

## **The University of Liverpool - Equality Objectives Action Plan (2022 – 2028)**

### **Purpose, Aim & Rationale:**

The purpose and aim of the Equality Objectives Action Plan (2022 – 2028) is to make significant and sustained progress in four specific equality, diversity & inclusion (EDI) related areas over the next five academic years, in order to enhance and positively impact the experience of our staff and students, creating a more inclusive culture and environment for all. The rationale behind the selection of the four equality objectives is a combination of equality data trends and feedback from staff and students, related to their overall University experience over recent years. Rationales for each sub-objective have also been provided.

### **Key Themes:**

- Creating a sense of belonging
- Representation/diversity of our workforce & student body
- Achieving full potential - Identifying what is needed to ensure our staff & students can achieve their full potential

### **Equality Objectives & Sub-objectives:**

- 1. Increase diversity & representation within our staff & student population**
  - 1a) Increase diversity & representation within student (UG, PGR & PGT) population
  - 1b) Increase diversity & representation within our staff population
  - 1c) Reducing pay gaps and maintaining parity of pay between different groups
- 2. Make significant improvements to enhance staff & student experiences, with a particular focus on those who identify as People of Colour & or living with a Disability**
  - 2a) Make significant improvements to enhance UG student experiences, with a particular focus on those who identify as People of Colour and or Disabled
  - 2b) Make significant improvements to enhance PGT/PGR student experiences, with a particular focus on those who identify as disabled, and the disparities between different ethnicity groups
  - 2c) Make significant improvements to enhance staff experiences, with a particular focus on those who identify as People of Colour and or Disabled
- 3. Promote a culture where bullying and harassment is not tolerated (with a particular focus on sexual harassment, racism and sexism)**
  - 3a) Increase staff & student awareness of the University's: Bullying & Harassment Policy, Report & Support portal and related avenues of support
  - 3b) Make significant & sustained impact to address the number of students experiencing / witnessing Bullying & Harassment, with a focus on sexual harassment related incidents
  - 3c) Make significant & sustained impact to address the number of staff experiencing / witnessing Bullying & Harassment, with a focus on racism and sexism related incidents
- 4. Reduce the awarding gap between Black, Asian & Minority Ethnic BAME/PoC and White students (with a particular focus on Black student outcomes)**

### **Driving Forces:**

Many of the EDI objectives identified will be championed and driven forward under new/pre-existing strategic action plans/groups, such as: Race Equality Charter (REC), Athena Swan, Access & Participation Plan (APP), Wellbeing Strategies, Student Success Framework, Safe & Welcoming Campus Strategy, Research in an Inclusive and Sustainable Environment (RISE), etc.

### **Responsibility - Implementation & Progress Monitoring:**

In order to create a more inclusive environment for everyone, there needs to be a University-wide effort in order to achieve the equality objectives. The University of Liverpool Equality, Diversity & Inclusion (EDI) Committee will have overall responsibility for: overseeing and supporting the implementation and progress monitoring of the Equality Objectives Action Plan (2022 – 2028) and have the authority to constitute sub-committees/working groups as appropriate. University Senior Leadership Team (SLT), Deans, Directors and Heads of Operations, alongside action holders, will have responsibility at a local level for the implementation of actions which work towards achieving each equality objective. All UoL staff will be asked to consider the objectives when developing: policies, processes, projects/initiatives, course content, assessment methods, etc.

### **Approval & Renewal:**

The University's Equality Objectives Action Plan (2022 – 2028) was officially approved by SLT in July 2023 (during academic year 2022/23). Progress and impact of the action plan is reviewed by EDI Committee on a quarterly basis. Activity relating to the renewal and creation of the next Equality Objectives Action Plan, will commence in academic year 2027/28 in preparation for 2028/29.

Key Equality Objective:						
1	Increase diversity & representation within our staff & student population ( <i>ethnicity, gender, disability &amp; sexual orientation focus</i> )					
	Sub-Objective	Rationale	Measurable outcomes (KPIs)	Actions	Time-scale	Responsibility
1 (A)	<b>Increase diversity / representation within student (UG, PGR &amp; PGT) population</b>  <i>(ethnicity &amp; sexual orientation focus)</i>	<b>Students:</b> Total: 28,796 (as of Jan 2021) <ul style="list-style-type: none"> <li>From 28,796 UoL students (UK &amp; International combined) 33% of identify as People of Colour (PoC), however there are disparities in relation to the diversity of ethnicity of UGs, between the three Faculties</li> <li>Black UG student (UK &amp; Int combined) data per Faculty:               <ul style="list-style-type: none"> <li>- 3.1% S&amp;E</li> <li>- 4.0% HSS</li> <li>- 4.1% HLS</li> </ul> </li> <li>From 6,474 PG students, 36% of PGT &amp; 35.6% of PGR students (UK &amp; Int combined) identify as PoC, however, only 3.4% (PGT) &amp; 3.6% (PGR) students identify as Black</li> <li>From 20,358 UK Domicile students (UG &amp; PG combined) 81.7% identify as White. Only 16.4% identify as PoC (with approx. 3% identifying as Black) &amp; 1.9% Unknown <i>(Evidence: <a href="#">Annual D&amp;E Infographics Report 2020/21</a>)</i></li> <li>15.9% of UG, 44% of PGT &amp; 18% of PGR students do not wish to disclose their sexual orientation when completing EDI monitoring information, indicating potential barriers <i>(Evidence: <a href="#">Annual D&amp;E Infographics Report 2020/21</a>)</i></li> </ul> <p>The UK Government's Education Committee <a href="#">report</a> 'The forgotten' (2021) indicated disparities between 'White working-class boys/pupils'</p>	Note an annual increase in the (%) of: <ul style="list-style-type: none"> <li>PoC UG students within FHLS &amp; FHSS into programmes where they continue to be underrepresented</li> <li>Black UG students across all three Faculties</li> <li>Black PGT/PGR students</li> <li>UK Domicile students (UG &amp; PG) who identify as PoC into programmes where they continue to be underrepresented</li> <li>UK Domicile students (UG &amp; PG) who identify as Black</li> <li>Sexual orientation disclosures of PGR &amp; PGTs</li> <li>'White working-class boys' into programmes where they continue to be underrepresented (e.g. Nursing, Veterinary, etc.)</li> <li>'White working-class pupils' into programmes where they continue to be underrepresented (e.g. Dentistry, etc.)</li> </ul>	<b>Race Equality:</b> <ul style="list-style-type: none"> <li>Ensure REC Action Plan (to be est 2023) includes actions which aim to achieve <b>Equality Obj 1(a)</b> and focus on the exploration of targeted activities and positive action/Outreach in order to meet the measurable outcomes, with a particular focus on increasing UK Domicile (UG &amp; PG) PoC/Black student admissions</li> <li>Determine the level of resourcing required to effectively implement the Race Equality Charter (REC) action plan (student) related actions/activities, with a focus on Outreach activities</li> <li>As part of the development of the University new APP (2024 – 2029); Determine the level of resourcing required to effectively implement targeted and tracked HE engagement of WP cohorts (with a particular focus on PoC/Black students)</li> <li>Ensure the new Access &amp; Participation Plan (APP) (to be est 2024/25) includes actions which aim to achieve <b>Equality Obj 1(a)</b> and focus on the exploration of targeted activities and positive action/Outreach in order to meet the measurable outcomes relating to 'white working-class boys/pupils'</li> </ul> <p>.....</p> <b>LGBTQIA+ Equality:</b> <ul style="list-style-type: none"> <li>Explore activity aimed at achieving <b>Obj 1(a)</b> which focuses on:               <ul style="list-style-type: none"> <li>- Identifying any potential barriers to disclosure of sexual orientation</li> <li>- Encouraging more UG, PGR &amp; PGT students to disclose their sexual orientation</li> </ul> </li> <li>Explore the use of LGBT+ related charters, as a driving force for furthering LGBT+ equality</li> <li>Determine the level of resourcing required to effectively support the creation and implementation of an LGBT+ charter</li> </ul>	By Nov 2023 <i>(progress monitored annually)</i>  By July 2024  By July 2024  By Aug 2025  ..... By Feb 2024  By Aug 2024  By Aug 2024	<b>Lead(s):</b> Chair of REC SAT  PVC for Education  Director of Student Recruitment, Widening Participation & Admissions  Associate Director, UK Student Recruitment & Widening Participation  <b>Support:</b> Race Equality Officer  <i>BAME Staff Network Chair(s)</i>  ..... <b>Lead(s):</b> Head of Diversity & Equality  Diversity & Equality Officer  <b>Support:</b> <i>D&amp;E Team</i>  Director of Student Experience & Enhancement  <i>LGBTQIA+ Staff Network Chair(s)</i> <i>Guild Reps / LGBT+ Society Reps</i>



