



Gender Action Plan for Students: 2009 review

This scheme is available at: **www.nottingham.ac.uk**

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Introduction

The University of Nottingham is committed to excellence in the advancement and communication of knowledge. It aims to strengthen its position as a world-leading institution, undertaking acclaimed research across a comprehensive range of disciplines, and producing high-quality and innovative teaching.

People are central to achieving this goal and consequently, the University wishes to recruit and retain students of the highest calibre.

Only by ensuring equality of opportunity can the University be confident that it is recruiting from the widest available pool of talented individuals.

Our Equal Opportunities Policy sets out how the University will promote equal opportunities regardless of race, gender, disability, age, faith or sexual orientation, in the delivery of its services to students and employment of staff.

In April 2007 the University produced its first Gender Equality Scheme and associated action plans, in accordance with legislative guidance the University is pleased to provide an updated review of the Gender Action Plan for students for 2009 here:

The purpose of this Gender Action Plan for Students is to identify ways in which the University can:

- Eliminate unlawful discrimination.
- Eliminate unlawful harassment.
- Promote equality of opportunity between women, transgender people and men.

This Gender Action Plan is based on a number of core areas which form the action planning framework from which we can build standards and focus on the actions that need to be taken. The areas are:

- Pre application
- Admissions
- Teaching, Learning and Study
- Student involvement
- Attainment and retention
- Consultation
- Access to support

1. Our objectives

This Action Plan sets out the framework within which the University can promote equality for, and prevent discrimination against transgender people, women and men on the grounds of gender alone. The following objectives are intended to support and complement this framework:

Objective 1 – We will promote equality for female, male and trans applicants by:

- Examining the operation and impact of our policies and practice.
- Paying close attention to the ways in which we communicate with prospective students including the images we use in promotional materials.
- Use of widening participation initiatives to promote both the University in general and also specific subjects to under-represented groups.

Objective 2 – We will seek to demonstrate equality of access for female, male and trans students by:

- Close examination of admissions processes and outcomes.
- Challenging patronising or discriminating attitudes.
- Making the University environment as supportive as possible for all.
- Challenging anti-social behaviour against, or harassment of, people for reasons of gender.

Objective 3 – We will support all students to achieve their full potential by:

- Identifying and analysing trends in performance:
 - Within subject area.
 - by degree class/outcome
 - by withdrawal/ retention rates.
- Identifying and analysing study levels and modes.
- Identifying and analysing student leaving data
- Being proactive in ensuring equality of access to relevant study support opportunities.

Objective 4 – We will seek to deliver equality of access to full participation by

- Working with the Students' Union to identify areas of gender imbalance in student involvement and devise appropriate responses.

Objective 5 – We will seek to ensure equal access to mechanisms for dealing with difficulties and feedback by

- Monitoring patterns of response to the University's own Student Satisfaction Survey and the National Student Satisfaction Survey and other relevant feedback mechanisms
- Monitoring the utilisation and experience of bullying and harassment and complaints procedures.
- Devising appropriate responses to any identified concerns.

Objective 6 – We will seek to ensure equality of access to University delivered services by

- Ensuring that an appropriate range of services are available
- Promoting our services in a gender neutral and inclusive fashion.
- Monitoring service uptake and use and adjusting service promotion as necessary.

2. Monitoring involvement, engagement and balance

The University has a **Head of Student Disability and Diversity** whose remit is to be responsible for promoting equality of access for all students and applicants by influencing the development of policy and procedures relating to diversity issues. This is achieved by engaging in advisory, developmental, monitoring and evaluation work on a University wide basis and is specifically involved in overseeing the implementation of the University Gender Plan for Students. Overall responsibility for monitoring is located within the structure of the Equality and Diversity Committee and the Gender Advisory Group.

3. The Students' Union, in partnership with the University

The Students' Union has assisted with the Gender Action Plan for Students and, whilst theirs is not statutory duty, it is important to note practice since this may impact upon students. Full details of involvement by the Students' Union with the GES can be found in appendix 4 of the GES.

The Students' Union has developed a number of policies to assist with Equal Opportunity monitoring and practice, principally; an **Equal Opportunities Policy**. There is also a policy on **Events** that ensures that SU events are inclusive.

