

DC or School

Which best describes your organisation?

Stonewall Diversity Champion

About your org: DC

Name of organisation:

University of Essex

Please note, this will be used when compiling Stonewall's Top 100 Employer guide and in any associated publications.

Please select a sector from the below list which most fits your organisation:

Please note, this will be the sector that your organisation will be benchmarked against. If your organisation features in the Top 100 Employer guide, this is the sector that the organisation will be listed under.

Education

Which of the following parts of the UK does your organisation have offices, premises or branches in?

East of England

Please tick all that apply.

Which part of the UK is your organisation headquartered in?

East of England

Number of employees: 2800

Please enter the number of employees the organisation has, including all full-time, part-time and dispersed staff across the UK.

Form Complete

Thank you for filling in your details, please proceed to the next page to and click 'view submissions' to create your application.

Before starting a submission to one of Stonewall's indices or awards, please read the following very carefully.

It sets out how Stonewall will use the information you submit.

This privacy statement sets out how Stonewall uses and protects any information that you give Stonewall when you use this website.

Stonewall is committed to ensuring that your privacy is protected. Should we ask you to provide certain information by which you can be identified when using this website, then you can be assured that it will only be used in accordance with this privacy statement.

Stonewall may change this statement from time to time by updating this page. You should check this page from time to time to ensure that you are happy with any changes. This statement is effective from 25/02/2019.

Stonewall agree to comply with any applicable legislation relating to data protection or privacy of individuals, the "Regulation" (which means Regulation (EU) 2016/679 of the European Parliament and the Council ("General Data Protection Regulation")) and its national implementing laws, as well as any applicable laws or regulations on cyber security ("Data Protection Laws").

What we ask you to submit

Whilst registering and completing a submission, we may ask you to submit the following information:

- Names and job titles**
- Contact information including email address**
- Demographic information such as postcodes**
- Information and files as supporting evidence for submissions such as:**
 - Policies**
 - Communications**

- Screenshots of intranet posts
- Descriptions of processes and ways of working
- Examples of training
- Case studies
- *Schools only:* photographs (see additional information below)
- *Schools only:* screenshots of school procedures/systems, e.g. SIMS
- *Schools only:* minutes/agendas from Governing Body meetings

Please note that whilst completing your submission you may be asked to provide pieces of evidence which include personal details, such as profiles of individuals. It is your responsibility to ensure you have the permission of the individual to share this information with Stonewall. Schools should not submit details that can identify individual children.

Schools - Photograph Permissions

- It is the responsibility of the school to ensure that they have parental permission before submitting a photograph of children as part of their supporting evidence.
- Any photographs submitted will not be used by Stonewall for any purpose other than scoring the School Champion Award application, without express written permission from the school.

What we do with the information you submit

Stonewall may use the information you submit for the following purposes related to the Workplace Equality Index and to further LGBT equality and inclusion in the workplace:

- Stonewall will use the information you submit to review, score and rank your organisation in comparison to other entrants.
- The information supplied is confidential between Stonewall and the applicant/organisation.
- Any ranks outside of the Top 100 will remain confidential between Stonewall and the applicant/organisation.
- Any scoring or comments made on the submission is confidential between Stonewall and the applicant/organisation, except for purposes outlined below.
- Aggregated scores, information and data may be used to identify national, regional and sector trends and patterns of work. This information may be published in

Stonewall resources. Where individual organisations or individuals are named, permission to do so will be sought.

- Individual practice, where deemed good practice by Stonewall, may be shared with other organisations either directly through Stonewall Account Managers, or within resources produced by Stonewall. Before any practice is shared, permission will be sought from the organisation in question.

- Demographic data about your organisation, for example number of employees, will be used for internal record keeping and to improve our offers and services.

Stonewall may use the information you submit for the following purposes related to the School Champion Awards and to further LGBT equality and inclusion in schools:

- Stonewall will use the information you submit to review your school against the criteria for the Schools Award for which you are applying.

-The information supplied is confidential between Stonewall and the school.

- Any scoring or comments made on the submission are confidential between Stonewall and the school, except for purposes outlined below:

- If your school is successful in obtaining a Stonewall School Award, the name of your school and the level of award achieved will be published on our website.

- Individual practice, where deemed good practice by Stonewall, may be shared with other schools either directly by the Stonewall Education Team, or within resources produced by Stonewall. Before any practice is shared, permission will be sought from the school in question.

- Demographic data about your school, for example whether you are a primary or secondary school, will be used for internal record keeping and to improve our offers and services.

Stonewall may use the information you submit for the following purposes related to the CYPs Award and to further LGBT equality and inclusion:

- Stonewall will use the information you submit to review, score and rank your organisation in comparison to other entrants

- The information supplied is confidential between Stonewall and the applicant/organisation.

- Any scoring or comments made on the submission is confidential between Stonewall and the applicant/organisation, except for purposes outlined below.

- Information and data may be used to identify national and regional patterns of work. This information may be published in Stonewall resources. Where individual organisations or individuals are named, permission to do so will be sought
- Individual practice, where deemed good practice by Stonewall, may be shared with other organisations either directly through Stonewall Account Managers, or within resources produced by Stonewall. Before any practice is shared, permission will be sought from the organisation in question
- Demographic data about your organisation will be used for internal record keeping and to improve our offers and services

We are committed to ensuring that your information is secure. In order to prevent unauthorised access or disclosure, we have put in place suitable physical, electronic and managerial procedures to safeguard and secure the information we collect online.

Links to other websites

Our website may contain links to other websites of interest. However, once you have used these links to leave our site, you should note that we do not have any control over that other website. Therefore, we cannot be responsible for the protection and privacy of any information which you provide whilst visiting such sites and such sites are not governed by this privacy statement. You should exercise caution and look at the privacy statement applicable to the website in question.

Controlling your personal and organisational information

We will not sell, distribute or lease your personal information to third parties unless we have your permission or are required by law to do so.

You may request details of personal information which we hold about you under the Data Protection Laws. Please visit our wider [Privacy Policy](#) under 'Your Rights' to see how to do this.

If you believe that any information we are holding on you is incorrect or incomplete, please write to or email us as soon as possible, at the above address or:

- memberships@stonewall.org.uk for queries related to the Workplace Equality Index or Global Workplace Equality Index

- education@stonewall.org.uk for queries related to School Champion Award
- cyps@stonewall.org.uk for queries related to CYPs Champion Award

We will promptly correct any information found to be incorrect.

FluidReview data protection and privacy

This site has been built and is managed using FluidReview, an online application system.

You can find the FluidReview privacy statement [here](#).

You can find the FluidReview security information [here](#).

Please tick here to show us **I've read and understood the data protection and privacy**
you've read and understood the **policy**
Stonewall data protection and
privacy policy.

Policies and Benefits: Part 1

Section 1: Policies and Benefits

This section comprises of 7 questions and examines the policies and benefits the organisation has in place to support LGBT staff. The questions scrutinise policy audit process, policy content and communication. This section is worth 7.5% of your total score.

Below each question you can see guidance on content and evidence. At any point, you may save and exit the form using the buttons at the bottom of the page.

1.1 Does the organisation have an audit process to ensure relevant policies (for example, HR policies) are explicitly inclusive of same-sex couples and use gender neutral language?

GUIDANCE: The audit process should be systematic in its implementation across all relevant policies. Relevant policies include HR policies, for example leave policies.

Yes

Please describe the audit process:

| | |
|---------------------------------------|---|
| State when the process last happened: | This is continuous cycle of work. HR policies are developed as required and every policy is reviewed three years after being published. |
| Describe the audit process: | When the University developed its People Supporting Strategy 2015-19 we committed to 'developing the operational culture within the University consistent with the values set out in our Strategic Plan'. As part of the framework that underpins that aspiration we set out to develop a set of 'helpful, clear and legally compliant policies, procedures and guidance....that create a just and equal workplace...and to ensure these policies are based upon best practice...'. We recognised that this was not achievable simply by having an equality policy but required a holistic and systematic approach to policy development. We therefore developed a set of principles for policy development to follow when introducing new policies or reviewing/updating existing policies. The principles are that we will: |

Horizon-scan for new and innovative practice
Take opportunities to promote fairness and equality, using feedback gathered from staff via mechanisms such as the Athena SWAN and Race Equality Charter self-assessment process, all-staff surveys, Stonewall Workplace Equality Index employee survey and our equality-related staff networks

Use clear, unambiguous language and simple and specific terminology that can be easily understood by everyone
Consider the use of terminology, specifically in relation to protected characteristics, to ensure it reflects current best practice

Where appropriate, make policies explicitly inclusive of same-sex couples

Use gender-neutral language throughout i.e. 'they or their' not 'she or he' or 'his or her'; 'partner/spouse' not 'father or mother'

Go beyond equalities legislation where possible

In addition, within our new University Strategy 2019-25 we have the following 'people' objective: Support an inclusive working environment which recognises and harnesses the contribution of every member of the University, through inclusive policies and processes that put people at the centre....' This means that every policy that is developed is scrutinised through the lens of inclusion prior to approval .

Each of our policies has a 'created date' and a 'review date'. We review every policy every three years, or earlier if necessary e.g. if there is a change in legislation.

Over the last 3 years we have either reviewed and updated, completely re-written or developed from scratch the following policies and procedures, following our policy development principles:

Capability procedures

Grievance resolution procedure

Work/life balance policy

Career development fund for carers

Recruitment processes and procedures

Terms and conditions of appointment

Contractual obligations

Guidelines for dealing with harassment and bullying (now Our Zero Tolerance Approach to Harassment and Bullying)

Healthy University strategy

Conducting formal investigations procedure

Our approach to supporting trans and non-binary staff

Whistleblowing policy and procedure

Special leave

Family Leave policy

Personal relationships and conflict of interest

Policies/procedures currently under review or development

include:
Social media guidance
Volunteering policy
Managing structural change and redundancy procedure
Work/life balance policy
People Supporting Strategy 2
Equality, Diversity and Inclusion policy
Sickness absence policy and procedure
Pregnancy policy for students
Support for disabled staff

Describe any previous outcomes of the audit process:

Using our policy development principles, when reviewing or introducing the policies outlined in the previous response, we have made the following changes to policies and accompanying application forms e.g. a flexible working request application, and guidance for managers: Where an application form needs to be authorised, we have removed all references to 'Head of Department/Section or his/her nominee' to read 'Head of Department/Section or their nominee'.

In our guidance for managers on using various HR policies and procedures we have ensured that we refer to 'the employee' or 'the individual' rather than s/he.

We have changed our Guidelines for dealing with Harassment and Bullying to Our Zero Tolerance Approach to Harassment and Bullying and removed reference to 'gender reassignment' and replaced it with 'harassment because of gender identity, expression and history' rather than 'harassment because of gender reassignment'. We have also provided more specific examples of what might constitute harassment because of gender identity, expression and history.

When the Special Leave policy was reviewed in August 2018 reference to his/her nominee was removed from the section about how staff will be informed about arrangements during adverse weather conditions.

As part of our inclusive policy development work we have also provided staff with the option of identifying as non-binary and using the title Mx.

Being explicit about our commitment to gender equality and recognising that gender is not binary has also prompted wider changes. For example, at the meeting of our Education Committee on 20 June 2018, [REDACTED]

[REDACTED] requested that every paper author should review their paper and remove any gendered language.

When the Family Leave policy was reviewed in July 2019, reference to 'partners and fathers having the right to take

unpaid time off work to accompany expectant mothers to up to 2 antenatal appointments' in our maternity policy was removed and replaced with 'Your partner also has the right to take unpaid time off work to accompany you to up to 2 antenatal appointments.

In addition, during 2019 the Organisational Development Team in HR have worked with Committee Secretaries to help them identify ways to ensure the principle of using gender neutral language is embedded beyond just HR policies. Over recent years we have also taken advantage of Stonewall's annual offer of reviewing policies, and have incorporated many of their suggested changes into relevant policies.

1.2 Does the organisation have a policy (or policies) which includes the following?

Tick all that apply

GUIDANCE: The policy/policies should clearly state that the organisation will not tolerate discrimination against employees on the grounds of sexual orientation, gender identity and/or trans identity. These may be listed along with other protected characteristics. The policy/policies should also demonstrate, through careful wording, a zero-tolerance approach to homophobic, biphobic and transphobic bullying and harassment. They should explicitly include examples of what homophobia, biphobia and transphobia in the workplace may look like.

- A. Explicit ban on discrimination based on sexual orientation
- B. Explicit ban on discrimination based on gender identity and gender expression
- C. Explicit ban on bullying & harassment based on sexual orientation
- D. Explicit ban on bullying & harassment based gender identity and gender expression

Name the policy and paste the relevant policy excerpt:

| | Policy | Excerpt |
|--|--------|--|
| | | <p>POLICY STATEMENT ON EQUALITY, DIVERSITY AND INCLUSION The University of Essex celebrates diversity, challenges inequality and is committed to sustaining an inclusive and diverse community that is open to all who have the potential to benefit from membership of it and which ensures equality of opportunity for all its members. We expect staff, students and visitors to be treated, and to each other, with dignity and respect regardless of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion</p> |

A. Explicit ban on discrimination based on sexual orientation

Equality, Diversity and Inclusion Policy 2019-15

or belief, sex, sexual orientation, socio-economic background, political beliefs and affiliations, family circumstances or other irrelevant distinction.

OUR LEGISLATIVE OBLIGATIONS

Under the general equality duty set out in the Equality Act 2010 (the Act) the University has obligations as both an employer and as an education provider. This means that we must, in the exercise of our functions, have due regard to the need to:

Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
Advance equality of opportunity between people who share a protected characteristic and those who do not;
Foster good relations between people who share a protected characteristic and those who do not.

In addition, as a public authority, we must:

Publish information to demonstrate our compliance with the general equality duty across our functions;
Prepare and publish equality objectives.

The protected characteristics under the Act are:-

Age

Disability (a detailed definition can be found in B.7)

Gender reassignment* (defined as 'where a person has proposed, started or completed the process to change his or her sex'. Individuals do not have to be under medical supervision to be protected by the law).

Marriage and civil partnership

Pregnancy and maternity

Race

Religion or belief (religion is defined as 'any religion, including a lack of religion', belief is defined as 'a religious or philosophical belief, including a lack of belief')

Sex (or gender)

Sexual orientation (defined as person's sexual orientation towards persons of

the same sex, persons of the opposite sex or persons of either sex. This means the Act protects bi, gay, heterosexual and lesbian people)

* The University's policies go beyond the requirements of legislation and protect a broader group of people than those covered by the term 'gender reassignment'. Our policies cover all trans people, including those with non-binary gender identities. The term trans is an umbrella term for people whose gender identity and/or gender expression differs from their birth sex.

Staff and students must avoid discrimination on the grounds of any protected characteristic mentioned in the University's Policy Statement on Equality, Diversity and Inclusion, which includes those mentioned in the Act.

POLICY STATEMENT ON EQUALITY, DIVERSITY AND INCLUSION

The University of Essex celebrates diversity, challenges inequality and is committed to sustaining an inclusive and diverse community that is open to all who have the potential to benefit from membership of it and which ensures equality of opportunity for all its members. We expect staff, students and visitors to be treated, and to each other, with dignity and respect regardless of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation, socio-economic background, political beliefs and affiliations, family circumstances or other irrelevant distinction.

OUR LEGISLATIVE OBLIGATIONS

Under the general equality duty set out in the Equality Act 2010 (the Act) the University has obligations as both an employer and as an education provider. This means that we must, in the exercise of our functions, have due regard to the need to:

Eliminate unlawful discrimination, harassment and victimisation and other

B. Explicit ban on discrimination based on gender identity and gender expression

Equality, Diversity and Inclusion Policy 2019-25

conduct prohibited by the Act;
Advance equality of opportunity between people who share a protected characteristic and those who do not;
Foster good relations between people who share a protected characteristic and those who do not.

In addition, as a public authority, we must:

Publish information to demonstrate our compliance with the general equality duty across our functions;
Prepare and publish equality objectives.

The protected characteristics under the Act are:-

Age

Disability (a detailed definition can be found in B.7)

Gender reassignment* (defined as 'where a person has proposed, started or completed the process to change his or her sex'. Individuals do not have to be under medical supervision to be protected by the law).

Marriage and civil partnership

Pregnancy and maternity

Race

Religion or belief (religion is defined as 'any religion, including a lack of religion', belief is defined as 'a religious or philosophical belief, including a lack of belief')

Sex (or gender)

Sexual orientation (defined as person's sexual orientation towards persons of the same sex, persons of the opposite sex or persons of either sex. This means the Act protects bi, gay, heterosexual and lesbian people)

* The University's policies go beyond the requirements of legislation and protect a broader group of people than those covered by the term 'gender reassignment'. Our policies cover all trans people, including those with non-binary gender identities. The term trans is an umbrella term for people whose gender identity and/or gender expression differs from their birth sex.

Staff and students must avoid

| | | |
|---|---|---|
| | | <p>discrimination on the grounds of any protected characteristic mentioned in the University's Policy Statement on Equality, Diversity and Inclusion, which includes those mentioned in the Act.</p> |
| <p>C. Explicit ban on bullying & harassment based on sexual orientation</p> | <p>Our zero tolerance approach to harassment and bullying</p> | <p>POLICY STATEMENT ON HARASSMENT AND BULLYING</p> <p>The University of Essex celebrates diversity, challenges inequality and is committed to establishing an environment that is free from any form of harassment or bullying. We have a zero tolerance approach to harassment and bullying and all employees, workers, contractors, students and visitors are expected to be treated, and to treat each other with dignity and respect regardless of age, disability, gender identity, marriage and civil partnership status, pregnancy and maternity, religion or belief, sex, sexual orientation, socio-economic background, political beliefs and affiliations, family circumstances or other irrelevant distinction. Harassment and bullying adversely affect working, learning and social conditions for employees, workers, contractors, students and visitors and are unacceptable.</p> <p>Harassment because of sexual orientation.</p> <p>Harassment because of sexual orientation, actual or perceived, is illegal under the Equality Act 2010 and is a form of discrimination. The University considers this form of harassment to be:</p> <ul style="list-style-type: none"> harassment of someone because of their actual sexual orientation harassment of someone because of their perceived sexual orientation harassment of someone because of the actual or perceived sexual orientation of those with whom they associate. <p>The following are some examples of activities that might constitute harassment because of sexual orientation:</p> <ul style="list-style-type: none"> Making suggestive or unwelcome comments or gestures emphasising the |

actual or perceived sexual orientation of an individual or group
Engaging in homophobic or biphobic behaviour, using homophobic or biphobic language or displaying homophobic or biphobic materials
Making homophobic or biphobic insults or threats
Engaging in banter or making jokes which are degrading to a person's actual or perceived sexual orientation
Outing an individual as lesbian, gay or bi without their permission
Ignoring or excluding an individual from activities because they are lesbian, gay or bi
Spreading rumours or gossip about an individual's actual or perceived sexual orientation
Asking a lesbian, gay or bi person intrusive questions about their private life
Making assumptions and judgements about someone based on their actual or perceived sexual orientation
Verbally or physically abusing or intimidating someone because of their actual or perceived sexual orientation
Extracts from this policy are included in Stonewall's Inclusive Policy Toolkit, published in February 2018, as evidence of an 'inclusive passage'.

POLICY STATEMENT ON HARASSMENT AND BULLYING
The University of Essex celebrates diversity, challenges inequality and is committed to establishing an environment that is free from any form of harassment or bullying. We have a zero tolerance approach to harassment and bullying and all employees, workers, contractors, students and visitors are expected to be treated, and to treat each other with dignity and respect regardless of age, disability, gender identity, marriage and civil partnership status, pregnancy and maternity, religion or belief, sex, sexual orientation, socio-economic background, political beliefs and affiliations, family circumstances or other irrelevant distinction. Harassment

D. Explicit ban on bullying & harassment based on gender identity and gender expression

Our zero tolerance approach to harassment and bullying

and bullying adversely affect working, learning and social conditions for employees, workers, contractors, students and visitors and are unacceptable.

Harassment because of gender identity, expression and history

The Equality Act 2010 (The Act) makes it unlawful to discriminate against, harass or victimise a person who 'has proposed, started or completed the process to change his or her sex'. This is known in law as 'gender reassignment' and individuals do not have to be under medical supervision to be protected by law. The University's policy goes beyond that and covers all trans staff, students and visitors i.e. all those whose gender identity, expression and/or history differs from their birth sex.

The term 'trans' may include, but is not limited to, those who transition from male to female or female to male and those who see themselves as not clearly fitting into a male or female identity. Trans people may or may not alter their bodies through medical assistance.

The following are some examples of activities that might constitute harassment because of gender identity, expression and/or history:

Refusing to address a trans person by their preferred name and correct gender pronoun

Repeated and deliberate mis-gendering of a trans person or people

Denying a trans person or people access to the appropriate single sex facilities such as toilets or changing rooms

Engaging in banter or making transphobic comments, taunts or jokes

Outing an individual as trans without their permission or spreading rumours or gossip about their gender identity, expression and/or history

Ignoring or excluding an individual from activities because they are trans

Asking a trans person intrusive questions about their private life

Making assumptions and judgements about someone based on their gender identity, expression and/or history
Verbally or physically abusing or intimidating someone because they are trans
Extracts from this policy are included in Stonewall's Inclusive Policy Toolkit, published in February 2018, as evidence of an 'inclusive passage'.

1.3 Where the organisation has the following policies, do they explicitly state they are applicable to same-sex couples and use gender neutral language?

Tick all that apply

GUIDANCE: Where applicable, the policies should explicitly state that they apply to same-sex couples (or same-gender or non-heterosexual couples). Alternatively, they should explicitly state that they apply regardless of the gender of an employee's partner. The policies should avoid unnecessarily gendered language and pronouns, for example, by using the term 'partner' instead of 'husband' or 'wife' (as long as you have previously stated what constitutes a partner). It should be clear that parental leave policies apply to all employees, regardless of gender.

A. Adoption policy

B. Special or Compassionate Leave Policy

C. Maternity policy

D. Paternity policy

E. Shared Parental leave policy

Provide a brief description of the policy/policies you have uploaded:

Evidence for A, C, D and E is our Family Leave policy that covers the following: maternity leave and pay; adoption leave and pay; paternity leave and pay; shared parental leave and pay; parental leave (unpaid); time off for dependants (unpaid); keeping in touch (KIT) and shared parental leave in touch (SPLIT) days. In order to make it very clear to everyone that our Family Leave policy is inclusive of LGBT employees, right at the start on page 2 we state: All our family-friendly policies are inclusive and apply to everyone including lesbian, gay, bi and trans staff and same-sex couples as well as heterosexual individuals and couples. Evidence for B is our Special Leave policy which covers the following: compassionate leave, care leave, medical appointments, fertility treatment, adverse weather, public duties, volunteer reserve forces and jury service. Again, in order to make it absolutely clear to everyone that our Special Leave Policy is LGBT inclusive we include the same statement as in the Family Leave policy at the very start on page 2.

A. Upload the adoption policy

please be aware only **one** file is allowed per answer

<https://stonewallsubmit.fluidreview.com/resp/90789852/OkBK41Lrgo/>

B. Upload the special or compassionate leave policy

please be aware only **one** file is allowed per answer

<https://stonewallsubmit.fluidreview.com/resp/90789852/tkitMIXhdn/>

C. Upload the maternity policy

please be aware only **one** file is allowed per answer

<https://stonewallsubmit.fluidreview.com/resp/90789852/0sGU2ihCky/>

D. Upload the paternity policy

please be aware only **one** file is allowed per answer

<https://stonewallsubmit.fluidreview.com/resp/90789852/T3ERPqTNSQ/>

E. Upload the shared parental leave policy

please be aware only **one** file is allowed per answer

<https://stonewallsubmit.fluidreview.com/resp/90789852/J0xLA4boR4/>

Policies and Benefits: Part 2

Next Steps

**1.4 Does the organisation have a Yes
policy (or policies) which support
employees who are
transitioning?**

Does the policy (or policies) in place to support employees who are transitioning cover the following?

Tick all that apply

GUIDANCE: Evidence submitted should demonstrate how information around organisational support for people transitioning is tailored to different employee groups. For guidance on creating a transitioning at work policy, see Stonewall's resource [here](#).

- A. Work related guidance for an employee who is transitioning

- B. Work related guidance on the process for an employee to change their name and gender marker on workplace systems

- C. Work related guidance for HR staff on how to support an employee who is transitioning

- D. Work related guidance for managers on how to support an employee who is transitioning

- E. Work related guidance for employees on how to support a colleague who is transitioning

Provide a brief description of the policy/policies you have uploaded:

The document uploaded for all sections (1.4 A, B, C, D and E) is our approach to supporting trans and non-binary staff document. This document was developed in response to feedback on our 2019 submission. In order to ensure that we captured a broad range of views as to how the University could better support trans and non-binary staff, we invited representatives from the Essex LGBT Alliance and our LGBT+ Forum to be part of a working group which also included members of staff from Human Resources. Three trans members of staff were actively engaged in this work. The document sets out our approach to supporting trans and non-binary staff in the context of our broader commitment to celebrating the diversity of our staff and students, nurturing communities of belonging in which all are accepted without exception, and promoting inclusion, well-being, resilience and empowerment to enable everyone to reach their potential. It is a resource for trans and non-binary individuals, for those with management responsibilities for trans and non-binary staff, for colleagues of trans and non-binary staff and for Human Resources staff.

A. Upload guidance for members of staff

please be aware only **one** file is allowed per answer

<https://stonewallsubmit.fluidreview.com/resp/90789852/gA5onlolfg/>

B. Upload guidance for making changes on systems

please be aware only **one** file is allowed per answer

<https://stonewallsubmit.fluidreview.com/resp/90789852/4Gui2ytD5P/>

C. Upload guidance for HR staff

please be aware only **one** file is allowed per answer

<https://stonewallsubmit.fluidreview.com/resp/90789852/7UOn01Nb1x/>

D. Upload guidance for managers

please be aware only **one** file is allowed per answer

<https://stonewallsubmit.fluidreview.com/resp/90789852/ov2czmqo8C/>

E. Upload guidance for colleagues

please be aware only **one** file is allowed per answer

<https://stonewallsubmit.fluidreview.com/resp/90789852/qlxgxfMaCH/>

1.5 Does the organisation have a Yes
policy (or policies) in place to
support all trans employees,
including people with non-binary
identities?

Does the policy (or policies) in place to support all trans employees, including people with non-binary identities cover the following?

Tick all that apply

GUIDANCE: Policies submitted should include clear information around how the organisation supports all trans employees, including non-binary people. Guidance on dress code should be offered regardless of whether an organisation has a uniform or dress code policy.

- A. A clear commitment to supporting all trans people, including those with non-binary identities

- B. Information on language, terminology and different trans identities

- C. Guidance on facilities and dress code for non-binary people

Provide a brief description of the policy/policies you have uploaded:

The document uploaded for all sections (1.4 A, B, C, D and E) is our approach to supporting trans and non-binary staff document. It sets out our commitment to establishing an inclusive environment in which all staff are valued and respected for being the gender they know they are. Our holistic approach places as much emphasis on how people behave as it does on policy and process. Section 6 gives an overview of transitioning and describes it as a unique process for each individual that could involve any number of things including dressing differently, changing official documents and/or having hormone therapy. Section 1 has a paragraph on dress codes which states that 'The University does not have a dress code.....some roles do however require a uniform to be worn. If you are trans or non-binary.....you can choose the uniform that is most appropriate for you'.

Upload the policy and highlight content relevant to option A

please be aware only **one** file is allowed per answer

<https://stonewallsubmit.fluidreview.com/resp/90789852/GFKDD3TTgb/>

Upload the policy and highlight content relevant to option B

please be aware only **one** file is allowed per answer

<https://stonewallsubmit.fluidreview.com/resp/90789852/amtnaiEWc1/>

Upload the policy and highlight content relevant to option C

please be aware only **one** file is allowed per answer

<https://stonewallsubmit.fluidreview.com/resp/90789852/zrQToS4t2r/>

1.6 In the past two years, has the organisation communicated that its policies are LGBT inclusive to all employees?

GUIDANCE: The communication uploaded should demonstrate the organisation has informed employees that policies are LGBT inclusive. This may be on a post on an intranet system, but any file or screenshot must demonstrate the reach of the communication.

