

Combined Equality Scheme

(as amended)

January 2012

Combined Equality Scheme (CES)

The aim of the Combined Equality Scheme (CES) is to provide a framework which sets out the public duties and consequential legal compliance requirements of the University in relation to the protected characteristics of Age, Disability, Gender, Gender Reassignment, Pregnancy and Maternity, Race, Religion or Belief and Sexual Orientation. The CES has five themes within which specific obligations, actions, and responses are set out. In addition appendices are included to set out the detailed actions which have already been completed and implemented, and those which are on-going. These actions align with both Regulatory Equality Duties and the University's own equality values.

The five CES strategic themes, are as follows:

1. Governance and Policy Development

Effective structures and mechanisms to approve, implement, monitor, assess, review, update, consult, and report upon policies and actions to achieve legal compliance and progress equality:

The following core components are relevant to this theme:

1.1 University Bodies Responsible for Equality Priorities

At the highest level, the University Council, on behalf of the Regent House, is responsible for ensuring that the University fulfils its legal responsibilities in relation to public equality duties and that it reports accordingly. In order to ensure that full support exists for Equality and Diversity (E&D) activities, in 2008 the University established the Equality & Diversity Committee. Membership of this Committee reflects the collegiate University structures and community. Its remit and objectives recognize its role as a strategic body championing E&D policy and practice, in line with UK statutory requirements. This Committee reports to the Human Resources (HR) Committee which in turn reports to the General Board and the Council. In 2010 the University agreed to establish a Gender Equality Group to, amongst other matters, support the work arising from Equal Pay Reviews, these in turn being prepared by the Equal Pay Review Group¹. In addition, a Joint Committee on Disability reports to the Council and General Board on Disability matters. The E&D section supports the work of the committees considering E&D matters.

1.2 Development of E&D Policies and Plans

The E&D Committee is tasked with translating E&D principles and regulations into clear policies and action plans. Action plans should specify how objectives have been identified and progressed, outcomes tracked, and risks managed. In line with legislative provisions and the University's own equality

¹ www.admin.cam.ac.uk/reporter/2010-11/weekly/6208/section1.shtml#heading2-9l

values, the University will develop specific and measurable Equality Objectives.

Appendix A shows the current and completed actions from the previous equality actions plans for race, disability and gender. These stem from a thorough scrutiny of, and consultation on, the actions of the previous separate Schemes, updated as a result of recent regulation (as listed at Appendix B).

The University must ensure, through its E&D Committee that the impact and outcomes of the actions are accurately and consistently measured, monitored, and reported.

1.3 The Impact of E&D Principles on University Policies

Under current legislation, Equality Duties require the University to have due regard as to whether its full range of policies and functions affect the relevant protected group and to address any discrimination or inequality that may arise. The University's Equality Assurance Assessment (EAA) procedures support the University in meeting this duty².

The E&D section has developed the EAA framework to enable impact assessments to be undertaken internally on other policies and functions. The E&D section will continue to support and coordinate these processes, and will provide guidance and training.

1.4 Reporting of Performance in E&D

The University is required to produce reports on its E&D provision and performance on a regular basis, and consider any actions that might arise from such reports. In particular, it is to produce information on how the University has discharged its public equality duties, including information on staff and others affected by the University who belong to protected groups and those who do not. This includes collecting and reporting statistical information on gender differences in pay and employment, in order to assess how pay packages are determined and identify actions to address any significant (5%+) differentials between men and women. Annual data collection and analysis is undertaken by the University's Equal Pay Review Group and submitted to the University's governance bodies for consideration in order that recommendations for corrective action can be taken. From 2010–11, this work will be overseen by the Gender Equality Group (GEG) whose remit includes responsibility for guiding the University's Equal Pay Review process.

² www.admin.cam.ac.uk/offices/hr/equality/assessments/

2. Developing and implementing best practice

Enabling the University to refine its equality and diversity practice via the on-going work through the University's governance structures, the development of viable benchmarks and performance indicators, and the provision of specialized training.

