LONDON SCHOOL OF HYGIENE & TROPICAL MEDICINE

GENDER EQUALITY SCHEME

The School embraces and values the diversity of its staff and student population and seeks to promote equality as an essential element in enhancing the School's contribution to the improvement of health worldwide

LSHTM Equality & Diversity Strategy

Foreword by the Director

The Equality Act 2006 places a responsibility on the School to promote gender equality and to be proactive through a general duty, supported by a number of specific duties. The School welcomes this measure and, in response, produced a Gender Equality Scheme.

After three years implementation, the Scheme and associated action plan has been thoroughly reviewed. Council and I endorse this revised Scheme and maintain our commitment to developing a School environment which is both inclusive and supportive for the School's diverse population, an environment free from all forms of discrimination.

We will continue to review the implementation of the Scheme over the next three years and beyond, to ensure that we are actively engaged in promoting good practice as well as fulfilling our commitments under the Act

Professor Sir Andrew Haines
Director
April 2010

1. Introduction

1.1 Despite the introduction of Sex Discrimination Act (SDA) 1975 discrimination between the genders still occurs in society. The purpose of the Gender Equality Duty (GED) is to put the onus on Public Authorities to promote gender equality and to be proactive in taking measures to ensure that discrimination and harassment, whether intentional or unintentional, on the grounds of gender is avoided.
1.2 The term ‘sex’ is used to describe the biological differences between men and women. The term ‘gender’ refers to the wider social roles and relationships which structure men’s and women’s lives. Therefore, in order to achieve gender equality it needs to be recognized that in some circumstances women and men, due to their sex or gender roles, are not in the same position.

1.3 The Duty covers both women and men and also transgendered people.

2. General Duty

2.2 The Equality Act 2006 amended the SDA and introduced the Gender Equality Duty, placing a statutory duty on public authorities to have due regard to the need:

- to eliminate unlawful discrimination and harassment
- to promote equality of opportunity between men and women

3. Specific Duties

3.1 The specific duties support the delivery of the general duty and for the School to demonstrate that it has met the general duty, the School is required to:

- prepare and publish a gender equality scheme; showing how the School will meet the its general and specific duties and setting out its gender equality objectives;

- consider the need to include objectives to address the cause of any gender pay gap;

- gather and use information on how the School’s policies and practices affect gender equality in the workforce and the delivery of services;

- consult employees, students and the School’s recognised trade unions and to take account of relevant information in order to determine gender equality issues;

- assess the impact of current and proposed School policies and practices on gender equality;

- implement the actions set out in the School’s Gender Equality Scheme and Action Plan within three years;

- report against the scheme every year and review the scheme at least every three years, and
- set and prioritise gender equality objectives.

4. **Aims of the LSHTM Gender Equality Scheme**

4.1 The aims of this Scheme are:

- to demonstrate the School’s strategy for meeting the requirements of the Gender Equality Duty;
- to meet the Specific Duties of the Equality Act 2006 by producing and revising the Gender Equality Scheme and Action Plan, and
- to monitor, assess, and evaluate the impact on female and male staff and students of School procedures, practices and policies.

5. **Revising GES**

5.1 In revising the GES, the School embarked on several courses of action. These included:

- contacting all staff and students and providing the opportunity for them to contribute to the review,
- inviting the School’s three recognised trade unions; UNITE, UCU and UNISON to contribute to the review,
- analysing gender data collected over the last four years as part of our wider equal opportunities monitoring arrangements,
- making an action plan and prioritising the actions accordingly;
- consulting external bodies and funders and encouraging their involvement in the review, and
- seeking Council’s ratification of the Scheme.

6. **Roles & Responsibilities**

6.1 The legal responsibility for the School to meet the requirements of the Equality Act 2006 rests with Council. Council, through the Equal Opportunities Committee, will maintain an overview of the implementation of the GES.
6.2 The School’s Department and Units Heads will ensure that the GES is effectively implemented within their areas of remit and departmental functions.

6.3 The Chair of the Equal Opportunities Committee will be responsible for the day to day implementation, assessment and further development of the GES.

