



**University  
of Dundee**

**Public Sector Equality Duty  
Equality Outcomes Plan 2021 – 2025  
April 2021**

**Presented by: EDI Office**

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## Introduction

This report sets out the University Equality Outcomes for the coming four years. These outcomes are based on evidence of the key challenges for the University relating to Equality, Diversity and Inclusion, linked to the University Strategy. Each Outcome is explained and the rationale and evidence provided. The action plan sets out activity to deliver the Outcomes and ownership of those actions. There are sound legal, business and moral reasons for developing these outcomes and these are shown throughout the document.

This document should be read in conjunction with our Equality Outcome and Mainstreaming Report, Pay Gap Report and Staff data report.

## Legal context

The University has a requirement under the Equality Act 2010 to promote equality, diversity and inclusion through the Public Sector Equality Duty or General Duty. The General Duty requires that listed public bodies, including the University, must, when carrying out their functions, must have due regard to the need to:

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

In addition to this, The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012, (Specific Duties) require public bodies in Scotland to undertake activities to evidence their progress in meeting the General Duty. One of the Duties is to;

- Develop and publish a set of equality outcomes covering all the protected characteristics

This requirement includes the need for plans to deliver the Outcomes and for progress to be reported on every two years.

## Preparations for the Outcomes

These Outcomes have been developed from evidence of key challenges for EDI in the University and beyond.

The start point for developing these Outcomes was to look at the success of our 2017 – 2021 Equality Outcomes. Outcome 2 in this report has been developed from our previously published outcome to ‘Improve student experience through promoting inclusive and supportive teaching and learning behaviours’. Whilst much was achieved, the specific project relating to an inclusive curriculum, is still in its early stages, and so that work continues here. This also fits with the general feeling across the Schools that there is a need to widen the curriculum content to take account of the audience needs, diversity in society and future employment outcomes.

Specific focus groups were held for disability related matters with the Disabled Staff Network and Disability Services, whilst the BME Staff Network carried out a survey in 2018 and then in 2020 to support their application for a Race Charter Award in 2021. Individual Schools have held focus groups on the experience of women in relation to promotion. Feedback from these pieces of work and the biennial Staff Survey have been used to develop these Outcomes. Information from our staff and student pulse through the Covid 19 pandemic, have captured how individuals have coped with the new working, teaching and learning environment. This identified difficulties relating to accessibility and general health and wellbeing, particularly mental health, as well as additional caring responsibilities, primarily for women, that lockdown created.

Other matters such as feedback from Black History, Disability History and LGBT History month events, responses to the Black Lives Matters campaign and external reports on the experience of students in UK universities have all contributed to these Outcomes and actions, feeding into different aspects of the work we will be undertaking in the coming years.

## Equality Outcomes for 2021 – 2025

With all that information available to us these are our Equality Outcomes for the next four years.

1. The University has an inclusive culture that supports its staff, students, and visitors
2. Learning and teaching is inclusive, relevant, and engaging for all students, enhancing their learning experience and employment outcomes
3. The university is an accessible environment for working, learning, teaching, research and the global public
4. Recognised areas of inequality in recruitment, employment and career development and progression are addressed

Each of these Outcomes are aspirational but achievable. They align with the University Strategy and Vision and are each measurable in a range of ways.

### Reporting progress

A detailed working action plan is the mechanism to progress these Outcomes. Progress on the activity is presented on a quarterly basis to the University Equality, Diversity and Inclusion Committee (EDI Committee), a subcommittee of the University Court. HR and EDI related policies are also submitted to the University People and Organisational Development Committee before final approval by Court. An annual report on progress on all aspects of EDI, including achievement against the Outcome measures is also provided to the EDI Committee and University Court. The Athena SWAN, Race Charter and Stonewall Equality Index progress will be reported as part of this quarterly reporting process.

## Individual Outcomes and key objectives

The following table sets out key objectives and high level action that will contribute to the successful achievement of the Outcomes, alongside the measures that we will use to show the benefits to the University community.

