

EQUALITY OBJECTIVES ACTION PLAN 2018 – 2019

Reporting of Outcomes, March 2019

OBJECTIVE 1 MAINSTREAM EQUALITY AND DIVERSITY THROUGH THE UNIVERSITY'S STRATEGIC ENABLERS

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

University Strategic Plan Strategic Enablers

EQUALITY ACTION	MEASURE OF SUCCESS	MEASURE OF SUCCESS	OUTCOME
<p><u>Equality Impact Assessments</u></p> <p>Ensure that documentation is fit for purpose, available on web, provide appropriate training and continue to raise awareness.</p>	<p>1. Newly revised EIA forms and guidance will be published on our website along with Panopto guidance. Further training will be available on request.</p> <p>2. Completed EIAs will be stored centrally and accessible.</p> <p>The usage and recording of EIAs will be monitored.</p>	<p>Human Resources and Head of Compliance</p>	<p>Revised EIA forms and guidance is on the HR website, training is incorporated within the Equality for Managers half-day workshop.</p> <p>The requirement to undertake EIAs will be monitored by the Governance and Compliance Office as part of the Management of the Policy register.</p> <p>Where an EIA hasn't been completed this will be questioned, and where necessary the Policy Owner will be asked to complete this document prior to the Policy being put on the web.</p>
<p><u>Disseminating and communicating the commitment to equality</u></p> <p>Develop the Equality Champions role to act as key contacts in this area to share issues and best practice across the University.</p>	<p>1. A network of trained staff to be able to support initiatives and promote equality at College and Departmental level who will discuss issues raised with the Equality Officer.</p>	<p>Human Resources</p>	<p>1 Six equality champions have been appointed and underwent two initial training sessions. The purpose of their roles and names were publicised to all staff via MyBangor, the University's staff intranet.</p> <p>They now form a network with the Student Equality Officer, Human Resources Equality Officer and Athena SWAN Manager that meet quarterly and are members of the newly formed College Equality Committees.</p> <p>2 See Objective 3 below</p>

<p>Embed equality across the three academic Colleges.</p>	<p>2. Promote and support Athena SWAN applications at School level including the University's commitment to the expanded AS charter and the principles around supporting Trans staff and students as well as acknowledging and addressing issues around intersectionality (particularly between gender and ethnicity).</p> <p>3. Introduce equality committees in the Colleges.</p> <p>4. Work with Schools and Colleges to improve the procedure for capturing recruitment data so that data can be monitored annually.</p> <p>5. Review the possibility of having a positive statement on recruitment adverts and documentation encouraging applications from women and BME.</p> <p>6. Raise awareness amongst new academics and other staff on equality issues including the Welsh Language.</p>	<p>College Executive Teams/College Managers</p>	<p>3 College Equality Committees have been formed following the University's FSB restructure. Terms of Reference have been developed in line with the objectives within this Plan.</p> <p>4 In progress.</p> <p>5 In progress.</p> <p>6. This is undertaken in the University 'Welcome Programme'</p>
<p><u>Staff and student training</u></p> <p>Review the online equality training module for all staff and</p> <p>Continue with the Equality for Managers course.</p>	<p>1. Develop a new web page for equality training.</p> <p>2. Equality training for all staff (online) - continue to progress towards a 100% achievement by 2020.</p>	<p>Human Resources/Staff Development Team</p>	<p>1. In progress</p> <p>2. A total of 1636 staff have now completed the online equality training.</p>

