Equality and diversity …making it happen

The Open University Equality Scheme
2018 - 2022

We are creating an inclusive university community and a society:

- where people are treated with dignity and respect,

- where inequalities are challenged, and

- where we anticipate, and respond positively to, different needs and circumstances,

so that everyone can achieve their potential.

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The scheme, or sections of it, can be requested in plain text, in large print, in Braille, comb-bound or audio format. If you would like to request the scheme in a special format to meet your needs, please contact the Equality, Diversity and Inclusion Team.

All the content in this document, including the Foreword, constitutes our equality scheme.

It is intended that the scheme, including the appendices will be reviewed and updated after 4 years. Information that will be reviewed and updated more frequently is published in separate Appendices. Appendix 1 and 2, the equality objectives, are particularly important to the effective implementation of this equality scheme.

The abbreviation 'the OU' is often used for 'The Open University' throughout this document.

Further information about equality and diversity at The Open University is available on our website at www.open.ac.uk/equality-diversity.

Comments or questions about this equality scheme should be sent for the attention of the Senior Manager, Equality, Diversity and Inclusion. For complaints, please see Section 4.3.

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Foreword

The Open University is open to people, places, methods and ideas. We promote educational opportunity and social justice by providing high-quality education to all who wish to realise their ambitions and fulfil their potential.

The Open University is innovative, responsive and inclusive. We deliver world-class, part-time education to people across the four nations of the UK and worldwide. We make a significant contribution to employability and productivity, strengthening the UK economy.

Since 1969, we have promoted educational opportunity and social justice by providing high-quality education to all those who wish to realise their ambitions and fulfil their potential. More than 2 million people have experienced this life-changing learning through their study with us.

We are committed to developing an inclusive university community and contributing to an inclusive and just society. This commitment is expressed in the vision and principles set out in this scheme.

Discrimination arising from individual characteristics and circumstances is not only unlawful, but a waste of talent and a denial of opportunity, preventing individuals, organisations and societies from achieving their growth potential.

Our mission is to be open to people, places, methods and ideas and this means that a commitment to equality is embedded in all that we do. We celebrate diversity and the strengths that it brings, we challenge under-representation and differences in outcomes, and we commit resources to specific positive action programmes.

As a public body, we also have several statutory duties.

Figure 1: Baroness Lane-Fox of Soho Chancellor, The Open University

Figure 2: Professor Tim Blackman Vice-Chancellor, The Open University

The Public Sector Equality Duty under Section 149 of the Equality Act 2010 requires us to have due regard to the need to eliminate discrimination, advance equality and foster good relations between groups of people.

Section 75 of the Northern Ireland Act 1998 requires us to have due regard to the need to promote equality of opportunity and good relations across a range of characteristics.

In this equality scheme we set out our arrangements for how The Open University will meet these duties.

We will commit the necessary resources in terms of people, time and money to make sure that we comply with our statutory duties and that our equality scheme is implemented effectively, and on time.

We commit to having effective internal arrangements in place for ensuring our compliance with the statutory duties and for monitoring and reviewing our progress.

We will develop and deliver a programme of communication and training with the aim of ensuring that all our staff and governors are made fully aware of our equality scheme and understand the commitments and obligations within it.

We, the Chancellor and the Vice-Chancellor of The Open University, are fully committed to ensuring that the University fulfils its statutory equality duties effectively across all functions, including education and related services, employment, partnerships and procurement.

We realise the important role that our students and the public have to play to ensure our statutory duties are effectively implemented. Our equality scheme demonstrates how determined we are to ensure there is active engagement, so that people affected by our work can influence and shape our organisation.

On behalf of The Open University and our staff we are pleased to support and endorse this equality scheme which has been drawn up in accordance with the Public Sector Equality Duty under Section 149 of the Equality Act 2010, and Section 75 and Schedule 9 of the Northern Ireland Act 1998, and guidelines provided by the Equality and Human Rights Commission and the Equality Commission for Northern Ireland.

We expect commitment and involvement from all our staff, students, partners and providers of goods and services in ensuring compliance with our statutory duties and working towards the achievement of our equality vision and objectives.

Baroness Lane-Fox of Soho,
Chancellor

Tim Blackman,
Vice-Chancellor

The Public Sector Equality Duty under Section 149 of the Equality Act 2010 requires that a public authority must, in the exercise of its functions, have due regard to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited by or under the Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The relevant protected characteristics are

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

People with caring responsibilities are also protected from discrimination by virtue of their association with people with protected characteristics.

Section 75 of the Northern Ireland Act 1998 requires The Open University, in carrying out our functions relating to Northern Ireland, to have due regard to the need to promote equality of opportunity between

- Persons of different religious belief, political opinion, racial group, age, marital status or sexual orientation
- Men and women generally
- Persons with a disability and persons without
- Persons with dependants and persons without

In addition, without prejudice to the obligations above, in carrying out our functions in relation to Northern Ireland, we must have due regard to the desirability of promoting good relations between persons of different religious belief, political opinion or racial group.

1. Our vision, principles, scheme aims and responsibilities

1.1. Our vision of a fair and just society

We are creating an inclusive university community and a society:

- where people are treated with dignity and respect,
- where inequalities are challenged, and
- where we anticipate, and respond positively to, different needs and circumstances, so that everyone can achieve their potential.

1.2. Our equality and diversity principles

1. We value diversity and we recognise that different people bring different perspectives, ideas, knowledge and culture, and that this difference, when nurtured appropriately, brings great strength.

2. We believe that discrimination or exclusion based on individual characteristics and circumstances, such as age; disability; caring or dependency responsibilities; sex; gender or gender identity; marriage and civil partnership status; political opinion; pregnancy and maternity; race, colour, caste, nationality, ethnic or national origin; religion or belief; sexual orientation; socio-economic background; trade union membership status or other distinctions, represents a waste of talent and a denial of opportunity for self-fulfillment.

3. We recognise that patterns of under-representation and differences in outcomes at The Open University can be challenged through positive action programmes.

4. We respect the rights of individuals, including the right to hold different views and beliefs. We will not allow these differences to be manifested in a way that is hostile or degrading to others.

5. We expect commitment and involvement from all our staff, students, partners and providers of goods and services in working towards the achievement of our vision.

