Appendix 1 Single Equality Scheme Action Plan 2009 – 2012

EA = Equality Area								
All =	Age A	Disability D	Gender G	Nationality N	Race R	Religion or Belief RB	Sexual Orientation SO	Trans[1] T

Responsibility								
HE&D	Head of Equality and Diversity	DHR	Director of Human Resources	HSSS	Head of Student Support & Services	HSTDU	Head of Staff Training and Development Unit	
HPR&EE	Head of Policy Reward and Employee Engagement	HFA	Heads of Faculty Administration	DCM&PR	Director of Communications Media and PR	DSTARS	Director of Sports Trading and Residential Services	
D&HPSS	Directors and Heads in Professional Support Services	PCGM	Pastoral Care General Manager	HDSO	Head of Disability Support Office	HU/GR&WP	Head of Undergraduate Recruitment and Widening Participation	
HT&LSO	Head of Teaching and Learning Support Office	HSM&A	Head of Student Marketing and Admissions	HFHR HHRPSS	Heads of Faculty Human Resources Head of Human Resources Professional Support Services	PLR&SBR	Project Lead Recruitment and Selection Benefits Realisation	
HSRAID	Head of Student Recruitment & International Development	HHRLS	Head of Human Resources Life Sciences	HFHR	Head of Faculty Human Resources	DF	Director of Finance	
DMLPC&E	Director of MLP, Careers and Employability	PCBG	Project Coordinator 'Becoming Global'	DE	Director of Estates	SRO	Student Retention Officer	

---

[1] Trans is an umbrella term which includes, but is not restricted to, transgender and transsexual people whose gender identity differs from their biological sex.

thinkdifferently equality and diversity

	Y = Year
1	January 2010 – December 2010
2	January 2011 – December 2011
3	January 2012 – December 2012

Objective:1	**Promote dignity respect and understanding within the University and wider community**

Priority	Action	Measure	Y	EA	Lead
1.1 Foster a harassment, discrimination and bullying 'zero tolerance culture' throughout the University	Undertake an equality impact assessment on the University's Dignity at Work and Study Policy	An equality impact assessment on the University's Dignity at Work and Study Policy has taken place an action plan and monitoring dates have been set	1	All	HE&D
	Launch the University's Dignity at Work and Study Policy using a variety of methods to promote the Policy and associated support to staff and students	The Dignity at Work and Study Policy has been launched	1	All	HE&D
		The results of the staff and student survey demonstrate an awareness of the Dignity at Work and Study Policy and associated support	2 3	All	HE&D HSSS HPR& EE
	Deliver the Dignity at Work and Study training sessions outlined for senior managers, line managers and all staff incorporating these sessions where appropriate into the STDU open programme	The Dignity at Work and Study Training Plan has been delivered and attendance has been monitored and reported in the SES first year review	1	All	HSTD U
	The University's Senior Management Teams to provide a visible commitment to the Dignity at Work and Study Policy	The Dignity at Work and Study Policy and support mechanisms have been promoted through local communication mechanisms	1	All	D&H PSS HFA
		All line managers to have attended the Dignity at Work and Study Training Sessions	1	All	
		Non managers to have had the opportunity to attend the Dignity at Work and Study information sessions	1		
		A programme for all non managers to attend the extended Dignity at Work and Study training session has been outlined	2		

