



Queen Mary University of London  
Equality Diversity & Inclusion Objectives  
and Strategy  
2016 - 2020

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## Equal Opportunities Statement

Queen Mary University of London is committed to the provision of equality of opportunity for all its students and staff. We pursue this commitment in the context of our Charter and of the objectives set out in our Strategic Plan, *Queen Mary University of London Strategy 2014 – the next Five years*. The latter states Queen Mary “**aims to recruit students and staff of the highest intrinsic talent and potential, and to nurture their careers**”. In furtherance of this objective, we are committed to create and maintain a community in which all people can learn, work and interact freely without fear of discrimination, prejudice or harassment.

All students and staff of Queen Mary will be treated equitably and will not be accorded less favourable treatment because of age, marital/civil partnership status, gender, gender identity, disability, race, colour, ethnic or national origin, sexual & gender orientation, family circumstances, religious or political beliefs and transgender status. The only consideration must be that the individual is able to satisfy the requirements of the programme of study or post. The principles of this Policy will apply to visitors and contractors whilst on Queen Mary premises.

We confirm our commitment to develop, implement and monitor a programme of equality measures so that unjustifiable barriers to educational and employment opportunities are removed. This will enable Queen Mary to maintain its diverse student population and achieve a workforce that is representative of the communities it serves.

*Professor Simon Gaskell*

*Principal*

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## Terminology

### **Equality Act 2010**

The Equality Act 2010 consolidates, harmonises and extends previous equalities legislation. The main provision of the legislation came into force on 1 October 2010 and is now more consistent, clearer and easier to follow.

### **Public Sector Equality Duty**

The public sector equality duty is a duty on public authorities such as QMUL, to consider or think about how their policies or decisions affect people who are **protected** under the Equality Act.

The Public Sector Equality Duty requires universities and other public authorities to:

- **eliminate discrimination, harassment and victimisation and any other conduct that is prohibited by or under the Equality Act 2010**
- **advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it**
- **foster good relations between people who share a relevant protected characteristic and those who do not share it.**

## **Equality**

Equality is ensuring individuals or groups of individuals are treated fairly and equally in relation to their needs. The Equality Act provides protection from discrimination on nine Protected Characteristics.

### **Protected Characteristics**

The Protected characteristics referred to in this document are those outlined in the Equality Act 2010:

- Age
- Marriage or civil partnership
- Religion or belief (or no belief)

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- Disability
- Pregnancy or maternity
- Gender (Gender identity)
- Gender re-assignment
- Race
- Sexual orientation

Socio-economic status, class or background is not a “protected characteristic” under the Equality Act, but we consider that the experiences of groups of people whose life chances may be affected by their social identity, in particular those from disadvantaged socio-economic backgrounds is an important issue to consider.

### **Diversity**

Diversity literally means difference. When it is used as a contrast or addition to equality, it is about recognising individual as well as group differences, treating people as individuals, and placing positive value on diversity in the student community and in the workforce.

### **Inclusion**

Inclusion is about focusing on the needs of every individual and ensuring the right conditions are in place for each person to achieve their full potential. Inclusion should be reflected in an organisation’s culture, practices and relationships that are in place to support a diverse workforce.

### **BME**

Black and Minority Ethnic (BME) is the terminology normally used in the UK to describe people of non-white descent. However those that fall within this grouping and its sub-groups are far from homogeneous and it is not always easy to categorise them using a standard format.

Key

<i>CAPD</i>	<i>Centre for Academic Professional Development</i>
<i>DoEstates</i>	<i>Director of Estates</i>

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Dir. ITS	<i>Director of IT Services</i>
QMSE	<i>Queen Mary Senior Executive</i>
AHSSBL	Arts, Humanities, Social Science, Business and Law

## Equality, Diversity Inclusion Strategy & Objectives 2016 -2020

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### Introduction

Queen Mary University of London's vision is to be an institution that "***aims to recruit students and staff of the highest intrinsic talent and potential, and to nurture their careers***". As a university we welcome the diversity of our staff and students, valuing difference as an important contribution to research, teaching and other activities. The university's commitment to equality, diversity and inclusion is reflected in our core [Values](#) and the following objectives, have been based on what the university **wants** to do as it strives to create an inclusive work and study environment where everyone can be themselves and their contributions are valued and respected.

