



GENDER EQUALITY SCHEME

2010-13

If you would like this publication in an alternative format please contact:

Margaret Scott, Manager of Student Support Services
Email: margaret.scott@canterbury.ac.uk Tel: 01227 782842

Contents

Section	Page
1 Population, Mission and Strategic Plan	1
2 Commitment to Gender Equality	2
3 Legal Context	2
4 Gender Equality: Information on where we are now	3
5 Revision of the scheme: Consultation	6
6 Revision of the scheme: Data	6
7 Key Objectives of the Action Plan	7
8 Equality Impact Assessment	9
9 Accountability and Responsibility	9
10 Breaches of the Scheme	10
11 Arrangements for Publishing the Scheme	11
12 Arrangements for Implementing the Action Plan	11
13 Arrangements for Reviewing the Action Plan	11
Action Plan	12

1. University's Population, Mission and Strategic Plan

University Population

The University's population of staff and students is recruited from a local, regional, national and international context. In 2008 the University's student body numbered 15,563 students of whom 55.2% were full-time and 44.8% were part-time. Over recent years the gender split has remained broadly consistent with approximately 70% female and 30% male students.

The percentage of male students recruited via the Universities Central Admissions Service (UCAS) increased from 34% in 2006/07 to 38% in 2007/08. There was also a slight increase in the number of male students recruited through the Nursing and Midwifery Admissions Service whilst the number recruited through the Graduate Teacher Training Registry has remained constant for the last three years.

In 2008 the University's total workforce numbered 1534 of whom approximately 63% were female and 37% male. The overall gender split for academic staff was 58% female and 42% male. The overall gender split for Professional and Support staff was 67% female and 33% male. In the course of recent years the overall proportion of male staff employed has fallen and the proportion of female staff has risen.

Excerpt from University's Mission

The University's mission is to pursue excellence in academic and professional Higher Education thereby enriching both individuals and society. The University welcomes and values educational, social, cultural and religious diversity and seeks to promote equality of opportunity in all aspects of its work.

University Strategic Plan 2006-10

The University's Strategic Plan 2006-10 promotes gender equality through all its priority actions which include:

- Creating a learning environment which embraces diversity in terms of access, educational experience, curriculum content and teaching.
- Enhancing the range and quality of the facilities and services offered to students.
- Ensuring that the University maintains a committed and appropriately diverse workforce through developing innovative and creative recruitment and retention strategies.

- Maximising opportunities for flexible, home and remote working consistent with our organisational objectives.

2. The University's Continued Commitment to Gender Equality

The University has taken the opportunity of the revision of its Gender Equality Scheme (GES) to renew its commitment to gender equality. Thus:

- The University is committed to increasing the participation of proportionate numbers of male and female students in Higher Education.
- The University is committed to further developing an inclusive and caring organisation in which gender equality is embedded.
- The University is committed to involving and acting on the views and perspectives of students and staff when developing policies and provision.

3. Legal Context

The Sex Discrimination Act 1975 prohibited discrimination based on gender (including gender reassignment) and marital status in the areas of employment and vocational training, education, in the provision of goods, facilities or services and in the exercise of public functions. In the Act unlawful discrimination is defined as:

- Direct and indirect discrimination on grounds of sex.
- Discrimination on the ground of pregnancy and maternity leave.
- Discrimination on the grounds of gender reassignment.
- Direct and indirect discrimination against married persons and civil partners.
- Victimisation.
- Harassment and sexual harassment.

The Equal pay Act 1970 gave a person the right to the same contractual pay and benefits as a person of the opposite sex in the same employment, or where the source of the pay is the same, where the man and the woman are doing:

- The same or broadly similar work.
- Work which has been rated as equivalent under an analytical job evaluation study.

- Work that is of equal value (work of equal value is where the work done is different but considered to be of equal value or worth in terms of demands such as effort, skill and decision making).