				<p>.....</p> <p><b>Gender (&amp; Race) Equality:</b></p> <p>In relation to staff recruitment:</p> <ul style="list-style-type: none"> <li>Explore target activities and positive action to encourage more men to apply for Clerical, Manual &amp; PMSA roles (<b>See University's Athena Swan Silver Action Plan (2022) Action Points 10-12</b>)</li> <li>Explore target activities and positive action to address underrepresentation of BAME men and women in PMSA staff pipeline and progression (<b>See University's Athena Swan Silver Action Plan (2022) Action Points 11</b>)</li> <li>Explore target activities and positive action to encourage more women and BAME staff to apply for senior leadership* positions (<b>See University's Athena Swan Silver Action Plan (2022) Action Points 9-13</b>)</li> </ul> <p><i><b>NB:</b> Work to address a balance of genders within Leadership, Clerical, Manual and PMSA roles has been incorporated into the University's Athena Swan Silver Action Plan (2022) and will be reflected in the University's Race Equality Charter Bronze Action Plan (to be est 2023)</i></p> <p>.....</p> <p><b>LGBTQIA+ Equality:</b></p> <ul style="list-style-type: none"> <li>Explore activity aimed at achieving <b>Obj 1(b)</b> which focuses on: <ul style="list-style-type: none"> <li>Identifying any potential barriers to disclosure of sexual orientation</li> <li>Encouraging more staff (at all levels) to disclose their sexual orientation</li> </ul> </li> <li>Explore the use of LGBTQ+ related charters, as a driving force for furthering LGBTQ+ equality</li> <li>Determine the level of resourcing required to effectively support the creation and implementation of an LGBTQ+ charter</li> <li>In relation to staff recruitment: <ul style="list-style-type: none"> <li>Explore target activities and positive action to encourage more LGBTQ+ applicants</li> <li>Please see action above RE: Review of inclusive recruitment practices and guidance for panels</li> </ul> </li> </ul>	<p>.....</p> <p>By March 2026</p> <p>By March 2026</p> <p>By March 2026</p> <p>.....</p> <p>By Feb 2024</p> <p>By Aug 2024</p> <p>By Aug 2024</p> <p>By July 2024</p>	<p>.....</p> <p><b>Lead(s):</b> Athena Swan SAT Co-Chairs</p> <p>Gender Equality Officer</p> <p>Head of HR Operations</p> <p>HR Recruitment &amp; Operational Manager</p> <p><b>Support:</b> Diversity &amp; Equality Officer</p> <p>Named action holders within the University's Athena Swan Action Plan (2022) and REC Action Plan (2023)</p> <p>.....</p> <p><b>Lead(s):</b> Head of Diversity &amp; Equality</p> <p>Head of HR Operations</p> <p>HR Recruitment &amp; Operational Manager</p> <p>Diversity &amp; Equality Officer</p> <p><b>Support:</b> Governance Team</p> <p><i>D&amp;E Team</i></p> <p><i>CPS EDI Cttee Reps</i></p> <p><i>LGBTQIA+ Staff Network Chair(s)</i></p>
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				<p>.....</p> <p><b>Disability (&amp; General) Equality:</b></p> <ul style="list-style-type: none"> <li>Establish a new Inclusive and Accessible Campus Action Plan (driven by ICSG), which includes actions which aim to achieve <b>Equality Obj 1(b)</b> and focus on campus enhancements/accessibility</li> <li>Establish an equality Comms Plan, designed to encourage more staff (at all levels, however with a particular focus on senior leadership* positions) to disclose EDI monitoring info including disability, in order to gain more accurate data sets and provide further understanding of: representation gaps, potential challenges/barriers to obtaining certain roles and examples of good practice (e.g. where representation is well balanced)</li> <li>In relation to staff recruitment: <ul style="list-style-type: none"> <li>Explore target activities and positive action to encourage more disabled applicants</li> <li>Please see action above RE: Review of inclusive recruitment practices and guidance for panels</li> </ul> </li> </ul>	<p>.....</p> <p>By Dec 2023</p> <p>By Dec 2023</p> <p>By July 2024</p>	<p>.....</p> <p><b>Lead(s):</b> Inclusive Campus Steering Group (ICSG) Chair</p> <p>Director of Communications &amp; Public Affairs</p> <p>Head of HR Operations</p> <p>Governance Team</p> <p><b>Support:</b> HR Recruitment &amp; Operational Manager</p> <p>Diversity &amp; Equality Officer</p> <p>Head of Diversity &amp; Equality</p> <p>Communications Officer – FRCS</p> <p>D&amp;E Team</p> <p>Inclusive Campus Steering Group</p> <p>Disability Staff Network Chair(s)</p>
1 (C)	<p><b>Reducing pay gaps and maintaining parity of pay between different groups</b></p> <p>(gender &amp; ethnicity focus)</p>	<p><b>Staff:</b></p> <ul style="list-style-type: none"> <li>There is an overrepresentation of women in lower grade roles</li> <li>An under representation of women and colleagues who identify as PoC in senior leadership* positions</li> <li>A lack of PoC colleagues in Clerical, Manual, Technical and PMSA roles</li> </ul> <p>(Evidence: <a href="#">Statutory Pay Gap Report 2021</a>   Athena Swan Silver Action Plan 2022)</p> <ul style="list-style-type: none"> <li>Over 11% of staff have not disclosed their ethnicity information within EDI monitoring. In Teaching only roles, this is over 42% of ethnicity is unknown (this may be skewing the Ethnicity Pay Gap data)</li> </ul>	<p>Increase (%) of:</p> <ul style="list-style-type: none"> <li>Women into senior leadership* positions</li> <li>PoC staff into senior leadership* positions</li> <li>PoC staff into Clerical, Manual, Technical &amp; PMSA roles</li> <li>Staff disclosing ethnicity data within EDI monitoring</li> </ul> <p><b>Athena Swan Action Plan KPIs:</b></p> <ul style="list-style-type: none"> <li>Aim to reduce the Gender Pay gap further to 17.9% (mean) and 9.2% (median) by 2026</li> <li>Improve gender balance of apprentices recruited (into entry level positions, such as manual and clerical roles) – Min of 60%</li> </ul>	<p><b>Gender (&amp; Race) Equality:</b></p> <p><b>NB:</b> Work to address gender and ethnicity (PoC) Pay Gaps has been incorporated into the University's Athena Swan Silver Action Plan (2022) and will be reflected in the University's Race Equality Charter Bronze Action Plan (to be est 2023)</p> <p>See University's Athena Swan Silver Action Plan (2022):</p> <p><b>AS Action Point 10:</b> Continue to address the University's gender pay gap focusing on staff in Quartile 1 and recruitment and career progression of women and BAME men and women in these roles</p> <p><b>AS Action Point 11:</b> Address underrepresentation of BAME men and women in PMSA staff pipeline and progression</p> <p><b>AS Action Point 12:</b> Academic promotion – actions to be taken at University level to improve gender balance and BAME representation at senior leadership* level</p>	<p>By Dec 2026</p> <p>By Dec 2026</p> <p>By Dec 2026</p>	<p><b>Lead(s):</b> Athena Swan SAT Co-Chairs</p> <p>Gender Equality Officer</p> <p><b>Support:</b> Named action holders within the University's Athena Swan Action Plan (2022)</p>

