Appendix 1

STRATEGIC EQUALITY PLAN (SEP) 2020 – 2024 **UNDERPINNING ACTION PLAN, REPORTING up to 31 MARCH 2022**

Key to reporting (in final column)

Green +	Completed.
Green -	Almost completed (details included).
Amber +	Good progress or progress in areas not covered by the measurable outcome(s).
Amber -	A little progress or change in objective (details included).
Red	Very little or no progress (details included).

Strategic Aim 1:
(Whole University)
To embed equality, diversity and inclusion in everything we do across the University to ensure that we deliver on the equality duties of eliminating discrimination, fostering good relations and promoting advancement of opportunity for all.

	Objective (From published Strategic Equality Plan 2020 - 2024)	Actions	Responsibility for action	Timescale of actions	Measure of success of action	Progress towards achievement of objectives (see key)
1.1	Champion an inclusive community that celebrates and promotes equality, diversity and inclusion and provides a safe environment in which everyone is treated with dignity and respect, and protected from harassment, bullying victimisation	1.1.1 Celebrate and promote equality-related calendar events.	SU and relevant networks. LGBTQ Network.	Throughout year.	1.1.1 At least 3 equality-related calendar events per year.	1.1.1 *In-person events were significantly reduced due to COVID-19 restrictions.* 27 January 2021 an online **Holocaust Remembrance** event was held. Speaker Gabriel Stein told the story of how his family survived the Holocaust. March 2021, BU joined **International Women's Day** (#IWD2021) celebrations by hosting an (online) event "Choose to

and discrimination at work and study.					Challenge", presented by Marian Wyn Jones (Chair of Council) and Prof Nicky Callow. For IWD a "Women in STEM" online event - a collaboration between M-SParc and five Bangor University STEM projects: (DSP Centre, Smart Efficient Energy Centre, Centre for Photonics Expertise, Centre for Environmental Biotechnology and TrioSciCymru). To raise awareness of **World Aids Day** red ribbon lights were projected on our Pontio building for World Aids Day in December along with an article in the Staff Bulletin. The SU worked with students to raise awareness about testing and sexual health. The **LGBTQ+ network** continued to meet virtually throughout 2021, as most staff were working away from campus during this time. The network arranged an open lecture by School of History, Law and Social Sciences lecturer, Joshua Andrews, titled "Queering Scripture" on the relationship between queerness ad religion. Also members of the network took part in Pontio events, such as outdoor dance event Qwerin – a queer take on Welsh folk dancing as part of Gŵyl Goncrit, an online showing of the film Tangerine by Pontio Cinema and the Welsh Language panel discussion, led by Gareth Evans Jones, also a lecturer from the School of History, Law and Social Sciences, on queer Welsh historical figures Cranogwen and Prosser Rhys. For **LGBTQ+ History Month** the rainbow flag was raised above the Main Arts building.

						Black History Month event - in September 2021 BU in conjunction with Race Council Cymru hosted an online event 'CELEBRATING THE FATHER OF BLACK PRESENCE IN NORTH-WEST WALES'. **Disability** Services regularly sends out information about disability-related calendar events to students who have agreed to receive such emails when they register with the service. The SU has introduced an inclusivity officer into all committees for clubs and societies and have hosted inclusivity training. The SU has held LGBTQ+ , Women's History Month and Inclusivity Awareness Month events.
		1.1.2 Report and consider numbers of harassment, bullying, victimisation and discrimination cases – both staff and student.	HR. Student Services. Data from the Governance & Compliance Team. Equality Champions.	To be reported annually.	1.1.2 Decline in the number of staff who feel they have been harassed or bullied at work in the Staff Survey. Data shows that support services are being accessed by all student / staff groups across the	1.1.2 Student Services reports on these figures at the end of each academic year, so the next report will be in August 2022 for the current academic year. During the reporting period there were the following formal STAFF casework proceedings: Disciplinary x 10 (7 men, 3 women) Grievance x 4 (3 women, 1 man) Capability x 7 (3 men, 4 women) Probation x 2 (1 man, 1 woman) Appeals x 1 (1 woman). Staff Survey commissioned (but taking place outside of the reporting period – in February 2022).

					full range of issues.	
		1.1.3 Revise and update the Dignity at Work and Study Policy and the role of Dignity Advisers.	HR Equality Officer. Equality Champions. Student E&D Officer.	During the academic year 2020/21.	1.1.3 Updated Policy published and promoted.	1.1.3 Work has begun and Equality Champions consulted, but completion has been delayed to wait for the publications of two UUK reports around guidance on sexual violence prevention, and on data sharing (were expected to be published during 2021 but have been delayed). The new Policy will be ready in Spring 2022. In August 2021 Equality Champions, HR Equality Officer and Athena SWAN Manager were trained in Dealing with Disclosures of Sexual Violence. Equality Champions have replaced Dignity Advisers. Equality Champions details are listed on the HR Equality & Diversity webpage. The Human Resources webpage now includes a means for staff to report all forms of harassment either anonymously or in a way that leads to support.
		1.1.4 Address areas identified in the Staff survey that demonstrate higher incidences of bullying or harassment than the average Staff Survey result and take appropriate action to address identified issues.	HR Staff Development	Staff surveys in 2022 and 2024.	1.1.4 Improvements in the staff survey outcomes every 2 years.	1.1.4 Staff Survey opening in February 2022.

