SCHOOL *of* ADVANCED STUDY

UNIVERSITY OF LONDON

Equality Scheme

2008

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Foreword

I am pleased to introduce the School of Advanced Study's first Equality Scheme. The School is covered by the University of London's key equality policies, for example the Equal Opportunities Policy and the other such schemes. This all encompassing scheme represents in greater detail what the School of Advanced Study will do in response to the range of equality legislation.

The scheme helps us to meet our public duties in response to legislation, the Disability Discrimination Amendment Act (2005), the Race Relations (Amendment) Act (2000) and the Equality Act (2006). This scheme allows us to demonstrate that equality and diversity is integral to everything the School does.

We take our responsibilities in this area seriously. The School will benefit from recognising the diversity of students and other colleagues across the sector and responding to this diversity in the way it does business.

I encourage all colleagues to read the scheme and to ensure that our provision, services and policies meet the needs of our stakeholders.

Roderick Floud

Dean

School of Advanced Study

July 2008

Introduction

This is our first equality scheme; it covers all of the current legal requirements under the three positive duties for race, gender and disability. The School has chosen to generate a single equality scheme to recognise that individuals have multiple identities and to ensure that we can report locally on equality matters.

This scheme sets out a framework for mainstreaming equality and diversity and for promoting and embedding equality and diversity across all areas of our work. It includes our action plan and information on publicising and promoting the scheme. The scheme operates in conjunction with the central University of London's Equal Opportunities Policy, Race Equality Policy and the Gender and Disability Equality Schemes. Further information on these policies can be found in Appendix One.

To ensure that the School is fully compliant we have decided to implement a single equality scheme and a local equality annual report. The scheme describes how the School will fulfil its moral, social and legal obligations to place equality at the heart of everything it does. This scheme relates almost entirely to the School's student body as its staff are covered by central University of London policies.

About the School of Advanced Study

The School of Advanced Study was established within the University of London in 1994. The School brings together the specialised scholarship and resources of ten prestigious postgraduate research institutes to offer academic opportunities, facilities and stimulation across and between a wide range of subject fields in the humanities and social sciences.

The intellectual life of the School is rich and varied. Internally, Institutes respond to each other's interests, not least by designing and carrying through joint events such as conferences and seminars, and by more generally

encouraging their staff, students and Fellows to cross the boundaries between their disciplines. Externally, the diversity of research interests, resources and approaches has made the School, through particular Institutes, an attractive partner in recent years for a wide range of UK and overseas institutions, in conference organisation, in mounting research projects and programmes.

The School's member Institutes are:

- Institute of Advanced Legal Studies
- Institute of Classical Studies
- Institute of Commonwealth Studies
- Institute of English Studies
- Institute of Germanic & Romance Studies
- Institute of Historical Research
- Institute of Musical Research
- Institute of Philosophy
- Institute for the Study of the Americas
- Warburg Institute

Mission

The School was founded to protect, foster and develop an approach to advanced study in the humanities and social sciences which was evolved by its constituent Institutes. These Institutes are united by a common goal: the promotion of research for the benefit of the national and international scholarly community.

The School's principal objectives are:
- to serve national and international interests in the promotion and facilitation of research and advanced study in the humanities and social sciences;
- to maintain and develop a world-class institution in support of this aim;
- to enable its Institutes and programmes to operate with maximum effectiveness in their respective fields;
- to strengthen intellectual links and collaboration between Institutes;

- to seek to develop research support along Institute lines, where appropriate for other areas of the humanities and social sciences.

The approach to advanced study which characterises the Institutes is that of a small team of specialists who oversee and underpin close and continuing interaction between a research library collection, a range of research projects, a broad and freely associating community of scholars, and a group of Fellows and advanced students. This approach is open to all who feel that their research has something to contribute to, or to gain from, the resources that each Institute offers, and the intellectual association with their peers that it promotes. The support that is extended to those engaged in research is comprehensive, ranging from guidance in archival and library work, through to the critical appraisal of colleagues at seminars, workshops and conferences, and the processes of publication and dissemination.

The School does not have a specialist equality advisor; the Registry (the Registrar and Assistant Registrars) co-ordinate support for students with disabilities in liaison with academic, administrative and library staff, and monitor student data. The School aims to provide an environment where everyone can access its programmes, and activities – conferences, workshops and seminars, library provision (through the University of London Research Library Services), and teaching programmes. The central University's Human Resources Department is responsible for the School's academic and administrative staff. The Director of each Institute has responsibility for ensuring correct practice within that Institute. The School has no direct control over the fabric of the campus which comes under the central University's Estates Division.

