the recommendation in another way. | | |
| D3a | <input type="checkbox"/> Does this include? | <input type="checkbox"/> Ensure the imagery and language used within recruitment campaigns are reflective of ethnically diverse communities. | Your recruitment marketing should appeal to a diverse candidate pool. Imagery is important to help potential candidates see that your organisation is taking diverse representation seriously. Using your network groups or diverse focus groups to sense check materials is best practice | | [EA1/start] |
| | | <input type="checkbox"/> Revise wording on job specifications to ensure that plain English is used and that it demonstrates an accurate reflection of the skills required. | Using language that is concise and easy to understand will help ensure that some candidates are not disadvantaged through the application process | | [EA2/start] |
| | | <input type="checkbox"/> Have a process in place to review job criteria to ensure that it reflects job roles and attracts the widest candidate pools (i.e. education requirements) | | | |
| | | <input type="checkbox"/> Employees from diverse ethnic groups sharing their career journey on recruitment pages | | | |
| | | <input type="checkbox"/> Other (specify) <input type="text"/> | Share any other information (100 word limit, list or paragraph format) | | |
| D4 / Selection | <input type="checkbox"/> Review selection stage processes and introduce targeted equity measures where needed (if necessary or under-represented) | <input type="radio"/> Yes (continue) <input type="radio"/> No (next question - D5) <input type="radio"/> Planning | Review the selection stage processes and aim to introduce measures to mitigate against any bias. | | [EC1/basic] |
| | | <input type="radio"/> Other (specify) <input type="text"/> | Please let us know if you have not completed this point, due to satisfying objectives in another way. | | |
| D4a | <input type="checkbox"/> Which of the following were introduced? | <input type="checkbox"/> Training for all those involved in the selection process, which included unconscious bias and action-based learning | Your recruitment marketing should appeal to a diverse candidate pool. Imagery is important to help potential candidates see that your organisation is taking diverse representation seriously. Using your network groups or diverse focus groups to sense check materials is best practice | | |
| | | <input type="checkbox"/> Training for some of those involved in the selection process, which included unconscious bias and action-based learning | The recruitment process needs to be accessible to a diverse candidate pool. Using language that is concise and easy to understand will help ensure that some candidates are not disadvantaged through the application process | | |
| | | <input type="checkbox"/> Have a process to re-advertise job roles based on diversity of candidate pools | | | |
| | | <input type="checkbox"/> Ensure third-party recruiters have shown a commitment to align with recruitment strategy | | | [EC4/outstanding] |
| | | <input type="checkbox"/> Blind CVs (if effective) | If bias has been identified with the selection process, remove identifying information. For example, name, address, employment history and schooling, should all be removed with a focus on the skills the candidate can bring to the role. | | [EB4/advanced] |
| | | <input type="checkbox"/> Other (specify) <input type="text"/> | Let us know any further measures, or if some measures were not considered because they were trialled but deemed not effective. (100 word limit, bullet point list or paragraph format). | | |



D) Recruitment

STAGES

| CODE/SUB | RECOMMENDATION | OPTIONS | GUIDANCE | ACCREDITATION | 2023 CODE |
|----------------|--|---|--|---------------|-------------|
| D5 / Interview | <input type="checkbox"/> Review interview stage processes and introduce targeted equity measures where needed (if necessary or under-represented) | <input type="radio"/> Yes (continue) <input type="radio"/> No (next question - D6) <input type="radio"/> Planning | Review whether bias is contributing to the interview stage processes and aim to introduce measures to mitigate this | | |
| | | <input type="radio"/> Other (specify) <input type="text"/> | Please let us know if you have not completed this point, due to satisfying the recommendation in another way. | | |
| D5a | <input type="checkbox"/> Which of the following was introduced? | <input type="checkbox"/> Ensure diverse recruitment panels for all experienced hire positions | If you are using a panel-based interview approach, ensure a diverse interview panel. Alternatively, every senior hire should have been interviewed by at least one ethnically diverse interviewer. | | [EB1/basic] |
| | | <input type="checkbox"/> Training for all those involved in the interview process, which included unconscious bias and action-based learning | Offer practical training which builds awareness of where and why bias shows up in the recruitment process and how to challenge. | | |
| | | <input type="checkbox"/> Training for at least one member of the interview panel | | | |
| | | <input type="checkbox"/> Training for some of those involved in the interview process | | | |
| | | <input type="checkbox"/> Review of training to ensure it is creating an impact (in last 12 months) | | | |
| | | <input type="checkbox"/> Other (specify) <input type="text"/> | Let us know any further measures, or if measures were not considered because they have been trialled but deemed not effective. (100 word limit, bullet point list or paragraph format) | | |



