



**Sheffield  
Hallam University**

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SHARPENS YOUR THINKING

'An Inclusive Culture Informed by Gender Equality'

Gender Equality Report 2010

## **Accessible Information**

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## **Feedback**

The University understands and acknowledges that to achieve greater equality, and embed a culture which values diversity, the support and engagement of its staff and students, its local community, partners and stakeholders is vital. Sheffield Hallam welcomes contributions, suggestions and input from its communities as it strives to improve opportunities for its students, staff and stakeholders. Feedback on this report is welcomed and should be addressed to the Equality and Diversity team at [diversity@shu.ac.uk](mailto:diversity@shu.ac.uk) or by telephoning 0114 225 6287

# Sheffield Hallam Gender Equality Annual Report 2010

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## **Executive Summary**

1. This Report is the final annual report on the University's Gender Equality Scheme 2007-2010.
2. The Gender Equality Scheme forms part of the duty placed on the University by the Equality Act 2006. The duty requires that the University has in place a Gender Equality Scheme covering the period of 2007-2010. It also requires that the University reports annually on progress made against action plan objectives which were identified during the development of the scheme. The University is also obliged to monitor its staff and student populations in relation to gender identity.
3. Included in the report is a reiteration of the University's continuing commitment to gender equality and the desire to adopt an inclusive approach.
4. The report sets gender equality in the context of the University's Equality and Diversity Framework. It outlines the governance structure of the equality and diversity activity within the University and the development of the leadership and management structures over the past year.

### **The key points within the report are:**

#### **5. Student Data**

- The student data is similar to the sector as a whole and often reflects wider societal patterns.
- The data for students shows that there are more female than male students but the difference is not large and the gap is closing. Also women are less likely to withdraw and more likely to achieve 2-1 degree classifications, while the percentage of men and women achieving first class degrees is now broadly the same.
- Significantly more male students are found to be guilty of academic misconduct (plagiarism, cheating etc.) and far more men are involved in more general disciplinary action. This reflects the gender balance regarding wrongdoing in society.

#### **6. Staff Data**

- Significantly more women than men have part-time posts.
- Significantly more men than women are in senior posts (SSG grade) or are professors or are on the Executive and the Board of Governors. However, some recent appointments suggest that this may be changing, with ten women out of the twenty one new Heads of Academic Departments in faculties.
- There is a relationship between part-time posts and grade with fewer part-time posts at higher grades which may be part of the reason for fewer women in senior posts.
- The gender profile in Faculties and in central departments reflects the posts and subject basis. Thus there are far more male academics in ACES than female. In HWB the tendency is reversed although not as pronounced.

- The data provided is broad data about staff in post by gender in relation to contract type, mode of employment, grade, staff group and faculty and department. Legislative guidance and good practice suggests that there should also be monitoring of recruitment, staff development, promotion, grievance, disciplinary misconduct and poor performance action and outcomes, and redundancies. In the past such data has either been not recorded or difficult to extract. This is improving but action to improve data recording, storage and analysis remains an action and a priority. There is also a need to identify and include benchmarking data.

## **7. Staff Experience**

- The Employee Opinion Survey suggested that only a relatively small proportion of staff thought that there was any unfairness based on gender and men and women thought this equally. Women were more satisfied with working at the University than men overall but this may be because of dissatisfaction in areas/ groups with a high proportion of men e.g. ACES and technicians.
- The survey and focus work carried out in preparation for the Athena Swan application was on a much smaller scale but more nuanced and suggested some issues around promotion.

## **8. Staff Training**

- A session on equality and diversity is included in the University induction programme and an on-line training package is available to staff. The take-up of the on-line package is less than it might be and a recommendation is being made to the University Executive that this training should become mandatory for all staff, including existing staff.
- Training on recruitment and selection includes a significant element on equality
- Uptake of various development and coaching opportunities in the University by women is significantly higher than the participation by men.

## **9. Equal Pay Audit**

- An equal pay audit is going to be undertaken in 2010. However, the use of a job evaluation scheme is widely recognised as an important element in avoiding any pay inequities so the introduction of HERA and Hay job evaluation schemes will have helped to address any historical issues.

## **10. Athena Swan Application**

- The Athena SWAN Charter recognises and celebrates good employment practice for women working in science, engineering and technology (SET) in higher education and research. Any university or research institution which is committed to the advancement of the careers of women in SET in higher education and research can apply for membership and three levels of award; bronze, silver and gold. The University has joined the organisation and in May 2010 submitted an application for the Bronze award.

## 11. Review of Actions

- The review suggests that progress is being made. Equality Impact Assessments have started, there is a healthy consultation network, and relevant training is being developed. However, there is still much to be done, including developing the data set over time, benchmarking, and an equal pay audit.

## 12. Commentary

- The reason for being concerned about gender equality is to ensure that both women and men are able to fulfil their potential without being limited by discrimination, prejudice, stereotypical assumptions, oppressive cultures or limited opportunities. As with all equality issues there are also important interactions with other equality issues such as class, ethnicity and disability. The diversity argument is that it is important that the University benefits from the perspectives and experiences of both women and men.
- Sheffield Hallam University reflects society as well as having some scope to change itself and influence society. There is a difficult balance to be achieved between being ambitious for institutional change and realistic about the impact of socio-economic forces beyond the University's control.
- Unsurprisingly and rightly, the campaign for gender equality has been one in which women seek to achieve parity of income, power and choice with men. However, without pandering to spurious notions of male inequalities, there are some issues about male educational achievement in higher education, particularly where gender and class coincide.
- The staff profile is striking. Even in areas where there are far more women than men, there are more men in senior positions. Of course this is true of society as a whole but this is not a reason for doing nothing. The action to carry out an equal pay audit is important. However, other issues which need to be considered are the impact of part-time working and career breaks on progression, the extent to which there is a limit on the level of seniority at which part-time working is considered acceptable and the impact of any long working hours culture.
- There are more female students and they are more likely to progress and to achieve better results. This is common to most universities now. However, the degree of difference should not be exaggerated; part of the reason it is given so much publicity is that it is contrary to the usual pattern of female inequality. Interestingly there is little difference in the percentage of men and women who are recruited to graduate jobs. Nevertheless it is important to look at under representation and, in considering retention and achievement, gender issues need to be addressed.
- Unsurprisingly the staff and student gender profile in ACES is very different from that in Health and Wellbeing. And the gender profile of technical staff is very different from that administrative staff. This is not peculiar to Sheffield Hallam but, again, that is no reason for not attempting to achieve some change.
- There is a far higher percentage of women working and studying part-time than men. This is not a surprise; it can be explained by reference to choice and social expectations

about caring responsibilities. To what extent, if any, should this be of concern to the University? There are three areas; first, and probably most important, the impact on staff promotion, second, that male staff should have an equal opportunity to move from full-time to part-time working as female staff, and third that the experience of part-time students is of a similar scope and extent as that of full-time students.

## Introduction

1. Sheffield Hallam University produced a Gender Equality Scheme GES, as required by the Gender Equality Duty in April 2007. The Scheme defined the University's vision for Gender Equality and set out a series of positive actions designed to embed gender equality into the culture of the organisation. The scheme subsequently became an integral part of the University's Equality and Diversity Strategy.
2. The Gender Equality Scheme-Action Plan was designed to enable the University to measure its progress in achieving its vision of gender equality. The actions were identified through active engagement with the University community.
3. This report represents the third annual review of the Gender Equality Scheme 2007-2010. Its purpose is to demonstrate the progress that has been made in the last year towards achieving gender equality and what issues remain.

## Equality and Diversity Framework

4. The University's commitment to gender equality is demonstrated through its Equality and Diversity Framework described below.
5. The University is committed to innovation in teaching, learning and assessment, and knowledge transfer. Its vision<sup>1</sup> is to be renowned as a forward thinking, enterprising and business engaged University. It has an overall commitment to 'knowledge, education and skills that make a difference'. The Sheffield Hallam brand identity and promise are encapsulated in its core values - 'Employability', 'Forward-thinking' and 'Supportive'.
6. The principles of equality and diversity complement the University's vision, commitments and core values. The achievement of the University's aspirations will be supported by creating a positive, dynamic, sustainable environment that respects and values difference and provides an inclusive and supportive community.
7. The Equality and Diversity Statement<sup>2</sup> outlines the University's intention to advance equality and diversity as key features within all its activities, as it believes this to be ethically right and socially responsible. Equality and diversity are essential factors that contribute to the academic and business strengths of the University.
8. The University's commitment to equality and diversity is based on the belief that excellence will be achieved through recognising the value of every individual. It aims to create an environment that respects the shared humanity and diversity of staff, students and other stakeholders in the University's community and enables them to achieve their full potential, to contribute fully, and to derive maximum benefit and enjoyment from their involvement in the life of the University.

