UWE Single Equality Scheme **2012 - 2015**

Measuring the impact

UWE
BRISTOL
University of the
West of England

www.uwe.ac.uk/equalityanddiversity

UWE's Single Equality Scheme **2012-15** **"The Inclusive University"**

UWE created and published its Single Equality Scheme in 2012 to ensure that equality and diversity would be embedded in everything we do. It publicly set out our equalities aims, objectives and planned actions. The Scheme was developed following extensive consultation with staff, current and potential students, trade unions, equality forums, and staff and student networks, and was underpinned by UWE's vision, mission and ethos.

What is in this Impact Report?

This report gives an overview of the 22 objectives of the Single Equality Scheme, highlighting both key achievements and areas that need more work. Sharing this Impact Report is intended to both celebrate our progress and to influence conversations about UWE's direction and SES activities for 2016-2020.

What is not in this Impact Report?

UWE continually works to build the inclusive University through many activities, both planned and organic. Summarising all of these activities and their impacts would require a far larger report. This report focuses on the impact of the Single Equality Scheme.

For more information on other inclusive practices at UWE including our charter mark activity, please go to **www.uwe.ac.uk/equalityanddiversity**

'Inclusivity 2020': UWE's new Single Equality Scheme for 2016 – 2020

Inclusivity 2020 will publicly set out UWE's new equality objectives and will launch in the autumn term of 2016/17. It will be developed with collaboration across the university. The new scheme will integrate, embed and support identified inclusivity practices within UWE's 2020 Strategy Programmes and charter marks. This Impact Report will help us begin that journey afresh, but informed by the good work of the past scheme.

Equality & Diversity Unit, November 2015

Key where percentages are shown

✓ = a move in the right direction
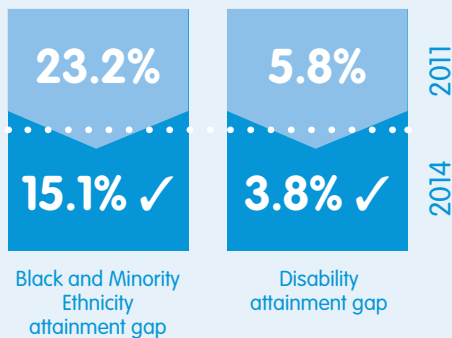
✗ = could do better

Learning for All

SES Key Objective 1: Reduce rates of withdrawal from courses beyond the first 3 months.
Strand: Race and Disability

Impact:

Attainment gap: (2011 vs 2014)

23.2%	5.8%	2011
15.1% ✓	3.8% ✓	2014

Black and Minority Ethnicity attainment gap

Disability attainment gap

Withdrawal rate: (2012 vs 2014)

12.6%	11.2%	6.8%	11.7%	2012
15.7% ✗	11.7% ✗	11.8% ✗	12.3% ✗	2014

Black and Minority Ethnicity withdrawal rate

White withdrawal rate

Disability withdrawal rate

Non-disabled withdrawal rate

Black and Minority Ethnicity attainment gap decreased from 23.2% to 15.1% Disability attainment gap decreased from 5.8% to 3.8%
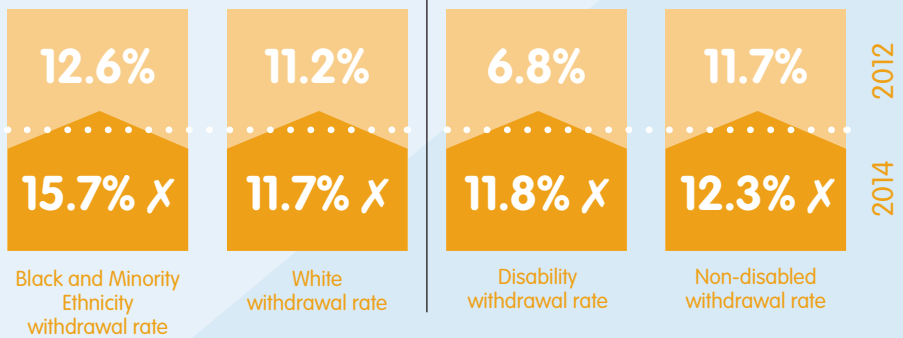
Black and Minority Ethnicity withdrawal rate has increased from 12.6% to 15.7% while the White withdrawal rate has increased only slightly, from 11.2% to 11.7%. Disability withdrawal rate has increased from 6.8% to 11.8% for Disability Student Allowance recipients (Non-Disability Student Allowance recipient withdrawal has remained at 17-19%) while the Non-disabled withdrawal rate has increased far less, from 11.7% to 12.3%

