



UNIVERSITY  
*of*  
GREENWICH

# **PROMOTING EQUALITY CELEBRATING DIVERSITY**

Annual Report 2013-2014

Part 1: Introduction and overview

**January 2015**

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## **1. Introduction**

This report provides information on how the University of Greenwich is meeting the requirement, under the Equality Act 2010, to publish equality information.

Our aim is to publish this information in a format that provides staff, students and members of the public with an accessible overview of our approaches and activities that promote equality and celebrate diversity.

If you require any further information, or if you require the information in an alternative format, please contact the University's Equality and Diversity Champion.

### **1.1 The Equality Act 2010**

The Equality Act 2010 brought a number of existing laws into one place. The Act sets out the personal characteristics (known as protected characteristics) that are protected by the law, and behaviours that are unlawful.

Everyone in Britain is protected by the Act. The protected characteristics under the Act are (in alphabetical order):

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

### **1.2 The Public Sector Equality Duty (PSED)**

A key legal requirement for the University is the public sector equality duty or PSED (also known as the 'general duty'), that came into force on 5 April 2011. This requires us to have 'due regard' to the need to:

- Eliminate unlawful, discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity between people with different protected characteristics. This involves considering the need to remove or minimise disadvantages, meet particular needs, and encouraging participation where it is low.
- Foster good relations between people with different protected characteristics. This involves tackling prejudice and promoting understanding.

These are known as the three 'aims' of the equality duty.

In order to demonstrate due regard, institutions must consider the three aims of the general duty when making decisions as employers and education and service providers, when:

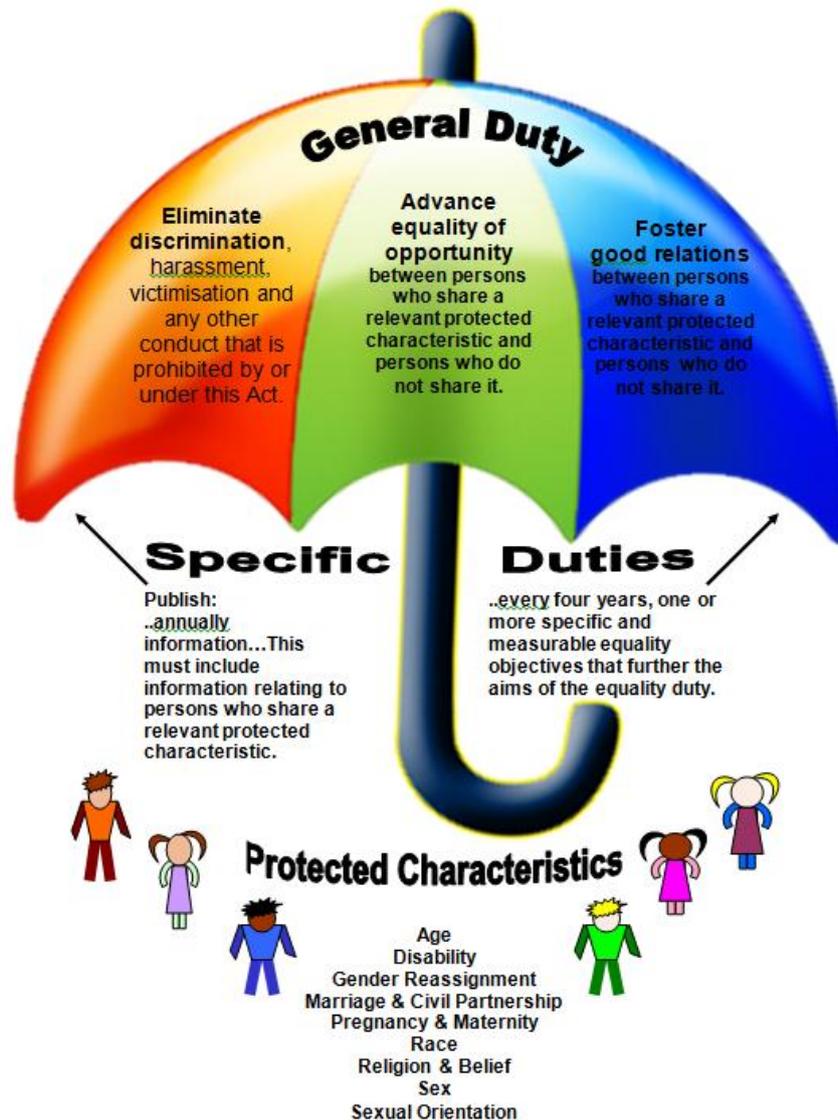
- Developing, evaluating and reviewing policies.
- Designing, delivering and evaluating services, including education provision.
- Commissioning and procuring services from others.

