

Equality and Diversity Annual Report to Council, July 2016

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Highlighted within the report are the key achievements/successes during 2015/16

1.0 Introduction

The University of Exeter is a large and diverse organisation with a turnover exceeding £350m, approximately 4,300 academic and professional service staff and more than 21,000 students from over 130 countries. Given the scale of this operation, equality and diversity issues are extremely important. The University must also comply with its statutory duties, and the requirements imposed by the Higher Education Funding Council. While drawing its staff and students from a wide variety of cultures and backgrounds, the University is situated in an area of England with a relatively small proportion of its population from a BME background.

During 2015/16 the University has continued to develop its Equality and Diversity work and activities across academic and professional services, student activities and with outside organisations and partners. This report on the year ending 1 August 2016 outlines the management of Equality and Diversity activity and identifies the ongoing priorities for the Equality and Diversity (E&D) team in 2016/17.

2.0 Governance Arrangements

The executive lead under Dual Assurance is the DVC (Innovation and External Engagement), Professor Mark Goodwin, and the Lay Lead is Council member, Bettina Rigg. Dual Assurance provides a strategic overview of the work of the E&D team, driving forward the University's commitment to creating an environment which is free from unlawful discrimination and which promotes a culture of dignity; respect and equality of opportunity. It monitors and reviews priorities and actions. It ensures compliance in terms of the University's legislative duties with regard to policies, procedures and action plans. It also advises and provides general support to the work of the E&D team (see Annex 2 for full Terms of Reference of the Dual Assurance Partnership).

Dual Assurance is supported by an Equality and Diversity Advisory Group (covering all nine protected characteristics) which advises on policy.

The Athena SWAN initiative is supported by an over-arching University working group, chaired by Professor Mark Goodwin, and working groups in those Colleges and Departments engaged with the initiative.

The University's participation in the pilot of a Race Equality Charter Mark initiative which commenced in 2014/15 has led to the establishment of a University-level Self-Assessment Team, REMSAT, also chaired by Professor Mark Goodwin.

The Dual Assurance Partnership receives reports from the University Athena SWAN Working Group and from REMSAT at each Dual Assurance meeting. Similarly, the E&D Advisory Group also receives these updates at each meeting.

As agreed within the E&D annual plan for 2015/16, a review of the E&D consultation and committee structure (including all these groups) has been undertaken this year with a view to ensuring a model of Inclusivity can be supported effectively and efficiently (see 6.1 for further details of this review).

3.0 Equality and Diversity Team

3.1 Current E&D Staff within HR Services

As a result of the Professional Services Transformation (PST) Programme, three posts previously funded and based within Colleges engaged with Athena SWAN to provide specific support for that work have been professionally re-homed within the Equality & Diversity Team.

Following PST, the Equality and Diversity Team currently totals 5.8 FTE made up as follows:

- Equality and Diversity Manager (0.7 FTE)
- Equality & Diversity Administrator (1.0 FTE)

- Equality & Diversity Data Administrator (0.6 FTE)
- Equality & Diversity Charter Advisor (1.0 FTE) (until April 2017)
- Equality & Diversity (Athena SWAN) Project Officer (GBP) (1.0 FTE) (until July 2016)
- Equality & Diversity Project Officer – Penryn (GBP) (1.0 FTE) (for 23 months from start date)
- Project Officer (0.5 FTE) (currently on maternity leave until Jan 2017)

The Charter Advisor post was created using an internal secondment within HR to give additional capacity to the Charter work following the integration of the Athena SWAN project into the central E&D team.

The remit of the Equality & Diversity Data Administrator role has been broadened to include providing management information reports across the wider HR team and advising on data quality issues in addition to E&D data management. In response, this post has been made substantive and increased to 0.6 FTE (previously 0.3 FTE on a fixed-term contract). We aim to integrate E&D data management into the Business Intelligence data systems, but as we move towards this step there remains a need for a dedicated resource to ensure all Charter submission deadlines are met. Together with other colleagues within HR, the Equality & Diversity Data Administrator is currently working with the Business Intelligence Team on the long-term goal of data integration.

Approval has been gained for the Equality & Diversity (Athena SWAN) Project Officer (GBP) role (currently due to end July 2016) to become a substantive post which will ensure continuity of support to Colleges and Departments engaged with Athena SWAN. Plans to recruit to this post are currently underway.

Within the remit of the Assistant Director of HR (Safety, Health and Wellbeing) and located within Hope Hall, the Equality and Diversity Team together with the Occupational Health Service (including the Staff Disability and Wellbeing Advisor) form the staff 'Wellbeing Service'. This will ensure that we develop an integrated wellbeing model for staff to support improvement in the HR Director's Positive Working Environment initiative.

3.2 Current supporting staff within the Colleges and Professional Services

- Equality and Diversity Representatives are trained by the E&D Team and are based in every College and Service. The E&D representatives attend termly meetings of the Equality & Diversity Advisory Group and act as a mechanism for communication between their College/PS and the Equality and Diversity Team.
- Dignity & Respect Advisors – members of staff who have volunteered and are trained to undertake the role. They provide a confidential and informal service for anyone involved in cases of harassment and bullying, co-ordinated and supported by the Equality & Diversity Team. The E&D Team meet with the Network at least once a term to provide updates and discuss casework. Further support/guidance is provided to Advisors by the E&D Team on an ongoing basis. During 2015/16, seven Penryn-based members of staff have been recruited and trained as new Advisors. In addition to the 18 Exeter-based Advisors across Streatham and St Luke's, this brings our current total of Advisors to 25.

4.0 University Equality Objectives

The Public Sector Equality Duty places a requirement on all higher education institutions to publish information on an annual basis and to prepare and publish equality objectives to continually develop one or more of the aims set out in the general public sector equality duty.

The University's current equality objectives (2014 – 2018) are as follows:-

- Develop and publish an annual E&D Action Plan to enable monitoring of progress and ensure continuous improvement;
- Participation in, and gaining of, external accreditations which demonstrate advancing equality of opportunity, elimination of discrimination and fostering of good relations between people from different groups;
- Create a working and learning environment that respects the dignity and rights of all staff and students through the provision of appropriate policies and support mechanisms and promotion of these to all members of the University community;
- Ensure **all staff** complete mandatory equality and diversity training.

5.0 Executive Summary – Landing the Strategy 2015/16

One of the key achievements this year has been 'landing' the strategy which ensures staff and students understand that equality and diversity is about everyone taking individual responsibility for their behaviour and actions and that often it's about the everyday behaviours – those things that people say or do that might quietly, subtly be making others feel uncomfortable, less respected, less supported, less included. Through the development of the new online Inclusivity Toolkit and new mandatory refresher training for staff, individuals will have the tools to feel empowered to reflect on their own behaviour and identify and challenge inappropriate behaviour in others.

6.0 Internal Action Plan for 2015/16

The University equality objectives are supported by an annual Equality & Diversity Action Plan (Action Plan Point 1).

All priorities agreed for 2015/16 as set out in the annual Action Plan (Annex 3) have been achieved or, for those with future timeframes against them, significant progress has been made and the expectation is that they will be completed on time. An update on progress is set out in the following sections

6.1 Work with Colleges and Professional Services to deliver a devolved structure (AP Point 2)

As part of our vision to integrate E&D principles into the core business of each College and Professional Service and our move towards a model where all E&D principles are exercised in everyday business, work has started with those Colleges engaged with Athena SWAN to expand their existing College-level Athena SWAN working groups to become College Inclusivity groups with a remit which covers all nine protected characteristics rather than just gender (see Fig 6.1.1, for an overview of the proposed new structure). For those Colleges not currently engaged with Athena SWAN, we are currently working with the College of Humanities to establish a College Inclusivity group as a pilot for a model which we hope can then be rolled out across UEBS, CSISS and Professional Services. We believe this is the most effective model for longevity and staff and student engagement and action. Currently there is a strong level of awareness of Athena Swan in the participating areas (CEMPS, CLES and UEMS), but our vision is to ensure that all protected characteristics are given the same level of attention across all areas.

We have also improved communications with HR Business Partners and HR Advisors so that they are aware of University-wide issues/initiatives to enable them to assist their own areas in addressing issues at a local level.

The development of an **integrated online Inclusivity Toolkit to act as a framework for all elements of E&D that enables individuals to access online guidance and support within a self-service style** has also been a key aspect of providing Colleges and Professional Services with the tools to be able to implement E&D activity and address issues at a local level.

