EQUALITY SCHEME

2011-2015

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1 FOREWORD FROM THE PRINCIPAL

Newman University College is a Roman Catholic Institution with a strong tradition in teacher education and more recent provision in Arts, Humanities and Social Sciences.

The University College's values as a Catholic institution include: ensuring that equality and fair treatment for all is embedded into everything we do, and that the differences between people are recognised, respected and celebrated. At Newman University College we are continually working towards excellence in developing and implementing good practice in equality and diversity.

In taking a broad spread of work, the university college also seeks to fulfil its mission as set out in *Ex Corde,* para 26.

"A Catholic University, as any University, is immersed in human society; as an extension of its service to the Church, and always within its proper competence, it is called on to become an ever more effective instrument of cultural progress for individuals as well as for society."

Newman is proud of its diverse community of staff, students and visitors, and is committed to maintaining its excellent record in teaching, and its expanding role in research, by ensuring there is equality of opportunity for all.

The above is reflected in Pope John Paul II's recognition that:

Every Catholic University feels responsible to contribute concretely to the progress of society within which it works: for example it will be capable of searching for ways to make university education accessible to all those who are able to benefit from it, especially the poor or members of minority groups who customarily have been deprived of it.

Equality and Diversity is the concern of all and it is the responsibility of all members of the University College community to consider how Newman will continue to be a safe, welcoming and productive environment.

Peter Rolf Lutzeier
Principal

2 EQUALITY SCHEME

2.1 Purpose and Scope

Newman's Equality Scheme has been developed in recognition of the interrelated nature of equalities legislation and in response to the Equality Act 2010 and the Public Sector Equality Duty, which require institutions to work to promote equality and eliminate discrimination in all its activities, as well as in the context of the Institutional Strategic Plan for 2010-2013. A summary of the requirements of the Equality Act 2010 are listed in 2.1.1 below with a summary at Appendix 1 pages 15-19.

The Equality Scheme states the University College's on-going commitment to the promotion of equality and diversity. It sets out the actions we will take across functions and activities to promote equality, prevent discrimination and promote greater understanding between different groups of people, and raise awareness of changes such as protection against discrimination by association. Gaps in policy and procedure will be identified and addressed.

2.1.1 Equality Act 2010 and the Public Sector Equality Duty

The Equality Act establishes 9 'protected characteristics', on the grounds of which it is unlawful to discriminate against a person. These are:

- Age (all ages and age groups)
- Disability (physical and mental impairments)
- Gender identity (people undergoing gender reassignment or who are trans-gender)
- Marriage and civil partnership
- Pregnancy or maternity
- Race (including ethnic or national origin, colour and nationality)
- Religion or belief (religious belief systems, non-religious belief systems and non-belief)
- Sex (women and men)
- Sexual orientation (gay, lesbian, bisexual and heterosexual orientation)

The Public Sector Equality Duty (Section 149) (Appendix 2 pages 20-21) requires the University College to have 'due regard' of the need to:

1 **Eliminate unlawful discrimination**, harassment and victimisation on the grounds of a protected characteristic;
2 **Advance equality of opportunity** between people who share a protected characteristic and those who do not; and
3 **Foster good relations** between people who share a protected characteristic and people who do not share it.

In practice, this means we must consciously consider and embed the three duties in its activities, for example in student recruitment practices, teaching and learning, how we behave as an employer and the design and delivery of our services.

Having due regard of the need to **advance equality of opportunity** means actively considering how we can:

- Remove or minimise disadvantages faced by students, staff and applicants due to a protected characteristic;
- Take steps to meet the specific needs of students, staff and applicants with a particular protected characteristic; and
- Encourage people with a particular protected characteristic to participate in the public life of the University or in other activities where their participation is low.

Having due regard of the need to **foster good relations** means identifying opportunities in our activities to tackle prejudice and promote understanding between people who share a protected characteristic and others.

The Equality Duty can mean treating some people differently to others in order to meet their needs or address under-representation, provided this does not amount to discrimination against others. The Equality Duty also explicitly recognises that disabled people's needs may be different from others, and that public bodies have a duty to consider and take reasonable action to accommodate the needs of disabled people, even if this means treating disabled people differently or more favourably.

2.2 Equality and Diversity

2.2.1 Equality and Diversity Statement

Newman University College's Equality and Diversity Policy, states that:

"Newman University College is committed to fostering a diverse and inclusive community which encourages all students and employees to fulfil their potential and which values individuals because of their differences. This is in keeping with Newman University College's Catholic foundation and mission statement."

Newman University College Strategic Plan sets out plans and activities for the three years 2010-13. The plan aims to be visionary, aspirational and forward-looking. An extract from the strategic plan outlining the University College supporting Vision, Catholic Ethos and Mission is provided at Appendix 3 pages 22-23.

The Catholic ethos provides the clear underpinning of our mission:

"*Newman University College is committed to its motto 'ex umbris in veritatem' (out of the shadow into truth) and therefore provides high quality, accessible academic and professional education based on respect for others, social justice and equity. As a Catholic University College, we seek to make a positive difference to individuals and communities through the contribution of our staff, students and graduates."*

Newman University College is committed to upholding and promoting equality and diversity for all staff and students, and being proactive in addressing the requirements of equalities legislation, as expressed within the University College Strategic Plan and in accordance with the teaching of the Catholic Church.

2.2.2 Our Commitment to Equality

The University College has been actively engaged in drawing up a range of policies, schemes and action plans in response to legislation, and to make our services, practices and buildings as accessible and inclusive as possible. These have been developed to promote equality, prevent discrimination and promote greater understanding between different groups of people.

The Equality Scheme will be used to drive forward duties in relation to equality, diversity and inclusion with specific reference to the protected characteristics of age, disability, gender identity, pregnancy and maternity, race, religion and belief, sex, and sexual orientation, or any combination of these.

Equality policies, are framed within Catholic teaching and have been approved through consultative committees and Academic Board, together with approval as appropriate by the Board of Governors.

