



# Gender Equality Scheme





INVESTOR IN PEOPLE

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**Gender Equality Scheme 2010 - 2012**

## **Gender Equality Scheme 2010 - 2012**

### **1. Introduction**

The University is committed to taking positive steps to eliminate discrimination in its policies, practices and procedures and this intention underpins the University's Equal Opportunities Policy.

The Equality Act 2006 amends the Sex Discrimination Act 1975 placing a statutory duty on public authorities to:

- eliminate unlawful sex discrimination and harassment
- eliminate related harassment
- promote equality of opportunity for men and women

Discrimination on the grounds of gender includes discrimination on the grounds of gender reassignment. Transgender people are protected from discrimination and harassment under existing sex discrimination legislation. The Sexual Discrimination Act prohibits discrimination in employment and training against individuals who intend to undergo, are undergoing or have undergone gender reassignment.

This duty applies to all the University's functions as a service provider and employer. It has two elements, a General Duty as detailed above and Specific Duties which are intended to assist public authorities in meeting the general duty.

### **2. The Specific Duties**

The GES requires the University to:

- Consult stakeholders as appropriate in drawing up this gender equality scheme.
- Develop and publish arrangements for conducting formal gender impact assessments
- Monitor the gender equality scheme progress and publish annual reports on progress.

The University has consulted with its stakeholders:

- Students and potential students
- Staff and potential staff
- Contractors
- External contacts and stakeholders
- Visitors and members of the public

The issues that have been identified to be included in the gender equality scheme are:

- Equal pay
- Occupational Segregation

- Flexible working and caring
- Training and staff development
- Student underachievement
- Student retention
- Student participation

Progress on the gender equality action plan is reviewed annually.

### **3. Equality and Diversity**

The University's principal vehicle for consultation on matters relating to Equality of Opportunity, including gender, is the Equality and Diversity Committee. This is responsible for ensuring that corporate objectives relating to equal opportunities are set and met. It is responsible to the Executive Board for the creation of policies and for pursuing and monitoring these policies.

The Equality and Diversity Committee is currently chaired by the Deputy Vice Chancellor and membership of the group includes the trade unions, President of the Students' Union and the chairs of the action groups. In its current form membership of the Equality and Diversity Committee, 50% of its membership is female (Feb 2010).

There is a specific promotion group for gender that also includes transgender and sexual orientation issues that is currently chaired by the Dean of Built Environment and Engineering. The objectives of the group are:

- To ensure that equality issues related to gender, gender re-assignment and sexual orientation are treated seriously and sensitively by the University
- To ensure equality of opportunity and eliminate harassment for all our community including gender, gender re-assignment and sexual orientation
- To provide specialist advice on gender and sexual orientation issues for the University's equality impact assessment process as appropriate.

The structure of the Equality and Diversity Committee is outlined below:

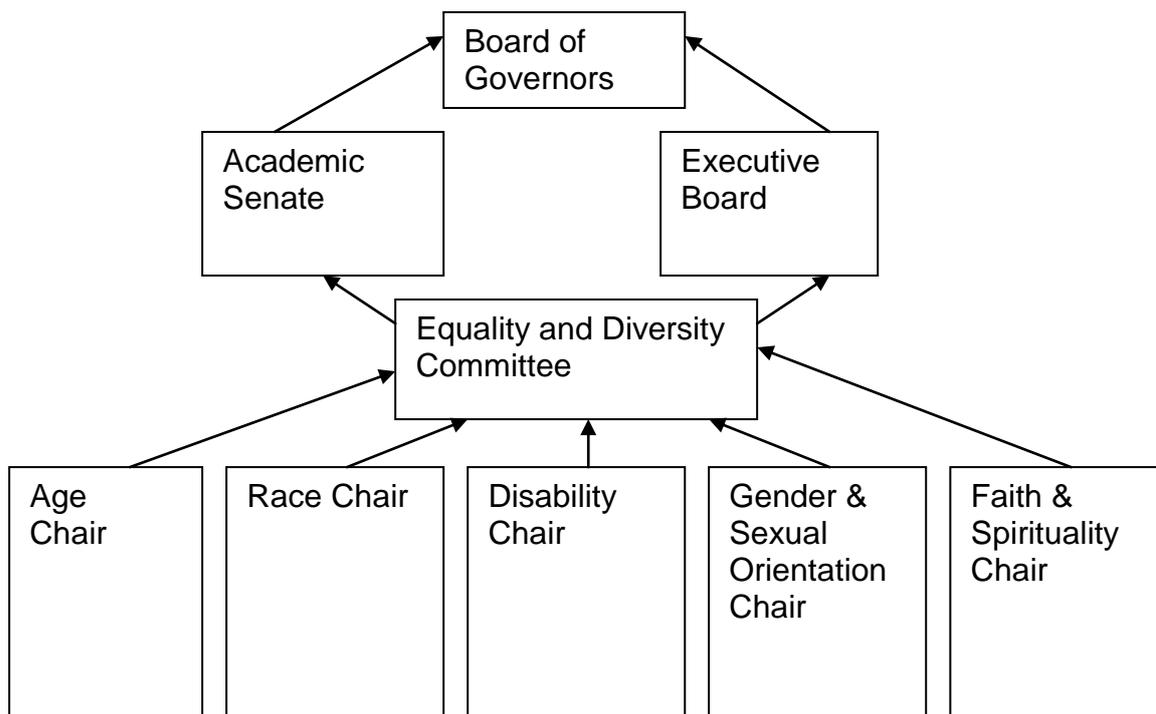


Diagram 1 – Equality and Diversity Committee Structure

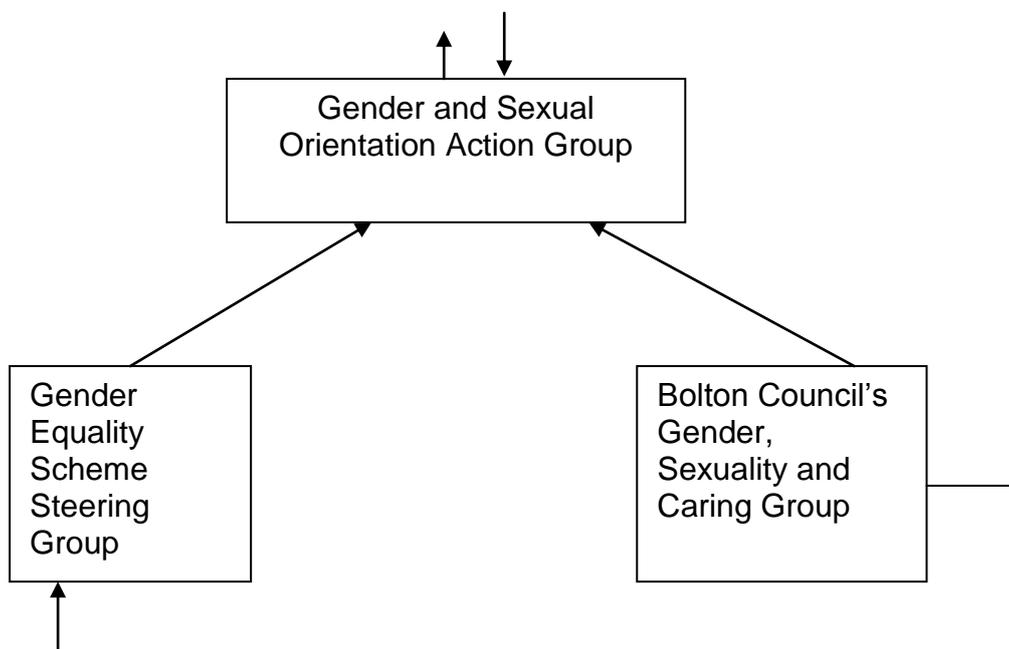


Diagram 2 – How other gender groups relate to the Gender and Sexual Orientation Action Group

Membership of the Gender and Sexual Orientation Action Group is available to any staff or students who have an interest in this area and wish to contribute ideas to promote good practice.

The University of Bolton attends Bolton Council's Gender, Sexuality and Caring Committee meetings. The University is a distribution point in Bolton for the Lesbian and Gay Foundation offering access to free information and resources.

