

EDGE HILL UNIVERSITY

SINGLE EQUALITY SCHEME & POLICY FRAMEWORK FOR ACTION & IMPLEMENTATION

Foreword from John Cater, Vice-Chancellor

This Single Equality Scheme, which brings together the University's overall framework for equality and diversity, is fundamental to the University's aspiration to be the 'University of Choice'.

Our aim is to:

- Promote inclusion, equality and celebrate diversity
- Offer accessible provision across all of our activities
- Engage everybody and maximise their contribution to University life and beyond

The Scheme acknowledges the importance of recognising and treating people as individuals, as complex human beings with multiple and diverse identities. We take as our starting point that equality is a core human rights principle and that it is wrong, on the basis of someone's status or identity, to deny them their human rights.

This is the first comprehensive Single Equality Scheme that the University has produced. It aims to root equality and inclusion firmly in all we do. We acknowledge we do not and will not always get things right. Our approaches must be characterised by a willingness to listen to feedback, to self assess, monitor and evaluate our progress and position.

An unusual feature of our particular Scheme is its immediate focus on the actions we intend to take to further our work in becoming a fully inclusive University, proactively promoting equality and targeting any form of discrimination. The structure and focus of our Scheme is deliberate and is a direct response to some of the feedback received from stakeholders when we were reviewing progress against our Disability Equality Scheme. Notwithstanding statutory requirements of what should be in an equality scheme, what matters to people most, is what we are going to do about any areas of concern and what we are going to do to progress our plans to achieve equality. For this reason, full contextual details of the University, our philosophy and approach to achieve equality as well as our progress against previous plans are detailed in various appendices for scrutiny and publication.

We acknowledge the importance of leadership and commitment at all levels within the University, irrespective of role and responsibilities. To this end the Scheme outlines the individual and collective responsibilities for ensuring equality and fair treatment for all. Achieving fair treatment for all requires positive and proactive engagement by everyone for everyone.

The Scheme sets out the core areas we have identified for improving and addressing equality within the University and the broader Edge Hill community. The practical improvements we will make are presented as a series of action plans. We welcome your feedback on our progress so far.

John Cater
Vice Chancellor

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Edge Hill University Single Equality Scheme

Consultation

Of interest to those responsible for:	Strategic Planning; Human Resources Management; Equality & Diversity; Collaborative Relationships
Reference	EHU SES 03/08
Internal Consultation Dates	March 2008 – October 2008
Enquiries / Responses to:	Christine Coleman Director of Student Services colemanc@edgehill.ac.uk 01695 584395 Sally Wilson Head of Staff Development wilsons@edgehill.ac.uk 01695 584483
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Executive Summary

To be completed following feedback from external consultation.

Introduction

This is Edge Hill University's first published Single Equality Scheme. Its purpose is to ameliorate disadvantage and proactively promote equality. It is intended to promote both the spirit as well as the letter of the law, taking the University beyond compliance, to promote all other forms and strands of equality.

As a public sector organisation the University is required to meet its statutory duties under the following legislation:

- The Race Relations (Amendment) Act 2000
- The Disability Discrimination Act 2005
- The Equalities Act 2006.

The Scheme therefore brings together our updated Race Equality, Disability Equality and Gender Equality Schemes into a congruent whole, demonstrating that equality and diversity are central to all that we do. (See Annex A for our Race Equality Scheme, Annex B for our Disability Equality Scheme and Annex C for our Gender Equality Scheme.) In compiling this Scheme, we acknowledge that equality and human rights matter to all. We also acknowledge the inherent challenges in wanting to focus on individuals, as the complex human beings we are, yet still meet the statutory and distinct requirements for monitoring the discrete strands.

The Scheme has been developed by a working group drawn from key constituencies within and external to the University. Consultations with a range of internal and external stakeholders have informed the development of the Scheme. We recognise that this process of involvement, engagement and consultation will be an ongoing feature of our work.

As we develop, we believe that consulting and communicating on one Single Equality Scheme will help us communicate our commitment to equality and our plans more effectively.

Edge Hill University Strategic Aims 2007 – 2012

Our strategic aims 2007 – 2012 include the following, which are key to our promotion of equality:

Strategic Aim A: Edge Hill University will govern and manage itself efficiently and effectively, in a context of a commitment to institutional growth, sustainability and equality of opportunity

Strategic Aim B: Edge Hill University will enhance and develop a high quality, innovative, accessible and flexible academic portfolio while ensuring the maintenance of standards.

Strategic Aim C: Edge Hill University will further develop and disseminate its work in research, advanced scholarship and knowledge transfer in support of the enhancement of its academic portfolio, teaching, learning, and student support and the economic, social and cultural development of the region

Strategic priority D: Edge Hill University will maximise student potential through a distinctive approach to teaching and learning, the enhancement of student learning, skills, knowledge and employability, and through high quality student support

Strategic priority E: Edge Hill University will continue to enhance participation from under-represented groups in higher education

Strategic priority F: Edge Hill University will enhance its collaboration with regional, national and international partners

Our Values Framework

Our Single Equality Scheme builds on the University's core values and ethos as embodied in our Mission Statement and Equality & Diversity Policy. Our **specific aims for promoting equality** are:

- (i) to assess the University's strengths, weaknesses and areas for development in providing and promoting inclusive practices for all students and staff
- (ii) to identify and seek to remove perceived and actual barriers to full participation in Edge Hill for all, i.e. prospective and current staff and students, visitors, suppliers etc.
- (iii) to enhance our ability to successfully recruit, retain and support staff and students
- (iv) to ensure all strategies, policies and procedures are underpinned by the need to ensure equality is central to University planning and operational practices

- (v) to ensure all staff and students are fully aware of and accept their responsibilities to perform their roles in a way that genuinely promotes equality of opportunity and eliminates discrimination and harassment
- (vi) to promote positive attitudes and encourage participation and inclusion in University life
- (vii) to proactively anticipate the needs of individuals in all our endeavours
- (viii) to monitor the effectiveness of the actions taken to promote equality and publicise the results.
- (ix) to proactively monitor the impact on equality of all University policies, procedures and processes.

Our Vision For Equality And Diversity

Our Equality and Diversity Policy outlines Edge Hill's commitment to creating an inclusive culture and practices where respect for, and celebration of difference is embraced. To this end Edge Hill's vision for equality and diversity is that:

'By 2013 Edge Hill University will provide an environment where everyone feels able to participate, contribute, enjoy and influence their experience; and where inclusive practices underpin everything we do. Respect for and celebration of individual diversity will shape institutional strategy, direction and behaviour.'

Edge Hill will seek to achieve this vision through adopting the following key principles. They underpin the University's mission statement¹ and set the framework for proactive engagement and progress in implementing the key strands of our equality and diversity strategy with respect to race, disability, gender and gender recognition, sexual orientation, religion, religious or philosophical belief, socio-economic background and age.

Key Principles

The key principles in developing an inclusive strategy to achieve the vision can be summarised as:

- **Embedded:** inclusion is the responsibility of all. Inclusive practices should be our standard operating procedures.

¹ Edge Hill University seeks to provide an innovative, high quality and inclusive learning experience underpinned by a commitment to the advancement, dissemination and application of knowledge. As a learning-led University, Edge Hill is dedicated to developing individuals as skilled and autonomous learners in challenging and supportive environments. Edge Hill University Mission Statement, 2006.

- **Predictive** and **proactive**: anticipation of needs should underpin all we do.
- **Celebratory** and **positive**: we welcome diversity in our community for the opportunities and benefits this brings. Positive promotion of equality, respect and celebration of difference should be integral to all we do.
- **Collaborative** and **consultative**: our success depends on the partnership of all.
- **Open** and **transparent**: Our approaches must be accessible and clear. A willingness to listen to feedback, to understand, review and instigate best practice should inform all we do.

What Do We Have To Do?

Three substantive pieces of legislation underpin our Equality Scheme. These are the:

Race Relations (Amendment) Act 2000 (RR(A)A)
 Disability Discrimination Act (DDA) 2005
 Equality Act 2006.

These laws impose positive duties on all public bodies to promote race, disability and gender equality in everything that we do. The general duties for each are outlined below, and the specific duties are explained in the individual equality schemes in Annexes A to C.

Under the general duty of the RR(A)A, public authorities are required to have due regard to the need to:

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

Under the DDA 2005, public authorities are required to have due regard to the need to:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful 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
- take steps to take account of disabled people's disabilities, even where that involves treating disabled people more favourably than others.

Under the Equality Act, public authorities are required to have due regard to the need to:

- eliminate discrimination and harassment that is unlawful under the Sex Discrimination Act, and discrimination that is unlawful under the Equal Pay Act
- promote equality of opportunity between men and women.

As an employer we recognise that equality and diversity mean more than the promotion of race, disability and gender equality. We therefore regard the following legislation as relevant to our Equality Scheme:

Employment Equality (Age) Regulations 2006
 Employment Equality (Sexual Orientation) Regulations 2003
 Employment Equality (Religion or Belief) Regulations 2003.

Whilst the above employment laws do not currently have positive duties to *promote* equality as such associated with them, they do apply to employment and the provision of further and higher education. We must therefore ensure that through our functions, policies and employment practices, we are not discriminating on any of these grounds.

Background To Work Already Undertaken

The University is building on a significant body of work dedicated to promoting equality in all aspects of University life. Inclusive principles have underpinned the development of our policies and procedures for many years. To help us build on the work we had already done to devise our separate schemes, we convened an Equality and Diversity Review Group with staff and student

representatives from across the University and the Unions. We reconsidered the details of our legal requirements and new equality areas; reviewed the priorities established in our three previous separate equality schemes and endeavoured to build on their foundations.