### 1.3 The PSED specific duties

We are also required to comply with two 'specific duties' of the PSED. The purpose of the specific duties is to assist public bodies to meet the general duty.

The two specific duties are:

- Publish information, at least annually, that demonstrates compliance with the equality duty.
- Prepare and publish 'specific and measurable' equality objectives that seek to meet any of the three aims of the equality duty.



## **2. Equality and diversity at the University of Greenwich**

The University of Greenwich has a very diverse student body and workforce. It is essential that all staff and students are aware of the value of creating a safe, inclusive study and work environment where everyone is given the opportunity to realise their full potential.

The University is committed to promoting equality and valuing diversity, and this is central to our commitment to excellence in all that we do: teaching, research and enterprise. This commitment will also support us to meet our vision: that by 2017 we will have an enhanced reputation as a leading London university.

Our commitment to equality is reflected in how we aim to:

- Do our best to ensure that everyone is treated fairly and with respect.
- Recognise that students and members of staff have different needs.
- Make sure that no-one experiences less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or gender reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

The University of Greenwich values partnerships with other national and international institutions. In recent years we have had active engagements in more than 100 countries across our range of disciplines. Being a truly global university means embracing our diversity as a source of strength.

### **2.1 Equality and diversity policy statement**

The University's commitment to equality and diversity is set out in our equality and diversity policy statement. We believe that having a clear policy on equality for staff and students reinforces our expectations of the values and behaviours that all members of the University community should exhibit.

The policy outlines that the University will take steps to encourage staff, students and visitors to the University to:

- Treat others with respect at all times, and promote an environment free of all kinds of bullying and harassment.
- Actively discourage discriminatory behaviours or practices.
- Participate in training and learning opportunities that would enable them to adopt best practice.

Equality and diversity policy statement

[http://www.gre.ac.uk/\\_data/assets/pdf\\_file/0006/680172/Equality-and-diversity-policy-statement-July-2014.pdf](http://www.gre.ac.uk/_data/assets/pdf_file/0006/680172/Equality-and-diversity-policy-statement-July-2014.pdf)

### **2.2 University of Greenwich Strategic Plan**

The University's Strategic Plan 2012-2017, 'Making Greenwich Great' sets out a five-year programme for the University, aiming to develop the University by building on the achievement of previous decades.

The University's mission is:

- *To inspire society through the discovery, application and dissemination of knowledge.*

We aim to achieve this through high-quality education, research and enterprise activities. Success is demonstrated by significant cultural, economic, environmental and social contributions at local, national and international scales.

The University's vision is:

- *By 2017, we will have an enhanced reputation as a leading London university.*

The means to realise this vision is encapsulated in four strategic objectives:

- Learning and teaching
- Research and enterprise
- Community and experiences
- Services and infrastructure.

Each objective is supported with individual projects and key performance indicators. The objectives have been designed to be interlocking and mutually reinforcing.

University of Greenwich Strategic Plan 2012-2017

<http://www.gre.ac.uk/governance/vc/strategic-plan-2012-2017>

The Strategic Plan outlines a series of values and behaviours that all members of the greater University community should exhibit. These guide our modus operandi and influence our strategic planning processes and outcomes.

The values and behaviours link strongly with the University's policy on equality and diversity.

