



Manchester Metropolitan University's
Single Equality Scheme
December 2010 - 2013

Human Resources

Sept 2010

Contents

<i>Foreword</i>		<i>Page 3</i>
1. Introduction		<i>Page 4</i>
2. Single Equality Scheme Aims		<i>Page 5</i>
3. Consultation and Involvement		<i>Page 6</i>
4. Equality and Diversity Data		<i>Page 9</i>
5. Equality Impact Assessments		<i>Page 12</i>
6. Accountability and Responsibility		<i>Page 13</i>
7. Monitoring, review and reporting on Progress (including review of scheme)		<i>Page 14</i>
8. Contacts and Feedback		<i>Page 14</i>

Appendices

Appendix A	Legislation Framework	<i>Page 16</i>
Appendix B	Single Equality Scheme Action Plan	<i>Page 20</i>
Appendix C	EIA Policy Schedule	<i>Page 73</i>
Appendix D	Steps Taken to Develop SES	<i>Page 80</i>
Appendix E	Stakeholders involved in Consultation to Develop the Single Equality Scheme and Action Plan	<i>Page 82</i>
Appendix F	E&D Communication, Consultation & Engagement Strategy	<i>Page 90</i>
Appendix G	MMU Annual Equality and Diversity Report 2008/09 (includes data and E and D achievements to date)	<i>Page 101</i>
Appendix H	Equality Monitoring Data	<i>Page 125</i>
Appendix I	Equality and Diversity Policy	<i>Page 127</i>

Foreword

MMU has a strong culture that recognises, supports and celebrates diversity and equality. Through this Single Equality Scheme we will ensure that all our students, staff, and visitors, regardless of their gender, race, disability, age, religious beliefs or sexual orientation feel welcome, valued and supported.

I and my senior managers take our responsibilities for ensuring fairness and equality and addressing inappropriate and discriminatory behaviour very seriously. Through the Single Equality Scheme and action plan we will reinforce the message that discrimination, bullying and harassment and victimisation will not be tolerated.

In my foreword to the University's 2008/9 Equality and Diversity Annual Report I said that the impact of the recession would lead to a possible reinforcement of disadvantage, and affect the ability of students from different backgrounds to benefit from university education. The new Equality Act, which comes into force in October 2010, introduces a public sector duty to consider reducing socioeconomic inequalities. Whilst it is not yet known whether this duty will extend to higher education institutions MMU has already made a very clear and positive commitment to the regeneration of the local area and to reducing socioeconomic inequalities. Through our work to develop the new Birley Fields campus and as a partner in the Manchester Corridor we are already fully engaged with the local community and partners in the creation of opportunities and facilities for all.

We have made significant progress through our existing equality schemes and action plans however we still have work to do. I look forward to working with you all to ensure that we achieve the aims of our new Single Equality Scheme.

Professor John Brooks
Vice Chancellor

1. Introduction

- 1.1 MMU is proud of its diverse community of staff, students and visitors and is committed to creating a positive environment where everyone is treated with dignity and respect. The commitment to achieving best practice in the area of equal opportunities and promotion of diversity is reflected in our values:
- to respect the rights and views of the individual; and
 - to value and promote diversity.
- 1.2 The University's mission is to embrace equality and diversity by promoting and maintaining an inclusive and supportive environment where everyone can achieve their full potential. Our vision for equality and diversity is to ensure that all those with the potential to benefit from higher education have the opportunity to do so and to develop a more equitable and supportive environment for our staff. These commitments inform our equality policies, schemes and procedures, which assist in achieving the University strategic objectives.
- 1.3 The HR Strategy¹ (www.mmu.ac.uk/humanresources/pdf/hr-strategy.pdf) sets out the following priorities which underpin those commitments:
- to develop an environment that fosters employee well-being, respect for diversity and difference and in which there is no tolerance of unfair discrimination.
 - to be responsive to the diverse needs of our students and customers and clients, internal and external, in ways that are appropriate and professional
- 1.4 The Single Equality Scheme (SES) brings together three existing duties on race, disability and gender and extends the scheme to sexual orientation, religion and belief, age and transgender. The public sector duties that apply to higher education Institutions are outlined in **Appendix A** and referred to under Section 2 Single Equality Scheme Aims.
- 1.5 The inclusion of the seven strands² reflects and anticipates the introduction of the Equality Act 2010 which received Royal Assent on the 8th April 2010 and comes into force starting with the main provisions in October 2010.