The Legal Framework

The School of Advanced Study is committed to upholding the values that underpin current equality and diversity legislation and to reviewing regularly its policies and processes as that legislation is updated.

Disability

The Disability Discrimination Act 2005 makes substantial amendments to the Disability Discrimination Act 1995. The 2005 Act places a general duty on public authorities, including HEIs, to promote disability equality and to have due regard to eliminate unlawful discrimination. HEIs are also subject to a specific duty under the 2005 Act. The specific duty provides a clear framework for meeting the general duty and includes the requirement to produce a Disability Equality Scheme, annual reports and to undertake disability equality impact assessments. The Disability Equality Duty for the Public Sector came into force in December 2006.

Race

The Race Relations (Amendment) Act 2000 outlawed discrimination (direct and indirect) and victimisation in all public authority functions not previously covered by the Race Relations Act, with only limited exceptions. It also placed a general duty on specified public authorities to promote race equality and good race relations. HEIs are subject to specific duties and are required to produce a Race Equality Policy, annual reports and to undertake race equality impact assessments.

Gender

The Equality Act 2006 amends the Sex Discrimination Act 1975 to create a duty on public authorities to promote equality of opportunity between women and men and eliminate unlawful discrimination and harassment. This also includes a specific duty on public bodies to produce a Gender Equality Scheme, annual reports and gender equality impact assessments.

Other strands of equality legislation apply to the School in the provision of its services, although they do not have positive duties to promote equality

associated with them. The School is committed to eliminating discrimination, harassment and victimisation on the grounds of age, sexual orientation or religion and belief.

Consultation

The School believes that engagement in the development of equality polices and related action plans are very important. We uphold the principle that all students and members of staff have a right to be involved in matters that affect them.

Whilst the involvement of disabled people in generating a disability equality scheme is a fundamental requirement of the disability legislation, in future we will be extending the consultation process to all students to ensure we pick up the concerns in all areas.

Information is provided in the University of London's Disability Equality Scheme on the consultation exercises that were carried out at a central level and used to draft the Scheme and action plan. Our aim is to use this first local Scheme to consult with our students during the year. This gives us the opportunity to examine where we are as an organisation and how we can work with staff and students in the future to meet our responsibilities under the disability equality duty and ideally to apply these more broadly. We want to go beyond the standard consultation processes to achieve a system of long-term, supported engagement with all those who are interested in what we do and how we do it.

One of our key actions coming out of the development of this scheme is to invest in consultation with our students over the next year. To do this we will:

- Provide named contact points for students to raise concerns

- Organise focus groups for students to talk to members of staff and other students about their experiences

- Include more equality information on the website to ensure a wider range of communication and access to information is accessible to all.

- Include questions specifically addressing disability in course and institution feedback questionnaires.

- Encourage feedback and discussion via the School's new VLE 'Study Online'.

This information will be fed into the first annual report and future reviews of this Scheme.

Progress & Priorities

As stated previously the School is covered by central University of London policies. This Scheme has been developed to ensure that all legal requirements are being met at a local level and represent best practice. There are many processes already in existence to ensure that we serve our staff, students and visitors equally and fairly and, as far as possible, to meet any requests for support.

The School currently has a disability statement for students and information on accessibility available on the website. These will be strengthened to ensure that all students are offered the required levels of support.

All staff are currently trained under the University of London's equality training, this is mandatory for all staff. However, consideration will be given to specific equality training, particular for front line staff in registry.

The priorities for the next year are:

- Provide an equality briefing for all staff, this will cover all equality legislation and explain what this means in practice to staff and students.

- Create a webspace where equality issues are highlighted and contact details provided.

- Provide a named contact that students can talk to in confidence on all equality related issues.

- Development of student support agreements for disabled students.

- A review of all policies, procedures and documentation in regards to disclosure and support available.

- Create a comprehensive plan for data collection.