Involving And Consulting – What Have We Done And What’s The Difference Anyway?

Our approach to devising our Scheme stemmed from our desire to consult and involve people at all stages and through all aspects of the creation of the Scheme. Approaches adopted included focus groups; on line open access questionnaires on our intranet and extranet web pages; targeted mail shot questionnaires to alumni, current staff and students and local constituent groups.

The disability equality duty requires us to do more however than simply consult stakeholders and staff. It gives us a duty to actively involve disabled people in an ongoing and meaningful way to identify priorities for action. Disabled people were key members of the University’s working group², helping to drive forward, formulate and implement our agreed methodologies for creating our Scheme. This helped us to determine the key priorities and actions for inclusion in our Scheme.

Recognising the inherent benefits of involvement, where members of our communities are instrumental in determining our approaches and priorities, we have endeavoured to involve people from all constituencies in creating this Scheme. At times it has been challenging to secure the level of involvement and consultation we would wish, given other pressures on people’s time and people’s reluctance to be targeted and singled out as a constituent group. We recognise we have more work to do to ensure genuine involvement and this is included in our action plan. We welcome feedback on our approach and suggestions as to how we might improve the involvement of all stakeholders and members of our community as we progress.

So What Actions Do We Need To Take?

Our work to date has clearly identified a number of strengths and a number of priorities for us to address to further improve and promote equality, eliminate discrimination and encourage participation in University life. Full contextual information about these priorities are detailed in full in the separate annexes encompassing Race, Disability and Gender. These priorities have been drawn together into a programme of actions to deliver the principles and aims set out in this Single Equality Scheme. We have focused

² Of a total membership of 10 ; 6 members of the working group self disclosed as having obvious or hidden impairments.

actions in relation to our corporate responsibilities, students, staff, physical estates and facilities, visitors and the community and monitoring and evaluation. These actions are our top priorities. In some instances they carry forward commitments made in our previous, separate race, disability and gender equality schemes. In other instances they reflect new commitments. Realising our commitments will help us become the University of choice for staff and students, but these priorities do not and cannot represent all that we do or all that we are trying to do.

For ease of reference and, as a working document, our action plan is integrated to incorporate all strands of the equality agenda. We recognise the legislative requirements for continuous monitoring and review of the effectiveness of our action plan and the implementation of our policies and procedures. Actions to maintain current activities to progress our commitments are integrated in to the plan that follows. To assist the reader, proposed new actions and developments are highlighted in the shaded boxes of the action plan. Each action clearly signposts who is responsible for ensuring its implementation, alongside the scheduled date for completion. This section now follows.

Single Equality Scheme Action Plan 2008-11

Corporate Responsibilities						
Ref	Key Issue / Priority	Actions – what we are going to do	Lead Person	Timescale	Equality Strand	Outcome
1	Implementation of the Single Equality Scheme.	Complete the final version of our revised Single Equality Scheme and Action Plan, taking into account the views of external stakeholders.	Director of Student Services	March 2009	Disability Race Gender	Effective implementation of Scheme and promotion of equality.
		Review Scheme every three years and implementation of action plan on annual basis.	Director of Student Services / Director of Human Resources	March 2012 Annual review of action plan	Disability Race Gender	Substantial review and revision of Scheme.
		Extend the focus of the published Single Equality Scheme to incorporate Age; Religion & Belief & Sexual Orientation and	Director of Student Services / Director of	Dec 2011	Age Religion & Belief Sexual	Extended Scheme

		separately identify key issues, priorities for action and lead responsibilities.	Human Resources		Orientation	
2	Corporate communications	Ensure Single Equality Scheme is properly communicated to all members of Edge Hill community and publicised in accessible formats.	Director of Student Services / Director of Human Resources	April 2009	Disability Race Gender	Effective implementation of Scheme and inclusive principles. Increased awareness of support available
		Refine our approach to planning and communications to identify: <ul style="list-style-type: none"> • who should be involved in the development of plans • who should be consulted • who should be informed 	University Secretary	July 2009	Disability Race Gender Age Religion & Belief Sexual Orientation	University proactively promoting good practice in inclusion.
		Further develop our plans to secure involvement of disabled people in future planning and review of all developments.	Head of Inclusion Services	July 2009	Disability	Identification of good practice to secure involvement.
		Consult with disabled people to identify how best we might promote Edge Hill University as an inclusive and welcoming University.	Head of Inclusion Services	July 2009	Disability	Identification of good practice to secure involvement.
		Agree a new set of guidelines for involving and consulting people from all equality groups, including how we publicise our consultation and involvement processes, how we receive and use feedback and comments.	Director of Student Services / Head of Staff Development	July 2010	Disability Race Gender Age Religion & Belief Sexual Orientation	Production of set of clear guidelines for involving, consulting and informing people.
		Extend our approach to stakeholder involvement in our Scheme planning processes to people who represent all areas of equality.	Director of Student Services / Director of Human Resources	July 2011	Race Gender	Embedding of good practice and mainstreaming equality.

	Corporate communications (cont.)	Continue to review our corporate communications and promotional materials to proactively promote equality and to celebrate diversity and the achievements of the University, its staff and students from all groups and backgrounds.	Director of Marketing	Annually	Disability Race Gender Age Religion & Belief Sexual Orientation	Accessible publications which demonstrate diversity and positive achievements.
		Continue to review our marketing and promotional materials to: improve accessibility reflect diversity ensure they are free from any form of bias.				
		Continue to review and update our website to improve accessibility.	Director of Marketing / Director of IT Services	Annually	Disability Race Gender	Accessible, easy to navigate website.
		Identify ways to more effectively publicise and promote our equality and diversity policies to all students	Equal Opportunities Administration Officer	Dec 11	Disability Race Gender Age Religion & Belief Sexual Orientation	Improved knowledge and understanding of Edge Hill University policy framework for promoting equality and inclusion.
3	Accessibility of IT Infrastructure	Ensure that all future software acquisitions meet minimum accessibility requirements.	Director of IT Services / Director of Learning Services	Ongoing	Disability	All University interfaces are accessible.
4	Ensure that all new members of Board of Governors and strategic committee members are	Prepare summary guidance notes and papers for Board members.	Director of Human Resources	Annually	Disability Race Gender Age Religion & Belief Sexual Orientation	Increased awareness of Board of Governors on the positive duties in relation to equality.

	briefed on their responsibilities and duties under Equalities Legislation.					
5.	Diversity of Representation.	<p>Improve diversity of representation within Edge Hill decision making processes:</p> <ul style="list-style-type: none"> Review committee membership to determine level of representation relative to institutional profile 	Directorate / Board of Governors	Dec 09	Disability Race Gender	Increased diversity.
6.	Mainstreaming equality.	Check all strategies, policies and procedures and ensure all plans and activities embrace our equality duties.	Directorate and all Senior Managers.	Dec 09	Disability Race Gender Age Religion & Belief Sexual Orientation	Effective embedding of equality.
		Ensure all University plans reflect the need to improve accessibility to buildings, equipment, services, social activities.	Senior Managers	Ongoing	Disability	Effective embedding of disability equality.
		<p>Ensure Equality Impact Assessment processes are systematically embedded across the University:</p> <ul style="list-style-type: none"> for policies identified as high priority for policies identified as medium or low priority 	Director of Human Resources, Director of Student Services, Director of Widening Participation.	Annually	Disability Race Gender Age	<p>Effective embedding of impact assessment as a tool to help identify any unintentional adverse differential impacts.</p> <p>Systematic assessment of the impact of policies on people who represent all areas of equality.</p> <p>Improved management information to inform action and decision making.</p>

	Mainstreaming equality (cont)	Roll out guidance to staff to increase their ability to undertake equality impact assessments when developing and implementing policies so that they better understand the impact of policy and practice on individuals.	Head of Staff Development	Oct 09		Increased understanding of the methodology of impact assessment.
		Improve data collection and monitoring processes for staff and students to inform monitoring and reviews of progress against plans.	Policy Support & Information / Human Resources	Annually		Improved management information to inform progress reviews. Effective monitoring of staff and students by equality group to help identify and address any areas of under representation in particular areas of provision and employment.
		Ensure the outcomes of current research being undertaken within all three faculties is used to inform future development of action plans at both institutional and faculty level.	Deans of Faculty / TDLU / WP Research Centre	Annually	Disability Race Gender WP	Identification of innovative practice and current thinking to inform planning.
7	Identifying Equality Issues - Staff	Continue to implement the staff survey to collect information about staff, their needs and experiences and analyse the data and present recommendations.	Director of Human Resources	Annually	Disability Race Gender Age	Effective monitoring of staff by equality group to identify any areas for staff concern.
		Review exit interview to capture data and information relating to staff individual experience of equality and diversity.	Director of Human Resources	Sept 09	Disability Race Gender Age	
		Establish staff forum with Union involvement to ensure involvement and identification of issues impacting on staff.	Staff Support & Welfare Officers	July 09	Disability Race Gender Age	

