

USP College EDI Action Plan

Equality Objective	Actions	Lead	Timescales	Measure of Success	Update 1
<p style="text-align: center;">Females in STEM</p> <p>To increase the participation of female students studying Physics, Engineering and Information Technology. (16-18) (Baseline: 5% Target: +10% over the next 4 years)</p>	<p>Promote females in course advertisements. Promotion of positive female participation in careers within this sector.</p> <p>Seek to engage with appropriate professional bodies such as Women in Engineering</p> <p>Deploy female members of staff to school liaison events and internal progression activities</p> <p style="text-align: center;">Review imagery and advertisements for sector area</p> <p style="text-align: center;">Celebrate female student performance in these areas</p>	James Parker	Annual Review	Showing a 1% increase each year and 2% in the final year	2023/24 Progression & Recruitment: Females: 12%
<p style="text-align: center;">Ethnic Groups in A level</p> <p>To broaden A level recruitment increasing the enrolment of non-white British students on to A level programmes. (Baseline 22% Yearly Target: +3%)</p>	<p>Ensure promotional materials and marketing have positive representation of non-white British communities</p> <p>Target A Level recruitment in areas of higher proportions of non-white British students (East London/Thurrock)</p> <p>Deploy non-white British staff members in school liaison, open evenings and promotional events</p>	James Parker	Annual Review	Showing a 2% increase in non-white british A Level students each year	2023/24 Recruitment: Non White British: 25.16%
<p style="text-align: center;">Diversity of vacancy applications</p> <p>Reduce gender gap of non-teaching post applications by 5% (aligned to AOC Workforce Survey of declared male/female).</p>	<p>Review language in BL&S recruitment material with Marketing & Communications;</p> <p style="text-align: center;">Utilise images of males within USP workspace in recruitment material;</p> <p>Utilise images of males within USP workspace in BL&S in social media; non-teaching career opportunities campaign</p>	Lorraine Stoten	Annual Review	Showing a reduction in gender gap of non teaching post applications aligned to AOC Workforce Survey	Currently: 28% Male non teaching 49% Male Teaching 34% Overall Male Mean gender pay gap - Decreased from 22.9% to 20.4% (positive direction)
<p style="text-align: center;">Staff disclosing E&D on Cintra</p> <p>Increase completion of Equality and Diversity (protected characteristics) data of current staff by 10% (from 15% non-declared to 5%)</p>	<p>Encourage completion during recruitment – emphasise our positive approach;</p> <p>Encourage completion at mini-induction – re-emphasise our positive approach;</p> <p>Align to society awareness – campaign to increase awareness – survey? – encourage completion to enhance our organisational ability</p>	Lorraine Stoten	Annual Review	Showing an increase of completion fo E&D information of current staff	Currently at 12% not disclosing
<p style="text-align: center;">Diversity of the College Management Team</p> <p>Increase ethnicity diversity of college management team to 15% from 10%</p>	<p style="text-align: center;">Blind internal and external applications;</p> <p>Diverse interview panelling (consider “appoint your manager” panel member);</p> <p>Organisational integration – inclusive contributions from all staff welcomed (enhance the Staff Forum) and SLT/SMT to reflect the presence of all and their perspectives</p>	Lorraine Stoten	Annual Review	More diverse applications, and broader ethnic diversity	The percentage of declared BAME staff within CMT has further decreased to 5%

Gender Association

To collect data on gender association for all students. This will enable us to identify any meaningful actions and/or targets. Aim to achieve a 80% return within 4 years.

Increase the points where we attempt to capture this data from our applicants/students

Scott Bowak

Annual Review

60% in year 2, 70% in year 3

Every new student has an option to have their gender preference recorded and captured along with their preferred pronoun.
