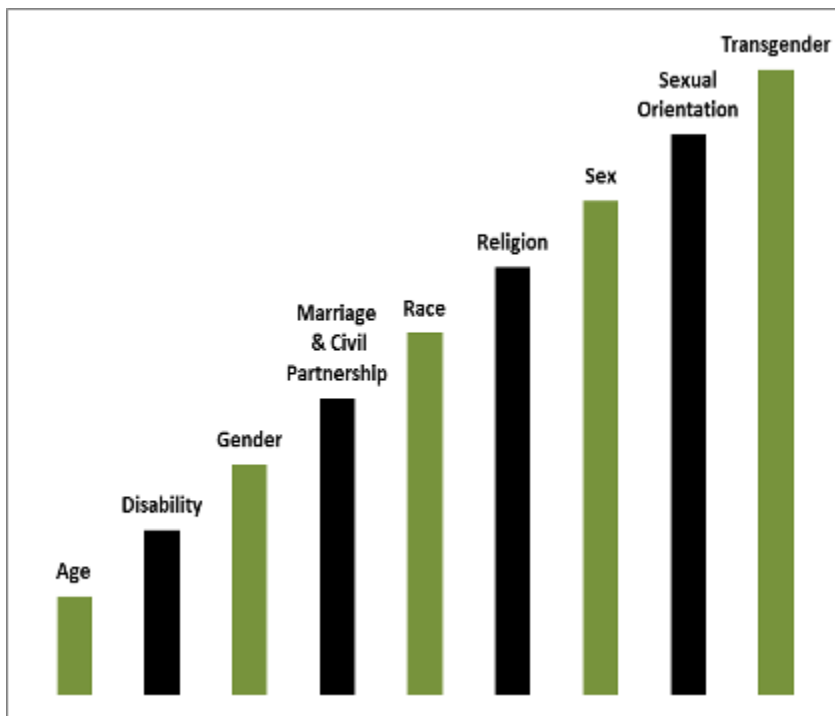


Annual Equality, Diversity and Inclusion Report September 2014 – August 2015



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Contents

Summary	p 2
Key activities and achievements during 2014 – 15	p 3 - 6
Equality Data Summary	p 7 - 8
Future challenges and key priorities	p 9
Appendix 1 – staff data	p 10 - 14
Appendix 2 - student data	p 14 - 25

Summary

Throughout the University in 2014-15 significant equality activities took place and some key successes were achieved involving a wide range of staff, students and external partners.

Within Human Resources progress has been made through developing a new procedure for Equality Impact Assessment and accompanying guidelines. This is a key aspect of embedding equality throughout the university as part of our day-to-day activities and ensuring that individuals take responsibility for equality within their area. In addition, a SWOT analysis has informed an Equality strategy and scheme which will be key to developing university equality objectives.

A range of events and awareness-raising activities as well as training sessions have also been undertaken in partnership with academic and professional support colleagues and the Students' Union in order to engage more effectively with staff and students.

A range of projects such as the Prevent Project, Athena Swan and the Disabled Student Allowance Project have involved working in partnership with a number of services and departments across the university. This approach is critical to ensuring that equality is embedded in every initiative that we undertake.

In terms of equality data, much progress has been made during 2014-15 and Appendices 1 and 2 contain information on a range of equality characteristics for both staff and students. In addition to examining our staff and student profiles and comparing them to the sector, data is also now available regarding the recruitment of staff and the recruitment and performance of students.

There is an imbalance in terms of gender and ethnicity for both staff and students in that we have more females and fewer Black and Minority Ethnic (BME) people than the sector average. This can probably be explained by the course subjects that we offer and also the location of our campuses. In terms of disability we reflect the sector for our students but have a much higher percentage of disabled staff. The other equality characteristics are more difficult to compare meaningfully due to a shortage of data within the sector. Obtaining more detailed and timely data is a priority for 2015 – 16.

The fast-changing pace of the sector brings challenges for all areas and Equality is no exception. Changes to structures, courses and campuses as well as external pressures mean that it is increasingly important that equality issues are taken into account throughout the organisation so that we provide the most inclusive environment possible and attract and retain the best staff and students.

Key activities and achievements

EDI Strategy and Objectives

An EDI strategy has been drafted and the consultation process has commenced. Wider consultation still needs to take place but once agreed this strategy will form the cornerstone of our EDI agenda.

University equality objectives need to be developed that reflect key university priorities and allow us to monitor our progress over the coming years. All areas of the university will need to be involved in the development of these objectives so that they are widely understood and responsibility for achieving them is shared throughout the organisation.

Equality Impact Assessment Guidelines

Two separate systems for carrying out an Equality Impact Assessment were in place which raised a number of issues:

- confusion across the University as to which process should be used
- out-of-date paperwork
- a lack of training undertaken in either system

A new procedure and guidelines have therefore been developed following consultation with key members of staff and the Trades Unions. This new approach simplifies the previous systems and now needs to be rolled out across the university so that all areas take responsibility for ensuring that equality issues are embedded in business practices. Training needs to be developed and delivered to all relevant staff during 2016.

Disabled Student Allowance

A Task and Finish Group has been established to respond to the changes in the Disabled Student Allowance. Chaired by the Director of Library and Student Services it includes representatives from across the University. Each relevant department has produced an action plan to support the overall strategy and during 2015-16 work will commence on the transitioning process. It is critical that we maintain the high level of support that we currently offer to our disabled students, not only to ensure that we meet our legal duties but also to ensure that we continue to provide an attractive environment for prospective students.

Prevent

A working group has been established to ensure that the University is meeting its legal requirements under the Counter Terrorism and Security Act 2015 and the Prevent Duty. Led by the University Registrar and Secretary the group has begun work to:

- Assess the *risk* of radicalisation in the university
- Develop an *action* plan to reduce this risk
- Train staff to *recognise* radicalisation and extremism
- Work in *partnership* with other partners
- Establish *referral* mechanisms
- Maintain records and reports to show *compliance*

The Prevent agenda links with our duty under the Equality Act 2010 to 'promote good relations between people with the same or different protected characteristics'.

