



University
of Dundee

Equality and Diversity
Mainstreaming Report
30 April 2017

This document should be read in conjunction with the following reports: Equality Outcomes Plan Progress Report (Appendix 1) – April 2013 – April 2017; Equality and Diversity Annual Staff Profile Report – April 2017; and Gender Pay Gap Report – 2017. All of these can be found at www.dundee.ac.uk/hr/equality

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1. Executive Summary

This report provides an overview of the University of Dundee's progress towards achieving its objectives and actions set in the equality outcomes during the period covering 2013-2017. We had set an ambitious and challenging programme of seven overarching themes and fifty-one associated actions to not only meet the requirements of the equality duty but also to develop our diverse community of staff and students. Our report highlights all the progress we have achieved and also identifies actions where we have partially met with success and therefore need to further improve. Actions where we have partially achieved will be progressed in our Equality Outcomes Plan 2017-2021 as they are strategically relevant.

Some highlights of the progress:

- University governing body (Court) gender composition currently reflects 43% (met 40% target set in Dec 2014)
- University Court and its committees widely advertise vacancies encouraging applications from under-represented groups
- Senate composition of gender currently comprises of 45% women
- Significant increase in number of women being promoted to personal chairs
- Increase in uptake of equality mandatory training programme: to date a total of 2298 staff (65.4%) have completed the training modules
- University invested considerable resources mainstreaming equality and diversity throughout the institution by establishing equality and diversity coordinators in each of the newly set-up nine schools
- Strengthened the E&D team by appointing an equality and diversity officer
- Aurora Leadership programme- the University has engaged with this positive action initiative for a number of years to develop women into leadership roles in the sector
- Unconscious Bias online training module has been rolled out in the University along with face to face workshops for our community through our organisational and professional development unit
- Wider participation and Access- a significant progress has been achieved in this area as a third of our students are admitted from the most deprived 40% of postcodes
- Dundee University Students' Association (DUSA) ran a number of campaigns to raise awareness around mental health issues, zero tolerance on sexual harassment, reporting on hate crimes
- DUSA Elections- Student elections now monitored by protected characteristics for inclusiveness
- Medical School organised LGBT History Month to foster good relationships
- Stonewall Workplace Equality Index- In July 2016 University took part for the first time in the LGBT Diversity Champion programme
- University introduced gender neutral toilets

2. Introduction

The University of Dundee is committed to strengthening its ongoing commitment to advancing equality, diversity and inclusion through maintaining a positive and supportive environment where all members of staff, students and visitors are valued, respected and discriminatory behaviour is not tolerated, as defined in our Vision's core values: valuing people, working together, integrity, making a difference and excellence: <http://www.dundee.ac.uk/transform/>.

Our Mainstreaming Report 2017 highlights how the University has progressed in fulfilling its obligations under the Specific Duties in Scotland and to report on the progress of the Equality Outcomes Plan 2013-2017. Update and information on the Outcomes Plan 2013-2017 can be found at (**Appendix 1**) of this report, which demonstrates the good progress the University has made in meeting its PSED requirements through its implementation of the seven outcomes and associated actions.

The following further equality reports which were approved by our Court in 2017 are also available on our website:

- Equality Outcomes Plan 2017 – 2021
- Employee equality information
- Gender Pay Gap information
- Equal Pay Statement including occupational segregation for gender, disability and race

3. Legislative Context

The University has duties under the Equality Act 2010 to promote The Public Sector Equality Duty (PSED). PSED requires that the University has 'due regard' in carrying out its activities of the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010;
- Advance equality of opportunity between people from different groups by considering the need to:
 - Remove or minimise disadvantages suffered by people due to their protected characteristics;
 - Meet the needs of people with protected characteristics;
 - Encourage people with protected characteristics to participate in public life or other activities where their participation is low;
- Foster good relations between people from different groups, tackling prejudice and promoting understanding between people from different groups.

For the PSED the relevant protected characteristics are:

- = age
- = disability
- = gender reassignment
- = pregnancy and maternity
- = race
- = religion or belief (including lack of belief)
- = sex
- = sexual orientation

The PSED also applies to marriage and civil partnership, but only in respect of the requirement to have due regard to the need to eliminate unlawful discrimination in employment.

The PSED consists of a General Duty supported by Specific Duties. In Scotland, these were introduced under The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 on 27th May 2012. All Scottish Universities are covered by the General Duty and the Specific Duties and are required to publish equality reports biennially.

Specific Duties

The Specific Duties aim to help Higher Education Institutions (HEIs) to better meet the General Duty. They are designed to help develop evidence-based policies and practices, improve transparency and accountability, and deliver better outcomes for everyone in Scotland. It is important to note that institutions must meet both the General Duty and the Specific Duties – it is not enough to meet the Specific Duties alone.

To meet the Specific Duties, Scottish HEIs will need to by 30 April 2017, meet the following duties:

- = report on progress on mainstreaming the General Duty into all functions;
- = develop and publish a set of equality outcomes for 2017-2021 that cover all protected characteristics (or explain why not all protected characteristics are covered);
- = gather and publish information on employees;
- = publish gender pay gap information;
- = publish statements on equal pay and occupational segregation for gender, race and disability;
- = have due regard to the General Duty in specified procurement practices;
- = publish information in a manner that is accessible.
- = publish the gender composition of the Governing body (Court), and produce succession plans to increase diversity (new duty effective from March 2016).

The Specific Duties can be found in full at: www.legislation.gov.uk/ssi/2012/162/contents/made

4. Overview and Progress of Equality and Diversity Activities during 2013-2017:

4.1 Governance and Management:

University Governing body (Court)

The University's commitment to embedding equality and diversity across all areas of the institution meant that the governing body, the Court, recognised that it should be subjected to the same scrutiny in respect of equality and diversity as the rest of the University community.

[The Equality Act \(Specific Duties\) \(Scotland\) Amendment Regulations 2016](#) came into force on 18 March 2016, and specifically the implementation of the new regulation 6A.

Regulation 6A requires that Scottish Ministers gather information on the relevant protected characteristics of board members of a listed authority, and provide this information to the listed authority in question. In turn, listed public authorities with a board are required to include in their mainstreaming reports, which are part of the requirements of the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012, details of:

- the number of men and of women who have been board members of the authority during the period covered by the report;
- how the information provided about the relevant protected characteristics of its board members has been used so far; and
- how the authority proposes to use the information provided in the future to promote greater diversity of board membership.

The table below shows the gender balance of our governing body (Court) for the year 2017 in comparison to the previous reported information provided in 2015. In 2017, the overall percentage (43%) of women on the Court evidences a significant improvement from the position in 2015, however, the women composition of the lay numbers is quite low (24%) compared to (76%) for men. The Court will need to address this gap with proactive measures to ensure it meets the stated commitment. The Court has initiated certain steps in its recruitment practices to seek more diversity. This has resulted in a very positive impact with the number of women on the Court committees increasing steadily. The Court has embedded this function in all its relevant committees to ensure that it reflects diverse representation.

Gender	2017 All Court Members	2015 All Court Members	2017 Lay Court Members only	2015 Lay Court Members only	
Male	13 (57%)	17 (74%)	13 (76%)	13 (76%)	
Female	10 (43%)	6 (26%)	4 (24%)	4 (24%)	

The University, since 2015, has also been collecting information on all other protected characteristics of the Court members. This information is reported in the 2017 employee profile report as it was previously in 2015.

- Since, December 2014, The University Governing body has committed itself to achieving a 40% minimum representation of either gender among its lay appointments as vacancies become available and to also address imbalances in its own committees and those across the institution.
- It will also promote greater diversity from those groups who elect members to serve on the Court.
- A robust process was established for appointing new lay members to the Court, which it believes to be transparent, fair and objective. To support this process the Court will ensure that appointment panels for new Court members, and for senior appointments within the University, do themselves demonstrate principles of good practice in equality and diversity.
- In all future lay appointments Court will make use of an evaluation of the range of skills along with equality and diversity information of current Court members to be able to promote inclusivity and equality in terms of all nine protected characteristics (gender, race, religion, sexual orientation, age, pregnancy & maternity, transgender status, disability, marriage & civil partnership) in the selection process.

4.2 Equality & Diversity Governance and Management Framework (see Appendix 2).

In 2015, the entire University went through restructuring to align all its processes and systems including the provision of equality and diversity services to fit in with the 'One Dundee' ethos. The newly established equality and diversity structure for the University has essentially generated a positive change which over time will raise the profile and achieve a sustainable progress and cultural change with additional resources allocated to meet the challenges. The purpose of establishing a new equality and diversity structure is to ensure it promotes collaboration across the University's structures (Schools and Directorates) and it has positive outcomes for staff, students and the wider community. The equality and diversity structure now demonstrates a joined-up approach with a clear leadership and management framework aligned to the University Equality and Diversity Office. The E&D team centrally is further strengthened by the appointment of an additional fulltime Equality and Diversity Officer. The newly established nine schools in the University have each appointed dedicated E&D Coordinators to support the mainstreaming and progress of the institution's equality and diversity strategic goals.

In addition to the dedicated Equality and Diversity team, advice, information and support on disability work is provided by the Disability Services, located within the Student Support Services.

4.3 Policies and Procedures

The University of Dundee is a major employer in the region, attracting diverse staff and students from local, national and international backgrounds. The institution is therefore committed to sustaining a diverse and inclusive environment in which all staff and students are treated fairly, equitably and with respect.

The University will ensure that its policies and practices are appropriate and accessible to all and meet the diverse needs of all members of the University community. Our policies and guidance have been developed to deliver equality to all staff, students and the wider community. They have been developed in consultation with those they will affect, and are open to reviewing them through carrying out equality impact assessment as needs develop.

In addition to development of the policies and procedures, implementation and awareness raising will be carried out to promote and reinforce the message of equality, diversity and inclusion.

The University has many policies and procedures in place to support its commitment to an institutional Equality and Diversity strategy: <http://www.dundee.ac.uk/hr/> and <http://www.dundee.ac.uk/disabilityservices/resources/policy/>

- The University's Equality and Diversity Policy was previously updated in September 2013 to reflect the requirements of Equality Act 2010, however, it is planned to be revised and updated during 2017.

Dignity at Work and Study Policy (Harassment and Bullying) has been revised and currently going through consultation with various stakeholders and is expected to be finalised by August/September 2017.

Work / Life Balance Policies

Our aim in developing and promoting our Work/Life Balance policies is to demonstrate the value the University places on its employees and to recognise the need for flexibility in the relationship between employer and employee within a context that supports our equality and diversity objectives.

A full range of policies designed to support staff to balance work and home life and deal with personal responsibilities, as well as some of life's major events were updated. Full copies of all these policies, procedures and application forms are available from Human Resources: <http://www.dundee.ac.uk/hr/>

Suite of Work/Life Policies include:

- Adoption Leave
- Carer's Leave
- Compassionate Leave - Bereavement
- Family Leave - Children and Dependents

- Fertility Treatment Leave
- Flexible Retirement
- Flexible Working
- Foster Care Leave
- Maternity and Adoption Agreement
- Paternity/ Partner Support Leave
- Shared Parental Leave
- Surrogacy Leave
- Unpaid Parental Leave
- Appeals

4.4 Training and Development

The University firmly believes that embedding and mainstreaming equality and diversity training and awareness is a key area of focus to build a culture of change. This enables the University community to create a positive environment that results in the elimination of discrimination and promotes behaviour that supports positive attitudes and practices.

