



**The University College Plymouth St Mark & St John**

# **EQUALITY & DIVERSITY SCHEME**

**September 2011 – April 2015**

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## Foreword

The University College Plymouth St Mark & St John's single equality and diversity scheme sets out our commitment to equality and diversity as a widening participation University College and as an integral part of our strategic plan. The University College has been committed to inclusion and the promotion of life chances through education since its foundation. The Scheme provides a new framework that builds on our strengths while also enabling us to work on the challenges of supporting a diverse student body.

The new Scheme draws together previous policies and strategies to present one scheme for the future which pays attention to the many strands of equality rather than just race, disability and gender issues. It provides a framework to enable us to meet our legal obligations across the 9 protected groups. It also enables us to meet our responsibilities as a public sector higher education organization impacting on individuals, employers and the wider community and as a provider and procurer of services.

The Scheme provides a framework to enable us to be a fair and equitable institution that also recognises wider issues including those that fall outside of equality legislation including, for example, socio-economic disadvantage, and other combinations of equality factors.

The Scheme's emphasis is on good practice rather than just legal compliance; we will monitor the Scheme closely and I commend it to you.

Professor Margaret Noble  
Principal and Chair of Diversity Working Group

# Equality & Diversity Scheme

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University College Plymouth St Mark & St John (UCP Marjon) continues to invite feedback on this Equality & Diversity Scheme (EDS). It is important for the UC to ascertain the effectiveness of the EDS in promoting and ensuring equality and to continue to consult with staff, students and the wider community on equality and diversity issues.

Comments can be e-mailed to [ltout@ucpmarjon.ac.uk](mailto:ltout@ucpmarjon.ac.uk) or in writing to Lynda Tout, Equality & Diversity Co-ordinator, University College Plymouth St Mark and St John, Derriford Road, Plymouth, PL6 8BH Tel. 01752 636700 Ext 3075.

# EQUALITY & DIVERSITY SCHEME

## 1. Introduction

### ***The overall purpose and management of the Equality & Diversity Scheme (EDS)***

This is the first single equality scheme for University College Plymouth, St Mark & St John (UCP Marjon). It builds on the previous equality schemes for gender, race and disability. The scheme sets out how we intend to meet our equality and diversity responsibilities. Prior to the launch of this single scheme the University College (UC) met its' legal equality obligations through a number of actions including those within the following:-

- Disability Equality Scheme Action Plan
- Race Equality Scheme Action Plan
- Gender Equality Scheme Action Plan
- Diversity Strategy Action Plan (previously known as the Programme of Work)

This Equality & Diversity Scheme (EDS) scheme will strengthen the approach towards equality by combining separate disability, race and gender schemes and creating a single scheme for all equality strands. This approach allows us to recognise and support the other characteristics which legislation protects, namely: age, religion and belief, sexual orientation, transgender, pregnancy and maternity, marriage and civil partnership as well as effectively targeting resources to cross-characteristic issues and diversity concerns. It also enables the UC to address broader socio-economic issues that impact on diversity by taking full account of the widening participation strategy. Whilst we have used the legal framework to create this scheme, we hope that our action plan also addresses issues that fall outside of legislative requirements and so help to create an institution of good equality and diversity practice.

At a corporate level the Diversity Working Group will have responsibility for reviewing the EDS. This will be undertaken by liaising with faculty and service team staff to confirm progress on setting and achieving appropriate targets and any outstanding action required within specific areas.

Responsibility for the implementation of the EDS lies with the University College management, the Senior Management team and ultimately the University College Council. It is supported by an action plan with specific activities having a named responsible person/s to carry operational responsibility for seeing particular tasks through to completion, and underpinned by training and education of staff and students

The University College's EDS will be widely available via electronic and paper forms and will be made available on request in alternative formats such as Braille, large print, audiotape and CD.

## **1.1 Legal context**

The Equality Act 2010, is the primary source of equality legislation and as such the UC has used the components of the Equality Act (including the Public Sector Equality Duty) as a framework for developing its first single equality scheme.

The Equality Act 2010 sets out the requirement to “eliminate discrimination, advance equality of opportunity and foster good relations” for nine protected characteristics:-

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief (including lack of belief )
- Sex
- Sexual orientation

The EDS action plan is used to address each of these areas separately as well as providing room to encompass broader equality and diversity issues.

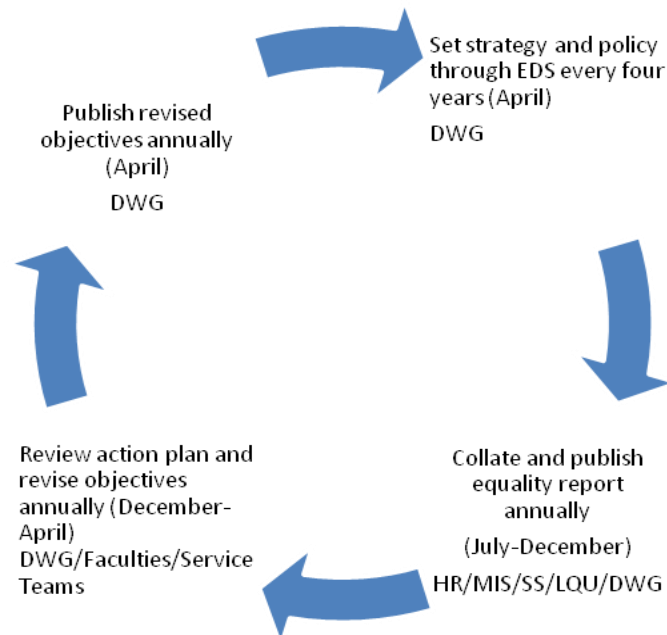
The Public Sector Equality Duty (within the Equality Act) sets out the need for public institutions to demonstrate how they will tackle inequality and discrimination. The final guidance on the specific requirements of the duty is due shortly however it is expected that the duty will require us specifically to:-