SES Key Objective 2: Narrow and ultimately eliminate the discrepancy in attainment between international and home students. Strand: International students

Impact:

Attainment gap: (2011 vs 2013)

24.5%	2011
23.1% ✓	2013

International student attainment gap
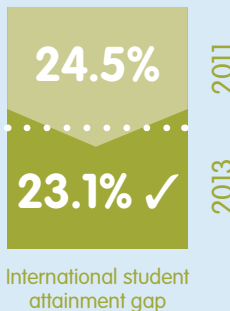
International student attainment gap decreased, but only slightly, from 24.5% to 23.1%

SES Key Objective 3: Ensure teaching, learning and assessment takes into account access needs of all students including disabled students and the cultural needs of black and minority ethnic students.
Strand: Race and Disability
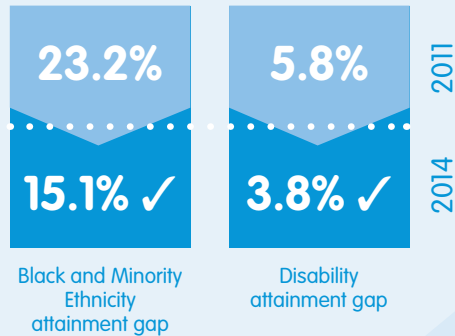
Impact:

Attainment gap: (2011 vs 2014)

23.2%	5.8%	2011
15.1% ✓	3.8% ✓	2014

Black and Minority Ethnicity attainment gap

Disability attainment gap

Black and Minority Ethnicity attainment gap decreased from 23.2% to 15.1% Disability attainment gap decreased from 5.8% to 3.8%

SES Key Objective 4: 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. Ensure that all staff have access to learning and development opportunities.
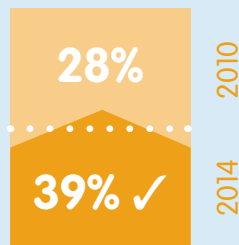Strand: All, Gender and Disability

Impact:

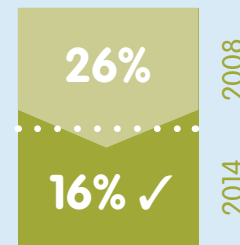**Equality Essentials e-learning: (2014)**

80%
COMPLETION

Internal training attendance: (2010 vs 2014)

28%	2010
39% ✓	2014

Male training attendance increased from 28% to 39%

Staff survey: learning and development (2008 vs 2014)

26%	2008
16% ✓	2014

Disabled staff more satisfied with learning and development: variance in experience between disabled and non-disabled staff experience decreased from 26 to 16 percentage points

SES Key Objective 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.

Strand: Race and Disability

Impact:

Unemployment data (2011 vs 2014))

7.1% — 2011

5.3% ✓ — 2014

Black and Minority Ethnicity attainment gap

1.0% — 2011

1.0% ✗ — 2014

Disability unemployment gap

Black and Minority Ethnicity unemployment gap decreased from 7.1% to 5.3%

Disability unemployment gap stayed the same at 1.0%

Positive Experience for All

SES Key Objective 6: Increase student and staff satisfaction rates so that all staff and students have an equitable experience.
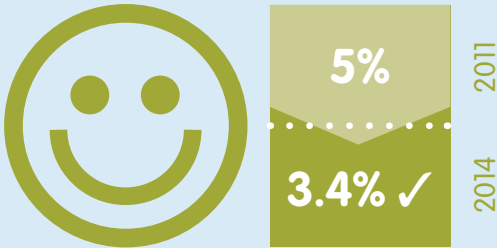
Strand: Age, Disability and Race

Impact:

**Student satisfaction (2011 vs 2014)**

8% — 2011

2% ✓ — 2014

5% — 2011

3.4% ✓ — 2014
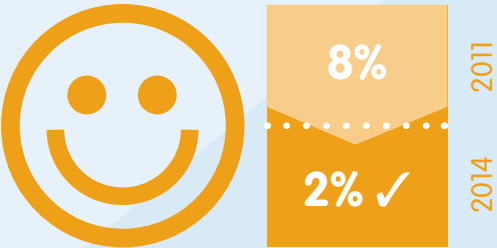
Mature students more satisfied: variance in experience between mature and younger students decreased from 8 to 2 percentage points

