

Gender Equality Scheme – Annual Report 2011

Published April 2011

The full Gender Equality Scheme 2010-2013 is 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.

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Gender Equality Objectives and Action Plan

Action Plan

Objective	Action	Timescale/ Reporting	Responsibility
Student Experience - Admissions			
All potential students will be subject to a demonstrably fair recruitment and admissions process.	The recruitment and admissions processes will be subject to rigorous review including equality impact assessment.	2012	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, including part time, students will be monitored, analysed and any action plans implemented.	2012 and then yearly	Deans Heads of Teaching Centres (Strategic Planning Services)
Student Experience - Student Support			
Our student support arrangements will demonstrate best practice.	Student pastoral and central academic support arrangements will be subject to an equality impact assessment.	2011 and then yearly	Director of Student Services Director of Library Services Deans Director of External Relations

Objective	Action	Timescale/ Reporting	Responsibility
Student Experience - Learning and Teaching			
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	Chair of University Learning and Teaching Committee Deans
Assessment			
Our assessment approaches will demonstrate inclusivity.	All learning and teaching programmes will undergo an equality impact audit at validation and periodic review stages.	Yearly report	Chair of University Learning & Teaching Committee
	Assessment processes will be subject to equality impact assessment and identified action plans implemented.	2012	Head of Academic Quality
	Monitor student achievement data. Identify and implement action plans.	Yearly report	Academic Quality Deans
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.	2012	Academic Registry
DMU as Employer			
All potential staff will be subject to demonstrably fair recruitment and selection processes.	The recruitment process, from job design, authorisation, advertising, applications, selection and employment will be subject to a rigorous review and equality impact assessment.	2011 and then yearly	Director of HR
	Undertake comparative internal analysis of		

Objective	Action	Timescale/ Reporting	Responsibility
	occupational groups by Faculty or Directorate in terms of applications and selection.		
Monitor and address any unjustified pay gaps across the University in relation to gender (disability and race).	Identify and report on pay gap.	2013	Director of HR
Monitor application, progression and promotion process in relation to gender (disability, age and race).	Develop an enhanced communication method so that all staff become aware of the Pay Progression Process, i.e. Academic Promotions Process and Support Staff Pay Progression Process. Monitor progression and promotion of senior staff.	2013 2013	Director of HR
Monitor and analyse staffing data by Faculty and Directorate.	The HR team will produce Faculty and Directorate analysis of the staffing data.	2012	Director of HR
All staff are fully supported in all areas of their employment.	HR propose to improve the communication and promotion of work life balance initiatives.	2012	Director of HR
HR policies are shown to be effective and fair.	HR policies that are identified to be most likely to have impact on gender issues to be monitored and impact assessed, e.g., flexible working, absence, bullying and harassment, occupational health policies, parental leave etc.	Yearly	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	Chair of Athena Swan Director of HR Deans with SET subjects

Objective	Action	Timescale/ Reporting	Responsibility
Training & Development			
All staff have equal and fair access to training and development opportunities.	Monitor, analyse and report data on take-up of central training by men and women.	2011 and yearly report	Director of HR with Head of APDU Head of TDU
	Explore ways of more accurately recording all training and development at DMU.		
	Raising awareness of development opportunities for staff under DMU's commitment to the 'Skills Pledge'.	2011 and yearly report	Head of TDU
	Improve the 'Training' intranet site to make it easier for staff to access the support they need including: - <ul style="list-style-type: none"> • Coaching to support transitions back into work and career management (e.g. taking career breaks, maternity, paternity, parental or carer leave). • Access to distance learning (to enable staff to continue learning from home). 	2011 and yearly report	Head of TDU
	Equality Impact Assess the Staff Development Policy and the training and development offer to staff.	2012	Director of HR
	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	Identify and continue to offer and implement equality related training across the organisation.	Yearly	Director of HR

