

LSE's Single Equality Scheme Action Plan 2011-2014

	STUDENTS	SCHOOL OBJECTIVES						EQUALITY DUTIES			PROTECTED CHARACTERISTICS						TIMESCALE	OUTPUTS	OUTCOMES			
		The Estate	Staffing and Employment	Good Governance and Decision Making	Global Enterprise	Communication and Engagement	Research	Teaching, Learning and Student Experience	Fostering good relations	Advancing equality of opportunity	Eliminating discrimination, harassment and victimisation	Pregnancy and Maternity	Gender Reassignment	Religion and Belief	Sexual Orientation	Age				Disability	Gender	Race
EQUALITY OBJECTIVES	1. To examine postgraduate recruitment and admissions in terms of ethnicity, in particular: a) the fall off between undergraduate and postgraduate levels especially in the 'Other Asian and Chinese' categories; b) the patterns of applications by Black applicants for taught postgraduate course over the past ten years.					■	■	■		■									■	2011-2012	1a. To generate data reports from Graduate Admissions Office (GAO) data using the 2011 entry round and registration as the most recent dataset	To draw up some preliminary conclusions on what the data and research tell us
																				2012-2013	2a. to generate data reports from GAO data using the 2012 entry round and registration as the most recent data set, in order to validate (or otherwise the 2011 findings)	If the findings warrant it, information and guidance to departments; possibly policy and practice recommendations to relevant School committees and governing bodies

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	The Estate	Staffing and Employment	Good Governance and Decision Making	Global Enterprise	Communication and Engagement	Research	Teaching, Learning and Student Experience	Fostering good relations	Advancing equality of opportunity	Eliminating discrimination, harassment and victimisation	Pregnancy and Maternity	Gender Reassignment	Religion and Belief	Sexual Orientation	Age	Disability	Gender			
EQUALITY OBJECTIVES	2.To examine data quality and possible under-reporting in respect of disabled students. (In particular, attention will be given to the figures for students who declare themselves in the wheelchair mobility category of disability).							■			■							2010-2011	To agree process with Academic Registrar's Division and the Disability and Well-Being Office	
																		2011-2012	1a. To generate data reports from SITS on a monthly basis and compare with Maximiser for consistency	1a. Increased reliability of data – internal
																			1b. to audit all opportunities for disability disclosure (embedded student feedback on this process).	1b. A clear map of opportunities for disclosure and plans to develop this based on student feedback
																		2012-2013	2a. when data is deemed reliable, to compare with benchmarks nationally	2a. Increased disclosure if appropriate
																			2b. to develop opportunities to disclose and publicise advantages to disclosure	2b. Increased reliability of data benchmark comparisons
																			2c. to monitor year on year figures of impairment category	
2013-2014	If under-reporting emerges, work with students to develop a strategy to address this by communicating the benefits of disclosure	Increased disclosure and a clear sense of the benefits of disclosure																		

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EQUALITY OBJECTIVES	3.To assess the impact and implications of the specific arrangements made for disabled students when they take examinations																			2011-2012	Equality impact assessment in relation to exam procedures	Alterations to exam procedures based on Equality Impact Assessments	
																				2012-2013	Procedures amended in relation to equality impact assessment		
																				2013-2014	Monitor the effect of new procedures		
EQUALITY OBJECTIVES	4.To undertake a deeper analysis of a) the outcomes and b) the delays in progression of undergraduate students in relation to the protected characteristics, with attention also being given, if possible, to prior educational background.																						
																					2010-2011/ 2011-2012	1a. agree approach to be taken to work on 'prior educational background' 1b. complete dataset using ten year data set from summer 2011 backwards 1c. establish possibilities of benchmarking with other institutions 1d. to identify, read and draw messages from relevant research literature	To draw up some preliminary conclusions on what the data and research literature tell us
																					2012-2013	2a. to produce revised dataset using the ten year dataset from 2012 backwards 2b. to undertake analysis at departmental level on a selective basis 2c. if findings warrant it, to seek advice from DMT on how to proceed, possibly by means of discussion with departments and/or a working party	If the findings warrant it, information and guidance to departments, possibly policy and practice recommendations to relevant School Committees and governing bodies