The Equality Act 2006 introduced general and specific duties on public bodies to eliminate unlawful discrimination and harassment and to promote equality of opportunity between men and women. The Act included specific duties to:

- Prepare and publish a Gender Equality Scheme showing how it will meet its gender and specific duties and setting out its gender equality objectives.
- Consider the need to include objectives to address the causes of any gender pay gap.
- Gather and use information on how the University's policies and practices affect gender equality in employment and in the provision of higher education.
- Consult with stakeholders (i.e. staff, students, strategic partners and trade unions) and take account of relevant information in order to determine the University's gender equality objectives.
- Assess the impact of its current and proposed policies and practices on gender equality.
- Implement the actions set out in the Gender Equality Scheme.
- Report against the Gender Equality Scheme every year and review the scheme at least every three years.

4. Gender Equality: Information on where we are now

In the University's Equality and Diversity Annual Reports (available on the website), the Governing Body and Senior Management Team have been pleased to report the progress made towards gender equality through the implementation of its GES Action Plan 2007-10. Some challenges do remain and these have been incorporated into the 2010-13 GES and its accompanying action plan. However the achievements of the previous scheme have been substantial and include the following:

Staff Survey

In fulfilment of the University's Gender Equality Action Plan 2007-10 and other strategic plans, a staff survey was undertaken in September 2008. The response rate (56% of all staff and 66% of permanent staff) was high compared with other public bodies and overall the responses were favourable to the institution. No significant differences in responses were attributable to gender variations although parental and caring

responsibilities emerged as important issues for staff of both genders. These are reflected in the revised GES Action Plan.

Equal Pay Audit

The University has conducted Equal Pay Audits since 2006. Guidance produced by the former Equal Opportunities Commission recommended that gender pay gaps of 5% or more would require exploration and explanation. The data from the 2007/08 audit indicated that all grades are within the 5% band and the University is therefore providing equal pay for equal work to men and women.

Analysis of Gender Equality Staff Recruitment Data

The University analyses gender trend data relating to staff recruitment on an annual basis. Across all staff over recent years, women are more likely to be short-listed and appointed than men. However there are fewer women than men in managerial positions (other than the Senior Management Team) compared to that expected from the ratios of academic and professional and/or management staff. In 2007/08 there was an increase in the number of men leaving the University.

Harassment and Dignity at Work Policy

In fulfilment of its GES Action Plan 2007-10, the University implemented a new Dignity at Work policy in 2008. Following the staff survey the Senior Management Team prioritised this as an area for further investigation. Actions from this investigation are included in the revised GES Action Plan 2010-13.

Gender Equality in Staff Development

In 2008 an Equality Impact Assessment of the University's staff development programme was conducted by an external consultant. The assessment found that equality and diversity was located appropriately within University policy and strategy but it recommended a number of improvements to be made in practice and delivery. During 2007/08 all new staff have been automatically enrolled on the Introduction to Equality and Diversity training session delivered by the Equality and Diversity Manager. This has resulted in a significant increase in the numbers of sessions delivered and the numbers of staff attending.

Gender Equality in the Research Assessment Exercise

In 2008 a statistical impact analysis was conducted on the University's submission to the national Research Assessment Exercise (RAE). This analysis showed that men were more likely than women to be considered for and submitted to the RAE. The reasons for this were not immediately evident and the Research Excellence Framework, as it is now, features in the revised GES Action Plan.

Gender Equality in Student Recruitment and Admissions

The University works through its widening participation and student retention strategies to increase diversity in the student body. In addition to the internal work of the Widening Participation Advisory Group, the University is the lead institution for Aimhigher Kent and Medway and works with universities, colleges and schools across the county to widen participation. In relation to student recruitment, work has continued to focus on increasing male applicants.