Objective	Action	Timescale/ Reporting	Responsibility
duties and wider equality and employment legislation.			
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.	Yearly	Director of HR Director of External Relations
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.		
Involve and Consult			
We will use a wide range of methods to engage and respond to our stakeholders.	<p>The Equality & Diversity Committee will develop and publish its involvement and engagement strategy.</p> <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>	<p>2011</p> <p>Yearly report</p>	<p>Chair of the Equality & Diversity Committee</p> <p>Director of HR Director of Student Services Equality & Diversity Adviser</p>
Procurement			
Through procurement we achieve a diverse supply chain and our contractors are partners governed	Monitoring arrangements in place to assess whether our contractors are compliant with our pre-qualification questionnaire.	2012 and then yearly	Director of Finance

Objective	Action	Timescale/ Reporting	Responsibility
by a robust equality framework.			
Equality Impact Assessment			
All our “work areas” are equality impact assessed.	All Departments, Centres, Directorates and Faculties have identified and prioritised areas for equality impact assessment.	December 2010	Deans Directors Centre Heads Department Heads
(Specific priorities are referred to in this action plan).	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	Equality & Diversity Adviser
	Produce and publish an annual progress report.	December 2010 and then yearly	Equality & Diversity Committee

Student Experience – Admissions

Objective 1

All potential students will be subject to a demonstrably fair recruitment and admissions process.

Action 1

The recruitment and admissions processes will be subject to rigorous review including equality impact assessment.

Responsibility

Deans
Academic Registrar
Director of External Relations

Report

The University's admission processes have undergone a detailed analysis and assessment in 2010. There have been no changes this year to the Admissions Policy, so no further action has been taken.

The University has recently published its new International Strategy. This addresses the activities including admissions for international students. An EIA has been conducted and was found to have no adverse impact on gender.

The information on admissions provided for prospective students has been improved as a result of the impact assessment work taking place in admissions.

Two of the Faculties are reviewing their bespoke admissions processes. These are Art & Design, who use interview and portfolio as part of the admissions processes; and Business & Law who interview students on open days.

Action 2

Recommendations and action plans identified by the review of recruitment and admissions will be implemented and reported on.

Responsibility

Deans
Academic Registrar
Director of External Relations

Report

The following specific actions have been identified:

- The implementation of the Equality Impact Assessment Guidance in the Faculty of Health and Life Sciences.

- A review of the effectiveness and efficiency of marketing and admissions of the Game AA course is underway to address gender imbalance in the Faculty of Art & Design.

The following progress on previous actions has been noted:

- Improved communication has been achieved through providing key information and web links for prospective students (External Relations).
- Updated guidance has been prepared for prospective students on portfolio content in the Faculty of Art & Design.
- The Textiles Department in the Faculty of Art & Design are engaging in school visits to improve gender balances on the relevant courses.

Action 3

Recruitment and retention data for all, including part time, students will be monitored, analysed and any action plans implemented.

Responsibility

Deans
Heads of Teaching Centres
Strategic Planning Services

Report

Student Application and Enrolment Data

Undergraduate Entry

The data applications and enrolments show the following gender trends for undergraduate students.

Academic Year	2007/08	2007/08 %	2008/09	2008/09 %	2009/10	2009/10 %
Total Applications	24195		21551		24571	
Male	10805	45	9627	45	10877	44
Female	13390	55	11924	55	13694	56
Total Enrolments	17124		17088		18452	
Male	7294	43	7339	43	8071	44
Female	9830	57	9749	57	10381	56

Data note: Applications data are for new students to DMU for entry into Year 1 of programmes, while enrolments includes all students in all years at DMU. For this reason, the two sets of data are not comparable with each other.

All undergraduate students included i.e. full time and part time modes of study, home EU and overseas statuses at all campuses.

Postgraduate Taught and Postgraduate Research Entry

De Montfort University has a relatively small graduate cohort.

