

REF	ACTION	RATIONALE	SUCCESS MEASURES	TIME-SCALE	LEAD	PROGRESS (1/04/2019 – 31/03/2020)
1	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.					
1.1	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. = representation from each dept./faculty/SU = representatives communicate the work of EDSG/Sub Groups and broader equalities agenda to wider USW.	- Provides strategic governance for the equalities agenda. - Ensures a key equality contact within each department / faculty - Communicates the work of EDSG to broader institution	- 3 meetings held per year. - representative (or nominee) from each faculty/department attends every meeting	July 2016 – to be reviewed yearly thereafter	University Secretary	ACHIEVED • Throughout 2016/20, EDSG met each term, with representation across each faculty and department. • Disability & Dyslexia Group operated between 2016/19 and supported USW to become a 'Disability Confident' employer. Disability Staff Network Group was launched in December 2019. • Gender, Gender Identity & Sexual Orientation Equality Sub Group met termly throughout 2016/20, with representation across the institution. • The Athena SWAN SAT and Steering Group were reconvened during 2019, with additional Athena Swan Champions recruited. Athena Swans Bronze Award obtained in April 2020. • Race Religion & Belief Group met termly. Progress made in developing a race equalities evidence base and assessing key race equality issues relating to student and staff experiences. Further focus and priority to be given to this area of work during 2020/24, with USW becoming a member of the Race Equality Charter in November 2020.
1.2	Ensure the Strategic Equality Plan is linked to University strategy.	- Mainstreaming the delivery of equality priorities through University strategy.	- Academic Plan, People Plan, Student Experience Plan, Fee & Access Plan explicitly reference the Strategic Equality Plan and delivery of the Strategic Equality Objectives.	March 2020	Head of Strategic Planning	ACHIEVED, ONGOING IMPLEMENTATION UNDERWAY • The USW Strategy for 2030 includes reference to the SEqP, with a commitment to undertake detailed EIAs of the work strands arising from it. • The Fee and Access Plan directly interlinks with the SEqP and delivery of the strategic objectives and key actions.

APPENDIX 1 – STRATEGIC EQUALITY PLAN ANNUAL REPORT TABLE OF PROGRESS, 1ST APRIL 2019 TO 31ST MARCH 2020

1.3	Each dept/faculty operational plan will have a mandatory equality section which links directly to the Strategic Equality Objectives and the relevant deliverables within the SEqP.	- Mainstreaming implementation of the SEqP throughout all departments / faculties.	- Faculties/depts. take responsibility for implementing relevant actions. - Implementation monitored. - Key link from each faculty/dept. communicates progress.	July 2017	Head of Strategic Planning	ACHIEVED & ONGOING • The strategic dialogue process for 2019/20 includes a requirement for all faculties and professional support areas to include an Equality Impact Plan in their operational plans for delivery of the 2030 Strategy.
1.4	Monitor the diversity of the Board of Governors and university committees.	- Benchmark data is needed on equality profile of university board/committees. -Representation of women identified as a priority area during SEqP consultation.	- Equalities data is collected and analysed for: Board of Gov. and its associated committees.	July 2017	University Secretary	ACHIEVED • USW now routinely monitors the diversity of the Board of Governors and its associated committees. All protected characteristics are monitored and information stored securely on the HR system. • This information is reported to the Equality & Diversity Steering Group on an annual basis and used to inform recruitment strategies for new members.
1.5	Achieve 50:50 representation on the Board of Governors.	- Key priority identified during voluntary sector consultation. - Chwarae Teg & EHRC 50/50 by 2020 campaign.	- Shorter term target to achieve 40% female members. - Longer term target to achieve 50% female members.	March 2020	University Secretary	ACHIEVED & ONGOING • USW achieved a 47:53 (f/m) gender balance on its Board of Governors. The diversity of Lay Members is 44% female and 56% male. (During 2019 the Board did have - for a periodv- a majority of female governors.)
1.6	Review EIA Forms & Guidance	- Equality Act specific duty on assessing impact.	- Revised forms and guidance published on website / intranet.	July 2017	Equality, Diversity & Inclusion Manager	ACHIEVED • Revised EIA form and guidance published on staff intranet during 2018/19. • EIAs became a mandatory part of course validations/re-validations during 2018/19, with guidance and support for completion provided by USW's Centre for Enhancement of Learning & Teaching (CELT).

