

Equality Scheme and Action Plan 2011

**Incorporating DMU's Disability 2009-12,
Gender 2010-13 and Race Schemes**

Published May 2011

Available on De Montfort University's website:

www.dmu.ac.uk/aboutdmu/policy/index.jsp in PDF and word document formats. If you would like this report in another format please contact the Equality & Diversity Adviser.

Please forward any comments or enquiries about this report or De Montfort University's equality schemes to: -

Equality & Diversity Adviser
Eric Wood Building
De Montfort University
The Gateway
Leicester
LE1 9BH
Tel: 0116 2506436
E-mail: equality@dmu.ac.uk

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1.0 Introduction

De Montfort University is pleased to publish its interim Single Equality Scheme and Action Plans. For this year, we have merged and extended our previous Disability, Gender and Race Schemes to include our new Public Sector Duty under the Equality Act 2010. We will be publishing further information and equality objectives by the date proposed in the Equality Act Draft Regulations (March 2011).

The university has recently undertaken a consultation with staff and students to establish new mission and vision statements which embed the principles and equality and diversity.

Mission Statement

We are a university of quality and distinctiveness, distinguished by our life-changing research, dynamic international partnerships, vibrant links with business and our commitment to excellence in learning, teaching and the student experience. We celebrate the rich cultural diversity of our staff, students and all our partnerships.

Vision Statements

We will:

- develop an exciting and supportive learning environment that transforms our students and inspires them to make a real difference in society
- be a university that places research excellence and innovation at the heart of our mission
- focus on employability and understand the needs of business and the professions so that DMU courses are relevant and give our graduates a head start
- be a recognised leader in creative education and research, built on our reputation in the creative industries and driven by innovative projects across all faculties
- be a truly international university, building influential global relationships to enrich our research, teaching and cultural collaborations
- make a significant contribution to global efforts to achieve environmental sustainability.

Academic Excellence

Our excellent and innovative teaching is directly informed by internationally recognised research. This provides a supportive learning environment that transforms students and inspires them to make a real difference in society.

Designed with employability in mind, our courses are directly relevant to today's industry. With continual input from employers, projects set by leading companies and work placements, we ensure our students graduate with the skills and professional experience to start work immediately after completing their course.

DMU boasts the second largest number of [National Teaching Fellows](#) of any UK university, and more than 170 courses accredited by professional bodies.

We have a broad selection of full-time, part-time and distance learning [undergraduate](#) and [postgraduate](#) courses, all informed by the groundbreaking work carried out in our [research](#) school.

Working with Other Organisations

Thanks to [partnerships](#) with professional and cultural organisations including the British Library and Leicester City Football Club, your experience at DMU will be informed by the best of the best.

We work alongside organisations such as [Athena Swan](#), which recognises and celebrates good employment practice for women working in science, engineering and technology, and are a member of the [University Alliance](#), a group of universities renowned for their strong economic relevance and close partnership with business.

