

Report of: Andrew McLean, Equality and Diversity Manager

Title: Single Equality Scheme 2012-15, annual report 2014

Summary:

The report describes performance against the Single Equality Scheme 2012-15 for the period April 2013 – Jan 2014

Context

The Single Equality Scheme (SES) sets out our equality objectives as required under the Equality Act 2010. These objectives are the areas where we are aiming to improve and develop and do not cover every aspect of the university’s equality, diversity and inclusivity activities.

Areas of progress and concern

Over the course of the past twelve months progress has been made in a number of areas:

- Availability of programme level attainment and progression data for students
- The provision of online training for all members of staff
- Dignity at Work policy revised to be inclusive of all staff
- Implementation of bursary support for disabled students through the UWE National Scholarship Programme
- Development of a Pregnancy and Maternity policy
- Disabled students are not significantly more likely to withdraw and are as likely to get good honours degrees as non-disabled students

Whilst there has been progress there are some key areas of concern to highlight, those are:

Concern	Action
BME student achievement still a concern in spite of improvement across the general student body	Increasing and developing bespoke training for Academic Personal Tutors to help them support the needs of BME students Retention & Student Success projects to feedback to EMG on progress made and best practice examples
That all staff are not accessing the online equality and diversity training module	The University have made the online training mandatory
The timeframe for introducing monitoring students’ religion/belief, sexual orientation and trans status	This is forming part of the discussions between CAS and IT about the new student records system.

International and home students to receive comparable and appropriate support	Data is being tracked and analysed to assist in the targeting of support to meet specific needs.
Support for the wellbeing of disabled staff	The development of an advice point/role/information service for disabled staff

Progress against SES objectives

Overview:

Overall the Equality Management Group (EMG) feels that significant progress has been in made in delivering this scheme. The EMG are able to hold managers accountable for actions as they are invited to present reports as part of an annual reporting cycle and EMG monitor progress. Below is a summary of manager's reports delivered in 2013/14 in relation to the SES objectives (in bold):

1. Learning for all

The 'Learning for all' theme strategically supports the University's student experience ambitions particularly for **Outstanding Learning** and **Ready and Able Graduates**. Over the past year the University has taken a holistic and inclusive approach to action planning for teaching and learning. This is reflected in a suite of initiatives and interventions designed to improve the student experience. The ongoing development of Academic Personal Tutoring and the creation of support interventions for tutors working with a diverse student body are an example of the University's inclusive approach. The establishment of effective benchmarks against national and international higher education institutions has assisted in steering our inclusive approach in this important area. Further, the UWE Futures Award and its focus on expanding student skills and confidence have an impact on student retention and attainment.

1.1 Reduce rates of withdrawal from courses beyond the first 3 months

Work is continuing to build on the 2012 research project exploring black and minority ethnic and male student attainment at UWE: the "Supporting student success" report. A new Academic Personal Tutors initiative was implemented 2013 with a staff development focus on inclusive engagement. The University is also developing a bespoke equality and diversity training opportunity for all Academic Personal Tutors. This will be rolled out in 2014. The training will seek to support 'tutors' who are supporting students who may be at risk of withdrawing in the first three months.

Faculty Access Agreement action plans and a series of Student and Partnership Services retention projects aim to address the issues of withdrawal and retention, whilst trialling methods for improving attendance and attainment.

As a result of learning from the retention projects, the University developed and approved an 'Attendance and Monitoring Policy for Under Graduate students. The policy and monitoring processes are in place and are being managed by Student and Partnership Services in collaboration with individual faculties. Presently, Student and Partnership Services have utilised monitoring reports on the levels of student engagement in the first

semester with Blackboard to target support interventions where needed. The Working Practices group is reviewing how to make this monitoring even more impactful.

Further, statistical analysis commissioned by Business Intelligence into factors that are related to withdrawals and good honours, found that disabled students were not significantly more likely to withdraw and are as likely to get good honours degrees as non-disabled students.

