

STRATEGIC EQUALITY PLAN (SEP) 2020 – 2024 - **UNDERPINNING ACTION PLAN, REPORTING up to MARCH 2021****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: <i>(Whole University)</i> 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 e.g. LGBTQ Pride, Black History Month, Holocaust Memorial etc.	SU and relevant Networks. LGBTQ Network.	Throughout year	1.1.1 At least 3 equality-related calendar events per year.	<p>1.1.1. January 2020, BU held a Holocaust Remembrance Service in Pontio on the theme 'Stand Together' featuring music and readings from local schools, local community, students, staff and the Chaplaincy Team.</p> <p>January 2020, Iris on the Move LGBT+ Film Festival in Pontio, showing a series of LGBTQ short films and Q&As.</p> <p>March 2020, BU joined International Women's Day 2020 (#IWD2020) celebrations by hosting</p>

	and discrimination at work and study.					<p>an event focusing on 'Gender Equality in HE' introduced by the VC.</p> <p>Summer 2020, as part of PRIDE CYMRU BU held a ZOOM session on the history of the LGBTQ+ Community in Wales 'A Panad with PRIDE' with Dr Daryl Leeworthy, Swansea University. Also made and published a bilingual YouTube video of staff and students talking about their experiences of being LGBTQ at BU.</p> <p>October 2020, article in Staff Bulletin about Black History Wales 2020 being launched across Wales online on 1 October 2020 to coincide with Black History Month.</p> <p>November 2020, creation and publication of a YouTube video 'An interview on diversifying the curriculum and an audit of public monuments in Wales.' With Professor Charlotte Williams, Dr Marian Gwyn & Gabriel Ogbodo, SU.</p>
		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 and Student Surveys.	<p>1.1.2 Student Services reports on these figures at the end of each academic year, so the next report will be in August 2021 for the current academic year.</p> <p>During the reporting period there were the following formal STAFF casework proceedings: Disciplinary 3 (2 men, 1 woman) Grievance x 2 (2 women) – one alleging bullying. Capability x 3 (1 man, 2 women). One Employment Tribunal case was lodged, alleging disability discrimination, but was thrown out by the Tribunal Service.</p>

		1.1.3 Revise and update the Dignity at Work and Study Policy and the role of Dignity Advisers.	HR Equality Officer. Equality Champions.	During the academic year 2020/21.	1.1.3 Updated Policy published and promoted.	1.1.3. This action has been deferred to the academic year 2021/22 to enable participation in the Universities UK's Tackling violence, harassment and hate incidents 2021 conference in March 2021.
		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 results each 2 years.	1.1.4 Action not yet due.
		1.1.5 An annual student survey by Student Services in conjunction with the SU on students' awareness and experiences will be designed to enable year-on-year comparisons.	Student Services. SU.	Annual student survey (December 2020).	1.1.5 Improvements in the student survey results year on year.	1.1.5 This was a Student Services target, but because of circumstances there hasn't been capacity to do this, the aim is to start the student survey in the academic year 2021/2022.
1.2	Strengthen the awareness of our leaders and staff regarding equality, diversity and inclusion	1.2.1 Provide briefings or other forms of information to update senior staff	HR (Staff Development & Equality Officer).	Annual monitoring of training provided & completed.	1.2.1 E&D Strategy Group papers to the Executive.	1.2.1 E&D training scheduled for the Council. A recruitment exercise in September / October 2020 for new Council members specifically encouraged applications from candidates from diverse ethnic populations.

	and related best practice.	knowledge of equality matters.		Numbers reported in the Annual Equality Report.	Additional briefings provided as required.	
		1.2.2 By the end of the SEP ensure that 80% of staff have received training in unconscious bias and 80% of staff 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 Since April 2020, 589 (390 women and 199 men) members of staff have completed the Unconscious Bias training. As of February 2021, 61.2% of staff have completed some equality training (62.4% of females and 59.3% of males).
		1.2.3 Ensure all managers have attended Equality for Managers training.	HR (Staff Development & Equality Officer). Heads of Schools and Directors.	Ongoing	1.2.3 Demonstrate an ongoing increase in training uptake.	1.2.3 The Equality for Managers training is designed to be an in-person workshop, a modified online version was provided during the national, lockdown however, while there has been take-up, it hasn't increased.
		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.	1.2.4 While more training has been developed and provided, uptake has not been as high as expected. We anticipate uptake will increase when the national lockdown is over and will promote the training at that time. A toolkit to support recruitment has recently been developed.
		1.2.5 The development and publication of a Professional	HR (Staff Development & Operations).	By the end of academic year 2022/23	1.2.5 – A high number of staff aware of PBF in	1.2.5 Action not yet due. Under consideration for incorporation within the People Strategy.

		Behaviours Framework (PBF) to be included in Induction and Leadership training and sessions on the Framework developed for staff.			next staff survey.	
		1.2.6 At Undeb Bangor's Student Leadership Conference, make student leaders aware of equality, diversity and inclusion, through a tailored session.	SU.	Annually	1.2.6 Monitor numbers of student leaders who attend the Conference and obtain feedback.	1.2.6 There were no specific sessions delivered in the conference on equality and diversity there was a session on mental health and student leaders have also attended Multicultural workshop, 550 student leaders attended the online Student Leadership Session. The SU is working with the Equality and Diversity Officer to develop and e-module on equality and diversity and we will encourage all student leaders to complete the module.
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	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 19/20: 36% of Heads of Schools female (it was 7% in 18/19) 42% of Council members are female (up from 33% in 18/19). However, some numbers not quite going in right direction: Senate was 42% female in 18/19 and is 39% female now.

		for 50/50 gender balance and an improvement in the representation of other protected characteristics - see more detail in the Athena SWAN Action Plan .				
		1.3.2 Ensure each College has an Equality and Diversity Committee to lead and monitor equality in the Schools and Colleges.	Deans, College Managers. HR Equality 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 Completed.
		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 Action not yet due.
1.4	Ensure a broad understanding of the relationship between equality and sustainability.	See actions within the Sustainability Strategy	Head of Estates/ Sustainability staff. Student Services. HR.	Throughout the year	Within the Sustainability Action Plan	1.4 Responsibility for sustainability now sits within Estates and Campus Services and while the Sustainability Statement still applies Sustainability-Statement2019-2025.pdf (bangor.ac.uk) work to progress the Sustainability Action Plan will progress as part of the Estates Strategy during the academic year 2021/2022.