Proposed Inclusivity Consultation and Committee Structure

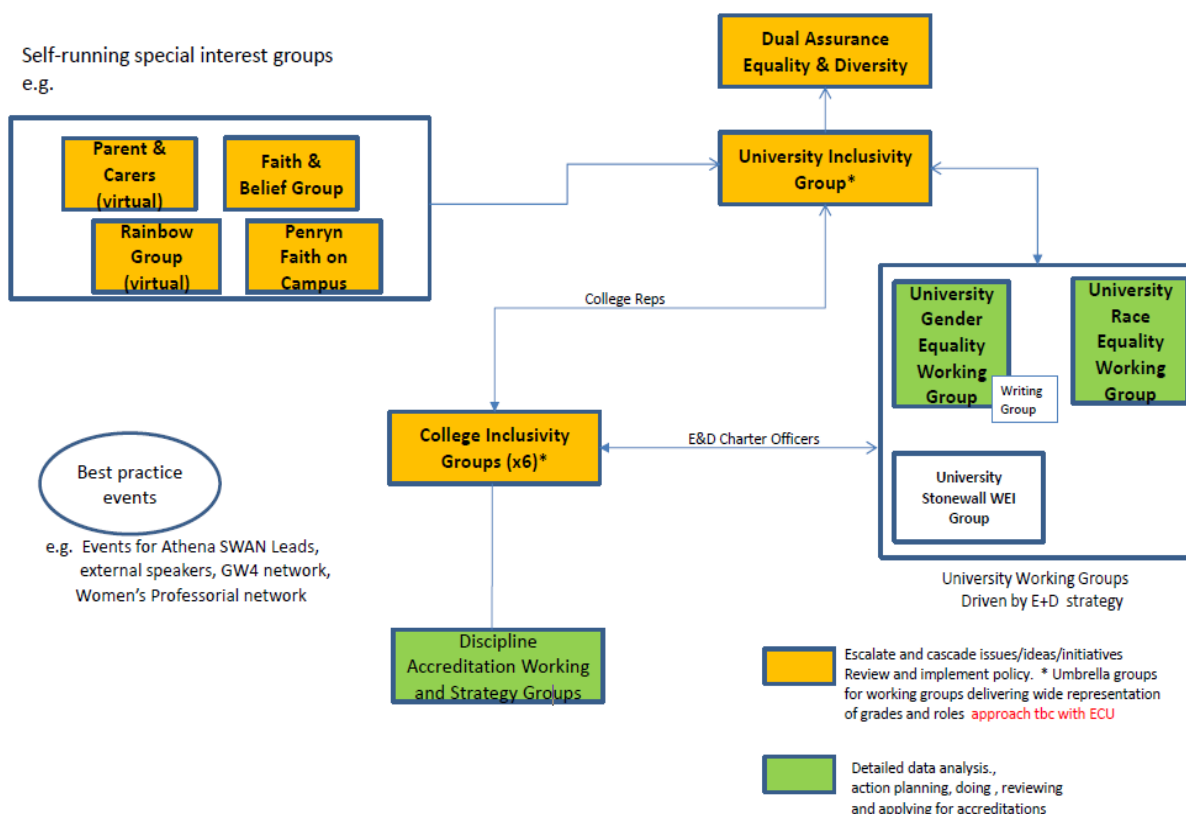


Fig 6.1.1: Proposed Inclusivity Consultation and Committee Structure

6.2 Develop and launch an integrated E&D Toolkit to act as a framework for all elements of E&D (AP Point 3)

Following the launch of the online E&D Charter Toolkit in autumn 2015 (a demonstration of which was presented at the October meeting of Council) a broader toolkit providing a framework for all elements of E&D and Inclusivity that enables individuals to access online guidance and support within a self-service style has been developed. The toolkit has been designed to provide staff and students with the tools and information they need to play their part in creating an inclusive and supportive environment linking closely with the University Value of 'Community' with the key message that it is everyone's responsibility.

Key content includes:-

- Disclosing personal information – why it's important and how to do it (via self-service function within Trent HR system)
- Discrimination and harassment – what it is, how your own behaviour may affect others, sources of support and reporting mechanisms
- Training – links to mandatory training and other development opportunities

- Unconscious bias – what it is and what to do about it
- Real life experiences – understanding the experiences of others
- Equality Analysis – when, how and who should carry out an Equality Analysis
- Links to University policies and guidance/resources from external partners
- Link to the Charter toolkit

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Equality and diversity

Creating an inclusive community

The Inclusivity Toolkit

- Updating your personal information (staff)
- Inappropriate Behaviour
- Unconscious bias
- Carrying out an Equality Analysis
- Help with your Athena SWAN application
- Training
- Real life experiences
- Expert advice from our partners
- University Policies


Our accreditations

Our equality and diversity profile and action plan

Meet the team

The equality and diversity network

Get more involved



The Inclusivity Toolkit


Creating an inclusive and supportive Community is about everyone taking individual responsibility for their behaviour. And it's often about the everyday behaviours. Those things that people say or do that might quietly subtly be making others feel uncomfortable, less respected, less supported, less included.

This toolkit has been designed to give you the tools and information to play your part in:

- reflecting on how your own behaviour, often unintentionally, affects others
- challenging inappropriate behaviour, because unless we call it out, this behaviour won't stop.


We believe that real life stories are a really impactful way of understanding the experiences of others and so we have included a number of real life experiences in this toolkit.

+ Updating your personal information (staff)




How to do it and why it's important

+ Inappropriate behaviour




What it is and what to do if it happens

+ Unconscious bias




What is unconscious bias?

+ Carrying out an Equality Analysis




What all policy authors need to know (and why Equality Analysis is more than just our legal duty)

+ Help with your Athena SWAN application




Guidance, advice and best practice examples

+ Training




Find out more about training opportunities available to you

+ Real life experiences




Individuals share their real life stories

+ Expert advice from our partners



Useful resources from our partners

+ University Policies



Our Equality and Diversity statement and other related policies

The toolkit is due to be launched by the end of June following consultation with key stakeholders. A priority for 2016/17 will be to further develop the Toolkit to expand the student-specific information available and to review the wider E&D website outside of the Toolkit (more information on this is detailed in section 7.2, Priorities 2016/17) in line with timescales to be agreed with the web team.

6.3 Review E&D staff training programme, consider provision for students and ensure continuous engagement (AP Point 4)

As at the end of April, our compliance rate for E&D Induction training was 94.4%. Given the significant progress that has been made in compliance (from a starting point of 32% in 2013), a priority for the E&D Team during 2015/16 has been to work with Safety-Health & Wellbeing to develop a single mandatory refresher training programme for staff (covering E&D, Safety, Health, Wellbeing and Sustainability). This new package will require staff to refresh their knowledge in these areas every 3 years and is due to be launched by the end of 2015/16.

46 female staff have taken part in the 'Springboard Programme', a personal development programme designed especially for women. Of these, 6 are academics and 40 are professional staff. See: <http://www.exeter.ac.uk/staff/development/courses/coursedetail/?code=10032>

9 male staff have taken part in the 'Navigator Programme', a personal development programme for men. See: <http://www.exeter.ac.uk/staff/development/courses/coursedetail/?code=30146>

23 women have taken part in **Aurora** (women-only leadership development programme) run by the Leadership Foundation for HE. Of these 23 women, 19 are academics (mainly from STEM Colleges) and 4 are professional staff. The programme is funded by Colleges/Services and ran from January to May. Delegates were supported by mentors at the University. 3 female Exeter academics and Jacqui Marshall also volunteered to act as role models at the Bristol events. Communications regarding next year's Aurora programme will commence in June. See: <http://www.exeter.ac.uk/staff/development/your/career/aurora/>

The People Development team have reviewed the existing staff training and development portfolio and, budget permitting, are planning to introduce the following additional development opportunities in 2016/17:

- Unconscious Bias – online module to raise awareness amongst staff
- Selection and Interviewing – initially for Chairs of recruitment panels (later to roll out to other panel members) covering knowledge, skills and best practice and incorporating Unconscious Bias awareness.

(more information on this is detailed in section 7.3, Priorities 2016/17)

Following consideration of opportunities for the development and delivery of E&D training for students, we have prepared an Inclusivity slide-pack aimed at students that is currently being reviewed by the Guild for inclusion within the online Inclusivity Toolkit. In addition, we will be preparing a general introduction to the principles of Athena SWAN for disciplines to use as part of their student inductions in 2016/17.

6.4 Improve staff and student engagement on equality and diversity issues (AP Point 5)

As explained in 4.1, work has started with those Colleges engaged with Athena SWAN to expand their existing College-level Athena SWAN working groups to become College Inclusivity groups with a remit which covers all nine protected characteristics rather than just gender. For those Colleges not currently engaged with Athena SWAN, we are currently working with the College of Humanities to establish a College Inclusivity group as a pilot for a model which we hope can then be rolled out across UEBS, CSISS and Professional Services. We believe this is the most effective model for longevity and staff and student engagement and action.

The Summer Pulse Check has provided an opportunity for us to ask all staff some topical questions to better understand:-

- people's willingness and ability to disclose their ethnicity and diversity information on the Trent HR system;
- people's view of the inclusive nature of their working environment; and
- people's confidence in taking action should they witness or experience inappropriate/unacceptable behaviour.

The E&D Team have worked closely with the Marketing & Communications Officer for Staff Life during 2015/16 to ensure events promoting/celebrating diversity led by the E&D Team in previous years are delivered as an integrated part of the University calendar of events. The aim is that by embedding events in this way, they become more mainstream and that awareness amongst staff and students is increased.

Partnership working with the Guild has continued this year and we are keen to ensure this continues with the incoming sabbatical officers for 2016/17 so that we can further improve our partnership working and identify opportunities for joint campaigns so that key messages reach more students.

