**EQUALITY OUTCOMES ACTION PLAN 2021 - 2025 PROGRESS AND REVIEW**

The University’s first set of Equality Outcomes were developed in 2013. Since then, the Outcomes have evolved through consultation and evidence-gathering. The University reviewed its Equality Outcomes in 2021 and agreed seven new Outcomes. The Outcomes have been useful in addressing overarching EDI concerns relevant to the University. The Outcomes also align with Aberdeen 2040. The progress made, in the last two years, in relation to furthering the Equality Outcomes and additional actions are documented below.

**Outcome 1**: Achieve the highest recognition in equality and diversity through achievement of awards in accreditation initiatives such as Athena Swan, Race Equality Charter and Stonewall Workplace Equality Index

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| **Action** | **Evidence** | **Responsible Person** | **Timeline**  | **Success Measure** | **Progress February 2023** |
| 1. Support five Schools to submit Athena Swan awards at Silver level
 | Five Schools (Law, Divinity, History and Philosophy, Natural and Computing Sciences, Social Sciences and Biological Sciences) have stated their intention to submit Silver level awards. | Heads of School/Chair of School EDIC working with Senior EDI Partners | April 2022 | Silver award submissions submitted | Law, Education and Biological Sciences have submitted Athena Swan awards at Silver level. Divinity, History, Philosophy and Art History and Social Sciences have delayed submission due to changes in Heads of School. The School of Natural and Computing Sciences submitted an application to retain their Bronze award. |
| 1. Submit a Silver level institutional Athena Swan award
 | The University has held a Bronze award since 2012. A Silver award requires the University to demonstrate the impact of actions taken. The revised Athena Swan guidelines support the University’s ambitions to achieve a Silver award. | Vice-Principal Education working with Senior EDI Partners | April 2026 | Silver award submission submitted | Actions around this are ongoing including the establishment of a Gender Equality Steering Group to drive the Silver application. It is noted that a Silver application requires a demonstration of success and impact and this will require the focus of the new Group. |
| 1. Submit a Bronze application to the Race Equality Charter
 | The University has already started work on this following signing up to the Charter in September 2019 | RESG working with Senior EDI Partner | February 2024 | Bronze award submitted and achieved | The University has adopted the principles of the Race Equality Charter and is continuing to work towards submitting a Bronze application. |
| 1. Achieve a Bronze award in the Stonewall Workplace Equality Index
 | The University has participated in the Stonewall Workplace Index for six years. Through supportive feedback from Stonewall Scotland, we have a detailed action plan for achieving an award in the WEI | Vice-Principal Education working with Equality, Diversity and Inclusion team and Chair of Staff and PG Student LGBT+ Network | February 2022 | Bronze award achieved | The University achieved a Silver Award in 2022 |

**Outcome 2**: Tackle mental health stigma to improve outcomes and experiences for staff and students who have mental ill health

