

Full Equality Impact Assessment Form

Equality Relevance High ☒ Medium ☐ Low ☐

1. Name of the policy or practice?

UWE's Widening Participation (WP) Strategy 2005-06 to 2010-11

Linked policies: Access Agreement with Office for Fair Access (OFFA); Widening Participation Strategic Assessment 2009/10 to 2011/12; Admissions Policy; Employability Strategy; Learning, Teaching and Assessment Strategy; Disability Equality Scheme; Gender Equality Scheme; Race Equality Scheme 2009 to 2012

2. What is the aim, objective or purpose of the policy practice?

The purpose of the WP Strategy is to support the University in its core mission related to reaching out to and opening up opportunities for people from under-represented backgrounds, families, groups and communities and positively enabling such people to participate in and benefit from Higher Education (HE). The overarching goals of the Strategy are to:

- build on the University's successes to date in widening participation, not only to its own programmes of study but also to HE in general;
- continue to work towards an increase in the numbers and proportions of entrants to the University from groups currently under-represented in its student profile;
- help to ensure that all students, regardless of background, have access to appropriate advice and support to enable them to reach the highest levels of achievement.

The Strategy applies to the whole student journey or 'life cycle' and consists of four strands:

- Pre-entry – aspiration and awareness raising, as well as improving attainment
- Access and admissions – application support and enhance admissions procedures
- Retention and success – HE preparation and transition, induction and social integration; learning, teaching and curriculum development; student support
- Enhancing employability – equipping students with the experience and skills to progress to employment, further learning on completion of their HE studies.

Accordingly, the aims of the WP Strategy are as follows:

- To secure capacity within the University to deliver an integrated widening participation strategy
- To enhance the portfolio of outreach activity offered by faculties and services in order to raise the aspirations and attainment of students from under-represented groups and encourage them to apply to higher education
- To develop a range of pre-entry activities and initiatives to support the progression of students from under-represented groups to higher

education

- To increase the numbers and proportions of entrants to the University's undergraduate programmes from those groups currently under-represented in its student profile
- To provide a comprehensive range of strategies to support the successful transition of students from diverse backgrounds into the University
- To develop curricula and approaches to learning, teaching and assessment appropriate to the needs of a diverse student body
- To reinforce and further develop the University's support mechanisms for students in order to sustain good rates of progression and success
- To enhance the employability of students from under-represented groups and facilitate their entry to further training including postgraduate study.

3. Who is responsible for developing the policy?

The WP Strategy was developed by the University's former Widening Participation Strategy Group (WPSG) in 2005. It was approved by Academic Board in November 2005. The Strategy is kept under review by the University's Learning, Teaching and Assessment Committee (LTAC), with a view to its further enhancement and development.

4. Who is responsible for implementing the policy?

At senior management level, overall responsibility for the University's WP Strategy and its linked Access Agreement with OFFA lies with the Deputy Vice-Chancellor. Day-to-day responsibility for their effective implementation lies with the Head of Widening Participation and Director of Outreach. As well as taking the lead role in the strategic and operational direction of the University's WP Strategy and its linked Access Agreement, the member of staff concerned is responsible for providing strategic direction, advice and support for senior staff at faculty and service level engaged in the development of policy, strategy and practice in the area of widening participation.

The Head of Widening Participation and Director of Outreach reports directly to the Assistant Vice-Chancellor, Diversity, Engagement and Partnerships. As well as meeting separately on an individual basis, both individuals are members of the University's Learning and Teaching Executive (LTE) which consists of senior academic staff and heads of student-facing services. Membership of the Executive helps further to ensure the embedding of widening participation at all stages of the student life-cycle, and its integration with other areas of University business.

All University faculties have a role and responsibility in relation to the University's WP Strategy. Within each faculty an Associate Dean has been designated as having overall responsibility for matters relating to widening participation and student diversity. Additionally, each faculty has appointed a Faculty Lead for Widening Participation (a senior I grade appointment) to manage and co-ordinate the day-to-day delivery of its related WP Action Plan. The success of the University's WP Strategy and linked Access Agreement is monitored and reviewed at both senior management level and annually through the institution's Learning Teaching and Assessment Committee (LTAC), a sub-committee of Academic Board. Progress against milestones and targets is formally reported internally to Academic Board and to the Vice-Chancellor's Senior Executive Group (VSEG), and externally to HEFCE and OFFA.

