



UNIVERSITY OF LEEDS

Single Equality Scheme Annual Report 2010/11

1. Introduction

At the University of Leeds we recognise the importance of equality of opportunity for staff, students and other users of our services. This principle is embedded within the University Strategy, with one of the five core values being “Inclusiveness – diversity, equal opportunities and access”. We continue to strive to ensure that we promote equality and value diversity in all aspects of our culture.

Structures for promoting equality and diversity across the organisation - The Equality and Diversity Committee

Equality and diversity issues are overseen by a University-level Equality & Diversity Committee, which is chaired by the Pro-Vice-Chancellor (staff and organisational effectiveness) and attended by elected Deans, faculty representatives, and representatives of the 3 Trade Unions, Human Resources, Leeds University Union and the Equality Service. The Committee meets three times during each academic session and its purpose is to monitor and advise on equality and diversity issues which have an impact on the University and send forward recommendations as appropriate to the Vice Chancellor’s Executive Group, Faculty Management Group, Senate or Council.

Some of the main issues considered and progressed by the Committee during 2010/11 include:

- access audit of the University campus
- the University equal pay audit
- equality impact assessment and organisational change
- progressing the equality and diversity agenda through faculties
- updates on Black History Month and LGBT History Month
- progressing the Athena SWAN bronze award

The Equality Service

The University has an Equality Service which facilitates and co-ordinates the move towards embedding equal opportunities across all aspects of the University’s work. The vision statement of the Equality Service is as follows:

“We want to provide creative, effective and successful equality services that enable staff and students to have the opportunity to achieve their full potential. Our equality services are enablers to attracting and retaining the best students and staff; widening access; and the internationalisation agenda. To enable a global perspective and awareness within the staff and student bodies, they need to be inherently diverse; we will not enable diversity unless our activities are recognised as being based on equality of opportunity and fairness”.

The Service comprises of seven teams:

- The Equality and Diversity Team
- The Disability Team
- The University of Leeds Assessment Centre
- The RNIB & University of Leeds Transcription Centre
- The Mental Health Team

- The Support worker Team
- The Operations Team

More information about the University's Equality Service can be found online at <http://www.equality.leeds.ac.uk/about-us/>

Embedding equality into existing structures – A Faculty response

All Faculties have an Equality and Diversity Lead within their Executive Teams. These Leads are either the Dean, Head of School/Institute, pre-existing Chair of a Faculty E&D Committee or Pro Dean for Taught Student Education. The Equality & Diversity Lead is responsible for providing leadership to the Faculty equality and diversity strategy. The Equality & Diversity Lead reports to the Executive Team at regular intervals and in line with the annual planning cycle on the progress made.

Faculty/Service Equality & Diversity Leads form a University Equality Diversity Lead Network. They meet with the PVC for Staff and Organisational Effectiveness and the Head of the Equality Service three times a year. This Network provides an opportunity for Equality and Diversity Leads to coordinate central and faculty actions, sharing good practice and receive policy updates.

2. Single Equality Scheme action plan (2009 – 2012) progress to date

To ensure actions within the Single Equality Scheme action plan were progressed across the University, two working groups were established in 2010. The '**valuing and developing our staff**' working group, responsible for implementing and overseeing the action points relating to staff and the '**inspire our students to develop their full potential**' working group, responsible for implementing and overseeing the action points relating to students. The development of and implementation of the action plan relating to '**organisational development**' was overseen directly by the Equality & Diversity Committee.

The University of Leeds has made significant progress in driving forward the schemes action plan. A recent review of the priorities originally identified show that actions have either been achieved or underway within agreed timescales or at earlier dates.

