

Public Sector Equality Duty

Introduction by the Principal, John Bowers QC January 2019

At the heart of our College is academic excellence. We are also a caring and inclusive community and the two features go hand in hand. Diversity has for long been central to our values and heritage. For example, Brasenose has in recent years an international fellowship. Such fellows as Nicholas Kurti and Sir Otto Kahn Freund enormously enriched and enhanced our reputation.

Today we make provision for students or academics at risk or stateless, for example from Syria or Libya.

To maintain its success and enhance its achievements, Brasenose depends upon the excellence and diversity of its staff and students. Equality of opportunity is applied to the processes of selection and retention of staff and students.

Our aim is to treat all with respect and fairness to promote an inclusive institutional culture that recognises the benefits of a diverse learning community for students and staff alike.

As a discrimination lawyer, I have been involved in several of the leading cases on the public sector equality duty. I have also sat as a judge in some of the cases. It therefore gives me great pleasure to write this introduction for what is a very important document. As a College we are subject to the Equality Act 2010 as an education provider, employer and provider of goods, facilities and services.

I hope you will all take time to read the scheme carefully. It is important that everyone plays their part in this endeavour.

*If you have any questions **please direct them to Julia Dewar, HR Manager: hr@bnc.ox.ac.uk***

1. Background to the Single Equality Duty and College responsibilities

This document sets out the College's responsibilities under the 2015-2019 Public Sector Equality Duty and covers the various elements of the Equality Act 2010. These include due consideration of the eight protected characteristics defined in the Act: age, disability, gender re-assignment, pregnancy and maternity, race, religion and belief, sex and sexual orientation. In addition, the Act covers marriage and civil partnerships with due regard specifically required to avoid unlawful discrimination in employment.

The aims of the **general duty** of the Equality Act 2010 underpin the Public Sector Equality Duty and Brasenose aims to meet these, namely to:

- Eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Act
- Advance equality of opportunity between people from different protected groups, including:
 - *removing or minimising disadvantages suffered by people due to their protected characteristics;

*meeting the demands of people with protected characteristics

*encouraging people with protected characteristics to participate in areas where their representation is low

- Foster good relations between people from different protected groups, including tackling prejudice and promoting understanding

Responsibility

The responsibility for consideration of Equal Opportunity matters currently rests with the Equality and Diversity Committee which meets once a term, and in turn reports to Governing Body which has ultimate responsibility for ensuring that the general equality duty is met.

Representation on the Equality and Diversity Committee is from members of the College Community as follows:

* Chair: The Equality and Diversity Officer, who is also a member of Governing Body

Members: The Principal, the Senior Tutor, the Chaplain, the Dean, the Tutor for Graduates, two Tutorial Fellows, the Human Resources Manager and the JCR and HCR Presidents.

The Equality and Diversity Committee is responsible for the promotion, development, implementation, monitoring and review of the Public Sector Equality Duty in relation to employees, students, visitors and others closely associated with the College. All staff with managerial responsibility have a duty to ensure they undertake to make themselves aware of the requirements and to take forward specific actions under this Scheme.

2. Progress on integrating equality and diversity into College procedures

There has been increased awareness of equality and diversity issues and progress with specific action taken to ensure fairness.

Specific examples of actions which demonstrate the commitment to integrate equality and diversity into College at centre stage include:

- The Diversity Working Group has been formalised to become the Equality and Diversity Committee run by the Equality and Diversity Officer. A budget is available to support initiatives, for example a well-attended dinner for women in College, agreement to run regular events for women to assist with networking and support and support for the Brasenose Diversity week.
- Delivery of training for academic staff and process improvements were agreed by Governing Body in summer 2018 following a comprehensive report by the Vice Principal. Training for fellows and other academic staff was provided in January 2019 and further training in this area will be offered more widely. Race awareness training is planned.
- Since 2016 training has been provided on equality, diversity and harassment, with training in 2017 introduced for officers of the College on the responsibilities under the duty. This

included a seminar in 2018 at the College awayday on staff student relationships and harassment. Further training in this area is planned for 2019.

- Agreement to extend research fellowships to compensate for absence caused by maternity to ensure an equal length of time is offered to junior research fellows.
- All new staff (academic and non-academic) are required to complete online Equality and Diversity course and completion is logged.
- Seminars on the Equality Act 2010 have been provided over the past five years for non-academic staff, with training in 2018. Repeat training is scheduled on an annual basis to ensure continued awareness and in view of staff turnover.
- Unconscious bias training is available online through the University and a seminar was provided at the College awayday for fellows in 2016.
- The Chair of the committee, the Equality and Diversity Officer is a Fellow of the College, a member of HR Committee, Welfare committee and Governing Body and has awareness of diversity issues and involvement in student welfare cases across the University.
- Student representatives now attend Equality and Diversity committee to represent the Junior Common Room (for under-graduates) and Hulme Common Room (for post- graduates), raising issues as necessary. There is also a Students' Women's Officer, a LGBT representative and a range of student representatives for minority groups.
- The College Bullying and Harassment policy was revised in 2016 with the introduction of a new Harassment Policy for students and staff, with staff training and increased awareness for all College members. Further training is to be provided for students and a refresher for staff to increase awareness of support available.
- Policy work- Further work on policies to support Equality and Diversity issues include revision of the Academic Staff- Student Relationship policy to ensure more students are covered; introduction of a Secondment policy, development of a Career Break policy, review of part-time pay and benefits for academic staff by Remuneration Committee; Improved benefits for early career academic staff eg provision of sabbatical leave
- The Flexible Working policy introduced in 2011 continues to be applied widely with creative solutions so that requests can be met. Many variations on requests for flexibility have been agreed including compressed hours, term time working, job share and many examples of adjusted working hours to accommodate caring and childcare needs and disability (physical and mental health conditions).Part time working represents over 41% of non- academic employment arrangements, half of which were put in place through a flexible working request.
- Applications for Domestic leave are approved annually ie unpaid time off for caring responsibilities as per statutory right.
- College continued offer of funding to secure priority nursery places in University nurseries places for College staff.

