Equality, Diversity and Inclusion (EDI)

Annual Report 2016-2017

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This report was produced by the Equality, Diversity and Inclusion Officer. If you require this report in an alternative format please contact us by email at s.j.murch@greenwich.ac.uk

Please note that the report is available on the Equality, Diversity and Inclusion website at https://www.gre.ac.uk/hr/edi

1. Introduction

The University of Greenwich is committed to equality, diversity and inclusion and this 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 University has a diverse community of UK based and overseas students totalling just over 39,000 students. We offer a rich, vibrant and innovative place to work and study and are proud of the diversity of our students and staff and are committed to creating a positive environment where everybody is treated with dignity and respect.

This report will evaluate the progress we have made with regards to the Equality, Diversity and Inclusion (EDI) Strategy 2015-2017 (Agreed July 2015) whilst exploring areas of further development. Data is sourced from the University's reporting systems for the academic year 2015/16. Sector wide equality data is taken from the Equality Challenge Unit's publication 'Equality in Higher Education: statistical report 2016' that is based on data that is available from the Higher Education Statistics Agency (HESA) staff and student records. This data is included in this report to indicate how the University compares with the national picture in key areas enabling us to prioritise and focus our resources on specific equality agendas.

Recommendations made as a result of the evaluation will feed into the future strategy for Equality, Diversity and Inclusion for the University which will help to meet the general and specific duties under the Equality Act 2010.

1.1 The Equality Act 2010

The Equality Act 2010 requires the University of Greenwich to publish information to demonstrate compliance. We will ensure that we pay due regard to the need to eliminate discrimination, harassment and victimisation; advance equality of opportunity; and to foster good relations. This applies to the University as an employer and as a learning provider, across a number of personal characteristics (known as protected characteristics) including age, disability, gender identity, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex, and sexual orientation.

1.2 Bullying, harassment and victimisation

The Equality Act 2010 defines harassment as 'unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual'.

All members of the University community have the right to work and study in an environment that encourages harmonious relationships. This means that all individuals should be treated with dignity and respect so that they can fulfil their personal potential in a professional working and learning environment. The University's guidance on the Bullying-and-Harassment-Policy-and-Procedure-January-2017.pdf makes clear that harassment applies to all protected characteristics except for pregnancy & maternity (where any unfavourable treatment may be considered discrimination) and marriage & civil partnership.

The University makes it clear that we will not tolerate bullying or harassment on the grounds of an individual's protected characteristics. The policy outlines procedures and steps that can be taken to deal with any issues of harassment and/or bullying and prevent their recurrence.

2. Equality, Diversity and Inclusion (EDI) Strategy 2015-2017

In our strong commitment to Equality, Diversity and Inclusion, we developed the Equality, Diversity and Inclusion (EDI) Strategy 2015-2017. The Strategy outlines the University's agreed institutional equality objectives with insight into how we are planning and delivering services across the protected characteristics groups under the strategy's action plan.

The EDI strategy will be reviewed following the publication of the new University Strategy 2017-2022 to enable the alignment of key EDI priorities with the vision and mission of the University moving forward, in accordance with our responsibilities for this important agenda.

Our institutional Equality Objectives and priorities currently lie within the context of the University's Strategic Plan 2012-2017, with our success measures aligned with the Equality Duty and the University's strategic objectives. In November 2016, a summarised and more focused action plan was agreed to achieve greater depth of implementation. Therefore, this Annual Report groups these action points under each Equality Objective and describes the progress made.

Our agreed University of Greenwich Equality Objectives are identified as:

- **Equality Objective 1.** Improve systems to monitor and report data related to the nine protected groups as defined under the Equality Act 2010 among staff and students.
  The University has strived to improve its reporting processes in response to an increased awareness and meeting business needs. It has reported figures for both students and staff in respect of gender identity, religion and belief [non-belief] and sexual orientation in this annual report for the first time. As an institution efforts continue to develop and refine mechanisms to effectively analyse the protected characteristics for faculties and directorates to identify and remove barriers or disadvantage and promote positive change, informing our teaching and learning, policy and practice impacting on the experiences of our students and staff.

- **Equality Objective 2**. Promote the University's values and behaviours of equality, diversity and inclusion by sharing best practice, awareness and learning.
  Values and behaviours have been promoted through the University's ethos and culture and as an integral objective of the institution's Strategy 2012-2017. The launch of the new University Strategic Plan 2017-2022 in November has further developed and consolidated this work by aspiring to embed the values of ambition, creativity, determination, excellence and inclusion in all the University does including its recruitment, appraisal process and career pathways.

- **Equality Objective 3.** Support the University's mission to be positioned in the top 50 Universities in the country supported by our commitment towards Equality and Diversity accreditation.

Throughout the year the University has been reaccredited with Disability Confident [previously Two Ticks], maintained its Stonewall top 100 employer position and has continued its work towards Athena Swan. The University will endeavour to maintain the good progress it has made and further its inclusive approach to benefit the University community.

2.1 Equality, Diversity and Inclusion Committee

Our Equality, Diversity and Inclusion Committee monitors the University's progress towards achieving our Equality Act 2010 and Public Sector Equality Duty requirements. The Committee's role is to have responsibility for guiding the strategic development of equality, diversity and inclusion within the University of Greenwich, ensuring that there is an integrated, proactive approach that meets the University's legislative and regulatory obligations including our Equality Objectives and the priorities outlined in our Equality, Diversity and Inclusion Strategy 2015-2017, that it is informed by sector best practice and supports the achievement of the University's values and objectives. The associated actions are reviewed by the Equality, Diversity and Inclusion Committee, which meets once per academic term with annual progress reported in the Equality, Diversity and Inclusion annual report to ensure the EDI Strategy remains relevant and responsive to changing needs and priorities, while embedding good practice.

The Committee comprises staff from different faculties, departments and grades across the University and includes representation from our Students' Union. This diversity of membership provides support and expertise in driving the equality, diversity and inclusion agenda within the operational level of our faculties and departments, with the aim of ensuring all staff are responsible for embedding this agenda within their work.

In addition, we have an Equality Champion network, with individuals across faculties and departments disseminating good practice and encouraging the promotion of equality, diversity and inclusion across the University, who are formally represented on the Equality Diversity and Inclusion Committee.

2.2 Report Structure

The next section of the report provides an overview of the activities and initiatives in 2016-17 and information about University staff and student demographics, and how we have met our three Equality Objectives under the Public Sector Equality Duty including training, actions and developing programmes that impact on our performance in equality, diversity and inclusion and the wider University community.

3. Progress against our Equality Objectives- an overview of recent activities and initiatives

To ensure that University of Greenwich is progressing towards achieving our three Equality Objectives, we have reviewed and reported our progress with a view to transpose key areas of continuing focus into a revised EDI strategy, aligned with the key business priorities in the new University Strategy 2017-2022. This will help inform and further develop the EDI Strategy to support the equality, diversity and inclusion experience of our staff, students and the wider University community.

3.1 Equality Objective 1

- **1.1 Improve systems to monitor and report data related to the 9 protected characteristic groups as defined under the Equality Act 2010 among staff and students**

  The University is able to monitor and report on all nine protected characteristic groups within the staff workforce including sexual orientation, religion/belief/non-belief, gender- identity and gender-reassignment.

  The University has been gathering and analysing student data in relation to age, ethnicity and gender for many years, and now, in line with HESA requirements, will be in an improved position to report on further protected characteristic groups for the period of 2016/17 to include sexual orientation, religion/belief/non-belief, gender identity/ gender reassignment and disability for both staff and students. However, in common with our staff workforce, there remains a high non-disclosure rate, either 'prefer not to say' or 'unknown'. This has implications for any analyses to identify/remove barriers or disadvantage, as the University is unable to indicate trends, gaps or challenges which potentially could support the organisation's performance in relation to equality and diversity and its ability to promote positive action initiatives.

  The development of annual equality data reports for faculties and directorates via each PVC, to understand the local EDI perspective and related issues, continues to be challenging due to HR resource implications and the personal/sensitive nature of the data. However, the University is proactively evolving measures to improve this.

- **1.4 Equality analysis- University policy and restructuring processes**
  Equality analysis is a systematic method of embedding the Equality Duty and our legal obligations into everyday business. Any proposed policy, function, practice or provision has a different effect on different students and staff, and needs to take into account the experiences and circumstances of those groups/people that may be affected.

  Throughout the past year, the University has continued its programme of Human Resources policy revision, having 'due regard' to our Equality Act 2010 responsibilities by completing equality analysis on new and revised policies: e.g. our Bullying and Harassment Policy and Procedures, Transitioning at Work Policy etc.