		(Evidence: <a href="#">Annual D&amp;E Infographics Report 2020/21</a> )	<p>Female &amp; 40% Male by Dec 2026)</p> <ul style="list-style-type: none"> <li>Aim for a 50/50 gender balance within Grade 9 by 2026</li> <li>To promote at least 2 BAME women to professor (both T&amp;S and T&amp;R) each year; increasing from 14 BAME female Professors currently to at least 22 by 2026</li> <li>For 32% of T&amp;R Professors to be female with a minimum target to meet the sector benchmark at that point</li> <li>To promote at least 3 female BAME staff to T&amp;S Grade 9 by 2026; increasing from 4 staff currently</li> <li>To promote at least 4 male BAME staff to T&amp;S professor by 2026</li> </ul>	<p>.....</p> <p><b>Race Equality:</b></p> <ul style="list-style-type: none"> <li>Ensure REC Action Plan (to be est 2023) reflects Athena Swan actions relating to Equality Pay Gaps</li> </ul> <p>.....</p> <p><b>General (Gender, Race, Disability &amp; Sexual Orientation) Equality:</b></p> <ul style="list-style-type: none"> <li>Explore barriers to disclosure of EDI monitoring information and ways to increase disclosures by staff at, all levels</li> <li>Update existing training and resources related to Positive Action (linked to the recruitment process)</li> <li>Build upon pre-existing relationships with community-based organisations, with the aim of further engaging with a diverse range of prospective applicants, as part of recruitment activity</li> </ul>	<p>.....</p> <p>By Nov 2023</p> <p>.....</p> <p>By Sep 2023</p> <p>By Dec 2023</p> <p>By July 2024</p>	<p>.....</p> <p><b>Lead(s):</b> Chair of REC SAT</p> <p><b>Support:</b> Race Equality Officer</p> <p>.....</p> <p><b>Lead(s):</b> Head of Diversity &amp; Equality</p> <p>Diversity &amp; Equality Officer</p> <p>Director of Communications &amp; Public Affairs</p> <p><b>Support:</b> HR Recruitment &amp; Operational Manager</p> <p><i>D&amp;E Team</i></p> <p><i>Communications Team</i></p> <p><i>Disability, BAME, LGBTQIA+ Staff Network Chair(s)</i></p>
<b>Key Equality Objective:</b>						
<b>2</b>	<b>Make significant improvements to enhance staff &amp; student experiences, with a particular focus on those who identify as People of Colour &amp; or Disabled</b>					
	<b>Sub-Objective</b>	<b>Rationale</b>	<b>Measurable outcomes (KPIs)</b>	<b>Actions</b>	<b>Time-scale</b>	<b>Responsibility</b>
2 (A)	<p><b>Make significant improvements to enhance UG student experiences, with a particular focus on those who identify as People of Colour &amp; or Disabled</b></p> <p><i>(ethnicity &amp; disability focus)</i></p>	<p><b>UG Students:</b></p> <ul style="list-style-type: none"> <li>For a number of years, UG students who identify as People of Colour (PoC) and or disabled, have been the less positive about their experience at the University</li> <li>Results of the REC Survey (2022), indicated that our PoC (more specifically Black) student respondents, were less positive about their experience at the University, than White peers</li> <li>Historically, disabled student respondents of the NSS, have been less positive than their non-disabled peers (with a particular focus on such elements as: Assessments, Feedback &amp; Teaching Quality), however as of 2022 the gap has reduced significantly in all nine thematic areas, further investigation into where positive impact is being</li> </ul>	<p><b>Students:</b></p> <p>Increase (%) positive outcomes (satisfaction rates) of PoC student respondents to evaluate progress e.g. via:</p> <ul style="list-style-type: none"> <li>REC Survey (every 4-5 yrs)</li> <li>NSS</li> <li>New/emerging methods</li> </ul> <p>Increase (%) positive outcomes (satisfaction rates) of PoC UK Domicile/Black student respondents to evaluate progress e.g. via:</p> <ul style="list-style-type: none"> <li>REC Survey (every 4-5 yrs)</li> <li>NSS</li> <li>New/emerging methods</li> </ul> <p>Increase (%) positive outcomes (satisfaction rates) of disabled student respondents to evaluate progress, e.g. via:</p> <ul style="list-style-type: none"> <li>NSS</li> <li>New/emerging methods</li> </ul>	<p><b>Race Equality:</b></p> <ul style="list-style-type: none"> <li>Ensure REC Action Plan (to be est 2023) includes measurable actions which aim to achieve <b>Equality Obj 2 (a)</b> and focuses on: PoC student experience and aims to increase the number of positive responses to future REC Surveys by PoC students</li> <li>Ensure REC Action Plan (to be est 2023) includes actions which aim to achieve <b>Equality Obj 2(a)</b> and focus on PoC student: pipeline, progression/development opportunities and retention</li> </ul> <p>.....</p> <p><b>Disability Equality:</b></p> <ul style="list-style-type: none"> <li>Explore ways in which the University's new Student Mental Health &amp; Wellbeing Strategy/Action Plan (to be est 2024/25) can include disabled student experience considerations (with a focus on: Assessments, Feedback &amp; Teaching Quality), with the aim of achieving <b>Equality Obj 2(a)</b> and increasing the number of positive responses by disabled students</li> </ul>	<p>By Nov 2023 <i>(monitored every 4-5 years)</i></p> <p>By Nov 2023</p> <p>.....</p> <p>By Aug 2025</p>	<p><b>Lead(s):</b> Chair of REC SAT</p> <p><b>Support:</b> REC Student Experience Subgroup Chair</p> <p>Data and Evaluation</p> <p>.....</p> <p><b>Lead(s):</b> Director of Student Administration &amp; Support</p> <p><b>Support:</b> University Mental Health Charter Officer</p>

