

St George's, University of London – Equality, Diversity & Inclusion

Public Sector Equality Duty

The Equality Act of 2010 states that public bodies must have 'due regard' in all of their policies, practices, procedures and other functions. This means public bodies must:

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

Our equality objectives

As part of our commitment to equality and diversity we have developed and committed to five key equality objectives to strengthen our performance of the public sector general and specific duties. These overarching objectives are underpinned by our Single Equality Scheme (SES), our institutional action plan for equality, diversity and inclusion, updated annually to reflect 'live' priorities for St George's, University of London:

They are:

Objective 1: Embed compliance with equalities legislation and best practice throughout the institution, by promoting equality of opportunity and diversity in all that we do.

Objective 2: Raise awareness and understanding for all staff and students of their equality and diversity responsibilities in their work, study and patient care.

Objective 3: Embed consultation on equality and diversity with representatives from the protected groups within the university's structures.

Objective 4: Continue to recruit, develop and support a diverse workforce and student body.

Objective 5: Develop an inclusive and positive working/learning environment where all people are treated with dignity and respect and staff and students can fulfil their personal potential.

Single Equality Scheme

In 2015-16 the Single Equality Scheme was substantively revised and redeveloped. The overarching objectives and specific actions of the Single Equality Scheme are reviewed regularly at the Equality and Diversity Committee (EDC) and at least once a year. From 2016 onwards, we will incorporate longer-term aims within the Single Equality Scheme.

An Introduction to the Single Equality Scheme from the Principal, Professor Jenny Higham

At St George's, we are very proud of our diverse staff and student community, and our position in the heart of south west London. Our Single Equality Scheme is our action plan for ensuring equality, diversity and inclusion are assured at St Georges, regardless of gender, disability, race, sexual orientation, age, religion and belief, maternity and pregnancy, civil partnership and marriage and gender. Our Single Equality Scheme reflects [St George's Strategic Plan 2015-2020](#) which sets out our commitment to supporting, valuing and developing all students and staff, and the diverse community we serve.

The production of this scheme has followed extensive consultation with both staff and students, at formal committee meetings and informal focus groups. We will review this scheme annually.

In line with the 'Equality Challenge Unit's' advice, we have embedded consultation mechanisms to provide regular opportunities for the institution to consult with all sections of its staff and the student body.

All our other actions aim to embed equality, diversity and inclusion within the fabric of the organisation: in the recruitment of diverse staff and students; by the promotion of good campus relations; in our support of staff and students; in the curricula we teach; in the policies, procedures and practices which surround study and work; in the way we promote equality, diversity and inclusion and in how we monitor progress of all our equality measures for staff and students.

Signed



Principal, Professor Jenny Higham

<i>Single Equality Scheme</i>					
<i>Objectives and Principal Actions</i>	<i>Specific Actions</i>	<i>Responsibility</i>	<i>Approval Route</i>	<i>Outcome Measure</i>	<i>Evaluation 8 July 2016</i>
<i>Ensure scheme complies with the law and best practice</i>					
<i>Annually update the SES in the light of outcomes of progress made and changing priorities and live issues</i>	<i>Specific consultation mechanisms including research, focus groups, expert advice and policy context.</i>	EDC	EDC	A progressive and dynamic institutional action plan, able to respond to key 'live' issues at SGUL.	Complete
<i>Embed consultation mechanisms</i>					
<i>Facilitate ongoing activity in each of the existing diversity network groups and encourage new diversity networks to develop.</i>	<i>Enable and support LGBT Staff Network, Interfaith Forum (see below), Athena Swan Self-Assessment Team.</i>	Equality and Diversity Adviser	EDC	Well-used network groups that support policy-making and community development.	<p>In 2015-16 the Interfaith Forum has benefited from new leadership, proactive meetings, genuine interfaith discussion.</p> <p>The LBGT Staff Network has gained new leadership, expanded its membership, held a series of events and activities.</p> <p>Athena Swan SAT continued submission for December 2015, ongoing mechanisms for leadership and development under review.</p> <p>E&D Adviser used events and staff inductions to inform new staff of equality networks and to advise that new networks would be supported.</p>