Further, statistical analysis commissioned by Business Intelligence into factors that are related to withdrawals and good honours, found that disabled students were not significantly more likely to withdraw and are as likely to get good honours degrees as non-disabled students. *N.B. While this might have been the case when that study was undertaken the latest data in the two tables following show a worse position for disabled graduates both in terms of withdrawal and attainment*

It is important to note that 'Withdrawals' are presently defined as students withdrawing from their programme within their first year of study at UWE.

Analysis of current data on withdrawals highlights the following examples of withdrawal rates for students at risk of withdrawal. The number in brackets represents the actual number of withdrawals and the % figure relates to cohort size for that student group.

Students who withdraw	2011	2012	2013
Female	12% (363)	9% (296)	9% (252)
Male	18% (516)	13% (435)	15% (381)
Comparison	5%	5%	6%

Under 21s	15% (703)	11% (592)	11% (482)
Over 21s	15% (176)	10% (139)	12% (151)
Comparison	0%	-1%	1%

Not disabled	16% (803)	11% (648)	11% (559)
Disabled	11% (76)	11% (83)	13% (74)
Comparison	-5%	-1%	1%

White	15% (758)	11% (630)	11% (521)
BME	16% (110)	12% (99)	14% (101)
Comparison	1%	1%	2%

While there have been some small increases in withdrawals between 2012 and 2013, the latest figures remain significantly improved from 2011 performance in almost all categories. There is continuing work to identify and improve retention rates among all categories of students (such as, the EQUIP project, focussing on inclusive learning with specific reference to black and minority ethnic students, and Student Services and faculties working collaboratively to target courses with high withdrawals), and caution must be exercised in drawing early conclusions from one year's data, particular where a percentage change of 1-2% may represent only one or two individual students.

1.2 Narrow and ultimately eliminate the discrepancy in attainment between international and home students

UWE has made available attainment and progression data for students at a programme level for action by departments through monitoring and evaluation reports. Further, a new post of Learning 4 All Hub leader is developing guidelines and strategies using best identified practice. Internal best practice will be disseminated through the Learning 4 All portal to provide guidance for module and programme leaders as to best practice.

The University's data analysis has identified that additional work is necessary to address gender, disability and ethnicity differences in attainment.

Below is the breakdown of 'good honours' attainment across all faculties.

The number in brackets represents the actual number of those achieving a good honours degree and the % figure relates to cohort size for that student group.

Good honours:

Student cohort	2011	2012	2013
Female	68% (2445)	74% (2494)	78% (2518)
Male	63% (1921)	67% (1935)	68% (2010)
Comparison	-5%	-7%	-10%

Under 21s	65% (3379)	71% (3378)	73% (3456)
Over 21s	67% (987)	73% (1051)	74% (1072)
Comparison	2%	2%	1%

Not disabled	66% (3900)	72% (3971)	74% (3987)
Disabled	59% (466)	63% (458)	69% (541)
Comparison	-7%	-9%	-5%

White	68% (3917)	73% (3944)	75% (4017)
BME	45% (427)	55% (464)	56% (489)
Comparison	-23%	-18%	-19%

The Higher Education Funding Council for England (HEFCE) report titled "[Higher education and beyond: Outcomes from full-time first degree study](#)", sets out evidence at a national level revealing sector differentials in attainment and retention for many protected characteristics (including ethnicity). HEFCE have challenged the higher education sector to acquire a better understanding of the issues influencing attainment differentials and the required interventions.

UWE's experiences mirrors the sector, in that a host of complex and at times sensitive issues can have an influence on the attainment levels of BME students. Our 2012 research project in to the experiences of BME students highlights many of the issues faced by BME students.

1.3 Ensure all staff are fully aware of their responsibilities with regard to the Equality Act 2010 and receive appropriate training and are confident to address the needs of all students

Training for all staff is through completion of online training rather than attendance at a workshop. To date 35% have completed the training. Governors have confirmed that this should now be mandatory and further communications to this effect will be issued in 2014. The training delivery team have confirmed it is possible to host the current on line solution

on blackboard and are exploring integration with SAP accurately record completion of the training. Senior managers are actively encouraging those staff who have not completed the training to do so.