¹ HR Strategy www.mmu.ac.uk/humanresources/pdf/hr-strategy.pdf

² Seven strands include: Race, Disability, Gender, Age, Sexual Orientation, Religion and Belief and Gender Reassignment

2. The Single Equality Scheme's Aims

- 2.1 This Scheme has been developed to give further momentum to the equality and diversity agenda. Our existing schemes, policies and action plans have enabled us to further our ambition to excel in equality and diversity best practice. As a matter of good practice to accommodate changes to legislation, we have decided to introduce a single equality scheme whereby we are able to identify our priorities and areas for improvement in the wider context of equality and cover all the seven equality strands³. The ambition is to promote equality and diversity in every area of the University's life.
- 2.2 The existing action plans and schemes have been reviewed as part of the development of this Scheme. The Single Equality Scheme action plan incorporates outstanding actions from previous schemes and identifies further actions and developments on new equality strands through the review process and through consultation and involvement with staff, student and external stakeholders. Details of this consultation and involvement are described further in section 3. Further information on achievement against the previous action plans for Race, Disability and Gender is available from the Equality and Diversity website <http://www.mmu.ac.uk/humanresources/equalities/positive/index.php> This Scheme therefore replaces the University's:
- Race Equality Policy and Action Plan (REAP)
 - Disability Equality Scheme (DES) and Action Plan
 - Gender Equality Scheme (GES) and Action Plan
- 2.3 Our equality scheme will identify issues of inequality relating to the specific and general duties as set out in **Appendix A**.

Through the Single Equality Scheme (SES) and Action Plan we aim to achieve the following objectives:

- **To promote dignity, respect and understanding within the University and the wider community as well as promote good relations between different groups.** We will achieve this through effective communication, raising awareness, gathering feedback and by providing opportunities to consult with and involve staff and students in the development and review of our policies and practices. We will involve the local community to ensure better understanding of the issues that lead to socio-economic inequality.
- **To attract, select and retain a diverse range of talented people to study at the University. To create an environment that**

³ Seven strands include: Race, Disability, Gender, Age, Sexual Orientation, Religion and Belief and Gender Reassignment

encourages and supports all students to actively engage with the University and realise their full potential. We shall enhance the student experience through equality monitoring, equality impact assessments and reviewing the relevant functions which will inform the following aspects of student experience:

- Admissions, Induction, Retention
 - Teaching & Learning, Curriculum, Assessment
 - Widening Participation, Lifelong Learning
 - Support for Students
- **To attract, select and retain a diverse range of skilled and competent people to work at the University. To create an environment that encourages and supports all staff to actively engage with the University and realise their full potential.** We shall enhance the staff experience through equality monitoring, equality impact assessments and reviewing the relevant functions which will inform the following aspects of staff experience:
 - Recruitment & Selection
 - Induction
 - Training and Development
 - Reward & Benefits
 - Support for staff
 - **To ensure campus buildings and infrastructure reflect the diverse needs of the University's community and provide an accessible and inclusive learning and working environment.** We will achieve this through addressing the University's environment, physical access and facilities/services and procurement processes by working collaboratively with the Facilities and Finance teams.
 - **To ensure that all the University's policies, practices and procedures are equality proofed.** We aim to achieve this through continuing to provide a framework to progress Equality Impact Assessments to remove practices that might have an adverse impact or discriminate thus ensuring equality best practice is fully integrated into University policy and working practices.