- An request for an age- related flexible retirement arrangement has been implemented, with adjustments made to the role and working hours. Other age-related adjustments have been made including part- time working, flexibility over hours and job sharing arrangements.
- Advice on suitable reasonable adjustments for disabilities and health conditions for example from Dyslexia Action, the University Disability Unit and specialist health consultants.
- Continued use of a part time Student Support Adviser available in College to provide counselling and signpost other available support. Additional funding has been provided for additional hours.
- Other support includes extra time granted for students in exams; the development of facilities to accommodate an assistance dog; reduced hours and reallocation of duties and time off for hospital appointments. A Puppy therapy session and a petting zoo was introduced to assist students with anxiety issues, which were well received.
- Recommendations from access audits have been followed up, including upgrading graduate and undergraduate rooms to BS8300 and Approved Building Regs Document M standard. Future building plans include full consideration of disability and access concerns.
- Equality issues are considered at all stages of the recruitment process and more work is being carried out to consider possible improvements. For example, shortlisting of candidates' applications is done on a name blind basis for non- academic staff posts and access requirements are taken into consideration and assistance offered to all interview candidates.
- The College has encouraged staff to make personal contact with potential candidates in under-represented groups to increase awareness of suitable vacancies, with positive effects on numbers applying. This has resulted in the appointment of excellent female staff who would not otherwise applied.
- The College has continued to ensure the widespread distribution of adverts for all non-academic posts including through the County Council representative to Neighbourhood Locality Officers who are based in regeneration areas of Oxford (which have greater ethnic diversity).
- Casual roles are advertised to attract a more diverse pool of staff and applicants for posts are interviewed to ensure appointment against job criteria, rather than just through informal or local networks.
- Awareness of diversity issues have continued to be raised at the staff lunchtime forum, for example to raise awareness of mental health issues.
- The Chaplain has worked hard to promote an inclusive approach, offering the chapel space for quiet mediation, prayer or reflection to all. Other events aimed at promoting inclusivity and other non-Christian religions continue to be organised with the celebration of a wide variety of festivals different religions

- The collection of data and the monitoring of the diversity of applicants for vacancies started in 2010 and has continued annually, with an improved system for better collection of attributable data and facility for analysis. This is on-going.
- The collection of data regarding the diversity of staff and its analysis to inform an action plan began in January 2012. A further survey of staff personal data was completed in January 2016 with follow up data cleansing during 2017, and analysis and reports to HR Committee through 2018.
- A Specific Aim under Single Equality Duty was published in April 2012 with an action plan developed and reviewed and updated in January 2016, which can be seen at Appendix 1. The Specific Aim is: To ensure that all employees with managerial responsibility receive equality awareness training, and to enhance the College's analysis and review of equality data on employees to identify which areas may need further investigation or action.

3. Equal Opportunities Monitoring

The on-going monitoring of equal opportunities data and its analysis is essential to ensure the College fulfils its remit to treat all Academic members and Support Staff equally within employment. The Diversity Group recommends annual reporting of the statistics to inform the development of action plans and policies over the review period through to 2019. An initial monitoring exercise in January 2012 of staff and Academics has provided a useful insight into the College diversity data, but since then a higher rate of disclosure has been encouraged on appointment to provide a more accurate picture in future as part of the College action plan. A new HR system is required to deliver data in a form which can be analysed. Details can be seen in the following appendices.

Improved statistical data from the various recruitment stages has been achieved through the introduction of a recruitment portal with a purpose- built data gathering page.

Monitoring of student equal opportunities data is undertaken by the University of Oxford on behalf of the College and is the subject of analysis and review by the Senior Tutor and Academic Committee for consideration of any further action to be taken. This data is available from the University Equal Opportunities Department. It reflects that Brasenose is broadly in line with the University statistics.

Action Plan and Review

The College undertakes to review its Public Sector Equality Duty every 12 months. It has carried out an evaluation of the scheme and the progress against the Action Plan. A revised action plan has been agreed below which will be considered together with specific aim within four years to help set a new agenda for action.

Public Sector Equality Action Review and Plan

Appendix 1

Appendix 1 shows the Action Plan as previously agreed in committee (originally on 2012 and updated subsequently for display on the College website in compliance with the statutory duty).

In the 'Action' column Black shows original action

Red shows progress to date over the years from 2012 to 2016.

Blue shows action taken in **2017 and proposed for 2018/2019**.