		1.1.5 An annual student survey by Student Services	Student Services SU	Annually	1.1.5 Improvements in the survey outcomes each year.	2020's survey didn't take place due to COVID; it will now resume.
1.2	Strengthen the awareness of our leaders and staff regarding equality, diversity and inclusion and related best practice.	1.2.1 Provide briefings or other forms of information to update senior staff knowledge of equality matters.	HR (Staff Development & Equality Officer). Student E&D Officer.	Annual monitoring of training provided & completed. Numbers reported in the Annual Equality Report. Also ongoing as student equality issues emerge.	1.2.1 E&D Strategy Group papers to the Executive. Additional briefings provided as required.	1.2.1 E&D briefings provided to Council and the Executive on equality governance and statutory equality duties and the enactment of the Socio-economic Duty of the Equality Act 2010 in Wales. A workshop on Board Diversity for Council members planned during 2022.
		1.2.2 By the end of the SEP ensure that an ongoing increase of staff have received training in unconscious bias and have undertaken the on-line equality module.	HR (Staff Development & Equality Officer). Heads of Schools and Directors.	Ongoing & by the end of the SEP	1.2.2 80% of all staff to have undertaken equality training.	1.2.2. 1064 staff have completed the Unconscious Bias modules in either English or Welsh.
		1.2.3 Ensure all managers have	HR (Staff Development	Ongoing	1.2.3 Demonstrate	1.2.3 Due to COVID restrictions in 2020 and 2021 some in person sessions were cancelled

		attended Equality for Managers training.	& Equality Officer). Heads of Schools and Directors.		an ongoing increase in training uptake.	and the Equality for Managers workshop was instead delivered online. 3 sessions were held during the reporting period, in March, June and December 2021, with another scheduled in February 2022. The workshop was revised in 2021 to include guidance on domestic violence, ethnicity and harassment and antisemitism.
		1.2.4 Enhance inclusion through improved people management achieved via training and provision of policy and toolkits.	HR (Staff Development & Operations).	Ongoing	1.2.4 Demonstrate an ongoing increase in training uptake.	HR toolkits continue to be developed; focus is currently on a suite of training to advance Leadership skills.
		1.2.5 The development and publication of a Professional Behaviours Framework (PBF) to be included in Induction and Leadership training and sessions on the Framework developed for staff.	HR (Staff Development & Operations).	By the end of academic year 2022/23	1.2.5 – A high number of staff aware of PBF in next staff survey.	1.2.5 Not yet due.
		1.2.6 At Undeb Bangor's Student Leadership Conference, make student leaders aware of equality, diversity and	SU.	Annually.	1.2.6 Monitor numbers of student leaders who attend the Conference	The conference took place but the programme for the event was changed for this year and a session on equality and diversity was not delivered. Instead, the SU held the following sessions for Student Leaders to attend during the academic year – Bystander Training, Inclusivity Training, Multicultural Session. The

		inclusion, through a tailored session.			and obtain feedback.	SU also shared an online training on tackling sexual harassment with all student leaders.
1.3	Ensure that equality is embedded in all our strategies and is a key consideration by decision-making groups across the University.	1.3.1 Review membership, diversity profiles and accessibility of decision-making groups including Council, the Executive and Senate on an annual basis (report within Annual Equality Report). Our Athena SWAN Action Plan notes that we are aiming for 50/50 gender balance and an improvement in the representation of other protected characteristics - see more detail in the Athena SWAN Action Plan.	HR (Athena SWAN Manager). Executive. HR Equality Officer. The Executive.	By the end of March each year (first year March 2021).	1.3.1 An improvement in the diversity of members of key groups including Council, the Executive and Senate. Published in the Annual Equality Report each March.	1.3.1 There are some clear positives for 20/21: 50:50 gender balance of Senate (was 39% female (f) in 19/20) and Exec is 33% f (up from 30% f in 19/20). Overall, good gender balance across all Strategy groups (45% female). 29% of Heads of School (HoS) are female; while there has been a drop compared to 19/20 (36% f) it is a huge increase compared to 18/19 where only 7% of HoS were female. However, some numbers not quite going in right direction: Council was 43%f in 19/20 and has dropped to 32%f in 20/21. There are two strategy groups that have 10% or < women. We will consider the ToRs of those groups and Athena SWAN Manager will put some suggestions forward on how the gender balance can be improved.
		1.3.2 Ensure each College has an active and effective Equality and Diversity Committee to lead and monitor	Deans, College Managers. HR Equality Officer. Student E&D Officer.	Committees to be established by Dec 2020. Min 3 mtgs per year.	1.3.2 The creation of the committees and reporting on their activities.	1.3.2 All three Colleges now have well established College Equality Committees that meet regularly and are led by senior College staff, they report to the Equality & Diversity Strategy Group. Each School's E&D/Athena

		equality in the Schools and Colleges.				Swan lead is a member of their College Equality Committee. In addition, some of the larger Schools have their own Equality Committees e.g. the School of Health Sciences has their own E&D Committee consisting of staff and students, following the recent merger between Medical and Health Science invitations will be sent asking for representation from Medical Sciences.
		1.3.3 Develop an Equality and Diversity Committee for the Professional Service Departments.	Directors & Heads of Professional Service Depts. HR Equality Officer. Equality Champions.	Academic year 2021/22.	1.3.3 The creation of the committees and reporting on their activities.	1.3.3. Ongoing for completion by 31 July 2022. This is relevant to Athena Swan as Athena Swan awards are being introduced for PTO (Professional, Technical, Operational) directorates.
1.4	Ensure a broad understanding of the relationship between equality and sustainability.	1.4.1 Is there a Sustainability Strategy/Action Plan? Is it part of the Estates Strategy?	Estates/Sustainability Officer	Ongoing		1.4.1 Sustainability is now part of the Estates Strategy 2030.
1.5	Improve the information we have regarding people with protected characteristics to enable informed decision-making and better understanding of the needs and obstacles that face	1.5.1 Review the data we collect to ensure we gather all the data we require on potential students, enrolled students and attainment by detailed protected	Chair of E&D Strategy Group, Planning Office and Student E&D Officer.		1.5.1 Improve our evidence base to inform interventions.	1.5.1 student demographics are now presented in both our degree outcome statement and degree classification report Planning is developing new process to collect 'Student Journey' information from pre-study to after they leave the University. The Student E&D Officer produces the Annual Student Equality Data report.

people from protected groups and raise awareness of the Social Model of Disability.	characteristic & carers by School.				
	1.5.2 Review the data we collect to ensure we gather all the data we require on recruitment applicants, staff members, promoted staff and leavers by detailed protected characteristic & carers by College/School and Professional Services Department.	Planning. HR Projects & Systems Officer & Equality Officer. College Equality Committees.	Annual monitoring and reporting each March within the Annual Equality Report	1.5.2 Data gathering reviewed annually.	1.5.2 The Advance HE Guidance on the Collection of Diversity Monitoring Data published in March 2021 was used to ensure the staff data we collect is appropriate and this has fed into the development of the new HR and Payroll system (due to be launched in 2023).
	1.5.3 Update systems accordingly. Remove the requirement to select gender-specific titles.	Planning. HR Projects & Systems Officer.	Ongoing as systems are updated	1.5.3 Systems updated.	1.5.3 Ongoing as systems are updated.
	1.5.4 Continue to monitor numbers of staff and students who self-identify as having an impairment that is considered a disability within the	HR Equality Officer. Student Equality Officer. Disability Services.	Ongoing	1.5.4 Numbers of students with PLSPs commensurate with percentage	1.5.4 Completed and ongoing.

