

# Equality Priorities

*6 April 2012*



## Context

Our refreshed Corporate Plan 2011-13 outlines our commitment to advancing inclusion as a key feature of all our activities as we believe this is ethically right, socially responsible and contributes to the academic and business strengths of the University.

Our initial equality priorities have been developed in line with the objectives set out in the refreshed corporate plan. These initial equality priorities have been established by evaluating and analysing our current data in relation to protected characteristics, understanding sector-wide issues that are also relevant to us, and by understanding the further work we need to do to develop our systems and processes in order to embed equality and diversity into our planning and performance monitoring processes. The initial priorities will be developed further and refreshed as this work progresses.

### **Equality Act 2010: Public Sector Equality Duty**

The public sector equality duty (Equality Duty) came into force on 5 April 2011, replacing the previous separate equality duties for race, disability and gender. The Equality Duty is supported by two specific duties. In England these were commenced on 10 September 2011. English HEIs, and the Higher Education Funding Council for England (HEFCE), are covered by the equality duty and the specific duties.

On 31 January 2012 the University published its first equality information report; this report has informed Sheffield Hallam's equality priorities.

### **Alignment of Equality to the Corporate Plan 2011-13**

Following an equality analysis of our refreshed Corporate Plan 2011-2013 a number of priorities have been identified which are aligned to the aims and objectives of our plan.

<http://www.shu.ac.uk/university/overview/corporate/vision.html>

Our equality performance will be measured using the University Corporate Performance Framework. The Corporate Performance Framework comprises of Key Performance Indicators (KPIs) and a number of primary and monitoring indicators which allow the University to measure its performance against its objectives. The University's performance with respect to equality will also be measured using this framework. This will involve monitoring our indicators by protected characteristic.

### **Business Planning and performance review**

Equality information provides the evidence base for our equality priorities and will inform business planning, at a strategic and operational level each year. The alignment of equality to key performance indicators will ensure that performance can be measured, reviewed and reported on tri-annually via the annual performance review and quality review processes.

## Equality Priorities

Set out below are the refreshed Corporate Plan aims and objectives to which our initial equality priorities are aligned. A number of achievements and challenges have been identified with reference to equality data, institutional and sector research, and engagement activities. In response to the challenges identified we have developed a set of corporate level equality priorities and have identified the indicators we will measure our performance against. Where possible, we have also included the target we are aiming for in relation to these indicators.

### 1. Learning Teaching and the Student Experience

**Aim 1: To provide a high quality, vibrant and challenging learning experience to all our students**

**Aim 2: To provide academically strong, relevant and financially viable programmes that are responsive to changing market conditions**

#### *Corporate Plan Objectives:*

- *To develop and design a managed student experience that delivers a clear and consistent range of entitlements for students.*
- *To improve the quality of our student experience as measured by student satisfaction, graduate employment, student retention and progression, with the aim of moving into the top 25% of UK Universities for all of these indicators.*
- *To ensure that we continuously develop and improve the curriculum to provide strong academic content, meet student demand and support the needs of employers and the professions.*

#### 1.1 Achievements

##### Disability:

- The number of disabled students recruited to the University remains high and the numbers of students who declared a disability in 2010/11 showed a marked rise of 25% compared to the 2008/9 figures (representing 9% of the total University population).
- Institutional research shows that disabled students who have a learning contract have higher attainment rates than disabled students who do not have a learning contract. The attainment rates for good honours of disabled students compared with students who have not declared a disability are similar.
- Graduate employability rates for disabled students are significantly higher than the sector average and 68% of our disabled students were in graduate level employment in 2009/10

#### Black and Minority Ethnic Students (BME):

- The graduate employability rate for Black students in 2010/11 was 74%. Black students secured graduate level employment at the highest rate for all ethnic groups, higher than the rate for White students (65%) and above the Sheffield Hallam average of 65%.
- Students identifying themselves as being of Mixed ethnicity had similar attainment rates as those of White students.

