

**Institute of Education**

**Report on Gender Equality  
April 2008**

**Foreword**

I am pleased to introduce our first annual report on the Institute's Gender Equality Scheme (GES). Since the publication of our GES in 2007 the Institute has been engaged in a number of significant projects, including restructuring, the development of a new Corporate Strategy, and the preparation of our RAE 2008 submission. The Institute has made efforts to ensure that equality has underpinned these projects, as we do for all of our actions and decisions.

Awareness of and the embedding of equality issues has improved considerably over recent years following the introduction of new equality legislation, most recently with the Equality Bill. This is in part as a response to legal requirements, but also due to the strong commitment to equality of opportunity and the active contribution of staff within the Institute. We know that in addition to gender, other equality issues such as race, disability, religion or belief, sexual orientation and age also affect people's lives. The Institute is committed to consider the complexities of the interrelations between these different identities.

We welcome comments from staff and students on our progress in implementing the GES and associated action plans.

**Professor Dylan Wiliam**

**Deputy Director and Chair of the Equal Opportunities Committee**

## **Introduction**

The Institute of Education is the only college of the University of London dedicated entirely to teaching, research and consultancy in education and education-related areas of social science and professional practice. Over 1,000 graduates train as teachers on our PGCE courses every year, and over 4,000 engage in studies leading to higher degrees. Our staff and students make up an intellectually rich learning community. This community reflects our cultural diversity as well as our varied political, philosophical and methodological positions on educational and scientific thought.

As at April 2008 the Institute has a total of 977 members of staff, comprising 331 (34%) men and 646 (66%) women. Broken down the data shows that 68% of our professional staff and 64% of our academic staff, including 48% of our Professors, are female. A full breakdown of the Institute's workforce by gender can be found in Appendix 1.

In the 2006-07 academic year female students represented 71.5% (4,356) and males 28.5% (1,733) of a total of approximately 6,090 enrolled students. A full breakdown of student applications and enrolments by gender can be found in Appendix 2.

## **Background**

The Gender Equality Scheme was set up in response to the requirements of the Equality Act 2006 which places a range of general and specific duties on public sector organisations. These duties place a requirement on public bodies to be proactive and to promote gender equality in their service delivery and employment to ensure that people are treated equally and fairly.

There was wide consultation with students and staff as well as with the Institute's senior management in the development of the GES, which resulted in a comprehensive document with two detailed action plans which set out the Institute's

proposed activities. The key focus of the GES in the first year was around the development of an Equal Pay Audit for staff and further consultation with students and the effect of this action will be addressed in the next stages of the GES.

The implementation of the GES has taken place in conjunction with the Institute's overall process of rolling Equality Impact Assessments, which focuses on the likely impact of policies in terms of gender, disability and ethnicity. Any outcomes or recommendations identified from this process inform target setting and monitoring of equality and diversity across the Institute.

The purpose of this report is firstly to detail the progress made and to provide both an overview and appraisal of the first year of the implementation of the GES, and secondly to set out proposals for developing the GES further in 2008–09 in order to enhance provision.

### **The Legal Framework**

The Equality Act (2006) amended the Sex Discrimination Act (1975) with the purpose of ensuring that people are treated equally and fairly. Within this a Gender Equality Duty was established for the public sector. The Equality Act was introduced to ensure gender equality is mainstreamed at all levels. It is different from previous sex equality legislation in the following ways:

- public authorities have to be proactive in eliminating discrimination and harassment, rather than waiting for individuals to take cases against them;
- public authorities have to be proactive in promoting equality of opportunity, and not just avoiding discrimination.

The legislation outlines both a General Duty and Specific Duties.

The General Duty requires that the Institute in carrying out its functions should:

- eliminate unlawful discrimination and harassment, taking active steps to comply with both the Sex Discrimination Act and the Equal Pay Act (1970);
- take active steps to promote equality of opportunity between men and women when carrying out their functions and activities.

In addition, the Institute has to meet specific duties in order to meet the General Duty. The duties in brief are:

- to prepare and publish a Gender Equality Scheme;
- to consider the need to include objectives to address the causes of any gender pay gap;
- to gather and use information;
- to consult stakeholders and take account of relevant information;
- to assess the impact of current and proposed policies and practices;
- to implement the actions set out in the Gender Equality Scheme;
- to report against the scheme each year and review the scheme at least every three years.