					of disabled students. Achievement of the Government-set KPIs for numbers of students in receipt of Disabled Students' Allowance.	
		1.5.5 Carry out an exercise with staff to explain why we gather information regarding protected characteristics, how it can help with diversity, who sees the data and how it is used.	HR Equality Officer & Staff Development. Equality Champions. LGBTQ Network.	Academic year 2021/22.	1.5.5 Improved staff disclosure rates, particularly for sexual orientation & religion, belief or non-belief.	1.5.5 The LGBTQ Network will be taking this action forward during 2022 in relation to sexual orientation information.
		1.5.6 Raise awareness of antisemitism and embed within our activities through training.	The Executive. HR Equality Officer. Equality Champions. All managers.	2021/2022	1.5.6 IHRA definition published and awareness raising activity.	1.5.6 The IHRA definition of antisemitism was adopted during the previous reporting year. Since then awareness raising has taken place by advising staff through the Staff Bulletin, a statement has been published on the HR webpage, antisemitism awareness has been included within the Equality for Managers Workshop and an annual Holocaust Remembrance event takes place in January each year.

1.6	Work to develop and implement wellbeing action plans for staff and students in line with HEFCW's Policy Statement on Wellbeing and Health in HE.	1.6.1 Development of a Health and Wellbeing Strategy for the University.	Health and Wellbeing Group.	2022	1.6.1 Improvement in health and wellbeing results in Staff Survey in areas of health and wellbeing and workload issues.	Our biannual staff survey closing date is 18th March 2022, thus we do not have the data yet to explore possible improvements in health and wellbeing. Our health and wellbeing strategy has been developed and interventions are underway.
		1.6.2 Co-develop a relevant KPI for the Sustainability Strategy and the Healthy University Strategy as part of the newly established group.	Health and Wellbeing Group. Sustainability Officer. Student Services SU HR	2022	1.6.2 A decrease in instances of sickness absence.	This group has just been established and the action to co-develop a KPI has not yet been completed, it is anticipated it will be done before the end of 2022.
1.7	Continue to promote the use of Equality Impact Assessments to continue to improve uptake and quality to ensure informed decision-making.	1.7.1 Ensure all relevant policies and strategic initiatives are Equality Impact Assessed and accessible.	The Executive. Governance & Compliance. HR Equality Officer. Equality Champions. All managers. Trades Unions.	Ongoing.	1.7.1 An increase in the number of EIAs completed and published.	1.7.1 The completion of EIAs is now commonplace and widespread throughout the University. Some examples of completed EIAs during the reporting period include: The Bridging Funds Policy (to provide bridging funds to continue to employ fixed-term staff between projects and roles). Proposed changes to the USS pension. scheme. The Dynamic Working Toolkit. Incremental Pay Progression Degree Apprenticeships Scheme. Access to Pontio. The Reaching Wider Strategy. SU Restructure. This action is ongoing.

		1.7.2 Introduction of stand-alone Welsh Language Impact Assessments in line with the Welsh Language Standards.	Canolfan Bedwyr.	2020/2021	1.7.2 Template, guidance and training provided to staff.	Developed by Canolfan Bedwyr.
1.8	Ensure that procurement data is in place to evidence diversity in procurement.	1.8.1 To consider the feasibility of incorporating supplier equality and diversity plans into the Net Positives tool (expected to be adopted by Welsh HEIs late 2020).	Finance (Procurements & Payments).	Annually through the auditing process.	1..8.1 Evidence how suppliers incorporate equality & diversity into their own procedures and processes.	Finance Team ensures this is in place by way of the annual audit.
		1.8.2 Review the University's Sustainable Procurement Checklist to ensure continued suitability. Sustainable Procurement Policy	Finance (Procurements & Payments). Sustainability Officer.	Annually through the auditing process.	1.8.2 Checklist reviewed and updated as necessary.	Finance Team ensures this is in place by way of the annual audit.
		1.8.3 Ensure staff consider equality and diversity matters prior to undertaking a procurement and	Finance (Procurements & Payments). HR Staff Development.	Annually through the auditing process.	1.8.3 Ensure compliance during the annual audit.	Finance Team ensures this is in place by way of the annual audit.

		adapt procurement and contract documentation accordingly.				
1.9	Increase accessibility for all across the estate, both physically and digitally.	1.9.1. Formally adopt the Social Model of Disability and incorporate within the Estates Strategy and other relevant strategies.	The Executive. Estates & Campus Services. HR.	SMD actions during 2021/2022 academic year.	1.9.1 Through Estates Strategy, delivered through annual programme of works.	Incorporated within the Estates Strategy.
		1.9.2 Review the accessibility of the physical estate.	The Executive. Estates & Campus Services.	Review of estate by 2024.	1.9.2 Baseline data gathered e.g. how many buildings are accessible/ inaccessible.	Incorporated within the Estates Strategy.
		1.9.3 Digital accessibility embedded into training in BlackBoard Ultra, including a BlackBoard Ultra module (Symud i').	IT Services. Digital Accessibility Working Group. Canolfan Bedwyr. Student Services (Disability Services).	Ongoing	1.9.3 Online resources are accessible to all in keeping with new legislation.	ITS and the Digital Accessibility Working Group have developed processes to ensure accessibility on the VLE via Blackboard. Separate compliance accessibility statements are being developed this academic year. AccessibilityNet have been commissioned to undertake an audit by the end of 2022.
		1.9.4 Webinar on Accessibility included in CELT's	CELT.	Ongoing	1.9.4 Digital accessibility training	A webinar entitled "Developing accessible resources for online delivery" was delivered as part of the CELT summer webinar series on