<b>Values</b>	<b>Behaviour</b>
Aspiration	<ul style="list-style-type: none"> <li>• Setting and achieving ambitious goals</li> <li>• Striving for excellence</li> <li>• Being proactive</li> <li>• Promoting employee engagement and well-being</li> </ul>
Confidence	<ul style="list-style-type: none"> <li>• Recognising and celebrating success</li> <li>• Speaking up for ourselves</li> <li>• Leading the way</li> <li>• Encouraging open dialogue</li> </ul>
Creativity	<ul style="list-style-type: none"> <li>• Being curious and challenging</li> <li>• Being willing to take risks</li> <li>• Imagining the future</li> <li>• Thinking differently</li> </ul>
Professionalism	<ul style="list-style-type: none"> <li>• Putting students and stakeholders first</li> <li>• Doing a good job first time</li> <li>• Respecting others and treating everyone fairly</li> <li>• Acting in the interests of the university</li> </ul>
Responsibility	<ul style="list-style-type: none"> <li>• Contributing to our internal and external communities</li> <li>• Fostering a positive attitude to the environment</li> <li>• Maintaining an appropriate work-life balance</li> <li>• Working and studying ethically</li> </ul>

### **2.3 Oversight of equality and diversity**

Information is provided on the University's equality and diversity webpages that outlines the responsibilities and governance arrangements in relation to equality and diversity.

The Deputy Vice-Chancellor (Research and Enterprise) has overall executive responsibility for our work on equality and diversity.

The University's Equality and Diversity Committee is responsible for monitoring the implementation of all policies and procedures related to equality and diversity, and reports directly to the University's Executive Committee.

Equality and diversity: responsibilities

<http://www.gre.ac.uk/offices/hr/e-and-d/responsibilities>

## **2.4 Equality and Diversity Committee**

The University's Equality and Diversity Committee has responsibility for guiding the strategic development of equality and diversity throughout the University.

It aims to ensure that there is an integrated, proactive approach to equality and diversity that matches sector best practice and promotes continuous development in the University's performance.

The functions of the Equality and Diversity Committee are:

- To create a framework for strategic development of equality and diversity for the University.
- To review the University's annual information report and recommend it to Executive Committee for approval.
- To identify institutional level equality objectives for approval by the Executive Committee and to monitor annually progress towards achieving these objectives.
- To oversee the development and delivery of actions which underpin the achievement of institutional equality objectives.
- To make recommendations for sharing best practice across the University.

The Equality and Diversity Committee is chaired by the Director of Human Resources and reports to the Executive Committee.

The Equality and Diversity Champion provides detailed updates and reports to the Equality and Diversity Committee.

## **2.5 Equality and Diversity Champion**

The University's Equality and Diversity Champion has a key role in the University's overall strategy and commitment to equality and diversity.

The Equality and Diversity Champion is based within the Human Resources Office on the Avery Hill campus.

The role of the Equality and Diversity Champion includes:

- Raising the profile of equality and diversity issues as they apply to staff and students of the University.
- Developing and promoting an integrated approach to equality and diversity issues across the University.
- Ensuring the University meets the requirements of the public sector equality duty to publish equality information at least annually, as well as publish measurable equality objectives.
- Providing the University's Faculties and Directorates with a point of expert reference and guidance on equality and diversity issues.

## 2.6 Equality impact analysis

One way that the University demonstrates that it has 'due regard' for equality is by ensuring that new policies, procedures, practices and important decisions are analysed to identify if they have an adverse impact on equality and persons with protected characteristics.

Analysing the impact on equalities of proposed changes to policies, procedures and practices is not just something that the law requires. It is also a positive opportunity to ensure that the University makes better decisions based on evidence. By analysing the impact of proposed changes to policies, procedures and practices, we aim to ensure that any negative impacts on particular groups are removed or minimised. We may also be able to identify if a policy has a positive impact on equality and maximise this potential.

Equality analysis does not have to be a formal Equality Impact Assessment (EIA), but it may be decided to undertake one if it is appropriate and helpful. The University has developed clear procedures for undertaking formal Equality Impact Assessments.

Equality impact analysis

<http://www.gre.ac.uk/offices/hr/e-and-d/equality-impact-analysis>

## 2.7 Equality and diversity training

Objective 3 in the University's Strategic Plan 2012-17 is 'Community and Experiences'.

A key action for meeting the 'Community and Experiences' objective is:

*'Creating a comprehensive staff development programme that focuses on nurturing and enhancing the competencies and capabilities of staff through a culture of continuous improvement.'*

Key performance indicator 14 in the Strategic Plan is:

- Percentage of staff participating in a development programme.

A target has been set that by 2017, 66% of staff will participate each year in a learning and development programme. By May 2014, participation was at 57%, an increase from the baseline in 2011-12 of 33%.

