
Equality, Diversity and Inclusion Annual Report 2017-18 examples of good practice



THE
CONNECTED
UNIVERSITY

Examples are given in relation to each of the Public Sector Equality Duties
The examples are also colour coded for ease of identification:

TACKLING DISCRIMINATION	
Good practice examples	Owner
TRAINING AND AWARENESS RAISING	
Greenpad were able to advocate during the year on behalf of a group of tenants who experienced distress at the failure of a landlord's contractors to acknowledge or recognise their gender identity. Through intervention and education of the landlord this situation was addressed, resulting in an improved experience for the students and an extended tenancy for the landlord.	Students' Union
ResLife provided suicide prevention and mental health awareness training for all their staff and volunteers.	ResLife
ResLife staff have undertaken safer places and autism awareness training.	ResLife
HSC staff and service users undertook equality and diversity training prior to undertaking student interviews in order to ensure a more inclusive process.	School of Health and Social Care
Developed and delivered mandatory Equality, Diversity and Inclusion Induction training and awareness raising course.	Corporate Services – Equality, Diversity and Inclusion. SaAS
Developed and delivered Unconscious Bias in recruitment awareness raising training.	Corporate Services – Equality, Diversity and Inclusion
MENTAL HEALTH AND WELLBEING	
ResLife held a number of health and wellbeing activities throughout the year, such as our Crafternoons, yoga and mindfulness sessions and supporting Mental Health Awareness Day. These events enabled students to come together in a safe and non-judgemental environment, share their struggles and allow them to be part of a community so they are not facing problems alone.	ResLife
CURRICULUM	
Equality and diversity issues are embedded in curricular with a specific module Equality Matters: Issues for a Diverse Society	School of Life Sciences and Education
STRATEGIC	
Reviewed and amended our Gender Pay Gap metrics to include analysis in relation to race and disability.	Corporate Services – Equality, Diversity and Inclusion. Human Resources and Organisational Development. Unison. ECU.
PRACTICAL	
The Students' Union supported an 8-month pregnant student to secure a temporary permit to use disabled parking bays, in line with the family-friendly values of the University.	Students' Union
Amendments were made to the Board of Governors recruitment process to improve diversity	Executive Corporate Services – Equality, Diversity and Inclusion
Employer Partnerships team ensured a fair and balanced representation of the diversity our students in graduate profiles and success posters.	Employer Partnerships

PROMOTING EQUALITY OF OPPORTUNITY	
Good practice examples	Owner
TRAINING AND AWARENESS RAISING	
HSC has overhauled it's recruitment, interview and admissions process and have made this a much more friendly, inclusive experience for staff and students.	School of Health and Social Care
LSE delivered a Women in Sport and Exercise conference in June 2018 led by Dr Jacky Forsyth. It attracted 123 participants to discuss issues around women's participation in sport and exercise.	School of Life Science and Education
SBS focused on mainstream activity to promote equality, diversity and inclusion across the School: <ul style="list-style-type: none"> Equality and Diversity and Inclusion is a standing agenda item on SMT Equality, Diversity and Inclusion is a standing agenda item at the course leaders meeting including updates on inclusion good practice Equality, Diversity and Inclusion related issues, good practice etc is shared across the School via Business School SharePoint Inclusion issues included in the School newsletter 	Staffordshire Business School
MENTAL HEALTH AND WELLBEING	
SaAS introduced Quiet Induction over 2 days before main welcome week for students on the autistic spectrum. It's aim is to assist students to develop independent living skills and to feel more prepared to move away from home. The Student AccessAbility team delivered specialist workshops and introduced students to other services at the University including Student Support, Mentor/tutor support.	Student and Academic Services
SaAS introduced a Commuting Students Transition Event to help students that will not be living on campus transition into student life.	Student and Academic Services
SaAS introduced a Children's Library to support parents on campus and to encourage learning for young people.	Student and Academic Services
SaAS introduced a Student Parent webpage to provide targeted information and support for students who are parents. http://www.staffs.ac.uk/support_depts/info_centre/student-parents.jsp	Student and Academic Services
Employer Partnerships team offer bursaries, scholarships and opportunity awards to help economically disadvantaged students access higher education, progress and excel in their studies.	Employer Partnerships
Employer Partnerships team introduced a designated fund to proactively support the health and wellbeing of students – Enabling Students' Appeal.	Employer Partnerships
Estates, ResLife and the Employer Partnerships team worked together to support student and staff wellbeing and mental health by installing Nibbles and Nugget - Therapy Rabbits on campus. For staff or students to sit with them when they are feeling home sick, struggling with anxiety, missing their own pets or just want to play with them. This supports the wellbeing of students by making them feel more at home, helping them cope with the struggles of University and allows them open up when talking about challenging issues.	Estates Employer Partnerships