Equality Action Plan			
ACTION	Update on action taken	BY WHOM	DATE
<p>1. Training for Managers of Support staff in equality awareness, diversity and cultural awareness.</p> <p>Online diversity training is a requirement on induction with all new starters sent the link and reminders for completion. Training in the Equality Act 2010 is carried out annually for operational teams.</p>	<p>External trainer provided training in 3 all- day sessions in 2016 and 2017 and 2018 for almost all managers, supervisors and customer facing staff.</p>	<p>HR Manager</p>	<p>Completed - on-going schedule</p>
<p>2. Training for GB in equality awareness.</p> <p>Diversity was discussed as an issue at GB away day in 2015 with advice from the University Diversity Unit. In Feb 2014 GB agreed that the online diversity course was a requirement. Since then on appointment members have been emailed the link to the online course for completion.</p>	<p>An Unconscious Bias course was provided for fellows and members of Governing Body in 2016.</p> <p>All governance committees were reminded of their responsibilities under PSED remit at the start of term in 2018.</p> <p>An online course in unconscious bias is also available on the University website which is a requirement in induction.</p> <p>Further training for College Officers in Public Sector Equality Duty in 2017 completed</p> <p>The Diversity Working Group become Equality and Diversity Committee, with</p>	<p>HR Manager</p> <p>HR Manager Bursar Principal</p> <p>HR Manager</p> <p>HR Manager</p>	<p>On-going with new staff</p> <p>On-going</p> <p>On-going-annually</p> <p>On-going</p> <p>2017/18</p>

<p>3. Diversity training for academics and managers involved in recruitment and selection of staff or students.</p> <p>Online diversity training is a University requirement for all with responsibility for admissions. All have been provided the link and a log of training completed kept by HR.</p> <p>Diversity training for academic staff and managers involved in recruitment and selection of staff and students. Options to be recommended by the Diversity Working Group</p>	<p>a small budget, working on increasing awareness and introducing new diversity initiatives in College eg portraits project.</p> <p>New academic and non- academic staff are all required to complete the online diversity course.</p> <p>Representatives of GB (including members of Personnel Committee) have received training in Equality and Diversity. Further recruitment training was offered for other Fellows and Trustees of the College in 2019.</p> <p>Training provided across College in mental health awareness.</p> <p>Refresher Harassment awareness training planned for 2018</p> <p>Recruitment Guidance for academic appointment under consideration through HR committee, including consideration of AP Recruitment in Humanities</p>	<p>HR Manager</p> <p>Committee</p> <p>HR team</p> <p>Principal's PAs</p>	<p>2018/19</p> <p>2018/19</p> <p>2018/19</p> <p>2018</p>
<p>4. Review current procedures and format for data collection to improve response rate of monitoring form.</p> <p>Amendments have been made to the Recruitment Monitoring form and to the timing of the request for completion to encourage a higher level of response and to assist better reporting and recording.</p> <p>Consider further methods for improved data collection.</p>	<p>Some changes to processes have been introduced which means that more recruitment data has been gathered which can be analysed. Further improvements expected through the IT project to gather data at various stages of recruitment. Stats are provided in Appendix 2.</p>	<p>IT team</p>	<p>2018</p> <p>2019</p>
<p>5. Review procedures for recruitment and selection to ensure equality of opportunity.</p>	<p>Recruitment and selection procedures have been thoroughly reviewed for academic and non- academic staff with changes made eg name blind applications used a shortlisting stage,</p>	<p>Domestic Bursary/HR</p>	

<p>These were reviewed by the Vice Principal and agreed by Governing Body for academic staff and by HR for non- academic departments to ensure consistency and best practice using competency based interviews,</p> <p>Further review of procedures for recruitment and selection to ensure equality of opportunity and enhance diversity. On-going recruitment training for non- academic managers was carried out in 2018</p>	<p>and recommendations around use of references. Coaching and training of managers/supervisors in recruitment together with the standardisation of processes has continued</p>	<p>V Principal</p> <p>HR team</p>	<p>2018</p>
<p>6. Analyse data from recruitment monitoring forms and assess if action is needed.</p> <p>Further collection and analysis of data for ongoing review to assess if specific action is necessary.</p>	<p>Recruitment data has been looked at in more depth, with a commitment to review on an annual basis.</p>	<p>HR Manager</p>	<p>2018</p>
<p>7. Access/Disability audit.</p> <p>A full accessibility audit was completed and recommendations either completed or awaiting approval.</p> <p>Recommendations from access audit were followed up once approved</p>	<p>The first phase was completed in 2016 with priority action completed and further action completed in 2017.</p>	<p>Domestic Bursar/ Senior Tutor</p>	<p>2018 2018</p>
<p>8. On-going review of new policies/initiatives to consider equality impact.</p>	<p>New policies have been reviewed with consideration of diversity issues including the introduction of part time policy for academic staff , shared parental leave and paternity leave (under review)</p>	<p>Domestic Bursar</p> <p>HR Com</p>	<p>2018</p> <p>On-going</p>

