

Equality Framework Implementation Action Plan 2016-2026

This action plan sets out what activity the University has committed to do to implement the [Equality Framework 2016-2026](#). For background information on the action plan please refer to the Equality Framework. Use the content links to jump to the relevant section of interest.

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3. [Improve degree attainment outcomes and reduce any unexplained degree gap differentials for different student groups](#)
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1. [Make significant and sustained improvements in the recruitment \(application and appointment\) rates for the most underrepresented groups in the workforce](#)
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Acronyms

AA	Access Agreement	DSN	Disabled Staff Network	S&E	Faculty of Science & Engineering
AQSD	Academic Quality and Standards Division	DST	Disability Support Team	SAS	Student Administration and Support
BAME	Black, Asian, and Minority Ethnic	FRCS	Facilities, Residential and Commercial Services	SWAG	Student Welfare, Advice and Guidance
CIE	Centre for Innovation in Education	HLS	Faculty of Health & Life Sciences	WG	Working Group
CSD	Computing Services Department	HRBP	HR Business Partner	WP	Widening Participation Team
D&E	Diversity & Equality Team	HSS	Faculty of Humanities & Social Sciences		
D&W@S	Dignity at Work and Study	LGBT	Lesbian, Gay, Bisexual, Trans		
DDC	Disability & Dyslexia Contacts	LGoS	Liverpool Guild of Students		

Strategy 2026 Key Performance Indicators and Supporting Performance Indicators

The University has agreed a number of KPI's and SPI's to measure performance against the Strategy 2026 (the Strategic Plan), and the Education, Research & Impact and Professional Services sub-strategies. The table below outlines the KPIs and SPI's that are explicitly related to diversity and equality:

				Target 2021	Target 2026	Benchmark Data
Education	COMMUNITY Inspire	KPI 10	To achieve a diverse student body across all disciplines as measured by an increase in the proportion of 'Rest of the World' (excluding China) students to 45% by 2026 (43% by 2021)	43%	45%	HESA
		SPI a)	To improve the percentage of students from under-represented gender in department areas by 10% by 2019	10%	10%	HESA
		SPI b)	To annually exceed all Widening Participation benchmarks by 2021	Benchmark	Benchmark	HESA

Mapping of Equality Framework Priority Areas against Key Performance Indicators

Although not explicitly stated, the priority areas outlined in the Equality Framework will directly or indirectly support the work to meet the other KPI's and SPI's. The Table below maps the Equality Framework Priority areas against the KPI's:

Strategy	KPI		Objective	Equality Framework mapping
Overarching	1	GLOBAL STANDING	To achieve a top 100 worldwide ranking in the Times Higher Education (THE) World University Rankings by 2026	1.5, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3 5.1, 5.2
				1.1, 1.2, 1.3,, 2.1, 2.2, 2.3, 2.4, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1, 6.2
	2	NATIONAL STANDING	To consistently achieve an upper quartile sector position by 2026 (as defined by the % of disciplines achieving minimum standards in the performance matrix) To achieve a top 20 national ranking in the Sunday Times League Table by 2026	1.1, 1.2, 1.3, 1.4, 1.5 2.1, 2.2, 2.3, 2.4 3.1, 3.2, 3.3, 3.4 4.1, 4.2, 4.3 5.1, 5.2, 5.3
	3	REPUTATION	We will enhance our reputation as measured by: An annual review of baseline indicators	
Research Impact	4	RESEARCH PERFORMANCE Research and Impact Strategy	To achieve a top quartile position in terms of proportion of world-leading outputs by 2026	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1
	5	PARTNERSHIPS Pathways to Partnerships	To improve the alignment of partnership projects with our overall Research and Impact priorities and objectives with a view to establishing three further strategic partnerships (cf Unilever) by 2026	4.1, 4.2, 5.2, 6.1, 6.2
	6	INTENSITY Research and Impact Strategy	To achieve growth in research power, measured by the volume of staff meeting institutional policy principles of world-leading and internationally excellent research, by 80% by 2026	2.1, 2.2, 2.3, 2.4 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1
	7	IMPACT Research and Impact Strategy	Impact case studies (measure to be defined as case study registers develop and Stern/REF Review guidance issued, expected Autumn 2016)	
Educate	8	STUDENT SATISFACTION Educate	To increase the satisfaction of our students as measured by national student surveys to a consistently upper quartile sector position by 2026 (consistently second quartile by 2021) (Target will also reflect TEF benchmark in due course)	1.5, 2.1, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4
	9	GRADUATE PROSPECTS Connect	To improve the number of graduates in graduate level employment or further study (as measured by the Destination of Leavers from Higher Education Survey) to a top 20 sector position by 2026 (top 25 by 2021) (Target will also reflect TEF benchmark in due course)	3.1, 3.2, 3.3, 3.4 4.1, 4.2, 4.3 5.1, 5.2, 5.3
	10	COMMUNITY Inspire	To achieve a diverse student body across all disciplines as measured by an increase in the proportion of 'Rest of the World' (excluding China) students to 45% by 2026 (43% by 2021)	2.3, 2.4, 6.1, 6.2, 6.3
	11	OPPORTUNITIES Educate	To increase the proportion of taught students (UG, PGT) who undertake a work placement, internship, study abroad opportunity or volunteering experience to 50% by 2021 and 60% by 2026 (initially measured as a sub-set through HESA mobility data)	2.2, 5.1, 5.2,

Professional Services	12	STAFF SATISFACTION People	To evidence continuous improvement in staff satisfaction measures, as measured through a formal staff survey (every 3 years), annual internal surveys of targeted groups and issues, and staff engagement and wellbeing events (A benchmark will be set from the results of the 2016 staff survey)	2.1, 2.2, 2.3, 2.4 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1, 6.2
	13	FINANCIAL SUSTAINABILITY Finance	To generate an average EBITDA over a 5 year period (last 2 years actual, next 3 years forecast) on an ongoing basis of 13%. (To be revisited once the implications of FRS102 are fully understood)	
	14	FINANCIAL SUSTAINABILITY Finance	To maintain a minimum holding of cash and cash like securities of £60m for future financial sustainability. (To be revisited once the implications of FRS102 are fully understood)	
	15	EFFICIENCY AND EFFECTIVENESS Change	To achieve continuous improvement in operations, through benchmarking efficiency and effectiveness (as measured through UniForum survey).	6.1
	16	STUDENT SATISFACTION WITH SERVICES AND SUPPORT Student Services	To achieve year on year improvement in student satisfaction with services and support by 2026 as measured by an annual internal student satisfaction survey	2.3, 2.4, 3.1, 3.2, 3.3, 3.4 5.1, 5.2, 5.3, 6.1, 6.2,

In the following tables, where actions are colour coded, they are relevant actions from the 3 Sub-Strategies, for example if highlighted green, they are from the Education Action Plan.