### Outcome 1 – The University has an inclusive culture that supports its staff, students and visitors

The aim of the University is to be a high performing community, where people are valued, we work together and with integrity central to that work. We aim for excellence in order that we can make a difference for people around the world. To achieve these things, an inclusive culture is vital. Taking account of and recognising the value of diversity, allows individuals to be able to give of their best. Policies support the University aims and values, however it is the working and learning environment and the culture within that environment that allows individuals to grow, be confident and contribute to these values effectively.

Success measures will include ongoing benchmarking against previous staff and student surveys and using recent focus groups and staff and student data to identify progression in recruitment, selection, retention, and promotion.

In addition, a further measure of the number of reported incidents will be captured. The significance of this measure is that, when a successful reporting mechanism is in place and being used, there is likely to be an increase in incidents, indicating improved overall confidence in the reporting and investigating process. Over time, we would expect that the numbers of reports would level off and reduce.

| Objective   | Action plan to include   | Success indicator  | Lead responsibility | Timescale             | General Duty   | Protected Characteristic |
|---|--|--|---------------------|-----------------------|--|--------------------------|
| <p>1. To have robust strategies and policies supporting equality, diversity and inclusion</p> | <p>Develop an EDI Strategy that aligns to the University Strategy and sets out a long-term vision for EDI</p> <p>Develop a communication plan for EDI that ensures all staff, students and visitors are fully aware of the university commitment to EDI</p> <p>Current policies will be continually reviewed and new policies and developed where appropriate to support EDI</p> <p>E,D &amp; I policies and strategies will be benchmarked and take best practice from other institutions</p> | <p>Strategy has been consulted on and is approved through University Court</p> <p>Appropriate review dates are in place and being acted on</p> | <p>Head of EDI</p>  | <p>September 2021</p> | <p>Promote equality of opportunity. Foster good relations. Eliminate unlawful discrimination</p> | <p>All</p>               |

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| <p>2. Develop Staff Networks and their contribution to the University strategy and values</p> | <p>Market current Staff Networks, their role and contribution, as part of the EDI communication plan</p> <p>Terms of Reference for Staff Networks will be reviewed and revised every two years</p> <p>Develop new staff Networks to support staff where required</p> <p>Create a plan to ensure Staff Networks have continuous development to fulfil their role</p> <p>Staff Networks are actively engaged in University policy consultation</p> | <p>Increasing membership and attendance at meetings</p> <p>Approved TORs in place</p> <p>New Networks in place</p> <p>Regular meeting of Network leads and members to develop appropriate development plans</p> <p>Report on Network consultation</p> | <p>EDI Team and Network Leads</p> | <p>September 2021</p> <p>From December 2021</p> | <p>Promote equality of opportunity, foster good relations and eliminate unlawful discrimination</p> | <p>Race<br/>Disability<br/>Sexual Orientation</p> <p>All</p> |
| <p>3. School and Directorate EDI Committees are fully developed</p>                           | <p>Establish EDI Committees for Professional Services</p> <p>Review and revise Terms of Reference of School and Directorate EDI Committees</p> <p>Establish regular development events to share good practice and develop EDI Coordinators</p>   | <p>Committees in Place and reporting on a quarterly basis to EDI</p>  | <p>EDI Team</p>                   | <p>By December 2021</p>                         | <p>Promote equality of opportunity, foster good relations and eliminate unlawful discrimination</p> | <p>All</p>   |

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| <p>4. Knowledge and understanding of support mechanisms for staff and students is far reaching</p> | <p>Market Dignity at Work and Study Policy and role of Harassment Advisors</p> <p>Develop a single reporting mechanism for both staff and students for bullying and harassment issues and matters related to protected characteristics</p> <p>Provide a quarterly report on both formal and informal reports of bullying and harassment and matters related to protected characteristics</p> <p>Widen awareness and understanding of gender based violence work and reporting mechanism</p> <p>Improve signposting and information for all support mechanisms</p> | <p>Increase in the use of the DAWS Policy</p> <p>Increase in the reported incidents by staff and students</p> <p>Increase in the Gender Based Violence reporting</p> <p>Increase in the use of Harassment Advisors and First Contact Advisors</p> | <p>Head of EDI and Director Student Services</p> | <p>By August 2021 and continuing</p> | <p>Promote equality of opportunity, foster good relations and eliminate unlawful discrimination</p> | <p>All</p> |
|--|---|---|--|--------------------------------------|---|------------|