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<sup>1</sup> <http://www.shu.ac.uk/university/vision.html>

<sup>2</sup> <http://www.shu.ac.uk/university/diversity/statement.html>

9. To this end, the University acknowledges the following basic rights for all members and prospective members of its community:
- ❖ To be treated with respect and dignity;
  - ❖ To be treated fairly with regard to all procedures, assessments and choices;
  - ❖ To receive encouragement to reach their full potential;
  - ❖ To be provided with a safe, supportive and welcoming environment - for staff, for students and for visitors.
10. These rights carry with them responsibilities and the University requires all members of the community to recognise these rights and to act in accordance with them in all dealings with fellow members of the University. In addition, the University will comply with all relevant legislation and aim to emulate good practice.
11. No individual will be unjustifiably discriminated against. This includes, but not exclusively, on the basis of gender, race, nationality, ethnic or national origin, religious or political beliefs, trade union activity, disability, marital status, social background, family circumstance, sexual orientation, gender reassignment, spent criminal convictions or age.
12. The University's Interim Equality and Diversity Strategy<sup>3</sup> is supported by a range of policies<sup>4</sup> and will be underpinned by a Single Equality Scheme that provides a University-wide integrated approach to equality and diversity and takes account of the requirements of the Single Equality Act.
13. The Single Equality Scheme and associated action plan will support the University's intent to be an employer and educator of choice. It will be designed to enable the University to develop and measure its progress, against appropriate targets, towards achieving its vision in relation to equality and diversity. It is intended to make clear to everybody what action can be expected in regard to equality and diversity.

## **Legislative Context**

14. The Equality Act 2006 amended the Sex Discrimination Act 1975, which placed a general statutory duty on all public bodies (including Universities), when carrying out their functions to have due regard to Gender Equality by:
- a. Promote Equality of Opportunity between men and women
  - b. Eliminate unlawful sex discrimination and harassment in relation to men, women, and transgender men and women
15. The gender equality duty is a positive and proactive duty, which allows public bodies to promote gender equality and identity through individual and collective actions. To support the achievement of the general duty, a framework was created in the form of specific duties. The specific duties require universities to:

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<sup>3</sup> <http://www.shu.ac.uk/university/diversity>

<sup>4</sup> <http://www.shu.ac.uk/university/diversity/polic.html>

- ❖ Prepare and publish a gender equality scheme;
- ❖ Set gender pay gap objectives if and where gaps exist;
- ❖ Gather and use information on how the university is meeting the gender equality duty in the delivery of its functions;
- ❖ Consultation and Involvement of key stakeholders in the development of the gender equality action plan objectives;
- ❖ Equality Impact assess *relevant* policies, practices, processes and systems which impact on gender equality;
- ❖ Implement the objectives set out in the GES action plan
- ❖ Report against the action plan objectives every year and review the GES every three years.

### **Gender: An Intersectional Approach**

16. The current and revised Gender Equality Schemes adopt an intersectional approach, which examines social and cultural constructions of inequality and how these interlink with each other to create multiple discrimination. For example the experience of women/men who also have a disability, ethnic minority men/women, LGBT women/men. This perspective acknowledges that people will often have more than one protected characteristic, and will therefore be more likely to experience discrimination on various levels.

### **Governance and Leadership**

17. Sheffield Hallam University's Board of Governors has legal accountability for compliance with the equality and diversity legislation, including gender equality. In considering its own composition, the Board will try to ensure that its membership embraces the widest possible variety of backgrounds, consistent with ensuring that the Board has the skills and experience necessary to carry out its responsibilities.
18. The Vice Chancellor has ultimate executive responsibility for the effective development and implementation of the University's strategy and policies.
19. The University Secretary and Registrar provides strategic leadership for equality and diversity and has overall delegated responsibility for co-ordinating the development, implementation and operation of the equality and diversity strategy.
20. An Equality and Diversity Strategy Group is chaired by the University Secretary and Registrar, has been constituted and responsible for coordinating the annual review of equality and diversity, including gender. This cross-institutional group monitors all relevant action plans for the duration of the schemes.
21. An Equality and Diversity Forum has been formed and provides an opportunity for emerging issues from across the University to be considered and debated. The Forum consists of a range of people, including those with specific responsibilities for equality and diversity, support staff and those with academic interests, as well as the chairs of staff and student groups and forums. The Forum reports directly to the Equality and Diversity Strategy Group.

## Management

22. Since the Gender Equality Scheme was published in 2007 there have been significant developments in the management of equality and diversity at Sheffield Hallam. The current Equality and Diversity Team is managed by the Deputy Secretary, who manages the Equality and Diversity Officer and the Equality Impact Assessment EIA Officer. Administrative support is provided by the Diversity Support Officer. The Deputy Secretary reports directly to the University Secretary and Registrar.
23. The initial phase of their activity includes the development of the infrastructure needed to support the embedding of equality and diversity principles and practices into the University's activities.

## The Student Experience

### Gender and Higher Education Nationally

24. An analysis<sup>5</sup> of national student data has been produced by the Equality Challenge Unit (ECU). It is based on two special data sets: one relating to the 2008/09 HESA standard registered student population at UK HEIs, which has been derived from the HESA Student Record; the second relates to graduate destinations of first-degree graduates, based on the HESA Destinations of Leavers Survey 2007/08.

### Undergraduate Participation

25. **Undergraduates** – defined in the HESA data as students participating in undergraduate programmes of study aiming for qualifications at level of study of first degree, foundation degree or a range of higher education diplomas and certificates (levels 4–6 of the National Qualifications Framework). The HESA student data set (2008 / 09) comprises a population of 2.4 million students, of whom 1.8 million are undergraduates.

### Gender profile

26. Women outnumber men in the undergraduate student population: 57.8% are female compared with 42.2% male.
27. Women are more likely than men to be on part-time undergraduate study: 34.3% of all female undergraduates study part time compared with 27.9% of male undergraduates. Almost two out of three part-time undergraduate students are women (62.8% women, 37.2% men).

### Postgraduate Participation

28. **Postgraduates** – students participating in postgraduate programmes of study aiming for higher degrees (PhD, MSc, MA, etc.), higher diplomas and certificates (including

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<sup>5</sup> <http://www.ecu.ac.uk/publications/equality-in-he-stats-08>

PGCE and professional qualifications), that is qualifications above level 6 in the National Qualifications Framework.

## Gender

29. Women slightly outnumber men: 53.1% are female compared with 46.9% male. This gender gap is smaller at postgraduate than at undergraduate level.
30. The majority of postgraduate students study part time (54% of the total), and women are more likely to be in part-time postgraduate study than men. Men are split 50/50 between full and part-time study at postgraduate level.

## Degree Attainment

31. A number of factors are known to affect degree outcome, including student age, gender, prior attainment, ethnicity, social class and subject of study, often in combination. In particular men are likely to get a lower degree classification than women, except when it comes to attaining a first, where there is little difference
32. Figure 8 illustrates that 14 % of men and 13 % of women gained first class degrees in 2008/09. However, the proportion of women attaining an upper second remained greater than that of men at 49 % of women, compared with 44% of men. This gap has been closed somewhat in recent years with more men obtaining higher class degrees.

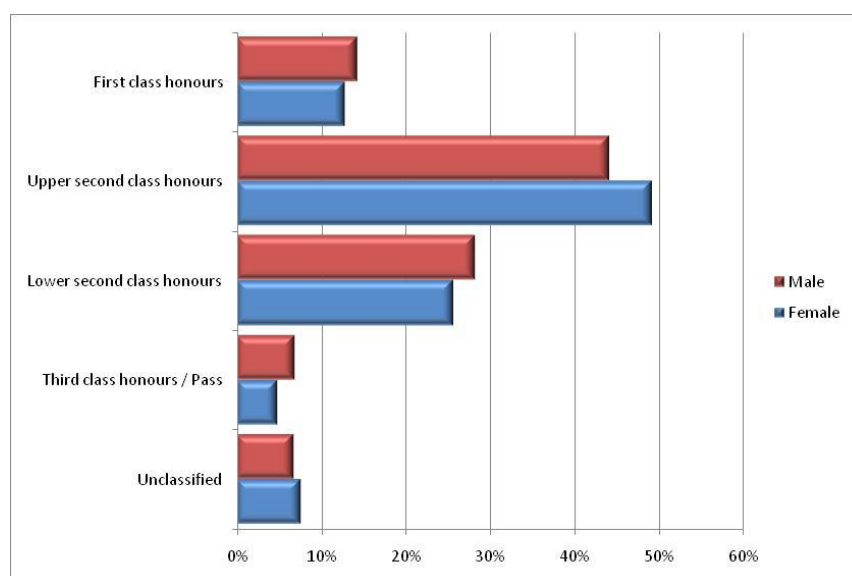


Figure 8 - Achievement at first degree level by sex: UK, 2008/09

## Graduate Destinations

33. Data on the destination of graduates comes from the HESA Destinations of Leavers Survey 2007/08, which reports separately on what graduates are doing after qualifying

in relation to both employment and study. This is a snapshot survey at around the 6-month stage, and so provides insights only into initial destinations of graduates. Data on all UK/EU domiciled students on full-time study obtaining first-degree qualifications in the August 06–July 07 year indicated that:

34. Men are more likely to be unemployed initially than women: 9.7% of men are unemployed compared with 5.9% of women. This seems mainly due to a higher incidence of female graduates than male graduates taking part-time paid work; similar proportions of both sexes are in full-time paid work and in further study.

