



Strategic Equality Plan 2016 - 2020

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Vice-Chancellor's foreword

I welcome the publication of this Strategic Equality Plan which incorporates the UWTSD Group for the first time. The University is committed to ensuring that we provide an inclusive learning and working environment in which our learners, students and staff are able to flourish and are free from prejudice and discrimination.

As Vice-Chancellor of the UWTSD Group, which includes Coleg Sir Gâr and Coleg Ceredigion, I am particularly proud of our enviable track record for widening access, championing lifelong learning without barriers and supporting learners and students from all backgrounds and at all stages during their education. The UWTSD Group provides further and higher education from 17 campuses across South West Wales, as well as in Cardiff and London and as such our location provides us with unrivalled opportunities to promote social and economic mobility.

The education sector benefits from diversity and an environment where people can come together from all backgrounds to seek knowledge, learn from each other and develop skills that benefit our wider communities.

This Strategic Equality Plan fits well within our mission to Transform Education and Transform Lives. Inclusivity is one of our key planning themes; it is embedded within our curriculum and is aligned to the Welsh Government's Wellbeing of Future Generations Goal of a more equal Wales. Our vision is to create a culture of openness and respect in which barriers for those with protected characteristics are identified and removed. We want our people to feel safe and valued, and to achieve their full potential for the benefit of the individual, the organisation and our wider communities. We wish to promote equality of opportunity, fair working practices, and good interpersonal relations throughout our staff and student bodies.

I would like to thank our staff, learners and students for their input into this Strategic Equality Plan and to Parigen for their guidance.

Professor Medwin Hughes, DL
Vice-Chancellor

An introduction to the University of Wales Trinity Saint David (UWTSD) Group

The University of Wales Trinity Saint David is an expanding, multidisciplinary, dual sector group of Higher Education (HE) and Further Education (FE) learning providers with campuses across South West Wales. It results from the mergers in 2010 of the University of Wales Lampeter and Trinity University College Carmarthen, followed by a further merger with Swansea Metropolitan University in 2013. The UWTSD Group was further enhanced through the merger of Coleg Sir Gâr (2013) and Coleg Ceredigion (2014) and will be again expanded when the University of Wales joins the Group in 2017. The UWTSD Group has campuses in Swansea, Carmarthenshire, Ceredigion, Cardiff, and London. Through this collaboration of complementary and diverse institutions we offer a new integrated educational approach, which extends from entry level through to post-doctoral research.

The learner is central to the UWTSD Group, which is dedicated to realising the potential of each individual. We offer a wide variety of educational pathways as part of our 'system' of universities and colleges, reflecting the needs and aspirations of our learners at all stages of their educational development and of all ages and backgrounds.

The UWTSD Group is locally rooted and globally connected. We have a clear commitment to Wales, contributing to its bilingual heritage as a major provider of bilingual and Welsh medium higher education.

Why are we committed to equality and diversity?

It is important to us to create an inclusive learning and working community which is free from discrimination, harassment and victimisation, and where all our staff and our learners are supported, feel respected and can show their potential. Equality and diversity (E&D) are therefore key themes for us and our strategic equality objectives align with and support our wider strategic priorities. HE and FE partners within the UWTSD Group have much in common in their aspirations and values, for example:

- All partners reach out to and attract a wide range of learners, promoting equality of access, minimising the potential barriers of factors such as age, social deprivation, physical access and gender stereotyping;
- All partners work together to offer a wide range of learning pathways, including bilingual and Welsh medium study options, to people from many different backgrounds and at many different stages of their educational journey;
- All partners wish to maximise learner satisfaction levels and retention rates by understanding and meeting learner needs and ensuring that learners feel respected and supported.

