

MEETING OF THE EQUALITY & DIVERSITY DELIVERY GROUP

Thursday, 11th November 2010

Blue Room(SCR)

10am-12pm

Present: Hilary Bungay; Paul Carney; Kathy Chaney; Melissa Cleary; Tina Hagger; Jan Hope; Martin Hyde; Sarah Johns; Tony Lavender (chair); Derek Maslin; Robert Melville; Moira Mitchell; Phil Poole; Sue Rodford; Lyn Saunders; Margaret Scott; Julie Wells

In attendance: Lucy Dearden

1. **Apologies** – David Shroud and Amanda Browne.
Robert Melville and Margaret Scott late arrival

2. **Chairs Remarks (Tony Lavender)**

Meeting structure - First half: business matters. At 11am the group observed two minute's silence to commemorate Remembrance Day. Second half: Single Equality Scheme Consultation Activity.

Browne Review & CSR - implementation not until 2012 and specific financial implications are still unclear. CCCU is actively considering the possible implications.

Strategic Plan- Meeting timely, as the seven groups working on the main themes of the Strategic Plan are due to send draft propositions by 4pm, 11th November. SMT due to meet on Monday 15th November to consider the propositions, after which the seven groups will reconvene to redraft and submit by end of 2010. There are also Campus Consultation Groups in December. Governing Body feedback expected early 2011 and it is hoped that final drafts will be expected by March. There will be a week of staff consultations within this timescale. Tony Lavender stressed to group that Equality and Diversity issues need to be embedded within each Strategic Theme.

3. **Terms of Reference and Membership [Paper 01]**

The structure of the Equality & Diversity Committee has changed as it has now become a Governing Body committee. This means that Equality and Diversity is now represented at a corporate level and has led to a revision of the Terms of Reference for the Delivery Group.

This is a major change as the Committee is now much smaller and follows the structure of other Governing Body Committees. This in turn has meant the Delivery Group is now more formal as it answers directly to the Committee.

MH from International Office asked if the Delivery Group serves International Students as well as Home - MM clarified that this was the case.

The Equality and Diversity Committee is responsible for Strategy relating to Equality and Diversity; the Equality and Diversity Delivery Group is responsible for the implementation of the Strategies.

4. The notes of the previous meeting, held on 18th May 2010, were agreed as a true record
[Paper 02]

5. Matters Arising

5.1 Dignity at Work Policy

It was agreed at a previous meeting that there would be a role of Dignity at Work Volunteer. The role descriptor was taken to a joint negotiation group and was accepted by Management, Unite and Unison but was not accepted by UCU. Following meetings with UCU, it was decided that collaboration was the way forward.

The revised papers were recently circulated and now carry the joint badges of CCCU, Unite, Unison and UCU. It was agreed by these groups and CCCU that the role should signposting only, rather than an advising role.

Volunteers will be put in place once the revised papers have been approved by the unions. Literature will also be made available, explaining Dignity at Work.

UCU felt that CCCU's response to statistics showing that 16% of staff had experienced or witnessed bullying or harassment was inadequate and more needed to be done. As a result, Grievance and Disciplinary procedures are to be reviewed.

Question of timescale for disciplinary policies was raised and it was agreed by group that early intervention was key.

Action: SJ to look into timelines for policy reviews.

'Informal stage' of Disciplinary and Grievance procedures was not felt to be adequate and the suggestion was made that an 'Issue' stage be added. SJ explained that HR is looking into Performance Management skills for managers, to increase this as a way into tackling issues as they arise, in a positive way, rather than waiting for the Disciplinary and Grievance procedures needing to be used.

5.2 Representative Membership of Delivery Group

Action: MM to draft a role descriptor for representatives for the next meeting.

6. Dealing with Racially Motivated Abuse: Students [verbal update] (Moira Mitchell)

In response to incidents of verbal Racial Abuse to female Malaysian students, a new set of guidelines has been developed by Student Support & Guidance and is now available online.

Action: MM to send group members the link to these pages

MM explained to the group that several meetings had been held between the Police Liaison Team, Student Support & Guidance and other relevant staff, as well as with the students themselves.

Outcomes included:

- A need for promotion of the Police Liaison Officer's role and accessibility, to staff and students.
- Encouragement of students to report incidents, with the understanding of the impact of cultural differences in attitudes and feelings about the police - the police can take actions following complaints, without needing to pursue the complaint further (e.g. police patrols can be moved into areas of reported incidents).

MH reported to group that in the past there have been incidents of serious physical assaults on International student and asked if these incidents are logged, once they are passed on to Student Support & Guidance.