### The Gender Profile of Students at Sheffield Hallam

35. Information is collected annually, at the application stage (for full-time undergraduate students applying through UCAS) and / or at the point of enrolment, this can then be compared with a wide range of criteria to facilitate the monitoring and evaluation of the University's population by gender.

### Admissions Data

36. University level statistics indicate that over the period 2005/6 to 2007/8 the number of female UK domiciled applicants for full time undergraduate courses at the University has increased considerably, whereas the number of males has remained relatively constant, Figure 9. An increase in applications from females is seen in each year from 2005/6, this highlights the increase in popularity and the increase in health related places available at the University. The proportion of female applicants rose from 54.2% in 2005/6 to 56.7% in 2007/8.

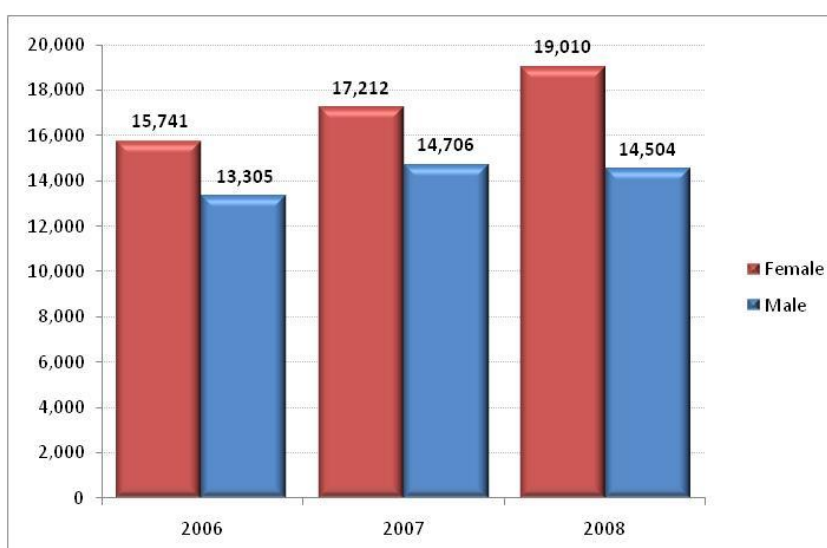


Figure 9 - Number of UK domiciled applicants to Sheffield Hallam University by gender

37. Analysis of the 2008/9 data shows that proportionally more offers are made to male applicants (78%) compared to the proportion of female applicants (67%), Figure 10. A smaller proportion of males are rejected (16%) compared with females (26%). Despite

this larger proportion of males being given offers it does not translate into a significantly higher proportion of acceptances of places by males. 30% of applications from males result in a firm acceptance compared with 29% of applications from females resulting in firm acceptances.



Figure 10 - The percentage of UCAS UK domicile undergraduate applicants given offers; rejected; and firmly accepting places for a 2008/9 entry by gender.

38. The numbers of male and female international applicants to undergraduate courses for the period 2006/7 to 2008/9 are given in Figure 11. The chart highlights the continuing trend of more male international students applying to Sheffield Hallam than female students.

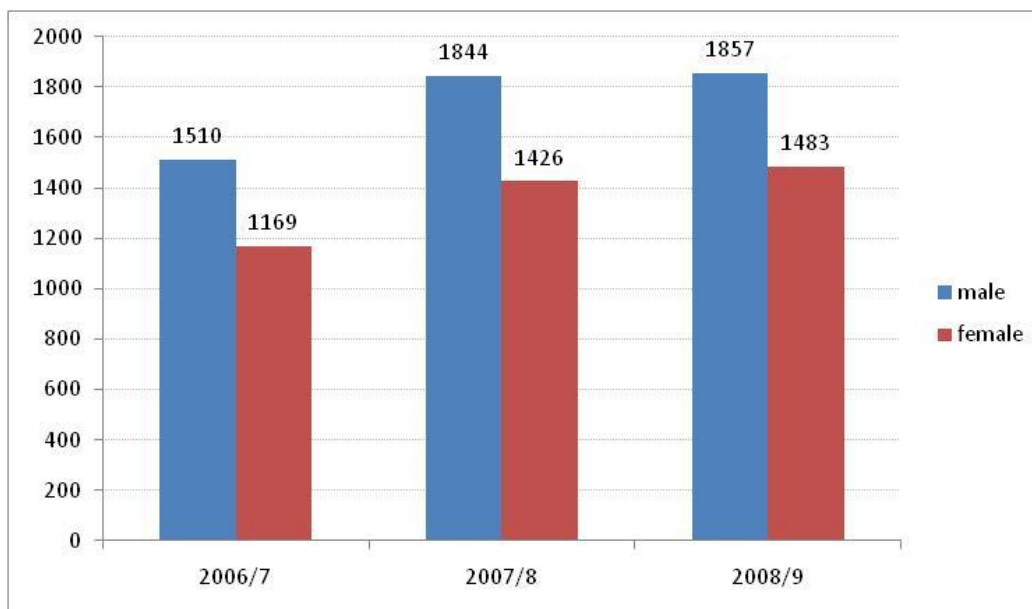


Figure 11 - Number of International applicants to Sheffield Hallam University by gender.

## **Higher Educations Statistical Agency (HESA) Data**

39. HESA data has been used to identify the numbers / proportion of students enrolled at Sheffield Hallam in 2008/9 data. The data has been analysed according to the mode of attendance and level of study. The analysis considers the student populations by gender across the university. Withdrawal rates by gender have also been evaluated.
40. This data indicated that 54% of full-time/sandwich undergraduate students were female and 46% were male, for part-time undergraduates, 58% were female and 42% were male. For postgraduate students, those who study full-time were most likely to be male, 58%, whilst only 37% of those studying part-time were male.

## **Students withdrawing/continuing by gender**

### **Undergraduate students:**

41. A larger percentage of students who withdraw from full-time courses are men (54.9%) and a fairly even split between men (49.8%) and women (50.2%) withdraw from part-time undergraduate courses.

### **Postgraduate students:**

42. A larger percentage of withdrawals (61.3%) from full-time postgraduate courses are by men. A substantially larger percentage (62.9%) of withdrawals from part-time postgraduate courses are by women. However, female students make up a larger proportion (63.2%) of the part-time postgraduate population.

## **Degree Attainment**

43. Analysis of the University's SI data for full-time students for 2008/9 indicates that a slightly higher proportion of male students (15%) achieved first class honours compared with women graduates (13%), Figure 12. A similar difference is observed at a national level (2008/9), Figure 13, where slightly more males achieve a first compared with females. However, females out perform males when it comes to the award of 'good honours' (i.e. first and upper second class awards combined).
44. A significantly higher proportion of women achieve upper second class awards (58%) compared with men (49%) at Sheffield Hallam and nationally (54% and 47% respectively).
45. The proportion of men who achieve both lower second and third class awards is higher than the proportion of women, this is the case at Sheffield Hallam and nationally.

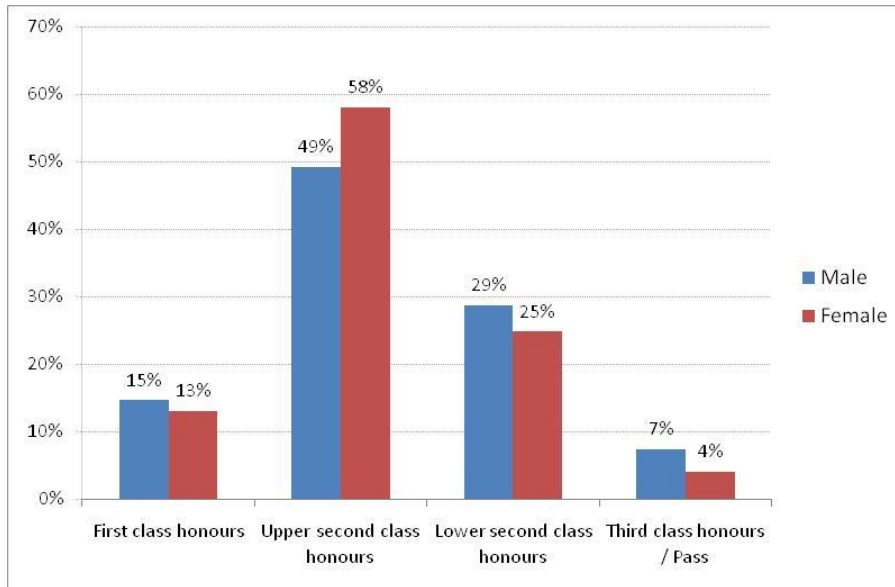


Figure 12 - Sheffield Hallam University full-time graduates by gender and award classifications.