#### Gender:

- Female participation rates, female UG students obtaining a first class degree and those obtaining a 2.1 were all above the sector averages.
- Graduate level employability rates for both male (66%) and female (67%) students was above the sector average (66% for male students compared to the sector average of 41.6%, and 67% for female students above the sector average of 41.4%).

#### Religion and Belief:

- The Multifaith Chaplaincy has representation from 14 different religious traditions providing support links for students of diverse faith backgrounds. Positive links have been fostered and sustained between the Chaplaincy and the student religious societies, with the latter making regular use of the University's multifaith centre at City Campus. Newly refurbished Muslim prayer rooms opened at Collegiate Campus in September 2011. The chaplaincy is able to provide advice and guidance to students and staff on matters of religious belief and practice within the Higher Education context.
- Catering Services, in consultation with the Islamic Society, gathered anonymous feedback from Muslim users. This resulted in Catering Services expanding its range of Halal products across its outlets to meet the needs of its customers. All products are now labelled to provide authentication of where the product was sourced and prepared to provide assurances to Muslim customers.

#### Other Student Support arrangements to support diversity and inclusion:

- Nursing Mothers: Maintenance work has been undertaken to modify a room at City Campus (Oneleven Building) to be suitable for both breast feeding and expressing purposes. This need arose through a Building User Group Meeting, facilitated by the Facilities Directorate (FD), which specifically sought feedback from customers about improvements needed to the working environment.
- SHU Fest: An annual event to celebrate the talents and diversity of Sheffield Hallam students has been successfully implemented over the last two years.
- Ongoing development and support for: the Multi-faith Centre; International Student Support; Disabled Student Support Service; Student Wellbeing Service; and Student Liberation Groups.

## **1.2 Sheffield Hallam University Challenges**

Based on the Sheffield Hallam Equality Monitoring Report the following challenges have been identified:

#### Attainment:

- The attainment of BME students has been identified as a challenge. In 2010/11 and across all study modes White students out performed BME students, and there was a 17% point difference in the numbers of BME students who were awarded a 2.1. BME students received a higher number of 2.2 degrees (14%) more than White students. A significantly higher number of 3rd class awards were received by BME students (10% compared to only 4% awarded to White students). The highest proportion of third class degrees were awarded to Chinese students on part time courses.
- In addition, the data suggests that students who have a protected characteristic and study part-time have lower attainment levels than those on full-time courses and the attainment levels for mature students obtaining a 2.2 is 8% points lower than that of students under the age of 21 years.

#### Gender:

- The participation of women on STEM courses remains a challenge for the University. Sector statistics show lower levels of participation across science, engineering, technology and mathematics for female students.

#### Employability:

- The graduate employability rate of undergraduate degree students under the age of 21 years is 57% compared to that of mature students at 81%. A number of factors could be influencing this figure, in particular the impact of the economic downturn. However, supporting the employability prospects for students under 21 years old is a key issue for the University.

#### Disability:

- It remains a challenge for the University to maintain the rates of disability disclosure and, in particular, reducing the 'not known' figure.
- In addition, it is recognised that a better understanding of the needs of disabled students is required. In particular, improving the number of students who have disclosed a disability, but have chosen not to access support, and increasing the number of students who have a Learning Contract, but have chosen not to access the support recommended e.g. study skills support.

#### Lesbian, Gay, Bisexual and Transgender Students:

- The University does not currently gather quantitative information on our Lesbian, Gay, Bisexual and Transgender students and therefore, in light of issues within the sector, the University recognises the need to explore further the issues relating to the protection from discrimination and harassment for our LGBT (Lesbian, Gay Bisexual and Transgender) students.

International students:

- The territorial scope of Section 91 of the Equality Act (Admission and Treatment of Students) is not limited to the UK and the University needs to further explore the implications of this for its international business.