APPENDIX 1 – STRATEGIC EQUALITY PLAN ANNUAL REPORT TABLE OF PROGRESS, 1ST APRIL 2019 TO 31ST MARCH 2020

1.7	Create an Equality Impact Assessment resource on The Hub.	- Equality Act specific duty on assessing impact.	- 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 & Inclusion Manager & HR Comms & Web Adviser	ACHIEVED & ONGOING • Resource developed and published on the staff intranet, which includes revised forms and guidance. • Further work required to promote consistent use of EIAs and completion for all relevant policies/decisions.
1.8	Deliver Equality Impact Assessment Training.	- Equality Act specific duty on assessing impact and equality training.	- Number of training opportunities provided. - Number of staff received training.	July 2017	Equality, Diversity & Inclusion Manager	ACHIEVED • 1:1 advice and guidance on EIAs continues to be delivered. • REF Equality training provided during September 2019.
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.	- 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	ACHIEVED & ONGOING • EIAs are mandatory for all new and reviewed decisions/policies/strategies/functions scrutinised by the Board of Governors, its associated committees, Academic Registry Committees and the Vice Chancellor's Executive Board. Ongoing work taking place to support and embed EIAs throughout all decision making.
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.	- Procurement contracts explicitly include equality requirements. - Pre Qualifying Questionnaire includes equality questions that are essential for all tendering organisations.	March 2020	Procurement Director	ACHIEVED & ONGOING • Business contracts have been sent for review, to ensure that they include equality considerations. These documents are being finalised between USW and external legal advisers.. • Working group of Procurement Managers in Welsh HEIs are undertaking collaborative work to develop best practice procurement guidance and documents, which will include a Wales-wide approach to embedding equality into the procurement processes.

APPENDIX 1 – STRATEGIC EQUALITY PLAN ANNUAL REPORT TABLE OF PROGRESS, 1ST APRIL 2019 TO 31ST MARCH 2020

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.	- Specific reference to EDI and how the university will comply with the specific duty on procurement in the Procurement Strategy & Procurement Policy Statement.	March 2020	Procurement Director	ACHIEVED & ONGOING <ul style="list-style-type: none"> • New Procurement Strategy setting out how equality will be embedded into all aspects of the procurement process is under development. • New Procurement Policy Statement due to be reviewed by Senior Management and signed off by Board.
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.	- Guidance produced for all contractors/ sub-contractors outlining expectations and requirements in terms of equality. - Distributed routinely to all contractors.	March 2020	Procurement Director	ACHIEVED & ONGOING <ul style="list-style-type: none"> • New tender documentation has been adopted which outlines our expectations and requirements.
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.	- Community benefits approach communicated to all contractors. - Monitoring of the community benefits implemented through each contract.	March 2020	Procurement Director	ACHIEVED & ONGOING <ul style="list-style-type: none"> • Community benefits approach has been adopted relative to the project. A community benefits approach was implemented when Netflix were utilising the Caerleon Campus as a base and for filming which led to 68 weeks of student placements. This was listed as a good practice example by HEFCW in their published Annual Report.

APPENDIX 1 – STRATEGIC EQUALITY PLAN ANNUAL REPORT TABLE OF PROGRESS, 1ST APRIL 2019 TO 31ST MARCH 2020

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	- 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	ACHIEVED & ONGOING • Successful Annual Monitoring report of implementation of the Prevent Duty received from HEFCW for 2018/19. • New triennial system of Institutional Assurance Review visits implemented. Successful outcome at July 2019 visit. • Ramadan in Examination Period Guidelines have been published and are operational. • Although there have been a number of staff changes we have continued to review PREVENT Links and PREVENT Links across all faculties and departments are in place. • Engage Web tool completed its trial stage and has entered a soft launch period prior for formal launch in September 2020. • Next Institutional Review visit will be in 3 years & will include review of Freedom of Speech Code of Practice, Prevent Protocol, External Speaker Policy Prevent Risk Assessment and Engage Web Tool • Staff face-to-face training continues to be offered through virtual means since March 2020 to take into account the current pandemic restrictions.
1.15	Ensure there are Dignity at Work/Study Advisers at every campus. This will involve: = Putting out call of interest for Advisers at Newport/Cardiff = Training new Advisers = Promoting scheme to staff/students	- General duty in Equality Act to eliminate unlawful discrimination and promote good relations	- 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 & Inclusion Manager Employee Relations Partner	ACHIEVED & ONGOING • Five Dignity at Work / Study Advisers in place covering Pontypridd and Newport campuses. Adviser not currently in place in Cardiff, but Advisers travel to Cardiff Campus if needed. • The scheme is supported by Fair Play 30 Champions based across all campuses, who promote an inclusive working and studying environment.

REF	ACTION	RATIONALE	SUCCESS MEASURES	TIME-SCALE	LEAD	PROGRESS (1/04/2019 – 31/03/2020)
-----	--------	-----------	------------------	------------	------	--------------------------------------

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.	- 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 & Inclusion Manager	ACHIEVED • SU Presidents and Vice Presidents attended EDSG and Sub Groups throughout 2016/20 and positive work undertaken with SU Liberation Officers. • SU Gender Identity Officer provided considerable support in developing USW's trans equality work, in addition to leading upon many initiatives and events.
2.2	Promote the Strategic Equality Plan and the USW equalities agenda through all communication channels.	- Feedback from SEqP consultation.	- Publicising of SEqP through relevant comms. - Produce and publicise an infographic summarising the key elements of the SEqP. - Publicise the SEqP Annual Reports.	June 2016 June 2016 April 2017 & each April thereafter	HR Comms and Web Adviser	ACHIEVED • The Equality & Diversity section on intranet contains specific equality resources, including the SEqP. • SEqP infographic highlighting key priorities developed and published on the USW external website. • SEqP Annual Reports publicised on the USW external website.
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	March 2020	Marketing & Student Recruitment	ACHIEVED & ONGOING • The 19/20 Digital Strategy ensures equality and diversity is integrated into all activity. • We continue to update historic content across the USW website.