The Gender Equality Scheme was developed during early 2007 and was published in April 2007. The Scheme and action plans can be found on the Institute's website at [www.ioe.ac.uk/equality](http://www.ioe.ac.uk/equality). The scheme explains how the Institute will meet the requirements of the general and specific duties to promote gender equality. This report is the first annual report on the scheme.

### Gender Reassignment

The Sex Discrimination (Gender Reassignment) Regulations 1999 extended the Sex Discrimination Act (1975) to cover discrimination on grounds of gender reassignment in employment and vocational training.

The regulations cover direct discrimination, victimisation and harassment in employment or training on the grounds of gender reassignment. The regulations protect a person who intends to undergo, is undergoing, or has undergone gender reassignment, including people preparing for medical treatment.

As part of the Gender Equality Duty under the Equality Act, public authorities are specifically required to have due regard to the need to address and eliminate

discrimination and harassment of transpeople in employment and related fields and vocational training.

To ensure that the Institute has due regard in this area we intend to take the following actions:

- Ensure that our equal opportunities policies, employment, academic and student policies and practices do not discriminate against transpeople – especially in terms of dignity at work and harassment policies, recruitment and monitoring.
- Be aware of the practical concerns for transpeople.
- Develop specific policies on gender identity, in partnership with trade unions.
- Ensure that trans perspectives are included in equality impact assessment processes.
- Ensure that these issues are part of the mandatory equality training.

### **Gender Equality Implementation and Action Plan**

The Equal Opportunities Committee is responsible for overseeing the gender equality action plan and the development of the scheme. This is based on a continuing cycle of activity with the aim of ensuring that equality is mainstreamed in the principle functions of the Institute, and it has been a key tool in structuring the Institute's work in relation to gender equality.

The current action plans have been divided into staff and student areas for ease of reference. Progress within the last year and priorities for the coming year can be seen in the updated staff and student action plans attached as Appendices 3 and 4.

### **Progress**

The overall process of drafting and implementing the GES has helped the Institute plan a strategy for tackling gender equality. This has enabled us to develop actions and make the most effective use of resources.

Inevitably in developing such a wide ranging scheme there has been a learning process and although considerable progress has been made the need to put new structures in place takes time to think through.

We have also observed when reviewing the action plans some opportunities for improving the implementation of the GES, and will be seeking greater senior management support and identifying more local priorities for faculties and departments. A key action for the future will be consultation, particularly exploring ways to improve consultation with students.

Some of our key achievements during the past year have been:

- Diversity Awareness Week.
- The agreed implementation of the Equal Pay Audit.
- The introduction of e-recruitment.
- Development of a new policy and procedures for dealing with cases of harassment of students.

### **Data Collection and Monitoring**

The Institute conducted a range of data gathering activities during the drafting of the GES and has continued to consider ways in which it can use data to more effectively monitor progress in relation to equality. The Institute currently collects statistical staff and student data in accordance with the requirements of the Higher Education Statistics Agency (HESA), whilst recognising that this level of data collection is not sufficient to adequately demonstrate improvements for staff and students at the Institute.

In order to ensure that the Institute gathers robust data which can both accurately represent progress made and inform the development of its action planning, a review of data collection methods and practices for all equalities areas will be undertaken which will consider the following:

- what data the Institute should be collecting and for what purpose;

- current methods for gathering data and the success of these;
- how the Institute's approach and the data gathered compares with data collected by the Higher Education sector generally;
- the ways in which equalities considerations could be incorporated into all staff and student surveys so that evidence can be gathered systematically and routinely.

Monitoring data for staff and students for 2006–07 are attached as Appendices 1 and 2.

### **Impact Assessments**

In 2005 the Institute took the decision to use general equality impact assessments rather than specific individual assessments for disability, race and gender. It was agreed that this was best practice and a positive way to embed equality at all levels.

Once the impact assessment process was agreed by the Equal Opportunities Committee, the Institute initiated a process whereby all policies, strategies and practices would be assessed for any differential impact on different groups of staff. Guidance has been produced and training has been provided to those colleagues who are responsible for undertaking equality impact assessments.

The Institute has mapped out all policies and we are currently prioritising these policies in order of importance. Some key policies are completed or underway, including recruitment policies and procedures. Since January 2007 all new policies have to be screened before they are accepted for consideration through the Institute's committee cycle.