UWE offer Face to face training in the Welcome Fair, recruitment and selection course and the ILM team leader award. Many staff have also attended a programme with an equality and diversity element over and above the on line programme. New managers are invited to attend a workshop as part of the mandatory programme for new managers. There is currently no requirement for existing managers to attend this workshop. This needs to be reviewed by EMG and the Vice Chancellor's Executive.

The University is currently reviewing other equality and diversity workshops that we offer with an equalities focus, e.g. visual awareness, deaf awareness, dyslexia awareness. Learning and Development are planning to pilot a cultural awareness workshop with the Faculty of Business and Law early in 2014.

1.4 Ensure that all staff can access to learning and development opportunities

The University is working towards all staff having access to learning and development opportunities. This is implemented through various methods:

Increased use of online resources which can be accessed 24/7. This includes the on line equality and diversity training and various Health and safety in house developed materials. The University has recently purchased and launched Lynda.com which includes a wide range of resources. The University has also just purchased a license for "learning pool " which enables access to new online training and development solutions which can be tailored to include UWE content. This should make more learning available on a more flexible basis to meet staff varied access needs.

There is also increased use of non-class room based learning in the form of coaching and mentoring – women's research mentoring scheme, probation mentoring for all new staff, mentors for all involved in the Reach talent management programme and we have just launched the Diversity Mentoring Exchange Scheme.

There has also been increased use of faculty and service development days, development hours etc. to tailor access to training and development to individual staff group's needs and availability.

Below is a summary of Equality and Diversity related training completed in 2013, over and above the online solution.

SUMMARY OF EQUALITY AND DIVERSITY DEVELOPMENT 2012/13

DATE	TITLE OF COURSE	NUMBER OF ATTENDEES
18.9.12	DEAF AWARENESS	16
7.11.12	CAREER DEVELOPMENT FOR BME STAFF	14
9.11.12	ADVISING AND SUPPORTING A DIVERSE STUDENT BODY	24
10.7.12	DYSLEXIA AWARENESS	9
28.11.12	DYSLEXIA AWARENESS	12
23.1.13	DYSLEXIA AWARENESS	14

18.3.13	DYSLEXIA AWARENESS	7
7.9.12	UWE MANAGER - E & D MODULE	15
18.2.13	UWE MANAGER - E & D MODULE	9
30.4.13	UWE MANAGER - E & D MODULE	7
2.10.12	RECRUITMENT AND SELECTION	14
7.12.12	RECRUITMENT AND SELECTION	12
29.1.13	RECRUITMENT AND SELECTION	7
13.3.13	RECRUITMENT AND SELECTION	11
21.5.13	RECRUITMENT AND SELECTION	14
4.7.13	RECRUITMENT AND SELECTION	11
31.7.13	RECRUITMENT AND SELECTION	4
11.9.12	WELCOME FAIR	38
17.1.13	WELCOME FAIR	59
16.4.13	WELCOME FAIR	38
19.6.13	WELCOME FAIR	24
2012/13	ILM LEVEL 2 FOR TEAM LEADERS - E & D MODULE	14
18.4.2013	Mental Health - Staff	17
04.03.13	Mental Health - Managers	12
	TOTAL	402

Nb Welcome Fair and Recruitment and Selection courses both include significant equality and diversity sections.

1.5 Reduce any discrepancy in take up of graduate entry employment or further study between students of different ethnic groups and between disabled and non disabled students

The most recent data set (those graduating in the academic year 2011/12) indicates the following information:

Student category	% of graduates achieving a positive outcomes
Female	69.8
Male	69.2

Age 25 - 34	76.1
Age over 34	83.9
Age Under 25	65.8

BME	65.8
White	70.0

Disabled students	72.5
Non-disabled students	69.2

In receipt of a bursary	65.0
Not in receipt of a bursary	72.3

Dashboards have been developed in Business Intelligence that allow comparisons across

the following groups down to a departmental level.