3. Consultation and Involvement

- 3.1** In developing the Single Equality Scheme we have applied the learning from the development and implementation of our Race Equality Action Plan, Gender and Disability Equality Schemes. This has been complemented by internal and external consultation activity. The involvement of key stakeholders has created ownership and commitment to working together in order to create a more equal and diverse institution.

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- 3.2** Staff, students and stakeholders engagement and consultation in the design of the scheme included:
- The delivery of seven Equality Matters Road shows across MMU. The road shows enabled the Equality & Diversity (E&D) Team to actively seek views on what staff and students felt the top equality priorities were for inclusion in the scheme;
 - Delivery of four equality focus groups (staff and students) to ascertain equality priorities;
 - Online consultation through the development of a dedicated SES webpage and online feedback forms to seek ideas on what should be included in our scheme;
 - Stakeholder SES consultation meetings with University and College Union (UCU), UNISON, the General, Municipal, Boilermakers and Allied Trade Union (GMB), Disabled Staff Forum (DSF), Gender Staff Forum (GSF), Black & Minority Ethnic (BME) Staff Forum and Students Union (SU) representatives:
 - Lesbian, Gay, Bisexual & Transgender (LGBT) Survey;
 - Three student equality surveys (one specifically targeted at disabled students)
 - Consultation with internal working groups and committees e.g. Diversity & Equal Opportunities Committee (DEOC);
 - External Consultation Exercise (pre and post draft)

- 3.3** **Summary of feedback:** Most people perceived Manchester Metropolitan University to be an equitable organisation and did not highlight any barriers or issues in relation to their study or working life at MMU.

Generally staff and students felt they are treated fairly and that there is a good level of awareness in relation to the cultural diversity of the local community/surrounding area of the University.

Issues regarding disabled access at some of the sites and provision of prayer rooms were seen as a priority by some people. Overall it was thought that the profile of equality and diversity at Manchester Metropolitan University needs to be considerably raised and more events around this need to be arranged in order to get people involved and recognise the benefits of equality and diversity within their roles and responsibilities.

Appendix E Provides a list of the key stakeholders we have engaged with in the development of this Scheme.

- 3.4** To assist in ongoing consultation a strategy for consulting and involving staff and students in equality and diversity work has been drawn up to ensure meaningful two way engagement, this can be found in **Appendix F**. This strategy will be communicated to all managers, staff and students via

manager briefings, a staff email, the equality & diversity website, equality staff forum meetings, the Students' Union and course representatives.

3.5 Mechanisms have been built into the scheme's action plan to ensure all stakeholders are consulted with and actively involved in addressing the actions and developments, including our special duty to actively involve (not just consult with) disabled people.

3.6 Specific duty to involve disabled people as well as consult MMU has already demonstrated commitment to engaging with disabled people, as required by the Disability Equality Duty and this will continue through delivery of the Single Equality scheme in the following ways:

3.6.1 The long term engagement of disabled people in the development, monitoring and improvement of the former Disability Equality Scheme, in particular:

- Through participation in accessible consultative arrangements established by the University; such as the 2008-2009 **MMU Student Consultation Project (SCP)** consisting of termly surveys and focus groups which has enabled the E&D Team to engage and consult with students on matters relating to all equality strands but in particular, disability. The final SCP focus group focussed solely on 'Accessibility of Library and Information Communication Technology Services for Disabled People'. Termly evaluation reports have been circulated in hard copy to the relevant contacts and have also been published on-line.
- The **Learner Development Service** also conducts regular surveys and reports on actions addressed through a 'You said, we did' board outside the LDS office and via the **Disability Network Group**.
- Through the establishment of **networks** to enable disabled people, both staff (**Disabled Staff Forum**) and students (**Disability Network Group**), to be involved in the development, monitoring and improvement of provisions to meet and anticipate needs (of which Student & Trade Unions are members);
- Through collaboration with external organisations such as the **Equality Challenge Unit, DisabilityGo, Jobcentre Plus** and **Employers' Forum on Disability (EFD)**. NB. In 2009, the University applied (with the support of disabled colleagues) for the EFD's **Disability Standard** award and achieved bronze.