This Strategic Equality Plan helps us to deliver these commitments by:

- Ensuring that we understand the needs of our learners and staff;
- Ensuring that our staff and learners feel respected and valued, and that none of them are disadvantaged by the way our organisations function;
- Providing our staff and learners with a voice on equality and diversity matters, increasing their satisfaction levels and giving them confidence that we will listen and

respond to their views, experiences and needs and accommodate these wherever possible;

- Ensuring that we have the range and diversity of staff to deliver our desired breadth of educational pathways, to deliver high quality research and scholarships, to help us build diverse, global and regional networks and to properly support our student body, helping our learners to achieve the best possible educational outcomes;
- Helping us to build a positive, accessible and productive work and study environment for all;
- Establishing an E&D governance structure, that promotes engagement and debate in E&D issues, that facilitates the sharing of good practice and collaboration between all partners and that drives forward the implementation of the E&D action plan, ensuring that all E&D related strategic targets are met;
- Ensuring that we comply with equality legislation and fulfil the requirements of the Public Sector Equality Duty (see Appendix A);
- Complementing and supporting our work in other areas, such as promotion of the Welsh Language and Widening Access and Participation.

Our Vision for Equality and Diversity

Our vision is of a cohesive UWTSD Group in which the HE and FE partners work in collaboration to provide supportive and inclusive environments in which learners and staff can flourish, free from prejudice and discrimination. With the full support of our governors and senior leaders, we are committed to achieving a culture of openness and respect in which barriers to employment and learning are identified and removed. We want our people to feel safe and valued, and to achieve their full potential for the benefit of the individual, the organisation and our wider communities. We wish to promote equality of opportunity, fair working practices and good interpersonal relationships throughout our staff and student bodies.

Our E&D aims

To eliminate unlawful discrimination, harassment and victimisation, which involves:

- Helping people to understand what these terms mean and which behaviours and attitudes are inappropriate;
- Ensuring everyone is treated equally;
- Eliminating direct or indirect discrimination from our work and study environment.

To promote and advance equality of opportunity, which involves:

- Minimising the impact of disadvantage;
- Identifying, understanding and meeting the needs of our staff and learners / students;
- Encouraging people to take up opportunities, especially people from under-represented groups.

To promote and foster good relations between people, which involves:

- Promoting tolerance and understanding;
- Tackling prejudice;

- Explaining the benefits of diversity.

To ensure that we meet all the requirements of the Equalities Act (2010) and the Public Sector Equality Duty (Wales, 2011), which involves:

- Setting out our equality objectives and our plan clearly in this document and ensuring it is accessible to those who wish to read it;
- Ensuring that our equality and diversity work has strong governance and leadership;
- Investigating and, if appropriate, tackling any incidents of unequal pay;
- Continuing to consult staff, learners and other stakeholders about relevant experiences, and invite their ideas on strengthening equality and diversity in the Group;
- Training and informing our staff and learners / students on the importance of equality and diversity, and on their rights and responsibilities;
- Ensuring that our policies and practices are impact assessed and monitored; ensuring that staff have the necessary skills to conduct these assessments and use them to help eliminate discrimination.

Our equality objectives for 2016-2020

Theme One: Strengthening leadership and governance of E&D across the Group

Objective one: To establish, across the UWTSD Group, an interconnected E&D governance structure which engages stakeholders, facilitates the sharing of good practice and has strong, committed senior leadership.

Sub objectives

1.1 Appoint a senior Group E&D Lead who leads the implementation of this plan and ensures the embedding and alignment of equality and diversity at the highest strategic levels.

1.2 Ensure this Strategic Equality Plan and related action plans align with UWTSD Group strategic objectives, updating and revising this over its duration if required.

1.3 Ensure, through annual reviewing, that this Strategic Equality Plan and connected action plans align with future policy developments emanating from the UK and Welsh Governments, the Equality and Human Rights Commission, and HEFCW over the period 2016-2020 and that these objectives and action plans are updated and revised if required.

1.4 Ensure each institution within the UWTSD Group has its own E&D Committee chaired by a senior leader that meets at least once a semester.

1.5 Establish a central E&D Committee bringing together institutional representatives, chaired by the Group E&D Lead and reporting to Council and Senate.