Gender Equality in Student Attainment and Student Support

An analysis of degree classification trend data from 2003 to 2007 indicated that the proportion of good (i.e. first or upper second class) honours degree graduates had increased from 45% in 2003 to 47% in 2007. In 2006/07, 50% of female graduates achieved a good honours degree compared to 41% of male graduates. In 2007/08 there was an overall increase in the proportion of graduates achieving a good honours degree and an increase of 7% for male graduates.

In 2007/08 the University instigated annual monitoring of student procedures (including academic appeals, complaints, disciplinary, plagiarism and fitness to practise procedures) to identify issues and trends as a basis for enhancement. No gender related discrepancies were identified in this analysis.

The Department of Student Support and Guidance has developed Initiatives to improve the retention of male students. A Life Skills course for young men assists students in basic life skills and a booklet has been produced to support the course. The department will be developing further support strategies for male students in 2010.

5. Revision of the scheme: Consultation

Following the University's first staff survey, mechanisms were established to gather more data on the experiences and views of staff. These included: a focus group led by the Equality and Diversity Manager and an external consultant to investigate in more detail the issues which had emerged from the staff survey; the provision of "drop boxes" at all of the University's campuses to enable staff to make anonymous comments and one to one interviews conducted by the Equality and Diversity Manager with individual staff members.

The information gathered from all of this consultation has contributed to the revised GES and accompanying Action Plan. In addition the Equality and Diversity Manager has dialogues with relevant key staff members, with student representatives and with the Students' Union. The GES was discussed in detail by the Equality and Diversity Delivery Group whose recommendations have contributed to the revision of the Action Plan.

6. Revision of the scheme: Data

In addition to the experiences and views of staff and students, a range of data and sources of information have been used to determine the priorities of the 2010-13 GES and Action Plan. These include student and staff monitoring data which is analysed regularly by the Equality and Diversity Committee and presented in the Equality and Diversity Annual Reports. These data include the monitoring of staff by recruitment (application, short-listing and appointment), by staff in situ, and by staff leaving the organisation.

The student data which has been analysed includes:

- Overall student profile
- Applications and acceptances for programmes
- Attrition Rates by gender
- Academic outcomes by gender
- Access to Student Support Services
- Gender of students subject to Disciplinary Procedures
- Gender of students accessing Complaints Procedures

Monitoring the uptake of staff development opportunities by gender has been identified as a priority in the 2010-13 GES and Action Plan. Other potential gaps in data collection for staff by gender are internal promotion, sickness rates and disciplinary and grievance processes. The collection of these data has not been prioritised but will be reviewed during the course of the scheme.

Potential gaps in data collection with regard to students include the monitoring of positions of responsibility (for example course representatives or Student Union positions) by gender and the extent to which male and female students take up extra-curricular activities.

7. The Action Plan 2010-13

The Gender Equality Action Plan for 2010-13 takes account of:

- The priorities identified through consultation
- The University's Strategic Plan 2006-10
- Priority actions from the evaluation of existing information
- Gaps in information relating to gender
- Implementation of the general and specific duties of the Equality Act 2006.

Following consultation with staff, it was agreed that the structure and format of the GES Action Plan 2007-10 had been a success as it had provided a clear focus for action in relation to gender equality. It was therefore agreed that the structure would be maintained with five themes as follows: Access and Inclusion; Organisational Development; Staff; Students; Collaborative Working (formerly Wider Community).

By agreement the tables in the GES Action Plan 2007-10 have been reformulated slightly for practical purposes. Two new sections have been designed to assist in the implementation of the plan and to generate more robust monitoring. The first is a column in which the priority level (high, medium, low) for each action point must be stipulated, thereby indicating which actions are of greatest significance for Gender equality in the University. The second is a column in which the group or person responsible for monitoring the action is stipulated.

The information gathering, data monitoring and consultation has resulted in the following priorities for each theme:

A: Access and Inclusion

- To ensure gender equality through the Widening Participation Strategy and the recruitment strategies of relevant academic partners.
- To ensure gender equality within the curriculum through the Teaching and Learning Strategy.
- To ensure that childcare related issues do not present avoidable barriers for staff and students.