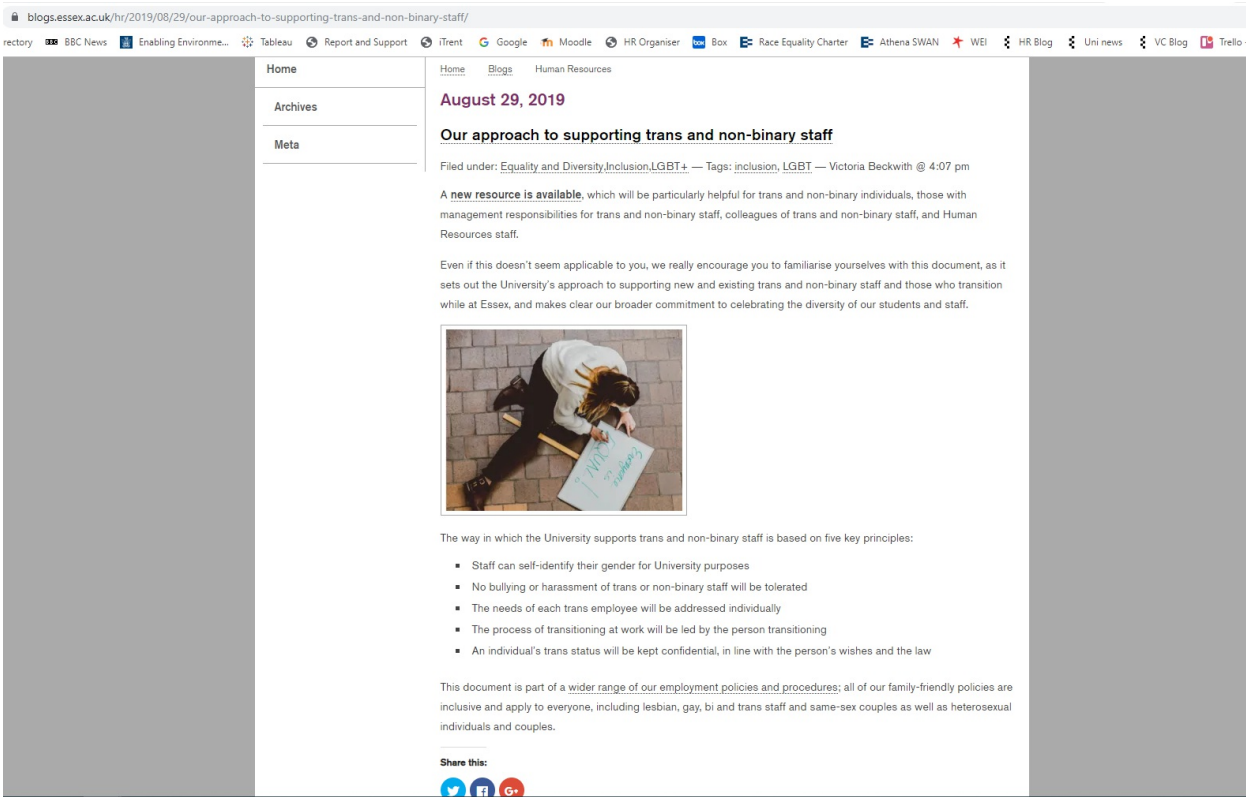
Yes

Provide a brief description of the communication you have uploaded:

The communication, was published on 30 August 2019 in Essex Weekly (our weekly staff newsletter), and linked to an article on our HR blog about our 'Supporting trans and non-binary staff' document. It encourages all staff to read the document by saying 'Even if this doesn't seem applicable to you, we really encourage you to familiarise yourselves with this document, as it sets out the University's approach to supporting new and existing trans and non-binary staff and those who transition while at Essex, and makes clear our broader commitment to celebrating the diversity of our students and staff At the end of the article it says 'This document is part of a wider range of our employment policies and procedures; all of our family-friendly policies are inclusive and apply to everyone, including lesbian, gay, bi and trans staff and same-sex couples as well as heterosexual individuals and couples'.

Upload a communication from the past two years highlighting the relevant content:

please be aware only **one** file is allowed per answer



The screenshot shows a web browser displaying a blog post on the Essex University HR blog. The URL is blogs.essex.ac.uk/hr/2019/08/29/our-approach-to-supporting-trans-and-non-binary-staff/. The page features a navigation menu with 'Home', 'Archives', and 'Meta'. The main content area is titled 'August 29, 2019' and 'Our approach to supporting trans and non-binary staff'. The post is filed under 'Equality and Diversity, Inclusion, LGBT+' and tagged with 'inclusion, LGBT'. The author is Victoria Beckwith, published at 4:07 pm. The text of the post states: 'A new resource is available, which will be particularly helpful for trans and non-binary individuals, those with management responsibilities for trans and non-binary staff, colleagues of trans and non-binary staff, and Human Resources staff. Even if this doesn't seem applicable to you, we really encourage you to familiarise yourselves with this document, as it sets out the University's approach to supporting new and existing trans and non-binary staff and those who transition while at Essex, and makes clear our broader commitment to celebrating the diversity of our students and staff.' Below the text is an image of a person sitting on a wooden crate, holding a sign that says 'I'm trans and I'm proud'. The post continues with five key principles of the University's support: staff can self-identify their gender, no bullying or harassment, individual needs are addressed, the transition process is led by the person, and trans status is kept confidential. The post concludes by stating that the document is part of a wider range of inclusive employment policies and procedures. At the bottom, there are social sharing icons for Twitter, Facebook, and Google+.

Provide the date that the communication was shared. 30/08/2019

The following question is for information gathering purposes only and is not scored.

1.7 Does the organisation provide its employees with private healthcare insurance which is explicitly inclusive of LGBT-specific health needs?

No



University of Essex

FAMILY LEAVE POLICY

**MATERNITY, ADOPTION, PATERNITY, PARENTAL
AND TIME OFF FOR DEPENDANTS**
HUMAN RESOURCES

FAMILY LEAVE POLICY

AIM

The University is fully committed to helping working parents to balance work and family life, whilst this is compatible with the interests of the University.

This suite of family leave policies aims to ensure that employees are able to take appropriate leave at the birth – or placement for adoption – of a child in accordance with their legal entitlement, and that Departments¹ are able to make arrangements in good time to provide appropriate cover.

All our family-friendly policies are inclusive and apply to everyone including lesbian, gay, bi and trans staff and same-sex couples as well as heterosexual individuals and couples.



¹ For the purposes of these procedures, 'Department' shall mean Departments, Schools, Centres and Sections. 'Head of Department' shall mean 'Head of Department or Head or Director of School or section or Director of a Centre'.

SUMMARY

Maternity leave and pay

Employees may take up to 52 weeks' leave. This is a 'day one' right and there is no qualifying period. The level of pay depends on the length of service.

- Employees with 26 weeks' service (but less than 1 years' service) at the 15th week before the Expected Week of Childbirth (EWC) are entitled to Statutory Maternity Pay (SMP) for 39 weeks.
- Employees with more than one year's continuous service at the expected week of childbirth who intend to return to work are entitled to Occupational Maternity Pay (OMP), which is an enhanced provision inclusive of the statutory provision.
- Employees with less than 26 weeks' service at the 15th week before the expected week of childbirth may be entitled to Maternity Allowance (MA).

Adoption leave and pay

One parent may take up to 52 weeks' leave. This is a 'day one' right and there is no qualifying period.

The level of pay depends on the length of service:

- Employees with 26 weeks' service or more (but less than 1 years' service) continuing into the week in which you are 'matched' with a child for adoption are entitled to Statutory Adoption Pay (SAP) for 39 weeks.
- Employees with more than one year's continuous service before the commencement of Adoption Leave who intend to return to work are entitled to Occupational Adoption Pay (OAP) which is an enhanced provision inclusive of the statutory provision.
- The parent not taking adoption leave may take paternity leave.

① The University is fully committed to helping working parents to balance work and family life.

① Throughout these policies, 'mother' means the biological mother who gives birth regardless of their gender identity and 'father' means the biological parent who does not give birth regardless of their gender identity.

Paternity leave and pay

Employees with at least 26 weeks' service by the end of the 15th week before the expected week of childbirth (matching week in the case of adoption) are entitled to two weeks' Paternity Leave and Statutory Paternity Pay.

Employees with one years' continuous service by the birth or adoption of their child are entitled to Occupational Paternity Pay (OPP) which is inclusive of any statutory provision.

Shared Parental Leave and Pay

From 5 April 2015 Shared Parental Leave is the new way for parents to share statutory leave and pay on the birth/adoption of a child. It replaces Additional Paternity Leave but it is separate from the right to unpaid Parental Leave (below) and will not replace the current Maternity/Adoption schemes. To opt into Shared Parental Leave and Pay the parent/adopter must have ended their Maternity/Adoption Leave.

Parental Leave (unpaid)

Employees with at least one year of service are entitled to a total of 18 weeks' unpaid parental leave for each child, which can be taken before their child's 18th birthday. The limit on how much parental leave can be taken in a year (1 April-31 March) is a maximum of 4 weeks for each child.

The following information has been prepared for you as guidance. You must make an appointment with HR before you go on any period of leave.

Time off for Dependants (unpaid)

Time off for dependants allows employees the right to take a reasonable amount of time off work to deal with certain unexpected or sudden emergencies and to make any necessary longer term arrangements. The right does not include a statutory right to pay.

Keeping in Touch (KIT) Days and Shared Parental Leave in Touch (SPLIT) Days

KIT days are available to employees on Maternity or Adoption Leave. You are permitted to use up to 10 KIT days.

SPLIT days are available to employees on Shared Parental Leave. Each parent entitled to Shared Parental Leave will have an individual entitlement of up to 20 SPLIT days.

This document sets out arrangements for employees. For information about casual workers, please contact HR.

You may also be interested in the following:

- Childcare Vouchers
- Special Leave
- Equality and Diversity
- Parents' Support Network
- Parent Mentoring Scheme
- Pregnancy, Maternity and Returning to Work Booklet
- Wivenhoe Park Day Nursery

HR can answer any questions you may have on this document.

Key to abbreviations contained within this document:

| | |
|--------------|---|
| AAL | Additional Adoption Leave |
| AML | Additional Maternity Leave |
| EWC | Expected Week of Childbirth |
| KIT | Keeping in Touch Day |
| MA | Maternity Allowance |
| MATB1 | Maternity certificate provided by your GP/Midwife |
| OAL | Ordinary Adoption Leave |
| OAP | Occupational Adoption Pay |
| OML | Ordinary Maternity Leave |
| OMP | Occupational Maternity Pay |
| OPP | Occupational Paternity Pay |
| OshPP | Occupational Shared Parental Pay |
| SAP | Statutory Adoption Pay |
| ShPP | Shared Statutory Parental Pay |
| SMP | Statutory Maternity Pay |
| SPL | Shared Parental Leave |
| SPP | Statutory Paternity Pay |

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SECTION 1: MATERNITY LEAVE AND PAY

1.1 MATERNITY LEAVE

Employees are entitled to 52 weeks' maternity leave irrespective of length of service. This is made up of 26 weeks' Ordinary Maternity Leave (OML) and 26 weeks' additional Maternity Leave (AML). AML follows immediately on from OML and there can be no gap between the two. The maternity leave period cannot be broken by any other manner of leave and must be a continuous period.

By law the minimum time that you must take is two weeks immediately following the birth of your baby, this is known as compulsory maternity leave.

Only one period of leave will be available irrespective of whether you have a multiple birth (e.g. twins).

Your contract of employment continues throughout your maternity leave and continuity of service will not be broken. Therefore entitlement to periods of notice, holidays and sick leave which accrued at the beginning of maternity leave will not be lost.

The earliest you can start your maternity leave is 11 weeks before the expected week of childbirth (EWC). The EWC can be worked out from your due date or when your midwife or doctor has issued your MAT B1 form. This form is usually issued in the 20th week of your pregnancy.

Should you become ill with a pregnancy related illness after the start of you 4th week before EWC, your maternity leave will automatically begin.

If your baby is stillborn after the beginning of the 24th week of pregnancy, you will still be entitled to maternity leave.

You will not qualify for sick pay while you are on maternity leave.

Once you have returned to work your Maternity Leave will have ended and cannot be re-started.

1.2 MATERNITY PAY

What will I be paid during my maternity leave?

The pay you receive will depend on how long you have worked for the University. You could be eligible for:

- Statutory Maternity Pay (SMP)
- Occupational Maternity Pay (OMP), an enhanced provision inclusive of SMP.
- Maternity Allowance (MA)

If your baby is stillborn after the beginning of the 24th week of pregnancy, you will still be entitled to maternity leave and to Statutory Maternity Pay or Occupational Maternity Pay, provided you meet the qualifying conditions. You will get a certificate of stillbirth; this is the evidence you need to claim Statutory Maternity Pay or Maternity Allowance. If you have a miscarriage (before the 24th week of pregnancy), you will not be entitled to maternity leave or pay.

Payment details can be found in [Table 1](#).

Am I eligible for Statutory Maternity Pay?

Statutory Maternity Pay (SMP) is paid for 39 weeks and is paid on behalf of the state by the University. In order to claim this, you must have been continuously employed by the University for 26 weeks at the 15th week before your expected week of childbirth (EWC) known as the qualifying week. Your average earnings must be at least as much as the lower earnings limit (currently £113) for National Insurance contributions, which applies at the end of your qualifying week.

SMP is payable whether or not you intend to return to work.

ⓘ You are entitled to 52 weeks maternity leave irrespective of your length of service.

ⓘ The minimum time that you must take is two weeks. This is known as compulsory maternity leave.

ⓘ Your contract of employment continues throughout your maternity leave and continuity of service will not be broken.

ⓘ The pay you receive will depend on how long you have worked for the University.

Will I receive any Occupational Maternity Pay?

Occupational Maternity Pay (OMP) is an enhanced pay provision provided by the University. To qualify for OMP you must have been employed continuously with the University for a minimum period of 12 months before the expected week of childbirth.

If you do not intend to return to work, you will not qualify for OMP.

For the purposes of the Occupational Maternity Scheme, you will be deemed to be in receipt of SMP.

SMP will be offset against OMP as follows:

- a) during the period of 8 weeks that an employee, who intends to return to work, is receiving full pay; or
- b) from the amount of 6 weeks' pay received by an employee who does not intend to return to work.

If you are not eligible for SMP, any maternity allowance (MA) paid by the Jobcentre Plus will be offset as above against OMP.

SMP will not normally be offset against occupational maternity half pay. However, if during the course of occupational maternity leave, payment of half pay and SMP (at whatever rate) together amount to more than full pay, then the combined payment will be reduced to the level of full pay during the period in which SMP is being paid. No combinations of payments will exceed full pay.

Your payslip will show the amount of SMP paid plus a pay adjustment to bring the payment up to the level of OMP.

How will Statutory Maternity Pay and Occupational Maternity pay be paid to me?

Your SMP/OMP will be paid into your bank account on the same date that your salary would have been paid, and will be subject to deductions for tax, National Insurance and pension contributions in the usual way.

What if I do not qualify for Statutory Maternity Pay?

Should you not be eligible for SMP, Payroll will issue you with a form (SMP1) which may enable you to get a Maternity Allowance (MA). Take the SMP1 form to your local Jobcentre Plus.

You can be paid MA for up to 39 weeks, but this will be stopped if you return to work before the end of the MA period.

What about my pension contributions?

For the first 39 weeks, during which you will be in receipt of OMP and/or SMP, pension contributions will continue to be payable. Although based on the rate of pay that you will actually receive you will continue to accrue pension benefits in the same way and at the same rate that applied immediately before you leave commenced.

For any subsequent period of unpaid leave the choice is entirely yours. If you pay contributions for the period of unpaid leave they will be based on the full notional salary that you would have received had you not taken maternity leave. If you wish to make up these contributions, they can be collected from your salary on your return to work. It may be possible, subject to the restrictions of the tax year, to spread the collection of these contributions over a period equal to the length of the unpaid leave. You will receive a letter from the University Pensions Officer asking you to confirm your decision.

ⓘ To qualify for Occupational Maternity Pay you must have been employed continuously with the University for a minimum period of 12 months before the expected week of childbirth.

1.3 NOTIFICATION AND EVIDENCE OF PREGNANCY

It is advisable to book a meeting with HR as early as possible to talk about your plans/benefits/entitlements and to enable the University to support you.

Please complete an application form to give written notification of your intention to take maternity leave and the date on which you intend this to start and send it to HR with a copy to your Line Manager/Head of Department. Your MATB1 form should also be attached to this form unless you are only eligible to claim Maternity Allowance for which you should retain your MATB1 for the Jobcentre Plus.

Before you submit your MATB1 form, take a photocopy for your partner, as it may be needed for their employer should your partner wish to take paternity leave.

The application form should be provided no later than the end of the 15th week before your expected week of childbirth. Note that for these purposes a week begins on a Sunday. However, in order to discharge the university's responsibilities with regards to health and safety it is advisable that written notification is made at an early stage in the pregnancy.

If you change your mind about the date on which you want to start your leave, you must give your line manager at least 28 days' written notice of the new date. Please note also that if you are eligible for SMP payments, you must give us at least 28 days' written notice of the date on which you wish your SMP payments to begin.

If you give birth before the commencement of your Maternity Leave, you should notify your Head of Department and HR as soon as is reasonably practical after the birth. In these circumstances, maternity leave will start automatically on the day after the birth.

Human Resources will write to you to accept notification of your pregnancy.

If you are taking maternity leave you are encouraged to contact HR to arrange an informal discussion as early as possible regarding your potential entitlement, to talk about your plans and to enable the University to support you.

1.4 HEALTH AND SAFETY

Do I have to complete a pregnancy risk assessment?

You should arrange to review your work activities in consultation with your line manager/supervisor immediately upon becoming aware that you are pregnant using the risk assessment form. Where this may present personal difficulty, you are urged to discuss the matter with HR at the earliest opportunity.

In a few cases, where the risks cannot be controlled, it may be necessary to significantly adjust your working conditions or hours, give you alternative work or suspend you from work on full pay. If you think this may be necessary speak to your line manager/supervisor in the first instance who will discuss your situation with HR.

ⓘ Book a meeting with HR as early as possible to enable the University to support you.

ⓘ To give notification of your intention to take maternity leave you must complete an application form.

ⓘ Arrange to review your work activities with your line manager and complete a risk assessment form.



1.5 ANNUAL LEAVE

Will I accrue any annual leave during my Maternity Leave?

Annual leave accrues throughout the full period of maternity leave. Leave also accrues for any statutory public holiday and/or Christmas closure day that falls during the period of maternity leave.

Annual leave may only be taken before you start your maternity leave or at the end of your maternity leave. It is not possible to take annual leave whilst you are on maternity leave.

Any annual leave accrued before maternity leave starts should be taken during that leave year.

Any annual leave or statutory public holiday/ Christmas closure day that will accrue whilst on maternity leave during the annual leave year in which maternity leave begins should be taken:

- either before maternity leave starts (i.e. it is taken in the same annual leave year);
- or immediately on return from maternity leave, thereby effectively extending your actual physical return to work (i.e. it is carried forward to the next annual leave year but must be taken immediately on return or it is lost).

Any annual leave or statutory public holiday/ Christmas closure day accrued whilst on maternity leave during the annual leave year in which you are due to return may be taken:

- either immediately on return from maternity leave, thereby effectively extending your actual physical return to work (even if this crosses into a new annual leave year);
- or at some other mutually agreed time during the annual leave year in which you return. However, it should be noted that the option to take accrued leave at a later point in the leave year does not apply where you wish to return to work on a reduced hours basis (see below).

Any leave accrued during the leave year in which the maternity leave falls may be used in lieu of an equivalent amount of unpaid maternity leave.

Where it is agreed that you will return to work on the basis of reduced contractual hours of work, your new reduced hours should not normally take effect until any leave accrued under your previous contractual hours has been taken. This effectively means that you may officially return to work on X day, take your outstanding holiday accrued under your previous (e.g. full-time) contractual hours and then physically return to work and start your new reduced hours on Y date.

1.6 KEEPING IN TOUCH (KIT) DAYS

What are KIT days?

Keeping In Touch days (or KIT days) allow you to do some limited work under the terms of your contract of service for the University whilst you are on maternity leave. Any KIT day taken will not bring your maternity leave period to an end, and payment of SMP/OMP will not be affected. You are permitted to use up to 10 KIT days. For further information please see the additional [KIT Day Information](#).

What if I want more time off after the end of my paid OML?

You are also eligible to take unpaid [Parental Leave](#).

ⓘ Annual leave accrues throughout the whole period of maternity leave.

ⓘ You are permitted to use 10 KIT days.



1.7 RETURNING TO WORK

When do I have to inform my manager of my return to work?

Before you return to work you should complete the [Maternity Return to Work Form](#) and send it to [HR](#) with a copy to your Line Manager/Head of Department. This should be sent at least 8 weeks before you are due to return. If you subsequently wish to change this date, you must give 28 days' notice.

You may return to work anytime within the 52 weeks of the commencement of the maternity leave period (with the exception of the first 2 weeks known as compulsory maternity leave).

If you have chosen to take OMP you must return to work for a minimum of three months otherwise you will be expected to repay any amount of OMP that you have received in excess of the SMP entitlement.

If you wish to consider the possibility of working part time, please look at the University's [work life balance](#) information.

Should I change my mind, and not want to return to work, what will I have to pay back?

If you have taken OMP you will have to repay the difference between the OMP and the SMP.

If you have only received SMP and you decide not to return to work you will not need to repay anything.

What happens if I am sick after my maternity leave is over?

You are entitled to sick leave and statutory sick pay if you are not well enough to return to work after the end of your maternity leave. You must produce a fitness to work certificate after your sickness absence for any period longer than seven calendar days.

1.8 FIXED TERM CONTRACTS

I am on a fixed term contract does this affect my entitlement to maternity leave and pay?

Please see the section on [Fixed-Term Staff](#) for entitlements and benefits if you are on a fixed-term contract.

1.9 ANTE NATAL APPOINTMENTS

Am I entitled to time off to attend ante natal appointments?

You have a statutory right to reasonable paid time off work to attend appointments for antenatal care prescribed by a doctor, midwife or health visitor, irrespective of your length of service. You should provide if requested, after the first appointment, evidence of appointments to your Line Manager/ Head of Department. As far as it is reasonably practicable, such appointments should be arranged at times that would cause least disruption to your work, although you should not be required to arrange such appointments outside of your normal working hours.

Partners and fathers also have the right to take unpaid time off work to accompany expectant mothers to up to 2 antenatal appointments. The time off is capped at 6 and a half hours for each appointment and there is no qualifying period before employees can take up the new rights. As far as it is reasonably practicable, such appointments should be arranged at times that would cause least disruption to your work, although you should not be required to arrange such appointments outside of your normal working hours.

1.10 ANNUAL INCREMENTS

Will I still receive my annual increment on my pay scale during my maternity leave?

Yes, if in accordance with your contract of employment you are due to receive an annual increment at the incremental date in either August or October you will still receive this.

1.11 SHARED PARENTAL LEAVE

From April 2015, you can elect to bring your maternity leave to an end early and opt-in to a period of Shared Parental Leave and Pay instead. However, the first two weeks of maternity leave are compulsory maternity leave and cannot be shared. You must give the University eight weeks' notice to end your entitlement to maternity leave early, which will then enable you or your partner to take advantage of the shared parental leave scheme. This notice can be given before or after the birth. If it is given after the birth, the notice is binding. However, if notice is given before the birth, you are able to revoke the notice up to six weeks after the birth – this is in case an unplanned situation arises following the birth of the child.

ⓘ At least 8 weeks before you return to work you must complete the [Maternity Return to Work form](#).

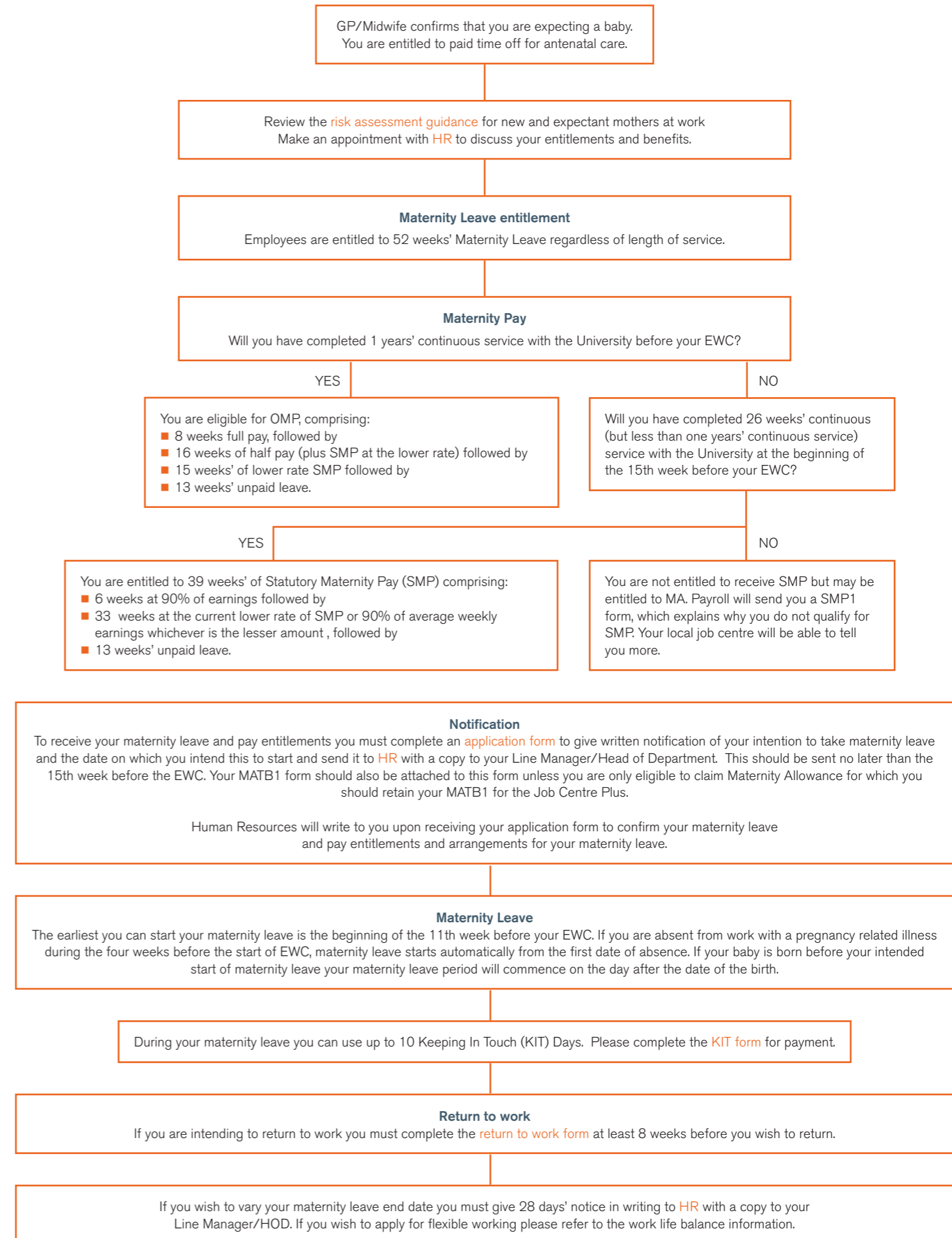
ⓘ If you wish to consider the possibility of part-time working, please review our [Work-Life Balance policy](#).

ⓘ You have a statutory right to reasonable paid time off work to attend antenatal appointments.

TABLE 1: MATERNITY LEAVE AND PAY

| LENGTH OF SERVICE | MATERNITY/ ADOPTION LEAVE ENTITLEMENT | MATERNITY/ADOPTION PAY |
|--|--|--|
| One year's continuous service before the Expected Week of Childbirth (EWC). | Employees may take up to 52 weeks leave (the first 2 weeks are compulsory for those taking maternity leave). | <p>Maximum pay period of 39 weeks.</p> <p>You are entitled to Occupational Maternity Pay (OMP), which is inclusive of SMP as follows:</p> <ul style="list-style-type: none"> 8 weeks full pay, followed by 16 weeks of half pay (plus SMP (£140.98 or 90% of your average weekly earnings, whichever is lesser amount) followed by 15 weeks' of lower rate SMP (£140.98 or 90% of your average weekly earnings, whichever is the lesser amount) followed by 13 weeks' unpaid leave. |
| 26 weeks' continuous service (but less than one years' continuous service) at the 15th week before EWC (known as the Qualifying Week). | Employees may take up to 52 weeks leave (the first 2 weeks are compulsory for those taking maternity leave). | <p>Maximum pay period of 39 weeks.</p> <p>You are entitled to Statutory Maternity Pay (SMP) as follows:</p> <ul style="list-style-type: none"> 6 weeks at 90% of earnings followed by 33 weeks at the current lower rate of SMP/SAP (£140.98 or 90% of average weekly earnings whichever is the lesser amount) followed by 13 weeks' unpaid leave. <p>Please note: To receive SMP your normal weekly earnings during the Qualifying Week must be above the lower weekly earnings limit for national insurance contributions in force during the 15th week (i.e. above £113 per week).</p> |
| Less than 26 weeks' service at the 15th week before the EWC. | Employees may take up to 52 weeks leave (the first 2 weeks are compulsory for those taking maternity leave). | <p>You do not have an entitlement to SMP or OMP.</p> <p>Maternity allowance may be payable from your local Job Centre or Social Security Office if you are eligible.</p> |

MATERNITY LEAVE AND PAY ENTITLEMENTS FLOWCHART



SECTION 2: ADOPTION LEAVE AND PAY

2.1 ADOPTION LEAVE

Employees are entitled to 52 weeks' adoption leave irrespective of length of service. This is made up of 26 weeks' Ordinary Adoption Leave (OAL) and 26 weeks' additional Adoption Leave (AAL). AAL follows immediately on from OAL and there can be no gap between the two. The adoption leave period cannot be broken by any other manner of leave and must be a continuous period.

The main adopter can take adoption leave, with the partner or secondary adopter having the right to [paternity leave](#).

Only one period of leave will be available irrespective of whether more than one child is placed for adoption as part of the same arrangement.

Your contract of employment continues throughout your adoption leave and continuity of service will not be broken. Therefore entitlement to periods of notice, holidays and sick leave which accrued at the beginning of maternity leave will not be lost.

You can start adoption leave up to 14 days before date of placement or on the date of placement (whether this is earlier or later than expected). For overseas adoption, leave cannot begin before child enters Great Britain and latest it can begin is 28 days after child enters Great Britain.

You will not qualify for sick pay while you are on adoption leave.

The same principles apply for surrogacy arrangements.

Dual approved prospective adopters (also known as fostering for adoption) may be eligible for adoption leave and pay where they have agreed to have a child placed with them in accordance with section 22C of the Children Act 1989 with a view to them adopting that child. To be eligible for adoption leave and/or pay the child must be matched with the dual approved prospective adopter on or after 5 April 2015.

Once you have returned to work your Adoption Leave will have ended and cannot be re-started.

2.2 ADOPTION PAY

What will I be paid during my adoption leave?

The pay you receive will depend on how long you have worked for the University. You could be eligible for:

- Statutory Adoption Pay (SAP)
- Occupational Adoption Pay (OAP), an enhanced provision inclusive of SAP.