Academic Year	2007/08	2007/08 %	2008/09	2008/09 %	2009/10	2009/10 %
Total Applications	4008		4363		4997	
Male	2296	57	2582	59	3222	64
Female	1712	43	1781	41	1775	36
Total Enrolments	3269		3821		6146	
Male	1483	45	1748	46	4076	66
Female	1786	55	2073	54	2070	34

Data note: Applications data are for new students to DMU, while enrolments includes all students in all years at DMU. For this reason, the two sets of data are not comparable with each other.

All postgraduate students included, i.e. full time and part time modes of study, home, EU and overseas statuses at all campuses.

Student Experience – Student Support

Objective 1

Our student support arrangements will demonstrate best practice.

Action 1

Student pastoral and central academic support arrangements will be subject to an equality impact assessment.

Responsibility

Director of Student Services
Director of Library Services
Deans
Director of External Relations

Report

The following areas relevant to student support arrangements have been subject to the Equality Impact Assessment Process:

Library

- Study skills (including CLaSS and MLC) – May 2010.
- Study and Learning environment – May 2010.

No significant gender inequalities or adverse impacts were identified in these two assessments.

Student Services

- Careers and employment support.
- Money and welfare.
- Disability.
- Counselling and personal support.

Faculty of Business & Law: are planning an EIA of their:

- Personal tutoring system.

Student Experience – Learning & Teaching

Objective 1

Our learning and teaching approaches will demonstrate best inclusive practice.

Action 1

The University and the Faculty Learning & Teaching Committees will continue to identify, develop and disseminate best inclusive learning and teaching practice.

Responsibility

Chair of University Learning & Teaching Committee
Deans

Report

Each of the Faculties has a Learning & Teaching Committee (FLTC) which reports to the University Learning & Teaching Committee (ULTC).

Two of the objectives for the University Learning & Teaching Committee for 2010/11 are:

- To continue to identify, develop and disseminate best inclusive learning, teaching, assessment and student support practice.
- To consider faculty reports outlining issues and actions regarding progression and achievement of students.

The following reports on good practice are from:

Faculty of Technology

- Is using a wide variety of learning and teaching approaches.
- Learning materials are made available in electronic format and placed on the VLE (Virtual Learning Environment).

Faculty of Health & Life Sciences

- Shares good practice and identifies inclusive learning methods.

Faculty of Humanities

- Have included an agenda item on 'awareness raising of equality issues when developing curricula – equality checklist'.

Faculty of Business & Law

- Standing item on equality at each FLTC.

- Use enhanced learning technology (ELT).
- Run 'tricks of the trade' staff development sessions to enhance teaching skills.

Assessment

Objective 1

Our assessment approaches will demonstrate inclusivity.

Action 1

All learning and teaching programmes will undergo an equality impact audit at validation and periodic review stages.

Responsibility

Chair of University Learning & Teaching Committee

Report

In 2010/11 the University instigated an Equality Checklist for all validations and revalidations.

The following courses prepared an Equality Checklist and have been successfully validated or revalidated.

Action 2

Assessment processes will be subject to equality impact assessment and identified action plans implemented.

Responsibility

Head of Academic Quality

Report

The Department of Academic Quality plans to Equality Impact Assess the Assessment Policy within the period of this scheme.

Action 3

Monitor student achievement data. Identify and implement action plans.

Responsibility

Academic Quality
Deans

Report

The Strategic Planning Services has prepared a project to prepare student achievement data reports that can be accessed, downloaded and manipulated by each Faculty.

Student Achievement - Undergraduate

De Montfort University regularly monitors the achievement of its undergraduate students.

Academic Year	2007/08	2007/08 %	2008/09	2008/09 %	2009/10	2009/10 %
Total number of students that graduated	3731		3364		3593	
of which male students achieving 1st or 2.1 degree classification	743	20	704	21	707	20
of which female students achieving 1st or 2.1 degree classification	1177	32	1038	31	1090	30

Currently, data on postgraduate student achievement is not captured at a high level and therefore insufficient detail for analysis. This will be addressed and data provided for the Single Equality Scheme going forward.

