University of Cumbria

Annual Equality and Diversity Report

2012 / 2013

Approved by the Board March 2014

Contents

**This information can be made available in a range of
accessible formats and languages
upon request.**

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Section 1

Chair of the Equality and Diversity Steering Group

Introduction

As the chair of the University of Cumbria Equality and Diversity Steering Group, I am pleased to introduce the 2012/13 Diversity & Equality Annual Report. Striving to achieve true diversity and advance equality for our students and staff is a huge challenge and it is always heartening to look back over the year and reflect on progress and achievements. This also enables us to check the effectiveness of our action plans and to help us plan for the coming year.

Data collection has improved dramatically since 2011/12 but further work is required before we can report meaningfully on outcomes across all protected characteristics including sexual orientation and religion or belief. We recognise that improving diversity data collection and analysis will help to better understand the effectiveness of our action plans and our direction of travel. The University continues to grow and we receive very good feedback on support provided to disabled staff and students and we are working to improve the student journey further.

I am particularly proud of our achievements in raising the profile of support for our Lesbian, Gay and Bisexual staff and students. The University of Cumbria is now in the top 5% of all UK Universities in the Stonewall University Guide as a result of our engagement with the "Gay by Degree" initiative.

Although our actions under the heading of Equality and Diversity accord with our University values, there is also increasingly a business imperative to drive further improvements. Potential students are more likely to apply for places at a University that demonstrates commitment to equality, diversity and inclusion. Also as we seek to increase the international dimension of the University the relevance of this report to all is apparent.

The achievements noted in this report continue to support our overall aim of meeting and exceeding our obligations under the Equality Act 2010 and the public sector equality duties. We have included a number of case studies in our report to illustrate how we are engaging staff and students in further improving not only equality outcomes but in developing a culture of fairness and respect, where everyone feels valued, can achieve their true potential and shares a common sense of belonging to the University of Cumbria.

I am pleased to hand over the chair to Geoffrey Etule, Director of Human Resources who will continue to build on our achievements.

Janet Whitworth, Chief Operating Officer

Section 2

Annual Equality and Diversity Report Overview

Academic Year - 2012 / 2013

The University has continued to make excellent progress towards its equality objectives. We remain committed to meeting and exceeding our obligations under the Equality Act 2010 and the general and specific duties therein.

The Board of Directors receive regular updates as part of the committee cycle and endorse projects and activities that support our equality and diversity aims and objectives.

This year we have made a number of achievements including:

- Retained Investors in People (IIP) status
- Retained Mindful Employer status
- Improved our website to include more information about protected groups
- Provided equality and diversity training and equality impact assessment training to over 400 staff
- Completed 19 equality impact assessments
- Improved our equality and diversity e-learning modules and included on-line training into the CareerAhead project
- Made it into the top 5% of the most lesbian, gay and bisexual universities in the UK according to the Stonewall University Guide
- Student Support services have provided over three and a half thousand hours of specialist support to 117 students, almost four thousand hours of specialist learning disability support to 431 students.
- Piloted a new Mental Health Mentoring scheme which provided over 34 hours of support to a small number of students.
- Updated and assessed a number of key employment and other policies as part of the steps we are taking to integrate equality into all aspects of policy framework
- Established and engaged with a range of groups to add value to the aims and objectives set out in our Single Equality Scheme

You will find more about our achievements for 2012/2013 along with a range of case studies and details of our plans for 2013/14 within the body of the report.

Section 3

Legal Compliance

The University of Cumbria takes its duties under the Equality Act 2010 very seriously and has taken steps to ensure compliance with the Equality Act 2010 and the public sector general and specific duties. Further information and documents can be found on the University of Cumbria website.

In 2012/13 we had two key priorities.

1. The first was to develop and implement an equality and diversity strategy in line with strategic goals, statutory obligations and key national requirements such as the Employability agenda and internationalisation activities of the Institution.

2. Secondly we aimed to develop, implement and evaluate the effectiveness of equality and diversity policies across all aspects of the University's operations including robust equality impact assessment processes and procedures.

During 2012/13 we further developed and embedded the Diversity Tier 2 plan / Equality Objectives and Single Equality Scheme across all functions and activities of the University of Cumbria.

During 2013/14 we will develop an equality, diversity and inclusion strategy to further support our commitment to mainstreaming and advancing equality. This will be underpinned by revised equality objectives, a new Equality Scheme, a comprehensive training plan, improved equality monitoring arrangements and a new risk-based approach to equality impact assessment.

Workforce Diversity

In 2012/13 the University of Cumbria employed 1078 people. A breakdown of workforce data is included in Section 7 (*Workforce Diversity Data at 31 December 2013*).