- Set out equality objectives (initially by 6<sup>th</sup> April 2012 and at least every four years thereafter)
- Engage with our community in order to inform the equality objectives that it sets and the work that it does
- Understand the effect of policies and practices on equality
- Publish relevant equality information (initially by 31<sup>st</sup> January 2012 and at least annually thereafter) demonstrating how we are meeting the general and specific duties of the public sector equality duty

UCP Marjon will meet these requirements by publishing this equality scheme (and accompanying action plan) by 31<sup>st</sup> July 2011. The equality scheme and action plan will be shared with all staff and other relevant parties who will be supported in taking appropriate action. Annually thereafter, the UC will carry out a review of the equality scheme which will encompass relevant equality data and provide an opportunity to reflect on and re-focus equality objectives by April the following year. This review and data will be provided to faculties and service teams to help them plan their own

equality work. The UC will also carry out a thorough review of the EDS and set a new action plan in April 2015 and every four years thereafter.

In order to fully meet the legal requirements, we will engage our staff, students and visitors through many different mechanisms in order to determine equality priorities and implement the necessary actions. This engagement will provide information with regard to specific policies and practices (through the equality impact assessment process) and will help identify actions and priorities for the future.



The actions required to ensure this continual process are set out in the action plan under the title 'Managing our EDS'.

### **1.2 Link to Mission and Strategic Objectives**

This equality scheme (EDS) will support the UC in meeting our strategic aims as set out in the 'Marjon 5 year Strategic Plan 2010-2015'. Specific aims of the Strategic Plan which it will contribute to include:-

- 2.2 - Provide modes of learning and assessment for students which are flexible, responsive and inclusive.
- 4.2 - Recruit, retain and develop highly skilled, knowledgeable, diverse and motivated staff and develop their full potential.
- 5.1 – Engage in community and outreach activities to widen access and raise aspirations and participation for those from under-represented and disadvantaged groups.
- 5.2 – Promote inclusivity through the provision of an increased range of routes into learning for both adults and young people, fair access and transparent admissions, and work with other education providers.

This EDS is also closely aligned to the Widening Participation Strategy which commits the UC to:-

- Supporting all students to maximize their personal and professional potential and to complete their course of study.
- Providing the environment of a caring and community focused institution which takes into account educational attainment, previous experience of higher education and socio economic backgrounds.

The University College's HR Strategy 2010-2015 recognises the importance of providing a positive work environment where equality of opportunity, and the appreciation of diversity and dignity at work are respected values.

The EDS builds on the core values set out in the previous Diversity Strategy needed to develop a reputation for inclusivity and accessibility. The EDS continues in this objective of driving equality forward through 6 key aims:-

- Actively embedding inclusivity in all aspects of UC work and life
- Supporting the development of good practice across the UC
- Underpinning staff selection, promotion and development processes with equality best practice
- Underpinning the student experience with equality best practice by removing barriers
- Providing resources to undertake equality work effectively, efficiently and speedily so that policy can be turned into practice
- Monitoring, auditing and responding to equality evidence

Objectives, actions and values set out in this EDS will help the UC to meet the strategic aims particularly those referred to above, building on the distinctive nature of UCP Marjon and providing an environment where everyone can enjoy equality of opportunity, mutual respect, dignity, trust, tolerance and understanding.

### ***1.3 The business case for equality and diversity***

By creating an inclusive campus, the UC will provide a better all-round experience for everyone in the campus community, in addition to protecting the University College against legal cases. Students will benefit from an accessible learning experience, staff will benefit from an improved workplace. These benefits to individuals also benefit the UC in terms of marketing the campus to potential students and to high calibre staff, reinforcing the reputation of UCP Marjon as a fair employer and a widening participation higher education institution.

***We will set objectives within our action plan to ensure that the UC meets this requirement to provide an inclusive and accessible learning and working environment.***

### ***1.4 The wider context***

The EDS objectives are formed with due regard to the inequalities and priorities identified within the wider context of the UK higher education sector and the geographical area.

UCP Marjon recognizes the importance of benchmarking itself regionally and nationally as appropriate, and also of the use of information from a range of organisations such as the Home Office Statistical Release, the Equality & Human Rights Commission, the Higher Education Statistics Agency and the Equality Challenge Unit.

Use of data will be important in informing equality and diversity actions. With regard to the local region<sup>1</sup> we note in particular regional statistics which show the highest regional gender division on part-time employment; the lower rates of minority ethnic diversity and the slightly higher levels of disability reported in the Plymouth travel to work area. Whilst ethnic diversity is undoubtedly lower in the South West than other areas of the UK, the UC recognizes the largest minority groups in the region are Chinese and Traveller/Roma. Within the UC itself many students identify as Mixed Heritage. (More information can be found in Appendixes A and C).

Widening participation statistics show Plymouth as a city with one of the lowest levels of higher education participation in England and the UC's current student population is made up of almost 70% of students who receive a full or partial maintenance grant.<sup>2</sup>

UCP Marjon, as a higher education provider, contributes to the annual UK-wide collection of statistics on staff and students in higher education institutions, through HESA – the Higher Education Statistics Agency. The Equality Challenge Unit (ECU) Statistical Report 2010<sup>3</sup> based on HESA statistics identifies issues for the UK with regard to inequalities in pay (gender, ethnicity and disability pay gaps), in representation of academics at professorial level (ethnicity), in attainment gaps between students of differing ethnicities, ages, of different genders and showed a mixed picture in regard to students with different disabilities. Such figures provide important benchmarking data for the UC to inform policy developments and will be used in the analysis of the UC's statistics (see also Appendix A).