Some notable achievements over the past 12 months of the Single Equality Scheme include:

- successful launch of the University of Leeds Black and Minority Ethnic staff network with further staff networks planned in the near future
- improved capture of equality data at all stages of the employment life cycle through the introduction of e-recruitment, staff (in post) equality data and the new online exit questionnaire. This has improved the ability to systematically analyse staff data and widen the understanding of the diversity of staff populations
- inclusion of staff and student equality data in the annual Integrated Planning Exercise. This approach will ensure meaningful information on staff and

student representation and progression will be monitored and reviewed effectively

- establishment of an E&D Leads network – ensuring central and local actions are co-ordinated, leads are able to share good practice and receive policy updates
- the annual staff survey (2010) was conducted with a specific equality theme

The table attached to this annual report highlights further information on successes, particularly the progress of the single equality scheme action plan (2009 – 2012).

3. The Equality Duty¹

The Equality Act 2010 replaces previous anti-discrimination legislation, consolidating it into a single act. The act consists of a general duty, with three main aims (set out in section 149 of the Equality Act 2010); and specific duties (set out in the secondary legislation that accompanies the Act). The equality duty covers the following **protected characteristics** that are recognised within the Equality Act:

- age
- disability
- gender reassignment
- marriage and civil partnership - only in respect of the requirement to have due regard to the need to eliminate unlawful discrimination in employment
- pregnancy and maternity
- race – this includes ethnic or national origin, colour or nationality
- religion or belief – this includes lack of belief
- sex
- sexual orientation

The general duty requires higher education institutions to have due regard to the need to:

1. eliminate unlawful discrimination, harassment and victimisation (and other conduct prohibited by the Equality Act 2010)
2. advance equality of opportunity between people from different groups. This involves considering the need to:
 - remove / minimise disadvantages suffered by people due to their protected characteristics
 - meet the needs of people with protected characteristics
 - encourage people with protected characteristics to participate in public life or in other activities where their participation is low
3. foster good relations between people from different groups. This involves tackling prejudice and promoting understanding between people from different groups

¹ Equality Challenge Unit briefing - The Public Sector Equality Duties, Implications for higher education institutions. September 2011.

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

- developing, evaluating and reviewing policies
- designing, delivering and evaluating services, including education provisions
- commissioning and procuring services from others

The specific duties aim to help institutions perform better in meeting the general duty. The focus of the specific duties is transparency in how institutions are responding to the equality duty. It is important to note that institutions must meet both the equality duty and the specific duties.

There are three specific duties:

1. Publication of information - no later than 31 January 2012. The information must include information relating to people who share a relevant protected characteristic who are employees and other people affected by policies and practices. This will include for example, students, alumni and service users. Information must be published at intervals no greater than one year from the last publication.
2. Equality objectives - no later than the 6 April 2012. Institutions must prepare and publish one or more specific and measurable objective(s) that it believes should achieve to meet any of the three aims of the equality duty. The objective(s) must be published and subsequently at intervals of no greater than four years.
3. Manner of publication – Institutions must publish information and equality objective(s) in a manner that is accessible to the public. They may be within another published document.

4. Looking Ahead

It is recommended that an organisational equality and diversity strategy is developed to promote and implement continued activity to support the diversity of the University's staff and student population. The organisational strategy will be aligned with the University's strategic priorities, and will ensure the University sustains a productive and positive learning and work environment where everyone feels valued, is supported to reach their full potential and contributes towards the broader aims and aspirations of the University.

Recent equality and diversity activity has been under resourced and has been largely overseen centrally from within the Equality Service. For the new institutional strategy to have greater impact and add value to all areas of university activity it is recognised that significant investment and commitment will be required from across the institution.

Although the Equality and Diversity Team will have a pivotal role in managing the development of the strategy, it is anticipated senior leaders, faculties/services and key stakeholders will have a key role in owning and embedding the strategy. This will

ensure that outputs of the strategy capture the obligations set within the specific duties of the Equality Act and also enhance our standing as an employer and university of choice.

Initial planned activity will include:

- the collection and publication of qualitative and quantitative information relating to the diversity of our staff and student population (by no later than 31st January 2012)
- work with key stakeholders through effective consultation and involvement strategies to identify meaningful equality objectives that are a) aligned with the University's strategic priorities b) are measurable against the information collected (by no later than 6th April 2012).

