

Equality and diversity objectives for the Office for Students – Action plan 2019 to 2022

Our equality and diversity and inclusion (EDI) objectives, priorities and actions are listed below:

- **Objectives one to five** describe our priorities in facilitating the elimination of discrimination, equality of opportunity, and the fostering of good relations between different people in respect of universities, colleges and students.
- **Objectives six to eight** describe our internally focussed priorities and how we plan to achieve equality for our employees.

We expect the board to hold us to account on the delivery of these priorities, both through our reporting on the business plan, and through our annual report to the OfS board specifically on equality and diversity.

Objective one: The OfS will develop, implement and consult on our EDI objectives, evidence base, impact assessments and action plan to ensure successful implementation of our Public Sector Equality Duty (PSED).

Priorities:

- Annually reviewing our progress and reporting this to the Board, and being held to account for our performance
- Linking EDI success factors to the OfS's performance measures and outcomes
- Seeking regular engagement, evidence and feedback from our stakeholders on our PSED performance
- Undertaking impact assessments of our policies and programmes using our making inclusive decisions guidance
- Having a clear linkage between our EDI strategy and OfS strategy and business plan

How we'll know if we have succeeded	Actions	Target or review date	Lead responsibility
Stakeholders including the OfS board, our staff and sector agencies are clear on our requirements and commitments to equality and our strategic direction intersect with and complement wider sectoral work.	1.1 Report to the OfS board on progress.	July 2020	Equality and Diversity Manager
	1.2 Develop an engagement, evidence and feedback process for stakeholders. Evaluate inclusive student engagement methods to ensure effectiveness, continue to review impact.	Ongoing	Equality and Diversity Manager
	1.3 Implement the engagement, evidence and feedback process for stakeholders.	Ongoing	Equality and Diversity Manager
	1.4 Communicate and implement the making inclusive decisions approach to impact assessment, and train team equality	March 2020	Equality and Diversity Manager

How we'll know if we have succeeded	Actions	Target or review date	Lead responsibility
	champions in how to support their directorates.		
The OfS equality impact assessment process is publicised on the staff intranet and is undertaken as a primary step of the planning process and an ongoing integral part of all OfS policies and procedures.	<p>1.5 Update the equality impact assessment for the OfS regulatory framework. Policies audited to check compliance and quality.</p> <p>1.6 Update the equality impact assessment for the OfS regulatory framework.</p> <p>Policies audited to check compliance and quality.</p> <p>Open training session, team-specific training and project team training sessions are being held on an ongoing basis.</p> <p>The Portfolio Management Office are monitoring projects and programmes through their normal processes and will ensure that all programmes complete an impact assessment before March 2021.</p>	<p>March 2020</p> <p>March 2021</p>	<p>Equality and Diversity Manager</p> <p>Equality and Diversity Manager</p>

Objective two: The OfS will conduct and publish rigorous and influential analysis, research and insight into EDI (including the protected characteristics and socio-economic disadvantage) issues across the student lifecycle.

Priorities:

- We will collect the data necessary to allow us to conduct robust analysis examining the critical gaps in outcomes across the student lifecycle, taking an intersectional approach wherever possible, and extend our knowledge of groups that are currently under-reported such as postgraduate and international students. We will work through our regulatory framework to improve the quality and coverage of EDI related data, including through our implementation of the Transparency Duty. This includes a commitment to update the equality impact assessment of the regulatory framework at key points in its implementation
- Developing deeper insight into EDI issues by including data analysis and insight from alternative sources such as 3rd party data, international data and data from other industries and sectors
- Enabling continuous improvement by engaging and collaborating with stakeholders and using evidence and feedback to gather and triangulate insight and intelligence
- Taking an ethical and proportionate approach to gathering and presenting data that does not unnecessarily overburden stakeholders, including innovative and mixed methods approaches to collection and presentation that upholds our legal duties and ensures compliance with the General Data Protection Regulation requirements
- Supporting the sector to translate evidence into effective practice within providers through the Centre for Transforming Access and Student Outcomes (TASO)