#### 4.1 The University as an employer

##### 4.1.2 Priorities for action

Under the Sex Discrimination Act, Equal Pay Act and Equality Act, the University has a legal duty to promote equality of opportunity between women and men in employment, training, pay and benefits. Our priorities for action for staff are equal pay; occupational segregation; flexible working and caring; and training and development.

#### 4.2 Workforce profile

The University of Bolton is committed to having a workforce that reflects UK society. According to the Office of National Statistics 49% of the working population is female (Office of National Statistics, 2006).

#### Staff Gender Profiles 2008 - 2009

	<b>Female</b> <b>31/07/09</b>	<b>Male</b> <b>31/07/09</b>	Female 31/07/08	Male 31/07/08
<b>Academic</b>	123 17.70%	188 27.05%	112 16.57%	180 26.63%
<b>Managerial</b>	10 1.44%	17 2.44%	10 1.48%	18 2.66%
<b>Professional</b>	235 33.81%	122 17.55%	238 35.21%	118 17.46%
<b>Total</b>	<b>368</b> <b>52.95%</b>	<b>327</b> <b>47.05%</b>	360 53.25%	316 46.75%

Table1 – Staff Gender Profiles as at 31 July 2009 compared to 2008 by staff type - N.B. % calculated as a proportion of the total workforce (headcount)

At present the gender split within the University of Bolton is 47.05% male and 52.93% female (not including a-typical staff) as at 31 July 2009. Of the University's male profile, 92.96% work full time and 7.04% work part time. 75.76% of our female staff work full time and 24.24% work part time. This compares with the higher education sector as overall in 2007/08, women were in the slight majority at 53.2%.

A-typical staff includes part time hourly lecturers, temporary supply staff consultants and visiting lecturers. Of these, 54.29% are male and 45.71% are female.

## Gender by staff type

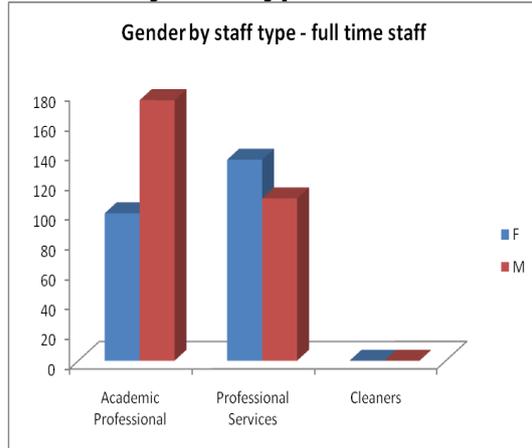


Chart 1 - Full time staff by FTE as at 31 July 2009

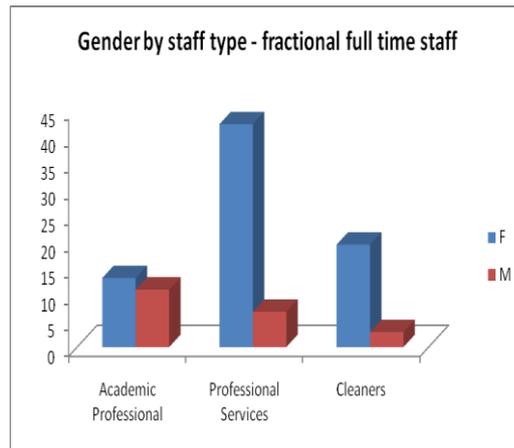


Chart 2 - Fractional full time staff by FTE as at 31 July 2009

When comparing gender by staff type to the higher education sector (2007/08), women were more than likely than their male colleagues to be working part time in both academic and professional and support roles. Within professional and support occupations, women were more than twice as likely as men to be working part time. Overall, women made up to 46% of full time staff in 2007/08 compared with 67.6% of part time staff.

The University of Bolton monitors its workforce profile to determine whether it is offering equality of opportunity and treatment to male and female colleagues by a staff diversity survey.

Work has progressed on recruitment and selection data monitoring by gender at application, short listing and appointment stages. This data has been analysed for the 2008/09 academic year.

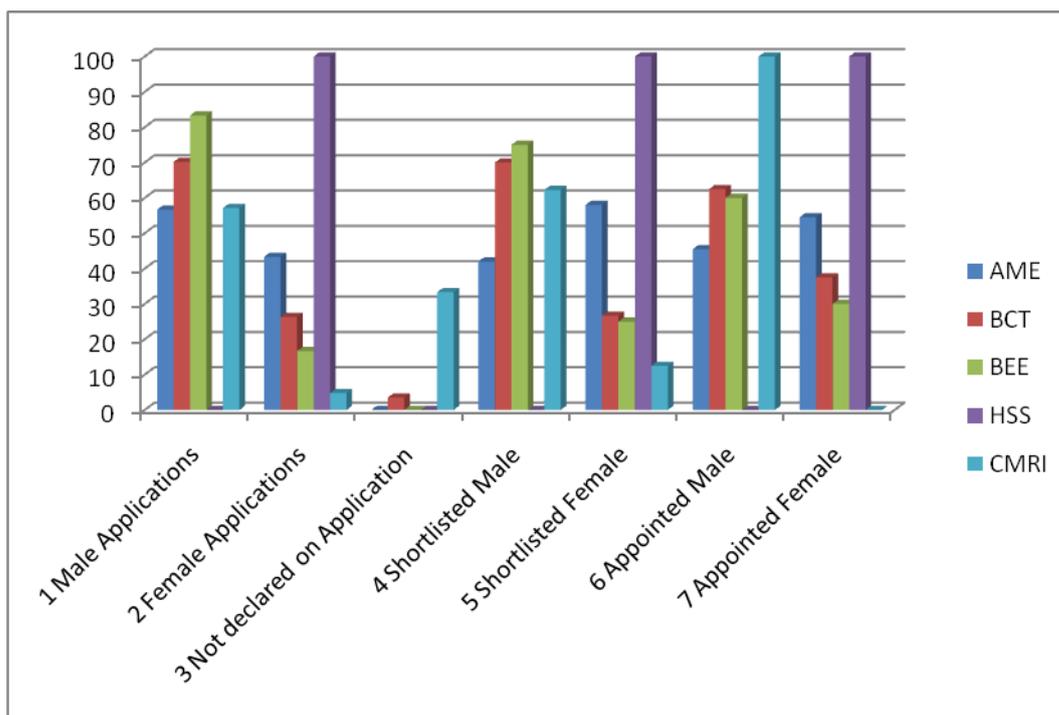


Chart 3 – Recruitment by School and Research Centre showing application, shortlisted and appointed status by % from 1 August 2008 to 31 July 2009

Chart 3 identifies recruitment including academic, research, and professional staff plus part time hourly paid lecturers within Schools. All Business School (BIB) recruitment during 2008/09 has been subsumed into the School of Business and Creative Technologies (BCT) due to the merger with the School of Games, Computing and Creative Technologies (GCCT).

Health and Social Sciences (HSS) continues to attract mainly female applications at 100%. Business and Creative Technologies (BCT) attracted 26.31% female staff (26.66% female candidates short listed) with 37.5% females appointed to posts. When comparing the Business School prior to the merger with GCCT in respect of academic posts there appears to be a higher proportion of women appointees due to two female appointments in lecturing within Accountancy (includes part time hourly paid appointments). GCCT prior to the merger recruited for two academic posts and 3 Knowledge Transfer Partnerships with 100% male appointments. Knowledge Transfer Partnerships (KTP) enable recently qualified graduates (known as a KTP Associate) to work out in companies managing a challenging and exciting project that is central to the development needs of their company, placing the Associate in a high profile role. Of the three KTP posts they attracted 23.53%, 66.67% and 10% female candidates.

The School of Built Environment and Engineering (BEE) continues to attract mainly male applicants to its academic posts with 83.33% male applicants. Comparing short listed candidates 75% of them were male and 60% male appointments were made within BEE. The Centre for Materials, Research and Innovation recruitment was for Postdoctoral Research Fellows that

attracted 4.76% female applicants with 12.5% of female candidates short listed.