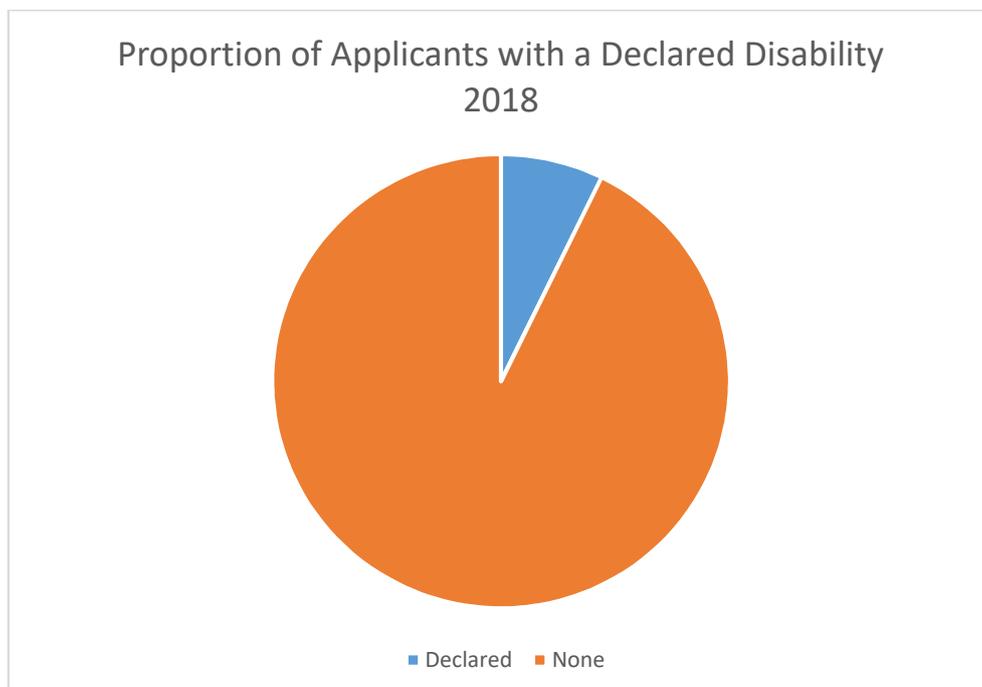
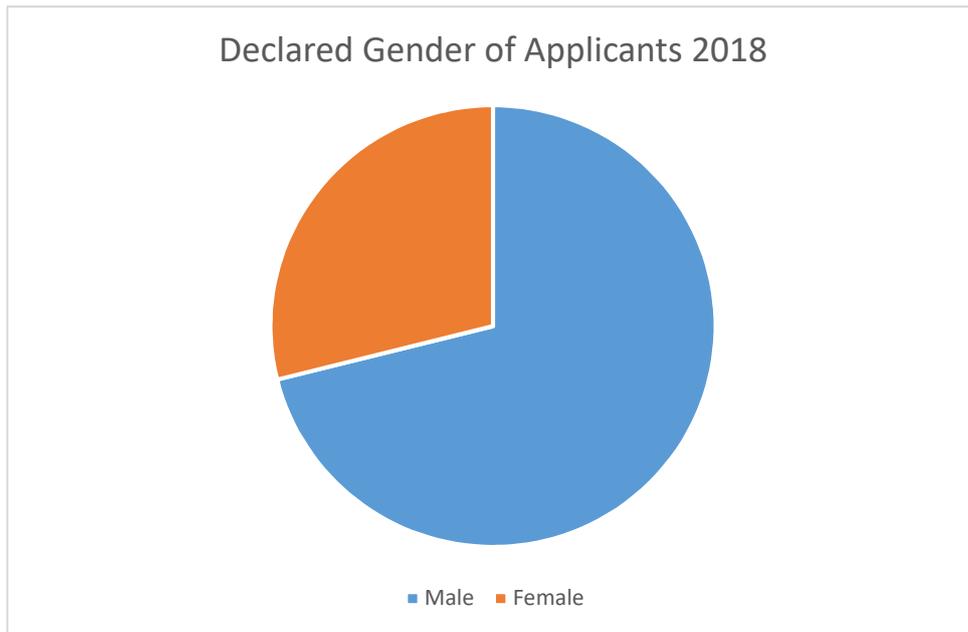
<p>A new Transgender policy and provision of training (staff on waiting list)</p> <p>A number of family-friendly policies have been introduced which included a consideration of the equality impact directly.</p> <p>More detailed process agreed to ensure records to demonstrate equality impact has been considered for other policies took place in 2018.</p> <p>On-going review of new policies to consider equality impact</p> <p>Decision to contract Student Support Officer to sign-post counselling for students</p> <p>Range of courses introduced and offered to the Welfare team to increase awareness of issues eg OSARC</p> <p>9. Consideration of equal opportunities data to assess whether action needs to be taken to address unfairness in any of the protected characteristics.</p> <p>Action has been taken to extend recruitment to target a more diverse pool of applicants. A working party has been tasked with consideration of these issues.</p>	<p>Well-received initiative, extended through 2018 and into 2019. Arrangements under review by Welfare committee</p> <p>Requested that this should be on-going</p> <p>The Personnel Committee reviewed the available data in 2016 and agreed that a formal review on an annual basis. No complaint of unfairness in recruitment have been received and there has been no case brought under the harassment policy.</p>	<p>HR team</p> <p>HR Manager</p> <p>Welfare team</p> <p>Welfare team</p> <p>HR COM</p>	<p>2018/19</p> <p>2018/19</p> <p>2018</p> <p>2018</p> <p>2018</p> <p>2018</p> <p>2018</p>
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<p>Diversity group reported on recommendations and any further action</p> <p>10. On-going review of student procedures (admissions, allocation of accommodation, distribution of bursaries etc.) to ensure fairness and equity.</p> <p>The Senior Tutor has been considering and reporting on these issues on an annual basis.</p> <p>On-going review of student procedures to ensure fairness and equity.</p>	<p>Many initiatives introduced, including student-led women's dinner and events to improve cross-cultural awareness</p> <p>The College Office report on student statistic admissions confirms the College is in line with the University stats. The College has an excellent record in providing support via student bursaries with 25% receiving some form of financial support.</p>		<p>2018</p>
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Academic staff – data based on available responses from completed online recruitment monitoring forms for college only academic posts, research fellowships and Junior Dean positions.

