



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 2015

(to be published by 30 April 2015)

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Contents:

Overarching Equality Outcomes Plan from April 2013 to April 2015

Outcome 1:	Equality and diversity is embedded across all of the university's activities
Outcome 2:	Decision-making committees are reflective of the demographics of the wider community
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
Outcome 4:	The University promotes gender equality
Outcome 5:	The University creates supportive environments and minimizes disadvantage.
Outcome 6:	The University promotes good relations between equality strands and an inclusive environment
Outcome 7:	The University attracts and retains students from under-represented groups and groups more likely to withdraw

Purpose of document:

This is to provide a progress report on the actions included in the University's Revised Equality Outcomes Plan (approved in November 2014) which covers the period from 30 April 2013 to April 2017. This is a progress report for the first two years actions of the Equality Outcomes Plan to 30 April 2015.

Progress on Action

The report provides details of actions progressed within the first two years of 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
<p>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</p>			
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
<p>Progress: December 2014, University Court published a Diversity Statement to embed equality and diversity in all its committees and functions</p>			

E&D is mainstreamed through Court, Human Resources Committee, E&D Committee, Equality Staff Networks, College/School Boards, College/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
<p>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</p>	E&D Office	<p>Number of updates provided through communication channels Audience reached through updates 2013 ongoing</p>	Completed
<p>1.3.1 (1.4 in original outcomes plan) Raise diversity profile in composition of decision making committees</p>	University Secretary	<p>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:
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.

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
The Court has set a target of aiming to reach up to 40% in gender balance

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 Acquire approval for Code of Practice by HEFCE. Ensure that the Code is accessible to all staff All staff involved in REF 2014 process successfully complete REF Specific equality and diversity training with additional E&D modules Staff with individual circumstances procedures implemented fairly and consistently. Perform impact assessments to highlight any areas of equality issues.</p>	<p>Head E&D</p> <p>Stakeholders: HR Director REF EDWG REF Manager</p>	<p>Code developed Code approved Code accessible 100% completion</p> <p>Individual review group set up and trained to conducting procedure fairly. Impact assessments performed</p> <p>2012 – 2014</p>	<p>Completed</p>

Progress:

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.

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
<p>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.</p>	<p>E&D Office</p>	<p>Track number of EIAs performed</p> <p>Increase number of policy owners conducting equality impact assessments.</p> <p>Provide guidance</p> <p>Measure effectiveness of training and support 2013 – 2017</p> <p>Guidance made available to managers and policy owners. 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.</p>	<p>Partially met</p> <p>In-progress Expected June/July2015</p>

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 2014/15, but the process needs to be developed and embedded throughout the organization During 2015, 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			
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 2016 Annual Report 02014 report complete and on website.			
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, 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.	E&D Office Head of Disability	A programme of reviewing policies is completed. August 2013 Ongoing	Partially met In progress Expected Completion in 2015
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 has been partially completed and will be fully updated in 2015
 Policies on other protected characteristics are scheduled and planned to be developed in 2015
 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 is planned for AY 15/16.

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
<p>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</p>			
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
<p>Progress: Diversity Statement of the Court approved and published in December 2014 Specific actions to addressed are included in the Diversity Statement</p>			
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
<p>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.</p>			

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 Heads of Colleges 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
<p>Progress: Current overall completion rate is around 34% for the University, which equates to 1206 staff who have completed and passed all the mandatory required four or five modules as assigned to their role. Since January 2015, Heads/Deans and the senior management team have been pro-active in reminding staff of their responsibility to complete this training, which has resulted in uptake of training In order to increase the completion of training, all Heads/Deans will be provided with completion status reports every quarter commencing May 2015 to actively monitor and encourage staff to engage with the equality and diversity training programme</p>			
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
<p>Progress: Currently 86 staff (35.54%) have completed the training E&D team have planned to schedule training sessions for this group during May/June 2015</p>			
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 June 2015
<p>Progress: Some staff in the University have had training in this activity using the online Recruitment and Selection module However, the module is currently being updated to reflect University policies and practices. It is expected the module will be updated and ready in May 2015 Recruitment and Selection module, once updated in May, will then be reviewed for approval by the HR team and expected to be delivered to staff in June 2015</p>			

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
<p>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 Mentoring opportunities have been developed to support academic careers During 2014/15 two events on Unconscious Bias training were held Provision for Unconscious Bias training is currently considered by OPD and E&D team</p>			
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
<p>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</p> <p>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/</p>			
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: Deputy HR Director OPD	Increased awareness of need for E&D in training beyond specifically E&D training Ongoing	Completed

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

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: Sign up to Gender Equality Charter Mark	E&D Office HR Director	Principles embedded 2015	Disbanded as ECU has now extended the Charter with the Athena swan Charter

