Equality and diversity objectives for the Office for Students – Action plan 2018 to 2022

Our equality and diversity (E&D) 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.

Where they are tied specifically to outputs and activities in the OfS business plan, the relevant code is referenced. We expect the board to hold us to account on the delivery of these priorities, both through our reporting on the business plan, to which most of the priorities refer, 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 equality and diversity objectives, evidence base, impact assessments and action plan to ensure successful implementation of our PSED.

Priorities:

- Annually reviewing our progress and reporting this to the Board, and being held to account for our performance

- Linking E&D success factors to the OfS's performance measures and outcomes

- Seeking regular engagement, evidence and feedback from our stakeholders on our PSED performance (EF1.2)

- Undertaking impact assessments of our policies and programmes including updating the equality impact assessment for the OfS regulatory framework by March 2019

- Having a clear linkage between our E&D 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.

The same stakeholders are | Report to the OfS board on progress. | September 2019 | Equality & Diversity Manager |
	Review E&D success factors in the context of the OfS's performance measures and outcomes.	September 2019	Equality & Diversity Manager
	Develop an engagement, evidence and feedback process for stakeholders.	January 2019	Equality & Diversity Manager
	Implement the engagement, evidence and feedback process for stakeholders.	Ongoing	Equality & Diversity Manager

How we'll know if we have succeeded	Actions	Target or review date	Lead responsibility
also clear how the E&D objectives and priorities link to the business plan.			
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.	Develop an OfS approach to equality impact assessment that includes an understanding of inclusion, diversity and access and participation in higher education.	March 2019	Equality & Diversity Manager
	Communicate and implement the approach, and train team equality champions in how to support their directorates.	March 2020	Equality & Diversity Manager
	Update the equality impact assessment for the OfS regulatory framework. Policies audited to check compliance and quality.	March 2021	Equality & Diversity Manager

Objective two: The OfS will conduct and publish rigorous and influential analysis, research and insight into E&D (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 outcome 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 E&D 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 (EF3.1)

- Developing deeper insight into E&D 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 (EF1.2)

- 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 (EF2.2)

- Supporting the sector to translate evidence into effective practice within providers, for example through a new Evidence and Impact Exchange (P1.1)

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility
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.	Interpret the E&D monitoring data captured by the access and participation plans to gain insights across the protected characteristics and across the student lifecycle. Identify where work is prioritised, where there are gaps, good practice and reflect this back to the sector.	November 2019	Access & Participation Manager

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility
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.	Develop deeper insight into E&D issues across the protected characteristics and socio-economic disadvantage.	Ongoing	Access & Participation Manager
The sector improves the quality of the equality data it provides, with more providers collecting data on all protected characteristics and socioeconomic disadvantage.	Work with HESA and other relevant bodies to achieve improved for improved data capture and reporting through the student record.	Annually, June/July 2019	Equality & Diversity Manager
The gaps in access, success and progression performance across the student lifecycle will have reduced for groups with protected characteristics.	Engage and collaborate with key stakeholders to identify ways to improve practice, for example providing practical guidance and toolkits (EF1.2).	Ongoing, but review at end of each financial year	Access & Participation Manager
Providers are presenting, for example in their access and participation plans,	Launch the Evidence and Impact Exchange (EIX) (P1.1).	Spring 2019	Head of Access & Participation Evaluation

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility
examples of effective practice that has been informed by high-quality evidence.			
The project plan for each year's E&D data publication has reviewed the completeness of the data, analysis and insight available. Experimental statistics and ad hoc publications are added each year.	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 E&D 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.	Review whether we can use additional sources of data to strengthen our understanding and close the knowledge gaps previously identified.	Ongoing	Director for Data, Foresight and Analysis
Measures of intersectionality are added to reports and publications, including the annual E&D data publication.	Develop measures of intersectionality appropriate for each stage of the student lifecycle.	Spring 2019 – then consider for spring 2020 E&D release – ongoing	Director for Data, Foresight and Analysis

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility
Transparency duty data is used as part of our reported analysis and data.	Review the transparency duty data to assess its potential to enhance the understanding of E&D.	Winter 2019 – then potentially include in spring 2020 E&D 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 identities[1] and across all disciplines.