5. Who is the policy intended to benefit?

Staff and students of the University.

6. What is intended to be achieved by the policy?

The successful embedding and sustaining of widening participation and student diversity at all stages of the student journey/life-cycle. The WP Strategy acts as a catalyst for the achievement of that goal.

7. How will you know if this policy has been successful?

The University will present the following types of evidence to demonstrate that it is meeting the aims and objectives set out in its WP Strategy:

- Levels of bursary take-up by students from low income backgrounds and other under-represented groups
- HESA benchmark data relating to entrants to the University's undergraduate programmes from under-represented groups
- The extent to which the full range of widening participation outreach activities offered by the University is taken up, how frequently and how successfully
- The number of participants for each outreach activity type, and the number/geographical spread of target schools, colleges and communities
- Qualitative evaluation of feedback, including questionnaire feedback, from participants, their parents/carers, and participating schools, colleges and communities
- The number and quality of enhanced strategic relationships with academies, trust schools and 14-19 partnerships/consortia in and beyond Bristol
- The number and take up of qualifications validated for the UWE Federation, and the number and characteristics of students recruited to such programmes
- Take-up of the University's support services by students in financial difficulty, students with mental health difficulties, vulnerable young people with no parental support, lone parents, disabled students and care leavers
- Evidence of increased provision of wider learning opportunities for mature and part-time students through employer engagement and more flexible modes of delivery
- Student experience, retention, progression and achievement data, with particular reference to students from under-represented equality groups
- Take-up of the University's employability support services by students from under-represented equality groups, and evidence of improved employability rates for students from such groups.

8. Do the following equality groups have different needs, experiences, issues and priorities in relation to the intended outcomes of this policy? Please give information/ evidence to support your answer.

	Yes	No	Not known – Do you need to generate sources of information?
Women, men, transgendered people	<p>A survey conducted by ECU in 2008, <i>The experiences of lesbian, gay, bisexual trans staff and students in higher education</i> (www.ecu.ac.uk/publications/lgbt-staff-and-students-in-he), indicates that while higher education institutions provide a very positive space for many trans students, there is a real need for the sector to engage with this equality area and review how it provides support for, and addresses discrimination against trans students.</p> <p>It may be helpful to include gender identity when conducting student surveys to ascertain the experience of trans students relative to other equality indicators.</p>		<p>Understanding how many students identify as trans, and where they are located within the University, may better enable the institution to meet the needs of, and provide support for, this group</p> <p>Robust statistics on the number of trans students at UWE do not exist. Therefore it is not possible at the present time to monitor participation, progress, success or experience in relation to this aspect of identity.</p>
Black and minority ethnic groups	<p>There is evidence that the degree attainment of students from Black and Asian groups is lower than that of their White peers. There is evidence too that Black and Asian students are clustered in some subject areas and not others.</p> <p>Further investigation is recommended into Black and Asian students' experience at UWE, and what factors are significant to attainment.</p>		
Disabled people	<p>Student consultation processes at UWE have revealed that pre-entry information, induction and access to the University can be problematic for disabled students. These issues, as well as inclusive teaching, learning and assessment practice, need addressing in order to enable and encourage disabled students to participate successfully in higher education.</p>		
Younger or older people	<p>There is a lack of information concerning the experiences of older students at UWE. It would be helpful to seek their perceptions through surveys and focus groups to identify what is</p>		

	working well and what improvements can be achieved to further strengthen inclusive cultures that promote and support the best learning environment for all.		
People of different religion and beliefs			<p>HEIs have a role in ensuring that all students can participate fully in higher education. However, there is little research into the perceptions and experiences students have of participation in higher education across the diversity of religions and beliefs. In addition, with no current legal obligation for HEIs to monitor religion and belief there is little evidence of the extent of participation across the sector.</p> <p>The University does not currently collect religion and belief information for students and is therefore unable to monitor participation, progress or success in relation to this aspect of identity.</p>
Lesbian, gay and bisexual people	<p>The survey conducted by ECU in 2008, <i>The experiences of lesbian, gay, bisexual trans staff and students in higher education</i> (www.ecu.ac.uk/publications/lgbt-staff-and-students-in-he), found that higher education institutions provide a positive space for LGB students. However, there are still high levels of homophobia and discrimination on campus, a factor that contributes to 20% of LGB students suspending their studies.</p> <p>LGB students have not been identified as a priority group for the University's WP strategy. However, there are good reasons why the institution should address the needs and experiences of LGB students. Quite apart from the fundamental wellbeing of such students, there will be benefits to the institution in terms of student retention, reduction in time dealing with complaints, protection of institutional reputation and legal compliance.</p>		<p>The University does not currently collect sexual orientation information for students and is therefore unable to monitor the participation, progress or success of people of differing sexual orientations. Understanding how many students identify as LGB and where they are located within the University, may better enable the institution to meet the needs of, and provide support for, these groups.</p> <p>It may be helpful to include sexual orientation when conducting student surveys to ascertain the experience of LGB students relative to other equality indicators.</p>