### Our Strategy

To be an institution that ***aims to recruit students and staff of the highest intrinsic talent and potential, and to nurture their careers***, we have decided on a strategy based on three overarching objectives aligned to the Public Sector Equality Duty;

- **EDI Strategic Objective 1**  
**Eliminate unlawful discrimination, harassment and victimisation** - by embedding Equality and Diversity into all that we do
- **EDI Strategic Objective 2**  
**Advance equality of opportunity** between those who share a protected characteristic and those who do not
- **EDI Strategic Objective 3**  
**Foster good relations** between people who share a relevant protected characteristic and those who do not share it.

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These objectives and subsequent actions will drive improvement in the university's professional and educational performance and help to accelerate the rate of progress towards equality of opportunity, greater diversity within the institution and effective and inclusive working practices. Collectively, these objectives and actions will provide a continuum of activity from compliance to best practice that can help the university promote its work as a lead institution on issues of equality, diversity and inclusion in research and innovation.

In developing these objectives we have emphasised equality, diversity and inclusion based on **Disability, Race, Gender and Gender identity and Sexual Orientation**, as these areas have been identified in both Staff and Student survey's as ones where we need to do more and have been agreed by members of the Equality & Diversity Steering Group and QMSE, in line with our commitment under the Equality Act 2010.

The actions and activities have been organised into an action plan for 2016 -2020. The very nature of this plan means that it is subject to further development as work progresses, changes occur within legislation and within the Higher Education sector. To ensure our focus is current and fit for purpose, progress against these objectives will be monitored centrally by the Equality and Diversity Steering Group and will be reported on a termly basis to QMSE and a periodic report will be sent to Council.

The activity attached to each strategic objective reflects our existing external commitments (eg Athena SWAN, Race Equality Charter Mark, and Stonewall) and provides a strategic approach to meeting future organisational needs.

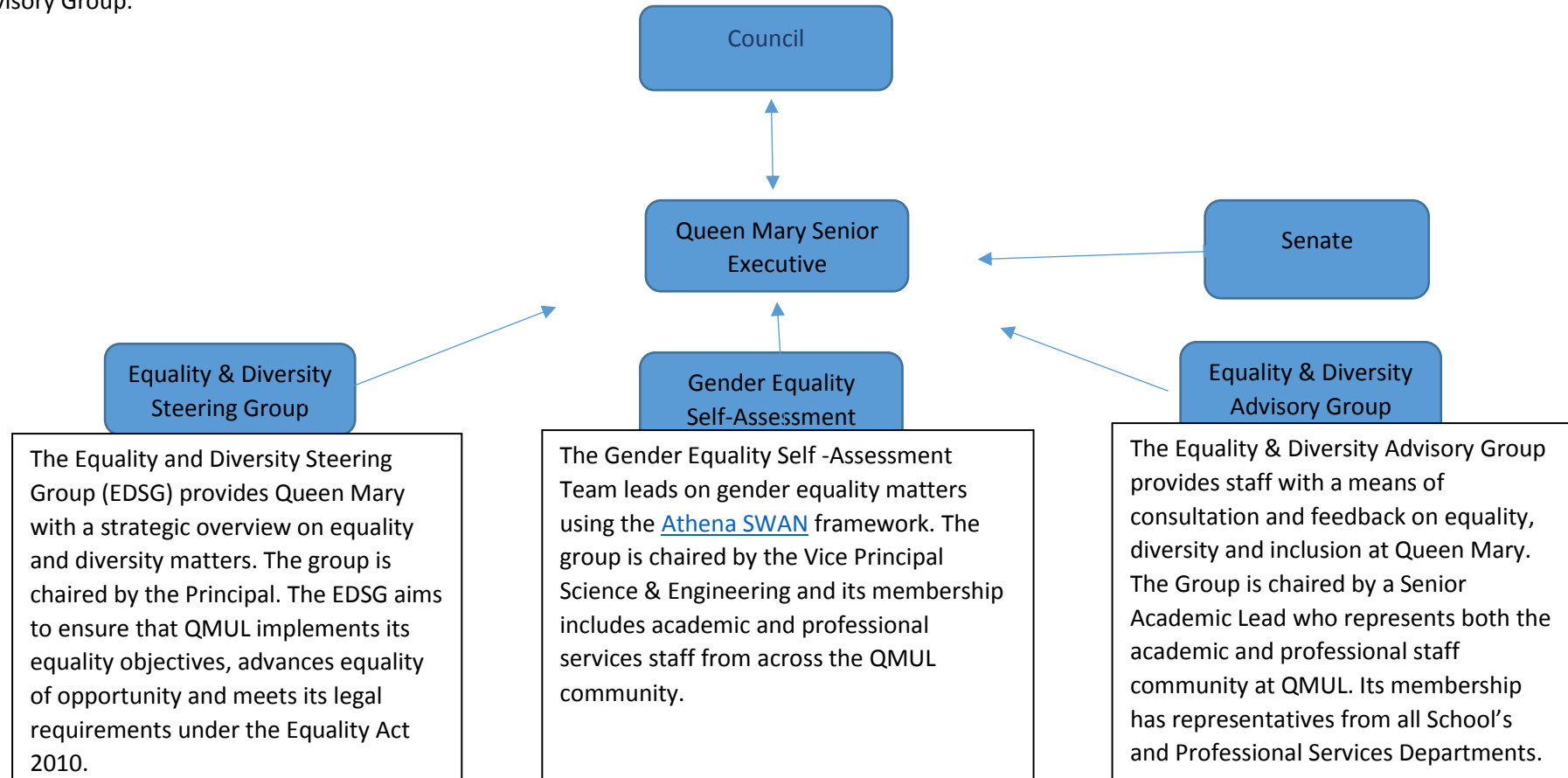
Responsibility for implementation of the plan does not rest with one part of the university, but will instead be taken forward by post-holders with the necessary expertise and mandate to report to the Equality and Diversity Steering Group. To further embed this activity a designated objective will be assigned to Heads of Faculties and Departments and one to Heads of Professional Services departments to help ensure engagement across the university,

