Strategic Equality Plan (SEP) Annual Monitoring Report 2022: Appendix 1

Action plan based on objectives identified in the Strategic Equality Plan

Actions undertaken as part of this plan will be reviewed by the Equality, Diversity and Inclusion Committee. Consultation may also take place as appropriate with relevant groups such as Trade Unions and Student representatives.

Please note this is not an exhaustive report of every activity undertaken to improve Equality, Diversity and Inclusivity across the University as there has been positive work carried out independently of the Strategic plan and also work that has had an impact across all objectives of the Strategic Equality Plan.

The progress report contains information on what has been achieved to this date throughout the reporting period April 2021-Mar 2022. In some cases there is information within about future actions but primarily information about future actions will be contained within the University's Strategic Equality Action Plan 2020-24 available [here](#).

RAG (Red/Amber/Green) status against all actions

Obj 1 – Student Journey	1	2	3	4	5	6	7	8	9	10	11	12	13
Obj 2 – Staff Environment	14	15	16	17	18	19							
Obj 3 – Building and Maintaining Relationships	20	21	22	23	24								
Obj 4 – Accessible Environment	25	26	27	28	29								
Obj 5 – Enhancing Governance Structures	30	31	32	33	34	35	36	37	38				

Red	Very limited or no progress
Purple	Very limited or no progress due to the significant impact of the COVID pandemic
Amber	Some good progress or progress in areas not covered by the measurable outcome(s)
Green and black	Excellent progress or action complete but unable to meet specific wording of measurable outcome(s)
Green and white	Action complete

Objective 1: A University that supports an inclusive student journey through recruitment, admissions, wellbeing and learning environment.

1.1 Issue/area for action: Inclusive Curriculum

No.	Action	Desired outcomes	Accountability	Timescale/target date
1	Scope an initial review of current inclusive curriculum practices within schools to establish our areas of strength in relation to ED&I in the curriculum as well as areas for development/enhancement. This will include defining 'inclusive curriculum' in the broadest sense.	A clear definition on what we mean at Cardiff by 'inclusive curricula', examples of best practice in embedding ED&I in the curriculum and a proposed approach to reviewing the extent to which inclusivity is embedded within academic programmes.	Centre for Education and Student Innovation	Within 2020

Work in 2020 was reprioritised to focus on delivering the curriculum in a way that complied with social distancing requirements for COVID-19. Significant work was carried out in order to recognise and respond to specific requirements.
Work commenced on the following:
- Looking at definitions of 'inclusive curricula' from other sector sources.
- Researching sector wide activity to ascertain best practice examples in the sector.
- Obtaining feedback from Student 'Champions' on their view of inclusivity and what that practically means in CU.
- Using all Student Champions' feedback, review responses to establish common themes and terminology associated with IC for word search of qualitative data sets.
- Identifying EDI contacts in all academic schools for future reference point.
- Consulting with Schools and students on the draft definition and ongoing approach to the support and enhancement of this area of work.

Progress against actions has also been slower than anticipated in 2021 due to ongoing COVID-related requirements impacting resource requirements for the Academy . However, the following work was carried out:

No.	Action	Desired outcomes	Accountability	Timescale/target date
	• A small-scale scoping exercise was undertaken in Spring 2021 via a request to Schools for information on current practices in relation to inclusivity. Whilst some existing practices were highlighted, a comprehensive response was not achieved, and it was not possible at that time to upscale the scoping activity due to capacity issues. • In May 2021, the Academy recruited to a new post - Curriculum Development Officer for Inclusive Curriculum - which provides dedicated and specialist support to Schools to drive forward this agenda. • In September 2021, an appointment was made to an Academic Lead role for Inclusive Curricula. • The establishment of a new institutional, strategic project on Inclusive Curricula was launched at the start of the academic session 2021-22. Phase One of the project is focused on scoping, however, the exercise has been significantly upscaled and now encompasses eight workstreams designed to gain a comprehensive picture of current practice within the University, identifying both areas of good practice and priorities for enhancement, as well as an external search of the sector to help inform and shape thinking. • An operational group has been established to drive this work forward. Workstream two reflects the original actions set out in the Strategic Equality Plan and will build on the Spring 2021 scoping activity. All eight workstreams are detailed below: • Review of existing data: to understand what the data we have tells us about inclusivity in Cardiff and identify priority areas. This includes student experience survey feedback, attainment data and graduate outcomes. • Review of current state of play in Schools: to identify case examples, best practice as well as highlighting possible challenges/barriers and support needs. • Review of policies and guidance documents: to review the extent to which key policies, processes and guidance documents currently address issues of inclusivity either explicitly or implicitly. • Review of key learning support mechanisms: to review the extent to which key learning support mechanisms address issues of inclusivity, including digital accessibility. • Review of CPD for staff: to identify training already provided and degree to which inclusive education included explicitly or implicitly. • Review of sector approaches, practices and trends: to gain a broad understanding of the different approaches to inclusive education that have been adopted across the sector. • Audit of inclusive curriculum initiatives adopted in sector: to build on the review in workstream six by collating information on strategic and operational approaches within the sector to inclusive curriculum and the different initiatives that sit within this work. • Discussion with inclusive curriculum leads in other HEIs: to gather information from the sector not available publicly on websites or in publications to gain insights into lessons learned, 'what works', roles and responsibilities, structure and size of			

No.	Action	Desired outcomes	Accountability	Timescale/target date
	teams dedicated to this work, etc. This more expansive and thorough scoping exercise will enable Cardiff to establish a detailed picture of the current institutional state of play in relation to inclusive curricula, including strengths, weaknesses, opportunities and priorities whilst also learning key lessons from across the sector in relation to strategic approaches to inclusivity. As part of workstream 2, two pilot projects are currently underway utilising different approaches to enhance the way in which inclusivity is embedded within curriculum design: 'Maximum Effort' is a collaboration between the Learning Academy's Curriculum Design Officer for Inclusivity, and Student Engagement Manager and the School of Earth. This pilot is currently scoping existing levels of inclusivity across school habits which impact curriculum design. Data will be sourced from policy, evaluations of practice, and relevant metrics across the school's teaching, recruitment, and student engagement. - Methods for Inclusive Constructive Alignment (MICA) is a collaboration with a range of new and senior staff in the School of Psychology. A research/evidence-based method has been developed by the Inclusive Curriculum Design Officer to provide lecturers with a step-by-step technique for augmenting learning delivery to support student engagement with sensitive material and enhance overall engagement. The MICA pilot's evaluation is scheduled for 02/2021.			
2	Develop online Equality training module for students.	The University has a module available to all students that will provide an initial overview of relevant equality, diversity and inclusion issues that will provide a better understanding to students of acceptable behaviours as well as encouraging inclusive behaviours and preparing students for future employment expectations.	Compliance and Risk	Dec 2020
	In 2020 an intern (working with the Compliance and Risk Team) carried out research across the sector looking at the requirements of a Student EDI training module. An outline of a training programme has been created and some consultation work has been carried out with key stakeholders such as Student Union, Registry, Student Support and Wellbeing, Residence Life.			