thinkdifferently equality and diversity

Priority	Action	Measure	Y	EA	Lead
	Develop and promote a Dignity at Work and Study online resource for staff and students	A Dignity at Work and Study online resource has been developed and the number of hits has been monitored and reported in the SES first year review	1	All	HE&D
	Establish and manage the Harassment Advisors and Mediators Network	The Harassment Advisors and Mediators Network have been established and the network has met at least three times	1	All	HE&D HSSS HPR& EE
	Undertake an equality impact assessment of the University's Grievance Policy	An equality impact assessment on the University's Grievance Policy has taken place and an action plan and monitoring dates have been set	1	All	HPR& EE
1.2 Undertake a campaign that promotes the principles of understanding and valuing difference in our community promoting positive images	Design and disseminate a University of Manchester Diversity Calendar identifying key religious dates and national campaigns such as age positive, time to change, BME and LGBT history month	The University of Manchester Diversity Calendar has been advertised and made available to all staff and students at the University using a variety of communication methods	1	All	HE&D
	Outline a programme of promotional activities using a variety of methods promoting understanding and the value of difference within our community	A programme of promotional activities has been outlined and have taken place throughout the year	1 2 3	All	HE&D
		Departments in Professional Support Services have identified at least one promotional activity for staff or students each year	1 2 3	All	D&H PSS
		A programme of promotional activities has been promoted through the University's internal communications mechanisms	1 2 3	All	D&H PSS
	Investigate ways in which the University's conference facilities advertising and marketing team can further promote positive images around disability, religion or belief and sexual orientation	The conference facilities advertising and marketing team have undertaken a series of promotions activities that further promote positive images around disability, religion or belief and sexual orientation	1	D RB SO	DSTAR S
	Integrate the University's Diversity Calendar into STARS 'Conference Sales Office' wall planner	The Diversity Calendar has been integrated into the 'Conference Sales Office' wall planner and distributed to staff	2	All	DSTAR S

thinkdifferently equality and diversity

Priority	Action	Measure	Y	EA	Lead
1.3 Develop and make available a portfolio of equality and diversity training sessions and guidance for staff and students using a variety of methods	Promote participation in the Diversity in the Work Place online training session for staff	The Diversity in the Work Place online training session for staff has been promoted through the University's internal communication mechanisms and representatives in Faculties and areas in PSS	1 2 3	All	HE&D
		50 % of Current staff to have completed the online training course or have received a alternative booklet	1	All	D&H PSS HFA
		75% of Current staff to have completed the online training course or have received a alternative booklet	2		
		100 % of Current staff to have completed the online training course or have received a alternative booklet	3		
	Pilot the online Equality and Diversity Training Programme for students with MHS and with Hall Mentors and Wardens in Residences	A pilot has taken place and recommendations for wider implementation have been included in the SES first year review	1	All	HE&D
	Advertise widely the good practice that takes place across the University to promote equality and diversity	Good practice has been identified and promoted across the University using internal communication mechanisms	1	All	HE&D
	Explore how the training 'Managing somebody in crisis' can be integrated into existing training programme for the staff who support students	How the training 'Managing somebody in crisis' can be integrated into the existing training programme for the staff who support students has been explored and recommendations made	1	D	HSTDU
	Explore how the training 'Mood Swings – Supporting Staff with Mental Health Difficulties' can be integrated into existing training programme for line managers	How the training 'Mood Swings – Supporting Staff with Mental Health Difficulties' 'can be integrated into the existing training programme for line managers has been explored and recommendations made	1	D	HSTDU
	Design and pilot a workshop based training session for academic staff and management teams 'Working in an International Community'	Two workshop based training sessions 'Working in an International Community' for academic staff and management teams have been piloted and recommendations have been included in the SES first year review and any future actions set	1	N	HE&D

Priority	Action	Measure	Y	EA	Lead
	Design and disseminate guidance on the use of accessible formats	Guidance on the use of accessible formats has been designed and distributed widely	2	D	HE&D
	Deliver the Equality Impact Assessment Training Programme to the HR Equality Impact Assessment Working Group	The Equality Impact Assessment Training Programme has been delivered to the HR Equality Impact Assessment Working Group	1	All	HE&D
	Deliver the Equality Impact Assessment Training Programme to the representatives in the Pastoral Care Services	The Equality Impact Assessment Training Programme has been delivered to representatives in the Pastoral Care Services	1	All	HE&D
	Re-examine the diversity related information available on the intranet to staff who support students and explore the possibility of creating a 'One Stop Shop' of information, training and guidance for those who support students	The information provided on the intranet has been reviewed in consultation with the Student Support Forum and recommendations for action have been made	1	All	HSSS
	Rollout and evaluate the equality and diversity training programme and guidance package outlined for wardens and hall mentors	The equality and diversity training programme and guidance package outlined for wardens and hall mentors has been rolled out and evaluated and future recommendations have been made.	1	All	PCGM HE&D
1.4 Expand the University's Staff and Student Equality Network Groups	Implement processes that promote staff network groups to other staff through internal communication mechanisms on a regular basis	Staff network groups have identified the information they would like to be promoted through the University's internal communications mechanisms	1		HE&D
		The information provided through the Equality and Diversity intranet and internet pages has been reviewed and a plan for improvement has been identified	1		HE&D
		Staff network groups have been promoted through a series of internal communications on a regular basis throughout the year	1 2 3	All	DCM& PR
	Work with the Student Union to support the re-launch of the disabled student society	Support has been provided to re-launch the disabled student society and an update included in the first year SES annual review	1	D	HDSO

