STATEMENT OF EQUALITY OBJECTIVES 2013-15

Introduction
This document builds on the work carried out by the University of Bath to demonstrate our commitment to equality and diversity in all areas of our activities. Additional information is available on the University’s Equality and Diversity website. Our achievable objectives have been developed in consultation with stakeholders and build on work already completed.

This Statement of Equality Objectives replaces the Single Equality Scheme. Progress in achieving the objectives will be monitored by the Equality Management Group, which meets three times a year (on which the Chair of the Equality and Diversity Network sits). The Group reports to the Equality and Diversity Committee which is a joint committee of Council and Senate and which oversees the University’s equality and diversity responsibilities. Assistance to those responsible for progressing each objective will be provided through the Office of the University Secretary.

Equality Act
The public sector duty contained in the Act covers eight of the protected characteristics. We demonstrate our understanding of the effect of our policies and practices on people with different protected characteristics by complying with the general duty. This is done through monitoring (and publishing the results) of the impact of our activities and functions and making adjustments to our decision-making where necessary.

The general equality duty requires all public bodies – including universities – to have due regard to the need to:-

- Eliminate unlawful discrimination, harassment and victimisation and 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.

The Equality Act explains that having due regard for advancing equality involves:-

- Removing or minimising disadvantages suffered by people due to their protected characteristics.

- Taking steps to meet the needs of people with certain protected characteristics where these are different from the needs of other people.

- Encouraging people with certain protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

Statement of intent
The University of Bath is an internationally recognised provider of high quality teaching and learning, a centre of excellence for research as well as a focus for sports and other functions. We intend to provide these services to students, staff, visitors and others in a fair and equitable way. We do this through our robust policies, practices and procedures, and
measure the impact of these. We monitor the recruitment, achievement and retention of staff and students. We provide our staff with relevant training so that they can deliver services to students, visitors and others to the highest standards. We are mindful of our obligations to treat people fairly irrespective of their age, disability status, gender\(^1\), marriage/civil partnership, pregnancy/maternity status, race, religion and belief, sexual orientation and transgender status\(^2\), which are the nine protected characteristics under the Equality Act 2010. The Act provides us with a good foundation for our policies, practices and procedures and we fully abide by these principles.

**Equality principles**

Our equality principles are:-

1. To maintain an organisational culture and environment in which all staff and students understand fairness, inclusive language, positive attitudes, and the value of equality and diversity,

2. To remove barriers which may be experienced by members of protected groups including tackling unlawful discrimination, harassment and victimisation,

3. To continue to foster good relations between staff, students, contractors, visitors and service users by promoting an inclusive work/study/leisure environment,

4. To assist staff and students to achieve their potential at work and in their education through relevant policies, practices, equality analyses and monitoring.

Our objectives and action plan aim to ensure equality and diversity is fully incorporated into our core business, with a focus on the nine protected groups as central elements of our approach.

We will monitor and make necessary amendments to plans to facilitate progress in achieving these equality and diversity outcomes. Guidance, support and training will be provided to members of staff to ensure that the University's commitment to equality is fully realised.

**Document outline**

This document consists of a general section explaining the legal requirements and our statement of intent as a University to undertake relevant actions to meet stated objectives.

The next section contains brief information on each protected characteristic to provide the reader with details of our commitment to fair treatment in respect of each characteristic. The equality objectives, in a table format, completes the document (Appendix A).

Relevant weblinks to external sources of help and advice, such as the Equality Challenge Unit, are listed as Appendix B.

The Equality and Diversity website for more information on each protected characteristic can be found at [http://www.bath.ac.uk/equalities/](http://www.bath.ac.uk/equalities/)

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\(^1\) In the Equality Act 2010 'gender' is referred to as 'sex'.

\(^2\) In the Equality Act 2010 'transgender status' is referred to as 'gender reassignment'.

For both the above protected characteristics we have retained the terms in current use in most of our documentation.
Age

The University is committed to ensuring that staff, students and visitors are not unfairly discriminated against on the basis of age, to valuing the age diversity inherent in the nature of higher education and to promoting age equality. We recognise the positive contribution older workers can bring to the workplace. We also recognise that our employment practices can particularly affect older workers, for example through the provision of flexible and part-time work opportunities and flexible retirement policies.