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<i>Explore possibility of submitting to Race Equality Charter Mark</i>	<i>Explore resource and time allocation to submit to Race Equality Charter Mark (e.g. academic and administrative lead, administrative support/coordination, self-assessment team)</i>	Equality and Diversity Adviser, Chair of Equality and Diversity Committee, Deputy Director of Human Resources (HR)	EDC	Completion of preparatory work in support of future submission in 2016-17 or thereafter.	Exploratory work undertaken in 2015-16, after review it was decided that not to submit for 2016 but to undertake ongoing preparatory work including identification of a lead and data collection on race equality.
<i>Encourage recruitment of diverse staff</i>					
<i>Increase awareness of the role that bias can play in selection, recruitment and progression processes.</i>	<i>Mandatory Unconscious Bias training for managers</i>	Staff Learning and Development Manager	EDC, Human Resources Committee	Improved recruitment, retention and progression of staff with protected characteristics, which will also positively impact student body.	Senior management team were trained in Unconscious Bias and planned for Council in 2016-17. Unconscious Bias e-module is now integrated into the recruitment process for managers.
<i>Regularly review Human Resources policies and procedures to ensure they do not disadvantage any group and encourage the equality of opportunity.</i>		Deputy Director of Human Resources	EDC	To encourage equality of opportunity at SGUL.	An audit of Human Resources policies was completed. A new Equal Pay policy was introduced. An equal pay audit is planned for 2016-2017.
<i>Encourage the recruitment of diverse students</i>					

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<i>External Relations and Communications (ERC) to complete an annual audit of all recruitment activity in relation to the protected groups, to monitor and inform future development</i>	<i>Audit to take place annually June/July 2016</i>	Head of Widening Participation	EDC	Improved recruitment of diverse students	<p>A participant and school targeting/prioritisation policy for all WP activity was introduced in Sept 2013 and is reviewed and monitored annually. A new schools targeting/prioritisation policy for Student Recruitment will be introduced in Sept 2016.</p> <p>Implementation of a Schools and Student Engagement System is underway which will enhance future reporting on all WP and Recruitment activity in relation to the protected groups.</p> <p>Internal analysis of admissions and student outcome data by protected groups has begun. Early evidence shows significant differences at both the admissions stage, and degree outcome between demographic groups. Further analysis is required to examine possible causes for admissions. A BME student attainment working group, chaired by the Associate Dean for Widening Participation has been created to explore and address the differences in student outcomes.</p>
<i>Review information provided to prospective students with disabilities</i>	<i>ERC to ensure the information, advice and guidance presented in the prospectus and SGUL website highlights the full range of disability support on offer to students.</i>	Widening Participation Team, Disability Adviser,	EDC	Greater awareness amongst prospective students of support available at SGUL, encouraging participation and challenging stigma surrounding disclosing a disability and accessing support.	More detailed information on the disability services and support is required on the website and prospectus, including contact details for the Disability Officer. This will be addressed in autumn 2016.

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<i>Embed mechanisms to promote good campus relations</i>					
<i>Compliance with Prevent Duty, with due regard for our inclusive environment and freedom of expression within the law.</i>	<i>Comply with HEFCE's new monitoring framework; preliminary self-assessment January 2016; detailed evidence of compliance April 2016, Annual Report 1 December 2016. Engage student body in discussions about Prevent.</i>	<i>Campus Good Relations Group, Prevent Lead</i>	<i>EDC</i>	<i>SGUL will comply with the duty with due regard to dignity and freedom of expression within the law.</i>	<i>Self-assessment completed, detailed submission completed and approved by HEFCE. Campus Good Relations Group has met regularly, updated External Speakers Policy, frontline staff training completed, met and communicated with student body about balance of duties. This will required ongoing communication in 2016-17.</i>
<i>Continue to develop the Interfaith Forum</i>	<i>Events, interfaith dialogue, promotion of the Multifaith and Quiet Contemplation Rooms as a resource. Recruit more staff members to this cross-intuitional staff-student open forum which reports into EDC.</i>	<i>Interfaith Forum, Chaplain Interfaith Forum Chair, Equality & Diversity Adviser,</i>	<i>EDC</i>	<i>SGUL will provide for the spiritual care of students.</i>	<i>In 2015-16 the Interfaith Forum has benefited from new leadership, proactive meetings, and genuine interfaith discussion. Forum members have hosted open interfaith events. Ongoing actions for 2016-17 are developing a new chaplaincy leadership and greater involvement from staff of all faiths and none.</i>
<i>Support Staff</i>					
<i>Conduct an Equality Impact Assessment on teaching allocation by protected groups as available</i>	<i>Examine teaching diary</i>	<i>Equality & Diversity Adviser, Deputy Director of Human Resources, Director of Clinical Skills</i>	<i>EDC</i>	<i>Identify any possible imbalance in distribution of teaching duties Make recommendations as necessary.</i>	<i>EIA completed. Identified no imbalance in distribution of teaching duties according to gender. However, recommendations are to improve collation mechanisms, and analyse for imbalances, including in</i>