Priorities:

- Removing the degree attainment gap for black and Asian students (P2.1)

- Reversing the decline in mature student participation in HE (P2.1)

- Improving access to HE for white males from low socio-economic groups (P2.1)

- Reducing the challenges for students with a disability in accessing, succeeding and progressing in HE (P2.1)

- Delivering our access and participation strategy, challenge providers through the access and participation plans and supporting them through sector-wide championing of issues (P2.1), the identification and sharing evidence on effective practice (P2.1), and underpinning support on data and evaluation

- Developing and implementing our approach to Access & Participation plans. Providing guidance and setting a requirement for continuous improvement such as reducing gaps in access, success and progression and improving practices

- Distributing and reforming our funding in a targeted way to support social mobility and equity through the access and participation strategy (P1.2)

- Implementing the Teaching Excellence and Student Outcomes Framework (P1.3) to promote positive learning outcomes for all students

- Implementing the Transparency Duty (P2.3) 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

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[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.

- Developing and implementing the Evidence and Impact Exchange (P1.1) 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 (E.1)

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility
Reforms will be consulted on and implemented.	Consult on and Implement reforms to APPs.	Spring 2019	Director for Fair Access and Participation
The participation rate gap between white males from low socioeconomic groups and other students will have reduced.	Consider and identify possible activities to address participation gap for white males from low socioeconomic groups (P2.1).	By March 2019	Access & Participation Manager
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.	Review and publish data and analysis to demonstrate patterns of mature student participation and priorities for action.	Ongoing	Access & Participation Manager
	Support innovative approaches to mature student participation through an OfS Challenge Competition.	Spring 2019	Access & Participation Manager
The gaps in access, success and progression for students from underrepresented groups who go into higher	Manage the National Collaborative Outreach Programme during 2018-19 providing funding and oversight to providers.	Ongoing throughout the year	Head of Access and Participation (Regulation & Funding) Or

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility
education will rapidly reduce.			Access & Participation Manager
	Review the National Collaborative Outreach Programme developing and implementing proposals for the programme from 2019-20 onwards.	November 2018 board meeting	Head of Access and Participation (Regulation & Funding) Or Access & Participation Manager
Students from underrepresented groups are supported to succeed in and progress from higher education.	Distribute access and participation funding during 2018-19 and 2019-20 to providers for the: • full-time student premium • part-time student premium • disabled students premium	Ongoing throughout the year	Head of Access and Participation (Regulation & Funding)
OfS funding effectively targeted and used to address core access and participation priorities.	Review and reform access and participation funding for 2020-21 onwards.	To be addressed once outcome of Augar review known – spring 2019	Head of Access and Participation (Regulation & Funding)
Barriers to access and students success for	Disabled students' premium delivered.	2018-19	Head of Access and Participation (Regulation & Funding)

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility
disabled students are removed, and all students experience an inclusive and responsive learning and teaching environment.	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 & Funding)
Providers and other stakeholders have responded to our call for action, for example including new activities to address the challenges for each of the key target groups.	Champion issues for key target groups set out in the OfS business plan, including setting out the key challenges, how these are currently being addressed, and what new activities can be undertaken in the sector.	By March 2019	Head of Communications and Digital
The black, Asian and minority ethnic (BAME) BAME attainment gap will be eliminated at a national level.	Work with the government and other active stakeholders on the Race Disparity Audit and tackling the BAME attainment gap, identifying OfS's role and scope for action.	Ongoing throughout the year	Director of Fair Access & Participation
	Manage the Addressing barriers for student success programme during 2018-19 which provides funding and oversight to providers.	Ongoing throughout the year	Head of Access and Participation (Regulation & Funding)
	Draw on the evaluation of the Addressing Barriers to Student Success programme and promote effective	Ongoing case studies and publication of	Head of Access & Participation Evaluation

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility
	practice that is proven to reduce the BAME attainment gap in different contexts.	external programme evaluation in autumn 2019	
	Providers challenged on their 2019-20 access and participation plans, with clear expectations of challenging targets to be set out in new access and participation plans to cover period from 2020-21.	Ongoing in accordance with access and participation plan cycle	Head of Access and Participation (Regulation & Funding)
The EIX 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.	Commission a supplier to establish and run the EIX, initially for three years.	December 2018	Head of Access & Participation Evaluation
	Launch the EIX and initial work programme.	April 2019	Head of Access & Participation Evaluation
	Review and influence ongoing work programme of EIX through monitoring and governance structures.	Ongoing 2019 to 2022	Director of Fair Access & Participation
Long-term, Teaching Excellence and Student Outcomes Framework (TEF) metrics evidence a closing of gaps in	In TEF Year Four (2018-19) Promote the importance of positive outcomes for all students in TEF communications via briefings and	Review pilot subject TEF and Year 4 actions June 2019.	TEF Subject Pilot Manager

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility
outcomes (DLHE[2]/GOS[3], NSS[4] and LEO[5]) between groups of students (by ethnicity, socioeconomic status or disability status). Medium-term, where gaps exist, providers publicly explain how they are addressing them in their TEF submissions, linked strategically to their Access & Participation Plans or Statements (APPs/APSs). Short-term, equality and diversity considerations are built into TEF training for providers and panellists, and into the developing subject-level TEF.	training for participating providers and training of panellists by: • Setting high expectations that TEF 'split metrics' are used to identify outcome gaps and that TEF submissions are used to explain gaps, interventions and impact making strategic links to provider APPs/APSs or PSED equality objectives, as appropriate. • Ensuring WP and employment expert considerations of TEF data and submissions form part of the decision-making process. • Ensuring all involved in decision-making are fully trained in E&D and Widening Participation (WP) considerations, including assessment of benchmarked and absolute data.	Review subject-level TEF actions summer 2020.	