6.5 Review pathways for reporting incidents / making complaints (AP Point 6)

As part of the development of the new Inclusivity Toolkit, existing guidance on how to report an incident / make a complaint has been made clearer so that staff and students are aware of the mechanisms available to them. We have also taken the opportunity to review the current mechanism for reporting incidents of discrimination and have made some changes to ensure it is both proportionate and accessible.

Furthermore, the E&D Team have worked closely with the Student Cases Team this year to review the procedure for student complaints relating to harassment/bullying and discrimination to ensure they are dealt with effectively. As a result, a proposed revised procedure is due to be submitted to Taught and Research Faculty Boards for approval and sign off and will come into effect in 2016/17.

6.6 Accreditations Update (AP Points 12 – 17)

Athena SWAN

The University's continued commitment to gender equality and specifically the advancement of the careers of women in STEM/M (and associated funding implications linked to Athena SWAN) places significant importance on continuing work towards achieving Silver level departmental awards.

Our Athena SWAN applications in April 2015 were both successful; Physics and Astronomy and Engineering received the outcome of their submissions for Bronze awards in September 2015. These results mean that **all our nine STEM/M units currently hold an Athena SWAN award.**

Psychology submitted their application for a Silver department award in November 2015 and learned in May 2016 that they had also been successful, bringing our **current total of Silver Athena SWAN awards to four.** A further department application for a Silver award was made in April 2016 by Maths & Computer Science. National assessment panels run by the Equality Challenge Unit will review all applications from June until August 2016 with the outcomes expected in September 2016.

A Female Academic Focus Group, chaired by the HRD/Provost, was established during 2015/16 to discuss key issues relating to gender equality. Two meetings have been held so far. The outputs are helping to shape the wider University Athena SWAN work. The group has also advised on the proposed new Inclusivity Consultation and Committee structure illustrated in fig 6.1.1.

JUNO

In addition to their Athena SWAN Bronze award, Physics and Astronomy have also been successful in their application to renew their Juno Practitioner Award (Institute of Physics).

Race Equality Charter Mark

In September, we learned that our application for a Bronze award as a participant in ECU's pilot had not been successful. However, the self-assessment process undertaken as part of the pilot was extremely valuable and provided us with an opportunity to focus on issues relating to race in a way that we have not previously done. We also received useful feedback on our application from ECU which will inform our future priorities in this area.

The self-assessment team convened during the pilot is continuing to guide and monitor progress in tackling the issues which the pilot identified.

Stonewall WEI

The University has retained its status as one of the top-200 best employers in the UK for lesbian, gay, bisexual and trans staff. Exeter ranked 185th in Stonewall's annual Workplace Equality Index (published January 2016). Actions arising include:

- establishing a focus group containing both LGBT and LGBT allies to discuss the results of the last Stonewall Staff Questionnaire;
- increasing the visibility of Stonewall resources and real-life stories as part of the new online Inclusivity Toolkit;
- including material in the new 'Refresh' training that specifically address issues faced by LGB and transgender colleagues.

Two Ticks

In October we were successful in our application for reaccreditation as a Two Ticks employer.

Fig. 6.6.1 provides an overview of the status of all external equality and diversity accreditations held as at the end of 2015/16.

Accreditation Body	Accreditation	Protected Characteristic	Submitting Unit	Scope	Current Status	Previous Submission Date	Expiry /Validity Date	Next Submission Comments
Equality Challenge Unit (ECU)	Athena SWAN Charter	Gender	University	Academics, students	Bronze (re-accredited)	Nov-14	Apr-18	Will need to be Silver
Equality Challenge Unit (ECU)	Athena SWAN Charter	Gender	UEMS	Academics, students	Silver	Apr-14	Nov-17	Silver
Equality Challenge Unit (ECU)	Athena SWAN Charter	Gender	CLES - SHS	Academics, students	Silver	Apr-14	Nov-17	Silver
Equality Challenge Unit (ECU)	Athena SWAN Charter	Gender	CLES - Cornwall	Academics, students	Silver	Nov-14	Apr-18	Silver
Equality Challenge Unit (ECU)	Athena SWAN Charter	Gender	CLES- Psychology	Academics, students	Silver	Nov-16	Apr-20	
Equality Challenge Unit (ECU)	Athena SWAN Charter	Gender	CLES- Biosciences	Academics, students	Bronze	Nov-14	Apr-18	Plans to apply for Silver Nov-16
Equality Challenge Unit (ECU)	Athena SWAN Charter	Gender	CLES- Geography	Academics, students	Bronze	Nov-14	Apr-18	Plans to apply for Silver Nov-16
Equality Challenge Unit (ECU)	Athena SWAN Charter	Gender	CEMPS - Maths and Computer Science	Academics, students	Bronze	Apr-14	Nov-17	Application for Silver submitted Apr-16
Equality Challenge Unit (ECU)	Athena SWAN Charter	Gender	CEMPS - Physics and Astronomy	Academics, students	Bronze	Apr-15	Nov-18	Plans to apply for Silver Nov-16
Equality Challenge Unit (ECU)	Athena SWAN Charter	Gender	CEMPS - Engineering	Academics, students	Bronze	Apr-15	Nov-18	Plans to apply for Silver Nov-16
Equality Challenge Unit (ECU)	Gender Equality Mark (GEM)	Gender	HUMS - Classics and Ancient History	Academics, students	Bronze	Apr-14	Nov-17	GEM is now covered by ECU's Gender Equality Charter
Equality Challenge Unit (ECU)	Race Equality March	Race	University	All staff and students	Unsuccessful	Apr-15	n/a	
Institute of Physics	JUNO	Gender	CEMPS - Physics	Academics, students	Practitioner	Apr-15	May-18	
Stonewall	Ranking in annual Workplace Equality Index	Sexual Orientation, Gender reassignment	University	All staff	Ranked 185	Sep-15	Dec-16	
Job Centre Plus	Positive about Disability "Two Ticks"	Disability - all	University	All staff	Accredited	Oct-15	Oct-16	
Time to Change	Time to Change Employer Pledge	Disability - mental health	University	All staff	Signed pledge	Dec-14	n/a	
Mindful Employer	Mindful Employer	Disability - mental health	University	All staff	Signed charter	Aug-14	Aug-16	

Fig 6.6.1: E&D Accreditations Overview

6.7 Continue to support the annual calendar of E&D events (AP Point 20)

A successful and high profile series of events have been delivered across the University to celebrate diversity including:-

- a. International Womens Day 2016
- b. Pride on Campus 2016 (celebrating our LGBT community)
- c. Soapbox Science 2016 (raising the profile of women in science)
- d. Chinese New Year and Diwali celebrations (organised by the International Student Support Office and supported by the Equality and Diversity Team).

As explained in 6.4, the E&D Team have worked closely with the Marketing & Communications Officer for Staff Life during 2015/16 to ensure events promoting/celebrating diversity led by the E&D Team in previous years are delivered as an integrated part of the University calendar of events.

Continued corporate sponsorship of external events during 2015/16 included Exeter Respect Festival (the city's annual celebration of diversity); Exeter Pride (an annual event for all of Exeter's LGBT communities); and Kick It Out (tackling racism and discrimination in partnership with Exeter City Football Club).



7.0 Priorities 2016/17

Our vision going forward is to continue to move towards a model where E&D principles are exercised in everyday business, in line with the interim HR Strategy to move from “Good to Great”.

To achieve this, recommendations as to priorities to agree for 2016/17 are set out as follows:-

7.1 Continue to work with Colleges and Professional Services to deliver a devolved structure

- Foster relationships with the senior management team in each College / PS and assist them in developing a model for E&D implementation including College-level Inclusivity Group structure and clarifying roles & responsibilities.
- Further develop the new online Inclusivity Toolkit to provide staff and students with the tools and information they need to play their part in creating an inclusive and supportive Community (see 5.2) and work with Colleges and PS to launch the Toolkit at a local level.
- Improve communications with HR Business Partners and HR Advisors so that they are aware of University-wide issues/initiatives to enable them to assist their own areas in addressing issues at a local level.
- Provide management information and advice from the centre which enables the Colleges / PS to make decisions and act on E&D issues.

7.2 Further develop the new online Inclusivity Toolkit

- Expand the student-specific information available following further consultation with the Students' Guild.

- Add further content that educates, informs and creates interest around Inclusivity matters and that links to the University value of 'Community'.
- Review the wider Equality and Diversity website to ensure the Toolkit is fully integrated.
- Consider feedback received from users and make changes as appropriate to further improve content/presentation etc.

7.3 Review E&D training provision for staff and students and ensure continuous engagement

- Work with Safety, Health & Wellbeing to launch the new single product 'refresher' training (covering E&D, Safety, Health, Wellbeing and Sustainability) to ensure staff maintain a level of knowledge which is current in terms of legislative changes/updates.
- Review the current E&D Induction training programme for staff to ensure it is fit for purpose.
- Work with the People Development team on the development and delivery of the following development opportunities
 - Unconscious Bias training – online module to raise awareness amongst staff
 - Selection and Interviewing – initially for Chairs of recruitment panels (later to roll out to other panel members) covering knowledge, skills and best practice and incorporating Unconscious Bias awareness.
- Work with Colleges/disciplines to ensure student induction includes an introduction to the principles of Inclusivity.
- Continue to work with Colleges/Professional Services to monitor and further improve compliance, particularly following the launch of the new refresher training, to support the University's equality objective that all staff complete mandatory E&D training.

