

EQUALITY AND DIVERSITY – SUMMARY OF KEY ACTIVITY 2010/11

The University established an Equality and Diversity Committee in 2008 and this is one of the formal arena's in which equality matters are discussed and policy decisions formed. However, work is increasingly embedded in all areas of teaching, learning and support. This short report summarises projects undertaken in key areas at the University of East Anglia (UEA) during the academic years 2010/11 and 2011/12 which have furthered equality in the study and work environment for students and/or staff.

1. Student and Staff Profile Statistics

Following work in 2010 developing the University's capacity to produce reliable data further work was carried out in 2011 to make the production of standard equality data relating to the student profile quicker and more effective. The table at Appendix 1 provides a 'quick' profile of our student population by monitored protected characteristic. This work helps the University meet its new commitments under the Equality Act 2010 of publishing data and information regarding its work on furthering equality. During 2012 the new Management Information Group, led by the Business Intelligence Unit will meet at regular intervals and the requirements to further develop our information will be explored in further depth.

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

Staff profile data is also regularly collated via our Human Resources system. It should be emphasised that equality data is strictly divorced from names of both staff and students to preserve anonymity and confidentiality. Plans are in place to create additional reports on staff take-up of training as an integral part of the Human Resources system. Although current data are robust the inclusion of equality profiling within the main system will allow a wider range of quicker, more effective and flexible reporting.

2. Estates and Accessibility

Key projects to improve campus accessibility have included:

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

Changes include :

- three new student information and resource hubs with accessible counters and hearing devices.
- Campus wide signage review including more than forty finger posts indicating accessible routes and distances. This is the first phase of a larger project.

- Significant work has been completed to develop a new campus map including locations for public and accessible toilets, lifts and safe refuge areas, food outlets, information centres, disabled parking, yellow (accessible) routes etc.
- A lift to enable access for mobility impaired students, staff and visitors to the ITCS building on Suffolk Road as well as the installation of a pedestrian ramp and handrails.
- Work in various locations across campus including the Sainsbury Centre for Visual Arts and Lecture Theatre 1 to improve external night lighting in areas needing improved accessibility.
- Space has been identified for a central, dedicated breast-feeding facility for staff, students and visitors and this will be actioned in the near future..
- The board walk along the river has recently been made more easily accessible for wheelchair users.
- Many improvements have been made near the main car park to allow safer, easier access from the car park to both the main campus and the Sportspark and including improved accessible, signposted parking bays.

Service improvements have also been implemented to support students and staff with a variety of conditions to manage during their working life, for example, the use of Twitter alerts and automated emails triggered by repair work being logged into the Estates system. This service has been piloted with positive feedback and evaluation and is shortly to be made permanent and developed further.

3. Equality Impact Assessment (EIA)

This is the work through which the University meets its statutory duties under current legislation to proactively review its policies, processes, practices and criteria. The aim is to eliminate any discriminatory practice with particular focus where this may be unintentional or 'unwitting' and which may be inadvertently perpetuated by the organisation. Under current legislation 'equality impact assessment' is now known as Equality Analysis and a more flexible approach to this work via the Public Sector Equality Duty of the Equality Act 2010 is now permissible. However, to demonstrate 'due regard' for the various elements of the Duty the scope of original impact assessment remains the recommended approach and our work in this respect continues although a full review of practice will take place during 2012.

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

Appendix 2 shows our recent work in equality impact assessment. It should be noted that the considerable work in this respect usually undertaken by the Human Resources area was inevitably suspended to some extent due to the Integration Project (involving substantial restructuring of the Administration Services at the University) which took place during 2011. However, this will resume during 2012.

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

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

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

4. Training, Development and Awareness Raising

A wide variety of training for staff has been delivered via CSED, Dean of Students and the Equality and Diversity Office. Most notably the Dean of Students achieved Mental Health First Aid Champion Status from Mental Health First Aid England in recognition for the work carried out delivering Mental Health Awareness Training to more than 125 colleagues across campus. The University is committed to challenging the stigmas that can be perceived around mental health and this training is a real milestone in creating a more open and supportive culture for everyone on our campus.

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

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

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

A separate report looking at data disaggregated by protected characteristic in the take-up of training by staff can be found on the equality web site. This evaluation will inform actions in the revised Single Equality Action Plan.

5. Dean of Student's Office Activities

As well as the achievement of Mental Health First Aid Champion status the Dean of Students have been involved in a wide range of activities. Their Well Being Week has become a regular fixture during the academic year and last time included over 300 free workshop places covering diverse issues such as Mental Health Awareness, Stress Management and Life coaching. The Well Being Fair, held in the central and fully accessible area of 'the Hive' attracted a wide range of more than 30 stall holders.

A 'Human Library' has also been established and has so far participated in five events. The 'Library' consists of over 30 'human books' each willing to tell their story of real life experiences. The aim is to pop the bubble surrounding stereotypes and prejudices with the opportunity for the reader to borrow the 'book', hear its story, and ask questions (within given boundaries). This helps put a human face and perspective to a situation or experience the reader might not previously have had the opportunity to talk about and which might have preconceptions surrounding it. Importantly, the 'book' must be treated with respect and returned in the same state as it was borrowed! The five events attracted more than 100 'readers'. More about this kind of initiative can be seen here: <http://humanlibrary.org/what-is-the-living-library.html>

As well as staff within the Well Being team undergoing professional training to enhance their own awareness of issues for international students they have supported a variety of valuable initiatives including:

- Student self-help for Eating disorders
- Weekly drop-in for alcohol and drug support (with the Matthew Project)

- Support and guidance to the medical centre on issues of LGBT health and well being (as well as renewing resources with specific materials on these areas)

They have also provided training to all post-graduate teaching assistants on equality legislation, reasonable adjustments and supporting students with a range of individual needs including disabilities, specific learning difficulties and mental health and the role of equality legislation and reasonable adjustments.