D) Recruitment

EARLY CAREERS

| CODE/SUB | RECOMMENDATION | OPTIONS | GUIDANCE | ACCREDITATION | 2023 CODE |
|--------------------|--|---|---|---------------|----------------|
| D6 / Early Careers | <p>Have a strategy to promote early career job opportunities to ethnically diverse communities</p> | <p><input type="radio"/> Yes (continue)</p> <p><input type="radio"/> No (next question - D7)</p> <p><input type="radio"/> Planning</p> | <p>This will ensure that career opportunities are seen by the widest talent pool possible. Challenge yourselves every year to think about different ways to reach external talent pools. Engage your network group or hold a focus group with students to find out where they look for job opportunities.</p> | | [EA3/basic] |
| | | <p><input type="radio"/> Other (specify) <input type="text"/></p> | <p>Please let us know if you have not completed this point, due to satisfying objectives in another way.</p> | | |
| D6a | <p>How is this being done?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Consider these measures to build a strategy to engage and attract under-represented talent. Have check points to measure and review the measures against targets and impact created.</p> </div> | <p><input type="checkbox"/> Job boards</p> | <p>Promote jobs via ethnicity job boards or with specialist recruiters who understand how to reach under-represented ethnic groups.</p> | | [EA4/advanced] |
| | | <p><input type="checkbox"/> School-level initiatives, i.e. work experience, career days, mentoring</p> | <p>Give ethnically diverse young people in the community the help and support to be able to aspire to a wider range of opportunities by offering work experience placements.</p> | | [FC6/basic] |
| | | <p><input type="checkbox"/> Specifically engage with Universities which attract diverse ethnic population</p> | <p>Challenge policy which only selects talent from top universities, i.e. Russell Group, which may have a lower than average representation by ethnic group of student population.</p> | | |
| | | <p><input type="checkbox"/> Engage ethnically diverse students with paid internships</p> | <p>Give ethnically diverse young people at university the help and support to aspire to a wider range of opportunities. Colleagues can volunteer to be mentors.</p> | | [FC9/advanced] |
| | | <p><input type="checkbox"/> Attract ethnically diverse representation on apprenticeship programmes (if applicable)</p> | <p>Monitor representation on apprenticeship programmes and address any anomalies.</p> | | |
| | | <p><input type="checkbox"/> Internal and external events, career days or programmes</p> | <p>Career days or events are a useful way to support and engage students from under-represented ethnic group.</p> | | |
| | | <p><input type="checkbox"/> Mentor partnerships with existing employees and ethnically diverse young people</p> | <p>Give ethnically diverse young people in the community help and support to aspire to a wider range of opportunities. Colleagues volunteer to be mentors</p> | | [FC7/advanced] |
| | | <p><input type="checkbox"/> Review recruitment processes that involve tech and AI to ensure that they are inclusive of ethnic groups</p> | <p>Ensure that any tech or AI systems that support recruitment processes are reviewed to ensure that they are inclusive and ensuring representation.</p> | | |
| | | <p><input type="checkbox"/> Other (specify) <input type="text"/></p> | <p>Let us know any further measures, or if some measures were not considered because they were trialled but deemed not effective. (100 word limit, bullet point list or paragraph format).</p> | | |



D) Recruitment

EXPERIENCED HIRES

| CODE/SUB | RECOMMENDATION | OPTIONS | GUIDANCE | ACCREDITATION | 2023 CODE |
|------------------------|--|---|--|---------------|-------------|
| D7 / Experienced Hires | <ul style="list-style-type: none"> Ensure you are attracting diverse ethnic groups within Experienced hire positions | <ul style="list-style-type: none"> Yes (continue) No (next question - E1) Planning Other (specify) <input type="text"/> | <p>Please let us know if you have not completed this point, due to satisfying objectives in another way.</p> | | |
| D7a | <p>How is this being done?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Consider these measures to build a strategy to engage and attract under-represented talent. Have check points to measure and review the measures against targets and impact created.</p> </div> | <ul style="list-style-type: none"> Ensure a diverse long and short list from any third-party recruiters Have a process to reject lists from hiring managers if candidate pools to not reflect representation targets Have a process to advertise job opportunities internally to existing diverse talent Have an alumni programme that tracks ethnically diverse, former employees Market Map to identify roles with the most potential for ethnically diverse candidates and target them when they are available. Have a process to advertise other job positions to a 'warm bench' of top candidates from diverse ethnically groups Other (specify) <input type="text"/> | <p>Recruitment should be tracking ethnicity at every stage of the hiring process, where possible. When using recruitment firms, ask them to bring diverse long and short lists.</p> <p>Engage with talent that has left the organisation, sending them communications which include job openings, events and organisation updates</p> <p>Understand that job areas, where there is a good diverse representation available for roles, is where you have the most opportunity to make a difference. This is particularly effective for senior roles.</p> <p>Career days or events are a useful way to support and engage students from under-represented ethnic group.</p> <p>Let us know any further measures, or if some measures were not considered or trialled but considered not effective. (100 word limit, bullet point list or paragraph format)</p> | | [EC3/basic] |
| Other info | <ul style="list-style-type: none"> Other information (on Recruit) | <ul style="list-style-type: none"> <i>[text or upload]</i> | <p>Share any other supporting information relating to this category. Examples include, areas of success and impact created by utilising measures, any other areas of success within recruitment that has helped drive representation goals. (250 word limit, bullet point list or paragraph format)</p> | N/A | |



