1 Executive summary 1
2 Introduction 3
3 Supporting and advancing the E&D agenda 5
4 Policies, procedures and guidance 6
5 Staff/Student networks and groups 7
6 E&D Initiatives/Projects 9
7 Good practice across the University 12
8 Training and development 14
9 E&D data 18
10 Detailed Work Plan 2012-13 29
1 EXECUTIVE SUMMARY

Valuing diversity and inclusivity is integral to the University of Kent. One of the key principles underpinning the University of Kent’s Institutional Strategic Plan for 2012-15 reinforces the University’s belief in the value of an inclusive and diverse University community.

The Plan features seven key messages, including:

- The University of Kent – the UK’s European university – will promote diversity and inclusivity in the University community by offering fair treatment and equality of opportunity to every member of the University (staff and students), keeping morale high.

As a University, we derive significant reputation from the global nature of our networks and relationships. We style ourselves “the UK’s European university” and recruit nearly 20% of our students from outside the UK. We applaud freedom, particularly freedom of speech, and encourage divergent views for the purpose of academic debate. We encourage toleration, particularly between students from different racial and ethnic groups that have a limited tolerance for each other outside the University. We give great autonomy to staff over how they carry out their jobs. A University is a place in which, by its very nature, diversity should thrive.

Recent legislation also supports equality and diversity (E&D), primarily through the Equality Act 2010, which requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations between different people when carrying out their activities. Further, it encourages public bodies to understand how different people will be affected by their activities, so that their policies and services are appropriate and accessible to all and meet different people’s needs.

Overall responsibility for E&D at the University of Kent sits with Council. Council receives and endorses the annual Equality and Diversity Report.

Report highlights

- The Report contains a review of 2011/12 activities and initiatives and 2012/13 work plans for staff and students. It also contains direct input from a range of colleagues from across the University.

- The 2011/12 year saw the completion of a Review of E&D. The Review resulted in adjustments to the formal structure for Equality and Diversity in autumn 2012, including the creation of the Equality, Diversity and Inclusivity (EDI) Strategy Group chaired by Professor Keith Mander for staff and Professor Alex Hughes for students. The Head of Organisational Development has been assigned to lead the staff E&D portfolio and the Director of Student Services to lead the student E&D portfolio. New support has also been added with the recruitment of an E&D Manager for staff and a Student Experience Support Officer for students. This formal structure is also supplemented by the creation of Executive Group E&D Champions who have taken responsibility to promote all aspects of E&D for staff and students. Staff members with formal E&D responsibilities are working in close collaboration with formal committees and informally with all staff and students across the University and with Kent Union to embed diversity and inclusivity within our University community.

- Staff and student networks and groups continue to build momentum and support strategic initiatives and projects. Participation in the Stonewall Diversity Champions programme provides a framework for prioritisation of activities by our LGBT Staff Network group. Our Women’s Network supports the career progression of all women and parallels many of the activities that are underway as the University prepares to submit its application for an Athena Swan Charter Bronze Award in April 2013. Our Disability Staff Network is providing a useful basis for consultation to increase support for disabled staff. Kent Union’s student zone committees and liberation groups similarly support the expression of diversity for all students with a focus on LGBT, women and ethnic minority students.

The Research Excellence Framework process is well underway. Extensive training for key decision-makers across the University in 2011/12 supplemented by an Equality Analysis of the pilot exercise in early 2013 have both provided a strong foundation to ensure that a diverse staff population will be submitted to the REF in late 2013.

CONTINUED OVERLEAF
1 EXECUTIVE SUMMARY (CONT)

Following publication of the Quality Assurance Agency UK Quality Code for Higher Education the University’s Academic Audit Committee commissioned a thematic audit of the support for disabled students throughout the University. The audit identified a number of areas of good practice and found that there were no areas where the University is likely to be at risk of failing to discharge its responsibilities under relevant UK legislation. A number of recommendations were made by the review panel, all of which are being taken forward by Student Services staff.

The University subscribes to the DisabledGo survey, which entails an annual review of the spaces accessible to disabled students at all UK universities and colleges. The DisabledGo guide is revised and made available to disabled people in order for them to choose the universities and colleges they feel best meets their specific needs. The University of Kent recorded a number of structural and non-structural improvements and changes to its estate this year.

The Disability and Dyslexia Support function (DDSS) within Student Services undertakes an annual survey of students using its services in the spring term. The results of the survey indicate that DDSS continues to provide an excellent service to students, with an overall satisfaction rating of 90%. DDSS has formulated an action plan to progress any substantive issues arising from the student feedback received.

Good equality and diversity practices are becoming embedded across the University and examples are provided to showcase a sampling of these activities for students and staff.

A host of learning and development initiatives to support E&D for all staff and as part of leadership, learning and teaching, and research practices are highlighted in the report. The Unit for the Enhancement of Learning and Teaching provides targeted support and training for students through its Student Learning Advisory Service.

Staff data reveals that more work needs to be done in supporting career progression for women, particularly to senior academic roles. Ethnicity also requires further data gathering and analysis. Disclosure rates for staff in relation to disability, sexual orientation and religion and belief are very low.

This year, for the first time, information has been published on a number of student E&D protected characteristics, which is a substantial improvement on last year. The report records some general observations against gender, age, ethnic origin and disability, with reference to benchmarking data, where applicable. Further work needs to be undertaken to analyse the remaining protected E&D characteristics. The aim for 2011-12 is to establish a baseline of student E&D data to support monitoring and trend analysis at all levels and points in the student life cycle, to identify any areas of concern to the University.

Activities for the current year and beyond

HEFCE and RCUK issued statements in January 2013 regarding sector prioritisation and expectations for equality and diversity. These statements continue to build a strong strategic imperative to embed E&D practices across the University. The University is reviewing its institutional resourcing levels with a view to enabling it to build momentum in support of the E&D agenda beyond the current year to 2013/14. Organisational objectives are included in Section 10 of the Report and future work plans will be monitored through the Equality, Diversity and Inclusivity Strategy Group, in close consultation with the Student Inclusivity and Diversity Working Party for students, and the Joint Staff Negotiating and Consultation Committee and Staff Policy Committee for staff.

Professor Keith Mander
Deputy Vice-Chancellor; Resources Co-Chair, ED&I Strategy Group

Professor Alex Hughes
Pro-Vice-Chancellor, External Co-Chair, ED&I Strategy Group
Equality and Diversity – an institutional priority

Valuing diversity and inclusivity is integral to the University of Kent. One of the key principles underpinning the University of Kent’s Institutional Strategic Plan for 2012-15 reinforces the University’s belief in the value of an inclusive and diverse University community.

The Plan features seven key messages, including: The University of Kent – the UK’s European university – will promote diversity and inclusivity in the University community by offering fair treatment and equality of opportunity to every member of the University (staff and students), keeping morale high.

Why does Equality and Diversity matter?

Diversity in any society, and particularly in a society like a university, is important because:

- it increases our range of choices – about lifestyle, cultural interests, our recreational interests, our attitudes, and gives us the opportunity to influence our surroundings;
- the quality of decisionmaking is improved if several cultures are brought to bear on it – diverse cultures will produce diverse insights (none of them perfect), but from these diverse insights a better collective insight may result;
- it brings new imagination and creative energy into the University.

As a University, we derive significant reputation from the global nature of our networks and relationships. We style ourselves “the UK’s European university” and recruit nearly 20% of our students from outside the UK. We applaud freedom, particularly freedom of speech, and encourage divergent views for the purpose of academic debate. We encourage toleration, particularly between students from different racial and ethnic groups that have a limited tolerance for each other outside the University. We give great autonomy to staff over how they carry out their jobs. A University is a place in which, by its very nature, diversity should thrive.

Recent legislation also supports equality and diversity, primarily through the Equality Act 2010, which requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations between different people when carrying out their activities. The Act also encourages public bodies to understand how different people will be affected by their activities, so that their
2 INTRODUCTION (CONT)

policies and services are appropriate and accessible to all and meet different people’s needs. For instance, consider:

- **Students:** Increasing fees will increase student expectations in relation to treatment, course events, student-centred learning and the curriculum. Within this, Equality and Diversity is already a priority for student advocates; Our Students’ Union, Kent Union has also been awarded a level one ‘Investors in Diversity’ award and takes Equality and Diversity matters seriously

- **Teaching:** Recognising the realities of global diversity within the curriculum is increasingly important to both lecturers and students

- **Research:** Increased emphasis in Research Excellence Framework (REF) on Equality and Diversity; lip service is no longer enough. Universities must demonstrate actions that highlight how Equality and Diversity is being embedded within organisational activities and research-funders are increasingly looking at an institution’s approach to Equality and Diversity as part of the consideration for funding

- **Staff:** Staff members who perceive a lack of fair treatment for some in relation to others may continue to do their work but will be less engaged and less productive. Additionally, staff who perceive injustice or lack of respect demonstrated by other staff will take less pride in the University

- **Community and Enterprise activities:** The University has a crucial role to play in exemplifying good Equality and Diversity practice

**Equality and Diversity Review and key findings**

The University of Kent commissioned and completed a review of Equality and Diversity (E&D) practices in 2011/12 facilitated by colleagues from the Centre for Diversity Policy Research and Practice at Oxford Brookes University who worked with the University Equality Promotion Group (chaired by Deputy Vice-Chancellor Professor Keith Mander. The purpose was to help the University better understand what is good about current provisions and practice for staff and students, and where there were gaps and areas of focus for the next few years. The Equality Promotion Group met termlly in 2011/12 and provided direct input into the report. Staff and students across the University participated in focus groups and Equality and Diversity representatives in each School and Department fed into the Review and met termlly in 2011/12 at Equality Network briefings.

**Key good practice findings**

Examples of existing good practice identified by participants included: the University’s involvement in the Athena Swan Charter which recognises a commitment to excellence in Science, Technology, Engineering, Maths and Medicine (STEMM) employment and advances and promotes support for the careers of women in STEMM; disability services for students; occupational health services for staff; the senior leadership and management programme where E&D has been integrated; equality networks and representatives; and Kent Union E&D initiatives. Other good practices were identified within individual schools and departments. The challenge identified by the Review was to continue to find ways to communicate these good practices and to build momentum around them.

**Key priorities identified relating to the staff experience**

- **Gender:** It was noted that the University’s Vice-Chancellor, Professor Dame Julia Goodfellow, has played a leading role in improving female representation in senior academic roles. However, specific issues continue including possible barriers to women’s career progression especially in academic roles, work-life balance and the need for greater consistency across the University in the offer/take-up of flexible working, and a perception by some of lack of part-time working opportunities in senior roles.

- **Disability:** There was a clearly expressed need to improve support for disabled staff

- **Equality and research:** Planning for the Research Excellence Framework (REF), the new system for assessing the quality of research in UK higher education institutions, has highlighted equality issues for academic staff, many of which are likely to be gender (eg maternity and childcare) or disability related.

**Ethnicity and international staff:** The University has a very diverse international profile among its staff and students and this is perceived as a strength. However, the review also demonstrated the need for more cultural awareness training for staff involved in the recruitment process and to improve cross-cultural interactions between staff and students.

**Key priorities were also identified relating to the student experience**

- **Age:** There was a perception that mature students are less well supported than 18-21 year-old students

- **Student diversity:** Societies and student groups representing the interests of minorities may risk being divisive and there is a need for more opportunities to bring these groups together. Some students reported insensitive and offensive remarks, mainly from students to other students.