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		(IMBE), Lead for Biomedical Education			relation to all protected groups and review on an annual basis.
<i>Leadership opportunities for staff with protected characteristics in order to replicate the Aurora process for female staff e.g. LGBT role models, inclusive leaders and including LGBT Allies programme, identify leadership programme targeted at ethnic minorities.</i>	<i>Support up to 6 staff to attend across programmes. Staff should attend and then contribute a staff profile to George's Weekly News and other fora in order to act as role models for staff and students.</i>	LGBT Staff Network, Staff Learning and Development Manager, Equality and Diversity Adviser	EDC	Individuals from protected groups will be supported in reaching their full potential. Progression will be tracked over time.	<p>In 2015-16 five members of the LGBT Staff Network attended leadership training provided by Stonewall, for both LGBT-identifying staff and allies. Profiles of staff have been developed and planned for publication internally in July 2016 to raise visibility and inclusiveness.</p> <p>Six women participated in the Aurora leadership development programme.</p> <p>Future work needs promote opportunities for staff development for other specific protected characteristics, such B-Mentor for race equality.</p>

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<i>Engage an Employee Assistance Programme to provide a range of services in support of staff wellbeing</i>	<i>Greater support for staff around legal and tax advice, debt and financial matters, childcare advice, support for managers, external counselling and emotional support, support for those experiencing bullying and harassment.</i>	Deputy Director of Human Resources	HRC	SGUL will provide greater support for staff wellbeing. SGUL will gather more concrete data on the extent of concerns around bullying and harassment via Confidential Care's monitoring, in addition to staff survey data, Human Resources and Dignity Adviser Network monitoring.	The Employee Assistance Programme was introduced in December 2015 with a launch, as well as a presentation in Wellbeing Week, June 2016. Confidential Care can provide quarterly updates henceforth, which will go to the Equality and Diversity Committee.
<i>Support Students</i>					
<i>Provide greater support for students with caring responsibilities.</i>	<i>Specifically revise and update Student Pregnancy, Maternity and Paternity Policy. Publish centrally on Equality and Diversity webpages and publicise widely to encourage use.</i>	Equality & Diversity Adviser, Deputy Dean of Students, Course Directors and Course Administrators or equivalents.	EDC	SGUL ensures that pregnancy or parenthood does not, in itself, prevent any student from succeeding in their studies.	Student Pregnancy, Maternity and Paternity Policy was revised, updated and publicised widely. The Chair of the EDC and E&D Adviser have worked closely with the Student Parent and Careers Empowered group (SPACE) to evaluate. Results due to be reported in September 2016.

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<i>Embed inclusivity in the curriculum</i>					
<i>Map diversity and inclusivity in the curriculum, in so far as it relates to preparation of healthcare professionals to serve a diverse community, across St George's University of London.</i>	<i>Map where preparation of healthcare professionals for serving a diverse community occurs within the curriculum: - healthcare professional programmes - non-healthcare professional - programmes postgraduate programmes, - overseas sites Ensure curricula content meets any professional regulatory requirements (General Medical Council, Healthcare Professions Council)</i>	Associate Dean of Education, Dean of Learning and Teaching, Senior Lecturer in Diversity in Medical Education	EDC	To capture the overall picture of where equality, diversity and inclusion is taught to students as part of their preparation to serve as healthcare professionals, identify and address gaps and share best practice.	In part completed for MBBS programmes, however, the need for the mapping has been superseded by the Attainment Data Analysis and the development of a Steering Group to provide strategic direction for 2016-17 onwards.
<i>Explore collaborative approaches to embedding inclusive curricula, working with Kingston University.</i>	<i>Establish a programme to develop inclusive approaches to teaching, sharing approaches developed by our partners at Kingston University's Equality Diversity and Inclusion Unit, relevant to St George's healthcare-specific curricula.</i>	Associate Dean of Education, Student Data & Inclusion Evaluation Officer, Equality & Diversity Adviser, Senior Lecturer in Diversity in Medical Education, Staff Learning and Development Manager	EDC	To build on and develop inclusive approaches to teaching at St George's, enriching experience of teaching and learning for the benefit of all students.	Met with Kingston University EDI Unit 8 th June 2016, exploring partnership arrangements for ongoing strategic programme of inclusive approaches to teaching.

