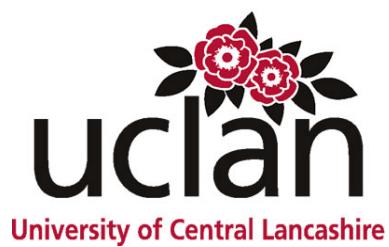




## UNIVERSITY OF CENTRAL LANCASHIRE

2016 - 2020

# EQUALITY, DIVERSITY & INCLUSION STRATEGY



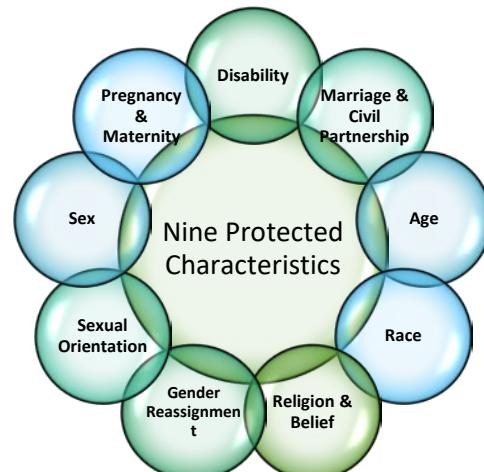
## CONTENTS

<a href="#">1.0 Vice Chancellor and Student President Welcome</a>	4
<a href="#">2.0 Who We Are</a>	5
<a href="#">3.0 Equality Context</a>	5
<a href="#">3.1 Definitions</a>	6
<a href="#">4.0 The Legal Framework</a>	6
<a href="#">5.0 Protected Characteristics</a>	7
<a href="#">5.1 Definitions</a>	8
<a href="#">6.0 Equality Objectives (2016 - 2020)</a>	9
<a href="#">7.0 Contribution and Engagement</a>	11
<a href="#">8.0 Data we keep and our Current Composition</a>	12
<a href="#">8.1 Why we Collect Data</a>	12
<a href="#">8.2 What we will Collect</a>	12
<a href="#">8.3 Staff and Student Composition and benchmarking</a>	13
<a href="#">9.0 How we Govern Equality</a>	14
<a href="#">10.0 Assessing our Impact</a>	14
<a href="#">11.0 Reporting our Progress</a>	15
<a href="#">12.0 Responsible Procurement</a>	15
<a href="#">13.0 Contacts and Support</a>	16

## APPENDICES

<a href="#">Appendix A: Equality, Diversity &amp; Inclusion Action Plan</a>	17
<a href="#">Appendix B: Equality, Diversity &amp; Inclusion Policy</a>	22
<a href="#">Appendix C: Equality, Diversity &amp; Inclusion Governance Chart</a>	24
<a href="#">Appendix D: Data we will Collate</a>	25
<a href="#">Appendix E: List of Equality Activities</a>	26

## PROTECTED CHARACTERISTICS





**2016 – 2020**

## **EQUALITY, DIVERSITY & INCLUSION STRATEGY**

### **UCLan's Vision, Values and Strategic Aims**

#### **Transforming Lives: Our Vision, Values & Strategic Objectives**

##### **University Vision:**

- We create positive change in our students, staff, business partners and wider communities, enabling them to develop their full potential by providing excellent learning, innovation and research.

##### **Values:**

- The pursuit of excellence in all that we do.
- Equality of opportunity for all, supporting the rights and freedoms of our diverse community.
- The advancement and protection of knowledge, freedom of speech and enquiry.
- Supporting the health, safety and wellbeing of all.

##### **Strategic Aims:**

- The University will create an inspirational student experience, enabling people, irrespective of their backgrounds, to fulfil their potential, develop as global citizens and meet their life and career goals.
- The University will be innovative and entrepreneurial in our approach to research and knowledge exchange in order to maximise our positive social, environmental and economic impact locally, nationally and globally.
- The University operates in a global market place. Our activities, from our internationally focused research to our curriculum and study opportunities will be international in their outlook.
- The University will continue to inspire positive change in organisations and people from all walks of life, enabling them to achieve their full potential.
- We will further strengthen our financial stability, growing income from a diverse range of sources, so enabling continual reinvestment in our people and infrastructure.

### **UCLan's Equality Objectives**

#### **UCLan Equality Objectives: (see [page 9](#) for more information)**

- Enriching our Culture of Valuing and Engaging People
- Ensuring Fair Processes and Inclusion
- Empowering People (Protected Groups)
- Embedding Diversity, Dignity and Wellbeing

If you have any comments or feedback on this Strategy, please email [equalityanddiversity@uclan.ac.uk](mailto:equalityanddiversity@uclan.ac.uk).

We are able to make this document available in a range of formats, e.g. hard copy, Braille, large print, on request. Should you or someone you know require this in an alternative format or if you have any comments on this strategy, please contact us at [equalityanddiversity@uclan.ac.uk](mailto:equalityanddiversity@uclan.ac.uk).

# 1.0 Vice Chancellor & Students' Union President Welcome



University of Central Lancashire (UCLan) is one of the UK's largest universities. With a student and staff community approaching 38,000, it is the fifth largest employer in the North West of England.

We wholeheartedly welcome and celebrate diversity at UCLan. This Equality, Diversity and Inclusion Strategy will ensure that we meet our legal commitments over the next four years and deliver our four equality objectives to demonstrate our commitment to 'transforming lives'.

We have a clear Equality and Diversity vision: '*to strengthen our welcoming culture of equality, diversity and inclusion for our diverse community of staff, students and visitors, and where everyone can feel safe, valued and supported*'.

UCLan has already achieved a great deal to drive the equality agenda forward and are conscious that the landscape is constantly changing with challenges ahead. We aspire to this Strategy becoming a 'living' document, laying new foundations to drive the agenda forward, enabling new ways of working together and allowing everyone a chance to fulfil their full potential.

Attracting a wide and diverse range of staff and students is essential to our continuing success and we seek that together, as a community, we are able to deliver a strategy that contributes to a vision that values and benefits us all.

**Professor Mike Thomas  
Vice-Chancellor**

UCLan Students' Union is a charity that thrives on the diversity of its members and we work hard to ensure that the voices of all students are valued, heard and acted upon.



We believe that we are all part of one campus community and work hard to ensure that equality, diversity and inclusion are essential parts of all of our activities.

The Union Plan 2016–20 clearly defines our values in equality and diversity and states: '*We want all students to play their part in the Union as we create a safe, inclusive campus*'.

With elected representatives for liberation groups, campaign events and access to NUS networks and training resources; we make sure that all students are empowered.

We hope that the University and the Union can work in partnership to create a strategy that will build a working and learning environment where diversity and equality are fundamental to who we are.

**Sana Iqbal  
Students' Union President**

## 2.0 Who We Are



The University of Central Lancashire (UCLan) in Preston was founded in 1828 as the Institution for the Diffusion of Knowledge. ‘Ex solo ad solem’, or in translation, ‘From the Earth to the Sun’, has been its motto ever since – helping people from all walks of life to make the most of their potential is what UCLan’s all about.

Today UCLan is one of the UK’s largest universities. With a student and staff community approaching 38,000, it is one of the largest employers in Preston. Internationally, we have academic partners in all regions of the globe and have an increasingly thriving campus in Cyprus. We strive to deliver a world-class academic reputation, firmly rooted in modern-day relevance and innovative thinking.

In 2015 the Centre for World University Rankings placed our University in the top 3.7 percent of all worldwide universities, highlighting the progress we have made in providing students with real-world learning experiences and reflecting our broad pool of academic talent. Our teaching programmes are delivered by 5 academic colleges formed in 2015 to help us modernise our structures.

We are now working towards a £200 million Campus Masterplan which over the next 10 years will create a world-class educational environment that blends new facilities with the creation of public, green spaces to benefit the University, the City of Preston, and the economy of the North West. This Plan is being informed by the local, regional, business and civic communities with whom we continue to build close relationships.

