

(THIS SCHEME IS IN DRAFT FORMAT PENDING FORMAL APPROVAL.)

DRAFT SINGLE EQUALITY SCHEME (V7)

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Section 1 Context of the Single Equality Scheme

1.1 Equality and Diversity at Loughborough University

Loughborough University is a single site campus with a population of some 16,500 students, and approximately 3,200 substantive staff. The University has committed to providing “a fair, supportive and cohesive environment that promotes equality of opportunity for staff and students and values diversity”¹.

The University recognises that the promotion of equality of opportunity and diversity is crucial in influencing the economic and social development of individuals, businesses, professions and communities. In its Strategic Plan ‘Towards 2016’, the University commits to undertaking this promotion in all of its activities.

In line with legislative requirements, the University has implemented equality schemes and associated action plans which set out the framework for the work to be undertaken to eliminate discrimination and promote equality and diversity for race, gender and disability. This document expands upon these schemes and is intended to replace them.

This single equality and diversity scheme has been created as part of the University’s commitment to embedding equality and diversity into the University’s culture and actions. The document sets out the framework for the work to be undertaken to eliminate discrimination and to promote equality and diversity across all of the equality and diversity characteristics, which are contained with Section 4 of the Equality Act 2010:

- Age
- Disability
- Sex
- Gender Re-assignment
- Race
- Religion and Belief (including lack of belief)
- Sexual Orientation
- Marriage & Civil Partnership
- Pregnancy and Maternity

The majority of the legal duties associated with disability, gender and race will be expanded under the Equality Act 2010 to cover all of the characteristics detailed above. This means that the University will need to be able to demonstrate its commitment to promoting equality of opportunity, eliminating unlawful discrimination, eliminating harassment promoting positive attitudes and encouraging participation of all people in University life.

In addition to the commitments outlined above, the University will take steps to account for disability, even if this means treating disabled people more favourably.

¹ “Towards 2016”: The Strategic Plan

The single equality action plan sets out the priorities for the next 3 years in promoting equality and diversity characteristics above. Progress against these actions will be reviewed annually and reported through the Equality and Diversity Sub-Committee to the Human Resources Committee.

1.2 Loughborough University Equalities Structures

A number of structures exist within the University to support the promotion of equality and diversity and the eradication of discrimination.

The University has a formal Equality and Diversity Sub Committee, which reports directly into the University's Human Resources Committee. This Committee's broad function is to support the University in complying with its statutory responsibilities and developing best practice. The Committee is consulted about proposed changes to policy and receives reports on HR activity, such as the Reward Review process, to identify areas where equality concerns exist and improvements can be made.

To support the aim of embedding equality and diversity throughout the organisation, a programme of mandatory training about equality and diversity issues has been delivered to all existing staff and continues to be provided as part of induction. The full time post of Equality and Diversity Adviser has been integrated into the staff development team to ensure that all training programmes offered by the University deliver consistent equality and diversity messages. It is hoped that this will further embed equality and diversity principles throughout the University.

Staff Groups have been formed to provide staff with an opportunity to consider issues, raise concerns and to act as an informal consultation mechanism for the University. To date, the following staff groups exist:

- Age Group
- Black and Ethnic Minority Group
- Disability Group
- Religion and Belief Group
- Lesbian, Gay, Bisexual and Trans(gender) Group
- Women's Group

Equality and Diversity Co-ordinators and/or Disability Co-ordinators have been identified in each Department. These provide crucial links within Departments for disseminating information and best practise. These Co-ordinators are responsible for working with Heads of Departments to develop action plans to promote equality and diversity and to eliminate discrimination.

The University has an onsite Occupational Health Service. Staff can either refer themselves to the service or be referred by the University. In 2009, this service assessed over 400 staff and where required, has made recommendations for adjustments to enable staff to contribute effectively in their roles, the vast majority of which have been accommodated.

The University supports a network of Confide Advisers who are trained in supporting staff and students who feel that they are being harassed and bullied. These advisers help individuals deal with situations formally or informally, through to resolution.

1.3 The University's Equality and Diversity Related Policies

The University has a comprehensive Equality and Diversity policy which outlines the University's commitment to promoting equality and diversity and eradicating discrimination. This policy applies to both staff and students. In addition to this, the following policies exist to support the equality and diversity agenda:

(Links to be included)

- Disability and Employment Policy
- Equal Pay Policy
- Employment of Ex-Offenders (policy statement)
- Harassment and Bullying Policy
- Maternity, Paternity and Adoption Policy (to be consolidated into a Family Leave Policy and Procedure)

Our intention is that all of our employment policies recognise and incorporate the diverse needs of the population, recognising the variety of different barriers to success that people may face and facilitating the overcoming of these barriers. To assist in this process, a procedure for conducting equality impact assessments has been devised and training has been provided to staff in a broad range of Departments to enable them to conduct impact assessments. All new HR policies and procedures are routinely impact assessed, before implementation, to prevent direct or indirect discrimination in their application. Work is underway to undertake impact assessments for all existing policies and procedures.

Section 2 – Current Situation (June 2010)

2.1 Valuing and Developing Staff

In June/July 2008, the University undertook its first staff survey. All staff were invited to participate in the survey and were asked questions on a broad range of topics, including their opinion of the University's efforts to promote Equality and Diversity.

The University received very positive results from the first staff survey. 65% of staff responded to the survey providing the University with confidence that the results were reflective of the opinions of the majority of staff.

In order to assess staff attitudes across a range of equality and diversity issues, staff were asked to consider the following statements. The percentage in brackets relates to the proportion of positive responses received (either agree or strongly agree):

The University respects equally

- 1) people of different genders (94%)
- 2) people of different nationalities/ethnicity (96%)
- 3) people who are disabled/not disabled (96%)
- 4) people of different ages (92%)
- 5) people of different sexual orientation (97%)
- 6) people of different religion/belief (98%)

The results were promising – 5 out of the 6 questions received the highest proportion of positive indicators from benchmark institutions. The University is committed to building upon this foundation to improve understanding of equality issues, promote equality and diversity and eradicate discrimination. The University will be undertaking a staff survey every two to three years and will track staff attitudes to equality and diversity using the results.