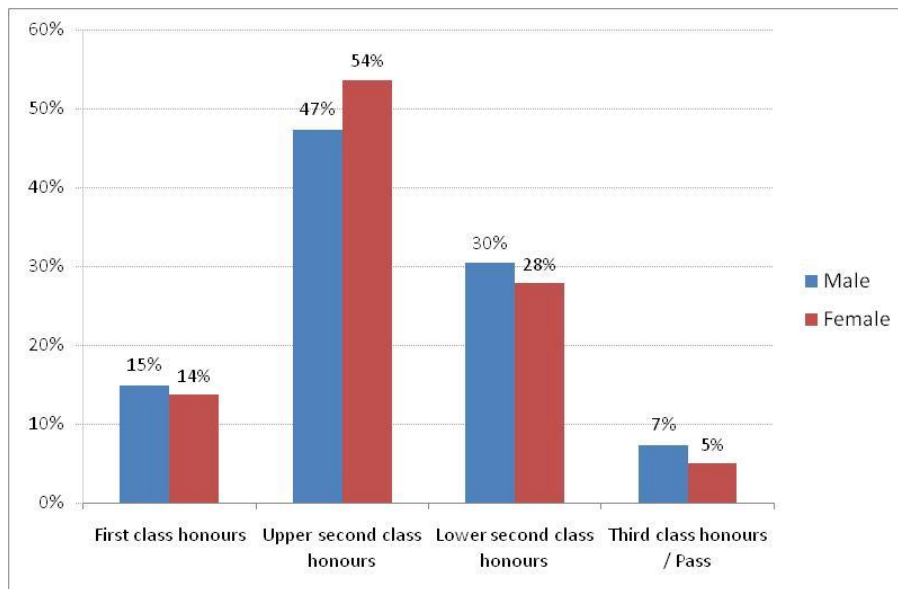


Figure 13 - UK full-time graduates by gender and award classifications.

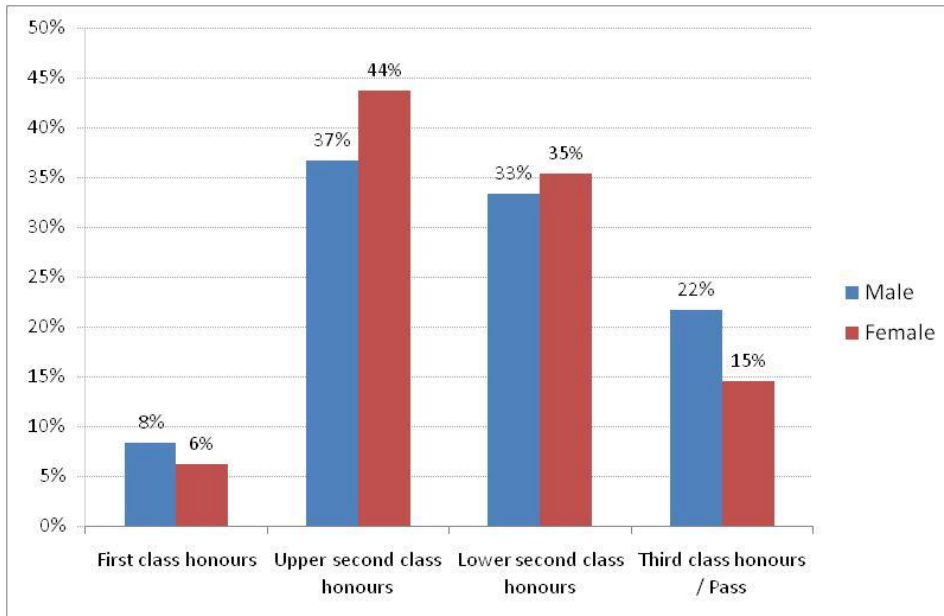


Figure 14 - Sheffield Hallam University part-time graduates by gender and award classifications.

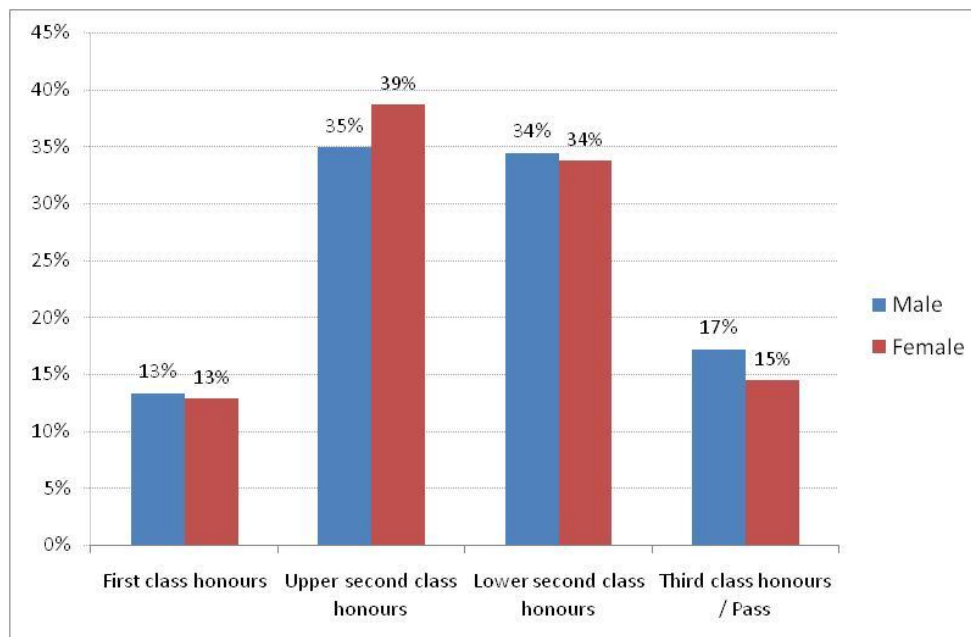


Figure 15 - UK part-time graduates by gender and award classifications.

46. The analysis of part-time graduates by gender and award classification indicates that females out perform males in terms of the proportions of each gender achieving good honours (first and upper second class awards), Figure 14 and 15.

47. Overall, the analysis of Sheffield Hallam's degree attainment data corresponds to that of a national study by the Higher Education Academy and the Equality Challenge Unit which indicated that females (part-time and full-time combined) are more likely to obtain a higher degree classification than males, except when it comes to attaining a first.

#### **Destinations of Sheffield Hallam Graduates: 2007/8**

48. DLHE (Destination of Leavers from Higher Education) is a survey of all UK and EU, first and higher degree graduates who are asked for details of what they are doing approximately six months after graduation. This data is submitted to the Higher Education Statistics Agency (HESA), they subsequently publish summary reports for all the UK Higher Education Institutions.
49. The DLHE (Destination of Leavers from Higher Education) results for Sheffield Hallam University for 2007/8 have been evaluated. The aggregated data indicates that for undergraduate students 54% of respondents were female and 46% were male. Figure 16, below, indicates that the relative proportions of those who progressed to full-time employment were very similar. A relatively higher proportion of female progressed to part-time employment (12%) compared with males (7%), whereas a higher proportion of men were assumed to be unemployed, 10%, compared with only 4% of women. Similar proportions of males and females were engaged in further study.

### Destination of Leavers - Undergraduate

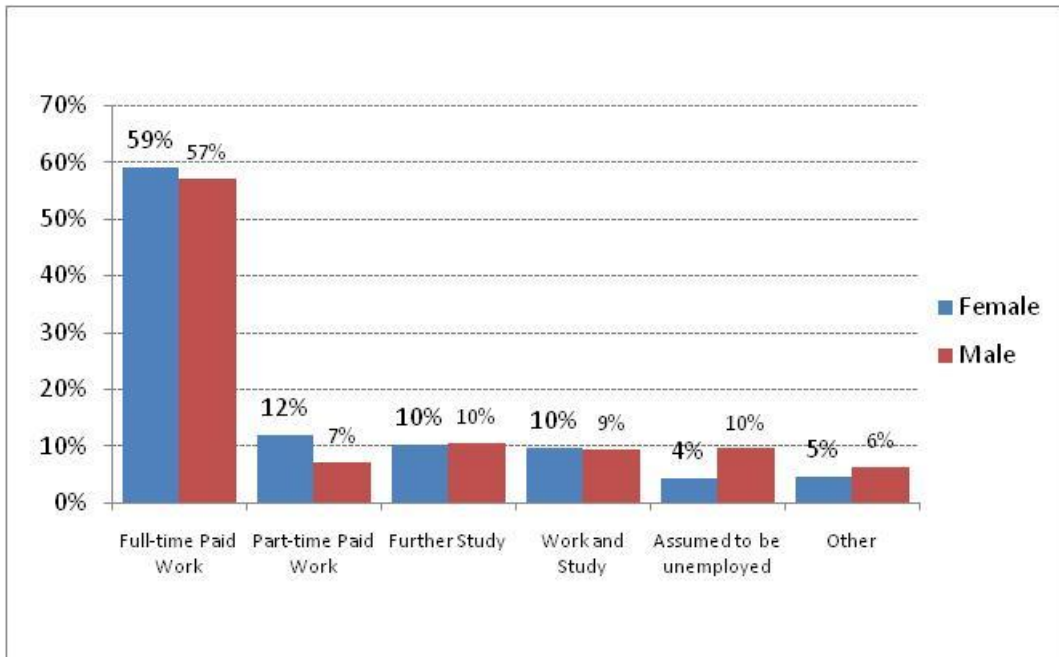


Figure 16 - The employment status of undergraduate leaver respondents.