Student Life

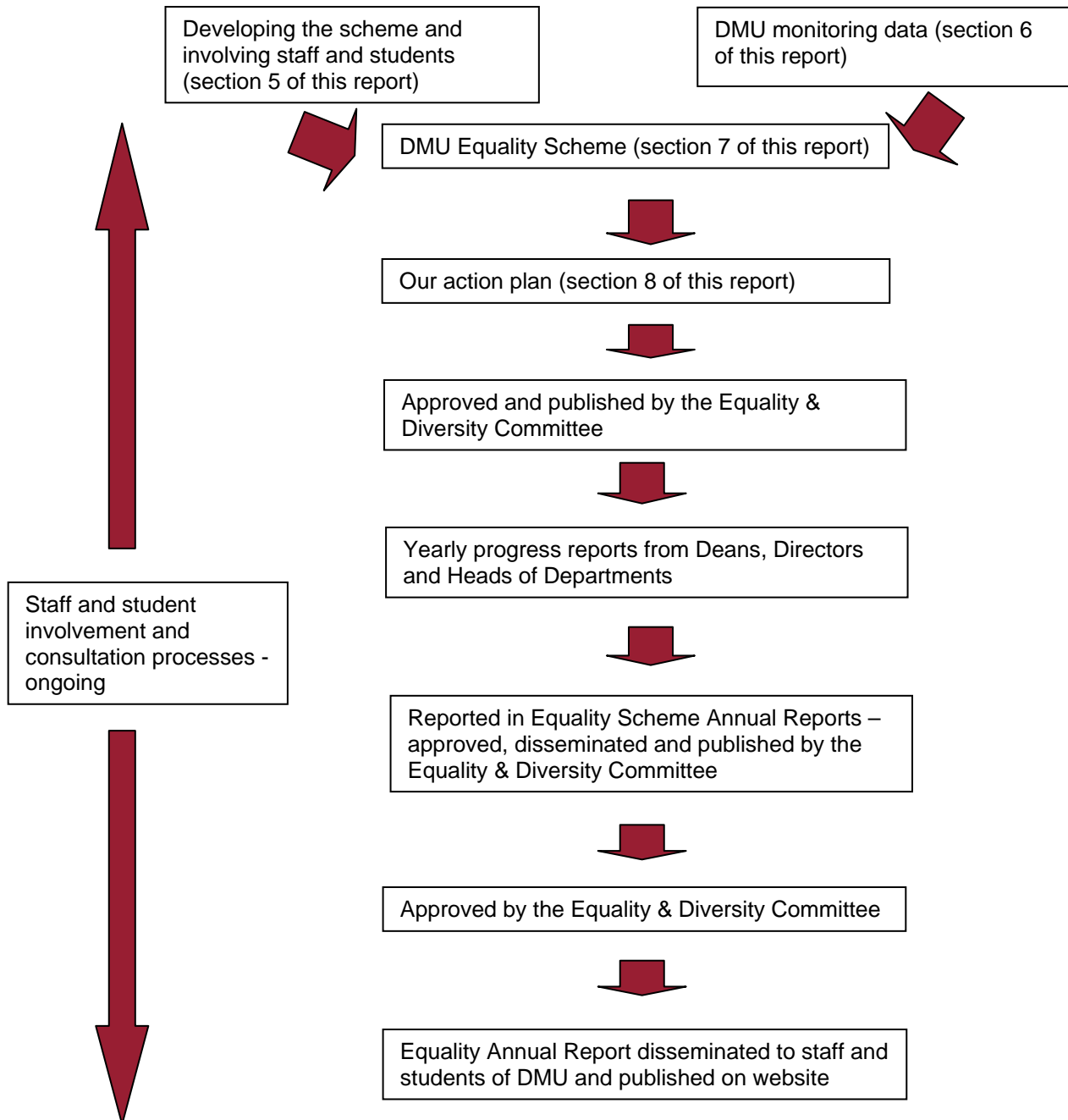
With more than 27,000 students, we're one of the liveliest universities in the east midlands.

Just ten minutes from the multicultural heart of Leicester, the campus is compact and safe, with cafes, bars and open spaces creating a vibrant atmosphere. Study at DMU and you can combine education with a busy city lifestyle, at a relatively low cost of living.

2.0 Our Equality Scheme and Action Plan

This flow chart illustrates the connections between DMU's staff and students, our Equality Scheme, Action Plan and the University reporting processes.

It also shows the “golden thread” between our evidence from staff and students and from our data through our Equality Scheme and Action Plan.



3.0 Legal Context

De Montfort University takes its legal duties seriously. The Equality Act 2010 has extended legal protection to the following characteristics:

- age.
- disability.
- gender reassignment.
- marriage and civil partnership.
- pregnancy and maternity.
- race.
- religion or belief.
- Sex.
- sexual orientation.

DMU, as a **public** body has a Public Sector Equality Duty '**it must, in the exercise of its functions, have due regard to the need to:**

- a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it'.

It also requires the university to continue to have due regard to disabled people:

'The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities'.

At the time of publication of this scheme the specific duties were being reviewed by the Government. DMU expects to publish its' Equality Information and Equality Objectives in a timely manner according to the approved dates agreed by 'The Equality Act 2010 (Specific Duties) Regulations 2011'.

De Montfort University's equality schemes are informed by a social model which acknowledges that organisational systems and environments can be discriminatory and exclude specific groups of people. We recognise that barriers created by policies, practices, plans and procedures must be identified and removed.