Priority	Action	Measure	Y	EA	Lead
	Investigate developing an LGB Staff Network Group	Consultation with staff on developing a LGB staff network has taken place and recommendations have been included in the SES first year review and further actions have been set	1	SO	HE&D
	Investigate developing a Trans Staff Network Group	Consultation with staff on developing a Trans staff network has taken place and recommendations have been included in the SES first year review and further actions have been set	2	T	HE&D
	Investigate developing an International Staff Network Group	Consultation with staff on developing an International staff network has taken place and recommendations have been included in the SES first year review and further actions have been set	1	N	HE&D

thinkdifferently equality and diversity

Objective: 2	Attract and select a diverse range of talented people to work and study at the University

Priority	Action	Measure	Y	EP	Lead
2.1 Promote the University as a destination of choice for staff and students from a variety of backgrounds	Promote the University as an employer of choice through the job opportunities website and taking part in jobs and opportunities fairs both generic and diversity specific promoting the support and services available at the University.	Job opportunities website includes details promoting the diversity focused reasons why someone should apply to the University	1	All	DHR
		HR representatives have taken part in a number of generic and equality specific jobs and opportunities fairs promoting the diversity focused reasons why someone should apply to the University	1 2 3	All	DHR
	Continue to build links with the local community through organisation such as Central Manchester Employers Alliance, Job Centre Plus helping to develop a more diverse workforce	Continue membership of Central Manchester Employers Alliance, Job Centre Plus, build links with local providers and take an active role in the development of the Corridor with an emphasis on 'employability'	1 2 3	All	DHR
	Ensure all student ambassadors are aware of the diversity related support and services available to prospective students	All student ambassadors have received guidance informing them of the diversity related support and services available to prospective students	1	All	HU/GR &WP
	Explore the possibility of identifying a number of disabled student ambassadors	The feasibility of identifying a number of disabled student ambassadors has been investigated and recommendations have been made to the Equality and Diversity Forum	1	D	HDSO
	Review the information available to all students regarding the support and services available to disabled students, those with caring responsibilities and those who wish to observe religious practices prior to application and prior to arrival at the University	This information has been made available and targeted to prospective home and international students and, at later stage, to offer holders	1	D G RB	HSM& A

thinkdifferently equality and diversity

Priority	Action	Measure	Y	EP	Lead
2.2 Expand the equality and diversity training and guidance available in recruitment selection and admissions of staff and students	Implement and evaluate the revised and extended staff recruitment and selection training modules designed by the Staff Training and Development Unit	The revised recruitment and selection training modules for staff have been rolled out and evaluated and recommendations have been made.	1	All	HSTDU
	Design and deliver a series of sessions that looks at the role of equality and diversity in recruitment selection and the role of Human Resources	A series of CPD sessions that looks at the role of equality and diversity in recruitment selection and the role of Human Resources have been identified, designed and delivered	2 3	All	HE&D
	Design guidance and pilot a workshop for recruiting managers that looks at the use of reasonable adjustments for job applicants and employees	Guidance for recruiting managers that looks at the use of reasonable adjustments for job applicants and employees has been designed and distributed to Heads of HR and line managers	1	D G RB	HE&D HP&EE HDSO
		A workshop for recruiting managers that looks at the use of reasonable adjustments for job applicants and employees has been piloted and evaluated	2		
	Integrate training in equality and diversity issues into the 'Manchester Admissions Essentials' training programme. Work towards making the core sessions in Recruitment and Admissions Development programme mandatory	The equality and diversity training element of the 'Manchester Admissions Essentials' has been reviewed taking on board additional feedback	1	All	HSM&A
2.3 Improve recruitment, selection and admission staff and student equality data monitoring and reporting mechanisms	Improve the quality of the recruitment short listing equality data provided by Faculties to the University's Operational Performance Review	12 months complete short listing information is provided by each local HR team for the Faculty OPR analysing disability, gender and race	1 2 3	D G R	HFHR
	Expand the equality short listing data reported on an annual basis to include age, nationality religion or belief and sexual orientation	Age, religion or belief and sexual orientation short listing data is reported on annually through the Single Equality Scheme	2	A RB SO	HE&D
	Undertake a pilot project to integrate a web based recruitment application that will support the maximisation of resource link improving the quality and security of the equality data collected and analysed	A project piloting a web based recruitment application that facilitates the collection of equality short listing information and applications to the Two Tick positive action initiative has been completed and wider implementation recommendations have been made	1	All	PLR&S BR