ResLife and Estates work together to support student wellbeing and mental health through Samson - the on-campus therapy dog. For both students and staff to visit, sit with and have a cuddle when they are missing home, going through problems such as exam/work stress or mental health problems and just want a distraction that will put a smile on their faces. This opportunity has a beneficial impact on both students and staff as interacting with Samson allows them to relax in a safe environment to open up about difficult problems.	Estates and ResLife
The RLCs won the Community team of the year award because of their support to all students in helping them to have a fully immersive and enjoyable experience as experienced by students living in Halls of Residence as in residents in Halls.	ResLife
The Estates team has enabled the University to be awarded the People's Parking accreditation. Founded by independent mobility consultant Helen Dolphin MBE in 2016, the award seeks to improve car parks for customers by highlighting those with facilities for disabled people, parents, commuters, cyclists, EVs and those who drive wheelchair accessible vehicles or camper vans. See http://www.peoplesparking.org/ Estates have ensured that 5% of total parking is designated as accessible parking and is located close to key building entrances.	Estates
The catering and conference team introduced a vegan / vegetarian counter within the Brindley Food Court, in response to feedback surrounding more vegetarian options. This development supports individual choice as well as meeting religious and health related dietary needs.	Estates - Catering and Conferencing
The catering and conference team used Freshers Fayre as an opportunity to demonstrate new food offers for 2017 / 18 which included a range of gluten free options and halal food.	Estates - Catering and Conferencing
The University Eye Test Policy has been reviewed to improve access and take up by staff.	Corporate Services – Health and Safety
A Staff Health and Wellbeing conference was held to increase support for staff in relation to mental health, exercise and overall wellbeing.	Marketing and Communications Human Resources and Organisational Development Student and Academic Services Corporate Services – Health and Safety
Digital Services has moved all staff and students to Office 365 – this enables staff and students to tap into into hundreds of accessibility options available to assist with all types of access needs.	Digital Services
Digital Services has supported the Enablement Centre at Shrewsbury Hospital with assistive software on all devices in the Centre (PC, laptop, tablet, iMac and Ipad). We also supply dyslexia friendly coloured paper for MFDs.	Digital Services

As part of the update to online enrolment for the 2018/19 year Digital Services made changes to comply with the university's Transgender+ Inclusion Policy by asking students what gender they identify with; should they self-identify as Trans+ then two further questions are asked with the aim of signposting students to additional support.	Digital Services in collaboration with Students' Union Students LGBT+ Network Staff LGBT+ Network Corporate Services – Equality, Diversity and Inclusion Student and Academic Services
As part of the update to online enrolment for the 2018/19 year Digital Services now also ask new, on campus students, under the age of 25 if they are a care leaver. Those that self identify as a care leaver are signposted to additional support.	Digital Services in collaboration with Student and Academic Services
For the Big Bang Event, Digital Service put in portable hearing loops (e.g. the LRV for the main event) to support inclusion for those with hearing impairments.	Digital Services
Digital Services considered height adjustable desks positions and choose the best locations for new lab spaces. In the new VAX Lab (VR) there is a separate seated area so that students can use/control the VR headsets from a seated position.	Digital Services
CURRICULUM	
HSC has been proactive in its role with the DRIVER project which supports inclusion for learners.	School of Health and Social Care
The department LPF supports the recruitment of under-represented groups (particularly BAME, women) into the police force through pre-application support and a mentoring scheme.	School of Law, Policing and Forensics - Policing
LPF has undertaken mainstream adaption of course materials to better suit students' needs e.g. in relation to dyslexia.	School of Law, Policing and Forensics - Policing
LPF supported the inclusion of two French speaking students by playing a YouTube comedy sketch video of 'Lauren' (Kathryn Tate) who's being cheeky to a teacher; which included French dialogue; https://www.youtube.com/watch?v=zV1zK8zRCPo	School of Law, Policing and Forensics - Policing