University is committed to ensuring its staff and students are appropriately trained in equality and diversity as part of its wider strategy on equality.

Equality and Diversity training in the University is delivered through the E&D team, Disability Services and also many equality related activities are offered by Organisational and Professional Development team and the CASTLE staff development programme (<http://www.dundee.ac.uk/castle/>).

The University's ongoing mandatory training programme covers academic staff (required to complete 5 modules), support staff (required to complete 4 modules) and staff without access to computers, mainly manual staff (required to undertake classroom based module).

The mandatory modules include:

- Diversity in the Workplace 3133 (89.2%) completed
- Disability 3129 (89.1%) completed
- Diversity in Learning and Teaching Academic staff 793 (51.9%) completed
- Stress for Managers 2895 (82.4%) completed
- Stress in the Workplace 2888 (82.2%) completed
- Tutor-Led Classroom based- face to face training 168 (72.4%) completed

Since the previous report of 2015, there has been a positive and significant change in the uptake of the training, reflected by the completion rates provided. University senior management team, Directors and Deans of respective schools have been regularly reminding staff of their obligation to complete the training. This pro-active approach has resulted positively in more staff completing the training.

Completion data as of Jan 2017 shows:

- Academic staff 60.2%, Non-academic staff 79.2%
- Overall completion percentage for the University is 65.4%.

The University will continue to progress this key area with positive outcome as we are approaching towards achieving our target goal of 100% completion.

- Reports detailing the completion of the mandatory Equality & Diversity training modules are provided to Deans and Directors on a quarterly basis. These reports for all Schools are also sent to the Vice-Principal (Academic Planning & Performance) and for all Directorates, to the University Secretary to further monitor completion rates.

Staff members cannot be considered for any of the following University activities unless the Equality & Diversity modules have been completed:

- Taking part in any aspect of the Research Equality Framework (REF) assessment process or governance committees

- Taking part in any University Strategic Project which involves the assessment of staff in any way
- Confirmation in appointment i.e. successful completion of probation
- University Appointing Committees
- Academic Staff Annual Review Committees
- Readership and Personal Chair Committee
- Staff members who sit on any committee of Court

We have recently launched a new online training resource in Unconscious Bias as well as face to face workshops through our Organisational and Professional Development service. Unconscious Bias workshops have been extremely popular and well received.

Our commitment to training also extends to students and we have a dedicated online module that is available on Blackboard.

In addition to the mandatory online modules, all staff have the opportunity to attend a range of equality and diversity training sessions offered each year by the University's Disability Services. This includes specific training on supporting students/staff with a range of disabilities and training on the provision of an inclusive learning and working environment. (<http://www.dundee.ac.uk/disabilityservices/staff/staffdevelopment/>)

Disability activities during 2015-16 include:

- A Support Hub was established in 2015 comprising Disability Services, Student Funding Unit, Counselling Service, University Health Service and Occupational Health Service. This has improved access to specialist support services for students and staff, in one confidential and accessible location on the University's city campus. Support Hub Managers meet regularly to discuss improvements to services and joint development initiatives, based on feedback from service users and good practice in the sector.
- Disability equality training for University staff has included training on supporting students with mental health difficulties and those with Autistic Spectrum Disorders, deaf awareness training, inclusive practice training, and mentally healthy workplace training. This has been delivered through the University's Organisational and Professional Development (OPD), Teach@Dundee and InspirED staff development programmes, and directly to Academic Schools and Professional Services on request.
- The University's Honorary Graduates' Award for Inclusive Practice, a joint initiative of Disability Services and the University's Centre for the Enhancement of Academic Skills, Teaching, Learning and Employability (CASTLE) continues to recognise the provision of inclusive practice that removes barriers to access for students protected by the Equality Act. The winners of the award in 2015 were two members of staff in the School of Nursing and Health Sciences for their submission 'Preparatory reading for health and social care students: using ASK4Books to facilitate academic skills development and transitions into a practice-based professional programme'. All submissions to the Inclusive Practice Award are available on the University's Inclusive Practice Showcase: <http://blog.dundee.ac.uk/inclusivepractice/>
- The Accessibility Manager module was fully implemented on the University's student management system, SITS, at the start of AY 16/17. This has improved access to the teaching and assessment adjustments required to meet the individual needs of disabled students, whilst ensuring data protection requirements are met.
- The University's mental health resource has been updated to reflect changes in the mental health provision the University makes for students and staff:
<http://www.dundee.ac.uk/disabilityservices/resources/mentalhealthresource/>
- The admissions' process for disabled applicants has been reviewed to ensure all applications are assessed on the basis of the applicant's ability to meet the programme entry criteria ensuring there is no delay in the offers made to disabled applicants.
- Disability Services annual report provides details of other disability related activities:
<https://www.dundee.ac.uk/disabilityservices/about/annualreports/>

Staff can also access other training opportunities through the courses offered by Organisational and Professional Development which is the University's centralised training unit for staff and postgraduate researchers (PGRS) www.dundee.ac.uk/opd.

Other development activities for staff and students also take place through other areas within the University such as Centre for the enhancement of Academic Skills, Teaching, Learning and Employability (CASTLE), Careers Service, The Enterprise Gym, Revealing Research and UOD-IT.

4.5. Staff Networks

As part of the University's commitment to advancing equality of opportunity, the University has established a number of formal Staff Networks. These Networks exist to allow staff who identify with those particular Groups to meet, network and discuss issues that matter to them. Staff Networks allow mutual support, raise awareness of equality issues and form an important part of the consultative process across a wide range of workplace issues which help shape the University's policies and outcomes and contribute towards helping the University create a positive environment.

The University through the Equality and Diversity Office is currently supporting two Staff Networks:

- Black and Minority Staff (BME) Steering Group
- Lesbian, Gay, Bisexual and Transgender (LGBT) Staff Network

The Chairs of these Staff Networks are represented on the University's Equality and Diversity Committee where they formally report on issues of interest or concern. All Staff Networks have representation from the Students' Association.

Highlights from BME Staff Steering Group include:

- Since re-establishing in March 2015 BME Staff Network has contributed to many of the equality and diversity activities of the University.
- Pay Gap information- reviewed and contributed with feedback on the pay gap information in relation to ethnicity.
- Working on advancing race equality in the University for staff and students by preparing to submit a successful application to ECU's Race Equality Charter Bronze Award in 2018.
- Advising and supporting the activities and objectives of Dundee Africa Research Network (DARN), a forum run by postgraduate African students for interdisciplinary research on Africa.

4.6 LGBT Staff Network

LGBT Staff Network continues to work with and contribute actively to the University's equality and diversity agenda. The group has active representation on the Equality and Diversity Committee.

In 2016, the University became a member of Stonewall's Diversity Champions Programme and through that it entered for the first time to the Stonewall Workplace Equality Index (WEI). WEI measures institutions on their LGBT inclusion across a spectrum of work, such as policy, training and monitoring. This work is measured on its tangible benefits to our staff and also includes a staff survey concerned with experiences of diversity and inclusion in the workplace.

1. The University received its result and feedback in March 2017. The result ranked the University 339th out of 439 UK organisations that took part in WEI. Stonewall stated in its feedback that for a first time involvement with the WEI, it was a good starting point to progress LGBT equality at the University. The results provide a benchmark for all future and related LGBT equality activities, including a vision to engage with the Stonewall Diversity Global Champions programme.

Other activities around LGBT:

- In the medical school, a group of LGBT champions have been created, with representation from academic staff, professional services and students.
- Group LGBT training from LGBT Youth Scotland, and have implemented a number of initiatives:
- LGBT History Month - Rainbows photo competition, showing of a film, a grand round on LGBT health issues delivered by one of our champions who is also a consultant
- A talk by Jo Clifford, a talk by Brian Dempsey from the School of Law, and Purple Friday.
- Development of a tool to assess policies
- Posters around the School to show LGBT inclusivity
- Training developed and delivered for both medical students and GP tutors
- Workshop accompanied by Getting Started (**See attached: Appendix 3**) - this was initially developed for NHS staff, but has now been taken beyond the institution, being run at three external conferences this year and submitted for an international conference.

- The University acknowledges that the work of engaging with Staff Networks needs to improve further by raising awareness of the existence of these groups and encouraging staff to participate actively.

The University will continue to support existing Staff Networks and work towards establishing further Networks, such as Disabled Staff+ Carers.

4.7 Athena SWAN Charter

The University of Dundee became an Athena SWAN Charter member in January 2012. ECU's Athena SWAN Charter recognises advancement of gender equality: representation, progression and success for all. ECU's Athena SWAN Charter was established in 2005 to encourage and recognise commitment to advancing the careers of women in science, technology, engineering, maths and medicine (STEMM) employment in higher education and research.

In May 2015 the Charter was extended to recognise work undertaken in arts, humanities, social sciences, business and law (AHSSBL), and in professional and support roles, and for trans staff and students. The Charter now recognises work undertaken to address gender equality more broadly, and not just barriers to progression that affect women. ECU's Athena SWAN Charter covers women (and men where appropriate) in all departments for professional staff, trans staff and students.

The University currently holds a Bronze award and will submit its application with a detailed Action Plan for a renewal in April 2017.

Since 2014, the University has been successful in achieving Bronze awards for all the five STEMM departments (Life Sciences, The Centre for Anatomy and Human Identification (CAHID), Computing, Engineering, Physics and Mathematics and Medicine, Dentistry and Nursing). Following the extension of the Charter, the arts, humanities, social sciences and business and law (AHSSBL) departments are currently working towards submitting successful applications during 2017/18 rounds.

In addition to events and seminars organised by the University Athena SWAN groups, further support and contribution towards the commitment of advancing Gender equality in the University is provided on an ongoing basis through Human Resources Organisational and Professional Development (OPD) office.

Since 2013, a programme of events, workshops and activities were provided or introduced by OPD to further the success of embedding gender equality in the University.

Highlights include:

- Since 2014, the University has continued to support the Leadership Foundation Aurora programme - women's leadership development programme.
- University has supported to date 24 female members of staff to attend the programme, experiencing a combination of development days, self-directed on-line learning, action learning and in-house mentoring.
- Developing Leaders Programme: This is a new leadership development programme for individuals who are in established academic and professional service leadership roles. It follows on from the Senior Leaders Development Programme (SLDP) and the programme for Senior Management Team which ran during 2014. A total of 69 (41 female) staff have been supported on this programme.
- University of Dundee Athena SWAN Christmas Talk and Networking Events are now established as regular features.
- Unconscious Bias Workshops are well attended and is now embedded in the OPD programme

4.8 Equality Impact Assessments (EIAs)

The University is continuing to progress this function with having some improvement in undertaking Equality Impact Assessments. Human Resources Directorate has proactively engaged with this requirement by carrying out EIA's on recent organisational changes at the University, however, there is a need to mainstream this requirement throughout the organisation by prioritising this issue with training provided to all appropriate staff.

The University recognises that embedding EIA process fully will enable it to promote equality, diversity and inclusion and also fulfil the requirements of the PSED, therefore this activity is ongoing and included in the new outcomes plan.

4.9 Student Experience/Journey

The University for several years now has progressed immensely in delivering on its commitment to students ensuring excellence and inclusive experience and journey contributed through a range of stakeholders in the institution.