The following core components are relevant to this theme:

2.1 Development of Best Practice

The CES and the legislation that guides it, seek to ensure that E&D considerations are an integral part of the University. Although the University has formalized its responsibility for progressing equality, one of the key aims of the public equality duties is to assist and compel public authorities in the 'mainstreaming' of equalities practice. This means that the processes and systems supporting the identification and eradication of inequality and discrimination become part of the core 'business' of an organization. As a result, the decisions taken by any University body which leads to a change in practice within the University should support and abide by E&D principles. This should also be the case for functions³ that directly affect staff and students at work and study, including:

- Governance, leadership, and management
- Student admissions, access, and participation
- Assessment and academic progress
- Teaching and learning, including curriculum design and delivery
- Provision and access to support services
- Staff recruitment, selection, training, career development, and progression
- Behaviour and discipline
- Partnership and community links

There are a number of different benchmarking schemes in existence for various protected groups. The University is mindful that such schemes offer indicators of developing good or best practice, national or sector-based standards, and that the sharing of information can help to inform decisions regarding priority areas of work or goal setting.

The University's E&D section has been developed as an area of specialist expertise to support and inform departments and divisions in developing best practice.

³ www.admin.cam.ac.uk/reporter/2009-10/weekly/6196/section6.shtml#footnote-6-1-5#footnote-6-1-5

2.2 *Sharing of Best Practice*

All members of the University share a collective responsibility for its functions, according to individual roles and responsibilities, and are expected to have due regard to public equality duties and the University's commitment to fulfil its obligations. To support this, it is important that best practice be developed and shared across the University. In order to support this, the University participates in a variety of diversity networks (as listed in section 3.1) and with other specialist groups (such as WiSETI) to identify areas where good practice can be improved through consultation, policy development, monitoring, and benchmarking.

The University notes that although the Colleges are not 'public authorities' in legislative terms, they carry out a number of functions on behalf of and in partnership with the University. It is intended that the University will continue to promote and share good practice with the Colleges in order to achieve consistent, fair, and equitable provision for all in its community.

2.3 *Targeted Briefings/Training*

The University supports the use of targeted training approaches to ensure performance and compliance is improved where necessary. A wide range of opportunities and initiatives are made available to ensure that all members of its community are able to access the particular resources needed to enhance their knowledge and skills in these areas.

2.4 *Best Practice involving External Bodies*

It should be noted that E&D requirements should be taken into account when members of the University are involved with external bodies. For example, compliance requires those purchasing any type of goods or services on the University's behalf to be aware of the public equality duties as an integral part of the purchasing process. This aspect of equality law has recently been strengthened as it is perceived that procurement is a powerful means of leveraging equality in public sector contracts and within public services.

3. Inclusive Practice for Staff and Students

Ensuring the University is an inclusive institution for all its diverse staff and students; establishing mechanisms for engagement, representation, and support; promoting good employment, teaching, and learning practice, and eliminating any and all forms of discrimination, harassment or unfair treatment.

The following core components are relevant to this theme:

3.1 *Engagement with representative Diversity/Network Groups*

In 2009, the University established a consultation infrastructure (Appendix D) that engages those from its community who have protections in law against discrimination and disadvantage. Networks of staff and students are able to participate in and inform policy development with the support of the E&D section. These networks meet regularly and host engagement events throughout the year.

The networks and forums for consultation are:

- BME (Black and Minority Ethnic) Staff Network
- Women's Staff Network (staff)
- Disabled Staff Network
- LGBT (Lesbian, Gay, Bisexual, and Transgender) Staff Network
- Student Links – a network of student representatives from diversity and liberation groups, Cambridge University Students Union (CUSU), and the Graduate Union
- E&D Partners – a network of individuals who wish to support and contribute to progressing equality at the University
- E&D Consultative Forum – representatives from the above networks who collectively provide a direct channel of communication for the University
- Faith and Belief in Practice - the University invites the participation of faith or belief representatives to assist in its proportionate response to Religion or Belief legislation. This work is overseen by the Chaplaincy Development Group.

The University will consult with, engage, and respond to those groups covered specifically within equalities law via these networks.

It should be noted that such consultation is in addition to consultation carried out with all staff (and indeed trade unions) on relevant matters – for example, changes to new entrants to the Contributory Pension Scheme (CPS) effective in 2009.

3.2 *Responding to Complaints*

The University is mindful that staff and students can have very different experiences at work or at study and is committed to protecting the dignity of all members of the University community in their interactions with others. Consequently, the University has established a Dignity at Work Scheme⁴ to respond sensitively to issues raised or complaints made. This policy applies to interactions between University staff and to students who have complaints

⁴ www.admin.cam.ac.uk/offices/hr/policy/dignity/

against members of University staff. It also applies to interactions between University staff and all visitors to the University, including academic visitors and visiting researchers, visitors to University museums or those attending public events, contractors, and their staff.