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility
<p>The higher education sector is better informed to make decisions about where to invest resource to improve access and participation for all students from all backgrounds.</p> <p>Providers are presenting, examples of effective practice that has been informed by high-quality evidence in their access and participation plans.</p>	<p>2.1 Develop an effective practice strategy in order to identify and promote evidence-based practice to the higher education sector</p> <p>During 2019, we are developing an effective practice strategy in order to identify and promote evidence-based practice to the higher education sector.</p> <p>As part of this, we will analyse 2020-21 access and participation plans in order to gain insights into how providers are responding to our new approach, and will reflect this in updated advice and support for the sector.</p>	January 2020	Access and Participation Manager
<p>We will have sufficient evidence, including robust data, to make decisions about where to target activities such as funding, guidance on improving access and participation, and guidance on effective practice.</p>	<p>2.2 Develop deeper insight into EDI issues across the protected characteristics and socio-economic disadvantage.</p> <p>We are reviewing our existing data collection and coverage for underrepresented groups and protected characteristics, with a view to identifying areas where data needs to be strengthened.</p> <p>Our effective practice strategy will consider where we need further evidence to inform our decisions, for example in relation to disabled students.</p>	Ongoing	Access and Participation Manager
<p>The sector improves the quality of the equality data it provides, with more providers collecting</p>	<p>2.3 Work with HESA and other relevant bodies to achieve improved data capture and reporting through the student record.</p>	Annually, June/July 2020	Equality and Diversity Manager

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility
data on all protected characteristics and socioeconomic disadvantage.			
The gaps in access, success and progression performance across the student lifecycle will have reduced for groups with protected characteristics.	<p>2.4 Engage and collaborate with key stakeholders to identify ways to improve practice, for example providing practical guidance and toolkits.</p> <p>As part of our effective practice strategy, we will conduct stakeholder mapping exercises and develop stakeholder relationships for each of our priority themes for 2019-20.</p>	Ongoing, but review at end of each financial year	Access and Participation Manager
The project plan for each year's EDI data publication has reviewed the completeness of the data, analysis and insight available. Experimental statistics and ad hoc publications are added each year.	2.5 Identify the gaps in data, analysis and insight, and the actions needed to track student outcomes across the protected characteristics and socioeconomic status, including assessments of additional student populations such as postgraduate and international.	Ongoing, but review while planning for annual EDI data publication	Director for Data, Foresight and Analysis
Experimental statistics and ad hoc publications are considered each year. Current publications are enriched with additional data sources if appropriate.	<p>2.6 Review whether we can use additional sources of data to strengthen our understanding and close the knowledge gaps previously identified.</p> <p>We are working with UCAS and DfE to explore whether Free School Meals data could be made available to providers at the point of admissions. We are also</p>	Ongoing	Director for Data, Foresight and Analysis

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility
	exploring other data sources with DfE such as school performance data. We have also commissioned a review of the access and participation data landscape in part to identify additional sources of data. We will publish a review of the higher education access and participation data landscape in November 2020.		
Measures of intersectionality are added to reports and publications, including the annual EDI data publication.	2.7 Develop measures of intersectionality appropriate for each stage of the student lifecycle.	Spring 2020 EDI release – ongoing	Director for Data, Foresight and Analysis
Transparency duty data is used as part of our reported analysis and data.	2.8 Review the transparency duty data to assess its potential to enhance the understanding of EDI. Depending on feedback the ABCS measure may be developed further to also include attainment and employment outcomes.	Winter 2019 – then potentially include in spring 2020 EDI release – ongoing	Director for Data, Foresight and Analysis

Objective three: The OfS will challenge the sector to significantly reduce gaps in access, success and progression for students from all backgrounds and identities¹ and across all disciplines.

Priorities:

- Removing the degree attainment gap for black and Asian students
- Reversing the decline in mature student participation in higher education
- Improving access to higher education for white males from low socio-economic groups
- Reducing the challenges for students with a disability in accessing, succeeding and progressing in higher education
- Delivering our access and participation strategy, challenge providers through the access and participation plans and supporting them through sector-wide championing of issues, the identification and sharing evidence on effective practice, and underpinning support on data and evaluation
- Distributing and reforming our funding in a targeted way to support social mobility and equity through the access and participation strategy
- Implementing the Teaching Excellence and Student Outcomes Framework to promote positive learning outcomes for all students
- Implementing the Transparency Duty and working to develop the Duty further with the aim of capturing a greater number of protected characteristics (e.g. disability and age)
- Using our analytical capability and convening power to champion issues and understand where progress is being made and gaps remain
- Implementing and Monitoring TASO with the aim of identifying and disseminating ‘what works’ in access, success and participation and driving effective practice
- Implementing OfS policies to remove barriers to choice for students from all backgrounds and identities e.g. encouraging new providers into the market and driving new and existing forms of flexible provision