The University has worked closely with a number of external bodies to assess current policies and practice which have provided the University with benchmarking information and directed equality and diversity strategy:

- The University remains committed to the 'Two Ticks' scheme (Positive About Disabled) managed through Job Centre Plus and has incorporated this into the Recruitment and Selection training. Under this scheme, all disabled applicants who meet the essential criteria for a vacancy, are guaranteed an interview, and views are sought from all current employees, who have declared a disability, to see if further improvements/adjustments can be made.
- In 2009, the University became one of only 28 Higher Education institutions to achieve an Athena Swan Bronze award, which recognises the work that the University has undertaken to encourage women into Science and Engineering. This is a notable achievement and it is hoped that individual Departments will build upon this success and achieve silver or gold accreditation.
- The University has taken part in the Stonewall employer assessment and accreditation exercise, which has provided useful feedback on our policies and practices and their impact on LGBT staff, helping us to ensure that staff are not disadvantaged because of their actual, or perceived, sexuality.

The University has actively offered work placement opportunities to students from the RNIB College, with which it has close links, to help them to overcome any barriers they may experience when seeking employment. This has also helped to promote a more inclusive culture within the University. *Imago*, the hospitality section of the University, has been awarded the RNIB's Employer of the Year, following work in this area.

The University has embarked on an ambitious building programme, with the creation of new buildings and renovations of existing sites. The Estates strategy is driven by accessibility and inclusive design principles as well as cost. For example, the University has recently invested in the expansion and renovation of a Muslim prayer room as part of the refurbished Faith Centre in the Brockington Building, to better meet the needs of Muslim staff and students.

The University has commissioned a Disability Discrimination Act audit of the Campus and in October 2009, the report was received. It identified the changes that need to be made for the University to be compliant with the Act. Some accessibility issues have already been addressed as part of this programme, including the installation of hearing loops in the University Council Chamber, automatic doors in the Haslegrave Building and the creation of a lift in Administration Building I.

There is still further work needed on the University Campus, however, and while this is progressed, efforts are being made to limit the impact of the inaccessibility of areas of campus. For example, a map has been produced which provides the best routes to avoid obstacles for people with physical disabilities.

2.1 Staff Statistics

The University produces an annual report which provides current equality and diversity statistics. This report is considered by the Equality and Diversity Sub Committee, the Human Resources Committee, Senate and Council. It is published on the Equality and Diversity web pages and is accessible to all.

Currently, information is collected from applicants and staff on the following equalities characteristics:

- Age
- Gender
- Disability
- Ethnicity

Information is not currently collected about:

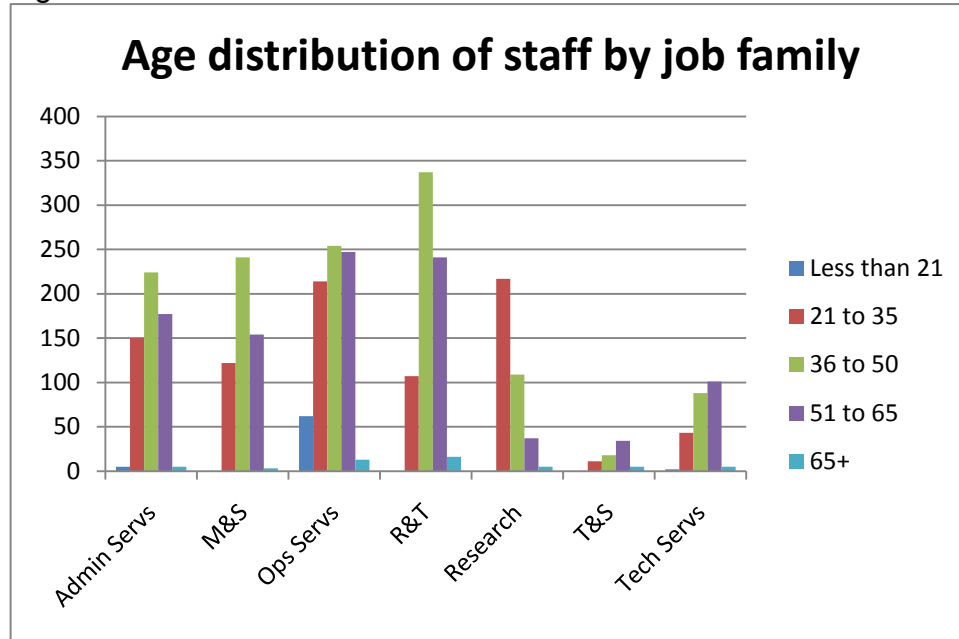
- Gender Re-assignment
- Religion and Belief
- Sexual Orientation

The University is considering expanding the equalities data collected.

2.1.1 Age

As of the 31st March 2010, nearly one third of the University's staff was aged 51 or over. Fig 2 below shows the distribution of ages across the Job Families.

Fig 1



This data shows that more staff fall within age group 36 to 50 than in any other age range for Administrative Services, Management and Specialist, Operational Services and Research and Teaching.

For the Research job family, the dominant age range is 21 to 35. The bulk of researchers are employed Research Associates roles. These roles tend to be early career roles undertaken after a PhD. Long term, the majority of Research Associates move into broader Academic roles or leave the HE environment.

In the Teaching and Scholarship job family more people are aged 51 to 65 than any other age range.