For students, the National Student Survey revealed that overall satisfaction was lower among mature students than among young students. Retention of new undergraduate first degree students is significantly worse for mature students (15% first year leaving rate in 2011 compared with 4% for young students), although it should be noted that the population is quite small and the rate appears to be improving. A Students’ Union representative attends the NUS Mature Students’ Conference annually.

For staff, the staff survey conducted in 2011 revealed concerns about the effectiveness of communication with young staff (particularly the 25 and under group, representing 3% of staff). This is being taken into account in the formation of a new communications strategy.

Objectives/Actions

- Support Student Self Organised Group for Mature Students.
- Monitor closely National Student Survey results for mature students.
- Devise methods to reach the under 25 segment of staff more effectively using relevant communication platforms and tools.
**Disability**

We respect the dignity and individual autonomy of disabled people and their right to full and effective participation and inclusion in society, and see respect for difference and acceptance of persons with disabilities as part of the recognition of human diversity. We are committed to giving high priority to the recognition of disability equality; promoting disability equality principles and practices internally as well as to external partners and the local community; and recognising and valuing positively the disabled community.

Disability access remains a priority for the University and is taken into account in considering new buildings improvements and maintenance to existing buildings. A significant programme of improvements was implemented in 2012 following an Access Audit.

Equality & Diversity Student Statistics 2010-2011 show that there have been no significant changes in the numbers applying or registering with a disability, although there is a slight increase in the number of postgraduate entrants. 7% of undergraduate applicants declared a disability in 2011 and 8% of undergraduate entrants had a known disability. For the 2010/11 academic year, students with a disability experienced slight improvements in rates for participation, retention and attainment. However, a lower proportion of disabled students attained a 1st class or 2.1 degree than those with no disability.

In total, 2.3% of staff declared that they had a disability (31 July 2012). Among members of the professor & clinical academic staff, 2.7% declared a disability, compared with a national benchmark of 2.2%. In order to encourage staff to declare their disability status, the University has produced guidance notes on ‘Building disability confidence and supporting disabled staff’, available through the Human Resources website. The Assistive Technology Initiative provides specialist support software for both staff and students.

**Objectives/Actions**

- Support self-organised group for disabled students.
- Relaunch self-organised group for disabled staff.
- The working group on degree attainment to review on an annual basis the attainment of disabled students and ensure appropriate action is taken.
Gender

We encourage the diversity of our staff, students and visitors and aim to create an environment of respect and dignity where we provide men and women with the opportunity to realise their full potential at work, study or leisure.

We have demonstrated our commitment to gender equality through a number of staff, student and service user focused projects. These will assist us to meet the general duty. We will continue to work towards goals set through our senior management and in consultation with staff, students and other stakeholders.

As at 31 July 2012 the University employed 2,643 staff. The full time equivalent figure (FTE) was 2,371. Almost half the staff were female. This continues the trend of the last four years. 25% of staff worked part time at the University. Although the number of part time staff has remained roughly static, fewer men (146) and more women (513) are in part time positions. In the Equality Challenge Unit national statistics report, across the higher education sector, men comprised 55.7% of academic staff in non-manager roles and 72.0% of academic staff in senior management roles and, overall, 53.8% of all staff were women in 2009/10.

The Gender Pay Gap for basic pay covering all staff (Full and Part-time), when this was last undertaken, was 23.2% at this University. The figure was 17.8% if Senior Managers and Professors are excluded. The pay gap is fully investigated each year to identify if there are any areas for concern and action. The European Commission defines the gender pay gap as the average difference between men’s and women’s hourly earnings with men earning more in the figures above.

With regards to students at this University on 1 December 2011 female students comprised 44% of undergraduate students. This has been the 3 year average (2009-11). Nationally the Equality Challenge Unit report on statistics tells us that “despite an increase in the proportion of male students over the past four years, in 2009/10 there was still a gap of 13.3% between female and male students’ representation”.

With regards to women in science, technology, engineering and medicine (STEMM) we would like to provide more opportunities for our staff and students to achieve their potential and have been members of Athena SWAN since 2008. This national organisation has devised standards to recruit, retain and develop women in STEMM which we adhere to. We have achieved a university-wide bronze award. We are actively encouraging STEMM departments to apply for departmental bronze or silver awards and supporting them to do so.

