



Equality Objectives - 2020 - 2025

The following aims and objectives have been developed in consultation with staff and students to support the attraction, retention and development of a talented diverse workforce and student community. The objectives identified support the University's mission and values and are also compliant with the requirements of the Public Sector Equality Duty (PSD).

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

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.

| No. | Steps to achieve: |
|-----|--|
| 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. |
| 1.2 | Continue to review current training provision to ensure it meets the needs of all staff. |
| 1.3 | Encourage staff to attend training through PDPR's and reminders. |
| 1.4 | Enhance training options to meet diverse needs which will include unconscious bias training. |
| 1.5 | Continue to deliver refresher training for staff involved in recruitment and selection. |

| | |
|-----|---|
| 1.6 | Deliver management refresher training ensuring all new management have undertaken leadership and management training. |
|-----|---|

Objective 2

To continue to develop a varied programme of awareness raising and consultative opportunities which encompass all of the protected characteristics.

| No. | Steps to achieve: |
|-----|--|
| 2.1 | Strengthen the Focus Groups by continuing to enhance participation and engagement within these groups and external activities. |
| 2.2 | Continue to develop the Calendar of Events reflecting on all protected characteristics. |
| 2.3 | Increase collaborative working with Corporate Communication and Public Relations to ensure appropriate marketing and publicity of events. |
| 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. |
| 2.5 | Work with and support appropriate community group activities through Focus Groups and MIMA. |

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.

| No. | Steps to achieve: |
|-----|-------------------|
|-----|-------------------|

| | |
|-----|---|
| 3.1 | Continue the collection of Equality and Diversity data for all those at the University by conducting in-depth analyses demonstrating best practice. |
| 3.2 | Further develop Equality and Diversity data sets and analysis to demonstrate compliance. |
| 3.3 | Build capacity to analyse all staff data to better inform areas that need addressing and identify appropriate interventions |

Objective 4

To achieve best practice and quality excellence through appropriate benchmarking and accreditation.

| No. | Steps to achieve: |
|-----|--|
| 4.1 | Further develop benchmarking with other HEI's and externally. |
| 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. |
| 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. |
| 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 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. |
| 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). |
| 4.7 | Develop our support for Carers, specifically by adhering to our carers' policy and working towards the Carers Confident accreditation. |
| 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. |

Objective 5

To reduce the gender pay gap

| No. | Steps to achieve: |
|-----|---|
| 5.1 | Continue annual equal pay audits. |
| 5.2 | Identify best practice by monitoring relevant policies and procedures triggered by the Athena SWAN action plan that address the gender pay gap. |
| 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. |
| 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. |

Objective 6

To maintain and develop policies and procedures which actively oppose and eradicate prejudice

| No. | Steps to achieve: |
|-----|---|
| 6.1 | Continue to embed equality impact assessment into all HR policy development and review procedures. |
| 6.2 | Continue to review key policies and procedures with active engagement from the University's staff diversity focus groups |
| 6.3 | Encourage Staff awareness through training and development. Allow staff to give frequent feedback using the employee pulse surveys on the University's approach to diversity, inclusion and well-being. |

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

| No. | Steps to achieve: |
|-----|--|
| 7.1 | <p>Effectively support our Ethnic Minority students:</p> <ul style="list-style-type: none">• 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.• Development of mutually beneficial relationships locally with key influencers in ethnic minority communities with support from TU's Multi-Faith Advisor.• Globally Connected AEF guidance targets students' understanding and appreciation of cultural differences and integration, and the development of cross-cultural friendships.• Ethnic Minority Careers Ambassadors will be appointed and used to encourage further participation from ethnic minority students in the employability programme. |
| 7.2 | <p>TU will reduce differences in performance of disabled students through measures including:</p> <ul style="list-style-type: none">• Designing inclusive and accessible resources and approaches (including assessment and feedback) for course delivery.• Identifying technology that can support reasonable adjustments and empower student learning.• 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. |

| | |
|-----|--|
| | <p>Particular interventions will be developed to support students with mental health difficulties</p> <ul style="list-style-type: none"> • 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. • Embed learner analytics to support curriculum redesign and identify key areas of support. |
| 7.3 | Develop appropriate actions for access, attainment, continuation and progression across all protected characteristics |

Objective 8

Actively respond to the Black Lives Matter movement and develop a range of anti-racist interventions

| No. | Steps to achieve: |
|-----|---|
| 8.1 | Agree TU understanding of our “community” to facilitate appropriate and effective target setting |
| 8.2 | Review and address any negative historical associations of the University and its predecessor organisations |
| 8.3 | Ensure fair representation of ethnic minority students on all relevant consultative fora |
| 8.4 | Disaggregate ethnic minority statistics to individual racial groups and develop appropriate targets and interventions for each |
| 8.5 | <p>Develop additional support for ethnic minority students in response to COVID-19</p> <ul style="list-style-type: none"> • 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 |
| 8.6 | Ensure all student support policy and protocols are actively anti-racist |

Objective 9

Actively respond to the #MeToo movement and develop a range of relevant interventions

| No. | Steps to achieve: |
|------------|---|
| 9.1 | Review relevant policies covering sexual harassment and assault and ensure all student facing policies actively promote gender equality |
| 9.2 | Ensure effective responses to all reports and incidents of sexual assault and harassment |
| 9.3 | Introduce relevant and mandatory training for students, including bystander interventions |
| 9.4 | Formalise relevant partnerships with all relevant organisations across the Tees valley |
| 9.5 | Ensure fair representation by gender of students on all relevant consultative fora |

Objective 10

Further develop an inclusive curriculum which both addresses issues of equality and diversity and develops accessible learning and teaching methods.

| No. | Steps to achieve: |
|------------|---|
| 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 |
| 10.2 | Tutors to recognise the diversity of starting points, identities, learning styles and experiences of all students and adapt accordingly |
| 10.3 | Use flexible and blended learning pedagogical approaches to increase equality of access and opportunity. |
| 10.4 | Ensure that all assessment methods are inclusive and do not unnecessarily penalise or disadvantage any particular group |

Objective 11

Develop a sector leading approach to student equality and diversity

| No. | Steps to achieve: |
|------------|---|
| 11.1 | Ensure thorough understanding and effective response to issues facing all protected characteristics |
| 11.2 | Identify and address intersectional issue wherever possible |

| | |
|------|--|
| 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 |
| 11.4 | Form relevant international links to provide opportunity for Teesside students and learn from colleagues with further developed approaches to diversity |
| 11.5 | Ensure that our commitment to rooting out discrimination and promoting equality and diversity is embedded across all student facing services and policies |
| 11.6 | Actively use SLS services and functions (eg sport, library services, advice provision) to identify and remove discrimination |

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.

| No. | Steps to achieve: |
|------|---|
| 12.1 | Continue to monitor and review procurement processes to ensure they are fit for purpose. |
| 12.2 | Implement test checks on suppliers to ensure accuracy of compliance statements. |
| 12.3 | Work with suppliers on meeting the Equality and Diversity criteria. |
| 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. |
| 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. |