1.3. Scheme aims

The aims of our equality scheme are aligned to the Public Sector Equality Duty in Great Britain and the Section 75 duty in Northern Ireland. (Please see the foreword for a description of the duties as they apply to the Open University. Also, see Appendix 3, The Equality Act 2010, for a summary of equality law.)

1) To eliminate unlawful discrimination, harassment and victimisation.
   Eliminating unlawful discrimination, harassment and victimisation involves:

- Ensuring there is no less favourable treatment for people
- Ensuring no factors give rise to discrimination

2) To promote and advance equality of opportunity
Promoting and advancing equality of opportunity involves:

- Removing or minimising disadvantage suffered by people

- Taking steps to meet the needs of people that are different to the needs of other people

- Encouraging people to participate in public life or in other activities where their participation is disproportionately low

3) To promote and foster good relations between people
Promoting and fostering good relations involves:

- Tackling prejudice

- Promoting understanding between people

1.4. Your responsibilities

Everyone who is part of our University community has responsibilities under this equality scheme. Responsibilities for different groups of people are set out below. Section 3.2 of this scheme provides information about the equality and diversity learning and development programme that supports staff in meeting these responsibilities.

As a student

- Treat all members of our University community with dignity and respect for their rights and beliefs

- Challenge or report incidents of discrimination and bullying

- Respond positively and inclusively to individual differences

As a staff member, consultant or agent

- Treat all members of our University community with dignity and respect for their rights and beliefs

- Challenge or report incidents of discrimination and bullying

- Respond positively and inclusively to individual differences

- Anticipate and respond positively to different needs and circumstances of members of our University community

- Apply equality and diversity principles through everyday activities

- Keep knowledge of University equality and diversity policy up to date

- Undertake the Online Equality Training on joining the University and revisit once every 24 months, thereafter (Employees only)

As a member of academic staff in teaching or research

- Treat all members of our University community with dignity and respect for their rights and beliefs

- Challenge or report incidents of discrimination and bullying

- Respond positively and inclusively to individual differences

- Anticipate and respond positively to different needs and circumstances of members of our University community

- Apply equality and diversity principles through everyday activities

- Keep knowledge of University equality and diversity policy up to date

- Undertake the Online Equality Training on joining the University and revisit once every 24 months thereafter (employees only)

- Develop materials with your audience in mind, recognising the full diversity of the student body

- Ensure that your research activity adheres to equality and diversity principles and ethical research standards

- Ensure that *equality analysis* is carried out for all new research activity in accordance with the University's arrangements

As a line manager or manager of consultants or agents

- Treat all members of our University community with dignity and respect for their rights and beliefs

- Challenge or report incidents of discrimination and bullying

- Respond positively and inclusively to individual differences

- Anticipate and respond positively to different needs and circumstances of members of our University community

- Apply equality and diversity principles through everyday activities

- Keep knowledge of University equality and diversity policy up to date

- Undertake the Online Equality Training on joining the University and revisit once every 24 months, thereafter (employees only)

- Develop materials with your audience in mind, recognising the full diversity of the student body

- Ensure that your research activity adheres to equality and diversity principles and ethical research standards

- Ensure that equality analysis is carried out for all new research activity in accordance with the University's arrangements

- Ensure the University's equality vision and scheme are communicated to potential employees and new staff through the recruitment and induction processes

- Disseminate accessible information to ensure employees, consultants and agents are aware of their responsibilities

- Identify and respond to equality and diversity staff development needs

- Support individual needs and circumstances of staff so they can perform effectively

- Set appropriate equality related objectives for your staff

As a Head of Unit

- Treat all members of our University community with dignity and respect for their rights and beliefs

- Challenge or report incidents of discrimination and bullying

- Respond positively and inclusively to individual differences

- Anticipate and respond positively to different needs and circumstances of members of our University community

- Apply equality and diversity principles through everyday activities

- Keep knowledge of University equality and diversity policy up to date

- Undertake the Online Equality Training on joining the University and revisit once every 24 months, thereafter (employees only)

- Develop materials with your audience in mind, recognising the full diversity of the student body

- Ensure that your research activity adheres to equality and diversity principles and ethical research standards

- Ensure that equality analysis is carried out for all new research activity in accordance with the University's arrangements.

- Ensure the University's equality vision and scheme are communicated to potential employees and new staff through the recruitment and induction processes

- Disseminate accessible information to ensure employees, consultants and agents are aware of their responsibilities

- Identify and respond to equality and diversity staff development needs

- Support individual needs and circumstances of staff so they can perform effectively

- Set appropriate equality related objectives for your staff

- Where relevant, include equality and diversity development actions in the unit's business plan

- Ensure that *equality analysis* is carried out for changes to strategy, policy, procedure and practice

- Assess and report progress against agreed equality action plans

As a VCE member

- Champion, sponsor and promote Equality, Diversity and Inclusion

2. Context of our scheme

2.1. Background to the current scheme

The University's equality scheme was originally launched in April 2016. A mid-term review was conducted in 2018, which was overseen by the Equality, Diversity and Inclusion Steering Group, chaired by Professor Josie Fraser. Key stakeholders were consulted for their views about the equality scheme. The review focused primarily on two elements:

1. Evaluation of the approved institutional objectives against the SMART principle (specific, measurable, achievable, relevant, and timely) in the context of a changing and changeable internal and external landscape.

2. Evaluation of the governance and management of the scheme.

The review's recommendations were approved by University Council on 10 October 2018. The refreshed equality scheme will be in place from 2018 to 2022.

The review identified that priorities need to be set to enable achievement of institutional objectives (see Appendix 1) to ensure the scheme's success, especially given the large-scale changes taking place across the University.

It was agreed that the University needed to focus on the most pressing inequalities as institutional imperatives. These are currently BAME student retention; the gap between BAME and white students for the award of good degrees (i.e. a 1st or 2.1); the underrepresentation of employees with protected characteristics in senior roles; and line manager capability in recruiting and developing individuals and teams from diverse backgrounds.

The review also proposed a new governance and management structure to encourage greater commitment and visibility to institutional objectives at senior management level. Student objectives are owned by the PVC, students, and staff objectives are owned by the Group People Director, People Services. Two Senior Accountable Executives (one for student and one for staff objectives) are responsible for the delivery of the related KPIs (key performance indicators).