APPENDIX 1 – STRATEGIC EQUALITY PLAN ANNUAL REPORT TABLE OF PROGRESS, 1ST APRIL 2019 TO 31ST MARCH 2020

			and other forms of communication.			<ul style="list-style-type: none"> Working with partners across the university ensuring aligned approach to representation across digital estate.
2.4	Promote key equality days/months throughout the year through internal and external communication channels.	<ul style="list-style-type: none"> Feedback from student survey and staff focus group during SEqP consultation. Feedback from the SU LGBT Officer and LGBT society. 	<ul style="list-style-type: none"> Inclusion of equality days/months to be celebrated on the 'communications grid'. Key equality days/months promoted through various communications methods. 	April 2017 and to be reviewed each year	<p>HR Communications & Web Adviser</p> <p>Corporate Communications Manager</p>	<p>ACHIEVED</p> <ul style="list-style-type: none"> Equality related days/months/events incorporated into the 'communications grid' and marked throughout 2016/2020 in both internal and external communications. Examples include: <ul style="list-style-type: none"> International Day of Disabled People LGBT History Month International Women's Day International Day Against Homophobia Biphobia and Transphobia Pride Cymru Trans Day of Remembrance Mental Health Awareness Month #timetochange mental health day @USWEquality twitter account promotes equality initiatives at the university and in the wider world.
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 	<ul style="list-style-type: none"> Run staff focus group on disability. Research creation of a Staff Disability Network Representation from disabled staff on the Disability & Dyslexia Equality Sub Group Representation from disabled staff on access focus group (5.2) 	July 2018	Equality, Diversity & Inclusion Adviser	<p>ACHIEVED & ONGOING</p> <ul style="list-style-type: none"> USW engaged with the #PurpleLightUp disability equality campaign in 2018 and 2019, by lighting up Treforest and Cardiff Campuses to promote commitment to disability equality. USW event for International Day of People with Disabled Persons took place in 2018 and 2019. USW Disabled Staff Network Group is now established with monthly meetings and set objectives.
2.6	Research establishing a Staff BAME Network	<ul style="list-style-type: none"> Specific duty on engagement within the Equality Act. Priority identified through voluntary sector 	<ul style="list-style-type: none"> Creation of a BAME Staff Network Increased engagement with BAME staff. 	July 2017	Equality, Diversity & Inclusion Manager	<p>ACHIEVED & ONGOING</p> <ul style="list-style-type: none"> Identified as a priority within the Athena Swan Action Plan. BAME Staff Network formed in October 2020.

APPENDIX 1 – STRATEGIC EQUALITY PLAN ANNUAL REPORT TABLE OF PROGRESS, 1ST APRIL 2019 TO 31ST MARCH 2020

		consultation and staff focus group. - Workforce data shows low proportions of BAME staff at USW, higher proportions of BAME staff leaving and lower proportions of BAME staff being short-listed and appointed to positions. - Lower levels of satisfaction identified in some areas of the 2017 Staff Engagement Survey for BAME staff.	-Representation from the network on the Race Religion & Belief Equality Sub Group			
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.	- Undertake survey of LGBT staff. - Research establishing a LGBT Staff Network - Arrange event for LGBT History Month.	March 2017	Director of Chaplaincy Services	ACHIEVED • USW's LGBT+ Staff Network 'SPECTRUM' is firmly established, with regular meetings and events for staff and students. The network is convened by the Chaplaincy's LGBT+ Champion, with virtual meetings taking place throughout 2020. • The LGBT Champion, Ray Vincent, was awarded the Stonewall LGBT Role Model of the year 2019. • Both Spectrum and the Chaplaincy contributed to the discussions relating to the drafting of a University Trans Equality Policy.
2.8	Celebrate LGBT History Month through hosting events for staff and students.	- Priority identified through student survey in the SEP consultation.	- LGBT History Month Event hosted each February	Feb 2017 and each Feb	Director of Chaplaincy Services	ACHIEVED • LGBT History Month was widely marked in the University throughout 2016/20, with various events, talks and initiatives hosted by Spectrum and the Chaplaincy. • The library team made a number of LGBT+ book displays across our different campuses.