Training on equality and diversity is embedded throughout the University. As well as a focus on equality and diversity as part of job design, recruitment and selection training for existing staff, and the induction of new employees, there are also specific learning and development opportunities to ensure that the University's policy and commitment to equality and diversity is understood, and all employees are made aware of their responsibilities.

The University offers two online equality and diversity courses, accessible through the staff portal.

1. Equality and Diversity Essentials: This course is available to all staff and students. It is a requirement that all new employees complete this course in their first three months of employment. The course covers the following areas:
  - Understanding equality and diversity
  - Key legislation and policies
  - Breaking down barriers
  - Promoting equality.

2. **Managing diversity:** This course is targeted at managers, but is also available to all staff. The course aims to further develop the confidence and skills of managers in relation to equality and diversity. The course covers the following areas:
  - Why manage diversity?
  - What would you do?
  - Understanding your responsibilities
  - Taking the next step.

The University also offers a specific Culture, Communication and Difference course, which is also part of the Learning and Development programme. The session highlights key equality legislation, cultural differences and practical advice on creating an inclusive work and study environment.

Staff development and training

<http://www.gre.ac.uk/offices/hr/staffdev>

## **2.8 Promoting equality and celebrating diversity through social media**

The Human Resources Directorate uses social media to provide information and raise awareness of equality and diversity issues and events.

An Equality and Diversity blog, launched in 2012, provides news as well as promoting University initiatives such as 'Celebrate Difference and Diversity' events.

Equality and diversity blog

<http://blogs.gre.ac.uk/diversity/>

The Human Resources Facebook and Twitter accounts also information and raise awareness of equality and diversity issues.

Human Resources Facebook

<https://www.facebook.com/HumanResourcesUniversityOfGreenwich>

Twitter

[https://twitter.com/HR\\_Greenwich](https://twitter.com/HR_Greenwich)

## **3. Key achievements in 2013 and 2014**

- In January 2014 the University launched the Centre for Positive Ageing. The Centre brings together academics from a range of disciplines across the university – from health and pharmacy, to science and technology – to share their expertise.
- In September 2014, the University opened its new building on Stockwell Street. The building was designed in collaboration with staff groups, including those with disabilities. The University and the design team have ensured accessibility and inclusion for disabled people throughout the new development.
- In July 2014 we were successful in retaining our accreditation to use the Two Ticks symbol on job adverts to show that we encourage applications from disabled people.
- The University employs an increasing number of disabled and diverse students and graduates to work as \*AccessAbility ambassadors, as part of the \*AccessAbility Project. The number of \*AccessAbility ambassadors increased from three in 2007 to 33 in 2014.

- In August 2013, Greenwich graduate Doreen Lawrence OBE became a member of the House of Lords. The distinguished social justice campaigner was named as a new life peer in recognition of her tireless work as a campaigner for justice, race equality and better policing.
- In June 2013 the University became a member of Equality Challenge Unit's Athena SWAN Charter to show our commitment to advancing women's careers in science, technology, engineering, mathematics and medicine (STEMM) employment. Athena SWAN was launched at University on 11 September 2014. The University has set up an Athena SWAN Working Group to prepare the University's submission for the Athena SWAN Bronze award.
- The University is now participating in Aurora, a women-only leadership development initiative from the Leadership Foundation for Higher Education. Aurora is designed to enable a wide range of women, in academic and professional roles in higher education, to engage with leadership development at an early stage in their careers.
- The University has steadily improved its ranking in the Stonewall Workplace Equality Index. In the 2015 Index we achieved our highest ever position: 182 out of 397 employers. This was a significant improvement on our 2014 ranking of 228 out of 369 employers.
- In September 2013, the University's LGBT Staff Network was officially launched. The Network aims to champion the positive development of LGBT-related equality, support and representation within the University.
- The University has a Senior LGBT Champion who supports and promotes work the University undertakes in relation to LGBT staff and students.
- The University is listed in the Stonewall 'Gay By Degree' University Guide 2015 for lesbian, gay and bisexual prospective students, and currently scores six against the ten-point checklist of key good practices that Stonewall thinks universities should have in place.
- The University developed a successful partnership with METRO and Ergo Consulting to develop the National Youth Chances project, an action research project working to improve the lives of lesbian, gay, bisexual, transgender and questioning (LGBTQ) young people across England. The Youth Chances survey is already having an impact on a national scale, and has a growing reputation as a major source of information about the health and well-being of young LGBTQ people. The survey was highlighted by the Department for Education in October 2014 when launching a new £2 million fund to tackle homophobic bullying in schools.