The service for international students recently introduced a new cultural awareness programme, already delivered to First Eastern Bus staff, staff employed by the Union of UEA students and students who either specifically help with new student arrivals in January and September each year or student volunteers who take part in the UEA Friends Buddy Scheme programme.

The service also runs the Global Voices volunteering project – where international student volunteers deliver a programme of presentations, talks and activities to local school children in Norfolk in order to raise awareness and understanding of other cultures and promote the idea of being a Global Citizen.

6. The Information Services Directorate (ISD)

The Directorate takes a very proactive approach to equality with the Library and IT service areas now piloting a 24/7 service to accommodate a range of needs and lifestyles. The pilot began in January 2012 and will run until July 2012 before evaluation of use is undertaken.

Off-campus access to e-resources has been expanded, providing access to learning resources at a time and place best suited to a student's needs.

Within the library building, height adjustable tables and ergonomic chairs are available on all reading floors. Ergonomic keyboards are available in all IT labs under the management of ISD.

Three PCs with large monitors, scanners, headphones and additional needs software including Zoom Text, Dragon naturally Speaking, Claro and Supernova are available in the Library, one of which is set up for users with mobility difficulties.

Read and Write Gold Software is available on all ISD managed student PCs on campus.

A Merlin LCS desktop video magnifier and connectivity box is available on Floor 1 of the Library.

Floor 0 was refurbished during Summer 2010 taking into account the diverse needs of users, for example:

- Hearing loops at service points
- Height adjustable desks for visitor PCs, catalogue PCs and PCs with additional software.
- The Noodle Bar area is at an appropriate height to allow easy access for wheelchair users.
- All signage was designed to meet the recommendations of the Equality Act 2010.

The Directorate insists upon mandatory equality training, including Disability awareness, Cultural awareness and Mental Health awareness for all front line staff. Two front line staff have undergone Deafness Awareness training.

7. Next Steps

The University has a Single Equality Action Plan which is to be reviewed at the February meeting of the Equality and Diversity Committee. Once agreed, the revised plan will be published on this web page with subsequent reports on progress. Priorities will be dictated by in our student and staff populations, feedback received via consultation or survey exercises during the year and inevitably, opportunities and constraints dictated by the economic and political climate of the wider world.

Helen Murdoch

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January 2012

APPENDIX 1

UEA Student Equality Profile					
Figures include all Faculties					
(Cumulative %)	2006/7	2007/8	2008/9	2009/0	2010/1
UNDER 21_%	31.7	35.7	39.0	39.5	41.3
UNDER 25_%	52.2	57.3	61.0	63.9	69.1
UNDER 35_%	74.0	77.9	80.3	83.5	87.1
UNDER 45_%	87.3	90.1	91.1	93.0	94.8
UNDER 55_%	95.3	96.9	97.3	97.9	98.5
UNDER 65_%	98.4	99.2	99.4	99.6	99.7
UNKNOWN_%	1.5	0.7	0.5	0.3	0.2
TOTAL	100	100	100	100	100
(Cumulative Headcount:)					
Under 21	4,968	5,307	5,635	5,791	5,896
Under 25	8,170	8,516	8,813	9,377	9,856
Under 35	11,588	11,569	11,605	12,239	12,421
Under 45	13,662	13,384	13,162	13,637	13,521
Under 55	14,916	14,390	14,060	14,359	14,042
Under 65	15,398	14,729	14,355	14,601	14,217
Unknown	244	110	81	56	32
Total	15,642	14,839	14,436	14,657	14,249
% Specific Learning Difficulties	3.6	4.3	4.4	4.5	4.1
% Unseen Disabilities	1.4	1.6	1.4	1.4	1.2
% Other Disabilities	2.5	2.3	2.4	2.4	2.3
% No Disability Declared	92.2	91.8	91.8	91.8	92.4
% Total Declared Disabled	7.5	8.2	8.2	8.2	7.6
SpLD (Specific Learning Difficulties)	566	642	636	653	589
Unseen Disabilities	213	237	207	207	166
Other Disabilities	388	341	345	348	331
No Disability Declared	14,425	13,618	13,248	13,449	13,163
Total Declared Disabled	1,167	1,220	1,188	1,208	1,086
Total	15,592	14,838	14,436	14,657	14,249
% Female	60.2	59.7	58.6	57.5	57.2
% Male	39.8	40.3	41.4	42.5	42.8
% BAME*	14.2	16.8	18.7	20.0	21.4
% Info Refused	6.4	3.7	3.0	2.7	2.9
% White/White Other	79.1	79.4	78.2	77.3	75.7
BAME*	2,225	2,496	2,697	2,931	3,045
Info Refused	1,003	553	433	397	417
White/White Other	12,376	11,784	11,291	11,324	10,786

APPENDIX 2

Areas Recently Assessed (2010/11) for Equality Impact

Closure of School of Music

Capability Procedures

Statute 7 – Procedure for discipline or removal from office

Access to Library Services

Student Network Printing

Library Circulations

Website

Windows 7 Project

Conditions of Computer Use

Focussing on gender: Talent Leadership and Contribution

Recruitment and Selection

Promotions – Green Book and Blue Book

Circulation Services

Admissions – Complaints

Fitness Testing in Recruitment

Alert System – Concept Project

Turnitin/Plagiarism

Course Approval

ISD Web pages

Admissions of Students with Criminal Convictions