The Principal chairs the Equality and Diversity Committee, demonstrating the level of commitment to this area of work. Equality and diversity is being promoted, mainstreamed and embed into every area of the University College life, including services, policymaking, employment, procurement and statutory decision-making.

3 IMPLEMENTING THE EQUALITY SCHEME

3.1 Developing the Scheme

3.1.1 Overview

The University College has already made significant progress in driving forward the equality agenda through its disability, gender and race equality schemes, action plans, individual equality guidelines relating to the other protected characteristics, equality impact assessments processes, and diversity planning. Through these equality schemes and guidelines a more systematic evidence based approach to the equality areas has been developed. The University College while building on its achievements will identify further actions it will take to progress equality across the full range of protected characteristics or any combination.

We have determined that an integrated 'single scheme' approach would be a more effective way of addressing equality in the future, rather than a separate scheme for each of the 9 protected characteristics.

It means that the University College will be in a position to:

- Align the Scheme to the University College strategic priorities.
- Support the mainstreaming of equality into the day-to-day work of the University College.
- Ensure consistency of approach across the protected characteristics, and combinations – whilst recognising distinctiveness of each characteristic.
- Avoid a 'hierarchy' of equalities by promoting equality in its widest sense.
- Ensure all interested stakeholders have the opportunity to be involved in the development of the Scheme.

3.1.2 Previous and Current Activities to Promote Equality

Newman University College is already taking proactive steps to support greater equality and meet the needs of students and staff.

We have worked extensively and proactively on Disability, Race and Gender Equality, developing specific polices, schemes and action plans, and monitoring and reporting on these annually. We have continued to be committed to a programme of actions to deliver the principles, aims and objectives set out in the general and specific duties of the equality strands mentioned, and to apply these good practices to new legislation.

In addition we developed a single equality scheme at a time when this was not a requirement, to include other equalities and pre-empt additional protected characteristics.

We have an excellent multi-faith Chaplaincy and good campus relations with welcoming and appropriate faith spaces.

We are actively engaged in widening participation, in attracting a diverse range of students from differing social economic backgrounds. Newman has a national reputation for excellent student support.

Programme areas are integrating equality and diversity and the nine protected characteristics into their modules and curriculum and student assignments, as well as in their research interests.

Appendix 4 – pages 24-26 outlines further examples of equality and diversity activities.

Objectives and/or actions for 2011-2012

The following is a summary of key objectives and/or actions for 2011-2012:

- Address the requirements of the specific duties of the Public Sector Equality Duty – for students and staff.
- Review the existing single equality scheme and bring in line with the Equality Act, the PSED and Newman's strategic plan 2010-2013.
- Continue with the Working Group to complete the review of existing equality action plan and publish new action plan.
- Identify the key equality objectives to be published.
- Review all equality documentation to reflect all 9 protected characteristics.
- Increase range of data analysed across the characteristics: progression, retention, complaints, academic appeals, disciplinary …
- Undertake a gender pay gap survey.

3.1.3 Evidence Gathering

We have used quantitative and qualitative information, benchmarking and consultation with stakeholders to measure 'where we are now' and identify where further action is needed to advance equality across the Equality Act's protected characteristics. We have also considered our priorities within the context of the University College's strategic framework, and how the Equality Scheme can advance the University College's strategic objectives.

A range of sources of internal data are accessed to assist in assessing the impact of activities, including:

- Student data that is used to present to relevant deliberative committees and academic board

- Wide range of school and programme data gathered during quality reviewing processes
    - Appendix 5 – pages 27-35 – outlines the student profile against the nine protected characteristics
- Internal Student Satisfaction Surveys and Module Evaluation Questionnaires
- Human Resources database and equalities monitoring data
    - Appendix 6 – pages 36-39 – outlines the staff profile at June 2011.
- Annual Staff Equality and Diversity Report
- Previous Equality Schemes and Action Plans, eg Disability, Gender, Race.

In addition national data and good practiced sources such as:

- HESA
- HEFCE
- National Student Survey
- Representative National Advocating Bodies

3.1.4 Identifying Objectives

Objectives for the whole institution as well as specifically for the Schools and Service areas are determined from analysis of the data as indicated above, together with student and staff surveys and consultation.

The Specific Duties of the Equality Act 2010 requires public bodies by 6 April 2012 to publish one or more equality objectives which will implement the requirements of the General Duty (see above and Appendix 1). These objectives are to be implemented over a 4 year period and to be reviewed annually.

A sub/working group of the Equality and Diversity Committee has been established to recommend priority actions, that would encompass the range of protected characteristics, to comply with the above duties.

Initial priority considerations include:

Human Resources – Pay Gap Survey

- to be undertaken across all protected characteristics. The aim is to undertake this survey every 2 years.
- It is anticipated that the survey will reveal further objectives and analysis, eg flexible working and relating to pregnancy and maternity.

Students – in depth evaluation of Appeals arising from Programme Board decisions:

- *Short/Medium term:* Analysis of appeals with particular regard to withdrawals arising from the three Boards per year

- Breakdown across protected characteristics looking at who appeals, at the Review and Final Appeal stages, against withdrawal and reasons for appeal, eg academic failure, cultural, health/ mental health, mode of attendance/participation

- This will provide opportunity to produce detailed case studies that will contribute towards informing:

    - How the appeals process works – and could be improved
    - Evidence of equality
    - Quality and standards – reports and deliberative committees
    - Move towards joining up processes and practices
        - eg some potential for cross over with disciplinary and plagiarism issues
    - Recognise we are dealing with complexity of student life
    - Range and depth of support needs

    - *Long term:* Aim to improve the retention and progression of students who fit within the protected characteristics.
    - Lead to other actions linking to learning and teaching and curriculum.

3.1.5 The Action Plan for 2011-2015

The action plan in the previous version of the University College's single equality scheme, which sets out objectives and actions to achieve them, covering the period 2009-2012 is available via Newman's website. This action plan is under review as part of the process of updating objectives and actions relating to the full range of protected characteristics.

Single Equality Scheme – 2009-2012

The Action Plan for this previous equality scheme, which we are still working to, was based on the following plans, aligning with the previous institutional strategic plan and equalities legislation: develop excellent equality and diversity practice; student experience; learning, teaching and research; human resources; staff development; leadership, management and governance.