### **1.3 Sector Challenges**

Based on sector information we have identified a number of sector challenges which are also relevant to Sheffield Hallam:

Lesbian, Gay Bisexual and Transgender students:

- Equality Challenge Unit research relating to the LGBT student experience has shown that from a sample of 2704 students studying at UK Universities the majority of those students 'came out' at University (90.2%). 15% of those students, as a result of 'coming out', fear that they risk losing the financial support of their parents and 4.9% said that they had been denied financial support as a result of becoming openly gay.
- LGB students reported significant levels of negative treatment (bullying or harassment). Student survey respondents cited the source of the negative treatment as 49.5% from fellow students, 10.4% from tutors/lecturers, and 10.6% of this treatment came from other areas of the HEI.
- 20% of LGB student survey respondents said that they had taken time out of University as a result of this negative treatment.
- 22.6% of transgender student survey respondents said that they had experienced negative treatment (bullying or harassment) and 28% said that they had had to take time out of their studies as a result of this negative treatment.

Religion and Belief:

- Fostering good relations between people of different faiths and belief has been identified by HEFCE as a key priority for HEIs in meeting the requirements of the Equality Act 2010. HEFCE have cited the LGM funded programme which aims to promote religious literacy leadership in Higher Education. HEFCE have stated that 'HEIs will be expected to engage confidently and to promote mutual respect and understanding between staff and students of all religions and beliefs, including those with no religion'. HEFCE point out the complex nature of this area, 'not least because of the association with national security'.

Pregnancy and Maternity:

- Research by the National Union of Students (NUS) into the experience of students with children in further and higher education in the UK found that 59 per cent of respondents who had been pregnant while studying did not feel supported by their college or university (NUS, 2009). Pregnant students have faced issues including being forced to withdraw from their course, taking longer out of their course after giving birth than they would like, and being prevented from sitting examinations.
- The exact number of students who become pregnant during their course is unknown. The NUS interviewed 2167 students in higher and further education with children, and found that 29 per cent became pregnant during their studies (NUS, 2009).

- In the UK in 2008/09, 35 per cent of all female first-year students are aged 30 or over (sourced from the Heidi information system). Given the predicted demographic change of an increased number of older students in higher education, the number of students becoming pregnant during their studies is likely to increase (Universities UK, 2008).
- The Equality Act 2010 expands the protection from discrimination on the grounds of pregnancy and maternity, which already exists for women in the workplace and vocational training, to women outside the workplace. In doing so, the Act specifically mentions the higher education sector. Under the Act, discrimination can occur against a student because of her pregnancy or because she has given birth if:
  - the student is treated unfavourably because of her pregnancy;
  - within 26 weeks of the day of giving birth the student is treated unfavourably because she has given birth; this also applies in cases of miscarriage, still birth and neonatal death provided more than 24 weeks of the pregnancy has elapsed
  - the student is treated unfavourably because she is breastfeeding and the child is less than 26 weeks old; if the child is more than 26 weeks old, unfavourable treatment because of breastfeeding is likely to constitute sex discrimination

#### 1.4 Equality Priorities

From the analysis of our current position and the challenges we face, our initial priorities have been identified as follows:

Priority	Action	Indicator/Target (where applicable)
<p><b>1.1</b> To maintain a diverse student body in the light of changes to funding arrangements and increased entry tariffs.</p>	<p>a. Develop annual equality reports to monitor student diversity.</p> <p>b. Analyse application and recruitment data at programme/course level to enable targeted recruitment initiatives where required.</p> <p>c. In support of the HEFCE challenge to achieve more equal participation and achievement of women in physical sciences, technology, engineering and Mathematics, SHU will continue to gather information relating to women on SET courses and take action to ensure that we support female students to embark on, achieve and progress within SET</p>	<ul style="list-style-type: none"> <li>• The diversity profile of the student body is maintained, as reported in published equality information.</li> <li>• Achieve Athena SWAN Silver status for at least three academic departments.</li> </ul>