7.4 Further improve staff and student engagement on equality and diversity issues

- Work with Head of Internal Communications and the Students' Guild to ensure that all E&D branding and messaging is integrated and reduce initiative titles so far as is possible.
- Follow-up on the equality and diversity-related questions asked within the Summer Pulse Check to ensure staff better understand disclosure and how to take action in response to inappropriate/unacceptable behaviour.
- Work with the People Development team to ensure the Employee Engagement Survey (due to run autumn 2016) includes questions which allows us to measure engagement on equality and diversity issues.
- Continue partnership working with the Guild.
- Continue work with the Guild to consider most effective methods of communication with the student community and to identify opportunities for joint campaigns so that key messages reach more students.
- Build on links established during 2015/16 with the Marketing & Communications Officer (Staff Life) to ensure events promoting/celebrating diversity are further embedded within the University calendar of events.

7.5 Implement new Inclusivity Consultation and Committee Structure

- Following consultation with key stakeholders, work with Colleges/PS to implement new structure which ensures a model of Inclusivity can be supported effectively and efficiently as follows:
 - ensure all staff and students have a forum in which E&D issues can be raised (at a College/Service level initially, but with clear routes for escalation if needed).
 - build on the success of those Colleges and Disciplines which have well-established Athena SWAN structures in place by broadening the remit of those existing groups to

extend to other protected characteristics and also to introduce similar 'College Inclusivity Groups' in those Colleges not currently engaged with Athena SWAN.

- rebalance the current structure so that the full breadth of equality issues/protected characteristics are covered as well as gender equality.
- improve communications between the different groups and clarify reporting lines.
- clarify the remit of each group and avoiding duplication of work across the different groups.

7.6 Ensure compliance with new reporting duty on gender pay gap

- Work with HR colleagues to build on the existing arrangements of biennial equal pay audits, to prepare for the introduction of the new statutory duty on the gender pay gap, which is expected to come into force in April 2017.

8.0 Action Required

Council is asked to acknowledge the steps taken in 2015/16 to move further forward in the management of Equality and Diversity and to support the next steps and priorities for 2016/17 to further embed equality and diversity activity within the University's everyday business.

Annex 1 - Data and Intelligence

In response to the requirements of the Equality Act, as of January 2012, equality data relating to both staff and students is published via a designated 'data' page on the University's Equality and Diversity website. This data is updated and published on an annual basis in line with requirements of the public sector equality duty. During 2015/16, improvements have been made to how this data is presented.

The following staff and student profiles shows snapshot data as at May 2016 and January 2016 respectively.

Employee Diversity

The University of Exeter believes that the diversity of its community is an essential part of its values and enriches employment, research, studying and learning experiences.

We are committed to supporting students and staff to work and study in an environment that is free from discrimination and promotes equality of opportunity.

Gender

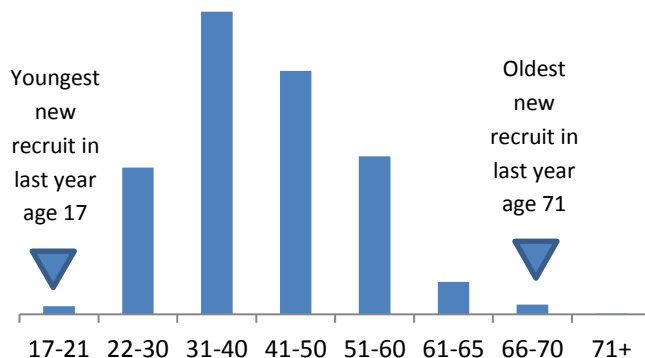


Female 54% Male 46%

The University has held an Athena SWAN Bronze Institutional award since 2011 and all our STEM/M departments hold individual awards. The aim of the Charter is to support universities to work towards gender equality.



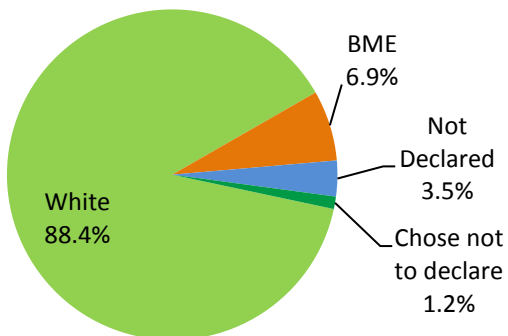
Age



Youngest new recruit in last year age 17

Oldest new recruit in last year age 71

Race



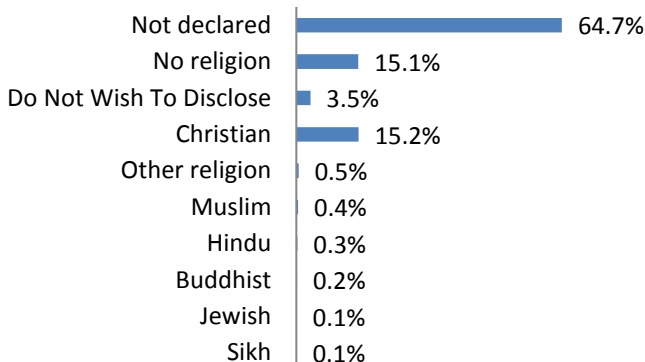
Disability

72.2% No disability 22.4% Not declared 5.4% Disability

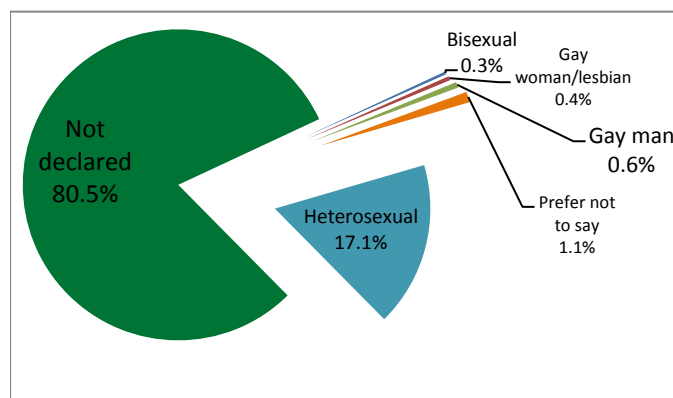


In 2010 the University achieved the Positive About Disabled People 'Two Ticks' status, awarded to employers who can demonstrate a positive attitude towards employing disabled people.

Religion and Belief



Sexual Orientation



The University is committed to a policy of equality of opportunity and aims to provide a working, learning and social environment that is free from unfair discrimination. It aims to ensure that staff, students, visitors and all others associated with the University are treated with dignity, respect, and equity, regardless of inappropriate distinctions, such as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation (as identified under the Equality Act 2010 as 'protected characteristics').

For further information on our employee data please visit:
<http://www.exeter.ac.uk/staff/equality>

Student Diversity

The University of Exeter believes that the diversity of its community is an essential part of its values and enriches employment, research, studying and learning experiences.

We are committed to supporting students and staff to work and study in an environment that is free from discrimination and promotes equality of opportunity.

Gender

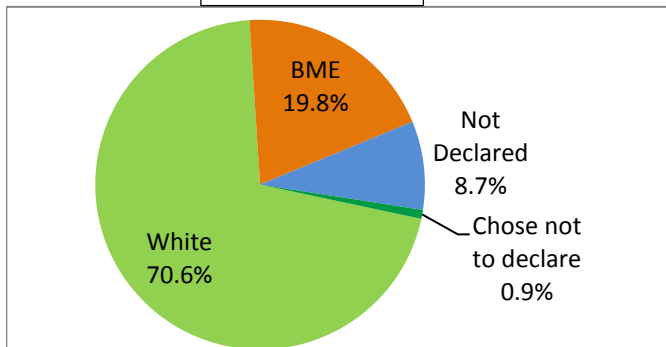


 Female **56%**  Male **44%**



The University has held an Athena SWAN Bronze Institutional award since 2011 and all our STEM/M departments hold individual awards. The aim of the Charter is to support universities to work towards gender equality.

Race



Disability

88.4% **10.6%** **1.0%**
No disability Disability Not declared

Wellbeing Services have a dedicated team of disability specialists called AccessAbility. Their service is available to students who experience a range of issues with a specific emphasis on how those issues are impact on their ability to study and cope at university.

The University is committed to a policy of equality of opportunity and aims to provide a working, learning and social environment that is free from unfair discrimination. It aims to ensure that staff, students, visitors and all others associated with the University are treated with dignity, respect, and equity, regardless of inappropriate distinctions, such as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation (as identified under the Equality Act 2010 as 'protected characteristics').