¹ This will include students who we determine to be under-represented in relation to access and participation, in line with the Higher Education and Research Act (2017), and students with protected characteristics under the Equality Act (2010) who are identified by data and insight as underrepresented in relation to access, success and progression.

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility
<p>The participation rate gap between white males from low socioeconomic groups and other students will have reduced.</p>	<p>3.1 Continue to identify possible activities to address participation gap for white males from low socioeconomic groups, including through our effective practice strategy. Keep under review existing activities in this area.</p> <p>In developing our effective practice strategy, we will consider how we can strengthen our support for this group.</p> <p>As part of this, we will analyse 2020-21 access and participation plans, in order to gain insights into how providers are planning to support this group and will reflect this in undated advice and support for the sector.</p>	<p>Autumn 2019</p>	<p>Access and Participation Manager</p>
<p>The decline in the participation rate of mature students is halted in areas that are a priority, to ensure student choice and equality of opportunity in relation to access and participation, and to address local and national skills.</p>	<p>3.2 Analyse 2020-21 access and participation plans, in order to gain insights into how providers are planning to support mature students and will reflect this in updated advice and support for the sector.</p> <p>In autumn 2019, we will analyse 2020-21 access and participation plans, in order to gain insights into how providers are planning to support mature</p>	<p>Autumn 2019</p>	<p>Access and Participation Manager</p>

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility
	<p>students and will reflect this in updated advice and support for the sector.</p>		
	<p>3.3 Support innovative approaches to mature student participation through an OfS Challenge Competition and a mature learner evaluation framework.</p> <p>A year two evaluation report and OfS programme report are scheduled for publication in October 2019. End of phase one monitoring will be returned in October 2019.</p>	Spring 2020	Access and Participation Manager
<p>The gaps in access, success and progression for students from underrepresented groups who go into higher education will rapidly reduce.</p>	<p>3.4 Manage the National Collaborative Outreach Programme (NCOP) during 2019-20 providing funding and oversight to providers.</p> <p>The delivery and wrap up of NCOP phase one is almost complete. A year two evaluation report, OfS programme report and an external research report on the perceptions of outreach by parents and carers will be published on 30 October 2019. This is to tie in with an NCOP conference on the same day that will reflect on phase one and look forward to phase two of the programme. A series of case studies and videos drawing on phase one activity will also be published in October.</p> <p>Review the National Collaborative Outreach</p>	Ongoing throughout the year	Access and Participation Funding Manager

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility
	<p>Programme developing and implementing proposals for the programme from 2019-20 onwards.</p> <p>NCOP phase two commenced on 1 August 2019. All 29 partnerships have been recommissioned to cover the full 997b wards. We have confirmed that CFE will continue to deliver the phase two national impact evaluation and a team led by the University of Exeter will provide evaluation capability support for partnerships. We are working on re-branding the programme based on evidence that the term 'NCOP' is not clear and useful for students, parents and teachers. Work on this is ongoing and hopes to be completed by the end of the calendar year so that the new branding can be launched in January with a social media campaign. This work includes a new externally facing website for the programme that will provide links to the partnership outreach hubs.</p>		
<p>OfS funding effectively targeted and used to address core access and participation priorities.</p>	<p>3.5 Review and reform access and participation funding for 2020-21 onwards.</p> <p>The board is expected to discuss our approach to the funding review in July 2019 and take forward the review from September 2019 to March 2020.</p>	<p>Autumn 2019 and ongoing</p>	<p>Access and Participation Funding Manager</p>

