

Annex A

Equality and diversity objectives for the Office for Students – Action plan 2018 to 2022: update Spring 2019

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 including updating the equality impact assessment for the OfS regulatory framework by March 2019
- 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	Update and future actions Spring 2019
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.	September 2019	Equality & Diversity Manager	Update report to go to Board in July 2019
	1.2 Review EDI success factors in the context of the OfS's performance measures and outcomes.	September 2019	Equality & Diversity Manager	<p>The OfS Key Performance Measures (KPMs) include protected characteristics; disability and ethnicity are highlighted as particular gaps in KPM 4 and KPM 5 (https://www.officeforstudents.org.uk/about/measures-of-our-success/participation-performance-measures/).</p> <p>We are seeking to make progress through the Access and Participation strategy, which has set targets to eliminate inequalities (https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/our-new-approach-to-access-and-participation/)</p>

How we'll know if we have succeeded	Actions	Target or review date	Lead responsibility	Update and future actions Spring 2019
	1.3 Develop an engagement, evidence and feedback process for stakeholders.	January 2019	Equality & Diversity Manager	<p>We undertook stakeholder mapping and engagement as part of our consultation process for developing our equality and diversity objectives. This included a range of meetings, roundtables, speaking engagements and workshops.</p> <p>Stakeholders that we engaged include AccessHE, Stonewall, Advance HE, Office of the Independent Adjudicator (OIA), Equalities and Human Rights Commission (EHRC), National Association of Disability Practitioners (NADP), Higher Education Race Action Group (HERAG), NUS. We have continued our engagement work with stakeholders as our equality and diversity plan is being implemented.</p> <p>We are working with the communications team to develop an engagement strategy into the future.</p>
	1.4 Implement the engagement, evidence and feedback process for stakeholders.	Ongoing	Equality & Diversity Manager	See 1.3
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	1.5 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	An Impact assessment process called 'making inclusive decisions' is at the final stages of development. It has been developed with the new project management office (PMO) to ensure that it will be embedded throughout our processes. It will be launched in July 2019.
	1.6 Communicate and implement the approach, and train team equality champions in how to support their directorates.	March 2020	Equality & Diversity Manager	See 1.5

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OfS policies and procedures.	1.7 Update the equality impact assessment for the OfS regulatory framework. Policies audited to check compliance and quality.	March 2021	Equality & Diversity Manager	This action and timing remain the same

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 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 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, for example through a new Evidence and Impact Exchange

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility	Update and future actions Spring 2019
<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>2.1 Interpret the EDI monitoring data captured by the access and participation plans to gain insights across the protected characteristics and across the student lifecycle.</p> <p>Identify where work is prioritised, where there are gaps, good practice and reflect this back to the sector.</p>	<p>November 2019</p>	<p>Access & Participation Manager</p>	<p>We have used qualitative data analysis software (MaxQDA) to analyse 2019-20 access and participation (A&P) plans in order to gain insights from providers into their effective practice. Where evidence-based effective practice is identified, we are using this to inform our approaches, and to reflect this back to the sector through the OfS website and other channels.</p> <p>During 2019, we are developing an effective practice strategy in order to identify and promote evidence-based practice to the HE sector. As part of this, we will analyse 2020-21 A&P 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>
<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>Ongoing</p>	<p>Access & Participation Manager</p>	<p>In March 2019, we published an A&P (EDI) data dashboard which provides sector- and provider-level insights into the challenges in access and participation across the student lifecycle</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. Our effective practice strategy will consider where we need further evidence to inform our decisions, for example in relation to disabled students.</p>
<p>The sector improves the quality of the equality data it</p>	<p>2.3 Work with HESA and other relevant bodies to achieve improved for improved data capture and</p>	<p>Annually, June/July 2019</p>	<p>Equality & Diversity Manager</p>	<p>Following consultation, new A&P plan guidance makes recommendations for providers which will drive improvements in data capture and reporting. These include the A&P plan guidance (Regulatory notice 1); How to prepare your A&P plan (Regulatory</p>

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<p>provides, with more providers collecting data on all protected characteristics and socioeconomic disadvantage.</p>	<p>reporting through the student record.</p>			<p>advice 6); and the online A-Z effective practice (https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/access-and-participation-plans/).</p> <p>Disclosure levels for experimental data (https://www.officeforstudents.org.uk/data-and-analysis/equality-and-diversity/experimental-data/) collection are improving and as a result this data is becoming more reliable. Data collection for religion and belief is now part of the mandatory data collection through HESA.</p> <p>The launch of the access and participation data dashboard will drive improvements (https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/)</p> <p>The new Centre for Transforming Access and Student Outcomes in Higher Education (TASO, previously known as EIX) will also drive improvements in this area (https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation-and-effective-practice/transforming-access-and-student-outcomes/)</p>
<p>The gaps in access, success and progression performance across the student lifecycle will have reduced for groups with protected characteristics.</p>	<p>2.4 Engage and collaborate with key stakeholders to identify ways to improve practice, for example providing practical guidance and toolkits (EF1.2).</p>	<p>Ongoing, but review at end of each financial year</p>	<p>Access & Participation Manager</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>