Our reputation as a regional economy powerhouse has been boosted through our strong track record in supporting graduate business start-ups. We are ranked as the leading UK university for incubated start-up businesses still active after three years of trading and in the last five years UCLan has helped over 1,000 students or graduates start a business or become self-employed; the second highest figure in the UK.

## 3.0 Equality Context

We have previously stated that “*At UCLan equality and diversity are at the heart of everything we do*”. This statement still applies today; we value our community of staff, students, partners and visitors; promote equality and diversity wherever we can, and now need to consider and develop new and innovative ways of progressing this important work for future generations of our University community. The statement takes into consideration the establishment of harmonised equality law over the last few years, our efforts to discharge our legal commitments, and our activities to promote equality, diversity and inclusion.

Our equality work has seen a range of policies and objectives being developed over the last few years, together with activities to promote excellence in this field, e.g. awards/accreditations such Athena SWAN, Two-Ticks, Investors in People, Stonewall Champions, etc. Information of these can be found on our [intranet](#) or [external](#) website. We have also delivered many activities and projects to help us with our equality work, working both internally and externally to meet equality goals. A list of these can be found in [Appendix E](#).

As part of this strategy we have retained and updated our Equality and Diversity Policy ([Appendix B](#)) as a statement of the values for us as a University community, and to demonstrate the scope of this work. This Strategy seeks to complement this document and provide the mechanisms in which we can work towards the vision of enhanced equality, diversity and inclusion.



We strive to ensure that: our equalities work is central to all policy development, decisions and practice; that employment, study and other services are genuinely accessible to everyone; and acknowledge that everyone has individual needs and the right to have these needs respected without discrimination. We will challenge and stop any discrimination we come across through our framework of dignity, respect and fairness.

It is important to us that we continue to provide a high quality learning experience for all of our students that meets their needs and empowers them to perform to the very best of their ability. Similarly, we want to provide an inspiring working environment for staff that enables them to work to the best of their ability.

UCLan is committed to focusing not just on equality of opportunity but also on equality of outcomes. This strategy provides an overarching framework with 'Equality Objectives' (see section 6.0) for advancing equality, diversity and inclusion. We have also decided to update our governance framework (see section 9.0) to support the implementation of this strategy.

### 3.1 Definitions

**Equality** can be described as work to promote equal opportunities, ensuring fair treatment and tackling discrimination.

We support the definition of Equality developed in the Equalities Review published by the government in 2007:

**'An equal society protects and promotes equal, real freedom and substantive opportunity to live in the ways people value and would choose, so that everyone can flourish. An equal society recognises people's different needs, situations and goals and removes the barriers that limit what people can do and can be'.**

**Diversity** is defined as 'valuing and understanding difference'.

## 4.0 The Legal Framework

The **Equality Act 2010 (the Act)** consolidated many pieces of anti-discrimination law into a single legal framework, aiming to simplify, strengthen and remove inconsistencies that previously existed. The Act requires us to have **due regard** (fair consideration and sufficient attention) to the following three **General Duties** ensuring we:

### Eliminate unlawful discrimination, harassment and victimisation

(e.g. remove any discriminatory behaviour, practices, etc. and taking a zero approach to discrimination)

### Advance equality of opportunity

(e.g. remove or minimise disadvantage, meeting the needs of people with protected characteristics, encourage participation where participation is disproportionately low)

### Foster good relations between people who share a characteristic and those who do not

(e.g. promote understanding between groups and tackling prejudice)

The law also outlines types of discrimination, i.e. direct, indirect, associative and perceived discrimination, descriptions of which can be found here ([Equality and Human Rights Commission: What is Discrimination](#)), an example of which is Direct Discrimination: *the act of being treated less favourably directly as a result of having a protected characteristic.*

We also have another piece of legislation to consider called the **Public Sector Equality Duty** which came into force in April 2011. This law give us **Specific Duties** to publish equality information annually and develop **Equality Objectives** (at least every four years) to help us meet the above duty. We must publish this information in a way that is accessible to the public. The focus of this law is to demonstrate how we deliver the above three general duties and also to provide transparency in how we respond to it.

The Equality Act requires us to consider equality in public procurement and, in a recent update of the Equality Act (2015), to publish gender pay gap figures annually on our website commencing April 2018. The Human Rights Act (1998) also provides for every individual's right to dignity, respect and fairness and the principles of the Modern Slavery Act 2015 need to be embraced through the Equality agenda.

## 5.0 Protected Characteristics

The Equality Act gives protection to people with nine varying 'Protected Characteristics' as follows.



A full description of these are shown overleaf.

As well as considering protected characteristics, we must also remember that all individuals have multiple characteristics or identities, and the intersection of those different identities should be considered wherever possible. In equality terms we talk about 'Intersectionality' which is people's identities and social positions being shaped by several factors at the same time, creating unique experiences and perspectives.

# Protected Characteristics: Definitions

The Nine Protected Characteristics		
<p><b>Age:</b> Refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18 - 30 year olds).</p> <p>In April 2011 there was a change in the law affecting retirement. In most cases workers can now retire when they are ready, rather than when their employer decides.</p>	<p><b>Disability:</b> A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.</p>	<p><b>Gender Reassignment:</b> Concerns trans people who propose to undergo, are undergoing, or have undergone a process (or part of a process) of having their sex reassigned.</p> <p>A person does not have to be under medical supervision to have the protected characteristic of gender reassignment. The Gender Recognition Act 2004 is also relevant.</p>
<p><b>Marriage &amp; Civil Partnership:</b> In England and Wales marriage is no longer restricted to a union between a man and a woman and now includes a marriage between a same-sex couple (this will also be the case in Scotland when the relevant legislation is brought into force). Same-sex couples can also have their relationships legally recognised as 'civil partnerships'.</p>	<p><b>Pregnancy &amp; Maternity:</b> 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. Protection for maternity is for 26 weeks after giving birth which includes treating a woman unfavourably because she is breastfeeding.  Single parents, all couples (including same sex) are included in policies, as are adoptive as well as natural birth parent(s).</p>	<p><b>Race:</b> Refers to the protected characteristic of Race. It refers to a group of people defined by their:</p> <ul style="list-style-type: none"> <li>• Race</li> <li>• Colour</li> <li>• Nationality (including citizenship)</li> <li>• Ethnic origins</li> <li>• National origins.</li> </ul>
<p><b>Religion &amp; Belief:</b> Religion relates to a particular system of faith, worship, values and practices that a group holds to be true and sacred, whilst 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 this equality definition.</p>	<p><b>Sex (gender):</b> A man or a woman – and therefore treating someone more or less favourably because of this identity.  In most contexts this is the 'legally defined sexual identity' which is determined at birth.</p>	<p><b>Sexual Orientation:</b> Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.  Lesbian, gay and bisexual staff, students and visitors are protected under the Equality Act. <i>We recognise there are a range of other sexual orientations and expressions not listed above.</i></p>

## 6.0 Equality Objectives (2016 to 2020)

Under the Equality Act 2010, the University must define its legislative requirements under the Act, together with specific and measurable ‘outcome-focused’ objectives.

In 2012 we developed a range of equality objectives in line with our legal duties. For example, we stated we would have:

- a student and staff community which reflects the diversity of the communities from which we recruit ([see page 13](#));
- an accessible and inclusive environment and integrated university community with mutual respect and tolerance where all staff and students can feel safe, valued and supported;
- courses and services which meet the needs of all our students.

Having reviewed the outcomes of these objectives, e.g. through meetings, reports, data monitoring and the vast amount of work that has taken place across the University to promote equality and eliminate discrimination for all protected characteristics, we have decided to relaunch and strengthen our commitment to equality, diversity and Inclusion by providing a clear and simple overarching framework, together with a brief action plan to help us monitor and deliver these objectives.