  In addition, the recent University restructuring process has been a significant undertaking, which has required equality analysis on organisation-wide decisions to ensure there was no intended or unintended discrimination against any of the nine protected characteristic

groups within any given proposals. The relevant equality analysis evolved alongside the University's restructuring activities, with regular reviews both informally and formally. For each directorate restructure, the developed documents were reviewed with the University's recognised trade unions, and again after the consultation period had ended as part of the implementation plan discussions - achieving our 'due regard' and compliance obligations.

- **1.6 Annual report**
  In line with our Public Sector Equality Duty compliance obligations and for improved transparency, the University continues to report and publish on its website staff and student monitoring data and a commentary to describe the steps taken to fulfil the equality objectives set out in the Equality, Diversity and Inclusion Strategy, its Action Plan and any subsequent revisions.

Equality Objective 2

- **2.2 LGBT+ Network and New Senior Champion**

The University of Greenwich Lesbian, Gay, Bisexual and Transgender [LGBT+] Staff Network champions the positive development of LGBT related equality & diversity support and representation within the university. The University is a proud member of the Stonewall Diversity Champions Programme and is also featured in Stonewall's Gay by Degree, a guide for Lesbian, Gay and Bisexual students on higher education institutions.

Through its members, the LGBT+ Staff Network aims to:

- o provide support and information to staff on LGBT matters in the workplace;
- o act as an advisory group on LGBT equality & diversity issues within the university, e.g. contributing to policy development and implementation;
- o increase the visibility of LGBT issues in the workplace;
- o provide networking opportunities, within the university and between other universities' LGBT staff networks;
- o have a positive and recognisable presence within the university community;
- o organise social events to celebrate diversity and cultural inclusion; and
- o sign-post to other LGBT support networks and organisations.

Over the past year 2016/17 the LGBT+ network has been involved in a number of activities and events, including:

- *A Seminar Series:*

  1. Seminar 1- "LGBT+ Communities and Learning Disability-what has changed?" 05 December 2016
  2. Seminar 2- "Towards an LGBTQ-inclusive curriculum" 07 February 2017

3. Seminar 3- "The Emerging Orientation- the experiences of people who identify as asexual" 09 March 2017
4. Seminar 4- "Breaking Out of Comfort Zones" 07 June 2017

- *Annual Symposium-* " Supporting Staff and Students in International Settings" 06 July 2017
- *Film Screenings-* "Every Face has a Name" to help mark Holocaust Memorial Day 25 January 2017
- *Social/Networking Events* for example.- LGBT+ Staff Network Christmas Season Networking Event 05 December 2016, Douze Points-"In the Pink at the Eurovision Song contest" 04 April 2017, LGBT+ Staff Network-Stonewall Network Group Award 2017 Reception, an event on IDAHOBiT for all to celebrate this award 17 May 2017
- *Awareness Raising Activities-* for example- to celebrate and mark Bisexuality Day 23 September 2016, Intersex Awareness Day 26 October 2016, Transgender Awareness Week 14-20 November 2016, Lesbian Visibility Day 26 April 2017 (flags on campus and social media postings on Twitter, LinkedIn, Facebook), International Day Against Homophobia and Transphobia (IDAHOBiT) and various religious festivals throughout the year (Christian, Jewish, Muslim and Hindu) through social media postings. The Allies network has undertaken activity to promote activities and has contributed to organising activities and events.
- *Community Engagement-* for example- a partnership has been developed with Opening Door London, whereby the Network has supported a series of seminars as part of a London-wide programme of activities for the members of the older LGBT+ community, network members have spoken at external events such as the Stonewall Annual Workplace Conference April 2017, and Celebrate LGBT+ (Action for Children's staff network for LGBTR staff and anybody who supports equality issues) May 2017.

In addition, the members of the Network Steering Group have been invited to comment upon draft policies and procedures such as the revised bullying and harassment frameworks, have issued regular circulars to Network Group members identifying career development opportunities, and have promoted the University coaching pilot and the subsequent new coaching scheme.

The University participated in the Stonewall Workplace Equality Index 2017 where it retained a Top-100 position (82), and was awarded the Stonewall LGBT Network Group 2017 award in January 2017.

We thank Christopher Hallas for his significant and valued contribution over the past years in supporting and developing the LGBT+ Network. Upon Christopher's retirement from the University, we welcomed Paul Nicholson Lewis (Head of Facilities and Operations), who has taken up the role as the new Senior Champion for LGBT+ at the University.

- **2.2 Students' Union LGBT+ Society**

Throughout the year the Students' Union LGBT+ Society provided a number of social events to raise awareness and celebrate LGBT+ contributions from a University and national perspective.

- The LGBT+ Society event in bar latitude for Bi-awareness Day in September
- LGBT+ History Month marked by 'Future month' with various events
- Students took part in National Student Pride in February 2017.

- Part-time Officer Meike coordinated and facilitated campaigns such as 'Coming out to yourself', and collaborated with Tom Dingley's 'Outcome Portraits' exhibition and book launch

- **2.2 Initial development of a Religion and Belief Network**

Religion or belief is a protected characteristic within the Equality Act 2010. However, this aspect of University life needs to co-exist alongside other protected characteristics to enable staff and students to feel comfortable to live and express their faith within the University- not merely as a means for legal compliance.

Contemplating this and to progress the EDI agenda, a meeting was held in February with the University Chaplains to develop an initial baseline/ approach for consideration to potentially establish a Staff Interfaith Network or Forum. The reasoning behind an initial staff project was to begin dialogue to embrace the key challenges of potentially contentious issues, such as 'Where does faith sit with a secular University?', 'Would such a network/forum receive Senior Management backing?', 'What does 'faith groups include?', 'Might there be faith sects not included?', 'Where do we draw the line?' and 'Should we draw a line?'

It was felt that there are numerous potential benefits of developing an environment for faith links and discussion, reporting as a sub-group of a University committee: for example, to develop the University's position in relation to supporting the well-being of its students and staff, including mental health, mitigating circumstances, reasonable adjustments relating to religious observance, guidance/protocols, development of strategy/policy (e.g. Religion and Belief in the Workplace) and to provide an informed point of contact/ resource for questions and concerns in respect of different faiths.

A decision was taken at the Equality, Diversity and Inclusion Committee in May 2017 to gauge staff enthusiasm for networks/forums through a brief snapshot staff survey, and to possibly broaden the feedback to include disability and BME. In addition, it was highlighted that it would be necessary to provide the budget and resources, investment in facilities in each of the campuses, and to engage concerned stakeholders in developing/approving a strategic framework to enable Chaplaincy and other faith leaders/ staff and students to support and foster a more proactive approach to religion or belief within the University.

- **2.3 Governance and Review of EDI committee and Equality Champions Network**

In May 2017, the Equality, Diversity and Inclusion (EDI) Committee's terms of reference were revised to accommodate a new area of responsibility. The University had approved a Sexual Violence Policy at Executive Committee, which included a requirement to monitor student and staff incidences of sexual violence and hate crime, and it was agreed that this committee was the appropriate governance body

In addition, changes to membership to ensure representation and inclusivity by all faculties and directorates supported by the Equality Champions Network would be kept under regular review to maintain an effective EDI strategic focus. This governance review is necessary, as

since a significant restructure and retirements of key personnel within the University, representation at committee and membership of the EDI Champion Network has diminished.

- **2.4 Equality and Diversity Essential online training**

Equality and Diversity Essential on-line training is now a core component of the induction and probation process for all new staff and the appraisal process for existing staff. It aims to build the confidence of all staff in recognising equality, diversity and inclusion in everyday practice.

The following figures reflect the completion rates of the two Equality Diversity and Inclusion training modules over the period 2015/16/17. All staff are expected to complete the Equality and Diversity Essentials module, and staff with management responsibilities have an additional obligation to complete the Managing Diversity Module every three years. Due to the nature of current reporting through Moodle, the data may include staff who have now left the University

As of the 13 October 2017:

- 68% of all staff have completed the Equality and Diversity Essential Training
- 88% of management staff have completed the Managing Equality Training

Supervision and appraisal are being utilised to increase the percentage of staff completion rates with follow-ups from managers as required.

2.4 New Employees Welcome and Introduction [NEWI]

From March 2017, new stand materials promoting equality, diversity and inclusion at the University and encompassing wider Public Sector Equality Duty requirements have been presented at the University's induction programme for new staff, with the opportunity to network and view and discuss equality queries with the EDI Officer during the lunchtime break. This has been further supported by the World Café which allows key personnel in the university to give an overview of their specific areas of expertise and how this could support and enhance the working experience of our new staff during their time at the University.