Progress: Athena SWAN Charter will be extended to include all of Gender Equality and not just women in STEMM			
Action	Lead responsibility	Success indicator and timescale	Status
4.4: Support STEMM departments in individual applications	Athena Swan Coordinator	Individual departments achieve awards 2013-2017	Partially Met In progress
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 Two further Schools are currently preparing their Athena SWAN submission in April 2015			
Action	Lead responsibility	Success indicator and timescale	Status
4.5: Monitor women in academic careers	E&D Office Stakeholder: HR Director	Increased number of women gaining promotion 2014-2017	In progress
Progress: As part of the Athena SWAN action plan, this data is currently being reviewed and analysed by HR and Athena SWAN Steering Group			
Action	Lead responsibility	Success indicator and timescale	Status
4.6: 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 will be published on the HR webpages in April 2015			

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
<p>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 2015 and improved for disclosure rate</p>			
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 Director Student Services	Increased rate of disclosure of protected characteristics among students Reduction in disadvantage in applications, progression, retention and attainment due to protected characteristics 2014 ongoing	Partially met In progress

<p>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.</p>			
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
<p>Progress: Progress: Head of CASTLE and Head of Careers will jointly review existing arrangements with a view to implementing further improvements for September 2015.</p>			
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
<p>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</p>			

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 2013/2014	Falling slightly behind
Progress: Staff data have been collated but not fully analysed or investigated			
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	Partially met In progress
Progress: Gender Pay Gap Information report April 2015 includes pay gaps on ethnicity and disability, although not required to report on this till 2017 The University have decided to monitor ethnicity and disability in the current equal pay audit and progress will be reported to Equality and Diversity Committee Review on the report will be carried out in 2015			
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	Slightly behind
Progress: Arrangements to monitor staff leaving through exit questionnaires is currently being addressed by HR as it is also a part of the Athena SWAN action plan			

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			
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 2016			
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
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 In progress
<p>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 2015 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/</p>			

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	Partially met In progress
<p>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 More work needs to be done to get the LGBT Staff Network to be more active Discussions have taken place to establish further staff networks, e.g Disability, Religion or Belief group Awareness raising of Staff Networks will be addressed in 2015 through various University communication channels</p>			
Action	Lead responsibility	Success indicator and timescale	Status
6.3: Consider providing the University community with supporting materials, such as a Diversity Calendar	E&D Office Stakeholders: Director Student Services Director PGLA	Supporting materials identified and created Increased awareness of staff and students' diverse cultures / religions / faith 2015 and then annually	Fallen behind
<p>Progress: This will be reviewed in 2015</p>			
Action	Lead responsibility	Success indicator and timescale	Status
6.4: 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 2014	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.

Action	Lead responsibility	Success indicator and timescale	Status
6.5: 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
6.6: 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 Colleges and Directorates. 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
<p>Progress: The University has 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 https://www.dundee.ac.uk/qf/learning-and-teaching/enhancement/ Further work is required to develop key performance indicators.</p>			
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 In progress

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	Partially met In progress

Progress:
 The University is fully engaged with the Equality Challenge Unit, and there is ongoing work focusing on Admissions and Recruitment.

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 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 gender, ethnicity and disability (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
<p>Progress: We are working with the HEA on developing training for staff to further enhance our existing inclusive practice training, and recently hosted an HEA-led workshop on Teaching for Belonging and Inclusivity: Embedding Equality and Diversity in the Curriculum. We plan to engage with the recently funded Equality and Diversity Strategic Enhancement Programme in Scotland. We have recently undertaken a substantive review and revision of our assessment policy, and have proposed that there will be anonymity at Exam Boards in the future. This will be piloted for undergraduate programmes in Life Sciences during this academic year.</p> <p>The University's Quality Enhancement Sub-Committee has Equality and Diversity as one of its key remits. We have recently introduced a recording lectures policy and a reading lists policy, both of which had accessibility as a key driver for their development: https://www.dundee.ac.uk/corporate-information/principles-digital-teaching-resources http://www.dundee.ac.uk/library/search/lists/</p>			
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
<p>Progress: Our periodic programme review procedure has recently been updated to include more explicit reference to equality and diversity. This is now a key heading in the reporting templates (see http://www.dundee.ac.uk/qa/qualityassurance/programmereview/). The equality and diversity checklist for programme approval and review has recently been updated. We are about to undertake a substantive review of our procedures for the approval of new taught provision, and will use this opportunity to enhance our approach to advancing and promoting equality of opportunity and fostering good relations within our taught provision.</p> <p>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.</p>			

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
<p>Progress:</p> <p>Our periodic programme review procedure has recently been updated to include more explicit reference to equality and diversity. This is now a key heading in the reporting templates (see http://www.dundee.ac.uk/qf/qualityassurance/programmereview/). The equality and diversity checklist for programme approval and review has recently been updated. We are about to undertake a substantive review of our procedures for the approval of new taught provision, and will use this opportunity to enhance our approach to advancing and promoting equality of opportunity and fostering good relations within our taught provision.</p> <p>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.</p>			