	<p>disciplines.</p> <p>d. Disseminate learning from successful recruitment initiatives (e.g. WiSET).</p>	
<p><b>1.2</b> To deliver a Learning, Teaching and Assessment strategy that enables the achievement of students with protected characteristics.</p>	<p>a. Embed inclusive learning in the curriculum.</p> <p>b. Embed inclusive teaching into professional development framework.</p> <p>c. Incorporate the reporting of equality data at programme/course level in Annual Quality Framework.</p> <p>d. Carry out equality analysis on assessment framework.</p> <p>e. To ensure that timetabling is 'fit for purpose' and inclusive of the needs of all students including those with a protected characteristic.</p>	<ul style="list-style-type: none"> <li>Protected groups are equally satisfied with teaching, learning and assessment as reported by the NSS.</li> <li>Students with protected characteristics achieving qualification aim (Target: 85%).</li> </ul>
<p><b>1.3</b> To provide student support services that support the retention and attainment of students with protected characteristics.</p>	<p>a. Embed equality objectives into emerging student support strategy.</p> <p>b. Establish Student Wellbeing service.</p> <p>c. Empower students to anticipate their support needs and make timely use of resources (e.g. learning contracts, study support).</p> <p>d. To monitor formal complaints relating to allegations of discrimination, and/or harassment by protected characteristic.</p>	<ul style="list-style-type: none"> <li>Protected groups are equally satisfied with support services as reported by the NSS.</li> <li>Retention of year 1 full-time degree students with protected characteristics (Target: 95%).</li> <li>Students who declare a disability take up learning contracts (Target: 70%).</li> <li>Decrease in the numbers of complaints which relate to a protected characteristic.</li> </ul>
<p><b>1.4</b> To enhance the employability of undergraduate students with protected characteristics.</p>	<p>a. Embed employability and graduate attributes into the curriculum for all undergraduate courses (full-time and part-time).</p> <p>b. Increase access to work placements for all students.</p>	<ul style="list-style-type: none"> <li>Undergraduate students with protected characteristics are equally successful in attaining graduate level employment as reported by the DLHE survey (Target: 73%).</li> </ul>



	<p>c. Use equality data at programme/course level to develop targeted employability initiatives.</p> <p>d. Target career mentoring and other successful initiatives at protected groups who are less successful in achieving graduate employment.</p>	<ul style="list-style-type: none"> <li>• Undergraduate students with protected characteristics are equally successful in accessing work placements (Target: 65% of eligible students on work placement by 2015).</li> <li>• Undergraduate students in protected groups are satisfied with work placement support as reported by the NSS (Target: 80%).</li> </ul>
<p><b>1.5</b> To ensure that equality and diversity considerations are integrated into our collaborative arrangements and partnerships.</p>	<p>a. To explore the implications of Section 109 of the Equality Act on our international collaborative provision.</p> <p>b. To ensure that the process of developing collaborative partnerships considers the equality and diversity.</p>	

## 2. Research and Innovation

**Aim 3: To create an innovative research environment within the University and use our skills to support innovation externally, working with organisations and companies to achieve economic and social transformation**

### *Corporate Plan Objectives:*

- *To create an innovative research environment within the University by selectively supporting areas of existing or potential international research strength.*
- *To ensure that our support for innovation is appropriately competitive at a regional, national or international level.*
- *To provide the optimum organisational framework to support innovative activities.*

### 2.1 Achievements

#### Research Assessment Exercise

- For the 2008 Research Assessment Exercise the University put in place a number of initiatives in relation to equality and diversity including:
  - A code of Practice on the selection of staff for the RAE 2008
  - The completion of the online diversity module by all staff involved in the RAE 2008
  - An Equality Impact Assessment on the selection of staff for the RAE 2008

### 2.2 Sheffield Hallam University Challenges

The initial equality priorities for the University in relation to research and innovation will be focused around the Research Excellence Framework (REF) in 2013, which replaces the RAE 2008. The University is currently developing and beginning to implement a Research and Innovation Strategy. Further work will be done to understand the equality and diversity dimensions and priorities arising from this to ensure compliance with HEFCE guidelines.