Payment details can be found in [Table 2](#).

Am I eligible for Statutory Adoption pay (SAP)?

SAP is paid for 39 weeks and is paid on behalf of the state by the University. In order to claim this, you must have 26 weeks' service or more (but less than 1 years' service) continuing into the week in which you are 'matched' with a child for adoption (the 'matching' week). This is known as the 'continuity of employment test'. In addition, your average earnings must be at least as much as the lower earnings limit (currently £113) for National Insurance contributions, which applies at the end of your matching week. This is known as the 'earnings test'.

If you are adopting under a surrogacy arrangement you must have been continuously employed by the University for 26 weeks up to and including the 15th week before the expected week of childbirth (EWC) and meet the 'earnings test' above.

SAP is payable whether or not you intend to return to work.

ⓘ You are entitled to 52 weeks' adoption leave irrespective of your length of service.

ⓘ Your contract of employment continues throughout your adoption leave and continuity of service will not be broken.

ⓘ The pay you receive will depend on how long you have worked for the University.

Will I receive any Occupational Adoption Pay (OAP)?

OAP is an enhanced pay provision provided by the University. To qualify for OAP you must have been employed continuously with the University for a minimum period of 12 months before the commencement of adoption leave.

If you do not intend to return to work, you will not qualify for OAP.

For the purposes of the Occupational Adoption Scheme, you will be deemed to be in receipt of SMP.

SMP will be offset against OMP as follows:

- a) if you are intending returning to work, during the period of 8 weeks that you are receiving full pay; or
- b) if you are not intending to return to work, from the amount of 6 weeks' pay you receive.

SAP will not normally be offset against occupational adoption half pay. However, if during the course of occupational adoption leave, payment of half pay and SAP (at whatever rate) together amount to more than full pay, then the combined payment will be reduced to the level of full pay during the period in which SAP is being paid. No combinations of payments will exceed full pay.

Your payslip will show the amount of SAP paid plus a pay adjustment to bring the payment up to the level of OAP.

How will SAP and OAP be paid to me?

Your SAP/OAP will be paid into your bank account on the same date that your salary would have been paid, and will be subject to deductions for tax, National Insurance and pension contributions in the usual way.

What if I do not qualify for Statutory Adoption Pay or Occupational Adoption Pay?

Should you not be eligible for SAP or OAP, Payroll will issue you with a form (SAP1) which may enable you to get support from your local Job Centre Plus instead.

What about my pension contributions?

For the first 39 weeks, during which you will be in receipt of OAP and/or SAP, pension contributions will continue to be payable. Although based on the rate of pay that you will actually receive you will continue to accrue pension benefits in the same way and at the same rate that applied immediately before you leave commenced.

For any subsequent period of unpaid leave the choice is entirely yours. If you pay contributions for the period of unpaid leave they will be based on the full notional salary that you would have received had you not taken adoption leave. If you wish to make up these contributions, they can be collected from your salary on your return to work. It may be possible, subject to the restrictions of the tax year, to spread the collection of these contributions over a period equal to the length of the unpaid leave. You will receive a letter from the University Pensions Officer asking you to confirm your decision.



2.3 NOTIFICATION OF ADOPTION LEAVE

How do I notify Human Resources and my Line Manager?

It is advisable to book a meeting with HR as early as possible to talk about your plans/benefits/entitlements and to enable the University to support you.

Please complete an [Adoption Application Form](#) and send it to HR, together with your matching certificate/official notification, within 7 days of being notified by your adoption agency that you have been newly matched with a child for adoption; providing at least 28 days' notice of the date on which you wish the adoption pay period to start where reasonably practicable. It is recognised that this may not always be practicable, given that there may be a relatively short period of time between when you receive notification of being matched with a child for adoption and the child being placed with you.

The expected date of placement is the expected date that the child will start living with you.

The actual date of placement may be the same as the expected date of placement or it may be different. This is the date that the child is actually placed with you.

If you change your mind about the date on which you want to start your leave, you must give your line manager and HR at least 28 days' written notice of the new date, if reasonably practicable. Please note also that if you are eligible for SAP payments, you must give us at least 28 days' written notice of the date on which you wish your SAP payments to begin.

Matching certificate

A matching certificate is documentary evidence from your adoption agency which provides:

- name and address of adoption agency
- the adopter's name and address
- the date on which the 'matching' occurred
- the expected date of placement or date placement occurred.
- In cases of adoption of a child from overseas, you should be in receipt of an official notification showing their eligibility for adoption.

Overseas adoptions

If you are adopting a child from overseas the conditions are the same except, you:

- must have 'official notification' (permission from a UK authority) that you can adopt from abroad
- must have worked for the University continuously for at least 26 weeks by the time you get your official notification
- must fill in the declaration on form SC6 if you are adopting a child with your partner. [Form SC6](#) confirms you are not taking paternity leave or pay.

2.4 ANNUAL LEAVE

Will I accrue any annual leave during my Adoption Leave?

Annual leave accrues throughout the full period of adoption leave. Leave also accrues for any statutory public holiday and/or Christmas closure day that falls during the period of adoption leave.

Annual leave may only be taken before you start your adoption leave or at the end of your adoption leave. It is not possible to take annual leave whilst you are on adoption leave.

Any annual leave or statutory public holiday/Christmas closure day that will accrue whilst on adoption leave during the annual leave year in which adoption leave begins should be taken:

- either before adoption leave starts (i.e. it is taken in the same annual leave year);
- or immediately on return from adoption leave, thereby effectively extending your actual physical return to work (i.e. it is carried forward to the next annual leave year but must be taken immediately on return or it is lost).

🕒 Book a meeting with HR as early as possible to talk about how the University can support you.

🕒 To give notification of your intention to take adoption leave you must complete an [Adoption Leave Application Form](#).

🕒 Annual leave accrues throughout the full period of adoption leave.

Any annual leave or statutory public holiday/Christmas closure day accrued whilst on adoption leave during the annual leave year in which you are due to return may be taken:

- either immediately on return from adoption leave, thereby effectively extending your actual physical return to work (even if this crosses into a new annual leave year);
- or at some other mutually agreed time during the annual leave year in which you return. However, it should be noted that the option to take accrued leave at a later point in the leave year does not apply where you wish to return to work on a reduced hours basis (see below).

Any leave accrued during the leave year in which the adoption leave falls may be used in lieu of an equivalent amount of unpaid adoption leave.

Where it is agreed that you will return to work on the basis of reduced contractual hours of work, your new reduced hours should not normally take effect until any leave accrued under your previous contractual hours has been taken. This effectively means that you may officially return to work on X day, take your outstanding holiday accrued under your previous (e.g. full-time) contractual hours and then physically return to work and start your new reduced hours on Y date.

2.5 KEEPING IN TOUCH (KIT) DAYS

What are KIT days?

Keeping In Touch days (or KIT days) allow you to do some limited work under the terms of your contract of service for the University whilst you are on adoption leave. Any KIT day taken will not bring your adoption leave period to an end, and payment of SAP/OAP will not be affected. You are permitted to use up to 10 KIT days. For further information please see the additional [KIT day information](#).

What if I want more time off after the end of my Adoption Leave?

You are also eligible to take unpaid [Parental Leave](#).

2.6 RETURN TO WORK

When do I have to inform my manager of my return to work?

Before you return to work you should complete the [Adoption Return to Work Form](#) and send it to HR with a copy to your Line Manager/Head of Department. This should be sent at least 8 weeks before you are due to return. If you subsequently wish to change this date, you must give 28 days' notice.

Once you have returned from adoption leave, you must remain in the University's employment for a minimum of 3 months; otherwise you will be expected to repay any amount of OAP that you have received in excess of the SAP entitlement.

If you wish to consider the possibility of working part time, please look at the University [work life balance](#) information.

You may return to work anytime within the 52 weeks of the commencement of the adoption leave period (with the exception of the first 2 weeks known as compulsory adoption leave).

Should I change my mind, and not want to return to work, what will I have to pay back?

If you have taken OAP you will have to repay the difference between the OAP and the SMP.

If you have only received SAP and you decide not to return to work you will not need to repay anything.

What happens if either I or my child is sick after my adoption leave is over?

You are entitled to sick leave and statutory sick pay if you are not well enough to return to work after the end of your adoption leave. You must produce a fitness to work certificate after your sickness absence for any period longer than 7 calendar days.

🕒 You are permitted to use 10 KIT days.

🕒 Before you return to work you should complete the [Adoption Return to Work Form](#).

2.7 FIXED TERM CONTRACTS

I am on a fixed term contract does this affect my entitlement to adoption leave and pay?

Please see the section on [Fixed-Term Staff](#) for entitlements and benefits if you are on a fixed-term contract.

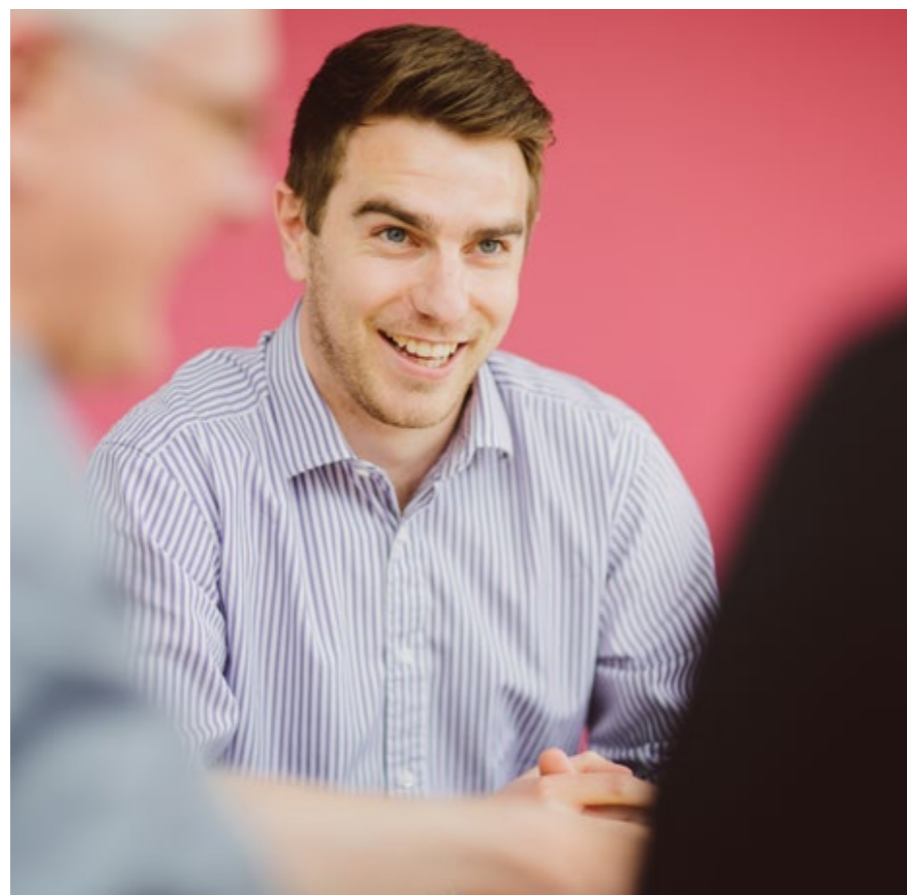
ⓘ You may take paid time off work to attend up to five adoption appointments.

2.8 ADOPTION APPOINTMENTS

Am I entitled to time off to attend adoption appointments?

From 5 April 2015, the main adopter can now take reasonable paid time off work to attend up to five adoption appointments in the period between being notified of a match and the child being placed with the family. The secondary adopter is entitled to take unpaid time off for up to two appointments. Up to 6.5 hours is allowed for each appointment. You should provide if requested, after the first appointment, evidence of appointments to your Line Manager/ Head of Department. As far as it is reasonably practicable, such appointments should be arranged at times that would cause least disruption to your work, although you should not be required to arrange such appointments outside of your normal working hours.

ⓘ The secondary adopter is entitled to take unpaid time off for up to two adoption appointments.



2.9 ANNUAL INCREMENT

Will I still receive my annual increment on my pay scale during my adoption leave?

Yes, if in accordance with your contract of employment you are due to receive an annual increment at the incremental date in either August or October you will still receive this.

2.10 SHARED PARENTAL LEAVE

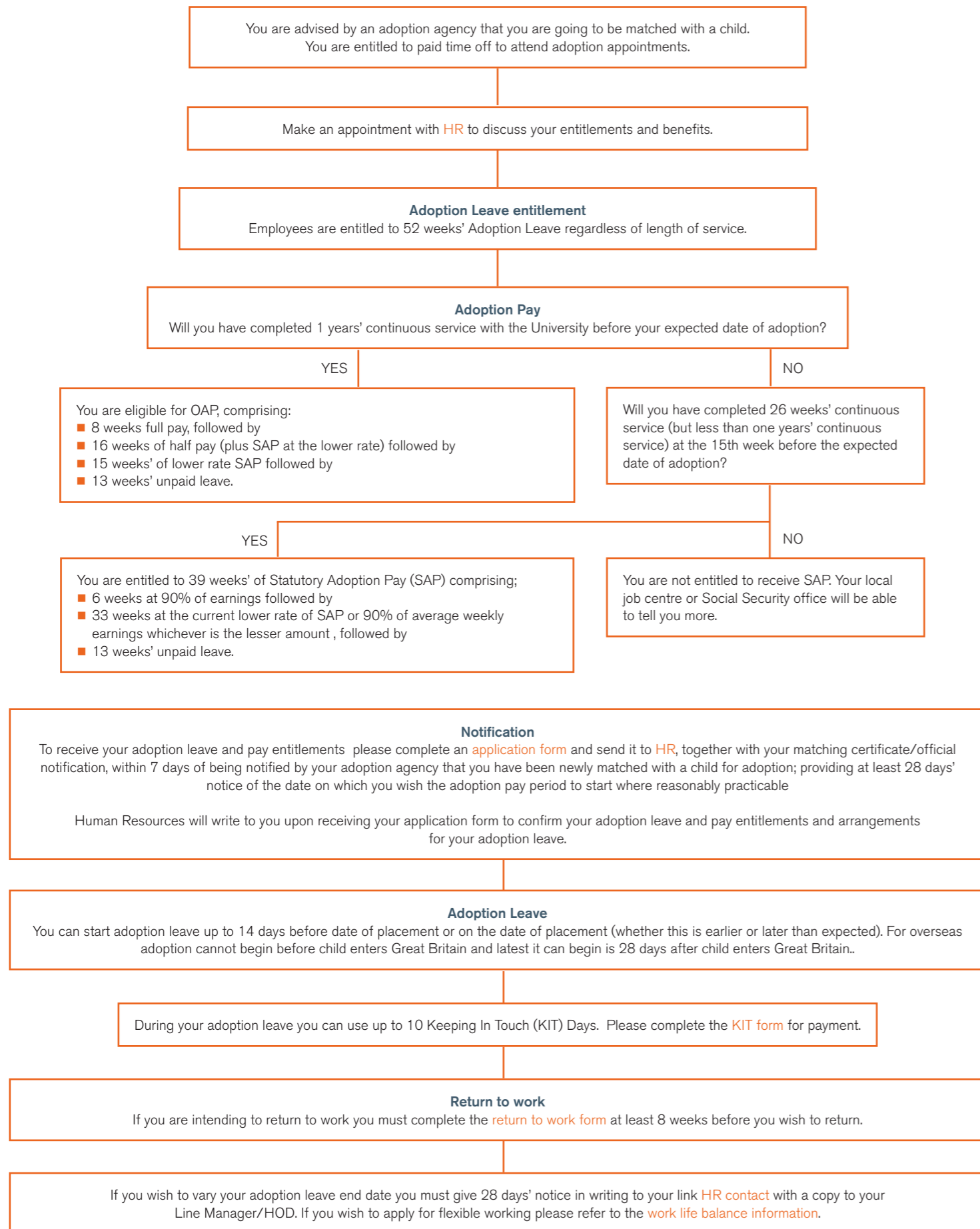
From April 2015, you can elect to bring your adoption leave to an end early and opt-in to a period of [Shared Parental Leave and Pay](#) instead. However, the first two weeks of adoption leave are compulsory and cannot be shared. You must give the University eight weeks' notice to end your entitlement to adoption leave early, which will then enable you or your partner to take advantage of the shared parental leave scheme.

TABLE 2: ADOPTION LEAVE AND PAY

| LENGTH OF SERVICE | ADOPTION LEAVE ENTITLEMENT | MATERNITY/ADOPTION PAY |
|---|---|--|
| One year's continuous service or more before the commencement of Adoption Leave. | Employees may take up to 52 weeks leave (the first 2 weeks are compulsory for those taking adoption leave). | <p>Maximum pay period of 39 weeks.</p> <p>You are entitled to Occupational Adoption Pay (OAP), which is inclusive of SAP, as follows:</p> <ul style="list-style-type: none"> ■ 8 weeks full pay, followed by ■ 16 weeks of half pay (plus SAP (£140.98 or 90% of your average weekly earnings, whichever is lesser) followed by ■ 15 weeks' of lower rate SAP (£140.98 or 90% of your average weekly earnings, whichever is the lesser amount) followed by ■ 13 weeks' unpaid leave. |
| 26 weeks' continuous service (but less than one years' continuous service) continuing into the week in which you are notified you are being 'matched' with a child. | Employees may take up to 52 weeks leave (the first 2 weeks are compulsory for those taking adoption leave). | <p>Maximum pay period of 39 weeks.</p> <p>You are entitled to Statutory Adoption Pay (SAP) as follows:</p> <ul style="list-style-type: none"> ■ 6 weeks at 90% of earnings followed by ■ 33 weeks at the current lower rate of SAP (£140.98 or 90% of average weekly earnings whichever is the lesser amount) followed by ■ 13 weeks' unpaid leave. <p>Please note: To receive SAP your average weekly earnings must be at least as much as the lower earnings limit (currently £113) for National Insurance contributions, which applies at the end of your matching week.</p> |
| Less than 26 weeks' continuous service by the week you are notified that you are being 'matched' with a child for adoption. | Employees may take up to 52 weeks leave (the first 2 weeks are compulsory for those taking adoption leave). | <p>You do not have an entitlement to SAP or OAP.</p> <p>An allowance may be payable from your local Job Centre or Social Security Office if you are eligible.</p> |

Please note that statutory pay rates are often increased annually in April.

ADOPTION LEAVE AND PAY ENTITLEMENTS FLOWCHART



SECTION 3: PATERNITY LEAVE (INCLUDING AFTER ADOPTION)

3.1 PATERNITY LEAVE

Am I entitled to Paternity Leave?

In order to take Paternity Leave, employees must:

- have, or be expecting to have, responsibility for bringing up the child, and
- be either the biological father or be married to the mother of the child or be the partner of the mother or adoptive parent of the child, and
- be taking this leave to care for the child or support the mother or other adoptive parent.

How many weeks leave am I entitled to?

Employees are entitled to a maximum of 2 weeks paternity leave irrespective of length of service (10 days for a full-time member of staff or an appropriate pro-rata entitlement for a part-time member of staff) if your partner is pregnant, or you plan to adopt a baby.

The length of statutory paternity leave is unaffected by multiple births or if more than one child is adopted as part of the same placement.

Your contract of employment continues throughout your paternity leave and continuity of service will not be broken. Therefore entitlement to periods of notice, holidays and sick leave which accrued at the beginning of paternity leave will not be lost.

There are differences in when and how you can take your paternity leave depending on your length of service and whether you qualify for Occupational Paternity Leave (OPL) or Statutory Paternity Leave (SPL). For more information on paternity leave entitlements please see Table 3.

3.2 PATERNITY PAY

Will I get paid during my paternity leave?

The pay you receive will depend on how long you have worked for the University. You could be eligible for:

- Statutory Paternity Pay (SPP)
- Occupational Paternity Pay (OPP), an enhanced provision inclusive of SPP.
- Paternity Allowance (PA)

Full payment details can be found in Table 3

Am I eligible for Statutory Paternity Pay?

Statutory Paternity Pay (SPP) is paid for 2 weeks and is paid on behalf of the state by the University. In order to claim SPP, you must have been continuously employed by the University for 26 weeks at the 15th week before the expected week of childbirth (EWC) (the qualifying week), or in the case of adoption have 26 weeks continuous service by the end of the week you are 'matched' with the child for adoption.

Your average earnings must be at least as much as the lower earnings limit (currently £113 per week) for National Insurance contributions, which applies at the end of your qualifying week.

Will I receive any Occupational Paternity Pay (OPP)?

OPP is an enhanced pay provision provided by the University and is inclusive of any statutory pay. To qualify for OPP you must have been employed continuously with the University for a minimum period of 12 months before the EWC or the adoption of your child.

As payment of SPP is a statutory requirement, SPP must be offset against any entitlement to OPP. Your payslip will, therefore, show the amount of SPP paid plus a pay adjustment to bring the payment up to the level of OPP.

No combinations of payments will exceed full pay.

ⓘ You are entitled to a maximum of two weeks paternity leave irrespective of your length of service (pro rata for part-time staff).

ⓘ Your contract of employment continues throughout your paternity leave and continuity of service will not be broken.

ⓘ The pay you receive will depend on how long you have worked for the University.

3.3 NOTIFICATION AND EVIDENCE OF PATERNITY LEAVE

When should I inform my Line Manager?

In order to take paternity leave after the birth/adoption of a child you must notify HR and your Line Manager of your intention to take paternity leave using the Paternity Leave Application Form .

This date can be changed, as long as at least 28 days' written notice is given to HR and your Line Manager, if reasonably practicable.

If the baby comes early, what should I do?

If the baby comes early and you were therefore unable to give the required notice, you need to inform HR and your Line Manager as soon as possible.

If the baby comes late, what should I do?

If the baby comes late, you must delay the start of your paternity leave or take the leave from the birth of the baby. Leave cannot start before the birth. Notify HR and your Line Manager as soon as possible.

3.4 ANTENATAL APPOINTMENTS

Can I accompany my partner to ante-natal care appointments?

Yes, you are entitled to take unpaid time off work to accompany your partner to up to 2 of her ante-natal appointments. Up to 6.5 hours is allowed for each appointment. With prior approval from your Line Manager extra time off may be taken as annual leave.

ⓘ To take paternity leave you must complete the Paternity Leave application form.

ⓘ If the baby comes early or late, and you need to change your leave request, please notify your link HR contact and line manager.

3.5 ADOPTION APPOINTMENTS

Am I entitled to time off to attend adoption appointments?

From 5 April 2015, the secondary adopter has the statutory right to reasonable paid time off work to attend up to two adoption appointments. Up to 6.5 hours is allowed for each appointment. You should provide if requested, after the first appointment, evidence of appointments to your Line Manager/ Head of Department. As far as it is reasonably practicable, such appointments should be arranged at times that would cause least disruption to your work, although you should not be required to arrange such appointments outside of your normal working hours. With prior approval from your Line/ Manager extra time off may be taken as annual leave.

TABLE 3: PATERNITY LEAVE AND PAY (INCLUDING AFTER ADOPTION)

| LENGTH OF SERVICE | PATERNITY LEAVE ENTITLEMENTS/ REQUIREMENTS | PATERNITY PAY |
|--|---|--|
| One year's continuous service or more by the EWC, or 'matching week' in the case of adoption of a child in the UK. | <p>Employees may take up to 2 weeks' paternity leave (10 days for a full-time member of staff or an appropriate pro-rata entitlement for a part-time member of staff).</p> <p>This leave cannot start before the birth/ date of placement and must be taken within 56 days of the birth/date of placement.</p> <p>Leave can be taken as 1 or 2 consecutive weeks (pro rata for part-time staff). If you elect to take 1 week you cannot take the second week at a later date.</p> <p>If the baby is born prematurely you may take leave from any time from the actual date of birth up to 56 days after the EWC.</p> <p>If the baby is born late, you must delay the start date of the leave until the baby is actually born.</p> | <p>Employees are entitled to Occupational Paternity Pay (OPP) as follows: 2 weeks at full pay (inclusive of statutory paternity pay SPP).</p> |
| 26 weeks' continuous service (but less than one years' continuous service) at the 15th week before the EWC, or 'matching week' in the case of adoption of a child in the UK. | <p>Employees may take up to 2 weeks paternity leave (10 days for a full-time member of staff or an appropriate pro-rata entitlement for a part-time member of staff).</p> <p>This leave cannot start before the birth/ date of placement and must be taken within 56 days of the birth/date of placement.</p> <p>Leave can be taken as 1 or 2 consecutive weeks (pro rata for part-time staff). If you elect to take 1 week you cannot take the second week at a later date.</p> <p>If the baby is born prematurely you may take leave from any time from the actual date of birth up to 56 days after the EWC.</p> <p>If the baby is born late, you must delay the start date of the leave until the baby is actually born.</p> | <p>Employees are entitled to Statutory Paternity Pay (SPP) as follows:</p> <ul style="list-style-type: none"> 2 weeks at the current lower rate of SPP (£140.98 or 90% of average earnings whichever is the lesser amount). |



SECTION 4: SHARED PARENTAL LEAVE AND PAY

4.1 SHARED PARENTAL LEAVE (SPL)

From 5 April 2015, Shared Parental Leave (SPL) will be the new way for parents to share statutory leave and pay during the first year of birth or adoption. It is separate from the right to [unpaid parental leave](#) and will not replace the current [maternity leave and pay](#) or [adoption leave](#) and pay regimes.

The new right allows the mother/adopter to choose to bring the maternity/adoption leave to an end (known as 'curtailing') at any point after the initial two week compulsory maternity/adoption leave period. The parents can then choose how to split up the remaining weeks of leave and pay between them. Any time spent on maternity or adoption leave by the mother or the primary adopter will reduce the amount of SPL available.

Where a mother/adopter takes 51 or more of the 52 weeks of maternity/adoption leave that is available, then no shared parental leave can be created.

The mother/adopter must take two weeks' compulsory maternity/adoption leave immediately following the birth/placement of the child, which may not be shared with the father/partner.

The mother/adopter can elect to bring their maternity/adoption leave to an end early and opt-in to a period of shared parental leave and pay instead.

The two week period of [paternity leave](#) will continue to be available.

Your contract of employment continues throughout SPL and continuity of service will not be broken. Therefore entitlement to periods of notice, holidays and sick leave which accrued at the beginning of SPL will not be lost.

Example: An adopter and their partner are both eligible for SPL. The adopter ends their maternity leave after 12 weeks, leaving 40 weeks (of the total 52 week entitlement) available for SPL. They take 30 weeks and their partner takes the other 10 weeks.

Who does this policy apply to?

This policy only applies to employees of the University, whether you are the mother/adopter or the partner.

If you are the mother/adopter (and are employed by the University), your partner must (where relevant) submit any notifications to take shared parental leave to their own employer, which may have its own shared parental leave policy in place, if they want to take a period of shared parental leave.

If you are the partner (and are employed by the University), the mother/adopter must (where relevant) submit any notifications to take shared parental to their own employer. If both you are employees of the University each of you should submit the required notifications to the University.

The mother/adopter and the partner should ensure that they are each liaising with their own employer to ensure that requests for shared parental leave are handled as smoothly as possible.

Who is eligible for shared parental leave?

SPL can only be used by two people.

Eligibility for birth parents: to be eligible for SPL, both parents must share responsibility for the child at birth.

Eligibility for adopters: to be eligible for SPL, both adoptive parents must share responsibility for the child.

For employees to be eligible to take SPL, both parents must meet certain eligibility requirements.

ⓘ The mother/adopter can bring the maternity leave to an end early and opt into a period of shared parental leave and pay instead.

ⓘ Your contract of employment continues throughout shared parental leave and continuity of service will not be broken.

Mother's/adopter's eligibility for shared parental leave

The mother/adopter is eligible for shared parental leave if they:

- have at least 26 weeks' continuous employment ending with the 15th week before the expected week of childbirth and remains in continuous employment with the University until the week before any period of shared parental leave that she takes;
- have, at the date of the child's birth/adoption, the main responsibility, apart from the partner, for the care of the child;
- are entitled to statutory maternity/adoption leave in respect of the child; and
- comply with the relevant (or has returned to work before the end of statutory maternity/adoption leave), and shared parental leave notice and evidence requirements.

In addition, for the mother/adopter to be eligible for shared parental leave, the partner must:

- have been employed or a self-employed earner in at least 26 of the 66 weeks immediately preceding the expected week of childbirth/matching date;
- meet the 'earnings test' and have average weekly earnings of at least £30 for any 13 of those 66 weeks; and
- have, at the date of the child's birth/adoption, the main responsibility, apart from the mother/adopter, for the care of the child.