These objectives will be publicised at local and university level. Progress will be monitored through the Planning and Accountability Review (PAR).

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### **Equality and Diversity Strategic Groups**

The University has established the following infrastructure to take forward its equality, diversity and inclusion agenda with reporting lines. The equality diversity and inclusion objectives have been agreed in consultation with members of the Equality and Diversity Steering Group and the Equality & Diversity Advisory Group.



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## Equality and Diversity Objectives 2016 -2020

1	<b>E &amp; D Strategic Objective 1 Eliminate unlawful discrimination, harassment and victimisation – by embedding the equality act in everyday activities</b>				
	Action	Success Measures	Post-holder responsible	Start date	End date
1.1	<p>Include all Faculties and Departments within the university in the revised Equality and Diversity objective setting process. Progress against the following objectives will be monitored through the Planning and Accountability Review (PAR) ;</p> <p><b>Faculty Objective</b> Science and Engineering, School of Medicine and Dentistry to apply for Athena SWAN Bronze or Silver awards and progress delivery of action plans.</p> <p>Departments (except Geography and Politics) in AHSSBL to join the QM Athena SWAN programme, have set up SAT'S and working towards accreditation.</p> <p><u>Professional Services Objective</u> Implement a talent development mentoring and development scheme across PS with a particular focus on increasing the number of BME staff amongst PS leaders at all levels</p>	<p>All departments/faculties have gained their next Athena SWAN award or retained their Athena SWAN award.</p> <p>Action plans have been progressed and demonstrable difference can be shown.</p> <p>A 20% increase in the number of BME staff in supervisory, management and leadership roles within PS</p>	<p><b>Champion</b> Principal</p> <p><b>Accountable person</b> Faculties – Vice Principal</p> <p><b>Accountable Person</b> Professional Services – Chief Operating Officer</p>	<p>Nov 2016</p> <p>Nov 2016</p>	<p>Nov 2018</p> <p>May 2017</p>
1.2	<p>With the review of the I Grasp system, investigate whether the proposed dashboards have a function to produce reports that show the recruitment journey of applicants from short-</p>	<p>Increase in applicants to QMUL from the protected characteristic groups is</p>	<p><b>Champion</b> Dir. Human Resources</p> <p><b>Accountable person</b></p>	<p>January 2017</p>	<p>January 2018</p>