9. Is there potentially adverse impact on the following equality groups as a result of this policy? Please give information/ evidence to support your answer.

	Yes	No	Not known – Do you need to generate sources of information?
Women, men, transgendered people		<p>Women and men</p> <p>The Strategy has an explicit focus on increasing or widening participation on the basis of gender. As such, it has a positive impact on gender representation at UWE – most notably through targeted outreach work aimed at attracting more women into engineering, and increasing male representation in teaching, health and social care programmes.</p> <p><u>Participation and achievement at UWE</u></p> <p>Analysis of HESA student data for 2007/08 reveals that there are no significant differences between the the enrolment of full-time UK domiciled female and male students when compared with sector level performance indicators (PIs)</p> <p>Female entrants – UWE PI 55.4%; Sector PI 56.1%</p> <p>Male entrants – UWE PI 44.6%; Sector PI 43.9%</p> <p>The difference in gender balance is more noticeable among those studying part-time – in 2007/08, nearly two-thirds (63.3%) of part-time undergraduates students were women compared with 54.0% of full-time students.</p> <p>However, among those studying full-time at UWE, the gender balance is slowly shifting in favour of men – between 2002/03 and 2007/08, the proportion of full-time UK domiciled males entrants to the University's undergraduate programmes increased from 42.5% to 46.0%.</p> <p>Women have higher subject specific participation rates for all subjects apart from Technologies; Physical Sciences; Architecture, Building and Planning, Mathematical and Computer Science and Engineering.</p>	

		<p>Full-time and sandwich UK domiciled women are more likely to obtain a higher class of degree than men – with 63.8% of females obtaining a first or upper second class honours degree compared to 56.6% of males in 2007/08.</p> <p>The lower achievement rates for men can be explained in part by their weaker prior qualifications, but there remains a difference which is not explained by this factor.</p> <p>In 2007/08, 54% of UK domiciled male leavers were in graduate employment six months after leaving the institution, compared with 58% of female leavers (DLHE Survey 2007/08).</p> <p>Transgendered people</p> <p>Transgendered people are not identified as a priority group for the University's WP Strategy. However, the Strategy is unlikely to have any particular impact on people in virtue of their being transgender or transsexual.</p> <p><u>Participation and achievement at UWE</u></p> <p>The University does not currently monitor for trans identity. Thus it is not possible to determine the extent to which transgendered people are represented in the UWE student community and what achievement looks like for such students.</p> <p>It may be helpful to include gender identity when conducting student surveys in order to ascertain the level of participation and experience of trans students relative to other equality indicators.</p>	
Black and minority ethnic groups		<p>The Strategy has a positive impact as it has a particular focus on enhancing access and success for UK-domiciled students from minority ethnic communities. The Strategy also has the potential to influence race equality actions and initiatives in the University through inclusion of specific priorities and performance indicators.</p> <p>The Outreach Centre has put in place a number of highly regarded positive action initiatives aimed at raising the aspirations and supporting the</p>	