2.1.2 Gender

According to the 2001 census, the female population (%) was:

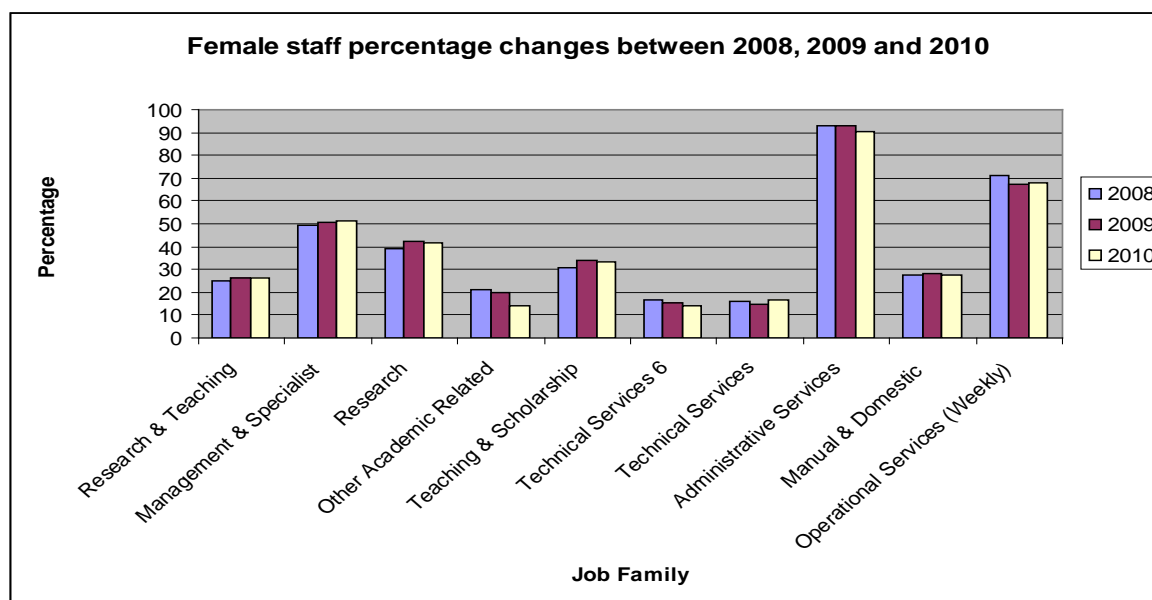
England	51.31%
Leicestershire	50.58%
Charnwood Borough Council	50.28%.

According to the Office for National Statistics 79% of men of working age were in employment compared to 70% of women of working age in 2008.

As of 1st March 2010, the total percentage of females employed at Loughborough University was 49.58%, a slight decrease of 0.51% from 2009.

Fig 2 shows the percentage of female staff by job family in 2008, 2009 and 2010.

Fig 2.



2.1.3 Disability

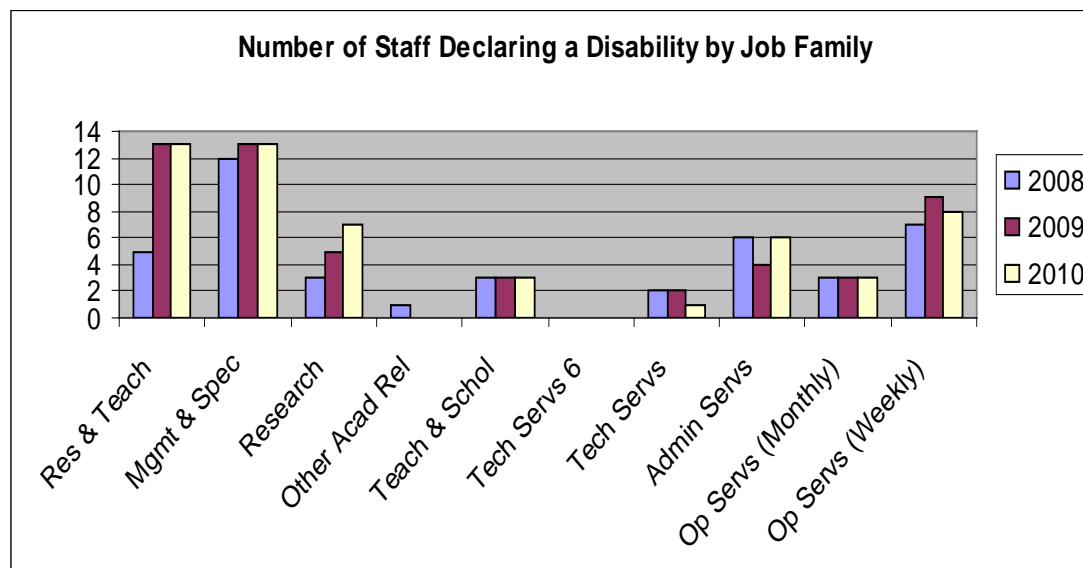
The Employers Forum on Disability states that one in six people of working age in the European Union has a disability or a long term health problem. Its research suggests that UK has the second highest prevalence in the EU with 27.2% of people of working age declaring a disability or a long term health problem. The Shaw Trust estimates that 18.6% of UK employees have a disability, as defined by the Disability Discrimination Act.

As of March 1st 2010, 1.67% (54) staff within the University have disclosed a disability. However, 3% staff declared a disability as part of the 2008 staff survey. It is not clear whether all of these people should formally be classified as disabled, within the meaning of the Disability Discrimination Act however it does suggest an underreporting of disability.

Currently, the University does not have information on 65 staff which represents 2% of staff at the University.

Fig. 3 below details the number of disabled people in each job family in 2008, 2009 and 2010.