APPENDIX 1 – STRATEGIC EQUALITY PLAN ANNUAL REPORT TABLE OF PROGRESS, 1ST APRIL 2019 TO 31ST MARCH 2020

3.2	<p>Improve achievement of British BAME 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>	<p>- Significant achievement gap between White British students and BAME 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). - EHRC identified closing attainment gaps in education as a priority in 'Is Wales Fairer' - Identified as a key priority by Race Religion & Belief Equality Group.</p>	<p>- Reduction of the ethnicity achievement gap for British BAME students from 10.1% (2013/14) so equal proportions of British BAME students and White British students achieve 1st and 2:1 degrees. - Data will be monitored on a yrly basis each December and included within the Annual Monitoring report that is presented to Academic Board and Quality Assurance Committee annually.</p>	March 2020	PVC – Learning, Teaching & Student Experience	<p>ONGOING</p> <p>The proportion of UK BAME students receiving achieving 1st or 2.1: *2016/17 – 60.6% *2017/18 - 62.1% *2018/19 – 58% *2019/20 – 65.9%</p> <p>The proportion of UK White Students achieving a 1st or 2.1 degree: *2016/17 – 67.8% *2017/18 - 69% *2018/19 – 74% *2019/20 – 78.8%</p> <p>BAME achievement gap by year *2016/17 – 7.2% *2017/18 - 6.9% *2018/19 – 16% *2019/20 – 12.9%</p> <p>There has been an improvement for both BAME and White UK students achieving good honours since 2016/17 (+5.3% BAME UK students and +11% White UK students).</p> <p>An improvement in the proportion of BAME students achieving good honours in 2019/20 has helped reduce the 16% BAME attainment gap in 2018/19 to 12.9% in 2019/20.</p>
-----	--	---	--	------------	---	---

APPENDIX 1 – STRATEGIC EQUALITY PLAN ANNUAL REPORT TABLE OF PROGRESS, 1ST APRIL 2019 TO 31ST MARCH 2020

3.3	Increase number of BAME students studying at USW.	<p>- Low representation of British BAME undergraduate students at USW compared with local census data (5.5% in 2012 / 5.9% in 2013 / 5.9% in 2014)</p> <p>- Low representation of UK BAME postgrad students (4.7% in 2012 / 4.6% in 2013 / 5% in 2014)</p> <p>- Identified as priority by EDSG</p>	<p>- Increase of British BAME undergraduate students to 7.3%</p> <p>- Increase of British BAME postgraduate students to 6%</p>	March 2020	Director of Marketing & Student Recruitment & Head of UK Student Recruitment	<p>ONGOING</p> <ul style="list-style-type: none"> • 2019/20 British BAME students represent 6.7% of the total undergraduate population, an increase on 2018/19 of 0.3%. • 2019/20 British BAME postgraduate students account for 4.9% of the total population, a 0.6% decrease compared to 2018/19. • Widening access strategy which incorporates a focus on increasing the diversity of students will be developed and implemented in 2020/21.
3.4	Support care leavers to enrol at USW and complete their courses.	<p>- Care leavers are significantly under-represented at universities. Only 7% of care leavers go to University compared to 43% of the general population.</p>	<p>- Increase in the numbers of care leavers enrolled at USW (in 2014/15 there were 44; 2015/16 this increased to 52) to: *56 in 2017/18 *64 by 2020</p> <p>- Increase in the numbers of care leavers who progress to the following year (2014/15 20 care leavers progressed to the next year).</p> <p>- Increase in the numbers of care leavers that graduate (2014/15 5 care leavers graduated)</p>	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 faculty including each care leaver being provided with a nominated person for support, USW Care Leaver Guide, advice from Student Money Advice Team, careers advice, work placements through Go Wales, 365 day accommodation and a care leaver bursary. • 47 care leavers enrolled in 2016/17, 32 in 2017/18 and 37 2018/19. As of May 2020, there were 43 care leavers enrolled. • In 2016/17, 17 students (not including those that graduate) progressed to the following year. In 2017/18, 19 students progressed to the following year. In 2018/19, the figure is again 19. • The number of care leavers that graduated from USW was 14 in 2016/17, 5 in 2017/18 and 6 in 2018/19. The decrease was due to less students being eligible to graduate.

