

# Progress against Equality Action Plan

Appendix 1







EQUALITY ACTION	MEASURE OF SUCCESS	Responsibility	
<p><b>Staff and student training</b> Review the on-line equality training module for staff working collaboratively with Aberystwyth.</p> <ol style="list-style-type: none"> <li>1. Continue with the Equality for Managers Course using an external provider.</li> <li>2. Student Services and HR to consult on: <ul style="list-style-type: none"> <li>- The Executive Team's on-going equality briefings.</li> <li>- The University's Council to receive equality updates as reflected in sector best practice.</li> </ul> </li> <li>3. Provision of appropriate tailored training for front line staff and student sabbatical officers.</li> <li>4. Promote the programme of Mental Health First Aid Training.</li> <li>5. Widening Access - Build on deaf awareness and BSL training in partnership with Llandrillo Menai.</li> <li>6. Provide Chartered Institute of Procurement and Supply training for Procurement staff (including the equality / ethics module).</li> </ol>	<ol style="list-style-type: none"> <li>1. The known issues identified in the package are addressed and it is compliant with equality legislation. Also that an increased percentage of staff having completed electronic equality training aiming for 100%.</li> <li>2. Monitor data to work towards all managers undertaking the 'Equality for Managers' course.</li> <li>3. Ensure that the Executive and the Council receive briefings. Programme of briefings and reports to the Council</li> <li>4. Feedback from training sessions to ensure that the objectives have been met and increased numbers trained.</li> <li>5. Data to support increased numbers attending the courses</li> <li>6. Further marketing of provision with a consequential rise in number of deaf awareness sessions, Introduction to BSL modules and progression routes.</li> <li>7. Staff complete the equality module and are able to implement in their day to day activities</li> </ol>	<p>1-2 Human Resources</p> <p>3 – Human Resources and Student Services</p> <p>4 – Staff Development</p> <p>5 – Student Services 6 – Widening Access Centre</p> <p>7 – Director of Procurement</p>	<ol style="list-style-type: none"> <li>1. Online Equality training is available for all staff, bilingually. Currently 75% of staff have undertaken this training.</li> <li>2. A new Equality for Managers course has been developed and has been run twice during the reporting period. Further sessions in both English and Welsh have been scheduled.</li> <li>3 The Strategic Equality Plan is shared with the Council each year and progress against the Athena SWAN awards.</li> <li>4 All the equality training provided is evaluated and responses to the training is positive.  The number of staff has increased as noted in the number of 75% of staff having undertaken equality training. Front line staff and student sabbatical officers are provided with training to support them in their role.</li> <li>5 In line with availability of Grŵp Llandrillo/Menai tutors, both Introduction to Deaf Awareness and BSL courses were again held during 2016/17, with interest exceeding the number of places available.</li> <li>6. &amp; 7. All procurement staff have undertaken the training and remain accredited.</li> </ol>

