

EQUALITY, DIVERSITY AND INCLUSION

Annual Report 2018 – 2019

Appendix 3: EDI Action Plan Progress Update for 2018-19
(linked to EDI Strategy 2018-2022)

Abbreviations for linkages:

ASIP- Athena SWAN Institutional Action Plan	DC - Disability Confident	EDIAG - Equality Diversity and Inclusion Steering Group	REAP - Race Equality Action Plan/ REC
ASSG - Athena SWAN Steering Group	WEI - Stonewall Workplace Equality Index/LGBTQ+ Equality	EFAAG - Estates and Facilities Accessibility Advisory Group	RESG - Race Equality Steering Group

The development of the EDI Strategy 2018-2022 and initial Action Plan overlapped with a significant review of the University's approach to Access and Widening Participation and work on the forward Access and Participation Plan. The next iteration of EDI reporting will seek to improve integration of student and staff focused EDI actions relevant to the objectives of the overarching EDI Strategy.

Detailed reporting on the **Access and Participation Plan for 2018-19** has been made to the Vice-Chancellor's Group and Board of Governors.

A - Diversity in and throughout our communities				
We wish to reach a position where our student and staff populations reflect the diversity of the catchments from which they are drawn and the communities we serve. Beyond achieving a more diverse student and staff body, we wish to see diversity reflected in attainment and progression to postgraduate study or employment (students) and reflected at all levels within the organisation (staff).				
A.1 We will analyse and monitor applications and offers for both students and staff by key diversity characteristics to build a deeper understanding of the challenges and to provide a clearer focus for action.				
What	Target date	Who	Measure	Progress update for 2018-19
Staff				
A.1.1 Complete an analysis of available recruitment data to identify areas where there is under-representation and where progress through the selection process is not proportionate.	Jan 2019	HR	Analysis complete.	A.1.1 Recruitment data included in EDI Annual Report for 2017-18 and Athena SWAN data updates. Further analysis of ethnicity data for Race Equality Steering Group from Jan 2020. Priority to address reasons for lower levels of success for BAME candidates at shortlisting stage.

What	Target date	Who	Measure	Progress update for 2018-19
Staff				
A.1.2 Identify and implement improvements to data capture and analysis for recruitment and embed these in regular monitoring and reporting. <i>Cross reference to: REAP C1.1 and C1.2, ASIP 3.1, DC and WEI</i>	Jan 2019	HR	Reports include recruitment analysis.	A.1.2 Improved approach to data analysis for applications and selection established with inclusion of reporting on sexual orientation in addition to disability, ethnicity and gender for EDI Annual Report 2018-19. Ongoing work for deeper and intersectional analysis 2019-20.
Students				
A.1.3 To be informed by review of access and widening participation.	March 2019	PVC A&P	TBC from OfS Agreement. (For UK Undergraduate students: Analysis of applications, enrolments, continuation, progression into highly skilled employment or further study).	A.1.3 Reporting on Access and Participation Plan to VCG and Board of Governors established for 2018-19. Undertaken in depth analysis of access and participation for a variety of under-represented groups, including BAME, mature and disabled students by application, enrolment, continuation, and progress into highly skilled employment or further study. Analysis done and data being reported.
A.2 We will ensure our student and staff recruitment materials and messages are attractive and reach out to a diverse audience, taking positive action where necessary to address under-representation.				
What	Target date	Who	Measure	Progress update for 2018-19
Staff				
A.2.1 Agree and implement positive action statements in recruitment materials.	Dec 2018	HR	Statement in use.	A.2.1 Implemented on Job Vacancies web portal . Additionally, IT Services have taken customised approach to positive action with creative and welcoming approach to advert wording for attraction of diverse candidates.

What	Target date	Who	Measure	Progress update for 2018-19
Staff				
A.2.2 Increase diversity of visible role models and staff featured in communications linked to recruitment.	June 2019	HR	Diversity of role models.	A.2.2 Ongoing for website and specific staff recruitment materials. Profiles of Disabled Staff and LGBTQ+ Staff Forum members maintained and promoted and BAME Staff Network web presence developed.
A.2.3 Develop recommendations on use of specialist diversity recruitment channels or jobs boards.	April 2019	HR - EDI Adviser	Recommendations agreed.	A.2.3 Targeted advertising in 'Living with Disability' magazine linked to Disability Confident promotion. IT Services have undertaken work with their specialist recruitment agency along with development of inhouse approach. Review of sustainable approach to VISA support for staff recruitment integrated into long-term budget planning in IT Services.
A.2.4 Develop Staff Recruitment Strategy with specific reference to diversification of recruitment. <i>Cross reference to: REAP C1.4</i>	April 2019	HRBP (Employer brand)	Strategy agreed.	A.2.4 Approaches to increase reach and attraction to BAME candidates to diversify recruitment to be integral to wider HR Attraction and Recruitment Strategy. Further targeted work in 2019-20.
Students				
A.2.5 To be informed by review of access and widening participation.	March 2019	PVC A&P/ Mar Comms	TBC from OfS Agreement.	A.2.5 Reporting on Access and Participation Plan to VCG and Board of Governors established for 2018-19. Marketing and Comms led work on new student attraction and recruitment campaigns and increased diversity in channels, materials and messages for 2019-20.