These new objectives were developed collaboratively with the University community, support our legal responsibilities and aim to be measurable. They also align with the University’s Strategic Vision 2020 which demonstrates our commitment to equality of opportunity at the highest level, for embedding inclusive practice and creating an inclusive environment.

### **UCLan’s Four Equality Objectives**

**Enriching**

**Our Culture of Valuing  
and Engaging People**

**Ensuring**

**Fair Processes  
and Inclusion**

**Empowering**

**People  
(Protected Groups)**

**Embedding**

**Diversity, Dignity and  
Wellbeing**

We have assigned specific tasks to these four new objectives as shown in our action plan in [Appendix A](#), page 18. A summary of these tasks are shown below.

<b>Objective 1</b>	<b>Valuing and Engaging People:</b>
<b>Desired Outcome:</b>	<i>Staff and students feel valued and engaged in terms of equality, diversity and inclusion</i>
<b>Why we chose it:</b>	<i>Key to moving and driving the equality, diversity and inclusion agenda forward. Being able to be yourself at work/study is fundamental to achieving your best.</i>
<b>What evidence informed us:</b>	<i>Staff Survey, Investors in People (Gold), Staff and student networks, Organisational KPI – ‘Proud to Work at UCLan’s, Staff/Student Experience Groups and Representatives, past and current engagement programmes and campaigns, staff/student awards, i.e. UCLan Stars and Golden Roses.</i>
<b>Key actions</b>	<ul style="list-style-type: none"> <li>• Communicating, engaging and working together to create dialogue, foster good practice and improve the staff and student experience.</li> <li>• Delivering programme to promote and celebrate equality, diversity and inclusion.</li> <li>• Delivering a zero tolerance culture in relation to discrimination and harassment.</li> <li>• Work with other public sector organisations, communities, employers and businesses in order to support the diversity and regeneration agenda and promote us as a University of choice.</li> </ul>
<b>Objective 2</b>	<b>Ensuring Fair Processes and Inclusion:</b>
<b>Desired Outcome:</b>	<i>Enhancing UCLan’s working and study environment. More consistency and fairness in all that we do. Our inclusion agenda is more prominent and broadly understood.</i>
<b>Why we chose it:</b>	<i>Ensuring fair access, equity and transparency in the way we deliver our business and services. Ensuring Equal Pay and Equality Impact Assessments are delivered.</i>
<b>What evidence informed us:</b>	<i>Equal Pay gaps, equality reports, surveys, staff networks.</i>
<b>Key actions</b>	<ul style="list-style-type: none"> <li>• Modernising equality governance arrangements to empower senior leaders and leads to contribute to the equality agenda in a way that delivers greater impact.</li> <li>• Achieving Athena Swan Charter Marks for all Colleges and a Race Equality Mark Institutional award.</li> <li>• Delivering a range of equality, diversity &amp; inclusion training.</li> <li>• Carrying out equal pay audits.</li> <li>• Improving processes for collating, monitoring and reporting of equality data. Using ‘intelligent’ data, reducing ‘unknown’ figures, and enhancing trust and transparency in why we collating data.</li> <li>• Reviewing use of Equality Impact Assessments (EIA) to ensure it is fit for purpose.</li> <li>• Ensuring accessibility is a key component of all campus life and developments.</li> <li>• Delivering an inclusive approach to teaching and learning, research and innovation, and enhance disability and inclusion awareness.</li> <li>• Reviewing new and flexible ways of working and learning.</li> </ul>
<b>Objective 3</b>	<b>Empowering People (Protected Groups):</b>
<b>Desired Outcome:</b>	<i>Empowering staff and students to succeed to the best of their abilities, irrespective of their characteristics.</i>
<b>Why we chose it:</b>	<i>Ensuring compliance, commitment and best practice. Focus on improvements for specific protected groups.</i>
<b>What evidence informed us:</b>	<i>Previous equality objectives, work and projects, e.g. student progression and retention, equality reports, staff and student networks.</i>
<b>Key actions</b>	<ul style="list-style-type: none"> <li>• Ensuring diversity is reflected in decision-making bodies, e.g. boards, committees and groups.</li> <li>• Enhancing accessibility of the physical and virtual environment including disability support and inclusive buildings within the 2020 Master plan.</li> <li>• <b>Students:</b> access, retention, attainment and progression <ul style="list-style-type: none"> <li>▪ Delivering projects to address differential degree attainment, admissions and retention of BME students.</li> <li>▪ Ensuring students are aware of welfare support out of classrooms.</li> <li>▪ Reviewing recruitment and attainment gap for male students.</li> <li>▪ Investigating ‘reasons for leaving’ for students from protected groups.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ Reviewing DSA uptake and monitoring the impact of DSA changes.</li> <li>▪ Reviewing support needs of student carers.</li> <li>▪ Reviewing welfare issues of poorer students.</li> <li>• <b>Staff:</b> recruitment, development, performance and support           <ul style="list-style-type: none"> <li>▪ Improving representation of women and BME staff in senior leadership, academic and professional support positions.</li> <li>▪ Improving the experience of lesbian, gay, bisexual and trans people.</li> <li>▪ Implementing a process and guidance for supporting the management of staff and students undergoing gender reassignment.</li> <li>▪ Impact Assessing key policies and decisions.</li> </ul> </li> </ul>
<b>Objective 4</b>	<b>Embedding Diversity, Dignity and Wellbeing:</b>
<b>Desired Outcome:</b>	<i>Enhancing the way we embed diversity, dignity and wellbeing in all of our functions and services. Ensuring everyone has a role to play in improving our environment, culture and behaviour.</i>
<b>Why we chose it:</b>	<i>Good practice, Improving the way diversity, dignity and wellbeing is delivered and perceived by student and staff populations. Individual and organisational benefit.</i>
<b>What evidence informed us:</b>	<i>Equality work, Surveys, staff and student networks and good practice.</i>
<b>Key actions</b>	<ul style="list-style-type: none"> <li>• Recognising and celebrating progress and success.</li> <li>• Ensuring equality training supports and develops individuals e.g. training on unconscious bias.</li> <li>• Ensuring that this strategy feeds into other University-wide strategies.</li> <li>• Strategically embedding the management, monitoring and reporting framework for equality, diversity and inclusion into the planning and performance management framework.</li> <li>• Developing University guidance on equality in procurement regardless of level of spend.</li> <li>• Ensuring staff and student support services are promoted and accessible to encourage inclusion, good health and wellbeing.</li> <li>• Improving staff/student awareness and engagement of volunteer opportunities in the local community.</li> </ul>

## 7.0 Contribution and Engagement

We continually strive to engage with our staff, students and wider community on equality matters. For example, internally through staff and student committees, networks, groups, the student union, equality leads, people who work with various equality awards and the trade unions. These groups provide fora for discussion on policies, practices and general equality matters, with some groups specifically focusing on a protected characteristic for staff and/or students, or a general equality matter.



For example:

*Our Equality and Diversity Leads Network helped to strengthen our approach to Equality Impact Assessments to ensure that equality and diversity is embedded at every level of the University and crucially, at the right stage of decision making.*

*In 2014 we embarked on a journey to improve student attainment, acknowledging that there were disproportionalities across the protected groups. This resulted in a range of measures being in place such as study skills sessions and we are now seeing attainment improve across the board, including for those students with protected groups.*

Externally, we closely work with equality organisations such as the Equality Challenge Unit to further learn and share good practice, which includes launch events for Athena SWAN and Race Equality Charter Marks. We also continue to review sectoral advice and guidance from other organisations such as the Equality and Human Rights Commission, the Leadership Foundation, Stonewall etc. and from the equality networks we attend. We also draw on good practice at regional level, working with local communities, partners and other Universities, for example, the North West Equal Opportunities and North West Athena Swan Networks. We also have a Community Ambassador who chairs our Creative Communities Group and proactively works in the community supporting a range of events such as an UCLan's Annual Diversity Conference, Preston Pride and Lancashire Racial Equality and Diversity Council. A list of staff and student activities are shown in [Appendix E](#).