Intersectionality

Intersectionality means recognising that people's identities and social positions are shaped by several factors, which create unique experiences and perspectives. These factors include, among others: sexuality, gender, race, disability, age, and religion. For example, someone isn't a woman and black, or a woman and white, but a black woman or white woman. These different elements of identity form and inform each other. In this example the person's identity as a woman cannot be separated from their identity as a black or white individual, and vice versa. The experience of black women, and the barriers they face, will be different to those a white woman faces. The elements of identity cannot be separated because they are not lived or experienced as separate. In practice, intersectionality is less about bringing two different things/groups together, for example older people and disabled people, and more about considering the experience of older disabled people. People at the 'intersection' of older age and disability.

Where relevant, the actions outlined in this action plan will consider whether there are intersectional issues to be considered, in particular Gender & Race.

Organisational Actions

These are actions that do cover multiple equality groups and/or which do not fit under the following priority area titles.

	Activity	Outcome	Measure/Target	Milestone	Responsibility
A	Data Analysis project to investigate cohort data and potential causes of differences in progression, retention and attainment	Further investigations to include: <ul style="list-style-type: none"> • Student Retention (including repeat) • Annual Progression • Degree Outcomes 	<ul style="list-style-type: none"> • Student Record project completed • Data Analysis completed and recommendations made 	2018/19 2018/19	PVC (Education)
B	Faculties to incorporate equality considerations into strategic and operational planning	Equality embedded in: <ul style="list-style-type: none"> • Strategic & Operational Plans • Strategic & Operational Risk Management • Faculty baseline data monitoring 	Annually embedded	Annually	Faculty Management
C	Improve provision of contextual student data for strategic and operational planning and monitoring	Accessible and meaningful data available for use by Faculties and Schools	<ul style="list-style-type: none"> • Data Available • Embed analysis at subject level (through better engagement with data on student profiles) e.g. in ASRs 	2019	Strategic Planning & Governance, CSD, Faculties

Student Objectives

Content

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For further details about the source of the student objectives and priority areas, please see the [Equality Framework 2016-2026](#).

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D&E	Diversity & Equality Team	HSS	Faculty of Humanities & Social Sciences		
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DDC	Disability & Dyslexia Contacts	LGoS	Liverpool Guild of Students		

1. Make significant and sustained improvements in the participation rates for the most disadvantaged and underrepresented groups, and in the diversity of the student populationⁱ

1.1. We will work to address the significant underrepresentation of women and men on relevant undergraduate programmes

	Activity	Outcome	Measure/Target	Milestone	Responsibility
A.	Explore the diversity of the student community by subjects at all levels to identify areas where we may need to proactively address any inequalities, e.g. those that fall below the comparator mean for Background (LPN), Gender, Age, Ethnicity and Disability, etc. (Education Strategy Action Plan)	Analysis of student diversity Analysis of gender balance Report completed	KPI Community SPI WP SPI Gender Identify areas for improvement by discipline by 2017 Agree targets for improvement by 2018	January 2018 – ongoing	Market Intelligence and Customer Insight Team, Strategic Planning & Governance
B.	Implement a programme of targeted promotion, outreach and course development to redress any significant anomalies in student demographics (Education Strategy Action Plan)	Marketing, outreach and recruitment strategies	SPI WP Achievement of Access Agreement/ OFFA Targets	2018-2020	Marketing and Student Recruitment, WP and Admissions Teams Faculty/Dept Recruitment Leads
C.	Initiate specifically a programme of work to address significant gender imbalances across some subjects (Education Strategy Action Plan)	Programme of work developed	To improve the percentage of students from under-represented gender in departments by (target confirmed following analysis of data)	2018-2019	Marketing and Student Recruitment, WP and Admissions Teams
D.	Develop the portfolio and enhance promotional efforts to encourage and incentivise greater participation of students from disadvantaged backgrounds in postgraduate study (Education Strategy Action Plan)	<ul style="list-style-type: none"> Opportunities to develop the portfolio to meet the needs of a wider range of learners Plans to encourage and incentivise learners 		Ongoing	Marketing and Student Recruitment, WP and Admissions Teams
E.	See: Athena SWAN Silver Action Plan	<ul style="list-style-type: none"> Athena SWAN University Silver Bronze Department Award for FHSS Schools Silver Department Awards (FS&E, FHLS) Gold University Status 	Award Submissions Award Submissions Award Submissions Award Submission	November 2016 2017-2018 2017-2019 2021-2022	Sally Middleton Athena SWAN Self-Assessment teams
F.	Name Blind Applications Pilot ⁱⁱ	<ul style="list-style-type: none"> Admissions staff completed UB Training Evaluation of merit of blind admissions 	Pilot Completed	2017/18 Admissions Cycle	Admissions Team
G.	Whole year group interventions at Year 5, Year 7, Year 8	<ul style="list-style-type: none"> Faculty WP leads to identify programmes to address under representation on programmes WP to continue to target who year groups at Year 5,7 and 8 	AA targets: T16b_08 T16b_10	AA targets: T16b_08 T16b_10	WP

NOTES: Action A-D above are direct extracts from the Education Strategy Action Plan, Effective Recruitment Work Programme stream

1.2. We will work to address the significant underrepresentation of relevant UK/Home Black, Asian and Minority Ethnic (BAME) students, and on those undergraduate programmes which have a significant underrepresentation

	Activity	Outcome	Measure/Target	Milestone	Responsibility
A	See 1.1 A, B and F (above)		To annually exceed all Widening Participation benchmarks by 2021		
B	To increase the number of full time first degree entrants from ethnic minority groups Access Agreement T16a_02	<ul style="list-style-type: none"> Increase proportion of students from 2014/15 baseline of 14.3% BAME Mentoring programme for Year 11 students (Somali/Yemeni) in collaboration with the Liverpool Ethnic Minority and Traveller Achievement Service 	15.7%	2017/18: 14.8% 2018/19: 15.1% 2019/20: 15.4% 2020/21: 15.7%	WP and WP Working Group
		<ul style="list-style-type: none"> UK Home BAME Population to track or exceed North West Secondary School BAME Population benchmark 	<ul style="list-style-type: none"> Benchmark: 16% 15/16 Benchmark: 8% 15/16 	2017/18: 17% 8.5% 2018/19: 18% 9%	WP, Recruitment and Admissions

		<ul style="list-style-type: none"> UK Home Liverpool/Merseyside BAME Population to exceed Local Secondary School Population¹ 		2020/21: 19% 9.5%	
C	We will investigate how to integrate and support students who live at home while studying, with specific reference to BAME, Mature, Disabled and Student Parents	<ul style="list-style-type: none"> A review of data systems to identify gaps Consultation with relevant groups to identify support needs Recommendations for action 	2018	2018	Paul Redmond

1.3. We will work to address the recruitment of underrepresented UK/Home students with specific types of disabilities, and on programmes where their participation is significantly low

	Activity	Outcome	Measure/Target	Milestone	Responsibility
A	See 1.1 A and B (above)		To annually exceed all Widening Participation benchmarks by 2021		
B	To increase the number of registrations from students with disabilities (full time, first degree entrants) Access Agreement T16a_01	<ul style="list-style-type: none"> Increase proportion of students from 2014/15 baseline of 7.7% Bespoke campus visits for disabled pupils 	10.5%	2017/18: 9% 2018/19: 9.5% 2019/20: 10% 2020/21: 10.5%	WP Working Group, WP, DST, Student Admissions & Recruitment

