

# Single Equality Scheme

May 2010 – May 2013





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# Contents

	Page
FOREWORD .....	2
1 INTRODUCTION .....	3
1.1 A Single Equality Scheme .....	3
1.2 Purpose of the Scheme .....	4
1.3 Scope of the Scheme .....	4
1.4 How the Scheme was Developed .....	4
1.5 How the Scheme is Structured .....	4
1.6 Context – The University of Bedfordshire .....	5
2 EQUALITY AND DIVERSITY STRANDS .....	7
2.1 Age .....	7
2.2 Disability .....	7
2.3 Gender .....	9
2.4 Race .....	10
2.5 Religion and Belief .....	12
2.6 Sexual Orientation .....	12
3 MEETING THE EQUALITY DUTIES .....	13
3.1 Gathering and Using Information .....	13
3.2 Equality and Diversity Impact Assessments .....	13
3.3 Consultation, Involvement and Review .....	14
3.4 Roles and Responsibilities .....	14
3.5 Publication and Promotion of Scheme .....	15
APPENDICES .....	16
Appendix 1: Equality and Diversity Action Plans .....	17
Appendix 2: Schedule .....	34
• Staff Profile – Age and Disability .....	35
• Staff Profile – Ethnicity .....	36
• Staff Profile – Religion, Belief and Non-Belief .....	37
• Staff Profiles – Gender and Sexual Orientation .....	38
• Staff – Pay (New Starters) .....	39
• Staff – Progression .....	40
• Student Profile – Age .....	42
• Student Profile – Age and Disability .....	43
• Student Profile – Disability .....	44
• Student Profile – Ethnicity .....	45
• Student Profile – Ethnicity and Gender .....	46
• Student Profile – Gender .....	47
• Student Progress and Achievement .....	48
• Student Satisfaction .....	54

# Foreword

Our vision is to create an inclusive environment and climate where equality and diversity, in all their forms, are visible and a way of life for students and staff, while within and outside the University. We aim to ensure that everyone who studies at and works for us feels welcome and valued and is able to achieve their full potential, as well as to portray, on a local, national or global scale even after they have left the University, the inbuilt equality and diversity knowledge, skills and behaviours they have developed while with us.

We value people – students, staff, visitors, our contractors, suppliers and stakeholders – from all social backgrounds, irrespective of their age, gender, disability status, trans status, sexual orientation, religion, belief or non-belief.

At the University of Bedfordshire we pride ourselves on our commitment to promoting equality and diversity principles within everything that we do. This is our first Single Equality Scheme which will help us continue to advance our work in this field while at the same time meet our legal obligations. It builds on our priorities, as identified in our former Race Equality Policy, Disability Equality Scheme and Gender Equality Scheme. The Scheme is action-oriented and details our plans for embedding equality and diversity principles and practices within every facet of our organisation.

As well as outlining the University’s plans to meet its legal obligations in respect of all the equality and diversity strands over the next three years, our Single Equality Scheme goes beyond statutory requirements to embrace good practice measures as well.

We look forward to progressing our work through the implementation of the Scheme and see this as an opportunity to continuously review and improve all aspects of the experience that students and staff have during their time at the University.

Our commitment to the promotion of equality of opportunity for all our students and staff is reflected in the range of events and initiatives we have in place to drive the equality and diversity agenda. This includes an Equality and Diversity Committee made up of senior managers and co-chaired by the Deputy Vice Chancellor (Academic) and the University Secretary, six Equality Strand Forums, each led by a Champion who also represents their Forum on the Equality and Diversity Committee, a vibrant Chaplaincy, a dedicated service for disabled students, an Equality and Diversity Officer and a Human Resources Adviser with responsibility for overseeing the implementation of equality and diversity initiatives across the University, a specific service for international students, Students’ Union Diversity Committee meetings and a range of equality and diversity officers within the Students’ Union structure including a Vice President – Democracy and Diversity.



Professor Les Ebdon CBE  
Vice Chancellor and Chief Executive



Mr Andrew Bentley  
Chair of Governors

# 1 Introduction

## 1.1 A Single Equality Scheme

Since 2002 the University, alongside all public authorities, has had a general duty to proactively promote racial equality and good relations between people from different racial groups and to publicly reflect this in its Race Equality Policy and associated race equality impact assessments. More recently these general and specific duties have been extended to cover how organisations deal with disability and sex discrimination in the form of legal requirements to produce Disability and Gender Equality Schemes, involve disabled people in decisions that affect them and carry out disability and gender equality impact assessments.

The Equality Act 2010, which comes into force from about October 2010, aims to de-clutter, simplify and strengthen the extremely complex maze of discrimination legislation, guidance and statutory codes of practice that have been developed over the last 40 years or so covering diversity issues such as religion and belief, gender reassignment, sexual orientation and age. The Act places on organisations such as the University a new single Equality Duty to promote equality in respect of the protected characteristics – the six existing diversity strands as well as gender reassignment, pregnancy and maternity, marriage and civil partnership issues. Many organisations across different occupational sectors have taken the advance decision to produce a Single Equality Scheme covering each diversity area and the University has also decided to adopt this more unified and streamlined approach.

The Equality Act 2010:

- Introduces a new Equality Duty on the public sector
- Aims to end age discrimination
- Requires greater transparency of universities, colleges and public authorities
- Extends the scope of positive action
- Strengthens enforcement

According to guidance from the Equality Challenge Unit (ECU), the Public Sector Equality Duty within the Equality Bill will apply to higher education institutions (HEIs). It will require them to have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Bill;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Similarly to the Race, Disability and Gender Equality Duties, the Equality Duty will also contain Specific Duties.

We will not only ensure that we meet our obligations under the Act but will also seek to be a leading institution in addressing equality and diversity issues. In order to achieve this we will benchmark our practices against other public sector institutions and ensure that our committees and structures work effectively and actively to consider equality and diversity matters. This will require significant development of staff and structures to ensure appropriate awareness of issues and that there are systems in place to monitor impact and engender change where appropriate.

The recruitment and selection of staff and students are two important areas in achieving our ambitions and we will review and monitor our procedures to ensure they embody our commitment to equality of opportunity.

The Equality Strand Forums will provide the driver for discussing and debating equality and diversity issues, recommending developments and monitoring impact. We will help and support these groups and their operation and keep their effectiveness under review.

The University has embarked on a major redevelopment of its Luton campus and other developments are planned as part of its Estates strategy. As well as ensuring that new buildings meet disability requirements we will ensure that their design and decoration support our ambition to create a vibrant multi-cultural community.

To achieve our aims we will engage the whole University community, staff and students, in addressing equality and diversity issues. Our ambitions will also extend to our partner institutions and to those who engage with us through supplying goods and services.

## 1.2 Purpose of the Scheme

The purpose of the Single Equality Scheme is to set out the University's arrangements for meeting its objectives and legal responsibilities in respect of all equality and diversity strands over the next three years. These arrangements can be found in detailed Action Plans at Appendix 1. Its focus will be on achieving the following overarching outcomes:

- Increased visibility in respect of actions taken by the University to promote all diversity strands
- Improved access for disabled students and staff
- Increased representation of students and staff in areas where they are under-represented.
- Increased ability of the University to incorporate equality and diversity dimensions within its key decision-making, change management and policy development processes.
- Continuation of the work, as identified within the former separate equality schemes, that covered race, disability and gender issues.

Progress with achieving these overall outcomes will be measured against best practice within and outside the sector as well as legal specifications as set out in any relevant statutory codes of practice; guidance from the Equality Challenge Unit and the Equality and Human Rights Commission.

Reports will be presented to the Equality and Diversity Committee on the extent to which the various objectives within the Action Plans at Appendix 1 have been met.

## 1.3 Scope of the Scheme

This Scheme applies to all students and staff of the University and affects the University's relationship with all its external partners, contractors and stakeholders.

## 1.4 How the Scheme was Developed

The development of the Scheme was co-ordinated by the Equalities and Diversity Officer in consultation and with the involvement of the Equality and Diversity Committee, the Champions and members of the Equality Strand Forums, and the Students' Union. Views on key issues that need to be included in the Scheme were also sought from students and staff who took part in the University's Diversity Week in October 2009. The Scheme has also been based on the review of the priorities in the equality schemes on race, disability and gender and the results of the 2008 Staff Survey.

## 1.5 How the Scheme is Structured

The Scheme covers a three year period – May 2010 to May 2013, to reflect our continuing equality and diversity work when the third of our equality schemes – the Gender Equality Scheme – comes to the end of its three year cycle. It sets out our arrangements for meeting our responsibilities and priorities in respect of the following diversity strands, and including the other protected characteristics covered by the Equality Act 2010 namely:

- Age
- Disability
- Race
- Religion and Belief
- Sexual Orientation

- Sex (Gender)
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Gender Reassignment

**Section 1** introduces the Scheme, giving an overview of its contents and its purpose, as well as some background information about the University.

**Section 2** sets out details of the equality and diversity strands, including the University's responsibilities and priorities in respect of each them.

**Section 3 and the Appendices** detail the steps we are going to take to meet our obligations. The Appendices include a number of Action Plans covering each of the diversity strands and setting out our objectives and how we will implement them across all strands.

**The Schedule** at the end of the Scheme contains a range of staff and student monitoring data including profiles, achievement, progression and satisfaction levels. This also provides an opportunity for the University to publish an annual report, as legally required, of the activities it has undertaken to meet its General Duties including relevant student and staff monitoring data as contained in the Schedule at Appendix 2 since the Single Equality Scheme will be reviewed annually and updated where necessary. The staff data does not include staff on visiting contracts/atypical staff due to their fluctuating numbers at any one particular point in time.

## 1.6 Context – The University of Bedfordshire

The University was created in August 2006 through the merger of the former University of Luton and the Bedford campus of De Montfort University. It has five main campuses in Luton (Park Square, Putteridge Bury and Butterfield), Bedford (Polhill) and Aylesbury (Oxford House). There are approximately 20,500 students and more than 1,000 staff. The University community is rich and diverse<sup>1</sup> and its Vision, Mission and Values reflect its aspirations to learn with and from this community for the benefit of all.

Our **Vision** is of a world where all are able to benefit from transformational education experiences.

Our **Mission** is to create a vibrant, multicultural learning community, enabling people to transform their lives by participating in excellent, innovative education, scholarship and research.

Our **Values** are: Access, Scholarship, Partnership, Innovation, Respect and Employability (ASPIRE).

### 1.6.1 Links to Key University Policies and Strategies

The University is working towards ensuring that its key policies and strategies incorporate equality and diversity principles such as illustrated in the examples below.

#### 1.6.1a Our Equality and Diversity Policy

The aims of our Equality and Diversity Policy are:

- To create and support an inclusive community where individuals are integrated within the University, where the diversity of individuals is recognised and there is flexibility to support their differing aspirations and goals.
- To ensure fairness and equity in the recruitment, selection and promotion of staff, and in relation to the admission and assessment of students.
- To ensure that no individuals or groups are subjected to less favourable treatment, on the basis of their diversity backgrounds.
- To promote good relations between members of all groups and promote an environment where minority groups are adequately represented in student and staff profiles, in membership of committees and in other consultative fora.

<sup>1</sup> An annual schedule to this Scheme identifies the diversity of the University community.

- To increase the level of participation of students and staff from under-represented groups in the University's functions, where necessary by using positive action initiatives as permitted by the relevant legislation.
- To resolve conflicts arising from differences in culture, background or expectations, thoroughly and expediently.

### 1.6.1b Our Corporate Human Resources Strategy 2009-2012

The Corporate Human Resources Strategy 2009-2012 identifies the following key areas for priority HR interventions and tasks:

- Leadership Development
- Employee Engagement: Enhancing the Customer Service
- Talent Management and Succession Planning
- Performance Management System

As part of the Strategy, 'the University aims to achieve a more diverse staff profile reflecting the changing demographics of the UK to provide a culturally rich environment which enables everyone to achieve their full potential'. The emphasis is also on achieving 'greater understanding, acceptance and celebration of difference with a view to providing a healthy, vibrant working environment and embedding equality and diversity in all our processes'.

### 1.6.1c Our Education Strategy 2008-2013

Our Strategy recognises the increasing diversity of our student body, and the changing expectations of higher education as a result. It goes on to define a number of key themes such as:

- **Access to higher education for all who can benefit:** by providing an educational environment which supports students' transition into higher education and enables them to maximize their potential and transform their lives.
- **A multi-cultural and multi-national student community:** which recognises and learns from students' different perspectives, and prepares them for global citizenship and a global workplace.

### 1.6.1d Our Research Strategy 2009-2014

It will be important to ensure that equality and diversity related measures underpin the main thrust of the Research Strategy which centres on enhancing knowledge and ensuring that teaching is informed by research. Such measures will help to ensure that all members of staff whose main activities are currently teaching and administration receive the necessary support to enable them enjoy equal access to the opportunities afforded by the Strategy. A commitment to equality and diversity will also be important in the implementation of key actions, such as providing appropriate guidance and leadership, developing the productivity of research-active staff and attracting, appointing and retaining high quality staff to meet the demands of the Strategy.

### 1.6.1e Our Student Experience Strategy 2009-2013

We aim to make equality and diversity practices integral to all the main strands of this Strategy such as the BEGIN (Bedfordshire Guidance and Information Network) Project, Building Capacity in the Student Union, Hearing the Student Voice and Joining Communities.

According to the Strategy, 'the diversity strands, together with other aspects of student background must impact on the student experience, influencing social groupings, engagement with activities, and ultimately employability and academic performance. The University will always aim to enhance its understanding of these influences and use this knowledge to shape policies and processes to benefit the student as "student", "customer" and "member of community" '.

### 1.6.1f Our Employability Strategy 2009-2012

The Strategy refers to the need to engage in a wider debate about enhancing employability in relation to an increasingly diverse student population. The development work which is currently underway in relation to inclusivity in curriculum design and delivery will lend further support to this Strategy.

### 1.6.1g Widening Participation

The systematic provision of opportunities for potential students from under-represented groups is central to the Widening Participation Strategy. Our activities around inclusivity aim to ensure that work on widening participation is mirrored by our approach to teaching, learning and assessment.

## 2 Equality And Diversity Strands

This section explores the context for the issues identified in each of the individual strands. Detailed actions are articulated in the Action Plans provided at Appendix 1. Associated data sets are identified and these will be updated annually in a Schedule to the Scheme. Over a period of time the University will be in a better position to identify trends in data and the extent to which it is progressing towards its goals.

### 2.1 Age

#### 2.1.1 Our Responsibilities

The Employment Equality (Age) Regulations 2006 make it unlawful for the University to discriminate, on the grounds of age, against staff in terms of their employment and training. Harassment on the grounds of age is also unlawful. The Equality Act 2010 makes it unlawful to discriminate against students and other customers because of their age, when delivering goods and services.

#### 2.1.2 Student and Staff Profiles

The Schedule illustrates that 46% of our students are over 25 years old, 54% are 18 to 25 and less than 1% are under 18. This picture is very similar to previous years. In comparison, while the proportion of UK higher education students aged 25 and under in 2007/8 was 62.4%, those over 25 made up 37.6% of students. The majority of postgraduate taught students are between the ages of 22 and 30.

The largest proportion of staff shown in the Schedule to this Scheme are 45-54 years old followed by those in the 35-44 and 55-64 year categories.

#### 2.1.3 Our Priorities

We will continue to work to ensure that we meet our legal obligations and that we do not discriminate on the basis of age. In particular we will:

- Ensure that we provide appropriate routes for young people to join our workforce;
- Monitor potential discrimination against older staff and take steps to eliminate this where it exists; and
- Explore the impact of age-related issues amongst our student population, such as the needs of mature students, and respond accordingly.

### 2.2 Disability

#### 2.2.1 Our Responsibilities

The Disability Discrimination Act 1995 defines disability as:

*'A physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities'*.

With the amendment of the Act by the Disability Discrimination Act 2005, the definition of a disability now also includes progressive illnesses such as multiple sclerosis, cancer or HIV/AIDs.

The Disability Discrimination Act 1995, as amended by the Disability Discrimination Act 2005, places a general duty on the University to promote disability equality. This means that when carrying out any of our functions we must have due regard to the need to:

- promote equality of opportunity between people with disabilities and other people
- eliminate unlawful discrimination under the Act
- eliminate harassment of disabled people that is related to their disabilities

- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life; and
- take steps to take account of disabled persons' disabilities, even where that involves treating people with disabilities more favourably than other people.

The Disability Discrimination Act 1995 (Amendment) Regulations 2003 introduced a specific provision protecting against harassment on disability grounds.

The University is also expected to carry out a number of specific duties aimed at assisting it to meet the General Duty, namely:

- publish a Disability Equality Scheme, demonstrating how it intends to fulfil its general and specific duties
- involve people with disabilities in the development of the Scheme

The Scheme needs to include a statement of:

- the way in which people with disabilities have been involved in developing the Scheme
- the University's methods for impact assessment
- steps which the University will take towards meeting the general duty ('the action plan')
- the University's arrangements for gathering information in relation to employment, the delivery of education and its functions
- the University's arrangements for putting the information gathered to use, including to review the effectiveness of its action plan and to prepare future Disability Equality Schemes

We are also expected to:

- Within three years of the Scheme being published, take the steps set out in our action plan and put into effect the arrangements for gathering and making use of the information.
- Publish a report summarising the steps taken in the action plan, the results of the information gathering and the use to which we have put the information.

### 2.2.2 Student and Staff Profiles

5% of all our students have declared a disability (page 46). The Schedule includes a breakdown of students by type of disability. This compares with 7.3% of UK higher education students. Approximately 4% of staff are disabled which compares to 2.7% of higher education staff in the UK.

### 2.2.3 Progression and Achievement

The overall performance of undergraduate students with disabilities is broadly in line with those in the wider undergraduate student population as illustrated in the Schedule to the Scheme (page 51).

