



**Bath Spa University
Gender Equality Scheme
2007 - 2010**

This is the first draft of the Bath Spa University's Gender Equality Scheme.

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Contents

Section 1: Promoting Gender Equality

- 1.1 Principles of Bath Spa University's Gender Equality Scheme
- 1.2 Scope of the Gender Equality Scheme
- 1.3 Aims and objectives of the Gender Equality Scheme
- 1.4 Local and National Employment context
- 1.5 Key employment data

Section 2: Gender Equality at Bath Spa University: Where we are now

Section 3: Equality Impact Assessments

Section 4: Implementation: Action plan, review, publishing, and monitoring

Section 5: Gender Equality Scheme 2007 - 2010 Action Plan

Section 1- Promoting Gender Equality

1.1 Principles of Bath Spa University's Gender Equality Scheme

This Gender Equality Scheme sets out the framework within which we intend to promote equality of opportunity between men and women and transgendered people and eliminate unlawful discrimination and harassment. It will also support the University's diversity agenda, which is integral to the University's Strategic Plan 2006/2007 to 2008/2009 which emphasises our commitment to 'ensure equality of opportunity for staff and students and to widen overall access to the University'.

We have already produced Race Equality, Disability Equality Schemes which together with this one will form the strategy that will set out our organisational commitments, values and responsibilities across all strands of equality and diversity. In developing this Scheme we are aware that individuals can be included in more than one diversity category and that they may be more likely to face potential intentional and unintentional discrimination.

The key principles underpinning the Gender Equality Scheme are:

1. The development of a culture that challenges gender inequalities and gives everyone the opportunity to flourish and progress in study, work and life.
2. The development of a working and learning environment in which all have the right to be treated equally with dignity, courtesy, respect and consideration.
3. The recognition that discrimination, direct or indirect, based on a person's gender is unjust and will not be tolerated.
4. The embedding of gender equality in all areas of work and related organisational activities.
5. The aim to develop and optimise the skills and potential of men, women and transgendered staff and students.

6. The aim to address the under representation of men or women on particular courses/ programmes of study or areas of university activity and to remove any gender imbalance in progress and achievements of staff and students.
7. To provide effective support strategies and monitoring from enquiry to completion which address any issues of gender imbalance in student registrations, progression and completions.
8. To provide flexible employment policies and practices that support effective work/life balance irrespective of gender.
9. That Job applicants, appointees and staff will be treated solely on the basis of their merits.
10. To aim to address the under representation of men or women in particular job categories, grades and units.
11. To provide equal pay for work of equal value.
12. The recognition that the successful implementation of our Gender Equality Scheme requires the commitment, involvement and active support of the entire University community, including our partners and contractors.

1.2 Scope of the Gender Equality Scheme

The University is a multi-functional organisation operating in local, national and international contexts. This Scheme covers its role as an employer, educator, service provider, partner and public authority.

1.3 Aims and objectives of the Gender Equality Scheme

The aim of this Scheme is to provide equality of opportunity for all men, women and transgendered people as part of the University's diversity agenda, which is integral to the strategic objectives of the University. With specific regard to gender equality, the University is committed to:

- continued involvement and consultation with men, women and transgendered people in delivering the actions as outlined within this Scheme;

- promoting widening participation and fair access to men, women and transgendered people;
- ensuring a fair and transparent recruitment and admissions policy, where alternative programme requirements are considered where possible;
- decreasing the vertical and horizontal occupational segregation through recruitment and promotion opportunities;
- providing a supportive and collegiate working and learning environment which enables all staff members and students to achieve their full potential;
- ensuring equal pay for work of equal value;
- promoting greater awareness of issues relating to gender equality amongst all members of the University community:
- promoting positive attitudes towards men, women and transgendered people;
- ensuring that any case of gender related discrimination or harassment are dealt with in line with the relevant policies and procedures;
- providing training and awareness around gender issues to all staff; members;
- continued involvement and consultation with men, women and transgendered people in delivering the actions as outlined within this Scheme;
- monitoring and reviewing its service provision to reflect and represent the needs of its community through data analysis and impact assessments:
- reviewing, developing and implementing better targeted strategies, policies and procedures;
- ensuring that gender equality is considered within all planning activities.

