

**Canterbury Christ Church University**

**Equality Scheme 2011-15**

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## **1. University Values and Strategy**

Equality of opportunity (respecting the inherent dignity and potential of each person) is a core value of Canterbury Christ Church University. The University is committed to embedding equality and diversity in all of its activities and to eliminating unfair discrimination as set out in its Equality and Diversity Policy Statement (available on the University website).

For equality objectives to be meaningful it is essential that they are grounded in the institution's strategy and that they are closely aligned with the University's overall direction of travel. The Equality Scheme is therefore designed to complement and augment the University's Strategic Plan 2011-15 which was approved by the Governing Body in March 2011.

Mirroring sections of the Strategic Plan, the Equality Scheme identifies opportunities for promoting equality across the University's future activities. It also contains strategies to ensure that the University's achievements in relation to equality and diversity are not jeopardised as the institution flexes to meet the challenges ahead.

The Strategic Plan outlines the University's ambitions across its key functions. The Equality Scheme's Action Plan details the implications and opportunities for promoting equality and eliminating discrimination in relation to the key objectives for each area. The Action Plan also includes equality objectives identified through consultation and data analysis.

## **2. Aims and Principles**

The broad aims of the Equality Scheme 2011-15 are to:

1. Advance equality of opportunity between people of different groups;
2. Foster good relations between people from different groups.
3. Eliminate unlawful discrimination, harassment and victimisation;

These aims reflect the Equality Act 2010 which has superseded all previous anti-discrimination legislation. Like the Act, the Equality Scheme covers people with one or more of the following nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.

Public bodies are required to publish equality objectives every four years and to publish information annually about their performance in relation to equality. In developing equality strategies, institutions are encouraged to contextualise the objectives they set and to focus on outcomes and impacts rather than processes. The principles of the Equality Scheme 2011-15 have therefore been to ensure its objectives are:

1. Grounded in the Strategic Plan 2011-15;
2. Ratified through meaningful consultation and data analysis;
3. Focussed on measurable outcomes and impacts.

### **3. Building on Success**

In recent years the progress the University has made in promoting equality has been reported in its Equality and Diversity Annual Reports (available on the University website). Some challenges do remain and these have been incorporated into the Equality Scheme 2011-15. However the Scheme will build on the achievements of previous work which include the following:

- A year on year increase in the number of ethnic minority and disabled students and staff.
- Enhanced equality data monitoring including Equal Pay Audits.
- The publication of Disability, Gender and Race Equality Schemes and Position Papers on Age, Religion and Belief and Sexual Orientation.
- Increasing diversity in the University's Governing Body.
- Conducting the first staff survey and implementing the resultant action plan.
- Increasing the equality and diversity dimension of the Staff Development programme.
- A programme of work to improve the accessibility of the University's estate.
- Achieving Investors in People status for the third time.
- An increase in the capacity of the Disability Advice Service for students and the number of students accessing support.
- Improvement to the systems for providing assistive technology and other adjustments for disabled staff.
- Participation in the Two Ticks Symbol, Positive about Disabled People scheme.
- The creation of nascent staff networks for LGBT and disabled staff.
- Becoming a member of Stonewall Diversity Champions.
- The establishment of a network of Dignity at Work Volunteers.
- Running an Ethnic Minority Mentoring scheme for students.
- Working with placement providers to promote equality and diversity.
- The creation of an Inter-Faith Council.

### **4. Consultation and Engagement**

Approximately one third of the University's staff participated in the development of the Strategic Plan. In developing the Equality Scheme further consultation has been undertaken with staff, students and partners so that their priorities and concerns could be identified and translated into action planning.

The development of the Equality Scheme has been overseen by the Equality and Diversity Committee. Detailed consultation has been undertaken with the Equality and Diversity Delivery Group which has representatives from across the University, including the recognised Trade Unions. Focus groups have also been conducted with the Human Resources Department and Student Support and Guidance.

Consultation with students was undertaken via an on-line questionnaire which was promoted in collaboration with the Students' Union. The full report of the survey is available on the University's website. Individual staff were invited to contribute to the development of the Equality Scheme via a notice on the University's StaffNet notice board.