According to the Postgraduate Annual Scheme Report 2008/9, '22 (3%) out of the 677 students awarded a Masters in 2008-09 had a known recorded disability. This compares with 11 (2%) out of 592 in 2007-08 and 6 out of 587 in 2006-07 (1%)'.

### 2.2.4 Our Priorities

The University works to the Social Model of Disability, recognising that it is the social (attitudinal and environmental) barriers within society that disable people, not their impairments. Amongst other things, such barriers centre around issues like:

- prejudice and stereotypes
- the way things are organised and run
- lack of access to information, buildings and transport

It is important that we send a positive message to our community about our attitude towards those with a disability and we will work towards increasing the visibility of our commitment through a range of measures including the promotion of the work that we do to make reasonable adjustments to the workplace and the University environment as a whole.

It is equally important to us that all students with disabilities, irrespective of their type of impairment, feel welcome and able to achieve their full potential while studying at the University. We will review and enhance our policies and practices to ensure that we provide a positive experience for such students.

## 2.3 Gender

### 2.3.1 Our Responsibilities

The Equality Act 2006 amends the Sex Discrimination Act (SDA) 1975 to place a statutory duty on all public authorities, when carrying out their functions, to have due regard to the need:

- to promote equality of opportunity between men and women
- to eliminate discrimination and harassment that is unlawful under the SDA
- to eliminate discrimination that is unlawful under the Equal Pay Act (1970)

This is known as the 'General Duty' and took effect on 6 April 2007.

Examples of unlawful discrimination under the SDA include:

- Direct or indirect discrimination on the grounds of sex
- Discrimination on the grounds of pregnancy and maternity leave
- Discrimination on the grounds of gender reassignment
- Direct and indirect discrimination against married people and civil partners
- Victimisation
- Harassment (on the grounds of sex and gender reassignment) and sexual harassment

To meet the general duty, the University is expected to carry out a number of specific duties:

- Prepare and publish a Gender Equality Scheme, showing how it will meet its general and specific duties, and setting out its gender equality objectives. The Scheme was meant to be published by 30 April 2007.
- When formulating its overall gender equality objectives, to consider the need to include objectives to address the causes of any gender pay gap.
- Gather and use information on how its policies and practices affect gender equality in the workforce and in the delivery of services.
- Consult stakeholders (i.e. employees, service users and others, including trade unions) and take account of relevant information in order to determine its gender equality objectives.
- Assess the impact of its current and proposed policies and practices on gender equality.
- Implement the actions set out in its scheme within three years, unless it is unreasonable or impracticable to do so.
- Report against the Scheme every year and review the scheme at least every three years.

The Employment Equality (Sex Discrimination) Regulations 2005 and the Sex Discrimination Act 1975 (Amendment) Regulations 2008 introduced specific provisions protecting against sexual harassment and harassment on the grounds of a person's sex.

The Equal Pay Act 1970 makes it unlawful to discriminate between men and women in terms of their pay and conditions for the same or similar work, work rated as equivalent or of equal value.

The Sex Discrimination Act 1975 was extended by legislation such as the Sex Discrimination (Gender Reassignment) Regulations 1999 and the Gender Recognition Act 2004 to outlaw discrimination against transsexual people in respect of employment, vocational training, harassment and their right to live in their acquired gender.

### 2.3.2 Student and Staff Profiles

58% of all students are female and 42% are male, compared to 57% females and 43% males in UK higher education institutions as a whole. The Schedule also shows that female staff make up 58% of the workforce while males make up 42%. Female staff make up 46.79% of academic staff, 60% of researchers and 66% of support staff. According to the Equality Challenge Unit, with regards to academic staff, representation of women stood at 42.6% in 2007/08.

## 2.3.3 Progression and Achievement

### a) Students

Undergraduate students' performance by gender gap has narrowed slightly, but there remains around ten percentage points difference in favour of female students, compared to males, in terms of the percentage of good degrees obtained as can be seen in the Schedule (page 51).

With regards to postgraduate study, the proportion of female students gaining a Commendation or Distinction is double the proportion of male students (page 54).

### b) Staff

With regards to staff progression, females have tended to be the largest number of Accelerated Incremental Progression (AIP) and Contribution-Related Pay (CRP) applicants in recent years. In turn, they have been the largest proportion of applicants who are successful as can also be seen in the Schedule to the Scheme. In excess of the proportion of the University's female staff (58%), 65% and 62% of all applicants in 2009 and 2008 respectively, were female. While in 2009, 94% of all the successful applicants were female, in 2008, 65% of all applicants who were successful were also female.

## 2.3.4 Our Priorities

We undertake to carry out Equal Pay Reviews on an annual basis to identify any pay gaps with a view to taking steps to reduce and ultimately eliminate them.

We particularly recognise the relative under-representation of female staff in science, engineering and technology (SET) areas and at senior management levels. We will work to further understand the reasons behind these differences, identify appropriate strategies to address any shortcomings and monitor progression towards a more even spread.

We are committed to identifying, preventing and eliminating discrimination against students and staff in respect of their gender identity, irrespective of their particular trans status. We take these responsibilities seriously, which is one of the reasons why one of the Equality Strand Forums covers Trans as well as Sexual Orientation issues, and adopt a broad approach to tackling such matters by recognising that trans issues cover more than just gender reassignment.

## 2.4 Race

### 2.4.1 Our Responsibilities

The Race Relations (Amendment) Act 2000 placed duties on public bodies, including higher education institutions, to promote race equality. In executing its functions, the University of Bedfordshire is required to have due regard for its general duty to:

- eliminate unlawful discrimination
- promote equality of opportunity
- promote good race relations between people of different racial groups.

The legislation also places on the University a specific duty to publish a race equality policy which clearly states:

- which of our functions and policies, or proposed policies, are relevant to the general duty to promote racial equality; and
- what our arrangements are for:
  - assessing and consulting on the likely impact of our policies on the promotion of race equality
  - assessing the impact of our policies on students and staff from different racial groups
  - monitoring the admission and progress of students from racial groups
  - monitoring the recruitment, development and career progression of staff from different racial groups
  - publishing the results of such assessments and monitoring, which should take place annually, where reasonably practicable.

The Race Relations Act 1976 (Amendment) Regulations 2003 explicitly made racial harassment illegal.

## 2.4.2 Student and Staff Profiles

44% of all students are White and 45% are from Black and Minority Ethnic (BME) backgrounds (page 48) compared to 82.8% of White and 17.2% of BME students in UK higher education institutions as whole. While approximately 14% of the University's staff are BME and 53% are White, 6.4% are BME across UK higher education institutions and 93.6% are White.

For the purposes of this Scheme, students and staff who classify themselves with an ethnicity other than White are referred to as Black and Minority Ethnic (BME) people.

## 2.4.3 Progression and Achievement

### a) Students

In respect of undergraduates, the differences in the performance of UK, other EU and Overseas students is detailed in Tables 1 and 2 in the Schedule (page 50). According to the 2008/9 Undergraduate Scheme Review, 'for the first time, UK students have outperformed EU students in terms of the percentage of first class degrees awarded. However, this is due to a marked decline in the performance of EU students rather than a significant improvement in the performance of UK students.

In terms of the percentage of 'good degrees' awarded, over the last four years the performance of UK students has declined slightly and the performance of EU students remains constant whilst the performance of non-EU international students has shown a steady improvement as also illustrated in the Schedule to the Scheme (page 50).

A breakdown of performance by ethnicity shows wide variations in the class of degree awarded. Students from BME backgrounds continue to perform less well than other groupings as do Asian students of Pakistani origin.

To address these types of issues, the University is engaged in two SUMMIT programmes with the Higher Education Academy and other universities. The first is exploring the Inclusivity of the curriculum and its support. The second is investigating the reasons behind the apparent underperformance of Black and Minority Ethnic (BME) students; BME underperformance is a national issue'.

The proportion of postgraduate students gaining a Commendation or Distinction is generally higher for White students (page 53).

### b) Staff

Staff applications and success rates by ethnicity breakdown in respect of the Accelerated Incremental Progression (AIP) and Contribution-Related Pay (CRP) schemes can also be found in the Schedule' (page 43).

## 2.4.4 Our Priorities

Overall our staff base is diverse: however, we need to ensure that there is equality of opportunity with no barriers to recruitment and progression at all levels and across all staff groupings. We will continue to develop our data collection and monitoring procedures to ensure that we meet our aspirations.

Whilst our community is ethnically and culturally diverse, distribution across our campuses is uneven and changing. We will work towards ensuring that the services we provide across sites continue to meet the needs of the local student population.

A diverse student base requires an understanding of inter-cultural and inter-community issues by academics. We will continue to provide development and training to ensure that we deliver a curriculum which allows all of our community to maximise their potential. In particular we will work towards ensuring that we understand the reasons for the apparent underperformance of BME students and address their associated needs.

We recognise the diversity of the wider local community of which we are part and we will continue to work to improve relationships with all cultural groups.

## 2.5 Religion and Belief

### 2.5.1 Our Responsibilities

The Employment Equality (Religion or Belief) Regulations 2003 prohibit discrimination against staff on the grounds of their religion, belief or non-belief, in respect of employment and vocational training. The Equality Act 2006 extends this protection to the provision of goods, facilities, services, education, the disposal of premises and the exercise of public functions.

### 2.5.2 Student and Staff Profiles

Based on the data the University currently holds, the most predominant religion, belief or non-belief amongst all staff is Christianity (29%), followed by Atheism (8%) and Agnosticism (5%). However, we recognise that a large proportion of staff are yet to declare this type of information which has a bearing on the full picture of the overall staff profile in this area. As a result, looking for ways to encourage staff disclosure of their religion, belief or non-belief status, and of equality and diversity information in general, will be an area of emphasis for the University. We currently do not hold data on students' religion or belief. The Higher Education Statistics Agency (HESA) does not hold this kind of data either.

### 2.5.3 Our Priorities

The University takes seriously its responsibilities for ensuring that students and staff are not discriminated against on the grounds of their religion, belief or non-belief. We will continue to develop our multi-faith Chaplaincy to ensure it meets the needs of our community at each campus.

We view our rich multi-faith community as a strength and will continue to work to engender understanding between faiths and between believers and non-believers.

Our main priority is to ensure that the University has an overarching and consistent policy that applies to the handling of religion, belief and non-belief issues that affect its students and staff.

## 2.6 Sexual Orientation

### 2.6.1 Our Responsibilities

Discrimination, in respect of employment and service delivery, on the grounds of sexual orientation is not permitted by virtue of legislation such as the Employment Equality (Sexual Orientation) Regulations 2003, the Equality Act (Sexual Orientation) Regulations 2007 and the Civil Partnership Act 2004.

### 2.6.2 Student and Staff Profiles

0.92% of our staff identify themselves as Lesbian, Gay or Bisexual, 45% as Heterosexual. Ways of encouraging staff disclosure will also be a focus of this equality strand as there are still a substantial proportion whose sexual orientation is unknown. We currently do not hold data on students' sexual orientation. HESA does not hold this type of data either.

### 2.6.3 Our Priorities

The University, through the Sexual Orientation and Transgender Forum, has identified three key areas that we will focus on within this strand:

- increasing the visibility of positive statements, images, activities and initiatives around sexual orientation and trans issues within the University
- the designation of 'safe' staff whom students of all sexual orientations can access as a support for issues relating to their sexuality; and
- the development of a strategy documenting where the University is at present, where it should be, and the key stages in the journey.

## 3 Meeting the Equality Duties

The Action Plans at Appendix 1 detail how we will meet our legal obligations. The Action Plans have been produced along the lines of the six Equality and Diversity Strand Forums set up by the University.

### 3.1 Gathering and Using Information

The University gathers and considers information in a number of ways. Equality data on staff are stored in the Human Resources database and regularly extracted and analysed for presentation as reports for various purposes such as consideration by Vice Chancellor's Management Group (VCMG), the Resources and Employment Committee and the Equality and Diversity Committee. Equality data on students are also available on request from the Planning service and are used to inform a range of issues such as the level of student degree attainment.

For its staff population, the University will monitor and publish equality and diversity information in the following areas:

- Recruitment
- Training and development
- Promotion
- Disciplinary hearings
- Grievances
- Redundancies
- Staff leaving the University
- Employment tribunal applications
- Equal pay gaps

For its student population, where they do not already exist, the University will work towards developing systems that will enable the monitoring and publishing of equality and diversity information on taught undergraduate, taught postgraduate and research students in the following areas:

- Admissions
- Progress and achievement
- Academic offences
- Complaints
- Disciplinary hearings

### 3.2 Equality and Diversity Impact Assessments

In its good practice guide on 'Conducting impact assessments for equal opportunities in higher education', the Higher Education Funding Council for England (HEFCE) defines an impact assessment as:

*'The thorough and systematic analysis of a policy or practice to determine whether it has a differential impact on a particular group'.*

Staff involved in developing and delivering policies will be responsible for carrying out impact assessments:

- when a new policy, procedure, plan or practice is being considered; or
- when an existing policy is being reviewed; or
- where an existing policy has been prioritised for impact assessment within the three year cycle of the Single Equality Scheme.

Impact assessments at the University will be carried out on a generic basis and will focus on all diversity strands. Training will be given to those responsible for carrying out assessments in their areas.

The University will identify and map policies which are in place, or in development, and prioritise them for assessment of the equality impact on staff and students. The process will encompass a systematic

and detailed review of the University's policies within each of its functional areas. The purpose of the impact assessments will be to determine whether policies help to achieve equality for different groups of students and staff or whether they have, or could have, an adverse impact on them.

Prioritisation of policies for assessment will be based on criteria such as:

- whether the policy or function is linked to the promotion of equality, the elimination of unlawful discrimination or the elimination of harassment in respect of any of the diversity target groups: age, disability, gender, transgender, race, religion/belief and sexual orientation;
- whether there is any evidence to suggest that the policy or practice has a difference in effect on one group of people (e.g. disabled people) in comparison with another group of people (e.g. people who are not disabled);
- where it exists, the weight given to that evidence in terms of the quantity available.

The Equality and Diversity Committee will oversee this process and seek recommendations regarding amendments to existing policies, as necessary, by the appropriate policy-making function areas. The outcomes from impact assessments will be published and used in future policy development and review.

### **3.3 Consultation, Involvement and Review**

The University will consult as widely as possible on the content of this Scheme with particular emphasis on the following:

- Consultation with Trade Union colleagues regarding the content of this Scheme will follow the University's normal processes.
- Consultation will also take place with Student Union Representatives concerning this Scheme, its contents and awareness-raising activities for the student body.
- The Equality and Diversity Committee and the Equality Strand Forums, including the Disability Equality Strand Forum, will be used as channels to involve various groups of people in decisions affecting the University's diversity agenda. Every effort will be made to ensure that staff and students from different diversity groups actively participate in these forums.
- The Scheme will be reviewed and updated annually as necessary within its three year cycle.

With regards to the impending changes when the Equality Bill becomes ratified, the Scheme will also be reviewed and updated as necessary.

### **3.4 Roles and Responsibilities**

The University's governing body, the Board of Governors, will be responsible for ensuring compliance with the general and specific equalities duties.

The Director of Human Resources will have particular responsibility for:

- Ensuring that human resources procedures relating to recruitment, promotion and career development, promote equality and diversity;
- Providing training and raising awareness of staff on equality and diversity issues;
- Overseeing the collection and analysis of monitoring data for staff.

The Deputy Vice Chancellor (Academic) and the University Secretary will have responsibility for:

- Ensuring that issues presented to the Equality and Diversity Committee are fed into VCMG;
- Ensuring that specific issues raised by the Equality Strand Forums are channelled to VCMG for consideration if necessary;
- Promoting and monitoring the inclusion of equality and diversity issues within the curriculum.

### 3.5 Publication and Promotion of Scheme

The Scheme will be published on the University's staff intranet and external website, and via any other appropriate channels at our disposal.

Promotion of the Scheme will be through these channels as well as during staff induction, staff training sessions on equality and diversity, articles in publications produced by the University and at events organised to publicise other equality and diversity issues at the University.



# APPENDIX 1

## Equality and Diversity Action Plans (2010 to 2013)

Objectives (Cross-Strands)	Action	Outcomes	Lead Responsibility	Timescales and milestones	Progress with Actions
Keep up to date with equality and diversity developments within the HE and other sectors.	Attend Eastern Region Equality and Diversity Forum	Relevant developments are communicated as necessary and are used to inform the University's overall equalities and diversity agenda.	Equalities & Diversity Officer	Ongoing.	
	Join Higher Education Equal Opportunities Network (HEEON)				
Ensure that the University meets its legal equality & diversity responsibilities.	Implement the University's Equality Impact Assessment Framework.	1. Impact assessments carried out systematically across the University. 2. Outcome of assessments inform future actions.	Equalities & Diversity Officer	August 2011	
	Organise training for those involved in carrying out impact assessments.			May 2010	
	Review Single Equality Scheme based on consultation with relevant parties including the Equality Forums, Students' Union and the Equality & Diversity Committee, trade unions.	New actions are included in the Scheme and the general content is updated as relevant.	Equalities and Diversity Officer	Annually	
	Publish Equality and Diversity Annual Report.	Details of developments over each annual cycle are publicised and priorities for the next cycle identified.	Equalities and Diversity Officer	Annually	

Objectives (Cross-Strands)	Action	Outcomes	Lead Responsibility	Timescales and milestones	Progress with Actions
Develop and strengthen the Equality Strand Forums.	Organise facilitated event/session for Champions to review the work and effectiveness of their forums.	Champions are clearer about their roles and are able to provide guidance to their membership on key issues relevant to their particular equality strand forums.	Equalities and Diversity Officer	August 2011	
	Contribute to the development of the University's online induction programme.	Equality and Diversity module is accessed by staff as required and as part of the University's Induction programme.	Equalities and Diversity Officer	August 2011	
Increase the knowledge and general awareness of staff on equality and diversity issues.	Include equality and diversity dimension to training for Provoosts.	All Provoosts trained and aware of Equality and diversity issues in relation to their work	Dean of Students	August 2011	
	Include in the University's Inclusivity Project an examination of disability and other diversity strand access to and inclusion in the curriculum.	Review undertaken and support and development in place	Director of Teaching and Learning	August 2011	
To work towards the reduction and elimination of unlawful harassment in respect of all equality & diversity strands.	Finalise the University's Bullying and Harassment Policy.	Clear guidance is available to staff on how to handle cases of bullying and harassment.	Director of HR	August 2011	
	Arrange training on bullying and harassment.			August 2012	

Objectives (Cross- Strands)	Action	Outcomes	Lead Responsibility	Timescales and milestones	Progress with Actions
To ensure student voice represented in the University's equality and diversity agenda.	Continue to encourage participation of student union officers in equality strand forum meetings and other activities and support UBSU diversity initiatives and activities including the work being carried out towards achieving the Investors in Diversity Award.	Increase in the number of student representatives and/or students who attend Forum meetings; and/or separate meetings arranged with students to identify their equality needs.	Equalities and Diversity Officer	Ongoing	
Ensure that the Widening Participation Assessment being undertaken by the University includes relevant equality and diversity requirements.	Consider equality and diversity issues relevant to the Widening Participation Assessment being undertaken by the University.	The Widening Participation Assessment and Equality and Diversity agendas are linked and take account of areas where they overlap.	Registrar	December 2010	
Ensure that building and development plans address equality and diversity issues	Continue to contribute to the Phase 1B consultation process and to the development of new proposals	Relevant equality considerations are taken on board as part of the planning process.	Director of Estates and Facilities	Continuous as part of Estate development.	

