



Our target audience

This document is aimed at:

- Students (present & future)
- Staff (present & future)
- Trustees and Co-optees
- Visitors
- Clients
- All relevant external stakeholders (funders, suppliers, buyers, regulators)

General information about Equality at RVC is available on our web-pages: www.rvc.ac.uk/about/our-people/human-resources/equality.

Alternative versions and further information

This document will be published as a Word document and as a PDF file on the College website at www.rvc.ac.uk/about/our-people/human-resources/equality.

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Introduction

The Royal Veterinary College (RVC) has a unique heritage in the English-

The Legal Context

The Equality Act (The Act) was introduced in October 2010 to harmonise discrimination law and to strengthen the law to support progress on equality.

The Act defines nine protected characteristics these are:

age,
disability,
gender reassignment,
marriage and civil partnership,
pregnancy and maternity,
race,
religion and/or belief,
sex,
sexual orientation.

The RVC is subject to the Public Sector Equality Duty which requires us to have due regard (i.e. be active) with regard to the need to:

Eliminate unlawful discrimination, harassment and victimisation based on the protected characteristics as well as any other unlawful conduct defined in the Equality Act 2010.
Advance equality of opportunity.
Foster good relations between people who share a protected characteristic and those who

Actions to advance equality of opportunity include:

Removal or minimisation of disadvantages suffered by people with protected characteristics due to having that characteristic.

Taking steps to meet the needs of people with protected characteristics that are different from people who do not have that characteristic.

Encouraging protected groups to participate in public life and in any other activity where participation is disproportionately low.

Actions to foster good relations include:

- Tackling prejudice
- Promoting understanding and improving awareness

Public Authorities are also required to:

- Publish equality data on an annual basis

Prepare and publish one or more equality objectives (this document) to meet the general equality duty. This should be done at least every four years.

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Draft RVC Equality Objectives 2020 2024

1. Embedding

1.2 RVC to integrate awareness of

<p>1.4 Review and implement the principles of the Dignity at Work Policy. Relevant training must also be provided to managers on how to support and manage an allegation of harassment/Bullying</p>	<p>Governance upon which the RVC bases its assessment of governance effectiveness.</p>	<p>being of our staff and students.</p> <ul style="list-style-type: none"> • Council meet the requirements laid out in the Committee of University Code of Governance. <p>Council have a greater understanding of EDI to assist them when considering and approving EDI reports, e.g. Equality Monitoring reports, Athena Swan and the Access and Participation Plan.</p>		<p>Ongoing</p> <p>Ongoing</p>	
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	<p>Line managers require appropriate guidance and support to enable them to receive and deal with allegations of harassment and bullying.</p>				
<p>1.5 Champion and promote a culture where disabled staff and students can thrive by providing clear signposting to appropriate support mechanisms and ensuring that both the working and learning, teaching and assessment environments are inclusive and accessible.</p>	<p>Equality monitoring data shows an under-representation of College staff who have declared a disability at 3.6 % compared to sector average 4.9%.</p> <p>To ensure we meet our requirements under the Equality Act and that we receive positive feedback from our staff and student measurement tools, such as (EES) and National Student Survey (NSS), Student Barometer and Student Mental Health Charter.</p>	<ul style="list-style-type: none"> • Increased disability staff disclosure rate so that it is in line with the sector average. • Increased awareness of support available so that staff and students feel supported when making a disability disclosure. This information will be measured via the EES and feedback from EDC. • EES highlights an increased satisfaction level from disabled employees. From 87% in 2017 survey to 92% in 2021 survey. • There is an established process in place for dealing with staff and student 	<p>E&D Champions, D&I Manager and Head of Student Advice Centre</p> <p>D&I Manager and EDC Champions</p> <p>Deputy D1n-3(ro)9(p)-3(</p>		

		concerns/complaints regarding disability support and access provision.	Advice Centre, Deputy Director of HR		
1.6 Conduct a disability Access Audit across the College and ensure current infrastructure projects include accessibility considerations at the planning phase.	<p>Feedback from staff and students has highlighted that certain areas of the College have restricted access.</p> <p>Legislation requires an anticipatory approach to accessibility.</p>	<ul style="list-style-type: none"> • Creation of an accessible environment for staff, student and stakeholders. Employee engagement survey and student feedback indicate a high level of satisfaction amongst staff and students in having their access needs met. 	Dir of ISD/ EDC Chair, Director of Wellbeing and D & I Manager	Audit by December 2021	
1.7 Provide regular information, increase awareness and engagement of EDI via projects and events with staff and students on RVC Equality and Diversity initiatives and policies	In order to facilitate a				

2. Commitment to meeting external and public sector requirements of Equality, Diversity and Inclusion

Objective	Why is this needed?	Success measure	Responsibility	Timescale	Annual Progress Update
2.1 Continue to comply with the requirements of the Equality Act 2010.	Ensures RVC is legally compliant and meeting the requirements of Equality Act 2010.	<ul style="list-style-type: none"> • No equality related legal challenge against RVC. • All public sector equality duty requirements met in a timely fashion. • Student satisfaction on Student Barometer, NSS. 	EDC champions D&I Manager and Head of Advice Centre Everyone Director of LWB	Ongoing Ongoing Ongoing	
2.2 Continue to promote and advance the use of Equality Analysis (Equality Impact Assessments) on all policies, procedures, services and functions.	RVC, policies, procedures and functions need to be impact assessed so that they do not unfairly disadvantage staff, students or stakeholders.	<ul style="list-style-type: none"> • All staff involved in policy and service development are trained on how to conduct EIA (Equality Analysis) and accessible within department or service area. 	Chair of EDC and D&I Manager	Ongoing	