Maria Pervaiz
Equality and Diversity Manager
Equality Service
November 2011

Valuing and developing all our staff

No	Action	Output	Lead	Dates for delivery	Status	Detail
1. Recruitment and induction						
1.1	To support the implementation of equality monitoring forms for applicants and staff in post (include monitoring sexual orientation, religion/belief and caring responsibilities), and to systematically analyse the data	Improving equality monitoring data and widen the understanding of the diversity of our staff	Human Resources & Equality Service	Timescale 1 <i>Statutory Activity</i>	Complete	Standardised equality monitoring forms have been implemented as part of the e-recruitment project. Applicants are required to complete an online form as part of submitting their application and the system will also allow for considerable reporting. Entering the data into SAP will also allow more robust reporting post offer.
1.2	To identify and implement mechanisms for improving self declaration of applicants and for staff in post	Improving equality monitoring data	Human Resources	Timescale 2 <i>Strategic / Transformational Activity</i>	Complete	To complement the new e-recruitment equality monitoring process. A data collection exercise on staff in post was undertaken during December 2010 and is still continuing. The University has received a 67% response rate.
1.3	To develop procedures for accommodating the needs of candidates during recruitment process	Improving access and the provision of an inclusive workplace	Human Resources	Timescale 2 <i>Statutory Activity</i>	Underway	<p>A full review of recruitment procedures and processes is currently being undertaken. As part of this review:</p> <ul style="list-style-type: none"> An Equality Impact Assessment on the Recruitment and Selection policy has been undertaken. Practical web-based guidance to support managers through the Recruitment & Selection (R&S) process is being developed Toolkits are being developed for managers on effective selection process Changes to the application form have been made to invite candidates to discuss any concerns e.g. accessibility R&S training is under review to ensure staff are skilled appropriately and ensure excellent candidate experience

2. Promotion and progression

2.1	To develop approaches to review the range of employment data across the equality strands in relation to recruitment, promotion/development, grievances and disciplinary action	Improved information to support the promotion of equality and the ability to track the number of staff from equality strands across the University	Human Resources, Equality & Diversity Committee	Timescale 2 <i>Strategic / Transformational Activity</i>	Complete	<p>The collection of better core equality data (as described in action 1.1 and 1.2) will mean robust, meaningful and accurate management information will be produced. The University has agreed that recruitment and promotions data will form a crucial element of the Integrated Planning Exercise on an annual basis.</p> <p>During the academic period 2010 – 2011 papers were presented to the University Equality and Diversity Committee highlighting monitoring data from the first six and nine months of operation of the new promotions procedures. A summary on the applications and outcomes in terms of gender, race and disability, full or part time status and staff group were presented for information and discussion.</p> <p>The new online University of Leeds exit questionnaire has gone live. The questionnaire can be accessed by leavers at https://www.survey.leeds.ac.uk/leavers. This will provide access to management information to monitor why staff from the equality strands may be leaving and identify trends and or areas of concern</p>
2.2	To ensure positive action training and mentoring opportunities are available to target groups	Personal development courses such as Springboard continue to be delivered to staff	SDDU	Timescale 2 <i>Statutory Activity & Improving Business</i>	Complete	Two Springboard programmes took place during 2010-11. One for research staff (funded by Roberts) and another for all female staff at grade 5 and above.