Objectives (Cross- Strands)	Action	Outcomes	Lead Responsibility	Timescales and milestones	Progress with Actions
Promote equality and diversity principles amongst suppliers and contractors	Ensure that the University procurement policies and processes meet equality and diversity requirements.	Suppliers are aware of the University's expectations of them in respect of equality and diversity issues.	Purchasing Manager	Ongoing	
Determine if the needs of all equality strands are met via the existing facility provisions	Consider the need for a Diversity Centre.	A decision is made on whether there is a need for a Centre.	Director of Learning Resources	August 2011	
To ensure that relevant equality and diversity monitoring information is gathered and used effectively.	Where they do not currently exist, work towards developing monitoring systems that will allow for the collection of relevant equality and diversity information.	Systems are in place which allow for the identification of areas where action needs to be taken to address gaps in equality and diversity policy and practice:	Director of Marketing, Admissions, Recruitment & Communications;  Dean of Students Director of HR	December 2011  December 2011 December 2011	

Objectives (Age)	Action	Outcomes	Lead Responsibility	Timescales and milestones	Progress with Actions	
<p>Give more focus to the age equality agenda.</p> <p>Ensure that the University meets its age equality legal obligations and adopts relevant good practice measures.</p>	Develop the Age Forum	Forum is more aware of the key issues it wants to focus on and takes action to follow these up.	Champion – Age Forum	December 2010		
	Monitor the progression of the Equality Bill, with particular reference to the introduction of the provision on age equality in respect of service delivery.	Requirements of the Bill are implemented as necessary.	Equalities and Diversity Officer	2010 and ongoing		
	Use the issues highlighted at the ECU Age Conference in 2008 to inform the University's strategies and initiatives on age equality.	Issues relevant to those highlighted at the Conference are addressed where they affect the University.	Equalities and Diversity Officer		August 2011	
	Monitor University policies and key functions in respect of age equality.	Key policies and functions that are likely to impact on age equality are assessed for their impact such as talent management and succession planning.	Heads of relevant function areas.		August 2011	

Objectives (Age)	Action	Outcomes	Lead Responsibility	Timescales and milestones	Progress with Actions	
Positively contribute to the age equality agenda by promoting and supporting issues that affect younger people and those coming up to retirement.	Continue to develop Apprenticeship Scheme.	Participants in the schemes are effectively supported to achieve their objectives and successfully complete their programmes both academically and within the working environment.	Director of HR	2011		
	Participate in Graduate Trainee scheme with the University of Hertfordshire.	Participants in the schemes are effectively supported to achieve their objectives and successfully complete their programmes both academically and within the working environment.	Director of HR	2012		
	Assist with monitoring the implementation of the Retirement Policy.	Any negative impacts are highlighted and recommendations made to address them.	Champion of the Age Forum	August 2011		
	Assist with monitoring the implementation of the Recruitment Policy as it relates to age equality.	Any age discriminatory practices are highlighted and recommendations made to address them.	Champion of the Age Forum	August 2011		
	Assist with monitoring the introduction and implementation of the Talent Management and Succession Planning policy.		Recommendations are made on how the policy can be effectively introduced and implemented.	Champion of the Age Forum	August 2012	

Objectives (Disability)	Action	Outcomes	Lead Responsibility	Timescales and milestones	Progress with Actions
Ensure the University is meeting its disability access (physical and sensory) responsibilities.	Commission a Disability Access Audit covering physical as well as sensory and other relevant impairments.	Gaps in disability access are identified and reasonable adjustments are made in line with the University's legal responsibilities.	Director of Estates and Facilities	August 2012	
To evaluate the accessibility and compliance with legislation and best practice in respect of all electronically generated University information.	Undertake a preliminary audit of information encompassing web-based material, teaching materials, blogs, etc. Undertake an audit of virtual learning tools included in BREO to ensure compliance with W3C, "AAA" and JISC-TECHDIS E-assessment guidelines.	Report Teaching Quality and Standards Committee (TQSC) Identification of whether BREO meets the relevant standards and placing measures in place to address any areas that require improvements.	Director of Information Services Head of E-Learning	May 2011 August 2011	
To ensure that disability considerations are built into the curriculum.	Incorporate into the University Inclusivity project an examination of disability access to and inclusion in the curriculum.	The curriculum is based on a wide range of sources and teaching materials including those with a disability focus.	Director of Teaching & Learning	August 2011	

Objectives (Disability)	Action	Outcomes	Lead Responsibility	Timescales and milestones	Progress with Actions
Encourage further disclosure of disability status by staff.	Identify ways of making the University's commitment to students and staff with disabilities more visible.	People with disabilities feel more positive about the University and about applying for jobs in the organisation.	Equalities and Diversity Officer; Senior Disabilities Adviser	August 2011	
Improve clarity and handling of staff disability issues, including information on reasonable adjustments.	Produce information on how disability issues for staff are handled by the University – this could be as a separate document or as part of a staff equality and diversity handbook.	Information on provision published on Equality & Diversity staff intranet site supported by appropriate training and development.	Equalities and Diversity Officer	August 2011	
Ensure that the University meets its legal disability responsibilities and adopts best practice.	Review compliance with Section 3 of the QAA's Code of Practice - Students With Disabilities once published with revised solutions.	Report to TQSC	Academic Registrar	December 2010	
	Review, modify & expand guidance on reasonable adjustments for students with disabilities in the University's quality handbook.	Report to TQSC	Academic Registrar	Annually	
	Adopt the good practice taking place within Pre-registration Nursing, whereby the Annual Action Plan Proforma contains a heading for Disability Support.	Heading is included in academic departmental action plans and monitoring process.	Director of Teaching & Learning	2011	

Objectives (Disability)	Action	Outcomes	Lead Responsibility	Timescales and milestones	Progress with Actions
Ensure that the University meets its legal disability responsibilities and adopts best practice.	Clarify whether the source material for all publications which existing and prospective students and staff access can be converted into accessible formats, e.g., Braille; large print, audio transcriptions, voice recording.	The University can provide materials on demand in the relevant formats.	Director of Marketing, Admissions, Recruitment, Communications	August 2011	
	Regular refresher training and general training on disability issues should be incorporated into the ODTU calendar and linked into the staff review process.	Training delivered as necessary to staff.	Equalities & Diversity Officer	Identify needs annually via Staff Reviews.	
	Additional consideration should be given to more specialist training e.g. Mental Health, Awareness, and Dyslexia for staff dealing with applicants, teaching and in the Learning Resources Centre.	Plan for implementation developed and training delivered	Equalities & Diversity Officer	August 2011	
Ensure that the University meets its legal disability responsibilities and adopts best practice.	Employability strategy should address transition issues for students with disabilities entering employment or progressing to further study.	Data on disabled leavers is incorporated in future reports.	Head of Centre for Personal & Career Development	Annually	
	'Academic offences, appeals, complaints and fitness to practice' policies are reviewed to ensure they address disability issues and guidance on reasonable adjustments to processes or the conduct of panels to accommodate disabled people produced.	The policies are impact assessed and revised to incorporate the guidance provided in the Code of Practice.	Dean of Students	May 2011	

Objectives (Gender)	Action	Outcomes	Lead Responsibility	Timescales and milestones	Progress with Actions
Encourage more female staff into science, engineering and technology fields.	1. Monitor progress with Athena Swan Project Action Plan. 2. Develop mentoring scheme for participants in the SET project.	Retain Athena Swan Bronze Award in 2011.	Equalities and Diversity Officer	May 2011	
Promote and address issues around the under-representation and increase the representation of female staff at senior management levels.	Continue to monitor gender take up of AIP and CRP schemes.	Identify gender imbalances and take steps to address.	Director of HR	Ongoing.	
Enable Gender Forum to influence key issues that affect male, female and trans agenda.	Where feasible, address issues highlighted by the Gender Forum in the discussion paper produced to inform the gender impact assessment of the Research Strategy.	1. Issues highlighted are given serious consideration and action taken to address where relevant and feasible.	Pro Vice Chancellor (Research); Head of Research Graduate School	August 2011	

Objectives (Gender)	Action	Outcomes	Lead Responsibility	Timescales and milestones	Progress with Actions
To identify and address causes of any gender pay gaps.	Examine the recommendations made in the Equal Pay Reviews – 2007 and 2009 and put actions in place to address.	An action plan is put in place to resolve any gaps where feasible.	Equalities and Diversity Officer	November 2010	
Tackle issues of occupational segregation on gender grounds	Monitor the University's progress with encouraging men into teaching programmes.		Dean of EDS	August 2010	
	Promote issues around the need to increase the representation of female students on male predominant courses: Host 'Women into Computing' event to mark – International Women's Day.	Students and staff are made more aware of the issues around occupational segregation and further actions	Dean of CATS	August 2010	
	Identify areas within HSS Faculty such as Nursing where actions could be taken.	Any issues are identified and relevant actions are put in place to address.	Dean of HSS	August 2010	

Objectives (Race)	Action	Outcomes	Lead Responsibility	Timescales and milestones	Progress with Actions
Encourage further disclosure of race/ethnicity status by staff.	Use ECU guidance on disclosure to identify ways of improving staff disclosure of ethnicity status.	Relevant issues are used to inform University's approach to dealing with disclosure issues.	Equalities and Diversity Officer	December 2011	
Increase the proportion of ethnic minority staff at the University.	Use results of ECU research into the experiences of BME staff, including the literature review published in 2009, in the sector to determine suitable strategies for the University.	Relevant issues are used to inform University's approach to dealing with future race strategies for the University.	Equalities and Diversity Officer	December 2011	
To improve the career progression prospects of BME staff at the University.	Following a review, produce a plan with actions aimed at improving the application and success rates of BME staff who take part in the AIP/CRP process.	An increase in the proportion of applications from BME staff. An increase in the number of successful applications from BME staff.	Director of HR	August 2011 August 2012	
To keep up-to-date with race & ethnicity developments in the sector and nationally.	Feed back issues discussed at the ECU's Race Forum. Attend Higher Education Race Action Group (HERAG) meetings.	Where relevant, use the issues raised at these groups to inform future Race Action Plans at the University.	Director of HR Equalities & Diversity Officer	Ongoing	

Objectives (Race)	Action	Outcomes	Lead Responsibility	Timescales and milestones	Progress with Actions
To improve the experience of international students at Polhill.	Review the support offered to international students at the Polhill campus.	Gaps in service delivery to international students are identified and addressed.	Deputy Vice Chancellor (External Relations)	August 2012	
To promote awareness of issues affecting asylum seekers and refugees within the communities where the University campuses are located.	Support Refugee Week at Bedford. Organise/take part in Refugee Week activities in Luton.	Contribute to Refugee Week Bedford activities and/or organise an event for the University.	Equalities & Diversity Officer	June 2010	
Increase staff understanding of the diversity of students at the University and the cultures they come from.	Provide cultural awareness training for frontline staff where relevant e.g. Learning Resources.	Staff feel more comfortable about being able to handle issues relating to students from a diversity of backgrounds.	Equalities and Diversity Officer	August 2011	
Improve the attainment of BME students.	Understand reasons behind under achievement of BME students and implement appropriate strategies	BME students' attainment are closer to other groupings.	Associate Director – Teaching & Learning	May 2013	

Objectives (Religion and Belief)	Action	Outcomes	Lead Responsibility	Timescales and milestones	Progress with Actions
Ensure that the needs of students and staff of all religions, beliefs and non-beliefs are catered for.	Develop the Chaplaincy service to cater for the needs of students and staff on Butterfield, Putteridge and Aylesbury sites, as well as the Luton and Polhill campuses.	The provision of services that are relevant to the broad range of spiritual needs and general wellbeing of students and staff of the University.	Director of Learning Resources	2013	
	Develop a network of specialists in various religions, beliefs and non-beliefs who can assist with advising and supporting the Chaplaincy on spiritual and non-spiritual matters.	An increase in the range of resources available to student and staffs of different religions, beliefs and non-beliefs.	Coordinating-Chaplains	2010 and ongoing	
	Resolve issues around the availability of adequate prayer room and multi-faith room space at the University.	Where feasible, facilities are available to meet priority needs.	Director of Learning Resources		August 2011
	Assess the equality impact of the Chaplaincy service	Any gaps in service provision are identified and addressed.	Director of Learning Resources		May 2011
	Participate in Interfaith Week activities.	Activities are organised to mark the Week.	Co-ordinating Chaplains		November 2010

Objectives (Religion and Belief)	Action	Outcomes	Lead Responsibility	Timescales and milestones	Progress with Actions
To prevent the initiation, development or perpetration of extremist activities through channels within or linked to the University.	Work with Luton Borough Council on the Prevention of Violent Extremism initiative in Bedfordshire.	The development of harmonious relationships with and between people from a variety of religious and cultural backgrounds, preventing a climate where extremist views and activities are able to thrive within the University community.	Registrar	May 2013	
To provide clarity on how to handle various student and staff issues in respect of their religions, beliefs or non-beliefs.	Develop an overarching policy on religion, belief and non-belief to guide a variety of student and staff situations that may arise within the University.	Clear guidelines are available to assist students and staff with understanding the University's position in relation to a range of situations arising from their religions, beliefs and non-beliefs.	Equalities and Diversity Officer	August 2011	

Objectives (Sexual Orientation and Transgender)	Action	Outcomes	Lead Responsibility	Timescales and milestones	Progress with Actions
To increase visibility of sexual orientation and trans issues that need to be addressed in the University.	Work more closely with the LGBT society for students.	The LGBT society for students has more involvement with the Sexual Orientation and Transgender Equality Strand Forum.	Champion - Sexual Orientation and Transgender Equality Strand Forum	May 2011	
	Organise an event/activity to mark LGBT History Month in February or the International Day Against Homophobia (IDAHO) in May.	Event/activities successfully hosted.	Sexual Orientation & Trans Equality Strand Forum	May 2010	
	Ensure the Inclusivity project being developed by the University, as part of one of the HE Academy programmes, covers issues around sexual orientation and trans issues as well as the other diversity strands.	Where relevant, sexual orientation issues are built into all the programmes delivered as part of the Inclusivity project	Director of Teaching and Learning	August 2011	
	Identify any relevant initiatives that could be implemented within the University to further increase the visibility of sexual orientation and trans issues in the institution.	The University implements further good practice measures to promote sexual orientation and trans equality for students and staff.	Equalities and Diversity Officer	August 2011	

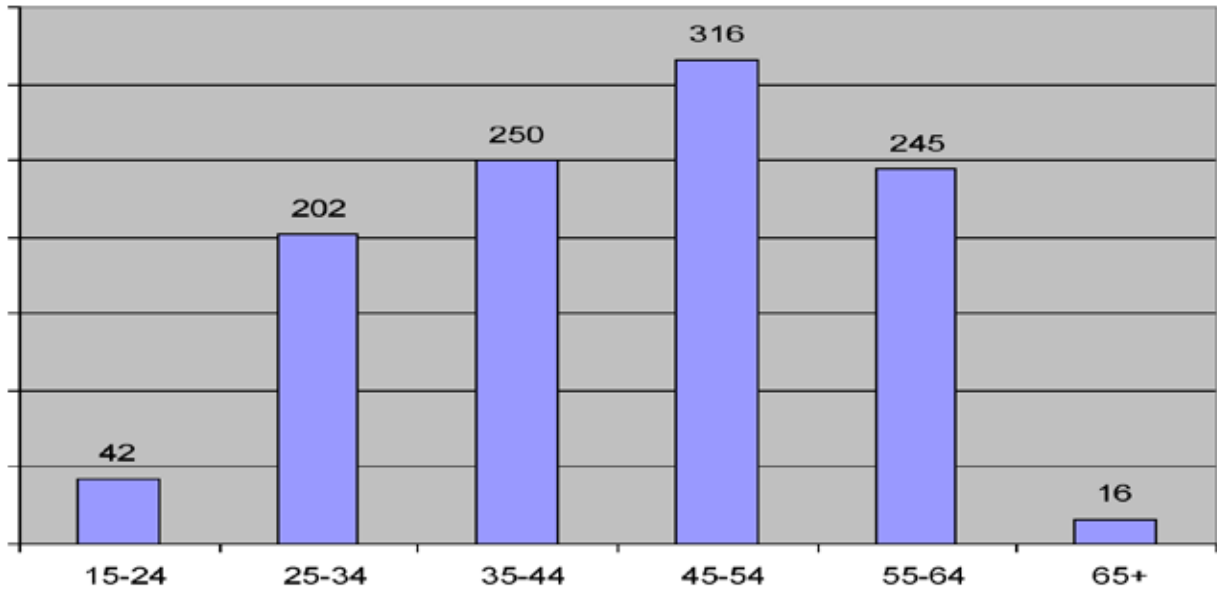
Objectives (Sexual Orientation and Transgender)	Action	Outcomes	Lead Responsibility	Timescales and milestones	Progress with Actions
To increase visibility of sexual orientation and trans issues that need to be addressed by the University.	Commission a number of training sessions specifically on sexual orientation and trans issues.	Two full day or 4 half day sessions delivered on sexual orientation	Equalities and Diversity Officer	May 2011	
	Produce guidance on trans issues	Students and staff are more aware of the overall trans agenda and how to address issues.	Equalities and Diversity Officer	August 2011	
To encourage staff disclosure of sexual orientation status.	Undertake the various activities above aimed at increasing visibility with a view to eventually influencing greater confidence of staff to disclose their sexual orientation status.	Increase disclosure of sexual status by 0.5%	Equalities & Diversity Officer	December 2011	
Address feelings of insecurity felt as a result of sexuality.	Designate a number of 'safe' staff as points of contact for LGBT students.	Number of students who access the service increases.	Equalities & Diversity Officer	December 2011	