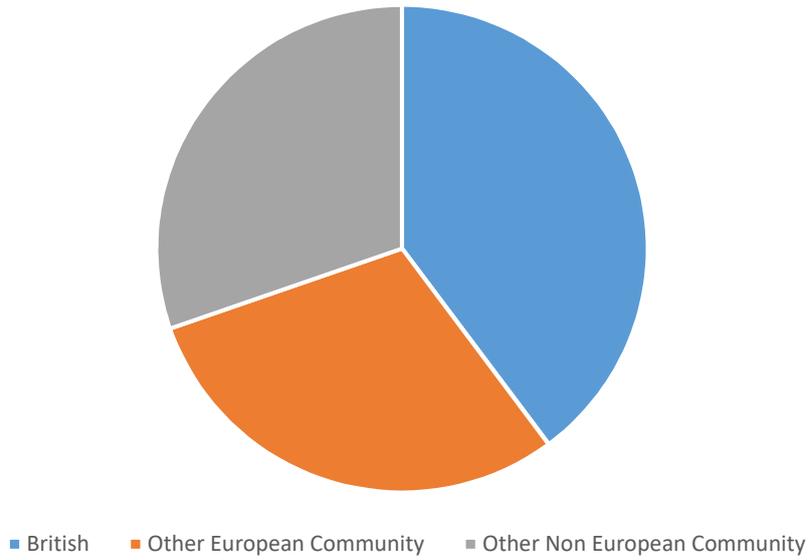
Total number of applicants 231 for 11 advertised posts (which includes 67 for Junior Dean applications).

Successful candidates appointed to advertised posts: 4 male and 6 female and one unspecified. *This is in contrast to 5 male and 2 female in 2017.*