Objectives/Actions

- Raise awareness of gender equality issues.
- Undertake annual Equal Pay reviews.
- Actively pursue Athena SWAN initiatives through the award action plan.
- Strengthen efforts to increase the number of women Professors.

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3 European Commission, Gender Pay Gap, August 19, 2011.
Marriage/Civil Partnership

Employees will be treated fairly in relation to their marital and civil partnership status. This means that they will not be discriminated because of the marriage or civil partnership status. Marriage and Civil Partnership is a protected characteristic under the Equality Act but it is not covered by the Public Sector Equality Duty. Under the Equality Act 2010 being married or in a civil partnership are not protected characteristics for providing services in higher education institutions. It only applies to existing or potential staff and does not apply to students. The University does not collect data on marriage and civil partnership status.
Pregnancy/Maternity

Job applicants and existing employees who are pregnant or new mothers fall within the ambit of existing policies and procedures. There are well established staff maternity, paternity and parental leave policies. Female students are protected from discrimination because of their pregnancy or maternity.

It is unlawful for universities to discriminate against applicants and existing students in relation to admissions; the provision of education; access to any benefit, facility or service; and disciplinary proceedings. It is not direct discrimination against a male student to offer a female student special treatment in connection with her pregnancy or childbirth. To claim pregnancy or maternity discrimination a female student must show that she has been treated unfavourably because of her pregnancy or maternity and she does not have to compare her treatment to the treatment of someone who was not pregnant or a new mother.

The student Recruitment and Admissions Office has ensured that relevant admissions policies and procedures have been revised appropriately. Student Services has devised guidance materials to support academic departments to make appropriate provision for pregnant students and those within a period of 26 weeks of giving birth.

Nursing mothers who are students or employees can make use of specific areas on campus for breastfeeding or expressing milk. There are baby-changing facilities in a number of locations around campus.

To assist staff and student parents the Westwood Nursery on campus accepts babies from 6 months old.

Objectives/Actions

- Keep under review guidance for pregnant students.

- Raise awareness of the requirement to make relevant provisions for staff or students, who are pregnant or within 26 weeks of giving birth.

- Promote flexible working as indicated in the staff survey and Athena SWAN action plan.
Race

We are committed to ensuring that staff, students and visitors to the University are treated fairly. We strive to provide an environment where everyone feels valued and welcomed. We have demonstrated our commitment to racial equality through a number of initiatives to promote equality between people from different ethnic groups and raise awareness of good practice in employment, teaching and learning, leisure, and other services provided by this University.

Under the Equality Act race means a person’s colour, and/or; nationality (including citizenship), and/or; ethnic or national origin and a racial group is composed of people who have or share a colour, nationality or ethnic or national origins. A person has the protected characteristic of race if they belong to a particular racial group, such as ‘British people’. Racial groups can comprise two or more racial groups such as ‘British Asians’.

At this University, on the census date of 31 July 2012, 7.2% of all staff were from the Black, Asian and Minority Ethnic (BAME) community. Of our professors/clinical academics, 10.8% were ‘ethnicity unknown/refused’ and 7.6% were BAME. In the Equality Challenge Unit statistical report, we note that the proportion of UK national academics who were BAME was 7.0% in 2009/10.

At this University, we recorded the Pay Gap as being 4.2% between Black and Minority Ethnic staff (BAME) and White staff for basic pay covering all staff (Full and Part-Time) at the census date of 1 August 2010. The pay gap describes the average difference between White and BAME staff’s hourly earnings with white staff earning more.

BAME students accounted for 11% of our undergraduate students in 2010/11.

In the Equality Challenge Unit statistical report it states that “over the past seven years, the proportion of UK-domicile BME students has increased from 14.9% in 2003/04 to 18.1% in 2009/10.” More work is being done at this University to attract a more diverse student body through a number of outreach initiatives and other widening participation activities.

A project which looked into student attainment identified a number of issues and challenges we need to tackle for us to bridge the achievement gap between White and BAME students and those actions are now being implemented. Statistics from the Student Records & Examinations Office state that 29% of White students gained 1st class degrees whilst the figure was 19% for BAME students gaining this class of degree. The statistics relate to UK-domiciled, Home fee paying students (unknown ethnicity data has been excluded).