### 2.3 Equality Priorities

From the analysis of our current position our initial priorities have been identified as follows:

<b>Priority</b>	<b>Action</b>	<b>Indicator/Target (where applicable)</b>
<b>2.1</b> To embed equality considerations into the code of practice for the selection of staff for the REF.	a, To define and set out the Individual circumstances procedure.  b. To ensure the Code contains up-to-date legislation relating specifically to employment and fair recruitment practice.	<ul style="list-style-type: none"><li>• HEFCE approval of the Code of Practice.</li></ul>

<p><b>2.2</b> To design and deliver bespoke equality and diversity training.</p>	<p>a. To design and deliver bespoke E&amp;D training to 50 staff involved in the REF (including Unit of Assessment Co-ordinators and members of the REF Committee) using Equality Challenge Unit templates developed in consultation with the Equality Advisory Panel for the REF).</p>	<ul style="list-style-type: none"> <li>▪ Staff who have completed the bespoke E&amp;D and REF training (Target: 100% of identified staff group).</li> </ul>
<p><b>2.3</b> To conduct equality analysis on the draft and final submissions to allow the University to make any necessary changes to address any identified imbalances for protected characteristics in time for the final submission.</p>	<p>a. To produce a REF equality data summary containing the breakdown of staff selected for the REF by the protected characteristics of Age, Gender, Disability and Ethnicity compared with eligible staff.</p>	<ul style="list-style-type: none"> <li>▪ Percentage of eligible staff who were selected for the REF by the protected characteristic groups of Age, Gender, Disability and Ethnicity.</li> </ul>

### 3. Managing and Developing our People

**Aim 4: To recruit, motivate, and develop outstanding, diverse people who work together in a productive environment in which all are valued and where our talents are fully utilised to achieve organisational objectives**

#### *Corporate Plan Objectives:*

- *To ensure that we have the right calibre of staff and embed an expectation of high achievement as an integral aspect of our culture.*
- *To proactively manage performance and capability to enable individual, team and organisational success.*
- *To enhance the staff experience and promote wellbeing.*

#### **3.1 Achievements**

##### Employee Opinion Survey:

- The EOS 2008 reflected a relatively positive view of the University and the reports from the 2011 survey will identify any progress made and further issues to be addressed for staff with protected characteristics.

##### Training and Support for Staff:

- The University is committed to ensuring that all staff understand their own role in relation to equality and diversity and have promoted and monitored the completion of the online diversity module to ensure completion rates are high
- In addition, a range of other training and support is now available for staff including:
  - The integration of equality and diversity in to the University Induction programme
  - Gender Equality in STEM training
  - Bespoke equality and diversity training for directorates and faculties
  - Mental Health Awareness training
  - Delivery of DDA training to Facilities Directorate Staff

##### Promoting Equality and Diversity:

- The University is committed to supporting and promoting equality and diversity and supports specific schemes and initiatives to demonstrate this commitment including:
  - Staff Equality Forums
  - Faculty Equality Committees
  - Disability Working group - Disability guidance for Managers and disabled staff
  - Specific events such as:
    - Equality Matters - Faculty of Development and Society
    - International Women's Day
    - Explore, Exchange and Engage Programme- Faculty of Health and Wellbeing

Equal Pay Audit:

- An Equal Pay Audit and Equality Review was completed in 2011. This shows an overall gender pay gap of 11.88% in favour of male employees, which compares favourably with an overall pay gap nationally of 19.3% in favour of males (using mean salary). It also demonstrates a reduction in the gender pay gap from 18.64% in 2006.

Gender:

- In 2010 the University was awarded the Athena SWAN Bronze Award for the promotion of Women in Science, Technology, Engineering and Mathematics (STEM).

### **3.2 Sheffield Hallam University Challenges**

Based on the Sheffield Hallam Equality Monitoring Report the following challenges have been identified:

Diversity of our staffing profile:

- Of the 4,300 staff at Sheffield Hallam 6% are from a BME background and 3% have a declared disability.
- Female representation of the University Executive was 21%. There are no members of the Executive who have a declared disability and no members have stated that they are from an ethnic minority background.
- Under-representation of male staff in the Administrative, Professional and Clerical staff groups (where male staff constitute 28% of this staff group).
- The age diversity of the current staff profile and the potential impact on succession planning.