#### **4. Equality priorities in the University's Strategic Plan 2012-2017**

The University's Strategic Plan identifies a number of priorities and strategic objectives that link to equality and diversity.

##### **4.1 Research and enterprise**

Objective 2 in the Strategic Plan is 'Research and enterprise: Enhancing our capability as a research-informed and enterprising institution which produces international quality research and knowledge exchange.'

Equality and diversity plays a key role in the University's work in research and enterprise.

In 2013 the University was successful in gaining the European Commission's [HR Excellence in Research](#) accreditation, demonstrating its commitment to improving the working conditions and career development of researchers which will, in turn, improve the quantity, quality and impact of its research for the benefit of UK society and the economy.

The University has also signed up to the [Concordat to Support the Career Development of Researchers](#), which is a set of principles that underpin support for researchers. The Concordat encourages the recruitment and retention of researchers from the widest pool of available talent, including those from diverse backgrounds.

The Concordat requires the University to be active in addressing equality and diversity issues for researchers and research careers. Principle 6 states: 'Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers'.

Evidence from the Equality Challenge Unit suggests that there is still scope for improvement in terms of equality of opportunity in research careers. Women are under-represented in more senior research positions and minority ethnic groups are generally under-represented amongst researchers.

The University also supports research staff, those studying for a doctorate and those pursuing an academic career, to participate in the [Researcher Development Framework](#), which identifies the knowledge, behaviour and attributes of successful researchers. It helps them maximise their potential and get the most out of their career by developing these attributes.

#### **4.2 Student retention**

Student retention is Key Performance Indicator (KPI) 4 in the University's Strategic Plan.

The University has set a target that 93% of full-time first degree entrants will continue or qualify following their year of entry by 2017. From a baseline of 86% in 2011-12, the University had progressed to 89% in October 2014.

The University uses data to monitor the retention of students with particular protected characteristics. More information is provided in Part 3 of our equality information report.

#### **4.3 Students graduating with a good honours degree**

Academic attainment is KPI 5 in the University's Strategic Plan.

The University has set a target that 65% of students with a first degree classification will receive First or Upper Second class degree outcomes by 2017. From a baseline of 56.6% in 2011-12, the University had made progress towards this target, with 62.3% of first degree outcomes being 1<sup>st</sup> or 2:1 in October 2014.

The University uses data to monitor first degree outcomes for students with different protected characteristics. More information is provided in Part 3 of our equality information report

#### **4.4 Student employability and further study**

Student employability and further study is KPI 6 in the Strategic Plan.

The University has set a target that by 2017 the percentage of full-time first degree DLHE (Destinations of Leavers from Higher Education) survey respondents (including overseas domiciled students) who are in full-time employment, part-time employment, work and further

study or further study at the time of the DLHE survey (6 months after graduating) will be above the sector median, currently at 90%.

By May 2014 University's progress towards this target stood at 82.8%

The University uses data to monitor employability and further study outcomes for students with different protected characteristics. More information is provided in Part 3 of our equality information report

#### **4.5 Widening access**

The University also has a long standing commitment to widening access and improving outcomes in higher education for lower income and other under-represented groups. Widening access activities continue to be a strength of the University, with over 65% of students falling into at least one widening participation category.

Universities and colleges that charge tuition fees above the basic level ('higher fees') for higher education must have an access agreement approved by the Director of Fair Access in each year they wish to charge higher fees. Access agreements set out how institutions will sustain or improve access and student success, which includes retention, attainment and employability.

The University's access agreement is closely linked to our overall approach and commitment to equality and diversity. Our access plans demonstrate due regard for equalities and focus, where appropriate, on the impact of our activities on groups with protected characteristics.

In 2012-13 the University exceeded its benchmarks for access. This success was underpinned by specific measures aimed at recruiting students from low participation neighbourhoods, state schools and lower socio-economic classes. Successful access work was also built through partnership with regional institutions such as schools, colleges, local authorities and other higher education institutions (HEIs).

Access retention targets are ambitious, and are aligned with the targets in the University's Strategic Plan 2012-17.

Widening participation work is supported by the University's Strategy for Access and Student Success working group, which has representation from all Faculties, Directorates and the student union.