<p>Student Services and HR to consult on equality briefings for the Executive Team and equality updates to the University Council.</p> <p>Provision of appropriate tailored training for frontline staff and student sabbatical officers.</p> <p>Promote the programme of Mental Health First Aid training</p> <p>Provide Chartered Institute of Procurement and Supply Training for Procurement staff (including the equality/ethics module).</p>	<p>3. Continue with the Equality for Managers course, one session each quarter in both Welsh and English and adding the Social Model of Disability in line with the WG's and University's commitment to the SMD.</p> <p>4. Design a programme of equality-related briefings and updates.</p> <p>5. Analysis of feedback from training sessions to ensure that objectives are met and increased numbers trained.</p> <p>6. Data to support increased numbers attending the courses.</p> <p>7. Monitoring to demonstrate that procurement staff have completed the equality/ethics module and are able to implement their knowledge in their day-to-day activities.</p>	<p>Student Services and HR</p> <p>Staff Development</p> <p>Student Services</p> <p>Director of Procurement</p>	<p>3, 4 and 5 - Four Equality for Managers half-day workshops were included in the Staff Development Programme over the year. Additionally, tailored equality training has been provided to particular groups on request e.g. the Compliance Team and The Sustainability Lab.</p> <p>4. EIA updates developed and Student Services have developed and delivered a training briefing on Understanding Sexual Violence and Harassment for Pro-Vice Chancellors and Senior Staff involved in the Disciplinary Process.</p> <p>5. Ongoing.</p> <p>6. From July 2017- June 2018 54 staff received MHFA training – see more detail under Objective 2 – Student Mental Health Strategy.</p> <p>7. All procurement officers have undertaken the CIPS module and remain accredited.</p>
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<p>Ensure the effective development and implementation of Equality and Diversity within Undeb Bangor providing appropriate training and continue to raise awareness.</p>	<p>8. Provide Equality and Diversity training for all staff and sabbatical officers. Ensure that all managers implement the policy and action plan in their own areas/services and activities. Include Equality and Diversity training as part of the Student Leadership Conference.</p>	<p>Students' Union/Human Resources</p>	<p>8. Tailored equality training has been provided to Student Union Sabbatical Officers as well as to Student Wardens.</p> <p>All staff and sabbatical officers have attended an equality and diversity training session and some have completed the online training. Equality and Diversity training was also included as part of the Student Leadership Conference in September.</p>
<p><u>Monitoring</u></p> <p>Review and widen the availability and scope of monitoring data in conjunction with Trade Unions and other departments to meet legal reporting obligations (Annual Equality Report/Equal Pay Audit/Gender Pay Gap Report) and identify any gaps.</p> <p>Review the equality data held about staff following the implementation of the General Data Protection Regulations.</p>	<p>1. Ensure that relevant data is available on the University's Business Intelligence System and Agresso system.</p> <p>2. Monitor complaints, disciplinary cases and grievances for equality issues.</p> <p>3. Survey all staff advising them of the equality data we hold and ask them to update that data (data cleanse).</p> <p>4. Inform staff how data is held confidentially and used to monitor protected characteristics in the workplace to ensure fair treatment for all with a view to improving self-</p>	<p>Human Resources</p>	<p>1 Completed and ongoing.</p> <p>2 Completed and ongoing.</p> <p>3 In progress</p> <p>4 In progress</p>

	declaration in certain areas e.g. sexual orientation (in the last reporting year 24.09% of staff refused to declare this information).		
<u>Publishing</u> Ensure legal compliance in terms of annual reporting	<ol style="list-style-type: none"> 1. Reports to be agreed by the Equality and Diversity Task Group and ratified at the February or March meeting of the University Council. 2. Equality Annual Report to be published in March each year (reporting period will be the previous academic year) 3. Equal Pay Audit published in March each year (data from the previous March). 4. Gender Pay Gap Report published in March each year (data from the previous March). 5. All reports to be published on the Equality webpage which is accessible to the public. 	Human Resources	All in progress and on track for completion by the due date of end March 2019.
<u>Equal pay, gender pay gap and contractual matters</u> Equal Pay Action Plan Workload model	<ol style="list-style-type: none"> 1. Monitor variance on the HERA pay scales 2. Monitor success of implementation and the elimination of variance 3. Review of Pay Bands in line with the Living Wage. 	Human Resources with input from recognised Campus Unions	1, 2 and 3 Completed and on-going.