Staff Development:

- The embedding of inclusive practice into our Academic Professional Development activities.

Gender:

- The recruitment, retention and progression of women in STEM subjects.

People data and reporting:

- The University current reporting capabilities are restricted by the information recorded within our existing HR system and the reporting capabilities of that system. A new system is being implemented in Feb 2013 giving an opportunity to improve both the quality and range of data recorded and reported on.

### **3.3 Sector Challenges**

Based on sector information we have also identified a number of sector challenges which are also relevant to Sheffield Hallam:

- The under-representation of female and ethnic minority professors within the sector: In 2009/10 the proportion of black academics who were professors was 3.6%, in

comparison to UK national Chinese (12.3%), other Asian (11.6%) and White (11.1%). However, national BME staff comprised 6.5% in SET departments compared with 4.5% in non-SET departments. At sector level a higher proportion of staff in professorial roles are male (80.9%) compared to a figure of (19.1%) who are female. Furthermore, within SET departments (84.9%) of staff in professorial roles are male and (15.1%) are female.

- HEFCE have identified inequalities in research careers, where female and black staff are significantly under- represented. Representation of women at senior levels in science, technology, engineering and mathematics (STEM) departments is particularly low at a sector level.
- HEFCE have also identified that there is a lack of diversity in terms of HEI governing bodies. Research commissioned by the Equality Challenge Unit and the Leadership Foundation in 2009 found that the average age of most governors within the sample is within the 50-59 year band, 30% of members are female and 17% of chairs are female.

### 3.4 Equality Priorities

From the analysis of our current position and challenges our initial priorities have been identified as follows:

Priority	Action	Indicator/Target (where applicable)
<p><b>3.1</b> To reduce any inequalities identified from existing data and management information with regard to age, gender and race.</p>	<p>a. Analyse, report and act on recruitment diversity data annually by grade and staff type for age, gender, disability, race.</p> <p>b. Analyse MI to identify issues/trends in staff representation based on age, gender, disability, race.</p> <p>c. Improve graduate entry routes into the University through new graduate training schemes.</p> <p>d. Review recruitment and selection training to ensure it highlights the importance of identifying the best candidate for the role regardless of protected characteristics.</p> <p>e. Review person specifications to ensure they do not contain essential requirements that</p>	<ul style="list-style-type: none"> <li>• Positive change in workforce composition based on age, gender, disability and race.</li> </ul>

	would disadvantage certain groups.	
<b>3.2</b> To improve engagement and staff experience for employee groups sharing protected characteristics.	<p>a. Analyse Employee Opinion Survey diversity report to identify issues with specific staff groups.</p> <p>b. Gather feedback from University interest groups and forums to understand issues and create dialogue.</p>	<ul style="list-style-type: none"> <li>• Satisfaction and engagement scores for specific staff groups as identified through the analysis (Target: to be confirmed).</li> </ul>
<b>3.3</b> To support and promote Equality and Diversity initiatives across the University.	<p>a. Identify positive equality initiatives to participate in.</p> <p>b. Work collaboratively across the University to plan and monitor progress/achievement.</p> <p>c. Promote initiatives and positive impact on University staff.</p> <p>d. Ensure that mechanisms are in place to support the recruitment, retention and progression of women in SET study and work, and promote the visibility of existing senior female academics in SET.</p>	<ul style="list-style-type: none"> <li>• Achieve Athena SWAN silver award for 3 departments by December 2012.</li> <li>• Maintain Athena SWAN bronze award for the University for 2013.</li> <li>• Maintain disability 2 ticks symbol each year.</li> </ul>
<b>3.4</b> To ensure that all staff understand their responsibilities with regard to equality and diversity.	<p>a. Include online E&amp;D module in University induction and monitor completion rates.</p> <p>b. Embed diversity into Leadership and Management Development programmes where appropriate to increase managers confidence in dealing with issues where there are diversity implications.</p> <p>c. Develop briefings and guidance for managers on the Equality Act, Equality priorities, and the consideration of equality</p>	<ul style="list-style-type: none"> <li>• Completion of E&amp;D module (Target: 95%).</li> </ul>

