

EQUALITY, DIVERSITY AND INCLUSION

1. The university of St Andrews highlights diversity as one of the 5 key aspects of its overarching [strategy](#) with the vision to *'make St Andrews a beacon of inclusivity, placing diversity and equality at the centre of everything we do and creating an environment in which all can flourish and realise their potential'*. The School of Medicine has its own EDI statement (below) in addition to the St Andrews University institution level [EDI policy](#).

SCHOOL EQUALITY AND INCLUSION STATEMENT

2. **Vision Statement.** To ensure that our School is an outstanding place to work, study and collaborate where the principles of fairness and opportunity are fully embedded in our philosophy and operations and that our School and University are recognised internal and externally as a sector leading progressive, inclusive, and fair practice and opportunity institution. Where all colleagues feel supported, valued, and able to speak out and where bias, bullying, discrimination, and harassment are not tolerated.
3. **Policy.** The School of Medicine is fully committed to supporting the Diverse strand of the University Strategy 2022-27. This encompasses the University's equality, diversity and Inclusion policy of, *"foster an inclusive culture where all feel able to be their authentic selves, and where prejudice and discrimination are robustly challenged."* The Head of School is personally responsible to the Principal for ensuring that staff and students are able to work and study in a fair, respectful and dignified environment where individuals are treated according to their ability and no account is taken of background, race, ethnicity, gender, age, religion or belief.
4. **Culture.** We have inclusion and wellbeing as core values. The School's strategy is led by a Director of Inclusion, a Wellbeing Officer and members of the Inclusion committee. The strategy is manifest in open meetings; in a drive to increase the number of women in chair positions by dynamic recruitment and supporting our existing staff; by encouraging a more diverse staff base and by recruiting more clinical staff. We have promoted a hybrid working practice which meets the team, task, and individual needs and helps in reducing all collective travel carbon footprints.
5. **Appointments and Offers.** Academic or administrative appointments are made wholly on the suitability of that individual to fill the post. Offers to students are made on the basis of academic grades and performance at interview.
6. **Complaints.** Every individual has the right to complain if they feel that they are being harassed, bullied, intimidated, or discriminated against, and they should feel confident that any complaint made will be dealt with quickly and impartially. Staff or students that wish to raise such a complaint should discuss the matter to establish which of the University's extant policies are relevant. In this first instance staff should approach their line manager, the Executive Administrator or the University HR staff. Students should approach their personal tutor, the Pro Dean or Student Services.
7. **KPIs.** The school aims to be current with national equality benchmark awards. The School has signed up to the following Charters:
 - The BMA Racial Harassment Charter for Medical schools
 - The UK Medical Schools Charter on LGBTQ+ 'Conversion Therapy'
 - The school currently holds an UK Athena Swan Charter Silver Award (2023-2028).

8. **Responsibilities:**

- a. **The Director of Teaching.** Responsible for ensuring that students entering the School know where to find the University's policies and GMC guidance on equality. As Chair of the School Progress Committee review any breaches of these codes.
- b. **All staff.** All staff should be familiar with and apply the range of university policies. Ignorance of the policy does not constitute an excuse.
- c. **All students.** All students should take time to understand the equality and diversity policies applicable to them and take care to ensure that they comply with the direction given.
- d. **School Manager.** Responsible for ensuring that all the staff comply with the University's E&D training regime.
- e. **Admissions Officer.** Using data captured on SITS the Admissions Officer may provide evidence to support the school's equality approach to admissions, if challenged.
- f. **Director of Inclusion.** Responsible for ensuring that the School is an outstanding place to work and to lead activities that foster a work and study environment within the School that promotes equality of opportunity, enhances diversity and ensures inclusivity for staff and students across all protected characteristics.
- g. **Wellbeing Officer.** Responsible for improving and maintaining a positive staff culture and staff wellbeing in general. Student-related wellbeing is led and managed by the pro Dean for Students.

9. **Further advice.** University Online toolkits and briefings:

- [Inclusive Recruitment Guide](#)
- [Inclusive Curriculum Toolkit](#)
- [Event and Meeting Inclusion](#)
- [Equality Staff Briefing: Sexual Orientation](#)
- [Equality Staff Briefing: Gender Identity & Reassignment](#)
- University [Equality and Diversity web pages](#)
- [School's Equality and Diversity web page.](#)

REFERENCE GUIDE FOR TYPES OF PROHIBITED CONDUCT UNDER THE EQUALITY ACT (2010)