Timetabling & Room Allocation

Objective 1

All arrangements related to timetabling, including room allocation will demonstrate best inclusive practice.

Action 1

Timetabling process will be subject to equality impact assessment.

Responsibility

Chair of University Learning & Teaching Committee

Report

No further updates this year.

DMU as Employer

Objective 1

All potential staff will be subject to demonstrably fair recruitment and selection processes.

Action 1

The recruitment process, from job design, authorisation, advertising, applications, selection and employment will be subject to a rigorous review and equality impact assessment.

Action 2

Undertake comparative internal analysis of occupational groups by Faculty or Directorate in terms of applications and selection.

Responsibility

Director of HR

Report

DMU seeks to ensure equality throughout its recruitment processes through a variety of mechanisms, including ensuring all panel members receive appropriate training; guiding managers on how to prepare recruitment paperwork without introducing prejudicial criteria; and guaranteeing an interview for disabled applicants who meet the essential criteria for the job. In July 2010, the HR Directorate launched a new recruitment module which allows us to track our applications in more detail.

2 Year Trend Data

	Application Stage		Interview Stage		Offer Stage	
	2009/2010	2008/2009	2009/2010	2008/2009	2009/2010	2008/2009
Female	54	50	59	55	54	58
Male	45	49	40	44	45	41
Not declared	1	0	1	0	1	0

2009/10 Breakdown

	Application Stage		Interview Stage		Offer Stage	
	No.	%	No.	%	No.	%
Female	3070	54	582	59	130	54
Male	2557	45	396	40	107	45
Not declared	29	1	6	1	2	1

Comments

This shows that a slightly higher proportion of female staff apply for roles at DMU and this percentage continues through to the offer stage.

Pre-placement forms such as 'pre-employment questionnaires' are also currently under review and will be authorised and issued in March 2011.

Objective 2

Monitor and address any unjustified pay gaps across the University in relation to gender (disability and race).

Action 1

Identify and report on pay gap.

Responsibility

Director of HR

Report

An equal pay review was undertaken to identify any significant pay inequities between certain protected characteristics.

Following a recent equal pay review that looked at the effects of the National Framework Agreement implementation, the University has a pay gap of less than 3% between men and women across all grades of the single pay spine. However these national statistics do compare all men with all women and the University is set to identify the pay gap of all men compared with all women by 2013.

Objective 3

Monitor application, progression and promotion process in relation to gender (disability, age and race).

Action 1

Develop an enhanced communication method so that all staff become aware of the Pay Progression Process, i.e. Academic Promotions Process and Support Staff Pay Progression Process.

Action 2

Monitor progression and promotion of senior staff.

Responsibility

Director of HR

Report

Accelerated Increments/Contribution Points

Staff on the single pay spine (excludes Senior Staff) at DMU are eligible to apply for pay progression within their current jobs by applying for either accelerated increments or contribution points, if they are at the top of the pay scale for their grade. Accelerated increments can be awarded to people who have not reached the top of their grade. Contribution points can be awarded to those at the top of their grade.

Academic Staff

2010 breakdown

Accelerated Increments	Eligible	%	Applied	%	Successful	%
Male	176	46.2	10	50.0	6	42.9
Female	205	53.8	10	50.0	8	57.1
Total	381	100	20	100	14	100
Contribution Points						
Male	185	59.7	5	62.5	3	50.0
Female	125	40.3	3	37.5	3	50.0
Total	310	100	8	100	6	100

Comments

Application for Accelerated Increments

The number of male and female staff who applied for accelerated increments is around the same, with a slightly lower representation from female academics. As a percentage of overall applications, female staff were more successful this year than the previous year.

Application for Contribution Points

Very few applications were received overall for contribution points, compared to the number of staff eligible to apply (2.8%).

The total number of applications received for this category were proportionate, with male applications fairing better in terms of success, although noting that the figures also include those awarded contribution points in place of promotion.

As there were only 8 applications for contribution points, it is not possible to reach firm conclusions from the data.