## Outcome 2 - Learning and teaching will be inclusive, relevant and engaging for all students, enhancing their learning experience and employment outcomes

This Outcome has been revised from our previous Equality Outcomes and focuses on curriculum design, content and assessment. In relation to the University Strategy, this fits into our aim to be a high-performance community, growing the diversity of our student community, enabling people to flourish and intensifying our impact locally and globally. It is important for the University to be able to expand its international and UK wide reputation, whilst for students, it allows them to participate in a course that will secure their future in a diverse world.

Success measures can be taken from student feedback, graduate employment outcomes, increases in international students and international engagement and award outcomes.

| <b>Objective</b>   | <b>Action plan to include</b>  | <b>Success indicator</b>  | <b>Lead responsibility</b> | <b>Timescale</b> | <b>General Duty</b>  | <b>Protected Characteristic</b> |
|--|--|---|----------------------------|------------------|--|---------------------------------|
| 1. A new Curriculum Design Framework outlines Hallmarks and Graduate Attributes to enhance employability outcomes for students | Identifying the correct hallmarks and attributes to define the University curriculum<br><br>Developing tools and approaches to curriculum design to achieve the hallmarks and attributes<br><br>Explaining why hallmarks and attributes are important to curriculum design | Hallmarks and attributes are identified and approved and embedded in curriculum design.       | VP Education               | By May 2021      | Promote equality of opportunity. Foster good relations. Eliminate unlawful discrimination    | All                             |
| 2. Programme planning is informed by research excellence and sound business practice   | Identify student demand<br><br>Establish a risk profile in relation to established and new/emerging markets<br><br>Develop timescale for programme retiral   | Matriculation numbers for programmes and increasing numbers of students from emerging markets | VP Education               | September 2021   | Promote equality of opportunity, foster good relations and eliminate unlawful discrimination | All                             |
| 3 High level programme development and curriculum  | Carry out sector mapping and best practice   | Reduction in  | VP Education               | June 2021        | Promote equality of opportunity, foster good relations and                                   | All                             |

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| design has a clear educational vision                     | <p>Primary consideration given to safeguarding regulatory approval and accreditation</p> <p>Consideration given to teaching methods and mode of delivery</p> <p>Developing distinct programme pathways and identity</p> |  |  |                     | eliminate unlawful discrimination  |     |
| 4 Assessment and feedback are aligned to the Quality Code | <p>Consider benefits of an assessment matrix</p> <p>Determine equivalency across different types of assessment</p> <p>Consider the development of guidance for equivalency across assessment</p>                        | <p>Reduction in staff marking workload</p> <p>Reduction in assessment congestion</p> | VP Education Director Quality and Academic Standards | From September 2021 | Promote equality of opportunity, foster good relations and eliminate unlawful discrimination | All |

### Outcome 3 - The University is an accessible environment for working, learning, teaching, research and the global public

This Outcome will contribute to the University's ambition to widen its international market, increase accessibility to those from poorer socio-economic backgrounds and enable access for disabled people by reducing or removing the barriers they face. It also supports the University to comply with the Public Sector Bodies (Website and Mobile Applications) Accessibility Regulations 2018 and the British Sign Language (Scotland) Act 2015.