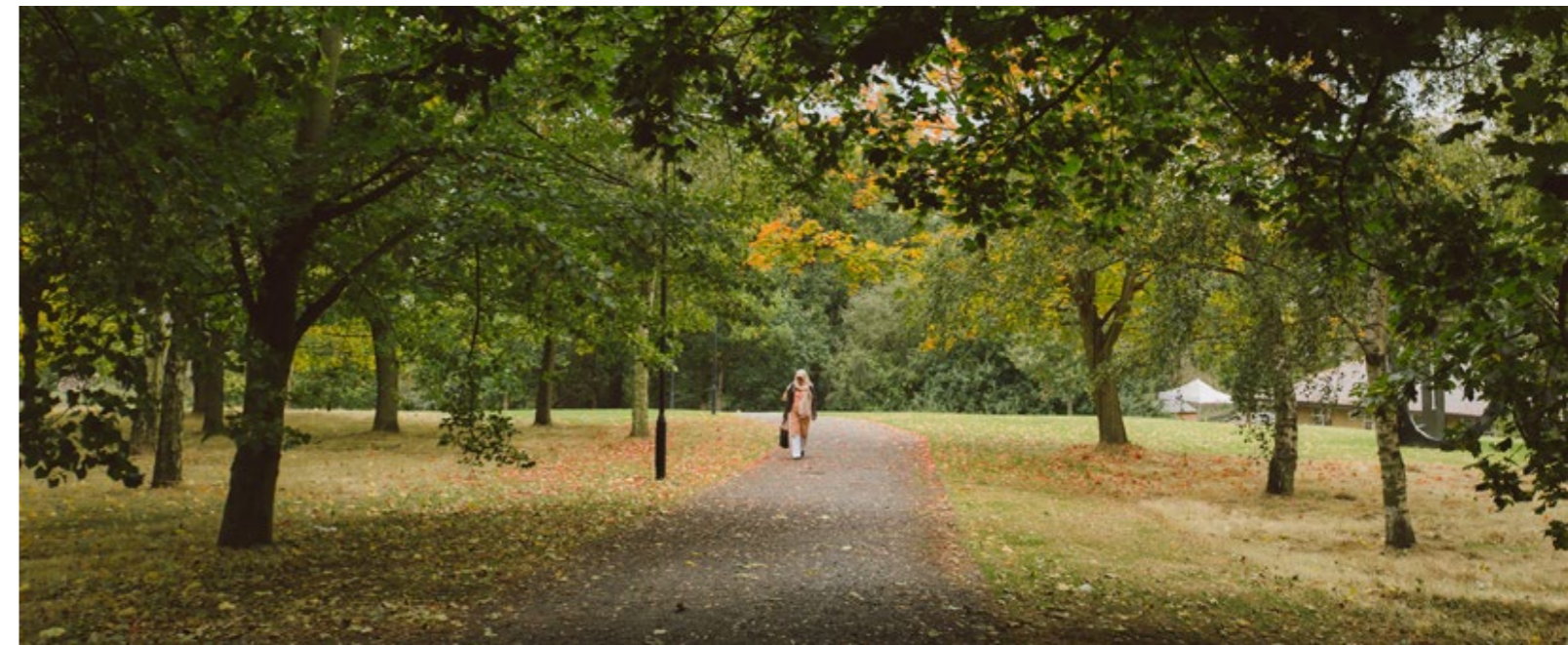
Partner's eligibility for shared parental leave

The partner is eligible for shared parental leave if they:

- have at least 26 weeks' continuous employment ending with the 15th week before the expected week of childbirth/matching date and remains in continuous employment with the University until the week before any period of shared parental leave that they take;
- have, at the date of the child's birth, the main responsibility, apart from the mother/adopter, for the care of the child; and
- comply with the relevant shared parental leave notice and evidence requirements.

In addition, for the partner to be eligible for shared parental leave, the mother/adopter must:

- have been employed or been a self-employed earner during at least 26 of the 66 weeks immediately preceding the expected week of childbirth/matching date;
- meet the 'earnings test' and have average weekly earnings of at least £30 for any 13 of those 66 weeks; and
- have, at the date of the child's birth/adoption, the main responsibility, apart from the partner, for the care of the child;
- be entitled to statutory maternity/adoption leave, statutory maternity/adoption pay or maternity/adoption allowance in respect of the child; and
- comply with the relevant maternity/adoption leave or pay curtailment requirements (or have returned to work before the end of statutory maternity/adoption leave).



How many weeks of Shared Parental Leave am I entitled to?

You may take up to 50 weeks SPL during your child's first year in your family. The number of weeks available is calculated using the mother's/adopter's entitlement to maternity/adoption leave, which allows them to take up to 52 weeks' leave. If the mother/adopter reduces their maternity/adoption leave entitlement then you may opt in to the SPL system and take any remaining weeks as SPL. A mother/adopter must take a compulsory period of at least two weeks maternity/adoption leave after the birth/adoption of the child. This compulsory period cannot be shared.

A mother/adopter may reduce their entitlement to maternity/adoption leave by returning to work before the full entitlement of 52 weeks has been taken, or they may give notice to curtail their leave at a specified future date.

SPL leave can be taken during the 12 months following the birth or date of placement for adoption, but cannot begin earlier than two weeks following the child's birth/placement date. SPL must end no later than one year after the birth/placement of the child. Any SPL not taken by the first birthday or first anniversary of placement for adoption is lost.

If the mother/adopter is not entitled to maternity/adoption leave e.g. they are a casual worker but is entitled to Statutory Maternity Pay (SMP), Statutory Adoption Pay (SAP) or Maternity Allowance (MA), they must reduce their entitlement to less than the 39 weeks. If they do this, their partner may be entitled to up to 50 weeks of SPL. This is calculated by deducting from 52 the number of weeks of SMP, SAP or MA taken by the mother/adopter.

How can the leave be taken?

Those in receipt of occupational shared parental pay (enhanced provision)

If you are eligible for, and intend to take, **occupational shared parental pay** (OshPP) you are only permitted to make one, single request for leave and this leave must be taken in one, continuous block with no breaks in between (e.g. 4 weeks in a row). This leave must not exceed the total number of weeks of SPL available to you and you must have given at least 8 weeks' notice before commencing the period of leave. Only in exceptional circumstances may the Executive Deans or the Registrar and Secretary agree in advance to a discontinuous period of leave.

Those in receipt of 'statutory' shared parental pay only

If you are not entitled to OshPP, or do not intend to take it, and are eligible for **statutory shared parental pay** (ShPP) only you may request either:

- a continuous period of leave (e.g. 4 weeks in a row) so long as it does not exceed the total number of weeks of SPL available to you and you have given at least 8 weeks' notice, or
- a discontinuous period of leave, which means asking for a set number of weeks of leave over a period of time, with breaks between the leave where you return to work (for example, an arrangement where you will take six weeks of SPL and work every other week for a period of three months).

ⓘ You may take up to 50 weeks of shared parental leave during your child's first year.

ⓘ If you are eligible for Occupational Shared Parental Pay you may only make a single request for leave and this leave must be taken in one continuous block.

Does my request for leave have to be approved?

Any request for continuous leave must be approved (providing you have given the correct 8 weeks' notice before the start of the leave period).

The University will consider a discontinuous leave notification but has the right to refuse it. All requests for discontinuous leave will be carefully considered, weighing up the potential benefits to you and the University against any adverse impact to the business, for example:

- the burden of additional costs
- inability to reorganise work amongst existing staff,
- inability to recruit additional staff,
- a detrimental impact on quality
- a detrimental impact on performance
- detrimental effect on ability to meet customer demand.
- insufficient work for the periods the employee proposes to work
- a planned structural change to the business

It is best to discuss any planned discontinuous periods of leave with your line manager and HR in advance of submitting any formal request. This will give the University more time to consider your request and hopefully give you some idea whether your plans may be agreed.

Where there is concern over accommodating the notification, HR and your Line Manager may seek to arrange a meeting to discuss your notification within 14 days of the request being received. If the leave pattern is refused, you can either withdraw it within 15 days of giving it, or can take the leave in a single continuous block.

When can SPL commence?

SPL can commence as follows:

- The mother can take SPL after they have taken the legally required two weeks of maternity leave immediately following the birth of the child
- The adopter can take SPL after taking at least two weeks of adoption leave
- The father/partner can take SPL immediately following the birth/placement of the child, but may first choose to exhaust any paternity leave entitlements (as the father/partner cannot take paternity leave or pay once they have taken any SPL or ShPP).

Where a mother/adopter gives notice to curtail their maternity/adoption entitlement then the mother/adopter's partner can take leave while the mother/adopter is still using their maternity/adoption entitlements.

SPL will generally commence on your chosen start date specified in your SPL application or in any subsequent variation notice.

If you are eligible to receive it, Shared Parental Pay (ShPP) may be paid for some, or all, of the SPL period (see 'Shared Parental Pay' below).

When must SPL end?

SPL must end no later than one year after the birth/placement of the child. Any SPL not taken by the first birthday or first anniversary of placement for adoption is lost.

4.2 NOTIFICATION OF SHARED PARENTAL LEAVE

How do I give notice of my intention to take Shared Parental leave and how do I book this leave?

It is advisable to book a meeting with your **HR contact** as early as possible to talk about your plans/benefits/entitlements and to enable the University to support you.

To request shared parental leave, the following three notifications must be provided within the required timescales.

1. Maternity/adoption leave curtailment notice

Firstly, before the mother/adopter or partner can take shared parental leave, the mother/adopter must either return to work before the end of the maternity/adoption leave period (by giving the required 8 weeks' notice) or provide HR and your Line Manager with a **maternity/adoption leave curtailment notice** if the mother/adopter is employed by the University.

The maternity leave curtailment notice must be in writing and state the date on which maternity leave is to end. That date must be:

- after the compulsory maternity leave period, which is the two weeks after birth;
- at least 8 weeks after the date on which the mother/adopter gave the maternity leave curtailment notice to their employer; and
- at least one week before what would be the end of the additional maternity leave period.

ⓘ It is advisable to book a meeting with HR to talk about how the University can support you.

ⓘ To request shared parental leave you must provide three notifications:
- maternity curtailment notice
- notice of entitlement and intention to take shared parental leave
- notice to book leave.



2. Notification of Entitlement and Intention to take shared parental leave

Secondly, a [Notice of Entitlement and Intention](#) to take SPL must be submitted to [HR](#) and your Line Manager to provide an indication of start and end dates of any SPL that is to be requested. This should be submitted at least 8 weeks before the start date of the period of SPL and may be submitted at the same time as the Maternity/adoption leave curtailment notice. The Notice also requires confirmation of eligibility, entitlement and signed declaration and consent from partners.

At this stage you are only notifying the University of your 'intention' to take leave. As such this is a non-binding agreement and does not create actual certainty for your Line Manager or give you the entitlement to take the leave specified. The intention is to encourage you and your Line Manager to have an early discussion about your intentions.

3. Notice to Book Leave

Thirdly, a [Notice to Book Leave](#) is required and may often be submitted at the same time as the Notice of Entitlement and Intention is submitted. However, this may be submitted afterwards. A notice to book leave must be given at least 8 weeks before leave can be taken. Please ensure your Maternity/Adoption leave curtailment notice has either already been submitted or is submitted with this form.

Is there a limit on the number of Notices to Book Leave?

If you are eligible for, and intend to take, Occupational Shared Parental Pay (OshPP) you are only permitted to make one 'Notice to book leave' request.

If you are not entitled to, or do not intend to take, OshPP you may submit up to three separate 'Notices to Book Leave' requests.



Will the University require evidence of my eligibility?

The University may within 14 days of your notification being given, request:

- the name and business address of your partner's employer (where your partner is no longer employed or is self-employed their contact details must be given instead).
- in the case of biological parents, a copy of the child's birth certificate (or, where one has not been issued, a declaration as to the time and place of the birth).
- in the case of an adopted child, documentary evidence of the name and address of the adoption agency, the date on which they were notified of having been matched with the child and the date on which the agency expects to place the child for adoption.

In order to be entitled to SPL, you must produce this information within 14 days of the University's request.

Can I vary or cancel agreed arrangements for Shared Parental Leave?

You are permitted to vary or cancel an agreed and booked period of SPL, provided that you advise [HR](#) and your line manager in writing at least 8 weeks before the date of any variation using the Notice to Cancel or Vary a Shared Parental Leave Request. Any new start date cannot be sooner than 8 weeks from the date of the variation request.

You do not need to give 8 weeks' notice if you are changing the dates of your SPL because your child has been born earlier or later than the EWC. In such cases please notify us in writing of the change as soon as you can.

A notice to cancel or change a period of leave, including notice to return to work early, will count as one of your three period of leave notices, unless:

- the variation is a result of your child being born earlier or later than the EWC;
- the variation is at our request; or
- we agree otherwise.

If you have used up all of your notifications the University is under no obligation to agree to vary/cancel the leave but will consider the request and decide whether it is reasonably practicable to grant it.

ⓘ The University may request: the name and address of the partner's employer; a copy of the child's birth certificate or the name and address of the adoption agency and the date on which they were notified of having been matched/expects to place the child.

ⓘ You may vary or cancel an agreed period of shared parental leave, provided that you advise your link HR contact and your line manager in writing at least 8 weeks before the date of any variation.

Can I withdraw my notice to end (curtail) my maternity/adoption leave?

If you have given notice to curtail your maternity or adoption leave (as above) and wish to withdraw the notice, as long as you have not returned to work and one of the following circumstances applies you may do so:

- where it is discovered in the 8 weeks following the notice that neither you (the mother/adopter) nor your partner has any entitlement to Shared Parental Leave or pay
- in the event of the death of your partner;
- (for mothers only) if your notice was given before the birth, and you wish to withdraw your maternity curtailment notice in the six weeks following the birth.

With the first two circumstances there will be no further opportunity to opt into Shared Parental Leave at a later date with the same child. However, in the third circumstance the mother would be able to opt into Shared Parental Leave at a later date.

You must inform [HR](#) and your line manager in writing if you wish to withdraw a leave curtailment notice.

4.3 SHARED PARENTAL PAY

What is Shared Parental Pay and how many weeks of pay are available?

If you are eligible you may be entitled to take up to 37 weeks of Shared Parental Pay (ShPP) while taking SPL. The amount of weeks available will depend on the amount by which the mother/adopter reduces their maternity/adoption pay period or maternity allowance period. The untaken weeks of ShPP or OshPP can be taken by the parent who is on SPL if they meet the qualifying criteria. Shared parental pay may be payable during some or all of SPL, depending on the length and timing of the leave. For example if shared parental leave starts 8 weeks after the birth, the partner will be eligible for only the remaining pay entitlements.

If both parents take leave and pay at the same time, the pay entitlement (which will not exceed 37 weeks and if eligible will include 22 weeks of OshPP) must be shared between them.

[Shared parental leave and pay examples.](#)

The pay you receive will depend on how long you have worked for the University. You could be eligible for:

- Statutory Shared Parental Pay (ShPP)
- Occupational Shared Parental Pay (OshPP), an enhanced provision inclusive of ShPP.

Payment details can be found in [Table 4](#).

Am I eligible for statutory shared parental pay (ShPP)?

For employees to be eligible for statutory shared parental pay (ShPP), both parents must meet certain eligibility requirements.

Mother's/primary adopter's eligibility for statutory shared parental pay

The mother/primary adopter is eligible for statutory shared parental pay if they:

- have at least 26 weeks' continuous employment ending with the 15th week before the expected week of childbirth or adoption matching and remains in continuous employment with the University until the week before any period of shared parental pay that they get;
- have normal weekly earnings for a period of eight weeks ending with the 15th week before the expected week of childbirth or adoption matching of at least the lower earnings limit for national insurance contribution purposes;
- have at the date of the child's birth or adoption matching, the main responsibility, apart from the partner, for the care of the child;
- are absent from work and intends to care for the child during each week in which they receive statutory shared parental pay; and
- are entitled to statutory maternity/adoption pay in respect of the child, but the maternity/adoption pay period has been reduced.

In addition, for the mother/adopter to be eligible for statutory shared parental pay, the partner must:

- have been employed or been a self-employed earner during at least 26 of the 66 weeks immediately preceding the expected week of childbirth or adoption matching;
- meet the 'earnings test' and have average weekly earnings of at least £30 for any 13 of those 66 weeks; and
- have, at the date of the child's birth or adoption matching, the main responsibility, apart from the mother/adopter for the care of the child.

ⓘ If you are eligible you may take up to 37 weeks of shared parental pay.

Partner's eligibility for statutory shared parental pay

The partner is eligible for statutory shared parental pay if they:

- have at least 26 weeks' continuous employment ending with the 15th week before the expected week of childbirth/matching date and remains in continuous employment with the University until the week before any period of shared parental pay that they get;
- have normal weekly earnings for 8 weeks ending with the 15th week before the expected week of childbirth/matching date of at least the lower earnings limit for national insurance contribution purposes;
- have, at the date of the child's birth/adoption, the main responsibility, apart from the mother, for the care of the child; and
- are absent from work and intend to care for the child during each week in which they receive statutory shared parental pay.

In addition, for the partner to be eligible, the mother/primary adopter must:

- have been employed or been a self-employed earner during at least 26 of the 66 weeks immediately preceding the expected week of childbirth or adoption matching;
- meet the 'earnings test' and have average weekly earnings of at least £30 for any 13 of those 66 weeks;
- have, at the date of the child's birth/adoption, the main responsibility, apart from the partner, for the care of the child; and
- be entitled to statutory maternity/adoption pay or maternity/adoption allowance in respect of the child, but the maternity/adoption pay period or maternity/adoption allowance period has been reduced.

SMP is payable whether or not you intend to return to work.

Am I eligible for Occupational Shared Parental Pay?

Occupational Shared Parental Pay (OshPP) is an enhanced pay provision provided by the University. To qualify you must have been employed continuously with the University for a minimum period of 12 months before the expected week of childbirth/commencement of adoption leave. In addition, you and your partner must meet the appropriate [eligibility requirements for ShPP](#) outlined above.

If you do not intend to return to work, you will not qualify for OShPP.

For the purposes of OShPP you will be deemed to be in receipt of ShPP. ShPP will be offset against OShPP during the period of 8 weeks that an employee, who intends to return to work, is receiving full pay.

ShPP will not normally be offset against OshPP half pay. However, if during the course of SPL, payment of half pay and ShPP (at whatever rate) together amount to more than full pay, then the combined payment will be reduced to the level of full pay during the period in which ShPP is being paid. No combinations of payments will exceed full pay.

Your payslip will show the amount of ShPP paid plus a pay adjustment to bring the payment up to the level of OshPP.

How will Statutory Shared Parental Pay (ShPP) and Occupational Shared Parental Pay (OshPP) be paid to me?

Your ShPP/OshPP will be paid into your bank account on the same date that your salary would have been paid, and will be subject to deductions for tax, National Insurance and pension contributions in the usual way.

ⓘ Occupational Shared Parental Pay is an enhanced pay provision provided by the University. To qualify you must have been employed continuously with the University for a minimum of 12 months before the expected week of childbirth/commencement of adoption leave

ⓘ Statutory Shared Parental Pay is payable whether or not you intend to return to work.

ⓘ If you do not intend to return to work you will not qualify for Occupational Shared Parental Pay.

What about my pension contributions?

For the time you are in receipt of either ShPP or OshPP pension contributions will continue to be payable. Although based on the rate of pay that you will actually receive you will continue to accrue pension benefits in the same way and at the same rate that applied immediately before you leave commenced.

For any subsequent period of unpaid leave the choice is entirely yours. If you pay contributions for the period of unpaid leave they will be based on the full notional salary that you would have received had you not taken adoption leave. If you wish to make up these contributions, they can be collected from your salary on your return to work. It may be possible, subject to the restrictions of the tax year, to spread the collection of these contributions over a period equal to the length of the unpaid leave. You will receive a letter from the University Pensions Officer asking you to confirm your decision.

4.4 ANNUAL LEAVE

Will I accrue any annual leave during my Shared Parental Leave?

Annual leave accrues throughout the full period of Shared Parental Leave. Leave also accrues for any statutory public holiday and/or Christmas closure day that falls during the period of Shared Parental Leave.

Annual leave may only be taken before you start your Shared Parental Leave or at the end of your Shared Parental Leave. It is not possible to take annual leave whilst you are on Shared Parental Leave.

All annual leave is subject to the rule on 'no-carry-over' from one leave year to the next. In some cases it may be possible at Department level to agree a small carry-over of leave (no more than 5 days), subject to the business need of the employing unit and at the discretion of the Head of that unit.

Any leave accrued during the leave year in which the Shared Parental Leave falls may be used in lieu of an equivalent amount of unpaid adoption leave.

Where it is agreed that you will return to work on the basis of reduced contractual hours of work, your new reduced hours should not normally take effect until any leave accrued under your previous contractual hours has been taken. This effectively means that you may officially return to work on X day, take your outstanding holiday accrued under your previous (e.g. full-time) contractual hours and then physically return to work and start your new reduced hours on Y date.

4.5 SHARED PARENTAL LEAVE IN TOUCH (SPLIT) DAYS

What are SPLIT days?

Shared Parental Leave In Touch (SPLIT) days allow you to do some limited work under the terms of your contract of service for the University whilst you are on maternity leave. Any SPLIT day taken will not bring your Shared Parental Leave to an end, and payment of ShPP/OshPP will not be affected. Each parent will be entitled to up to 20 SPLIT days. For further information please see SPLIT day information.

What if I want more time off after the end of my paid Shared Parental Leave?

You are also eligible to take unpaid [parental leave](#).

4.6 RETURNING TO WORK

If you have chosen to take OshPP you must return to work for a minimum of three months otherwise you will be expected to repay any amount of OshPP that you have received in excess of the ShPP entitlement.

If you wish to consider the possibility of working part time on your return to work, please look at the University's [work life balance](#) information.

Should I change my mind, and not want to return to work, what will I have to pay back?

If you have taken OshPP you will have to repay the difference between the OshPP and the ShPP.

If you have only received ShPP and you decide not to return to work you will not need to repay anything.

What happens if I am sick after my shared parental leave is over?

You are entitled to sick leave and statutory sick pay if you are not well enough to return to work after the end of your SPL. You must produce a fitness to work certificate after your sickness absence for any period longer than seven calendar days.

What if I am no longer responsible for the care of the child?

If circumstances change and you are no longer responsible for caring for the child (unless it is because the child has died) your entitlement to SPL and any ShPP/OshPP will immediately cease and you must notify [HR](#) and your Line Manager.

ⓘ Annual leave continues throughout the full period of shared parental leave.

ⓘ If you have chosen to take Occupational Shared Parental Pay you must return to work for a minimum period of three months.

ⓘ If you wish to consider the possibility of working part-time on your return to work, please review the [Work Life Balance](#) information.



TABLE 4: SHARED PARENTAL PAY

| STATUTORY SHARED PARENTAL PAY (SHPP) | OCCUPATIONAL SHARED PARENTAL PAY(OSHPP) |
|--|---|
| ShPP is paid at the rate of £140.98 a week or 90% of your average weekly earnings, whichever is the lesser amount. | <p>OShPP is inclusive of statutory shared parental pay (ShPP) as follows:</p> <ul style="list-style-type: none"> 6 weeks full pay, (please note only 6 weeks at full pay are available as the first 2 weeks must be taken by the mother/primary adopter as compulsory maternity/adoption leave and pay) followed by 16 weeks of half pay (plus ShPP (£140.98 or 90% of your average weekly earnings, whichever is the lesser amount) followed by 15 weeks' of lower rate ShPP (£140.98 or 90% of your average weekly earnings whichever is the lesser amount). |

SHARED PARENTAL LEAVE AND PAY EXAMPLES

EXAMPLE 1:

In this example - both parents are employees of the University and are entitled to OshPP. They both decide to take shared parental leave and pay at the same time.

Mother goes on maternity leave for the first two weeks after the baby is born at full pay.

Partner takes two weeks' ordinary paternity leave (OPL) at the time of the birth, at full pay. Mother ends their maternity leave after a total of two weeks' maternity leave. SPL begins immediately with a total of 50 weeks' leave entitlement and 37 weeks' pay, to be shared by both parents.

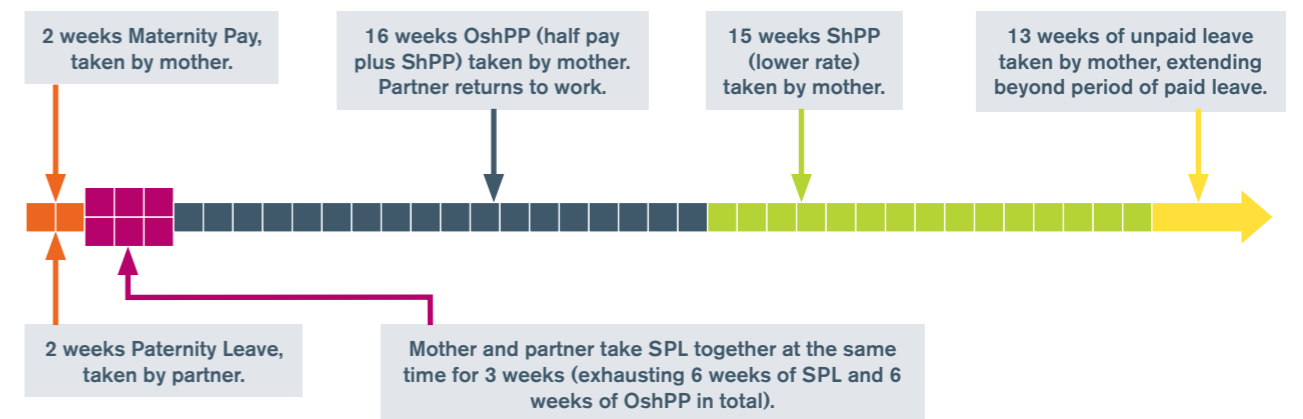
Mother and partner take SPL together at the same time for 3 weeks (exhausting 6 weeks of SPL and 6 weeks of OshPP in total).

Partner returns to work. The mother remains on SPL for a further 44 weeks (16 weeks at half pay plus ShPP, followed by 15 weeks of lower rate ShPP, followed by 13 weeks of unpaid leave).

The cost of SPL is met by each employee's department:

The mother's department will pay:
Two weeks' maternity leave at full pay, 3 weeks of shared parental leave at full pay, 16 weeks at half pay (plus ShPP), 15 weeks of lower rate ShPP.

The partner's department will pay:
Two weeks' Paternity at full pay and 3 weeks of Shared Parental Leave at full pay.



Acronyms:

| | | | |
|--------------|----------------------------------|-------------|-------------------------------|
| OMP | occupational maternity pay | ShPP | statutory shared parental pay |
| OPL | ordinary paternity leave | SMP | statutory maternity pay |
| OshPP | occupational shared parental pay | SPL | shared parental leave |

EXAMPLE 2:

In this example - both parents are employees of the University and are entitled to OshPP. After the mother has curtailed (ended) their maternity leave the partner enters into the shared parental leave and pay arrangement.

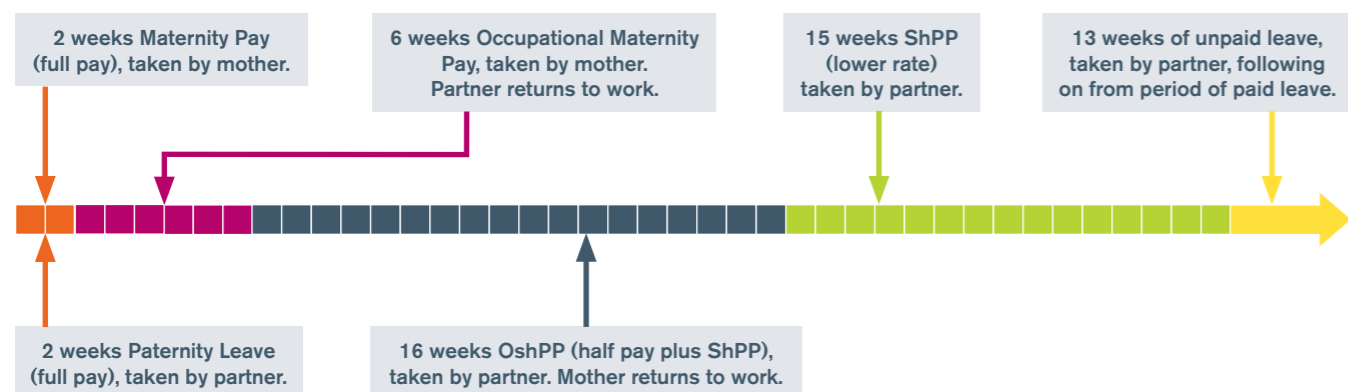
Mother goes on maternity leave for the first two weeks after the baby is born at full pay. Partner takes two weeks' ordinary paternity leave (OPL) at the time of the birth, at full pay. Mother remains on maternity leave for another 6 weeks and continues to take the remaining 6 weeks of her full OMP. Partner returns to work.

Mother ends their maternity leave after a total of 8 weeks' maternity leave and returns to work. SPL begins immediately with a total of 44 weeks' leave entitlement and 31 weeks of pay. Partner begins SPL for the remaining 44 weeks (16 weeks at half pay plus ShPP, followed by 15 weeks of lower rate ShPP, followed by 13 weeks of unpaid leave).

The cost of SPL is met by each employee's department:

The mother's department will pay: 8 weeks' maternity leave at full pay.

The partner's department will pay: 31 weeks' of Occupational Shared Parental Pay (16 weeks of half pay plus ShPP, followed by 15 weeks of lower rate ShPP).



EXAMPLE 3:

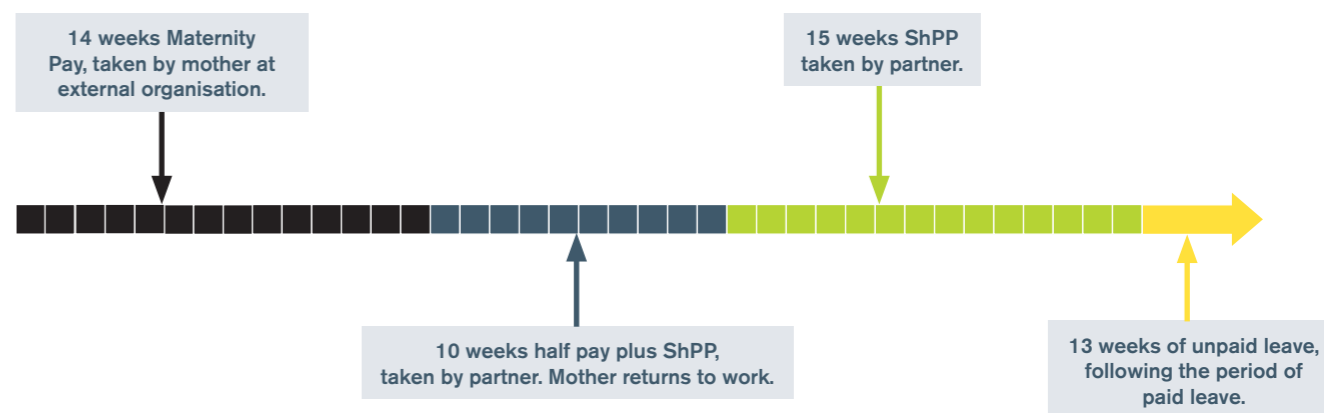
In this example - the partner is an employee of the University but the mother is employed by another organisation. The partner is entitled to OshPP.

