



UNIVERSITY
of
GREENWICH

Equality, Diversity and Inclusion (EDI)

Strategy 2015-2017

Contents

	Page
Foreword by Vice Chancellor	4
1. Purpose	5
2. University of Greenwich Strategic Plan	5
3. Commitment to Equality, Diversity and Inclusion Strategy Plan	7
3.1 Equality and Diversity Statement	7
4. Developing the Equality, Diversity and Inclusion Strategy	8
4.1 Background	8
4.2 Identifying Equality Objectives	8
4.3 The Equality Act 2010	8
4.4 The Public Sector Equality Duty (PSED)	9
4.5 Equality Impact Assessment (EIA)	9
5. Responsibilities for the Equality, Diversity and Inclusion Strategy and Actions	10
6.1 Students, staff and members associated	10
6.2 Court	10
6.3 The Vice Chancellor	10
6.4 The Equality and Diversity Committee	10
6.5 The Director of Human Resources	10
6.6 Pro-Vice Chancellors, Directors, EDI Champions and Line Managers	10

6. How the Equality, Diversity and Inclusion Strategy will be reviewed	10
---	-----------

Appendices

Appendix 1. Equality, Diversity and Inclusion Action Plan 2015-2017	11-18
--	--------------

Appendix 2. Process Chart	20
----------------------------------	-----------

Appendix 3. Faculty/Directorate (EDI) Objectives. Action Plan Template	21
---	-----------

Foreword by Vice Chancellor

The University of Greenwich is committed to providing an environment which recognises and values people's differences, capitalises on the strengths that those differences bring to the institution and supports all students and staff to maximise their potential to succeed. We believe that this commitment is central to delivering excellence in all that we do: teaching, research and enterprise and will support us to meet our vision: that by 2017 we will have an enhanced reputation as a leading London university.

The University of Greenwich will continue to fulfil its obligations under the Equality Act 2010 and our commitment to equality, diversity and inclusion is made with specific reference to a person's age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religious belief & non-belief, sex and sexual orientation.

I am proud to be the Vice-Chancellor of such a diverse and vibrant University community and am pleased to support the new Equality, Diversity and Inclusion Strategy, 2015-17, which demonstrates our desire to improve our work in this area continuously.

Professor David Maguire

Vice- Chancellor

1. Purpose

University of Greenwich values Equality, Diversity and Inclusion (EDI) and takes active steps to provide an inclusive environment for students, staff and visitors irrespective of their age, disability, gender re-assignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief and sexual orientation.

The Equality, Diversity and Inclusion Strategy 2015-2017 is a declaration of the University of Greenwich's commitment to place the promotion of equality, diversity and inclusion at the heart of the University.

2. University of Greenwich Strategic Plan

The Equality, Diversity and Inclusion Strategy (EDI) 2015-2017 is linked to the University's Strategic Plan 2012-2017, 'Making Greenwich Great' which sets out a five-year programme for the University, aiming to develop the University by building on the achievements of previous decades.

The University's mission is:

- *To inspire society through the discovery, application and dissemination of knowledge.*

We aim to achieve this through high-quality education, research and enterprise activities. Success is demonstrated by significant cultural, economic, environmental and social contributions at local, national and international scales.

The University's vision is:

- *By 2017, we will have an enhanced reputation as a leading London university.*

The means to realise this vision is captured in four strategic objectives:

- Learning and teaching
- Research and enterprise
- Community and experiences
- Services and infrastructure.

Each objective is supported with individual projects and key performance indicators. The objectives have been designed to be integrated and fully inclusive.

University of Greenwich Strategic Plan 2012-2017

<http://www.gre.ac.uk/governance/vc/strategic-plan-2012-2017>

The Strategic Plan outlines a series of values and behaviours that all members of the greater University community should exhibit. These guide our modus operandi and influence our strategic planning processes and outcomes.

The values and behaviours link strongly with the University's policy on equality and diversity.