- BME / White
- Mature (over 21) / Young (under 21) including additional age groupings
- Disabled / non-disabled

The Careers Service has specific funding under the Access Agreement for targeted careers support (“Access to the Professions”) for widening participation students. Ongoing work is taking place to track and analyse progression data and to implement further initiatives based on the analysis.

2. Positive experience for all

2.1 Increase student and staff satisfaction rates so that all staff and students have an equitable experience

The 2013 National Student Survey (NSS) data has been analysed and targeted action plans for programmes have been developed where satisfaction has fallen below the sector averages. Comparative data on mature students’ satisfaction scores are informing action plans in specific NSS themes.

NSS Category	Students under 21 2139 respondents	Students over 21 1644 respondents
Facilities supporting your experience overall	78.4%	75.4%
Overall, I am satisfied with the quality of the course	83.2%	81.3%

The overall NSS data captures a range of experiences disaggregated by age, disability, ethnicity, gender and nationality. A range of initiatives relating to UWE’s retention and success projects, the Access Agreement, student mentoring are all impacting on raising the student experience across the protected characteristics covered within the NSS.

Since the last report there has not been a full staff survey so there is no further tracking data available. However the 2012 survey identified a significant gap between the satisfaction of disabled staff as compared with all staff across most questions within the survey. The data below illustrates four questions and the responses of disabled staff against all staff at the University.

Staff survey question	University average	Disabled staff
I am satisfied with my physical working conditions	62%	46%
I am treated with respect by my colleagues	82%	72%
I feel valued and recognised for the work I do	50%	37%
I would recommend the University as a place to work	58%	51%

In regard to staff satisfaction, a Joint Union Forum (JUF) sub group has been established

and has proposed a series of recommendations to increase disabled staff satisfaction. The recommendations will be presented to Joint Union Forum in March 2014 with actions agreed and implemented during 2014 and 2015.

With regard to lesbian, gay and bisexual staff an Action Group has been established to oversee and plan the Stonewall Workplace Index submission for September 2014. This includes coordination of the verbal and written feedback on the 2013 submission, and the delivery of activities across the academic year to improve UWE's position in the Index. The current Workplace Index ranked UWE as 35 in the Top 100 Employers. The University scored 172 out of 200 points, compared to 158 points in 2012. The improvement in the Index is a result of improved feedback from lesbian, gay and bisexual staff in the 'staff attitude' survey. The development of the LGBT Ally Network and a general raised profile of LGBT initiatives have been cited as reasons for improvement in the survey. The Workplace Index also identified a number of additional improvements relating to staff.

With regard to women working at the University, the Athena Swan initiative has delivered a number of achievements:

- February 2012 UWE joins the Athena Swan Charter
- October 2012 UWE employs an Athena Swan Administrator
- September 2013 University and Biological, Biomedical and Analysis department bronze awards announced
- March – April 2014 Engineering Design and Mathematics award announcement pending
- Allied health Professions and Nursing/Midwifery joint department award due to submit in April 2014

Additional work is taking place with the Women's Forum and the Black and Minority Ethnic staff network to address a range issues and concerns relating to the UWE staff experience.

2.2 All staff and students to be free from harassment and bullying, and all to treat each other with respect

UWE has been working with a range of internal and external stakeholders and agencies to develop a Hate Incident reporting procedure for all students, staff and visitors to the University. Support has been provided by Bristol Hate Crime Services and Avon and Somerset Police, to ensure best practice and a joined up service is achieved.

A Hate Incidents options paper has been taken to the Equality and Diversity Forum and approved. The process for reporting incidents will be rolled out in the spring of 2014.

Further, HR has been embedding the use of the new Dignity at Work Policy and Procedure. Refresher training for Dignity at Work Advisers has just been completed. Dignity at Work advisers will also be offered opportunities to attend future training on hate incidents in during 2014.

2.3 Address identified inequality in pay on the basis of sex, ethnicity and disability

The gender pay gap is calculated as an outcome of an Equal Pay Review – approximately every 2 to 3 years – this is next scheduled for 2015. The University are in the process of implementing the recommendations of the current Equal Pay Review. Many of the recommendations are due to be delivered in 2014. Please see below a list of the

recommendations.