		summer series of webinars. Accessibility threaded through webinar series. Webinars recorded and published on CELT's new Teaching Resources hub.	Directors of Teaching & Learning. Staff Development.		provided to staff.	5th August 2020. Inclusivity for all was emphasised in all subsequent webinars in both the summer and winter series, including sessions dedicated to online assessment and feedback, hybrid teaching, and bilingual teaching and learning delivery. A member of Disability Services was also encouraged to attend all webinar sessions to ensure the 'accessibility' voice was represented, and all webinar recordings are published alongside supplementary resources on the CELT Staff Training and Resources Hub. In addition, one of four main menu tiles on the hub comprises guidance and further study materials dedicated to "Access to all: Blended Learning - simple steps to include all your students".
		1.9.5 Resources on blended learning and accessibility included on Disability Services hub.	Disability Services.	Ongoing.	1.9.5 Staff are enabled to produce digital material in line with the Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018.	ITS and the Digital Accessibility Working Group have developed processes to ensure accessibility on the VLE via Blackboard. Separate compliance accessibility statements are being developed this academic year. AccessibilityNet have been commissioned to undertake an audit by the end of 2022.
		1.9.6 Accessibility Statement at foot of each webpage with links to 'how to' guides on making Office	Digital Accessibility Working Group.	Ongoing.	1.9.6 Staff are enabled to produce digital material in line with the	ITS and the Digital Accessibility Working Group will have completed separate compliance accessibility statements by the end of this academic year.

		documents accessible and video automatic captioning.			Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018.	English video captioning in online teaching sessions is now automated in 'Collaborate'. Welsh video captioning 'Transgrifiwr' are being developed with Canolfan Bedwyr and an external provider. 90% of lectures are now recorded. ITS has purchased the Ally software to support staff to improve the accessibility of their online resources.
		1.9.7 BlackBoard Ally license purchased for a further.	IT Services.	From April 2021?	1.9.7 Statistics produced by Ally. Initial report to be compared with report in 6 months' time to monitor developments. Interventions to be put in place where necessary.	ITS has purchased the Ally software to support staff to improve the accessibility of their online resources. ITS will work with Schools to identify areas where improvements need to be made i.e. where resources are not accessible.
		1.9.8 Work with partners to develop technology to create automatic captioning of Welsh medium videos.	The Executive. Canolfan Bedwyr. IT Services. Disability Services.	July 2021	1.9.7& 8 Bilingual documents are accessible. Strategy developed to ensure bilingual documents	Welsh video captioning 'Transgrifiwr' are being developed with Canolfan Bedwyr and an external provider.

						are accessible to all developed.	
1.10	To create a supportive working environment for female staff including acting to reduce the gender pay gap and expand our analysis to consider other gaps in protected characteristics.	1.10.1 See the Gender Pay Gap report action plan	HR.	Annual monitoring of gender-related metrics.	1.10.1 Increased number of female senior academics and senior professional staff. A decrease in the gender pay gap.	1.10.1 The gender pay gap report's action plan continues to progress (see GPG report for full details). Advance HE's Aurora programme (women into leadership) - 4 participants in 2020 and we have 2 places for 2022.
		1.10.2 Work with women to identify how menstruation and menopause affect them in the workplace, develop an action plan to remove stigma & create a positive culture & supportive environment.	HR. Student Services. Health & Safety.	Academic year 2023/24	1.10.2 Action Plan developed and promoted.	1.10.2 January 2022 – consideration is being given to signing up to the Wellbeing of Women Organisation's Menopause Women's Pledge Dynamic Working and greater flexibility will also help create a positive culture. Ongoing.
		1.10.3 Expand our gender data analysis to consider race/ethnicity and disability and report	HR	March 2021 & March 2022.	1.10.3 Include ethnicity pay gap (March 2021) and disability pay	1.10.3 Ethnicity pay gap first reported in March 2020 and ongoing. Disability pay gap to be reported in March 2022 and every year thereafter.

		within the Gender Pay Gap Report.			gap (March 2022).	
		1.10.4 Review the potential development of a central pot of funding for equality to ensure that maternity cover is not left to the discretion of managers but is a right for all women staff to ensure that women are not subject to stress and job insecurity because of a lack of maternity cover.	The Executive. HR.	As part of the Planning round.		Reviewed as part of the planning round. Posts are now approved to backfill staff on maternity leave. Additional and ring-fenced funding is now in place for equality actions including enabling staff who return from maternity leave or adoption leave to have fewer duties for a few months after returning to focus on one of their priority work areas e.g. research.
		1.10.5 Examine the provision of pregnancy and maternity support for post-graduate students/staff (PGRs).	HR Athena SWAN Manager/group. Doctoral School.	Academic year 2020/21.	1.10.5 PGRs are not treated less favourably.	1.10.5 Discussions underway as part of regular meetings between the Doctoral School and HR. This action is underway but not yet completed.
1.11	Ensure that all Schools have applied for, or are working towards, Athena SWAN awards by 2023.	See the Athena SWAN action plan The University has made a commitment to apply for an institution-wide silver award.	Athena SWAN Manager/Group. Heads of Schools. Equality Champions.	Annually (School submissions in April & Nov each year). Institution-wide – 2023.	Measures as defined in the Athena SWAN Action Plan	1.11 Three more Schools successfully applied for an Athena SWAN award in the November 2020 round. Seven Schools now have Bronze awards (School of Ocean Sciences, Psychology, Business, School of Computer Science & Electronic Engineering, School of Natural Sciences, School of Sport, Health & Exercise Sciences, School of Health Sciences (the School of Health Sciences is merging with

| | | | | | | the School of Medical Sciences and the award will apply).

 Athena SWAN Actions are in progress and ongoing.

 A new APVC Equality & Diversity role is currently being advertised (January 2022) and one of the responsibilities of the role is to work on achieving the institution-wide silver award. |

Strategic Aim 2:
(Student-focused)
To provide students with an inclusive, supportive and safe learning and living environment.

