

APPENDIX 1 – STRATEGIC EQUALITY PLAN ANNUAL REPORT TABLE OF PROGRESS, 1ST APRIL 2016 TO 31ST MARCH 2017

REF	ACTION	RATIONALE	STRATEGIC LINK*	SUCCESS MEASURES	TIME-SCALE	LEAD	PROGRESS (1/04/2016 – 31/03/2017)
1	<p>CULTURE AND GOVERNANCE To promote dignity, respect, inclusion and fairness within the College and University communities to embed equality into the decision making of the USW Group.</p>						
1.1	<p>Manage the USW equalities agenda through the Equality & Diversity Steering Group and the three Equality Sub Groups for - disability & dyslexia, race, religion and belief and gender and sexual orientation. This will include: = holding EDSG / Sub Groups each term. = ensuring representation on from each dept. / faculty / SU = representatives communicate the work of EDSG / Sub Groups and broader equalities agenda to wider university.</p>	<p>- Provides strategic governance for the equalities agenda. - Ensures a key equality contact within each department / faculty - Communicates the work of EDSG to broader institution</p>	SEP	<p>- 3 meetings held per year. - representative (or nominee) from each faculty/department attends every meeting</p>	<p>July 2016 – to be reviewed yearly thereafter</p>	<p>University Secretary</p>	<p>ONGOING -EDSG met each term. Membership reviewed to ensure representation across each faculty and department. -Disability & Dyslexia Group met each term, progressed the agenda on dyslexia awareness and process for supporting dyslexic staff and supported USW to become a ‘Disability Confident’ employer. -Race Religion & Belief Group met each term. Progress made in developing a race equalities evidence base, assessing key race equality issues relating to the student experience and developing a race equality training day. -Gender & Sexual Orientation Equality Sub Group became the Athena Swan Self-Assessment Team for 2016/17. This met regularly to coordinate USW’s Athena Swan bronze renewal application. -Further work is required on ensuring there are departmental and faculty representatives for each group and that the work of the group is communicated throughout those faculties and departments. Further disseminated of the work of EDSG is also required.</p>

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1.2	Ensure the Strategic Equality Plan is linked to University strategy.	- Mainstreaming the delivery of equality priorities through University strategy.	SEP	- Academic Plan, People Plan, Strategic Planning & Engagement Document, Student Experience Plan and Fee & Access Plan explicitly reference the Strategic Equality Plan and delivery of the Strategic Equality Objectives.	March 2020	Head of Strategic Planning	ONGOING - Equality & Diversity is explicitly linked to the Academic Plan, with key equality targets referenced within in. Equality is embedded into the People Plan. Specific reference to the sections of these that link directly to the Strategic Equality Objectives are documented within the USW Strategic Equality Action Plan. - Key actions from the Strategic Equality Plan are embedded into the Fee & Access Plan. - The Strategic Equality Plan directly links to the Student Experience Plan, with objective 3 on 'diversity of the student body and student experience' being directly linked to key aspects of the Student Experience Plan.
1.3	Each departmental / faculty operational plan will have a mandatory equality section which links directly to the Strategic Equality Objectives and the relevant deliverables within the Strategic Equality Plan.	- Mainstreaming implementation of the SEP throughout all departments / faculties.	SEP	- Faculties / depts. take responsibility for implementing relevant actions. - Implementation and progress is monitored. - A key link from each faculty / department is identified to communicate progress.	July 2017	Head of Strategic Planning	ONGOING - Two departments have developed Strategic Equality Action Plans specifically for their areas based upon supporting delivery of the Strategic Equality Objectives: Marketing & Student Recruitment and Academic Registry. - From 2017/18, all faculties are required to embed equality actions into their Annual Monitoring Plans. - Further work will be undertaken during 2017/18 to embed equality into all faculty and departmental operational plans.
1.4	Monitor the diversity of the Board of Governors and university committees.	- Benchmark data is needed on equality profile of university board and committees. -Representation of women on boards / committees was identified as a priority area during SEP consultation.	SEP	- Equalities data is collected and analysed for: USW Board of Governors, Finance & Resources Committee, Remuneration Committee, HR Committee, Nominations Committee, Audit Committee and Conferment Board.	July 2017	Head of Governance Unit	ONGOING Completed. Equality monitoring undertaken for 100% of the lay members (independent and co-opted) for USW Board and committees. Report considered by EDSG in May 2017. Ongoing equality monitoring to take place for all new members as part of the membership pack. Further analysis of diversity of each board and committee to be undertaken and to be presented to EDSG on an annual basis.

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1.5	Achieve 50:50 representation on the Board of Governors.	<ul style="list-style-type: none"> - Key priority identified during voluntary sector consultation. - Chwarae Teg & EHRC 50/50 by 2020 campaign. 		<ul style="list-style-type: none"> - Shorter term target to achieve 40% female members. - Longer term target to achieve 50% female members. 	March 2020	University Secretary	<p>ONGOING</p> <ul style="list-style-type: none"> -For 2016/17, the gender profile of the lay members of the Board of Governors (independent and co-opted) and co-opted members of the following committees was: 28.6% of members are female; 71.4% of members male. -From August 2017, 40% of our lay governors are female. When you take account of our staff and student governors the percentage increases to exactly 50%. We awaiting the outcomes of two processes, one to elect a second student and one to elect a staff nominee. -The diversity of the Board of Governors will next be reported to EDSG in May 2018.
1.6	Review EIA Forms & Guidance	<ul style="list-style-type: none"> - Equality Act specific duty on assessing impact. 	SEP	<ul style="list-style-type: none"> - Revised forms and guidance published on website / intranet. 	July 2017	Equality & Diversity Partner	<p>ONGOING</p> <ul style="list-style-type: none"> -EIA resource on the Hub developed and published in December 2016, including publishing of new EIA guidance. -New EIA guidance for restructures and redundancies developed and distributed during USW streamlining exercise. -Review of EIA forms to be undertaken during 2017/18.
1.7	Create an Equality Impact Assessment resource on The Hub.	<ul style="list-style-type: none"> - Equality Act specific duty on assessing impact. 	SEP	<ul style="list-style-type: none"> - Forms, guidance, useful sources of information and completed EIAs available for staff as a resource. - Number of times resource accessed by staff. 	July 2017	Equality & Diversity Partner and HR Comms & Web Adviser	<p>ONGOING</p> <ul style="list-style-type: none"> - EIA resource developed and published: https://thehub.southwales.ac.uk/Interact/Pages/Content/Document.aspx?id=6522 - Number of times resource is accessed is low, so further development and promotion of this will be undertaken during 2017/18.
1.8	Deliver Equality Impact Assessment Training.	<ul style="list-style-type: none"> - Equality Act specific duty on assessing impact and equality training. 	SEP	<ul style="list-style-type: none"> - Number of training opportunities provided. - Number of staff received training. 	July 2017	Head of HR Organisational Development	<p>ONGOING</p> <ul style="list-style-type: none"> -1:1 advice and guidance given to staff and managers on conducting EIAs on policies and restructures/redundancies. - Training to be developed during 2017/18. (NB following the departure of the Head of HR (OD) this action point will be assumed by the E&D Partner going forward)