E) Employee Life Cycle

UTILISE DATA / PERFORMANCE

| CODE/SUB | RECOMMENDATION | OPTIONS | GUIDANCE | ACCREDITATION | 2023 CODE |
|-------------------|---|--|---|---------------|-------------|
| E1 / Utilise Data | <p>Have a strategy to address anomalies within representation at all levels by implementing targeted equity measures</p> | <ul style="list-style-type: none"> Yes (continue) No (next question - E2) Planning | Take action to address any issues of under-representation by encouraging and supporting diverse talent to engage with training and recruiting programmes. | ▲ Level 2 | [ED1/basic] |
| E1a | <p>Do targeted equity measures address anomalies in data and insights broken down by the following?</p> <p>These can be measures outlined on your action plan referring to Employee Life Cycle and development.</p> | <ul style="list-style-type: none"> By Grade By Ethnic groups By intersectional diverse groups By department area Other (specify) | Share any other information (100 word limit, bullet point list or paragraph format) | | |
| E1b | <p>What are your data or insights revealing about your challenges regarding representation?</p> | [text or upload] | Include areas you have identified within ethnic groups and grade that need addressing. | | |
| E2 / Performance | <p>Review processes within performance management to ensure that inequalities for ethnic groups are addressed (if not, add targeted measures to action plan)</p> | <ul style="list-style-type: none"> Yes (continue) No (next question - E3) Planning | Take action to address any issues of under-representation by encouraging and supporting diverse talent to engage with training and recruiting programmes. | | |
| E2a | <p>Did this include the following:</p> | <ul style="list-style-type: none"> Transparent guidelines on how your organisation's career ladder works for all roles Regular communications on career pathways and development opportunities for all colleagues Reassessment of performance ratings to ensure unidentified talent is not overlooked A process that reviews appraisals to ensure fair or continuous feedback A process to ensure fair distribution of work (or stretch assignments) A process to ensure fair bonuses, rewards and pay processes Exit interviews or questionnaires Track representation of high performers (if applicable) by ethnicity to identify anomalies Other (specify) | <p>This allows all colleagues to understand the pathways to internal progression, how your system works and what they need to do to advance their career.</p> <p>Ensure all colleagues are aware of development opportunities</p> | | [EE1/basic] |
| | | | Share any other information (100 word limit, bullet point list or paragraph format) | | |



E) Employee Life Cycle

DEVELOP

| CODE/SUB | RECOMMENDATION | OPTIONS | GUIDANCE | ACCREDITATION | 2023 CODE |
|--|---|--|--|---------------|-------------------|
| E3 / Develop | <p>Review processes to ensure ethnic diverse talent are being given opportunities for professional development needed to progress their careers</p> | <ul style="list-style-type: none"> ● Yes (continue) ● No (next question - E4) ● Planning | Consider what processes already exist and how you can monitor career development. | | [ED1/basic] |
| E3a | <p>Does this include?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Consider what processes already exist and how you can ensure career development to aid under-representation and support targets.</p> </div> | <p>Ensuring representation on programmes is aligned to targets</p> | | | |
| | | <p>Addressing performance ratings process to ensure development is accessible to unidentified talent from ethnic groups</p> | | | |
| | | <p>Measure representation on talent development programmes ensuring ethnically diverse representation that are aligned to representation targets</p> | Monitor the diversity on talent and leadership programmes to ensure it is representative. This will strengthen your talent pipeline. This will strengthen your talent pipeline. | | [EE2/advanced] |
| | | <p>Self-nominated access to programmes</p> | | | |
| | | <p>Monitor whether under-represented ethnic groups on talent programmes are progressing up the career ladder</p> | Once colleagues have been in or are going through a talent programme, tracking their progress is key to ensuring the programme is effective. Is the programme having the right impact? If not, understand how you can adjust the programme to get it on track. | | [EE7/outstanding] |
| | | <p>Ensure that line managers are involved in the talent development process.</p> | Line managers are commonly cited by ethnically diverse employees as being a barrier to progression. Getting line managers involved in the talent development process will encourage better buy-in and engagement with the training process. | | [EE4b/advanced] |
| | | <p>Where needed, identify and map skills gaps for areas of the business that are under-represented, including by ethnic group and grade.</p> | Supporting talent at all levels to progress in an organisation is important. You should identify talent; this could be through a process of self-nomination or via business nomination. Once selected, the talented, ethnically diverse individuals should be supported with a variety of interventions that could include sponsorship, mentoring, coaching, dedicated development sessions. | | [EE4a/advanced] |
| | | <p>Where needed, accelerate career growth by identifying ethnically diverse talent, and place them on dedicated career accelerator or talent programmes.</p> | | | |
| <p>Other (specify) </p> | Let us know any further measures, or if some measures were not considered or trialled but deemed ineffective. Examples could be having dedicated programmes that include secondments, shadowing or other development opportunities which target under-represented ethnic groups. (100 word limit, bullet point list or paragraph format). | | | | |



E) Employee Life Cycle

DEVELOP

| CODE/SUB | RECOMMENDATION | OPTIONS | GUIDANCE | ACCREDITATION | 2023 CODE |
|--------------|---|---|--|---------------|----------------|
| E4 / Develop | <p>Identify top ethnically diverse talent within senior and middle management and allocate a sponsor to aid career growth.</p> | <ul style="list-style-type: none"> ● Yes (continue) ● No (next question - E5) ● Planning | <p>Research has shown that sponsorship is key to supporting diverse top talent into senior roles. The sponsor needs to be willing to use their influence to help the sponsee progress, acting as their advocate.</p> | | [EE5/advanced] |
| E4a | <p>Does this include?</p> | <p>Ensuring representation on sponsorship programmes is aligned to representation targets</p> | | | |
| | | <p>Objectives on supporting career progression</p> | | | |
| | | <p>Self-nominated access to programmes</p> | | | |
| | | <p>Other (specify) <input type="text"/></p> | <p>Share any other information (100 word limit, bullet point list or paragraph format)</p> | | |
| E4b | <p>How many have engaged in the programme?</p> | <p>[number]</p> | <p>Share an approximate number of how many individuals (sponsors and sponsees) have been on the programme over the past 12 months.</p> | | |

| | | | | | |
|------------|--|-------------------------|---|-----|--|
| Other info | <p>Other information (on Employee Life Cycle)</p> | <p>[text or upload]</p> | <p>Share any other supporting information relating to this category. Examples include, areas of success and impact created by utilising measures, any other areas of success which has supported development or progression that has helped drive representation goals. (250 word limit, bullet point list or paragraph format)</p> | N/A | |
|------------|--|-------------------------|---|-----|--|



