



**Selkie: Development of a Streamlined Commercialisation Pathway for the Marine Renewable Energy industry.**

**Work Package 1: Gender Equality and Diversity Plan**

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## 1.1 Revision History

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## 1.2 Acknowledgement

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## 1.3 Legal Disclaimer

The views and opinions expressed in this publication are the sole responsibility of the author(s) and do not necessarily reflect the views of the European Commission



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## Table of Contents

1.1 Revision History .....	2
1.2 Acknowledgement .....	2
1.3 Legal Disclaimer .....	2
2. About Selkie .....	4
2.1 Aims of the Selkie project .....	4
3. Executive Summary .....	5
4. Gender Equality .....	5
4.1 Equal Opportunities .....	5
4.2 Gender Equality at Consortium Partners .....	5
4.3 Policy Documents .....	6
4.4 UCC Athena SWAN Institutional Action Plan .....	6
4.5 Gender Equality Tools .....	7
6. THE UK EQUALITY ACT 2010 .....	7
6.1 Irish Equality Act 2015 .....	8
7. Athena SWAN in Ireland .....	8
7.1 Athena SWAN in Research Institutes .....	9
8. Alignment with and support for policies and strategies relating to the Cross Cutting Themes .....	9
8.1 Equal Opportunities .....	9
8.2 Gender equality .....	10
8.3 Europe .....	10
8.4 Ireland .....	10
8.5 Wales .....	10
9. Dignity at Work .....	11
9.1 The Equality, Diversity and Inclusion (EDI) Unit (UCC) .....	12



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## 2. About Selkie

Even though Ocean Energy has progressed significantly in recent years and our understanding of the challenges has improved, many device developers are struggling to make the final steps to both pre commercial and commercial readiness. Two of the main reasons for this are high costs and difficulties accessing funding for technologies. A commonly used phrase in MRE at the moment is that ‘the industry must get metal wet’ meaning it needs more open sea deployments to prove performance and survivability and thus give confidence to investors. Selkie is placed in the space whereby it facilitates and contributes to the deployment of MRE technologies in open sea environments in the most efficient cost effective manner. Both Ireland and Wales have ample talent and expertise between the two jurisdictions to make the MRE sector successfully viable. The project activity will deliver a set of tools for business planning, engineering and operation of MRE. These are focused on industry needs and the specific industrial base and natural resources of the region. Project resources will be used to undertake meaningful technology transfer of these tools and they will be made open access post-project. The second major activity will be the management of two pilot projects. Through a competitive tender process, two MRE developers will be engaged to undertake pilot projects that will use “at sea” testing to show the validity of the tools developed. To complement these technical goals, the third major activity will bring together the existing, separate, MRE supply chains in Ireland and Wales. Activities are focused around SME support: workshops, supply chain access, techno-economics and business planning, Selkie is a consortium of 2 higher education institutions (University College Cork (UCC) and Swansea University (SU)) and 4 expert SMEs (GDG Ltd (GDG), DP Energy Ireland Ltd (DP), Pembrokeshire Coastal Forum CiC (PCF) and Menter Môn Cyf (MM)).

### 2.1 Aims of the Selkie project

1. Establish a cross-border network of Ocean Energy SMEs and supply chain companies;
2. Conduct industry-academic collaborative R&D projects;
3. Transfer R&D knowledge to wave and tidal industry/SME stakeholders, thereby advancing the technology sector as whole;
4. Assist Irish and Welsh SMEs to progress along the path to commercialisation.

Selkie will achieve these aims by developing shared multi-use engineering tools, templates, standards and models, which can be used across the sector in both Wales and Ireland.

Selkie will test and validate the technology tools on two pilot demo technologies: one wave and one tidal technology (chosen via open tender). The pilot testing will advance the knowledge for Wales and Ireland SMEs in general, using a structured development path for testing and improvement of



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ocean energy devices in terms of their reliability, survivability, operability, stability and commercial viability.

### 3. Executive Summary

Gender, Equality and Diversity Protocols and Training - this task implements commitment to cross cutting themes in the project, and will produce a Gender Equality and Diversity plan. This includes selection of the best training program, a plan for integration of gender equality and diversity throughout the project and implementation of the plan throughout the project, and delivery of appropriate training.