The university is committed to being an equal opportunities employer, maintaining a positive culture that embraces diversity where all staff thrive and can achieve their potential. Our equality, diversity and inclusion agenda helps us to attract people with a broad range of talents, skills ad backgrounds. We have a clear business case for diversity and are committed to continuous improvement and maintaining a talented workforce.

We are continuing to improve our equality monitoring arrangements, including improving data capture and analysis to enhance our workforce planning and to inform policies.

Developing our workforce diversity monitoring arrangements includes taking steps to keep staff informed of its purpose so that they feel confident about sharing personal information with us. We have made good use of the Stonewall publication "What's it got to do with you".

Student Diversity

The university is growing in reputation and size and attracts an increasingly diverse range of students who want to study with us.

We embrace the diversity of our students and work with the Students Union to advance equality. We believe that student wellbeing is enhanced when people are free to be themselves and can access the right support, at the right time and in the right way, should it be needed.

We include diversity data of students in a number of statutory returns and are working to ensure that data we gather is used to improve the services we offer and to improve equality outcomes for our students.

The following tables provide an overview of student diversity for 2012/13.

Ethnicity	Total	% of total
White	8777	91.47%
Black or Black British - Caribbean	50	0.52%
Black or Black British - African	117	1.22%
Other Black background	7	0.07%
Asian or Asian British - Indian	103	1.07%
Asian or Asian British - Pakistani	100	1.04%
Asian or Asian British - Bangladeshi	136	1.42%
Chinese	22	0.23%
Other Asian background	35	0.36%
Other (including mixed)	176	1.83%
Not known (#)	73	0.76%
Total	9596	100.00%

We recognise that we must continue to improve our equality monitoring arrangements. In particular we are taking steps to ensure that our data fields cover all protected characteristics.

Achievements 2012/13

- The Equality and Diversity Steering Group play a key role in reviewing as well as achieving and monitoring the Single Equality Scheme and associated action plans. The role and responsibilities of the group has been revised and renamed as the Equality, Diversity and Well-being Steering Group.

- Equality Impact Assessment (EIA) is one of the tools we use to place equality at the heart of policy and decision-making. This is evident in the way that equality has been integrated into key corporate policies including the Single Fee Policy, the Office of Fair Access (OFFA) Access Agreement, Off-Campus Examination, Research

Excellence Framework (REF) 2014 Code of Practice and Appeals panel and Approved University Examination Centres.

- We provided EIA training for staff and re-launched the EIA Toolkit. During 2012/2013 we completed a total of 19 EIA's.

Looking Ahead to 2013/14

- The Single Equality Scheme (SES) is a key part of the University suite of documents that support the legal compliance. We will review the SES and equality objectives in 2014. The revised SES will be part of a wider equality, diversity and inclusion strategy and will be underpinned by staff training, guidance notes and practical support.
- In the interest of continuous improvement during 2014 we will introduce a streamlined risk-based EIA model which includes an effective screening tool that will further support the university to comply with the need to have "due regard" to the general duty.
- We will improve the way we monitor performance against our equality objectives by adopting a Results Based Accountability / Balanced Score Card, or similar, performance management approach.
- We have already taken steps to improve equality monitoring to ensure that where appropriate we gather diversity data across the full range of protected characteristics. This will help us to better understand and manage the impact of policies and decisions and to prioritise areas for improvement.
- Diversity data and monitoring has improved and a wide range of data is published on the University of Cumbria Website. During this academic year there were over 400 hits on these pages.
- We will continue to develop links with local groups and will take steps to widen participation and grow our engagement activities beyond the boundaries of each campus.
- We continually celebrate good practice and encourage the sharing of experiences.

Section 4
University of Cumbria Equality Objective 1
Staff and students would receive diversity training (Blackboard or face-to-face) in order to increase their awareness of diversity and equality being mindful of different needs and responsibilities, to enhance employability.

During 2012/2013 we have made significant progress on training and awareness raising.

Achievements 2012/13

- Over 400 staff have benefitted from training and learning opportunities to develop their understanding of EDI:
  - Diversity and Equality training
  - Equality Impact Assessment training
  - Corporate Induction updated to use Prezi technology
- We have taken steps to improve equality of access to learning for all students regardless of mode of study or geographic location by developing our e-learning and e-tuition facilities.
- We have provided briefing sessions for over 400 students (including undergraduates, post graduates and newly qualified teachers) to look at diversity and professional practice.
- We have further developed our on-line Diversity and Equality training for staff and students. 72 staff and students benefitted from this training and highly rated it.
- We have included an on-line diversity package as part of the CareerAhead project to support employability with partners and stakeholders.