Stonewall index

The Stonewall Index was completed in September 2014 and feedback received from Stonewall indicated that the key areas that the university needs to focus on to improve its rating are:

- The development of a staff network group
- All-staff engagement
- Line Manager accountability
- Monitoring of data
- Community engagement

An action plan was developed through the Equality, Diversity and Wellbeing Steering Group to address these issues and will be implemented during 2015-16.

Athena Swan

The University has signed up to the Athena Swan Charter which is supported by the Equality Challenge Unit and was originally designed to encourage and support women to work in Science, Technology, Engineering and Medicine-related disciplines. From 2015 the Charter has been expanded to all subject areas and the university is committed to achieving an institutional Bronze level award for 2017. This will entail the involvement of key staff from across all areas of the Deanery as well as Professional Support staff from a range of disciplines.

Hate crime pilot

The University is working in partnership with an external organisation called Victim's Voice and the Students' Union to set up a pilot scheme for students (and others) to report any incidents of hate crime that occur either on campus or that are targeted at students when they are off-campus. The Students' Union reception area in the Gateway Building will act as the reporting centre. A training session is being planned to ensure that the Students' Union are fully aware of how the system works and can offer appropriate advice.

Events/awareness-raising

Some examples of the events and awareness-raising campaigns that have been organised during 2014 – 15 are detailed below:

- LGBT History Month

A quiz was developed for staff and students in order to raise awareness about LGBT issues and to mark LGBT History month

- Bullying and Harassment

Stonewall's 'No bystander' campaign was used to raise awareness about bullying and harassment. The initiative at the university included:

- training on Bullying and Harassment was delivered to staff at Lancaster, Carlisle, Ambleside and London
- many staff supporting the event by including the 'No Bystander' logo and a link to the video in their email signatures
- the Communications Team promoted the initiative by organising screen savers for all computers and including information on StaffNet
- the Web Team included information and a link to the 'No Bystander' video on the equality web page

- Internationalisation of the curriculum

A joint session (Nicky Meer, Academic Developer, AQD and Clare Ridgley, EDI Manager, HR) was delivered at the Learning and Teaching Conference concerning 'The use of *Reflective Critique* to engage academic staff and students with Internationalisation'. Academic staff were invited to consider ways in which they could improve the international aspects of their teaching and resources by participating in a range of activities.

- Festival of culture

The University hosted a community event to celebrate the diversity of cultures within the community of Lancaster. Partners involved in the event included Lancaster and Morecambe College, Lancaster University Students' Union, the University of Cumbria Students' Union and the University of Cumbria. The aim of the event was to bring together people from different backgrounds, faiths and communities to celebrate our differences and to promote mutual respect and understanding.

- Training

The Corporate Induction has been reviewed and now includes an up-to-date and interactive EDI session delivered by the EDI Manager. Ninety-nine new staff attended the Corporate Induction during 2014- 15.

The on-line EDI training has continued to be offered to all staff and 145 staff completed the course during 2014 – 15.

- Ramadan information

Guidance on the potential impact on our students (and staff) of fasting during Ramadan and advice on what allowances to make and what support to give was sent to all UMT members to circulate as appropriate to their staff.

Statutory returns

A number of statutory returns which require equality information (including OFFA, Annual Monitoring Statement and HEBCI) have been completed during 2014 – 15. Evidence of equality awareness and action is becoming increasingly required as part of a range of external initiatives and funding opportunities.

Advice, Information and Guidance

Colleagues in LiSS and EDI have continued to provide advice and support across a range of equality issues to both staff and students. Topics have included:

- Whether the University should make allowances for female Muslim students who do not want to travel beyond certain distances
- Whether health checks should be carried out on students who want to do a practical course such as dance
- A range of advice on personal individual staff and student situations
- Changes to wording to ensure compliance of various documents such as prospectus, policies and procedures.

In addition, any issues identified via the generic Equality/Diversity and Spectrum email accounts continued to be addressed.

Equality Data Summary

Some work has been done during 2014 – 15 to improve the equality data that is available for staff and students and while progress has been made there is still more work to do in order to obtain data in a timely manner and in the right format.

Staff Data

Staff profile (see Appendix 1 - p 10-12 for details)

The detailed data available is presented in Appendix 1 but a summary of this data highlights the following points:

- Gender – female staff account for 68% of our employees compared to 54% for the HE sector (this is probably due to the type of courses we offer).
- Ethnicity – Black and Minority Ethnic (BME) staff make up 3% of our university population compared to 8% for the rest of the sector (this is probably due to the location of our campuses and the ethnic breakdown of the local population).
- Disability – 11% of our staff declare a disability compared to only 4% of staff across the sector (this is probably due to either us attracting more disabled staff or encouraging staff to declare their disability – both of which reflect the reputation we have for supporting disabled staff).

This data includes all permanent and fixed-term staff but excludes casual staff and Hourly Paid Academic staff. The HE sector data is from the Equality Challenge Unit report – ‘Equality in HE: statistical report 2015 – part 1: staff’.

Staff recruitment (see Appendix 1 - p 13-14 for details)

In terms of recruitment data an analysis has been undertaken to establish if there is any discrimination taking place throughout the recruitment process. This analysis highlights the following points:

- Gender – while 45% of applications received were from men only 36% of offers were made to men. Further analysis needs to be done in order to understand if there are specific types of roles that men are less likely to be appointed to or if this happens in particular areas of the university.
- Ethnicity – there is a small drop in the relative number of offers made to BME applicants compared to the applications received but the numbers involved are so small that it is difficult to understand if this is an issue for concern. The data will be monitored annually to establish any trends.
- Age – in a similar way to ethnicity there is a small difference in the percentage of offers compared to applicants for those over 56 years of age but once again the numbers are too small to draw any definite conclusions.
- There is no difference between the percentage of people who apply for jobs and the percentage who are offered jobs regarding their disability, religion or sexual orientation.