A.3 We will review and enhance selection and offer processes ensuring improvements are free from bias in design and delivery. This will include offers and conversions for students and selection approaches for staff.				
What	Target date	Who	Measure	Progress update for 2018-19
Staff				
A.3.1 Complete review and analysis of selection practice including design of selection activities, documentation and decision making.	Feb 2019	EDI Adviser/ HR BPs	Report of findings.	A.3.1 Research initiated to benchmark with other HEIs to understand the use and effectiveness of anonymous shortlisting.
A.3.2 Report on findings including recommendations for improvements.	May 2019	HRBPs/HR Ops	Report approved.	A.3.2 To be progressed in 2019-20.
Students				
A.3.3 To be informed by review of access and widening participation.	March 2019	PVC A&P	TBC	A.3.3 Reporting on Access and Participation Plan to VCG and Board of Governors established for 2018-19. This includes policy on contextual offers.
A.4 We will ensure proactive support to students on induction and transition into their first year and review the ongoing support provided by academic advisors and student support coordinators.				
What	Target date	Who	Measure	Progress update for 2018-19
A.4.1 Manage the online Widening Participation students mentoring project.	August - Dec 2018	Student Transitions Team and UKRP	Assessment by online platform provider of before and after impact analysis plus progression data and student feedback mechanisms.	A.4.1 Progress to be assessed by Evaluation Manager as part of Access and Participation Evaluation Strategy.
A.4.2 Inclusive support will be offered to student carers.	August 2018 - ongoing	Wellbeing / Student Carers Working Group	Data capture at enrolment for both estranged students and student carers plus UCAS data from 2020 onwards.	A.4.2 Improved inclusive support offer to student carers established with dedicated Welfare Adviser and website promotion .

What	Target date	Who	Measure	Progress update for 2018-19
A.4.3 Develop and implement plans agreed by VCG for estranged students including a bursary and guaranteed 52 week accommodation from 2019 entry onwards.	August 2018 - ongoing	Estranged Students Working Group	Feedback mechanism to include intervention and support data from Wellbeing plus student feedback and successful progression.	<p>A.4.3 Signed up to 'Stand Alone Pledge' - in May 2019. Bursary established for 2019-20 and dedicated Welfare Adviser identified for estranged students and support promoted on Wellbeing webpages.</p> <p>Achieved Quality Mark for Care Leavers from Buttle UK. Care Leavers Bursary established. Oxford Brookes is participating in a national pilot project with NNECL¹ for enhancing support for care-experienced students in HE.</p> <p>The pilot project is a major step towards a national accreditation scheme for institutions working with young people who have been in care. The accreditation scheme will be rolled out across England following the completion of the pilot.</p>
A.4.4 Implement pre arrival and transition support for LGBTQ+ students including clarification of name change /preferred name process for students affirming their gender identity.	August 2018 - onwards	Transitions Team Manager	Process agreed with Student Central, Accommodation and Admissions and promoted to students.	A.4.4 Improvements implemented for academic year 2019-20. Preferred name process for student records now functional. Website promotion of support and contact email .

1 National Network for the Education of Care Leavers

A.5 We will increase engagement with the Employability Framework and develop targeted approaches to address areas of low employment success for students.				
What	Target date	Who	Measure	Progress update for 2018-19
A.5.1 Actively target the marketing of the Brookes Graduate Intern scheme at student groups with lower employment outcomes.	Dec - Mar 2019	HRBP (interns) and HR Ops	Diversity of Intern intake.	A.5.1 Promotion campaign involved diverse representation. Roadshows with BAME graduates from previous programmes ran across all campuses during 2018-19. The intern cohort for 2019-20 included a higher level of BAME representation (27%) as well as increased diversity across other protected characteristics.
A.5.2 To be informed by review of access and widening participation.	March 2019		TBC	A.5.2 Reporting on Access and Participation Plan to VCG and Board of Governors established for 2018-19. Employability Team established in Careers with early Careers Registration and targeted support measures for 2019-20.
A.6 We will ensure that our career pathways for staff are transparent and we will use targeted development programmes and mentoring and coaching to build a diverse pipeline of future leaders, including part-time staff.				
What	Target date	Who	Measure	Progress update for 2018-19
A.6.1 Produce annual diversity analysis of the reward and promotion processes to include participation and outcome analysis.	Dec 2018	HR	Report agreed with recommendations for actions.	A.6.1 Diversity analysis of Academic Promotions undertaken for Athena SWAN and Race Equality Steering Groups and breakdown by gender and ethnicity included in EDI Annual Report 2017-18. ACE Awards diversity analysis to be incorporated in data in 2019-20. IT Services have taken more distributed leadership approach (ACE Recognition Panel, has individuals representing all areas of directorate) to make recommendations to CIO (2018-2019).