A major contributing factor to the progress has been the introduction of annual partnership agreements with our Dundee University Students' Association (DUSA). Each year DUSA and the University agree a series of priorities with clear, measurable outcomes with an associated action plan to ensure delivery. It sets out key concepts and principles that define student representation and engagement at the University, for example, embedding a Culture of Student Engagement. One aspect of this theme was the development of an Assessment & Feedback hub aiming to promote and disseminate good practice amongst many other centrally focussed ideas.

Fostering good relations with the student population has directly contributed to the University achieving enviable results in the NSS in the last few years.

The message of promoting equality, diversity and inclusion has been reinforced through the University's Transformation Vision, valuing people, working together and making a difference.

Highlights include:

- DUSA running a poster campaign on Zero Tolerance to Sexual Harassment, Discrimination, Bullying, Threatening or Intimidating Behaviour
- DUSA campaigning and raising awareness on Mental Health issues throughout the year
- DUSA organising LGBT+ History month, providing a full programme of events, talks and films
- Student Services through Careers Service launched Dundee Plus, the University's Skills Award to encourage students to participate in a broad range of activities to develop their transferrable skills to enhance employability.
- University continues to organise Student-Led Teaching Awards which attracted over 160 nominations this year.
- The University's Admissions and Student Recruitment is currently participating in the Equality Challenge Unit's project; Attracting diversity, which is now in its second phase: equality in student recruitment to Scottish HEIs. This project will help the participating Scottish Universities to develop their current student recruitment activity, to be inclusive of groups sharing a protected characteristic and better target any group that is underrepresented.
- Continue to excel in our Widening Access programmes as evidenced by the number of students matriculated from a certain socio-economic backgrounds.
- The University has established a number of initiatives to promote inclusive practice including, the Honorary Graduate's Award for Inclusive Practice (<http://www.dundee.ac.uk/library/teaching/awards>) and the Inclusive Practice Showcase (<http://blog.dundee.ac.uk/inclusivepractice/>) to recognise and support sharing of inclusive practice across the University, the Inclusive Practice Checklist and associated guidance for programme approval and review purposes (<http://www.dundee.ac.uk/qf/equalitydiversity/>), and the Alternative Formats Service (<http://blog.dundee.ac.uk/altformats/>) to support staff in the provision of accessible information, including teaching/marketing materials.

The University will continue to support these initiatives and develop others as appropriate to further embed inclusive practice across all its activities.

5. Communication, Consultation and Involvement

The University recognises the importance of engaging and involving staff, students and other stakeholders, where relevant, in the development and advancing of equality and diversity initiatives. Throughout the process of implementing our previous Plan and developing our new Equality Outcomes Plan 2017-2021 has seen an opportunity of involvement and active engagement from staff and students across the institution. The Outcomes Plan 2017-2021 had a wide representation from various equality groups to support us to inform our equality objectives.

The University will continue to consult and involve all students and staff equality groups to ensure our equality and diversity activities are inclusive and achieve appropriate outcomes.

The University's Equality Outcomes Plan is coordinated by the Equality and Diversity Office. The Plan will be published in full set of reports required under the Public Sector Equality Duty on the University Equality and Diversity webpage (<http://www.dundee.ac.uk/hr/equality/>) and made available in hard copy and alternative formats by request. The reports will be disseminated throughout the University and to key external stakeholders. Progress against actions identified in the Equality Outcomes Plan 2017-2021 will be included in the annual equality and diversity report and reported to the Equality and Diversity Committee, People and Organisational Development Committee, University Executive Group and the Court. The report will be drawn to the attention of all staff and students via our Internal Communications medium and published on the University's website.

6. Equality Data and Monitoring

The University currently reports and monitors information on its staff in a range of employment areas on the following protected characteristics:

Age, Disability, Ethnicity, Sex, Pregnancy and Maternity and this is accessible via the designated employee information page available on the Equality and Diversity section of the Human Resources webpage (<http://www.dundee.ac.uk/hr/equality/psed/staffdata/>).

The University also collects other relevant information on areas of harassment and bullying, recruitment and selection process, promotions, leavers, disciplinary, grievances, composition of decision making committees and staff training programmes.

As a public body, the University has a duty of care to collect data and analyse on the protected characteristics, therefore through actions in the previous plan it has been identified that there gaps in readily available robust and reliable quantitative data.

In order to monitor progress in the areas of underrepresentation, we will make this a priority in our Outcome Plan 2017-2021 by developing a framework to capture robust and reliable equality data for staff and students across all protected characteristics.

The University will continue to encourage all staff to update and disclose personal information as it remains a priority. It is anticipated that, regular positive communications, will encourage staff to provide personal information on a range of protected characteristics, including as part of a data collection exercise during 2017/18.

7. Equality Outcomes Plan April 2017-2021

Introduction

The University is committed in its aims to build an inclusive culture where everyone associated with it feels welcome, valued and respected and where lives are transformed to allow all members of the University community to reach their full potential.

The University is now focussed on the development and implementation of its Equality Outcomes Plan 2017-2021. These Equality Outcomes for the next four years will aim to build on the progress we had achieved during the previous set actions during the period of 2013-2017.

Our Equality Outcomes Plan 2017-2021 strategy is determined and shaped by the priority area of concerns we have based on many internal and external factors:

- Requirement of the Public Sector Equality Duty (PSED) in Scotland in compliance with the Equality Act (2010) Scottish Specific Duties (2012);
- Review of the previous Equality Outcomes and progress;
- Alignment with University Strategy, Outcome Agreement;
- Engagement with key stakeholders, including Staff, Students, Equality groups, Trade Unions, E&D Committees, Deans, Directors and Students Association;
- Gathering and Monitoring of staff and student data;
- Staff, Athena SWAN, Gender Projects, Stonewall (LGBT) Workplace Equality Index and related surveys;
- Equality and Diversity training resources and uptake;

- Higher Education Academy Embedding E&D in the Curriculum workshops;
- Equal Pay reviews;
- Scottish Government Race Equality Framework (2016-30);
- Scottish Funding Council's Gender Action Plan;
- Compliance with implementing the British Sign Language (Scotland) Act (2015);
- Support the Carers (Scotland) Act (2016);
- Developments across the University;
- Guidance from EHRC, ECU, CRER, HEA, Close the Gap on developing equality outcomes.

The University believes in taking forward over the next four years this Equality Outcomes Plan 2017-2021 with its four outcomes and its associated actions will help to positively affect a required change in its culture and practice which will help to eliminate discrimination, advance equality of opportunity and foster good relations.

The Equality Outcomes Plan 2017-2021 will be considered for approval by the Equality and Diversity Committee, People and Organisational Development (POD) Committee and for the final approval by the University Court in April 2017.

8. Conclusion

The University, in the past few years has seen a considerable and demonstrable improvement in the level of engagement from staff and students in relation to equality, diversity and inclusion, and this has reflected in diverse stakeholders from across the institution, from the governing body members to the cleaning staff and students actively engaging in changing the culture.

However, we recognise that there is lots more to progress to achieve our aim of building an inclusive culture, but we will continue to build on through our work by focussing in the areas we have identified to carry forward in our Equality Outcomes. These include embedding Equality Impact Assessments processes, gathering and analysing data on all protected characteristics, reviewing and developing policies that effect a positive impact on disadvantaged groups, and also, further enhance and improve the student experience journey.



University
of Dundee

University of Dundee
Equality Outcomes Plan 30 April 2013 – April 2017
Progress Report for the Public Sector
Equality Duty reporting period of
April 2013 – April 2017
(to be published by 30 April 2017)

Presented by Mr. Ajit Trivedi
Head of Equality and Diversity
University of Dundee

Contents:

Overarching Equality Outcomes Plan from April 2013 to April 2017

		Total Actions	Actions Achieved	Partial progress
Outcome 1:	Equality and diversity is embedded across all of the university's activities	8	6	2
Outcome 2:	Decision-making committees are reflective of the demographics of the wider community	3	3	
Outcome 3:	All staff and students, through training and development activities are able to work towards eliminating discrimination, advancing equality of opportunity and fostering good relations	10	7	3
Outcome 4:	The University promotes gender equality	5	5	
Outcome 5:	The University creates supportive environments and minimizes disadvantage.	10	3	7
Outcome 6:	The University promotes good relations between equality strands and an inclusive environment	5	4	1
Outcome 7:	The University attracts and retains students from under-represented groups and groups more likely to withdraw	7	5	2

Purpose of document:

This is to provide a progress report on the actions included in the University's Equality Outcomes Plan (approved in November 2014) which covers the period from 30 April 2013 to April 2017.

Progress on Action

The report provides details of actions progressed within the Plan, shown in the column which indicates status and a section of narrative giving more detailed explanation of the steps taken to progress actions.

The extent of progress is marked:

Green	where considerable has been achieved
Amber	where some progress has been achieved but more work is still required
Red	where work is behind and considerably more needs to be done

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Outcome 1: Equality and diversity is embedded across all of the university's activities

Rationale: It is important that equality and diversity is embedded in all activities both legally and morally. As a community we need to ensure a culture that is inclusive and values diversity in all its activities. In order to support this we need to ensure regular monitoring and implementation, for instance by further embedding and increasing the number of Equality Impact Assessments undertaken in the University.

Protected characteristics: all

Action	Lead responsibility	Success indicator and timescale	Status
1.1: University senior management approve of the Action Plan	HR Director Stakeholders: Deans/Directors	Plan approved 2013 ongoing Revised action plan approved	Completed
Progress: Original Plan approved by the Court in April 2013 Feedback given on revised Plan by EHRC Revised Equality Plan approved in November 2014 by E&D Committee, HR Committee and Court Briefings given to E&D groups Webpage updated with information The current Plan will be reviewed when the University restructuring is complete in 2015/16			
Action	Lead responsibility	Success indicator and timescale	Status
1.2: Review governance and management arrangements, to ensure E&D is mainstreamed	HR Director/ SMT Deans/Directors	- Review completed; action points acted upon - University has a culture that is inclusive and values diversity in all of its activities 2013 ongoing	Completed

Progress:

December 2014, University Court published a Diversity Statement to embed equality and diversity in all its committees and functions

E&D is mainstreamed through Court, Human Resources Committee, E&D Committee, Equality Staff Networks, School Boards, School E&D Committees, Athena SWAN Groups, Research Governance Committee, Learning and Teaching Forum/Quality Enhancement Sub-Committee, Senate and DUSA

Minutes and actions list are provided to all relevant committees, stakeholders

E&D is now discussed widely across the University events, workshops, HR functions, Organisational and Professional Development programmes, New Staff Inductions twice a year

E&D has become a regular feature in Vice-Chancellors Q/A sessions organized through Academic Council

Through policy updates

During 2015, Mainstreaming of equality and diversity will be further enhanced when EIA processes are embedded

Action	Lead responsibility	Success indicator and timescale	Status
1.3: Provide regular updates through various University communication channels such as staff briefings, articles in University magazine, web information and training sessions, to ensure that the University is fully aware of the requirements of the E&D legislation	E&D Office	Number of updates provided through communication channels Audience reached through updates 2013 ongoing	Completed
1.3.1 (1.4 in original outcomes plan) Raise diversity profile in composition of decision making committees	University Secretary	Decision making committees address imbalances in its membership to reflect diverse groups University court monitors the composition of its membership annually to address its diversity profile	

