

STRATEGIC EQUALITY PLAN 2024 – 2028

OBJECTIVES AND PRIORITIES

Strategic Objective 1 - Whole University		
To create an inclusive community that celebrates and promotes equality, diversity and inclusion and provides a safe and healthy environment in which everyone is treated with dignity and respect. We will provide equal access, equal rights, and equal justice to all. We will promote mutual regard for the rights and liberties of diverse people and their ideas, backgrounds, and approaches to the pursuit of knowledge and understanding.		
	Priorities	Progress
i.	Ensure that all our staff, students and stakeholders are aware of and actively engaged in the delivery of this Strategic Equality Plan (SEP).	<p>The University’s overarching Strategy 2030 includes inclusivity, equality and diversity as core values.</p> <p>Our Strategic Equality Plan 2024 – 2028 is published on our public-facing webpages and is communicated and embedded within mandatory training and role specific-training for staff and students. Reference is included within various policies and procedures. The Equality, Diversity, Inclusion and Wellbeing Committee owns and oversees delivery of the SEP and is supported by the wider committee structure.</p> <p>Equality-related events and Staff Bulletin articles remind staff about it at intervals throughout the year. The SEP is also embedded within action plans associated with Charters e.g. Athena Swan and Race Equality.</p> <p>Staff’s awareness of the SEP is measured via the Staff Survey.</p>
ii.	Provide a safe environment, free from harassment, for all.	<p>A Campus Safety Strategy has been developed.</p> <p>The University has a trained Security Team that has led a recent campaign to raise awareness and prevent harassment on campus.</p> <p>Guidance on Student H&S Handbook and safety guide.</p> <p>Separate Report & Support webpages (one for staff, one for students) to enable the reporting of all types of harassment either in a way that leads to support or anonymously.</p> <p>We provide a Sexual Misconduct, Violence & Harassment Response Service for students.</p>

iii.	Create a Bangor University community that supports the positive mental health and wellbeing of our staff and students.	Time to Talk Pledge, Wellbeing Hours, Active Bangor, Menopause Lounge
iv.	Ensure that equality, diversity and inclusion is embedded into the development of all our strategies and is a key consideration by decision-making groups across the University while continuing to promote the use of Equality Impact Assessments to improve the quality of decision-making.	Action in Athena Swan (AS) Silver Action Plan (SAP) and Race Equality Charter (REC) Race Action Plan (RAP): REC RAP 1.1.2 Ensure compliance with BU EIA standard that all new or reviewed core policies or strategies will involve an EIA that gives due regard to the impact on ME staff and students.
v.	Strengthen the awareness of our leaders, decision-makers, managers and staff regarding equality, diversity and inclusion best practice. Achieve representative diversity in governance, management and leadership.	REC RAP: 1.5 Take action to increase the ethnic diversity of governance, leadership, and decision-making bodies to better reflect our staff and student populations. 1.5.1 Introduce positive action in relation to race/ethnicity advertisement and recruitment to Senate, and Committee roles, building on existing practice for Council roles. REC RAP and AS SAP: 1.5.2 Development of a Reciprocal Mentoring scheme between Executive members and paid student mentors with protected characteristics including race/ethnicity. (AS SAP 1.1.2).
vi.	Increase accessibility for all across the University estate, both physically and digitally.	The re-establishment and revision of Terms of Reference of the Inclusive Access Working Group and Digital Accessibility Working Group.
vii.	Review and improve the information we capture and hold regarding people with protected characteristics, including intersectional data, to enable informed decision-making and better understanding of the needs and obstacles people face.	Analysis of experience and outcomes of students with protected characteristics are presented through our Degree Outcome statement, Degree Classification report, Student Experience report, Student Retention report, and Employability report. Analysis by protected characteristics group is also presented through our Graduate Outcomes and Student Experience dashboards. Athena Swan and Race Equality dashboards have been made available to deploy data in support of these applications, with a longer-term aim to produce a comprehensive equality dashboard to expand reporting to support annual equality reporting for both students and staff. The Student Journey project remains a long-term development aim; two dashboards have been deployed as part of the aim to analyse different components of the student journey with a focus on protected characteristics