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility
Barriers to access and students success for disabled students are removed, and all students experience an inclusive and responsive learning and teaching environment.	3.6 Follow-up to 2017 review of models of support for disabled students undertaken during 2019, to determine progress made in universities and colleges to move to an inclusive, social model of provision and support.	Autumn 2019	Head of Access and Participation (Regulation and Funding)
The black, Asian and minority ethnic attainment gap will be eliminated at a national level.	3.9 Work with the government and other active stakeholders on the Race Disparity Audit and tackling the black, Asian and minority ethnic attainment gap, identifying OfS's role and scope for action. Monitoring and evaluation of the actions highlighted.	Ongoing throughout the year	Director of Fair Access and Participation
	3.10 Manage the Addressing barriers for student success programme during 2019 which provides funding and oversight to providers. Continue to provide oversight and funding for the remainder of the programme.	Ongoing until September 2019	Head of Access and Participation (Regulation and Funding)
	3.11 Draw on the evaluation of the Addressing Barriers to Student Success programme and promote effective practice that is proven to reduce the black, Asian and minority ethnic attainment gap in different contexts. End of programme conference November 2019.	Ongoing case studies and publication of external programme evaluation in winter 2019	Head of Access and Participation Evaluation

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility
	<p>The projects are now starting to conclude in a phased way until the end of September 2019.</p> <p>All 17 projects have now finished and submitted final reports are which being will be reviewed by the external evaluators and the OfS Project Manager and mined for effective practice case studies on black, Asian and minority ethnic attainment and lessons learned.</p> <p>These will be shared with the rest of the projects in the programme and more broadly.</p> <p>We are planning an end of programme conference on 18th November 2019 to share effective practice.</p>		
	<p>3.12 Providers challenged on their 2020-21 access and participation plans, including OfS national targets to eliminate the unexplained gap in degree outcomes (1sts or 2:1s) between white and black students by 2024-25, and to eliminate the absolute gap by 2030-31.</p> <p>We are assessing providers' access and participation plan submissions from May 2019 onwards and will challenge providers where targets are not sufficiently ambitious or related to the provider's assessment of performance.</p>	Ongoing in accordance with access and participation plan cycle	Head of Access and Participation (Regulation and Funding)

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility
<p>The EIX (Centre for Transforming Access and Student Outcomes- TASSO) is established, and is respected as a source of robust evidence and evaluation. It is utilised by a range of relevant stakeholders to inform their policy and practice, including in equality and diversity.</p>	<p>3.13 TASSO to begin their initial work programme. TASSO are focusing on two main themes in first year which are: effectiveness of common outreach activities and gaps in student experience.</p> <p>TASSO launched on 13 June 2019. TASSO are focusing on two main themes in first year which are: effectiveness of common outreach activities and gaps in student experience.</p>	<p>April 2019</p>	<p>Head of Access and Participation Evaluation</p>
	<p>3.14 Review and influence ongoing work programme of TASSO through monitoring and governance structures. The Head of Sector Practice will sit on the governance structure to review and influence the ongoing work programme.</p> <p>OfS representatives to attend future governance meetings.</p>	<p>Ongoing 2019 to 2022</p>	<p>Director of Fair Access and Participation</p>
<p>Long-term, Teaching Excellence and Student Outcomes Framework (TEF) metrics evidence a closing of gaps in outcomes (DLHE²/GOS³, NSS⁴ and LEO⁵)</p>	<p>3.15 From 2019-20 onwards:</p> <ul style="list-style-type: none"> Subject-level TEF implementation rolls out a sector-wide mechanism that has proactive promotion of equality and the closing of success and progression gaps built into it. 	<p>Review pilot subject TEF and Year 4 actions June 2019.</p>	<p>TEF Subject Pilot Manager</p>