Equal Pay review 2011 - Recommendations of the Equal Pay Working Group

Recommendations adopted by JUF	Leader	Completion date
1. That the gender pay gap across the administrative/professional job group be looked at particularly in the next equal pay review to consider the impact of the OUA restructuring.	Lesley Donnithorne & Rachel Mylrea, HR	December 2013 data, completion by 30 June 2014
2. That Facilities investigate job segregation issues for women in manual jobs and consider positive action initiative.	Chris Abbott & Liz Dunn	June 2014 – data shared
3. That the gender analysis for academic claim payments be looked at particularly in the next equal pay review to consider the impact of workload payments.	Lesley Donnithorne & Rachel Mylrea, HR	2015
4. That the professorial merit pay review currently being undertaken carries out further analysis of the award of merit pay by ethnicity.	Lesley Donnithorne	December 2013 – data collected, analysis being completed
5. That job segregation issues for BME staff across the manual grades be shared with the Equality & Diversity Unit and Facilities with a view to these being considered again in Facilities equality target setting and positive action initiatives.	Chris Abbott & Liz Dunn	June 2014 – data shared
6. That opportunities for promoting career progression for disabled staff be considered by the Equality & Diversity Unit.	Angeline Carozza via disabled staff working group	April 2014 – data shared
7. That further initiatives are investigated to increase part time working for more senior graded jobs.	Gerry Scott, HR	April 2014 – Project commenced, interviews with senior post holders in progress
8. That the next full equal pay review be carried out based on data at 31 December 2014	Lesley Donnithorne/ Rachel Mylrea	2015

3. Planning for all

3.1 Publish, maintain and make available a consistent set of equality data for staff

and students that meet the requirements of the Equality Act 2010

The Staff compendium has been published annually since 2008. The 2012 Compendium was reviewed in 2013 and resulted in additional Equality and Diversity analysis and commentary added to the report. The next staffing compendium is due to be published in the spring of 2014 and will feature more pictorial analysis to ensure the data is used to effectively meet the requirements of the Equality Act 2010.

A revised staff census is currently live for data collection. The new staff census seeks to update current staff records but is also gathering in additional information around staff's caring responsibilities.

With regard to student data, the establishment of clear categories, appropriate protocols and templates for data collection is in hand and mostly complete.

The inclusion of optional questions in the areas of religion and belief, sexual orientation and gender identity, on registration forms, surveys and student monitoring forms is in hand but requires IT development. This is forming part of the discussions between CAS and IT about the new student records system.

Currently, we are provided with equality grouping information from the National Student Survey by age, gender, disability and nationality. This is analysed by Business Intelligence and provided at institutional and faculty level. It has also fed into the student compendium. Our internal Student Experience Survey does not ask these questions because we have the information already in ISIS. It has been collated previously and supplied at Faculty level.

Further, the University will be carrying out a snapshot student census for all students. The census is supported by the Students' Union and will commence in March 2014.

3.2 Adopting and achieving equality and diversity key performance indicators

The Single Equality Scheme has a set of key performance indicators that it uses to measure the impact of the scheme:

- Student attainment- each equality group to have as good an outcome as others
- Student perceptions - each equality group to as good an experience as others
- Student and staff recruitment
- Staff and student progression / promotion - each equality group to have as good an outcome as others

Faculty and professional service scorecards are being developed to assist in the monitoring of impact at a local level across the University.

For more information regarding UWE's performance across the performance indicators please follow the links to the [Student Compendium](#) and the [Staffing Compendium](#).

4. Voice for all

4.1 Ensure that consultation mechanisms are in place and are used to improve both academic and personal experience of students and staff

With regard to students, future work is due to include all student voice/representation

activity. Consideration will be given to how we include the discussion of Equality & Diversity issues and the breaking down of barriers for specific groups in engaging with representation and the student voice. This is being taken forward by the Student Partnership Officer within Corporate and Academic Services.