In 2010 the Equality and Human Rights Commission (EHRC) published its first triennial review reporting to Parliament on the progress towards equality<sup>4</sup>. In this report the EHRC noted that educational attainment continues to be strongly associated with socio-economic background. Data in the Education section also reports on the variance of student make-up in terms of gender and ethnicity.

Occupational segregation in employment is discussed later with this being highlighted as feeding pay differences between men and women. It reports that employment rates vary considerably for people with disabilities dependent on the actual disability itself and some adverse impact is also felt with regard to employment in terms of ethnicity and religion. Issues of bullying, harassment and discrimination

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<sup>1</sup> Obtained from the Home Office Statistical release

<sup>2</sup> The UC's Widening Participation Strategy

<sup>3</sup> ECU Equality in Higher Education Statistical Report 2010

<sup>4</sup> EHRC Triennial Review 2010 Executive Summary How Fair is Britain?

at work are also highlighted with particular problems being reported for LGB and Transgender people.

Further details of data from the EHRC report can be found in Appendix C.

The annual review of our equality progress will use appropriate and up-to-date information from a range of sources such as those discussed above to benchmark the UC and to set and prioritise our equality objectives.

## **2. Progress on equality to date**

The previous equality schemes (disability, gender and race) and Diversity Strategy and Action Plan, have already set the UC in the right direction in terms of making pro-active and positive changes to the environment.

The UC has had a Disability Equality Scheme (DES) since 2006 and this has been successful in many respects. Successes include raising awareness levels about specific disability issues through additional training, procuring an access audit, re-accreditation of 'Disability Two-Tick' (an employers accreditation in support of disabled employees) and positive changes to the staff occupational health processes. Since the introduction of the second DES in 2009/2010 the UC has created a new forum (the Disability Implementation Group – DIG) made up of stakeholders from across the UC. The role of DIG members is to help prioritise actions identified as necessary in the DES, monitoring progress and providing views about future actions that the UC should take in terms of disability inclusivity.

The Race Equality Scheme (RES) has been in place since 2008 and has usefully identified and taken forward actions for black and minority ethnic students, staff and visitors including raising awareness of issues affecting black and minority ethnic groups, building links with the local race equality council, supporting the Plymouth Respect Festival and developing processes that enable easier reporting of harassment and discrimination based on race or religion and belief. Whilst there are many examples of good practice within our community in terms of fostering good relationships between people of different ethnic groups, the UC attracts many students from the immediate locality and as such, reflects the lack of diversity in terms of ethnicity. It is therefore even more crucial that we take our responsibilities in terms of race equality forward.

The UC's has had a Gender Equality Scheme (GES) since 2007 which has identified and taken forward specific actions required in terms of female and male staff, students and visitors. Successes of the GES include conducting equality impact assessment work to address gender differences in the take up of professorships and readerships at the UC and successfully establishing a process for re-balancing committee membership when vacancies occur. The most recent GES highlighted significant issues of occupational segregation and the need to investigate pay inequalities for staff, and gender differences in degree attainment for students and recognises that the work needed to be completed in order to address this should continue.

In order to address broad equality and diversity issues, the Diversity Working Group have set additional equality and diversity goals through the Diversity Strategy and Action Plan (previously the Diversity Committee's 'Programme of Work'). This action plan has helped target resources and monitor progress against work such as equality impact assessment and staff training and awareness raising, not limited to, but particularly for, those equality areas not already covered by separate equality schemes.

During the 2010-11 year we have progressed equality work in 6 areas:-

- Developing a single equality scheme – this has been progressed and is represented in this new EDS.
- Equality Impact Assessment – work in this area ensured that cross-Marjon analysis in Student Assessment Methods was completed.
- Organisational Development – the UC has recognized a weakness in terms of our knowledge of race issues and are addressing this gap. OneMarjon Equalities workshops and E&D induction training for all new staff have continued. Workshops on the Equality Act 2010 informed staff of changes in the legislation.
- Using Data – recommendations have been made on what data should be collated, analysed and published on an annual basis. It is recommended that the data set be fully reviewed each year to inform future equality objectives. Sources of benchmarking data have been identified that will help us to do this.
- Awareness Raising – a number of equality posters have been developed and are displayed across the campus and in halls/houses, and the UC has celebrated national/international equality dates for disability, LGBT and women. The Disability Awareness day was well supported by the Student Union who carried out their own ‘access audit’ on the day which has supported the development of an access improvement plan for the campus. There are also plans to celebrate several other events through the year including Black History Month.
- Diversity Champions – plans are in hand to nominate shortly Equality & Diversity Champions from faculties and service areas to operate from September 2011.

The equality schemes and diversity action plan have enabled us to set out rights and responsibilities for all within the UC community which have been focused on advancing equality, removing barriers to opportunity, eliminating discrimination and improving relationships between groups. We now look forward to having a single scheme and action plan which will enable us to prioritise all of our equality work in one place. This will make it easier for those who wish to see how the UC is meeting its equality responsibilities and will clarify the rights and responsibilities for all in our community.

### 3. Challenges

Whilst there have been many successes in equality work, there are still some areas which continue to challenge the UC.

