

The University of Manchester Single Equality Scheme Annual Review 2010

Introduction

1. Since the publication of the University's Single Equality Scheme twelve months ago, the political, legislative and financial landscape in the United Kingdom has changed considerably. On 1st October 2010 we saw the introduction of the new Equality Act. This new legislative framework is set against a backdrop of deep and far reaching cuts across the public sector. These cuts and the significant changes being made to the way in which Higher Education is funded, will have implications for the University and the way it continues to promote fairness and equality of opportunity for all.
2. The Single Equality Scheme (2009) supported the University's commitment to the equality agenda and ensured the most relevant and significant equality issues were being tackled. It built on the strong foundations from the previous disability, gender and race equality schemes, extending its scope to include age, religion and belief, sexual orientation, transgender and nationality. The Scheme outlined four equality objectives, required to integrate equality into all areas of business:
 - To promote dignity, respect and understanding within the University and wider community.
 - To attract and select a diverse range of talented people to work and study at the University.
 - To create an environment that encourages and supports all staff and students to actively engage with the University and realise their full potential.
 - To ensure the campus buildings and infrastructure reflects the diverse needs of the University community.
3. The aim of this review is to report on the progress made towards meeting the scheme's actions and objectives. The review identifies some key achievements that have taken place and outlines the involvement and consultation activities. It also reports on equality data monitoring and the progress made against the equality impact assessment programme. The review concludes with recommendations that are required to update the scheme.

Action Plan 2009/10

Progress made against the 2010 action plan can be found in appendix 1. Below are some of the key achievements over the past year:

4. **The launch and promotion of the Dignity at Work and Study Policy** - This included the development of online resources; the establishment of a Harassment Advisors Network and a Mediation Service for staff and studentsⁱ; on-going briefing sessions for staff and students and the promotion of the policy during Anti-Bullying Week.
5. **The promotion of the University's Diversity Calendar** – A number of monthly diversity related events have taken place to celebrate and promote diversity at the University. This has included: presentations and debates; diversity related walking tours of Manchester; screenings of relevant films as well as the promotion of the University's staff network groups.
6. **Development of equality and diversity related training**
 - Over 1000 members of staff have taken part in the 'Diversity in the Workplace'ⁱⁱ online training module. A similar module has been developed and is being rolled out to all students.
 - Equality and diversity issues have been integrated into training available to staff on the University's open development programme. Courses include: 'Making the Right Start'; the 'Level 3 Institute of Leadership and Management' course; the 'HeadStart' management course and staff recruitment and selection training modules.
 - Other equality related training includes: Managing Disabled Staff; Cultural Awareness in Accommodation Services; Equality Act (2010) Briefings and diversity awareness training for students in Audiology, Dentistry, Education and Politics.
7. **Improving equality in staff recruitment, selection and academic promotions**
 - Research into how unconscious bias may affect recruitment and promotions decisions, is being undertaken by the School of Psychological Sciences. The University will be producing guidance for the HE sector in the summer.
 - Equality data monitoring and action planning continues to take place through Operational Performance Reviews.
 - Faculties have established equality and diversity groups made up of senior staff, to address any emerging issues.
 - Manchester Museum has introduced a number of Positive Action work placements for disabled people.
 - The Faculty of Humanities are piloting anonymous applications for Professional Support Services vacancies.
 - The University continues to contribute positively to 'The Corridor' project and have supported a number of Future Jobs Fund trainees. A new network group has been established to help support those on placement.
 - The Faculty of Engineering and Physical Sciences have undertaken a promotions workshop targeted at female and BME staff.

8. A series of pilot studies informing proposals on student selection for applicants from educationally disadvantaged backgrounds, have taken place.
9. Dedicated information for students who are parents/carers and for staff that support disabled students has been developed on the University website.
10. The University's disabled staff service has continued to develop with over 300 people being supported. Web based information and advice for disabled staff has been developed along with a series of training sessions.
11. A pilot has been undertaken at Fallowfield Hall, to provide alcohol free spaces within student residential communal areas.

Legislation

12. The Equality Act (2010) replaces almost all existing equality legislation, harmonising existing law and introducing new elements covering employment, facilities, goods and services and education. This includes the admission and treatment of students. A briefing note highlighting the main changes that came into force in October 2010, is available on the equality and diversity intranet pagesⁱⁱⁱ.