Values	Behaviour
Aspiration	<ul style="list-style-type: none"> • Setting and achieving ambitious goals • Striving for excellence • Being proactive • Promoting employee engagement and well-being
Confidence	<ul style="list-style-type: none"> • Recognising and celebrating success • Speaking up for ourselves • Leading the way • Encouraging open dialogue
Creativity	<ul style="list-style-type: none"> • Being curious and challenging • Being willing to take risks • Imagining the future • Thinking differently
Professionalism	<ul style="list-style-type: none"> • Putting students and stakeholders first • Doing a good job first time • Respecting others and treating everyone fairly • Acting in the interests of the university
Responsibility	<ul style="list-style-type: none"> • Contributing to our internal and external communities • Fostering a positive attitude to the environment • Maintaining an appropriate work-life balance • Working and studying ethically

3. Commitment to Equality, Diversity and Inclusion at the University of Greenwich

The University of Greenwich has a very diverse student body and workforce. It is essential that all staff and students are aware of the value of creating a safe, inclusive study and work environment where everyone is given the opportunity to realise their full potential.

The University is committed to promoting equality and valuing diversity, and this is central to our commitment to excellence in all that we do: teaching, research and enterprise. This commitment will also support us to meet our vision: that by 2017 we will have an enhanced reputation as a leading London university.

Our commitment to equality, diversity and inclusion is reflected in how we aim to:

- Do our best to ensure that everyone is treated fairly and with respect.
- Recognise that students and members of staff have different needs.
- Make sure that no-one experiences less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or gender reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

The University of Greenwich values partnerships with other national and international institutions. In recent years we have had active engagements in more than 100 countries across our range of disciplines. Being a truly global university means embracing our diversity as a source of strength.

3.1 Equality and Diversity policy statement

The University's commitment to equality and diversity is set out in our equality and diversity policy statement. We believe that having a clear policy on equality for staff and students reinforces our expectations of the values and behaviours that all members of the University community should exhibit.

The policy outlines that the University will take steps to encourage staff, students and visitors to the University to:

- Treat others with respect at all times, and promote an environment free of all kinds of bullying and harassment.
- Actively discourage discriminatory behaviours or practices.
- Participate in training and learning opportunities that would enable them to adopt best practice.

Equality and diversity policy statement

http://www.gre.ac.uk/_data/assets/pdf_file/0006/680172/Equality-and-diversity-policy-statement-July-2014.pdf

4. Developing the Equality, Diversity and Inclusion (EDI) Strategy

4.1 Background

The University has made significant progress in driving forward the equality and diversity agenda as identified in the [Promoting Equality, Celebrating Diversity Annual Report 2013-2014](#) and by adopting an EDI Strategy, it will provide an overall picture for how we are planning and delivering the services. Protected characteristics are brought together in this Strategy as we recognise inequalities are rarely experienced in isolation but are often interdependent. We will endeavour to make the most of our resources and deliver value for money when challenging these inequalities.

4.2 Identifying our equality objectives

The Equality, Diversity and Inclusion Action Plan 2012-2017 (see Appendix 1. EDI Action Plan. Page 11-18) outlines the University's equality objectives and the actions it will take to achieve them.

University of Greenwich's agreed Equality Objectives are:

- **Equality Objective 1.** Improve systems to monitor and report data related to the nine protected groups as defined under the Equality Act 2010 amongst staff and students
- **Equality Objective 2.** Promote the University's values and behaviours of equality, diversity and inclusion by sharing best practice, awareness and learning
- **Equality Objective 3.** Support the University's mission to be positioned in the top 50 Universities in the country by our commitment towards Equality and Diversity accreditation

We have considered our Equality Objectives and priorities within the context of the University's Strategic Plan 2012-2017 and how the EDI Strategy can advance the University's strategic objectives (see Appendix 2: Process Chart. Page 20)

The EDI Strategy outlines the actions to achieve these equality objectives, our success measures and the objectives are aligned with the Equality Duty and the University's strategic goals. The objectives will remain for the lifetime of the EDI Strategy. The associated actions will be reviewed and revised on an annual basis to ensure the EDI Strategy remains relevant and responsive to changing needs and priorities.

4.3 The Equality Act 2010

The Equality Act 2010 and the Public Sector Equality Duty (PSED) underpin the EDI Strategy. The Equality Act establishes 9 'protected characteristics' on the grounds of which it is unlawful to discriminate against a person in education, employment and the provision of services. These are:

- Age (all ages and age groups)
- Disability (physical and mental impairments)
- Gender identity (people undergoing gender reassignment or who are transgender)
- Marriage and civil partnership
- Pregnancy or maternity

- Race (including ethnic or national origin, colour and nationality)
- Religion or belief (religious belief systems, non-religious belief systems and non-belief)
- Sex (women and men)
- Sexual orientation (people of gay, lesbian, bisexual and heterosexual orientation).