The University's diversity networks are an additional source of specialist advice for staff or students.

4. Promotion of Equality and Diversity

Meeting the public equality duty to promote good relations between different groups; facilitating the University's participation in equality and diversity projects, activities and external networks locally, regionally, and nationally; addressing any under-representation of specific communities, and providing opportunities to promote the University as an excellent employer and education provider.

The following core components are relevant to this theme:

4.1 Promotional events run in collaboration with Diversity Networks

The University's Networks organize a range of activities to raise awareness of the different experiences and concerns of its diverse community, and to involve staff and students in policy development and consultation processes. A wide range of open events are held throughout the year, organized collaboratively between the Networks and the E&D section.

4.2 Support for community events and initiatives

The Equality Duties for Age, Disability, Gender, Gender Reassignment, Pregnancy and Maternity, Race, Religion or Belief and Sexual Orientation require public authorities to engage in improving awareness between those who share a protected characteristic and others. By building relationships with key community equality groups through holding joint events, the University is able to enhance its understanding of and engagement with specific minority or marginalized communities.

4.3 Targeted publicity (and specific initiatives)

Visibility of E&D issues and initiatives at the University is important. The E&D section therefore has established termly communications with all Departments, divisions, and members of staff that highlight the different events, networks, briefings, and training opportunities available. Additional publicity, internal and external, is provided for specific programmes, to ensure the highest levels of awareness.

Accessible web-based information that accurately and comprehensively reflects the University's work in this area is increasingly important as a communication tool.

5. Data and Information Provision

Communications, raising awareness of and promoting policies, data, and management information relating to equality and diversity commitments and objectives across the University, and, where appropriate, externally.

The following core components are relevant to this theme:

5.1 *Monitoring, data and management information*

The equality duties incorporate the requirement to gather and report specific equalities data and processes for identifying equality objectives. This requirement is met within the E&D Section's annual data collection, analysis, and reporting schedule as endorsed by the University's E&D Committee in March 2009. The Committee has approved reporting mechanisms, which include annual reporting⁵ on the University's progress against the Combined Equality Scheme and equality objectives and the production of interim bulletins to provide the University community with relevant and useful information regarding equality and diversity issues. These mechanisms take account of the following motivations:

- A. To guide the University in its response to public equalities legislation.
- B. To provide informed information on E&D duties and legal developments, to assist the development of best practice.
- C. To provide E&D statistics for the University, and identify highlights and areas of concern.
- D. To develop a high standard of E&D practice with the aim of promoting the University of Cambridge as an excellent and inclusive employer and educational provider.

5.2 *Review, reporting, and publication*

The University is required to publish equality objectives and information on an annual basis, demonstrating compliance with the public equality duties in relation to staff, students and others who share a protected characteristic and are affected by the work of the institution.

Finally, an annual assessment and reporting of the CES's progress will be undertaken by the E&D Section, submitted to the University's governance bodies, as stated above, and published on the University's web pages. This will meet the University's obligation to publish information that is accessible to the public.

⁵ www.admin.cam.ac.uk/offices/hr/equality/reports/

Appendix A	Implemented Actions
Appendix B	Documentation reviewed
Appendix C	E&D Consultation Framework
Appendix D	Background to the Combined Equality Scheme (CES)

APPENDIX A
Implemented Actions: Mainstreamed areas of work from Race, Disability & Gender Equality Schemes Action Plans, as at 2010

Strand specific	Issue/action	Responsible body
Race	BME/race equality consultation & engagement	E&D / BME Staff Network / E&D Partners / E&D Consultative Forum
Gender	Gender forum	E&D consultation infrastructure
	Springboard/Navigator/Springforward for staff	CPPD
	Equal Pay	HR – annual reports, GEG
	Student issues	Student Links & E&D
Disability	Access	JCD, DRC & EMBS
Generic	Dignity at Work Scheme	HR
	Complaints, grievance & disciplinary procedures	HR
	Training & awareness raising	E&D online / face to face DRC CPPD
	Engagement, promotion & positive action	E&D events programme including Black History Month, International Women's Day & UN International Day for Persons with Disabilities, Network events and Annual Lectures
	Staff induction	CPPD
	Race, Gender, Disability Equality Schemes & Action Plans, implementation, reporting, and legal compliance	E&D Committee, HR Committee, Council E&D Champions E&D annual reporting schedule
	Data & benchmarking	E&D / HR / student data
	Colleges	Sharing best practice
	Consultation	E&D consultative infrastructure & College committees
	Inclusive recruitment & positive	HR



employment practice

Community links

Equality Impact Assessments on
Staff Recruitment, Student
Admissions & Student
Attainment
Equality Assessment framework