Equality Scheme – 2011-15

The action plan under review aligns with the current institutional strategic plan, which includes the following goals: institutional sustainability, internationalisation, a formative student experience, research scholarship and enterprise, engagement with the community and region, together with addressing new legislation including the 9 protected characteristics.

Objectives will include those mentioned above in section 3.1.4 on pages 10-11 together with: mainstreaming the Equality Duty into everyday business of

the institution, increasing engagement of students and staff, identifying through data available actions to improve the experience of both students and staff.

Equality Scheme Action Plan

The equality scheme action plan will be detailed in Appendix 7 pages 40 … and available from April 2012.

3.2 Responsibility for Implementing the Equality Scheme

The Principal, in conjunction with the Board of Governors, has overall responsibility for policy implementation and for providing leadership. However it will be the responsibility of all staff to implement the Equality Scheme as responsibility for delivering equality agendas extends to every member of an organisation including management, those with an explicit remit for equality and diversity, and individual staff.

It is recognised that all staff and students have a collective responsibility to promote equality and to adhere to and to apply this Scheme in all University College activities, both internally and externally.

3.3 Consultation and Involvement

Newman University College ensures that participation required by the statutory duties imposed by legislation on existing schemes is being met through consultation and involvement.

The Equality Scheme Action Plan includes a commitment to further development of consultation and involvement activities, to ensure annual involvement of staff, students and other relevant stakeholders in reviewing the progress, and influencing future developments and activities.

3.4 Monitoring, Reporting and Publishing

Progress towards achieving the actions detailed in the Equality Scheme and Action Plan will be reported annually to the Equality and Diversity Committee, Academic Board, and Governors as appropriate. It will be reviewed annually to identify any adjustments and/or new actions.

The Equality Scheme and Action Plan will be fully reviewed at the end of the 4-year period (2011-2015) to determine its continued relevance, and to ensure compliance with legislation.

3.5 Contacts and Further Information

Further information on equality and diversity is available on the Newman University College webpage, which is kept up to date by the Information Officer.

For further information in relation to staff contact the Director of Human Resources.

4 NEWMAN STUDENTS' UNION

4.1 Equal Opportunities

Newman Students' Union have their own equal opportunities policy. This policy covers opportunity for all members (students), staff and visitors with Newman Students' Union. This policy will be reviewed every three years.

The policy is available to view on the Students' Union website. Questions regarding the policy should be addressed to the Students' Union President.

The SU Executive includes a Equality and Diversity Officer.

4.2 Equality and Diversity

The Students' Union endeavours to be inclusive in all areas of work where-ever possible. Any issues relating to equality and diversity and/or inclusion are addressed on an individual basis and own merit in order to meet the needs of its members.

Membership of University College Committees, include members of the SU Executive. SU Executive members receive training for committee membership as well as internal and access to external training relating to equality and diversity.

4.3 Staff Student Consultative Committees

Student membership of the staff student consultative committees is organised by the student union. These committees exist for each programme/subject area in the University College. They are a mechanism for formally providing and obtaining feedback on academic and support issues in relation to a programme or subject area.

A profile of the 80 students involved in these committees is provided in Appendix 5 Section 11 on pages 34-35.

Appendix 1 – Equality Act 2010

1. Background

1.1 The Equality Act became law in January 2011. Its purpose is to streamline and strengthen equality legislation by:

- Harmonising all equality legislation into a single Act.
- Extending the public sector duty to promote equality to a wider range of protected characteristics.

2. Protected Characteristics

2.1 The Equality Act establishes 9 'protected characteristics'. It is unlawful to treat someone less favourably (discriminate) on the grounds of a protected characteristic in employment and education and in the provision of goods and services. The protected characteristics are:

- **Age**
  This can mean a person who is of a particular age or within an age range (e.g. 18-30 years old).

- **Disability**
  A person has a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

- **Gender reassignment**
  A person is undergoing, is proposing to undergo or has undergone a process to change physiological or other attributes of sex. This can be by undergoing medical procedures or may be by non-medical means, such as changing the way in which they dress.

- **Marriage and civil partnership**
  This relates to individuals who are married or in a civil partnership. Civil partners have the same rights as married couples on a wide range of matters.

- **Pregnancy and maternity**
  This relates to the rights of pregnant women and pregnancy or maternity-related absence.

- **Race**
  Race can be defined in terms of race, colour, nationality (including citizenship) ethnic or national origins.

- **Religion or belief**
  This includes individuals with both religious and non-religious philosophical beliefs, as well as people who have no religion or philosophical belief.

- **Sex**
  Both men and women are protected from sex discrimination and sexual harassment.

- **Sexual orientation**
  This includes people of all sexual orientations.

3. Less favourable treatment

3.1 Less favourable treatment on the grounds of a protected characteristic (unlawful discrimination) is defined by the Act as:

3.2 Direct Discrimination

Direct discrimination occurs when a person is treated less favourably because of a protected characteristic, compared to how someone without that characteristic would be treated.

The Equality Act definition of direct discrimination includes discrimination based on association (i.e. a person is treated less favourably because of the protected characteristic of someone they are associated with, such as a partner or child), eg

- a student's child has a disability – the student requires flexibility
- a student's daughter has a child who has a disability which requires the student to attend regular appointments with them – the student requires flexibility

The Act includes discrimination based on perception (where someone is treated less favourably because they are perceived to have a particular protected characteristic, even if this is not the case).

In relation to age, direct discrimination can sometimes be justified if it is a proportionate means of achieving a legitimate aim.

3.3 Indirect discrimination

This occurs when a provision, criterion or practice may appear neutral but has the effect of placing people with a particular protected characteristic at a disadvantage, when compared to others without that characteristic. Indirect discrimination is potentially lawful if the provision, criterion or practice can be objectively justified as a proportionate means of achieving a legitimate aim.