Looking Ahead to 2013/14

- During 2013/14 we will review this equality objective.
- We will prepare a comprehensive equality and diversity training plan that is linked to our appraisal process and which will become an integral part of the annual service and business planning cycle.
- We will continue to develop our e-learning training programmes and provide a range of training on equality, diversity, inclusion and human rights topics in a range of settings.
- We will also include more information on equality and diversity best practice into induction and professional development courses as well as setting out equality competencies within our workforce planning processes.
- We will develop a family of guides on equality, diversity, inclusion and human rights.
- We will also further improve the way we monitor and evaluate equality and diversity training.

Section 4
University of Cumbria Equality Objective 2
To enhance the student and staff experience regardless of accessibility, mode of study, location or diversity characteristic

For the academic year 2012/13 we focussed on working collaboratively with key stakeholders both internal and external to mainstream equality and diversity into employment, learning and teaching, research and knowledge transfer policies, procedures and practices. We are proud of our achievements and this year our focus was LGBT.

Achievements 2012/13

- Retained Mindful Employer Status
- Retained Positive about Disabled People (Two Ticks) status
- Successful in improving our score in the Gay By Degree Award to 10/10.
- Student Services supported a large number of disabled students – this includes providing 3882 hours of Specialist Specific Learning Disability support to 431 students and 3777 hours of specialist disability support to 117 students.

Summary of support hours provided to disabled students			
	Externally funded	Internally funded	Total
Study Skills Tuition	3,279.50	128	3,407.50
Non-medical Help	3,452.50	47	3,499.50
Study Mentoring	360.50	64	424.50
Mental Health Mentoring	34.00	1	35.00
Accessibility Assistant			0.00
Personal Assistant	327.33		327.33
TOTAL	**7,453.83**	**240**	**7,693.83**

- In addition a new mental health mentoring scheme was piloted and provided 34 hours of specialist mental health mentoring to a small number of students. Due to its success this will now be rolled out across all campuses
- We further developed our website which now includes specific links to religion or belief information, community and support groups and widening participation information
- The Diversity webpage has also been improved and received 790 hits. The EDI Manager's page received 305 hits and the additional Diversity Support (for students) pages 249 hits. The LGBT pages received 411 hits.
- The Student Maternity Policy & Risk Assessment embedded into Faculty processes.
- Support for individual students has increased considerably in the last year with 34 direct interventions and engagements across all sites in relation to religion, race, LGBT and gender resulting in students remaining on courses and within the University community.
- Over 30 validation activities included diversity curriculum review activities to embed diversity into the academic offer of the University.

Service and Faculty Achievements 2012/13

Service / Faculty	Activity
Library & Student Services	• Established the "top ten" series of guides for students • Developed customer service standards • Amended the student anti-bullying and harassment policy • Improved self-help support • Developed student dashboard to improve access to data • Developed system for monitoring services • Student Handbook inclusions enhanced by diversity information • Website developments
Academic Quality & Development	• Developed Cultural Awareness training & new corporate induction guidance for new starters; • EIA support and on-line learning • Validation activities and advice; • Policy development for examination and intercalation protocols; • Validation Chairs training, Investors in People Silver Standard (working towards)
Faculties	• Produced "Dealing with Discrimination" guidance and form • Validation and embedding of the Curriculum Review document • Attendance at Equality and Diversity Group to provide legal updates and training / guidance especially around OFSTED, Nursing and Midwifery Council guidance changes and University responses. • Post Graduate conference presentation • Integrated an introduction to equality, diversity and inclusion into undergraduate / diploma and Subject Knowledge Enhancement groups of students to increase understanding of responsibilities as teachers / teaching assistants and nursing professionals • Features in Faculty of Health and Education newsletter • Developed third party engagement contract • Faculty of Health "Good Health and good character" roll out • East London Consortium of Schools equality policy update
Human Resources	• Higher Education Statistics Agency (HESA) Survey development and guidance • Circulated UK Border Agency advice and guidance • Developed equality case work and EIA guidance • Advised on the "Securing Sustainable Leadership Succession Planning and Talent Management" policy and roll out plan • Improved workforce diversity data collection and publication • Employment Policy Committee papers and presentation of papers
Chaplaincy	• Produced a range of guidance updates on religions other than Christian for multi faith web site and prayer rooms • Produced annual Academic calendar of religious festivals
Research	• Produced Research Excellence Framework (REF) guidance and Code of Practice & Blackboard site • Equality panels to consider reduction in outputs • REF equality expertise