EQUALITY ACTION	MEASURE OF SUCCESS	Responsibility	
<p><u>Monitoring</u></p> <ol style="list-style-type: none"> <li>1. Widen the availability of monitoring data, i.e. for use Athena Swann applications</li> <li>2. Review data collection to identify gaps</li> <li>3. Provide data for EIA</li> <li>4. Ensure data is available to meet legal annual monitoring needs</li> <li>5. Monitor leaver data and identify actions/issues.</li> </ol>	<ol style="list-style-type: none"> <li>1. That relevant data is available on the University's Business Intelligence System and data is available to demonstrate the narrowing of any identified variance,</li> <li>2-4 Equality Data is drawn off on a regular census date to advise decision making and to meet legal obligations.</li> <li>6. Monitoring of the leaver data by the Working Group to identify issues and address issues.</li> </ol>	<p>1-5 Human Resources</p>	<ol style="list-style-type: none"> <li>1. Significant work has been undertaken to enable reporting via the Agresso system and work continues to ensue effective reporting to note and track trends.</li> <li>2-4 Data collection has been reviewed.</li> </ol> <p>Equality data is collected by academic year to comply with the HESA return. Snapshot data is on the 1 August of each academic year.</p> <ol style="list-style-type: none"> <li>6. Leaver data is monitored and has been reviewed to make it more informative and relevant.</li> </ol>
<p><u>Publishing</u></p> <ol style="list-style-type: none"> <li>1. Annually publish reports and monitoring data on the Equality web page.</li> <li>2. Present to the March meeting of the University Council.</li> </ol>	<ol style="list-style-type: none"> <li>1. Annual March deadline is met.</li> <li>2. Summary of progress is presented to the March Council meeting</li> </ol>	<p>Human Resources</p>	<ol style="list-style-type: none"> <li>1 The Equality Annual Report is published at the end of March each year.</li> <li>2 Each report is presented to Council in March.</li> </ol>
<p><u>Equal Pay and other Contractual matters</u></p> <p>Continue with annual equal pay audit Implementation of professorial bandings with benchmark criteria for promotion. Review policies in place for all aspects of additional pay of HERA scale A review to consider workload model/ principles for academic staff</p>	<ol style="list-style-type: none"> <li>1. Monitor variance on the HERA pay scales.</li> <li>2. Monitor success of implementation and the elimination of variance.</li> <li>3. Monitored against Equal Pay Action plan.</li> <li>4. Identify WAVE relevance and action points</li> <li>5. A set of principles identified</li> </ol>	<p>Human Resources with input from recognised Campus Unions</p>	<ol style="list-style-type: none"> <li>1. The annual Equal Pay Audit was carried out and is publicly available.</li> </ol> <p>Promotion procedure and bandings has been reviewed and updated.</p> <ol style="list-style-type: none"> <li>5 An Academic Workload Policy and Guidelines has been develop and agreed and now work is being undertaken to develop an academic workload model</li> </ol>

EQUALITY ACTION	MEASURE OF SUCCESS	Responsibility	
<p><u>Disabled Staff</u></p> <ol style="list-style-type: none"> <li>1. Disability – review Attendance Management Policy to ensure appropriate support for disabled staff</li> <li>2. Consider the recording of disability related absence</li> <li>3. Training for Managers in managing absence</li> <li>4. Train managers in managing Mental Health in the workplace</li> <li>5. Review how HR and Occupational Health web links disseminate information effectively to disabled staff in particular</li> <li>6. Review of staff Counselling service and how it is promoted</li> <li>7. Implement case conferences to support staff returning to work and line managers manage</li> <li>8. Consider information to staff as to what is a “reasonable adjustment”</li> </ol>	<p>1-7 Feed into the Review of the University’s Attendance Management Policy under the strategic aim “Supporting Staff well-being” identified in the Human Resources Strategy 2015-2020. Support for disabled staff is embedded in the Policy</p> <p>3-7 Outcomes: Training plan identified; Help sheets for disabled staff: review of how case conferences are working; Counselling service reviewed and appropriate developments actioned.</p>	<p>1-7</p> <p>Human Resources and Occupational Health</p>	<ol style="list-style-type: none"> <li>1. &amp; 2. Health and Safety Services and HR are working together to revise and update the Attendance Management Policy having already worked on a new Supporting Capability Procedure.</li> <li>3. This is currently ongoing</li> <li>4. Mental Health training has been identified as a priority and is being rolled out to academic staff and front line staff who support students.</li> <li>5. Health and Safety Services have developed ‘Pathways to Health’ case studies on their web-pages which give examples of ways which staff can be supported. These include:  <a href="https://www.bangor.ac.uk/hss/wellness/pathways-sick-leave.php.en">https://www.bangor.ac.uk/hss/wellness/pathways-sick-leave.php.en</a>            Health and Safety Services – Disability Section ‘Getting Around Bangor’ document shows every University building &amp; access, facilities &amp; refuge points  <a href="https://www.bangor.ac.uk/hss/inflink/disabilityhs.php.en">https://www.bangor.ac.uk/hss/inflink/disabilityhs.php.en</a>            On the same page there is also a ‘Guide for Health and Safety &amp;S for disabled students.’            Personal Emergency Evacuation Plans (PEEPS) are available on request to ensure safe evacuation in an emergency.</li> <li>6. Staff Counselling is provided to staff and information can be found on the HR web pages.</li> <li>7. Occupational health attends case conferences when required and is included in the Managing Attendance Policy.</li> <li>8. This is included within Equality for Managers training.</li> </ol>