The separate equality schemes have identified important and necessary work for the UC, some of which is still ongoing or as yet to be commenced. This single Equality & Diversity Scheme attempts to capture all of the work that is either incomplete or not yet addressed. Combining three equality schemes into one does have some risks and it will be important that the work of the Disability Implementation Group (DIG) continues to help us prioritise actions for those with disabilities, within the EDS. Other strands are of course of equal importance. With regard to ethnicity, the UC recognizes it has some way to go to become a diverse community. This is a challenge for which we will set specific objectives within our action plan through, for example, raising the level of knowledge within the UC about racism and discrimination. Where previous disability equality work successfully set out a strategy of acknowledging and working with the social model of disability, our 'race' equality work needs to reflect an anti-racist perspective<sup>5</sup>. This will help us to progress to a situation where our staff diversity does more fully meet that of our wider community – particularly our students, and to a position where the UC can be confident that its service to all within the community is fair.

Where necessary the Diversity Working Group (DWG), who have responsibility for overseeing the implementation of this schemes action plan, will create additional 'task and finish' groups to progress work linked to specific strands.

A further issue for the UC is the engagement of stakeholders. Engaging staff, students and visitors in equality work is an ongoing challenge. We use many different mechanisms for engaging stakeholders recognizing that some people will prefer to use new technologies, others may prefer speaking to us directly or via old technologies. The UC has developed links with useful agencies and organizations that can also assist with advice and guidance and it is the intention to make full use of this.

Resources for equality work are highlighted as a challenge to the UC at a time of increased constraints facing the Higher Education sector. Nomination of a number of 'Equality & Diversity Champions' will provide a key additional resource ensuring that equality is embedded throughout the organization. However we will continue to be restrained to some extent in our equality objectives by what can be reasonably achieved within the institution's budget.

Engagement with staff during 2010 and 2011 so far has identified the following:-

- Perceived inequality in terms of treating staff differently according to their occupation.
- Concern with regard to students respecting members of staff

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<sup>5</sup> An anti-racist perspective involves accepting that 'white' prejudice + 'white' power = racism ([www.irr.org.uk](http://www.irr.org.uk)), committing to anti-racist practice and understand the issue of being 'white'.

- Other communication linked issues
- Concern for specific issues for staff and students regarding services such as catering, accommodation, estates, health & safety, library and signage

Engagement with students during 2010 and 2011 so far has shown that:-

- There is still some concern from students who do not wish to participate in social events where alcohol is the main feature
- Access issues, particularly for wheelchair users, continue to affect some of our students
- An awareness between 'home' and 'international' students that more opportunity for integration would be of benefit to all
- Some mature students feel they are marginalised

See Appendix A for more details of feedback received from staff, students and visitors on equality and diversity.

The EDS attempts to address the challenges outlined here, in the annual equalities report and revealed in further consultations with staff and students through the continual review process (see page 3).

## 4. Data and Benchmarking

The UC recognises the necessity of good quality data in terms of the process of objective setting and monitoring/reviewing progress and the HR Strategy has also set out a requirement for monitoring information on staff to be published and analysed. It is also a legal requirement for certain information to be made publicly available on an annual basis so that individuals can determine if the UC are meeting equality requirements. Final guidance on the exact publishing requirements are awaited however the UC expects to set out the following information annually wherever possible:-

- A current breakdown of staff (gender, age, disability, ethnicity, sexual orientation, religion & belief\*), by job type, by contract type including part-time/full-time, by professorial status and by service team/faculty including promotions and redundancies where applicable
- Gender pay gap information (staff)
- Rates of return to work for women on maternity leave (staff)
- Take up of paternity leave (staff)
- A breakdown of potential and successful applicants by protected characteristics (staff)
- A breakdown of leavers by protected characteristics (staff)
- Student performance information (for example, degree attainment and employability)
- Student access by protected characteristics (for example, subject choice, application rates)
- A summary of how the UC is performing against its Widening Participation benchmarks
- A summary of complaints/grievances from staff, students and visitors where these are related to discrimination concerns
- A summary of the equality impact assessment work carried out in the last year
- Details of engagement with staff, students and visitors over the last year including results of staff surveys, results of student surveys and engagement with equality groups (internal and external)
- A summary of equality work (progress towards our objectives)

(Data will only be released where the UC can do so and still protect anonymity).

It is crucial that this data is compared with national, regional and sector benchmarks and we will use national statistics and information available from HESA – the Higher Education Statistics Agency and from other appropriate organizations (see section 1.4 also) to benchmark the organization.

\*Where information is unavailable or limited, we will supplement our knowledge of an equality strand or issue from relevant sources such as the Equality Challenge Unit. We recognise that this may be the case in regard to our data on sexual orientation, disability, and religion and belief as staff may feel unwilling to declare this information openly and with regard to sexual orientation and religion and belief, the UCAS process does not currently request this data from students.

These requirements are set out in the action plan as objectives under the heading of 'Data Collection and Review'.

Our initial data collection exercise is summarised at Appendix A where a link to the Annual Equalities Report will be provided from the end of the Autumn term. We will report on data annually in line with legislative requirements, but this report will also provide information for the UC to use to review equality objectives.

## 5. Action Plan and Priorities

The previous sections (and relevant appendixes) have set out the challenges faced.

