PEOPLE AND INCLUSION COMMITTEE

ANNUAL EQUALITY OBJECTIVE ACTION PLAN – 2023-2024

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

To enable BG to deliver on this action item several separate actions have been identified.

Ref	Objective	Action	Impact	Committee Lead	Progress to date	Review date
1.A	Bring the gender balance of BGU students in line with sector adjusted benchmarks	Review subject level sector benchmarks to establish institutional benchmark	To establish whether the current portfolio of offers has any specific bearing with the male/ female ratio on undergraduate courses/ programmes at BGU.	Head of Student Success	-See Access and Participation Plan Targets and progress	Nov 24
2.A	Targeted recruitment of young males from disadvantaged backgrounds.	Liaison with LincHigher and Student Recruitment teams.	Improve the number of applications from underrepresented groups.	Head of Student Success	This was not one of the University's targets for the 2020/21-24/25 APP. During January to April 2024 APC will be evaluating the existing APP and creating a new document for the OfS. Targets will be reviewed during this time.	Nov 24

3.A	Ensure representative engagement with BGU student facing activities	Analyse student engagement in BGU 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.	Head of Student Success	CELT continues to record engagement with services, activities and events, recording B numbers which enables an appropriate analysis at the level of key characteristics. Activities and events are aligned and support APP. Engagement with paid opportunities are monitored to support a gender balance across SE Champions and Digital Change Agents (DCAs) Gender Inequality Group continues to meet and is seeking Athena Swan Award	Nov 24
4.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 to develop an appropriate strategy – Example – NUS Women in Leadership Campaign.	Head of Student Success	More female-identifying students have been recruited to the BGSU Board of trustees, balancing the scale.	Nov 24
4.B		Consider gender balance in the new BGSU Strategic Plan (2015/16)	Highlighting the issues to be considered as part of the SU wider strategy.	Head of Student Success	The new BGSU strategic plan involves the integration of new officer roles designed to focus on issues of equality across campus such as 'Gender inclusivity officer' and 'LGBT officer'	Nov 24

Narrow the gender pay gap at BGU and create pathways for internal promotions

To enable BG to deliver on this action item several separate actions have been identified.

Ref	Objective	Action	Impact	Committee Lead	Progress to date	Review date
1.A	Address the gender imbalance of the BGU workforce.	The revision and updating of policies within our Work Life Balance and Family policy group to better support working families (Agile Working Scheme, Menopause Policy, Carers Policy, Time off to care for Dependants Policy).	Family-friendly policies are defined as those policies that help to balance and benefit both work and family life that typically provide three types of essential resources needed by parents and caregivers of young children: time, finances and services. It's widely accepted that implementing family friendly policies in the workplace to support those with caring responsibilities (whether for children or older relatives) boosts staff loyalty and increases staff retention.	Director of Corporate Services./People Services Manager	The Flexible Working Policy has recently been updated to make requesting flexible working a day-one right for all employees. The BGU careers page and job adverts highlights benefits such as the Agile Working Scheme. The Menopause Policy has been published to support in creating an environment in which colleagues can openly discuss menopause and associated symptoms, as well as to educate and inform Line Managers about the potential symptoms of menopause and how they can support colleagues at work. Supporting Parents and Carers: BGU has policies for Maternity, Paternity, Adoptive, Parental Leave and Carers.	Nov 24