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1.9	Equality Impact Assessments to become a mandatory requirement for all Executive papers that require a decision / policy approval.	- Equality Act specific duty on assessing impact.	SEP	- Increase in number of EIAs undertaken (Between 1 st April 2015 to 31 st March 2016 21 were undertaken).	Sept 2016	Head of Strategic Planning	NO PROGRESS – TO BE UNDERTAKEN DURING 2017/18
1.10	Incorporate equality considerations into contractual procurement documents and the Pre-Qualifying Questionnaire utilised in the tendering procedure.	- Equality Act specific duty on procurement outlines requirements for public authorities.	PS	- Procurement contracts explicitly include equality requirements. - Pre Qualifying Questionnaire includes equality questions that are essential for all tendering organisations.	March 2020	Procurement Manager	ONGOING - Modern Slavery Act has been introduced to procurement contractual documents. -Work has taken place to incorporate equality considerations into some tenders during the last year. -Further work will be done during 2017/18 to update procurement documentation with equality considerations.
1.11	Include equality in the University's Procurement Strategy and Procurement Policy Statement.	- Equality Act specific duty on procurement outlines requirements for public authorities.	PS	- Specific reference to equality and how the university will comply with the specific duty on procurement in the Procurement Strategy & Procurement Policy Statement.	March 2020	Procurement Manager	ONGOING - Revised Procurement Strategy drafted and awaiting approval from Executive. Procurement Strategy includes a commitment to: adhere to all requirements of the Equality Act; embed equality principles into the Procurement Policy Statement; and ensure equality considerations are evident in contractual procurement documents and initial tendering procedures.
1.12	Develop a USW Equality & Diversity in Procurement Guidance Document for Contractors and Sub Contractors.	- Equality Act specific duty on procurement outlines requirements for public authorities.	PS	- Guidance produced for all contractors and sub-contractors outlining expectations and requirements in terms of equality. - Distributed routinely to all contractors.	March 2020	Procurement Manager	ONGOING - Work on this will be developed following approval of the USW Procurement Strategy.

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1.13	Ensure consistent adoption of the community benefits approach to all significant procurement projects.	- Equality Act specific duty on procurement outlines requirements for public authorities.	PS	- Community benefits approach communicated to all contractors. - Monitoring of the community benefits implemented through each contract.	March 2020	Procurement Manager	ONGOING - Community benefits approach has been adopted within some projects during 2017/18. Within the Procurement Strategy is a commitment to apply a community benefits approach to all significant procurement projects and capture all community benefits derived from procurement projects.
1.14	Implement the Prevent Duty within USW. This will include: = Raising awareness of the University's Freedom of Speech Code of Practice. = Implementing the University's Prevent Protocol and External Speaker Policy = Compiling and monitoring Prevent Compliance Risk Assessment and Action Plan = Providing training for staff in Prevent Awareness and the University's approach to implementation of the duty.	- Statutory duty issued under section 29 of the Counter-Terrorism and Security Act	P,IP	- Implementation of a University wide system for external speaker applications - Identify key members of staff to undertake training. - Providing face to face training for 500 staff. - Appointing and training PREVENT links in facilities and departments.	Sept 2017	Director of Chaplaincy Services	ONGOING - All work in relation to this action undertaken and ongoing. - Freedom of Speech Code of Practice, Prevent Protocol, External Speaker Policy and Prevent Risk Assessment agreed and in place, following extensive consultation. - The following documents were revised during this year: PREVENT Protocol, External Speaker Policy, PREVENT Risk Assessment & Action Plan, Speaker Forms, Ramadan in the Examination Period Guidelines and Prevent Concern and External Speaker/Event Evaluation tools. - Reference to PREVENT has also been added to the Social Media Policy, Prayer Facilities Protocol and Guidance on Religion & Belief for Students. - Prevent training delivered through the Chaplaincy on a regular basis: during 2015/16, 615 staff and Governors were trained, during 2016/17, 476 staff and student union received training. - Prevent links identified across all departments and faculties - Development of an IT system to record all applications for external speakers is currently under development - Annual report on Prevent Compliance completed and submitted to HEFCW autumn 2017.

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1.15	Ensure there are Dignity at Work & Dignity at Study Advisers at every campus. This will involve: = Putting out a call of interest for Advisers at Newport and Cardiff = Training new Advisers =Promoting the scheme to staff and students	- General duty in Equality Act to eliminate unlawful discrimination and promote good relations	PrP	- Dignity at Work & Dignity at Study Advisers at every campus - Scheme promoted widely through various channels - Number of cases dealt with each year	July 2017	Equality & Diversity Partner and Employee Relations Partner	<p>PARTIALLY COMPLETED</p> <ul style="list-style-type: none"> - 5 Dignity at Work/Study Advisers in place currently covering Treforest, Glyn Taff and Newport campuses. Dignity Adviser for Cardiff Campus currently not in place, although Advisers are able to travel to the Cardiff Campus if needed. - The scheme is promoted through the staff intranet and student intranet site, in addition to being discussed as part of staff inductions for all new staff. -Scheme promoted during 2016 as part of the communications for the new Dignity at Work Policy. -During the 2016/17 academic year, a total of 18 cases were dealt with by the Dignity Advisers (half of these were Dignity at Study and half were Dignity at Work issues).
<p>*SEP = Strategic Equality Plan, AP = Academic Plan, PP = People Plan, SEP = Student Experience Plan, FP = Fee & Access Plan, PS = Procurement Strategy, PrP = PREVENT Protocol, AS = Athena Swan</p>							

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2	COLLABORATION, COMMUNICATION AND ENGAGEMENT To ensure that engagement takes place with staff, students and local voluntary sector groups from protected characteristics through collaboration, communication and consultation.						
2.1	Achieve student representation on EDSG and Equality Sub Groups. This will include: = nominated reps from the SU to attend each EDSG / Equality Sub Group = liaising with the Disabled Students Officer, SU Black Students Officer, International students Officer, LGBT Officer & Women’s Officer to obtain student reps on Equality Sub Groups.	- Specific duty on engagement within the Equality Act. - Increased engagement with students from PC groups. –Representation of diverse views on steering group and sub groups.	SEP	- Representation from the SU on EDSG and each of the 3 Equality Sub Groups. - Representation from the SU equality-related officers on each of the 3 Equality Sub Groups.	Each year following the election of the post holders March 2020	Equality & Diversity Advisor	ONGOING - SU President and Vice Presidents attended to represent SU on EDSG and Equality Sub Groups, where possible. - Disabled Students Officer engaged with Disability & Dyslexia Equality Sub Group (DDESG). - No engagement from other equality related SU Campaign Officers. - During 2017/18, new Disabled Students Officer to continue to engage with DDESG. Gender Identity Officer engaged with developing Trans Equality Guidance with the Staff LGBT+ Network. Good engagement from the SU President and Vice Presidents with the equalities agenda.
2.2	Promote the Strategic Equality Plan and the USW equalities agenda through all communication channels.	- Feedback from SEP consultation.		- Publicising of SEP through: The Hub, USW Daily, Core Brief & any other relevant comms. - Produce and publicise an infographic summarising	June 2016 June 2016	Head of Corporate Comms and HR	ONGOING -New Equality & Diversity section on the staff intranet developed and published, with specific section on Strategic Equality Plan. - Strategic Equality Plan infographic highlighting key priorities developed and published on the USW external website:

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			the key elements of the SEP. - Publicise the SEP Annual Reports each year.	April 2017 & each April thereafter	Comms and Web Adviser	http://hr.southwales.ac.uk/hr/equalitydiversity/strategic_equality_plan/ - SEP Annual Reports publicised on the USW external website: http://hr.southwales.ac.uk/hr/equalitydiversity/sepannualreports/
2.3	Ensure visible representation of diversity on website and other forms of communication.	- Priority identified by staff focus group on race equality.	- Able to evidence to that consideration of equality and diversity if factored into visible imagery on website and other forms of communication by highlighting examples of this.	March 2020	Head of Corporate Comms	ONGOING - Progressing as planned. USW's Marketing & Student Recruitment (MSR) department have conducted website research into diversity and distributed findings. -MSR have built this action into their 2017-18 plans, particularly into development of the new applicant website, and will draw upon findings from the BME Focus Group.
2.4	Promote key equality days/months throughout the year through internal and external communication channels.	-Feedback from student survey and staff focus group during SEP consultation. - Feedback from the SU LGBT Officer and LGBT society.	- Inclusion of equality days/months to be celebrated on the 'communications grid'. - Key equality days/months promoted and celebrated through various communications methods, these may include: LGBT History Month, International Women's Day, International Day Against Homophobia Trans phobia and Biphobia, Black History Month and International Day of Disabled People.	April 2017 and to be reviewed each year	Head of Corporate Comms	ONGOING - Equality related days/months/events incorporated into the 'communications grid'. -HR Communications Officer raises relevant items in this weekly meeting. -During 2016/17, examples of promotion of equality related initiatives that took place include: communications and social media campaign for International Day Against Homophobia, Transphobia and Biphobia, LGBT History Month, unconscious bias training, Pride Cymru, Black History Month and International Women's Day. -Calendar of LGBT+ related days published on the staff intranet. -This is an ongoing action for 2017/18.

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2.5	Research how USW can effectively engage with disabled staff.	<ul style="list-style-type: none"> - Specific duty on engagement within the Equality Act. - Engagement a requirement of the 'Two Ticks' scheme - Lower satisfaction of disabled staff identified through the Staff Engagement Survey 2014 	PD	<ul style="list-style-type: none"> - Run staff focus group on disability. - Research creation of a Staff Disability & Dyslexia Network -Representation from disabled staff on the Disability & Dyslexia Equality Sub Group - Representation from disabled staff on access focus group (5.2) 	July 2018	Head of HR Organisational Development	<p>NOT COMPLETED</p> <ul style="list-style-type: none"> -Staff focus group and research on creating a Staff Disability Network has not yet been completed. -USW has gained 'Disability Confident Level 2' status. Actions to engage with disabled staff are embedded into the USW Disability Confident Action Plan. <p>(NB following the departure of the Head of HR (OD) this action point will be assumed by the E&D Partner going forward)</p>
2.6	Research establishing a Staff BME Network	<ul style="list-style-type: none"> - Specific duty on engagement within the Equality Act. - Priority identified through voluntary sector consultation and staff focus group. - Workforce data shows low proportions of BME staff at USW, higher proportions of BME staff leaving and lower proportions of BME staff being short listed and appointed to positions. - Lower levels of satisfaction identified in some areas of the 2014 Staff Engagement Survey for BME staff. 	PD	<ul style="list-style-type: none"> - Creation of a BME Staff Network - Increased engagement with BME staff. -Representation from the network on the Race Religion & Belief Equality Sub Group 	July 2017	Head of HR Organisational Development	<p>NOT COMPLETED</p> <ul style="list-style-type: none"> - Discussions about creating a BME Staff Network have taken place at the Race, Religion & Belief Equality Sub Group, but no actions to develop this further have taken place to date. This action will be discussed further through the Race, Religion and Belief Equality Sub Group during 2017/18. <p>(NB following the departure of the Head of HR (OD) this action point will be assumed by the E&D Partner going forward)</p>