	4. Develop a workload allocation model with UCU and the Workload Allocation Task and End Group to support the current policy.		4 A Workload Allocation Group has been established with UCU representation and Heads of Schools. Draft academic workload tariffs have been identified and Policy and Guidance developed.
<p><u>Disabled staff</u></p> <p>Review Policy to ensure appropriate support for disabled staff.</p> <p>Training for managers in managing absence and supporting staff.</p> <p>Review of the confidential Counselling Service (external provider).</p>	<p>1. A reviewed and updated Attendance Management Policy published on our Website.</p> <p>2. Monitor and increase the uptake of managers being trained in managing absence.</p> <p>3. Monitor and increase the uptake of managers being trained in managing Mental Health issues in the workplace.</p> <p>4. Provision reviewed and alternative providers considered.</p>	<p>Human Resources/ Occupational Health/Staff Development</p>	<p>1. The new Absence Management Policy is completed and published, training currently being rolled-out.</p> <p>2. Under development.</p> <p>3. From July 2017- June 2018 54 staff received MHFA training – see more detail under Objective 2 – Student Mental Health Strategy.</p> <p>4. The review of the confidential counselling service has been carried out and is out to tender.</p>
<p><u>Procurement and sustainability</u></p> <p>Embed the use of Sustainable Risk Assessments (Value Wales) for all University tenders to ensure that equality and diversity</p>	<p>1. Sustainable Risk Assessments are completed prior to producing specifications, which demonstrate evidence that equality and diversity matters have been considered. The SRA will detail the action taken to incorporate</p>	<p>Director of Procurement/Director of Sustainability Lab</p>	<p>1. Completed and ongoing.</p> <p>2. A Sustainable Events Checklist was created to be used when organising events and large meetings. The checklist is bilingual and so can be filled out in either language, and has been used throughout the project for all events. The checklist is a series of questions to be answered</p>

<p>issues are considered.</p>	<p>requirements within the tender process, where appropriate.</p> <p>2. Equality advice provided in the University's Supplier Guide and available on the website.</p>		<p>by the event organiser in the preparation stages. Questions are particularly focused on the outcome of the event, date and timing, location and accessibility, possible waste generated, bilingualism, and catering (with emphasis on health, locality and resource efficiency).</p> <p>2. Progress is monitored via the Annual Procurement Report, which is sent to Both the Audit and Risk Committee and the Resources Committee in September/October each year.</p>
<p><u>Inclusive Access</u></p> <p>Prioritisation of issues identified by the Inclusive Access Working Group.</p> <p>"You said we did" on accessibility issues.</p> <p>Review of accessible parking provision.</p> <p>Identify areas for collaborative improvement, to foster a more inclusive and practical environment for disabled students within Bangor University and Undeb Bangor</p>	<p>1. Progress monitored by the Inclusive Access Working Group and reported the the Property and Campus Services Task Group and the Equality and Diversity Task Group.</p> <p>2. Consider an action plan responding to the recent accessibility audit that has been carried out by a member of the student community.</p> <p>3. Develop 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.</p>	<p>Inclusive Access Working Group</p> <p>Students' Union</p>	<p>1. Work is ongoing to provide improved accessibility including a ramp installed in the Main Arts Building and a review and improvement of seating in lecture theatres in line with the Inclusive Access Risk Management Plan.</p> <p>2. Some changes have been made following recommendations from the accessibility audit, the SU plans to revisit the audit with the member of the student community to see if there are any other recommendations that can be acted on.</p> <p>3. Undeb Bangor has been working in partnership with disability services to agree on the content of the video. The plan for the video has been agreed and the next steps are to schedule the filming with students.</p>

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> <p>The Student Experience Strategy 2015-2018</p> <p>Produce a final report on the outcomes of the strategy including reference to how the work will be embedded within current practices.</p> <p>Implementation of the Zero Tolerance to Student Harassment policy.</p>	<p>1. The report will be disseminated to the Student Services Task Group, Equality and Diversity Task Group, Executive and Senate.</p> <p>2. Develop a clear and accessible response procedure for staff receiving disclosures of sexual violence to include a rolling programme of training for staff.</p> <p>3. Develop an institution wide strategy for the prevention and support of harassment, hate crime and sexual violence.</p>	<p>Director of Student Experience</p> <p>Student Equality Officer</p>	<p>1. A final report has not been produced but the equality related outcomes have been embedded within institutional practice as follows:</p> <ul style="list-style-type: none"> Developing an Inclusive Curriculum: embedded within the University's Student-led Teaching and Learning Strategy Building an Inclusive Community: embedded within the current University strategies: Fee and Access Plan, the Student Mental Health Strategy and the Strategy for Prevention and Support: Tackling Sexual Violence, Harassment, Racism and Hate Crime. <p>2. The response procedure was included as part of the Sexual Violence Policy launched in 2018. Following this, a web based training course was developed and rolled out to all staff in September 2018.</p> <p>3. The institution wide strategy for prevention and support was presented to the Gender Based Violence Group in September 2018.</p>
<p><u>Student Mental Health Strategy</u></p>	<p>1. Auditing attendance at the MHFA courses.</p>	<p>Head of Student Counselling</p>	<p>1. In total, there are 158 staff members trained in MHFA, this number is reduced from 232 in 2017-2018. The uptake for the courses rose this year to 85.7 from 83.9%. In 2015-16, there was a 97.5% uptake of the places offered; this was</p>