As part of our equality objectives, we will review practical ways that we can positively support, work with, collaborate and impact on our internal and external communities. The outcomes of this review will help form our Engagement and Communications Strategy led by Marketing.

This strategy document has followed a consultation and approval process to ensure wide contribution and approval at the highest level of the University. We also considered a range of reports and evidenced-based data in developing our objectives and strategy.

## 8.0 Data we keep and our current Composition

As part of meeting our legal duties, a range of information and data (quantitative and qualitative) is collected from a variety of sources including:

- staff and student data from our records system
- staff and student data from HESA annual returns
- staff recruitment monitoring forms
- student and staff surveys or consultations
- internal and external organisations and reports, e.g. census data and the Equality Challenge Unit.

**DATA**

### 8.1 Why we collect data

We monitor our progress by collecting, storing and analysing data on all protected characteristics to help us to:

- set useful equality objectives and measure progress against them;
- understand the impact of our policies, practices and decisions and plan them more effectively;
- take steps to meet the needs of staff and student from different protected groups;
- identify if there are any actions we can take to avoid discrimination and harassment, advance equality or foster good relations;
- benchmark our performance against previous years and other organisations, nationally and locally;
- identify what the key equality challenges are for us.

Collecting data helps us to inform and improve our evidence base, identifying inequities and imbalances, barriers and gaps, improvements that have and can be made and the goals we have achieved. We can then set future targets and objectives to continue on a path of progress.

### 8.2 What we will collect

We collect data on a range of areas such as the numbers and percentages of people who share a protected characteristic, for example, staff members by grade, role, contract type, etc. We will also collect data on members of decision making bodies/committees, recruitment, promotion and grievance workplace processes, as well as equal pay data. We will further publish a range of data for students including type of study, admissions, retention, progression and attainment data. A comprehensive list can be found in [Appendix D](#).

## 8.3 Our Staff and Student Composition and Benchmarking Data

A brief overview/dashboard on the composition of our staff and student community provided by the above data sources is shown below:

Protected Characteristic	HESA Student Profile: 2014/15. Of a student population <sup>(1)</sup> of 25,655 we recorded the following:	HESA All Staff Profile: 2014/15. Of a total staff population of 2,615 we recorded the following:	Data from Preston's College Report <sup>(2)</sup> (Preston Data as at 2011 Census)	2011 Census Data <sup>(3)</sup> Census data England & Wales
Sex	<ul style="list-style-type: none"> <li>56% female and 44% male.</li> </ul>	<ul style="list-style-type: none"> <li>58% female and 42% male.</li> <li>Our pay gap figure (median) according to 2014/15 HESA is approximately 8.4%.</li> </ul>	<ul style="list-style-type: none"> <li>50% female and male.</li> </ul>	<ul style="list-style-type: none"> <li>51% females and 49% males</li> <li>Office for National Statistic shows a 2014 pay gap of 14.2% for men and women working full time, in comparison to 15.7% for 2013.</li> </ul>
Ethnicity	<ul style="list-style-type: none"> <li>73% White, 23 % BME and 3.5% Unknown / Info refused, Note Home and EU students recorded as 17% BME.</li> </ul>	<ul style="list-style-type: none"> <li>85% White, 10% BME, 3.5% Info Refused and 1.5% Unknown.</li> </ul>	<ul style="list-style-type: none"> <li>76% White-British, 3.5% any other White Background, 10% BME and 1% Mixed. Remaining 6% is various ethnic groups representing less than 1.0% of population.</li> </ul>	<ul style="list-style-type: none"> <li>80% White background, 17% BME, 2.5% mixed and 0.1% other.</li> </ul>
Disability	<ul style="list-style-type: none"> <li>10% declared a disability.</li> </ul>	<ul style="list-style-type: none"> <li>3% declared a disability</li> <li>Note: HR reports a figure of 4%.</li> </ul>	<ul style="list-style-type: none"> <li>9% of the population have a long term illness or disability which limits their activities and 9% which slightly impacts their activities.</li> </ul>	<ul style="list-style-type: none"> <li>18% disabled</li> <li>(nearly 1 in 5 people in England and Wales reported a disability that limited their daily activities)</li> </ul>
Age	<ul style="list-style-type: none"> <li>38% were 21 &amp; under</li> <li>18% between 22-25</li> <li>21% between 26-35</li> <li>22.5% 36 and over.</li> <li>Of these 65% were full-time students of 21 &amp; under and 39% part-time of 36 &amp; over.</li> </ul>	<ul style="list-style-type: none"> <li>22% of staff were 34 &amp; under</li> <li>41% between 35-49</li> <li>35.5% between 50-65</li> <li>1% 66 &amp; over.</li> </ul>	<ul style="list-style-type: none"> <li>6% of the working population is 19 &amp; under and 22% 20-29. 50% of the population was 30-49.</li> <li>Preston has a higher proportion of working population between the ages of 16-29 than the rest of England.</li> </ul>	<ul style="list-style-type: none"> <li>9% of the population were 0-14, 33% 15-64 and 64+ 7%.</li> </ul>
Religion & Belief	<ul style="list-style-type: none"> <li>76% declared their religion, 3% preferred not to say and 21% were Unknown. 33% Christian, 9% Muslim and 32% no religion.</li> </ul>	<p><i>Note: data from HR database:</i></p> <ul style="list-style-type: none"> <li>51% declared their religion, 24% preferred not to say and 25% were unknown. 29% Christian, 2.5% Muslim and 16% no religion.</li> </ul>	<ul style="list-style-type: none"> <li>16% Christian, 11% Muslim, 18.5% no religion.</li> </ul>	<ul style="list-style-type: none"> <li>Christianity 59%, Muslim 5%, 25% no religion, 4% other, and 7% not stated.</li> </ul>
Sexual Orientation	<p><i>Note: data source 2014/15 ED Report</i></p> <ul style="list-style-type: none"> <li>62.5% Heterosexual/Straight, 3% Gay/Lesbian, 1% Other, 4.5% Prefer not to say and 29% Unknown</li> </ul>	<p><i>Note: data from HR database:</i></p> <ul style="list-style-type: none"> <li>48% Heterosexual/Straight, 1% Gay/Lesbian, 29% Prefer not to say and 22% Unknown.</li> </ul>	<ul style="list-style-type: none"> <li>Not disclosed.</li> </ul>	<ul style="list-style-type: none"> <li>94% Heterosexual/Straight, 1% Gay/Lesbian, 0.5% Bisexual, 0.5 "Other" and 4% Don't know, refused answer or No response. 2.5% 16 to 24-year-olds identified themselves LGB.</li> </ul>

**Notes:** Data has been rounded up or down to nearest .5%.

(1) International students not included within student figures. (2) Figures obtained from Preston's College Workforce Equality and Diversity Strategy 2016 – 2019 (uses Office for National Statistics 2011 Census data). (3) Figures obtained from the Office for National Statistics. Population on UK census day 2011 recorded as 63.2 million with 53.0 million people living in England.

## 9.0 How we Govern Equality

In order to lead a strong and cohesive equality strategy, we recognise the need to set clear monitoring and reporting structures to enable us to achieve our objectives. Our governance framework is currently being strengthened to identify robust leadership, accountability and responsibility from local level through to the University Board.

The Equality & Diversity Executive Group (EDEG) chaired by a Deputy Vice Chancellor is the decision making body and lead on strategy. It will, for example, ensure compliance with annual data monitoring and reporting responsibilities, guide Equality Impact Assessments and oversee any equality projects or awards that are being implemented. Outcomes from this group are reported to Academic and University Boards for their approval of annual reports.

Other groups include:

- **Staff & Student 'Voice' Groups:** Staff Equality/Liberation Networks
- **Staff & Student 'Support' Groups:** Equality Network groups, SU Welfare & Liberation Forum
- **Excellence:** Charter Marks, accreditations, e.g. Athena Swan and Race Equality Mark Assessment groups.