APPENDIX 1 – STRATEGIC EQUALITY PLAN ANNUAL REPORT TABLE OF PROGRESS, 1ST APRIL 2019 TO 31ST MARCH 2020

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>	Assessment & Awards Manager, Student Administration Services, Director of Chaplaincy Services, Equality, Diversity & Inclusion Manager	<p>ACHIEVED</p> <ul style="list-style-type: none"> • Proposal outlining support and reasonable adjustments that can be made to the examination timetable was developed and agreed at Quality Assurance Committee and Academic Board. • Consultation meeting took place with students to discuss proposal and process for requesting reasonable adjustments; positive feedback received. • Process implemented for the main examinations period for 2018 and 2019. • Exams for 2020 were largely cancelled due to covid-19, resulting in the reasonable adjustments for Ramadan process not being needed. Adjustments to other forms of assessments were made on a case by case basis, in accordance with the University's covid-19 policies.
3.6	Guidance for staff and students undergoing gender reassignment	<ul style="list-style-type: none"> - Priority identified through SEqP consultation. - Equality Act duty to promote equality for this PC. - Requirement for AS. 	<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	Equality, Diversity & Inclusion Manager	<p>ACHIEVED & ONGOING</p> <ul style="list-style-type: none"> • Trans equality awareness events took place throughout 2016/20 for International Day Against Homophobia, Transphobia and Biphobia and LGBT History Month. • Trans Equality Policy Statement published in November 2018. • Trans Equality Guidance and a Trans Allies Initiative launched November 2018. • Training course on 'Supporting Trans & Gender Non Conforming Staff & Students' launched Autumn 2018, and sessions rolled out regularly during 2019. • Transitioning at Work Guidance developed and published December 2020.
3.7	Review and revise Dignity at Study Policy	<ul style="list-style-type: none"> - Priority identified through student consultation 	<ul style="list-style-type: none"> - Revised policy, following review, EIA and consultation, published and publicised 	July 2018	Director of Student Services, Equality, Diversity & Inclusion Manager Associate Registrar (Student Casework)	<p>ACHIEVED & ONGOING</p> <ul style="list-style-type: none"> • Equality & diversity training for Investigating Officers of dignity at study cases was introduced and delivered during 2018/19. • Further in-depth equality training focussing upon promoting good relations on campus delivered to Investigating Officers during February 2020.

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 SEqP consultation 	<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	<p>Senior Disability Adviser, Student Services</p> <p>Equality, Diversity & Inclusion Manager</p>	<p>ACHIEVED & ONGOING</p> <p>A number of learning & development opportunities have been delivered by the Disability Service and Wellbeing Service throughout 2016/20, including: deaf awareness, mental health awareness, autism spectrum awareness, visual impairment, disability awareness, introduction to specific learning difficulties, mental health first aid and Applied Suicide Intervention Skills.</p> <ul style="list-style-type: none"> • During 2019/20 the following training was delivered: • Introduction to Specific Learning Difficulties (10 Staff Trained) May 2019 • ASIST (Training) – (May 2019 – 9 staff) • Disability Awareness Training (7 staff trained) – June 2019 • Introduction to Specific Learning Difficulties (6 Staff Trained) September 2019 • Disability Awareness Training (4 staff trained) – September 2019 • Deaf Awareness Training (20 Support Staff trained) - September 2019 • Visual Impairment Training (20 Support Staff trained) – September 2019 • Mental Health First Aid (May 2019 – September 2019 – 39 staff)
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. 	<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>ACHIEVED</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 and USW is an active Diversity Champion. We also use “Proud Employers” to advertise some vacancies.

REF	ACTION	RATIONALE	SUCCESS MEASURES	TIME-SCALE	LEAD	PROGRESS (1/04/2019 – 31/03/2020)
4. ATTRACTING, RETAINING & DEVELOPING STAFF 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.	- Recruitment data shows BAME people are less likely to be shortlisted and offered a job than White candidates - Lower proportion of BAME staff compared to local populations (4.1%)	- 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	ONGOING • A new recruitment system and process is being developed in 2020/2021. • Equality considerations embedded into development of the new system and process. Anonymous shortlisting will be implemented.
4.2	Undertake an EIA of the Competency Framework	- Recruitment data shows BAME people are less likely to be shortlisted and offered a job than White candidates	- EIA completed and Competency Framework amended to reduce any adverse impacts in relation to protected characteristics	March 2017	HR Competency Framework Project Team	ONGOING The Competency Framework was put on hold. Work from this to be embedded into the recruitment project.
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 BAME people are less likely to be shortlisted and offered a job than White candidates that are not disabled and White candidates	- 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.	July 2017	Learning & Development Partners	ACHIEVED & ONGOING • Across USW during 2018 and 2019, the following sessions were conducted: • Constructive engagement with trans and non-binary issues workshop 13 • Inclusive Leadership Workshop 60 • Inclusive Working at USW 46 • Supporting Trans and Gender Non-Conforming Staff and Students 138 • Unconscious bias training delivered to the Board of Governors and VCEB during 2018. • Supporting Trans & Gender Non Conforming Staff & Students delivered to VCEB during 2019. • Online EDI training launched 2019.

