Equality Outcomes Progress Report 2015

Executive Summary

The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 requires the University to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity between people from different groups, considering the need to:
  - remove or minimise disadvantages experienced by people due to their protected characteristics
  - meet the needs of people with protected characteristics
  - encourage people with protected characteristics to participate in public life or in other activities where their participation is low
- Foster good relations between people from different groups, tackling prejudice and promoting understanding between people from different groups.

Following consultation, in which one thousand people from all protected characteristic backgrounds participated, and consideration by key University Committees, the University adopted a set of Equality Outcomes in April 2013. The Equality Outcomes pay due regard to people with protected characteristics including: age, disability, gender reassignment, sex, race, religion or belief, sexual orientation, marriage & civil partnership and pregnancy & maternity and provide the framework to enable the University to continue to enhance equality and diversity provision by:

- attracting high quality staff and students locally and globally
- enabling students from all protected characteristic backgrounds to deliver to their full potential
- identifying appropriate resources to meet the diverse needs of the University community
- improving the student learning and staff working experience
- maximising the benefits which a diverse workforce and student body brings to the campus
- remaining an employer of choice and a desirable place to study for all people.

In keeping with the Public Sector Equality Duty the University’s Equality Outcomes must be formally reviewed by April 2017 and be made publically available. This paper provides an update on progress towards achieving this objective. Full details on progress on the Equality Outcomes are available at Appendix A.
The University is making good progress against the agreed Equality Outcomes with positive progress against all and significant developments in a number of areas. At this interim reporting point, the University is confident that by 2017 all the intended Equality Outcomes will be achieved.

**Particularly noteworthy developments include:**

- **Equality Outcome 3:** The University identifies and takes action to reduce the gender-pay gap.

An Equal Pay report is produced biennially and discussed at strategic committees and the Executive Team.

Action is taken to reduce any significant pay gap for women and men. An effective example of such action is the reduction between 2013-2015 in pay gap between male and female professors of almost 2%.

- **Equality Outcome 6.2:** The University will collect and record data on protected characteristics of students. We aim to have collection rates of at least 60% by 2015, and at least 80% by 2017 for all protected characteristics.

Students provide voluntary information on protected characteristics. The University is on track for meeting its target. There is a high degree of awareness and confidence demonstrated by students (93%) in disclosing information for the new protected characteristics of gender reassignment, religion and belief, sexual orientation and pregnancy. An annual student equality monitoring report is produced and available publicly.

- **Equality Outcome 7:** The University affirms the diversity of its community and provides culturally sensitive and accessible services.

The University hosts regular events including the celebration of key dates such the International Day of Persons with Disabilities, International Women’s Day, the Black History Month, and LGBT Month. During the 2014-2015 academic session an International Week was held in November and a Diversity Week in March, with the aim of raising awareness, developing dialogue and encouraging mutual respect. Participants have provided excellent feedback.

Additionally, departments across the campus host local events aimed at greater engagement and understanding. Examples include events organised by the Social Committee in Strathclyde Institute of Pharmacy and Biomedical Sciences; annual international food event organised by the Biomedical Engineering Students Society. Other examples include holding the Language Café, Introduction to Arabic and Mandarin.

- **Equality Outcome 8:** The University supports the recruitment, retention and development of women, particularly, but not exclusively, in Science, Technology, Engineering and Mathematics (STEM) departments.

The University successfully renewed its institutional Athena SWAN Bronze award in 2014. Six departments hold Athena SWAN awards including five Bronze and one Silver. Further departments are working on submissions in April and November 2015.
The embedding of Athena Swan accreditation is an institutional priority with the long term aim of achieving an institutional Silver award. A commitment to Athena Swan is also part of the University’s Outcomes Agreement with the Scottish Funding Council.

- **Equality Outcome 10:** The University encourages and promotes best equality practice in its procurement activities.

The University’s procurement process applies best practice in line with the Scottish Government guidelines and includes direct questions on equality and diversity. The process is robust and transparent with providers being made aware of the University’s commitment to equality and diversity and their responsibility for meeting legal requirements.

In addition to these key developments, the following progress against the remaining objectives has been made:

- **Equality Outcome 2:** The University develops policies and practices based on informed decisions which promote positive impact and improvements for specific Protected Characteristic groups.