Arts, Media and Education (AME) attracted 56.67% male applicants compared to 43.33% female applicants with 42% of short listed candidates declared as male with 45% of males appointed to AME posts.

Chart 4 covers recruitment for professional and manual staff in departments other than School and Research Centres within the central services.

Manual staff recruitment is mainly for cleaning staff with caretaking staff classified as professional staff under the University's definitions. Recruitment for cleaners posts attracted 38.39% male applicants compared to 56.56% female applicants with 57.14% of males appointed to posts compared to 42.85% female appointments made to cleaning posts.

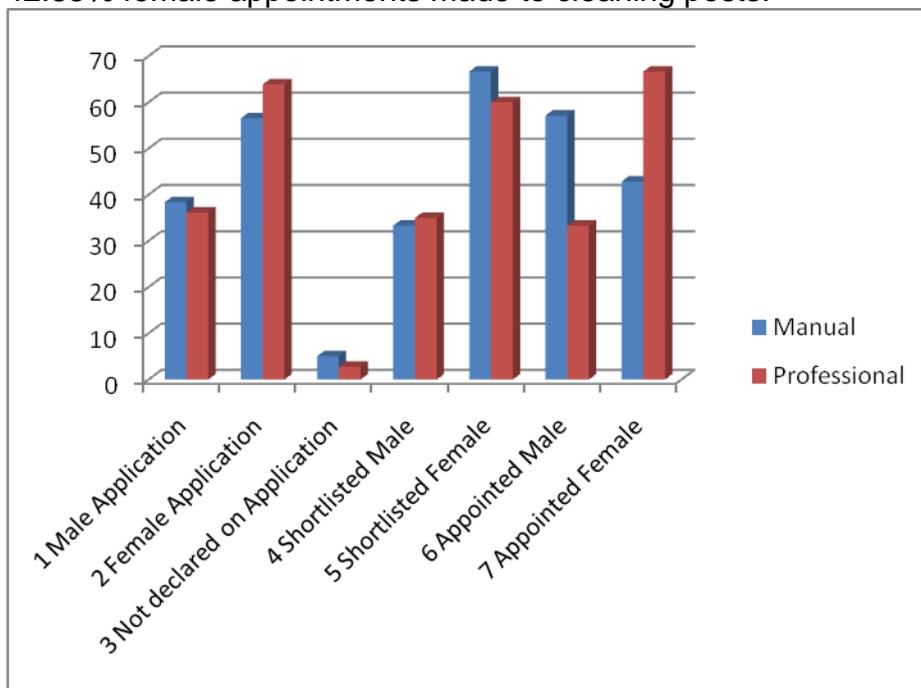


Chart 4 - Professional and manual staff recruitment by application, short listing and appointment status by % from 1 August 2008 – 31 July 2009.

Statistics on appointments by gender during 2008/09 are identified in Table 2 with a comparison to 2007/08.

	<b>Female 31/07/09</b>	<b>Male 31/07/09</b>	Female 31/07/08	Male 31/07/08
<b>Academic</b>	19 26.39%	19 26.39%	14 0.16%	9 10.59%
<b>Managerial</b>	0 0.00%	0 0.00%	0 0.00%	2 2.35%
<b>Professional</b>	18	16	33	27

	25.00%	22.22%	38.82%	31.76
<b>Total</b>	<b>37</b> <b>51.39%</b>	<b>35</b> <b>48.61%</b>	<b>47</b> <b>55.29%</b>	<b>38</b> <b>44.71%</b>

Table 2 - Gender Staff Data – new starters 1 August 2008 – 31 July 2009 – NB % calculated as a proportion of the new starter workforce (headcount)

There were 30 female staff leavers and 23 male leavers from 1 August 2008 to 31 July 2009. The reasons for leaving by gender are illustrated in the following chart.

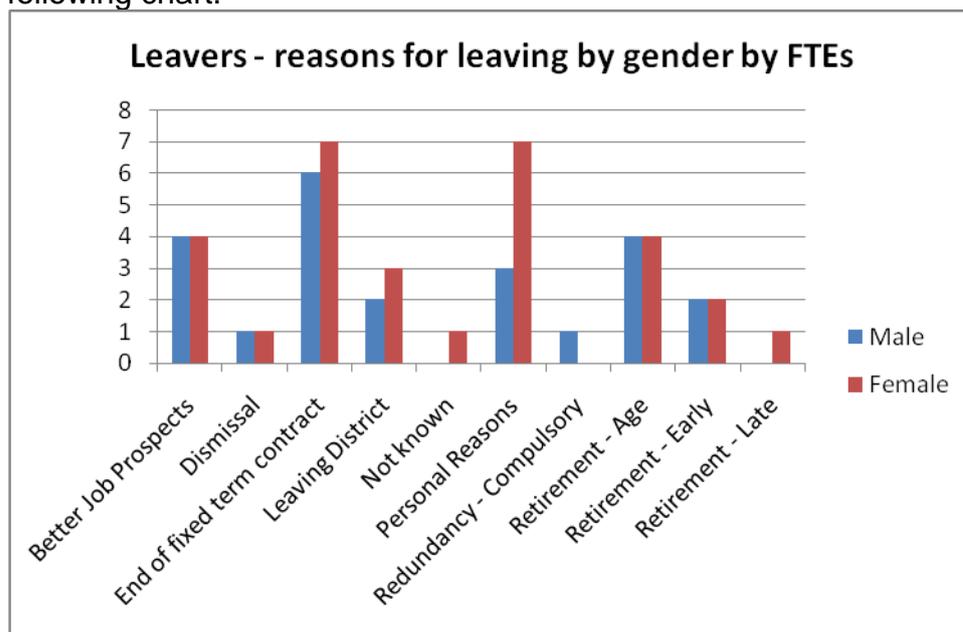


Chart 5 - Staff who left the employ of the University by reasons for leaving by gender as Full Time Equivalents (FTEs) between 1 August 2008 – 31 July 2009.

	<b>Female</b> <b>31/07/09</b>	<b>Male</b> <b>31/07/09</b>	Female 31/07/08	Male 31/07/08
<b>Academic</b>	9 16.36%	12 21.82%	8 11.26%	11 15.49%
<b>Managerial</b>	0 0.00%	1 1.82%	1 1.41%	3 4.23%
<b>Professional</b>	21 31.18%	12 21.82%	23 32.39%	25 35.21%
<b>Total</b>	<b>30</b> <b>54.55%</b>	<b>25</b> <b>45.45%</b>	<b>32</b> <b>45.07%</b>	<b>39</b> <b>54.93%</b>

Table 3 - Gender Staff Data – leavers 1 August 2008 – 31 July 2009 – NB % calculated as a proportion of the leavers workforce (headcount)

Of the 53 staff leavers from 1 August 2008 to 31 July 2009, 5.6% staff perceived that they had either witnessed or experienced discrimination,

harassment or bullying, however, none of these staff made any complaints under the University's Dignity and Respect Procedures although they were aware of them. 1.8% of staff who left perceived these incidents as gender related.

### **4.3 Equal Pay**

Implementing equal pay between male and female colleagues carrying out equivalent jobs is a crucial step towards ensuring gender equality.

The University implemented its job evaluation outcomes during 2009 and is currently dealing with the review and appeals of these outcomes. The Higher Education Role Analysis (HERA), which is competency based, analyses roles to link reward, recruitment and development, improve pay and grading systems, performance management, career development and planning. The recognised trade unions, UCU and UNISON have been kept informed and involved in discussions about the application of role gathering and evaluation of jobs across the University of Bolton.

The University has also purchased equal pay software and intends to conduct an annual equal pay review to ensure that there is no discrimination between women and men in the workplace. The aim of such an audit is to assess whether there is any evidence of pay gap between the different genders within the University. It is our intention to see whether there is any discriminatory practice in terms of remuneration policy or its execution and develop action plans to ensure discrimination does not exist.