F) External Impact

SUPPLY

| CODE/SUB | RECOMMENDATION | OPTIONS | GUIDANCE | ACCREDITATION | 2023 CODE |
|-------------------|---|--|---|---------------|----------------|
| F1 / Supply Chain | Update or establish a supplier code of conduct to ensure that your supply chain has a strategy to support commitment to ethnic diversity and inclusion with suppliers. | <ul style="list-style-type: none"> Yes (continue) No (next question - F2) Planning | Ensure that you have a code of conduct for all suppliers. At a minimum, the appropriate-sized suppliers should commit to having an inclusion and diversity plan that supports ethnic diversity in their organisations that they can share with you. | | [FA1/start] |
| F1a | Does this include? | <ul style="list-style-type: none"> Suppliers reflect your diversity, equity and inclusion values? Explicit reference and explanation to your key values and objectives in relation to diversity, equity and inclusion? Key requirements on fair recruitment including race and ethnicity? Key requirements on having an inclusive workplace and aligned to equality act on discrimination? Key requirements on remuneration and pay? Diversity and inclusion within suppliers own supply chain and sourcing decisions. Other (specify) <input type="text"/> | Let us know any further measures, or if some measures were not considered or trialed but deemed ineffective. (100 word limit, bullet point list or paragraph format) | | |
| F1b | Provide a copy of your Supplier Code of Conduct | <input type="text"/> [link or upload] | | | |
| F2 / Supply Chain | Monitor and regularly review suppliers to ensure they have the highest diversity standards for ethnicity. | <ul style="list-style-type: none"> Yes (continue) No (next question - F3) Planning | Ensure new suppliers share your values. As part of the supplier reviews you should ask suppliers to report on the progress they are making against their plans. | | [FA2/basic] |
| F3 / Supply Chain | Partner with suppliers to promote better ethnic diversity | <ul style="list-style-type: none"> Yes (continue) No (next question - F4) Planning | Work with your suppliers to co-create positive action. This could be a communication campaign, having a joint event or training activity focused on ethnicity and race. | | [FA3/advanced] |
| F3a | How is this done? | <ul style="list-style-type: none"> Events Training Other (specify) <input type="text"/> | | | |
| F4 / Supply Chain | Include a policy that ensures diverse suppliers are given fair opportunities to bid for work | <ul style="list-style-type: none"> Yes (continue) No (next question - F5) Planning | Work with your suppliers to co-create positive action. This could be a communication campaign, having a joint event or training activity focused on ethnicity and race. | | [FA3/advanced] |
| F4a | Did this include? | <ul style="list-style-type: none"> Track the percentage of supplier spend that is made with companies that are owned by ethnically diverse people. Set targets or goals to monitor and if necessary, improve the percentage of your spend that is directed to ethnic-minority owned businesses. Partner with an initiative that tracks suppliers and companies that are owned by ethnically diverse ownership or boards Other (specify) <input type="text"/> | | | |



F) External Impact

BRAND / SOCIAL PURPOSE

| CODE/SUB | RECOMMENDATION | OPTIONS | GUIDANCE | ACCREDITATION | 2023 CODE |
|---------------------|--|--|--|---------------|--|
| F5 / Social Purpose | <ul style="list-style-type: none"> Partner with charities or social enterprises that support ethnic minority communities in the UK. | <ul style="list-style-type: none"> Yes (continue) No (next question - F6) Planning | Your organisation should demonstrate your support for the community by partnering with a community project or charity that is focused on supporting ethnically diverse people. | | [FC2/basic] |
| F5a | <ul style="list-style-type: none"> What does your partnership include? | <ul style="list-style-type: none"> Financial support Resource support Volunteering days Mentoring partnerships Other (specify) <input type="text"/> | Share any other information (100 word limit, bullet point list or paragraph format) | | |
| F6 / Brand | <ul style="list-style-type: none"> Have a marketing and communications plan that is inclusive of ethnic groups | <ul style="list-style-type: none"> Yes (continue) No (next question - F7) Planning Other (specify) <input type="text"/> | <p>Where appropriate, use your marketing and communications to customers; and/or service users; and/or patients; and/or clients to ensure you are reflecting the communities you are serve</p> <p>Please let us know if this point is not applicable or your organisation does not have marketing or communications.</p> | | [FD2/start] |
| F6a | <ul style="list-style-type: none"> What does this involve? | <ul style="list-style-type: none"> Have check-ins with brand and marketing leads at least annually to talk about inclusive branding and campaigns Brand and marketing colleagues have undertaken some form of cultural and ethnic awareness training Ensure inclusive advertising and marketing that features ethnic diversity Utilise social media channels to highlight ethnicity news and support for ethnically diverse communities, awareness building, cultural celebrations, etc. Showcase news on sponsored or supported an ethnically diverse conference or event on external website. Have a dedicated space on your external website highlighting your organisation's ethnicity journey and commitment, and the wider inclusion agenda. Work with your communications team on a press release which states authentic successes and organisation's commitment to ethnic diversity. Have focus groups with ethnically diverse groups to reflect on diverse representation within campaigns. Support from the network group Other (specify) <input type="text"/> | <p>It is recommended that at least an annual meeting is held to ensure that teams reflect your organisation's goals on ethnicity and inclusion.</p> <p>Ensure colleagues understand the need for inclusion and how to authentically showcase your brand to diverse ethnic groups.</p> <p>Where appropriate, make sure that you are reflecting diverse communities.</p> <p>Use your influence to highlight the importance of culturally significant days for ethnically diverse communities.</p> <p>It is important to visibly demonstrate your support for the ethnicity agenda by supporting events in the community.</p> <p>The dedicated space can include relevant reports, action plans and your organisation's commitment to progressing the ethnicity agenda.</p> <p>Research has shown that media or PR stories are one of the most effective mediums to amplify an organisation's commitment to diversity</p> <p>Ensure that diverse representation is authentic and avoids stereotyping or tokenism by having a process that includes feedback from ethnically diverse groups.</p> <p>Utilise the network group to support on ensuring campaigns are authentic and representative of ethnic groups.</p> <p>Share any other information (100 word limit, bullet point list or paragraph format)</p> | | <p>[FD2/start]</p> <p>[FB3/advanced]</p> <p>[FC3/advanced]</p> <p>[FB4/advanced]</p> <p>[FB5/out-standing]</p> <p>[DD3/out-standing]</p> |



