



Equality Scheme Action Plan		Success measures	Protected Characteristics							Equality Duty		Goal						
Equality Objectives Actions for 2014 (January- January)			Age	Disability	Gender identity/trans	Race	Pregnancy/ maternity	Religion or belief	Sex	Sexual orientation	Advance equality of opportunity	Eliminate unlawful discrimination	Strategic Framework Goal (no. 1 – 5)					
		are strongly encouraged to make teaching and learning inclusive																
e) Development of a website for teaching staff including teaching, learning and assessment materials with a focus on inclusivity		i) Evidence of greater awareness and understanding in teaching and learning practices of the issues faced by students from diverse backgrounds ii) Evidence of the use of inclusive learning and teaching materials and techniques									Equality and Diversity Adviser for Students and DPVC for Education							
f) Integrate analysis of first year retention, degree attainment, completion and destinations by age, disability, race, sex and parent/carer status into Schools' annual programme review and report to the Student Access and Progress Committee (SAPC)		i) Actions are implemented as a result of any issues identified ii) School action plans are monitored to ensure they all consider the performance of students from the protected groups									- The Heads of Education in Schools - Quality Assurance Committee - SAPC ( PVC Education)							
g) Continue to deliver an inclusive curriculum module as part of the University's Post- Graduate Certificate in Higher Education programme for teaching staff - establish a CLAD lunchtime programme , delivered termly to support the Post Certificate in Academic Practice on the ethnic attainment gap, supporting disabled students, LGBT students and inclusive curriculum.		i) Number of modules delivered ii) Lunchtime series established and reasonable number of attendees									Centre for Learning And Development (CLAD)							
j) Review UoB procurement process		i) Revised procurement process that reflects UoB duties under the Equality Act									Finance (Procurement)							
<b>Objective 2 – Increase direct engagement with students and staff on equality issues</b>							✓	✓	✓	✓	✓	✓	✓	✓	●	●	●	2, 5
<i>Rationale – Consultation and involvement is key to an effective, evidence-based approach to equality</i>							<b>Responsibility</b>											
a) Enable engagement, debate and consultation with student		i) Evidence of engagement via the Diversity Forum,												HR and Student Diversity Advisers				

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and staff representatives from across the 8 protected characteristics	Student Groups, Staff Groups and engagement with the Guild of Students															
<b>Objective 3 – Raise awareness of equality issues and increase the visibility of equality initiatives</b>		✓	✓	✓	✓	✓	✓	✓	✓	✓	•	•	•	2, 5		
<i>Rationale – i) To support the embedding of good practice across the University, ii) identified as a priority in consultation with students and staff</i>													<b>Responsibility</b>			
a) The Advancing Equality in Employment (AEiE) initiative will continue to run in 2014 with the core objectives of: <ul style="list-style-type: none"> <li>• Signalling that Birmingham is serious about employment equality</li> <li>• Boosting the degree to which equality is consistently embedded in management practice</li> <li>• Reviewing and refreshing the policy framework where appropriate, and address any outdated areas of discretion in terms of good practice</li> <li>• Maximising talent in the University</li> </ul>		i) Successful delivery of project objectives ii) Range of activities are implemented as per the project action plan and widely publicised														
b) Celebrate national events such as Lesbian, Gay, Bisexual and Trans History Month, Black History Month, International Women's Day, and International Day of the Disabled, as part of the University calendar		i) Range of events and activities held on campus														
<b>Objective 4 – Monitor and improve student disability disclosures and monitor the implementation of reasonable adjustments across the University</b>													•	2		
<i>Rationale – Disabled students have specific needs that the University has a legal duty to address</i>													<b>Responsibility</b>			