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	listing to appointment and internal promotions by protected characteristics.	captured and monitored.	Dir. ITS		
1.3	Develop an Information Network Group to produce a clear framework and implementation plan for the publication of Equality data for the University	Framework developed and timely publication of equality data.	<b>Champion</b> Dir. Human Resources <b>Accountable person</b> D & I Manager	Oct 2016	Ongoing
1.4	Ensure that guidance on equality impact assessments for policies reflects current guidance from the Equality Challenge Unit on protected characteristics:  a) review the guidance attached to coversheets for Council, Senate and QMSE;  b) ensure that the guidance is applied when policies become due for review.	Equality impact assessments will be completed for all policies and will reflect current ECU guidance.	<b>Champion</b> Academic Registrar & Council Secretary <b>Accountable person</b> a) Deputy Registrar (Academic Secretariat)  b) Assistant Registrar (Council and Governance)	Oct 2016	Policies and guidance reviewed on a 3 -5 year cycle
1.5	a) Investigate the capability of IGrasp to undertake blind shortlisting in the recruitment of professional services staff grades 1 -6  b) Undertake Pilot blind short listing within HR in the recruitment of professional staff grades 1 -6		<b>Champion</b> Dir. Human Resources <b>Accountable person</b> a) Dir ITS  b) Central Services Manager	Dec 2016  May 2017	June 2017
1.6	Improve the student experience through the inclusivity of their teaching and learning ; a) take forward the recommendations of the Inclusive Curricula Project (carried out by 'We Research It') with		<b>Champion</b> Vice-Principal (Student Experience, Teaching and Learning) <b>Accountable person</b>	April 2016	Sept 2016 for initial report

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	<p>the support of the Vice Principal for Teaching and Learning.</p> <p>b) Engage with representatives from schools Student Staff Liaison committees to capture feedback from students on inclusivity issues in the curriculum.</p>	<p>Annual Feedback from Student Representatives at Staff- Student Liaison Committees on inclusivity issues in the curriculum.</p>	<p>Head of Disability and Dyslexia Service</p> <p><b>Accountable person</b> Head of Engagement, Retention and Success</p>	<p>April 2017</p>	<p>Ongoing</p>
1.7	<p>Monitor the age, gender, race and sexual orientation balance at formal meetings across QMUL:</p> <p>a) continue to monitor the membership of Council and key committees ( Inc. university Athena SWAN SAT) and make annual recommendations to Governance Committee and EDSG;</p> <p>b) ask bodies reporting to Senate to return data on membership in their annual reports;</p> <p>c) ask academic schools and institutes to return data on the membership of their main board through PAR.</p>	<p>Evidence will be collected on the gender balance at formal meetings across QMUL, to that any concerns can be identified and an appropriate response put in place and monitored.</p>	<p><b>Champion</b> Academic Registrar &amp; Council Secretary</p> <p><b>Accountable person</b></p> <p>a) Assistant Registrar (Council and Governance)</p> <p>b) Deputy Registrar (Academic Secretariat)</p> <p>c) Executive Officer (Principal)</p>	<p>May 2016</p>	<p>February 2017</p>
1.8	<p>Undertake a test Gender pay audit in preparation for final guidelines. Analyse emerging themes and identify what actions can be taken in advance of final government gender</p>	<p>Test gender pay gap metric is identified. Project plan is in place</p>	<p><b>Champion</b> Principal</p> <p><b>Accountable person</b> Reward Manager</p>	<p>Oct 2016</p>	<p>Apr 2017</p>

	pay gap calculations. Commence planning for annual gender pay gap audits.	for gender pay gap audit.			
1.9	Develop a project plan for Equal Pay reporting for the university and undertake an equal pay audit. Identify and investigate pay gap of more than 5%. Identify actions to address emerging themes. Propose timeline for consistent equal pay audits ( eg bi-annual)	A plan is in place for an equal pay audit .Post pay audit, future timelines are given for regular equal pay audits.	<b>Champion</b> Principal <b>Accountable person</b> Reward Manager	July 2017	Dec 2017
1.10	a)Review the Equality Analysis of REF 2014 and consider what actions will be necessary for REF 2021  b) Working with the Dir ITS ensure that relevant staff data is available for consideration by the REF co-ordination groups		<b>Champion</b> COO <b>Accountable person</b> a) Emma Hare b) D& I Manager	February 2017	Dec 2017
1.11	a)Develop proposal for QMUL to be a Third Party reporting centre for hate crime with support from Tower Hamlets Council  b) Launch and implement the Third Party reporting centre	Staff/students are aware of the existence of the centre	<b>Champion</b> Chief Operating Officer <b>Accountable person</b> Dir of Student Services	Sept 2016  Dec 2016	  Dec 2016
1.12	a) Diversity & Inclusion team to identify suitable locations at each QMUL site for the installation of Gender Neutral Toilets and secure user agreement/support.  b) EAF to take forward the re- designation of each location, providing signage as appropriate. For future new builds, EAF to include the requirement for a GNT into the design planning.	All campuses to have at least one GNT by 2020.  Lists of gender neutral toilets to be made available and promoted via the intranet.	<b>Champion</b> COO <b>Accountable person</b> a) D& I Manager  b) Dir Estates	October 2016	October 2020
1.13	Working with DisabledGo :		<b>Champion</b> COO <b>Accountable person</b>	May 2016.	