In carrying out its equal pay audit, the University will take into account any risk of direct or indirect discrimination through the remuneration policy in such issues as entry salaries, promotion pay and pay progression. It will examine certain allowances and bonuses to see whether they are equally available to all and, if they are only given to some colleagues, whether this is done in a non-discriminatory manner. It will also identify any discrepancy in pay between women and men, ethnic groups and on the basis of being able bodied or disabled. If there are any discrepancies found, these will be investigated to consider what the explanatory variables might be.

The delay in implementation of HERA and University restructures has delayed this work.

### **4.4 Occupational segregation**

Occupational segregation occurs when men or women predominate in a particular job. Horizontal segregation can crowd women into female dominated occupations and industries, sometimes at lower rates of pay than men who have similar levels of skills but have jobs in a different type of work.

The University of Bolton is committed to recruiting from the widest pool of talent available and the recruitment and selection of staff is impact assessed on a regular basis.

Since the last Gender Equality Scheme the occupational codes have changed and the University now use the HESA Code definitions so it is not possible to compare the 2007 data with current data exactly like for like.

The areas that women were under represented in the previous Gender Equality Scheme were at technician/technical level where 17% of them were female (Nov 06) and caretaking where 19% of them were female (Nov 06). Data that was collected under the previous definition of technician/technical is re-defined under several HESA codes. Areas of under representation are shown in Table 4. All identify the over representation of men in these occupations.

<b>HESA Definition</b>	<b>Female %</b>	<b>Male %</b>
A. Laboratory and Engineering, Building, IT and Medical Technicians	16.61	83.39
B. Chefs, Gardeners, Electrical and Construction Trades, Mechanical Fitters.	0	100

Table 4 – Identifying the over representation of men in the technician and technical categories of staff as at 31 July 2009

Comparing this data to the higher education sector (2007/08), A. had a male representation of 65.1%, and B. had a male representation of 83.3%.

The caretaking definitions are now split up into two definitions. Based on this data Caretakers/Wardens are 14.2% female to 85.71% male and the Caretakers/Residential Wardens definition has 100% male representation although only one member of staff is in this defined group. All identify the over representation of men in these occupations.

Women were over represented at Administrator level in 2006 with 91% of them female and 98% of cleaners were female. Male to female cleaning staff data has improved with males accounting for 16.27% and females 83.73%. The HESA definition of Cleaners includes Maintenance Workers which may account for the higher proportion of male staff. The Administrator definition has changed into four HESA definitions. Areas of under representation are shown in Table 5. All of them identify over representation of women in these occupations.

<b>HESA Definition</b>	<b>Female %</b>	<b>Male %</b>
C. Non-Academic Professionals	65.72	34.28
D. Student Welfare Workers, Careers Advisors, Vocational Training Instructors	84.3	15.7
E. Library Assistants, Clerks and Administration Assistants	90.34	9.66
F. Secretaries, Typists, Receptionists and Telephonists	100	0

Table 5 – Identifying the over representation of women in the administration related categories of staff as at 31 July 2009

Comparing this data to the higher education sector (2007/08), C. had a female representation of 57%, D. had a female representation of 73.4%, E. had a female representation of 79.2% and F. had a female representation of 92.8%.

When making higher education comparisons for cleaning staff 59.6% are female and 40.4% are male.

The University of Bolton is committed to equality at senior levels and access to senior management roles for women. Under the HESA definition of Managers, representation is 38.47% female and 61.53% male.

At Dean of School level, 50% are female (Feb 2010) an improvement from 40% in 2006 however this may be due to an organisational restructure from five to four Schools of study. At Principal Lecturer level, 52% are female and at Professor level, 16% are female.

In general within the higher education sector (2007/08) representation of women was lower in academic senior grade groups. In the professor and head of department grade group, women made up 18.7% of academic staff.

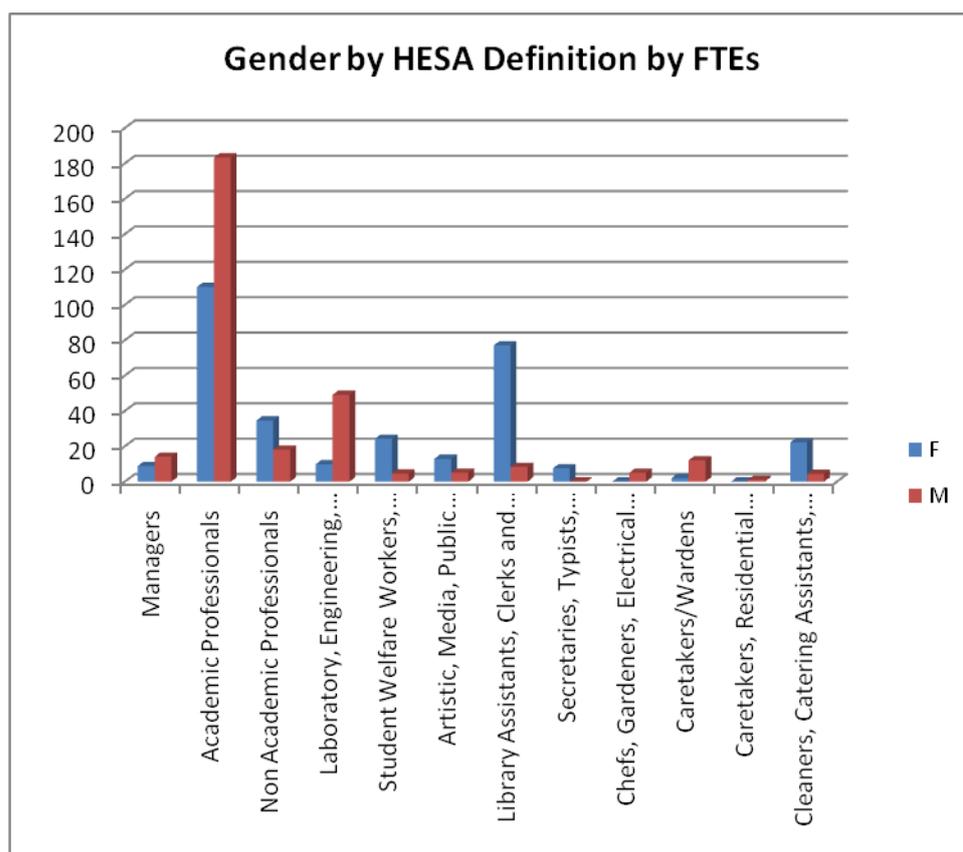


Chart 6 – Gender by HESA definition quoted as Full Time Equivalents (FTEs) as at 31 July 2009.

The University's committee membership by gender is included below in Table 6.

Committee	Male	Female
Executive Board	70%	30%

Strategic Development Group	77%	23%
Institutional Sustainability Review Group	63%	37%
Vice Chancellor's Staffing Committee	50%	50%
Human Resource Development Group	38%	53%
Technology and Infrastructure Committee	80%	20%
External Relations Committee	71%	29%
Environmental Sustainability Group	70%	30%
Health and Safety Committee	42%	58%
Equality and Diversity Committee	45%	55%

Table 6 – Committee membership by gender – as at August 2010

Benchmarking statistics for staff by gender within the Higher Education sector can be found in section 5.8.

## 4.5 Flexible Working

### 4.5.1 Caring Responsibilities

The University of Bolton has reviewed its maternity, paternity and adoption policies to take account of the significant changes due in 2009 and 2010.

The University of Bolton pays maternity and paternity pay which is in excess of the statutory minimum. In our first GES the maternity return rate was 99% (all of them returning to their substantive posts); double the national average of 47% (Equal Opportunities Commission). This has return rate remains unchanged.

The University of Bolton also offers a paternity leave policy, which allows fathers to take leave from work to assist their partners in looking after their new-born babies. The University of Bolton also offers an adoption leave policy.

Take up of the right to request for flexible working was initially not high with between one or two requests received per annum. This has now increased to six requests per annum all made by female staff that included two Senior Officers and one head of department. All these requests were related to childcare rather than looking after elderly relatives and include three staff who requested flexible working when returning from maternity leave.

No requests for flexible working were received from Academic staff, however, it is possible that reductions in hours have been approved by Directors that have not been requested through the formal Request for Flexible Working procedure, the reason being that it may not be practical or inflexible for this type of staff and/or service. The same principle may also apply to non-academic staff. Promotion on family friendly policies/procedures and requests for flexible working procedures is included on the Management Development programme (Sickness Absence Management, Promoting Positive Mental Health and Managing a Flexible and Diverse Team modules).

