

Appendix 1: Objectives and KPIs

# THEME 1

## Putting Students First

## Objective 1a: Improve awareness of the OU among ethnic minority potential students

### Key performance indicator(s)

1. Close the gap between the proportion of ethnic minority and white potential students spontaneously aware of the OU from 16 percentage points to 12 percentage points by 2020
2. Increase the proportion of new UK undergraduate ethnic minority students from 10.6% to 11% by 2020

### VCE Champion(s)

Race

### Proposed Senior Accountable Executive

Debbie Britton, Director, Marketing

### Rationale

Data collected reveals that:

At Q3 2015 (based on rolling 4 quarter data),

- 31% of white (potential) students compared to 20% of ethnic minority students considered the OU as their first or only choice of university
- New part time undergraduate ethnic minority student registrations were 10.6% for the OU compared with 13.8% for the sector.

### Sector performance

Ethnic minority students accounted for 13.8% of UK part-time first degree undergraduate registrations in 2013/14.

### Recent progress

- Little progress was identified during the term of the previous Equality Scheme as it was identified that the measure originally being considered was being compared to full time students and only reflected a 'snapshot' at given points of time

### Challenges

it is not clear what the real issue and perception/consideration drivers are relating to this objective

### Our approach

Under this Scheme we will benchmark against the part time market and introduce a rolling measure that will provide better trend information

## Objective 1b: Reduce the degree awarding gap experienced by disabled and ethnic minority students as compared to non-disabled and white students respectively

### Key performance indicator(s)

1. Close the gap between the proportion of black students and white students awarded a 'good pass'<sup>1</sup> on undergraduate modules at levels 2 and 3 from 30.6% to 25.0% by 2022/23<sup>2</sup>
2. Close the gap between the proportion of disabled students awarded a 'good pass' on undergraduate modules at levels 2 and 3 from 4.8% to 3 % by 2022/23

### Proposed VCE Champion(s)

Disability, Race

### Proposed Senior Accountable Executive

David Knight, Director, Access, Careers, Teaching Support

### Rationale

Analysis has revealed that the greatest gap exists between black students and white students by a significant margin. In addressing this gap the overall gap between ethnic minority students and white students will close considerably.

Results on modules at undergraduate levels 2 and 3 determines the overall degree classification. The degree awarding gap at the OU in 2013/14 was nearly 31% for black students and nearly 5% for disabled students respectively.

### Sector performance

The degree awarding gap was also highest between white and black students, where the difference stood at 24.33% in 2012/13.

The disabled student degree awarding gap stood at 1.7%

### Recent progress

The latest data comes from the Equality and Diversity Annual Monitoring Data report 2015: student participation, completion and attainment, which goes up to 2013/14. The gap is currently 30.6%, a deterioration from 28.7% in 2009/2010

We are aiming to reduce the gap so that, as a minimum, we are at parity with the sector.

### Challenges

There is still a need for greater clarity around understanding the drivers for ethnic minority attainment. A number of approaches have been tried with varying (generally not very satisfactory) success rates

Previous interventions included a 45 minute session in awareness raising around unconscious bias for Associate Lecturers. This was part of the University's contribution to the Great Expectations project funded by the Higher Education Academy. It was felt that this intervention did not yield the desired results due to its limited size and

<sup>1</sup> A '1<sup>st</sup>' or an Upper Second Class (2.1) are defined as good degrees

<sup>2</sup> The timeframe to deliver the KPI has been extended by one year, recognising that the interventions are unlikely to show a significant impact before this time.

	<p>scope</p> <p>Care is needed when communicating the degree awarding gap so that any negative expectations are not reinforced</p> <p>Initiatives that may have a higher impact, such as student mentoring, are costly to fund</p>
<p><b>Our approach</b></p>	<p>We will continue to look at how we support lecturers/tutors to minimise any unconscious bias</p> <p>We will look at how we can better support black and disabled students, through piloting a student peer mentoring programme</p> <p>We will consider Level 2 results both at the mid-point and at the end of the 2016-2020 scheme in order to evaluate progress and estimate likelihood of the success for 2022/2023 award of good degrees</p>