Every member of the University community has a role to play in fulfilling the aims of this Scheme.

1.4 Local and national employment context

Population profile

The census shows that the population of England and Wales to be approximately half women (51%) and half men (49%). This is replicated in the South West.

Economic inactivity

Three quarters of the economically inactive population of England and Wales do not want to be in employment.

Of those wanting a job but not seeking work there is a marked difference in reasons provided, by gender. In England and Wales the proportion of women who are economically inactive and wanting but not seeking work, and who are long term sick (23%) is half that of the males who are economically inactive and wanting, but not seeking, work and are long term sick at 47%. The percentage of women who cite looking after the family/home as a reason for wanting but not seeking work is six times higher at 48% than the percentage of men (8%) that cite this as a reason.

Full-time/part-time

According to the LFS (Labour Force Survey) 2004, over a quarter (26%) of the working population of England and Wales work part-time, with four fifths (81%) of part time employees being women. Whilst 90% of male employees work full-time, only 56% of female employees work full-time.

Pay gap

In April 2007 Great Britain overall, women working full-time earned 18.5% less than men's average hourly earnings excluding overtime, 17.9% less than men's average hourly earnings including overtime and 25.2% less than men's average weekly earnings.

The gender pay gap in the South West is wider, with women's hourly earnings being 19.3% less than men's and their weekly earnings 26.2% less than men's.

Local and national educational context

The following section provides a brief overview of national and local data in relation to gender and employment in the HEI sector.

1.5 Key Employment Data

Recruitment Data

For the year 2006, of the applications received 40% were from male candidates and 58% from female (2% unknown). Of those called for interview, 30% were male, 68% were female, (2% unknown). Of appointments made, 33% were male, 66% were female and 1% unknown.

Current Staff

The current gender profile for staff is women 58% of which 38% work full-time and 62% work part-time. The gender profile for male staff is 42%, 59% work full-time whilst 41% work part-time.

Leavers

Leavers by Gender:

	Jan-Apr 2007	2006	2005	2004	2003	2002
F	15	53	48	36	27	36
M	11	33	48	20	29	25
Total	26	86	96	56	56	61

Childcare Provision

The University currently has an on-site day-care nursery, registered to care for 27 children from three months to under five years. Places are available on a full and part-time basis for staff members and students. As part of the consultation process, it has been identified that provision could be extended on a more flexible basis.

Further plans for consultation can be found in the action plan. These include conducting a student survey, running focus groups for male and female and transgendred staff and on-going work of the Gender Equality Working Party.

SECTION 2: Gender Equality at Bath Spa University – Where are we now?

Involvement and Consultation

The University has been committed to involving men, women and transgendered people in the development of this Scheme. This has included activities with staff members and students and in consultation with other organisations.

A Gender Equality Working Group was set up in December 2006 with representatives from across the University, including Academic and non-Academic staff, Student Support Services, Registry, and the Students Union. All staff were invited to attend this group.

Views have been gathered from staff survey and questionnaires to University stakeholders including Head Teachers and Professional Tutors from schools within the locality. Views have also been gathered from partnership institutions in the UK and overseas.

Further plans for consultation can be found in the action plan. These include conducting a student survey, running focus groups for male and female and transgender staff and on-going work of the Gender Equality Working Party.

Information on the following areas are currently being gathered, below is a summary of the data analysis to date.

STAFF

Staff Survey

The Gender Equality Working Party sent out a survey for all staff to complete in relation to gender equality issues at the University. There were 195 respondents which is equivalent to 25% of all staff.