3.6.2 The collection and continuous improvement of information about disability for staff and students, in particular:

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- Actions to encourage declaration of information to ensure the validity of data, and that it is kept up to date;
 - Through the use of data collected to monitor activities and outcomes as a basis for continuous improvement;
 - The development of targets for the recruitment, progression and employment of disabled students.

3.6.3 Equality Impact Assessment (EIA), in particular:

- The active involvement of disabled people in EIA;
- The active involvement of disabled people in the identification of data needs, especially around outcomes;
- The use of EIA to improve the outcomes experienced by disabled people.

4. Equality and Diversity Monitoring Data

4.1 Equality Monitoring Data at MMU

4.1.1 The University has a duty to publish annually equality monitoring data. **Appendix G**, the Equality and Diversity (E&D) Annual Report 2008/09 contains the most recent equality monitoring data which covers:

- Staff in post by gender, disability and ethnicity
- Staff leavers by gender, disability and ethnicity
- Student Enrolments by gender, disability and ethnicity
- Good Honours by gender, disability and ethnicity

4.1.2 The data in the 2008/09 E&D Annual Report showed a number of areas where MMU has exceeded institutional and sector targets mainly:

- Disability disclosure by staff was 6.6%, meeting the MMU Disability target set in 2004 of 5.8%⁴. This was greater than the sector average of 2.7%⁵.
- The adoption of the Two Ticks Standard may have contributed to improved success rates where even though less disabled people applied for employment with MMU in 2008/09 compared to 2007/08, there was a higher percentage of disabled job applicants gaining a first interview compared to those not known or not known to be disabled. This represents a 4% rise

⁴ Manchester Metropolitan University Disability Scheme 2006

⁵ Equality Challenge Unit, Equality in Higher Education – Statistical Report 2009 – Staff Disability Profiles (using 2007/08 data)

in the percentage of disabled job applicants being offered a position from 2007/08.

- MMU met all the institutional targets⁶ set in 2004 for ethnicity and with 10% of the MMU staff population classifying themselves as BME; this was higher than the sector average of 6.4%.
- The sector average for BME students was 17.2%⁷, but MMU had 23% of its students declaring themselves as BME.

4.1.3 The report's data statistics highlight areas for further improvement at MMU including:

- To increase the numbers of female academics and females at Academic Executive level.
- To reduce gender imbalances in Faculties, e.g. by increasing the numbers of female staff in Science and Engineering Faculty. (The work around Athena SWAN Charter will help to address this).
- To address the lower success rate of BME applicants at first interview and offer stages (this was lower than for white applicants in 2008 and 2009 by 6% and 7% respectively. This has remained a consistent issue over a number of years).
- To determine any reasons for the increase in the number of disabled staff leaving the University from 3% to 7% (2006/07 to 2008/09). The increase in staff disclosure may have a bearing on this figure.
- There was a 2% a drop in the percentage of BME Students being awarded a 1st or 2.i degree from 2007/08 to 2008/09.
- The number of both BME (41%) and White (63%) students being awarded a 1st or 2.i degree in 2008/09 was below the sector averages of 48%⁸ and 66%⁹ respectively.