8	Identifying Equality Issues - Students	Extend the range of consultation methods for students to include: administration of triannual surveys on all strands of the equality agenda; focus groups targeted at understanding gender issues; race issues; issues for disabled students; 1:1 in depth interviews to ascertain perceptions and feedback on provision and services	Director of Student Services / Head of Inclusion Services	Triannual cycle for each strand	Disability Race Gender Age	Effective monitoring of students by equality group to identify any areas for concern and further action.
		Continue to monitor the University Satisfaction Survey to identify any adverse differential impact or variations in perceptions on the quality of our services and provision on the basis of disability, race, gender, age.	Administration and Support Manager	Annually	Disability Race Gender Age	
		Continue to monitor and review service take up on the basis of gender, race, disability and age and seek to identify ways to move away from any notions of a deficit model of services, which may impact on students' willingness to access them.	Student Services / Learning Services	Annually	Disability Race Gender Age	Identification of any barriers to access for particular constituent groups.
		Encourage and support the Students' Union to monitor and assess the impact of their services on students from all equality groups.	Students' Union	Dec 09	Disability Race Gender Age Religion & Belief Sexual Orientation	Identification of any barriers to access for particular constituent groups.
		Prioritise initial advice and guidance and communications with students to ensure all prospective applicants receive support that promotes equality of opportunities	Director of Widening Participation.	Ongoing	Disability Race Gender	Effective interventions aimed at prospective students to raise aspirations and remove barriers to access.
	Identifying Equality Issues – Students (cont)	Continue to review the options for flexible delivery of programmes and services to meet students' needs.	Deans of Faculty and Directors of Services	In line with academic planning	Disability Race Gender Age	Increased range of options for study to suit diversity of student

				cycle		population and needs of specific groups of students.
9.	Combating Discrimination	Proactively monitor the experiences of people representing all areas of equality to ascertain whether or not any individual had experienced discrimination.	Director of HR, Director of Student Services	Dec 08 and annually thereafter	Disability Race Gender Age	Effective monitoring of any incidence of discrimination and identification of ways to combat it.
		Ensure widespread dissemination of our recently revised Student Charter and Student Regulations and our recently revised policies on bullying and harassment.	Administration & General Student Support Manager	Oct 08	Disability Race Gender Age	Completed
10	Reducing instances of bullying and harassment	Evaluate the impact of the recently revised policy and guidance to tackle bullying and harassment for staff and students.	Director of Human Resources, Director of Student Services	Dec 09	Disability Race Gender Age	Systematic assessment of the impact of policies on people who represent all areas of equality.
		Through training and development, build the capacity of staff and the Students' Union to provide initial advice, guidance and mediation at Stage 1 of our bullying and harassment procedure	Director of Student Services	July 09	Disability Race Gender Age	Enhanced capacity to tackle any instances of bullying and harassment.
11	Promoting Equality	Actively engage in audience development to target and include all disadvantaged groups and new audiences for theatre productions	Rose Theatre Manager	Dec 2011	Disability Race Gender Age Religion & Belief	Increased numbers of theatre goers from all constituent groups.

	Promoting Equality (cont)	Complete an annual review of Rose Theatre's marketing and publicity strategy to gain maximum audience penetration.	Rose Theatre Manager	Annually	Sexual Orientation	
		Complete an annual review of Sporting Edge's marketing and publicity strategy to gain maximum audience penetration.	Head of Sporting Edge	Annually	Disability Race Gender Age	Increased take up of sporting opportunities from all groups.
		Maintain the programme of research into different equalities and human rights aspects.	Centre for Local Policy Studies	Ongoing	Disability Race Gender Age Religion & Belief Sexual Orientation	Increased understanding of equality.
		Continue to provide the Equality Mark as an assessment framework for external organisations	Centre for Local Policy Studies	April 09 - 2010	Disability Race Gender Age	Maintenance and enhancement of the Equality Standard as a benchmark for local government public services.
		Maintain the series of Managing Equality, Cohesion and Human Rights in Public Sector Organisations' Summer Schools	Centre for Local Policy Studies	July 09 - 2011	Disability Race Gender Age	Increased understanding of equality.

Specific Action Plan For Disability Equality 2008 - 2011

Students

12	Increasing growth and diversity of University						
		Elicit feedback from academic staff, students and Student Services and Learning Services staff on the effectiveness of the current arrangements to support disabled students.	Dean of Learning Services and Director of Student Services	July 09	Disability	Increased understanding of staff and students' perceptions of service to inform evaluation of the effectiveness of services provided.	
		Undertake a comprehensive evaluation of support for disabled students and review the structures and operations of the Inclusive Services Team and the Edge Ahead Team to ensure the most effective support for: <ul style="list-style-type: none"> the increasing numbers of disabled students increasing numbers of students with complex needs the increasing numbers of students with SpLD. disabled students in partner institutions, outreach centres. 	Dean of Learning Services and Director of Student Services	Sept 09	Disability	Implementation of any structural and organisational changes necessary to ensure the effective support for disabled students in the context of University growth and complexity.	
		Involve disabled people in the design and delivery of staff development programmes that address disability equality and enhance the	Head of Staff Development	Ongoing	Disability	Increased understanding of the needs of disabled people and	

	Increasing growth and diversity of University (cont)	<p>staff development programme to cover:</p> <ul style="list-style-type: none"> • basic awareness of inclusive practice • tailored information and awareness raising sessions on attitudes and awareness of the needs of people with hidden impairments • how to support people with mental health support needs. • delivery of training sessions, open to all staff, in the Solution Focused Approach to enable them to implement solution focused skills in their work and personal life. 				improvements to provision and services.
		Promote the value and importance of students disclosing disability and accessing DSA funding.	Learning Services / Student Services	At key transition points in student life cycle	Disability	Decrease in variance between numbers of students accessing DSA support and numbers of students needing support. Improved support for students Improved PI data
13	Anticipating and making reasonable adjustments	<p>Review the delivery of programmes to ensure that various strategies can be used to:</p> <ul style="list-style-type: none"> • access learning opportunities • achieve learning outcomes • ensure that common standards for accessible learning materials are in place. 	Dean of Teaching & Learning Development, Dean of Learning Services and Heads of Subject	In line with validation cycles	Disability	Consistent application of inclusive principles.
14	Accessible Curriculum Design	Continue the debate and developments to ensure the design of curricula and assessment strategies reflect best practice principles in inclusive design.	Heads of Subject / Associate Deans	In line with validation and re-validation schedules	Disability	Removal of barriers to access and learning.

	Accessible Curriculum Design (cont)	Check that the arrangements and methods of assessment and examinations for programmes make provision for students whose disability or condition prevents them from being assessed by set programme methods. Make sure alternative methods of assessment are considered and embedded as appropriate, ensuring due regard to the standards of the award and to the achievement of the required learning outcomes.	Dean of Teaching & Learning Development Heads of Subject	In line with validation and re-validation schedules	Disability	
		Ensure the design and practical logistics of all 'external' learning experiences (Placements, Field Trips, Exchange Programmes) are accessible to disabled students.	Heads of Subject / Associate Deans	In line with validation and re-validation schedules	Disability	Equal access to learning opportunities.
		Ensure that all services for students are accessible and where appropriate, assistive technology is provided and developed to facilitate access.	Dean of Learning Services	Ongoing	Disability	Increased access to learning opportunities.
		Undertake a substantial review of our Mental Health Policy for Students and complete a range of staff management briefings to introduce the revised policy and procedures to staff.	Head of Counselling and Supervisory Services	Sept 09	Disability	Increased understanding of support available to students. Improvements to guidance and support for staff supporting students with complex mental health support needs.

		Ensure that all services continuously review provision in the light of disabled students' needs and feedback and identify priorities for action to promote inclusion.	Heads of Subject	In line with validation and re-validation schedules	Disability	Embedded process for understanding student needs.
15	Retention and Achievement	Continue to monitor retention and achievement data for disabled students to identify any variations in progression and achievement data.	Inclusive Services Team	Sept 08	Disability	Increased understanding of factors impacting on retention and achievement of disabled students.
		Continue to promote the benefits of students directly engaging with support services	Student Services / Learning Services	Sept 09	Disability	Improved retention and achievement of disabled students.
		Continue to monitor and review service take up on the basis of disability and seek to identify ways to ensure staff and students perceive support services as enabling services for all students.	Student Services / Learning Services	Sept 10	Disability	Increased take up of services with positive impact on retention and achievement of students.
16	Accessibility of Information on Student Regulations	Review the feasibility of producing a bullet point summary of our Student Regulations.	Director of Student Services	Dec 08	Disability	Improved accessibility to key documents.
17	Mentoring Scheme for Disabled Students	Set up a volunteer mentoring scheme for all disabled students by piloting an applicant buddy project for 08 - 09.	Volunteer Co-ordinator	Feb 09	Disability	Establishment of peer support framework for students.
Staff						
18	Data Collection	Set up staff forum, involving disabled staff to identify and meet staff needs as part of well-being agenda.	Director of Human Resources	July 09	Disability	Improved accuracy of information on staff support needs

	Data Collection (cont)	Involve disabled staff in the design and development of our procedures to capture baseline data on the number of disabled staff and staff with long term medical conditions after recruitment, ensuring that staff are encouraged to disclose on at least an annual basis.	Director of Human Resources	July 09	Disability	Improved accuracy of information on staff support needs
19	Reluctance to Disclose	Continue the debate with disabled staff to identify appropriate ways to encourage disclosure.	Director of Human Resources	Annually	Disability	Improved support mechanisms for staff, aiming at parity with provision for student support services.
		Devise and implement a more visible information and communication awareness raising campaign within staff rooms, Staff Common Room to reinforce the message that the University welcomes disabled people.	Staff Support Officers	Dec 09	Disability	
20	Increased Understanding	Via staff forum, involve disabled staff in awareness raising sessions to help us better understand the complex nature of disability in the work place.	Head of Staff Development	Dec 09	Disability	Increased staff understanding and more effective support systems
		Disseminate findings of staff feedback interviews to relevant HR officers	Director of Student Services	Mar 09	Disability	
		Benchmark with external organisations to identify best practice in support of disabled staff.	Director of Human Resources	Dec 09	Disability	
21	Staff development	Embed a continuous programme of disability awareness raising across the University Continue the programme of awareness raising for staff, focussing on the needs of: <ul style="list-style-type: none"> • students with hidden impairments • staff with hidden impairments. 	Head of Staff Development Inclusive Services Team	Ongoing Ongoing	Disability	Increased understanding of how best to promote disability equality. Increased understanding of the barriers faced by disabled people.

