

# Single Equality Scheme 2019-2024

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**Harper Adams  
University**

January 2019

## **HARPER ADAMS UNIVERSITY**

### **Single Equality Scheme 2019 – 2024**

#### **Introduction from the Vice-Chancellor**

People are central to the success of any higher education institution and consequently, Harper Adams University wishes to recruit, support and retain staff and students of the highest calibre and enable all members of the University Community to have access to appropriate opportunities to succeed. We are specialists in our subject base, and in the range of research and knowledge transfer work that we undertake. We have excellent and committed staff who are supported by the Board of Governors. All parties are committed to providing a high quality student experience. Only by ensuring equality of opportunity can we be confident that we recruit staff and students from the widest available pool of talented individuals. The Board of Governors is also committed to ensuring that it has appropriate arrangements in place to attract, support and retain members from a diverse range of backgrounds.

In order to do this we must maintain and regularly review policies and procedures that serve to perpetuate the friendly and caring environment we provide for our students, staff and members of our Board of Governors.

Dr David Llewellyn  
Vice-Chancellor

#### **Summary**

This document is the University's 2019- 2024 Single Equality Scheme and builds on the University's previous Equality Schemes in operation since 2011 through which the profile of Equality and Diversity matters has been raised within the University.

The key aims of the Single Equality Scheme are:

- To set out the University's objectives on equality
- To describe the University's objectives to meet the aims of the General Equality Duty across all of the protected characteristics
- To set out how the objectives are aligned with the University's strategic priorities (please see Annex 1)
- To set out how the Single Equality Scheme is also aligned with the University's Access and Participation Plan. The annual targets for the Access and Participation Plan are included at Annex 2.

The University will continue to promote an inclusive institutional culture that recognises the benefits of a diverse learning community for students and staff and the development of the institution. The arrangements set out in this document apply to all aspects of the University's work, including arrangements for the nomination of new members of the Board of Governors.

This scheme is to be read in conjunction with the University's Equality and Diversity Policy.

#### **References**

In order to ensure that this document is fully compliant with UK legislation information and guidance have been sought from a variety of sources. These are;

- The Equality Challenge Unit – (ECU) (now AdvanceHE)
- The Equality and Human Rights Commission – (EHRC)
- The Advisory, Conciliation and Arbitration Service – (ACAS)
- The Department for Business Innovation and Skills – (BIS)
- The Universities and Colleges Employers Association – (UCEA)
- The Government Equalities Office – (GEO)
- The Equal Opportunities Commission – (EOC)

- The Chartered Institute of Personnel and Development – (CIPD)
- The Office for Students (OfS)

## **Introduction**

The Equality Act 2010 came into force on 1 October 2010. Its fundamental purpose is to bring together all existing discrimination protection into a single Act, with a view to ensuring consistency and clarity over how employees and job applicants are protected against incidents of discrimination in the workplace. Its secondary purpose is to strengthen discrimination law and to promote equality in the workplace.

The new Act brings together over 116 separate pieces of legislation into one single Act which provides a legal framework to protect the rights of individuals and advance equality of opportunity for all. This simplified, strengthened and harmonised existing legislation and protects individuals from unfair treatment and promotes a fair and more equal society. This legislation covers employment, facilities, goods and services and education, including the admission and treatment of students.

The Public Sector Equality Duty covers eight protected characteristics, which are: (in alphabetical order)

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual Orientation

It also applies to marriage and civil partnership, but only in respect of the requirement to have due regard to the need to eliminate unlawful discrimination in employment.

On 5 April 2011 the Public Sector Equality Duty came into force in England. This duty replaced the existing Race, Gender and Disability duties.

## **What is the Equality Duty?**

The Public Sector Equality Duty consists of a general equality duty, (April 2011), and the specific duties which became law on the 10th September 2011.

In summary, those subject to the General Equality Duty must, in the exercise of their functions, have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic; and
- Foster good relations between people from different groups.

