




---

**DIVERSITY AND EQUALITY COMMITTEE**

**ANNUAL EQUALITY OBJECTIVE ACTION PLAN**

---

**Bring the gender balance of BGU students in line with sector adjusted benchmarks**

In order to enable BG to deliver on this action item a number of separate actions have been identified.

Ref	Objective	Action	Impact	Committee Lead	Progress to date	Review date	Update February 2021
1.A	Targeted recruitment of young males from disadvantaged backgrounds.	Liaison with LincHigher and Student Recruitment teams.	Improve the number of applications from underrepresented groups	PVC Students	Embedded within the Access and Participation Plan 2020-25 (approved by the OfS in Sept 2019). Benchmark data captured and inform the transition arrangements before the APP commences formally. Review date is aligned to the first reporting cycle of the Access and Participation Committee.	First reporting phase of APP – Jan 2021	<p>This was not one of the University's targets for the 2020/21-24/25 APP. During February and March APC will be evaluating the 2019/20 APP for the OfS and we will look at targets and we can examine this in addition.</p> <p>Is it possible to delay a little longer for first action as I think timings of APC and E&amp;D are a little out. APC is currently collating updates on the APP targets so that we can evaluate during Feb and March the 2019-20 APP as required by the OfS. – Rob Boast</p>

2.A	Ensure representative engagement with BGSU student facing activities	Analyse student engagement in BGSU and BGSU activities to monitor gender balance.	To gain an understanding of the proportion of male and female student engagement within different on-campus activities with the aim of improving participation.	President, BGSU / Head of CELT	The pan-university Gender and Equality Working Group includes significant representation from the Students' Union and has launched a programme of work to ensure effective representation. A campaign was launched to support women in leadership (e.g., Game of Thrones event) and included information cascaded through Programme Leaders to students.	On-going	<p>From CELT perspective I would say the following (pasted into the table below):</p> <ul style="list-style-type: none"> <li>• CELT continues to record engagement with services, activities and events, recording B numbers which enables an appropriate analysis at the level of key characteristics.</li> <li>• Activities and events are aligned and support APP.</li> <li>• Engagement with paid opportunities are monitored to support a gender balance across SE Champions and Digital Change Agents (DCAs)</li> <li>• Gender Inequality Group continues to meet and is seeking Athena Swan Award</li> </ul> <p>- Claire Thomson</p> <p>I think this is just something Alan forgot to mention during the brief window of handover that we were able to have so the analysis hasn't taken place. I did speak with Jordan about our past experiences with SU events and we agreed that there has never been a perceived gender imbalance however, since our events have moved online, gathering that informal information hasn't necessarily been possible. I hope that can offer you some insight in the absence of the analysis. – Erin Bell</p>
3.A	Address the gender imbalance on the BGSU Executive.	Consult with other Students' Unions and the NUS regarding activity on gender balance	To understand sector wide practice in order to develop an appropriate strategy – Example – NUS Women in Leadership Campaign.	CEO BGSU and elected officers	The current round of election of sabbatical officers has involved signage seeking engagement from women. There has also been active encouragement of women to be nominated as a candidate. Results of the elections will be announced 28 Feb 2020.	Review will occur under the leadership of the newly elected sabbatical officers during 2020/21.	<p>Due to Covid and the inability to run a face to face election, we asked student council if we could postpone the February elections to April. We had tried to run a by election fully virtually in October and the voter turnout was so low that we felt we needed to try and run the election when some on campus campaigning may be possible. Student Council approved the motion to postpone the elections until 19th April.</p> <p>We have been working with the tackling gender inequality group and there is an action plan within the group to support us to recruit a more gender balanced team. The group met recently to look at the progress made and ascertain actions that would need completing in the upcoming months. The SU have also started election planning meetings, to take into account the actions from the tackling gender inequality group and to also make our elections as accessible as possible. We have several new ideas which we hope will align with the below objective. – Abi Savage</p>

## Promote the ethnic diversity of staff and students

In order to enable BG to deliver on this action item a number of separate actions have been identified.

Ref	Objective	Action	Impact	Committee Lead	Progress to date	Review date	Update February 2021
1.B	Identify barriers to recruitment of students from within BAME groups.	Contact local and regional networks to establish opportunities for sharing good practice	Increased relevant knowledge amongst staff with responsibility for recruiting staff	PVC Students	Embedded within the Access and Participation Plan 2020-25 (approved by the OfS in Sept 2019). Benchmark data captured and inform the transition arrangements before the APP commences formally. Review date is aligned to the first reporting cycle of the Access and Participation Committee.	First reporting phase of APP – Jan 2021	BAME UG recruitment has changed from 1.4% of 2017/18 intake to 4.5% in 2018/19, 2.8% in 2019/20 and 4.2% in 2020/21. This year the intake is currently ahead of the 2020/21 milestone of 1.7% in the 2020/21-24/25 APP and we look to be making steady progress for the 2024/25 final target of 3.5%. Recruitment have been targeting schools with BAME profiles and also working with LincHigher. We will be looking at whether new portfolio developments such as Business and Foundation Year have had a positive impact. – Rob Boast
2.B	Identify barriers to recruitment of staff from within BAME groups.	Introduce unconscious bias training for all managers across BGU to increase awareness regarding unconscious bias.	Increased relevant knowledge amongst managers and a change in behaviours in regards to recruitment and selection.	Director of HR	The HR team have made changes to the recruitment process, we are now tracking the data of all applicants, introduced Unconscious Bias training for all recruiting managers. HR are reviewing job adverts, where we advertise roles to increase BAME applicants. EDI statement added to all job adverts.	Jan 21	ACAS delivered training to managers who carry out recruitment. Continue with rollout to ensure all line managers have completed the training and develop unconscious bias training for employees without line management responsibilities in 21/22.
3.B	Increase number of applications from BAME backgrounds.	Adapt recruitment process, increase awareness of BGU's commitment to diversity, work towards a Diversity employee membership framework. (Framework TBC).	Increase diversity statistics for employees, bring new skills and talent into the University. Promotes an inclusive workforce.	Director of HR		Ongoing	