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<p>Providers are presenting, for example in their access and participation plans, examples of effective practice that has been informed by high-quality evidence.</p>	<p>2.5 Launch the Evidence and Impact Exchange (EIX) (P1.1).</p>	<p>Spring 2019</p>	<p>Head of Access & Participation Evaluation</p>	<p>The Evidence and Impact Exchange (now called the Centre for Transforming Access and Student Outcomes – TASO) was officially announced by us on the 28 February 2019. TASO have planned their own launch on June 13 2019, with contributions from the minister and senior OfS staff.</p>
<p>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.</p>	<p>2.6 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.</p>	<p>Ongoing, but review while planning for annual EDI data publication</p>	<p>Director for Data, Foresight and Analysis</p>	<p>Current EDI webpages (https://www.officeforstudents.org.uk/data-and-analysis/equality-and-diversity/) include information on postgraduate and international student numbers. This will also be the case for this year's update.</p> <p>The A&P data dashboard and associated data file (https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/) contains student outcomes at each stage of the undergraduate student lifecycle by a number of student characteristics at sector level and by named higher education provider.</p> <p>Outcomes for PG students are more difficult to define than for UG students and so are seldom reported on. Further work would need to be done to establish what 'good' outcomes might look like and whether the data is available to measure these before we are able to report on these for the protected characteristics.</p>

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<p>Experimental statistics and ad hoc publications are considered each year. Current publications are enriched with additional data sources if appropriate.</p>	<p>2.7 Review whether we can use additional sources of data to strengthen our understanding and close the knowledge gaps previously identified.</p>	<p>Ongoing</p>	<p>Director for Data, Foresight and Analysis</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 exploring other data sources with DfE such as school performance data. We have also commissioned a review of the A&P data landscape in part to identify additional sources of data.</p> <p>Work is currently underway to update the current EDI webpages. This includes assessing whether the quality of the experimental characteristics has improved since last year. The plan is to publish this update by the end of May.</p> <p>Currently, the experimental statistics we have looked at are only on the HESA record. This means they are not available for all providers (even if there was a 100% response rate). It might be that, in the future, this analysis will need to be used to motivate further collection of data on protected characteristics for providers outside of the HESA collection.</p>
<p>Measures of intersectionality are added to reports and publications, including the annual EDI data publication.</p>	<p>2.8 Develop measures of intersectionality appropriate for each stage of the student lifecycle.</p>	<p>Spring 2019 – then consider for spring 2020 EDI release – ongoing</p>	<p>Director for Data, Foresight and Analysis</p>	<p>The way that outcomes vary by combinations of student characteristics may vary for different stages of the student life cycle. The development of these intersectionality measures are in their early stages.</p> <p>The first stage of this work will use tracked individual-level maintained school to higher education data to develop measures appropriate for young students and access.</p> <p>We are planning the development and publication of measures of intersectionality in access to higher education for young students.</p>

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				A second stage of this work will look at later stages of the student lifecycle
Transparency duty data is used as part of our reported analysis and data.	2.9 Review the transparency duty data to assess its potential to enhance the understanding of EDI.	Winter 2019 – then potentially include in spring 2020 EDI release – ongoing	Director for Data, Foresight and Analysis	<p>The first set of data will be received in August 2019, which is an interim year.</p> <p>2020 will be the first full year and data will be received in April.</p> <p>The data will be reviewed and an overview report will be produced. OfS will also assess whether some of the data might be incorporated into the EDI data set.</p> <p>A formal consultation on expanding the transparency duty to include more protected characteristics is planned for autumn 2019.</p>

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 HE
- Improving access to HE for white males from low socio-economic groups
- Reducing the challenges for students with a disability in accessing, succeeding and progressing in HE
- 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

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 our approach to A&P 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
- 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
- Developing and implementing the Evidence and Impact Exchange 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

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility	Update and future actions Spring 2019
Reforms will be consulted on and implemented.	3.1 Consult on and Implement reforms to APPs.	Spring 2019	Director for Fair Access and Participation	<p>Completed. Consultation can be found here: https://www.officeforstudents.org.uk/publications/a-new-approach-to-regulating-access-and-participation-in-english-higher-education-consultation/</p> <p>Consultation outcomes can be found here: https://www.officeforstudents.org.uk/publications/a-new-approach-to-regulating-access-and-participation-in-english-higher-education-consultation-outcomes/</p> <p>Regulatory notice 1: Access and participation plan guidance was published in February 2019 (https://www.officeforstudents.org.uk/publications/regulatory-notice-1-access-and-participation-plan-guidance/)</p>
The participation rate gap between white males from low socioeconomic groups and other students will have reduced.	3.2 Consider and identify possible activities to address participation gap for white males from low socioeconomic groups.	By March 2019	Access & Participation Manager	<p>Our A&P plan guidance highlights that white British men and women from lower socioeconomic backgrounds are among the least represented groups in higher education, and sets out our expectation that providers should consider intersections of characteristics when assessing their current access and participation performance. To support providers in this work, our access and participation data dashboard, published in March 2019, includes sector- and provider-level insights into the interaction of ethnicity and the English index of multiple deprivation. We have also published advice for higher education providers in relation to this group on the A-Z of effective practice pages on our website.</p> <p>In developing our effective practice strategy, we will consider how we can strengthen our support for this group. As part of</p>