This section gives a summary of data collected from the survey. The main highlights of the survey show that 70% of respondents felt that Bath Spa University had a gender inclusive culture.

19% of respondents felt they were discriminated against because of their gender, of these 18% were male, 82% were female.

11% of the male respondents felt they were treated less favourably in relation to flexible working.

Of the overall respondents, 44% felt that women were treated less favourably in the area of Senior management positions.

STUDENTS

The Gender Equality Working Party has gathered some initial hard data information on students, and some general differences have emerged. The data shows some trends in relation to gender, the reasons are not immediately apparent. The action plan identifies ways in which the University can explore the data further and address any issues which arise as a result of this.

Student qualification data

In 2006/7 the student qualification data shows that the proportion of male students achieving a first is 2% higher than the proportion of female students achieving the same qualification. The data also shows that a higher proportion of females leave with a qualification less than Ordinary degree. However, the numbers are small and therefore subject to significant variation.

Retention data

The data shows a higher proportion of male students are excluded and withdraw. The data shows that the numbers of female students allowed to intercalate is disproportionately high when compared to the numbers of male students allowed to intercalate.

Qualification Data

Initial data also shows that proportionately more male students attain a first class honours degree than female students.

In addition the data shows that a higher proportion of female students take modular degrees rather than single honours or specialist degrees.

Destination Leavers form Higher Education (DLHE)

Our data shows that in 2004/5 first destination statistics in 2004/5 that of those students in full-time paid employment not requiring a formal qualification 36% were female compared to 28% male. Of those in education requiring a formal qualification ex-PGCE students 75% were female and 43% male. Of those students form the DLHE survey students responding (but not PGCE Students) in full time education with qualification a formal requirement (not PGCE), 8% were female and 11% were male.

SECTION 3: Equality Impact Assessment

Impact assessments are a set of activities that support the University in assessing and consulting on whether proposed or existing policies, procedures and practices have an adverse impact on certain targeted groups or if they have the opportunity to promote equality for those groups.

The University's impact assessments aim to:

- Address any potential areas of direct and indirect discrimination for people within written and unwritten policies, procedures and practices.
- Ensure policies, procedures and practices are assessed and developed in recognition of the needs, circumstances and concerns of all equality target areas.
- Identify positive and effective changes to policies, procedures and practices.
- Be an efficient process that is flexible and responsive to change

The University will assess the gender impact that our key policies and practices have on the experiences of staff and students working or studying with the University using the Impact Assessments. Training has been given to all Schools and Departments on request and further support will be available. Feedback from consultation obtained during the creation of the Gender Equality Scheme and its action plan will be used to help determine priorities for full impact assessment over the three years of the Gender Equality Scheme.

SECTION 5: Implementation – Action Plan, Monitoring, Publishing and Review Arrangements

The key priorities for an Action Plan (see below) will be identified from the outcomes of stakeholder consultation and information gathering.

The Gender Equality Scheme will be reviewed in its entirety at least every three years and an annual progress report will be made by Gender Equality Working Party.

The annual report will be published, and will include the results of information gathering and the use made of this information. Where monitoring shows gender imbalance we will consider actions to address this. Where effective monitoring systems are not in place we will obtain baseline data with which to work. The Gender Equality Scheme and Action Plan will be circulated to all Units and will be available on staff and student websites and the Equality and Diversity Office intranet/internet sites.

We welcome feedback on this Gender Equality Scheme and the way it operates. We are also interested to know of any possible or actual adverse impact that this Scheme may have on any groups in respect of marital status, race, disability, sexual orientation, religion or belief, age, or other characteristics. You can send feedback by email to genderequality@bathspa.ac.uk or write to: Tim Middleton or Human Resources.