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 people from protected groups and raise awareness of the Social Model of Disability.	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 characteristic & carers by School.	Planning Student Services/ Disability Services/ Student Equality Officer. HR Equality Officer. College Equality Committees.	Annual monitoring	1.5.1 – 1.5.4 <i>Repeated under 2.6.5</i> An increase in engagement by prospective students.	1.5.1 This was a Student Services target, but because of circumstances (COVID and staff departures) there hasn't been capacity to do this, the aim is to start the student survey in the academic year 2021/2022.
		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	Data gathering reviewed annually.	1.5.2 Staff data reviewed in 2020.
		1.5.3 Update systems accordingly. Remove the requirement to	Planning. HR Projects & Systems Officer.	Ongoing as systems are updated	Systems updated.	1.5.3 Completed and ongoing.

		select gender-specific titles.				
		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 definition of the Equality Act 2010.	HR Equality Officer. Student Equality Officer. Disability Services.	Ongoing	Numbers of students with PLSPs commensurate with percentage of disabled students. Achievement of the Government-set KPIs for numbers of students in receipt of Disabled Students' Allowance.	1.5.4 Completed and ongoing each year. Numbers are published in the Annual Equality Report and Student Report each March. Latest published HESA figures demonstrate that the University continues to perform above its adjusted benchmark performance indicator achieving 10.2% (9.8%) full-time undergraduate students in receipt of DSA (adjusted benchmark for the university is 7.5%).
		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 Action not yet due.
		1.5.6 Adopt the IHRA's definition of anti-Semitism. Raise awareness	The Executive. HR Equality Officer & Staff Development.	Academic year 2021/22.	1.5.6 IHRA definitions adopted, published	1.5.6 The Executive adopted the definition in October 2020. Agenda item and speaker at the E&D Strategy Group in February 2021 to agree actions.

		and embed within our activities through training.	Equality Champions.		and awareness-raising training provided.	
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.	Academic year 2021/22	1.6.1 & 2 Improvement in health and wellbeing results in Staff Survey in areas of health and wellbeing and workload issues. A decrease in instances of sickness absence.	1.6.1 Action not yet due.
		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	Academic year 2022/23	"	1.6.2 Action not yet due.
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	The Executive. Governance & Compliance. HR Equality Officer. Equality Champions.	Ongoing.	1.7.1 An increase in the number of EIAs completed and published.	1.7.1 All University policies which are overseen by Governance and Compliance have now been equality impact assessed.

		Impact Assessed and accessible.	All managers. Trades Unions.			
		1.7.2 Introduction of stand-alone Welsh Language Impact Assessments in line with the Welsh Language Standards.	Canolfan Bedwyr.	2021	1.7.2 Template, guidance and training provided to staff.	1.7.2 Welsh Language Impact Assessments are being created for new policies and existing policies as they are updated, in conjunction with 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.	1.8.1 Still awaiting access to the Net Positives tool, which is being arranged through HEPCW. Training on the system has been scheduled for March 2021.
		1.8.2 Review the University's Sustainable Procurement Checklist to ensure continued suitability. Sustainable Procurement Policy	Finance (Procurements & Payments). Sustainability Officer.	Annually	1.8.2 Checklist reviewed and updated as necessary.	1.8.2 Checklist remains valid.
		1.8.3 Ensure staff consider equality and diversity	Finance (Procurements & Payments).	Ongoing	1.8.3 Ensure compliance during the	1.8.3 All tenders undertaken via the Procurement Team consider equality and

		matters prior to undertaking a procurement and adapt procurement and contract documentation accordingly.	HR Staff Development.		annual audit.	diversity, with particular emphasis being placed on service contracts.
1.9	Increase accessibility for all across the estate, both physically and digitally.	1.9.1. Formally adopt the Social Model of Disability (SMD) and incorporate within the Estates Strategy and other relevant strategies.	The Executive. Estates & Campus Services. HR.	SMD during 2021/22 academic year.	1.9.1 Through Estates Strategy, delivered through annual programme of works.	1.9.1 Significant work has been carried out on a 'condition survey' of the whole estate and the Estates Strategy will published during August 2021 following the completion of the University's Corporate Strategy. SMD action due in 2021/22 academic year.
		1.9.2 Review the accessibility of the physical estate.	Estates & Campus Services	Review of estate by 2024.	1.9.2 Baseline data gathered e.g. how many buildings are accessible/inaccessible.	1.9.2 Action not yet due but work has begun.
		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). CELT.	Ongoing	1.9.3 Online resources are accessible to all in keeping with new legislation.	1.9.3 Digital accessibility guidance, training and resources provided.