F) External Impact

CUSTOMER

| CODE/SUB | RECOMMENDATION | OPTIONS | GUIDANCE | ACCREDITATION | 2023 CODE |
|---------------|---|--|---|---------------|--------------------------|
| F7 / Customer | <input checked="" type="checkbox"/> My organisations is public facing, i.e. has customers, products or services (B2C) | <input checked="" type="radio"/> Yes (continue) <input checked="" type="radio"/> No (next question - F8) | Tell us if your organisation is customer-facing or delivers products or services to the public. | | |
| F7a | <input checked="" type="checkbox"/> Do you do the following to ensure your products or services are inclusive of diverse ethnic groups? | <input checked="" type="checkbox"/> Developed strategies to attract more customers from ethnic minority backgrounds? | Depending on your products and services, this can include a product line which analyses ethnic demographic and understands the intrinsic needs, i.e. English not being first language, understanding product lines for different skin tones, etc. | | |
| | | <input checked="" type="checkbox"/> Have a process or policy to ensure that you consult with ethnically diverse customers, service users or patients to ensure that new products or services meet specific needs. | Where appropriate, use opportunities to engage with customers; and/or service users; and/or patients; and/or clients to understand the specific needs of different communities, and use the insight to help improve your products, services or offering to fit these needs | | [FD1/basic] |
| | | <input checked="" type="checkbox"/> Periodically review products or services to ensure they meet the specific needs of ethnically diverse customers, service users or patients | Use marketing insights to analyse usage by ethnically diverse customers; and/or service users; and/or patients; and/or clients. These insights should inform your approach for future marketing. | | [FD5/out-standing] |
| | | <input checked="" type="checkbox"/> Hold focus groups or surveys to monitor if products or services are inclusive of diverse population, including ethnic groups | Gather insights on products or services from diverse ethnic groups. | | |
| | | <input checked="" type="checkbox"/> Ensure any products that involve tech, including AI, used by the public are inclusive of ethnic groups | Ensure there is a process in place to ensure any new tech or AI role out is inclusive of all ethnic groups. | | |
| | | <input checked="" type="checkbox"/> The network should give feedback on products or service development | Engage the network to give feedback on the organisation's external work with customers, clients and end users on campaigns, products or service developments. This ensures the organisation's output is suitable to everyone's needs. | | [DD3/out-standing] |
| | | <input checked="" type="checkbox"/> Public or customer complaints are monitored for cultural and ethnic trends. | Where appropriate, monitor complaints from customers, service users, patients and clients to inform of any specific issues or barriers which may need to be addressed based on the specific needs of different communities. Use the feedback to help improve your products, services or offering. | | [FD4/basic] |
| | | <input checked="" type="checkbox"/> Ensure customers where English is not their first language have ways to translate or understand literature. | Make services and products accessible to the widest audience. | | |
| | | <input checked="" type="checkbox"/> Other (specify) <input type="text"/> | Share any other information (100 word limit, bullet point list or paragraph format) | | |
| F7b | <input checked="" type="checkbox"/> Public or customer-facing colleagues have undertaken some form of inclusion training with a lens on ethnicity | <input checked="" type="radio"/> All Colleagues <input checked="" type="radio"/> Some colleagues <input checked="" type="radio"/> No (next question - F8) <input checked="" type="radio"/> Planning | | | [FD3/advanced] - - |
| F7c | <input checked="" type="checkbox"/> Did this include? | <input checked="" type="checkbox"/> Appropriate language and cultural differences | | | |
| | | <input checked="" type="checkbox"/> Understanding micro-aggressions and non-inclusive behaviours | | | |
| | | <input checked="" type="checkbox"/> How to address colleagues who are facing racist or racially discriminating behaviour from customers or the public | | | |
| | | <input checked="" type="checkbox"/> Other (specify) <input type="text"/> | Share any other information (100 word limit, bullet point list or paragraph format) | | |