**OBJECTIVE 2 AN EXCELLENT EDUCATION AND STUDENT EXPERIENCE**

**Equality Duty Ensure unlawful discrimination is eliminated, advance equality of opportunity and foster good relations**

**University Strategic Priority 1: An Excellent Education and Student Experience**  
**Strategic Priority 3: An International University for the Regions**

EQUALITY ACTION	MEASURE OF SUCCESS	Responsibility	
<p><u>Student Experience Strategy</u></p> <ol style="list-style-type: none"> <li>1. Monitor student harassment in line with best practice within the sector</li> <li>2. Implementation of the Zero Tolerance to Student Harassment Policy</li> <li>3. Development of an inclusive curriculum</li> <li>4. Ensure an inclusive community approach to the Prevent Agenda</li> <li>5. On-going training for all levels of student-facing staff on equality-related areas that are specific to supporting students</li> <li>6. External experts providing training for Executive on topics selected by the Students' Union to ensure our institutional culture is informed by the needs of our diverse student body.</li> </ol>	<p>As outlined in and monitored in the Student Experience Strategy Steering Group (a joint University and Students' Union group).</p> <p><a href="https://www.bangor.ac.uk/about/sees.php.en">https://www.bangor.ac.uk/about/sees.php.en</a></p>	<p>Director of Student Services</p>	<ol style="list-style-type: none"> <li>1. Online form created for recording reports of student harassment that goes to the Head of Compliance.</li> <li>2. The policy was finalised and is in use within the University</li> <li>3. A Student-led Teaching and Learning Strategy has been produced and implementation is overseen by the Teaching and Learning Task Group chaired by the PVC for Teaching and Learning.</li> <li>4. Training provided to staff on the Prevent Agenda emphasized inclusivity in our approach.</li> <li>5. A new post of Student Equality and Diversity Officer has been created in order to provide resource for staff training. External online resources identified for trial use.</li> </ol> <p>University Executive have been provided with external training on a strategic approach to tackling Gender-based Violence and a strategic approach to supporting students' mental wellbeing.</p>