Fig 3

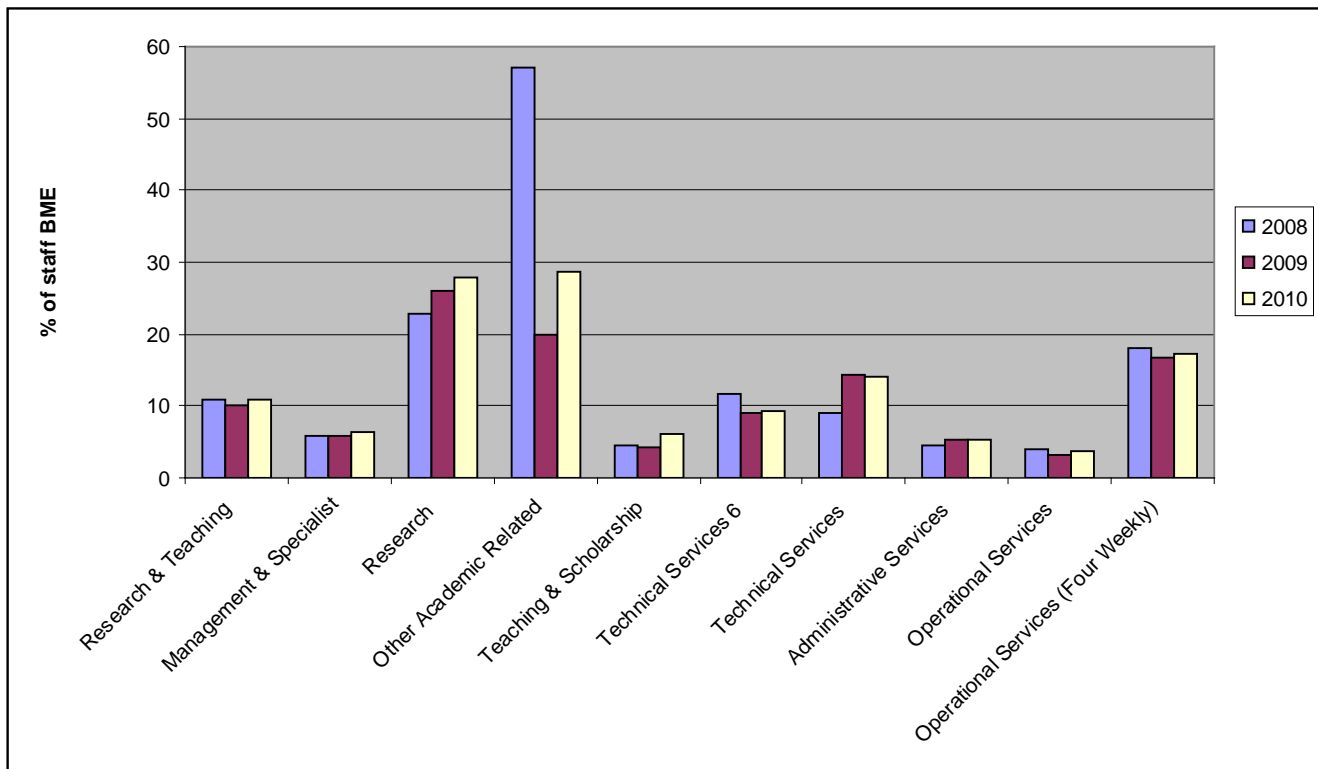


2.1.4 Ethnicity

As of 1st March 2010 the University's BME staff population was 11.66%. This is higher than the national figures for England (9%), Leicestershire (5.2%) and Charnwood Borough (8.33%) as shown in the Census of 2001

Fig. 4 shows the percentage of staff in each job family who are BME in 2008, 2009 and 2010.

Fig 4



2.2 Enhancing the Student Experience

For the fourth consecutive year, the University has topped The Times Higher Educational League table for the Best Student Experience. The league table, published in the Times Higher Education magazine, is based on the views of full-time undergraduate students on numerous aspects of university life, including the quality of teaching, student support, and social life and student facilities. This achievement recognises the significant investment and effort that has been made to support students.

The University is committed to enhancing the experience of all students studying at Loughborough. A key part of the University's mission is to:

'provide a high quality international educational experience with wide opportunities for students from diverse backgrounds which prepares our graduates for the global workplace'

The University's ongoing commitment to embedding equality and diversity and valuing the positive aspects of individual differences is a vitally important component in achieving its mission.

The University is committed to ensuring that services are designed with full recognition of the needs of individual students and the need for flexibility to ensure satisfactory access and outcomes for all groups. This commitment and continued investment in services to enhance the student experience. These services have been structured to facilitate a valuable learning experience, either by helping students to overcome disadvantage, cope with the pressures of being a student and/or contributing to their ongoing personal development.

Examples include:

- The Student Counselling Service provides a highly confidential professional service for students. A wide variety of issues are frequently brought to the service, including depression, anxiety, panic attacks, relationships, low self esteem, loneliness, suicidal feelings, self harm, eating disorders, family problems, homesickness, problems with the academic course, cultural issues, sexuality, abuse and loss.
- The Mental Health Support Team can assess student educational support needs arising from mental health difficulties and can provide practical support to try and ensure the students cope with these difficulties. The Disability and Additional Needs Service provides support and practical advice for students with disabilities and those with specific learning difficulties.

- The Student Support Centre provides a range of pre- and in-sessional courses for students for whom English is not the first language to ensure they have the requisite language skills to live and study at Loughborough. Student advisers offer a free, confidential information and advice service for all students on a wide variety of issues including housing, finance and legal matters as well as specialist advice on immigration, police registration and personal issues associated with living and studying in the UK.
- The Careers and Employability Centre provides help with career planning and job search through individual guidance and workshops, careers fairs, recruitment visits and vacancy information. Advice and information is also available on CVs, applications and interviews. The Loughborough Employability Award provides an opportunity for students to receive recognition for skills developed outside of the academic curriculum.
- The Centre for Faiths and Spirituality provides help and support with spiritual, ethical and moral concerns as well as places to pray, meditate and meet others. University chaplains are available to meet anyone irrespective of their religious or spiritual beliefs. A large Muslim prayer room and three smaller prayer facilities have recently opened to meet the needs of the diverse range of students studying at Loughborough. A team of wardens and sub-wardens provide help and support to students living in halls.
- The Community Warden, his Deputy and Sub-warden are available to help and support students living off campus in Loughborough.
- Student outreach and Recruitment Programme ensuring that applicants to the University are drawn from a diverse background including underrepresented groups.

Accommodation on Campus has been designed to meet the needs of a wide variety of students. The University offers a mix of catered and non catered Halls and mixed and single sex accommodation. Catering outlets across campus cater for a wide variety of needs such as providing a number of vegetarian, healthy eating options and Halal meat.

Loughborough University Students Union also contributes to the student experience. In addition to providing space for students to relax and socialise, the Students' Union campaigns on behalf of students about issues that affect students and members of the executive are consulted on key decisions made by the University to ensure that student issues are considered as a priority.

The Students Union provides a number of services and support mechanisms for students to help them overcome disadvantage and to play a full and active part in student life.