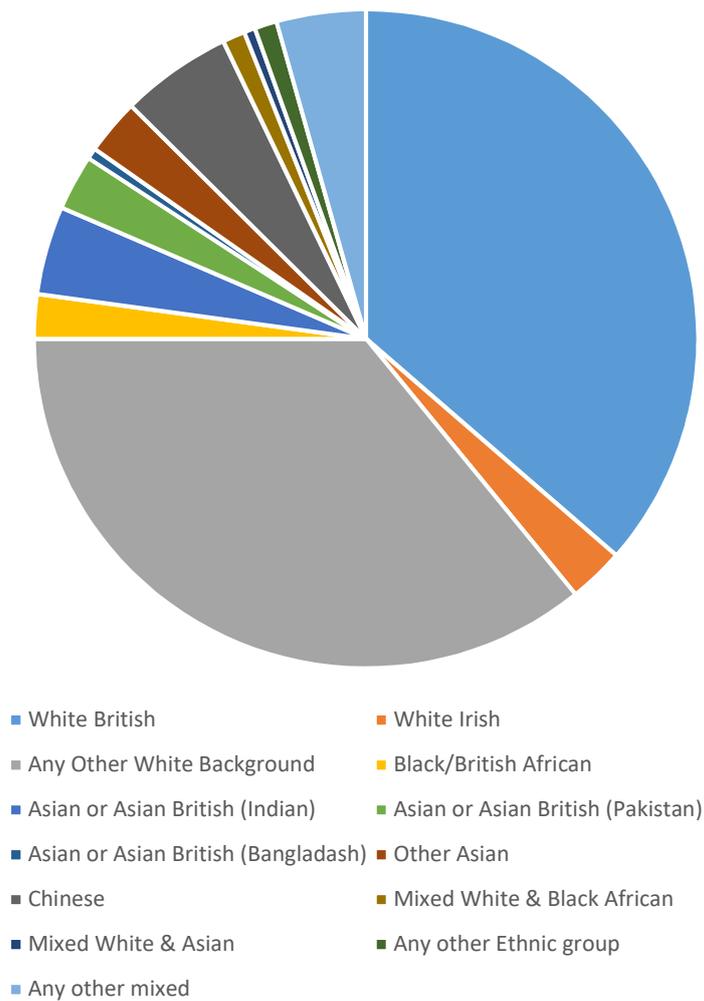


50% of declared disability was for dyslexia or specific Learning Disability

Declared Nationality of Applicants 2018



Declared Ethnicity of Applicants 2018

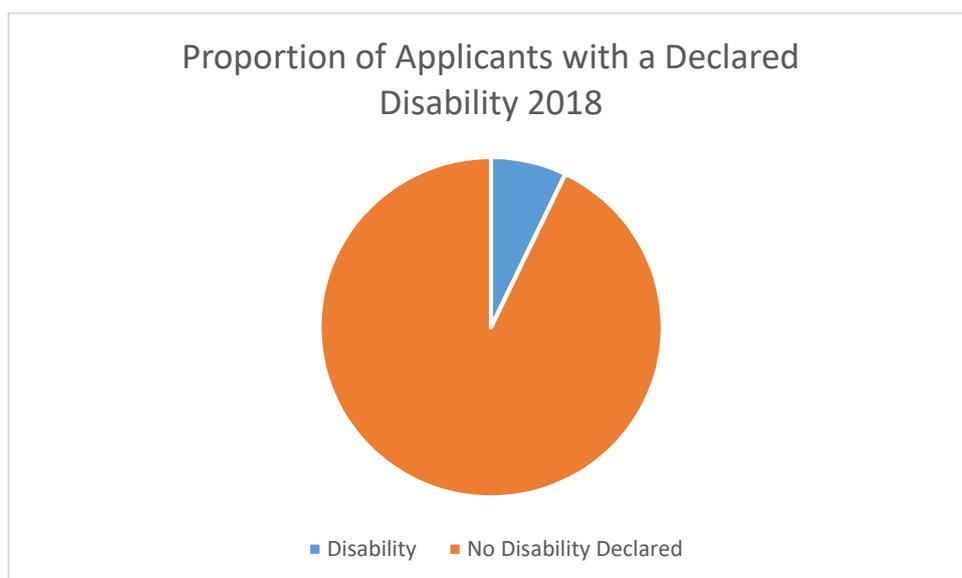
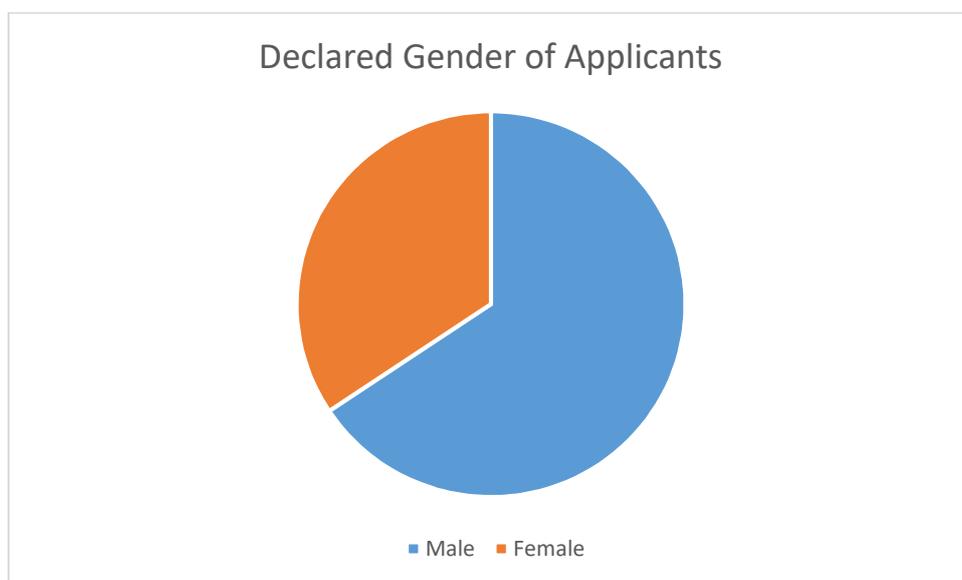


Non-academic staff – data based on available responses from completed online recruitment monitoring forms for non-academic posts.

Total number of posts advertised 19. (Posts included workshop, night porter and chef positions which typically attract more male applicants).

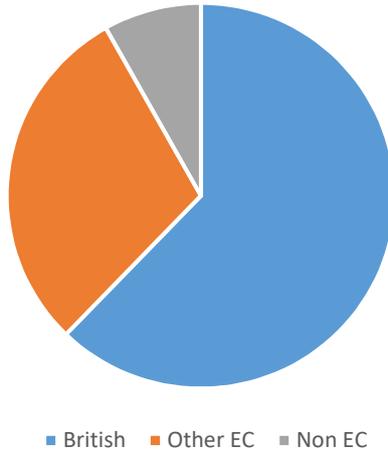
Total number of applicants 102 (some posts advertised more than once).

Successful candidates: 11 male and 8 female. *This compares to 5 male and 12 female in 2017.*

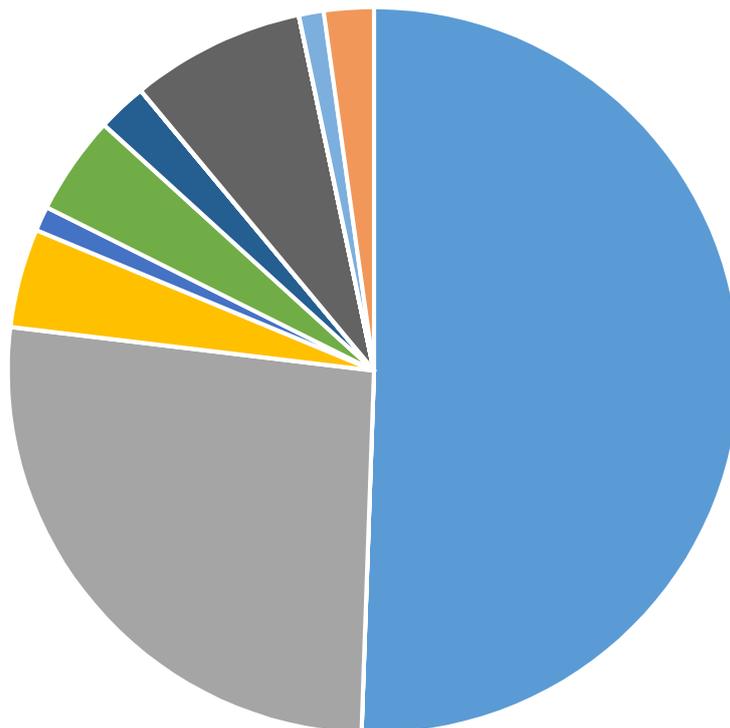


Of the disabilities declared, there was no predominant type of disability.