What	Target date	Who	Measure	Progress update for 2018-19
A.6.2 Review current mix of leadership development options, producing recommendations on use of targeted (external or internal) development programmes for under-represented groups.	June 2019	OCSLD	Report agreed with recommendations for actions.	<p>A.6.2 During 2018-19 OCSLD Staff and organisational developers have worked to pull together an innovative and flexible Leadership and Management Development offer for 2019-20. The offer will provide learning opportunities for all managers, targeting both new and more experienced managers as well as specialist workshops on project management. The first workshops start in November 2019.</p> <p>In 2018/2019 IT Services have introduced Development Programmes for ALL members of the directorate (integral to IT Services Talent Management Strategy). Stage 1: Middle Managers (2019-2020); Stage 2: Senior Managers (2020); Stage 3: 2020-2021.</p> <p>During 2018-19 the University also supported 19 participants on the Aurora (Women's Leadership) programme. Two participants were sponsored on the Diversifying Leadership programme to accelerate career progression for BAME staff. The Springboard Women's Development Programme was also offered in-house with 15 participants.</p>

What	Target date	Who	Measure	Progress update for 2018-19
<p>A.6.3 Promote diversity confidence with members of Brookes Coaching Pool and Research Mentoring Programme.</p> <p><i>Cross ref ASIP 2.1 - 2.3 and 4.1 - 4.5, REAP D1</i></p>	Feb 2019	HR/OCSLD	Evaluation from Brookes Coaches and coachees.	<p>A.6.3 2018-19 was the second year of Brookes Coaching Pool which provides coaching available to all Brookes staff on a range of workplace issues including management development, career development and other work-related matters. 19 active coaches with five more joining in 2019 on completion of the ILM Coaching and Mentoring Level 5 Certificate programme. Positive feedback has been received on the value from coachees. No specific evaluation of diversity confidence or diversity analysis of participation in the coaching pool has yet been undertaken.</p> <p>A review of the current participation in the Research Mentoring Scheme was undertaken in 2018-19 to feed into the Athena SWAN process. Growth to 102 mentors (F49, M51, 2 PNS) with 54 professors acting as mentors.</p> <p>48 Mentees in 2018-19 growing to 60 for 2019-20. (66%F reduction from c.80%F). An evaluation of the impact of mentoring on promotions success is in preparation for 2019-20.</p>
<p>A.7 We will ensure our approaches to REF 2021 are informed by robust equality impact assessment and are transparent to all involved.</p>				
What	Target date	Who	Measure	Progress update for 2018-19
<p>A.7.1 We will develop a Code of Practice which will be informed through engagement and equality impact analysis.</p>	June 2019	RBDO and HR	REF 2021 Code of Practice signed off and Equality Impact Assessment completed.	<p>A.7.1 REF Code of Practice reviewed by Athena SWAN Steering Group and Race Equality Steering Group along with two iterations of Equality Impact Assessments. CoP and EIAs submitted to REF panel.</p>

B - Greater accessibility and inclusivity of our estates, facilities and services

We wish to reach a position where our student and staff populations reflect the diversity of the catchments from which they are drawn and the communities we serve. Beyond achieving a more diverse student and staff body, we wish to see diversity reflected in attainment and progression to postgraduate study or employment (students) and reflected at all levels within the organisation (staff).

B.1 We will embed accessibility into future estates developments and redevelopments.

What	Target date	Who	Measure	Progress update for 2018-19
B.1.1 Establish the Estates & Facilities Accessibility Advisory Group with the renewed purpose and terms of reference including to promote inclusive design and remove barriers to physical accessibility.	September 2018 ongoing	Estates & Facilities Accessibility Advisory Group (proposed new name)	Estates & Facilities Accessibility Advisory Group fully established. Evidence of proactive activity alongside responsiveness to resolving existing issues.	B.1.1 An Estates and Facilities Accessibility Advisory Group was developed and convened during 2018-19 chaired by the Head of Wellbeing. After further consideration by the PVC for Student and Staff Experience and Deputy Director of Estates and Campus Services, the group will not continue in this form in 2019-20.
B.1.2 To produce an annual report on the group's activities to the University's Equality, Diversity and Inclusion Advisory Group.	Sept 2019		Annual report received.	B.1.2 Estates and Campus Services will take the lead on the related responsibilities for accessibility of estates and facilities and report to EDIAG.
B.1.3 Progress work on equity of provision on all campuses for fully accessible prayer and quiet space with adjacent washing facilities, suited to the needs of people of all faiths and none.	June 2019	Multifaith Chaplaincy	Plan and timescale for each campus in place.	B.1.3 Every campus has an accessible prayer and quiet space. Facilities on Wheatley and Harcourt Hill are being enhanced during 2019-20.

B.2 We will approach curriculum design, assessment, feedback and teaching in ways that will strengthen inclusivity.