## 5. Evidence Base

A wide range of student and staff data analysis has informed the development of the Equality Scheme. The data and commentary are reported in Equality and Diversity Annual Reports which are available on the University's website. Information about staff includes data about staff in post, staff recruitment, staff development and comparator data from other institutions and relevant geographical areas. Information about students includes data about student enrolment, student attainment, student employment, student procedures and comparator data from other institutions.

## 6. Measuring Equality Objectives

The achievement of the equality objectives outlined in the Action Plan will be measured via a range of mechanisms including:

- Analysis of the student and staff data sets listed in section 8.
- The National Student Survey
- The CCCU Student Survey
- The CCCU Staff Survey
- Qualitative work undertaken by the Equality and Diversity Delivery Group
- Consultation with specific groups of staff and students
- Equality Impact Assessment of University policies

## 7. Accountabilities

- The Governing Body will ensure that the University meets the general and specific duties of the Equality Act 2010.
- Chaired by a University Governor, the Equality and Diversity Committee will monitor the implementation of the Equality Scheme and make recommendations for change where appropriate.
- With strategic leadership from the Pro-Vice Chancellor (Research and Knowledge Exchange), the Senior Management Team will ensure that the Equality Scheme is implemented across the University.
- The Equality and Diversity Delivery Group will implement the Equality Scheme and recommend changes to it where appropriate.
- Heads of Department, Managers and Academic Programme Leaders will implement the actions of the Equality Scheme relevant to their area of work.
- The Equality and Diversity Manager will co-ordinate or contribute to the implementation of elements of the Equality Scheme and provide advice, support and guidance on the implementation of the Scheme.
- Staff will adhere to the University's Equality and Diversity Policy and implement the actions of the Equality Scheme relevant to their area of work.
- Students will adhere to the University's Equality and Diversity Policy and implement elements of the Equality Scheme where appropriate.

## 8. Data Monitoring Strategy

The Equality Act 2010 covers the nine protected characteristics outlined on page 3. Although the Act prioritises the publication of extended and accessible data, it does not require monitoring of all nine characteristics. Individual institutions are expected to develop data monitoring strategies that are appropriate to the context in which they operate. During the course of the Equality Scheme the University will implement the data monitoring strategy below:

Characteristic	Monitoring
Age: Students	To continue to monitor based on HESA categories. To re-categorise the age ranges for internal use to better reflect the dispersion of students in age ranges at CCCU.
Age: Staff	To review the role of age data in workforce planning. To investigate the advantages and disadvantages of age monitoring for staff recruitment.
Disability: Students	To continue to monitor based on HESA categories.
Disability: Staff	To continue to monitor based on HESA categories.
Gender Reassignment: Students	To explore how monitoring can be effectively introduced.
Gender Reassignment: Staff	To explore how monitoring can be effectively introduced.
Marriage and Civil Partnership (both)	No monitoring to be undertaken at this stage.
Pregnancy and Maternity (both)	No monitoring to be undertaken at this stage but facilities (e.g. milk expressing) to be enhanced.
Race: Students	To continue to monitor based on HESA categories. To investigate enhanced student recruitment data.
Race: Staff	To continue to monitor based on HESA categories.
Religion and Belief: Students	To refine current monitoring mechanisms so that they provide accurate and complete data sets. To investigate enhanced student recruitment data.
Religion and Belief: Staff	To explore how monitoring can be effectively introduced.
Sex: Students	To continue to monitor based on HESA categories. To investigate enhanced student recruitment data.
Sex: Staff	To continue to monitor based on HESA categories.
Sexual Orientation: Students	To explore how monitoring can be effectively introduced.
Sexual Orientation: Staff	To introduce voluntary categories with the Self Service Human Resources record and on the recruitment equal opportunities monitoring form.

## **9. Communication Strategy**

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

- Induction arrangements for staff and students
- The University's website
- The Equality and Diversity Committee and Delivery Group
- The Dignity at Work Volunteer Network
- Partnership agreements
- Corporate communications
- Staff Development activities including Management and Leadership development.

