

**Heythrop College
University of London**

Public Sector Equality Duty

Heythrop College is committed to the equality of opportunity for members of staff, students and visitors, and believes that all individuals should be treated with dignity and respect. In complying with the general equality duty, the College has reviewed (and will continue to review) its staff and student equality data, and its policies, processes and practices to ensure that it implements the three aims of the equality duty, which are, to have due regard to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct that is prohibited by or under the Act.
- Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it.
- Foster good relations between people who share a relevant protected characteristic and those who do not share it.

The protected characteristics are: age; disability; gender reassignment; marriage and civil partnership (but only in respect of eliminating unlawful discrimination); pregnancy and maternity; race – this includes ethnic or national origins, colour or nationality; religion or belief – this includes lack of belief; sex; sexual orientation.

Policies, Procedures and Practices

All College committees have a term of reference regarding equality and so operationalises and monitors requirements through this mechanism to ensure that the College is meeting its responsibilities. The equality term of reference for each committee is as follows:

The Committee will ensure, in respect of the areas of College life falling within its remit, that unlawful discrimination on grounds of age, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief (including lack of belief), sex, or sexual orientation, does not occur. It will ensure this by

a) monitoring appropriate data sets at suitable intervals, and

b) explicitly considering the impact on equality issues of any new actions, policies or procedures which it initiates or approves.

All committees also consider new equality legislation, how it will be applied within their functions/areas of work and will take action to do so.

STUDENTS

Learning and Teaching

Introduction

Improving the student experience has been identified as a priority and the College has a Student Experience Strategy which has been developed in consultation with students.

Admissions

The College recruits from a wide range of educational, ethnic and faith backgrounds, including a significant number of mature students. The College's policy and procedures on admissions is monitored by the Learning and Teaching Committee (LTC) reporting to Academic Board. There are Admissions Tutors for each programme who work closely with the Admissions Officer. Applicants with a declared disability are sent the Guide for Applicants with Disabilities with their offer letter.

Student Support

The College offers a range of support to enable students to reach their full potential at each stage of their academic career. The aim is to anticipate and respond to student support needs, providing a full induction week when they first arrive, and offering advice and guidance on study skills, disability issues, student finance, and health matters. The Student Services Centre provides a one-stop shop for advice and guidance for all students. The Student Development Manager plays a key role in student support, assessing needs and referring to the appropriate service, as well as advising on specialist assessment provision.

The College works closely with Heythrop's Students' Union to provide induction for first-year and continuing students at the start of each academic session. This includes introductory sessions on the College ethos, student development and support services, IT, Library and learning resources, careers and working with the Personal Tutor. There is also a session on 'how your course is assessed'.

An increased focus on skills development, both for transferable skills and subject specific skills has been developed for all academic levels and for students with no special needs and those with particular support arrangements in the Heythrop Scholar programme which was introduced in autumn 2010. It is an enhanced generic study skills programme for all Year 1 students along with 'embedded' discipline-based activities. The success of this approach is monitored by the LTC in consultation with student focus groups and the Heythrop Students' Union.

Postgraduate students are provided with induction sessions at the beginning of the academic year and they can access all the student development services, including study skills, specialist support, advice on careers, health, finance, etc. Research students receive their own induction programme which includes an ongoing skills development element and pastoral and academic support.

Activities such as the approval of new programmes or curriculum development require an explicit consideration of equal opportunities issues in the content of the curriculum, design of learning activities and assessment. All students with identified needs are supported through assessment as appropriate, including if necessary extra time to complete assessments, technological support, or the setting of alternative tasks. The development of distance learning opportunities continues to offer opportunities for those unable, for whatever reason, to attend campus based study. These include those with mobility problems, carers, members of enclosed religious orders, members of the armed forces, and prisoners.

Most students will seek advice on their courses from their lecturer and module or programme convenor. All students are offered one-to-one and group tutorials on their work, usually linked to assessment. Postgraduate students can seek academic advice from their module tutors and the programme convenor, who is the main point of contact for their programme. This also includes tutorials on assessment.

Currently, most tutorials are conducted on a one-to-one basis. The purpose of the tutorial is to provide and discuss feedback on a student's coursework. This individual tuition and attention provides close proximity between staff and students, and is highly valued by both groups.

The College offers each undergraduate student a Personal Tutor for their time at Heythrop. For postgraduate students, their main point of support is the programme convenor. The role of the Personal Tutor is set out in the Personal Tutor Handbook and in the Undergraduate Student Handbook. Personal Tutors are required to meet their students in groups and one-to-one at regular intervals. A new attendance monitoring system will enable Personal Tutors access to check the attendance of their tutees. They are also notified if the Student Services Centre is concerned about a student.

The College has a Welfare Liaison Group which meets regularly and whose membership is across the whole college community, including students. Members raise problems and suggest ideas to promote involvement and to notice any adverse impact of policy and procedures on students who have relevant protected characteristics. The first themed meeting of the year focussed on students with a disability.

Additional Support of Student with Disabilities

Student support has also been enhanced through increased counselling provision. During 2009, the College set up a Mental Health Working Group and has approved a new Mental Health Policy, the result of which was to double the counselling hours available. There is also a Chaplaincy team and students have access to a range of provision for other faiths in the local area.

Students with disabilities declared on their application or registration forms can be referred to the Student Development Manager and Student Services to offer a range of adjustments to accommodate their needs, from producing learning materials in different formats, to providing a note taker in lectures and supplying technological aids such as mini-disc recorders or specialist software. Student Services will make special examinations arrangements as required. To assist students with hearing impairments, all lecture rooms are fitted with induction loops.