## Objective 1c: Improve equality declaration data for students

<b>Key performance indicator(s)</b>	<ol style="list-style-type: none"> <li>1. Improve student declaration of Sexual Orientation status from 28% to 50% by 2018 and to 65% by 2020</li> <li>2. Improve student declaration of Religion and Belief status from 28% to 50% by 2018 and to 65% by 2020</li> <li>3. Improve student declaration of Caring and Dependency status from 7.2% to 15% by 2018 and to 20% by 2020</li> </ol>
<b>Proposed VCE Champion(s)</b>	Caring & Dependency, Religion & Belief, Sexual Orientation
<b>Proposed Senior Accountable Executive</b>	Nicholas Macarte, Director of Operations, Student Recruitment and Fees
<b>Rationale</b>	<p>Improved monitoring data will allow us to measure participation and outcomes for students across a wider range of characteristics and circumstances. This will help ensure that all individuals, especially those who have not declared status under the categories considered within this objective, feel able to access and participate in their learning experience with the OU.</p>
<b>Sector performance</b>	<p>Of the students in the 47% of HEI institutions that monitored religion and belief and sexual orientation in 2013/2014, 36.9% of students provided information about their religion or belief and 34.4% of students provided information about their sexual orientation.</p> <p>Currently, Caring and Dependency is not a protected characteristic under the equality Act 2010 and therefore, Sector performance data is not available. Caring and Dependency is included in the Open University's list of protected characteristics as it is, amongst other things, part of our inclusion and Widening Access and Success agenda. Additionally, Section 75 of the Northern Ireland Act includes "persons with dependents and persons without". In one of its fact sheets about the Care Act 2014, the Department for Health describes a Carer as, "...someone who helps another person, usually a relative or friend, in their day-to-day life. This is not the same as someone who provides care professionally, or through a voluntary organisation."</p>
<b>Recent progress</b>	<p>In the last update report (May 2015) student declaration for both Religion and Belief, and Sexual Orientation stood at 28%</p> <p>Carers' data has been collected for only 2 years at the time of writing and that revealed declaration rates of only 8% in both years</p>
<b>Challenges</b>	<ul style="list-style-type: none"> <li>Staff and students may perceive risks associated with declaring sensitive information</li> <li>Staff and students may not be satisfied with the classifications offered under new questions</li> <li>Students do not always register updates when the caring and dependency status changes</li> <li>Student data for religion and belief, caring and dependency and sexual orientation is not currently collected at registration but via the University's <i>Student Home</i> page, post registration</li> </ul>

## Our approach

Raise awareness of the benefits of declaring equality data and of how data is protected; encourage students and staff to update information regularly

Adjust classifications as far as is feasible to take account of student feedback

HRD and Strategy and Information Office are looking to move to a Data Factory system which ought to make data extraction and analysis faster and easier

Work more closely with the Open University Student Association Chair and/or Vice Chair(s) to consider how we can encourage more existing students to self-declare

# **THEME 2**

## **Leadership and Institutional Commitment**

## Objective 2a: Increase the representation of women, ethnic minorities and disabled staff in senior roles

### Key performance indicator(s)

1. Increase the proportion of women in senior professorial roles<sup>3</sup> from 27.6% to 40% by 2020
2. Increase the proportion of ethnic minorities from 7.1% to at least 10% of senior roles by 2020
3. Increase the proportion of disabled individuals from 2.6% to 4% of senior roles by 2020<sup>4</sup>

### Proposed VCE Champion(s)

Disability, Race, Sex (Gender)

### Proposed Senior Accountable Executive

Jenny Stewart, Head of University Secretary's Office

### Rationale

The proportion of women at senior academic and professorial services levels is still substantially lower than the proportion of men in academic and professional services roles indicating barriers to women's progression.

ethnic minority and disabled staff across the university represented only 9% and 5.1% respectively

### Sector performance

- 11.8% of male staff were in senior contract levels, nearly three times the proportion of female staff (4.3%).
- Women were most starkly underrepresented at the head of institution level: only 20.1% of all heads of institutions were women
- The proportion of staff disclosing as disabled increased from 2.2% in 2003/04 to 3.9% in 2012/13
- The proportion of UK black staff who were professors (4.0%) was lower than for any other ethnic group<sup>5</sup>

### Recent progress

At December 2014

Whilst the proportion of OU women professors had increased to 35.6% across all professorial bands, in the two most senior bands (2 & 3) they accounted for only 22.5%. It was this under-representation, rather than disparity between men and women in like for like work, which contributed to the gender pay gap.