1.4. We will work to increase the opportunities we provide Mature and Part Time students

	Activity	Outcome	Measure/Target	Milestone	Responsibility
A	See 1.1 A and B (above)		To annually exceed all Widening Participation benchmarks by 2021		
B	To maintain our current proportion of mature students within a range of 14-17% (Mature, full-time, first degree entrants) Access Agreement T16a_03	Development and implementation of a Mature Students Action Plan <i>Example: This could include provision via online learning or on the London Campus</i>	15.2% (Mature, full-time, first degree entrants)	See Adult Learner action plan and AA section 2.7 and milestone T16a_03	<ul style="list-style-type: none"> WP Working Group Mature Student Working Group WP, Debbi Stanistreet

1.5. We will work to increase the accessibility of the University Campus for disabled people

	Activity	Outcome	Measure/Target	Milestone	Responsibility
A	Estates Sub-Strategies to embed equality considerations within objectives, standards and targets	<ul style="list-style-type: none"> Embedded principles around disability access, family facilities, religious observance, and Gender Neutral facilities Relevant Building Standards to include D&E related specifications 	<ul style="list-style-type: none"> Strategies Approved Agreed Targets 	2018	FRCS
B	Central Bookable Teaching Room Accessibility ⁱⁱⁱ	<ul style="list-style-type: none"> Increase the proportion of CBT rooms that have Access Exceptional (AE²) disability access Re-Audit of CBT rooms and other teaching rooms Consider audit of non-CBTR which are used by departments for teaching purposes 	70% AE by 2026 Dec 2017 2018	2016/17: 29% 2018/19: 35% 2020/21: 50% 2025/26: 70%	FRCS Time Tabling
C	Develop standardised design guides for central bookable teaching rooms that include accessibility features	Increase in "Access Exceptional" CBR rooms	<ul style="list-style-type: none"> Approved Design guides Implemented 	Dec 2017 2018-2020	FRCS

¹ See: Secondary School BAME Population v University of Liverpool BAME Undergraduate Population 2009/10 (Jan 2010) - 2015/16 (Jan 2016)

² AE means: M2 Wheelchair Accessible, H=Hearing Loop installed, V= Visually Accessible.

	Activity	Outcome	Measure/Target	Milestone	Responsibility
		Reduction and removal of Lecture Platforms	80% reduction by 2022	2018: 20% reduction 2020: 50% reduction 2022: 80% reduction	FRCS
D	Increase accessibility to campus buildings	Improved access to Civic Design, Ashton Building, Brodie Tower, Architecture, and 126 Mount Pleasant	Increase in access features / accessible rooms as identified by audit/DisabledGo.	2020	FRCS
E	Accessible Toilet Programme of Works	Completed	100% of works completed	2018: 50% 2020: 100%	FRCS
F	DisabledGo Guide Campus Wide Review and information available	<ul style="list-style-type: none"> Updated and correct information Embedding of access information across university website and event comms 	Completed	March 2017	DisabledGo, Mat Branton Web Team, Events Team, Web Editors
G	Provision of Accessible Parking Bay	<ul style="list-style-type: none"> Re-lining of existing bays Existing bays to be made compliant (e.g. drop down curbs) Additional bays where identified e.g. FM audit recommends additional bays outside Cedar House / Sherrington, Chadwick Lecture Hall and Maths 	Completed	2020	FRCS
H	Policy position on Passenger Lifts v Platform Lifts	The set standards of lift installation and identification of lift replacements to make access better to departments / buildings	Policy Paper Completed Remedial Actions resources Works Ongoing Removal of inaccessible platform lifts and stair lifts where identified	2018 2019 2019-2026	Disability Working Group
I	Sport Liverpool will develop an Inclusive Sport initiative	<ul style="list-style-type: none"> Working relationship with Greenbank Academy and promoting of Para sport Audit of Fitness Centre and increased access provision 	Increase in disabled people taking part in sport	2018	Sport Liverpool
J	Develop a procedure for portable hearing loop use & staff guidance on the use of hearing loop equipment	Agreed process on portable loop use	Completed	2017/18	CSD, DST
K	Captioning options for Stream Capture	Captioning option live	Function available	2019	CSD

2. Improve student retention and progression rates for the most disadvantaged and underrepresented groups^{iv}

2.1. We will work to reduce the proportion of BAME students who repeat their undergraduate 1st year^v

	Activity	Outcome	Measure/Target	Milestone	Responsibility
A	See: Organisational Objectives A				
B	Review tracking, monitoring and flag processes to identify struggling students	Assessment of current mechanisms and recommendations	Review completed	2018	SAS

2.2. We will work to review the Inclusivity of our curriculum to ensure that it is aligned with our diversity principles and international agenda

	Activity	Outcome	Measure/Target	Milestone	Responsibility
A	Internationalise our curricula in content, awareness and opportunity so that our students can ultimately compete in a global market, supported by the development of a University wide languages strategy	Develop and implement Languages Strategy	<ul style="list-style-type: none"> Completed Improved student satisfaction through University survey, NSS, PTES and PRES 	2017/18 2021	PVC (Education) Liverpool International College Study Abroad Team

	<i>(Education Strategy Action Plan)</i>				
B	Engage students in a rich, internationally-focused curriculum with an explicit focus on preparedness for the global workplace, designed with input from employers and PSRBs <i>(Education Strategy Action Plan)</i>	Systematic curriculum review and refresh	EQIA of relevant policies KPI Graduate Prospects	2016-2018	PVC (Education)
C	Create a Course Development Unit that will coordinate available expertise and resource to support staff in designing new modules, programmes and CPD, including online, blended and part-time provision <i>(Education Strategy Action Plan)</i>	Centre for Innovation in Education established	Improved student satisfaction through University survey, NSS, PTES and PRES up by 2021	2017 – ongoing	The Academy, AQSD, CIE <i>(Involve International Recruitment/Admissions Team)</i>
D	Consider where we can deliver existing programmes (or variants thereof) in different ways to appeal to new markets, including greater use of part-time, blended and online provision <i>(Education Strategy Action Plan)</i>	Review current position and make proposals by 2018	2018	2018	Marketing/Portfolio Team in conjunction with academic colleagues & Timetable Teams
E	Inclusive Curriculum Guidance, embed inclusive curriculum practices within the curriculum	Academic programmes are designed inclusively: design, content, delivery; reflecting and supporting the needs of students from the different equality groups	<ul style="list-style-type: none"> Guidance published Training and workshops 	Start 2018	The Academy, eLU, Faculties/Schools
		Pilot workshop programme aimed at academic staff on LGBT, BAME and Disability topics	Workshop Evaluation	2018/19	Staff Networks, D&E
F	Equality Impact Assessment of the Curriculum Guidance	EQIA completed on the development and review of academic programmes	Guidance published / training available	2018	The Academy, Schools, D&E
G	Establish Disability & Dyslexia Contact good practice working groups	Group 1: To develop resources available for DDC's to disseminate to their academic department as appropriate Group 2: To share information in relation to Inclusive Practice with colleagues. To develop a collegiate DDC approach in relation to sharing Inclusive Practice	Support & Guidance issued	2017	DST, DDC's