	and diversity in decision-making.	
<b>3.5</b> To identify any inequalities in pay for staff with protected characteristics.	<p>a. Complete equal pay audit for SSG by July 2012.</p> <p>b. Complete equal pay audit of staff on the National Framework Agreement by Dec 2013.</p>	<ul style="list-style-type: none"> <li>• Take action to manage the gender pay gap at below the national average.</li> </ul>
<b>3.6</b> To enhance management information and reporting capability.	<p>a. Influence the configuration of the new HR/payroll system (CORE) to ensure improved reporting capability.</p> <p>b. Ensure new processes to support the implementation of CORE cover the collection and recording of accurate diversity data.</p> <p>c. Develop reports for a range of staff data.</p> <p>d. Track progress of staff during their employment (i.e. promotions).</p> <p>e. Record and analyse access to training and development opportunities for people with protected characteristics.</p>	<ul style="list-style-type: none"> <li>• Decrease the percentage of staff where diversity information is unknown or not stated (Target: decrease from 9% to 5%).</li> <li>• Promotion data for staff with protected characteristics is in line with University averages (currently not measurable).</li> <li>• Access to staff development (Target: 100% of staff report access).</li> </ul>

**NB:** Equality priorities relevant to territorial scope of the employment provisions of the Equality Act to be agreed with HR Head of Policy and Change and Director of Department of International Development.



The University's corporate plan identifies a number of enabling aims and objectives. In developing the initial equality priorities, these enabling aims have been evaluated and priorities developed for the ones that are seen to potentially have the most impact on equality and diversity for the University.

#### 4. Improving Operational Effectiveness

**Aim 5: To support the development of the student experience, academic business and research and knowledge transfer activities by ensuring that our support processes and services are effective, efficient and fit for purpose**

##### *Corporate Plan Objectives:*

- *To continually improve our processes and services to ensure that we deploy our resources most effectively and that we have the necessary resources to sustain the University in the long term.*
- *To improve the effectiveness and efficiency of our information systems, and associated processes, so that resources can be focused on delivering activities and services which support our priorities.*

#### 4.1 Equality Priorities

Priority	Action	Indicator/Target (where applicable)
<b>4.1</b> To embed where relevant and proportionate equality considerations into the internal audit and QAA process, in order to demonstrate how the University has had due regard to equality in accordance with section (149) Equality Act 2010.	a. Undertake equality analysis of the internal audit process and Quality Codes of Practice.	<ul style="list-style-type: none"> <li>• Demonstration of due regard to the three aims of the equality duty with respect to embedding equality into key functions and processes.</li> </ul>
<b>4.2</b> To review the effectiveness and efficiency of our information systems and associated process to ensure that we continue to be able to meet our statutory requirements in relation to the publication of equality data relating to staff and students.	a. To ensure that our information systems facilitate the efficient publication of student and staff equality data on 31 January each year in accordance with section (153) of Equality Act 2010.	<ul style="list-style-type: none"> <li>• Compliance with Section (153) specific duty requirement.</li> </ul>
<b>4.3</b> To ensure, that where relevant and proportionate, equality considerations are	a. To ensure that the assessment of relevant equality information, and	<ul style="list-style-type: none"> <li>• Evidence of consideration identified through the Corporate</li> </ul>