			Directors of Teaching & Learning.			
		1.9.4 Webinar on Accessibility included in CELT's summer series of webinars. Accessibility threaded through webinar series. Webinars recorded and published on CELT's new Teaching Resources hub.	CELT	Academic year 2020/21 and ongoing	1.9.4 Digital accessibility training provided to staff.	1.9.4 Completed and ongoing.
		1.9.5 Resources on blended learning and accessibility included on Disability Services hub.	Disability Services.	Ongoing	1.9.5 & 6 Staff are enabled to produce digital material in line with the Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018.	1.9.5 Resources, training and support provided and ongoing.
		1.9.6 Accessibility Statement at foot of each webpage with links to 'how	IT Services. Digital Accessibility	Academic year 2020/21	"	1.9.6 Completed.

		to' guides on making Office documents accessible and video automatic captioning.	Working Group. Canolfan Bedwyr. Student Services (Disability Services). CELT. Directors of Teaching & Learning.			
		1.9.7 BlackBoard Ally license purchased for 1 year.	IT Services.	March 2021	1.9.7 Statistics produced by Ally. Initial report to be compared with report in 6 months' time to monitor developments.	1.9.7 In progress.
		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.	By the end of academic year 2020/21	1.9.8 Bilingual documents are accessible. Strategy developed to ensure bilingual documents are accessible to	1.9.8 Work is ongoing to provide pan-Wales technology for Welsh language video-captioning.

					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 Gender Pay Gap (snapshot date of 31 March 2020) median = 7.2%, mean = 13.9%. The previous year's figures (snapshot date 31 March 2019) median = 10.8% and mean = 18.8%
		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 Action not yet due.
		1.10.3 Expand our gender data analysis to consider race/ethnicity and disability and report within the Gender Pay Gap Report.	HR	March 2021 & March 2022.	1.10.3 Include ethnicity pay gap (March 2021) and disability pay gap (March 2022).	1.10.3 First year of reporting on the Ethnicity Pay Gap is March 2021 (snapshot date 31 March 2020). Ethnicity Pay Gap at institutional level is median = -34.2% mean = -10.6%.

						Data is being collected to analyse the Disability Pay Gap on the snapshot date of 31 March 2021.
		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.	1.10.4 Discussions to take place.	1.10.4 Ongoing.
		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 and analysis are underway.
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	Athena SWAN Manager/Group. Heads of Schools. Equality Champions.	Annually (School submissions in April & Nov each year).	Measures as defined in the Athena SWAN Action Plan	1.11 Four Schools have Bronze awards (SOS, Psychology, Business, CSEE). Three School applications are under review (SNS, SHES, Health Sciences). Athena SWAN Actions are in progress.

		institution-wide silver award.		Institution-wide – 2023.		
--	--	--------------------------------	--	--------------------------	--	--

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 culture and our Student Harassment Policy.	2.1.1 Ensure that our expected behaviours and Student Code of Conduct is communicated to all students at the point at which they accept their offer to study at Bangor. Make personal tutors aware of Student Code of Conduct. Ensure that specialist roles are advertised e.g., Equality and Diversity tutor, Disabilities Tutors, Internationalisation tutors etc.	Student Services. SU. International Student Support Office. Student Admin.	Ongoing	2.1.1. An improvement in feedback in annual student survey results. Increased diversity in holders of specialist roles.	2.1.1 The Student Code was shared with students through the online Welcome 2020. More work will be done for Welcome 2021 to embed this within academic schools.

		2.1.2 Produce graduates who are empowered to be pro-social members of society through participation in Active Bystander Intervention training.	Heads of Schools. Directors of T&L.	Ongoing	2.1.2 Increased number of students who receive Bystander Intervention training annually along with evaluation of their feedback on the effectiveness of the training.	2.1.2 Bystander Training sessions have been delivered by Welsh Women's Aid to students and student leaders in February 2020 through the SU, 14 sessions have been held to date with 55 students attending, and another 14 are yet to be delivered.
		2.1.3 Develop and maintain appropriate policies relating to all forms of harassment which recognise the value of a diverse student body and seek to create a safe and welcoming environment for all staff, students and visitors.	Student Services. International Student Support. HR. Governance & Compliance. College Equality Committees.	Ongoing		2.1.3 The University has a Student Harassment policy which is published on our webpage and in use. Close working relationship established between the ISSO and Student Services Diversity Officer. International Students made aware of the reporting process.
		2.1.4 Increase the confidence of students to report all forms of harassment	Student Services (Student Equality Officer).	Ongoing	Evidence of campaigns and engagement.	2.1.4. Student Services is running a campaign in partnership with the SU promoting the Student E&D service called 'Cards Against Harassment'.

		through building trust and raising awareness of the University's scope to take disciplinary action through long term, cross campus campaigns.	SU. International Student Support			
		<p>2.1.5 Celebrate and promote our inclusive community through relevant internal and external events, communications, and student engagement activities including:</p> <ul style="list-style-type: none"> - Ensure an internationally friendly community. - Ensure students are treated fairly both inside and outside the classroom by staff and students regardless of origin and offer welfare support when needed. - Enable staff to attend development 	<p>International Student Support. SU. Tutors. All teaching staff. Student Equality Officer.</p>	Ongoing	<p>2.1.5 Success measured by annual feedback surveys.</p> <p>An increase in the diversity of students accessing provision to ensure that the protected characteristics of students accessing of services is proportionate (students feel comfortable or able to engage with these facilities).</p>	<p>2.1.5 The International Student Support Office (ISSO) has a comprehensive, annual extra-curricular programme. This promotes inclusivity between home and overseas students.</p> <p>In addition, an annual concert celebration of diversity is organised by the International Student Support Office.</p> <p>The ISSO publishes an international student bulletin, every two-weeks, which provides the international student community with important information about the University – this supplements the general Student Bulletin.</p> <p>ISSO runs regular cultural events and an annual Gala celebrating diversity and promoting inclusiveness.</p> <p>International Student Ambassadors are recruited each year to ensure equal opportunity for the international student community.</p> <p>ISSO runs a programme of staff development training on Tier 4/Student visas and immigration issues for staff. Also, runs training</p>