EQUALITY ACTION	MEASURE OF SUCCESS	Responsibility	
<p><u>Student Mental Health Strategy:</u></p> <ol style="list-style-type: none"> <li>1. Continue with a holistic and University –wide approach to mental well- being that aims to promote resilience, recovery, ownership and empowerment: As part of the Student Experience Strategy, develop activities that foster the resilience and self-reliance of our students, and create a university-wide approach to promoting mental-being.</li> <li>3. Continue to deliver a programme of Mental Health First Aid to staff across the University.</li> <li>4. Continue to collect relevant data that assists our knowledge of student mental ill-health, prevalence and outcomes.</li> <li>5. Encourage involvement from student bodies in awareness raising, mental health promotion and providing feedback to service providers.</li> <li>6. Align with the University Mental Health.</li> <li>7. Advisers Network (UMHAN) theme for 2015- 16 of ‘recovery’ and support and promote Universities Mental Health Day on 3rd March 2015.</li> </ol>	<p>As outlined and monitored in the Student Mental Health Strategy Group and the Student Experience Strategy Steering Group.</p> <p><a href="http://www.bangor.ac.uk/studentservices/counselling/mental_health_strategy.php.en">http://www.bangor.ac.uk/studentservices/counselling/mental_health_strategy.php.en</a></p>	<p>Head of Student Counselling</p>	<ol style="list-style-type: none"> <li>1. Continuing provision of Counselling and mental health services through Students Support Service.</li> <li>2. Mental health training delivered to staff across the University, with high satisfaction ratings obtained in feedback. There has been collaboration between SU and Counselling staff /Mental Health Advisers on the development of appropriate peer support activities for mental well-being. This includes activities on Universities Mental Health Day, and Counsellors and MHAs have met SU to give assistance in determining how best to provide training for students supporting other students</li> <li>3. The Student Mental Health Strategy group meets 3 times a year. Its aim has been to foster a holistic and University –wide approach to mental well- being that aims to promote resilience, recovery, ownership and empowerment.</li> <li>4. MHAs have continued to deliver a programme of Mental Health First Aid to staff across the University, prioritising Students’ Union and other key staff. They have also delivered a weekly mental health drop-in based at the Students’ Union.</li> <li>5. Counselling Service continues to gather data about prevalence, severity and outcomes. The Service saw a total of 660 clients for individual counselling sessions during the academic year. In addition, there were 191 attendances at the Building Resilience workshops, 76 attendances at iCan workshops and 250 attendances for Mindfulness drop in sessions. 31 students attended longer term groups and classes- the 8 week MBSR course and the new 8 week Emotional Regulation Skills class.</li> <li>6. Rates for clinical/ reliable improvement in clients put the Counselling Service in the top 4% of results for all Counselling Services that use</li> </ol>



		<p>the CCAPS outcome measure, across the UK and the USA.</p> <ol style="list-style-type: none"> <li>7. In collaboration with the North Wales Clinical Psychology Doctorate Programme an eight week Emotional Regulation Skills class was run. This provided a new and alternative form of psychoeducational work, with the primary focus of helping students with complex mental health needs manage distressing emotions and reduce the likelihood/ frequency of self-harming and destructive behaviours</li> <li>8. Positive feedback received for a number of group work initiatives confirms the view that group work is appropriate, beneficial, and fits well with the culture of University life.</li> <li>9. Clinical outcome scores at intake clearly show seen that levels of client distress across all domains is higher at Bangor University than national averages in HE institutions.</li> <li>10. The Counselling Service continues to part of a national Practice Research Network, benchmarking and sharing statistical information with other Universities across the UK</li> <li>11. Emotional Resilience research project targeting all students launched and operational. Preliminary findings reported to SMHSG May 2017</li> <li>12. Students' Union sabbatical officers and student user representation on SMHS Group. Joint initiatives with SU such as events for Universities Mental Health day</li> </ol> <p>An external e learning package for staff (on supporting students with mental health difficulties) was piloted, and has now had approval from HR.</p>
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EQUALITY ACTION	MEASURE OF SUCCESS	Responsibility	
<p><u>International Students Support Office (ISSO):</u></p> <ol style="list-style-type: none"> <li>1. Gather information to inform whether provision for international students is relevant, efficient and effective.</li> <li>2. Provide a programme of welcome activities to support international students integrating into the wider student community.</li> <li>3. Provide appropriate welfare advice to support international student integrate into the university and have an inclusive experience.</li> </ol>	<ol style="list-style-type: none"> <li>1. Implementation of surveys &amp; focus groups with success measured by participation rates and satisfaction levels. Recommendations from students to be acted upon.</li> <li>2. International students being fully integrated into the wider student community with high levels of engagement at events. Welcome events at orientation (September &amp; January) to be supplemented by a year-round integration programme, in liaison with the Students Union. Success measured by participation levels and student feedback on provision,</li> <li>3. Production of relevant information and up-to-date literature (information sheets, handbooks and web pages) providing welfare advice. Success measured by numbers using the service (increased profile), equal access to support services provided by the ISSO and others, as well as timely and successful welfare intervention.</li> </ol> <p><a href="http://www.bangor.ac.uk/international/support/welfare.php.en">http://www.bangor.ac.uk/international/support/welfare.php.en</a></p> <p>Improved understanding of the teaching &amp; learning requirements <a href="http://www.prepareforsuccess.org.uk/">http://www.prepareforsuccess.org.uk/</a></p>	<p>Head of International Student Services Officer</p>	<ol style="list-style-type: none"> <li>1. An Admissions &amp; Arrival Survey of all new international students was undertaken in December 2016. This informed improvements &amp; developments for 2017/18.  November 2016 – international Focus Groups undertaken with University Commercial Services – to provide feedback on catering at University food outlets.</li> <li>2. September 2016 – an earlier orientation programme for international students followed by Welcome Week. High attendance at events and many promoting integration (e.g. Welsh dance, cultural events).  A year-long programme of integration events took place – higher than ever attendance, with many events jointly organized with the Students Union and Campus Life.  Christmas webpage produced – advising students who were in Bangor during the holiday period.  Staff Bulletin produced in 2016 promoting our work.  Culture &amp; Conversation Club initiative introduced.</li> <li>3. Information (online &amp; hard copies) continued to be developed and updated. See: <a href="https://www.bangor.ac.uk/international/support/welfare.php.en">https://www.bangor.ac.uk/international/support/welfare.php.en</a>  Equality of opportunity informing such updates.</li> </ol>