No.	Action	Desired outcomes	Accountability	Timescale/target date
Progress with this action has been impacted with COVID-related resource impliacations and staff turnover in 2021. The module content has been completed however this needs to be uploaded to a user-friendly platform, which requires support from Cardiff Learning and Teaching Academy / IT. Discussions are taking place with the College of Physical Sciences and Engineering regarding a proposal for a pilot project to deliver EDI student training.				

1.2. Issue/area for action: Recruitment and Admissions

No.	Action	Desired outcomes	Accountability	Timescale/target date
3	Reviewing contextual admissions policy to ensure we are having positive impact on attracted more contextual admissions and hopefully not having unforeseen effects.	To be in a position to use the data to increase knowledge of student needs within the student support environment. To widen the work to research admissions.	Head of Admissions	Dec 2020
The contextual admissions policy is currently in the scoping stage of a full review (2021-2022) . Due to the impact of the pandemic and changes to the level 2 and 3 awards process, full analysis of the impact and effectiveness of the current contextual admissions policy is not possible. This is due the impact of decisions made to temporarily change grades and awards to prevent disadvantage as a result of the COVID pandemic. The future review will look at if the current data sets used remain fit for purpose or if alternative data sets can be used to achieve the same purpose. An updated policy may be implemented for the next admissions cycle (to be confirmed following completion of the scoping), and if that is not possible, the current policy will remain in place but data sets will be refreshed. Interim reviews have not indicated any issues with the current policy, however we are committed to a regular review cycle. Updated timescale: October 2021-June 2022				

No.	Action	Desired outcomes	Accountability	Timescale/target date
4	Develop an evidence base for the Discovery project (led by the Widening Participation and Outreach team), which aims to support students who have autism spectrum conditions to progress to university and succeed thereafter.	A robust report evaluating impact and identifying recommendations for the future.\n\nImproved pathways for students from Widening Participation projects through to Student Support services.	Widening Participation Team	2020/21

In 2020 the Discovery Project moved online as a result of Covid19. A summer programme was also delivered through Minecraft in 2020 and an evaluation report was produced in September 2020. The project was evaluated with reference to the NERUPI framework (Network for Evaluating and Researching University Participation Interventions)

Quote from a parent of a participant who attended the Discovery project and festival:

"In a world that has been constantly changing, Discovery was the anchor point that my child needed"

The evaluation plan for 2020/21 activity continued to be developed for 2021/22 activity. Students from the Discovery programme who enrolled at Cardiff University were eligible for the Evolve programme, which provides specialist transition support and the development of action plans tailored to their needs and requirements. Based on engagement with students and parents, we have developed a Minecraft programme for Discovery participants to support transition to university through an immersive experience.

Based on evaluation and consultation we have also developed a new Podcast: University, Autism, and You.

No.	Action	Desired outcomes	Accountability	Timescale/target date
5	Identify degree programmes with gender imbalances (e.g. Healthcare and STEM) and develop practices within existing Widening Participation programmes (e.g. Access to Professions, Step Up to Uni and the Trio Sci Programmes) to address this issue	To address and improve issues of gender imbalance for identified degree programmes.	Widening Participation Team, Academic Schools and Colleges, Planning (data)	2020/21
In order to progress this action, we have created a Widening Participation Strategy and Evaluation Manager post. This post works with Admissions and Marketing teams to develop a WP data dashboard, which will include gender. This is now a key enabler for the WP Strategy and will be supported by Planning and the WP Team to ensure baseline data is available. This work is ongoing with Widening Participation data being developed as part of the WP strategy.			
6	Build on the current provision to improve the retention rate for mature students; undertake further analysis of mature student retention rates. Identify students who attend the mature students' induction event and investigate whether or not they have improved retention rates against the control group (those who do not attend the induction event).	Improved retention rate for mature students.	Widening Participation Team, Student Support, Academic Schools and Colleges	2020/21
As with action 5 (above), a Widening Participation Strategy and Evaluation Manager post has been created to assist with progressing this action. We have also created a small team to focus specifically on Transition for vulnerable groups, including Mature Students. A Mature Students welcome event was delivered virtually in September 2020 and mature students were added specifically to the WP strategy in 2021. Discussions are therefore ongoing surrounding how best to support this group. In 2021 focus groups were held with first-			

No.	Action	Desired outcomes	Accountability	Timescale/target date
	year mature students and the findings will be used to develop future provision. A mature student induction event is scheduled to take place for December 2021.			
7	Work with the Widening Participation and Outreach team to develop the University's current engagement with key community events, such as: • Cardiff Pride • Iris Prize • Soapbox Science (promoting gender balance in STEM subjects)	To develop a programme of Community Outreach activities that promote and celebrate equality, diversity and inclusion, identifying how these can link into wider University objectives (e.g. staff and student recruitment).	Widening Participation Team	2020/21
	Many events were cancelled in 2020 and 2021 due to the impact of the COVID pandemic. Cardiff University continues to be a sponsor of Iris Prize. Other community events are currently on hold due to COVID.			
8	Promote community learning opportunities for under-represented groups through the University's Live Local;Learn Local programme, which offer Level 3, 10 Credit Courses for a wide range of groups, including, but not limited to: • Asylum seekers and refugees • Women Seeking Sanctuary African Centre for Entrepreneurism	To monitor engagement of under-represented groups and identify further under-represented groups to work with through the programmes	Widening Participation Team	2020/21
	This project has been impacted by the COVID pandemic.			

No.	Action	Desired outcomes	Accountability	Timescale/target date
	We have been piloting some community courses remotely (by using IT facilities in community centres for tutors to dial in) and are prioritising learners who meet the following characteristics: • Mature students • Asylum seekers and refugees • BAME • Single parents • NEET We have also linked up a Grangetown revision project for school students from the Somali Community with our classroom experience project. Current university students are delivering revision sessions and homework support for children from the Somali and other BME communities in the local area. • Live Local Learn Local - 10 courses ran with 91 learners in the 2020/21 academic year. • We have recently gained approval from UEB to appoint a WP Manager for Diversity and Inclusion. This person will take a lead on developing outreach, recruitment and transition support for Black, Asian and Minority Ethnic Groups. • As part of this work, we have also gained approval to become a member of the COWRIE scholarship programme. The programme aims to support Black British student to progress to university through fee waivers and bursaries to cover maintenance and living costs. • In 2021/22 we will launch a new project in Grangetown called 'Parent Power'. The project was designed by 'the Brilliant Club' and is now taking on a franchise-like model to create hubs across the UK. The project provides support and helps parents to develop skills in community organising and advice and guidance on accessing higher education. It aims to empower parents to make change to support their children's future and ensure their children have a fair chance in education and their future careers. • The University has focussed on Grangetown in order to develop our understanding of the barriers to HE for certain BAME groups. It will also create an opportunity to promote the COWRIE scholarship programme.			