3.4 Harassment

The Equality Act defines three types of harassment:

- Unwanted conduct that has the purpose or effect of creating an intimidating, hostile, degrading, humiliating or offensive environment for a person, or of violating their dignity. This definition of harassment applies to all of the protected characteristics apart from pregnancy and maternity and marriage and civil partnership.
- Unwanted conduct of a sexual nature (sexual harassment).
- Treating a person less favourably than another because they have either submitted to, or did not submit to, sexual harassment of harassment related to sex or gender reassignment.

3.5 Victimisation

Victimisation takes place when a person is treated less favourably because they have asserted their legal rights under the Equality Act, or have supported someone else who has done so. For example by making or supporting a complaint of discrimination in good faith.

3.6 The Equality Act also established further forms of discrimination that can occur in relation to disability. These are in addition to direct and indirect discrimination, harassment and victimisation:

- Discrimination arising from disability – where a disabled person is treated in a particular way that, because of their disability, amounts to treating them unfavourably, when the treatment cannot be shown to be justified. The person carrying out the action must know, or be reasonably deemed to know, that the person has a disability.
- Failure to make 'reasonable adjustments' to accommodate someone's disability (where they would otherwise be placed at a substantial disadvantage), also amounts to less favourable

treatment on the grounds of disability. Reasonable adjustments can be changes to:

- Provisions, criteria or practices (the way things are done)
- Physical features (the built environment)
- Auxiliary aids (providing specialist equipment or services)

4. Public Sector Equality Duty

4.1 The Equality Act places additional duties on public bodies including universities – to take action to promote greater equality. This is known as the Equality Duty. The purpose of the Equality Duty is to integrate consideration of equality into the day-to-day business of public bodies.

4.2 The Equality Duty has three aims. It requires that the University, in the exercise of its functions, has 'due regard' of the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

4.3 'Functions' means what the University does, in particular its role as an education and service provider and employer. Having 'due regard' means that the University is expected to apply the Duty to its functions in a proportionate and relevant way, i.e. to give precedence to those areas where taking action to promote equality will have the greatest impact.

4.4 The Act defines due regard of the need to **advance equality of opportunity** as:

- Removing or minimising disadvantages suffered by people due to their protected characteristics
- Taking steps to meet the needs of people with protected characteristics
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

4.5 Having due regard of the need to **foster good relations** is defined by the actions that tackle prejudice and promote understanding between people from different protected groups.

4.6 In implementing the Equality Duty, the Equality Act explicitly recognises that disabled people's requirements may be different from those of non-disabled people.

4.7 The Equality Duty is underpinned by specific duties, which provide a framework to help public bodies to meet the three elements of the Duty. The specific duties require the University to publish:

- One or more equality objective by 6 April 2012, and thereafter at least every four years. Equality objective must be specific and measurable and relate to the achievement of the Equality Duty.
- Information to demonstrate its compliance with the Equality Duty by 31 January 2012 and thereafter at least annually.

4.8 The information that the University is required to publish must relate to staff and others affected by its policies and practices. This would include students and other service users who share a relevant protected characteristic. The information must be published in a manner that is accessible to the public.

4.9 The Equality Scheme and its annual reports is one way in which the University demonstrates how it is implementing the Equality Duty.

Appendix 2 – Section 149 – Public Sector Equality Duty

(1) A public authority must, in the exercise of its functions, have due regard to the need to —

(a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;

(b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;

(c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

(2) A person who is not a public authority but who exercises public functions must, in the exercise of those functions, have due regard to the matters mentioned in subsection (1).

(3) Having due regard to the need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to —

(a) remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;

(b) take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;

(c) encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

(4) The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.

(5) Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to:-

(a) tackle prejudice, and

(b) promote understanding.

(6) Compliance with the duties in this section may involve treating some persons more favourably than others; but that is not to be taken as permitting conduct that would otherwise be prohibited by or under this Act.

(7) The relevant protected characteristics are —

- age;
- disability;
- gender reassignment;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

(8) A reference to conduct that is prohibited by or under this Act includes a reference to —

(a) a breach of an equality clause or rule;

(b) a breach of a non-discrimination rule.

(9) Schedule 18 (exceptions) has effect.

Appendix 3 – Extract from Strategic Plan 2010-13

Newman University College Strategic Plan sets out plans and activities for the three years 2010-13. The plan aims to be visionary, aspirational and forward-looking.

The Strategic Plan derives from the clear framework of a new vision, a reasserted Catholic ethos and the confirmed mission and values of Newman University College. As a student-centred institution, we are set on continued enhancement of the student experience and in line with our motto 'ex umbris in veritatem' we approach this commitment in the spirit of a formative education. We will continue to work on this and other aspects of our work in partnership with the Student Union.

Vision/Catholic Ethos/Mission

Vision

To be a student-centred university rooted in the community providing a formative education informed by the Catholic ethos.

Catholic Ethos

The Catholic ethos means that:

- we proudly stand in the tradition of Catholic education that values the process of respectful dialogue as a means of reaching new knowledge through teaching, scholarship and research

- we aim to respect and encourage the individual integrity of everyone who is a part of the life of the University College

- we will strive to be an inclusive community which emphasises the Christian practice of hospitality, cherishing the diverse traditions represented at Newman University College

- we are committed to promoting the Christian virtue of justice in our neighbouring community, nationally and internationally, and to seeking external partners that support this vision

- we place worship and reflection at the spiritual centre of our life and work

- we work to foster a sense of vocation in students and staff, so that we are able to take responsibility for the flourishing of our world.

Mission

The Catholic ethos provides the clear underpinning of our mission:

Newman University College is committed to its motto 'ex umbris in veritatem' (out of the shadow into truth) and therefore provides high quality, accessible academic and professional education based on respect for others, social justice and equity. As a Catholic University College, we seek to make a positive difference to individuals and communities through the contribution of our staff, students and graduates.

A Formative Student Experience

Newman University College seeks to promote the personal and social development of its students, enabling them to contribute positively as informed, engaged and responsible citizens committed to life-long learning.

Specifically, it offers a personalised and holistic experience which respects individuals and allows them to realise their full potential. This is achieved through an enriching, broadening and humanistic curriculum and by the accumulation of qualifications and experience that contribute to employability.