4.4 The Public Sector Equality Duty (PSED)

A key legal requirement for the University is the public sector equality duty or PSED (also known as the 'general duty'), that came into force on 5 April 2011. This requires us to have 'due regard' to the need to:

- Eliminate unlawful, discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity between people with different protected characteristics. This involves considering the need to remove or minimise disadvantages, meet particular needs, and encouraging participation where it is low.
- Foster good relations between people with different protected characteristics. This involves tackling prejudice and promoting understanding.

These are known as the three 'aims' of the equality duty. In order to demonstrate due regard, institutions must consider the three aims of the general duty when making decisions as employers and education and service providers, when:

- Developing, evaluating and reviewing policies.
- Designing, delivering and evaluating services, including education provision.
- Commissioning and procuring services from others.

Under the PSED specific duties we are also required to comply with two 'specific duties'. The purpose of the specific duties is to assist public bodies to meet the general duty. The two specific duties are:

- Publish information, at least annually, that demonstrates compliance with the equality duty.
- Prepare and publish 'specific and measurable' equality objectives that seek to meet any of the three aims of the equality duty.

4.5 Equality Impact Analysis (EIA)

One way that the University demonstrates that it has 'due regard' for equality is by ensuring that new policies, procedures, practices and important decisions are analysed to identify if they have an adverse impact on equality and persons with protected characteristics.

Analysing the impact on equalities of proposed changes to policies, procedures and practices is not just something that the law requires. It is also a positive opportunity to ensure that the University makes better decisions based on evidence. By analysing the impact of proposed changes to policies, procedures and practices, we aim to ensure that any negative impacts on particular groups are removed or minimised. We may also be able to identify if a policy has a positive impact on equality and maximise this potential.

The Equality Impact Analysis is available at: <http://www.gre.ac.uk/offices/hr/e-and-d/equality-impact-analysis>

5. Responsibility for the EDI Strategy and Actions

5.1 Students, Staff and members associated with the University

Without exception there is a responsibility to uphold the University's commitment to equality, diversity and inclusion by:

- Treating all students, staff and visitors to the University with dignity and respect
- Supporting initiatives and activities to eliminate unlawful discrimination, promote equality of opportunity and foster good relations between people of different groups

Members of the University found to have unlawfully discriminated will be dealt by the Human Resource's policies and procedures.

5.2 Court

This is the governing body which promotes equality and diversity throughout the University and adheres to the requirements of UK legislation. The Court meets all its general and specific public duties (See 4.4 PSED) as stated within the Higher Education Code of Governance 2014 (Key Element 7). It is also responsible for ensuring that the commitments and behaviours required within the EDI Strategy are followed and progressed.

5.3 The Vice Chancellor

The Vice Chancellor has the ultimate executive responsibility for the effective development and implementation of Equality and Diversity related policies and ensuring that effective procedures are in place.

5.4 The Equality and Diversity Committee

The Committee has responsibility for guiding the strategic development of equality, diversity and inclusion throughout the University. The Committee reports to the Executive Board of the University which has the authority to make decisions or to recommend the policies for approval by Council.

5.5 The Director of Human Resources

The Director of HR has the responsibility for the implementation and monitoring of the EDI Strategy as it relates to students and staff respectively ensuring that appropriate staff training and learning development is carried out.

5.6 Pro-Vice Chancellors, Directors, EDI Champions and all line managers

These are responsible for ensuring that the EDI Strategy is implemented and maintained within their respective Faculties and Services. They have responsibility to ensure that all staff are fully informed of their responsibilities and receive appropriate support and training, taking appropriate action against staff or students who discriminate for unlawful reasons.

6. How the EDI Strategy will be reviewed

The EDI Strategy and its Action Plan will be reviewed by the University's Equality and Diversity Committee which meets once per academic term with annual progress reported in the Annual Equality, Diversity and Inclusion Report.

Appendix 1. Equality, Diversity and Inclusion (EDI) Action Plan 2015-2017

Equality Objective 1.

Improve systems to monitor and report data related to the nine protected characteristic groups as defined under the Equality Act 2010 amongst staff and students.