F) External Impact

CUSTOMER

| CODE/SUB | RECOMMENDATION | OPTIONS | GUIDANCE | ACCREDITATION | 2023 CODE |
|-------------------|--|--|--|---------------|----------------|
| F8 / Client | <input type="checkbox"/> My organisations has clients (B2B) | <input type="radio"/> Yes (continue) <input type="radio"/> No (next question - G1) | Tell us if your organisation is client-facing. | | |
| F8a | <input type="checkbox"/> Do you have the following, relating to clients? | <input type="checkbox"/> Client-facing colleagues have undertaken some form of cultural and ethnic awareness training. | Where appropriate, make sure that colleagues who are supporting your customers; and/or service users; and/or patients; and/or clients are appropriately trained to ensure that they can best meet the needs of ethnically diverse communities. This could form part of a wider training course. | | [FD3/advanced] |
| | | <input type="checkbox"/> Did training include, understanding micro-aggressions and non-inclusive behaviours | | | |
| | | <input type="checkbox"/> Did training include how to address colleagues who are facing racist or racially discriminating behaviour from customers or the public | | | |
| | | <input type="checkbox"/> Held a networking event around ethnic inclusion with client organisations | | | |
| | | <input type="checkbox"/> Have a process that ensures fair allocation of clients and client work (billable hours) | | | |
| | | <input type="checkbox"/> Other (specify) <input type="text"/> | Share any other information (100 word limit, bullet point list or paragraph format) | | |
| Other info | <input type="checkbox"/> Other information (on External Impact) | <input type="checkbox"/> <i>[text or upload]</i> | Share any other supporting information relating to this category. Examples include, any public facing campaigns or support for ethnically diverse communities. Areas that demonstrate impact of building awareness for customer or client facing colleagues. (250 word limit, bullet point list or paragraph format) | N/A | |



G) Network Group

GOVERNANCE

| CODE/SUB | RECOMMENDATION | OPTIONS | GUIDANCE | ACCREDITATION | 2023 CODE |
|-----------------|---|--|---|---------------|---------------------------|
| G1 / Governance | <input type="checkbox"/> Have an active multicultural/ethnicity-focused network group in place within your organisation | <input type="radio"/> Yes (continue) <input type="radio"/> No (next question - G2) <input type="radio"/> Planning | Establish or have an employee-led network or resource group with a focus on ethnicity. This may include being part of a multicultural group. | | [DA1/start] |
| | | <input type="radio"/> Other (specify) <input type="text"/> | Please let us know if you have not completed this point, due to satisfying objectives in another way. | | |
| G1a | <input type="checkbox"/> How many members are engaged in your network group within the UK? | <input type="radio"/> 0-10 <input type="radio"/> 11-50 <input type="radio"/> 51-100 <input type="radio"/> 101+ | | | |
| G1b | <input type="checkbox"/> Please submit any information that demonstrates increased engagement or membership over the past year? | <input type="text"/> [text] | Submission for this score will support Ethnicity Awards and accreditation. Please note this will not be used for the Network Group category in the Ethnicity Awards, only for Outstanding employer category. (200 word limit, list or paragraph format) | | ▲ Ethnicity Awards |
| G1c | <input type="checkbox"/> What is in place to ensure Network Group governance? | <input type="checkbox"/> Assigned roles and responsibilities of key committee members | Ensure that the network is led by employees, with a clear leadership structure and a leadership committee or group. Best practice would see the appointments advertised to all and applications encouraged as with any role. | | [DA2/start] |
| | | <input type="checkbox"/> A fair process to engage new committee members | Ensure that all roles are advertised and there is a clear process to ensuring that colleagues have the opportunity to apply. | | |
| | | <input type="checkbox"/> The committee is representative of intersectionality, ethnic group representation where required. | Ensure the network committee representative of the diversity of its core membership. | | |
| | | <input type="checkbox"/> Annual review to clearly define aims and objectives of network group aligned within organisations mission and values, DEI objectives | Ensure the network has a clear mission statement, objectives and terms of reference. Make sure the network is as effective as possible by aligning to organisation goals and revisiting strategy to accommodate any changes. For example: going digital, working from home and wellbeing. | | [DA3/basic] |
| | | <input type="checkbox"/> Ensure that the multicultural network has its own operating budget. | A dedicated budget will help the network to deliver on its ambitions. | | [DA4/basic] |
| | | <input type="checkbox"/> Committee meetings are held at least once a quarter | | | |
| | | <input type="checkbox"/> Meetings with chairs from other internal networks | Meetings are an opportunity to share best practice, collaborate on activities to further engage members and aid intersectionality. | | |
| | | <input type="checkbox"/> Feedback mechanism in place, e.g. via annual survey, polling, open forum to understand the needs and interests of its members. | This will ensure that the network continues to meet the needs of its members. The survey can also help improve understanding and give insights to the business. | | [DA8/advanced] |
| | | <input type="checkbox"/> The structure is broken down by ethnicity groups into pillars or separate networks | | | |
| | | <input type="checkbox"/> Do you have separate networks for religious groups? | Do you have separate Hindu, Jewish, Muslim or Sikh or other religious networks? | | |
| | <input type="checkbox"/> Other (specify) <input type="text"/> | Share any other information (100 word limit, list or paragraph format) | | | |
| G1d | <input type="checkbox"/> Please submit terms of reference /strategy | <input type="text"/> [upload] | | | |
| G1e | <input type="checkbox"/> Share any ways you have addressed feedback from members? | <input type="text"/> [text] | | | |