		made may be required to ensure the gap closes entirely  (Evidence: NSS Outcomes 2018-2022, REC Survey Outcomes 2022)		<ul style="list-style-type: none"> <li>Determine the level of resourcing required to effectively implement Student Mental Health &amp; Wellbeing Strategy/Action Plan related actions/activities (to be est 2024/25)</li> </ul> <p>.....</p> <p><b>Disability Equality:</b></p> <ul style="list-style-type: none"> <li>Establish a new Inclusive and Accessible Campus Action Plan (driven by ICSG), which includes actions which aim to achieve <b>Equality Obj 2(a)</b> and focuses on disabled student (&amp; staff) experience within the physical/built environment (link to <a href="#">Estate Strategy 2026+ Masterplan</a> and the Active Campus Strategy/Sports Liverpool activities/examples of good practice)</li> <li>Determine the level of resourcing required to effectively implement the Inclusive and Accessible Built Environment Campus Action Plan related actions/activities</li> <li>Consider the establishment of additional ICSG subgroup(s), which focuses on: accessibility &amp; inclusive design of the 'digital/virtual campus'</li> </ul> <p>.....</p> <p><b>General (Race &amp; Disability) Equality:</b></p> <ul style="list-style-type: none"> <li>Establish an equality Comms Plan - Increase engagement via regular (e.g. termly) 'you said, we did' style comms, which focus on key themes raised during NSS, REC &amp; other (TBC) surveys &amp; overarching Equality Action Plan themes/outcomes (e.g. creating a sense of belonging, diversity/representation, achieving potential, etc.), raising the profile of successful initiatives and good practice</li> </ul>	<p>By Aug 2025</p> <p>.....</p> <p>By Dec 2023</p> <p>By Dec 2023</p> <p>By Dec 2023</p> <p>By Sep 2024</p>	<p>.....</p> <p><b>Lead(s):</b> Inclusive Campus Steering Group (ICSG) Chair</p> <p><b>Support:</b> Inclusive Campus Steering Group (ICSG)</p> <p>Diversity &amp; Equality Officer</p> <p>Disability &amp; Wellbeing Advisor</p> <p>Student Administration and Support</p> <p>Director, Sports Liverpool</p> <p>Head of Diversity &amp; Equality</p> <p><i>Disability Staff Network Chair(s)</i></p> <p>.....</p> <p><b>Lead(s):</b> Director of Communications &amp; Public Affairs</p> <p><b>Support:</b> D&amp;E Team</p> <p>Director of Student Experience &amp; Enhancement</p> <p>Student Experience and Enhancement</p>
2 (B)	<b>Make significant improvements to enhance PGT/PGR student experiences, with a particular focus on those who identify as disabled and the disparities between</b>	<b>PGR/PGT Students:</b> In recent years, completion rates of the in-house Postgraduate Taught Survey & externally led Postgraduate Research Experience Survey, have not been particularly high. As a result, it has been difficult to draw robust conclusions about the PG student experience, especially when it comes to breaking the data down by demographic groups/protected characteristics (PC)	<ul style="list-style-type: none"> <li>Higher levels of engagement with new in-house PGT/PGR survey's compared to previous year's approaches (<i>measured against PGT Survey &amp; PRES completion rates</i>)</li> <li>Disaggregation of data thresholds met (when broken down by protected characteristic) in order to ensure more robust conclusions can be draw from the surveys</li> </ul>	<p><b>General (Race &amp; Disability) Equality:</b></p> <ul style="list-style-type: none"> <li>Explore new approaches which aim to capture PGT &amp; PGR student experiences, including outcomes by demographic groups/protected characteristics (<i>e.g. age, disability, race, gender/sex, those with caring responsibilities, etc.</i>)</li> <li>Determine the frequency of in-house/alternate surveys vs external (e.g. PRES) for sector wide benchmarking purposes</li> </ul>	<p>By Sep 2024</p> <p>By Sep 2024</p>	<p><b>Lead(s):</b> PVC for Education</p> <p><b>Support:</b> APVC Research</p> <p>APVC Education &amp; Chair of PGT Leads</p> <p>University Mental Health Charter Officer</p>



	<b>different ethnicity groups</b>  <i>(ethnicity &amp; disability focus)</i>	<p>The following aims to provide overarching &amp; PC related themes from previous year's surveys</p> <p><b>Postgraduate Taught Survey &amp; PRES key themes/feedback:</b></p> <p><b>PGT (Negative) themes:</b></p> <ul style="list-style-type: none"> <li>Quality of teaching</li> <li>Assessments &amp; feedback</li> </ul> <p><b>PGT data:-</b>  <u>Ethnicity</u>            PGT students from ethnic backgrounds (BAME) have a higher satisfaction overall than White students</p> <p><u>Disability</u>            PGT students with a disability are less likely to recommend the University than students without a disability</p> <p><i>(Evidence: Postgraduate Taught Survey 2022)</i></p> <p><b>PGR (Negative) themes:</b></p> <ul style="list-style-type: none"> <li>Progression (induction, understanding required standards to progress and pass assessments)</li> <li>Responsibilities (institution valuing feedback, responsibilities of supervisors, duties as a research student)</li> <li>Professional Development (ability to communicate to diverse audiences, networking and developing contacts)</li> </ul> <p><b>PGR data:</b>  <u>Ethnicity</u>            Generally, students from BAME backgrounds (overall satisfaction: 76%) had similar levels of satisfaction than White students (overall satisfaction 75%). The largest gap was in the supervision theme, where PGR students from ethnic backgrounds (BAME) (92%) are more satisfied than White students (86%)</p> <p><u>Disability</u>            PGR students without a disability (77%) are significantly more satisfied overall than students with a disability (64%)</p> <p><i>(Evidence: Postgraduate Research Experience Survey outcomes 2021)</i></p>	<ul style="list-style-type: none"> <li>Observe an annual increase of positive outcomes (satisfaction rates) by PGT/PGR student respondents, following targeted activity taken to address emerging themes</li> </ul>	<p>.....</p> <p><b>General (Race &amp; Disability) Equality:</b></p> <ul style="list-style-type: none"> <li>Explore the creation of a PGT/PGR specific Comms Plan with aims to increase awareness, engagement &amp; completion of in-house/alternate (&amp; external where relevant – e.g. PRES) surveys &amp; focus groups</li> <li>Explore the use of PGT/PGR focus groups in order to gain additional feedback RE: PG+ experiences</li> <li>Build upon findings from new in-house/alternate PGT &amp; PGR surveys, PRES outcomes and focus groups, in order to achieve <b>Obj 2(b)</b></li> </ul> <p>.....</p> <p><b>General Equality:</b></p> <ul style="list-style-type: none"> <li>Ensure the work, strategy and related action plans of Research in an Inclusive and Sustainable Environment (<a href="#">RISE</a>), includes considerations which aim to address <b>Obj 2(b)</b></li> </ul> <p>.....</p> <p><b>General Equality:</b></p> <ul style="list-style-type: none"> <li>Explore targeted activities, which aim to address emerging themes from PGR/PGT surveys (e.g. relating to: quality of teaching, assessments &amp; feedback, progression, professional development, etc.)</li> </ul>	<p>.....</p> <p>By Sep 2024</p> <p>By Dec 2024</p> <p>By Dec 2025</p> <p>.....</p> <p>By Sep 2025</p> <p>.....</p> <p>By July 2027</p>	<p>.....</p> <p><b>Lead(s):</b>            APVC Research</p> <p>APVC Education &amp; Chair of PGT Leads</p> <p><b>Support:</b>            Director of Communications &amp; Public Affairs</p> <p>.....</p> <p><b>Lead(s):</b>            PVC Research &amp; Impact</p> <p>Director of Research, Partnerships &amp; Innovation</p> <p>APVC Research</p> <p><b>Support:</b>  <i>Research in an Inclusive and Sustainable Environment (RISE) Working Group</i></p> <p>.....</p> <p><b>Lead(s):</b>            PVC for Education</p> <p><b>Support:</b>            APVC Research</p> <p>APVC Education &amp; Chair of PGT Leads</p>