2.3	To continue to develop and deliver a suite of equality and diversity training courses for all staff, including frontline staff and staff with managerial/ review responsibilities	All relevant staff have attended Management Know-How briefings, Values sessions or similar targeted training	Equality Service and SDDU	Timescale 1 <i>Strategic / Transformational Activity</i>	Complete	The E&D course has become part of the 'People Management Practices' suite of training – to be offered and advertised as part of the University's provision for leadership and management development. Available via SDDU website http://www.leeds.ac.uk/sddu/leadership/LM_know_how.html To date 76% of managers and leaders have attended the briefings. Values Equality and Diversity training continues to be delivered to support staff in the Facilities Directorate. To date 51% of staff have attended the sessions, further sessions have been planned between December 2011 – April 2012.
2.4	To continue to implement the Athena Swan Action plan at University level and explore ways of achieving best practice at faculty level (progress towards Silver Award)	One or more faculties or schools are working towards silver awards in 2009/2010, with successful applications by 2011/2012	SET facilities (Biological Sciences, Engineering Environment, MaPS, Medicine and Health). Faculties and schools will set their own timescales	Timescale 1 <i>Improving Business</i>	Complete	During 2011 the Athena SWAN Steering Group and Working Group have each met on 3 occasions to oversee progress on the Bronze Award Action Plan. The University is due to resubmit in November 2012. Notable achievements include: <ul style="list-style-type: none"> - Finalisation of revised promotions procedures for all academic staff - Implementation of e-recruitment allowing better monitoring of applications, shortlisted and appointed candidates - Monthly meetings of the First Tuesday Club for women in SET and the development of Action Learning Sets - Establishment of a WiSET web site with useful internal and external links - The Faculty of MaPS and the School of Healthcare are planning to submit for Silver Awards in November 2011.

3. Facilities and support in the workplace

3.1	The University to consider joining Stonewall's Diversity Champions programme	Promotion of LGBT equality in the workplace	Equality and Diversity Committee	Timescale 2 <i>Improving Business</i>	Under review	This activity has been deferred until the staff monitoring processes has been reviewed. This activity will also be considered by the LGBT staff network.
3.2	To ensure the information page on the Equality Service website is linked to main University website, and provides up-to-date information on support, facilities and adjustments available for staff	Details of facilities available on campus (e.g. childcare, prayer facilities, staff counselling, staff services and networks) accessible to all staff	Employee Comms & Equality Service	Timescale 1 <i>Improving Business</i>	Complete	Information available on the main staff web page under 'popular links' and 'services' tabs http://www.leeds.ac.uk/forstaff/ . Information also available via the main UoL guide to corporate services to assist staff in finding the support they need http://servicesguide.leeds.ac.uk/
3.3	To consider a programme of events to further promote University-wide good practice on all aspects of the new flexible working policy	Managers and staff are aware of guidance and information available to support requests for flexibility on aspects of equality	Human Resources, Equality Service	Timescale 3 <i>Improving Business</i>	Complete	As part of national Carers Week, an information event was organised on the 14 th June 2011 for staff, promoting facilities, benefits and local support organisations. Further work still to be considered on potential ways of raising awareness through HRMs communicating directly to faculty teams, campus web, HR website (direct link from the homepage), People Management Practices' briefings

3.4	To explore the value and desire for establishing staff networks for international/BME staff, disabled staff, LGBT staff and carers	Staff networks to support and provide advice for members of staff from under-represented groups	Equality Service, SDDU	Timescale 2 <i>Improving Business</i>	Complete	The BME staff network was launched on the 27 th July 2011, with an expression of interest from a large group of BME staff. The LGBT staff network was launched on the 1st November 2011. Discussions are currently underway to hold an initial staff meeting with a view to establish a disabled staff network in semester one 2011-2012. Further staff networks will be developed once analysis of qualitative and quantitative staff data is undertaken.
3.5	To ensure that the staff survey themed on equality is implemented across faculties, schools and departments	Faculties and departments address equality issues affecting staff in the workplace, through analysis of the results of the survey	Wellbeing, Equality Service	Timescale 1 <i>Strategic / Transformational Activity</i>	Complete	The survey was conducted in 2010 and had a specific Equality Theme, with a set of demographic questions designed to further identify equality issues. The intention is for the survey to be analysed by equality theme and then for the Faculties, Schools/Services and the University as a whole to either further analyse equality issues that arise or to respond to issues that arise. The final reporting from the survey is scheduled for November 2011
3.6	To scope practical guidance on supporting trans staff (covering records, confidentiality and services available)	Provision of an inclusive workplace	Equality Service	Timescale 2 <i>Improving Business</i>	Complete	Practical guidance on supporting trans staff and students has been prepared and is available from the Equality Service website: http://www.equality.leeds.ac.uk/for-staff/good-practice-guidance/trans-staff-and-students-in-higher-education/