<u>**Data**</u>

Summary of student data 2006-2007

	Applications	%	Pass	%	Withdrawals	%
Male	88	42.1%	45	34.6%	7	50.0%
Female	121	57.9%	85	65.8%	7	50.0%
Total	**209**	**100.0%**	**130**	**100.4%**	**14**	**100.0%**

	Applications	%	Pass	%	Withdrawals	%
White	168	80.4%	99	76.2%	9	64.3%
BME	39	18.7%	25	19.2%	5	35.7%
Unknown	2	1.0%	6	4.6%	0	0.0%
Total	**209**	**100.1%**	**130**	**100.0%**	**14**	**100.0%**

	Applications	%	Pass	%	Withdrawals	%
Disabled	7	3.3%	7	5.4%	2	14.3%
Not Disabled	202	96.7%	123	94.6%	12	85.7%
Unknown	0	0.0%	0	0.0%	0	0.0%
Total	**209**	**100.0%**	**130**	**100.0%**	**14**	**100.0%**

In summary the data shows that the School attracts fairly equal numbers of men and women, although women do pass at slightly higher rates. In terms of ethnicity the School received 18.7% of applications from Black and Minority Ethnic individuals. This compares with the benchmark data from HESA of around 15% of all undergraduate students coming from a Black or Minority Ethnic background. The number of disabled student applications to the School is fairly low at 3.3% however the data shows that of those individuals that passed 5.4% had disclosed a disability.

Impact Assessments

The School is covered by the University of London's impact assessment policy and procedures. Progress on specific assessments and reports will be made available on the School's website.

The Action Plans

The action plan can be found in Appendix Two and covers all the actions that the School intends to take over the next year. Progress on this action plan will be reported in the first annual report.

Responsibilities

The implementation of the scheme will be a shared responsibility amongst staff employed by the School. Ultimate responsibility for equality at the School remains with the Dean of the School.

Reporting on Progress

This scheme will be reviewed in its entirety at least every three years. The School will be producing an annual general equality report each April. This will include data for all equality areas and a review of the ongoing work across the School. We see this as best practice and a way to embed equality at all levels. A copy of this annual report will be circulated to staff and also placed on the website to ensure it is visible and hard copies made available as required.

<u>Appendix One</u>

<u>References</u>

Information is given here about documents and further sources of information and support that are referred to in this scheme.

Equal Opportunities Policy

http://www.london.ac.uk/fileadmin/documents/staff/HR/EOPolicyJuly2004.pdf

Race Equality Policy

http://www.london.ac.uk/fileadmin/documents/staff/HR/RRPolicyJuly2004.pdf

Disability Statement for Students

http://www.sas.ac.uk/disability0.html

Gender Equality Scheme

http://www.london.ac.uk/611.html

Disability Equality Scheme

http://www.london.ac.uk/610.html

Complaints Policy

http://www.sas.ac.uk/

Appendix Two

<u>Equality Action Plan</u>

Objective	Action Stage	Responsibility	Timescale	Details	Progress	Outcome
Data Collection & Monitoring	Monitor admissions prior to the SAS by equality grouping. Monitor success rates and withdrawals by equality grouping.	SAS Registry	2007-2008 admissions for 2008-2009 Academic Year (centralised online systems in development)	Establish robust data collection and analysis mechanisms to meet statutory monitoring and publishing requirements. All data to be analysed by equality groups. Review all equal opportunities admissions policies and documentation.	The application process, equal opportunities form and prospectus have been reviewed for the 08-09 academic year	Enable the identification and removal of potential and actual hurdles in our procedures and provision of support.

				Ensure that accurate equality data is collected initially and that students are given appropriate places to disclose a disability.	Equality data has been considered for 2006-2007 and presented in the Scheme. Further consideration will be given to data from 2007-2008.	
			September 09	Ensure that information regarding what constitutes a disability is clearly explained in the documentation	In progress	
Representation: The School encourages all students to take part in student representation and feedback. The School will particularly encourage the involvement of	Include questions specifically addressing disability in course and institution feedback questionnaires. Encourage feedback and discussion via the School's new VLE	The School's Academic Policy and Standards Committee, Registry, Institute Student Administrators	To have questionnaires and feedback mechanisms running by September 09	Provide an annual questionnaire to students regarding equalities issues. From January 2009 include questions on disability in Student feedback		Ensure that all students have full opportunity to become involved in and influence the development of the School's academic and administrative development.

disabled students in the development of School academic and administrative procedures	'Study Online'. Ensure that all students are made aware of the role of the Staff-Student Liaison Committees, Student Representatives, and other routes for feedback and comment. Encourage disabled students to be involved in student representation on the School's Student Representative Committee, the Chair of which attends the Board of the School and its academic committees.			questionnaires. By February 2009 register all the School's students on the new VLE where they can access the student representation area, the student forums and discussion groups		Students are already encouraged to become student representatives and to give feedback – this will be an enhancement of existing procedures for all students.