1.3 Issue/area for action: Addressing differential student attainment and retention

	Action	Desired outcomes	Accountability	Timescale/target date
9	Phase 1: Having undertaken quantitative analyses of the last 5 years of attainment data, the BAME attainment gap task and finish group will report their findings and produce a University level action plan to feed into the Race Equality Steering Group. Phase 2: School level quantitative analyses to feed into local qualitative work with Heads of Schools to understand the context behind the findings to develop local actions to address the BAME attainment gap at a School level.	BAME students and staff should not be left to resolve issues for the institution and at the same time engage in potentially emotionally challenging conversations about race without access to support and considerations for their wellbeing during the process. Students are being consulted as to the types of signposting and range of support options they feel would be appropriate.	Dean of EDI (Lead) supported by the BAME attainment Gap Task and Finish Group. Support to be provided by the Race Equality Steering Group.	June 2020-Dec 2020 (School Level)

Phase 1 of this action was carried out in 2020/21 and included the following actions:
The BAME Awarding Gap Group combined the evidence from the #closingthegap report, aligning with the qualitative Cardiff University data from student surveys (ACMA) and outputs from the senior staff conference to develop an action plan. This includes best practice from across the sector and the focus group-student facilitator/survey model for School level understanding of different barriers and enablers across the University. Actions have been themed to consider the University culture, admissions, curriculum content and learning environment, student support and wellbeing. The Race Equality Student Working Group consulted on the action plan & a final set of ten recommendations were agreed.
The action plan will feed into the University's Race Equality Steering Group, Equality, Diversity and Inclusion Committee and Academic Standards and Quality Committee for coordination and monitoring against the agreed outcome measures. The measurable outcome will be a reduction in the BAME awarding gap long-term with an aim to reach a zero gap and a <5% gap across all University programmes by 2025.

Phase 2 work also started in 2020/21 and included the following actions:
The Senior Staff Engagement: An Active Approach to Race Equality has been initiated running virtually from Nov 20 - Jan 21. Individual meetings with each Head of School & the Dean of EDI, Senior Compliance Officer for Race, Religion & Belief are underway. Aims are to: 1. Reflect on Race Equality practice in the School - signpost to 'Strengthening Race Equality: A Resource Guide': https://intranet.cardiff.ac.uk/staff/news/view/2470705-strengthening-race-equality-a-resource-guide. 2. Review the BAME awarding gap School data - current position & wider context - signpost to recommendations for local actions. 3. Consider the University's approach to Race Equality and the next steps for the School. These meetings will be followed up in 6 months.

Action marked as complete in 2020, however work continues in this area including the following:

Senior Staff Engagement Initiative: An Active Approach to Race Equality.
An Active Approach to Race Equality, task and finish group (Heads of School Meetings) was completed in July 2021 and significant progress has been made to develop School Level Action plans. Cardiff University is in the process of implementing its Cardiff University Race Equality Action Plan which seeks to coordinate many anti-racist endeavours more effectively by introducing robust new institutional governance structures to ensure connectivity and sustainability. The University-Wide Race Equality Action plan will be underpinned by the School Level Action plans currently under development.

Schools to individually and confidentially receive their BAME awarding gap school data. Actions arising out of this include:
- Review the current position and signpost to recommendations from the #Closing the Gap Report.https://www.universitiesuk.ac.uk/what-we-do/policy-and-research/publications/black-asian-and-minority-ethnic-student
- To understand and explore school level data concerning our Black, Asian and Ethnic Minority Student Awarding Gap and discuss what the data reveals.
- Reflect on Race Equality practice in the School and signpost to 'Strengthening Race Equality: A Resource Guide.
- Consider the University Race Equality strategy, networks and support available, then consider the next steps for the school.
- Develop an action plan to feed into the Race Equality Steering Group and tackle the barriers identified across the University.

| 10 | The BAME attainment gap group in consultation with the student cohort and the Students' Union provide an accessible recorded plenary session to provide all participants with knowledge of the | Not only improving institutional understanding of their lived experience but in addition providing sector wide knowledge of race -equality through presentations from various members of staff including the Dean of EDI. Thus creating a reciprocal approach to improving race-equality. | Dean of EDI (Lead) supported by the BAME attainment Gap Task and Finish Group. | March 2020 |

 	background to the project, its context and its aims.

Action Complete: The BAME awarding gap group in consultation with the Students' Union delivered & recorded by Panopto a plenary session to provide potential participants with knowledge of the background to the project, its context and its aims. Speakers included the Dean of EDI, Senior Compliance Officer for Race, Religion & Beliefs, Student Wellbeing Manager, the Chair of the Race Equality Student Working Group & the BME Student Union Officer. This was done in February 2020 ahead of the launch of the qualitative focus groups that were planned for March 2020. Facilitator training was complete & a confirmed set of questions for the sessions agreed after consultation with key stakeholders.

Phase 2 (amended due to COVID impact)

The focus groups were advertised & participants had signed up to sessions just as the COVID pandemic initiated the first lockdown therefore sessions were cancelled. Questions were adapted into a student survey and were planned to be launched later in 2020 however, following the murder of George Floyd and the Black Lives Matter Movement it was agreed not to circulate the survey at that time. Instead, the model of student focus groups, with the recorded plenary, facilitator training, question set, or student survey will be provided to Schools as part of the Senior Staff Engagement: An Active Approach to Race Equality for Schools to conduct qualitative work as part of their three year action plan in this area.

The Race Access and Success initiative took place from February - November 2021 and is a HEFCW funded enhancement programme in partnership with Advance HE. The programme was aimed at ensuring the progression of an anti-racist future in higher education in Wales. The project is being led across all Welsh HEI's and the lead facilitator, Susan Cousins is resourced by Cardiff University.

Objectives:

To set a clear vision for an anti-racist university and put in place institutional priorities.

To begin crafting an institutional action plan to progress race equality through the university and within the community.

Race Access and Success is a collaborative project aimed at unpacking the unique challenges that exist within each institution. It is an enhancement programme, designed to encourage universities to improve their response to institutional and individual racism through an innovative series of:

Action Learning Sets:
- Sharing good practice
- Workshops
- Break-out discussions

Half day consultations focused on:
- The challenges in your institution in discussing race equality.
- Achievements so far on race equality

Full day consultations focused on the co-production of a draft action plan:
- Specifically focussed on supporting Welsh Institutions to complete and deliver a draft race equality action plan.
- Develop draft action plan to submit to Race Access and Success.

The programme was delivered in collaboration with 11 higher education providers across Wales:
Aberystwyth University, Bangor University, Cardiff University, Cardiff Metropolitan University, Swansea University, University of Wales Trinity St David, University of South Wales, Royal Welsh College of Music and Drama, Wrexham Glyndwr University, The Open University in Wales, and Grwp Llandrillo Menai.
Welsh HE institutions will have had the experience of progressing race equality through the development of their draft action plans.
All the universities taking part have either signed up to the REC or have proposed timeframes to apply.

1.4 Issue/area for action: Supporting the wellbeing of students with protected characteristics

	Action	Desired outcomes	Accountability	Timescale/target date
11	Identify existing equality data collected and evaluated by Student Support and Wellbeing Identify key service developments that target students with protected characteristics and establish outcome measurements	Establish data from current systems and develop an action plan of developments that support students with specific protected characteristics.	Director of Student Support and Wellbeing	Dec 2020
Actions planned hav been significantly impacted by the COVID pandemic requiring pivoting of services to remote delivery and the provision on additional student support services.				

Implementation of anticipated Case Management systems will be able to provide the MI data to support the progress of this action going forward.

Student Life will review the actions in 2022 to reflect the breadth of activity from services for students with protected characteristics.

Additional barriers to progressing the review of actions included the implementation of the new case management system and the occupation and transition into our staff working in the Centre for Student Life.