1.6 Make visible the existing strong senior leadership support for E&D through more regular and stronger messages from senior level about E&D's importance and benefits

1.7 Review the diversity of UWTSD governing bodies to ensure they are representative of the constituencies they serve.

1.8 Ensure governing bodies are regularly briefed on E&D issues and their responsibilities in this area. Ensure they have the information they need to see the connectivity between this plan and other plans and strategies they oversee.

Theme 2: Strengthening data monitoring

Objective 2: To develop a harmonised and effective E&D data system across the UWTSD Group to improve data collection, analysis and use.

Sub-objectives

2.1 To develop a common and comprehensive system of E&D data collection, recording and reporting shared by all institutions in the UWTSD Group to monitor and measure performance against targets set.¹

2.2 Develop a strategy to improve disclosure of all protected characteristics by both staff and learners / students which can be adapted to suit each individual institution.

2.3 Upskill and increase the confidence of staff running E&D data reports and facilitate sharing of good practice in this area.

2.4 Use E&D data reports, at least annually, to enable the E&D Committee to monitor progress and report to Council and Senate.

2.5 To ensure the embedding of the analysis of E&D data at all levels of activity.

Theme 3: Awareness and understanding of E&D

Objective 3: To improve awareness and understanding of equality matters and how they impact on the success of the organisation and its people.

Sub-objectives

3.1 Design and run an E&D awareness campaign for staff and learners / students across the UWTSD Group.

3.2 Consider developing and publishing a business case for E&D to clarify the issues for leaders, managers and individuals.

¹ See the sample E&D data template provided at Appendix C

3.3 Include E&D training in inductions for new staff, for E&D committee members, members of selection panels, Human Resource teams and those members of staff undertaking appraisals.

3.4 Include E&D in other training and development programmes where appropriate.

3.5 Support the Students' Union in enhancing their training and briefing on E&D for Students' Union officers and course representatives.

3.6 Increase the number of staff completing Equality Impact Assessment (EIA) training and streamline our EIA systems across the UWTSD Group.

3.7 Ensure that all student / learner cohorts are made aware of E&D principles and values as appropriate and embed awareness raising activities of E&D within induction events.

Theme 4: Creating an inclusive and open environment

Objective 4: Creating an inclusive environment where all staff and learners feel safe, valued, respected and are able to fulfil their potential, and where people with protected characteristics are able to speak openly about their needs and expect appropriate support.

Sub-objectives

4.1 Develop a clear system of support for staff with protected characteristics.

4.2 Ensure that there is a clear system for staff and learners to report any incidents of discrimination, victimisation, harassment, or bullying, that complaints are properly recorded and followed up, and that the complainant receives feedback on the action taken. Produce an annual, anonymised overview report to the central E&D committee recording the incidents that have taken place in all institutions in the UWTSD Group and make recommendations to reduce the likelihood of occurrence.

4.3 Embed questions about E&D in the staff survey to ensure that staff have a voice on E&D as well as other matters related to their engagement and satisfaction.

4.4 Strengthen existing learner / student support systems by reporting and monitoring any issues and sharing good practice across the Group through the central E&D committee.

4.5 Conduct regular staff equal pay audits and identify and address any areas of pay inequality².

² Explore the WAVE project at Cardiff University as a potential source of learning and good practice on gender pay.

4.6 Explore additional widening participation and/or positive action activities to help address under-representation of learners / students and staff with protected characteristics³.

4.7 Support the Students' Union in ensuring that student representation systems across the UWTSD Group appropriately embed E&D principles so that students / learners with protected characteristics have an appropriate voice.

4.8 Ensure fairness and transparency in recruitment, appointment and promotion procedures and tackle any biases identified through monitoring.

4.9. Strive for equality in bilingualism by meeting the new Welsh Language Standards, raising awareness of the rights of Welsh language speakers, looking for opportunities to collaborate on Welsh medium initiatives, and also by giving staff the opportunity to learn and refresh Welsh language skills.

4.10 Ensure that procurement services within the UWTSD Group are fair, transparent, embracing best practice and the principles of this Strategic Equality Plan.