<p>LPF has adopted a mainstream focus on reducing inequalities in the classroom and raising student awareness of inequality e.g.</p> <ul style="list-style-type: none"> Curriculum includes a student designed micro teach that is accessible to all and reduces inequalities in the classroom. Students follow this up with a reflective essay. In the Professional Practice Placement module the students are taught on inequality issues in the workplace and then reflect upon their observations of being in the workplace. Students are assessed via reflective essay and presentation. In Problems and Policy we look at issues including inequalities etc and the policies that are set out to address this and do problem solving activities in class relating to these topics and how society could be improved. Students are assessed through essay and a portfolio that includes an audio/visual presentation, a draft letter to an MP, a discussion board and a report. In the Sociology of Health we cover health and social inequalities relating to the Public Health agenda. We conduct a piece of research for the assessment and poster present on this, as well as writing a report. Our research aims to address an inequality. Where formative assessments used; includes essay plan (linear) or mindmap, for those learners who are more creative – struggle to write a fully formed essay plan – so everyone gets feedback Always use photos/images and symbols on slides for visual learners and to create familiarity with e.g. when a activity is coming up (see little red clipboard to signal activity) We try not to talk for more than blocks of 15-20 minutes as learners switch off... so intersperse lecturing with short discussion point/ activities to consolidate learning We include diverse images, stories, themes within my material that illustrates attention to people's potential multiple backgrounds (e.g. LGBT+, religion, gender, ethnicity, disability, socio-economic, race, ethnicity) We make sure BB module page is carefully laid out and ready in advance in the same format across modules and use course packs and download readings – embed them in the weekly folders; so students who might have MH (anxiety, depression) know where the material is, and can feel prepared in advance of each session (not fall behind). Try and use a variety of mediums for learners who dislike reading; podcasts, readings, documentaries, youtube videos where the author (of the required reading) is giving a talk (they might watch the video then engage with the reading). Avoid calling on people to contribute in whole class discussion and provide other opportunities for everyone to contribute (e.g. padlet discussion wall, post-it notes, learning journals) so everyone gets to share ideas and get feedback from peers Invite learners to suggest music they want me to open up the lectures with (themed around the particular topic being discussed that week) 	<p>School of Law, Policing and Forensics - Sociology</p>
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<p>LPF Chemistry has focused on student inclusion and meeting the needs of a diverse student group:</p> <ul style="list-style-type: none"> Talking only when facing groups Using tasks / dilemmas to create groups based on views and values, negating conflict in group work Allowing students to contribute as and when they feel comfortable doing so - use of ARS such as mentimeter to gauge opinion / receive individual viewpoints / answers Ensuring, wherever possible and necessary, a balance of demographic examples - including in images on slides Having regular breaks in long sessions / breaking up activities and including a variety of tasks Allow time for note-taking, pausing to review material and invite questions Link from past material to current and future session(s) including recap of the main points Not having text-dense slides, enabling students to keep up with information - further supplementary details can be provided later where necessary (e.g. lecture capture, videos, diagrams, text resources etc.) Accessible materials e.g. <ul style="list-style-type: none"> Underlining key words Colour-coding/highlighting Where possible audio / video capture sessions 	<p>School of Law, Policing and Forensics - Chemistry</p>
<p>Through the Employer Partnerships team the University has collaborated with partners to ensure potential apprentices have the means to attain the appropriate level of Maths and English in order to undertake an apprenticeship. This work will be further embedded through the development of the Apprenticeships and Skills Digital Hub – envisioned to be fully established by 2020. The Hub will accommodate a digital, applied and innovate learning environment for apprentices, with proactive collaborative space between the University, Partners, Employers and learners.</p>	<p>Employer Partnerships</p>
<p>The Research, Innovation and Impact team have designed and run a comprehensive Training and Development Programme for our PGR students and supervisors. The programme is flexible to meet the needs of participants.</p>	<p>Research, Innovation and Impact Services</p>
<p>Collaboration between Research, Innovation and Impact Services and BLE has led to EU Erasmus+ funded for a project led from BLE which developed innovative training tools for unemployed people's re-integration into the labour market through the empowerment of their basic, soft and transversal skills, and providing opportunities to turn their hobbies and other interests into business start-ups.</p>	<p>Research, Innovation and Impact Services Staffordshire Business School</p>