De Montfort University recognises that in order to achieve its strategic vision and goals, it must embed the requirements of the equalities legislation into its business plans and models.

4.0 Creating our Scheme - Involving Staff and Students

De Montfort University has involved both staff and student groups in drawing up its previous Gender Equality Scheme for 2010-13, Disability Equality Scheme 2009-12 and Race Scheme – Revision in 2008.

4.1. Students

Building on our developing involvement and engagement approaches, the Student Services Directorate ran a “single equality questionnaire”. Please follow this link to the full report [http://intranet.dmu.ac.uk/student_services/Diversity_and_Equality_Survey\(January_2010\)v2\(4\).pdf](http://intranet.dmu.ac.uk/student_services/Diversity_and_Equality_Survey(January_2010)v2(4).pdf)

- In total, 874 students responded to the survey. On the whole, the results paint a very positive picture of equality and diversity at De Montfort University. The numbers of students who feel they have experienced perceived discrimination are very low in all areas.
- The most frequently selected form of perceived discrimination was found to be in relation to race/ethnicity, followed by disability.
- The area of University practice that had the highest total counts of perceived discrimination was found to be teaching and learning by a large margin. However this may simply be attributable to the fact that this is one of the only areas that every single student is able to comment upon.
- Perceived discrimination in relation to sexual orientation, gender and religion or belief is extremely low across all areas of University practice.
- The results in relation to information provision were also encouraging with the majority of respondents indicating that they have sufficient information available to them regarding policy and provision in relation to their age/gender/disability/religion or belief/sexual orientation/race and ethnicity. Information in relation to age was found to be the area where respondents felt there was insufficient provision and those who selected this option predominantly fell in to the 46-55 years age category.
- Using the survey data alone it is difficult to ascertain the exact nature of the perceived racial/ethnicity discrimination experienced with regard to teaching and learning. The same applies to ascertaining the nature of the discrimination perceived by students with disabilities with regard to teaching and learning/exams and assessments. It is also impossible to know from the survey what types of information students would like in relation to people of their age. Further research would be required to gather more in depth information about these areas and ensure that in the future, incidences of perceived discrimination can be reduced across all areas of University practice. However, given the very low numbers of people reporting discrimination, it may be difficult to gather participants, the results may not be representative and so the overall benefits of further research may be few. Whilst the levels of perceived discrimination were not statistically significant, nonetheless the University has committed to explore further, via the use of appropriate focus groups, the reasons/nature of perceived racial/ethnicity and disability discrimination in teaching and learning.

4.2. Staff

A number of initiatives over the past three years have enabled the university to gain a better understanding of the perspectives of its staff.

4.2.1. Involvement Groups

De Montfort University is currently developing its involvement and engagement strategy. The University became a member of the Athena Swan Charter in 2009 (women working in Science, Engineering and Technology). An Athena Swan Steering Group was launched in 2008. One of the aims of this is to identify mechanisms to engage with women working in these areas.

In February 2010 DMU launched its first Gender Equality Staff Survey.

4.2.2. Staff Survey 2010

The executive summary of the Staff Survey 2010 stated that:

De Montfort University is seen as a good place to work. The broad views of over 2000 staff show high levels of positive feedback against virtually every survey indicator from 'management' to 'diversity'. Not only are these views higher than the sector benchmarks, where it has been possible to test changes in opinion over time since the last survey in 2006 they have also improved, some significantly.

Staff report high levels of confidence in the ability of their senior managers to run the organisation well. Additionally, an impressive 70% of staff feel they are treated fairly regardless of their position at the University, almost twice the benchmark average as well as nearly 9 out of 10 respondents saying they feel the University values the diversity of its workforce (22% higher than the benchmark average).

Compared to the benchmark averages staff are positive when asked about their job (perhaps less so for academics though). Also, staff report higher levels of morale and enjoyment in their jobs as well as saying they have adequate resources to carry out their work compared to the 2006 survey. However, the old HE demon of stress is clearly as present at DMU as in other parts of the HE sector, particularly amongst academic staff. Pay and benefits are viewed very well and this positive opinion has increased significantly since the 2006 survey.