- **2.6 Unconscious/implicit bias for Students' Union managers**

Two unconscious/implicit bias training sessions on 10/05/17and 31/07/17 were delivered to the Students' Union management team. The first session was attended by 8 staff members and provided an overview of unconscious/implicit bias, with interactive discussion and exercises on how bias can lead to discrimination and what we can do to manage this in our everyday working practices. The second session attended by 12 staff members explored and focused on the potential biases within the recruitment and selection process, the impacts on behaviour and decision- making and strategies to manage bias.

- **2.8 Disability network**

There have been discussions with the Disability Named Contact (DNC) group in relation to a review of their functions and their common membership of the lapsed Disability Forum. Previously, there had been some 'blurring' of the DNC's responsibilities (its key purpose being to provide a point of contact and support to students with a disability) and those of the wider Disability Forum. Frequently, there have been disability issues that require a formal line of reporting to a committee, which remains to be addressed.

However, in the light of a more strategic approach to disability for both staff and students, the University will be refreshing the Disability Forum as a sub-group to the Equality, Diversity and Inclusion Committee, with well-defined terms of reference and clear reporting lines. These will ensure the two functions - DNC and Disability Forum - have effective lines of communication with each other around disability concerns, but that their individual roles are distinct as to their purpose and responsibilities.

At present, student requirements are more clearly defined. A brief staff survey in respect of broader network/forum development within the University, including potentially separate groups for disability, BME and religion or belief, will be considered in the 2017/18 academic year. It is hoped this process will ascertain any interest to establish and maintain such networks. Initially, the re-establishment of a disability forum or equivalent will be the primary focus, ensuring consultation with staff to determine the most effective way to facilitate staff interests and address concerns around disability related issues, with the view of enhancing our staff working experience and the inclusive culture of the University.

- **2.9.1 Black History Month**

Recognising the University has a high proportion of students from a broad ethnic background BME Symposium: '*Brighter Futures: Enhancing Opportunities for All'* in October 2016 aimed to stimulate discussion, critical thinking and knowledge exchange between the academy, policy and practice on affecting academic attainment and career progression of BME students, teaching and professional staff. This, alongside the Catalyst Project led by Kingston University involving the development of a dashboard for BME reporting data around student recruitment/retention/progression etc., are two areas where work is being completed within the wider university. However, while this symposium has raised awareness of the BME attainment gap within the HE sector, this was a stand -alone event unrelated to HEFCE project and therefore this initiative was reported separately as it is positioned within the EDI Strategy- see point 3.8

Black History Month has been celebrated every October for the past forty years. As part of this commitment, the University has updated its information on the Black History Month dashboard website and submitted an advertisement on behalf of the University in acknowledgement and celebration of the diversity within our society, the richness it brings to our University learning and teaching community and our endeavours to encourage and sustain this diversity to continue through the students that study at Greenwich.

- **2.9.3 Valuing diversity and contributions made by students and staff**

The University has established a set of values and behaviours that characterise our culture and mode of operation.

VALUES	BEHAVIOURS
Ambition	Building relationships
Creativity	Communicating clearly
Determination	Working collaboratively
Excellence	Planning ahead
Inclusivity	Finding new and better ways of working

The University has a clear vision to 'transform lives through inspired teaching and research'. Our values are shared beliefs and principles that define the University community and what the institution is inspired and strives to achieve. Beyond these guiding values, the University is embedding individual and collective behaviours of qualities and ways of working that we admire in our colleagues and that shape our workplace practices and improve our overall effectiveness.

Equality Objective 3

- **3.1 Reasonable adjustments and related monitoring**

In respect of students, H&S Unit staff have been extensively involved in adapting student accommodation, which includes a high proportion of equipment including hoists, evacuchairs, deaf guards and a request for specific student desks in lecture theatres, which have been arranged by the Estates team. Further to this, the high proportion of students who declare disabilities upon application or part way through their studies at the University are invited to register with the Student Wellbeing Service (available on each campus). Where students are able to provide clear evidence of need, a Greenwich Inclusion Plan is drafted, outlining individual reasonable adjustments which enable students to maximise their learning potential. This information is forwarded to academic and other appropriate staff to ensure that reasonable adjustments can be implemented. Common reasonable adjustments include special exam arrangements, reminding lecturers that students can record lectures, informing lecturers that students may need to move around in class or leave class at short or no notice, making use of the networked assistive technology available to all students, and support from subject librarians. If appropriate, a meeting with our mental health adviser can be arranged.

From a Health and Safety (H&S) perspective, it is hard to quantify reasonable adjustment activity. Many requests resulting from Display Screen Equipment (DSE) assessments could be deemed as reasonable adjustments. In the 2016/17 academic year, 38 items have been logged, loaning equipment to 27 members of staff and 1 student. In addition, there have been two Access to Work claims, one for magnifying display screen equipment and one for training. Another member of staff has had perching stools purchased to allow them to lecture.

Many staff and students with various disabilities also have individual Personal Emergency Evacuation Plans (PEEPs) that are reviewed annually that allow them to evacuate safely in an emergency. Some staff and students have care plans developed for them which are shared with first aid staff to ensure that in the case of emergency, appropriate care is given.

Much good work in relation to reasonable adjustments is also achieved within our faculties and departments with the support of Human Resources. Currently this is difficult to quantify, as no records are held centrally on how we support our staff in the workplace in ways which positively impact on their work experience and retention within the University. The University will actively engage in conversations to develop an appropriate numerical process to maintain the confidentiality of staff while providing an accurate record this activity and actions taken to support staff and students.

- **3.2 Disability Confident Employer**

Previously 'Disability Two Ticks', we received notification in September 2016 that our current Level Two accreditation status was to migrate over to the Disability Confident Employer Scheme. This was to allow organisations to complete a self-assessment tool to define a course of action for re-accreditation the following year (2017). Discussions were held to review the University's ability to continue its commitment and whether it was feasible to meet the aspirations of Level 3 Disability Confident Leader. This would require the University to be Disability Confident as recognised by its peers, local community and disabled people - open to external challenges and supporting other employing organisations to be Disability Confident.

As a consequence of the recent University restructuring, it was decided that the consolidation of Level 2 Disability Confident Employer was most expedient and therefore, we completed the relevant Self- Assessment documentation and were successfully reaccredited in July 2017.

- **3.3 Stonewall**

The University participated in the Stonewall Workplace Equality Index (WEI) 2017 and subsequently made a further submission in September 2017 for the 2018 Stonewall WEI, with LGBT+ Network members playing a significant role in its compilation.

Most recently, the University has performed well or reasonable well in eight out of the ten criteria, enabling the University to retain a Top 100 position in the 2017 WEI and increased its overall performance score. However, the WEI has become increasingly competitive with 439 employers participating, the largest number of submissions to date. In addition, the WEI has been restructured for the 2018 submission; the previously monitored criteria for transgender performance is to be assessed for the first time and the narrative and documentary evidence expectation to demonstrate progression is more detailed and explicit.

There is also scope to improve the rate of participation in the associated WEI Staff Feedback Questionnaire, particularly highlighting that the survey invitation to complete it and the related views/responses are welcomed from all staff.

- **3.4 Transitioning at Work policy & FAQ's (raising awareness and supporting our of staff and students)**

Human resources have developed a Transitioning at Work policy and other guidance materials to support staff undergoing gender transition, which are accessible via the Employment Policy Toolkit on the University portal, staff services webpage. This policy was created with internal and external Diversity and Inclusion groups including Stonewall, and it is anticipated that a similar policy will subsequently be available to support our students.

In addition, the University LGBT+ Staff Network has developed a further guidance document for managers to support lesbian, gay, bisexual and transgender staff in the workplace.

The University LGBT+ staff network promoted Trans Awareness Week 14-20 November 2016. This included flags on campus and social media postings via Twitter, Facebook and Linked In.

- **3.6 Athena Swan accreditation**

. The Athena Swan Working Group, supported by the Athena Swan Project Manager, has been progressing the action plan and preparing the submission for renewal. One department (PCS) is preparing for a silver award in November 2018. The submission is dependent on the University retaining its bronze award by April 2019

- **3.7 Gender Equality Pay Gap reporting**

Higher Education Institutions with 250 or more employees are required to publish information on the pay of all employees on the 'snapshot' date of 31 March annually on the Gov.UK website. Information from 31 March 2017 was published by 30 March 2018 see attached link: https://docs.gre.ac.uk/rep/human-resources/gender-pay-gap-report-2017

This compliance requirement will occur for each subsequent year. This is a significant piece of work, which involves Human Resource Information Systems and their internal partners in collating and analysing the data to achieve the following six necessary reports for legal compliance

1. The difference between the mean hourly rate of pay of male and female full-pay employees
2. The difference between the median hourly rate of pay of male and female full-pay employees
3. The difference between the mean bonus pay paid to male and female employees
4. The difference between the median bonus pay paid to male and female employees
5. The proportions of male and female employees who were paid bonus pay
6. The proportions of male and female full-pay employees in the lower, lower middle, upper middle and upper quartile pay bands

- **3.8 HEFCE BME Attainment Project and related KPI**

  The University is part of a consortium of seven Higher Education providers who are participating in a Higher Education Funding Council for England (HEFCE) funded project to help increase the number of students from black and minority ethnic backgrounds who are awarded a first or 2:1 degree.