		<p>(student experience and graduate outcomes), and the annual reports noted above continue to be produced to support action planning to monitor and improve experience and outcomes across different characteristic groups.</p> <p>Planning Team produce the Annual Student Equality Data report. This can be found on our website once published here: https://www.bangor.ac.uk/humanresources/equalitydiversity/policy_intro.php.en</p>
viii.	Support good relations on campus and proportionate decision making in respect of free speech, harassment and discrimination, and in response to incidents.	<p>Covered in the Equality for Managers training workshop. Code of Practice on Freedom of Speech was revised in 2024.</p>
ix.	Ensure that procurement policies and data are in place to evidence diversity in procurement.	<p>The Equality Standard is referenced in the Procurement Strategy and linked to the University's Corporate and Social Responsibilities objectives. Bangor University will have due regard to the Public Sector Equality Duty when procuring works, goods and services. This is undertaken via the University's Sustainable Procurement Checklist, which requires commissioners to consider equality and diversity issues when preparing specifications.</p>
x.	Ensure a broad understanding of the relationships between equality and our sustainability strategy and civic mission strategy.	<p>Stated in the University's Strategy 2030. Ongoing.</p>
xi.	Athena Swan Silver award – ensure the delivery of our Action Plan.	<p>The AS Self-assessment teams (SAT) has now become the AS Working Group and meets annually each November to critically evaluate progress against the action plan.</p>
xii.	Race Equality Charter – apply for a Bronze award and ensure the delivery of our emerging Action Plan.	<p>Race Equality Charter Bronze award was achieved in April 2025. It's a 5 year award. To ensure the Action Plan commitments are met, the Self-assessment Team (SAT) will become the REC Working Group to oversee delivery.</p>
xiii.	As a Disability Confident 'Employer' continue to review and improve the support we provide for staff, students and prospective staff and students who have impairments by removing barriers to employment and study, in accordance with the Social Model of Disability.	<p>9.1% of our staff identify as disabled. Reasonable adjustments are provided to all staff (not just staff who identify as disabled) to enable everyone to achieve their full potential at work.</p>

Strategic Objective 2 - Student Focused

To provide all students with an inclusive, supportive and safe learning and living environment. We will champion and promote diversity and create a multi-cultural and bilingual community of tolerance, dignity and respect to provide students with an experience that is meaningful and purposeful. We will continue to work towards the elimination of discrimination and advancing equality of opportunity.

	Priorities	Progress
i.	Attracting students – improve our visibility as an inclusive and supportive place to study, ensuring we provide a diverse representation of the University as a place to study to prospective students to demonstrate our diversity e.g. at open days.	<p>We have developed a new Marketing & Communications Strategy that includes the following:</p> <ul style="list-style-type: none"> • We have invested in new photography which shows the diversity of our student population and we are launching new web pages in February. • We have launched a Student Ambassadors Scheme and now have more than 300 students, from across the entire community, who represent the University at Open Days, Fairs and other key recruitment events. • We have increased our video content and social media presence, again demonstrating the diversity of our community. <p>REC RAP: 1.4.4 Include BU's commitment to REC on university home webpages. 1.4.5 REC membership and race equality work to be embedded in brand development work.</p>
ii.	Developing and providing inclusive teaching, learning and assessment. Supporting the work of the Decolonisation Network.	<p>REC RAP and AS SAP:</p> <p>4.1 Embed inclusive teaching and learning practice across the University, via our Inclusive Practice T&L Action Plan, to ensure students feel a sense of belonging and representation within their institution (AS SAP Priority 4).</p> <p>4.3 Discuss, plan, and embed decolonisation and anti-racism into the curriculum across programmes and subject areas, e.g. by School Teaching and Learning Committees (AS SAP 4.2.4).</p> <p>An active Decolonisation Group is working on this matter, with members drawn from academic Schools across the university.</p>

iii.	Continue to provide and prioritise high quality wellbeing services for students e.g. Personal Learning Support Plans, counselling.	<p>We continue to provide high quality wellbeing services. In the 2023 – 24 academic year 2228 students registered with Disability Services, of these 2107 with PLSP.</p> <p>A Student-led Mental Health & Wellbeing Strategy 2023 – 2025 has been developed.</p>
iv.	Monitor student retention and experience to understand and remove barriers to enable students to complete their studies and achieve their best.	<p>Analysis by student characteristic group is presented in our student retention annual report, with an aim to focus on retention gaps related to ethnicity and deprivation as part of a deep dive into the data, including intersections between the groups.</p> <p>Student protected characteristic groups are also presented in our student experience reports covering results from the National Student Survey (NSS), Postgraduate Taught Survey (PTES) and Postgraduate Research Survey (PRES). The student experience dashboard also provides analysis by student characteristic groups.</p> <p>REC RAP: 4.4 Enhance our academic and pastoral support for ME students, developing interventions specifically aimed at reducing our continuation rate gaps.</p> <p>4.4.1 Recruit peer guides and student ambassadors who represent diverse student body to increase sense of belonging within disciplines for ME students.</p> <p>4.4.2 Develop school level action plans to target continuation rate gaps for ME students based on school level data.</p>
v.	Analyse and understand the student awarding gap and identify actions to address inequalities of outcome.	<p>Student characteristics are presented as part of our annual Degree Classification report, and Degree Outcome Statement to identify awarding gaps and inform action planning. Dashboards have been produced to identify gender and ethnicity awarding gaps to support applications for Athena Swan and the Race Equality Charter, improving access to the data and supporting action planning.</p> <p>REC RAP: 4.2 Reduce ethnicity awarding gap. 4.2.1 Appointed a university academic lead to develop and lead to lead the Inclusive T&L Plan (0.2 FTE CELT/T&L lead) including facilitation of reducing the ethnicity awarding gap.</p>