No progress has been made with disabled staff as the proportion of disabled staff in senior roles declined from 2.8% to 2.6%

The proportion of ethnic minorities in senior roles increased from 6.2% (2013) to 7.1%. This is still not representative of UK demographics.

### Challenges

Turnover rates for senior level roles are small. The KPIs will be

<sup>3</sup> Senior professorial roles are OU professorial bands 2 and 3

<sup>4</sup> Senior job roles include Pro-Vice-Chancellors, Professors, Deans, Directors and Heads of Units.

<sup>5</sup> Information drawn from the 'Equality in higher Education: Statistical Report 2014

	<p>particularly challenging at a time when the university will be restructuring in the early part of the 2016-2020 Scheme</p>
<p><b>Our approach</b></p>	<p>Develop our talent pipeline, especially through encouraging those from under-represented groups who have been disadvantaged through historical conscious and unconscious bias</p> <p>Consider specific interventions and Positive Action Programmes to address the imbalance</p>

## Objective 2b: Increase the leadership potential of women, ethnic minority and disabled staff

<b>Key performance indicator(s)</b>	<ol style="list-style-type: none"> <li>1. At least 25% of attendees from Aurora to have achieved career related moves<sup>6</sup> within 2 years of completing the respective programme</li> <li>2. At least 25% of attendees from Aspire to have achieved career related moves within 2 years of completing the respective programme</li> <li>3. Introduction of a Leadership Scorecard featuring equality and diversity metrics for all managers at Grade 8 and above by August 2018</li> </ol>
<b>Proposed VCE Champion(s)</b>	Disability, Race, Sex (Gender)
<b>Proposed Senior Accountable Executive</b>	Penny Bennett, Assistant Director, Learning and Innovation
<b>Rationale</b>	<ul style="list-style-type: none"> <li>• Evidence from the last REF 2014 submissions showed that publications from black students, in particular, were poorly represented</li> <li>• We are now entering year three of our participation in the Aurora Programme and we need to monitor and track the progress of women coming through the programme both in academic and professional services roles</li> <li>• We made some progress in increasing the number of women professors during the 2012-2016 scheme, but there is a long way to go to get to parity</li> </ul>
<b>Sector performance</b>	<ul style="list-style-type: none"> <li>• In Aug 2015 The Higher Education Funding Council for England reported that black and Asian UK academics were significantly less likely than their white counterparts to be included in the 2014 Research Excellence Framework. The research showed that only 35% of black staff we selected compared with 56% of white staff.</li> </ul>
<b>Recent progress</b>	<p>The Aspire Programme has been reviewed and is to be launched during 2015.</p> <p>15 places were awarded onto the Aurora Programme in 2015</p> <p>Only 20% of eligible black academic staff were represented in the 2014 REF submission, compared to 38% of eligible white academics.</p>
<b>Challenges</b>	<p>Generally, recruitment has taken place on the basis of past experience and expertise. The challenge will be to introduce methods to encourage recruitment on the basis of potential</p> <p>At the time of the last REF submission, black academic staff accounted for only 1% of the University's academic staff population.</p>

<sup>6</sup> This includes career related moves involving exiting the University

## Our approach

Develop a Leadership Scorecard featuring equality and diversity metrics to enable staff to establish a baseline and monitor progress

Monitor career progression and introduce interventions where progress is not being made

Investigate and evaluate barriers faced by the target groups and develop interventions to assist in overcoming them

Career related moves constitute lateral moves or secondments of six months or more for development purposes, as well as promotions or "Acting up" positions