Involvement and Consultation

A variety of involvement and consultation activities continue to take place, ensuring the working and learning experience provided by the University is effective and responsive to the needs of staff, students and the wider community. These include:

13. A report examining the experiences of students and staff at the University of Manchester, who self-identify as Transgender.
14. The launch of the International Staff Network Group and the re-launch of the Lesbian, Gay and Bisexual Staff Network Group.
15. The Race Forum (HEFCE/ECU): an investigation into the experiences of BME staff in Higher Education, focusing on identifying key recommendations for the sector. The University is an active member of this Forum.
16. An exploration of the structure of friendships amongst International PGT students at the University.
17. Online surveys have been undertaken by the Disability Support Office, to better understand the experiences of disabled staff and students.
18. A report examining the experiences of lesbian, gay and bisexual students at the University.

Equality Data Monitoring 2010

19. Staff recruitment and selection

- There were over 18000 applications for nearly 650 jobs at the University during 2009/10. 24% of applicants were from a Black and Minority Ethnic (BME) background with 13% getting shortlisted and 13% being successful.
- The profile of females that applied for a job at the university (54%) was similar to the percentage of females that were successful (55%).

Table 1 (appendix 3) provides an overview of the University wide recruitment equality data collected, based on disability, gender and race.

Student admissions

20. Undergraduate admission

- The number of home BME undergraduate students who applied for and accepted a place has seen a decrease from 06/07 (accepted 22%), but this has stabilised at 15% acceptances between 07/08 - 09/10.
- 52% of applicants are female and 52% of applicants that accept a place are female.

Table 2 provides an overview of the undergraduates admitted to the University in 2006/07 - 2009/10 by disability, gender, race and nationality.

21. Postgraduate admission

- Home postgraduate applicants (29%) are more likely to be offered (38%) and accept (43%) a place than overseas applicants (71%), offers (62%) and acceptances (57%). However, there has been an increase in the number of overseas acceptances from 49% in 07/08 to 57% in 09/10.
- 45% of applicants are female and 45% of applicants that accept a place are female.
- A high percentage of Postgraduate applicant's disability status is unknown (20%) but this has improved from 08/09 (26%).

Table 3 provides an overview of the postgraduates admitted to the University in 07/08 and 08/09 by disability, gender, race and nationality.

22.

Staff profiles

23. Academic staff

- 29% of Senior Lecturers/Readers are female, and 19% are Professors. These figures are similar to 08/09 figures (Senior Lecturer/Reader 28% and 19% Professorial staff).
- The figures for other academics are very similar to 08/09 with BME staff holding 8% of Professorial positions at the University.

Table 4 provides an overview of the current academic staff profiles of the University by disability, gender, race and nationality in relation to grade.

24. Professional Support Services staff

- The high number of female staff (62%) employed in grades 1 – 4 replicates 08/09 figures.
- The low numbers of BME staff in senior roles - Grade 7 (4%) and grades 8 & 9 (3%) has not changed from 08/09.

Table 5 provides an overview of the current support staff profiles of the University by disability, gender, race and nationality in relation to grade.

25. Academic promotion 2010

- The percentage of female academic staff differs for different Senior lecturer posts (42% for teaching and research posts and 60% for teaching focus posts).
- At Professorial level 57% of applicants are White-British male and only 20% are female of any ethnicity.
- Of the White-British male academic staff that applied for promotion to Senior Lecturer (Teaching and research) 81% were successful, this compares with 50% of the BME staff and 51% of the female staff that applied.
- The only application from BME staff for promotion to chair/professorial was successful.
- Although the percentage of female applicants for promotion to chair/professorial was low, 78% were successful compared to 49% of male applicants.

Table 6 provides an overview of academic promotions at the University in 07/08 and 08/09 by gender and race.

Student profiles

26. Undergraduate current students

- The equality profiles for undergraduate students have not changed significantly over the last four years.
- The percentage of students declaring a disability (12%) is the same as 08/09.

Table 7 provides an overview of the current undergraduate equality profiles of the University in 06/07 - 08/09 by disability, gender, race and nationality.