Learning takes place within a supportive but academically challenging community which is locally oriented and internationally focused. It is informed by the Catholic ethos, with its rich intellectual tradition and social mission, and embodies the Newman motto of enlightenment and the search for truth.

The challenge is to sustain these traditions and aspirations within the difficult circumstances that currently prevail. This will involve reaching out to potential learners in new areas, be they first generation participants in HE, international students, an older age group or those in search of continuous professional development or re-skilling.

The curriculum will embrace co-terminous vocational awards, community work and international experience, while remaining scholarly, informed by research, enquiring and intellectually challenging. Increasingly students will become partners in the co-production of their own learning goals.

Appendix 4 – Previous and Current Activities to Promote Equality

As a Catholic institution the University College values include: ensuring that equality and fair treatment for all is embedded into everything we do, and that the differences between people are recognised, respected and celebrated.

Students

- Black and Ethnic Minority Focus Groups held to establish views of minority student groups with regard to their learning and support.
- Peer support organised with second year students 'buddying' first year students as part of orientation and transition.
- Mature Students Group established as a self-help support group.
- Excellent student support services that work with students in terms of academic transition and study skills and with students with specific learning needs.
- Support for students with disabilities from application and throughout their programme as appropriate.
- Academic and personal support through the Professional and Personal Tutoring system for students on initial teacher education programmes, or the senior academic support tutor system for combined and single honours students.
- Good practice developed in working with learners at the point of transition: the HEADStart programme for new students, and the HEADSUp programme for first year students transitioning into the second year of their programmes.
- Careers offered workshops aimed at minority groups, eg students with disabilities into employment.
- Careers produced an equality DLHE report based on gender, disability and ethnicity by subject area to advise good practice in student employability.

Staff

- Achievement and maintenance of the '2 Tick' symbol as an indication of the commitment to endeavouring to create a more diverse workforce and employing people with disabilities.
- Began the process of undertaking a Gender Pay Gap Survey.
- Survey for staff to verify data held by human resources and to add any additional information relating to the 9 protected characteristics.
- Flexible working arrangements supported

- Considered ways of embedding practice relating to the general duty of the Equality Act 2010.
- Considered ways of responding to and embedding practice relating to the Public Sector Equality Duty (2011).
- Provided equality and diversity training for all staff
- Delivered training of developing an inclusive curriculum
- Newman staff involved in projects where the results are being shared nationally as well as across the institution – which will contribute to improved practice within the institution:
    - HEA – 'Improving Involvement and Engagement of disabled Students'.
    - ECU – 'Using Data, across the institution, to improve the Disabled Student Experience'.
- New staff, in their induction, are addressed by the Principal, Vice Principal and Chaplain with regard to the mission and catholic ethos of Newman University College
- All staff are encouraged to access and express their faith, both on and off campus.

Institution

- Equality Scheme and Action Plan 2011-2015
- Single Equality Scheme and Action Plan 2009-12
- Separate Disability, Gender and Race Equality Schemes and Action Plans, prior to the Single Equality Scheme.
- Impact Assessment process established for new and existing policies and practices.
- Policies and procedures relating to the protected characteristics that have been approved through consultative committees and academic board, together with approval as appropriate by the Board of Governors.
- The Principal chairs the Equality and Diversity Committee, demonstrating the level of commitment to this area of work.
- The posts within Newman that fall within the 'Genuine Occupational Recruitment' framework are: Principal, Vice Principal, Chaplain and Head of Theology.
- Achieved and maintained the Frank Buttle Quality Award for our developments and actions with Care Leavers.
- Developed an action plan with regard to Religious Literacy
- Programme areas are integrating equality and diversity and the nine protected characteristics into their modules and curriculum and student assignments, as well as in their research interests, eg modules:

- Ethics; Ethics and Christian Moral Theory, Religion, Politics and Philosophy; Issues in Contemporary; Teaching World Faiths …
- Developmental Psychology, Psychopathology and Therapeutic Interventions …
- Education Equality and Identity; Access, Inclusion and Special Educational Needs; Individual Differences; Individual Development in an Educational Context; Childhood Adolescence and Society …

Campus

- There is a large Chapel with an adjoining quiet room and a nearby multi-faith prayer room with washing facilities.
- Halls of Residence are made up of individual rooms with single sex landings. We are aware that accommodation is not provided for married couples.
- Consideration of physical access fully embedded in the planning and construction of a major new build: a new Entrance Building and Library.
- Hearing Loops fitted in new classrooms, lecture theatres, and public areas.
- The university college premises are used to capacity for university business, which includes learning and teaching, and staff development.
- There are no private bookings except for the Sports Hall for sporting activities.

Public Procurement

- All contractors that work for/at Newman University College are issued with a Contractor's Handbook that outlines its Catholic ethos, expectations with regard to equality, etc.
- We have a contract with an External Security company that is also issued with the Contractor's Handbook and clear engagement procedures for hiring contractors which includes reference to our E&D policies.
- We have been awarded the Fair Trade Status and this was successfully renewed in February 2010 for a further two years.

Appendix 5 – Evidence Base – Student Profile

1 Introduction

This section outlines range of evidence we consider, in terms of quantitative and qualitative data we hold on students and staff in relation to each equality strand.

This data forms part of our evidence-based approach to determining where further action is needed to promote equality and to ensuring each protected characteristic is given equal consideration.

The 2011 intake of students totalled 3,016

The 2010 intake of students totalled 3,212

In 2011 30.5% of the intake was in the School of Education, 69.2% in the School of Human Sciences, and 0.3% in the Graduate School.

In 2010 30.4% of the intake was in the School of Education, 69% in the School of Human Sciences, and 0.6% in the Graduate School.

2 Student Satisfaction

The National Student Satisfaction Survey (NSS) gives Newman University College an overall satisfaction rating of 81% (a rating of 4 out of 5) for 2011, and an overall satisfaction rating of 84% (a rating of 4 out of 5) for 2010. This shows a consistently high overall student satisfaction rating.

Newman's annual internal satisfaction survey gives a rating of 3.8 out of a potential 5. There was a response rate of 39% of eligible population of second year students.