Partnership work with key
local
equality/diversity/community
groups

Follow up actions – HR &
Education Committees,
BoGS, Admissions, Senior
Tutors' Committee
E&D/HR Committees

APPENDIX B

Documentation reviewed in developing the Combined Equality Scheme

Race

- Race Equality Strategy 2009
- Race Equality Report 2005 – 2008
- Staff Race Equality Survey Report November 2006 – January 2007
- Staff Race Equality Report – Executive Summary
- Race Equality Policy and Action Plan 2002 – 2005 Review December 2005
- Race Equality Policy and Action Plan 2002 – 2005
- The undergraduate experience among three ethnic minority groups: 2006 report by Dr J. Scales and Dr J. M. Whitehead

Disability

- Disability Equality Scheme Action Plan 2007 – 2010 (draft)
- Disability Equality Policy and Scheme
- Disability Equality Scheme Annual Report 2007 – 2008
- Disability Equality Scheme Annual Report 2007
- Disability Equality Scheme – Postgraduate Survey
- DES Student Survey 2006
- Disability Standard 2009
- Minutes of the Disability Equality Scheme Working Group June 2008
- Minutes of the Disability Equality Scheme Working Group August 2008
- Disability data for the University of Cambridge 2004 – 05 and 2006 – 07
- Staff Disability Focus Group 2008

Gender

- Gender Equality Scheme Annual Report April 2008
- Gender Equality Scheme 2007 (draft)
- Action Points from the GES
- Equal Pay Review 2008
- Women's Forum Implementation Plan
- Report on the Women's Forum University of Cambridge Gender Equality Action Plan 2003–04

- Notes of Women's Network and the Women's Forum January 2008
- Women's Forum – a participants' view
- Equality Consultation with the Personnel Committee⁶

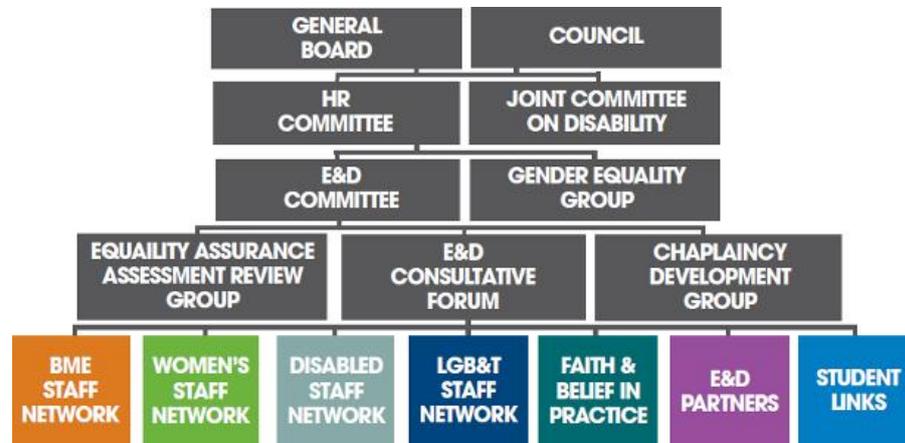
Equality & Diversity

- E&D Annual Review 2008–09 (draft), incorporating feedback from the April 2009 open consultation event
- Equality and Diversity Action Plan 2007 – 2009
- Equality and Diversity Action Plan 2007 Executive Summary
- University of Cambridge Equality and Diversity Action Plans 2007 – 09
- Equality and Diversity Office KPIs September 2008
- Equality and Diversity Action Plan 2006 – 2007
- Staff Equality and Diversity Annual Report October 2006
- Equal Opportunities Policy and Codes of Practice
- The Equality and Diversity Committee Objectives
- The University as an Employer – Equality and Diversity
- A matrix of documents that provide actions/recommendations across the Key Equality Strands