50. For postgraduate leavers, 66% of the respondents were women and 34% men. The majority were either already in or progressed to full-time work, 69% of females and 75% of males, Figure 17. A minority were either already in or progressed to part-time work, almost 83% of the part-time workers were female. 5% of the male respondents were in part-time work. The proportions of males and females unemployed and looking for work were 1% and 4% respectively.

### Destination of Leavers - Postgraduate

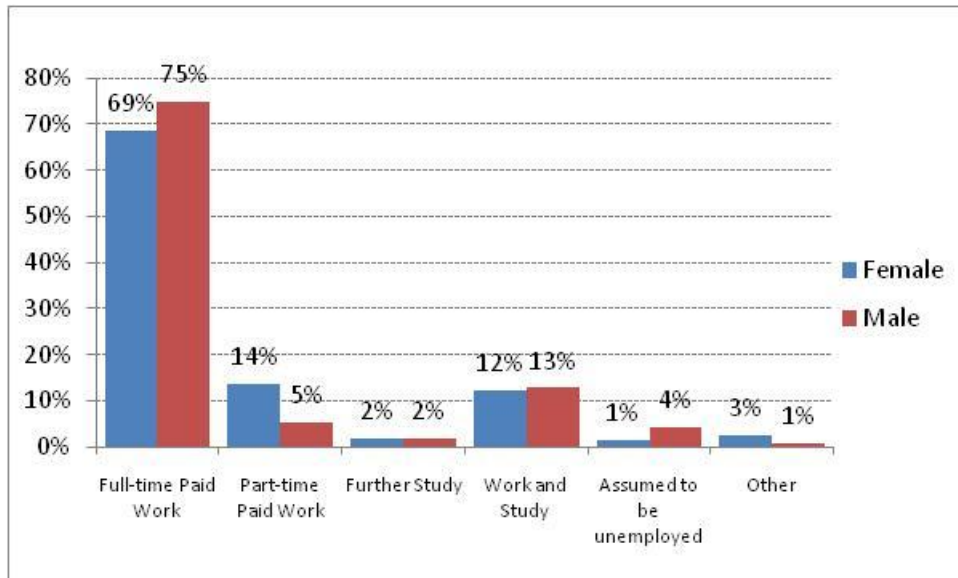


Figure 17 - The employment status of postgraduate leaver respondents

51. When the level of employment of the undergraduate leaver respondents is considered the proportion of women in graduate level jobs is the same as that of men at 51%, Figure 18. The proportion of female respondents in non-graduate jobs is 30% compared with 22% of males.
52. Approaching 90% of both male and female respondents who had studied postgraduate programmes were working in graduate level occupations, Figure 19. A small proportion of respondents, 7% of men and 4% of women, were employed in non graduate roles.

### Destination of Leavers - Undergraduate

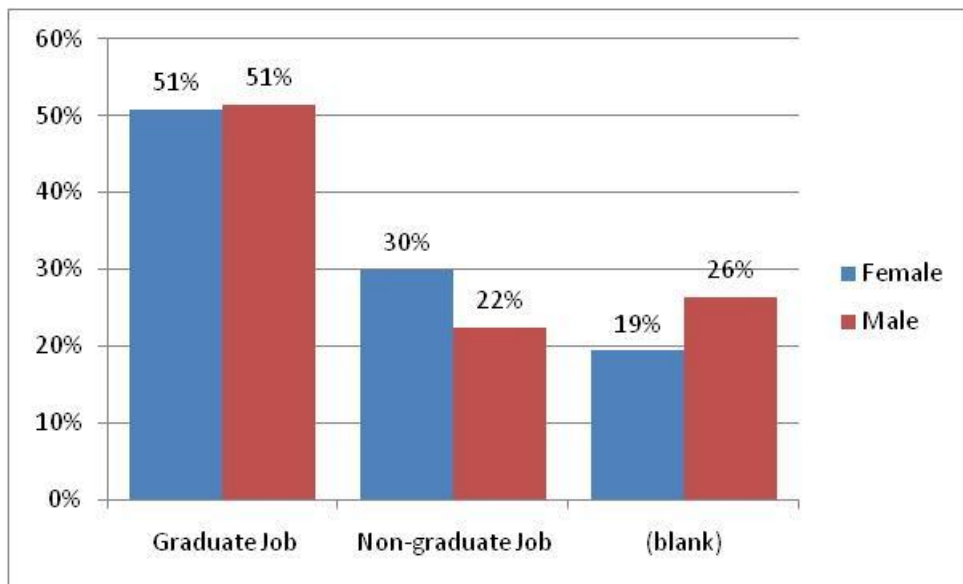


Figure 18 - The employment level of undergraduate leaver respondents.

### Destination of Leavers - Postgraduate

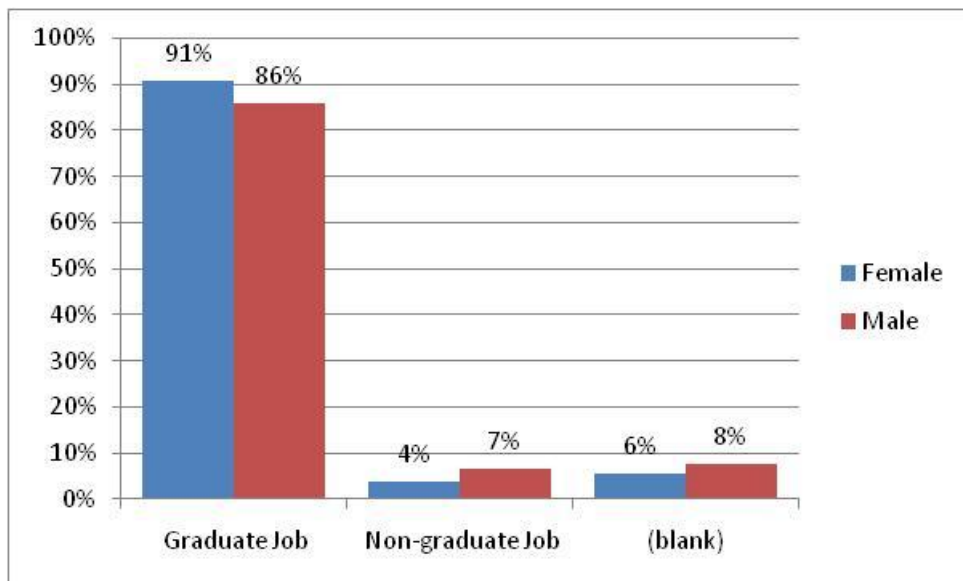


Figure 19 - The employment level of postgraduate leaver respondents.

## **Student Complaints**

53. There were 59 formal complaints made in 2008/09, none of which were specifically related to a gender issue. The number of complaints made by women was 31 and 28 were made by men.

## **Academic Conduct Panels**

54. In academic year 2008/09 848 academic conduct cases were upheld, approximately 65% (555) of which involved male students and 35% (293) concerned female students.

## **Student Appeals**

55. A total of 162 appeals were submitted in 2007/8, 84 were from men and 77 from women. Seven per cent of the appeals by men were accepted compared with 13% of women's.

## **The Staff Experience**

### **People Development and Training**

56. Sheffield Hallam University has an online diversity module which has been produced for staff by Marshall ACM, an online diversity training organisation. The course has been available to all staff since 2005 and is an accessible, clear module for staff. It aims to ensure people are familiar with equalities legislation, understand the broader issues regarding equality and diversity and their rights and responsibilities as University staff members. It is updated by Marshall ACM's legislation update software.
57. New staff are invited to attend the University induction. This includes a diversity section and participants are asked to complete the online module afterwards. From 2008 - 2010, 299 people attended induction. 40% of them subsequently did the online course.
59. Currently it is not mandatory for staff to complete this module. However, arising from a training needs analysis carried out as an action from the Disability Equality Scheme, a recommendation is being made to the University Executive that completion of this module should become mandatory for all staff.

### **Management Development**

60. There has been a wide-range of development for leaders and aspiring leaders at the University over the past two years. The primary aim of the development has been to enhance leadership and management capability at Sheffield Hallam University rather than focussing on particular groups. Generally there has either been a gender balance of participants or there have been more women participants.

61. A key highlight has been the senior leadership development programme which 196 senior managers attended between 2004 and 2007. 45% of the participants were female. Furthermore, the development led to the University winning 'Employer of the Year' from Times Higher Education. The senior leadership programme was followed by a cross-University management development programme which remains a well-rated course for middle managers.
62. Recently the focus of leadership development activity has changed from major, cross-University activity to more targeted, tailored development to meet particular needs. Further information is provided on each activity.

### **Management Development Programme**

63. This cross-University management programme for middle managers has been running since 2005. In the last two years, 153 people have attended on 8 cohorts. 58% of the participants were women.