² Destinations of Leavers from Higher Education (DLHE) Survey

³ Graduate Outcomes Survey

⁴ National Student Survey

⁵ Graduate outcomes: longitudinal education outcomes (LEO) data

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility
<p>between groups of students (by ethnicity, socioeconomic status or disability status).</p> <p>Medium-term, where gaps exist, providers publicly explain how they are addressing them in their TEF submissions, linked strategically to their Access and Participation Plans or Statements (APPs/APSs).</p> <p>Short-term, equality and diversity considerations are built into TEF training for providers and panellists, and into the developing subject-level TEF.</p>	<ul style="list-style-type: none"> • The TEF is strategically linked into the OfS regulatory functions to further promote equality of positive outcomes for all students. • EDI best practice is used to recruit a diversity of panellists. • Ensure all TEF team, including contractors, are trained in EDI. • TEF and the EDI dataset use the same underlying data. Articulate the relationship between the two for providers and panellists. <p>Ensure future TEF exercises are equality impact assessed through development, and implementation including accessibility of IT systems and assessment processes.</p> <p>Use the learning gained through the implementation and evaluation of the TEF subject pilots to develop data uses that proactively promote equality and support the closing of succession and progression gaps.</p> <p>TEF and the access and participation dataset use the same underlying data. Articulate the</p>	<p>Review subject-level TEF actions summer 2020.</p>	

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility
	<p>relationship between the two for providers and panellists.</p> <p>Ensure future TEF exercises are equality impact assessed through development, and implementation including accessibility of IT systems and assessment processes.</p> <p>Ensure all TEF team, including contractors, are trained in EDI.</p> <p>Ensure proactive promotion of EDI throughout the recruitment of panel members. We anticipate the next TEF exercise will require a full-scale refresh of TEF panellists and therefore the opportunity to enhance panel diversity.</p>		

Objective four: The OfS will work to address the risk of some students not receiving a safe, healthy and inclusive higher education experience

Priorities:

- Challenging and supporting the sector to address the significant increase in students reporting mental ill-health;
- Challenging and supporting the sector to tackle all forms of harassment and hate crime affecting students in higher education and supporting the sector's understanding of 'what works' and effective practice
- Implementing the initial and ongoing conditions of registration for quality to drive a high-quality academic experience for all students, giving explicit attention to the outcomes for students from under-represented groups
- Strategically reviewing our discretionary funding to lever innovation and effective practice
- Actively promoting whole institutional, inclusive approaches to both the academic and non-academic student experience (e.g. with regard to learning and teaching, access, participation, student welfare and safeguarding)
- Supporting sector-wide activity – e.g. by funding and communicating effective practice - to tackle and reduce all forms of violence and harassment on campus, including sexual misconduct, online harassment and hate crime; also to enhance student support, including mental health and disability services
- Respond to the UK Government's LGBT Action Plan to "ensure that support is available for LGBT students who are victims of hate crime and online harassment"
- Promoting a more diverse higher education workforce (including senior managers and governors) to better reflect the diversity of the student population
- Using data, analysis, research and evidence to support continuous improvement and understanding of equality and diversity
- Ensure any provider that implements its student protection plan in the event of course, campus or provider closure mitigates against differential impacts of the closure on students with protected characteristics

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility
<p>We will:</p> <p>Implement our role operating at sector level by drawing on our regulatory tools to champion and promote safe, healthy and inclusive English higher education providers that support <i>all</i> students to thrive</p> <p>Create the conditions to support <i>all</i> students to achieve positive mental health and wellbeing so that they can achieve positive outcomes</p> <p>Work in partnership to facilitate and promote the sharing of effective practice and 'what works' to support the development of evidence-informed policy and practice, and to catalyse change and drive improvement across all parts of the sector</p> <p>Shine a spotlight on sector-wide issues so that we challenge and</p>	<p>4.1 Establish an expert advisory panel to provide advice and contribute to development of future priorities in areas of student welfare and safeguarding</p> <p>Contribute our expertise to sector-wide inquiries, government initiatives/calls for evidence in the areas of student welfare and safeguarding</p> <p>Develop our horizon scanning capability and evidence base to understand gaps and emerging risks</p> <p>Use our regulatory information and work in partnership with other regulators to identify and monitor any evidence of systemic issues to develop evidence base</p> <p>Develop a communications strategy that uses key communications channels to promote effective practice, evidence-based policy and challenge providers to drive improvement in this area.</p> <p>Continue to work closely with key partners, such as DfE, UUK, Student Minds to develop cross-sector complementary approaches in relation to wellbeing and mental health.</p>	<p>Ongoing</p>	<p>Student Welfare and Safeguarding Team</p>

