

Canterbury Christ Church University

Equality and Diversity Annual Report 2007/08

April 2009

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Data Tables

This report comments on data tables which can be found at:

<http://www.canterbury.ac.uk/about/equal-opportunities/tables-annual-report-2008.asp>

CCCU E & D 07-08 Student Admissions Data
CCCU E & D 07-08 Student Attainment Data
CCCU E & D 07-08 Student Disability Team Data
CCCU E & D 07-08 Student Procedures Data
CCCU E & D 07-08 Student Trend Data Headcount
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CCCU E & D 07-08 Staff Data Analysis
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Introduction

This report provides an overview of the progress made in 2007/08 towards implementing the University's Equality and Diversity Strategy and meeting its statutory duties under equalities legislation. It does not cover every development within the institution but provides a broad picture of the areas of activity and the type of work undertaken.

The University's Disability, Race and Gender Equality Schemes and accompanying three year action plans lay out the steps the institution has committed to take to promote disability, gender and race equality. This combined report constitutes an annual report for each of the three equality schemes and is structured to reflect the aims and objectives of the schemes. Some of the objectives and related actions are now accomplished and the activity towards achieving others continues.

In addition the report contains commentary on analysis that has been conducted on a wide range of data relating to both students and staff. The data files supporting the report are available on the Equality and Diversity pages of the University website. Also included in the report are updates on activities to promote equality across the other equality strands: age, religion and belief and sexual orientation.

In 2007 the Equality and Diversity Committee agreed that the three equality schemes would be merged into one Single Equality Scheme during 2008 but this has been postponed pending the introduction of the Single Equality Bill due in Spring 2009. At its meeting in the Trinity term of 2008 the Governing Body approved a recommendation that the Equality and Diversity Committee should be chaired by a member of the Governing Body. Dame Janet Trotter agreed to assume this role starting in the academic year 2008/09.

Staff

Staff Survey

Action plan references: Disability C3, C8, Gender C4, C9, C10 and C11, Race C2, C7

In fulfilment of the Race, Disability and Gender Equality Action Plans, the Human Resource Strategy, and in line with the priorities of the University's Strategic Plan, a staff survey was undertaken in September 2008. The response rate (56% of all staff and 66% of permanent staff) was high compared with other public bodies and overall the responses were favourable to the institution. The survey produced a wealth of information relevant to the three equality schemes and to the University's broader equality and diversity objectives.

In the survey responses, slightly more staff declared that they were from a minority ethnic group than the University's current records show and significantly more people declared a disability (see page 4). Almost half of the respondents (49%) had a caring responsibility of some form, and almost 33% had children under sixteen. Just over 6% were responsible for caring for someone with a disability.

Staff with a disability and staff caring for someone with a disability responded more negatively than other staff on a range of subjects including workplace flexibility, role support, leadership and engagement and career progression. Staff from a minority ethnic background responded more negatively in relation to understanding the University's values and strategy and career progression. No significant differences in response were attributable to age or gender variations but staff on fixed term contracts were more negative in their responses to a range of issues.

The Senior Management Team has responded proactively to the survey in producing an action plan addressing the key themes which emerged. These include: career progression, appraisal, bullying and harassment, the issues faced by specific groups (disabled staff, fixed term staff, staff from minority ethnic backgrounds and staff caring for someone with a disability), managing workload and communication and engagement.

Many of the actions resulting from the staff survey are closely linked to ongoing work in relation to equality and diversity. The survey findings and the planned actions are therefore outlined in the relevant sections in this report. With regard to specific equality groups, focus groups are being planned with disabled staff, fixed term staff, staff from minority ethnic backgrounds and staff caring for someone with a disability. As a starting point the consultations will explore the issues identified in the survey to be of concern to these groups (including career progression, departmental management and role support).