Declared Nationality of Applicants 2018



Declared Ethnicity of Applicants 2018



- White British
- Any Other White Background
- Black/British Carribean
- Asian or Asian British (Pakistan)
- Other Asian
- Mixed White & Black African
- Any other Ethnic group
- White Irish
- Black/British African
- Asian or Asian British (Indian)
- Asian or Asian British (Bangladesh)
- Chinese
- Mixed White & Asian
- Any other mixed

Gender Breakdown of employees as at January 2019

Chart 1: College Gender split, January 2019 (includes Academic and non- academic staff)

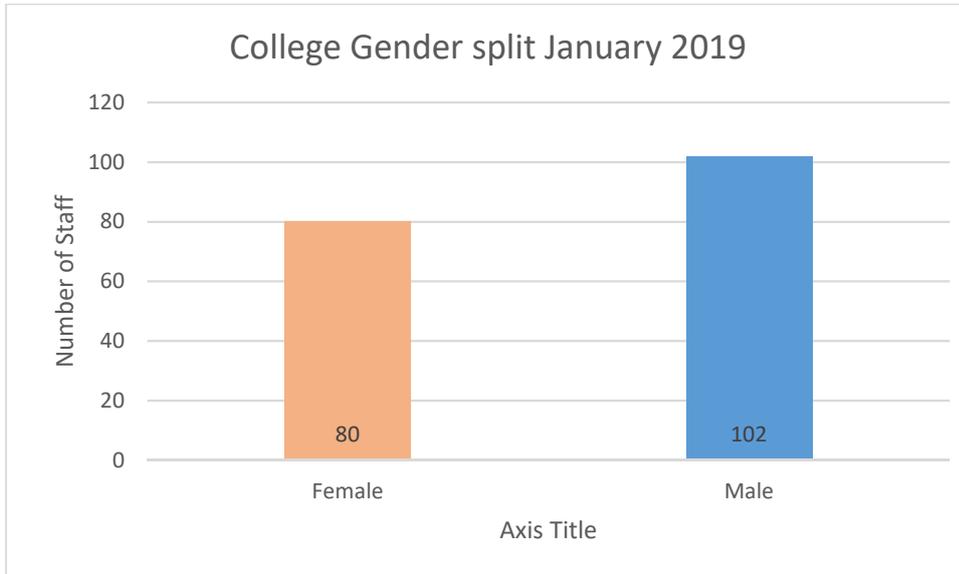
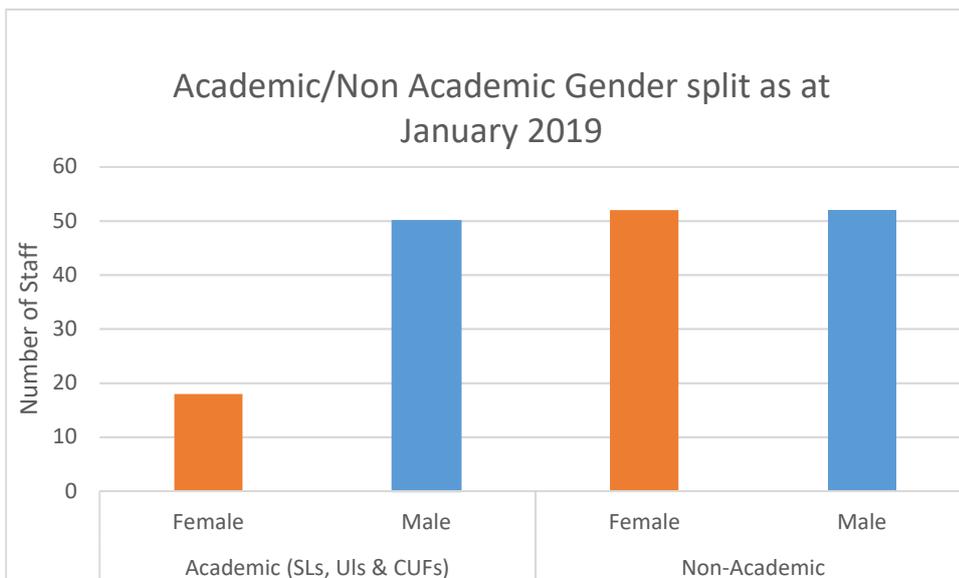
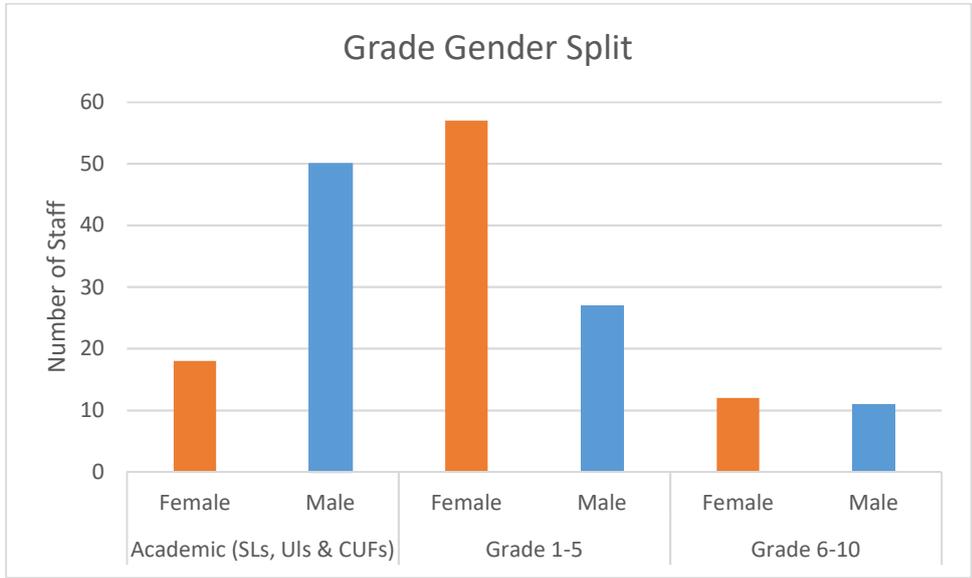