- **International students:** It is important for the University to offer continued support for international students (eg language, use of academic conventions) and better integration between UK and international students. Students from the same national background seem to prevail in certain subject areas which may cause other students to feel excluded.

- **Communication about equality issues:** If students experience a problem or issue related to equality it was identified that it is not currently fully clear where they should seek support (save for disability where the support is seen as exemplary).

- **Learning and teaching:** The curriculum (content and delivery) and course-based activities (such as social events) can be important vehicles to raise awareness about Equality and Diversity among students and support campus cohesion.

**Key priority relating to the management of equality**

- **Role of all:** there was a general consensus that E&D is important and needs to be promoted pro-actively but that clearer objectives need to be developed at all levels so that E&D becomes everybody’s responsibility.
3 SUPPORTING AND ADVANCING THE E&D AGENDA

E&D Governance
The Pro-Vice-Chancellor Professor Alex Hughes and the Deputy Vice-Chancellor Professor Keith Mander co-chair a newly created Equality and Diversity Strategy Group. The Group brings together Equality and Diversity strands from both the staff and student sides of the institution and meets three times each year. This group reports to the Joint Staff Negotiating and Consultation Committee (JSNCC) and the Staff Policy Committee (SPC) for staff matters and to the Student Inclusivity and Diversity Working Party (SIDWP) and Student Experience Committee (SEC) for student matters. Close linkages to the University’s Learning and Teaching Board through the activities of the SIDWP have also been developed. Overall responsibility for Equality and Diversity at the University of Kent sits with its Council. The Council receives and endorses the annual Equality and Diversity Report.

Organisational structure
On the basis of the E&D Review and the significant importance that the University has placed on E&D within the new Institutional Strategic Plan for 2012-15, the University made a decision to invest in new resources to help to take forward the E&D agenda for both staff and students.

For Staff, formal oversight within the Executive Group rests with Keith Mander, Deputy Vice-Chancellor Resources, with portfolio responsibility now held by Cindy Vance, Head of Organisational Development. Tracey Lamb, the University’s new E&D Manager appointed in autumn 2012 is based in HR and works with Julie Bennett, E&D Coordinator, to manage and oversee staff E&D activities and initiatives. Margaret Ayers continues her role in some E&D staff initiatives (Athena Swan and the REF) and provides Kent with an external presence as board member for the Equality Challenge Unit (ECU), the sector organisation responsible for advancing equality and diversity in further and higher education.

As a result of the E&D Review, there was also general recognition that the University’s equality and diversity agenda for students required more focus and dedicated resource.

For Students, formal oversight now rests with Alex Hughes, Pro-Vice-Chancellor External, with portfolio responsibility held by Wayne Campbell, Director of Student Services who came into post in August 2012. Becky Lamyn was appointed in autumn 2012 as the University’s new Student Experience Support Officer for Student Services and has responsibility for student E&D and community liaison activities and initiatives (0.5 full-time equivalent dedicated to student E&D issues). Graham Gorrett, Head of Student Support, will also continue to work closely with the team to take forward the E&D agenda. This entire group in turn works in close collaboration with all staff and students across the University and with Kent Union as well as within our broader community.

Executive Group champions
To supplement the formal E&D structure led by Keith Mander and Alex Hughes, all EG members at the University have agreed to take on the role of E&D champion, acting as advocates and actively promoting all protected aspects of equality and diversity, including:

• Sex (Gender) and Lesbian, Gay, Bisexual, Transgender (LGBT) – Julia Goodfellow
• Disability for staff – Keith Mander
• Disability for students – David Nightingale
• Age – Denise Eventt
• Race/Ethnicity – Alex Hughes
• Marriage and Civil Partnership; Pregnancy and Maternity – John Baldock
• Religion and belief – Karen Goffin

All EG members wish to demonstrate that they have made a public commitment to the principles of equality and inclusivity by taking on the role of E&D champions. This includes a joint commitment to eliminating discrimination, advancing equality of opportunity, fostering good relations, and supporting the continued development of positive cultural messages across the entire University community. EG members collectively:

• Recognise that while no one person can personally drive every equality initiative, Executive Group members leading from the front is one of the most effective means of advancing the E&D agenda within the University.

• Believe that their visible support of E&D demonstrates to any possible opponents that they are out of step with the University’s key messages of inclusion, diversity and equality.

• Are firmly committed to the development of staff and students and to the creation of a community of inclusivity, including the support of family-friendly practices that benefit all – men and women alike – across all equality strands.

• Recognise that the University wishes to draw on talent from all sections of the population and therefore must create workplaces where everyone can be themselves. They also understand that when inclusive conditions do not exist, the productivity of staff is directly affected.

• Are committed to considering the possible impact of practices on the areas that they champion by embodying the positive principles of respect for diversity and inclusivity when engaged in meetings and in day-to-day interactions with staff and students.

• Strongly encourage managers at all levels to encourage staff to attend equality meetings, network activities and events at the University.

While all EG members are taking a collaborative approach to Equality and Diversity, specific involvement in E&D activities within strands will undoubtedly vary over time.
4 POLICIES, PROCEDURES AND GUIDANCE

Staff
HR policy review, development, communication and engagement with people managers will be an area of continued focus across HR in relation to embedding E&D principles. Development of a new Disabled Staff policy has begun as has the creation of an Equality Analysis for the Research Excellence Framework. Review of E&D elements within general HR policies will also begin in partnership with the HR Policy group in 2012/13. An Equal Pay Audit is planned for 2013/14.

Students
A new student Fitness to Study Procedure was approved by Senate and introduced in September 2012. The procedure is intended to be used as an alternative to disciplinary action in cases where there is concern that a student’s behaviour may include issues relating to ill-health or a disability. It should be noted that students are able to take an active part in the process and are offered support and guidance to restore their well-being, to succeed in their studies and fulfil their academic potential. Should this not be possible the new procedure provides a structured and staged approach for dealing with those students who may not be mentally, psychologically or emotionally fit to continue with their academic studies at Kent.

Complete details of the procedure can be found at: www.kent.ac.uk/student services/policies.html

The Student Services department is currently working with the Central Secretariat, the Unit for the Enhancement of Learning and Teaching and Kent Union to revise the Dignity at Study Policy. The policy reaffirms the University’s commitment to developing a working and learning culture that encompasses dignity, courtesy, respect and consideration for all. The policy promotes the University’s view that both staff and students have a responsibility to create an environment that is free from harassment, bullying, discrimination and victimisation.
5 STAFF/STUDENT NETWORKS AND GROUPS

Staff

Given the new structure, working groups and committees that have been created to support E&D, a decision was made in December 2012 to discontinue the Equality Promotions Group with thanks for its many years of service to the University. Many members of this group are already members of the University’s new and existing E&D groups and committees and will continue to play an active role in championing E&D.

Clarifying the roles of staff equality network representatives who currently are based in nearly all Schools and Departments is a next step in 2013, as is clarifying the role of bullying and harassment representatives and considering links with the Staff Mediation Scheme.

A strength identified within the E&D Review was the discrete set of staff networks which support the promotion of particular equality strands. Currently, these include the Women’s Network; the Disability Staff Network and the Lesbian, Gay Bisexual, Transgender (LGBT) Staff Network. The networks also provide an opportunity for new and existing staff to meet people outside their own departments and are actively promoted at staff induction events. Continued support to these networks and exploring linkages between them will continue throughout 2012/13 and beyond.

And here are a few words directly from our Networks…

Women’s Network continues to grow

The Women’s Network meets on a termly basis and is primarily targeted to all female staff at the University. Through a series of varied agenda topics in 2011/12, we have attracted more academic, administrative and support staff from Schools and central services to our network, with a mailing list of over 120 women from both Canterbury and Medway. Sessions have included both presentations and informal discussions ranging from: preparing women for promotion and the Research Excellence Framework (REF), to staff development through informal (mentoring, coaching) as well as professional routes (eg Association of University Administrators, AUJA). Many of these topics were featured more widely as part of the second Athena Swan Day in September 2012.

Our sessions have been supported by senior staff, including the Vice Chancellor and Director of HR, talking about promotion and the outcomes of the Equality and Diversity report. An area of emerging interest to the network is career development for women, to address the perceived lack of opportunity and support, as well as the impact of career breaks on promotion and retention (the ‘leaky’ pipeline). On-going engagement with the Athena Swan Charter and the increased focus on equality and diversity in the new Institutional Plan will provide a focus for future discussions within the network.

Dr Louise Naylor, Chair, Women’s Network

LGBT Staff Network gathers momentum

2011/12 saw an increased interest and participation in the lesbian, gay, bisexual and transgender (LGBT) staff network. The termly meetings are now well attended and the group has started holding informal lunchtime catch-ups on the first Tuesday of every month. New members, from any background, are always welcome. Meeting times and locations are publicised on the group’s new blog (http://blogs.kent.ac.uk/lgbt_staff) where staff also contribute news, thoughts and their comments.

We are pleased that our call for a senior champion prompted the Executive Group to become champions across all equality strands and we are delighted that the Vice-Chancellor chose to be involved with LGBT in particular. Her involvement will send a strong signal acknowledging Kent’s open and diverse workforce, not only across the University’s campuses but also into the wider communities.

Our key activity for 2012/13 is to promote the presence of LGBT staff on campus – through a role model campaign featuring staff profiles and holding a number of events during LGBT History Month in February 2013 in collaboration with other networks and groups including Kent Union and Canterbury Christ Church University.

LGBT Staff Network

Disability Staff Network re-established

This dormant network was re-established in 2011/12 and a direction is being set with a short action plan. Raising Awareness and Improving Communication, focusing on:

• Improving visibility of the resources available to support disabled staff and staff wellbeing – The University has commissioned Sue Morley, who recently retired as University Occupational Health Manager, to create a website to raise awareness of the support services available to staff at the University for launch early in 2013.

• Improving support for disabled staff at department level – By helping to ensure that the departmental induction includes information about both E&D and support available for disabled staff. In the future we will aim to provide information and training to managers so they feel better equipped to approach issues sympathetically and to know the avenues that are available to obtain support.

• Researching good practice in other Universities – The Equality Challenge Unit (ECU) has issued a publication entitled: “Enabling equality: furthering disability equality for staff in higher education”. This has been shared with the Network Group and will provide a useful resource to guide future practice in 2012/13 and beyond.

The Disability Staff Network provides a mechanism to communicate and consult with disabled staff in line with our continued commitment to the Positive About Disabled People Two-Ticks Scheme (run by Job Centre Plus) which confirms our commitment to support disabled staff.

Disability Staff Network

If you would like to join or receive further information, simply email: equality_and_diversity@kent.ac.uk
Students

Kent Union

Kent Union has introduced a series of Zone Committees; open forums that allow any student to engage with the work of the Union, discussing ideas and initiatives and passing feedback on the work of Kent Union and its partnership with the University.

The “Your Rights” Zone aims to ensure that students are being treated fairly and that each demographic of student is being fairly represented; the Zone also focuses on enhancing student diversity.

The Zone group discusses issues within the Liberation Groups ensuring that LGBT students, women students, Ethnic Minority students and students with disabilities are not being discriminated against within the University, local or national community. The “Your Rights” Zone met on 13 November 2012.

Kent Union Liberation Officers

• Kent Union elects five part-time Liberation Officers on an annual basis. These positions are: Women’s Officer, Ethnic Minorities Officer, 2 x LGBT Officers (Women’s Position and Open position) and Students with Disabilities Officer. Each Liberation Officer has responsibility for the corresponding Liberation Group.
• These Officers were members of the Equality Promotions Group and the Students’ Union Council.
• The Students with Disabilities Officer hosted a session on equality, diversity and inclusivity with the Law School.

