

COU11D038

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Issue

Summary of Key Areas of Work – Equality and Diversity 2011

Further Information

Please contact Helen Murdoch, Equality and Diversity Manager, on Ext. 1898 or by email at h.murdoch@uea.ac.uk for enquiries about the content of the paper.

Background

This short report summarises projects undertaken in four key areas at UEA during the calendar year 2011 furthering equality for students and/or staff.

EQUALITY AND DIVERSITY – SUMMARY 2011

This short report summarises projects undertaken in key areas at UEA during the calendar year 2011 furthering equality for students and/or staff

1. Student and Staff Profile Statistics

Following work in 2010 developing the University's capacity to produce reliable data further work was carried out in 2011 to make the production of standard equality data relating to the student profile quicker and more effective. The table at Appendix 1 updates the profile shown last year. This work helps the University meet its new commitments under the Equality Act 2010 of publishing data and information regarding its work on furthering equality.

The Disability Co-Ordinator, in the Dean of Students Office, has worked with the SITS team to implement a new system, the Accessibility Module, which will improve access to relevant information to facilitate the delivery of improved services to students with disabilities, particularly in the area of learning and teaching.

Staff profile data is also regularly collated. Plans are in place to create reports as an integral part of the Human Resources system. Although current data are robust the inclusion of equality profiling within the main system will allow quicker, more effective and flexible reporting.

2. Accessibility

Key projects to improve campus accessibility have included:

- Delivering a plan of £1m in physical campus improvements, during 2011, to time and to budget greatly improving physical access, particularly for mobility impaired staff and students;
- An access audit has been completed of all University buildings and main access routes as a working document to inform future access works budgets.
- Reviewing, in conjunction with third party provider 'Disabled-Go', our range of web pages giving detailed information to students, staff and visitors about the campus and its buildings; this aims to enable informed planning of visits, work and study at UEA for those who consciously have to think about routes around campus and access to facilities. Following the recent restructuring of administration services the considerable changes to work areas and relocation of services has been fully updated on our Disabled Go site.

Changes include :

- three new student information and resource hubs with accessible counters and hearing devices.
- Campus wide signage review including more than forty finger posts indicating accessible routes and distances. This is the first phase of a larger project.
- Significant work has been completed to develop a new campus map including locations for public and accessible toilets, lifts, food outlets, information centres, disabled parking, yellow (accessible) routes etc.
- A lift to enable access for mobility impaired students, staff and visitors to the ITCS building on Suffolk Road.
- Work in various locations across campus including SCVA and Lecture Theatre 1 to improve external night lighting in areas needing improved accessibility.
- The board walk along the river has recently been made more easily accessible for wheelchair users.

Service improvements have also been implemented to support students and staff with a variety of conditions to manage during their working life. For example, use of Twitter alerts and automated emails triggered by repair work being logged into the Estates system.

3. Equality Impact Assessment

This is the work through which the University meets its **statutory duties under current legislation** to proactively review its policies, processes, practices and criteria. The aim is to eliminate any discriminatory practice with particular focus where this may be unintentional or 'unwitting' and which may be inadvertently

perpetuated by the organisation. Under current legislation 'equality impact assessment' is now known as Equality Analysis and a more flexible approach to this work via the Public Sector Equality Duty of the Equality Act 2010 is now permissible. However, to demonstrate 'due regard' for the various elements of the Duty the scope of original impact assessment remains the recommended approach and our work in this respect continues although a full review of practice will take place during 2012.

All new policies submitted to the University's Executive Team now require a paragraph summarising what approach and work has been undertaken to ensure the policy does not disadvantage students, staff or visitors with protected characteristics or how the policy enables or improves the position of such groups.

Appendix 2 shows EIA's undertaken during 2011. It should be noted that considerable work in this respect is undertaken by the Human Resources area was inevitably suspended to some extent due to the Integration Project. However, this will resume during 2012.

Groundwork with respect to impact assessment for the REF 2014 exercise is currently taking place. The Equality and Diversity Office will produce impact assessments for both the mock REF and the full exercise analysing the equality profile of staff who are submitted or not within the exercise.

One of the largest exercises to assess impact of policy and practice has been the Talent Leadership and Contribution project, a survey exercise and report attempting to unpack aspects of career progression and views on aspiration and success held by staff at UEA with responses analysed by gender. Some further work is needed to complete the project and this is anticipated to complete by April 2012. Outcomes will be agreed as part of a wider review of the University's equality strategy and trends will be carefully monitored over a period of time to ensure the University is successfully enabling talented female staff to achieve their full potential. This work will also support and dovetail effectively with the University's recent membership of Athena Swan in October 2011.