Disclosure is encouraged at Open Days, Induction, Personal Tutor meetings, and on an on-going basis by Student Development office throughout the year. The College has also improved the circulation to academic staff of the needs of specific students by providing Individual Student Support Agreements, setting out the adjustments that are made in response to a student's disability.

Careers and Employability

As part of the University of London, Heythrop students have access to one of the biggest Careers Services in Europe. The University's Careers Service provides a huge range of on-line and face to face services. Specialist staff support students in finding vacation or part-time work, postgraduate study and training, "gap year" experience, internships and voluntary work, as well as careers. A University of London Careers Advisor offers a service on site, as well as additional targeted events and students can use the central University service in Bloomsbury.

Through Heythrop's membership of the University's Careers Service, students can access employers' presentations, specialist careers fairs, libraries and information resources. They can drop in for informal quick query sessions which may be followed by longer guidance interviews; rehearse interview techniques and participate in careers skills sessions.

Estates and Facilities

The Estates Strategy has enabled the College to provide appropriate facilities for students with particular needs, including hearing loops in teaching rooms, and a lift. Teaching materials can be provided in a variety of formats. The College is

sensitive to the range of dietary needs of the College community and provides suitable menus.

The acquisition of the Hall of Residence on site has brought with it a significant change to the character of the campus and the student experience. It has placed new demands on services, particularly in relation to pastoral and social support. Most first-year students are accommodated in the Hall of Residence on site and each floor 'flat' has a student Residential Assistant, who provides a first point of contact for support and can refer to other services or staff.

STAFF

Staffing Committee

The Staffing Committee is responsible for developing staff policies and procedures, taking into account of legislation and best practice in the sector. It is therefore responsible for ensuring that these policies and procedures, and other staff practices do not disadvantage any group of staff (or potential staff), including those people who have protected characteristics.

The Staffing Committee considers staff equality data as produced annual by HESA staff return, and puts forward recommendations to redress any issues that may arise.

The Staffing Committee also ensures that staff are consulted on new/revised staffing policies and procedures so that they are able consider what impacts the changes will have on them.

Staff Numbers

The current head count (as at January 2012) is 176, made up of 91 academic staff and 85 support staff. The gender breakdown of staff is 60% male and 40% female.

The College has a number of members of staff from religious orders, mainly priests, who have been posted by their orders to Heythrop College, mainly to teach, though a few have other roles; hence, 66% of the academic staff is male. Also refer to the section on [staff recruitment](#) below.

Staff with Disability

Fewer than 10 members of staff have stated that they have a disability (67% are female and 33% are male). The College supports staff with disabilities by asking them what particular assistance they require; where necessary, staff are given training to help them understand and manage certain medical/health issues.

Ethnic Grouping and Age Profile

The College recognises that over 85% of its staff is white (of which 55% is white British), and is committed to attracting a more ethnically diverse workforce.

The College's age profile shows that we have a number of older academic staff over the age of 60 - 12% compared with 1% on the support staff side. The College also have a high number of young casual/temporary staff (20%). Through the work of the Staffing Committee and the Senior Leadership Team, the College will continue to review its policies/procedures to ensure that age discrimination does not occur.

Pregnancy and Maternity

The College's maternity policy and procedure gives details of the College's enhanced maternity benefits for staff with two years' continuous service. The College is committed to supporting staff who are pregnant and who go on maternity leave by allowing them time off for their appointments and helping them return to work once the baby is born.

The College also encourages staff who are on maternity leave to take advantage of their 'keeping-in-touch' days, which allows staff to come in to work before their maternity leave has finished for up to two weeks.

Staff Recruitment

The College has a robust staff recruitment policy which ensures that staff involved in recruitment campaigns make decisions that are fair when selecting candidates for roles.

All staff involved with staff recruitment are required to undertake training on equality and diversity to ensure that they do not discriminate against applicants during the recruitment process.

Staff Development and Training

All new staff take part in a staff induction programme when they start at the College. This enables them to become fully integrated with College life, allows the staff and their line-managers to consider what support they might need, particularly if they have a protected characteristic.

All staff have access to staff development and training, and the College has a staff development strategy which is updated annually. Staff also have staff development reviews with their line-managers which allows them to reflect on their needs and set objectives in line with their department's aims and goals, and with the corporate vision of the College.

The College has annual staff development updates on various aspects of equality and diversity.

Academic Staff Promotion

The College runs academic staff promotion schemes, normally every year, to enable promotion to Senior Lecturer, Reader and Professor. The Academic Staff Promotions Sub-Committee considers applications and references (and additional recommendations for Readership and Professorship applications); the Sub-Committee has on it, two external senior academics experienced in academic staff promotions scheme on which allows for more objectivity and fairness.

Research Staff

As part of its overarching aim to make a significant contribution to the academic disciplines of theology, philosophy, sociology of religion and psychology, the College aims to enhance the research environment for both staff and students. To deliver this aim, the Research Committee, working closely with Heads of Department, is responsible for enabling staff to become research-active, and for preparing them for the REF exercise, making sure this is done in a fair and consistent manner.

Equal Pay Reviews

The College normally has equal pay reviews every four years. The College commissioned an equal pay review in May 2008. There were no issues of discrimination to be redressed, and it was recommended that the College should continue to monitor its staffing, particularly when recruiting.

Progression with and between Grades

The College also has a policy that allows staff to have their roles re-evaluated to ensure that they are being rewarded appropriately. The College will carry out regular role-evaluation exercises, normally every five years. Members of staff or line-managers may also request for their role to be re-evaluated because the duties within the role have changed significantly.

Grievance and Discipline / Harassment, Bullying and Victimisation at Work

The College has grievance and disciplinary procedures which staff may use to redress any issues related to equality discrimination. The College also has a staff policy and procedure on harassment, bullying and victimisation which also helps to support staff.

