

Equality, Diversity and Inclusivity Annual Action Plan

2020/2023

Supporting the Equality Objectives: 2020 – 2025

	Aim/Objective	Action	Responsibility	Timescale
	<i>AIM ONE: To raise awareness in the University community of equality and inclusion and to develop understanding of respect, rights and responsibilities amongst staff which will be underpinned by the values and behaviours framework</i>			
No	Objective 1: From 2020 until 2025, we will meet and maintain a 100% of staff having received relevant equality and diversity training appropriate to their level of responsibility			
1.1	Continue to deliver equality and diversity training and through the values and behaviours framework create an environment where equality and inclusivity can flourish.	Provision of Equality, Diversity and Inclusion online training through Marshall's, aligned to the University Values and Behaviours Framework.	EDIA/HR PRB Manager	Ongoing/Complete
1.2	Continue to review current training provision to ensure it meets the needs of all staff.	Annual review of training to take into account latest legislative changes.	HR PRB Manager/L&D Manager/ EDIA	Complete
1.3	Encourage staff to attend training through PDPR's and reminders.	Mandatory training system to reinforce EDI training and to identify other EDI training through PDPRs	HR PRB Manager/HR Information and Systems	Complete
1.4	Enhance training options to meet diverse needs which will include unconscious bias training.	Explore potential options for unconscious bias training delivered by an external provider and provide proposals for funding the training	EDIA/ HR PRB Manager/Senior HR Officer (EE)/ L&D Manager	Complete
1.5	Continue to deliver refresher training for staff involved in recruitment and selection.	Update of refresher training as part of review of R&S Policy and procedure.	EDIA/ HRBPs/HR PRB Manager	August 2022

1.6	Develop and deliver management refresher training ensuring all new management have undertaken leadership and management training.	Liaise with L&D to input E&D to the LMDF programmes during the year	EDIA/HR PRB Manager/L&D Manager	Ongoing/Complete
Objective 2: To continue to develop a varied programme of awareness raising and consultative opportunities which encompass all of the protected characteristics				
2.1	Strengthen the Focus Groups by continuing to enhance participation and engagement within these groups and external activities.	Engage HR intern in review of best practice for Focus Groups and implement key improvements as appropriate	EDIA	Complete
2.2	Continue to develop the Calendar of Events reflecting on all protected characteristics.	Review of EDI events with Focus Groups and propose definitive calendar for adoption by the University	EDIA/HR PRB Manager/Focus Groups	Complete
2.3	Increase collaborative working with Corporate Communication and Public Relations to ensure appropriate marketing and publicity of events.	Set up quarterly meetings with CCPR to discuss EDI marketing and publicity in line with agreed calendar	EDIA	Complete
2.4	Establish links with schools and departments to promote collaborative working which will enhance the delivery of events and awareness days within the wider communities of the University.	Reinforce EDI Group membership and meeting schedule to advance EDI matters.	DDHR/HR PRB Manager/EDIA	Complete
2.5	Work with and support appropriate community group activities through Focus Groups and MIMA.	Liaise with Borderlands Project Director to identify potential activities. Liaise with Tees Valley Equality and Inclusion Network Under the Social Impact Charter investigate initiatives with The Brilliant Club and MFCA/Thirteen Group.	EDIA/Senior HR Officer (EE)	Ongoing/Complete Ongoing/Complete Complete