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2.7	Create opportunities for LGBT staff to network.	- Stonewall research highlights the importance of staff networks for supporting staff and developing inclusivity in the workforce.	PP	- Undertake survey of LGBT staff. - Research establishing a LGBT Staff Network - Arrange event for LGBT History Month.	March 2017	Director of Chaplaincy Services	<p>COMPLETED</p> <ul style="list-style-type: none"> - Considerable work has been undertaken to develop the LGBT+ Staff Network 'Spectrum' during 2016/17, lead by the Chaplain's LGBT+ Champion. - Staff survey conducted, exploring the need and purpose of a network and how this would look. Results were used to further develop the network, as staff identified. - Network Steering Group created, Terms of Reference developed and formally agreed by USW Executive, network objectives for 2017/18 developed. - LGBT+ section of staff intranet developed. - LGBT Role Models initiative launched. - Spectrum has been promoted widely to staff and events have taken place for LGBT History Month, International Day Against Homophobia, Biphobia and Transphobia and Bi Visibility Day. - Further events and network activities are planned for 2017/18.
2.8	Celebrate LGBT History Month through hosting events for staff and students.	- Priority identified through student survey in the SEP consultation.	AP / PP	- LGBT History Month Event hosted each February	Feb 2017 and each Feb thereafter	Director of Chaplaincy Services	<p>COMPLETED</p> <ul style="list-style-type: none"> - Two events for staff/students successfully held at the Treforest Campus: *9th February - showing of the film 'The Imitation Game', which is about Alan Turing's part in breaking the Nazi codes during the war, and the persecution he suffered as a gay man. *23rd February - "An Audience with Chris Bryant" took place and explored the life of his prominent MP, including discussions about his life as a former Church in Wales priest and how we can make people of all sexual orientations feel safe and valued. - This is an ongoing action for 2017/18.
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3.2	<p>Improve achievement of British BME students through implementation of ‘Success Objective 5: Retention and Achievement’ in the Student Experience Plan, with particular reference to the introduction of personal coaching/tutoring (objective SO4.3) and introduction of a learning analytics tool (objective SO4.4)</p>	<ul style="list-style-type: none"> - Significant achievement gap between White British students and BME British Students achieving 1st / 2:1 degrees (13.3% in 2012 / 10.8% in 2013 / 10.1% in 2014). - UK ethnicity degree attainment gap is 15.2%. Wales’s ethnicity attainment gap is 12% (2013/14). - Equality & Human Rights Commission identified closing attainment gaps in education as a key priority in ‘Is Wales Fairer’ - Identified as a key priority by the Race Religion & Belief Equality Sub Group. 	<p>Student Experience Plan</p>	<ul style="list-style-type: none"> - Reduction of the ethnicity achievement gap for British BME students from 10.1% (2013/14) so equal proportions of British BME students and White British students achieve 1st and 2:1 degrees. - Data will be monitored on a yearly basis each December and included within the Annual Monitoring report that is presented to Academic Board and Quality Assurance Committee annually. 	<p>March 2020</p>	<p>PVC – Learning, Teaching & Student Experience</p>	<p>ONGOING</p> <ul style="list-style-type: none"> -2015/16 data – UK White students: 67% achieved 1st or 2:1. UK BME students: 58.9% achieved 1st or 2:1. BME achievement gap for UK students is therefore 8.1%. This varies by faculty: FBS - 23%, CES - 5.8%, FCI -14%, LSE - 6.6%. -2015/16 data – UK White students: 67.8% achieved 1st or 2:1. UK BME students: 60.6% achieved 1st or 2:1. BME achievement gap for UK students is therefore 7.2%. This is a reduction of 0.9% from 2015/16. The achievement gaps by faculty are: FBS – 4.3% (reduction by 18.7%), CES – 9.8% (4% increase), FCI – 12% (reduction by 2%), LSE – 5.1% (reduction by 1.5%). -As referenced in 3.1, data will be monitored each January through Annual Monitoring and Faculties will be required to incorporate actions to address these imbalances within their action plans.
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3.3	Increase number of BME students studying at USW.	<ul style="list-style-type: none"> - Low representation of British BME undergraduate students at USW compared with local census data (5.5% in 2012 / 5.9% in 2013 / 5.9% in 2014) - Low representation of UK BME postgrad students (4.7% in 2012 / 4.6% in 2013 / 5% in 2014) - Identified as priority by EDSG 		<ul style="list-style-type: none"> - Increase of British BME undergraduate students to 7.3% - Increase of British BME postgraduate students to 6% 	March 2020	Director of Marketing & Student Recruitment	<p>ONGOING</p> <ul style="list-style-type: none"> -UK BME undergraduate student population was 6.2% in 2015/16; this represents an increase of 15 students. For 2016/17, the UK BME UG population was 5.8%; a decrease of 182 students from 2015/16. -UK BME postgraduate student population was 5.1% in 2015; this represents a decrease of 4 students. For 2016/17, the UK BME PG population was 6.7%, an increase of 66 students. -Detailed analysis of UCAS ethnicity data for 2015 and 2016 has been undertaken. This will be analysed further for 2017. -Focus group on recruiting BME students undertaken, with further research on this area to be undertaken during 2017/18.
3.4	Support care leavers to enrol at USW and complete their courses.	<ul style="list-style-type: none"> -Care leavers are significantly under-represented at universities. Only 7% of care leavers go to University compared to 43% of the general population. 		<ul style="list-style-type: none"> - Increase in the numbers of care leavers enrolled at USW (in 2014/15 there were 44; 2015/16 this increased to 52) to: <ul style="list-style-type: none"> *56 in 2017/18 *64 by 2020 - Increase in the numbers of care leavers who progress to the following year (2014/15 20 care leavers progressed to the next year). - Increase in the numbers of care leavers that graduate from USW (2014/15 5 care leavers graduated) 	March 2020	Principal Officer for Student Advice, Student Administration Services	<p>ONGOING</p> <ul style="list-style-type: none"> - USW has continued to provide support to current and prospective students who are care leavers. - A number of types of support are provided, including: nominated person for support on each campus, USW Care Leaver Guide, advice from Student Money Advice Team, 365 day accommodation and a care leaver bursary. - 47 care leavers enrolled in 2016/17, therefore 5 less than the target of 52. - 17 students (not including those that graduate) progressed to the following year, which is 4 students lower than 2015/16. - The number of care leavers that graduate from USW increased from 9 students in 2015/16 to 14 in 2016/17. - The Care Leaver Co-ordinator is working with 8 prospective students who are looking to study at USW during the 2017/18 academic year. - A full report on USW's work to support care leavers is available upon request.

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3.5	Investigate reasonable adjustments and support that can be provided for Muslim students when the exam period overlaps with Ramadan.	<ul style="list-style-type: none"> - Exam timetable will overlap with Ramadan during 2018, 2019 and 2020. - USW needs to consider what adjustments and support can be offered to Muslim students who are fasting during these years. 		<ul style="list-style-type: none"> - Proposal outlining adjustments and support developed and agreed - Agreed support and adjustments promoted through USW communications and international recruitment team - Agreed support and adjustments in place for 2018 onwards 	<p>July 2016</p> <p>July 2017</p> <p>May 2018</p>	<p>Assessment & Awards Manager, Student Administration Services,</p> <p>Director of Chaplaincy Services,</p> <p>Equality & Diversity Partner</p>	<p>ONGOING</p> <ul style="list-style-type: none"> - Proposal outlining support and reasonable adjustments that can be made to the examination timetable developed and agreed at Quality Assurance Committee and Academic Board. Further work is now required on communicating these adjustments and ensuring they are in place for the 2018 examinations.
3.6	Guidance for staff and students undergoing gender reassignment	<ul style="list-style-type: none"> - Priority identified through SEP consultation. - Equality Act duty to promote equality for this PC. - Requirement for AS. 	AP / PP	<ul style="list-style-type: none"> - Guidance to be developed, using best practice guidance including those from ECU and Stonewall - Consultation on guidance to take place with student LGBT Society and staff LGBT Network - Guidance published and promoted 	July 2018	Director of Student Services and Equality & Diversity Partner	<p>ONGOING</p> <ul style="list-style-type: none"> -Trans equality awareness event took place as part of USW's events for International Day Against Homophobia, Transphobia and Biphobia. -LGBT+ Staff Network Spectrum have begun work to develop a trans equality policy for staff and students. -Lead contacts for taking this forwards have been identified within HR, Academic Registry and Student Services. Engagement with students has begun. - This will be progressed further during 2017/18.
3.7	Review and revise Dignity at Study Policy	<ul style="list-style-type: none"> - Priority identified through student consultation 	AP	<ul style="list-style-type: none"> - Revised policy, following review, EIA and consultation, published and publicised 	July 2018	<p>Director of Student Services,</p> <p>Equality & Diversity Partner</p> <p>Head of Student Casework</p>	<p>ONGOING</p> <ul style="list-style-type: none"> - Review of Dignity at Study Policy has commenced. The policy will be finalised during 2017/18, with consultation and EIA undertaken.