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	<ul style="list-style-type: none"> <li>• Conduct an access audit of Estates and Facilities surveying all 5 sites at QMUL looking at the accessibility of the buildings and the services within them</li> <li>• Produce a number of accessible student guides. The guides will be formally launched on the DisabledGo website for the academic year 2016/2017</li> </ul>		Head of Disability and Dyslexia Service,  Dir of Student services	Sept 2016	May 2017
1.14	<p>Working with QMSU, develop a QMUL/QMSU Joint Harassment guidance with effective support and guidance for staff and students which encourages reporting of incidents and enables accurate monitoring</p> <p>Collate data on reports of harassment and bullying and report periodically to the Campus Safety Group</p>	Reduction in the indicators in Staff/ Student Survey on Bullying and Harassment	<b>Champion</b> Principal <b>Accountable person</b> Diversity Manager	Sept 2016	Feb 2017
1.15	Produce a report on the Equality and Diversity themes arising from the QM Staff survey 2016 to be considered by the Equality & Diversity Steering Group and a plan developed to take forward recommended actions	An increase in satisfaction levels for each QM Staff survey year commencing 2016.	<b>Champion</b> Principal <b>Accountable person</b> Diversity Manager	October 2016	Jan 2017

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2	<b>E &amp; D Strategic Objective 2</b> <b>Advance equality of opportunity</b> between those who share a protected characteristic and those who do not				
	Action	Success Measures	Post-holder responsible	Start date	End date
2.1	a) Achieve Athena SWAN Silver award at University level by 2016	University has successfully gained Silver award.	<b>Champion</b> VP Science & Engineering	Mar 2016	Nov 2016

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	b) Support remaining STEM faculties and departments in AHSSL to progress Athena SWAN submissions.	All faculties and departments in AHSSL have set up SAT'S and working towards accreditation by April 2020	<b>Accountable person</b> Dir Human Resources	Oct 2016	April 2020
2.2	Advise ECU of intention to participate in the Race Equality Charter Mark  University to submit for Bronze Race Equality Charter Mark - Undertake awareness raising events, set up SAT and working towards accreditation.	University has successfully gained Bronze award	<b>Champion</b> Principal <b>Accountable person</b> Dir Human Resources	Feb 2017	Submit for award by end 2019
2.3	a) Undertake a 2 year research project to investigate the differential attainment and university experience amongst BME students.  b) Act on the recommendations of the research project by conducting a pilot in key faculties and departments during 2017 and evaluated in 2018	Identification through quantitative analysis of gaps in attainment for BME students at QMUL  Identification of qualitative differential experience of BME students at QMUL.	<b>Champion</b> Vice-Principal (Student Experience, Teaching and Learning) <b>Accountable person</b> Head of Engagement, Retention and Success	Sept 2016  Implement 2017  Evaluate 2018	Sept 2018

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2.4	<p>Continue to be part of the B-Mentor programme for BME academics, with leading higher education institutions</p> <p>Develop B- Mentor programme for professional services staff with leading higher education institutions</p>	<p>Increase number of participants from QMUL year on year</p>	<p><b>Champion</b> Principal <b>Accountable person</b> Diversity Manager</p>	<p>Nov 2016</p> <p>Nov 2016</p>	<p>Ongoing</p> <p>Ongoing</p>
2.5	<p>Produce guidance for line managers on how to support disabled staff.</p> <p>Review how reasonable adjustments are provided to staff and ensure a more coordinated approach.</p>	<p>Disabled staff are aware of the support and assistance available.</p>	<p><b>Champion</b> Principal <b>Accountable person</b> Diversity Manager</p>	<p>October 2016</p>	<p>Oct 2017</p>
2.6	<p>Ensure that QMUL's disabled students can continue to access the support to which they are entitled despite the cuts to the Disabled Students' Allowances (DSA).</p>	<p>Continuing high scores for disabled student satisfaction on QMSS in line with SETLA Objective 2.3</p>	<p><b>Champion</b> <b>COO</b> <b>Accountable person</b> Head of Disability and Dyslexia Service</p>	<p>August 2016</p>	<p>Ongoing</p>