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility	Update and future actions Spring 2019
				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.
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.	3.3 Review and publish data and analysis to demonstrate patterns of mature student participation and priorities for action.	Ongoing	Access & Participation Manager	<p>Our A&P data dashboard includes sector- and provider-level insight into patterns of mature student participation.</p> <p>We have also published advice for higher education providers in relation to this group on the effective practice section of our website.</p> <p>In autumn 2019, we will analyse 2020-21 A&P 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>
	3.4 Support innovative approaches to mature student participation through an OfS Challenge Competition.	Spring 2019	Access & Participation Manager	<p>The Challenge Competition call is in the process of being developed.</p> <p>We are developing a mature learner evaluation framework to accompany the call.</p>
The gaps in access, success and progression for students from underrepresented groups who go	3.5 Manage the National Collaborative Outreach Programme (NCOP) during 2018-19 providing funding and oversight to providers.	Ongoing throughout the year	Head of Access and Participation (Regulation & Funding)	Delivery of the NCOP for 2018-19 is ongoing. Providers have completed in-year monitoring and have undertaken an audit of their financial and data management during the first two years of the programme. We have launched an online platform to support collaboration across the programme. We

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility	Update and future actions Spring 2019
into higher education will rapidly reduce.			Or Access & Participation Manager	continue to meet regularly with NCOP partnership chairs and leads. A year two evaluation report and OfS programme report are scheduled for publication in July 2019. End of phase one monitoring will be returned in October 2019.
	3.6 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	The NCOP review was completed with proposals developed for phase two. These were considered and signed off by the board in December 2018. 28 NCOP partnerships have submitted operating plans for phase two which are currently being assessed. Offer letters to lead providers have been sent. NCOP phase two is on track to commence on 1 August 2019. We will shortly tender for the phase two national impact evaluation and capability support. We will also tender for support around aspects of programme external communications.
Students from underrepresented groups are supported to succeed in and progress from higher education.	3.7 Distribute access and participation funding during 2018-19 and 2019-20 to providers for the: <ul style="list-style-type: none"> • full-time student premium • part-time student premium • disabled students premium 	Ongoing throughout the year	Head of Access and Participation (Regulation & Funding)	Distribution of funding for 2018-19 is ongoing. The board has agreed funding for providers for 2019-20. Providers have submitted monitoring returns for their 2017-18 funding. Provider allocations for 2019-20 will be announced in May 2019. 2017-18 monitoring will be published in summer or autumn 2019.

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility	Update and future actions Spring 2019
OfS funding effectively targeted and used to address core access and participation priorities.	3.8 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)	We are in the process of confirming the scope and approach to the review. This will align with the approach taken to the wider review of OfS teaching funding. The board is expected to discuss our approach to the funding review in July 2019.
Barriers to access and students success for disabled students are removed, and all students experience an inclusive and responsive learning and teaching environment.	3.9 Disabled students' premium delivered.	2018-19	Head of Access and Participation (Regulation & Funding)	See 3.8
	3.10 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)	The Institute for Employment Studies (IES) have been commissioned to undertake this research. We have expanded on the first review to include student engagement and to establish the level of inclusive provision environments in private/ new providers. The review is due to report at the end of August 2019.
Providers and other stakeholders have responded to our call for action, for example including new	3.11 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	We have developed a new A-Z of effective practice section on the OfS website which included information on each of the underrepresented groups listed in our access and participation plan guidance. We have also developed internal briefings for each of the key target groups We will develop our effective practice strategy during summer 2019, and will champion the issues for priority themes

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activities to address the challenges for each of the key target groups.				identified in that strategy from the 2019-20 academic year onwards.
The black, Asian and minority ethnic (BAME) BAME attainment gap will be eliminated at a national level.	3.12 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	<p>We were involved in discussions with the Government's Race Disparity Audit and OfS levers were highlighted as being part of the work to address the BAME attainment gap which was announced in February 2019. These included:</p> <ul style="list-style-type: none"> • Holding universities to account through their Access and Participation plans • Providing better information for students by developing a new website to replace the Unistats website, taking the needs of underrepresented students into account • Gathering evidence on what works to improve ethnic minority access and success – through the Evidence and Impact Exchange (TASO). <p>We have participated in Government/Race Disparity Audit round tables on BAME attainment and the impact of league tables.</p> <p>We were actively engaged in the UUK/NUS research and report on the BAME attainment gap, published in May 2019, and welcomed the recommendation that we should work with the TASO to research and disseminate what works to inform providers' investments and strategies into closing the BAME attainment gap.</p>

