

Priority 1: Ensure decision-making committees, governance structures, and EDI leadership/engagement are representative of Bangor University's community

Rationale:

- Some School-level leadership roles such as the Director of EDI are gendered (only 1 School currently has a male EDI lead)
- Those leading on EDI don't always feel their leadership is recognised/valued as much as other leadership roles
- Three Schools are still to apply for Athena Swan awards
- Lack of engagement/involvement of Professional Service Staff in EDI agenda
- Staff Survey 2022: 69% of respondents (F 70%, BAME 81%) believe that BU is committed to equality of opportunity for all its staff; 69% are aware of BU's values (F 73%, BAME 80%)
- Ensure continued positive progress towards gender balance and diverse membership of decision-making committees in light of the reorganisation of committee structures at the beginning of the 23/24 academic year
- BU's female alumni are underrepresented in BU's art collection

No.	Objective	Actions	Responsible	Timeframe	Measures of Success
1.1	Membership of governance structures and decision-making committees, as well as leadership roles, are inclusive and representative of BU community	<p>1.1.1 Undertake Equality Impact Assessments of changes to governance structures and membership</p> <p>1.1.2 Introduce Reciprocal Mentoring where members of the Executive Board are paired with students with lived experience of minoritised groups</p> <p>1.1.3 University Executive Board and Race Equality Charter (REC) SAT members to undertake Advance</p>	University Secretary⁵ ; University Executive Board Athena Swan Manager ; HR Equality Officer (HR); Student E&D Officer (SS); SU Equality Officer (HR) ; Exec Athena Swan Manager ; Equality Officer (HR)	By March 2024 First round of mentoring meetings by June 2024 By December 2023	EIAs of new governance structures undertaken and published on our website. New committee structures show no detriment in gender or ethnicity balance. Where membership is not representative of the University community, increase gender and BAME representation accordingly. All members of the Executive Board have had at least one mentoring meeting with students. Student Union and Executive Board evaluation of usefulness/impact has taken place. To be implemented annually from 2025. Evaluation of training programmes indicates increased awareness by all

		<p>HE “Understanding Race & Racism” Training: a programme for leaders and change agents</p> <p>1.1.4 Continue to advertise committee membership in an equitable and inclusive way to attract a range of candidates representing the University’s diversity</p> <p>1.1.5 Ensure that any learning and development opportunities for those in a senior decision-making capacity has an EDI component contained (in a similar manner to the Research Leadership and Bangor Managers programme)</p> <p>1.1.6 Embed EDI considerations into the new governance structures and Terms of Reference</p>	<p>Athena Swan Manager; Equality Officer (HR)</p> <p>University Secretary</p>	<p>Ongoing</p> <p>Ongoing</p> <p>From March 2024</p>	<p>participants. Action Plan developed for REC by November 2024</p> <p>Where membership is not representative of the University community, increase gender and BAME representation accordingly by 2028.</p> <p>Agendas for learning and development events for senior decision-makers include evidenced EDI considerations</p> <p>All ToRs have specific reference to EDI and how issues are addressed.</p>
1.2	All Schools and Departments are engaged and actively contributing to the EDI agenda at BU	<p>1.2.1 Continue to support all Schools to apply for or retain awards through web resources, workshops, mentorship, and the support of the Athena Swan Working Group</p> <p>1.2.2 To support at least 2 schools holding Bronze award to progress to Silver.</p>	<p>School EDI Leads; Athena Swan Manager; APVCDI; Heads of Schools</p> <p>School EDI Leads; Athena Swan Manager; APVCDI; Heads of Schools</p> <p>Chief Operating Officer; Athena Swan Manager</p> <p>Chief People Officer;</p>	<p>By end of academic year 2024/2025</p> <p>By 2028</p>	<p>All schools hold at least Athena Swan Bronze awards by 2025. In the next staff survey at least 85% of staff feel their school is committed to promoting equality and diversity.</p> <p>At least two Schools have progressed to Silver by 2028</p>

		<p>1.2.3 Professional Services EDI Committee to apply for an Athena Swan Professional, Technical and Operational (PTO) award – to be decided whether as faculty of professional services or pilot HR application</p> <p>1.2.4 Implement mandatory training in EDI for all staff (regardless of role and responsibilities)</p> <p>1.2.5 Strengthen student collaboration on Athena Swan/EDI agenda by working with SU student network leaders and ensure student voice continues to be represented on issues such as Inclusive Teaching & Learning (see 4.1, 4.2), creating gender neutral spaces (5.4) and creating zero-tolerance culture (8.1). Network leaders to be invited to regular catch-up meetings with HR and SS EDI staff.</p>	<p>Deputy Director HR; Training Officer (HR)</p> <p>Athena Swan Manager; Equality Officer (HR); Student E&D Officer (SS); SU Network Leaders</p>	<p>By 2028</p> <p>To be implemented 2024/2025</p> <p>Once per semester</p>	<p>Professional Services achieve PTO award by 2028</p> <p>Updated portfolio of mandatory training to include equality and unconscious bias training. Completion rates monitored and reported upon, with a target completion rate agreed by the University Council: at least 85% of all staff have completed the mandatory training modules</p> <p>Regular meetings held; network leaders have been invited to join relevant groups /committees such as ASWG, REC SAT etc.</p>
1.3	EDI leadership is rewarded, recognised and representative of BU community	<p>1.3.1 Highlight EDI roles held by staff prominently on web sites and School/College structures</p> <p>1.3.2 Monitor and review time allocations for EDI roles (using tariffs in the new WAM where</p>	<p>Athena Swan Manager; Web team</p> <p>Project Officer (WAM); HR; HOS</p>	<p>From September 2024 to accommodate role changes with academic year</p>	<p>Full visibility of EDI leads in School and College representation.</p> <p>Activities in relation to EDI are fully accounted for and agreed in WAM. Time</p>