	Staff development (cont)	Ensure the delivery of awareness raising sessions directly involves disabled people wherever possible				Increased understanding of reasonable adjustments which can be anticipated to meet individual needs.
22	Ongoing improvements to accessibility & signposting to all facilities	Continue to ensure strategic planning for estates development and refurbishment includes access principles at every stage. Review the management of facilities to ensure ease of access to buildings.	Director of Projects and Infrastructure Director of Facilities Management	Ongoing Ongoing	Disability	Improved access to all campus buildings and new build facilities. Improved access to services and facilities.
		Involve disabled people in conducting another full campus accessibility audit to inform future planning and prioritisation of work	Director of Facilities Management	July 10	Disability	Improved access to services and facilities.
23	Collection of base line data on users of Sporting Edge and the Rose Theatre .	Review mechanisms whereby data on users could most appropriately be collected.	Head of Sporting Edge / Rose Theatre Manager	July 09	Disability	Systematic process for obtaining feedback from disabled users to inform planning and actions for improvements.
24	Continue the work to maintain the Inclusive Fitness Initiative standards for our Sporting Edge Facility	Implement Sporting Edge's comprehensive equality action plan	Head of Sport & Leisure Facilities	2011 - 2012	Disability	Development of new fully accessible Sporting Edge facilities
25	Continue the work to maintain the Inclusive Fitness Initiative standards for our Sporting	Continue to implement the agreed schedule of training and accessibility audits to achieve accreditation of the IFI standards.	Head of Sport & Leisure Facilities	Sept 10	Disability	Re - accreditation of Sporting Edge as an Inclusive Fitness Initiative Provider meeting the IFI

	Edge Facility					standards for access.
		Host and implement a series of Edge Hill's Sporting Edge Inclusive Sport, Leisure and Physical Activity Awareness days aimed at encouraging participation and excellence for all.	Sporting Edge / West Lancs PCT / West Lancs Disability Sports	Oct 09	Disability	Removal of barriers to disabled people accessing and achieving in their chosen sports areas.
		Develop a new marketing plan for existing and future Sporting Edge facilities to include targeting disabled groups in local area to participate in sports.	Head of Sport & Leisure Facilities	Sept 10	Disability	
Specific Action Plan For Race Equality 2008 - 2011						
26	Under representation of students from Black and Minority Ethnic Groups	Increase recruitment of students from Black Minority Groups from 6% (2007/08) to 8% (FoE); 7% (FoH) and 6% (FAS).	Deans of Faculty	July 09	Race	Increasing diversity of student population and identification and articulation of cultural and other benefits.
		Increase percentage of students from Black Minority Ethnic groups by 1% per annum thereafter.	Deans of Faculty	Annually	Race	
		Maintain programme of generic events in areas where there are concentrations of BME populations (Burnley, Oldham, Blackburn & North Manchester) as part of overall recruitment strategy.	Director of Widening Participation	Annually	Race	Increasing diversity of student population
	Under representation of students from	Ensure information on teaching, professional health care and professionally accredited degree courses is made	Director of Marketing	Annually	Race	Annual review of marketing and promotional material to ensure publicity material

	Black and Minority Ethnic Groups (cont)	available directly to faith and community venues .	/ Deans of Faculty			is inclusive and accessible.
		Establish focus groups to identify barriers to access and recruitment for students from black and minority ethnic groups and to identify measures to address them.	Recruitment and WP Development Manager Dept of Research & Knowledge Transfer	July 09	Race	Clear set of recommendations for further actions to improve recruitment processes and to increase number of students from BMEG.
		Continue to work as part of Greater Merseyside ME Steering Group to complete work on the website for Information, Advice and Guidance for prospective BME students	Recruitment and WP Development Manager	Dec 09	Race	Improved arrangements for providing information, advice and guidance for prospective applicants.
		Undertake a number of specific promotional campaigns to attract more student applicants from Black Minority Ethnic Groups.	Recruitment and WP Development Manager / Education Liaison / Faculties	Oct 08 – July 09	Race	Evaluation of impact of events and tracking of participants. Increasing diversity of student population.
		Coordinate the use of existing Students and alumni from ethnic minorities to act as mentors and ambassadors and to provide case studies	Rec and WP Development Manager/ Education Liaison/Faculties	Ongoing	Race	Case studies/attendance at events and evaluation of impact. Promotion and publication of case studies to cascade good practice.
		Provide ‘cultural awareness’ training for admissions tutors, academic and support staff to support recruitment and cultural development	Rec and WP Development Manager	Oct 08 – July 09	Race	Changes to practice/process as appropriate. Report on events, impact and numbers attending.

	Under representation of students from Black and Minority Ethnic Groups (cont)	Offer prospective applicants advice with application procedures, offer interview preparation and mock interviews.	Rec and WP Development Manager/ Education Liaison/Faculties	July 08 – Sept 09	Race	Case studies / attendance at events and evaluation of impact. Increase in application numbers.
27	Ensuring high quality support for students from black and minority ethnic groups	Consider the feasibility of preparing pdf maps in a variety of languages to support visitors accessing the campus.	Facilities Management	Oct 09	Race	
		Encourage development by the SU of cultural groups and forums, providing students with the opportunity to support and socialise with each other	Rec and WP Development Manager/ General Manager SU	Dec 09	Race	Establishment of social and cultural groups offering potential of peer support and networking.
		Closely monitor all students to identify those who are experiencing difficulty and offer support early	Faculties/ Student Services	Ongoing	Race	Increased retention rates, improved student experience. Report on issues and outcomes.
		Provide support in relation to use of standard written and spoken English for those whom English is an additional language (for both applicants and those on courses and needing extra support).	Rec and WP Development Manager/ Faculties	Dec 09	Race	Recruitment to and development of provision. Increased recruitment and retention. Literacy support programme.
	Ensuring high quality support for students from	Provide support for students to develop their academic writing skills (for both applicants and those on courses and	Director for International Education / Dean of	Dec 09	Race	High quality support for students to enhance their

	black and minority ethnic groups (cont)	needing extra support)	Learning Services			academic writing skills.
		Increasing the use of outreach centres in East Lancashire	Rec and WP Development Manager/ Education Liaison / Faculties	July 08 – Sept 09 and onwards	Race	Increased awareness of provision and participation. Events, meetings, actions. Increased number of applications from relevant geographical area.
		Benchmarking against other HEIs and franchised colleges etc with higher rates of participation	Rec and WP Development Manager	October 2008 - October 2009	Race	Report and analysis to inform planning and developments
28	Under representation of academic staff from Black and Minority Ethnic Groups	Establish new community liaison/links within the North West region to determine how successful applications for staff from Black Minority Ethnic Groups can be increased and implement appropriate action.	Director of Human Resources	Dec 2010	Race	Implementation of effective systems to ensure prospective applicants have a positive view of Edge Hill as an employer of choice.
		Ensure Faculties and Service areas proactively engage with Human Resources to target and increase the numbers of academic staff from Black Minority Ethnic Groups.	Deans of Faculty / Deans of Faculty	In line with HR strategy	Race	Increased diversity of academic staff representation in line with sector norms.
		Establish both central and localised consultative mechanisms for staff from Black Minority Ethnic groups to ensure any support needs are met.	Director of Human Resources		Race	Quality staff experience.

29	Internationalisation	Implement the University's International Strategy	PVC Students / Director for International Education	In line with International strategy	Race	Increased diversity and internationalisation of Edge Hill community.
Specific Action Plan For Gender Equality 2008 - 2011						
30	Identifying Gender Issues • Staff	Identify and implement appropriate methods to consult with staff on gender issues	Director of Human Resources	Annually	Gender	More systematic consultation and evaluation of staff policies and their impact in accordance with promotion of gender equality.
31	Addressing Gender issues • Staff	Review areas identified in the initial assessment of staff data ie Gender imbalance in: • Domestic Staff Group • Security Team • Staff with Professorial title • Senior Team	Director of Human Resources Dept of Research & Knowledge Transfer	Annually	Gender	Positive promotion of employment opportunities free from bias and gender stereotyping.
		Complete the review of role titles, working patterns and advertisements to ensure they do not unwittingly promote gender specific occupations.	Director of Human Resources	Dec 09	Gender	
		Undertake an analysis of access to and take up of research and research development opportunities across the University by gender.	Dept of Research & Knowledge Transfer	Dec 2010	Gender	Take up of opportunities relative to Faculty profiles

	Addressing Gender issues Staff (cont)	Form Focus Group of Male Staff to discuss gender imbalance across the University	Director of Human Resources		Gender	Increased understanding of factors affecting the experience of staff from different groups.
		Identify a range of staff data to inform understanding of gender issues.	Director of Human Resources.		Gender	Increased ability to use Management Information to inform planning.
		Complete the University's equal pay review and audit to identify any differentials on the basis of gender.	Director of Human Resources	Aug 09	Gender	Equal pay for work of equal value irrespective of gender.
		Following further consultation with staff and review of gender data, identify gender issues and priorities to be addressed.	Director of Human Resources / Staff Partnership Group	Dec 09	Gender	Clear identification of priority areas for review and informed planning.
		Develop further actions to address and promote gender equality.	Director of Human Resources	July 10	Gender	
		Research the wider National context to identify trends in Male:female ratios for staff employed in Faculties of Education Health, Schools sector and NHS.	Director of Human Resources / Staff Partnership Group	July 10	Gender	
32	Promoting understanding	Maintain the operations and support for the University's Gender and Sexuality Research Group to hear research papers on gender and sexuality	Faculty of Arts and Sciences	In line with annual cycle of published events	Gender	Increased awareness and understanding of gender and sexuality issues across the University.
33	Addressing Gender issues • Students	<u>General</u> Following further consultation with students identify gender issues and priorities to be addressed.	Director of Student Services	Dec 10	Gender	Clear identification of priority areas for review and informed planning.