2.3. We will work to support and build the cultural understanding between students, in particular between home and international students and those joining us from XJTLU in second year

	Activity	Outcome	Measure/Target	Milestone	Responsibility
A	To map existing best practice e.g. ULMS, SOTA, LGoS for cultural understanding activity	Mapping completed	Completed	2018	D&E, SAS, Schools
B	Review guidance provided to, and transition support for incoming OSI students (XJTLU, Malaysia etc.) pre-arrival	Improve understanding of OSI students about Britain, UK Higher Education and Liverpool	Completed	2019	Dept XJTLU Link Tutors, Student Support, THE ACADEMY, D&E, Dept with direct entry initiatives
C	Review guidance provided to Yr1 UoL students prior to Yr2 XJTLU arrival and other direct entry situations	Prepare and improve understanding of yr1 students about XJTLU and Chinese students/education (and other direct entry cohorts)	Completed	2019	Dept XJTLU Link Tutors, Student Support, THE ACADEMY, D&E, Dept with direct entry initiatives
D	Investigate student case studies on culture, expectations and differences of education experience	Increased awareness and understanding about different countries and student groups	X10 case studies	2019	International team, D&E
E	Review the Government commissioned " The Casey Review: A review into opportunity and integration " and other reports (Runnymede) etc	To identify any possible lessons learned from the Casey review that may be applicable to the work of the University and efforts around student recruitment, integration and the wider Liverpool community cohesion impacted by UoL International Strategies	Review completed and recommendations made	2018	D&E, WP, SWAG, Guild

F	Provide a series of cultural awareness seminars to enable international students to better understand the UK education system; and UK students to better know OIS students	Increased understanding Increased cultural competence Improved integration	Uptake	2019	Anna Chen and Dept International Coordinators
G	Local culture visits programme	Improved integration and understanding	# of visits	2019	Anna Chen, Guild, Confucius Institute, Chaplains
H	Project for the XJTLU students to explore the history of the Chinese community in Liverpool	Project completed and resource available	Completed	2019	Anna Chen, Confucius Institute
I	Introduce a "Cultural Award" for undergraduate students who complete a cultural understanding and integration programme	Increase cultural understanding between different student groups and provide formal recognition of achievement	Programme in place and awards bestowed	2018	Paul Matthews, Lee Wainwright, Misha Jones

2.4. We will work to create a culture of mutual respect and dignity, and a culture that challenges bullying and harassment

	Activity	Outcome	Measure/Target	Milestone	Responsibility
A	See Staff Objections: 2.4	-	-	-	-
B	Student Diversity & Equality Training Module ^{vi}	To offer a D&E training module to all students	200 per year # Department who make it mandatory ³	2017/18 Cycle	D&E, Schools/Institutes
C	Investigate whether Active Bystander training is a suitable intervention initiative ^{vii}	Review of Active Bystander training as a potential new training programme	Recommendation	2017/18	D&E
D	Extend Online Bullying Report Form to Students	New method for students to report B&H cases	Completed	2017/18	D&E, Webteam, SWAG
E	Rainbow Laces Campaign	To promote LGBT inclusion in sport	Campaign Completed, all sports clubs signed up	Annually 2020 review of action	Sport Liverpool
F	Arrange a series of effective intercultural communication lectures for international students	Welcome week and regular seminar events discussions	Completed	From 2018	Anna Chen and dept international coordinators
G	Consent training programme for students	Training completed	<ul style="list-style-type: none"> 100% C&S/Captains trained annually 100% Residential Advisors and Hall Wardens trained annually 	2017/18 onwards	Paula Harrison Woods

3. Improve degree attainment outcomes and reduce any unexplained degree gap differentials for different student groups^{viii}

3.1. We will work to reduce the degree attainment gap between BAME Students and White Students^{ix}

	Activity	Outcome	Measure/Target	Milestone	Responsibility
A	See 1.2 (Staff) Race Equality Charter				
B	Develop an Assessment Policy or Code of Practice to cover all aspects of assessment, including fair and transparent assessment practices, variety, volume, student expectations and good practice (Education Strategy Action Plan)	Enhanced, student-friendly, Assessment Policy or Code of Practice	<ul style="list-style-type: none"> KPI Student Satisfaction in relation to NSS Q5-9 Assessment Policy in place 	March 2018	PVC (Education)
C	Ensure all students receive clear communication of assessment standards and criteria and benefit from constructive and developmental feedback (Education Strategy Action Plan)		KPI Student Satisfaction in relation to NSS Q5-9	March 2018	PVC (Education)

³ Some clinical departments have made this a compulsory element of their course in line with professional standards. This measure is to track the proportion that have done this, and to ensure appropriate mechanisms are in place.

D	Transform our assessment regime to encourage a variety of techniques that will ensure all students are assessed on a range of skills relevant to employers as well as subject knowledge (Education Strategy Action Plan)		<ul style="list-style-type: none"> KPI Student Satisfaction in relation to NSS Q5-9 PI Evasys Skills matrix developed and students to populate by time of graduation KPI Graduate Prospects 	Templates Oct 2017 Pilot 2017/18	PVC (Education)
E	Explore feasibility for creating a Centre for Maximising Success to support student retention and achievement, adding value and building upon the successes of other initiatives, such as KnowHow (Education Strategy Action Plan)	Centre for Academic Success	<ul style="list-style-type: none"> UoL will be noted as a Russell Group Institution with excellent skills support Feasibility completed by 2017 PI Progression 	Position Paper 2017 Project 2017/18 Launch January 2018	PVC (Education)
F	Identify needs and provide appropriate study support to ensure the success of students who offer a range of qualifications at entry (Education Strategy Action Plan)	Centre for Academic Success including the soft launch of generic on-line skill support (Skills4Study campus)	SPI Learning Gain/Value-added	Ongoing	PVC (Education)
G	Provide targeted, relevant and accessible transitional support to those who require it (Education Strategy Action Plan)	NTQ Transition Task and Finish Group – and the development of on-line skills material as part of the Centre for Academic Success to support all students who need	SPI Learning Gain/Value-added	Ongoing	PVC (Education)
H	Establish a Degree Gap Analysis by Race Task and Finish Group to investigate causes of degree gap and make recommendations	Reduction in degree gap	Est of T&F Group	2018	Task and Finish Group

3.2. We will work to reduce the degree attainment gap between Male students and Female students

	Activity	Outcome	Measure/Target	Milestone	Responsibility
A	See: Athena SWAN Action Plans				
B	See 3.1 B-G (Student Objectives)				

3.3. We will work to reduce the degree attainment gap between Disabled students and Non-Disabled students, in particular those with disabilities which disproportionately impact on their outcomes

	Activity	Outcome	Measure/Target	Milestone	Responsibility
A	See 3.1 B-G (Student Objectives)				

3.4. We will work to reduce the degree attainment gap between Mature on Entry students and 18-21 Year old on Entry students

	Activity	Outcome	Measure/Target	Milestone	Responsibility
A	See 3.1 B-G (Student Objectives)				

4. Improve progression to postgraduate study for people from disadvantaged groups and narrow the gap between advantaged and disadvantaged groups*