GENDER EQUALITY SCHEME 2007 – 2010 ACTION PLAN

A. Widening Participation and Fair Access for students

Ref	Objective	Action	Timescale	Lead responsibility	Outcome
A.1	Ensure that gender equality promotion is included in all marketing publications.	Undertake a Marketing Equality Impact Assessment (EIA). Review marketing strategy for areas where there is any gender imbalance.	Spring 2008	Head of Marketing	Positive attitudes promoted in all equalities areas, including gender equality.
A.2	Ensure that gender equality is included in procurement documents (including students).	Update procurement policies and tender documentation.	Autumn 2007	Finance	Ensure preferred suppliers conform to University policies in terms of equality.
A.3	Ensure there is gender equality in all stages of the student recruitment process.	Investigate discrepancies in conditional, unconditional and no offers through Marketing EIA. Take any action necessary.	Spring 2008	Registry	Ability to monitor numbers of people from gender groups across BSU. Enable greater understanding of any gender bias.
A.4	Analyse data to establish any gender differences in students recruited to the University and act on any issues.	Annually monitor student admissions to the University and publish this information on the web site.	January 2008	Registry	Ability to monitor numbers of people from gender groups across BSU. Enable greater understanding of any gender bias.
A.5	Review the Admissions Code of Practice to ensure gender equality issues are included.	Monitor the use of the Admissions Code of Practice through Marketing EIA and ensure it is adhered to.	Spring 2008	Registry	More access to HE for gender groups.

Ref	Objective	Action	Timescale	Lead responsibility	Outcome
A.6	Consider the impact of subjects on equality issues, including gender balance.	Review student intake on existing and new programmes and investigate any reasons for imbalance, taking into account national trends.	Autumn 2007 and ongoing	Heads of Schools	Increased participation by all genders across the range of programmes.
A.7	Ensure there are no gender related issues leading to student withdrawals.	Further the process to examine reasons for withdrawals from programmes.	Autumn 2007 and ongoing	Registry / Heads of Schools	The University is better informed to promote equality of opportunity.
A.8	Raise awareness of the Harassment Procedures and Guidelines.	Review the training process and publicity of the scheme to students. Monitor referrals by gender. Investigate presenting issues.	May 2007	Head of Student Services	Enhanced support for students experiencing bullying or harassment.
A.9	Ensure there are no gender related issues leading to differences in final outcomes for students.	Investigate any gender differences in students obtaining awards.	Autumn 2008	Registry	The University is better informed to promote equality of opportunity.
A.10	Build a picture of University leavers and investigate any gender differences in destinations.	Incorporate the ability to summarise by gender when collating destination statistics. Also, gauge users of the Careers Centre service.	January 2008	Head of Student Services	The University is better informed to promote equality of opportunity.

B. Employment and Development of Staff

Ref	Objective	Action	Timescale	Lead responsibility	Outcome
B.1	Gain a clear picture of applicant profiles to vacancies across the University.	Investigate how the current analysis of data can be presented in a more user-friendly way and follow up any issues.	October 2008	Head of HR	Raised awareness of trends for workforce planning purposes and review of recruitment processes.
B.2	Review the current equal opportunities training for all staff to ensure it meets the University's obligations under the general duties of equality legislation, including gender equality.	Review the current Staff Induction Day, also for Part-time Hourly Paid staff. Review the staff training programme and investigate a proposal to provide all staff training days, including sessions on gender equality.	June 2007 onwards	Head of HR	Staff trained and supported adequately to implement Gender Equality Duty more effectively.
B.3	Review the monitoring process of equal opportunities information.	Investigate how the current analysis of data can be presented in a more user-friendly way accessed and utilised by staff.	October 2008	Head of HR	Raised awareness of trends for workforce planning purposes.
B.4	Ensure equality in the process for the appointment of Professors.	Explore the outcomes of applications for Readers and Professors by monitoring the outcomes of Professorial Board and address any gender imbalance issues.	Autumn 2008	Secretary to Professional Committee	A fair and transparent process for appointing Professors.
B.5	Ensure equal pay across grades throughout the	Annually monitor equal pay.	Ongoing	Head of HR	Transparency in pay and grading and removal of