Promotion from L/SL to PL

Promotion from L/SL to PL	Eligible		Applied		Successful	
	No.	%	No.	%	No.	%
Male	252	49.41	18	41.9	5	55.6
Female	258	50.59	25	58.1	4	44.4
Total	510	100	43	100	9	100

The statistics for staff applying for promotion from senior lecturer to principal lecturer show that whilst less women made an application, they formed a higher proportion of the successful applicants.

Support Staff

2010 Breakdown

	Eligible		Applied		Successful	
Accelerated Increments	No.	%	No.	%	No.	%
Male	282	42.3	2	22.2	1	25.0
Female	385	57.7	7	77.8	3	75.0
Total	667	100	9	100	4	100
Contribution Points	No.	%	No.	%	No.	%
Male	186	40.6	4	25.0	2	20.0
Female	272	59.4	12	75.0	8	80.0
Total	458	100	16	100	10	100

Comments

The number of females eligible for accelerated increments is proportionally higher than males. Significantly, the number of females higher who applied was considerably higher than males and the majority of successful applications were female.

The number of females eligible to apply for contribution points was higher than males. Again, the same trend appeared, a significantly higher number of females applied and were successful.

Application for Accelerated Increments

The number of male and female staff who applied for accelerated increments is around the same, with a slightly lower representation from female academics. As a percentage of overall applications, female staff were more successful this year than the previous year.

Application for Contribution Points

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The total number of applications received for this category were proportionate, with male applications fairing better in terms of success, although noting that the figures also include those awarded contribution points in place of promotion.

As there were only 8 applications for contribution points, it is not possible to reach firm conclusions from the data.

Objective 4

Monitor and analyse staffing data by Faculty and Directorate.

Action 1

The HR team will produce Faculty and Directorate analysis of the staffing data.

Responsibility

Director of HR

Report

All Staff

**HESA data for:	2007/08	2007/08 (%)	2008/09	2008/09 (%)	2009/10	2009/10 (%)
Headcount of staff at DMU	3449		3487		3562	
Female	1829	53.03	1843	52.85	1896	53.2
Male	1620	46.97	1644	47.15	1666	46.7

Comments

Staffing data focussing on gender shows that the gender split is fairly balanced. The HE Average is 54.8% female, which rises to 58.8% for the wider public sector (DLA Piper), showing that DMU's proportion at 53.2% female is in line with the HE Sector.

Staff on the Single Pay Spine

**HESA data for:	2007/08	2007/08 (%)	2008/09	2008/09 (%)	2009/10	2009/10 (%)
Headcount of staff on the single pay spine	3256		3299		3380	
Female	1771	54.39	1786	54.14	1841	54.45
Male	1485	45.61	1513	45.86	1539	45.55
*Headcount of academic staff on the single pay spine	1247		1282		1295	
Female	592	47.47	601	46.88	628	48.5
Male	655	52.53	681	53.12	667	51.5
*Headcount of support staff on the single pay spine	2009		2017		2085	
Female	1179	58.69	1185	58.75	1213	58.2
Male	830	41.31	832	41.25	872	41.8

Comments

There is a slight, but continuing imbalance in favour of male academics and female support staff at a corporate level. There are significant imbalances within some Faculties/Departments where there are gender biases within professions. Most notably, Technology has a high male bias

amongst academics which is most significant at the higher grades. The Faculty is actively pursuing attempts to address the imbalance through work linked to the Athena Swan project.

Senior Staff

There has been a number of changes in the latter end of 2010 which affects the Senior Executive. Figures quoted for 2009/2010 include changes that have been made, however some appointments made were after the census date and will be shown in 2010/ 2011 figures.