LGBT Liberation Group

The Kent Union LGBT Liberation Group exists to fight the oppression of LGBT people on all of Kent’s university campuses, within the education system and in wider society. The group runs campaigns and events throughout the year to raise awareness and in support of LGBT issues, focussing on homophobic and transphobic bullying, the blood donation ban on gay and bisexual men and LGBT History Month.

The group also arranges monthly forums where students can engage with issues that may affect them as an LGBT student and what actions the campaign should be taking.

The LGBT campaign specifically outlines its aims and objectives as:
• Ensuring that LGBT students’ views and opinions are reflected throughout the whole of the Union’s work
• Providing a LGBT student’s perspective on all matters concerning the Union and the University
• Providing a regular forum for LGBT students to meet and organise events/activities
• Organising training events for LGBT students
• Establishing and maintaining contact with groups and organisations which work and provide information on LGBT students’ issues
• Promoting the positive involvement of LGBT students in all areas of the Union’s activities
• Representing the views of LGBT students to the Union and the University
• Carrying out other duties as laid down by the LGBT students’ campaign and Union Council.

Ethnic Minorities Liberation Group

The Kent Union Ethnic Minorities Group is aimed at representing ethnic minority students who face discrimination at University and in society. Campaigns involve the promotion of equality and preservation of liberty & rights.

The Group organises monthly forums where students engage with ethnic minority issues that affect them directly.

The Ethnic Minorities campaign specifically outlines its aims and objectives as:
• Representing the views and opinions of ethnic minority students to the Union
• Setting up events encouraging more minority students to get involved in the Students’ Union
• Ensuring that the Union takes heed of the perspective of Ethnic Minority students
• Maintaining contact with groups that work and provide information on ethnic minority issues
• Representing the issues that ethnic minority students face to the Union and the University
• Providing a regular forum for ethnic minority students to discuss matters and put across their point of view
• Working with some of the cultural societies at Kent to encourage events that celebrate their culture, as well as organising events and discussions that tackle some of their issues faced by these particular groups.

Women’s Liberation Group

The Kent Union Women’s campaign is accessible only to female students, with the Liberation Officer and committee comprised of and elected by female students and accountable only to the female student population at the University of Kent. The campaign is self-defining, allowing any student who self-defines as a woman to engage with the campaign.

The Women’s campaign specifically outlines its aims and objectives as:
• Ensuring that women’s views and opinions are reflected throughout the whole of the Union’s work
• Providing a women’s perspective on all matters concerning the Union and the University
• Providing a regular forum for women students to meet and organise
• Organising training events for women students
• Establishing and maintaining contact with groups and organisations that work and provide information on women’s issues
• Promoting the positive involvement of women students in all areas of the Union’s activities
• Representing the views of women students to the Union and the University
• Carrying out other duties as laid down by the Women’s campaign.
Staff
Athena Swan Charter and Female Academic Staff Focus Groups
The Athena Swan Working Group was first formed at the University of Kent in 2011. The group is chaired by the Dean of the Faculty of Sciences and has a wide-ranging representation from across the Faculty. The Athena SWAN Charter recognises commitment to advancing women’s careers in science, technology, engineering, maths and medicine (STEMM) employment in higher education. An annual event has been held for the past two years to promote the Athena Swan work. In 2012, over 70 staff attended to hear the Vice-Chancellor give the keynote address and speak about her own experiences as a woman who has developed a career in science. Julia also spoke about the issues which the University has to address in order to ensure we have a workplace which allows all staff to flourish.

The University will be submitting an application for an Athena Swan bronze award at university level in April 2013 and some of the Schools in the Faculty of Sciences are also hoping to make applications at department level by the end of 2013. Bronze awards demonstrate that an institution or department has a solid foundation of policies and practices to eliminate gender bias and is working towards an inclusive culture that values female staff. The Athena Swan framework and approach will also provide an excellent opportunity to expand principles of inclusivity across other equality and diversity strands and staff groups at the University.

In addition to the Athena Swan initiative, the Vice-Chancellor has been personally leading a parallel initiative which has involved a number of focus groups being held in each of the Faculties in 2012 to enable women academics to discuss their experiences as members of staff. The results of the focus groups are being used to inform the action plan which will be put in place in 2013 to further support the commitment to effective career management for all staff at the University.

LGBT – Stonewall Diversity Champions Programme
The University is a member of Stonewall’s Diversity Champions programme which helps to inform the activities of the growing Lesbian, Gay, Bisexual and Transgender (LGBT) Staff Network. Stonewall is a gay equality charity that works to promote a good working environment for all existing and potential employees and to ensure equal treatment for those who are lesbian, gay and bisexual. Membership includes participation in the annual Workplace Equality Index which includes a submission by the central E&D function and an anonymous staff survey for all LGB staff, enabling employers to measure their efforts to tackle discrimination and to create inclusive workplaces for lesbian, gay and bisexual employees. The 2013 results reported an increased response to the staff survey at Kent with 51 staff completing the most recent survey. The University also progressed positively in its total individual points score from 43 in 2011 to 53 in 2012 to 57 in 2013. Results of the survey are available in January of each year and a meeting conducted in February to provide an opportunity for us to work with Stonewall and the LGBT Staff Network to implement actions to address areas where practice can be improved.

Mediation Service
The University’s new Mediation Service was formally launched in June 2012 and received an award for Best Newcomer to Mediation at the 2012 Professional Mediators Association (PMA) National Mediation Awards. The PMA is a not for profit professional association that raises awareness of and best practice for mediation across the UK. The award received by the University of Kent recognises an internal mediation scheme less than twelve months old which actively engages stakeholders such as senior management, HR and line managers, trade unions, and others. Kent’s Service was recognised for monitoring performance and undertaking a process of continuous improvement, using qualified volunteer mediators trained by accredited mediation training providers. The award also recognises and supports the collective interest in encouraging two-way dialogue and discussions where people are able to jointly find solutions to differences. The judges felt that the University of Kent had demonstrated a commitment to mediation and a drive to make the new Mediation Service a success. The Mediation Service will now work to continue to embed mediation and its guiding principles across the University. Possible links between the mediation service and the University’s existing Bullying and Harassment Contacts will also be explored.
Research Excellence Framework and Individual Staff Circumstances (ISC) Group

Continued close involvement in the ISCG through to submission of the REF in late 2013 and announcement of results in 2014 will continue along with the preparation and dissemination of an Equality Analysis for the REF.

Workforce Planning – data and information

Staff Equality and Diversity Reports for 2011/12 are contained in Section 9 of this report. The focus in 2012/13 will be to build confidence that the reason for requesting disclosure of E&D information is to provide support to staff and to identify issues of concern that need to be prioritised at an organisational level. The goal is to assure staff of confidentiality and strict adherence to data protection principles by providing full and transparent information about data collection.

The academic planning round that occurs between February and March each year also provides the opportunity to take forward dialogue with Schools and Faculties about how to embed E&D and build on good practices. Priority and objective setting for future years based on quantitative data will continue to emerge as improved E&D information becomes available through the new Staff Connect system that will replace the University’s current HR/Payroll system and through increased confidence in disclosing sensitive personal information.

Students

Thematic Audit of Support for Disabled Students

During 2011/12, the Academic Audit Committee commissioned a Thematic Audit of Support for Disabled Students. In preparing the report, the audit team, which was chaired by an equality and diversity professional from another higher education institution, reviewed the work of three selected Schools: the School of Arts, the School of Biosciences and Kent Law School, and four central services departments: the Disability and Dyslexia Support Service (DDSS) within Student Services, Information Services, Estates, and Timetabling within the Academic Division. The team also interviewed a number of disabled students and recent graduates who had studied or are currently studying in one of the selected Schools. The audit team found many areas of good practice, as demonstrated by the following statements from the report:

“The selected Schools, the DDSS and those parts of central services involved in this audit, demonstrate a good understanding of the principles of disability equality and the need to make anticipatory and reasonable adjustments so that disabled students are able to achieve their full potential in all aspects of university life.”

“...there is also evidence of secure systems to ensure that reasonable support is in place and that there is an efficient flow of information between admissions, the DDSS [Disability and Dyslexia Support Service], academic and support staff and the disabled student.”

“The audit team’s view is that there are many examples of good practice in the work of the DDSS. The staff team has a thorough, on-going commitment to the social model of disability which involves identifying and removing the barriers faced by disabled students. Students who use the service appreciate the responsiveness of the service, its flexibility and their friendly and supportive approach. The team is assured that the DDSS and the University offer a good quality of support at both Medway and Canterbury campuses.”

Good practice examples were also cited in relation to disabled student access to facilities, lecture spaces, learning and library resources and equipment (adjustable desks, induction loops, audio lecture notes and social activities such as bars and catering outlets). The audit team also noted that the central Timetabling Office had a “clear understanding of the access needs of people with mobility difficulties and an efficient process of receiving and using information.”

The audit team recommended a number of improvements, notably in relation to the review of the development and use of student Inclusive Learning plans (ILPs). All recommendations have been formulated into an action plan that was considered and approved at the Academic Audit Committee meeting in September 2012 (copies of the full audit report and/or action plan are available upon request).

There were no areas where the University is likely to be at risk of failing to discharge its responsibilities under relevant UK legislation.
DisabledGo

The DisabledGo service was introduced nationally following a two-year consultation exercise across the UK involving disabled people with a variety of different impairments. Among the key barriers to involvement and participation identified was ‘not knowing what venues were accessible to a disabled person’s individual needs’.

From these grassroots beginnings, DisabledGo involved over 800 groups of disabled people in designing a venue-survey method. This method enables DisabledGo surveyors to capture the information that empowers disabled people to choose venues that they feel meet their specific requirements.

DisabledGo produces access guides to locations and venues across the UK and in Europe. Every venue is surveyed in person, and is subject to the same standard process, to ensure that users can rely on the information. On a university-by-university, college-by-college basis, it is possible check physical and sensory access to a range of venues from halls of residence to the refectory, from lecture halls to the student union and the nearest train station.

In the annual review by DisabledGo surveyors the University was visited to ascertain whether there had been any changes to the buildings covered in the guide. These changes include structural changes in relation to access, for example, the installation of an accessible toilet, and non-structural changes, such as provision of a hearing loop, and data changes (for example, changes in opening hours).

Examples of Improvements and Changes at the University are:

• Kent Access Guide is up-to-date for easy reference
• The Locke Building – Student Activities Centre now has automated doors at both the main entrance and the entrance on the 1st floor
• The Kent Union Mandela Building now has a new entrance with automatic doors

New DisabledGo guides were produced including the following buildings/facilities:

Canterbury campus

• Keynes Extension R Block; Keynes Extension S Block; Keynes Extension T Block
• The Colyer Fergusson Music Building was not completed at the time of the survey, and will be taken into account during the next review

Medway campus

• The Sailor & Colour Loft; The Old Surgery
• The Central Boiler House; The Smithery 1 & 2

Disabled Students Survey 2012

The Disability and Dyslexia Support Service undertakes a survey of students using its services in the spring term each year. An analysis of responses was carried out and comparisons made with the previous survey in 2011 (table of results are available upon request). The response rate for the survey was low (18% overall and 23% and 16% for Medway and Canterbury respectively). Overall responses were down by 9% on 2011, but the reason for this is unknown. Different strategies will be employed next year to increase student response rates at Medway and Canterbury.