<p>Continue to deliver Mental Health First Aid (MHFA) training to staff.</p> <p>Continue to collect relevant data that assists our knowledge of student mental ill-health, prevalence and outcomes.</p>	<p>2. Data reported within annual reports such as the Counselling Annual Report and the Disability Annual Report as well as the information gathered for the Student Mental Health Strategy Group by its intern.</p>	<p>an increased uptake of places on the previous year from 93.7%. The number of participants completing the course has shown a year on year increase, from 92% in 2014, 95% completing in 2015-2016, 96% completing in 2016-2017, 98% completion in 2017-2018.</p> <p>Each year we aim to train 40 staff from across the institution as MHFAs. In the twelve months July 2017- June 2018 54 staff received MHFA training. From Aug 2018 – present day there have been 7 staff completed so far. Two further courses are planned in Feb 2019 and March 2019 both are fully booked (16 participants each course).</p> <p>2. See summary report for Disability Service attached for 2017/18.</p> <p>The Counselling Service continued to experience high demand for all its services; in 2017/18 it provided 20% more appointments and saw 6% more students (and 9% more new clients) for individual counselling than in 2016-17. As well as continuing to have good attendance at workshops, there was a large (200%) increase in clients attending the more in-depth group work programmes</p> <ul style="list-style-type: none"> • Clinical outcomes: reliable improvement in our clients with moderate/ elevated distress are in the top 8% of results for all Counselling Services that use CCAPS (HEI's across the UK and the USA). • Overall, the satisfaction rating from clients of the service for individual and group work combined is over 93% ('satisfied' or 'very satisfied') • The Service has seen the number of students requesting (and having) counselling through the medium of Welsh double. Our Welsh speaking counsellor is also undertaking a service improvement project looking at clients' experiences of having counselling through their mother tongue • The Service saw a slight increase in the number of non-UK students and 'BAME' students accessing the service from last year. 82% of clients came from the United Kingdom, the
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<p>Further enhance Welsh Language provision for student mental health including the exploration of viable external Welsh Language resources.</p>	<p>3. Measured by the success (or otherwise) of increased counselling (and MHA) provision through the medium of Welsh, and of the strategic initiatives more nationally looking at equivalence for resources such as BigWhiteWall.</p>		<p>remainder coming from a total of 40 countries worldwide. 46.9% of clients disclosed a disability, and 36.5% stated that they had a mental health condition</p> <p>In addition, the SMHSG student intern created an online (Microsoft Teams) space for collating and sharing relevant national data regarding student mental health. This will help to inform the creation of the new 'student led' mental health strategy in 2019 led by a steering group run by UNDEB, Student Services and academic staff.</p> <p>3. Provision of counselling through medium of Welsh has been constrained by FSB. However, the counselling service has one paid member of staff (0.2 FTE) and 4 honorary counsellors (total 0.4 FTE) who are able to offer counselling through the medium of Welsh. As of December 2018, a full time 'welsh essential' counsellor post has been advertised and selection will take place in January 2019. Student intern and staff in counselling service have been working with internal and external stakeholders to promote the 'mae gen i hawl' campaign, and have been lobbying nationally and to Welsh AMs to promote the importance of this resource. Head of Counselling currently in discussions with HEFCW about a national initiative to provide online mental health resources for students through the medium of Welsh.</p> <p>One MHA, who is a Welsh learner, can deliver a service to students through the medium of Welsh, with occasional additional support from Welsh first language colleagues, and is aiming to increase her confidence in delivering this service by forming a small discussion group to talk about mental health and student support entirely through the medium of Welsh.'</p>
<p><u>International Office</u> Provide an inclusive programme of events</p>	<p>1. Produce an annual programme, based on previous feedback from students. Success measured by number of participants and feedback at</p>	<p>Head of International Student Services</p>	<p>Programme produced in August 2018. Includes a comprehensive list of events & trips, open to both international and home students. Participation high.</p>

