



BUCKINGHAMSHIRE
NEW UNIVERSITY

EST. 1891



**Experts by Experience
Policy**

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Purpose

Background

- 1 The use of Experts by Experience (referred to as Experts for the remainder of this document) within higher education is increasingly recognised as best practice across all professional, vocational, public service and industry-focused programmes.
- 2 For healthcare, and social care disciplines, and programmes that teach them, involving and consulting with Experts, through co-participation, co-design and co-production, is a Governmental policy and Professional, Statutory, and Regulatory Body (PSRB) necessity.
- 3 The Health and Care Professions Council (HCPC), Social Work England (SWE), Nursing and Midwifery Council (NMC), British Association for Behavioural and Cognitive Psychology (BABCP), British Psychological Society (BPS), General Medical Council (GMC) and NHS England (NHSE) mandate the inclusion of Experts within their education standards and/or accreditation guidelines.
- 4 The widespread use of Experts offers opportunities for:
 - a. universities to develop and deliver courses that support the needs of particular groups of people.
 - b. people with lived experience to influence and participate in the education of those who will be working with them once they have completed their education.
 - c. learners to fully understand the needs and expectations of those they will be working with.
 - d. those with lived experience to gain skills or experience that can support their personal journey.
- 5 As an employment-focused institution with a civic commitment to supporting local communities and providing skills-based education and industry-relevant opportunities through the curriculum, Buckinghamshire New University (BNU) advocates for colleagues and learners to work with, and learn from Experts to challenge and influence practice, to enhance the quality of the University's provision, and in turn benefit learner experience.

Purpose Statement

- 6 BNU's vision is to engage a diverse range of Experts across the complete learner journey within relevant and applicable programmes.
- 7 BNU will continually build on its commitment to equality, diversity, and inclusion across all of its activities. This includes the involvement of Experts by positively striving to meet the needs of different Experts and learners in a sustained and meaningful way.

- 8 Experts, staff and learners should work in partnership, supporting each other and preventing and mitigating risk. This policy is therefore intended to guide and inform all of the core principles of the Experts agenda and work within the University.
- 9 Each School, or if required cluster of programmes, that involves, or intends to involve, Experts should be led by their Expert by Experience Lead (hereafter Expert Lead) to develop their own strategy governed by and in accordance with this policy and *Experts by Experience Handbook* (see point 14).

Applicability and Scope

- 10 This policy applies to all PSRB-accredited and applicable programmes of study that require or would benefit from Expert input.
- 11 This policy aims to establish and safeguard consistent and recognised practice ensuring a one-university approach and to support course level strategy, guidance, and terms of reference. In summary, it outlines:
 - recruitment, appointment and promotion
 - information, training, support, reward and recognition
 - development, management, delivery and evaluation of Experts informed curricula
 - roles and responsibilities

Recruitment and Appointment

- 12 The University aims to ensure that Experts are diversely representative of the population and relevant to each discipline and/or programme taught and will take positive action to address any gaps that are identified. Equality monitoring information will be captured as per the usual BNU policy.
- 13 A variety of appropriate and proportionate methods will be used to recruit and appoint Experts: seeking and receiving verbal and/or written expressions of interest, recommendations from academic and other staff, and through contacts with local healthcare, social care, charities and other organisations with service users/carers/people with lived experience groups. This will also occur through the promotion of Expert activities via various media outputs, including social media, and a dedicated page on the University's website.
- 14 All interested Experts will be provided with a University *Experts by Experience handbook* which provides information about the University, outlines the role and the activities they may be involved in, and information about recruitment, support, reward and recognition.
- 15 All appointed Experts by Experience, or, if under the age of 18 years, an individual with parental responsibility for the Expert, should complete an *Experts Agreement Form*. This is a non-legally binding agreement outlining mutual expectations, key principles such as

confidentiality, their experience, and what areas of academia they feel they can make a positive contribution to or would like to be involved with.

- 16 The *Experts Agreement Form* will require all Experts to choose to be an
- Expert by Experience - Volunteer (no contract)
 - Expert by Experience – Guest Speaker (no contract: Guest Speaker Agreement to signed)
 - Expert by Experience - Consultant (atypical contract)
 - Expert by Experience – Oliver McGowan Co-Trainer (atypical contract)
 - Expert by Experience – Youth (no contract)

To note - Expert consultants and Oliver McGowan Co-Trainers are subject to pre-employment checks.