2.2. About the OU

The OU in facts and figures

Since the OU's launch in 1969, almost 1.9 million people worldwide have achieved their learning goals by studying with us.

The OU is the biggest university in the UK with:

- Almost 175,000 students (All data accessed January 2016)

Our institution is diverse:

- We are the largest provider of higher education for disabled people – over 24,700 studied with us in 2017/18
- Around 1,400 OU students study in prison or a secure unit
- Around 11% of our UK students are from ethnic minorities
- 59% of our students are female
- We have students taking OU modules alongside A levels, and we have students in their 90s – the average age is 29 and more than 30% of students are aged 25 or under

OU mission and core values

The Open University's mission is to be open to people, places, methods and ideas. The University was founded to open higher education to all, regardless of circumstances or location. The OU has developed and embodies a set of core values that make it the most distinctive institution in higher education – we are inclusive, innovative and responsive. These values provide a moral and intellectual compass for the University in a changing world.

Open entry

We have no minimum entry requirements for admission to most undergraduate qualifications. We teach primarily at a distance through a system of supported open learning, which includes the provision of high-quality print and multimedia teaching materials, together with personalised tuition, learning feedback and support. Personalised tuition takes the form of online and face-to-face tutorials, online forums, telephone and email tuition, and residential and day schools, depending on the module and qualification being studied.

Four nations of the UK and internationally

The Open University is the only UK-wide University with centres in all four nations of the UK: England, Northern Ireland, Scotland and Wales. Through economies of scale, we can deliver a breadth of programmes and curriculum to each of the four nations. Higher education is increasingly distinctive and devolved – what is required in one country may not be appropriate in another. Our curriculum, learning and teaching and research strategies, and our student support services must be increasingly mindful of different needs, and we must continue to guard against Anglo-centric policy and decision-making. Particular attention is given to meeting the principle in our Welsh Language Standards, to treat the English and Welsh languages on the basis of equality in the conduct of all our public business in Wales.

2.3. The University Strategy

The OU's Strategic Plan to 2021/2022 is now available online and a Welsh language version is available. Approved by Council on Tuesday 5 March 2019, the plan conveys a clear direction for the coming years and sets out how we will build on 50 years of success to reach more students with life-changing learning. It confirms our commitment to do what we do best - promote educational opportunity and social justice, improve lives and enrich communities across the four nations of the UK, Ireland and around the world.

- Ensuring student success continues to be our main strategic objective, supported by four others:

- Delivering excellent teaching and research

- Enhancing our future growth and sustainability

- Investing in technology that enables success

- Fostering a dynamic and inclusive culture

Ensuring Student Success

- Support the delivery of a market-leading enquirer experience by attracting and retaining increasing numbers of students from diverse backgrounds

- Support a study experience that maximises students' chances by responding positively to individual needs and circumstances and addressing barriers to success

- Support journeys from informal to formal learning by promoting diversity and inclusion through open media

Delivering excellent teaching and Research

- Support research and scholarship that is externally recognised for excellence and impact by leading research and scholarship in social justice and inclusion

- Support people and a culture that enable us to deliver high performance, by attracting and retaining a diverse workforce, by promoting equality through all our people processes, and by drawing on the creativity, skills and experience of our diverse workforce

- Support financial sustainability by preventing unnecessary costs by considering different needs and circumstances from the outset

Enhancing our future growth and sustainability

- Support financial sustainability by preventing unnecessary costs by considering different needs and circumstances from the outset

Investing in Technology that enables success

- Support flexible, integrated and robust systems by embedding accessibility in procurement and systems development

3. Arrangements for managing and embedding equality

3.1. Leadership

Strong, visible equality, diversity and inclusion leadership is an essential component of this equality scheme. The Vice-Chancellor is the Institutional Sponsor for Equality, Diversity and Inclusion and has appointed VCE level Champions for some protected characteristics and sponsors and Senior Accountable Executives (SAEs) for the institutional equality objectives.

The Equality, Diversity and Inclusion Steering Group, chaired by the Dean for Equality, Diversity and Inclusion, sets the rolling four-year strategy for Equality, Diversity and Inclusion. The University Secretary will continue to hold the portfolio responsibility for ensuring compliance with equality legislation and promoting best practice across the institution.

3.2. Staff learning and development

As an educational institution, the OU has a strong commitment to providing learning and development opportunities for staff to enable them to be effective in their roles and to fulfil their potential.

Everyone working at the OU needs to know something about equality and diversity. Staff working directly with students need to be able to respond to a wide range of needs and circumstances. Staff who develop learning materials need to know how to create inclusive and accessible resources. Managers need to know how to manage a diverse workforce effectively. Some staff need more specialist equality knowledge, such as those involved in advising others.

All staff need to know about their responsibilities under the Public Sector Equality Duty (Great Britain) and the Section 75 duty (Northern Ireland). Our core training for all staff, the Equality Essentials module, provides full details of institutional and individual responsibility. It introduces staff to equality and diversity at the Open University and promotes the impact and benefits that can be achieved from positive and fair behaviours. The Understanding Unconscious Bias module introduces staff to the idea of unconscious or 'hidden' bias, and how it can impact in the workplace. It provides staff with the opportunity to think about situations where their own unconscious bias might affect their ability to make objective decisions or judgements. Both online courses are available on My Learning Centre.

Accessible information and services

We are committed to ensuring that our services are fully accessible to everyone who is eligible or has a legitimate interest in accessing them.

For disabled students or students with health conditions that affect their ability to study, to attend residential school, or to take examinations, we have our own access centre to assess student needs. (For further information, see the Services for Disabled Services website at: http://www.open.ac.uk/disability/.)

We provide a wide range of alternative formats, services, and reasonable adjustments for our disabled staff to enable individuals to perform effectively in their roles

Using computers and the internet to enhance study is an essential part of learning at higher education level. Students need regular and reliable access to a computer and the internet to take full advantage of our online services, including module learning materials, forums, and the library.

The OU's student Accessibility Policy sets out our commitment to supporting all our students in ways that effectively meet their needs and aligns with the Student Charter and the OU's overall strategies.

3.3. Equality analysis

Equality analysis, formerly known as equality impact assessment, is the method used by the OU to give due regard to equality when developing or revising any strategy, policy, project, procedure or practice. It is a way of considering different needs and circumstances that may result in unintended consequences.

