1. Introduction to KCLSU

We’re KCLSU (King’s College London Students’ Union). Every student at King’s is automatically a member of KCLSU. Together, with our members, we are a union of students that

- connect to each other, KCL and others
- share social experiences
- represents our views to decision makers,
- and build our future together.

We’re here to make sure every King’s student has the opportunity to thrive. We’re run by students, for students. Our decisions, policies and what we do are decided by our 30,000+ student members. As a democratic charity and membership organisation, students lead us at every level to achieve our priorities.

KCLSU has a diverse workforce, and is a campaigning organisation, with ambitions to increase its organisational cultural competence with reference to equality and diversity and what works in motivating, recognising and changing behaviours. We make conscious decisions to be open and transparent to effectively manage our own unconscious bias, conscious bias, and prejudice, by supporting as well as constructively challenging colleagues for their development.

We are nine months into delivering our six year vision and are developing our values; collaboration, transparent and accountable, unbureaautratic, inclusive, sustainable, and fun!

We have worked on developing our culture over the past year, to deliver the strategy we have considered the new values in staff development days, with disability awareness workshops and mental health awareness sessions but we want to do more.

Over the next year, we are looking to articulate our values further as we listen to and respect our staff, building trust with them and enabling them to develop and progress, so we can celebrate each other.

We are consider accreditation scheme’s that may help develop the organisation to develop a progressive experience for all out staff.

1. Introduction to tender

Following resignations, and amid complaints of a lack of inclusivity it is felt important that these issues be addressed. There have been particular claims of sexism and an apparent glass ceiling, with all the senior positions occupied by men. These issues coupled together act as a deterrent
to women who either do not put themselves forward for election or selection, or once in a role find the lack of support from fellow officers as unsustainable.

2. Scope of Work

KCLSU wants staff to feel accepted as individuals and believes that by having differing backgrounds we learn and develop our connections with others, and benefit the services and experiences we provide to students, as well as society.

It is the responsibility of all KCLSU staff members to adhere to the Equal Opportunity Policy where no person will be discriminated on the grounds of the following:

a. Age  
b. Disability  
c. Gender Reassignment  
d. HIV Status  
e. Marriage and Civil Partnership  
f. Nationality  
g. Parental status  
h. Political opinion  
i. Pregnancy and Maternity  
j. Race  
k. Religion and Belief  
l. Sex  
m. Sexual Orientation  
n. Socio-economic background  
o. Any other irrelevant distinction

The purpose of stage one of this assignment is to consult with staff and students to assess the areas for development in behaviors and decision making in the above areas as well as opportunities to innovate, and embed our strengths of working together as peers to help every student thrive.

The second stage is to recommend an accreditation scheme which is most appropriate to help the organisation deliver services in the way students have identified.

The third stage is to action plan to address underrepresentation identified in gender and ethnicity pay gap analysis and set a two year action plan for consideration of the board.

3. Key outcomes

Overall aim:
To provide a structured forum within which the Senior Leaders and Sabbatical Officers of the Student Union can reflect on how they can address all forms of discrimination, with a particular focus on gender-based discrimination.

Objectives:
By the end of the session board members will be able to:
• Outline their responsibilities as Student Union officials in relation to Equality, Diversity and Inclusion (ED&I)
• Understand the concept of Unconscious Bias and employ established mechanisms to minimise the way it affects the function of the union
• Be able to recognise the behaviours that come from unconscious bias and their impact including micro-messages
• Take steps to mitigate the effects of unconscious bias in themselves and others and have a list of agreed actions for all to abide by as well agree on what outcomes will emerge for non-compliance of these actions.
• Challenge behaviours in themselves and others in a non-confrontational manner

3.1 Assessment: it is anticipated that this part will look at feedback from stakeholders and a desktop research on historical data as well as exit interviews. The report should be accompanied by a gender and ethnicity pay gap report with recommendations. Stakeholders to be included are listed in table 1 and the documents to be reviewed listed in table 2.

We would like to appoint a company to consult with internal stakeholders of KCLSU, which include (i) permanent staff, (ii) student staff and (iii) sabbatical officers.

The final aspect to the assignment is to prepare (iii) pay gap analysis on gender and ethnicity and benchmark with third sector and education sector, organisations of similar size and prepare long term and mid-term action plans to address underrepresented groups, as identified against the local population in the organisation and at all levels of the organisation.

Table 1: Stakeholders

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Note</th>
<th>Importance</th>
<th>To be consulted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Leadership Team</td>
<td>There are 4 members of the Senior Leadership Team, which includes the CEO, Director of Operations, Director of Services and Director of Digital and Communications</td>
<td>HIGH</td>
<td>All</td>
</tr>
</tbody>
</table>
## Sabbatical Officers

There are 4 sabbatical officers, who are the elected leadership of the students Union.