4.2 Equality Monitoring Data developments at MMU

⁶ Institutional targets set in 2004 to be achieved by 2009 – Equality and Diversity Report 2009

⁷ Equality Challenge Unit, Equality in higher Education – Statistical Report 2009 – Student Ethnicity Profiles (using 2007/08 data)

⁸ Equality Challenge Unit, Equality in higher Education – Statistical Report 2009 – Student Ethnicity Profiles (using 2007/08 data)

⁹ Equality Challenge Unit, Equality in higher Education – Statistical Report 2009 – Student Ethnicity Profiles (using 2007/08 data)

4.2.1 Following the introduction of the University's Equality Impact Assessment (EIA) Project in 2007, it became apparent that reliable and accessible data was essential to be able to fully impact assess the University's policies and practices. The use of equality data is fundamental to identifying how policies and practices impact on staff and students from all equality groups (Age, Disability, Ethnicity, Gender, Religion and/or Belief and Sexual Orientation) and helping identify any negative impacts or areas of indirect discrimination within policies and assess progress in relation to equality.

4.2.2 Good progress has been made in developing systems and infrastructure to support the production of accurate and timely equality monitoring data reports. This has been achieved through successfully embedding equality reporting functions within the University's data tool; Uniview. This development enables managers and staff to quickly access and report on equality monitoring data for both students and staff. This assists managers in carrying out EIAs, supports monitoring for equality schemes (including this Single Equality Scheme), enables the provision of regular equality monitoring reports to University Committees and is the platform for the recent E&D Annual Report 2008/09 (**Appendix F**).

4.2.3 The E&D team have committed to making year on year improvements to the range of data collated and analysed. In 2009/10 working with the Recruitment and Selection (R&S) team within HR, the equality monitoring forms were updated and improved to include Religion and/or Belief and Sexual Orientation. In 2010/11 the team will work with PMI and Student Admissions to investigate the opportunity of collecting data on the equality strands Religion and/or Belief and Sexual Orientation to report on in 2011.

4.3 Equality Monitoring Data in the Future

MMU produces an annual Equality and Diversity report. The next report will be produced in December 2010. The first SES annual report will be produced in December 2011 and will report on progress made in the first year of the scheme's implementation. That report will also provide a wider review of data, covering all equality strands details of which can be found in **Appendix H**.

4.4 Embedding Equality Monitoring

Work is underway to investigate the feasibility of using equality monitoring reports (for staff and students) by Faculties as part of the business and strategic planning cycle. Outcomes of the current workforce planning pilot with Reward and Planning team, Equality and Diversity team and Hollings

Faculty will determine how Equality Monitoring reporting can be embedded as part of annual strategic planning exercises.

5. Equality Impact Assessments

- 5.1 The use of Equality Impact Assessments (EIA's) is fundamental to achieving not only legal compliance, but also to ensuring that an evidence base assessment informs policy development and implementation ensuring that services and practices are stripped of any potential to discriminate directly or indirectly.
- 5.2 Work on equalities impact assessments (EIA) is well established at MMU. To date in excess of 150 policies, both staff and student related, have been subject to an initial EIA screening. This has resulted in the identification of in excess of 30 policies requiring a full EIA which are listed in the EIA Schedule of work in **Appendix C**. To date 10 full EIAs have been completed.
- 5.3 The Annual Equality and Diversity Report 2008/09 in **Appendix G** (page 15) reported more recent detail about MMU's progress and outcomes arising from the recent EIA activity.
- 5.4 The Single Equality Scheme Action Plan highlights the key priorities for EIA activity over the next 3 years and work is ongoing to complete the remaining full EIA's already identified. Work is being undertaken to embed the EIA process into the University's approach to policy development. EIA will also be incorporated into the annual monitoring and review mechanisms. The aim is to embed EIA considerations into day to day practices and decision making. The EIA policy development guidelines have been produced and piloted in the Department of Human Resources. This has greatly assisted with equality proofing all new and revised HR policies as standard practice and the guidelines will be mainstreamed across all parts of the University during 2010/11.
- 5.5 An integral part of the EIA process is the involvement and consultation with equality groups. Work has been carried out to develop a number of processes to enable staff and students to engage with the EIA process without being subject to consultation fatigue. The Disabled, Gender and BME Staff Fora, Trade Unions and Student Unions have all been involved in the review and implementation of EIAs. The Single Equality Scheme Action plan sets out further opportunities to help embed the process and engage with all staff and students more actively to ensure that the way we conduct EIAs is fully inclusive and adds value to the development and review of policies at MMU.
- 5.6 Progress on EIA's is reported annually and will be included in the SES annual report which will be published for staff, students and stakeholders.