The full **Policy file** as part of the **SU constitution**, and the **Clubs and Societies Code of Practice** can be viewed from www.su.nottingham.ac.uk/cc/yourunion/constitution/. In response to any complaints the Students' Union would rely upon their **Grievance Procedure** and the **Disciplinary Procedure** for enforcement. Details of the Students' Union complaints procedure can also be found at the above location.

4. How the University will make use of the results of its Assessments, Consultations and Monitoring

Where actions are taken in line with the Gender Action Plan, the results of assessments, consultations, and monitoring will be reported in the following year's Action Plan as well as being reported through the University's Equality and Diversity Committee and any other relevant body.

A programme of Impact Assessments on all relevant dimensions of the University's activity in relation to the student body will enable both Schools and central service providers to identify any areas of activity in which there are concerns relating gender equality and for which appropriate revisions to policy or practice are required.

The University will proactively update the Gender Action Plan for Students, whenever appropriate, to take into consideration changes in procedure or best practice guidelines. As a minimum, the Gender Action Plan for Students will be updated annually. Formal Revision of the plan will take place every three years.

5. Physical Environment

Management of the University estate, including student accommodation, teaching and learning facilities and the external environment will be undertaken with due regard to ensuring an appropriate level of safety and security for all students.

6. Supporting staff in their duty to promote equality

The University aims to encourage all staff to undertake appropriate training, and to make use of resources which support them in relation to understanding and facilitating equal opportunities within their roles. Professional Development have developed a portfolio of training packages, which are now available to staff of all categories and postgraduate students on the Central Short courses site: <http://www.nottingham.ac.uk/csc/>

Between 2006 and 2008 Professional Development (formerly SEDU) worked closely with an Equality and Diversity Consultant, managing cultural awareness training and researching key groups and issues within the University. Using the results of this work, Professional Development have customised and focussed short course sessions, and structured web based information.

The Unit is diversifying the way it provides support to individual in promoting equality and diversity, through developing web based resources, working more closely with newly established staff networks, and contributing, where appropriate, to School-based activities.

Detailed Action Plan 2007 – 2008

Objective 1 – We will promote equality for female, male and trans applicants by:

Objective	Action & Outcome	Accountability	Update 2009
Examining the operation and impact of our policies and practice.	Annual revision by Equality & Diversity Committee	Equality and Diversity Committee	Impact assessments for student administration are being undertaken throughout the University under the guidance of the Registrar.
Paying close attention to the ways in which we communicate with prospective students including the images we use in promotional materials.	Marketing materials show a balanced view of courses and a variety of images which show participation equally in a number of courses, particularly non traditional male/female.	Marketing	Contents of marketing materials are considered in terms of gender equality (and other diversity equality).
Designing and marketing widening participation initiatives so that they are collectively appropriate to a diverse audience	Designing and marketing widening participation initiatives so that they are collectively appropriate to a diverse audience:	Widening Participation	<p>Core activities are designed to appeal to a diverse audience.</p> <p>Marketing campaigns reflect the diversity of the target audience</p> <p>Particular progress has been made in achieving a more appropriate gender balance on intensive activities such as summer schools</p> <p>Optional activities are available for a range of preferences.</p>
Using widening participation initiatives to encourage participation in non-traditional subjects	Considering where inequality occurs and addressing the imbalance.	Widening Participation	<p>The University contributes to the Aimhigher Football Project which aims to encourage boys to think about Higher Education by using university mentors within their weekly football training.</p> <p>A WP Funded project specifically for black boys was run through the Students' Union</p> <p>Actions have been taken to increase the number of 'ambassadors' from STEM subjects which will help address the gender imbalances in those areas.</p>

Objective 2 – We will seek to demonstrate equality of access for female, male and trans students by:

Objective	Action & Outcome	Accountability	Update 2009
Close examination of admissions processes and outcomes	To examine application 'trends' by gender	Admissions Office with Equality and Diversity Committee	These are reported on to the Student Equality and Diversity Advisory Group each year, any trends identified are highlighted by E&DC
Challenging patronising or discriminating attitudes.	Monitor student feedback including student surveys, complaints procedures and informal feedback to the Students' Union. Training those involved in student support to create a more inclusive environment and be more aware of student difficulties.	Student Services, Gender Advisory Group, Students' Union Professional Development(PD)	PD see para 6 Ongoing awareness training for staff, particularly in relation to cultural issues. New guide on Dignity in the University is being developed in conjunction with Student Union to provide a more user friendly guide. Improved relationships with SU, Student Advice Centre, and Academic Services have assisted this.
Making the University environment as supportive as possible for all.	Monitor student feedback including student surveys, complaints procedures and informal feedback to the Students' Union; monitor impact assessments and undertake statistical monitoring Review and develop training programmes as necessary.	Student Services, Gender Advisory Group, Students' Union SEDU	PD see para 6 Ongoing awareness training for staff, particularly in relation to cultural issues. Code of Discipline – see above
Making the University environment as supportive as possible for all.	As above and monitor Equality Impact Assessments (EIA) and undertake statistical monitoring. Review and develop training programmes as necessary.	Student Services, Student Equality and Diversity Advisory Group, Students' Union Professional Development	A programme of Full EIAs and a review of all policies undertaken by Student Services. Professional Development - Impact Assessment Training sessions were held in Spring / Summer 2009.

Objective 3 – We will support all students to achieve their full potential by:

Objective	Action & Outcome	Accountability	Update 2009
<p>Teaching and learning: Identifying and analysing trends in performance: -within subject area. -by degree class/outcome -by withdrawal/ retention rates.</p>	<p>Annual review of data broken down by gender and any other relevant factors</p>	<p>Planning and Intelligence Division with Equality and Diversity Committee</p>	<p>Regular attainment and retention reports are analysed and trends noted by E&DC currently through the Student Equality and Diversity Advisory Group</p>
<p>Identifying and analysing study levels and modes: postgraduate/undergraduate part-time/full-time Delivery methods (ie: distance learning)</p>	<p>Annual review of data broken down by gender and any other relevant factors</p>	<p>Planning and Management Information Division with Equality and Diversity Committee</p>	<p>Regular attainment and retention reports are analysed and trends noted by E&DC currently through the Student Equality and Diversity Advisory Group</p>
<p>Identifying and analysing student leaving data: first destinations of graduates/ qualifiers employability (gender pay gap)</p>	<p>Annual review of data broken down by gender and any other relevant factors</p>	<p>Equality and Diversity Committee with Centre for Career Development</p>	<p>From our first degree destination returns of 2009 there would appear to be little or no difference between male and female graduates in achieving work in most areas, slightly more males than females undertake work and study, more females than males will find work in traditional graduate occupations whereas more males than female will find work in new graduate occupations, slightly more females than males will take non graduate employment.</p>
<p>Being proactive in ensuring equality of access to relevant study support opportunities.</p>	<p>Review of publicity for study support sessions for any inherent gender bias</p>	<p>Student Services</p>	<p>See objective 6 a – c for results</p>

Objective 4 – We will seek to deliver equality of access to full participation by

- Working with the Students’ Union to identify areas of gender imbalance in student involvement and devise appropriate responses.

Objective	Action & Outcome	Accountability	Update 2009
Have agreed principles and codes of practice for involvement with SU	Equality of opportunity is enshrined within the SU These principles are continuously reinforced by regulations	Students’ Union Equal Opportunities Officer, the executive, and council	‘Equal Opportunities’ is now part of a full-time role, taking more seriously the diverse population of the University and the lack of any tangible equality.
Monitor gender inequality and barriers to full access	The Welfare Officer is involved in representing / advising council and exec on barriers to inclusion / involvement – and by extension, so is the Welfare Network. Women’s Officer lobbies / represents to the exec and Council on women’s issues.	Students’ Equal Opportunities Officer and Committee, Union and Council	Regularly through meetings and advice given
Involvement of Students’ Union with University committee structure	Equal Opportunities Officer, LGBT Students’ Officer and Women’s Officer to be involved with the University’s Student Equality and Diversity Advisory Group	Student Equality and Diversity Advisory Group	Attend meetings termly

Objective 5 – We will seek to ensure equal access to mechanisms for dealing with difficulties and feedback by:

Objective	Action & Outcome	Accountability	Update 2009
Monitoring patterns of response to the University's own Student Satisfaction Survey and the National Student Satisfaction Survey and other relevant feedback mechanisms	NSS and SSS results are circulated to and closely monitored by senior institution and student support managers.	Survey Unit	There is a high level of participation in the NSS by the University's final year undergraduates. Response levels to the SSS are substantially lower but are representative because they mirror the University's demographics closely. The SSS collects data on gender, ethnicity and disability, allowing the other responses to be analysed by these variables.
Monitoring the utilisation and experience of bullying and harassment and complaints procedures.	Identify significance and cause of any gender related imbalance and determine appropriate corrective action.	Academic Office and Student Services with Equality and Diversity Committee	All level 3 complaints are now collected and retained within ASD. Gender of all students is recorded in relation to academic offences, appeals and complaints. There are no complaints relating to gender issues. The split between m:f complainants are even.

Objective 6 – We will seek to ensure equality of access to University delivered services by:

Objective	Action & Outcome	Accountability	Update 2009
Support for students with care responsibilities Maternity/paternity policy for students	A policy needs to be developed for this area	Student Services	Maternity and carers policies are currently being drafted by Academic Services for 2010.
Promoting our services in a gender neutral fashion.	Liaison with service providers to review existing communications and presentation styles and advise on revisions	Student Services	Ongoing monitoring, particularly in the light of new webpages publicity and forms of communication
Addressing specific areas of Student Services (a – g)			
a. Disability Support	Examination of usage stats	Academic Support	Figures for this year show only a 20% female bias compared with 22% in 2008
b. Dyslexia incl Dysgraphia, calculia and praxia	Examination of usage stats	Academic Support	This was across a range of specific learning difficulties which varied individually. Overall there were 10% more females than males accessing the support
c. Learning Support	Examination of usage stats	Academic Support	Up by 7% last year (2008) in 2009 this has increased a further percent.
d. Student Financial Support (ALF)	Examination of usage stats revealed an increase to 29% more females than males applying for ALF 798 (64.5%) Female, 440 (35.5%) Male	Financial Support	This is an increase on last years figures (19%) however more ALF awards are being made to nursing students, traditionally female this may skew the figures in the future. (A national picture also) figures without nursing school students show a much more even ratio 54:46

<p>e. Student Financial Support (Childcare allowance)</p>	<p>Examination of application stats</p>	<p>Financial Support</p>	<p>In terms of awards: total 99 78% Female, 21% Male</p> <p>2008: 59Female : 41 Male</p> <p>excluding School of Nursing, total 62 66% Female, 34% Male 59% Female, 41% Male</p>
<p>f. Nursery/ Play Centre</p>	<p>Examination of usage stats for 2009 have evened out to 55% Female 45% Male</p>	<p>University Nursery and Play Centre</p>	<p>Previous years have shown an imbalance. In 2009 however this is much more even. IN this years report we turn our attention to children themselves, see below</p>
<p>f.1. Nursery/Play Centre</p>	<p>More boys than girls attending our services, more sessions allocated to boys (approx 60% & 40%), given that trend is continuing (more toddler boys than girls) this trend will continue for several years.</p>	<p>University Nursery and Play Centre</p>	<p>As we have a growing number of male children attending our services, we have been looking at the different learning styles of boys/girls as generally boys achievement levels are lower (as reported in National Statistics for Early Years Foundation Stage Profile results) and are currently reviewing our services to ensure we engage boys as best we can appropriate to their different learning styles.</p>
<p>g. Counselling National stats for usage of counselling and psychotherapy services are 71.1% female and 29.9% male.</p>	<p>Responding to this national trend by organising men's workshops, giving introductory talks in schools/departments with a high proportion of male students, and taking part in Roadshows which include mental health issues for men.</p>	<p>University Counselling Service</p>	<p>In 2008/09 all of the above activities were delivered, and there was an increase in the number of introductory talks and also Roadshows. Cumulatively over the last four academic years the percentage of male students coming for appointments at UCS has increased from 29% to 34.2% Male students attending UCS 2008/09: 34.2% 1.0% increase; actual increase of 142.</p>