G) Network Group

GOVERNANCE

| CODE/SUB | RECOMMENDATION | OPTIONS | GUIDANCE | ACCREDITATION | 2023 CODE |
|-----------------|---|--|---|---------------|-------------------|
| G1f | <input type="checkbox"/> How is your network group work recognised and supported by your organisation? | <input type="checkbox"/> Participation in the network's committee recognised within annual appraisals. | Colleagues will be dedicating time outside of their day-to-day work for the benefit of the organisation; this should be recognised in the appraisal process. | | [DA5/advanced] |
| | | <input type="checkbox"/> An amount of time allocated to the committee to undertake network group activities | For a successful network group, the committee should be allowed to use a set allocation of days per month to help the success of the network group. | | [DA6/advanced] |
| | | <input type="checkbox"/> Training offered to network group leads or committee members to develop skills. | When appropriate, a skills audit of the leadership group and areas for improvement should be undertaken and addressed with a training programme. This could be done in conjunction with other network groups. | | [DA7/outstanding] |
| | | <input type="checkbox"/> The network committee should meet and share understanding with peer mentors from other organisations' network groups. | The network chairs should also share knowledge and understanding with counterparts from other organisation. | | [DE2/advanced] |
| | | <input type="checkbox"/> A recognition event is held for Network Group committees | | | |
| | | <input type="checkbox"/> Has access to comms team within the business | | | |
| | | <input type="checkbox"/> Other (specify) <input type="text"/> | Share any other information (100 word limit, list or paragraph format) | | |
| G2 / Governance | <input type="checkbox"/> Identify an Exec Sponsor to champion ethnicity throughout the organisation. | <input type="radio"/> Yes (continue) <input type="radio"/> No (next question - G3) <input type="radio"/> Planning | The sponsor needs to be a visible and engaged Executive Committee member. It is recommended that they are part of the board or senior leadership team. | | [AA1/start] |
| G2a | <input type="checkbox"/> Has the exec sponsor completed the following? | <input type="checkbox"/> Spoken on the ethnicity agenda at an internal business event at least once in the previous 12 months | This should form a basic part of the role of the sponsor. It could be any type of event, but the sponsor will need to talk about the commitment to the agenda. | | [AA2/start] |
| | | <input type="checkbox"/> Spoken at one network group event in the past 12 months | The sponsor should be visible in speaking about the importance of the agenda, but should also be encouraged to engage beyond a single event. | | [DB4/basic] |
| | | <input type="checkbox"/> Meets with the chairs/leaders of the multicultural network at least once a quarter. | It is important to involve the sponsor in strategy and outline clear areas of support. | | [AA3/basic] |
| | | <input type="checkbox"/> Has supported a campaign with a video or quote | The sponsor should show support of campaigns or core network functions by supporting awareness throughout the business. | | |
| | | <input type="checkbox"/> Has demonstrated commitment through actions, which could include help navigating stakeholders, budget or communicating to leadership on network activities | The sponsor should demonstrate commitment by utilising networks or resources to support objectives. | | |
| | | <input type="checkbox"/> Other (specify) <input type="text"/> | Share any other information (100 word limit, list or paragraph format) | | |



ACTIVITIES

| CODE/SUB | RECOMMENDATION | OPTIONS | GUIDANCE | ACCREDITATION | 2023 CODE |
|--|--|--|--|---------------|-------------------|
| G3 / Activities | <input type="checkbox"/> Formulate an annual events calendar | <input type="radio"/> Yes (continue) <input type="radio"/> No (next question - G4) <input type="radio"/> Planning | Conduct events which focus on raising awareness about the cultural aspects, challenges and contribution of the group. i.e. cultural holidays, heritage months or 'awareness days'. | | [DB5/advanced] |
| G3a | <input type="checkbox"/> Did events include celebrating the following cultural holidays or 'awareness days'? | <input type="checkbox"/> Black History Month | | | |
| | | <input type="checkbox"/> ESEA Heritage Month | | | |
| | | <input type="checkbox"/> South Asian Heritage Month | | | |
| | | <input type="checkbox"/> Cultural or religious celebrations | | | |
| | | <input type="checkbox"/> Other (specify) <input type="text"/> | Share any other awareness and cultural events (100 word limit, list or paragraph format) | | |
| G3b | <input type="checkbox"/> Did other events and activities include? | <input type="checkbox"/> A professional development event for ethnically diverse members within a 12-month period | Objectives for the session should include career development to aid career growth and/or skills development. | | [DB5/advanced] |
| | | <input type="checkbox"/> A programme of events which supports career growth. | Career growth programmes help build colleague skills. Programmes can include skills development, etc. | | [DB6/outstanding] |
| | | <input type="checkbox"/> Mentoring circles | | | |
| | | <input type="checkbox"/> A process that ensures panels and speakers are intersectional and representative | | | |
| | | <input type="checkbox"/> Have dedicated events collaborating with other internal employee network groups. | | | [DB7/basic] |
| | | <input type="checkbox"/> Have at least one network group event which engages external organisations | Opening up events to external attendees allows members to network with a wider audience. You must have held at least two events per year which are open to external guests. | | [DE3/basic] |
| | | <input type="checkbox"/> Participation in an external event or festival | These could include awards, conferences or cultural events, i.e. Supporting Notting Hill Carnival. | | |
| | | <input type="checkbox"/> An event to support students or young people | Events can include a workshop for students or partnering with an initiative to showcase navigating careers within your organisation. | | |
| | | <input type="checkbox"/> An event or campaign to support a charity | The network group should find ways to support relevant charities. There are many different commitments that could be signed up to, but this is a public commitment to support relevant external organisations or NGOs. | | [DE5/advanced] |
| <input type="checkbox"/> Other (specify) <input type="text"/> | Share any other events or activities (100 word limit, list or paragraph format) | | | | |