We also have the Student Experience Committee, chaired by a Pro-Vice Chancellor, which has strategic lead for any student equality matters.

Approval of any strategy will be passed through the Senior Executive Team, University and Academic Boards. An illustration of our governance structure can be found in [Appendix C](#).

## 10.0 Assessing our Impact

The law requires us to assess the impact of our policies and practice with regards to equality and diversity. This involves looking at our equality information and the results of any engagement to understand the impact, or potential impact, of our policies, practices or decisions on people with different protected characteristics. 'Policies and practices' includes the full range of policies (formal and informal), procedures, processes, practices and decision-making. This will help us to identify practical steps to tackle any negative impacts or opportunities to advance equality.



The law does not specify how we should undertake our assessments. However, we continue to use an Equality impact assessments (EIAs) toolkit developed in 2009 to enable us to have a well-documented records and consistent systematic approach to assessment, and ensure that:

- we consider the needs of people in all policies, practices and decisions
- our policy making is more effective and can allow for consultation between users and key stakeholders
- by using good evidence and analysis at the correct time, that it becomes part and parcel of the decision-making process.
- It enables us to promote the importance of equality, diversity and inclusion.

Training is provided on the use of the toolkit on a regular basis. As part of our new strategy, we will review whether the toolkit is 'fit for purpose', i.e. whether to continue with this impact assessment approach, simply update it or develop a new impact assessment approach. We will also evaluate the EIA's that have been carried out strategically target future assessments.

## 11.0 Reporting our Progress

As part of our legal responsibilities we need to publish our objectives and the progress of our strategy on an annual basis, in areas ensuring public access to this information. Our policy, strategy, monitoring data, equality objectives and reports are available on our [Equality and Diversity website](#). We will also publish other useful information on the website.

Our Annual Equality Report will assess our progress against benchmarking and goals. The report will include:



- progress made against our Equality Objectives, with relevant key points;
- monitoring and analysis of staff and student diversity profiles;
- relevant activities and partnership working which has taken place;
- any proposed revisions and recommendations; any future legal or strategy developments which are being developed in the sector.

## 12.0 Responsible Procurement

The University recognises that procurement is a way of influencing other bodies and individuals to review their own equality practices. We ensure that our procurement policies and practices support our corporate strategies by:

- insisting that our appointed contractors share and help deliver our equality goals;
- making sure our tendering and selection processes positively address and include equality considerations;
- rigorously monitoring our contracts for compliance;
- including appropriate terms and conditions;
- training staff in equalities issues for procurement;
- using our influence and purchasing power to drive forward our vision, to help eliminate prejudice, discrimination and disadvantage.

We shall continue to raise awareness of the importance of equality in all aspects of University procurement business and seek to ensure that the terms of contracts with outside providers of goods or services (public, private company or voluntary organisation) assess compliance with relevant equalities legislation.

We will also review sustainable procurement where we can, i.e. socially and ethically responsible purchasing, minimising environmental impact through the supply chain, delivering economically sound solutions and delivering good business practice.

## 13.0 Contacts and Support

If any staff, student visitor would like further information about our Strategy or Objectives, wishes to offer feedback or receive this information in another format, please contact the Equality, Diversity and Inclusion team: [equalityanddiversity@uclan.ac.uk](mailto:equalityanddiversity@uclan.ac.uk).

If any further support is needed in equality matters, please contact the below:



### Staff Support:

- Human Resources SOUL (Shaping Our UCLan Life) support pages: <https://intranet.uclan.ac.uk/ou/hr/resource-centre/SitePages/Home.aspx>
- Staff equality groups/networks: <https://intranet.uclan.ac.uk/process/equality-diversity/staff-network-groups/Pages/Staff-Network-Groups.aspx>
- UCLan Mediation: <https://intranet.uclan.ac.uk/ou/hr/Pages/Mediation.aspx>
- Trades Unions representatives.



### Student Support:

Links to a range to a support available such as Welfare, Medical Centre, Care Leavers Support, Multi-Faith Centre, Counselling Service, Disability Services, Mental Health Support, Peer Mentoring, The Pre-School Centre and more.

[http://www.uclan.ac.uk/study\\_here/student\\_support.php](http://www.uclan.ac.uk/study_here/student_support.php).



## Equality, Diversity & Inclusion Action Plan (2016-20)

<b>Objective 1</b>		<b>Valuing and Engaging People:</b>			
<b>No</b>	<b>Aim/Objective</b>	<b>Evidence/Expected Outcome</b>	<b>Lead/s</b>	<b>Time</b>	
1	Communicating, engaging and working together (staff, students, visitors, partners, suppliers, local/global community and employers) to create dialogue, foster good practice and improve the staff and student experience through a communications and engagement strategy to drive the equality, diversity and inclusion strategy forward.	Communication and engagement strategy developed and delivered over the next 4 years through dialogue, presentations, networking, events, newsletters, etc. EDI Strategy widely promoted to all including Senior Leaders, Head of Schools, Deans, staff, students, etc. Activities evidenced in Annual Equality Report.	EDEG E&D Team	Annually 2016-2020	
2	Delivering inspiring leadership and a vibrant programme of activities to promote/enhance equality, diversity and inclusion and celebrate our diverse and inclusive environment.	A range of activities developed and delivered including an annual Diversity Conference, regular equality networks events and training for E&D Leads. Calendar of events e.g. Black/LGBT History week created on-line. Reported in Annual Equality Report.	E&D Team HR Dev Team CCG Equality Networks Marketing	Annually 2016-2020	
3	Delivering a zero tolerance culture in relation to discrimination and harassment, and challenging discrimination and stereotypes through awareness raising activities and training events.	Activities such as projects, awareness raising and training planned and delivered. Updated Dignity and Respect Policy. Activities delivered to promote positive behaviour e.g. the Human Rights FREDA principles: Fairness, Respect, Equality, Dignity, Autonomy. Reported in Annual Equality Report. Stronger links to mediation.	E&D Lead HR Dev Team	2016-17	
4	Continue to work with other public sector organisations, community, employers and businesses in order to support the diversity and regeneration agenda, promoting us as a University of choice in which to learn, work and visit.	Dialogue and network meetings with other partners with collaborations and sharing good practice evidenced. Reported in Annual Equality Report.	E&D Lead	Annually 2016-2020	

<b>Objective 2</b>		<b>Ensuring Fair Processes and Inclusion:</b>		
<b>Desired Outcome:</b>		Enhancing UCLan's working and study environment. More consistency and fairness in all that we do. Inclusion agenda more prominent and understood.		
<b>Why we chose it:</b>		Ensuring fair access, equity and transparency in the way we deliver. Ensuring Equal Pay and Equality Impact Assessments are delivered.		
<b>What evidence informed us:</b>		Equal Pay gaps, equality reports, surveys, staff networks.		
<b>No</b>	<b>Aim/Objective</b>	<b>Evidence/Expected Outcome</b>	<b>Lead/s</b>	<b>Time</b>
5	Modernising governance arrangements to ensure that all senior leaders and equality leads are able to broadly contribute to the equality agenda in a way that delivers greater impact and to ensure compliance with the Equality Act 2010.	Compliance with Equality Act and governance arrangements developed and disseminated. Greater monitoring, transparency and accountability evidenced.	E&D Team EDEG SET	2016
6	Achieving Athena SWAN Charter Marks for all Colleges and a Race Equality Mark Institutional award.	Bronze Institutional awards for Athena SWAN and Race Equality Charter Mark achieved in 2017. A Silver Award for Athena SWAN by 2019. Two Colleges to achieve 'departmental' awards in 2016-17. By 2020 all 5 Colleges to have Bronze Awards, with some achieving Silver. Aim, objectives and benefits of Charter Marks promoted widely, e.g. through case studies, posters, etc.	Athena Swan officer E&D Team Self-Assessment Teams	2016-20
7	Delivering training ensuring: fair admissions processes for staff and students; induction, training, promotion and development of all staff; mandatory equality training, unconscious bias training; leadership skills; student union induction/training; and any other equality, diversity and inclusion themes for staff and students.	Good range of training available annually to support equality, diversity and inclusion. Training schedule developed, delivered, monitored and greater monitoring and accountability evidenced. Activities reported in the Annual Equality Report.	E&D Team HR HR Dev Team	2017-2020
8	Carrying out equal pay audits taking into account new law and the ability of managers to safeguard against inequality through appropriate use of pay processes.	Equal Pay Audit in 2017 and 2020. Actions arising from Audit delivered. Training provided to ensure fair and robust processes are delivered.	E&D Team HR HR Dev Team	2017 & 2020
9	Improving processes for collating equality data, monitoring and reporting across the nine protected characteristics, ensuring that both qualitative and quantitative information is available to inform decision making and action.	Processes/standardisation of data collection implemented, e.g. for annual reporting, Charter Marks etc. with key messages and trends. Enhanced trust/transparency in why we collate data and improved disclosure rate. Activities delivered to reduce 'unknown' data achieved through a communication exercise with staff and students. Evidenced in Annual Data Report.	E&D Team HR LIS	Annually 2016-20