Objectives/Actions

- Relaunch and support BAME staff self-organised group.
- Raise awareness of racial equality issues.
- Improvement in degree attainment – BAME students.
- Improved strategies to engage BAME/International students in extra-curricular activities.
- Research barriers to the progression of BAME staff.
Religion and Belief

The University of Bath welcomes staff, students and visitors who hold religious beliefs or none. We also maintain that no student or employee will be treated less favourably on grounds which include religion and belief.

Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition\(^4\). In autumn 2010 we conducted a survey on staff/students religious needs. There was a good response - 671 people (staff and students) responded to the survey. In the survey results we acknowledged that it is important to consider carefully what provision is appropriate to meet religious needs in the context of the academic needs of staff and students. A number of recommendations were made and implemented.

Through the information received from the survey we have improved the choice of food available on campus so that various religious needs are catered for. Menus in on-campus eateries give dietary details which enable clients to see at-a-glance whether their chosen dish is suitable for their religious needs.

Information has been placed in various locations on the university website so that staff and students can access relevant details about places to worship, student groups and other religious news/events.

Monitoring information on the religious beliefs of staff is being gathered on a voluntary basis through the online self-service system. Students will be invited to declare their religion when the student record system is updated for 2013/14 onwards.

Accommodation can be requested that takes account of any particular religious sensitivity.

Objectives/Actions

- Promote religious equality and diversity through specific activities/events.
- Eliminate discrimination, harassment and victimisation between religious groups.
- Raise awareness of religion/belief equality issues

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Sexual Orientation

We value all our staff and students equally, regardless of their sexual orientation. We aim to create an environment in which all staff and students, whatever their sexual orientation, feel equally welcome and valued, and in which discriminatory behaviour is not tolerated. Recruitment, promotion and retention of staff; admission, progression and attainment of students are based entirely on relevant criteria, which do not include sexual orientation.

Since the end of 2011, the University’s online HR system provides the opportunity for employees to declare their sexual orientation. Similarly, the Student and Applicant Management Information System (SAMIS) is being upgraded to allow sexual orientation to be recorded from 2013. As these changes are in progress, monitoring data is not yet available to report on the sexual orientation of students or staff. There are self-organised LGBT groups for students and for staff. The student group organises an Annual Awareness Week. The staff and student groups attend national LGBT conferences.

National estimates made by the Government show that 6% of the population are gay, bisexual or lesbian. We will work to ensure that all staff and students are welcome in our community and do not face discrimination because of their sexual orientation.

Objectives/Actions

- Support self-organised groups for LGBT students and staff.
- Active monitoring over a three year period to encourage a significant disclosure rate and to assess against national statistics.
- Develop and implement activities such as seminars, conferences and other relevant events to advance knowledge and raise awareness of LGB issues.
Trans(gender) status

We support existing and prospective trans staff and students and have been developing practices to facilitate the individual in employment, study and whilst using our services and facilities. We know that an individual’s transgender status is a personal, social, and sometimes medical, process by which a person’s gender presentation (the way they appear to others) is changed. Anyone who proposes to, starts or has completed a process to change his or her gender is protected from discrimination under the Equality Act.

There are no local records of the numbers of trans people. However, although there is no obligation to declare one’s trans status. National estimates from the Gender Identity Research and Education Society (GIRES) tells us that, “Incidence, in 2007, was estimated to be 3.0 per 100,000 people aged over 15 in the UK, that is 1,500 people presenting for treatment of gender dysphoria. Data provided to GIRES by HM Revenues and Customs for 2010 confirm the upward trend. The number who had by then presented for treatment can be estimated to be 12,500. That represents a growth trend from 1998 of 11% per annum. At that rate, the number who have presented is doubling every 6 1/2 years.” The Number of Gender Variant People in the UK by GIRES – Update, published 2011, page 1.

We provide accommodation, employment, teaching and learning and other services which maintain the dignity and respect of trans people whilst respecting their need to privacy as described in the Gender Recognition Act. We have not asked staff to declare their trans status in any monitoring.