2 (C)	<p><b>Make significant improvements to enhance staff experiences, with a particular focus on those who identify as People of Colour &amp; or Disabled</b></p> <p><i>(ethnicity &amp; disability focus)</i></p>	<p><b>Staff:</b></p> <ul style="list-style-type: none"> <li>For a number of years, staff who identify as People of Colour (PoC) and or disabled, have been the less positive with their experience at the University</li> <li>Results of the REC Survey (2022), indicated that our PoC (more specifically Black) staff respondents were less positive about their experience at the University, than White colleagues</li> <li>Historically, Disabled staff respondents of the Staff/Pulse Surveys, have been less positive than their non-disabled colleagues</li> </ul> <p><i>(Evidence: Staff/Pulse Survey 2018-2021, REC Survey Outcomes 2022)</i></p>	<p><b>Staff:</b></p> <p>Increase (%) of positive outcomes (satisfaction rates) by PoC &amp; disabled staff respondents to evaluate progress e.g. via:</p> <ul style="list-style-type: none"> <li>Staff/Pulse Survey</li> <li>REC Survey</li> </ul> <p>Increase (%) positive outcomes (satisfaction rates) of PoC UK Domicile/Black staff respondents to evaluate progress e.g. via:</p> <ul style="list-style-type: none"> <li>REC Survey (every 4-5 yrs)</li> </ul>	<p><b>Race &amp; Disability Equality:</b></p> <ul style="list-style-type: none"> <li>Encourage those responsible for local level EDI/Staff Survey related action plans to include activity, which aims to address PoC/Disabled staff concerns/key themes as part of their action planning</li> </ul> <p>.....</p> <p><b>Race Equality:</b></p> <ul style="list-style-type: none"> <li>Ensure REC Action Plan (to be est 2023) includes actions which aim to achieve <b>Equality Obj 2(c)</b> and focus on PoC staff experience and aim to increase the number of positive responses to the future Staff/Pulse Survey's and REC Surveys by PoC staff</li> <li>Ensure REC Action Plan (to be est 2023) includes actions which aim to achieve <b>Equality Obj 2(c)</b> and focus on PoC staff: pipeline, progression/development opportunities, retention (talent management), reward/recognition – <i>Link to Research in an Inclusive and Sustainable Environment (RISE)</i></li> </ul> <p>.....</p> <p><b>Disability Equality:</b></p> <ul style="list-style-type: none"> <li>Establish a new Inclusive and Accessible Campus Action Plan Action Plan (driven by ICSG), which includes actions which aim to achieve <b>Equality Obj 2(c)</b> and focuses on disabled staff (&amp; student) experience within the physical/built environment</li> <li>Determine the level of resourcing required to effectively implement the Inclusive and Accessible Built Environment Campus Action Plan related actions/activities</li> <li>Consider the establishment of additional ICSG subgroup(s), which focuses on: accessibility &amp; inclusive design of the 'digital/virtual campus'</li> </ul>	<p>By Dec 2024 <i>(monitored annually/ in line with survey periods)</i></p> <p>.....</p> <p>By Nov 2023</p> <p>By Nov 2023</p> <p>By Dec 2023</p> <p>By Dec 2023</p> <p>By Dec 2023</p>	<p><b>Lead(s):</b> Deans Directors Head of Operations</p> <p><i>EDI Cttee Leads (CPS &amp; Faculty)</i></p> <p><b>Support:</b> Employee Engagement</p> <p>Staff Experience Leads <i>(local level)</i></p> <p>.....</p> <p><b>Lead(s):</b> Chair of REC SAT</p> <p><b>Support:</b> REC Staff Experience Subgroup Chair</p> <p>Race Equality Officer</p> <p>Director of Research, Partnerships &amp; Innovation</p> <p>Employee Engagement</p> <p><i>BAME Staff Network Chair(s)</i></p> <p>.....</p> <p><b>Lead(s):</b> Inclusive Campus Steering Group (ICSG) Chair</p> <p><b>Support:</b> Inclusive Campus Steering Group (ICSG)</p> <p>Head of Diversity &amp; Equality</p> <p>Diversity &amp; Equality Officer</p> <p>Disability &amp; Wellbeing Adviser</p> <p><i>Disability Staff Network Chair(s)</i></p>
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	<b>Key Equality Objective:</b>					
<b>3</b>	<b>Promote a culture where bullying and harassment (with a particular focus on sexual harassment, racism and sexism) is not tolerated</b>					
	<b>Sub-Objective</b>	<b>Rationale</b>	<b>Measurable outcomes (KPIs)</b>	<b>Actions</b>	<b>Time-scale</b>	<b>Responsibility</b>
3 (A)	<b>Increase staff &amp; student awareness of the University's: Bullying &amp; Harassment Policy, Report &amp; Support portal and related avenues of support</b>	<p><b>Students:</b></p> <p><i>NB:</i> No direct comparison could be made presently RE: the potential underreporting of bullying and harassment incidents raised by students, as this is not reflected in survey questioning since Report &amp; Support was implemented in 2020</p> <p>However, as 49% of student Report &amp; Support cases raised in 2022/21 were anonymous, with reason for reporting anonymously <i>being 'I'm worried about the repercussions for me or others'</i>, it could be presumed that some cases may not be raised via Report &amp; Support or at all</p> <p><i>(Evidence: Dignity at Work &amp; Study Student Report 2020/21)</i></p> <p>In addition, 182 (14.4%) out of 1262 student respondents of the REC Survey (2022) agreed that they <i>'have witnessed or been the victim of racial discrimination on campus'</i> (69 White, 99 BAME &amp; 14 respondents preferred not to disclose an ethnicity)</p> <p><i>(Evidence: REC Survey Results 2022)</i></p> <p><b>Staff:</b></p> <ul style="list-style-type: none"> <li>2021 Staff Pulse Survey indicated 26% (317) of the 1221 respondents had 'witnessed bullying &amp; harassment at the University' &amp; over 15.6% (183) of staff had 'personally experienced bullying &amp; harassment' within the last 12 months. When reviewed against R&amp;S cases logged, these incidents had been underreported (33 cases</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Note an initial increase (%) in the number R&amp;S cases made by students following B&amp;H / Report &amp; Support awareness raising campaign (2022)</li> <li>Note a level of consistency, year-on-year of the number of students indicating that they are aware of the Report &amp; Support portal, within future student surveys/other methods of capturing this information</li> </ul> <p><i>NB: Surveys used for monitoring/comparison may not run annually</i></p> <p><b>Staff:</b></p> <ul style="list-style-type: none"> <li>Note an initial increase (%) in the number R&amp;S cases made by staff following B&amp;H / Report &amp; Support awareness raising campaign (2022)</li> <li>Note a level of consistency, year-on-year of the number of staff indicating that they are aware of the Report &amp; Support portal, within future Staff Surveys</li> <li>Note a reduction between the number of reports made vs survey responses RE: staff experiencing / witnessing bullying &amp; harassment closing the gap between cases reported</li> </ul> <p><i>NB: Surveys used for monitoring/comparison may not run annually.</i></p>	<p><i>NB: The following actions have been <u>combined</u> to address both staff and student needs collectively</i></p> <p><b>General (Gender &amp; Race) Equality:</b></p> <ul style="list-style-type: none"> <li>Evaluate potential solutions, resource levels required and present proposal(s) which aim to address <b>Equality Obj 3(a)</b> including actions which aim to assess the underlying issues &amp; trends to better understand the reasons for &amp; levels of reporting</li> </ul> <p><i>(e.g. Resourcing required to effectively respond to an increase in Bullying &amp; Harassment related cases raised by students &amp; staff, case management systems, training for Investigating Officers, etc.)</i></p> <p>.....</p> <p><b>General Equality:</b></p> <ul style="list-style-type: none"> <li>Implement new Bullying &amp; Harassment Policy</li> <li>Raise awareness of the new Bullying &amp; Harassment Policy through Comms and the creation of a short animation video, which outlines the essence of the new Policy</li> <li>Carry out a Bullying &amp; Harassment / Report &amp; Support awareness campaign</li> </ul>	<p>By Sep 2025</p> <p>By Sep 2022</p> <p>By Sep 2022</p> <p>By Sep 2022</p>	<p><b>Lead(s):</b> Director of Student Administration &amp; Support</p> <p>Head of HR Business Partnering</p> <p>Head of Organisational Development, Equality &amp; Engagement</p> <p><b>Support:</b> Safe &amp; Welcoming Campus Environment Board</p> <p>Diversity &amp; Equality Officer</p> <p>University Mental Health Charter Officer</p> <p>.....</p> <p><b>Lead(s):</b> Employee Relations &amp; HR Policy Team</p> <p>Equality &amp; Engagement Administrator</p> <p>Organisational Developer</p> <p><b>Support:</b> Director, Commercial Services, FRCS</p> <p><i>D&amp;E Team FRCS colleagues</i></p>