# APPENDIX 2

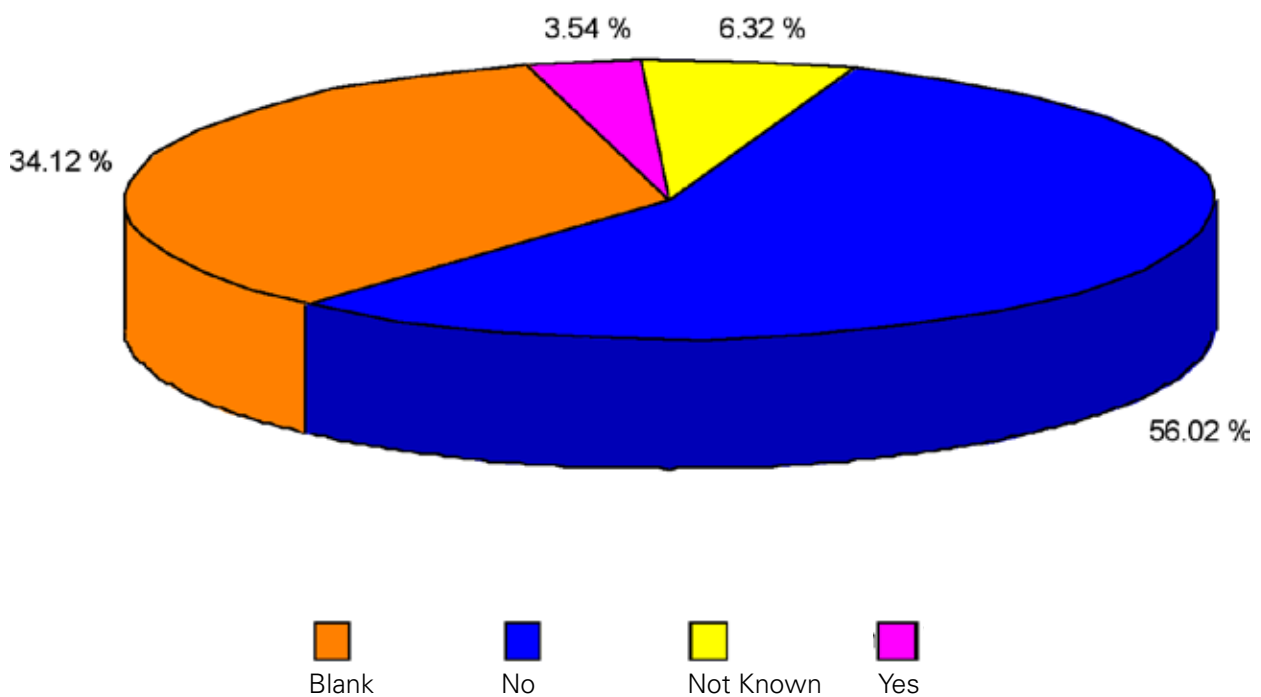
## Schedule

## Staff Profile – Age and Disability

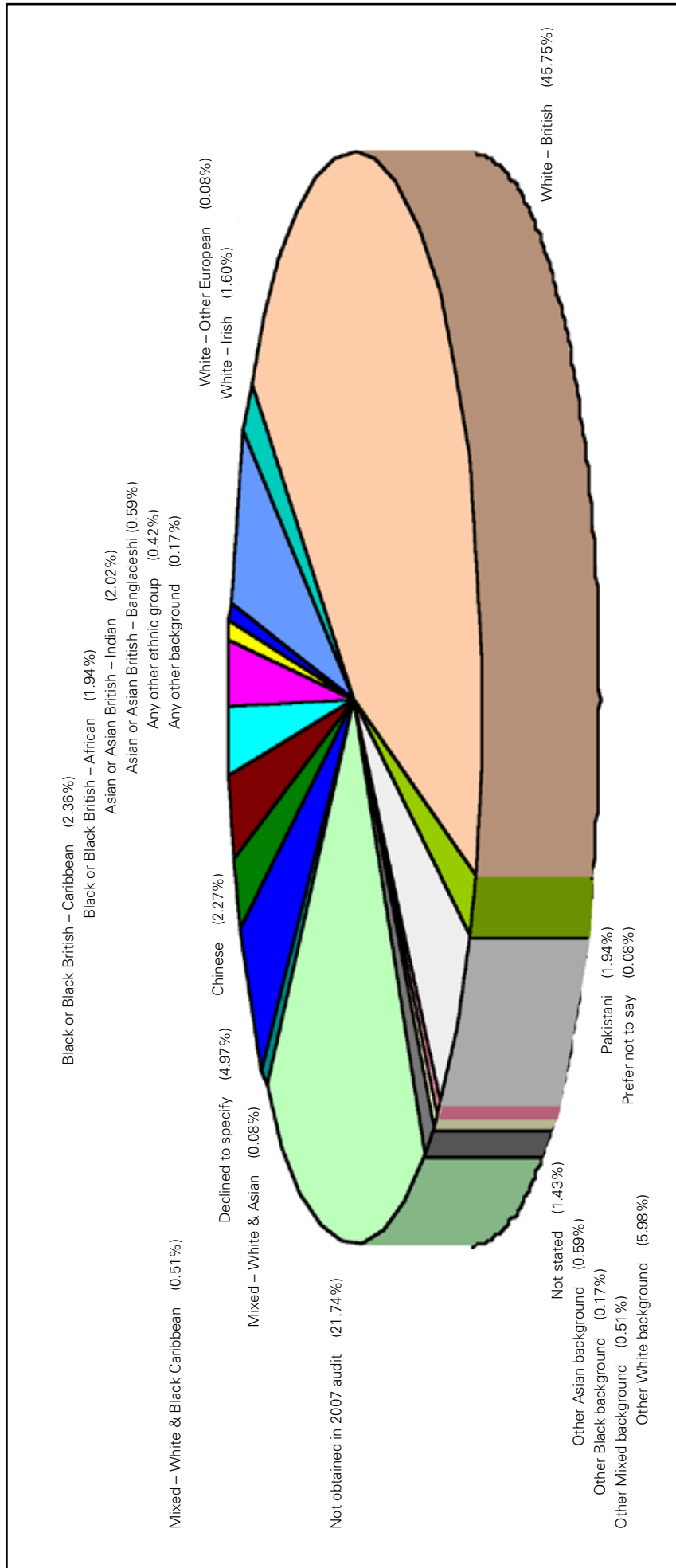
Age Profile as at 31st July 2009



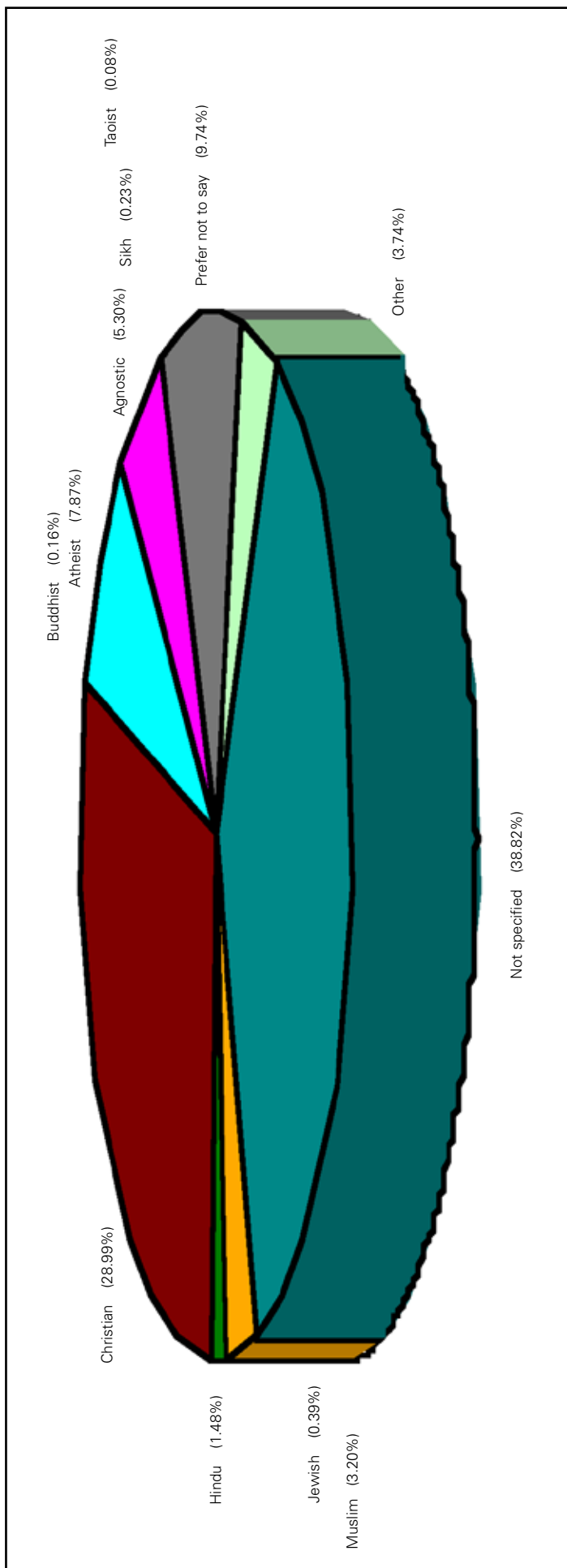
Staff Profile By Disability as at 01/11/2009



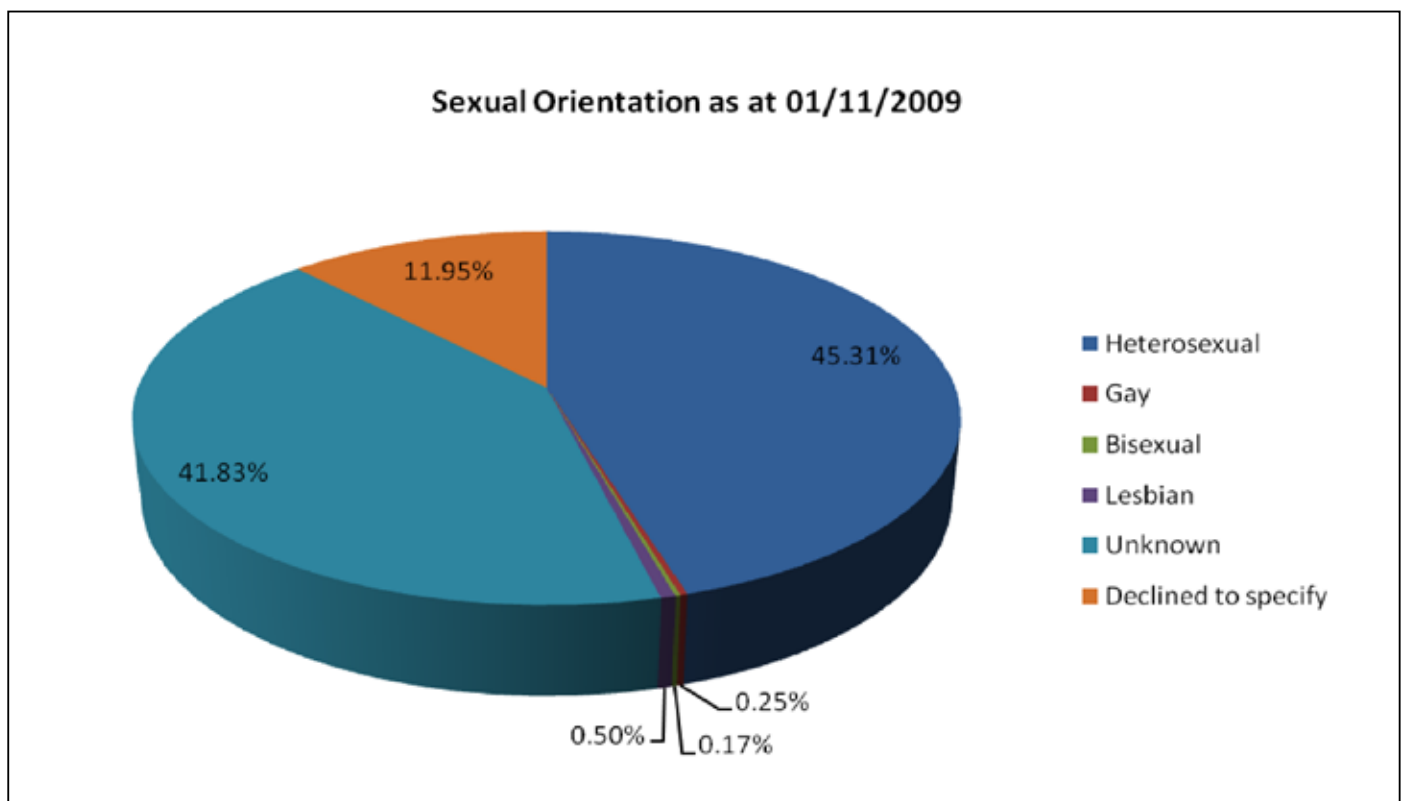
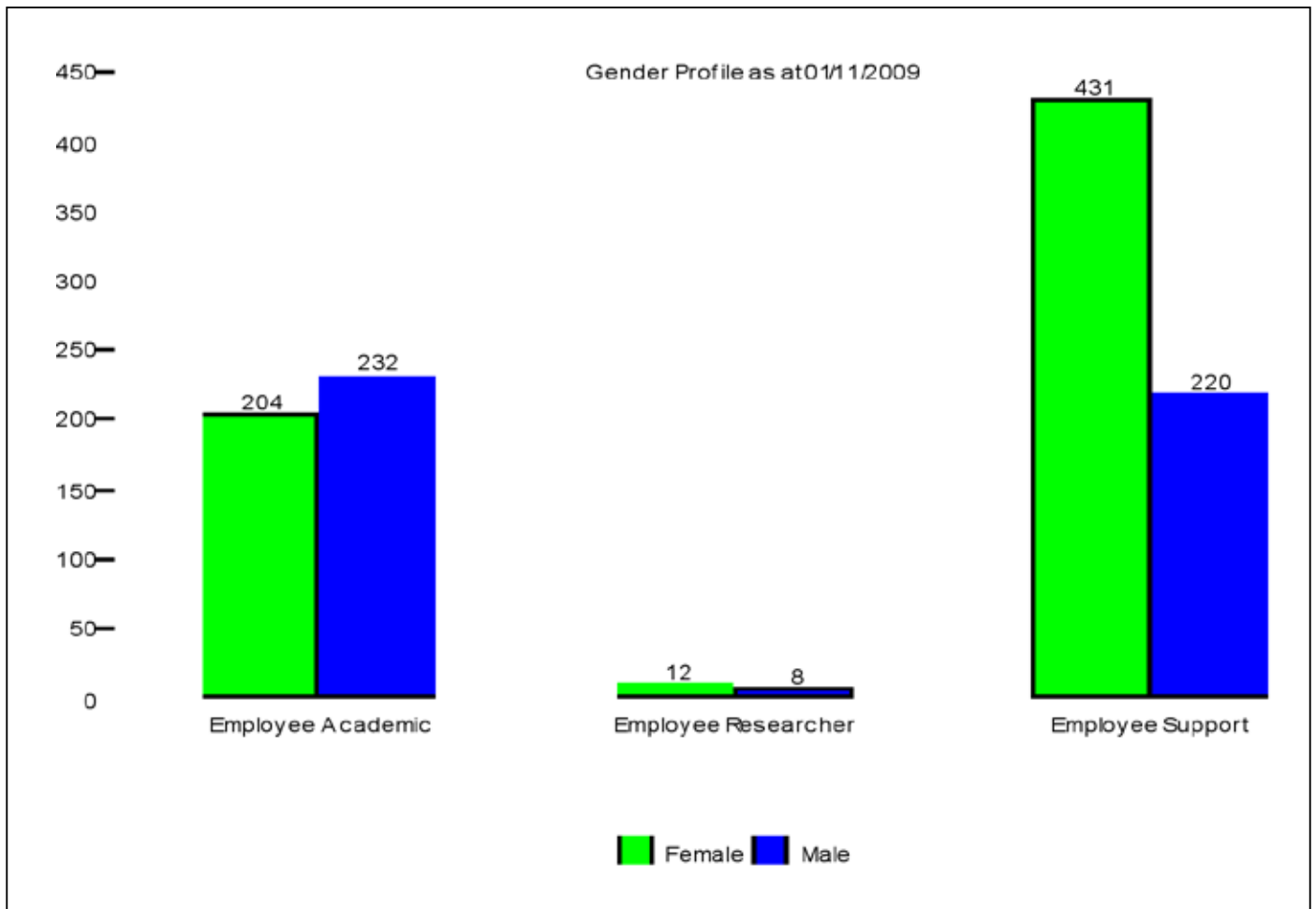
# Staff profile – Ethnicity