Priority	Action	Measure	Y	EP	Lead
	Establish interim monitoring and reporting mechanisms that identify the number of applications made to the Guaranteed Interview Scheme through the Disability Two Tick positive action initiative	Interim monitoring and reporting mechanisms have been established and an initial report has been presented to the Equality and Diversity Forum	1	D	PLR&S BR
	Identify appropriate benchmarks that allow detailed analysis of staff recruitment levels by job type, age disability, gender and race	Benchmarks using HESA and Russell Group data by job type, age disability, gender and race have been identified and used to analyse staff recruitment data	2	D G R	HE&D
	Identify appropriate benchmarks that allow analysis of staff recruitment levels by sexual orientation and nationality religion or belief	Appropriate benchmarks have been identified by sexual orientation and religion or belief and used to analyse staff recruitment data	3	SO RB	HE&D
	Undertake a pilot to investigate the practicalities of monitoring equality student admissions data at programme level	A pilot has taken place in one programme and future recommendations have been made and report in the second review of the Single Equality Scheme	2	All	HSRAI D
2.4 Introduce a variety of selection tools and techniques that promote fairness and transparency in the staff and student selection process	Introduce competency driven selection tools and techniques to the staff recruitment process	Competency driven selection tools and techniques have been incorporated into staff recruitment process	2	All	HHRLS
	Undertake a series of pilot studies that will inform proposals on student selection for applicants from educationally disadvantaged backgrounds	Performance data for 2008-09 / 1009/10 have been compared to assess the impact of the pilot studies and recommendations made.	1	All	HU/GR &WP
	Implement proposals that will better inform student selection for applicants from educationally disadvantaged backgrounds	The proposals but forward have been implemented	2	All	HU/GR &WP
	Promote the use of competency standards in selection criteria for all student programmes	The competency standards required for admission to each course and study programme are incorporated in the selection criteria and are published on the course website	2	All	HSM& A