What	Target date	Who	Measure	Progress update for 2018-19
B.2.1 Review Module Descriptor template to ensure it incorporates relevant measures of inclusive practice such as alternative assessments.	Semester 1 2018	Head of OCSLD/ Head of Wellbeing	Template approved and in use.	B.2.1 See B.2.2 re. programme teams to engage with the Inclusive Practice Benchmarking Tool .

What	Target date	Who	Measure	Progress update for 2018-19
<p>B.2.2 Develop and implement actions relating to PESE Legacy - Inclusivity project.</p> <p>Review and recommend changes to existing regulations and guidance related to validations and re-validations, drawing on the principles of the Brookes Inclusive Curriculum Framework and sector wide good practice.</p>	June 2019	<p>Head of OCSLD</p> <p>Educational developer (MK)</p>	<p>Amended regulations and guidance approved by Quality and Learning Infrastructure Committee and Teaching and Learning Enhancement Committee by June 2019.</p> <p>NSS shows improvement: question 21 ('I feel part of a community of staff and students') and question 27 ('Overall, I am satisfied with the quality of the course').</p> <p>PTES shows improvement question 17 (overall satisfaction).</p>	<p>B.2.2 Guided by the Inclusive Curriculum Framework, significant work has been undertaken during 2018-19, supported by an Inclusive Teaching Steering Group.</p> <p>A Brookes Inclusive Teaching webpage now brings together access to resources, with links included in the quality guidance documentation for programmes.</p> <p>From 2019/20, there is now an expectation for all programme teams to engage with the Inclusive Practice Benchmarking Tool, to audit current practice and consider an action plan for developments. This expectation is included within quality processes such as programme validation.</p>
<p>B.2.3 Audit of four programmes at the University for the degree to which they are inclusive. Produce a training needs analysis to work with those programme teams to enhance inclusivity drawing on the principles of the Brookes Inclusive Curriculum Framework and sector wide good practice.</p>	June 2019	Head of OCSLD	<p>Audit of 4 programmes completed and training and development plans in place for 2019/20 teams.</p> <p>Student feedback via module evaluation processes.</p>	<p>B.2.3 An Inclusive Sandpit event held on 27 June 2019 was an opportunity for programme teams to come together to audit their programmes. The day was run in conjunction with the Teaching Excellence Alliance (part of University Alliance), attended by 45 academic and support staff colleagues. There was time to spend time working up proposals to immediately develop practice as well as an opportunity to highlight to the Senior Management ideas to further improve EDI across Brookes.</p> <p>As part of the Access and Participation Plan development was undertaken for pilot interventions aimed at addressing the outcome gap.</p> <p>Pilots to take place in six programmes across three faculties with a strong inbuilt evaluation strand in 2019/20.</p>

B.3 We will strengthen understanding and build the skills required to ensure that accessibility is considered in the design and development of future web content.				
What	Target date	Who	Measure	Progress update for 2018-19
<p>B.3.1 Ensure work to deliver new content management system includes inclusivity considerations in its design.</p> <p><i>Cross reference: 4 year service plan to support IT Strategy 2020</i></p>	TBC	TBC		B.3.1 Supporting compliance with EU directive on accessibility.
B.4 We will strengthen our approaches to inclusive support and workplace adjustments to enable our students and staff to participate in the full range of opportunities offered by the University.				
What	Target date	Who	Measure	Progress update for 2018-19
Staff				
B.4.1 Review data on staff making use of Access to Work and work with Occupational Health and Staff Disability Network to assess where Access to Work can be used.	June 2019	HR/OH	Report setting out analysis and recommendations to summer meeting of EDIAG.	B.4.1 Support for staff making use of Access to Work has continued to be available via Occupational Health and supported by HR contacts. The review of data on access and take up was not progressed in 2018-19.
Students				
B.4.2 Update Reasonable Adjustments policy to reflect current practice re. Inclusive Support.	September 2018	Head of Inclusive Support/ Head of Wellbeing	Updated policy approved and on Wellbeing website.	B.4.2 A Reasonable Adjustments Framework, which describes the range of reasonable adjustments that disabled students can expect to receive, and reflecting Inclusive Support approach, has been drawn up and presented at EDIAG. To be viewed as working framework rather than a policy. Further endorsed by QLIC. It has been made available publicly on the homepage of the Disability service website .