## Action Plan

### 1. People and Organisational Development

The Strategic Plan 2011-15 acknowledges that current and future financial constraints will have an impact on staff at the University. It commits the University to minimising the impact as far as possible and to enhancing its People and Organisation development strategies in order to demonstrate its ongoing commitment to its staff. The aspirations from the Strategic Plan which have shaped this section of the Equality Scheme set out how the University will:

- Recognise, encourage and reward achievement.
- Enhance our development policies and practices in order to ensure all our staff are supported in their role and able to realise their potential.
- Develop our leaders and managers to deliver strategic aims and business plans in line with our values.
- Design our structures and people management processes to ensure all our staff are effectively and fairly led and managed.
- Promote employee engagement and wellbeing at all levels within the organisation.
- Develop and maintain positive working relationships with staff and their representatives.
- Develop all of our staff to meet both known and future demands in Higher Education in a way that supports a culture of innovation and flexibility.
- Organise ourselves to best meet the future needs of the University supported by more flexible approaches to staff recruitment and employment arrangements.
- Position the University as an employer of choice.

Equality Objectives	Actions	Lead Personnel/Groups
1.1 To ensure equality issues that are brought to light by data analysis are investigated and if necessary acted upon.	To investigate equality discrepancies in staff data (e.g. the recruitment of ethnic minority academic staff) and to develop strategies to address concerns.	ED Delivery Group Director Human Resources Other departments as relevant
1.2 To continue to solicit the views of all staff about their experience of working for the University.	To undertake a second staff survey and to consult with specific groups of staff (e.g. disabled staff and LGBT staff).	Senior Management Team Relevant committee/working group ED Manager Director Human Resources
1.3 To ensure that managers are able to adjust to managerial changes following the	To provide managers with guidance and training regarding individual and workforce planning.	Director Human Resources Assistant HR Director (Development)

removal of the Default Retirement Age.		ED Manager
<b>1.4</b> To continue to use external benchmarks and mechanisms where relevant to deliver a positive working environment for staff.	As appropriate, to continue to engage with Two Ticks Positive about Disabled People, Investors in People, Stonewall Diversity Champions and other schemes.	Director Human Resources Assistant HR Director (Development) ED Manager
<b>1.5</b> To provide guidance for staff who are encountering inter-personal difficulties in the workplace.	To launch, maintain and review the University's Dignity at Work Volunteer Network.	Senior Management Team Heads of Department ED Manager
<b>1.6</b> To consider the impact of organisational change processes on staff with protected characteristics.	To continue to conduct Equality Impact Assessments as part of Organisational Change procedures.	Director Human Resources ED Manager Relevant departments
<b>1.7</b> Within the constraints of business needs, to ensure that the working conditions for all staff are as flexible as possible.	To review and enhance the University's approach to flexible working.	Director Human Resources ED Manager
<b>1.8</b> To ensure that staff are kept up to date with equality and diversity and other related policies and are able to implement them.	a) To review the equality and diversity related staff development portfolio.	Assistant HR Director (Development) ED Manager Director Human Resources
	b) To consider whether any elements of staff development should become mandatory.	
<b>1.9</b> To ensure that University managers and leaders are aware of equality and diversity issues relevant to their work.	To continue to embed equality and diversity issues in the University's leadership model and related training and guidance.	Assistant HR Director (Development) ED Manager
<b>1.10</b> In a changing financial climate, to continue to provide reasonable adjustments and support for disabled staff.	a) To continue to fund centrally the provision of assistive technology and other adjustments and to inform staff of how to access adjustments.	Director Human Resources Managers of disabled staff
	b) To keep up to date and provide information to relevant staff about the Access to Work Scheme.	ED Manager
	c) To launch and maintain the assistive technology loan bank.	Head of Computing Services

## 2. Technology, Facilities and the Campus Network

The Strategic Plan 2011-15 recognises the need to manage the University's estate and campus network diligently at a time of financial uncertainty. At the same time and in support of its student-first approach, the plan commits the University to invest significantly in the implementation of its Technology Enhanced Learning and Teaching (TELT) strategy. TELT presents opportunities to promote equality for groups of students including disabled students, part-time and work based learners. The actions outlined below will ensure that no groups are inadvertently disadvantaged as changes to the University's estates and technological infrastructure are introduced.