		<p>raised, equating to approx. 0.47% of current workforce)</p> <p>(Evidence: <a href="#">Staff Pulse Survey Results 2020/21</a> &amp; <a href="#">Dignity at Work &amp; Study Staff Report 2020/21</a>)</p> <ul style="list-style-type: none"> <li>REC Survey Outcomes: 92 (7% of total White respondents) &amp; 51 (24% of total BAME respondents) agreed that they 'have witnessed or been the victim of racial discrimination on campus'</li> </ul> <p>(Evidence: REC Survey Results 2022)</p>		<p>.....</p> <p><b>General Equality:</b></p> <ul style="list-style-type: none"> <li>Explore/consider the inclusion of questions in future Staff &amp; Student (pre-exiting/new) Surveys RE: awareness of the University's Report &amp; Support portal</li> </ul> <p>.....</p> <p><b>General Equality:</b></p> <ul style="list-style-type: none"> <li>Compare number of Report &amp; Support cases, as well as Formal Complaints (allegations of misconduct received outside of R&amp;S) raised by both staff and students, before and after the 2022 awareness campaign, to determine if there was a rise in cases being reported (measuring impact of activity/initiative) to identify actions/next steps required to address <b>Equality Obj 3(a)</b></li> <li>Explore the use of Comms Plans, sharing information (e.g. annually) on the number of R&amp;S cases and Formal Complaints received and the actions taken to address key themes, with the aim of increasing student &amp; staff 'trust' in the University's reporting system</li> </ul>	<p>By Sep 2023 (staff)</p> <p>By Sep 2024 (students)</p> <p>By May 2023</p> <p>By May 2024</p>	<p>.....</p> <p><b>Lead(s):</b> Student Experience and Enhancement</p> <p>Employee Engagement</p> <p><b>Support:</b> Head of Student Services</p> <p>.....</p> <p><b>Lead(s):</b> Head of Student Services</p> <p><b>Support:</b> Head of Student Conduct Complaints and Compliance</p> <p>Student Conduct Manager</p> <p>Equality &amp; Engagement Administrator</p>
3 (B)	Make significant & sustained impact to address the number of students experiencing / witnessing sexual harassment	<p><b>Student:</b></p> <ul style="list-style-type: none"> <li>20 cases of sexual harassment and or sexual violence were reported by students (via Report &amp; Support) in 2020/21, however it is believed that the actual number of cases may be higher</li> <li>60% of sexual harassment cases raised involved instances of rape or sexual assault</li> <li>Most common alleged perpetrator was 'another student' (65%)</li> <li>40% of sexual harassment cases were anonymous</li> <li>61% of all Report &amp; Support student cases cited one or more Protected Characteristic as sole/part reason for incident, with 'Gender' being the most common (37%)</li> </ul>	<ul style="list-style-type: none"> <li>Note a decrease in the number (%) of students experiencing / witnessing sexual harassment/violence (Report &amp; Support cases), after targeted activity has been carried out, which aims to address this issue (between 2022 – 2027)</li> </ul>	<p><b>General (Gender EDI lens) Equality:</b></p> <ul style="list-style-type: none"> <li>Ensure the Safe &amp; Welcoming Campus Strategy and related Action Plan (to be est 2023/24) considers the inclusion of actions which aim to achieve <b>Equality Obj 3(b)</b> and reflects the OfS consultation on 'sexual misconduct' outcomes, in preparation for new regulations)</li> </ul> <p>(e.g. targeted initiatives/activities which respond to the types of cases raised via Report &amp; Support, considerations around how to maximise the success of the Guild's Active Bystander Training)</p> <p>.....</p> <p><b>General Equality:</b></p> <ul style="list-style-type: none"> <li>Explore pre-existing Student Surveys and consider the inclusion of a question (mirrored in the staff survey) RE: experiencing/witnessing bullying &amp; harassment, with a sub-category that provides an option to select the type of harassment (e.g. sexual), in order to provide baseline data</li> </ul>	<p>By Dec 2024</p> <p>By Sep 2024</p>	<p><b>Lead(s):</b> Director of Student Administration &amp; Support</p> <p><b>Support:</b> Head of Student Services</p> <p>University Mental Health Charter Officer</p> <p>.....</p> <p><b>Lead(s):</b> Head of Student Services</p> <p>Data and Evaluation</p> <p><b>Support:</b> Student Experience and Enhancement</p>