<p>LSE have focused on equality, diversity and inclusion as part of mainstream curricular e.g.</p> <ul style="list-style-type: none"> • Students had the opportunity to visit a Special School looking at a range of special needs and how these may be accommodated in a mainstream school (includes a session on the role of a SENDCo delivered by the lead SENDCo in the school – special needs coordinator in a mainstream school) • How to use teaching strategies to accommodate children who may not have English as their first language; these may also be used with young children with emerging language skills or language delay. • Safeguarding training and awareness. • Session on adapting teaching to ensure all children can make progress including those with special needs, EAL and gifted children. This was delivered as a collaboration between the PGCE team and a head teacher at a city school with high levels of EAL children. • 2-hour session on inclusion and LGBT+. • 3-hour session on managing behaviour by thinking about the needs of the child, delivered by the PGCE staff. • Session on managing behaviour by thinking about your own teaching, delivered by the PGCE staff • CEOPs – online protection – Delivered by PGCE team. • We had speakers from a PRU (SSS school), Merit School (For children with mental health issues), Blackfriars special school and social services. • Sessions on diversity. • Citizen and British values – external speaker from a local school. Focusing on how they incorporate both aspects into the curriculum. • SEND introduction 	School of Law, Policing and Forensics
All module leaders during the academic year 2017-2018 were tasked with providing a video/webinar in relation to course assessment, to ensure students who were absent from class could access this information from anywhere at any time	Staffordshire Business School
SBS introduced coffee, cake and conversation meetings (approximately monthly) with all student reps and the ADS. The aim is to encourage discussion in relation to all aspects of T&L practice including access and inclusion.	Staffordshire Business School
SBS hosted a BBC user experience event focusing on how the BBC has re-designed its global language – including a new font to support readers who are dyslexic. All students and staff from across the university were invited	Staffordshire Business School

<p>SBS has focused on A&F - Verbal and Visual instructions giving and the variety of teaching strategies in what is a very repetitive, practical based subject at Level 4 and 5. Tutorials are designed to practice calculations, reporting templates etc with an open discussion-based process looking at the main errors. This helps with a diverse range of learning needs, styles and especially abilities. Answers are posted up on the our VLE for students to go back over. Reflection on learning features heavily in level 4 giving students who are not confident to speak up the ability to show their participation and ability. Group discussions lead by peers are a great way we get students to support each other, this also builds an interactive, supportive environment for all. 2 hour tutorial sessions for subject areas that are historically difficult to understand. This maximises learning and gives space for students to be taught in a varied ways, being able to explain in greater detail at students pace.</p> <ul style="list-style-type: none"> • A&F - Module workbooks are produced with slides, proformas and room for notes as well as all tutorial worksheets. These are given out at the beginning of term and the students work through them. • This helps with notes, revision and students that want to be challenged further can read ahead. It also enables students that are impacted due to health, child care etc do not miss out on work being available. Drop in sessions are set up outside of timetabled sessions for revision and assignment support. • Timetabling is planned around the students incorporating 3 days if possible to ensure students have room for caring, work and other duties. Teaching is grouped so that students are not waiting around during 3 hour gaps between session, also ensuring that when a student is in university they are here to learn. Expectations are set around support, contact and channels for information during welcome week and beyond. There is flexibility in the way students can contact staff (drop in, email, telephone, face to face, Skype etc). Students have a personal tutor, module tutor and course leader as well as other support services. Out of office contact details are given to ensure students can get an answer to their queries. 	Staffordshire Business School
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<p>SBS reviewed and amended its approach to Welcome Week to promote inclusion:</p> <ul style="list-style-type: none"> All activities during welcome week have a later start time of 10am to ensure students with caring responsibility can meet the start of each day, further to this no activity is planned past 5pm that is not voluntary. Re-designed welcome week programmes for September 2018/19. At Level 4, students have much more contact with course leaders/personal tutors than previously, and a range of social and course related activities, including a visit to Conkers. At Level 5 and Level 6 we included more contact with course leaders and extra question and answer sessions, the plan is to open up a professional body competition to all students (Sep 2018). Further to this the top-up students have been included in the welcome activity for the first time to encourage engagement with the freshers' week activity. A&F - Students are formed into personal tutor groups that they stay in for their 2 or 3 years of study. These groups are for all tutorial sessions ensuring the students have a safe environment where they are used to each other and can be taught more individually tailored rather than as a mixed and changing cohort. Each student meets with their personal tutor in each teaching block for a one to one discussion (there are specific areas to cover using a record sheet, but it is more of a conversation). Rather than assumptions being made, or labels applied, it is recognised that all personal tutees are individuals. Students are asked how specific issues affect them, and encouraged to discuss any specific requirements, concerns and if necessary are signposted to areas of support. Each personal tutor will teach their personal tutor group for at least 2 hours a week in the first year and a half of the students study. This enables relationship building, the ability of the personal tutor to have contact and get to know their students really well. It can also help to spot and deal with issues at a very early stage by noticing changes in patterns, engagement etc It also ensure the students have continued personal contact weekly with their personal tutor. Accounting students are seen as partners belonging to the same community. This starts in welcome week with icebreakers, personal reflection activities and self evaluation. Students are formed into personal tutor groups which they then stay with for their 2 or 3 years. 	Staffordshire Business School
STRATEGIC	
The legal team continue to ensure that University contracts are compliant with the Equality Act 2010 and the University's policies on equality, diversity and inclusion.	Corporate Services - legal
The legal team continued to provide legal advice in connection with University policies on equality, diversity and inclusion.	Corporate Services - legal
Revised project management governance (including business case requirements) were developed to ensure large cross-University projects include understanding and compliance with the requirements of the Equality Act 2010 in their execution and impact.	Corporate Services - Projects
Procurement of the online Health and Safety management system will ensure the University meets the health and safety support needs of individual staff and students with specific needs.	Corporate Services – Health and Safety