G) Network Group

ALLIES

| CODE/SUB | RECOMMENDATION | OPTIONS | GUIDANCE | ACCREDITATION | 2023 CODE |
|-------------|---|--|--|---------------|----------------|
| G4 / Allies | <input type="checkbox"/> Have a dedicated programme to engage and educate allies | <input type="radio"/> Yes (continue) <input type="radio"/> No (next question - G5) <input type="radio"/> Planning | Conduct events which focus on raising awareness about the cultural aspects, challenges and contribution of the group. i.e. cultural holidays, heritage months or 'awareness days'. | | [DB5/advanced] |
| G4a | <input type="checkbox"/> Did this include? | <input type="checkbox"/> At least one network event aimed at allies within your organisation. | Ensure the event helps build awareness and understanding. The series could be through workshops or by introducing speakers. Subject matter can help allies take action around bias, microaggressions, and better understand privilege, equity, systemic and institutional discrimination in the workplace. | | [DB2/Basic] |
| | | <input type="checkbox"/> A programme of events to help build awareness and understanding for allies within your network. | | | [DB3/advanced] |
| | | <input type="checkbox"/> Have at least one network committee member responsible for allyship activities and engagement | | | |
| | | <input type="checkbox"/> Aid allyship understanding through campaigns | Campaigns can be through posts, interviews or video showcasing tips on allyship. | | |
| | | <input type="checkbox"/> Having forums with allies to support further progress | Open Forums where allies can share experiences, ask questions. The sessions should be facilitated in a safe and respectful environment. | | |
| | | <input type="checkbox"/> Role modeling and showcasing allies | This can be achieved through video or campaigns which give advice or tips on allyship or supporting diverse colleagues. | | |
| | | <input type="checkbox"/> Having a toolkit or similar information on allyship | The resource should include reference to support actions that an ally can undertake to ensure the workplace is more inclusive of ethnic diversity. | | |
| | | <input type="checkbox"/> Other (specify) <input type="text"/> | Share any other information (100 word limit, list or paragraph format) | | |



COMMUNICATIONS

| CODE/SUB | RECOMMENDATION | OPTIONS | GUIDANCE | ACCREDITATION | 2023 CODE |
|---|---|---|--|---------------|-------------|
| G5 / Commu-nications | <input type="checkbox"/> Have a communication plan in place as part of the strategy. | <input type="radio"/> Yes (continue) <input type="radio"/> No <input type="radio"/> Planning | Share updates on ethnicity news with network members on a quarterly basis. Regular communications from the network on the appropriate platform should be shared to aid engagement. | | [DC1/start] |
| G5a | <input type="checkbox"/> Do communications include? | <input type="checkbox"/> Updates on Network activities | Advertising events and activities. | | |
| | | <input type="checkbox"/> Cultural or awareness campaigns | Develop communication to aid awareness and understanding. | | |
| | | <input type="checkbox"/> Relevant company news or announcements | For example any milestones or progress on action plans, targets or new initiatives. | | |
| | | <input type="checkbox"/> Profile stories from members | Story telling about cultural heritage or sharing career journeys can help awareness and showcase under-representation. | | |
| | | <input type="checkbox"/> A communication plan to engage allies | Have a communications plan on how to engage allies. Formulate a strategy that will help attract new allies to the network. This can include encouraging existing membership to bring an ally to events. | | [DC2/basic] |
| | | <input type="checkbox"/> A communication plan to engage new members | Identify different communication channels to showcase network activities to non-member colleagues. | | |
| | | <input type="checkbox"/> Office promotions and campaigns | This includes posters, campaign boards or installations to promote awareness of the network group or to mark cultural holidays and events | | |
| | | <input type="checkbox"/> Digital promotions and campaigns | Promoting the network and activities through email signatures, virtual backdrops for meetings, etc. | | |
| | | <input type="checkbox"/> Development or other opportunities offered through the business | Where possible, making career development opportunities open to your network can help improve representation. | | |
| | | <input type="checkbox"/> Business related communications to support wider ethnicity strategy or action plan | Does the network groups support wider strategy through communications, for example helping support on encouraging disclosure for diversity data? | | |
| | | <input type="checkbox"/> A dedicated space on the intranet for the network | Have a dedicated space to update on network activities and if possible, have a communication forum for members. | | |
| <input type="checkbox"/> Other (specify) | Share any other information (100 word limit, list or paragraph format) | | | | |
| Other info | <input type="checkbox"/> Other information (on Network Group) | <input type="checkbox"/> <i>[text or upload]</i> | Share any other supporting information relating to this category. Examples include, any evidence that demonstrates increased engagement or membership. Any other events that have created an impact. (250 word limit, bullet point list or paragraph format) | N/A | |

**Guidance
Notes**



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Maturity Matrix

2024

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