		opportunities in the area of Tier4 visa regulations and International Students' welfare to ensure equality needs are flagged up and measures met across the University.				on cultural awareness for both staff and students.
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 Ensure that tackling Violence Against Women, Domestic Abuse and Sexual Violence continues to be a priority area of focus and that relevant staff are trained to effectively respond to disclosures through successful completion of online training resources.	Student Services/Student Equality Officer. International Student Support. SU. Senior Tutors. College Equality Committees.	Academic years 2020/21 and 2021/22	2.2.1 An annual survey in conjunction with the SU on students' awareness and experiences will be designed to enable year-on-year comparisons.	2.2.1 Student Services is currently setting up a Disclosure Response Team made up of staff across the University. We will be training approximately 30 members of staff in enhanced version of the Responding to Disclosures of Sexual Violence training in March 2021. Bystander Training sessions have been delivered by Welsh Women's Aid to students and student leaders in February 2020 through the SU, 14 sessions have been held to date with 55 students attending, and another 14 are yet to be delivered.
		2.2.2 Advance the positive experience of trans students through the provision of well-developed guidance for staff in adopting a	Student Services/Student Equality Officer. International Student Support. SU. Senior Tutors.	Academic years 2020/21 and 2021/22	"	2.2.2 The Student Equality and Diversity Officer is in the process of developing an online training course in supporting students transitioning or wishing to transition with the aim of launching this resource at the beginning of the 2021/22 academic year.

		holistic approach to supporting students transitioning or wishing to transition.	College Equality Committees.			
		2.2.3 Continue to raise awareness of the support services available to students affected by any form of Sexual Violence, Harassment, Hate Crime or Racism.	Student Services/Student Equality Officer. International Student Support. SU. Senior Tutors. College Equality Committees.	Ongoing	“ Monitoring shows all student facing staff in academic schools have undertaken sexual violence disclosure training.	2.2.3 Student Services is running a campaign this year in partnership with the SU promoting the Student E&D service called 'Cards Against Harassment' to raise awareness of support services available and a prevention campaign and to raise awareness that all forms of sexual violence, harassment, hate crime, racism or any other related experience are unacceptable. Student Services is currently setting up a Disclosure Response Team made up of staff across the University. We will be training approximately 30 members of staff in enhanced version of the Responding to Disclosures of Sexual Violence training in March 2021.
		2.2.4 Continue to run annual harassment prevention campaigns and signpost to specific tutors. Advertise events.	Student Services/Student Equality Officer. International Student Support. SU. Senior Tutors. College Equality Committees.	Ongoing	Evidence of events and an annual survey in conjunction with the SU on students' awareness and experiences will be designed to	See 2.2.3

					enable year-on-year comparisons.	
		2.2.5 HEFCW safeguarding funding submission deadline has been delayed until the end of June. If/when HEFCW have approved our proposal actions will be added here.			A disability student rep & an international student rep elected in each school through Undeb Bangor's Course Representative process.	2.2.5 Awaiting information on our funding application.
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 Implement Bangor's innovative Student-led Mental Health & Well-being Strategy. Work in partnership with students to deliver a whole University approach to students' mental health and well-being in five key areas: <ul style="list-style-type: none"> • Clear Communication 	Student Services. Heads of Schools. Directors of Teaching and Learning. SU. College Equality Committees.	Academic year 2020/21	2.3.1 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	2.3.1 The Strategy Implementation Group have been meeting regularly and here's an update on some of the activity: Clear Communication Regular briefings of support available have been provided through the staff and student bulletins. Additional webpages have been created for mental health support and Covid support. Promoting Health and Well-Being Many mental health and wellbeing activities are being hosted through Undeb's volunteering project and clubs and societies including Wellbeing Buddies; TheraTea and yoga sessions; Wellbeing Wednesday's. Building our Community Connect@Bangor Drop-in Session and Wellbeing buddies. A range of activities have been run by Chaplaincy staff, who are reaching out pastorally - including online discussion groups, socials and 'Zoom cafes'.

		<ul style="list-style-type: none"> • Promoting health & well-being • Building our community • Enhancing our knowledge • Getting help when it's needed. 			<p>appropriate and timely help.</p> <p>Feedback from Senior Tutors shows increased confidence amongst pastoral staff in referring students to appropriate support.</p> <p>Satisfaction for students' mental health provision remains above 80%</p> <p>Increased student awareness of and engagement with the Student-led Mental Health and Wellbeing Strategy as measured through social media engagement.</p>	<p>Regular online welfare events for International students, including Q and A sessions on promoting good mental health, and surviving lockdown. Lots of new activities in academic schools including informal online sessions to provide opportunities for new students to get to know each other; 'Study Spas' for students of the different subject areas within the school; 'Catch up corner' for worried students.</p> <p>Online meetings and events for post graduate research students (across Arts Humanities and Business).</p> <p>Enhancing our knowledge Halls mentors have been offered additional support for their work through reflective practice meetings. Mental Health First Aid training has been available online for staff supporting students. Emotional Resilience training for students is being rolled out by Undeb.</p> <p>Counselling staff in Student Services have undergone extensive training to deliver therapies online, which has been available during lockdowns and beyond.</p> <p>Getting help when it's needed Connec@Bangor Drop-in sessions with volunteers and mental health advisors and students can also speak privately with The Mental Health Advisors during the Drop-in Sessions.</p> <p>Speedier help in academic schools- for example, Psychology offer emergency tutor meetings. Counselling Service continues to offer same day bookable support sessions online, and has recently provided out of hours support in evenings and weekends.</p> <p>Current HEFCW funded projects include safeguarding, additional support for students during the COVID pandemic, and the development of a welsh medium mental health website, soon to be launched.</p>
--	--	--	--	--	--	---

