

'An Inclusive Culture Informed by Gender Equality'

Gender Equality Scheme (GES) 2010-13

Accessible Information

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Contents

Introduction

Legal context

Key themes of the Gender Equality Scheme

Involvement

University Governance, Leadership, and Management

Information gathering

Equality Impact Assessments

Annual review

Appendix 1 Action plan 2010-2013

Appendix 2 Equality and Diversity reporting structure

Appendix 3 Key gender legislation

Introduction

1. The Gender Equality Scheme (GES) 2007-2010 set out the Sheffield Hallam vision for Gender Equality. The first gender equality scheme aimed to initiate action and lay the foundations for the future progression of gender equality. The second Gender Equality Scheme 2010-2013 will build upon the achievements of the first scheme, and set out the key priorities for the University in fulfilling the Gender Equality Duty. The embedding of gender equality throughout the University will ensure that policies, procedures, practice, and behaviours are all conducive to achieving equality for men, women; and transgender men and women.
2. The Corporate Plan welcomes the increasing diversity of students over the next decade and identifies creating a 'high quality, vibrant and challenging learning experience' for all those students as one of its key goals. The Plan also recognises that 'the future success of the University will be delivered by its staff' and that recruiting, developing and retaining a diverse range of people and 'maximising everybody's potential by creating a productive environment in which all are valued, where... talents are utilised' is one of the essentials for achieving that success.
3. The GES Action Plan has been designed to enable the University to make significant progress towards achieving its vision of gender equality and to measure that progress. The actions outlined have been identified by involving staff and students, as well as staff responsible for relevant services, and will be reviewed and reported on annually. Men, women and transgender men and women will be involved at every stage of development.
4. The Plan is categorised by the lead service provider for a related set of actions for which the provider is primarily, although not exclusively, responsible. The actions are broad in scope but will lead to more specific action plans for each area. The actions cover specific staff and student issues as well as ones which are of more general impact.
5. The University will undertake the steps set out in the Plan. The Plan is considered to be a living document and it is therefore accepted that if aspects of the plan cannot be achieved, or achieved within the timescale, the objective/objectives will be revised and reported.
6. The University is working towards the development of a Single Equality Scheme to meet the requirements of the Equality Act (2010). Gender will be considered as an interconnected strand of the Single Equality Duty. There will

be a number of actions which are relevant to all the protected characteristics and some which are specific to particular strands. Highlighted in this action plan are some actions which relate to all or most strands and some which are more specific.

Legal context

7. The Equality Act 2006 amended the Sex Discrimination Act 1975, which placed a statutory duty on all public bodies (including Universities), when carrying out their functions to have due regard to Gender Equality by:
 - Promoting Equality of Opportunity between men and women
 - Eliminating unlawful sex discrimination and harassment in relation to men, women, and transgender men and women
8. 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.
9. *Sex Discrimination Act 1975 (as amended)*
The Sex Discrimination Act in addition to the core legal principles already addressed, 'prohibits the unlawful discrimination in employment and vocational training against married couples and civil partners or people who are considering, or who are undergoing or have undergone gender reassignment'.
Equality Challenge Unit.
10. *Pregnancy and Maternity*
Pregnancy and maternity will be included in the forthcoming Equality Act, however they are already provided for under Employment and other gender legislation. The 'unfair treatment that arises because of a person's pregnancy, including pregnancy related illness or maternity leave could constitute direct discrimination. This is because only women can become pregnant and therefore the unfair treatment arises because of the person's sex. Adoption is viewed in a similar way to maternity'.
Equality Challenge Unit.
11. *Data Protection Act 1998*
Personal data which relates to a persons gender identity, sexuality, ethnic/racial origin, religion or belief, physical/mental health condition is considered 'sensitive personal data' for the purposes of the Data Protection Act 1998.
12. Gender equality is a key priority for the University. It is important that women and men are able to contribute in all areas and at all levels and to benefit from the full range of University services. The University operates within a complex

society which affects gender issues within the University but it is committed to doing as much as it reasonably can to bring about gender equality.

Involvement

13. The GES Action Plan has been developed with the involvement and participation of staff, students, relevant stakeholders, and partners in order to set out the actions Sheffield Hallam will take to achieve and maintain an inclusive environment informed by gender equality.
14. Members of the Athena Swann Self-Assessment Group have also been involved in the development of the GES, and have provided an insight into the experience of women working in Science, Engineering and Technology, industries where there has been an under-representation of women.