The results of the survey indicate that DDSS continues to provide a very good service to students at its Canterbury and Medway campuses, and this is summarised in bullet point form below.

Medway

• 93.5% of respondents rate the level of support provided by DDSS as good, very good or excellent. Only 1% of respondents rated the level of support as poor.
• 94.5% of respondents rate the availability of DDSS staff as good, very good or excellent.

Canterbury

• 89% of respondents rate the level of support provided by DDSS as good, very good or excellent. Only 1% of respondents rated the level of support as poor.
• 87.5% of respondents rate the availability of DDSS staff as good, very good or excellent.

Overall

• 90% of respondents rate the level of support provided by DDSS as good, very good or excellent. Only 1% of respondents rated the level of support as poor.
• 89.5% of respondents rate the availability of DDSS staff as good, very good or excellent.

Student feedback

"Part of the reason I chose to come to Kent Uni was because of its excellent student support. Having a disability/medical condition is always a worry for me, but the DDSS and the university have been extremely helpful and supportive throughout my time here to make it as comfortable as possible for me."

"I have received far more support and acknowledgement of my dyslexia at university than at any other academic level."

"Beyond expectations, very thorough and efficient but also with an appropriate level of empathy and understanding."

"The support from the office has been outstanding throughout my 4 years at the University"

"I COULD NOT HAVE LASTED ON MY COURSE WITHOUT THE SUPPORT FROM THE TEAM."

During the survey students were presented with the opportunity to provide written comments on their experiences. Most comments refer to excellent service provision and highlight that staff were approachable, efficient, helpful and compassionate, and respond promptly to e-mails. Some comments indicate that there is room for further improvement.

The main issues raised related to:

• Medway: the lack of a mental health worker at Medway, the prolonged period taken to process student parking permits on medical grounds.
• Canterbury: the use of student Inclusive Learning Plans (ILPs) and the understanding of exam arrangements for in-class tests by some teaching staff, poor wheelchair access to DDSS offices at Keynes College and a lack of information about DDSS.
• A number of the issues raised are being addressed, where possible, through a DDSS action plan. For example, a Mental Health Adviser was recently appointed for the Medway Campus and a review of the development and use of ILPs is currently underway.
7 GOOD PRACTICE ACROSS THE UNIVERSITY

The *E&D Review* conducted in 2011/12 acknowledged that there are already many good E&D practices underway within the University. One of the goals of the Equality and Diversity function and of Corporate Communications is to continue to find ways to identify and share these more widely across the University.

The following brief accounts provide only a very small sampling of some of the good work that is underway and the goal is to continue to expand on examples and case studies of good practices over time.

**Staff**

**Humanities**

The Faculty of Humanities held its first Faculty induction event in autumn 2012 for all members of academic staff who had recently joined the faculty. The intention was to provide all new academic colleagues with more detailed information about the Faculty and create opportunities for them to meet other new members of staff from across Humanities as well as key staff from across the Faculty and the University. This initiative fits very well with the inclusivity and diversity ethos of the University as a Faculty since we hope to embed inclusivity and diversity in all of our activities. The programme covered introductions to the Faculty team, talks on research, learning and teaching and graduate matters, library liaison services, internationalisation, alumni development, innovation and enterprise, probation. The programme included an open question and answers discussion forum where staff could ask more detailed questions on any of the key areas of the Faculty’s work and plenty of networking opportunities.

**Sciences**

As mentioned previously, in 2011/12, the Sciences Faculty plan committed to having each School evaluate their own practice against the Athena Swan principles and to consider making a submission at School level for at least a bronze-level award. Since then Sciences Schools have set up their own Athena Swan Committees and are developing action plans. The University is further supporting this with additional external help from the Oxford Research and Policy Group who helped set up the Athena Swan award originally and have worked for many years to help evaluate submissions from other universities. They have provided us with “good practice” checklists which each of the Schools are using, a staff survey has been conducted and the results of both of these are being used to assist in the development of individual School action plans.

**Social Sciences**

The principles of Equality and Diversity are at the heart of the Social Sciences Change Academy. Its purpose is to “encourage a stronger community of learning through collaboration between students, academic staff and professional services staff”; the values to which we are committed are those of mutual respect, trust, equality, inclusivity and learning. Its aim is to help create environments where partnerships flourish, where all participants know they will be listened to as equals, without prejudice, where a variety of viewpoints is actively welcomed and where everyone’s contribution is recognised and celebrated. For further information, take a look at the Change Academy blogs. Further information can be found at [http://blogs.kent.ac.uk/change-academy/](http://blogs.kent.ac.uk/change-academy/).

**Academic Division Professional Services Service Excellence Initiative**

The Academic Division, with the support of HR, ran a Service Excellence initiative for the whole of 2012. This was organised for all administrative staff in the University’s Academic Schools and Centres and the Faculties Support Office with support from Learning and Development and was aimed at encouraging the sharing of good practice across the different Schools and Faculties, enhancing and, above all, celebrating the service delivered by administrative staff to students and academics as well as to other professional colleagues. This initiative fits with the Equality and Diversity ethos of the University in two ways. Firstly, it is an opportunity to give due recognition to the vital work that administrative colleagues carry out. Secondly, one of the main goals of the initiative was for Schools to identify projects which would best meet the specific needs of their own student and staff population. Projects included: cross-cultural awareness, signage, improving office layout to improve service delivery and access, and building relationships to enhance the student experience.

**Embedding Equality and Diversity within Commercial Services/Kent Hospitality**

Kent Hospitality employs over 250 staff to provide catering, housekeeping and reception services for staff, students and conference guests. Many Kent Hospitality staff are either students or people living in the local community. Kent Hospitality therefore employs a widely diverse workforce that provides hospitality services to a diverse customer base. We recognise the importance of a culture where fairness and respect for others is embedded. This focus is led by senior management, recognised in our Investors in People accreditation and discussed within appraisal sessions. It is further supported by training on Diversity Awareness (a programme introduced in 2009) for all substantive staff in Hospitality with the addition of more recent refresher courses to build on previous learning.

**Students**

**Kent Union**

Kent Union is actively committed to inclusivity and diversity and this has been recognised by the receipt of the Level 1 ‘Investors in Diversity’ Award. The Union has initiated a variety of positive actions to ensure that students have the opportunity to open dialogue with the University across a range of diversity areas, and is also producing its own Liberation Strategy, in consultation with its Liberation Officers.

Kent Union runs a large number of student societies, both cultural and interest based, that include a range of activities under the equality and diversity banner.

International Women’s Week, LGBT Week and Black History Month are all celebrated as part of Kent Union’s annual cycle of activity.

The Union have student representation on the University of Kent Student Inclusivity and Diversity Working Party (SIDWP).
International Development

The University’s International Development Office offer targeted support to international students from pre-arrival to graduation. Part of this support includes a programme of annual cultural and orientation / events (the target audience for each event is indicated in parentheses).

**Go Abroad events:**
- Go Abroad promotional talks at Open Days (prospective students)
- Go Abroad talk / Fair (Canterbury and Medway) (1st and 2nd year Kent students)
- Options meetings (1st and 2nd year Kent students)
- Pre-departure briefings (2nd year Kent students)
- Returners’ receptions (final year Kent students)
- Returners’ employability workshops (final year Kent students)
- Erasmus Staff Training information sessions, Medway and Canterbury (all Kent professional services staff)

**Social/cultural events:**
- Europe Day (all staff/students/local community)
- Welcome events programme in September and January in Canterbury and Medway (all non-UK new arrivals)
- Chinese New Year (Chinese students)
- Thanksgiving (USA and Canadian students)
- Diwali (open to all Kent students)
- Indian students’ lunch
- Bahraini students’ lunch
- International Scholarships students’ visit to the Mayor of Canterbury (all Kent International Scholarships students)
- International Student Experience Fair (all Kent international students)
- Various lunches with different groups of international students
- Various in-country events involving applicant, students, parents, alumni, partners, agents from the particular country
- ICOS conference for Nigerian students

**Worldfest**

Worldfest is an annual four-day event for students and staff celebrating diversity and multiculturalism within the University of Kent and is organised by the International Development Office, the Development Office (Events Team) and Kent Union with involvement from student clubs and societies as well as partners such as the Gulbenkian Theatre and Kent Hospitality. 2012-2013 academic year will see the development of Worldfest and the introduction of Worldfest Bitesize, a programme of events running throughout the academic year and celebrating major cultural and religious holidays that are of importance to University of Kent staff and students. Full details can be found at www.kent.ac.uk/events/worldfest/
8 TRAINING AND DEVELOPMENT

Staff

A review of Kent’s E&D e-learning provision is underway in 2012/13. Strong encouragement to complete e-learning at induction and as part of other programmes is a useful way to provide baseline regulatory knowledge but unquestionably, the most effective means of embedding E&D is to identify ways to mobilise effective and honest conversations and to personally model positive behaviours that support diversity and inclusivity principles. The launch of the new Reflect, Plan, Develop Scheme to replace appraisal in 2012/13 will work to encourage honest conversations and assist staff within the University to consider the value of embedding behavioural principles of mutual respect, dignity and trust. Work has also begun to scope an academic probation review which would then lead to briefings late in 2013 that would include E&D elements.

A University plan for compulsory E&D development for all staff over a compressed one to two year period will be fully scoped in 2012/13 to begin in 2013/14. Highlights from current development initiatives are highlighted below.

Increasing knowledge and understanding through e-learning

While e-learning is not a solution to E&D development in itself, it provides a useful introduction for factual understanding about rights and responsibilities. Rather than reading a lengthy paper or sitting through a ‘compliance’ workshop to establish baseline knowledge about E&D legislation, the Diversity in the Workplace module is meant to assist participants to understand basic E&D principles in an easily digestible format that takes less than an hour to complete. An academic staff member / union representative who completed the module in 2012 spoke positively about its ability to summarise the basics that can then inform further thinking and discussion. Approximately 170 Kent staff have completed this module since November 2010. It is also offered to all Kent Union staff and over 60 Kent Union staff and students have completed the module.

Promoting Equality and Diversity at staff induction

A new-style Staff Induction & Information Fair was introduced for 2011/12 for Canterbury and Medway. Attendance levels have been very positive with a total of over 200 new staff participating. The event consists of a welcome and introductory presentation from Professor Keith Mander, supplemented by short sessions on Safety, Health and the Environment and Equality and Diversity. The E&D session includes an introduction to the e-learning module Diversity in the Workplace and the equality networks and an interactive quiz. New staff members are then invited to the hosted lunch time Information Fair, where they can find out more about what it means to work at the University of Kent by meeting others and browsing a wide range of stalls showcasing a diversity of University services. The Information Fair has now been opened up in 2012/13 to all staff, new and longer-serving, to extend further the opportunity for services to promote what they do and for staff to keep abreast of the rapidly changing environment.

Coaching and mentoring to embed E&D awareness

There has been an increase in awareness among University staff of the power of coaching, mentoring and action learning as tools for change and professional and organisational development, and to support staff as part of their induction and for career development.