3.7	To seek to promote E&D issues in other University activity (e.g. staff festivals, surveys and other events on campus)	Promotion of equality across campus	Employee Comms, Equality Service	Ongoing <i>Improving Business</i>	Complete	E&D featured prominently in a number of high profile University activities over the last 24 months: <ul style="list-style-type: none"> • the staff festival (with the photography competition having an diversity theme) • The annual staff survey – with a main theme around equality issues. The 2010 Staff Survey was conducted between the 1st and 19th November 2010. A report summarising the key themes arising, comments on completion rates was presented to the University’s Equality Committee
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Inspire our students to develop their full potential

No.	Action	Output	Lead	Dates for delivery	Status	Detail
4. Applications and admissions						
4.1	To ensure information on support is available for students in a variety of formats: such as - In the main University prospectus, during open days and student induction sessions. - the Equality Service DVD to be attached to the main prospectus, publicity materials, and main visitors website	Encourage and attract students from diverse backgrounds to the University	Equality Service to lead with support from Comms team, Admissions team, faculties and schools.	Timescale 1 <i>Improving Business</i>	Complete	Information about the support and services available (including disability team, E&D team, LUU) featured in UG & PG prospectus, 'count down to university' publication, in the student handbook. The Equality Service also has dedicated stands at open days.

4.2	To ensure the student handbook includes equality information e.g.: - prayer facilities on campus - childcare facilities on campus - accessible campus routes - students societies - students services - calendar of main festivals and events	Students are able to locate and access facilities and support specific to their needs	Academic Quality and Standards team (Induction Team)	Timescale 1 <i>Improving Business</i>	Complete	The student handbook has been updated with the information provided through the working group and includes: Prayer and Contemplation Facilities, Religion and Belief, Pregnancy and Parenthood, Support for Diversity, Accessibility Across the Campus and Student Societies and Assemblies. http://www.leeds.ac.uk/gmeu/tsg/
4.3	To devise a process of monitoring and analysing the admissions, progress and attainment of students of different backgrounds, and supporting faculties/ schools to make use of this data	Improved information to support the promotion of equality and the ability to track number of students from equalities groups	Strategy & Planning Office, Faculty Equality Committees	Timescale 1 <i>Improving Business</i>	Complete	Provision of student data on admissions, registration and degree attainment forms part of the information provided to Faculties for the annual IPE exercise. Plans are in place to extend data collection to encompass sexual orientation and gender identity. A Working Group of TSEB (Progressing Inclusive Taught Student Education) has been established to look critically at such data and explore the underlying reasons for any discrepancies.