Action: MM to find out how incidents are logged and to discuss with Geoff Haworth, Director of Student Support & Guidance, how staff / personal tutors can be informed of incidents.

MH also asked how we can disseminate information on the local area and culture to International students and suggested that CCCU provide a handbook.

7. Equality Act 2010: Gap Analysis [Paper 03] (Moira Mitchell)

Equality Act General Duties came into force in October 2010. The General Duties count for 90% of the legislation.

Equality Act has moved from 'Equality Strands' to a broader range of 'Protected Characteristics'. It has also broadened the protection from discrimination to include, not only direct and indirect, but also discrimination by association and perception:

- By association – a mother with a disabled child would be protected by the Act from discrimination on the basis of that child's disability.

- By perception – an employee whose manager discriminated against them because they mistakenly thought they were gay would be protected from discrimination by the Act.

8. Equality Act 2010: Specific Duties Consultation [Paper 04] (Moira Mitchell)

These detail the Government's proposals about how public bodies are to deal with the Act and CCCU have submitted a response to this.

Major changes are as follows:

- **Gender Reassignment**
Medical supervision is no longer a requirement to receiving protection. There have been several students who have undergone gender reassignment in the last few years.
- **Breastfeeding**
Women (both staff and student) protected against unfavourable up to 26 weeks after birth. E.g. Women can no longer be asked to leave a cafe if breastfeeding.
MM noted that it will be difficult to predict how this will play out until there are legal challenges represented in Case Law.
- **Pregnancy**
Now extended to cover protection of pregnant students
- **Disability**
There are limitations on health questions which can be asked during staff recruitment, to protect people from discrimination. CCCU does not ask health questions prior to making a job offer, but are going to change the Occupational Health questionnaire.

TL and MM stressed the importance of creating an atmosphere where people feel happy to disclose disability and know that the University is willing to adapt to meet their need – MM reminded group that CCCU are part of Two Ticks Scheme.

9. Single Equality Scheme Consultation Activity (main agenda item)

9.1 Back ground to Single Equality Scheme (Moira Mitchell)

The Coalition Government is trying to move away from bureaucracy and is placing more weight on data i.e. what kind of raw data university has and how accessible it is to the public.

MM explained, that this is fraught with difficulty because it assumes that the Public are both motivated to find, and have the ability to analyse, this raw data. Data without commentary does not indicate the true nuances in the data.

The Government wants public bodies to produce the same results as before but is no longer dictating the tools. Until now the University has produced three Equality Schemes on: Gender, Race and Disability. The Race Equality Scheme is due to run out and the University is obliged to produce something to take its place. The decision has been made to produce a Single Equality Scheme which captures these three strands, plus the Protected Characteristics.

The Government wants public bodies do demonstrate the impact of schemes and policies and because Equality Impact Assessments are now so culturally and organisationally embedded, the University will continue to use Equality Impact Assessments as a tool.

9.2 Single Equality Scheme staff Consultation *

Equality and Diversity Delivery Group are to be central to the staff consultation of the Single Equality Scheme – there will be a more extensive campaign for consultation with students.

The Group was given a number of areas and questions to discuss in small groups. The results of those discussions are included in Annex 1 to these Minutes.

10. Any other business

Question raised as to whether there is going to be an Equality Impact Assessment on the Car Parking Policy. MM replied that it is already underway and that there will be a notice on StaffNet in due course.

Annex 1 - Single Equality Scheme – * table summaries of discussion

Age		
Key issues:	Students	Browne report has changed demographic – now likely to be more mature students, distance learners and part-time students.
	Staff	Retirement age – there will not be a retirement age at CCCU. University needs to future proof the business.
	Other	Potential reduction in the number of students gaining degrees will in turn reduce potential employment pool (particularly in academic fields).
	Relevant policies & procedures	HR policies on – recruitment; retirement
	Evidence & data	
	Other data needed	
	Actions	<ul style="list-style-type: none"> • University should change the way they offer programmes i.e. be more flexible • Look at management fast tracking to ensure younger staff can still reach more senior roles. • Option of flexible retirement – pool of associates to draw on for specific specialism

Disability		
Key issues:	Students	Widening Participation has led to a growth opportunity – more students but additional cost/funding
	Staff	More disabled people looking for work , which has funding implications
	Other	
	Relevant policies & procedures	Disability Equality Scheme Recruitment Procedures Car Parking Accommodation
	Evidence & data	HR - work place assessments; statistics
	Other data needed	Disclosure is voluntary so need to encourage staff and students to feel at ease to disclose disability
	Actions	<ul style="list-style-type: none"> • Purchase more Braille Machines • Well advertised transport for disabled staff and students • Regular checks to ensure university sites meet disability access requirements