- A new mentoring resource was developed and posted on the Learning and Development (L&D) website to provide information for staff about the potential and value of mentoring.
- Coaching skills have been offered through the leadership development programmes as an approach to managing and talking to people in a way which respects and values all contributions and points of view.
- The opportunity to join a peer coaching action learning set has been offered to all participants on the leadership development programmes. The sets provide an opportunity for group and peer coaching and enable individuals to tap into a whole range of experience and points of view in approaching and finding solutions to complex issues.
- Sessions on mentoring were also designed and delivered, often in collaboration between L&D and UELT, to a number of audiences including: the Women’s Network; the Athena Swan conference; FAMS and SAMS in Schools to support their new, internal mentoring programme; and to staff in Estates as part of a programme preparing them to work with young unemployed local people as buddies on an Estates-led Getting into Facilities Management Programme.
- A number of senior staff, primarily senior women in leadership roles, have also been supported and developed through one to one executive coaching.

“Mentoring is a two-way relationship that enables both mentors and mentees to gain an insight into each other’s worlds, and provides support and signposts for personal growth and understanding.”

Rajinder Mann
Executive Director, Black Leadership Initiative
Leadership and Equality & Diversity

Anyone with leadership or management responsibility for others has a responsibility to exemplify good E&D leadership. The University offered leadership programmes at three levels in 2011/12:

- the annual Senior Leadership and Management Programme (SLMP) was offered to new Academic Heads/Directors of Professional Services and piloted for Deputies;
- a pilot programme entitled Leadership for Areas of Significant Responsibility (LASR) was launched at the beginning of 2012 for academic and professional services leaders (grades 9/10);
- the Leadership Programme for Professional Services Managers (LPPSM) launched its second cohort in March 2012 (grade 8).

All programmes have been designed to embed a greater awareness of good equality and diversity practice into leadership and management, including introduction of the e-learning package Diversity in the Workplace and discussion of E&D principles and practices within the sessions. Case studies and materials used throughout the programmes reflect the diversity of the University of Kent and a respect for fair and equal treatment for all staff, students and visitors.

Cultural awareness training

In June 2012, 25 front line and back office staff from several departments participated in a one day workshop on Building Cross-Cultural Communication. The day specifically focused on Chinese students and their transition to living and studying in the UK, although other nationalities and cultures were also included and how staff could support them with this transition. The participants all had an avid interest in better understanding the students they interact with on a daily basis and following the workshop commented that the day helped them better understand the University aims regarding diversity and overseas students expectations of their experience.

Equality and Diversity in Learning and Teaching

The Unit for the Enhancement of Learning and Teaching (UELTe) provides a range of services for staff and students that support the Equality and Diversity agenda. In 2011/12, thirty-five new lecturers and graduate teaching assistants took the optional Inclusive Curriculum module as part of their PGCHE programme. Topics on the module included widening participation, inclusive pedagogy and equal opportunities. Participants explored these issues in relation to their own disciplinary practice with some going on to complete action research projects which have resulted in changes in student support and/or teaching practice in their Schools.

REF E&D Development and Research

The University has been preparing for the very important Research Excellence Framework (REF) exercise in 2014. One important feature of the REF is the higher profile given to Equality and Diversity considerations and research funders are increasingly looking at institutions’ approach to E&D; lip service to E&D principles is no longer enough.

Learning and Development and Research Services worked in collaboration to deliver half day REF E&D Workshops in a programme that ran from May until September 2012. Approximately 140 Directors of Research, Heads of Department, REF Co-ordinators and other REF decision makers attended the sessions. The aims were twofold: 1) to ensure everyone understands the formal selection process for the REF; and 2) to ensure everyone involved in decision-making for the REF continues to appreciate the importance and value of diversity.

The University of Kent has also collaborated with Oxford Brookes University in a piece of qualitative research to explore the experiences and perceptions of academic staff with regard to equality issues and research careers. The study aims to better understand how to advance equality within research careers, particularly in the light of the gender and ethnicity differentials highlighted in the ECU (2009) report on the RAE 2008 submission rates. As part of the collaboration, researchers from Oxford Brookes University ran an equality and diversity workshop and discussion for 13 members of academic and professional staff in spring 2012. By collaborating with the study, the University of Kent hopes to gain a more in-depth view of equality issues within research careers. The outcomes of the research will be an academic article, to be published in 2013, which will enable the findings to be shared with the wider academic community with the goal of helping the sector to continue to attract, retain and support talented researchers.

Association of University Administrators – University of Kent Branch

The University also has a responsibility to set an example of inclusive practices within our wider community. Just one example is the local AU(A)Kent Network which is an active professional association at the University that works in close partnership with Kent’s Learning and Development team and supports a wide range of learning and professional

development activities. A current focus has been to work with professional services staff from across other local HEIs in both Canterbury and Medway. Two collaborative events were organised during the 2011/2012 academic year for AUJA members with the intent of broadening the AUJA’s reach and encouraging AUJA colleagues to meet other staff from across the local Higher Education sector to develop inclusive partnerships and networks.

The first session was a Canterbury-based debate held in March 2012 hosted by the University of Kent. It attracted a large number of colleagues from Kent, Canterbury Christ Church University (CCCU) and IFS which sparked a lively debate as Kent Students’ Union President Tom Ritchie discussed the idea of students as co-producers and Dr Joanna Williams discussed the idea of students as consumers and put forward the proposition that the title students should be reclaimed. This event was followed by a Medway-based event in April 2012 and involved colleagues from the University of Kent, University of Greenwich and CCCU. This event provided a screening of the AUJA annual conference key note lecture and a liquid café open table discussion on key topics. This collaborative approach fits very well with the inclusivity and diversity ethos of the University and our Kent AUJA members.

Students Unit for the Enhancement of Learning and Teaching

The Student Learning Advisory Service (SLAS) within the Unit for the Enhancement of Learning and Teaching (UELT) has a range of initiatives that support the University’s diverse student population. Any student can access SLAS, including specialist provision through the mathematics and statistics clinics and the sessions provided by the Royal Literary Fellow (Medway). Of particular note to the E&D agenda for students are the:

- ‘Writing Well’ workshops aimed at improving English language skills that are increasingly attended by Widening Participation and Home Black and Minority Ethnic (BME) group students, for whom English is not their first language.
- Value MaP workshops targeted specifically at mature and part-time students unable to attend generic workshops during the week. These sessions are delivered on Saturdays or in the evening to support students who have work or family commitments during the week or day time.
- Programme of events for International Students organised by SLAS, in partnership with the International Office. Three social events with an ‘academic twist’ attracted 590 international students from 67 countries, including China (144), Malaysia (44), Germany (29), America (28) and France (34) engaged in undergraduate (54%) and post-graduate (46%) studies. Some students have set up Facebook groups to keep in touch commenting ‘I met wonderful people and as someone who is relatively shy, this was useful being so far from home’.
- Academic Peer Mentoring scheme has recruited a good gender balance of mentors in which undergraduate students in Stage 2 or 3 mentor new students in Stage 1. This scheme is now taking place in 11 Schools, where it has also been adapted to recruit PhD candidates to mentor Masters’ students. ‘My mentee walked up to me in Kent Law School and hugged me with excitement! She said that she got a first class in Public law which she never believed she could. …The mentorship provided her with guidance, resources and reassurance, so much that she is actually looking forward to becoming a mentor and providing this assistance to other first years’.

For a full list of student support initiatives, visit: www.kent.ac.uk/uel/about/slas.html

### Student initiatives during 2011-12

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Full-time students</th>
<th>Part-time students</th>
<th>UG students</th>
<th>PG students</th>
<th>Male students</th>
<th>Female students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-1</td>
<td>843</td>
<td>78</td>
<td>756</td>
<td>165</td>
<td>268</td>
<td>653</td>
</tr>
<tr>
<td>Workshops</td>
<td>986</td>
<td>49</td>
<td>741</td>
<td>294</td>
<td>312</td>
<td>723</td>
</tr>
<tr>
<td>Value MaP</td>
<td>137</td>
<td>87</td>
<td>129</td>
<td>95</td>
<td>73</td>
<td>151</td>
</tr>
<tr>
<td>International</td>
<td>415</td>
<td>1</td>
<td>224</td>
<td>192</td>
<td>136</td>
<td>280</td>
</tr>
<tr>
<td>APM</td>
<td>177</td>
<td>0</td>
<td>171</td>
<td>6</td>
<td>87</td>
<td>90</td>
</tr>
</tbody>
</table>
9 E&D DATA

Staff

Gender

The most recent HE sector wide staff statistics on the four areas of Gender, Ethnicity, Disability and Age are contained in the Equality in Higher Education: Statistical Report 2012 for the 2010/11 year published by the HE sector body, the Equality Challenge Unit. These figures are used for all sector comparisons which follow unless otherwise noted.

2011/12 Staff by gender and grade

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Gender</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestics, Catering Assistants</td>
<td></td>
<td>66</td>
<td>92</td>
</tr>
<tr>
<td>Hospitality Assistants, Caretakers</td>
<td></td>
<td>41</td>
<td>32</td>
</tr>
<tr>
<td>Clerical Assistants, Receptionists</td>
<td></td>
<td>77</td>
<td>118</td>
</tr>
<tr>
<td>Clerical Assistants, Clerks</td>
<td></td>
<td>55</td>
<td>176</td>
</tr>
<tr>
<td>Technicians, Secretarial Assistants, Coordinators</td>
<td></td>
<td>72</td>
<td>144</td>
</tr>
<tr>
<td>Administrators, Researchers</td>
<td></td>
<td>82</td>
<td>134</td>
</tr>
<tr>
<td>Lecturers and Administrators, Researchers</td>
<td></td>
<td>181</td>
<td>233</td>
</tr>
<tr>
<td>Lecturers, Managers, Administrators, Researchers, Accountants</td>
<td></td>
<td>225</td>
<td>207</td>
</tr>
<tr>
<td>Clinical Lecturers</td>
<td></td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Senior Lecturers, Managers, Researchers, Assistant Directors</td>
<td></td>
<td>143</td>
<td>88</td>
</tr>
<tr>
<td>Readers, Senior Managers such as Heads of some strategic areas</td>
<td></td>
<td>47</td>
<td>25</td>
</tr>
<tr>
<td>M&amp;P Professors, Directors of large strategic areas, Heads of School</td>
<td></td>
<td>159</td>
<td>45</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td></td>
<td><strong>1155</strong></td>
<td><strong>1304</strong></td>
</tr>
</tbody>
</table>

The overall breakdown of 53% female, 47% male at University of Kent reflects the UK HE sector average. Over the past eight years the proportion of female staff in the UK HE sector increased by 1.3% from 52.4% in 2003/04 to 53.7% in 2010/11. The University of Kent has similarly increased from 51% female staff in 2009/10 to 53% in 2010/11.

However, it is important to note two points of caution: firstly, women continue to predominate in the lower grades and men in the higher grades; and secondly while there was a large amount of recruitment in 2011/12, overall the gender percentage split remains the same as 2010/11. There is much work remaining in relation to the number of women in senior roles, particularly in academic schools. This specific area of focus is being addressed by the University in a number of ways through Athena Swan and related initiatives to support women’s career development and additional data related to this priority will be published in spring 2013.

Staff Equality and Diversity Reports are as of 1 October 2012.2

2008/9 – 2011/12 Staff by gender by year

<table>
<thead>
<tr>
<th>Year</th>
<th>Gender</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011/2012</td>
<td></td>
<td>1155</td>
<td>1304</td>
</tr>
<tr>
<td>2010/11</td>
<td></td>
<td>1054</td>
<td>1184</td>
</tr>
<tr>
<td>2009/10</td>
<td></td>
<td>984</td>
<td>1026</td>
</tr>
<tr>
<td>2008/9</td>
<td></td>
<td>982</td>
<td>1021</td>
</tr>
</tbody>
</table>

The overall breakdown of 53% female, 47% male at University of Kent reflects the UK HE sector average. Over the past eight years the proportion of female staff in the UK HE sector increased by 1.3% from 52.4% in 2003/04 to 53.7% in 2010/11. The University of Kent has similarly increased from 51% female staff in 2009/10 to 53% in 2010/11.