## Objective 2c: Increase the diversity of the University's Council and governance committees

<b>Key performance indicator(s)</b>	<ol style="list-style-type: none"> <li>1. All University committees will always comprise at least 40% women and 40% men.</li> <li>2. All University committees of 10 or more members (including co-opted members) will be comprised of at least 20% of people with a declared minority characteristic (disabled, ethnic minority, religious minority or lesbian, gay, bisexual) by 2020.</li> <li>3. At least one third of The Council will always be comprised of members aged 55 and under</li> </ol>
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<b>Proposed VCE Champion(s)</b>	Age, Race, Sex (Gender)
<b>Proposed Senior Accountable Executive</b>	Tony O'Shea-Poon, Director Academic Policy and Governance
<b>Rationale</b>	<ul style="list-style-type: none"> <li>• Council membership is currently around 30% female, but this is not necessarily reflected in committee structures</li> <li>• The University recognises that it is still under-represented by ethnic minorities and people with disabilities.</li> <li>• Currently 74% of Council members are aged 56 and above.</li> <li>• We are looking to have a better spread of age bands which will then allow better succession and continuity amongst Council members</li> <li>• ECU research showed (2009)             <ul style="list-style-type: none"> <li>• the age of most governors in the sample was within the 50 – 59 year band</li> <li>• 30% of members were women of whom 17% were Chairs</li> <li>• No information was available on the representation of ethnic minorities or disabled people (2013)</li> <li>• 32% of governing bodies in the UK were women.</li> </ul> </li> </ul>
<b>Sector performance</b>	<p>The latest available research sponsored by the <i>Equality Challenge Unit</i> and the <i>Leadership Foundation for Higher Education</i> was conducted in 2009. In that report it was found that, "The age of most governors within the sample is within the 50-59 year band. 30% of members are female and 17% of chairs are female.</p> <p>"A major theme to emerge from the interviews was a perceived tension between skills and diversity of current and potential governors, rather than seeing diversity as an integral part of the value which governors bring."</p>
<b>Recent progress</b>	The OU joined the 30% club in August 2015, committing to an aspiration of women to represent 30% of governing bodies and committees.
<b>Challenges</b>	As numbers of Council members are finite, just one person joining or leaving can result in a big fluctuation in proportionality

**Our approach**

Evaluate the current demographics and devise strategies to attract the right calibre of person from the whole spectrum of Protected Characteristics

# Theme 3: A skilled and committed workforce

## Objective 3a: Develop a more diverse academic, teaching and research workforce with a more diverse age profile

<b>Key performance indicator(s)</b>	<ol style="list-style-type: none"> <li>1. Increase the proportion of academic and research staff aged under 36 from 13% to 15% by 2020 and to 17% by 2022</li> <li>2. Increase the proportion of Associate Lecturers aged under 40 from 13.1% to 16% by 2020</li> <li>3. At least one third of eligible black academic staff to submit in the next Research Excellence Framework Submission (expected in 2020)</li> </ol>
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<b>Proposed VCE Champion(s)</b>	Age
<b>Proposed Senior Accountable Executive</b>	Helen Fisher, Director, Research, Academic Strategy
<b>Rationale</b>	At the end of 2010, 12% of OU academics (including research staff) were aged 35 and under. Analysis of recruitment data shows that a high proportion of academic job applicants are aged 35 and under, but these applicants are significantly less likely to be shortlisted than older applicants. When younger applicants are shortlisted and interviewed, they are as likely as older applicants to be appointed.
<b>Sector performance</b>	The latest available figures (2012/13) indicated that around 28% of academic staff were aged 35 and under, and academic staff aged 56 and above was 18.7%.
<b>Recent progress</b>	<p>The proportion of academic staff aged 35 and under increased to 13.8% by the end of 2014</p> <p>A project reviewing the impact of recruitment procedures has concluded with recommendations to revise job descriptions and person specifications, revise guidance on shortlisting criteria and strengthen policy and guidance on the composition of selection panels</p> <p>Video assets have been created to promote the contribution of younger academics and the partnership between younger and older academics</p> <p>Development and consultation has commenced for a new placement scheme</p>
<b>Challenges</b>	<p>Abolition of mandatory state retirement age</p> <p>Reduction in staffing levels in Faculties and low level of external recruitment</p> <p>Academics aged 35 and under are more likely to be on fixed-term research contracts so proportionality could fluctuate as funding finishes. However we have seen a fairly constant trend over the last 4 years</p> <p>Unconscious bias by selection panel members</p>

	IT has been argued that professional and vocational curriculum requires significant experience
<b>Our approach</b>	<p>Development of a placement scheme which effectively engages those in the target age group to apply to the OU</p> <p>Further develop the Academic Professional Development Framework</p> <p>Implementation of changes to recruitment guidance and processes</p> <p>Continue to promote positive attitudes towards younger academics</p> <p>Develop and promote clearer career paths for younger academics</p> <p>Promote schemes for flexible retirement to create openings for staff in the 26-35 age band</p> <p>Monitor proportion of academic, teaching and research staff in age bands commencing at age 56</p>