The University developed guidance on Equality Impact Assessments (EIA) in 2008, which were redeveloped in 2011. Briefing sessions were held and complemented by training to staff.

A pilot exercise is being conducted in the Students Experience Directorate. The University is currently reviewing the EIA process with a view to enhancing clarity and simplification. The next phase is to establish a University Equality Impact Assessment working Group to roll out the enhanced EIA process.

- **Equality Outcome 4:** The University monitors and establishes baseline figures on incidents of bullying, harassment and discrimination and challenges these behaviours through the consistent implementation of the Dignity and Respect Policy.

The University revised its Dignity and Respect Policy in 2013. The policy is supported informally through a network of Dignity and Respect Advisers (a group of staff volunteers). The advisers meet four times per year to share and discuss best practice. A revised job role for the Advisers has recently been developed. A dedicated website has been created and work is ongoing to enhance the capturing of information to establish trends on the types of issues the advisers deal with.

In a recent survey, feedback from staff and students indicates that awareness of the Dignity and Respect Advisers network could be improved. Accordingly, activities in 2015-2016 will be hosted to raise the profile of the Dignity and Respect Advisers.

Information on formal case work is reported in the annual Staff Equality Monitoring report.

- **Equality Outcome 5:** The University understands the diverse needs of its stakeholders and the implications of the legal responsibility – ensuring confident engagement with colleagues and the wider community.
The University offers a range of Facilitator led staff development programmes on equality and diversity. Options include both accredited and non-accredited courses as well as generic and tailored programmes. Staff are also advised to complete an online module ‘Diversity in the Workplace’ and the uptake rate is steadily improving. The University will continue to remind staff of this on-line module and its importance. Work is also in progress for identifying a short module for students.

- **Equality Outcome 6.1:** The University will aim to have collected data for 70% of staff by protected characteristics by 2015. We are committed to attempting to achieve a response rate of 85% by 2017.

Staff are invited to provide information on their protected characteristics. The disclosure rates for age, sex, race, disability and marital and civil partnership is high and varies between 71%-100%. However, the disclosures for some of the new protected characteristics remains challenging.

The information provided by 15 members of staff on their gender reassignment status indicates a high level of confidence and trust in the University’s disclosure systems and processes.

The University remains committed to encouraging staff to complete the information on their backgrounds on the Human Resources Information System.

- **Equality Outcome 9:** The University adheres to inclusive communication practice as far as practicable.

The University has recently undertaken a large scale revamp of its website. Issues of accessibility and inclusion formed an integral part of the redevelopment and were considered from the outset. Additionally, the Media and Corporate Communications office is committed to reviewing the University website and publications to ensure these are inclusive and reflect the diversity on campus.

Staff at Faculty and Departmental level are active in ensuring that local websites reflect best practice in equality and diversity issues.

- **Equality Outcome 11:** The University implements good practice on inclusive provision and accessibility in meeting the needs of people with disabilities from all protected characteristic backgrounds.

The university is accredited as a "Positive about Disabled People" employer and operates a guaranteed interview scheme for disabled candidates who meet the essential criteria for the post.

A staff with disabilities working group is reviewing existing practices on supporting the needs of disabled staff. The group is on schedule to develop guidelines and a website for informing staff on the process and types of support available.

The University is supporting eleven interns with autism on a project ('Search') with the aim of developing capacity and skills leading to employment.

The University is committed to promoting the positive mental wellbeing of both staff and students and offers a number of mindfulness meditation programmes. Additionally, ten staff members have been trained to facilitate meditation sessions and a daily meditation drop-in is due to commence shortly.
Appendix A


Equality Outcomes 2013 – 2017:
Objective 1: Prepare, consult on, and launch Equality Outcomes Scheme and Action Plan by April 2013; and thereafter periodically review progress.

Equality Outcome: University strategy supports and meets the diverse needs of its community (staff and students).

Progress:
After extensive consultation the University produced the Equality Outcomes which were made publicly available on the University website on 30th April 2013.
The consultation report can be read here.

Objective 2: Fully implement the Equality Impact Assessment (EIA) policy and procedure and monitor effectiveness.