The need for equality analysis is identified through the annual business planning process or when unplanned change to policy is required. The aims of equality analysis are to: identify potential discrimination and remove or reduce this as far as possible; to consider how policy might support the promotion and advancement of equality of opportunity; and to consider how policy might help to promote and foster good relations. Equality analysis helps us to make better quality decisions and reduce cost by not having to revisit policy that is not fit for purpose.

We have developed detailed guidance and a template to support staff in carrying out an equality analysis, which are available to staff on the equality and diversity intranet. Each equality analysis will identify the likely impact on equality of opportunity for those affected by the policy, and the impact on good relations. For all the characteristics protected under the Equality Act 2010 and Section 75 of the Northern Ireland Act, the analysis will show whether the impact is major or minor, or whether there is no impact. It will also give details of any measures that would be taken to mitigate any adverse impact on the promotion of equality of opportunity.

3.4. Monitoring and reporting

We will monitor progress against the key performance indicators agreed for the objectives in the equality scheme. We will analyse a wide range of equality monitoring data and act on it, revising our objectives where appropriate. Our annual monitoring and reporting arrangements consist of a cycle whereby we analyse different information in different years. We have staggered our monitoring in this way so that the information we produce is always put to good use.

All the characteristics protected by the Public Sector Equality Duty in Great Britain and the Section 75 duty in Northern Ireland are included in the scope of our monitoring strategy.

The information below sets out the indicators we monitor every year and those we monitor on alternate years.

Students

- Undergraduate and postgraduate students: participation, completion and academic attainment (annually)

- Postgraduate research students: participation and withdrawal (annually)

- Non-UK/overseas students: participation (annually)

- All students: complaints and appeals, student survey data (annually)

Staff and governing bodies

Senate and Council governing bodies: composition (alternate years; 2018)

Internal staff and Associate Lecturer staff:

- Workforce composition by location and faculty (also by unit, job category, grade band and mode for internal staff) – alternate years (2018)

- Reasonable adjustments – alternate years (2018)

- Leavers – alternate years (2018)

- Grievances, bullying and harassment, disciplinary – alternate years (2019)

- Development - alternate years (2019)

- Pay gap - alternate years (2019)

- Staff survey data (also promotions for internal staff) - alternate years (2019)

Agency and temporary staff:

- Workforce composition – alternate years (2018)

Consultants:

- Workforce composition – alternate years (2019)

Residential Schools' staff:

- Recruitment – alternate years (2018)

In addition, under the 2018 -2022 Equality Scheme we will:

a) Continue our drive to monitor religion or belief, and sexual orientation for our staff and students. This was introduced in the 2012-16 scheme and we are committed to encouraging greater levels of self-declaration.

b) Maintain paper-based monitoring of community background for our staff in Northern Ireland.

c) Encourage students with caring responsibilities to self-declare and to update information as and when circumstances change.

d) Develop a robust method for collating data related to maternity/parental leave and returners.

We do not intend to introduce monitoring for gender transitioning. We have a legal duty to protect the privacy of individuals who have transitioned, so we will not retain any records relating to gender change.

3.5. Publishing

As a public authority, the OU is required to publish information about its employees and other persons affected by its policies. All information is published on our website at http://www.open.ac.uk/equality-diversity.

We publish our equality scheme; our institutional equality objectives, plans and reports; and a significant range of data on our employees, students, and governance bodies annually.

It is our intention to continue to publish the following:

- Our current equality scheme (available in a variety of formats within 10 days of receiving a request)
- Our outcome-focused equality objectives (Appendix 1)
- Our Welsh Language Standard
- Equality Analysis Reports
- An annual report showing progress against our equality objectives, and a summary of our equality analysis work,
- Annual monitoring reports
- Annual report to the Equality Commission for Northern Ireland
- Any report produced following a full review of this scheme

3.6.   Charters and benchmarking

The University has been aiming towards attaining equality charter awards. Our participation in these awards places the OU in good stead to demonstrate its ability to be held to external scrutiny in relation to equality, diversity and inclusion. Committing to plans of action for treating existing gaps/unequal representation is a part of the Charter process, which is expected to change culture and attitudes across the OU.

We have identified the following areas of focus:

- Gender: Increase the proportion of women in senior roles.
- Disability: Increase the satisfaction of disabled staff and students to reduce the attainment gap between disabled and non-disabled students.
- Sexual Orientation: Ensure that our workplace and services are inclusive.
- Race: To reduce the ethnicity attainment gap; to improve the perception and satisfaction with the OU.

The OU has been awarded an Athena SWAN Institutional Bronze award, five Departmental Bronze awards and one Departmental Silver award for our work and commitment to improving the proportion of women in senior roles in STEM subjects (Science, Technology,

Engineering and Mathematics). We are currently working towards an Athena SWAN Institutional Silver Award.

We achieved the Disability Standard Bronze Award in 2016 from the Business Disability Forum for our work supporting disabled students and staff.

3.7. Staff networks

We will continue to encourage and support self-organised staff diversity networks as a way of assisting staff in developing their careers. The networks have an important role as subject matter experts for consultation on equality, diversity and inclusion issues.

Our OU staff networks include the following:

BAME Staff Network

The BAME network was formed with the purpose of providing networking opportunities for all BME staff, and promoting peer support, confidence building and greater inclusivity.

Care and Caring Network @ OU

Care and Caring Network (OUCCN) is a staff network for knowledge exchange around care; the promotion of carers' rights within the OU; and advice and guidance in carer-related development.

Enabling Staff @OU Network

The EnablingStaff@OU Network is a network for promoting the integration of disabled staff in the workforce, by supporting both disabled staff and their colleagues.

International Communities Support Network

The International Communities Support Network is self-organised staff diversity network for migrants at the OU, which is open to all EU nationals, non-UK nationals and UK nationals. It aims to support staff and students who may feel vulnerable in view of the results of the EU Referendum, and to lobby and defend the rights of those affected.

LGBT+ Staff Network

The LGBT+ (lesbian, gay, bisexual and transgender) staff network aims to respond to social needs and give voice to staff, enabling issues of concern or interest to be shared and raised.

Women @OU Staff Network

Women@OU is an all-inclusive group that works to promote gender equality and raise the profile of women at The Open University.