Recruitment of a recurrent operational data and systems analyst was conducted in November 2021. We were unsuccessful in appointing a suitable candidate but plan to repeat the recruitment exercise.

Engage 2 Serve our Enquiry and Case Management. system went live 27 June 2021. There will be a period of 'optimisation' which will facilitate service data analysis to support this outcome.

As a result of the pandemic additional services were provided for students since December 2020 which involved:

- The Cardiff Aspire Scheme, which awarded disabled students a £350 grant to spend on additional study resources. The scheme was resourced from additional targeted HEFCW Covid funding.
- Enhancement of the indication events for disabled students with the new indication event for disabled students with anxiety disorders.
- A 'Science of Happiness' programme was piloted aimed at providing wellbeing support for students less likely to engage with traditional wellbeing services e.g. male students. The programme is being evaluated and options for delivering in 2022 are being explored.
- We have partnered with an outsourced counselling provider that is able to accommodate therapists from their network that identify with a broad variety of ethnicities, they also offer therapy in a range of languages.
- The entirety of our Health and Wellbeing team have completed cultural competency training.
- With our existing peer-2-peer social network for support, Talk Campus, we are implementing an emergency crisis support service which will be available in multiple languages. The preferred access is through the app which has been tested for accessibility and seeks to provide support 24/7.
- Student Life has established in 2021-22 a Support for Black, Asian and Minority Ethnic Students working group, which includes staff from Student Health and Wellbeing, International Student Support, Student Disability, Student Funding and Advice. The group will share plans and collaborate on developing support for BAME students.

- The University's sector leading Disclosure Response Team exists to provide support for students that have been the victim of violence or abuse. This includes harassment or discrimination relating to any protected characteristic. This support service has recently been granted additional resource in recognition for high demand, particularly around the occurrence of George Floyds death and the black lives matter awareness campaign.
- The University has evaluated our pilot of LGBTQ+ and Allies accommodation for first year accommodation in our halls of residence as a success, this provision has been extended to 2021/22 and will be made available in subsequent years.
- Enhanced transition support was provided for students from widening participation backgrounds that included students with protected characteristics. Care experienced and estranged students, asylum seekers, veterans and disabled students accessed bespoke pre-arrival guidance and transitional one to one support, which will continue through 2021/22.
- The online Orientation programme was enhanced. The programme, which is now in its second yea, is accessible to all new students through a mobile enabled platform. Content was available in both Welsh and English and compliant with accessibility standards. The new platform was completed by more than 75% of the new student cohort.
- Our Futures team have enhanced support for BAME students including: an Equality and diversity in the workplace section added to specific area of student intranet, the organisation and management of an Admiral Aspire BAME internship which placed 5 students and a Mix Up & Pitch event to provide a platform for black students to network & showcase their business ideas.

Several support initiatives were enhanced or developed to support student's wellbeing specifically in response to the pandemic. These include:
- Talk Campus:
- Click & Connect: Informal, supported group. Offered twice a week by the Students' Union with support from the Student Connect Team.
- Weekend Student Connect: telephone service 10.00-16.00 Saturday and Sunday for 6 weeks during October and November 2020.
- Guidance on Disabled students and accessibility of online learning platforms was developed to support academic staff.

12	Establish equality reporting requirements for new IT systems	To provide robust data on the engagement of students with protected characteristics with Student Support and Wellbeing. Enable the analysis with University data on retention, attainment and employability to inform and review action plan.	Director of Student Support and Wellbeing	February 2021

The new enquiry and case management system (Engage to Serve: Retain) for Student Life went live 27 June 2021 and service onboarding was phased through to December 2021. We will continue to develop our use of Target Connect for Careers and Employability and other student development opportunities.

Recruitment of a recurrent operational data and systems analyst was conducted in November 2021. We were unsuccessful in appointing a suitable candidate but plan to repeat the recruitment exercise.

Data on student's protected characteristics has been requested to be accessed from SIMS to enable an understanding of student engagement with services across Student Life.

13	Establish a monitoring process in line with divisional planning and reporting	To evaluate the impact of activity to inform service developments	Director of Student Support and Wellbeing	Dec 2020
Progress with this action has been impacted by the COVID pendemic and pivoting of services to remote delivery and the provision on additional student support services in 2020/21 and 2021/22.				

Objective 2: Creating a staff environment where we improve the diversity of our recruitment and enable our staff to progress and develop in a supportive environment.

2.1 Issue/area for action: Recruitment

No.	Action	Desired outcomes	Accountability	Timescale/target date
14	Collate and analyse recruitment baseline applications data and compare with local community data to identify demographic under representations in applications and how further support for an inclusive research culture could impact on recruitment.	Data provides information on the groups who face perceived or actual barriers in applying to work at Cardiff University and how these impact on an inclusive research culture as an institution where relevant.	Human Resources – Head of HR Operations and Responsible Research Assessment Officer	September 2020
	Recruitment controls continued throughout 2020/21 but have recently been removed. As recruitment was largely limited to internal movement only, progress against targets to compare University data against that of the local community has been impacted. As recruitment increases the target date can be reviewed to ensure meaningful data comparison. The Race Equality Steering Group with support from the Equality Diversity & Inclusion (EDI) Committee and University Executive Board (UEB), has introduced an initiative to encourage recruiters to think more about the ethnic diversity of their interview panels. A pilot programme held from 19 April to 14 May 2021 resulted in seven panels from a group of 17 (41%) reporting that their composition contained at least one ethnically diverse panel member. There is no previous data with which to compare these results, but a survey sent to pilot participants including ethnically diverse representatives, other interview panel members and HR administrators involved in the process will inform the University-wide launch of the initiative scheduled for 2021/22.			
15	Utilise baseline data in conjunction with qualitative feedback to identify barriers in applying to work for Cardiff University across all protected characters with an initial focus on gender and ethnicity and how removal of such barriers could support an inclusive research culture where	Identify priorities to address barriers linked with specific protected characteristic groups and an inclusive research culture where relevant.	Human Resources – Head of HR Operations and Responsible Research Assessment Officer	December 2020

No.	Action	Desired outcomes	Accountability	Timescale/target date
	relevant to the post. Feedback will inform revisions to our recruitment processes.			

Although baseline data has been difficult to analyse due to recruitment controls there has been the opportunity to examine barriers in applying for working at Cardiff University and to put in place some initial actions. As recruitment increases, data can be analsyed to support these and future initiatives to develop and grow.

The Race Equality Steering Group with support from the Equality Diversity & Inclusion (EDI) Committee and University Executive Board (UEB), has introduced an initiative to encourage recruiters to think more about the ethnic diversity of their interview panels.

A pilot programme held from 19 April to 14 May 2021 resulted in seven panels from a group of 17 (41%) reporting that their composition contained at least one ethnically diverse panel member. There is no previous data with which to compare these results, but a survey sent to pilot participants including ethnically diverse representatives, other interview panel members and HR administrators involved in the process will inform the University-wide launch of the initiative scheduled for 2021/22.

Consultation with colleagues from the Race Equality Steering Group identified the language used in our job descriptions as a potential barrier to recruitment. A working group has been established and has modified language used in support of a number of roles. Work continues to extend this initiative to generic Grade 1-4 job descriptions in the professional services.