## Staff profile – Religion, Belief and Non-belief

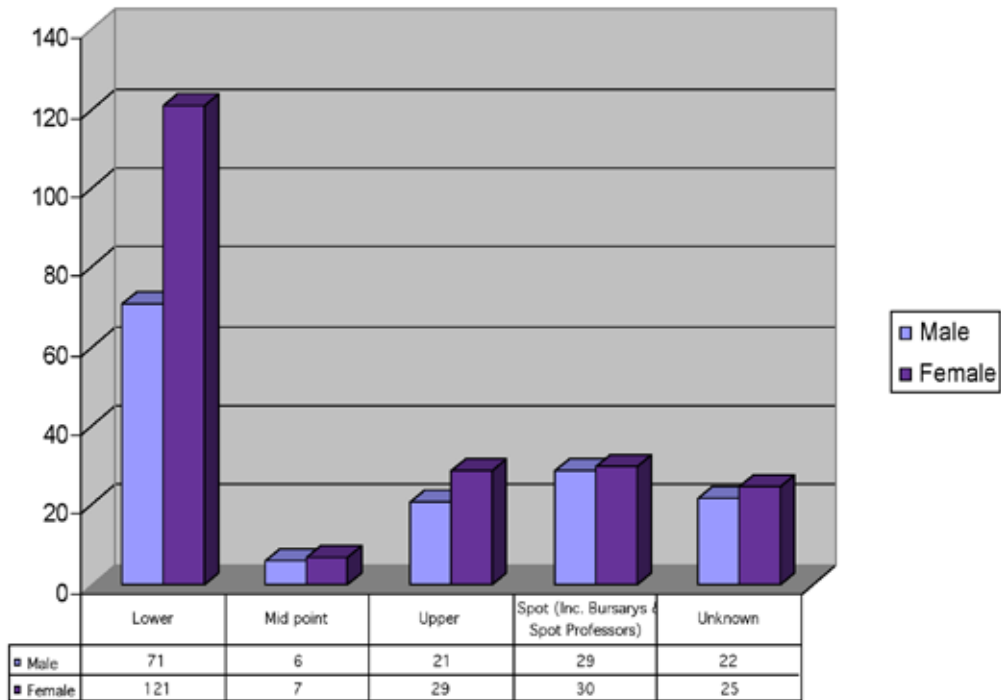


## Staff profiles – Gender and Sexual Orientation



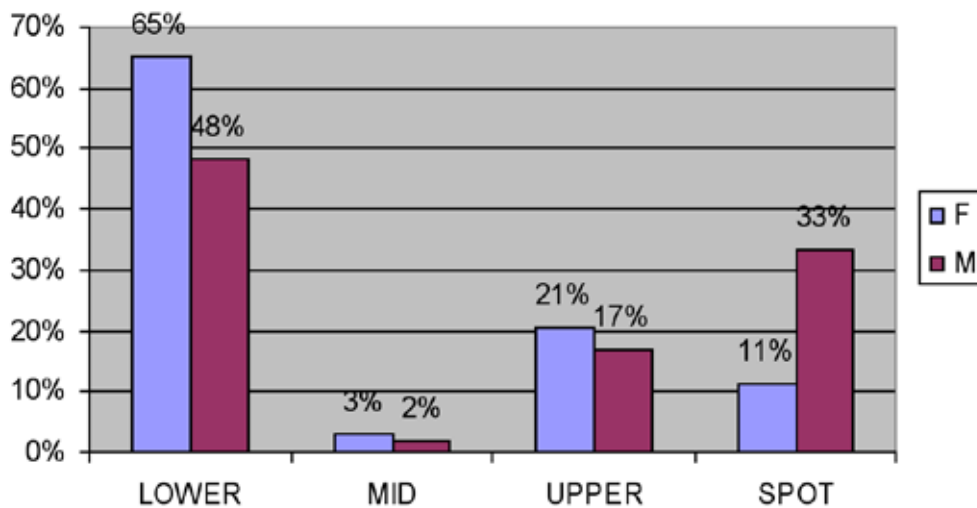
## Staff – Pay (New Starters)

Spinal Point – New Starters (12 November 2007 to October 2009)

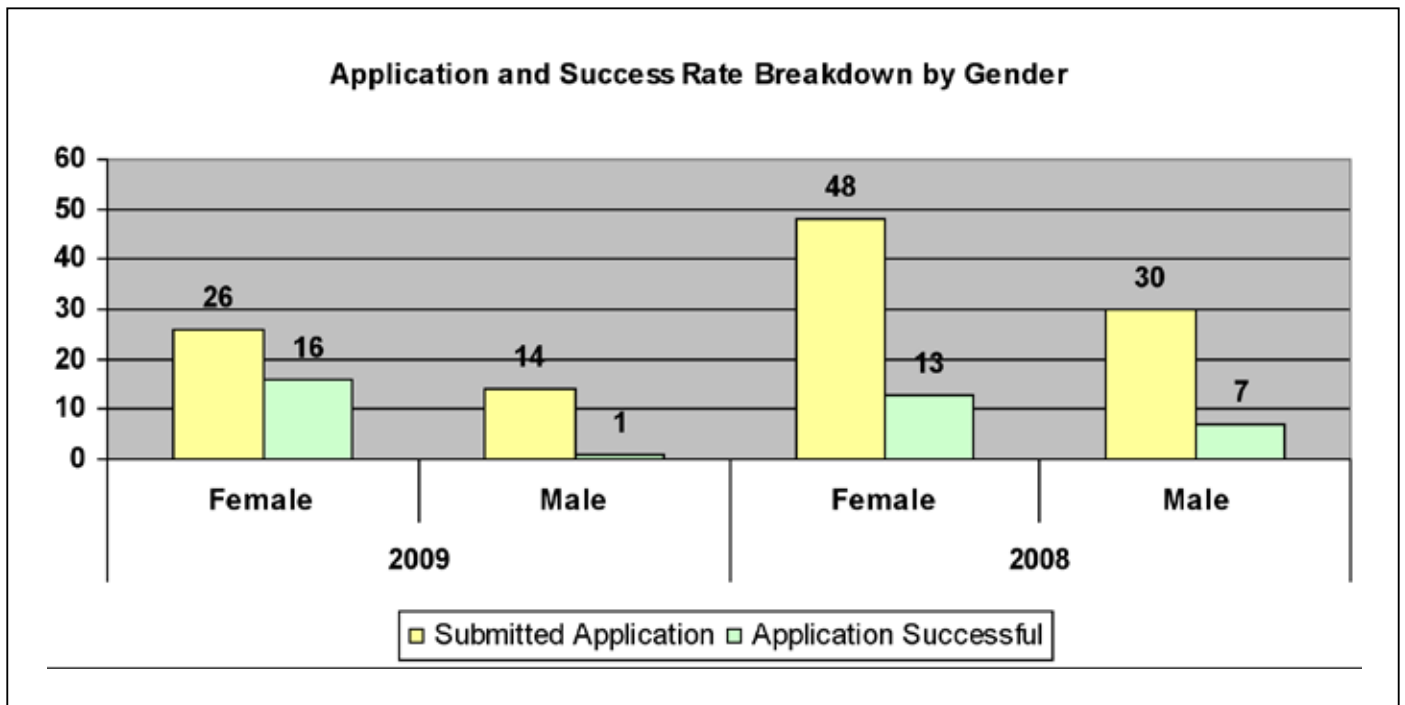


	Male	%	Female	%
<b>Lower</b>	71	36.98	121	63.02
<b>Mid point</b>	6	46.15	7	53.85
<b>Upper</b>	21	42.00	29	58.00
<b>Spot (inc. Bursaries and Spot Professors)</b>	29	49.15	30	50.85
<b>Unknown</b>	22	46.81	25	53.19
<b>Total</b>	<b>149</b>		<b>212</b>	

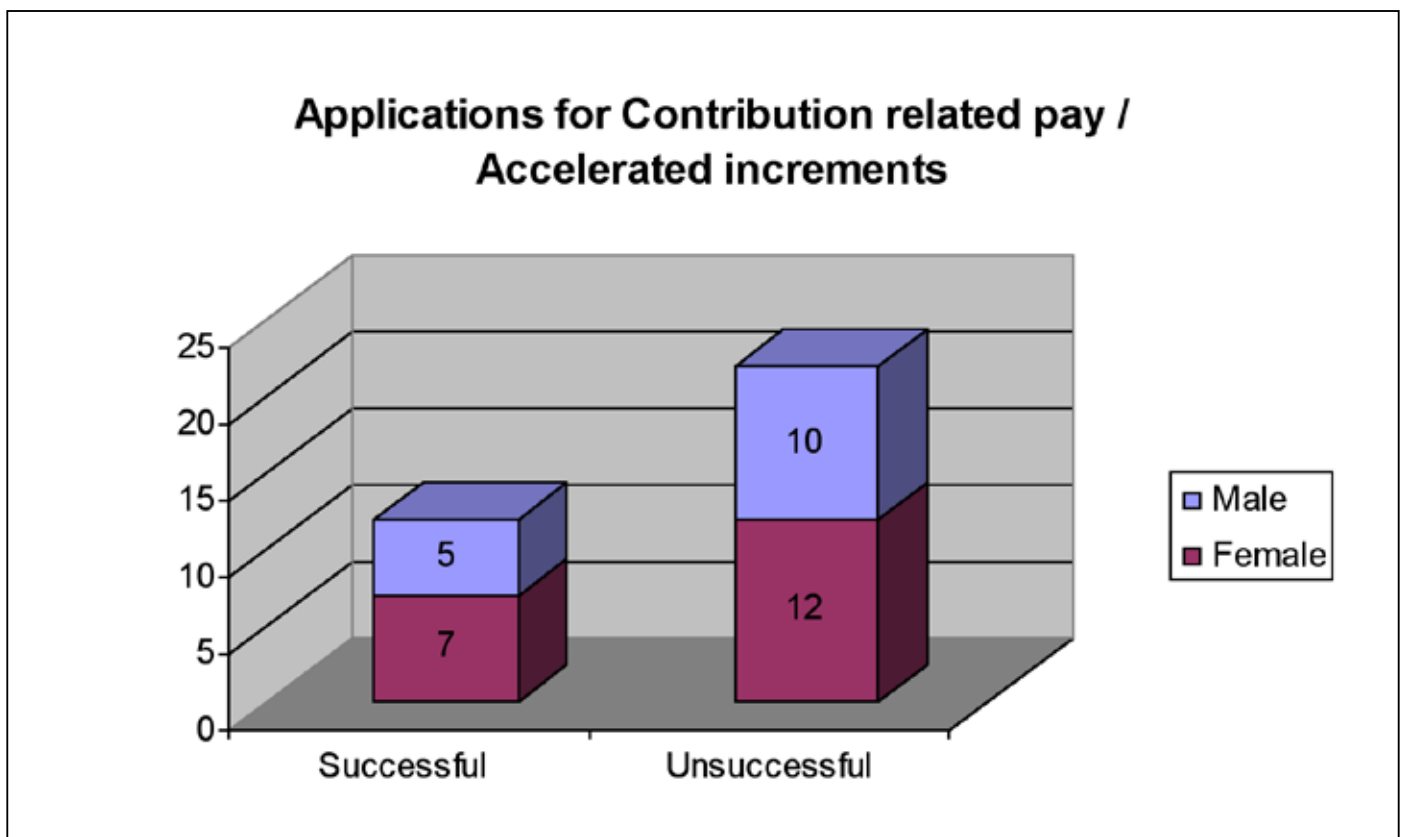
New appointments in 2007



## Staff – Progression



Source: UoB: (AIP) and (CRP) 2009 Summary Report



Source: UoB Equal Pay Review 2007: applications for CRPs and AIPs

## Staff – Progression

### Applications by ethnicity – 2009

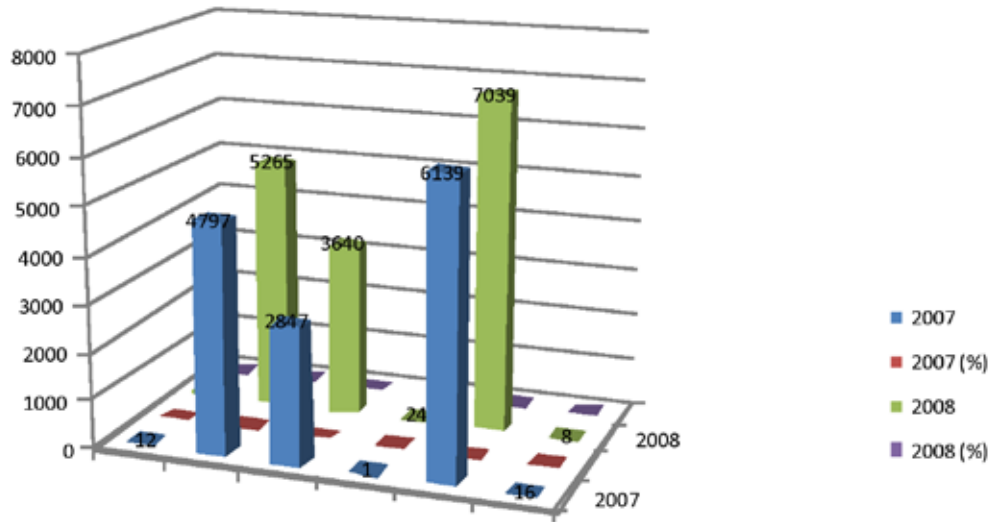
	Asian or Asian British – Bangladeshi	Asian or Asian British – Indian	Mixed – White and Asian	Mixed – White and Black Caribbean	Other White background	White – British	White – Irish	Declined to specify	Not obtained in 2007 audit	TOTALS
<b>Academic</b>	<5	<5	<5	<5	<5	13	<5	<5	<5	<b>21</b>
<b>Support</b>	<5	<5	<5	<5	<5	12	<5	<5	<5	<b>19</b>
<b>TOTALS</b>	<5	<5	<5	<5	<5	25	<5	<5	7	<b>40</b>

### Applications by ethnicity – 2009

Ethnicity	Applications	Successful	% Successful	Unsuccessful	% Unsuccessful
Asian or Asian British – Bangladeshi	<5	<5	0%	<5	100%
Asian or Asian British – Indian	<5	<5	0%	<5	100%
Mixed – White and Asian	<5	<5	0%	<5	100%
Mixed – White and Black Caribbean	<5	<5	0%	<5	100%
Other White background	<5	<5	0%	<5	100%
White – British	25	14	56%	11	44%
White – Irish	<5	<5	0%	<5	100%
Declined to specify	<5	<5	100%	<5	0%
Not obtained in 2007 audit	7	<5	28.57%	5	71.43%
<b>TOTALS</b>	<b>40</b>	<b>17</b>		<b>23</b>	

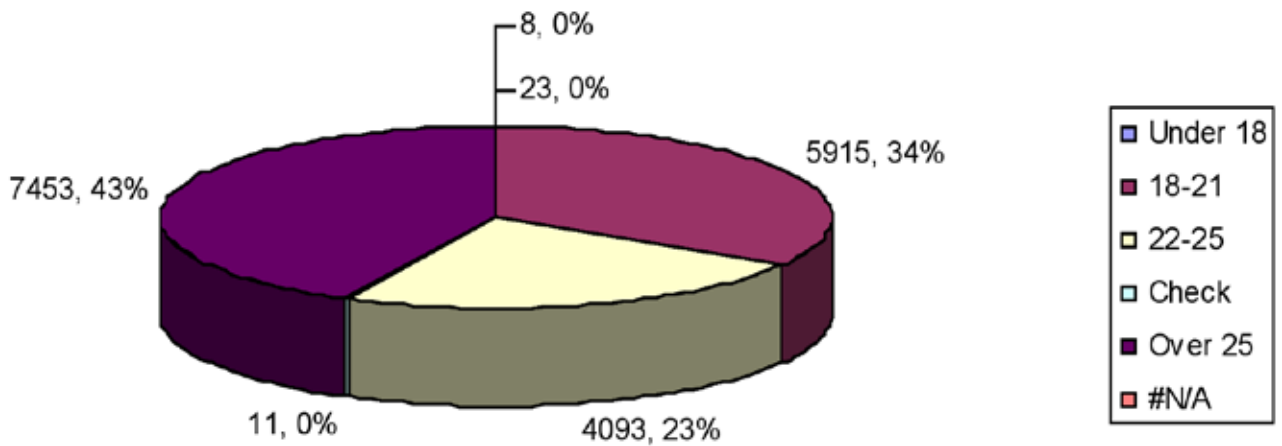
## Student Profile – Age

**All Students: Breakdown by Age (1.12.07 & 1.12.08)**

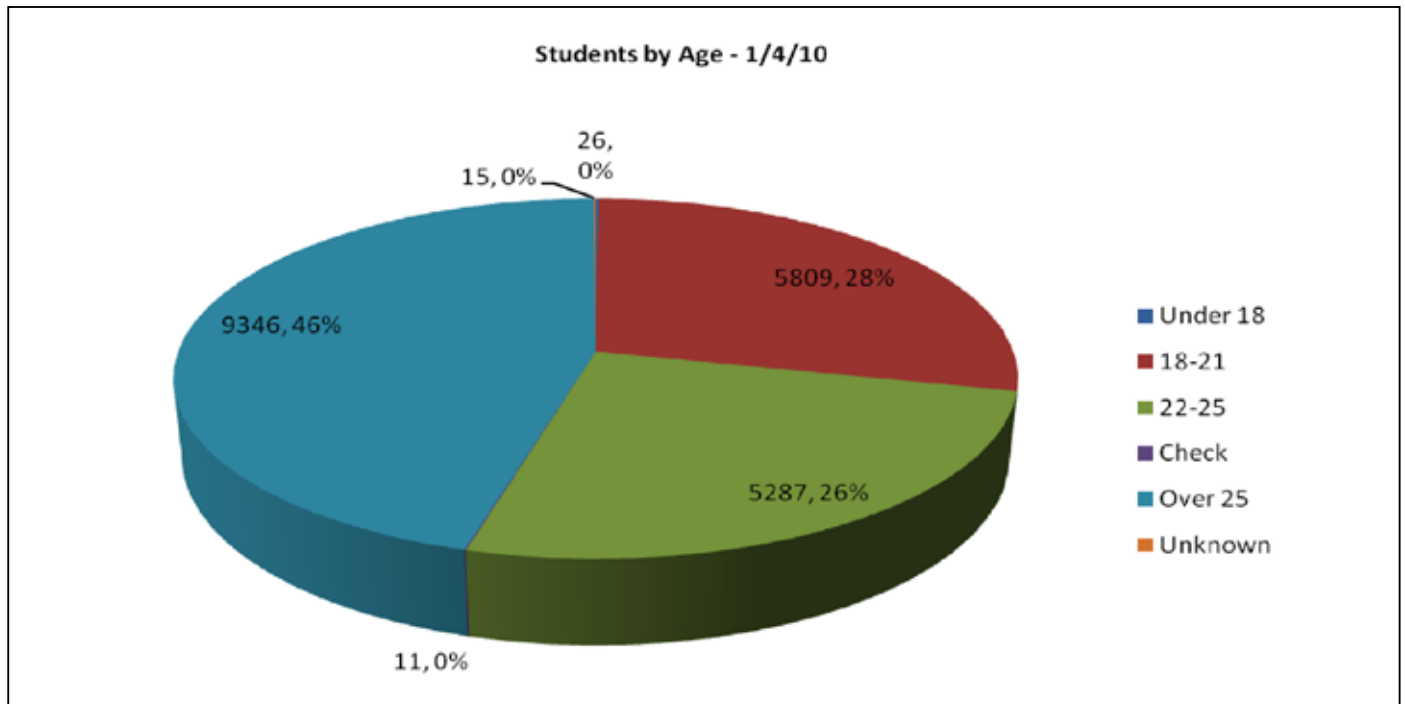


	Under 18	18-21	22-25	Check	Over 25	Unknown
■ 2007	12	4797	2847	1	6139	16
■ 2007 (%)	0%	35%	21%	0%	44%	0%
■ 2008	34	5265	3640	24	7039	8
■ 2008 (%)	0%	33%	23%	0%	44%	0%