- Student's Union job shop which provides paid employment to 600 student staff.
- The Global Development Officer's remit is to increase the participation of international students in the Students Union, to campaign on issues which impact on international students and to create an international experience for all students
- A Welfare Officer to ensure that student welfare issues are taken seriously by the University and to provide advice and support to students
- Advice and advocacy for students in dispute with the University.
- Support Groups e.g LGBT Group

In addition, the Students Union has facilitated a number of Associations for students. These Associations are intended to represent a specific part of the student body and to provide a sense of community and networking opportunities for these students. Recent years have seen the purpose of these Associations develop into primarily community based organisations. Current Associations are:

- Mature Students Association
- International Association
- SWAN (Students with Additional Needs)
- Postgraduate Association

These Associations are run by current students, for current students, and, as such activity levels vary year of year.

In addition to the support provided by the University and Students Union, Students organise themselves into various sports club and special interest societies. These groups provide students with common interest communities and are considered a crucial part of the Loughborough experience. Currently there are 112 different groups

2.3 Student Statistics

Equalities information is collected by UCAS for all undergraduate home applicants for places at UK Universities. Using this data, the University is able to analyse data on applications, offers and acceptances for this group of Students and compare the trends at Loughborough with national trends. The information below shows the applicant data for places in the 2008/09 Academic Year.

Applications for Postgraduate courses are made directly to Loughborough University. Applicants for these courses are not currently asked to provide detailed equality and diversity data, as such, detailed analysis of trends is not possible.

Once registered, all students are asked to update their equality and diversity data on the online student information system. Information on Age, Disability, Gender and Ethnicity is collected at this point. The University does not currently ask students to supply data on their sexuality, gender reassignment, religion or belief.

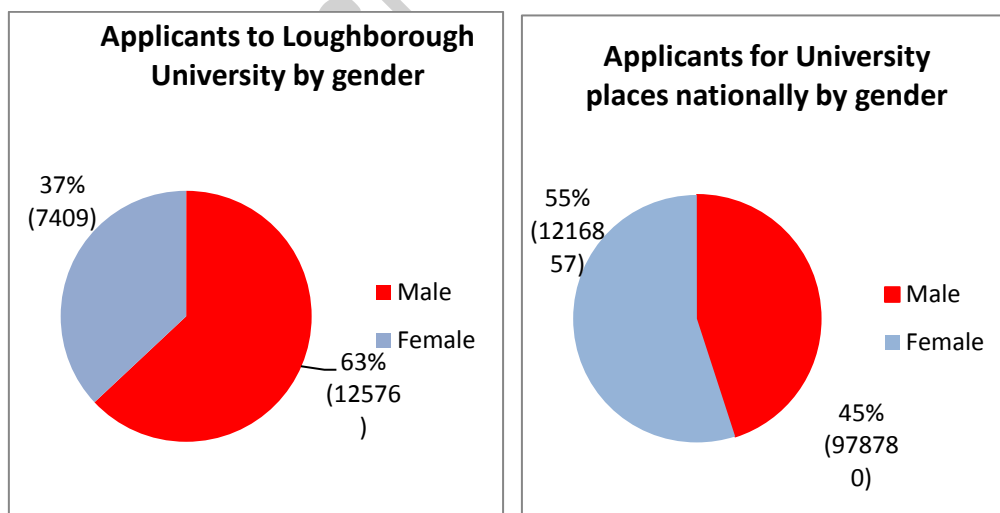
Further information on the support required by disabled students is available from DANS. The information below was correct as of 1st December 2008, unless otherwise stated.

Progression data, which details the number of students passing exams at each year and final degree outcome is kept within the Student Information system.

Undergraduate Applications

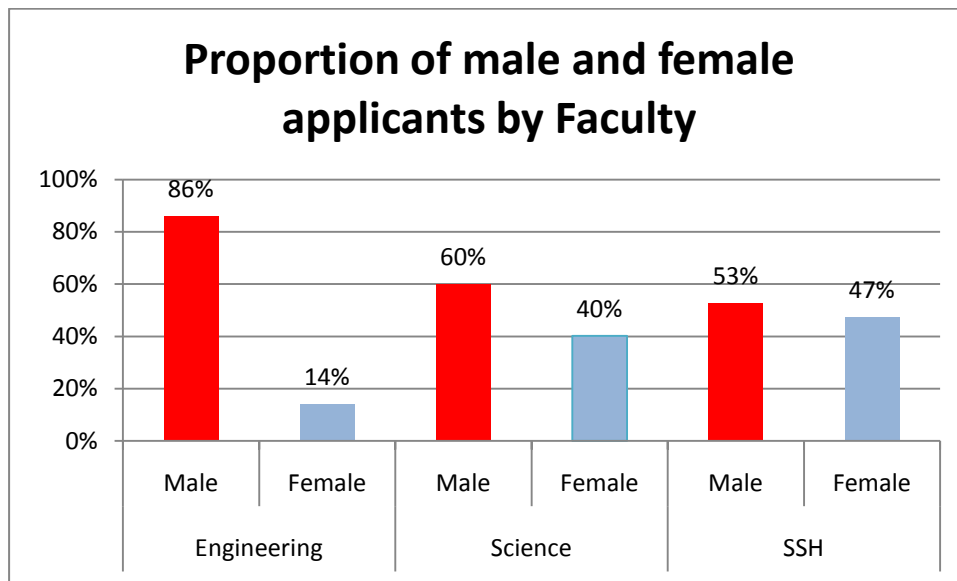
Gender

Fig 5. below shows the breakdown of applications to study at Loughborough University and Universities nationally by gender.



This data collected by UCAS shows that Loughborough University has a significantly higher proportion of applications from males rather than females when compared to the national average. This may be explained in part by the domination of traditionally male based subjects in the Science and Engineering Faculties.

Fig 6 below details the proportion of male and female applications by Faculty.