thinkdifferently equality and diversity

Priority	Action	Measure	Y	EP	Lead
2.5 Consider the impact of staff and student recruitment, selection and admissions practices on equality	Publish the 'Staff Recruitment and Selection Policy' equality impact assessment and action plan	Staff Recruitment and Selection Policy' equality impact assessment and action plan published and monitoring dates set	1	All	PLR&S BR
	Monitor the impact of local recruitment processes by scrutinising the equality recruitment data in Faculties throughout the year identifying potential positive action initiatives	Mechanisms have been established in each Faculty and areas in PSS to monitor staff recruitment data every six months identifying potential positive action initiatives where necessary	1	D G R	HFHR
	Publish the 'Student Admissions Policy' equality impact assessment and action plan	Student Admissions Policy' equality impact assessment and action plan published and monitoring dates set	1	All	HSRAI D
	Design and facilitate workshops on assessing Equality Impact of Student Admissions at Programme Level	Design and facilitate workshops on assessing Equality Impact of Student Admissions at Programme Level	2	All	HSM& A
2.6 Develop targeted positive action initiatives in staff recruitment and selection	Provide work placements for disabled people through organisations such as Pure Innovations and Aspire	Work placements continue to be offered to disabled people in STARS	1 2 3	D	DSTAR S
	Implement the positive action recommendations identified as part of the Professional Support Services (PSS) positive action working group	Areas in PSS have identified an plan to implement the recommendations identified as part of the Professional Support Services (PSS) positive action working group	1	All	HE&D
	Identify potential positive action initiative for recruitment of BME staff into grades 5 and above	A potential positive action initiative have been outlined, implemented and evaluated	2	R	HHRP SS
	Implement the positive actions plans identified through the University's operational performance reviews to promote equality in recruitment of academic and support staff	All faculties have implemented the positive action identified and reported progress through the University's Operational Performance Review	1 2 3	D D R	HFHR D&H PSS HFA
	Encourage and support schools with programmes of study in Science, Engineering and Technology to work towards Silver and Gold Athena Swan Awards	Those Schools with programmes of study in Science, Engineering and Technology who wish to work towards Silver and Gold Athena Swan Awards have been provided with the appropriate support	1 2 3	G	HE&D
	Benchmark the University's activities to promote equality for lesbian gay and bisexual staff against the criteria set in Stonewalls Workplace Equality Index	The University's activities to promote equality for lesbian gay and bisexual staff against the criteria set in Stonewalls Workplace Equality Index has been outlined on an annual basis	1 2 3	SO	HE&D

thinkdifferently equality and diversity ¹⁰

Objective: 3	Create an environment that encourages and supports all staff and students to actively engage with the University and realise their full potential				

Priority	Action	Measure	Y	EA	Lead
3.1 Improve the employee equality data available for analysis	Undertake a employee equality data audit across the University collecting data on age, disability, race, religion or belief and sexual orientation	An employee personal information review has taken place updating, expanding and improving employee equality data disclosure rates	1	All	HP&EE
		All areas have promoted and helped facilitate the University's personal data audit	1	All	D&H PSS HFA
		Communications have been widely distributed to all employees concerning disclosure of information connected to equality	1	All	HE&D
		Updated disclosure rates have been reported in the SES first year review and further actions set identifying where necessary targeted projects to improve the equality data in areas that continue to have low disclosure rates	1	All	HE&D
	Identify appropriate data analysis methods to benchmark current staff profiles by age	A report outlining recommendations to analyse and benchmark current staff profiles by age has been produced and included in the SES second year review and further actions set	2	A	HE&D
	Expand the equality data current staff profiles to include, religion or belief and sexual orientation	Current staff profiles relating to age, religion or belief and sexual orientation data is reported on annually through the Single Equality Scheme	3	RB SO	HE&D
3.2 Ensure staff and student induction programmes promote the diversity related support and services available at the University	Include the online resource guide 'Arrival Guide for International Staff' in information sent to International staff prior to arrival in the UK	Mechanisms have been established in PSS and Faculties to ensure all International staff receive a copy of the Arrival Guide for International Staff' prior to arrival in the UK	1	N	HFHR
	Include diversity related support, services and facilities in corporate and local inductions and the staff handbook	The diversity related support services and facilities have been identified and information is included in corporate and local inductions and the staff handbook	1	All	HE&D
	Include the online 'diversity in the work place' training module as part of the University's induction programme	The online 'diversity in the work place' training module is included in the University's induction programme	1	All	HSTDU