International	• Hosted welcome event for Indian students • Introduced guidance on Hindu religion • Implemented new Equality Challenge Unit (ECU) guidance implementation ("Attracting international students") • Provided Cultural Awareness training and guidance development for roll out via Academic Quality Standards (AQS) • Quality Assurance Agency (QAA) guidance on International Students project member • Managed the UKBA HTS project review
Marketing	• Completed equality impact assessment of prospectuses and marketing materials and image bank • Rebranded marketing exercise "Sense of Place" • Developed statistical data for policy development / action plans • Member of the Customer Care Champions group • Feature in "Enterprising News" publication
Facilities Management	• Completed bespoke staff training • Raised awareness of availability of Halal and Hindu appropriate foods Attended Residential Coordinators training
Finance	• Completed equality impact assessment of Procurement procedures and updated to incorporate third party harassment
Student and Management Information Service	• SIT's team developed student dashboard with LiSS to allow better access to data • Tier 4 attendance monitoring policy and reporting of student absence modified – now aligned with University's Student Progress Review and Student Code of Conduct by ensuring that sanctions, for example relating to attendance, are applied fairly and consistently across different tiers of students • Course Information Point desk in Calva Building, CFS adapted to accommodate disabled/wheelchair users. • Cooperation with International Development Office colleagues ensured international students welcomed and integrated into their programme cohort at Registration.

Looking Ahead to 2013/14

• During 2013/14 we will review this equality objective to ensure it is outcome focussed and measurable.
• We will strengthen our commitment to the Stonewall Equality Champions programme and develop an action plan to improve our rating in the "Top 100 Employers" programme
• We will continue to work with the Students Union to celebrate Gay History Month and host a broad range of equality, diversity and human rights themed events
• We will evaluate the student counselling service and expand the mental health mentoring scheme building upon the success of the pilot project.

Section 4
University of Cumbria Equality Objective 3
Celebrate the diverse talents of our staff and students to enhance the delivery of the University objectives and our community engagements

During 2012/13 we sought to develop, sustain and co-ordinate a robust corporate equality and diversity infrastructure including internal equality networks contributing to the Faculty and Service diversity groups, Diversity Champions and focus group training, development and support

Achievements 2012/13

- We developed the Spectrum staff and student group and created an associated Blackboard site and have supported the development of the Islamic Society. These groups have taken time to establish and develop their terms of reference and action plans.
- Equality, Diversity and Inclusion Manager was a keynote speaker at the Stonewall National Conference on 14 June 2013
- In support of the Gay By Degree Award and Stonewall Top 100 application, and in preparation and support of community cohesion for Lesbian, Gay, Bisexual and Transgender (LGBT) staff and students, developed and ran events for International Day Against Homophobia (IDAHO) (14 and 17 May) and in conjunction with the Students' Union ran events at Lancaster and Carlisle campuses.
- We have worked with external bodies to support equality engagement including chairing the Carlisle Equality and Diversity Group and University staff being on the board of OutReach Cumbria, engagement with Gay Older Brothers & Sisters (GOBS) and Cumbria Pride.
- Research Excellence Framework (REF) Code of Practice and the formation of Equality Independent Circumstances scrutiny panel to review diversity matters in relation to requests for a reduction in research outputs to be submitted under the REF 2014 HEFCE exercise.
- We have supported the Chaplaincy to improve their web pages and include more multi faith information, celebrating a range of events with positive messages.

Looking Ahead to 2013/14

- During 2013/14 we will review this equality objective
- We will put in place a robust equality, diversity and inclusion strategy and develop a comprehensive competency based equality, diversity and inclusion training plan
- We will develop a calendar of events

Section 4
University of Cumbria Equality Objective 4
Increase the enterprise income for diversity and equality to enhance capacity building within the University

During 2012/13 we have looked at ways to increase income and to enhance capacity building. We have made a number of notable changes and improvements.

Achievements 2012/13

- We have further developed the Blackboard Virtual Learning Environment (VLE) for Diversity and Equality, Recruitment and Selection for Students alongside the development of a suite of training interactions for external partners including other Education providers.
- We have also developed, piloted and texted the equality, diversity and inclusion VLE package and two additional packages tailored to the teaching and nursing professions.
- We have developed training packages to be marketed to schools and SME's (Small and Medium Enterprises) and the training and buy-in of the packages concepts by Faculty of Education and Arts, Business and Science (ABS) Enterprise staff.
- We have looked at training products already available and commercially value and are considering ways to develop in this area.
- Negotiation with the Faculty of Education senior management to endorse the equality, diversity and inclusion e-learning for students and the timetabled session with each cohort group (or to a conference of all PGCE students) to introduce key concepts and roles and responsibilities and promote the on-line package to Faculty students