	Objective	Action	Responsibility	Timescale	Measure of success	Progress towards achievement of objectives (see key)
2.1	Champion an inclusive community which celebrates and promotes equality, diversity and inclusion at the University. Strive to ensure that all students feel respected and valued and have equal access to all University and Students' Union services. Promote and celebrate the diversity of our students and student groups and promote an inclusive	2.1.1 Continue to develop the Inclusive Community subsite.	Student E&D Officer	Ongoing	2.1.1 Monitoring uptake of support services across all student groups.	2.1.1 Work here includes the development of an Inclusive Community subsite in My Bangor. https://my.bangor.ac.uk/inclusive-community/index.php.en Bangor Inclusive Scholarships 21/22 awarded to three outstanding students – one per College. The Scholarships (a BU Athena Swan initiative) are to support students who are continuing their studies at Bangor in order to highlight and celebrate the diversity and inclusivity of our student population, to ensure the student voice and experience is embedded in our EDI and Athena Swan agendas and to support the career development of our students contributing to these important agendas.

culture and our Student Harassment Policy.						In the College of Human Sciences an E&D conference to promote the diversity of students is being planned for June 2022 which hopefully will become an annual event.
		2.1.2 Continue to widely promote the Student Harassment Policy and Student Code of Conduct.	Student E&D Officer	Ongoing.	2.1.2 Monitoring uptake of support services across all student groups.	2.1.2 Can be found here https://my.bangor.ac.uk/inclusive-community/access-for-all/documents/BUStudentHarassmentPolicyJanuary2020.pdf Student Services revises and updates as required. All students are directed to professional codes of conduct and plans are ongoing for all students to be made aware of the Student Charter via SSLiC and course rep meetings.
		2.1.3 Ensure international students are fully aware of all opportunities within the student community and are then able to engage.	International Student Support	Ongoing.	2.1.3 Monitor engagement with International Student Bulletin.	2.1.3 All specialist roles are advertised across Schools or Colleges. Currently in the School of Health Sciences expressions of interest are being sought for a deputy disability tutor and internationalisation lead.
		2.1.4 Celebrate diversity and inclusiveness through relevant events, both at the University and external, promoting inclusivity.	Student Services. International Student Support. Residential Life.	Ongoing.	2.1.4 Monitor attendance at events and obtain feedback for internal events and events with community	2.1.4 The International Student Support team has arranged many events which celebrate diversity and have run some very well received inclusion workshops over the last 2 years. Residential Life develops a calendar of inclusive events, designed to appeal to all students and offer support through the transition into communal living.

					groups / external organisations.	The event schedule is co-created with students to deliver an engaging and holistic experience, focusing on wellbeing, life skills and connection with others. A team of student mentors and senior wardens also deliver pastoral care and welfare support within the University's residential setting, signposting to support services where necessary. Attendance is monitored for each cohort by age, Halls residence, UG/PG, UK or International.
		2.1.5 Series of staff workshops to ensure equality needs are flagged up appropriately. Sessions offered to raise awareness of the cultural diversity of the student population, welfare issues encountered by international students. Specifically including Tier 4 Visa regulations to ensure that academic progression / completion is not affected by visa complications.	International Student Support	Ongoing.	2.1.5 Feedback from Senior Tutors on staff confidence around being able to flag up welfare related matters appropriately and in signposting international students to the relevant support.	Ongoing.

		2.1.6 Develop cultural awareness workshops for students to support awareness of cultural diversity and equality requirements.	International Student Support	Ongoing.	2.1.6 Uptake of workshops and feedback from attendees.	2.1.6 The University's strategic groups and college level equality committees have begun to champion and promote this area.
2.2	Fully include students, regardless of their disability, gender identity, origin/ethnicity and all protected characteristics in all aspects of University life and promote a positive University experience for all.	2.2.1 Publicise support for students to report negative experiences based on protected characteristics	Student E&D Officer	Ongoing	2.2.1 Student Equality Data report and service evaluation shows that all student groups are accessing support.	Student Services' Sexual Violence and Harassment Support Service and their roles in a more general sense, provides the support students need to be fully included, if their issue is related to a protected characteristic. The SU is also carrying out many activities in this area. The School of Health Sciences ran a campaign encouraging men to consider a career in nursing: the #NurseFirstBU campaign. This involved male students developing, designing and promoting the hashtag and discussing their reasons for entering the nursing profession. The campaign highlights that in nursing, professionalism, care and compassion is key and not gender and ran during 2020. SSHES student annual newsletter sent out in April 2021. Highlighting the school's activities on increasing equality, diversity and inclusion. SSHES lecture to all 1st years on Equality, Diversity and Inclusion to raise awareness of these issues in a course specific context Intentional Inclusion workshop (by external provider) delivered to all staff to raise awareness on inclusion when teaching.
		2.2.2 The Student's Union Student	SU	Annually	2.2.2 Students'	Delayed due to COVID but will now resume.

		Experience Survey is a good source of information for engagement and quality of experience for different student groups.			awareness of support and numbers accessing support increases.	
2.3	Create a University community that supports positive mental health and wellbeing by supporting students to develop knowledge and understanding of mental health issues in accordance with the Student-led Mental Health & Wellbeing Strategy.	2.3.1 Student Led Mental Health Strategy – report on strategy and consider the next steps for creating new strategy after 2022. Wellbeing Service: Continue to review numbers accessing, waiting times, service usage.	Student Services. Heads of Schools. Directors of Teaching and Learning. SU. College Equality Committees.	Academic year 2021/22	Increased uptake in positive and developmental aspects of what Student Services offers. Feedback from students through Undeb Bangor and University surveys shows they feel able to seek appropriate and timely help. Feedback from Senior Tutors shows increased confidence amongst pastoral staff in referring	The BN Nursing curricula includes teaching sessions on common mental health issues and self-care in addition the new curricula has a discrete IPE module in year 1 and 2 which students from nursing, radiography and physiotherapy attend. All personal tutors, many of whom are healthcare professionals, are aware who to signpost students to in relation to finance, accommodation, counselling and mental health. In the School of Health Sciences, six members of staff have now completed training and are now members of the BU Sexual Disclosure Response team. Schools operates a daily urgent tutor call system where students can make contact with any urgent issue.

				students to appropriate support. Satisfaction for students' mental health provision remains above 80% Increased student awareness of and engagement with the Student-led Mental Health and Wellbeing Strategy as measured through social media engagement.	
		2.3.2 Create a module that can be piloted to support students to build their resilience and look after their Wellbeing.	The School of Human and Behavioural Sciences and Student Counselling Service	Academic year 2021/22	Successful development and accreditation of module. Engagement and completion of the module by students	See above.