  The project aims to extend the Value Added (VA) metric and Inclusive Curriculum Framework (ICF) currently used to address the black and minority ethnic (BME) attainment gap at Kingston University (lead), and share good practice among the other partner institutions (De Montfort University, NESCOT Further Education College, University College London, University of Greenwich, University of Herefordshire and the University of Wolverhampton).

  University of Greenwich staff have been trained to make best use of the VA methodology and ICF using face to face training and multimedia resources.

  The collaboration will provide the sector with systematic and strategic initiatives to address the gap by:
  - Validating initiatives recognised by the sector as good practice through key partners
  - Replicating methodologies and training staff via key partners
  - Transmitting and embedding these existing institutional mechanisms and Quality Assurance
  - Identifying the conditions which need to be in place to ensure these initiatives contribute to student success
  - Identifying key partner initiatives that can enhance the VA and ICF

  The primary beneficiaries of this project will be BME students across six diverse institutions (with a key performance indicator (KPI) within the new University Strategy 2017-2022 to support this project's objective), and with secondary benefits for other students with attainment gaps.

  In addition, and as part of the requirements of this project, the lead project team at Kingston University are collecting base-line data from staff in all seven partner institutions. The findings from the survey will help inform the current level of understanding within the consortium of this important issue in Higher Education and shape the proposed work over the project period. The survey findings will be published in a final report in 2019.

- **3.9 Peer Support Programme- Embedding equality, diversity and inclusion**

  Initial steps have been taken to implement a peer support programme encompassing broad-based Equality, Diversity and Inclusion (EDI) training. In September 2016, EDI was a component of the induction programme of the new Part-time Officers within the Students' Union, and this was further supplemented by regular meetings to provide EDI support for some of the Students' Union Vice Presidents.

A total of 31 Resident Assistants (RA) were trained through an induction programme in August 2017. A section of the day was allocated to providing an overview of EDI and how it applies to their role; reflecting on their own behaviour and decisions in providing a safe and inclusive environment and increased awareness around equality issues where the RAs could potentially provide support and assistance, enhancing the student experience within residences. The training was well received and it is planned to be repeated in following years.

4. Equality Monitoring and Data Information

The Equality Act 2010 does not oblige the University to collect data across all nine protected characteristics, rather as a public body to take a reasonable and proportionate approach to fulfil our 'due regard' responsibilities to the Public Sector Equality Duty. For this purpose, data dated August 2017 has been compiled and reported against staff profiles, and data for the 2015/16 academic year for student reporting (with the exception of student data relating to religion and belief, sexual orientation and marriage and civil partnership, where data is from the 2016/17academic year). Where relevant, comparisons have been made against national sector data, which have been drawn from the Equality Challenge Unit (ECU) through their statistical reports informed by the HESA and HEIDI4 databases. Workforce analysis across the protected characteristics covered in this report **does not** include staff employed through the University's subsidiary companies.

Our Workforce –Employee Data Highlights

Overview of employee data: In August 2017, University employed a total of 1752 staff in three main groups:

Academic Staff *[830]***:** These are our teaching and research staff and include roles such as research fellow, professor and lecturer. Academic staff are recruited nationally and internationally and employed in the University's four Faculties: Business; Architecture, Computing and Humanities; Education and Health; and Engineering and Science
Senior Management *[34]:* Senior managers include the vice-chancellor, deputy vice-chancellors, pro vice-chancellors, deputy pro-vice chancellors and faculty operating officers.
Support Staff *[888]:* Support staff are employed in administrative and non-academic professional roles such as admissions officers, statisticians, librarians and ICT specialists, as well as employees in manual roles such as cleaning, catering, building maintenance and security

Overall Staff Distribution
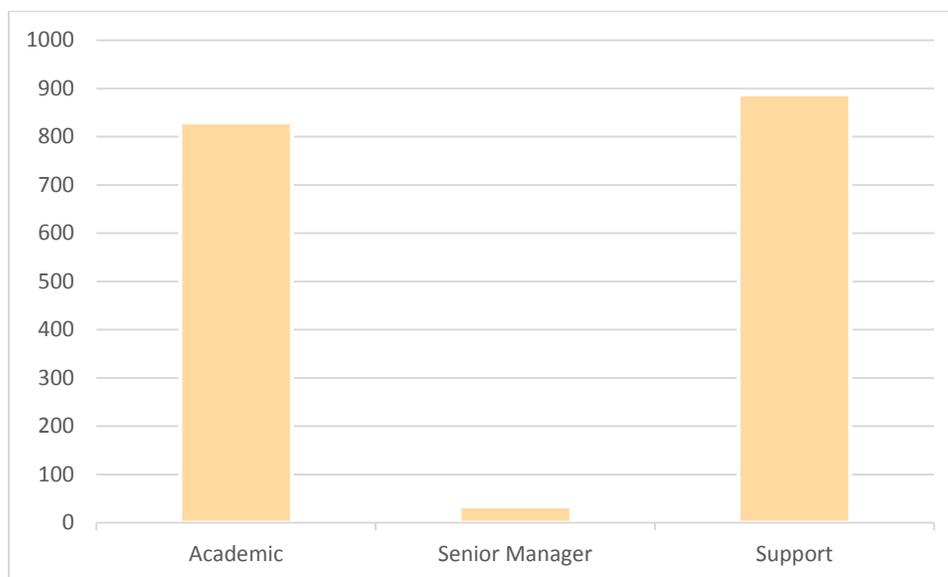
4.1 Age:

Overview

- Support staff equate to 51%, academic staff 47% and senior management 2% of the workforce
- The largest group of employees at the University is now in the 55+ (34%) age group, compared with the previous year where it was the age group 45-54 at 29% (now 29%)
- The highest age group in senior management is 55+ at 16%
- The 25-34 age group are the least likely to be employed on a permanent contract, as was the case in the previous year

Academic Staff

- Academic staff are represented at 47% of the overall workforce
- Academics on fixed term contracts are represented at 1%, with the highest group aged between 25-34 years at 47% in all age groups
- 99% of overall academic staff are on permanent contracts, with the 55+ age group seen as the highest
- In the staff grade AC1-AC3 the largest groups are represented in the 35-44 age group at 30% and the 45-54 age group at 29%. There is no representation in this grade for the 16-24 age group

Overall Staff Age distribution
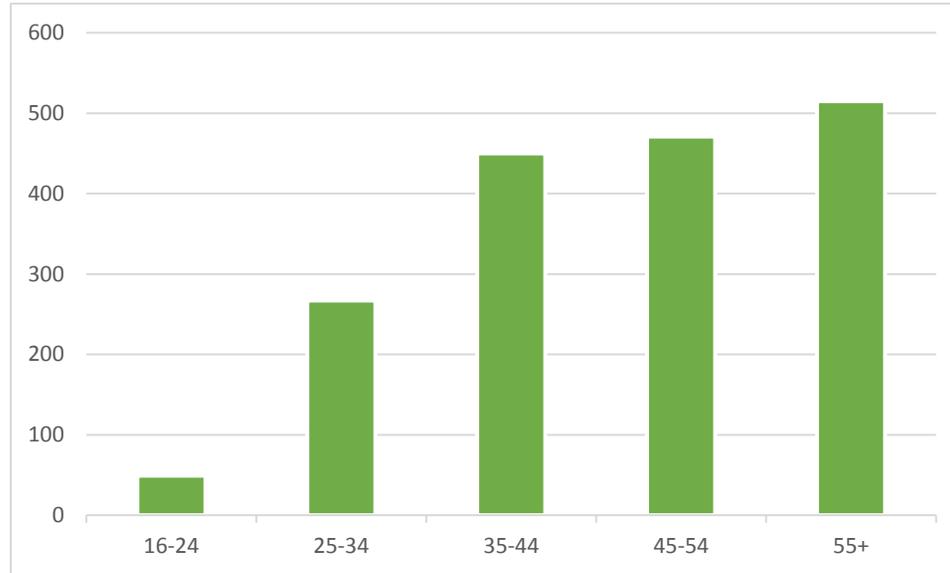
Support Staff