2.4	Ensure there is diversity within the curriculum and academic representation and that teaching and assessment is accessible and broadly focused so as to include all groups of people from all backgrounds and cultures and with all characteristics and identities.	<p>2.4.1 Ensure that the curriculum is relevant to the student experience and develop our approaches for building equality, diversity and inclusion into the process of curriculum design and review.</p> <p>Formally incorporate equality impact assessment into the validation and revalidation process.</p>	Head of QA. Heads of Schools. School Directors of Teaching & Learning.	Ongoing	<p>2.4.1 Improved student satisfaction rates.</p> <p>EIA incorporated into the process and School Directors of T&L are provided with training.</p>	2.4.1 Equality impact assessment has been formally incorporated into the validation and revalidation process.
		2.4.2 Work with course representatives to ensure that teaching materials, practices and assessments methods are designed to be inclusive for all students.	Head of QA. Heads of Schools. School Directors of Teaching & Learning.	Ongoing	2.4.2 & 3 Course reps are included in validation & revalidation process for each School.	2.4.2 In progress.
		2.4.3 Continue to develop the Course Representatives structure, creating new and relevant	Head of QA. Heads of Schools. School Directors of	Ongoing from academic year 2020/21	“	2.4.3 In progress.

		representative positions, ensuring students have a voice in curriculum design.	Teaching & Learning. CELT. SU. CELT. IT Services.			
		2.4.4 Provide an inclusive student employability offer which considers the needs of students with diverse backgrounds, cultures and identities.	Student Services. Heads of Schools. School Directors of Teaching & Learning. CELT. Student Admin.	Ongoing from academic year 2020/21	2.4.4 An increase in students from diverse backgrounds and an increase in their attainment levels.	2.4.4 The University has partnered with Santander and Ambitious about Autism to provide a dedicated work experience programme with external employers for autistic students which will run during 2020/21.
2.5	Decrease the attainment gap between students from a BAME background and white students.	2.5.1 Ensure we collect the right data (broken down by specific ethnicity groups).	Planning. Student Equality Officer. SU.	2020/21 and ongoing	2.5.1 Data is fit for purpose.	2.5.1 Data is available in the business systems by specific ethnicity groups, and we are able to provide data to include in these reports.
		2.5.2 Investigate proportion of UK domiciled students identifying as BAME.	Planning. Directors of T&L. Student Services. Student Equality Officer. SU.	2020/21 and ongoing	2.5.2 Information provided to the E&D Strategy Group at least annually.	2.5.2 Completed - see Annual Student Report published in March 2021.
		2.5.3 Review the representation of	Directors of T&L.	2020/21 and ongoing	2.5.3 Information provided to	2.5.3 Completed - see Annual Student Report published in March 2021.

		BAME students across Schools.	Student Services. Student Equality Officer. SU.		the E&D Strategy Group at least annually.	
		2.5.4 Review BAME attainment gap for First and 2:1s and monitor annually, include the findings in our Annual Equality Report.	Student Services. Student Equality Officer. SU.	By the end of academic year 2022	2.5.4 Report within the Annual Equality Report.	2.5.4 Completed - see Annual Student Report published in March 2021.
		2.5.5 Consider the effects of racial harassment on the race attainment gap and ensure its prominence in the University's strategic approach to tackling all forms of harassment. Take recommendations from the UUK and SU report due in late 2020.	Directors of T&L. Student Services. Student Equality Officer. SU.	By the end of academic year 2022	2.5.5 A Strategy for reducing the attainment gap is developed and utilised by all Schools.	2.5.5 Action not yet due.
2.6	Work towards the full inclusion of disabled students within the academic and social community, fostering	2.6.1 Include Disability Equality as a standing agenda item on academic schools'	Directors of T&L. College Equality Committees.	Ongoing	2.6.1 Disability equality a standing item	

	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.	teaching and learning committees and Strategy Group meetings.			on relevant committees.	
		2.6.2 Enable staff to attend development opportunities in the area of equality and monitor via the PDR process.	Heads of Schools. CELT. HR/Staff Development.	Ongoing	2.6.2 Increased number of staff trained in equality matters.	2.6.2 Incorporated within the ongoing Equality for Managers Workshops.
		2.6.3 Feed known barriers and reasonable adjustments back into QA processes, including module/programme development and revalidation.	Student Services (Disability Services). Head of QA.	Ongoing	2.6.3 Continual review of process by users.	
		2.6.4 Engage with Disabled Students Course Representatives to identify barriers and access issues across campus.	Estates & Campus Services. Student Services. SU. Digital Accessibility Working Group.	By academic year 2022/23	2.6.4 & 5 Monitoring of: i) engagement by prospective students ii) numbers of students registered	2.6.4 The SU has 21 Disabled Student Course Reps and 34 International Student Course Reps for this academic year. We have held specific focus groups with our disabled student reps. The SU has held a Workshop on Inclusivity withing our student group with 55 of our student leaders attending.