	Addressing Gender Issues <ul style="list-style-type: none"> Students (cont) 	<p>Identify any additional data required on student engagement, retention and achievement to inform understanding of gender issues.</p> <p>Review student data to identify gender issues.</p> <p>Identify key objectives on gender relating to students.</p> <p>Develop action plan to address issues.</p> <p>Implement action plan.</p>				<p>Effective embedding of gender equality into mainstream planning for students, with established cycles for consultation, feedback and action planning.</p>
		<p>Continue to consult with individuals over support needs for transgender students and identify appropriate follow up training for staff supporting students.</p>	<p>Student Services / Head of Staff Development</p>	<p>Sept 09</p>	<p>Gender</p>	<p>Increased awareness of the issues faced by transgender students and increased understanding of support needs.</p>
		<p>Undertake research into devising specific taster activities for gender specific groups onto programmes and vocational areas traditionally dominated by one gender or another.</p>	<p>Education Liaison Team</p>	<p>Sept 11</p>	<p>Gender</p>	<p>Increased take up of taster activities and increased participation of programmes.</p>
		<p>Continue targeted initiatives, e.g. Men Into....Events to improve understanding of male perceptions and increase take up of men into professions traditionally seen as female.</p>	<p>Widening Participation Team / Faculty of Education</p>	<p>Ongoing</p>	<p>Gender</p>	<p>Increased representation of men in Primary Education training. Increased representation of men in Health programmes.</p>
		<p>Ensure Faculties of Health and Education embed consideration of gender related</p>	<p>Deans of Faculty</p>	<p>Ongoing</p>	<p>Gender</p>	<p>Identification of further actions to address gender</p>

		issues into their Widening Participation plans.				imbalances in specific professional courses.
	Addressing Gender issues Students (cont)	Given the differentials in performance between male and female students, consider the feasibility of research into the potential impact of teaching and assessment styles on males and females in HE.	Dean of TLDU	Sept 11	Gender	Enhanced understanding of any actions the University might take to address differentials in performance, particularly for young male students.
		Promote research findings related to Widening Participation through our Widening Participation Research Centre.	Widening Participation Research Centre	In line with research publication dates	Gender	Enhanced understanding and sharing of good practice.
		Ensure all promotional materials, procedures and processes, including those for LLNs, are free from bias and accessible, taking into account the importance of presenting positive role models in professions traditionally dominated by one gender.	Director of Marketing / LLN Manager	Annually	Gender	Increased diversity of representation on courses.
		Liaise with the Students' Union over the need to monitor and assess the impact of their services and activities on gender.	SU Development Adviser	Dec 10	Gender	Increased understanding of the take up of activities and any unintentional barriers to access of services.
		Continue to monitor and review service take up on the basis of gender and see to identify ways to move away from any notions of a deficit model of services, which may impact on students' willingness to access them.	Student Services / Learning Services	Annually	Gender	Increased take up of services by males with positive impact on retention of students.

How Will We Monitor Impact And Report On Progress?

Through the continuation of the Equality & Diversity Working Group we will continue to involve staff and students in implementing the Scheme and in reporting on progress. We will:

- report annually to the Governing Body as part of our Equality & Diversity reports in January each year
- review and update the action plan annually as appropriate.
- undertake a substantial review and revision of the Single Equality Scheme every three years.

This Single Equality Scheme has been published in hard copy, with alternative formats available via the University web-site and on-request.

Oversight of Our Single Equality Scheme and Annual Monitoring and Review

This Scheme will be overseen by the Pro Vice - Chancellor for Students and External Relations and the Director of Human Resources. Annual monitoring reports will be made to the Equal Opportunities and Student Support Committee, the Staff Partnership Group Committee and the Personnel Committee of the Governing Body.

Training and Development

In order to support the implementation of this Scheme, we will:

- maintain and enhance our staff development programme, as part of our existing equality and diversity training, which includes providing regular support for all staff and governors so that they understand how to implement the requirements of our Scheme
- monitor and evaluate the effectiveness of the staff development programme and the training strategy in line with our current processes

Communicating and Promoting The Scheme.

We will:

- use meetings and training sessions to communicate the Scheme to staff and students

- set out the responsibilities of all members of Edge Hill University in relation to the Scheme
- prepare copies of the Scheme in alternative formats (e.g. cassette, Braille) as appropriate
- publicise the Scheme using our website.

Responsibilities For ImplementingThe Scheme

We recognise that all members of Edge Hill University's community have responsibilities for ensuring that equality and fairness underpins everything we do. To this end the specific responsibilities of key staff and student groups are outlined below to help ensure the effective implementation of this Scheme.

(i) The Governing Body

The Board of Governors is responsible through the Vice-Chancellor for issuing a written statement covering Edge Hill's Single Equality Scheme and for:

- ensuring that the University complies with all equalities legislation, including the general and specific duties in relation to race, disability and gender
- ensuring that the Scheme and its related procedures and strategies are implemented, and monitored appropriately.

(ii) Senior Staff Responsibilities

Senior Staff are responsible for achieving the objectives of the University's Single Equality Scheme by:

- ensuring that the Scheme and its related procedures and strategies are implemented, monitored and evaluated
- ensuring that all staff are aware of and undertake their responsibilities and are given appropriate training and support to do so
- taking appropriate action in any cases of discrimination against people on the grounds of race, disability, gender, age, sexual orientation, religion or belief
- advising the Executive and making arrangements for the resources necessary to comply with statutory requirements
- ensuring that communication channels are maintained to effectively implement the Scheme.

(iii) People with specific responsibilities

The Pro Vice-Chancellor for Students and External Relations and Chair of the Equal Opportunities and Student Support Committee is responsible for:

- co-ordinating and overseeing all aspects of equality and diversity work in relation to students
- ensuring all reported incidents of discrimination or harassment are appropriately dealt with in line with our Harassment and Bullying Procedures
- providing annual monitoring reports to the Governing Body and Academic Board Committees
- overseeing the completion of the Implementation and Action Plan

The Director of Human Resources is responsible for:

- co-ordinating and overseeing all aspects of equality work in relation to staff
- ensuring all reported incidents of discrimination or harassment are appropriately dealt with in line with our Harassment and Bullying Procedures
- providing annual monitoring reports to the Governing Body and Academic Board Committees
- overseeing the completion of the Implementation and Action Plan

(iv) Managers

Under the direction of the Vice-Chancellor and appropriate Pro Vice-Chancellor, all Senior Managers, Heads of Subject, Line Managers and Supervisors are responsible for:

- taking a lead in adopting and implementing the University's Single Equality Scheme in their area of control
- ensuring that they and all personnel / visitors or contractors for whom they are responsible know and undertake their responsibilities regarding equal opportunities, including race equality, disability equality and gender equality
- dealing with disability incidents, and knowing how to identify and challenge bias and stereotyping
- promoting equality, good relations and not discriminating
- promoting good relations between people of different groups

- keeping up to date with legislation by attending training and information events organised by Edge Hill University or by other agencies.
- arranging consultations with staff and students to ensure that progressive and positive methods of promoting equal opportunities are adopted

(v) All Staff And Officers Of The Students' Union

All staff and officers of the Students' Union are responsible for:

- supporting the implementation of our equality and diversity and Single Equality Scheme
- dealing with any incidents, and knowing how to identify and challenge bias and stereotyping
- promoting equality, good relations and not discriminating
- keeping up to date with legislation by attending training and information events organised by Edge Hill or by other agencies.

(vi) Academic staff

In addition academic staff have responsibilities for:

- promoting equality and diversity through teaching and through relations with students, staff, parents and the wider community
- ensuring that students from all disability groups have full access to the curriculum and that reasonable adjustments are made to remove any barriers to learning and assessment for disabled students

(vii) Visitors and Contractors

Visitors and Contractors have responsibilities for:

- being aware of, and complying with, the University's Equality Schemes

(viii) Students

All students are responsible for:

- being aware of, and complying with the University's Single Equality Scheme
- reporting any concerns over equality to staff of the University
- ensuring that they take into the workplace and wider community the values, principles and behaviours that promote equality

Breaches of the Scheme

Edge Hill University believes its students, staff and visitors have the right to a learning, working and social environment free from inappropriate, unwarranted and unwanted interference.

We seek to

- encourage an institutional culture which does not condone or tolerate any incident of harassment, bullying or discrimination towards its students and staff
- prevent all forms of offensive and unreasonable language and actions to help ensure no unlawful or unreasonable behaviour occurs
- protect the rights of student and staff by providing clear definitions and procedures; investigate complaints of harassment, bullying and discrimination, taking action in proved cases (which could ultimately lead to exclusion or dismissal)

It is therefore the policy of Edge Hill University to:-

- treat complaints of harassment, bullying and discrimination seriously
- treat any fictitious and malicious allegations seriously
- ensure confidentiality and access to counselling and support as appropriate.