### 4. Gender Equality

Selkie's awareness-raising initiatives will target children and young people in addition to other communities of interest, providing female role models to encourage women and girls to pursue careers in science and engineering. The principles of gender mainstreaming will be applied to all Selkie actions and awareness-raising initiatives, ensuring that gender is considered when assessing the costs and benefits of Selkie's outcomes. Within Work Package 1: gender will be included as a factor when identifying communities of interest in ocean renewable energy and hence in identifying priorities for research and development.

Selkie is currently gender biased in favour of male. Efforts will be made throughout project to rectify.

Advisory Board - Key experts relevant to the project will be invited to sit on this board. Gender balance will be sought when inviting members to the board.

#### 4.1 Equal Opportunities

All partners in the Selkie operation have equal opportunities policies in place for recruitment and promotion ensuring compliance with all relevant equal opportunities legislation.

#### 4.2 Gender Equality at Consortium Partners

The commitment of the lead Selkie partner, UCC MaREI, to gender equality is demonstrated by its recent attainment of bronze Athena Swan awards. Swansea University also holds a silver Athena Swan award. The College of Engineering has a range of initiatives to promote gender equality and holds a Bronze award at College level.



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If an SME beneficiary does not have a Gender Equality Policy, they will be encouraged to create a policy within Project.

**4.3 Policy Documents.** Complete sets of policy documents are available, a full list of beneficiary policy documents relating to the Cross Cutting Themes is provided in the links below

Equal opportunities policies	
UCC MaREI	<a href="https://www.ucc.ie/en/hr/equality/policies/">https://www.ucc.ie/en/hr/equality/policies/</a>
SU	<a href="http://www.swansea.ac.uk/personnel/policies-and-procedures/">http://www.swansea.ac.uk/personnel/policies-and-procedures/</a>
GDG	<a href="https://www.dropbox.com/sh/c0zdnx26vz6en9j/AA D8zWBUWV_jTHfIHDb4AA_La?dl=0">https://www.dropbox.com/sh/c0zdnx26vz6en9j/AA D8zWBUWV_jTHfIHDb4AA_La?dl=0</a>
DP	<a href="https://www.dropbox.com/s/g4pnxxcru4r07rm/DP%20Energy%20Employee%20HandbookMar18.pdf?dl=0">https://www.dropbox.com/s/g4pnxxcru4r07rm/DP%20Energy%20Employee%20HandbookMar18.pdf?dl=0</a>
MM	<a href="https://www.dropbox.com/sh/3g40fu62d3i1hlq/AA CGa7a-Ig2h03zmo4Q_5pgBa?dl=0">https://www.dropbox.com/sh/3g40fu62d3i1hlq/AA CGa7a-Ig2h03zmo4Q_5pgBa?dl=0</a>
PCF	<a href="https://www.dropbox.com/sh/pzn9ehv3l70f2qb/AA CcJVqgFrg6krXTVwWBgblia?dl=0">https://www.dropbox.com/sh/pzn9ehv3l70f2qb/AA CcJVqgFrg6krXTVwWBgblia?dl=0</a>

Athena Swan and other relative Gender policy for Selkie partners	
UCC MaREI	<a href="https://www.ucc.ie/en/support/president/athenaswan/">https://www.ucc.ie/en/support/president/athenaswan/</a>
SU	<a href="http://www.swansea.ac.uk/personnel/equal-opportunities/athena-swan/">http://www.swansea.ac.uk/personnel/equal-opportunities/athena-swan/</a>
DP	<a href="https://www.dropbox.com/s/g4pnxxcru4r07rm/DP%20Energy%20Employee%20HandbookMar18.pdf?dl=0">https://www.dropbox.com/s/g4pnxxcru4r07rm/DP%20Energy%20Employee%20HandbookMar18.pdf?dl=0</a>
PCF	<a href="https://www.dropbox.com/sh/pzn9ehv3l70f2qb/AACcJVqgFrg6krXTVwWBgblia?dl=0">https://www.dropbox.com/sh/pzn9ehv3l70f2qb/AACcJVqgFrg6krXTVwWBgblia?dl=0</a>

#### 4.4 UCC Athena SWAN Institutional Action Plan

To support implementation of selected actions, GENOVATE @UCC has developed a number of tools. Like the actions, the tools are informed by the following:

- (i) an intra-organizational investigation—or gender equality assessment—of policy and practice;
- (ii) the technical knowledge and expertise of cross-European GENOVATE



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Consortium partners; and  
(iii) a rigorous review and analysis of international policy and practice.