University Governance, Leadership and Management

15. The Board of Governors has ultimate legal accountability for compliance with the Gender Equality Duty and relevant legislation, and it will receive annual progress reports on the GES in conjunction with reports on other equality and diversity issues.
16. Strategic leadership is provided by the Secretary and Registrar who is a member of the University Executive Group. The Secretary and Registrar exercises delegated responsibility and accountability to the Vice-Chancellor and the Board of Governors.
17. The Equality and Diversity Strategy Group chaired and led by the Secretary and Registrar, will be responsible for co-ordinating the annual review of the GES and the development of subsequent Schemes. The University's Equality and Diversity Team provide advice, guidance and support to the Equality and Diversity Strategy Group on relevant legislation and developments in equality and diversity.
18. Faculties and Departments are responsible for undertaking actions as identified in the University's GES Action Plan and for implementing the outcomes of University and local equality impact assessments. As with all significant developments this will be organised through the University's business planning process.

Information gathering

19. Comprehensive and accurate qualitative and quantitative information is crucial as it enables the University to identify issues and measure progress in achieving equality.
20. One important part of this is the outcome of consulting with and involving the University community through focus groups activity, the National Student Survey, and the Employee Opinion Survey both of which are analysed by protected characteristics (currently gender, racial/ethnic, disability groups).
21. Quantitative data on the student and staff 'life cycle' is collected and analysed. Currently the University has more data about students than staff but the aim is to develop a comprehensive range of statistics, covering the recruitment, development, progression and retention of staff by gender, and the recruitment, progression, retention and degree attainment of students.
22. A final source of information is from Equality Impact Assessments, which will inform the GES Action Plan.

Equality Impact Assessments

23. Equality Impact Assessments (EIA's) are a tool which enables the University to measure how we are meeting our legal duties under Equalities Legislation. An EIA is essentially an evaluation of impact of a particular, policy, procedure or practice on the protected characteristic groups.
24. EIA's are a legal requirement and the University Executive Group has agreed the process by which EIA's will be implemented. The Equality and Diversity Strategy Group, chaired by the Secretary and Registrar, is overseeing progress on EIA's and an EIA Working Group has been established to support the development of the programme.
25. Senior managers across the University are in the process of establishing processes for EIA's and the timescales for undertaking them. This process is being facilitated by the EIA co-ordinator based in the University Secretariat who is providing briefing sessions, guidance materials, and advice.
26. An electronic system has been purchased to enable the University to record and publish results of EIA's.

Annual Review

27. Annual reports are planned for the three year period 2010-2013 under the existing legislation and the Equality Act 2010 under the Single Equality Duty.

The Annual report will include:

- Progress against the actions in the Action Plan;
- Key achievements and examples of good practice;
- Analysis and results of information gathered;
- Identification of gaps in information and knowledge and plans to address them;
- Progress on undertaking impact assessments and information about relevant outcomes and actions from impact assessments.

Gender Equality Scheme Action Plan 2010-2013

Student and Learning Services: Pre-enrolment, UK Recruitment, Admissions, School and College Partnerships

| Objective | Implementation | Outcome | Review/Deadline | Responsibility/Joint Responsibility | Monitoring and Evaluation |
|---|---|--|---------------------------------------|--|---|
| SLS1: To conduct an equality impact assessment of the recruitment and outreach services with due regard to gender ethnicity and disability | <p>To evaluate the impact of UK recruitment and outreach activities.</p> <p>To provide an evidence base for good practice and to report to the EDSG on how these activities are promoting the three existing equality duties.</p> | <i>Improving the Student Experience</i> | To be reviewed once every three years | <p>Head of Pre-enrolment</p> <p>EIA Lead for Student and learning Services</p> | Director of Student and Learning Services |
| SLS2: To have due regard to gender, race and disability equality in the delivery of admissions policy and practice. | To monitor gender, race and disability as part of the admissions process. | <i>Improving the Student Experience Improving operational effectiveness</i> | To be reviewed annually | Manager for Admissions Services | Director of Student and Learning Services |

UK Marketing

| Objective | Implementation | Outcome | Review/Deadline | Responsibility/Joint Responsibility | Monitoring/Evaluation |
|--|---|---|---|-------------------------------------|------------------------------|
| <p>MK1: To conduct an equality impact assessment on UK student recruitment marketing processes with due regard to Gender, Race and Disability.</p> | <p>EIA lead to be identified and briefed on the EIA process</p> | <p><i>Improving the Student Experience</i></p> | <p>To be reviewed every three years</p> | <p>Head of UK Student Marketing</p> | <p>Director of Marketing</p> |
| <p>MK2: Embedding E&D into the marketing strategy to ensure that Sheffield Hallam is recruiting a diverse range of students with the talent and ambition to attend University key priorities:</p> <ul style="list-style-type: none"> ➤ External website ➤ Prospectus ➤ Advertising ➤ Outreach activities ➤ Other promotional materials | | <p><i>Raising our profile</i> Actively promoting the University's commitment to Equality and Diversity</p> | <p>To be reviewed annually</p> | <p>Head of UK Student Marketing</p> | <p>Director of Marketing</p> |