		(Evidence: Dignity at Work & Study Student Report 2020/21)		<p>.....</p> <p><b>General (Gender EDI lens) Equality:</b></p> <ul style="list-style-type: none"> <li>Explore comms plans which aim to encourage all students to undertake (sexual harassment/violence) Consent Training (e.g. during UG/PG induction)</li> <li>Explore how the training and or related content, can include signposting to appropriate support available for students who may find the content of the Consent Training distressing</li> </ul> <p>.....</p> <p><b>General Equality:</b></p> <ul style="list-style-type: none"> <li>Consider the establishment of an in-house / alternate Bullying &amp; Harassment e-module / resources (with signposting to sexual harassment related training/guidance) (for students)</li> </ul> <p>.....</p> <p><b>General (Gender EDI lens) Equality:</b></p> <ul style="list-style-type: none"> <li>Determine the level of resourcing required to effectively address <b>Equality Obj 3(b)</b> (e.g. the development of a sexual harassment specific action plan with targeted initiatives which may reflect the OfS consultation on 'sexual misconduct' outcomes, in preparation for new regulations)</li> <li>Compare number of Report &amp; Support cases and Formal Complaints (allegations of misconduct received outside of R&amp;S) citing sexual harassment/violence raised by students, between 2022 – 2027 to determine if target activities / initiatives have had an impact on the number of cases reported and identify where further activity needs to take place in order to address <b>Equality Obj 3(b)</b></li> </ul> <p>(NB: data to be captured under the Annual D&amp;E Report)</p>	<p>.....</p> <p>By Sep 2023 (engagement monitored annually)</p> <p>.....</p> <p>By Aug 2024</p> <p>.....</p> <p>By Sep 2028</p> <p>By July 2027</p>	<p>.....</p> <p><b>Lead(s):</b> Director of Student Experience &amp; Enhancement Director of Student Administration &amp; Support</p> <p><b>Support:</b> Head of Student Services</p> <p>.....</p> <p><b>Lead(s):</b> Director of Student Experience &amp; Enhancement</p> <p><b>Support:</b> Head of Student Services Diversity &amp; Equality Officer</p> <p>.....</p> <p><b>Lead(s):</b> Director of Student Administration &amp; Support Head of Student Services</p> <p><b>Support:</b> Head of Student Conduct Complaints and Compliance Student Conduct Manager University Mental Health Charter Officer Equality &amp; Engagement Administrator</p>
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3 (C)	Make significant & sustained impact to address the number of staff experiencing / witnessing Bully & Harassment (with a particular focus on cases citing Protected Characteristics as part/sole reason behind incident)	<p><b>Staff:</b></p> <ul style="list-style-type: none"> <li>2021 Pulse Survey indicated 317 (26%) of staff had 'witnessed bullying &amp; harassment at the University' &amp; over 183 (15%) of staff had 'personally experienced bullying &amp; harassment' within the last 12 months.</li> <li>Since 2019, there has been an increase in Protected Characteristic cited, many of which cite 'Race' and or 'Gender' as the sole/part reason for the incident (21 cases out of 33 in 2020/21).</li> </ul> <p>(Evidence: <a href="#">Staff Pulse Survey Results 2020/21</a> &amp; <a href="#">Dignity at Work &amp; Study Staff Report 2020/21</a>)</p> <ul style="list-style-type: none"> <li>REC Survey Outcomes: 92 (7% of total White respondents) &amp; 51 (24% of total BAME respondents) agreed that they 'have witnessed or been the victim of racial discrimination on campus'</li> </ul> <p>(Evidence: REC Survey Results 2022)</p>	<ul style="list-style-type: none"> <li>Note a decrease in the number (%) of staff experiencing / witnessing bullying &amp; harassment (Report &amp; Support cases), after targeted activity has been carried out, which aims to address this issue (between 2022 – 2027)</li> <li>Note a decrease in the number (%) of staff Report &amp; Support cases citing a Protected Characteristics (with a focus on 'Race' and 'Gender') as part/sole reason for incident (monitored via Staff/Pulse Survey), after targeted activity has been carried out, which aims to address this issue (between 2022 – 2027)</li> </ul> <p><i>NB: Surveys use for monitoring/comparison may not run annually</i></p> <ul style="list-style-type: none"> <li>Note an increase in confidence in reporting incidents of racial discrimination (REC Survey every 4-5 years)</li> </ul>	<p><b>General (Gender &amp; Race EDI lenses) Equality:</b></p> <ul style="list-style-type: none"> <li>Consider the establishment of an in-house Bullying &amp; Harassment e-module / resources (for staff)</li> <li>Explore comms plans which aim to encourage staff to undertake e-module bullying &amp; harassment training (e.g. during staff induction/onboarding period)</li> <li>Explore approaches to encourage student facing teams/staff to undertake Consent Training</li> <li>Explore the provision of appropriate support within departments/areas reporting a high number of cases (e.g. conducting targeted comms, interventions &amp; or training, etc.)</li> </ul> <p>.....</p> <p><b>General (Race EDI lens) Equality:</b></p> <ul style="list-style-type: none"> <li>Ensure REC Action Plan (to be est 2023) includes actions which aim to achieve <b>Equality Obj 3(c)</b> and focus on bullying &amp; harassment relating to PoC staff experience, with the aim of reducing Report &amp; Support cases raised which cite 'Race' as sole/part reason for incident</li> </ul> <p>.....</p> <p><b>General (Gender EDI lens) Equality:</b></p> <ul style="list-style-type: none"> <li>Implement actions outlined within the University's Athena Swan Silver Action Plan (2022) &amp; Staff Wellbeing Strategy, which focus on bullying &amp; harassment in relation to gender:</li> </ul> <p><b>AS Action Point 22:</b> Reduce experiences of bullying and harassment and increase support for staff experiencing bullying or harassment</p> <p><i><b>NB:</b> Work to specifically address positive working relationships and the inclusion of mechanisms designed to address workplace conflict, harassment and bullying are included within the University's Staff Wellbeing Action Plan</i></p>	<p>By Sep 2023</p> <p>By Nov 2023 (progress monitored annually)</p> <p>By Dec 2023</p> <p>By Dec 2023</p> <p>By Nov 2023</p> <p>By March 2024</p>	<p><b>Lead(s):</b> Organisational Developer Diversity &amp; Equality Officer</p> <p><b>Support:</b> Head of Organisational Development, Equality &amp; Engagement Head of HR Business Partnering Employee Relations &amp; HR Policy Team Head of Diversity &amp; Equality Equality &amp; Engagement Administrator Conflict Resolution Advisors</p> <p>.....</p> <p><b>Lead(s):</b> Chair of REC SAT</p> <p><b>Support:</b> Race Equality Officer Diversity &amp; Equality Officer</p> <p>.....</p> <p><b>Lead(s):</b> Athena Swan SAT Co-Chairs</p> <p>Head of Organisational Development, Equality &amp; Engagement</p> <p><b>Support:</b> Gender Equality Officer Head of Diversity &amp; Equality Diversity &amp; Equality Officer Equality &amp; Engagement Administrator</p>