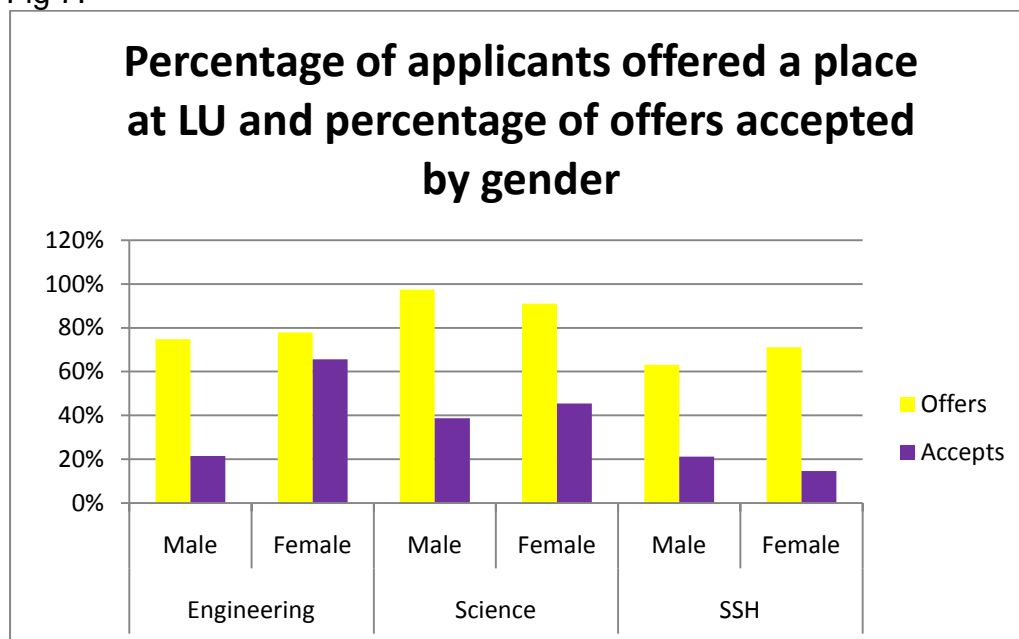


More applications are received by males for places at Loughborough across all three Faculties. In SSH, the percentage difference between male and female applications is relatively small. This reflects the spread of subject areas within this Faculty.

Science and Engineering are generally considered to be male subject areas. The University has achieved an Athena bronze award, which recognises the work underway to encourage women into Science and Engineering. The data in Fig. 5 shows that a higher proportion of female applicants are applying for places on Science courses rather than Engineering course.

Fig 7 below details the proportion of applicants receiving an offer from Loughborough University and the proportion of these offers accepted by gender.

Fig 7.



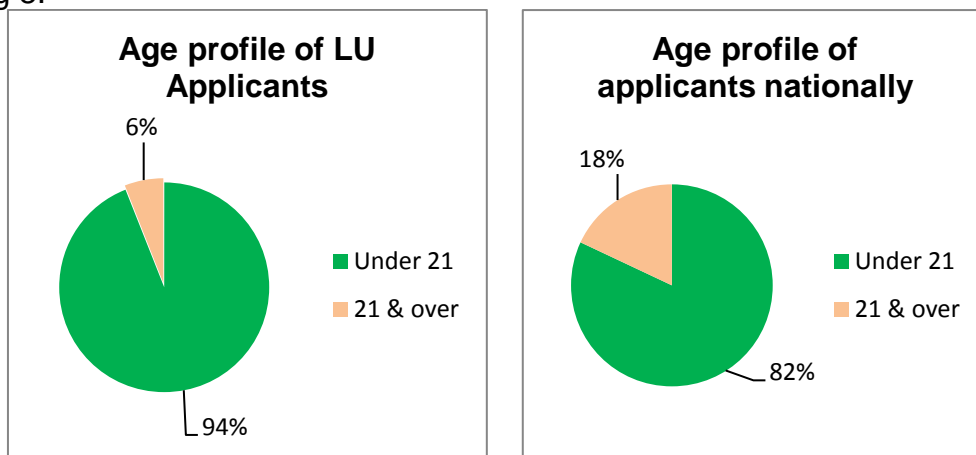
The data in Fig. 7 shows that the percentage of applications that receive an offer for males and females is broadly similar across all Faculties. However, in Science and Engineering, a greater percentage of offers made to female applicants are accepted. This is particularly marked for Engineering where 45% more of female offers are accepted when compared to offers made to males. This indicates that female applications to study Engineering at Loughborough University are committed to studying at Loughborough.

Age

The age profile of undergraduate applicants is analysed in terms of under 21 years of age and over 21 years of age. Applicants for undergraduate courses who are over 21 are categorised as mature students.

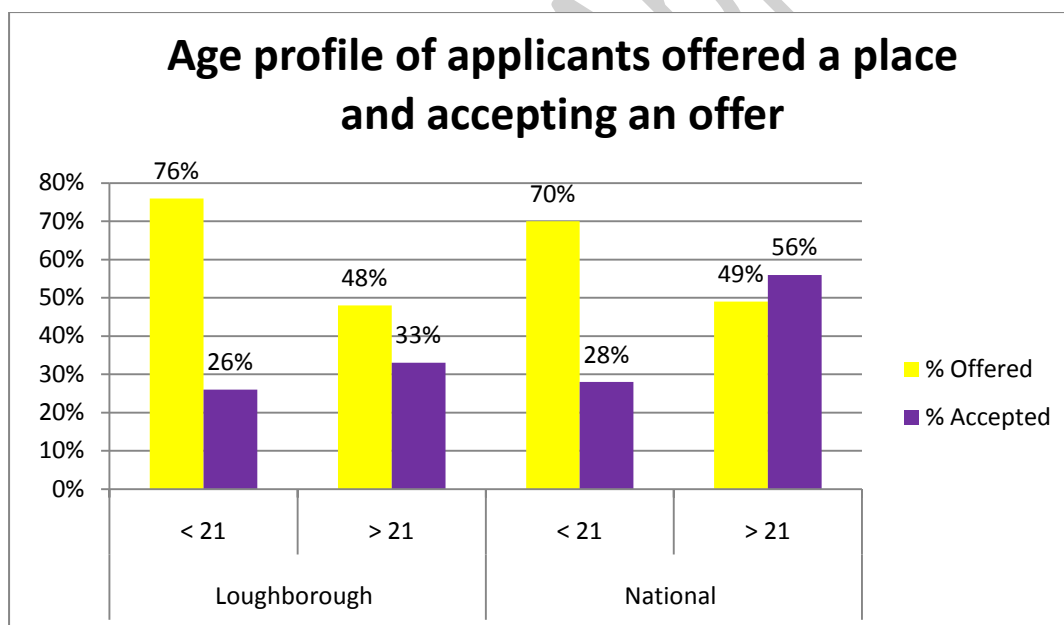
Fig 8 below shows the age profile of applicants to Loughborough University and nationally.