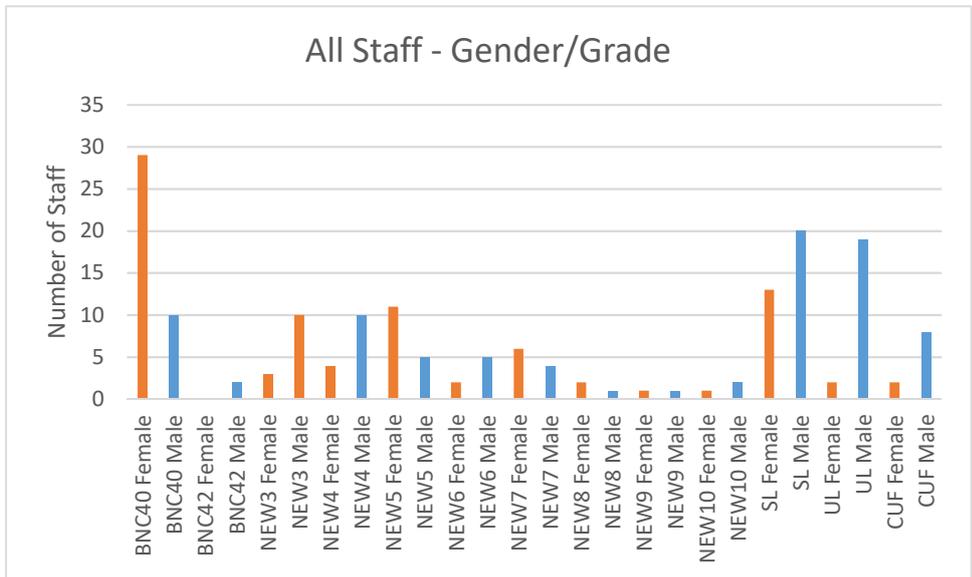
Chart 2: Academic/Non-Academic Gender split as at January 2019



3. Grade Gender Split



4. All Staff – Gender/Grade



Trinity Term '18

- Holi event
 - Celebration for JCR and HCR students for the Indian festival for Holi, which involves throwing colored paint at each other
 - The JCR BAME Rep provided an explanation of the significance of the holiday, which was circulated to all members of the JCR.
- BAME Film Night
 - A screening of the film “Bride and Prejudice” was held in the JCR.
- BME Formal Swap with St Anne’s
 - BME Students from St Anne’s were welcomed for a formal at Brasenose, and BME students from here went to one there as well.

Michaelmas Term '18

- Diwali Formal
 - A formal was held with Indian cuisine to celebrate Diwali
 - An explanation of the importance of the holiday to both Hindus and Sikhs was provided.
- Diversities Week
 - International Food Welfare Tea
 - Food from various countries was provided for students to sample at one of the weekly “Welfare Teas”
 - Lebanese Formal
 - A formal with Lebanese food served
 - Diversities Panel Discussion
 - A panel discussion with a representative from OU LBTSoc along with members of the Diversity and Equality Committee at Brasenose on whether it is useful to have exclusive spaces for minority groups.
 - Diversities Pub Quiz
- Liberations Workshops
 - Workshops delivered to freshers during fresher’s week. There are specific discussions of being aware of racial issues, LGBT+ issues, and disabilities issues. There is also a general section on how to “call someone out” if they are doing something inappropriate.
 - Proposal – make sure all freshers have attended one of these by keeping track of who has been to one and offering them again in term for those who have missed them.
- Mental Health Pub Trip
- LGBT+ Dinner

Hilary Term '19

- LGBTQ Film Night
 - “Pride” was shown in the JCR to celebrate the start of LGBT+ history month
- LGBTQ Flag and Ribbon Sale
 - Rainbow merchandise was sold to raise money for the LGBT+ charity Just Like Us, a charity started by Brasenose alum Tim Ramsey.
- BME Pub Trip

JCR Diversity rep