vi.	Provide high quality employability and career support.	Developed a Code of Practice for Careers Education, Information and Guidance in 2024.
vii.	The elimination of all types of harassment.	Student Harassment Policy webpages report & support – link to web docs. Sexual Misconduct Prevention & Support Strategy. Bystander training , ongoing and being further developed in coming year.
viii.	Tackling violence against women, domestic abuse and sexual violence	Sexual Misconduct, Violence & Harassment Working Group
ix.	Provide an excellent Pastoral care system/personal tutors.	<p>We have developed a signposting guide (Signposting Guide Bangor University) to help staff when supporting students. This online guide includes information on student issues, including signposting procedures to follow for various issues. The aim is to ensure consistency in information provided to students and to avoid delays in identifying how to signpost students if colleagues are not sure how best to address an issue.</p> <p>We have developed personal tutor training this year, with over 100 staff trained to date.</p> <p>Student Life Guide - An A5 book with information for new students and an academic calendar was produced for distribution to new students in September. The Guide, available bilingually, includes pocket sized guides to Student Services and illustrates our holistic approach to communication that encompasses provision of face-to face information, online and physical materials.</p> <p>Go Further events took place in semester 1 and Semester 2 for both Bangor and Wrexham campuses which included promotion of student support and wellbeing services to students.</p> <p>The Senior Tutor Forum meets 5 times a year, with Senior Tutors from each academic school, as well as staff in student services and administration, to share best practice and highlight any issues/trends coming through from the pastoral care system.</p> <p>A Compassionate Communications project has been developed, with a focus on reviewing current and existing communications practice through automated emails and email templates from across the University, to make recommendations on how those communications can be adapted to be more accessible and compassionate. In looking at current practice the project will</p>

		develop style guidelines to assist future communications with students. This aims to be in place by July 2025 with a clear set of Style Guidelines as well as a training resource that can be used by different staff across the University.
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Strategic Objective 3 - Staff Focused

To provide all staff with an inclusive working environment that promotes positive values and behaviour as part of a diverse and enabling culture, creating a bilingual community of tolerance, dignity, and respect.
 We aim to provide an employment-offering and environment to attract and retain a diverse workforce. We will continue to work towards the elimination of discrimination and advancing equality of opportunity, supporting staff to thrive in an inclusive and diverse, bilingual workplace.

	Priorities	Progress
i.	Improve our visibility as an inclusive and supportive place to work.	REC RAP: 5.1.1 Develop inclusive applicant packs that demonstrate our commitment to EDI and race equality including RAP developments in relation to support for ME staff. LGBTQ+ Network Actions. In 2024 we facilitated the development a Staff Neurodiversity (ND) Network.
ii.	Increase workplace diversity by being an employer of choice, and attracting, retaining, and supporting a diverse staff group at all organisational levels, thus addressing the under-representation that exists within senior management and senior academic roles.	REC RAP: 5.1 Increase racial diversity of our workforce, particularly in Professional Services, reviewing our current recruitment, selection, and promotion and re-grading practices with a particular focus on ensuring we reduce the impact of racial bias and discrimination. (AS SAP 2.3.1, 2.3.2, 2.3.3). (B2030 People Priority, EDI)
iii.	Identify opportunities and eliminate employment-based barriers in recruitment and promotion that prevent staff from all backgrounds from reaching their potential.	REC RAP and AS SAP: 5.1.2 Trial anonymous hiring across Professional Service roles (AS SAP 2.3.1).
iv.	Enhance inclusion through improved people management across the University.	Continuous review and training provided to managers on Recruitment & selection, Sickness Absence Management, Supporting Capability, and performance Management. Regular appraisals via the PDR process.

v.	Promote and advance consistent employee support/family friendly/dynamic working practice and provision for improved work life balance in line with sector leaders.	The University offers a range of enhanced schemes e.g. enhanced maternity leave payments and leave available from day 1 of employment. Dynamic working policy to enable staff to work from a variety of UK locations, if the role allows. Dynamic working uptake will be reviewed during the 2025 – 2026 academic year and an Equality Impact assessment carried out.
vi.	Take action to reduce pay gaps for protected groups at all levels within Bangor University.	Gender pay gap, disability pay gap and ethnicity pay gap information is reported annually with an associated action plan.
vii.	Raise awareness of domestic abuse and provide support to staff experiencing domestic abuse.	Scoping work has begun to develop a policy or toolkit. However, in the meantime cases are support by dedicated HR Officers on an individual basis.

Key:

REC – Race Equality Charter

RAP – Race Action Plan

AS – Athena Swan

SAP – Silver Action Plan