- 7% of full-time employees in support staff roles are aged between 16-24 years
- Grade 5-7 represents the highest number of support staff in the 34-44 age group at 26% followed by the 45-54 age group at 24%
- Only 0.74% (13) are below 34 years at SG8-10 and Senior Management Group

4.2 Disability

Overview:
- 3.54% of University staff have disclosed a disability. This is a decrease of 0.46% compared with the previous year. This is below the HE sector, where 4.5% of staff disclosed as being disabled
- 1.31% of academic staff have disclosed a disability with 2.23% of support staff disclosing a disability
- Among all staff grades, SG5-SG7 has the highest number of disability disclosures at 1.83%
- The largest proportion of disabled staff are employed in support staff roles (54.28% of disabled staff).
- Disabled employees are less likely to be employed on a permanent contract (3.20%) compared with non-disabled employees (81.68%)
- Disabled employees are less likely to be in full-time employment (0.34%) than non-disabled (6.96%)

Overall Staff Disability distribution
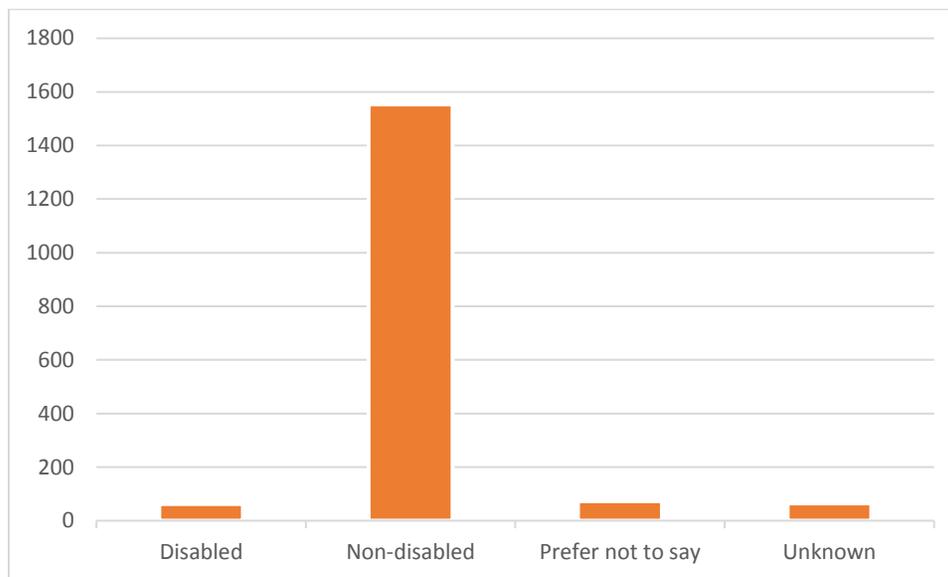
4.3 Gender Reassignment and Gender Identity

From the introduction of gender reassignment, sexual orientation and religion and belief staff data monitoring in 2015, the University has made some purposeful steps forward in understanding its own institutional demographic composition in this regard. It is recognised that it is useful to have a national picture of the higher education sector, by returning equality data to the Higher Education Statistics Agency (HESA) to facilitate comparisons to understand disadvantage. As HESA are looking to collect this data on 'other' gender, our Human Resources Information Systems are looking actively at how this can be achieved while maintaining the necessary data security and confidentiality.

Monitoring all protected characteristic data can be a sensitive issue and disclosure rates may initially be low. However, over time in a safe and supportive environment, disclosure rates are likely to increase and the quality and validity of the data will improve. Currently, our response rate is too low to draw any firm conclusions or to provide an in depth analysis, but the University aspires to improve this position in subsequent years of reporting.

The University needs to continue to build a culture of trust and understanding, explaining clearly why the information is being sought and how it will be used, while continuing to provide reassurances that it will follow the necessary guidelines on data collection, storage and use including complying with the Data Protection Act 1998, soon to be replaced by the General Data Protection Regulation in May 2018.

Overall Staff Same Gender at Birth distribution
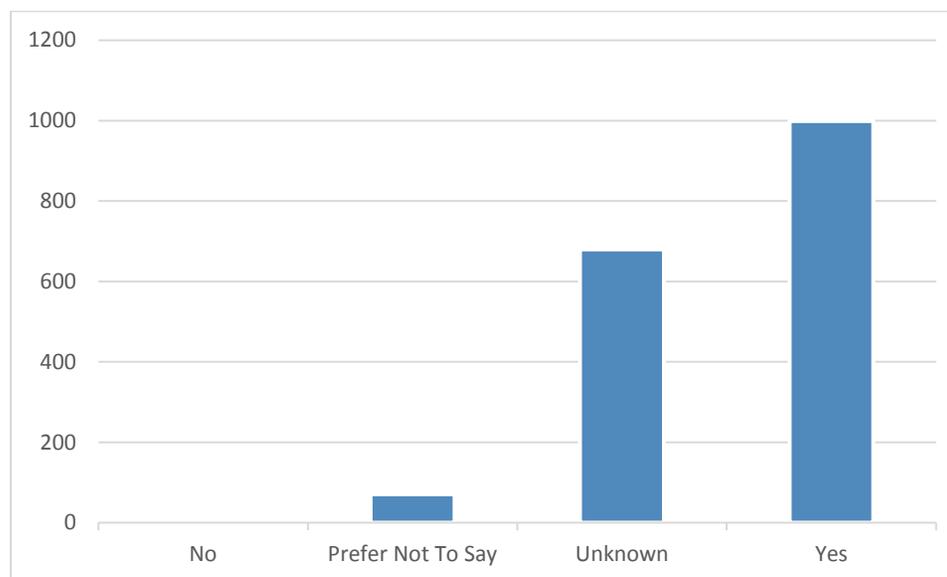
4.4 Pregnancy and Maternity

Currently, due to the individualised and sensitive nature of this type of data, we do not report on this protected characteristic.

However, the University has several policies that support pregnant mothers and parents.

- Guidance on pregnant and new mothers at work outlines the legal requirements to protect employees who are or in the future could be a new or expectant mother.

- Guidelines on Entitlement to Maternity Provision sets out the University's policy on maternity leave and pay in order to ensure compliance with current employment legislation and to build on the University's commitment to good employment practice.

- Parental Leave Guidelines outline the right of female or male employees, with at least one year's service, to take up to 18 weeks unpaid leave to care for their child.
- Guidelines on Entitlement to Occupational Paternity Leave and Additional Paternity Leave set out the University's policy on Paternity Leave and pay in order to ensure compliance with current employment legislation and to build on the University's commitment to good employment practice.

4.5 Race (Ethnicity)

Overview:

- 21% of University staff identify as BAME. An increase of 1% on the previous year, which is still significantly above the sector average of 8.5%.
- Among all BAME staff, Other White backgrounds were the largest group at 6.74% followed by Asian or Asian British at 4.57%, then Black or Black British at 4.0%
- Staff from BAME groups across the University overall are less likely to have full-time contacts compared to white staff. This is consistent with the previous year of reporting

Academic Staff:

- BAME staff hold 9.87% of academic positions and they are more likely to be found in the lower salary grades (AC1-AC3) equating to 7.59% than white staff. 2.28% of BME academic staff are in salary grades AC4-AC5, compared with 21.40% of white staff employed in academic positions.

Support Staff:

- BAME support staff hold 11.02% of support roles, this is consistent with the previous year of reporting. A similar picture exists to previous reporting in relation to senior management at 0.11%
- BAME support staff hold 18.58% of full time employment within the University compared with 58.11% of White staff.