4.11 Consider the use of mentoring and shadowing as a tool for development of E&D awareness and to promote good relationships among all people belonging to the Group.

4.12 Ensure that all partners within the UWTSD Group publish relevant organisational E&D policies on their website so that these can be easily accessed by stakeholders.

Welsh Language Commitment

Protecting and promoting the Welsh language continues to be a priority of the Welsh Government and more developments are expected with the Welsh Language Schemes being replaced by Welsh Language Standards. We recognise that speaking Welsh is not legally a protected characteristic, and that the development and implementation of the Welsh Language Scheme is managed separately from E&D but in recognition of the links between the two we will identify synergies in policy development, implementation and monitoring.

³ Cross-referencing to existing Widening Access and Participation Strategy or Strategies.

Responsibilities

Everyone has responsibilities for implementing this Strategic Equality Plan. The specific responsibilities of different groups are set out below:

As a learner you should:

- Treat your peers, and all members of our learning and wider community with respect;
- Feel confident to report any incidents of bullying, victimisation, harassment or discrimination;
- Be aware of the principles of equality and diversity and respect people's rights, preferences and beliefs in accordance with these values.

As a member of staff, agent or consultant you should do the above, plus:

- Apply the principles of equality and diversity in your work and your day-to-day interactions with colleagues and students / learners;
- Ensure you are aware of equality legislation and organisational policies connected to equality and are able to apply these in your working environment as appropriate;
- Be alert and responsive to the needs and rights of people with protected characteristics.

As a line manager or a manager of agents or consultants you should do all the above, plus:

- Ensure that new staff are aware of and understand the organisations' policies connected to equality and diversity;
- Ensure that all your staff are aware of their rights and responsibilities with respect to equality and diversity and challenge any attitudes or behaviours that could be deemed discriminatory or prejudicial;
- Ensure your staff are supported to reach their potential and have equal access to development and promotion opportunities.

As the E&D Group Lead you have the responsibility for the effective implementation, monitoring and updating of this Strategic Equality Plan.

As a senior leader you should do all the above plus:

- Include equality and diversity considerations in all relevant strategies and plans;
- Monitor your strategies, policies and plans for any equality impacts;
- Consider the resource and workload implications of, for example, staff E&D training, governance duties, and action plan implementation;
- Ensure a strategic and joined-up approach to equality and diversity.

As a member of the governing body you should:

- Ensure you are fully up to date with the requirements of equalities legislation and the Public Sector Equality Duty (Wales) and their implications for learning providers;
- Ensure your organisation is compliant with equalities duties and legislation;

- Ensure E&D work is adequately resourced, well governed and regularly monitored and that you are receiving clear reports on the progress made and performance to targets;
- Ensure that action is taken if acceptable progress is not being made and targets are not met.

As a provider of goods or services to the UWTSD Group you should:

- Understand and respect the need of the UWTSD Group to eliminate discrimination, promote equality of opportunity and foster good relations between people within the organisation;
- Subscribe to our equality vision and support the principles of this Strategic Equality Plan.

Consultation and Engagement

This plan has been prepared after wide consultation with our stakeholders and is informed by their experiences and views. The plan itself was disseminated widely for comment and feedback before being finalised.

We are committed to continuing to consult our stakeholders as their views and experiences, together with our quantitative data monitoring, will help us to implement, monitor and update this plan over the next five years. The ways in which we will consult and engage stakeholders include, but are not limited to:

- Engagement or satisfaction surveys
- local and central E&D committees
- learner / student voice activities
- learner / student representation systems
- liaison with staff and Students' Unions
- support groups
- monitoring grievances, incidents reported and complaints

Staff and learners experiencing anything they deem to be discrimination, bullying, harassment or victimisation are encouraged to report this immediately so that issues can be addressed and resolved and are not allowed to escalate.

Equality Impact Assessments

We understand and will fulfil our duty to assess the impact of our policies, practices and decisions on our ability to fulfil the requirements of the Public Sector Equality Duty (Wales, 2011). We are required to publish any assessments which show 'substantial impact', that is considerable evidence that certain groups might be affected by a proposed policy or decision.