Staff Data Monitoring

Action plan references: Race C1, C2, C4, Gender C5, C9, C10, Disability C3, C4

In 2007/08 the Equality and Diversity Committee and the Human Resources Department agreed a new timetable for the production of data tables to allow for a meaningful analysis of data by the committee early in the academic year. The data year now runs from 1st August to 31st July allowing data to be analysed by the committee in its first meeting of the academic year. The following key points emerged from that analysis:

Disability

The percentage of disabled staff in the total staff population is low at 1.3%, but within the range of the 1.1 to 3.1% figure given for other Higher Education Institutions. It is likely that this is due to under reporting as this is considered to be widespread and 18.8% do not complete this monitoring question. Steps have been taken to improve this by making the equal opportunities monitoring sheet more likely to encourage disclosure and enhancing the support available to disabled staff.

The number of applications from those declaring a disability more than doubled from last year at 142, 3.5% of all applicants. The proportion being short-listed increased in 2007/08 but the proportion being appointed decreased. These data are difficult to interpret as there are low numbers of people with disabilities and minor changes in the numbers result in large changes in the percentages.

A higher percentage of staff (7.6% of respondents) declared a disability in the staff survey than have declared in staff records. This highlights a discrepancy between data held within the Human Resources information management system and that reported in the staff survey. Possible reasons for this may be the looser definition of disability used in the staff survey, greater willingness of staff to declare a disability anonymously or changes in personal disability status that have not been advised to or recorded in Human Resources. A data validation exercise is planned for 2009/10 and the Human Resources Department will investigate the implementation of a system in which data can be updated by staff directly.

Ethnicity

Overall the percentage of staff with a minority ethnic background is 3.8% with a figure of 0% for the Senior Management Team and 7.1% for academic staff. The percentage of minority ethnic people in Kent is 3.5% and in the South East of England (not including London) is 7.2% (2001 census). The number of ethnic minority staff leaving the organisation decreased slightly in comparison with last year.

The number of applications from minority ethnic applicants increased from 10.2% in 2006/07 to 14.1% in 2007/08. Minority ethnic applicants were less successful than white applicants at all stages of the recruitment process. These data are also difficult to interpret as there are low numbers of staff from minority ethnic backgrounds and minor changes in the numbers result in large changes in the percentages. However some general trends appear to emerge over the years.

For non academics it appears to be less likely that minority ethnic staff will progress from both application to short-list and interview to appointment. For

academics the same trend at each stage is in evidence, although it is more marked. There is good evidence that the drop between application and short-list is due to significant numbers of overseas applicants who appear to be submitting CVs for numerous posts in the UK and do not have work permits. The reason for the drop between interview and appointment is less clear.

Gender

The percentage of female to male staff in 2007/08 was 62.5/37.5. There has been a change over the last four years, which had seen a steady year on year increase in the proportion of female staff. 2007/08 saw a decrease in the proportion of female applicants compared to the previous year.

For academics generally over the years, women are more likely to be short-listed and appointed than men. This advantage is most marked between application and short-listing. For non-academics generally over the years women are more likely to be short-listed and appointed than men. This appears to be at both application to short-listing and short-listing to appointment.

Although women are more successful in the recruitment process, there are fewer women than men in managerial positions (other than the Senior Management Team) compared to that expected from the ratios of academic and professional/management staff. In 2007/08 there was a marked increase in the number of men leaving the University and this was in contrast to the decrease noted in 2006/07.

Further Investigation and Data Analysis

The Equality and Diversity Committee agreed that further investigation is required to shed light on some of these data. In particular the reasons behind the small percentage of women in more senior roles, the small percentage of minority ethnic and disabled people being appointed and more women than men being recruited should be scrutinised. The Human Resources Department and the Equality and Diversity Manager have produced a framework for further investigation and analysis.

The Committee also requested data on promotion and internal appointment by equality target groups (currently gender, ethnicity, disability, age). Gathering these data is a complex process which does not lend itself to direct reporting. The Human Resources Department is investigating how data regarding internal re-appointment, promotion from Lecturer to Senior Lecturer, Senior Lecturer to Principal Lecturer, the appointment of Professorships and Readers, and re-grading applications can be more readily and accurately reported on an annual basis and for a range of equality measures.