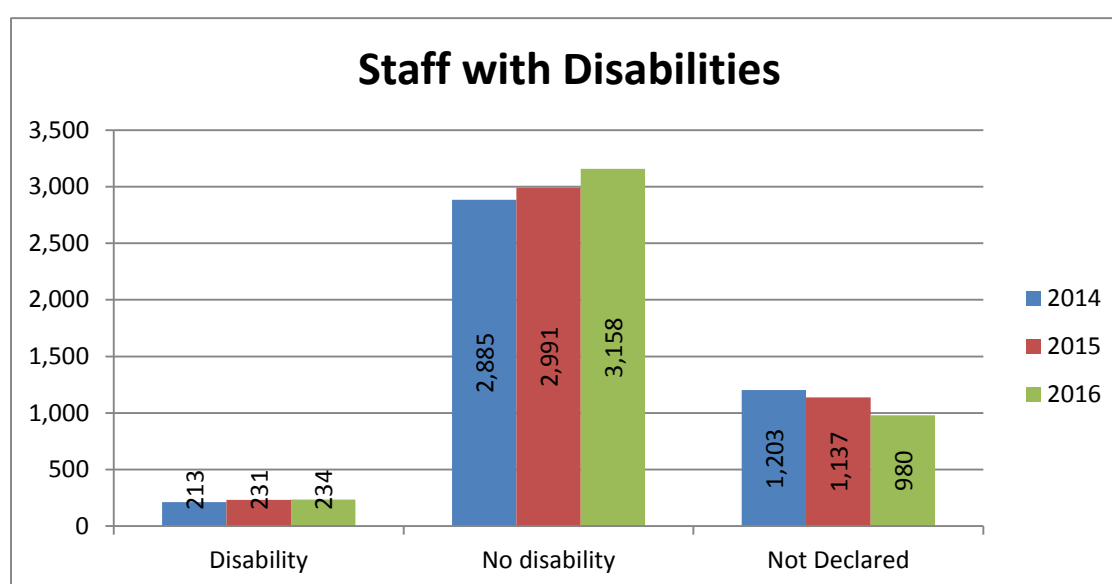
For further information on our student data please visit:
<http://www.exeter.ac.uk/staff/equality/equalitydata/studentdata/>

Staff Disability Profile 2014-16

	As at 30th April in each year					
	Numbers of Staff			Percentages		
	2014	2015	2016	2014	2015	2016
Disability	213	231	234	5.0%	5.3%	5.4%
No disability	2885	2991	3158	67.1%	68.6%	72.2%
Not Declared	1203	1137	980	28.0%	26.1%	22.4%
Total	4,301	4,359	4,372			

Disclosure Rate	72%	74%	78%
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Fig A1.01: Staff Disability Profile 2014-16

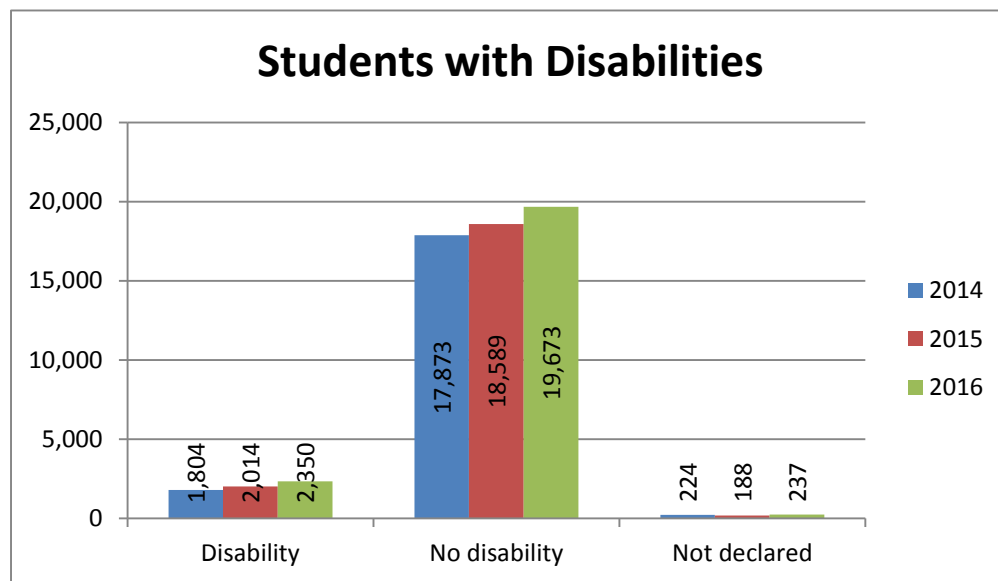


Student Disability Profile 2014-16

	Numbers of Students			Percentages		
	2014	2015	2016	2014	2015	2016
Disability	1,804	2,014	2,350	9.1%	9.7%	10.6%
No disability	17,873	18,589	19,673	89.8%	89.4%	88.4%
Not declared	224	188	237	1.1%	0.9%	1.1%
Total	19,900	20,791	22,261			

Disclosure Rate	99%	99%	99%
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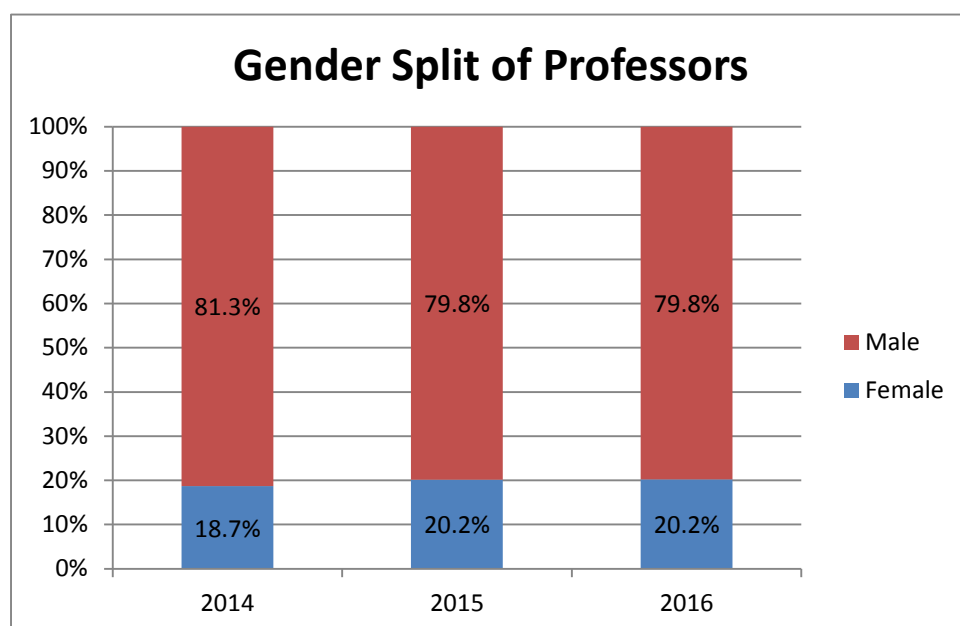
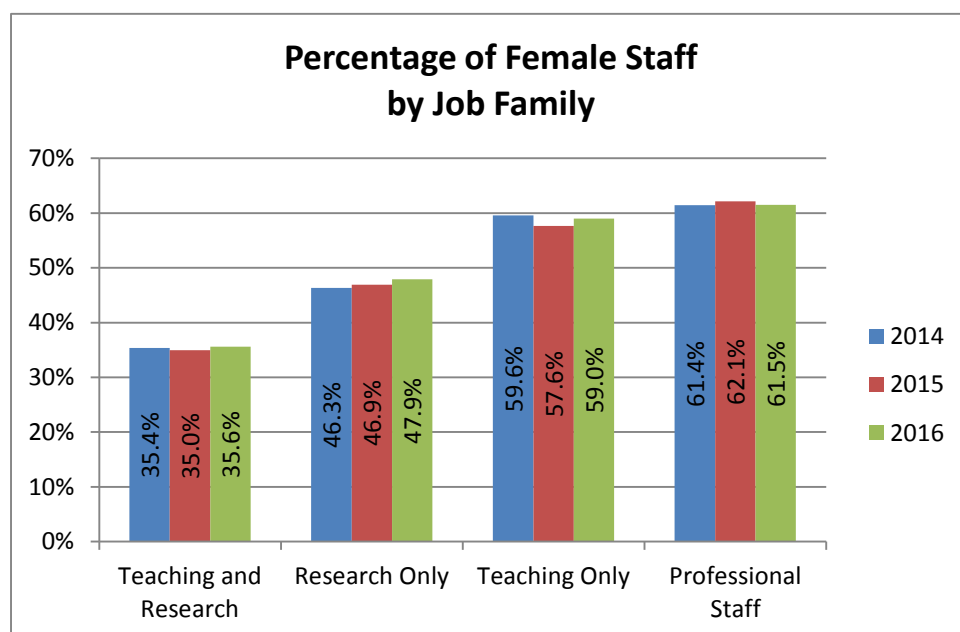
Fig A1.02: Student Disability Profile 2014-16