Success will be measured by gathering information on the accessibility of the University's premises, systems and information, undertaking equality impact assessment of relevant processes and procedures and regularly requesting staff and student feedback on their experiences working and studying at the University.

| <b>Objective</b>  | <b>Action plan to include</b>  | <b>Success indicator</b>   | <b>Lead responsibility</b> | <b>Timescale</b> | <b>General Duty</b>   | <b>Protected Characteristic</b>                                       |
|---|--|--|----------------------------|------------------|---|---|
| 1. A University Accessibility delivery and operational plan is established                    | <p>Clarify what is meant by 'accessibility'</p> <p>Undertake a scoping exercise to gather current activity and best practice in relation to accessibility</p> <p>Develop a set of accessibility principles</p> <p>Identify and clarify funding routes for all accessibility related work, including implementation of reasonable adjustments for disabled staff and students</p> | Information on accessibility related activities across all aspects of university activity is available and updated regularly | University Secretary       | December 2021    | Promote equality of opportunity. Foster good relations. Eliminate unlawful discrimination | Disability and Race specifically but with implications for all others |
| 2. An Accessibility Oversight Group is set up with representation from across disciplines and | Identify key members of oversight group and UEG lead: group should be cross discipline and include representation from EDI, Disability Services, DUSA, Staff Networks, External Relations, Centre for Technology in  | An understanding of all accessibility matters relating to the University, regularly considered at UEG and reflected in the   | University Secretary       | September 2021   | Promote equality of opportunity. Foster good relations. Eliminate unlawful discrimination | Disability Race specifically but with implications for all others     |

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| <p>professional services to support a collaborative approach to the implementation of accessibility related actions, monitoring and sharing expertise.</p> | <p>Learning, Estates and Campus and UoDIT.</p> <p>Provide regular reports on progress towards an accessible University to the EDI Committee</p>   | <p>University Strategic Plan.</p>  |   |   |   |   |
| <p>3. Our digital presence is accessible to all staff, students, visitors and the global public</p>  | <p>Using current information, identify digital accessibility challenges, including specific barriers faced by disabled people</p> <p>Review and enhance current guidance on creating accessible digital materials, including teaching materials, documents university communications and web-based content</p> <p>Include accessibility as a criteria in procurement of digital assets</p> <p>Establish contacts for day to day support for staff on producing accessible content</p> | <p>Reduction in complaints about inaccessible information, including web and VLE content</p> <p>An increase in staff uptake of digital accessibility workshops</p> <p>A reduction in barriers faced by disabled people;<br/>- as shown by a reduction in complaints relating to accessibility<br/>- an increase in staff and student satisfaction rates,</p> | <p>Head of CTIL and External Relations (Web Services) and Director of UoDIT</p> | <p>A continual project. Initial scoping and guidance available from December 2021</p> | <p>Promote equality of opportunity, foster good relations and eliminate unlawful discrimination</p> | <p>Disability Specifically, but with implications for all</p> |

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|   | Ensure links between the digital and physical campus are monitored so that barriers to access are identified and mutually addressed   | through feedback surveys.  |   |               |  |            |
| 4. A Reasonable Adjustments Framework is established that supports staff and students who require individual support to overcome barriers in the work and study environment | <p>Review existing arrangements for reasonable adjustments and develop a framework that sets out clear responsibilities, expected service levels and routes to identifying, implementing and monitoring adjustments</p> <p>Consider the development of a 'Reasonable Adjustments Passport' that will reduce the need for continual reapplication for support and trigger a review of existing arrangements</p> <p>Ensure specific barriers for disabled students are considered and addressed as part of the inclusive curriculum project</p> <p>Clarify the process and reporting mechanism for Access to Work applications, including implementation of</p> | <p>Reasonable adjustments for students and staff are implemented consistently and reviewed regularly</p> <p>Increase in staff and students disclosing a disability</p> <p>Reduction in complaints regarding implementation of reasonable adjustments</p> | Head of Disability Services, VP Education, Head of EDI, Head of Safety Services | December 2021 | Promote equality of opportunity, foster good relations and eliminate unlawful discrimination | Disability |