In the staff survey career progression issues emerged as one of the areas of concern to the majority of staff. Planned actions in relation to this include a review of the fairness and transparency of recruitment and promotion. There will also be a review of data in relation to recruitment, promotion and occupational or structural segregation across gender, ethnicity and disability for all major staff groups.

Equal Pay Audit

Gender Action plan references: C7 and C9, Race C1, C and C4

In line with its Gender Equality Scheme the University has carried out an Equal Pay Audit since 2006. Following the staff survey there has been a recommendation that ethnicity should also be included in this audit in future. However it should be noted that small numbers are likely to make analysis and interpretation difficult.

The 2007/08 audit showed the overall University workforce to be 63% female and 37% male. The overall gender split for academic staff is 58% female and 42% male. The overall gender split for Professional and Support staff is 67% female and 33% male. In the course of the last three years, the overall proportion of male staff employed has fallen and the proportion of female staff has risen.

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

It is unclear from the data whether there is occupational segregation and the audit recommended an analysis of one or two groups within the non-academic occupational areas to examine whether this exists. This could also be carried out within the academic grades but it is perhaps less of a priority given the evidence suggesting structural segregation within those grades.

The audit suggested there may be some evidence that there are barriers above the senior lecturer grades (other than the Senior Management Team) for female staff and recommended further investigation in this area. This is planned under the actions resulting from the staff survey.

Staff Development

Action plan references: Disability C4 and C7, Gender C1, Race C3 and C6

As laid out in its equality schemes and action plans, the University is committed to promoting disability, race and gender equality throughout its staff development activity. In line with the University's overall equality and diversity strategy, the areas of age, sexual orientation and religion and belief are also incorporated in the equality dimension of the staff development programme.

During 2007/08 there has been a review of the strategic approach to ensuring that staff can access specific equality and diversity training and that equality and diversity are embedded across the staff development programme. In 2008 the Staff Development Committee and the Equality and Diversity Committee approved a framework and an action plan which sets out how this will be achieved.

A key element of the action plan has been an Equality Impact Assessment of the University's staff development policy, process and practice conducted by an external consultant. This assessment reviewed access to staff development, specific equality and diversity training, the learning environment and how equality and diversity are integrated across the staff development programme. The consultant observed staff development sessions, conducted interviews with trainers, ran a focus group and conducted a questionnaire survey with staff.

The assessment found that equality and diversity was located appropriately within University policy and strategy but it recommended a number of improvements to be made in practice and delivery. These included presenting equality and diversity positively, eschewing a compliance-led or legislative approach and responding to priority areas such as the internationalisation of the student body. Appropriate changes in practice will be implemented in 2008/09.

During 2007/08 all new staff have been automatically enrolled on the Introduction to Equality and Diversity training session delivered by the Equality and Diversity Manager. This has resulted in a significant increase in the numbers of sessions delivered and the numbers of staff attending compared to last year. As well as raising awareness, these sessions often lead to further engagement between staff members and the Equality and Diversity Manager. Following the recommendations of the Equality Impact Assessment some elements of this session will be amended in 2009.

The Equality and Diversity Manager has also provided information, training and awareness-raising sessions to individual departments. The on-line Equality and Diversity training module has been promoted via the staff development programme. In 2007 the University also purchased an on-line training module

for Equality Impact Assessment which has been completed by the Equality and Diversity Delivery Group and other key members of staff.

The Manager of Student Support Services has provided a programme of training for both academic and support staff to ensure they are able to fulfil their specific responsibilities with regard to disabled students. In addition to these sessions promoted through the University's staff development brochure, the Manager of Student Support Services has responded to individual requests for training from departments. She also provides disability awareness training to some of the University's partners who provide work placements for students.