Some promotion on this option for elderly care has been identified and staff leaflets will be published during 2010. Work conducted on supporting carers in Bolton is to be integrated into the University as part of Bolton Council's multi-agency strategy. Data collection on caring responsibilities is not collected as part of the annual staff data collection exercise; however, this is under review. Data collected from the 2006 Diversity Survey indicated that of the 36% respondents, 17% care for children up to age 15 and 9.7% care for elderly relatives with 16% non-disclosure.

A salary sacrifice child care voucher scheme with Sodexo was set up with effect from March 2007. Since its implementation 14 academic staff (7 female and 7 male) and 10 non-academic staff (9 female and 1 male) have taken up childcare vouchers.

#### **4.5.2 Other flexible working**

The University of Bolton's existing flexible working policy allows all colleagues to request to work flexibly regardless of their personal circumstances.

The University currently offers a portfolio of different working patterns such as part time hours, annualised hours, compressed hours, job-sharing, staggered hours and term-time working.

Requests for secondment both within and external to the University of Bolton can be made by staff and are considered on a business needs basis.

The University piloted a flexi-time system in the Library which was initiated in April 2005. This pilot was very successful and continues to operate.

Flexitime and home working are currently offered on informal departmental arrangements; however, the University's is committed to a programme of reviewing employee benefits including flexible working. Once the HERA implementation, review and appeals processes are complete, the University will review harmonisation of terms and conditions. This is included in the action plan.

### **4.6 Training**

#### **4.6.1 Mentoring**

The University has engaged in the mentoring of staff particularly in its work with female academic staff in science, engineering and technology subject areas.

In order for the University to realise its goal of developing and supporting staff, the provision of mentoring will be made available across the University as a formal part of induction, with an induction mentor, and ongoing professional development with a professional development mentor.

#### **4.6.2 Diversity Training**

Changing attitudes and behaviours is essential to making diversity training successful and in 2006 the University launched an experiential approach to Diversity Training, delivered by a theatre company. This training is delivered

by Theatre-And, an innovative training, development and creative presentation company who incorporate drama-based training techniques to deliver a series of workshops identifying different equality strands, including disability, to focus on driving behavioural and attitudinal changes .

#### **4.6. 3 Training and Staff Development Participation by Gender Data**

Data and statistical analysis of participation in training events by gender is provided in the Gender Annual Reports. Data is available on the Diversity pages <http://www.bolton.ac.uk/POD/DiversityMatters/Home.aspx>

#### **4.6.4 Dignity and Respect at Work and in Learning and Study**

In 2006, the University re-launched its Dignity and Respect at Work and in Learning and Study Policy and Procedure. The Dignity and Respect at Work policy has been approved by ACAS and incorporates mediation through out its processes. It aims to ensure that no University of Bolton employee, student or visitor is subject to harassment or bullying of any nature in the teaching, learning, or working environments. The policy and procedures seek to encourage staff, students and visitors to come forward with their concerns that will be dealt with in complete confidence, impartiality and with sensitivity. The University's Dignity and Respect Advisers provide a networked support system for members of the University's community who believe that they are experiencing harassment.

The policy on Dignity and Respect at Work and in Learning and Study is applicable to both staff and students; however, there are separate procedures for dealing with staff (Dignity and Respect at Work) and student (Dignity and Respect in Learning and Study) complaints. Both involve an informal and formal procedure.

There is an annual monitoring process of incidents of bullying and harassment that includes recording of low level incidents at departmental level and exit interviews plus the staff diversity survey monitoring these issues. The monitoring has not identified any specific trends related to gender. Monitoring data include type of incident, levels of reporting and whether they were resolved or not and why.

### **4.7 Benchmarking**

#### **4.7.1 HESA Staff Record**

The University are required to provide the Higher Education Statistical Agency (HESA) with data for all staff that provides a benchmarking exercise for the Higher Education sector on an annual basis. The purpose of the Staff Record is to provide data in respect of the characteristics of staff employed to undertake teaching and/or research within an institution. It is collected to give an overview of the general characteristics of the whole academic workforce.

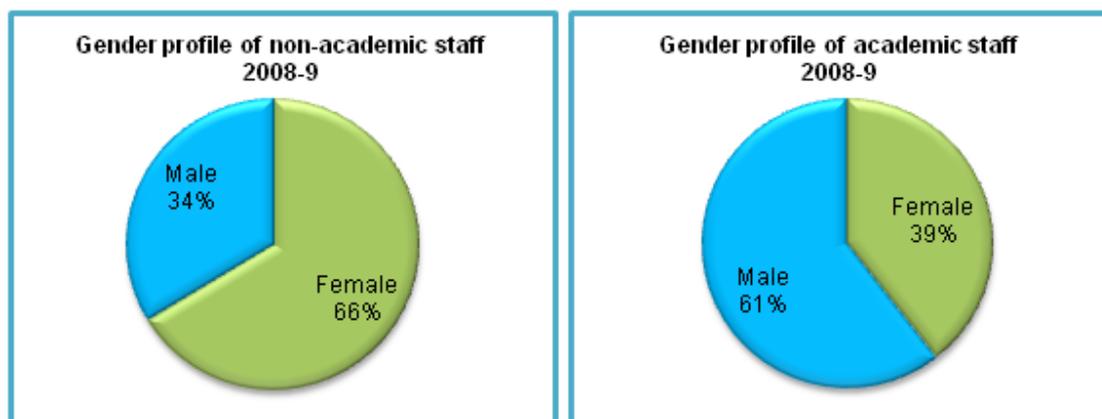


Chart 7 and 8 – Gender staff profiles based on 2008/09 HESA Staff Return data

#### 4.7.2 Opportunity Now benchmarking

In November 2006, the University of Bolton participated in the Opportunity Now Benchmarking exercise that identified gaps or areas where further action was needed that was inputted into the University gender action plan.

Each organisation is awarded a charter mark based on the documentary evidence supplied. The University was awarded a silver standard.

### 5. The University as a service provider to the students

#### 5.1 Priorities for action

The University of Bolton's priorities for action in its student provision is to tackle gender based student retention and attainment issues. This includes continuing to monitor, review and propose strategies to address:

- The underachievement of young male students
- Poor student retention, particularly of young males
- Increase student retention rates for female students
- Increase the participation of female students in science, engineering and technology subject areas
- Encourage male students to participate in those subject areas that they are traditionally under-represented such as Psychology.

As part of its Learning, Teaching and Retention strategy, the University is reviewing how it currently delivers its services to students through a more flexible approach to learning and an enhanced student support system. It anticipates that this will enable the university to address the issues of student retention and attainment indicated above.

#### 5.2 The student profile

The University of Bolton is committed to having a student community that reflects its local community. More than 70% of our students are recruited

from the North West region with 88% of our first year students having a home address in the North West region. In addition the University recruits international students from overseas countries.

The University offers a range of courses from HNDs and foundation degrees to undergraduate, Masters, MPhil and PhD research degrees with a provision for Continuing Professional Development and Short Courses on offer to students. Our flexible approach means that many courses are available for full or part-time study, and can be combined with work and other commitments. As a result the University of Bolton is one of the most socially inclusive universities in the country. Many of our students and graduates are the first members of their families to go to university.

### **5.3 Flexible approach to learning**

One of the objectives is a revised approach to the academic year. The University offers two intakes of students a year, in September and February and aims to create the most flexible learning programmes for students over the next ten years.

This flexible approach to learning is supported by the University in developing remote delivery expertise and infrastructure to provide programmes when and where students and employers need them.

### **5.4 Enhance student support**

The University has established Student Liaison Officer roles that offers School based support to:

- Provide advice and guidance to students
- Proactively support and counsel at-risk students
- Study skills
- Recommend changes to university policies and procedures
- Act as a catalyst for change.