What	Target date	Who	Measure	Progress update for 2018-19
Students				
B.4.3 Update Disability Equality Memos (DEMs) to Inclusive Support Plans (ISPs). Expand the range of support via this document starting with student carers (as mentioned in A.4.2) with a view to increasing the range of support available.	September 2018	Wellbeing	Sent to Faculties via Student Central.	B.4.3 Disability Equality Memos are now referred to as Inclusive Support Plans (ISPs). These cover reasonable adjustments for disabilities including SpLD/Dyslexia and also for student carers via the Student Welfare Adviser. Plans to extend this to further areas of support have not yet been implemented due to increase in current demands on the service. ISPs are now available to academic staff via Banner and Word documents are no longer being distributed by Student Central.
B.5 We will extend and strengthen the effectiveness of technology enhanced learning approaches.				
What	Target date	Who	Measure	Progress update for 2018-19
Staff and students				
B.5.1 Increase online learning opportunities by offering a wider range of resources, that are accessible anytime and anywhere, including:				B.5.1 Supporting compliance with EU directive on accessibility.
<ul style="list-style-type: none"> Improve delivery of software to managed PCs and students' own mobile devices 	2019	ITS	Enhancing Apps Anywhere.	Supporting the addition of Blackboard Ally integration with the Moodle VLE, supported by CoSector, which will provide a number of accessibility enhancements including the automatic creation of alternative formats.
<ul style="list-style-type: none"> Improve access to the internet in halls 	September 2018	ITS	Improved infrastructure and services to include gaming devices.	ITS have made a number of improvements to the technology underlying Hallnet resulting in increased reliability and speeds.
<ul style="list-style-type: none"> Maximise learning opportunities on the OBU VLE 	January 2019	ITS/LR	By continually developing and enhancing Moodle (providing adaptable, consistent interfaces) Next upgrade January 2019.	

What	Target date	Who	Measure	Progress update for 2018-19
Staff and students				
<ul style="list-style-type: none"> To improve digital literacy by developing the Lecture Capture offer towards a fully flipped classroom 	TBC	ITS	Supporting Lecture Capture Enhancement project (ReFLECT Project).	Decision was made in the Strategic Change Board meeting on 29/04/19 to put the project on hold. The Action is with TELAG to inform the direction for this project and other connected strands of work. The VCG is to review before commencement is approved.
<p>B.5.2 Provide students with learning and advising tools that support their personal learning environment.</p> <ul style="list-style-type: none"> By providing support to facilitate learning and engagement analytics To support inclusive online assessment submission and multi-modal feedback 	December 2018	ITS	Launch portal - enterprise data warehouse to be completed by December 2019).	B.5.2 Working with TELAG, LTF and others to bring enhancements to the VLE and the processes for submission and feedback.
	September 2018	ITS	Continuously enhancing the VLE. Online blue card submission implemented.	Other activities in progress.
<p>B.5.3 Work with Learning Resources/Media and OCSLD to promote a structured Course of training modules for academics.</p> <p><i>Cross reference: 4 year service plan to support IT Strategy 2020</i></p>	TBC	ITS/LR/OCSLD	Initial meetings have taken place between ITS, LR and OCSLD to inform planning.	B.5.3 Further update needed on activities in progress.

C - Diversity confident staff and students

Our Guiding Principles include that our people flourish in a culture of respect and support, where we celebrate difference and thrive on each other's success. Our goal is that the daily interactions our students and staff experience through work, study and socialising positively contribute to a culture of inclusivity. We also aim to see our students leave their study here diversity confident and able to manifest a generosity of spirit as they progress in the world.

C.1 We will improve awareness and understanding of privilege, underrepresentation and unconscious bias to embed equality, diversity and inclusion into the day to day working lives of staff looking specifically at the role of decision-makers and influencers including line managers, lecturing staff, research leads as well as senior leaders.

What	Target date	Who	Measure	Progress update for 2018-19
C.1.1 Introduce more interactive approach to delivery of EDI content in Welcome to Brookes for all new starters raising understanding of EDI initiatives and interventions being implemented at OBU.	From Sept 2018	OCSLD and HR	WTB Evaluation.	C.1.1 A new format for Welcome to Brookes was introduced from Sept 2018. The new half day course includes interactive exercises relating to EDI covering awareness of protected characteristics and understanding of specific initiatives and interventions to support equality and inclusion at Oxford Brookes. 14 sessions with 276 participants ran during 2018-19. Participant feedback on this element has been positive.

What	Target date	Who	Measure	Progress update for 2018-19
C.1.2 Determine priorities for EDI-focused skills development and key audiences to be reached by face to face delivery during 2018-19 and outline plan for 2019-20 and 2020-21.	January 2019	OCSLD and HR	EDI Skills Development plan in place for 2019/20.	<p>C.1.2 A significant development during 2018-19 was the development of a University-wide intervention on Unconscious Bias. This comprised:</p> <ul style="list-style-type: none"> ▪ a bespoke training intervention for senior staff by Pearn Kandola - 87% participated ▪ an online training intervention for all staff using Skill Boosters resources - 68% of staff Grade 5-12 participated by Sept 2019. <p>A follow up workshop for senior staff is planned for the Senior Management Conference in December 2019.</p> <p>Additional online resources from the Skill Boosters catalogue are being used to augment the OCSLD offer and 'Inclusive Leadership' has been directly promoted to managers. Review of additional EDI-specific modules is being undertaken to promote further during 2019-20.</p>

C.2 We will strengthen the contribution internal communications makes to promoting a culture that values difference and embraces inclusivity. Specifically, this will include increasing the diversity of images and content, continuing to celebrate history months and the regular publication of EDI focussed newsletters.

