**EDI Strategy Delivery Plan 2023-2028**

**EDI Objectives (Summary)**

| **Strategic Aim 1****Equity and inclusivity in all that we do, building genuine EDI capability:** |  |  |
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| **Action** | **Deliverable/Desired Output** | **Target Date** |
| 1. Embed the new equality analysis process for the University to support EDI considerations being core university business as usual and to equip staff to identify and remove structural barriers to equity and inclusion.
 | * The new equality analysis process is developed and in place.
* An online module on completing equality analysis is available to staff, together with coaching.
* A series of briefings delivered to management teams to raise awareness and embed in approval processes.
* Review the use of equality analysis across the University after 2 years, to assess use, impact and effectiveness.
 | Sep-2025 |
| 1. Develop a portfolio of inclusivity related learning and development opportunities to build staff understanding of specific areas of EDI and their aligned responsibilities in relation to these.
 | * The online EDI at UoL staff training module is embedded.
* An annual programme of workshops is in place, focusing on core relevant EDI areas.
* Review of the mandatory staff online Challenging Unconscious Bias module to ensure it meets needs.
 | Mar-2025 |
| 1. Develop a series of EDI toolkits for staff, so that inclusivity considerations are built into all that we do.
 | * A series of EDI staff toolkits, incorporating resources, guidance and training, are developed and in place, with a process to review and update annually.
 | Jan-2025 |
| 1. Develop and embed an Inclusive Citizens’ Framework to enable staff to build individual and team level EDI competency.
 | * EDI development activities are incorporated into the ‘Inclusive’ strand of the Citizen’s’ Framework for development.
 | Dec-2023 |
| 1. Review the EDI governance structure, to ensure that it is supporting the University’s commitments to equity and inclusion.
 | * Effectiveness of the EDI governance structure is reviewed and, where appropriate, action is taken to strengthen, to support the University’s commitments to equity and inclusion.
 | Sep-2026 |
| 1. Review HR policies and procedures, conducting equality analysis and taking action to ensure that these are fair, inclusive and equitable. Embed equality analysis in HR approval processes.
 | * Equality analysis is completed on all new/revised HR policies, processes and procedures – including promotion and all reward and recognition processes.
 | Ongoing |
| 1. Delivery against APP targets as part of identifying and removing barriers to access, participation and award.
 | * Submit Access and Participation Plan, to the Office for Students in 2024. Monitor and report on an annual basis.
* Access and Participation awareness raising workshops, SharePoint pages and data packs are utilised by colleagues across the institution.
 | May 2024 and ongoing |
| 1. Ensure equity and fairness in admissions to the University’s academic programmes
 | * Provision of a contextual data policy to consider applicants’ background and context when making an offer.
* Offers to applicants from disadvantaged backgrounds are adjusted to level the playing field and enhance opportunities to access higher education and contribute to a diverse campus community
 | Policy reviewed annually |
| 1. Ensure inclusivity in learning and teaching.
 | * As part of our Access and Participation Plan rewrite, an audit of inclusivity across our teaching, curriculum and assessment will be carried out. Best practice will be shared and initiatives will be evaluated.
* Inclusion action plan (IAP) workshops carried out, and action plans written and monitored by each academic school and student facing professional service team.
 | Dec-2024 and ongoing |
| 1. Embed equity and inclusion into research activity and culture.
 | * EDI embed into strategic research planning through School/Department research action plans.
* New ‘EDI in Research’ group established to implement and deliver upon the actions in the REF 2021 Equality Impact Assessment (EIA)
* Mechanisms in place to capture evidence of positive change for use in institutional grant applications, strategic planning and REF environment statements.
 | TBC |
| 1. Improve physical and digital access to the University by (i) completing the agreed actions from the 2022 Access Audit and (ii) embedding the Inclusive Design Guide across ECS activity.
 | * Actions identified and agreed in the Physical Access Audit and Digital Access Audit completed, and ECS inclusive Design Guide is embedded in ECS activity.
 | Ongoing |
| 1. Ensure that the digital estate will be readily available to all users, ensuring that everyone can easily engage with our services, products and functions.
 | * All aspects of the digital masterplan subject to equality analysis to ensure transparency and enable an appropriate action plan.
 | Ongoing |
| 1. Increase the accessibility of the LLS physical and digital spaces.
 | * Increased accessibility to LLS physical and digital spaces.
 | Ongoing |