<p>embedded into major University reviews and projects.</p>	<p>subsequent further analysis is carried out in relation to new University institutional plans, strategies, policies and regulations. b. To have regard to equality considerations when scheduled reviews of plans, strategies, policies and regulations take place.</p>	<p>Performance Framework annual performance reviews and quality reviews.</p>
<p><b>4.4</b> To have due regard to equality (where relevant and proportionate) in the design, review and implementation of procurement processes.</p> <p>Where relevant and proportionate embed equality considerations and obligations in contractual negotiations, the delivery of a contract and when withdrawing from any activity under contract with an existing or potential partner, subcontractors, suppliers or agents, in accordance with section (109) Equality Act 2010.</p>	<p>a. To review the current procurement processes to ensure they are compliant with sections 149 and 109 of Equality Act 2010 by either:</p> <ul style="list-style-type: none"> <li>• Having express terms of contract which set out equality requirements.</li> <li>• Asking the contractor if they have an equality policy, and if they have been a defendant in any discrimination cases in the past.</li> <li>• Reviewing the contractor's performance on any equality conditions in the contract and holding regular meetings.</li> <li>• Acting promptly when poor performance is identified regarding the equality requirements of the contract.</li> </ul>	<ul style="list-style-type: none"> <li>• Compliance with the requirements of section 109 and 149 Equality Act 2010.</li> </ul>

## 5. Enhancing Our Estate

**Aim 6: To provide a high quality, safe and sustainable estate that supports the development of academic activities, enhances the student and staff experience and projects our academic identity**

### Corporate Plan Objectives:

- *Delivering innovative space that can be used flexibly and can be adjusted to meet the changing needs of the University over time, including advances in technology and collaborative working.*
- *Developing a sense of 'place' and identity across the estate using designs which reflect our vision.*
- *Ensuring the effective utilisation of space balancing both efficiency and effectiveness to support the delivery of the student experience.*
- *Delivering a sustainable estate in terms of our carbon reduction commitment, environmental and energy management standards and our relationships with the community.*
- *Delivering a student residential portfolio that supports the recruitment, retention and satisfaction of our students.*
- *To ensure the delivery of these objectives, clear and accountable governance arrangements have been put in place for the management of decisions related to land, property, buildings and infrastructure maintenance, and minor works. These arrangements will deliver and monitor the progress of estate developments and the estates strategy.*

### 5.1 Equality Priorities

Priority	Action	Indicator/Target (where applicable)
<b>5.1</b> To deliver innovative space that can be used flexibly and can be adjusted to meet the changing needs of the University over time, including advances in technology and collaborative working.	a. To continue to engage with staff and students who share a protected characteristic to inform the delivery of innovative space that can be adjusted to meet changing needs.	<ul style="list-style-type: none"> <li>• Student barometer satisfaction rates for course organisation (Target: to be determined).</li> </ul>
<b>5.2</b> To deliver an inclusive student residential portfolio that supports the recruitment, retention and satisfaction of our students.	a. To Monitor satisfaction rates of students who share a protected characteristics via student barometer  b. To Monitor student complaints by protected characteristic.	<ul style="list-style-type: none"> <li>• Student Barometer Satisfaction (accommodation) rates for students who have a protected characteristic (Target; to be determined).</li> </ul>

## 6. Communicating our Vision, Aims and Offer

**Aim 8: To communicate our vision, aims and offer, internally through the evolution of our brand and the development of appropriate media refined to meet the needs of particular groups**

### Corporate Plan Objectives:

- *To recognise clear segments of our markets and differentiate our offer appropriately and coherently.*
- *To develop our internal communications in order to engage staff with the issues affecting the University, support the communication of our purpose and position, mobilise the University community around our strategic priorities.*
- *To establish and maintain strong relationships with our stakeholders and develop campaigns in line with our strategic vision and priorities.*

### 6.1 Equality Priorities

Priority	Action	Indicator/Target (where applicable)
<b>6.1</b> To recognise clear segments of our markets and differentiate our offer appropriately and coherently.	a. To interrogate equality data and identify potential demographic changes in order to differentiate our offer.	Our offer is appropriate for a diverse H.E market (currently not measurable).
<b>6.2</b> To develop our internal communications in order to engage staff with the issues affecting the University, support the communication of our purpose and position, mobilise the University community around our strategic priorities.	a. To engage staff via the effective communication of the University approach to diversity and inclusion.	Employee Opinion Survey indicators on internal communication (Target: to be determined).