A number of priorities have been identified:-

- DES work – a current action plan is in progress and we await guidance from DIG to ensure outstanding work continues for disabled students and staff
- Tackling covert and institutionalised racism through a variety of mechanisms
- Equality impact assessment work needs to continue apace whilst we also need to review our guidance/support in this area to ensure it is in line with the Equality Act 2010
- Staff training and development in line with the HR Strategy – targeting specific areas such as anti-racism, anti-bullying/harassment, recruiting and selecting staff fairly
- Increasing Line Managers capacities as they operate in an increasingly diverse community
- Awareness raising for all students and staff and other activities to further embed E&D into the organization culture
- Developing and implementing other policies/practices for staff which take E&D forward (Harassment & Dignity at Work Policy/Sickness Policy and Practices/Flexible Working Policy/Health & Wellbeing at Work)
- Further engagement with stakeholders – more involvement to inform objectives and priorities and to ensure we are able to complete EIAs effectively
- Scrutinizing the information obtained from conducting regular staff and student surveys to help set future E&D objectives
- Scrutinizing the information obtained from staff and student data to help set future E&D objectives
- Equality & Diversity Champions – once identified, trained and supported
- Building links with organizations and networks that can support the UC in understanding the needs of marginalized groups
- Specific actions for the protected characteristics
- Ensuring we understand the legislative requirements

The action plan at Appendix D sets out objectives that direct our attention to these priority areas.

## 6. Monitoring and Key Performance Indicators

Progress on achievement of the action plan will be monitored and summarised in the annual equality report. The annual review of the EDS will provide an opportunity to reflect on what has been achieved so far and what is still needed to be achieved.

The review will take place on the scheme's anniversary with the report being published no later than December each year. We also aim to thoroughly review the EDS no later than April 2015, so that the action plan can be completely renewed and to ensure we meet our legal responsibility to set new/revised equality objectives at least every four years.

It is important that as we start out, we know how our success will be measured. The UC's key performance indicators are therefore set out below.

By April 2015 we will have:-

- Completed equality impact assessment in the priority areas of student retention, student recruitment and student achievement.
- Provided broad equality and diversity training to 100% of staff.
- Provided support and training to all Line Managers through the Leadership and Management Programme.
- Provided anti-racism and bullying & harassment training to all senior staff.
- Trained all staff involved in the (staff) recruitment and selection process.
- Set up an efficient data collection, analysis and review process feeding into our equality objective setting.
- Published, communicated and implemented policies for staff on Harassment & Dignity at Work, Sickness, Flexible Working Policy and Health & Wellbeing at Work
- Created a culture where individuals are more willing to report incidences of discrimination (resulting in the number of incidences being reported increasing)
- Increased student understanding of equality and diversity through awareness events and celebrations

The UC will publish a review in April 2015 reporting on the achievement towards these KPI's.

## **Appendix A – Equality Data**

### **(Annual Equalities Report available by end Autumn term)**

#### Summary of Staff Data (as at June 2011) shows:-

- A higher proportion of female staff than is seen in the Higher Education (HE) sector as a whole and a propensity to recruit more females than males.
- An even gender split of Professors.
- Occupation segregation typical of the region.
- A mean gender pay gap of 12.5% at the UC compared with the HE sector rate in 2008/9 of 21%.
- The UC's ethnicity mix is increasing (92.3% white British, 7.6% All other ethnicities recorded) through the higher success rates of BME candidates.
- A low staff disability rate (1%) compared to the HE sector rate average of 3%.
- High proportion of staff (230 of 392) fall into the 46+ age groups (56% of the UC's female staff, 64% of the UC's male staff).
- Leavers from the UC appear proportionate with regard to the equality target groups.

#### Summary of Student Data (based on our 2009/10 records) shows:-

- Student performance by gender and ethnicity show little difference.
- Student performance by disability and age group show marked differences (declared disabled students and younger students on average are likely to receive lower classes of degree).
- The institution attracts more female than male students (65.4% female, 34.6% male).
- The ethnicity mix of students reflects regional rather than national diversity.
- The UC has a higher than average declared disabled student population in almost all areas of study types (first degree undergraduates, national = 8.5%, UC = 13.7%, postgraduates, national = 5%, UC = 6.5%).
- The UC tends to attract more mature students than is average across the sector (students over 35 when they start their studies, national = 19.4%, UC = 22%).
- A high proportion of our students come from families where neither parent attended higher education (28% no parental HE).

### Summary of Engagement over 2010/11

- Engagement with staff has been through a number of mechanisms. This includes engaging support staff through the OneMarjon Equalities training, engaging academic staff through Academic Development Days and engaging all staff through the staff survey. Over 200 staff attended Equalities training and were asked to contribute their opinions on a number of questions. The staff survey which was sent out through April 2011 was completed by approximately 60% of staff. The survey included an equality and diversity section. Results of this staff engagement are summarised within the Annual Equalities Report 2011 but does show some concern with inequalities across the UC.
- Student engagement is carried out through a number of surveys including national ones such as the National Student Survey and additional Marjon surveys such as the Student Experience Questionnaire. The surveys are supported by staff/student programme liaison committees and the Student Experience Council. A summary of feedback related to equality and diversity concerns are contained within the Annual Equalities Report 2011.

A summary of our equality work (progress towards our objectives) is already provided in Section 2 of this scheme and is provided in more detail in our Annual Equalities Report 2011 to be published by the end of the Autumn term.

## **Appendix B – Related Strategies**

### **HR Strategy 2010-2015**

The HR Strategy which is reflected in this EDS and supports our equality and diversity goals can be found at:-

<http://intranet/collegedocuments/humanresources/hrstrategy/>

The HR Strategy is split into several areas:-

- Staff recruitment, selection and retention
- Remuneration, total reward and fair employment
- Workforce planning
- Learning and development
- Equality and diversity
- Leadership, involvement and change management
- Performance management
- Staff welfare and occupational health

The equality and diversity element of the strategy is separate but equality and diversity is also embedded into all of the other sections.

The EDS and the HR Strategy share common goals in relation to staff and the EDS action plan therefore reflects much of the work that the HR strategy seeks to prioritise between 2010-2015.