## Objective 3b: Improve the selection prospects of staff across protected characteristics

<b>Key performance indicator(s)</b>	<ol style="list-style-type: none"> <li>1. At least 25% of ethnic minority applicants are shortlisted for all roles by 2018</li> <li>2. At least 35% of ethnic minority shortlisted applicants are selected (based on ability/potential to do the job) by 2020</li> <li>3. At least 35% of disabled shortlisted applicants are selected (based on ability/potential to do the job) by 2020</li> </ol>
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<b>Proposed VCE Champion(s)</b>	Disability, Race
<b>Proposed Senior Accountable Executive</b>	Satvinder Reyatt, Head of HR Support Services
<b>Rationale</b>	<ul style="list-style-type: none"> <li>• Although disabled applicants were more likely to be shortlisted than non-disabled applicants in 2013 (34.6% disabled applicants compared to 26.7% non-disabled) shortlisted applicants with a declared disability were subsequently less likely to be appointed when compared to non-disabled applicants. ( 29.7% disabled applicants compared to 36.1% non-disabled applicants)</li> <li>• Ethnic minority applicants continue to be less likely to be shortlisted (19.8%) in comparison to staff from a white ethnicity (29.6%). A similar pattern can be seen in relation to the percentage of shortlisted applicants being appointed, where shortlisted applicants from an ethnic minority background are less likely to be appointed (29.7%) as compared to applicants from a white ethnic background (37.6%)</li> <li>• At December 2013, 6.2% of senior job roles were filled by ethnic minority staff, while 8.6% of internal staff were ethnic minorities</li> </ul>
<b>Sector performance</b>	The 2011 Equality Challenge Unit report entitled 'The experience of black and minority ethnic staff in higher education in England' reported concern expressed by ethnic minority staff about unequal access to and control of resources, position, decision-making and power. Ethnic minority staff were less likely to be in leadership and management positions.
<b>Recent progress</b>	<ul style="list-style-type: none"> <li>• The <i>Aspire~</i> and <i>Aspire~ Plus</i> development programmes have been highly successful, with around 20% of participants making a career related move</li> <li>• The proportion of ethnic minority people working at the OU continues to be below the proportionality detailed in the 2011 Census outputs which reported that. "White was the majority ethnic group at 48.2 million in 2011 (86.0 per cent). Within this ethnic group, white British<sup>1</sup> was the largest group at 45.1 million (80.5 per cent)" By deduction that gives a minority ethnic population of 14%.</li> </ul>
<b>Challenges</b>	<p>Concerns have been expressed that targets can lead to appointing people who may not be 'fit' to do the role. In practice, these concerns are hypothetical, especially as all recruiters are required to undergo appropriate training</p> <p>In view of some major organisational changes being considered, there may</p>

	be fewer promotion opportunities likely in the next few years
<b>Our approach</b>	<p>Consider broader use of positive action programmes, particularly around the areas of training in application writing and interview techniques</p> <p>Resume the Aspire~ and Aspire~ Plus programmes with appropriate support from Executive and Senior managers</p>

## Objective 3c: Improve the satisfaction of staff across the protected characteristics

<b>Key performance indicator(s)</b>	<ol style="list-style-type: none"> <li>1. Close the satisfaction gap between disabled and non-disabled staff from 4% to 2% by 2020</li> <li>2. Close the satisfaction gap with unit management between disabled and non-disabled internal staff from 10% to 5% by 2020</li> <li>3. Close the satisfaction gap between ethnic minority and white staff from 5% to 2% by 2020</li> </ol>
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<b>Proposed VCE Champion(s)</b>	Disability, Race
<b>Proposed Senior Accountable Executive</b>	Nigel Holt, Director of HR
<b>Rationale</b>	<ul style="list-style-type: none"> <li>• The latest Associate Lecturer staff satisfaction survey showed a significant difference on the respect, recognition and status scale compared to non-disabled staff.</li> <li>• The findings of three staff surveys between 2008 and 2010 identified significant differences in overall satisfaction and a higher intention to leave amongst ethnic minority staff</li> </ul>
<b>Sector performance</b>	The 2011 Equality Challenge Unit report entitled 'The experience of black and minority ethnic staff in higher education in England' reported concern expressed by ethnic minority staff about unequal access to and control of resources, position, decision-making and power. Ethnic minority staff were less likely to be in leadership and management positions.
<b>Recent progress</b>	<ul style="list-style-type: none"> <li>• The difference in job satisfaction rates between disabled and non-disabled staff reduced from 6% in 2010 to 4% in 2014</li> <li>• The difference in intention to leave between white and ethnic minority staff reduced from 14% in 2010 to 9% in 2014</li> <li>• The University developed and launched a) new Agile Working policy, and b) guidance for all staff, emphasising the benefits in retention and progression of disabled staff</li> </ul>
<b>Challenges</b>	In a climate where the University is considering undergoing significant structural/organisational change in response to the dramatic decline in the part time student market, achieving the desired improvement will prove to be challenging.
<b>Our approach</b>	<p>We will benchmark our targets to the better performing Higher Education Institutions in the Sector</p> <p>Identify gaps in satisfaction and address the biggest gaps first.</p> <p>Continue to support and engage the Enabling Staff Network</p> <p>Develop and deliver a new Valuing Difference workshop for line managers</p>