					Monitor engagement and levels of satisfaction.	
		2.3.3 Getting help when it is needed: Easier access to therapy and Mental Health Support through a single point of access wellbeingservices @bangor.ac.uk	Wellbeing Practitioners	Academic year 2021/22	Reduction in waiting times for 1st appointment. Monitoring access to support: Drop in Appointment received on the day.	The single point of access to MH support has been live a number of months and is advertised on the Student Services Wellbeing Team webpage, in the Student Handbook, emails and other leaflets. The email address is monitored by an admin team. Single-session therapy has been introduced and enables quick access to the support needed. Waiting times have been significantly reduced.
		2.3.4 Enhancing our Knowledge: Supporting Staff and students across the institution by providing 2x MHFA training workshops.	Mental Health Practitioners	Academic year 2021/22	Deliver of 2 x MHFA workshops receiving positive feedback.	Sessions are ongoing and very well received.
		2.3.1 3 iCan workshops to student leader groups and connect@bangor.	Wellbeing Practitioners	Academic year 2021/22	Delivery of 3 sessions, monitor attendance and feedback	Sessions have taken place.
2.4	Ensure there is diversity within the curriculum and academic representation and that teaching and assessment is	2.4.1 Ensure that the curriculum is relevant to the student experience and develop our approaches for building equality,	Head of QA. Heads of Schools. School Directors of Teaching and Learning.	Ongoing	2.4.1 Improved student satisfaction rates.	A new group has been established to look at diversifying the curriculum across all schools. The LGBTQ Network has identified an action to have more interaction with schools via the College Equality Committees in order to support the diversification of the curriculum

	accessible and broadly focused so as to include all groups of people from all backgrounds and cultures and with all characteristics and identities.	diversity and inclusion into the process of curriculum design and review.	LGBTQ Network. College Equality Committees.			and to ensure LGBTQ issues are included by way of authors/cases/research in their modules. The School of Health Sciences E&D Committee includes both Early Career Researcher, post registration, post graduate and undergraduate Directors and Course leads and student representatives across all programmes offered by the School. (An invitation to medical sciences staff will be made.) Discussions have taken place with respect to teaching and learning resources including reading lists, delivery and assessment so that they are representative of the student body and accessible to all. This includes the use of mannikins, recognising and identifying signs and symptoms in those who identify as non-Caucasian and the language and examples used during teaching. Course representatives are included in validation and revalidation of programmes.
2.5	Decrease the attainment gap between students from a BAME background and white students.			2023 and ongoing	2.5 The appointment of a new APVC for diversity and inclusion with enable work in this area for academic year 2022/23	While work has not yet begun, it has been scheduled and identified as a key part of the new role of APVC Diversity and Inclusion, interviews are being held during March 2022.
2.6	Work towards the full inclusion of disabled students within the academic and social	2.6.1 Promote and support Disability Equality as an agenda item on	Disability Services / Head Student	Ongoing	Actions / Minutes from T&L committees	This responsibility has been devolved to the Disability Tutors in each school who sit on the T&L Committees as detailed in the guidance for Disability Tutors.

	community, fostering resilience and self-reliance. Remove barriers and promote equality of teaching & learning for disabled students by embedding inclusivity and promoting the Social Model of Disability.	T&L Committees and strategy group meetings	Support & Wellbeing		reflecting inclusion.	In the College of Human Sciences the Disability Tutor is a member of the E&D and Teaching & Learning committees and provides support to personal tutors and module leads. The Student Disability course representative is a member of the School E&D committee All students are encouraged to share any additional needs/their PLSP which they may have with the appropriate person in respect of teaching resources and assessments. SU representatives are members of the Teaching and Learning Committees.
		2.6.2 Participate and contribute to Disability Access Working Group (DAWG) and Senior Tutor Group.	Disability Services	Ongoing	Attendance at meetings	This group is active and very well attended. Progress already reported under 1.9 above.
		2.6.3 Strengthen links between Disability Tutors and Disability Services. From Semester 2 begin to hold Disability Tutor network meetings.	Student Support & Wellbeing	Ongoing	Attendance at meeting and feedback	Ongoing.
2.7	Provide an inclusive student employability offer which takes into account the barriers	Raise awareness of employability opportunities to International	International Student Support Office	Ongoing	Attendance monitoring and feedback	Schools have Employability leads who share University and College wide guidance with their respective Schools.

	faced by students with diverse backgrounds, cultures and identities. Specifically address barriers arising from the timetable.	students for both during & post degree, including advice on associated visa regulations. Continue to support and embed HEFCW funded GoWales activities within our employability provision Deliver HEFCW funded Graduate Support Programme to help students overcome barriers to employment. Deliver Ambitious about Autism project to provide supported work experience for autistic students.	Employability Service	Academic Year 21/22	Monitor engagement and impact of the the three projects.	Due to the pandemic the majority of teaching has been online, generally no specific barriers other than poor internet connection have been raised.
2.8	Increase the support we provide for estranged students to overcome disadvantage.	Stand Alone Pledge Work within the Finance strand: Money Week event in Semester 2 – targeted communications around budgeting and support.	Student Support	Ongoing	This would feed into overall monitoring of progression by the Planning Office as part of the Fee &	Regular targeted communications are provided by Money Support for Estranged and Care Leaver students reminding them of support available and highlighting key dates such as when to apply for student finance. A 'road show' of drop-in sessions around campus is provided as an 'outreach' form of advice, and Estranged and Care Leaver students are

		Increased offer of drop-in sessions during that week.			Access Plan reporting.	individually contacted about these opportunities.

Strategic Aim 3: *(Staff focused)* **To attract and retain all staff in an inclusive and diverse workplace where everyone can thrive**.						
	Objective	Action	Responsibility	Timescale	Measure of success	Progress towards achievement of objectives (see key)
3.1	Identify opportunities and barriers to recruitment, progression and management of a diverse body of staff.	3.1.1 Identify potential actions around recruitment of specific underrepresented groups by improved data monitoring across all protected characteristics.	HR	During the academic years 2020/21 and 2021/22.	3.1.1 An increase in the number of staff from underrepresented groups.	See information reported in the Annual Equality Report (that this document is appended to) for highlighted areas for future action.
		3.1.2 Encourage staff to complete the online Unconscious bias training via the Staff Bulletin and targeted groups. Provide in-person training for manual staff.	HR (Staff Development & Equality Officer).	Ongoing	3.1.2 Advertising of the training, high participation numbers and positive feedback.	New staff are informed of the need to complete the Unconscious Bias training in the letter that accompanies their contract of employment, they are also advised of this during the Induction Day. All staff are reminded at regular intervals via the Staff Bulletin. A number of in-person equality sessions was held for the Facilities Team during summer 2021.