The specific duties require public bodies to publish relevant, proportionate information showing compliance with the Equality Duty, and to set equality objectives.

## **The Aim of the Scheme**

Our aim is to embed equality in the culture and systems of the organisation by ensuring that policy making, service delivery, employment practice and appointment of Governors are all equality orientated. With regard to policy making, the University is aware that there is a need to be aware that policies and procedures that appear neutral may inadvertently have a significantly different impact on certain groups of people or individuals. This often contributes not only to greater inequality but also to

overall poor policy outcomes. The University aims to actively avoid such issues through using equality impact assessment processes and making adjustments as necessary.

### **Key changes associated with the Equality Act 2010**

There have been changes made to the definition of direct discrimination which now extends protection based on association and perception. This is already applicable to race, sexual orientation and religion but will now include age, disability, gender re-assignment, sex and pregnancy and maternity. This means that those providing care for someone due to a protected characteristic would be protected because of their association. Perceptive discrimination is discrimination against a person because the discriminator thinks that the person possesses that characteristic, even if they do not.

The definitions of two specific protected characteristics have also changed. The definition of disability is extended to cover people who have had a disability in the past and the definition of gender reassignment has been extended to cover people who have proposed, started or completed a process to change their sex but not under medical supervision. Indirect discrimination has also been extended to cover these characteristics.

There are now limitations on the use of health related questions during recruitment and selection which make it unlawful without objective justification to ask about the health of a job applicant either before offering work to an applicant or before shortlisting an applicant.

### **What is a Single Equality Scheme?**

#### **A Statutory Requirement**

The Equality Act 2010 requires bodies that receive public funding, including higher education institutions, to lead by example in promoting equality in the workplace. All public sector organisations are under a single equality duty to demonstrate that they are achieving equality in the workforce across all the protected characteristics.<sup>1</sup>

#### **Involving Other People in the Development of the Scheme**

The initial Single Equality Scheme since 2011 was developed in consultation with the University's Staff Consultative Group. The revised Single Equality Scheme has also been developed in consultation with this group, and also in consultation with the University's Equality and Diversity Working Group which comprises members from both the staff and the student community.

#### **Responsibilities for Implementing and Monitoring the Scheme**

The ultimate responsibility for ensuring that the general duty is met lies with the University's Board of Governors. The Board will also be responsible for ensuring that adequate resources are provided to enable the effective implementation, monitoring and evaluation for all protected characteristics. The Board will receive an annual report in the form of an assessment of progress against the Equality Objectives, presented by the University Secretary. The Head of Human Resources will co-ordinate input from the Human Resources Officer with particular responsibility for Equality and Diversity, Student Services Manager, Director of Academic Services and Academic Registrar, Director of Learning and Teaching, Director of Marketing and Communications and President of the Students' Union as appropriate.

The Staffing Committee will continue to monitor, on behalf of the Board, the implementation of the Scheme as it relates to University staff. It will also consider appropriate data reports each year, including a report on the Gender Pay Gap and any further Pay Gap reports that may be required in the

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<sup>1</sup> If a member of staff or student wishes to report any concerns relating to discrimination, staff are advised to contact Human Resources and students to contact Student Services. The University has policies relating to staff conduct as set out in the Staff Handbooks <https://www.harper-adams.ac.uk/general/governance/publication-scheme.cfm> and student conduct <https://www.harper-adams.ac.uk/documents/Student-Disciplinary-Policy.pdf>

future. It will be the role of the Nominations Committee of the Board to ensure that the arrangements for appointment of new governors are conducted in accordance with this scheme. It will receive annual reports including any issues of concern raised with regard to any of the protected characteristics and the way in which they have been managed and resolved.

The University Executive is responsible for monitoring student related objectives, on behalf of the Board, It may also ask the Learning, Teaching and Student Experience Committee (LTSEC) to take actions forward as appropriate. The University Executive is updated at least quarterly on progress with Access and Participation Plan Objectives. It also receives reports on NCOP activities from the Director of Marketing and Communications. EDWG also includes members who report on these activities for the information of staff and student members.