| **Strategic Aim 2****Valuing and building our diversity:** |  |  |
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| **Action** | **Deliverable/Desired Output** | **Target Date** |
| 1. Embed EDI principles and good practices throughout the staff appointment process, from job description to offer by:
2. Providing Recruitment Health Checks (EDI Dashboards) for all departments.
3. Leading the embedding of the Inclusive Recruitment Toolkit and reviewing and developing the toolkit as needed.
4. Trialling the use of anonymous shortlisting for professional services roles.
 | 1. Recruitment Health Checks (EDI Dashboards) are produced for all Departments on an annual basis.
2. The Inclusive Recruitment Toolkit is in place, is being fully utilised by recruiting managers and reviewed for further development on an annual basis.
3. A trial of anonymous shortlisting is completed and a decision has been taken to use across all professional services roles from June 2023
 | Sep-2024 |
| 1. External engagement in relation to diverse recruitment. (community and institutional best practice).
 | * Local community groups are engaged to support disadvantaged groups in finding employment and promoting UoL as a local employer of choice.
* Proactive promotion of the University as a place to work as well as a place to study to our student body.
* Share best practice with the HE Sector with regards to inclusive recruitment to support sector wide diversification
 | Ongoing |
| 1. Ensure the accessibility of recruitment documents
 | * Review of all externally available recruitment documents to ensure they are accessible and do not create barriers to job application and employment
 | Apr-2024 |
| 1. Support the University to attract, retain, develop and promote a diverse staff body that is reflective of the demographic of the student body and of the region, including through lifecycle analysis and action planning for all the Race Equality and Athena Swan Charters.
 | * A detailed evidence-based understanding of the staff and student lifecycle by demographic is in place, to inform targeted action planning to advance equity and improve inclusivity. Share best practice with the HE Sector with regards to inclusive recruitment to support sector wide diversification.
1. Race Equality Charter Action Plan is fully in place and all actions are monitored for progress.
2. Athena Swan Action Plan developed as part of the 2024 Athena Swan Institutional Silver Award renewal, and then monitored for progress.
 | Dec-2024 |
| 1. Ensure that the images and video we use to promote, advertise and represent the University reflect the diversity of our student and staff community.
 | * Review and update imagery, and then regularly review, to ensure it is continually representative of our university, ensuring balance, and freedom of expression, and that we don’t reinforce any stereotypes in our imagery.
 | Dec-2023 for new imagery, then ongoing |
| 1. Enhance our international impact, as an organisation and as individuals, by living our values, nurturing mutually beneficial local-global relationships and empowering our global community of Citizens of Change.
 | * Safeguard and enhance our global reputation by developing and applying ethical, equitable, sustainable and environmentally responsible guiding principles for international engagement.
* Draw on our international connections and expertise to benefit the City of Leicester, and on our local connections and expertise to benefit communities in other parts of the world, exchanging ideas and fostering mutual understanding.
 | Ongoing |
| 1. Focussed activity to increased engagement amongst international students.
 | * Improve the international student experience by actively engaging in a range of activities focussed on that group.
* Recruit two staff roles at grade 6 and 7.
* Develop an activity plan for Welcome and the academic year ahead.
* Aim to roll out the plan from Welcome and beyond.
 | Oct-2024 |
| 1. Diversify committee membership across the University.
 | * Understand the diversity demographic of key university committees. Review the current nominations and appointment processes with a view to diversifying these committees.
 | Dec-2024 |
| 1. Increase the visibility and awareness of Curriculum Consultants.
 | * Increased visibility and awareness of the Curriculum Consultants.
 | Mar-2024 |
| 1. Utilise the course rep system to effectively deliver a consistent and reactive feedback loop between staff and students.
 | * Utilise the course rep system to effectively deliver a consistent and reactive feedback loop between staff and students.
 | Sep-2024 and ongoing |
| 1. Increase the diversity of student leaders among societies and sports.
 | * A more diverse group of student leaders among student societies and sports.
 | Sep-2026 |
| 1. Ensure that the SU Advice Service is aware of and supporting students with neurodiverse conditions.
 | * SU Advice Service effectively supporting students with neurodiverse conditions.
 | Ongoing |
| 1. Ensure that the SU Marketing Team are working toward increased visibility of underrepresented groups.
 | * The SU Marketing Team increase the visibility of underrepresented groups.
 | Ongoing |
| 1. Staff HWB provision for all staff to recognise, and respond to, the diverse needs and circumstances of our staff by developing a range of activities, opportunities and benefits to support and enhance their health and wellbeing.
 | * Utilise data and internal intelligence to develop events and activities that meet the needs of staff groups with protected characteristics.
* Review all existing and future events and activities to ensure that barriers are removed to enable all staff to access and participate.
 | Dec-2023 and then ongoing |
| 1. Ensure that OD provision, including leadership and development, coaching and mentoring and apprenticeships, meets the needs of diverse staff.
 | * Utilise data and internal intelligence to develop and open up dedicated access that meet the needs of staff groups with protected characteristics, such as Development programmes for Women and coaching and mentoring for ethnic minority staff.
* Undertake equality analysis for future provision to ensure that barriers are removed to enable all staff to access and participate.
* Review existing provision to ensure that barriers are removed to enable all staff to access and participate.
 | Dec-2023 |
| 1. Inclusive talent management process and system.
 | * Complete equality analysis on the talent management process and system to be able to identify to address the needs of those with a protected characteristic to progress their career aspirations and ensure the talent pipeline is inclusive now and for the future.
 | Dec-2023 |