What	Target date	Who	Measure	Progress update for 2018-19
C.2.1 Produce and disseminate EDI Newsletter highlighting University-wide EDI achievements, initiatives in progress and upcoming events - covering both staff and student-focused activity.	3 x pa	HR	Awareness and engagement with EDI activity.	C.2.1 EDI promotion activity during the year focused on the programmes of events and activities organised for the national Diversity/History Months which were promoted through the EDI website, Onstream, social media and digital screens. EDI updates and news were also shared with Faculty and Directorate EDI Champions for local dissemination.
What	Target date	Who	Measure	Progress update for 2018-19
C.2.2 Create University-wide programmes of events and actions in celebration of key national Diversity/History Months: Black History Month, LGBTQ+ History Month, Disability History Month, and Annual Athena SWAN Lecture to coincide with International Women's Day.	October, December, February, March	HR/ MarComms	Wider engagement and contributions to programmes and participation in events.	C.2.2 Programmes of events were organised for Black History Month, Disability History Month, LGBTQ+ History Month along with International Women's Day/Athena SWAN Lecture and workshops during Mental Health Awareness Week. These initiatives were undertaken in collaboration with the Staff Diversity Networks, promoted through Brookes Union and supported by Marketing and Communications through a range of university channels.

What	Target date	Who	Measure	Progress update for 2018-19
C.2.3 HR and CDPRP to explore with Marketing and Communications approaches to analyse diversity and inclusion across internal communications.	March 2019	HR/ CDPRP/ MarComms	Embedded approach to diversity and inclusion in internal communications.	<p>C.2.3 Staff Internal Communications Toolkit enhanced and available through intranet.</p> <p>New Business Partnering relationship established in Marketing and Communications for 2019/20. This includes EDI Champion for Marketing and Communications working proactively with HR/EDI on EDI communications activity and close links to VCG champions for EDI initiatives.</p> <p>Planned analysis with CDPRP not yet initiated.</p>
C.2.4 Use staff survey and staff network feedback to inform the development of the internal communications strategy and improve the reach and inclusivity of internal communications.	March 2019	HR/ MarComms	Diversity networks feedback on inclusivity of internal communications.	<p>C.2.4 HR/EDI and MarComms have worked with Staff Diversity Networks through the year on communications around the Diversity/History Months and to raise awareness of network initiatives eg rainbow lanyards, RainbowLightUp and #PurpleLightUp. This has also built direct liaison between Diversity Network leads and Marketing and Comms.</p> <p>Refreshed internal communications approach ensures EDI features in new VCG communications to all staff for 2019/20.</p> <p>Ongoing work to increase inclusivity and diversity in internal communications and engagement with Diversity Networks will continue in 2019-20.</p>

C.3 We will enhance approaches to engagement and consultation providing more opportunity for diverse voices to be heard and for a greater range of voices to influence developments at the earliest stages. This will build on our relationship with staff networks and embedding the role of EDI champions.

What	Target date	Who	Measure	Progress update for 2018-19
<p>C.3.2 Establish regular meeting to support and engage with Staff Diversity Networks and ensure collaboration between networks encouraging regular liaison with HR/EDI and relevant equality steering groups.</p> <p><i>Cross reference (REAP B1.1)</i></p>	<p>HR/EDI - 2 x pa PVC SSE and Equality Steering Groups x 1</p>	<p>HR</p>	<p>Regular meetings held and feed into EDIAG and equality steering groups.</p>	<p>C.3.2 HR/EDI Adviser has provided support and liaison with Staff Diversity Networks and encouraged collaboration between the groups. LGBTQ+ Staff Forum has organised joint staff and student meetings with PVC Student and Staff Experience. New Stonewall Workplace Equality Index Working Group established with representation from LGBTQ+ Staff Forum. Black History Month Steering Group and Race Equality Action Group include representation from BAME Staff Network. Wider engagement between Equality Steering Groups and diversity network members to be developed in 2019-20.</p>
<p>C.3.3 Work with the PVC Student and Staff Experience agree a plan for how the EDI champions will support and contribute to EDI and ensure plans are made to provide support.</p>	<p>December 2018</p>	<p>HR/ PVC SSE</p>	<p>EDI Champions role and network operation established.</p>	<p>C.3.3 EDI Champions established in each faculty and directorate, enhancing channels for sharing of EDI news and messages. More work is needed to ensure EDI Champions are effectively supported and understand their needs in their local context.</p>

C.4 We will promote awareness of mental health and increase the skills and confidence of students and staff to manage their own mental health and provide support to others as appropriate.