### **The Widening Participation Strategy 2011**

Widening participation focuses on access to higher education for those from lower socio-economic groups and therefore shares many issues of accessibility with equality and diversity groups.

The UC's WP strategy sets a number of targets and milestones for the four years from 2011-2015. These are set out around the issues of recruitment, retention and student employability and include a number of specific activity targets such as outreach, information, advice and communication, supporting transition, transition, progression and employability.

The EDS and the WP strategy goals are complementary and therefore the UC is committed to maintaining the link between the implementation groups to ensure a seamless approach to equality for all students.

## Appendix C – Wider Context – Statistics

### Regional Statistics

Obtained from the Home Office Statistical release:-

- In June 2009 Plymouth has a population of approximately 256,000 people, approximately 165,000 of these are working age and this is projected to keep on increasing
- In June 2009, the gender split in Plymouth is 126,000 male, 130,000 female
- The occupations of males and females across Plymouth and across the South West show significant and widespread occupation segregation
- In March 2009 almost half of all females in the South West and one in eight males work part-time (the highest percentages for the UK)
- In Plymouth in 2007 in Plymouth, 95.5% of the population was White, the remaining 4.5% of residents identified either as (1.2%) Asian or Asian British, (0.8%) Black or Black British, (1.1%) Mixed/Dual Heritage and (1.5%) Other ethnicities. This contrasts significantly with England as a whole in which the population identified as 5.7% Asian or Asian British, 2.8% Black or Black British, 1.7% Mixed or Dual Heritage and 1.5% Other and 88.2% White.
- An increase of 'racist' crime within Devon and Cornwall (1001 racist crimes reported in 2008/9, 1036 in 2009/10)
- The estimated proportion of people aged 16-64 in the Plymouth travel to work area who were disabled in 2009 was 5% which is just slightly higher than the South West total (4.8%) and slightly lower than the England total (5.1%)

### UK-wide Statistics

Obtained from the Equality and Human Rights Commission's (EHRC) first triennial review Education section:-

- Women make up 59% of the undergraduate population; the proportion has been stable since 2003.
- Ethnic minority students are up as a proportion of university students to 23% in 2009
- The proportion of Black students getting first or upper second class degrees is still only at two-thirds of the level of White students.

Obtained from the EHRC review Employment section:-

- Employment rates vary considerably for people with disabilities or impairments. For example, only 23% of people with depression are in employment.
- Ethnicity and religion also have an impact on employment rates with Muslim people having the lowest rate of employment of any religious group.
- There is persistent gender and ethnic segregation in the labour market, where some sectors are gendered or dominated by a particular group. For example women occupy 77% of administration and secretarial posts.
- In Britain, 40% of female jobs are in the public sector compared to 15% of male jobs.
- Women hold 1 in 3 managerial jobs in Britain.
- Women aged 40 earn on average 27% less than men of the same age, although qualification level has a huge impact on loss of earnings as a result of motherhood.
- Disabled men experience a pay gap of 11% compared with non-disabled men, while the gap between disabled women and non-disabled men is double this at 22%.
- People with a disability or long-term illness are over twice as likely to report bullying or harassment in the workplace as non-disabled people.
- LGB people are twice as likely to report discrimination and nearly twice as likely to report unfair treatment as heterosexuals.
- Transgender people highlight transitioning at work as one of the most significant triggers for discrimination.

## **Sector-specific Statistics**

These are obtained from the Higher Education Statistics Agency (HESA) and from the Equality Challenge Unit (ECU) annual Statistical Review. Appropriate benchmarks are shown alongside the UC's data in Appendix A and in our annual equality reports.

In the statistical review the following are highlighted by ECU:-

In relation to staff:-

- A median pay gap of 18.7% between female and male staff.
- Occupational segregation (SET departments – gender)
- Lower levels of BME staff compared to the employed population
- Inequalities in professorial roles (ethnicity)
- A rise in the percentages of staff disclosing a disability

In relation to students:-

- Numbers of male students increasing
- Subject segregation (SET departments – gender)
- A rise in the percentage of BME students
- Differences in attainment (ethnicity)
- Disability declaration rising
- A growing level of younger students entering higher education (aged 21 or under on entry)
- Part-time students much more likely to be aged 36 and over compared with full-time students

## Appendix D - Equality & Diversity Scheme Action Plan September 2011-April 2015

Area	Action	Responsibility	Review Date	Achievement Criteria
Managing the EDS	<ul style="list-style-type: none"> <li>• Summary of draft EDS and proposed action plan communicated to all</li> </ul>	DWG/EDC	Sept 2011	Draft scheme published July 2011, feedback invited and incorporated.
	<ul style="list-style-type: none"> <li>• Final EDS and action plan communicated to all</li> </ul>	EDC	Ongoing	Approval received, EDS published on internal and external websites and hard copies available.
	<ul style="list-style-type: none"> <li>• Continue consultation to identify and prioritising future equality objectives</li> </ul>	Diversity Leads/EDC	Annually (December-April)	Further consultation arranged. Feedback received through all mechanisms fed into annual reviews.
	<ul style="list-style-type: none"> <li>• Faculty and Services plan appropriate contributions to the EDS</li> </ul>	Faculty/Service Heads/SMT/Diversity Leads	Ongoing	Faculty and Service Business Plans set out faculty/service team equality objectives in their annual plans and review these in the following year.
	<ul style="list-style-type: none"> <li>• Progress on the EDS/action plan is monitored and reported</li> </ul>	DWG/SMT/EDC	Annually	Annual review of scheme published by December each year. Thorough review of EDS/action plan takes place by April 2015