EQUALITY ACTION	MEASURE OF SUCCESS	Responsibility	
<p><u>Students' Union:</u></p> <ol style="list-style-type: none"> <li>1. Disability: <ul style="list-style-type: none"> <li>- Lobby on disability access issues</li> <li>- Campaign for radar key access to disabled toilets.</li> <li>- Promote disability inclusivity training in sport</li> </ul> </li> <li>2. LGBTQ+ <sup>2</sup>including: <ul style="list-style-type: none"> <li>- awareness training</li> <li>- The gender neutral campaign for toilets.</li> <li>- Out in Sport campaign to eliminate homophobia in sport</li> </ul> </li> <li>3. Work on the Mental Health Pledge around eliminating stigma in this area.</li> <li>4. Promote the Zero Tolerance to harassment Policy particularly in relation to "lad culture".</li> <li>5. Work around how to achieve a more diverse and inclusive learning experience for black minority ethnic students.</li> </ol>	<p>Reporting via the Students' Union reporting mechanisms and to the Students' Union Task Group. Feeding back annually to the Strategic Equality Annual reporting process.</p>	<p>Led by Sabbatical Officers in the Bangor Students Union</p>	<ol style="list-style-type: none"> <li>1. Disability: <ul style="list-style-type: none"> <li>- Lobby on disability access issues</li> </ul> <p><i>We have been working with Disability services and our Undeb Bangor Council representative throughout the year, to ensure access issues are raised at the appropriate University Task Groups. We are also putting together a video for the Union and University website, that can be used to advertise the different services and how the University can support students who have barriers. For example, it will highlight the fact that different colored paper can be used for printing of lecture slides.</i></p> <p><i>We are also producing a student-led video that will highlight facts and 'myth busters' that can be displayed on our website too.</i></p> <ul style="list-style-type: none"> <li>- Campaign for radar key access to disabled toilets.</li> </ul> <p><i>This hasn't been raised during the academic year so far, but we will be discussing it in our next Leadership Team meeting and asking for it to be put on the agenda at the next relevant University TG.</i></p> <ul style="list-style-type: none"> <li>- Promote disability inclusivity training in sport</li> </ul> <p><i>Disability Inclusivity training was a large part of club and society training in the last academic year. This year, it was offered to students as an additional training, if clubs members felt they needed further awareness in the committees and members. The take up was lower than we would have liked, but this may be due to the fact that all clubs and societies had at least 2 members attending</i></p> </li> </ol>