		<p>appropriate) to ensure they reflect the reality of the role. To cover School leads, Equality Champions and to include the most senior level roles (Pro Vice-Chancellor with responsibility for EDI, Associate Pro Vice-Chancellor D&I, Learning and Teaching Development Leader for &I in CELT</p> <p>1.3.3 Continue to advertise EDI lead roles and follow inclusive selection guidance</p>	<p>HOS; Equality Officer (HR); HOC</p>	<p>From academic year 2023/2024 and by iteration</p>	<p>allocations are reviewed and increased as appropriate to reflect the reality of the role.</p>
1.4	Ensure visibility and recognition of BU's women and minoritised communities – past and present	<p>1.4.1 Ensure EDI considerations are embedded in developing and publishing BU promotional materials, images used on our Social media channels and on our website</p> <p>1.4.2 Multi-year commissioning of portraits of 'Notable Bangor Women'; staff are invited to nominate inspirational alumni.</p>	<p>Chief Marketing Officer</p> <p>APVC D&I; PVC Civic Mission</p>	<p>Ongoing</p> <p>First portrait to be commissioned in 2024</p>	<p>By 2026 all EDI committees are fully representative of the gender balance and diversity of the University community</p> <p>Images on website and in promotional materials reflect diversity of our student and staff body.</p> <p>Gender balance of BU's art collection improves; notable female Alumni are recognised and celebrated.</p>

Priority 2: Ensure equality in employment/management of contracts and decrease the gender pay gap at BU

Rationale:

- Analysis of staff data shows occupational segregation – women are more likely to be in PSS roles, on lower grades and on fixed-term contracts. Women are also more likely to work part-time.
- BU's median Gender Pay Gap (published in 2023) was 5.8%, (mean GPG 13.2%), vertical and horizontal occupational segregation contributing to this. Average gender pay gap in HE: median: 8.5%, mean: 14.2%
- The most recent promotion round saw two female professors promoted to the highest professorial band and the proportion of female professors is increasing but women are still underrepresented at the top in both academic and Professional Service roles (21/22: 40% F at Grade 9 and above)

- The proportion of staff on fixed-term contracts at BU is above the UK sector average and women are over-represented on fixed-term contracts at BU. CEDARS 2023 data shows that 38% of respondents on fixed-term contracts have had 4 or more contracts/renewals
- Women are overrepresented on T&S contracts; recruitment data shows that approximately equal number of applications are received from male and female applicants for T&S positions; however, women are more likely to be appointed.
- Outstanding actions around the experience of full-time and part-time staff from our Bronze AP are carried over. Implementation of iTrent during 23/24 will enable a more streamlined analysis and identification of issues.

No.	Objective	Action	Responsible	Timeframe	Measures of Success
2.1	Increase proportion of women on higher pay grades.	<p>2.1.1 In the case of a single-gender shortlist, applications of all candidates are reviewed again to ensure no female candidates were overlooked. This process was implemented in 2022; data to be monitored when this is applied and whether it affects outcome of recruitment process. Consider the existing gender composition of the team/department of the role.</p> <p>2.1.2 Strongly encourage best practice in offering posts/roles as flexible/part-time/jobshare opportunities by incorporating this option in all job specifications including senior roles. All our job description templates to have this commitment, "Applications will be considered to carry out this role on a part-time or job share basis."</p> <p>2.1.3 Continue to support female academics in promotion to Professor and to the higher Professorial Bands</p> <p>2.1.4 Continue to grow our participation in Advance HE's Aurora Leadership programme for women (16</p>	<p>Senior Equality Officer (HR); HoC; HoS</p> <p>Deputy Director HR; HoC; HoS;</p> <p>HoC; HoS</p> <p>Athena Swan manager; HoC; HoS;</p>	<p>By 2025</p> <p>From 2024 onwards, review in 2025</p> <p>By 2028</p> <p>From 2024 onwards</p>	<p>Further decrease in mean and median gender pay gap; remaining below HE sector average.</p> <p>Inclusive recruitment and selection processes established and monitored.</p> <p>Increased proportion of women at Grade 9 and above from 40% to at least 45% by 2028</p> <p>Increased uptake of flexible/part-time/jobshare positions by 2026</p> <p>Further improvement in the positive trend in proportions of female professors from 40% to at least 45% by 2028</p>

		<p>female staff completed the programme between 2020 and 2023)</p> <p>2.1.5 Propose to use positive action in recruitment where appropriate</p> <p>See also 3.2.4</p>	<p>Senior Equality Officer (HR); EDI Operational Group</p>	<p>From 2024 onwards, review in 2025</p>	<p>At least 5 female staff complete Advance HE's Aurora Leadership programme for women every year. Feedback compiled and promoted as positive gains (where noted) to potential attendees.</p> <p>Initial consultation completed with relevant stakeholders and agreement gained to use positive action in recruitment where appropriate</p>
2.2	Decrease the proportion of fixed-term contracts	<p>2.2.1 Anti-Casualisation Group (a joint HR and UCU group) has developed a new draft fixed-term contract policy, which will be implemented following Privy Council approval.</p> <p>2.2.2 BU's "Bridging Support Scheme" was launched in January 2023 to enable the retention of experienced and skilled staff in order to sustain research teams and expertise, and avoid a break in employment and careers.</p>	<p>Deputy Director HR (Chair of ACG); UCU Anti-Casualisation Group</p> <p>Athena Manager Manager; HoS; Finance & Planning</p>	<p>Policy confirmed by March 2024</p> <p>Review scheme at end of 2023/2024</p>	<p>By 2028 a reduction in the proportion of fixed-term contracts by at least 5% (currently 39%).</p> <p>Data from future CEDARS (2025/2027) shows a reduction in % respondents who have been on 4 or more fixed-term contracts to max 30% (38% in CEDARS 2023)</p> <p>Annually collate equality data of staff supported via this scheme and ensure staff of all genders are equally supported. At least 5 Case studies collated.</p>
2.3	Review and build on our inclusive recruitment and selection practices	2.3.1 Trial anonymous hiring across professional services	<p>Senior Equality Officer (HR); EDI & Well Being Committee; School and College recruitment panel chairs</p>	From January 2024	Recruitment data (short-listing, interview, appointment) indicates no evidence of bias