Monitoring and Reporting

Over the period 2016 -2020 and beyond, we will continue to collect and monitor statistical information on our staff and learner / student profiles for all protected characteristics. A list of the quantitative data we will gather is included at Appendix C. We will use the data to:

- assess the usefulness and impact of our Strategic Equality Plan and related action plans;
- identify trends within our staff and learner / student populations with respect to protected characteristics;
- identify and highlight any ongoing barriers and/or areas of under-representation or inequality;
- assess our progress against our equality objectives and check to see whether these need updating or revising;
- identify future priorities for action.

Our Equality and Diversity Committees will produce annual reports. These will be submitted to the central E&D committee for review and assimilation and a UWTSD Group report compiled to document overall progress against this plan. This report will be submitted to Council and Senate.

Appendix A: The Equality Act 2010: Quick Facts

What is the Equality Act?

The Equality Act 2010 makes it law that every private, public and voluntary organisation must not discriminate against employees and people that use their services because of particular characteristics. The main provisions of the Act were implemented in two phases. The first phase became law in October 2010. It updated and harmonised preceding legislation, providing protection from discrimination for all individuals across a broad range of 'protected characteristics'. The second phase became law in April 2011 introducing a new 'public sector equality duty' and clarifying which organisations must comply with this duty.

Who is protected?

The Equality Act 2010 makes sure that people with nine listed protected characteristic are protected from discrimination. These protected characteristics are: age, disability, gender reassignment (transgender), marriage and civil partnership, pregnancy and maternity, race/ethnicity, religion or belief, sex/gender, and sexual orientation. Definitions of the protected characteristics are provided in Appendix B.

What is 'prohibited conduct' under the Act?

Private, public or voluntary organisations are not allowed to discriminate directly or indirectly against people with protected characteristics. However there are some areas of detail that are worth noting:

- With respect to pregnancy and maternity, women are protected for the duration of the pregnancy and up to 26 weeks after the birth.
- All those with protected characteristics are protected from harassment, with the exceptions of pregnancy and maternity and marriage and civil partnership.
- Discrimination by association is extended to all protected characteristics except pregnancy and maternity. So, for example, carers are protected because of their association with someone with a protected characteristic, such as a disabled person.
- Organisations must continue to make 'reasonable adjustments' for disabled people, and may if appropriate treat a disabled person more favourably than others.
- Organisations may not discriminate against someone they perceive to have a protected characteristic – even if that person does not actually have that characteristic.

What are Public Sector Equality Duties (PSED)?

The Public Sector Equality Duty means that public bodies not only have to take steps to stop discrimination, harassment and victimisation but also promote equality and foster good relations, which involves tackling prejudice and raising awareness and understanding. There are also certain 'specific duties' for public bodies in Wales including publishing equality objectives and a strategic equality plan, monitoring potential pay gaps, engaging and consulting stakeholders, particularly those with protected characteristics, and assessing how any changes to policy or practice might impact on its ability to meet the general duties listed above.

What is positive action?

Positive action means the steps that an employer can legally take to encourage people from groups with different needs or with a past track record of disadvantage or low participation to apply for jobs or promotions. Positive action measures are designed to counteract the effects of past direct or indirect discrimination and to help abolish stereotyping, and can only apply to groups that are under-represented.

Learners/ students with protected characteristics may be disadvantaged for social or economic reasons or for reasons to do with past or present discrimination. The Act contains provisions which enable education providers to take action to tackle the particular disadvantage, different needs or disproportionately low participation of a particular learner / student group, provided certain conditions are met.

These are known as positive action provisions and allow (but do not require) education providers to take proportionate action to remedy the disadvantage faced by particular groups of learners / students. Such action could include targeted provision or resources or putting in place additional or bespoke provision to benefit a particular disadvantaged learner / student group.