However, it is important to note two points of caution: firstly, women continue to predominate in the lower grades and men in the higher grades; and secondly while there was a large amount of recruitment in 2011/12, overall the gender percentage split remains the same as 2010/11. There is much work remaining in relation to the number of women in senior roles, particularly in academic schools. This specific area of focus is being addressed by the University in a number of ways through Athena Swan and related initiatives to support women’s career development and additional data related to this priority will be published in spring 2013.

Staff Equality and Diversity Reports are as of 1 October 2012.2

2 This data includes all staff contracts including: academic staff, research staff and professional services staff as of 1 October 2012. Hourly paid lecturers, graduate teaching assistants and casual staff have not been included in this data.
2011/12 Staff by gender: Detailed snapshot breakdown by Faculty/Professional Services

- **Ethnicity**

  The University of Kent’s BME population has remained constant at 7%. Disclosure rates could be improved since the sector average disclosure rate is over 90% and the University of Kent disclosure rate is only 86%.

  Further data gathering and analysis and initial discussion with key stakeholders at the University is beginning to take place in 2012/13.
9 E&D DATA (CONT)

Ethnicity
The University of Kent’s BME population has remained constant at 7%. Disclosure rates could be improved since the sector average disclosure rate is over 90% and the University of Kent disclosure rate is only 86%. Further data gathering and analysis and initial discussion with key stakeholders at the University is beginning to take place in 2012/13.

2008/9 – 2011/12 Staff by ethnicity by year

<table>
<thead>
<tr>
<th>Year</th>
<th>Ethnicity</th>
<th>BME</th>
<th>White</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011/12</td>
<td></td>
<td>175</td>
<td>1953</td>
<td>331</td>
</tr>
<tr>
<td>%</td>
<td></td>
<td>7%</td>
<td>79%</td>
<td>14%</td>
</tr>
<tr>
<td>2010/11</td>
<td></td>
<td>155</td>
<td>1800</td>
<td>283</td>
</tr>
<tr>
<td>%</td>
<td></td>
<td>7%</td>
<td>80%</td>
<td>13%</td>
</tr>
<tr>
<td>2009/10</td>
<td></td>
<td>144</td>
<td>1595</td>
<td>272</td>
</tr>
<tr>
<td>%</td>
<td></td>
<td>7%</td>
<td>79%</td>
<td>14%</td>
</tr>
<tr>
<td>2008/9</td>
<td></td>
<td>138</td>
<td>1594</td>
<td>271</td>
</tr>
<tr>
<td>%</td>
<td></td>
<td>7%</td>
<td>80%</td>
<td>14%</td>
</tr>
</tbody>
</table>

2011/12 Staff by ethnicity and grade

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Ethnicity</th>
<th>BME</th>
<th>White</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>Example roles</td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>1</td>
<td>Domestic Assistants, Catering Assistants</td>
<td>12</td>
<td>8%</td>
<td>106</td>
</tr>
<tr>
<td>2</td>
<td>Hospitality Assistants, Caretakers</td>
<td>5</td>
<td>7%</td>
<td>56</td>
</tr>
<tr>
<td>3</td>
<td>Clerical Assistants, Receptionists</td>
<td>4</td>
<td>2%</td>
<td>159</td>
</tr>
<tr>
<td>4</td>
<td>Clerical Assistants, Clerks</td>
<td>9</td>
<td>4%</td>
<td>192</td>
</tr>
<tr>
<td>5</td>
<td>Technicians, Secretarial Assistants, Coordinators</td>
<td>7</td>
<td>3%</td>
<td>187</td>
</tr>
<tr>
<td>6</td>
<td>Administrators, Researchers</td>
<td>8</td>
<td>4%</td>
<td>185</td>
</tr>
<tr>
<td>7</td>
<td>Lecturers, Researchers, Administrators</td>
<td>34</td>
<td>8%</td>
<td>326</td>
</tr>
<tr>
<td>8</td>
<td>Lecturers, Managers, Researchers, Administrators, Accountants</td>
<td>46</td>
<td>11%</td>
<td>327</td>
</tr>
<tr>
<td></td>
<td>Clinical Lecturers</td>
<td>4</td>
<td>24%</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>Senior Lecturers, Managers, Researchers, Assistant Directors</td>
<td>27</td>
<td>12%</td>
<td>179</td>
</tr>
<tr>
<td>10</td>
<td>Readers, Researchers, Senior Managers such as heads of some strategic areas</td>
<td>6</td>
<td>8%</td>
<td>63</td>
</tr>
<tr>
<td>M&amp;P</td>
<td>Professors, Directors of large strategic areas, Heads of School</td>
<td>13</td>
<td>6%</td>
<td>165</td>
</tr>
<tr>
<td>Grand Total</td>
<td></td>
<td>175</td>
<td>7%</td>
<td>1953</td>
</tr>
</tbody>
</table>
With respect to age profiles, the University of Kent compares as follows: 31% at Kent and 27% of staff in England are 35 and under; 55% at Kent and 52% in England are between 36 and 55; and 18% at Kent and 17% in England are 56 and over. In general, there appears to be a good mix of ages across grades. Further review of age profiles for academic schools is underway in spring 2013.
9 E&D DATA (CONT)

**Age**

With respect to age profiles, the University of Kent compares as follows: 31% at Kent and 27% of staff in England are 35 and under; 55% at Kent and 52% in England are between 36 and 55; and 18% at Kent and 17% in England are 56 and over. In general there appears to be generally a good mix of ages across grades. Further review of age profiles for academic schools is underway in spring 2013.

**2011/12 Staff age distribution**

<table>
<thead>
<tr>
<th>Age Band</th>
<th>25 or less</th>
<th>26 to 35</th>
<th>36 to 45</th>
<th>46 to 55</th>
<th>56 to 64</th>
<th>Over 65</th>
</tr>
</thead>
<tbody>
<tr>
<td>5%</td>
<td>22%</td>
<td>28%</td>
<td>27%</td>
<td>15%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>130</td>
<td>545</td>
<td>684</td>
<td>665</td>
<td>372</td>
<td>63</td>
<td></td>
</tr>
</tbody>
</table>

**2011/12 Staff by age band and grade**

<table>
<thead>
<tr>
<th>Organisation</th>
<th>25 or less</th>
<th>26 – 35</th>
<th>36 – 45</th>
<th>46 – 55</th>
<th>56 – 64</th>
<th>Over 65</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic Assistants, Catering Assistants</td>
<td>19</td>
<td>12%</td>
<td>9%</td>
<td>32%</td>
<td>20%</td>
<td>15%</td>
</tr>
<tr>
<td>Hospitality Assistants, Caretakers</td>
<td>9</td>
<td>12%</td>
<td>9%</td>
<td>12%</td>
<td>18%</td>
<td>25%</td>
</tr>
<tr>
<td>Clerical Assistants, Receptionists</td>
<td>37</td>
<td>19%</td>
<td>32%</td>
<td>16%</td>
<td>40%</td>
<td>21%</td>
</tr>
<tr>
<td>Clerical Assistants, Clerks</td>
<td>24</td>
<td>10%</td>
<td>65%</td>
<td>28%</td>
<td>49%</td>
<td>21%</td>
</tr>
<tr>
<td>Technicians, Secretarial, Assistants, Coordinators</td>
<td>17</td>
<td>8%</td>
<td>69%</td>
<td>32%</td>
<td>46%</td>
<td>21%</td>
</tr>
<tr>
<td>Administrators, Researchers</td>
<td>18</td>
<td>8%</td>
<td>65%</td>
<td>30%</td>
<td>56%</td>
<td>26%</td>
</tr>
<tr>
<td>Lecturers, Researchers, Administrators</td>
<td>6</td>
<td>1%</td>
<td>176</td>
<td>43%</td>
<td>123</td>
<td>30%</td>
</tr>
<tr>
<td>Lecturers, Managers, Administrators, Researchers, Accountants</td>
<td>0</td>
<td>0%</td>
<td>92</td>
<td>21%</td>
<td>165</td>
<td>38%</td>
</tr>
<tr>
<td>Clinical Lecturers</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>6%</td>
<td>4%</td>
<td>24%</td>
</tr>
<tr>
<td>Senior Lecturers, Researchers, Managers, Assistant Directors</td>
<td>0</td>
<td>0%</td>
<td>19</td>
<td>8%</td>
<td>92</td>
<td>40%</td>
</tr>
<tr>
<td>Readers, Researchers, Senior Managers such as heads of some strategic areas</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>23%</td>
<td>32%</td>
</tr>
<tr>
<td>M&amp;P Professors, Directors of large strategic areas, Heads of School</td>
<td>0</td>
<td>0%</td>
<td>2</td>
<td>1%</td>
<td>36</td>
<td>18%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>130</td>
<td>5%</td>
<td>545</td>
<td>22%</td>
<td>684</td>
<td>28%</td>
</tr>
</tbody>
</table>
Disability

Information on declaration of disabilities is outlined below. The percentage is low at 2% and has not changed over the past four years. The sector average of staff members who have declared disabilities is 3.2%. While the percentage of disclosure has improved marginally at Kent, the very high 48% of staff where disability status is still unknown must be addressed since the current sector average for reporting unknown in this category is only 7.7%.

Our broader understanding informed through anecdotal evidence is that there are additional staff members who have informally declared a disability and are receiving support by their line manager, Human Resources, Occupational Health, or a combination of these areas but this information is not currently gathered within a central, reportable information system.

Our new Staff Connect system will replace our current HR/Payroll system in late 2013 and will enable staff members to declare disabilities securely and confidentially through self-service. Improving disclosure rates will also increase the amount of information available on the types of disability declared by our staff and will help the University to identify areas of particular need for support. In the meantime, work has already begun in 2012/13 on communications to ensure that individuals who declare a disability can choose to make their disability confidentially known to those whom they choose and can then follow clear processes to obtain University support.

Religion and belief

A start has been made to gather data on religion and belief but currently this information is unknown for over half of our staff. The percentage and breakdown of staff who have disclosed their religion or belief is indicated in the table below. While ECU does not currently publish data about religion and belief, the Office for National Statistics 2011 census data provides the following breakdown for the UK general population: Any Other Religion or Belief 0.4%; Buddhist 0.4%; Christian 59.3%; Hindu 1.5%; Jewish 0.5%; Muslim 4.8%; No religion 25.1%; Sikh 0.8%; and Not Stated 7.2%. As mentioned previously, Staff Connect will enable staff members to disclose their religion and belief securely and confidentially through self-service.

<table>
<thead>
<tr>
<th>Year</th>
<th>Religion and belief</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011/2012</td>
<td>Any other religion or belief 1%</td>
</tr>
</tbody>
</table>

Conclusions

As mentioned earlier, it is clear that more work needs to be done in relation to the career progression of women and work is well underway in this area. Ethnicity also requires further scrutiny.

As a next step, further statistics on gender, ethnicity and age for each academic School will be published on the E&D website following the 2013 Annual Academic Planning round. Additionally, the Athena Swan Award action plan will be published following submission in spring 2013 and will include the provision of additional detailed data in relation to contract type, part-time versus full-time, promotions, etc.