Type of Conduct	Terminology	Staff Example	Student Example
Direct Discrimination	Different treatment of two individuals where the reason for the difference in treatment is a protected characteristic.	Training opportunities are offered to younger staff rather than older staff as it's assumed that they older staff would not be interested.	After a heated argument in a course involving student of a religion and students from non-religion during a discussion about radicalisation and terrorism, the School moves some of the students of the religion into another study group. It does not take a similar approach to the non-religious students involved in the incident.
Indirect discrimination	A practice, policy, or action which may at first appear neutral in its effects, but at closer examination disproportionately and adversely effects a person's protected characteristic.	Dress code requirements stating that employees may not wear any headwear would indirectly discriminate against employees of particular religions.	A School introduces a change to its drugs policy to specify that no hypodermic needles will be permitted on campus due to a number of dirty needles being found. Policy has a negative impact on some disabled students who need to use hypodermic needles in the treatment of their condition, such as diabetic students who need to inject insulin at regular intervals during the day.
Victimisation	Treating a person unfavourably because they have taken (or might be taking) action under the Equality Act or supporting somebody who is doing so.	Staff brands an employee as a 'troublemaker' because they raised a lack of job-share opportunities as potentially discriminatory.	Student applies for a Postgrad course at the University and at interview is questioned about a complaint the student made during Undergrad studies on the grounds of disability. The student is unsuccessful in gaining a place on the course and was able to show a link between not gaining a place and the questioning about the complaint.
Discrimination by association	Where a person does not have a protected characteristic themselves but is treated less favourably because of their relationship with someone who does e.g. the parent of a disabled child.	An internal job applicant has been unsuccessful due to disclosing that they have a caring responsibility for a disabled child, parent or partner, regardless of whether or not the job applicant is disabled.	During Freshers' Week, 2 students decide to sign-up for a course in Religious Studies. One is chair of the 'LGBT Society' and is gay. The other student is a friend and not gay. They are both told that the Religious Studies course has no more places available so they cannot join up. Later one of them sees a group of four men sign-up to the course. In this case not only the gay student but also the friend could complain of discrimination For the friend the discrimination would be on the basis of his association with his friend who is gay.
Discrimination by perception	Acting or behaving in a discriminatory way towards a person due to the belief that they have a protected characteristic, whether or not they have such a characteristic.	Staff refuses to work with other staff because they believe them to be of a different religion irrespective of whether the staff members are of that perceived religion or not	A course coordinator at the University does not offer a work placement at a hospital to a student as part of the course because they think the student is undergoing a gender reassignment and are worried that the hospital might find this 'uncomfortable' – despite the fact that the student has not undergone a gender reassignment at all.

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HEALTH, DISABILITY AND REASONABLE ADJUSTMENTS

10. The school of medicine has a [Health, Disability and Reasonable Adjustments policy](#) for students who require to inform the university of any impairment, disability or health related condition. The Policy covers why the university should be informed, how to register a health or disability condition, information on reasonable adjustments and signposts to where further advice can be accessed.

STAFF EQUALITY AND DIVERSITY TRAINING

11. All staff will fold into the training regime requiring all staff involved with admissions, teaching and assessment to complete the E&D modules and Unconscious Bias modules offered by the University or the NHS. For employment law and HR record keeping it will be appropriate that staff complete these modules at their employing organisation (St Andrews or NHS Board) and the Programme manager will keep data on who has completed the modules (and by default who is due to conduct refresher training). The Programme Director will conduct an annual review of all staff involved on the programme to ensure that they are in-date. A list of all mandatory equality and diversity training is noted in the table below.

Mandatory Training	Renewal Requirement
Information Security Essentials	Every 2 years
Safeguarding and the Prevent Duty	Every 2 years
Data Protection (GDPR)	Every 3 years
Medical School Active Bystander Training	Every 3 years
PGR Supervisor Training	Every 3 years
Diversity in the workplace	Every 5 years
Unconscious bias	Every 5 years
Recruitment & Selection	Every 5 years

EQUALITY AND DIVERSITY DATA

12. The School conducts a staff survey every 2 years. The results of this survey inform the Athena Swan applications. The School's Director of Inclusion also has access to Institutional and school level EDI data (including the results of the School survey) via the University's Data warehouse data sets. These data sets are accessed via Qlikview dashboards from the University website.

EXTERNAL AUDITS OF UNIVERSITY EQUALITY AND DIVERSITY PROCESSES

13. The School of Medicine has recently (March 2023) achieved Athena Swan Silver accreditation under the new transformed charter. Additionally, the University of St Andrews has a current institution award at Bronze level (2018) and intends to submit for a Silver level award in 2024 under the new transformed charter.

14. The School of Medicine was subject to a recent University-led Review of Learning and Teaching on the 27 October 2022. The review team reported **confidence** (the highest judgement) in Learning and Teaching in the School of Medicine. The University was subject to an QAA Enhancement-Led Institutional Review in October 2020. The University of St Andrews was judged to have **effective** arrangements for managing academic standards and the student learning experience, with several commendations including Support for access, diversity and inclusion, and Partnership working and responsiveness to student voice. Accordingly, the full range of equality policies have been tested by external scrutineers and found to be effective.