<p>Progress:</p> <p>Internal University communications channels have been utilized to raise awareness; such as Hermes bulletin, Highlighter Newsletters, E-Contact magazine, DUSA announcements, and University web pages. The use of social media, such as Twitter, is also being considered as an additional method to raise awareness.</p> <p>The Court took steps to address this action in December 2014. The Court, through Policy, Governance and Legal Affairs directorate will monitor data on the composition and representation of its Committees annually. New equality and diversity monitoring form covering all protected characteristics had been used in March 2015 to survey the composition of the current committee of the Court and other related committees</p> <p>The Court has set a target of aiming to reach up to 40% in gender balance</p>			
Action	Lead responsibility	Success indicator and timescale	Status
<p>1.4: For REF 2014:</p> <p>Develop Code of Practice covering individual circumstances procedures to ensure REF process is fair and transparent for all</p> <p>Acquire approval for Code of Practice by HEFCE.</p> <p>Ensure that the Code is accessible to all staff</p> <p>All staff involved in REF 2014 process successfully complete REF</p> <p>Specific equality and diversity training with additional E&D modules</p> <p>Staff with individual circumstances procedures implemented fairly and consistently.</p> <p>Perform impact assessments to highlight any areas of equality issues.</p>	<p>Head E&D</p> <p>Stakeholders:</p> <p>HR Director</p> <p>REF EDWG</p> <p>REF Manager</p>	<p>Code developed</p> <p>Code approved</p> <p>Code accessible</p> <p>100% completion</p> <p>Individual review group set up and trained to conducting procedure fairly.</p> <p>Impact assessments performed</p> <p>2012 – 2014</p>	Completed
<p>Progress:</p> <p>This Code of Practice (CoP) has been developed by the University's REF Equality and Diversity Working Group, chaired by the Director of Human Resources (submitted to UK REF Team and approved by the REF Equality and Diversity Advisory Panel and informed through the Scottish Funding Council.</p>			

Approved CoP was published on the University's REF 2014 webpages. The University ensured that its preparations for the REF complied with its obligations as a public sector organisation and employer.

To ensure that equality and diversity was mainstreamed into REF 2014, University took the following positive steps to prepare for REF 2014.

- Set up a diverse and representative REF Equality and Diversity Working Group, which included, Head of Equality and Diversity
- Head of Equality and Diversity sat on all internal decision making committees and involved in all stages of decision-making.
- Equality groups were consulted widely to develop the CoP
- Delivered REF Specific Equality and Diversity training to all staff involved in REF (190 staff)
- Individual Circumstances Review Group (ICRG) was established consisting diverse members with an expertise in equality and diversity issues, which, included Heads of Equality and Disability Services
- ICRG met on several occasions to consider and review over 200 cases
- Equality Impact Assessments were conducted three times during the REF 2014 process to analyse if differential impact had occurred to any of the equality groups. Results were presented to relevant Committees and actions agreed as a result of the findings

Action	Lead responsibility	Success indicator and timescale	Status
1.5: Embed Equality Impact Assessments (EIA's) Inclusion of EIA's in existing and new policies Make Guidance available to Managers and policy owners. Provide training and support for implementation of EIA process to Managers and relevant staff.	E&D Office	Track number of EIAs performed	Partially met
		Increase number of policy owners conducting equality impact assessments.	In-progress Expected June/July 2015
		Provide guidance	The restructuring of the University has delayed implementation
		Measure effectiveness of training and support 2013 – 2017	
		Guidance made available to managers and policy owners.	The EIA will be rolled out beginning

		Training and support provided for implementation of EIA process to managers and relevant staff Increased number of policy owners conducting equality impact assessments Inclusion of EIAs in existing and new policies.	of the 2017/8 academic year
Progress: The University had introduced the process of carrying out EIAs in 2010 and conducted training workshops along with the support of online training module and an EIA Toolkit. EIA Steering Group had been established but did not sustain the process and became inactive Several EIAs have been carried out in the University during 2013/17, but the process needs to be developed and embedded throughout the organization During 2017, E&D team will prepare a guidance document on conducting EIAs, disseminate it widely and hold training sessions for staff with policy responsibilities. This information will be made available on the HR webpage. The newly established E&D structure within the University will aid this.			
Action	Lead responsibility	Success indicator and timescale	Status
1.6: Biennially in April produce and publish an Equality Report, to include progress on outcomes, evidence, monitoring data and future actions.	E&D Office	Report is published on website as per public sector equality duty deadlines April 2015 then biennially	Completed
Progress: PSED Reporting requirements have been fulfilled since the first report in April 2013. April 2015 progress reports are published on the website with comprehensive employee information and gender pay gap information Progress with Actions in 2015 will be updated for 2017 Report			
Action	Lead responsibility	Success indicator and timescale	Status
1.7: For current and new policies including: Equality and Diversity policy, Dignity at Work and Study policy, Gender reassignment,	E&D Office Head of Disability	A programme of reviewing policies is completed.	In progress

Sexual Orientation, Religion or Belief, and Student Pregnancy and Maternity policy, and Guidance for Disabled Staff and Line Managers: Ensure up-to-date policies and guidelines are available on the University web pages that support students and staff Review, update and develop Policies to reflect the requirements of the Equality Act 2010 and promote good practice.		August 2013 Ongoing	Completion expected 2017/18
Progress: Equality and Diversity Policy updated and included on the University webpages Suite of Work/Life policies updated and included on HR webpage Promotion Policy updated and included on webpage Dignity at Work and Study Policy drafted, currently going through consultation, expected approval July / August 2017 Policies on other protected characteristics are scheduled and planned to be developed in 2017/18 e.g. transgender, student pregnancy & maternity The guidance for disabled staff and line managers has been reviewed and new flowcharts of the referral and Access to Work process have been developed to clarify the roles of support services and the responsibilities of line managers: http://www.dundee.ac.uk/hr/policiesprocedures/disabilitysupportforstaff/ Training for line managers on the revised guidance done			
Action	Lead responsibility	Success indicator and timescale	Status
1.8: Ensure Procurement processes are compliant with the relevant sections of the Equality Act and Scottish Specific Equality Duties. Demonstrate due regard to equality in the design, review and implementation of procurement processes	Director Finance	Increased compliance 2013 and then reviewed annually	Completed
Progress: The University's Procurement Office has evidenced compliance with the requirements of Equality Act. The Procurement Office includes an Equality Act clause within University's General Terms & Conditions in its tenders, e.g. In both Service provision and employment matters the Contractor shall not unlawfully discriminate within the meaning and scope of the provisions of the Equality Act 2010 or any statutory modification or re-enactment thereof relating to discrimination in the provision of goods and services and employment. The Contractor shall take all reasonable steps to secure the observance of these provisions by all servants, employees or agents of the Contractor and all sub-contractors employed in the execution of the Contract. This is followed by a series of questions in relation to equality and diversity.			

Outcome 2: Decision-making committees are reflective of the demographics of the wider community

Rationale: Until recently the composition of the decision-making committees in terms of protected characteristics was not monitored. Without diverse representation across these committees there may be inadvertent disadvantaging of particular groups. The Good HE Governance Code focuses on governance and diversity and provides opportunity to do this work, stating on the make-up of such committees “In addition, the issues of equality and diversity must be addressed, and a regular report should be presented to the governing body on progress made towards achieving previously established goals in regard to a balanced membership taking account of equality and diversity characteristics” (<http://www.scottishuniversitygovernance.ac.uk/wp-content/uploads/2012/10/FINAL-draft-code-12April13.pdf>, page 22)

Protected characteristics: all

Action	Lead responsibility	Success indicator and timescale	Status
2.1: Monitor university demographics	E&D Office	A report is produced annually showing university protected characteristic demographics 2013 ongoing	Completed for this year and ongoing
Progress: The University till now had collected comprehensive data on age, disability, ethnicity and gender only. It is planned to undertake a University wide exercise later this year to update the personal information of staff on all the protected characteristics. Collection of data will be carried out twice in the first year of introducing the new questionnaire and then it will be monitored manually			
Action	Lead responsibility	Success indicator and timescale	Status
2.2: University Court publishes policy relating to its diversity to meet Governance Code	University Secretary	Policy is published 2014	Completed
Progress: Diversity Statement of the Court approved and published in December 2014 Specific actions to addressed are included in the Diversity Statement			

Action	Lead responsibility	Success indicator and timescale	Status
2.3: Decision-making committees address imbalances in its membership to reflect diverse groups. Raise diversity profile in composition of Decision-making committees	Director PGLA	A report is produced annually showing decision-making committee protected characteristic demographics Imbalances are reduced 2015 onwards	Completed for this year and ongoing
Progress: The senior management team have already put steps in place to address imbalances in decision-making committees. New monitoring form which includes all the protected characteristics was used to collect data on Committees during March 2015. Committee data is included in the Employee information report to be published in April 2015. The Court has set a target of up to 40% gender balance in its committees. This action will be reviewed annually to reflect the data.			

Outcome 3: All staff and students, through training and development activities are able to work towards eliminating discrimination, advancing equality of opportunity and fostering good relations

Rationale: The University firmly believes that embedding and mainstreaming equality and diversity training and awareness is a key area of focus to build a culture of change. This enables the University community to create a positive environment that results in the elimination of discrimination and promotes behaviour that supports positive attitudes and practices.

The University is also committed to providing students with an appropriate training programme which would develop, enhance and raise their understanding of equality and diversity issues. An online training module is therefore planned to be rolled out to students during Academic Year 2014/15.

Protected characteristics: all

Action	Lead responsibility	Success indicator and timescale	Status
3.1: Provide University Court members with appropriate training and information to enable them to fulfil their equality and diversity responsibilities.	Director PGLA Head E&D	Training is completed by all court members 2013 ongoing	Completed and ongoing
Progress: All existing Court members have completed the University mandatory training programme. This requirement is mainstreamed throughout all the committees where decisions are taken.			
Action	Lead responsibility	Success indicator and timescale	Status
3.2: All new staff complete the required mandatory online equality and diversity training modules within six months of employment with the University, monitored by the Equality and Diversity Office.	University Secretary Deans	Online E&D training module completion embedded in induction 2013 - Ongoing	Completed and ongoing

Progress: University equality and diversity is mandatory for all staff members. New staff have this written in their contracts and also is part of their probationary requirement. Equality training statistics are analysed by the E&D team and status reports are distributed to the Heads/Deans to engage with their staff in this matter.			
Action	Lead responsibility	Success indicator and timescale	Status
3.3: Ensure existing staff have completed the online mandatory equality and diversity training modules	Deans/Directors E&D Office	100 percent completion for all staff Reduction in adverse E&D and bullying and harassment incidence. By 2017	Partially met and ongoing
Progress: 2015, overall completion rate was around 34% for the University. We have doubled this to almost 70% as of January 2017. Heads/Deans and the senior management team continue to be pro-active in reminding staff of their responsibility to complete this training, and since May 2015 have been provided with completion status reports every quarter to encourage staff to engage with the equality and diversity training programme.			
Action	Lead responsibility	Success indicator and timescale	Status
3.4: Ensure all staff without access to computers are provided classroom based tutor led equality and diversity training.	Head E&D	Uptake of E&D training amongst staff without access to computers increases Ongoing	Partially met and ongoing
Progress: As of Jan 2017, a total of 168 (72%) staff had completed this training. E&D team will deliver the training to the remaining staff during July/Aug 2017.			
Action	Lead responsibility	Success indicator and timescale	Status
3.5: Review and deliver the Recruitment and Selection equality-training module to all staff involved in that activity	Head E&D Stakeholders: HR Director HRO's	Recruitment and Selection panels undertake training 2014 ongoing	In progress Expected to re-launch in August 2017
Progress: Some staff in the University have had training in this activity using the online Recruitment and Selection module However, the Recruitment and Selection policy is currently being developed and expected to be completed by September 2017.			