Looking Ahead to 2013/14

- During 2013/14 we will review this equality objective

- As part of our new Equality, Diversity and Inclusion Strategy we will include an action plan to work with and support our local, regional, national and international partners to raise awareness of inequality and share best practice

Case Study 1 – Big Draw Event October 2012

The event was a partnership involving students from Beaumont College, SCOPE charity shop managers and 200 students from the University of Cumbria. It was nominated for a Drawing Inspiration Award. Entries for this year's competition were unprecedentedly high and the standard was excellent, making the jury's job extremely challenging! The jury decided to introduce a 'Special Mention' category for a number of selected events. The event was acknowledged at the awards ceremony on 19 March 2013 where Anita was awarded a Special Mention and details were included on the *Drawing Action* site of inspirational 2012 Big Draw events. http://www.campaignfordrawing.net/the-big-draw

Case Study 2 – Personal Dolls

The university hosted an event to introduce Personal Dolls with Babette Brown (*Early Years specialist and creator, and author of "Equality in Action –a way forward with Persona Dolls and Unlearning Discrimination in the Early Years*"). This purpose of personal dolls is to encourage children to develop empathy and challenge discrimination and unfairness. The approach is developmentally appropriate and helps counter the prejudices and misinformation children pick up whether or not they have personal contact with black and mixed parentage families, or with lesbian, gay, traveller, and refugee families or with families in which adults or children are disabled. Children can absorb these negative attitudes. Dolls are now stocked in the library and we are considering how to embed this approach into work within the Faculty of Education.

Case Study 3 – Supported Disabled Student

"Student A" was diagnosed with severe dyslexia and was studying towards a BA (Hons) Outdoor Leadership (Awarded 2:1) based at both the Ambleside and Newton Rigg (Penrith) Campuses. From the first meeting it was clear that this student embraced and was used to managing a support system. At all times, Student A took full responsibility for ensuring that his support was in place for teaching sessions and arranged appointments for assistance with his private study. Support comprised: note taking support for teaching sessions; general support, to access both paper based and electronic learning resources; specialist study skills support.

Student A linked his support from different personnel so that whichever assignment he had been working on with his Learning Development Tutor would be continued within his Student Learning Facilitator. Towards the end of each session he would begin to consider what he would like to look at in his next session with his tutor and would then research the information for the next session. Student A was very aware of his strengths and initiated asking for written information to be read to him so that he was able to digest the information. In support sessions, he often made use of his lecture notes to plan for his assignments and to look for information, drawing this information from various sources. Student A was keen to share all of the strategies he acquired and he was described, by academic staff, as being a natural scholar. The support team found this student inspirational to work with. He often demonstrated concern for other students and was keen to share the strategies he learned, to aid their learning.

Case Study 4 – Faculty of Arts, Business and Science Equality Additions to Module

The University integrates equality and diversity into educational activities.

In the Module **<u>Design in Context 2</u>** – Year 2 have a series of lectures covering the following issues: Introduction to critical gender studies; The mediation and articulation of gender and sexuality; Cultural perspectives on masculinity - 'accepted norms'? The construction of identity - Theoretical and Contextual issues; Nationhood & imagined community; National identity and visual culture; Exploring cultural codes; Ethnicity and cultural difference and design. The construction of Ethnicity: contextual issues; Representation & gender – the construction of femininities, exploring cultural perspectives on femininity, constructing dominant / subversive ways of being "feminine", representations of femininity – deconstructing women in graphic design, communication and art. Representation and Difference of the racial subject: Diaspora; Cultural *hybridity;* The Black Atlantic; Colonialism / Post- Colonialism; Orientalism.

Case Study 5 – Gay by Degree

The Stonewall University Guide is for all lesbian, gay and bisexual prospective students and staff. It has been designed to help people choose a university that will welcome and support them to be themselves and provides information on how gay-friendly each UK university really is and what they have to offer.

Applicants make decisions about course to choose, or the offer to accept, based on teaching, facilities and course content and also on whether a university is welcoming of all individuals and supportive of diversity, for example if it is gay-friendly.

By scoring 10 out of a possible 10, the University of Cumbria is making a very strong commitment to LGB equality and this will support recruitment, retention and positive perceptions of the University within the LGB community within Cumbria and wider. The University of Cumbria is now in the top 5% of all UK universities

Section 6

University of Cumbria Plans for 2013/14

In 2013/14 we will review our strategy for equality, diversity and inclusion and ensure that we remain outcome focussed and have a clear and measurable plan in place.