## Permanent Staff

KCLSU has approximately 65 permanent staff members ranging from Departmental Leaders, to coordinators. A cross selection of staff based on equality quotas as agreed.

## Student Staff

A large pool of student staff that work across the various services and functions of KCLSU. A cross selection of staff based on equality quotas as agreed.

### Head of People and Development, and HR Generalist

The person responsible for Human Resources. All

### Staff Representatives

Three elected staff representatives. All

### KCLSU Women’s Network

KCLSU Staff network. Representatives

### Any other staff networks

KCLSU staff networks. Representatives

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**Table 2: Documents or information to review**

<table>
<thead>
<tr>
<th>No</th>
<th>Document Name</th>
<th>Rationale</th>
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<tbody>
<tr>
<td>1</td>
<td>Summary of Exit interviews</td>
<td>As to determine trend for leaving KCLSU</td>
</tr>
<tr>
<td>2</td>
<td>Summary of grievances and disciplinary</td>
<td>To highlight a trend in grievances and disciplinary that may steam from discrimination.</td>
</tr>
<tr>
<td>3</td>
<td>Records of pay and promotion in KCLSU</td>
<td>To highlight how pay and promotions have been</td>
</tr>
<tr>
<td>4</td>
<td>Officer objectives</td>
<td>To see if there is a gender imbalance of work amongst the elected officer teams. Review of effectiveness of peer management for this staff group and frameworks to support formal mentoring, and effective group work.</td>
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<tr>
<td>5</td>
<td>KCLSU relevant policies</td>
<td>If behaviors and decision making fall below the standards in policies and this is not currently addressed in KCLSU governance, a new policy to be developed and linked to associated policies. Where specific areas for development have been identified action to be taken is to be articulated for the individual concerned and shared with their manager for them to address, and direct improvement.</td>
</tr>
<tr>
<td>6</td>
<td>Functions and roles of SLT and DLT.</td>
<td>Integration of the values into the JB and appraisal of all staff, with SLT and DLT taking management responsibility for implementing meaningful cultural change, positive reinforcement and constructive challenge to enable learning.</td>
</tr>
<tr>
<td>7</td>
<td>Elections review outcomes</td>
<td>Review the key findings in the report that allude to organisation culture in relation to representation of women.</td>
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<tr>
<td>8</td>
<td>Staff Engagement Survey</td>
<td>To see any comments in</td>
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</table>
3.2 Intervention Guidelines: Based on the completion of 3.1 an action plan, including SMART recommendations, and a coherent timeline of actions, and if a required policy for KCLSU staff and managers to implement in effectively managing any unconscious bias and any structural inequality as well developing employee behaviours that are in line with KCLSU’s values.

A cost effectiveness approach, depicting costs associated with the implementation of these recommendations should be included.

3.3 Culture change: In light of the findings and guidance, the key outcome that we are looking for is a culture change in the organisation that would create momentum for enlightenment, and learning and effective management of unconscious bias, through reflection, constructive challenge, and behavioral change across all levels of the organisation, with a framework across all bands, communicated and updated in Job Descriptions and appraisal documents for managers to performance manage. This will need to be assessed, two years from completion of the intervention guidelines and once again at 12 months.

4. Contact and Governance

The main contact for this report will be the Chief Executive Officer, supported by the Head of People and Development; all communications will be made with the CEO at first instance. However, the person undertaking the work could escalate these matters to the Chair of the HR committee based on the seriousness of their findings.

The reports will be seen and actioned by KCLSU’s Human Resources Committee and a requirement to attend the meeting and highlight findings will be required.

Please respond including assurances of how you will comply with data protection legislation and cyber security threats.

5. Responding to Tender and Weighting

The tender should be submitted using the below headings:

1. About us - Experience of undertaking Unconscious Bias Intervention, Equality Impact assessments, creating gender and ethnicity pay gap analysis. (10)
2. Methodology - review of the outcomes how will this work be undertaken, including assurance on data protection and cyber security (60)
3. Timeline - how and when will this work be done, as well as an estimation of the number of days this project will take (20)
4. Costings and references - a breakdown of costs and references including the successful completion of similar assignments. (10)

Tenders are welcomed from women and LGBTQ+, as currently the senior levels of the workforce is not diverse across these groups.

Timeline

18 March tender goes live
6 April close tender
7th-8th April – shortlist candidates notified (panel being CEO, VPP, Head of HR, HR Chair & Staff Rep, and Diversity Champion)
15th/16th April – interviews to take place by Skpye*
4th May – successful candidate to start

*As we continually assess the Coronavirus impact, we will update those who have been shortlisted with developments. Remote working is currently in place until 1st May 2020.