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	The Estate	Staffing and Employment	Marketing	Good Governance and Decision Making	Global Enterprise	Communication and Engagement	Research	Teaching, Learning and Student Experiences	Fostering good relations	Advancing equality of opportunity	Eliminating discrimination, harassment and victimisation	Pregnancy and Maternity	Gender Reassignment	Religion and Belief	Sexual Orientation				Age	Disability	Gender	Race	
EQUALITY OBJECTIVES	5. To review the School's literature which sets out the services and support available to all students prior to application and arrival at the School. In particular, to assess the information offered to disabled students, student carers, and those who wish to observe religious practices.				■		■	■	■	■	■	■	■	■	■	■	■	■	■	2010-2011 Lent term	Review post-offer/pre-arrival literature, including websites. Conduct focus groups with relevant students	Revision to materials	
																					2011 Lent term	Review departmental handbooks	Guidance to departments
																					2011-2012 summer and Michaelmas term	Review prospectus and pre-literature, including websites	
	6. To ensure all student mentors are aware of the diversity related services available to students.				■		■	■	■	■	■	■	■	■	■	■	■	■	■	■	2010-2011 Summer term	Review mentoring briefing arrangements to ensure this is covered in briefings	Changes to briefing arrangements
																						Produce guidance for mentors	Guidance note
	7. To ensure the developments in learning technologies take into account the accessibility requirements of all students						■	■	■	■	■	■	■	■	■	■	■	■	■	■	Summer term 2011, Michaelmas 2012	To organise two workshops on "accessibility issues and Moodle"	Greater awareness by academics and Moodle editors of possibilities and constraints in using Moodle for all students.
																					2011/12	To review the Centre for Learning Technology's (CLT) advice and documentation on a range of learning technologies to ensure appropriate attention is paid to accessibility issues.	Advice to staff will consistently address accessibility issues.
																					2011 -2012	When considering the requirements of the next generation Virtual Learning Environment (VLE), accessibility requirements will be fully considered.	VLE will be better suited to address accessibility requirements.

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EQUALITY OBJECTIVES	2. To examine procedures for the appointment, review and development of support staff in respect of gender								■	■							■		Summer 2011	Qualitative review of women in senior roles within the School, with accompanying action plan	To spread awareness of implicit barriers to appointment	
																				To negotiate revised recruitment procedures	To increase applications for senior roles from women	
																				To negotiate a revised gender-balanced overtime policy	Rationalisation of overtime rates in a way consistent with equality and diversity	
EQUALITY OBJECTIVES	3. To review the content of the School's recruitment web pages to raise awareness of the School's commitment to equality and diversity, taking into account best practice and appropriate external kite marks								■	■	■	■	■	■	■	■	■	■	Easter 2011	Revised Equal Opportunity statement/s for recruitment advertisements and website publications addressing specific underrepresented areas	To increase internal and external awareness of diverse School population and diversity friendly practices. Raised awareness of outcomes of EHRC national reports on diversity issues in HE, with recommendations to appropriate School bodies for follow up	
																				Scoping exercise of disability 'two ticks' kite mark		
																				Highlight references to diversity awards e.g Family Friendly Top 30		
																					Publish Equal Pay Statement	
																					Promotion of Equality and Human Rights Commission (EHRC) activity and reports	

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EQUALITY OBJECTIVES	4. To undertake a review of contribution pay in respect of gender, to assess the basic pay distribution within salary bands and the reward of exceptional performance		■					■	■							■		Summer 2011	To have identified whether there is an increased likelihood of men being in the contribution pay zone	Fairer application of contribution pay procedures across all staff groups
	5. To undertake a review of policies and practices in respect of gender, as they relate to Starting Salaries, Market Supplements, Overtime and Summer School Payments		■					■	■							■		Summer 2011	To expand application of agreed School Policy on Starting Salaries to academic roles To agree guidance for Professorial and Non-Professorial staff To issue clear guidance on School mechanism for approval of payments to Summer School, Executive Summer School and other significant School non-core programmes	Integration of remuneration approach to non-core areas into appropriate School management mechanisms

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EQUALITY OBJECTIVES	6.To examine the under reporting of disabled staff																			Easter 2011	To examine comparative figures on disability levels from Staff Survey and existing School mechanisms	Wider understanding of School support for disabled staff Increase in level of declaration of disabled staff					
																											To produce a qualitative report on reasons for non-declaration
	7. To work with the Teaching and Learning Centre (TLC) and other training groups providers across the School to develop implement and review equality and diversity training, and make it available to all staff.																			Summer 2011	To produce a suite of training events using varied media ready for delivery to all levels of staff	Supporting evidence shows an increase in awareness of equality and diversity issues Equality and diversity principles are valued and recognised by all staff					
																											To produce reports on diversity breakdown of engagement with Learning and Development (L&D) activity
																											Summer 2012
																			Summer 2011 and ongoing								

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GOVERNANCE	SCHOOL OBJECTIVES							EQUALITY DUTIES			PROTECTED CHARACTERISTICS						TIMESCALE	OUTPUTS	OUTCOMES		
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EQUALITY OBJECTIVES	1. To 'rebalance' the diversity profile on the School's Court of Governors in respect of gender			■				■	■	■						■		Beginning of academic year 2012/13	50/50 gender balance on the Court of Governors (the numbers of men and women governors are within 4 or 5 of each other by this date)	For Council and the Court of Governors to reflect the School's student and staff representation	
	2. To address the imbalance of the ethnicity profile on the School's Court of Governors			■				■	■	■							■	Beginning of academic year 2012/13	20% ethnic minority representation on the Court of Governors		
	3. To improve the representation of Black and Minority Ethnic members of Council			■				■	■	■								■	Beginning of academic year 2014/15		20% ethnic minority representation on Council
	4. To improve the representation of women on Council						■	■	■	■							■		Beginning of academic year 2014/15		50/50 gender balance on Council