With regard to staff, 'Communication cafes' have taken place to enable staff to raise any topic or questions with the Vice Chancellor & Deputy Vice Chancellors. UWE 2020 Strategy engagement - various sessions with different staff groups, a blog with a feedback loop have taken place to feed in staff views into the development of the UWE Strategy. Also, Strategy Cafes and Q&A sessions open to all staff were held at all campuses to communicate the new strategy to participants. All staff questions were answered and published on the Strategy intranet site.

A feedback loop introduced for Manager's E-zine enabled managers to feedback on key topics for their staff and teams. A new intranet has been developed involving a wide range of staff and stakeholders, including face to face meetings and online surveys. The new intranet will itself deliver easier and quicker ways for staff to have their say and contribute their views as well as improve communication and understanding between departments and services.

Further, the staff governor forum has been refreshed with representatives from different staff groups being nominated and elected.

4.2 Ensure that UWE's partnership work includes those from different equality communities

Our enhanced partnership work with schools that UWE sponsors, targets (with explicit criteria) and schools in low participation areas, contribute significantly to UWE's Widening Participation (WP) agenda by supporting student recruitment from underrepresented groups. This is monitored and reported as part of UWE's Access Agreement. Our work with sponsored UWE schools (where UWE has governors or trustees) often includes a focus on the diversity of students and addresses differential outcomes where appropriate. A Vice Chancellor instigated review of Further Education (FE) partnerships provided evidence of diversity within the student body in these partners, which again contributes to UWE's Widening Participation agenda.

We are proactive in our partnership with Hartpury College with regard to equality and diversity issues, and the PVC is Hartpury College link governor for equality and diversity. UWE has initiated an initiative with other educational partners, supported by the E&D unit, to promote and address equality and diversity issues in educational settings (school / Further Education / Higher Education).

A new initiative has been started, led by the Pro Vice Chancellor and the E&D Unit that aims to promote E&D issues with UWE's educational partners and includes key stakeholders from the local authority, schools, Further Education and Higher Education sector. An event is planned to launch a Bristol E&D Network of education providers in the summer of 2014.

The BBC Talent Ticket initiative (monitored through the Widening Participation & Schools and Colleges Partnership Committee) is an example of a recent initiative of work with a key partner that is focused on supporting the BBC to recruit from a more diverse pool. This includes aspiration raising and information, advice and guidance work with schools and

colleges that also has benefits for our recruitment to Higher Education programmes.

More work is required to audit other initiatives that also have the potential for increasing the diversity of our student body.

5. Support for all

5.1 Support the wellbeing of disabled staff

The Sub Group of Joint Union Forum (JUF) has been established and is now tasked with reporting back a series of recommendations to JUF in March 2014 with actions agreed implemented during 2014 and 2015. The recommendations are:

- To achieve 'Two Ticks' status
- To develop a Disabled Staff Service
- To develop a Disability Leave policy
- To develop Reasonable Adjustments guidance
- To develop disability-related Sickness Absence guidance

5.2 Ensure that all students are aware of the support services available

Work is taking place with Student and partnership services to ensure all students are aware of available support services. Specific new activities developed in 2013 include:
Video included in induction for new students
'Pop-up' type events planned for peak assessment times

Additional activities planned for 2014 include the promotion of support services in particular with regard to disability, financial and wellbeing.

The University's Lesbian, Gay, Bisexual and Transgender (LGBT) Action group are exploring the promotion of support services for LGBT students. This activity will provide learning for the targeting of support services for all students with protected characteristics.

5.3 Ensure international and home students receive comparable and appropriate support

The 'Recruitment and Outreach' strand within the Integration Project in the new Student and Partnerships Service is reviewing all pre-entry guidance /policy and procedures, to redesign/enhance current processes and to increase levels of engagement with all international/home applicants.

Ongoing work is taking place to analyse all available data with a view to targeting support to meet the specific needs of international and home students.