### **Equal Pay Audit**

The Equality Act requires the Institute to comply with the Equal Pay Act and to include objectives to address the causes of any gender pay gap. In line with this recommendation and also best practice the Institute committed to carry out an Equal Pay Audit (EPA) during 2008. Part of this commitment is to tackle any issues raised

and continue with further research where required. Institutions were also advised to carry out an audit following the 2004 Framework Agreement.

The audit is a comprehensive review of the pay levels of all staff within the Institute, and will initially investigate equal opportunities factors such as age, gender, ethnicity, disability, contract type (fixed-term or permanent), and hours worked; in order to ensure equal pay for work of equal value, and that our staff are being paid fairly and consistently. The primary purposes of the EPA are to:

- Establish whether there are pay inequities arising because of gender, race, disability, age, differing contractual arrangements.
- Analyse in detail the nature of any inequities and establish the cause(s).
- Determine what action is required to deal with any genuine inequities.

The first stage of the EPA was a large data-gathering and checking exercise to ensure that all personal data held by HR was accurate and current. This was completed during March 2008 and a full analysis of data has begun. We expect the first data analysis and reports to be complete by May 2008 and further recommendations to be made from June onwards.

The EPA is a large undertaking. It is therefore proposed to continue the EPA beyond the main factors and investigate a variety of other factors at a later date (such as sexual orientation, length of service, maternity leave) and the interaction between these, most likely during the Autumn term 2008 or early in 2009.

### **Next steps**

Though progress has been made on the GES, it is important for the Institute to monitor progress and issues raised during implementation in light of the experience gained at the Institute and other HEIs, to ensure successful progression in year two. The Institute proposes to take the following action to assist in the progression and effectiveness of the next phase of the GES:

- Consult widely with staff and students on the current action plan and devise key priorities for the coming year;
- Continue with work on the EPA and ensure that all findings are transparent and available for all staff;
- Consider some of the issues around gender re-assignment for staff and students, using the guidance produced by the Equality Challenge Unit including consideration of the classifications.
- Consider whether there is a need for a Gender Equality Group in order to provide a forum for discussion of gender equality issues outside of the Equal Opportunities Committee.

## **Conclusion**

The drafting of the annual report has been a helpful process for the Institute as it allows us to reflect upon our progress. The report highlights clear evidence of progress made in the last year whilst indicating opportunities which we need to maximise over the next year.

If you would like to comment on this report or if you would like to seek advice or guidance please contact:

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## Appendix 1

### Staff Data (excluding fee paid staff)

<u>January 2007</u>	Number	%
<b>Men</b>	297	33.9%
<b>Women</b>	579	66.1%
<b>Total</b>	876	100%

The breakdown between Academic and Support staff is as follows:

	Men	Women	Total	Men	Women
<b>Academic</b>	164	286	450	36.4%	63.6%
<b>Support Staff</b>	133	293	426	31.2%	68.8%
<b>Total</b>	297	579	876	33.9%	66.1%

### April 2008

	Men	Women	Total	Men	Women	Total
<b>Academic</b>	149	266	415	35.9%	64.1%	42.5%
<b>Professional</b>	182	380	562	32.4%	67.6%	57.5%
<b>Total Staff</b>	331	646	977	33.9%	66.1%	100%

From October 2007 data are also disaggregated by pay grades for closer analysis.

	Men	Women	Totals	Men	Women
<b>Grades 1 - 5</b>	36	100	136	26.5%	73.5%
<b>Grade 6</b>	43	125	168	25.6%	74.4%
<b>Grade 7</b>	54	109	163	33.1%	66.9%
<b>Grade 8</b>	89	165	254	35.0%	65.0%
<b>Grade 9 &amp; 10</b>	58	85	143	40.6%	59.4%
<b>Senior Management Grades</b>	51	62	113	45.1%	54.9%
	331	646	<b>977</b>		

## Recruitment Data

1st September 2006 - 31st August 2007

	<b>Male</b>	<b>Female</b>	<b>Total</b>
<b>Applied</b>	798 (33%)	1,617 (67%)	2415 (100%)
<b>Interviewed</b>	203 (30.7%)	459 (69.3%)	662 (100%)
<b>Appointed</b>	59 (31.1%)	131 (68.9%)	190 (100%)