A key step will be to develop an overarching strategy for equality, diversity and inclusion setting out how we will manage and mainstream equality and make best use of our business planning and performance management arrangements. The strategy will ensure a strong and "joined-up" approach to mainstreaming best practice.

We will review our equality scheme and equality objectives and in doing so will engage a range of staff and students in reflecting upon what has gone well, where improvements can be made and what our future objectives might be. This will also ensure that our priorities are relevant and current.

We will also look at new innovative ways to make all aspects of the University of Cumbria even more accessible and we will take steps to increase participation and engagement by staff, students, partners and other stakeholders in the University of Cumbria's journey to equality.

We will improve the way we monitor equality and the way we report upon the effectiveness of our action plans. We will continue to mainstream equality into all aspects of the university business planning and monitoring arrangements.

Recent improvements to the way we gather and analyse diversity data and other relevant information, will enable us to make further improvements to the way we monitor equality outcomes and understand impacts, as well as how we identify and address areas for improvement. Data improvements will also enhance our ability to map and report on our progress and equality outcomes.

We will introduce a new and streamlined risk-based equality impact assessment model that will ensure an effective and robust approach to meeting the equality duties.

We will continue to support staff and students to develop their knowledge, skills, behaviours and confidence by publishing a comprehensive training plan.

Looking Ahead to 2013/14

In 2013/14 we have a number of key projects in place including:

- Focussing on Black, Asian & minority ethnic (BAME) engagement, recruitment, retention and attainment including community engagement, religion or belief support, support services and positive role model development.

- Sense of Place Recruitment project with Faculty of Education and Marketing. This project is being developed further to embed the new branding guidelines within Open Day, communications and other engagement with prospective students and those with whom they make decisions about university offer choices

- Further Developing our Stonewall Champion Status and celebrating our Gay By Degree award status

- Continually developing our Widening Participation agenda and OFFA Access compliance and best practice

- A range of internationalisation activities including future proofing the University for international student and community engagement

- Supporting REF 2014 individual circumstances and code of practice work for submission to Higher Education Funding Council for Education (HEFCE)

Additional activities to support these projects are likely to include the following:

- Papers and presentation to Validation Chairs and Embedding Curriculum Development events with Academic Qualifications & Development (AQD)
- Papers and presentation developed for the corporate committee cycle
- Equality impact assessing postgraduate prospectus and web / branding activities
- Chaplaincy website to include multi faith focus and information
- Continued engagement with Carlisle and Lancaster Community Groups
- Research Excellence Framework 2014 Individual Circumstances panel to consider diversity / reduction in output
- Inclusion in Faculty of ABS and Education short course provision to enhance income generation opportunities
- Embed diversity inclusion into Career Ahead offer to students

Section 7

Equality Objectives & Organisational Priorities

The following tables set out the relationship between our equality objectives and our organisational priorities for the academic year 2012/13.

The University of Cumbria organisational priorities are:

- Employability
- Sustainability
- Creativity
- Enterprise

In 2014 we will review our Single Equality Scheme and our objectives and produce an overarching equality and diversity strategy that supports our equality ambitions and ensures that the university has a cohesive approach to mainstreaming equality.

This will help us to make best use of our business planning and performance management arrangements as tools to advance and monitor our equality objectives.

Priority 1- Employability

Equality Objective	Plan Aligned	Indicative activity	Outcome	KPI
Staff and students would receive diversity training (Blackboard or face-to-face) in order to increase their awareness of diversity and equality being mindful of different needs and responsibilities, to enhance employability	Regional International Innovation & Enterprise	Ensure that diversity promotion is included in all University of Cumbria plans, publications, and other documents and the delivery of teaching and staff training. Ensure diversity and equality dimension is contained with the validation; revalidation and curriculum review activities, and disseminate any resultant good practice.	Promotion of positive attitudes to diverse groups within the University as part of best practice for teaching, validation / review activities and engagement with students and staff. Greater awareness of diversity issues and good practice Compliance and good practice – add value by knowledge of diversity in recruitment / employment.	Increase the diversity awareness of staff and students and embedding diversity within the business of the University over the life of the plan. Awareness measured through NSS / NQT and staff surveys, use of diversity website and Bb resource.

