

## **GENDER EQUALITY SCHEME – GOLDSMITHS, UNIVERSITY OF LONDON**

*Note: This Scheme should be read in conjunction with the general College Code of Practice relating to Equal Opportunities for staff and students, the Code to Combat Harassment and Bullying, the Race Equality Policy and the Disability Equality Scheme.*

### **Commitment of the College**

Goldsmiths, University of London values its diverse community. In order to maintain that diversity, Goldsmiths aims to ensure that all policies, procedures and practices do not disadvantage or exclude on grounds of gender. The College recognises that the problem of harassment and bullying threatens staff and students' health, wellbeing and contribution to the organisation and such behaviour will not be tolerated.

Goldsmiths expects all its staff, students, suppliers, contractors and visitors to endorse this commitment and to behave accordingly.

There are channels of complaint (via Goldsmiths' Code to Combat Harassment and Bullying in the working and learning environment, and the grievance/complaints procedure) for anyone who believes they have been the subject of discrimination or harassment. Disciplinary procedures may be invoked against any member of staff/student whose behaviour contravenes this Gender Scheme.

### **Background: College context**

#### **Students**

As at April 2007, Goldsmiths had 67% female and 33% male students. In the total student population in England, 59% of undergraduate and postgraduate students are female.

#### **Staff**

In terms of staff, including Visiting Tutors on contract, 53% are female and 47% are male. Most recent data from the Higher Education Funding Council (HEFCE) states that 52% of people employed in English HE sector are female. However, only 16% of all senior academics or professors are female. In Goldsmiths, staff data will be monitored to make sure there are no barriers for either gender being employed or promoted.

### **Monitoring and assessing the Scheme's effectiveness and addressing inequalities revealed**

Goldsmiths is committed to assessing the impact of all its functions and policies on gender equality.

The College will monitor the admission, progression and retention of female and male students and the recruitment and career progression of female and male staff.

Goldsmiths will use information arising from the monitoring process to address any patterns of discrimination and inequality, extend good practice, and take positive action for under-represented groups as permitted by legislation.

## **Roles and responsibilities**

Council is responsible for ensuring that Goldsmiths complies with the Equality Act 2006 and that it meets its duties. The Equality and Diversity Committee is responsible for reviewing, developing and monitoring this policy. The Equality and Diversity Committee reports its findings and proposals to Academic Board and Council at least once a year and Council has the ultimate responsibility for the successful implementation of this Scheme.

The Registrar and Secretary carries a particular responsibility for ensuring that this Scheme is effective. However all members of the College, particularly the Senior Management Team, Director of Human Resources, Academic Registrar, Head of Student Support Services, and heads of academic and support departments, in their own areas of responsibilities and/or in the light of their managerial roles, have a duty to ensure the Scheme is effective. All members of the Goldsmiths community have a responsibility to ensure that this Scheme is adhered to.

## **Engagement with staff and students**

Goldsmiths is committed to working with female, male, and transgender staff and students who are key stakeholders of this Scheme. The College has particularly sought information and views from those with knowledge or experience of gender reassignment.

Communication and involvement has focused on identifying what is working well and what is not working well and what needs to be changed. Methods used have included surveys (paper, telephone and web-based) focus groups, meetings with external bodies such as Lewisham Council and meetings with individuals and officers of the Students' Union; responses have been analysed and used to identify specific priorities within the action plan in Appendix A. A summary of responses from surveys and focus groups is contained in Appendix B. Goldsmiths undertakes to maintain this involvement in reviewing and in proposing any future changes to this Scheme.

## **Failure to follow policy**

In cases of infringement of Goldsmiths policies, procedures or practices, a report is made to the Secretary of the Equality and Diversity Committee; the issue may then be referred to the Equality and Diversity Committee and/or Council who will address the matter accordingly. If an individual experiences harassment, then the Code to Combat Bullying and Harassment should be invoked through line managers or their Heads of Department.

## **Publication**

This policy will be publicised in appropriate ways within Goldsmiths.