5. Facilities and support across campus

5.1	The induction sessions for disabled students during the start of academic year to include: • Introductory meetings with Disability Contacts within facilities • Training sessions on the use of assistive technology and software in libraries	Mechanisms in place for the 2010/11 student intake	Disability Team, Disability Contacts, Leeds University Union, ISS	Timescale 2 <i>Improving Business</i>	Complete	The Equality Service webpage with contact details of Disability Contacts updated http://www.equality.leeds.ac.uk/about-us/whos-who/disability-contacts/ During Induction Week introductory meetings are held between Disability Contacts and students. Assistive technology training sessions with ISS are also included within the training plan. Leeds University Union are offering an introductory tour of the Union building for disabled students in the first month of semester one.
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5.2	Faculties, schools and departments to be involved with hosting events to celebrate Black History Month, LGBT History Month and other national awareness days	Promotion of equality and good relations across the University	Leeds University Union, Equality Service, academic faculties, schools and departments	Ongoing <i>Improving Business</i>	complete	As part of their objectives, the LUU E&D Officer is leading on planning a range of activities and events to celebrate: <ul style="list-style-type: none"> • Black History Month • Celebrating LGBT history month, • Interfaith Week • Disability Awareness week. • International Women’s day The activities and events are organised on an annual basis, with support from the Equality Service
5.3	To develop strategies and activities to promote an inclusive student community including: managing conflicts in common rooms, celebrating key events supporting international students, dealing with hate crime, bullying and harassment	Promotion of equality and elimination of unlawful treatment	Faculty Equality Committees, Residential Services	Timescale 1 <i>Improving Business</i>	Underway	Annual activity to promote inclusive halls of residence continues via the Inclusive Community Awards. Effective measures to monitor and deal with hate crime to be discussed at steering group. Action needs to be pursued re: Halls based induction, particularly for wardens and sub wardens who provide pastoral care.
5.4	To develop practical guidance on supporting trans students (covering academic records, accommodation, confidentiality and services available)	Provision of an inclusive student experience for trans students	Equality Service	Timescale 2 <i>Improving Business</i>	complete	Practical guidance on supporting trans staff and students has been prepared and is available from the Equality Service website: http://www.equality.leeds.ac.uk/for-staff/good-practice-guidance/trans-staff-and-students-in-higher-education/

6. Learning, teaching and the curriculum

6.1	Review attainment levels of groups of students with various protected characteristics and have available appropriate training materials to support learning and teaching staff in understanding the needs of a diverse student body including general material on inclusive learning and teaching and more specific material on support for disabled students.	Academic staff can demonstrate inclusive learning and teaching between students of diverse backgrounds	Taught Student Education Board, SDDU, Equality Service	Timescale 1 <i>Improving Business</i>	under review	Data on differential degree attainment is under review by a working group of TSEB on Progressing Inclusive Taught Student Education. This work will inform strategies to support learning and teaching staff in better addressing the needs of a diverse student population. This will build on material already included on inclusive learning and teaching as part of the University of Leeds Teaching Award materials.
6.2	To develop practical guidance on how to respond to requests for flexibility on the grounds of religion or belief including an awareness of timings of key festivals or prayer times e.g. when scheduling exams/lectures, requests for prayer time, implications for field trips or work experience	Academic staff can take issues of religion/ belief into consideration when developing activities	Taught Student Education Board to lead, supported by the Equality Service	Timescale 2 <i>Improving Business</i>	complete	Guidelines exist on web: http://www.equality.leeds.ac.uk/for-staff/good-practice-guidance/responding-to-requests-for-flexibility-from-students-and-staff-on-grounds-of-religion/ , further work required to ensure that such considerations are taken into account when planning key dates.
6.3	Explore the opportunity for developing an E&D ethos consistent with the University Values through Leeds for Life or other routes	Students can develop specific skills and knowledge, preparing their input to global society	Taught Student Education Board (via Leeds for Life)	Timescale 2 <i>Strategic / Transformational Activity</i>	complete	Equality and diversity issues are featured in a number of key working groups arising from the review of the curriculum and review of student services. This includes embedding the concepts of ethics and global and cultural awareness into all modules; training student support staff in diversity, disability and cultural awareness; consideration of extending degree classification to encompass aspects of the student experience beyond numerical marking.

6.4	To publicise key festivals and religious events on University and Union calendars	Raised staff and student awareness of key festivals throughout the year	Secretariat, Leeds University Union	Timescale 1 <i>Improving Business</i>	complete	Information on dates of key holy days and festivals (including guidance on responding to requests from staff and students for flexibility on grounds of religion or belief) is available via the University Almanac http://www.leeds.ac.uk/calendar/almanac.htm . A paper is being prepared for Taught Student Education Board (TSEB) with the aim of embedding information on an agreed set of faith dates into relevant pages.
6.5	To develop flexible methods of making learning / teaching accessible for disabled students mature or part – time students and students with dependants or caring responsibilities	Accessible and technology enhanced learning opportunities available, e.g. via podcasts / other online resources	ISS, Equality Service	Ongoing <i>Improving Business</i>	under review	A programme called Lecture Capture is currently being developed.