		<p>attainment of young people from minority ethnic backgrounds. In 2008/09 around 670 young people from BME backgrounds in and beyond Bristol benefitted from the activities and initiatives.</p> <p>The University achieved recognition in January 2009 as Xcel Best University of Widening Participation for its outstanding commitment to reaching out to young people and adult returners from BME backgrounds.</p> <p><u>External benchmarking data</u></p> <p>It is estimated that more than 10% of the population in the UK is from a minority ethnic background and in 2005 just over 11% of people of working age in England were minority ethnic.</p> <p>Ethnic minority students accounted for 20.2% of all UK domiciled undergraduates in 2006/07.</p> <p><u>Participation and achievement at UWE</u></p> <p>Analysis of HESA student data for 2006/07 reveals that there is a wide gap between the UWE and the sector level performance indicators (PIs) for the recruitment of full-time UK domiciled undergraduate entrants from BME background – UWE PI 12.4%; Sector PI 20.2%. However, when compared with their distribution in the background population of the regions the University predominantly draws its student from, BME students are significantly over-represented in full-time undergraduate study at UWE.</p> <p>The proportion of full-time UK domiciled entrants to the University's undergraduate programmes from ethnic minority backgrounds increased from 8.9% in 2002/03 to 11.1% in 2007/08.</p> <p>There is wide variation between ethnic groups in terms of their degree attainment, with 63% of White students achieving a good degree (first or upper second), compared with 50.7% of Asian and 28.3% of Black students in 2007/08. The comparative under-achievement of Black and Asian students is a national trend, and sector studies are ongoing into possible causes and</p>	
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		<p>remedies – coordinated by the Equality Challenge Unit (ECU) and Higher Education Academy (HEA) among others.</p> <p>There is wide variation in the proportion of students in graduate employment six months after leaving the institution in relation to their ethnicity – Black leavers 35%; Asian leavers 36%; White leavers 52% (DLHE Survey 2007/08 – UK domiciled full-time and sandwich leaver outcomes)</p> <p>Further investigation is recommended into Black and Asian students' experiences at UWE, and what factors are significant to achievement. This might be attempted through a targeted confidential survey and/or focus group sessions. Analyses focussing on specific subject areas is recommended, which may help to identify where the most significant gaps are and prioritise action.</p>	
Disabled people		<p>The University's WP Strategy highlights disabled students as a specific target group and takes account of disability issues at various stages of the student journey/life-cycle. Disability issues are also an explicit element of linked to the related Faculty WP Action Plans.</p> <p>The University receives some funding directly from HEFCE for disabled students to pay for institutional support as part of its annual grant. This support is mainly co-ordinated via the Disability Resource Centre (DRC).</p> <p>The Outreach Centre, in tandem with the DRC, contributes to the delivery of the national Aimhigher AchieveAbility project. The project has facilitated awareness raising for learners in the locality with specific learning difficulties, set up a large scale student ambassador programme and undertaken a number of staff development events for teachers and advisers in local schools and colleges.</p> <p><u>Participation and achievement at UWE</u></p> <p>There has been an increase in the proportion of UK domiciled, first year, full-time undergraduates disclosing a disability – up from 5.1% in 2002/03</p>	

		<p>to 8.7% in 2007/08. That said, 8.7% is still a relatively low figure versus the generally recognised levels of disability in the working age population (10-15%).</p> <p>Non-continuation rates are slightly lower for students in receipt of DSA than for other students – although there are no separate estimates for those reporting a disability, but not in receipt of DSA.</p> <p>Disabled students at UWE are slightly less likely to attain a good degree (first or upper second) than those who do not report a disability – In 2007/08, 55.1% of disabled students achieved a good degree compared with 61.5% for other students.</p> <p>The lower achievement rates for disabled students can be explained in part by their weaker prior qualifications, but there remains a difference which is not explained by this factor.</p> <p>There is slight variation in the proportion of students in graduate employment six months after leaving the institution in relation to disability status – leavers with a declared disability 49%; leavers with no known disability 51%; (DLHE Survey 2007/08 – UK domiciled full-time and sandwich leaver outcomes).</p> <p>Many students delay disclosure of their disability which hampers efforts to accommodate needs, which may impact upon retention and achievement. The Disability Resource Centre should continue to work with faculties and departments to encourage early disclosure from students with disabilities so that the necessary adjustments and adaptations are made in time, thereby making their arrival and stay at UWE much more comfortable and successful.</p>	
Younger or older people		<p>The WP strategy has a focus on enhancing opportunities for both younger and older people. It has a positive impact on older people since it promotes a more flexible and diverse approach to curriculum structures and timetables, thus offering more choice and opportunity for those who may</p>	