			- Proportionate levels of people from different protected groups being shortlisted and appointed to positions.			
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.	- 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 & Web Adviser	ACHIEVED & ONGOING <ul style="list-style-type: none"> • The USW Equality, Diversity and Inclusion Twitter account (@USWEquality) regularly tweets to further develop our social media presence and links with the third sector. It is closely aligned to the Jobs account (@USWJobs), enabling EDI content of interest to potential jobseekers to be shared widely. • USW's jobs website (jobs.southwales.ac.uk) is to be overhauled as part of a review of USW's recruitment project. Equality and Inclusion will be embedded as an integral part of the content. • The University has many representations of diversity on the website as our Chaplain and chair of the LGBT+ society was Stonewall LGBT+ role model of the year, our presence at the 2019 Pride Cymru event, and with Rhi Kemp as inspiring colleague of the year and Stonewall 2020 Trans Role Model of the Year.
4.5	- 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.	- Data shows disabled staff are more likely to leave employment at USW -Staff engagement survey showed disabled staff had greater levels of dissatisfaction	-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	July 2017	HR Operations Manager	ACHIEVED <ul style="list-style-type: none"> • We continue to be a Disability Confident employer (level 2). • We continue to work towards the objectives in the Disability Confident Action Plan which includes: engaging the Staff Disability Network Group, developing a workplace adjustments form, guidance and process, releasing training for managers on reasonable adjustments. • SEqP contains an action to apply for Disability Confident Leader status by 2024.

APPENDIX 1 – STRATEGIC EQUALITY PLAN ANNUAL REPORT TABLE OF PROGRESS, 1ST APRIL 2019 TO 31ST MARCH 2020

4.6	Develop the provision of equality & diversity training for staff at all levels.	<ul style="list-style-type: none"> - Specific duty within the Equality Act. - Priority identified during the voluntary sector engagement event. 	<ul style="list-style-type: none"> - 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. 	July 2018	Learning & Development Partners	<p>ACHIEVED & ONGOING</p> <ul style="list-style-type: none"> • USW new starters video contains a section on equality, diversity and inclusion. • An online equality and inclusion training course has been developed and rolled out to all staff on a mandatory basis.
4.7	Develop an online resource for disabled staff	<ul style="list-style-type: none"> - Identified as a priority by the Disability & Dyslexia Equality Sub Group 	<ul style="list-style-type: none"> - Provision of information for disabled staff in one place on the website 	July 2017	HR Communication & Web Adviser	<p>ONGOING</p> <ul style="list-style-type: none"> • Online resource for disabled staff created on the intranet. • Workplace Adjustments Passport, Guidance and training to be launched February 2021.

APPENDIX 1 – STRATEGIC EQUALITY PLAN ANNUAL REPORT TABLE OF PROGRESS, 1ST APRIL 2019 TO 31ST MARCH 2020

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 	<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 & Inclusion Manager	<p>ONGOING</p> <ul style="list-style-type: none"> • Two new guidance resources developed by USW's Dyscovery Centre on reasonable adjustments in relation to dyslexia and autism spectrum disorder. • • Workplace Adjustments Passport, Guidance and training to be launched February 2021.
4.9	Enter the Stonewall Workplace Equality Index (WEI)	<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 SEqP consultation 	<ul style="list-style-type: none"> - Seek approval to complete WEI - Detailed feedback on improvement areas from Stonewall - Action plan to implement Stonewall recommendations 	March 2020	Director of HR	<p>ACHIEVED</p> <ul style="list-style-type: none"> • During 2016/20, USW submitted to the Workplace Equality Index each year, achieving a significant improvement with each submission: 2017 – 301st 2018 – 104th 2019 – 43rd 2020 – 24th and awarded Top Trans Employer. The Stonewall Index did not take place in 2021.
4.10	Apply for a Race Equality Charter Mark.	<ul style="list-style-type: none"> - Race equality issues identified through Employment Information and student equalities data require further exploration. 	<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"> • USW became a member of the Race Equality Charter during November 2020. Work is underway to develop a submission for the award by 2024.

REF	ACTION	RATIONALE	SUCCESS MEASURES	TIME-SCALE	LEAD	PROGRESS (1/04/2019 – 31/03/2020)
5. ACCESSIBILITY						
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 SEQP 	<ul style="list-style-type: none"> - Access audit undertaken - Programme of work required to address access issues 	July 2017	Director of Estates and Facilities and Disability &	<p>ONGOING</p> <ul style="list-style-type: none"> • A review of the access audit was undertaken and the recommendations from the audit considered and given priority scores.