Consultation on the Scheme and its development and issues relating to the use or interpretation and progress of this policy will be considered by the Staff Consultative Group and the University/University and College Union, Joint Consultative Negotiating Committee (for staff) and meetings held by the Vice-Chancellor with the Students Union Executive, which occur at regular intervals throughout the academic year (for students). Student experience related issues shall be shared with LTSEC for its consideration and/or action as necessary. External consultation may also be undertaken with relevant local groups as these are identified and relationships with them are developed.

### **Evidence Required for Monitoring the Scheme**

Our annual reports are expected to include (but not be limited to) the following:

- A summary progress report on mainstreaming equality in strategy and policy development by way of a report on continuing progress against key outcomes from the Equality Objectives that form part of this Scheme.
- Any developments in governance and management of the Scheme
- A general section on 'Improving Equality' which will refer to other reports as follows:
  - Staff Data including staff promotions/progression through HERA and Gender/other Pay Gap reporting and action plans (HR- report made to Staffing Committee annually)
  - Admissions (based on recruitment)/ Recruitment and selection/student progression and achievement (DAS&AR-Key Student Indicators Report which is provided to Academic Board and the Board of Governors annually)
  - Curriculum development (DL&T Progress with the Learning, Teaching and Student Experience Strategy, reported to the Board of Governors annually)
  - Staff Training and development (HR-Annual report to Staffing Committee)
  - Use and access to student support systems (Student Services- Annual Report to LTSEC)
  - Any issues arising from student or staff disciplinary matters relevant to the scheme which indicate that changes to the Scheme are required shall be reported to the Board for consideration as they arise (US)
  - Staff complaints and their resolution/ Staff grievances and their resolution relevant to the Scheme which indicate changes to the Scheme are required shall be reported to the Board for its consideration as they arise (US)
  - Student Appeals/complaints and their resolution (DAS&AR- Annual Report is made to Academic Board and to the Board of Governors)
  - Confirmation that appointment of Governors has been carried out in accordance with the scheme and with Committee of University Chair's Illustrative Practice Note (US- Report of Nominations Committee to the Board at least annually)

Monitoring is not intended to be an end in itself, but to produce information to be used in planning and decision-making in support of the implementation of this Scheme, and to assess the impact of the Scheme on the recruitment, development and retention of students and staff. Quantitative data will be supplemented by qualitative information gathered, where possible, from student and staff surveys. Feedback on the continued development of the scheme will be provided to staff and student representatives through their engagement with the above Committees and fora. Academic Board papers are also published for the information of all staff on the University portal.

## **Publication of the Scheme and Awareness Raising**

The Scheme will be incorporated in:

- Staff handbooks
- Key Information Page for Applicants and Students
- The University's web site- for public information/enquiries made to the University
- The University portal- for staff

The University will continue to arrange for Equality and Diversity and the more recent Respect Campaign to be included in induction talks given to new students at the start of the academic year. The University will also continue its training programme to support staff and students in general awareness-raising about Equality and Diversity and its implications for the work of the University including the established e-learning programme.

The outcomes and assessment of progress against the objectives of the Scheme, associated monitoring reports and any alterations to the legislation or our Equality and Diversity Policy that might lead to a substantial change to the University's Scheme, will be published annually in internal documents for circulation to, and accessed by University staff and students, and on the University's web site for external audiences. The Single Equality Scheme will be updated every five years.

## **Equality Analysis**

### **What is Equality Analysis?**

Equality Analysis (EA) is a way for Universities to check that their policies, practices, functions, procedures and services do not disadvantage, exclude or otherwise unlawfully discriminate against certain people or groups of people. An equality analysis helps the University to identify whether policies have or may have a differential or adverse impact on certain groups which are protected by law against discrimination.

The process is carried out on new and existing policies and it also helps to identify where a policy can have a positive impact on the diversity of the staff and student body and help the University to fulfil its obligations as noted in the Equality Objectives which form part of this Single Equalities Scheme.