OU Staff can find out more information about these networks on this staff EDI intranet page

4. Discrimination, compliance, review and complaints

4.1. Dealing with discrimination, bullying, harassment and victimisation

We will not tolerate any form of bullying or harassment. Examples include unwanted physical contact, personal insults or name-calling, sexual innuendo, coercion, constant unfounded criticism, unwanted intrusion, persistent patronising or exclusion, and derogatory comments. This is not an exhaustive list and further examples are included in the two bullying and harassment codes of practice, one for students and the other for staff. These provide guidance on dealing with bullying and harassment, and information on the informal and formal options available to staff and students to tackle occurrences. Staff and students are encouraged to address issues immediately so that these can be resolved informally wherever possible and are not allowed to escalate.

Discrimination, harassment or victimisation, whether direct, indirect, by association or perception, (see Appendix 4 for definitions) based on any of the individual characteristics or circumstances covered by this equality scheme are included within the scope of the bullying and harassment codes. All staff and students have a right to raise a concern in relation to decisions that they believe have been made based on their individual characteristics and which result in negative consequences or differential treatment. We will give added weight to the seriousness of such cases. Malicious allegations made under the bullying and harassment codes will be treated as serious disciplinary offences. The dignity and respect policy for students and the bullying and harassment policy for staff advise who should be contacted to report any accusations of discrimination or unfair treatment.

For staff, the Employee Assistance Programme is a support and counselling service that covers a wide range of issues, including responding effectively to bullying and harassment. Serious cases can be raised through the grievance or disciplinary procedures and, where proven, may be treated as acts of gross misconduct, which could lead to dismissal. Serious student cases are dealt with under the Code of Practice for Student Discipline and, where proven, could result in temporary or permanent exclusion from the University.

4.2. Assessing compliance, evaluation and review

We are committed to the fulfilment of our Public Sector Equality Duty and our Northern Ireland Section 75 obligations in all parts of our work.

The responsibility for the effective coordination and implementation of this equality scheme lies with the EDI Steering Group (EDISG) Chair who is accountable to VCE.

The responsibility for the institutional equality objectives lies with VCE, who is accountable to Council through the VC.

The responsibility for Unit level EDI annual objectives lies with Unit Heads.

The University's EDI team will continue to be the point of expertise and will act as consultants in supporting the University to achieve the institutional equality objectives and related key performance indicators.

The EDISG will be responsible for setting the rolling 4-year strategy which will drive the aims and objectives for the equality scheme with input from the Champions as required.

In addition to this scheme, the University produces a set of objectives (Appendix 1) which includes performance indicators against which we will measure progress.

An annual review of progress and delivery against objectives is coordinated by the EDI team on behalf of the EDISG. The review is aligned with the University's normal business planning cycle. Issues arising from the annual review, and progress against the objectives and key performance indicators, are reported to the EDISG (at its regular meetings) and directly to the Sponsors of the institutional equality objectives.

In year 4 of the 2018-2022 scheme, we will review and evaluate its effectiveness regarding the achievement of our equality objectives, the implementation of our Public Sector Equality Duty, and the implementation of our Northern Ireland Section 75 duty.

The following information summarises our review arrangements:

Every 4 months

Ensure compliance and promotion of good practice; address non-compliance - EDISG

Annual

Progress review and updating of unit equality objectives - All University departments

Provision of equality monitoring information - Various internal data providers

Provision of annual report on institutional and unit equality objectives for VCE and Council - PVC Students and Group People Director

Provision of annual report to Equality Commission for Northern Ireland - Assistant Director, the Open University in Ireland

Every 2 years

Full review of objectives and key performance indicators - EDISG

Every 4 years

Full review of objectives and key performance indicators - EDISG with input from the EDI Implementation Group and in consultation with the Vice-Chancellor's Executive

Feedback and complaints

We welcome any questions, feedback or complaints you may have regarding our equality scheme. These should be addressed to the Senior Manager, EDI and Wellbeing. Contact details are provided on the inside front cover of this document; we would recommend that these are presented in writing.

Complaints in relation to the provision of a programme of study or related to academic or administrative services or appeals in relation to a decision taken by an individual or academic body charged with making decisions on students' progression, assessment and awards should not be sent to the Equality and Diversity Team.

You can make a complaint if you believe that you have been directly affected by our alleged failure to comply with our equality scheme or if you believe we have discriminated unlawfully against you.

Appendix 1: Institutional equality objectives

Student objectives

1. Reduce the retention gap between Black, Asian and Minority Ethnic (BAME) students and White students, for any cohort, from registration to qualification

   KPIs

   i) A reduced retention gap between white students and BAME students at Year 1-2, from a 5-year average of 5.4**%** to a 5-year average of 2.4**%**, by the end of 2023/24

   ii) A reduced retention gap between white students and BAME students at Year 2-3, from a 5-year average of 4.5% to a 5-year average of 1.5%, by the end of 2024/25

   iii) A reduced retention gap between White students and BAME students at Year 3-4, from a 5-year average of 3.8% to a 5-year average of 0.8%, by the end of 2025/26

   Owner: PVC Students (with involvement from the VCE Academic Group)

   Senior Accountable Executive: Director, PVC Students Office

   [Please note: In calculating the 5 year average percentage for KPI i, ii and iii, the aggregated average of students who studied over the respective 5 year periods shown below was used]:

   2012/13 to 2016/17

   2011/12 to 2015/16

   2010/11 to 2014/15

   To achieve the percentages for retention, the average gap for students undertaking lower level study or no study for each of the periods stated above was calculated.]

2. Reduce the degree awarding gap between BAME students and White students, to be in line with the Sector average

   KPI

   i) A reduced 'good degree' awarding gap of 4 percentage points from a 4-year average of 19% to a 4-year average of 15%, by the end of 2025/26

   Owner: PVC Students (with involvement from the VCE Academic Group)

   Senior Accountable Executive: Director, PVC Students Office

[Please note: A 4-year average, is used to allow for parallel comparison with the HE Sector. Sector data at the time of the review was only available up to 2015/16.]