Positive action is not the same as positive discrimination which involves preferential treatment for a particular disadvantaged learner / student group which does not meet the positive action conditions.

It is never unlawful to treat disabled learner / students (or applicants) more favourably than non-disabled learners / students (or applicants).

Appendix B: Definitions of Protected Characteristics

Protected Characteristic	Definition
Age	This refers to a person belonging to a particular age (e.g. 32 years old) or a group of people in an age range (e.g. 18 - 30 year olds).
Disability	A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.
Gender reassignment	This is the process of transitioning from one gender to another. The Equality Act uses the term 'transsexual' to describe people undergoing gender reassignment.
Marriage and civil partnership	In Wales marriage is no longer restricted to a union between a man and a woman but now includes a marriage between a same-sex couple. ⁴ Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).
Pregnancy and maternity	Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.
Race	Race refers to a person or group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.
Religion or belief	Religion means any religion; belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect a person's life choices or the way someone lives for it to be included in the definition.
Sex	A man or a woman.
Sexual orientation	Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

⁴ Section 1, Marriage (Same Sex Couples) Act 2013.

Appendix C: Sample equality and diversity data collection framework⁵

Staff

	Age	Gender	⁶ Race	Disability	Sexual orientation	Religion	Pregnancy & maternity	Marital status (including civil partnership)	Gender reassignment
Numbers employed as at 31 st March each year									
Job applications in the last year									
Applications for change of position (successful/not successful)									
Applications for training (Successful/Not successful)									
Numbers completing training									
Number of grievances raised (either By or Against)									
Numbers subject to disciplinary									
Number leaving									

⁵ Based on ECU recommendations for HEIs June 2011.

⁶ In the consultations with Parigen in December 2015, staff indicated that when selecting a race/ethnicity they would like to be able to describe themselves as 'White Welsh'.

Staff (specific to gender)

	Women	Men
Job		
Grade		
Pay		
Contract type (fixed term/ permanent/ other)		
Work pattern (full-time, part-time, other flexible)		

Staff and learner / student grievances	Number submitted	Number upheld	Theme/area	Any observations or learning or corrective action required?

Disciplinary Procedures	Number occurring	Theme/area	Any observations/learning/corrective action required?

Learners / Students

	Age	Gender	Race	Disability	Sexual orientation	Religion	Pregnancy & maternity	Marital status (including civil partnership)	Gender reassignment
Numbers overall									
Admissions									
Progress									
Take-up of placements and targeted programmes									
Grievances									
Attainment									

NB. In collecting data and publishing monitoring reports, organisations must work within the Data Protection Act 1998

Appendix D: Examples of policies that may have equality and diversity implications

This Appendix is intended to illustrate that many policies can have E&D implications. This is not an exhaustive list of policies with E&D implications.

Strategy or policy	Examples of potential implications
Strategic Plans of all UWTSD Partners	<ul style="list-style-type: none"> • Are the overall organisational values and vision aligned with those in the SEP? • Are strategic objectives and equality objectives aligned? • Do institutional governance structures and leadership responsibilities include E&D? • Do institutional risk assessments include E&D considerations?
Widening Access and Community Engagement Plan	<ul style="list-style-type: none"> • Do any Widening Participation target groups have protected characteristics? • Does or could the SEP include objectives and actions that could help retain and support these target groups? • Does the Widening Participation Strategy have any staff development implications that dovetail with E&D training needs?
Procurement Policies	<ul style="list-style-type: none"> • Would it be appropriate for any of the contracts we award through our procurement procedures to hold conditions that help UWTSD meet the requirements of the Public Sector Equality Duty? • Should we set award criteria for our contracts that help find contractors that align with our E&D vision and help us to fulfil our E&D objectives?
Safeguarding policies	<ul style="list-style-type: none"> • Do our safeguarding policies refer <i>directly</i> to protected characteristics such as age, or disability? • Do our safeguarding policies refer <i>indirectly</i> to protected characteristics such as age, race, or religion and belief? • Do any of our safeguarding policies refer to carers who may be covered by the Equalities Act (as someone who is associated with someone who has a protected characteristic)?
Admissions policies	<ul style="list-style-type: none"> • What does our data monitoring tell us about the process and outcomes of our admissions policies and procedures? • Are we ensuring equal access and opportunity to potential learners / students with protected characteristics? • Do any potential learners / students with protected characteristics require help with the admissions procedure? If yes are they getting that help? • Are any learners / students with protected characteristics proportionately under-represented in our admissions pool? • Have we compared success rates between those who have protected characteristics and those who do not to