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3	<b>E&amp; D Strategic Objective 3</b> <b>Foster good relations</b> between people who share a relevant protected characteristic and those who do not share it.				
	Action	Success Measures	Post-holder responsible	Start date	End date
3.1	<p>Increase staff understanding of strategic and local aspects of equality, diversity and inclusion by mandatory attendance and monitoring at the following courses;</p> <ul style="list-style-type: none"> <li>• <b>Equality &amp; Diversity Essentials</b> – all staff</li> <li>• <b>Managing Diversity</b> - all managers</li> <li>• <b>Unconscious Bias</b> To limit the impact of unconscious bias on key decisions, the university has made attendance at unconscious bias training during the 2016/17 mandatory for the following groups of staff; <ul style="list-style-type: none"> <li>❖ All academics (Lecturers and above) and all Professional Services staff (Grade 5 and above) in schools/departments applying for Athena SWAN awards (November 2016/April 2017/November 2017) and those who have this as an action in their action plans</li> <li>❖ Admissions tutors, student facing staff, and those responsible for (local) recruitment, panelists on promotion boards</li> </ul> </li> <li>• <b>Recruitment and Interview Selection</b> - staff sitting as panel members making key decisions on recruitment &amp; selection and promotion panels</li> </ul>	<p>By 31.12.17, 95% of staff will have received relevant equality and diversity awareness training appropriate to their level of responsibility.</p>	<p><b>Champion</b> Principal <b>Accountable person</b></p> <ol style="list-style-type: none"> <li>1. Diversity Manager</li> <li>2. Head of Leadership and Professional Development</li> </ol>	<p>Nov 2016</p>	<p>ongoing</p>



3.2	<p>a) Develop and roll out 'Equality and Diversity Essentials' online training (alongside Anti- bribery and Health &amp; Safety training) to new and existing staff and monitor completion rates.</p> <p>b) Consider rolling out "Equality and Diversity Essentials" online for students.</p>	Mandatory for all new starters.	<p><b>Champion</b> Chief Operating Officer/Dir of Student Services</p> <p><b>Accountable person</b> Head of Leadership and Professional Development</p>	January 2017	Jan 2018
3.3	<p>a) Re-engage with the Stonewall Equality Workplace Index and improve the University's rating.</p> <p>b) Working with QMOut and QMSU LGBT Officer, develop and implement an action plan to advance equality for LGBT students and staff.</p>	<p>Submit once every 3 years</p> <p>Increase QMUL ranking in Workplace Index since the last submission.</p>	<p><b>Champion</b> COO</p> <p><b>Accountable person</b> Diversity Officer</p>	Jan 2017	Sept 2017
3.4	<p>Develop guidance on developing an inclusive environment for transgender staff and students.</p> <p>Promote awareness of the rights and needs of trans people, the University responsibilities in relation to them including non-binary people and those who are gender reassigning</p>	Guidance and information available about transgender staff and students.	<p><b>Champion</b> Vice-Principal (Student Experience, Teaching and Learning)</p> <p><b>Accountable person</b> Diversity Manager</p>	Sept 2016	Jan 2017

3.5	Design an annual programme of events with the students union, student LGBT officer, and QMOut to raise greater awareness of LGBT	An annual plan available at the end of each previous academic year.  A variety of events held including LGBT History month	<b>Champion</b> Dir of Student Services  <b>Accountable person</b> Diversity Officer	Mar 2017  Dec 2016	At the end of each academic year  Every March
3.6	Set up a QMUL/QMSU Inter-faith advisory group to consider QMUL policies and recommend improvements. Engage staff and students to discuss topics of concern and bring recommendations to EDSG.	Advisory group in place and established. Improved staff/student satisfaction ratings as a place to study and work.	<b>Champion</b> Vice-Principal (Student Experience, Teaching and Learning)  <b>Accountable person</b> Dir of Student Services	Jan 2017	Nov 2017
3.8	Develop and roll out training for all Student Support Officers/ Managers in schools regarding supporting disabled students. NB: This will complement the existing training in mental health awareness provided by Student Wellbeing Services.	Increased disabled student satisfaction in student survey; all Student Support Officers to have received appropriate training from Student Wellbeing Services	<b>Champion</b> Faculty Operating Officers  <b>Accountable person</b> Head of Disability and Dyslexia Service	Start: Oct 2016	March 2017

3.9	Establish networks for Black & Minority Ethnic staff and disabled staff	Networks established and engaged and contribute to the EDI agenda	<b>Champion</b> Dir Human Resources <b>Accountable person</b> Diversity Manager	October 2016	July 2017
3.10	Adjust systems to accommodate gender variation and non-binary categories, and secure confidentiality of gender identity on MyHR	System will accommodate gender variation	<b>Champion</b> Dir Human Resources <b>Accountable person</b> Dir ITS	Oct 2016	Jan 2017

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