⁶ Predecessor to HR Committee

APPENDIX C

E&D Consultation Infrastructure



GLOSSARY OF TERMS

BME	Black and Minority Ethnic
BoGS	Board of Graduate Studies
CES	Combined Equality Scheme
CPPD	Centre for Personal and Professional Development
DRC	Disability Resource Centre
DSN	Disabled Staff Network
E&D	Equality & Diversity
ECU	Equality Challenge Unit
EM	Estate Management
EqIA	Equality Impact Assessment
GRRG	Gender Representation Review Group
HR	Human Resources
JCD	Joint Committee on Disability
LGB&T	Lesbian, Gay, Bisexual and Transgender
RG	Russell Group (E&D Forum)
SAP	Senior Academic Promotions
WiSETI	Women in Science, Engineering, and Technology Initiative

Appendix D

Background to the Combined Equality Scheme (CES)

Context

The University of Cambridge is committed to equality of opportunity in its role as an employer, education provider, and public authority. The University highly values its international reputation for achieving excellence and its commitment to encouraging, supporting, and enabling all in its diverse community to reach their full potential.

The University, as an educational institution in receipt of public funds, is subject to the public equality duty requirements for Age, Disability, Gender, Gender Reassignment, Pregnancy and Maternity, Race, Religion or Belief and Sexual Orientation. The General Equality Duties relating to all protected groups requires public authorities, including universities, to have due regard to the need to:

- eliminate unlawful discrimination, harassment, and victimization
- advance equality of opportunity, and
- promote good relations.

The University has developed a Combined Equality Scheme (CES) which details, in a single policy document, the University of Cambridge's commitment to equality and is intended to meet the requirements of the public equality duties. It proposes to implement these in an inclusive way that will also adapt to future changes in legislation. The CES framework is based on common themes identified as applicable to all protected groups, allowing also for distinct requirements to be addressed.

The Public Equality Duties are detailed below

Fig. 1 General and Specific Equality Public Equality Duties⁷

General Duties

To have due regard to the need to—

- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
- (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

⁷ www.legislation.gov.uk/ukxi/2011/2260/contents/made

Specific Duties

The University will publish information which demonstrates its compliance with the general equality duties, including specific information relating to persons who share a relevant protected characteristic (Age, Disability, Gender, Gender Reassignment, Pregnancy and Maternity, Race, Religion or Belief and Sexual Orientation) who are its employees and other persons affected by the University policies and practices

The University will develop and publish specific and measurable equality objectives to support it in meeting the general equality duties. These objectives will be reviewed periodically and published every four years.

Information on how the University is meeting its public equality duties will be published so that it is accessible to the public.

This Combined Equality Scheme subsumes the University's Race Equality Policy and Action Plan, adopted in May 2003, its Disability Equality Policy, adopted in July 2007, and its Gender Equality Policy, adopted in October 2007. It includes work undertaken by the University with other protected groups, enhances the University's Equal Opportunities Policy as amended in 2011 and aligns with the Equality Act 2010 and the extended public equality duties. Additionally, it aims to maximise resources in achieving progress and meaningful outcomes.

Legislative Background

The University of Cambridge approved its Equal Opportunities Policy in May 2002; this was updated in June 2011 to reflect the Equality Act 2010⁸.

'The University of Cambridge is committed in its pursuit of academic excellence to equality of opportunity and to a pro-active and inclusive approach to equality, which supports and encourages all under-represented groups, promotes an inclusive culture, and values diversity.'

Equality Act 2010

The Equality Act has brought together the previously disparate equality strands into one harmonized and simplified new piece of legislation. The Act replaces the previous different equality duties with a single duty on public authorities to promote Age, Disability, Gender, Gender Reassignment, Pregnancy and Maternity, Race, Religion or Belief and Sexual Orientation.

In 2007, the Disability Rights Commission, the Equal Opportunities Commission, and the Commission for Racial Equality were combined under the Equality Act 2006 into the single Equalities and Human Rights Commission (EHRC). The EHRC is the main enforcement body for the

⁸ www.admin.cam.ac.uk/reporter/2010-11/weekly/6228/section1.shtml#heading2-8

Equality Act 2010, whose role includes supporting public bodies with the implementation and fulfilment of the public equality duties.

Future Development

Further legislative changes may require this Combined Equality Scheme to be amended at a later stage. The E&D Section will continue to present an annual review of this Scheme's progress.