Disclosure rates are very low – particularly in relation to disability, sexual orientation and religion and belief. All staff can assist to change this situation at the University so that better data becomes available by confidentially disclosing this information when self-service becomes available as part of the new Staff Connect system late in 2013. A strong start has already been made with positive comments received in relation to a preliminary basic information gathering exercise in winter 2012 as part of the preparation for the new system and to comply with new HM Revenue & Customs PAYE requirements. The Staff Connect team have provided detailed information about the reasons for the exercise and what the data is used for in order to make the process as transparent as possible.

Sexual orientation

A start has been made to gather data on sexual orientation using our IGRASP e-recruitment system but the number of staff members who have disclosed their sexual orientation is extremely small at only 3% of total staff. Again, Staff Connect will enable staff members to disclose their sexual orientation securely and confidentially through self-service and there have been expressions of support by LGBT Staff Network members regarding their willingness to work with HR to ensure appropriate monitoring and reporting processes and to advocate the value of disclosure. Gathering data on sexual orientation is critical to assist the University to set priorities and support all staff.

<table>
<thead>
<tr>
<th>Year</th>
<th>Disability by declared disability by year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008/09 – 2011/12</td>
<td>Declared</td>
</tr>
<tr>
<td>2011/2012</td>
<td>53</td>
</tr>
<tr>
<td>2010/11</td>
<td>35</td>
</tr>
<tr>
<td>2009/10</td>
<td>36</td>
</tr>
<tr>
<td>2008/09</td>
<td>40</td>
</tr>
</tbody>
</table>

3 As quoted in People Management magazine, February 2013.
Students
Prior to 2011-12 student E&D data in the annual report referred solely to disability. This year, for the first time, reference will be made to a number of other protected E&D characteristics, where information is available. The following student E&D protected characteristics will be considered in summary form in this year’s report:
• Gender
• Age
• Ethnic Origin
• Disability
The following student E&D protected characteristics will be considered in next year’s report:
• Sexual Orientation *
• Religion and Belief *
• Marriage and Civil Partnership*
• Gender Reassignment*

Pregnancy and Maternity – appropriate method of collecting this information is still being considered.

*Information has been collected from students, but at the time of writing was not available for analysis.

The intention is to establish a base-line of student E&D data from 2011-12 onwards, with the aim of monitoring trends and drilling down into the student data sets, where appropriate, and conducting an analysis of key events during the student life cycle to identify any possible areas of concern (for example, qualifications on entry, student retention/progression, withdrawal and achievement).

Each student E&D area will be considered at University level and any general points noted in the text and referred to visually in the form of pie charts and histograms, where possible.

Unless otherwise stated the data pertains to registered students at the University of Kent at Canterbury, Medway, Tonbridge and Brussels during the period September 2011 to September 2012.

Comparative benchmark data has been obtained from the Equality Challenge Unit (Equality in Higher Education: Statistical Report 2012, Part 2: Students) and from the Higher Education Statistics Agency.

Gender
The Gender of University of Kent students is predominantly female (54% of the total student body; see Diagram 1).

Some observations from the student data set include:
• UK domiciled and non-UK domiciled students are 52% and 58% female respectively
• Students studying full-time and part-time are 53% and 56% female respectively
• Female students are also in the majority at Canterbury (53% female), Medway (54% female), Tonbridge (85% female) and Brussels (66% female)
• Students on undergraduate and postgraduate courses are 54% and 53% female respectively

Benchmarking information
These observations are generally not out of step with comparative benchmark data (56.4% of students studying in the UK are female). This trend is also found with:
• UK domiciled students (58.1% are female)
• Students studying full-time and part-time (54.1% and 61.1% respectively are female)
• Postgraduate students (55.8% are female)

Benchmark data indicate that male students dominate when it comes to postgraduate research (46.6% of students are female) and there are subject differences with a higher proportion of males studying physical sciences (59.5%), engineering and technology (83.8%), computer science (82.0%), architecture (68.3%) and business and administration (51.4%). These national differences could be explored further at Kent, subject to other E&D work priorities.

Age
The vast majority of the student population are under 21 at the commencement of their studies (56%, see Diagram 2). This is not surprising as the University possesses a high undergraduate student population. A total of 5% of the student body is aged 41 or over at the start of the course.

Age categories used are in line with those published by the Higher Education Statistics Agency. Students aged 25 or over at the start of the course are classified as ‘mature students’ (under Education (Student Support) Regulations).

Some observations from the student data set include:
• Non-UK domiciled students have an older age profile than UK domiciled students at the start of the course. Whilst there is a small difference for students under the age of 25 most UK domiciled students (60%) are aged under 21 and for non-UK domiciled students this figure stands at 42%.
• 61% of full-time students are under 21 at the start of the course, but this falls to 9% for part-time students. The vast majority of part-time students (45%) are aged 25 to 40 and 27% are aged 41 to 60. This is not unexpected as most part-time students tend be older and in work or may have other commitments.
• The age profile for Canterbury is lower than that of Medway, Tonbridge and Brussels (85%, 72%, 18% and 43% respectively of students are aged under 25 at the start of the course). This can be explained by the presence of postgraduate courses (Brussels) and the offering of part-time courses (Tonbridge).
9 E&D DATA (CONT)

courses for academic study and bespoke training for local business and government agencies (Tonbridge).

- As expected the age profile of postgraduate students is much higher than that of undergraduates (see Diagrams 3 and 4). Approximately 8% of Kent undergraduate students are classified as mature at the start of the course, and 60% of postgraduate students are aged 25 or over.

Benchmarking information

The age ranges used in the Equality Challenge Unit publication do not align with that published by the Higher Education Statistics Agency, upon which the Kent age profile model was initially based. Comparison with HESA data, for all students, does demonstrate some differences, but comparative data was only available for UK domiciled and non-UK domiciled students.

Overall the student age profile at Kent is lower than the UK average (56% of all our students are aged under 21 compared to the UK average of 36% and 18% of Kent students are aged 25 or older at the start of the course, compared to the UK average of 38%.

UK-domiciled students at Kent also have a much younger age profile than the UK average (60% of Kent students are aged under 21 and 17% are aged 25 and over at the start of the course). The UK average age profile is 38.5% (aged under 21) and 39% (aged 25 or over).

Similarly non-UK domiciled students at Kent have a much younger age profile than the UK average for students aged under 21 at the start of the course (Kent is 42%; UK average is 25%).

The age profile differences at the start of the course may possibly indicate that we could do more as an institution to attract ‘older’ prospective students. The differences may also reflect the balance between undergraduate vs. postgraduate and full-time vs. part-time provision at the University.

Further work is required to compare the University’s age profile to that of similar campus-based universities in the UK.

Ethnic origin

The University has effective systems for collecting information on the ethnic origin of Kent students. The proportion of Kent students refusing to state their ethnic origin was low (2.3% overall) and this information was not known in only 0.2% of the student population. However, it should be noted that there was a higher proportion of students in the non-UK domiciled student population refusing to disclose their ethnic origin. Ethnic origin data is presented in diagrammatic form (Diagrams 5 to 7; further information is available upon request). For the purposes of this exercise, and in line with the definition used by the Equality Challenge Unit, the Black and Minority Ethnic (BME) grouping has been designated as all ethnic origins that are non-white (Black, Asian, Chinese, Mixed and Other), and has been used in the report for all UK and non-UK students.

Some observations from the student data set include:

- Majority of Kent students have designated their ethnic origin as White (66.5%) and 31% as BME. The most predominant BME group is ‘Other’, which includes students of mixed or other ethnic background (7.9%).
- Majority of UK domiciled students are White (72.8%) and the predominant ethnic group is Black (9.39%) from a BME of 25.7%.
- Non-UK domiciled students are in the main non-White (48.2%) – 46% of students are White – and the predominant ethnic group is Chinese (18.8%).
- BME students form a higher proportion of those studying full-time than those studying part-time (31% and 29 % respectively).

- Although students from a Black or Asian ethnic group are more prominent in the part-time student population (19.4% of total).
- BME students make up a greater proportion of the student population in Medway (45.3%) than in Canterbury (28.5%), Tonbridge (1.5%) and Brussels (22.5%).
- BME students make up 28.9% of the undergraduate student population and 40.5% of the postgraduate student population, the highest BME in each category is Black (8.7%) and Chinese (13.1%) respectively.
Benchmarking information

UK domiciled BME students are better represented in the student population at Kent (25.7%) compared to the national benchmark (14.6%). For next year it may be helpful to look at the achievement, by class of degree, of UK – domiciled undergraduates by ethnic group and compare the outcomes to the relevant national benchmarks.

Disability

The University has in place systems for collecting information on student disability. The number of Kent students refusing to disclose whether they have a disability or where the disability is Not Known is very small (16 students in total). However, some students choose not to declare their disability at the point of registration, but will subsequently make use of the University’s support services (this tends to give an underestimate of the number of recorded students for statistical purposes).

The number of Kent students declaring a disability is 8.5% of the total student population. This figure is higher among UK domiciled students (10.1% of total) than non-UK domiciled students (3.4% of total). This figure rises from 8.03% in 2010-11 to 9.13% in 2011-12 when students from associate colleges are taken into account.

Students registered with the Disability Dyslexia Support Service (DDSS)

A large number of students on Kent validated courses register with DDSS (see Diagram 8). The number of students registering has grown year-on-year from 1,230 students in 2007-08 to 1,777 in 2011-12 (an increase of 44.5% over the last four years). This upward trend is seen at all the University’s campuses (students from associate colleges – Mid Kent College, South Kent College, Canterbury College and West Kent College – are included in the totals).

Students register with a broad range of disabilities (see Diagram 9), but the largest disability by far in 2011-12 is that of Specific Learning Difficulties (785 students; represents 44.2% of the total), followed by Mental Health Difficulties (270; represents 15.4% of the total). Student demand for support services has continued to increase and placed a greater work load on DDSS staff. This has led to a planned reorganisation of Student Services to deal more effectively with this demand. It is proposed to appoint a manager to give particular focus to students with specific learning difficulties and, in addition to that, create a closer working relationship between the counselling and mental health functions via the creation of a well-being service, with a single manager overseeing both service areas.

Special exam arrangements for students

The University has experienced an annual increase in the number of registered students requiring special exam arrangements at Canterbury and Medway (this could include extra time, use of a personal computer/laptop, specialist software or a scribe etc). The number of students has risen from 192 in 1998 to 1014 in 2012. Medway, a relatively new campus, introduced
special exam arrangements in 2006, and now accounts for 22% of total student demand.

The annual increase in students requiring special exam arrangements does place additional pressure on the use of university teaching space for student exams at select times in the year (near Christmas and during the summer term), but thus far the University has been able to accommodate this increase.

Benchmarking information
• Benchmark information from the Equality Challenge Unit indicates that the number of students disclosing a disability has increased from 5.4% in 2003-04 to 8.0% in 2010-11, in line with the expansion of the higher education. Kent has seen a similar increase over the same time frame.
• Student disability is reported in all academic subject areas, but is highest in the creative arts and design, which historically attracts higher numbers of students with specific learning difficulties.
10 E&D WORK PLAN 2012-13

All Work Plan objectives focus on all three Public Sector Equality Duties: To prevent discrimination, to promote equality, and to promote good relations.