Student Data

Student Profile (see Appendix 2 p 15-17 for details)

The University data is taken from the Academic Profiler Report 2015 and the HESA data report 2014-15. The HE sector data is from the Equality Challenge Unit report – ‘Equality in HE: statistical report 2015 – part2: students’. The detailed data available is presented in Appendix 2 but a summary of this data highlights the following points:

- Disability – our disabled students make up 10% of the university population which is the same for the sector.
- Age – 41% of our students are aged over 25 years which is much higher than for the sector where only 29% of students are over 25. (This is probably due to the subjects that we offer).
- Sex – our female students account for 68% of our student body compared to only 56% across the sector (In a similar way to age – this is probably due to the courses that we offer)
- Ethnicity (UK only students) – 8% of our students identify as Black and Minority Ethnic students which is much lower than the sector average of 20% (this difference is probably due to the location of our campuses and the ethnic breakdown of the local population).

Student applications and enrolments (see Appendix 2 p 19-22 for details)

An analysis has been done to compare the breakdown of the type of students that apply to join the university and those that actually enrol in order to try and understand if there is any discrimination occurring during this process. This data highlights the following points:

- There is a high proportion of applications that do not include equality data (50%) which makes an accurate analysis difficult
- In terms of gender, ethnicity and disability there does not appear to be any significant difference in the proportion of applications and enrolments
- In terms of age, those applicants under 21 years of age account for 46% of applications but only 28% of enrolments (this is probably because we are not the first choice university for many in this age group)

Student awards and fails (see Appendix 2 p 23-26 for details)

This analysis examines whether any particular equality group accounts for a higher proportion of fails compared to their proportion of the student body. The data highlights the following points:

- Gender – of those students that failed, 48% were male although they only make up 32% of the student population which is a cause for concern and needs to be monitored
- Ethnicity and disability – there is a slightly higher than expected rate of failure for these groups but the numbers involved are relatively small
- Age – there is no significant difference within each age group

Future challenges and key priorities

A SWOT analysis was carried out during 2014-15 on the EDI provision at the university. The key themes that emerged from this were:

1. Awareness-raising of EDI issues for staff and students through a programme of training/awareness events
2. An effective engagement, feedback and reporting structure for staff and students so that EDI issues become embedded across the University
3. Visible Senior Management and Board of Director support, promotion and commitment to all aspects of equality
4. Detailed equality data available regarding staff, students, Board of Directors and Honorary Graduates
5. Improved equality of both staff and student opportunities and experiences

From these key themes the priorities for 2015 – 16 are identified as:

- Increased engagement of staff and students with the EDI agenda
- Agree and approve the EDI Strategy and scheme
- Develop, agree and implement university equality objectives
- Establish an equality data template and reporting system
- Develop and implement Equality Impact Assessment Training

In addition to these priorities there are a number of initiatives that the university is committed to delivering that include a significant element of equality:

- Increase in international student recruitment activity
- Prevent strategy
- Research Degree Awarding Powers
- Research Excellence Framework
- Athena Swan
- Changes to the Disabled Student Allowance
- Ofsted

Appendix 1 – Staff Data

a. Staff profile

University of Cumbria			
Equality Category		HeadCount	Percentage of Total
Contract type	F/T	589	57%
	P/T	446	43%
Sex	Male	334	32%
	Female	701	68%
Age	Age Under 29	62	6%
	Age 30-39	197	19%
	Age 40-49	330	32%
	Age 50-59	362	35%
	Age Over 60	84	8%
Ethnicity	White (British)	929	90%
	Black or Minority Ethnic	32	3%
	Not Known	74	7%
Disability	Disability	114	11%
Total		1035	

b. Staff Equality Data compared to HE sector

Equality characteristic		University of Cumbria	UK Higher Education sector *
Disability	Staff declaring a disability	11%	4%
	Non-disabled staff	80%	92%
	Not known	9%	4%
Sex	Female	68%	54%
	Male	32%	46%
Ethnicity	Black and Minority Ethnic	3%	8%
	White	97%	92%

c. Staff recruitment

Job applications, shortlisted and offered 2014 – 15

(Data includes only those applicants whose equality information is known)

Gender

	Applications		Shortlisted		Offered	
	Number	%	Number	%	Number	%
Male	791	45%	268	40%	54	36%
Female	976	55%	394	60%	96	64%
	1767		662		150	

Disability

	Applications		Shortlisted		Offered	
	Number	%	Number	%	Number	%
Disabled	110	8%	52	11%	7	8%
Not disabled	1325	92%	429	89%	76	92%

Race

	Applications		Shortlisted		Offered	
	Number	%	Number	%	Number	%
White	1586	92%	609	93%	138	95%
BME	135	8%	44	7%	8	5%

Religion

	Applications		Shortlisted		Offered	
	Number	%	Number	%	Number	%
No religion	728	44%	276	44%	63	45%
Religion	915	56%	345	56%	78	55%

Sexual Orientation

	Applications		Shortlisted		Offered	
	Number	%	Number	%	Number	%
LGB	79	6%	28	6%	7	8%
Heterosexual	1350	94%	438	94%	78	92%

Appendix 2 – Student Data

a. Student Profile

Disability	All		Part-time		Full-time	
	%	Headcount	%	Headcount	%	Headcount
Students declaring a disability	10%	908	6%	187	11%	721
Non – disabled students	89%	8547	94%	2783	88%	5764
Not known	1%	73	-	0	1%	73
Total		9528		2970		6558

Disabled student population

Type of Disability	Headcount	Percentage
Blind or serious visual impairment	13	1.5%
Deaf or serious hearing impairment	32	3.5%
Physical impairment or mobility issues	33	3.5%
Mental health condition	50	5.5%
Long-standing illness	62	7%
Multiple conditions	15	1.5%
Social communication/Autistic spectrum disorder	13	1.5%
Specific Learning Difficulty	595	66%
Other	95	10%
Total	908	100%