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[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
	• Aligning TEF processes aligned with other regulatory functions (A1, A2, B1-5) to support proactive promotion of equality. In the second subject TEF pilot (2018/19): as above, plus • Pilot a supplementary metric based on differential degree outcomes. • Provide the sector with subject-level data that highlights any gaps in success and progression at discipline level. • Encourage participating providers to explain and address any gaps via TEF processes. Longer term (from 2019/20 onwards): as above, plus: • 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. • The TEF is strategically linked into the OfS regulatory functions		

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility
	to further promote equality of positive outcomes for all students. • E&D best practice is used to recruit a diversity of panellists.		

Objective four: The OfS will work to address the risk of some students not receiving a high quality higher education experience

Priorities:

- Addressing the significant increase in students experiencing mental health problems; this will include the development of a mental health strategy for the OfS (E3.3)

- Tackling all forms of sexual harassment, violence and hate crime affecting students in higher education as part of the OfS's approach to student welfare and safeguarding (E3.3)

- 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 (E1)

- 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); including the development of an OfS student welfare and wellbeing (safeguarding) strategy (E3.3)

- 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 harassment/violence, online harassment and hate crime; also to enhance student support, including mental health and disability services (P2.1)

- 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 HE 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 (E4.1)

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility
Framework, strategy and funding call have been developed, all receive approval from the OfS board and endorsement from stakeholders.	Develop a framework for the OfS's strategic approach to student welfare and safeguarding, including mental health.	September 2018	Student Welfare and Safeguarding Team
	Develop an OfS Challenge Competition for student mental health and achieve sign-off by the OfS board.	September 2018	Student Welfare and Safeguarding Team
	Successfully implement the competition, distribute funding and evaluate projects, cascading learning to the wider higher education sector.	Early 2019	Student Welfare and Safeguarding Team
	Develop a mental health strategy for the OfS and seek approval from the OfS board.	Early 2019	Student Welfare and Safeguarding Team
Call for bids is published and receives a high participation and engagement rate from the sector, with high-quality	Implement a call for bids under the OfS Challenge Competition with the aim of improving the sector's understanding	October 2018 for the call's launch; review in	Student Welfare and Safeguarding Team, and Funding Team

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility
proposals and projects funded.	and support of student mental health issues.	September 2019	
Evaluation is effective, high-quality learning outcomes are disseminated. Programme of funding is shown to have had as positive impact on student safety.	Monitor, support and evaluate the 119 Catalyst Funded projects to improve student safeguarding on campus, including tackling and responding to sexual violence, hate crime and online harassment.	Interim report published in September 2018, final report in May 2019. Ongoing monitoring	Student Welfare and Safeguarding Team
Network develops a collaborative approach to tackling religion-based hate crime, with outcomes and effective practice disseminated.	Provide support, evaluation and co-ordination for the 11 higher education providers in the Catalyst funded Religious Hate Crime Network.	Completion in April 2020; network activities are ongoing from 2018.	Student Welfare and Safeguarding Team
Partnership working is close and collaborative, with partners sharing insights, intelligence and resources. Stakeholders, including student representatives, work towards and achieve shared aims.	Working in partnership with sector agencies to deliver projects and programmes in the area of student safeguarding (e.g. a sector-wide survey in 2018).	Survey results by December 2018; other project work ongoing	Student Welfare and Safeguarding Team

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility
LGBT+ students are confident to and know how to report hate crime and online harassment. Hate crime and online harassment targeting LGBT students is reduced.	Develop a programme of work to ensure that support is available for LGBT students who are victims of hate crime and online harassment.	Ongoing, review – September 2019	Student Welfare and Safeguarding Team
The portal is launched on time and is used by governance teams in HEIs to post vacancies. Ultimately, there should be a more diverse pool of applicants applying and succeeding in higher education governor positions.	Support the completion and dissemination of the Board Vacancies in Universities & 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).	Completion in autumn 2018, development work will be ongoing.	Equality & Diversity Manager
Students from all backgrounds are supported to maximise	Deliver funding through student premiums to ensure that universities and colleges invest in the continuous	2018-19 and 2019-20	Head of Access and Participation (Regulation & Funding)