The results of the monitoring undertaken under this Scheme will be published annually within the Equality report on Goldsmiths' web site.

Details on consultation exercises undertaken in relation to gender issues will be published alongside the results of the monitoring exercises.

## **Goldsmiths, University of London**

### **Policy statements in relation to the main areas of College activities**

#### **Values**

Goldsmiths is committed to equality of opportunity for staff and students and this is enshrined in its Charter (*para 13*). The College's Strategic Plan reiterates this commitment as one of the core strategic aims.

*To foster an environment committed to and supportive of diversity, the free exchange of ideas, tolerance and equal opportunities, and to work to raise aspirations and widen access to education in general and Goldsmiths in particular.*

*(Strategic Aim Five)*

Goldsmiths is committed to an inclusive culture, whereby all individuals are encouraged to participate fully, to achieve their potential, are entitled to respect and dignity and are treated solely on the basis of their abilities, in an environment that is free from prejudice and unlawful discrimination.

#### **Management and Governance**

Goldsmiths is committed to a system of management and governance that is fair, inclusive and proactive in undertaking its responsibilities to actively promote equality of opportunity.

#### **Staff Development**

Goldsmiths will provide ongoing development opportunities to ensure that everyone is aware of its policies, procedures and practices in relation to gender equality. Goldsmiths remains committed to supporting the learning development of its entire staff.

#### **Admissions, access and participation**

Goldsmiths adheres to an admissions policy that is as inclusive as possible and which widens participation for under-represented groups. *This commitment is articulated within the Equality and Diversity Strategic Aim as identified above.*

Goldsmiths will monitor all stages of the student admission processes from application to outcomes and all students' achievements and progress.

#### **Curriculum, teaching and learning, assessment**

Goldsmiths aims to ensure that its curriculum, learning, teaching and assessment methods are informed by good practice and are as far as reasonably possible, accessible to all students.

## **Student support and guidance**

Goldsmiths will continue to develop its student support provision in order to provide the best possible experience and resource to students throughout their time at Goldsmiths.

## **Student and staff feedback**

Goldsmiths remains committed to receiving students' and staff feedback on their experience here and will continue to solicit their views via the programme monitoring process, surveys and the regular student census as appropriate. The College will specifically seek feedback from staff in relation to this Scheme.

## **Staff recruitment, promotion, development and career development**

Goldsmiths is committed to a diverse workforce and will pursue the standards set out in the main equal opportunities policy in relation to recruitment, promotion, training and career development of staff. The College will continue to monitor all these activities by department and will regularly assess the monitoring information obtained to evaluate the progress Goldsmiths is making towards meeting its gender equality targets and aims. Policies and practices are in place in regard to the recruitment and employment of female and male staff.

## **Research**

Goldsmiths will ensure that its research strategy is consistent with this policy and will actively encourage the undertaking of research in gender issues. The College's RAE 2008 Code of Practice requires all those involved in preparing the RAE 2008 submission to give consideration to the following family and domestic matters, including:

- i. Absence on maternity, paternity, parental or adoption leave and arrangements on return to work following these periods of leave.
- ii. Part-time working or other flexible working arrangements.
- iii. Time spent acting as a carer or other domestic commitments.

### *Fixed-term and part-time staff*

The College is mindful of its responsibilities towards equality of opportunity for those on fixed-term and part-time contracts, in the light of the Fixed-term and Part-time Regulations, and in particular with respect to opportunities for research and for developing a research profile. Such staff will be eligible for entry into RAE 2008 following exactly the same criteria as those pertaining to full-time established staff, while at the same time reflecting relevant RAE guidelines regarding the expected number of outputs. The Research Office is actively addressing the research training and mentoring needs of fixed-term and part-time staff (including contract researchers), and is in dialogue with Departments concerning the particular needs and opportunities across the subject spectrum at Goldsmiths.

A programme of briefing and training sessions has been organised to ensure that staff are aware of these and other equality and diversity issues.

## **Behaviour and discipline**

Goldsmiths will review its complaints procedures and disciplinary procedures relating to staff and students to ensure that they are appropriate and effective.