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3.8	Provide disability awareness training for staff.	<ul style="list-style-type: none"> - Equality training is a specific duty within the Equality Act. - Key priority identified through staff and student survey for SEP consultation 	PP	<ul style="list-style-type: none"> - Identification of staff needs re disability awareness training - Delivery of training opportunities - Number of training opportunities delivered - Number of staff accessed training opportunity 	July 2019	Disability & Dyslexia Service Manager & Head of HR (Organisational Development)	<p>ONGOING</p> <ul style="list-style-type: none"> -Deaf Awareness Training run by the Deaf Education Advocacy Fellowship, 80 staff trained – July 2015 and April 2016 - Dealing with Challenging Behaviour – for Mentors, July 2016. - Equality Act – to new support workers, Sept 2016. -Half day bespoke MH awareness training for Therapeutic Arts staff, January 2017 -ASIST training – open to all staff, March 2017 -Mental health and autism awareness workshop delivered to staff, in partnership with Mind, Autistic Spectrum Connections Cymru and Time to Change Wales, March 2017. -NAS free autism awareness session, March 2017. -Neuro Developmental Disorder Awareness Training delivered to 20 staff by USW's Dyscovery Centre, raising awareness of dyslexia, autism and ADHD, July 2017. -ASIST training – open to all staff, June 2017.
3.9	Join Stonewall Diversity Champions Scheme.	<ul style="list-style-type: none"> - Feedback received from student survey and staff survey. - Complaints received by Stonewall from students about LGBT equality issues. 	AP	<ul style="list-style-type: none"> - Confirmed membership of Stonewall. - Use of logo on website and jobs pages. - Training session from Stonewall on equality champions. - Assessment of USW LGBT priorities by Stonewall. 	July 2017	University Secretary	<p>COMPLETED</p> <ul style="list-style-type: none"> -USW Group joined Stonewall Diversity Champions programme in June 2016. -Stonewall logo is used on USW website, jobsite and intranet. -Stonewall equality and unconscious bias training session run in May 2017 with 40 staff attending. -Stonewall Workplace Equality Index submitted for first time in September 2016, resulting in USW coming 301st out of 440 organisations. Submitted to the Index for second time in September 2017. Results due February 2018. -Stonewall undertook assessment of USW priorities following submission of first Index, which were all met before submission of the second.

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REF	ACTION	RATIONALE	STRATEGIC LINK*	SUCCESS MEASURES	TIME-SCAL E	LEAD	PROGRESS (1/04/2016 – 31/03/2017)
4	TO ATTRACT, RETAIN AND DEVELOP A DIVERSE RANGE OF PEOPLE TO WORK FOR USW GROUP AND ENABLE THOSE THAT WORK FOR THE GROUP TO HAVE ACCESS TO OPEN AND TRANSPARENT CAREER DEVELOPMENT AND PROGRESSION.						
4.1	Undertake an EIA of the whole recruitment and selection process, policy and training.	<ul style="list-style-type: none"> - Recruitment data shows BME people are less likely to be shortlisted and offered a job than White candidates - Lower proportion of BME staff compared to local populations (4.1%) 	AP / PP	<ul style="list-style-type: none"> - Completion of EIA, using evidence and consultation to identify areas for improvement. - Proportionate levels of people from protected groups being shortlisted and appointed to positions. 	July 2017	HR Recruitment Project Team	NOT COMPLETED The Recruitment Project Team was put on hold due to the large-scale streamlining project that was undertaken during 2016/17. This action will be reviewed during 2017/18.
4.2	Undertake an EIA of the Competency Framework	<ul style="list-style-type: none"> - Recruitment data shows BME people are less likely to be shortlisted and offered a job than White candidates 	AP / PP	<ul style="list-style-type: none"> - EIA completed and Competency Framework amended to reduce any adverse impacts in relation to protected characteristics 	March 2017	HR Competency Framework Project Team	NOT COMPLETED The Competency Framework was put on hold due to the large-scale streamlining project that was undertaken during 2016/17. This action will be reviewed during 2017/18.

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4.3	Provide unconscious bias training for staff involved in making recruitment and selection decisions and for members of the Board of Governors and senior staff.	- Recruitment data shows BME people are less likely to be shortlisted and offered a job than White candidates that are not disabled and White candidates	AP / PP	<ul style="list-style-type: none"> - Provision of unconscious bias training. - Incorporate unconscious bias training into recruitment training. - Delivery of an unconscious bias training session for Board of Governors / senior staff. - Monitoring numbers and roles of staff completing it. - Proportionate levels of people from different protected groups being shortlisted and appointed to positions. 	July 2017	Head of HR – Organisational Development	<p>ONGOING</p> <ul style="list-style-type: none"> -Unconscious bias briefing provided to 40 staff by Stonewall, May 2017. -Leadership Foundation for Higher Education provided unconscious bias training for members of the Board of Governors, Vice Chancellor’s Executive Board and senior managers, July 2017. -Inclusivity and unconscious bias session run for staff in the Centre for Excellence in Teaching & Learning, July 2017. -Inclusive Leadership module, incorporating unconscious bias, being developed for managers and to be delivered from 2017/18. -Further work will be taking place during 2017/18 to embed unconscious bias within the learning and development provisions. <p>(NB following the departure of the Head of HR (OD) this action point will be assumed by the E&D Partner going forward)</p>
4.4	Widen communication channels for recruitment.	- Voluntary sector engagement event and staff focus group identified communication about recruitment as a key barrier for PC groups.	AP / PP	<ul style="list-style-type: none"> - Develop use of social media for recruitment via a content-driven approach, reflecting the diversity of the university staff population. - Develop links with local voluntary sector organisations. 	Dec 2016	HR Communication and Web Adviser	<p>ONGOING</p> <ul style="list-style-type: none"> - All USW jobs now feature on Twitter, each vacancy is routinely posted. - USW jobs blog created with several blogs on various themes posted. - Further links to be developed with the voluntary sector going forwards.