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility	Update and future actions Spring 2019
	3.13 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)	This is ongoing until December 2019. The projects are now starting to conclude in a phased way until the end of September 2019. Four projects have now finished and submitted final reports which will be reviewed by the external evaluators and the OfS Project Manager.
	3.14 Draw on the evaluation of the Addressing Barriers to Student Success programme and promote effective practice that is proven to reduce the BAME attainment gap in different contexts.	Ongoing case studies and publication of external programme evaluation in autumn 2019	Head of Access & Participation Evaluation	<p>The external evaluation is ongoing and will conclude by December 2019. An interim report was submitted in February 2019 for internal use only and we are working with the evaluators to pull out some key messages that can be shared and communicated more widely. We have published two case studies on our website so far to share effective practice: https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/addressing-barriers-to-student-success-programme/effective-practice</p> <p>The final reports will be mined for effective practice case studies on BAME attainment and lessons learned. These will be shared with the rest of the projects in the programme and more broadly. We are also planning an end of programme conference to share practice in the autumn</p>
	3.15 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)	<p>Our new approach to A&P, published in December 2018, sets out our ambition to eliminate the unexplained gap in degree outcomes (1sts or 2:1s) between white students and black students by 2024-25, and to eliminate the absolute gap (the gap caused by both structural and unexplained factors) by 2030-31. We have set a clear expectation that providers will take account of this ambition when setting their targets in their access and participation plans for 2020-21.</p> <p>We are assessing providers' access and participation plan submissions from May 2019 onwards and will challenge</p>

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				providers where targets are not sufficiently ambitious or related to the provider's assessment of performance.
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.	3.16 Commission a supplier to establish and run the EIX, initially for three years.	December 2018	Head of Access & Participation Evaluation	The EIX has now been successfully commissioned. A consortium of Kings College London, Nottingham Trent University and the Behavioural Insights Team will run the EIX (now called TASO the Centre for Transforming Access and Student Outcomes) initially for three years with OfS funding.
	3.17 Launch the EIX and initial work programme.	April 2019	Head of Access & Participation Evaluation	<p>The EIX (now called the Centre for Transforming Access and Student Outcomes – TASO) was officially announced by the OfS on 28th February.</p> <p>TASO are focusing on two main themes in first year which are: effectiveness of common outreach activities and gaps in student experience.</p>
	3.18 Review and influence ongoing work programme of EIX through monitoring and governance structures.	Ongoing 2019 to 2022	Director of Fair Access & Participation	The Head of Sector Practice has been identified to sit on the governance structure of TASO (the EIX) in order to review and influence their ongoing work programme.
Long-term, Teaching Excellence and Student Outcomes Framework (TEF) metrics evidence a closing of gaps in outcomes	3.19 In TEF Year Four (2018-19) Promote the importance of positive outcomes for all students in TEF communications via briefings and training for participating providers and training of panellists by:	Review pilot subject TEF and Year 4 actions June 2019.	TEF Subject Pilot Manager	<p>TEF Year Four (2018-19) :</p> <ul style="list-style-type: none"> • Briefing events for providers and online training resources for providers and panellists promoted the importance of evidencing positive outcomes for all students in provider submissions. • Face to face and online training resources for TEF panellists and assessors on WP and EDI considerations, such as benchmarking and absolute values and intersectionalities, developed by WP

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<p>(DLHE²/GOS³, NSS⁴ and LEO⁵) 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 & Participation Plans or Statements (APPs/APSs).</p> <p>Short-term, equality and diversity considerations</p>	<ul style="list-style-type: none"> 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 EDI and Widening Participation (WP) considerations, including assessment of benchmarked and absolute data. 	<p>Review subject-level TEF actions summer 2020.</p>		<p>experts from both the provider-level TEF exercise and the subject pilot, to share learning across the exercises.</p> <ul style="list-style-type: none"> TEF eligibility criteria aligned with initial and ongoing OfS registration conditions A1, A2 and B1 to 5, and the DfAP's TEF eligibility decisions integrated with ongoing assessment and monitoring processes. <p>TEF Subject Pilot 2018-19 As above, plus the following new elements were piloted:</p> <ul style="list-style-type: none"> A supplementary metric on differential degree attainment A new role of WP Liaison on each panel (2 people on each combined panel) to draw specific attention to WP issues throughout the assessment process Subject-level summary WP data shared with WP experts and WP Liaisons on each panel to proactively promote consistent consideration of WP and EDI. Limited panel recruitment took place in this period but included use of positive action tie-breakers where permitted to increase panel diversity. Diversity data monitored from application through to appointment, with governance oversight provided by the TEF Project Board.

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	Update and future actions Spring 2019
<p>are built into TEF training for providers and panellists, and into the developing subject-level TEF.</p>	<ul style="list-style-type: none"> Aligning TEF processes aligned with other regulatory functions (A1, A2, B1-5) to support proactive promotion of equality. <p>In the second subject TEF pilot (2018/19): as above, plus</p> <ul style="list-style-type: none"> 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. <p>Longer term (from 2019/20 onwards): as above, plus:</p> <ul style="list-style-type: none"> Subject-level TEF implementation rolls out a sector-wide mechanism that has proactive promotion of equality and 			<p>Future actions:</p> <ul style="list-style-type: none"> 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. Ensure future TEF exercises are equality impact assessed through development, and implementation including accessibility of IT systems and assessment processes.

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility	Update and future actions Spring 2019
	<p>the closing of success and progression gaps built into it.</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. 			