			Disability Services.		with Disability Services iii) numbers of students with PLSPs commensurate with percentage of disabled students. iv) government set KPIs met for numbers of students at Bangor in receipt of Disabled Students' Allowance.	
		2.6.5 Raise awareness of the range of services available to students who identify as disabled.	Student Services. SU.	Ongoing	“	2.6.5 Students are provided with information from the point of application and then followed up after enrolment to encourage them to register with Disability Services.
2.7	Provide an inclusive student employability offer which takes into account the barriers faced by students with diverse backgrounds, cultures and identities.	2.7.1 See the Fee & Access Plan targets. Improve the timeliness of the production timetables to	Student Administration. Student Services.	Annual review	Earlier production of lecture etc. timetables.	2.7.1 The current situation with social distancing means that timetabling is outside of its normal functioning. Therefore 2.7.1 will need to be revisited ahead of the next academic year. However, the decision to provide academic provision online this year does provide flexibility for different student groups.

	Specifically address barriers arising from the timetable.	benefit students who have specific planning needs e.g. student parents, student carers, home-based students.				
2.8	Increase the support we provide for estranged students to overcome disadvantage.	2.8.1 Further work within the 4 strands of the 'Stand Alone Pledge', namely, Finance, Accommodation, Mental Health and Outreach.	Head of Student Support. Student Advisers. Student Services. Tutors.	Ongoing	2.8.1 Monitoring of academic progression relative to the general student population.	2.8.1 There hasn't been capacity to monitor progression during 2020/21 but the support has continued. (We are ahead of other Welsh universities in what we provide.)
		2.8.2 Engage with students to identify barriers faced by estranged students whilst they study. Development of provision to address this.	Student Advisers. Student Services. Tutors. SU.	Ongoing	2.8.2 A higher number of estranged students completing their studies and increased attainment levels.	2.8.2 This has yet to be progressed although support for estranged students continues to be provided.
		2.8.3 Evaluate support to inform ongoing and future support in line with our commitments to the Stand Alone Pledge .	Head of Student Support. Student Advisers. Student Services. Tutors.	Ongoing	2.8.3 A higher number of estranged students completing their studies and higher	2.8.3 Provision has continued and meeting with the Stand Alone charity confirmed that Bangor was ahead of other Welsh universities in its provision.

		Ensure continued provision around this.			attainment levels.	
--	--	---	--	--	--------------------	--

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 (Staff Development Team, Equality Officer and Operations staff).	During the academic years 2020/21 and 2021/22.	3.1.1 An increase in the number of staff from underrepresented groups.	3.1.1 All required protected characteristics (apart from marriage and civil partnership) monitored within the HR system from recruitment through the employee lifecycle. See Annual Equality Report for detailed figures, some characteristics show positive growth i.e. disability, BAME figure is static. Gender pay gap is decreasing but still work to do.
		3.1.2 Develop Unconscious bias training for all staff.	HR (Staff Development & Equality Officer).	During the academic year 2020/21.	3.1.2 Roll-out of the training, high participation numbers and positive feedback.	3.1.2 Mandatory Unconscious Bias training rolled-out to all staff in January 2020. Up to February 2021, 589 members of staff (390 women and 199 men) had completed it.

		3.1.3 Develop a standalone 'Starting Salary Policy' and communicate to recruiting managers. (A reduction in staff starting higher than at the minimum of the relevant pay band may contribute to reducing the gender pay gap.)	HR.	During the academic year 2020/21.	3.1.3 A reduction in the Pay Gap. The Policy to be agreed, published and training provided for recruiting managers.	3.1.3. It is too soon to expect an impact on the Gender Pay Gap in the current year of the new Policy. (The GPG is reported in section 3.4.) The new Starting Salary Policy was developed, agreed with the Trades Unions, and published in April 2020. Training has been incorporated within the Recruitment and Selection workshops.
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 2021/22.	3.2.1 Publication of a guide and associated training with staff take-up.	3.2.1 Action not yet due.
		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.	3.2.2 Action not yet due.

		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.
		3.2.4 Revised Sickness Absence Management Policy and training.	HR (Operations).	During the academic year 2021/22.	3.2.4 Revised Policy published and promoted.	3.2.4 Policy developed, agreed with the Trades Unions and a training workshop piloted and launched.
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 Senate and Strategy Groups.	Athena SWAN Manager. HR Equality Officer.	Annually beginning 2020/21.	3.3.1 Improved diversity across decision-making groups.	3.3.1 All annual Equality Reports (including the Annual Equality monitoring Report, SEP Action Plan progress and Gender Pay Gap) presented to the Executive and University Council each year. A schedule of E&D training in place for the Council. A recruitment exercise in September / October 2020 for new Council members specifically encouraged applications from candidates from diverse ethnic populations.
		3.3.2 Implement the actions of the Women in Leadership Report.	Athena SWAN Group. The Executive. HR (Staff Development). All senior staff.	Academic year 2020/21 and ongoing.	3.3.2 See the KPIs in the Women in Leadership Report 2020 .	3.3.2 Completed: Parent and carers online network established during lockdown. University funded 3 women to attend Aurora programme.
3.4	Continue to progress our action plan to reduce the Gender Pay Gap and expand our analysis to consider other	3.4.1 Progress delivery of the Gender Pay Gap Report Action Plan .	HR.	Annual reporting in the Annual Equality Report &	3.4.1 A decrease in the median (and mean) gender pay gap.	3.4.1 Gender Pay Gap (snapshot date of 31 March 2020) is median = 7.2%, mean = 13.9%. The previous year's figures (snapshot date 31 March 2019) were

	protected characteristics.			Government portal.		median = 10.8% and mean = 18.8%
		3.4.2 From March 2021 begin reporting on 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 = -34.2% mean = -10.6%. (This 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.	3.4.4 Data is being collected to analyse the Disability Pay Gap on the snapshot date of 31 March 2021.
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 4 Schools have Bronze awards (SOS, Psychology, Business, CSEE). 3 School applications under review (SNS, SHES, Health Sciences). The Athena Swan charter currently undergoing major transformation following an independent review. A “Silver submission AP” to be developed once new criteria and application processes are known.
3.6	Improve Bangor University’s visibility as an inclusive and supportive place to	3.6.1 Work on promoting this through our	Marketing, Communications & Recruitment.	Ongoing.	3.6.1 A published statement of support and	3.6.1 Webpages currently being updated.

