

Equality Scheme Action Plan Equality Objectives Actions for 2014 (January- January)	Success measures	Protected Characteristics							Equality Duty		Goal			
		Age	Disability	Gender identity/trans	Pregnancy/ maternity	Race	Religion or belief	Sex	Sexual orientation	discrimination	Eliminate unlawful	Advantage equality of opportunity	Foster good relations	Strategic Framework Goal (no. 1 – 5)

Objective 1 – Mainstream the Equality Duty into the everyday business of the University		✓	✓	✓	✓	✓	✓	✓	•	•	•	2, 5
Rationale – i) Consideration of equality issues is embedded and part of ‘business as usual’ ii) our practices are inclusive and support compliance with the Equality Act 2010 iii) identified as a priority in consultation with students and staff		Responsibility										
a) Embed the Equality Analysis process into decision-making	i) Building on the pilot scheme, identify effective means of embedding equality analysis into the development and review of policies and procedures ii) Policies and procedures are more effective and inclusive as a result iii) The equality analysis is perceived as a helpful, ‘light-touch’ process that supports the development of good practice	Equality Executive Group in conjunction with the Staff and Student Diversity Advisers										
b) Colleges and Professional Services review their equality data reports and develop and implement local equality objectives	i) Local equality objectives and identified and plans and resources are put in place to address them ii) The objectives are publicized to the wider University iii) Heads of College and Corporate Services Budget Centres are held accountable for these objectives	Heads of College and Professional Services Budget Centres, Vice-Principal and Provost, Registrar and Secretary										
c) University Executive Board receive regular reports from the Equality Executive Group	i) 2x reports submitted per academic year	Equality Executive Group										
d) University curriculum review includes consideration of inclusivity. -University establishes an Inclusive Curriculum Group to ensure the review includes issues of inclusivity and the Group will aid the development of good inclusive practice in teaching and learning	i) Evidence of greater awareness and understanding in teaching and learning practices of the issues faced by students from diverse backgrounds ii) Evidence of the use of inclusive learning and teaching materials and techniques iii) Inclusive Curriculum Group established and Schools	Deputy PVC for Education										

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	are strongly encouraged to make teaching and learning inclusive													
e) Development of a website for teaching staff including teaching, learning and assessment materials with a focus on inclusivity	i) Evidence of greater awareness and understanding in teaching and learning practices of the issues faced by students from diverse backgrounds ii) Evidence of the use of inclusive learning and teaching materials and techniques	Equality and Diversity Adviser for Students and DPVC for Education												
f) Integrate analysis of first year retention, degree attainment, completion and destinations by age, disability, race, sex and parent/carer status into Schools’ annual programme review and report to the Student Access and Progress Committee (SAPC)	i) Actions are implemented as a result of any issues identified ii) School action plans are monitored to ensure they all consider the performance of students from the protected groups	- The Heads of Education in Schools - Quality Assurance Committee - SAPC (PVC Education)												
g) Continue to deliver an inclusive curriculum module as part of the University’s Post- Graduate Certificate in Higher Education programme for teaching staff - establish a CLAD lunchtime programme , delivered termly to support the Post Certificate in Academic Practice on the ethnic attainment gap, supporting disabled students, LGBT students and inclusive curriculum.	i) Number of modules delivered ii) Lunchtime series established and reasonable number of attendees	Centre for Learning And Development (CLAD)												
j) Review UoB procurement process	i) Revised procurement process that reflects UoB duties under the Equality Act	Finance (Procurement)												
Objective 2 – Increase direct engagement with students and staff on equality issues		✓	✓	✓	✓	✓	✓	✓	✓	●	●	●	2, 5	
Rationale – Consultation and involvement is key to an effective, evidence-based approach to equality		Responsibility												
a) Enable engagement, debate and consultation with student	i) Evidence of engagement via the Diversity Forum,	HR and Student Diversity Advisers												

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and staff representatives from across the 8 protected characteristics		Student Groups, Staff Groups and engagement with the Guild of Students														
Objective 3 – Raise awareness of equality issues and increase the visibility of equality initiatives				✓	✓	✓	✓	✓	✓	✓	✓	✓	•	•	•	2, 5
Rationale – i) To support the embedding of good practice across the University, ii) identified as a priority in consultation with students and staff				Responsibility												
a) The Advancing Equality in Employment (AEiE) initiative will continue to run in 2014 with the core objectives of: <ul style="list-style-type: none">• Signalling that Birmingham is serious about employment equality• Boosting the degree to which equality is consistently embedded in management practice• Reviewing and refreshing the policy framework where appropriate, and address any outdated areas of discretion in terms of good practice• Maximising talent in the University		i) Successful delivery of project objectives ii) Range of activities are implemented as per the project action plan and widely publicised		AEiE Steering Group and AEiE Oversight Group												
b) Celebrate national events such as Lesbian, Gay, Bisexual and Trans History Month, Black History Month, International Women’s Day, and International Day of the Disabled, as part of the University calendar		i) Range of events and activities held on campus		Staff and Student Diversity Advisers, Staff and Student equality groups, AEiE groups												
Objective 4 – Monitor and improve student disability disclosures and monitor the implementation of reasonable adjustments across the University					✓								•	•	•	2
Rationale – Disabled students have specific needs that the University has a legal duty to address				Responsibility												