Objective four: The OfS will work to address the risk of some students not receiving a high quality 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 sexual harassment, violence 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); including the development of an OfS student welfare and wellbeing (safeguarding) strategy

- 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
- 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

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility	Update and future actions Spring 2019
<p>Framework, strategy and funding call have been developed, all receive approval from the OfS board and endorsement from stakeholders.</p>	<p>4.1 Develop a framework for the OfS's strategic approach to student welfare and safeguarding, including mental health.</p>	<p>September 2018</p>	<p>Student Welfare and Safeguarding Team</p>	<p>We have developed a strategic approach to safeguarding and welfare and delivered a range of interventions to challenge and support the sector in achieving a step change in outcomes for students. The objectives for our strategic approach to student welfare and safeguarding are to:</p> <ol style="list-style-type: none"> 1. 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 2. Create the conditions to support <i>all</i> students to achieve positive mental health and wellbeing so that they can achieve positive outcomes 3. 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 4. Shine a spotlight on sector-wide issues so that we challenge and support the sector to tackle and be responsive to emerging concerns, risks and gaps early across the student population <p>Future actions:</p> <p>Explore and identify a programme of 'What works' and effective practice activity that aligns with wider OfS activity</p>

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility	Update and future actions Spring 2019
				<p>Evaluate and secure legacy for Safeguarding catalyst projects</p> <p>Establish an expert sounding board to provide challenge and contribute to development of future priorities in area of student welfare and safeguarding (cross-cutting with mental health)</p> <p>Continue to support religious-based hate crime work including facilitating the Catalyst-funded Religious-Based Hate Crime network</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. Work with Jisc to promote effective use of</p>

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility	Update and future actions Spring 2019
				<p>digital technology in relation to student wellbeing, including mental health.</p> <p>Work with internal and external partners to explore the development of sector-wide measures in relation to mental health and student wellbeing</p>
	<p>4.2 Develop an OfS Challenge Competition for student mental health and achieve sign-off by the OfS board.</p>	<p>September 2018</p>	<p>Student Welfare and Safeguarding Team</p>	<p>Completed</p> <p>The evaluation framework, business case and assessment approach have been developed for the Challenge Competition for student mental health. The competition will fund projects that deliver new and innovative collaborative approaches to improving mental health outcomes for students.</p> <p>(See 4.3 for additional information)</p>
	<p>4.3 Successfully implement the competition, distribute funding and evaluate projects, cascading learning to the wider higher education sector.</p>	<p>Early 2019</p>	<p>Student Welfare and Safeguarding Team</p>	<p>Call for bids received a high participation rate, with 61 expressions of interest and 48 full project bids involving over 180 organisations submitting proposals for funding. Bids for funding have been assessed, internally moderated and reviewed by an Expert Panel. Successful bids will be informed in mid-May with funding due to be released in June.</p> <p>The Expert Panel reflected that there had been high quality bids in a number of different areas. This enabled the Panel to recommend innovative projects and to distribute funding strategically, in order to effectively stimulate innovation in different areas.</p>

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility	Update and future actions Spring 2019
				<p>We have committed to spending £6 million to funding the projects. Each project can bid for £250,000 to £750,000, which they will then match fund. Funding for projects will be due to start in June, with a launch event scheduled for July.</p> <p>Future actions:</p> <p>We are seeking external evaluators to commence in June 2019 and complete their contract no later than March 2022- recruitment for these evaluators will take place in May 2019.</p> <p>The external evaluator will work closely with the OfS project team to ensure that lessons learnt are fed into the evaluation and shared more widely. We will support projects to maximise opportunities for networking with each other, with other providers and with the dissemination and take up of practice and findings.</p> <p>We will hold a launch event in June 2019, bringing together the successful projects and their partners</p>
	4.4 Develop and deliver OfS sector regulatory role in relation to student wellbeing, including mental health'	Early 2019	Student Welfare and Safeguarding Team	<p>We have developed and started to implement a long-term vision of a safe, healthy and inclusive higher education sector setting out the OfS regulatory role including in relation to mental health. We have:</p> <p>Supported and provided funding for a University Mental Health Charter with the charity Students Minds. This has also been in partnership with Universities UK (UUK), the National Union of Students and AMOSSHE. We have attended frequent steering group meetings, as well as</p>

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility	Update and future actions Spring 2019
				<p>attending the Student Minds 'Mental Health Charter' Roadshow.</p> <p>Participated as a core member of DfE's Education Transitions Network, bringing together a range of partners to tackle issues faced by students during transitions to higher education.</p> <p>Become a member of UUK's Mental Health in HE Advisory Group. We have shaped and supported UUK's programme of work to improve mental health in universities. Funded 'Suicide-Safer Universities' guidance, aimed to help university leaders prevent student suicide (published Sep 2018 by UUK and Papyrus).</p> <p>Funded projects to support the mental health and wellbeing of post graduate research students, working with Research England, delivering 17 projects with a combined £1.5 million investment.</p> <p>Future actions:</p> <p>We will fund £6 million of projects through the Mental Health Challenge fund, implementing programme-wide evaluation from the outset, to deliver change and impact.</p> <p>We will continue to support, fund and play an active role in the development of a University Student Mental Health Charter. Future learning from Challenge student mental health competition will feed into the development of the charter.</p> <p>Continue to participate in the Education Transitions Network; Investigating the challenges that starting in</p>