	<p>with a particular focus on ensuring we reduce the impact of unconscious bias and protect against discrimination</p> <p>2.3.2 Introduction of Bias check-ins for interview panel members</p> <p>2.3.3 Explore the possibility of including equality statements through trial with 3 pilot schools whereby applicants for academic positions are required to include equality statements in their applications</p> <p>2.3.4 Intersectional analysis of recruitment data/ exit data</p>	<p>Senior Equality Officer (HR); School and College recruitment panel chairs</p> <p>Senior Equality Officer (HR); School and College recruitment panel chairs</p>	<p>By March 2024</p> <p>From January 2024</p>	<p>Initial consultation completed with relevant stakeholders and agreement gained to pilot the request of equality statements in academic recruitment, and decision made on how they will be factored into the selection process.</p> <p>Recruitment and exit data indicate no evidence of bias</p>	
2.4	<p>Ensure equality of academic career pathways (T&S/T&R) in terms of recruitment, promotion, value and support</p> <p>2.4.1 Project on career pathways to be undertaken; interview staff on T&S and T&R contracts to get qualitative data on the experience on both types of contracts in addition to the quantitative data that is collated annually. Pilot interviews were conducted in July-September 2023.</p> <p>2.4.2 Analyse the qualitative data to identify the potential factors that contribute to staff following the T&S or T&R route and help identify any interventions that need to be undertaken to address and issues identified.</p> <p>See also 3.1.2</p>	<p>Athena Swan manager; School EDI leads</p> <p>Athena Swan manager; School EDI leads</p>	<p>2023/2024</p> <p>By December 2024</p>	<p>Findings from interviews written up and reported to ASWG to agree further actions.</p> <p>Increase in proportion of female staff on T&R contracts to at least 40% by 2028</p> <p>Improve gender balance of men and women on T&S contracts</p>	
2.5	Ensure that part-time staff have the	2.5.1 Annually review the part-time profile of academic and professional and support staff in	Deputy Director HR	Annually following	Data annually collated and reviewed.

<p>same access to development and support as full time staff (carried over from BAP)</p>	<p>terms of roles, grades and Schools to provide information regarding parity with full-time staff</p> <p>2.5.2 Include analysis by full-time/part-time status in Staff Survey 2024 in order to assess the level of satisfaction of part-time staff with their work and support and particularly examine perception of equality in relation to full-time staff. Review any differences between the experiences of different genders.</p> <p>2.5.3 Monitor uptake of training and development opportunities by full-time/part-time staff. Ensure that part-time staff have the same access to support and development opportunities as full-time staff.</p>	<p>Deputy Director HR</p> <p>Athena Swan Manager; Senior Equality Officer (HR); Training Officer (HR)</p>	<p>implementation of iTrent during 2023/2024</p> <p>By 2026</p> <p>Monitor annually</p>	<p>Staff Survey 2026 indicates equal level of satisfaction of part-time staff compared to full-time staff in regard to their work and support.</p> <p>Data indicates no substantive difference in uptake of training and development opportunities by full or part time staff</p>
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Priority 3: Create and sustain inclusive and supportive research practices

Rationale:

- Women are underrepresented on T&R contracts; women on T&R contracts tend to be at junior academic levels. In 21/22, 57% of PGRs and 51% of research-only staff were female.
- Recruitment data shows that women who apply for T&R positions are not disadvantaged in terms of % shortlisted and % appointed. However, fewer women compared to men are applying in the first place (see also 2.4)
- Analysis of BU's REF 2021 submission showed that on average fewer outputs were submitted from female (2) compared to male (2.4) staff members. Further analysis showed that women (on average) had fewer outputs than men in the available pool.
- Future leader Fellowships funding 2023 – 28% of those who submitted CVs for consideration internally to FLF8 were female, below the proportion of female CAT A staff (37%)
- CEDARS 2023: 85% of female/77% of male respondents felt supported by line manager to engage in personal and career development; 64% felt supported by their line manager to develop their research identity - lower for female (54%) compared to male (82%) respondents

- REF exercises continue to emphasise the importance of People, Culture and Environment and EDI measures will continue to be important aspects of research culture.
- BU has signed up to Dora (Declaration on Research Assessment); a Responsible Metrics Task and End group has been established and has created a Policy Statement on the Responsible use of Metrics

No.	Objective	Actions	Responsible	Timeframe	Measures of Success
3.1	Increase proportion of women in research	<p>3.1.1 Increase applications from women to T&R positions. Work with national bodies such as the Institute of Engineering and Technology, to ensure we are aligned to, and benefit from, sector-wide initiatives and support in recruiting women to research careers in academia.</p> <p>3.1.2 Actively review the match between responsibility and contract type in order to ensure research-active staff are on T&R contracts</p> <p>3.1.3 A comprehensive Researcher Development Programme was re-launched in March 2022 (following the restructure of our research support office and Covid-related impact on delivery of training).</p>	HOS ; School DoRs; Directors of College Research Institute HOS ; Performance Development Reviewers HR ; IRIS; Digital Services; Corporate Communications	By 2028 From academic year 2023/2024 Ongoing, annually from 2024 onwards	Increase in number of women applying for, and appointed to, T&R positions (see also 2.4). Targets depending on discipline: where we are below sector averages, our target is to reach sector benchmarks or above. Where we are at or above sector average, target to maintain or improve. School-level AS APs to be main driver. PDR reviews reflect satisfaction in balance of activities and time available for research versus other activities. At least 25 sessions delivered per academic year with at least 250 attendees across all sessions. Feedback compiled and promoted as positive gains (where noted) to potential attendees.
3.2	Address inequalities in REF 2021 submission	3.2.1 Use WAM to manage workloads to ensure staff have time for research. After first two years of full implementation of WAM, analyse the data to see if tariffs match reality and ensure that women and men are not disproportionately undertaking	Academic WAM lead ; Associate PVC (REF); ASWG; EDI & Well-being Committee	Piloted academic year 2023/2024 and by iteration until 2028	Increase proportions of outputs authored and impact case studies 'owned' by women in REF 2028

	<p>certain kind of roles, e.g. citizenship roles, PhD supervision</p> <p>3.2.2 Identify and address barriers to women publishing; including looking at issues around confidence and imposter syndrome in academia. Ensure training and mentoring is available to female staff. Continue to encourage women to take part in (research) leadership programmes such as Welsh Crucible and Aurora.</p>	<p>Athena Swan Manager; IRIS Director; Equality Officer (HR); School DoRs; Directors of College Research Institutes; HoS and HoC</p> <p>School DoRs; Directors of College Research Institutes; IRIS; HR</p>	<p>Piloted academic year 2024/2025</p>	<p>By 2025, IRIS and HR to develop confidence and imposter syndrome training for all staff. At least 50 participants in training modules per annum.</p> <p>At least 50% of those taking part in Welsh Crucible and other Research Leadership programmes are female.</p>
	<p>3.2.3 Support and encourage female academics apply for schemes such as UKRI Future Leadership Fellowship, ERC Starter and Consolidator Grant. Develop support for unsuccessful applicants</p>	<p>Training Officer (HR)</p>	<p>Piloted academic year 2024/2025</p> <p>By 2025</p>	<p>The proportion of female academics putting themselves forward to FLF and other schemes is in line with the proportion of female early-career researchers.</p> <p>Researcher Development Programme includes training on repurposing and making the most out of unsuccessful grant applications. At least 50 participants in training modules per annum.</p> <p>Data from future CEDARS (2025/2027) shows an increase in % F respondents</p>