Overall Staff Race/Ethnicity Distribution
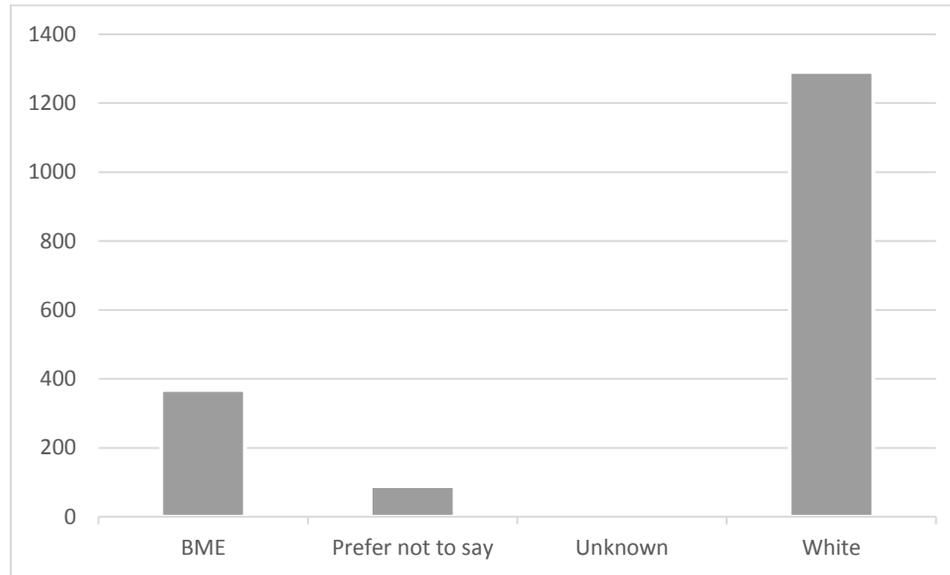
4.6 Religion and Belief (Non Belief)

Overview:
- 29.62% of staff have disclosed a religion or belief, with 19.81% declaring no religion or belief, 11.59% Prefer Not to Say and 38.98% as 'data unavailable'
- The largest religion or belief group are Christians at 22.66%, followed by Muslim at 2.28% and Any Other at 1.66%
- Among all staff religion or belief and non-belief groups, 15.01% of female staff disclosed as Christian with 7.65% of male staff declaring themselves Christian
- 1.43% of male staff disclosed they are Muslim followed by 0.86% of female staff. The next highest group that disclosed 0.91% of female staff as Any Other
- 10.27% of male staff and 9.53% of female staff disclosed they had no religion or belief

Overall Staff Religion and Belief distribution
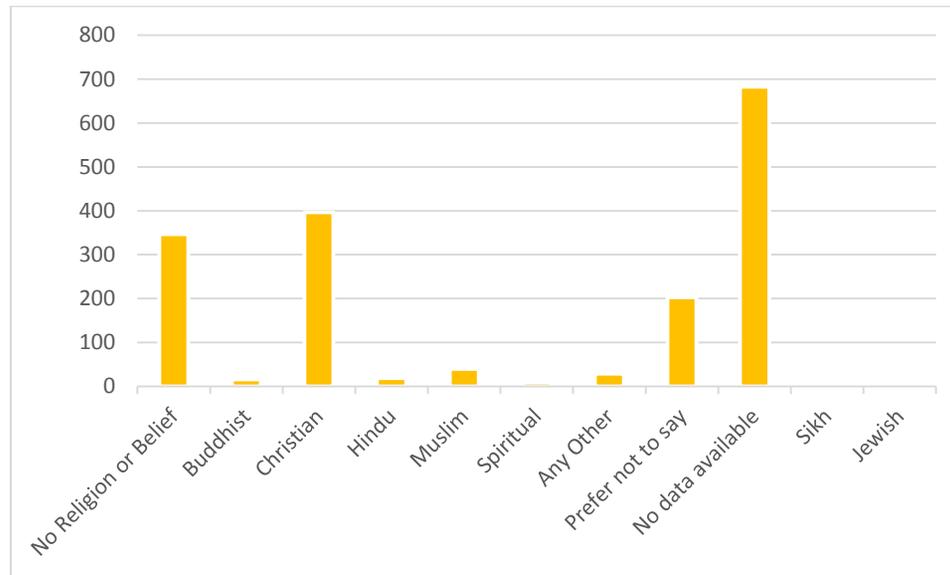
Academic Staff:
- The highest religion and belief group in the academic staff group are Christian 19%, followed by Muslim and Any Other at 1% each. 20% of academic staff declared they had no religion or belief and 10% Prefer Not to Say

Support Staff:
- Among support staff, the highest religion and belief group are Christian 26%, followed by Muslim 3% and Any Other 2%. 20% of support staff declared they had no religion or belief and 13% Prefer Not to Say

4.7 Gender (Sex)

Overview:

- 55.31% of University staff are female (sector average 54%). Male staff are 44.69% of the workforce
- The largest gender gap is at senior management level, with men being a significant majority.
- 63.51% of professional and support staff were female with 52% of academic staff being male
- Female staff remain the highest in part-time employment positions (14.10%), compared with male staff 4.97%.

Overall Staff Gender Distribution

(Bar chart showing Female Number approximately 960 and Male Number approximately 780, with y-axis from 0 to 1200)
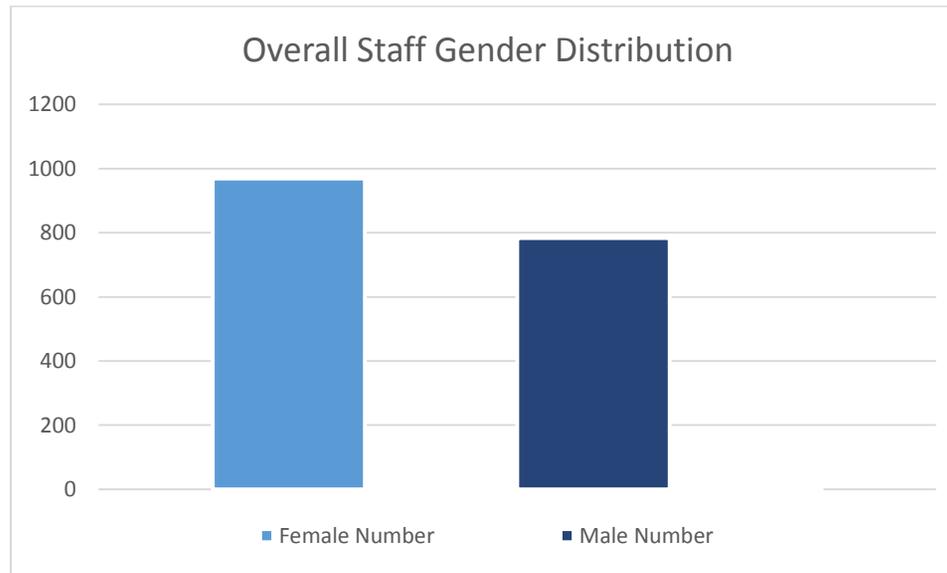
Academic Staff:

- 55% of male employees are academic staff in line with the sector average
- Male academic staff are a majority of those employed on fixed term and permanent contracts at 52%, compared with females at 48%
- A higher proportion of male academic staff are on permanent contracts (47.76%) than female staff (44%). Women comprised the majority of both part-time academic staff at 11.27% and part-time support staff at 17.34%
- 5.94% of female academic staff are in the senior AC4-AC5 salary grades compared with 9.76% of male academic staff

Support Staff:

- Among support staff, a higher proportion of females (41%) were in salary grades SG5-SG7 than men (26%).
- In August 2017, the majority of support staff were women (32.19%), whereas the majority of academic staff were male (24.65%)
- Among support staff, more than half of female employees 50.86% are on permanent contracts than men 40.64%,

4.8 Sexual Orientation

Overview:

- 52.79% of staff have disclosed their sexual orientation, 9.08% Prefer Not to Say and 38.13% as 'data unavailable'
- The largest sexual orientation group are heterosexual at 49.71%, followed by Gay Man at 1.26%.

University Sexual Orientation % August 2017	%	HESA Data 2016	National proportion%
Bisexual	1%	Bisexual	0.4%
Gay Man	1%	Gay Man	0.7%
Gay Woman/Lesbian	1%	Gay Woman	0.4%
Heterosexual	50%	Heterosexual	28.4%
Other	1%	Other	0.2%
Prefer not to say	9%	Prefer not to say	10.8%
Data not available	37%	Blank record	59.2%

University Sexual Orientation Disclosure

Nationally this dataset remains largely incomplete so no accurate conclusions can be drawn about the number of or trends among staff who identify as bisexual, gay, heterosexual, lesbian or any other sexual orientation yet. This national data is included in the table above in order to give a sense of the staff profile in relation to this area of equality.

HESA Statistical Data 2016-Sexual Orientation Disclosure

Of the staff in institutions that returned sexual orientation data to HESA, at least 40.7% were given the option to provide data on their sexual orientation, with 29.9% providing information and the remaining 10.8% refusing to provide information. While the proportion of all staff for which sexual orientation data was unknown decreased by 7.6 percentage points from 2013/14 levels (66.8%), this figure remained high in 2014/15, at nearly 3 out of 5 of all staff working in higher education (59.2%).