<b>Withdrawals</b>	15 (22.1%)	53 (77.9%)	68 (100%)
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Proportions against applied

	<b>Male</b>	<b>Female</b>
<b>Interviewed</b>	25.4%	28.4%
<b>Appointed</b>	7.4%	8.1%
<b>Withdrawal</b>	1.9%	3.3%

## **Appendix 2**

### **Student Data**

#### **Summary of student applications (headcount) by programme area\* and gender 2006/07**

Programme Area				
	Initial Teacher Education	Professional Development	Research	Other
Female	3,194 (65.6%)	2,609 (69.7%)	358 (55.9%)	1,024 (75.6%)
Male	1,675 (34.4%)	1,133 (30.3%)	283 (44.1%)	331 (24.4%)
Total	4,869 (100%)	3,742 (100%)	641 (100%)	1,355 (100%)

#### **Summary of student enrolments (headcount) by programme area\* and gender 2006/07**

Programme Area				
	Initial Teacher Education	Professional Development	Research	Other
Female	1,029 (69.4%)	1,364 (75.8%)	509 (65.2%)	1,454 (71.8%)
Male	454 (30.6%)	435 (24.2%)	272 (34.8%)	572 (28.2%)
Total	1,483 (100%)	1,799 (100%)	781 (100%)	2,026 (100%)

\*Initial Teacher Education incorporates the Institute's Primary, Secondary and Post-Compulsory PGCE courses; Professional Development includes the BEd honours degree, Foundation Degree, Graduate Diplomas and Certificates, and Master's Degrees; Other includes short and special courses, outreach programmes and professional qualifications.

**Appendix 3**  
**Staff Action Plan**

This action plan reports on the progress made on the actions identified in the Gender Equality Scheme and also highlights proposed actions for the 2008-2009 year.

<b>Action</b>	<b>Details</b>	<b>Success Criteria</b>	<b>Timescale</b>	<b>Progress</b>	<b>Who</b>
Complete an Equal Pay Review of all Institute staff.	<p>Following implementation of the framework agreement an Equal Pay Review will be carried out across the Institute using the Equal Opportunities Commission Code of Practice on Equal Pay and the Equal Pay Review Kit.</p> <p>An Equal Pay Review involves comparing the pay of women and men doing equal work, investigating the causes of any gender pay gaps and closing any gaps that cannot be satisfactorily explained on grounds other than sex.</p> <p>Once the review is completed a full report and action plan will be developed. This will be widely available and will also be reported on in the annual review of the Gender Equality Scheme.</p>	Review undertaken and action plan identifies clear targets.	Autumn term 2007.	<p>There was a slight delay in the Equal Pay Audit, the first stage of the audit was carried out in March 2008 and we expect reports to be available by May.</p> <p>Further analysis will be done in autumn 2008 and early 2009.</p>	Human Resources.
Organise staff consultation on the Equal Pay Review and gender equality	Once a report is published we will conduct a staff survey in order to gain a response to the findings and also gender equality in general across the	Staff are consulted and engaged with developing action plans.	Spring 2008.	Staff consultation will commence from June 2008.	Human Resources and the Equalities

Action	Details	Success Criteria	Timescale	Progress	Who
issues.	<p>Institute. We will then organise focus groups to discuss particular issues in further detail.</p> <p>Findings from this will be reported in the annual review of the Gender Equality Scheme. They will also be used to create a new gender equality action plan.</p>				Officer.
Conduct impact assessments on all Institute policies and practices.	<p>Under the Race Relations Amendment Act, the Disability Discrimination Amendment Act and the Equality Bill the Institute has to conduct impact assessments. This will enable us to assess any possible impact on equality groups.</p> <p>The Institute has agreed a formal equality impact assessment process. From January 2007 all current policies are being screened and all new policies and procedures must have evidence of an impact assessment attached to enable continuation to the committee cycle.</p>	Policies and procedures that are fair and equal for all Institute staff, students and visitors.	From January 2007 and ongoing to make up part of a three year cycle.	<p>This is still ongoing. All HR policies will be screened by June 2008. So far the recruitment procedures have been highlighted as a need for a full impact assessments, this will be completed by December 2008.</p> <p>A full review of progress was sent to the Equal</p>	<p>The Equalities Officer as a central point.</p> <p>All policy owners.</p>