		<p>3.2.4 Continue with the Academic Mentoring Scheme and Senior Academic Mentoring Scheme (now in its 4th year). A total of 105 mentoring pairs were matched in the first three years of the scheme.</p>		Annually	<p>who feel supported in developing research identity (CEDARS 2023: 54%)</p> <p>At least 30 mentoring pairs allocated per academic year. Feedback compiled and promoted as positive gains (where noted) to potential attendees</p>
3.3	Ensure EDI considerations are embedded in our preparations for REF 2028	<p>3.3.1 Ensure reviewer pool used for internal evaluation of impact and outputs is as broad as possible by including a diversity of staff in terms of career stage and protected characteristics representative of the research community</p> <p>3.3.2 EDI issues relating to REF and our preparations for REF 2028 to be raised prominently in annual research review to the University Exec throughout the REF 2028 cycle</p> <p>3.3.3 Following the University's sign-up to DORA, a Policy Statement on the Responsible use of Metrics and related Action Plan has been developed. Promote principles and develop guidance and training.</p>	<p>Directors of College Research Institutes; Senior Planning Officer (REF Manager)</p> <p>Senior Planning Officer (REF Manager); Associate Pro-VC (REF); Directors of College Research Institutes; School REF leads</p> <p>PVC Research; Repository & Research Data Manager (IRIS); Research Committee</p>	<p>Annually to 2028</p> <p>Annually to 2028</p> <p>By July 2024</p>	<p>Gender and diversity balance proportionate to the researcher community in annual research review pool.</p> <p>Clear evidence trail of EIA in annual research reviews</p> <p>Guidance has been published and promoted via training sessions, Blackboard, webpages and the Bulletin.</p>

Priority 4: Embed inclusive teaching and learning practice across the University to ensure students feel a sense of belonging and representation within their institution					
Rationale:					
<ul style="list-style-type: none"> Appointment of Teaching & Learning Development Leader for Diversity & Inclusion in CELT has facilitated a holistic, institution-wide approach to embedding EDI across teaching and learning practice. Athena Swan is one of the six workstreams identified. Analysis of degree outcomes for 17/18 – 21/22 shows we have gender and ethnicity awarding gaps: female students have generally attained a higher proportion of good degrees than male students. The gender awarding gap was +3.8% in 21/22 (female students attaining a higher proportion of good degrees than males). The ethnicity awarding gap was -6.9% (BAME students attaining lower proportion of good degrees than white students) The Decolonisation Network (which was started by a group of staff and postgraduate students who were keen to share their good practice on how they have begun to address whiteness and decolonisation in their specific subject matter) has highlighted the importance of addressing these issues across the learning and research environments; the Decolonisation Network now formally reports to the newly established EDI Operations Group 63% of respondents (HBS School AS survey) said they would like to attend staff training session on diversifying curriculum/teaching materials Our current library collections are not representative of the University's diverse communities and, in order to support the diversification and decolonisation of teaching, learning and research, need investment and expansion 					
No.	Objective	Actions	Responsible	Timeframe	Measures of Success
4.1	Ensure assessment is inclusive for all students and curriculum includes a diverse set of pedagogies	4.1.1 Develop EDI section of CELT website to house curriculum/student relevant activity including links to training opportunities, examples of best practice etc; monitor visits to website and number of downloads 4.1.2 Embed inclusivity of practice and reflection thereof into all Quality Assurance processes by revising programme and modular forms 4.1.3 Develop an Inclusive Curriculum Framework; identify module and programme to pilot	LTDL D&I (CELT) Head of Quality Enhancement; LTDL D&I (CELT) LTDL D&I (CELT)	By September 2025 Academic year 2024/20225 By September 2025	Year on year increase in visits to website and number of downloads. Survey of teaching staff indicates usefulness or otherwise need for iteration

		<p>4.1.4 Undertake EIAs of peer guide representation and recruit underrepresented student groups. Enhance peer guide training</p>	<p>Student Services; School Directors of Student Engagement; School Senior Tutors; Staff-Student Liaison Committees</p> <p>CELT Transitions Project Lead; SU</p>	<p>By September 2025</p>	<p>Verify, review module outcomes and student evaluation</p> <p>Peer guides are representative of student population and welcome week activities are inclusive</p>
		<p>4.1.5 Establish Task Group to review “Be Your Best at Bangor” programme elements. Tailor programme to be relevant to all students including those with protected characteristics or identified as having awarding gaps. Revise and pilot with student groups</p>		<p>Start June 2024</p>	<p>“Be Your Best at Bangor” programme includes content specifically named and signposted for different groups; increased engagement by students with the Be Your Best at Bangor programme measured by engagement metrics.</p>
4.2	<p>Broaden and re-frame the curriculum to make it more inclusive and reflective of the hitherto marginalised and underrepresented members of our</p>	<p>4.2.1 Diversify reading list:</p> <ul style="list-style-type: none"> • Develop reading list templates that include diversification pointers and guidance on removing barriers to engagement; • develop a resource bank of good practice examples of reading list; • develop curated Reading Lists pointing module organisers to reading on curriculum (re)design, case studies, etc. 	<p>LTDL D&I (CELT); Module Organisers; Library Collections Manager (DS); SU</p> <p>Library Collections Manager (DS); LTDL D&I (CELT)</p>	<p>From beginning of 2024/ 2025 onwards, with annual review</p>	<p>Staff feel supported in developing and introducing more diverse reading lists. Reading lists include range of authors from diverse backgrounds. Engagement with reading lists and usage of material on reading lists increases.</p>