## 4.5 Gender Equality Tools

**Integrating Gender Equality Monitoring into University Recruitment, Selection & Promotion Procedures** *see* [Step by Step Guide](#)

**Guiding Principles for Managing and Organising Maternity Leave** *see* [Guiding Principles, Maternity Leave](#).

**Measures for Supporting Gender Balance in Decision-Making** *see* [Measures](#).

**Guiding Principles on Gender Equality and Research Excellence Assessments** *see* [Guiding Principles, Research Excellence](#)

**Structural, Process and Outcome Indicators for Supporting Gender Equality Monitoring in Innovation Centers** *see* [Indicators](#).

**A Guide to Gender Proofing Research Projects** *see* [Guide](#).

GENOVATE @UCC has also collaborated with cross-European Consortium partners in the development of complementary and broader resources *see* [here](#).

GENOVATE tools for supporting Implementation of Gender Equality Actions – [here](#)

## 6. THE UK EQUALITY ACT 2010

General Equality duties (UK wide)

The Equality Act 2010 came into force in October 2010. It places an equality duty on public sector bodies such as Swansea University. In the exercise of its functions, a public body must have due regard to the need to:

**Eliminate discrimination, harassment, victimisation** and any other conduct that is prohibited under the Act;

**Advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it; and

**Foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

The general duty covers the following protected characteristics:



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Age, Disability, Gender reassignment, Pregnancy and maternity, Marriage and civil partnership (in respect of the requirement to have due regard to the need to eliminate discrimination), Race, Religion and belief, Sex and Sexual orientation.

Public Sector Equality Duties (Wales)

The public sector equality duty in Wales came into force in 2011. The specific equality duties in Wales were guided by four principles: **the use of evidence, consultation and involvement, transparency and leadership.**

## 6.1 Irish Equality Act 2015 - [here](#)

The Equality Employment Acts 1998-2015 prohibit discrimination under the nine grounds in employment, including vocational training and work experience. The main obligations of employers under the act include the following:

Employers may not [discriminate](#) against employees or potential employees on the basis of any of the nine grounds which include gender, religion, race, disability and sexual orientation.

The aspects of employment which are covered under the Employment Equality Acts include:

- Advertising
- Equal pay
- Access to employment
- Vocational training and work experience
- Terms and conditions of employment
- Promotion or re-grading
- Classification of posts
- Dismissal
- Collective agreements.

## 7. Athena SWAN in Ireland

In a major national initiative supported by the Higher Education Authority, the Athena SWAN Charter was launched in Ireland in early 2015. Figures published by the Higher Education Authority highlight gender inequality as an issue for the sector. Across Irish universities, only 24% of professors are women. In institutes of technology, women make up 44% of academic staff but just 29% of senior academic staff.

Advance HE's Athena SWAN Charter was established in 2005 to encourage and recognise commitment to advancing the careers of women in science, technology, engineering, maths and medicine (STEMM) employment in higher education and research. The charter has since expanded



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to recognise work undertaken in arts, humanities, social sciences, business and law (AHSSBL), and in professional and support roles, and for trans staff and students. The charter now recognises work undertaken to address gender equality more broadly, and not just barriers to progression that affect women.

## 7.1 Athena SWAN in Research Institutes

In April 2014, Athena SWAN membership was extended to include research institutes (RIs). Prior to this, RIs could only achieve Athena SWAN membership and awards if they held higher education institution (HEI) status, or were constituent units/institutes in an HEI. Only independent research institutes focusing on science, technology, engineering, maths and medicine (STEMM) research were eligible to apply.

The extension of Athena SWAN to RIs was done at the request of those working in- and with- RIs. They identified that there can be similar barriers to career progression for women in RIs and that the Charter could be adapted because of the close relationship between HEIs and RIs.