**HESA data for:	2007/08	2007/08 (%)	2008/09	2008/09 (%)	2009/10	200910 (%)
Headcount of Senior Staff at DMU	193		188		182	
Female	58	30.05	57	30.32	55	30.2
Male	135	69.95	131	69.68	127	69.8
*Headcount – VCG/ Executive Board (from 2010)	9		10		10	
Female	3	33.33	5	50.00	2	20
Male	6	66.67	5	50.00	8	80
*Headcount – Deans	5		5		5	
Female	1	20.00	1	20.00	0	0
Male	4	80.00	4	80.00	5	100
*Headcount – other senior staff	179		173		172	
Female	54	30.17	51	29.48	53	30.81
Male	125	69.83	122	70.52	119	69.19

Comments

A further breakdown of staffing data shows that there are gender imbalances amongst some staffing groups, in particular amongst senior staff, which is consistent with trends within the sector.

Leavers

Breakdown over 3 year period	2009/10		2008/09		2007/08	
		%		%		%
Total number of leavers	602*		539*		638*	
Female	338	56.2	298	55.3	368	57.7
Male	264	43.8	241	44.7	270	42.3
Age retirement leavers	30		22		17	
Female	9	30.0	8	36.4	11	64.7
Male	21	70.0	14	63.6	6	35.3
Non age retirement leavers	572		517		621	
Female	329	57.5	290	56.1	357	57.5
Male	243	42.5	227	43.9	264	42.5

Comments

At present the trends show that the retention of female and male staff is fairly consistent. There are less females leaving due to retirement and more leaving for other reasons such as new job or lifestyle.

Participation in Staff Training and Learning

Centralised training and development opportunities are offered to all staff at DMU, primarily through the Academic Professional Development Unit (APDU) and the Training & Development Unit (TDU). TDU are additionally responsible for a scheme which enables staff to apply to have their fees paid for DMU programmes of study.

DMU staff can also access training and development opportunities organised via their own department, for example through external providers, conferences and in-house organised events.

Monitoring data on staff training is currently collected only on centrally provided activities, and the figures below indicate that 59% of all male staff and 75% of all female staff undertook some centrally organised training in 2008/09. The reasons for differential take up by gender of centrally organised training are yet to be interrogated. It may be due to the differing work role profiles of male and female staff, with fewer requirements for training in certain occupational areas; it may be due to training and development taking place locally and not being recorded; it may be due to a differing preferences in ways of learning. This will be investigated further in next year's report.

Objective 5

All staff are fully supported in all areas of their employment.

Action 1

HR propose to improve the communication and promotion of work life balance initiatives.

Responsibility

Director of HR

Report

The HR Directorate have developed a number of initiatives in relation to this objective.

The intranet site has been updated to include a brief summary of all the Work-life Balance Policies that are available.

The Occupational Health and Safety Department held a one day 'Well-being' event in November 2010. The HR Directorate used this opportunity to promote well-being and work-life balance policies and opportunities.

All of the health and well-being initiatives will be audited and reviewed during 2011. This includes a check on external health care providers to the University responsively to gender equality issues.

Objective 6

HR policies are shown to be effective and fair.

Action 1

HR policies that are identified to be most likely to have impact on gender issues to be monitored and impact assessed, e.g., flexible working, absence, bullying and harassment, occupational health policies, parental leave etc.

Responsibility

Director of HR

Report

The following policies have been subject to the Equality Impact Assessment process:

- Bullying and Harassment
- Grievance

Objective 7

Address the objectives of the Athena Swan Charter for Women in Science, Engineering and Technology.

Action 1

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.

Responsibility

Chair of Athena Swan
Director of HR
Deans with SET subjects

Report

The Athena Swan Steering Group is chaired by the Dean of Technology, Professor Adrian Hopgood.

The following achievements and activities have taken place:

- The regular meetings of a committed Athena Swan Steering Group.
- Membership of the Athena Swan Charter.
- Draft submission for Bronze Award – full submission in April 2011.

- The creation of a Women Professors Network in October 2010.
- The development and pilot of a Senior Academic Women's Mentoring Scheme.
- The preparation of a 'photo gallery' of DMU women who have made significant contributions to Science, Engineering and Technology.
- A public lecture on Women in Science, Engineering and Technology to be held in April 2011.