Staff are generally very positive about training and development, particularly about the training they receive for their job, being clear about what training and development opportunities are available to them and seeing opportunities to develop their career at DMU. However, technical staff are a lot less positive than other staff groups. An impressive 83% of staff have been offered an Annual Development Review. Of those that attended, the feedback is very positive (expect from academic programme leaders). Also, compared to the benchmark averages, a high percentage of staff have attended corporate half-day induction and feedback for these sessions are good.

Links are increasingly being made between employee health, wellbeing and overall performance in the workplace. Indeed there is a vast body of academic evidence to make the 'pursuit of happiness' a real business goal for many organisations in the UK today. So how 'well' is DMU? Not bad at all is the simple answer, especially when compared to the sector as a whole, performing on average above the benchmark in all ten of the tested health and wellbeing areas.

Very good feedback is also reported with regard to the organisations priority given to Health and Safety and this has also improved over time as compared to the 2006 survey.

DMU score well in relation to flexible working, particularly with line management support for flexible working hours/patterns. However, a slightly higher percentage than the benchmark average say they are unable to take sufficient breaks. Academics in general (although not professors) are the least happy with flexible working arrangements, with research staff being the happiest. Additionally, compared to the benchmark average, staff at DMU particularly feel that flexible working is beneficial in relation to the accommodation of caring responsibilities and the ability to enjoy leisure/social opportunities. Also compared to a similar question in 2006, staff are more likely to say they have an adequate work/life balance.

Most people feel fairly treated here and there is generally a good view of the level of commitment given to diversity issues (particularly in relation to their job roles when compared to the benchmark averages). However, academic programme leaders consistently give lower scores for diversity, particularly in relation to religion/belief, disability and sexual orientation. Levels of bullying and harassment are slightly lower than benchmark averages; however, they are significantly higher for senior staff (academic) and part-time hourly paid lecturers.

Lastly, awareness of for example, equality schemes, staff involvement groups, flexible working and the bullying/harassment policy is very high.

4.2.3. Staff Gender Survey

All staff at De Montfort University were invited to respond to the Gender Equality Survey, which was available in electronic and hard copy versions. Six hundred and eleven (611) staff responded: of these 37.6% were academic and 62.4% were 'professional services' staff. Two hundred and thirty (230) academic staff responded, of which 40.9% were male and 59.1% female. One trans gendered member of staff responded. Three hundred and eighty one (381) support staff responded of which 29.4% were male and 70.6% female. One hundred and forty (140) of the respondents were part-time staff.

Pay Progression

The data from the survey of staff perceptions indicated that: there appears to be a relatively even gender balance across all dimensions measured (accelerated increment, contribution point, promotion and job evaluation), bar the noticeably higher success rate for female academic staff members in respect to accelerated increment and promotion.

Maternity, Paternity and Adoption – Leave Taken

The data from the survey of staff perceptions indicated that: the key finding in respect to maternity, paternity and adoption leave was the significantly higher percentage of male support staff taking paternity leave against their academic counterparts, of those who responded.

Parental Leave

The data from the survey of staff perceptions indicated that: a small percentage of support staff had applied for parental leave with a 100% success rate. Some of the 'open' comments highlighted not understanding the parameters of parental leave, with others relaying that they had taken annual leave rather than applying for parental leave.

Special Leave

The data from the survey of staff perceptions indicated that: across both the genders, close to double the percentage of professional services staff had applied for special leave in comparison to academic staff. Success rates for both academic and professional services staff in terms of being granted/fully paid for the leave surpassed the 85% mark.

Flexible Working

The data from the survey of staff perceptions indicated that: the percentage of both male and female professional services staff that had applied for flexible working arrangements significantly surpassed the percentage of academic staff applications.

Internal Training Courses

The data from the survey of staff perceptions indicated that: internal course attendance was high across both genders and occupational area, with a noticeably higher percentage of academic staff self initiating attendance.

Other Training Courses

The data from the survey of staff perceptions indicated that: male professional services staff and female academic staff were more inclined to apply for funding to attend a DMU course/programme (e.g. degree or postgraduate qualification) and/or a non DMU course (female academic staff only marginally higher than their male academic colleagues). A markedly lower percentage of male professional services staff secured course funding in comparison to the other sub-groups.