Equality Outcome: The University develops policies and practices based on informed decisions which promote positive impact and improvements for specific Protected Characteristic groups.

Progress:
The University developed guidance on Equality Impact Assessments (EIA) in 2008, which were redeveloped in 2011. Briefing sessions were held and complemented by training to staff.

However, consultation (January 2015) with staff indicates that only 30% of staff are aware of EIAs. This may reflect the fact that not all staff require to be involved in the EIA process but will be addressed nonetheless.

The University is currently reviewing the EIA process and is committed to simplifying the process. A pilot exercise is being conducted in the Students Experience Directorate in order to understand the practical implications of undertaking EIAs and improve engagement with the process. The objectives are to:
i. Raise awareness through training
ii. Endeavour to further integrate impact assessment into policy development and review and key decision making processes
iii. Ensure guidelines and the assessment form is meaningful and fit for purpose
iv. Use the learning outcomes to form a plan of action for the University.

The Pilot project is led by the Disability Services Manager with the Equality and Diversity Manager acting as an Adviser to the group, which includes a range of areas within SEES (Careers service, Chaplaincy Centre, Disability Service, Student Support and Wellbeing team, Students Lifecycle services, and the Widening Access Team).

The Disability Services Manager is the Convener and the Equality and Diversity Manager acts as an Adviser to the group.

1. The group has agreed terms of reference and frequency of meetings (monthly basis).
2. Impact assessment has been conducted on maternity guidelines, student admissions and other local practices using the revised EIA methodology
3. Learning outcomes include:
   − Amending the EIA form to cover ‘applicants’ and ‘alumni’ students.
   − Revising the training presentation
   − Clarifying how to readily access data on students
4. The requirement for a revised university-wide impact assessment reporting structure/ process.

The next stage is to roll out the learning from the pilot project for the University.

It is expected the project group will become an EIA reference point and monitoring group for the SEES Directorate. It is anticipated that the next stage will be to roll out the learning from the pilot project across the Professional Services and Faculties, including the identification of lead staff in each area.

i. Establish this as a formal EIA group with terms of reference
ii. Prioritise University policies – based on review dates
iii. Provide training on the updated EIA process to group members
iv. Conduct EIAs and publish these.
The means of ensuring the completion of EIAs and the formation of a University EIA working group will be progressed through the Equality & Diversity Strategy Committee (EDSC); which is the strategic committee with responsibility for equality and diversity, operating with the delegated authority of Court. It is convened by the Vice-Principal and includes representatives from Faculties, Professional Services Directorates and the Students’ Association. The EDSC sets the strategic direction and shapes equality and diversity policy, and ensures that the University is meeting obligations under the Equality Act 2010.

The Committee provides reports to the Executive Team, Senate and the University Court on the University's compliance with legislation and the effectiveness of the Equality & Diversity Strategy.

Objective 3: Complete an Equal Pay review and monitor effectiveness.

Equality Outcome: The University identifies and takes action to reduce the gender-pay gap.

Progress:
The University undertakes a biennial review on equal pay and the report is discussed at the Executive Team and received by strategic committees including the Staff Committee, the Equality and Diversity Strategy Committee and University Court. The Equal Pay report is made publicly available on the University website.

The University is committed to reducing the pay gap and has refined pay reward procedures based on objective criteria. Information is included in the annual staff equality monitoring report. Action is taken to reduce any significant pay gap for women and men. There was, for example, a reduction of 1.8 percent in the pay gap between men and women at the Professorial level between 2013 and 2015.

Objective 4: Promote and support Dignity and Respect between all individuals, both within and outwith the protected characteristic groups in the University Community.

Equality Outcome: The University monitors and establishes baseline figures on incidents of bullying, harassment and discrimination and challenges these behaviours through the consistent implementation of the Dignity and Respect Policy.

Progress:
The University developed a Dignity and Respect Policy in 2013. The policy is supported informally through a network of Dignity and Respect Advisers (a group of staff volunteers). The advisers have a remit to provide informal support to any staff or student alleging
The advisers meet four times per year to share and discuss best practice. A revised job role has been developed. A dedicated website has been formulated and boundaries clarified between the informal and formal processes. Work is also being progressed in terms of capturing informal information to establish trends on the types of issues the advisers deal with.