<p>The Corporate Information team has created several analytical tools in 2017/18 to support work to enhance student success amongst vulnerable at-risk groups of students:</p> <p>A dashboard to support a collaborative regional partnership project - Data Response Initiatives as a Vehicle for Achieving Equity in Results (DRIVER), supported by the HEFCE Catalyst Fund. The focus is on the transition between colleges and universities where students from disadvantaged backgrounds (e.g. Black and Minority Ethnic (BME), commuter, mature and those from low socio-economic backgrounds) are highly represented yet less likely to achieve a good degree. The data have informed work to support these students, including: new student focus groups to address areas of concern and CPD sessions for Personal Tutors on learner conversations.</p> <p>Detailed analysis and a dashboard has been deployed to investigate in detail the BAME attainment gap. The use of the BAME dashboard has enabled us to identify areas of good practice and to develop our detailed action plan to close the BAME attainment gap. This work is being overseen by the Student Experience Committee and by the Board of Governors' Strategy and Performance Committee. Data on attainment gaps are also being fed into the dashboards for annual and continuous monitoring, thereby ensuring that intelligence enters the main-stream business of quality assurance and quality enhancement work</p>	Corporate Services – Corporate Information
<p>Developed a revised Framework for Equality, Diversity and Inclusion including:</p> <ul style="list-style-type: none"> Equality, Diversity and Inclusion Statement Developed Equality in Procurement guidance Developed and implemented an Equality Impact Assessment process and guidance document 	Corporate Services – Equality, Diversity and Inclusion in collaboration with the Inclusion Champions
PRACTICAL	
Through the management of private hall provision, Greenpad were able to persuade the landlords to allocate 9 of their large rooms, designed to address mobility issues, to accommodate students with non visible disabilities and who define as autistic, leading to an enhanced quality of student experience.	Students' Union
The redesign of SqueezeBox that took place over the summer, specifically relocated the till and removed a counter display cabinet, to better enable staff to see and engage with customers and particular with wheel chair users.	Students' Union
Greenpad translated the tenancy contract used for letting the private halls it manages into Mandarin to ensure that Chinese students are able to clearly understand the terms of their tenancy before taking on accommodation.	Students' Union
<p>In the works to refresh the appearance and operation the Students Unions venue, Ember Lounge, the venue's Accessible Toilet was brought within the scope of the refurbishment works. The result of this investment was that the design and décor of the facility was upgraded in line with the theme of the overall venue, whilst retaining its accessibility.</p> <p>This meant that the experience for visitors with disabilities, parents with children or accessibility needs received a comparable toilet experience to those using the ladies or gents.</p>	Students' Union