		<p><i>the training the year before, and we recommended that these students were returning the following academic year too.</i></p> <p>2. LGBTQ+ <sup>2</sup>including:</p> <ul style="list-style-type: none"> <li>- awareness training</li> </ul> <p><i>This training ran for the second time this year and was successful. However (as above) It is likely, moving forward, that both training sessions will be delivered bi-annually at our Student Leadership Conference.</i></p> <ul style="list-style-type: none"> <li>- The gender neutral campaign for toilets. <i>We have been working with the University to make the Main Arts toilets gender neutral and we are working to get a written agreement from the University that all new buildings will contain gender neutral toilets. A list is currently being compiled for where all the gender neutral toilets are.</i></li> <li>- Out in Sport campaign to eliminate homophobia in sport <i>We have been working with our student groups to deliver inclusivity awareness training and promote the out in sport campaign. The LGBTQ+ society also delivered talks to our student groups during our leadership conference at the start of the year. We have rebranded our in Sport this year to be Pride in Sport, and will be moving the campaign forward over the next few months to include talks and further awareness raising.</i></li> </ul> <p>3. Work on the Mental Health Pledge around eliminating stigma in this area. <i>We have been working this year on numerous campaigns to end the stigma associated with mental health. We have run campaigns on</i></p>
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		<p><i>Blue Monday, focusing on the fact that anyone can feel down on any day and that's ok. We have ran destresstival – a weeklong event to promote stress-free environment and to encourage good mental health. We have been working with Big White Wall to introduce the online mental health service for students, 24/7, 365 days a year. Additionally we have also ran campaigns on University mental health day, and World mental health day to get more students talking about mental health.</i></p> <p>4. Promote the Zero Tolerance to harassment Policy particularly in relation to "lad culture".</p> <p><i>We are looking at reviewing our Safe Space and Zero Tolerance policy in order to make students more aware of what these policies mean and what our stance is. Once this is finalized, we will be promoting this widely, including using supporting documents to enable students to understand how the policy can be and is used, and what it means.</i></p> <p>Work around how to achieve a more diverse and inclusive learning experience for black minority ethnic students.</p> <p><i>We have begun working with our BAME Undeb Bangor Councillor and looking at how to raise the profile of BAME student barriers such as the attainment gap and widening our work on inclusive curriculum to look more closely at BAME. We have also planned a BAME focus group to look at representation and how BAME students can feel more inclusive in the SU. More generally around inclusive curriculum, we have worked with the University to enhance the process for revalidation to include a stronger emphasis on student involvement. We envisage this will allow for conversations about inclusivity and representation from groups such as BAME students.</i></p>
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EQUALITY ACTION	MEASURE OF SUCCESS	Responsibility	
<p><u>Widening Access</u></p> <ol style="list-style-type: none"> <li>1. Collaborate with Reaching Wider Partnership in work with Care Leavers.</li> <li>2. Work with the Carers Trust and other agencies in reaching Young Carers, Young Adult Carers and Adult Carers.</li> <li>3. Facilitate activities by academic schools in relevant equality community engagement work.</li> <li>4. Promote the provision of the Miles Dyslexia Unit.</li> </ol>	<ol style="list-style-type: none"> <li>1. Increased activity in preparing care leavers for HE</li> <li>2. Set up a one-day school and/or weekend activity as a pilot in N.W. Wales</li> <li>3. Increased activity</li> <li>4. Set up a series of workshops for schools and community groups</li> </ol>	<p>Head of Widening Access</p>	<p>Care Leavers: partnership work continued under the lead of NMWRWP. A Residential School is planned for the next academic year.</p> <p>Carers: partnerships have been further developed with Carer agencies, with the Head of WA now a member of several local external groups looking at provision for Young Carers, Young Adult Carers and older Carers.</p> <p>The WA Centre's work in promoting and facilitating activities in relevant equality community engagement work has continued, e.g. partnership working with GISDA on their LGBT agenda.</p>
<p><u>Reaching Wider</u></p> <ol style="list-style-type: none"> <li>1. Widening access to Higher Education for people living in Communities First and the Welsh Index of Multiple Deprivation area and young people with a care background, by creating a wide range of study opportunities and learning pathways to higher education.</li> <li>2. Alignment with partnership widening access planning, fee plans and strategic equality plans</li> <li>3. Work to support widening access to Welsh medium HE including engagement with the Coleg Cymraeg Cenedlaethol<sup>3</sup></li> </ol>	<ol style="list-style-type: none"> <li>1. Nationally increased participation in HE of target groups</li> <li>2. Clear alignment of NMWRP Strategy with the plans of Aberystwyth, Bangor &amp; Glyndwr Universities</li> <li>3. Increase in Welsh Medium opportunities &amp; participation rates</li> </ol>	<p>NMWRWP</p> <p>NMWRWP / Universities</p> <p>NMWRWP / Universities</p>	