Priority 2 – Sustainability

Equality Objective	Plan Aligned	Indicative activity	Outcome	KPI
To enhance the student and staff experience regardless of accessibility, mode of study, location or diversity characteristic.	**Regional** **International** **Innovation & Enterprise**	Enhance opportunities to embed diversity best practice and access to learning opportunities supported by the completion and implementation of equality impact assessments. Ensure that diversity considerations are embedded into the annual monitoring, evaluation and review of University wide activities taking account of HESA returns, OFFA access agreement, OFSTED,HEFCE, widening participation activities (including the local communities in which we operate and wider).	Statistical information available for scrutiny and engagement to develop targeted recruitment plans or address retention issues related to diversity. Support positive engagement activities across all University provision including ensuring reasonably accessible electronic and face-to-face interfaces.	Increase participation and achievement, year on year, of students from different diverse groups by targeted engagement based on data information (NSS/ NQT, retention and achievement statistics). Publish data and information on the University website in line with the Specific duties requirements.

Priority 3 – Creativity				
Equality Objective	Plan Aligned	Indicative activity	Outcome	KPI
Celebrate the diverse talents of our staff and students to enhance the delivery of the University objectives and our community engagements	**Regional** **International** **Innovation & Enterprise**	Create opportunities to allow the unique talents and perspectives of staff and students to enhance the engagement by the University within our region and internationally (community engagement, teaching and learning interactions, social enterprise, and volunteering and student inclusion activities). Celebrate achievement by the development of a Vice Chancellors award relating to diversity engagement. Ensure that the University consistently applies its research policy and code of practice on how it will select staff for research assessment activities.	Promote positive engagement of people across all protected characteristics locally and internationally Creation of mechanism to celebrated positive engagements. A REF process which is robust and consistent and understands and appreciates unique staff perspective	Positive engagement increased, year on year, with local community groups to assist the delivery of University aims, including research and enterprise activities. Positive publicity following VC award development, year on year. Enhanced engagement with diversity research activities.

Priority 4 – Enterprise				
Objective	Alignment to Tier 1 Plan	Indicative activity	Outcome	KPI
Increase the enterprise income for diversity and equality to enhance capacity building within the University for diversity activities.	**Regional Innovation & Enterprise**	Share good practice on equality in specific thematic areas such as partnerships and external contacts, with a view to income generation opportunities and developing a knowledge transfer base with the University as county (and wider) expert in diversity. To target and address social and economic needs in response to third stream funding requirements, thereby demonstrating active promotion of the general and specific duties within the University.	Promote diversity engagement regionally via knowledge transfer, income generation activities with local business and partners Raised awareness of the work of the University and expertise available through enterprise activities.	Increased knowledge transfer engagement with external partners (and increased reliance of these partners on the University as a key driver in their own business success).

1. **Headcount (HC) & FTE of Staff by Grade Split and Gender**

	Corporate Leadership		Grade 1-6/App & Interns		Grades 07 - 10		Total	
	HC	FTE	HC	FTE	HC	FTE	HC	FTE
F	11	11.00	423	331.29	297	249.21	731	591.51
M	17	16.80	131	118.00	199	182.89	347	317.69
Total	**28**	**27.80**	**554**	**449.30**	**496**	**432.10**	**1078**	**909.20**

HeadCount of Staff by Gender

2. Age Profile by Grade Split

Age Groups	Corporate Leaders	Grad 1-6/App & Interns	Grade 7-10
<=29	0%	11.19%	2.82%
30-39	0%	24.91%	14.92%
40-49	25%	30.14%	37.70%
50-59	42.86%	25.63%	38.51%
>=60	32.14%	8.12%	6.04%

Age Profile as a Percentage
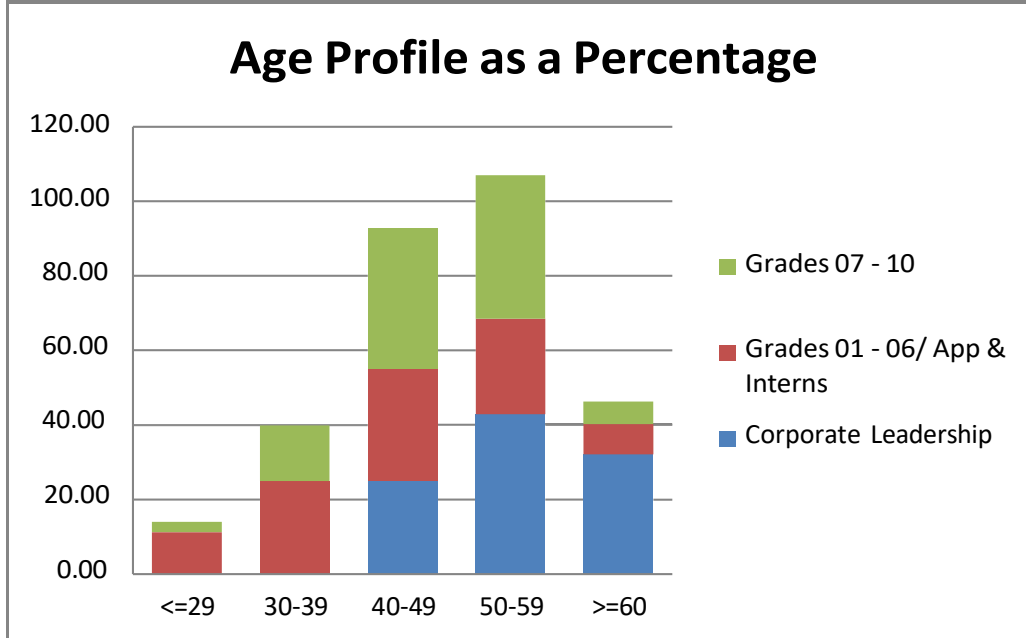
3. Headcount (HC) & FTE of Staff Declared Disabled by Grade Split