Harassment and Dignity at Work Policy

Action plan references: Disability C9, Gender C2, Race C8

In fulfilment of objectives in all three equality action plans, the University's new Dignity at Work policy was implemented in 2008. This followed consultation with the relevant trade unions but did not include the development and appointment of harassment advisors. A quick guide to the Dignity at Work policy will be produced by the Human Resources Department and the Equality and Diversity Manager.

In the staff survey 79% of respondents said they were treated with respect at work and 69% that they had not experienced behaviour that they would describe as bullying, harassment or discrimination. However 16% did report bullying and/or harassment and the Senior Management Team has prioritised this as an area for further investigation. Planned work includes understanding what these terms mean for individual staff, developing measures to prevent bullying and harassment, ensuring staff know who to go to and that reported cases are responded to appropriately.

Encouraging Disclosure of Disability and Support for Staff with Disabilities

Action plan references: Disability: C1, C2, C3 and C5

In line with the stipulations of its equality plans, the University has continued to promote the Investors in People status (awarded in March 2008) and the Two Ticks Positive about Disabled People symbol (re-awarded in April 2008) on its equality and diversity, recruitment and "working here" web pages.

During the year the University has participated in a project with the Equality Challenge Unit designed to assist institutions in improving their staff disclosure rates. A central budget managed by the Human Resources Department has been created to fund adjustments and assistive technology.

This is designed to ensure that disabled staff across the institution can receive the adjustments they require. A central database of adjustments made will also become a source of information for good practice in the provision of adjustments and assistive technologies.

Students

Student Data Monitoring

Action plan references: Gender D1, D5, Disability D1, D6, D8, Race B2, B7

During 2008 a review was conducted of student data requirements and a framework agreed with the Data Planning Office. In line with the University's equality schemes, student equality and diversity data will be collected covering admissions, attainment, appeals, complaints, disciplinary procedures and student destination.

Student Recruitment and Admissions

During 2007/08 the University has continued to work through its widening participation and student retention strategies to increase diversity in the student body. In addition to the internal work of the Widening Participation Advisory Group and the faculty Widening Participation Groups, the University is the lead institution for Aimhigher Kent and Medway and works with universities, colleges and schools across the county to widen participation. In relation to student recruitment, work has continued to focus on increasing applications from males, students from ethnic minority backgrounds and students from lower socio-economic backgrounds.

In 2007/08 more students from an ethnic minority background were recruited to all programmes except those recruited through the Nursing and Midwifery Admissions Service (NMAS) which saw a small decline in ethnic minority admissions. Following a slight decline the previous year, The Graduate Teacher Training Registry (GTTR) admissions saw an increase in the recruitment of ethnic minority students from 6.8% to 8.4% in 2007/08.

Over the last three years the gender split in the overall student body has remained consistent with approximately 71% female and 29% male. In 2007/08 the percentage of male students recruited via the Universities Central Admissions Service (UCAS) increased to 38% from 34% in 2006/07. There was also a slight increase in the number of male students recruited through NMAS whilst the number recruited through GTTR has remained constant for the last three years.

The University's admissions data indicates a decline in the number of disabled students recruited through UCAS, NMAS and GTTR. Data from the University's

HESA return however shows the proportion of disabled students has increased from 5.6% in 2003 to 8.6% in 2007. This discrepancy may be accounted for by the fact that students are disclosing disabilities once established at the University. Evidence of an increase in the number of disabled students is supported by data from the Students Disability Advice Team.

Attainment

An analysis of degree classification trend data from 2003 to 2007 compiled from the University's HESA indicated that the proportion of good (i.e. first or upper second class) honours degree graduates had increased from 45% in 2003 to 47% in 2007. Certain groups of students are proportionally under-represented in the numbers achieving a first or upper second class honours degree, but the 2007/08 data indicates significant improvements in most of these groups.