		<p>have other commitments. Furthermore, the articulation of improved progression pathways, via the UWE Federation, has a positive impact on older learners who wish to begin their HE studies locally prior to transfer to the University. A more flexible approach is likely to benefit a greater number of older students.</p> <p><u>Participation and achievement at UWE</u></p> <p>Analysis of HESA student data for 2007/08 reveals that there are no significant differences between the the enrolment of full-time UK domiciled entrants who are young and mature when compared with sector level performance indicators (PIs)</p> <p>Young entrants – UWE PI 72.0%; Sector PI 73.8% Mature entrants – UWE PI 28.0%; Sector PI 26.2%</p> <p>The University's data shows that the proportion of mature full-time, UK domiciled entrants to the University's undergraduate programmes has increased from 26.4% in 2002/03 to 28.0% in 2007/08.</p> <p>The drop-out rate for young full-time first degree entrants (20 and under) starting in 2006/07 was 7.5% compared with 11.8% for their mature counterparts (21 and over on entry).</p> <p>The University continues to perform well above its HESA benchmarks for non-continuation following year of entry in relation to both young and mature full-time first degree entrants.</p> <p>Among both young and mature entrants men have a higher drop-out rate than women.</p> <p>Younger students are more likely to obtain a higher degree classification than older ones – In 2007/08, 61.9% of full-time and sandwich UK domiciled students aged 24 and under achieved a good degree (1st or upper 2nd), compared to 57.4% of those aged 25 and over.</p>	
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		There is a wide gap in the proportion of younger and older students in graduate employment six months after leaving the institution – leavers aged 24 and under 47%; leavers aged 25 and over 64% (DLHE Survey 2007 – UK domiciled full-time and sandwich first degree leaver outcomes).	
People of different religion and beliefs		<p>People with a religion or belief are not identified as a priority group for the WP Strategy. However, the Strategy promotes diversity and multi-cultural dimensions which may have have a positive impact in relation to this aspect of identity.</p> <p>Consideration should be given to developing an evidence base and understanding of the participation and experiences of students with a religion and belief in order to ascertain what implications, if any, there might be for the University's WP Strategy.</p>	<p>Participation and achievement of people with a religion or belief</p> <p>With no current legal obligation for HEIs to monitor religion and belief, there is little evidence of the extent of participation and achievement across the sector.</p> <p>The University does not currently collect religion and belief information for students and is therefore unable to monitor the extent of participation and achievement in relation to this aspect of identity.</p> <p>The University's Equality and Diversity Unit should continue working to create the conditions whereby monitoring may be implemented at a future date to be agreed.</p>
Lesbian, gay, bisexual people		<p>Lesbian, gay and bisexual people are not identified as a priority group for the University's WP Strategy. However, the Strategy promotes equality and diversity which may have a positive impact in relation to this aspect of identity.</p> <p>Consideration should be given to developing an evidence base and understanding of the participation and experiences of LGB students in order to ascertain what implications, if any, there might be for the University's WP Strategy.</p>	<p>Participation and achievement of LGB students</p> <p>There is a paucity of information on the sexual orientation of students in higher education, thus it is not possible to determine the extent to which LGB people are represented in the UWE student community and what retention and success rates look like.</p> <p>As above, the Equality and Diversity Unit should continue working to create the conditions whereby monitoring may be implemented at a future date to be agreed.</p>

10. Is the policy designed or does it have the potential to promote equality for particular groups or good relations between groups? If so, how?

Through its work in widening participation, the University aims to ensure that those with the potential to benefit from higher education have the opportunity to do so, whatever their background.

The University's WP Strategy has a particular focus on those groups with below average participation rates in higher education. Under-representation is closely connected with issues of equity and social inclusion, so the WP Strategy is primarily concerned with enhancing opportunities for:

- people who live in areas of relative deprivation where participation in HE is low
- people from lower socio-economic groups
- people from minority ethnic communities
- people with a disability

The Strategy is also concerned with opportunities for older students; and with equality of opportunity for men and women.

The University has committed itself to moving closer to its benchmark levels for UK domiciled entrants to its undergraduate programmes who are from the above mentioned priority groups. The goal is underpinned by a set of high level student diversity targets for achievement by 2011/12 aimed at increasing the proportion of entrants who:

- come from low participation neighbourhoods (LPNs)
- come from lower socio-economic groups (NS-SEC classes 4-7)
- come from minority ethnic groups
- are in receipt of Disabled Students' Allowance (DSA)

The targets have now been incorporated as 'milestone targets' in the University's Access Agreement with the Office for Fair Access (OFFA). Progress against the targets is reported internally to Academic Board and to VCEG/SMT, and externally to HEFCE and OFFA.

11. Do you need to carry out a formal/informal consultation internally or externally at this stage? Who you need to consult?

Following a discussion the University's Equality and Diversity Manager, consultation was carried out with LGBT students through a workshop and survey facilitated on 24 February 2010. With that consultation in view, the Head of Widening Participation prepared a set of questions relating to the University's widening participation agenda.