This approach to EAs will help to strengthen the work to promote equality. When carrying out an EA, both the negative and positive consequences of the proposals should be considered.

### **Who will conduct Equality Analysis?**

EAs will be conducted where possible by the 'owner' of the policy as they will have the greatest understanding of the reasons for and operation of the policy.

An online training package is available for all staff who will be undertaking equality analyses for their respective policies. Support will also be available from the Human Resources Department.

Particular areas where the University will monitor its practices and, where necessary, make proportionate adjustments, will include:

- Partnership arrangements, where the University will make clear to partner organisations its duties under the Equality Act 2010.
- Procurement, where the University will be expected to ensure that the procurement process takes account of the requirements of this Scheme, and that contractors/suppliers understand and comply with the duties required of the University.
- Communications, including the way that the University communicates to students and staff (in all forms including electronic media) in such a way that complies with the spirit of this scheme;
- Managers and Supervisors will be expected to be familiar with the provisions of the Scheme and its implications for the areas that they manage or supervise.

## **Making this Scheme Accessible**

Information about our Single Equality Scheme can be made available in other languages and formats upon request, such as large print, Braille, audio cassette and computer disk. If you would like to receive information in a different language or another format then please contact us on telephone number 01952 815089 or by e-mail (for staff) to [jcameron@harper-adams.ac.uk](mailto:jcameron@harper-adams.ac.uk) or (for students) to [jhill@harper-adams.ac.uk](mailto:jhill@harper-adams.ac.uk)

## **Further Information**

Further information for staff or prospective staff about the University's approach to equality can be obtained from the University's Human Resources Office, the contact details for which are provided in the above paragraph.

Further information about the specific provisions for students can be obtained from Student Services or Learner Support.

*Recommended December 2019 by the Equality and Diversity Working Group and approved by Staffing Committee on behalf of the Board of Governors in January 2019*



## Annex 1

### HARPER ADAMS UNIVERSITY

#### EQUALITY OBJECTIVES 2019 - 2024

The University's objectives on equality demonstrate how it plans to meet the aims of the general equality duty across all of the protected characteristics.

The setting of these objectives is informed by information from consultation, feedback on services, equality progress reports, analysis of data on both staff and students, outcomes of complaints and the results of Equality Impact Assessments.

The information gathered is key in evidencing to the University where it needs to focus in order to continue to improve and develop its work on equality.

#### OVERARCHING EQUALITY OBJECTIVES

Equality Duty Aim	University objective	Action	How success will be measured/Action by
Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010	The University will continue to take action to prevent and address cases of discrimination, bullying and harassment including that experienced by specific groups	<p>Targeted awareness raising including training on harassment and discrimination.</p> <p>Continue delivery of training for staff on unconscious bias and equality analysis.</p> <p>The Respect Campaign delivered by Student Services and the Student's Union working together.</p>	<p>To aim for 0 % reports of or perceptions of discrimination and harassment. This will be measured through the results of appropriate surveys, consultations and analysis of complaints, with results being used to develop new objectives.</p> <p>Reporting and Monitoring:</p> <p>The Equality and Diversity Working Group receive updates on the operation of the Single Equality Scheme. An annual report on the monitoring of equality and diversity in the University's workforce is provided to the Staffing Committee at least annually (Annual Report to Staffing Committee).</p> <p>The annual review of the SES reports on whether any staff complaints included allegations relating to discrimination linked to a protected characteristic have been received.</p> <p>Key Student Indicators (KSI) are shared annually with Academic Board and the Board of Governors. KSI includes data on the diversity of the student body. The Academic Board and the Board also receives an annual report on formal Student Complaints with an indication of the nature of the complaint. For 2019/20 the review of SES will also record</p>