In 2006/07, 50% of female graduates achieved a good honours degree compared to 41% of male graduates. In 2007/08 there is a 7% increase in the proportion of male graduates achieving a good honours degree. In 2006/07, 41% of 21-24 year olds achieve a good honours degree compared to 46% of 25-29 year olds and 60% of older graduates. In 2007/08 there is a 5% increase in the proportion of 21-24 year olds and a 6% increase in the proportion of 24-29 year olds achieving a good honours degree.

In 2006/07 48% of graduates without a disability achieved a good honours degree compared to 42% of disabled graduates. In 2007/08 there is a 3% increase in the proportion of disabled graduates achieving a good honours degree. There are differences between the ethnic groups but due to the small numbers of students with an ethnic minority background it is not possible to determine the significance of the variations.

Complaints, Disciplinary Procedures, Appeals and Cases of Plagiarism

In 2007/08 the University instigated annual monitoring of student procedures to identify issues and trends as a basis for enhancement. Data was collected on student initiated procedures (including academic appeals and complaints) and University initiated procedures (disciplinary, plagiarism and fitness to practise procedures).

One of the purposes of the annual review was to identify any issues relating to equality and diversity. The student procedures monitoring data was compared with the summary HESA data for the University to establish whether certain groups were proportionally represented. In this first year of monitoring the findings should be treated as indicators only that need to be tested over time and triangulated with other information.

With regard to disciplinary, fitness to practise and plagiarism procedures ethnic minority students were found to be over-represented in comparison to the total student population. Students from an ethnic minority background constituted 12% of the total student body. However 41% of those involved in disciplinary procedures, 45% of those involved in fitness to practise and 36% of those involved in plagiarism procedures are from an ethnic minority background. The issue of ethnicity appears to be linked to nationality since some students were both from an ethnic minority background and of non-UK nationality.

The University initiated more procedures with full-time undergraduate students, especially those in the 21-24 age band. Compared to representing 16% of the total student body, students in the 21-24 age band represented 76% of those involved in disciplinary procedures and 46% of those involved in plagiarism procedures.

With regard to student initiated complaints, disabled students and students in the 21-24 age band were over-represented, whilst students from an ethnic minority background made fewer complaints. Constituting 12% of the total student body, students from an ethnic minority background represented 26% of those making an academic appeal. Disabled and younger students were also more likely to make an academic appeal.

The actual headcount numbers for all of these data are small and that combined with the lack of trend data means they should be interpreted with caution. However further investigation is required which might have implications for staff development and awareness raising. In addition, the procedures themselves should be reviewed to ensure that they are fit for purpose. A review of the University's plagiarism procedures is planned and will take account of these data. The Assistant University Secretary will also develop an action plan based on the data assessment in compliance with the QAA Code of Practice and with the intention of enhancing the University's procedures.

Raising awareness amongst students and promoting inclusion

Action plan references: Disability D5, Race B1, B5

The University's equality schemes recognise the importance of raising awareness about equality and diversity amongst students as well as staff. During 2007/08 the University's on-line equality and diversity e-learning module has been promoted to students by Student Support and Guidance and academic departments. Students who complete the module receive a certificate which recognises this accomplishment.

The Race Equality Scheme Action Plan contains an objective that the University works with the Students' Union to improve the inclusion of minority ethnic

students. Amongst other activities, Black History Month was celebrated at the Students' Union with a series of films promoting black leaders and the civil rights movement. Elsewhere in the University Black History Month was celebrated with performances organised in conjunction with the local charity Music for Change. Unfortunately attendance at one of the performances was extremely low which may reflect the need to develop more effective means of internal communication to promote such events.

During the year the Equality and Diversity Manager and the Students' Union have worked with students to support the development of student societies, including two new faith-based societies (Eastern Traditions and Muslim societies). The International Sub-committee has supported the development of the International Student Society and the Students' Union has hosted a number of specific cultural events.

Improving the experiences of students on placement

Action plan references: Disability D4, Race B6, Gender D7

Improving the experience of students on placement is an objective of all the University's equality schemes but although work to support students continues, difficulties have been experienced by some individual students during 2007/08. The Manager of Student Support Services has provided disability awareness training for health-related placement providers and has been invited to become part of the internal staff development of some local NHS trusts.