Inclusive Practice - Learning and Teaching Institute

| Objective | Implementation | Outcome | Review/Deadline | Responsibility/Joint Responsibility | Monitoring/Evaluation |
|--|--|--|-------------------------|-------------------------------------|---|
| IP1: To ensure that gender, race and disability equality is mainstreamed into Inclusive Practice delivery and guidelines. | <p>Ensuring that Gender Equality is implemented during :</p> <p>Curriculum design and development</p> <p>Learning and teaching activities</p> <p>The Learning and Teaching Institute to develop an action plan around inclusive practice</p> | <i>Improving the Student Experience</i> | To be reviewed annually | The Head of the LTI | Director of Student and Learning Services |

Secretary and Registrar's Department: Strategic Planning and Intelligence/ Registry Services/ University Secretariat

| Objective | Implementation | Outcome | Review/Deadline | Responsibility/Joint Responsibility | Monitoring /Evaluation |
|--|---|--|-------------------------|---|-------------------------|
| SRD1: To work with the Equality and Diversity Team to identify the key student data | Identification of need, of current availability, of further collection, reporting and | <i>Improving the Student Experience</i> <i>Managing and</i> | To be reviewed annually | Head of Strategic Planning and Intelligence, Deputy Secretary, Deputy Secretary | Secretary and Registrar |

| | | | | | |
|---|--|---|--------------------------------|--|--------------------------------|
| <p>(relating to gender, disability and race) which needs to be collected, analysed and reported, covering the student journey from recruitment to award, and aspects of the student experience such as appeals, complaints, academic conduct, fitness to practise and discipline. And to identify appropriate responsibilities for undertaking the work and timescales.</p> | <p>analysis required.</p> <p>Allocation of responsibilities</p> <p>Production of reporting schedules</p> | <p><i>developing our people</i></p> | | | |
| <p>SRD2: To identify and provide to the Equality and Diversity Team with benchmarking information which relates to disability, gender, and race, for both staff and</p> | <p>Identification of relevant sources</p> | <p><i>Improving the Student Experience</i></p> <p><i>Managing and developing our people</i></p> | <p>To be reviewed annually</p> | <p>Head of Strategic Planning and Intelligence</p> | <p>Secretary and Registrar</p> |

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| students, and from both the sector and, as appropriate, other comparisons e.g. regional ethnicity data | | | | | |
|--|--|--|--|--|--|