Sex	All students		Part-time students		Full-time students	
	%	Headcount	%	Headcount	%	Headcount
Female	68%	6466	65%	1941	69%	4520
Male	32%	3062	35%	1024	31%	2038
Total		9528	31%	2970	69%	6558

Age	All students		Part-time students		Full-time students	
	%	Headcount	%	Headcount	%	Headcount
<=20	35%	3297	2%	71	49%	3226
21 - 24	24%	2286	16%	468	28%	1818
25 - 29	13%	1199	19%	563	10%	636
>=30	29%	2741	63%	1863	13%	878
Total		9528		2965		6558

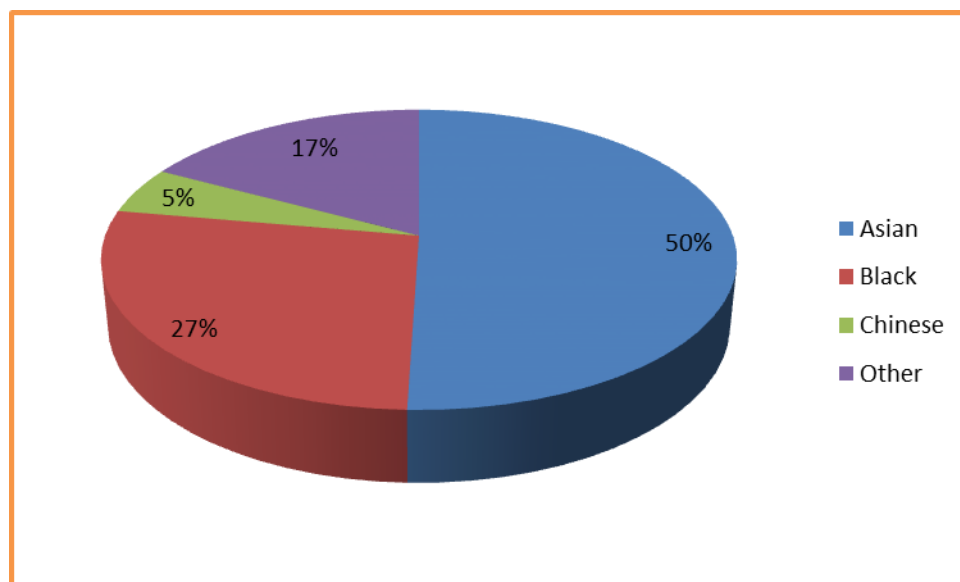
Age and Gender

Years of age	All students		Female students		Male students	
	%	Headcount	%	Headcount	%	Headcount
<=20	35%	3296	35%	2263	34%	1033
21 - 24	24%	2286	23%	1470	27%	816
25 - 29	13%	1199	12%	797	13%	402
=>30	29%	2741	30%	1931	26%	810
Total		9528	68%	6466	32%	3062

Ethnicity	All students		Part-time students		Full-time students	
	%	Headcount	%	Headcount	%	Headcount
BME*	8%	817	7%	195	9%	622
White	91%	8643	93%	2757	90%	5886
Not known	1%	68	0.5%	18	1%	50
Total		9528	31%	2970	69%	6558

*Black and Minority Ethnic – includes all categories other than White

BME student population



b. Student Equality Data compared to HE sector

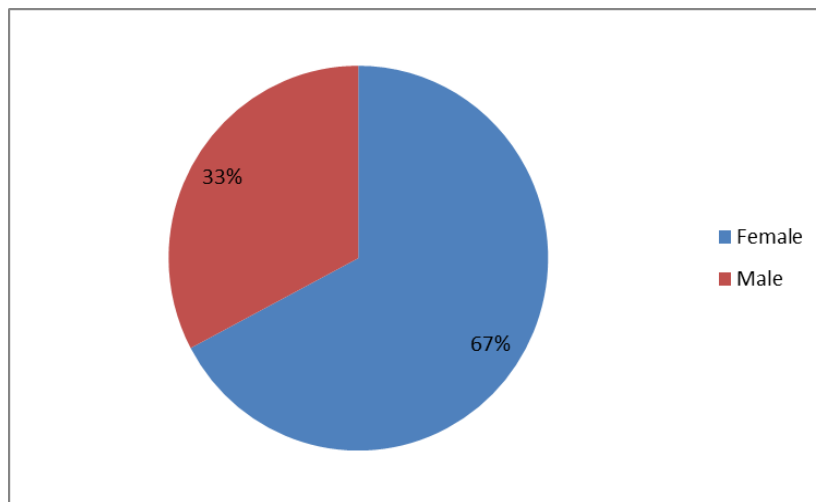
Equality characteristic		University of Cumbria	UK Higher Education sector *
Disability	Students declaring a disability	10%	10%
	Non-disabled students	89%	90%
	Not known	1%	-
Age	< 25 years	59%	71%
	>25 years	41%	29%
Sex	Female	68%	56%
	Male	32%	44%
Ethnicity	Black and Minority Ethnic	8%	20%
	White	91%	80%
	Not known	1%	2%