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility	Update and future actions Spring 2019
				<p>higher education can pose and supporting students to deal with them.</p> <p>Participate in UUK's information sharing taskforce, which is working through issues around sharing student information in the event of mental health crisis.</p> <p>Continue to promote Suicide Safer guidance</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>4.5 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.</p>	<p>Interim report published in September 2018, final report in May 2019. Ongoing monitoring</p>	<p>Student Welfare and Safeguarding Team</p>	<p>There have been three calls for funding for the safeguarding project.</p> <p>The first call provided £2.45 million funding (matched 1:1 by institution) to 63 projects addressing safeguarding students on campus; The vast majority of these projects focussed on sexual harassment. These projects ended between May and July 2018</p> <p>The second call provided £1.8 million funding (plus 1:1 match) to 45 projects, addressing all forms of hate crime and online harassment. This cohort of projects concluded between December 18 and April 19.</p> <p>The third call provided £480,000 (plus 1:1 match) to a network of 11 projects addressing religious-based hate crime. The third cohort will finish in February 2020.</p> <p>Evaluation of the 119 student safeguarding projects is being carried out by Advance HE. They produced a thematic report, covering round 1, in summer 2018 and will produce a thematic report on round 2 in spring 2019.</p>

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility	Update and future actions Spring 2019
				<p>Future actions:</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 June and a summative report for round 3 in Spring 2020.</p> <p>The evaluation reports will inform sector and institutional practice; in particular the findings from what we have learned so far about 'what works' in safeguarding students. This is intended to help support and enable learning, exchange and dissemination of innovative and good practice in safeguarding students from and between the various Catalyst projects. These reports will include recommendations for future action from the sector and the OfS.</p> <p>The National Safeguarding Conference is scheduled for the 12th June.</p> <p>We will be planning actions to ensure legacy of 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 best 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>
Network develops a collaborative approach to tackling	4.6 Provide support, evaluation and co-ordination for the 11 higher education providers in the Catalyst	Completion in April 2020;	Student Welfare and	As part of round 3 of the Catalyst funding we have supported the development of a Religious Hate Based Crime Network; 11 providers involved in round 3 of the

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility	Update and future actions Spring 2019
<p>religion-based hate crime, with outcomes and effective practice disseminated.</p>	<p>funded Religious Hate Crime Network.</p>	<p>network activities are ongoing from 2018.</p>	<p>Safeguarding Team</p>	<p>Catalyst funding have formed a collaborative network to share good practice between projects.</p> <p>The network has met three times (5th July 2018, 27th Nov 2018, 21st March 2019)</p> <p>The second meeting was themed around 'effective student engagement' and the third meeting around 'managing the multifaith campus'.</p> <p>Future actions:</p> <p>We will seek to continue to facilitate three network meetings a year. Next RHBC meeting scheduled for 3rd July 2019. There will be at least one additional meeting to this in the autumn.</p> <p>The 3rd July meeting will be themed around 'sustaining and embedding the legacy of projects in providers' and themes for future meetings will be responsive to the network's needs.</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 Religious Hate-Based Crime Network. This will be produced in Spring 2020.</p>
<p>Partnership working is close and collaborative, with partners sharing insights, intelligence and resources. Stakeholders,</p>	<p>4.7 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).</p>	<p>Survey results by December 2018; other project work ongoing</p>	<p>Student Welfare and Safeguarding Team</p>	<p>We contributed evidence to the EHRC inquiry on racist incidents in HE (27th February 2019).</p> <p>We delivered urgent updates to the Safe Campus Communities Website which has now been passed to AdvanceHE. We were responsible for the temporary</p>

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility	Update and future actions Spring 2019
including student representatives, work towards and achieve shared aims.				<p>management and essential maintenance of the website, including updating and expanding safeguarding topics.</p> <p>We have regularly engaged with DfE and UUK.</p> <p>Future actions:</p> <p>We will 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. We will work with Jisc to promote effective use of digital technology in relation to student wellbeing, including mental health.</p>
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.	4.8 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	The portal has been launched: https://www.universitychairs.ac.uk/vacancies/

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

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility	Update and future actions Spring 2019
Students from all backgrounds are supported to maximise their outcomes and successfully progress to further study or employment.	4.9 Deliver funding through student premiums to ensure that universities and colleges invest in the continuous improvement of their provision and support.	2018-19 and 2019-20	Head of Access and Participation (Regulation & Funding)	See 3.8 above
	4.10 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)	See 3.9 above
	4.11 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	Research exploring how providers are utilising the disabled students premium has been commissioned. See 3.10. The outcomes of the research will inform the review of access and participation funding.
	4.12 Ensure that the outcomes from the Addressing Barriers to Student Success (ABSS) programme are robustly evaluated and shared.	From spring 2019	Head of Access and Participation (Regulation & Funding) or	The projects in the programme are conducting local evaluations and the external programme evaluation is ongoing and will conclude by December 2019. An interim report was submitted in February 2019 for internal use only and we are working with the evaluators to pull out some key messages that can be shared and communicated more widely. We have published two effective practice case studies on our website so far to share effective practice: https://www.officeforstudents.org.uk/advice-and-