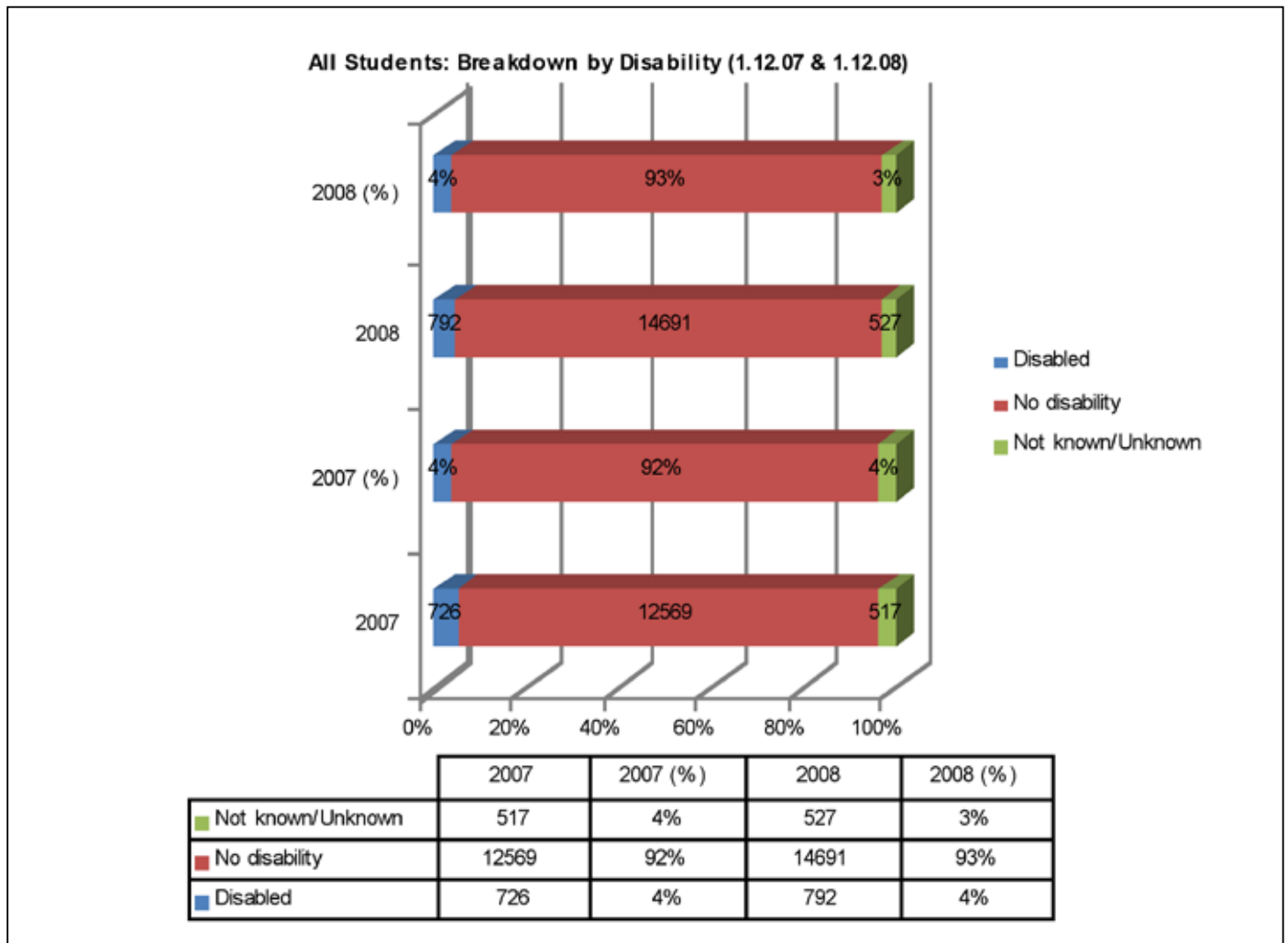
**Students by Age - 1/12/09**



## Student Profile – Age



## Student Profile – Disability



## Student Profile – Disability

Type of Disability	No. of Students	% of Total
G Learning difficulty (eg dyslexia/dyspraxia)	< 5	0.22%
1 Learning difficulty (eg dyslexia/dyspraxia)	445	49.23%
2 Visual Impairment	16	1.77%
3 Hearing Impairment	59	6.53%
4 Mobility/wheelchair user	35	3.87%
5 Personal care support	< 5	0%
6 Mental health difficulties	51	5.64%
7 Unseen disability (eg asthma, diabetes, epilepsy)	154	17.03%
8 Multiple Disability	32	3.54%
9 Other disability not listed	97	10.73%
10 Autistic Spectrum	13	1.44%
<b>TOTAL</b>	<b>904</b>	

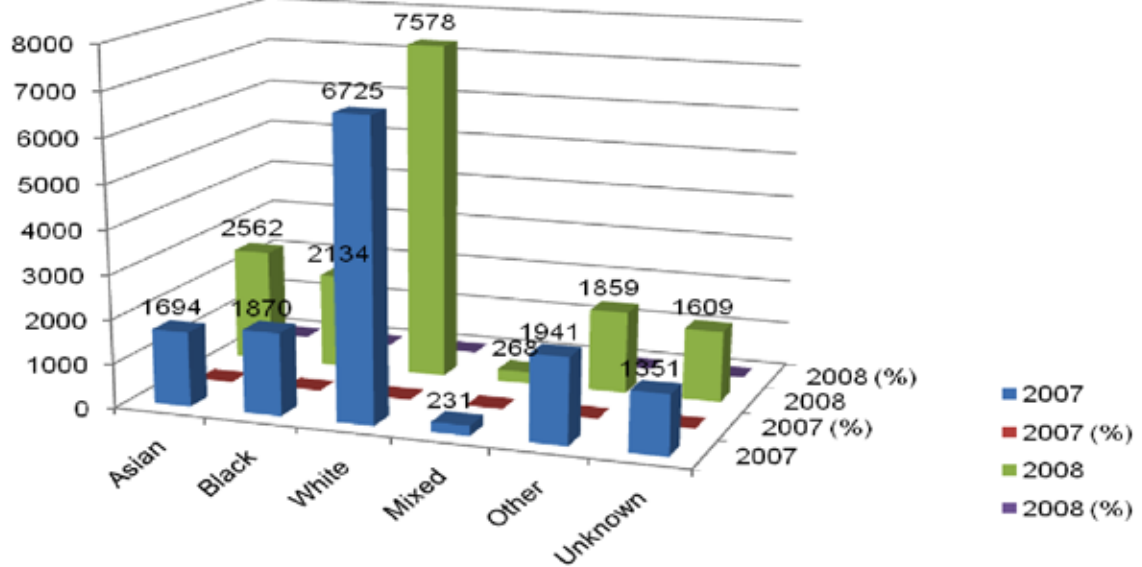
Source: SITS at 14/12/2009

## Student Count by Disability and Academic Year

Disability	Number	Academic Year
H Mobility/wheelchair user	< 5	2009/10
G Learning difficulty (eg dyslexia/dyspraxia)	< 5	2009/10
1 Learning difficulty (eg dyslexia/dyspraxia)	467	2009/10
2 Visual Impairment	16	2009/10
3 Hearing Impairment	59	2009/10
4 Mobility/wheelchair user	35	2009/10
6 Mental health difficulties	47	2009/10
7 Unseen disability (eg asthma, diabetes, epilepsy)	157	2009/10
8 Multiple Disability	35	2009/10
9 Other disability not listed	96	2009/10
10 Autistic Spectrum	14	2009/10
<b>TOTAL at 12/2/2010</b>	<b>930</b>	
Recorded in receipt DSA	305	

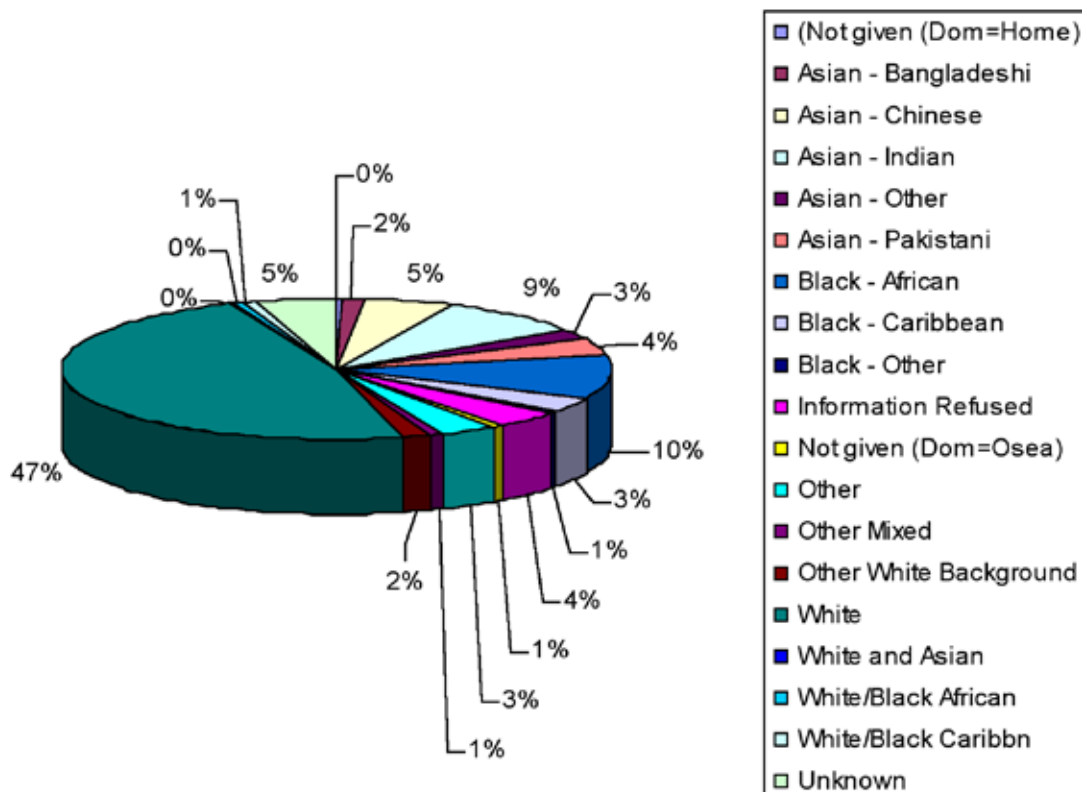
## Student Profile – Ethnicity

All Students: Breakdown by Ethnicity (1.12.07 & 1.12.08)

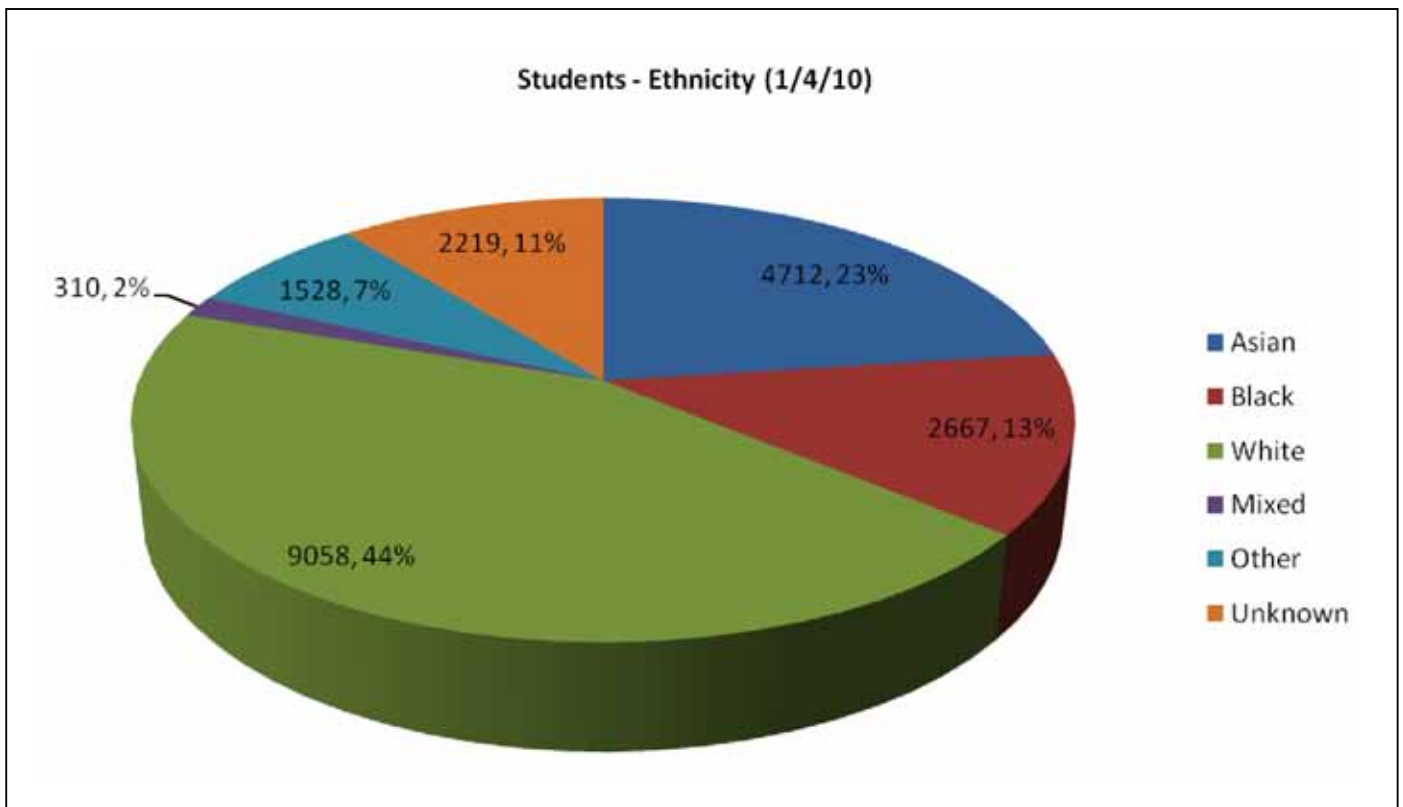


	Asian	Black	White	Mixed	Other	Unknown
■ 2007	1694	1870	6725	231	1941	1351
■ 2007 (%)	12%	14%	49%	1%	14%	10%
■ 2008	2562	2134	7578	268	1859	1609
■ 2008 (%)	16%	13%	47%	1%	12%	11%