## **Partnerships and community links**

The College's Strategic Plan commits it to

*To develop effective interactions between the College's research and teaching activities and business, especially the creative and cultural industries and the public sector, and to contribute to the economic, social and cultural well-being of local communities.*

*(Strategic Aim Six)*

and in undertaking these activities will promote actively the values in this scheme.

## **Service delivery (outsourcing and contracting out)**

Goldsmiths will review the area of the contracting out of goods and services with the aim of ensuring its policies and activities in this area do not disadvantage any particular group. It will consider sanctions against contractors or providers of service who do not follow the College's Gender Equality Scheme.

## **Monitoring of the Scheme**

Progress in implementing the scheme will be reviewed annually by the Equality and Diversity Committee who will report their findings to Academic Board and Council. The College is committed to involving staff and students in this process.

**April 2007**

**GENDER EQUALITY SCHEME – GOLDSMITHS, UNIVERSITY OF LONDON**

**GENDER EQUALITY SCHEME ACTION PLAN**

**APPENDIX A**

<b>Duties</b>	<b>Activity</b>	<b>Current position</b>	<b>Action</b>	<b>Success criteria</b>	<b>Timescale for review</b>	<b>Responsibility for action and resources</b>
<b>CORPORATE</b>						
To approve the College's Gender Scheme.	Approve Scheme that was introduced in April.	Scheme presented to Council in June 2007.	Formal approval of Scheme.	Scheme endorsed.	April 2008.	Council.
Involve staff and students in drafting scheme and in identifying action to be undertaken.	Ask staff and students on what should be included.	Have undertaken survey and are including suggestions on basis of duties.	Staff and Student survey undertaken.	Participation and audit trail of suggestions kept so it is clear how views have shaped the scheme.	Survey achieved – ongoing work in relation to including suggestions as identified in surveys and focus groups.	Equal Opportunities Advisor, Equal Opportunities Administrator.
To agree a College wide scheme for impact assessments.	Impact assessments.	Impact assessment procedure to be reviewed.	Draft and approve a scheme for impact assessments.  Provide information and training for managers on how to carry out impact assessments.	Scheme is being developed and piloted.  Training undertaken when programme devised.	2007.	Pro-Warden (Students & Learning Development).  All Heads of Departments and those responsible for managing staff.

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<b>PREMISES</b>						
Removal of graffiti.	Ensure swift removal of offensive graffiti.	Estates to prioritise the removal of offensive graffiti when reported to them.	Department's staff and students to inform Estates of offending graffiti as soon as it is spotted.	Estates to arrange removal as quickly as possible, with Lewisham Council as appropriate.	Ongoing.	Staff and students, Head of Estates and Facilities.
<b>STAFF</b>						
College policies.	Ensure that College policies are reviewed so as to comply with current equalities legislation and good practice.	EO policy Policy reviewed annually.  Work has started on grievance, discipline and capability policies.	Impact assessment and audit of all College HR policies and practices in relation to equality of opportunity.	Rolling programme of reviews devised, impact assessments carried out and future action identified.	Ongoing.	Deputy Head of HR, HR Manager, Equal Opportunities Advisor.
	Review of code to combat harassment and bullying.	Review planned.	Review code to combat harassment and bullying (this also covers students).	Cases of harassment to be managed effectively.	Summer 2008.	Equal Opportunities Advisor.

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Representation and progression of under-represented groups in the workforce, including recruitment, training and career development.	Data on staff monitored to identify progress towards College targets.	There should be a balance of male and female staff at all levels. This will be monitored to make sure there are no barriers for either gender being employed or promoted.  Surveys undertaken in 2003 and 2005.	To continue to monitor the whole workforce in terms of gender (ethnicity, disability and age).  Further staff survey to be undertaken.	College regularly meets overall target, consideration given to numbers of women in senior positions as percentage changes depending on grade.	Annual reports to Equality and Diversity Committee.  2008.	Director of HR, Equal Opportunities Advisor.  Deputy Head of HR, Head of Financial Services.
Staff development.	Staff on interview panels to be trained.	Equality issues are covered in panel training.	Training on equality element and especially gender to be reviewed and updated in context of Gender Scheme.		2007.	Head of Staff Development, Equal Opportunities Advisor.