Any deliberate breaches of our equality and diversity policy, any form of bullying or harassment, including any form of discrimination will be dealt with in line with our current investigative and disciplinary procedures for staff and students, specifically our Complaints Procedures and our Harassment and Bullying Procedures.

As assessed by the individual merits of each case, other policy breaches will be dealt with through staff and student training and/or disciplinary as appropriate.

The Management And Reporting Of Discriminatory Incidents On And Off Edge Hill Premises

All members of the Edge Hill community will be encouraged to identify and report any discriminatory incidents in a manner that supports all individuals involved. Staff and students will be asked to use standard reporting mechanisms and processes for complaints and harassment but clearly specify if an incident was believed to be related to discrimination. In this way we will be able to effectively monitor such incidents. Supervisors and Managers will be asked to respond to, intervene and resolve any incidents involving members of Edge Hill community. Pastoral care and support for staff and students who are involved with discrimination related incidents will be in line with our current procedures for supporting staff and students through any form of harassment and/or complaint.

Scheme Formulation

This Scheme was formulated by an Equality and Diversity working group, with representation from academic, service areas and the Unions within the University as well as external representation. The composition of the working group was determined to ensure the involvement of staff and student groups from the outset to lead on the work to progress our Scheme.

Senior member of staff responsible: Pro Vice-Chancellor for Students and External Relations

Chair of the Working Group: Christine Coleman, Director of Student Services
Sally Wilson, Head of Staff Development

Date: December 2008

Annex A
Annex B
Annex C

Race Equality Scheme
Disability Equality Scheme
Gender Equality Scheme

The University Context – Edge Hill's Distinctive Characteristics

Edge Hill University is a growing, successful and high-quality institution, originally founded in 1885 as the first non-denominational teacher training college for women.

Having diversified from its origins, Edge Hill University is one of the fastest growing institutions in the UK, increasing its:

- student applications three-fold since 2000
- staffing base two-fold since 2000
- investments in its estate and campus

Today, as a University³, Edge Hill provides higher education at undergraduate and postgraduate level to over 20,000⁴ students, and has an excellent track record in inclusion and widening participation. Edge Hill combines academic excellence with career focused programmes, with 95.9% of students finding employment or embarking on further study within six months of graduating.⁵ As a result of excellent links with over 300 employers, three quarters of graduates leave with qualifications that have professional recognition.

In the past decade, two thirds of academic provision has been graded as 'Excellent'. Under previous quality assessments, no subject was evaluated lower than 20 out of 24. A £5m award from HEFCE helped established the University's online learning initiative, SOLSTICE, as a Centre of Excellence for Teaching and Learning.

Students consistently rank Edge Hill University in the top 20 English institutions for overall satisfaction in the National Student Survey 2007. The University is one of the top 10 institutions nationally for re-investing tuition fees on students, with £1.9m spent on scholarships, bursaries, outreach activities⁶ and an award-winning financial package.⁷

We are the lead university in the region for the Lifelong Learning Network, which promotes vocational pathways to higher education, and for Aimhigher which encourages underrepresented groups to take up higher education opportunities. We are also the base and lead for Action on Access – the national coordination team promoting widening participation in higher education.

³ University title achieved on 18 May 2006; Research Degree Awarding Powers achieved August 2008

⁴ HESA student number data for Edge Hill for 2007/08 showed the University had 20141 students. Interim numbers for 2008/2009 show the University has over 23000 students.

⁵ 2007 figures

⁶ 2007/08

⁷ THES Award – Outstanding Student Financial Support 2006

Widening participation to higher education is embedded and reinforced through the University's Mission and leadership from the Board of Governors, the Vice-Chancellor, the Pro Vice-Chancellors, Deans and Directors and reflected in integrated structures for policy and delivery.

The University is also one of the three largest employers in the locality, with over 2000 staff. We have a strong commitment to staff development and have been accredited with Investors in People status since 1997. The University works with its recognised unions, UCU and Unison and with the wider staffing community to develop policies and procedure which support equality. All policies and procedures relating to staff and covering recruitment to retirement are underpinned by equality.

Fundamental to us in Edge Hill University is our genuine commitment to inclusion, to go beyond compliance, to continuously seek out and promote best practice, to be the 'University of Choice' from both a student and an employee perspective.

Recognising how easy it is to default to a position of complacency which can breed unwitting inequality, we continue to endeavour to proactively learn about the different contributions of individuals and adapt, welcome and value such contributions to the benefit of the whole University.

National and Regional Context

Edge Hill operates in the centre of a sub-region with a combined population of over 1.24 million. The North West Region is one of great diversity spreading over 150 miles from South Cheshire to the Scottish Border and from Merseyside to the Pennines. Edge Hill's own locations: in a rural market town on the fringes of Merseyside, in Merseyside and in Chorley, reflect the diversity of the region. The University is close to six major population centres (St Helens, Southport, Preston, Wigan, Greater Merseyside and Greater Manchester). Ethnic minorities account for approximately 8% of the population of England but only 5.5% in North West England. However, this is very unevenly distributed with a significant concentration of ethnic groups in urban conurbations, such as the East Lancashire, Manchester, Merseyside urban sub-regions². Edge Hill, although located in the southern part of the North West region, close to the main centres of urban population, is nevertheless locally situated within rural West Lancashire, with a very low ethnic minority population. Our immediate regional profile is overwhelmingly white British, with ethnic minority groups representing only 3% of the local population, with West Lancashire having only 1.5% from black and minority ethnic groups.⁸ This presents a significant challenge to the University. In many communities in the region there still persists a fear of the unknown, a potential for local community introversion and occasional overt racism. Currently 86.5%⁹ of Edge Hill's students come from the North West, and it is anticipated that this figure may increase as financial pressures on students increase, in spite of the University's efforts to recruit more nationally and indeed internationally as part of our overall strategy for internationalisation.

Analysis from the Labour Force Survey 2009 indicates that there are over 6.9 million disabled people of working age in Britain, representing 19% of the work force population. Just over one fifth of the working age population are disabled. The

² National Statistics UK: Regional Trends 2000-2001: 42

⁸ 2001 Census Data: Neighbourhood Statistics 2006

⁹ Student Intake Analysis 2008 – 2009, PSI February 2009

unemployment rate for disabled people is nearly twice that for non disabled people, 7% compared to 4% and people with dyslexia alone make up 40% of the unemployed. In addition disabled people are still only half as likely as non disabled people to be qualified to degree level.¹⁰

No accurate data exists on the number of disabled people in the North West or the barriers they face.¹¹ It is estimated that over 20% of the working age population in the North West are disabled people¹², with approximately one third of a million North West inhabitants receiving Disability Living Allowance (DLA), with the highest concentration in Knowsley and the lowest in Eden in Cumbria. This figure is projected to rise to 370,700 by 2021.

The incidence of disability increases with age, with 9% of adults aged 16 – 24 having impairments and over 40% of adults having impairments in the 50 to retirement age group. The population of the North West is forecast to grow by 7.4% by 2020, with the majority of growth coming from the 65 and older demographic group. This shift may result in people working longer, resulting in a concomitant rise in the incidence of disability in the working population.¹³

The University uses data provided by national organisations to benchmark its performance on equality issues. The Higher Education Statistics Agency (HESA) and the Higher Education Funding Council for England (HEFCE) gather and report on data from across the Higher Education sector.

HESA data available for July 2008 indicates the sector as a whole employs 372,455¹⁴ staff, 53% female and 47% male. In the region other Universities of a similar size have a 63% female 37% male split. Edge Hill has a 62% female 38% male split overall. The University participates in the annual HESA Survey for Staff which collects data relating to the employment, salary grade and qualification of the staff group. The University offers nationally agreed pay and conditions of employment with salary and grading allocated through Job Evaluation. External data on salaries and grading is benchmarked using data such as the UCEA annual survey of pay and grading in Higher Education.

In relation to students, statistics on Higher Education Initial Participation Rates (HEIPR) for the period 2007/2009¹⁵ indicate that the provisional figure for the HEIPR for 2007/08 was 43%, up from the final figure for 2006/07 of 42%.

There were 2,306,105 students (both full and part time) recorded as following an HE programme leading to a qualification or credit at a UK higher education institution¹⁶.

Of the 2007/08 total, 64.2% were following a full-time or sandwich programme and the remaining 35.8% were following a part-time programme. Of the 2007/08 total, 78.0% were studying for an undergraduate qualification (either at or below first degree level), and the balance for a qualification at postgraduate level.

¹⁰ Disability Rights Commission, Disability Briefing, June 2005

¹¹ Committed to Inclusion, Accepting the Challenge. The North West and Disability

¹² North West Development Agency Single Equality Scheme 2008

¹³ North West Development Agency Single Equality Scheme 2008

¹⁴ HESA Staff Record 2007/08

¹⁵ published as 'Participation Rates in Higher Education: Academic Years 1999/00 to 2007/08 (Provisional)' B.I.S (DIUS) 31 March 2009

¹⁶ Source: HESA Students in UK higher education institutions, 2007/08

Full-time first degree students made up 48.1% (47.1%*; 47.1%*) of the HE student population.

Women made up 57.1% of the entire HE student population, being in the majority among both full-time (54.8%) and part-time (61.4%) students. Subject areas with a high proportion of women included subjects allied to medicine (81.3%), veterinary science (76.0%), education (75.9%) and languages (67.2%). Subject areas with a high proportion of men included engineering & technology (85.6%), computer science (80.3%) and architecture, building & planning (69.3%).