Disabled students more satisfied: variance in experience between disabled and non-disabled students decreased from 5 to 3.4 percentage points

Staff survey participation rate (2008 vs 2014)

3% 2008

4.9% ✓ 2014
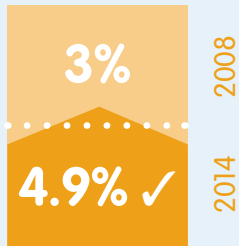
Black and Minority Ethnicity staff participation increased from 3% to 4.9%

Procurement

Increasingly, we are requiring our suppliers, potential suppliers and partners to demonstrate their commitment to the E&D agenda in their respective organisation. We:

- Promote online E&D training to suppliers
- Promote E&D to small business suppliers at supplier training day
- Supplier terms and conditions updated to include forced labour/slave labour clauses
- Two members of Purchasing successfully completed ethical procurement training

SES Key Objective 7: All staff and students to be free from harassment and bullying, and all to treat each other with respect.

Strand: All

Impact:
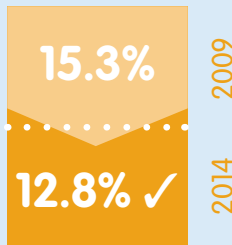
Dignity at work policy revised to be inclusive of all

Hate Incident Reporting process in place, but used infrequently

SES Key Objective 8: Address identified inequality in pay on the basis of sex, ethnicity and disability.

Strand: Gender, Race and Disability

Impact:

Pay gap (2009 vs 2014)

15.3% 2009

12.8% ✓ 2014

Gender pay gap

The gender pay gap has decreased from 15.3% to 12.8%

Ethnicity: no significant gap (numbers sometimes too small for analysis)

Disability: analysis not carried out as numbers are too small

Planning for All

SES Key Objective 9: Publish, maintain and make available a consistent set of equality data for staff and students that meet the requirements of the Equality Act 2010.
Strand: All

Impact:

Outstanding action: religion/belief, sexual orientation and trans status question to go onto student registration forms, satisfaction survey and other student monitoring forms.

SES Key Objective 10: Adopting and achieving equality and diversity key performance indicators.
Strand: All

Impact:

Activity logs introduced in 2013 as a means of central monitoring of faculty and service plans to meet corporate E&D Key Performance Indicators. Logs increase in quality each year and have seeded discussion and planning in several areas of the university.
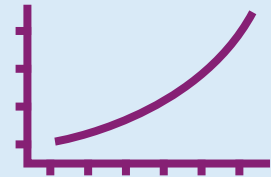
Voice for All

SES Key Objective 11: Ensure that consultation mechanisms are in place and are used to improve both academic and personal experience.
Strand: All

Impact:

Equality Engagement Events bring strategic project managers and equalities stakeholders (staff & students) together to embed inclusive practices in strategic projects.
Equality Analysis online consultations.
Staff networks are run by staff for staff.
Their number has increased from 5 in 2010, to 12 in 2015.

SES Key Objective 12: Ensure that UWE's partnership work includes those from different equality communities.
Strand: All

Impact:

Partnership network instigated with a launch event in summer 2014.

Support for All

SES Key Objective 13: Support the wellbeing of disabled staff.
Strand: Disability

Impact:

Disability Staff Service 5 month pilot in summer 2015.

SES Key Objective 14: Ensure that all students are aware of the support services available
Strand: All and Disability

Impact:

Increased use of **Social Media,** and communications **both pre-arrival and on arrival. Student Comms Team** established to plan/coordinate student communications.

SES Key Objective 15: Ensure international and home students receive comparable and appropriate support
Strand: International

Impact:

In-house funding for international students who are not eligible for Disability Student Allowance. **Remodelled systems** for disclosure and linking international students with disability support. **Increased awareness** of international student considerations (e.g. visa awareness) in the Student Advice Team.

SES Key Objective 16: Provide mentors for all staff and students.
Strand: All

Impact:

Diversity Exchange launched in 2015 following pilot in 2013-14.
Women in Research Mentoring Scheme running since 2012.

Access for All

SES Key Objective 17: Provide information on access provision on UWE campuses.
Strand: Disability and Religion & Belief

Impact:

New buildings and refurbishments based on **UWE Design Guides**, which are formulated to include best practice accessibility and equality issues.