3.2	Enhance inclusion through improved people management across the University.	3.2.1 Develop guidance for Managers that will include information regarding equality and inclusion.	HR	During the academic year 2022/23.	3.2.1 Publication of a guide and associated training with staff take-up.	Due next academic year.
		3.2.2 Introduce a 'Bangor Manager' workshop and a 'Bangor Research Manager' workshop that will include information regarding equality and inclusion.	HR (Staff Development, Research Concordant Manager & Equality Officer).	By 2023/24.	3.2.2 A high proportion of managers to attend the 'Bangor Manager' workshop & Research Managers to attend 'Bangor Research Managers' workshop.	HR Development Team has begun work on this for completion during the next academic year.
		3.2.3 Introduce the Professional Behaviours Framework (PBF).	HR (Staff Development).	During the academic year 2021/22.	3.2.3 Publish the PBF, roll out and raise awareness.	3.2.3 Action not yet due. Under consideration for incorporation within the People Strategy.
3.3	Work to encourage and achieve greater diversity in governance, management and leadership.	3.3.1 Annually report to the to the E&D Strategy Group, the University Executive and the Athena SWAN Group the number of women and other protected groups participating in the	Athena SWAN Manager. HR Equality Officer.	Annually beginning 2020/21.	3.3.1 Improved diversity across decision-making groups.	Information is analysed and reported annually. A Board Diversity Workshop for Council is taking place during March 2022 to help create an Action Plan for Council.

		Senate and Strategy Groups.				
		3.3.2 Implement the actions of the Women in Leadership Report.	Athena SWAN Group. The Executive. HR (Staff Development). All senior staff.	Ongoing.	3.3.2 See the KPIs in the Women in Leadership Report 2020.	Ongoing.
3.4	Continue to progress our action plan to reduce the Gender Pay Gap and expand our analysis to consider other protected characteristics.	3.4.1 Progress delivery of the Gender Pay Gap Report Action Plan.	HR.	Annual reporting in the Annual Equality Report & Government portal.	3.4.1 A decrease in the median (and mean) gender pay gap.	3.4.1 Gender Pay Gap (snapshot date of 31 March 2021) is: median 5.7 %, mean 13.7 % The previous years' figures are: (Snapshot date of 31 March 2020) - median = 7.2%, mean = 13.9%. (Snapshot date 31 March 2019) - median = 10.8% and mean = 18.8%.
		3.4.2 Continue to report the ethnicity pay gap.	HR.	From 2021 - published in the Annual Equality Report each March.	3.4.2 Benchmarking and future decreases in any ethnicity pay gap.	3.4.2 Ethnicity Pay Gap at institutional level is: median -1.7%, mean -12.1% Previous year's figures are: median = -34.2% mean = -10.6%. (A negative number shows that BAME staff are paid more than white staff.)
		3.4.3 From March 2022 begin reporting on the disability pay gap.	HR.	From 2022 - published in the Annual Equality Report each March.	3.4.3 Benchmarking and future decreases in any disability pay gap.	3.4.3 Disability Pay Gap at institutional level is: median 16.8%, mean 12.9%. There are no previous year figures.

3.5	Continue to progress our Athena SWAN Action Plan.	3.5.1 Progress delivery of the Athena SWAN Action Plan 2018 – 2022	Athena SWAN Manager & Athena SWAN Group. Heads of Schools. College Equality Committees. Directors of Professional Services.	Monitor via the BU Athena SWAN Group and the two application windows per year (April and Nov).	3.5.1 All Schools to have obtained an Athena SWAN award by 2023 BU to have achieved an Institutional Silver award by 2023.	3.5.1 Seven Schools have Bronze awards (SOS, Psychology, Business, CSEE, SNS, SHES, Health Sciences). The Athena Swan Charter has recently undergone a major transformation following an independent review. The new criteria and processes were published on 30/06/21. Paper on new Charter and progress to Silver considered by the Executive in late 2021. The BU application for Silver award will be submitted end of March 2023.
3.6	Improve Bangor University's visibility as an inclusive and supportive place to work and raise awareness of the support available.	3.6.1 Work on promoting this through our externally facing webpages.	Marketing, Communications & Recruitment.	Ongoing.	3.6.1 A published statement of support.	Our webpages have the required accessibility statements and work is ongoing to ensure all resources are inclusive and accessible.
		3.6.2 Provide support in relation to Domestic Abuse, Violence against Women and Sexual Violence in line with the Domestic Abuse Act 2021.	HR. Student Equality Officer. All managers.	Academic year 2021/22	3.6.2 Guidance for managers developed.	3.6.2 Advice about support was provided to staff via the Staff Bulletin and HR webpages during the COVID lockdown. Raising awareness of domestic abuse and how managers can support their staff has been incorporated within the equality for Managers Workshop. As further guidance emerges during 2022 following the Domestic Abuse Act 2021 recommendations will be followed.
3.7	Promote and advance consistent employee support/family-friendly practice and provision for improved work-life	3.7.1 Ensure all staff and managers are aware of our Employee Support Policies (including	HR. Heads of School. Directors.	Ongoing.	3.7.1 Feedback from staff via Staff Surveys and from student	3.7.1 Ongoing and included in the Staff Survey running in February 2022.