	work and raise awareness of the support available.	externally facing webpages.	The Executive. HR.		accessible marketing materials.	
		3.6.2 Provide support in relation to Domestic Abuse, Violence against Women and Sexual Violence.	HR. Student Equality Officer. All managers.	Academic year 2020/21	3.6.2 Guidance for managers developed.	3.6.2 Guidance published on the HR webpages in July 2020 and in the Staff Bulletin.
3.7	Promote and advance consistent employee support/family-friendly practice and provision for improved work-life balance in line with sector leaders.	3.7.1 Ensure all staff and managers are aware of our Employee Support Policies (including ensure student parents are not treated less favourable due to pregnancy or maternity).	HR. Heads of School. Directors.	Ongoing.	3.7.1 Feedback from staff via Staff Surveys and from student parents via Undeb Bangor and University surveys.	3.7.1 Regular Employee Support sessions offered during 2020/2021, presented by HR and Tir na N'og. Sessions advertised in the Staff Bulletin. Student related support is linked to progressing wider issues around mat leave etc for PGR students.
		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 Employee Support sessions offered during 2020/2021, presented by HR and Tir na N'og. Sessions advertised in the Staff Bulletin.

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.	3.8.1 Wellbeing Group established and actively developing Strategy that will shortly be out for formal consultation.
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 tackle those issues.	HR.	Academic year 2020/21 and ongoing.	3.9.1 Staff engagement and the production of effective action plans.	3.9.1 Communications and support around the implications of Brexit and new visa arrangements have been (and continue to be) provided to staff.
		3.9.2 Ensure the needs and work rights of EU staff members are met after Brexit.	HR. Trades Unions.	Academic year 2020/21 and 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%.
3.10	Consider actions to accommodate an ageing workforce and a potential shortage of labour.	3.10.1 Examine the impact of the ageing workforce. 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 Action 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.	3.11.1 Action not yet due.
		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 The LGBTQ Network meets regularly, membership numbers are growing, and events have been arranged (see further detail in the Annual Equality Report)..
		3.11.3 Appoint a University Faith Co-ordinator to work with the volunteers who comprise the University's Chaplaincy Team, providing resource and expertise to develop and enhance the provision within the University community for	Student Services. Chaplaincy Team.	Academic year 2020/21.	3.11.3 The appointment of a Faith Coordinator.	3.11.3 Because of the change in the University's financial position due to the pandemic, this has not been possible. However, the Director of Students Services continues to work with the Chaplaincy Team who provide support to staff and students.

		students and staff of faith.				
		3.11.4 Consult staff/students about the creation of a Faith Group.	Student Services. Chaplaincy Team. SU. HR.	Academic year 2020/21.	3.11.4 The creation of a staff Faith group.	3.11.4 Completed.
		3.11.5 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.	3.11.5 Action not yet due.

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,	4.1.1 See the actions within the Fee and Access Plan . Provide 5 postgraduate widening access bursaries for students living in	Student Recruitment – Widening Access. Student Services.	Ongoing	4.1.1. KPIs identified and reported within the Fee & Access Plan . Continued offer of bursaries and resultant take-	4.1.1 Staff within the Student Recruitment team (part of the University’s Marketing, Recruitment and Communications Directorate) are responsible for a range of activities aimed at raising educational aspirations and attracting students from under-represented groups. These include the Talent Opportunities Programme which works with schools pupils with the potential to succeed in HE; the Profi programme which

	<p>care leavers and care experienced.</p> <p><i>NB: A new Civic Mission Strategy is currently being developed and additional information will be added to Strategic Aim 4 during 2021.</i></p>	<p>the lowest 40% of the WIMD areas. (Annual allocation.)</p>			<p>up by individuals.</p> <p>HEFCW National Measures to monitor success: (1) number and % of Welsh domiciled students from the most deprived WIMD areas (2) number and % of UK domiciled students from low participation areas (3).</p> <p>Improvement in Bangor University's performance benchmarked against HEFCW's disability monitoring data (published for the Welsh sector).</p>	<p>targets Year 12 pupils at risk of leaving formal education; providing effective information to prospective students through events such as a Summer School, HE conferences and taster days, and organising specific events for under-represented groups including mature learners and young carers. Only a limited number of activities were able to go ahead during 2019-20 due to the global pandemic and the subsequent school closures. Social distancing measures which remained in place even when schools reopened meant that the usual summer events could not be organised effectively and safely.</p> <p>Five Postgraduate Widening Access Bursaries worth £3,000 each have been introduced. The awards are aimed specifically at widening access to full and part time postgraduate Masters courses and are open to UK students who meet specific criteria including postcode criteria related to the Welsh Index of Multiple Deprivation.</p>
--	---	---	--	--	--	--