A Professional Services Work experience project invited students from Cathays High School into the University to have a weeklong work experience taster. This initiative and the Careers and Role Models events in Grangetown have enabled the University to show the breadth of jobs available at the University and encourage local community underrepresented groups including ethnically diverse members of the community to consider the university as an employer.

UEB, at a meeting on 16 November 2021 approved the sign up to the Cardiff Jobs Community Compact which will ensure that Cardiff and locally based residents have raised awareness of job/career opportunities at the University. Specific engagement events are also possible as part of this initiative which will follow similar lines to that previously used to support potential applicants.

No.	Action	Desired outcomes	Accountability	Timescale/target date
16	Mandatory unconscious bias online training for all staff with monitoring to ensure uptake particularly of all staff involved in recruitment. Development of a suite of interview questions that support an inclusive research culture as part of the selection process.	All staff involved in recruitment completed mandatory unconscious bias online training. All staff in recruitment receive training on inclusive research assessment and interviewing.	Human Resources – Head of HR Operations and Responsible Research Assessment Officer	August 2020 Annual monitoring of uptake January 2021 (8 months following the completion of phase 1)

As of 1/01/2022 65% of the University community have completed Understanding Unconscious Bias online training. Future developments in our Core HR and payroll system functionality can be used to improve the employee onboarding process and help specifically drive-up awareness of the need to undertake mandatory training, including the EDI and Unconscious Bias modules.

A set of recommended responsible research assessment interview questions have been developed and distributed to HR Business Partners and HR leads in Schools in January 2020. These questions are listed below for colleagues to use as part of our commitment as a signatory of the San Francisco Declaration on Research Assessment (DORA). Questions are intended to be viewed as a resource from which chairs of interview panels can draw inspiration while preparing to interview an applicant for a Teaching and Research or Research post. These interview questions are compliant with the principles are practices of DORA, and we would recommend that interview panels adapt them to local interview contexts. We will review the interview questions on an annual basis.

1. Where will your research programme be in five years and how can Cardiff University help you get there?
2. What do you think has been the value/impact of your research to date, and what impact do you wish for it to have in the future?
3. Give us an idea of the range of beneficiaries/readers/critics/industry stakeholders[2] that your research has communicated with and reached to date.
   a. What other beneficiaries/readers/critics/industry stakeholders do you wish to reach in future?
4. Can you give us three outcomes of your research that have made a difference to society/ industry/stakeholders/national/local government policy?
5. List three findings from your research that you think would be of interest to our research community here.
6. What are your main strengths as a researcher?
7. What do you believe are the main areas that require development/nurturing as a researcher?

No.	Action	Desired outcomes	Accountability	Timescale/target date
	8. How can we support you to grow your research profile/area? 9. Can you give us your best example of when you identified and articulated an important research question and were able to pursue the answer (or you are on the verge of what you believe is a breakthrough in finding the answer? 10. From your preparation for this interview, what particular aspects of our School's current research programme have you seen that excites you and you believe you can contribute to? 11. Do you have an example of a paper you have written whose scientific content you are particularly proud? Can you summarise the key findings? a. What is the significance of the research findings and how will these be applied to your research programme? 12. Do you have any other research outputs that you have produced, such as datasets, software or influence on policy or practice, which you think are important and would like to tell us about? 13. What experience do you have of attracting research grant funding? a. What ideas do you have for pursuing your research ideas at Cardiff University and what are the potential sources of funding? b. If your applications were unsuccessful, what alternatives do you have in mind?			

2.2 Issue/area for action: Equal pay and pay gap

No.	Action	Desired outcomes	Accountability	Timescale/target date
17	Undertake the 2020 Equal Pay Audit.	Data identifies any pay gaps. Causes of any pay gaps arising within grades by gender and ethnicity are explored.	Equality in Reward Group	Audit completed following equal pay audit timescales
The 2020 Equal audit has been approved and published. The next equal pay audit will be carried out in 2023.				

2.3 Issue/area for action: Progression and development

No.	Action	Desired outcomes	Accountability	Timescale/target date
18	Undertake work with the staff community to explore different types	A number of initiatives that have been informed by staff feedback are developed and	Organisational and Staff	March 2021

of gender and ethnicity leadership interventions including extending existing pilot programmes focussing on promotion from Reader to Professor to other levels of the academic career pipeline, including increased support for early career academics and all research-only staff. For the latter group, this will focus on a gap analysis in line with the Concordat to Support the Career Development for Researchers (2019).	piloted as part of the University's programme of career progression and development. In the longer term this will result in a measurable increase in underrepresented communities in key roles across the University and enhanced career development for early career academics and all research-only staff.	Development Manager

The first cohort of Elevate found the programme incredibly beneficial to attend and have provided feedback to senior colleagues on their experience and how the University should incorporate their learning into our work on race and ethnicity. The second cohort start the programme in November 2021 for completion in May 2022. Sessions on career development for Black, Asian and ethnically diverse staff and career development for female academics ran in 2021 with positive feedback and will run again in 2022. The Academic Promotions Programme is now in its third cohort with a number of colleagues waiting for outcomes from the current promotions round. The University signed up to the revised Concordat to Support the Career Development of Researchers in November 2020. Over the course of the 2020-21 academic year, we conducted a gap analysis of current institutional provision, practice, and policy against the requirements of the revised Concordat. This gap analysis was also based on feedback from the researcher community, collected through multiple fora and surveys, and was led by the University's Researcher Pathways Working Group. Having conducted our gap analysis, we revised our 2020-22 Concordat Action Plan and this was approved by Council at its meeting on the 24th November. We have also committed to developing a clear vision for addressing the more systemic and structural issues that affect our research staff population. This will form part of our medium-long term institutional Research Culture strategy and will inform subsequent shorter-term Concordat action planning.

2.4   Issue/area for action: Staff Wellbeing

No.	Action	Desired outcomes	Accountability	Timescale/target date
19	Conduct a review of wellbeing in our leadership and management programmes to ensure wellbeing is embedded in each training programme. Enhance our mental health and wellbeing programmes as part of our Staff Wellbeing Strategy and Mentally Healthy University Strategy.	All leadership and management programmes include relevant resources on staff wellbeing that will equip managers to provide appropriate support. This can be measured via collection of feedback e.g. staff survey. Additional mental health and wellbeing programmes available to staff.	Organisational Development Manager Head of Leadership and Staff Development	September 2020 March 2021

In March 2021 we launched a wellbeing pulse survey to provide feedback on wellbeing support during COVID and where we should focus our efforts moving forward. This survey found that around 80% of staff who completed it were satisfied with the way their wellbeing had been managed by the university during the pandemic.

2021 saw the launch of Personal Wellbeing Promotion Plans (PWPPs). These documents encourage staff to demonstrate self-awareness about all the factors that promote or impinge upon their wellbeing. A key purpose of the PWPP is to encourage wellbeing conversations between line manager and employee. Once completed, PWPPs are shared with line managers so that they are better informed about the unique wellbeing needs of their team members and can take action to meet those needs. Completion of PWPP is entirely voluntary.