In May 2015, Advance HE's Athena SWAN Charter was expanded to include institutions, departments and research institutes that focus on the arts, humanities, social sciences, business and law (AHSSBL) disciplines. This expanded remit includes staff in professional support roles, Trans staff and students, and recognises work undertaken to address gender equality more broadly, and not just the barriers to progression that affect women.

The research institutes' application form has therefore been revised in line with the expanded framework.

## 8. Alignment with and support for policies and strategies relating to the Cross Cutting Themes

### 8.1 Equal Opportunities

All partners in the Selkie operation have equal opportunities policies in place for recruitment and promotion ensuring compliance with all relevant equal opportunities legislation.

Selkie will aim for M: F 60%:40% gender balance. This is a higher than usual for an engineering project team, the IMechE reports that 9% of the UK engineering workforce is female.



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## 8.2 Gender equality

The Selkie operation focusses on Marine engineering, an economic sector where women are under-represented and where traditional employment roles and gender stereotypes may persist. Selkie will challenge these stereotypes through the participation of women in leadership roles within the operation and by including prominent roles for female scientists and engineers in outreach activities. Where outreach activities target children and young people (e.g. at British Science Week activities), these will encourage women and girls to consider education and careers in science and engineering, potentially expanding the STEM workforce, in line with the policies of both the Irish and Welsh governments.

The following are policy documents that Selkie will conform to from a European as well as Wales/Ireland perspective:

### 8.3 Europe

Horizon 2020 Ensure the effective promotion of gender equality and the gender dimension in research and innovation content. [http://eige.europa.eu/sites/default/files/h2020-hi-guide-gender\\_en.pdf](http://eige.europa.eu/sites/default/files/h2020-hi-guide-gender_en.pdf)

European Research Area (ERA). Gender equality and gender mainstreaming in research (Priority 4). [http://ec.europa.eu/research/era/gender-equality-and-gender-mainstreaming\\_en.htm](http://ec.europa.eu/research/era/gender-equality-and-gender-mainstreaming_en.htm)

### 8.4 Ireland

Innovation 2020: Excellence, Talent, Impact: Ireland's Strategy for Research and Development, Science and Technology. Address gender issues relating to career progression in research and innovation. [http://www.knowledgetransferireland.com/About\\_KTI/Reports-Publications/Innovation-2020.pdf](http://www.knowledgetransferireland.com/About_KTI/Reports-Publications/Innovation-2020.pdf)

### 8.5 Wales

Science for Wales: A strategic agenda for science and innovation in Wales (2012). Develop a STEM strategy to engage and develop children and young people and increase the proportion of the cohort studying science and pursuing STEM-related careers, including more girls and women. <https://ec.europa.eu/growth/tools-databases/regional-innovation-monitor/policy-document/science-wales-strategic-agenda-science-and-innovation-wales>

The National Science Academy STEM Enrichment Strategic Plan 2015-18. Support activities that break down barriers to studying STEM subjects for children; which actively encourage girls to continue to study STEM subjects where they are currently under-represented and



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demonstrate to girls the interesting and well-rewarded careers in science and technology they can pursue. <http://gov.wales/docs/det/publications/150701-nsa-strategy-en.pdf>

STEM in education and training: a delivery plan for Wales (2016) Increase interest and participation in STEM learning, particularly with girls; and equip young people with career management skills and knowledge of the options available to them in the STEM sector. [www.assembly.wales/.../stem-education-training-delivery-plan/160311stemmen.doc](http://www.assembly.wales/.../stem-education-training-delivery-plan/160311stemmen.doc)

Talented Women for a Successful Wales: a report on the education; recruitment; retention and promotion of women in STEM-related study and careers (2016) Imaginative initiatives, challenging gender stereotypes and encouraging girls and boys to consider non-traditional occupations, should be encouraged. Partnership working by universities, businesses and third sector organisations on STEM outreach and engagement should identify and promote the most successful such activity. <http://gov.wales/docs/det/report/160308-women-in-science-en.pdf>

## 9. Dignity at Work

The University's code of practice on dignity at work and study is set out below. It applies to complaints against members of staff. There is a separate code of practice for complaints against students. The following code of practice gives examples of the different forms of harassment and outlines the policy to be implemented when dealing with harassment.