<p>society, as well as of the social, cultural, economic, intellectual, scientific and political influences of non-Western cultures on knowledge production</p>	<p>4.2.2 Ensure library collections represent a wide range of voices, perspective and issues; promote areas within the library that contain resources related to racism, discrimination and colonisation</p> <p>4.2.3 Ensure the inclusion of non-white images and medical dummies in training (nursing/ medicine and other health-related training)</p> <p>4.2.4 Discuss, plan and embed decolonisation and anti-racism into the curriculum across programmes and subject areas, e.g. by Teaching and Learning Committees</p> <p>4.2.5 Deliver staff and student training on how decolonisation and anti-racism is pertinent to their subject and assess our current pedagogical and assessment structures to ensure that they are inclusive and meet the needs of students of all racial and ethnic backgrounds.</p>	<p>Medicine Programme Lead NWMS</p> <p>School Directors of T&L; Module Organiser; LTDL D&I (CELT); SU</p> <p>LTDL D&I; Decolonisation Network; Equality Officer (HR)</p>	<p>See 4.2.1</p> <p>See 4.2.1</p> <p>See 4.2.1</p> <p>See 4.2.1</p>	<p>Library collections have been expanded and the diverse University communities are represented in the collections. Data shows an increased use of library resources related to racism, discrimination and colonialism. Greater confidence and interest from staff and students in recommending inclusive material for library collections</p> <p>Students report seeing a diversity of imagery in teaching materials.</p> <p>Programme specifications for new and existing programmes include specific reference to inclusion of anti-racism and decolonisation.</p> <p>Staff and students report more understanding and confidence in terms of actions of anti-racism and decolonisation in staff and student surveys and focus groups.</p>
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4.3	Understand and address potential intersectional disadvantages in degree outcomes	4.3.1 Analyse student attainment data through an intersectional lens, looking at ethnicity and gender	Planning; LTDL D&I (CELT)	From end of 2023/2024	Identify intersectional inequalities in student attainment; develop actions to address if awarding gaps identified.
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Priority 5: Ensure our gender equality work is inclusive of staff and students of all genders and sensitive to intersectional inequalities

Rationale:

- Data for staff and students returns analysed separately for each protected characteristic; data is not looked at through an intersection lens.
- Student Support & Wellbeing services don't have clear process for collecting (and analysing) equality data on who is using their services
- Not all staff feel confident they have the skills and knowledge to support a student through transitioning
- SU survey 2023 found that 82% of respondents agreed that Undeb Bangor effectively campaigns on their behalf on issues such as enhancing support for International Students, campaigning for Gender neutral bathrooms, Decolonising the Curriculum etc. An Inclusivity Survey found a high level of agreement across all groups in terms of "feeling welcomed" in Clubs and Societies: LGBTQ+ 98%; BAME 92%; International 95%; women 96%,
- SU and other groups have highlighted the need for gender neutral facilities across campus. The Exec has agreed to review current facilities across a number of key buildings to ensure a sufficient balance of facilities for all parts of the community.

No.	Objective	Actions	Responsible	Timeframe	Measures of Success
5.1	Undertake intersectional analysis of staff and student data to enable informed planning and decision-making.	5.1.1 Annual staff and student equality data analysed through intersectional lens; initially focus on gender and ethnicity 5.1.2 Analyse staff and student survey results through an intersectional lens; initially focus on gender and ethnicity	Athena Swan Manager; Equality Officer (HR); Planning Athena Swan Manager; Equality Officer (HR); Planning; Student engagement team	Ongoing from end of academic year 2023/2024	Increased understanding of our equality profile of staff and students. This data will be used to develop our work on identifying and addressing intersectional inequalities. Increased understanding of intersectional experiences at BU; in particular the comparison of the experiences of BAME women to white women and BAME men. If issues identified, targeted action will be put in place to address issue. This will be done in close collaboration with the development of our REC AP.

5.2	Improve our student support services by analysing our service usage data through an intersectional lens.	<p>5.2.1 Scope what EDI data is collated by each service and examine how intersectional analysis is currently applied. Develop methodology for analysis for all support services along with a standardised approach to interacting with students on an individual and group level.</p> <p>5.2.2 Scope what data is available through the tutor system and collect EDI data on students accessing academic support.</p> <p>5.2.3 Develop and publish new guidelines for the collection and/or analysis of EDI data across all Student Support and Wellbeing services.</p>	Head of Student Support & Wellbeing ; Student E&D Officer (SS) See 5.2.1	July 2024 July 2024 July 2025	Produce report on current EDI data collected across Student Support and Wellbeing and the My Bangor Tutor System. Report on student access to academic support by gender and ethnicity New guidelines published; data collected and annually reported to University Executive and Council
5.3	Encourage and promote equality and intersectionality in all University and community events	<p>5.3.1 Ensure intersectional considerations at future IWD events</p> <p>5.3.2 Run events in Black history month</p> <p>5.3.3 Restart public lecture series; ensure gender balance and intersectional consideration of speakers</p>	PVC Civic Mission ; APVCDI; Corporate Events Officer; Equality Officer (HR); Athena Swan Manager PVC Civic Mission ; Corporate Events Officer PVC Civic Mission ; APVCDI; Corporate Events Officer; Equality Officer (HR); Athena Swan Manager PVC Civic Mission ; APVCDI;	Annually Annually From 2023/2024	Growth in attendance at equality-related calendar events, e.g. Holocaust Remembrance event, International Women's Day, World Aids, PRIDE week, Black History Month events Diverse range of speakers with a 50:50 gender balance in public lecture series

		<p>5.3.4 Ensure EDI considerations are embedded in planning of speakers and events in BU's 2024 "140 years BU" celebrations</p> <p>5.3.5 Following the inaugural Community day in October 2023, include an EDI-themed event in the biennial event</p>	<p>Corporate Events Officer; Equality Officer (HR); Athena Swan Manager</p>	<p>2024</p> <p>2025, 2027</p>	<p>EIA of contributions for BU's 2024 "140 years BU" celebrations are undertaken and published on our website.</p> <p>Clearly signposted EDI session(s) in future "Community Day" events</p>
5.4	Improve support for Trans and non-binary staff and students	<p>5.4.1 Develop "Supporting Trans Students" training for staff and student leaders to be available online and in person.</p> <p>5.4.2 Incorporate "Supporting Trans Employees" training for Line Managers in the Equality for Managers package of training</p> <p>5.4.3 Continue to work with student and staff groups to support development/creation of gender neutral facilities and queer/safe spaces on campus. A proposal for appropriate resources to be made via the planning process.</p>	<p>Student E&D Officer (SS); Equality Officer (HR); SU</p> <p>Equality Officer (HR); EDI & Well Being Committee</p> <p>Academic Registrar</p>	<p>Pilot in 2023/2024</p> <p>Pilot in 2023/2024</p> <p>Ongoing, with implementation by 2026</p>	<p>Decrease in % staff feeling "not at all confident" in supporting students transitioning to 25%</p> <p>Training evaluation shows that line managers feel confident in supporting trans employees in their teams/departments</p> <p>Gender neutral facilities are available across designated areas of Campus (retrofit and new creation). A dedicated area is available to be used as an LGBTQ+ space for education, events and gatherings.</p>