Students from countries other than the UK represented 14.8% of the entire HE student population, and the full-time non-UK students represented 18.8% of the full-time HE student population. Students from outside the EU represented 10.0% of the entire HE student population. Students from outside the UK made up 53.6% (51.5%; 49.8%) of all full-time postgraduates, with 41.7% coming from outside the EU.

20.7% (21.0%; 21.1%) of UK domiciled entrants on full-time first degree courses were aged 21 and over.

Ethnicity is known for 94.0% of UK domiciled first-year undergraduates and 93.0% of UK domiciled first-year postgraduates (from Table 10b). Taking first-year and continuing students together, it is known for 95.6% of undergraduates and 92.3% of postgraduates (from Table 10a). Participation in HE by students from ethnic minorities continues to increase overall, and accordingly the most up to date picture is obtained from consideration of the position for new entrants. 17.0% of first-year students of known ethnicity are from ethnic minorities, and for full-time first degree students the figure is 20.4% (from Table 10b).

Nationally the participation rates of full time first degree students (from all UK institutions) in receipt of Disabled Students Allowance stand at 4.5%.

Edge Hill Context & University Benchmark Performance

The following paragraphs summarise the profile of students recruited to Edge Hill University's 2008-09 first year of full-time and part-time programmes.¹⁷

Students - Overall Numbers ("Grand Total") – Last year there were 3279 new entrants to full-time programmes, including PGCE Flexi. 2008/2009 intake shows a 6.1% increase on this figure to 3479 (3411 FT and 68 PGCE Flexi), along with 742 new entrants to part-time programmes. Registrations have increased across all programme areas, with the exception of part-time modular, PGCE Flexi and MA/MSc programmes. The most significant increases can be seen in the Faculty of Health (part-time BSc and Dip.HE) and also in registrations to Foundation Degrees.

Gender – The overall percentage of males (on full-time programmes) has risen from 33.6% to 36.5%, its highest for several years (*45.9% male accepted applicants through UCAS for 2007 entry*). This increase is most apparent in Health BSc & Dip.HE and PGCE programmes.

Age at Entry – The overall percentage of entrants aged under 21 (on full-time programmes) has dropped slightly from 57.6% to 56.3%.

¹⁷ Student Intake Analysis 2008 – 2009, Policy Support & Information, February 2009

Ethnic Origin – Once again we can see a considerable improvement in the number of students from ethnic minority backgrounds entering full-time programmes, rising from 6.1% to 6.7%. This increase is evident across all three faculties.

Disability – The percentage of self-declared disability amongst all entrants to full-time programmes is 6.8%, a significant improvement on recent years. This figure is largely due to the continued increase in the number of Health and PGCE students declaring a disability.

Region & LA of domicile – The percentage of students from the North West (including Lancashire) remains high at 86.5% of the sampled population (87.9% in 2006). Lancashire Local Authority remains the largest provider of new entrants.

Table A1: Registrations				2008	2007	2006
FoH BSc & FT				567	564	584
Dip.HE:		PT		114	34	53
FAS BA/BSc:		FT		1497	1467	1252
		PT		21	44	49
Foundation		FT		174	111	65
Degree:		PT		399	364	376
FoE QTS		FT		537	491	426
Undergraduate:		PT		62	55	46
FoE PGCE:		FT		538	510	636
		PT		68	72	71
PCET:		Cert.HE		60	-	-
		PGCE		89	47	-
MA/MSc:				95	192	153
All Programmes				4221	3951	3711

Characteristics of the new intake (Table C1)

Gender:

% Male Entrants (FT)	2008	2007	2006	2005	2004	2003
<u>Health:</u>						
Dip.HE	21.2%	13.8%	14.1%	18.8%	22.0%	19.6%
BSc	9.4%	4.5%	11.1%	6.5%	3.9%	11.4%
<u>FAS:</u>						
BA/BSc	46.9%	47.4%	47.5%	45.2%	42.5%	45.3%
<u>Education:</u>						
Primary UG	8.7%	8.7%	8.9%	11.6%	16.4%	12.5%
Secondary UG	40.7%	45.1%	50.8%	52.2%	51.6%	63.0%
Key Stage 2/3 UG	21.5%	18.8%	21.1%	16.2%	15.3%	25.0%
PGCE (incl. Flexi)	41.1%	36.1%	37.9%	42.5%	38.7%	40.7%
All FT Programmes	36.5%	33.6%	34.8%	35.1%	34.1%	35.6%

The number of males on the part-time Health programmes has risen from 5.9% to 19.3%.

Departments within the FAS Modular Programme with a higher than average male representation are the Business School (61.3%), Media (60.5%), Sport & Physical Activity (64.1%) and Natural, Geographical & Applied Sciences (53.8%). The percentage of males recruited to PGCE Primary has remained at a similar figure to the previous year at 23.4%. (*The TDA Performance Profile (2006-07 entry) sector average being 16%*).

PGCE Secondary has a male population of 44.5%, a significant improvement on the previous year's 37.1% (40.4% in 2006). (*This compares with a 37.3% (PG) sector mean in the TDA Profiles for 2006-07 entry*).

The full-time Foundation Degrees are more male orientated, accounting for 58.6% of the population. While males appear to dominate those courses within FAS, there are very few registered on the Health programmes. The part-time foundation degrees in Education have largely female populations.

MA/MSc programmes in the Faculty of Arts & Sciences have a more even gender balance, whilst those in Health and Education have far fewer male entrants.

The overall gender split across PCET programmes appears to be more evenly balanced.

Age at Entry:

% Entrants Under 21 (FT)	2008	2007	2006	2005	2004	2003
Health: Dip.HE	26.7%	32.4%	23.2%	31.0%	27.3%	27.0%
BSc	46.0%	51.8%	46.1%	61.6%	64.7%	65.7%
FAS: BA/BSc	80.2%	82.7%	78.4%	80.6%	77.7%	77.1%
Education: Primary UG	91.9%	85.6%	85.6%	83.3%	81.8%	77.3%
Secondary UG	46.9%	52.1%	39.7%	46.3%	39.1%	36.9%
Key Stage 2/3 UG	71.9%	71.8%	67.6%	70.3%	64.3%	60.0%
PGCE (incl. Flexi)	0.8%	1.2%	1.0%	0.5%	0.5%	0.0%
All FT Programmes	56.3%	57.6%	50.9%	53.8%	49.3%	47.2%

Entrants to part-time Health programmes are all aged 21 years and over, with almost 80% being over the age of 30.

The PGCE intake is largely 'mature' with 57.9% of students being aged between 21 and 25. (2006-07 TDA Performance Profile sector mean – 76.7% Pri, 73.3% KS2/3, 70.7% Sec (UG) and 34.7% (PG) aged under 25).

Modular Programmes in Performing Arts and Sport & Physical Activity attract fewer than average 'mature' entrants with less than 5% being over the age of 25 and only 1 student over 40. (78.2% of accepted applicants through UCAS aged under 21 for 2007 entry).

There are very few under-21s studying part-time modular programmes.

Full-time Foundation Degree programmes in FAS appear to attract younger entrants, whilst more 'mature' entrants dominate the Health foundation degrees. Part-time foundation degrees in Education have a largely 'mature' population, the majority being over the age of 30.

As would be expected, all entrants to MA/MSc programmes are over the age of 21, 69.5% being over 30 and 43.2% being over 40.

All students registered on PCET programmes are over the age of 21.

Ethnic Origin:

		2007	2006	2005	2004	2003
% Ethnic Minority Entrants (FT)	2008	2007	2006	2005	2004	2003
<u>Health:</u>						
Dip.HE	8.7%	9.5%	6.1%	6.6%	7.4%	3.2%
BSc	7.9%	5.6%	3.5%	2.2%	5.9%	2.9%
<u>HMSAS:</u>						
BA/BSc	4.3%	3.9%	3.7%	4.8%	3.9%	3.1%
<u>Education:</u>						
Primary UG	4.7%	2.8%	1.7%	2.6%	1.4%	0.8%
Secondary UG	9.9%	8.7%	5.3%	9.1%	6.8%	4.9%
Key Stage 2/3 UG	3.4%	2.4%	7.1%	5.6%	5.2%	1.3%
PGCE (incl. Flexi)	10.6%	11.6%	9.3%	8.5%	7.0%	6.3%
All FT Programmes	6.7%	6.1%	5.2%	5.6%	5.2%	3.9%

8% of students enrolled on part-time Health programmes are from ethnic minority backgrounds.

Primary PGCE did not recruit any minority ethnic students, while PGCE Secondary has 59 (including flexi) with RE, Science and ICT proving to be the most popular subjects. (2006-07 TDA Performance Profile sector mean – 7% (UG) and 13% (PG) from ethnic minorities).

The figure for full-time Modular Programmes is highly subject-related, as is shown below:

Business School	3.5%
English & History	3.2%
Law & Criminology	8.0%
Media	4.8%
Natural, Geographical & Applied Sciences	1.8%
Performing Arts	4.1%
Social & Psychological Sciences	7.6%
Sport & Physical Activity	2.6%

These figures may be compared against the 19.5% of ethnic minority accepted applicants to the sector (UCAS 2007 entry).

Full-time Foundation Degree programmes within FAS recruited 11 ethnic minority students, whilst none were recruited to Health foundation degrees. 16 minority ethnic students enrolled onto the part-time foundation degrees in Education.

9 entrants to the MA/MSc programmes are from ethnic minority backgrounds (9.6%).

Overall, 12.9% of those registered on PCET programmes are from minority ethnic backgrounds¹⁸.