The University monitors incidents and these are reported in the annual staff equality monitoring report. The report is publicly available on the University website.

In a recent survey, feedback from staff and students indicates that awareness of the Dignity and Respect Advisers network could be improved. Consultation indicates that 25% of staff and 9% of students are aware of the Dignity and Respect Advisers and this may reflect the perceived need for support from the Adviser Group.

Publicity and activities will be undertaken to raise campus wide awareness on the Dignity and Respect Advisers network and promote benefits of policy and practice, including the importance of preventing harassment, emphasising the University’s commitment and approach, who to complain to, the process that follows, protection from victimisation and possible outcomes upon completion of an investigation.

**Objective 5:** Develop staff and student awareness and confidence in relation to equality and diversity.

**Equality Outcome:** The University understands the diverse needs of its stakeholders and the implications of the legal responsibility – ensuring confident engagement with colleagues and the wider community.

**Progress:**
The University provides an online module on Diversity in the Workplace and facilitator led workshops on cultural diversity and disability awareness. The uptake rate of the online module is steadily improving. The University will continue to remind staff of this online module and its importance. In addition, throughout the academic year various diversity events are held to inform and raise awareness, create dialogue and foster mutual respect.

In terms of facilitated face-to-face courses since 2013, 195 staff have attended Cultural Diversity training and 108 Disability Awareness programmers. At the time of writing a review is being carried out on an equalities module for students. A range of externally developed modules have been considered. Recommendations will be made to management with a view to implementing the module.
**Objective 6.1 (for Staff):** Implement a range of effective monitoring and reporting mechanisms to help inform planning and improve standards such as Athena SWAN.

**Equality Outcome:** The University will aim to have collected data for 70% of staff by protected characteristics by 2015. We are committed to attempting to achieve a response rate of 85% by 2017.

**Progress:**
The University invites all staff annually to provide voluntary information on their protected characteristics. A report on the profile is annually produced and considered by the Executive Team and received by strategic committees including the Staff Committee and the Equality and Diversity Strategy Committee. The report is publicly available on the University website.

The University recognises that it has set an ambitious target and is committed to employing strategies to complete their profiles on the Human Resources Information System.

The disclosure rate for staff by protected characteristics is:

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<th>Decline to provide information</th>
<th>Not Known</th>
<th>Disclosed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnic background</td>
<td>1%</td>
<td>6%</td>
<td>94%</td>
</tr>
<tr>
<td>Disability</td>
<td>1%</td>
<td>17%</td>
<td>82%</td>
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<tr>
<td>Marital/ Civil partnership</td>
<td>2.2%</td>
<td>26.5%</td>
<td>71.3%</td>
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<td>Religion and Belief</td>
<td>4%</td>
<td>59%</td>
<td>37%</td>
</tr>
<tr>
<td>Gender Reassignment</td>
<td>1%</td>
<td>59.5%</td>
<td>39.5%</td>
</tr>
<tr>
<td>Sexual Orientation</td>
<td>4%</td>
<td>60%</td>
<td>36%</td>
</tr>
<tr>
<td>Parental requirements</td>
<td>0.3%</td>
<td>77.6%</td>
<td>22.1%</td>
</tr>
<tr>
<td>Sex</td>
<td>-</td>
<td>-</td>
<td>100%</td>
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<td>Age</td>
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**Objective 6.2 (for Students):** Implement a range of effective monitoring and reporting mechanisms to help inform planning, support diverse needs and meet external requirements.

**Equality Outcome:** The University will collect and record data on protected characteristics of students. We aim to have collection rates of at least 60% by 2015, and at least 80% by 2017 for all protected characteristics.
Progress:
The University invited students in 2013 at registration to provide information on their protected characteristics. There is a high degree of awareness and confidence demonstrated by students (93%) in disclosing information for the new protected characteristics of gender reassignment, religion and belief, sexual orientation and pregnancy.

An annual report was produced and considered by the Executive Team and the Equality and Diversity Strategy Committee and University Court. The report is publicly available on the University website.