Staff objectives

3. Improve the representation of disabled, BAME, and female staff in senior roles (Grade 10 and above)

   KPIs

   i) An increased proportion of female staff who get promoted from 6.4% to 10% by 2022

   ii) An increased proportion of disabled staff in senior roles from 2.9% to 6% by 2022

   iii) An increased proportion of BAME staff in senior roles from 8% to 11% by 2022

   Owner: Group People Director

   Senior Accountable Executive: Head of Reward, Insight and Inclusion

4. Improve line managers' capability to recruit, manage and develop diverse teams

   KPIs

   i) 50% participation achieved by 2020, and 80% achieved by 2021, on the following line manager development modules:

      a) Management Practices

      b) Prevent

      c) Safeguarding

      d) Unconscious Bias

      e) Equality Essentials

   ii) By 2022, every interview panel member to have received training on the following module: Recruitment, Selection and interviewing (includes unconscious bias).

   iii) A reduced gap in Staff Survey results between disabled staff and non-disabled, for the following two metrics by 2022:

   iv) satisfaction with line management (i.e. staff report that they are satisfied with line management) from 5% (2017) to 2% (by 2022)

   v) satisfaction with managerial support (i.e. staff report that they receive positive managerial support) from 7% (2017) to 4% (by 2022)

   Owner: Group People Director

   Senior Accountable Executive: Head of Reward, Insight and Inclusion

Appendix 2: Areas of inequality managed through the annual unit planning cycle

Putting students first objectives

1a) Improve awareness of the OU among ethnic minority potential students

    i)   Close the gap between the proportion of ethnic minority and white potential students spontaneously aware of the OU from 16% to 12% by 2020

    ii)   Increase the proportion of new UK undergraduate minority ethnic students from 10.6% to 11% by 2020
          Owner: VCE Champion, Race
          Senior Accountable Executive: Director, Marketing and Communications

1b) Reduce the degree awarding gap experienced by disabled and ethnic minority students as compared to non-disabled and white students respectively

    i)   Close the gap between the proportion of black students and white students being awarded a 'good pass' (i.e. a 1st or 2.1) on undergraduate modules at levels 2 and 3 from 30.6% to 25.0% by 2022
          Owner: VCE Champion, Race
          Senior Accountable Executive: Director, Access, Careers, Teaching Support

    ii)   Close the gap between the proportion of disabled students being awarded a 'good pass' on undergraduate modules at levels 2 and 3 from 4.8% to 3% by 2022
          Owner: VCE Champion, Disability
          Senior Accountable Executive: Director, Access, Careers, Teaching Support

1c) Improve equality declaration data for students

    i)   Improve student declaration of sexual orientation status from 28% to 50% by 2020 and to 65% by 2022
          Owner: VCE Champion, Sexual Orientation
          Senior Accountable Executive: Director of Operations, Student Recruitment and Fees

    ii)   Improve student declaration of religion and belief status from 28% to 50% by 2020 and to 65% by 2022
          Owner: VCE Champion, Religion and Belief
          Senior Accountable Executive: Director of Operations, Student Recruitment and Fees

1d) Improve student declaration of caring and dependency status from 7.2% to 15% by 2020 and to 20% by 2022
          Owner: VCE Champion, Caring and Dependency
          Senior Accountable Executive: Director of Operations, Student Recruitment and Fees

Leadership and institutional commitment

2a) Increase the representation of women, ethnic minorities and disabled staff in senior roles

    i)   Increase the proportion of women in senior professorial roles from 27.6% to 40% by 2020
Owner: VCE Champion, Sex
Senior Accountable Executive: Head of University Secretary's Office

    ii)   Increase the proportion of ethnic minorities from 7.1% to at least 10% of senior roles by 2020
Owner: VCE Champion, Race
Senior Accountable Executive: Head of University Secretary's Office

    iii)   Increase the proportion of disabled individuals from 2.6% to 5% of senior roles by 2020
Owner: VCE Champion, Disability
Senior Accountable Executive: Head of University Secretary's Office

2b) Increase the leadership potential of women, ethnic minority and disabled staff.

    i)   At least 25% of attendees from Aurora to have achieved career related moves within 2 years of completing the programme
Owner: VCE Champion, Sex
Senior Accountable Executive: Assistant Director, Learning and Innovation

    ii)   At least 25% of attendees from the BAME Getting Started Programme to have achieved career related moves within 2 years of completing the programme
Owner: VCE Champion, Race
Senior Accountable Executive: Director, Access, Careers, Teaching Support

    iii)   Introduction of a Leadership Scorecard featuring equality and diversity metrics for all managers at Grade 8 and above by August 2020
Owner: VCE Champions, Disability, Race and Sex
Senior Accountable Executive: Assistant Director, Learning and Innovation

2c) Increase the diversity of the University's Council and Governance Committees

    i)   All University committees will always be comprised of at least 40% women and 40% men
Owner: VCE Champion, Sex
Senior Accountable Executive: Director, Academic Policy and Governance

    ii)   All University committees with 10 or more members (including co-opted members) will be comprised of at least 20% of people with a declared minority characteristic (disabled, ethnic minority, religious minority or lesbian, gay, bisexual) by 2020
Owner: VCE Champions, Disability, Race,
Senior Accountable Executive: Director, Academic Policy and Governance

    iii)   At least one third of The Council will always be comprised of members aged 55 or under
Owner: VCE Champion, Age
Senior Accountable Executive: Director, Academic Policy and Governance

A skilled and committed workforce

3a) Develop a more diverse academic, teaching and research workforce with a more diverse age profile

    i)   Increase the proportion of academic and research staff under 36 from 13% to 17% by 2022
        Owner: VCE Champion, Age
        Senior Accountable Executive: Deputy Vice Chancellor (Executive Deans)

    ii)   Increase the proportion of Associate Lecturers aged under 40 from 13.1% to 16% by 2020.
        Owner: VCE Champion, Age
        Senior Accountable Executive: Deputy Vice Chancellor (Executive Deans)

    iii) At least 33% of eligible black academic staff to submit in the next Research Excellence Framework submission (expected 2021)
        Owner: VCE Champion, Race
        Senior Accountable Executive: Deputy Vice Chancellor (Executive Deans)

3b) Improve the selection prospects of staff across protected characteristics

    i)   At least 25% of ethnic minority applicants are shortlisted for all roles by 2020
        Owner: VCE Champion, Race
        Senior Accountable Executive: Head of Resourcing Hub

    ii)   At least 35% of ethnic minority shortlisted applicants are selected (based on ability/potential to do the job) by 2020
        Owner: VCE Champion, Race
        Senior Accountable Executive: Head of Resourcing Hub

    iii) At least 35% of disabled shortlisted applicants are selected (based on ability/potential to do the job) by 2020
        Owner: VCE Champions, Disability
        Senior Accountable Executive: Head of Resourcing Hub