	AIM TWO: To reduce inequalities in the experience and attainment of staff ensuring that the whole University community can understand and achieve their potential			
	Objective 3: Ensure that the University's staff and student information systems support the production of timely, robust data to inform the development of a stronger diversity profile within the University			
3.1	Continue the collection of Equality and Diversity data for all those at the University by conducting in-depth analyses demonstrating best practice.	Production of EDI Annual Report containing EDI data	DDHR/ADHR/HR PRB Manager/EDIA	Sept 22
3.2	Further develop Equality and Diversity data sets and analysis to demonstrate compliance.	Develop ethnicity pay gap data set	DDHR/ADHR/EDIA/HRMI	Complete
3.3	Build capacity to analyse all staff data to better inform areas that need addressing and identify appropriate interventions	Liaise with HRMI to explore developments and improvements to EDI data set	ADHR/EDIA/HRMI	Ongoing
	Objective 4: To achieve best practice and quality excellence through appropriate benchmarking and accreditation			
4.1	Further develop benchmarking with other HEI's and externally.	Engage with Local and National Forums and EDI events to inform best practice and quality excellence benchmarks	DDHR/HR PRB Manager/EDIA	Jan 2023
4.2	Continue to develop fairness and equality for ethnic minority staff by delivering actions to underpin the University's commitment to the Race at Work Charter, and developing initiatives and approaches, including anti-racist, resulting from events/movements such as Black Lives Matter.	Update and implement Race at Work Charter Action Plan	DDHR/HR PRB Manager/EDIA/EFB Focus Group	Ongoing
4.3	Continue to develop fairness and equality for LGBTQ+ staff, particularly by enhancing our position within the Stonewall Workplace Equality Index by maintaining our position in the Top 100 list of Employers.	Submission to Stonewall WEI 2021 Support LGBTQ+ Focus Group to develop and deliver initiatives/actions	EDIA/HR PRB Manager/LGBTQ+ Focus Group	Complete Ongoing
4.4	Continue to develop fairness and equality for staff in terms of gender through a range of activities and initiatives, including maintaining the Athena	Continue to support Athena Swan through delivery of EDI actions identified in the Athena Swan Action Plan	EDIA/HR PRB Manager/Gender Focus Group	Oct 2022

	Swan Institutional Bronze Award, and responding to events/movements such as MeToo.			
4.5	As Leaders in Disability Confidence we will continue to develop initiatives and approaches to support staff with disabilities part of which will be to retain our Disability Confident Leader accreditation through the provision and implementation of associated actions plans.	Update and implement Disability Confident Action Plan	EDIA/HR PRB Manager/Disability Focus Group	Ongoing
4.6	Further our knowledge and understanding of a range of disabilities to enhance support for our staff by engaging with key organisations and agencies (e.g. RNIB).	Identify key organisations and agencies relevant to the University, liaising with Student and Library Services to coordinate key contacts and engaging with the Disability Focus Group to determine priorities	EDIA/Disability Focus Group	Ongoing
	Enhance the reasonable adjustments process for staff with a disability to ensure adjustments are regularly reviewed and support continues	Update the guidance and enhance the systems for recording this information	DDHR/HR Systems/Disability Focus Group	Complete
4.7	Develop our support for Carers, specifically by adhering to our carers' policy and working towards the Carers Confident accreditation.	Develop a proposal for obtaining Carers Confident accreditation Enhance peer support options for Carers	HR PRB Manager/Occupational Health Adviser	Complete
4.8	Ensure our staff remain valued and that equality, diversity and inclusion is integrated in our employee engagement approaches, particularly through the maintenance of the Investors in People Gold Standard.	Complete liP Assessment with the aim of maintaining liP Gold	HR PRB Manager/Senior HR Officer (EE)	Complete
Objective 5: To reduce the gender pay gap				
5.1	Continue annual equal pay audits.	Produce an annual equal pay audit and report the outcome in the EDI Annual Report, to the Exec EDI Group, the EDI Group and Gender Focus Group, identifying any actions	DDHR/ADHR/HR PRB Manager/EDIA	Complete