In relation to some of the protected equality characteristics the following is reported from the internal satisfaction survey for 2010-11.

- Disability
    - Overall satisfaction for quality of course is lower for disabled students with a score of 3.76 against 4.05 of those without a disability.
    - All areas scored lower for students with disabilities with the exception of feedback on work, which those with a disability rated as 3.56 above the 3.47 score for those with no disability.
    - The lower scores from students with disabilities are also reflected in the distinctiveness questions, with the exception of involvement in community where there was no difference in the scores.

- Ethnicity
    - Overall ethnic minority students were more satisfied with an average score on quality of course of 4.27 compared to 3.99 for white students.
    - In feeling part of the Newman Community the overall score was 3.88, slightly higher than the score for white students of 3.69
    - However those of Bangladeshi background felt least part of the community
    - In the distinctiveness of Newman, white students provided an average of 3.62, with ethnic minority students providing a score of 3.83, with students from black backgrounds scoring 4+

- Gender
    - Male overall satisfaction with the quality of the course is slightly lower than female students, with scores of 3.90 and 4.06 respectively
    - Slightly lower level of satisfaction is recorded by male students across the main questions, except for the enthusiasm of teaching staff where male students record a higher level of satisfaction
    - Lower scores are also recorded with male students' satisfaction in terms of distinctiveness

- Mature Students
    - The overall satisfaction with quality of the course rises with the age profile, with 18-24 year olds scoring 4.00 and those over 24 scoring 4.14 and above.
    - In terms of personal development, it is the younger students who provide the highest scores with 5.0 recorded for presentation, communication skills and confidence in tackling unfamiliar problems

3 Age

Age at entry of the academic year 2011-1: Mature students – over age of 21 at date of entry for undergraduates and 25 or over for postgraduates – represented 48% of the student population, and 51% were under the age of 21.

Age at entry of the academic year 2010-11, Mature students – represented 49% of the student population, and 52% under the age of 21.

There was a fairly even spread of mature students, over the two years, in the age breakdowns 22-24, 36+, and slightly higher in the 25-35 category.

The tables below show the Age Profile for the academic years 2011-12 and 2010-11 for the three Newman Schools.

2011/12

Age on Entry Profile	Under 18 Years	18-21 Years	22-24 Years	25-35 Years	Over 35 Years	Total
School of Education	1	401	224	202	99	**934**
School of Human Sciences	6	1,181	210	382	350	**2,136**
Graduate School	0	0	0	2	7	**9**

2010/11

Age on Entry Profile	Under 18 Years	18-21 Years	22-24 Years	25-35 Years	Over 35 Years	Total
School of Education	1	419	197	228	127	**972**
School of Human Sciences	4	1,188	209	232	402	**2,213**
Graduate School	0	0	2	6	11	**19**

4 Disability

At the beginning of the academic year 2011-12, there were 402 students at the University College with a known disability, representing 13.5% of the total student population. This is likely to increase by the end of the year as more students present themselves to the service.

In 2011 of the cohort of students with disabilities represented: 19.25% in the School of Education, 80.75%% in School of Human Sciences, and 0% in the Graduate School.

During the academic year 2010-11, there were 443 students at the University College with a known disability, representing 14.9% of the total student population, which was well above the national average of 7.5%.

In 2010 this represented: 20.6% in the School of Education, 79.4%% in the School of Human Sciences, and 0% in the Graduate School.

The University College has continued to identify and support large numbers of disabled students: 2009-10 – 16%, 2008-09 – 15%.

The tables below show the Disability Profile for the academic years 2011-12 and 2010-11 for the three Newman Schools.

2011/12

Disability Profile	No Disability	Disability	Not Known	Total
School of Education	879	63	2	**944**
School of Human Sciences	1,888	241	6	**2,136**
Graduate School	8	0	1	**9**

2010/11

Disability Profile	No Disability	Disability	Not Known	Total
School of Education	899	73	2	**972**
School of Human Sciences	1,938	273	6	**2,215**
Graduate School	17	0	2	**19**

DLHE

- Among respondents to the 2009-10 DLHE 68.8% of disabled leavers were in part-time or full-time paid work for 6 months after graduating, compared to 74.6% of non-disabled leavers.
- This indicates a 5.8% difference. However there were only 64 disabled leavers surveyed in comparison to 685 non-disabled leavers.
- The highest proportion of leavers with a disability came under 'learning difficulty' indicating dyslexia, etc.
- Additionally 20.3% of disabled leavers were in further study compared to 13.9% of non-disabled leavers.
- 17.2% of disabled leavers were assumed to be unemployed/unavailable for work, compared to 12.9% of non-disabled leavers.
- There were only 3 out of the 64 disabled leavers who were still seeking employment.
- There were 3.7% more disabled leavers unavailable for work in comparison to non-disabled leavers.

5 Gender Identity

The University College does not currently ask students if they are trans male or female.

Newman Student Union executive includes an equality and diversity officer and a welfare officer. Together with the University College Counsellor, student support, academic support tutors, and the University College Chaplain, we aim to provide a range of choices for students who need to talk about and have support in their identity choices.

Newman and it's Student Union are aware of the Equality Challenge Unit research on the 'Experience of Lesbian, Gay, Bisexual and Trans Staff and Students in Higher Education (2009) and results that show that: trans students often encountered higher levels of negative treatment than LGB students with almost a quarter (22.6%) of trans students surveyed reported being bullied or discriminated against since starting university. It also showed that trans students experience particular anxiety about whether staff and students in their HEI would use their preferred/correct pronoun and whether they would be prevented from using the toilet appropriate to their preferred/acquired gender.

6 Pregnancy and Maternity

The University College does not currently ask students whether they have children or caring responsibilities.

Students who become pregnant while studying on their programme of study are supported to continue their students or given the opportunity to suspend if appropriate. Should students elect to continue, then they are encouraged to closely monitor their health to ensure that they remain fit and healthy during their pregnancy.

7 Race

At the beginning of the academic year 2011-12 ethnic minority students totalled 22.5%, with white being 70.5%, and other/not known at a figure of 7%.