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a) Continue to offer a range of support services for students that are responsive to their needs	i) Range of services on offer ii) Uptake and feedback from students	Disability and Learning Support Service (DLSS)											
b) Continue to deliver training and provide support and resources for Welfare Tutors and other staff on supporting disabled students	i) Number of training courses delivered ii) Reasonable Adjustments Guide published and promoted	DLSS											
c) Audit the use of reasonable adjustments across the University's Schools	i) Produce a report showing the use of RAs	DLSS/ Equality and Diversity adviser for Students											
<b>Objective 5 – Raise the attainment rates of Black, Asian and minority ethnic (BAME) students</b>							<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
<i>Rationale – There is an 16% attainment gap between BME and white students- the attainment gap has decreased( 2012/13) by 4% points</i>							<b>Responsibility</b>						
a) Continue to develop the University's work around BME student attainment and employability	i) Improvement in the success rates of BAME students into employment ii) Positive feedback from students and mentors iii) Continuation of the project after evaluation of its achievements	Schools/ Employability Network											
b) Undertake BME peer mentoring scheme and evaluation	i) Number of mentors and mentees ii) Positive feedback on the impact of the mentoring Scheme iii) Monitoring the success of the students on the scheme iv) Website established for students where resources to support and celebrate BME student success can be accessed	Mentoring scheme supported by students and the Equality and Diversity Adviser for Students											
c) Undertake in-house research into the experiences of BME students	i) Publication of the research indicating areas for improvement	E&D Adviser for Students											

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d) Develop BME student ambassadors to work with academic within the Schools	i) A number of Schools use the ambassador scheme to create a 'space' for BME students, integrate diversity within the curriculum, identify BME student issues etc.	The Schools where there is a significant ethnic attainment gap, supported by the E&D Adviser for Students
<b>Objective 6 – Support female and male students where they are in the minority</b>		<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 2
<i>Rationale – To ensure that male and female students feel supported, have role models and feel encouraged to be successful</i>		<b>Responsibility</b>
a) Support and facilitate the cross-colleges Women in Science and Engineering (WISE) group	i) Number of activities ii) Initiation of peer mentoring scheme	The School leads as part of the Athena Swan Project
b) Investigate male under-attainment and provide appropriate support	i) Issues are considered as part of annual review	-The E&D Adviser for Students -Schools as part of Annual Review
<b>Objective 7 - Further improve support for students who are parents and carers</b>		<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 2
<i>Rationale – Mature students who are parents, or students with other caring responsibilities, are a significant proportion of student intake and have specific needs</i>		<b>Responsibility</b>
a) Develop further support for the Student-Parent and Carers Group	i) Arrivals week includes specific activities for parents and carers ii) Review of the policy on pregnancy, maternity, and paternity is undertaken iii) Close liaison with the Guild's SPAC Group	-E&D Adviser for Students -University's Student Experience team
b) Extend data monitoring on the student performance of students with caring responsibilities	i) Data collected at registration is integrated into the tableau reader data base	The Planning Department

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<b>Objective 8 – Provide support for lesbian, gay and bisexual sexual minority students</b>										✓	●	●		2
<i>Rationale – For many students University presents their first opportunity to 'come out' to others or to question their sexuality</i>											<b>Responsibility</b>			
a) Continue to offer student support services specifically for LGB students, such as Q Chat, groups	i) Range of services offered and uptake											DLSS		
b) Employability mentoring- supporting students into work	i) Number of mentors and mentees on the scheme ii) Students' feedback on the impact of the scheme on their confidence to express their identity in the workplace											- Employability network - E&D Adviser for Students		
<b>Objective 9 - Raise awareness of and improve support for trans students</b>					✓						●	●		2
<i>Rationale – i) Low levels of awareness and understanding of gender identity issues ii) Trans students have very specific needs that the University should address</i>											<b>Responsibility</b>			
a) Develop guidance for trans students in consultation with the Guild's Lesbian, Gay Bisexual, Trans and Queer society	i) Guidance is developed in consultation with trans students promoted across the University and implemented ii) Evidence that students have a positive experience of this process											-E&D Adviser for Students -Welfare tutors		
<b>Objective 10 – Increase awareness and understanding of the University's religious and cultural diversity</b>					✓	✓					●	●	●	2
<i>Rationale – To develop learning and working environments that are inclusive of the University's religious and cultural diversity</i>											<b>Responsibility</b>			
a) Develop an inter-faith strategy / working paper	i) Strategy in place and acted upon ii) Consultation with Chaplaincy, Guild faith groups											Good Campus Relations Group		









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