		required to ensure equal pay is maintained.		
5.2	Identify best practice by monitoring relevant policies and procedures triggered by the Athena SWAN action plan that address the gender pay gap.	Deliver EDI actions from Athena Swan action plan in conjunction with the HR Policy Schedule	HR PRB Manager/EDIA	Feb 2023
5.3	Continue to develop initiatives that encourage the progression of female staff mapping this against Athena SWAN initiatives thus assisting in the delivery of the Athena Swan action plan.	Engage with Academic Career Pathway process to ensure all EDI actions met.	Exec Director of HR/HR PRB Manager/EDIA	March 2023
5.4	Develop recruitment initiatives to encourage both genders into non-traditional job roles by creating an inclusive working environment that attracts, develops and retains a diverse range of staff from many different backgrounds.	Review and update of Recruitment and Selection Policy and Procedure and associated actions.	DDHR/HR PRB Manager/HRBPs/HRAs/HR Services Manager	Feb 2023
Objective 6: To maintain and develop policies and procedures which actively oppose and eradicate prejudice				
6.1	Continue to embed equality impact assessment into all HR policy development and review procedures.	Review and update EIA process for HR policies/procedures	HR PRB Manager/EDIA	Ongoing/Complete
6.2	Continue to review key policies and procedures with active engagement from the University's staff diversity focus groups. Encourage Staff awareness through training and development.	Engage with focus groups on policy/procedure development Embed EDI understanding in all policy/procedure training, delivered through policy training schedule.	HR PRB Manager/Focus Groups	Ongoing
6.3	Allow staff to give frequent feedback using the employee pulse surveys on the University's approach to diversity, inclusion and well-being.	Develop and deliver pulse survey on EDI and wellbeing matters	HR PRB Manager	Complete
AIM THREE: To ensure we embed equality of opportunity throughout the student lifecycle				
Objective 7: Ensure we identify, effectively tackle and narrow gaps in relation to access, attainment, continuation and progression across protected characteristics				

7.1	Effectively support our Ethnic Minority students: Targeted promotion of core recruitment/WP activity at pre and post 16 to our ethnic minority audience, working with schools and colleges with large Ethnic Minority cohorts and community groups.	Working with the recruitment team to deliver Student Services talks to local Schools which have a higher % of Ethnic Minority pupils.	DD SLS (RSW)/SRM	Complete. Full list for areas of study for BAME students at TU In Progress Currently reviewing HESA data . Looking to identify key BAME areas and colleges/sixth forms to contact and courses to identify within colleges expected completion July 22
b	Development of mutually beneficial relationships locally with key influencers in ethnic minority communities with support from TU's Multi-Faith Advisor.	Production of a Student Services video for these students. This can also be used through the International department in their recruitment and marketing.	DD SLS (RSW)	In Progress Developing link with key influencers (parents) to promote non traditional courses Auditing all University staff to gather data on who has contacts, expertise and connections relating to key APP

				<p>groups. Complete: Faith and reflection team advisors recruited. Regular community visits to the advisors and in their places of worship. Targeted promotion of core recruitment activities to schools with a high percentage of ethnic students and community events and link with TUs multi faith adviser. Support SLS initiatives with promoting multi faith link within the University through students ambassadors. Building relationships with faith groups through internal and external faiths</p>
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				groups established by SLS.
c	Globally Connected AEF guidance targets students' understanding and appreciation of cultural differences and integration, and the development of cross-cultural friendships.	Continue to develop the Faith and Reflection team. Recruitment of more advisers and regular community visits to the advisers and their places of worship. Linking effectively with the Senior Leadership team by updating where appropriate.	CFA	January 2022 Engaging with community groups and NFP organisations to build relationships with communities e.g. Black History Youth Awards Ensuring ALL marketing assets are representative e.g. Applicant Magazine etc.
d	Ethnic Minority Careers Ambassadors will be appointed and used to encourage further participation from ethnic minority students in the employability programme.	Creation of student focus groups which mirror the staff groups.	CFA, SU	Sep 2022 Recruiting an inclusive body of ambassadors who now go through a robust training programme which includes unconscious bias training.
7.2	TU will reduce differences in performance of disabled students through measures including:	Continue activity to embed wellbeing in the curriculum alongside a holistic inclusive approach to pedagogy.	DD SLS(RSW)	In progress Disability service cascade presentations