4.9 Marriage and Civil Partnership

Overview:

- 53.09% of staff have disclosed their relationship status, 6.56% Prefer Not to Say and 40.35% as 'data unavailable'
- Further steps need to be taken to encourage staff to further engage with this protected characteristic strand of diversity monitoring to improve disclosure rates and reporting on associated activities

Overall Staff Relationship Status distribution
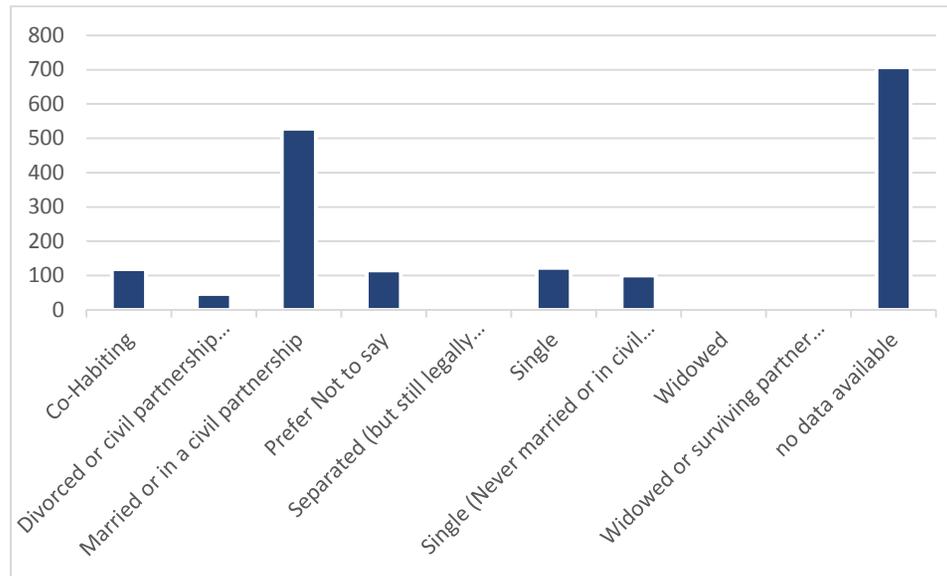
5. Our Students- Student Highlights

5.1 Age

Overview:

- The Faculty of Architecture, Computing and Humanities had the highest proportion of students (31%) within the four faculties. In the previous year of reporting the Faculty of Education and Health was the highest with 30%
- The Faculty of Architecture, Computing and Humanities also has the largest proportion of students in the age group of 18-20
- The largest age group continues to be students under the age of 21 at 48.5% of the student population
- The proportion of mature students (21 and over) has been decreasing from 2010-11; nationally 43.9% in 2014/15, within the University this figure stood at 51% in 2015-16. A decrease of 4% in comparison to the previous year of reporting. This is a similar trend to the HE sector, with a decrease in the proportion of students aged 26 and over choosing not to study at university.

Faculty by Student and Age Profile (undergraduate and postgraduate on campus)							
Age Group	<18	18-20	21-24	25-29	30+	Total No	% Total
FACH	39	3,673	988	493	662	5,855	31%
FOB	31	2,406	1,439	458	528	4,862	26%
FEH	1	1,301	812	725	1,812	4,651	25%
FES	29	1,586	623	350	632	3,220	17%
2016/17 University Total	100	8,966	3,862	2,026	3,634	**18,588**	
2016/17 % Total	0.5%	48%	21%	11%	19%		
2014-15 University Total	78	8084	4,266	2,551	4,642	**19,621**	
2014-15 % Total	0.40%	41%	21%	13%	22%		

5.2 Disability

Overview:

Reporting by Faculty on disability has been in place since 2015. Some response rates are too low to draw any firm conclusions or in depth analysis. The University continues to encourage students to further engage with this strand of protected characteristic monitoring, as a good disclosure rate helps the institution to understand the populations and resource the needs of these students to achieve their optimum potential.

- The total of students disclosing a disability is 8%, comparable to the previous year of reporting. This is below the average for the sector, as overall more than one in ten students studying in the UK have disclosed a disability equating to 10%.
- The most common known disability in the student population remains the same as the previous year of reporting, i.e. specific learning disability (47% of disabled students). The proportion of disabled students with this disability increased from 44% to 47%.
- The highest proportion of students with a known disability is seen in the Faculties of Architecture, Computing and Humanities and Education and Health at 9% of total students in each case.

Disability Group	FACH	FOB	FEH	FES	Total Number 2015/16	%Total 2015/16	Total Number 2014/15	%Total 2014/15
Autistic Spectrum Disorder	40	6	6	19	71	5%	58	4%
Blind Partially Sighted	7	2	8	8	25	1%	21	1%
Deaf/Hearing impairment	14	6	17	8	45	3%	44	3%
Mental Health Difficulties	67	33	52	33	185	12%	148	10%
Specific Learning Disability	197	95	337	112	741	47%	679	44%
Unseen Disability	57	37	50	27	171	11%	135	9%
Wheelchair user/Mobility Difficulties	24	15	27	16	82	5%	59	4%
Multiple Disabilities	34	18	25	42	119	8%	120	8%
Other Disability	39	27	37	25	128	8%	270	18%
All Known Disability	479	239	559	290	1,567	8%	1,534	8%
Not Known Disability	5,005	4,640	5,452	4,100	19,197	92%	18,144	92%
Total Number	**5,484**	**4,879**	**6,011**	**4,390**	**20,764**		**19,678**	
% Number of Students with a Disability	**9%**	**5%**	**9%**	**7%**				

5.3 Gender Reassignment and Gender Identity

As HESA are looking to collect data on 'other' gender, our Planning and Statistics directorate will actively be looking at how this can be achieved while maintaining the necessary data security and confidentiality.

Monitoring all protected characteristics data can be a sensitive issue and disclosure rates may initially be low. However, over time in a safe and supportive environment, disclosure rates are likely to increase and the quality and validity of the data will improve. Currently, our response rate is too low to draw any firm conclusions or to provide an in depth analysis, but the University aspires to improve this position in subsequent years of reporting.

The University needs to continue to build a culture of trust and understanding, explaining clearly why the information is being sought and how it will be used, while continuing to provide reassurances that it will follow the necessary guidelines on data collection, storage and use including complying with the Data Protection Act 1998, soon to be replaced by the General Data Protection Regulation in May 2018.

National Overview of Gender identity disclosure rates: Of the students in institutions that returned gender identity information to HESA, 48.8% provided information, 2.4% refused to provide information, and for 48.8% the data field was blank. This means that among students in institutions that returned gender identity information to HESA, 51.2% of respondents provided a response While the proportion of all students for which sexual orientation data was unknown decreased by 9.1 percentage points from 2013/14 levels (72.2%), this figure remained high in 2014/15, at 63.1% of all students in higher education.

Overall Student Same Gender at Birth Disclosure Distribution

Data from 2016/17 academic year

Student Gender Reassignment and Gender Identity Disclosure (undergraduate and postgraduate on campus)				
Response	Yes	No	Information Refused	Unknown
University	93.7%	0.9%	1.4%	4.0%
HESA Data provided	34.7%	0.5%	1.7%	63.1%

5.4 Pregnancy and Maternity

The University has developed a Student Pregnancy and Maternity policy in the 2016/17 academic year in addition to the support outlined below. Currently, due to the individualised and sensitive nature of this type of data we do not report to this protected characteristic.

However, the University has several policies that support pregnant mothers and parents.

- Guidance on pregnant and new mothers at work outlines the legal requirements to protect employees who are or in the future could be a new or expectant mother.

- Guidelines on Entitlement to Maternity Provision sets out the University's policy on maternity leave and pay in order to ensure compliance with current employment legislation and to build on the University's commitment to good employment practice.

- Parental Leave Guidelines outline the right of female or male employees, with at least one year's service, to take up to 18 weeks unpaid leave to care for their child.

- Guidelines on Entitlement to Occupational Paternity Leave and Additional Paternity Leave set out the University's policy on Paternity Leave and pay in order to ensure compliance with current employment legislation and to build on the University's commitment to good employment practice.

5.5 Race (Ethnicity)

Overview:

- The total number of students from BAME groups was 46%, a significant decrease of 3% compared with the previous year of reporting of 49%. For the sector as whole, 21% of UK domiciled students were BAME.
- The most significant decrease in BAME groups is seen in Black African and Asian Other ethnic groups with a decrease of 2%, followed by Black Caribbean, Indian and Chinese a decrease of 1%.
- The largest increase in BAME groups is seen in Other ethnic groups with an increase of 1%
- Black Africans represented the highest proportion of BAME group with 5% in the Faculty of Education and Health
- The Faculty of Business displayed the highest proportion of BME students at 14%

Faculty by Student and Ethnicity Profile (undergraduate and postgraduate on campus)								
Ethnic Group	FACH	FOB	FEH	FES	Total No 2015/16	% Total 2015/16	Total No 2014/15	%Total 2014/15
Black Caribbean	134	108	269	60	571	3%	705	4%
Black African	428	478	829	414	2,149	12%	2,765	14%
Black Other	53	44	50	31	178	1%	245	1%
Indian	237	332	86	223	878	5%	1,161	6%
Pakistani	174	149	73	111	507	3%	559	3%
Bangladeshi	309	297	135	102	843	5%	908	5%
Chinese	94	435	21	80	630	3%	737	4%
Asian Other	270	383	132	236	1,021	5%	1,357	7%
Mixed	291	208	193	121	813	4%	869	4%
Other	181	156	123	107	567	3%	340	2%
Total BAME	2,171	2,590	1,911	1,485	8157	44%	9,646	50%
% Total of BAME	12%	14%	10%	8%				
White	2,949	1,593	2,431	1,464	8,437	46%	9,602	49%
% Total White	51%	33%	51%	46%	46%			
Information Refused	61	50	34	28	173	0.90%	158	0.80%
Not known	642	588	244	192	1,666	9%	272	1%
Total Number	5,823	4,821	4,620	3,169	18,433			

5.6 Religion and Belief (Non Belief)

Currently, our response rate for this protected characteristic is too low to draw any firm conclusions or to provide an in depth analysis, but the University aspires to improve this position in subsequent years of reporting.