| **Strategic Aim 3****Culture and behaviours:** |  |  |
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| **Action** | **Deliverable/Desired Output** | **Target Date** |
| 1. Deliver annual campaigns/activity to increase knowledge and understanding of the Dignity and Respect at Leicester framework and to raise awareness of and address harassment (e.g., the Together Against Harassment Campaign).
 | * All Anti-Harassment Campaign actions are complete and there is raised awareness and understanding of unacceptable behaviour, including harassment, and ways of disclosing, reporting and seeking support should these behaviours occur.
 | Sep-2024 |
| 1. Analyse and report, on an annual basis, all EDI related staff and student disclosures, complaints (grievances) and disciplinaries, and proactively identify areas for targeted action.
 | * A clear annual reporting process is in place for all EDI related staff and student formal cases across the University and included in the annual statutory equality information report.
* Make visible EDI related case numbers and outcomes, to improve transparency and improve confidence in processes to address bullying and harassment
 | Jan-2025 |
| 1. Develop a Citizen Development and Leadership Framework (CDLF) that encompasses the University’s values, building on the Dignity and Respect framework, that is understood and utilised by the entire workforce at all levels.
 | * A leadership behavioural framework is developed, incorporating the University values, the D & R framework principles, hybrid working leadership attributes and core leadership developmental indicators at all levels. These will be developed using up to date research methodologies and wider industry best practice, with staff understanding the core behaviours that underpin our roles as Citizens of Change.
* Leadership Conference September 2023
* Quarterly leadership huddles developed, commencing January 2024.
 | Sep-2023 |
| 1. Develop a programme of proactive and preventative activities that are embedded into the students journey at Leicester.
 | * Key areas of work are identified that will inform focused interventions.
 | Sep-2025 |
| 1. Review methods of data capturing and reporting to support the disclosure and reporting journey for students and staff
 | * Robust analysis of data regarding student disclosures and reporting which will allow for areas of development to be data and solution focused.
 | Sep-2024 |
| 1. Review the capacity and resource for initial points of disclosures for staff and students.
 | * Utilising data, planned interventions and awareness to forecast levels of expected service demand – ensuring they are equipped to provide the appropriate level of support.
 | Aug-2025 |
| 1. Promote understanding of the Dignity and Respect at Leicester Framework and the Research Code of Conduct among the University’s PGR and ECR communities, through existing events and communication channels.
 | * PGR and ECR communities have a clear understanding of the University’s frameworks in relation to Dignity and Respect and the Research Code of Conduct, including how to disclose, seek support and report unacceptable behaviour.
 | Sep-2025 and ongoing |