Key	Areas of focus	Supported Action/Comments	Success Measure	Accountability	Timescale PC Group	Reference
1.1	Embed, monitor and improve knowledge and reporting on all systems particularly, on sexual orientation, religion or belief and gender reassignment (gender identity)	Having this data with summary and analyses to indicate trends, gaps and challenges will improve the University's performance on equality and diversity. It will identify and remove barriers or disadvantages and promote positive action.	1) Reports on all nine strands within reports and ii) Data used to inform the University's policy and practice amongst Faculties and Directorates iii) Development of accurate qualitative and quantitative data and reports v) Evidence shown in all communication sources	PVC's Faculties, Human Resources, Student Affairs, Planning and Statistics, ILS Communications and Recruitment EDI Committee.	2015/16 All Sexual Orientation Religion or belief Gender reassignment	HE Code of Governance Key Element 7 University Strategy 2012-17. KPI 15, 16 & 19 HR Strategy 2012-2017
1.2	Annual equality data reports to each PVC with an Annual Equality Report (April-May) for each department related to the nine protected characteristics. Similar for Directorates.	Faculties and Directorates understand the local perspective of equality and diversity and can address issues that relate to them.	i) Faculties and Directorates, EDI Champions act upon issues that relate to them and developed into a work plan for the Faculty/Directorate in support by EDI manager ii) Supported through training and guidance via EDI Manager	PVC, EDI Committee, Faculties, Human Resources, Student Affairs, Planning and Statistics, ILS, Communications and Recruitment.	2015/16 All	E&D Audit Report 2013/14 Information Strategy 2009 University E&D Annual Report 2013/14
1.3	Equality Objectives set by Faculties and Directorates.	EDI Champions lead on equality, diversity and inclusion within their own Faculty and Directorate.	i) EDI Champions identified ii) Year 1. High Risk work streams and additional amber work stream identified and included on the Faculty/Directorate Equality Objectives Template (see appendix 3. Page 20) iii) Mainstreamed into all business objectives	Faculties, Directorates, EDI Champions, HR (EDI Manager).	2015/16 All	University Strategy 2012-17. KPI -All HE Code of Governance Key Element 7

			v) EDI Champions develop own Faculty/Directorate Equality Working Groups which will be the main contact group dealing with issues related to equality and diversity.			E&D Annual Report 2013/14
1.4	Embedding the Equality Duty into everyday business.	Review the Equality Impact Assessment (EIA). Explore current completions and current processes particularly with regards to key institutional policies and practices.	i) Develop an effective assessment process ii) Identify how the new process can be most effectively embedded and monitored iii) Pilot the new process iv) Supply workshops/training	Human Resources (EDI Manager), Student Affairs, EDI Committee, EDI Champions,	2015-17 All	HE Code of Governance Key Element 7 University Strategy 2012-2017 KPI- All
1.5	Equality Data Audit.	Having this data with summary and analyses to indicate trends, gaps and challenges will improve the University's performance on equality and diversity.	i) Action against feedback received ii) Improved confidence and disclosure rates	Human Resources (EDI Manager), EDI Committee,	2015/16 All	HR Strategy 2012/2017 Information Strategy 2009
1.6	Equality, Diversity and Inclusion Annual Report.	For improved transparency the report will contain monitoring data and commentary to describe the steps the university has taken to fulfil the objectives set out in the EDI Strategy and its Action Plan.	i) Implementation of the EDI Strategy and accompanying Action Plan will be reported annually to the university's committees and Council ii) This will be published on the university website	EDI Committee, EDI Champions, Human Resources (EDI Manager),	Annually December 2015-17 All	HE Code of Governance Key Element 7 University Strategy 2012-2017. KPI -All HR Strategy 2012/2017 Information Strategy 2009
1.7	Monitor and improve student disability declaration and monitor reasonable adjustments across the University.	Advance work plan and monitoring tools to support this.	i) Uptake and feedback from students particularly at enrolment and recruitment of students and staff. ii) Flyer/Web presence	Faculties, Directorates, Student Affairs. AccessAbility	2016/17 Disability	Information Strategy 2009 HR Strategy 2012/2017

Equality Objective 2.