### **Heads of Department - Interview/Selection Support and Development Programme**

64. The University implemented a restructure affecting the four Faculties which resulted in the formation of 22 academic departments led by new senior management Head of Department posts.
65. To support people interested in applying for these posts, the University ran a number of application and interview support workshops which were attended by 21 people - 8 of them female. 21 appointments were made. Of these, there are now 10 female Heads of Department.
66. A bespoke leadership development programme for the Heads of Department offered leadership workshops with external consultants and internal staff, 360 degree feedback, leadership coaching and Faculty-specific training. All the new Heads attended and are continuing to benefit from ongoing leadership development.

### **Leadership Series**

67. Senior leaders have been taking part in a number of leadership and management workshops, including performance management, coaching and challenging conversations. 75% of the 28 participants were women.

### **Thinking Partners mutual mentoring scheme**

68. Fifty eight people were matched into mutual mentoring relationships to support their leadership development. 66% of these were women.

### **Individual coaching**

69. In 2008, 79 people - 51 of them women - had individual coaching sessions with internal coaches on areas including leadership development, assertiveness, career development and performance. While it is not possible to provide male-female ratio for coaching sessions in 2009 for reasons of confidentiality, more than 100 people were coached.

## **Career development**

70. Development is offered to support career progression at Sheffield Hallam. This is offered in a number of ways - open sessions on career confidence for all staff, briefings on progressing to senior academic posts and individual coaching.

## **360 degree feedback**

71. In 2009 29 people received this feedback. 15 of those were female. In most instances this has led to the identification of further personal development to meet specific needs.

## **Development Centre**

72. In 2008, a Development Centre was run for leaders in the Health and Wellbeing Faculty who were going through a major restructure. Six managers participated in this intervention - five of them women. It included observed activities, psychometric tools and 360 degree feedback. The participants rated the experience highly and then commenced coaching work with internal / external executive coaches. Since that time 4 of the participants have secured new senior leadership posts within in the University and 2 have continued in their existing roles.

## **Recruitment**

73. The current Recruitment & Selection training covers a number of different aspects of equality and diversity.
74. In 2008 the training was developed into its current modular format to assist HR Advisors in undertaking consistent briefings aside from the main training. Since this date HR have delivered 22 x 1 day events in addition to the briefings delivered to individual managers. In 2009, when behavioural aspects were introduced, there were 8 x 2 day events and 8 x 1 day follow-up sessions. In addition a ½ day course for administrators was designed and delivered to support the recruitment process.
75. The total number of people who have completed training is 317.

The split of male and female is:

- ❖ 2008 - 121 females, 48 males
- ❖ 2009 - 99 females, 49 males

## **Equal Pay**

76. Following pay modernisation and the introduction of the new pay and grading structure, an Equal Pay Audit has been scheduled to take place in 2010. It was not feasible to undertake the audit any earlier to this as the ResourceLink rebuild in 2009 needed to take place to allow the required data to be reported from the payroll system. However, the use of a job evaluation system is widely recognised as an important element in avoiding any pay inequities so the introduction of HERA and Hay evaluation schemes is a significant development towards ensuring equal pay for work of equal value. In April 2010 the Vice Chancellor requested that Hay should undertake a review of the pay of the Executive.

## Employee Opinion Survey

77. The University undertook an Employee Opinion Survey in December 2008 in conjunction with The Work Foundation. Staff were asked a wide range of questions including ones on equality of treatment, and answers could be analysed by the age, disability, ethnicity, gender, religion or belief and sexual orientation of the respondents.

78. The following are quotations from The Work Foundation's reports.

*'Results demonstrate that Sheffield Hallam is generally an environment where employees enjoy fair treatment, with results that are above or significantly above available Work Foundation benchmarks for all indicators.'*

*'There is also general agreement that the organisation is one that treats employees fairly regardless of ethnicity (71%), age (68%), disability (68%), gender (72%) religion or belief (69%), and sexual orientation (68%), though with the exception of gender, some members of the minority groups themselves have more muted views.'*

*'The picture painted of Sheffield Hallam University in this report is one where women are generally more satisfied with their lot than their male colleagues. This pattern is repeated throughout the survey with 77 of the 122 indicators demonstrating a significantly more positive response from women.'*

79. The above suggests that both men and women consider that the University treats employees fairly regardless of gender although there is a significant minority that do not. It is not possible to know if the minority consider the treatment to be unfair towards men or women, or possibly both in different circumstances.

80. The analysis also suggests that women in general are more satisfied with the University than the men. This could be for a number of reasons which may or may not include how they are treated as women. In this context, three other findings are worth quoting.

*'By faculty and department, respondents in ACES are consistently and significantly less positive across the various indicators.'*

*'It is noteworthy that consistently less positive results are received for technical staff and also lecturers and principal lecturers.'*

*'Other trends include respondents on part time contracts returning more positive responses than their full time colleagues across a number of indicators.'*

81. ACES has more male than female staff, technical staff are predominately men and a majority of part-time staff are women. This raises the question as to which is more significant in the response, the experience of being male or female or the experience of being in ACES, a technician, or part-time.

82. A reasonable tentative overall conclusion is that for most staff gender is not significant in their experience of the University but for a minority it may be.

## **Athena Swan application and process**

83. The Athena SWAN Charter recognises and celebrates good employment practice for women working in science, engineering and technology (SET) in higher education and research. Any university or research institution which is committed to the advancement of the careers of women in SET in higher education and research can apply for membership and three levels of award; bronze, silver and gold.
84. The University has joined the organisation and in May 2010 submitted an application for the Bronze award. The process included a small survey and focus group of relevant staff. Some of the main conclusions which came from this process as reported to the Equality and Diversity Strategy Group in May 2010 were:

*'Focus groups of academic staff and the findings of the survey point to high levels of satisfaction with SHU as a flexible employer, however there are some concerns about a long hours culture and a lack of transparency in gaining positions of influence including committee membership'*

*'The survey points to a high percentage of women expressing a desire to gain promotion but a low percentage expecting to do so. This, coupled with their lack of awareness of SHU's promotions processes and any support available, makes the challenge for women to progress within the Institution even greater. Again the Action plan includes recommendations to tackle this.'*

*'Female academics are less likely than their male counterparts to be involved in recruitment panels within SHU and the action plan includes a recommendation to tackle this issue'*

*'The representation of women in academic posts in SET at SHU follows the national pattern of decreasing numbers at more senior levels, however female representation within the Institution is encouraging overall (with discrepancies between Faculties as one would expect).'*

*'SHU has many successful female role models in senior positions within the organisations and as Honorary Doctors. The action plan includes a number of recommendations to share these success stories and inspire and encourage other women to progress within the Institution.'*

85. These conclusions are based on a much smaller sample than the Employee Opinion Survey but also from more detailed and focused responses. They do not contradict the results of the EOS but suggest that there are some issues around promotion and it remains the case, as will be demonstrated in the next section, that there is a higher proportion of men in the more senior positions.

## **Monitoring of the workforce**

86. Phase 1 of the Realise project has focussed on improving the data quality of information retained in ResourceLink in preparation for employee self service. People packs containing people management information are now issued quarterly which will enable PVC Deans and Directors to review and monitor the make up of the

workforce identifying any trends and issues for action. The enhancement of people management information and development of a workforce model with local workforce plans is a key priority for the University.

87. The data provided here is from April 2010 and is broad data about staff in post by gender in relation to contract type, mode of employment, grade, staff group and faculty and department. Legislative guidance and good practice suggests that there should also be monitoring of recruitment, staff development, promotion, grievance, disciplinary misconduct and poor performance action and outcomes, and redundancies. In the past such data has either been not recorded or difficult to extract. This is improving but action to improve data recording, storage and analysis remains an action and a priority. There is also a need to identify and include benchmarking data.

### The Gender Profile of Staff at Sheffield Hallam

#### Contract Type/ Mode of Employment

Gender	Full time/Part time	Permanent	Temporary	Grand Total
		FTE	FTE	FTE
Female	Full time	1206.00	129.00	<b>1335.00</b>
Female	Part time	463.47	32.88	<b>496.35</b>
Male	Full time	1225.00	121.00	<b>1346.00</b>
Male	Part time	105.62	17.37	<b>122.99</b>
<b>Grand Total</b>		<b>3000.08</b>	<b>300.25</b>	<b>3300.33</b>

Figure 20

88. There are broadly similar numbers of male and female staff overall and by permanent/temporary contracts, but there are significantly more female than male part-time staff. The latter is similar to the labour market as a whole.

#### Full-time employment by staff type: academic and professional/ support

Gender	Academic	Professional and Support	Grand Total
Female	526.00	809.00	<b>1335.00</b>
Male	684.00	662.00	<b>1346.00</b>
<b>Grand Total</b>	<b>1210.00</b>	<b>1471.00</b>	<b>2681.00</b>

Figure 21

89. There are significantly more full-time male academic staff than female. There are significantly more female full-time professional and support staff than male. Both are similar to the higher education sector as a whole.

### Part-time employment by staff type: academic and professional/ support

Gender	Academic	Professional and Support	Grand Total
Female	132.99	363.36	<b>496.35</b>
Male	72.51	50.48	<b>122.99</b>
<b>Grand Total</b>	<b>205.49</b>	<b>413.84</b>	<b>619.33</b>

Figure 22

90. There are significantly more part-time female academic staff than male but an even greater proportion of part-time professional/ support staff are female.