c. Applications and Enrolments

Gender

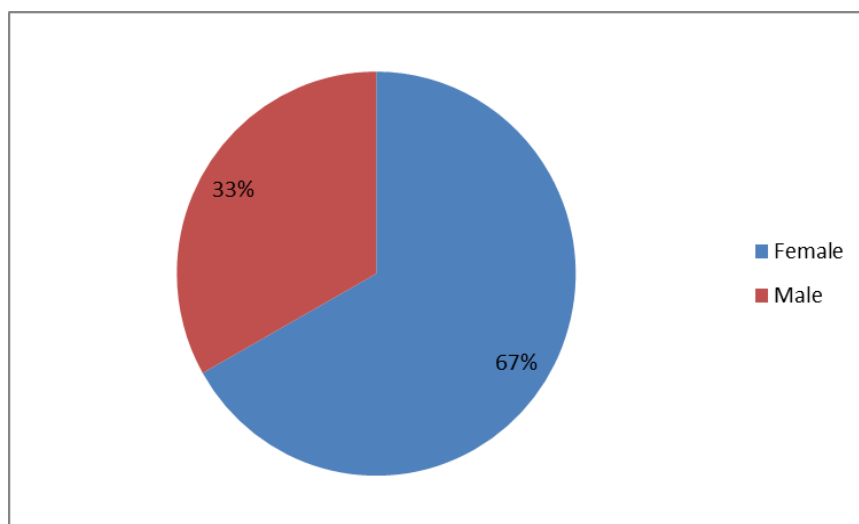
Applications

Female	12,918
Male	6,287
Grand Total	19,205



Enrolments

Female	4,164
Male	2,068
Grand Total	6,232

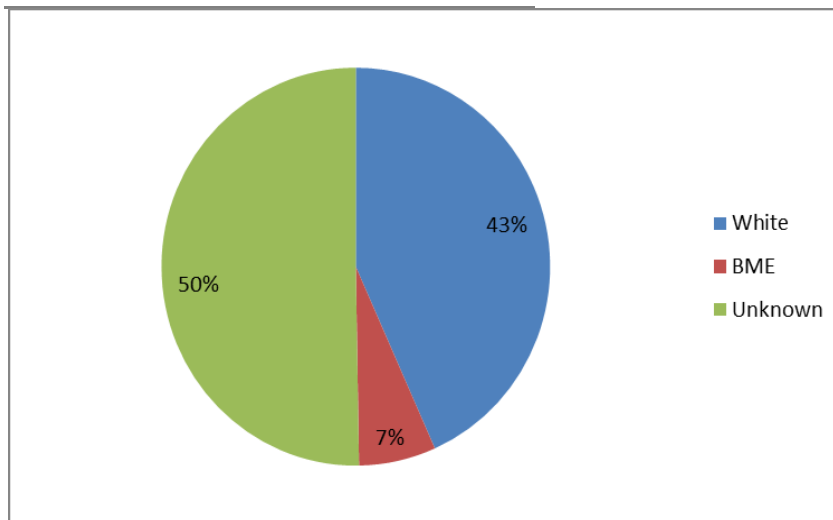


Ethnicity

Analysis of the data is difficult as there are so many 'unknowns' at application stage (50%). However, the percentage of BME applicants is 7% which is reflected at the enrolment stage (8%)

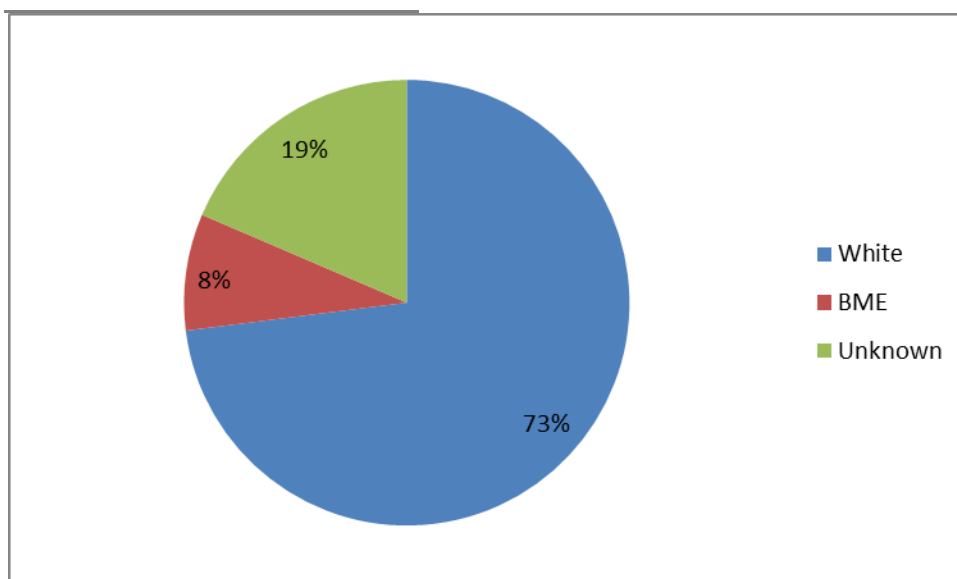
Applications

White	8,321
BME	1,231
Unknown	9,653
Grand Total	19,205



Enrolments

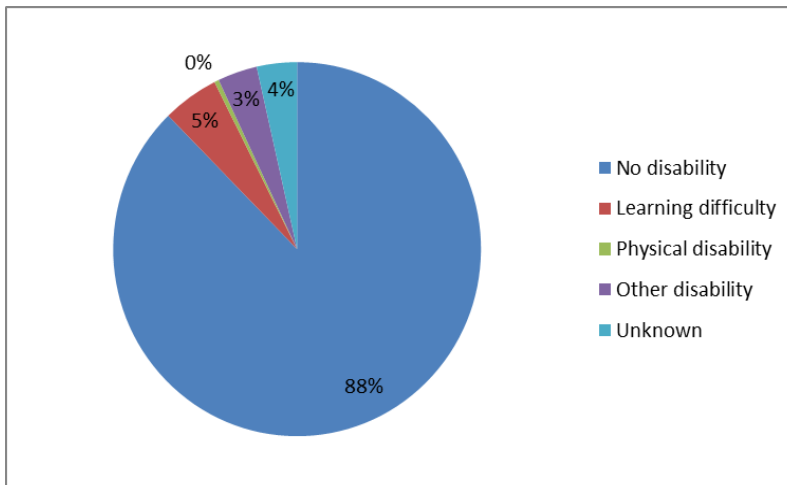
White	4,549
BME	527
Unknown	1,156
Grand Total	6,232