4.3. Wider Consultation

Each year, all Faculties and Directorates are required to provide both equality progress reports and contribute to the development of the equality objectives over the last two years.

Staff, including Directors, Deans and specialist staff told us that they would like to see: -

- Guidance and awareness training on transgender issues.
- Guidance on using diversity data and on setting of benchmarks.
- Increased monitoring of issues for all students.
- Encourage involvement and engagement activities.

5.0 Monitoring of Data

5.1. Introduction

De Montfort University monitors the protected characteristics of: gender, age, disability and race on staff and students. Robust data is collected and analysed for Higher Education Statistical Agency (HESA) purposes on staff and undergraduate students.

In November 2010, the University started collecting data on the sexual orientation and religion or belief of its new staff. This monitoring will be extended to all staff in May 2011. Development work is underway to extend the collection of sexual orientation and religion or belief data on students.

Data on staff and students for the characteristics of disability, gender and race are currently contained within our relevant schemes. DMU will publish its revised staff and student data by the required (draft) date of December 2011.

5.2. Student Data

Student data on the gender of DMU undergraduate students, is derived from UCAS application processes, direct application and enrolment processes.

Student data is analysed in various ways but most commonly to review recruitment and enrolment, achievement and retention. The reports are available in whole institution or Faculty formats and are discussed at a number of committees including the University and Faculty Learning & Teaching Committees.

5.3. Staff Data

The data which describes the protected characteristics of DMU staff, is derived from the application for employment monitoring form and the recent “data verification” process.

The HR Directorate have initiated a new recruitment process, which will enable them to monitor data on prospective staff from the point of application.

Staff data is also monitored for progression and promotion, training and development and equal pay (single spine).

6.0. Equality Impact Assessment/Equality Analysis

Equality impact assessment (EIA) is the term given to a review of an institution's policies to ensure that the institution is not discriminating unlawfully – and that it is making a positive contribution to equality. It is the process of assessing the impact of existing or proposed policies and practices in relation to their consequences for equality.

De Montfort University has been developing an equality impact assessment process since October 2008. Four pilot sites have been involved in testing out the process on a range of policies. Although still in the development phase, the project is being rolled out across the University and all Faculties and Directorates have been offered an EIA briefing.

An equality impact assessment clinic is held each month where staff can share progress and discuss areas of concern.

DMU is mindful of the requirement to involve and engage meaningfully in the EIA process. The staff and student involvement groups have all contributed to the intelligence used to inform equality impact assessment. Over the next year, we will take account of the legislative and regulatory changes and make the necessary adjustments to our processes.

7.0. De Montfort University's Equality Schemes

Our equality scheme is built on the contributions from staff and students, our equality duties and a symbiotic relationship with the DMU “vision”. In this, our equality scheme, staff, students and management groups are referred to as our stakeholders. The details of their contribution can be found in section 4, Creating our Scheme – Involving People.

7.1. Student Experience

Key observations

Stakeholders wanted: -

- The University to continue to focus on its inclusive teaching and learning strategy and to ensure that students did not experience unfair or unlawful treatment based on their gender.
- Us to continue to embed inclusive learning, teaching and assessment approaches.
- More information and guidelines on having and making reasonable adjustments, in particular about the Disabled Student Allowance.
- The position of disabled international students to be clearer.
- Accessible timetabling and room allocation information.
- DMU to review the support processes for disabled students.

7.1.1. Areas for Improvement

- For the University and Faculty Learning and Teaching Committees to continue to identify, develop and disseminate best inclusive learning and teaching practice.
- We will prioritise equality impact assessments on student assessment, timetabling arrangement, student support arrangements (and disabled international students) and implement the resulting action plans.
- The University and the Faculty Learning & Teaching Committees will continue with their stated objective to identify and disseminate best inclusive practices.
- Additionally, we will continue to improve monitoring of students on recruitment, admissions, retention and achievement.