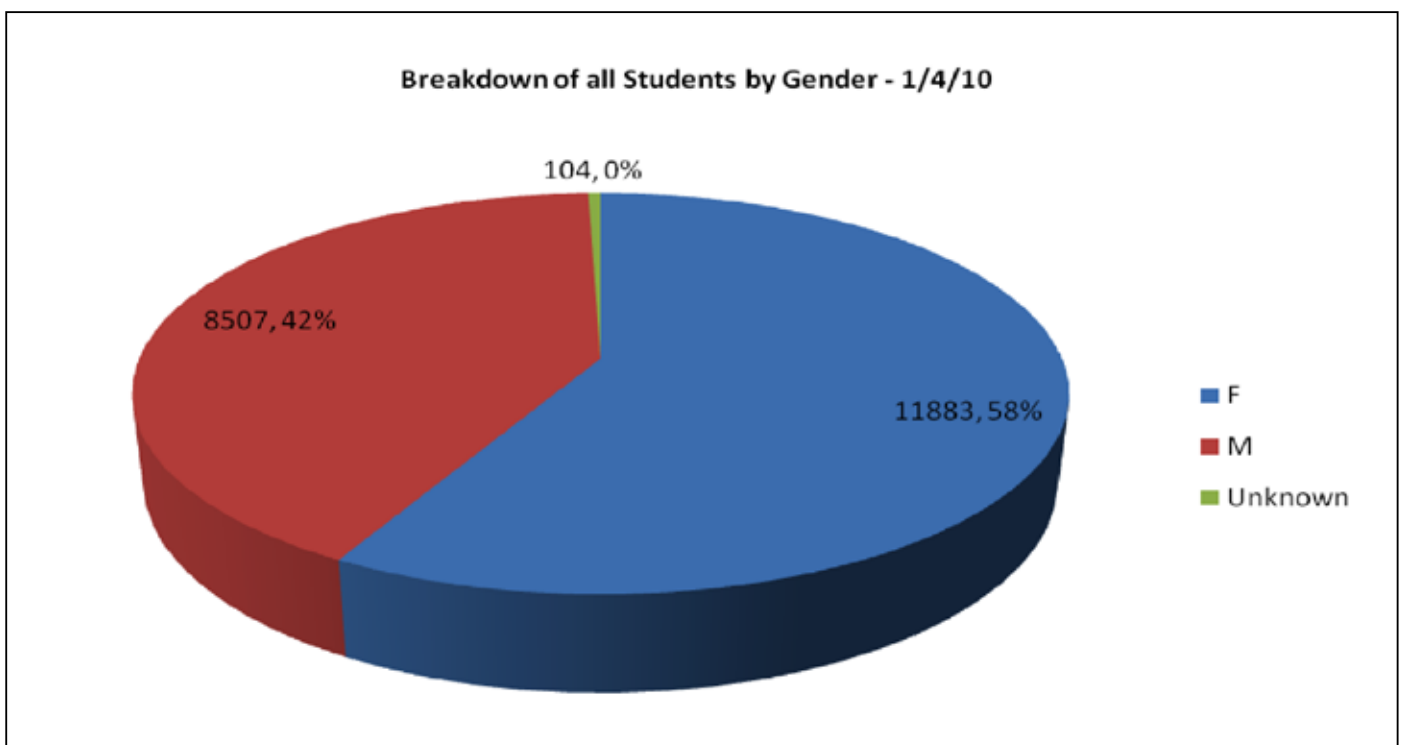
Student Ethnicity - 1/12/09



## Student Profile – Ethnicity

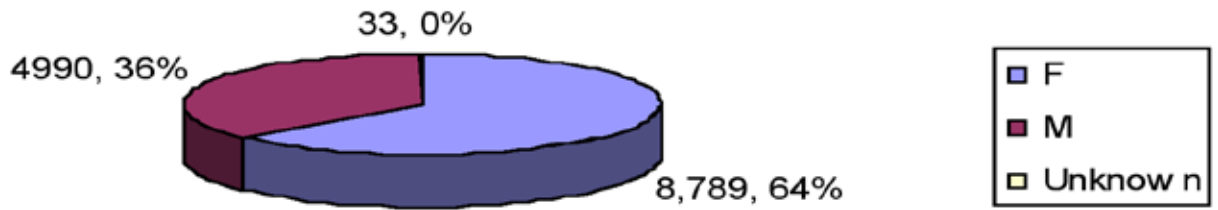


## Student Profile – Gender

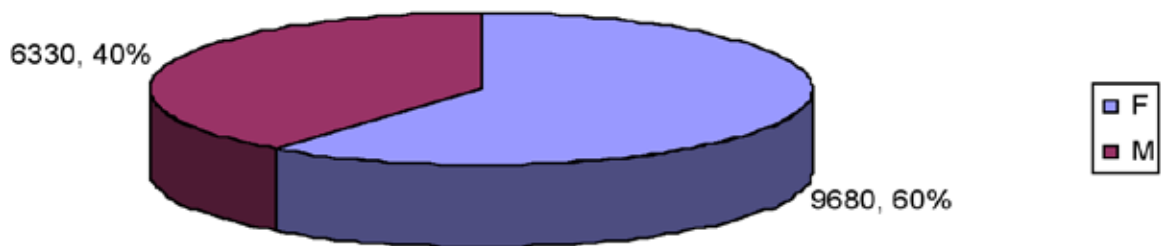


## Student Profile – Gender

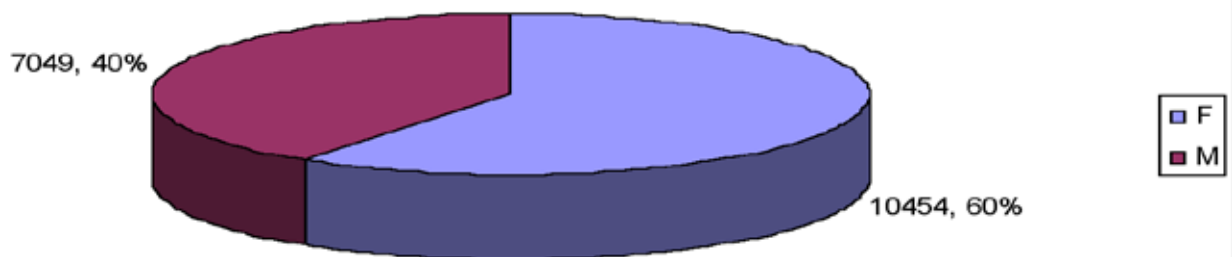
**Breakdown of All Students by Gender – 1/12/2007**



**Breakdown of All Students by Gender – 1/12/2008**



**Students by Gender – 1/12/2009**



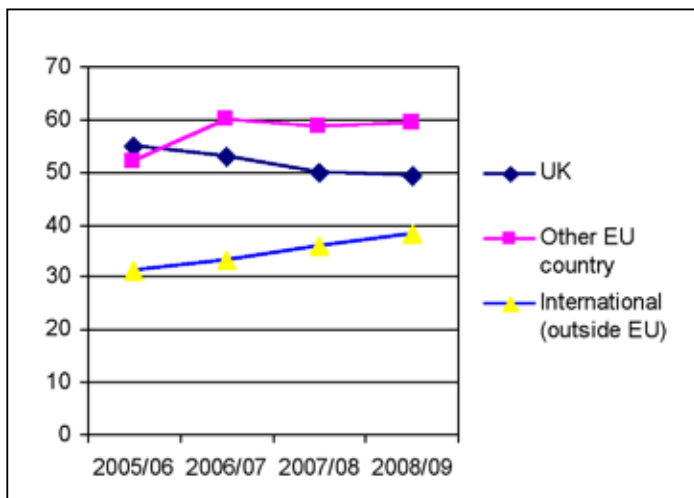
## Student Progress and Achievement

### Extracts from the Undergraduate Scheme Review (2008/9)

**Table 1: Relative performance of UK, EU and Overseas students as a percentage of awards**

Class of degree	UK				EU (non UK)				International (outside EU)			
	08/09	07/08	06/07	05/06	08/09	06/07	05/06	04/05	08/09	06/07	05/06	04/05
First	7.1	6.9	8	7	6.8	8.2	14	4	1.4	4.1	2	2
2.1	42.3	43.1	45	48	52.6	50.4	46	48	36.7	31.7	31	29
2.2	42.8	39.8	34	36	34.5	30.9	31	38	53.7	49.4	55	55
3	5.1	4.8	3	2	2.9	4.3	2	4	7.0	8.8	5	8
Pass	2.7	5.3	9	7	3.2	6.4	7	6	1.2	6.0	7	6

**Percentage of good degrees obtained by UK, EU and International students over time**



**Table 2: Relative performance by ethnic grouping**

	First	2:1	2:2	Third	Pass	Total
White	9.3	48.5	36.9	3.6	1.7	1088
Black Caribbean	1.4	23.3	60.3	5.5	9.6	73
Black African	2.0	33.7	51.0	8.4	5.0	202
Black Other	0.0	11.1	66.7	11.1	11.1	18
<b>Total Black backgrounds</b>	<b>1.7</b>	<b>29.7</b>	<b>54.3</b>	<b>7.8</b>	<b>6.5</b>	<b>293</b>
<b>Asian - Chinese</b>	<b>1.0</b>	<b>35.6</b>	<b>57.1</b>	<b>6.1</b>	<b>0.3</b>	<b>312</b>
Asian - Indian	10.9	47.8	28.3	6.5	6.5	46
Asian - Pakistani	0.0	39.8	50.0	8.2	2.0	98
Asian - Bangladeshi	6.8	52.3	40.9	0.0	0.0	44
Asian - Other	3.6	28.6	53.6	10.7	3.6	28
<b>Total Asian excluding Chinese</b>	<b>4.2</b>	<b>42.6</b>	<b>44.0</b>	<b>6.5</b>	<b>2.8</b>	<b>216</b>
Total Mixed	4.1	38.8	46.9	4.1	6.1	49
Other	0.0	53.3	40.0	6.7	0.0	15
Unknown	0.0	38.2	45.5	10.9	5.5	55
<b>TOTAL</b>	<b>120</b>	<b>866</b>	<b>888</b>	<b>104</b>	<b>50</b>	<b>2028</b>

## Student Progress and Achievement

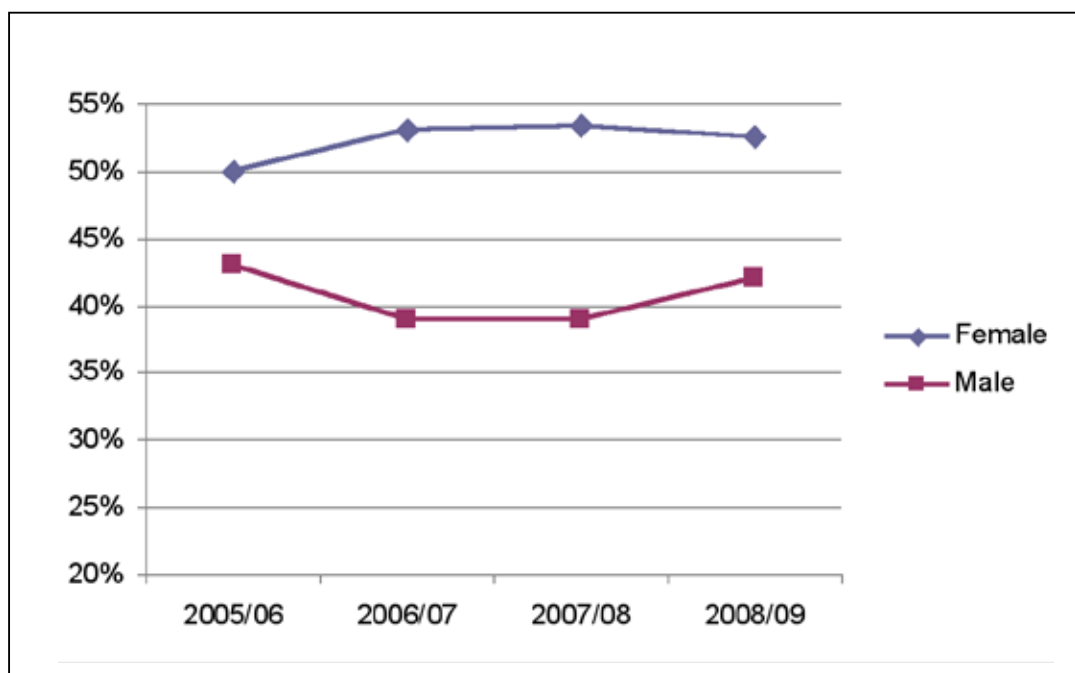
### Extracts from the Undergraduate Scheme Review (2008/9)

**Table 3: Breakdown of performance by disability**

	First	2:1	2:2	Third	Pass	Total	Good degree
All disabilities	4.1	43.9	46.9	4.1	1.0	98	48.0
No disability recorded	6.0	42.6	43.6	5.2	2.5	1930	48.6
<b>Total</b>	<b>120</b>	<b>866</b>	<b>888</b>	<b>104</b>	<b>50</b>	<b>2028</b>	

**Table 4: Relative performance by gender**

	First	2:1	2:2	Third	Pass	Total	Good degree
Females	6.8	45.8	40.8	3.8	2.8	1,271	52.6
Males	4.5	37.5	48.7	7.4	1.8	757	42.0
<b>Total</b>	<b>120</b>	<b>866</b>	<b>888</b>	<b>104</b>	<b>50</b>	<b>2,028</b>	



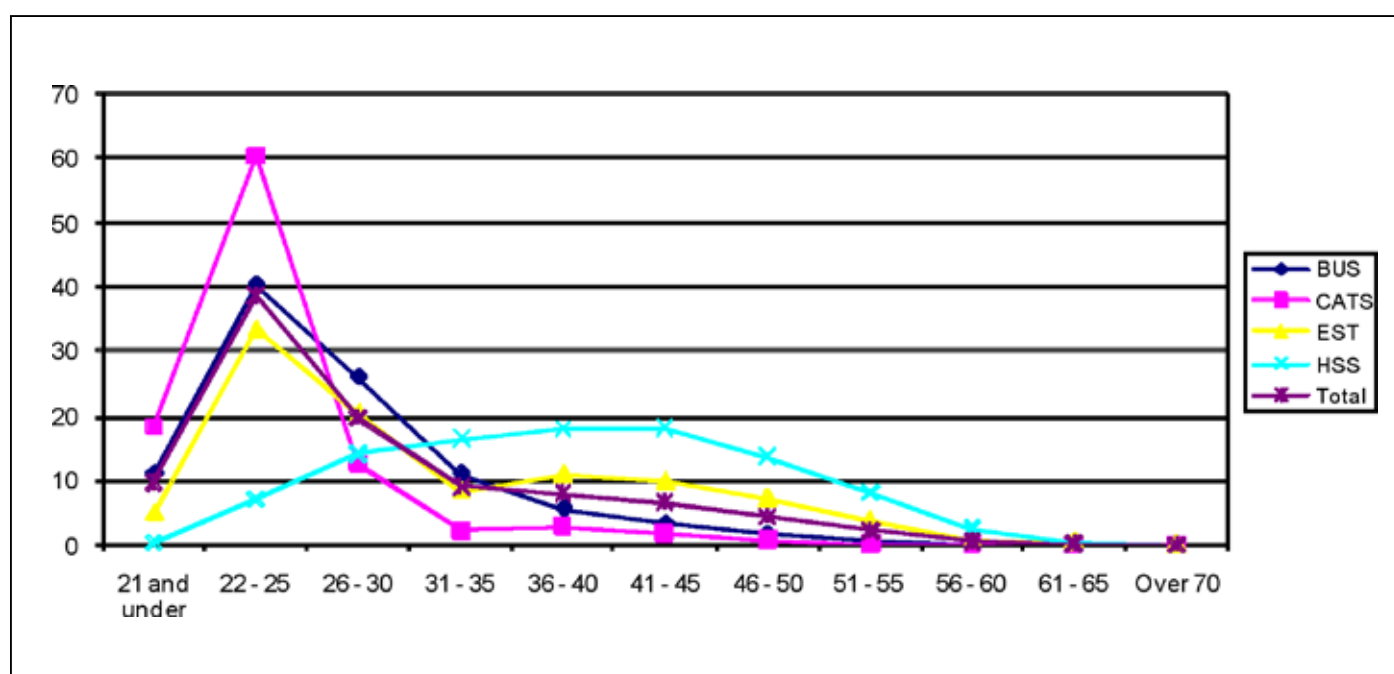
## Student Progress and Achievement

### Extracts from the Postgraduate Scheme Annual Review 2008-09

**Table 5: Breakdown of students within the scheme by disability**

	06/07		07/08		08/09	
	n	%	n	%	n	%
No disability information held	2,432	96%	2,494	97%	4,553	98%
Disability recorded	104	4%	71	3%	91	2%
<b>Total</b>	<b>2,536</b>		<b>2,565</b>		<b>4,644</b>	

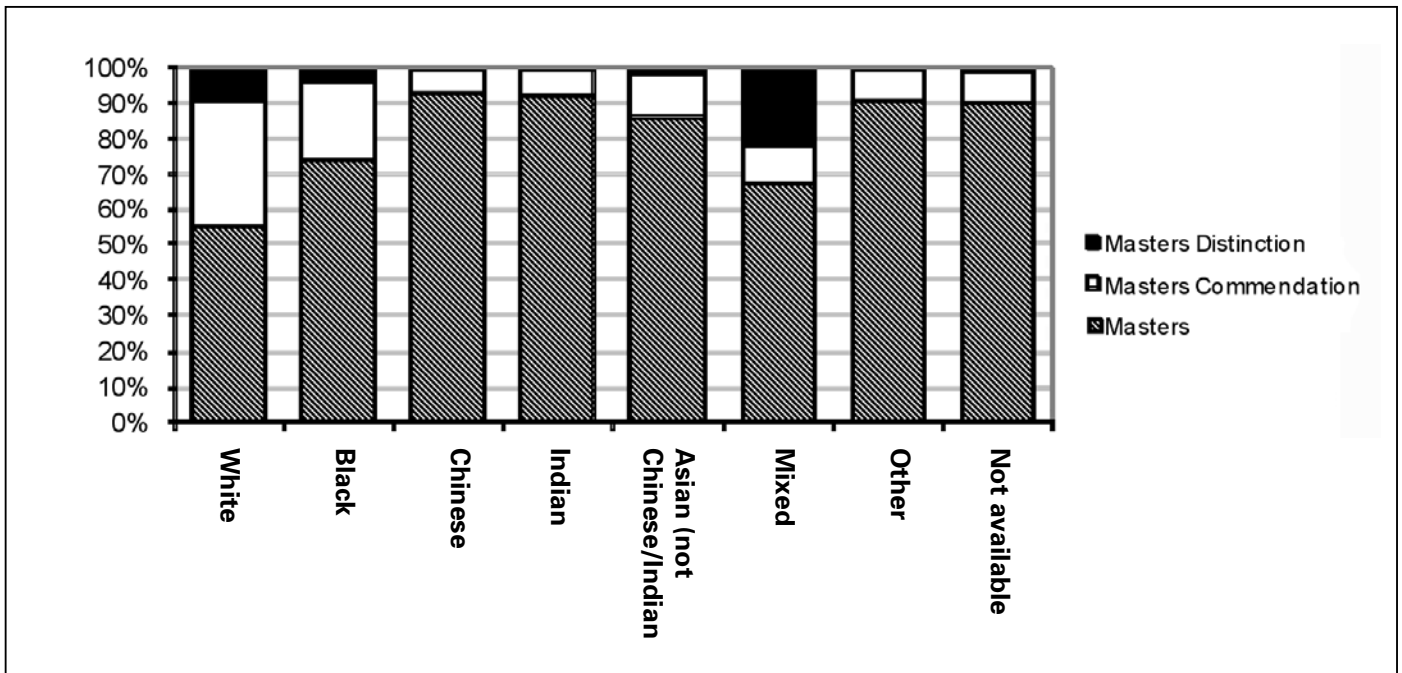
**Age of students within the scheme by percentage for each faculty cohort**