Mother takes 14 weeks of maternity leave before curtailing their leave and pay. Mother returns to work. Partner begins SPL for the remaining 38 weeks (10 weeks of half pay plus ShPP, followed by 15 weeks of lower rate ShPP, followed by 13 weeks of unpaid leave).

The cost of SPL is met by each employee's organisation:

The mother's organisation will pay: 14 weeks of maternity pay

The University will pay the partner: 10 weeks of half pay plus ShPP, followed by 15 weeks of lower rate ShPP, followed by 13 weeks of unpaid leave.



EXAMPLE 4:

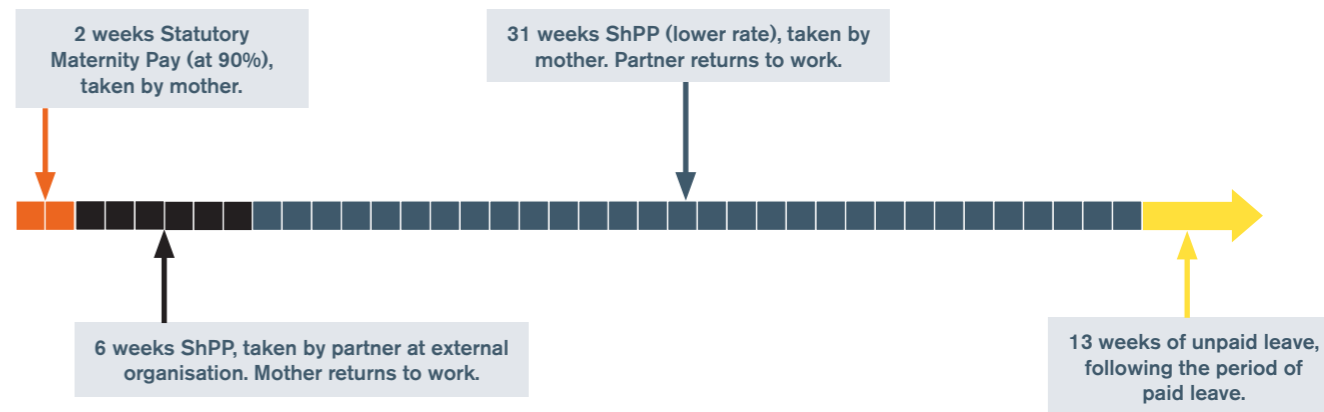
In this example - the mother is an employee of the University but the partner is employed by another organisation. The Mother is entitled to ShPP only.

Mother takes maternity leave for 2 week's then curtails her maternity leave allowing her partner to enter into the SPL arrangement. Mother returns to work. Partner takes 6 week's of SPL before returning to work. Mother takes a further 44 week's of SPL (31 week's of ShPP, followed by 13 weeks of unpaid leave).

The cost of SPL is met by each employee's organisation:

The mother's department at the University will pay: 2 weeks of SMP, 31 weeks of ShPP

The partner's organisation will pay the partner: 6 week's of OshPP.



SECTION 5: PARENTAL LEAVE (UNPAID)

5.1 PARENTAL LEAVE (UNPAID)

Parental Leave is a right to take time off work to look after a child or to make arrangements for a child's welfare. You can take unpaid parental leave to look after your child's welfare, for example to:

- spend more time with your children;
- look at new schools;
- settle children into new childcare arrangements;
- spend more time with family – e.g. visiting grandparents.

You will remain employed while on Parental Leave. At the end of the period of Parental Leave you will be entitled to return to the same job as before.

Parental Leave will be subject to agreement with the University on the timing and duration of the leave. Such agreement will not be unnecessarily withheld but will take into account service provision.

Am I entitled to take parental leave?

You are entitled to take Parental Leave if you have a child and have completed one year's qualifying service with the University at the time you wish to take the leave. The leave is available for each child up to their 18th birthday.

How many weeks can be taken?

18 weeks of unpaid leave can be taken per child. A 'week' equals the length of time you normally work in a week.

Is the leave with pay?

No, parental leave is unpaid.

Is there a limit to how much leave I can take per year?

The limit on how much parental leave can be taken in a year (1 April-31 March) is a maximum of 4 weeks for each child (unless we agree otherwise).

How can the leave be taken?

Unless the child is disabled, or the University agrees otherwise, leave should be taken in blocks or multiples of one week. Parents with disabled children can take parental leave in periods of less than one week (e.g. an 'odd' day off).

5.2 NOTIFICATION TO TAKE UNPAID PARENTAL LEAVE

You must give 21 days' notice before the intended start date. Please complete an parental leave application form to give written notification of your intention to take unpaid Parental Leave and the date on which you intend this leave to start and send it to [HR](#) with a copy to your Line Manager/Head of Department.

What if you are unreasonably refused time off?

If you feel you have been unreasonably refused time off, then you should contact [HR](#) who will seek to investigate and resolve the situation.

ⓘ You are entitled to take Parental Leave if you have had at least one year of service with the University at the time you wish to take the leave.

ⓘ 18 weeks of Parental Leave can be taken per child.

ⓘ The leave is available for each child up to their 18th Birthday.

SECTION 6: KEEPING IN TOUCH (KIT) DAYS AND SHARED PARENTAL LEAVE IN TOUCH (SPLIT) DAYS

6.1 KIT/SPLIT DAYS

KIT days are available to you if you are on Maternity or Adoption Leave. You are permitted to use up to 10 KIT days.

SPLIT days are available to you if you are on Shared Parental Leave. Each parent entitled to Shared Parental Leave will have an individual entitlement of up to 20 SPLIT days.

KIT/SPLIT days allow you to do some limited work under the terms of your contract of service for the University. Any KIT/SPLIT day taken will not bring your maternity/ adoption/ shared parental leave period to an end, and payment of any statutory or occupational pay will not be affected but it will be offset against pay for the KIT/SPLIT days.

KIT/SPLIT days can either be taken as blocks of days, or as individual days.

KIT/SPLIT days may be taken at any point during maternity/adoption leave (except in the case of maternity leave for the first two weeks directly after the baby is born known as compulsory maternity leave).

These days are optional and the decision to undertake a KIT day must be made by agreement between you and your Line Manager/Head of Department. There is no obligation for either you or the University to agree to a KIT day(s). You must give your manager at least two weeks' notice of your intention to use your KIT day, unless agreed otherwise.

6.2 PAYMENT FOR A KIT/SPLIT DAY

What payment will I receive for working a KIT/SPLIT day?

If you work during a period of full pay, no additional payment will be made. If you work during a period of half maternity/adoption/ shared parental leave pay or SMP/SAP/ ShPP pay will be 'topped up' so that you receive full pay for the hours worked. If you work for less than your normal full day, this will count as one KIT/SPLIT day for the purposes of the 10 KIT/20 SPLIT days allocated, although payment will only be made for actual hours worked. On no occasion will you receive more than a full day's pay.

Payment examples

Payment will be made as follows:

- Payment for KIT/SPLIT days will not exceed full pay. If a KIT/SPLIT day occurs during a period of full maternity/adoption pay then no additional payment will be made.
- If a KIT/SPLIT day occurs during a period of half pay or SMP only, this will be effectively "topped-up" so that you receive full pay at your normal hourly rate for the hours worked on the day in question.
- If a KIT/SPLIT day occurs during a period of unpaid leave you will receive full pay at your normal hourly rate for the hours worked on that day.
- Payment for KIT/SPLIT days will only be made after completion of the day's work.

How do I receive payment for my KIT days?

To receive payment for any KIT/SPLIT day worked you need complete a KIT/SPLIT form and send this to your line manager/ Head of Department to agree and sign. Your Line Manager should send this to [HR](#) to process payment.

ⓘ KIT days are available to you if you are on Maternity/Adoption leave. You may take up to 10 days.

ⓘ SPLIT days are available to you if you are on Shared Parental Leave. Each parent is entitled to take up to 20 SPLIT days.

ⓘ KIT/SPLIT days can be taken as blocks of days or as individual days.

6.3 HOW DO KIT/SPLIT DAYS WORK?

If I attend work for half a day or less is this classed as one of my KIT/SPLIT days?

Yes, as soon as you enter work, even if it's for only a few hours, this is counted as one of your 10 KIT/SPLIT days allowed. The number of hours that you attend work can be up to the maximum of the full time equivalent (7.2 per day for a full-time employee). However, you will only get paid for the hours you work.

What are the advantages of using KIT days?

KIT/SPLIT days can provide a number of advantages for both you and the University and can provide a smooth transition back to work after a long period of maternity/adoption leave. Some of the many advantages are; training and development can continue during maternity/adoption leave; you can stay in touch with workplace issues and changes or finish the completion of a project.

Will I be placed at a disadvantage on my return if I don't come into work prior to the end of my maternity/adoption/shared parental leave?

You are encouraged to make use of KIT/SPLIT days as a positive way to keep in contact with developments in your area of work. As work during maternity/adoption leave may only take place with the agreement of both parties, you will not be at any disadvantage regarding the options you choose. If you are unable, or decline the opportunity, to work any KIT/SPLIT days then they will do so without suffering any detriment.

What type of work will I be expected to undertake whilst working a KIT/SPLIT day?

You will be expected to undertake any work duties normally performed under your contract of employment. The purpose of these days is to allow you to be kept informed and up to date on developments within your own workplace or within the University. This may include attending a conference, undertaking training or a team event.

I have been asked to be an external examiner for another University, can I use a KIT/SPLIT day to undertake this work?

No, because this is paid work for another employer and therefore will affect your maternity/adoption/shared parental pay arrangements.

ⓘ Even if you work for only a few hours on your KIT/SPLIT day this will be counted as one of your days. You will only be paid for the hours you work.

ⓘ You do not have to use your KIT/SPLIT days but they are a positive way of keeping in touch with developments in your area of work (particularly before you are due to return).



SECTION 7: STAFF ON FIXED-TERM CONTRACTS

I am on a fixed-term contract. Do I still have the same entitlement to maternity 'leave' as other employees?

If you are on a fixed-term contract you still have the same entitlement to maternity 'leave' as other employees, 52 weeks commencing anytime from the 11th week before the EWC.

Will I receive maternity 'pay' if I am on a fixed-term contract that expires before the 15th week before the expected week of childbirth?

Where a fixed term contract ceases before the qualifying week (15th week before the expected week of birth), you will not be entitled to maternity pay from the University but may be entitled to Maternity Allowance from the Government.

What maternity 'pay' will I receive if I am on a fixed-term contract that expires after the 15th week before the expected week of childbirth?

Where a fixed term contract ceases after the qualifying week (15th week before the expected week of birth), the University will honour your entitlement to pay. Your contract of employment will still end on the original end date. Contracts are not usually extended unless an extension can be agreed for other reasons.

What if my fixed-term contract expires whilst on maternity leave?

If your fixed-term contract expires whilst you are on maternity leave and you cannot return to the University because of the expiry of a fixed-term contract, providing you state your intention to return to work before commencing maternity leave, your maternity pay will be calculated on the basis that you will be returning to work, therefore you will not need to repay the occupational element of the pay.

I am on a fixed-term contract and am the main adopter. Do I have the same rights as an employee on a fixed-term contract taking maternity leave?

If you are on a fixed-term contract and are the main adopter you have the same entitlements to leave and pay as an employee on a fixed-term contract taking maternity leave.



SECTION 8: TIME OFF FOR DEPENDANTS

8.1 DEFINITION

What is Time off for Dependants?

Time off for dependants allows you the right to take a reasonable amount of time off work to deal with certain unexpected or sudden emergencies and to make any necessary longer term arrangements.

Who counts as a dependant?

A dependant is your partner, child or parent, or someone who lives with you as part of your family. For example, this could be an elderly aunt or grandparent who lives in your household. It does not include tenants or boarders living in your family home, or someone who lives in your household as an employee, for example, a live-in housekeeper.

In cases of illness, injury or where care arrangements break down, a dependant may also be someone who reasonably relies on you for assistance. This may be where you are the primary carer or the only person who can help in an emergency. For example, a parent or grandparent who lives elsewhere but who relies on you for assistance when problems arise.

8.2 TIME OFF

Under what circumstances can you take time-off?

The right allows you to deal with an unexpected or sudden problem and make any necessary longer term arrangements, for example:

- if a dependant falls ill or has been involved in an accident or assaulted, including where the victim is hurt or distressed rather than injured physically;
- to make longer term care arrangements for a dependant who is ill or injured;
- to deal with the death of a dependant; for example, to make funeral arrangements or to attend a funeral;
- to deal with an unexpected disruption or breakdown in care arrangements for a dependant; for example, when the childminder or nurse fails to turn up;
- to deal with an incident involving your child during school hours; for example, if the child has been involved in a fight or is being suspended from school.

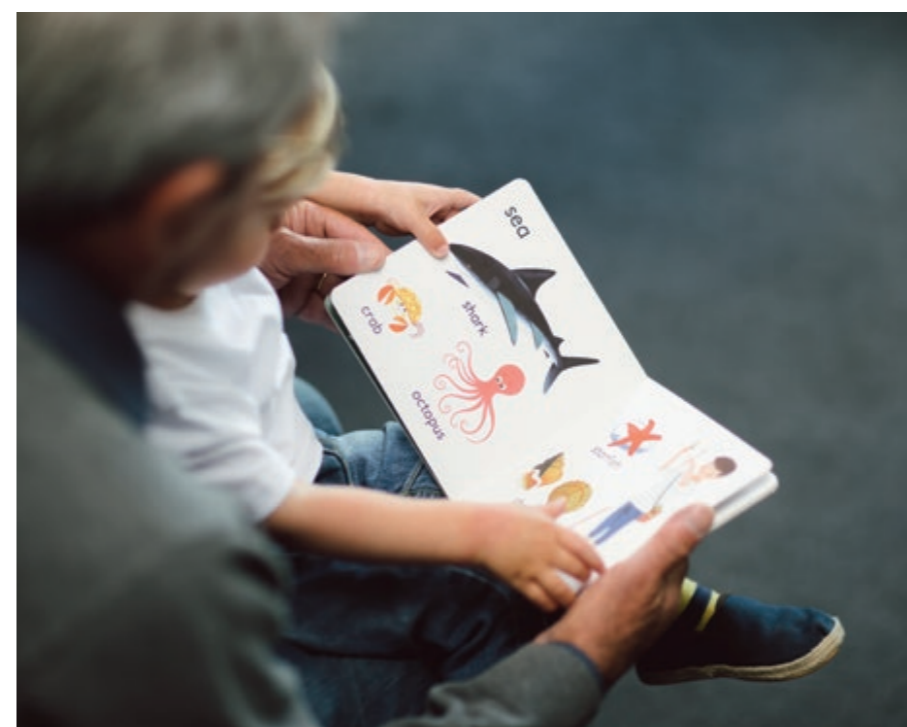
How much time off is allowed?

There is not a set limit to the amount of time off which can be taken. In most cases, the amount of leave will be one or two days at the most, but this will depend on your individual circumstance, although you may be able to take a longer period of leave under other arrangements. For example, if your child falls ill, the leave should be enough to help you cope with the crisis - to deal with the immediate care of your child, visiting the doctor if necessary, and to make longer term care arrangements. It does not mean that you may take two weeks leave to look after your sick child.

ⓘ Time off for Dependants allows you to take a reasonable amount of time off work to deal with unexpected or sudden emergencies.

ⓘ There is not a set limit to the amount of time off however in most cases the amount of leave will be one or two days.

ⓘ There is not a statutory right to be paid for your time off, however in some cases a request may be made to your HoD or line manager.



8.3 PAYMENT

The right does not include a statutory right to pay. There may, however, be some circumstances when you will be entitled to paid leave to deal with sudden or unexpected family/dependant problems. In cases of serious urgent domestic distress, requests should be made to the Head of Department who will consult with HR and consider such requests via the [Special Leave policy](#).

8.4 NOTIFICATION

How much notice do you need to give the University of your intention to take 'time off'?

If you need time off to care for a dependant/s you should inform your Line Manager/Head of Department as soon as possible – you should give details of your absence, the reason for it and how long you expect to be absent from work. You should make every effort to inform your Line Manager/Head of Department (or another responsible person) if absence from work is required. A message via telephone, fax or email will be sufficient if a person is facing an urgent/crisis situation and time-off work is needed at very short notice. It is acknowledged however that there may be a rare occasion when you are unable to contact your Line Manager/Head of Department or another appropriate person. In such circumstances you should, at the earliest opportunity, inform your Line Manager/Head of Department of the reason for your absence from work. Your Line Manager/Head of Department may wish to discuss your absence with you upon your return to work.

8.5 WHAT IF YOU ARE UNREASONABLY REFUSED TIME OFF?

If you believe you have been unreasonably refused time off, then you should contact [HR](#) who will seek to investigate and resolve the situation.

8.6 WHAT HAPPENS IF A MEMBER OF STAFF NEEDS LONGER TIME OFF, OR KNOWS IN ADVANCE THAT THE PROBLEM IS GOING TO ARISE?

The new right is intended to cover unforeseen matters. If you know in advance that you are going to need time off, it may be possible to arrange a longer period of unpaid leave or a combination of unpaid leave and annual leave. If the reason you need leave relates to your child, you may be entitled to take [unpaid parental leave](#).

POLICY CREATOR: HUMAN RESOURCES

Updated: September 2018
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University of Essex



OUR APPROACH TO SUPPORTING TRANS AND NON-BINARY STAFF

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AIM

This document sets out how the University supports new and existing trans¹ and non-binary staff and those who transition whilst at Essex. It is a resource for trans and non-binary individuals, for those with management responsibilities for trans and non-binary staff, for colleagues of trans and non-binary staff and for Human Resources staff.

Our Approach to Supporting Trans and Non-Binary Staff is one of a suite of documents that sets out how we aim to create an inclusive environment in which all staff feel safe and supported. Other related documents include our [Athena SWAN Bronze Institution Action Plan](#), which focuses on our commitment to gender equality more broadly, our [Zero Tolerance Approach to Harassment and Bullying](#), our Equality, Diversity and Inclusion Policy and our strategic approach to supporting all staff; *'How we Work at Essex'*.

POLICY STATEMENT ON EQUALITY, DIVERSITY AND INCLUSION

The University of Essex celebrates diversity, challenges inequality and is committed to sustaining an inclusive and diverse community that is open to all who have the potential to benefit from membership of it and which ensure equality of opportunity for all its members.

We expect employees, workers, contractors, students and visitors to be treated, and to treat each other, with dignity and respect regardless of age, disability, gender identity², marriage and civil partnership status, pregnancy and maternity, race, religion or belief, sex, sexual orientation, socio-economic background, political beliefs and affiliations, family circumstances or other irrelevant distinction.

EQUALITIES LEGISLATION

Under the Equality Act 2010, it is unlawful to discriminate against or treat someone unfairly because of their gender identity or trans status. Examples of discrimination include outing someone as trans without their permission, refusing to use someone's preferred name and correct gender pronoun³ and denying someone access to appropriate single-sex facilities.

Under the Gender Recognition Act 2004 it is a criminal offence to pass on information 'acquired in the course of official duties' about a person's application for a Gender Recognition Certificate (GRC) - a GRC legally recognises one's acquired gender - or that someone has a GRC.

An individual's trans status is classed as 'sensitive personal data' under the General Data Protection Regulation (GDPR), and therefore must also be collected, recorded and used in line with the GDPR's principles.

¹ For the purposes of this document, the term trans refers to those who have, are, or are proposing to transition from one binary gender to another or from one binary gender to a non-binary gender identity and consider themselves to be trans.

² **Gender Identity** A person's innate sense of their own gender, which may or may not correspond to the sex assigned at birth.

³ **Pronoun** Words we use to refer to people's gender in conversation - for example, 'she', 'he', 'ze' or 'they'.

INTRODUCTION

The University is committed to establishing an inclusive environment in which all staff are valued and respected for being the gender they know they are.

We recognise that laws, policies and processes alone do not create inclusive environments and this is why we take a holistic approach, which places as much emphasis on how people behave as it does on policy and process.

This document sets out our approach to supporting trans and non-binary staff in the context of our broader commitment to celebrating the diversity of our students and staff, nurturing communities of belonging in which all are accepted without exception, and promoting inclusion, well-being, resilience and empowerment to enable everyone to reach their full potential.

Human Resources developed this document in collaboration with members of our LGBT+ networks.

PRINCIPLES

The way in which the University supports trans and non-binary staff is based on five key principles:

1. Staff can self-identify their gender for University purposes
2. No bullying or harassment of trans or non-binary staff will be tolerated
3. The needs of each trans employee will be addressed individually
4. The process of transitioning at work will be led by the person transitioning⁴
5. An individual's trans status will be kept confidential, in line with the person's wishes and the law⁵

⁴ Trans staff are encouraged to share relevant information with their line manager in order to aid the provision of support.

⁵ Under the Equality Act 2010, it is illegal to out someone as trans without their permission. Under the Gender Recognition Act 2004 it is a criminal offence to pass on information 'acquired in the course of official duties' about a person's application for a Gender Recognition Certificate (GRC) - a GRC legally recognises ones acquired gender - or that someone has a GRC.

⚠ You can use the title MX if you wish



SECTION 1: SUPPORT FOR INDIVIDUALS

We want all trans staff, and those who identify outside of the gender binary⁶, to feel welcome and confident that the University understands what it means to be trans or non-binary⁷ and that our people and processes recognise that every trans journey is unique.

PROSPECTIVE AND NEW STAFF

NAMED HUMAN RESOURCES CONTACT

All prospective and new trans staff have the option of being allocated a named member of Human Resources staff to support them through the recruitment process. If you choose to take up this option it means that you can contact your named contact directly with any questions you may have, rather than using our general staffing@essex.ac.uk email address.

Your named contact can advise on the support, facilities and services available to you at the University and act as a link between you and your line manager.

Our Resourcing Team can arrange for you to have a named contact. Their contact details are here: <https://www.essex.ac.uk/staff/professional-services/hr-resourcing-team>

RIGHT TO WORK DOCUMENTATION

We ask all those invited for interview to provide us with evidence of their 'right to work' in the UK. This usually involves you being asked to bring the relevant documentation with you on the day of interview and showing it to a member of the selection panel.

If you only have right to work documentation in your birth name and gender, and you do not want to disclose your trans status to the interview panel, you can speak to your named contact in Human Resources, if you choose to have one, (or any other member of Human Resources staff) for advice prior to attending your interview.

DISCLOSURE

Prospective and new staff are under no obligation to disclose their gender history at any point during the recruitment process or at any point after being employed. However, if you do wish to disclose this information, we will treat it confidentially and in line with your wishes.

Should you be appointed and wish to disclose your trans status to the University, your named Human Resources contact will, if you wish, talk to your line manager (either with you or alone) about how, or whether, you want colleagues to be informed, your pronouns and anything else that is important to you, in order that this can be planned in a thoughtful and sensitive way.

⁶ **Gender Binary** The idea that there are only two genders—female/male or woman/man, and that a person must be strictly gendered as either/or.

⁷ **Non-Binary** An umbrella term for people whose gender identity doesn't sit comfortably with 'woman' or 'man'. Non-binary identities are varied and can include people who identify with some aspects of binary identities, while others reject them entirely.

ⓘ You can record your gender as non-binary via our self-service system [HR Organiser](#)

FACILITIES

No trans or non-binary member of our community should be denied access to any space, facility, event or group because they are trans or they identify outside of the gender binary.

We have a number of gender-neutral toilets, changing rooms and showering facilities throughout our campuses but where only single-sex facilities are available you are entitled to use the one that is most appropriate for you.

The University will not tolerate staff being questioned inappropriately about the facility they choose or being denied access to that facility. If you do experience this form of harassment, you can report it via our [Report and Support](#) service.

⚠️ The University has a zero tolerance approach to harassment and bullying. This means that i) we will take action and ii) the action will be proportionate to the circumstances of the case.

DRESS CODES

The University does not have a dress code that requires members of our community to dress in a particular way. Some roles do however require a uniform to be worn. If you are trans or non-binary and you are required to wear a uniform, you can choose the uniform that is most appropriate for you.

BENEFITS

All our benefits and family-friendly policies are inclusive and apply to everyone, including lesbian, gay, bi and trans staff and same-sex couples as well as heterosexual individuals and couples.



EXISTING TRANS AND NON-BINARY STAFF AND STAFF WHO TRANSITION WHILE AT ESSEX

DISCLOSURE

We respect the right of individuals to choose whether to be open about their trans or non-binary status or not. We also want to ensure that trans and non-binary staff have access to the same opportunities as cis⁸ male and female staff and that they have access to appropriate support. If you do disclose your trans or non-binary status, it will be held in confidence, in line with the General Data Protection Rules (GDPR) and your wishes.

⁸ **Cis** Someone whose gender identity is the same as the sex they were assigned at birth. Non-trans is also used by some people.

INITIAL CONVERSATIONS

If you want to talk to someone about your trans or non-binary status, there are a variety of people you could approach. These include your line manager, a member of Human Resources staff or your trade union.

Whomever you talk to, you can expect to receive their full support.

PLANNING YOUR TRANSITION AT WORK

Once you have decided to come out at work we encourage you to discuss any plans you might have, and timelines, with your line manager and/or a member of Human Resources staff. The discussion would usually include consideration of:

- When you want colleagues to be informed
- What exactly you want people to know
- Whether you want to inform relevant people or for this to be done on your behalf
- How you want people to be informed e.g. in groups/individually, in person/ by email
- Any planned appointments you have and ways to minimise disruption in the workplace
- Any anxieties you may have about how to manage people's reactions
- Whether you would like to be allocated a named member of Human Resources staff to support you throughout your time at Essex
- Whether you would benefit from having a mentor who identifies as trans or non-binary

The timescales, activity and communication will be driven and led by you so if at any point during the discussion you decide you want to delay being open about your transition at work, any information you have already shared will be kept confidential, in line with your wishes.

CHANGING YOUR DETAILS ON UNIVERSITY SYSTEMS

In order to change your name, your gender from one binary gender to another and/or title for use internally at the University e.g. on the Outlook address book, you need to provide your named HR contact (if you have one) or the Human Resources section (staffing@essex.ac.uk) with the relevant information. You do not need to have changed your name legally to do so.

Your name on HMRC (Her Majesty's Revenue and Customs) and pension scheme records can only be changed if you have a legal document that proves a change of name e.g. a deed poll, a statutory declaration of name change.

Your gender on HMRC and pension scheme records can only be changed when you have a Gender Recognition Certificate⁹.

TIME OFF FOR MEDICAL APPOINTMENTS/SURGERY

The University expects managers to support people to manage their own time and create a healthy work life balance in order to support a wellbeing culture. The University also recognises that trans staff may need significant periods of time off work as they progress through their transition and wants to be as flexible as possible in order to accommodate each individual's needs.

Time off work to attend medical appointments related to your transition is paid in accordance with our Special Leave policy and therefore not classed as sickness absence. Where possible, you should arrange for the appointments to be scheduled at times that minimise disruption to your work commitments.

If you choose to have surgery the time you need to take off work for the surgery itself, and to recover, will be managed in line with our Supporting Health and Wellbeing at work policy. If the length of time you need off means that you run out of sick pay, you can discuss options with your manager, Occupational Health and your link Senior Employee Relations Adviser.

It is possible, for example, to have additional paid time off for procedures related to your transition. As a guide, we would expect managers to grant around five additional days of paid leave in any 12-month period.

It may also be possible to arrange a phased return to work (if you are deemed fit to do so) which involves working from home or changing duties for a specified period or to take a period of annual leave.

⚠️ As soon as your record is changed, your new name and title will appear on the Outlook address book so is visible to all members of the community.

⚠️ If you just want to record your gender as non-binary for university purposes, you could do so via [HR Organiser](#)

⁹ **Gender Recognition Certificate** This enables trans people to be legally recognised in their affirmed gender and to be issued with a new birth certificate. Not all trans people will apply for a GRC and you currently have to be over 18 to apply. You do not need a GRC to change your gender markers at work or to legally change your gender on other documents such as your passport but you do need one to change your HMRC (Her Majesty's Revenue and Customs) and pension scheme records.

SECTION 2: SUPPORT AND GUIDANCE FOR MANAGERS

YOUR RESPONSIBILITIES

As a manager, you will play a vital role in supporting your trans or non-binary member of staff. You are responsible for:

- Ensuring that the information disclosed to you is used in accordance with the wishes of your member of staff and the law
- Working with your member of staff to plan relevant communications, changes to records, ways to minimise disruption in the workplace whilst being as flexible as possible
- Sharing information with others in accordance with the wishes of your member of staff
- Managing any changes within a team sensitively and effectively
- Supporting others to adjust to the changes and understand the needs of their colleague
- Addressing any repeated refusal to address your member of staff by their correct name and pronoun
- Challenging transphobic language, jokes, behaviour, assumptions and culture within your team/department/section, regardless of whether this is from employees or service users
- Ensuring that all your direct reports have completed their essential equality and diversity training, which includes content around trans equality and non-binary gender identity
- Where applicable, ensuring your member of staff is supplied with a uniform that is most appropriate for them

INITIAL DISCLOSURE

You may be told that a member of your staff is trans or non-binary directly by the individual themselves or by a third party e.g. a member of Human Resources staff where the individual has given permission for this information to be shared with you. As a supportive manager, you should refrain from making any assumptions or generalisations. Your role is to contribute to ensuring the experience is positive for both the individual and the working environment.