Disability

Applications

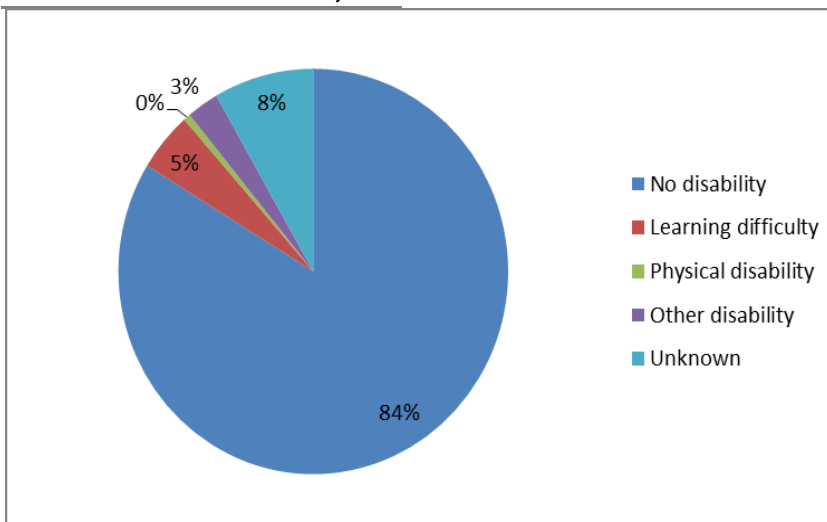
No disability	16,833
Learning difficulty	947
Physical disability	77
Other disability	670
Unknown	678
Grand Total	19,205



Enrolments

No disability	5,219
Learning difficulty	295
Physical disability	36
Other disability	165
Unknown	517