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- 5.7 MMU is now recognised as an exemplar and expert by the sector in EIA activity providing regular advice and guidance to a number of HEIs.

6. Accountability and Responsibility

6.1 The responsibility for delivering the equality agenda extends to every member of the organisation including management, those with an explicit remit for diversity and individual staff. The implementation of this scheme is therefore a shared responsibility amongst staff employed by MMU. In addition, key individuals have specific responsibilities as set out below:

- Overall responsibility for the Single Equality Scheme¹⁰ will sit with the Vice Chancellor and the Director of HR. This includes responsibility for ensuring that the scheme is communicated, implemented, monitored and continuously reviewed according to legislation.
- The Governing body will oversee the Universities progress with the scheme through regular agenda items at meetings of the Board. An identified member of the Board will be responsible for taking the lead on Equality and Diversity matters.
- The Diversity and Equal Opportunities Committee (DEOC) has a responsibility for ensuring that our aims regarding equality and diversity are met, fostering a working and learning environment in which all staff and students can fulfil their potential and for driving forward the implementation of the SES scheme. The Staff Equality Fora will support the implementation of the Scheme and action plans. Their role will include consultation and involvement with equality proofing university policies through their involvement in EIA.
- The Head of Organisation Development, Training and Diversity (ODTD) will ensure that staff and managers are aware of their responsibilities under this Scheme and current legislation and provide appropriate training and support to enable them to fulfil them.
- The Head of ODTD is responsible for the overall implementation and monitoring of the scheme and the action plan and will provide progress reports on an annual basis. The Equality and Diversity team within ODTD is responsible for supporting those responsible for delivering specific actions.

¹⁰ The single equality scheme includes the associated action plan, Equality and Diversity Policies and Equality related initiatives and projects

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- Deans, Directors, Heads of Department, Managers and Supervisors are responsible for promoting equality and diversity to students and staff. Additionally, line managers are responsible for ensuring that staff identified as having specific responsibilities engage with the scheme and carry out actions arising from the SES Action plan.
 - All members of staff, students, partners, service providers and suppliers in the University are expected to comply with the scheme, action plan and the Equality and Diversity Policy and ensure fair, equal and appropriate treatment in all aspects of work and study.

6.2 Monitoring, Review and Reporting on Progress

The annual Equality and Diversity Report will provide updates on the progress being made on implementing the Single Equality Scheme and its associated action plan. The annual report will set out the results of the review of the scheme, provide an update on progress against delivery of the Action Plan and notify any proposed revisions to the Scheme. .

Specifically, the reporting process will help us to:

- Ensure we are meeting our duties and are complying with equality legislation in respect of both staff and students.
- Identify any areas where further action needs to be taken to address inequalities.
- Review progress against Equality and Diversity objectives and institutional targets.
- Feed into the Universities strategic planning cycle.
- Provide an update on progress and outcomes with regard to Equality Impact Assessments.

6.2.1 The Scheme, action plan and subsequent annual progress reports will be published and circulated both internally and externally on the Equalities Website. Publishing the Scheme and impact assessment outcomes will help to demonstrate that the process leads to actual change and that the University is committed to promoting equality and diversity.

The Actions we have undertaken to arrive at this version of our Single Equality Scheme are outlined in **Appendix D**.

7 Contacts and Feedback

1. The SES is available online at: www.mmu.ac.uk/humanresources/equalities and can be made available in other formats on request. If you would like to comment on the scheme you can provide your feedback by sending an email to equalities@mmu.ac.uk or alternatively you can contact a member of the equality and diversity team below:

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