Organisational Development

No.	Action	Output	Lead	Dates for delivery	Status	Detail
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7. Equality Impact Assessment

7.1	To agree the approach to Equality Impact Assessment (EIA)	Agreed approach to conducting activity	Equality and Diversity Committee	Timescale 1 <i>Statutory Activity</i>	underway	A framework for conducting an Equality Impact Assessment as part of the Organisational Review process has been agreed by FMG. Initial Equality Impact Assessments have been conducted in recent school and faculty reviews. Further development of the EIA process for University policies and practices will continue.
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7.2	To produce EIA guidance, design training and toolkit	Guidance and training designed and delivered to those responsible for carrying out the EIA process	Equality and Diversity team	Timescale 2 <i>Statutory Activity</i>	Underway	Template for undertaking EIA in organisational reviews complete. This will be followed with a toolkit for conducting EIA on University policies and practices.
7.3	To map key University policies / procedures to be initially screened and fully impact assessed	All key university wide and major local faculty implementation policies and procedures identified, assessed and documented	All central departments and faculties to identify University wide policies / local and procedures	Timescale 3 <i>Statutory Activity</i>	Under review	Further development of the EIA process for University policies and practices will be considered as part of the review of the updated action plan in line with the Public Sector Equality Duties

8. Equal pay audit

8.1	To identify timescales and resources for carrying out an equal pay audit to identify areas of segregation, pay inequalities and other associated inequalities	Report identifying any pay inequalities with action plans to address issues	Human Resources	Timescale 1 <i>Statutory Activity</i>	Complete	The University appointed Capita, an independent specialist, to undertake a comprehensive and independent review of pay data to provide an overview of pay patterns across the institution. The review found that there were no significant gaps in pay between different equality groups within the same pay grade for grades 2-9, and for staff on the incremental scale within grade 10. Analysis shows that a key feature of our workforce overall is the uneven distribution of male and female staff by pay grade with a higher proportion of female staff in the lower grades and a lower proportion of female staff in the higher grades in the University
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9. Access audit

9.1	To continue to progress actions identified in the Disability Access Audit	Progress towards a fully accessible campus for staff, students and visitors	Estates	Timescale 1 <i>Statutory Activity</i>	Underway	<p>Capita Symonds are still concluding work on local authority approvals, the management package and reviewing procedures related to specified structural and design changes in buildings. Capita have now been appointed to conduct an audit of the works completed under this phase of works. This will be undertaken in November/December 2011. DDA Phase 2 Works – Budget to be approved.</p> <p>In anticipation of further funding becoming available proposals are in hand to prioritise the works taking account of the elements omitted from Phase 1.</p>
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10. Diversity Officers

10.1	To clarify and raise the profile of faculty diversity officers across schools, faculties and departments	Promotion of equality and University wide ownership of the Single Equality Scheme	Faculty Diversity Officers, Faculty Equality Committees	Timescale 1 <i>Improving Business</i>	Underway	Activity to review and recruit Diversity Officers is currently underway across faculties (for current list of diversity officers visit http://www.equality.leeds.ac.uk/about-us/whos-who/diversity-officers/)
10.2	To ensure 'Make Me a Diversity Officer' briefing sessions are delivered to Faculty Diversity Officers	Diversity Officers have an understanding of how to deal with general equality related issues and promote good practice in local areas	Equality Service	Priority 1 <i>Improving Business</i>	Underway	A revised suite of training / development briefings will be considered in due course.