7.2. DMU as an Employer

Key Observations

The Gender Equality Survey showed: -

Pay Progression

The data from the survey of staff perceptions indicated that: there appears to be a relatively even gender balance across all dimensions measured (accelerated increment, contribution point, promotion and job evaluation), bar the noticeably higher application rate for male academics but with a higher success rate for female academic staff members in respect to accelerated increment and promotion.

Maternity, Paternity and Adoption – Leave Taken

The data from the survey of staff perceptions indicated that: the key finding in respect to maternity, paternity and adoption leave was the significantly higher percentage of male professional services staff taking paternity leave against their academic counterparts, of those who responded.

Parental Leave

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Special Leave

The data from the survey of staff perceptions indicated that: across both the genders, close to double the percentage of professional services staff had applied for special leave in comparison to academic staff. Success rates for both academic and professional services staff in terms of being granted/fully paid for the leave surpassed the 85% mark.

Flexible Working

The data from the survey of staff perceptions indicated that: the percentage of both male and female professional services staff that had applied for flexible working arrangements significantly surpassed the percentage of academic staff applications. It can be noted that all academic staff contracts are deemed to be professional contracts where a degree of flexibility is inherent. As such, the University's flexible working options, beyond those that relate to people with caring responsibilities, are more likely to be accessed by professional services staff.

Internal Training Courses

The data from the survey of staff perceptions indicated that: internal course attendance was high across both genders and occupational area, with a noticeably higher percentage of academic staff self initiating attendance.

Other Training Courses

The data from the survey of staff perceptions indicated that: male professional services staff and female academic staff were more inclined to apply for funding to attend a DMU course/programme (e.g. degree or postgraduate qualification) and/or a non DMU course (female academic staff only marginally higher than their male academic colleagues). A markedly lower percentage of male professional services staff secured course funding in comparison to the other sub-groups.

Stakeholders wanted: -

- Us to review the training offer on 'disability equality', especially that which related to including line management understanding and responsibilities.
- Us to ensure that there was plenty of information and advice for disabled staff and for their managers and other non-disabled staff.
- Us to ensure that there was transparent and consistent approach to assessing and providing reasonable adjustments (to include disability related sick leave).

7.2.1. Areas for Improvement

- Develop an enhanced communication method so all staff become aware of the Pay Progression Processes i.e. Academic Promotions Process and Support Staff Pay Progression Process.
- We propose to improve the communication and promotion of work life balance initiatives.
- Review the guidance and ADR Process to ensure that all employees are aware of the opportunities available to them and make sure all their needs are met.
- We will equality impact assess both the Staff Development Policy and the training and development offer to staff on disability equality matters.
- Conduct an equality related training needs analysis.
- We will identify and review the extent to which line managers are offered specific training on supporting disabled staff.
- Provide information and guidance on policies and support mechanisms such as access to work in accessible formats for disabled staff, their managers and non-disabled staff.
- Equality impact assess the processes for identifying and providing reasonable adjustments.

7.3. Accessible DMU

Key observations

Stakeholders wanted: -

- Us to continue to make improvements in the De Montfort University estate and to take account of some priority features.
- Our websites, intranet and information systems to be accessible.

Areas for Improvement

- We will identify with disabled staff and students areas that present barriers and difficulties across the DMU estate and implement an action plan.

- We will review and impact assess our website and information systems to identify and implement an action plan.

8.0. Equality Outcomes and Action Plan

De Montfort University's Equality Action Plan, outlines the actions the University plans to take to meet our public sector duties and to address the issues we have identified through our consultation processes.

The public sector duties have been mapped onto our action plan by the following reference numbers:-

1. eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
2. advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
3. foster good relations between persons who share a relevant protected characteristic and persons who do not share it'.
4. It also requires the university to continue to have due regard to disabled people:

'The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities'.