FORMULATING A PLAN

In order to both support the individual and minimise disruption in the workplace, you will need to work with your member of staff to plan their transition at work. This process must be led by the trans individual but you could use your coaching skills to support the individual in thinking through the process if that would be helpful to them.

During these discussions you should not ask intrusive, personal questions e.g. about any planned surgery, you should focus on what your member of staff needs from you in order for the process to be as smooth as possible at work. If you are unsure about whether a question is appropriate or not, it is probably best not to ask it.

Useful information:

- Your member of staff can bring a colleague, member of HR and/or a trade union representative to any meeting arranged to discuss their transition
- Not all trans people will have a plan in place for their transition and therefore may not be able to provide answers to some of your questions
- Plans may change as the individual progresses through their transition and you will need to be responsive to this
- You might find it helpful to record what you have agreed, but this is not required

ADDITIONAL AND ONGOING SUPPORT

In addition to this guidance, support is available from the following sources:

- Your link Senior Employee Relations Adviser in Human Resources
- The Head of Equality, Diversity and Inclusion
- Peer support from other managers who have supported a trans or non-binary member of staff
- [The LGBT Toolkit](#)

Trans and non-binary staff, like other staff, need your continued support. You can do this by:

- Keeping an open channel of communication with your trans and non-binary member(s) of staff in order to ensure you can respond to any changes to their needs
- Supporting them to be part of University forums and networks that provide them with safe spaces to discuss their experiences (see Section 4 of this document)
- Equipping and empowering all your staff to combat transphobia if they see or hear it e.g. by encouraging them to attend Bystander Intervention training

SECTION 3: GUIDANCE FOR COLLEAGUES

Colleagues of trans and non-binary staff have a vital role to play in ensuring their experiences at work are positive. Transitioning is a deeply personal process but it is also unavoidably public as it is impossible not to notice when someone transitions from one gender to another.

Knowing what good support looks like can be a challenge and you are not expected to become an instant expert on trans or non-binary gender identity issues. These tips should help:

- **Keep your reactions to a minimum and listen.** Tell your colleague you will support them in every way you can but don't ask intrusive questions, read the situation and consider what it might be appropriate to ask them. Your colleague will appreciate a positive response but will not want you to make a big deal of it
- **Get their names and pronouns right.** An individual's name and pronoun is central to their identity. If you're not sure, it is fine to politely ask – this is much less awkward than getting it wrong and being corrected. If you do get it wrong, apologise and move on. Also be aware that names and pronouns may evolve over time
- **Be their ally and address any inappropriate remarks or behaviours.** This is not just the responsibility of your trans or non-binary colleague or their manager – it's everyone's responsibility
- **Do your own research.** Take some time to read about transitioning and non-binary gender identity in order to be better informed and a better ally. [Stonewall](#), the [Gender Identity Clinic](#) and [Mermaids](#) are all good sources of information
- **Treat your colleague as an individual.** All trans and non-binary people have different experiences and varying degrees of comfort talking about it. Respect their right to tell you only what they want you to know and follow their lead. Your colleague is not necessarily an expert in trans or non-binary gender identity issues, so avoid making this assumption
- **Keep what your colleague tells you to yourself.** Just because your colleague has told you some specific things about their transition or gender identity does not necessarily mean they are happy for you to tell others. Leave it up to your colleague to share information with others

⚠ Mistakenly mis-gendering someone once or twice is acceptable. Repeatedly mis-gendering someone is not acceptable.

SECTION 4: LGBT+ FORUMS/NETWORKS

We have the following forums/networks:

- **LGBT+ Forum:** The Forum provides a safe space for LGBT+ staff to share experiences and resources, find peer support, and discuss current issues and upcoming events. The Forum also contributes to policy development in relation to LGBT+ related issues at the University.
- **Essex LGBT Alliance (ELGBTA):** The ELGBTA is a network of Essex-based organisations who work together to share resources and best practice and promote LGBT+ inclusion for the benefit of everyone in the workplace.
- **LGBT+ Allies:** The Allies are a group of staff committed to ensuring the University is an inclusive and LGBT+ friendly environment.

SECTION 5: GUIDANCE FOR HUMAN RESOURCES STAFF

Members of Human Resources staff have a vital role to play in supporting trans and non-binary staff. Being able to respond fully, confidently and respectfully to the specific needs of trans and non-binary people, be they employees or potential employees, is critical to ensuring everyone HR staff interact with have a positive experience.

⚠ Be mindful that complying with HR processes is a daunting prospect for some trans staff.

As part of our HR service, we offer all trans staff, including prospective and new staff, the option of having a named contact to support them throughout their time at Essex. This information should be recorded on the individual's electronic record.

RECRUITMENT

Sometimes the names on a trans person's documentation e.g. passport, driving licence, birth certificate may not tally and in this situation, verifying right to work (RTW) documentation and evidence of qualifications or published work needs to be dealt with sensitively.

Reassure the individual that they can use the name and gender of their choice internally at the University and that the University will:

- only retain the information it requires in order to verify their RTW documentation and evidence to support their appointment
- hold their data securely and not share it
- respect their privacy by not asking unnecessary questions.

RECORDS

Records of employees transitioning whilst at the University should be changed at a mutually agreed time following receipt of notification of a change of gender and name. No records should be changed without the permission of the employee concerned.

It is not necessary for an individual to provide a legal change of name e.g. a Deed Poll certificate, in order to change their gender and name for use internally at the University – written notification is sufficient.

An employee's HMRC and pension scheme records can only be changed when relevant legal documentation is provided. A deed poll is sufficient for an individual's name to be changed; in order for their gender to be changed, a Gender Recognition Certificate must be provided.

When the name on a staff record is changed, a new staff card should be issued. No reference should be made to an individual's previous name or gender in any future communication with that person¹⁰. Doing so can have a detrimental effect on a trans person's mental health and can trigger anxiety, depression and gender dysphoria.

REFERENCES AND EDUCATIONAL QUALIFICATIONS

References provided by the University for current or former staff who have transitioned must not refer to the person's former name or gender and must use the appropriate pronoun.

If a prospective member of staff indicates in their application that they do not want the University to contact referees before interview, you should be mindful that this may be because they are trans and they have not informed their previous employer of their change of name and gender.

Once an individual whose referees were not contacted prior to interview has been conditionally offered a position, they should be contacted (by their named HR contact if they have one) to check whether they are happy for the University to go ahead and contact their referee(s) before proceeding.

If the references and/or evidence of educational qualifications received are in the individual's previous name and gender, confidentiality must be respected and the information only used for its intended purpose.

PENSIONS

Only people with a full Gender Recognition Certificate (GRC) can have their pension records changed by HMRC or the occupational pension provider.

⚠ Once you have changed an individual's records, check to make sure it has changed everywhere you expect it to have changed.

¹⁰ **Deadnaming** Calling someone by their birth name after they have changed their name. This term is often associated with trans people who have changed their name as part of their transition.

ABSENCE

Absence from work or study in order to undergo any transition-related treatment should be treated in the same way as any other type of absence therefore normal sick pay arrangements apply. The normal policy relating to staff taking time off for medical appointments also applies and flexibility in taking holiday or rearranging working hours or academic commitments should be offered.

In addition, managers are expected to be flexible as possible in order to accommodate each individual's needs and, as a guide, should grant around five additional days of paid leave in any 12-month period for procedures related to transition.

DBS CHECKS

Trans people requiring a DBS check can choose to use the DBS's Confidential Checking Process which is in place for applicants who do not wish for the name or gender they were assigned at birth to be disclosed to the University. Individuals wishing to use this process should be advised to contact the Government's Sensitive Applications Team (SAT) and be made aware that they will still be required to send details of their previous legal identity directly in a separate correspondence to the SAT. The SAT can be contacted either by sending an email to sensitive@db.gov.uk or by calling 0151 676 1452.

If the individual chooses not to use the process and is happy for the name or gender they were assigned at birth to be disclosed on the completed Disclosure, then the individual can complete the Disclosure Application Form (DAF). More information can be found on the [Galop](#) web site.

VISAS

Staff who are working on a work permit or student visa must comply with any work permit/visa regulations, which relate specifically to name or gender change in order that their documentation remains valid.

International students who live in the UK can change their name and gender on records held by UK institutions but to update records held in their country of origin, such as passports, they need to follow their own country's procedure. The appropriate Embassy or High Commission may be able to provide further advice on how individuals can change their names. Students with Tier 4 visas are required to report a legal name change to the UK Visa and Immigration authorities.

⚠ Managers of trans staff should be encouraged to create the kind of environment in which all staff feel safe and supported.

This includes supporting them in being as flexible as possible whilst minimising workplace disruption.

SECTION 6: AN OVERVIEW OF TRANSITIONING

Transitioning is a term used to describe the process and steps an individual takes in order to live in the gender they identify as.

Transitioning is a unique process for each individual and may include any number of changes to a person's life. There is no 'right' or 'wrong' way to transition. For some this involves medical intervention, such as hormone therapy and surgery, but not all trans people want or are able to have this. There may be a variety of reasons including cost, time or simply not feeling the need to.

Transitioning could also involve dressing differently, changing official documents, telling friends and family that you are transitioning, or a number of other things. The start of or intent to transition will be different for everyone. It is about the individual.

After an individual transitions they may not identify as trans; they may simply see the process as being part of their past and not current identity. For example, an individual who has transitioned and identifies as female, may refer to herself as a woman, not a trans woman¹¹. This personal decision should be respected at all times and only communicated as necessary.

Many people falsely believe that in order to transition a person must undergo a medical intervention, such as hormone treatment or surgery, or gain a Gender Recognition Certificate (GRC).

It should not be assumed that the goal of every individual's transition is to change their physiology or legal gender. If a trans person chooses not to undergo any medical intervention or gain a GRC, they are still entitled to dignity and respect along their chosen path of transition, whatever that may consist of.

⚠ Remember that a trans journey is a very personal experience that takes place in a very public way

¹¹ **Passing** If someone is regarded, at a glance, to be a cisgender man or cisgender woman. Cisgender refers to someone whose gender identity matches the sex they were 'assigned' at birth. This might include physical gender cues (hair or clothing) and/or behaviour which is historically or culturally associated with a particular gender.

SECTION 7: DEFINITIONS AND TERMINOLOGY

AFAB/AMAB

(assigned female at birth/assigned male at birth)

These terms are used as shorthand to designate a gender assigned at birth. A wide range of individuals, including those who are transgender, non-binary, or intersex, uses the terms. They are generally not considered identities in and of themselves, so you should use a person's requested pronouns and self-description.

Agender

A term to describe someone who is without gender. It can be either a non-binary gender identity or not having a gender identity.

Ally

Someone who actively supports those with identities that differ from theirs. Allies confront discrimination of trans and non-binary people.

Cis

Someone whose gender identity is the same as the sex they were assigned at birth. Non-trans is also used by some people.

Coming out

May refer to the process by which one accepts one's own gender identity. May also refer to the process by which one discloses these identities to others. This is an ongoing process, and an individual will repeatedly disclose their identity at different multiple times and to different groups of people throughout their life.

Deadnaming

Calling someone by their birth name after they have changed their name. This term is often associated with trans people who have changed their name as part of their transition.

Discrimination¹²

The unjust or prejudicial treatment of a person or group of people based on who they are or because they possess certain characteristics. This can take many forms, including both individual acts of hatred or injustice, and institutional denials of privileges normally accorded to other groups.

Gender

Often expressed in terms of femininity and masculinity, it is largely culturally determined and is assumed from the sex assigned at birth. It can be defined as an experience of, and identity with, culturally-defined roles on a spectrum between male and female.

Gender Binary

The idea that there are only two genders—female/male or woman/man, and that a person must be strictly gendered as either/or.

Gender Fluid

This term denotes or is related to a person who does not have fixed gender.

Gender Identity

A person's innate sense of their own gender, which may or may not correspond to the sex assigned at birth.

Gender Role

The behaviours, values, and attitudes that a society considers appropriate for genders.

Genderqueer

A gender diverse person whose gender identity is neither female nor male, is between or beyond genders, or is some combination of genders. This identity is usually related to, or in reaction to, the social construction of gender, gender stereotypes and the gender binary system.

¹² The Equality Act 2010 protects people from discrimination on the basis of nine 'protected characteristics': age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation. The University goes beyond legislation and has a zero tolerance approach to harassment (a form of discrimination) in any form, regardless of whether it relates to a protected characteristic or not.

Gender Recognition Certificate (GRC)

This enables trans people to be legally recognised in their affirmed gender and to be issued with a new birth certificate. Not all trans people will apply for a GRC and you currently have to be over 18 to apply. You do not need a GRC to change your gender markers at work or to legally change your gender on other documents such as your passport but you do need one to change your HMRC (Her Majesty's Revenue and Customs) and pension scheme records.

Intersex

A term used to describe a person who may have the biological attributes of both sexes or whose biological attributes do not fit with societal assumptions about what constitutes male or female. Intersex people may be female, male, gender-fluid, agender or non-binary.

Outed

When someone's trans status or gender identity is disclosed to someone else without their consent.

LGBT+

The acronym we choose to use at the University for lesbian, gay, bi, trans and related communities. The PLUS (+) in ensures that we are inclusive of all identities to make our community feel welcomed and that nobody is left out.

Non-Binary

An umbrella term for people whose gender identity doesn't sit comfortably with 'woman' or 'man'. Non-binary identities are varied and can include people who identify with some aspects of binary identities, while others reject them entirely.

Passing

If someone is regarded, at a glance, to be a cisgender man or cisgender woman. Cisgender refers to someone whose gender identity matches the sex they were 'assigned' at birth. This might include physical gender cues (hair or clothing) and/or behaviour which is historically or culturally associated with a particular gender.

Preferred pronoun

The pronoun a person chooses to use for themselves. You should always refer to someone in the pronoun they have chosen.

Pronoun

Words we use to refer to people's gender in conversation - for example, 'she', 'he', 'ze' or 'they'.

Queer

In the past a derogatory term for LGBT+ individuals. The term has now been reclaimed by LGBT+ young people in particular who reject traditional categories around gender identity and sexual orientation, but is still viewed to be derogatory by some.

Questioning

The process of exploring your own sexual orientation and/or gender identity.

Sex

Assigned to a person on the basis of primary sex characteristics (genitalia) and reproductive functions.

Stereotype

A widely held but fixed and oversimplified image or idea of a particular type of person or thing without regard for their individual differences. Though often negative, can also be complimentary. Even positive variants can have a negative impact, however, simply because they involve broad generalizations that ignore individual realities.

Trans

An umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth.

Transgender man

A term used to describe someone who is assigned female at birth but lives as a man. This may be shortened to trans man.

Transgender woman

A term used to describe someone who is assigned male at birth but lives as a woman. This may be shortened to trans woman.

Transsexual

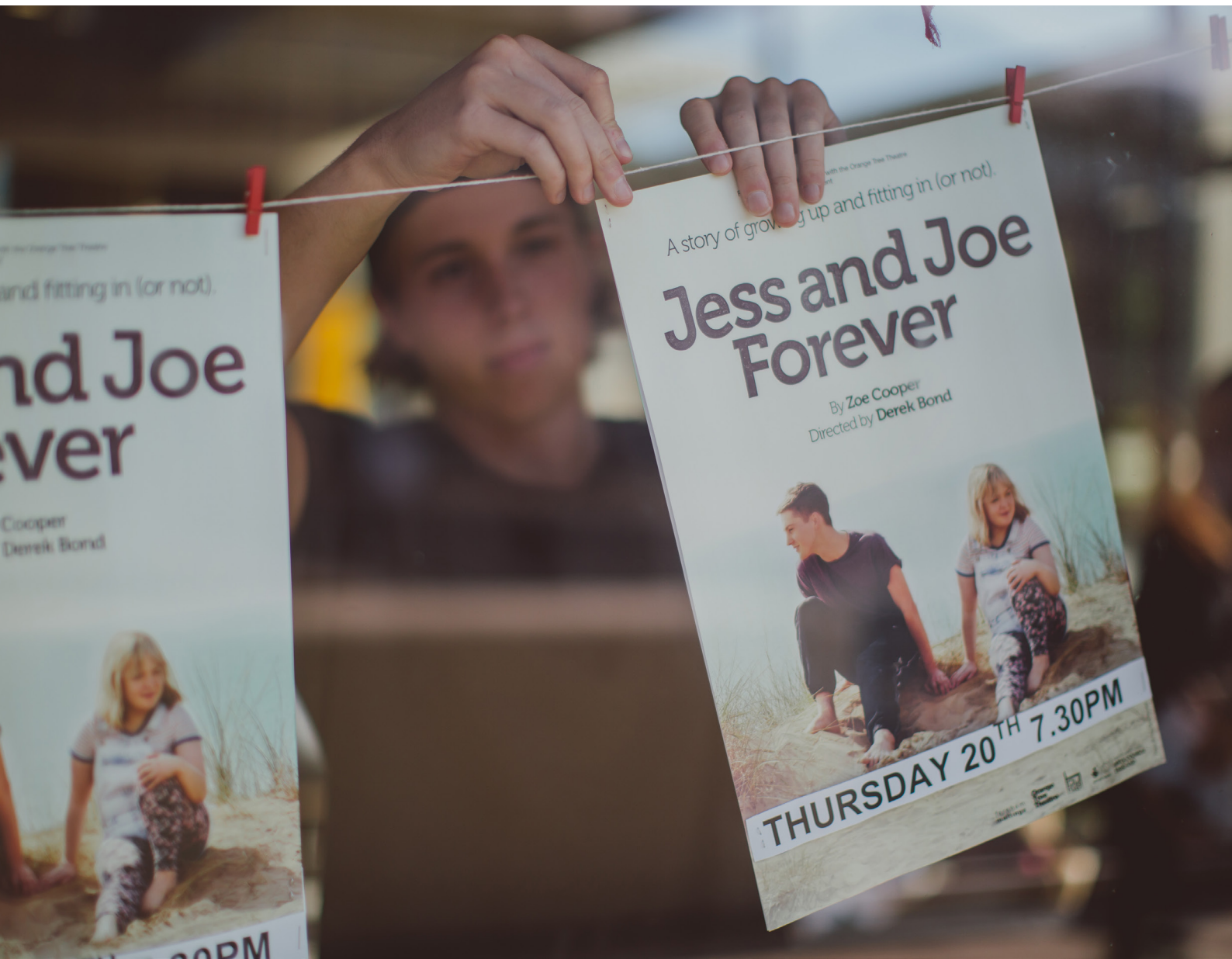
This was used in the past as a more medical term (similarly to homosexual) to refer to someone whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. This term is still used by some although many people prefer the term trans or transgender.

Transitioning

The steps a trans person may take to express or affirm their gender. For some this involves medical intervention, such as hormone therapy and surgeries, but not all trans people want or are able to have this. It might also involve things such as telling friends and family, dressing differently and changing official documents.

Transphobia

The fear or dislike of someone based on the fact they are trans, including the denial/refusal to accept their gender identity.



POLICY CREATOR: HUMAN RESOURCES

University of Essex
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University of Essex



OUR APPROACH TO SUPPORTING TRANS AND NON-BINARY STAFF

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AIM

This document sets out how the University supports new and existing trans¹ and non-binary staff and those who transition whilst at Essex. It is a resource for trans and non-binary individuals, for those with management responsibilities for trans and non-binary staff, for colleagues of trans and non-binary staff and for Human Resources staff.

Our Approach to Supporting Trans and Non-Binary Staff is one of a suite of documents that sets out how we aim to create an inclusive environment in which all staff feel safe and supported. Other related documents include our [Athena SWAN Bronze Institution Action Plan](#), which focuses on our commitment to gender equality more broadly, our [Zero Tolerance Approach to Harassment and Bullying](#), our Equality, Diversity and Inclusion Policy and our strategic approach to supporting all staff; *'How we Work at Essex'*.

POLICY STATEMENT ON EQUALITY, DIVERSITY AND INCLUSION

The University of Essex celebrates diversity, challenges inequality and is committed to sustaining an inclusive and diverse community that is open to all who have the potential to benefit from membership of it and which ensure equality of opportunity for all its members.

We expect employees, workers, contractors, students and visitors to be treated, and to treat each other, with dignity and respect regardless of age, disability, gender identity², marriage and civil partnership status, pregnancy and maternity, race, religion or belief, sex, sexual orientation, socio-economic background, political beliefs and affiliations, family circumstances or other irrelevant distinction.

EQUALITIES LEGISLATION

Under the Equality Act 2010, it is unlawful to discriminate against or treat someone unfairly because of their gender identity or trans status. Examples of discrimination include outing someone as trans without their permission, refusing to use someone's preferred name and correct gender pronoun³ and denying someone access to appropriate single-sex facilities.

Under the Gender Recognition Act 2004 it is a criminal offence to pass on information 'acquired in the course of official duties' about a person's application for a Gender Recognition Certificate (GRC) - a GRC legally recognises one's acquired gender - or that someone has a GRC.

An individual's trans status is classed as 'sensitive personal data' under the General Data Protection Regulation (GDPR), and therefore must also be collected, recorded and used in line with the GDPR's principles.

¹ For the purposes of this document, the term trans refers to those who have, are, or are proposing to transition from one binary gender to another or from one binary gender to a non-binary gender identity and consider themselves to be trans.

² **Gender Identity** A person's innate sense of their own gender, which may or may not correspond to the sex assigned at birth.

³ **Pronoun** Words we use to refer to people's gender in conversation - for example, 'she', 'he', 'ze' or 'they'.

INTRODUCTION

The University is committed to establishing an inclusive environment in which all staff are valued and respected for being the gender they know they are.

We recognise that laws, policies and processes alone do not create inclusive environments and this is why we take a holistic approach, which places as much emphasis on how people behave as it does on policy and process.

This document sets out our approach to supporting trans and non-binary staff in the context of our broader commitment to celebrating the diversity of our students and staff, nurturing communities of belonging in which all are accepted without exception, and promoting inclusion, well-being, resilience and empowerment to enable everyone to reach their full potential.

Human Resources developed this document in collaboration with members of our LGBT+ networks.

PRINCIPLES

The way in which the University supports trans and non-binary staff is based on five key principles:

1. Staff can self-identify their gender for University purposes
2. No bullying or harassment of trans or non-binary staff will be tolerated
3. The needs of each trans employee will be addressed individually
4. The process of transitioning at work will be led by the person transitioning⁴
5. An individual's trans status will be kept confidential, in line with the person's wishes and the law⁵

⁴ Trans staff are encouraged to share relevant information with their line manager in order to aid the provision of support.

⁵ Under the Equality Act 2010, it is illegal to out someone as trans without their permission. Under the Gender Recognition Act 2004 it is a criminal offence to pass on information 'acquired in the course of official duties' about a person's application for a Gender Recognition Certificate (GRC) - a GRC legally recognises ones acquired gender - or that someone has a GRC.

⚠ You can use the title MX if you wish



SECTION 1: SUPPORT FOR INDIVIDUALS

We want all trans staff, and those who identify outside of the gender binary⁶, to feel welcome and confident that the University understands what it means to be trans or non-binary⁷ and that our people and processes recognise that every trans journey is unique.

PROSPECTIVE AND NEW STAFF

NAMED HUMAN RESOURCES CONTACT

All prospective and new trans staff have the option of being allocated a named member of Human Resources staff to support them through the recruitment process. If you choose to take up this option it means that you can contact your named contact directly with any questions you may have, rather than using our general staffing@essex.ac.uk email address.

Your named contact can advise on the support, facilities and services available to you at the University and act as a link between you and your line manager.

Our Resourcing Team can arrange for you to have a named contact. Their contact details are here: <https://www.essex.ac.uk/staff/professional-services/hr-resourcing-team>

RIGHT TO WORK DOCUMENTATION

We ask all those invited for interview to provide us with evidence of their 'right to work' in the UK. This usually involves you being asked to bring the relevant documentation with you on the day of interview and showing it to a member of the selection panel.

If you only have right to work documentation in your birth name and gender, and you do not want to disclose your trans status to the interview panel, you can speak to your named contact in Human Resources, if you choose to have one, (or any other member of Human Resources staff) for advice prior to attending your interview.

DISCLOSURE

Prospective and new staff are under no obligation to disclose their gender history at any point during the recruitment process or at any point after being employed. However, if you do wish to disclose this information, we will treat it confidentially and in line with your wishes.

Should you be appointed and wish to disclose your trans status to the University, your named Human Resources contact will, if you wish, talk to your line manager (either with you or alone) about how, or whether, you want colleagues to be informed, your pronouns and anything else that is important to you, in order that this can be planned in a thoughtful and sensitive way.

⁶ **Gender Binary** The idea that there are only two genders—female/male or woman/man, and that a person must be strictly gendered as either/or.

⁷ **Non-Binary** An umbrella term for people whose gender identity doesn't sit comfortably with 'woman' or 'man'. Non-binary identities are varied and can include people who identify with some aspects of binary identities, while others reject them entirely.

ⓘ You can record your gender as non-binary via our self-service system [HR Organiser](#)

FACILITIES

No trans or non-binary member of our community should be denied access to any space, facility, event or group because they are trans or they identify outside of the gender binary.

We have a number of gender-neutral toilets, changing rooms and showering facilities throughout our campuses but where only single-sex facilities are available you are entitled to use the one that is most appropriate for you.

The University will not tolerate staff being questioned inappropriately about the facility they choose or being denied access to that facility. If you do experience this form of harassment, you can report it via our [Report and Support](#) service.

⚠️ The University has a zero tolerance approach to harassment and bullying. This means that i) we will take action and ii) the action will be proportionate to the circumstances of the case.

DRESS CODES

The University does not have a dress code that requires members of our community to dress in a particular way. Some roles do however require a uniform to be worn. If you are trans or non-binary and you are required to wear a uniform, you can choose the uniform that is most appropriate for you.

BENEFITS

All our benefits and family-friendly policies are inclusive and apply to everyone, including lesbian, gay, bi and trans staff and same-sex couples as well as heterosexual individuals and couples.



EXISTING TRANS AND NON-BINARY STAFF AND STAFF WHO TRANSITION WHILE AT ESSEX

DISCLOSURE

We respect the right of individuals to choose whether to be open about their trans or non-binary status or not. We also want to ensure that trans and non-binary staff have access to the same opportunities as cis⁸ male and female staff and that they have access to appropriate support. If you do disclose your trans or non-binary status, it will be held in confidence, in line with the General Data Protection Rules (GDPR) and your wishes.

⁸ **Cis** Someone whose gender identity is the same as the sex they were assigned at birth. Non-trans is also used by some people.

INITIAL CONVERSATIONS

If you want to talk to someone about your trans or non-binary status, there are a variety of people you could approach. These include your line manager, a member of Human Resources staff or your trade union.

Whomever you talk to, you can expect to receive their full support.

PLANNING YOUR TRANSITION AT WORK

Once you have decided to come out at work we encourage you to discuss any plans you might have, and timelines, with your line manager and/or a member of Human Resources staff. The discussion would usually include consideration of:

- When you want colleagues to be informed
- What exactly you want people to know
- Whether you want to inform relevant people or for this to be done on your behalf
- How you want people to be informed e.g. in groups/individually, in person/ by email
- Any planned appointments you have and ways to minimise disruption in the workplace
- Any anxieties you may have about how to manage people's reactions
- Whether you would like to be allocated a named member of Human Resources staff to support you throughout your time at Essex
- Whether you would benefit from having a mentor who identifies as trans or non-binary

The timescales, activity and communication will be driven and led by you so if at any point during the discussion you decide you want to delay being open about your transition at work, any information you have already shared will be kept confidential, in line with your wishes.

CHANGING YOUR DETAILS ON UNIVERSITY SYSTEMS

In order to change your name, your gender from one binary gender to another and/or title for use internally at the University e.g. on the Outlook address book, you need to provide your named HR contact (if you have one) or the Human Resources section (staffing@essex.ac.uk) with the relevant information. You do not need to have changed your name legally to do so.

Your name on HMRC (Her Majesty's Revenue and Customs) and pension scheme records can only be changed if you have a legal document that proves a change of name e.g. a deed poll, a statutory declaration of name change.

Your gender on HMRC and pension scheme records can only be changed when you have a Gender Recognition Certificate⁹.

TIME OFF FOR MEDICAL APPOINTMENTS/SURGERY

The University expects managers to support people to manage their own time and create a healthy work life balance in order to support a wellbeing culture. The University also recognises that trans staff may need significant periods of time off work as they progress through their transition and wants to be as flexible as possible in order to accommodate each individual's needs.

Time off work to attend medical appointments related to your transition is paid in accordance with our Special Leave policy and therefore not classed as sickness absence. Where possible, you should arrange for the appointments to be scheduled at times that minimise disruption to your work commitments.

If you choose to have surgery the time you need to take off work for the surgery itself, and to recover, will be managed in line with our Supporting Health and Wellbeing at work policy. If the length of time you need off means that you run out of sick pay, you can discuss options with your manager, Occupational Health and your link Senior Employee Relations Adviser.

It is possible, for example, to have additional paid time off for procedures related to your transition. As a guide, we would expect managers to grant around five additional days of paid leave in any 12-month period.

It may also be possible to arrange a phased return to work (if you are deemed fit to do so) which involves working from home or changing duties for a specified period or to take a period of annual leave.

⚠ As soon as your record is changed, your new name and title will appear on the Outlook address book so is visible to all members of the community.

⚠ If you just want to record your gender as non-binary for university purposes, you could do so via [HR Organiser](#)

⁹ **Gender Recognition Certificate** This enables trans people to be legally recognised in their affirmed gender and to be issued with a new birth certificate. Not all trans people will apply for a GRC and you currently have to be over 18 to apply. You do not need a GRC to change your gender markers at work or to legally change your gender on other documents such as your passport but you do need one to change your HMRC (Her Majesty's Revenue and Customs) and pension scheme records.