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| **Action** | **Evidence** | **Responsible Person** | **Timeline** | **Success Measure** | **Progress February 2023** |
| 1. Agree updated version of the Mental Health and Wellbeing Policy and five-year Strategy
 | New policy and strategy required to reflect updated position of the University in its journey to tackling mental health stigma | Head of Health, Safety and Wellbeing | December 2021 (Policy and strategy agreed) 2021-2025 (implementation) | Policy and strategy launched with effective communication and implementation plan | In September 2021, a Mental Health and Wellbeing Policy for all staff and students was approved. Underpinned by this Policy, the Staff and Student Wellbeing Strategy 2021 – 2025 was published.  |
| 1. Review Stress Management Policy and launch revised version
 | Enhance the policy to take account of progress made | Head of Health, Safety and Wellbeing | June 2021 (launch new version) | Policy reviewed, consulted upon and agreed by the Policy and Resources Committee | The Policy was reviewed and launched in September 2021 |
| 1. Review the training requirements relating to the HSE Management Standards
 | Review required to establish what extra training is required to support implementation of the Stress Management Policy | Head of Health, Safety and Wellbeing | September 2021 | Training requirements and the resources needed to deliver them identified. Training plan agreed. | This action has been incorporated into the Health and Safety Management Plan 2022-2025 and the Wellbeing Action Plan for 2022/23.Managing stress has been included in the Middle Managers Training Program.A range of training has been offered including online training made available for all staff, in conjunction with AMOSSHE and UHI. |
| 1. Maintain Healthy Working Lives Silver award accreditation and strive towards Gold standard.
 | Nationally recognised accreditation which supports improved health, safety and wellbeing in organisations in a structured and productive way. Demonstrates University’s commitment to creating healthy working lives for colleagues. | Wellbeing Adviser | September 2022/dependent on NHS restarting award | Annual review passed. Award programme currently paused due to Covid 19 pandemic. | The programme has stopped so this action is no longer relevant. |
| 1. Deliver the annual calendar of wellbeing events and activities online and on campus when restrictions allow.
 | A variety of wellbeing events and campaigns will be delivered to support staff and student wellbeing. These are based around national health campaigns and the needs of staff and students. Community needs are continually monitored, and campaigns will reflect this. | Wellbeing Adviser | 2021-2025 | Successful events delivered online. Measured through monitoring participation levels and feedback responses | A number of wellbeing events and activities have been delivered online and more recently in person. Most notably, the BeWell and Inclusion Fairs which were attended by an estimated 1300 members of staff and students. Figures for all event and activities have been collected. |
| 1. Train new Mental Health First Aiders when the courses become available. Funding has been secured, a waiting list is held, and provisional dates are set for the second half of the calendar year.
 | Training needed to account for turnover of staff and build in some additional capacity in cover for some parts of the University. | Head of Health, Safety and Wellbeing | Dependent on availability of courses | Courses run to accommodate everyone on the waiting list, when this is permitted. | 5 Mental Health First Aid (MHFA) courses have been delivered in targeted areas with no or low representation. 53 new MHFAs have been trained, with 34% being male from priority areas. |
| 1. Fully implement reporting/monitoring procedure for Mental Health Champions and Mental Health First Aiders.
 | Feedback on activities and effectiveness of the MHFA purely anecdotal/verbal at present, via the MHFA Forum. Need to quantify this | Head of Health, Safety and Wellbeing | Dependent upon findings of 2.8 | Quantitative evidence of MHFA activities reported to enable analysis and feedback. | A procedure for this has been developed and implemented. A review of the network, procedures and resources is due to commence in 2023. |
| 1. Carry out an Evaluation of MHFA and MH Champions activities.
 | Study needed to identify reasons why the reporting form is not being utilised and any other concerns impeding the effectiveness of the MHFA and Champions. (Very little research has been done on this in the UK). | Head of Health, Safety and Wellbeing | July 2021 (evaluation completed) | Report produced with recommendations for consideration by the Mental Health and Wellbeing Group, and the Equality Diversity, Inclusion Committee. | A survey of MHFAs & MHCs was completed over the summer of 2021.  |
| 1. Continue to roll out the Suicide Prevention Training Plan.
 | Training needed to support MHFA and Academic Tutors. | Head of Health, Safety and Wellbeing | 2021-2025 | Deliver courses as detailed in the training plan and meet demand. | AUSA Welfare Officers have been given the opportunity to attend ‘Introduction to Suicide Prevention’ with SAMH. 30 staff members have attended ‘Introduction to Suicide Prevention’ with SAMH, with more courses being planned due to high demand. |

**Outcome 3**: Eliminate barriers which may present due to multiple intersectional protected characteristic identities

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| **Action** | **Evidence** | **Responsible Person** | **Timeline** | **Success Measure** | **Progress February 2023** |
| 1. Consider intersectional approaches when delivering events and engagement activities
 | The University is increasingly alert to the issues combined protected characteristics can present. Some of this work is already being undertaken as part of the University’s Charter work, but it needs to become an ingrained part of data analysis | Equality, Diversity and Inclusion team working with EDI Events and Engagement Group | Ongoing | Feedback on events and engagement activities is positive and refer to positive outcomes in relation to multiple identities | Aberdeen Celebrates You 365 campaign has been established. A number of BeWell and Inclusion week events took an intersectional approach. For example, there was collaboration with Black History Month and National Coming Out Day. |
| 1. Update Equality Impact Assessment template with guidance on intersectionality
 | The current EQIA process is focussed on specific protected characteristics. To raise awareness of intersectionality the EQIA form requires to be updated | Equality, Diversity and Inclusion Team | September 2021 | EQIA template updated and re-launched | The EQIA template was updated to include a broader range of identities such as neurodivergent and carer experienced. Acknowledgment that an individual’s identities may intersect with a number of other identities has been included. |
| 1. Increase number of staff and student profiles in newsletters and other communication channels which refer to intersectional identities
 | Raises awareness of the issues around intersectionality | Communications Team working with Equality and Diversity Adviser and Student Experience Team | 2021-23 | At least one profile launched every six months | Staff and student profiles have been a regular feature in the staff and student newsletters. The newsletters also contain sections dedicated to wellbeing and to equality, diversity and inclusion. |