Staff and students

<table>
<thead>
<tr>
<th>Ref</th>
<th>Objective</th>
<th>Lead</th>
<th>Completion date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>E&amp;D Initiatives / Projects</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Agree how institutional decisions relating to equality and diversity should be taken – ie future of Equality Promotion Group (EPG) and connections to JSNCC/SPC Committee for Staff and Student Diversity and Inclusion Working Group/Student Experience Committee/Learning &amp; Teaching Committees for students</td>
<td>Deputy VC, Pro VC, Director of Student Services, Head of OD</td>
<td>✓</td>
<td>Equality Promotion Group dissolved given cross-over with JSNCC/SPC Student Diversity and Inclusion Working Group set up Equality, Diversity and Inclusivity Strategy Group established 4</td>
</tr>
<tr>
<td>2</td>
<td>Confirm approach and create division of responsibilities for staff and student E&amp;D roles while taking overall collaborative partnership approach within the University</td>
<td>Equality, Diversity and Inclusivity (EDI) Strategy Group</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Produce E&amp;D Report for 2011/12 including priorities to be managed, embedded and reported on annually</td>
<td>Equality, Diversity and Inclusivity (EDI) Strategy Group</td>
<td>28/2/2013</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Continue to develop and communicate roles of EG E&amp;D Champions</td>
<td>Equality, Diversity and Inclusivity (EDI) Strategy Group</td>
<td>30/6/2013</td>
<td></td>
</tr>
</tbody>
</table>

Staff

It should be noted that further work may be commissioned by JSNCC, Staff Policy Committee and consultation with other University stakeholders will be incorporated in the action plan as and when it arises.

<table>
<thead>
<tr>
<th>Ref</th>
<th>Objective</th>
<th>Lead</th>
<th>Completion date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>E&amp;D Initiatives / Projects</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>HEFCE and RCUK issued statements in January 2013 regarding sector prioritisation and expectations for equality and diversity which continue to build a strong strategic imperative to embed E&amp;D practices across the University</td>
<td>Executive Group, E&amp;D Team and All Staff</td>
<td>Ongoing</td>
<td>External strategic imperatives will necessitate focused attention across the entire University on E&amp;D</td>
</tr>
<tr>
<td>2</td>
<td>Review and make recommendations for Staff E&amp;D budget as part of larger HR budget for 2013/14 and beyond</td>
<td>Deputy VC, Director of HR, Head of OD, E&amp;D Manager</td>
<td>31/3/2013</td>
<td>In partnership with HR Management Group Realisation of E&amp;D priorities in 2013/14 necessitates prioritisation of all current and future HR strategic requirements</td>
</tr>
</tbody>
</table>

4 Alex Hughes (Co-Chair), Keith Mander (Co-Chair), Julie Bennet, Wayne Campbell, Graham Gorvett, Tracey Lamb, Becky Lamym, Cindy Vallance.
### 10 E&D WORK PLAN 2012-13 (CONT)

<table>
<thead>
<tr>
<th>Ref</th>
<th>Objective</th>
<th>Lead</th>
<th>Completion date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Complete University accreditation process and begin to extend and continue development of Athena Swan work and successes</td>
<td>Dean of Sciences, Director of HR, Sciences HR Manager</td>
<td>31/3/2013 and continue 2013/14</td>
<td>In partnership with working group members Realisation of institutional work plan will extend beyond submission for accreditation; in partnership with Tracey Lamb and Cindy Vallance</td>
</tr>
<tr>
<td>4</td>
<td>Clarify role of equality representatives in Schools and Departments</td>
<td>Head of OD, E&amp;D Manager</td>
<td>31/7/2013</td>
<td>In partnership with Wayne Campbell, Becky Lamyman and Colum McGuire</td>
</tr>
<tr>
<td>5</td>
<td>Clarify role of bullying and harassment representatives and begin to explore synergies and differences between these roles and mediator reps</td>
<td>Head of OD, E&amp;D Manager, Director of HR, Social Sciences HR Manager</td>
<td>31/7/2013</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Active engagement with the REF Code of Practice and REF Individual Circumstances Group (ISCG) including Equality Impact Analysis and actions following</td>
<td>Director of HR, E&amp;D Manager</td>
<td>31/10/14</td>
<td>In partnership with John Baldock and Research Services. Extensive work not just for the administration of the REF ISCG but also follow up actions based on results of the Equality Impact Analysis will be required</td>
</tr>
</tbody>
</table>

#### Policies, Procedures and Guidance

<table>
<thead>
<tr>
<th>Ref</th>
<th>Objective</th>
<th>Lead</th>
<th>Completion date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Develop new policy for disabled staff</td>
<td>E&amp;D Manager</td>
<td>31/7/2013</td>
<td>In partnership with HR Policy Group</td>
</tr>
<tr>
<td>8</td>
<td>Review and update Equality and Diversity-specific policies, procedures, and guidance to fully reflect Equality Act (EA) 2010</td>
<td>E&amp;D Manager</td>
<td>Begin 2012/13; continue 2013/14</td>
<td>In partnership with HR Policy Group</td>
</tr>
<tr>
<td>9</td>
<td>Review and revise E&amp;D elements for Resourcing Strategy</td>
<td>E&amp;D Manager</td>
<td>Begin 2012/13; continue 2013/14</td>
<td>In partnership with HR Managers leading on Resourcing Strategy</td>
</tr>
<tr>
<td>10</td>
<td>Conduct Equal Pay Audit</td>
<td>E&amp;D Manager</td>
<td>2013/14</td>
<td>In partnership with HR Systems and Planning</td>
</tr>
</tbody>
</table>

#### Staff Networks and Groups

<table>
<thead>
<tr>
<th>Ref</th>
<th>Objective</th>
<th>Lead</th>
<th>Completion date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Continue to develop and support networks, including continued momentum for Women's Network and LGBT Staff Network</td>
<td>E&amp;D Manager, E&amp;D Coordinator</td>
<td>31/7/2013</td>
<td>In partnership with all networks</td>
</tr>
<tr>
<td>12</td>
<td>Improve support for disabled staff through Disability Staff Network including web site of support services, increasing focus within induction, researching good practices</td>
<td>E&amp;D Manager, E&amp;D Coordinator</td>
<td>31/7/2013</td>
<td>In partnership with all networks</td>
</tr>
<tr>
<td>13</td>
<td>Begin to develop stronger inter-relationships between staff networks</td>
<td>E&amp;D Manager, E&amp;D Coordinator</td>
<td>Ongoing</td>
<td>In partnership with all networks</td>
</tr>
<tr>
<td>Ref</td>
<td>Objective</td>
<td>Lead</td>
<td>Completion date</td>
<td>Notes</td>
</tr>
<tr>
<td>-----</td>
<td>-----------</td>
<td>------</td>
<td>----------------</td>
<td>-------</td>
</tr>
<tr>
<td><strong>Training and Development</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Scope option(s) and resourcing required for E&amp;D compulsory development/training across the University</td>
<td>E&amp;D Manager, L&amp;D Manager, Head of OD</td>
<td>31/3/2013 with implementation to begin in 2013/14</td>
<td>In partnership with L&amp;D team and University stakeholders</td>
</tr>
<tr>
<td>15</td>
<td>Continue and extend provision of E&amp;D elements in central induction and deepen links within leadership and management development programmes</td>
<td>L&amp;D Manager</td>
<td>31/07/2013</td>
<td>In partnership with Tracey Lamb, Cindy Vallance, L&amp;D team and University stakeholders</td>
</tr>
<tr>
<td>16</td>
<td>Review academic probation process and begin new academic staff probation briefings/development incorporating E&amp;D principles throughout</td>
<td>Director of HR, Ops Services Manager</td>
<td>31/12/2013</td>
<td>In partnership with Cindy Vallance, Anne Rushworth and L&amp;D team, Tracey Lamb, Faculties, Schools, UELT</td>
</tr>
<tr>
<td><strong>Workforce Planning – Data and Information</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Provide transparent information regarding reasons and use of sensitive personal information to encourage trust by staff to report E&amp;D data and to enable robust E&amp;D data collection and reporting through new Staff Connect system; increase provision of available data on staff through self-service</td>
<td>Head of OD, E&amp;D Manager</td>
<td>31/10/2013</td>
<td>In partnership with Staff Connect team, HR team and University stakeholders</td>
</tr>
<tr>
<td>18</td>
<td>Increase provision of available data on applicants and trends through to staff as part of implementation of new Staff Connect E-Recruitment module</td>
<td>Head of OD, E&amp;D Manager</td>
<td>31/7/2014</td>
<td>In partnership with Staff Connect team, HR team and University stakeholders</td>
</tr>
</tbody>
</table>

**Students**

It should be noted that further work in this area may be commissioned by the Student Inclusivity and Diversity Working Party, and will be incorporated in the action plan as and when it arises.

<table>
<thead>
<tr>
<th>Ref</th>
<th>Objective</th>
<th>Lead</th>
<th>Completion date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Policies, Procedures and Guidance</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Continuing the review of University policies and procedures in relation to student E&amp;D, (to include the Dignity at Study Policy for example).</td>
<td>Director of Student Services</td>
<td>End of July 2013</td>
<td>Deadline relates to the Dignity at Study Policy</td>
</tr>
<tr>
<td><strong>E&amp;D Initiatives / Projects</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Exploring opportunities for working with the Equality Challenge Unit on Student Services E&amp;D projects.</td>
<td>Director of Student Services and Student Experience Support Officer</td>
<td>End of March 2013</td>
<td>Dependent upon a successful bid for the specific project but other opportunities for collaboration will be explored if the bid is unsuccessful</td>
</tr>
<tr>
<td>3</td>
<td>To explore, through the Equality and Diversity Strategy Group, the E&amp;D practices currently in place in Academic Schools and Professional Service Departments.</td>
<td>Director of Student Services</td>
<td>July 2013</td>
<td>An audit/survey will be conducted to establish current practice.</td>
</tr>
</tbody>
</table>
## 10 E&D WORK PLAN 2012-13 (CONT)

<table>
<thead>
<tr>
<th>Ref</th>
<th>Objective</th>
<th>Lead</th>
<th>Completion date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Implementing the Action Plans from the Thematic Audit of Support for Disabled Students and Disabled Student Survey 2012</td>
<td>Head of Student Support</td>
<td>End of September 2013</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Working in partnership with Kent Union on E&amp;D initiatives</td>
<td>Director of Student Services and Student Experience Support Officer</td>
<td>Throughout 2012-13</td>
<td>Could explore with Kent Union the need for further awareness raising events for Kent students, in addition to working on joint initiatives and projects</td>
</tr>
<tr>
<td>6</td>
<td>Exploring an appropriate method for collecting information on student pregnancy and maternity.</td>
<td>Student Experience Support Officer</td>
<td>End of August 2013</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Analysing student data for the remaining protected E&amp;D characteristics when information is available (sexual orientation, religion and belief, marriage and civil partnership and gender reassignment)</td>
<td>Director of Student Services and Student Experience Support Officer</td>
<td>July 2013</td>
<td>Information need to be available for the next E&amp;D Annual Report for 2012-13</td>
</tr>
</tbody>
</table>
| 8   | Conduct further investigations into student E&D issues:  
   i) gender subject differences for UK domiciled students;  
   ii) age profiles for UK domiciled students at undergraduate and postgraduate level (full-time and part-time);  
   iii) achievement records of UK domiciled students by gender, ethnic origin, disability and age;  
   iv) progression / retention of UK domiciled students by gender, ethnic origin, disability and age | Student Experience Support Officer | July 2013 | Ready for the 2012-2013 E&D Annual Report. Objective iv) will be dependent on the time available. |