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4.5	<p>- Review the University's commitment to the Two Ticks scheme. This will include: = Investigate adherence to the 5 commitments in the Two Ticks scheme = Investigate joining the 'Disability Confident' scheme.</p>	<p>- Data shows disabled staff are more likely to leave employment at USW -Staff engagement survey showed disabled staff had greater levels of dissatisfaction</p>	AP / PP	<p>-Disabled staff leavers data shows proportionate % of leavers compared to workforce populations. - Higher satisfaction levels of disabled staff evidenced from the Staff Engagement Survey - Retain the Two Ticks scheme - Successful in application to become a 'Disability Confident' employer</p>	July 2017	Equality & Diversity Partner	<p>ONGOING - Staff survey data disaggregated by disability is currently being obtained. - USW has migrated from the 'Two Ticks' scheme to 'Disability Confident' as a Level 2 employer. - Disability Confident Action Plan in place. It features as a standing item on the Disability & Dyslexia Equality Sub Group, with the action plan being reviewed termly. -Review of USW membership to Disability Confident is due in February 2018.</p>
4.6	<p>Develop the provision of equality & diversity training for staff at all levels.</p>	<p>- Specific duty within the Equality Act. - Priority identified during the voluntary sector engagement event.</p>	AP / PP	<p>- Provision of online / face to face equality and diversity training that meets legislative requirements and ensures that staff across USW are aware of their responsibilities under the Equality Act. Numbers accessed training each year to be monitored. - Inclusion of equality training within Leadership & management development programmes. - 95% of all new starters attend equality & diversity training as part of induction. - E&D training for Course Reps and Student Voice Reps. - Dignity at Work training.</p>	July 2018	Head of HR – Organisational Development	<p>ONGOING - 'Equality Awareness' training has been further developed and delivered to all new staff as a mandatory part of induction training. - Bespoke equality, unconscious bias and inclusion training session run for staff within the CELT department. - 'Equality Matters' training delivered to Student Voice Representatives and Course Representatives. - 'Inclusive Leadership' training module currently under development encompassing unconscious bias, equality awareness and dignity at work. To be rolled out for all managers from January 2018. (NB following the departure of the Head of HR (OD) this action point will be assumed by the E&D Partner going forward)</p>
4.7	<p>Develop an online resource for disabled staff</p>	<p>- Identified as a priority by the Disability & Dyslexia Equality Sub Group</p>	PP	<p>- Provision of information for disabled staff in one place on the website</p>	July 2017	HR Communication & Web Adviser	<p>COMPLETED - Online resource for disabled staff created on the intranet. To be further developed with resources on dyslexia during 2018.</p>

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4.8	Update the guidance for staff and managers on dyslexia and disability	<ul style="list-style-type: none"> - Identified as a priority by the Disability & Dyslexia Equality Sub Group - Feedback received about improvements needed to existing guidance - Equality Act requirements on reasonable adjustments 	PP	<ul style="list-style-type: none"> - Guidance updated in consultation with the Disability & Dyslexia Equality Sub Group - Guidance published on HR pages - Communication to all staff about updated guidance takes place 	July 2017	Equality & Diversity Partner and Deputy Health & Safety Officer	<p>ONGOING</p> <ul style="list-style-type: none"> - Small amendments made to the guidance in keeping with current USW practices and contacts referenced within it. - Resources on dyslexia to be included within the guidance agreed with the Disability & Dyslexia Equality Sub Group. - Further work to be undertaken on updating this guidance during 2018.
4.9	Enter the Stonewall Workplace Equality Index	<ul style="list-style-type: none"> - To meet requirements of the general and specific duties in terms of LGBT Equality - Identified as a priority during SEP consultation 	PP	<ul style="list-style-type: none"> - Seek final approval to complete the Workplace Equality Index - Following completion, receive ranking from Stonewall - Detailed feedback on improvement areas received from Stonewall - Action plan to implement Stonewall recommendations put in place 	March 2020	Director of HR	<p>ONGOING</p> <ul style="list-style-type: none"> - Stonewall Workplace Equality Index entered for the first time during 2016. Ranking of 301st achieved. - Detailed feedback from Stonewall received following ranking, with priorities areas set - Action Plan developed setting these out. - Stonewall Workplace Equality Index entered for the second time during Sept 2017. Awaiting result. - Whole programme of work to further develop LGBT+ inclusivity is being implemented by the LGBT+ Staff Network Spectrum and the LGBT+ Role Models.
4.10	Apply for a Race Equality Charter Mark.	<ul style="list-style-type: none"> - Race equality issues identified through Employment Information data and student equalities representation, continuation and achievement data – all require further exploration. - Identified as a priority by the RRBESG 	AP / PP	<ul style="list-style-type: none"> - Achievement of an institutional Bronze Race Equality Charter Mark award. 	July 2018	University Secretary	<p>ONGOING</p> <ul style="list-style-type: none"> - Standing item at the Race & Religion Equality Sub Group. Data for the Race Charter criteria being examined at each meeting. - ECU Race Equality Workshop being delivered to the Race & Religion and Equality & Diversity Steering Group committee members Dec 2017. - Decision to be reached on Race Charter during summer 2018.

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REF	ACTION	RATIONALE	STRATEGIC LINK*	SUCCESS MEASURES	TIME-SCALE	LEAD	PROGRESS (1/04/2016 – 31/03/2017)
5	TO ENSURE USW GROUP BUILDINGS AND INFRASTRUCTURE REFLECT THE DIVERSE NEEDS OF THE UNIVERSITY AND COLLEGE COMMUNITIES AND PROVIDE ACCESSIBLE AND INCLUSIVE WORKING AND LEARNING ENVIRONMENTS.						
5.1	Full Access Audit of all University campuses to be undertaken, in line with the Equality Act 2010.	<ul style="list-style-type: none"> - Reasonable adjustments required by Equality Act. - Feedback received through SEP consultation with students, staff and voluntary sector on access issues with the campuses. 	AP	<ul style="list-style-type: none"> - Access audit undertaken - Programme of work required to address access issues identified through the Access Audit will be produced, taking into consideration budget, priority areas and environmental factors - Programme of work to address access issues implemented. 	<p>July 2017</p> <p>March 2020</p>	Director of Estates and Facilities and Disability & Dyslexia Service Manager	<ul style="list-style-type: none"> -Access Audit undertaken. -Following change of management, Senior Maintenance Manager and Maintenance Manager have begun reviewing the audits recommendations. -Orders raised for handrails to rear of B block
5.2	Establish a consultation group of disabled students to advise the University on access issues.	<ul style="list-style-type: none"> - Consultation with disabled people required by the Equality Act. - Feedback received about improvements needed to accessibility through SEP student survey and focus groups. 	AP	<ul style="list-style-type: none"> - Consultation group of disabled students established. - Disabled students access group and DDESG consulted on access issues and considerations for all campuses. - Disabled students access group and DDESG considered results of Access Audit and contributed to prioritising actions for the programme of work. 	July 2017	Director of Estates and Facilities and Disability & Dyslexia Service Manager	-Awaiting new head of department to be appointed.