Action	Lead responsibility	Success indicator and timescale	Status
3.6: Identify and develop further equality related training /awareness events or workshops with specific target groups in the University	Deputy HR Director OPD E&D Office	Increased number of bespoke E&D training events Ongoing	Complete And ongoing
Progress: University's OPD team in conjunction with the E&D team have introduced many workshops, e.g. career development workshops for early career researchers. This includes E&D on city campus and Ninewells campus. Mentoring opportunities have been developed to support academic careers Regular Unconscious Bias training sessions now held through OPD An online module for Unconscious Bias is now available			
Action	Lead responsibility	Success indicator and timescale	Status
3.7: Provide ongoing training, support and guidance to all staff, initially line managers, to enable them in their duties to deal with equality and diversity issues	Deputy HR Director OPD E&D Office	Reduction in adverse E&D and bullying and harassment incidence Ongoing	Completed And ongoing
Progress: Harassment and Bully incidents reported to the Equality and Diversity have been on a downward trend for the last few years. Yearly figures are included within the Staff data report which will be published in April 2015 Adjustments for disabled staff are monitored on an ongoing basis as staff are referred or self-refer to Disability Services for support. Further work on this is planned as part of the training for line managers noted above. Disability Services also provides a range of disability equality training opportunities for University staff on a regular basis throughout the Academic Year. A new mental health resource has also been developed to support staff and students to access information and support for mental health issues: http://www.dundee.ac.uk/disabilityservices/resources/mentalhealthresource/			
Action	Lead responsibility	Success indicator and timescale	Status
3.8: Review existing E+D online training programmes to ensure content is inclusive of equality and diversity to raise awareness and increase understanding	E&D Office Stakeholders:	Increased awareness of need for E&D in training beyond specifically E&D training	Completed

	Deputy HR Director OPD	Ongoing	
Progress: The University has a comprehensive suite of equality and diversity training modules (Diversity in the Workplace, Disability, Diversity in Learning and Teaching, A Manager's guide to Stress, Stress in the Workplace, Recruitment and Selection, Equality Impact Assessment, EIA Toolkit and Tutor-led and a module for students Modules are frequently updated to reflect current University policies and practices as well as for legislative requirements			
Action	Lead responsibility	Success indicator and timescale	Status
3.9: Develop and deliver an equality and diversity-training programme for students to raise their understanding and awareness of equality issues.	E&D Office	Deliver E&D training to students Reduction in adverse E&D and bullying and harassment incidence 2014/15 onwards	Completed
Progress: An online training programme for all University students was developed and launched on MyDundee in January 2015 University's Dental School has adopted this module into their course programme to raise awareness of equality and diversity for their students Since 2010, department of Education Psychology have required their taught masters programme students to complete two equality and diversity modules, Disability and Diversity in the Workplace as a fulfilment of the professional body British Psychological Society The School of Medicine has introduced trans-awareness workshops in its undergraduate curriculum.			
Action	Lead responsibility	Success indicator and timescale	Status
3.10: Ensure Students Association Executive Officers undertake equality and diversity training and are aware of their legal responsibilities particularly in relation to the provision of goods, facilities and services under the Equality Act 2010	E&D Office	Increased completion rate of E&D training by DUSA officers Improved confidence with E&D issues and diverse groups Sep 2013 Ongoing	Completed And ongoing
Progress: Since 2009 Student Officers have been undertaking the equality and diversity training provided by the University. This is a continual process as new officers are elected annually			

Outcome 4: The University promotes gender equality

Rationale: The University recognises commitment to promoting gender equality, including advancing women's careers in science, technology, engineering, maths and medicine (STEMM), increasing the number of women in senior positions, and promoting gender equality in areas where inequality exists. For instance, the University aims to increase the proportion of women in senior positions. In 2011 ECU (Equality Challenge Unit) undertook an internal evaluation which found clear evidence of the impact that Athena SWAN has had at institutional level and for individuals. The research identified impact on organisational structure and culture change, with increases in the proportion of women, better representation of women on committees, improvements in the transition from postdoctoral researcher to first academic post, improved working practices to support career progression and growth in women's networking across institutions.

Protected characteristics: gender

Action	Lead responsibility	Success indicator and timescale	Status
4.1: Recruit Athena Swan advisor	HR Director REF EDWG REF Manager Head E&D	Recruited 2013	Completed
Progress: Athena SWAN Co-ordinator appointed during 2013 to undertake the role of advancing women in STEMM			
Action	Lead responsibility	Success indicator and timescale	Status
4.2: Develop University Bronze Award submission	VP & HOC CLS HR Director Head E&D	Bronze award achieved 2013	Completed
Progress: Application for the award was developed and submitted in November 2013 University awarded the Bronze Award in April 2014			
Action	Lead responsibility	Success indicator and timescale	Status
4.3: Support STEMM departments in individual applications	Athena Swan Coordinator	Individual departments achieve awards 2013-2017	Completed

Progress:

Since achieving the institution Bronze Award in April 2014, the institution has made considerable progress towards achieving departmental awards. During 2014/15, College of Medicine, Dentistry and Nursing and Midwifery Departmental was successful in achieving the Bronze awards. In April 2015, College of Life Sciences and The Centre for Anatomy and Human Identification were both awarded Departmental Bronze Awards. All five University STEMM departments have been successful and are currently holding a Bronze Award. Since May 2015, Athena SWAN Charter has extended to include non-STEMM departments. Non-STEMM departments are currently working towards submitting application for the Bronze Award during the 2017/18 rounds.

Action	Lead responsibility	Success indicator and timescale	Status
4.4: Monitor women in academic careers	E&D Office Stakeholder: HR Director	Increased number of women gaining promotion 2014-2017	Completed

Progress:

As part of the Athena SWAN action plan, this data is currently being reviewed and analysed by HR and Athena SWAN Steering Group. Numbers of women have increasingly become more successful in achieving promotion as evidenced by the data provided in the Employee Staff Report of April 2017.

Action	Lead responsibility	Success indicator and timescale	Status
4.5: Monitor the Gender Pay gap in the University by undertaking a Equal Pay Audit and report on outcomes	HR Director	Reduction in Gender Pay gap 2013 and then ongoing	Completed

Progress:

University undertook its first equal pay audit on gender pay gap in 2012. The audit covered gender pay gap and the results were published in April 2013. University has now conducted its second equal pay audit in 2014, besides gender it also covers ethnicity and disability. The Audit results has been published on the HR webpages in April 2015.
<https://www.dundee.ac.uk/media/dundeewebsite/hr/documents/equalitydiversity/Gender%20Pay%20Gap%20Information%20Report%20-%20April%202015.pdf>
 Work is underway on the April 2017 reports

Outcome 5: The University creates supportive environments and minimizes disadvantage.

Rationale: In order to attract and retain excellent staff and students we need to provide a supportive environment. The University aims to build a culture where everyone associated with it feels welcome, valued and respected and where lives are transformed to allow all members of the University community to reach their full potential. In order to monitor and minimise disadvantage due to protected characteristics, staff and students need to feel safe disclosing those characteristics.

Protected characteristics: all

Action	Lead responsibility	Success indicator and timescale	Status
5.1: Improve staff profile information by gathering equality data across all protected characteristics. Encourage staff to declare information around all protected characteristics. Encourage all staff to update their information annually	E&D Office HR	Increased rate of disclosure of protected characteristics among staff Reduction in student complaints and disciplinary cases due to protected characteristics 2013 and ongoing	Partially met In progress
Progress: Equality and Diversity Committee has taken the action in March 2015 to collected data on all protected characteristics Equality and Diversity Monitoring form has been updated in March 2015 to include all protected characteristics The E&D monitoring form was used as a pilot in March 2015 with the University Court and its committees Feedback from the Court membership has been quite positive Issues around personal disclosure in relation to LGBT is getting resolved E&D data held for all staff will be updated in 2017 and improved for disclosure rate			
Action	Lead responsibility	Success indicator and timescale	Status
5.2: Review arrangements for collecting student equality monitoring data to cover all the protected characteristics	E&D Office Stakeholders: University Secretary	Increased rate of disclosure of protected characteristics among students Reduction in disadvantage in applications, progression, retention and	Partially met In progress

	Director Student Services	attainment due to protected characteristics 2014 ongoing	
Progress: The University collects data on some protected characteristics routinely as part of registration Ongoing discussion on student data requirements with the Registry team Arrangements in place for the collection of student data in relation to all other protected characteristics not previously collected Arrangements will be reviewed by Student Services Managers' group and a small working group will meet over the Summer of 2015 to monitor progress and set further targets. With Business Transformation project, we plan to allow more student self-updating.			
Action	Lead responsibility	Success indicator and timescale	Status
5.3: Improve the collection of equality data for students attending training, workshops and career services	Director Student Services Stakeholders: Dir Strategic Planning	Increased collection of data 2013 ongoing	Partially met In progress
Progress: Progress: Head of CASTLE and Head of Careers will jointly review existing arrangements with a view to implementing further improvements for September 2017.			
Action	Lead responsibility	Success indicator and timescale	Status
5.4: Improve the collection of equality data for staff attending training, workshops through staff development opportunities and career services Collect data on uptake of training provisions available by PC. Identify gaps in accessibility to training for staff equality groups	Deputy HR Director Stakeholders: OPD	Increased collection of data 2013 ongoing	Completed

Progress: Since 2013, OPD have collected data of staff attending various training workshops Current OPD training data includes protected characteristics of age, disability, ethnicity and gender Uptake of training is covered in more detail in the Employee Information report 2015, published on webpage 30 April 2015			
Action	Lead responsibility	Success indicator and timescale	Status
5.5: Monitor, measure and take steps to improve staff satisfaction in their experience of working at the University	HR Director	Increased satisfaction in staff survey Increased likelihood of staff recommending UoD as a good place to work	Completed
Progress: Staff survey results have been analysed, broken down by school and reported back to schools for action			
Action	Lead responsibility	Success indicator and timescale	Status
5.6: Monitor the pay gap of black and minority ethnic and disabled staff by undertaking an equal pay audit biennially	HR Director	Reduce pay-gap for protected characteristics 2015 and then ongoing	Monitoring completed Pay-gap reduced, but needs further actions from the analysis
Progress: Gender Pay Gap Information report April 2015 includes pay gaps on ethnicity and disability, will be repeated 2017 E&D committee equal pay working group has met and discussed pay gap reports Review on the report will be carried out on the 2016 figures, with actions identified			

Action	Lead responsibility	Success indicator and timescale	Status
5.7: Monitor reasons for leaving from exit questionnaires or interviews to address equality related issues and to identify trends by protected characteristics	HR Director Stakeholders: HRO's	Reduce number of staff leaving due to issues relating to protected characteristics 2014/15 and then annually	Form available for staff Need to raise awareness of the form
Progress: Form developed. Need to raise awareness of form, then gather data, analyse and report back results to inform actions. This activity will be continued in 2017.			
Action	Lead responsibility	Success indicator and timescale	Status
5.8: Monitor uptake of flexible working and part-time working opportunities	HR Director Stakeholders: HRO's	Reduced number of staff leaving due to inflexible working practices 2014 then annually	In progress
Progress: With the introduction of updated HR Work/Life policies in 2015, the data will be analysed by HR and to help with award submissions Currently data is not collected by protected characteristics. This work will be carried forward and embedded into HR processes.			
Action	Lead responsibility	Success indicator and timescale	Status
5.9: Monitor and respond to external equality qualitative and quantitative data requirements in line with the requirements of the Equality Act 2010 for all protected characteristics	Head of E&D Stakeholders: HR Director Director Student Services	Improved provision for PCs not currently covered e.g. pregnancy / maternity within student body 2013 and then annually	Partially met In progress

Progress: Currently the University collects data that meets the requirements of HESA Student data is not currently collected on pregnancy and maternity or marriage or civil partnership Currently the University does not publish student data as part of the annual report E&D office to include student data in annual reports in 2018			
Action	Lead responsibility	Success indicator and timescale	Status
5.10: Monitor implementation of reasonable adjustments for disabled staff	Dep HR Director Stakeholder: Head Disability Services	Increase successful reasonable adjustment for disabled staff 2014 and then annually	Completed And ongoing
Progress: Adjustments for disabled staff are monitored on an ongoing basis as staff are referred or self-refer to Disability Services for support. Further work on this is planned as part of the training for line managers noted in action 1.7.			