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	Appropriate management courses devised and running.	Specialist courses run for departments as requested or deemed necessary.	Course to be offered to departments.	Staff more aware of their responsibilities.	Ongoing.	Equal Opportunities Advisor, Head of Staff Development.
	Continue to monitor who attends training.	*Reported to Equal Opportunities Committee Spring 2004.	Monitor participation of female/male staff in training and courses.	Ensure proportionate take up of provision.	Further review in Spring 2007.	Head of Staff Development.
	Develop on line/e learning package.	Initial discussions held with potential providers.	Develop modules and test.	More staff undertake equalities training and undertaking equality module and therefore are more aware of their responsibilities.	March 2007 for review.	Equal Opportunities Advisor, Head of Staff Development.
	Induction.	Ensure that equality issues including gender have a dedicated slot in staff induction programme.	Equal opportunities advice provided by HR Department.	Encourage senior managers to include equality in their speeches as well as having a specific slot in the main programme.	As from next staff induction.	Senior Managers, Equal Opportunities Advisor, Head of Staff Development.

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Equal Pay.	Need to address causes of any gender pay gap.	Job evaluation process (HERA) underway.	Any gender pay gap will be identified and resolved as part of this process.	Issues addressed.	October 2007.	Director of HR, Reward Project Manager, Equal Opportunities Advisor.
<b>BEHAVIOUR AND DISCIPLINE</b>						
	To review and assess impact of the disciplinary, grievance and complaints procedures for staff and students.	Review started on staff disciplinary and grievance procedures – February 2006.  Review planned on student procedures.		Impact assessments carried out and published.	Ongoing.	Director of HR, Academic Registrar.  Academic Registrar.
		Consideration of ways of establishing whether staff and students are aware of procedures.		Disciplinary/complaints from students not disproportionate.	Annual reports to EO/Diversity Committee on student complaints after examination results have been received.	Academic Registrar.
	Continue to monitor complaints.	Annual reports to EO/Diversity Committee.	Monitor complaints.	Staff and students are aware of procedures. Appropriate action taken as a result of proven complaints.	September 2003 and ongoing.	Registrar and Secretary, Director of HR, Academic Registrar, Equal Opportunities Advisor.

Duties	Activity	Current position	Action	Success criteria	Timescale for review	Responsibility for action and resources
<b>ADMISSIONS, ACCESS and PARTICIPATION</b>						
To assess impact of policies on students.	Carry out impact assessments on policies and procedures.	Most data available on College systems but suitable reporting mechanisms need to be established.	Monitor student admission by: choice of subject; home/EU or international status; recruitment and selection methods; student numbers; transfers; drop out for each course; student assessment including results of different assessment methods; work placements.	Establish data already collected and identify any gaps.		Academic Registrar, Head of Student Support Services, Equal Opportunities Advisor.
		Revised report on student withdrawals to Finance and Resources Committee Nov 2003 and *EOC Feb 2004.	Data analysed and action plans drawn up as appropriate.	Student Experience Strategy.	July 2007.	Pro-Warden (Students & Learning Development).

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	Ensure that in selecting students decisions are made on fair and justifiable grounds applicants.	Academic departments take responsibility.	To produce a policy on admissions and supporting admission tutors.	Introducing new online training for Admissions Tutors via the VLE during 2006-07 to ensure all have an opportunity to participate.	Ongoing.	Heads of academic departments.
<b>CURRICULUM, TEACHING and LEARNING, ASSESSMENT</b>						
Learning needs and styles.	To ensure that the College is committed to a range of teaching methods that are responsive to different learning needs and styles of an increasing student population.	College in process of writing revised Learning Teaching and Assessment Strategy (LTA) in which greater emphasis is placed on the adoption of a student-centered approach to learning and the need to meet the varied learning styles of an increasingly diverse student population.	Finalise and approve College LTA Strategy.  Work with Departments in formulating approaches to learning and teaching and assessment that accommodate different learning styles and is informed by potential differences associated with race, disability, age, social class and in relation to this Gender Strategy gender.	Whether Departments have actively committed to introducing student – centered approaches to learning teaching and assessment.	Ongoing.	Head of the Learning & Teaching Office.