Further, faculty specific work in the Faculty of Environment and Technology is being developed to explore appropriate academic support for international students. It is an aspiration to share the learning across the University.

5.4 Provide mentors for all staff and students

Work is ongoing with the Academic Personal Tutor schemes with the mentoring provision for students.

UWE currently runs a number of mentoring schemes for staff:

1. All new members of staff have the opportunity to receive a mentor
2. Women in research scheme
3. All staff on talent management programme
4. Diversity Mentoring Exchange

Diversity Mentoring Exchange - The bid for funding from Leadership Foundation for Higher Education was unsuccessful however a project has been developed and is currently being piloted across the University. An Advisory Group has steered the development of the Scheme for any member of staff with an interest in enhancing their understanding of equality and diversity.

Leadership and staff development teams are currently developing further mentoring proposals and guidance for staff.

6. Access for all

6.1 Provide information on access provision on UWE campuses

A range of activities and initiatives have taken place to address the diverse area of access provision across the University.

Presently we are reporting on the accessibility of our sites, particularly for those who are disabled. Considerable work through Student Services and the Student Disability Service is focused on addressing accessibility issues for students. In 2013 the University revised and approved the Black Board Learning Environment Policy, to improve a range of accessibility areas for disabled students.

The Disability Working Group (JUF-initiated) is meeting regularly and addressing accessibility and other issues for disabled staff, including ensuring sites are accessible. Recommendations from the group will be considered for approval in March 2014.

In 2013 UWE developed a new Faith Advisory Board to coordinate the development of a Faith on Campus policy. The policy is currently going through a consultative process. The policy will address a range of issues relating to teaching, learning and access to facilities.

6.2 Increase the percentage of students recruited in receipt of Disability Student Allowance

The number of known disabled students enrolled rose from 520 in 2012 to 583, representing 9% of all enrolments, which is still somewhat higher than the HE average.

The number of full-time students in receipt of Disability Student Allowance (DSA) has increased by 285 and has proportionally gone from 6% to 7.6%.

The University has bursary support for disabled students through various activities and interventions and the UWE National Scholarship Programme. It is the ambition of the University to explore and review how best to target these opportunities in the future.

	08/09	09/10	10/11	11/12
DSA FT	4.90%	5.50%	5.80%	7.6%

6.3 Increase the number of BME and disabled staff employed at all levels, and the number of women and BME staff employed at senior levels

A Positive Action project has been scoped and is being implemented. The project currently includes a range of interventions to increase the recruitment of underrepresented employees. For example, the use of Equality & Diversity interview questions and Diverse Recruiters are being implemented. The following initiatives are in development for 2014: A Positive Action Policy, Temporary Staff Unit bank BME/Disabled employee recruitment, refreshed recruitment training, Vacancy outlets to target underrepresented communities.

The Disability Working Group is considering the value of the 'Positive about Disabled People: Two Ticks Scheme', as one of its recommendations for increasing the number of disabled employees across the University.

Leadership and staff development will also meet with the BME and Disabled staff networks to develop proposals to enhance staff development access for these two groups in 2014. It is anticipated that direct dialogue with staff will generate important insights into the necessary interventions to enable the development and the increased representation of BME / Disabled staff at UWE.

Further, a pilot talent management scheme (REACH) has been developed and is now being implemented. The scheme was open to staff in grade H and above. 29 people are on the programme, this was not launched as a positive action programme however 8 men and 21 women have participated in this programme.

6.4 Ensure accessibility of meetings and events

Facilities have developed guidance for individuals booking rooms across all four campuses. The document has been discussed with the University's Equality Management Group and is being discussed in more detail with the Equality & Diversity Unit, and a wider range of UWE stakeholders.

It is anticipated the guidance will be incorporated into the room booking process for all meetings and events in 2014.

6.5 Address gender imbalance in research

UWE signed up to the Athena Swan Charter in Feb 2012 with the aspiration of achieving the Bronze Award. The University achieved the Athena Swan Bronze award in 2013 and is now preparing for University and faculty/departmental submissions for future Silver and Gold Awards.