Promote the University's values and behaviours of equality and diversity by sharing best practice, awareness and learning

Key	Action	Supported Actions/Comments	Success Measure	Accountability	Timescale PC Group	Reference
2.1	Identify University wide Senior Equality, Diversity and Inclusion Champion.	Senior representation and role model for the University.	i) Senior Equality, Diversity and Inclusion Champion in place to support the governance structure	EDI Committee, HR (EDI Manager)	2015 All	University Strategy 2012-2017 HE Code of Governance Key Element 7
2.2	Identify University Wide Disability, Interfaith and Race Champions.	Currently in place: Senior LGBT Champion. Identify training for all champions will enhance personal development for effective leadership.	i) EDI Champions network in place to meet once per term ii) Development of separate Faculty and Directorate workgroups for each faculty and directorate. Key Equality reference groups for the University iii) Identified training to support EDI Champions	EDI Committee, EDI Champions Human Resources (EDI Manager),	2015 Disability Race	University Strategy 2012-2017. KPI 14 E&D Annual Report 2013/14
2.3	Review Equality and Diversity Committee.	Review Terms of Reference (TOR). Supported and informed by up to date equality issues and training.	i) Ensure equal representation on the Committee. Governance and responsibilities framework explored and embedded ii) EDI Champions as members or representatives on the EDI Committee	EDI Committee.	2015/16 All	HE Code of Governance Key Element 7 E&D Annual Report 2013/14
2.4	Increase the roll out of 'Equality and Diversity Essentials' online training to new and existing staff and improve current completion rates.	Statement highlighting mandatory training as 'Essential.' Build into Probation and Appraisal Objectives. Ensure that this training and support is readily available and	i) Data available to identify staff completions as part of their induction and within current work roles ii) NEWI feedback and induction checklist	Human Resources (EDI Manager, Learning Talent and Development), EDI Committee, Line Managers, Disability and Dyslexia Centre.	2015/16 All	University Strategy 2012-2017 KPI 14 66% by 2017. Current 57% 2014

		promoted to personal tutors specifically. Training should also identify ways in which the academic departments and Faculties can remove barriers and encourage support to be sought at Faculty level.	iii) Number of relevant issues raised via Personal Tutor network			HR Strategy 2012-17 E&D Annual Report 2013/14
2.5	Develop and provide podcasts, short videos, and downloadable articles on the University of Greenwich website describing what the University is like and signposting to readily available support; accessible and delivered by students and staff.	To include peer testimonies of the benefits of accessing support and the tangible help and celebrating the current good work that is being done by students and staff to support students.	i) Website hits and downloads; shares and likes on social media	Student Affairs, EDI Manager, SUUG	2015/2016 All	
2.6	Identify further equality training/workshops through Training Needs Analysis (TNA).	Lunch time Sessions, events and activities. Identify further equality training resources.	i) Monitor the progress with reports ii)'Unconscious Bias' built into the training delivery iii) Incorporated Sexual Orientation and Gender Identity training	Human Resources, (EDI Manager, Learning Talent and Development), EDI Champions.	2016/17 All	
2.8	Deliver staff training in "Mental Health First Aid" for administrators, personal tutors, and residence staff.	To supplement the skills that student-facing staff have in order to support students	i) Number of staff trained ii) Number of teams with trained staff iii) Number of interventions by trained staff iv) Feedback of training sessions	Student Wellbeing Service/Student Affairs	2016/17 Disability	
2.8	Review current Disability Forum and Listening Ears Network.	Increase engagement with student societies and staff groups.	i) Evidence of the promotion of equality activities across a range of communications sources and channels ii) Identify disability named contacts	Human Resources (EDI Manager), Student Affairs.	2015-17 Disability All	University Strategy 2012-2017 KPI 15 & 16
2.9	Equality and Diversity is promoted through Fresher's Week, Staff induction, Social Media and in staff and student communications.	Re-brand to "Equality, Diversity and Inclusion".	i) Evidence of the promotion of equality initiatives at the heart of the University's planning to	Faculties, Human Resources, EDI Committee,	2015-17 All	HE Code of Governance Key Element 7