Ethnicity		
Key issues:	Students	Violence and harassment, and how it is dealt with Awareness – the problem of using British Categories for other cultures Particular ethnic groups have poorer academic attainment
	Staff	Reporting centrally about issues raised by students Awareness of cultural difference Understanding sensitivity about categorisation
	Other	Placements – vetting our collaborative delivery partners Education – schools - Hospitals
	Relevant policies & procedures	Vetting of partners for local training
	Evidence & data	Data on staff and students
	Other data needed	Ethnicity and degree classification on graduation and end of year exams – is there a pattern, which can inform policy?
	Actions	<ul style="list-style-type: none"> Look into drop-out rates and reasons behind them – follow up students who have dropped out?

Gender		
Key issues:	Students	More female students than male at CCCU and the proposed longer teaching days impact on childcare responsibilities and nursery care is 9am-5pm More students are bringing children to support appointments
	Staff	Childcare responsibilities affected by longer teaching times Equality in pay / opportunities – traditional view of men and women in the work place is more balanced with academic staff, but with professional/support staff there is an imbalance.
	Other	
	Relevant policies & procedures	Car parking
	Evidence & data	Student and staff records
	Other data needed	
	Actions	<ul style="list-style-type: none"> University should encourage men into teaching roles which are traditionally female e.g. nursing Equality Impact Assessment on gender/ childcare

Gender Reassignment		
Key issues:	Students	Students may wish to be called by different name and there are various psychological and physiological effects
	Staff	Staff may wish to be called by different name and there are various psychological and physiological effects
	Other	
	Relevant policies & procedures	Change of name Single Sex Accommodation
	Evidence & data	
	Other data needed	From staff and students affected by this issue
	Actions	Web pages with information for students and staff Uni-sex toilets Awareness raising of what it involved psychologically, emotionally and physically Single sex accommodation?

Marriage and Civil Partnerships		
Key issues:	Students	Compassionate grounds for non-performance Are there issues associated with Christian Foundation? New 'by association' in Equality Act
	Staff	Caring responsibilities – compassionate leave
	Other	
	Relevant policies & procedures	Leave (all types) Christian Foundation Values Leadership Management
	Evidence & data	Marriage embedded, civil partnerships new
	Other data needed	
	Actions	<ul style="list-style-type: none"> • Include civil partnership in documents • Advise managers

Pregnancy and Maternity		
Key issues:	Students	<p>Do they have the right to maternity leave?</p> <p>Interruptions</p> <p>Health and safety assessment (pregnancy)</p> <p>Attendance</p> <p>Concessions</p> <p>Potential versus actual risk (pregnancy generated problems)</p> <p>Car parking</p> <p>Breast feeding/ milk expressing – effect on both mothers and other people, may clash with Beliefs</p> <p>Reasonable adjustment for exams</p>
	Staff	<p>Car parking</p> <p>Accessibility of buildings</p> <p>Milk expressing - effect on both mothers and other people, may clash with Beliefs</p> <p>Reasonable adjustment for workplace</p>
	Other	
	Relevant policies & procedures	<p>Concessions</p> <p>Admissions</p> <p>Pregnancy at work</p>
	Evidence & data	No data currently – is there anything available in HR? How can we measure 26 weeks from birth unless record of births kept?
	Other data needed	Snapshot of people pregnant at a given time- staff and students
	Actions	<ul style="list-style-type: none"> • Equality Impact Assessment on car parking • Review of student policies • Where are babies admitted? Public areas only? • Development of milk expressing and breast feeding facilities

Religion and Belief		
Key issues:	Students	Discrimination based on faith – lack of understanding Right and ability to practice own religion on campus Prominence of Christian Union
	Staff	Understanding the diverse beliefs and religions of students
	Other	
	Relevant policies & procedures	Strategic Plan – Anglican Foundation plays a key part
	Evidence & data	Question asked but low disclosure rate, especially with students
	Other data needed	More information about all religions
	Actions	<ul style="list-style-type: none"> • Welcome days – should this be for people of 'Faith' and not just Christian Union • Awareness for those of no Faith

Sexual Orientation		
Key issues:	Students	Harassment – external tensions (e.g. economic climate) may lead to decrease in tolerance
	Staff	Disclosure versus job security i.e. a perception that disclosure may affect job prospects
	Other	Relationship with the Church of England
	Relevant policies & procedures	
	Evidence & data	
	Other data needed	
	Actions	