APPENDIX 1 – STRATEGIC EQUALITY PLAN ANNUAL REPORT TABLE OF PROGRESS, 1ST APRIL 2019 TO 31ST MARCH 2020

		consultation with students, staff and voluntary sector on access issues with the campuses.	identified through the Access Audit will be produced - Programme of work implemented.	March 2020	Dyslexia Service Manager	<ul style="list-style-type: none"> • A rolling programme of work is now being undertaken, in line with budget constraints and future work plans. • A number of pieces of the recommended tasks have been completed. Some of our buildings have also been demolished and therefore issues identified with those buildings no longer being applicable. • Updated access audit to be undertaken during 2020/24.
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. 	<ul style="list-style-type: none"> - Consultation group of disabled students established. - Disabled students access group and DDESG consulted on access issues and contribute to prioritisation for programme of work. 	July 2017	Director of Estates and Facilities and Disability & Dyslexia Service Manager	<p>NOT COMPLETED</p> <ul style="list-style-type: none"> • Planned action group for students to raise concerns did not transpire due to staff changes. • Estates and Student Services will consider the best procedure for access issues to be raised by students.
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.	<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	Director of CELT	<p>ONGOING</p> <p><u>Staff development:</u></p> <ul style="list-style-type: none"> • Inclusion, particularly UD4L, has been an explicit feature of all CELT general eddev activity in 19/20 including: TEL partner work in Faculties, the TEL Pathway series in FLSE, the various LEEP modules, in both FCI and FCES, TSL@USW prep workshop, the PgCLTHE and New2THE; • Bespoke workshops on different aspects of inclusive curriculum are delivered by CD lead following identified need at team/school/faculty level; Inclusion in its broadest sense (including challenge around decolonisation) is core to role/team specific work led by our Curriculum lead to support validation and curriculum design preparation in faculties; • The CELT CD has completed a number of FoI requests during the summer of 2019 in relation to decolonisation activities; • The CELT resources to support inclusive practice @USW have been refreshed and developed into accessible resources on the CELT website; • All CELT activities are subject to EIA & annual review.

						<p><u>Strategic and infrastructure work:</u></p> <ul style="list-style-type: none"> • CELT has led a 12-month research project exploring the BAME staff and student experience at USW. The project lead is changing roles 3 months before the end of the project, but CELT commits to completing the study and sharing outcomes in due course; • 2 new pan-University Communities of Expertise have been launched, in 'Refugee and Migration studies' and 'Decolonising the Curriculum'. <p>The Refugee and Migration Studies CommExp has contributed to USW's inaugural Refugee Week which was supported by staff in CELT.</p> <p>CELT CD lead is working with the Refugee Champion on an AdvanceHE project exploring the experience of English Language classes on the Student Journey of Refugees and Asylum Seekers at USW.</p> <p>The CELT Curriculum lead is working with library services and others to explore decolonising reading lists.</p> <ul style="list-style-type: none"> • CELT CD Lead is instigating discussions with Deans, DVCs and Directors of Professional Service in support of USWs SEqP around 'Decolonising the curriculum'.
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	- Accessibility of web delivered services improved based upon recommendations from accessibility audit.	March 2020	Chief Technical Officer, IT Services	<p>ONGOING</p> <ul style="list-style-type: none"> • The university has created an Accessibility Working Group to lead on implementation of the regulations and compliance. • Accessibility statements have been obtained from the majority of the Universities IT suppliers, and work is underway to conduct an assessment.

REF	ACTION	RATIONALE	SUCCESS MEASURES	TIME-SCALE	LEAD	PROGRESS (1/04/2019 – 31/03/2020)
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 the 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.	- All actions in Athena Swan Action Plan 2013 to 2016 completed. - Change demonstrated through data for the Athena Swan Bronze Renewal application.	Sept 2016 Nov 2016	Director of Research & Business Engagement and Director of HR	ACHIEVED • Work undertaken for the former Athena Swan Action Plan. • Athena Swan Bronze Award achieved in April 2020; work underway to implement the 2020/25 action plan.
6.2	Gain Athena Swan Bronze Departmental Award for School of Engineering	- Award will improve the careers of female academics working in engineering	- 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	NOT COMPLETED • Athena Swan Departmental Award for School of Engineering placed on hold, further consideration to be given to working towards departmental awards through implementation of the 2020/25 Athena Swan Action Plan.
6.3	Gain renewed Athena Swan Bronze Institutional Award	- Current award expires April 2017 - Renewed application will ensure continued focus on improving careers of women in STEMM	- Successfully obtain a renewed institutional Athena Swan Bronze Award	May 2017	Deputy Director of Research & Business Engagement	ACHIEVED • Athena Swan Bronze Award achieved in April 2020; work underway to implement the 2020/25 action plan.

APPENDIX 1 – STRATEGIC EQUALITY PLAN ANNUAL REPORT TABLE OF PROGRESS, 1ST APRIL 2019 TO 31ST MARCH 2020

6.4	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>	<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>ACHIEVED</p> <ul style="list-style-type: none"> • HEFCW funding was secured to complete two actions within the Talented Women for a Successful Wales report, namely to establish a pan Wales academia and industry women in STEM network and hold a conference. USW appointed a fixed term post to oversee these implementation of these recommendations. • A pan Wales conference was held in September 2019 with 150 attendees from across Wales. The Wales Women in STEM website and collaborative platform was launched which, a month after launching had 127 members with the platform making 855 matches between members helping women to support each-other in their STEM careers. Membership has continued to grow, with a series of successful online events hosted throughout 2019/20. Following the Women in STEM Awards in November 2020, a series highlighting the work of the winners is scheduled for January to May 2021.
6.5	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>	<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>ACHIEVED & ONGOING</p> <ul style="list-style-type: none"> • As above, considerable work in this area has been undertaken, with future actions planned. • An online matching platform has been developed for the Women in Universities Mentoring Scheme (WUMS). A pilot of this commenced in September 2020 between USW and Aberystwyth University. To date, 50 mentors have registered, with 10 pairs of mentors/mentees matched. Following the pilot, WUMS will be relaunched to all Welsh universities.