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|  | <p>reasonable adjustments and associated support for disabled staff.</p> <p>Review existing disability-related training opportunities for teaching staff, line managers and HR team</p>  |   |  |                                     |   |   |
| <p>5. An inclusive approach to campus estate management and planning includes consideration of accessibility as a core requirement</p> | <p>Review the existing arrangements for annual campus accessibility audits undertaken by AccessAble and consider opportunities to improve the information provided.</p> <p>Ensure accessibility audits include consideration of a wide range of disability-related requirements, including physical and sensory needs</p> <p>Ensure accessibility improvements are integral to ongoing building refurbishment plans</p> <p>Review existing funding arrangements for campus accessibility improvements and ensure funding for</p> | <p>A cohesive picture of accessibility concerns across the University.</p> <p>Increase in usable space for staff and students with disabilities</p> <p>Reduction in negative feedback from staff and students on campus accessibility</p> | <p>Director of Estates and Campus/ Director of UoDIT</p> | <p>December 2021 and continuing</p> | <p>Promote equality of opportunity, foster good relations and eliminate unlawful discrimination</p> | <p>Disability and Race specifically but with implications for all</p> |

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|  | <p>accessibility is ringfenced to respond to accessibility audit recommendations</p> <p>Review existing accessibility identifiers for building and parking facilities on the university campus maps and provide links to the AccessAble guides for key student and public access buildings</p> <p>Ensure the links between the physical and digital campus are monitored so that barriers to access are identified and mutually addressed</p> |   |   |                |  |            |
| 6. A university mental health charter is established     | Develop a cohesive university mental health strategy and related action plan.   | A whole-university approach to promoting the mental health and wellbeing of staff and students is adopted that enhances resilience and the provision of support | Director of Student Services<br>Director of HR and OD | September 2021 | Promote equality of opportunity, foster good relations and eliminate unlawful discrimination | All        |
| 7. The University's BSL Plan is implemented, and related | Promote and support the use of British Sign Language (BSL) across all University activities through implementation of the University's BSL Plan.  | BSL users can access University services, including all aspects of recruitment,   | University Secretary and BSL action plan leads        | Ongoing        | Promote equality of opportunity, foster good relations and                                   | Disability |

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| action monitored |  | admissions, learning and teaching. |  |  | eliminate unlawful discrimination |  |
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#### Outcome 4 – Recognised areas of inequality in recruitment, employment and career development and progression are addressed

The University has made significant commitments to achieving a culture and environment that embraces and values equality, diversity, and inclusion. Challenges in gender equality, eliminating race discrimination and having a positive work and study environment for our LGBT+ staff, students and visitors has been a key priority. Addressing matters such as pay gap, workplace segregation and opportunities for personal and professional development is fundamental to this. The University has achieved various awards through Athena SWAN Charter and the Stonewall Workplace Equality Index, reflecting its commitment. However, the evidence continues to show challenges in relation to race, gender, disability and LGBT+ matters. The development and delivery of targeted action plans and the support of robust and inclusive staff and student policies will drive forward action to overcome these challenges.

Success criteria will be reflected through continual analysis of staff data in relation to recruitment, development, grievance and discipline by protected characteristics and feedback from both staff and student surveys.

| Objective   | Action plan to include   | Success indicator  | Lead responsibility  | Timescale                            | General Duty   | Protected Characteristic            |
|---|--|--|--|--------------------------------------|--|-------------------------------------|
| <p>1. The University has a gender action plan that addresses existing gender inequalities</p> | <p>A gender equality group, to lead on a University Gender Action Plan and the University Athena SWAN submission, is established and has a strategic lead identified from the University Executive Group</p> <p>A gender action plan for the whole of the University is developed and includes actions for addressing pay gap and gender segregation.</p> <p>The University submits an application to retain Athena SWAN Institutional Award</p> <p>Schools have self-assessment teams in place</p> <p>Mentoring is in place across Schools to support work on gender action plan and to develop Athena SWAN applications</p> <p>Critical feedback from gender action plan and Athena SWAN</p> | <p>A gender action plan and Institutional Athena SWAN action plan is in place and being delivered.</p> <p>Quarterly reports on progress to the EDI Committee</p> | <p>Head of EDI, University Athena SWAN lead, Director of Student Services, Deans</p> | <p>For April 2022 and continuing</p> | <p>Promote equality of opportunity. Foster good relations. Eliminate unlawful discrimination</p> | <p>Sex and gender re-assignment</p> |

