

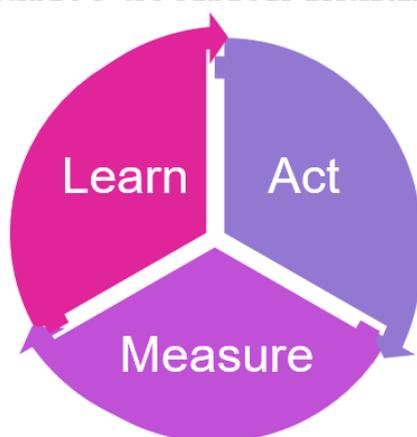
Inclusive Decision-Making Model: Learn, Act, Measure

We have made firm commitments to support equity, diversity and inclusion in our University Strategy and aspire to be recognised as a sector leader in our approach to deliver this key priority. The University is also required to comply with the Equality Duty that was introduced to support good decision making. The Equality Duty requires us to understand how different people will be affected by our activities so that policies and services are appropriate and accessible to all and meet different people's needs. Please read in conjunction with our guidance for further information on meeting the Equality Duty in decision-making.

We want to create an inclusive work and study environment where people feel welcomed, valued, and supported. Removing any existing and potential barriers to inclusion is critical to the realisation of this aim. We have developed this model to ensure that all of our staff are equipped to fully embed inclusion into any decisions, policies or activities that may impact on people.

Please note that this is a simplified version of the previously prescriptive '*equality impact assessment*' process that used to be a legal requirement. The legal landscape has shifted towards consciously thinking about the three aims of the Equality Duty as part of the process of decision-making. The three aims are to eliminate unlawful discrimination; to advance equality of opportunity; and to foster good relations. This means that consideration of equality issues must influence our decisions— such as in how we act as an employer and education provider; how we develop, evaluate and review policy; how we design, deliver and evaluate our services, and how we commission and procure from others. This requires all of us to be deliberate and intentional about understanding how our decisions will impact on different groups of people across our university.

Inclusive decision-making model



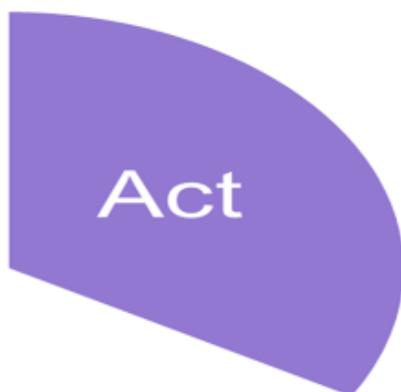
Essentially, there are 3 stages to this process – **Learn, Act, Measure**. Each stage is explained in turn below.



- Understand the different types of people who make up our organisation both in terms of representation and experience
- Recognise any gaps in your understanding in terms of the needs and challenges for these people and take action to improve your learning
- Use in-house expertise to check your understanding, offer alternative viewpoints, help fill in any gaps in understanding
- Engage in meaningful consultation with groups likely to be most impacted by your plans – frame this as specific questions or request feedback on different options
- Involve and listen to the views of marginalised groups but do not expect them to own the issue or find the solution for you
- Challenge assumptions, traditions and norms to avoid unintended consequences and to be respectful of differences

Use this learning to build up a picture of the people that make up our university. This will enable you to better understand how your planning and decision-making might impact differently on different groups of people. This will also help develop an overview of the needs of these different groups so that these can be considered and met where possible in your activity. There may be decisions that cannot be avoided: focus on how these might be implemented in a fair and equitable way.

The following questions may help you assess whether your proposed action has been developed inclusively – if not, we recommend you return to the Learn stage; if you are confident that you have fully explored and understood any impact on people, then you are ready to act and implement your decision.



- **How might this decision impact on our people?**
- **Can we identify the different groups that might be impacted?**
- **What is our collective understanding of the feelings, concerns and challenges faced by this group?**
- **Are there gaps in our understanding?**
- **Are we making any assumptions that may result in any unintended consequences for certain groups of people?**
- **How might we mitigate the impact on different groups?**

Once you have used your collective knowledge and understanding to implement your decision, you then need to consider how you will measure the impact. Remember that sometimes there might be unintentional consequences that were not foreseen – in such cases, it is advisable to return to the first stage of this model and improve your understanding of any impact and why this might be occurring. Steps can then be taken to alleviate adverse impact. This does not mean that you cannot make decisions that impact on people – it simply means that we will be mindful of how our decisions might

impact on different groups of people and take steps to mitigate this impact where we can. For example, if we were to close a programme, we might propose that we 'teach out' the existing student cohort so that they can complete their studies.



- **Accept we may not always make the decisions that are right for everybody.**
- **Invite feedback**
- **Remain responsive and flexible**
- **Review the impact**
- **Be prepared to work back through the Learn, Act, Measure cycle as the impact of any decisions evolves**

Please note that all University Executive Board committee papers must now include a narrative covering the points above to provide assurance that any proposals are being made in line with this process.