The Equality and Diversity Manager has worked with specific departments to ensure that their placement arrangements promote equality. Guidance about equality and placements has been provided to the Inter-Professional Learning Programme and guidance for CCCU staff on what to do if a student experiences discrimination or harassment on placement has also been produced. In 2008 the Students' Union has employed a Representation and Advice Case-worker whose duties include providing support and guidance to students experiencing difficulties on placement.

Development of Support for Students with Disabilities

Disability action plan references: D1, D2,

Data supplied by the Student Disability Advice Team indicate a continued increase in the numbers of students declaring a disability and the numbers accessing the service. During 2007/08 the Students Disability Advice Team increased their recruitment of dyslexia tutors and mentors for students with mental health difficulties and neuro-diverse conditions such as Aspergers. The

Student Mental Health Advisor left the University and the post was filled on a temporary basis and will be advertised in 2009.

In response to the Aimhigher Student Wellbeing research project conducted in 2007, electronic "blackboards" have been developed by student counsellors and the disability team to support students with disabilities wherever they are based.

Enhancing the employability of disabled students is an objective of the Disability Equality Action Plan (D6) and a key issue identified by students has been concern over disclosing disability when applying for work. During 2007/08 the Manager of Student Support Services and the Careers Advisor have delivered careers workshops for disabled students once a term in three of the University's campuses. The workshops provide relevant information to students and assist them in preparing for disability disclosure in the workplace.

Organisational development

Accessibility

Action plan references: Disability A1, A2, A4, A5

Following major works to improve the accessibility of the University in previous years, upgrades to the student accommodation facilities have been ongoing. For example a second wheelchair recharging point has been added adjacent to the accessible students' bedrooms in the Temple building. Whilst substantial progress has been made, problems do remain in certain areas, particularly in buildings not owned by the University.

During the year consultation has continued regarding Augustine House, the University's new Library, Learning and Student Support Centre which is due to open in September 2009. Following initial consultation with an Access Group and an external accessibility consultant, further consultation was undertaken with students with a range of disabilities in November 2008. The students' concerns were predominantly related to physical accessibility and confidence in using the space. The students were reassured that the University will purchase an adapted minibus for the journey from North Holmes Road to the new building and that assistive software and adapted computers will remain accessible in the new building.

The safe emergency evacuation of disabled people in the case of fire, is guaranteed via the use of Personal Exit and Emergency Plans (PEEPs). The emergency evacuation of disabled students is the responsibility of Student Support Services and the production of PEEPS for students has hitherto been subcontracted to the Royal British Legion Industries (RBLI). In 2008 the RBLI were unable to renew the contract and this work therefore reverted to the Manager of Student Support Services. This has resulted in a delay in the

production of some PEEPs, particularly combined with an increase in the number of University sites.

More generally the emergency evacuation policy has been reviewed by a group led by the Assistant University Secretary. As a result safe refuge areas have been designated across the University. A refuge alerter system and a number of specialised evacuation chairs have been purchased and installed. The staff responsible for the emergency evacuation of the refuge areas have been identified and have received training in the use of the evacuation chairs.

The Research Assessment Exercise

In line with the Race Equality Scheme (A4) the University conducted an equality analysis of its Research Assessment Exercise (RAE) submission in June 2008. The analysis found little evidence to suggest that any group of staff has been disadvantaged by the RAE selection process as such. Although some groups were submitted at lower rates than others much of the disparity was found to be indirect, being attributable to other aspects of their positions in the University. Staff with known disabilities and minority ethnic staff were however both too few in number for statistical analysis to be conducted.

Equality Impact Assessment

Action plan references: Disability B1, Gender B1, Race A2

Equality Impact Assessment is a legal requirement and represents a key part of the strategy to eliminate discrimination and to promote and embed equality. It is an evidence-based process that analyses the impact or potential impact of policy and practice on different groups of people (as defined by the equality strands), and identifies action necessary to improve equality performance.