We have organised events such as seminars and exhibitions to raise awareness of trans issues. There is a student trans group which is part of the Lesbian, Gay, Bisexual and Trans (LGB&T) student group. The staff group is a generic LGBT group without a separate trans group.

Objectives/Actions

- Raise awareness of trans issues to the university community.
- Engage with trans staff and students to learn how we can effectively meet their needs.
- Support the self-organised staff LGBT group and students trans group.
The Equality Act 2010 puts a general duty on public sector bodies to:

- eliminate unlawful discrimination,
- advance equality of opportunity and
- foster good relations between all groups.

The Act lists the following nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership (not covered by the general duty), pregnancy and maternity, race, religion or belief, sex, and sexual orientation. We as a public body must meet this general duty both as employers and as providers of public services, and show 'due regard' to the duty across all of our functions. This list of objectives forms our action plan. The Equality Management Group will monitor at each meeting the progress of actions and agree when specific actions have been completed. This will be summarised in annual reports on this Statement, which will be published on the web.

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<thead>
<tr>
<th>Objective</th>
<th>Action</th>
<th>Protected Characteristic</th>
<th>Responsible Person/Dept/Parties</th>
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<tbody>
<tr>
<td>In all our everyday activities, to promote equality and diversity and to advance equality of opportunity</td>
<td>Introduce or update e+d policies, review relevant policies/guidelines every 3 years</td>
<td>8 characteristics (9th protected group- marriage and Civil partnership - eliminating discrimination only)</td>
<td>HR, LTEO, Student Services, Registry, Office of Uni Sec (OUS), Other relevant Departments</td>
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<td>Support staff self-organised groups- disability-LGB&amp;T and BAME</td>
<td>Disability LGB&amp;T BAME (race)</td>
<td>OUS, Chair of self-organised groups</td>
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<tr>
<td>Support Student Self Organised Groups</td>
<td>Age Disability Gender</td>
<td>Students’ Union (SU) Officers</td>
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<td>Develop and follow-through by organising conferences, seminars, and other social and relevant events</td>
<td>All relevant protected groups</td>
<td>All departments, SU</td>
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<td>Ensure relevant staff/student</td>
<td>All relevant protected</td>
<td>SU</td>
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<td>surveys are analysed by protected characteristic to identify any differing needs and relevant action taken when required.</td>
<td>groups</td>
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<td>Continue to eliminate unlawful discrimination and harassment</td>
<td>Implement Dignity and Respect policy and procedure including Mediation Service</td>
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|   |   |   |   |   | All managers, other staff and students  
HR and OUS to monitor implementation |
|   |   |   | Maintain membership of BANES Partnership Against Hate Crime and attend quarterly meetings | All relevant protected groups | OUS  
Students’ Union |
|   |   |   |   |   |   |
|   |   | Maintain Athena SWAN membership/awards | Support university-wide implementation of the Athena SWAN action plan and provide support to relevant academic departments to achieve silver award  
Promotional publicity about Athena SWAN  
Deliver relevant seminars/workshops/conferences etc on funding, personal development and other relevant topics | Gender (women) | Relevant SET departments  
OUS |
|   |   |   |   |   |   |
|   |   |   | Investigate effective methods to assist relevant staff to achieve their potential. Publish numerical results on the web for transparency. | Gender (women)  
BAME  
Disability | All depts.  
LTEO |
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<tr>
<th>5</th>
<th>Research barriers to the progression of BAME and Disabled staff</th>
<th>Review career achievement of Disabled and BAME support staff- ECU report on Disabled/BAME staff results – and implement any agreed actions.</th>
<th>Disability Race</th>
<th>• OUS</th>
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<td>6</td>
<td>Ensure managers and committees are familiar with equality and diversity legislation and with the needs and perspectives of people in all protected groups, and apply this knowledge to their work</td>
<td>Raising awareness of equality and diversity issues at Council and executive levels. Existing managers to keep their knowledge of e+d issues up-to-date through relevant training and development opportunities</td>
<td>All protected groups</td>
<td>• All relevant staff and Council</td>
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<td>All new managers to undertake the Marshall’s online training as part of their induction programme</td>
<td>All protected groups</td>
<td>• All managers</td>
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<td>Produce annual equality returns to demonstrate understanding of what is needed to progress and maintain fairness</td>
<td>All protected groups</td>
<td>• HoDs</td>
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<td>7</td>
<td>Implementing widening participation outreach and retention strategies and activities to increase participation from under-represented groups of students</td>
<td>Widening Participation HoD to develop and implement appropriate strategies and activities</td>
<td>Age Race Gender Disability</td>
<td>• Head of Widening Participation</td>
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<td><strong>8</strong></td>
<td><strong>Assist noticeable improvement in degree attainment in BAME and Disabled students to achieve their potential and record destinations.</strong></td>
<td><strong>Monitor actions undertaken on an annual basis, the degree attainment and destination of BAME and Disabled students and publish numerical results on the web.</strong></td>
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<td><strong>Implement interventions to raise attainment- peer assisted learning/peer mentoring and other relevant activities</strong></td>
<td><strong>Disability Race</strong></td>
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<td><strong>Careers/Registry</strong></td>
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<td><strong>SREO</strong></td>
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<td><strong>All academic departments</strong></td>
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<td><strong>9</strong></td>
<td><strong>Enable greater involvement of BAME UK/Overseas students in Students' Union and other university activities.</strong></td>
<td><strong>Improved strategies to engage students who do not traditionally participate in extra-curricular activities such as elections to sabbatical positions/SSLC &amp; student societies</strong></td>
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<td><strong>Race Religion</strong></td>
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<td><strong>Student Services</strong></td>
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<td><strong>Students' Union</strong></td>
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<td><strong>LTEO</strong></td>
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<td><strong>10</strong></td>
<td><strong>Facilitate participation of trans people in the university community</strong></td>
<td><strong>Raise awareness amongst the University community of issues facing trans students and staff</strong></td>
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<td><strong>Trans(gender)</strong></td>
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<td><strong>OUS Students' Union</strong></td>
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<td><strong>SU OUS</strong></td>
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<td><strong>Engage with trans staff, students and visitors to learn how we can effectively meet their needs</strong></td>
<td><strong>Trans(gender)</strong></td>
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<td><strong>Develop a toolkit based on national (NUS/ECU) templates</strong></td>
<td><strong>Trans(gender)</strong></td>
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<td><strong>Continue to support trans students via the LGBT support group</strong></td>
<td><strong>Trans(gender)</strong></td>
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<td><strong>SU</strong></td>
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<td>Promote and support flexible working arrangements for all staff taking into account operational needs.</td>
<td>Publicise flexible working arrangements to provide staff and their managers with practical examples of successful implementation</td>
<td>Gender Disability Pregnancy/Maternity</td>
<td>• All academic departments • HR • All managers</td>
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<td>12</td>
<td>Deliver the programme of Equality Analyses</td>
<td>Complete EAs following the EDC approved timetable and place on the web</td>
<td>All protected groups</td>
<td>• All Depts</td>
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</tbody>
</table>
Appendix B