<p>throughout the year – promoting integration.</p> <p>International Student Ambassador scheme</p> <p>Effective engagement with international student societies</p>	<p>the end of the year.</p> <p>2. Students appointed to the scheme which are representative of the internationally diverse student body. Successfully providing a link between students (current & prospective) and the International Student Support service.</p> <p>3. Introduction of joint events and increased profile and participation amongst International students.</p>		<p>Twenty one Ambassadors recruited and represent the major student nationalities at Bangor. Ambassadors have been active in welcoming new students and running the social integration programme.</p> <p>Close liaison with the new SU Sabbatical Officer and cultural events have been organized jointly</p>
<p><u>Students' Union</u></p> <p>Lobby on disability access issues</p> <p>Campaign for radar key access to disabled toilets.</p> <p>Promote disability inclusivity training in sport</p> <p>LGBTQ+ ²including:</p> <ul style="list-style-type: none"> - awareness training - The gender neutral campaign for toilets. 	<p>1. 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>2. Disability Inclusivity training will be a large part of club and society training in the next academic year.</p> <p>3. Provide LGBTQ+ awareness training as part of our Student Leadership Conference.</p> <p>4. Promote our rebranded Pride in Sport and move the campaign forward</p>	<p>Led by Sabbatical Officers in the Bangor Students Union</p>	<ol style="list-style-type: none"> 1. The Students' Union sit on the Inclusive Access Working Group (IAWG), where the student representatives will push for improvements on access issues across campus that effect students. In regards to the radar key access to disabled toilet, this has now moved on as we are pushing for accessible toilets to available across campus without the need for a radar key. 2. This year we were not able to identify a suitable trainer to deliver the training so we will be revisiting this for next year. All of our sports clubs coaches have to complete and element of disability inclusivity training to complete their coaching qualification, and they will adapt any training sessions to respond to accessibility needs as and when needed. 3. This was included as part of the Student Leadership Conference in September and members of the LGBTQ+ student society supported the delivery of the session.

