

and discrimination at work and study.

an event focusing on 'Gender Equality in HE' introduced by the VC.

Summer 2020, as part of PRIDE CYMRU BU held a ZOOM session on the history of the LGBTQ+ Community in Wales 'A Panad with PRIDE' with Dr Daryl Leeworthy, Swansea University. Also made and published a bilingual YouTube video of staff and

	and related best practice.	knowledge of equality matters.		Numbers reported in the Annual Equality Report.	
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1.5	<p>Improve the information we have regarding people with protected characteristics to enable informed decision-making and better understanding of the needs and obstacles that face people from protected groups and raise awareness of the Social Model of Disability.</p>	<p>1.5.1 Review the data we collect to ensure we gather all the data we require on potential students, enrolled students and attainment by detailed protected characteristic & carers by School.</p>	<p>Planning Student Services/</p>
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		and embed within our activities through training.	Equality Champions.		and awareness-raising training provided.	
1.6	Work to develop and implement wellbeing action plans for staff and students in line with HEFCW's Policy Statement on Wellbeing and Health in HE.	1.6.1 Development of a Health and Wellbeing Strategy for the University.	Health and Wellbeing Group.	Academic year 2021/22	1.6.1 & 2 Improvement in health and wellbeing results in Staff Survey in areas of health and wellbeing and workload issues. A decrease in instances of sickness absence.	1.6.1 Action not yet due.
		1.6.2 Co-develop a relevant KPI for the Sustainability Strategy and the Healthy University Strategy as part of the newly established group.	Health and Wellbeing Group. Sustainability Officer. Student Services SU HR	Academic year 2022/23	"	1.6.2 Action not yet due.
1.7	Continue to promote the use of Equality Impact Assessments to continue to improve the effectiveness and quality to ensure informed decision-making.	1.7.1 Ensure all relevant policies and strategic initiatives are				

		Impact Assessed and accessible.	A
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		matters prior to undertaking a procurement and adapt procurement and contract documentation accordingly.	HR Staff Development.		annual audit.
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		institution-wide silver award.		Institution-wide – 2023.		
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		2.1.2 Produce graduates who are empowered to be pro-social members of society through participation in Active Bystander Intervention training.	Heads of Schools. Directors of T&L.	Ongoing	2.1.2 Increased number of students who receive Bystander Intervention training annually along with evaluation of their feedback on the effectiveness of the training.	2.1.2 Bystander Training sessions have been delivered by Welsh Women's Aid to students and student leaders in February 2020 through the SU, 14 sessions have been held to date with 55 students attending, and another 14 are yet to be delivered.
		2.1.3 Develop and maintain appropriate policies relating to all forms of harassment which recognise the value of a diverse student body and seek to create a safe and welcoming environment for all staff, students and visitors.	Student Services. International Student Support. HR. Governance & Compliance. College Equality Committees.	Ongoing		2.1.3 The University has a Student Harassment policy which is published on our webpage and in use. Close working relationship established between the ISSO and Student Services Diversity Officer. International Students made aware of the reporting process.
		2.1.4 Increase the confidence of students to report all forms of harassment	Student Services (Student Equality Officer).	Ongoing	Evidence of campaigns and engagement.	

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

		opportunities in the area of Tier4 visa regulations and International Students' welfare to ensure equality needs are flagged up and measures met across the University.				on cultural awareness for both staff and students.
2.2	Fully include students, regardless of their disability, gender identity, origin/ethnicity and all protected characteristics in all aspects of University life and promote a positive University experience for all.	2.2.1 Ensure that tackling Violence Against Women, Domestic Abuse and Sexual Violence continues to be a priority area of focus and that				

		holistic approach to supporting students transitioning or wishing to transition.	College Equality Committees.			
		2.2.3 Continue to raise awareness of the support services available to students affected by any form of Sexual Violence,				

					enable year-on-year comparisons.	
		2.2.5 HEFCW safeguarding funding submission deadline has been delayed until the end of June. If/when HEFCW have approved our proposal actions will be added here.			A disability student rep & an international student rep elected in each school through Undeb Bangor's Course Representative process.	2.2.5 Awaiting information on our funding application.
2.3	Create a University community that supports positive mental health and wellbeing by support4.22					

Promoting
health & well-
being
Building our
community
Enhancing our
knowledge
Getting help

2.4	Ensure there is diversity within the curriculum and academic representation and that teaching and assessment is accessible and broadly focused so as to include all groups of people from all backgrounds and cultures and with all characteristics and identities.	<p>2.4.1 Ensure that the curriculum is relevant to the student experience and develop our approaches for building equality, diversity and inclusion into the process of curriculum design and review.</p> <p>Formally incorporate equality impact assessment into the validation and revalidation process.</p>	Head of QA. Heads of Schools. School Directors of Teaching & Learning.	Ongoing	2.4.1 Improved student
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representative positions, ensuring students have a voice in curriculum design.