Note: Process for Recruitment and Appointment of Experts is outlined in the University *Experts by Experience Handbook*. **All forms are also accessible from within the *Experts by Experience Handbook*.** The handbook is available on the BNU Experts by Experience external webpage, BEN intranet page or from Experts by Experience Leads.

Confidentiality Statement

- 17 Confidentiality of Experts must be respected by all staff and learners. No personally identifiable information or photographs of Experts will appear in communications, recruitment, or marketing material without their informed consent. General Data Protection Regulation (GDPR) requirements will be always followed as set out by the *Information Security Policy* and *Data Protection Policy*.
- 18 Experts will be expected to maintain confidentiality regarding each other, professional, vocational, or public service organisations and industry staff and information, and University staff and learners and information.
- 19 The University's *Maintaining Academic Confidentiality Policy*, *Information Security Policy* and *Data Protection Policy* must be followed by all parties.

Note: Further detail about how consent is obtained is outlined in the University *Experts by Experience Handbook*.

Information, Support and Recognition

20 To enable them to undertake their role Experts will also be provided with:

- **Induction and Familiarisation** to the University on appointment organised by their Expert Lead, this will include supporting access to mandatory training and relevant key policies and processes to the role, their School(s) /cluster of programmes or discipline(s), PSRBs as appropriate, including virtual and non-virtual campuses.
- **Training** updates as appropriate as well as specific training, organised by their Expert Lead, relevant to the School(s), cluster of programmes or discipline(s) and/or the opportunity to attend taster events or shadow other Experts.
- **Support** by their Expert Lead primarily but will also engage in supportive and development activities with other academic members such as post-activity debriefs. Experts will be offered an Expert buddy and will be encouraged to engage in any peer support activities.
- **Reward and Recognition** in acknowledgement of the huge value their input brings and to remove any financial barriers that may prevent a diverse pool of Experts. Experts can therefore claim expenses and receive payment, but this is voluntary, as it is respected not all may wish to do so.
 - Expert by Experience - Volunteers (no contract), are recognised but not rewarded and can claim reasonable expenses if they wish to do so.
 - Expert by Experience – Guest Speakers (no contract: Guest Speaker Agreement to signed) undertake a maximum of 3 sessions per academic term, irrespective of hours and are recognised and rewarded and can claim payment and reasonable expenses.
 - Expert by Experience – Consultants (atypical contract), undertake over 3 sessions per academic term and are recognised and rewarded and can claim payment (and travel expenses as appropriate).
 - Expert by Experience – Oliver McGowan Co-Trainers (atypical contract), are recognised and rewarded and can claim payment (and travel expenses as appropriate).
 - Expert by Experience – Youth (no contract), will be recognised and/or rewarded as appropriate to their age and input.

Note: What Experts can claim and the process for doing so is outlined in the University *Experts by Experience Handbook*.

Safeguarding and Risk Management

- 21 The University is committed to providing a safe and secure environment for all learners, staff and visitors and this includes Experts. This includes an awareness of the duty to those at risk and aims to ensure that the University's safeguarding policy is always adhered to.
- 22 Experts' involvement should be planned, structured and supported collaboratively between the Expert lead, academic staff and the Experts. They should be fully informed of the purpose of, and what to expect during and after, their involvement. This will involve appropriate boundaries, interacting with learners and staff and the importance of debriefing activities.
- 23 Experts will not generally be asked to do anything where they are left alone with a learner, or without a member of staff present, and therefore unless specifically required, DBS clearance will not be sought. All Experts have permission to decline to take part in anything they feel uncomfortable about. They will be encouraged to openly discuss any issues or concerns with their Expert Lead and will be signposted to the University's *Student Complaints Procedure* as appropriate.

Areas of Input - co-participation, co-design and co-production activities

- 24 Experts' involvement must be guided by them as well as the learners and academics they work with. An Expert strategy group chaired by the Head of Teaching and Learning Excellence and attended by the Lead for Quality Assurance and Enhancement (Health and Social Care), a School leadership team member (e.g. Head/Deputy Head of School or School Director of Education), each Experts Lead, and a range of Experts across different clusters, programmes and disciplines will meet once a year to review processes and activities which come under the Experts agenda to ensure their involvement is safe, effective, and well managed. This will also serve as an opportunity to review related Key Performance Indicators (KPIs) and share best practices across the whole University.
- 25 It is expected that each School, facilitated by the Expert Leads, will have regular meetings with, or that include, their Experts to receive verbal feedback, review evaluative activities and impact and provide updates (see next section).
- 26 Experts should be encouraged to and can become, with support from their Expert Lead, actively involved in several activities including:
 - programme design, development, course amendment and evaluation
 - panels and working groups
 - open days for prospective learners
 - learner recruitment and selection
 - staff recruitment and selection (to note – all Experts have to complete the relevant recruitment training before they can become a panel member)
 - teaching and learning delivery
 - assessment of learning and practice

- research and knowledge exchange

Note: Details of these activities is outlined in the *University Experts by Experience Handbook*.

Evaluation of Input

- 27 The University is committed to developing the pool of Experts, building capacity and monitoring involvement to ensure it reflects the diversity of, and is valuable to, the Experts, learners, University staff and its activities and the wider community. This will be collated, measured, and reported on by a variety of means.
- 28 Expert Leads will facilitate the ongoing collection of informal and formal feedback from all relevant stakeholders, including academic staff, learners, and the Experts themselves as set out in their own School, cluster, or programme-level strategies, guided by the *Experts by Experience Handbook*.
- 29 All Experts are encouraged to share their experiences of their work with the University and to constructively challenge to benefit the programmes and the learner experience.
- 30 Feedback themes will be documented, analysed, used to plan and inform future work and support the development of Experts in their role and shared by Expert Leads with relevant stakeholders as appropriate. Any changes to processes and/or programmes will be made and communicated as appropriate.
- 31 The University's dedicated webpage will share written feedback and/or recorded testimonials from learners, staff and Experts. It will also appropriately showcase the work of Experts through written or recorded personal reflections and news items.

Note: Feedback and evaluation processes and activities are outlined in the *University Experts by Experience Handbook*.

Responsibilities

Experts must ensure that

- 32 They follow this policy and *Experts by Experience Handbook*, and complete any onboarding, induction, update and training activities.

- 33 They seek independent professional advice regarding their personal circumstances to ensure that engagement does not have a negative impact on income, including receipt of benefits and declare appropriately.
- 34 They inform their Expert Lead as soon as possible and ideally within two working days of the arranged activity if they are no longer able to take part in any activity that they have previously agreed to.

School Leadership Teams must ensure that

- 35 This policy is known, understood, and followed by their staff.
- 36 Their School, or if required clusters of programmes within their School, has a named Expert Lead who is responsible for leading, managing and promoting the use of Experts ensuring that their input remains beneficial for all and that they are appropriately supported.
- 37 All new Expert Leads are provided with sufficient induction support/ training and handover from the outgoing Expert Lead. Any School that is integrating the use of Experts for the first time and introducing the Expert Lead role should seek and allocate an experienced Expert Lead as a mentor. This should facilitate relevant training, support and the opportunity to shadow Expert activities to support their development in the role.
- 38 The required resources and time are acknowledged and allocated for the Expert Lead role, and all Expert expenditure incurred will be met by the School's budget, this should be pre-agreed as appropriate.
- 39 They work with Expert Leads to formulate and deliver Expert by Experience Key Performance Indicators (KPIs) as needed across the learner journey for quality assurance and improvement purposes.

Expert by Experience Lead must ensure that

- 40 They support the development, review and update, alongside programme leads, any cluster or course-level Expert involvement strategies, governed by and in accordance with this policy and the *Experts by Experience Handbook*.
- 41 They promote, lead, process the recruitment of and manage appropriate Experts for their School. This includes facilitating the completion of the *Experts by Experience Agreement Form* for each Expert when recruited and a review of these yearly.
- 42 They work with Heads/Deputy Heads of Schools, with the assistance of the School Director of Education to formulate and deliver Expert by Experience KPIs as needed across the learner journey for quality assurance and improvement purposes.
- 43 They consider, in accordance with relevant PSRB guidance and standards and their cluster or programme level strategy, explicit procedures, and KPIs how Experts can provide valuable input for their learners' journeys and curriculum development and support programme and module leaders in doing this.

- 44 They support the onboarding, induction and training of Experts and their input through a localised booking procedure using the *Experts by Experience Booking form* as detailed in the *Experts by Experience Handbook*.
- 45 They will support, or ensure support is available for, Experts with expense claims and payment processes as detailed in the *Experts by Experience Handbook*.
- 46 Programme teams are aware of, and follow the guidance, for the use of Experts as outlined in this policy and *Experts by Experience Handbook* ensuring appropriate processes are in place to evaluate the contribution made by Experts to the student experience from the learners, staff and Experts perspectives.
- 47 They act as a mentor for any new Expert Leads as requested, facilitating relevant training, support and the opportunity to shadow Expert activities. When leaving their role, they provide the new Expert Lead with sufficient induction support/ training and handover.

Academics must ensure that

- 48 Areas for co-participation, co-design and co-production are reviewed for relevant Expert input, and debrief activities are used as appropriate.
- 49 Learners on programmes that have Expert co-production, co-design and co-participation are formally introduced to this aspect of their programme, the Experts, and that programme and module documentation is indicative of their input.
- 50 The *Experts by Experience Booking form* is completed and submitted through a localised booking procedure as detailed in the *Experts by Experience Handbook*.
- 51 They support Experts during co-participation, co-design and co-production activities as appropriate.

Other Considerations

- 52 It is important this policy is reviewed in conjunction with relevant policies and procedures which are found on the University website in the policy section.
- 53 Academics should also consider Expert by Experience, Persons with Lived Experience, and Service Users and Carers' standards and expectations set by relevant professional, accrediting and awarding bodies applicable to their programme of study.

Table of Definitions

Experts by Experience (Experts)	People with lived experience and/or carers of individuals who have first-hand experience of physical and/or mental health, social or cognitive challenges or needs (e.g., patient, student) and/or the use of services in the public or industry sector (e.g.,
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	prisoner, passenger). These terms are used to differentiate from others who may have experience of working professionally with individuals with challenges or needs but have not personally lived through them.
Key Performance Indicators (KPIs)	In higher education, Key Performance Indicators (KPIs) are essential metrics measuring institutional performance. They encompass factors like student success, faculty productivity, operational efficiency, and financial stability. By integrating experts by experience, tailored KPIs assess the impact of this inclusion strategy on the educational environment. These metrics, guide informed decision-making, enhance education quality, and drive continuous improvement. This aligns with the BNU's commitment to diversity, inclusivity, and an enriched learning experience.
Organisation	In the context of this policy, this may include but is not limited to, a business in any sector, local authority, NHS (National Health Service) trust, statutory or voluntary agency, charity, hospital, clinic, educational establishment, daycentre, or residential unit.
Professional, statutory, and regulatory bodies (PSRBs)	External bodies which formally accredit, approve, and recognise university programmes, setting standards for and regulating entry into particular professions.

Appendix: Equality Impact Assessment

An EqIA (Equality Impact Assessment) helps us to reach better evidenced outcomes first time. They analyse how all our work might impact differently on different people.

1. What is changing and why? ⁱ				
New policy being created around Experts by Experience. In brief this aims:				
<ul style="list-style-type: none"> To embed consistent practice in relation to Experts by Experience. To develop the use of Experts by experience across the organisation. To improve the outcomes for students and the wider community with better understanding of lived experience. 				
2. What do you know? ⁱⁱ				
<ul style="list-style-type: none"> Experts by experience leads will have limited data (possibly just gender) due to maintaining a list of Experts by Experience. Currently practice is largely limited to social work, nursing, midwifery, and allied health professional programmes with disparate processes. We need to be able to define a community of Experts by Experience and gather a better understanding of the demographics of our community. The policy is being written in collaboration with different stakeholders, groups of staff and Experts by Experience. It will also be shared with additional groups to get wider feedback on the implications of the policy, and to also plan ways to proactively advance equality, diversity and inclusion wherever possible in regard to Experts by Experience. 				
3. Assessing the impact				
	Could benefit	May adversely impact	What does this mean? <i>Impacts identified from what you know (actual and potential)</i>	What can you do? <i>Actions (or why no action is possible) to advance equality of opportunity, eliminate discrimination, and foster good relations</i>
a) How could this affect different ethnicities? <i>Including Gypsy, Roma, Traveller, Showmen and Boaters, migrants, refugees and asylum seekers.</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Might provide opportunities for people to be involved as experts by experience in order to improve understanding in relation to their lived experience.</p> <p>Overrepresented of ethnic minority students (stats BNU (Buckinghamshire New University) – WP (Widening Participation) and proximity to London, local Uni)</p>	<p>Need to collate current and ongoing Experts by Experience demographics/data to understand the current and future Experts by Experience community to inform ongoing work, monitor and balance proportionality.</p> <p>Consider any research on proportionality and any antiracism work required in relation to this dynamic.</p>

			<p>Ethical representation is varied within the current communities that learners have placements in or will work due to covering diverse multicultural geographical areas – mainly Buckinghamshire and Greater London. Possible under representation of ethnic minorities in the current pool of Experts by Experience.</p>	<p>Could provide an opportunity to amplify unheard voices of service users and influence better outcomes for ethnic minority communities.</p>
<p>b) How could this affect cisgender and transgender men and women (including maternity/pregnancy impact), as well as non-binary people?</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Might provide opportunities for people to be involved as experts by experience in order to improve understanding in relation to their lived experience.</p> <p>Experts by experience are more likely to be women as they are more traditionally the carers or home makers.</p>	<p>Need to collate current and ongoing Experts by Experience demographics/data to understand the current and future Experts by Experience community to inform ongoing work, monitor and balance proportionality.</p> <p>Consider widening the reach of people of identify as men as Experts by Experience through proactive positive action.</p> <p>Could provide an opportunity to amplify unheard voices of service users and influence better outcomes for transgender communities.</p> <p>Practically Experts by Experience who are women may need facilities to breastfeed whilst on campus.</p> <p>Experts by Experience activities will be scheduled within core hours and for those with children wherever possible avoiding school holidays.</p>

<p>c) How could this affect disabled people or carers? <i>Including neurodiversity, invisible disabilities and mental health conditions.</i></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>We anticipate that the majority of Experts by Experience in the current pool, as they are predominantly related to health and social care programmes, identify as being disabled and/or carers.</p> <p>Anticipated that the development of Experts by Experience work will reach outside 'traditional' areas of focus and encourage better outcomes across different areas.</p>	<p>Need to collate current and ongoing Experts by Experience demographics/data to understand the current and future Experts by Experience community to inform ongoing work, monitor and balance proportionality.</p> <p>We need to be aware that very active and engaged experts in this category may feel 'over utilised'. Ensuring they are supported by Experts by Experience and relevant academics who will continue to act on feedback is crucial. The policy highlights this and the idea of Experts by Experience coming to together for support and supporting each other.</p> <p>Need to consider sustainability with Experts by Experience agenda being expanded further as they be 'pulled in too many directions.'</p> <p>We need to ensure positive proactive Experts by Experience recruitment. This is detailed in the policy.</p> <p>Practically Experts by Experience activities will be scheduled within core hours wherever possible.</p>
<p>d) How could this affect people from different faith groups?</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Might provide opportunities for people to be involved as experts by experience in order to improve understanding in relation to lived experience.</p>	<p>Need to collate current and ongoing Experts by Experience demographics/data to understand the current and future Experts by Experience community to inform ongoing work, monitor and balance proportionality.</p>

				<p>Ensuring representation from different faith groups would support spotlight certain issues for particular faith groups to support inclusive practice within their service user communities.</p> <p>Practically Experts by Experience activities will be scheduled avoiding religious festivals and observance (e.g., Friday afternoon for Jews) (all faiths) where possible.</p> <p>In addition, Experts by Experience will be proactively provided information on the multifaith chaplaincy service including prayer facilities within an Experts by Experience Guide – mentioned within the policy.</p>
e) How could this affect people with different sexual orientations?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Might provide opportunities for people to be involved as experts by experience in order to improve understanding in relation to lived experience.	<p>Need to collate current and ongoing Experts by Experience demographics/data to understand the current and future Experts by Experience community to inform ongoing work, monitor and balance proportionality.</p> <p>Ensuring representation from different sexual orientation would support spotlight certain issues such as health and social inequalities for LGBTQI+ groups to support inclusive practice within their service user communities.</p>
f) How could this affect different age groups or generations?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Perceptions of older and younger people can be influenced by stereotypes which may impact learners' behaviours and decision making towards them.	<p>Need to collate current and ongoing Experts by Experience demographics/data to understand the current and future Experts by Experience</p>

			<p>It should provide opportunities for people of all ages to be involved as or be supported as experts by experience in order to improve understanding in relation to lived experience.</p>	<p>community to inform ongoing work, monitor and balance proportionality.</p> <p>Inclusion of older and younger people as Experts by Experience should support increased understanding and reduce stigma.</p> <p>Hoped to have positive impact to support the input and perspective of children and young people (CYP) as service users as they are currently underrepresented.</p> <p>Relevant information regarding safeguarding and working with CYP has been included in the policy to ensure appropriate support is in place.</p>
g) How could this affect those who are married or in a civil partnership?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>It should provide opportunities for married people or those in a civil partnership to be involved as experts by experience in order to improve understanding in relation to lived experience.</p>	<p>Need to collate current and ongoing Experts by Experience demographics/data to understand the current and future Experts by Experience community to inform ongoing work, monitor and balance proportionality.</p> <p>No impacts identified currently.</p>
h) How could this affect people from different backgrounds such as: socio-economic disadvantage, homeless, alcohol and/or substance misuse, people experiencing domestic and/or sexual violence, ex-armed forces, looked after children and care leavers.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Might provide opportunities for people to be involved as experts by experience in order to improve understanding in relation to lived experience.</p>	<p>Need to collate current and ongoing Experts by Experience demographics/data to understand the current and future Experts by Experience community to inform ongoing work, monitor and balance proportionality.</p> <p>Policy provides optional expense claims and payment which supports choice and control to limit the potential impact on benefits while also addressing possible financial barriers.</p>

				The concept of Experts by experience input is to support maximum participation to enrich the understanding of service user with diverse circumstances.
i) How could this affect people with multiple intersectional experiences? ⁱⁱⁱ	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Might provide opportunities for people to be involved as experts by experience in order to improve understanding in relation to lived experience.	<p>Need to collate current and ongoing Experts by Experience demographics/data to understand the current and future Experts by Experience community to inform ongoing work, monitor and balance proportionality.</p> <p>Not necessarily identified at this stage. See above. It is anticipated that relevant issues, themes, and learning will and can be raised and reviewed with the governance structures outlined within it.</p>
4. Overall outcome				
No major change needed <input checked="" type="checkbox"/>	Adjust approach <input type="checkbox"/>	Adverse impact but continue <input type="checkbox"/>	Stop and remove <input type="checkbox"/>	
5. Details of further actions needed^v				
Summary				
<ul style="list-style-type: none"> • During the completion of the policy, impact was reviewed as we gathered more data and feedback. The document remained live and was updated during this process. • Need to collate current and ongoing Experts by Experience demographics/data to understand the current and future Experts by Experience community to inform ongoing work, monitor and balance proportionality. • Need to consider recruitment and marketing activities to expand the Experts by Experience pool across all areas, but specifically in areas identified above which are underrepresented. 				
6. Arrangements for delivery and future monitoring^v				
<ul style="list-style-type: none"> • First version of EqIA was started in collaboration with stakeholder attendees within an Experts by Experience policy working group meeting (08.03.2022) and then completed in partnership with the BNU Equality, Diversity and Inclusion HR (Human Resources) Business partner. • This was shared with the whole Experts by Experience policy working group for further comment and addition. • This remained a live document during the completion of the policy (see above). 				

<ul style="list-style-type: none"> Equality monitoring to inform ongoing work is outlined in the policy. 				
7. Completed by:	Melanie Hayward	Associate Professor of Education	Date	29/03/2022
8. Signed off by^{vi}:	Experts by Experience Working Group	As agreed by Karla Innis - HRBP - Equality, Diversity and Inclusion	Date	04/01/2023

- i. Summarise the scope of the proposal including aims, context and timescales. Use [plain English](#); refer to other document(s) if needed
- ii. Summary of data about students and/or colleagues (include consultation feedback where relevant, info from reviews, audits, national or wider data and local dashboards. What do you have in your team or dept?) Reference primary or secondary research/feedback, the date it was carried out and any gaps: including actions, timeframes and accountable persons for addressing gaps. Consider and note who you have engaged with and who else you need to engage with. E.g., students, students' union, trade unions, voluntary groups etc.
- iii. Assess the cumulative impact. This looks at the combined influences of various impacts. E.g., young gay showmen.
- iv. Outline further actions and/or recommendations
- v. Detail how you are delivering your project, policy change or service change. What governance arrangements are in place, which internal stakeholders have/will be consulted and informed about the project or changes? How do you intend to communicate any changes to the affected groups? e.g., easy read and communication plan
- vi. Sign off should be proportionate to the change and checked by someone outside of the area/dept/School/directorate. If you are unsure, please consult an equality specialist in student success inclusion@bucks.ac.uk or HR equalities@bucks.ac.uk



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