27. Postgraduate current students

- The equality profiles for post graduate students have not changed significantly over the last three years. There has been a steady increase in overseas students from 36% in 06/07 to 47% in 09/10.
- The percentage of postgraduate students who declared a disability has risen from 7% in 08/09 to 10% in 09/10.

Table 8 provides an overview of the current postgraduate equality profiles of the University in 06/07 - 08/09 by disability, gender, race and nationality.

28. Undergraduate degree attainment

- BME students were less likely to obtain a 'good degree'¹ (61%) compared to white students (76%).
- 75% of females received a 'good degree' compared with 70% of males.
- Overseas students were less likely to obtain a good degree (58%) compared to home students (73%), but this is an increase of 8% from the previous year.

Table 9 provides an overview of undergraduate student degree attainment for 07/08 in relation to disability, gender, race and nationality.

¹ As defined in Degree attainment, ethnicity and gender: a literature review The Higher Education Academy. A good degree equates to a First Class or 2:1 degree

Equality Impact Assessment

29. The Equality Act (2010) requires that public bodies, including Higher Education Institutions, must understand how their policies and practices affect or could affect equality outcomes. They must have due regard to the need to eliminate discrimination, harassment and victimisation; advance equality of opportunity and promote good relations.
30. A series of impact assessment training sessions with representatives from: Unison, UCU, Unite and policy area leads in, Human Resources, Student Support, Teaching and Learning and Health and Safety, have taken place.
31. Through consultation eight key priority areas have been identified, these include:
- Staff Sickness Absence
 - Staff Grievance Procedure
 - Staff Disciplinary and Dismissal
 - Staff Academic Promotions
 - Student Mitigating Circumstances
 - Student Conduct and Discipline
 - Student Complaints Procedure
 - Student Feedback Policy

All eight assessments have been completed.

Recommendations / Action Plan 2010/11

32. The University's Single Equality Scheme (2009) outlined a three year action plan. A number of amendments and additions are required following this review. An updated plan for 2010/11 can be found in the appendix 2. Some key recommendations are listed below:

Legislation

33. In light of the reforms identified in the Equality Act (2010), a number of activities to ensure the University complies with this legislation are already underway. Further recommendations include:
34. Extend the scope of the Scheme to include the additional 'protected characteristics', pregnancy and maternity.
35. Update the University's dignity at work and study policy, procedures and training activities to reflect the changes to the legislation.

36. Investigate how best to ensure staff and students are protected from third party harassment.
37. Ensure the University's staff and student recruitment and selection policy, procedures and training activities reflect the changes to legislation.
38. Ensure the University's policies and guidance help support students in relation to pregnancy and maternity.
39. Review how the University supports staff and students who are breastfeeding.
40. Following the governments consultation period, review the general and specific duties; due to come into force in April 2011 and make further recommendations that will ensure the University complies with legislation.

Involvement and Consultation

The involvement and consultation activities carried out during 2009/10 have resulted in several recommendations for further action:

41. Several reports including: 'Trans Students and Staff at the University'; 'An Exploration into the Structure of Friendships' and a report examining the 'Experiences of Lesbian, Gay and Bisexual Students' are currently being reviewed. Recommendations will be integrated into the 2011 Single Equality Scheme action plan.
42. The Equality and Diversity Team to continue to work with the Lesbian, Gay, Bisexual and Trans (LGBT) Staff Network Group to identify activities that promotes equality for LGBT staff whilst benchmarking against Stonewall's Workplace Equality Index.
43. The Equality and Diversity Team to continue to work with the International Staff Network Group, to identify activities that promote equality for International staff.
44. Identify any equality related issues from the results of the Staff Survey 2010.
45. The Disability Support Office to analyse the student surveys collected and identify any recommendations.
46. To consult with the Equality and Diversity Forum about recommendations made by the Equality Challenge Unit's (ECU) review of support for disabled staff.

ⁱ www.campus.manchester.ac.uk/equalityanddiversity/dignityatworkstudy

ⁱⁱ www.campus.manchester.ac.uk/equalityanddiversity/diversityintheeworkplacetraining

ⁱⁱⁱ <http://www.campus.manchester.ac.uk/equalityanddiversity/>