**Outcome 4**: Create an antiracist university by tackling racial harassment and fully embedding the recommendations of the Equality and Human Rights Commission report Tackling Racial Harassment: Universities Challenged (2019) and the Universities UK report Tackling Racial Harassment in HE (2020)

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| **Action** | **Evidence** | **Responsible Person** | **Timeline** | **Success Measure** | **Progress February 2023** |
| 1. Develop and implement a Race Equality/Antiracism Strategy
 | Key remit of RESG to develop a strategy and important to launch a strategy which communicates the University’s goal to create an anti-racist culture and set out what this means for staff and students | Vice-Principal Education working with Equality, Diversity and Inclusion team | September 2021 | A successful strategy will lead to a culture where staff and students experience a sense of belonging, measured through focus groups and surveys | An Antiracism Strategy was launched in July 2022 |
| 1. Analyse feedback on the Race Equality training launched in January 2021 and agree training approaches for refresher training/reflection and additional training for groups of staff
 | Appropriate, challenging and reflective training is a key aspect of tackling racial harassment | Equality, Diversity and Inclusion Team working with Staff Development and Head of HR | September 2021 and ongoing | Feedback on the training analysed and recommendations for the next phase approved | Feedback from race training in 2021 and 2022 has been analysed and acted upon. Plans are underway for Advance HE to deliver training to frontline staff as well as a specific session for staff involved in staff and/or student investigations. |
| 1. Implement and launch new racial harassment reporting system with regular communication of the reporting options
 | Listening activities have shown that a range of reporting procedures are valued and that strong communication of those is required | Acting Deputy Director of People | June 2021 | Expect numbers of reports to increase as the system is communicated Listening sessions / race surveys indicate increased awareness of reporting procedures | The [Online Reporting Tool](https://www.abdn.ac.uk/about/inclusive/support/index.php) has been launched and awareness of this has been raised through digital communications, posters and digital signage across the University’s campuses. |
| 1. Develop and launch new race equality webpage and monitor traffic
 | A dedicated webpage is required to act as a ‘home’ for resources, information about actions the University is taking, support and reporting procedures, consultation initiatives | Equality, Diversity and Inclusion team working with HR Intern | May 2021 | Webpage launched. Number of hits indicates that it is being used by staff and students Race equality surveys indicate that staff and students are aware of the page | The [Race Equality Webpage](https://www.abdn.ac.uk/staffnet/working-here/race-equality-12589.php#:~:text=The%20University%20of%20Aberdeen%20is%20committed%20to%20challenging,Minority%20Ethnic%20students%20and%20staff%20members%20feel%20safe.) has been launched and awareness of this page has been raised through digital communications. |
| 1. Achieve 100% uptake on Understanding Race Bias online training
 | Mandatory training should be completed by all staff | Equality, Diversity and Inclusion team working with Head of HR | September 2022 | 100% uptake achieved Race surveys and listening activities demonstrate the impact of the training | Yet to achieve 100% uptake but steps are underway to achieve this. |
| 1. Develop and launch race communications plan
 | A planned approach to communications on race equality is required to maintain an open and transparent approach with the University community and to provide opportunities for staff and students to engage with the work on creating an anti-racist culture | Head of Organisational Development working with Head of Communications | April 2021 and ongoing | Communications Plan developed and launched Expect increased representations and queries from staff and students about activities | Regular communications have been shared with the community and can be seen here: [Resources | StaffNet | The University of Aberdeen (abdn.ac.uk)](https://www.abdn.ac.uk/staffnet/working-here/resources-12592.php#panel13272) |
| 1. Working group to recommend a set of terminology/definitions to be used in the University to present its recommendations by September 2021
 | It is critical that the University explores the use of terminology and definitions in partnership with staff and students to ensure that processes are in place to monitor use of language and review | Vice-Principal Education working with Equality, Diversity and Inclusion team | September 2021 | Working group established and achieving appropriate consultation and meeting remit of the group | A Race Definitions Task and Finish Group was established and recommended a set of definitions and undertook work on the adoption of the Jerusalem Declaration on Antisemitism. This work is ongoing. |
| 1. Establish a network of Race Equality Champions
 | The Race Equality Champions will be in place by March 2021 and the network will serve to support the Champions to undertake their role effectively and to provide the University with vital feedback which could inform decision-making | Equality, Diversity and Inclusion team | End of April ongoing | Champions appointed Network created Network providing useful space for discussion and ideas for moving forward with creating an antiracist University | 23 Race Equality Champions across the University’s Schools and Directorates have been established and meet quarterly  |
| 1. Publish the Antiracism Strategy Action Plan
 | The Antiracism Strategy Action Plan is available on the University of Aberdeen intranet pages and are shared widely with our staff and students | Senior EDI Partner working with Vice Principal Education and Head of the School of Medicine, Medical Sciences and Nutrition | March 2023 | Our community understand how and when the University will achieve its goals set out in the Antiracism Strategy | An Antiracism Strategy Action Plan has been developed and shared with RESG. Steps are being taken to make the Plan more widely available. |
| 1. Establish a communication framework for continuing to share progress made against the Antiracism Strategy with staff and students as per the Implementation Plan
 | A planned approach is needed to ensure that the University community is kept updated as to the progress of the Antiracism Strategy. | Head of Communications and Senior EDI Partner working with Vice Principal Education and Head of the School of Medicine, Medical Sciences and Nutrition | Ongoing | Staff and students receive regular updates on progress via email  | The Implementation Plan has been shared with Court and sets out the broad timelines for reporting on the Antiracism Strategy. A Communications framework is being developed to align with this. |