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility	Update and future actions Spring 2019
			Head of Access & Participation Evaluation	guidance/promoting-equal-opportunities/addressing-barriers-to-student-success-programme/effective-practice/ For future actions see 3.13.
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.	4.13 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)	Action and timescale remain the same.
Students from protected characteristics groups or socioeconomic disadvantage are not disadvantaged disproportionately in the event of provider, campus or course closure.	4.14 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 (SPME)	<p>The OfS Market Exit process has ensured that consideration of student demographic factors where data is available (e.g. disability) is built into consideration and discussion with providers over market exit (including partial exits of campus or courses).</p> <p>The Principles that the OfS will assess market exit arrangements against include an explicit "Equality of opportunity and choice" principle designed to ensure that this issue is explored in all cases and that if providers' actions are insufficient this will be highlighted.</p>

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility	Update and future actions Spring 2019
				<p>The OfS Market Exit case conference which will examine each market exit case has explicit representation from DFAP in order to provide expert advice and scrutiny in this area.</p> <p>Future actions:</p> <p>As part of the production of the new student protection plan (SPP) guidance in summer 2019 there will be explicit reference to principles and OfS expectations in this area.</p> <p>SPME team to investigate whether it is feasible to request Equality Impact Assessments from providers as part of the assessment of evidence in a market exit case.</p>

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	Update and future actions Spring 2019
We will be able to identify the main gaps across employment sectors and across protected characteristics and socioeconomic disadvantage, and these gaps will reduce.	5.1 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	See 3.13-3.14
Gaps in employment rates and job satisfaction for students from underrepresented groups are reduced at a national level.	5.2 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	See 3.113-3.14
The implementation of TEF proactively supports the closing of student outcome gaps.	5.3 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	See 3.19 Pilot evaluation includes a report by the WP experts on how well WP and EDI developments operated in the second pilot.

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility	Update and future actions Spring 2019
	<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, WP and EDI considerations.</p>			<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>Future action:</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>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>5.4 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 postgraduate study, to doctoral degrees and into the research and wider workforc for different student groups (protected characteristics and socioeconomic disadvantage). Develop approaches through regulation, funding, and sharing of data and practice, to strengthen</p>	<p>Ongoing, review annually</p>	<p>Equality and Diversity Manager</p>	<p>Baseline data has been established and published. This is the first time that data has been disaggregated into taught PG and research PG, so it will be possible to identify under-representations.</p> <p>We are working closely with UKRI; a roundtable was held with stakeholders on 28th January 2019 to further explore issues of social mobility & EDI for PG research students.</p> <p>We are conducting an evidence review of quantitative and qualitative data to identify gaps across the student journey; find out what the student experience looks like; and what might be effective practice.</p>

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility	Update and future actions Spring 2019
	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.	5.5 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	<p>Personal wellbeing of recent graduates has been published (https://www.officeforstudents.org.uk/data-and-analysis/personal-wellbeing-of-graduates/)</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>
Gaps in degree apprenticeship participation across protected characteristic groups and socioeconomic disadvantage will reduce.	5.6 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	Director for Data, Foresight and Analysis (DFA)	This analysis is in progress, following data sharing agreements being made between the Department for Education and OfS.

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility	Update and future actions Spring 2019
	5.7 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	<p>The OfS promotes degree apprenticeships through our A&P work, includes them in the scope of our targets and investment, and encourages them through our guidance and support. We are also engaging with other regulators with the aim of removing barriers posed by the complexity of arrangements for funding, regulation and the approval of new apprenticeship standards.</p> <p>We published an insight brief (https://www.officeforstudents.org.uk/media/c791216f-a1f1-4196-83c4-1449dbd013f0/insight-2-degree-apprenticeships.pdf) in March stating how we viewed degree apprenticeships as strategically important to our EDI ambitions and will continue to monitoring take-up of them in order to assess the extent to which they are delivering on those ambitions.</p>

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	Update and future actions Spring 2019
<p>The OfS establishes its internal Equality, Diversity and Inclusion (EDI) strategy and priorities which sets out the intention and approach to achieving our EDI aspirations</p>	<p>6.1 Set up an Equality & Diversity strand as part of the internal transformation programme to make recommendations about EDI in the OfS's approach to staffing and internal culture.</p> <p>Agree internal EDI strategy for OfS which builds on work conducted through the transformation programme.</p>	<p>Completed April 2019</p>	<p>Chief Executive</p>	<p>The E&D strand completed its work in December 2018 and reported to the transformation group in February 2019. This comprehensive report included: findings from staff consultation, recommendations for positive action and a comprehensive action plan. All of this has been translated in to an internal strategy and priorities agreed at Directors Group.</p> <p>Future actions:</p> <p>Ongoing management and activity to deliver the strategy and priorities identified, overseen by the Strategic Resource Unit on behalf of Directors Group.</p> <p>Establish open and ambitious qualitative and quantitative success measures.</p> <p>Establish a communications strategy which promotes and advances EDI priorities and activities.</p>