Fig 8.



This data shows that Loughborough University receives substantially fewer applications from mature students for undergraduate courses than the national average.

Fig 9 below shows comparative data for Loughborough University against the national average on the age profile of applicants offered a place and accepting a place.



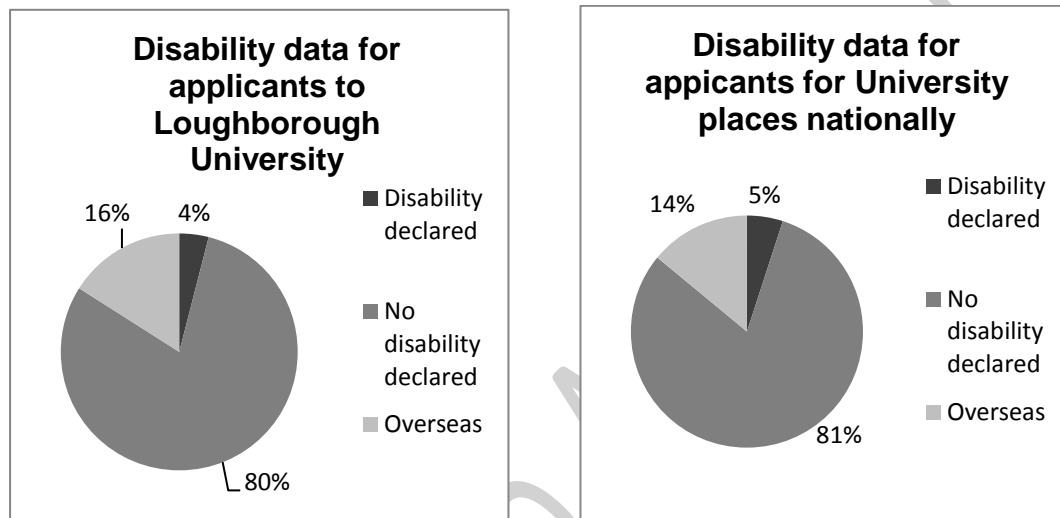
This data shows that the percentage of applicants aged 21 and over receiving an offer at Loughborough is broadly similar to the national average. The percentage of applicants aged 21 and over accepting an offer is substantially lower at Loughborough when compared with the national average.

This may be explained by the profile of the University. The campus based nature of the University may be more attractive to younger applicants. Part time study opportunities, which may be more attractive to mature students are limited at Loughborough University.

Disability

All applicants for University places, via UCAS, are asked to disclose a disability. Universities receive funding support for providing adjustments to help home students overcome their disability. UCAS does not collate disability information from overseas applicants as they are ineligible for state funded support.

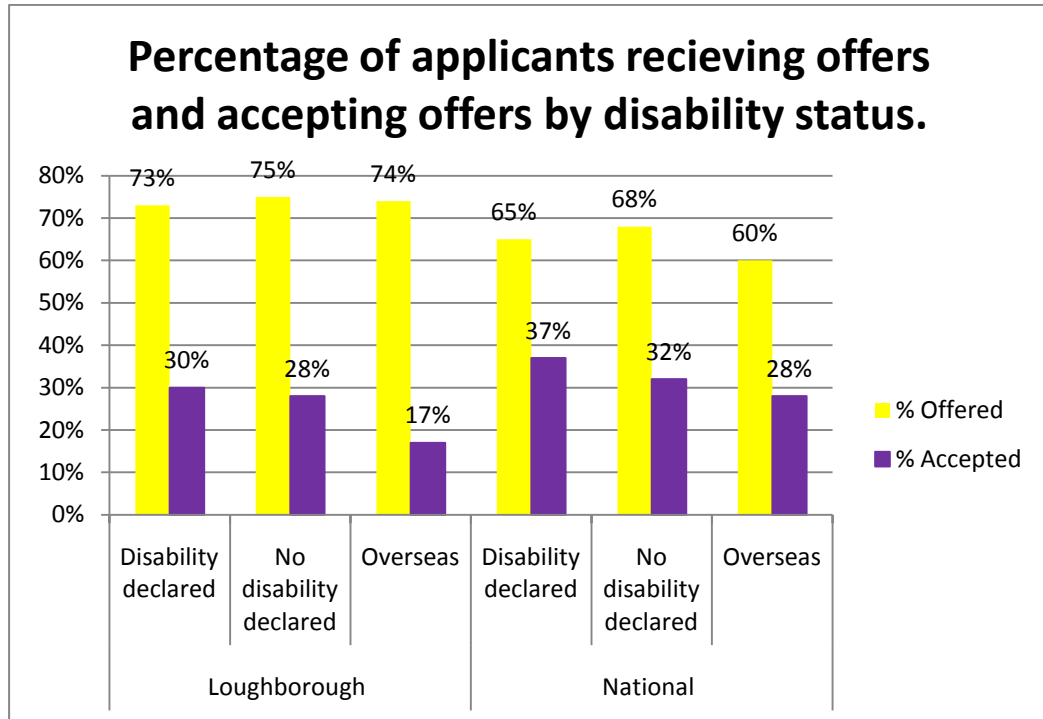
Fig 10 below details the proportion of disabled applicants to study at Loughborough University compared with the national average.



This data shows that the proportion of applicants declaring a disability is broadly similar to the national average.

Fig 11 below details the proportion of disabled applicants offered a place and accepting a place at Loughborough University compared with the national average.

Fig. 11



This data shows that the ratio of applicants receiving an offer, and offers accepted for study at Loughborough University, are slightly higher than the national average. This data also shows that while Loughborough makes offers to substantially more overseas students compared with the national average, the percentage of these offers accepted was substantially lower than the national average.

The Disability and Additional Needs Service (DANS) takes a lead in providing support, advice and guidance to disabled students and to staff working with disabled students. The service works collaboratively with other areas, based within Student Services, to ensure a holistic approach to support.