The Women in Research Mentoring Scheme began in January 2012; the scheme is overseen by the research and knowledge exchange initiative (led by Dee Smart) and will continue through 2014.

6.6 Provide facility for students affected by pregnancy and maternity, and those with caring responsibilities to access any aspects of the student experience

In 2013 a new Student Pregnancy, Maternity, Adoption and Partner Leave Policy and Procedures was developed and approved. The policy demonstrates the University's commitment to meeting the needs of students affected by pregnancy and maternity and those with caring responsibilities.

Other activity

At its meeting on 9 July 2013, the Equality Management Group (EMG) reviewed E&D Activity Logs provided by faculties and services. The meeting was attended by invited TU reps. The logs were based on a template which invited examples of activity under the following headings:

- Single Equality Scheme;
- Workforce Diversity;
- Equality Analysis;
- E&D related policy development;
- Campaigns/promotion;
- Training; and.
- Other activities.

Faculties and services were invited to list actions under each heading. The intention was to capture the breadth of E&D activity across UWE and allow EMG to identify any gaps and address any common issues arising.

The responses proved a valuable exercise for sharing the extensive and varied range of work going on at UWE to support the University's aspiration to be an inclusive university, in the context of the SES actions and beyond. The scope and comprehensiveness of logs varied considerably.

The following are examples and a brief summary of the levels of activity captured in the Logs from some of the participating services/faculties .

Faculty of Arts, Creative Industries and Education:

- Curriculum design meetings have focused more sharply on diversity (content and delivery).
- Implementation of Plain English Policy in Assessment
- Education Dept: BME mentoring scheme in place for new teachers with BME UG and PG Education students. Academic mentoring support for BME students with EAL (as needs arise) and to meet reasonable adjustments for students referred through the Disability Student Allowance.

Dean of Students' Office/ Learning for All Hub:

- Learning & Teaching Fellows projects included criteria on retention and inclusivity

Human Resources:

- Reviewed and improved the image bank for portraying greater diversity in UWE visual recruitment materials

Information Technology Services:

- Utilised student information gathered through Blackboard to identify individuals/groups at risk of withdrawal – i.e. those who have not logged on/engaged with for a number of weeks are known to be more likely to withdraw.

Library:

- Library Service created an inclusive teaching checklist for use by staff when undertaking teaching sessions with students.

Other areas of activity in 2013/14 worth noting are:

- **Stonewall** – UWE placed 35 in the employer’s index up from 45 in 2013.
- **Lesbian, Gay, Bisexual and Transgender (LGBT) History Month** - throughout the month of February, over six different events took place for the benefit of UWE students and staff.
- **Student Networks** – UWE students have started over thirty different cultural, equality, support and religious networks.
- **LGBT Allies** – A new initiative was launched in 2013 for any staff wanting to create a more inclusive learning and working environment.
- **Senior E&D Champion & LGBT staff** – two UWE staff members were interviewed for radio Bristol in early 2014.

Public Sector Equality Duties

Before making a decision, section 149 Equality Act 2010 requires that each decision maker considers the need to promote equality for persons with the following “protected characteristics”: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation. Each decision-maker must, therefore, have due regard to the need to:

- i) Eliminate discrimination, harassment, victimisation and any other conduct prohibited under the Equality Act 2010.
- ii) Advance equality of opportunity between persons who share a relevant protected characteristic and those who do not share it. This involves having due regard, in particular, to the need to --
 - remove or minimise disadvantage suffered by persons who share a relevant protected characteristic;
 - take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of people who do not share it (in relation to disabled people, this includes, in particular, steps to take account of disabled persons' disabilities);
 - encourage persons who share a protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
- ii) Foster good relations between persons who share a relevant protected characteristic and those who do not share it. This involves having due regard, in particular, to the need to tackle prejudice and promote understanding.

The Single Equality Scheme sets out our equality objectives which are a statutory requirement for all public bodies. The Scheme includes an action plan to be implemented 2012/15. We have committed to reporting back on performance and reviewing the Single Equality Scheme annually.