### Academic staff by grade

Grade	Female		Male		Grand Total	
	FTE	%	FTE	%	FTE	%
FIXED	2.00	22.22%	7.00	77.78%	<b>9.00</b>	<b>100.00%</b>
FLA	0.97	75.00%	0.32	25.00%	<b>1.30</b>	<b>100.00%</b>
G10	3.00	75.00%	1.00	25.00%	<b>4.00</b>	<b>100.00%</b>
G6	30.30	54.20%	25.60	45.80%	<b>55.90</b>	<b>100.00%</b>
G7	62.85	50.24%	62.26	49.76%	<b>125.11</b>	<b>100.00%</b>
G8	344.76	47.80%	376.55	52.20%	<b>721.30</b>	<b>100.00%</b>
G9	125.11	40.97%	180.28	59.03%	<b>305.39</b>	<b>100.00%</b>
RED G7	2.00	50.00%	2.00	50.00%	<b>4.00</b>	<b>100.00%</b>
SSG1	6.50	48.15%	7.00	51.85%	<b>13.50</b>	<b>100.00%</b>
SSG2	22.70	27.15%	60.90	72.85%	<b>83.60</b>	<b>100.00%</b>
SSG3		0.00%	1.00	100.00%	<b>1.00</b>	<b>100.00%</b>
SSG4	3.00	42.86%	4.00	57.14%	<b>7.00</b>	<b>100.00%</b>
SSG5		0.00%	1.00	100.00%	<b>1.00</b>	<b>100.00%</b>
SU GRADE8	52.80	69.11%	23.60	30.89%	<b>76.40</b>	<b>100.00%</b>
SU GRADE9	3.00	42.86%	4.00	57.14%	<b>7.00</b>	<b>100.00%</b>
<b>Grand Total</b>	<b>658.99</b>	<b>46.56%</b>	<b>756.51</b>	<b>53.44%</b>	<b>1415.49</b>	<b>100.00%</b>

Figure 23

91. Grades Fixed, FLA, Red G7 and G10 can be discounted as not being significant. However, SSG's, despite the small numbers, are of interest because they represent senior leadership roles.
92. SU roles are staff who transferred on the nursing contract from the University of Sheffield. The high proportion of women is typical of nursing academics.
93. From grade 6 through to SSG's (if taken as a whole) the ratio of men to women changes with more men than women at each grade from 7 onwards and an increasing proportion, so that the proportion of men at SSG is 69.7% while the proportion of men at grade 6 is 45.8%.

94. In this University professorial status is not associated with a grade but is of considerable significance for academic status. The differentiation between men and women is even more marked than at SSG level with 19% of professors being women. This is broadly similar to the sector as a whole.

#### Professional and support staff by grade

Grade	Female		Male		Grand Total	
	FTE	%	FTE	%	FTE	%
APTC34		0.00%	1.00	100.00%	<b>1.00</b>	<b>100.00%</b>
APTCPODE	1.00	100.00%		0.00%	<b>1.00</b>	<b>100.00%</b>
FIXED	14.19	38.73%	22.45	61.27%	<b>36.63</b>	<b>100.00%</b>
G2	4.60	56.10%	3.60	43.90%	<b>8.20</b>	<b>100.00%</b>
G3	125.77	79.26%	32.92	20.74%	<b>158.68</b>	<b>100.00%</b>
G4	197.06	63.10%	115.24	36.90%	<b>312.31</b>	<b>100.00%</b>
G5	277.65	64.42%	153.34	35.58%	<b>430.99</b>	<b>100.00%</b>
G6	236.46	63.63%	135.15	36.37%	<b>371.62</b>	<b>100.00%</b>
G7	130.86	59.01%	90.91	40.99%	<b>221.77</b>	<b>100.00%</b>
G8	71.69	47.95%	77.81	52.05%	<b>149.50</b>	<b>100.00%</b>
G9	7.81	66.13%	4.00	33.87%	<b>11.81</b>	<b>100.00%</b>
RED G3	6.75	87.10%	1.00	12.90%	<b>7.75</b>	<b>100.00%</b>
RED G4	27.79	84.75%	5.00	15.25%	<b>32.79</b>	<b>100.00%</b>
RED G5	7.54	62.98%	4.43	37.02%	<b>11.97</b>	<b>100.00%</b>
RED G6	7.52	46.00%	8.83	54.00%	<b>16.36</b>	<b>100.00%</b>
RED G7	5.14	35.60%	9.30	64.40%	<b>14.44</b>	<b>100.00%</b>
SSG1	18.31	44.32%	23.00	55.68%	<b>41.31</b>	<b>100.00%</b>
SSG2	10.71	41.66%	15.00	58.34%	<b>25.71</b>	<b>100.00%</b>
SSG4	1.00	25.00%	3.00	75.00%	<b>4.00</b>	<b>100.00%</b>
SU GRADE4	0.60	54.55%	0.50	45.45%	<b>1.10</b>	<b>100.00%</b>
SU GRADE5	11.29	84.95%	2.00	15.05%	<b>13.29</b>	<b>100.00%</b>
SU GRADE6	4.46	69.03%	2.00	30.97%	<b>6.46</b>	<b>100.00%</b>
SU GRADE7	1.66	45.31%	2.00	54.69%	<b>3.66</b>	<b>100.00%</b>
SU GRADE8	2.00	100.00%		0.00%	<b>2.00</b>	<b>100.00%</b>
YUG6	0.50	100.00%		0.00%	<b>0.50</b>	<b>100.00%</b>
<b>Grand Total</b>	<b>1172.36</b>	<b>62.20%</b>	<b>712.48</b>	<b>37.80%</b>	<b>1884.84</b>	<b>100.00%</b>

Figure 24

95. The key grades are G3 (currently) to G9 and SSG grades. At grade 3 there is a much higher percentage of women than men. From grade 4 to grade 6 there is a similar ratio of women to men (around 64/36). At grade 8 the proportion of men is greater than the proportion of women, this is not the case at grade 9 (although there are small numbers) but at the SSG grades combined 58% are men.

## Faculty and department staff by gender

Faculty/Department	Female		Male	
	FTE	%	FTE	%
Arts Computing Engineering and Sciences	176.86	35.41%	322.62	64.59%
Corporate Communications	3.90	39.39%	6.00	60.61%
Development and Society	357.43	55.92%	281.75	44.08%
Enterprise Centre	18.19	69.46%	8.00	30.54%
Facilities	193.96	49.05%	201.49	50.95%
Finance	69.67	73.21%	25.50	26.79%
Health and Wellbeing	375.64	63.06%	220.00	36.94%
Human Resources	44.00	80.00%	11.00	20.00%
Marketing	55.95	71.96%	21.80	28.04%
Secretary & Registrar's Department	52.86	73.60%	18.96	26.40%
Sheffield Business School	186.68	57.32%	139.02	42.68%
Student and Learning Services	292.40	58.22%	209.84	41.78%
The Vice Chancellor's Office	3.80	55.88%	3.00	44.12%
<b>Grand Total</b>	<b>1831.35</b>	<b>55.49%</b>	<b>1468.99</b>	<b>44.51%</b>

Figure 25

96. ACES has the highest proportion of male staff with an overall FTE at 64.59%. HR has the lowest proportion of male staff at 20% of overall FTE. Development and Society most closely represents the University's overall male/ female ratio. HWB has the highest proportion of female staff in a faculty at 63%.

## Academic staff by part-time and full-time and grade

Grade	Full-time FTE	Part-time FTE
G10	4.00	
G2		
G3		
G4		
G5		
G6	49.00	6.90
G7	105.00	20.11
G8	584.00	137.30
G9	280.00	25.39
SSG1	13.00	0.50
SSG2	79.00	4.60
SSG3	1.00	
SSG4	7.00	
SSG5	1.00	

Figure 26

97. It is noticeable that up to grade 8 the percentage of the total number of staff who are part-time varies between 12% and 19%. However, at grade 9 this percentage drops to 8.3% and at SSG level it drops again to 4.8%. Given the preponderance of women amongst part-time staff this might account to some extent for the relative lack of

women in more senior posts. It is difficult to say why; it could be that in the interests of work/life balance and life demands that some women who are working part-time do not wish to progress while working part-time to higher grades. However, it could also be that, whatever University policies might be, there is a general perception that job sharing and part-time work is inappropriate and unworkable above a certain level.

### Professional and Support staff by full-time and part-time and grade

Grade	Full-time FTE	Part-time FTE
G2	7.00	1.20
G3	29.00	129.68
G4	235.00	77.31
G5	356.00	74.99
G6	327.00	44.62
G7	192.00	29.77
G8	139.00	10.50
G9	11.00	0.81
RED G3	4.00	3.75
RED G4	21.00	11.79
RED G5	8.00	3.97
RED G6	13.00	3.36
RED G7	10.00	4.44
SSG1	38.00	3.31
SSG2	24.00	1.71
SSG3		
SSG4	4.00	
SSG5		

Figure 27

98. There is a similar but different pattern with professional and support staff. From grade 3 to grade 7 there is a decreasing proportion of part-time staff at each grade. At grade 8, 9 and SSG there is a similar smaller proportion, around 7%.