Development of the stress assessment training module in line with Health and Safety Executive (HSE) guidance also took place this year. This tool enables managers to make best use of the individual stress assessment form. For example, if they are concerned about a team member's level of stress, they can complete the form with them and undertake an analysis of the pressures they may be under. Action can then be taken to mitigate those pressures and reduce stress. A training course on how to complete an individual stress assessment is also available and can be booked through CoreHR.

We have four in house trainers who are trained to deliver the i-act mental health and wellbeing training and continue to expand the number of staff who have received training at all levels of the University. 248 managers have already attended training and it continues to be open to all line managers. 95% of those who submitted feedback found the course relevant and worthwhile. 87%

No.	Action	Desired outcomes	Accountability	Timescale/target date
	described it as excellent or very good. During 2022/23, funding has been secured for a further 700 managers to attend the i-act training and the course will also be opened to frontline staff. We've created a comprehensive slate of wellbeing training opportunities, to provide staff with insights and practical support to improve their wellbeing. Examples include managing stress and anxiety, smoking cessation, improving diet and sleep, developing resilience, increasing self-esteem, building better habits and financial wellbeing. We continue to update and implement an annual calendar of health and wellbeing events, that staff can participate in to improve different aspects of their wellbeing. One example was the summer Step Count Challenge, in which nearly 100 teams from across the university completed a total of 215 million steps during a six-week event – an increase of 90 million steps on the previous year's event. We have also begun the process of certification against a new international standard for workplace wellbeing, ISO 45003. This important new standard will help organisations improve the psychological conditions their staff work in and therefore improve their mental health and wellbeing. If successful against the standard, we will be one of the first universities in the UK to achieve certification.			

Objective 3: Creating an inclusive University culture based on building and maintaining relationships.

3.1 Issue/area for action: Inclusive University culture

No.	Action	Desired outcomes	Accountability	Timescale/target date
20	Building, maintaining and restoring relationships to establish an inclusive environment for staff and students based on a culture of trust that empowers all individuals within the University community long term. Commitment from all Senior Staff and key stakeholder engagement on adopting the values and behaviours required to ensure a culture of	UEB and HR commit to adopting the values and behaviours required to ensure a culture of inclusion. UEB and HR members undertake exercise to co-create the University values and needs and long-term vision for cultural change. PVCs agree to support and promote staff engagement with pilot relationship approach	DVC (Lead) supported by Dean of EDI	July-Sept 2020

No.	Action	Desired outcomes	Accountability	Timescale/target date
	inclusion. An external provider to deliver strategic briefing sessions to UEB and senior HR team and HRBPs on the vision for cultural change. Provision of a 2 days intensive relationship approaches training for senior managers. PVCs to identify one School from each College to pilot the relationship approach.	sessions each nominating one School from their College. HR/ Student Support Services to recognise the cost benefits, improved wellbeing and resolution of cases through implementation of relationship approaches compared with existing processes. Outputs will be captured to inform next steps.		

The impact of COVID-related disruption paired with turnover of action leads (DVC and Dean) will require a re-visit of this action in 2021-22. A number of alternative initiatives to promote a positive culture have been implemented including a number of equality talks by internal and external EDI professionals/representatives, championed by UEB members and the VCO and a review of the governance and support structures for EDI resulting in actions being planned for improved connectivity and a senior lead role for EDI.

Some examples on work to promote a positive culture in 2020/21 included:
The Vice-Chancellor initiated the series 'Talking Anti-Racism' with a high-profile launch event on 26th October where Nova Reid (TED Talker, Author and EDI Expert) discussed her book The Good Ally with Professor Matthew Williams Director of HateLab. From December 2021, for two years, all Schools and some departments at the university will host a talk every month to discuss anti-racism from the perspective of their discipline.

The University's Senior Compliance Adviser – Race and Religion& Belief gave a number of internal presentations aimed at improving understanding of an inclusive culture including to, Council, College Board and EARTH. The aims of the presentations were:
1. To hold an interactive conversation about race and identity.
2. To explore other perspectives on race and identity
3. Discover the importance of the lived experience.
4. To make the meeting a comfortable and friendly place to talk about race.
5. To understand that this is not a training session but an opportunity to participate in a conversation about race.

No.	Action	Desired outcomes	Accountability	Timescale/target date
	The Race Equality Steering Group is working on implementing Santander's Tackling Racial Harassment in Higher Education programme, to which Cardiff University has signed up. The Bhugra and Cameron review also revisited issues relating to culture and the report recognised progress made, along with making a number of follow-up recommendations that have been fully accepted for implementation by the University.			
21	The University REF EDI group to conduct Equality Impact Assessments (EIAs) on the outlined procedures in the REF 2021 Code of Practice.	Collated EIA data and analyses by protected characteristics considering intersectionality to determine any disadvantage in the research working environment/culture and/or bias in the REF process. Action plan developed to address potential inadvertent discrimination.	REF EDI Group supported by Compliance and Risk and Dean of EDI	Nov 2020
	Equality Impact Assessment data analyses have been completed for outputs relating to Rolling REF and Mock REF and compared (where possible) to REF2014. Analyses considered benchmarking, bias testing and correlation analysis for all protected characteristics plus working patterns. A high-level output was considered a 3 or 4*. A Research Culture working group has been set up to carry out ongoing work on addressing issues arising from the EIA and developing actions/strategies for promoting an inclusive culture in research.			

3.2 Issue/area for action: Deal with complaints in an effective way to enable an early resolution

No.	Action	Desired outcomes	Accountability	Timescale/target date
22	Form Relationship Professional Network (RPN) and Relationship Approaches Working Group (RAWG). Relationship practitioners (n=15) within staff and student services currently supporting cases either through student support, residences life, the Race Equality Supervisory Panel meet bimonthly	UEB and HR commit to adopting the values and behaviours required to ensure a culture of inclusion. UEB and HR members undertake exercise to co-create the University values and needs and long-term vision for cultural change. PVCs agree to support and promote staff engagement with pilot relationship approach	DVC (Lead) supported by Dean of EDI	July-Sept 2020

No.	Action	Desired outcomes	Accountability	Timescale/target date
	to review practice, challenges & solutions. Working group chaired by Dean of EDI and include staff representation/ communication with student cases/ registry/ HR/ residences life/ RESP/ SU/ Academic Colleges/ Strategic Planning & Governance with supervision. Bimonthly meetings to feed into EDI committee. External provider feeds into bimonthly meetings of RPN and quarterly meetings of RAWG, with external provider giving a termly relationship individual supervisory meeting and a phone helpline for support in complex cases as needed to support their professional development.	sessions each nominating one School from their College.		
As reported in action 20 above, the impact of COVID-related disruption paired with turnover of action leads (DVC and Dean) will require a re-visit of this action in 2021-22.				

3.3 Issue/area for action: Equip staff with tools to help foster good relations and build team dynamics

No.	Action	Desired outcomes	Accountability	Timescale/target date
23	Pilot staff training taster sessions in 3 Schools, one from each College nominated by their PVC. Roll out to	Staff within the nominated School (with a focus on line managers & personal tutors) will be equipped with basic relationship	Dean of EDI (Lead)	Sept 2020-July 2021

No.	Action	Desired outcomes	Accountability	Timescale/target date
	be fully supported by senior management from the College and School to promote staff engagement.	approaches tools to build and maintain relationships to avoid and pre-empt harm and when things go wrong know what to do to establish a culture of inclusion. Staff engagement will be monitored/ reported & feedback from sessions will be captured to assess impact.	Supported by Head of School.	
	As reported in action 20 above,the impact of COVID-related disruption paired with turnover of action leads (DVC and Dean) will require a re-visit of this action in 2021-22.			