<p>- Out in Sport campaign to eliminate homophobia in sport.</p> <p>Work on the Mental Health Pledge around eliminating stigma in this area.</p> <p>Promote the Zero Tolerance to harassment Policy particularly in relation to "lad culture".</p> <p>Work around how to achieve a more diverse and inclusive learning experience for black minority ethnic students</p>	<p>over the next academic year to include talks and further awareness raising.</p> <p>5. Develop a Mental Health Framework responding to students' feedback and needs.</p> <p>6. Review and promote our Safe Space and Zero Tolerance policy in order to make students more aware of what these policies mean and what our stance is.</p> <p>7. Work with our BME Undeb Bangor Councillor looking at how to raise the profile of BME student barriers such as the attainment gap and widening our work on inclusive curriculum to look more closely at BME. Develop a BME focus group to look at representation and how BME students can feel more inclusive in the SU.</p>		<p>4. The Athletics Union will be contributing to an online campaign during LGBT History Month on LGBT in sport.</p> <p>5. Undeb Bangor have been working in collaboration with Student Services and the Counselling service to develop a Student Led Mental Health Strategy, and we've been successful with our collaborative bid for a student intern to support and inform the work of the Steering Group developing the strategy.</p> <p>6. A training session on the Undeb Bangor Safe Space and Zero Tolerance policy was delivered as part of the Student Leadership Policy.</p> <p>7. We are working to promote the Human and Equal Rights commission survey on student experience of racial harassment. Our VP for Education and VP for societies and Volunteering are also planning to work with our BAME UBC Councilor and other students to run a campaign around racial harassment.</p>
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<p><u>Widening Access</u></p> <p>Collaborate with Reaching Wider Partnership and in work with Care Leavers.</p> <p>Work with the Carers Trust and other agencies in reaching Young Carers, Young Adult Carers and Adult Carers.</p> <p>Facilitate activities by academic schools in relevant equality community engagement work.</p> <p>Promote the provision of the Miles Dyslexia Unit.</p> <p>In collaboration with Grwp Llandrillo Menai, provide Introduction to Deaf Awareness, Introduction to BSL and progression courses for staff and students within Bangor University.</p>	<ol style="list-style-type: none"> 1. Increased activity in preparing care leavers for HE including working collaboratively with Student Services specifically in relation to Mental Health support. 2. Set up a one-day school and/or weekend activity in N.W. Wales. 3. Increased activity regarding activities in Schools. 4. Set up a series of workshops for schools and community groups. 5. Provide accessible courses and raise awareness. 	<p>Head of Widening Access</p>	<p>The Centre continues to build its provision in partnership with University academic staff and a network of groups and organisations active in the counties of Anglesey, Gwynedd and Conwy on projects, conferences and taster activities to give people opportunities and experiences they would not otherwise come by. The main focus is areas in the lowest 40% of WIMD, although not exclusively so.</p> <p>Each year, Bangor University welcomes young carers to a Residential Event, which gives 16-25 year olds a taste of University life and the support offered to them here at Bangor. During the event, many academic schools deliver subject taster sessions. There is an opportunity to see round the University, Pontio, the Students' Union and take advantage of the leisure facilities at Canolfan Brailsford before spending a night in University accommodation. In 2018/19 this event will be a 2 night residential. A conference on the theme of Supporting Life Alongside Caring is to be held during Carers Week, on 14 June 2019, with invited speakers from Welsh Government and Carer organisations.</p> <p>Annually, in addition to the £1000 Carer Bursary offered by the University centrally, an additional scholarship of £1,500 is offered to a Carer coming to study at Bangor University. Awarded for the first time in 2018/19.</p> <p>Details of projects, events and research can be found on the Widening Access website here</p> <p>https://www.bangor.ac.uk/widening-access/about.php.en https://www.bangor.ac.uk/widening-access/schools.php.en https://www.bangor.ac.uk/widening-access/students.php.en https://www.bangor.ac.uk/widening-access/students.php.en https://www.bangor.ac.uk/widening-access/projects/index.php.en</p> <p>During 2018/19, the numbers of students and staff on the</p>
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			BSL provision, in partnership with Grwp Llandrillo Menai, have increased substantially. A successful Lend Me Your Ears conference was held in October 2018 and one of the outcomes is a performance in partnership with Galeri, Caernarfon, by Jonny Cotsen: Louder is Not Always Clearer
<p><u>Reaching Wider</u></p> <p>Widening access to Higher Education for people living in 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.</p> <p>Alignment with partnership widening access planning, fee plans and strategic equality plans.</p> <p>Work to support widening access to Welsh medium HE including engagement with the Coleg Cymraeg Cenedlaethol.</p>	<p>1. Nationally increased participation in HE of people within the target groups.</p> <p>2. Clear alignment of NMWRP Strategy with the plans of other HE providers including Bangor University and Coleg Llandrillo Menai.</p> <p>3. Increase in Welsh Medium opportunities & participation rates.</p>	<p>NMWRWP (North and Mid Wales Reaching Wider Partnership)</p>	<p>1. Participation</p> <p>1 RWNMWP mission is to widen access by increasing the number of Reaching Wider priority groups who would not have otherwise considered entering into Higher Education from the most deprived areas in the North and Mid Wales areas.</p> <p>The purpose of the RWNMWP is to work in partnership; To widen access to level 4 Higher Education with various methods/ delivery, across areas of deprivation in North and Mid Wales with a variety of providers</p> <p>To reduce barriers to HE entry and increase educational aspirations of individuals that will transfer into their success at Level 4 Higher Education.</p> <p>2. Welsh Medium and Bilingual provision</p> <p>RWNMWP will emphasise our committed to ensuring that all activities delivered in Welsh Medium schools and bilingual providers are delivered through the medium of Welsh or as appropriate in Bilingual schools. The Coleg has provided a list of priority schools, categorised by language and we will align this data with our target schools The Coleg Cymraeg is a key partner in the partnership is represented on our executive board and we aim to work collaboratively with the Coleg in developing and supporting Welsh medium WA projects.</p> <p>3. Promoting Equality of opportunity and inclusive approaches</p> <p>RWNMWP will build on our work with care experience children,</p>