| **Strategic Aim 4****Voices and evidence:** |  |  |
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| **Action** | **Deliverable/Desired Output** | **Target Date** |
| 1. Work in partnership with the diverse staff and student community to ensure appropriate and proportionate consultation across university activities.
 | * An appropriate level of consultation is taking place with the university’s diverse staff and student community, to inform the development and review of university policies, processes and procedures.
 | Sep-2024 |
| 1. Develop an ongoing programme to improve staff diversity data disclosure rates, for a more accurate understanding of the staff diversity demographic.
 | * Improved disclosure rates of staff equality data to inform an accurate understanding of the staff equality demographic at the university and so inform EDI targeted action where appropriate.
 | Ongoing |
| 1. Ensure that there are evidence-based action plans in place to reduce the University’s pay gaps.
 | * Publish ethnicity, disability and LGB+ pay gaps on an annual basis, alongside gender pay gap.
* Continue to produce annual Gender Pay Gap Dashboards for all Heads of Schools and Departments. Expand to incorporate ethnicity, disability and sexual orientation pay gaps.
* Complete all existing actions on the Gender Pay Gap Action Plan and report progress via the Gender Equity Action Group.
 | Nov-2024 |
| 1. Ensure that the voices of diverse staff groups are heard and represented in all UoL surveys.
 | * Consider and utilise previous survey and equality data to inform the design of staff surveys.
* Using intelligence from different staff groups; consider how best to gain improved completion rates from all staff groups having different and informed strategies in place.
* Deep dive equality analysis of survey results to inform any action plans developed.
 | Dec2023 (start of Pulse surveys) and ongoing |
| 1. Establish an understanding of the causes of the satisfaction gaps between different demographic groups to increasing student satisfaction across currently less satisfied groups of students.
 | * An understanding of the causes of the satisfaction gaps between different demographic groups is established and current initiatives are reviewed, with a view to reviewing our approach to increasing student satisfaction across currently less satisfied groups of students.
 | Ongoing |
| 1. Development undertaken by Student Support Services will be underpinned by a service level approach with EDI.
 | * Cultural awareness raised – race, sexuality, gender, disability training focussing on intersectionality.
* An understanding of why some groups of students are not accessing the service – users are not accessing the service in the same proportions as the student body, and therefore not reflective of the student body as a whole. Users of the Service are disproportionately white.
* Improved inclusion - working with the SU (to address the point above).
* An increase in student voice.
* Workforce better reflects the diversity of the student body, through working with HR to increase the diversity of the workforce with truly inclusive HR processes.
* Identify initiatives to improve the experience of minority ethnic students, with greater focus to the needs of those students.
 | Sep-2024 |
| 1. Accessible and robust service feedback for students in place following their experience with Student Support Services
 | * Key feedback mechanisms identified.
* Established methods of reporting on student feedback.
 | Sep-2024 |

| **Strategic Aim 5****External benchmarks and measures:** |  |  |
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| **Action** | **Deliverable/Desired Output** | **Target Date** |
| 1. Continue to lead on a range of institutional level applications in relation to disability, race, gender and LGBT+ equity.
 | * The University’s progress in relation to inclusivity is further benchmarked using equality charters, specifically the Race Equality Charter (REC) and Athena Swan during 2022/23.
* Continued progress against relevant equality charters:
1. Silver Race Equality Charter award by 2026, (currently Bronze award held)
2. Renewed Institutional Silver Athena Swan award by 2024 (currently Silver award).
3. Disability Confident Leader status (Level 3) by 2026 (currently Disability Confident Employer status – level 2).
4. Stonewall (or a comparable award) top 100 employer by 2028
 | May-2026Dec-2028 |
| 1. Continue to support departmental equality charter applications and activity, reviewing current processes in place.
 | * An effective revised process is in place to support the development and submission of departmental Athena Swan applications.
 | Dec-2024 |

| **Strategic Aim 6****An intersectional approach:** |  |  |
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| **Action** | **Deliverable/Desired Output** | **Target Date** |
| 1. We will continue to highlight and focus on those areas and aspects of human identity where we know persistent disadvantage and barriers exist.
 | * We will view our work through an intersectional lens, recognising the reality and impact of overlapping social systems of disadvantage and privilege, and challenging structural inequities.
 | On-going |