Equality Objectives	Actions	Lead Departments/Groups
2.1 To ensure that the University's estate is as accessible as possible.	a) To review the University's previous Accessibility Audit and based on subsequent changes to the estate, consider the need for further adjustments.	Director of Facilities Management ED Delivery Group
	b) To improve the information available about the accessibility of the University's estate.	
2.2 To ensure that students and staff are able to access appropriate transport between University sites and to communicate effectively between sites.	a) To continue to monitor and review the transport provision between University sites.	Director of Facilities Management Relevant groups ED Delivery Group
	b) To investigate the potential of collaboration suites as an alternative to travelling between sites	
2.3 To maintain an inclusive and accessible communication strategy that reflects diversity positively.	To continue to monitor and review the University's communication materials from an equality and diversity perspective.	Director of Marketing ED Manager
2.4 To consider the impact of decisions made about the University's campuses on people with protected characteristics.	To conduct Equality Impact Assessments of major changes in use of campuses.	Relevant campus staff Senior Management Team ED Manager
2.5 To ensure that women who are breast feeding or expressing milk have appropriate facilities at the University.	To review current breast feeding and milk expressing facilities and to make recommendations for improvement if necessary.	Director of Facilities Management ED Manager Director Student Support and Guidance
2.6 To take account of accessibility issues in the future development of virtual learning environments.	To conduct accessibility reviews of all technological developments.	Director of Learning & Teaching Relevant implementation group

2.7 To consider the multi-faith requirements of the University community.	To review the provision of multi-faith facilities across the campus network.	Inter-Faith Council ED Manager
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### 3. Research and Knowledge Exchange

The Strategic Plan 2011-15 acknowledges the challenges the University faces in relation to research and knowledge exchange due to the reduction of funding and the Government's intentions to direct research funding to research intensive universities. The plan also recognises that finding ways to further develop research and knowledge exchange will be vital to the professional health of its staff, the development of its students and the life of the institution. The ambitions from the Strategic Plan which have shaped this section of the Equality Scheme are:

- To develop and extend research and knowledge exchange activities with a diverse range of external constituent communities.
- To contribute to the cultural, social and economic prosperity of the region through innovative research and knowledge exchange.
- To engage with public service organisations and professional bodies to enhance professional practice.
- To further develop the infrastructure that supports staff to engage in research and knowledge exchange across the institution.
- Take into account ethical and social justice issues in the delivery of research and knowledge exchange activities.
- To facilitate and enable staff to enhance and expand their professional experience and expertise.
- To ensure all academic staff integrate teaching excellence with conducting research and/or engaging in knowledge exchange.

Equality Objectives	Actions	Lead Departments/Groups
3.1 To ensure that staff with protected characteristics are not disadvantaged in the selection for the University's submission to the Research Excellence Framework.	Using the guidance provided by the Research Excellence Framework, to conduct an Equality Impact Assessment of the University's submission.	PVC Research and Knowledge Exchange ED Manager
3.2 To investigate whether academic staff with protected characteristics are more or less likely to engage in research.	To develop strategies for monitoring the equality characteristics of research active staff.	ED Delivery Group Other relevant departments
3.3 To enhance the University and the sector's knowledge about equality and diversity issues.	Where appropriate, to submit proposals to conduct equality and diversity related research and/or to include an equality component in research proposals.	Research Governance and Ethics Committees Academic Enterprise Officers Relevant staff as appropriate

3.4 To utilise equality and diversity relevant research conducted by University staff and students.	To collate information about equality and diversity relevant research across the organisation.	ED Manager and Administrator
3.5 To enhance research and knowledge transfer proposals by including information about the University's equality and diversity policies and performance.	Where appropriate, to include information about the University's equality and diversity policies and performance.	Academic Enterprise Officers Research Governance and Ethics Committees Relevant staff as appropriate
3.6 To enable relevant University groups to learn from equality and diversity issues that emerge through the scrutiny of Ethics Committees and to ensure these committees fully consider equality characteristics.	To exchange information with University Ethics Committees in relation to equality and diversity.	Research Governance and Ethics Committees ED Delivery Group

#### 4. Internationalisation

Whilst acknowledging how far the University has come in relation to international recruitment, the Strategic Plan indicates that the University's existing international strategy is no longer fit for purpose and that the planning period has provided the basis for the creation of a strategy of international engagement and internationalisation. Focused and purposeful international engagement is welcomed by staff, students and stakeholders for the educational, cultural and financial benefits that it brings. The ambitions from the Strategic Plan which have shaped this section of the Equality Scheme are:

- To create curricula that prepare all students to be global citizens and workers, able to perform socially and professionally in an international and multi-cultural context.
- To increase international student recruitment from 500 to 1000 (headcount).
- To increase sustainable international partnerships to double current levels, delivering at least one of the following: additional students; improved research and knowledge exchange performance; improved student experience; staff development opportunities.
- To improve significantly international student experience and retention rates.
- To ensure that the Students' Union develop a broader role, new skills and greater income.