thinkdifferently equality and diversity ¹¹

Priority	Action	Measure	Y	EA	Lead
		All new starters to have completed the online diversity in the work place training module or have been provided with an alternative booklet within 3 months of beginning employment	1	All	D&H PSS HFA
3.3 Provide the support mechanisms that allow staff and students to remain in work and study	Undertake an equality impact assessment of the Sickness and Absence Policy	An equality impact assessment of the Sickness and Absence Policy has been undertaken, an action plan and monitoring mechanisms are in place	2	All	HP&EE HE&D
	Provide a annual report to the Equality and Diversity Forum on the disabled staff service provision	A report has been presented to the Equality and Diversity Forum	1	D	HDSO
	Pilot a series of staff groups that help to support disabled staff to either remain in work or ease the transition back to work	A series of staff groups have been identified and established	1	D	HDSO
		The identified groups have been piloted and evaluated	2	D	HDSO
	Design and implement a targeted campaign that utilises a variety of methods to advertise the information, support and services available to students	Methods have been identified to promote services such as international student support, information for student parents, counselling, DSO, student advisors, harassment advisors etc.	2	All	HSS&S
	Promote the disabled staff support services to disabled staff who work in traditionally 'hard to reach staff groups' (STARS, Estates and Jodrell Bank)	The Disability Support Advisory Service has been promoted through local communication mechanisms	1	D	HDSO
	Finalise the review of the student disability coordinators	The review of the disability coordinators has been finalised and recommendations included in the first year review of the Single Equality Scheme	1	D	HDSO
	Undertake an equality impact assessment of the University's Retirement Policy	An equality impact assessment of the University's Retirement Policy has been undertaken, an action plan and monitoring mechanisms are in place	3	A	HPR& EE HE&D

Priority	Action	Measure	Y	EA	Lead
	Explore how the University's peer support schemes could promote equality for black and minority ethnic students, those returning to education, disabled students and those with caring responsibilities	The feasibility of how the University's peer mentoring scheme could promote equality for black and minority ethnic students, those returning to education, disabled students and those with caring responsibilities has been outlined and reported in the third year review of the Single Equality Scheme	3	D G R	HT&LSO
3.4 Promote equality through the use of flexible working and studying options	Extend the use of the flexible working policy to support all staff including but not limited to staff approaching retirement, disabled staff and those who wish to observe religious practices	The flexible working policy has been amended and promoted widely to all employees and line managers	1	A D RB	HPR& EE
	Promote the use of flexible working options through a set of case studies 'flexible working in practice'	A set of case studies 'flexible working in practice' demonstrating how employees, line managers and colleagues have facilitated and experienced different types of flexible working options have been identified and developed	1	All	HPR& EE HE&D
		'flexible working in practice' case studies have been advertised through the University's internal communication mechanisms	1 2 3		
		The results of the staff survey demonstrate an awareness of the types of flexible working options available to them	2 3	All	
	Design and disseminate information and guidance 'A flexible approach to working arrangements the benefits' for line managers on the use, benefits and application of flexible working options for staff	Guidance 'a flexible approach to working arrangements the benefits' has been developed and distributed to all line managers	1	All	HPR& EE HE&D
	Identify and promote widely to teaching staff and students the potential flexible study options available to students with caring responsibilities, disabilities and those who wish to observe religious practices	A guidance document for teaching staff that sets out and promotes the potential flexible study options available to students with caring responsibilities, disabilities and those who wish to observe religious practices has been produced and distributed to teaching staff	1	D G RB	HT&LSO HE&D

thinkdifferently equality and diversity ¹³

Priority	Action	Measure	Y	EA	Lead
		Guidance for students that sets out and promotes the potential flexible study options available to students with caring responsibilities, disabilities and those who wish to observe religious practices has been produced and distributed to students via the student intranet site	2	D G RB	HT&LSO HE&D
3.5 Ensure University employees receive equal pay for work of equal value	Undertake an equality impact assessment on the implementation of the JNCHES framework agreement for the modernisation of pay structures at the University of Manchester	A timetable to assess the equality impact of the suite of policies and processes that supports the implementation of the JNCHES framework agreement for the modernisation of pay structures at the University of Manchester has been outlined	1	All	HPR&EE
		Equality impact assessments on the suite of policies and processes that supports the implementation of the JNCHES framework agreement for the modernisation of pay structures at the University of Manchester have been undertaken and action plans are in place	2 3	All	HPR&EE
	Undertake an annual equal pay audit	An initial equal pay audit has taken place and the results have been reported to the Equality and Diversity Forum and mechanisms to monitor equal pay on an annual basis have been identified and included in the SES second year review and further actions have been set	2	All	HPR&EE
3.6 Ensure a Manchester education promotes equality and understanding between groups of students	Identify the potential institutional barriers that affect degree attainment of undergraduate students	A report detailing the potential institutional barriers that affect degree attainment of undergraduate students including future recommendations for action has been produced	1	All	HT&LSO
	Implement the revised suite of careers and employability programmes for international students and graduates	A revised suite of careers and employability programmes for international students and graduates has been implemented	1	N	DMLPC&E