12. What method or mechanism would be best suited for this consultation?

It was agreed with the Equality and Diversity Manager that the consultation should be facilitated via a workshop and survey questionnaire.

13. What action could be taken to mitigate any negative impacts identified or is there an opportunity to take steps to address different needs or promote equality of opportunity more effectively? If yes, please comment and complete action plan.

The likely outcome and the desired outcome is that the University's WP Strategy has a positive effect on the under-represented equality groups targeted for action. However, the EIA has identified areas for consideration, specifically differences in degree attainment and graduate employment (relating to gender, ethnicity, disability and age). The EIA has also noted that the University currently has no performance data in relation to gender identity, sexual orientation, religion or belief. Developments in this area are under consideration by the Equality and Diversity Unit and any new data sets that might emerge should be included in the remit of the analyses being prepared in support of the University's Quality Management and Enhancement Framework (QMEF).

Although negative impacts have not been identified as a result of the WP Strategy itself, the carrying out of the EIA has presented a timely opportunity to promote equality more effectively. Accordingly, an Equality Action Plan has been completed for the WP Strategy EIA which outlines how the University will further ensure that equality and diversity can be supported via the implementation of the Strategy.

14. Who will be responsible for monitoring the implementation of the action plan?

The Head of Widening Participation and Director of Outreach

15. Please outline how you have revised the policy (if necessary) in the light of the Equality Impact Assessment. If no change is to take place please give reasons.

The available evidence demonstrates that the WP Strategy does not have an adverse impact on equality, on the basis of gender, ethnicity, disability or age. Therefore there is no requirement to make adjustments to the Strategy. However, it is recommended that the Strategy is reviewed in the coming year in the run up to producing a Single Equality Scheme for the University.

16. Please indicate when you think this policy/practice should be reviewed next:

It is recommended that the first annual review of the Equality Action Plan linked to the WP Strategy takes place in June 2011. The results will be reported to the Equality Management Group and published on the Equality and Diversity Sharepoint site. This will ensure that we can learn from the current Plan, and that subsequent plans are effective in their aims and outcomes, whilst being able to respond to changing legislative requirements.

Equality Impact assessment completed by:

Name	Chris Croudace
Post title	Head of Widening Participation and Director of Outreach
Faculty / service	Outreach Centre
Date	16 April 2010

Please return this form to the Equality and Diversity Unit. The equality and diversity unit will provide feedback and will publish the final document.

Confirmed by the equality and diversity unit:

Name	
Date	

WIDENING PARTICIPATION STRATEGY EQUALITY ACTION PLAN – 2010/11
Service / Faculty – Outreach Centre

Issues	Actions required	Responsible Person	Resources required	Target date	Output	Outcome
Information/ data required	Provision of good quality, relevant and timely data, disaggregated by equality group, to support reflective institutional analysis and action planning with respect to student recruitment, retention and success	Director of PBI	Times series data Staff time	To be agreed	Data sets and analyses made available in an accessible format	Better information to support the promotion of equality of opportunity
Consultation	Development of an evidence base and understanding of the perceptions and experiences of LGBT students in order to help identify ways to enhance the experience of students from such groups	Equality and Diversity Manager	Staff time Access to LGBT students	February 2010 and ongoing	Various short reports on outcomes published on Equality and Diversity Sharepoint site	Better information to support the promotion of equality of opportunity
	Development of an evidence base and understanding of the perceptions and experiences of students with a religion or belief in order to help identify what, and where, efforts can be best placed to develop this part of the University's diversity agenda	Equality and Diversity Manager	Staff time Access to students with a religion or belief	December 2010 and ongoing	Various short reports on outcomes published on Equality and Diversity Sharepoint site	Better information to support the promotion of equality of opportunity

	<p>Development of an evidence base and understanding of the experiences of Black and Asian students at UWE and what factors are significant to their retention and achievement in order to help identify what, and where, efforts can be best placed to develop this part of the University's diversity agenda.</p>	Equality and Diversity Manager	<p>Staff time Access to students from a minority ethnic background</p>	December 2010 and ongoing	<p>Various short reports on outcomes published on Equality and Diversity Sharepoint site</p>	<p>Better information to support the promotion of equality of opportunity</p>
	<p>Development of an evidence base and understanding of the experiences of disabled students at UWE and what factors are significant to their retention and achievement in order to help identify what, and where, efforts can be best placed to develop this part of the University's diversity agenda.</p>	Equality and Diversity Manager and Head of Disability Resource Centre	<p>Staff time Access to disabled students</p>	December 2010 and ongoing	<p>Various short reports on outcomes published on Equality and Diversity Sharepoint site</p>	<p>Better information to support the promotion of equality of opportunity</p>