Ref	Objective	Action	Timescale	Lead responsibility	Outcome
	University.				any unlawful gender bias.
B.6	Continue to train recruitment and selection panel members in equality issues e.g. gender equality.	Review the training process.	Ongoing	Head of HR	Raised awareness for panel members of relevant legislation and conduct regarding gender equality.
B.7	Raise awareness of the Harassment Procedures and Guidelines.	Review the training process and publicity of the scheme to staff. Monitor referrals by gender.	May 2007	Head of HR	Enhanced support for staff experiencing bullying or harassment.
B.8	Monitor formal disciplinary and grievance cases for any gender equality issues.	Analyse cases annually.	Ongoing	Head of HR	Improved awareness of the impact of any gender equality issues on staff.
B.9	Raise awareness of the opportunities for flexible working for all staff.	Monitor the take up of flexible working options.	Ongoing	Head of HR	All staff aware of the flexible working options available.
B.10	Use corporate communications to promote equal opportunities for employment and to raise the profile of the institution.	Identify opportunities to feature articles relevant to equality issues and to promote the achievements of under-represented groups e.g. women in senior posts and part-time staff. Establish as part of Gender Equality Working Party.	Autumn 2007	Head of HR / Head of Marketing	Good practice promoted relating to gender equality issues.

C. Learning and Teaching and Research related issues

Ref	Objective	Action	Timescale	Lead responsibility	Outcome
C.1	Investigate any sector-wide differences in gender equality emerging from the National Student Survey to inform the student experience.	Analyse responses from the 2006/07 NSS.	Autumn 2007	Quality Enhancement Officer	Enhanced experience for students of all genders.
C.2	Monitor the University's Complaints Procedure for any gender equality issues.	Analyse complaints received by gender and by presenting issues.	2006/07 and annually	Deputy Vice Chancellor	Enhanced experience for students of all genders.
C.3	Monitor gender equality in the Teaching and Learning Policy and disseminate any resultant good practice.	Include gender equality when reviewing the Teaching and Learning Policy.	Autumn 2007	Dean of Academic Development	Increased awareness of gender equality issues.
C.4	Ensure the selection of staff from the University for the 2008 RAE is fair by monitoring the University's RAE Promotion of Equal Opportunities and Race Equality Code of Practice.	Monitor by gender the selection of staff at the key points identified in the Code of Practice.	30/4/07 (submissions closing date) 31/12/07 (end of publication period)	Dean of Academic Development	Ensure Equality of Opportunity in the selection of staff for RAE submission.
C.5	Consider the outcome of an analysis of postgraduate research completion rates based on equality including gender.	Collate statistics and analyse by mode of attendance.	Autumn 2007 onwards	Head of Graduate Studies	Improved understanding of the impact of gender equality issues.

D. Enhancing the contribution of the University to the Corporate Social Responsibility Agenda

Ref	Objective	Action	Timescale	Lead responsibility	Outcome
D.1	Identify examples of the University targeting and addressing social and economic needs in response to third stream funding requirements, thereby demonstrating active promotion of the positive duties including gender equality.	Gather information on Active Community Fund (ACF) i.e. volunteering and Centre for Enterprise and Innovation (CEI) activities and identify good practice. Issues relating to volunteering to be embedded in the new ACF funding application process.	Ongoing Autumn 2007	Head of Student Support Services	Good practice published.

E. Feedback

Ref	Objective	Action	Timescale	Lead responsibility	Outcome
E.1	Gather University-wide feed back on gender equality issues as part of the bi-annual staff survey.	Carry out the staff survey to inform any further investigation in terms of harassment, bullying or equality issues in relation to staff.	Spring 07	Head of HR	A fuller picture of gender equality issues around the University which will feed into actions.
E.3	Review progress against the Gender Equality Scheme Action Plan.	Regular reporting to SMT.	Once a year.	Head of HR	Regular monitoring reports produced to ensure progress is maintained.