Staff Gender Profile 2014-16

Job Family	As at 30th April each year											
	Numbers of Staff						Percentages					
	2014		2015		2016		2014		2015		2016	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Teaching and Research	308	563	314	584	333	603	35.4%	64.6%	35.0%	65.0%	35.6%	64.4%
Research Only	279	323	295	334	328	357	46.3%	53.7%	46.9%	53.1%	47.9%	52.1%
Teaching Only	193	131	196	144	197	137	59.6%	40.4%	57.6%	42.4%	59.0%	41.0%
Professional Staff	1,538	966	1,548	944	1,486	931	61.4%	38.6%	62.1%	37.9%	61.5%	38.5%
Total	2,318	1,983	2,353	2,006	2,344	2,028	53.9%	46.1%	54.0%	46.0%	53.6%	46.4%
Professors	48	209	52	206	51	201	18.7%	81.3%	20.2%	79.8%	20.2%	79.8%

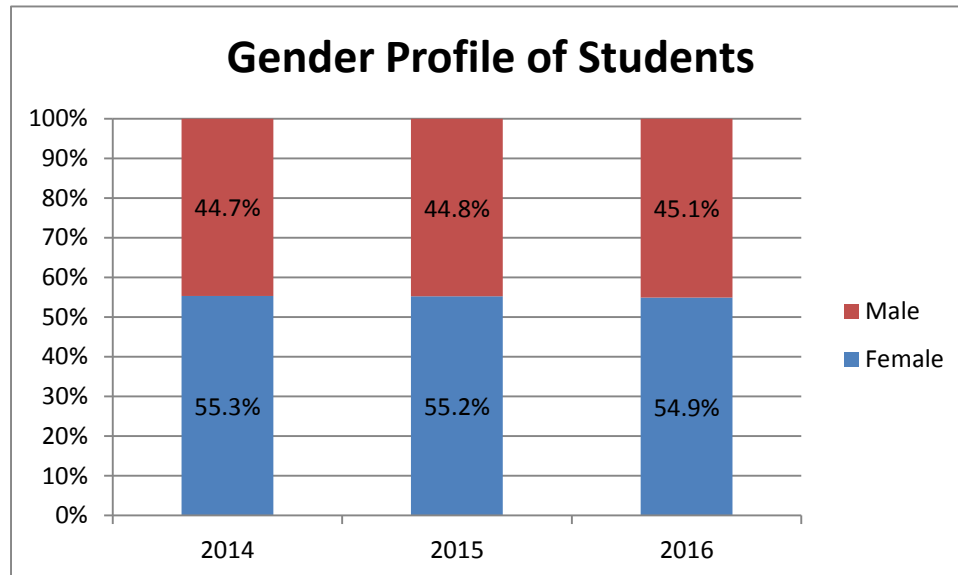
Fig A1.03: Staff Gender Profile 2014-16



Student Gender Profile 2014-16

Year	Female	Male	Total	Female	Male
2014	10,999	8,893	19,891	55.3%	44.7%
2015	11,462	9,304	20,766	55.2%	44.8%
2016	12,223	10,022	22,245	54.9%	45.1%

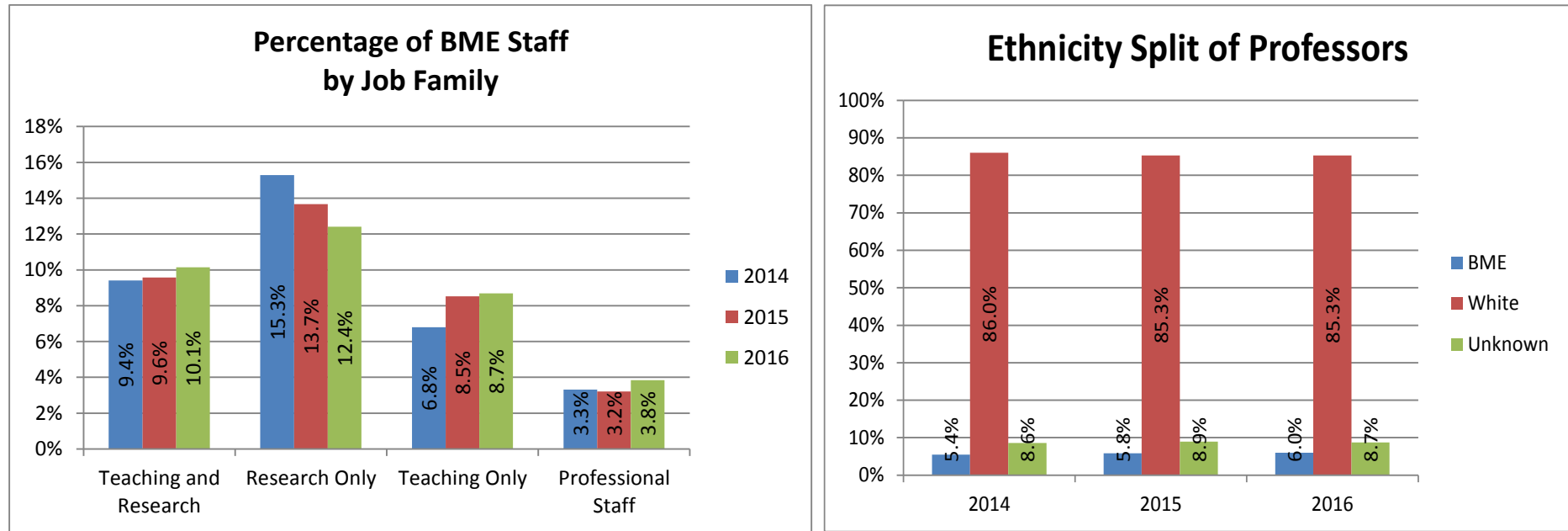
Fig A1.04: Student Gender Profile 2014-16



Staff Ethnicity Profile 2014-16

As at 30th April each year																			
Job Family	Numbers of Staff									Percentages									
	2014			2015			2016			2014			2015			2016			
	White	BME	Unknown	White	BME	Unknown	White	BME	Unknown	White	BME	Unknown	White	BME	Unknown	White	BME	Unknown	
Teaching and Research	733	82	56	755	86	57	788	95	53	84.2%	9.4%	6.4%	84.1%	9.6%	6.3%	84.2%	10.1%	5.7%	
Research Only	478	92	32	511	86	32	560	85	40	79.4%	15.3%	5.3%	81.2%	13.7%	5.1%	81.8%	12.4%	5.8%	
Teaching Only	281	22	21	285	29	26	277	29	28	86.7%	6.8%	6.5%	83.8%	8.5%	7.6%	82.9%	8.7%	8.4%	
Professional Staff	2,356	83	65	2,346	80	66	2,239	93	85	94.1%	3.3%	2.6%	94.1%	3.2%	2.6%	92.6%	3.8%	3.5%	
Total	3,848	279	174	3,897	281	181	3,864	302	206	89.5%	6.5%	4.0%	89.4%	6.4%	4.2%	88.4%	6.9%	4.7%	
Disclosure Rate	96.0%			95.8%			95.3%												
Professors	221	14	22	220	15	23	215	15	22	86.0%	5.4%	8.6%	85.3%	5.8%	8.9%	85.3%	6.0%	8.7%	

Fig A1.05: Staff Ethnicity Profile 2014-16

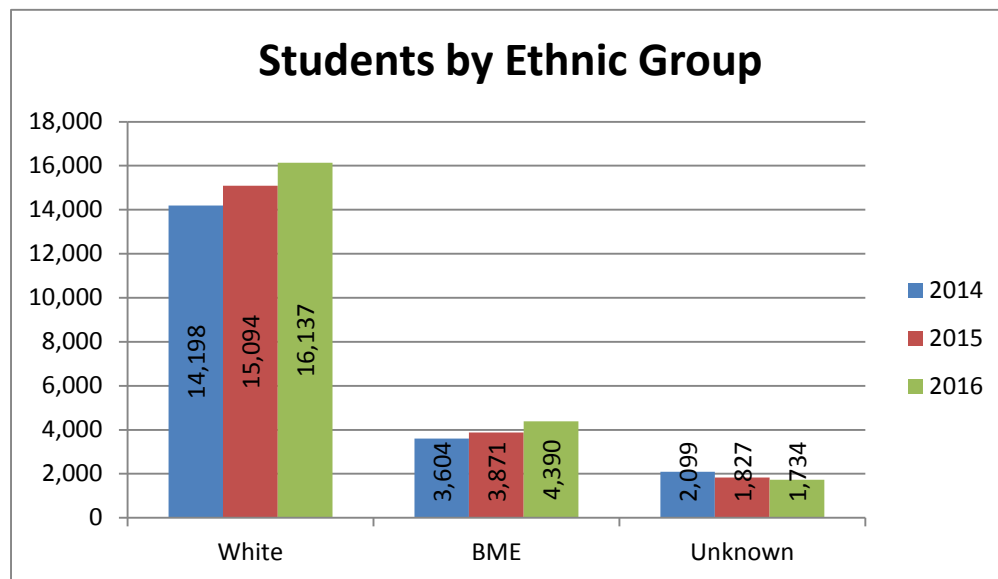


Student Ethnicity Profile 2014-16

	Numbers of Students			Percentages		
	2014	2015	2016	2014	2015	2016
White	14,198	15,094	16,137	71.3%	72.6%	72.5%
BME	3,604	3,871	4,390	18.1%	18.6%	19.7%
Unknown	2,099	1,827	1,734	10.5%	8.8%	7.8%
Total	19,900	20,791	22,261			

Disclosure Rate	89%	91%	92%
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Fig A1.06: Student Ethnicity Profile 2014-16



Reported allegations of harassment and bullying

The University collates information regarding reports of harassment and bullying via the statistical monitoring of cases reported to the Network of Dignity & Respect Advisors.