B. Organisational Development

- To continue to conduct Equality Impact Assessments on University policies and procedures to ensure gender equality.
- To monitor the gender profile of the Governing Body and key University committees.
- To embed gender equality in the research opportunities available to academic staff.
- To ensure issues related to transgenderism are appropriately managed in the University.

C. Staff

- To ensure that policies relating to parenting, fostering and adoption reflect gender equality.
- To review how gender equality is embedded in the staff development programme and in the uptake of staff development opportunities.
- To analyse contribution pay data by gender.
- To implement the actions relating to Dignity at Work resulting from the staff survey and follow-up consultation.
- To continue annual equal pay audits and to implement any actions resulting from data analysis.
- To ensure gender equality is promoted through line management and appraisal.

D. Students

- To implement University strategies to improve the retention of male students.
- To investigate issues related to maternity and paternity for students and develop relevant guidelines.
- To review the gender profile of students involved in student procedures and students accessing Student Services.
- To ensure gender equality for students on placement.
- To investigate the gender profiles of students in positions of responsibility.
- To continue to promote gender equality awareness amongst the student body.

E. Collaborative Working

- To promote gender equality through the procurement process.
- To ensure gender equality is central to collaborative working partnerships.

8. Equality Impact Assessment

The University monitors the impact of its policies and practices on students, staff and visitors. Equality Impact Assessment is a positive and anticipatory process that allows the University to ensure our policies do not disadvantage male or female people and to identify how they might better promote the different elements of the Gender duty. (Further information about the University's Equality Impact Assessment procedures is available on the University's website).

9. Accountability and Responsibility

The Governing Body will ensure that the University meets the general and specific duties of the Equality Act 2006.

The Vice Chancellor and the Senior Management Team will:

- Ensure that the University implements the general and specific duties of the Equality Act 2006.
- Ensure that a named member of the Senior Management Team takes responsibility for the development, implementation and review of the Gender Equality Scheme and Action Plan.
- Ensure that the University's future Strategic Plan mainstreams gender equality within the vision, values, aims and strategic priorities.

The Equality and Diversity Committee will:

- Develop appropriate policies and procedures (for agreement by the Governing Body) to ensure compliance with the Equality Act 2006.
- Monitor, evaluate and keep under review the effectiveness of policies, procedures, criteria and practices from the perspective of promoting gender equality and make recommendations for change wherever appropriate.
- Monitor and review the Gender Equality Action Plan.

The Equality and Diversity Delivery Group will:

- Monitor, evaluate and keep under review the effectiveness of policies, procedures, criteria and practices from the perspective of promoting gender equality and make recommendations for change wherever appropriate.
- Monitor and review the Gender Equality Action Plan.

Heads of Department, Managers and Programme Directors will:

- Embed gender equality within their area of responsibility including all new developments, projects or initiatives.
- Lead on, or delegate responsibility for, relevant areas of the Gender Equality Scheme Action Plan.

The Equality and Diversity Manager will:

- Provide advice, support and guidance on the implementation of the Scheme.
- Co-ordinate or contribute to the implementation of elements of the Action Plan.

Staff will:

- Not discriminate on the basis of gender in any aspect of their work.
- Participate in staff development opportunities related to Equality and Diversity relevant and appropriate to their role.
- Challenge any behaviour that could be perceived as gender related discrimination, harassment or victimisation.

Students will:

- Not discriminate on the basis of gender in any aspect of their academic or professional studies.
- Participate in awareness raising activities related to Equality and Diversity within the context of their programme of study.
- Challenge any behaviour that could be perceived as gender related discrimination, harassment or victimisation.