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

			Disability Services.		with Disability Services iii) numbers of students with PLSPs commensurate with percentage of disabled students. iv) government set KPIs met for numbers of students at Bangor in receipt of Disabled Students' Allowance.	
		2.6.5 Raise awareness of the range of services available to students who identify as disabled.	Student Services. SU.	Ongoing	“	2.6.5 Students are provided with information from the point of application and then followed up after enrolment to encourage them to register with Disability Services.
2.7	Provide an inclusive student employability offer which takes into account the barriers faced by students with diverse backgrounds, cultures and identities.	2.7.1 See the Fee & Access Plan				

	Specifically address barriers arising from the timetable.	benefit students who have specific planning needs e.g. student parents, student carers, home-based students.				
2.8	Increase the support we provide for estranged students to overcome disadvantage.	2.8.1 Further work within the 4 strands of the 'Stand Alone Pledge', namely, Finance, Accommodation, Mental Health and Outreach.	Head of Student Support. Student Advisers. Student Services. Tutors.	Ongoing	2.8.1 Monitoring of academic progression relative to the general student population.	2.8.1 Y

		Ensure continued provision around this.			attainment levels.	
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Strategic Aim 3:
(Staff focused)
To attract and retain all staff in an inclusive and diverse workplace where everyone can thrive.

Objective	Action	Responsibility	Timescale	Measure of success	Progress towards achievement of objectives (see key)
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3.1.3 Develop a
standalone

		3.2.3 Introduce the Professional Behaviours Framework (PBF).	HR (Staff Development).	During the academic year 2021/22.	3.2.3 Publish the PBF, roll out and raise awareness.	3.2.3 Action not yet due. Under consideration for incorporation within the People Strategy.
		3.2.4 Revised Sickness Absence Management Policy and training.	HR (Operations).	During the academic year 2021/22.	3.2.4 Revised Policy published and promoted.	3.2.4 Policy developed, agreed with the Trades Unions and a training workshop piloted and launched.
3.3	Work to encourage					

		students and staff of faith.				
		3.11.4 Consult staff/students about the creation of a Faith Group.	Student Services. Chaplaincy Team. SU. HR.	Academic year 2020/21.	3.11.4 The creation of a staff Faith group.	3.11.4 Completed.
		3.11.5 Consult staff about the establishment of more groups/networks.	HR.	Academic year 2021/22.	3.11.5 Consultation completed and results acted upon i.e. group(s) established.	3.11.5 Action not yet due.

Strategic Aim 4:

(Community and civic mission)

Collaborate and engage with groups that have not traditionally engaged with the University.

	Objective	Action	Responsibility	Timescale	Measure of success	Progress towards achievement of objectives (see key)
4.1	Attract and retain students and prospective students from underrepresented groups, which may include students from less advantaged backgrounds and students with protected characteristics, carers,	4.1.1 See the actions within the Fee and Access Plan . Provide 5 postgraduate widening access bursaries for students living in	Student Recruitment – Widening Access. Student Services.	Ongoing	4.1.1. KPIs identified and reported within the Fee & Access Plan . Continued offer of bursaries and resultant take-	4.1.1 Staff within the Student Recruitment team (part of the University’s Marketing, Recruitment and Communications Directorate) are responsible for a range of activities aimed at raising educational aspirations and attracting students from under-represented groups. These include the Talent Opportunities Programme which works with schools pupils with the potential to succeed in HE; the Profi programme which

<p>care leavers and care experienced.</p> <p><i>NB: A new Civic Mission Strategy is currently being developed and additional information will be added to Strategic Aim 4 during 2021.</i></p>	<p>the lowest 40% of the WIMD areas. (Annual allocation.)</p>	<p>up by individuals.</p> <p>HEFCW National Measures to monitor success: (1) number and % of Welsh domiciled students from the most deprived WIMD areas (2) number and % of UK domiciled students from low participation areas (3).</p> <p>Improvement in Bangor University's performance benchmarked against HEFCW's disability monitoring data (published for the Welsh</p>
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4.1.2 Monitor uptake by disabled students of the University's

		4.1.4 Enhanced engagement with national organisations working with young carers.	Student Recruitment –			

4.3						
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				HEFCW. (Nov).		
		4.5.3 To include community benefit requirements in lower value contracts where possible.	Finance (Procurement & Payments).	Reported annually to the Audit & Risk Committee, Finance & Resources Committee and HEFCW. (Nov).	4.5.3 Benefits to the community	