What	Target date	Who	Measure	Progress update for 2018-19
Staff				
C.4.1 Deliver a range of mental health activities as part of the Feel Good Festival encouraging participation by a diverse audience.	March 2019	Feel Good Festival team/ Staff	Evaluation of Feel Good Festival and feedback from Staff Disability Network.	C.4.1 Feel Good Festival ran during February 2019 with a diverse range of additional activities to promote health and wellbeing and promotion of ongoing services and programmes which run through the year. A specific programme of workshops highlighting positive mental health awareness was also offered during Mental Health Awareness Week in May 2019.
C.4.2 Develop awareness raising plan for Mental Health including role of Mental Health First Aid Training. Evaluate effectiveness to inform future use.		Disability Network HR/OH	Evaluation and recommendation on extension of mental health first aid training and Mindful Employer to be considered at summer meeting of EDIAG.	C.4.2 and C.4.3 A Mental Health and Wellbeing Strategy Working Group met through the year. See C.4.4.
C.4.3 Assess benefits and make recommendation on sign up to Mindful Employer or equivalent.		HR/OH		
Students				
C.4.4 Coordinate the creation of a Mental Health Strategy which provides a framework for addressing mental health issues as they arise throughout the University.	August 2019	Head of Wellbeing	Agreed Mental Health Strategy document.	C.4.4 The working group for the Mental Health and Wellbeing Strategy has concluded its meetings and an agreed matrix of areas of recommendation has been produced. An overarching strategy document has been developed (Aug 2019). This will be launched along with an associated action plan in January 2020. The plan will also take into account developments around integrated referral pathways to NHS mental health services, which are ongoing.

What	Target date	Who	Measure	Progress update for 2018-19
Students				
C.4.5 Oversee the development of a unified triage process within Wellbeing so that students are allocated the appropriate level of support: pastoral care, psychological support, high-risk intervention and/or ongoing adjustments.	August 2019	Head of Wellbeing	System in place using PCMIS software.	C.4.5 Most teams in Wellbeing services are now using PCMIS, a client management system which allows for better integration of triage processes. Disability and Dyslexia teams are in the process of harmonising their processes so they can adopt joint protocols for the system in January 2020. Students are triaged according to risk and need. Further integration of triaging is dependent on further resource requirements.
C.5 We will take further action to embed a culture of zero tolerance around sexual violence, hate crime and harassment increasing confidence to report it.				
What	Target date	Who	Measure	Progress update for 2018-19
Students				
C.5.1 Launch the Report and Support tool for victims of sexual violence and/or hate crimes. Monitor the demographics of the reporters and analyse the nature of the incident with a view to adjusting resources.	Semester 1 2018 and ongoing	Project Manager/ Student Welfare Team	Reporting tool online and datasets of demographics.	C.5.1 The Report & Support online tool was launched in Semester 1 - 2018. Its use is ongoing, and it is being remarketed in Semester 1 - 2019. Further analysis will be undertaken once we have more longitudinal data to work with. Records are being monitored using an integrated model, which considers them in relation to other reported incidents, eg from Security.

D - Effective governance and reporting

We will have structures and reporting that facilitate the coordination and prioritisation of the University's EDI initiatives. We will move towards a position of 'EDI by design' enhancing our ability to proactively consider equality, diversity and inclusion in our decision-making. As a result, Oxford Brookes University will remain recognised across the sector for our commitment to EDI.

D.1 We will undertake work to review the organisation and governance of EDI-related activity to identify opportunities for synergy, explore intersectionality and support the advancement of the University's EDI agenda.

What	Target date	Who	Measure	Progress update for 2018-19
D.1.1 Convene key leads for Staff and Student EDI-related activity to further explore improvements to transparency and effectiveness of structure of responsibilities and accountabilities.	Dec 2018	PVCSSE/HR	Proposals for improvements to structure and governance of EDI developed and agreed.	D.1.1 Establishment of role of PVC for Access and Participation and agreement to appoint Student EDI Manager in ASA with further student-facing resourcing to be developed in 2019-20. Inclusive Teaching Steering Group set up. Stonewall Workplace Equality Index Working Group set up. Reporting on Estates and Facilities Accessibility to revert to Estates and Campus Services.
D.1.2 Make recommendations to EDIAG on changes to EDI organisation and governance.	June 2019			D.1.2 Further work needed in 2019-20 on holistic approach to EDI organisation and governance.

D.2 We will seek to ensure that diverse perspectives are considered and reflected in decision-making by influential groups and VCG.

What	Target date	Who	Measure	Progress update for 2018-19
D.2.1 Monitor and report on diversity of influential University Committees (REAP E1.1 and E1.2).	March 2019	HR	Actions developed to increase diversity of representation and voice in decision-making.	D.2.1 Diversity of major committees included in EDI Annual Reports and fed into data collection for Athena SWAN and Race Equality Steering Groups.
D.2.2 Propose proportionate and effective mechanism to ensure key decision-making processes involve a diversity of voice and perspective (including lived experience) and that equality impact is considered.				D.2.2 Action agreed by VCG to request committee chairs to review diversity of membership and take positive action to increase BAME participation and representation. Initiative promoted to BAME Staff Network.