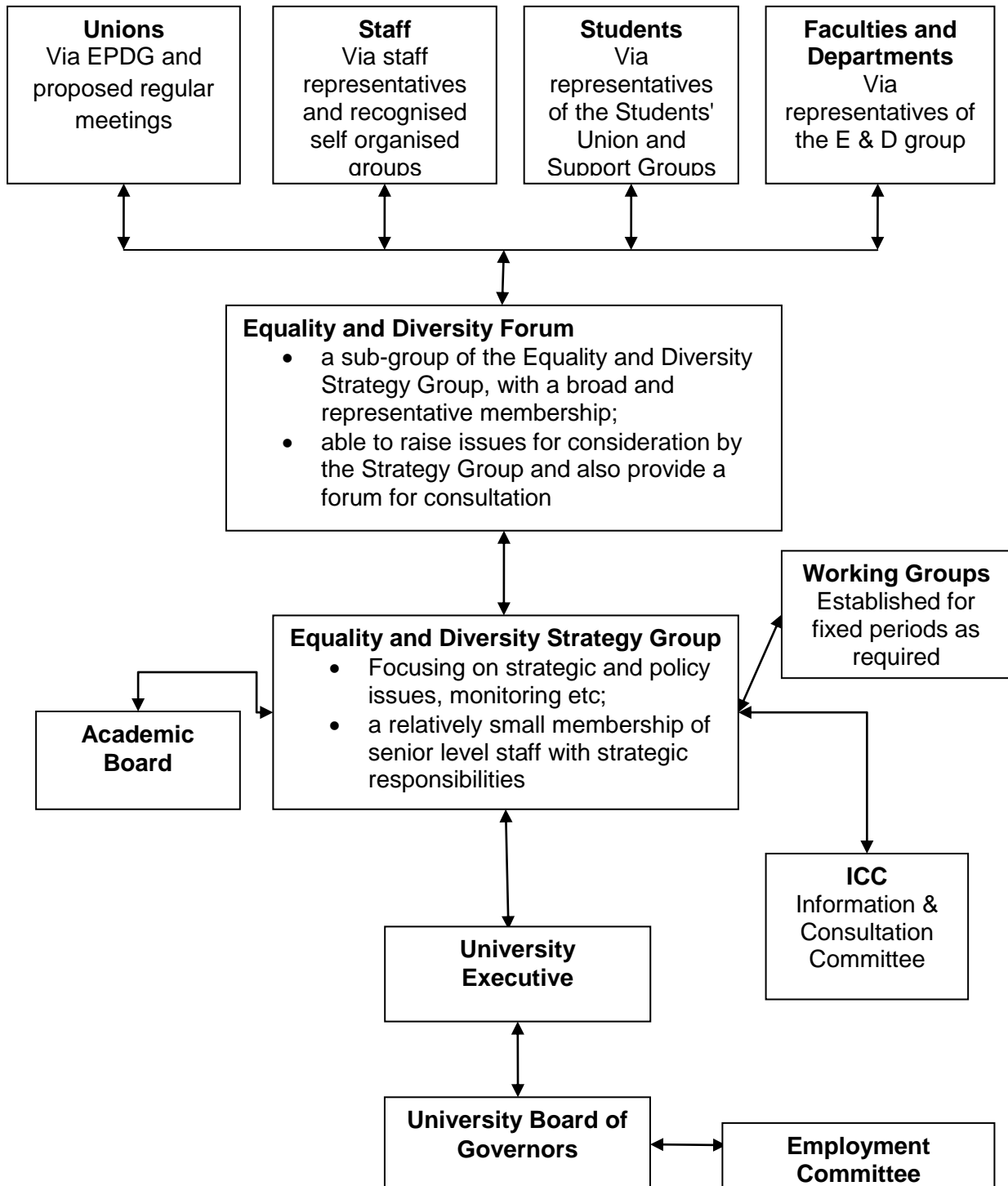
Human Resources

| Objective | Implementation | Outcome | Review/Deadline | Responsibility/Joint Responsibility | Monitoring/Evaluation |
|--|---|---|-------------------------|-------------------------------------|-----------------------|
| HR 1: To undertake a training needs analysis for staff relating to gender equality. Identify priorities and deliver as appropriate. | Training needs analysis | <i>Managing and developing our people</i> An E&D informed and supported workforce | To be reviewed annually | HR Assistant Director | HR Director |
| HR2: To gather, monitor and analyse employment and equalities data. This includes recruitment, development, promotion, retention, bullying and harassment, grievance, and disciplinary. | An evaluation of current data gathering, and monitoring systems Involvement of the E&D team in Resource Link upgrades Alignment of data gathering process with the gender | <i>Managing and developing our people</i> Efficient submission of data within the gender equality cycle Compliance with the specific and general equality duty | To be reviewed annually | HR Assistant Director | HR Director |

| | | | | | |
|---|--|--|--------------------------------|------------------------------|--------------------|
| <p>The data should also include comparisons to other equality strands i.e. minority ethnic women/disabled women</p> | <p>equality review and reporting cycle</p> | <p>An evidence-base for strategic, operating/action plans</p> | | | |
| <p>HR3: To conduct an EIA of the recruitment process from advertisement to appointment.</p> | | <p><i>Improving operational effectiveness</i></p> <p><i>Managing and developing our people</i></p> | <p>To be reviewed annually</p> | <p>HR Assistant Director</p> | <p>HR Director</p> |
| <p>HR 4: To identify and explore under/over representation of men and women in the workforce at all levels and take appropriate action if necessary/where practicable to address imbalances. This is to include committee membership</p> | | <p><i>Managing and developing our people</i></p> | <p>To be reviewed annually</p> | <p>HR Assistant Director</p> | <p>HR Director</p> |

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|---|---|---|--------------------------------|--|--------------------|
| <p>HR 5: To conduct an Equal Pay Audit following best practice</p> | <p>The pay review should include information regarding any identified differences in pay between men and women, and should examine occurrences of intersectionality e.g. differences in pay between men and women who have disabilities or who are from a minority ethnic group in comparison to non disabled men and women or men and women who are not from a minority ethnic background.</p> | <p><i>Managing and developing our people</i></p> | <p>To be reviewed annually</p> | <p>HR Assistant Director for Operations</p> <p>Reward and Benefits Manager</p> | <p>HR Director</p> |
|---|---|---|--------------------------------|--|--------------------|

Appendix 2



Other key legislation relating to Gender Equality

Human Rights Act 1998

Sex Discrimination (Gender Reassignment Regulations) 1999

Gender Recognition Act 2004

Equal Pay Act 1970

Pensions Act 1995

Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000

Fixed Term Employees (Prevention of Less Favourable treatment) Regulations 2000

Flexible Working/Paternity Leave- Employment Act 2002

Work and Families Act 2006

Employment Equality (Sex Discrimination) Regulations 2005

Sex Discrimination (Amendment of Legislation) Regulations 2008

Gender Recognition Act 2004

The Civil Partnership Act 2004