		Review current website, social media in staff and student literature and communications.	students and staff across a range of communication sources	Communications and Recruitment, Student Affairs, SUUG		E&D Annual Report 2013/14
2.9.1	Highlight six key national events relating to equality, diversity and inclusion such as LGBT History Month, Black History Month, UN International Day of Disability, Mental Health Wellbeing Day, Dyslexia Week etc.	Work in partnership with existing student and staff groups and partners to maximise impact and outcomes Include two different Wellbeing Weeks throughout the academic year which include various activities and campaigns.	i) Evidence of communication process and feedback from all activities and events by Faculties and Directorates ii) Incorporate as part of Learning and Development Programme ii) Increased activity on web pages during Wellbeing Weeks and other national events iii) Sign-ups for sessions, workshops, and event attendance	All Faculties, All Directorates, EDI Committee, SUUG.	Annually 2015-17 All	University Strategy 2012-2017 KPI 13, 15, 17 & 18
2.9.2	Staff Engagement Survey 2015.	Act upon feedback and analyses received. To share with appropriate leads.	i) Evidence through Communication sources and meetings ii) Action against feedback received	EDI Committee, Information Strategy Group, Health and Safety, Engagement Working Group, Communications and Recruitment	September 2015-2017 All	HR Strategy 2012-17 University Strategy 2012-2017 KPI 16
2.9.3	Valuing the Diversity and contributions made by students and staff	Identify key role models and areas of best practice. Promotes inclusivity and awareness.	University wide annual award event to highlight key achievements and impact related to the equality strands	EDI Committee, Public Relations, Faculties and Directorates	2015-17 All	HR Strategy 2012-17 University Strategy 2012-2017. KPI-All

Equality Objective 3.

Support the University's mission to be positioned in the top 50 Universities in the country by our commitments towards Equality and Diversity accreditation

Key	Action	Supported Actions/Comments	Success Measure	Accountability	Timescale PC Group	Reference
3.1	Identify Disability Charter or similar, for example DisabledGo.	Encourage accessibility (further promotion and awareness required).	i) Disability Charter or similar in place	Human Resources, Estates and Facilities.	2015-17 Disability	University Strategy

		Current disclosure rates staff 2% ((2012) Students 7.50% (2013-14).				2012-2017 KPI 15 & 16
3.2	Disability Two Ticks Scheme.	Retain to demonstrate our commitment and that we encourage applications from disabled people.	Accreditation in place 2015/16. Jobcentre Plus	Human Resources.	Annually Disability	HR Strategy 2012-2017
3.3	Improve the University's annual score on the Stonewall WEI.	Develop a work plan from feedback received (03/07/15) Implement as necessary. Stonewall current ranking: 2015 182/397 2014 228/369	i) Submission to Stonewall 2015 and 2016. Target Top 130 by 2017 ii) Promote and raise awareness through activities and events	Human Resources, Student Affairs, LGBT Staff and Student Network, SUUG	Annually September Sexual Orientation	University Strategy 2012-2017. KPI-All HR Strategy 2012-2017
3.4	Raise awareness and improve support and communication for trans students and staff.	Develop policy and guidance in consultation with transgender students and staff. Identify key groups and organisations to promote and raise awareness.	i) Guidance is developed in consultation with transgender students and staff, implemented across the University ii) Evidence by students who have a positive experience of the process and outcome iii) Raise awareness through activities and events iv) Address in Stonewall submission	Student Affairs, Human Resources (EDI Manager), Communications and Recruitment, SUUG	2016/17 Transgender	E&D Annual Report 2013/14
3.5	Conduct an Equal Pay Audit.	Review staff reward structures and processes introduce change when it is needed.	Changes introduced if arrangements are felt to be unfair.	Human Resources, EDI Committee, Athena Swan Working Group.	2016/17 Gender	HR Strategy 2012-2017 E&D Annual Report 2013/14
3.6	To increase focus on advancement of women's careers measured by STEMM areas.	Related to Athena Swan	i) Agreed University wide KPI ii) Athena Swan Action Plan iii) Concordat Implementation Plan	Athena Swan Working Group.	2015/17 Gender	Athena Action Plan
3.7	Gender Equality Charter Mark	Target initiatives for women in STEMM with extended focus on Arts, Humanities and Professional Services.	i) Gender Equality Charter Mark in place ii) Achieve Athena Swan Bronze iii) Athena Swan Action Plan	Athena Swan Working Group.	June 2015/17 Gender	University Strategic Plan 2012-17 KPI- All