Grand Total 6,232

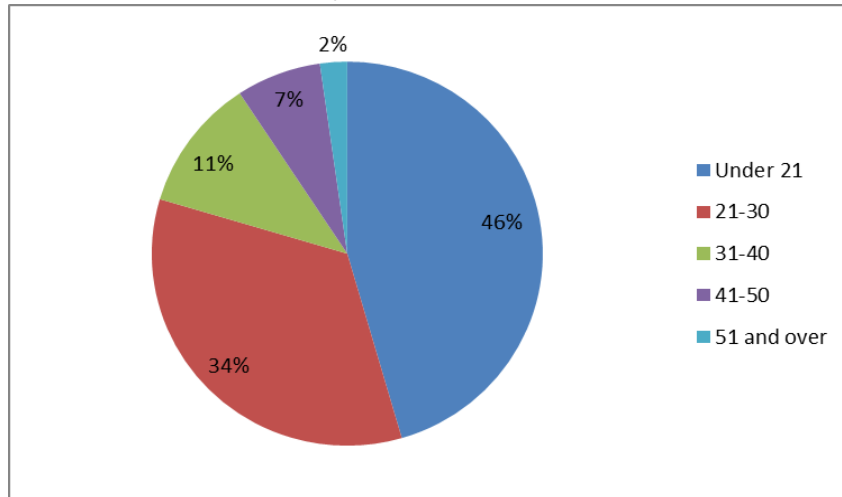


Age

Applications

Under 21	8,738
21-30	6,546
31-40	2,140
41-50	1,350
51 and over	431

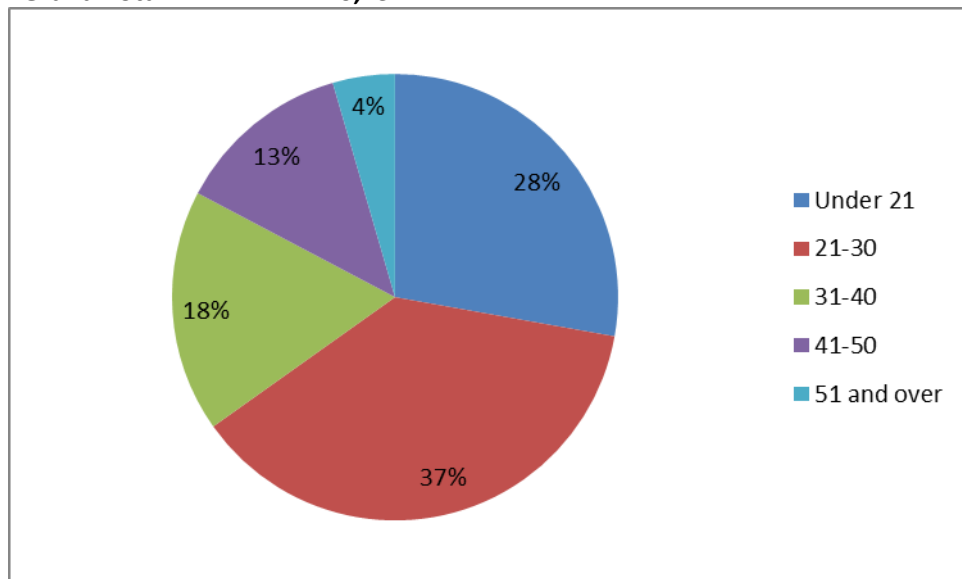
Grand Total 19,205



Enrolment

Under 21	1,733
21-30	2,328
31-40	1,094
41-50	796
51 and over	281

Grand Total 6,232

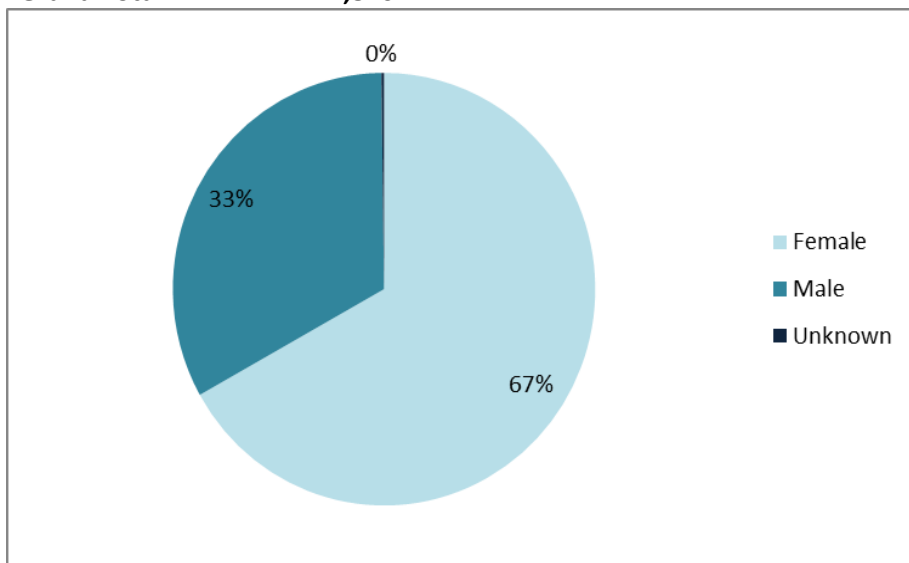


d. Awarded and Fails

Gender

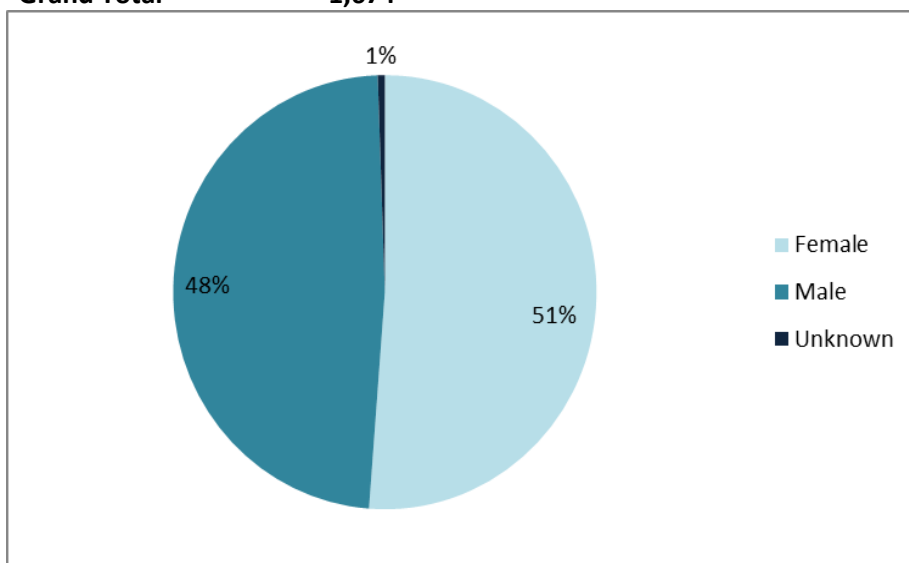
Awarded

Female	8,606
Male	4,238
Unknown	26
Grand Total	12,870



Fails

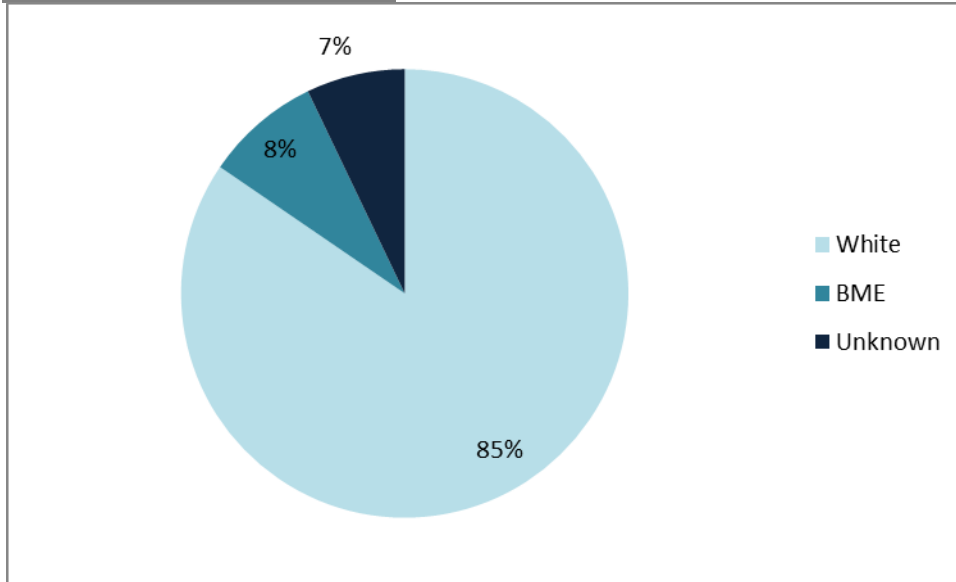
Female	857
Male	808
Unknown	9
Grand Total	1,674