**Outcome 5**: Create a culture where gender-based violence is eradicated within the University community and staff or students who do experience this can seek effective support

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| **Action** | **Evidence** | **Responsible Person** | **Timeline** | **Success Measure** | **Progress February 2023** |
| 1. Publish a comprehensive policy and accompanying procedures supporting the statement of commitment
 | Enshrining the values of the statement of commitment into University policy is critical to operationalise its principles | Acting Deputy Director of People/Head of HR Partners | June 2021 (published) 2021-2025 (implemented) | Policy approved and launched. Expect increased queries/reports of GBV as the policy becomes embedded | An Addressing Gender-Based Violence & Sexual Harassment Strategy Group has been established and is responsible for driving change in combating GBV. The Group oversees the Combating GBV Action Plan.In November 2021, the University launched its first Addressing GBV & Sexual Harassment Policy. |
| 1. Continue to participate in pilot training for staff and roll this out to all frontline support staff and Senior Personal Tutors
 | Training is critical to raising awareness and creating a culture where staff and students can confidently and safely discuss/report GBV | Acting Deputy Director of People/Head of HR Partners | December 2021/ongoing | Effective training assessed through feedback rolled out | A range of training has been offered including online training made available for all staff, in conjunction with AMOSSHE and UHI.Recently, staff have been trained on a new Risk Assessment tool called LISTEN, which is offered by Emily Test. This training has now been delivered to over 70 staff, with more dates in early 2023 for more staff to sign up to. Some key senior staff in the Student Support team have had enhanced training in Domestic Abuse risk assessment.  |
| 1. Work with AUSA to develop and deliver Consent training to students entering the University and to all student leaders (Club Captains and Committees and Society Presidents and Committees)
 | Training for students in specific roles is critical to raising awareness and creating a culture where students can confidently and safely discuss/report GBV | Acting Deputy Director of People/Head of HR Partners | September 2022 | Effective training assessed through feedback rolled out | Ongoing – the University is collaborating with EmilyTest on this. |
| 1. Work with local partners and institutions (RGU, NESCOL, Police Scotland, ACC and NHS) to further the idea of a “Fearless Aberdeen”
 | Woking with local partners is critical to challenging GBV | Acting Deputy Director of People/Head of HR Partners | December 2021 and ongoing | Partner organisations contacted Actions developed regarding the role of the University and the partners in taking forward the University’s priorities. | Since 2021, first responder training has been delivered to over 40 members of staff by Rape Crisis and continue to work with them on their training being rolled out at the University to key frontline staff. |

**Outcome 6**: Eliminate barriers to learning, progression, promotion and physical accessibility for disabled staff and students by taking actions to continuously improve the working and learning environments for disabled staff and students