10. Breaches of the scheme

The University will not tolerate gender related discrimination, harassment or victimisation. Any incident substantiated through the appropriate process will be dealt with under the Discriminatory procedures for staff or students. Allegations of discrimination, harassment and victimisation can be made through the:

- Student Complaints Procedure
- Staff Disciplinary and Grievance Procedures

Although students and staff are encouraged to use internal complaints procedures, this does not prevent individuals from using external mechanisms, for example:

- Kent Police
- Citizen's Advice Bureau
- Equality and Human Rights Commission

Support is provided for students and staff through the:

- Student Counselling Service and Campus Tutors
- Equality and Diversity Manager
- Line Managers and/or Human Resources Department
- Chaplaincy Service
- University Policy Framework

11. Arrangements for Publishing the Scheme

The scheme will be made available in alternative formats, such as Braille, large print and audio tapes, on request. The University will ensure that staff, students and partners are aware of the Gender Equality Scheme through the following means:

The recruitment process
 The University's website
 Induction arrangements for staff and students
 Partnership agreements
 Corporate communications

12. Arrangements for Implementing the Action Plan

Members of the Senior Management Team, Equality and Diversity Committee and the Equality and Diversity Delivery Group will ensure the widest possible dissemination and awareness of the Scheme in their Faculty and Departments.

Identified staff will take lead responsibility for each action in the plan, reporting on progress to the Equality and Diversity Committee. Minutes of the Equality and Diversity Committee meetings and Annual Reports of the GES Action Plan will be published on the University's web pages.

13. Arrangements for reviewing the Scheme

The Equality and Diversity Committee will review the progress against the Action Plan on an annual basis. Annual staff and student monitoring data will be used to monitor progress. The results of monitoring will be published on the University website as part of the Annual Report on Equality and Diversity to the Governing Body, and will include a summary of proposed further action.

DRAFT GENDER EQUALITY SCHEME ACTION PLAN 2009-12

A.	Access and Inclusion	P13
B.	Organisational Development	P14
C.	Staff	P15
D.	Students	P17
E.	Collaborative Working	P19

A. Access and Inclusion

Priority	Planned Actions	Lead	Monitoring	Indicators of Progress and Outcomes	Timescale
Objective A1:					
To ensure gender equality through the Widening Participation Strategy and the recruitment strategies of relevant partners					
medium	Faculty action plans to be developed to implement the relevant actions of the Widening Participation Strategy to ensure gender equality within the student body.	Faculty Widening Participation Leads	Director of Partnerships and Widening Participation	Faculty widening participation action plans are implemented. The gender related targets of the Widening Participation Strategy are met.	Duration of Widening Participation Strategy and Gender Equality Scheme
medium	Relevant faculties to develop action plans to meet any gender related recruitment targets of strategic partners (e.g. The Training and Development Agency for Schools)	Faculty Recruitment Leads	Head of Department of Admissions and Recruitment	Faculty recruitment action plans are implemented. The gender related targets of relevant strategic partners are met.	Duration of the Gender Equality Scheme
Objective A2:					
To ensure gender equality within the curriculum through the Teaching and Learning Strategy					
medium	To implement the relevant actions of the Teaching and Learning Strategy to ensure gender equality within curriculum delivery	Faculty Teaching and Learning Leads	Director of Learning and Teaching	Relevant actions from the Learning and Teaching Strategy are implemented. Access to and understanding of the curriculum is not affected by gender.	Duration of Learning and Teaching Strategy and Gender Equality Scheme
medium	To develop better understanding of gender issues in learning amongst undergraduate students of both genders.	Learning and Teaching Enhancement Unit	Director of Learning and Teaching	The University develops a better understanding of gender issues in learning and this is reflected in future learning and teaching strategies.	Duration of Gender Equality Scheme

Objective A3: To ensure that childcare related issues do not present avoidable barriers for staff and students					
medium	To monitor the needs of staff and students with regard to childcare provision and make recommendations where appropriate.	Deputy Director Human Resources and Director of Student Support and Guidance	Equality and Diversity Committee	Decisions about childcare provision for staff and students are informed by accurate knowledge about their needs.	Duration of Gender Equality Scheme
medium	To review the information about childcare provision produced for staff and students.	Deputy Director Human Resources and Director of Student Support and Guidance	Equality and Diversity Committee	The information provided to staff and students about childcare provision is accurate and accessible.	2011