#### 4. Internationalisation

Equality and Diversity Objectives	Actions	Lead Departments/Groups
4.1 To assist staff to understand the perspectives of students (and other staff) from different cultural backgrounds.	To continue to enhance inter-cultural and other relevant staff development opportunities.	Assistant HR Director (Development) ED Manager
4.2 To assist students to understand the perspectives of people from different cultural backgrounds.	To continue to enhance inter-cultural and other relevant student development opportunities.	Director Student Support and Guidance ED Manager Academic departments
4.3 To ensure the employment outcomes of international students are as good as possible.	To investigate how best to support international students with regard to employability and implement a strategy in this area.	Employability and Careers Services Manager Head of the International Office
4.4 To ensure that the University is aware of the practices affecting equality and diversity within organisations it enters into partnership with.	To conduct due diligence checks, review partners' policies and if relevant work with partners in relation to equality and diversity.	Director of Quality & Standards ED Manager Relevant departments as appropriate.
4.5 To minimise as far as possible financial hardship experienced by international students.	To investigate methods of supporting international students experiencing financial hardship.	Director Student Support and Guidance Director of Finance Head of the International Office
4.6 To assist the Students' Union to represent and engage with a broad range of international students.	To work with the Students' Union to develop strategies to engage with a broad range of international students.	ED Manager Head of the International Office Director Student Support and Guidance
4.7 To ensure that students are not disadvantaged by a lack of English skills.	To review the University's provision of English language tuition and enhance as appropriate.	PVC External Relations Head of the International Office
4.8 To ensure that international disabled students are not disadvantaged by lack of access to funded support mechanisms.	To develop a strategy for funding the support for international disabled students and monitor the admissions policy for this group of students.	Director Student Support and Guidance ED Manager Head of the International Office
4.9 To consider the support needs of CCCU students studying outside the UK.	As programmes are established, to investigate the support needs of these students and implement appropriate strategies.	Director of Quality & Standards Director Student Support and Guidance Relevant academic departments

## 5. The Student Experience and Academic Portfolio

The University recognises that students are the key component of its future success and has therefore placed the student experience at the centre of its Strategic Plan 2011-15. The following ambitions from the Strategic Plan have shaped this section of the Equality Scheme:

- To increase the number of students achieving a good honours degree on all programmes.
- To keep student withdrawals to no more than 4% per annum.
- To gain more than 25 places in the University League Tables over the next five years.
- To achieve a student employability rating 92% or above.
- To improve staff/student ratio and contact hours.
- To publish Key Information Sets for each University department.
- To embed an effective Personal Tutoring system across the University.
- To provide opportunities for students to engage in sport or physical activity.
- To maintain the University’s commitment to widening participation by embracing diversity in terms of access, educational experience, curriculum content and teaching and learning processes.
- To respond rapidly to student complaints.
- To enhance flexible delivery and accessibility.

Equality Objectives	Actions	Lead Departments/Groups
<b>5.1</b> To assist students with specific protected characteristics (e.g. disabled students, ethnic minority students) to fulfil their academic potential.	To analyse student attainment and student procedures data at faculty, department and programme level by equality characteristics and develop and implement strategies to support specific groups.	Faculties and Academic departments WP and Student Retention Sub-committee Director Student Support and Guidance ED Committee and Delivery Group
<b>5.2</b> To ensure that the concerns of students with protected characteristics are heard and acted upon.	To analyse data from the CCCU student survey and the NSS by equality characteristics and to communicate to relevant groups and departments for cross-referencing with their own data and action planning.	University Survey Officer Groups and departments identified Student Experience Advisory Group ED Committee and Delivery Group
<b>5.3</b> To ensure students with protected characteristics benefit from opportunities to develop their employability skills and receive guidance relevant to them.	To continue to provide tailored employability training for disabled students and if necessary, expand this to other relevant groups.	Employability and Careers Services Manager