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| **Action** | **Evidence** | **Responsible Person** | **Timeline** | **Success Measure** | **Progress February 2023** |
| 1. Continue to implement and review the University’s BSL Action Plan
 | Required under legislation but is also key to the implementation of Aberdeen 2040 Inclusive commitments | Equality, Diversity and Inclusion team | ongoing | Actions implemented with reviews undertaken | The BSL Plan Working Group continues to meet quarterly and work towards actions within the University’s BSL Plan |
| 1. Approve and implement an Accessibility and Inclusion in Education Policy
 | Policy required after inconsistencies in the implementation of EDI practices identified across the University. Policy to highlight and support enhanced and consistent implementation of EDI practices across Education | Dean of Student Support working with Head of Organisational Development | December 2021 (approve) December 2022 (implement) 2025 (review) | Policy approved and launched Expect increased queries about accessibility in Teaching and Learning as colleagues begin to implement the Policy | Following consultation, it was agreed that an online framework would be more appropriate than a policy. An [Inclusivity and Accessibility in Education Framework](https://www.abdn.ac.uk/staffnet/teaching/inclusivity-and-accessibility-in-education-framework.php) has been launched. |
| 1. Continue to work in partnership with the Disabled Students Forum to enhance the accessible accommodation – new website created, and physical changes made
 | Feedback from the Disabled Students Forum indicated that students were regularly unable to find information about what was available. Application process needs to be more accessible. | Dean of Student Support working with Head of Accommodation Estates Committee | 2021-2025 | Feedback from students is positive Students who wish to use the accommodation report being able to access information more easily – monitored through surveys/focus groups | Website developed for easier navigation. A range of accommodation with accessible rooms and hearing impairment facilities are advertised |
| 1. Implement the recommendations of the Higher Education Commission report Arriving at Thriving: learning from disabled students experiences (2020)
 | A working group has been established to take this forward – the report requires careful consideration regarding the student journey as it indicates that disabled students face challenges and barriers across all aspects of university life | Dean of Student Support working with Inclusion Practitioners Group Estates Committee | September 2021 (actions agreed and communicated) 2021 – 2025 (review of implementation) | Feedback from Disabled Students Forum and wider student body improves, measured through focus groups/surveys | Significant work has been undertaken to support disabled students and to implement the recommendations of the Report. Wider work on creating inclusive campuses to be launched as part of Aberdeen 2040 commitments. |
| 1. Review support offered to disabled staff and implement changes where appropriate
 | The Staff Disability Network plays a key role in supporting staff and it is through this route that a review would initially be undertaken | Head of HR working with Chairs of Staff Disability Network and Equality and Diversity Adviser | December 2021 (review completed) 2021-2025 (implementation of actions) | Review undertaken Actions identified and implemented Feedback from Staff Disability Network is positive | A review has been undertaken and feedback is being acted upon. Reasonable Adjustments Guidance is being developed and steps to achieve level 2 of the Disability Confident Scheme have been mapped out. |

**Outcome 7**: Reduce the level of discrimination reported in the staff survey from 11% to 5% in 2022

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| **Action**  | **Evidence**  | **Person Responsible** | **Timeline**  | **Success Measure** | **Progress February 2023** |
| 1. Achieve 100% completion rate in Inclusion Essentials mandatory online training (advise on implementation at Qatar campus)
 | Mandatory training should be completed by all staff | Senior Vice-Principal working with Equality and Diversity Adviser and Head of HR | September 2022 | Uptake reports indicate 100% completion rates | The University is yet to achieve a 100% completion rate but is continuing to take steps towards achieving this. |
| 1. Undertake analysis of the results of the staff survey 2020 by protected characteristic and develop and implement actions with EDIC where issues are identified
 | Understanding where there may be barriers or concerns in relation to specific questions in the survey will assist in teasing out where discrimination is identified | Senior Vice-Principal working with HR Specialist Services Partner | May 2021 (discussion with EDIC) 2021-2025 (implementation of actions) | Analysis completed and appropriate actions approved and implemented | Detailed analysis of specific questions in the 2020 staff survey has been undertaken and discussed with EDIC. Issues identified included lower levels of satisfaction in the LGBT+ community as compared to other groups. Action has been taken to address this through the Stonewall Workplace Equality Index framework and by the Staff and PG Student LGBT+ Network. |
| 1. Implement the Dignity at Work and Study Toolkit and roll out appropriate training
 | The Dignity at Work and Study Working Group has engaged in powerful debate and conversation on the development of the Toolkit. The Toolkit will, along with appropriate training and awareness raising, support the University’s development of a culture which embraces diversity by understanding the barriers, both at an individual and group level, encountered by staff and students and how to address these. | Director of People working with Senior HR Organisational Development Partner | December 2021 (Toolkit launched) 2021 – 2025 (implementation and review) | Toolkit launched successfully, measured by hits on website, feedback from SMT/UMG Appropriate training delivered, receiving excellent feedback, measured through feedback forms | The Toolkit will be launched in 2023. A full revision of related policies has been undertaken by the Dignity at Work and Study Working Group. Following approval of these, a training plan will be implemented to raise awareness of the new policy framework and the changes which are implemented. |
| 1. EDIC to review the results of the Staff Survey 2022 to determine where specific actions may be required to address inequalities
 | The results of the Staff Survey 2022 are analysed by School and Directorate | Senior HR Partner, Head of Organisational Development and Vice Principal Education | December 2023 | Set of actions to address inequalities identified and an action plan developed and implemented to support this | EDIC will receive a report on this at its meeting in April 2023 |
| 1. Review Staff Survey questions and National Equality Outcomes to ascertain how the questions may require to be re-framed
 | A full review of the Staff Survey questions is conducted and  | Senior HR Partner | December 2023 | New questions are approved and implemented into the Staff Survey 2024 | EDIC will be invited to discuss this in a workshop format and further work will be undertaken to develop the University’s approach |