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility
<p>support the sector to tackle and be responsive to emerging concerns, risks and gaps early across the student population</p>	<p>4.2 Successfully manage the OfS Mental Health Challenge Competition programme, and early cascade learning to the wider higher education sector.</p> <p>Run the Mental Health Challenge Competition projects as a network to support the sharing of lessons learned and innovative practice</p> <p>Evaluate the Mental Health Challenge Competition programme, supporting the dissemination of effective practice across the sector</p>	<p>Ongoing</p> <p>Launch event June 2019</p> <p>External evaluators to complete in March 2022</p>	<p>Student Welfare and Safeguarding Team</p>
	<p>4.3 Develop and deliver OfS sector-level regulatory role in relation to student wellbeing, including mental health. This includes:</p> <p>Supporting, funding and playing an active role in the development of a University Mental Health Charter.</p> <p>Hosting an insight event in November 2019 to focus on improving student lives: hate crime, harassment and mental health in higher education.</p> <p>Continue to participate in the Education Transitions Network; Investigating the challenges that starting in higher education can pose and supporting students to deal with them.</p>	<p>Ongoing</p>	<p>Student Welfare and Safeguarding Team</p>

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility
	<p>Participating in UUK's information sharing taskforce, which is working through issues around sharing student information in the event of mental health crisis.</p>		
<p>Evaluation is effective, high-quality learning outcomes are disseminated. Programme of funding is shown to have had as positive impact on student safety.</p>	<p>4.4 Monitor, support and evaluate the 119 OfS Safeguarding Catalyst projects to improve student safeguarding on campus, including tackling and responding to sexual misconduct, hate crime and online harassment.</p> <p>We are developing actions to build on and take forward the learning from the Catalyst projects, which includes our intention to host a series of roundtable events in 2019-20. It will also include creating an alumni network to share effective practice and ongoing work, securing access to resources and tools produced by the projects and planning a concerted communications campaign to continue to promote the importance of this work.</p>	<p>A thematic report, covering round 3, will be produced in spring 2020 by Advance HE. There will also be a summative evaluation report covering rounds 1 and 2, which is due to be published on the 12th 2019 June and a summative report for round 3 in spring 2020.</p>	<p>Student Welfare and Safeguarding Team</p>
<p>Network develops a collaborative approach to tackling religion-based hate crime, with outcomes and effective practice disseminated.</p>	<p>4.5 Provide support, evaluation and co-ordination for the 11 higher education providers in the Catalyst funded Religious Hate Crime Network.</p> <p>We will seek to continue to facilitate three network meetings a year.</p> <p>There will be a thematic report produced for the round 3 of the Catalyst funded projects, which will include an evaluation of the</p>	<p>Completion in April 2020; network activities are ongoing from 2018.</p>	<p>Student Welfare and Safeguarding Team</p>

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility
	Religious Hate-Based Crime Network. This will be produced in spring 2020.		
A more diverse pool of applicants applying and succeeding in higher education governor positions.	4.6 Support the completion and dissemination of the Board Vacancies in Universities and Colleges of Higher Education Portal ⁶ (hosted by the Committee of University Chairs) with the aim of increasing the diversity of higher education governing bodies (legacy funding from the Higher Education Funding Council for England).	Ongoing	Equality and Diversity Manager
Funding allocated to providers via the OfS Challenge Competition is delivering clear value for money and tangible impacts, outputs and outcomes which are benefitting students across the fund's various competitions and accompanying investments.	4.7 Implement a strategic, external review of the progress of the OfS Challenge Competitions, to include an accompanying equality impact assessment.	During 2020-21	Funding Manager (OfS Challenge Competition)
Students from protected characteristics groups or socioeconomic disadvantage are not disadvantaged disproportionately in the event of provider, campus or course closure.	4.8 Challenge the sector to eliminate differential impacts on students with protected characteristics in the event of provider, campus or course closure. As part of the production of the new student protection plan (SPP) guidance in summer 2019 there will be explicit reference to equalities principles and OfS expectations in this area.	Ongoing and summer 2019	Head of Student Protection and Market Exit (SPME)

⁶ See www.universitychairs.ac.uk/vacancies/

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility
	We will consider whether it is feasible to request Equality Impact Assessments from providers as part of the assessment of evidence in a market exit case.		