The University is also providing resources to:

- Revise academic and welfare support processes to incorporate the needs of a diverse student body
- Introduction of a peer mentoring pilot in Schools from September 2010 with 20 mentors per School (80 mentors University-wide)
- Implement a student Professional Development Plan (PDP) process towards personal learning plans integrated with the personal and academic tutoring system. All students are required to have a PDP.
- Implement a Personal Tutor Scheme to provide pastoral support to students.

### **5.5 The Enlighten Project**



The Enlighten Project has been running since January 2002 and seeks to empower the residents of five Bolton wards (Central, Derby, Farnworth, Halliwell and Tonge) by increasing their awareness of training and educational opportunities in a format that is sensitive to cultural, linguistic and gender issues.

Since 2002, the project has helped 480 Asian women with 50 of these women going to university.

### **5.6 Women in SET**

The University continues its engagement with local schools and colleges to promote women's participation in science and technology programmes through outreach activities to increase the number of enquiries, applications and enrolments by females onto the University science and technology programmes on a year on year basis.

### **5.7 Higher Futures 4U**

The University is a collaborative partner in the Higher Futures 4U (HF4U) Programme. HF4U was set up in 2003 and is a term long programme for children in Key Stage 2 to raise self belief and develop a culture of aspiration.

### **5.8 Benchmarking**

#### **5.8.1 HESA Student Record**

The University are required to provide the Higher Education Statistical Agency (HESA) with data that provides a benchmarking exercise for the Higher Education sector on an annual basis. Performance Indicators for UK universities and higher education cover widening participation, non-continuation rates, module completion rates, research output and the employment of graduates.

#### **5.8.2 Gender profile**

Below are the 2008/9 gender profiles for full and part time students based on the QAA audit statistics.

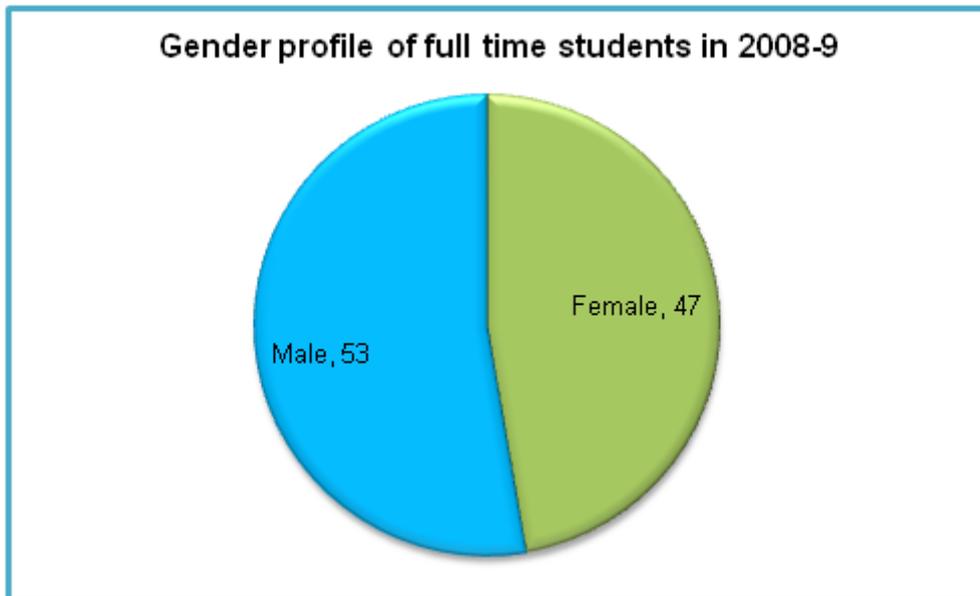


Chart 9 -Gender student profile based on QAA audit statistics 2008/9

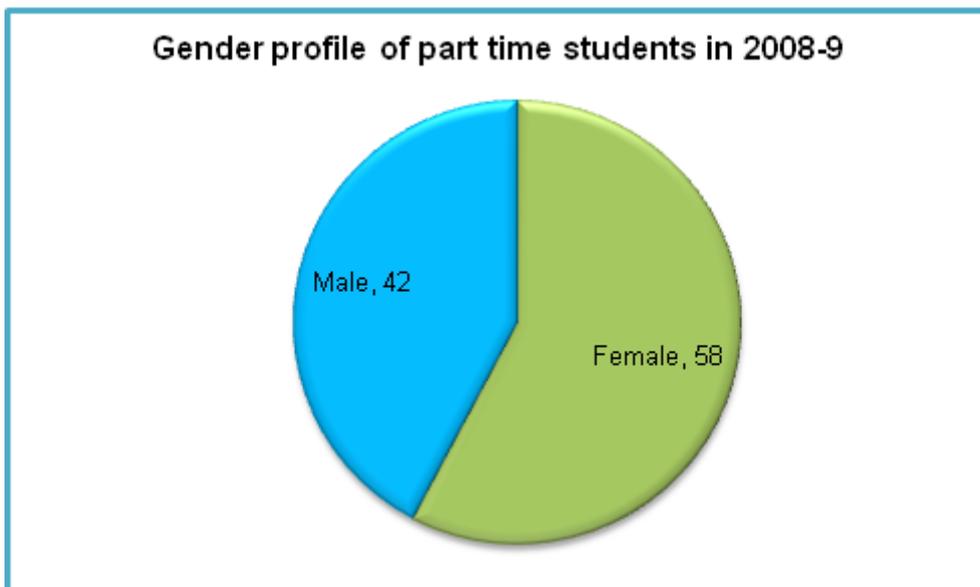


Chart 10 -Gender student profile based on QAA audit statistics 2008/9

In 2008/9, the gender split (including overseas students) for all students on either full time or part time status was 48% male and 52% female. For full time students there were 53% males and 47% females with part time student ratios at 42% males and 58% females. This equates to 6% more males on full time courses and 16% more females on part time courses. The student profile in 2008/9, excluding overseas students is 54% females and 46% males for all students on either full or part time modes of attendance. Currently in 2009/10, 53% of our students are female.

In the academic year 2008/9, 75% of our male students and 76% of our female students were over 21 years of age. Of the students who stated their

ethnicity, 49% of our students on full time attendance were ethnic minority males and 33% female. Of our part time students the representation of ethnic minority students was 38% male and 32% female.

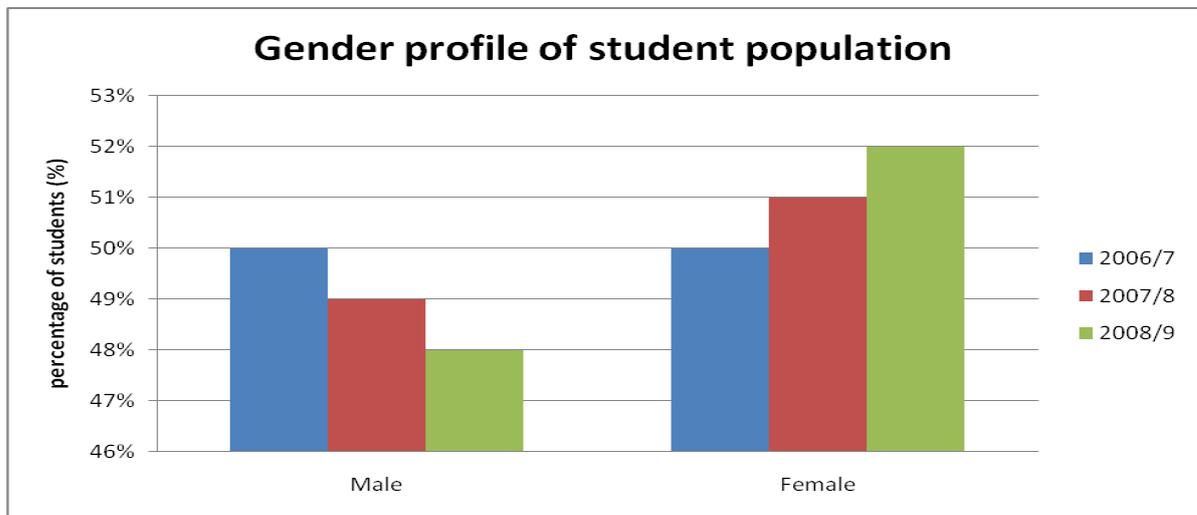


Chart 11 - Gender student profiles based on HESA returns – 2006/07, 2007/08 and 2008/09

The proportion of female students has risen steadily over 3 years from 50% to 52% in 2008/9. This would appear in line with other Higher Education providers who generally see a larger population of female students.