**ADDITIONAL ACTIONS IDENTIFIED**

**Governance**

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| **Action** | **Evidence**  | **Responsible Person**  | **Timeline** | **Success Measure** | **Progress** |
| 1. Review the frequency of meetings of University EDIC, with a view to adding one more meeting per year
 | Agenda items have been steadily increasing in number with enhanced level of robust discussion at each meeting | Vice-Principal Education working with Head of Organisational Development | September 2021 | Number of EDIC meetings eases pressure on agenda length and provides enough scope for strong discussion | EDIC has increased its meetings by one meeting per year, meaning it meets every three months to maintain momentum and provide opportunity for issues to be raised and discussed at a senior level on a regular basis |
| 1. Review the operation of EDIC to ensure that it retains its remit as a strategic body. Consider an operational arm of EDIC to present the key questions to be discussed by EDIC
 | Important that EDIC is perceived as and operates as a strategic decision-making body within the wider University governance structure to reflect the breadth and scope of EDI activities | Vice-Principal Education working with Head of Organisational Development | September 2021 | EDIC retains its position as a strategic body, contributing to the wider University strategic framework | An external audit of EDI Governance in 2022 noted that the University has robust governance structures in place to handle EDI matters. The report noted the strengths of EDIC and provided a recommendation that the size of the Committee could be reviewed. This has been undertaken, with a more streamlined approach being adopted, however retaining the breadth of senior level engagement as well as voices of equality groups in the University. |
| 1. Support the School EDICs to link into the University EDIC to support consistency in approaches
 | It will be important to ensure that the School EDICs are fully appraised of the discussions at the University EDIC and are then supported to understand what those mean for the School EDICs | Vice-Principal Education, School EDICs and Head of Organisational Development | Ongoing | A robust framework of governance exists between the School EDICs and the University EDIC to achieve effective flow of communication and support | 18 School EDI Leads have been appointed and meet quarterly. One representative of this group is a member of the University EDIC. EDIC Digests are now produced for dissemination to School EDI Leads. |

**Transgender Equality**

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| 1. Develop supporting guidance for the Transgender Equality Policy through consultation with staff and student groups
 | The Policy provides high-level guidance however there is a need for practical support to achieve the full implementation of the Policy | Equality, Diversity and Inclusion Team with Chair of the Staff and PGR LGBT+ Network | September 2021 | Guidance developed and launched | Guidance on gender pronouns is currently being developed. The timeframe for developing supporting guidance for the Transgender Equality Policy has been extended to September 2023.  |
| 1. Roll out associated training on the Policy and Guidance to staff, exploring online options
 | School-based session delivered by the STA was well-received and training would support the implementation of the Policy | Head of HR, Head of Organisational Development and Staff Development | December 2021 | Training identified and delivered Feedback indicates the training was helpful Feedback from networks and forums indicate the training has had a positive impact | Transgender and Non-Binary Skill Boosters online course has been added to the eLearning webpage. Two transgender awareness sessions were delivered to 60 members of staff in November 2022. Feedback was overall positive. |