The disclosure rate for students by protected characteristics is:

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<th>Disclosed</th>
<th>Decline to provide information</th>
<th>Not Known</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability</td>
<td>100%*</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Ethnic background</td>
<td>78%</td>
<td>2%</td>
<td>22%</td>
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<tr>
<td>Gender Reassignment</td>
<td>92%</td>
<td>7%</td>
<td>1%</td>
</tr>
<tr>
<td>Religion and Belief</td>
<td>94%</td>
<td>7%</td>
<td>6%</td>
</tr>
<tr>
<td>Sexual Orientation</td>
<td>94%</td>
<td>7%</td>
<td>6%</td>
</tr>
<tr>
<td>Parental requirements</td>
<td>98.6%</td>
<td>-</td>
<td>1.4%</td>
</tr>
<tr>
<td>Sex</td>
<td>100%</td>
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<td>-</td>
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<tr>
<td>Age</td>
<td>100%</td>
<td>-</td>
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</table>

* blank responses are recorded as not known

The University recognises that it has set an ambitious target and satisfied that there is an informed culture of disclosure where students are providing some sensitive information.

Objective 7: Develop and implement a plan to promote and celebrate cultural diversity.

Equality Outcome: The University affirms the diversity of its community and provides cultural sensitive and accessible services.

Progress: The university hosts regular diversity events which celebrate diversity, create opportunities for dialogue, raise awareness, provide for
networking and develop mutual respect. Events held include the celebration of key dates such as the International Day of Persons with Disabilities, International Women’s Day, the Black History Month, and LGBT Month.

In March 2015 the University hosted the first Diversity Week. This people-oriented week celebrated the rich diversity of cultures, backgrounds, beliefs, and lifestyles of the University’s students and staff. A range of social and learning events held enhanced knowledge and awareness among the University community and foster excellent relations between people of different cultures, backgrounds and lifestyles.

The events ranged from addressing sensitive and challenging issues of Intersectionality Awareness Training - how different protected characteristics for example, disability, race or sexuality can interact to Indonesia Day, China Day, An ASEAN nations day, Interfaith Dinners, Spiritual Reasoning, Chai Party, Origami, celebrating International Women’s Day and International Day of Persons with Disabilities.

Diplomatic staff from the Indonesian (Education Attaché) and Vietnamese (the Ambassador) embassies attended. The Diversity week also received local and global publicity.

Over two thousand people attended the various events hosted across the campus and the Students Association. Feedback on Diversity Week was very positive. In a feedback survey sent to attendees 43% of respondents rated their overall impressions of the week as ‘Excellent’ and 47% as ‘Good’ (the second highest rating). 63% percent of respondents said they would be ‘very likely’ to attend future diversity related events and 37% said they would be ‘likely’ to. Respondents were asked what they liked most about the week, with comments returned including:

“It was good to participate in a range of activities, some of which I likely wouldn’t have been interested in on my own. Seeing different events and hearing different points of view is good for perspective.”

“The opportunity to try new things and to meet a diverse group of staff, students and those external to the University.”

“I could see the real diversity at Strathclyde in terms of culture.”

“[International Women’s Day] Make It Happen event was really well put together and very informative.”

“Excellent week, would like to see it (the week) grow with more events.”
The Diversity Week followed the University's highly successful Get International Week in November 2014, which showcased cultural and educational events that provided opportunities for students to socialise, get to know each other, share experiences and to embrace activities that will contribute to the development of a global mind-set.

The feedback from students was positive.

“Get International Week had several informative and fun events. In my opinion, undergraduate students, newcomers to the UK and job seekers would find such events useful.”

“It's a great way to meet students of different backgrounds and mix with a crowd you may otherwise avoid or be unaware of. It helps to expand your network links so you may find opportunity to go abroad.”

“I love that the University does not just claim to be an international friendly place but that they actively promote international exchange and travel.”

“Really useful and interesting information sessions, a wide variety of sessions, I was surprised by all the different options that exist to go abroad during my degree.”

Our consultation survey suggests that 26% of students and 38% of staff are aware of diversity events held on campus.

In addition to the University managed events, academic Departments across the campus host local events aimed at greater engagement and understanding. Examples include events organised by the Social Committee in Strathclyde Institute of Pharmacy and Biomedical Sciences; annual international food event organised by the Biomedical Engineering Students Society. Other examples include holding the Language Café, Introduction to Arabic and Mandarin.