Action	Details	Success Criteria	Timescale	Progress	Who
<p>Analysis of career progression for men and women across the Institute at all levels.</p>	<p>It is essential to consider this alongside the Equal Pay Review, this analysis will look at salary progression as well as career development for men and women.</p> <p>There will be a particular focus on the career path for research staff as this has been highlighted as a concern.</p> <p>In this exercise we will also concentrate on the career route for women and consider possible barriers that may stop women reaching the senior management roles at the Institute.</p> <p>Part of this exercise will also involve an analysis of the types of professional development that are offered to and taken up by Institute staff.</p>	<p>A balanced workforce at all levels where staff are offered equal access to professional development.</p>	<p>Spring term 2008.</p>	<p>Opportunities Committee in October 2007.</p> <p>This will be considered in the Autumn term of 2008 following the reports from the Equal Pay Audit.</p>	<p>Human Resources. Staff Development.</p>
<p>Address the staff profile of the Institute and the gender imbalances within particular grades/roles.</p>	<p>Data analysis shows that the Institute has a high number of female employees. More detailed consideration shows that men and women tend to be concentrated in particular areas. In particular there are low numbers of men in clerical and research grades.</p>	<p>A balanced workforce at all levels of the Institute.</p>	<p>Spring 2007 and ongoing.</p>	<p>An assessment of recruitment data was done for 2006-07. There was no differential impact of the recruitment</p>	<p>Human Resources Equalities Officer Deans of Faculty/ Heads of Department</p>

Action	Details	Success Criteria	Timescale	Progress	Who
	<p>Review the recruitment data to assess information on application through to appointment.</p> <p>Consider ways to recruit more men to the Institute - use the consultation forum to generate discussions and ideas.</p> <p>Use consultation to discover if there are any underlying reasons why men and women are in particular areas. Alongside this consider promotion and retention rates and also contractual issues.</p>			<p>process on men and women.</p> <p>There are high numbers of women applying and being recruited due to the nature of the Institute's work.</p>	HOFAs.
<p>Promote the Dignity at Work Policy and ensure that bullying and harassment are seen as unacceptable behaviour.</p>	<p>The Dignity at Work Policy will be reviewed to ensure legislative changes are reflected. The policy will be promoted across the Institute.</p> <p>Circulate the EOC guide 'Sexual Harassment: Guidance for Managers and Supervisors' to ensure awareness of the sensitivities surrounding sexual harassment.</p> <p>The Institute has also developed a Dignity at Work training day; this will be advertised and offered to all staff.</p> <p>Work with Deans and Heads of</p>	<p>A reduction in the number of bullying and harassment complaints.</p> <p>Awareness by all staff members that bullying and harassment is unacceptable.</p>	<p>Spring 2007 and ongoing.</p>	<p>The Institute has committed to a full review of the Dignity at Work Policy and the Grievance Procedure. The first stage of this was an anonymous staff survey which was managed by an external consultancy. The results of this survey will</p>	<p>Human Resources</p> <p>Equalities Officer</p> <p>Deans</p> <p>Heads of Department</p> <p>Deputy Director</p>

Action	Details	Success Criteria	Timescale	Progress	Who
	<p>Departments to ensure that the policy and the issues surrounding the policy are incorporated into regular school meetings and away days.</p>			<p>be reported in May 2008. These findings will be fed into the re-drafting of the procedures.</p>	
<p>Consider the issues around gender re-assignment for staff.</p>	<p>Include information on gender reassignment on the mandatory equality training.</p> <p>Consider the equality monitoring form in line with guidance and consider whether there is a need to provide additional options on gender.</p> <p>Consider current HR policies to ensure that trans people are covered and their concerns are met. Consult with staff on this where appropriate.</p>	<p>An increased awareness of trans-gender issues.</p>	<p>Information to be included in the training from April 2008.</p> <p>Consideration and discussion to continue throughout 2008.</p>		<p>Equalities Officer</p>
<p>Consider the introduction of a gender equality group to complement the current committee structure.</p>	<p>Consult with staff on the need for a gender equality group.</p> <p>If there is an interest in such a group, put measures in place to set this up. Talk to staff to ensure that the group meets their needs.</p>	<p>A wider arena for discussion of all gender issues.</p> <p>Successful consultation with an interested group.</p>	<p>Consultation during summer 2008 and a group to be developed during the autumn term if it is seen to be a benefit.</p>		<p>Equalities Officer</p>

**Student Action Plan**

This action plan reports on the progress made on the actions identified in the Gender Equality Scheme and also highlights proposed actions for the 2008-2009 year. Completed actions are shaded in grey.