Human Resources – Staff Experience	<ul style="list-style-type: none"> <li>• Staff development – continue to train staff in equality issues, appropriate staff trained in harassment &amp; bullying and EIA work.</li> </ul>	HR/EDC/ All Line Managers	Ongoing	Numbers of staff trained reported in annual progress review and in faculty/service team annual reports.
	<ul style="list-style-type: none"> <li>• All staff involved in Recruitment and selection processes trained.</li> </ul>	HR	July 2013	Training delivered to all relevant staff
	<ul style="list-style-type: none"> <li>• Provide Line Managers with support and development to ensure they have the appropriate skills and knowledge to manage a diverse workforce</li> </ul>	HR	Ongoing	Provide Leadership & Management programme incorporating training and ongoing coaching for all Line Managers
	<ul style="list-style-type: none"> <li>• Information on equality in employment available from HR, in induction materials and from HR web pages.</li> </ul>	HR/EDC	Updated June 2011	Evident in published materials and on web pages.
	<ul style="list-style-type: none"> <li>• Carry out an equal pay audit and plan actions to ensure pay parity between equality groups</li> </ul>	HR	April 2012	Measures taken to address pay gaps are reported in annual review.
	<ul style="list-style-type: none"> <li>• Develop and implement staff policies which support embedding of E&amp;D into UC culture</li> </ul>	HR	April 2015	Harassment & Dignity at Work Policy, Sickness Policy/Practices, Flexible Working Policy, Health & Wellbeing practices implemented.

Human Resources – Staff Experience continued	<ul style="list-style-type: none"> <li>• Regular staff surveys conducted and E&amp;D information analysed</li> <li>• Ensure new equalities legislation is interpreted in regard to implications</li> <li>• Ensure all staff know how to deal with complaints/issues of inequality raised by other staff or by students/visitors.</li> </ul>	<p>HR/EDC</p> <p>EDC</p> <p>EDC and Champions</p>	<p>Annually as conducted</p> <p>As required</p> <p>Dec 2013</p>	<p>Summary provided within annual equality report and E&amp;D objectives set appropriately</p> <p>UC takes appropriate action with regard to all legislation requirements</p> <p>Advice and guidance issued to all staff.</p>
Learning and Teaching – (Academic Student Experience)	<ul style="list-style-type: none"> <li>• Faculties to set their equality objectives</li> <li>• Embed issues of inclusivity into the curriculum</li> </ul>	<p>Dean of FSMCA Dean of FEHW</p> <p>Deans + LQSC/Learning &amp; Quality</p>	<p>Annually (December-April)</p> <p>December 2013</p>	<p>Equality objectives recorded and progress reported on through Faculty Reports and in annual equality report</p> <p>Suitable programme identified and rolled out to academic staff to address issues of inclusivity.</p>

<p>(Pastoral) Student Experience</p>	<ul style="list-style-type: none"> <li>• Ensure all students are aware of their rights and responsibilities</li> <li>• Ensure all student reps and student staff receive equality training</li> <li>• Provide range of opportunities and events to ensure a positive and challenging student experience</li> </ul>	<p>Student Support/EDC</p> <p>SU reps/SU staff/SRS Supervisor/EDC</p> <p>SU reps/SU staff</p>	<p>Annually at induction</p> <p>Annually as appointed</p> <p>Ongoing</p>	<p>R&amp;R session delivered to all new students</p> <p>Appropriate sessions conducted annually</p> <p>SU events arranged No complaints received about 'inappropriate' events</p>
<p>Corporate Services</p>	<ul style="list-style-type: none"> <li>• Support equality goals through procurement</li> <li>• All service teams to set their equality objectives</li> <li>• Take steps to ensure prioritised accessibility issues are overcome</li> </ul>	<p>Purchasing team/EDS</p> <p>All service heads</p> <p>Head of Finance &amp; Corporate Services/DIG</p>	<p>April 2012</p> <p>Annually (Dec-April)</p> <p>Dec 2012</p>	<p>Review of procurement processes ensures an open and fair system</p> <p>Equality objectives set and progress reported through annual equality report</p> <p>DIG report improvements have been made</p>

Equality Impact Assessment	<ul style="list-style-type: none"> <li>Focus on student priority areas of participation, recruitment and retention, degree attainment, study support and subject choice.</li> </ul>	Diversity Working Group/ EDC/Faculty and Service Heads/Programme Leaders/Student Support/Marketing/DCs	Annually	EIA work planned in all faculties/service teams. Assessments completed and reports prepared and published on website.
	<ul style="list-style-type: none"> <li>Complete EIA work on student assessment methods</li> </ul>	SAM EIA Group/All Programme Leaders/LQSC	July 2011	Results of EIA published and recommendations form action plan for LQSC
	<ul style="list-style-type: none"> <li>Carry out full EIA on the EDS.</li> </ul>	DWG/EDC	July 2012	Focus groups held with individuals of equality strands to identify how the EDS can contribute to equality for specific groups
	<ul style="list-style-type: none"> <li>HR EIAs completed as new/revised policies are written</li> </ul>	HR	As required	Results of EIAs published and recommendations implemented
	<ul style="list-style-type: none"> <li>EIA guide &amp; paperwork revised in line with new legislation</li> </ul>	EDC	Dec 2011	Revised EIA guide & paperwork published