	check for any biases?
Flexible Work Policies	<ul style="list-style-type: none"> Do all staff, including those with protected characteristics, have the option to work flexibly? Do all staff, including those with protected characteristics, take up this option? Is any protected characteristic over-represented among your flexible workers? If yes is that group treated equally in all matters? Do staff who work flexibly have equal access to promotion and progression opportunities? Is permission to work flexibly granted at the discretion of line managers? If yes have they had E&D training?
Teaching and Learning Policies	<ul style="list-style-type: none"> Do we provide sufficient guidance to our academic colleagues to ensure inclusive teaching and an inclusive curriculum? How do we ensure our programmes are taught in a way that does not subject students / learners to discrimination? How do we consider equality and diversity when creating and validating new programmes?
Assessment Policies	<ul style="list-style-type: none"> How do we monitor and report on assessment outcomes for students / learners with protected characteristics?
Learner / Student Support Policies	<ul style="list-style-type: none"> Do learners / students, including those with protected characteristics take up the support available?

Other policies and procedures to consider include:

- Adoption policy
- Capability policy
- Carers Right to Request to work more flexibly
- Dependents leave policy
- Dignity at work statement
- Discretionary leave policy
- Driving at work Policy
- Fixed term policy
- Grievance Policy
- Honorarium Policy
- Induction Policy
- Maternity policy
- Parental leave policy
- Parental Right to Request to Work More Flexibly
- Paternity leave policy
- Recruitment and Selection Policy and Procedures
- Sickness Absence Management Policy
- Staff Development and Appraisal Policy
- Staff Disciplinary Policy

- Travel and Mobility Policy
- UWTSD Working off Campus Policy

Appendix E – Bibliography, references, further reading and useful links

References and recommended reading

Booklet produced by Government Equalities Office and Citizens Advice Bureau on individual rights under the Act
ACAS equalities advice for employees and employers
EHRC Guidance : The essential guide to the Public Sector Equality Duty: An overview for listed bodies in Wales (April 2011)
Is Wales Fairer? (2015) EHRC
Technical Guidance on the Public Sector Equality Duty: Wales (2014) EHRC
Developing staff disclosure: A guide to collecting and using equality data, ECU
The Higher Education Code of Governance, (2014) Committee of University Chairs,
The public sector equality duty: specific duties for Wales (2011) ECU
Assessing impact: A guide for listed authorities in Wales

Strategic Equality Documents consulted for inspiration in the writing of this plan

All existing equality plans of UWTSO Group partners
Cardiff University Equality plan 2012-2016 http://www.cardiff.ac.uk/_data/assets/pdf_file/0011/169238/SEP-Strategic-Equality-Plan.pdf
Aberystwyth University Strategic Equality Plan 2012-2016 https://www.aber.ac.uk/en/media/departmental/humanresources/pdfs/Strategic-Equality-Plan-Final-English-2012.pdf
Swansea University Strategic Equality Plan 2012-2016 https://www.swansea.ac.uk/media/Swansea%20University%20Strategic%20Equality%20Plan%202012-2016.pdf
HEFCW Strategic Equality Plan 2012 – 2016 https://www.hefcw.ac.uk/working_with_he_providers/equality_and_diversity/strat_eq_plan.aspx
HEFCW Draft Strategic Equality Plan 2016-2020
Equality and Diversity....making it happen, (October 2013) The Open University Version 2.0
Equality Strategy and Action Plan 2014-2016 Newcastle University
Equality Objectives and related documents University of Sheffield