4.1. We will work to increase the proportion of underrepresented groups recruited onto Postgraduate Taught Programmes (with specific reference to Women, BAME and Disabled students to address the 'leaky pipeline')

	Activity	Outcome	Measure/Target	Milestone	Responsibility
A	See: Athena SWAN Action Plans				

4.2. We will work to increase the proportion of underrepresented groups who are successfully appointed onto Postgraduate Research Degrees (with specific reference to Women, BAME and Disabled students to address the 'leaky pipeline')

	Activity	Outcome	Measure/Target	Milestone	Responsibility
A	See: Athena SWAN Action Plans				
B	Investigate progression trends and underlying reasons	Recommended actions to address differentials		2019	PVC (Education)

4.3. For 4.1 and 4.3 with specific reference to Women, BAME and Disabled students to address the 'leaky pipeline'

5. Reduce inequalities in graduate level employment outcomes from different groups and narrow the gap in employment outcomes between advantaged and disadvantaged groups^{xi}

5.1. We will work to ensure that career development opportunities, such as working abroad and exchange programmes, are available to all

	Activity	Outcome	Measure/Target	Milestone	Responsibility
A	EQIA of Going Global programme stream	Going Global programme open to all	Completed	2020	PVC (Education)
B	Create a high profile, sector leading, competitively resourced and globally-focused careers and employability service that meets the needs of all our students (Education Strategy Action Plan)	Increased engagement with number of students who have declared, at the beginning of the final year of study, that they are in the 'Compete' phase of the Careers Registration cycle	SPI Employability		Careers & Employability
C	Track the involvement of students with CEC and deliver appropriate, aspirational employability/careers intervention for those who are not engaging (Education Strategy Action Plan)		SPI Students engaging with CEC		Careers & Employability
D	Task and Finish Group to investigate differentials in graduate careers and make recommendations for action	Task and Finish Group established	Recommendations	2017/18	PVC (Education)

5.2. We will work to prepare our students for the international job market

	Activity	Outcome	Measure/Target	Milestone	Responsibility
A	See 5.1 (Student Objectives)				

5.3. We will work to challenge career choice stereotypes by celebrating success, promoting opportunities and role modelling achievements

	Activity	Outcome	Measure/Target	Milestone	Responsibility
A	Establish LivWiSE Ambassadors	Network of Ambassadors	Established	2019	LivWiSE, WP
B	Case Study/Role Model profiles of disabled, BAME, LGBT, International students	Increase diversity of student body	X10 case studies	2020	Recruitment, SWAG, BAME Network

6. Foster good relations between different communities by providing opportunities to come together, learn and understand one another^{xii}

6.1. We will provide opportunities for people from different backgrounds, nationalities and faiths to come together and build successful relationships

	Activity	Outcome	Measure/Target	Milestone	Responsibility
A	See: Chaplaincy Action Plan (TBC)	Annual programme of events, faith activities, and interfaith work etc.	-	-	Chaplains / Faith Express
B	Guild Interfaith Week	Annual Interfaith Week events programme	<ul style="list-style-type: none"> Number of Societies who take part Participation rates 	Annual events programme	LGoS
C	Community – academic mentoring projects, campus visits and festivals	WPO team engagement with local community groups on 'access' activity.	Community Festival 2017/18	See section 2.3 of Access Agreement	WP

6.2. We will work to build mutual cultural understanding and respect that supports our increasing international community

	Activity	Outcome	Measure/Target	Milestone	Responsibility
A.	See: 2.3 and 6.1 (Student)				

6.3. We will continue to encourage and support Freedom of Speech on campus within the confines of relevant legislation; it is important for our students to learn to disagree well and we will support events which encourage this. Where there are concerns about an event, we will work with all relevant parties to build understanding of those concerns and wherever possible to identify mutually agreeable approaches to ensuring debate

	Activity	Outcome	Measure/Target	Milestone	Responsibility
A	Continue to implement and regularly review the Policy and Code of Practice Regarding Freedom of Speech, taking into account relevant legislation including the Equality Duty	Policies implemented	<ul style="list-style-type: none"> Report submitted to HEFCE on 1st December each year 2021 Cycle Review of Policies 	Ongoing	SAS, Guild
B	See: 2.4A (Staff)				

Staff Objectives

Contents

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For further details about the source of the staff objectives and priority areas, please see the [Equality Framework 2016-2026](#).

Acronyms

AQSD	Academic Quality and Standards Division	DST	Disability Support Team	WG	Working Group
BAME	Black, Asian, and Minority Ethnic	FRCS	Facilities, Residential and Commercial Services		
CIE	Centre for Innovation in Education	HLS	Faculty of Health & Life Sciences		
CSD	Computing Services Department	HRBP	HR Business Partner		
D&E	Diversity & Equality Team	HSS	Faculty of Humanities & Social Sciences		
D&W@S	Dignity at Work and Study	LGBT	Lesbian, Gay, Bisexual, Trans		
DDC	Disability & Dyslexia Contacts	OD	Organisational Development		
DSN	Disabled Staff Network	S&E	Faculty of Science & Engineering		

1. Make significant and sustained improvements in the recruitment (application and appointment) rates for the most underrepresented groups in the workforce

1.1. We will work to address proportion of women and men in the relevant career pathways and grades where they are underrepresented

	Activity	Outcome	Measure/Target	Milestone	Responsibility
A	See: Athena SWAN Action Plan(s)				
B	Annual Equal Pay Audit / Gender Pay Gap Report	% Pay Gap and Actions	Report Completed Annually	Mar 2018 Annually March	Darren Mooney

1.2. We will work to address the underrepresentation of UK/Home Black, Asian, and Minority Ethnic (BAME) staff within our workforce

	Activity	Outcome	Measure/Target	Milestone	Responsibility
A	Join the Race Equality Charter	Self-Assessment Team and development of activity and an application	Join Charter Establish SAT Application Submissions	2019 2019 2022	D&E
B	Review recruitment 'reach' with the local BAME community	To clarify if the local BAME community actively applies for posts at the University of Liverpool	Completed	2018	D&E, HR Recruitment Team
C	BAME Role Model Profiles	Published case studies / profiles Raise profile of senior BAME staff/Role Model	X5	2019	D&E, BAME Network
D	Data analysis of recruitment trends for BAME staff and identify any possible issues	Analysis completed, recommendations made	Completed	2018	D&E, BAME Network

1.3. We will work to address the underrepresentation of people with disabilities within our workforce.

	Activity	Outcome	Measure/Target	Milestone	Responsibility
A	For recruitment activities see 4.1 'Disability Confident'				D&E
B	Amend the disability information on the recruitment website to ensure applicants understand the Two Ticks and Reasonable Adjustment process	<ul style="list-style-type: none"> • Clearer information for applicants • Increased awareness of key recruiters • HRBPs to brief recruiting managers 	Updated Survey All areas completed	2017/18	D&E HR Recruitment Team
C	Key Recruiter / Manager Training on reasonable adjustments in the recruitment process	Training designed Training completed	Completed 50% 100%	2019 2021 2024	Darren Mooney HR Recruitment Team