The following chart shows the gender profile of first year students over three years. It can be seen that there is a higher population of males on full time modes of attendance and a higher proportion of females on part time courses.

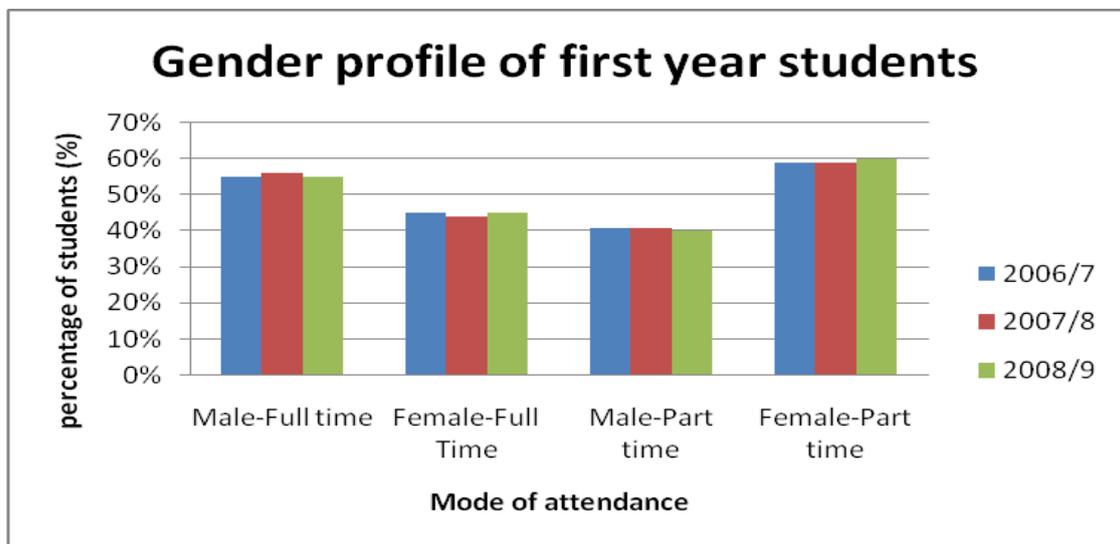


Chart 12 - Gender profile of first year students based on Student Data Management data

Analysing data for the University’s pass and fail rates by gender; 57% of students who were assessed pass and finish were female. Of the students who were assessed fail and finish 74% were male. More male students were assessed pass and finish if they were on a full time course than females. Overall males were more likely to be assessed fail and finish and withdraw or

suspend from their courses than females on both full and part time modes of attendance.

In 2008/9, female students were slightly more likely to achieve a very good degree (upper second or above) with male students marginally more likely to attain a first class pass. Male students were slightly more likely to attain a lower performance, such as a 3<sup>rd</sup>, pass and Unclassified level. Of our male student population 9% obtained a first class degree, 32% achieved an upper second and 41% achieved a lower second award. In comparison 7% of our female population gained a first, with 38% gaining an upper second and 39% a lower second award. No female students attained a Bachelor of Engineering.

The following chart shows the mode and level of study of our students in 2008/09 by gender.

There were a higher proportion of males enrolled on both post graduate research and post graduate taught courses in 2008/9. On all modes of attendance for post graduate courses this equated to 55% of students being male.

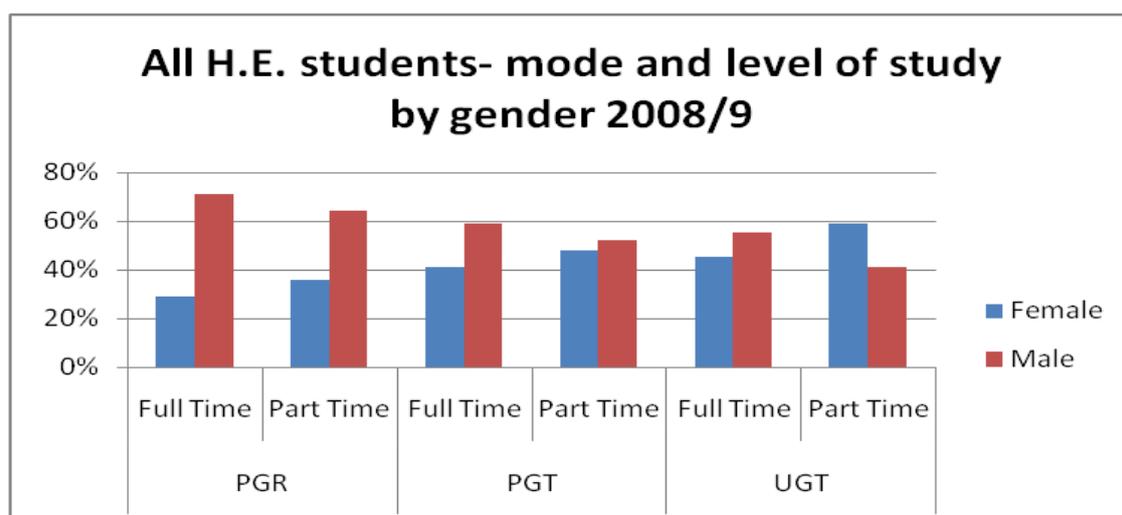


Chart 13 – student profile based on QAA audit statistics 2008/9

### 5.8.3 Annual monitoring

The University has a well established monitoring process through the Academic Quality and Development Committee, Academic Senate and Executive Board structures at university-wide level. Student data is also monitored at programme level through the Boards of Study structure. The Student Liaison Officers working in the areas of Arts, Media and Education; Built Environment and Engineering; Health and Social Sciences; Computing and Creative Technologies; and Bolton Business School also analyse student data and propose strategies to deal with any resulting issues at School and University-wide levels in relation to retention. Please note that as of the academic year 2009/10 the Schools of Games, Computing and Creative

Technologies and the Business School have merged to become the School of Business and Creative Technologies.

The University of Bolton monitors its student profile on an annual basis. Student data is analysed by different subject areas (final enrolment rates), different study modes, attainment of formal qualifications and classifications as well as withdrawals and retention rates to identify any gender related issues or trends.

Student data is also analysed by gender for final destination after graduation such as full or part time employment, self employed, in voluntary work or unemployed. The table below benchmarks the University's figures against the national UK figures by gender. Annual Course Monitoring data for 2008/09 has identified that 70% of our students were in paid employment or due to commence employment six months after graduation in the 2008/09 academic year.

## Destinations of Leavers from Higher Education 2008-9 by Gender

Employment Circumstances	Female	Male	All Students
Employed full time	53%	47%	46%
Employed part time	63%	37%	19%
Self-employed/freelance	49%	51%	4%
Voluntary work/other unpaid	46%	54%	1%
Unable to work	77%	23%	1%
Taking time out to travel	33%	67%	0%
Due to start job in next month	78%	22%	1%
Unemployed and looking for employment, study or training	41%	59%	11%
Not employed but not looking for employment, study or training	65%	35%	1%
Something else	47%	53%	7%
Question not answered	60%	40%	10%
<b>Total</b>	<b>54%</b>	<b>46%</b>	<b>100%</b>

Table 7 – Destination of Leavers from Higher Education by gender for 2008/09

*The DLHE data included in this report may differ slightly from the HESA check documentation for 2008-9 this is because there is a small group of students included in our analysis who were not part of the HESA target population.*

### 5.8.4 Student Complaints

Student Complaints that were processed during the 2007/08 and 2008/9 academic years have been identified by gender. Further analysis is not available at this time.