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|  | action plan submissions is used to inform new applications<br>Quarterly reporting is in place on the Gender Action Plan and University Athena SWAN action plan through University EDI Committee.  |   |  |                              |  |  |
| 2. The University has a race action plan that challenges existing race inequalities. | Analyse data and feedback from staff and student surveys<br><br>Create an action plan to support delivery of race equality and eliminate race discrimination, including pay gap and progression matters<br><br>Apply for Advance HE Race Charter<br><br>Establish Self-Assessment team for Race Charter submission<br><br>Quarterly reporting on progress is provided to the University EDI Committee | An action plan with clear deliverables and responsibilities is in place<br><br>Change in reporting figures for race related incidents<br><br>Monitoring of data in relation to recruitment, development and promotion<br><br>Monitoring of racist incidents indicating long term reduction in incidents (see Outcome 1) | Head of EDI,<br>Head of Race Charters<br>Self-Assessment Team<br>and EDI Race Charter Lead | Submission in September 2021 | Promote equality of opportunity, foster good relations and eliminate unlawful discrimination | Race                                       |
| 4. The University continues to support   | Develop an action plan for the University to promote LGBT+ equality and eliminate LGBT+ discrimination that includes  | Action plan in place<br><br>Monitoring of trans and homophobic  | Head of EDI,<br>LGBT+ Staff Network  | Ongoing                      | Promote equality of opportunity, foster good   | Sexual orientation and gender reassignment |

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| <p>LGBT+ staff and students through a robust set of activities</p>                       | <p>reference to reporting of trans and homophobic incidents.</p> <p>Support the LGBT+ Staff Network, in partnership with DUSA, to develop activities throughout the year, in particular in relation to LGBT History Month</p> <p>Establish a Stonewall Equality Index submission team</p> <p>Submit application to the Stonewall Workplace Equality Index in September 2021 and annually thereafter</p> <p>Use Stonewall feedback to inform next application and activity</p> | <p>related incidents/bullying (See Outcome 1)</p> <p>Workplace Equality Index submissions made each September</p> <p>Increase, year on year position in Workplace Equality Index rankings</p> <p>Numbers of activities supported by University for LGBT+ equality</p> |   | <p>Annual submission in September 2021</p> <p>LGBT History Month February 2022</p> | <p>relations and eliminate unlawful discrimination</p>  |   |
| <p>5. The University will identify further appropriate award/charter marks for other</p> | <p>Consider appropriate award for recognition of disability equality work</p> <p>Consider application for acknowledgement of flexible working commitments</p>   | <p>Achieving an award for disability equality and inclusion commitment</p> <p>Award granted</p>   | <p>Head of Disability Services,<br/>Head of EDI<br/>Director of HR and OD</p> | <p>By July 2022</p> <p>By July 2022</p>  | <p>Promote equality of opportunity, foster good relations and eliminate unlawful discrimination</p> | <p>Disability, sex, pregnancy and maternity principally, but others where appropriate</p> |

|  |   |   |                                      |                  |   |     |
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| protected characteristics  |   |   |                                      |                  |   |     |
| 6. HR policies will support EDI through development of new policies, including family friendly policies, and continuous updating and revision of existing policies | <p>Establish review dates for all staff recruitment, employment, development, promotion and family friendly policies.</p> <p>Set timetable for policy reviews</p> <p>Engage with Staff Networks in consultation process</p> <p>Use Equality Impact Assessment process and staff network groups to identify potential gaps and remedy</p> <p>HR Team have regular EDI inputs as part of their ongoing development</p> <p>EDI is a standing agenda item on HR team meetings</p> | <p>Timetable in place</p> <p>Numbers of EIAs undertaken for HR related policies</p> <p>Record of consultations and feedback from Staff Networks</p> | Director of HR and OD<br>Head of EDI | From August 2021 | Eliminate unlawful discrimination and promote equality of opportunity | All |