2. Make sustained improvements in the retention and progression rates of underrepresented groups in the workforce

2.1. We will work to support and develop women in Science, Technology, Engineering, and Maths (STEM), senior academic positions, and senior leadership/management positions

	Activity	Outcome	Measure/Target	Milestone	Responsibility
A	See: Athena SWAN action plan				

2.2. We will work to retain and develop UK/Home BAME staff

	Activity	Outcome	Measure/Target	Milestone	Responsibility
A	See 1.2 Race Equality Charter				
B	Review the Staff Survey 2016 Result responses by BAME staff and address issues	Reduce statistically significant negative responses of sufficient magnitude from BAME employees	<5 Statistically Significant differences	Survey 2016: 14 Survey 2019: <5	D&E , Staff Survey Project Board
C	Review the retention and progression of UK/Home BAME staff and identify possible interventions	Data analysis completed and issues identified	Review completed	2019	D&E, BAME Staff Network

2.3. We will work to retain and develop disabled members of staff

	Activity	Outcome	Measure/Target	Milestone	Responsibility
A	See: 4.1 Disability Confident				D&E
B	Paper on Central Reasonable Adjustment Budget	Draft Paper	Completed	Dec 2017	D&E
C	Review the Staff Survey 2016 responses by disabled staff and address issues	Reduce statistically significant negative responses of sufficient magnitude from disabled employees	<10 Statistically Significant differences	Survey 2016: 23 Survey 2019: <10	D&E, Staff Survey Project Board

2.4. We will work to create a culture of mutual respect and dignity, and a culture that challenges bullying and harassment

	Activity	Outcome	Measure/Target	Milestone	Responsibility
A	Review of the Dignity at Work and Study Policy, procedures, support systems and guidance	Fit for purpose system in place, increase awareness of B&H, increase in satisfaction	Review Completed New Policy approved	December 2018 June 2018	D&W@S Working Group
B	Training programme on investigating bullying and harassment complaints	Training programme or embed in existing Investigation Skills training (staff) and similar student complaints training if appropriate	100% Department Managers trained 100% Formal Investigators trained	2020	Fran Hardisty, Sheila Jones, Darren Mooney, OD Advisor
C	Staff Mediation service established	Mediation available to resolve conflicts	<ul style="list-style-type: none"> Service launched Reduction in formal complaints Increase in satisfaction with complaints procedures Reduction in incidents of bullying and harassment 	2018/19	Amy Causley, HRBP, Mat Davies
D	Religion and Belief Policy Update	Policy Updated	Completed	2019	D&E
		Official policy position agreement on Multi Faith Prayer Room provision at Liverpool and Leahurst campuses	Agreement reached	2018	D&E, Paula Harrison Woods
		Appoint Muslim Chaplain	Completed	2017	Paula Harrison Woods
E	Trans / Gender Reassignment Policy	Policy Updated	Completed	2018	Transgender Policy WG
		Uni-Sex / Gender Neutral Toilet Policy	Completed	2018	Transgender Policy WG

3. Make sustained improvements in the diversity of the University's Management and Governance bodies by ensuring fair, transparent and equitable processes

3.1. We will work to increase the diversity of the University Council to be reflective in composition of our community and/or have experience and skills working with diverse communities

	Activity	Outcome	Measure/Target	Milestone	Responsibility
A.	Complete a Self-Assessment against the ECU guidance for Governors (E&W and Scotland)	Assessment completed and any actions agreed	Completed	2018	Darren Mooney
B.	Where Head Hunters are engaged, to instruct them to guarantee a diverse short list of candidates for the next recruitment cycle and target advertisement in diverse communities	Instruction to nominate at least 1 eligible woman, BAME and Disabled candidate	Completed	2018	Strategic Planning & Governance
C.	Set targets for BAME, Gender and Disability	Targets set	Completed	2018	Strategic Planning & Governance

3.2. We will work to develop and increase the proportion of underrepresented groups on senior positions (Grade 9 and Grade 10 posts).

	Activity	Outcome	Measure/Target	Milestone	Responsibility
A	Investigate training, development and support mechanisms such as Shadow Committees, Secondments, Buddy Schemes, Structured Leadership Mentoring, Targeted activity for BAME, Disabled, LGBT people, Head Hunter Guidance, Part Time Working in Senior Posts / Job Share	Recommendations	Completed	2020	The Academy Organisational Development

3.3. We will work to improve the competencies of senior leaders to drive the equality agenda

	Activity	Outcome	Measure/Target	Milestone	Responsibility
A	See: 6.1				
B	Obligatory D&E Training for ALL STAFF	All staff completed training	95%-100%	June 2018	All Departments
C	Develop and review staff online learning programmes to ensure D&E related content, and to increase staff knowledge and competence	E.G. Health & Safety in Halls, Conflict Management Training (leading to mediation), Managing Health & Safety, Intro to Health & Safety, Prevent, Information Governance, Recruitment, Modern Slavery Act	Completed	2019	Matt Davies, Darren Mooney
D	Investigate a Diversity & Equality for Managers training module	Feasibility outcome	Completed	2020	Matt Davies, Darren Mooney
E	Look to embed D&E criteria within senior post role expectations and recruitment criteria	Commitment to equality	Completed	2020	HR

4. To be a sector leading employer of choice for underrepresented groups within the workforce

4.1. We will work to create a disability inclusive culture where staff feel able to seek support and where that support is in place

As of September 2016, 3.65% of all staff had declared a disability to the University, compared to 4.2% of all employees in the HE Sector in 2013/14. Our target therefore is to increase the proportion of staff

	Activity	Outcome	Measure/Target	Milestone	Responsibility
A	Increase proportion of disabled staff disclosures	Increase % of disabled staff from 3.6% (Jan 2017) to Sector Benchmark levels	4.5%: HE FPE benchmark (14/15) 5.4%: Manchester / Lancaster (14/15)	Jan 2018 Jan 2019	D&E, HR Recruitment, HRBP
B	Join government Disability Confident pledge and implement the associated action plan	Achieve Level 2 'Disability Confident Employer' renewal	Completed	September 2017	D&E
		Achieve Level 3 'Disability Confident Leader'	Completed	September 2020	D&E
C	Guidance for PG Disabled Students on progressing to employment and support arrangements	Guidance/training available	Programme in place	2018	D&E, DST
D	Disability Role Models	Series of disabled staff case studies published	X5 case studies Combined Video viewings	2018	D&E

4.2. We will work to support an Internationalised workforce and ensuring that barriers present in other countries (such as disability support) do not adversely impact on our staff members careers

	Activity	Outcome	Measure/Target	Milestone	Responsibility
A	Review of 'Staffing Transnational Education' (TNE) implications for equality, wellbeing and safety	Review of ECU/UUK/HEGlobal research into Transnational Education and make recommendations for UoL http://heglobal.international.ac.uk/	<ul style="list-style-type: none"> BREXIT consideration Overseas consideration XJTLU & Singapore 	2019	D&E, International Recruitment, Gavin Brown, AQSD