3.4 Issue/area for action: Equip students with tools to help foster good relations and build team dynamics

No.	Action	Desired outcomes	Accountability	Timescale/target date
24	Develop student residential relationship peer programme. Develop training of student volunteers to assist peer to peer dialogue. Provide 2-day training within induction during the summer ahead of student entry into halls of residence who can provide support and refer students to residences life team as needed.	Focused student support for year 1 students in halls of residence to help establish good relationships in halls for students to know where to go if they are struggling. Reduce student conflict in halls and creating an environment of community, cohesion and wellbeing through supporting each other. Monitor reports of incidents over time.	Wellbeing Manager (Lead)	July 2020
	A pool of the Residence Life Assistants received 2 days of Restorative Approaches Training and the impact of this is being monitored by the Residences Life Team.			

Objective 4: Creating an accessible physical and digital environment that is responsive and supportive to individual needs.

Issue/area for action: Physical Environment

No.	Action	Desired outcomes	Accountability	Timescale/target date
25	Engage with our diverse student community to understand their experience of accessibility at Cardiff University. This will include a range of feedback and engagement mechanisms linking with data gathered by relevant student working groups and the Student Union through Student surveys, event evaluations and focus groups	Understand the student perspective on the current estate accessibility based on their experiences. Utilise feedback from lived experience to work towards creating an inclusive environment for students with diverse needs, so they feel valued and we meet our organisational and legal obligations.	Centre for Education and Student Innovation, Student Services and Student Union	July 2021

Workstream 1 of the Inclusive Curriculum project (led by the Learning and Teaching Academy) involves the analysis of a range of quantitative and qualitative data sources including student experience surveys and other forms of student feedback in relation to their learning experience to identify key themes and areas of priority. Focus groups have not been planned, as they will be included in phase two of the project.

However, the scoping exercise will involve interviews (or alternative) with the Vice President for Education and relevant Student Union Officers (e.g. Women's Officer, LGBT Officer and BAME Officer) who can represent the wider student body in relation to the learner experience of inclusive curriculum at Cardiff. The scoping exercise will also build on the work led by a Student Champion in March 2021 on exploring student experiences of what they understand as inclusive curriculum. Evaluation of the pilot initiatives currently being undertaken will include the student voice.

There was a focus group which looked at elements of accessibility as part of the Student Partnership Project with Student Support and Wellbeing. Areas for attention are being fed into relevant groups at the University including the Disability Steering Group (formed in 2021). The Disability Officer and VP Welfare sit on this group and are supporting the formation of the action plan which includes objectives around accessibility and mapping of the estate as an area of priority.

No.	Action	Desired outcomes	Accountability	Timescale/target date
Blackboard Ally has been rolled out across the university, which is a tool that helps lecturers make their course content in Blackboard accessible to all users. It does this by automatically scanning course content and providing accessibility scores and feedback on how to improve the accessibility of the content. Promotion of this tool is being led by the Student Systems team in University IT.				
26	Complete an accessibility audit of key buildings and develop an action plan based on the key findings. Begin a rolling programme of actions following recommendations of 'way finding project' signage report focused on main campus buildings and pinch points, whilst ensuring new buildings follow recommendations for accessibility including signage. Audit accessible facilities across campus and prioritise areas for improvement and publish updated guidelines and reviewed policy on quiet rooms. Engage with the public and our local community to understand their experience of accessibility at Cardiff University. This will include a range of feedback and engagement mechanisms.	Accessibility audit complete with action plan developed working towards progress for the University estate being a welcoming place with consistent accessible signage, customer care and a physical environment that enables easy orientation and reduction of barriers for groups and individuals with diverse needs.	Director of Estates (Lead) supported by Deputy Director of Estates	Phase 1 date- March 2021
Accessibility Audits have now been completed for the entire University Estate, excluding residencies. The recommendations from the Audits have been collated with a project cost to implement all recommendations developed. The next stage is to develop a business case to University Executive Board requesting funding for an annual programme of accessibility projects.				

No.	Action	Desired outcomes	Accountability	Timescale/target date
We became members of the Business Disability Forum in July 2021 which is assisting us in progressing disability equality work for our students and staff including accessibility issues. In partnership with the Student Union Officers we have started a discussion with AccessAble to see how we can engage them in providing accessibility information on our estate for staff, students and external users. A paper will go to University Executive Board at the start of 2022 for potential funding of this work.				

Issue/area for action: Digital Environment

No.	Action	Desired outcomes	Accountability	Timescale/target date
27	Engage with our diverse student community to understand their experience of digital accessibility at Cardiff University. This will include a range of feedback and engagement mechanisms linking with data gathered by relevant student working groups and the Student Union.	We will have a clearer understanding of whether the University digital environment is a welcoming place which gives clear accessible information enabling easy orientation and reduction of barriers for groups and individuals with diverse needs to enable us to identify areas for attention.	Centre for Education Support and Innovation, Student Services, Information Services, Digital Communications and Student Union	End of 2020
This action is to be incorporated in the fourth workstream of the Inclusive Curriculum project. No further activity has taken place due to a focus on COVID workload and the difficulties of engaging with students during the pandemic. However, we will continue to look for opportunities to do this, and it will hopefully become easier in 2022.				
28	Create a Mobile optimised design to assist searching and viewing information on smart phones. We will continue to monitor and improve accessibility using quality monitoring tool Sitelprove.	Mobile optimised design complete and implemented. Annual monitoring of implemented initiative and review of accessibility will demonstrate reduced barriers to enable all staff to work	Director of Communications and Marketing supported by Head of Digital Communications	End of 2020.

No.	Action	Desired outcomes	Accountability	Timescale/target date
🟩		effectively using the digital environment to assist them to thrive.		
Our response to the EDI committee in August 2020 noted that the mobile-optimised public website design had been launched. Since then, in July 2021, a mobile-optimised version of the staff intranet has been released. During 2021 we also made 69 improvements to the accessibility of the public-facing website. There have been a number of barriers to progress including limited development resource and the focus on COVID-19 response which has prevented us from addressing more of the known accessibility issues with the public-facing website. In addition, there are unaddressed accessibility issues with the staff and student intranets which will not be tackled without additional resource. We will continue to discover and prioritise accessibility issues. We have designed and built a solution to allow the publication of documents as web content rather than files, in accordance with the government guidance on publishing accessible documents. Example: https://www.cardiff.ac.uk/documents/2503900-education-and-students-sub-strategy				
29	Engage with the public and our local community to understand their experience of digital accessibility at Cardiff University. This will include a range of feedback and engagement mechanisms.	Feedback demonstrates that the digital environment is visited regularly by members of the public who have a positive experience of using it. Cardiff University is recognised as a welcoming and inclusive place where diverse members of the community choose to work or study, want to collaborate with us, and use our facilities.	Director of Communications and Marketing supported by Head of Digital Communications	End of 2020
No progress has been made during 2021 but we will continue to look for opportunities to do this. Limited resource has been focused on urgent student recruitment and COVID-19 work. Also, working from home has made it more challenging to recruit participants for accessibility feedback				

Objective 5: Enhancing governance structures and committee membership, in addition to establishing assurance processes to support adherence to the legal, ethical and professional standards, placing equality diversity and inclusion at the centre of the decisions that we make.