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External placements.	To ensure as far as possible that external placements are accessible for all students including those with childcare and caring responsibilities.	This is handled by individual departments.	Students encouraged to discuss their personal circumstances to providers.  Departments (subject to permission) to liaise with placement providers.  To produce policy and guidelines making clear placement providers' obligations.	A policy should be developed and implemented.	2008.	All staff.  Departments.
Field trips and study abroad.	To ensure that wherever possible all students have access to academic and vocational placements including field-trips.	Departments to be aware of issues that can affect students with caring and childcare responsibilities.	Departments to make every effort to accommodate all students on field trips.	Most students can and do participate in field trips.	2008.	Departments.
<b>RESEARCH</b>						
Research Policy Strategy	Assess impact of research strategy.	Encourage undertaking of research in gender issues.	To assess impact of strategy and actively encourage the undertaking of research in gender issues.	Assessment carried out and any required action initiated.		Pro-Warden (Research and Enterprise), Research Office Administrator.

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RAE 2008.	College RAE 2008 Code of Practice to cover gender issues.	Code explicitly addresses family issues and part time staff.	Understanding of Code and implementation will be monitored throughout the dry run and the RAE process.	Staff involved in the exercise understand and follow Code.	Summer 2007 for reviewing Code.	Pro-Warden (Research and Enterprise), and Director of Human Resources.
		Training provided for Heads of department and RAE department leads/equal opportunity facilitators.	Equal opportunities advisory group set up.	As above.	January 2007.	Research Office Administrator.
			Further training and advice available throughout process.	As above.	Ongoing.	Research Office Administrator.
<b>PARTNERSHIP AND COMMUNITY LINKS</b>						
Consider the implications of the Gender Equality Scheme on partnerships.	College commitment to widening participation.	Representation on Local Strategic Partnership and equality statistics collected regarding core business activities.	Evidence that the implications of the Gender Equality Scheme have been considered and action taken as appropriate.	College to continue to actively engage with our local communities wherever possible.	Ongoing.	Pro-Warden (Students & Learning Development), Head of Business Development, Head of Communications and Publicity.
Widening participation.	Ensure that female and male students participate in taster days.	Students encouraged to identify specific needs.	Continue and review current practice.	Female and male students continue to participate.	Ongoing.	Widening Participation Co-ordinator.

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	Actively encourage female and male students to become Peer mentors and Student Ambassadors.	Part of recruitment of mentors.	Provide training on gender issues for all Student Ambassadors.	Female and male students become Peer Mentors and Student Ambassadors.	Ongoing.	Widening Participation Co-ordinator.
<b>SERVICE DELIVERY</b>						
	Promoting awareness of College's liability and requirement of contractors.	Ensure inclusion in all new contracts.	Consider position in relation to contractors or providers of service who do not follow the College Gender Scheme.	Contractors aware of responsibilities and act accordingly.	Review in 2008.	Head Director of Finance, Head of Estates and Facilities.
<b>STUDENT SUPPORT AND GUIDANCE</b>						
	To assess the impact of Student Services policies on female/male students.	Partly dependent on College process being agreed and training being provided.	Student Committee to review professional services for students in correspondence with Equality and Diversity Committee.	Impact assessments completed and action plans agreed.	Ongoing.	Head of Student Support Services, Disability Co-ordinator.
<b>PUBLICATION OF MONITORING AND ASSESSMENTS</b>						
Publication of Gender Scheme.	Publication and staff made aware of responsibilities under Scheme.	Initial Scheme written.	Publication of Gender Equality Scheme.	Policy endorsed by Council.	Publication in June 2008.	Equal Opportunities Advisor, Web Manager.