10	Reviewing the use of Equality Impact Assessments (EIA) process to ensure screening and analysis is fit for purpose and deliver outcomes to implement and enhance ethical and business practice, as well as fulfilling legal duties.	Streamlined EIA process implemented; with differing levels of EIA for different activities. EIA's used effectively in a way that ensures inclusive policies and decision-making. EIA Toolkit reviewed, updated and accessible on the intranet site. Internally developed and staffed training delivered. Evidence of HR policy development/ guidance in partnership with the Trade Unions. Links to central Policy development. Activities reported in Annual Equality	E&D Team EDEG HR Trade Unions	2016-17
11	Ensuring accessibility is a key component of all campus life and developments; and providing evidence to deliver services that meet the needs of students, staff and the community that we serve.	Disseminating 'inclusive building' approach through dialogue, presentations and networks and in the 2020 Masterplan. Accessibility survey delivered to capture the needs of all.	E&D Team FM LIS	2016-17
12	Delivering an inclusive approach to teaching and learning, research and innovation, and enhance disability and inclusion awareness.	Inclusive approaches, e.g. inclusive curriculum, reviewed and reported upon. Forums delivered to discuss needs.	E&D Team DAG network Equality Networks SU	2016-17
13	Reviewing new and flexible ways of working and learning, fostering a proactive and holistic approach in all that we do so that everyone can flourish and succeed to the best of their abilities.	Innovative and flexible ways of working and learning reviewed, e.g. work-life balance, support for single parents and carers (network opportunities explored) and recommendations delivered, e.g. assess, through consultation with staff, the needs for support for caring responsibilities. EDI team to link with Student Disability support team to devise strategies and toolkits for teaching staff and students to mainstream reasonable adjustments	E&D Team HR SEC	2017-18

<b>Objective 3</b> <b>Empowering People (Protected Groups):</b>			
<b>Desired Outcome:</b>	Empowering staff and students to succeed to the best of their abilities, irrespective of their characteristics.		
<b>Why we chose it:</b>	Ensuring compliance, commitment and best practice. Focus on improvements for specific protected groups.		
<b>What evidence informed us:</b>	Previous equality objectives, work and projects, e.g. student progression and retention, equality reports, staff and student networks.		
No	Aim/Objective	Evidence/Expected Outcome	Lead/s
			Time

14	Ensuring that the diversity of our staff, students and community is reflected in decision-making bodies, e.g. boards, committees and groups. To review research into these barriers.	Commitment evidenced through delivery of presentation to Senior Leaders, Heads of Schools, Deans, etc. Recommendations made on review of barriers. Review of research decision-making bodies delivered and recommendations made.	Academic/SLT Board E&D Team EDEG / SET	2016-17
15	Enhancing accessibility of the physical and virtual environment to provide an inclusive environment in which to learn, work and visit. Take account of disability support and inclusive buildings within the 2020 Master plan.	See Objective 2, action 10 and 11 above. Importance of accessibility is clearly promoted. Virtual environment is reviewed for accessibility.	E&D Team FM LIS / DAG Disability Network	2016-17
16	<p><b>Student activities to address specific challenges in access, retention, attainment and progression</b></p> <p>a. Addressing barriers, differential degree attainment, retention and progression of BME students.</p> <p>b. Reviewing recruitment and attainment gap for male students.</p> <p>c. Investigating reasons for leaving for students from protected characteristic groups, e.g. monitor the progress of widening access students, e.g. in year 2 &amp; 3.</p> <p>d. Ensuring students are aware of welfare support out of classrooms.</p> <p>e. Reviewing DSA uptake and monitoring impact of DSA changes.</p> <p>f. Reviewing support needs of student carers.</p> <p>g. Ensuring welfare issues of poorer students are reviewed.</p>	<ul style="list-style-type: none"> <li>• Challenges researched and report/s delivered with recommendations.</li> <li>• Through the RECM attainment gap of BME students examined, recommendations made and action plan in place to reduce the gap.</li> <li>• Broadened understanding of the challenges faced by minority students and their reasons for leaving.</li> <li>• Targeted programmes delivered and monitored.</li> <li>• DSA/ reasonable adjustments uptake improved through collaboration between EDI team and Student Services. Disability support mainstreamed. Sharing of good practice evidenced through communication with EDI networks, and presentations.</li> </ul>	E&D Team SEC SU Student Support Academic Board	2016-17
17	<p><b>Staff activities to address specific challenges in recruitment, development, performance and support:</b></p> <p>a. Improving representation of women and BME staff in senior leadership, academic and professional support roles.</p> <p>b. Improving the experience of lesbian, gay, bisexual and trans people through the implementation and dissemination of good practice.</p> <p>c. Implementing process and guidance supporting for staff and students undergoing gender reassignment.</p> <p>d. Impact Assessing key policies and decisions.</p>	<ul style="list-style-type: none"> <li>• Targeted support in promotions and careers development.</li> <li>• LGBT staff network supported. Work with external Lancashire LGBT and Stonewall evidenced. Stonewall Workplace Index ranking significantly improved (currently 260 out of 415).</li> <li>• Trans guidance policy written and disseminated.</li> <li>• Key policies equality impact assessed.</li> <li>• Activities delivered to promote the University as an employer of choice.</li> </ul>	E&D Team HR / Dev Team SET & SLT Athena Swan (AS) & Race Equality Mark (RECM) SATS	2017-18

<b>Objective 4</b>		<b>Embedding Diversity, Dignity and Wellbeing:</b>						
<b>Desired Outcome:</b>		Enhancing the way we embed diversity, dignity and wellbeing in all our functions and services. Ensuring everyone has a role to play in improving our environment, culture and behaviour.						
<b>Why we chose it:</b>		Good practice, Improving the way diversity, dignity and wellbeing is delivered and perceived by student and staff populations.						
<b>What evidence informed us:</b>		Equality work, Surveys, staff and student networks and good practice. Individual and organisational benefit.						
No	Aim/Objective	<b>Evidence/Expected Outcome</b>	<b>Lead/s</b>	<b>Time</b>				
18	Recognising and celebrating progress and success throughout the University community. Promoting that equality is an integral part of ' <i>making important things happen</i> '.	See Objective 1, actions 1 and 12 above. Activities delivered, promoted and reported to celebrate diversity and successes. Diversity Conference delivered annually.	E&D Team EDEG CCG SU AS & RECM SATs	Annually 2016-20				
19	Strategically embed the management, monitoring and reporting framework for equality, diversity and inclusion into the planning and performance management framework of the University.	Work with the senior management team, e.g. Registrar, to embed good practice. Greater monitoring, transparency and accountability evidenced and reported in the Annual Report	E&D Team Registrar EDEG	2016-17				
20	Ensuring that equality training supports and develops individuals e.g. training on unconscious bias, and links into institutional organisational change.	HR Development team to report on delivery, monitoring and uptake of unconscious bias training and any other related organisational training. Unconscious bias delivered to Senior Management Team	HR Dev Team Athena Swan & Race Equality Mark SATs	Annually 2016-20				
21	Ensuring that the equality, diversity and inclusion strategy feeds into other strategies, e.g. Learning & Teaching and is understood to be an important element of research and teaching activity.	See Objective 2, action 11 above. Best practice guidance and links created on E&D Intranet site. Discussions with Learning, teaching and research leads evidenced.	E&D Team	2016-17				
22	Developing University guidance on equality in procurement regardless of level of spend.	Training delivered to the Procurement team who understand the legal status of equality and diversity in procurement (Equality Act). All policies assessed and updated.	E&D Team Procurement Team Finance	2016				
23	Ensuring that staff/student support services are promoted and accessible to encourage good health and wellbeing.	Health and wellbeing activities pro-actively delivered, e.g. fitness, diet, sexual health, mental health, etc. Quiet rooms available on campus. Website clearly signposts to support and information, e.g. multi-faith centre, positive language, particularly new students.	E&D Team Student Support HR SU	2016-17				