3c) Improve the satisfaction of staff across the protected characteristics.

    i)   Close the satisfaction gap between disabled and non-disabled staff from 4% to 2% by 2020
        Owner: VCE Champion, Disability
        Senior Accountable Executive: Head of Talent and Development

    ii)   Close the satisfaction gap with unit management between disabled and non-disabled internal staff from 10% to 5% by 2020
        Owner: VCE Champion, Disability
        Senior Accountable Executive: Head of People Hub

    iii) Close the satisfaction gap between ethnic minority and white staff from 5% to 2% by 2020
        Owner: VCE Champions, Race
        Senior Accountable Executive: Head of People Hub

3d) Improve the ability of line managers to support the needs and talent development of all staff, especially those who are in minorities in their field of work or location

i) 50% of executive and senior managers have taken at least two of the Harvard Implicit Association Tests (IATs) by 2020
Owner: VCE Champions, Disability, Race, Sex, Sexual Orientation
Senior Accountable Executive: Head of Talent and Development

ii) 95% of executive and senior managers to have taken at least two of the IATs by 2022
Owner: VCE Champions, Disability, Race, Sex, Sexual Orientation
Senior Accountable Executive: Head of Talent and Development

Appendix 3: A quick start guide to the Equality Act 2010 (GB)

What is the Equality Act?

The Equality Act is applicable in England, Scotland and Wales. The main provisions of the Act were implemented in two phases:

The first phase became law on 1 October 2010. In broad terms, it harmonises, updates and amends previous anti-discrimination legislation, providing greater protection for all individuals across a wide range of 'protected characteristics'.

The second phase became law on 5 April 2011. This enacts a new 'public sector equality duty', which amends and expands the existing duty to cover a wider range of characteristics.

What University functions are covered by the Act?

The Act covers all our functions including education; employment; services and other public functions (e.g. broadcasting); associations; contracting and partnerships.

What are the 'protected characteristics'?

Nine characteristics are explicitly protected, as follows: age; disability; gender reassignment ; marriage and civil partnership; pregnancy and maternity; race/ethnicity; religion or belief; sex and sexual orientation.

What is 'prohibited conduct' under the Act?

Direct discrimination and indirect discrimination continue to be prohibited, but are now extended across all the characteristics, except for pregnancy and maternity.

Pregnancy and maternity have specific protection for the duration of pregnancy and up to 26 weeks after birth. Students are explicitly protected from less favourable treatment if breastfeeding.

Protection from harassment is extended to all characteristics with the exceptions of pregnancy and maternity, and marriage and civil partnership.

Individuals are protected from victimisation, where a person makes an allegation or brings proceedings under the Act and suffers a detriment as a result.

Discrimination by association is extended to cover all the characteristics, except for pregnancy and maternity. For example, carers are protected because of their association with someone with a protected characteristic, such as a disabled person or an older person.

Similarly, discrimination because of perception is extended to the same characteristics. This means that individuals who are treated less favourably because they are perceived to have a characteristic, are protected, even though they don't have that characteristic.

It continues to be unlawful not to make a reasonable adjustment for a disabled person. A disabled person does not have to show that their impairment affects a capacity, such as mobility or manual dexterity. It continues to be lawful to treat a disabled person more favourably than other people.

It is now unlawful to ask disability or health-related questions during a selection process, with some exceptions. People Services has provided detailed guidance to managers on this provision.

A new protection, discrimination arising from disability, has been introduced. It means that unfavourable treatment because of something connected with a person's disability is unlawful, for example, refusing to allow a student to use a recording device in a tutorial. In practice, providing that reasonable adjustments are made, discrimination should not arise from disability.

What are the positive action provisions?

The positive action provisions in the Equality Act replicate those in previous equality legislation. Where we reasonably think that people who share a protected characteristic suffer a disadvantage, have different needs, or have disproportionately low rates of participation in an activity, we may take action to overcome or minimise this, provided any action taken is proportionate. This provision applies to all functions, including employment and education - we will continue to use these provisions, where appropriate. However, the provisions are complex, and you should seek advice from the Equality and Diversity Team if you are considering using them.

What is the 'public sector equality duty'?

The University, in the exercise of its functions, is required to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct.
- Advance equality of opportunity, which involves removing or minimising disadvantage, taking steps to meet needs, and encouraging participation.
- Foster good relations, which involves tackling prejudice and promoting understanding.

How does the duty apply to me?

In carrying out your work, in making decisions, in developing, approving or implementing policy and procedures, you must give due regard to the three aims of the equality duty, outlined above. Due regard means that the weight you give to equality needs to be proportionate to its relevance and some roles and functions have greater equality relevance than others. This means being vigilant to anything that you may do that may lead to unlawful

discrimination, or anything you could do that would help to prevent the 'prohibited conducts' described earlier. It also means being proactive in identifying ways of advancing equality of opportunity and fostering good relations through the work that you normally do.

Are some provisions of the Act not being implemented?

Plans to introduce a public sector duty regarding socio-economic inequalities were shelved prior to the first phase implementation. However, The Open University aims to reduce socio-economic inequalities and it is an included characteristic in this equality scheme and in our Widening Participation strategy.

Plans to introduce protection from combined discrimination (dual characteristics) were shelved in the budget announcement in March 2011.

Additionally, we have taken the decision not to implement the voluntary positive action provision in recruitment and promotions, which allows employers to consider underrepresentation or disadvantage when faced with making a choice between two or more candidates who are of equal merit. People Services has issued specific guidance to managers on this subject. In practice, we have decided that this provision can easily be misunderstood and any small gains to be made are far outweighed by the risks.

Can I be held personally liable?

Yes, an employee or agent is personally responsible for their own acts of discrimination, harassment or victimisation carried out during their employment.

The University will not be liable where it can show that it has taken all reasonable steps to prevent employees from discriminating, harassing or victimising someone

Appendix 4: Definition of protected characteristics

Age

This includes a person belonging to a specific age (e.g. 32 year-olds) or a range of ages (e.g. 18 - 30 year-olds).