REF	ACTION	RATIONALE	SUCCESS MEASURES	TIME-SCALE	LEAD	PROGRESS (1/04/2019 – 31/03/2020)
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.						
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.	- 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	Director of Organisational Development	ACHIEVED • 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 in detail. • The 2016 Equal Pay Review revealed mean pay gaps of: *Gender: 12.18% (in favour of men) *Disability: 6.39% (in favour of disabled employees) *Race: 2.45% (in favour of BAME employees) • USW published its gender pay gaps on the government reporting tool in March 2019 and March 2020 and will publish this annually.
7.2	Implement all actions identified within the Equal Pay Review Action Plan.	- Action is taken to respond to any pay differences.	- Progress is identified against all actions within the Equal Pay Action Plan. - Reduction in any identified pay gaps.	Nov 2018	Director of Organisational Development	ACHIEVED • The Equal Pay Working Group developed 13 recommendations as a result of the Review and continues to meet to oversee implementation of these recommendations.

APPENDIX 1 – STRATEGIC EQUALITY PLAN ANNUAL REPORT TABLE OF PROGRESS, 1ST APRIL 2019 TO 31ST MARCH 2020

7.3	Undertake an Equal Pay Review in relation to age, disability, race, religion & belief, sexual orientation and sex.	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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	Director of Organisational Development	<p>ACHIEVED</p> <ul style="list-style-type: none"> • Equal Pay Review Working Group reconvened with new membership. The group met regularly throughout March to June 2020 to undertake a thorough Equal Pay Review of all protected characteristics. The Review revealed no equal pay gaps within grades that could not be attributed to length of service. • The 2020 Equal Pay Review revealed mean pay gaps of: <ul style="list-style-type: none"> * Disability – 8% * Race – 0.4% * Religion/belief – -6% * Sex – 10% * Sexual orientation – 0.8% • Recommendations were developed through the Equal Pay Review; the Equal Pay Working Group will meet termly to oversee implementation of the recommendations.
-----	--	---	--	----------	--	---

REF	ACTION	RATIONALE	SUCCESS MEASURES	TIME-SCALE	LEAD	PROGRESS (1/04/2019 – 31/03/2020)
8. DATA COLLECTION & MONITORING 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.	<ul style="list-style-type: none"> - Production of data for PC groups annually. -PC continuation and achievement data is mainstreamed into annual reporting. - PC data is considered by Academic Board/QAC. - Actions developed to tackle any significant imbalances in continuation and achievement in relation to PC. 	Dec 2016 & each Dec thereafter	Associate Registrar (QAE)	ACHIEVED & ONGOING • Data to be reintroduced from 2019/20 into the continuous monitoring process.
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.	<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	Associate Registrar (QAE)	ACHIEVED & ONGOING • Data to be reintroduced from 2019/20 into the continuous monitoring process.

APPENDIX 1 – STRATEGIC EQUALITY PLAN ANNUAL REPORT TABLE OF PROGRESS, 1ST APRIL 2019 TO 31ST MARCH 2020

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 	<ul style="list-style-type: none"> - Increase staff disclosure rates of disability, religion/belief and sexual orientation by 10% each year. 	March 2020	<p>HR Information & Systems Manager</p> <p>HR Comms & Web Adviser</p>	<p>ONGOING</p> <ul style="list-style-type: none"> • Disability disclosure rate: - 94% • Ethnicity disclosure rate – 99% • Religion disclosure rate – 56% • Sexual Orientation disclosure rate – 42%
8.4	Publish yearly student equalities data reports & employment information reports	<ul style="list-style-type: none"> - Specific duty to identify, collect and publish relevant equality information and to publish Employment Information reports on 31st March each year 	<ul style="list-style-type: none"> - Student equalities data report and 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 & Inclusion Manager	<p>ACHIEVED</p> <ul style="list-style-type: none"> • 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 and used to inform equality actions and assess progress.
8.5	Staff Engagement Survey to include equality related questions and have the results disaggregated by PCs	<ul style="list-style-type: none"> - 2014 Staff Engagement Survey identified lower levels of satisfaction for disabled employees 	<ul style="list-style-type: none"> - 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	<p>ACHIEVED</p> <ul style="list-style-type: none"> • 2017 Staff Engagement Survey disaggregated by all protected characteristics and analysis undertaken by all relevant equality sub groups. • Data used to develop actions for the Athena Swan Action Plan. • Analysis of results for disabled employees resulted in focus groups for disabled employees to further explore views and experiences. Staff Disability Network Group now formed.