At the beginning of the academic year 2010-11 ethnic minority students totalled 21%, with white being 72.5%, and other/not known at a figure of 6.5%.

The tables below show the Race Profile for the academic years 2011-12 and 2010-11 for the three Newman Schools.

2011/12

Race Profile	White	Black/ Asian	Mixed	Other	Not Prov-ided	Total
School of Education	745	148	25	7	19	**944**
School of Human Sciences	1,418	556	92	33	38	**2,136**
Graduate School	8	1	0	0	0	**9**

2010/11

Race Profile	White	Black/ Asian	Mixed	Other	Not Prov-ided	Total
School of Education	775	143	23	5	26	**972**
School of Human Sciences	1,532	538	93	17	33	**2,215**
Graduate School	17	2	0	0	0	**19**

(DLHE)

- Among respondents to the 2009-10 DLHE 67.1% of ethnic minority leavers were in paid work, either full- or part-time, for 6 months after graduating, compared to 75.4% of non-ethnic leavers.
- However there were 140 ethnic leavers surveyed in comparison to 590 non-ethnic leavers
- Additionally 10.7% of ethnic minority leavers were in further study compared to 15.4% of non-ethnic leavers.
- 12.8% of ethnic minority leavers were assumed to be unemployed/ unavailable for work, compared to 13.2% of non-ethnic leavers.
- There were 2.4% more non-ethnic leavers than ethnic leavers unavailable for work

8 Religion or Belief

In 2010 71% of students disclosed their religious belief to the University College. Of that number, 53% identified as a Christian denomination, 10% Muslim, 3% Sikh, 1.4% Hindu. 0.1% Jewish, and 5% Other. In addition 21% identified themselves as having No Faith and 8% did not provide information.

In the 2011 intake 68.5% of students disclosed their religious belief to the University College. Of that number, 54% identified as a Christian denomination, 11.7% Muslim, 2% Sikh, 0.7% Hindu. 0.1% Jewish, and 2.8% Other. In addition 25.7% identified themselves as having No Faith and 3% did not provide information.

In an Equality Challenge Unit (ECU) survey on *Religion and Belief in higher education: the experience of staff and students (2011),* responses indicated that 43.8% of students in the sector who took part in the research identified as Christian, 31.4% had no religion, 9.1% identified as Muslim and the remaining 15.7% identified with one of the other faiths.

The ECU survey also indicated that most respondents reported that they felt valued by their institution and had not experienced harassment or discrimination because of their religion or belief.

9 Sex

The academic year 2011-12 saw the gender proportion of students at 72% female and 28% male.

The academic year 2010-11 saw the gender proportion of students at 72% female and 28% male.

It is interesting to note that the two academic years indicate the same split of 72:28. This ratio is similar for previous academic years, and is reflective of the male-female split in each of the Schools.

The tables below show the Age on Entry Profile for the academic years 2011-12 and 2010-11 for the three Newman Schools.

2011/12

Sex (Gender) Profile	Male	Female	Not Known	Total
School of Education	244	700	0	**944**
School of Human Sciences	540	1,596	0	**2,136**
Graduate School	6	3	0	**9**

2010/11

Sex (Gender) Profile	Male	Female	Not Known	Total
School of Education	223	749	0	**972**
School of Human Sciences	568	1,644	1	**2,213**
Graduate School	13	6	0	**19**

DLHE

- Among respondents to the 2009-10 DLHE 77.3% of male leavers were in full-time or part-time paid work for 6 months after graduating, compared to 73.1% of female leavers.
- However there were 397 more female leavers than male graduates.
- Additionally 14.2% of male graduates were in further study compared to 14.5% of female leavers.
- There were only 0.3% more females than males entering further study.
- 9.1% of male leavers were assumed to be unemployed/unavailable for work, compared to 14.3% of female leavers.
- Only 0.2% more females were seeking employment in comparison to males
- 10.3% of females were unavailable for work in comparison to only 5.1% of males.

10 Sexual Orientation

The University College does not currently ask students about their sexual orientation. However a recent ECU survey, *Experience of Lesbian, Gay, Bisexual and Trans Staff and Students in Higher Education (2009),* suggested that around 7% of students in higher education identify as lesbian, gay or bisexual (LGB).

Newman Student Union executive facilitates a range of student groups, one of which is a LGBT Society. The Student Union Executive includes an Equality and Diversity Officer and a Welfare Officer. Together with the University College Counsellor, Student Support, Academic Support Tutors, and the University College Chaplain, we aim to provide a range of choices for students who need to talk about and have support around their sexual orientation.

The report states that the majority of LGB students are out to university friends, but almost two thirds are not out to tutors as they fear discrimination. It was also stated that a significant proportion of LGB students reported experiencing some form of negative treatment on the grounds of their sexual orientation.

11 Staff Student Consultative Committees

Total student numbers involved in the staff student consultative committees is 80.

Age

Under 21		**Under 25**		**Under 30**		**30+**	
Nos.	%	Nos.	%	Nos.	%	Nos.	%
23	29	37	46	11	14	9	11

Disability

Dyslexia		**Unseen**		**No Known Disability**	
Nos.	%	Nos.	%	Nos.	%
8	10	1	1	71	89

Gender (Sex)

Female		**Male**	
Nos.	%	Nos.	%
57	71	23	29

Race (Ethnicity)

	Nos.	%
White	64	80
Asian/Pakistani	5	7
Black Other	1	1
Black Caribbean	3	4
Black African	2	3
Other	1	1
Asian/Indian	1	1
Asian Bangladeshi	1	1
Asian/Other	1	1
Not given	1	1

Religion and Belief

	Nos.	%
None	20	25
Christian (General)	16	20
Catholic	13	16
Church of England	11	14
Islam	9	12
Do not wish to give	6	8
Other	2	3
Methodist	1	1
Sikh	1	1

Appendix 6 – Evidence Base – Staff Profile

1 Introduction

Newman University College currently collates data on staff members' age, disability, gender and race as standard, and prepares an annual report. A survey was undertaken in the period up to December 2011 where staff were asked to provide individual information on all of the protected characteristics, to update human resource records.