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Objective 13 – Increase awareness of and support for disability and mental health issues in the workplace			✓							●	●	●	5
<i>Rationale – i) To support staff in the workplace as fully as possible, provide a clear and consistent framework for managing staff, ii) to address issues raised in the Staff Opinion Survey, iii) to promote greater understanding of disability and mental health issues</i>			Responsibility										
a) Develop disability guidelines for staff and managers	i) Guidelines are developed in consultation with disabled staff and other stakeholders ii) Guidelines establish responsibilities and support available iii) Promotion of the guidance		Staff Diversity Adviser										
b) Support the development of the Staff Disability Group as a space for disabled staff to meet and a forum for staff consultation and the sharing of information	i) Evidence the Group has input into issues that impact on disabled staff ii) Range of meetings and activities organised by the group		Staff Diversity Adviser										
Objective 14 – Promote greater diversity in employment and address under-representation							✓		✓		●	●	5
<i>Rationale – Whilst the University is an increasingly diverse, international community, some groups continue to be under-represented in particular areas of work or grades of work</i>			Responsibility										
a) Implement the Professional Services project into BAME representation in Corporate Services Budget Centres	i) Review identified key issues ii) Actions are implemented		HR Head of HR for Corporate Services, Registrar's Leadership Group										
b) Develop the Stellar HE leadership development programme as a leadership development opportunity for BAME staff	i) Number of staff participating in the Scheme ii) Feedback from participants on impact		HR Head of HR for Corporate Services, Staff Diversity Adviser										
c) Continue to address the barriers to female academic representation and progression through the Athena SWAN	See objective 16		See objective 16										

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Charter (see objective 16)													
d) Join the ECU gender and race equality charters as they are launched	i) Membership of the Charters ii) Development and implementation of action plans	Staff Diversity Adviser											
Objective 15 – Assist international staff with the transition to living and working in the UK							✓						5
<i>Rationale - To improve the induction and working experiences of international staff</i>			Responsibility										
a) Review induction process for international staff	i) Pilot scheme is run and reviewed ii) New induction process is implemented	POD											
Objective 16 – Address the particular challenges faced by female academics in progressing their careers						✓			✓		●	●	5
<i>Rationale – Evidence of under-representation of female academics in senior roles and the challenges posed by combining an academic career and caring responsibilities</i>			Responsibility										
a) Schools develop Athena groups and achieve awards	i) Number of Schools developing Athena groups ii) Number of Schools applying for and achieving Athena awards	Staff Diversity Adviser in conjunction with the Athena School leads											
b) Develop the Aurora leadership programme for academic staff	i) Number of staff participating ii) Feedback from participants on the effectiveness of the programme	POD											
Objective 17 – Support greater staff work-life balance			✓			✓			✓			●	5
<i>Rationale – i) Changing staff expectations (as evidenced in the Staff Opinion Survey), ii) increases in dual career families and staff with both child and elder care responsibilities iii) longer working lives</i>			Responsibility										
a) Further develop the parents and carers intranet resource, to include a carers policy, single parent support group and	i) Resources are developed and in place	Staff Diversity Adviser											

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case studies														
b) Review the flexible working procedures(policies) including working from home	i) Policies and procedures reflect good practice regarding flexible working	Staff Diversity Adviser												
Objective 18 – Address the gender pay gap								✓		•	•			5
Rationale - To support the reduction in the gender pay gap where it is not objectively justified, as required under the Equality Act 2010		Responsibility												
a) Continue to review staff reward structures and processes introduce change as and when it is needed	i) Changes are introduced where arrangements are felt to be unfair	HR Reward Consultant												
Objective 19 – Provide a welcoming and supportive workplace for sexual minority staff				✓					✓	•	•	•		5
Rationale - New ‘equality area’ which needs further development to demonstrate the University’s commitment to LGB equality and developing our reputation as a LGB-friendly institution		Responsibility												
a) Support the development of the Staff LGBTQ Rainbow Network	i) Evidence that the Network has input into key issues ii) Range of meetings and activities organised by the Network iii) Promotion of the Network to staff through a wide range of media	Staff Diversity Adviser, working in conjunction with the Network leads.												
b) Identification of activities to promote and Improve our Stonewall Diversity score	i) Promotion of Stonewall membership in a range of internal and external media ii) Improvement of Stonewall Index score	Staff Diversity Adviser, working in conjunction with the Network leads.												
c) Develop a ‘Birmingham LGBT’ web resource	i) Site is in place and has a wide range of resources	Staff Diversity Adviser, working in conjunction with the Network leads.												
Objective 20 – Increase support for transgender staff				✓						•	•	•		5
Rationale – i) Low levels of awareness and understanding of gender identity issues ii)Trans staff have very specific needs that the		Responsibility												

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<i>University should address</i>			
a) Promote awareness of transgender issues on at least an annual basis	i) Awareness-raising activities	Staff Diversity Adviser, working in conjunction with the LGBT Network leads.	
Objective 21 – Promote dignity at work and in learning		✓	✓
<i>Rationale – To promote a safe community for staff and students and to encourage individuals experiencing difficulties to access the support</i>		✓	✓
a) Develop a ‘zero tolerance’ anti-harassment campaign	i) Number of events and attendees ii) Report with recommendations	✓	✓
b) Staff in Schools are aware of the process to support students alleging harassment or bullying	i) Information produced in a user-friendly way and disseminated to all Schools	✓	✓
Objective 22 – Improve our student and staff equality data evidence base		✓	✓
<i>Rationale – i) To support the identification and understanding of equality issues across all of the protected characteristics, ii) to measure progress against objectives</i>		✓	✓
a) Ensure that the addition of sexual orientation, religion and belief and gender identity categories in the staff data survey is effectively communicated to staff	i) Staff understand why we are asking for this information and how it will be used and stored ii) Our equality evidence base for our staff population is expanded and improved and issues and actions identified	✓	✓