The University produces an annual Diversity Calendar to inform students and staff of key events/dates.

**Objective 8:** Achieve the Athena SWAN Silver Award at departmental level.

**Equality Outcome:** The University supports the recruitment, retention and development of women, particularly, but not exclusively, in Science, Technology, Engineering and Mathematics (STEM) departments.
Progress:
The University renewed its Bronze Athena SWAN award in April 2014. Six departments hold Athena SWAN awards, including a Silver for Civil & Environmental Engineering. Remaining STEM depts. are awaiting the outcome of submissions or working on applications and have Athena SWAN leads and self-assessment teams to support this. The University will extend the principles of Athena SWAN to non-STEM departments in 2015/16 as part of the new, extended Athena SWAN charter to be launched by ECU.

Athena SWAN accreditation is embedded in the Strategic Plan which states:

“We will ensure a supportive, people-oriented and rewarding working environment where staff will benefit from opportunities for development, a shared set of common values, clear lines of communication and a commitment to equality and diversity. This includes our commitment to a new, extended Athena SWAN charter which will be open to arts, humanities, social science, business and law departments and cover wider issues of gender equality including the progression of professional, technical and support staff. (Draft University Strategic Plan 2015 – 2020)”

The embedding of Athena Swan accreditation is an institutional priority with the long term aim of achieving an institutional Silver award. A commitment to Athena Swan is also part of the University’s Outcomes Agreement with the Scottish Funding Council.

“The University will work towards the Silver Award level for our STEM departments, then extending the Athena SWAN principles to all departments.”

The University Athena SWAN Steering Group is led by the Athena SWAN Champion (the Associate Deputy Principal (Education)) and exists to provide strategic direction for and monitoring of the University’s Athena SWAN activities and action plans at institutional and departmental level. It drives forward and tracks progress on the institutional 2014-17 Athena SWAN action plan, monitoring activities against the relevant Equality Outcomes and SFC Outcome Agreement, as well as providing guidance on Athena SWAN activities at departmental level and a forum for departments to raise issues which cannot be fully resolved locally.

In 2013, a dedicated Athena SWAN Officer was appointed to support academic departments in applying for awards as well as to drive forward progress towards achieving the outcomes of the action plan.

Women in Science and Engineering have been specifically targeted to participate as mentors and mentees in the University mentoring programme. A WISE (Women in Science & Engineering) Committee was established in 2014 to support and advance the careers of women in the Faculties of Engineering and Science through a range of activities including networking and cross departmental research collaboration.
A range of events have been held since 2013 to promote women’s career advancement and our Athena SWAN work across the University as well as celebrate the success of our women in Science and Engineering. These have included two International Women’s Day events attended by staff and students from across the institution, including a keynote speech from Dame Jocelyn Bell Burnell, first female president of the Royal Society of Edinburgh. We also hosted a talk and workshop on women in science by Dr Maggie Aderin Pocock, acclaimed space scientist and science communicator. 13 women have also been supported to take part in the Aurora women’s leadership development programme (run by the Leadership Foundation for Higher Education).

A gallery of images to showcase the success and achievements of women at Strathclyde, past and present, is currently being developing. All staff and students have been invited to nominate candidates.

Objective 9: Develop and implement a strategy to consistently promote and celebrate diversity within all University and corporate communications and literature.

Equality Outcome: The University adheres to inclusive communication practice as far as practicable.

Progress:
The University Media & Corporate Communications office (MCCO) is committed to inclusive communications and implementing best practice. Staff work closely with the Equalities team to ensure diverse representation and inclusive language is used in communications. Equality surveys are distributed to all staff by MCCO. Diversity events are also publicised via the various publication which the office produces.

The University has recently undertaken a large scale revamp of its website. Issues of accessibility and inclusion formed an integral part of the redevelopment and were considered from the outset. Additionally, the Media and Corporate Communications office is committed to reviewing the University website and publications to ensure these are inclusive and reflect the diversity on campus. In a consultation with students and staff the University asked direct questions about inclusivity. The questions and responses are as follows:

- Do you believe that the University website fairly reflects diversity of university population?
  57% of the students and 47% of the staff said yes to the question.
- Do you believe that University publications fairly reflect diversity of university population?
  54% of the students and 49% of the staff said yes to the question.