5.1. Issue/area for action: Widen the diversity of membership across all University committees and group

No.	Action	Desired outcomes	Accountability	Timescale/target date
30	To monitor protected characteristics data for all Council members and include information on the diversity and inclusivity of Council membership within the annual report	Monitoring and reporting will provide the ability to compare data between years and identify trends to see whether EDI measures are having a positive effect. Publishing the data will enable a public view of our progress.	University Secretary, Head of Corporate Governance & Governance Advisor	Included within 2021 Annual Report
(The original action was revised in 2020 with a new action set for 2020 – 2021) A meeting was held with Compliance and HR in May 2021 to discuss how and what EDI data is collected. An updated EDI monitoring form was issued to Council members (internal and external) and lay members on other committees in July 2021. This data is being analysed.				
31	Create a guidance document on ensuring accessibility and inclusion within meetings, including an EIA on meeting formats.	Those running meetings will be aware of how to make these as inclusive as possible	Head of Corporate Governance & Governance Officer	August 21
(The original action was revised for the 2021-22 action plan) The guidance document was reviewed with Assurance and the Events team. A revised version was agreed in May 2021 and has been placed on the intranet. An EIA on meeting formats was carried out in May 2021 and shared with The Compliance and Risk Team.				
32	Conduct an audit of information and resources, about available support and services for all staff through the staff	An action plan is developed with key objectives to address barriers and encourage students and staff to	Human Resources supported by Organisational	Audit completed within 2020

No.	Action	Desired outcomes	Accountability	Timescale/target date
	lifecycle. Explore reasons for non-disclosure of diversity information. This will lead to the development of an action plan and development of staff training in the following years.	declare their diversity information and feel supported in disclosing where they have additional needs related to a protected characteristic.	Development and Staff Wellbeing	

The first stage of the audit assessed the content on the external Jobs internet pages and the need for updates and improvements so that before colleagues start with the University they are aware of how and when we use data. The most effective way of ensuring personal data is completed via Core is at a local level. The College of Biomedical and Life Sciences have recently communicated to all staff about the need to update this information and other models have been used at School level to encourage disclosure. These approaches will be evaluated for impact and replicated if effective. The first stage is to reduce the number of unknowns and then to work on those who would prefer not to disclose their data. Additional work is now needed on our Exit interview process and how this information informs our decisions/support of staff. Improvements with regard to recruitment and wellbeing are further detailed in Objective 2.

Non-disclosure of diversity information- improvements have been made to disclosure details in the period 2020/21 through targets applied against the University's HESA data. 87% of staff have declared their disability status (Yes/No or Prefer Not to Say) which has been especially noted with other increases across most other protected characteristics. HESA recoding will continue to support this process. Icue functionality, soon to be implemented in Core HR, will enable targeted notifications/tasks to be assigned to staff where data has not been completed. This should help further reduce the missing data in the system.

Work on the review of the internet job pages has been delayed due to Covid

5.2 Issue/area for action: Policy creation, reporting mechanisms and decision-making processes

No.	Action	Desired outcomes	Accountability	Timescale/target date
33	Revise the EIA template and training session to incorporate user feedback	Revised template presented to all relevant EDI networks to re-establish awareness of the importance (and legal	Compliance and Risk	Phase 1 action-completion by July 2020

		and ensure the template is user-friendly for key areas of work.	requirement) to carry out EIA's on key policies and activities		

A new template and significant revamp of guidance to staff has been produced. The University's taskforce set up to respond to the COVID pandemic carried out a significant number of EIAs during the year which has resulted in the receipt of excellent feedback that has enabled us to improve our template and guidance.

Since the exercise on EIAs for COVID arrangements, we have noted improved oversight of EIAs by University Executive Board. We will continue to incorporate feedback into the design of EIA documents and delivery of training. We continue to deliver ad-hoc training and support upon request.

34	Identify key areas of the University Activity that would require an equality Impact Assessment to be completed.	The requirements to complete an EIA is incorporated into existing processes (where these exist) in order to facilitate completion of assessments as part of the development/agreement process	Compliance and Risk	9 months following completion of Action 33

In the reporting year 2020/21 the focuss was on ensuring EIAs were completed for decisions and actions taken in response to the COVID pandemic. The proactive actions of the University's taskforce set up to respond to the pandemic has enabled us to accelerate this action as they are all particularly key areas of the University. The taskforce committed early to a number of EIAs that grew throughout the year and have proven of benefit to the University's decision-making processes.

In 2021/22 the continued need for EIAs in response to the changes brought about by COVID has meant that we have not been able to be proactive and target key areas. Once the Senior Compliance Officer responsible for EDI compliance is in role and we have a full team of Compliance and Risk Officers, this action will be progressed.

35	Develop a process for EDI Committee to have oversight of progress with the Strategic Equality Plan actions to enable the committee to be regularly informed of progress, scrutinise the progress and identify and advise on any drift in achieving outcomes and/or failure to move on to next phase of the action implementation.	A special meeting of EDI Committee is held on an annual basis where action owners provide an update on actions and any difficulties with progress are identified and resolved. Actions can be amended/replaced where they are not achieving the desired outcome or where additional/different priorities, or outcomes are identified. Officers delivering SEP actions are supported to achieve outcomes.	Compliance and Risk and Chair of EDI Committee	July 2020

A special meeting of EDI Committee was arranged in August 2020 specifically to cover our response to the pandemic in the context of the Strategic Equality Plan and the University's wider EDI agenda. While this was more focussed on the pandemic than the original action planned, we have created a template that can be applied annually going forward.

No.	Action	Desired outcomes	Accountability	Timescale/target date
36	Hold a session with Council and UEB to discuss race and race related issues within the University	That actions will arise from this session that will embed discussions on equality and inclusion within regular Council business	University Secretary & Head of Corporate Governance Services	February 2021
Specific session on race equality and race-related issues held with Council members on 05 February 2021. The University has joined the "bridging the board diversity gap" scheme with Perrett Laver and appointed an apprentice governor to Council.				
37	Update the Committees Cover Sheet to prompt paper authors to consider the equality, diversity and inclusion implications or impacts of their proposals and policies. Also note that an EIA must be attached for any policies.	Paper authors will start to understand and clearly identify issues around equality, diversity and inclusion with respect to their proposals for consideration by Committee members	Head of Corporate Governance & Governance Officer	September 2021
The cover sheet has been updated to reflect these items and will be used from January 2022.				
38	Providing training to Council members on how to consider issues of diversity and inclusion when reviewing matters of business and how to use an EIA when reviewing policies.	Council members will be able to review business in light of the impact on matters of diversity and inclusion	University Secretary & Head of Gov Services	July 2022
Council members received a briefing in Feb 2021 on diversity in leadership, race quality and the SEP. Further training on EIA not considered to be appropriate at this time and is being reviewed for a possible future session.				