Objective five: The OfS will work to reduce the risk that some students are prevented from maximising their outcomes through their higher education experience and therefore not maximise their potential in terms of employment or further study.

Priorities:

- Implementing the Teaching Excellence and Student Outcomes Framework with due regard to promoting positive learning outcomes for all students
- Working with providers, employers and other stakeholders to better understand and address the causes of gaps in employment outcomes
- Working with providers and professional associations to eradicate gaps in employment outcomes
- Promoting activity that enhances employability and employment outcomes for students from under-represented groups and / or with protected characteristics, such as work-placement, community engagement and student enterprise
- Working with UKRI to understand the patterns of progression to postgraduate study for different student groups and developing approaches through regulation, funding, and sharing of data and practice, to strengthen and diversify the post-graduate pipeline
- Undertaking analysis to improve understanding of the benefits of higher education to graduates (beyond income measures) and how these vary between different groups of graduates

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility
The implementation of TEF proactively supports the closing of student outcome gaps.	<p>5.1 Require, support and encourage providers to use TEF as mechanism for identifying, addressing differential outcomes, encouraging strategic interventions and measuring of their impact.</p> <p>Pilot evaluation includes a report by the widening participation experts on how well widening participation and EDI developments operated in the second pilot.</p>	Ongoing. Review points summer 2019 and 2021	Teaching Excellence Framework Subject Pilot Manager

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility
	<p>Future TEF design to take into account the findings of second pilot and the Independent Review. Independent Review of TEF due to report July 2019.</p> <p>Continue working with stakeholders to proactively support the closing of student outcome gaps through the design and implementation of future TEF.</p> <p>Design and implement the future versions of TEF to support a closing of differential outcomes.</p> <p>Recruit a diversity of panellists to assess TEF applications.</p> <p>Ensure all panellists are fully trained in TEF metrics, widening participation and EDI considerations.</p> <p>Continue working with stakeholders to proactively support the closing of student outcome gaps through the design and implementation of future TEF.</p>		
<p>Established baseline data on patterns of progression to postgraduate study across protected characteristics and socioeconomic disadvantage.</p>	<p>5.2 Build on the commitment by OfS and UK Research and Innovation (UKRI) to 'Promote equality, diversity and inclusion in higher education' as Area 13 in their collaboration agreement.</p> <p>This includes the commitment that the OfS will work towards a position where policies and priorities between OfS and UKRI mutually support improvements in equality at the points of transition from undergraduate to</p>	<p>Ongoing, review annually</p>	<p>Equality and Diversity Manager</p>

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility
<p>Having identified any gaps, committed to using our levers to diversify the postgraduate pipeline.</p> <p>Graduate and workforce pipelines will be strengthened and become more diverse.</p>	<p>postgraduate study, to doctoral degrees and into the research and wider workforce for different student groups (protected characteristics and socioeconomic disadvantage).</p> <p>Develop approaches through regulation, funding, and sharing of data and practice, to strengthen and diversify the postgraduate pipeline.</p>		
<p>Improved understanding across the higher education sector of the experiences of different groups of students, studying at different types of higher education.</p>	<p>5.3 Report on experiences by different student characteristics for recent graduates, and continue to monitor this through the new Graduate Outcomes survey.</p> <p>The first delivery of a full set of Graduate Outcomes data will not be available until summer 2020, so it will be important that this work is not overlooked in the meantime. Ongoing conversations about other data collections in which the ONS 4 wellbeing questions could be included are exploring ways to measure personal wellbeing for students in higher education.</p> <p>The first delivery of a full set of Graduate Outcomes data will not be available until summer 2020, so it will be important that this work is not overlooked in the meantime. Ongoing conversations about other data collections in which the ONS 4 wellbeing questions could</p>	<p>Summer 2020 and ongoing once Graduate Outcomes survey begins to report</p>	<p>Director for Data, Foresight and Analysis</p>

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility
	be included are exploring ways to measure personal wellbeing for students in higher education.		
Gaps in degree apprenticeship participation across protected characteristic groups and socioeconomic disadvantage will reduce.	5.4 Monitor and report on the take-up of and progression from degree apprenticeships across protected characteristics and socioeconomic disadvantage.	Annually through HESA and ILR returns	Skills Manager
	5.5 Universities and colleges to enhance the diversity of those undertaking degree apprenticeships by embedding degree apprenticeships within our APP regulations.	2019-20	Skills Manager

Objective six: Fostering inclusive leadership and an inclusive and open culture.