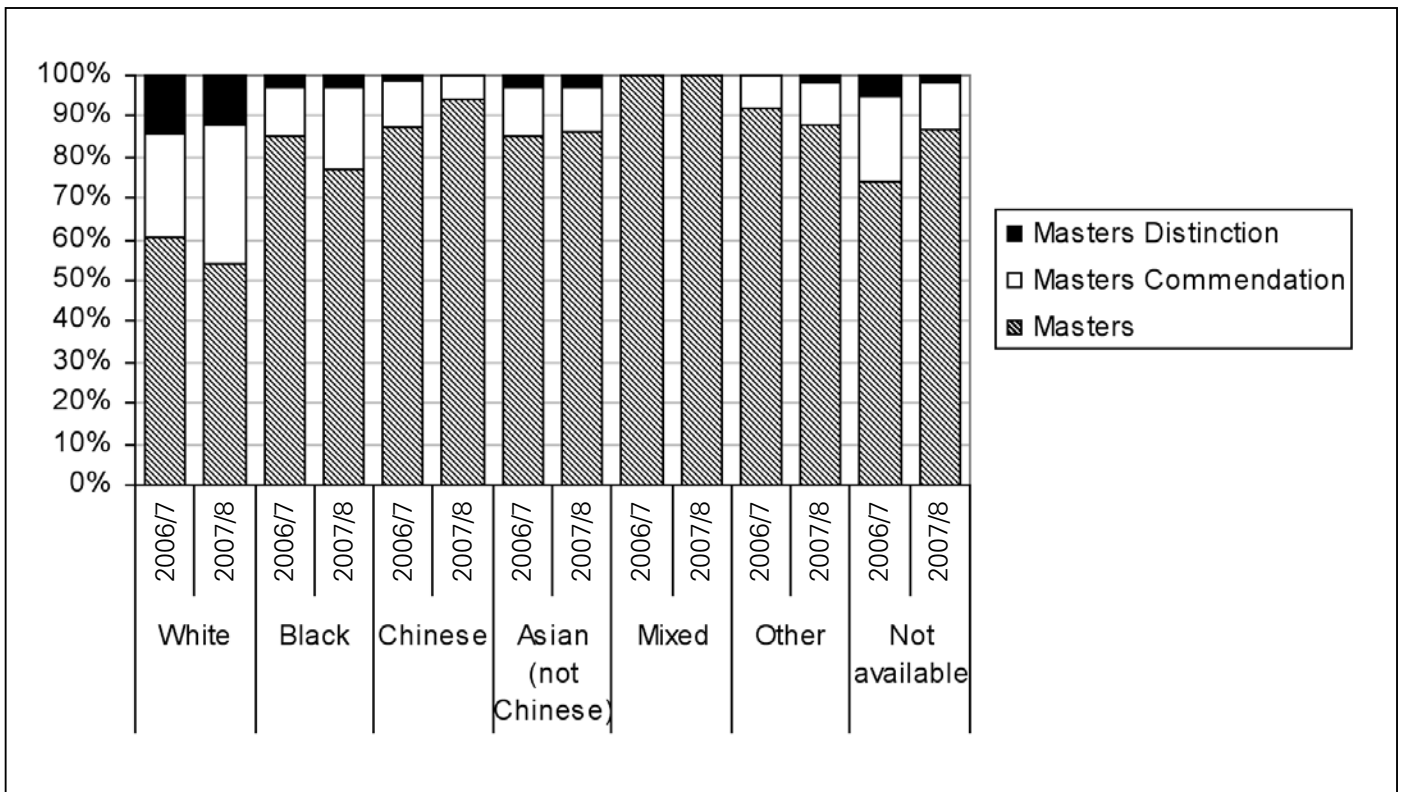
# Student Progress and Achievement

## Extracts from the Postgraduate Scheme Annual Review 2008-09

Students awarded a Masters in 2008-09 by ethnicity



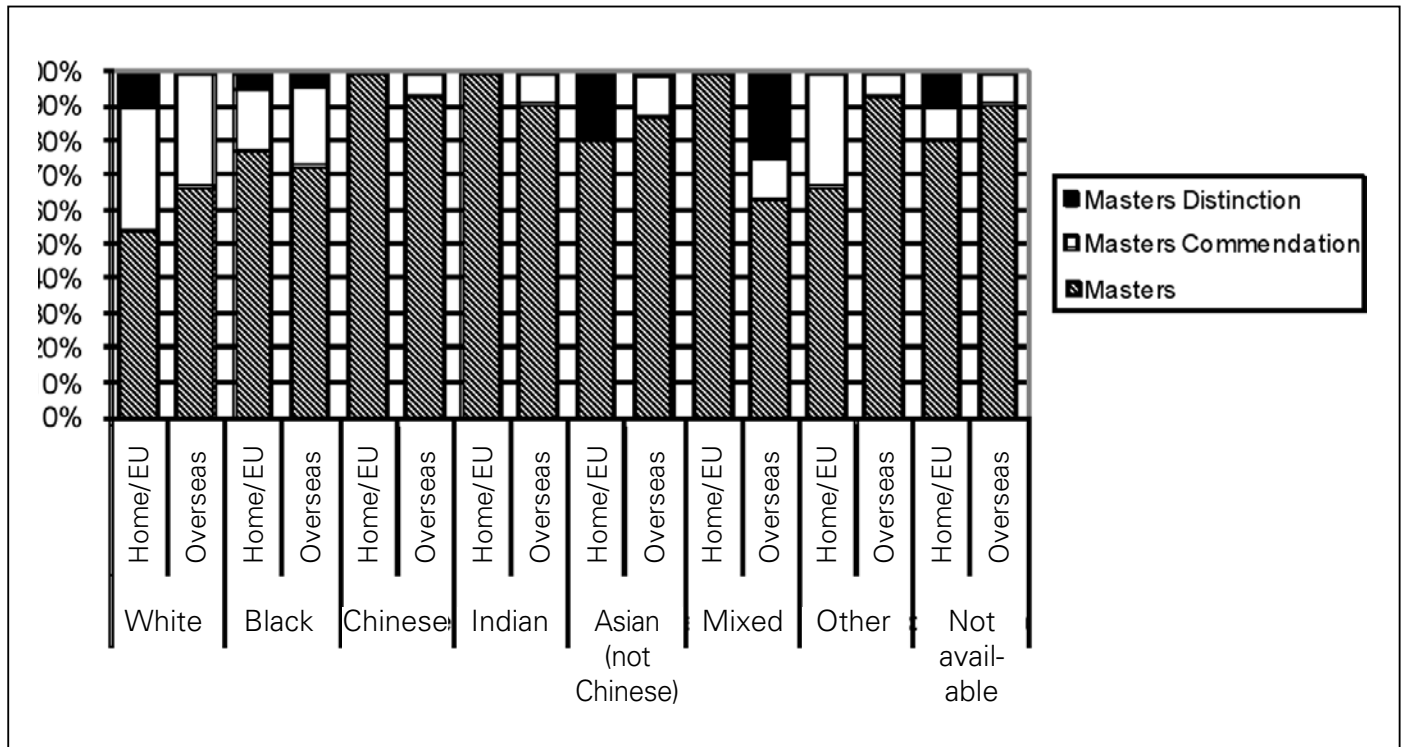
Students awarded a Masters in 2006-07 and in 2007-08 by ethnicity



## Student Progress and Achievement

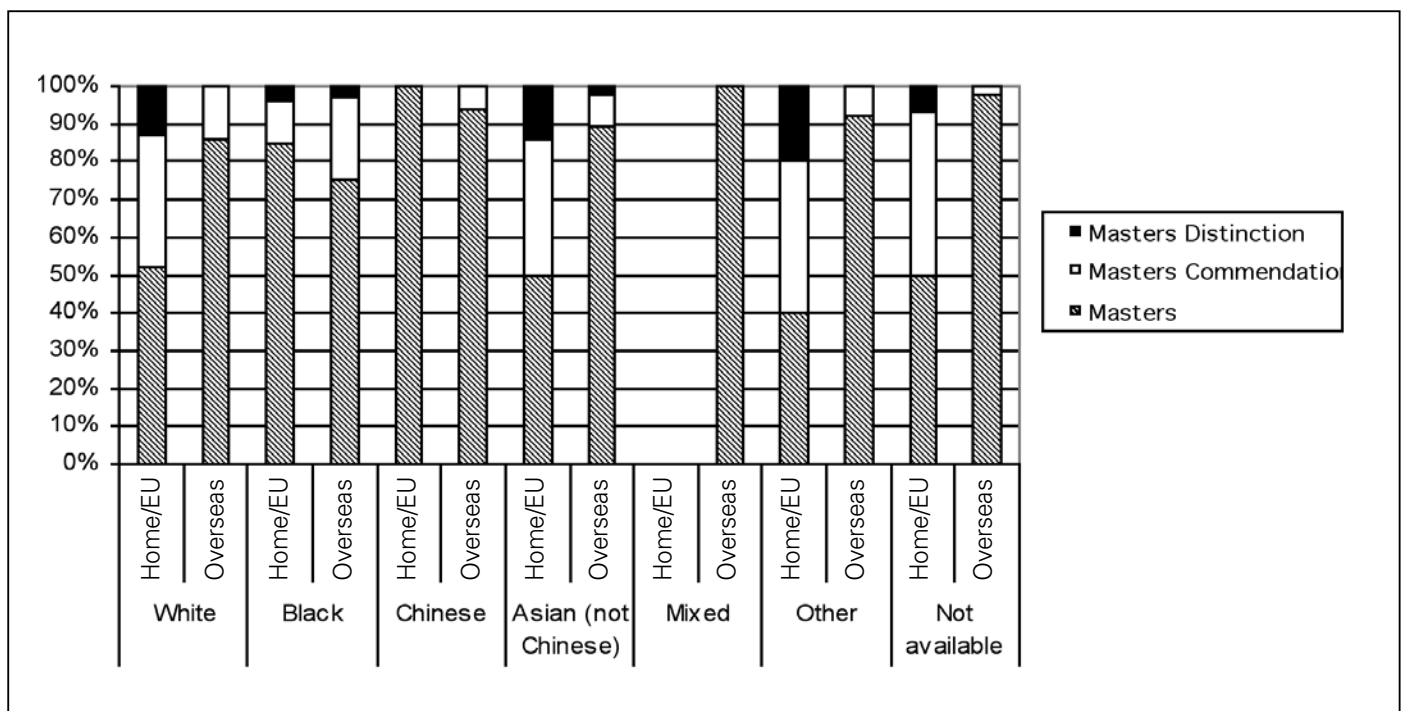
### Extract from the Postgraduate Scheme Annual Review 2008-09

Home/EU and Overseas students awarded a Masters in 2008-09 by ethnicity



### Extract from the Postgraduate Scheme Annual Review 2007-08

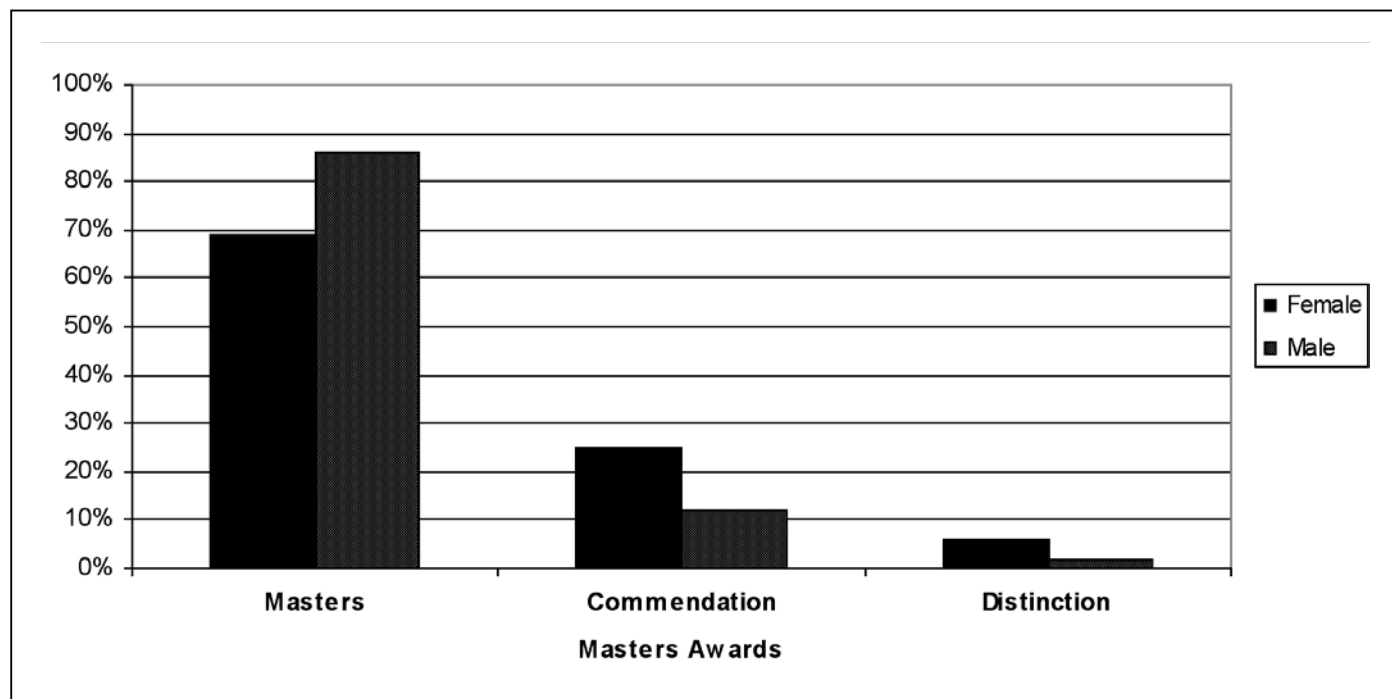
Home/EU and Overseas students awarded a Masters in 2007-08 by ethnicity



## Student Progress and Achievement

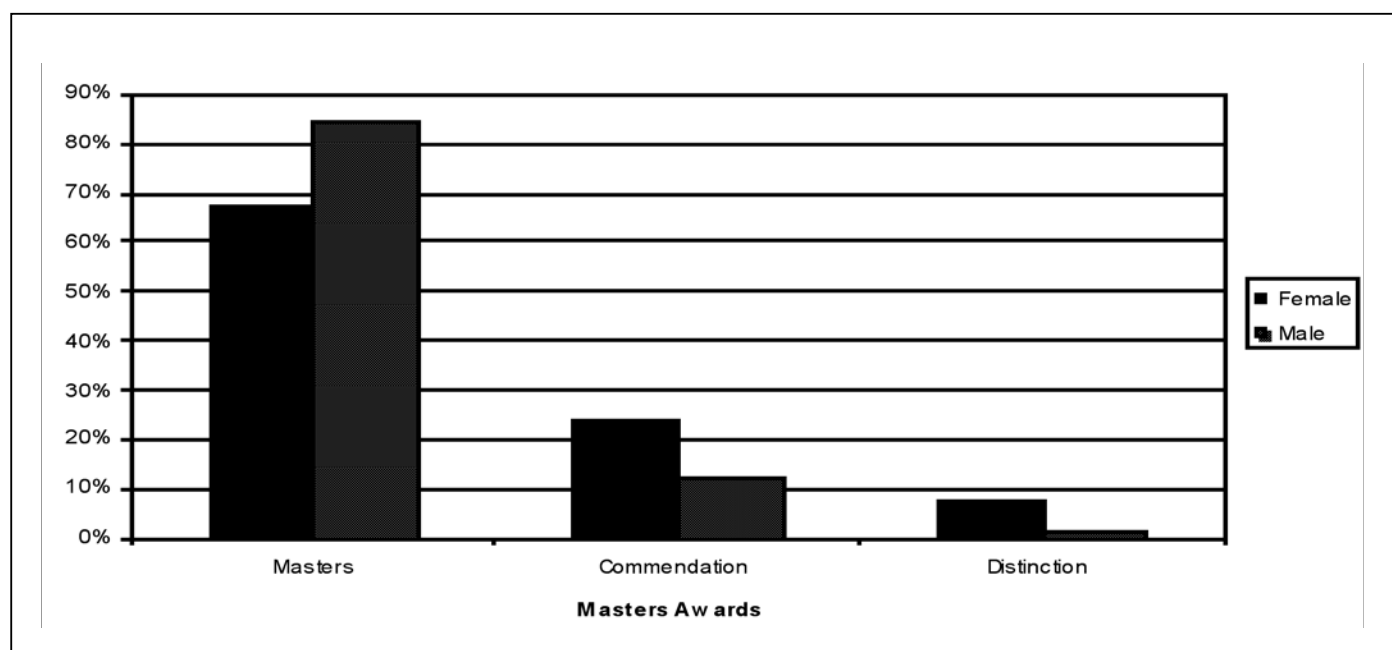
### Extract from the Postgraduate Scheme Annual Review 2008-09

#### Students awarded a Masters broken down by gender



### Extract from the Postgraduate Scheme Annual Review 2007-08

#### Students awarded a Masters broken down by gender



# Student Satisfaction – Extract from Report on National Students’ Survey 2009 – Result for Overall Satisfaction by Student and Course Characteristics