Training & Development

Objective 1

All staff have equal and fair access to training and development opportunities.

Action 1

Monitor, analyse and report data on take-up of central training by men and women.

Responsibility

Director of HR with
Head of APDU
Head of TDU

Report

The Occupational Health and Safety at Work training is now administered by HR Training & Development to enable collation of relevant statistics and joined up presentation of intranet site services.

Data and commentary included in the 2011 report to Staff Development Steering Group (for year ended July 2010).

Training Attendance 2009/10 by Gender

	2009/10	2008/09
Average training days per employee (including hourly-paid lecturers)	1.0 day	1.0 day
Male	0.9 day	0.9 day
Female	1.1 days	1.3 days

Comments

The average recorded training days (centrally-provided training) for the total staff population in 2009/10 was one day, the same as for 2008/09. On average, men had slightly less training than women and 59% of men experienced training compared with 67% of women.

The gap between men and women has reduced.

Percentage of staff getting some training (logged on PSE)	2009/10	2008/09
Male	59%	59%
Female	67%	75%
All	-	67%

Action 2

Explore ways of more accurately recording all training and development at DMU.

Responsibility

Head of TDU

Report

A new project was launched by the HR Directorate in February 2011 to examine how to improve the collection and reporting of data on training and development activities.

Action 3

Raising awareness of development opportunities for staff under DMU's commitment to the 'Skills Pledge'.

Responsibility

Head of TDU

Report

A report citing examples of activities was presented to the Staff Development Steering Group. An active partnership has been developed with Union Learning Representatives supporting initiatives such as Book Swap. Additionally, an ILM Team Leading certificate is being run for part-time cleaning supervisors.

Action 4

Improve the 'Training' intranet site to make it easier for staff to access the support they need including: -

- Coaching to support transitions back into work and career management (e.g. taking career breaks, maternity, paternity, parental or carer leave).
- Access to distance learning (to enable staff to continue learning from home).

Responsibility

Head of TDU

Report

- A 'Career Transitions' web site is under development to provide resources, signposts and links for staff facing a range of career transitions.
- The Diversity Learning Zone has been updated to take account of the Equality Act 2010.

- A 'one-stop-shop' intranet page is being developed to signpost staff to the wide range of e-staff development available.

Action 5

Equality Impact Assess the Staff Development Policy and the training and development offer to staff.

Responsibility

Director of HR

Report

No further report this year

Action 6

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.

Responsibility

HR

Report

No further report this year

Objective 2

Our staff understand their roles and objectives in relation to the equality duties and wider equality and employment legislation.

Action 1

Identify and continue to offer and implement equality related training across the organisation.

Responsibility

Director of HR

Report

A range of 'Equality' specific opportunities has been offered in this twelve month period.

- The Equality and Diversity Adviser has continued the yearly 'road shows', visiting all Faculties, Directorates and Departments, to provide an update on the Equality Legislation. This year the Director of HR has joined most of these events to discuss the Equality Legislation in relation to service improvements for DMU.

A Power-Point presentation has been made available.

- An equality and diversity presentation by the Director of HR to the University's Annual Leadership Conference.
- Equality and diversity delivered to both the Leadership and Management Development Programmes.
- A suite of Equality Impact Assessment training and support commences in April 2011.
- Dignity at Work workshops delivered to all Estates staff in 2010, including part-time and shift workers.
- Recruitment and Selection refresher sessions held between November 2010 and January 2011.

Communication

Objective 1

Publish an equality and diversity communication strategy.

Action 1

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.

Responsibility

Director of HR
Director of External Relations

Report

External Relations - Draft internal communication strategy has been finalised by Head of Media, PR and Events and has been submitted to the Equality & Diversity Committee.

Objective 2

University communication strategies will take account of all audiences that they are intended for.

Action 1

Identify the ways in which University communication strategies will be accessible to all audiences.