	balance in line with sector leaders.	ensure student parents are not treated less favourable due to pregnancy or maternity).			parents via Undeb Bangor and University surveys.	
		3.7.2 Provide guidance and training on employee support policies available for managers.	HR.	Ongoing.	3.7.2 Increased take-up of employee support policies e.g. shared parental leave, purchasing annual leave etc.	3.7.2 All Policies are published on our webpages and staff have a dedicated HR officer. Regular training on employee support policies is offered throughout the academic year and advertised on the HR Staff Development webpage.
3.8	Create a University community that supports positive mental health and wellbeing by supporting staff to develop knowledge and understanding of mental health issues.	3.8.1 Create a Health and Wellbeing Strategy for the University.	Wellbeing PVC. Health & Wellbeing Group. HR. Student Services.	Ongoing.	3.8.1 See targets and KPIs in the Health & Wellbeing Strategy.	3.8. A number of HEFCW funded initiatives have been utilised including two researcher specific ones - "Staying well in your Research Career" webinar by Hugh Kearns on 15 July 2021 and a Treborth lunch time social on 20 July 2021.
3.9	Promote an inclusive, welcoming community for international staff members.	3.9.1 Engage with staff to identify issues affecting equality at work for international staff members and create action groups/plans to	HR.	Ongoing.	3.9.1 Staff engagement and the production of effective action plans.	Ongoing work by the International Student Support Team.

		tackle those issues.				
		3.9.2 Ensure the needs and work rights of EU staff members are met after Brexit.	HR.	Ongoing.	3.9.2 No reduction in numbers of staff from EU countries.	3.9.2 In 2017/18 EU staff made up 6.9% of all staff. In 2018/19 – 7.3% In 2019/20 – 7% In 2020/21 – 6.8% HR continues to provide tailored specialist advice to non-UK staff.
3.10	Consider actions to accommodate an ageing workface and a potential shortage of labour.	3.10.1 Examine the impact of the ageing workforce. 3.10.2 Consult with the TU and staff about how to accommodate changes required associated with worker longer.	HR. Trades Unions.	By 2024.	3.10.1 & 2 Strategy developed to address the potential impact of the ageing workforce.	3.10.1 & 3.10.2 Not yet due.
3.11	Explore reasons behind low disclosure rates in relation to some protected characteristics i.e. sexual orientation and religion and belief (and non-belief). Seek to improve staff disclosures of protected characteristics and increase awareness and visibility of these protected groups.	3.11.1 Carry out an exercise explaining to staff why we gather this information, how it is held and how it is used.	HR. LGBT Network. Faith Group. Equality Champions.	Academic year 2021/22.	3.11.1 A decrease in the numbers of staff declining to provide this information to enable us to assess whether we reflect the diversity of the local population and our student body.	3.11.1 This work hasn't been completed within the proposed timescale due to other previously unknown areas of work emerging. The action will be moved to the 2022/2023 academic year.

		Action	Responsibility	Timescale	Measure of success	Progress towards achievement of objectives (see key)
		3.11.2 Promote the LGBTQ Network.	LGBTQ Network. HR. Student Services. Pontio	Ongoing.	3.11.2 An increase in the numbers of staff participating.	3.11.2 We now have a dedicated LGBTQ+ webpage and email account where confidential advice and support can be requested. Prior to COVID restrictions we held a 'LGBTQ+ Panad' drop in social event on the last Friday of each month (we hope to resume these when restrictions allow).
		3.11.3 Consult staff about the establishment of more groups/networks.	HR.	Academic year 2021/22.	3.11.5 Consultation completed and results acted upon i.e. group(s) established.	Expected to be taken forward during Spring/Summer 2022.

Strategic Aim 4:
(Community and civic mission)
Collaborate and engage with groups that have not traditionally engaged with the University.

	Objective	Action	Responsibility	Timescale	Measure of success	Progress towards achievement of objectives (see key)
4.1	Attract and retain students and prospective students from underrepresented groups, which may include students from less advantaged backgrounds and students with protected characteristics, carers, care leavers and care experienced.	For Carers, care leavers and care experienced students promote / increase awareness of support available from Money Support and Housing Support which are key areas of difficulty.	Student Support	Ongoing	Retention / progression KPI's for carers, care leavers and care experienced students as reported by Planning Office.	4.1 Due to Covid 19 much of the activity related to widening access has not been able to happen since March 2020. Widening Access activity has now all moved over into the UK Student Recruitment and Admissions Department and a full audit of activity over the two years prior to the pandemic was undertaken. Planning is now underway to refocus activity to ensure greater reach and impact on the priority groups identified within the Fee and Access plan.

	NB: A new Civic Mission Strategy is currently being developed and additional information will be added to Strategic Aim 4 during 2021.	Money Week event in Semester 2 – targeted communications around budgeting and support. Increased offer of drop-in sessions during that week.				
4.2	Raise educational aspirations and develop skills which prepare students from underrepresented groups for higher education.	This is combined with our work to attract students from underrepresented groups. It is covered by our Fee and Access Plan and also links to our institutionally funded work to support the Reaching Wider Partnership as both the lead institution and a partner.	Department of UK Recruitment and Admissions, Reaching Wider Partnership	Ongoing	As detailed within the KPI's for the Fee and Access Plan. Also linked to the KPI's within the Reaching Wider Strategy	As this area of work has always been built around face to face work, mainly within schools or via residentials, this has not been possible since March 2020 due to Covid 19. As soon as it is possible to re-engage then this work will recommence.
4.3	Ensure our staff are trained and able to support students with a range of learning styles from all backgrounds.	Training resources developed by CELT.	CELT All academic teaching staff	Ongoing		Ongoing e.g. in the School of Health Sciences Equality and Diversity Awareness is being developed for stakeholders/service users.
4.4	Obtain evidence through equality monitoring that our community	Development of a Civic Mission Strategy.	Civic Mission Team	Ongoing		Two Civic Mission officers have been employed by the University since January 2022. The officers are working with colleagues on a Civic Mission/Engagement

	engagement is representative of the National 2021 population census of Wales.					Strategy, to be published by summer 2022. The strategy will have a strong focus on developing partnerships and relationships with a broad and diverse range of groups, projects and networks across north Wales and beyond, and will have equality at the core of its strategic priorities. The strategy will build on the strong community partnerships and projects already in place by the University, and will consider ways to engage and work with underrepresented groups.
4.5	The University will include community benefits in all relevant procurement contracts in line with the Wales Procurement Policy Statement.	Procurement Compliance	Procurement Team	From 2021/2022 and ongoing		Two contracts have implemented community benefits clauses within the last 12 months, namely the Measured Term Maintenance Contracts. The outcomes are predominantly linked to training, supporting local social enterprises and contributing to the local economy.