6.4 The School Named Contact Persons for harassment, bullying and victimisation will be responsible for ensuring that any claims of sexual harassment are dealt with in a fair and impartial manner. They are also responsible for ensuring that any claims received from a student or staff member are taken forward appropriately.

7. Current Position

7.1 Staff Data

The School has been providing gender data for recruitment and employment for publication, incorporated into the School’s Employment Data reports, since 2004.

The Table below shows the percentage of male and female staff employed by the School for academic years 2005/06 and 2008/09.

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<tr>
<td>Female</td>
<td>63%</td>
<td>64%</td>
</tr>
<tr>
<td>Male</td>
<td>37%</td>
<td>36%</td>
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Source: LSHTM Equal Opportunities Employment Data Reports 2005 & 2006 & 2009

7.2 Further analysis will continue to be undertaken of the data will be undertaken by the Equal Opportunities Committee to establish if any gender inequalities exist, and if any inequalities do exist, identify appropriate action. This will include consideration of the gender balance of staff by grade.

7.3 Student Data

The School has collected gender data for student recruitment purposes for many years. It has recently been made available for publication. The Table below shows percentage of male and female students for academic years 2005/06 and 2008/09.

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<tbody>
<tr>
<td>Female</td>
<td>67%</td>
<td>66%</td>
</tr>
<tr>
<td>Male</td>
<td>33%</td>
<td>34%</td>
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8. Stakeholder Involvement

8.1 This Scheme was revised through consultation with staff, student, heads of service and the School’s recognised trade unions to give members of the School an opportunity to provide comment.

9. Equality Impact Assessment

9.1 Under the requirements of the Gender Equality Duty a mechanism is required to assess the impact of policies, procedures, practices and services of the School’s disabled population. Conducting Equality Impact Assessments (EIA) will ensure that due regard is given to gender issues in carrying out the functions of the School. EIA will determine whether the impact of policies, procedures practices and services are having a differential impact on identifiable groups of people within the School. The outcomes of the EIA will help to ensure that the School does not intentionally or unintentionally discriminate against men and women.

9.2 An EIA is a systematic and thorough analysis of a proposed or existing policy (whether written or unwritten, formal or informal, and irrespective of scope). An EIA establishes and records whether the policy affects different groups of people in different ways. The assessment involves gathering and reviewing evidence. It also involves considering (and implementing) action to eliminate or minimise any negative impact that is revealed and to achieve the promotion of equality of opportunity.

9.3 The School is taking this forward with an Equality Impact Assessment (EIA) project. This will include the initial screening and full impact assessment of a range of policies and or procedures and recommendations on the School’s existing EIA process. To consolidate the process, training options for staff are being developed.

10. Monitoring and Data Collection

10.1 Staff

The School’s Personnel Office collects data for equality and diversity monitoring purposes. This data is reported to the Equal Opportunities Committee on an annual basis and, in turn to Council, and published on the School’s internet site. Data is currently collected for gender, race and disability for the following areas:

- job applications for all vacancies advertised at the School;
- staff in post, by grade and pathway, department and type of contract;
- staff applications to the bi-annual Staff Review Committee for promotion and additional increments, and subsequent outcomes, and staff involved in grievance and disciplinary procedures
10.2 The School’s Personnel Office will collect data and monitor gender in the following areas:

- gender of staff who undertake training courses through the School’s Staff and Educational Development Programme;
- gender composition of recruitment panels, and
- gender of staff leaving the School
- monitor the numbers of women returning to work after maternity leave

10.3 Students

The School’s Registry collects data for equality and diversity monitoring purposes. The data is reported to the Equal Opportunities Committee on an annual basis, and in turn to Council. In future, it will also be presented on the School’s internet site. Data is currently collected for gender for applicants for short courses, MSc courses and research study. Data is analysed to look at gender composition for all applicants, applicants holding an offer of admission and registered students, and outcomes such as course completion rates.

11. Monitoring of the Gender Equality Scheme

11.1 The Equal Opportunities Committee will monitor the revised LSHTM Gender Equality Scheme on an annual basis. The Committee will take appropriate action to ensure that the Scheme continues to develop and grow in meeting the ongoing responsibilities.