SECTION 2: SUPPORT AND GUIDANCE FOR MANAGERS

YOUR RESPONSIBILITIES

As a manager, you will play a vital role in supporting your trans or non-binary member of staff. You are responsible for:

- Ensuring that the information disclosed to you is used in accordance with the wishes of your member of staff and the law
- Working with your member of staff to plan relevant communications, changes to records, ways to minimise disruption in the workplace whilst being as flexible as possible
- Sharing information with others in accordance with the wishes of your member of staff
- Managing any changes within a team sensitively and effectively
- Supporting others to adjust to the changes and understand the needs of their colleague
- Addressing any repeated refusal to address your member of staff by their correct name and pronoun
- Challenging transphobic language, jokes, behaviour, assumptions and culture within your team/department/section, regardless of whether this is from employees or service users
- Ensuring that all your direct reports have completed their essential equality and diversity training, which includes content around trans equality and non-binary gender identity
- Where applicable, ensuring your member of staff is supplied with a uniform that is most appropriate for them

INITIAL DISCLOSURE

You may be told that a member of your staff is trans or non-binary directly by the individual themselves or by a third party e.g. a member of Human Resources staff where the individual has given permission for this information to be shared with you. As a supportive manager, you should refrain from making any assumptions or generalisations. Your role is to contribute to ensuring the experience is positive for both the individual and the working environment.



FORMULATING A PLAN

In order to both support the individual and minimise disruption in the workplace, you will need to work with your member of staff to plan their transition at work. This process must be led by the trans individual but you could use your coaching skills to support the individual in thinking through the process if that would be helpful to them.

During these discussions you should not ask intrusive, personal questions e.g. about any planned surgery, you should focus on what your member of staff needs from you in order for the process to be as smooth as possible at work. If you are unsure about whether a question is appropriate or not, it is probably best not to ask it.

Useful information:

- Your member of staff can bring a colleague, member of HR and/or a trade union representative to any meeting arranged to discuss their transition
- Not all trans people will have a plan in place for their transition and therefore may not be able to provide answers to some of your questions
- Plans may change as the individual progresses through their transition and you will need to be responsive to this
- You might find it helpful to record what you have agreed, but this is not required

ADDITIONAL AND ONGOING SUPPORT

In addition to this guidance, support is available from the following sources:

- Your link Senior Employee Relations Adviser in Human Resources
- The Head of Equality, Diversity and Inclusion
- Peer support from other managers who have supported a trans or non-binary member of staff
- [The LGBT Toolkit](#)

Trans and non-binary staff, like other staff, need your continued support. You can do this by:

- Keeping an open channel of communication with your trans and non-binary member(s) of staff in order to ensure you can respond to any changes to their needs
- Supporting them to be part of University forums and networks that provide them with safe spaces to discuss their experiences (see Section 4 of this document)
- Equipping and empowering all your staff to combat transphobia if they see or hear it e.g. by encouraging them to attend Bystander Intervention training

SECTION 3: GUIDANCE FOR COLLEAGUES

Colleagues of trans and non-binary staff have a vital role to play in ensuring their experiences at work are positive. Transitioning is a deeply personal process but it is also unavoidably public as it is impossible not to notice when someone transitions from one gender to another.

Knowing what good support looks like can be a challenge and you are not expected to become an instant expert on trans or non-binary gender identity issues. These tips should help:

- **Keep your reactions to a minimum and listen.** Tell your colleague you will support them in every way you can but don't ask intrusive questions, read the situation and consider what it might be appropriate to ask them. Your colleague will appreciate a positive response but will not want you to make a big deal of it
- **Get their names and pronouns right.** An individual's name and pronoun is central to their identity. If you're not sure, it is fine to politely ask – this is much less awkward than getting it wrong and being corrected. If you do get it wrong, apologise and move on. Also be aware that names and pronouns may evolve over time
- **Be their ally and address any inappropriate remarks or behaviours.** This is not just the responsibility of your trans or non-binary colleague or their manager – it's everyone's responsibility
- **Do your own research.** Take some time to read about transitioning and non-binary gender identity in order to be better informed and a better ally. [Stonewall](#), the [Gender Identity Clinic](#) and [Mermaids](#) are all good sources of information
- **Treat your colleague as an individual.** All trans and non-binary people have different experiences and varying degrees of comfort talking about it. Respect their right to tell you only what they want you to know and follow their lead. Your colleague is not necessarily an expert in trans or non-binary gender identity issues, so avoid making this assumption
- **Keep what your colleague tells you to yourself.** Just because your colleague has told you some specific things about their transition or gender identity does not necessarily mean they are happy for you to tell others. Leave it up to your colleague to share information with others

⚠ Mistakenly mis-gendering someone once or twice is acceptable. Repeatedly mis-gendering someone is not acceptable.

SECTION 4: LGBT+ FORUMS/NETWORKS

We have the following forums/networks:

- **LGBT+ Forum:** The Forum provides a safe space for LGBT+ staff to share experiences and resources, find peer support, and discuss current issues and upcoming events. The Forum also contributes to policy development in relation to LGBT+ related issues at the University.
- **Essex LGBT Alliance (ELGBTA):** The ELGBTA is a network of Essex-based organisations who work together to share resources and best practice and promote LGBT+ inclusion for the benefit of everyone in the workplace.
- **LGBT+ Allies:** The Allies are a group of staff committed to ensuring the University is an inclusive and LGBT+ friendly environment.

SECTION 5: GUIDANCE FOR HUMAN RESOURCES STAFF

Members of Human Resources staff have a vital role to play in supporting trans and non-binary staff. Being able to respond fully, confidently and respectfully to the specific needs of trans and non-binary people, be they employees or potential employees, is critical to ensuring everyone HR staff interact with have a positive experience.

⚠ Be mindful that complying with HR processes is a daunting prospect for some trans staff.

As part of our HR service, we offer all trans staff, including prospective and new staff, the option of having a named contact to support them throughout their time at Essex. This information should be recorded on the individual's electronic record.

RECRUITMENT

Sometimes the names on a trans person's documentation e.g. passport, driving licence, birth certificate may not tally and in this situation, verifying right to work (RTW) documentation and evidence of qualifications or published work needs to be dealt with sensitively.

Reassure the individual that they can use the name and gender of their choice internally at the University and that the University will:

- only retain the information it requires in order to verify their RTW documentation and evidence to support their appointment
- hold their data securely and not share it
- respect their privacy by not asking unnecessary questions.

RECORDS

Records of employees transitioning whilst at the University should be changed at a mutually agreed time following receipt of notification of a change of gender and name. No records should be changed without the permission of the employee concerned.

It is not necessary for an individual to provide a legal change of name e.g. a Deed Poll certificate, in order to change their gender and name for use internally at the University – written notification is sufficient.

An employee's HMRC and pension scheme records can only be changed when relevant legal documentation is provided. A deed poll is sufficient for an individual's name to be changed; in order for their gender to be changed, a Gender Recognition Certificate must be provided.

When the name on a staff record is changed, a new staff card should be issued. No reference should be made to an individual's previous name or gender in any future communication with that person¹⁰. Doing so can have a detrimental effect on a trans person's mental health and can trigger anxiety, depression and gender dysphoria.

REFERENCES AND EDUCATIONAL QUALIFICATIONS

References provided by the University for current or former staff who have transitioned must not refer to the person's former name or gender and must use the appropriate pronoun.

If a prospective member of staff indicates in their application that they do not want the University to contact referees before interview, you should be mindful that this may be because they are trans and they have not informed their previous employer of their change of name and gender.

Once an individual whose referees were not contacted prior to interview has been conditionally offered a position, they should be contacted (by their named HR contact if they have one) to check whether they are happy for the University to go ahead and contact their referee(s) before proceeding.

If the references and/or evidence of educational qualifications received are in the individual's previous name and gender, confidentiality must be respected and the information only used for its intended purpose.

PENSIONS

Only people with a full Gender Recognition Certificate (GRC) can have their pension records changed by HMRC or the occupational pension provider.

⚠ Once you have changed an individual's records, check to make sure it has changed everywhere you expect it to have changed.

¹⁰ **Deadnaming** Calling someone by their birth name after they have changed their name. This term is often associated with trans people who have changed their name as part of their transition.

ABSENCE

Absence from work or study in order to undergo any transition-related treatment should be treated in the same way as any other type of absence therefore normal sick pay arrangements apply. The normal policy relating to staff taking time off for medical appointments also applies and flexibility in taking holiday or rearranging working hours or academic commitments should be offered.

In addition, managers are expected to be flexible as possible in order to accommodate each individual's needs and, as a guide, should grant around five additional days of paid leave in any 12-month period for procedures related to transition.

DBS CHECKS

Trans people requiring a DBS check can choose to use the DBS's Confidential Checking Process which is in place for applicants who do not wish for the name or gender they were assigned at birth to be disclosed to the University. Individuals wishing to use this process should be advised to contact the Government's Sensitive Applications Team (SAT) and be made aware that they will still be required to send details of their previous legal identity directly in a separate correspondence to the SAT. The SAT can be contacted either by sending an email to sensitive@db.gov.uk or by calling 0151 676 1452.

If the individual chooses not to use the process and is happy for the name or gender they were assigned at birth to be disclosed on the completed Disclosure, then the individual can complete the Disclosure Application Form (DAF). More information can be found on the [Galop](#) web site.

VISAS

Staff who are working on a work permit or student visa must comply with any work permit/visa regulations, which relate specifically to name or gender change in order that their documentation remains valid.

International students who live in the UK can change their name and gender on records held by UK institutions but to update records held in their country of origin, such as passports, they need to follow their own country's procedure. The appropriate Embassy or High Commission may be able to provide further advice on how individuals can change their names. Students with Tier 4 visas are required to report a legal name change to the UK Visa and Immigration authorities.

⚠ Managers of trans staff should be encouraged to create the kind of environment in which all staff feel safe and supported.

This includes supporting them in being as flexible as possible whilst minimising workplace disruption.

SECTION 6: AN OVERVIEW OF TRANSITIONING

Transitioning is a term used to describe the process and steps an individual takes in order to live in the gender they identify as.

Transitioning is a unique process for each individual and may include any number of changes to a person's life. There is no 'right' or 'wrong' way to transition. For some this involves medical intervention, such as hormone therapy and surgery, but not all trans people want or are able to have this. There may be a variety of reasons including cost, time or simply not feeling the need to.

Transitioning could also involve dressing differently, changing official documents, telling friends and family that you are transitioning, or a number of other things. The start of or intent to transition will be different for everyone. It is about the individual.

After an individual transitions they may not identify as trans; they may simply see the process as being part of their past and not current identity. For example, an individual who has transitioned and identifies as female, may refer to herself as a woman, not a trans woman¹¹. This personal decision should be respected at all times and only communicated as necessary.

Many people falsely believe that in order to transition a person must undergo a medical intervention, such as hormone treatment or surgery, or gain a Gender Recognition Certificate (GRC).

It should not be assumed that the goal of every individual's transition is to change their physiology or legal gender. If a trans person chooses not to undergo any medical intervention or gain a GRC, they are still entitled to dignity and respect along their chosen path of transition, whatever that may consist of.

⚠ Remember that a trans journey is a very personal experience that takes place in a very public way

¹¹ **Passing** If someone is regarded, at a glance, to be a cisgender man or cisgender woman. Cisgender refers to someone whose gender identity matches the sex they were 'assigned' at birth. This might include physical gender cues (hair or clothing) and/or behaviour which is historically or culturally associated with a particular gender.

SECTION 7: DEFINITIONS AND TERMINOLOGY

AFAB/AMAB

(assigned female at birth/assigned male at birth)

These terms are used as shorthand to designate a gender assigned at birth. A wide range of individuals, including those who are transgender, non-binary, or intersex, uses the terms. They are generally not considered identities in and of themselves, so you should use a person's requested pronouns and self-description.

Agender

A term to describe someone who is without gender. It can be either a non-binary gender identity or not having a gender identity.

Ally

Someone who actively supports those with identities that differ from theirs. Allies confront discrimination of trans and non-binary people.

Cis

Someone whose gender identity is the same as the sex they were assigned at birth. Non-trans is also used by some people.

Coming out

May refer to the process by which one accepts one's own gender identity. May also refer to the process by which one discloses these identities to others. This is an ongoing process, and an individual will repeatedly disclose their identity at different multiple times and to different groups of people throughout their life.

Deadnaming

Calling someone by their birth name after they have changed their name. This term is often associated with trans people who have changed their name as part of their transition.

Discrimination¹²

The unjust or prejudicial treatment of a person or group of people based on who they are or because they possess certain characteristics. This can take many forms, including both individual acts of hatred or injustice, and institutional denials of privileges normally accorded to other groups.

Gender

Often expressed in terms of femininity and masculinity, it is largely culturally determined and is assumed from the sex assigned at birth. It can be defined as an experience of, and identity with, culturally-defined roles on a spectrum between male and female.

Gender Binary

The idea that there are only two genders—female/male or woman/man, and that a person must be strictly gendered as either/or.

Gender Fluid

This term denotes or is related to a person who does not have fixed gender.

Gender Identity

A person's innate sense of their own gender, which may or may not correspond to the sex assigned at birth.

Gender Role

The behaviours, values, and attitudes that a society considers appropriate for genders.

Genderqueer

A gender diverse person whose gender identity is neither female nor male, is between or beyond genders, or is some combination of genders. This identity is usually related to, or in reaction to, the social construction of gender, gender stereotypes and the gender binary system.

¹² The Equality Act 2010 protects people from discrimination on the basis of nine 'protected characteristics': age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation. The University goes beyond legislation and has a zero tolerance approach to harassment (a form of discrimination) in any form, regardless of whether it relates to a protected characteristic or not.

Gender Recognition Certificate (GRC)

This enables trans people to be legally recognised in their affirmed gender and to be issued with a new birth certificate. Not all trans people will apply for a GRC and you currently have to be over 18 to apply. You do not need a GRC to change your gender markers at work or to legally change your gender on other documents such as your passport but you do need one to change your HMRC (Her Majesty's Revenue and Customs) and pension scheme records.

Intersex

A term used to describe a person who may have the biological attributes of both sexes or whose biological attributes do not fit with societal assumptions about what constitutes male or female. Intersex people may be female, male, gender-fluid, agender or non-binary.

Outed

When someone's trans status or gender identity is disclosed to someone else without their consent.

LGBT+

The acronym we choose to use at the University for lesbian, gay, bi, trans and related communities. The PLUS (+) in ensures that we are inclusive of all identities to make our community feel welcomed and that nobody is left out.

Non-Binary

An umbrella term for people whose gender identity doesn't sit comfortably with 'woman' or 'man'. Non-binary identities are varied and can include people who identify with some aspects of binary identities, while others reject them entirely.

Passing

If someone is regarded, at a glance, to be a cisgender man or cisgender woman. Cisgender refers to someone whose gender identity matches the sex they were 'assigned' at birth. This might include physical gender cues (hair or clothing) and/or behaviour which is historically or culturally associated with a particular gender.

Preferred pronoun

The pronoun a person chooses to use for themselves. You should always refer to someone in the pronoun they have chosen.

Pronoun

Words we use to refer to people's gender in conversation - for example, 'she', 'he', 'ze' or 'they'.

Queer

In the past a derogatory term for LGBT+ individuals. The term has now been reclaimed by LGBT+ young people in particular who reject traditional categories around gender identity and sexual orientation, but is still viewed to be derogatory by some.

Questioning

The process of exploring your own sexual orientation and/or gender identity.

Sex

Assigned to a person on the basis of primary sex characteristics (genitalia) and reproductive functions.

Stereotype

A widely held but fixed and oversimplified image or idea of a particular type of person or thing without regard for their individual differences. Though often negative, can also be complimentary. Even positive variants can have a negative impact, however, simply because they involve broad generalizations that ignore individual realities.

Trans

An umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth.

Transgender man

A term used to describe someone who is assigned female at birth but lives as a man. This may be shortened to trans man.

Transgender woman

A term used to describe someone who is assigned male at birth but lives as a woman. This may be shortened to trans woman.

Transsexual

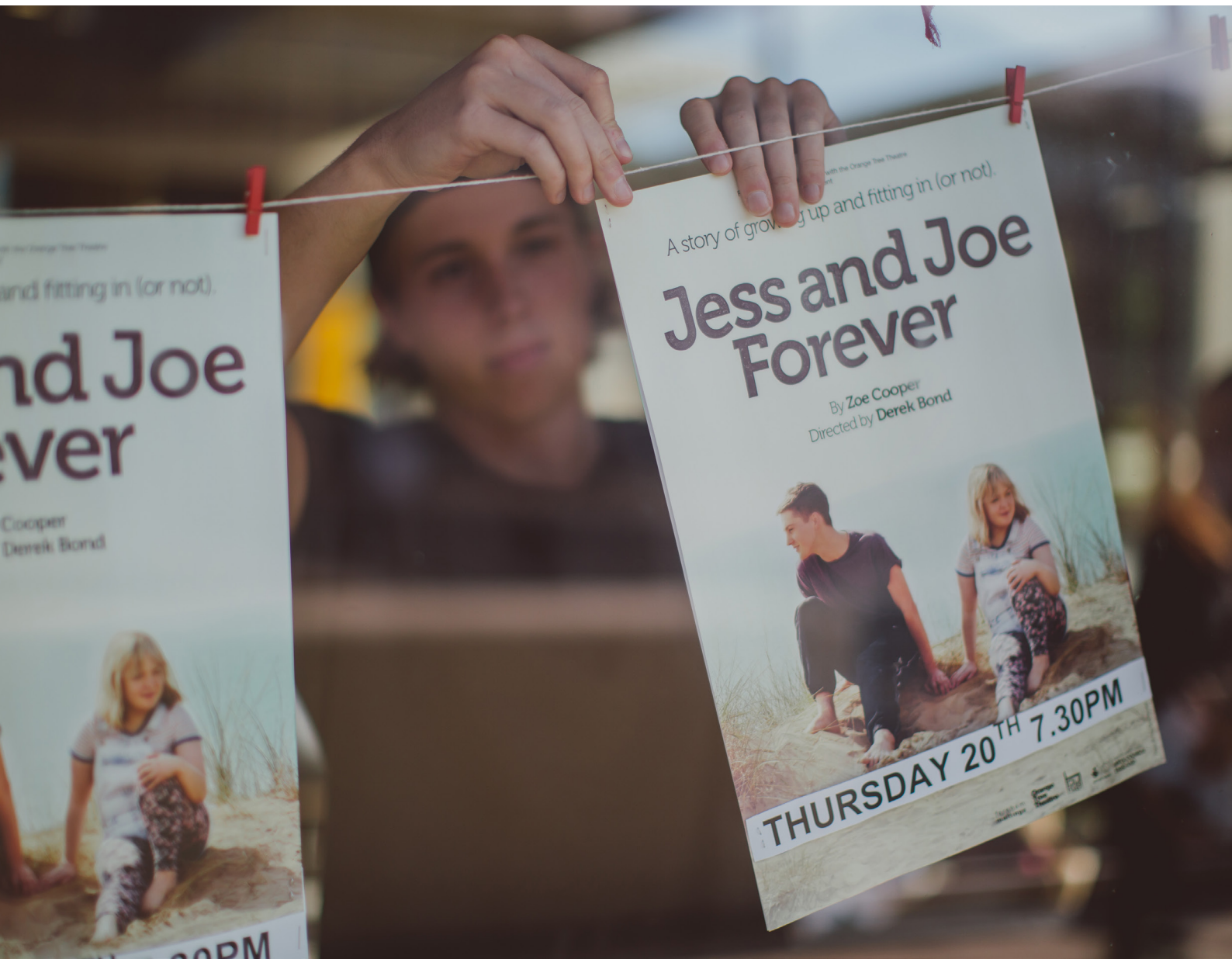
This was used in the past as a more medical term (similarly to homosexual) to refer to someone whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. This term is still used by some although many people prefer the term trans or transgender.

Transitioning

The steps a trans person may take to express or affirm their gender. For some this involves medical intervention, such as hormone therapy and surgeries, but not all trans people want or are able to have this. It might also involve things such as telling friends and family, dressing differently and changing official documents.

Transphobia

The fear or dislike of someone based on the fact they are trans, including the denial/refusal to accept their gender identity.



POLICY CREATOR: HUMAN RESOURCES

University of Essex
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University of Essex



OUR APPROACH TO SUPPORTING TRANS AND NON-BINARY STAFF

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AIM

This document sets out how the University supports new and existing trans¹ and non-binary staff and those who transition whilst at Essex. It is a resource for trans and non-binary individuals, for those with management responsibilities for trans and non-binary staff, for colleagues of trans and non-binary staff and for Human Resources staff.

Our Approach to Supporting Trans and Non-Binary Staff is one of a suite of documents that sets out how we aim to create an inclusive environment in which all staff feel safe and supported. Other related documents include our [Athena SWAN Bronze Institution Action Plan](#), which focuses on our commitment to gender equality more broadly, our [Zero Tolerance Approach to Harassment and Bullying](#), our Equality, Diversity and Inclusion Policy and our strategic approach to supporting all staff; *'How we Work at Essex'*.

POLICY STATEMENT ON EQUALITY, DIVERSITY AND INCLUSION

The University of Essex celebrates diversity, challenges inequality and is committed to sustaining an inclusive and diverse community that is open to all who have the potential to benefit from membership of it and which ensure equality of opportunity for all its members.

We expect employees, workers, contractors, students and visitors to be treated, and to treat each other, with dignity and respect regardless of age, disability, gender identity², marriage and civil partnership status, pregnancy and maternity, race, religion or belief, sex, sexual orientation, socio-economic background, political beliefs and affiliations, family circumstances or other irrelevant distinction.

EQUALITIES LEGISLATION

Under the Equality Act 2010, it is unlawful to discriminate against or treat someone unfairly because of their gender identity or trans status. Examples of discrimination include outing someone as trans without their permission, refusing to use someone's preferred name and correct gender pronoun³ and denying someone access to appropriate single-sex facilities.

Under the Gender Recognition Act 2004 it is a criminal offence to pass on information 'acquired in the course of official duties' about a person's application for a Gender Recognition Certificate (GRC) - a GRC legally recognises one's acquired gender - or that someone has a GRC.

An individual's trans status is classed as 'sensitive personal data' under the General Data Protection Regulation (GDPR), and therefore must also be collected, recorded and used in line with the GDPR's principles.

¹ For the purposes of this document, the term trans refers to those who have, are, or are proposing to transition from one binary gender to another or from one binary gender to a non-binary gender identity and consider themselves to be trans.

² **Gender Identity** A person's innate sense of their own gender, which may or may not correspond to the sex assigned at birth.

³ **Pronoun** Words we use to refer to people's gender in conversation - for example, 'she', 'he', 'ze' or 'they'.

INTRODUCTION

The University is committed to establishing an inclusive environment in which all staff are valued and respected for being the gender they know they are.

We recognise that laws, policies and processes alone do not create inclusive environments and this is why we take a holistic approach, which places as much emphasis on how people behave as it does on policy and process.

This document sets out our approach to supporting trans and non-binary staff in the context of our broader commitment to celebrating the diversity of our students and staff, nurturing communities of belonging in which all are accepted without exception, and promoting inclusion, well-being, resilience and empowerment to enable everyone to reach their full potential.

Human Resources developed this document in collaboration with members of our LGBT+ networks.

PRINCIPLES

The way in which the University supports trans and non-binary staff is based on five key principles:

1. Staff can self-identify their gender for University purposes
2. No bullying or harassment of trans or non-binary staff will be tolerated
3. The needs of each trans employee will be addressed individually
4. The process of transitioning at work will be led by the person transitioning⁴
5. An individual's trans status will be kept confidential, in line with the person's wishes and the law⁵

⁴ Trans staff are encouraged to share relevant information with their line manager in order to aid the provision of support.

⁵ Under the Equality Act 2010, it is illegal to out someone as trans without their permission. Under the Gender Recognition Act 2004 it is a criminal offence to pass on information 'acquired in the course of official duties' about a person's application for a Gender Recognition Certificate (GRC) - a GRC legally recognises ones acquired gender - or that someone has a GRC.

⚠ You can use the title MX if you wish



SECTION 1: SUPPORT FOR INDIVIDUALS

We want all trans staff, and those who identify outside of the gender binary⁶, to feel welcome and confident that the University understands what it means to be trans or non-binary⁷ and that our people and processes recognise that every trans journey is unique.

PROSPECTIVE AND NEW STAFF

NAMED HUMAN RESOURCES CONTACT

All prospective and new trans staff have the option of being allocated a named member of Human Resources staff to support them through the recruitment process. If you choose to take up this option it means that you can contact your named contact directly with any questions you may have, rather than using our general staffing@essex.ac.uk email address.

Your named contact can advise on the support, facilities and services available to you at the University and act as a link between you and your line manager.

Our Resourcing Team can arrange for you to have a named contact. Their contact details are here: <https://www.essex.ac.uk/staff/professional-services/hr-resourcing-team>

RIGHT TO WORK DOCUMENTATION

We ask all those invited for interview to provide us with evidence of their 'right to work' in the UK. This usually involves you being asked to bring the relevant documentation with you on the day of interview and showing it to a member of the selection panel.

If you only have right to work documentation in your birth name and gender, and you do not want to disclose your trans status to the interview panel, you can speak to your named contact in Human Resources, if you choose to have one, (or any other member of Human Resources staff) for advice prior to attending your interview.

DISCLOSURE

Prospective and new staff are under no obligation to disclose their gender history at any point during the recruitment process or at any point after being employed. However, if you do wish to disclose this information, we will treat it confidentially and in line with your wishes.

Should you be appointed and wish to disclose your trans status to the University, your named Human Resources contact will, if you wish, talk to your line manager (either with you or alone) about how, or whether, you want colleagues to be informed, your pronouns and anything else that is important to you, in order that this can be planned in a thoughtful and sensitive way.

⁶ **Gender Binary** The idea that there are only two genders—female/male or woman/man, and that a person must be strictly gendered as either/or.

⁷ **Non-Binary** An umbrella term for people whose gender identity doesn't sit comfortably with 'woman' or 'man'. Non-binary identities are varied and can include people who identify with some aspects of binary identities, while others reject them entirely.

ⓘ You can record your gender as non-binary via our self-service system [HR Organiser](#)

FACILITIES

No trans or non-binary member of our community should be denied access to any space, facility, event or group because they are trans or they identify outside of the gender binary.

We have a number of gender-neutral toilets, changing rooms and showering facilities throughout our campuses but where only single-sex facilities are available you are entitled to use the one that is most appropriate for you.

The University will not tolerate staff being questioned inappropriately about the facility they choose or being denied access to that facility. If you do experience this form of harassment, you can report it via our [Report and Support](#) service.

⚠️ The University has a zero tolerance approach to harassment and bullying. This means that i) we will take action and ii) the action will be proportionate to the circumstances of the case.

DRESS CODES

The University does not have a dress code that requires members of our community to dress in a particular way. Some roles do however require a uniform to be worn. If you are trans or non-binary and you are required to wear a uniform, you can choose the uniform that is most appropriate for you.

BENEFITS

All our benefits and family-friendly policies are inclusive and apply to everyone, including lesbian, gay, bi and trans staff and same-sex couples as well as heterosexual individuals and couples.



EXISTING TRANS AND NON-BINARY STAFF AND STAFF WHO TRANSITION WHILE AT ESSEX

DISCLOSURE

We respect the right of individuals to choose whether to be open about their trans or non-binary status or not. We also want to ensure that trans and non-binary staff have access to the same opportunities as cis⁸ male and female staff and that they have access to appropriate support. If you do disclose your trans or non-binary status, it will be held in confidence, in line with the General Data Protection Rules (GDPR) and your wishes.

⁸ **Cis** Someone whose gender identity is the same as the sex they were assigned at birth. Non-trans is also used by some people.

INITIAL CONVERSATIONS

If you want to talk to someone about your trans or non-binary status, there are a variety of people you could approach. These include your line manager, a member of Human Resources staff or your trade union.

Whomever you talk to, you can expect to receive their full support.

PLANNING YOUR TRANSITION AT WORK

Once you have decided to come out at work we encourage you to discuss any plans you might have, and timelines, with your line manager and/or a member of Human Resources staff. The discussion would usually include consideration of:

- When you want colleagues to be informed
- What exactly you want people to know
- Whether you want to inform relevant people or for this to be done on your behalf
- How you want people to be informed e.g. in groups/individually, in person/ by email
- Any planned appointments you have and ways to minimise disruption in the workplace
- Any anxieties you may have about how to manage people's reactions
- Whether you would like to be allocated a named member of Human Resources staff to support you throughout your time at Essex
- Whether you would benefit from having a mentor who identifies as trans or non-binary

The timescales, activity and communication will be driven and led by you so if at any point during the discussion you decide you want to delay being open about your transition at work, any information you have already shared will be kept confidential, in line with your wishes.

CHANGING YOUR DETAILS ON UNIVERSITY SYSTEMS

In order to change your name, your gender from one binary gender to another and/or title for use internally at the University e.g. on the Outlook address book, you need to provide your named HR contact (if you have one) or the Human Resources section (staffing@essex.ac.uk) with the relevant information. You do not need to have changed your name legally to do so.

Your name on HMRC (Her Majesty's Revenue and Customs) and pension scheme records can only be changed if you have a legal document that proves a change of name e.g. a deed poll, a statutory declaration of name change.

Your gender on HMRC and pension scheme records can only be changed when you have a Gender Recognition Certificate⁹.

TIME OFF FOR MEDICAL APPOINTMENTS/SURGERY

The University expects managers to support people to manage their own time and create a healthy work life balance in order to support a wellbeing culture. The University also recognises that trans staff may need significant periods of time off work as they progress through their transition and wants to be as flexible as possible in order to accommodate each individual's needs.