11. Governance and management

11.1	To undertake annual review of the Single Equality Scheme and Action Plan and produce annual reports on activities and projects progressed	Regular monitoring to ensure the effectiveness of steps set out in action plan	Equality Service	Timescale 2 <i>Statutory Activity</i>	Complete	Annual reviews and reports on activities progressed continue to be presented to EDC and Council. Most of the actions of the scheme are complete or underway. Next steps: review and update the action plan in line with the Public Sector Equality Duties, published September 2011.
11.2	To clarify the role of Faculty Equality Committees In terms of ownership and delivery of the Single Equality Scheme action plan	University wide ownership of the Single Equality Scheme	PVC (Staff and org effectiveness) Faculty Management Group, Chairs of Faculty Equality Committees, Head of Equality Service	Timescale 2 <i>Statutory Activity</i>	Underway	Following a series of recommendations to FMG during 2010 – 2011 a number of key achievements have been made: <ul style="list-style-type: none"> • Faculties appointed an Equality & Diversity Lead from their Executive Team who is responsible for providing leadership to the faculty equality and diversity strategy. • Faculties decide upon the appropriate level of support for the Equality & Diversity Leads, which includes recruitment and workload remission required for the Diversity Officer post(s). • As part of IPE activity, the Equality Service annually produce a standard set of statistics for Faculties on staff and student core activities. This data is then used to identify whether there is a differential experience between staff or student groups and what action, if any, the faculty will need to take. • To support faculties in implementing recommendations/actions an Equality & Diversity Lead Network is facilitated by the PVC Staff & Organisational Effectiveness

12. General provisions of the Equality Act 2010

12.1	<p>Ensure the key changes are reflected in current policies and procedures.</p> <ul style="list-style-type: none"> • Update references to previous legislation (for example DDA, SENDA, SDA, RRAA, Equality Act 2006) but note that some parts of previous legislation will still be in force. Page 234 of the Equality Act 2010 highlights which areas of previous legislation have been repealed. • If referring to external guidance that has not been updated, provide a note that legislation has changed 	<p>University policies and procedures are in line with promoting the Equality Duty</p>	<p>The Equality Service</p>	<p>Timescale 1 <i>Statutory Activity</i></p>	<p>complete</p>	<p>Current University documents, university web pages, training/ briefing materials have been updated to reflect provisions of Equality Act 2010. (http://www.equality.leeds.ac.uk/the-law/duties-to-promote-equality/).</p>
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12.2	<p>Promotion of changes</p> <ul style="list-style-type: none"> • Assess training sessions and materials, review and update in line with the key changes. • Revise the Institution's statement of commitment to tackle all forms of discrimination to include all protected characteristics and prohibited conduct. • Produce a plan for identifying and meeting the information needs of governors, committees, managers, staff and students, trade unions and students' unions in line with the key changes • Review present arrangements for informing staff, students and visitors of their equality rights and responsibilities in light of the key changes. • Revise relevant university documentation (hard copy or web-based) to ensure that it covers the changes in the legislation. 	Communication of changes to equality legislation to staff, students and service users	The Equality Service	Timescale 1 <i>Statutory Activity</i>	Complete	<ul style="list-style-type: none"> • Training material (including induction, Values, E&D management know how programme) updated to reflect current changes. • Briefing delivered to FMG, VCEG and Leadership Forum • Changes to Equality Act legislation circulated to all staff via email, and campus web • Briefing for managers to highlight implications of changes and responsibilities was circulated.
12.3	<p>To ensure the action plan is aligned to current Public Sector Equality Duties under the Equality Act, namely</p> <ul style="list-style-type: none"> • to publish qualitative and quantitative information relating to staff and student populations • to identify and publish meaningful equality objectives 	The University of Leeds to continue to promote equality, eliminate unlawful discrimination and promote good relations between diverse groups	The Equality Service	Timescale 1 <i>Statutory Activity</i>	Under review	This activity is under review as part of the scheme action plan review and as part of the development of an organisational Equality and Diversity strategy (January and April 2012)

If you would like more information about anything contained within this report, or if you require information about our equality and diversity work in alternative formats (for example, Braille, large print or audio), you are welcome to contact Maria Pervaiz, Equality and Diversity Manager.

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