B. Organisational Development

Priority	Planned Actions	Lead	Monitoring	Indicators of Progress and Outcomes	Timescale
Objective B1: To continue to conduct Equality Impact Assessments on University policies and procedures to ensure gender equality					
medium	To conduct Equality Impact Assessments on University policies and procedures to ensure gender equality.	Equality and Diversity Manager	Equality and Diversity Committee	Evidence of the impact on gender equality of policies and procedures is produced. Relevant actions to remedy any negative impact are developed.	Duration of Gender Equality Scheme
Objective B2: To monitor the gender profile of the Governing Body and key University committees					
medium	To monitor the gender profile of the Governing Body and key University committees	The University Solicitor	Equality and Diversity Committee	The University Governing Body and key committees have a reasonable gender balance.	Duration of Gender Equality Scheme

Objective B3:					
To embed gender equality in the research process of the University					
medium	To consult with relevant bodies (e.g. the Equality Challenge Unit) to ensure the University's submission to the Research Excellence Framework reflects gender equality.	Head of the Graduate School and Research Office	Equality and Diversity Committee	The University's submission to the Research Excellence Framework reflects gender equality	Within the time frame of the Research Excellence Framework
medium	To encourage and promote research that advances gender equality.	Head of the Graduate School and Research Office	Equality and Diversity Committee	Gender equality is promoted through research conducted at the University.	Duration of Gender Equality Scheme
Objective B4:					
To ensure issues related to transgenderism are appropriately managed in the University					
high	To consult with staff, students and relevant external bodies to address issues related to transgenderism.	Equality and Diversity Manager	Equality and Diversity Committee	Guidance about transgenderism is made available to staff and students.	2010

C. Staff

Priority	Planned Actions	Lead	Monitoring	Indicators of Progress and Outcomes	Timescale
Objective C1:					
To ensure that policies relating to parenting, fostering and adoption reflect gender equality					
high	To conduct Equality Impact Assessments on the following policies: Maternity and Paternity policies, Return to Work policy, Fostering and adoption policies.	Deputy Director Human Resources	Equality and Diversity Manager	Maternity and Paternity policies, Return to Work policy, and Fostering and adoption policies ensure gender equality.	2011
high	To provide accessible information on parenting, fostering and adoption policies to all staff.	Deputy Director Human Resources	Equality and Diversity Manager	Accessible information on parenting, fostering and adoption policies is made available to all staff.	2011

Objective C2: To review how gender equality is embedded in the staff development programme and in the uptake of staff development opportunities					
medium	To review the Introduction to Equality and Diversity training to ensure that staff understand and promote gender equality.	Equality and Diversity Manager	Deputy Director of Human Resources - Development	Introduction to Equality and Diversity training ensures that staff understand and promote gender equality.	2010
medium	To ensure via the Staff Development Network that all CCCU trainers promote gender equality.	Equality and Diversity Manager	Deputy Director of Human Resources - Development	All CCCU trainers promote gender equality.	2010
medium	To review the gender profile of the uptake of staff development opportunities.	Deputy Director of Human Resources - Development	Equality and Diversity Committee	Evidence about the gender profile of the uptake of staff development opportunities is presented to the Equality and Diversity Committee.	2011
Objective C3: To analyse contribution pay data by gender					
medium	To analyse the awarding of contribution pay data by gender.	Deputy Director of Human Resources	Equality and Diversity Committee	Evidence about the gender profile of contribution pay awards is presented to the Equality and Diversity Committee.	2012
Objective C4: To implement the actions relating to Dignity at Work resulting from the staff survey and follow-up consultation					
high	To implement the actions resulting from the 2009 Senior Management Team report on Bullying and Harassment	Deputy Director of Human Resources	Equality and Diversity Committee	Actions from Senior Management Team report implemented.	2011