<sup>3</sup> Coleg Cymraeg Cenedlaethol works with universities across Wales to develop Welsh language medium opportunities for students

**OBJECTIVE 3    ENHANCING RESEARCH SUCCESS**

**Equality Duty    Ensure unlawful discrimination is eliminated, advance equality of opportunity and foster good relations**

**University Strategic    Strategic priority 2: Enhancing Research Success**

EQUALITY ACTION	MEASURE OF SUCCESS	Responsibility	
<p>Athena Swan<sup>4</sup></p> <p>1. To ensure the University is meeting the requirements set out in the RCUK<sup>5</sup> Equality and Diversity statement implement the Research Concordat Principle and the principles of the Athena SWAN Charter</p>	<ol style="list-style-type: none"> <li>1. Achievement of Athena SWAN Awards at University and School level.</li> <li>2. Achievement of HR Research Excellence Award</li> <li>3. Continued improvement in staff response to relevant areas of the CROS survey</li> </ol>	<p>Human Resources</p>	<ul style="list-style-type: none"> <li>• Bangor University has a Bronze award and will be applying for a renewal of the award in April 2018</li> <li>• 3 schools hold awards (the School of Sports, Health and Exercise Sciences, the School of Psychology, and the School of the Environment, Natural Resources and Geography) and the School of Ocean Sciences is applying for Bronze in April 2018.</li> <li>• 3 more Schools have formed SATs and are working towards award submissions (Healthcare Sciences, Medical Sciences and the Business School)</li> <li>• The new Head of School job descriptions include a requirement to actively promote to equality and Athena SWAN in Schools.</li> </ul>
<p><u>Research Excellence Framework (REF)</u></p> <ol style="list-style-type: none"> <li>1. Ensure the University's REF Code of Practice takes into account all the equality.</li> <li>2. To ensure all University staff involved in the REF selection process are trained in equality</li> </ol>	<ol style="list-style-type: none"> <li>1. Monitor to confirm that staff involved in the REF Code of Practice and the implementation of the relevant equality implications have received appropriate training.</li> <li>2. Training has been delivered to all relevant staff.</li> </ol>	<p>Human Resources</p>	<p>For the last REF all relevant staff undertook equality training and were made aware of Bangor's REF Code of Practice for the selection of staff. Individual staff circumstances were taken into account an appropriate actions were taken before the submission.</p> <p><b>HR Excellence in Research</b> Bangor University achieved the HR Excellence in Research Award in 2016 and will reapply for the award in 2018. The application contains one section that specifically relates to the support given to researchers within the context of equality and diversity.</p>

<sup>5</sup> Athena SWAN - the Equality Challenge Unit's Athena SWAN Charter was established in 2005 to encourage and recognise commitment to advancing the careers of women in science, technology, engineering, maths and medicine (STEMM) employment in higher education and research. In May 2015 the charter was expanded to recognise work undertaken in arts, humanities, social sciences, business and law (AHSSBL), and in professional and support roles, and for trans staff and students. The charter now recognises work undertaken to address gender equality more broadly, and not just barriers to progression that affect women.

<sup>5</sup> RCUK – Research Councils UK