Ethnic Group	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
White	85.4%	84.7%	84.0%	83.3%	83.5%	82.8%	82.3%	81.7%	80.6%	80.5%
Black	3.3%	3.4%	3.5%	3.4%	3.5%	4.0%	4.2%	4.7%	5.2%	5.4%
Asian/Chinese	9.6%	10.1%	10.5%	10.7%	10.3%	10.3%	10.2%	9.8%	10.3%	9.9%
Mixed				1.8%	2.0%	2.2%	2.4%	2.7%	2.9%	3.1%

¹⁸ **Note:** these percentages are calculated from known values only. Some programmes have a significant number of students with 'unknown' ethnic origin at the time the data was taken from the system.

Other	1.7%	1.8%	2.0%	0.7%	0.7%	0.7%	0.9%	1.0%	1.1%	1.1%
All known	100.	100.	100.	100.	100.	100.	100.	100.	100.	100.
Unknown	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	7.9%	7.6%	7.4%	8.0%	8.7%	7.5%	6.5%	5.2%	5.8%	5.3%

Ethnic origin of accepted applicants 1998 to 2007 – UCAS

Disability: Many disabilities – especially dyslexia and “unseen” types – become manifest through the year and are thus under represented in this initial analysis. At the top level, the published data show the numbers / percentages of students not known to have a disability (“None”). Of those having declared a disability the data then show the numbers of students in receipt of Disabled Student Allowance.

% Entrants with Disability (FT)	2008	2007	2006	2005	2004	2003
<u>Health:</u>						
Dip.HE	6.9%	4.7%	5.8%	4.6%	3.3%	1.9%
BSc	8.1%	3.5%	2.6%	0.7%	5.9%	1.4%
<u>HMSAS:</u>						
BA/BSc	6.6%	6.7%	3.5%	5.9%	6.3%	7.0%
<u>Education:</u>						
Primary UG	2.2%	3.6%	2.1%	3.9%	3.6%	5.1%
Secondary UG	6.8%	11.3%	1.6%	3.0%	3.1%	9.2%
Key Stage 2/3 UG	7.4%	4.7%	5.6%	0.0%	3.1%	0.0%
PGCE (incl. Flexi)	6.7%	4.8%	2.4%	3.1%	3.3%	3.9%
All FT Programmes	6.8%	5.5%	3.4%	4.6%	4.7%	4.8%

Only 1 of the part-time entrants to the Faculty of Health declared a disability. The figure for full-time Modular Programmes differs greatly from subject to subject:

Business School	4.1%
English & History	7.9%
Law & Criminology	4.1%
Media	8.4%
Natural, Geographical & Applied Sciences	16.8%
Performing Arts	9.1%
Social & Psychological Sciences	10.4%
Sport & Physical Activity	2.0%

Full-time Foundation Degree programmes recruited 14 students with a self-declared disability (13.2%), whilst the part-time programmes recruited 11 (2.8%). Only 7 entrants to the MA/MSc programmes have declared a disability (7.4%). 10 students from the PCET programmes declared a disability (6.8%).

Specific learning difficulties, such as Dyslexia, remain the most common of the individually identified types of disability.

Region & LA of domicile (Tables C3 & C4)

Region:

% Entrants from NW (FT)	2008	2007	2006	2005	2004	2003
<u>Health:</u>						
Dip.HE	97.2%	-	-	-	-	-
BSc	94.3%	94.2%	-	-	96.0%	-
<u>HMSAS:</u>						
BA/BSc	85.7%	83.7%	87.0%	84.2%	81.0%	81.5%
<u>Education:</u>						
Primary UG	80.7%	82.4%	86.7%	78.4%	80.7%	84.8%
Secondary UG	84.0%	78.7%	89.1%	81.7%	81.0%	86.7%
Key Stage 2/3 UG	83.7%	78.7%	87.9%	86.1%	91.8%	90.8%
PGCE (incl. Flexi)	82.3%	88.7%	89.6%	87.4%	85.6%	86.2%
All FT Programmes	86.6%	85.9%	88.5%	84.7%	86.1%	86.5%

Note the variation between subjects – The Business School (95.5%) has very few students from outside the North West, while Performing Arts (71.6%) attracts a greater number of students from other regions, with the Midlands being the most popular. All part-time students appear to be local.

Foundation Degrees: Almost all entrants to full-time programmes are from the North West. Those on part-time foundation degrees are largely from Lancashire and the North West.

87.4% of entrants to MA/MSc programmes are from Lancashire / North West.

All students registered on the PCET Cert.HE programme are from the North West. The PGCE programme attracts students from further afield, the Midlands and the North East in particular.

Staff

The following paragraphs summarise the profile of staff employed at Edge Hill University during academic year 2008-09.¹⁹

The total number of staff employed at the time of the data snapshot was **4250**, including Associate Tutors as Contracted Staff.

Gender – The overall percentage of male staff was 38%

Age – The overall percentage of staff aged under 21 is 4.8%; 19.7% of staff are in the 21 – 30 age bracket; 20.5% of staff are in the 31 – 40 age bracket; 27.5% of staff are in the 41 – 50 age bracket; 21.6% of staff are in the 51 – 60 age bracket; 4.9% of staff are in the 61 – 65 age bracket and 1.3% of staff are 66+.

Ethnic Origin – 2.7% of staff are from Black and Minority Ethnic groups; 80.6% are White British; 1.3% are White Irish; 1.8% are White Other. The ethnic origin of 13.5% is unknown.

¹⁹ HR Data Snapshot taken 23/01/2009

Disability – The percentage of self-declared disability amongst staff remains relatively low, with 0.73% of all staff declaring a disability; 1.1% not known and 98.1% stating they have no disability.

Appendix 2 Details Of Our Revised Equality Impact Assessment Process

Introduction

Edge Hill University continues to conduct equality impact assessments on institutional policies and practices, which have the greatest potential to affect students and staff. This clearly includes areas such as student admissions and recruitment, assessment, retention, achievement and progression, curriculum delivery, guidance and support, teaching and learning, disciplinary, complaints and staff recruitment, development and retention.

Following a review of existing processes and their operation, the Equality & Diversity Working Group have confirmed the following processes for Initial Screening and Full Impact Assessment.

Initial Screening

First there is a very simple initial assessment process. This will normally be based on available data and information and may only provide estimates or signs of unequal impact. Depending on the results of the initial assessment a 'partial' or 'full' impact assessment may follow. This should only be necessary if there is evidence of adverse differential impact.

Full Impact Assessment

A full assessment will be necessary where earlier screenings point to a real concern about the effects of a policy or practice, and this is reflected in the views of equality specialists and relevant groups. It can also be valuable to carry out a full assessment where there is little information or data available about the effects of the operation of policies and practices.

A full policy impact assessment will involve the following steps:

1. Identifying the aims of a relevant function and individual policies, and who is intended to benefit from them and in what way.
2. Collecting and analysing relevant monitoring data and other information to check whether policies affect all groups, including disabled groups, equally.
3. Assess the likely impact on equality (consider key questions and look at what additional monitoring may be needed to do this effectively).
4. Monitor and review the way the policy works in practice (for any adverse impact).
5. Make a decision based on assessments, available information and discussions with people who are most likely to be affected.
6. Consider changes to policy and practice where differences in impact are found which could disadvantage particular groups.
7. Publish the summary results of the equality impact assessment through our annual progress reports to the Equal Opportunities and Student Support Committee, the Staff Partnership Group and the Board of Governors.

Equality Impact Assessment - For Students

Edge Hill University initially adopted a process of Equality Impact Assessments (EIA) for students with regard to race and disability in 2003-2004.²⁰ The aim was to systematically examine our policies and practices to make sure there was no unintentional adverse impact on students from different backgrounds or with different needs. Initially the members of the cross-institutional working group who devised our approach, identified the following policies for priority review:

- Admissions – undergraduate / postgraduate
- Assessment –undergraduate / postgraduate
- Complaints
- Disciplinary
- Academic Appeals
- Applications for Deferral of Assessment
- Exceptional Mitigating Circumstances
- Admission for those with criminal convictions
- Implementation of all student related regulations

The assessment of policies to include as priorities was based on their direct relevance to student recruitment, support, progression and achievement.

Equality Impact Assessment - For Staff

Equality Impact Assessments for staff focus particularly on those policies and practices related to recruitment and selection.

During 2005-06 Human Resources reviewed their strategy for the Recruitment and Selection of Staff with a view to ensuring we were inclusive, recruited effectively, and enhanced the diversity within our staff community. Since then, this process has been reiterated on an annual basis.

Our current review of the effectiveness and the outcomes of our equality impact assessment processes across the University reveals that whilst we have a clear impact assessment process in place and routinely report on any indicators of adverse differential impact in relation to student admissions, recruitment, progression and achievement and staff recruitment, selection and appointment, we need to ensure that all processes become embedded and used in a consistent way across all areas of the University.²¹ This will be a key priority for inclusion in our Single Equality Scheme and associated plans.

Through embedding Equality Impact Assessment more systematically across the university we can measure whether or not our policies are having a differential adverse impact. If the results of our Equality Impact Assessment give any indicators of adverse impact we will review the particular policy and its implementation in more detail to assess, where possible, what changes can be made to meet the policy objectives without adverse impact.

²⁰ Equality Impact Assessment – Update on Progress Report to the Equality Widening Access and Student Support Committee, January 2004.

²¹ Our review has highlighted that, in particular, record keeping for EIAs merited further attention and there was also a need to ensure that EIAs were more systematically embedded across the University.