thinkdifferently equality and diversity 14

Priority	Action	Measure	Y	EA	Lead
	Work with international alumni and recruiters to develop four international employability zones including utilising interactive technologies	Four international employability zones including utilising interactive technologies have been developed	2	N	DMLP C&E
	Offer targeted mentoring programmes for BME, disabled, international, LGBT and women students	Targeted mentoring programmes for BME, disabled, international, LGBT and women students have been offered.	2	D G R SO	DMLP C&E
	Design and pilot the enquiry-based learning programme for students 'Becoming Global' intended to promote intercultural interaction and understanding between members of the University community	The Programme 'Becoming Global' has been piloted evaluated and future recommendations for roll out more widely have been made	2	N	PCBG
	Design and disseminate guidance ' reasonable adjustments and student placements' for staff who organise student placements	Guidance 'reasonable adjustments and student placements' has been designed and widely distributed.	3	D G RB	HE&D
3.7 Ensure equality of opportunity is promoted through the University's career development opportunities and academic promotions processes	Undertake an equality impact assessment of the University's academic promotions process	An equality impact assessment of the University wide academic promotions policy has been undertaken and any actions have been recommended to UPC for approval	2	All	DHR
	Design and disseminate specific guidance that promotes the understanding and consideration of reasonable adjustments during the promotions process	The potential issues associated with requesting and making reasonable adjustments during the promotions process have been explored and recommendations have been made	1	D	HE&D
		Guidance that promotes the understanding and consideration of reasonable adjustments during the promotions process has been designed and distributed to those who make promotions decisions	2	D G	HE&D

thinkdifferently equality and diversity 15

Priority	Action	Measure	Y	EA	Lead
	Explore the career development opportunities available to support staff and identify the potential barriers to engagement in relation to age, disability gender and race	The career development opportunities available to support staff have been identified and an investigation looking at participation rates, experiences and barriers in relation to race has been undertaken and recommendations have been included in the SES first year review and further actions have been set	1	R	HE&D
		An investigation looking at participation rates, experiences and barriers in relation to disability has been undertaken and recommendations have been included in the SES second year review and further actions have been set	2	D	
		An investigation looking at participation rates, experiences and barriers in relation to age has been undertaken and recommendations have been included in the SES third year review and further actions have been set	3	A	
	Implement mechanisms to monitor and report on the take up of career development opportunities for support staff by equality identifying areas for concern	Mechanisms to monitor the take up of career development opportunities for support staff by equality have been established and reported on in the SES second year review and further actions to monitor on an annual basis have been set	2	D G R	HSTD U
3.8 Develop targeted positive action initiatives in career development and promotions	Monitor the impact of local promotions processes at School level identifying potential positive action initiatives	Each Faculty has considered the equality impact of its local promotions processes and identified any potential positive action initiatives	1 2 3	D G R	HFHR
	Implement the actions identified for Faculties through the University's operational performance review to promote equality in academic promotions	All faculties have implemented the positive action identified and reported progress through the University's Operational Performance Review	1 2 3	D G R	HFA

Priority	Action	Measure	Y	EA	Lead
	Investigate the use of online coaching and mentoring networks	The use of online coaching and mentoring networks has been investigated a report and recommendations has been presented to the Equality and Diversity Forum	3	All	HE&D
	Identify a career development package using the current opportunities available and promote to BME staff in grades 5 & 6	A career development package has been developed and promoted to BME staff grades 5&6 across the University	2	R	HE&D
	Put in place a career development initiative that targets BME staff at grades 3 & 4 in STARS	A career development package that targets BME staff at grades 3 & 4 in STARS has been identified, implemented and evaluated	1	R	HSTARS
	Identify a package of career development opportunities for staff in grade 1 positions in Estates and monitor by equality	A career development package for grade 1 positions has been identified, implemented, evaluated and take up monitored by equality	1	D G R	DE
	Identify a career development initiative for grade 3 positions in Estates and encourage participation of BME employees	A career development package for grade 3 positions has been implemented and evaluated and monitored by take up from BME employees	2	All	DE
3.9 Better understand the experiences of staff and students	Investigate the experiences of disabled students at the University	The experiences of disabled students have been investigated and recommendations have been included in the Single Equality Scheme first year review	1	D	HSS&S HDSO SRO
	Investigate the experiences of lesbian gay and bisexual students at the University	An investigation has taken place into the experiences of lesbian gay and bisexual students at the University and the findings have been included in the SES first year review and further actions have been set	1	SO	HE&D
	Investigate the 'culture shock' experience of International staff and students	An investigation has taken place into the 'culture shock' experience of International staff and students and the findings have been included in the SES second year review and further actions have been set	2	N	HE&D
	Undertake an exploration of the structure of friendships amongst International PGT students at the University	The experiences of structure of friendships amongst International PGT students have been investigated and recommendations have been included in the Single Equality Scheme first year review	1	N	HSS&S SRO