		4.1.2 Monitor uptake by disabled students of the University's internship scheme.	Student Recruitment – Widening Access. Student Services.	Ongoing	4.1.2 Monitoring and demonstrating that uptake is representative of the proportion of disabled students in the student population.	
		4.1.3 Work with partners to provide support to Care Experienced students and young carers.	Student Recruitment – Widening Access. Student Services.	Ongoing	4.1.3 Improved feedback from care experience students through Undeb Bangor and University surveys.	<p>4.1.3 The University's former Widening Access Centre (staff now part of the Marketing, Recruitment and Communications Directorate) worked with external partners to provide support for under-represented groups such as young carers and Care Experienced Students. As a University, Bangor has been extending the support available to students who are carers over the past four years. In addition to organising a residential event for young carers across four LEA areas in North Wales and 1 in England, a new policy for carers has been compiled. The aim is to highlight to Bangor students who are also carers what support is available for them, as well as signposting staff to best practice.</p> <p>Bangor University worked with the Carers trust to develop a Student Carers policy, launched on Carers Rights day in November 2019 Our work with Carers Widening Access Centre Bangor University</p> <p>To help guide students and young carers to the various support available to them in HE Bangor University developed a</p>

						Young Carers Handbook Widening Access Centre Bangor University
		4.1.4 Enhanced engagement with national organisations working with young carers.	Student Recruitment – Widening Access. Student Services.	Ongoing	4.1.4 10% annual increase in numbers of young carers attending the annual Residential Event.	4.1.4 Bangor University Carers residential has been part funded by Reaching Wider since 2018/19 the residential gives an insight to progression into HE. The residential event helps signpost the Carers in how to apply to HE and the support available to them whilst a student. The residential event was previously organised by the former Widening Access Centre (staff now part of the Marketing, Recruitment and Communications Directorate), who worked with external partners across four LEA areas in North Wales and 1 in England to deliver the event.
4.2	Raise educational aspirations and develop skills which prepare students from underrepresented groups for higher education.	4.2.1 Continue to work with partners within the University and externally with relevant projects.	Reaching Wider Partnership. Student Recruitment – Widening Access.	Ongoing	4.2.1 KPIs in the Reaching Wider - Increasing HE participation... strategy	<p>4.2.1 Reaching Wider has delivered projects which raise aspirations and skills across North and Mid Wales in 7 counties in the top 40% WIMD areas. During 2019 / 20 Reaching Wider worked with 2135 learners, 67% of the learners are classed as underrepresented groups within HE.</p> <p>Reaching Wider institutional partners are Bangor University (Lead Partner) Aberystwyth University, Wrexham Glyndwr university Open University, Coleg Cymraeg, Gwp Llandrillo Menai, Coleg Cambria, NPTC, and Coleg Ceridigion. External partners are GwE Penparcae Community Group, WoW, Wild Elements, TEC Wales, North Wales Science, G2G and STEM UK.</p> <p>Examples of Bangor University projects are:</p>

						<p>GwE and Bangor University delivering a Positive readiness for learning project in 2 of Reaching Wider priority schools in Gwynedd and Conwy, engaging with 69 pupils and 10 members of staff.</p> <p>Bangor University Carers residential has been part funded by Reaching Wider since 2018/19 the residential gives an insight to progression into HE. The residential helps sign post the Carers in how to apply to HE and the support available to them whilst a student.</p> <p>The School of Education and GwE are delivering a home-school hybrid model for bilingual learners increasing the learners' reading ability to increase their confidence and desire to continue learning. The project is working with 4 reaching wider priority schools with 150 learners.</p> <p>More information can be found here Reaching Wider - Increasing HE participation...</p>
		4.2.2 Regular reporting to newly formed Widening Access Strategy Group, and the NW Widening Access Network – stakeholders across North Wales.	Reaching Wider Partnership. Student Recruitment – Widening Access.	Ongoing	4.2.2 KPIs in the Widening Access Strategies	4.2.2 Reaching Wider attends the Widening Access Network meeting and promote the network with Reaching Wider partners.

4.3	Ensure our staff are trained and able to support students with a range of learning styles from all backgrounds.	4.3.1 Ongoing staff training.	Student Services. CELT. HR Staff Development.	Figures monitored annually.	4.3.1 An increase in the number of staff trained.	4.3.1 Training provided but figures not yet available.
4.4	Obtain evidence through equality monitoring that our community engagement is representative of the National 2021 population census of Wales.	4.4.1 Monitoring of national and local data.	SU. Planning. Student Equality Officer.	Annually	4.4.1 Benchmark against the 2021 census figures.	
4.5	The University will include community benefits in all relevant procurement contracts in line with the Wales Procurement Policy Statement.	4.5.1. To include social, economic and environmental requirements into high value contracts.	Finance (Procurement & Payments).	Reported annually to the Audit & Risk Committee, Finance & Resources Committee and HEFCW. (Nov).	4.5.1 Benefits to the community obtained from the procurement process are monitored and measured.	4.5.1 Community Benefits clauses were included in the contract for the refurbishment of the Deiniol Building but, due to the pandemic, these have been focussed on local supply chain benefits rather than equality, diversity and inclusivity matters.
		4.5.2. To ensure that contractors complete the Community Benefits Measurement tool for high value contracts (i.e. >£1m).	Finance (Procurement & Payments).	Reported annually to the Audit & Risk Committee, Finance & Resources Committee and	4.5.2 Benefits to the community obtained from the procurement process are monitored and measured.	4.5.2 There have been no high value contracts which have necessitated the use of the CB Measurement Tool within the last 12 months.

				HEFCW. (Nov).		
		4.5.3 To include community benefit requirements in lower value contracts where possible.	Finance (Procurement & Payments).	Reported annually to the Audit & Risk Committee, Finance & Resources Committee and HEFCW. (Nov).	4.5.3 Benefits to the community obtained from the procurement process are monitored and measured.	4.5.3 There have been no applicable lower value contracts within the last 12 months.