			iv) Concordat Implementation Plan			HR Strategy 12-17
3.8	The Concordat to Support the Career Development of Researchers.	Women are underrepresented in more senior research positions and BME are generally under-represented.	i) Diversity and equality promoted in all aspects of recruitment and career management of researchers ii) Monitoring and measurements of all actions stated in the HR Excellence in Research award gap analyses	Early Career Researcher Steering Group, Learning Talent and Development,	2016/17 Gender	Gap analyses. Principle 6.
3.9	Support initiatives for mature students and staff who have caring responsibilities and/or are parents.	Identify students, survey to identify a business case.	i) Development and monitoring of specific activities during key events such as NEWI, Fresher's Week ii) Support actions as defined by the Athena Swan Action Plan	Centre of Positive Ageing, Student Affairs, Human Resources, Athena Swan Working Group.	2016/17 Gender Age Disability Parents	
3.9.1	Implement the Race Equality Charter Mark.		i) Action Plan embedded ii) Evidence for improving the success rates into employment iii) Feedback from students iv) Continuation of the evaluation of its achievements v) Publication of the research indicating areas of improvement vi) Incorporate into Race Equality Charter Mark	EDI Committee, Human Resources, Planning and Statistics Student Affairs, All Faculties, All Directorates, SUUG	2015-17 Race Religion or Belief Access Agreement	E&D Annual Report 2013/14
3.9.2	Address gaps, inequalities and unequal outcomes for BME students in relation to progression and retention.	Overall 2012 87%, 2017 93%.				University Strategic Plan KPI 4 Access Agreement
3.9.3	Address gaps, inequalities and unequal outcomes for BME students in relation to academic outcomes.	Overall 2012 50%, 2017 65%.				University Strategic Plan KPI 5 Access Agreement
3.9.4	Address gaps, inequalities and unequal outcomes for BME students in relation to leaver destination/employment and further study.	2012 83% Above sector median (currently 90%).				University Strategic Plan KPI 6 Access Agreement

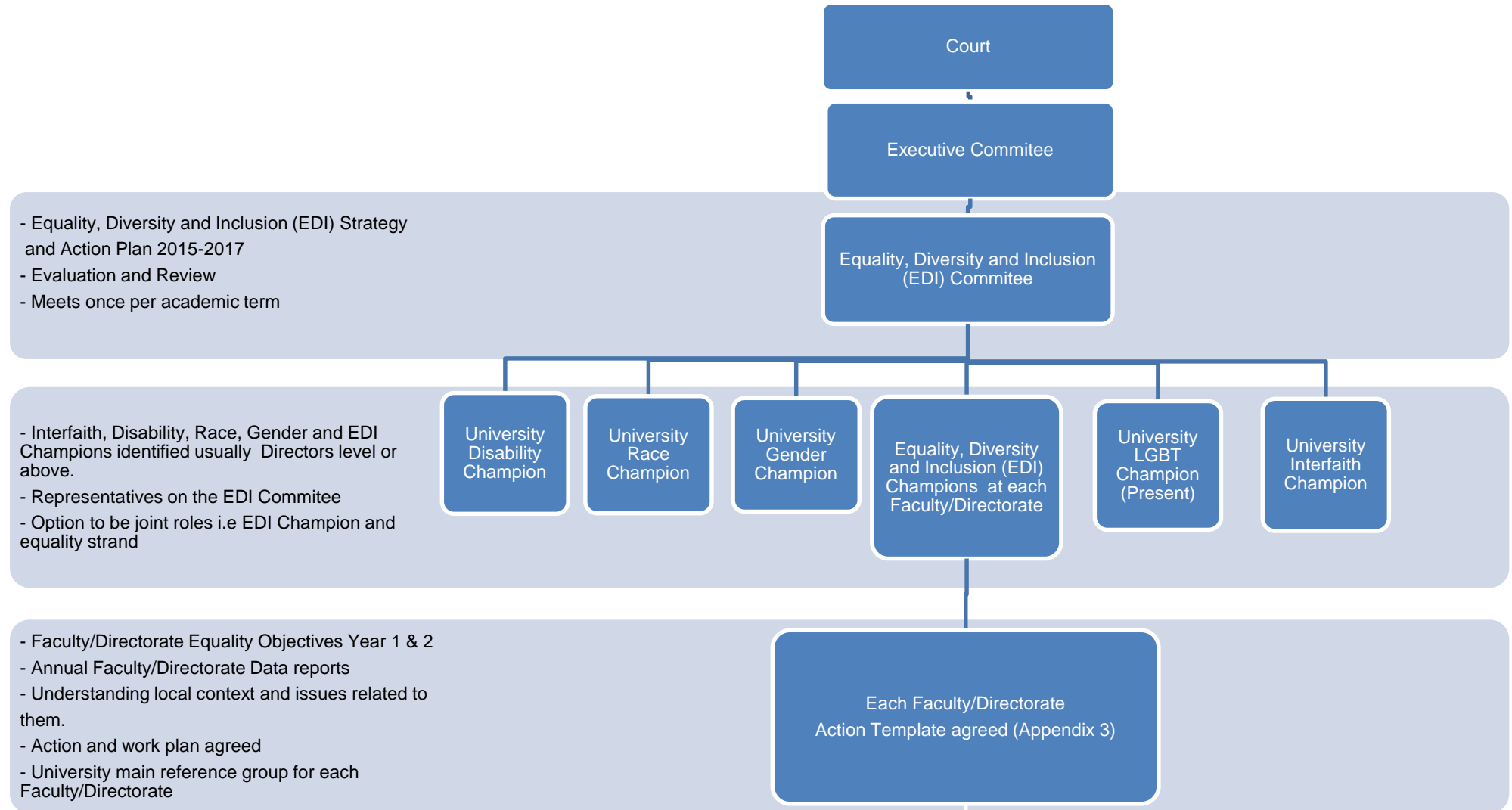
3.9.5	Research on the experiences of BME students. Identify students through student's societies and groups.					University Strategic Plan 2012-17 KPI 12
3.9.6	Review BME staff representation and progression.		i) Equal Pay Audit and Analyses with report	Human Resources (EDI Manager), EDI Committee.	Race Religion or Belief	E&D Annual Report 2013/14
3.9.7	Increase awareness and understanding of the Universities religious and cultural diversity amongst staff and students.	Develop an Inter-faith University wide strategy or action plan.	ii) Strategy or action plan in place and acted upon iii) Development of Interfaith Network activities and events iv) Workshops and awareness promoted through all channels of communication v) Interfaith group in place	University Chaplain Service, Student Affairs, Human Resources, EDI Committee, SUUG	2016/17 Religion or Belief	University Strategy 2012-2017. E&D Annual Report 2013/14
3.9.8	Develop guidance on managing religion and belief in the workplace.	Inform on religion and belief through University wide strategy.	i) Guidance available provides clarity and awareness for others on key issues ii) Workshops and awareness promoted through all channels of communication			
3.9.10	Implement a Peer Support Programme across the Faculties and in University owned residences.	Training provided to students (including Resident Assistants and others) on how to support one another including knowledge of where to refer students in need of additional/professional support.	i) Number of students trained in the programme ii) Number of interventions made by peer supports iii) Feedback from peer mentors	Student Wellbeing Service/Student Affairs, all Faculties, SUUG	2015/2016 (programme development) 2016/2017 (programme rollout) All	University Strategic Plan 2012-17 KPIs 4, 13, & 15 E&D Annual Report 2013/14