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

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility
their outcomes and successfully progress to further study or employment.	improvement of their provision and support.		
	Review funding for access and participation to ensure that it is targeted and focused on core OfS access and participation priorities.	2019	Head of Access and Participation (Regulation & Funding)
	Review models of support for disabled students and students with mental health problems and share outcomes.	Autumn 2019	Head of Access and Participation (Regulation & Funding) or Head of Sector Practice
	Ensure that the outcomes from the Addressing Barriers to Student Success programme are robustly evaluated and shared.	From spring 2019	Head of Access and Participation (Regulation & Funding) or Head of Access & Participation Evaluation
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	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)

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility
accompanying investments.			
Students from protected characteristics groups or socioeconomic disadvantage are not disadvantaged disproportionately in the event of provider, campus or course closure.	Challenge the sector to eliminate differential impacts on students with protected characteristics in the event of provider, campus or course closure.	Review May 2019	Head of Student Protection and Market Exit

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 (P1.3)

- 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 (O.1)

- 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 (O.1)

- 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 (O1.2)

- 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
We will be able to identify the main gaps across employment sectors and across protected characteristics and socioeconomic disadvantage, and these gaps will reduce.	Draw on the evaluation of the Addressing Barriers to Student Success programme. Promote effective practice that is proven to reduce attainment gaps for different groups of students, in different contexts including employment sectors and industries.	Ongoing case studies and publication of external programme evaluation in autumn 2019	Head of Access and Participation (Regulation & Funding) or Head of Access & Participation Evaluation
Gaps in employment rates and job satisfaction for students from underrepresented groups are reduced at a national level.	Manage the Addressing Barriers to Student Success programme during 2018/19 providing funding and oversight to providers.	Ongoing throughout the year	Head of Access and Participation (Regulation & Funding) Or Head of Access & Participation Evaluation
The implementation of TEF proactively supports the closing of student outcome gaps.	Require, support and encourage providers to use TEF as mechanism for identifying, addressing differential outcomes, encouraging strategic interventions and measuring of their impact.	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
	Design and implement the future versions of TEF to support a closing of differential outcomes. Recruit a diversity of panellists to assess TEF applications. Ensure all panellists are fully trained in TEF metrics, WP and E&D considerations.		
Established baseline data on patterns of progression to postgraduate study across protected characteristics and socioeconomic disadvantage. Having identified any gaps, committed to using our levers to diversify the postgraduate pipeline. Graduate and workforce pipelines will be strengthened and become more diverse.	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. 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 postgraduate study, to doctoral degrees and into the research and wider workforce. for different student groups (protected characteristics and socioeconomic disadvantage). Develop approaches through regulation, funding, and sharing of	Ongoing, review annually	Equality and Diversity Manager

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility
	data and practice, to strengthen and diversify the postgraduate pipeline.		
Improved understanding across the higher education sector of the experiences of different groups of students, studying at different types of higher education.	Report on experiences by different student characteristics for recent graduates, and continue to monitor this through the new Graduate Outcomes survey.	First reporting autumn 2018 based on Longitudinal DLHE responses – ongoing once Graduate Outcomes survey begins to report	Director for Data, Foresight and Analysis
Gaps in degree apprenticeship participation across protected characteristic groups and socioeconomic disadvantage will reduce.	Monitor and report on the take-up of and progression from degree apprenticeships across protected characteristics and socioeconomic disadvantage.	Annually through HESA returns	Access & Participation Manager

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility
	Universities and colleges to enhance the diversity of those undertaking degree apprenticeships by embedding degree apprenticeships within our APP regulations.	2019-20	Access & Participation Manager

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

Priorities:

- Ensuring senior accountability and inclusive leadership from managers and directors across the OfS.
- Introduce accountability for diversity and inclusion for all staff.
- Senior leaders will act as role models for inclusive leadership and drive positive culture change.

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility
	To be added after staff E&D consultation (December 2018).		

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility

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

Priorities:

- Ensuring that staff at all levels have the training, tools and personal agency to contribute to positive culture change at all levels of the organisation

- The establishment of staff diversity networks to enable all staff, irrespective of their background or position in the organisation, to lead positive change.

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility
	To be added after staff E&D consultation (December 2018).		

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility

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:

- Ensuring that we have the tools to attract, develop and retain the widest pool of talent

- We are equipped to deliver sustainable tailored training and development opportunities that meets the diverse needs of our employees.

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility
	To be added after staff E&D consultation (December 2018).		

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility