

CARDIFF
UNIVERSITY

PRIFYSGOL
CAERDYDD

Strategic Equality Plan **2020-2024**

Appendix **A**

2020-21 Action Plan

SMART Action Plan

The University has learnt several valuable lessons through reporting annually on our current Strategic Equality Plan 2016-2020's action plan.

Specific

Our actions must be clear about the need or issue we are addressing, and what the intended outcome is. We define who is responsible for the action and where relevant, acknowledge if responsibility will pass on to another group as work progresses.

Measurable

The Committees that oversee this plan must be enabled to hold our progress to account by understanding the intended outcome, how we can measure progress and how it links to the overarching objective.

Most actions should advance equality for multiple protected characteristics. Those responsible for actions within the plan are expected to demonstrate progress against all the characteristics identified.

Achievable

We must acknowledge our resources with targeted, realistic and achievable actions across the four years. By ensuring our plan does not diverge from our other strategies, the University will ensure progress toward our action plan will enhance similar areas of work.

Relevant

Our actions are informed by our consultation and research in addition to the lessons we have learnt from previous Strategic Equality Plans. This has allowed us to create an action plan that has a positive impact on the real concerns and experiences that our staff, students and community have.

Timely

Rather than stating an overall final goal, each action demonstrates phases of work or staged deadlines. The University can then report against progress/delays and more easily hold the action plan to account.

Objective 1

Establish the University as one that supports an inclusive student journey through recruitment, admissions, wellbeing and learning environment.

Action	Accountable	Dates	Desired outcomes	Evaluation
Inclusive Curriculum				
<p>Phase 1</p> <p>Scope an initial review of current inclusive curriculum practices within schools to establish our areas of strength in relation to ED&I in the curriculum as well as areas for development/enhancement. This will include defining 'inclusive curriculum' in the broadest sense.</p> <p>Phase 2</p> <p>Carry out initial review of current practices in relation to the 'inclusive curriculum', identifying good practice and initial actions for improvement.</p>	Centre for Education and Student Innovation	<p>Review completed within 2020</p> <p>Dec 2020</p>	<p>A clear definition on what we mean at Cardiff by 'inclusive curricula', examples of best practice in embedding ED&I in the curriculum and a proposed approach to reviewing the extent to which inclusivity is embedded within academic programmes.</p> <p>The University has baseline information about current areas of inclusive practice and examples of good practice in schools as well as the ability to identify and prioritise areas for further action to be undertaken.</p>	
Develop online Equality training module for students.	Assurance Services	Dec 2020	The University has a module available to all students that will provide an initial overview of relevant equality, diversity and inclusion issues that will provide a better understanding to students of acceptable behaviours as well as encouraging inclusive behaviours and preparing students for future employment expectations.	
Recruitment and Admissions				
Reviewing contextual admissions policy to ensure we are having positive impact on attracted more contextual admissions and hopefully not having unforeseen effects.	Head of Admissions	Dec 202	To be in a position to use the data to increase knowledge of student needs within the student support environment. To widen the work to research admissions.	
Develop an evidence base for the Discovery project (led by the Widening Participation and Outreach team), which aims to support students who have autism spectrum conditions to progress to university and succeed thereafter. Widening Participation Team	Phase 1: 2020/21	<p>Phase 2: 2021/22</p> <p>Develop a series of case studies outlining what specifically about the Discovery project enables better progression.</p>	<p>A robust report evaluating impact and identifying recommendations for the future.</p> <p>Improved pathways for students from Widening Participation projects through to Student Support services.</p>	

Recruitment and Admissions continued overleaf

Objective 1 continued

Action	Accountable	Dates	Desired outcomes	Evaluation
Recruitment and Admissions <i>continued</i>				
<p>Identify degree programmes with gender imbalances (e.g. Healthcare and STEM) and develop practices within existing Widening Participation programmes (e.g. Access to Professions, Step Up to Uni and the Trio Sci Programmes) to address this issue.</p> <p>Phase 1: Produce analysis.</p> <p>Phase 2: Identify how existing programmes can be used to address issues of gender imbalance and develop action plan.</p> <p>Phase 3: Implement action plan.</p>	Widening Participation Team, Academic Schools and Colleges, Planning (data).	2020/21	To address and improve issues of gender imbalance for identified degree programmes.	
<p>Build on the current provision to improve the retention rate for mature students; undertake further analysis of mature student retention rates. Identify students who attend the mature students' induction event and investigate whether or not they have improved retention rates against the control group (those who do not attend the induction event).</p>	Widening Participation Team, Student Support, Academic Schools and Colleges.	2020/21	Improved retention rate for mature students.	
<p>Work with the Widening Participation and Outreach team to develop the University's current engagement with key community events, such as:</p> <ul style="list-style-type: none"> • Cardiff Pride • Iris Prize • Soapbox Science (promoting gender balance in STEM subjects). 	Widening Participation Team	2020/21	To develop a programme of Community Outreach activities that promote and celebrate equality, diversity and inclusion, identifying how these can link into wider University objectives (e.g. staff and student recruitment).	
<p>Promote community learning opportunities for under-represented groups through the University's Live Local;Learn Local programme, which offer Level 3, 10 Credit Courses for a wide range of groups, including, but not limited to:</p> <ul style="list-style-type: none"> • Asylum seekers and refugees • Women Seeking Sanctuary African Centre for Entrepreneurism. 	Widening Participation Team	2020/21	To monitor engagement of under-represented groups and identify further under-represented groups to work with through the programmes.	

Action	Accountable	Dates	Desired outcomes	Evaluation
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Addressing differential student attainment and retention

<p>Phase 1: Having undertaken quantitative analyses of the last 5 years of attainment data, the BAME attainment gap task and finish group will report their findings and produce a University level action plan to feed into the Race Equality Steering Group.</p> <p>Phase 2: School level quantitative analyses to feed into local qualitative work with Heads of Schools to understand the context behind the findings to develop local actions to address the BAME attainment gap at a School level.</p>	Dean of EDI (Lead) supported by the BAME attainment Gap Task and Finish Group.	June 2020-Dec 2020 (School Level)	BAME students and staff should not be left to resolve issues for the institution and at the same time engage in potentially emotionally challenging conversations about race without access to support and considerations for their wellbeing during the process. Students are being consulted as to the types of signposting and range of support options they feel would be appropriate.	
The BAME attainment gap group in consultation with the student cohort and the Students' Union provide an accessible recorded plenary session to provide all participants with knowledge of the background to the project, its context and its aims.	Dean of EDI (Lead) supported by the BAME attainment Gap Task and Finish Group.	March 2020	Not only improving institutional understanding of their lived experience but in addition providing sector wide knowledge of race -equality through presentations from various members of staff including the Dean of EDI. Thus creating a reciprocal approach to improving race-equality.	

Supporting the wellbeing of students with protected characteristics

<p>Identify existing equality data collected and evaluated by Student Support and Wellbeing</p> <p>Identify key service developments that target students with protected characteristics and establish outcome measurements.</p>	Director of Student Support and Wellbeing.g	Dec 2020	Establish data from current systems and develop an action plan of developments that support students with specific protected characteristics.	
Establish equality reporting requirements for new IT systems.	Director of Student Support and Wellbeing.	February 2021	To provide robust data on the engagement of students with protected characteristics with Student Support and Wellbeing. Enable the analysis with University data on retention, attainment and employability to inform and review action plan.	
Establish a monitoring process in line with divisional planning and reporting.	Director of Student Support and Wellbeing.	Dec 2020	To evaluate the impact of activity to inform service developments.	

Objective 2

Create a staff environment where we improve the diversity of our recruitment and enable our staff to progress and develop in a supportive environment.

Action	Accountable	Dates	Desired outcomes	Evaluation
Addressing differential student attainment and retention				
<p>Phase 1: Collate and analyse recruitment baseline applications data and compare with local community data to identify demographic under representations in applications and how further support for an inclusive research culture could impact on recruitment.</p> <p>Utilise baseline data in conjunction with qualitative feedback to identify barriers in applying to work for Cardiff University across all protected characters with an initial focus on gender and ethnicity and how removal of such barriers could support an inclusive research culture where relevant to the post. Feedback will inform revisions to our recruitment processes.</p> <p>Mandatory unconscious bias online training for all staff with monitoring to ensure uptake particularly of all staff involved in recruitment. Development of a suite of interview questions that support an inclusive research culture as part of the selection process.</p>	<p>Human Resources – Head of HR Operations and Responsible Research Assessment Officer.</p>	<p>September 2020 December 2020 Annual monitoring of uptake January 2021</p>	<p>Data provides information on the groups who face perceived or actual barriers in applying to work at Cardiff University and how these impact on an inclusive research culture as an institution where relevant.</p> <p>Identify priorities to address barriers linked with specific protected characteristic groups and an inclusive research culture where relevant.</p>	
<p>Phase 2: Pilot the revised recruitment approach in a subset of Schools to monitor engagement with underrepresented groups across all career pathways and support for an inclusive research culture. Full evaluation of the pilot to review impact of change and logistics for wider implementation.</p>		<p>8 months following the completion of phase 1 (August 2020)</p>	<p>All staff involved in recruitment completed mandatory unconscious bias online training. All staff in recruitment receive training on inclusive research assessment and interviewing.</p> <p>Measurable increases in applications from underrepresented groups.</p>	
<p>Long Term: Wider University implementation of revised recruitment process, maintaining engagement with underrepresented groups and full sensitisation on the importance of an inclusive research culture for research excellence. Review of whole University data considering changes to process and engagement activities. Analysis of the impact considering applicants, shortlisted candidates and those recruited to positions, including a review of the interview questions/ culture.</p>		<p>TBC following phase 1 & 2</p>	<p>Measurable increases in applications from underrepresented groups indicating that Cardiff University will be recognised as an employment option for our local community, particularly groups who are currently underrepresented in our staff profile and a diverse range of researchers, home and international.</p>	

Action	Accountable	Dates	Desired outcomes	Evaluation
Equal pay and pay gap				
Phase 1: Undertake the 2020 Equal Pay Audit.	Equality in Reward Group	Audit completed within 2020	Data identifies any pay gaps. Causes of any pay gaps arising within grades by gender and ethnicity are explored. Analysis of the intersect between gender and ethnicity will inform actions for change. Actions for improvement are developed aiming to achieve a measurable reduction in any pay gaps identified.	
Phase 2: Continue to analyse data and actions related to gender and ethnicity and extend the review to include disability data with revised actions.	Equality in Reward Group	12 months from completion of phase 1.	Ongoing actions are reviewed and revised accordingly to ensure these are effectively reducing any pay gaps identified. The action plan is expanded to include actions relating to disability.	
Long term goals: The Equality in Reward Group will continue to analyse data and actions related to gender, ethnicity and disability and extend analysis to include review of sexual orientation data with revised actions.	Equality in Reward Group	TBC following phase 1 & 2	A measurable reduction in any pay gaps identified.	

Objective 2 continued

Action	Accountable	Dates	Desired outcomes	Evaluation
Progression and development				
Phase 1: Undertake work with the staff community to explore different types of gender and ethnicity leadership interventions including extending existing pilot programmes focussing on promotion from Reader to Professor to other levels of the academic career pipeline, including increased support for early career academics and all research-only staff. For the latter group, this will focus on a gap analysis in line with the Concordat to Support the Career Development for Researchers (2019).	Organisational and Staff Development Manager	March 2021	A number of initiatives that have been informed by staff feedback are developed and piloted as part of the University's programme of career progression and development. In the longer term this will result in a measurable increase in underrepresented communities in key roles across the University and enhanced career development for early career academics and all research-only staff.	
Phase 2: Outputs from the phase 1 work will inform development of a programme of activity aimed at improved career development in underrepresented groups in academic and professional services careers across the University, with increased support for early career academics and all research-only staff through the Concordat action plan as identified in phase 1.	Head of Leadership and Staff Development	12 months from the completion of phase 1 action (March 2022)	Piloted initiatives are evaluated for effectiveness and implemented as part of the University's programme of career progression and development.	
Long term goals: The University will expand our career development opportunities with tailored initiatives to support staff based on disability, sexual orientation and gender identity and providing enhanced opportunities for early career academics and all research-only staff.	Organisational and Staff Development Manager Head of Leadership and Staff Development		Progression in this area will lead to an increase in visible role models from diverse and underrepresented communities in key roles and across career pathways and stages across the University engaging with the public/local community.	

Action	Accountable	Dates	Desired outcomes	Evaluation
Staff wellbeing				
<p>Phase 1: Conduct a review of wellbeing in our leadership and management programmes to ensure wellbeing is embedded in each training programme.</p> <p>Enhance our mental health and wellbeing programmes as part of our Staff Wellbeing Strategy and Mentally Healthy University Strategy.</p>	<p>Organisational Development Manager</p> <p>Head of Leadership and Staff Development</p>	<p>September 2020</p> <p>March 2021</p>	<p>All leadership and management programmes include relevant resources on staff wellbeing that will equip managers to provide appropriate support. This can be measured via collection of feedback e.g. staff survey. Additional mental health and wellbeing programmes available to staff.</p>	
<p>Phase 2: Include mechanisms in the recruitment strategy to test the commitment to wellbeing from our future leaders and managers.</p> <p>Continue to mature our Dignity and Wellbeing Contacts (DWC) network by delivering the following key activities:</p> <ol style="list-style-type: none"> 1. Providing staff training such as accredited i-act Understanding and Promoting Positive Mental Health and Wellbeing training. 2. Providing continued CPD opportunities to increase knowledge and awareness of internal and external processes to support staff. 3. Holding a number of DWC network meetings every year to discuss progress and further developments of the network and DWC role. <p>Based on national and sector wellbeing frameworks the University will implement the Staff Wellbeing Strategy 2020- 2023 which will focus on five key pillars: Leadership; Individuals; Prevention; Early Intervention and Data monitoring.</p>	<p>Head of HR Operations</p> <p>Head of Leadership and Staff Development/ Head of Safety and Staff Wellbeing</p>	<p>October 2021</p> <p>March 2023 in line with current Staff Wellbeing Strategy (2020-23)</p>	<p>Leaders and managers are asked to demonstrate and understand their commitment to wellbeing as part of the recruitment process. This can be measured via staff feedback (e.g. staff survey) and potentially decreased staff turnover.</p> <p>Staff feedback (e.g. via staff survey) identifies that appropriate support is in place in relation to dignity and wellbeing.</p>	
<p>Long term: The University will provide managers and employees with a framework to promote good mental health and positive wellbeing and review our progress against relevant sector standards. The University will assess the impact of the programme of wellbeing training and events held across the University including the impact of the Dignity and Wellbeing Contacts network based on staff feedback.</p>	<p>Head of Leadership and Staff Development/ Head of Safety and Staff Wellbeing</p>	<p>March 2023 in line with current Staff Wellbeing Strategy (2020-23)</p>	<p>An institution-wide approach that places 'wellbeing' at the heart of the University that provides a measurable increase in staff satisfaction (e.g. via the staff survey)</p>	

Objective 3

Create an inclusive University culture based on building and maintaining relationships.

Action	Accountable	Dates	Desired outcomes	Evaluation
Inclusive University culture				
<p>Building, maintaining and restoring relationships to establish an inclusive environment for staff and students based on a culture of trust that empowers all individuals within the University community long term.</p> <p>Commitment from all Senior Staff and key stakeholder engagement on adopting the values and behaviours required to ensure a culture of inclusion. An external provider to deliver strategic briefing sessions to UEB and senior HR team and HRBPs on the vision for cultural change.</p> <p>Provision of a 2 days intensive relationship approaches training for senior managers. PVCs to identify one School from each College to pilot the relationship approach.</p>	DVC (Lead) supported by Dean of EDI	July-Sept 2020	<p>UEB and HR commit to adopting the values and behaviours required to ensure a culture of inclusion.</p> <p>UEB and HR members undertake exercise to co-create the University values and needs and long-term vision for cultural change. PVCs agree to support and promote staff engagement with pilot relationship approach sessions each nominating one School from their College.</p> <p>HR/ Student Support Services to recognise the cost benefits, improved wellbeing and resolution of cases through implementation of relationship approaches compared with existing processes. Outputs will be captured to inform next steps.</p>	
The University REF EDI group to conduct Equality Impact Assessments (EIAs) on the outlined procedures in the REF 2021 Code of Practice.	REF EDI Group supported by Assurance Services and Dean of EDI	Nov 2020	Collated EIA data and analyses by protected characteristics considering intersectionality to determine any disadvantage in the research working environment/culture and/or bias in the REF process. Action plan developed to address potential inadvertent discrimination.	

Action	Accountable	Dates	Desired outcomes	Evaluation
Deal with complaints in an effective way to enable an early resolution				
<p>Form Relationship Professional Network (RPN) and Relationship Approaches Working Group (RAWG). Relationship practitioners (n=15) within staff and student services currently supporting cases either through student support, residences life, the Race Equality Supervisory Panel meet bimonthly to review practice, challenges & solutions.</p> <p>Working group chaired by Dean of EDI and include staff representation/ registry/ HR/ residences life/ RESP/ SU/ Academic Colleges/ Strategic Planning & Governance with supervision. Bimonthly meetings to feed into EDI committee.</p> <p>External provider feeds into bimonthly meetings of RPN and quarterly meetings of RAWG, with external provider giving a termly relationship individual supervisory meeting and a phone helpline for support in complex cases as needed to support their professional development.</p>	<p>Dean of EDI (Lead) Supported by EDI Project Manager and Wellbeing Manager.</p>	<p>July 2020 - ongoing to build infrastructure</p>	<p>RPN will develop operational processes and procedures for piloting relationship approaches with 'screened' student cases from different areas of work e.g. Residences life, RESP, library services.</p> <p>RAWG will develop, review and implement a draft relationship approaches strategy that provides the framework for the pilot in 3 Schools, enables evaluation and review to measure impact.</p> <p>Evidence of impact will be collected through the pilot in Schools, e.g. numbers of staff engagement, impact on numbers of staff complaints, impact on student cases, staff and student evaluation.</p> <p>Baseline staff and student satisfaction data will be captured and used to measure impact over time.</p> <p>Established reporting lines for the Relationship Professional Network to bring their findings to the wider University community.</p>	

Objective 3 continued

Action	Accountable	Dates	Desired outcomes	Evaluation
<h3>Equip staff with tools to help foster good relations and build team dynamics</h3>				
<p>Pilot staff training taster sessions in 3 Schools, one from each College nominated by their PVC. Roll out to be fully supported by senior management from the College and School to promote staff engagement.</p> <p>Tier 1: Senior management team and HR manager from nominated Schools to each have an initial RA training - relationship leadership, principles and strategic alignment session (3 hrs) which will involve the co-creation of the School specific 1-day staff training sessions.</p> <p>Tier 2: Relationship Approaches taster sessions to raise awareness to all staff from the 3 Schools (1-2 hours). This will include information on the principles and practices of RA. Following staff engagement with tier 2, staff then express interest to undertake a further 1-day training to help promote awareness of the practice and tools.</p> <p>Tier 3: A 1-day training session co-created with SMT and delivered to staff interested in developing RA knowledge and skills further to use within the department and become a local School RPN & to feed into RAWG. Sessions will run through 2020/2021 academic year with comms led through Schools from July 2020 & sessions supported by external provider.</p>	<p>Dean of EDI (Lead) Supported by Head of School.</p>	<p>Sept 2020-July 2021</p>	<p>Staff within the nominated School (with a focus on line managers & personal tutors) will be equipped with basic relationship approaches tools to build and maintain relationships to avoid and pre-empt harm and when things go wrong know what to do to establish a culture of inclusion. Staff engagement will be monitored/ reported & feedback from sessions will be captured to assess impact.</p> <p>Staff undertaking tier 3 will become local representatives to promote relationship approaches awareness with the opportunity to become future relationship practitioners/ trainers.</p> <p>Numbers of staff and student complaints will be monitored and compared before and after delivery. End of year survey will contact staff to assess proportion who have implemented tools through different relations that include peer-to-peer interactions; line-manager-staff; personal tutor-student; teaching staff-student.</p> <p>Ongoing monitoring of staff and student satisfaction surveys of environment and culture.</p>	

Equip students with tools to help foster good relations and build team dynamics

<p>Develop student residential relationship peer programme.</p> <p>Develop training of student volunteers to assist peer to peer dialogue. Provide 2-day training within induction during the summer ahead of student entry into halls of residence who can provide support and refer students to residences life team as needed.</p> <p>Design of the induction programme with Lead and external provider (half day). Two-day RA training provided to student volunteers to become local representatives in halls to help promote relationship approaches awareness and signpost to residential life team and resolve low level incidents.</p>	<p>Wellbeing Manager (Lead)</p>	<p>July 2020</p>	<p>Focused student support for year 1 students in halls of residence to help establish good relationships in halls for students to know where to go if they are struggling. Reduce student conflict in halls and creating an environment of community, cohesion and wellbeing through supporting each other.</p> <p>Monitor reports of incidents over time.</p>	
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Objective 4

Create an accessible physical and digital environment that is responsive and supportive to individual needs.

Action	Accountable	Dates	Desired outcomes	Evaluation
Physical Environment				
Engage with our diverse student community to understand their experience of accessibility at Cardiff University. This will include a range of feedback and engagement mechanisms linking with data gathered by relevant student working groups and the Student Union.	Centre for Education and Student Innovation, Student Services and Student Union	Student Surveys, event evaluations, focus groups. July 2021.	Understand the student perspective on the current estate accessibility based on their experiences. Utilise feedback from lived experience to work towards creating an inclusive environment for students with diverse needs, so they feel valued and we meet our organisational and legal obligations.	
Complete an accessibility audit of key buildings and develop an action plan based on the key findings. Begin a rolling programme of actions following recommendations of 'way finding project' signage report focused on main campus buildings and pinch points, whilst ensuring new buildings follow recommendations for accessibility including signage. Audit accessible facilities across campus and prioritise areas for improvement and publish updated guidelines and reviewed policy on quiet rooms.	Director of Estates (Lead) supported by Deputy Director of Estates	Phase 1 date- March 2021	Accessibility audit complete with action plan developed working towards progress for the University estate being a welcoming place with consistent accessible signage, customer care and a physical environment that enables easy orientation and reduction of barriers for groups and individuals with diverse needs.	
Engage with the public and our local community to understand their experience of accessibility at Cardiff University. This will include a range of feedback and engagement mechanisms.	Estates and Campus services, Human Resources	Event evaluation feedback and staff survey. Annual reports at the end of each Academic year.	A wider understanding of the public and community perspective and the barriers and enablers to accessibility. Working towards ensuring Cardiff University is recognised as a welcoming and inclusive place where diverse members of the community choose to work or study, want to collaborate with us, and use our facilities.	

Objective 4 continued

Action	Accountable	Dates	Desired outcomes	Evaluation
Digital Environment				
Engage with our diverse student community to understand their experience of digital accessibility at Cardiff University. This will include a range of feedback and engagement mechanisms linking with data gathered by relevant student working groups and the Student Union.	Centre for Education Support and Innovation, Student Services, Information Services, Digital Communications and Student Union	2020	We will have a clearer understanding of whether the University digital environment is a welcoming place which gives clear accessible information enabling easy orientation and reduction of barriers for groups and individuals with diverse needs to enable us to identify areas for attention.	
Create a Mobile optimised design to assist searching and viewing information on smart phones. We will continue to monitor and improve accessibility using quality monitoring tool Sitelprove.	Director of Communications and Marketing supported by Head of Digital Communications	Mobile optimised design complete and implemented in 2020.	Annual monitoring of implemented initiative and review of accessibility will demonstrate reduced barriers to enable all staff to work effectively using the digital environment to assist them to thrive.	
Engage with the public and our local community to understand their experience of digital accessibility at Cardiff University. This will include a range of feedback and engagement mechanisms.	Director of Communications and Marketing supported by Head of Digital Communications	Periodic report 2020	Feedback demonstrates that the digital environment is visited regularly by members of the public who have a positive experience of using it. Cardiff University is recognised as a welcoming and inclusive place where diverse members of the community choose to work or study, want to collaborate with us, and use our facilities.	

Objective 5

Enhance our governance structures and committee membership, in addition to establishing assurance processes to support adherence to the legal, ethical and professional standards, placing equality diversity and inclusion at the centre of the decisions that we make.

Action	Accountable	Dates	Desired outcomes	Evaluation
Widen the diversity of membership across all University committees and group				
Develop a process for collection and annual reporting of composition of committees disaggregated by protected characteristics.	Governance Services (Head of Governance) supported by Human Resources and Assurance Services	Nov-20	Ability to monitor diversity of each committee in order to inform our understanding of where to target activities for improving diversity and to inform progress with phase 2 - developing guidance on diversifying decision-making committees.	
Develop guidance / recommendations for committees, including college, school and professional services on: 1. Encouraging diversity of members 2. Ensuring inclusive discussions and equality of opportunities to participate in discussions.	Assurance Services, Governance Services	Phase 2 - to be completed 4 months from end of phase 1 (est. March 2020)	Committees and University boards will have clear guidelines on methods of diversifying membership resulting in a more diverse membership over time. Guidance will ensure that committees consider conducting meetings in an inclusive manner, resulting in ensuring that all members have an opportunity to contribute to discussion. This will also encourage diversity in membership.	
Conduct an audit of information and resources, about available support and services for all staff through the staff lifecycle. Explore reasons for non-disclosure of diversity information. This will lead to the development of an action plan and development of staff training in the following years.	Human Resources supported by of Organisational and Staff Development and Staff Wellbeing	Audit completed within 2020	An action plan is developed with key objectives to address barriers and encourage students and staff to declare their diversity information and feel supported in disclosing where they have additional needs related to a protected characteristic.	

Objective 5 continued

Action	Accountable	Dates	Desired outcomes	Evaluation
Policy creation, reporting mechanisms and decision-making processes				
Revise the EIA template and training session to incorporate user feedback and ensure the template is user-friendly for key areas of work.	Assurance Services	Phase 1 action-completion by July 2020	Revised template presented to all relevant EDI networks to re-establish awareness of the importance (and legal requirement) to carry out EIA's on key policies and activities	
Identify key areas of the University Activity that would require an equality Impact Assessment to be completed.	Assurance Services	Phase 2 action - 9 months following completion of phase 1 action above	The requirements to complete an EIA is incorporated into existing processes (where these exist) in order to facilitate completion of assessments as part of the development/agreement process	
Develop a process for EDI Committee to have oversight of progress with the Strategic Equality Plan actions to enable the committee to be regularly informed of progress, scrutinise the progress and identify and advise on any drift in achieving outcomes and/or failure to move on to next phase of the action implementation.	Assurance Services and Chair of EDI Committee	July 2020	A special meeting of EDI Committee is held on an annual basis where action owners provide an update on actions and any difficulties with progress are identified and resolved. Actions can be amended/replaced where they are not achieving the desired outcome or where additional/different priorities, or outcomes are identified. Officers delivering SEP actions are supported to achieve outcomes.	