Equality Outcomes and Action Plan

Action Plan

Outcome	Action	Timescale/ Reporting	Relevance to General Duties	Responsibility
Student Experience – Admissions – Disability				
All potential students will be subject to a demonstrably fair recruitment and admission process.	The recruitment and admissions processes will be subject to rigorous review including equality impact assessment.	2012	1, 2,4	Deans Academic Registrar Director of External Relations
	Recommendations and action plans, identified by the review of recruitment and admissions, will be implemented and reported on.	2012		Deans Academic Registrar Director of External Relations
	Recruitment and retention data for all students will be monitored, analysed and any action plans identified.	2012 and then yearly		Deans Heads of Teaching Centres (Strategic Planning Services)

Outcome	Action	Timescale/ Reporting	Relevance to General Duties	Responsibility
Student Support - Disability				
Our student support arrangements will demonstrate best practice.	<p>Support arrangements will be subject to an Equality Impact Assessment.</p> <p>Arrangements for ensuring that all students including International students, have full information on disability related funding and support will be made.</p>	2010 and then yearly	1, 4.	<p>Director of Student Services</p> <p>Deans</p> <p>Director of External Relations</p>
Student Experience - Learning and Teaching – Disability				
Our learning and teaching approaches will demonstrate best inclusive practice.	The University and the Faculty Learning and Teaching Committees will continue to identify, develop and disseminate best inclusive learning and teaching practice.	Yearly report	1,2,3,4	Chair of University Learning and Teaching Committee Deans
	All learning and teaching programmes will undergo an equality impact audit at validation and revalidation stages.	Yearly report		Chair of University Learning & Teaching Committee

Outcome	Action	Timescale/ Reporting	Relevance to General Duties	Responsibility
Assessment				
Our assessment approaches will demonstrate inclusivity.	<p>Assessment processes will be subject to equality impact assessment and identified action plans implemented.</p> <p>Monitor student achievement data. Identify and implement action plans.</p>	<p>2011</p> <p>Yearly report</p>	1, 2, 4	<p>University Learning and Teaching Committee with Head of Academic Quality</p> <p>Academic Registry Deans</p>
Timetabling and Room Allocation				
All arrangements related to timetabling, including room allocation will demonstrate best inclusive practice.	Timetabling process will be subject to equality impact assessment.	2011	1,2,4	Academic Registry Deans
DMU as Employer				
All potential staff will be subject to demonstrably fair recruitment and selection processes.	<p>The recruitment process, from job design, authorisation, advertising, applications, selection and employment will be subject to a rigorous review and equality impact assessment.</p> <p>The HR Department will continue to meet the</p>	<p>2011 and then yearly</p> <p>Yearly</p>	1,2,4	<p>Director of HR</p> <p>Director of HR</p>

Outcome	Action	Timescale/ Reporting	Relevance to General Duties	Responsibility
	requirements of the Jobcentre Plus “Positive Two Ticks about Disabled People Scheme” and will apply for reaccreditation as appropriate.			
Monitor and address any unjustified pay gaps across the University in relation to measurable protected characteristics.	Identify and report on pay gap.	2012	1,2,4	Director of HR
Monitor and address any unjustified differences in application and success in progression and promotion request in relation to measureable protected characteristics.	Identify progression and promotion issues and prepare action plan	2011	1,2,4	Director of HR
All staff are fully supported in all areas of their employment.	<ul style="list-style-type: none"> Identify and monitor applications for and take up of Access to Work. Review effectiveness of disclosure and referral processes. Ensure line managers are aware of their responsibilities. Provide information and guidance in accessible formats for disabled staff, their 	Yearly	1,2,4	Director of HR

Outcome	Action	Timescale/ Reporting	Relevance to General Duties	Responsibility
	managers and non-disabled staff. <ul style="list-style-type: none"> Equality impact assess the processes for identifying and providing reasonable adjustments. 			
HR policies are demonstrated to be effective and fair.	HR policies that are identified to be most likely to have impact on those with relevant protected characteristics to be monitored and impact assessed, e.g., flexible working, absence, bullying and harassment, occupational health policies etc.	Yearly	1,2,3,4	Director of HR
Address the objectives of the Athena Swan Charter for Women in Science, Engineering and Technology.	Faculties and Centres with Science, Engineering or Technology (SET) subjects and other core Directorates, to contribute to developing best practice in recruiting and supporting staff in Science, Engineering and Technology subjects.	2012	1,2,3,	Chair of Athena Swan Director of HR Deans with SET subjects
Training & Development				
All staff have equal and fair access to training and learning opportunities.	Monitor, analyse and report data on take- up of training by staff with protected characteristics.	2010 and yearly report	1,2,4	Director of HR with Head of APDU Head of TDU