Athena Swan is a national body funded by both HEFCE and the Equality Challenge Unit which provides a framework for accelerated achievement of equality in progression and career outcomes for women in Science, Technology, Engineering and Mathematics. The University is currently preparing to apply for Bronze award status and will apply for Silver shortly after that.

4. Training, Development and Awareness Raising

A wide variety of training for staff has been delivered via CSED, Dean of Students and the Equality and Diversity Office. Most notably the Dean of Students achieved Mental Health First Aid Champion Status from Mental Health First Aid England in recognition for the work carried out delivering Mental Health Awareness Training to more than 125 colleagues across campus.

Additionally, the following modules have been delivered on a regular basis:

- Respect and Dignity in the Workplace
- Equality and Diversity awareness (including bespoke sessions for Schools)
- Open Forum presentations to support the Talent Leadership and Contribution project x3
- Transgender awareness
- Briefings to School Executives and Boards on the Equality Act, aspects of equality relating to the forthcoming Research Excellence Framework, the changes to the Default Retirement Age and the Public Sector Equality Duty
- Lectures to students in Social Work, PSI and Operating Department Practice on equality and diversity.

Use has also been made of technology to promote understanding of the significant changes to the equality legislative framework occurring over the last eighteen months mainly by producing podcasts which can quickly disseminate tailor made information to a wide audience of staff, supported by briefings and additional on-line documents. This has also been used to produce equality guidance and briefing material for staff involved in decision making in the REF 2014 exercise.

Helen Murdoch, Head of Equality, Diversity and CRB, January 2012

APPENDIX 1

UEA Student Equality Profile					
Figures include all Faculties					
(Cumulative %)	2006/7	2007/8	2008/9	2009/0	2010/1
UNDER 21_ %	31.7	35.7	39.0	39.5	41.3
UNDER 25_ %	52.2	57.3	61.0	63.9	69.1
UNDER 35_ %	74.0	77.9	80.3	83.5	87.1
UNDER 45_ %	87.3	90.1	91.1	93.0	94.8
UNDER 55_ %	95.3	96.9	97.3	97.9	98.5
UNDER 65_ %	98.4	99.2	99.4	99.6	99.7
UNKNOWN_ %	1.5	0.7	0.5	0.3	0.2
TOTAL	100	100	100	100	100
(Cumulative Headcount:)					
Under 21	4,968	5,307	5,635	5,791	5,896
Under 25	8,170	8,516	8,813	9,377	9,856
Under 35	11,588	11,569	11,605	12,239	12,421
Under 45	13,662	13,384	13,162	13,637	13,521
Under 55	14,916	14,390	14,060	14,359	14,042
Under 65	15,398	14,729	14,355	14,601	14,217
Unknown	244	110	81	56	32
Total	15,642	14,839	14,436	14,657	14,249
% Specific Learning Difficulties					
% Unseen Disabilities	1.4	1.6	1.4	1.4	1.2
% Other Disabilities	2.5	2.3	2.4	2.4	2.3
% No Disability Declared	92.2	91.8	91.8	91.8	92.4
% Total Declared Disabled	7.5	8.2	8.2	8.2	7.6
SpLD (Specific Learning Difficulties)					
Unseen Disabilities	213	237	207	207	166
Other Disabilities	388	341	345	348	331
No Disability Declared	14,425	13,618	13,248	13,449	13,163
Total Declared Disabled	1,167	1,220	1,188	1,208	1,086
Total	15,592	14,838	14,436	14,657	14,249
% Female					
% Male	39.8	40.3	41.4	42.5	42.8
% BAME*					
% Info Refused	6.4	3.7	3.0	2.7	2.9
% White/White Other	79.1	79.4	78.2	77.3	75.7
BAME*					
Info Refused	1,003	553	433	397	417
White/White Other	12,376	11,784	11,291	11,324	10,786

APPENDIX 2

Areas Assessed for Equality Impact 2011

Closure of School of Music

Capability Procedures

Statute 7 – Procedure for discipline or removal from office

Access to Library Services

Student Network Printing

Library Circulations

Website

Windows 7 Project

Conditions of Computer Use

Focussing on gender: Talent Leadership and Contribution