<b>Action</b>	<b>Details</b>	<b>Success Criteria</b>	<b>Timescale</b>	<b>Progress</b>	<b>Who</b>
Development of a policy and associated procedures for dealing with harassment and bullying.	<p>A need has been identified for a formal policy (and associated procedures) for students on harassment and bullying which mirrors the Institute's Dignity at Work Policy for staff.</p> <p>A working group of staff and student members of the Institute's Equal Opportunities Committee (EOC) will be convened to develop a policy for students on harassment and bullying, drawing on best practice in other HEIs and on the existing Institute Dignity at Work policy. The policy will be explicitly linked to the Equal Opportunities Policy and will include a procedure for raising allegations of harassment and bullying that would replace the existing section of the Student Complaints procedure which deals with allegations of harassment.</p>	Policy and procedures agreed and fully publicised.	Completed by the end of Summer term 2006/2007.	<i>Policy and procedures for dealing with cases of harassment of students approved in Summer term 06/07 and published in 07/08 Student Guide to Policies and Procedures</i>	QA and EO Administrator and EOC.
Undertake a review of the	Students have highlighted issues surrounding the attendance of	Full participation by all students in the	Autumn Term 2007/2008	Issue of scheduling	EOC

Action	Details	Success Criteria	Timescale	Progress	Who
timetabling of course delivery and student events to ensure full participation by parents with childcare responsibilities.	<p>parents with childcare responsibilities at teaching sessions and other student events such as seminars.</p> <p>A review will be undertaken to ascertain whether timings of the Institute's course delivery and other events has a negative impact on parents.</p>	Institute's teaching programmes and student events.		considered by Equal Opportunities Committee and reminder to all course directors to consider timetabling and reasonable adjustments included within Director's Report to Senate Summer term 07/08.	<p>Policy Advisor to the Deputy Director</p> <p>Students' Union</p>
Implement training for relevant colleagues in the <i>Policy and procedures for dealing with cases of harassment of students</i>	Staff who will be responsible for advising students on the use of the policy, and those who will be investigating potential complaints brought under the policy, require a thorough understanding of the policy and its application.	<p>Staff feel confident in using the policy and advising students in using the procedures.</p> <p>The policy is used transparently and equitably.</p>	Completed by the end of Summer term 07/08	<p>Key colleagues who need to undertake training identified.</p> <p>Potential external trainers approached.</p>	Equalities Officer and Policy Adviser to the Deputy Director
Develop a policy governing relationships between staff and students.	In line with best practice, a need has been identified to develop a policy governing personal relationships between staff and students in order to protect the interests of students and	Policy approved and widely disseminated.	Policy drafted in Summer term 07/08. Consultation with Trade		Policy Adviser to the Deputy Director

Action	Details	Success Criteria	Timescale	Progress	Who
	the teaching and learning environment.		Unions and committee approval Autumn term 07/08.		
Ensure the increased engagement of students in consideration of gender issues.	Increased opportunities for consulting students on gender issues will be explored, including the possible establishment of a student discussion forum and student surveys.	Student issues around gender are effectively raised and addressed.	Ongoing	Ongoing consideration of gender issues raised by students brought to the EOC via Equal Opps Coordinators and the Students' Union.	Students' Union  Equal Opps Co-ordinators  Policy Adviser to the Deputy Director
Consider the issues around gender re-assignment for students.	<p>Consider the student equal opportunities monitoring form in line with guidance and consider whether there is a need to provide additional options on gender.</p> <p>Ensure that relevant student policies effectively cover trans people and protect their interests.</p> <p>In line with ECU guidance, consider issuing guidance for staff in supporting trans students.</p>	An increased awareness of trans-gender issues.	<p>Information to be included in mandatory equality training for staff from April 2008.</p> <p>Consideration and discussion to continue throughout 2008.</p>		<p>Policy Adviser to the Deputy Director with the Equalities Officer.</p> <p>Students' Union</p>