4.B	Extend strategies for attracting applications from BME groups.	Target area for marketing has been extended beyond 50 mile radius of BGU.	Increase the opportunity for students from BME background to apply to study or work at BGU	Director of HR & Widening Participation Officer	Embedded within the Access and Participation Plan 2020-25 (approved by the OfS in Sept 2019). Benchmark data captured and inform the transition arrangements before the APP commences formally. Review date is aligned to the first reporting cycle of the Access and Participation Committee.	First reporting phase of APP – Jan 2021	Ongoing - APP
5.B	Increase CPD and training opportunities for BGU employees	Introduce EDI training for all staff, ensure EDI is promoted in all CPD training delivered by BGU.	Understand how D&E is already embedded within our curriculum. Collate good practice already taking place and share this with a wider staff group.  Increased staff awareness.	Director of HR	CPD opportunities for BGU employees has included 'unconscious bias' training within recruitment and selection processes.  EDI induction training mandatory,	Jan 21	Training ongoing, refresher training to be offered to staff every 3 years. - Closed

## Narrow the gap in relation to outcomes between disabled and non-disabled students

In order to enable BG to deliver on this action item a number of separate actions have been identified.

Ref	Objective	Action	Impact	Committee Lead	Progress to date	Review date	Update February 2021
1.C	Identify possible opportunities for early intervention to improve academic outcomes	Monitor success and progression data for disabled students (by category) and compare outcomes with the overall student population.	Improved outcomes for disabled students: Gaps in achievement to be reduced as far as possible.	PVC Students	Embedded with the Access and Participation Plan 2020-25 (approved by the OfS in September 2019 ). Review date is aligned to the first reporting cycle of the Access and Participation Committee.	First reporting phase of APP – Jan 2021	Students with a known disability – continuation rate gap has increased from 2.0% in 2017/18 to 3.6% in 2019/20, whilst the attainment gap has grown from 1.7% to 3.9% over the same period. Continuation has decrease for the whole University in 2019/20 related to COVID and attainment gap statistics show high variance year on year (16/17 -8.9%, 17/18 +1.7%, 18/19 -2.0%, 19/20 3.9%). This year we are piloting Jisc Learning Engagement Analytics for use by personal tutors as an early warning intervention tool.
2.C	Case studies to be used to promote disability equality	Analyse comments in student satisfaction surveys and student engagement activity to find evidence of positive outcomes.	Clear message that BGU is an inclusive environment where disabled students can thrive and be successful.	Head of Student Advice / Head of CELT	Preliminary data has been captured from which case studies can be generated subject to confirmation of GDPR compliance. As part of the overall approach to enhancing social inclusion across the University, a project delivered by digital change agents sought to increase the use of 'productivity tools' which featured as a keynote presentation at the University Learning & Teaching Conference. Other workshops have embedded inclusivity within the curricula.	On-going	<ul style="list-style-type: none"> <li>Task and finish group ensured alignment of promotion and awareness raising regards productivity tools (SA, Library, CELT).</li> <li>Dedicated section of VLE ensure consistency of information</li> <li>Digital Learning delivered Staff Development sessions digital wellbeing and blended learning approaches that would be accessible by all</li> <li>'How to be a Successful Online Learner'- course developed and shared at induction with new intake and re-enrolling students</li> <li>We use Ally to ensure accessibility of documents</li> <li>We won a Blackboard User award in 2019 for our work on accessibility               <ul style="list-style-type: none"> <li>Claire Thomson</li> </ul> </li> </ul>

3.C	Accurate information and guidance on support available while job seeking and in the workplace	Careers, Employability & Enterprise: specific focus on requirements of DWP schemes to support disabled students' employability.	Disabled graduates equipped with knowledge of their rights and how to engage with processes to secure additional support in the workplace.	Head of Careers, Employability & Enterprise	As part of the 'business as usual' activities the careers service offers advice and guidance using different media and making reasonable adjustments on a bespoke and confidential basis. Using the standard operating procedure disabled graduates are provided with a client-centred offer that involves a live-feed from the Student Records System and sign-posting to relevant services, events, opportunities and support.	On-going	I used to be on the committee but haven't heard anything for perhaps a year so have no idea to be honest where this is from! Maybe quite historic. I understand that the committee was re-convened . We are now looking to put in a new system called 'Transition Planning' for those identified with the greatest needs. Looking to pilot from September 2021. I have a meeting about this tomorrow and then will be starting to make plans to put into place in partnership with Student Advice. – Allison Webb
4.C	Increase opportunities to promote disability equality	Monitor student recruitment for student ambassadors with disabilities.	Clear message that BGU is an inclusive environment where disabled students can thrive and be successful.	Widening Participation Officer	BGU as an inclusive organisation and environment is a key message outreach presentations (e.g., First Steps, Next Steps) as well as other generic outreach activities. This remains 'business as usual'.	On-going	On going
5.C	Monitor implementation of / engagement with reasonable adjustments to support student success.	Termly review of support to Disabled Students and report on themes for the institution. A match of 'reasonable adjustment' that is course specific	Termly review of reasonable adjustments to ensure relevance and effectiveness	Head of Student Advice	This is reported annually. It is 'business as usual'.	The next annual report will be available in Apr 2020.	Chased Phil Davis – Awaiting update.