New Site plans showing level access, lifts, accessible parking, refuges etc developed and soon to be published on UWE webpages.

Faith and Belief Policy launched in November 2014 during Interfaith Week.

SES Key Objective 18: Increase the percentage of students recruited in receipt of Disability Student Allowance.
Strand: Disability

Impact:

Disability Student Allowance: (2011 vs 2014)
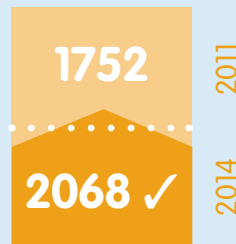
1752
2011

2068 ✓
2014

Receipt of Disability
Student Allowance

The number of students in receipt of this allowance increased from 1752 to 2068

SES Key Objective 19: Increase the number of Black and Minority Ethnicity and disabled staff employed at all levels, and the number of women and Black and Minority Ethnicity staff employed at senior levels.
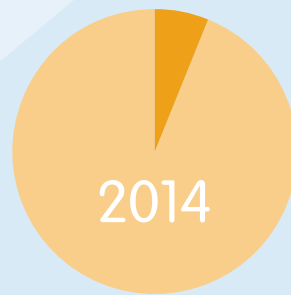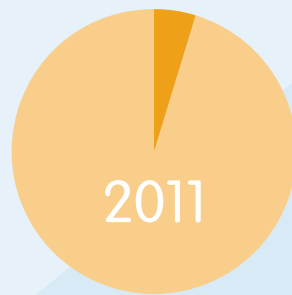**Strand:** Race, Disability and Gender
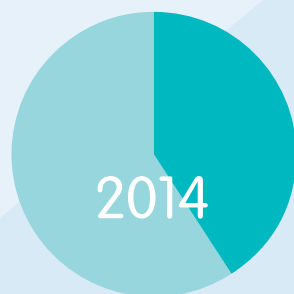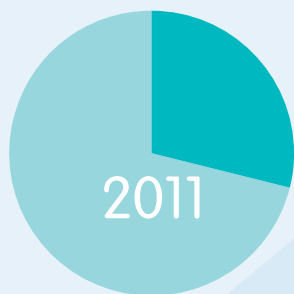
Impact:

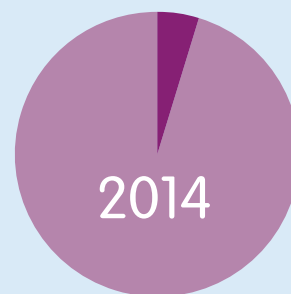**Representation of equalities groups among staff: (2011 vs 2014)**
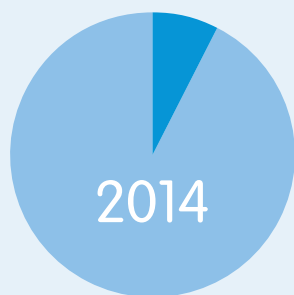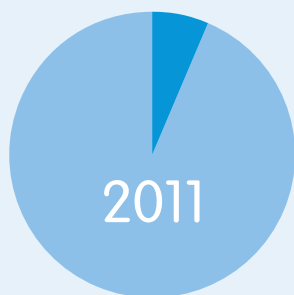
BME staff **increased** from 6.5% to 7.6% ✓

Disabled staff **increased** from 4.8% to 6.2% ✓

Senior female staff **increased** from 29% to 41% ✓

Senior BME staff **increased** from 0% to 4.9% ✓

SES Key Objective 20: Ensure accessibility of meetings and events.
Strand: All

Impact:

Inclusive Meeting Spaces Guidance written, but as yet there has been no consultation, or communications about the guidance.
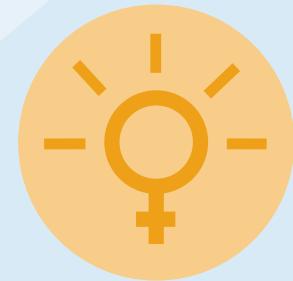
SES Key Objective 21: Address gender imbalance in research.
Strand: Gender

Impact:

Women in Research Mentoring Scheme running since 2012.

SES Key Objective 22: Provide facility for students affected by pregnancy and maternity, and those with caring responsibilities to access any aspects of the student experience.
Strand: Pregnancy & Maternity

Impact:

Maternity and Paternity Policy and Procedures developed by Student Services, and implemented in autumn 2013.

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