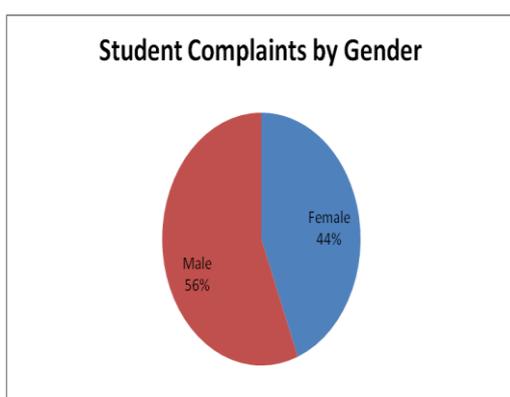


Chart 14 - Student complaints by gender – 2007/08

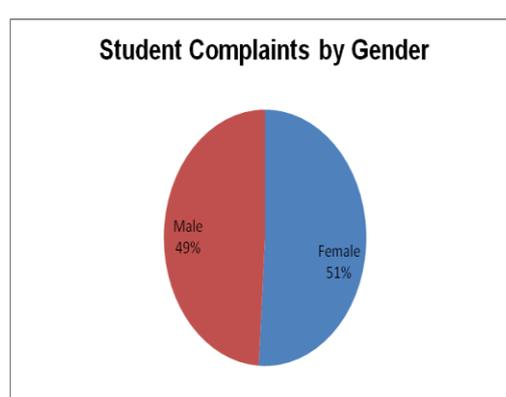


Chart 15 - Student complaints by gender - 2008/09

## 6. The University as a service provider - other services

### 6.1 Finance, Procurement and Purchasing

The University of Bolton will ensure that procurement policies and practices take account of our legal duties to promote equality and in this instance to make sure we are meeting the gender equality duty. We will do this by undertaking the following:

- Placing an expectation on our appointed contractors to share and deliver our equalities and diversity goals;
- Make sure that gender equality along with other areas of diversity is taken into account when procuring goods, works or services from external providers;
- Monitoring our contracts for compliance including appropriate terms and conditions.

### **7. Good Practice**

The University's previous good practice included in our original GES and subsequent annual reports for 2008 and 2009 can be found on the following link under "GES good practice 2007 – 2010"

<http://www.bolton.ac.uk/POD/DiversityMatters/EqualitySchemes%20.aspx>

### **8. Impact Assessment**

Impact assessments are an essential tool for achieving gender equality within the University. All policies and procedures are equality impact assessed to address gender issues and promote good practice.

The University's staff diversity survey, student satisfaction surveys, focus groups, Gender and Sexual Orientation Action Group, staff and student data, and consultations with the recognised trade unions plus our stakeholders are used to provide feedback on the impact assessment process.

Impact Assessment outcomes will be published on the University web site.

### **9. Monitoring, Evaluation and Review**

The University has a well established system of monitoring, evaluating and reviewing both staff and student data at local and university wide levels. These processes will continue and in some cases will be refined to include other data collection. The processes are included in the action plan.

We will continue to consult with our community in the evaluation of our scheme and action plans and make sure that the scheme is evaluated as indicated in section 2.

This process includes making any changes to the scheme so that continuous performance improvements and overall effectiveness demonstrate our commitment to the gender equality duty.

### **10. Publication of outcomes**

Publication of the Gender Equality Scheme and outcomes are available on the following links:



- By clicking <http://www.bolton.ac.uk/> on the University home page -
- From the home page <http://www.bolton.ac.uk/>, select About Us option, and select University policy option
- From the staff portal, select Diversity option from the Personnel options, and select Equality Schemes option

The Gender Equality Scheme is updated on an annual basis through the Gender Annual Report (located as above). This is reported every April, however, to comply with other Equality Schemes, to fit in with the Equality and Diversity Committee review timetables and HEFCE Annual Monitoring Statements this anniversary date will be amended.

The Gender Equality Scheme is published in paper and alternative formats on request to be made available to each university department, partner organisations and to the general public. These are available from:

## 12. Gender Equality Action Plan 2010 - 2012

Objective	Action	Target Date	Lead	Outcome	Progress to date
1. Ensure a fair pay system is applied	Undertake pay and gender monitoring as part of the National Pay Framework Agreement	August 2011 and ongoing	Head of HR Strategy and Personnel	Equal Pay Audit	Software purchased Delay due to late HERA implementation.
2. Equality Impact Assessment	100% compliance mainstreamed into planning and review mechanisms	Completion in a 3 year cycle - 2012	Director of Planning & Policy	Legal compliance and enhanced University experience for all relevant staff and students	New policies being impact assessed
3. Programme of flexible working for staff to include flexi time and home working on a formal university wide basis	Implement process and monitor progress as part of new framework agreement/harmonisation	August 2010	Head of HR Strategy and Personnel	Harmonisation of terms and conditions for staff	Delay due to late HERA implementation.
4. Ensure that female, male and transgender staff and students are not disproportionately represented in disciplinary proceedings	Provide clear rules, policies and procedures on discipline for: a) staff and b) students	July 2010 and ongoing	a) Head of HR Strategy and Personnel b) Head of Student Services	a) Report annually to Resources Committee b) Annually via student handbook and student induction weeks	Revised Staff Disciplinary Procedure introduced  Gender Re-assignment Policy for staff introduced
5. Collect and analyse staff data by	Implement and review monitoring process on:	July 2007 and ongoing	Head of HR Strategy and	Regular reporting process in place.	Regular reporting in Gender Annual

gender	<ul style="list-style-type: none"> <li>a) Committee membership by gender</li> <li>b) A-typical staff</li> <li>c) Job applications, short listing and appointment</li> <li>d) Occupational segregation</li> </ul>		Personnel	Staff profiles by department	Report  Data available on Diversity web pages
<b>6.</b> Collect and analyse student data by gender on: course representation, Student Union positions, clubs, etc	Implement and review monitoring process	July 2010 and ongoing	Student Union President and Student Union General Manager	Regular reporting	
<b>7.</b> Analyse staff related bullying and harassment complaints for current staff and leavers by gender and sexual harassment	<p>Monitoring and evaluation of Dignity and Respect staff and student incidents by:</p> <ul style="list-style-type: none"> <li>a) Department</li> <li>b) Dignity and Respect Co-Ordinator</li> <li>c) Dignity and Respect Advisors</li> </ul> <p>Review in line with Equality Bill and Staff Diversity survey (2010/11)</p>	July 2007 and annually	Dignity and Respect Co-Ordinator	<p>Regular reporting to:</p> <ul style="list-style-type: none"> <li>1) Equality and Diversity Committee</li> <li>2) Resources Committee</li> </ul>	<ul style="list-style-type: none"> <li>1) Regular reporting in Gender Annual Reports</li> <li>2) Dignity at Work Procedures revised – currently in draft</li> <li>3) Individual Grievance Procedure revised</li> </ul>
<b>8.</b> Analyse student related bullying, harassment,	<p>Monitoring and evaluation of Student Complaints by:</p> <ul style="list-style-type: none"> <li>a) Department</li> </ul>	July 2007 and annually	Head of Quality Assurance & Enhancement	Regular reporting to Academic Senate	Student Complaints Procedure revised

complaints, grievances, disciplinary action taken, academic appeals	b) Equality Groups c) Mode of study				Regular reporting in Gender Annual Report
<b>9.</b> Promote participation of women in SET programmes	Outreach activities within local schools/colleges by female students to increase numbers of enquiries, applications and enrolments	July 2007 and annually	Head of Partnerships & Collaborative Projects  Deans of Schools	Report to Learning, Teaching and Retention sub strategy group	Annual Reporting in place
<b>10.</b> Addressing lower achievement in young men	Continue to monitor and review through Learner Experience Committee process	July 2007 and annually	Director of Learning, Retention and Professional Practice	As above	Annual Reporting in place
<b>11.</b> Gender re-assignment	Awareness raising on gender re-assignment  Diversity awareness sessions for students – induction process	2010	Head of HR Strategy and Personnel, Gender and Sexual Orientation Action Group	Staff and student gender re-assignment policy and procedures with awareness sessions in place	Equality included in management development programme for staff  Gender Re-assignment Policy for staff introduced
<b>12.</b> Promote Caring for staff and students	Awareness raising on caring in conjunction with Bolton Council	Sept 2010 and ongoing	Head of HR Strategy and Personnel		