Complaints under this code may be made by (i) other members of staff, (ii) by students or (iii) by third parties. The aim of this code of practice is to promote the dignity of all students and staff at the University by eliminating all forms of offensive behaviour, and to establish a working and learning environment free from harassment and aggression. Members of the University are to be treated with dignity and respect, to be protected from harassment and intimidation at work and study and be protected from victimisation or retaliation if they have, in good faith, brought a complaint of harassment.

The purpose of this code of practice is to assist in developing and encouraging a working and learning environment and culture in which harassment is known to be unacceptable and where individuals have the confidence to deal with harassment without fear of ridicule or reprisals. This policy aims to ensure that if harassment or bullying does occur, adequate procedures are readily available to deal with the problem and prevent it recurring.

Working within an educational environment, there are occasions where academic staff may need to discuss with students material that is deeply offensive. In this instance, the University recognises that there are legitimate educational needs to display and discuss such material.

Acts of harassment are now covered by both criminal and civil liability. The Equality Act 2010 refers to harassment as unwanted conduct that is related to age, disability, gender



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reassignment, race, religion or belief, sex and sexual orientation. These are referred to as the “protected characteristics”, and from this point onwards will be referred to as “protected characteristics” throughout the policy

All employees of Swansea University have a personal and legal responsibility not to behave in a manner that could be offensive to others.

Swansea University and UCC adopt a zero-tolerance approach in relation to all types of discrimination (primary or secondary, direct or indirect) against employees, workers, and students, for example on the grounds of:

- Physical or mental considerations or characteristics (including age, health and disability)
- Gender, sex, sexual orientation, gender reassignment and identities (cisgender, Trans, non-binary, LGB)
- Marriage and civil partnership status, pregnancy, maternity, paternity/partner, adoption or surrogacy leave
- Race, ethnicity, nationality.
- Socio-economic status, class, background
- Religion, faith, belief, political and other views held or voiced (as consistent with U.K. legislation)
- Membership (or non-membership) of, or activity (or non-activity) for, bodies (such as trades unions, professional bodies, political parties etc.) except where stipulated by the job specifications.

Lack of dignity can seriously worsen working, learning and social conditions for both staff and students. For the individual it can cause demotivation, loss of self-confidence and self-esteem, stress related ill health, poor work quality and reduced output. For the University it can cause increased absenteeism, increased staff turnover, poor working relationships, decline in productivity and results, and damage to the University’s reputation.

### 9.1 The Equality, Diversity and Inclusion (EDI) Unit (UCC)

Was established in January 2018. Some of the key responsibilities of the EDI Unit are to:

- Lead on the development and delivery of the EDI strategy across UCC, working with the University senior leadership team and wider partners in support of the University Strategic Plan.



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- Lead and oversee the University's Athena SWAN award and other national initiatives and provide effective management and support of various University committees and groups.
- Support staff and students to demonstrate their commitment to EDI.
- Raise awareness amongst all staff to fulfil their responsibilities to comply with UCC's regulations, policies and procedures.

The EDI Unit is happy to advise students and staff on equality-related issues. Students and staff seeking to make a formal complaint about an equality-related issue have a range of supports, which include (as relevant):

- UCC Student Advisor and Ombudsman: <https://www.ucc.ie/en/studentombudsman/>
- UCC Campus Watch: <https://www.ucc.ie/en/studentexperience/campuswatch/>
- UCC Human Resources Business Manager (relevant to your University Area): <https://www.ucc.ie/en/hr/people/>
- UCC Staff Ombudsman: <https://www.ucc.ie/en/staffombudsman/>

Irish Federation of University Teachers (IFUT, UCC): Email [chair.ucc@ifut.ie](mailto:chair.ucc@ifut.ie)

Services Industrial Professional and Technical Union (SIPTU, UCC): Email [g.hurley@ucc.ie](mailto:g.hurley@ucc.ie)

UCC Researcher Staff Association: <https://www.ucc.ie/en/rsa/>

Disability Support Service <https://www.ucc.ie/en/dss/>



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