Abbreviations used: EDI = Equality, Diversity and Inclusion, PC Group = Protected Characteristic Group, BME = Black Minority Ethnic, SUUG = Student Union University Greenwich

Colour Key for table above:

Key	Risk	Work stream	Rational
	High Risk	Essential to complete within Year 1 (2015/16)	Relates to the University's Strategy 2012-2017, Higher Education Code of Governance. Key Element 7. The governing body must promote equality and diversity throughout the institution, and it has a particular responsibility in relation to its own operation. University's legal obligation under the Public Sector Duty (PSED) under the Equality Act 2010.
	Medium Risk	To complete either in Year 1 or 2 (2015-17)	To choose one or two equality work streams per year in addition to High Risk areas
	Low Risk	To complete in Year 2 2016/17	For those equality work streams not chosen in Medium Risk must be completed in Year 2 (2016/17)

Appendix 2. Process Chart



Appendix 3. Faculty/Directorate (EDI) Objectives Action Template – Year 1

Faculty/Directorate to demonstrate their commitment by Equality Objective(s) derived from the Action Plan. (To include High Risk areas with additional an Amber)

Name of Faculty/Directorate:					
Date:		Name of Lead:		Review date(s)	
Rationale:					
Relevant protected characteristic(s):					
PSED aim(s): Eliminate discrimination, harassment and victimisation <input type="checkbox"/> Advance equality of opportunity <input type="checkbox"/> Foster good relations <input type="checkbox"/>					
Key/ Risk Area	Supported Actions/Comments	Success measures	Start Date/Timescale	Evidence	Links to UoG plans, strategies, policies