			informal complaints received by students that relate to allegations of discrimination on the grounds of a protected characteristic.
<p>Advance equality of opportunity between people from different groups.</p> <ul style="list-style-type: none"> <li>Remove/minimise disadvantage</li> <li>Meet the needs of people with protected characteristics</li> <li>Encourage participation in public life</li> </ul>	The University will work to better understand the experiences and needs of different groups and meet the diverse needs of the University community.	<p>Consultation with staff and students and fora such as the Equality &amp; Diversity Working Group, Staff Consultative Group, other informal Staff/Student groups or clubs, and the JCNC.</p> <p>Continuous review and improvement of policy and practice in relation to people with protected characteristics</p>	<p>Improved policies and practices will ensure that needs have been taken into account and disadvantage minimised.</p> <p>Statistics regarding complaints to be monitored along with employee/student survey results to look for positive trends. (Please see Reporting and Monitoring above)</p>
<p>Foster good relations between people from different groups.</p> <ul style="list-style-type: none"> <li>Tackling prejudice</li> <li>Promoting understanding between people from different groups.</li> </ul>	The University will provide appropriate ways of promoting good relations through dialogue, events and training/awareness raising	Provision of a range of tailored activities. E.g. training, awareness-raising activities, events and dialogue to encourage cohesion and promote understanding with the University Staff and Student community	<p>Fewer or no complaints of disadvantage from specific groups.</p> <p>(Please see Reporting and Monitoring above)</p>
<b>Characteristic</b>	<b>Objective/Action</b>		<b>Date</b>
Age	Continue annual delivery of planning support for staff preparing for retirement, in light of the removal of the default retirement age		2019-2024- Annual programme to take place (Reported and monitored through annual report on Staff Development to Staffing Committee)

Disability	Continue to support inclusive learning practice through the Learning and Teaching Conference and other pedagogic development sessions	2018-2024- Annual Learning and Teaching programme. (Reported and monitored through annual report on Staff Development to Staffing Committee)
Gender Reassignment	<p>Ensure all students have access to the process for notification of change of personal details for any students who transition whilst at the University.</p> <p>Include this information in Staff Well-Being pages</p> <p>Ensure all governors have access to the process for notification of any change of personal details should any governor transition during their engagement with the University.</p>	<p>Registry Team -by 1 May 2019- monitoring at E&amp;D Working Group through annual review of SES</p> <p>Organisational Development Manager by 1 May 2019- monitoring at E&amp;D Working Group through annual review of SES</p> <p>University Secretary by 1 May 2019- monitoring at E&amp;D Working Group through annual review of SES</p>
Pregnancy & Maternity	<p>Continue to conduct risk assessments for all pregnant employees, new mothers and nursing mothers upon their return to work to ensure that adequate health and safety measures are in place during pregnancy, and that arrangements are made to ensure the transition from maternity leave back into the workplace is managed effectively. Support Governors as appropriate.</p> <p>Include in Staff Well-Being pages.</p> <p>Offer support to pregnant students, new mothers and nursing mothers who are students as required.</p>	<p>HR and Health and Safety Officer throughout 2019-2024 as required- monitoring at E&amp;D Working Group through annual review of SES</p> <p>Organisational Development Manager by 1 May 2019- monitoring at E&amp;D Working Group through annual review of SES</p> <p>Student Services throughout 2019-2024- monitoring at E&amp;D Working Group through annual review of SES</p>
Race	As part of the updating of the induction process for newly recruited staff, ensure sufficient support is provided in the context of cultural differences and include in Staff Well-being pages continue to promote and support the integration of a wider range of student social activities.	<p>Throughout 2019-2024</p> <p>Organisational Development Manager by 1 July 2019 -monitoring at E&amp;D Working Group through annual review of SES</p> <p>Student Services/Student Union- progress to be reported to Equality and Diversity Working Group.</p>