Priority 6: Create a culture where health and wellbeing are openly talked about and that supports our staff and students to maintain a healthy lifestyle					
Rationale:					
<ul style="list-style-type: none"> • Health and well-being are not always being prioritised by staff and students due to workload and other factors. • Staff Wellbeing Survey 2023 showed that 68% of respondents had engaged either with the staff wellbeing afternoon on 22nd March or had used the “well-being time” on an alternative date during March 2023 and overall staff rated the experience very positively (average rating 9/10). Lack of time/workload pressures was the most common reason given by respondents who hadn’t taken part. 44% of respondents are aware of BU’s Staff Wellbeing Coaches provision. • Feedback from Staff Survey 2022 suggests that men agree less (53%) than women (62%) that BU cares about their HWB; feedback from AS School surveys suggest that just over half (57%) of respondents feel their HWB is supported in their school. Only 21% of respondents to Wellbeing Survey were men, suggesting that men are engaging less in the HWB agenda. • CEDARS 2023: 76% of respondents agree that BU actively promotes the importance of good mental health and wellbeing of staff – this was lower for men (62%) than women (84%) • A 2019 survey conducted by the Chartered Institute for Personnel and Development (CIPD) found that three in five menopausal women were negatively affected at work. BUPA found that almost 900,000 women in the UK had left their jobs because of menopausal symptoms⁶. • Feedback on our menopause lounge events has been very positive; need to ensure we build on and sustain support and education around menopause for staff and develop support for students 					
No.	Objective	Actions	Responsible	Timeframe	Measures of Success
6.1	Support staff and students in prioritizing their HWB	<p>6.1.1 Further develop and clearly signpost range of resources that support the health and wellbeing of both staff and students</p> <p>6.1.2 Grow our team of wellbeing champions to ensure staff are better supported at Department/School level</p>	HWB Project Manager; Head of Student Services & WB HWB Project Manager HWB Project Manager;	Ongoing From Jan 2024	<p>HWB staff Website has comprehensive information on sources of support (both internal and external) and is updated with news, events and opportunities regularly.</p> <p>Staff Wellbeing Champions receive a monthly wellbeing bulletin to share with colleagues, posters with QR codes will be displayed in late 2024 so that all staff can readily access HWB information.</p> <p>At least one Champion is appointed in each directorate and school. Increase in</p>

		<p>6.1.3 BU to take part in national events and campaigns around men's health and well-being in order encourage male staff to engage in the HWB agenda at BU; participation is endorsed from men in senior leadership roles; e.g. via staff Bulletin/ e-mails etc.</p> <p>6.1.4. Continue to offer wellbeing afternoons and evaluate effectiveness</p> <p>6.1.5. Continue to run yearly health check for Bangor University staff (e.g. blood pressure, hearing, eyesight), and the BP results are submitted to https://maymeasure.org/.</p>	<p>HWB Project Co-ordinator; Occupational Health Practitioner (HR); HWB Champions</p> <p>HWB Project Manager; HWB Project Co-ordinator; Executive Board</p> <p>Occupational Health Practitioner (HR)</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>staff % awareness of Wellbeing coaches provision to 60%.</p> <p>BU's events/campaigns include e.g. Men's Health Week</p> <p>Increase in % of staff indicating in Staff survey that they feel BU cares about the HWB – at least 70% of all staff agree in Staff Survey 2026</p> <p>Annual well-being afternoon offered; staff uptake/engagement monitored.</p> <p>Year on year increase in number of staff attending these sessions – 80 staff attended on-site blood pressure checks and signposting across 2022 and 2023 sessions</p>
6.2	Ensure HWB strategy delivery recognises and meets the particular needs of staff and students	6.2.1 HWB Operational Board to complete an annual action plan for HEFCW including a full EIA. Ensure membership of HWB Operational Boars EDI & Wellbeing committee are representative of staff and student groups with protected characteristics	Health & Wellbeing Operational Board; HWB Project Manager	Annually	Annual action plans published; EIAs show that our HWB work is inclusive and meets needs of staff and students with protected characteristics. AP assessed against the Welsh Language Standards and the Wellbeing of Future Generations Act as required by HEFCW. Committees

	<p>with protected characteristics</p> <p>6.2.2 EDI and Wellbeing Committee to draft a new 4-year Health & Wellbeing Strategy in 2024 which will be Equality Impact Assessed by the Operational Board</p> <p>6.2.3 Consider feedback to HWB questions in staff survey 2024 for each protected characteristic and intersectionality. Identify any gaps in terms of HWB support.</p>	<p>EDI & Wellbeing Committee; HWB Project Manager</p> <p>HWB Project Manager; Senior Equality Officer (HR); Athena Swan Manager</p>	<p>Sep 2024</p> <p>June 2024</p>	<p>are representative of staff and student groups with protected characteristics (see also 1.1.1)</p> <p>HWB Strategy published, EIA completed and submitted to HEFCW. Strategy assessed against the Welsh Language Standards and the Wellbeing of Future Generations Act as required by HEFCW</p> <p>Results for HWB questions in staff survey shared with HWB Operational Group; actions developed to address any issues identified</p>
6.3	<p>Continue to build our Menopause support</p> <p>6.3.1 Continue to hold online and in person Menopause lounge sessions providing information and peer support for women</p> <p>6.3.2 Encourage all line managers to attend Menopause Awareness training</p>	<p>HWB Project Manager; Occupational Health Practitioner (HR); Equality Officer (HR)</p> <p>Chief People Officer; HWB Project Manager; Occupational Health Practitioner (HR)</p> <p>HWB Project Manager; Occupational Health Practitioner (HR); Equality</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Evaluation shows women feel supported and want Menopause lounge sessions to continue. Events are inclusive to part-time staff, shift workers, offsite workers etc and attendance data shows that those in e.g. teaching, catering and cleaning roles are able to attend.</p> <p>Uptake of training monitored and reported annually - annual increase in number of line managers to have completed training.</p> <p>Fewer sickness absences due to menopause symptoms, fewer resignations / early retirements due to menopause. Increase in referrals into</p>