D.3 We will actively seek to increase the diversity of the governing body				
What	Target date	Who	Measure	Progress update for 2018-19
D.3.1 Promote vacancies arising through Staff Diversity Networks (Staff Governor vacancies).	September 2018	HR	Awareness and engagement with leadership and governance.	D.3.1 Promotion undertaken for Staff Governor vacancies during 2018-19.
D.4 We will benchmark our activities and drive continuous improvement by engaging in sector-wide, national accreditations				
What	Target date	Who	Measure	Progress update for 2018-19
<p>D.4.1 Athena SWAN Charter</p> <p>Resubmit for institutional Athena SWAN award.</p> <p>Submit HSS first application.</p> <p>Submit OBBS first application.</p> <p>Submit TDE renewal.</p> <p>Retain HLS Silver Award and take forward Action Plan and submission feedback.</p> <p>Deliver actions as contained in institutional and faculty plans.</p>	<p>April 2020</p> <p>Nov 2019</p> <p>Nov 2019</p> <p>April 2020</p> <p>Oct 2018</p>	<p>ASSG</p> <p>Faculty SATs</p>	<p>Effective processes for Athena SWAN self-assessment.</p> <p>Embedded Faculty action on gender equality issues.</p> <p>Successful outcomes of Athena SWAN submissions.</p>	<p>D.4.1 Athena SWAN Steering Group (ASSG) maintained overview of institutional Action Plan - institutional renewal submission now scheduled for Nov 2020.</p> <p>Faculty Self-Assessment Teams established with reporting to ASSG.</p> <p>HSS Bronze submission - Nov 2019.</p> <p>TDE Bronze renewal - planned for April 2020.</p> <p>OBBS first Bronze submission - planned for April 2020.</p> <p>HLS - Silver Award from April 2018 due for renewal in April 2022.</p>
<p>D.4.2 Race Equality Charter</p> <p>Sign up to Advance HE Race Equality Charter.</p> <p>Deliver actions as described in Race Equality Action Plan 2018-19.</p>	<p>Jan 2019</p>	<p>RESG</p>	<p>Progress report on Race Equality Action Plan to EDIAG - March 2019.</p> <p>Decision on Race Equality Charter sign up and forward plan.</p>	<p>D.4.2 Race Equality Steering Group reported to EDIAG. Further internal Action Plan developed for 2019-20 with intention to sign up to Race Equality Charter during the year.</p>

What	Target date	Who	Measure	Progress update for 2018-19
<p>D.4.3 Stonewall Workplace Equality Index</p> <p>Establish LGBTQ+ Inclusion Steering Group to accelerate progress on explicit evidence of consideration and embedding of LGBTQ+ equality.</p> <p>Prepare for Stonewall Workplace Equality Index 2020 submission.</p>	Feb 2019	HR	Plan for coordination of Stonewall WEI 2020 submission and steering of work on LGBTQ+ equality.	D.4.3 Set up of Stonewall Workplace Equality Index Working Group and third submission to Stonewall WEI 2020 completed in Sept 2019, along with first participation in Stonewall Employee Survey.
<p>D.4.4 Disability Confident</p> <p>Prepare for Disability Confident Level 2 renewal or Leader Level 3 by September 2019.</p>	June 2019	HR/ EDIAG	Disability Confident renewal self-assessment completed by June 2019.	D.4.4 Disability Confident Employer Level 2 self-assessment renewed in July 2019. Award now valid for three years to July 2022.
<p>D.4.5 HR Excellence in Research Award 2018</p> <p>Progress action plan identified in renewed plan.</p>	June 2019	Director of Researcher Development/ HR	Action plan progress reviewed to support award renewal.	D.4.5 HR Excellence in Research Award maintained. Due for review in 2020.
D.5 We will continue to strengthen data collection enabling a robust data-informed approach to future EDI work and annual reporting.				
What	Target date	Who	Measure	Progress update for 2018-19
D.5.1 Continue work to streamline EDI data collection for staff to meet the requirements for all Equality Charters and award schemes.	December 2018	HR	Timely and comprehensive data is available.	D.5.1 HR/Staff data provided for Athena SWAN for ASSG and Faculty Self-Assessment Teams. Core Race Equality Charter staff collated, but not fully analysed or reported to RESG - ongoing for 2019-20.
D.5.2 Improve intersectional analysis and linkage to Equality Charter objectives in EDI Annual Report.	June 2019	HR/ASA/ SCAP	Data analysis supports synergy and focus for EDI action planning.	D.5.2 EDI Annual Report for 2017-18 included more intersectional data for recruitment and promotions. To be continued for 2018-19.

What	Target date	Who	Measure	Progress update for 2018-19
<p>D.5.3 Review existing external (Office for Students, Public Sector Equality Duty, Charters) and internal reporting requirements making recommendations for a way forward in terms of content, timing and ownership for staff and student reporting.</p> <p><i>Cross ref: ASIP 1.3, REAP A1</i></p>			<p>Improved arrangements for EDI data reporting.</p>	<p>D.5.3 Work initiated with HR and CDPRP to develop consistency and capability among internal stakeholders on approaches to equality and diversity data analysis.</p> <p>Further work is needed on aligning internal and external equality data requirements and reporting for staff and students.</p>