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility	Update and future actions Spring 2019
Senior leaders sponsor and lead the activity for delivering the internal EDI strategy	6.2 Identify a Director to sponsor each of the organisational EDI priorities identified.	Completed April 2019	Chief Executive	Following discussion at Director's group a sponsor has been established for each priority are. Future actions: Demonstrate continued leadership to deliver the strategy and priorities identified by drawing up an action plan of quantitative and qualitative measure.
Greater visibility and accountability for EDI across the organisation	6.3 The Strategic Resource Unit have been assigned strategic oversight of the internal EDI strategy.	Ongoing Review December 2019	Chief Executive/ Head of Strategic Resource Unit/ Head of HR	The Strategic Resource Unit are working closely with the Transformation group and relevant Head of functions to ensure delivery of the strategy. The internal strategy commits to ensuring there are regular planned and discussions on EDI at Directors meetings.
Greater understand staff views and internal culture relating to EDI in the organisation.	6.4 Survey all staff on their view of EDI issues. Deliver staff workshops as an opportunity to contribute, participate and influence this work.	Completed April 2019	Transformation programme	Future actions: Further embedding our Values and Behaviours, including into: - establishment of future OfS competencies. - performance management process, system and culture
More comprehensive and insightful equality data on our staff profile, against all protected.	6.5 A targeted disclosure campaign started in 2018 to encourage and inform staff about the importance and impact of completing equality data. Implement the new HR/Finance system Workday, and develop its capacity for more efficient	Ongoing	Director for Resources, Finance and Transformation	All staff surveyed in Summer 2018. Held 3 open staff workshops to explore initial survey findings and emerging priorities Future action: Consider options for harnessing employee voice on ongoing basis detailed in action 7.3 below

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility	Update and future actions Spring 2019
	collection and management of staff personal data.			<p>Over the course of OfS' first year of operation there has been an increase in the number of staff completing their personal data and responding to the protected characteristic categories.</p> <p>Future action: Continued campaign on the importance and impact of completing personal data; particularly new staff to OfS.</p>

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	Update and future actions Spring 2019
OfS staff capacity, capability and support to build EDI considerations into their work and roles across the organisation	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.	Ongoing. Review February 2020	Head of Strategic Resource Unit/ Head of HR	<p>In January 2019 we invited input from all areas of the business into the L&D programme.</p> <p>In May 2019 we advertised for a dedicated senior level L&D resource to support this work.</p> <p>Future actions: Continue to map out the needs and priority areas for learning and development.</p>
OfS staff routinely consider the EDI implications of their work and wider activities	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'	Ongoing. Review February 2020	Director for Fair Access and Participation	<p>Consider the options for more specific EDI training or alternative opportunities for building this knowledge and capacity.</p> <p>The new approach to impact assessment 'Making inclusive decisions' has been developed in consultation with HR and PMO to ensure it is appropriate and effective for use with internal projects.</p>
OfS staff are confident and take the opportunity to voice and share their knowledge, input and personal experience	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	Ongoing. Review February 2020	Director for Teaching Excellence and Student Experience	<p>The launch and staff training has been jointly conducted with the PMO.</p> <p>Future actions:</p>

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility	Update and future actions Spring 2019
to the benefit of the organisation.				<p>Aggregate our learning from impact assessments and use this to drive a continuous improvement approach to internal projects.</p> <p>Build impact assessments into our broader learning and development programme.</p> <p>Consider options for harnessing employee voice on ongoing basis</p> <p>for example through:</p> <ul style="list-style-type: none"> - creating staff networks - exploring options for surveying staff

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 BAME 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	Update and future actions Spring 2019
Identified the needs of the organisation in relation to EDI and embed E&DI into all our L&D approaches and provision	8.1 We will consider the specific EDI gaps in skill and knowledge of staff and the opportunities to meet these.	December 2019	Head of Human Resources/ Head of Strategic Resource Unit	<p>We led a session on unconscious bias with the Directors group ahead of the internal recruitment phase and invited debate of the issues. This session was rolled out to senior management teams and shared with all staff.</p> <p>We will be reviewing our L&D provision and procedures as we move to implementing Workday learning tool.</p>
Improved BAME representation across the OfS workforce and through recruitment and selection process	8.2 Use the opportunity of our 2019 recruitment drive to increase the number of BAME applications and appointments	Ongoing	Director for Resources, Finance and Transformation	<p>From January 2019 we have revamped the external webpages to improve the content and impression of the employer brand.</p> <p>We tasked our external advertisers to target alternative options for promoting OfS and vacant roles.</p> <p>In January 2019 we organised two well attended open evenings to promote the roles available and OfS as an employer.</p>
Improved gender equality across the OfS workforce structure	<p>8.3 We will provide accurate data profiling our workforce and understanding where and why gender imbalances may occur.</p> <p>We will provide accurate data profiling our gender pay gap with an aim to reduce that gap.</p>	Ongoing	Director of Competition and Regulation	<p>We invited recruitment panels to consider the diversity profile of their pools.</p> <p>We will be reviewing our recruitment procedures as we as we move to implementing Workday recruitment tool.</p>

How we'll know if we have succeeded	Actions	Target or Review date	Lead responsibility	Update and future actions Spring 2019
				<p>We have invested in a detailed analysis of our gender pay gap to understand the outcomes and potential impact of our data.</p> <p>We will review the outcomes of our gender pay gap and publish in line with legal requirements.</p> <p>We will be reviewing our analysis and based on that detailed evidence base proposing a forward action plan.</p>