

**Performance & Development Review**

**Guidance on Embedding Equality, Diversity & Inclusion**

The [Hallam Deal](https://blogs.shu.ac.uk/hallamdeal/?doing_wp_cron=1521037581.4430229663848876953125) sets out the University's commitment to you and what the University expects in return. The Performance & Development Review (PDR) supports that two way commitment, through recognising your achievements and setting out clear and focused objectives.

The purpose of the Performance & Development Review (PDR) is to align your personal performance and development with that of [Transforming Lives](https://portal.shu.ac.uk/departments/bis/pt/PIP/PIPW1/Portfolio%20Stakeholder%20Engagement%20%20Comms/Strategy%20-%20final.pdf). The [Performance & Development Review Toolkit](https://blogs.shu.ac.uk/shupdreviewtoolkit/?doing_wp_cron=1522832680.6540420055389404296875) provides you with information and helpful resources when preparing for your review.

In support of Transforming Lives, the PDR enables you and your manager to have meaningful conversations throughout the year about achievements, developments and is complemented by regular one-to-one discussions and aids self-reflection.

Additionally, the annual review conversation considers the future, identifying priorities and setting out SMART (**S**pecific, **M**easurable, **A**chievable, **R**elevant, **T**ime-bound) objectives, including development needs for the year ahead.

If you require any further assistance accessing these documents or have specific requirements (e.g. large print format) please contact the People Development Team on ext. 3948.

1. **Embedding Equality, Diversity & Inclusion - An Overview**

As set out in [Transforming Lives](https://portal.shu.ac.uk/departments/bis/pt/PIP/PIPW1/Portfolio%20Stakeholder%20Engagement%20%20Comms/Strategy%20-%20final.pdf) and our [Equality Objectives 2017-2020](https://www.shu.ac.uk/about-us/equality-and-diversity/reports) we will only truly be able to attain our vision of becoming the world's leading applied university if we embrace diversity in our workforce and support students from a wide range of backgrounds to succeed.

**Equality** is about ensuring that our students and staff are given equal opportunities and are treated fairly irrespective of background. **Diversity** is about recognising, valuing and taking account of people’s different backgrounds, knowledge, skills, and experiences, and encouraging and using those differences to create a productive and effective workforce and student experience. **Inclusion** is about ensuring that our culture, environment and processes are inclusive of the needs of all staff and students regardless of background.

We must all take responsibility to make equality, diversity and inclusion (E, D&I) an integral part of how we approach our work with staff, students and stakeholders. By building E, D&I into the Performance & Development Review (PDR) we ensure that:

1. We all have the opportunity to embed equality in our work, through focused SMART objectives[[1]](#footnote-1);
2. We can support development needs that will enhance knowledge, skills and experience in relation to E, D&I; and
3. Good practice is captured and shared and is developed further
4. **Embedding Equality, Diversity & Inclusion - Some Practical Considerations**

**As a University, we aim to create a welcoming University environment in which:**

* staff and students can achieve their potential and perform well, regardless of their background
* there is no bullying, harassment or discrimination
* there is equality of opportunity and all decisions are free from bias and based on merit

**Equality in Practice**

Everyone has a role to play in creating this environment. In short, putting equality into practice means that:

1. Everything you say and do encourages this safe and supportive environment for the staff, students and stakeholders you work with;
2. Students, staff and stakeholders should be treated according to their needs - be proactive in identifying barriers and offering solutions; and
3. Staff and students are able to achieve their potential and perform well.

For those with responsibilities (such as recruitment), equality will have additional implications.

These three summary points can act as a useful reminder of how equality relates to your role. It isn't always easy to put these into practice, but it's important we commit ourselves to continuously learning how to.

**Individual responsibilities and objectives as part of the PDR**

It is recommended that in order to make this a reality all members of staff should:

1. Complete the required university equality, diversity and inclusion training (as detailed within the PDR form); and
2. Have at least one E, D&I objective set as part of the PDR process. The objectives will look different dependent on the level and nature of the role. Some roles will have specific E, D&I responsibilities and objectives should be written to reflect those responsibilities. For other roles it is about looking at how, as individuals we can support E, D&I and for line managers being clear about how you can lead the embedding of this within teams.

Detailed below are some practical examples to help inform your thinking in terms of developing E, D&I objectives. They are not intended to be an exhaustive list:

Develop the modules curriculum to play an active role in improving the student Black, Asian and Minority Ethnic (BAME) attainment gap.

Monitor and act on complaints related to equality, diversity and inclusion in a timely manner.

Encourages team to discuss E, D&I issues, and how we can address them.

Become a member of an E, D&I staff network group and contribute to their activity.

Consider the diversity of my dept/team and how we present E, D&I activity to staff, students and stakeholders.

Complete the chairs training to support E, D&I in all recruitment activity.

Complete the unconscious bias training and challenge my own thinking.

Understand the equality objectives and how they relate to my role.

Designs and develops inclusive digital strategies to support flexible working and accessibility.

Contribute to ensuring that equality analysis is completed on policies and procedures as and when developed.

Put in place reasonable adjustments for disabled staff / students, to enable them to achieve their potential and perform to the best of their ability.

Undertake Mental Health First Aid awareness in order to be better equipped to identify and effectively support students and staff with mental health issues to succeed at University.

Participate in change teams and provide coaching and support to build change team's EDI skills and knowledge.

Undertake outreach work to encourage student applicants from Black, Asian and Minority Ethnic (BAME) backgrounds.

1. *Please see Guidance for Setting SMART Objectives which can be found within the performance and development review toolkit.* [↑](#footnote-ref-1)