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<i>Examine the possibility of the Ethnicity Attainment Gap at St George's</i>	<i>Using HESA return data published annually under the Public Sector Equality Duty disclosure initially, to examine whether and to what extent an attainment gap exists and affects black, Asian and minority ethnic students (BAME) at SGUL. To develop better data gathering mechanisms for more detailed mapping of BAME progress and retention course by course. If found, to develop targeted action to close 'Ethnicity Gap' for 2016-17.</i>	Equality and Diversity Adviser, Associate Dean of Education, Deputy Director of HR	EDC	To gather relevant data and if necessary establish a targeted positive action to close any possible attainment gap at SGUL.	Internal data analysis of attainment gap by protected characteristics and widening participation factors (for example lower participation neighbourhood, care leavers, and socioeconomic class) complete January 2016. Additional Value-Added Score metrics examined. Both reveal an attainment gap for ethnicity and disability. Steering group has been identified and a strategic proposal for closing the gap from 2016-17 has been developed and will be presented to Strategic Planning and Resources Committee and Senate (the highest academic committee) for approval.
<i>Establish policies, procedures and practices which support equality, diversity and inclusion.</i>					
<i>Enhance existing policy framework for Dignity at Work and Study to more specific policy and strategy on gender based violence in particular.</i>	<i>Establish a group to examine university's approach to managing cases. Write a strategy, produce a policy and procedure for staff to follow. Explore the possibility of greater partnership working with expert external agencies.</i>	Campus Good Relations Group (CGRG)/Working group on Gender Based Violence Dean of Students, Equality and Diversity Adviser	EDC	A clear anti-stalking, sexual harassment, domestic abuse and so-called honour-based-violence policy is developed in response to recommendations of University UK task force.	SGUL has continued to support students affected by gender based violence, and awaits the outcome of Universities UK commission into gender based violence to enhance existing policies and procedures, due to report autumn 2016.

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<i>Enhance the Dignity Advisers Network</i>	<i>Select, recruit, develop, promote and publicise new Dignity Advisers Network within campaigns that also emphasise inclusivity, mutual respect and resonate positively. Explore a second round of recruitment in Spring 2016 for additional staff members.</i>	Equality & Diversity Adviser, Dean and Deputy Dean of Students.	EDC	SGUL will support the informal resolution of concerns around bullying and harassment, alongside the new Employee Assistance Programme and other in-house support services, in keeping with the Dignity at Work and Study Policy.	The Dignity Adviser network was enhanced, 9 new advisers recruited, and benefited from expert external training and training from SGUL officers. New publicity materials developed to promote and spread awareness of scheme.
<i>Promote equality, diversity and inclusion</i>					
<i>Black History Month</i>	<i>Publicise, promote and collaborate over events and activities that support Black History Month (October 2015). Evaluate and build on for 2016-17.</i>	Equality & Diversity Adviser, Chair of EDC, Student's Union r	EDC	Celebrate our diversity and inclusivity, build mutual respect and learning, in support of good campus relations.	Completed, more activity should be planned for 2016-17.
<i>LGBT History Month</i>	<i>Publicise, promote and collaborate over events and activities that support LGBT History Month (February 2016). Evaluate and build on for 2016-17.</i>	LGBT Staff Network, E&D Adviser	EDC, SSWC	As above	Completed, more activity should be planned for 2016-17
<i>Tackling Lad Culture Working Group</i>	<i>Develop initiatives that tackle hostile so-called 'laddish' behaviour in our community.</i>	Lad Culture Working Group (Student Centre Manager)	SSWC	As above	Ran 'I Heart Consent' campaign during university induction activities throughout the year Agreed strategic plan for developing support, staff and student training and embedding change in curriculum.

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<i>Monitor Equality and Diversity</i>					
<i>Improve diversity and inclusiveness of Council by recruiting a more widely representative membership</i>	<i>During spring recruitment round, advertise widely and use agencies briefed to seek a more diverse membership both in terms of member's protected characteristics and lived experience.</i>	Head of Governance, Legal and Assurance Services	EDC	The SGUL governing body will be more representative of local population.	Three appointments to Council ratified in July 2016 comprising one male and two female independent members. Chair of EDC and E&D Adviser attended Council with Stonewall representative and advised on the importance of diversity in governing bodies. We anticipate that this will be an annual practice.
<i>Improve declaration of staff equality data</i>	<i>Create better understanding of what data we collect, why it is collected and what we do with the data, through better communications.</i>	Equality & Diversity Adviser/HR Information Officer	EDC	Improved rates of declarations to inform decision-making and initiatives	Increased sexual orientation declaration, which now stands at 51% of all staff, an increase from 37% in the previous year.

RR/September 2015
Updated November 2015
Updated March 2016
Updated July 2016