				<p>See Staff Wellbeing Action Plan actions, below:</p> <p><b>Staff Wellbeing Action Plan action(s):</b></p> <ul style="list-style-type: none"><li>Review Having Difficult Conversations training</li><li>Consider the introduction of Conflict Resolution training for managers</li><li>Securing of financial resources to enable introduction of a mediation service</li></ul> <p>.....</p> <p><b>General (Gender &amp; Race EDI lenses) Equality:</b></p> <ul style="list-style-type: none"><li>Compare number of Report &amp; Support bullying &amp; harassment related cases (with a specific focus on those cases citing 'Race' and or 'Gender' as sole/part reason for incident) raised by staff, between 2022 – 2027 to determine if target activities/initiatives have had an impact on the number of cases reported and identify where further activity needs to take place in order to address <b>Equality Obj 3(c)</b></li></ul>	By July 2027	<p>.....</p> <p><b>Lead(s):</b> Equality &amp; Engagement Administrator</p> <p>Diversity &amp; Equality Officer</p> <p><b>Support:</b> Head of Diversity &amp; Equality</p>																																
<b>Key Equality Objective:</b>																																						
4	<b>Reduce the awarding gap between BAME/PoC and White UG students (with a particular focus on Black student outcomes)</b>																																					
	<b>Sub-Objective</b>	<b>Rationale</b>	<b>Measurable outcomes (KPIs)</b>	<b>Actions</b>	<b>Time-scale</b>	<b>Responsibility</b>																																
4	-	<p><b>Students:</b> Over recent years, the awarding gap between White and PoC/Black (UK domicile) UG students has decreased, however the gap still remains:</p> <p><b>White vs PoC UG Awarding Gap</b></p> <table><tr><th></th><th>2018/19</th><th>2019/20</th><th>2020/21</th></tr><tr><td>White</td><td>86%</td><td>89%</td><td>92%</td></tr><tr><td>PoC</td><td>70%</td><td>75%</td><td>86%</td></tr><tr><td>GAP</td><td>16%</td><td>14%</td><td>6%</td></tr></table> <p><b>White vs Black UG Awarding Gap</b></p> <table><tr><th></th><th>2018/19</th><th>2019/20</th><th>2020/21</th></tr><tr><td>White</td><td>86.5%</td><td>89.4%</td><td>92%</td></tr><tr><td>Black</td><td>60%</td><td>67%</td><td>76%</td></tr><tr><td>GAP</td><td>26.5%</td><td>22.4%</td><td>16%</td></tr></table> <p><i>*Data source: Access &amp; Participation Plan (APP) published data OfS response 2022</i></p> <p>This is an institutional priority (originally reflected within the University original Equality Framework Implementation Action Plan 2016 – 2026) and activity within this area is being addressed through the Access &amp; Participation Plan (APP). The same measurable outcomes are reflected within the Equality Objectives Action Plan (2022 – 2028).</p>		2018/19	2019/20	2020/21	White	86%	89%	92%	PoC	70%	75%	86%	GAP	16%	14%	6%		2018/19	2019/20	2020/21	White	86.5%	89.4%	92%	Black	60%	67%	76%	GAP	26.5%	22.4%	16%	<ul style="list-style-type: none"><li>To reduce the unexplained gap in degree outcomes (1sts or 2:1s) between White and BAME/PoC (UK domicile) students</li><li>To reduce the unexplained the gap in degree outcomes (1sts or 2:1s) between White and Black (UK domicile) students</li></ul>	<p><b>Race Equality:</b></p> <ul style="list-style-type: none"><li>Consider the inclusion of actions, that aim to address <b>Equality Obj 4</b> within the new Access &amp; Participation Plan (APP) (to be est 2024/25)</li><li>Considering the review of awarding gaps by Faculty/department to identify areas of good practice (share accordingly)</li><li>Explore how information on awarding gaps (Faculty/department level) can be shared, to raise awareness of gaps &amp; identify actions which can be taken to address issues</li><li>Review activities/initiatives that have been driven by the APP, which may have been impactful in reducing the awarding gaps and expand upon them</li></ul> <p><u>Examples</u> of areas/initiatives to explore may include:</p> <p><b>Student Recruitment (Outreach/WP):</b></p> <ul style="list-style-type: none"><li>Access pathways and pre-entry support</li><li>Role modelling/case studies (representation)</li></ul> <p><b>Academic Success/Journey:</b></p> <ul style="list-style-type: none"><li>Course content</li><li>Decolonialising the curriculum related activities</li><li>1:1 / group tutoring opportunities</li><li>Role modelling/case studies (representation)</li></ul>	<p>By Aug 2025</p> <p>By Aug 2025</p> <p>By Aug 2025</p> <p>By Aug 2026</p>	<p><b>Lead(s):</b> PVC for Education</p> <p>EPVCs &amp; Deans</p> <p>Centre for Innovation in Education</p> <p><b>Support:</b> Director of Student Recruitment, Widening Participation &amp; Admissions</p> <p>Associate Director, UK Student Recruitment &amp; Widening Participation</p> <p>Chair of Academic Success Board</p> <p>Chair of Personal Success Board</p> <p>Chair of Academic Future Board</p>
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		<p>(Evidence: <a href="#">Access &amp; Participation Plan 2020 - 2025</a>)   <a href="#">Equality Framework Implementation Action Plan 2016–2026</a>)</p>		<p><b>Personal Success/Journey:</b></p> <ul style="list-style-type: none"> <li>- Extracurricular opportunities (e.g. community/society engagement, course credit work/project opportunities)</li> </ul> <p><b>Future Success/Journey:</b></p> <ul style="list-style-type: none"> <li>- To take active steps to instil a culture of aspiration, which, in addition to employment goals, (e.g. progression to PGT/PGR study, development of applied skills, etc.)</li> </ul> <p>.....</p> <p><b>Race Equality:</b></p> <ul style="list-style-type: none"> <li>• Ensure REC Action Plan (to be est 2023) includes actions which aim to achieve <b>Equality Obj 4</b> and reflects the activity outlined within the Access and Participation Plan (APP)</li> </ul>	<p>.....</p> <p>By Nov 2023</p>	<p>.....</p> <p><b>Lead(s):</b> Chair of REC SAT</p> <p><b>Support:</b> REC Student Experience Subgroup Chair</p> <p>Associate Director, UK Student Recruitment &amp; Widening Participation</p>
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## Glossary of Terms/Acronyms

Term/ Acronym	Definition/Meaning
<b>APP</b>	Access & Participation Plan
<b>Awarding Gap</b>	A degree awarding gap (previously known as degree attainment gap) refers to the difference between the proportion of students from one group awarded a first class or upper second degree, compared with another group
<b>BAME</b>	Refers to Black, Asian & Minority Ethnic - Used commonly to refer to all ethnic minority groups to compare against White/White British
<b>BAME+</b>	BAME+ terms include white minority groups of White Irish, Gypsy/Traveller, and White Other
<b>B&amp;H</b>	Bullying & Harassment
<b>Comms/Plan</b>	Communications/Plan – Communication plans define what information should be communicated, who should receive that information, when that information should be delivered, where  For the purpose of this document, 'Comms/Communication Plans' will indicate: where awareness raising of a particular subject needs to take place and or where encouraged engagement is needed, in order to provide information and or further understanding of: e.g. representation gaps, potential challenges/barriers and to share examples of good practice/updates
<b>Disabled</b>	Indicates that a person has disclosed that they have a disability (as defined by the Equality Act 2010) to the University
<b>D&amp;E</b> <b>EDI / EDI&amp;W</b>	Diversity & Equality Equality, Diversity & Inclusion / Equality, Diversity & Inclusion & Wellbeing
<b>Ethnicity</b>	(Related to Race Equality) Often defined by a shared: history/ancestry, language, religious practice, traditions or culture
<b>Gender</b>	For the purpose of this action plan, 'gender' refers to all genders/gender identities (e.g. Male, Female, Non-binary, gender-non-conforming, Trans/Transgender, etc.)
<b>HE</b>	Higher Education
<b>LGBT+ / LGBTQIA+</b>	Used commonly to collectively refer to Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, Agenda, Asexual, Ace, Plus (plus referring to other sexualities other than heterosexual and or gender identities other than male/female)
<b>People of Colour (PoC)</b>	Used commonly to collectively refer to Asian, Black, Mixed, and Other Ethnic Minority groups when comparing to the collective White population
<b>PG, PGT, PGR</b>	Postgraduate, Postgraduate Taught, Postgraduate Research
<b>Race</b>	Often defined as a person's skin colour, nationality, ethnic or national origin
<b>White</b>	Used commonly to collectively refer to White British, White Irish, Gypsy/Traveller/Roma/Romany, and White Other when comparing against People of Colour/BAME
<b>R&amp;S</b>	Report & Support – Advice and guidance tool/portal to report incidents of: bullying, harassment, sexual misconduct, hate crime, assault or discrimination
<b>*Senior Leader</b>	'Senior Leaders' are positions listed on the <a href="#">University's Management Structure organogram</a> , with the exception of Level 1 academic department heads. See Pyramids of Power infographics in the <a href="#">Diversity &amp; Equality Infographics Summary Report</a> .
<b>UG</b>	Undergraduate

**Please Note:** The terms/acronyms 'BAME/PoC' are used throughout the action plan, however work is underway to establish an inclusive language guidance that the University will adopt once consultation has taken place with the UoL community.