Since 2006, DANS has seen a marked increase in the number of disabled students accessing the service for support. The table below shows the number of students accessing DANS by academic year and by disability (following UCAS disability codes).

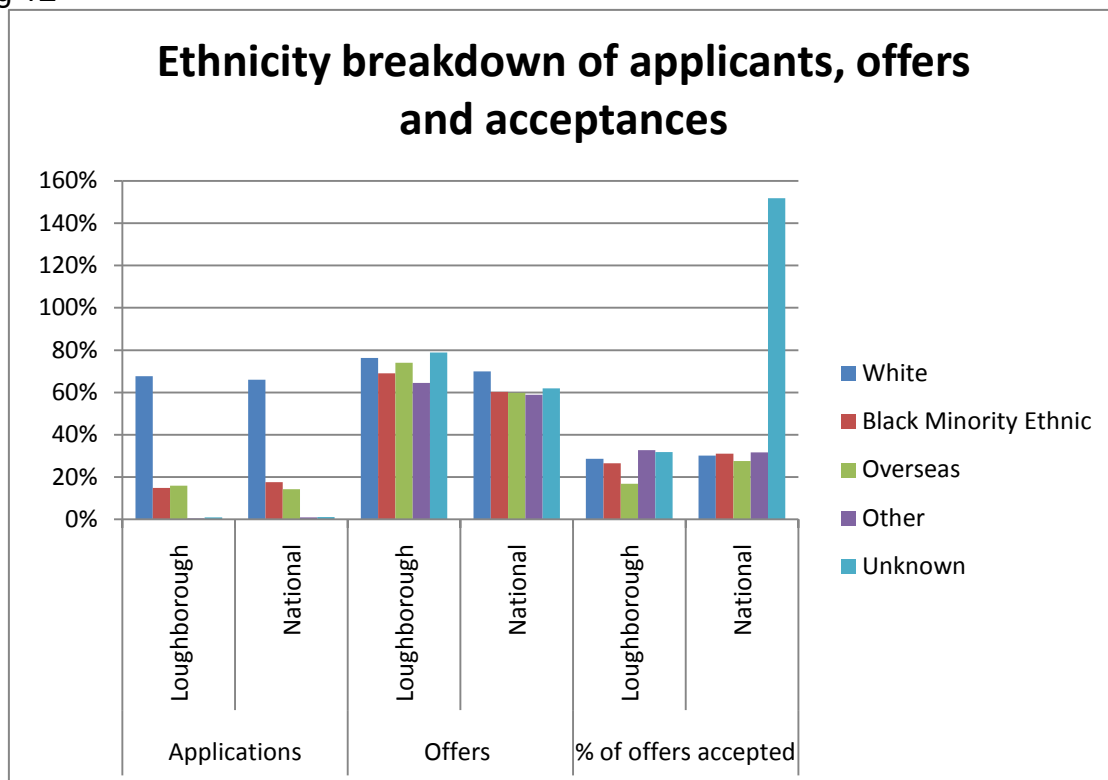
UCAS Disability Code	2006/2007	2007/2008	2008/2009
1. Specific Learning Difficulty	775	859	767
2. Blind/ partially sighted	20	26	27
3. Deaf/ hard of hearing	18	18	27
4. Wheelchair user/ mobility difficulty	19	17	18
5. Autistic Spectrum Disorder/ Aspergers Syndrome	5	8	19
6. Mental Health Difficulties	257	343	248
7. Unseen disability (e.g. diabetes/ epilepsy)	101	106	119
8. Multiple Disabilities	87	63	174
9. Not listed above	97	119	119
Total	1379	1559	1518

As can be seen above, there has been an increase in the number of students accessing DANS since 2006, with a notable increase in the number of students with multiple disabilities. This would suggest that increasing numbers of students with complex needs are accessing the University and/or an increase in those wishing to utilise the available support. This is to be welcomed and is a positive indication of the success of the opening up of opportunities. However, it also suggests that further attention needs to be paid to this area in developing services for the future.

Ethnicity

UCAS collect data from applicants about their ethnicity. Fig 12 below details the proportion of applicants from White, Black Minority Ethnic, Overseas and 'Other' ethnic groups, and the percentage of each of these groups offered and accepting a place.

Fig 12



This data shows that the proportion of applicants across all ethnic groups is broadly similar to the national average. When considered as a whole, the percentage of offers made to applicants from the ethnicity categorised above, is broadly similar to the proportions applying for a place.

The pattern of acceptances for places at Loughborough is broadly consistent with the national average bar for 'overseas' and 'other'. It should be noted that the 'other' figure for National acceptances includes all applicants offered places through the clearing system as ethnicity data is not routinely received for this group.

Section 3 – Consultation

The University intends to consult widely in order to canvass the views of all impacted parties. It is intended that feedback will be sought on the appropriateness, usefulness and usability of the Single Equality Scheme.

Respondents will also be asked for their opinions as to the priorities for work to be undertaken over the next 3 years to promote equality and diversity and eradicate discrimination. The university will also be asking individuals to inform them of any barriers to success that may be faced by staff or students at the University.

The information gathered from the consultation will be used to develop the final draft of the Single Equality Scheme and an associated action plan which will be submitted for formal approval by the University.

A Single Equality Scheme Steering Group has been created to oversee the development of the scheme and associated action plan. The membership of this steering group is:

Professor Morag Bell *Pro-Vice Chancellor for Teaching*
Nigel Thomas *Director of Student Services*
Fidelma Hannah *Director of Planning*
Howard Jones *Director, Student Recruitment and Admissions*
Phil Wilkinson-Blake *Chair of the LGBT Staff Group*
Brian Parkinson *Student Union Exec*
Ruth Casey *HR Adviser*

This draft version of the scheme will be published on the University's Equality and Diversity website through May, June and July 2010 with the facility for staff, students and external parties to provide their feedback and suggestions.

Alongside the open consultation on the website, a series of focus groups will be held for members of the staff groups, departmental coordinators, Head's of Departments and student representatives.

A final draft of the Single Equality Scheme will be presented to the Equality and Diversity Sub Committee, the Human Resources Committee, Senate and Council in Academic Year 2010-2011. An annual report detailing progress against the action plan will be presented to the first meeting of the committees annually.