During 2007/08 the University has made moderate progress with equality impact assessments. It has purchased the Marshall ACM on-line toolkit to raise awareness of equality impact assessment and support the skills development of those staff undertaking impact assessment. The Equality and Diversity Delivery Group has completed and assessed the training module, providing feedback for enhancements. A small number of other staff members across the University have also completed the module.

A number of assessments and follow-up actions to previous assessment have been undertaken by the Equality and Diversity Manager and the Human Resources Department. An external consultant has conducted an equality impact assessment of the University's staff development policy and programme which as well as scrutinising the University's development needs in relation to equality impact assessment, demonstrated how the process can work in practice.

Embedding equality impact assessment and involving managers and staff across the whole institution remains a challenge to the University. This is true from the initial screening stage through to undertaking the actions ensuing from assessment. The staff development assessment recommended further activities to support the embedding of impact assessment across the University and these will be investigated.

Consultation and Engagement

Action plan references: Disability B2, C6, D7, Race A3, A6, B3, C5

The Equality and Diversity Delivery Group was formed in 2007 to help implement the University's Equality and Diversity Strategy and to act in a consultative capacity to the Equality and Diversity Committee. The group contains representatives from across the University's faculties and service departments. The group has met termly during 2007/08 and its work has included the revision of the University's Equal Opportunities monitoring form, the analysis of staff data and the review of Equality Impact Assessment training.

Consultation has taken place with a range of groups in relation to specific issues. This has included focus groups with ethnic minority students about their experiences at the University, focus groups with Muslim students regarding the Muslim prayer room and work through the International Subcommittee about the needs and concerns of international students. Students with disabilities have been consulted about the development of Augustine House and staff from equality target groups in the Equality Impact Assessment of Staff Development.

Engagement with staff and students from equality target groups remains a challenge for the institution which cannot be addressed without consideration of the University's internal communication tools. The staff survey has resulted in a substantial programme for further consultation with staff. This planned consultation will have a significant impact on a range of equality and diversity related activities across the University.

Other Equality Strands (Age, Religion and Belief and Sexual Orientation)

Although the legal requirements with regard to age, religion and belief and sexual orientation are not equivalent to those related to ethnicity, disability and gender, the University has committed to promoting equality and diversity in these three areas. All three are incorporated into the University's Equal Opportunities policy and its Equality Impact Assessment strategy.

The University has published position papers in relation to Age Equality (2007) and Religion and Belief (2008) which outline the institution's commitment to promoting equality and diversity in these areas. Student data is monitored by age bands and the University started collecting religion and belief data from students in 2006. Inconsistencies in the data relating to religion and belief and low levels of disclosure have limited the potential for analysis of these data. However they have been useful in developing strategies for engagement with students, for example with regard to their needs in relation to religion and belief.

Consultation via a series of focus groups has been conducted with Muslim students regarding the Muslim prayer room and with Buddhist students regarding the Buddhist meditation room. This has resulted in the submission of recommendations regarding the Muslim prayer room. Due to the restructuring of facilities on the Canterbury campus planned for 2009, no changes to the current provision will be made until 2009/10.

During 2007/08 progress has been made towards the development of a Religion and Belief Council of volunteer advisors which was a recommendation of the Religion and Belief Position Paper. The advisors are intended to work in conjunction with the Chaplaincy Team and to act as co-ordinators of sources of support and information for staff and students from particular traditions of faith and belief. Although some volunteers have responded to notices on the University's StaffNet, there has been difficulty in identifying advisors from some religions and work to this end is ongoing.

Following the recommendations of an initial sexual orientation working group to the Equality and Diversity Committee in 2007, a second group has continued to develop a University position statement for sexual orientation. In February 2008 the University became a member of the Stonewall Diversity Champions Scheme and held its first event in celebration of Lesbian Gay Bisexual Transgender History Month. This was a colloquium organised within the Faculty of Arts and Humanities.