**EDI Events and Engagement Group**

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| 1. Plan an events calendar for 2021 and seek approval of this from EDIC
 | A calendar must be produced to support the Diversity Calendar and to reflect the funding received from DT | Acting Deputy Director of People working with Equality, Diversity and Inclusion team and clerks to the group | May 2021 (approval from EDIC) 2021-2025 (implementation of action plan) | Calendar produced detailing resources and timescales | An events calendar was planned for 2021 and 2022 with timescales. Key celebrations were Black History Month and LGBTQ+ Pride Month |
| 1. Communicate with the staff and student community on the work of the Group and the events and engagement planned
 | Strong communications plan required to ensure the community is aware of the events and engagement opportunities | Acting Deputy Director of People working with Equality and Diversity Adviser and clerks to the group and Communications | Ongoing | Communications plan developed and launched Feedback from staff and students on feedback forms indicate they were aware of events in good time | Staff and students have been asked for feedback following a number of celebrations such as International Women’s Day and Black History Month. |
| 1. Work with staff and students from across the University to harness expertise, lived experience, interests and knowledge and elevate and support EDI initiatives taking place across the University
 | Events and engagements which are based on feedback from staff and students and which address the lived experience of staff and students should inform the work of the group to deliver events which are likely to be successful and impactful | Acting Deputy Director of People working with Equality, Diversity and Inclusion team and clerks to the group | Ongoing | Feedback from staff and students indicates that events and engagement themes are relevant and can drive meaningful change | Members from student liberation forums and staff equality networks are members of the Events and Engagement Group Teams site and are invited to relevant planning sessions. Engagement is being reviewed in consultation with student representatives to ensure that students feel empowered to engage with this work. |
| 1. Secure an annual budget for the work of the Group
 | Budget critical to be able to plan appropriately and to maintain the momentum of the group | Acting Deputy Director of People working with Head of Organisational Development and clerks to the group | Annually | Budget secured Plan of action regarding how the budget will be spent | Budgets have been approved and secured annually through the Development Trust. This is to be reviewed going forward. |
| 1. The EDI Events and Engagement Group and Antiracism Roundtable to co-create Black History Month events in 2023
 | Areas for cross working amongst the EDI Events and Engagement Group and partners with the Antiracism Roundtable identified to support antiracism work in the northeast of Scotland | EDI Events and Engagement Chair working with Vice Principal Education | October 2023 | Appropriate University of Aberdeen Black History Month events and initiatives advertised externally and one event delivered in collaboration with Antiracism Roundtable partners | Discussions with the Antiracism Roundtable on Black History Month to take place from May 2023. |

**Research Excellence Framework**

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| 1. Continue the equality monitoring of decision-making in the REF process and involve EDIC in the analysis of data
 | EDIC requested that it be kept appraised of the monitoring being undertaken to assess the contribution of different staff groups to the REF process | Senior Policy Adviser, Research and Innovation | May 2021 (EDIC discussing REF EQIA) 2021 – 2025 (continued monitoring and implementation of actions) | Analysis used to implement meaningful actions to address under-representation in the REF process | The REF2021 EQIA was developed and uploaded to the University webpages. It can be found here: [Equality Impact Assessment | StaffNet | The University of Aberdeen (abdn.ac.uk)](https://www.abdn.ac.uk/staffnet/research/equality-impact-assessment-13629.php)The annual deep dive and benchmarking exercise of the University Research Committee includes an analysis of applications, awards and research income by gender and ethnicity.An online dashboard which shows applications, awards and research income by protected characteristic by School/discipline/institute is being developed and will be shared with EDIC. |

**Court Diversity**

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| 1. Actively monitor the diversity of Court and establish mechanisms for achieving a membership which reflects more closely the diversity of the University staff and student community
 | Significant improvement had been made regarding the gender imbalance on Court. It is critical that Court now seeks to address under-representation in relation to other characteristics | University Secretary and Chief Operating Officer working with clerk to Court and Head of Organisational Development | 2021-2025 | Actions taken to address under-representation where appropriate Actions result in a Court which is more representative of the University community | Steps have been taken to achieve greater diversity and a gender balance. Court has 25 members. 16% of these belong to a racialised group and 48% of these are female. Through our Antiracism Strategy, the University has committed to increasing the racial diversity profile of our Court. All staff involved in the recruitment of Court members must undertake Inclusion Essentials, Tackling Racial Bias and Understanding Unconscious Bias training.  |

**Aurora Leadership Programme**

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| 1. Monitor the effectiveness of the Aurora Leadership Development Programme
 | Schools and Professional Services areas continue to support staff to attend the Aurora Leadership Programme and it is important to monitor the experiences of those staff and ascertain the impact of the programme | Senior EDI Partner working with School Athena Swan Leads | Ongoing with regular review | Monitoring undertaken and recommendations made as appropriate | 55 members of staff across the University were supported through Aurora during the 2021/2022 academic period. The Aurora Programme for 2022/2023 is currently being rolled out and each School agreed to fund at least one person through this. |