Disability

A person has a disability they have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

Gender reassignment

The Equality Act 2010 states that a person has the protected characteristic of gender reassignment if the person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex.

Marriage and civil partnership

Marriage is a union between a man and a woman or between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. In Northern Ireland, marital status is protected, therefore people who are single, separated, divorced or widowed are protected.

Political opinion (Northern Ireland only)

Political opinion is an equality category in Section 75.1(a) of the Northern Ireland Act, and may include:

- *Opinions relating to the conduct of the government of the state or matters of public policy*, *or the absence or supposed absence of any, or any particular, political opinion.*

- Opinions such as membership of the 'broad left' of a trade union.

- As defined in FETO 1998 2(4) – "a person's political opinion does not include an opinion which consists of or includes approval or acceptance of the use of violence for political ends connected with the affairs of Northern Ireland, including the use of violence for the purpose of putting the public or any section of the public in fear."

Pregnancy and maternity

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth,

and this explicitly includes not treating a woman less favourably because she is breastfeeding.

Race

This includes a person or group of people defined by their race, colour, caste, and nationality (including citizenship) ethnic or national origin.

Religion or belief

Religion means any religion and lack of religion. Belief means any religious or philosophical belief, including lack of belief, e.g. Atheism. Generally, a belief should affect life choices or the way someone lives for it to be included in the definition.

Sex

A man or a woman.

Sexual orientation

Whether a person's sexual attraction is towards persons of the same sex, persons of the opposite sex or persons of either sex.

Who is protected?

- People who have one or more protected characteristics.
- People who are perceived to have any protected characteristic.
- People who are associated with someone who has any protected characteristic.

Appendix 5: Definition of prohibited conducts

People are not allowed to discriminate, harass or victimise another person because they have any of the protected characteristics.

- Direct discrimination means treating one person worse than another because of a protected characteristic. Direct discrimination is always unlawful, except for age, which can be objectively justified in rare circumstances.

- Indirect discrimination means putting in place a rule or policy or way of doing things that has a worse impact on someone with a protected characteristic than someone without one, when this cannot be objectively justified.

- Harassment includes unwanted conduct related to a protected characteristic which has the purpose or effect or violating someone's dignity, or which creates a hostile, degrading, humiliating or offensive environment for someone with a protected characteristic.

- Discrimination by association means treating a person less favourably because of their association with a person who has a protected characteristic. For example, not agreeing to a reasonable adjustment such as slightly varying working patterns for a person who needs to care for their disabled husband.

- Discrimination by perception means treating a person less favourably because you think they have a protected characteristic.

- Victimisation is treating someone unfavourably because they have taken (or might be taking) action to claim their entitlements or legal rights or supporting somebody who is doing so.

Appendix 6: Timetable for measures and consultation list for functions in Northern Ireland

Updated: October 2019

As specified by guidance from the Equality Commission for Northern Ireland, equality schemes must contain a timetable for measures proposed in the scheme and a list of consultees. As we aim to update these annually, they are contained in this separate Appendix.

A) Timetable for measures proposed in the Equality Scheme

- Communicate the equality scheme: Senior Diversity, Inclusion and Wellbeing Manager – October 2019

- Review and revise action plans: Heads of Units – January to March annually

- Revie monitoring information: Senior Diversity, Inclusion and Wellbeing Manager – April to June annually

- Review timetable for measures and list of consultees: Assistant Director, The Open University (Ireland) – April annually

- Review progress towards equality objectives: University Secretary and the Equality and Diversity and Inclusion Steering Group (EDISG)

- Section 75 progress report: Assistant Director, The Open University (Ireland) – August annually

- Evaluate implementation and effectiveness of training: Head of Talent and Development – September annually

- Publish report on progress against objectives: Senior Diversity, Inclusion and Wellbeing Manager – December annually

- Assess compliance and promote best practice: EDISG – ongoing, as completed

- Publish equality analysis templates (where policy is relevant to functions in Northern Ireland): Senior Diversity, Inclusion and Wellbeing Manager

- Review appropriateness of equality objectives: EDI Implementation Group – March 2021

- Review of full equality scheme: Project Team appointed by EDISG – completed by September 2022.

B) List of consultees for functions relevant to Northern Ireland

This list is not exhaustive. We welcome enquiries from any person or organisation wishing to be added to this list.

Organisations that we have formal or informal partnership arrangements with

- ASDA
- Ballybeen Women's Centre
- Coiste
- Communication Workers Union
- Condition Management Programme
- Derry Central Library
- EPIC (NI)
- Falls Women's Centre
- Forum for Adult Learners Northern Ireland (NICVA)
- Four Seasons Health Care
- Irish Congress of Trade Unions, Northern Ireland Committee
- NIACRO
- NIPSA
- North West Regional College
- Public and Commercial Services Union
- Sainsbury's
- Salvation Army, NI
- Shankhill Women's Centre
- Tar Anall
- Union of Shop, Distributive and Allied Workers
- UNISON
- Waterside Library

Other organisations that have a specific interest in equality of opportunity and good relations

- Age NI
- Alliance
- Belfast Conflict Resolution Consortium
- British Deaf Association
- Cara Friend
- Carers Association Northern Ireland

- Coalition on Sexual Orientation
- Committee on the Administration of Justice
- Commissioner for Older People for Northern Ireland
- Democratic Unionist Party
- Department for the Economy (Director of Further Education)
- Disability Action
- Embrace NI
- Equality Coalition
- Equality Commission for NI
- Equality Unit, Office of First Minister and Deputy First Minister
- Irish Traveller Movement
- MENCAP
- Bryson Intercultural (formerly Multi-Cultural Resource Centre)
- Department for the Economy Higher Education Branch
- Northern Ireland Council for Voluntary Action (NICVA)
- Northern Ireland Human Rights Commission
- Northern Ireland Inter-Faith Forum
- Rainbow Project
- Action on Hearing Loss (RNID)
- Royal National Institute for the Blind
- Rural Community Network
- Sinn Féin
- Social Democratic and Labour Party
- Stonewall NI
- The Green Party
- Traditional Unionist Voice
- UK Independence Party
- Ulster Unionist Party
- Women's Aid Federation Northern Ireland
- Women's Forum Northern Ireland
- Women's Resource and Development Agency