4.3. We will work to tackle the stigma around mental ill-health and create a supportive and understanding culture

	Activity	Outcome	Measure/Target	Milestone	Responsibility
A	See: Time to Change Action Plan	-	-	2017 End of Plan	Mental Health WG
B	Complete a review of Mental Health support for staff	Review completed and agreed recommendations	Completed	2017	Amy Causley
C	1 year review of the Employee Assistance Programme	Review completed	Completed	2017	Samantha Connolly
D	Raise awareness of mental health amongst staff	Case Studies / Video Profiles	3 case studies	2018	D&E
		Proportion of staff disclosing Mental Health	50 employees	Jan 2017: 25 Jan 2020: 50	D&E
E	Mental Health First Aid Training	Training completed	250	2016: 150 2017: 200 2018: 250	Counselling & MHAS
F	Mental Health First Aid Training	HR Business Partners	100%	2018	Counselling & MHAS
G	Increase Employee Assistance Programme usage	Increased uptake	Hit 8% annualised usage of EAP	Annual	Samantha Connolly

5. To be a sector leading Family Friendly employer

5.1. We will work to normalise part time working and flexible working as a valid career option for both men and women

	Activity	Outcome	Measure/Target	Milestone	Responsibility
A	Automatic Job Share/Part Time Recruitment Policy with opt out	Policy Approved	<ul style="list-style-type: none"> Increase PT working by men Increase in PT working by women 	2018	D&E, HR Recruitment
B	Investigate Flexi-Time Policy	Future approach agreed	Completed	2018	D&E
C	Investigate Compressed Working Policy	Future approach agreed	Completed	2018	D&E
D	Home Working Policy & Guidance	Guidance approved	Completed	2018	D&E, CSD
E	Provision of Flexible Car Park facilities to match flexible working practices	Policy and facilities available	Satisfaction with Car Parks	2019	Campus Access Working Group
F	Policy Reviews: <ul style="list-style-type: none"> Paternity Leave Flexible Working Adoption and Surrogacy Leave Shared Parental Leave Maternity Leave Parental Leave Keeping in Touch Days - Website Guidance and in Mat / SPL Policies 	Reviewed and Updated	Policy Approved	2019 2019 2018 2018 2018 2019 2018	Sam Connolly

5.2. We will work to become a sector leader in the support we provide for working families

	Activity	Outcome	Measure/Target	Milestone	Responsibility
A	Explore enhancing Paternity Leave and Pay Policy	Review completed with recommendations	<ul style="list-style-type: none"> Completed 	2018	D&E
B	Scoping exercise to review potential family room / facilities on campus for breastfeeding, milk expression and changing facilities	Review completed	<ul style="list-style-type: none"> Family Rooms on each campus Changing facilities in key campus locations (Library, CTH, Guild, VGM, HR, Sports Hall, Foresight) 	2019 2019	Athena SWAN Steering Group
C	Timetabling Policy – Flexibility Considerations process	Process approved and implemented	<ul style="list-style-type: none"> Staff Satisfaction 	2018/19 Cycle	D&E, HR, Timetabling
D	Guidance on Return to Full Time work after Part Time Flexible Working arrangement	Policy approved	<ul style="list-style-type: none"> Completed # Update Reduction in Gender Pay Gap 	2018 2018 2019	D&E, HRBP
E	Guidance for managers on managing Part Time contracts to maximise flexibility and support Part Time working	Guidance approved, consider best practice sharing workshops	<ul style="list-style-type: none"> Staff Satisfaction 	2018/19	D&E, HRBP (Lee Stewart, Kelly Mason)
F	Establish a 'Carers Network'	To provide a forum for staff who are carers for non-child age dependants (adult children, partner or parents), and those that are official carers	Network established	2017	Sally Middleton

6. Embed the principles of diversity and equality leadership practices, and to improve the diversity of our people in leadership positions

6.1. We will work to build the capacity of our leaders to understand and manage diverse staff groups and student communities

	Activity	Outcome	Measure/Target	Milestone	Responsibility
A	<p>Professional Services Strategy to address Equality Framework Objectives</p> <p><i>Measures to challenge and address issues of diversity and equality and support for WP in our approach to staffing (Professional Services Action Plan, 3)</i></p> <p><i>See: Professional Services Strategy Action Plan</i></p>	<p>Equality embedded/impact assessment of activity areas:</p> <ul style="list-style-type: none"> • Creation of a Leadership and OD Academy to enhance current practice and act as an incubator for leaders of the future • Better support for talent management and succession planning • The formation and implementation of a new academic workload model • Effective use of PDR to link individuals' objectives to strategic, school/department objectives and KPIs • Recruiting Excellence • Improved approaches to performance management • Employer of Choice – Staff Framework 	<ul style="list-style-type: none"> • Increase in diversity of Academy uptake • Increase diversity and equality competence • Diversity balance of Pre-Apprentice, Apprentice, Volition, GiveGetGo • Engage diverse city region partners 	<p>See: Professional Services Action Plan</p>	<p>See: Professional Services Action Plan</p>
B	<p>Research & Impact Strategy to address Equality Framework Objectives.</p> <p><i>See: Research & Innovation Strategy Action Plan</i></p>	<p>Equality embedded/impact assessment of activity areas, specifically 1A, 1B, 1C, 2F, 4A, 4D, 5A, 6A, 6C, 6D:</p> <p>1.a) Recognise, support and reward the contribution of researchers that lead the growth of excellent research and impact outcomes within disciplines and for thematic research areas</p> <p>1.b) Target recruitment and retention of emerging or established research leaders to fit the strategy of each unit or theme, and develop recruitment process to attract the right leaders to Liverpool</p> <p>1.c) Enhance the quality and diversity (in a range of characteristics) of our research leaders</p> <p>2.f) Implement a public engagement strategy as an important mechanism for generating/enhancing impact and strengthening the University's research brand</p> <p>4.a) Define priority areas for Global Challenges Research Fund including identification of target countries and partners</p> <p>4.d) Recognise international engagement achievements of research at all career stages and support increased mobility of doctoral students and staff</p> <p>5.a) Implement a Partnership Framework: for different levels of activity/relationship and with consideration of short, medium and long term nature of partnerships. Include review of performance outcomes, evaluations, partnership health-checks and updates (reference to TNE)</p> <p>6.a) Introduce mechanisms for allocating and protecting research time for staff to develop ideas, undertake projects and long-term programmes, disseminate and promote their academic and non-academic impact</p>	<ul style="list-style-type: none"> • Progress in addressing the underrepresentation of BAME, Disabled and Women in Researchers • Ensure Diversity of REF 4* returners matches staff profile • Accessibility of research for diverse staff groups 	<p>See: Research & Impact Strategy Action Plan</p>	<p>See: Research & Impact Strategy Action Plan</p>