Responsibility

Report

External Relations - Annual review of communication plans will take account of all audiences.

Involve & Consult

Objective 1

We will use a wide range of methods to engage and respond to our stakeholders.

Action 1

The Equality & Diversity Committee will develop and publish its involvement and engagement strategy.

Responsibility

Chair of the Equality & Diversity Committee

Report

The Committee has had regular reports from the Head of Media on the progress of the Internal Communications Strategy. This is likely to be published in the summer of 2011.

Action 2

The involvement and engagement strategy must take account of external stakeholders.

Responsibility

Report

In relation to gender equality, the Athena Swan Steering Group has been working closely with the Equality Challenge Unit and neighbouring University of Leicester this year.

Action 3

A range of approaches to be used each term to involve and engage with students and staff.

Responsibility

Director of HR
Director of Student Services
Equality & Diversity Adviser

Report

In relation to the protected characteristic of gender, the following actions have been taken:

- Staff - a specific Athena Swan project on Women in Science, Engineering and Technology.
- A Women Professors Network.
- Women's Mentoring Project.

We also make efforts to ensure that women are represented at our black and minority, ethnic, disabled and lesbian, gay and bisexual staff groups.

The Student Services Directorate - Each area of work uses feedback forms for their work as well as specific work for the Student Voice project. We are continuously seeking to improve our impact and service and have just received the British Association of Counselling and Psychotherapy service accreditation for the student counselling service in which the following comments were made:

'This is a well organised and well presented application that gives a clear picture of the service. Strengths of the service are its evaluation and feedback which are sought in a variety of ways. The range of risk assessment procedures and training given is also commendable.'

Procurement

Objective 1

Through procurement we achieve a diverse supply chain and our contractors and suppliers are governed by a robust equality framework.

Action 1

Monitoring arrangements in place to assess whether our contractors are compliant with our pre-qualification questionnaire.

Responsibility

Director of Finance

Report

Finance - Suppliers for tenders, £50K and above are required to provide statements that they are meeting their legal equality obligations.

Equality similar checks will have been made by the contracting body in the arrangement of collaborative agreements.

Equality Impact Assessment

Objective 1

All our “work areas” are equality impact assessed.

Action 1

All Departments, Centres, Directorates and Faculties have identified and prioritised areas for equality impact assessment.

Responsibility

Deans
Directors
Centre Heads
Department Heads

Report

This process is ongoing. The updated information will be published on the EIA pages of our website.

Action 2

All areas are equality impact assessed by December 2012.

Responsibility

Deans
Directors
Centre Heads
Department Heads

Report

The following Equality Impact Assessments – screening or full processes have been completed, signed and submitted.

The Faculty of Technology has most recently screened the University International Strategy; it has been categorised as ‘medium’ priority and will undergo a full EIA by December 2012.

<https://sites.google.com/a/myapps.dmu.ac.uk/faculty-of-technology/international-strategy-group>

Action 3

Equality impact assessment reports are published in summary form on the website.

Responsibility

Equality & Diversity Adviser

Report

The new Equality Webpages have been developed for the DMU site. A dedicated Equality Impact Assessment page has been developed. All completed, signed and submitted EIA's will be uploaded onto this page.

Publish & Review Equality

Objective 1

We implement our equality scheme. We will monitor it and publish our findings annually.

Action 1

Review and report termly to Equality & Diversity Committee.

Responsibility

Equality & Diversity Adviser

Report

The Equality and Diversity Committee meets twice a term, six times year. Each meeting has a standing item on DMU's legislative responsibilities as well as items on specific equality related projects, such as Athena Swan – Women in Science, Engineering and Technology. Progress on all schemes is reported and discussed at each meeting. The Strategic Planning Services produce statistical data for each committee, examining aspects of our duties across the protected characteristics.

Action 2

Produce and publish an annual progress report.

Responsibility

Equality & Diversity Committee

Report

This is the first annual report of our Gender Equality Scheme 2010-2013. It will be published on the De Montfort University website.