<p><b>5.4</b> To encourage and assist the Students' Union to engage with and address the needs of all students.</p>	<p>To work with the Students' Union to engage different groups of students, for example by using the "Student Experience Toolkit".</p>	<p>Director Student Support and Guidance Student Experience Advisory Group ED Manager and Administrator</p>
<p><b>5.5</b> To ensure all students are able to find the help and support they need easily.</p>	<p>To continue to review and develop the information about student services on the University Website so that all students can easily find the help they need.</p>	<p>Director of Marketing Director Student Support and Guidance ED Manager and Administrator</p>
<p><b>5.6</b> To encourage students with protected characteristics to engage in sport or physical activity.</p>	<p>a) To consider how students with different characteristics can participate in sport and physical activity and provide concessions where relevant (e.g. concessions for students with mental health issues). b) To structure activities for particular groups (e.g. women and Muslim women).</p>	<p>Director of Sport Manager Student Support Services ED Manager and Delivery Group</p>
<p><b>5.7</b> To ensure that teaching staff are kept up to date with best practice in relation to engaging different groups of students and delivering an inclusive curriculum.</p>	<p>To review and enhance staff development in relation to inclusive teaching practice.</p>	<p>Assistant HR Director (Development) Director of Learning &amp; Teaching ED Manager Academic departments</p>
	<p>Academic departments to review staff development engagement and the impact of this on the student experience.</p>	
<p><b>5.8</b> To encourage harder to reach (e.g. male students) to participate in co-curricular study skills development.</p>	<p>To employ varied and differentiated strategies to ensure that students with different characteristics have an equal chance to engage in co-curricular study skills activities. For example to consider whether the Study Skills Team could work within academic departments to access harder to reach students.</p>	<p>Manager Student Support Services Director of Learning &amp; Teaching WP and Student Retention Sub-committee Academic departments</p>
<p><b>5.9</b> To ensure the specific needs of the increasing number of vulnerable students (e.g. students with complex difficulties and/or mental health difficulties) are met.</p>	<p>a) To benchmark resources within Student Support Services and monitor provision against University targets for students who are likely to use these services.</p>	<p>Manager Student Support Services Senior Management Team</p>
	<p>b) To utilise Tribal Benchmarking and Student Services monitoring data to inform the departmental business planning process and to highlight staffing resource issues to Senior Management.</p>	

<b>5.10</b> To ensure that Key Information Sets provide relevant information for students with different characteristics.	To consider how equality and diversity relevant information will be incorporated into Key Information Sets.	Relevant committee/working group
<b>5.11</b> To meet students' requirements in relation to pregnancy, maternity/paternity whilst at University.	To develop a student policy relating to pregnancy and maternity/paternity.	ED Manager ED Delivery Group Manager Student Support Services
<b>5.12</b> To ensure the University welcomes and meets the needs of people who have undergone or are undergoing gender reassignment.	To develop a Gender reassignment policy to include useful information for staff.	ED Manager ED Delivery Group Director Student Support and Guidance
<b>5.13</b> To embed an effective Personal Tutoring system across the University.	To replicate good practice from certain faculties and departments across the University and provide training for personal tutors.	To be identified (e.g. Faculty Quality Officers, Heads of Department)
<b>5.14</b> To ensure all students are treated fairly on placements.	To continue to work with partners to ensure students on placement do not encounter discrimination.	ED Manager Manager Student Support Services
<b>5.15</b> To ensure that core technologies relevant to students are accessible.	a) To implement actions in compliance with the QAA Code of Practice in relation to disabled students.	Manager Student Support Services Director of Learning & Teaching ED Manager
	b) To establish an Assistive Technology Group to monitor and review accessibility issues.	Head of Library Services Head of Computing Services
<b>5.16</b> To raise awareness of equality and diversity issues amongst the study body.	To enhance and promote the University's e-learning module to students and consider other methods of awareness raising and training	ED Manager and Administrator Director Student Support and Guidance