		6.c) Introduce a phased framework of tailored career development resources and networks for different career stages, including post-doctoral researchers, to enhance communication, collaboration and ambition 6.d) Provide mentorship and encouragement for staff on key elements of research leadership, including how to engage with funders, subject associations and research users and how to develop research teams			
C	Investigate applicability of 'Inclusive Leadership' Model and competencies ^{xiii}	Gap Analysis CPID recommendations: <ul style="list-style-type: none"> Review recruitment and promotion criteria to ensure IL competencies are included Review management development and reward programmes to ensure IL behaviours are promoted and rewarded Monitor attitudes and culture of IL 	Benchmark: CIPD (2016) Inclusive Leadership: driving performance through diversity (FULL REPORT)	2018 2019	The Academy HR Recruitment Team D&E
D	Roll out Equality Impact Assessments	Training Programme completed Committees implement requirements	<ul style="list-style-type: none"> Key staff trained Papers require EQIA 	<ul style="list-style-type: none"> September 2017 2017/18 Cycle onwards 	D&E Depts and Committees
E	Unconscious Bias Training	<ul style="list-style-type: none"> Increase awareness of UB 	Dec 2017: 250 Staff trained Dec 2018: 300 Staff trained Dec 2019: 350 Staff trained	All Level 1, 2, 3 Heads trained by 2019	D&E

6.2. We will work to increase the leadership opportunities and leadership development opportunities available underrepresented staff groups

	Activity	Outcome	Measure/Target	Milestone	Responsibility
A	Create a Leadership Academy (The Academy)	Merger of Organisational Development & Educational Development (CLL)	Established	2018	Director of Human Resources
B	Review D&E leadership programmes (Aurora, Stellar HE, Stonewall Leadership Programme)	Impact and effectiveness of targeted leadership programmes	Review completed	2018	The Academy
C	Investigate leadership development opportunities such as mentoring, action learning, and coaching for BAME, Disability, and LGBT staff	Increased uptake from BAME, LGBT and Disabled staff with the aim to address underrepresentation at leadership/management levels % who have staff reporting to them (Jan 17 ⁴): <ul style="list-style-type: none"> BAME (non white⁵): 5% BAME: 17% Disabled: 2.2% Female: 48% LGBT+: 1.8% 	Match % of total staff population: #1) Of all #2) of known (Jan 17) <ul style="list-style-type: none"> BAME (non white): 9.4% BAME: 24% Disabled: 3.7% Female: 54% LGBT+: 2.2% 3.5% 	2022	The Academy D&E
D	Staff Volunteering Policy developed	Policy approved	Policy approved	2018	HR Policy
E	Investigate potential 'pump priming' fund for diversity and equality projects in departments	Proposals	Proposal completed	2018	D&E
F	Capacity building of staff networks	Increased ability, sustainability and impact	2019	2020	D&E Staff Networks

Notes

⁴ From Principal post staff list, January 2017, provided by HR Systems to D&E Team

⁵ All ethnic groups excluding White British Only; BAME inclusive of all non-white groups

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- ⁱ Student Objective 1 is derived from Chapter 1 Objective a) and b) of the Office of Fair Access (OFFA) and Higher Education Funding Council for England (HEFCE) 'National strategy for access and student success in higher education' (2014) page 16.
- ⁱⁱ <https://www.timeshighereducation.com/news/four-universities-trial-name-blind-applications>
- ⁱⁱⁱ Central Bookable Teaching Rooms are seminar and lecture rooms which are used by Timetabling for undergraduate teaching purposes. In theory any undergraduate students could be timetabled in these rooms. These rooms are available in the online ORBIT system for booking by staff for ad hoc events. An audit by Facilities Management on the accessibility of these rooms, with additional information from CSD on hearing loop availability categorises each of these rooms as either I: Room may not be accessible to persons who fall into one or more of the categories; M1: Access to the classroom is suitable for persons with ambulant disabilities; M2: Access to the classroom is suitable for wheelchair users; H: Room is suitable for persons with a hearing impairment (i.e. Loop System installed); and V: Room is suitable for persons with visual impairment. Where a room is classified as M2, H and V it is designated an AE: Access Exceptional. A further category NSA denotes that the platform/stage at the front of the room is not accessible. The University is legally required to anticipate that disabled people will register as students, and therefore need access to teaching facilities. Currently access is managed by Disability Support Services, Timetabling and Academic Departments, however, a strategic approach is to ensure that all centrally bookable rooms (or as many as possible) are accessible.
- ^{iv} Student Objective 2 is derived from Chapter 2 Objective a) from OFFA/HEFCE's 'National strategy for access and student success in higher education' (2014) page 45.
- ^v In 2015/16 20.9% of New Undergraduate First Years identified as Black, Asian & Minority Ethnic (BAME) (excluding unknown). However, of those students that were repeating the 1st year in 2015/16, 30.2% identified as BAME. The overall number was comparatively small between 60-80 students, there was a clear overrepresentation of BAME students within this repeating cohort. A similar trend also existed in 2012/13, 2013/14 and 2014/15.
- ^{vi} A student diversity and equality online training module is currently available to select students via their programme of study. To date Life Sciences, Medicine and Dentistry have included the module in UG teaching. This action is to create a single VITAL space where all students can access the module.
- ^{vii} "A Bystander is a person who observes a conflict or unacceptable behaviour. It might be something serious or minor, one-time or repeated, but the Bystander knows that the behaviour is destructive or likely to make a bad situation worse. An active bystander takes steps that can make a difference". Active Bystander training is an initiative developed by MIT and is a recommended intervention by the ECU to address Unconscious Bias. <http://web.mit.edu/bystanders/index.html>
- ^{viii} Student Objective 3 is derived from Chapter 2 Objective c) from OFFA/HEFCE's 'National strategy for access and student success in higher education' (2014) page 45.
- ^{ix} In 2015/16 (excluding unknown) 84.63% of White students achieved a 1st/2i degree result. In comparison 73.85% of BAME students achieved a 1st /2i, a 10.78% gap. There has been an improvement in the degree gap, standing at 10.1% in 2010/11, 14.7% in 2011/12, 15.7% in 2012/13, 18% in 2013/14, and 15.9% in 2014/15.
- ^x Student Objective 4 is derived from Chapter 3 Objective a) and b) from OFFA/HEFCE's 'National strategy for access and student success in higher education' (2014) page 66.
- ^{xi} Student Objective 5 is derived from Chapter 2 Objective b) (page 45) and Chapter 3 Objective c) and d) (page 66) from OFFA/HEFCE's 'National strategy for access and student success in higher education' (2014).
- ^{xii} Student Objective 6 sets out work specifically to address bullying and harassment in the student population. In 2016, national activity led by Universities UK has brought specific attention to the need for universities to address sexual harassment in the student body. The University also has a duty under Anti-Terrorism legislation (the PREVENT Duty) to challenge extremism, which could potentially create conflicting responsibilities with the Equality Duty in relation to bullying, harassment and victimisation which need to be carefully managed.
- ^{xiii} "An Inclusive Leader: is a role model exemplar of inclusive behaviour; listens to and seeks out the views of diverse people and takes account of these views, without bias, in the decisions they make; appreciates that a diverse group of people will generate more creative solutions to problems and encourages this; inspires people through a shared vision of future success and motivates them to deliver it; leverages difference for high performance and provides responsive excellence to customers', clients' and service users' needs; provides positive feedback to boost people's self-efficacy; puts effort into helping diverse people identify their talents and develop them for performance now and future advancement; communicates authentically and honestly in a way that inspires trust, loyalty and well-being". (CIPD, 2016)