Ethnicity

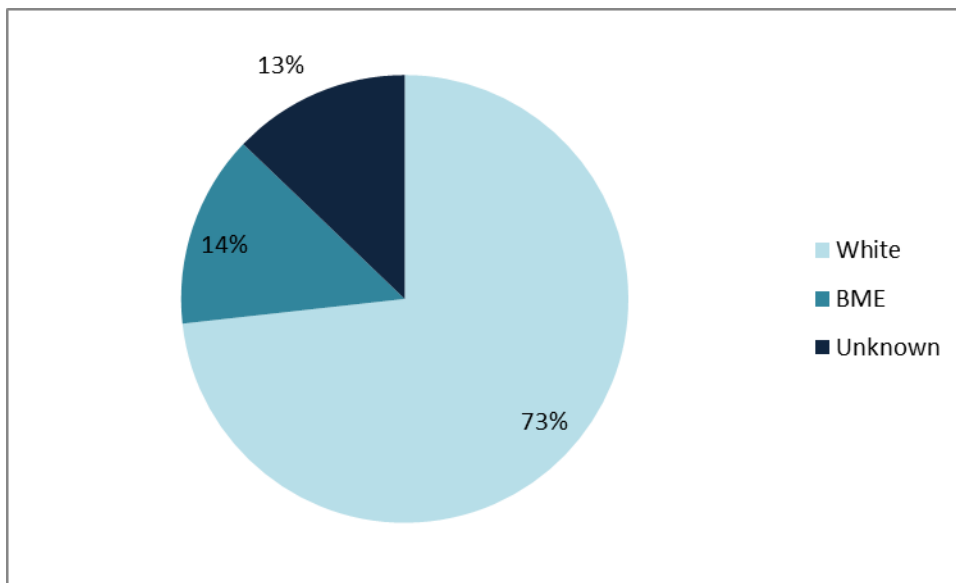
Awarded

White	10,879
BME	1,074
Unknown	917
Grand Total	12,870



Fails

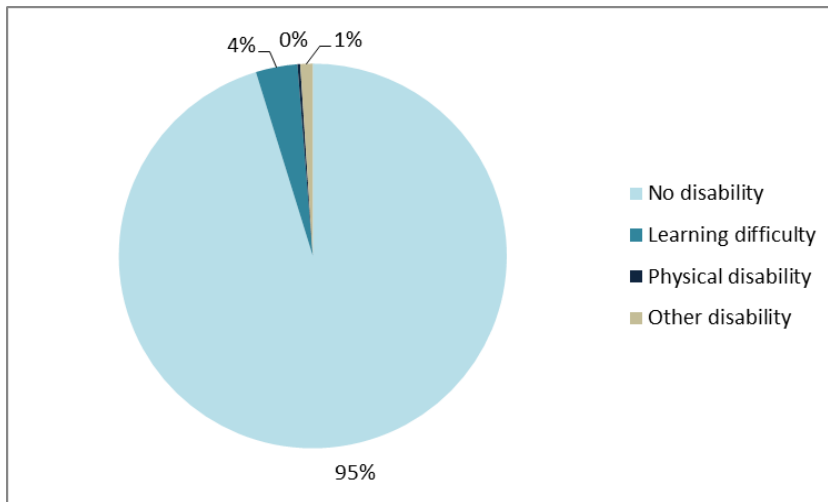
White	1,226
BME	233
Unknown	215
Grand Total	1,674



Disability

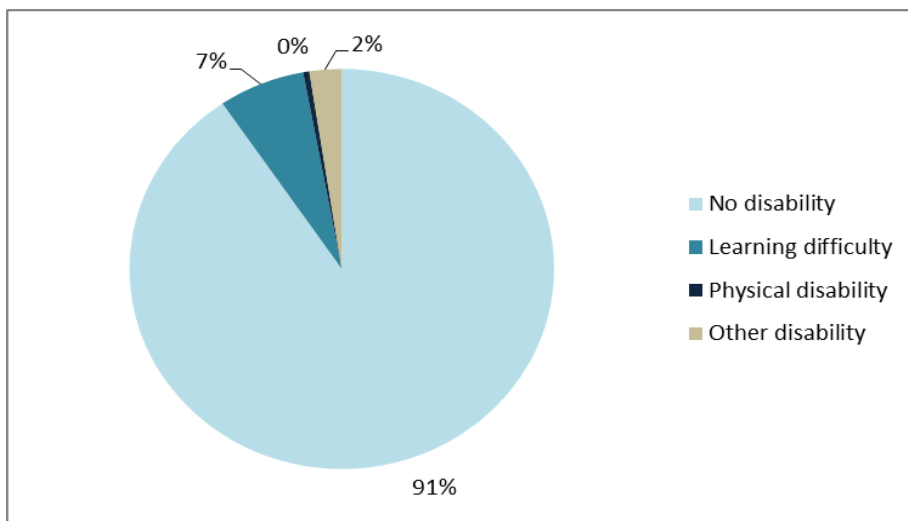
Awarded

No disability	12,260
Learning difficulty	447
Physical disability	30
Other disability	133
Grand Total	12,870



Fails

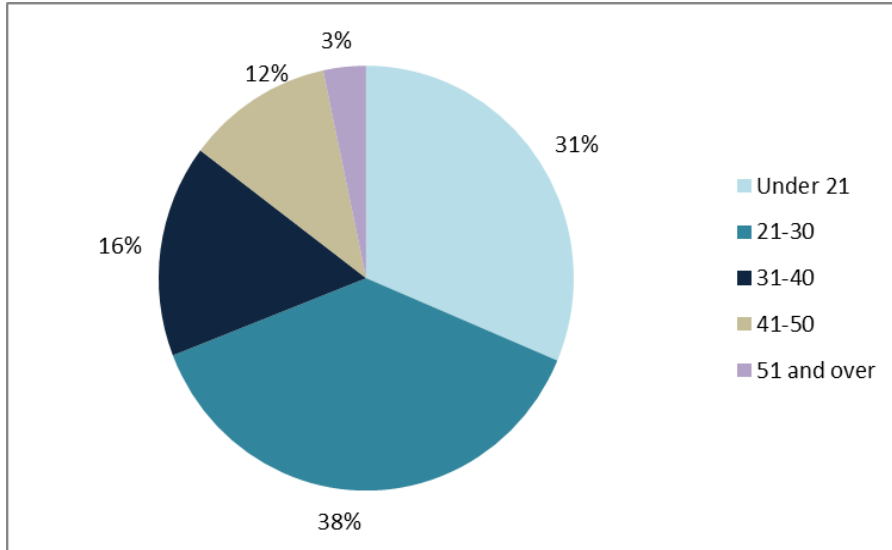
No disability	1,515
Learning difficulty	110
Physical disability	8
Other disability	41
Grand Total	1,674



Age

Awarded

Under 21	4,032
21-30	4,856
31-40	2,083
41-50	1,467
51 and over	428
Grand Total	12,870



Fails

Under 21	536
21-30	434
31-40	339
41-50	270
51 and over	94
Grand Total	1,674