Outcome 6: The University promotes good relations between equality strands and an inclusive environment

Rationale: If we embed our E&D policies across the University we will improve the environment, improving relationships between the different equality strands. An example of good practice has been the Islamic Society and Christian group having joint meetings to learn from each other.

Protected characteristics: all

Action	Lead responsibility	Success indicator and timescale	Status
6.1: Review and update content and design of equality and diversity web pages.	E&D Office Stakeholders: HR Deputy Director Head Disability Service UoD IT	Reduction in complaints about out-of-date content Publication of biennial Equality and Diversity report on website Information offered to staff and students is accessible, informative and meets needs. Increased participation with staff and students of all protected characteristics to encourage engagement and involvement in consultations to further inform future equality and diversity developments, plans and reports 2014 and then ongoing	Partially met due to University restructuring In progress
Progress: Equality and Diversity information is currently published within the HR webpage Equality and Diversity Office plans to improve the design and layout of the webpages related to equality and diversity in 2017/18 The University's Alternative Formats Service continues to support all staff to ensure University-produced material is designed to be accessible at source and that alternative formats are provided where required by individual disabled students or members of staff. This has been supported by the recent			

introduction of the University's 'Policy and Guidance on Reading and Resource Lists' that encourages teaching staff to provide details of reading material with sufficient notice to enable the provision of accessible formats: http://www.dundee.ac.uk/library/search/lists/			
Action	Lead responsibility	Success indicator and timescale	Status
6.2: Establish a structured working relationship with the diverse student and staff networks to raise awareness of all protected characteristics	E&D Office Stakeholders: Staff Network Chairs Head Disability Service	Increased membership 2013 and then ongoing	Completed
Progress: University has recognised the importance of diverse staff and student networks and therefore have been supportive in establishing Staff Networks, BME Staff Steering group re-launched in March 2015 with great enthusiasm from the BME community in the University LGBT Staff Network has been relaunched Discussions have taken place to establish further staff networks, e.g. Disability, Religion or Belief group Awareness raising of Staff Networks has been addressed via various University communication channels Work to establish Disability Staff Network is in progress and will be launched during 2017.			
Action	Lead responsibility	Success indicator and timescale	Status
6.3: Review Equality and Diversity Working Group structure to ensure the inclusion of all protected characteristics Ensure the work of this Group is transparent and shared with all staff and students through the provision of Minutes/regular updates via the Equality and Diversity webpage Improve communication between all equality groups in order to promote the equality outcomes.	Head E&D HR Director Staff Network Chairs	All protected characteristics and intersectionality represented	Completed
Progress: Equality and Diversity Working Group was restructured in November 2014 to ensure equality and diversity agenda aligns with the Transformation Vision and strategy of the University. The Committee is responsible for the overall strategic framework and direction for equality and diversity commitments in the University for both Staff and Students including meeting its legal obligations under the Equality Act 2010. It reports directly to Human Resources Committee and through to Court and also to Senate via the Committee minutes. The University Secretary chairs the Committee that reflects a wide range of expertise and			

commitment to progress equality and diversity in the University. Equality and Diversity Committee has also established a subgroup the Equality Outcomes Plan Implementation Group, led by the Head of Equality and Diversity to implement, monitor and take scrutiny of the progress in relation to taking forward and embedding equality and diversity activities across the University. Management of E&D has been restructured within the University.

Action	Lead responsibility	Success indicator and timescale	Status
6.4: Develop strong links with other service providers locally and nationally	Head E&D Head Disability Services	Number of connections with service providers increased Ongoing	Completed

Progress:
The Equality and Diversity Office has established and maintained links and working partnerships with local, national and international groups and bodies, such as Dundee Equality Partnership, Dundee Equality Forum, EHRC, ECU, LGBT Youth Scotland, Stonewall UK and many community groups. Disability Services maintains strong links with many service providers locally and nationally to support the provision of services for disabled students and staff. This include providers of non-medical help services, such as sign language interpretation, electronic note-taking and specialist support for students with complex needs.

Action	Lead responsibility	Success indicator and timescale	Status
6.5: Raise awareness of the Inclusive Practice Showcase and Inclusive Practice.	E&D Office Head Disability Services Assistant Director LLC	Increased opportunity to showcase good practice Increased awareness of good practice 2013 onwards	Completed

Progress:
The University's Honorary Graduates' Award for Inclusive Practice is the only University-wide award that is open to all staff in Schools and Professional Services. The award recognises and promotes the provision and development of inclusive practice across the University that removes barriers to access for students protected by the Equality Act. Additional publicity has been undertaken this year via the University's network of Disability Support Officers, the University's weekly email newsletter, Hermes, and the Library and Learning Centre's publication, Highlighter. All submissions are also now available on the University's Inclusive Practice Showcase: <http://blog.dundee.ac.uk/inclusivepractice/>

Outcome 7: The University attracts and retains students from under-represented groups and groups more likely to withdraw

Rationale: The recent Post 16 Education (Scotland) Act 2013, aims to enable, encourage and increase participation of underrepresented groups in higher education. We are committed to widening access for PC groups, identifying factors relevant at advertising, application, and study stages. Benchmarking data for 2012 has been collected for the PCs showing underrepresentation of certain groups (e.g. women in computing).

Protected characteristics: all

Action	Lead responsibility	Success indicator and timescale	Status
7.1: Mainstream equality and diversity into the Learning and Teaching Strategy in line with Enhancement Led Institutional Review (ELIR) 3.	VP Learning and Teaching Head E&D	Inclusive practice checklist developed Student policies and guidance in relation to all PCs developed and disseminated 2013 and ongoing. Equality and Diversity is mainstreamed into the University's Metastrategy for Quality Enhancement.	Partially met In progress
Progress: As part of the University Strategy 2012-2017 we developed a Quality Enhancement Metastrategy, to ensure that the University takes a strategic approach to quality enhancement that covers all aspects of the student experience. The Metastrategy captures all of the elements of the existing University strategies that relate to the student experience, as well as containing additional sections. These include specific reference to equality and diversity in curriculum development, the student support environment, student retention, progression and achievement, and communication. See http://www.dundee.ac.uk/qf/enhancement/ . Work is ongoing to develop key performance indicators as part of the new University strategy to 2022			
Action	Lead responsibility	Success indicator and timescale	Status
7.2: Monitor and report experiences of all students, through student surveys Appropriate action taken on the student feedback.	VP Learning & Teaching Stakeholder: Director Student Services	Improvement in student experience 2013 then annually	Partially met Ongoing

Progress:

The annual institutional analyses of the NSS results now include a breakdown of the student comments by gender, ethnicity, disability, socio-economic classification and domicile, as well as the subject and mode of study. It is planned that future analyses of student satisfaction will include more detailed considerations of these areas.

Disability Services provides regular feedback opportunities for disabled students and staff, and shares details of the action taken in response through our website and annual reports: <http://www.dundee.ac.uk/disabilityservices/contact/feedback/>

Action	Lead responsibility	Success indicator and timescale	Status
7.3: Review and assess in the light of the diversity of students, the University's and Schools literature and material which sets out the services and support available to all students prior to joining the institution	Dir Admissions and Student recruitment Stakeholders: Director Student Services Director External relations	Increased applications from underrepresented groups 2014 onwards	Completed

Progress:

The University is fully engaged with the Equality Challenge Unit, and there is ongoing work focusing on Admissions and Recruitment. A&R has been involved in project on recruitment 'attracting diversity'. Primary focus has been gender.

Action	Lead responsibility	Success indicator and timescale	Status
7.4: Increase awareness of support needs for students from under-represented groups and groups more likely to withdraw	Director Student Services Stakeholder: Director Admissions & Student Recruitment	Reduced number of complaints, appeals, withdrawals and dismissals regardless of Protected Characteristic 2014 then annually	Completed And ongoing

Progress: We have a retention and progression committee that undertakes analyses of data relating to retention, progression and achievement. It is intended that this will include consideration of protected characteristics at the level of the institution. Our process for annual review of taught provision includes a requirement for module leaders to comment on student performance and achievement with respect to specific groups of students (e.g. ethnicity, gender, disability, widening participation, non-native English speakers). Our monitoring of complaints handling includes analysis of Protected Characteristics (where disclosed).			
Action	Lead responsibility	Success indicator and timescale	Status
7.5: Ensure that the University's curriculum for learning, teaching and assessment promotes Equality and Diversity and inclusive practice in line with the requirements of the Equality Act 2010 and Quality Assurance Agency (QAA).	Director QA Stakeholders: VP L&T	Increased student experience regardless of Protected Characteristic 2013 onwards	Completed And ongoing
Progress: We are working with the HEA on developing training for staff to further enhance our existing inclusive practice training, and hosted an HEA-led workshop on Teaching for Belonging and Inclusivity: Embedding Equality and Diversity in the Curriculum. We engaged with the Equality and Diversity Strategic Enhancement Programme in Scotland. We undertook a substantive review and revision of our assessment policy, and there is now anonymity at Exam Boards. We have introduced a recording lectures policy, a reading lists policy and guidance on proof-reading, each of which had accessibility as a key driver for their development: http://www.dundee.ac.uk/pgla/policies/recording-lectures/ http://www.dundee.ac.uk/library/search/lists/ https://www.dundee.ac.uk/governance/policies/guidance%20on%20proof-reading/ We are currently planning a workshop (June 2017) with Embedding Equality and Diversity in the Curriculum (EEDC) to further inform this work.			
Action	Lead responsibility	Success indicator and timescale	Status
7.6: Ensure new programmes and modules and those under review are evaluated to assess their potential to advance and promote equality of opportunity and foster good relations before final approval.	Director QA Stakeholders: VP L&T	Increased awareness of need to promote equality 2013 onwards	Completed

Progress:

Our periodic programme review procedure has been updated to include more explicit reference to equality, diversity and inclusive practice. This is now a theme running through the reporting templates (see <http://www.dundee.ac.uk/qf/qualityassurance/programmereview/>). The equality and diversity checklist for programme approval and review has been updated. We have recently undertaken a substantive review of our procedures for the approval of new taught provision, and have used this as an opportunity to enhance our approach to advancing and promoting equality of opportunity and fostering good relations within our taught provision.

Staff are encouraged to use the Strathclyde Teachability Toolkit in the design of modules and programmes and are supported in this process by Disability Services.