	Designing inclusive and accessible resources and approaches (including assessment and feedback) for course delivery.			have started with schools. Work started on reviewing all SSPs to find commonality for UDL decisions.
b	Identifying technology that can support reasonable adjustments and empower student learning.	Information on the website regarding the provision available for disabled students at the University.	DD SLS (RSW)	Complete
c	Further engagement with assistive technologies. Early intervention approaches, developing resources to support student learning at the earliest opportunity while they wait for individualised support through DSA funding.	Strengthen links with TUCP to support disabled students transition to higher education	DD SLS (RSW)	In progress Working with other services to ensure individualised support can occur whilst waiting for DSA funding e.g. student success team are assisting dyslexic students.
d	Particular interventions will be developed to support students with mental health difficulties: Introduce specific guidance and support relating to attainment, progression and achievement for those with mental health issues, including a new Mental Health, Wellbeing and Resilience (MHWR) strategy.	Continue delivering the MHWR strategy	DD SLS (RSW)	In progress MHWR strategy relaunched taking an whole university approach.
e	Embed learner analytics to support curriculum redesign and identify key areas of support.	Work closely with DID to promote positive mental health messages to international students	DD SLS (RSW)	In progress Embedding mental health literacy in the curriculum through AEF

				across TU to promote awareness of the issues, build resilience and wellbeing and ensure colleagues can respond appropriately.
7.3	Develop appropriate actions for access, attainment, continuation and progression across all protected characteristics	Following development of student focus groups, identify key areas for activity	CFA	December 2022 Outlined above and covered in institutional APP
Objective 8: Actively respond to the Black Lives Matter movement and develop a range of anti-racist interventions				
8.1	Agree TU understanding of our “communities” to facilitate appropriate and effective target setting	<p>Student focus group to discuss community and identify TU definition</p> <p>MIMA to continue working closely with Black, Asian and Minority Ethnic communities, including highlighting and focusing on creative work where appropriate.</p> <p>Celebration of the local community inside the Uni and outside through celebrations, festivals and events.</p>	<p>CFA, SU</p> <p>CPDO</p> <p>CFA</p>	<p>March 2022 Student focus groups continue to discuss community and identify TU definition</p> <p>Ongoing</p> <p>Sep 2022</p>

8.2	Review and address any negative historical associations of the University and its predecessor organisations			Complete
8.3	Ensure fair representation of ethnic minority students on all relevant consultative fora	Student focus groups to reflect diversity of student body	CFA, SU	Ongoing
8.4	Disaggregate ethnic minority statistics to individual racial groups and develop appropriate targets and interventions for each	Individual groups identified and appropriate actions developed.	CFA	Ongoing
		Work in partnership to develop and submit bids to relevant funding bodies to develop targeted interventions.	DD SLS (RSW)	Complete
8.5	Develop additional support for ethnic minority students in response to COVID-19: Introduce additional counselling and psychological support for ethnic minority students who have experienced bereavement, or who are concerned about returning to campus Identify support arrangements to ensure ethnic minority students are equally able to access their learning from home Ensure effective induction and community building so that ethnic minority students (more likely to be first in family) are properly inducted into higher education	Review induction activity to offer additional support for first in family students and ensure effective community building	CFA, SRM	Complete Complete Sep 2021
8.6	Ensure all student support policy and protocols are actively anti-racist	Review all relevant policies	DD SLS (RSW)	In progress Reviewing all relevant policies
Objective 9: Actively respond to the #MeToo movement and develop a range or relevant interventions				

9.1	Review relevant policies covering sexual harassment and assault and ensure all student facing policies actively promote gender equality	Review all relevant policies	SL	Dec 2021 Dedicated SVLO posts in place since Jan 2022 currently working through these objectives and towards accreditation with ProtectEd. Includes policy and protocol development, implementation and review.
9.2	Ensure effective responses to all reports and incidents of sexual assault and harassment	Embed all relevant indicators as outlined in ProtectED instruments	DD SLS (RSW)	Complete
9.3	Introduce relevant and mandatory training for students, including bystander interventions	Embed all relevant indicators as outlined in ProtectED instruments	DD SLS (RSW)	In progress Dedicated SVLOs coordinate training and workshop delivery with associated development of toolkits to support colleagues not attending training
9.4	Formalise relevant partnerships with all relevant organisations across the Tees valley	Embed all relevant indicators as outlined in ProtectED instruments	DD SLS (RSW)	In progress
9.5	Ensure fair representation by gender of students on all relevant consultative fora	Student focus groups to reflect diversity of student body	CFA, SU	Sep 2022