Objective C5: To continue annual equal pay audits and to implement any actions resulting from data analysis					
low	To continue annual equal pay audits and to implement any actions resulting from data analysis.	Director of Human Resources	Senior Management Team	The University continues to provide equal pay for equal work to men and women.	Annually
Objective C6: To ensure gender equality is promoted through line management and appraisal					
medium	To review evidence about line management and appraisal in order to identify any gender related issues.	Equality and Diversity Manager and Deputy Director Human Resources - Development	Senior Management Team	Line management and appraisal guidance and training incorporate gender related issues.	2012

D. Students

Priority	Planned Actions	Lead	Monitoring	Indicators of Progress and Outcomes	Timescale
Objective D1: To implement University strategies to improve the retention of male students					
medium	To continue to develop support strategies to improve the retention of male students.	Student Support and Guidance	Equality and Diversity Manager	Improvement in the retention rates of male students.	Duration of Gender Equality Scheme
Objective D2: To investigate issues related to maternity and paternity for students and develop relevant guidelines					
medium	To collect information relating to maternity and paternity issues amongst students.	Student Support and Guidance	Equality and Diversity Manager	Information about student related maternity and paternity issues is made available to relevant staff.	2011
medium	To develop guidelines for students becoming pregnant during their studies.	Student Support and Guidance	Equality and Diversity Manager	Relevant guidelines are developed and made available to students.	2012

Objective D3:					
To review the gender profile of students involved in student procedures and students accessing Student Services					
high	To report annually on the gender profile of students involved in student procedures.	Assistant University Solicitor	Equality and Diversity Committee	Data on the gender profile of students involved in student procedures is presented annually to the Equality and Diversity Committee.	Annually
medium	To report on the gender profile of students accessing Student Services.	Director of Student Support and Guidance	Equality and Diversity Committee	Data on the gender profile of students accessing Student Services is presented to the Equality and Diversity Committee.	2011
Objective D4:					
To ensure gender equality for students on placement					
low	To ensure partnership agreements for work placement reinforce the University's expectations with regard to gender equality.	Relevant Heads of Department and Programme Leads	Equality and Diversity Manager	Partnership agreements for work placement reflect the University's expectations with regard to gender equality.	2011
low	Work in partnership with the University's partners to promote equality and diversity and meet legal requirements.	Relevant Heads of Department and Programme Leads	Equality and Diversity Manager	The University's partners meet legal requirements.	Duration of Gender Equality Scheme
Objective D5:					
To investigate the gender profiles of students in positions of responsibility					
low	Look at gender profiles of students in positions of responsibility.	Students' Union and Equality and Diversity Manager	Equality and Diversity Committee	Data is available on the gender profile of students in positions of responsibility.	2012
Objective D6:					
To continue to promote gender equality awareness amongst the student body					
medium	To continue to promote the e-learning Equality and Diversity module.	Director Student Support and Guidance	Equality and Diversity Committee	The number of students completing the e-learning module increases.	Duration of Gender Equality Scheme

E. Collaborative Working

Priority	Planned Actions	Lead	Monitoring	Indicators of Progress and Outcomes	Timescale
Objective E1:					
To promote gender equality through the procurement process					
medium	To review procurement documentation to ensure partners promote gender equality.	Insurance Officer	Equality and Diversity Manager	Procurement documentation has requirements related to gender equality (as well as other equality strands) embedded in it.	2011
Objective E2:					
To ensure gender equality is central to collaborative working partnerships					
medium	To ensure that considerations of gender equality are embedded within due diligence checks undertaken prior to entering into collaborative partnerships.	Manager of Academic Partnerships Manager Student Support	Director of Quality and Enhancement	Statements are revised and disseminated. There is gender equality for students accessing HE through partnership arrangements.	Duration of Gender Equality Scheme