Action	Lead responsibility	Success indicator and timescale	Status
7.7: Ensure Guidance, resource and support on inclusive learning, teaching and assessment practice is available to all staff who support the learning and teaching process	Director QA	Reduced number of complaints, appeals, withdrawals and dismissals 2013 onwards	Completed

Progress:

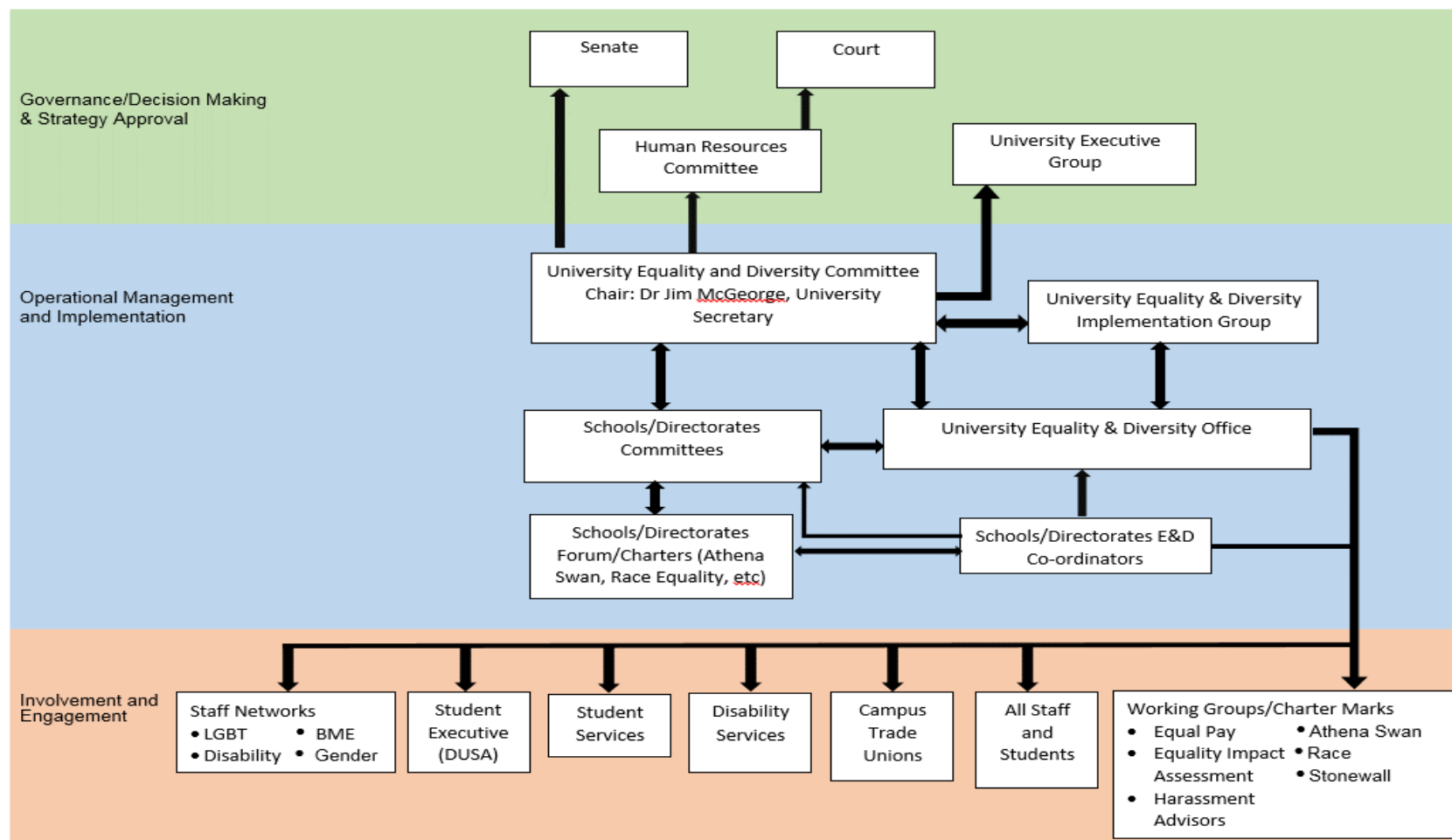
Our guidance document 'Consideration of Good Practice for Taught Programmes' has been up-dated as part of the recent review of processes and procedures to support programme approval and review (see above). It now includes more explicit reference to equality and diversity (see <https://www.dundee.ac.uk/qf/qualityassurance/considerationsofgoodpracticefortaughtprogram/>). The equality and diversity checklist for programme approval and review has also been updated.

Staff are encouraged to use the Strathclyde Teachability Toolkit in the design of modules and programmes and are supported in this process by Disability Services.

Equality and Diversity: Governance and Management Framework

University of Dundee

Equality and Diversity Governance and Management Framework





Equality and Diversity in the Teaching Context

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Getting started...

What is Equality and Diversity?

Equality is about “ensuring that every individual has an equal opportunity to make the most of their lives and talents, and believing that no one should have poorer life chances because of where, what or whom they were born, what they believe, or whether they have a disability. Equality recognises that historically, certain groups of people with particular characteristics e.g. race, disability, sex and sexuality, have experienced discrimination.”¹

Diversity literally means ‘difference’. We aim to recognise and value people’s differences to allow them to reach their potential.

Why is it important?

We live in an increasingly diverse environment including both diversity in our healthcare professions and diversity in the population we seek to serve.

We also have a legislative duty under the Equality Act (2010) which covers nine ‘protected characteristics’ (PC)s against *direct discrimination* (treating someone less favourably because of a PC) and *victimisation* (e.g. when a complaint is upheld but the complainant is then ostracized due to making a complaint). All but pregnancy & maternity are also protected against *indirect discrimination* (when a policy or practice disadvantages people who share a particular PC).

The Protected Characteristics (PC)

The Equality Act (2010) names 9 PCs:

- ⇒ Age
- ⇒ Disability
- ⇒ Gender
- ⇒ Gender reassignment
- ⇒ Marriage / civil partnership
- ⇒ Pregnancy / maternity
- ⇒ Race / ethnicity
- ⇒ Sexual orientation
- ⇒ Religion or belief (including lack of belief)

Age, disability, gender, gender reassignment, race / ethnicity, sexual orientation and religion / belief are also protected against *discrimination by association* (e.g. someone is discriminated against due to having a disabled child), *discrimination by perception* (when someone is discriminated against due to mistaken attribution of PC), *harassment* (unwanted conduct related to a protected characteristic), and *third party harassment* (e.g. a university does not take reasonable steps when a student with a PC is harassed by another student).

The law also covers positive action where extra resource is provided to an underrepresented protected characteristic. There are other areas of diversity which might also impact learners, e.g. social class and language. Being aware of all diversity and potential impact is good practice.



Of note is that it is not unlawful to discriminate against someone for disability if that disability is not disclosed to the organisation and was not reasonable for that organisation to know. It is therefore very important students (and staff) both know how and when to contact disability services, and feel this will be handled in a supportive and enabling way.

For those working for an institution, there are extra concepts to be aware of.

Institutional discrimination has three key features:

- Discrimination impact on individuals because they are members of that group
- Built into the rules and regulations
- Results in patterns of discrimination

So what does this mean for teaching?

You need to ensure the learning environment is free of discrimination and diversity is valued. You also need to ensure you do not breach the equalities legal framework, and enforce your organization's policies and procedures.

Challenging inappropriate behaviour can in itself be challenging—how do we know when to challenge, and how is the best way? Does a particular comment or action exclude, ridicule or offend? Is a particular joke open to misinterpretation?

If you do feel something needs challenging, consider the time and place (you might also want to refer to Getting Started in Feedback and Small Group Teaching). Not all discrimination is intentional, but this is not an excuse. You are in a position via the challenge to educate —what is best for the people involved and for those witnessing the incident? Is there more information you need from those involved?

Responsibilities

All Teaching Staff, including on and off campus, part-time and visiting lecturers should:

- Ensure that the curriculum assessment and teaching methods are underpinned by the General Duty requirements of the Equality Act 2010, whenever reasonably practicable.
- Ensure classroom values & assessments promote equality of opportunity and positive relations between people of different groups.
- Know what to do if a student or other person raises a concern
- Implement reasonable adjustment for disabled students, including access to the curriculum

All other employees of the University

- Support and implement the E&D Policy.
- Ensure that their behaviour and/or actions do not amount to discrimination or harassment in any way.
- Implement reasonable adjustments for disabled people, including students and staff

Members of public engaging with the University

- Comply with the University's E&D Policy.

All students:

- Should ensure that their behaviour promotes positive relationships between people of different groups
 - Should not behave in ways which could be discriminatory.
 - Should ensure that they follow the aims of the University's Equality and Diversity Policy
- All students are also encouraged to report any incidences of discriminatory behaviour to a member of University staff.

The Student Experience

The Equality Act 2010 prohibits unlawful discrimination, harassment and victimisation of:

- Prospective students (in relation to admissions arrangements)
- University students (including those absent or temporarily excluded)
- Former University students (if there is a continuing relationship based on them having been a student at the University)

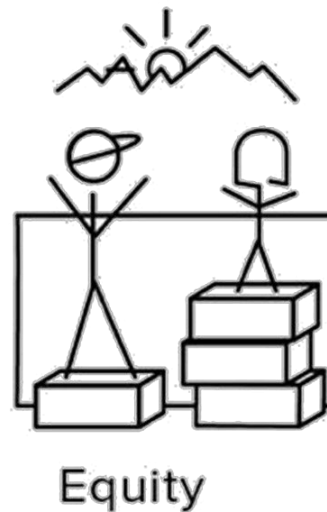
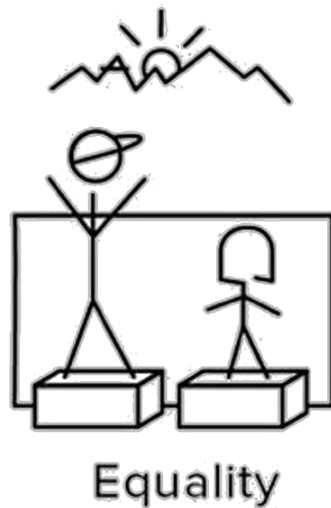
Widening participation

The University is committed to widening access and participation in higher education. See <http://www.dundee.ac.uk/admissions/participation/>

What is a reasonable adjustment?

The Equality and Human Rights Commission's (EHRC) 'Technical Guidance on Further and Higher Education' and 'Employment Statutory Code of Practice' state that the following are some of the factors which might be taken into account in determining what is a reasonable adjustment:

- Whether making the adjustment would be effective in preventing the substantial disadvantage;
- The practicability of the adjustment;
- The financial and other costs of making the adjustment;
- The extent of the financial or other resources available;
- Health and safety requirements,
- The relevant interests of other people



<http://www.unicef.org.au/blog/november-2015/fight-unfair-how-to-talk-about-child-rights>

Public sector equality duties demand 'due regard' to

- Eliminating unlawful discrimination, harassment and victimisation
- Advancing equality of opportunity between people who share a protected characteristic (PC) and those who do not
- Fostering good relations between those who share a PC and those who do not

Advancing equality of opportunity does not just mean giving everyone equal resource / help. The diagram above encapsulates the difference between equality and equity. In the first picture both have been given equal resource, but not equal opportunity.