Priorities:

- Senior leader role modelling for inclusive leadership and management to drive positive culture change
- Ensure accountability from managers and directors across the OfS
- Ensure our internal EDI strategy and practise is consistent with our external EDI ambitions
- Better understand our staff profile, views and experiences and harness the employee voice to build diversity of thought and perspective

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility
Senior leaders sponsor and lead the activity for delivering the internal EDI strategy	6.1 Demonstrate continued leadership to deliver the strategy and priorities identified by drawing up an action plan of quantitative and qualitative measure	Winter 2019	Chief Executive
Greater visibility and accountability for EDI across the organisation	6.2 Further embedding our Values and Behaviours, including into: - establishment of future OfS competencies. - performance management process, system and culture	Ongoing	Chief Executive/ Head of Strategic Resource Unit/ Head of HR

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility
More comprehensive and insightful equality data on our staff profile, against all protected characteristics.	6.3 Continued campaign on the importance and impact of completing personal data; particularly new staff to OfS.	Ongoing	Director for Resources, Finance and Transformation

Objective seven: Supporting staff to build diversity and inclusion into their work.

Priorities:

- Ensure that staff at all levels have the training, tools and personal agency to contribute to positive culture change at all levels of the organisation
- Embed EDI across all areas of work, and foster a culture which regularly and routinely considers and discusses issues of EDI
- Harness the employee voice, via the creation of staff networks to take into account staff views, experiences and build diversity of thought and perspective

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility
OfS staff capacity, capability and support to build EDI considerations into their work and roles across the organisation	<p>7.1 We will identify which activities and potential actions will be delivered through 'business as usual' to ensure they are embedded into the 2019/20 business plan.</p> <p>Continue to map out the needs and priority areas for learning and development.</p>	Ongoing. Review February 2020	Head of Strategic Resource Unit/ Head of HR
OfS staff routinely consider the EDI implications of their work and wider activities	<p>7.2 We will adopt the organisational approach to impact assessment for internal projects to support staff in understanding how they can 'make inclusive decisions'</p> <p>Aggregate our learning from impact assessments and use this to drive a</p>	Ongoing. Review February 2020	Director for Fair Access and Participation

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility
	<p>continuous improvement approach to internal projects.</p> <p>Build impact assessments into our broader learning and development programme.</p>		
<p>OfS staff are confident and take the opportunity to voice and share their knowledge, input and personal experience to the benefit of the organisation.</p>	<p>7.3 Staff will be invited to participate in transformation strand activities, surveys and workshops to make their contribution to the emerging EDI priorities and strategy</p> <p>Consider options for harnessing employee voice on ongoing basis for example through:</p> <ul style="list-style-type: none"> - creating staff networks - exploring options for surveying staff 	<p>Ongoing. Review February 2020</p>	<p>Director for Teaching Excellence and Student Experience</p>

Objective eight: Behaving as an inclusive employer which attracts and retains the widest pool of talent where all staff have the opportunity to unlock their potential.

Priorities:

- Improve black, Asian and minority ethnic representation across the OfS workforce and throughout the recruitment and selection process, including at senior level roles
- Improve gender balance across the OfS structure and reduce the gender pay gap

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility
Identified the needs of the organisation in relation to EDI and embed EDI into all our learning and development approaches and provision	8.1 We will consider the specific EDI gaps in skills and knowledge of staff and the opportunities to meet these.	Ongoing	Head of Human Resources/ Head of Strategic Resource Unit
Improved black, Asian and minority ethnic representation across the OfS workforce and through recruitment and selection process	8.2 We will be reviewing our recruitment procedures as we move to implementing Workday recruitment tool.	Ongoing	Director for Resources, Finance and Transformation
Improved gender equality across the OfS workforce structure	8.3 We will provide accurate data profiling our workforce and understanding where and why gender imbalances may occur. We will provide accurate data profiling our gender pay gap and produce an action plan with an aim to reduce that gap.	Ongoing	Director of Competition and Regulation