Advisors provide a confidential and informal service for anyone involved in cases of harassment or bullying (including those facing allegations about their behaviour). Advisors can listen, talk through the options available and, if appropriate signpost to other sources of support and advice. Their focus is on informal resolution of issues wherever possible although they can also support individuals through formal processes.

It should be noted that the Network is just one possible reporting route for cases of harassment and bullying. Staff and students have other reporting routes available to them including line managers, HR Business Partners/Advisors, Trade Union representatives, etc. Therefore, these figures are just one piece of a broader picture.

Year	Staff	Student
15/16 (to date)	21	36
14/15	26	40
13/14	10	31

Fig A1.07: Allegations of harassment

Reported incidents of discrimination

Further to cases of harassment and bullying, the University also gathers information on reported incidents of discrimination via the Reporting Incidents of Discrimination procedure. This procedure provides a mechanism for individuals to report incidents informally (and falls outside of formal reporting procedures).

Reports can be made anonymously and such reports can be useful to help build a fuller picture of the experiences of some individuals who may otherwise not feel comfortable reporting an incident. However, follow-up action can only be taken if the individual reporting an incident provides their contact details.

Year	Staff	Student
15/16 (to date)	1	5
14/15	2	2
13/14	3	11

Fig A1.08: Reported incidents of discrimination

Compliance to mandatory equality and diversity training

The Dual Assurance Partnership for Equality & Diversity and the Equality & Diversity Advisory Group continue to receive termly updates on compliance rates for mandatory equality and diversity training.

One of the key successes during 2015/16 is the **increase in compliance from 32.1% to 94.3% (March 2013 – April 2016)**.

	March 2013	March 2014	March 2015	April 2016
Academic College/Professional Service	% of Staff Completed	% of Staff Completed	% of Staff Completed	% of Staff Completed
College of Engineering, Mathematics & Physical Sciences	23.0%	62.6%	86.2%	94.4%
College of Humanities	15.0%	42.3%	90.2%	95.6%
College of Life & Environmental Sciences	18.0%	49.9%	79.3%	91.4%
College of Social Sciences & International Studies	17.0%	48.7%	72.1%	93.3%
University of Exeter Business School	15.0%	34.0%	77.4%	90.1%
University of Exeter Medical School	34.0%	74.9%	96.2%	98.7%
Campus Services	-	-	-	93.8%
College Services	-	-	-	92.9%
Communication & Marketing Services	-	-	-	97.8%
Doctoral College	-	-	-	91.4%
Education & Student Experience	-	-	-	96.0%
Executive Suite	-	-	-	95.2%
Exeter IT	-	-	-	100.0%
Finance Services	-	-	-	88.9%
Global Engagement & Development	-	-	-	95.9%
Governance & Compliance	-	-	-	100.0%
HR Services	-	-	-	95.7%
Innovation, Impact & Business	-	-	-	93.3%
Policy, Planning & Business Intelligence	-	-	-	96.4%
Research Support	-	-	-	94.2%
Technical Services	-	-	-	-
Transformation	-	-	-	100.0%
University TOTAL	32.1%	58.2%	84.1%	94.3%

FigA1.09: Compliance to Mandatory Equality & Diversity Training by College/Professional Service

Annex 2 – Terms of Reference of Dual Assurance Partnership for Equality & Diversity

To drive forward the University's commitment to creating a working, learning and social environment that is free from discrimination and promotes a culture of dignity, respect and equality of opportunity.

To have a strategic overview of the University's Equality and Diversity activities and initiatives.

To advise the Council of the University on the progress and performance of the University's Equality & Diversity action plan and the University's responsibilities under the general public sector equality duty which requires the University to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not.

To be apprised of any external factors which may impact upon the University's Equality & Diversity agenda.

To provide support and advice to the Equality & Diversity team.

Annex 3 – University Equality & Diversity Action Plan 2015/16

Action Plan - Equality and Diversity Annual Plan, 2015/16	Date Created	August 2015
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Plan Owner :	Dorcas Cowan, Equality and Diversity Manager	Date last updated (and version no)	May 2016 (Version 1.7)
Core implementation Group :	E&D Advisory Group		
Links to key documents – Equality Objectives 2014-18, Council approved E&D Annual Report 2015.			

Item No.	Driver Specific Issue / gap / objective requiring action	Monitoring/ Measurable How we know we have succeeded	Actions Specific, Achievable Stated clearly, communicated widely	Resource demand / constraints	Person Responsible	Time-Frame To Achieve Timebound	Status
				Realistic			
1.	Develop new annual Action Plan to ensure clarity for the year ahead	One integrated E&D Action Plan	Carry out a review of the previous annual Action Plan and approved Council priorities for 2014-15 and develop a 2014-15 annual Action Plan		DC	Aug 2015	
2.	Work with Colleges and Professional services to deliver a devolved structure	<ul style="list-style-type: none"> Annual meetings with College Registrars / PS Directors and regular updates issued Regular slot at HRBP team meetings Web analytics show high level of engagement with web advice 	Foster relationships with the senior management team in each College/PS and assist them in developing a model for E&D implementation supported by an online toolkit		DC / AMB	July 2016	
			In light of the Transformation Programme, review the role of E&D Representatives within each College/PS to clarify role/responsibilities		DC	August 2016	
			Improve communications with HR Business Partner Team so that they are aware of University-wide issues/initiatives to enable them to assist their own areas in addressing issues at a local level		DC / AMB	Dec 2016	
			Provide management information and advice		DC	July 2016	

Item No.	Driver Specific Issue / gap / objective requiring action	Monitoring/ Measurable How we know we have succeeded	Actions Specific, Achievable Stated clearly, communicated widely	Resource demand / constraints	Person Responsible	Time-Frame To Achieve Timebound	Status
				Realistic			
			from the centre which enables the Colleges/PS to make decisions and act on E&D issues				
3.	Develop and launch an integrated E&D toolkit to act as a framework for all elements of E&D and that enables Colleges/PS to implement E&D activity and address issues at a local level	<ul style="list-style-type: none"> Web analytics show high level of engagement with online toolkit Reduced number of queries received by E&D team (due to Colleges/PS utilising online toolkit) 	Present proposal for online Charter toolkit to Council		DC	July 2015	
			Develop and build an online Charter toolkit to enable Colleges / departments to draft their own applications for external accreditations		AMB	Aug 2015	
			Pilot new online Charter toolkit with key stakeholders		AMB	Sept 2015	
			Amend online Charter toolkit in response to feedback from pilot		AMB	Sept 2015	
			Live demonstration of Charter toolkit at Council meeting		DC	15 th Oct 2015	
			Launch new Charter toolkit to Colleges engaged with external Charters e.g. Athena SWAN – communications with E&D Representatives, HRBPs and Athena SWAN Officers		AMB / DC	Oct 2015	
			Review content of broader E&D website with a view to providing a framework for all protected characteristics within a self-service style toolkit aligned to the look and feel of the Staff Safety, Health and Wellbeing pages and linking to the University value of “Community”		AMB / HB	Sept 2015	
			Review existing processes and procedures to ensure they are appropriate and proportionate and revise where necessary (i.e. Equality Analysis process; Reporting Incidents of Discrimination procedure; etc)		AMB / HB	Sept 2015	
			Identify gaps where new content needs to be developed		AMB / HB	Sept 2015	
			Develop and add new content that educates, informs and creates interest around E&D matters		DC / AMB / HB / HD	Feb 2016	

Item No.	Driver Specific Issue / gap / objective requiring action	Monitoring/ Measurable How we know we have succeeded	Actions Specific, Achievable Stated clearly, communicated widely	Resource demand / constraints	Person Responsible	Time-Frame To Achieve Timebound	Status
				Realistic			
			Launch new E&D toolkit		DC	June 2016	
			Build new E&D website to incorporate online Charter toolkit and include new processes and new content		HB / Web team	Dec 2016	
			Launch new E&D website		DC	Jan 2017	
4.	Review E&D training programme, consider provision for students and ensure continuous engagement	<ul style="list-style-type: none"> A single online resource for all mandatory training which is current, appropriate and fit for purpose Colleges/PS receiving regular compliance data Achieve target compliance rate of 95% 	Work with Safety, Health & Wellbeing to develop a single mandatory <i>refresher</i> training programme for staff (to cover E&D, Safety, Health and Wellbeing)		DC / AMB	Mar 2016	
			Work with Safety, Health & Wellbeing to review current E&D mandatory training programme and develop a single mandatory training programme for staff (to cover E&D, Safety, Health and Wellbeing)		DC / AMB	July 2016	
			Work with People Development to investigate opportunities for the development of 'unconscious bias' training		AMB	Feb 2016	
			Consider opportunities for the development and delivery of E&D training for students to include the delivery of a pilot scheme for CLES		AMB	Nov 2015	
			Continue to work with Colleges/PS to monitor and further improve compliance to support the University's equality objective that all staff complete mandatory E&D training		DC	August 2016	
5.	Improve staff and student engagement on E&D issues	<ul style="list-style-type: none"> Integrated E&D initiatives Increased staff/student involvement in E&D events/initiatives; Increased reports of incidents/cases reported to ED team and/or D&R 	Work with Head of Internal Communications, Head of Marketing and the Students' Guild/FXU to ensure that all E&D branding and messaging is integrated and reduce initiative titles so far as is possible.		DC	August 2016	
			Continue partnership working with the Students' Guild/FXU		DC / HB	Dec 2016	
			Continue work with the Students' Guild/FXU to consider most effective methods of communication with the student community		DC / HB	May 2016	