Awareness	To ensure that staff and students at the School are aware of the equality legislation and what this means to them.	SAS Registry	From January 2009	Create a presence on the SAS website to promote equality issues, offer a name for people to contact. Produce an equality briefing to be sent to staff to create awareness of equality issues, specifically around disability. Include an equality section during student registration and induction. Ensure that the Equality Policy is promoted through current SAS policies.		To embed an awareness of equality issues in all staff and students of the SAS. To ensure students are confident to seek out advice and support where necessary.

					Sharon to attend student induction session to provide information	
Social Integration of Students	To ensure that the student body is aware of the School's policy on organising accessible events. To include the need to provide events which are accessible in the Student Representative Committee's Terms of Reference.	Course Convenors; Student Administrators; SAS Registry	From January 2008			To encourage awareness in the student body and, particularly, to ensure that events organised by the Student Representative Committee are accessible to all students.
Documentation	Ensure that social model of disability approach is taken	SAS Registry	From September 2009	Ensure that the social model of disability is clearly stated within relevant documentation and policies and procedures developed are in line	Steps have been taken to update current SAS student policies	It is clearly stated that SAS follows a social model of disability approach

				with the social model		
	Ensure that at the application and admissions stage prospective disabled students are given the opportunity to disclose and are informed of funding and support mechanisms available	SAS Registry	From September 2008	Develop a pre-entry form for student to inform SAS of needs

Ensure that information is provided to students through the website, and written documentation regarding funding and support mechanisms | The Pre entry form has been developed and the Equal Opportunities Monitoring Form has been updated

The prospectus has been reviewed and information included regarding the support on course and confidentiality | Evidence that students are able to disclose their needs at the pre-entry stage and have an awareness of the support provided. |
| | Ensure that at the acceptance stage prospective disabled students are given the opportunity to disclose and are informed of | SAS registry | From September 2008 | Include information regarding support in the acceptance documentation | Information is provided to applicants through the pre-entry form which outlines funding and support. | |

	funding and support mechanisms available.					
	Ensure that disability support is provided throughout the students' experience at SAS by use of support agreements to ensure equality of access	SAS registry	From September 2008	Develop student support agreements

Develop a dissemination mechanism ensuring that all relevant people receive them with the students consent. | Support agreement templates have been developed.

The support agreement outlines who is to receive the form and it is sent to all relevant individuals by registry. | Evidence that student action plans are being disseminated and followed up by positive student feedback. |
| | Ensure that students have an opportunity to disclose their disability and that confidentiality is maintained in accordance with the students' wishes and data | SAS Registry | From September 2008 | Develop a disclosure form where the student can decide who has access to their information | The disclosure form is developed | Evidence that all students who have disclosed a disability have been offered the opportunity to provide informed consent |

	protection.					
Examinations	Ensure that disabled students are aware of the support mechanisms available	SAS registry	September 2009	Develop information on the website and in written form regarding the process to access examination arrangements Ensure that information is developed in Quality Assurance policy		
Examinations	Ensure that the internal processes between SAS and EISA are clear		September 2009	Meet with EISA to discuss the processes surrounding examination arrangements		
Staff training	Ensure that guidance is made available to staff in supporting students with additional needs.	SAS registry	September 2009	Develop tip sheets for staff regarding support students Add information and resources to the website to support		Evidence of tip sheets and additional information on website

				staff		
	Ensure that staff understand the concept of, and the reasons for making reasonable adjustments in teaching and learning	SAS registry	January 2010	Explore whether staff members are accessing equality training		
	Ensure that SAS staff are attending the equality training run centrally by University of London.	SAS registry and central HR	January 2010	Assess how many SAS members of staff have been on the training.

Encourage all staff members to complete the training. | | All staff to be trained and equality awareness increased. |
| Impact Assessments | Ensure that all SAS policies, practices and functions are assess for potential impact. | SAS and central HR | January 2010 | | | |