Outcome	Action	Timescale/ Reporting	Relevance to General Duties	Responsibility
	<p>Raising awareness of development opportunities for staff, including disabled staff, under DMU's commitment to the 'Skills Pledge'.</p> <p>Improve the 'Training' intranet site to make it easier for staff to access the support they need including:</p> <p>Coaching to support transitions back into work and career management (e.g. on becoming disabled)</p> <p>Access to distance learning (to enable staff to continue learning from home).</p>	<p>2010 and yearly report</p> <p>2010 and yearly report</p>		<p>Head of TDU</p> <p>Head of TDU</p>
	Review the guidance and ADR Process to ensure that all employees are aware of the opportunities available to them and make sure all their needs are met.			
Our staff understand their roles and objectives in relation to the equality duties and wider equality and employment legislation.	Equality Impact Assess the Staff Development Policy and the training and development offer to staff.	2011	1,2,3,4	Director of HR

Outcome	Action	Timescale/ Reporting	Relevance to General Duties	Responsibility
	Identify and continue to offer and implement equality related training across the organisation.	2011		Director of HR
	Ensure that all line managers are offered specific training on supporting disabled staff in the workplace.	Yearly		Director of HR
Communication				
Publish an equality and diversity communication strategy	The Equality & Diversity Committee to involve and consult with stakeholders to prepare a communication strategy. The strategy to take account of accessibility issues and those who do not have access to electronic communication.	2010	1,2,3,4	Equality & Diversity Committee
University communication strategies will take account of all audiences that they are intended for.	Identify the ways in which University communication strategies will be accessible to all audiences, in particular disabled people.	Yearly	1,2,4	Deans Directors
Involve and Consult				
We will use a wide range of methods to engage and	The Equality & Diversity Committee will develop and publish its involvement and	2010	1,2,3,4	Chair of the Equality &

Outcome	Action	Timescale/ Reporting	Relevance to General Duties	Responsibility
respond to our stakeholders.	engagement strategy.			Diversity Committee
	<p>The involvement and engagement strategy must take account of external stakeholders.</p> <p>A range of approaches to be used each term to involve and engage with students and staff.</p>	Yearly report		<p>Director of HR</p> <p>Director of Student Services</p> <p>Equality & Diversity Adviser</p>
Procurement				
Through procurement we achieve a diverse supply chain and our contractors are partners governed by a robust equality framework	Monitoring arrangements in place to assess whether our contractors are compliant with our pre-qualification questionnaire.	2011 and then yearly	1,4	Director of Finance
Equality Impact Assessment				
<p>All our “work areas” are equality impact assessed.</p> <p>(Specific priorities are referred to in this action plan)</p>	All Departments, Centres, Directors and Faculties have identified and prioritised areas for equality impact assessment.	2010	1,2,3,4	<p>Deans</p> <p>Directors</p> <p>Centre Heads</p> <p>Department Heads</p>

Outcome	Action	Timescale/ Reporting	Relevance to General Duties	Responsibility
	All areas are equality impact assessed by December 2012.	Yearly report		Deans Directors Centre Heads Department Heads
	Equality impact assessment reports are published in summary form on the website	Yearly report		Equality & Diversity Adviser
Publish and Review Equality Scheme				
We implement our equality scheme. We will monitor it and publish our findings annually.	Review and report termly to Equality & Diversity Committee.	Three times per year	1,2,3,4	Equality & Diversity Adviser
	Produce and publish an annual progress report.	December 2010 and then yearly		Equality & Diversity Committee
Accessibility – Disability				
ICT Our ICT services are accessible	Review the ICT services in partnership with disabled people and implement action plans to address findings	2011 and then yearly	3,4	Director of ITMS Director of Library Services
Website Our website is accessible.	Review the DMU web in partnership with disabled people and implement action plans to address funding.	2011 and then yearly	3,4	Director of External Relations

Outcome	Action	Timescale/ Reporting	Relevance to General Duties	Responsibility
Estates The DMU estate is accessible.	Review the DMU estate with disabled people and implement action plans to address findings.	2011 and then yearly	3,4	Director of Estates