Item No.	Driver Specific Issue / gap / objective requiring action	Monitoring/ Measurable How we know we have succeeded	Actions Specific, Achievable Stated clearly, communicated widely	Resource demand / constraints	Person Responsible	Time-Frame To Achieve Timebound	Status
				Realistic			
		Network	and to ensure they are informed and involved with University initiatives				
			Develop social media channels to be inclusive e.g. not just 'Women in HE'		AMB / HB	Mar 2016	
			Review current model of engagement through networks/groups		DC	July 2016	
6.	Review pathways for reporting incidents/ making complaints	<ul style="list-style-type: none"> • Appropriate and proportionate mechanisms for reporting • Increased reports of incidents resolved at informal stage 	Review mechanism for reporting incidents of discrimination to ensure it is both proportionate and accessible (as part of wider review of E&D website)		AMB / HB	Feb 2016	
			Work with Student Cases Team to review the procedure for student complaints relating to harassment/bullying and discrimination to ensure they are dealt with effectively		DC	Mar 2016	
			Ensure clear and consistent communication regarding how to report an incident/make a complaint so that staff and students are aware of mechanisms available to them		DC / HB	Mar 2016	
			Work with HR and Student Cases to review processes for monitoring reports to ensure data re formal v informal resolution is captured		DC / HR / Student Cases	August 2016	
7.	Develop a new external accreditation strategy		Pull together all individual action plans relating to different accreditations into one single central plan. Ensure all action plan leads are <ol style="list-style-type: none"> 1. Aware of the action 2. Agree to the time frame 3. Are informed about how they will be monitored 		AMB	Jan 2016	
			Develop a framework for a model of Inclusivity encompassing all protected characteristics		DC / AMB	July 2016	

Item No.	Driver Specific Issue / gap / objective requiring action	Monitoring/ Measurable How we know we have succeeded	Actions Specific, Achievable Stated clearly, communicated widely	Resource demand / constraints	Person Responsible	Time-Frame To Achieve Timebound	Status
				Realistic			
			Review current E&D structure to ensure a model of Inclusivity can be supported effectively and efficiently		DC / AMB	August 2016	
8.	Data requirements	Streamlined process for meeting data requirements for all statutory duties and Charters/accreditations	Work with Business Intelligence and Trent HR teams to investigate opportunities to improve methods of data extraction		HD	Oct 2016	
			Work closely with key contacts in Colleges to ensure their data requirements for department Charter applications are met		HD	July 2016	
9.	New initiatives to address under-representation of women in senior roles		Work with People Development to inform the establishment of a mentoring scheme for female staff across the University		AMB / People Development	August 2016	
			Investigate opportunities to increase the number of University buildings named after women		DC	July 2016	
			Work with HR to extend the promotions process adopted by the College of Humanities to other Colleges as an example of best practice		DC / HRBPs	July 2016	
			Work with HR to conduct an analysis of our female academic pipelines by discipline through a process of succession planning		HD / HR	June 2016	
Ongoing E&D Activities							
10.	Statutory requirement under Public Sector Equality Duty to ensure organisation has agreed and	Agreed set of objectives published on website	Review objectives which set out the organisational commitment to E&D to ensure they are still appropriate		DC	Aug 2015	
			Approve any amendments via Dual Assurance		DC	Dec 2015	

Item No.	Driver Specific Issue / gap / objective requiring action	Monitoring/ Measurable How we know we have succeeded	Actions Specific, Achievable Stated clearly, communicated widely	Resource demand / constraints	Person Responsible	Time-Frame To Achieve Timebound	Status
				Realistic			
	published Equality Objectives		Publish any approved amendments on website		HB	Dec 2015	
11.	Statutory requirement under Public Sector Equality Duty to publish equality data annually	Annual publication of data	Investigate opportunities to improve presentation of published data		HD	Dec 2015	
			Extract data, analyse, report and publish on E&D website		HD / HB	Jan 2016	
12.	Athena Swan departmental submissions (Nov 2015, April 2016, Nov 2016)	Achievement of Departmental awards in Nov '15 round – 1 X Department Silver submission: • Department of Psychology	Support College with preparation of submissions		AMB / KAN	Sept 2015	
			External assessment of submission		AMB / KAN	Oct 2015	
			Submission of Departmental application		AMB / KAN	Nov 2015	
		Achievement of Departmental awards in April '16 round – 1 X Department Silver submission: • Department of Mathematics and Computer Science	Support College with preparation of submission		AMB / KAN	Feb 2016	
			External assessment of submission		AMB / KAN	29 th Feb 2016	
			Submission of Departmental submission		AMB / KAN	Apr 2016	
		Achievement of Departmental awards in Nov '16 round – 4 X Department Silver	Support Colleges with preparation of submissions		AMB / KAN	Sept 2016	

Item No.	Driver Specific Issue / gap / objective requiring action	Monitoring/ Measurable How we know we have succeeded	Actions Specific, Achievable Stated clearly, communicated widely	Resource demand / constraints	Person Responsible	Time-Frame To Achieve Timebound	Status
				Realistic			
		submissions: <ul style="list-style-type: none"> • Department of Biosciences, • Department of Geography, • Department of Physics, • Department of Engineering. 					
		Monitoring and achievement of actions relating to institutional Bronze award	Monitoring of action plan at UASWG meetings		AMB	August 2016	
13.	Implementation of Race Equality Mark (REM) Action Plan	Progress made against actions identified for 15/16	Monitoring of action plan at REMSAT meetings		AMB	August 2016	
14.	Stonewall Workplace Equality Index 2016	Successful submission made and positive feedback received from Stonewall	Develop submission for Stonewall by collating information regarding policy, training, procurement, community engagement, role models etc		AMB / HB	14 th Aug 2015	
			Send draft to HR and Dual Assurance teams for internal review		DC	14 th Aug 2015	
			Formal submission to Stonewall		AMB	4 th Sept 2015	
			Receive feedback from Stonewall and generate plan for areas of improvement		AMB	Apr 2016	
15.	Two Ticks re-accreditation	Successful re-accreditation	Work with the Disability and Wellbeing Advisor to develop application by reviewing provision for disabled staff		HB	Sept 2015	
			Send draft to HR and Dual Assurance teams for internal review		DC	Sept 2015	

Item No.	Driver Specific Issue / gap / objective requiring action	Monitoring/ Measurable How we know we have succeeded	Actions Specific, Achievable Stated clearly, communicated widely	Resource demand / constraints	Person Responsible	Time-Frame To Achieve Timebound	Status
				Realistic			
			Formal application to JobCentre+		HB	Oct 2015	
16.	Mindful Employer Charter	Maintain status as signatory of Mindful Employer Charter	Implement and progress agreed action plan		KL / SJ	Aug 2016	
17.	Time to Change	Maintain status as signatory of Time to Change pledge	Implement and progress action plan in partnership with the Students' Guild		SJ / AH / Students' Guild	Aug 2016	
18.	Continue to manage the process for Equality Analyses	Key policies/processes assessed by policyholders	Until reviewed within the development of the toolkit, continue to manage the current process.		HB	Sept 2015	
			Review existing format and consider alternative options to improve way in which Equality Analyses are published.		HB	Aug 2015	
19.	Continue to deliver ongoing internal activities and reports		Annual Report to Council		DC	July 2016	
			Regular updates to Council/Senate		DC	Dec 2015	
						Feb 2016	
						April 2016	
						May 2016	
			Dual Assurance Meetings		DC	X 5 per year	
HEFCE Annual Monitoring Statement		DC	Nov 2015	n/a			
Risk Register review		DC	Nov 15				
			May 16				

Item No.	Driver Specific Issue / gap / objective requiring action	Monitoring/ Measurable How we know we have succeeded	Actions Specific, Achievable Stated clearly, communicated widely	Resource demand / constraints	Person Responsible	Time-Frame To Achieve Timebound	Status
				Realistic			
			Equal Pay Audit (biennial)		DC / HD	June 2016	Blue
			Equality Advisory Group, UASWG, REMSAT, D&R and consultation group meetings		DC / AMB	July 2016	
20.	Continue to support the annual calendar of E&D events	Successful series of events delivered as an integrated part of University calendar of events	Seek approval to ensure Staff Life / PWE supports / leads on ED events. ED team to support.		DC / HB	Oct 2015	Green
			International Womens Day 2016		DC / AMB	8 th Mar 2016	
			Soapbox Science 2016		KAN	June 2016	

Status tracking		
Complete	Green	G
On plan	Blue	B
Risks slippage	Amber	A
Barriers – not achieved	Red	R