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Promotional materials.	College publicity, programme details and general information should be accessible to all.	Ensure gender balance in publications.	Monitor promotional materials.	Positive feedback from staff and students.	Ongoing.	Head of Communications and Publicity, Internal Communications Manager, Publications Manager, academic and support departments.
Involvement of staff and students.	Involvement of female and male staff and students plus those who are transgender in developing and monitoring scheme.	50% of staff and 14% students asked for their views on current issues through survey. Responses being addressed and actions included in the Gender Scheme.  Two focus groups for held for staff and meetings with Officers of the Students' Union and with Lewisham Council and other Borough wide organisations undertaken.	Continue to work with focus groups, staff and students and external organisations in reviewing the Gender Scheme.	Staff and students continue to wish to be involved and can identify action as a result of their contributions.	Ongoing.	All.

\* The Equal Opportunities Committee became the Equality and Diversity Committee in September 2006

#### **SUMMARY OF KEY ISSUES FROM SURVEYS AND FOCUS GROUPS**

A survey was undertaken to find out the perceptions and key issues in relation to gender issues in Goldsmiths. 50% of staff were sent a survey (equal numbers of female and male staff received this). 1,000 students including those on undergraduate, post graduate and further education courses were sent surveys. The student sample was 70% female and 30% male. The survey was also made available through the website and intranet for anyone who wanted to contribute. 13 students and 17 staff responded via this method.

Two focus groups were held on identifying three priority areas to be addressed by the Scheme.

Key issues that were raised were as follows:

- Flexible working – lack of clarity on policies and entitlement with much reliance on local agreements. Lack of knowledge on issues such as special or compassionate leave and ability to make up time for any home emergencies.
- Childcare arrangements and provision on site.
- Part time working – workload, lack of recognition for contribution, not included in team/departmental meetings and expectations those hours worked can be altered as no recognition of outside commitments.

Discussions were also undertaken with Officers of the Students Union. Key issues that they highlighted were as follows:

- Childcare – facilities and cost.
- Safety including the use of public transport and the local area.
- Student Union facilities – the use of support services such as welfare having gender imbalance.

Key issues from staff survey:

- Lack of awareness of flexible working options and concern about local decision making, for example, flexibility curtailed on change of line manager.
- Workload for part time staff, concern that workload is similar to that expected from a full time member of staff.
- Home working appreciated as allows concentration on detailed tasks without interruption.
- Concern over long hours culture and need to work extra hours to be promoted and recognised.
- Many concerns over bullying and harassment with examples of staff moving departments, low morale and poor management. Concern over the time being spent dealing with these issues.

Key issues from students survey:

- Feeling patronised or uncomfortable in certain courses where there was an imbalance in numbers of one gender (women quoted as being assumed less knowledgeable and others stated feeling intimidated by staff).
- Low awareness of Student Union facilities and support services by part time, evening students and or those with other commitments such as caring responsibilities and jobs.
- Raised fees hit International and PACE students, discriminating against those on low-incomes (often women) and cutting course numbers.
- Lack of security checks on certain College and Halls of Residence entrances could allow intruders on site.
- Main roads around New Cross are unwelcoming, especially at night.
- Use of Network Rail local stations, particularly New Cross, and buses when dark is another safety concern.

Suggestions for priority areas for Goldsmiths were as follows, most suggestions coming from staff as an overriding issue identified by students was safety.

- Improve availability of childcare places.
- Nursery to provide more flexible hours e.g. in the evening and school holidays.
- Women being encouraged to apply for promotion.
- Consider about ways in which maternity leave should not slow down women's career progression.
- Consider career development opportunities for part time staff.
- Raise awareness of flexible working patterns; ensure clear policies and fair implementation.
- Administrative tasks should be allocated equally between male and female academics.
- More senior posts filled by women and more senior female academics.
- Carry out equal pay audit and review any inequalities in pay identified.
- Diversity and equality awareness training to be provided for all staff and especially for managers.
- Examine management cultures.

### **Transgender**

Staff and students have declared experience and expertise and offered to assist with drafting a transgender policy.