Priority	Action	Measure	Y	EA	Lead
	Investigate the experiences of Trans staff and students at the University	An investigation in to the experiences of Trans staff and students at the University has taken place and the findings have been included in the SES first year review and further actions have been set	1	T	HE&D
	Explore the use of accessible equipment and information for staff who attend training courses at the University's Staff Training and Development Unit	The use of accessible equipment and information for staff who attend training courses at the University's Staff Training and Development Unit has been reviewed and recommendations have been included in the SES second year review and further actions have been set	2	D	HE&D
	Investigate the experiences of those students who wish to observe religious practices	An investigation has taken place with students who wish to observe religious practices and the findings have been included in the SES first year review and further actions have been set	1	RB	HE&D
	Investigate how best to engage with disabled and black and minority ethnic staff who work in traditionally 'hard to reach staff groups' (STARS, Estates and Jodrell Bank)	How best to engage with disabled and black and minority ethnic staff who work in traditionally 'hard to reach staff groups' (STARS, Estates and Jodrell Bank) has been identified and a consultation plan has been put in place	2	R	HE&D
	Review how the staff survey can be used to better understand equality related issues for staff	The current staff survey has been reviewed and recommendations have been made to staff survey working group	1	All	HE&D
		The staff survey working group have considered the recommendations made and the findings have been included in the SES first year review and further actions have been set	1		HPR& EE DCM& PR
	Review how the student survey is used to understand equality related issues for students	Consideration has been given to how student survey can be used to understand equality related issues and recommendations have been made and included in the Single Equality Scheme second year review	2	All	HSS&S HE&D DCM& PR

thinkdifferently equality and diversity 18

Objective: 4	Ensure the campus buildings and policy infrastructure reflects the diverse needs of the University community

Priority	Action	Measure	Y	EA	Lead
4.1 Ensure University buildings are accessible to staff and students	Continue to implement the recommendations identified through the University's disability access audit	The recommendations identified through the University's disability access audit continue to be implemented.	1 2 3	D	DE
	Investigate the identification and use of 'quiet rooms' for staff and students	An investigation into the identification and use of 'quiet rooms' for staff and students has taken place and recommendations have been presented the Equality and Diversity Forum and included in the SES first year review and any future actions set	2	D RB	HE&D
4.2 Promote equality through the student residential experience	Undertake an equality impact assessment of the University's Pastoral Care Services	An equality impact on the University's Pastoral Care Services has taken place and recommendations have been presented to the Equality and Diversity Forum	1	All	DSTARS PCGM
	Undertake a pilot to provide alcohol free spaces within the Residences communal areas	A pilot to provide alcohol free spaces within the Residences communal areas has been undertaken and future recommendations made	1	RB	STARS
4.3 Promoting equality through procurement	Publish and monitor the actions identified as part of the equality impact assessment carried out on the University's procurement strategy	The actions identified as part of the equality impact assessment have been published and carried out	1	All	DF
	Develop specific University guidance on equality in procurement	University guidance on equality in procurement has been produced	2	All	DF
	Investigate how the University's equality employment obligations are considered in relation to contracted out services	An investigation into how the University considers it equality employment obligations in relation to contracted out services has taken place and recommendations have been made	2	All	DF

thinkdifferently equality and diversity