1.B		All internal women applicants who meet the minimum requirements of a vacant role/post will be invited to interview.	The profile of the senior leadership of the University does not reflect the BGU community, and despite the changes brought about by restructures and promotions since 2020, women remain disproportionately under-represented. The career progression pipeline for women at BGU has at least two significant issues: the limited number of senior roles that exist, and the permanent nature of them. This action will have positive impact.	Director of Corporate Services./People Services Manager	Recruitment and Selection Policy revised.	Nov 24
1.C		A new equality, diversity and inclusion statement has been published on all BGU job adverts and it has been posted on the BGU careers page.	Applicants may be more open to applying and that employers using pro-diversity statements may attract a more diverse applicant pool.	Director of Corporate Services./People Services Manager.	Recruitment and Selection Policy revised.	Nov 24
1.D		Interview panels must be at least 50% women.	Interview panel diversity helps to avoid hiring based on shared biases and helps panels assess candidates in a more thorough manner.	Director of Corporate Services./People Services Manager	Recruitment and Selection Policy revised.	Nov 24
1.E		Equality and Diversity Training: all employees are required to complete the equality and diversity training which includes disability, gender reassignment and unconscious bias.	To support managers to successfully implement the equality and diversity elements of the Equality Act in recruitment and selection. These sessions will enable panels to get the most out of their candidates and make fair and equitable selection decisions.	Director of Corporate Services./People Services Manager	Recruitment and Selection Policy revised. Sessions running in May/June 2023.	Nov 24
1.F		Mentoring schemes	The implementation of a mentoring program will show that BGU not only values their employees but also wants to help them go further by supporting their career progression and development.	Director of Corporate Services./People Services Manager	In progress with external provider (training for mentors). Additionally, appraisal training for all line-managers will be held in the summer months to address career progression and development.	Nov 24

Promote the ethnic diversity of staff and students

To enable BG to deliver on this action item several separate actions have been identified.

Ref	Objective	Action	Impact	Committee Lead	Progress to date	Review date
5.A	Identify barriers to recruitment of students from within BME groups.	Contact local and regional networks to establish opportunities for sharing good practice	Increased relevant knowledge amongst staff with responsibility for recruiting staff	Head of Student Success	BAME UG recruitment has changed from 1.4% in 2017/18, 4.5% in 2018/19, 2.8% in 2019/20, 4.2% in 2020/21 and increased to 6.4% in 2022/23. This year the intake is currently ahead of the 2022/23 milestone of 2.5% 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	Annual reporting phase of APP
5.B	Identify barriers to recruitment of staff from within BME groups.	Contact local and regional networks to establish opportunities for sharing good practice	Increased relevant knowledge amongst staff with responsibility for recruiting staff	Director of Corporate Services./People Services Manager	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.	Nov 24

| 6.A | Extend strategies for attracting applications from BME groups. | Prepare recommendations based on the findings of 5A and 5B above. | Increase the opportunity for staff and students from BME background to apply to study or work at BGU | Head of Student Success | 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. | Ongoing – APP target |
| 7.A | Increase CPD and training opportunities for BGU employees | Develop a scheme of work to explore record and develop the activities that are already being undertaken within our teaching which will serve the needs of our diverse communities. | 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 Corporate Services./People Services Manager | | Nov 24 |

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

To enable BG to deliver on this action item several separate actions have been identified.

Ref	Objective	Action	Impact	Committee Lead	Progress to date	Review date
10.A	Identify opportunities for early intervention to improve academic outcomes	Monitor progression data for disabled students (by category) and compare outcomes with the overall student population. Although other factors affect achievement this will help to identify general patterns.	Improve achievement rates across BGU student body.	Head of Student Success	Embedded with the Access and Participation Plan 202025 Students with a known disability – continuation rate gap has increased from 3.6% in 2019/20 to 4.8% in 2020/21, whilst the attainment gap has decreased from 1.7% to 0.2% over the same period.	
11.A	Information to be used to promote disability equality	Analyse comments in student satisfaction surveys 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 Success	Preliminary data has been captured from which case studies can be genereated	Nov 24

				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 Univeristy Learning & Teaching Conference. Other workshops have embedded inclusivity within the curricula.
				• Dedicated section of VLE ensures consistency of information
				• Digital Learning delivered Staff Development sessions digital wellbeing and blended learning approaches that would be accessible by all
				• 'How to be a Successful Online Learner'- course developed and shared at induction with new intake and re-enrolling students
				• We use Ally to ensure accessibility of documents within the VLE
				• We won a Blackboard User award in 2019 for

					our work on accessibility and this performance has been maintained since	
12.A	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 Student Success	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 clientcentred offer that involves a live-feed from the Student Records System and sign-posting to relevant services, events, opportunities and support. 'Transition Planning' for those identified with the greatest needs. BG Futures pilot was launched in 2022/23 using care leavers as test group. Student Advice began its own pilot of transition focussed information packs to Level 6 undergraduates in Semester 2 of 2022/23	Nov 24
13.A	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.		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'.	
14.A	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 Success	The next annual report will be available in Apr 2024	Nov 24