		<p>6.3.3 Hold an annual event on World Menopause Day</p> <p>6.3.4 Work with student services and SU to ensure menopause support is provided for students as well as for staff.</p> <p>6.3.5 Apply for Menopause Friendly workplace accreditation(https://menopausefriendly.co.uk/get-accredited/); application to be submitted to Menopause Independent Panel</p>	<p>Officer (HR)</p> <p>Head of Student Services & WB; HWB Project Manager; SU</p> <p>Occupational Health Practitioner (HR); HWB Project Manager</p>	<p>Annually</p> <p>By June 2025</p> <p>June 2024</p>	<p>Occupational Health from Line Managers who have followed the guidance on supporting colleagues in menopause and require input from OH to complete this support.</p> <p>Annual event held; colleagues of all genders from across BU engage with these events.</p> <p>Institution-wide approach to Menopause support has been developed that also provides specific menopause support for students.</p> <p>BU is awarded Menopause Friendly workplace accreditation.</p>
6.4	Contribute to societal change by testing and disseminating research-based interventions for the good of the broader community	6.4.1 BU's HWB project to be evaluated by the Centre for Medical and Health Economics - looking at the impact of Staff Wellbeing Champions, Wellbeing Coaches and our work on becoming a more active workplace.	HWB Project Manager; Operational Board; EDI & Wellbeing Committee	From 2024 onwards	Evaluation completed, published and contributing to the growing field of research into the effectiveness of workplace wellbeing support. Amount of internal funding awarded to health and wellbeing projects (e.g. civic mission funding; impact acceleration awards). Amount of external funding

		<p>6.4.2 Conduct a mixed methods research study into the mental health and well-being of PGRs at BU (HEFCW funded)</p>	Doctoral School Manager; HWB Project Manager	Starting December 2023	<p>applied for and awarded to health and wellbeing projects.</p> <p>Number of health and wellbeing outputs and impact case studies submitted to REF 2028.</p> <p>Findings and recommendations for improvements to our provision around PGR health and wellbeing are brought to EDI & Well-being Committee and Doctoral School Management Board.</p>
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Priority 7: Address the gendered and contract nature of caring responsibilities that negatively affect career progression and wellbeing

Rationale:

- Caring responsibilities are disproportionately undertaken by female and part-time staff
- Self-assessment highlighted importance of being mindful of language used, and assumptions made, around maternity leave, paternity leave, adoption leave as this can exclude same-sex parents
- Only 7 members of staff have taken shared parental leave since 2018
- Staff Survey 2022: 71% of respondents (F 73%, BAME 88%) feel BU treats people equally regardless of their pregnancy/maternity status
- Outstanding actions around “Support for managing career breaks and flexible working” from our Bronze AP are carried over. Self-assessment identified need for more holistic approach in terms of supporting staff returning to work after absences including adoption leave, shared parental leave, and long-term sickness.

No.	Objective	Action	Responsible	Timeframe	Measures of Success
7.1	Enhance our support for carers and increase awareness of family-friendly benefits	7.1.1 Publicise and encourage the take up of shared parental and paternity leave through web sites; webinars; on-line guidance; bite-size information on social media	Deputy Director HR; Senior Equality Officer (HR); HWB Project Manager Deputy Director HR; HR Officer with responsibility for family friendly policies; Athena Swan Manager (See 7.1.2)	From 2024	Statistics of visits/downloads to website how increase in visit to website. Uptake of shared parental leave increases.

		<p>7.1.2 Review all leave policies to ensure language and processes are inclusive to all including same-sex parents</p> <p>7.1.3 Additional policies to further support staff are currently being developed including Carers leave policy and Fertility leave policy.</p> <p>7.1.4 Provide case studies of staff who have taken different types of carers leave or career breaks. Ensure a diversity of staff are represented in the case studies. Publicise on web sites, staff bulletin</p> <p>7.1.5 Increase awareness of flexible/dynamic working and support for carers. Promote case studies in schools or professional service showcasing unique flexible working practices – including part-time working - to accommodate caring responsibilities.</p> <p>7.1.6. Provide support to establish a Carers Network. Strategy to bring together parents and carers to be developed by small Working Group</p>	<p>(See 7.1.2)</p> <p>(See 7.1.2)</p> <p>HWB Manager; Senior Equality Officer (HR)</p>	<p>Ahead of 2024/2025 academic year</p> <p>December 2023</p> <p>By end 2024</p> <p>By end 2024</p> <p>By end 2024</p>	<p>EIAs or a screening assessment⁷ undertaken on all leave policies.</p> <p>Carers leave policy and Fertility leave policy published on HR website; communicated to staff via Staff Bulletin, emails etc.</p> <p>At least 5 case studies disseminated on EDI web pages and via Staff Bulletin</p> <p>At least 5 case studies disseminated on EDI web pages; Staff Bulletin</p> <p>Carers Network established with schedule of meetings diarised and positive engagement by staff</p>
7.2	Improve support for staff on return to work in terms of	7.2.1 Following absences from work such as maternity leave, shared parental leave, adoption leave or career breaks for research staff there is an	HOS	From 2024/2025	Modelled data indicates reallocation of workload and is linked to successful outcomes in terms of research

<p>managing workloads</p>	<p>additional allowance of 20% for research in the first semester in the workload allocation model to ensure staff are supported in getting research career back on track.</p> <p>7.2.2 Encourage best practice across Schools and Departments in terms of supporting staff returning to work to ensure workload is manageable. Where there have been extended periods of absence from work, there is usually a phased return which is agreed between the line manager, the staff member returning and includes input from HR and /or Occupational Health as required.</p> <p>7.2.3 Collate experiences of staff who have taken parental/carers leave via survey/focus groups. Seek feedback on how return to work was managed and supported in terms of workloads, effects of taking leave on career progression/promotion opportunities etc. Ensure diversity of experiences are represented (including different types of leave, same-sex parents etc). Ensure potential longer-term effects are considered by including all staff who have taken leave in the last 10 years.</p>	<p>Deputy Director HR; HOS; HOD; Professional Services line managers</p> <p>Deputy Director HR; HR Officer with responsibility for family friendly policies; Athena Swan Manager</p>	<p>ongoing</p>	<p>productivity. See also 7.2.3 - feedback from staff will allow us to assess staff perceptions of effectiveness of WAM measures.</p> <p>See 7.2.3</p> <p>Data on staff experiences is collated and reported to EDI & Wellbeing committee; Recommendations made around ways to improve support for staff on return to work, ensuring that longer term effects of absences are taken into consideration in reviewing Family friendly support and policies.</p>
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Priority 8: Provide a safe and supportive work/study environment for all staff and students

Rationale:

- Staff are under-reporting bullying and harassment; women and especially those not disclosing gender identity are less confident in how BU addresses incidents of bullying and harassment