24	Supporting student and staff equality projects, networks and groups.	Equality projects and initiatives are delivered and reported upon to support under-representation. Equality networks/groups are supported by the E&D Team. Evidenced through Annual Report.	EDEG E&D Team SU	2016-20
25	Improving the awareness of staff/students volunteer opportunities in the local community.	E&D Team promote and encourage volunteering opportunities via Centre for Volunteering and Community Leadership (CVCL), Creative Communities Group (CCG) and other external organisations.	E&D Team CVCL CCG	2016-20

# Equality, Diversity & Inclusion Policy



The University of Central Lancashire is committed to delivering a welcoming and inclusive culture which promotes equality and values diversity. We will provide an inclusive working, learning and social environment in which the rights and dignity of all our staff and students are respected, and where they can feel safe, valued and supported.

This policy builds upon the foundation of key equality legislation, i.e. [Equality Act 2010 and Public Sector Equality Duty](#) and our need to have due regard to (1) eliminating unlawful discrimination, harassment and victimisation, (2) advancing equality of opportunity between people from different groups and (3) fostering good relations between people from different groups. We will challenge unfair discrimination or discriminatory behaviour and continuously strive to achieve good practice and the best outcomes for our community of staff, students and visitors.

We deliver our equality strategies, [programmes and activities](#) to promote our vision and discharge our legal duties under the Act. We also support [Protected Groups](#), i.e. age, disability, gender reassignment, marital or civil partnership status, pregnancy and maternity, race, religion or belief (including lack of belief), sex and sexual orientation through delivering our [Equality Objectives](#).

Our equality, diversity and inclusion strategies, policies and objectives influence our culture as a University community and are strongly aligned to the University's overarching strategy of proudly 'transforming lives'. Our culture represents an environment where diversity is valued and widely celebrated, and fairness and inclusion are fundamental to everything that we do. We continuously aim to widen participation and encourage individuals the opportunity to reach their full potential. We also work with external communities to broaden participation and dialogue, and maximise the potential benefits in the communities we serve. This supports our success as a world-class, innovative University and an employer of choice. The following bullet points further outlines our culture and vision:

- We welcome diversity and encourage participation in higher education for all who can benefit from it. We believe that diversity is intrinsic to the wellbeing and future development of our University;
- We embed equality, diversity and inclusion in all our activities, promote it widely, and deliver best practice where ever possible;
- We embrace equality, diversity and inclusion and embed in all our practices including recruitment, experience, progression and achievement of all staff and students through implementation of policies, good practice and practical support.
- We provide a learning experience, including student learning, teaching and assessment methods, which are as inclusive and accessible as possible.
- We expect our University community to demonstrate respect and tolerance for the views and dignity of others;
- We engage with our community to help us understand the views and aspirations of local people and to promote the values and opportunities we can offer;
- We value the contribution of each individual and will develop and support staff and students to participate fully in the University community;
- We deliver our strategic plans and objectives to provide a clear and coherent statement of values, focus on equality actions and a context to proactively promote equality. We also monitor the effectiveness on our progress and publish this information.

## **Roles and Responsibilities:**

This policy applies to all members of the University community. i.e. staff and students, applicants and visitors (including contractors and people operating on behalf of the University) who have a responsibility to comply in accordance with the principles of this policy. The Board of Governors has ultimate accountability for compliance with the University's equality obligations. The Equality & Diversity Executive Group (EDEG) leads on delivering strategy with support from various staff and student committees, advisory groups and networks. The University's Equality Chairs and Leads will act as change agents, helping to broadcast our inclusive culture

as outlined in this policy. All staff and students have a duty to support and uphold the principles contained in its Equality, Diversity and Inclusion Policy, i.e. that equality and diversity is the ownership of all.

### **Application of this Policy:**

We embed fair access and treatment in the following staff and student functions as follows:

Staff Functions	Student Functions
<b>Recruitment and Selection</b>	<b>Recruitment, Selection and Admission</b>
<ul style="list-style-type: none"> <li>Recruitment advertising will encourage applications from all sectors of the community reflecting our commitment to equality, diversity and inclusion;</li> <li>Job descriptions, person specifications and recruitment advertisements will be written on the basis of the essential and justifiable requirements of the position;</li> <li>Shortlisting, appointment and rejection decisions will be transparent, justifiable and will be supported by written comments.</li> </ul>	<ul style="list-style-type: none"> <li>All information contained in prospectuses, websites and other material used in the recruitment of students will promote equality of opportunity;</li> <li>All staff involved in the recruitment, selection and admission of students will have an awareness of equality, diversity and inclusion.</li> </ul>
<b>Grading and Promotion</b>	<b>Learning, Teaching and Assessment</b>
<ul style="list-style-type: none"> <li>All grading and promotions criteria and procedures will be free from prejudice and must be applied equitably and consistently.</li> </ul>	<ul style="list-style-type: none"> <li>We will deliver an inclusive learning and teaching environment and improve accessibility of our materials.</li> <li>We have clear, consistent and transparent criteria for student assessments and all assessments will take place on an equal opportunities basis.</li> </ul>
<b>Staff Development</b>	<b>Career Planning</b>
<ul style="list-style-type: none"> <li>All staff will have equal access to induction, personal and career development opportunities and facilities.</li> </ul>	<ul style="list-style-type: none"> <li>All students will have access to career planning support</li> </ul>
<b>Performance Management</b>	<b>Progress, Retention and Attainment</b>
<ul style="list-style-type: none"> <li>Probation and appraisal procedures will be clear, transparent and will be applied fairly across all staff</li> </ul>	<ul style="list-style-type: none"> <li>We monitor the progress, retention and attainment of students to help us identify any inequities, barriers and gaps, and subsequently implement any improvements.</li> </ul>
<b>Discipline and Grievance</b>	<b>Discipline and Student Complaints</b>
<ul style="list-style-type: none"> <li>Disciplinary and grievance procedures will be applied fairly and transparently for all staff;</li> <li>Allegations of discrimination, harassment or inappropriate behaviour will be dealt with under the appropriate disciplinary procedures for staff.</li> </ul>	<ul style="list-style-type: none"> <li>Discipline and student complaints procedures will be applied fairly and transparently for all students;</li> <li>Allegations of harassment or discrimination will be dealt with under the Student Complaints Policy</li> </ul>
<b>Staff Support</b>	<b>Student Support</b>
<ul style="list-style-type: none"> <li>There are a range of mechanisms to support staff including E&amp;D Manager, HR, counsellors, networks, mentoring schemes and trades union representatives</li> </ul>	<ul style="list-style-type: none"> <li>There are a range of support mechanisms to support students including Student Support?, E&amp;D Manager, Academic and Counselling Centre, SU Advice Centre, Student Liaison Officers, mentoring schemes, Student equality groups and the Multi Faith Centre.</li> </ul>

### **Communications and Engagement:**

We will proactively promote equality, diversity and inclusion in both internal and external media sources. Staff and students will be encouraged to participate fully in the academic, cultural and social life of the University. We will actively engage with staff, students and the community to improve our equality functions and activities.