	Corporate Leadership		Grade 1-6/App & Interns		Grades 07 - 10		Total HC	Total FTE
	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Yes	4	4.00	58	48.09	50	44.36	112	96.45
No	24	23.80	449	360.39	394	343.66	867	727.85
Prefer Not to say			47	40.81	52	44.08	99	84.89
Total	**28**	**27.80**	**554**	**449.30**	**496**	**432.10**	**1078**	**909.20**

HeadCount of Staff Declared Disability
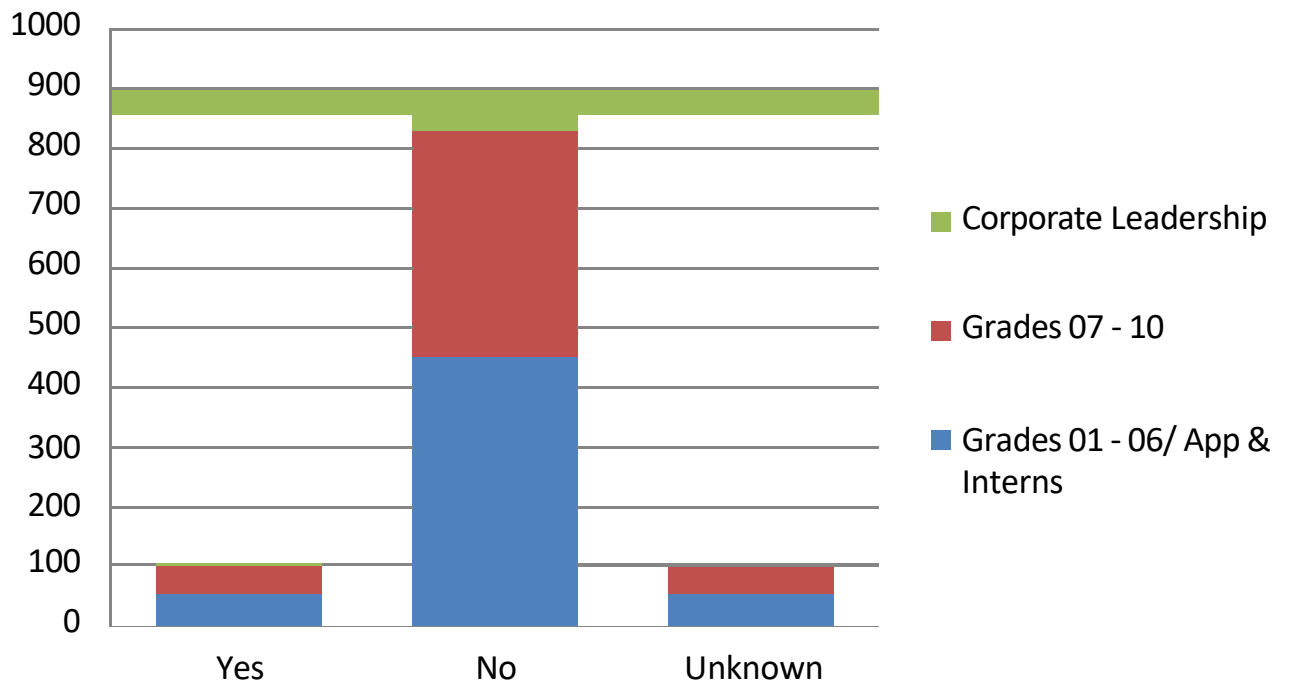
Section 9

Further Information Contact Details

For further information about this report contact Cecilia Hart, Equality, Diversity and Inclusion Manager.

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Or visit the equality and diversity pages on the University of Cumbria website

http://www.cumbria.ac.uk/StudentLife/Support/EqualityandDiversity/Home.aspx