<p>Religion, Belief and non-belief</p>	<p>Promote and celebrate the diversity of cultures, ethnicities and faiths on campus by holding at least one awareness raising event for both staff and students. Promote guidance on managing religion and belief and people who do not hold any beliefs in the workplace.</p> <p>Include in Staff Well-Being pages.</p>	<p>Throughout 2019-2024</p> <p>Student Services and Chaplains- monitoring at E&amp;D Working Group through annual review of SES</p> <p>Organisational Development Manager by 1 May 2019</p>
<p>Sex</p>	<p>Continue to fund places on the LFHE Aurora Leadership Programme for female academic staff.</p> <p>Work through action plan arising from the gender pay gap.</p> <p>Continue to seek gender balance in the membership of the Board of Governors and University management roles.</p>	<p>Organisational Development Manager during 2019-2024- reported through Annual Staff Development report to Staffing Committee</p> <p>Head of HR/Senior Management Team- reported to Staffing Committee and through HR Strategy updates</p> <p>Nominations Committee annual report to the Board of Governors</p>
<p>Sexual Orientation</p>	<p>Promote the University's arrangements for supporting staff and students to feel confident in declaring/notifying personal details in terms of sexual orientation.</p> <p>Include in Staff Well-Being pages</p>	<p>Throughout 2019-2024</p> <p>Student Services/HR Team. Report through monitoring of SES</p> <p>Organisational Development manager by 1 May 2019.</p>

**Table 8b - Other milestones and targets.**

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum) <i>SES Supports by...</i>	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Student success	Multiple	Operational targets	Improve year one success so that all under-represented entrant groups perform within 3 points of the overall success rate, full-time, first degree entrants <i>SES: Advance equality of opportunity between people from different groups.</i>	No	2014-15	Not achieved	Within 3.8%	Within 3.0%	Within 3.0%			Improve year one success so all under-represented entrant groups perform within 3 points of overall success rates - to include disabled, SEC IV-VII, low household income (<£25k), mature, LPN and BME entrants :
T16b_02	Student success	Multiple	Operational targets	Improve year one success so that all under-represented entrant groups perform within 3 points of the overall success rate, full-time, other undergraduate entrants <i>SES: Advance equality of opportunity between people from different groups.</i>	No	2014-15	Not achieved	Within 3.8%	Within 3.0%	Within 3.0%			Improve year one success so all under-represented entrant groups perform within 3 points of overall success rates - to include disabled, SEC IV-VII, low household income (<£25k), mature, LPN and BME entrants
T16b_03	Student success	Multiple	Operational targets	Improve year one success so that BTEC entrants success rate is within 3 points of the overall success rate, full-time, first degree entrants <i>SES: Advance equality of opportunity between people from different groups.</i>	No	2014-15	Not achieved	Within 3.8%	Within 3.0%	Within 3.0%			Improve year one success so that BTEC entrants success rate is within 3 point of the overall success rate, full-time, first degree entrants
T16b_04	Student success	Multiple	Operational targets	Improve year one success so that BTEC entrants success rate is within 3 points of the overall success rate, full-time, undergraduate entrants <i>SES: Advance equality of opportunity between people from different groups.</i>	No	2014-15	Not achieved	Within 3.8%	Within 3.0%	Within 3.0%			Improve year one success so that BTEC entrants success rate is within 3 point of the overall success rate, full-time, undergraduate entrants
T16b_05	Progression	Multiple	Operational targets	Achieve employment outcomes (in work or further study) for under-represented groups that are in line within 3 points of the overall rate, full-time, first degree entrants <i>SES: Advance equality of opportunity between people from different groups.</i>	No	2014-15	Not yet known	Within 3.8%	Within 3.0%	Within 3.0%			Support under-represented groups to achieve employment rates within 3 points of overall employment rates - to include disabled, SEC IV-VII, low household income (<£25k), mature, LPN and BME entrants
T16b_06	Progression	Multiple	Operational targets	Achieve professional and managerial employment outcomes for under-represented groups that are in line within 3 points of the overall rate, full-time, first degree entrants <i>SES: Advance equality of opportunity between people from different groups.</i>	No	2014-15	Not yet known	Within 3.8%	Within 3.0%	Within 3.0%			Support under-represented groups to achieve employment rates within 3 points of overall employment rates - to include disabled, SEC IV-VII, low household income (<£25k), mature, LPN and BME entrants
T16b_07	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Recruitment events <i>SES: Continue delivery of training for staff on unconscious bias and equality analysis.</i>	No	2011-12	705	830	830	830			No of individual engagements
T16b_08	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Student mentoring <i>SES: Continue delivery of training for staff on unconscious bias and equality analysis.</i>	No	2011-12	0	5	6	7			No of students mentored
T16b_09	Access	Multiple	Outreach / WP activity (summer schools)	Experience days <i>SES: Advance equality of opportunity between people from different groups and Continue delivery of training for staff on unconscious bias and equality analysis.</i>	Yes	2011-12	300	300	300	300			No of students participating. Attendance at traditional summer schools has been declining. From 2015/16 collaboration with other partners is resulting in a new type of summer school (delivered at Easter) which is proving more popular.
T16b_10	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Open days and campus tour afternoon <i>SES: Advance equality of opportunity between people from different groups and Continue delivery of training for staff on unconscious bias and equality</i>	No	2011-12	800	870	870	870			No attending, financial support with travel costs available for those for whom this might be a barrier