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5.3	Deliver inclusive curriculum seminars, which will include considerations for international students.	- Inclusivity in learning and teaching identified as a priority in the SEP consultation.	AP	<ul style="list-style-type: none"> - Delivery of 3 inclusive curriculum seminars at each of the four campuses each year. - Delivery of inclusive curriculum as part of the Post Grad Certificate in Developing Professional Practice in HE – once a year through a face to face session, twice year online 	July 2017 & each July thereafter	Senior Lecturer in Educational Development, CELT	<ul style="list-style-type: none"> - 2016/17 saw a review of curriculum design baseline activity at USW. This included specific evaluation activity around inclusion in FCES. The outcomes included a reframing of support activity around 'the USW Distinctive Offer'. - Comprising the Distinctive Curriculum and Distinctive Learning Environment, the work in 2016/17 identified Inclusion as a core development need for CELT staff and the university more broadly. It was felt that plugging in stand-alone workshops without context and support was inappropriate. As a consequence CELT has undertaken 4 sessions of CDP around inclusion, enabled a strengthening of inclusive curriculum design in UKPSF decision-making, an explicit cross course weave of inclusion in the validation of the new PgCLTHE and the development of cross institutional validation planning workshops with the PQOs. - A year of intensive inclusive curriculum activities is planned for 17/18 and was launched with a key note at the L+T conference July 2017 from a leading inclusive curriculum expert. - Outgoing PgCDDPHE ran a day focussed on inclusive curriculum led by external providers.
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5.4	Ensure accessibility of all USW web delivered services, based on staff and student feedback and best practice	- Specific duty on accessibility of information in Equality Act	AP	- Accessibility of web delivered services improved based upon recommendations from accessibility audit.	March 2020	Chief Technical Officer, IT Services	<ul style="list-style-type: none"> - Accessibility audits using Google Lighthouse have been conducted. - Main USW website in English and Welsh did not flag up any major accessibility issues. - Newly designed course pages have some areas for improvement that are underway. - Accessibility issues have been identified in the development system, which will be addressed during development activity in the coming months. - This internal audit is building capacity within USW IT to build accessibility of the rest of the sites. Further work will continue on this action throughout the duration of this Action Plan. Full report available upon request.
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6	INCLUSIVITY IN RESEARCH To develop an inclusive approach to research conducted by USW Group staff whereby the involvement of people from protected characteristic groups is promoted and barriers to participation of people from diverse groups are removed.						
6.1	Implement all actions within the Athena Swan Action Plan.	- All actions contribute to improving academic careers of women in STEMM.	AS	- All actions in Athena Swan Action Plan 2013 to 2016 completed by Sept 2016. - Change demonstrated through data presented for the Athena Swan Bronze Renewal application.	Sept 2016 Nov 2016	Deputy Director of Research & Business Engagement and Director of HR	COMPLETED All actions completed and a new action plan in development for the expanded Athena SWAN Charter, Bronze renewal application to be submitted in April 2018.
6.2	Gain Athena Swan Bronze Departmental Award for School of Engineering	- Award will improve the careers of female academics working in engineering	AS	- Athena Swan Bronze Departmental Award gained. - Athena Swan Action Plan for School of Engineering developed.	April 2017.	Head of School of Engineering, Faculty of Computing, Engineering & Science	ONGOING -Athena Swan departmental application submitted, but was not successful. Work is underway to redevelop the application further. -School of Computing & Maths will be submitting their bronze departmental award application in April 2018.

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6.3	Gain renewed Athena Swan Bronze Institutional Award	<ul style="list-style-type: none"> - Current award expires April 2017 - Renewed application will ensure continued focus on improving academic careers of women in STEMM 	AS	<ul style="list-style-type: none"> - Successfully obtain a renewed institutional Athena Swan Bronze Award 	May 2017	Deputy Director of Research & Business Engagement	<p>ONGOING</p> <ul style="list-style-type: none"> - Renewal was not successful however we retain our Athena Swan Bronze Award and have been invited to apply to the new expanded charter by April 2018. -An Athena Swan Team has been put in place and Athena Swan Champions have been appointed from faculties and departments. -The Athena Swan SAT is meeting regularly to develop the new bronze application.
6.4	Promotion that membership of Research Institutes is open to all academics and ensure implementation of the disclosure of personal circumstances.	<ul style="list-style-type: none"> - Equalities employment information shows lower proportion of female academics in USW than the UK HEI average, with lower levels of females in senior grades. 	AP / AS	<ul style="list-style-type: none"> - Ensure use of REF disclosure of circumstances process are in place to ensure part time staff and staff who have had maternity leave or ill health accommodated. - Data on gender balance of Research Institutes. 	March 2020	Deputy Director of Research & Business Engagement	<p>ONGOING</p> <ul style="list-style-type: none"> - The REF disclosure process is in place and ongoing. - Detailed analysis of gender balance of Research Institutes has been undertaken as part of our 2017 Athena Swan submission. Overall membership to Research Institutes is 37% female; 63% male, with gender balance varying per Research Institute. - This data will be further reviewed for the 2018 Athena Swan submission and actions to address any imbalances will be developed.

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6.5	Continue to run and increase engagement of Women in Academia Network	<p>-The Women in Academia network has run a series of events during 15/16 and a Wales wide Women in Academia Conference to celebrate International Women's Day 2016.</p> <p>- During 2015/16, over 160 women have engaged in the Women in Academia events.</p>	PP / AS	<p>-Feedback from the network events is collected, analysed and used to design new initiatives.</p> <p>-One network event per year is used to focus on the needs of the network over the following year</p> <p>- One network event per year will be with the VC (or nominee) so that she can listen to the views of the network</p> <p>- Engagement increased by 10% each year</p>	July 2017 & each July thereafter	Deputy Director of Research & Business Engagement	<p>ONGOING</p> <p>As a result of feedback from the Women in Academia Network a Women's Development Programme has been established and the first cohort has completed the Programme with excellent feedback. Funding secured for a second cohort – launching Autumn 2017.</p>
6.6	Implement recommendations from science report 'Talented Women for a Successful Wales'	<p>- A number of recommendations have already been identified as a result of our action planning via Athena SWAN</p>	AP / AS	<p>Athena SWAN action plan completed and new Athena SWAN action plan implemented following the renewal process, with inclusion of recommendations from this report.</p>	March 2020	Deputy Director of Research & Business Engagement	<p>ONGOING</p> <p>Report's recommendations have been implemented and will continue to be monitored via the new Athena SWAN action plan.</p>
6.7	Promote the Ser Cymru II programme in USW, which will provide funding for research staff returning to work after a break, including maternity leave.	<p>-Workforce data shows lower number of female academics at USW compared to the UK HEI average. Scheme set up to reduce barriers faced.</p> <p>-One academic has secured a return to work fellowship following a period of maternity leave</p>	PP / AS	<p>- Publicise the scheme widely across USW</p> <p>- Increase the number of academics that secure fellowships through Ser Cymru II</p>	On-going until the scheme closes	Deputy Director of Research & Business Engagement	<p>ONGOING</p> <p>Ser Cymru II has been widely distributed through Research Institutes and two successful applications made.</p>

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REF	ACTION	RATIONALE	STRATEGIC LINK*	SUCCESS MEASURES	TIME-SCALE	LEAD	PROGRESS (1/04/2016 – 31/03/2017)
7	EQUAL PAY To undertake Equal Pay Reviews of the USW Group every three years and implement the actions arising from the resulting Equal Pay Action Plans. (This is also the USW Gender Pay Action Plan)						
7.1	Undertake an Equal Pay Review in relation to age, disability, race and sex.	- Specific duty within the Equality Act. - Identified as a priority area in the SEP staff consultation. - Last Equal Pay Reviews were conducted in 2011 and 2012.	PP	- Production of an Equal Pay Review report which includes thorough analysis of pay gaps in relation to age, disability, race and sex. - Production of an Equal Pay Review Action Plan identifying actions arising as a result of the review.	Nov 2016	Executive Director of Organisational Development	COMPLETED - Equal Pay Review completed in November 2016, including detailed analysis of pay gaps relating to age, disability, race and gender. Pay gaps within grades and pay gaps for each of these characteristics were analysed. - The Equal Pay Working Group developed 13 recommendations as a result of the Review which are being taken forwards as actions.