A large number of respondents to both questions selected ‘Don’t know’, with only a small number answering in the negative. Review of the representation of diversity in University websites and publications is also an ongoing part of the Athena SWAN action plan.
Our Equality and Diversity events (such as Diversity Week) are also designed to raise awareness among students and staff as to the diversity which exists on campus.

The Athena SWAN Steering Group’s ‘Communications, Events and Visibility’ sub group will conduct a review of University websites and publications to determine if and how they are being or can best be used to promote and advance the careers of women in STEM and ensure balanced gender representation. This includes examining how the University recruitment website can be used to attract women to apply to areas where they are under-represented.

Staff at Faculty and Departmental levels are active in ensuring that local websites reflect best practice in equality and diversity issues.

**Objective 10:** Reflecting the University’s commitment on equality and diversity in Procurement practices.

**Equality Outcome:** The University encourages and promotes best equality practice in its procurement activities.

**Progress:**
The University follows best higher education sector practice on procurement.
The procurement staff are aware of the responsibility placed upon them by legislation and participate in relevant external training events.

The procurement team follows the guidance on *Equality through procurement in further and higher education* which was developed with assistance from the British Universities Finance Directors Group Procurement Professionals Group (BUFDG PPG formerly the Association of University Procurement Officers, AUPO), and procurement and equality and diversity practitioners from a range of institutions.

The process is robust and transparent. All providers are made of the University’s commitment to equality and diversity and their responsibility for meeting the legal requirements.

The University’s Pre-Qualification Questionnaire for procurement purposes includes the following questions/requirements:

- Provide details on your organisation’s policy in terms of Diversity & Equality in relation to your employees, and the general public (maximum one A4 sheet).
- In the past five years, has any finding of unlawful discrimination in ANY field been made against your organisation by the Employment Tribunal, The Employment Appeal Tribunal or any court or in comparable proceedings in any jurisdictions, or has your organisation been the subject of formal investigation (which had a negative finding) by relevant Authorities (such as the
Human Rights Commission or its predecessors) on the grounds of alleged unlawful discrimination? If yes, please provide details.

Responses to these questions are scored as part of the overall assessment of each supplier.

**Objective 11:** Improving accessibility and support for people with disabilities on campus.

**Equality Outcome:** The University implements good practice on inclusive provision and accessibility in meeting the needs of people with disabilities from all protected characteristic backgrounds.

**Progress:**
A Staff with Disabilities working group has been reviewing the support provision available to people with disabilities on campus. A number of actions have been identified for implementation including:

- Developing a dedicated website to inform staff and potential applicants on the services and support the University provides and relevant external agencies.
- Monitoring resources spent by different services to support disabled staff in order to understand the extent of expenditure. This will be used to forecast future resource requirements in making reasonable adjustments.

The University is conducting a business process review of Personal Emergency Evacuation Plans (PEEPs) in order to ensure best practice is applied in supporting disabled people in emergency circumstances. The Occupational Health Service provides advice to managers on making reasonable adjustments to support staff with disabilities.

Estates Services has produced guidelines on equality and diversity to ensure inclusive and accessible adaptations are considered in new build and any refurbishments. Implementation of the guidelines is considered by the Estates Equality and Diversity Committee.

The University collaborated with DisabledGo in 2012 to provide staff, students and visitors with detailed information on accessibility to different University buildings.

A range of disability awareness courses are provided to staff throughout the year to inform and raise awareness.

The University is accredited as a "Positive about Disabled People" employer and operates a guaranteed interview scheme for disabled candidates who meet the essential criteria for the post.
The University is supporting eleven interns with autism on a project with the aim of developing capacity and skills leading to employment.

An update on disability related developments is provided at the annual International Day of Persons with Disabilities in December.

The Estates Directorate has a dedicated equalities budget for meeting diverse needs of students and staff.

The University is supporting eleven interns with autism on a project (‘Search’) with the aim of developing capacity and skills leading to employment.

The Disability Service provides support to students. The service is also responsible for providing Mindfulness classes and daily meditation.

Recently sessions on safe talk training were provided to staff and Students Association officers.