Objective 10: Further develop an inclusive curriculum which both addresses issues of equality and diversity and develops accessible learning and teaching methods				
10.1	Review all relevant course-content to ensure a diversity of content, authors and ideas, ensuring clear understanding of the impact of colonisation from all perspectives within the curriculum in the process	<p>Implementation of VLE accessibility tool, Blackboard (Ally)</p> <p>Integrate into Course Design Events at planning stage. CME process to review courses and identify if any changes are required through standard processes</p>	<p>AAR (DT), SLAR</p> <p>AAR (ACI), SLAR</p>	<p>Complete</p> <p>April 2022 – Course Design Events for new courses and those under review consider the diversity of content. Supporting guidance will be updated following the review of the Academic Enhancement Framework in 21/22.</p>
10.2	Tutors to recognise the diversity of starting points, identities, learning styles and experiences of all students and adapt accordingly	Robust guidance via the ‘Principles of Module Design’ will be provided through the frameworks in place to support diverse learner needs and styles.	AAR (DT), SLAR	Complete

10.3	Use flexible and blended learning pedagogical approaches to increase equality of access and opportunity.	Drive digital teaching excellence through accessibility and inclusive academic practice using Bb Ally.	AAR (DT), SLAR	Complete
10.4	Ensure that all assessment methods are inclusive and do not unnecessarily penalise or disadvantage any particular group	Revised Assessment and Feedback Policy to be implemented from September 2021.	AAR (ACI), SLAR	Complete
Objective 11: Develop a sector leading approach to student equality and diversity				
11.1	Ensure thorough understanding and effective response to issues facing all protected characteristics	Creation of student focus groups to link to the staff groups.	CFA, SU	Jan 2022 – Ongoing Accessible APP launched Events scheduled in SLB
11.2	Identify and address intersectional issue wherever possible	Student and staff focus groups to meet 2-3 times per academic year.	As above	Sep 2022 Addressed through APP
11.3	Put in place a range of appropriate interventions to support groups who whilst not covered specifically by the Equality Act still experience discrimination eg carers, care leavers, lower socio-economic groups	Student and staff focus groups to meet 2-3 times per academic year.	As above	Sep 2022 Outlined in APP
11.4	Form relevant international links to provide opportunity for Teesside students and learn from colleagues with further developed approaches to diversity	Making international links and sharing ideas and activities which celebrate diversity.	CFA, DID, SU	Sep 2022 – International social group established linking in with international offices
11.5	Ensure that our commitment to rooting out discrimination and promoting equality and diversity is embedded across all student facing services and policies	Review all relevant policies	DD SLS (RSW)	In progress Reviewing all relevant policies

11.6	Actively use SLS services and functions (eg sport, library services, advice provision) to identify and remove discrimination	Promote all relevant policies and monitor implementation	DD SLS (RSW)	In progress
AIM FOUR: To embed equality and diversity into our work with key contractors and suppliers				
Objective 12: Continue to liaise with procurement to ensure suppliers understand the requirements of the Equality Act 2010.				
12.1	Continue to monitor and review procurement processes to ensure they are fit for purpose.	Conduct annual review of procurement process to ensure EDI remains embedded	EDIA/HR PRB Manager	Complete
12.2	Implement test checks on suppliers to ensure accuracy of compliance statements.	Liaise with Procurement Manager to set up test checks process	EDIA/Procurement Manager	April 2023
12.3	Work with suppliers on meeting the Equality and Diversity criteria.	Identify through procurement suppliers compliance with EDI criteria	EDIA/Procurement Manager	Complete
12.4	Engage with key developers who are involved in the Universities masterplan to ensure accessibility. Work and raise awareness with local suppliers to ensure their understanding of Equality and Diversity.	Liaise with Campus Services to complete accessibility audit.	DD Campus Services/EDIA/HR PRB Manager	March 2023
12.5	Write to all suppliers encouraging them to comply with the Equality and Diversity criteria. Work with those identified with limited knowledge to help gain a better understanding by developing their knowledge of all protected characteristics.	Liaise with Procurement Manager to identify all University suppliers in order to develop a process to update and inform suppliers of our EDI requirements.	DDHR/EDIA/Procurement Manager	March 2023