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7.2	Implement all actions identified within the Equal Pay Review Action Plan.	- Action is taken to respond to any pay differences.	PP	- Progress is identified against all actions within the Equal Pay Action Plan. -Reduction in any identified pay gaps in the next Equal Pay Review.	Nov 2018	EDOD	ONGOING - Work is underway on completing the actions set out in the Equal Pay Review recommendations.
7.3	Undertake an Equal Pay Review in relation to age, disability, race, religion & belief, sexual orientation and sex.	- Specific duty within the Equality Act. -Identified as a priority area in the SEP staff consultation. - Inclusion of all PCs within the Review for full analysis.	PP	- Production of an Equal Pay Review report which includes thorough analysis of pay gaps in relation to age, disability, race, religion and belief, sexual orientation and sex. - Production of an Equal Pay Review Action Plan identifying actions arising as a result of the review.	Nov 2019	EDOD	NOT YET COMPLETED Equal Pay Review relating to gender and professors was undertaken during May 2017 – this showed a small pay gap in favour of female professors. Pay gaps are due to be reviewed again during 2017/18 to evaluate any changes since the 2016 Equal Pay Review. The next full Equality Pay Review will be undertaken in 2019.
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REF	ACTION	RATIONALE	STRATEGIC LINK*	SUCCESS MEASURES	TIME-SCALE	LEAD	PROGRESS (1/04/2016 – 31/03/2017)
8	TO ENHANCE THE COLLECTION, ANALYSIS AND MONITORING OF EQUALITIES DATA AND RELEVANT EQUALITIES INFORMATION.						
8.1	Incorporate data on continuation and achievement for PC groups into the annual monitoring process	Analysis of data for 2014/2015 showed patterns of continuation and achievement in relation to disability, race and sex. This needs to be examined every year and considered by Academic Board and Quality Assurance Committee.	SEP	<ul style="list-style-type: none"> - Production of continuation and achievement data for PC groups on a yearly basis. -PC continuation and achievement data is mainstreamed into annual reporting on an annual basis. - PC data is considered by Academic Board and Quality Assurance Committee. - Actions developed to tackle any significant imbalances in continuation and achievement in relation to PC. 	Dec 2016 & each Dec thereafter	Deputy Director of Academic Standards and Quality	<p>ONGOING</p> <ul style="list-style-type: none"> - Student equalities data relating to all protected characteristics and representation, withdrawal/suspension, continuation and achievement is now produced on a yearly basis each autumn. - Piloted incorporating of equalities data into the annual monitoring process during 2016/17. Some faculties incorporated equalities data into their action plans. Following the pilot, a paper was approved by Quality Assurance Committee and Academic Board to incorporate equalities data into the January annual monitoring process on an ongoing basis. Us of equalities data will be monitored by auditors. Equality data for 2016/17 was distributed to faculties in October 2016, with action plans due to be developed in January 2018.

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8.2	Include equalities data within faculty information to support the annual monitoring process.	Analysis is needed of representation of Protected Characteristic Groups on courses.	SEP	<ul style="list-style-type: none"> - Inclusion of equalities data within information provided to faculties on a yearly basis. - Representation of PC groups on courses analysed by faculties. -Actions developed to tackle underrepresentation on courses where data shows significant concerns. 	Dec 2016 & each Dec thereafter	Deputy Director of Academic Standards and Quality	<p>ONGOING</p> <ul style="list-style-type: none"> -Equalities data included within annual monitoring process from 2016/17. - Analysis of protected characteristic data at faculty levels to be undertaken by all faculties. - Two faculties developed actions to address underrepresentation and imbalances during 2016/17. To be reviewed further in 2017/18 action plans.
8.3	Increase disclosure rates of staff equality information in relation to disability, sexual orientation and religion & belief	<ul style="list-style-type: none"> - 9.7% of staff have not declared a disability status - 1.6% of staff have not declared an ethnicity - 61.6% of staff have not declared a religion/belief - 61.3% of staff have not declared a sexual orientation 	P&P	<ul style="list-style-type: none"> - Increase staff disclosure rates of disability, religion/belief and sexual orientation by 10% each year. 	March 2020	Head of HR – Performance and Planning	<p>ONGOING</p> <ul style="list-style-type: none"> -23.85% of staff have not made a disability declaration. This is less than last year (28.31%) but higher than 2015 when 9.7% had not made a disability declaration due to the introduction of a new HR system. Further work will be undertaken during 2017/18 to reduce the % of non-declarations. - 2.7% of staff have not made a declaration about their ethnicity, again an increase from 2015 due to the above reasons. - 74.5% of staff have made no religion/belief declaration (a reduction from 83.99% in 2016). - 80% of staff have made no sexual orientation declaration (a reduction from 85.19% in 2016). - Further work is required in 2017/18 to reduce the number of non-declarations within staff equalities data. <p>(NB following the departure of the Head of HR (P&P) this action point will be assumed by the Director of HR going forward)</p>

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8.4	Publish yearly student equalities data reports & employment information reports	- Specific duty to identify, collect and publish relevant equality information and to publish Employment Information reports on 31 st March each year	PP / AP	- Student equalities data report published on website each year - Employment information published on website each year - Reports presented to relevant forums (EDSG / HR Committee/Academic Board) & actions developed in response to them	March 2017 & each March thereafter	Equality & Diversity Partner	ONGOING - Student equalities data published on USW website each year. - Required Employment Information published on the website each year. - Reports presented to all relevant groups and committees on an annual basis.
8.5	Staff Engagement Survey to include equality related questions and have the results disaggregated by PCs	- 2014 Staff Engagement Survey identified lower levels of satisfaction for disabled employees	PP	- Equality questions included within Staff Engagement Survey - Reports of results broken down by gender, race and disability analysed by relevant equality sub groups - Equalities data used to develop action plans to respond to results	March 2017	Director of HR	ONGOING - Staff survey completed, with all protected characteristics included within the equality monitoring section. - Awaiting reports on the outcomes by protected characteristics. - Once with us, reports will be used to inform equality initiatives and projects e.g. Athena Swan.
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