Monitoring and review arrangements	Annually monitor data at faculty and course level relating to the recruitment, retention and success of students - by widening participation / equality group - in order to identify any trends and alert colleagues to any adverse impacts.	Executive Deans and Heads of Department	Access to relevant data analyses Staff time	To be agreed	Equality is effectively promoted at faculty and department level and becomes mainstreamed through the review process	Ability to monitor the recruitment, retention and success of students by WP / equality groups
	Ensure that the annual monitoring of the University's Widening Participation Strategic Assessment (WPSA) takes proper account of equality issues	Head of Widening Participation	Staff time	Annually in December	Annual monitoring report to HEFCE	Greater synergy between the WP priorities of the University and its wider equalities agenda
	Ensure that the annual monitoring and evaluation of Faculty WP Action Plans takes proper account of equalities issues	Head of Widening Participation	Staff time	Annually in December	Inclusion in committee papers and minutes. Reports to Faculty Boards	Greater synergy between the WP priorities of faculties and the institution's wider equalities agenda
Publication	Ensure that equality promotion is included in all WP publications and other documents	Head of Widening Participation	Staff time	Ongoing	Various. References to UWE publications	Promote positive attitudes in all relevant equality areas
	Seek opportunities to publish papers and reports which promote the University's WP / equalities agenda to as wide an audience as possible	Head of Widening Participation	Staff time	Ongoing	Various, including papers for conferences	Raise external awareness of the University's commitment to actively promoting the needs of a diverse student body

Other actions	Identify and implement appropriate action to address significant variations in student retention and success in relation to gender, ethnicity, disability and age.	Executive Dean and Heads of Department	Access to relevant data analyses Staff time	Ongoing review each year in December	Equality is effectively promoted at faculty and department level and becomes mainstreamed through the review process	Improved strategies and practices.
	Review and make recommendations for adjustment of the institution's WP/student diversity targets as necessary	Head of Widening Participation	HESA data analyses Staff time	Ongoing, review each November	Paper on recommended target levels and supporting statistics produced for consideration by VCEG	WP / Student diversity targets reviewed on annual basis
	Assess the impact of new WP initiatives or policies to ensure they are bias-free for all equality areas	Head of Widening Participation	Staff time	Ongoing	Various. Short reports on outcomes	Promote positive attitudes in all relevant equality areas
	Continue to identify opportunities to discuss equality and diversity issues associated with broader widening participation policy within the WP Operational Group	Head of Widening Participation	Staff time	Timetable of Group - 5 meetings a year	WP Operational Group minutes and reports to various institutional committees and groups	Promote positive attitudes in all relevant equality areas
	Work with faculties and departments to support and monitor the equality and diversity dimension in their WP Action Plans, and disseminate any resulting good practice	Head of Widening Participation	Staff time	September 2010 and ongoing	Good practice disseminated to colleagues involved with the University's WP / equalities agenda	Promote greater awareness within faculties and across the University of current good practice

	Ensure that existing STEM (science, engineering, technology and mathematics) projects and initiatives focus on increasing participation of all relevant equalities groups	Executive Dean and Heads of Department (FET and HLS)	Staff time	September 2010 and ongoing	Feedback to Schools and Colleges Partnership Group	Increase in equalities groups studying STEM subjects at UWE
	Work with UWE Federation Group to ensure that development positively takes into account the needs of diverse students	Director UWE Federation	Staff time	July 2010 and ongoing	Feedback to UWE Federation Group	Progression opportunities for equality groups improves
	Continue to support the delivery of outreach activity for disabled students through the Aimhigher West Partnership.	Director SSD	Aimhigher funding Staff time	Ongoing	Regular feedback and short reports	Promote positive attitudes to and involvement of disabled people
	Continue to contribute to the University's ADP programme in order to raise colleagues' awareness of the University's WP / equalities agenda.	Head of Widening participation	Staff time	Ongoing	ADP sessions attended by Head of Widening Participation and briefings given.	Greater staff awareness of the University's commitment to actively promoting the needs of a diverse student body.