The Equality Act in particular requires us to

- Remove or minimize disadvantages suffered by people due to a PC
- Take steps to meet the needs of people with specific PCs where they differ from those without
- Encourage people with certain PCs who are currently underrepresented in public life / other activities to participate

Public bodies such as universities must publish

- Details of their general duty compliance
- Their equality objectives
- Evidence of their equality analysis undertaken
- Details of engagement undertaken

Unconscious bias

"Implicit or **unconscious bias** happens by our brains making incredibly quick judgments and assessments of people and situations without us realising. Our **biases** are influenced by our background, cultural environment and personal experiences." Equality Challenge Unit

There are good evolutionary reasons why we have unconscious bias—we have a lot of decisions to make each day. When it comes to decisions in our work life it is important we consider whether there is unconscious bias at work. Once formed, these biases, particularly negative ones, are difficult to shift, and we don't have to consciously believe in the stereotype for it to have an affect on us subconsciously. But gaining awareness of unconscious bias has been shown to reduce its effect. You may want to use the Project Implicit test with your students as a first step. Don't necessarily ask them their results, but use it as a discussion point.

Ensure you have positive images / examples in your resources. Be particularly careful when you are rushed / cold / hungry and are asked to make a decision—particularly important in assessment. Remind yourself to be fair and objective at all times, and create a safe environment for those who do feel there has been bias shown to express their concerns.



Pull-out Planner

E&D

Stage 1: what to do before you start teaching

NB: Not all these questions will apply to every teaching scenario, but you are strongly advised to reflect on each

Staff involved

- Has there been fair recruitment and selection of staff?
- Have all staff received the appropriate training in E&D?
- Do disabled staff have the same access to work and learning as non-disabled staff?
- Have religious needs of staff been handled sensitively?
- Do staff know how and where to raise concerns and complaints without fear of victimisation?
- Can engagement, performance, progression and attainment of staff be analysed by different protected characteristics?
- Are staff aware of the rationale of collecting this data and requirements for confidentiality and data protection?

Your students

- Has there been fair recruitment and selection of students?
- Do students receive the appropriate training in E&D?
- Do disabled students have the same access to work and learning as non-disabled students?
- Are your students aware of disabilities services?
- Have religious needs of students been handled sensitively?
- Do students know how and where to raise concerns and complaints without fear of victimisation?
- Can engagement, performance, progression and attainment of students be analysed by different protected characteristics?
- Are students aware of the rationale of collecting this data and assured of confidentiality?

Your policies

- Do your new and existing policies and procedures undergo equality analysis to uncover unintended consequences for some groups and argument for positive discrimination?

Curriculum

- Do the course materials take into consideration disability, family circumstances, ethnicity, gender, sexual orientation, social class, religion or belief?
- Will the learning environment be conducive to the needs of your learners? (e.g. layout)?
- Is there a variety of learning styles in the materials?

Action box 1

What is the diversity in your work force? How does that compare with your student demographic? And your patient demographic?

Action box 2

Are you familiar with the relevant E&D policies in your organisation(s)? Do you check for unintentional impact on new policies?

Integrating equality and diversity

- What is the relevance of E&D issues in your area?
- Are E&D issues including sociocultural naturally included?
- Are there opportunities to broaden the curriculum?
- What models / examples do you draw on?
- Do you present a range of perspectives?
- Do you avoid stereotypes?
- Do you encourage students to share their own experiences?
- Do you encourage students to consider impact of prejudice and stereotyping?
- Do you develop self-awareness in your learners on their own personal views?
- Do you challenge discriminatory attitudes and behaviour?
(these may be students, staff, materials)

Grouping students

- Are there demographic factors you need to take into account when grouping students?
- Do you want groups that are heterogeneous or homogenous?
- Will this change and if so why?

Assessment

- Do your assessment methods contain any bias? Take action to remove any bias identified.
- Do any of your assessments imply a particular cultural or social understanding?
- Do your questions reflect a diverse mix of patients?

Your policies

- Do your new and existing policies and procedures undergo equality analysis to uncover unintended consequences for some groups and argument for positive discrimination?

Evaluation

- Revisit your evaluation plan—is there reference to E&D? Should there be explicitly?
- Does your evaluation plan allow for E&D? e.g. do you hold student representation meetings at a time unsuitable for a certain PC?

Action box 3

Who is the best person to check these areas? You? Colleagues? Students?

Action box 4

How will you check assessments for unintended bias?

Stage 2: What to do during

- Be aware of potential problems.
- Be ready to raise awareness, but do so in an educational way.
- Be aware of specific needs, e.g. mobility, sight, hearing. If they are in your class they should have been deemed to be fit to complete that class.
- Check posters / marketing materials —is there diversity exemplified?

Stage 3: What to do after

- Analyse evaluations and feed back to relevant parties. Dialogue around evaluations is an excellent way to embed E&D. Remember, the law is about taking reasonable steps.
- Analyse metrics such as participation and results by protected characteristics (in accordance with Data Protection and confidentiality).
- Reflect – individually and as a team. Ask yourselves:
 - What went well?
 - What didn't work so well?
 - What can you do to improve?
 - How will you monitor that improvement?
 - Does anything need feeding back to the E&D lead?
 - Do you need more training in any area for E&D?
 - Is there good practice you can share?
 - Prioritise changes and for those not within resource, how can you obtain more resource?

Action box 5

How will you know the specific needs of your students?

What will you do if you feel any posters (or indeed lack of posters) should be addressed?

Action box 6

How could you improve your evaluation?

Is there any further training you need in this area?

Background to the change

- What are the aims or purpose of the change?

Proposed change:

- Before the change
- Why introduce the change?
- What is the effect of the change?

Assessing the impact

- Will the change affect stakeholders or interest groups that share protected characteristics?
- Will some groups be affected more than others?

Evidence

- What evidence do you have to support this (data, research or other information)?
- In developing the change, have you consulted or involved anyone that shares protected characteristics?

Identifying potential discrimination

- Will the change lead to differential access, experiences or outcomes for people that share protected characteristics?
- Consider:
 - ◇ Does the change have a legitimate aim?
 - ◇ Is the change proportionate?
 - ◇ Can differential access, experiences and outcomes be objectively justified?
- Are there any other equality, diversity and/or fairness issues that arise from the proposed change?

Action planning and monitoring

- What steps will you take to minimise any differential access, experiences and outcomes?
- What steps will you take to remove any unlawful discrimination?
- How will you monitor and review the impact of the change on people who share protected characteristics post implementation?

Template for providing equality and diversity evidence

GMC (2015)

Self-assessment questions

- 1) A new member of staff is very upset the University has asked questions relating to their sexuality. They think this is an infringement of their rights to privacy
- 2) A student male nurse is told he needs to be chaperoned if he is to perform a procedure that might expose a female patient's breast unless chaperoned by a female colleague. The student nurse complains that, since patients are not being asked if they have a preference for a male or female nurse, he is being treated as though he can't be trusted. He also points out females are allowed to provide care to male patients without a chaperone present.
- 3) You want to introduce a transgender station in your OSCE. Some candidates have complained about the appropriateness of this type of station on religious grounds, and object to being assessed in this way.
- 4) A student tells you they were disadvantaged by their disability. You were unaware of the disability.

You may have other questions you wish to jot down and discuss with the Equality and Diversity champions.

Self-assessment answers

- 1) The University has a duty to gather information on the Protected Characteristics in order to audit and inform its equality and diversity policies. It is positive that the member of staff has felt safe to come to you to complain, and you should let them know the reasons. You should also assure them of the confidentiality of the material, and point them to the University website for further information. They may have further questions, and you should encourage them to meet up with either yourself if you feel confident in this area or one of the School Equality and Diversity champions.
- 2) This is based on a real case brought to court by Mr Moyhing. He took his case to court against the NHS and the employment tribunal upheld his complaint as unlawful. The EOC (Equal Opportunities Commission) agreed that the ruling challenged the assumption that men couldn't be trusted. The Royal College of Nursing said that chaperoning policy states that all patients should have the choice of being treated by a nurse of the same sex. However, this was not monitored and it was clear that male nurses suffered from an attitude that men could not care for patients in the same way women did. (<http://news.bbc.co.uk/1/hi/health/5064180.stm>)
- 3) This question is based on one posed by the RCoP. Their response is as follows:

“As well as being part of the curriculum, gender dysphoria is a psychiatric condition and patients will need to be assessed in a psychiatric clinic or hospital. There is also an overlap within this patient group with comorbidity – patients can often present with other conditions such as autism, Asperger's syndrome and depression. Doctors may come into contact with these patients in a general psychiatric setting. The Royal College of Psychiatrists considered the comments on the introduction of this station, and decided that the approach was proportionate and justified. They felt that it is important to assess doctors in training in this area so that they are able to offer appropriate advice to a transgender patient in a compassionate, empathetic and effective manner, regardless of personal cultural or religious views.” (GMC, 2015)
- 4) Reasonable adjustment must be made for students with disabilities. The key points here are 'reasonable' (so e.g. is the adjustment proportionate and would such adjustment conflict with fitness to practise) and knowledge of the disability. There are several reasons why you might not have known about the disability. Did the student disclose the disability through the University Disability Services? If you could not reasonably have known about the disability there is no legal obligation. When a student registers with Disability Services they will be offered a confidential needs assessment. Following this, it will be recommended that this information be shared with certain members of the University staff so that reasonable adjustment can be made. Student refusal to give this consent is another reason you might not know. Healthcare students in particular can worry about a perceived stigma of such disclosure to academic staff. You might like to review the process of disclosing and encouraging the safe environment needed.

References

Equality Challenge Unit (nd) *Unconscious bias* <http://www.ecu.ac.uk/guidance-resources/employment-and-careers/staff-recruitment/unconscious-bias/>

GMC (2015) *Guidance for colleges on equality and diversity considerations for curricula and assessment system changes* http://www.gmc-uk.org/18_Guidance_for_Colleges_on_EandD_considerations_for_curricula_and_assessment_system_changes.pdf_61127940.pdf

Project Implicit <https://implicit.harvard.edu/implicit/takeatest.html>

Shire Professional (2010) *Unconscious bias* <https://www.cipd.co.uk/NR/rdonlyres/666D7059-8516-4F1A-863F-7FE9ABD76ECC/0/Reducingunconsciousbiasorganisationalresponses.pdf>

Additional Resources

<http://www.dundee.ac.uk/media/dundeewebsite/hr/documents/equalitydiversity/Equality%20and%20Diversity%20Policy-28October2013.pdf>

<http://www.dundee.ac.uk/disabilityservices/resources/policy/disabilitystatement/#d.en.118765>

<http://www.equalityanddiversity.co.uk/samples/sample-embedding-equality-and-diversity-into-everyday-practice.pdf>

<http://www.faculty.londondeanery.ac.uk/e-learning/diversity-equality-opportunities-and-human-rights>

http://www.gmc-uk.org/18_Guidance_for_Colleges_on_EandD_considerations_for_curricula_and_assessment_system_changes.pdf_61127940.pdf

<http://www.hertfordshire.gov.uk/info base/docs/pdfstore/embedEO.pdf>

<http://www.medschools.ac.uk/students/howtoapply/disabledapplicants/Pages/default.aspx>



Dr Susie Schofield is a Senior Lecturer in Medical Education within the Centre for Medical Education and Deputy Programme Director. As a member of the University of Dundee Equality and Diversity she has co-written the University Equality Outcomes Action Plan. She is also a member of the REF special circumstances committee, and is an LGBT champion for the Dundee Undergraduate Medical School.

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