

Strategic Equality Plan (SEP): Appendix A

Action plan based on objectives identified in the Strategic Equality Plan

Actions undertaken as part of this plan will be reviewed by the Equality and Diversity Committee. Consultation may also take place as appropriate with relevant groups such as Trade Unions and Student representatives.

Objective 1: To attract, retain and develop a global, diverse and talented workforce by addressing underrepresentation and equal pay

1.1 Issue/area for action: Recruitment of staff– investigating further the diversity of those applying to the University and whether they reflect the local population with particular focus on ethnicity, gender and disability

Overall Measureable Outcome: A measurable increase in the proportion of underrepresented groups applying for, being shortlisted and being appointed for posts at Cardiff University (currently identified as male applicants, BME applicants) and particularly for posts grades 1-5, for which it is also more likely that applicants are attracted from local communities.

Ethnicity: measurable outcome – to increase representation of UK BME staff (currently 4%) across all grades, but particularly Grades 1-5, to closer reflect the local BME working age population (14.9%)

Gender: measurable outcome – to create a better gender balance across pathways on Grades 1-5 (currently 68% of staff in Grades 1-5 are female, 32% are male)

	Action	Measurable	Responsibility (R) Accountability (A) Consulted (C)	Timescale/target date	Protected Characteristic(s)
1.	Review local level data on the performance of BME applicants, male applicants and disabled applicants through the recruitment cycle with a focus on grades 1-5 which are usually recruited from the local community.	Identification of positive action initiatives as appropriate.	Head of Leadership and Staff Development, Equality and Diversity Manager/Officer and HR MIS (R) HR Business Partners (C) Equality and Diversity College and Professional Services Networks (C)	September 2016	Sex Ethnicity (BMEs) Disability
2.	Analyse data at College and school/department level as well as by professional services departments to allow College and Professional Services Equality Committees/Networks to identify issues and explore ways to attract staff from diverse backgrounds.	Improved data by application, shortlist and selected applicants by protected characteristics. Reports provided for review and recommendations to be made.	Head of Leadership and Staff Development, Equality and Diversity Manager/Officer and HR MIS (R) HR Business Partners (C) Equality and Diversity College and Professional Services Networks (C)	September 2016	Sex Ethnicity (BME) Disability

	Action	Measurable	Responsibility (R) Accountability (A) Consulted (C)	Timescale/target date	Protected Characteristic(s)
3.	Develop recommendations for the Human Resources Senior Team to agree in relation to increasing applications from groups underrepresented at the University compared with the local community (particular focus on grades 1-5)	Employee proportions reflective of the local communities and an increase in proportions if appropriate. Further identification of positive action including working with local community groups, appropriate charitable organisations and investigating links with current school outreach programmes. Potential for investigating apprenticeships to support work with schools and the local community.	Equality and Diversity Team working with HR Business Partners (R) HR Senior Team (A)	December 2016	Sex Ethnicity Disability
4.	Put in place measures to ensure we are capturing equality data as staff are recruited to the university. Launch a campaign to encourage staff to update their equality information.	A reduction in the number of staff with 'Prefer Not to Say' equality data and ensuring all staff have a better understanding of staff what happens to data collected.	Head of HR Operations and HR Business Partner (HR Service Centre) (R) Equality and Diversity Team with Internal Communications (R) Hr Business Partners (C)	July 2016 to be reviewed post e-recruitment implementation	All Particular focus on data relating to sexual orientation and religion and belief where disclosure is low

	Action	Measurable	Responsibility (R) Accountability (A) Consulted (C)	Timescale/target date	Protected Characteristic(s)
5.	Work with local communities to promote opportunities available at Cardiff University to all applicants applying for vacancies.	Improved support for applicants through Factsheets and on-line materials.	Equality and Diversity Team, HR Business Partner (HR Service Centre) and Communications and Marketing (R) HR Business Partner (C)	July 2017	Ethnicity
6.	Develop good practice guidance that informs recruiters on developing inclusive job descriptions and deciding on the selection process in a way that avoids discrimination of protected characteristic groups. Engage internal and external stakeholders in the new recruitment system to ensure the system is fit for purpose.	Guidance produced and disseminated. Job descriptions that contain objectives and competency criteria that have been reviewed for potential negative impact. A recruitment system that enables both applicants and recruiters to recruit and apply by using correct language and encouraging high appropriate disclosure rates.	HR Policy Team (R) Equality and Diversity Team/HR Service Centre, HR Managers(C)	July 2017	All

	Action	Measurable	Responsibility (R) Accountability (A) Consulted (C)	Timescale/target date	Protected Characteristic(s)
7.	Provide more information for applicants on what we don't need to see as a recruiter so people don't disclose more information than is necessary.	Applicants not disclosing unnecessary information as part of the recruitment process.	Equality and Diversity Team/HR Service Centre, HR Managers(C)	July 2017	All
8.	Roll out unconscious bias training with particular focus on encouraging those taking part in recruitment and selection decisions and those carrying out appraisals to complete the training.	Unconscious bias training delivered across the University. 20% of all staff have undertaken unconscious bias training in the first 2 years	Equality and Diversity Manager/Officer (HR) and PMITS (R)	April 2016 April 2018	All All
9.	To consider the potential of anonymising elements of the recruitment process to help remove unconscious bias against potential recruits.	Potential for 'Name-blind' process reviewed and reported on.	Head of HR Operations with HR Business Partner (HR Service Centre)	December 2016	All
10.	Annual review of candidates put forward by "executive search	Annual reviews carried out and recommendations	Head of Leadership and Staff Development/Head of HR Operations	October 2016 (annually thereafter)	All

	Action	Measurable	Responsibility (R) Accountability (A) Consulted (C)	Timescale/target date	Protected Characteristic(s)
	organisations” for senior positions, to ensure they support its search for a diverse range of credible applicants. Feedback to “executive search organisations” as required to highlight any underrepresentation.	delivered, resulting in a more equitable process for all.			

1.2. Issue/area for action: Underrepresentation of women and BME staff at senior grades/career progression and retention of all staff – (Improving measures to support career progression for all protected characteristics with a focus on gender and ethnicity).

Overall Measureable Outcome: A measurable increase in the proportion of underrepresented groups at more senior grades (grade 5+ and senior academic level) focussing on females and BME staff.

Gender: Measureable outcome - to improve the gender balance of females applying for Grade 8 and above across the career pathways to more closely reflect the gender profile of the University overall (55% female).

Ethnicity: Measurable outcome – to improve the numbers of BME staff applying for Grade 8 and above across the career pathways to more closely reflect the ethnicity profile of the University (7% of all staff (UK & non-UK) are from a BME background).

	Action	Measurable	Responsibility (R) / Accountability (A) Consulted (C)	Timescale/ target date	Protected Characteristic(s)
11.	Hold focus group interviews with academic staff and professional services staff to identify perceived/actual barriers and put in place measures to support career progression and to support work on the achievement of the Race Equality Charter Mark and the Athena Swan Charter Mark.	Focus group delivered and recommendations made to remove any barriers to applications and progression. Increase in the number of women and BME applying for senior roles.	Equality and Diversity Manager/Officer and external focus group facilitators (R) Athena Swan Steering Group and Race Equality Charter Mark Self-Assessment Team (A)	June 2016	Sex Ethnicity
12.	Adapt and extend current positive action initiatives	Participation rates on initiatives analysed by school /	Head of Leadership and Staff Development,	October 2017	Sex Ethnicity

	Action	Measurable	Responsibility (R) / Accountability (A) Consulted (C)	Timescale/ target date	Protected Characteristic(s)
	<p>relating to skills development and career development (currently aimed at women in academic posts) to other protected characteristics with the initial focus on gender, disability and ethnicity in both academic and professional services roles. For example, run specific career development interviews/sessions that will identify the training and support options available targeted at BME staff and disabled staff, or look at extending the current internal coaching/mentoring programme to support all protected characteristics.</p> <p>Promote relevant development programmes, internal and</p>	<p>college / department and by protected characteristic with a focus on ethnicity, gender and disability.</p> <p>Monitoring and reporting of initiatives.</p>	<p>Equality and Diversity Team (R)</p>		<p>Disability</p>

	Action	Measurable	Responsibility (R) / Accountability (A) Consulted (C)	Timescale/ target date	Protected Characteristic(s)
	external (e.g. LFHE) and encourage participation from protected characteristic groups. Implement process to track the progression of staff who have undergone targeted initiatives (above).				
13.	Put in place processes to monitor career transitions of female staff, disabled staff and ethnic minority staff and length of time spent in previous and existing grade to identify barriers to progression.	Potential barriers to progression identified and recommendations made.	Head of Leadership and Staff Development, Executive Officer (Academic Promotions)	October 2016	Sex Ethnicity Disability
14.	Provide positive role models as part of the promotions process.	BME staff, disabled staff and women who have been successful at promotion are represented as speakers at faculty promotions events and case studies are produced for web pages.	Equality and Diversity team (R), Staff Equality Networks, HR Business Partners, Internal Communications (c)	March 2017	Sex Ethnicity Disability
15.	Investigate if there are differences in turnover of	Data analysed and recommendations made.	HR Business Partner (HR Service Centre) (R)	April 2018	Sex Ethnicity

	Action	Measurable	Responsibility (R) / Accountability (A) Consulted (C)	Timescale/ target date	Protected Characteristic(s)
	staff from different protected characteristic groups with a particular focus on gender, ethnicity and disability.		HR Business Partners and Equality and Diversity Manager/Officer (C)		Disability
16.	Through the new Performance Development Review process line managers should create a more transparent process with effective discussions around career development and individual personal development.	Transparent PDR process. Developmental opportunities are encouraged and disseminated.	Director of HR (A), Head of Leadership and Staff Development and HR Business Partners (R) Online system supporting PDR with Head of HR Operations (R)	Initial implementation February – April 2016. Review undertaken June 2016. Revised scheme January 2017	All

1.3 Issue/area for action: Equal Pay – addressing the national interest in tackling the pay gap between male and female especially at professorial level (expanding this to include other characteristics such as ethnicity.)

Overall Measurable Outcome: Practices that contribute to differences in pay for men and women (and other protected characteristic groups e.g. disabled staff, BME staff) identified and actions identified to address practices that result in pay differences. Monitoring in place to ensure that pay-related reward schemes do not have a negative impact on any specific protected characteristic groups.

	Action	Measurable	Responsibility (R) Accountability (A)	Timescale/ target date	Protected Characteristic(s)
17.	Continue to work on working pattern payments and procedures in relation to the allocation of overtime.	Allocation of overtime reviewed and recommendations made based on equality outcomes.	Director of HR (A), Head of Leadership and HR Business Partners (R)	April 2017	All
18.	Monitor the application of the new Outstanding Contribution Scheme against all protected characteristics.	Good participation on new Outstanding Contribution Scheme. A4 dashboard with participation, equality data and recommendations evidenced.	Director of HR (A), Head of Leadership and HR Business Partners (R)	April 2017	All

Objective 2: To attract and retain the brightest students from a diversity of backgrounds by providing an inclusive and supportive learning and teaching environment

2.1 Issue/area for action: Progression of students (focus on Year 1). Addressing the non-progression of students from Year 1 for all protected characteristics but with particular focus on ethnicity, male students and disabled students (with a link to learning and teaching/ curriculum and also to the changes with DSA)

Overall Measureable Outcome:

Male students: A measurable reduction in non-progression rates for male students bringing the non-progression gap closer to the UK benchmark of 2.1% (currently 5%)

BME students – the CU non-progression gap of 4.3% between BME and white students is currently close to the UK benchmark of a 3.9%. The measureable outcome will be to aim to meet and exceed the UK benchmark.

Disabled students- A measurable reduction in non-progression rates for disabled students bringing the non-progression gap closer to the UK benchmark of 1.4% (currently 2.7%)

	Action	Measurable (outcome of the action)	Responsibility (R) Accountability (A)	Timescale/ target date	Protected Characteristic(s)
19.	Data ARE Data Set Working Group to specify and oversee the development of reports for ARE on student progression and attainment which segment data by protected characteristics to include progression data of Yr1 students.	Availability of data to provide analysis of student progression and attainment by protected characteristics.	Chair of ARE Data Set Working Group.	July 2017	All

	Action	Measurable (outcome of the action)	Responsibility (R) Accountability (A)	Timescale/ target date	Protected Characteristic(s)
20.	<p>Annual Review and Enhancement (ARE)</p> <p>Include a question in ARE for next session for schools to comment on student progression and attainment data and, where necessary, to identify any actions to be taken.</p>	<p>ARE Sub-Committee can identify actions being taken by the University.</p> <p>From 2016/17, Annual Quality report to identify action to be taken in relation to equality and diversity.</p>	<p>Head of Education Support(A)</p> <p>Curriculum Design Officer (R)</p>	April 2017	All – with emphasis on Race, Disability and Sex
21.	<p>Curriculum Design</p> <p>Through the Centre for Education Innovation:</p> <ul style="list-style-type: none"> - Develop a network of expertise on curriculum design which will include expertise on designing for inclusion. Create opportunities for all staff to access this resource; - Gather and disseminate case studies of inclusive curriculum design as part of the Centre for Education Innovation’s flagship Resource Bank and events series; 	<p>Support on inclusive curriculum design accessed by staff and feedback on impact gathered.</p> <p>Staff accessing case studies and events and using them to develop their provision.</p> <p>Funded projects successfully completed with outcomes transferable to the wider institution.</p>	<p>Head of Education Support(A)</p> <p>Curriculum Design Officer (R)</p> <p>Head of Disability and Equality Disability and Dyslexia Service (C)</p> <p>Equality and Diversity Manager (C)</p>	July 2018	All

	Action	Measurable (outcome of the action)	Responsibility (R) Accountability (A)	Timescale/ target date	Protected Characteristic(s)
	<ul style="list-style-type: none"> - Support enhancement projects in academic Schools through the Education Innovation Fund, with a focus on projects' contribution to the development of inclusive curricula. 				
22.	<p>Programme management To embed the principles of the inclusive curriculum in the programme approval, programme management and quality and standards processes of the University.</p> <ul style="list-style-type: none"> - Ensuring that curriculum design expertise is drawn upon in the development of new programmes; - All Schools undertaking Periodic Review will be expected, with support and guidance, to review their curricula in terms of inclusivity. 	<p>Support on curriculum design accessed by those developing new programmes;</p> <p>All Schools to have completed inclusive curriculum reviews as part of the Periodic Review cycle;</p> <p>From 2016/17, Annual Quality report to identify action to be taken in relation to equality and diversity.</p>	<p>Head of Education Support(A)</p> <p>Curriculum Design Officer (R)</p>	<p>Following Periodic Review cycle from 2016/17</p>	All

	Action	Measurable (outcome of the action)	Responsibility (R) Accountability (A)	Timescale/ target date	Protected Characteristic(s)
23.	Improving wellbeing support- Expand the peer mentoring scheme which support first year students' transition.	Increase in the number of mentors available to first year students.	Head of Careers and Employability (A) Business Partner (R) Head of Disability and Equality Disability and Dyslexia Service (C)	July 2017	All
24.	Develop specific support within the student support services for Disabled, BME and LGBT students and students with mental health difficulties to reduce stigma.	Increase in engagement of students with Student Support and Wellbeing.	Director of Student Support and Wellbeing (A) & Head of Counselling, Health and Wellbeing (R)	January 2017	Disability, Race, Sexual Orientation
25.	Monitor the engagement of students with protected characteristics with Student Support and Wellbeing services.	Identify patterns of engagement with support services and analyse in relation to College and School data on progression and non-progression.	Director of Student Support and Wellbeing	July 2017	All
26.	Reasonable Adjustment Develop a framework on reasonable adjustments that sets out the most commonly recommended adjustments and expectations for their application.	Adoption of the framework to manage and monitor the operation of reasonable adjustments prescribed.	Head of Disability and Equality Disability and Dyslexia Service - R	May 2017	Disability

	Action	Measurable (outcome of the action)	Responsibility (R) Accountability (A)	Timescale/ target date	Protected Characteristic(s)
27.	<p>Monitor the provision of auxiliary services which are being transferred from the DSA to the University to ensure there is no negative impact on disabled students.</p> <p>Monitor the effectiveness of the Reasonable Adjustment Fund to meet the duty to provide auxiliary aids and services provided as reasonable adjustments.</p> <p>Review the provision to disabled students in response to the ongoing changes to the DSA.</p> <p>Establish a baseline of University provided disability support and reasonable adjustments to inform potential disabled applicants of the services available.</p>	<p>Progression & attainment monitoring does not show a reduction in progression or attainment for disabled students.</p>	<p>Academic Registrar (A)</p> <p>Head of Disability and Equality Disability and Dyslexia Service (R)</p>	June 2017	Disability
28.	<p>Student Engagement Create opportunities for BME student engagement to discuss their experiences and potential concerns</p>	<p>Specific events organised that facilitate improved engagement with BME groups on promoting diversity in</p>	<p>Head of Student Engagement and Education Support/ Business Manager:</p>	Dec 2016	Race

	Action	Measurable (outcome of the action)	Responsibility (R) Accountability (A)	Timescale/ target date	Protected Characteristic(s)
	<p>with a particular focus on year 1 students via:</p> <ul style="list-style-type: none"> • feedback routes for Student Representatives to feedback issues relating to ethnicity (and other protected characteristics) • engage and empower BME students to challenge institutional culture and feed into debate around race equality in academia via the work associated with the Race Equality Charter Mark. 	<p>student life and promoting diversity in academia.</p> <p>Feedback routes for Student Representatives created.</p>	<p>Student Experience and Academic Standards (A)</p> <p>Student Engagement Team, SU officers & societies- (R)</p> <p>E&D Manager (Strategic Planning & Governance) –(R)</p>		

2.2 Issue/area for action: Addressing differential **attainment** for some protected characteristic groups – focus on male students and BME students who are less likely to attain a good (1st or 2.1) degree. Link into looking at Year 1 average marks to see if differential attainment is present at an early stage.

Overall Measureable Outcome: A measurable reduction in the attainment gap for male students and BME students, taking into account year 1 average marks, which is more in line with the attainment outcomes for female students and other ethnic groups.

Gender – Reduction in the attainment gap between males and females which is currently 7.5% to bring it in line with (or lower than) the benchmark attainment gap of 5.2%.

Ethnicity – the attainment gap for Cardiff University is currently lower than the UK benchmark of a 15.2% attainment gap between BME and white students (CU non-progression gap 14.5%) therefore the measureable outcome will be to aim for a reduction in the attainment gap for BME students bringing it closer to the attainment outcomes for white students.

Note: Attainment gap is measured as the difference between Undergraduate students achieving a first/2:1. For Ethnicity this is measured for UK fee status students only.

	Action	Measurable (outcome of the action)	Responsibility (R) Accountability (A)	Timescale/target date	Protected Characteristic(s)
29.	Monitor the provision of study skills support to ensure provision meets the needs of male and BME students/ engages with male and BME students.	Data on access to services is available for analysis.	Head of Disability and Equality Disability and Dyslexia Service (A)(R)	July 2017	Race & Sex
30.	Organise an annual joint committee meeting for the ASQC and Equality and Diversity Committees to consider relevant issues relating to any differences in progression and attainment for specific protected characteristic groups.	Annual meetings diarised for ASQC & E&D Committee	Head of Quality and Standards, Governance Manager, Equality and Diversity Manager (A)(R)	October 2016	All but with particular focus on Sex and Race

2.3 Issue/area for action: Student Admissions – Addressing the balance of males and females relating to subject choice with particular emphasis on subject choices that have a very low percentage of male participants (e.g. Healthcare, Psychology and Social Sciences) and subject choices that have a very low percentage of female participants (e.g. Computer Sciences, Physics and Engineering).

Overall Measureable Outcome: A measurable increase in the proportion of male and female students studying non-traditional subject choices at Cardiff University*. This objective will also link to measurable outcomes from the Widening Participation strategy.

* Data indicates that Cardiff University data on subject choices for males and females is very similar to the UK data on subject choices (ECU statistical report 2015) with a gender split of around an 80:20 male/female students (Computer Sciences, Physics and Engineering) and around 80/20 female/male students (Healthcare, Psychology and Social Sciences) in internal and benchmark data.

	Action	Measurable (outcome of the action)	Responsibility (R) Accountability (A)	Timescale	Protected Characteristic(s)
31.	Scrutinise available information/reports to analyse any gaps in initiatives/key target areas (males/females).	Identification of any imbalance in applications or admissions.	Head of Marketing and Student Recruitment (A)(R)	January 2017	Sex
32.	Work with relevant academic schools/colleges to develop three initiatives which address gaps identified.	Three pilot projects scoped and planned and implemented. Increase in numbers of targeted groups. Effectiveness of initiatives evaluated and evaluation used to inform future initiatives/actions. Embed successful pilots on a sustainable basis.	Head of Marketing and Student Recruitment (A)(R)	April 2017-April 2020	Sex

Objective 3: To promote equality of opportunity for those in research roles

3.1 Issue/area for action: Working to address underrepresentation of a number of protected characteristic groups in the University's next Research Excellence Framework return (or equivalent) to address issues identified in the REF 2014 Equality Impact Assessment. Actions to be focussed on Female and BME members of staff.

Overall Measureable Outcome: An increase in the proportion of Female and BME members of staff returned in the next REF process.

	Activity	Measurable Outcome	Responsibility (R) Accountability (A)	Timescale / Target date	Protected Characteristic(s)
33.	Monitor implementation of workload model policy by protected characteristics to ensure there are no inconsistencies around allocation of work.	Production of monitoring reports which will identify if there are any imbalances in workload linked to protected characteristics such as sex, ethnicity or age. Actions taken to address any imbalances identified.	Head of School to review reports (A) (R) College data analysts to produce data(R)	October 2018	Sex Disability Ethnicity

	Activity	Measurable Outcome	Responsibility (R) Accountability (A)	Timescale / Target date	Protected Characteristic(s)
34.	To investigate the link between contract type and protected characteristics in research roles with particular focus on sex, ethnicity, disability and age by reviewing monitoring data by grade and contract type to identify if there is underrepresentation of staff groups (e.g. BME staff and female staff in T&R) and explore reasons for this and potential for addressing under-representation.	Information available that identifies patterns of under-representation and reasons. Actions identified to rectify any imbalance.	Head of Organisational Staff Development (A) (R) Senior Planning Officer (R)	December 2017	Sex Disability Ethnicity Age
35.	Build measures into rolling REF procedures which take into consideration specific circumstances linked to protected characteristics including: 1) Encouraging staff to use established University procedures to declare circumstances which may have constrained their ability to	1) Process for discussing/recording specific circumstances is communicated to relevant staff 2) & 3) Data identifies the proportion of female staff, BME staff and disabled staff who are eligible for REF ('baseline data') and the proportion considered on track to be submitted, with the overall aim of facilitating a REF return that has a proportion of	HR Business Partners (R) Activities 1 & 3 Deputy Director Planning (R) (A) Senior Planning Officer (R) Activities 2 & 3	Annually as rolling REF is developed	All- focus on Sex, Ethnicity and Disability

	Activity	Measurable Outcome	Responsibility (R) Accountability (A)	Timescale / Target date	Protected Characteristic(s)
	<p>undertake research and record any reasonable adjustments made;</p> <p>2) Establishing a regular review of relevant monitoring data (disaggregated by sex, ethnicity and disability)</p> <p>3) Opportunity for discussion of tailored interventions (where appropriate)</p> <p>4) Opportunities for Unconscious Bias training to be promoted to all those involved in the REF process.</p>	<p>female staff, BME staff and disabled staff that is equivalent to, or higher than the baseline data.</p> <p>4) Colleagues who are undertaking REF outputs evaluations to have completed the Unconscious Bias training</p>		April 2018	
36.	<p>Review and update current arrangements to ensure that all awards of internal research grants are monitored on the basis of protected characteristics as appropriate. Starting with the ISSF funding in the first instance and taking the following steps:</p>	<p>1) Data is reviewed on an annual basis to identify any patterns in how internal research grant funds are awarded relating to protected characteristics</p> <p>2) Potential for positive equality benefits identified as part of research funding proposals</p>	Research Development Manager (R)	ISSF start date (if successful) 1st October 2016 running for 5 years.	All Particular focus on monitoring ethnicity, disability and gender in the first instance

	Activity	Measurable Outcome	Responsibility (R) Accountability (A)	Timescale / Target date	Protected Characteristic(s)
	<p>1) Including an equality and diversity monitoring form to be submitted with applications (data to be separated from application forms prior to consideration and data presented anonymously)</p> <p>2) A question to be developed for application forms asking for proposals to identify any positive equality impacts that form part of the proposal outcomes.</p> <p>3) Equality training provided to decision-making panels</p>	<p>3) Decision-making-panels apply principles of equality & diversity to decision-making process</p>			

Objective 4: To improve accessibility and inclusivity of University estates and facilities

Issue/area for action: Ensuring that the physical environment is inclusive of all those with protected characteristics with a particular focus on accessibility for disabled staff, students and visitors. Additionally, addressing frequently raised issues identified as part of the engagement process, focus on ensuring that there is provision of gender neutral toilets, baby changing facilities, and that the provision of quiet rooms is reviewed.

Overall Measureable Outcome:

- that accessibility issues are addressed as they arise and reported to the Equality and Diversity Committee
- that the programmes to improve the physical learning spaces and the refurbishment of residences ensure accessibility issues are taken into consideration and actions taken as a result- reported to the Equality and Diversity Committee
- that there is a realistic and time bound plan to ensure that all major (existing and new) buildings (1000m²)have at least one gender neutral toilet by the end of 2020
- that all major buildings have baby changing facilities and
- that the provision of quiet rooms has been reviewed with actions and timescales agreed.

	Activity	Measurable outcome	Responsibility (R) Accountability (A)	Timescale/ target date	Protected Characteristic(s)
37.	When student residences are refurbished adjustments for accessibility purposes are to be included.	Reports on changes made to student residences on adjustments made for accessibility purposes.	Deputy Director of Estates (Campus Development) (R) (A)	To be reported annually from April 2016	Disability
38.	Improvement of physical learning and social spaces to ensure that accessibility is considered and improved.	Reports on changes made to physical learning and social spaces on adjustments made for accessibility purposes.	Deputy Director of Estates (Campus Development) (A) Estates Space/IT Manager (R)	To be reported annually from April 2016	Disability
39.	Action plans drawn up to ensure that both new and major	1.By 2020 all major buildings to have at least one gender neutral toilet.	Deputy Director of Estates	Action Plan drawn up	Sex

	Activity	Measurable outcome	Responsibility (R) Accountability (A)	Timescale/ target date	Protected Characteristic(s)
	existing buildings have gender neutral toilets and timescales set for any changes that need to be made.	2. Lists of gender neutral toilets to be made available and promoted via the intranet.	(Campus Development) (A) Estates Space/IT Manager (R)	by July 2016. Work carried out: 2016 -2020 with annual reports to E&D Committee	Gender Reassignment
40.	Provision of baby changing facilities reviewed and actions agreed with set timescales.	1. Options outlined. 2. Actions and timescales agreed. 3. Lists of baby changing facilities to be made available and promoted via the intranet.	Deputy Director of Estates (Campus Development) (A) Estates Space/IT Manager (R)	1&2 2016-2020 with annual reports to E&D Committee on actions taken 3. July 2016	Sex Pregnancy/Maternity

	Activity	Measurable outcome	Responsibility (R) Accountability (A)	Timescale/ target date	Protected Characteristic(s)
41.	<p>Task and finish group set up to consider the options available to the University with regards to quiet rooms.</p> <p>Action plan developed to implement decisions made relating to quiet rooms.</p>	<p>Group established.</p> <p>Options outlined and implemented.</p> <p>Actions and timescales agreed.</p>	<p>Steering Group on quiet rooms (Chaired by Deputy Director Governance Strategic Planning & Governance) (R)</p> <p>E&D Committee (A)</p>	<p>Actions and timescales to be agreed by July 2016.</p>	<p>Religion or Belief</p>

Objective 5: To promote and develop an inclusive (internal) culture and governance by addressing diversity of decision-making committees

5.1. Issue/area for action: Working to address underrepresentation of a number of protected characteristic groups on the University's decision-making committees focussing in the first instance on Council (the University's Governing Body) and the protected characteristics of sex, race and disability.

Overall Measureable Outcome: A more diverse representation on the University's Council looking initially at the protected characteristics of age, disability, ethnicity and sex/gender.

Current data held for University Council (31st December 2015) indicates that we hold data for 22 of the 26 Council members and that none of those 22 members have declared a disability and all have declared their ethnicity as 'white'. 52% of current members who have provided equality data are female.

Ref	Activity	Measurable Outcome	Responsibility (R) Accountability (A) Consulted (C) Informed (I)	Timescale/ target date	Protected Characteristic(s)
42.	Carry out an annual equal opportunities monitoring process for lay members and executive members of senior committees & seek to improve disclosure.	Meaningful data produced which informs further actions. Data presented for lay, student & staff membership separately in order to be able to analyse the particular issues for these cohorts.	Governance Manager and E&D Manager (DOSPG) (R) (A) E&D Committee (I)	Sept 2016 and annually thereafter	All
43.	Develop a scheme that encourages BME, female and disabled participants to apply to observe a series of committee meetings.	Number of BME, female and disabled staff participate as observers each year.	Governance Manager and E&D Manager (DOSPG) (R) (A)	April 2018	Ethnicity, Sex, Disability
44.	Encourage uptake of Unconscious Bias training for	Numbers of council members taking Unconscious Bias training.	Governance Manager (R) (A)	July 2018	All

Ref	Activity	Measurable Outcome	Responsibility (R) Accountability (A) Consulted (C) Informed (I)	Timescale/ target date	Protected Characteristic(s)
	Council and those involved in recruiting Council members.				
45.	Develop recommendations for Schools/ Colleges / Professional services on how to improve the diversity of their committees.	Guidelines developed.	Governance Manager and E&D Manager (DOSPG) (R) (A)	April 2019	All

5.2 Issue/area for action: Working to ensure that the Culture of the University is one that promotes equality of opportunity and robustly addresses negative behaviour

Overall Measurable Outcome: An increase in staff survey responses from all protected characteristics identifying satisfaction with confidence to report harassment & bullying and feedback from equivalent student survey data (e.g. NSS, PG student surveys)

Ref	Action	Measurable	Responsibility (R) Accountability (A) Consulted (C) Informed (I)	Timescale	Protected Characteristic(s)
46.	a) Promote a culture that addresses negative behaviour by: Carrying out comprehensive monitoring of grievance/ disciplinary cases on an annual basis (staff & students);	a) Meaningful data available and analysed to identify any specific issues; b) Feedback from staff and students used to inform	E&D Manager (Strategic Planning & Governance) –(R);	a) Reported on an annual basis;	All

	<p>b) Review comments from Staff and student surveys to identify areas of concern for specific protected characteristic groups e.g. staff/students identifying that they have experienced harassment/bullying;</p> <p>c) Review policy of Dignity at Work and Study and provision of Dignity Advisers.</p>	<p>development of policy and initiatives;</p> <p>c) policy reviewed and updated. Decision made on provision of Dignity Advisers.</p>	<p>Organisational Development Manager (HR)– (R)</p>	<p>b) Reported on an annual basis;</p> <p>c) April 2017.</p>	
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Objective 6: To deliver collaboration, communication and engagement that will involve groups that have not traditionally engaged with the University including identifying opportunities for promoting good relations

6.1 Issue/area for action: Working to promote effective collaboration, communication and engagement in the University and wider community in order to foster good relations, promote external collaboration and widening access with a focus on developing improved links with community groups representing all protected characteristics who may not have been traditionally involved in communication and engagement with the University in the past.

Overall Measureable Outcome: A number of activities are identified on an annual basis that involve collaboration and engagement with protected characteristic groups

	Action	Measurable Outcome	Responsibility (R) Accountability (A)	Timescale/ target date	Protected Characteristic(s)
47.	Carry out community engagement to ensure local population know what University does and how they can fit in, and to promote the University as a local employer with a particular focus on working with community groups that represent BME people, young males and disabled people.	Number and details of Flagship Engagement Project engagement activities carried out with local communities reported in annual report. Evidence of diverse participation.	Engagement Team	Reported on an annual basis	All
48.	Implement the five flagship engagement projects, work with communities on issues such as tackling poverty, boosting the economy, improving health, education and	Outputs and outcomes from flagship engagement projects.	Engagement Team	Reported on an Annual basis	All but with a particular focus on ethnicity

	Action	Measurable Outcome	Responsibility (R) Accountability (A)	Timescale/ target date	Protected Characteristic(s)
	wellbeing with a focus on those who have not traditionally engaged with the University.	Evidence of diverse participation in the five flagship engagement projects.			