### **Training:**

Equality and diversity awareness raising and training is mandatory for all staff using our [Diversity in the Workplace](#) e-learning tutorial. Information will be provided to all students in order to raise awareness of equality, diversity and inclusion, as well as the contents of this policy.

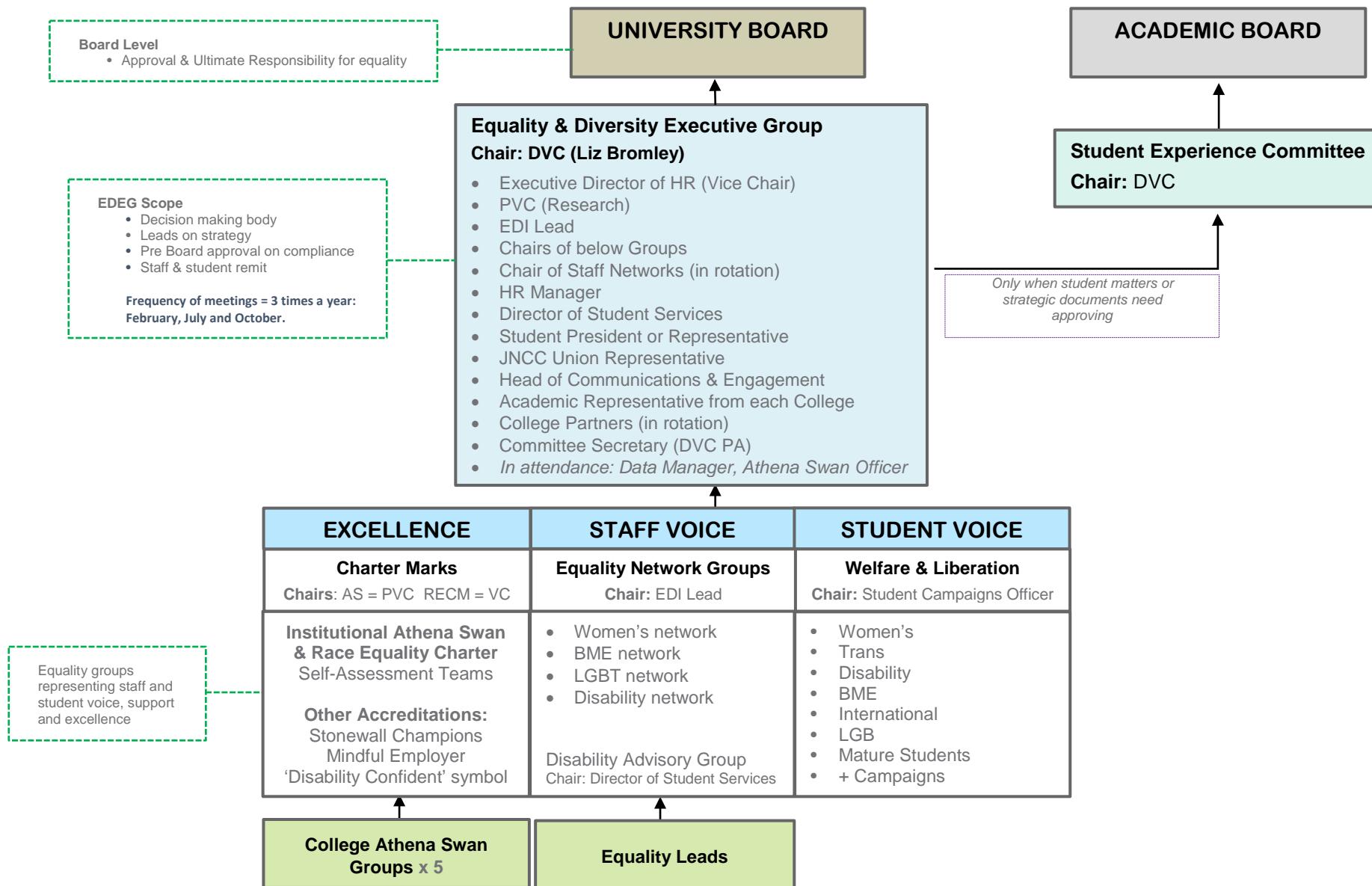
### **Embedding and Monitoring:**

We will embed equality analysis processes, i.e. Equality Impact Assessments, to demonstrate equality, transparency and the robustness of fair and inclusive policies and decision-making. We will collate data and will publish information relating to this policy within Annual Equality Reports.

**Reviewed by: Equality and Diversity Executive Group, 8 June 2018**

# Equality, Diversity & Inclusion Governance Structure

## Appendix C



## Data we will Collate:

The Equality Act has given us guidance on what to collect, analyse and publish. UCLan has committed to collecting the following information, wherever possible, to underpin developments in all areas:

<b>Staff Data:</b>	
Staff Number (and %) of people who share a protected characteristic	= overall = College, Schools and Services
Number (and %) of people who share a protected characteristic by:	= grade = job type (academic, PTAS, Management) = contact type (fixed-term, permanent or open-ended) = full-time or part-time status = occupation
Members of decision making bodies/committees	= senior management position = member of governing bodies
Staff Recruitment	= number of applicants to positions = number of shortlisted applicants = number of applicants invited to interview = number of successful applicants
Progression	= number of people going for promotion = number of successful applicants
Pay information	= information on pay audits = pay gap
Workplace environment and practices	= number of people undertaking flexible working = number of people who have been pregnant in last year = number of people who have taken up maternity, paternity, adoption leave = number of staff returning from maternity, paternity, adoption leave = training and development opportunities = staff satisfaction surveys = reported incidents of hate crime = grievances = disciplinaries
Research Excellence Framework	= application and selection for submission to the REF

<b>Student Data:</b>	
Number (and %) of people who share a protected characteristic by:	= full-time or part-time study = subject area = undergraduate first degree = undergraduate other degree = postgraduate teaching = postgraduate research
Admissions	= number of applicants = number of offers = number of successful applicants
Retention and progression	= number of withdrawals year on year
Attainment	= % of students achieving each class of degree
Career opportunities	= number of people on work placements and targeted programmes
Student experience	= access and take-up of services (e.g. student support) = results of student satisfaction surveys = complaints = disciplinaries = reported incidents of hate crime. = Student Union Surveys (e.g. student experience)

# List of Equality Activities:

- Equality Forums and Events
- Charter Mark Launches (Athena SWAN and Race Equality Charter Marks)
- Consultations
- Creative Community Group (UCLan based events)
- Annual Diversity Conference
- Mental Health Awareness
- Mindful Employer
- Community activities;
  - Stand Against Racism
  - 1 Billion Rising: Event at UCLAN The One Billion Rising global annual dance event to raise awareness of violence against women and children
  - Holocaust Memorial Day Showing the Film documentary
  - Preston Pride
- Staff networks
- National conference attendance for staff network chairs
- Equal pay audits
- Student attainment research project
- Mandatory training for all staff
- E+D training and development for key individuals and groups
- Recruitment panel members are trained in E+D and unconscious bias
- Recruitment admission training
- Equality Impact Assessments
- Specialised training programmes: Arora and Springboard



## Student Union campaigns /activities

- Stressed Out Students
- Disability Awareness Week
- Hate Crime Awareness including the Hate Crime Reporting Centre in the Students' Union
- Body Positivity week
- Sex positivity event
- Black History Month
- International Cultural Show
- Campaigning around Disability Cuts
- LGBT History Month
- Transgender History Month
- Campaign for Gender Neutral Toilets
- BME Careers Networking Event
- #SayNO Campaign – Zero Tolerance to Sexual Harassment