The information on the tables below detail the staff profile at 30 June 2011. At that date Newman employed 327 staff of which: 245 were full time and 82 were part time; 150 academic staff and 177 professional and support staff; 196 female and 131 male.

	Total
Academic Staff	**150**
Full time	114
Part time	36
Professional and Support Staff	**177**
Full time	131
Part time	46
Total	**327**

2 Age

Staff span the age ranges 16-65+. Age of admin and support staff fairly evenly fall within the 16-40 and 41-65+ age ranges; with around ¾ of academic staff falling within the age range 41-65+ and predominantly in the 41-60 age range.

Workforce Profile by staff group, and Age

	Age Range													
	16-20		21-30		31-40		41-50		51-60		61-65		65+	
	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
Academic	0	0.0	5.9	4.1	33.75	23.2	48.3	33.2	41.8	28.7	12.8	8.8	0.58	0.4
Admin & Support	0.8	0.5	37.5	21.4	38.8	22.1	38.3	21.8	46.3	26.4	11.5	6.6	2	1.1
Total	0.8	0.3	43.4	13.6	72.55	22.8	86.6	27.2	88.1	27.7	24.3	7.6	2.58	0.8

3 Disability

There are 13 staff that have a declared disability. This may appear low but staff are given the opportunity to declare a disability from the application stage and onwards.

Workforce Profile by staff group, Disability, Full time/ Part time

	Declared disabled	NK to be disabled	Total
Academic Staff	**4**	**146**	**150**
Full time	3	111	**114**
Part time	1	35	**36**
Professional and Support Staff	**9**	**168**	**177**
Full time	7	124	**131**
Part time	2	44	**46**
Total	**13**	**314**	**327**

4 Gender Identity

The University College does not currently collect data on staff members' gender identity, whether a person is trans-male or trans-female as standard, though staff have recently been requested to do so through the survey mentioned above.

5 Pregnancy and Maternity

There are generous pregnancy, maternity and adoption arrangements for staff, as well as family-friendly policies that support flexibility. Staff have access to an on-site nursery and childcare voucher schemes.

6 Race (Ethnicity)

The profile below shows the majority of staff within the white ethnic category compared to a smaller proportion in the BME ethnic category.

Workforce Profile by staff group, Race (Ethnicity), Full time/ Part time

	White	BME	Total
Academic Staff	**137**	**13**	**150**
Full time	106	8	**114**
Part time	31	5	**36**
Professional and Support Staff	**170**	**7**	**177**
Full time	127	4	**131**
Part time	43	3	**46**
Total	**307**	**20**	**327**

The following two tables present data by staff category by specific ethnic breakdown by head count (HC) and % of the workforce profile.

Staff Ethnicity	A1		A2		A4		A5		B1	
	HC	%	HC	%	HC	%	HC	%	HC	%
Academic	118	81.2	1	0.7	5.5	3.8	6.6	4.5	0	0.0
Admin & Support	163.9	93.4	0	0.0	2.2	1.3	2.4	1.4	0.5	0.3
Total	**281.9**	**88.6**	**1**	**0.3**	**7.7**	**2.4**	**9**	**2.8**	**0.5**	**0.2**

A1 – English A2 – Scottish A4 – Irish A5 – Other White B1 – White and Black Caribbean

Staff Ethnicity	C1		C2		C4		D1		D2		NS	
	HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
Academic	2.4	1.7	1	0.7	3.3	2.3	4.25	2.9	0	0.0	0.9	0.6
Admin & Support	2.25	1.3	0.9	0.5	1	0.6	1.5	0.9	0.3	0.1	0.4	0.2
Total	4.65	1.5	1.9	0.6	4.3	1.4	5.75	1.8	0.3	0.1	1.3	0.4

C1 – Indian C2 – Pakistani C4 – Other Asian D1 – Caribbean D2 – African NS – Not stated

7 Religion and Belief

All staff are encouraged to access and express their faith, both on and off campus.

8 Sex (Gender)

The University College collates data on gender allowing staff to define themselves against the gender they most closely identify with, but has only been either male or female.

Workforce Profile by staff group, Gender, Full time/Part time

	Female	Male	Total
Academic Staff	**77**	**73**	**150**
Full time	63	51	114
Part time	14	22	36
Professional and Support Staff	**119**	**58**	**177**
Full time	83	48	131
Part time	36	10	46
Total	**196**	**131**	**327**

Workforce Profile by staff group, Sex (Gender), Full time/ Part time, and Grade

Administrative and Support Staff

	Female	Male	Total
Grade 1	20	5	**25**
Grade 2	0	0	**0**
Grade 3	27	16	**43**
Grade 4	25	12	**37**
Grade 5	14	5	**19**
Grade 6	7	6	**13**
Grade 6A	15	4	**19**
Grade 7	3	5	**8**
Grade 8	3	1	**4**
Grade 8A	0	1	**1**
Grade 9	4	2	**6**
Grade 10	0	0	**0**
SMT	1	1	2
Total	**119**	**58**	**177**

Workforce Profile by staff group, Sex (Gender), Full time/ Part time, and Grade

Academic Staff

	Female	Male	Total
Grade AC1	8	0	**8**
Grade AC2	9	6	**15**
Grade AC3	55	41	**96**
Grade AC4	11	13	**24**
Grade AC5	0	0	**0**
SMT	2	5	**7**
Total	**85**	**65**	**150**

9 Sexual Orientation

The University College does not currently collect data on staff members' sexual orientation as standard, though staff have recently been requested to do so through the survey mentioned above.

Appendix 7 – Action Plan

The action plan in the previous version of the University College's single equality scheme, which sets out objectives and actions to achieve them, covering the period 2009-2012 is available on Newman's website.

The action plan for the two key objectives addressing the requirements of the public sector equality duty are under review as part of the process of updating objectives and actions relating to the full range of protected characteristics, and to align with the institutional strategic plan 2010-2013.

The Action Plan for the key objectives to be followed through during the next 4 years will be completed by April 2012.