External sources of help and advice

Equality Challenge Unit
Postal address:
7th floor, Queens House
55/56 Lincoln's Inn Fields
London
WC2A 3LJ

Tel: 020 7438 1010

What they do
Equality Challenge Unit (ECU) works to further and support equality and diversity for staff and students in higher education across all four nations of the UK, and in further education in Scotland.

Email:
General information: info@ecu.ac.uk

Web address
http://www.ecu.ac.uk/

ACAS
ACAS South West
The Waterfront,
Welsh Back,
Bristol, BS1 4SB.

Tel: 08457 38 37 36

What they do
ACAS (Advisory, Conciliation and Arbitration Service) aims to improve organisations and working life through better employment relations.

Web address

Gender Identity Research and Education Society (GIRES)
The Gender Identity Research & Education Society
Melverley,
The Warren,
Ashtead,
Surrey
KT21 2SP

Tel: 01372 801554
What they do
GIRES is a charity which provides a range of policy advice, guidance and support to educators, medical professionals, organisations, the trans community and their families.

Email: info@gires.org.uk
Web address http://www.gires.org.uk/

Equality and Human Rights Commission (EHRC)
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What they do
The EHRC has a statutory remit to promote and monitor human rights; and to protect, enforce and promote equality across the nine “protected” grounds - age, disability, gender, race, religion and belief, pregnancy and maternity, marriage and civil partnership, sexual orientation and gender reassignment.

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