### Executive and Board of Governors

99. Finally, although small in numbers, both the University Executive and the Board of Governors are of significance as leaders of the University. Of 13 members, four are women. Of note is that three of the four faculty PVCs are women. Of the 17 members of the Board of Governors, seven are women.

## **Equality Impact Assessments**

100. In early 2009 the University's Executive agreed the institutional approach to, and methodology for conducting Equality Impact Assessments (EIAs) at Sheffield Hallam University. This included the structure of staff responsibilities for implementing EIAs, guidance materials and initial priority areas to test the methodology. Pilot EIAs have been conducted and are ongoing. These have focussed on student and staff recruitment and student complaints.
101. The student recruitment pilot, carried out in the Women in the Built Environment Team in the Faculty of Development and Society, found that some courses attracted a more narrow age range of participants than others and that women being put forward for courses by their employers were less likely to be from black and minority ethnic groups than those learners who were self selecting. Action arising from the EIA includes reviewing marketing materials with a view to ensuring that they encourage a wide range of learners.
102. The Student and Learning Services pilot on staff recruitment identified that both genders were not represented on interview panels on a consistent basis, and that this should be monitored further in order to improve the balance. The pilot found that males were often under-represented on interview panels. In addition the pilot identified the need to encourage more male applications to posts in the department, which are predominantly administrative, via outreach work.
103. In terms of the University's programme of embedding EIA's into core business and academic areas, each Department and Faculty has an EIA lead who will receive periodical briefings from the Equality Impact Assessment Co-ordinator, in order to support the delivery of EIA's throughout the University.

## Annual Review of Action Plan Objectives

### GES 1: Relevant Policies and practices impact assessed

- Develop Impact Assessment Tool
- Identify areas/working group/activity/review cycle

Responsibility University Secretariat

A University approach for the planning and implementation of Equality Impact Assessments has been established. Relevant areas to be impact assessed will be identified by the EIA leads for each department and faculty. Please see EIA section for further details.

### GES 2: Implement a new Equality and Diversity Forum

Responsibility University Secretariat

An equality and diversity forum has been established which meets five times per year. The forum includes in its membership:

- equality and diversity faculty and department co-ordinators;
- staff forum representatives;
- staff with research and teaching expertise in equality and diversity;
- student representatives;
- Trade union representatives.

The forum reports to the Equality and Diversity Strategy Group, chaired by the University Secretary and Registrar. The equality and diversity reporting structure is given in Appendix 1.

In addition to these groups the following staff groups have also been established:

- the disabled staff forum
- the gender staff forum;
- the LGBT staff forum; and
- the race staff forum.

The LGBT forum is operating well and has been reflecting on and reviewing its role. The gender forum has a small core of attendees. To attempt to engage at wide number of people on issues, events on specific topics will be held as an alternative to regular forum meetings.

The University has also been working collaboratively with the students union's equal opportunities executive officer to further develop its relationship with student diversity groups and forums.

### **GES 3: Develop further understanding and support for lesbian, gay, bisexual, transgender students and staff**

Responsibility University Secretariat

As identified above, a staff LGBT forum has been established which will support the University in developing an understanding of the issues which impact on its LGBT staff. Its terms of reference include contributing to policy prioritisation, development and review; contributing to the identification of staff development and awareness raising needs across the University, providing an effective forum for consultation between LGBT members of staff and the University; contributing to the identification of service delivery improvement needs; and acting as a consultative body on LGBT matters.

A review of the current policies, procedures and practices regarding LGBT equality is taking place in 2010 to take into account key legislative changes regarding the single equality duty, indirect discrimination and gender reassignment in the forthcoming Equality Act 2010. The involvement of LGBT staff and students will be essential in this process.

### **GES 4: Continue to deliver equality awareness training via further roll out of the E-learning Equality and Diversity package, with priority targeting of managers and frontline customer service staff**

- Up to date equality and diversity awareness training available to all staff -the outcome will be an increase in the number of managers and frontline staff who take the training.

A training needs analysis was carried out in early 2010 to identify specific training needs around disability legislation. One of the conclusions was a recommendation to the University Executive that the online training package should become mandatory for all staff.

*Please see The Staff Experience section for more details*

**GES 5: To review and enhance the content of current recruitment and selection training provision, focusing on the benefits of recruiting a diverse workforce, and to continue to arrange delivery of this training to recruiting managers**

- Facilitate the integration of equality and diversity awareness raising into the recruitment and selection training provision - the outcome will be that all managers involved in the recruitment and selection process have received specific training on equality and diversity.

Responsibility - HR

This objective is complete although any changes required by the recent Equality Act (2010) will have to be incorporated into the training.

*Please see The Staff Experience section for more details*

**GES 6: Carry out an equal pay audit as part of a rolling programme**

Initiate an equal pay review process that identifies any pay differences between women and men in respect of work of the same or equal value - the outcome will be the production of report which includes recommendations arising from audit

Responsibility - HR

The equal pay audit is planned during this calendar year. It was not feasible to undertake the audit any earlier to this as the ResourceLink rebuild in 2009 needed to take place to allow the required data to be reported from the payroll system. However, the use of a job evaluation system is widely recognised as an important element in avoiding any pay inequities so the introduction of HERA and Hay evaluation schemes is a significant development towards ensuring equal pay for work of equal value

*Please see The Staff Experience section for more details*

**GES 7: Continue University Programme of Leadership and Development to encourage and enable women and other underrepresented groups into senior management**

Facilitate a development programme which encourages the progression of underrepresented groups into senior management - the outcome will be improved representation by women and other underrepresented groups at senior manager level

Responsibility - HR

There have been various management and leadership development programmes in the University. There has either been a gender balance of participants or there have been more women participants.

*Please see The Staff Experience section for more details*

### **GES 8: Monitor workforce where women and men are over and underrepresented in:-**

- Staff in post
- Applicants for employment, training, promotion
- Benefiting from or suffering detriment of performance assessment procedures
- Grievance procedures
- Subject to disciplinary procedures

Ensure regular monitoring takes place - the outcome will be the ability to identify areas of over or under representation and respond appropriately.

Responsibility - HR

This objective is ongoing, but below are some of the key developments made to date:

- Diversity monitoring information on staff in post data is a regular agenda item on the University's Information and Consultation Committee.
- Data gathering is underway on applicants for training ahead of analysing the information. Work is also underway to simplify equality monitoring of applicants for employment to enable us to build on the data gathering exercise.
- Data gathering on grievance and disciplinary procedures is underway and trends analysed and monitored in conjunction with the trade unions.

### **GES 9: Improve the gender mix in specific subject groups, e.g. males into nursing and applied health professionals and females into engineering**

Widening Participation Strategy Group to review management information and recruitment, marketing and admissions policies - the aim will be to increase the percentage of identified under-represented groups in the subjects

Responsibility - all Widening Participation and Admission staff

Following on from work to provide a course and programme leaders with admissions statistics, focusing on the Health Care subject area, further work will take place to pilot EIAs, in identified subject areas, on admission policies and practices.

This objective is ongoing and a number of other stakeholders, in addition to those mentioned above, have contributed to progressing GES objective 9 i.e. the Faculty Inclusion Managers and WISSET Women in Science and Engineering in particular.

In 2010 the University applied for an Athena Swann Bronze Award, the Athena Swann application and report is a joint collaboration between WISSET and the University Equality and Diversity team. The award aim to promote women in science and technology; and rewards the best practice of Universities in promoting gender equality in this sector.

### **GES 10: Review/analyse demand for child care facilities for staff and students in City Campus**

Responsibility - SLS

No action has been taken to date.

### **GES 11: Improve community engagement with a view to widening participation of male and females from under-represented groups and particularly white working class males**

Responsibility - SLS

Since the introduction of this objective a number of changes have taken place within the University both structurally and in terms of widening participation targets. This objective will not be taken forward to the next GES action plan in its current form. There will be a provision to examine under-representation with respect to gender and race, socio-economic background is currently addressed through the WP targets. Socio-economic status will be considered in the Gender and Race Equality action plans, within the specific context of the Equality and Diversity. Any action taken will be evidence-based after analysing University and other data.

### **GES12: Analyse the impact of gender, ethnicity and class in student participation and support**

Responsibility - SLS

The Widening Participation Policy Unit is undertaking a number of projects which are attempting to identify and quantify the factors which impact on student success. These include prior educational experience and attainment, self-efficacy, motivation, etc. Gender, ethnicity and social class will also be evaluated to determine their impact. This factor analyses will be used to inform the support needs of students who may be at risk of withdrawal. Findings from these projects will be published in the near future.

## **Consultation and Involvement**

The University undertook extensive consultation with staff and students to identify barriers to gender equality and to gain further understanding in order to formulate the GES action plan.

Participants in the GES consultation process included:

Gender Staff Forum (GSF)

Students Union

Trade Unions

Athena Swann Self Assessment Group members

Faculty Diversity Co-ordinators

Human Resources

Faculty Inclusion Managers

Marketing Department

Student and Learning Services

University Secretariat

## Appendix 1