National Overview of Religion and Belief disclosure rates:

Of the students in institutions that returned religion and belief data to HESA, 59.8% provided a response, with 54.4% providing information and the remaining 5.4% refusing to provide information. Overall, religion and belief information, including 'information refused', was returned to HESA for 44.4% of all students in higher education – an increase of 8.7 percentage points from 2013/14 (35.7%).

Overall Student Religion or Belief (Non-belief) Disclosure Distribution
Data from 2016/17 academic year

Religion or Belief (Non-Belief)	Spiritual	Christian	Muslim	Buddhist	Hindu	Jewish	Sikh	Any other religion or belief	No religion	Prefer not to say	Unknown
University	1.3%	36.9%	14.9%	1.8%	3.7%	0.2%	1.0%	1.6%	27.2%	7.4%	4.0%
HESA Data Provided	0.5%	14.9%	3.0%	0.6%	0.8%	0.2%	0.3%	0.8%			

Student Religion or Belief (Non-Belief) Disclosure Distribution (undergraduate and postgraduate on campus)

5.7 Gender (Sex)

Overview:

- Female students have continued to increase making up 57% of the student body, an increase of 1%. This is aligned with the HE Sector average of 56%
- Although the decline in student numbers has proportionally been larger among women than men as a national picture, women continue to make up the majority of students studying in the UK.
- Nationally, women are now 35% more likely to enter higher education than men. Of those in poorer areas, women are over 50% more likely to enter than men (UCAS, 2016)

- Male students make up 43% of the student body, which is consistent with the previous year of reporting, but with the long-term trend presenting an overall decreasing picture in line with the national representation
- Nationally, male students are better represented among EU/non EU students than UK domiciled students, and among full-time students than part-time students. Overall, the proportion of male students has decreased by 8.9% from its peak in 2010/11

Gender	Total 2012/13	% of Total 2012/13	Total 2013/14	% of Total 2013/14	Total 2014/15	% of Total 2014/15	Total 2015/16	% of Total 2015/16
Female	12,270	54%	11,602	56%	11,965	57%	10,548	57%
Male	10,249	46%	9,197	44%	9,119	43%	7,876	43%
Total	**22,519**		**20,799**		**21,084**		**18,433**	

Student Population by gender (undergraduate and postgraduate on campus)

5.8 Sexual Orientation

Currently, our response rate for this protected characteristic is too low to draw any firm conclusions or to provide an in depth analysis, but the University aspires to improve this position in subsequent years of reporting.

National Overview of Sexual Orientation disclosure rates:

Of the students in institutions that returned sexual orientation data to HESA, 54.3% provided a response, with 48.5% providing information and the remaining 5.8% refusing to provide information. Overall, gender identity information was unknown (blank) for 57.1% of all students in higher education. While large, this proportion has dropped by 9.1 percentage points from 2013/14 levels (66.2%).

Overall Student Sexual Orientation
Data from 2016/17 academic year

Student Sexual Orientation Disclosure Distribution (undergraduate and postgraduate on campus)							
Sexual Orientation	Bisexual	Gay Man	Gay Woman/Lesbian	Heterosexual	Information refused	Other	Unknown
University	1.8%	1.2%	0.6%	81.3%	8.9%	2.3%	4.0%
HESA Data Provided	0.8%	0.6%	0.3%	36%	4.6%	0.7%	

5.9 Marriage and Civil Partnership

Overview:
- 1.4% of students have disclosed their relationship status, however it is recognised that a high proportion would be classified as nil reporting to most categories with the exception of 'single status' and the University's mature student population
- Further steps need to be taken to encourage students to further engage with this protected characteristic strand of diversity monitoring to improve disclosure rates and reporting on associated activities

Data from 2016/17 academic year

Student Marriage and Civil Partnership (undergraduate and postgraduate on campus)				
Single	Married	Divorced	Widowed	Unknown
0.8%	0.5%	0.1%	0.0%	98.6%

Abbreviations:

Black, Asian, Minority, Ethnic	BAME
Black, Minority, Ethnic	BME
Equality, Diversity and Inclusion	EDI
Faculty of Architecture, Computing and Humanities	FACH
Faculty of Business	FOB
Faculty of Education and Health	FEH
Faculty of Engineering and Science	FES
Higher Education Institution	HEI
Human Resources	HR
Lesbian, Gay, Bisexual and Transgender	LGBT
Pro Vice Chancellor	PVC
Vice Chancellor Group	VCG

Glossary:

Equality Act 2010	The Equality Act 2010 (the Act) replaced the race, disability and gender equality duties with the public sector equality duty ('the equality duty' or 'the duty') on 5 April 2011. The equality duty covers nine protected characteristics which are set out in the Act. The equality duty applies to public authorities across Great Britain and relates to everything they do, including their decision-making, policy development, budget setting, procurement, service delivery and employment functions. The general duty requires public authorities in all their functions to have due regard to the need to: • eliminate discrimination and harassment; • advance equality of opportunity; and • foster good relations between people who share a protected characteristic and those who do not. These aims are supported by specific duties intended to improve performance on the general duty. In summary, listed public authorities in England are required to: *At least annually, publish information to demonstrate compliance with the general duty *At least every four years, prepare and publish one or more objectives that it thinks it needs to achieve to further any of the aims of the general equality duty. *Publish Gender Equality Pay Gap reports on 31 March 2018 for the first time and subsequently every year as part of their legal compliance.

Equality Objectives	As part of the Specific Duties within the Equality Act 2010- to improve performance on the General Equality Duty, public sector organisations are required to at least every four years, to prepare and publish one or more objectives that it thinks it needs to achieve to further any of the aims of the General Equality Duty.
Direct discrimination	This refers to less favourable treatment against an individual because of that person's protected characteristic
'Due regard'	To have 'due regard' means that in carrying out all its functions and day to day activities a public authority subject to the duty must _consciously_ consider the needs of the general equality duty: eliminate discrimination, advance equality of opportunity and foster good relations. How much 'due regard' is required will depend on the circumstances and in particular on the relevance of the needs in the general equality duty to the decision or function in question in relation to any particular group. The greater the relevance and potential impact on any group, the greater the regard required by the duty
Gender reassignment	The process of transitioning from one gender to another
Indirect discrimination	This is when a provision, criterion or practice is applied in a way that creates disproportionate disadvantage for a person with a protected characteristic as compared with those who do not share that characteristic, and this is not a proportionate means of achieving a legitimate aim.
Marriage and Civil Partnership	Marriage is defined as a 'union between a man and a woman'. Same sex couples can have their relationships legally recognised as 'civil partnerships'. Civil partners must be treated the same as married couples in a wide range of circumstances, such as employment, education, service provision and housing. Failure to do so would result in discrimination of the grounds of sexual orientation
Positive discrimination	Treating someone with a protected characteristic more favourably to counteract for past discrimination. It is generally not lawful although the duty to make reasonable adjustments which favour a disabled person.
Pregnancy and Maternity	Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth and is linked to maternity leave in the employment context. In the non-work context, protection against discrimination is for 26 weeks after giving birth and includes treating a woman unfavourably because she is breast feeding. After 26 weeks sex discrimination protection applies.
Protected Characteristics	These are the grounds upon which discrimination is unlawful. The characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
Public Sector Equality Duty	The duty on a public authority when carrying out its functions to have due regard to eliminate unlawful discrimination, harassment and victimisation, foster good relations and advance equality of opportunity.
Religion or belief	Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.
Transgender	An umbrella term for people whose gender identity and/or gender expression differs from their birth sex. They may or may not seek to undergo gender reassignment, including hormonal treatment and/or surgery. Often used interchangeably with 'trans'