**Carers**

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| 1. Achieve accreditation as a Carers Positive employer
 | The Parents and Carers Network has noted the impact on working life being a carer has. An accreditation such as the Carers Positive award would signal University commitment to supporting carers | Equality, Diversity and Inclusion team working with Chairs of Parents and Carers Network | January 2022 (initial accreditation) 2021-2025 (implementation of principles of the Charter) | Accreditation achieved Related policies and guidance developed, launched and implemented | Work on this is being undertaken. However, the timeframe has been moved to September 2023 |

**Race equality actions identified through the Mainstreaming and Equality Outcomes Interim Report 2023**

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| 1. Conduct focus groups with staff and students to further understand the results of the REC surveys
 | Detailed conversations are required to enhance understanding of the issues raised by staff and students through the REC surveys.  | Senior EDI Partner  | October 2023 | Focus groups provide further insights as to the barriers faced by racialised groups in the University | External focus group facilitators with experience in race discussions have been contacted for quotations. Further discussions required regarding how to structure and facilitate the discussions. |
| 1. Develop an Antiracism Strategy Action Plan to support the implementation of the Antiracism Strategy and address the issues identified in the REC surveys.
 | An operational plan is required to translate the strategic actions identified in the Antiracism Strategy into achievable actions. | Vice Principal Education and Senior EDI Partner | February 2023 | A SMART action plan is developed, monitored and shared with the University community. | An Antiracism Strategy Action Plan has been developed and will be shared with staff and students by March 2023. |
| 1. Submit an annual report of progress and challenges to the Senior Management Team (SMT) and Court.
 | Leadership in antiracism is critical to progress in this area. The Senior Management team must be kept updated and be aware of challenges or barriers to progress. | Vice-Principal Education and Senior EDI Partner | Annually | Helpful reports are produced for the SMT and Court, generating discussion and ideas. | This forms part of the Antiracism Strategy Implementation Plan which is being progressed |
| 1. Repeat Race Equality Charter surveys every two years.
 | Requirement of the Race Equality Charter. Explore views on racial inequalities, monitor the success of our actions and identify where a change in approach is required. | Vice Principal Education, Head of SMMSN and Senior EDI Partner | May 2024 | Staff and student surveys are conducted and achieve a higher response rate than that in the 2022 surveys | The next surveys will be conducted in 2024 (although discussions with Advance HE are required to ascertain whether a further survey is required before the REC submission in March 2024) |
| 1. Increase engagement in race training that is open to all staff
 | Identify barriers to undertaking race training and address these. Race training is advertised more widely and encouraged by senior staffThis is required to ensure that all staff understand their responsibilities to deliver the Antiracism Strategy | Vice-Principal Education and Senior EDI Partner | June 2024 | Feedback on barriers is received and addressed and senior staff contact teams about race training opportunities and encourage attendanceEngagement in race training open to all staff increases | No progress to report in February 2023 |

**Equality Networks**

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| 1. Build links across the Staff Equality Networks and facilitate partnership working where appropriate
 | Organise a meeting for the EDI team to meet with the Equality Networks chairs/co-chairs – there have been conversations about how the chairs could work together on initiatives and further develop intersectional approaches | Head of Organisational Development | June 2023 | Initiatives and events are delivered through collaboration across the Equality Networks | A meeting for the Networks to meet has been scheduled for February 2023 |
| 1. Share the results of the intern Equality Networks project and agree actions for implementing ideas shared through the surveys
 | The report provides recommendations for developing and enhancing the Networks and building on strong foundations | Senior EDI Partner working with Head of Organisational Development | June 2023 | The discussions on the report generate change where appropriate and where a positive impact will be experienced by the Network group members. Actions are successfully implemented | The results will be presented to the Networks in February 2023 and implementation of changes achieved by June 2023.  |

**New National Equality Outcomes**

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| 1. Consult EDIC on the NEOs and the University’s approach to addressing them and options for the University’s current Equality Outcomes
 | EDIC will need to be involved in setting the direction for the University and in mapping the data requirements for the NEOs.  | Head of Organisational Development | May 2023 | A coherent approach to addressing the NEOs while being cognisant of the University’s internal Equality Outcomes is established and approved through appropriate governance structure.  | EDIC has been advised of the development of the NEOs and will have the opportunity to discuss an approach at its next meeting. |