2.3 Continue to work towards meeting the actions set out in the Athena SWAN Action Plan.	To advance gender equality at RVC.	<ul style="list-style-type: none"> RVC maintains Organisational Bronze award and is in the position to work towards the Silver award. 	Chair of Athena SWAN (SAT) EDC champions and D&I Manager	November 2021	
2.4 Implement equality and diversity considerations relating to the Research Excellence Framework (REF).	Ensure staff are selected fairly, with clear guidance on how personal circumstances are to be taken into account.	<ul style="list-style-type: none"> Selection process is fair and transparent, no staff have been disadvantaged in the process and no successful appeals. 	VP for Research & Innovation Research Office	July 2020	
2.5 To continue to ensure formal tenders have an E&D policy and recognise RVC E&D policy.	To ensure as far as possible, that our commitment to E&D is extended to all activities, including those contracted-out to third parties.	<ul style="list-style-type: none"> All formal tenders have an E&D Policy and confirm that they will recognise RVC E&D policy. 	Head of Procurement	Ongoing	
2.6 Implement student outreach and recruitment strategies in order to meet targets specified in the Access and Participation plan (APP)	To ensure the RVC is able to recruit and support a diverse student body as outlined in the APP.	<ul style="list-style-type: none"> targets. 	Acting VP of Students, Director of Access, Head of Student Recruitment	Reviewed annually	

3.2 Implement actions to increase disability disclosure rate for students. Review enrolment and disability disclosure processes to ensure support needs are identified at the earliest

Ensure EDI training is up to date and reflects any trends and issues that emerge nationally and at the College. Ensure cultural awareness is embedded into EDI training

of staff induction. This will support our commitment to embedding equality, diversity and inclusion.

Provide regular EDI briefing sessions to E&D Champions on a range of topics.

To raise the profile of the EDC champions within departments.

		sessions focused on accessibility/diversity/inclusive teaching.			
4.3 Improve collection of relevant demographic staff data in line with Data Protection legislation to help identify diversity issues and monitor impact	We need to understand better the composition of our workforce, so that we can provide appropriate support and intervention if required.	<ul style="list-style-type: none"> Interventions are directly linked to our diverse workforce. 	HR Information Systems and Head of HR Operations	Dec 2022, thereafter biennial	
4.4 Continue to support parental leave through initiatives such as a buddy system for returning parents and continued provision of a central budget to cover parental leave.	To maintain a supportive working environment for staff returning from parental leave. The buddy system will support the transition of parents returning back into the workforce.	<ul style="list-style-type: none"> Retention of central budget for family leave. Positive feedback from Athena SWAN survey and EES indicate that staff feel supported when returning to work. 	CEC and Head of Departments Chair of Athena SWAN SAT, Deputy Director and EDC Champions	Ongoing December 2021	
4.5 Investigate and provide positive action initiatives to increase profile of women and BAME staff within senior grades at the RVC.	Equality Monitoring reports have highlighted that proportionally women are more likely to be employed in roles covering grades 1-5 and under				

	<p>represented within grades 8 and 9.</p> <p>Equality Monitoring reports highlighted an under-representation of BAME staff within senior positions at grade 8 and 9.</p>				
4.6 Conduct an Equality Impact Assessment (Equality Analysis) for each stage of the recruitment process to ensure that potential barriers for BAME applicants are removed	Annual Equal Monitoring Reports highlight that a lower proportion of BAME staff are shortlisted compa staff.	<ul style="list-style-type: none"> Increase in the proportion of BAME staff shortlisted from 32.4% 2018 to 38% by Dec 23. 	Head of HR Operations, D&I Manager and Chair of EDC	Annually reported to Council and CEC By Dec 2023	
external perception of a Disability Confident Employer (Level 3). By exploring outreach community activities.	Disabled staff are under-represented at the College. Therefore the College needs to be seen as an employer who is proactive and positive about supporting the local disabled community to access employment in order to attract	<ul style="list-style-type: none"> Increase in applications from disabled applicants 5.5% in 2018 to 7% by 2023 and an increase in disabled staff profile from 3.6% in 2018 to 4.6% by 2023. 	D&I Manager and EDC Champions	December 2023	

	diverse range of talent.				
4.8 Promote greater awareness of hidden disabilities, and support	In order to build a culture where staff feel comfortable and confident to inform and seek support to accommodate their access requirement.	<ul style="list-style-type: none"> Staff are more aware <p>Feedback from local E&D action plans and EES highlights disabled staff have a positive experience of</p>	E&D Champions Deputy Director of HR and D&I Manager	Dec 2020, thereafter ongoing	
4.9 To continue to promote family leave and flexible working policies including support available.	To support staff wellbeing, caring				