Marketing and Communications ensured an inclusive approach to Graduation speeches by identifying students that reflect the diversity of the student body at the University.	Marketing and Communications
The Research, Innovation and Impact team enabled the University to achieve the EU Research in Excellence Award. This demonstrates our commitment to the Concordat to support the Career Development of Researchers including consideration of equality, diversity and inclusion through all aspects of our associated action plan. This will ensure all groups and individuals have equal opportunity to develop their research career here at Staffs.	Research, Innovation and Impact Services

TACKLING DISCRIMINATION	
Good practice examples	Owner
TRAINING AND AWARENESS RAISING	
ResLife Team supported the YMCA Staffordshire to provide lunches for seldom heard groups.	ResLife
ResLife fundraised for Katherine House Hospice throughout the year providing catering for events such as charity runs and walks. All the money raised was donated to help provide care for people facing debilitating or life altering illnesses. This year ResLife has supported Katherine House in raising £120K through external events.	ResLife
Marketing and Communications hosted an Equaliteas event in support of the national Vote 100 celebration, which celebrated diversity and women in academia. Internal and external diversity groups were invited to attend.	Marketing and Communications
Marketing and Communications has ensured that colleagues are aware of the importance of non-binary self-identification and using an individual's chosen pronouns when referring to them on our channels.	Marketing and Communications
ResLife has fund raised and promoted awareness for many national and local charities including British Heart foundations Great Donate, Jeans for Genes.	ResLife
Catering and conferencing launched a Food Hub raffle; this was to support the SU Food Hub activities over the festive season.	Estates – Catering and Conferencing
Working together the Catering and Conference team, Students Union and Students' LGBT+ Network hosted a Non-Binary / Transgender Conference at Staffordshire University in conjunction with Healthwatch Stoke on Trent.	Estates – Catering and Conference Students Union Students' LGBT+ Network
Employer Partnerships team supported students to fundraise for projects that they have a passion for and will enhance their student experience.	Employer Partnerships
Research Innovation and Impact Services offered Erasmus exchanges to our students. This provided them with the opportunity to work and study abroad in other European countries. To help prepare students for their exchanges training was provided in relation to: <ul style="list-style-type: none"> Cultural awareness; Personal safety; and Sexual harassment. 	Research Innovation and Impact Services

The Graduate School ran a social event for our PGR community explaining the cultural significance and background to Halloween and Bonfire night.	Research Innovation and Impact Services
Staffs University attended and gave financial support to Stoke on Trent Pride 2018	Students' Union Students LGBT+ Network Staff LGBT+ Network Student and Academic Services Corporate Services – Equality, Diversity and Inclusion
MENTAL HEALTH AND WELLBEING	
Greenpad has checked and amended all pre-tenancy documents to ensure they are gender neutral in their terminology and language.	Students' Union
CURRICULUM	
Technical Services delivered a presentation at Glasgow University on the importance of inclusion and diversity to both staff and student engagement and wellbeing, and highlighting the good practice of Staffs Uni Technical Services team.	Technical Services
SaAS provided a BTEC student taster day through the DRIVER Project – to support the transition from College to University for students completing BTEC Awards.	Student and Academic Services
STRATEGIC	
Working collaboratively across the University Transgender Policy, guidance and a Trans+ awareness training framework have been developed.	Students' Union Students LGBT+ Network Staff LGBT+ Network Student and Academic Services Corporate Services – Equality, Diversity and Inclusion
Working collaboratively across the University the application process for three Charter marks as a vehicle for taking forward the Equality, Diversity and Inclusion Strategic Objectives and to support good relations between different groups of staff / students: <ul style="list-style-type: none"> Athena Swan Race Equality Charter Stonewall Workplace Index 	Corporate Services – Equality, Diversity and Inclusion Schools Professional Services Students' Union Students' LGBT+ Network Staff LGBT+ Network
PRACTICAL	
Marketing and Communications ensured that greater diversity was represented in advertising, marketing and communication. This included arranging photo shoots with diverse groups of students and the use of diverse images in our Clearing campaign August 2018.	Marketing and Communications

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