			<p>developing a greater synergy with corporate parents, foster parents and adoptive parents as their children have experienced being in care and often once a child has been adopted there is minimal support for the adoptive parents and children.</p> <p>RWNMWP will continue to support work of agencies in the region who are working with people of protective characteristics.</p>
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OBJECTIVE 3 ENHANCING RESEARCH SUCCESS

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

University Strategic priority 2: Enhancing Research Success

EQUALITY ACTION	MEASURE OF SUCCESS	Responsibility	
<p><u>Athena Swan</u></p> <p>To ensure the University is meeting the requirements set out in the RCUK⁵ Equality and Diversity statement, implement the Research Concordat Principle and the principles of the Athena SWAN Charter.</p>	<ol style="list-style-type: none"> 1. Achievement of Athena SWAN Awards at University and School level. 2. Achievement of HR Research Excellence Award. 3. Continued improvement in staff response to relevant areas of the Careers in Research Online Survey (CROS). 	<p>Athena SWAN Officer</p>	<p>Institution-level Athena SWAN Bronze award and an additional School-level Bronze award (School of Ocean Sciences) achieved in October 2018 meaning four Schools now hold awards. A commitment has been made in the University AS action plan for all Schools to achieve awards or have submitted applications by 2022.</p> <p>HR Excellence in Research award submitted in May 2018; successfully retained our award.</p> <p>CROS will run in May 2019 (survey runs every 2 years).</p> <p>The new Head of School job descriptions include a requirement to actively promote equality and Athena SWAN within Schools.</p>

	<p>4. Develop policy and guidance to support Trans staff and students which will create an inclusive community for all trans people.</p>	<p>Human Resources/ Student Equality Officer</p>	<p>The University's Athena SWAN 2018 application highlighted the impact of actions that have been undertaken since 2014 towards increasing the number of women at senior levels and during the reporting period of the application (2014/15 - 2016/17):</p> <ul style="list-style-type: none"> • the number of female Senior Lecturers increased by 9 which means the proportion of female Senior Lecturers increased from 37% to 40%. During the 2017/18 academic year this increased further to 45%. • the number of female Readers increased by 9 which means that the proportion of female Readers has increased from 32% to 47% and the proportion of female Professors increased from 23% to 24%. During the 2017/18 academic year the proportion of female Professors increased further to 28%. • Gender balance has also improved on influential institutional committees including the University Executive, and women now represent 48% of staff on these committees. <p>Policy and Guidance for Staff was agreed and published in January 2019. Policy and guidance for Trans students is currently in draft form and will be presented to the Gender-Based Violence Group in the new year.</p>
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<p><u>Research Excellence Framework (REF)</u></p> <p>Ensure the University's REF Code of Practice is equality compliant and ensures unlawful discrimination is eliminated, equality of opportunity is advanced and good relations are fostered.</p> <p>To ensure all University staff involved in the REF selection process are trained in equality awareness and promotion.</p>	<p>1. Bangor University is preparing for REF 2021 using a "Rolling REF" exercise. This is an administrative exercise that involves annually reviewing the systems, data, activities and outputs in the research domain. A key outcome of Rolling REF is to provide individuals with an annual update on their progress to submission. EIAs will be carried out from January 2019 to ensure a fair approach to the selection of outputs.</p> <p>2. Monitor to confirm that staff involved in the REF Code of Practice and the implementation of the relevant equality implications have received appropriate training.</p>	<p>REF Manager</p> <p>Human Resources</p>	<p>1. Equality training for relevant staff and embedding equality into the process was undertaken in the last REF. The same processes will be implemented for the next REF.</p> <p>4. As above</p>
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