T16b_11	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Shows and events <i>SES : Advance equality of opportunity between people from different groups and Continue delivery of training for staff on unconscious bias and equality</i>	No	2011-12	434	1000	1000	1000			No of individual engagements at public shows
T16b_12	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	Master classes <i>SES : Advance equality of opportunity between people from different groups and Continue delivery of training for staff on unconscious bias and equality</i>	No	2011-12	3	4	5	6			No of masterclasses
T16b_13	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	National Collaborative Outreach Programme (Higher Horizons +); Widening Participation Collaborative Group; Explore Primary; East Midlands WP Research and Evaluation Partnership <i>SES : Advance equality of opportunity between people from different groups and Continue delivery of training for staff on unconscious bias and equality analysis.</i>	Yes	2015-16	2	4	4	4			No of networks engaged with
T16b_14	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	No. activities delivered in collaboration within collaborative networks <i>SES : Advance equality of opportunity between people from different groups and Continue delivery of training for staff on unconscious bias and equality</i>	Yes	2015-16	10	11	12	13			Minimum commitment to support general aspiration raising events
T16b_15	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	No of activities delivered collaboratively with primary schools specifically <i>SES : Advance equality of opportunity between people from different groups and Continue delivery of training for staff on unconscious bias and equality analysis.</i>	Yes	2015-16	4	5	6	6			No. of primary level events per year
T16b_16	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Access to Agriculture Programme <i>SES : Advance equality of opportunity between people from different groups</i>	Yes	2016-17	0	11	17	22			Total number of students from disadvantaged or under-represented backgrounds who participate in the Harper Adams Access to Agriculture Programme of work experience and skills development
T16b_17	Multiple	Multiple	Operational targets	Fees-free Success Scholarship <i>SES : Advance equality of opportunity between people from different groups</i>	No	2016-17	0	6	1	1			Total number of successful recipients, meeting merit and under-representation criteria
T16b_18	Multiple	Attainment raising	Strategic partnerships (eg formal relationships with schools/colleges/employers)	CREST award participation with key partner school <i>SES : Advance equality of opportunity between people from different groups</i>	Yes	2016-17	0	9	9	9			Number of pupils supported to achieve a CREST award with key School partner
T16b_19	Multiple	Multiple	Other (please give details in Description column)	Recipients of Development Trust awards <i>SES : Advance equality of opportunity between people from different groups</i>	Yes	2017-18	100	100	100	100			Maintain number of Development Trust awards made in conjunction with employer sponsors to students from an under-represented or disadvantaged background
T16b_20	Access	Attainment raising	Strategic partnerships (eg formal relationships with schools/colleges/employers)	GCSE attainment with key partner school <i>SES : Advance equality of opportunity between people from different groups</i>	Yes	2017-18	Mean tariff point increase of 1			Increase mean UCAS attainment score in Biology GCSE by 1 UCAS tariff point, using 9-1 scale with key partner school			