## Objective 3d: Improve the ability of line managers to support the needs and talent development of all staff, especially those who are in minorities in their particular field of work or location

Key performance indicator(s)	<ol style="list-style-type: none"> <li>1.             <ol style="list-style-type: none"> <li>a. 50% of executive and senior managers<sup>7</sup> have taken at least two of the IATs<sup>8</sup> by 2018</li> <li>b. 95% of executive and senior managers to have taken at least two of the IATs by 2020</li> </ol> </li> <li>2.             <ol style="list-style-type: none"> <li>a. 80% of line managers to have undertaken unconscious bias training by 2020</li> <li>b. Line managers engaged post-training to capture impact of any action taken as a result of learning</li> </ol> </li> <li>3. Line managers improve their skills in developing all staff,<sup>9</sup> especially those with protected characteristics as follows:             <ol style="list-style-type: none"> <li>a. 50% of line managers will have an objective to demonstrate how they will improve their skills in developing staff who are under-represented by 2018</li> <li>b. 100% of line managers will have an objective to demonstrate how they will improve their skills in developing staff who are under-represented by 2020</li> </ol> </li> <li>4. Reduce the difference in satisfaction rates of ethnic minority staff with line managers to within 2% of other staff by 2020</li> <li>5. Reduce the difference in satisfaction rates of disabled ALs and Internal staff with line managers to within 2% of other staff by 2020</li> </ol>
Proposed VCE Champion(s)	VC (3c.1) All (3c.2) Race (3c.3) Disability (3c.4)
Proposed Senior Accountable Executive	Steph Broadribb, Assistant Director, Learning and OD
Rationale	The recommendations of the 2014 OU black Staff Experience report suggested a review of training to ensure that line managers have full appreciation of unconscious bias as well as understanding of the law and legal obligations. Over time, we anticipate that this objective will then address the gap in representation in senior levels of the University.
Sector performance	Statistics issued by the Equality Challenge unit and provided by the Higher Education Statistics agency have highlighted that there is still a significant gap in the representation of people from a range of protected characteristics, notably (but not exclusively) Gender, Race, and Disability. For example, in its 2014 report, The Equality Challenge unit stated that, "the proportion of UK Staff who were ethnic minority was markedly lower among managers, directors and senior officials on academic contracts

<sup>7</sup> Senior job roles include Pro-Vice Chancellors, Professors, Deans, Directors and Heads of units

<sup>8</sup> Harvard Implicit Association Tests for Race, Disability, Sex (Gender) and Sexual Orientation

<sup>9</sup> In addressing skills required to develop under represented staff line managers will also be able to develop all of their staff.

	(2.6%).
<b>Recent progress</b>	Staff surveys have highlighted dissatisfaction with Line management and Unit Management, noted particularly by staff who identified themselves as disabled and/or ethnic minority
<b>Challenges</b>	As with most sectors, there is an attitude that the nature of an HEI means that those working in them are immune from the effects of unconscious bias. Research, however, shows that bias blind spots do not allow us to necessarily recognise our own unconscious biases, regardless of who we are <sup>10</sup>
<b>Our approach</b>	<p>All executive and senior managers to have development in unconscious bias and such development to be refreshed at 3 yearly intervals</p> <p>To review current delivery methods and the design of development activities to ensure maximum reach and impact.</p> <p>To introduce personalised follow-ups to support line managers in developing the potential of their staff, especially those who are under-represented at senior levels, in line with the L&amp;OD approach of putting line managers at the heart of their people's development. Thereby enhancing the emphasis on developing our diverse workforce</p>

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<sup>10</sup> **Blindspot: Hidden Biases of Good People**, Mahzarin Banaji and Anthony Greenwald