Data Collection and Review	<ul style="list-style-type: none"> <li>Collate appropriate equality data to inform annual report and objective setting</li> </ul>	HR/EDC/WP Implementation Group/ Information & Planning/ Student Support/ Learning & Quality Unit	Annually (July-December)	Report published and presented at DWG and other appropriate committees
	<ul style="list-style-type: none"> <li>Report shared across UC to inform Faculty/Service Team equality objective setting process</li> </ul>	EDC	Annually (December)	Report communicated out to all Heads/Deans
Equality & Diversity Champions	<ul style="list-style-type: none"> <li>Appoint champions in faculties/service teams and develop the role to embed E&amp;D</li> </ul>	DWG, Champions	Sept 2012	Champions nominated and trained, communication notices sent out to all staff.
Widening Participation	<ul style="list-style-type: none"> <li>Develop cross-UC groups on related issues eg Bursaries</li> </ul>	DWG Members/EDC/WP Implementation Group	Ongoing	Integrated approach to WP and E&D activities
	<ul style="list-style-type: none"> <li>Provide equality training to ambassadors and others involved in WP work</li> </ul>	EDC/WP Implementation Group	Annually	Training provided

Promotion of specific equality target areas...	<ul style="list-style-type: none"> <li>• Celebrate International Women's Day</li> </ul>	Marketing/SU/EDC	Annually (February)	Events to mark occasion take place
	<ul style="list-style-type: none"> <li>• Website and other marketing materials promote gender equality through appropriate language and visual images</li> </ul>	Marketing/Web Designer/EDC	Sept 2011 (and ongoing)	Audit of website and other materials shows appropriate language and visual images used which support gender equality goals
	<ul style="list-style-type: none"> <li>• DIG continue to monitor and support progress on outstanding DES actions</li> </ul>	DIG	Dec 2012	DES actions complete or transferred to EDS
	<ul style="list-style-type: none"> <li>• Raise awareness of specific/broad disability issues via events through the year and continuing staff development</li> </ul>	DIG/EDC/DC	Ongoing	Training and awareness events planned and carried out

Promotion of specific equality target areas...	<ul style="list-style-type: none"> <li>• Anti-racism training completed for senior Marjon staff</li> </ul>	DWG/EDC	Dec 2011	Senior staff complete training
	<ul style="list-style-type: none"> <li>• Identify other mechanisms for adopting an anti-racist perspective</li> </ul>	DWG	April 2012	Additional actions agreed at DWG and work commences to achieve this
	<ul style="list-style-type: none"> <li>• Budget set aside for specialist advice when required</li> </ul>	EDC	Sept 2012 and annually	Budget allocated (from 2012/13)
	<ul style="list-style-type: none"> <li>• Celebrate Black History Month and support other suitable events (Respect/Malayfest/Gypsy &amp; Traveller week)</li> </ul>	DWG/EDC	Ongoing	Events held or supported each year
	<ul style="list-style-type: none"> <li>• Links with local REC strengthened</li> </ul>	SMT/EDC	Ongoing	Senior staff and/or EDC attend REC events

Promotion of specific equality target areas...	<ul style="list-style-type: none"> <li>• Investigate age-related student needs on campus</li> </ul>	DWG/EDC	July 2012	Focus groups held and needs determined
	<ul style="list-style-type: none"> <li>• Celebrate multi-faith week or events</li> </ul>	Chaplaincy/EDC	Annually (November)	Events held or supported
	<ul style="list-style-type: none"> <li>• Investigate other faith needs on campus</li> </ul>	Chaplaincy/EDC	July 2012	Focus groups held and needs determined
	<ul style="list-style-type: none"> <li>• Links with local faith groups strengthened</li> </ul>	Chaplaincy/EDC	July 2013	Links made and information about 'major' faiths displayed
	<ul style="list-style-type: none"> <li>• Celebrate LGBT History Month</li> </ul>	DWG/EDC/SU	Annually (February)	Events held or supported
	<ul style="list-style-type: none"> <li>• Investigate LGB needs on campus</li> </ul>	EDC/SU	July 2012	Focus groups held and needs determined
	<ul style="list-style-type: none"> <li>• Develop links with suitable LGB groups</li> </ul>	EDC/SU	July 2013	Links made and feedback received feeds into EDS

Promotion of specific equality target areas...	<ul style="list-style-type: none"> <li>• Celebrate 'Sparkle' or other transgender event</li> </ul>	EDC/SU	Annually (July)	Events held or supported
	<ul style="list-style-type: none"> <li>• Develop links with suitable transgender support groups across the region</li> </ul>	DWG/EDC/SU	Ongoing	Links made and information gathered on transgender issues
	<ul style="list-style-type: none"> <li>• Investigate needs of pregnant students or students with young children</li> </ul>	EDC	July 2012	Focus groups held and needs determined
	<ul style="list-style-type: none"> <li>• Take appropriate steps to remove any discrimination on basis of marriage or civil partnership</li> </ul>	DWG/EDC	July 2013	Advice taken and incorporated into future plans

## Abbreviations

DES – Disability Equality Scheme (Policy and Action Plan)  
DIG – Disability Implementation Group  
DWG – Diversity Working Group  
EDC – Equality and Diversity Co-ordinator  
EHRC – Equality and Human Rights Commission  
EIA – Equality Impact Assessment(s)  
HESA – Higher Education Statistics Agency  
HR – Human Resources Officer  
SAM – Student Assessment Methods  
SS – Student Support  
UC – University College  
WPIG – Widening Participation Implementation Group

DC – Disability Co-ordinator

ECU – Equality Challenge Unit

EDS – Equality & Diversity Scheme (Policy and Action Plan)

EA – Equality Analysis or EIA

GES – Gender Equality Scheme (Policy and Action Plan)

RES – Race Equality Scheme (Policy and Action Plan)

SMT – Senior Management Team

SU – Student Union

VP – Vice Principal

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