- Approximately 10% of respondents in Staff survey 2022 “prefer not to say” re: gender identity and ethnicity; these have lowest agreement in a number of areas making the development of targeted actions difficult
- 9% of those responding to the survey feel they have been bullied or harassed in the last 12 months; the highest proportion was amongst “prefer not to say”
- The majority of students who make disclosures of sexual violence, harassment, hate crime and racial abuse identified as female (71% in 21/22). When looking at just sexual violence 90% of disclosures are from women. The number of disclosures from students have increased year and year since support service was put in place
- Staff Survey 2022 showed that 66% (F 67%; BAME 70%) of respondents were aware of the Dignity at Work and Study policy

No.	Objective	Actions	Responsible	Timeframe	Measures of Success
8.1	Create and maintain a zero-tolerance culture on campus, where any type of discrimination, harassment, bullying, favouritism, or coercion is unacceptable.	<p>8.1.1 Run annual campaigns to promote and raise awareness of the zero-tolerance to harassment approach; communicate expected behaviours to students and staff and make all university members aware of support available.</p> <p>8.1.2 In line with recent HEFCW guidance⁸, incorporate Violence Against Women, Domestic Abuse and Sexual Violence considerations into our Strategic Equality Plans from 2024 and submit monitoring report on our policies and procedures to HEFCW.</p> <p>8.1.3 Ensure staff have the skills and knowledge to support the Zero-Tolerance culture, challenge myths surrounding the topic of Sexual Violence and respond appropriately to disclosures of sexual violence, harassment and discrimination; ‘Responding to Disclosures of Sexual Violence and</p>	<p>Student E&D Officer (SS); Equality Officer (HR), Athena Swan Manager; Director SU</p> <p>Senior Equality Officer (HR); Student E&D Officer (SS); EDI Operations Group</p> <p>Chief People Officer</p> <p>Student E&D Officer (SS); APVC DI; Athena Swan Manager</p>	<p>Ongoing</p> <p>Report submitted February 2024</p> <p>To be implemented 2024/2025</p>	<p>Stabilisation of number of staff and students accessing support for sexual violence and harassment.</p> <p>Increased awareness amongst students of the Student Code of Conduct and the Disciplinary Process as assessed by SU focus groups and surveys.</p> <p>Actions to improve support and guidance for victims of domestic abuse and sexual violence incorporated in Strategic Equality Plans; Violence Against Women Domestic Abuse and Sexual Violence Monitoring report submitted to HEFCW.</p> <p>Updated portfolio of mandatory training to include equality and unconscious bias. Completion rates monitored and reported, with a target completion rate agreed by the University Council, which is that at least 85% of all staff have</p>

		<p>‘Harassment’ is now included in mandatory training (see 1.2.4) .</p> <p>8.1.4 Newly developed ‘Prevention of Sexual harassment on Fieldtrips’ training to be delivered in person twice a year</p> <p>8.1.5 Ensure mechanisms are in place for dealing with staff on student sexual misconduct in line with guidance published by UUK in 2022⁹. Initial meeting to scope group membership, remit, responsibilities etc held in 2023.</p> <p>8.1.6 Prioritise the delivery of Bystander Intervention training to all first-year students and staff, ensuring that all students have access to the training in their first semester.</p>	<p>Chief People Officer; Academic Registrar</p> <p>Head of Student Support & WB; Student E&D Officer (SS); HoS</p>	<p>From 2023/2024; review ahead of 2024/2025 academic year</p> <p>Ongoing; policy published by June 2025</p> <p>Rolled out in 2024/2025</p>	<p>completed all the universal staff mandatory training modules.</p> <p>50 staff/students complete ‘Prevention of Sexual Harassment on Fieldtrips’ training each year.</p> <p>Policy developed, equality impact assessed and published.</p> <p>Bystander training is carried out in all schools with a participation rate exceeding 80%. Student feel confident to deal safely and sensitively with lower-level incidents or situations as evidenced by evaluation of training.</p>
8.2	Increase staff confidence in how BU deals with bullying and harassment	<p>8.2.1 Encourage disclosure of equality characteristics in staff surveys in order to improve the information we have regarding the experience of people with protected characteristics. Communication around staff survey (in Staff Bulletin, emails etc) to reassure staff that all responses are anonymous and that individuals won’t be identifiable.</p>	Senior Equality Officer (HR)	March 2024, March 2026	Decrease in % respondents who don’t disclose gender identity, ethnicity etc in staff surveys. % “prefer not to say” < 5% in Staff Survey 2026

		<p>8.2.2 Collate records of reports of harassment, bullying, victimisation and discrimination cases, services accessed and outcomes (including informal resolutions). Report annually to EDI & Well-Being committee</p> <p>8.2.3 Communicate newly revised Dignity at Work and study Policy to staff via Staff Bulletin and signpost staff to new the 'report and support' webpage</p>	<p>Senior Equality Officer (HR); Equality Champions; Governance & Compliance</p> <p>Senior Equality Officer (HR)</p>	<p>Annually from end of 2023/2024 academic year</p> <p>New policy was launched Oct 23; reminders of policy and support included in Bulletin twice a year</p>	<p>Decline in the number of staff who feel they have been harassed or bullied at work in the Staff Survey to 5% (Staff Survey 2026). Data shows that support services are being accessed by all student / staff groups across the full range of issues</p> <p>Increase in staff awareness of Dignity at Work & Study policy from 66% (2022) to 70% (2024) and 75% (2026)</p>
8.3	To understand who is accessing support services to enable informed planning and decision-making and to better understand the needs of people with protected characteristics	<p>8.3.1 Undertake a review of EDI data collected by Student Support and Wellbeing Services. Determine data to collect and how it will be analysed. Analyse the data of students and staff accessing support services with protected characteristics; present data annually to EDI & Well-Being committee (see also 5.2)</p> <p>8.3.2 Become a Level 2 Disability Confident Employer and launch guaranteed interview scheme. This is a commitment to offering a guaranteed interview to any applicant that declares that they have a disability, providing they meet the minimum standards for the job role.</p>	<p>Student E&D Officer (SS); Health & Wellbeing Project Manager; EDI & Wellbeing Committee</p> <p>Deputy Director HR; Senior Equality Officer (HR)</p>	<p>By academic year 2024/2025</p> <p>December 2023</p>	<p>Review undertaken in the 2023/2024 academic year with an action plan for 2024/2025 for the standardisation of EDI collection across Student Support and Wellbeing.</p> <p>Achieve accreditation in 2023; data collated annually on applicants opting in for this scheme and success rates in terms of appointments.</p>