Time off work to attend medical appointments related to your transition is paid in accordance with our Special Leave policy and therefore not classed as sickness absence. Where possible, you should arrange for the appointments to be scheduled at times that minimise disruption to your work commitments.

If you choose to have surgery the time you need to take off work for the surgery itself, and to recover, will be managed in line with our Supporting Health and Wellbeing at work policy. If the length of time you need off means that you run out of sick pay, you can discuss options with your manager, Occupational Health and your link Senior Employee Relations Adviser.

It is possible, for example, to have additional paid time off for procedures related to your transition. As a guide, we would expect managers to grant around five additional days of paid leave in any 12-month period.

It may also be possible to arrange a phased return to work (if you are deemed fit to do so) which involves working from home or changing duties for a specified period or to take a period of annual leave.

⚠ As soon as your record is changed, your new name and title will appear on the Outlook address book so is visible to all members of the community.

⚠ If you just want to record your gender as non-binary for university purposes, you could do so via [HR Organiser](#)

⁹ **Gender Recognition Certificate** This enables trans people to be legally recognised in their affirmed gender and to be issued with a new birth certificate. Not all trans people will apply for a GRC and you currently have to be over 18 to apply. You do not need a GRC to change your gender markers at work or to legally change your gender on other documents such as your passport but you do need one to change your HMRC (Her Majesty's Revenue and Customs) and pension scheme records.

SECTION 2: SUPPORT AND GUIDANCE FOR MANAGERS

YOUR RESPONSIBILITIES

As a manager, you will play a vital role in supporting your trans or non-binary member of staff. You are responsible for:

- Ensuring that the information disclosed to you is used in accordance with the wishes of your member of staff and the law
- Working with your member of staff to plan relevant communications, changes to records, ways to minimise disruption in the workplace whilst being as flexible as possible
- Sharing information with others in accordance with the wishes of your member of staff
- Managing any changes within a team sensitively and effectively
- Supporting others to adjust to the changes and understand the needs of their colleague
- Addressing any repeated refusal to address your member of staff by their correct name and pronoun
- Challenging transphobic language, jokes, behaviour, assumptions and culture within your team/department/section, regardless of whether this is from employees or service users
- Ensuring that all your direct reports have completed their essential equality and diversity training, which includes content around trans equality and non-binary gender identity
- Where applicable, ensuring your member of staff is supplied with a uniform that is most appropriate for them

INITIAL DISCLOSURE

You may be told that a member of your staff is trans or non-binary directly by the individual themselves or by a third party e.g. a member of Human Resources staff where the individual has given permission for this information to be shared with you. As a supportive manager, you should refrain from making any assumptions or generalisations. Your role is to contribute to ensuring the experience is positive for both the individual and the working environment.



FORMULATING A PLAN

In order to both support the individual and minimise disruption in the workplace, you will need to work with your member of staff to plan their transition at work. This process must be led by the trans individual but you could use your coaching skills to support the individual in thinking through the process if that would be helpful to them.

During these discussions you should not ask intrusive, personal questions e.g. about any planned surgery, you should focus on what your member of staff needs from you in order for the process to be as smooth as possible at work. If you are unsure about whether a question is appropriate or not, it is probably best not to ask it.

Useful information:

- Your member of staff can bring a colleague, member of HR and/or a trade union representative to any meeting arranged to discuss their transition
- Not all trans people will have a plan in place for their transition and therefore may not be able to provide answers to some of your questions
- Plans may change as the individual progresses through their transition and you will need to be responsive to this
- You might find it helpful to record what you have agreed, but this is not required

ADDITIONAL AND ONGOING SUPPORT

In addition to this guidance, support is available from the following sources:

- Your link Senior Employee Relations Adviser in Human Resources
- The Head of Equality, Diversity and Inclusion
- Peer support from other managers who have supported a trans or non-binary member of staff
- [The LGBT Toolkit](#)

Trans and non-binary staff, like other staff, need your continued support. You can do this by:

- Keeping an open channel of communication with your trans and non-binary member(s) of staff in order to ensure you can respond to any changes to their needs
- Supporting them to be part of University forums and networks that provide them with safe spaces to discuss their experiences (see Section 4 of this document)
- Equipping and empowering all your staff to combat transphobia if they see or hear it e.g. by encouraging them to attend Bystander Intervention training

SECTION 3: GUIDANCE FOR COLLEAGUES

Colleagues of trans and non-binary staff have a vital role to play in ensuring their experiences at work are positive. Transitioning is a deeply personal process but it is also unavoidably public as it is impossible not to notice when someone transitions from one gender to another.

Knowing what good support looks like can be a challenge and you are not expected to become an instant expert on trans or non-binary gender identity issues. These tips should help:

- **Keep your reactions to a minimum and listen.** Tell your colleague you will support them in every way you can but don't ask intrusive questions, read the situation and consider what it might be appropriate to ask them. Your colleague will appreciate a positive response but will not want you to make a big deal of it
- **Get their names and pronouns right.** An individual's name and pronoun is central to their identity. If you're not sure, it is fine to politely ask – this is much less awkward than getting it wrong and being corrected. If you do get it wrong, apologise and move on. Also be aware that names and pronouns may evolve over time
- **Be their ally and address any inappropriate remarks or behaviours.** This is not just the responsibility of your trans or non-binary colleague or their manager – it's everyone's responsibility
- **Do your own research.** Take some time to read about transitioning and non-binary gender identity in order to be better informed and a better ally. [Stonewall](#), the [Gender Identity Clinic](#) and [Mermaids](#) are all good sources of information
- **Treat your colleague as an individual.** All trans and non-binary people have different experiences and varying degrees of comfort talking about it. Respect their right to tell you only what they want you to know and follow their lead. Your colleague is not necessarily an expert in trans or non-binary gender identity issues, so avoid making this assumption
- **Keep what your colleague tells you to yourself.** Just because your colleague has told you some specific things about their transition or gender identity does not necessarily mean they are happy for you to tell others. Leave it up to your colleague to share information with others

⚠ Mistakenly mis-gendering someone once or twice is acceptable. Repeatedly mis-gendering someone is not acceptable.

SECTION 4: LGBT+ FORUMS/NETWORKS

We have the following forums/networks:

- **LGBT+ Forum:** The Forum provides a safe space for LGBT+ staff to share experiences and resources, find peer support, and discuss current issues and upcoming events. The Forum also contributes to policy development in relation to LGBT+ related issues at the University.
- **Essex LGBT Alliance (ELGBTA):** The ELGBTA is a network of Essex-based organisations who work together to share resources and best practice and promote LGBT+ inclusion for the benefit of everyone in the workplace.
- **LGBT+ Allies:** The Allies are a group of staff committed to ensuring the University is an inclusive and LGBT+ friendly environment.

SECTION 5: GUIDANCE FOR HUMAN RESOURCES STAFF

Members of Human Resources staff have a vital role to play in supporting trans and non-binary staff. Being able to respond fully, confidently and respectfully to the specific needs of trans and non-binary people, be they employees or potential employees, is critical to ensuring everyone HR staff interact with have a positive experience.

⚠ Be mindful that complying with HR processes is a daunting prospect for some trans staff.

As part of our HR service, we offer all trans staff, including prospective and new staff, the option of having a named contact to support them throughout their time at Essex. This information should be recorded on the individual's electronic record.

RECRUITMENT

Sometimes the names on a trans person's documentation e.g. passport, driving licence, birth certificate may not tally and in this situation, verifying right to work (RTW) documentation and evidence of qualifications or published work needs to be dealt with sensitively.

Reassure the individual that they can use the name and gender of their choice internally at the University and that the University will:

- only retain the information it requires in order to verify their RTW documentation and evidence to support their appointment
- hold their data securely and not share it
- respect their privacy by not asking unnecessary questions.

RECORDS

Records of employees transitioning whilst at the University should be changed at a mutually agreed time following receipt of notification of a change of gender and name. No records should be changed without the permission of the employee concerned.

It is not necessary for an individual to provide a legal change of name e.g. a Deed Poll certificate, in order to change their gender and name for use internally at the University – written notification is sufficient.

An employee's HMRC and pension scheme records can only be changed when relevant legal documentation is provided. A deed poll is sufficient for an individual's name to be changed; in order for their gender to be changed, a Gender Recognition Certificate must be provided.

When the name on a staff record is changed, a new staff card should be issued. No reference should be made to an individual's previous name or gender in any future communication with that person¹⁰. Doing so can have a detrimental effect on a trans person's mental health and can trigger anxiety, depression and gender dysphoria.

REFERENCES AND EDUCATIONAL QUALIFICATIONS

References provided by the University for current or former staff who have transitioned must not refer to the person's former name or gender and must use the appropriate pronoun.

If a prospective member of staff indicates in their application that they do not want the University to contact referees before interview, you should be mindful that this may be because they are trans and they have not informed their previous employer of their change of name and gender.

Once an individual whose referees were not contacted prior to interview has been conditionally offered a position, they should be contacted (by their named HR contact if they have one) to check whether they are happy for the University to go ahead and contact their referee(s) before proceeding.

If the references and/or evidence of educational qualifications received are in the individual's previous name and gender, confidentiality must be respected and the information only used for its intended purpose.

PENSIONS

Only people with a full Gender Recognition Certificate (GRC) can have their pension records changed by HMRC or the occupational pension provider.

⚠ Once you have changed an individual's records, check to make sure it has changed everywhere you expect it to have changed.

¹⁰ **Deadnaming** Calling someone by their birth name after they have changed their name. This term is often associated with trans people who have changed their name as part of their transition.

ABSENCE

Absence from work or study in order to undergo any transition-related treatment should be treated in the same way as any other type of absence therefore normal sick pay arrangements apply. The normal policy relating to staff taking time off for medical appointments also applies and flexibility in taking holiday or rearranging working hours or academic commitments should be offered.

In addition, managers are expected to be flexible as possible in order to accommodate each individual's needs and, as a guide, should grant around five additional days of paid leave in any 12-month period for procedures related to transition.

DBS CHECKS

Trans people requiring a DBS check can choose to use the DBS's Confidential Checking Process which is in place for applicants who do not wish for the name or gender they were assigned at birth to be disclosed to the University. Individuals wishing to use this process should be advised to contact the Government's Sensitive Applications Team (SAT) and be made aware that they will still be required to send details of their previous legal identity directly in a separate correspondence to the SAT. The SAT can be contacted either by sending an email to sensitive@db.gov.uk or by calling 0151 676 1452.

If the individual chooses not to use the process and is happy for the name or gender they were assigned at birth to be disclosed on the completed Disclosure, then the individual can complete the Disclosure Application Form (DAF). More information can be found on the [Galop](#) web site.

VISAS

Staff who are working on a work permit or student visa must comply with any work permit/visa regulations, which relate specifically to name or gender change in order that their documentation remains valid.

International students who live in the UK can change their name and gender on records held by UK institutions but to update records held in their country of origin, such as passports, they need to follow their own country's procedure. The appropriate Embassy or High Commission may be able to provide further advice on how individuals can change their names. Students with Tier 4 visas are required to report a legal name change to the UK Visa and Immigration authorities.

⚠ Managers of trans staff should be encouraged to create the kind of environment in which all staff feel safe and supported.

This includes supporting them in being as flexible as possible whilst minimising workplace disruption.

SECTION 6: AN OVERVIEW OF TRANSITIONING

Transitioning is a term used to describe the process and steps an individual takes in order to live in the gender they identify as.

Transitioning is a unique process for each individual and may include any number of changes to a person's life. There is no 'right' or 'wrong' way to transition. For some this involves medical intervention, such as hormone therapy and surgery, but not all trans people want or are able to have this. There may be a variety of reasons including cost, time or simply not feeling the need to.

Transitioning could also involve dressing differently, changing official documents, telling friends and family that you are transitioning, or a number of other things. The start of or intent to transition will be different for everyone. It is about the individual.

After an individual transitions they may not identify as trans; they may simply see the process as being part of their past and not current identity. For example, an individual who has transitioned and identifies as female, may refer to herself as a woman, not a trans woman¹¹. This personal decision should be respected at all times and only communicated as necessary.

Many people falsely believe that in order to transition a person must undergo a medical intervention, such as hormone treatment or surgery, or gain a Gender Recognition Certificate (GRC).

It should not be assumed that the goal of every individual's transition is to change their physiology or legal gender. If a trans person chooses not to undergo any medical intervention or gain a GRC, they are still entitled to dignity and respect along their chosen path of transition, whatever that may consist of.

⚠ Remember that a trans journey is a very personal experience that takes place in a very public way

¹¹ **Passing** If someone is regarded, at a glance, to be a cisgender man or cisgender woman. Cisgender refers to someone whose gender identity matches the sex they were 'assigned' at birth. This might include physical gender cues (hair or clothing) and/or behaviour which is historically or culturally associated with a particular gender.

SECTION 7: DEFINITIONS AND TERMINOLOGY

AFAB/AMAB

(assigned female at birth/assigned male at birth)

These terms are used as shorthand to designate a gender assigned at birth. A wide range of individuals, including those who are transgender, non-binary, or intersex, uses the terms. They are generally not considered identities in and of themselves, so you should use a person's requested pronouns and self-description.

Agender

A term to describe someone who is without gender. It can be either a non-binary gender identity or not having a gender identity.

Ally

Someone who actively supports those with identities that differ from theirs. Allies confront discrimination of trans and non-binary people.

Cis

Someone whose gender identity is the same as the sex they were assigned at birth. Non-trans is also used by some people.

Coming out

May refer to the process by which one accepts one's own gender identity. May also refer to the process by which one discloses these identities to others. This is an ongoing process, and an individual will repeatedly disclose their identity at different multiple times and to different groups of people throughout their life.

Deadnaming

Calling someone by their birth name after they have changed their name. This term is often associated with trans people who have changed their name as part of their transition.

Discrimination¹²

The unjust or prejudicial treatment of a person or group of people based on who they are or because they possess certain characteristics. This can take many forms, including both individual acts of hatred or injustice, and institutional denials of privileges normally accorded to other groups.

Gender

Often expressed in terms of femininity and masculinity, it is largely culturally determined and is assumed from the sex assigned at birth. It can be defined as an experience of, and identity with, culturally-defined roles on a spectrum between male and female.

Gender Binary

The idea that there are only two genders—female/male or woman/man, and that a person must be strictly gendered as either/or.

Gender Fluid

This term denotes or is related to a person who does not have fixed gender.

Gender Identity

A person's innate sense of their own gender, which may or may not correspond to the sex assigned at birth.

Gender Role

The behaviours, values, and attitudes that a society considers appropriate for genders.

Genderqueer

A gender diverse person whose gender identity is neither female nor male, is between or beyond genders, or is some combination of genders. This identity is usually related to, or in reaction to, the social construction of gender, gender stereotypes and the gender binary system.

¹² The Equality Act 2010 protects people from discrimination on the basis of nine 'protected characteristics': age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation. The University goes beyond legislation and has a zero tolerance approach to harassment (a form of discrimination) in any form, regardless of whether it relates to a protected characteristic or not.

Gender Recognition Certificate (GRC)

This enables trans people to be legally recognised in their affirmed gender and to be issued with a new birth certificate. Not all trans people will apply for a GRC and you currently have to be over 18 to apply. You do not need a GRC to change your gender markers at work or to legally change your gender on other documents such as your passport but you do need one to change your HMRC (Her Majesty's Revenue and Customs) and pension scheme records.

Intersex

A term used to describe a person who may have the biological attributes of both sexes or whose biological attributes do not fit with societal assumptions about what constitutes male or female. Intersex people may be female, male, gender-fluid, agender or non-binary.

Outed

When someone's trans status or gender identity is disclosed to someone else without their consent.

LGBT+

The acronym we choose to use at the University for lesbian, gay, bi, trans and related communities. The PLUS (+) in ensures that we are inclusive of all identities to make our community feel welcomed and that nobody is left out.

Non-Binary

An umbrella term for people whose gender identity doesn't sit comfortably with 'woman' or 'man'. Non-binary identities are varied and can include people who identify with some aspects of binary identities, while others reject them entirely.

Passing

If someone is regarded, at a glance, to be a cisgender man or cisgender woman. Cisgender refers to someone whose gender identity matches the sex they were 'assigned' at birth. This might include physical gender cues (hair or clothing) and/or behaviour which is historically or culturally associated with a particular gender.

Preferred pronoun

The pronoun a person chooses to use for themselves. You should always refer to someone in the pronoun they have chosen.

Pronoun

Words we use to refer to people's gender in conversation - for example, 'she', 'he', 'ze' or 'they'.

Queer

In the past a derogatory term for LGBT+ individuals. The term has now been reclaimed by LGBT+ young people in particular who reject traditional categories around gender identity and sexual orientation, but is still viewed to be derogatory by some.

Questioning

The process of exploring your own sexual orientation and/or gender identity.

Sex

Assigned to a person on the basis of primary sex characteristics (genitalia) and reproductive functions.

Stereotype

A widely held but fixed and oversimplified image or idea of a particular type of person or thing without regard for their individual differences. Though often negative, can also be complimentary. Even positive variants can have a negative impact, however, simply because they involve broad generalizations that ignore individual realities.

Trans

An umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth.

Transgender man

A term used to describe someone who is assigned female at birth but lives as a man. This may be shortened to trans man.

Transgender woman

A term used to describe someone who is assigned male at birth but lives as a woman. This may be shortened to trans woman.

Transsexual

This was used in the past as a more medical term (similarly to homosexual) to refer to someone whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. This term is still used by some although many people prefer the term trans or transgender.

Transitioning

The steps a trans person may take to express or affirm their gender. For some this involves medical intervention, such as hormone therapy and surgeries, but not all trans people want or are able to have this. It might also involve things such as telling friends and family, dressing differently and changing official documents.

Transphobia

The fear or dislike of someone based on the fact they are trans, including the denial/refusal to accept their gender identity.



POLICY CREATOR: HUMAN RESOURCES

University of Essex
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University of Essex



OUR APPROACH TO SUPPORTING TRANS AND NON-BINARY STAFF

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AIM

This document sets out how the University supports new and existing trans¹ and non-binary staff and those who transition whilst at Essex. It is a resource for trans and non-binary individuals, for those with management responsibilities for trans and non-binary staff, for colleagues of trans and non-binary staff and for Human Resources staff.

Our Approach to Supporting Trans and Non-Binary Staff is one of a suite of documents that sets out how we aim to create an inclusive environment in which all staff feel safe and supported. Other related documents include our [Athena SWAN Bronze Institution Action Plan](#), which focuses on our commitment to gender equality more broadly, our [Zero Tolerance Approach to Harassment and Bullying](#), our Equality, Diversity and Inclusion Policy and our strategic approach to supporting all staff; *'How we Work at Essex'*.

POLICY STATEMENT ON EQUALITY, DIVERSITY AND INCLUSION

The University of Essex celebrates diversity, challenges inequality and is committed to sustaining an inclusive and diverse community that is open to all who have the potential to benefit from membership of it and which ensure equality of opportunity for all its members.

We expect employees, workers, contractors, students and visitors to be treated, and to treat each other, with dignity and respect regardless of age, disability, gender identity², marriage and civil partnership status, pregnancy and maternity, race, religion or belief, sex, sexual orientation, socio-economic background, political beliefs and affiliations, family circumstances or other irrelevant distinction.

EQUALITIES LEGISLATION

Under the Equality Act 2010, it is unlawful to discriminate against or treat someone unfairly because of their gender identity or trans status. Examples of discrimination include outing someone as trans without their permission, refusing to use someone's preferred name and correct gender pronoun³ and denying someone access to appropriate single-sex facilities.

Under the Gender Recognition Act 2004 it is a criminal offence to pass on information 'acquired in the course of official duties' about a person's application for a Gender Recognition Certificate (GRC) - a GRC legally recognises one's acquired gender - or that someone has a GRC.

An individual's trans status is classed as 'sensitive personal data' under the General Data Protection Regulation (GDPR), and therefore must also be collected, recorded and used in line with the GDPR's principles.

¹ For the purposes of this document, the term trans refers to those who have, are, or are proposing to transition from one binary gender to another or from one binary gender to a non-binary gender identity and consider themselves to be trans.

² **Gender Identity** A person's innate sense of their own gender, which may or may not correspond to the sex assigned at birth.

³ **Pronoun** Words we use to refer to people's gender in conversation - for example, 'she', 'he', 'ze' or 'they'.

INTRODUCTION

The University is committed to establishing an inclusive environment in which all staff are valued and respected for being the gender they know they are.

We recognise that laws, policies and processes alone do not create inclusive environments and this is why we take a holistic approach, which places as much emphasis on how people behave as it does on policy and process.

This document sets out our approach to supporting trans and non-binary staff in the context of our broader commitment to celebrating the diversity of our students and staff, nurturing communities of belonging in which all are accepted without exception, and promoting inclusion, well-being, resilience and empowerment to enable everyone to reach their full potential.

Human Resources developed this document in collaboration with members of our LGBT+ networks.

PRINCIPLES

The way in which the University supports trans and non-binary staff is based on five key principles:

1. Staff can self-identify their gender for University purposes
2. No bullying or harassment of trans or non-binary staff will be tolerated
3. The needs of each trans employee will be addressed individually
4. The process of transitioning at work will be led by the person transitioning⁴
5. An individual's trans status will be kept confidential, in line with the person's wishes and the law⁵

⁴ Trans staff are encouraged to share relevant information with their line manager in order to aid the provision of support.

⁵ Under the Equality Act 2010, it is illegal to out someone as trans without their permission. Under the Gender Recognition Act 2004 it is a criminal offence to pass on information 'acquired in the course of official duties' about a person's application for a Gender Recognition Certificate (GRC) - a GRC legally recognises ones acquired gender - or that someone has a GRC.

⚠ You can use the title MX if you wish



SECTION 1: SUPPORT FOR INDIVIDUALS

We want all trans staff, and those who identify outside of the gender binary⁶, to feel welcome and confident that the University understands what it means to be trans or non-binary⁷ and that our people and processes recognise that every trans journey is unique.

PROSPECTIVE AND NEW STAFF

NAMED HUMAN RESOURCES CONTACT

All prospective and new trans staff have the option of being allocated a named member of Human Resources staff to support them through the recruitment process. If you choose to take up this option it means that you can contact your named contact directly with any questions you may have, rather than using our general staffing@essex.ac.uk email address.

Your named contact can advise on the support, facilities and services available to you at the University and act as a link between you and your line manager.

Our Resourcing Team can arrange for you to have a named contact. Their contact details are here: <https://www.essex.ac.uk/staff/professional-services/hr-resourcing-team>

RIGHT TO WORK DOCUMENTATION

We ask all those invited for interview to provide us with evidence of their 'right to work' in the UK. This usually involves you being asked to bring the relevant documentation with you on the day of interview and showing it to a member of the selection panel.

If you only have right to work documentation in your birth name and gender, and you do not want to disclose your trans status to the interview panel, you can speak to your named contact in Human Resources, if you choose to have one, (or any other member of Human Resources staff) for advice prior to attending your interview.

DISCLOSURE

Prospective and new staff are under no obligation to disclose their gender history at any point during the recruitment process or at any point after being employed. However, if you do wish to disclose this information, we will treat it confidentially and in line with your wishes.

Should you be appointed and wish to disclose your trans status to the University, your named Human Resources contact will, if you wish, talk to your line manager (either with you or alone) about how, or whether, you want colleagues to be informed, your pronouns and anything else that is important to you, in order that this can be planned in a thoughtful and sensitive way.

⁶ **Gender Binary** The idea that there are only two genders—female/male or woman/man, and that a person must be strictly gendered as either/or.

⁷ **Non-Binary** An umbrella term for people whose gender identity doesn't sit comfortably with 'woman' or 'man'. Non-binary identities are varied and can include people who identify with some aspects of binary identities, while others reject them entirely.

ⓘ You can record your gender as non-binary via our self-service system [HR Organiser](#)

FACILITIES

No trans or non-binary member of our community should be denied access to any space, facility, event or group because they are trans or they identify outside of the gender binary.

We have a number of gender-neutral toilets, changing rooms and showering facilities throughout our campuses but where only single-sex facilities are available you are entitled to use the one that is most appropriate for you.

The University will not tolerate staff being questioned inappropriately about the facility they choose or being denied access to that facility. If you do experience this form of harassment, you can report it via our [Report and Support](#) service.

⚠️ The University has a zero tolerance approach to harassment and bullying. This means that i) we will take action and ii) the action will be proportionate to the circumstances of the case.

DRESS CODES

The University does not have a dress code that requires members of our community to dress in a particular way. Some roles do however require a uniform to be worn. If you are trans or non-binary and you are required to wear a uniform, you can choose the uniform that is most appropriate for you.

BENEFITS

All our benefits and family-friendly policies are inclusive and apply to everyone, including lesbian, gay, bi and trans staff and same-sex couples as well as heterosexual individuals and couples.



EXISTING TRANS AND NON-BINARY STAFF AND STAFF WHO TRANSITION WHILE AT ESSEX

DISCLOSURE

We respect the right of individuals to choose whether to be open about their trans or non-binary status or not. We also want to ensure that trans and non-binary staff have access to the same opportunities as cis⁸ male and female staff and that they have access to appropriate support. If you do disclose your trans or non-binary status, it will be held in confidence, in line with the General Data Protection Rules (GDPR) and your wishes.

⁸ **Cis** Someone whose gender identity is the same as the sex they were assigned at birth. Non-trans is also used by some people.

INITIAL CONVERSATIONS

If you want to talk to someone about your trans or non-binary status, there are a variety of people you could approach. These include your line manager, a member of Human Resources staff or your trade union.

Whoever you talk to, you can expect to receive their full support.

PLANNING YOUR TRANSITION AT WORK

Once you have decided to come out at work we encourage you to discuss any plans you might have, and timelines, with your line manager and/or a member of Human Resources staff. The discussion would usually include consideration of:

- When you want colleagues to be informed
- What exactly you want people to know
- Whether you want to inform relevant people or for this to be done on your behalf
- How you want people to be informed e.g. in groups/individually, in person/ by email
- Any planned appointments you have and ways to minimise disruption in the workplace
- Any anxieties you may have about how to manage people's reactions
- Whether you would like to be allocated a named member of Human Resources staff to support you throughout your time at Essex
- Whether you would benefit from having a mentor who identifies as trans or non-binary

The timescales, activity and communication will be driven and led by you so if at any point during the discussion you decide you want to delay being open about your transition at work, any information you have already shared will be kept confidential, in line with your wishes.

CHANGING YOUR DETAILS ON UNIVERSITY SYSTEMS

In order to change your name, your gender from one binary gender to another and/or title for use internally at the University e.g. on the Outlook address book, you need to provide your named HR contact (if you have one) or the Human Resources section (staffing@essex.ac.uk) with the relevant information. You do not need to have changed your name legally to do so.

Your name on HMRC (Her Majesty's Revenue and Customs) and pension scheme records can only be changed if you have a legal document that proves a change of name e.g. a deed poll, a statutory declaration of name change.

Your gender on HMRC and pension scheme records can only be changed when you have a Gender Recognition Certificate⁹.

TIME OFF FOR MEDICAL APPOINTMENTS/SURGERY

The University expects managers to support people to manage their own time and create a healthy work life balance in order to support a wellbeing culture. The University also recognises that trans staff may need significant periods of time off work as they progress through their transition and wants to be as flexible as possible in order to accommodate each individual's needs.

Time off work to attend medical appointments related to your transition is paid in accordance with our Special Leave policy and therefore not classed as sickness absence. Where possible, you should arrange for the appointments to be scheduled at times that minimise disruption to your work commitments.

If you choose to have surgery the time you need to take off work for the surgery itself, and to recover, will be managed in line with our Supporting Health and Wellbeing at work policy. If the length of time you need off means that you run out of sick pay, you can discuss options with your manager, Occupational Health and your link Senior Employee Relations Adviser.

It is possible, for example, to have additional paid time off for procedures related to your transition. As a guide, we would expect managers to grant around five additional days of paid leave in any 12-month period.

It may also be possible to arrange a phased return to work (if you are deemed fit to do so) which involves working from home or changing duties for a specified period or to take a period of annual leave.

⚠️ As soon as your record is changed, your new name and title will appear on the Outlook address book so is visible to all members of the community.

⚠️ If you just want to record your gender as non-binary for university purposes, you could do so via [HR Organiser](#)

⁹ **Gender Recognition Certificate** This enables trans people to be legally recognised in their affirmed gender and to be issued with a new birth certificate. Not all trans people will apply for a GRC and you currently have to be over 18 to apply. You do not need a GRC to change your gender markers at work or to legally change your gender on other documents such as your passport but you do need one to change your HMRC (Her Majesty's Revenue and Customs) and pension scheme records.

SECTION 2: SUPPORT AND GUIDANCE FOR MANAGERS

YOUR RESPONSIBILITIES

As a manager, you will play a vital role in supporting your trans or non-binary member of staff. You are responsible for:

- Ensuring that the information disclosed to you is used in accordance with the wishes of your member of staff and the law
- Working with your member of staff to plan relevant communications, changes to records, ways to minimise disruption in the workplace whilst being as flexible as possible
- Sharing information with others in accordance with the wishes of your member of staff
- Managing any changes within a team sensitively and effectively
- Supporting others to adjust to the changes and understand the needs of their colleague
- Addressing any repeated refusal to address your member of staff by their correct name and pronoun
- Challenging transphobic language, jokes, behaviour, assumptions and culture within your team/department/section, regardless of whether this is from employees or service users
- Ensuring that all your direct reports have completed their essential equality and diversity training, which includes content around trans equality and non-binary gender identity
- Where applicable, ensuring your member of staff is supplied with a uniform that is most appropriate for them

INITIAL DISCLOSURE

You may be told that a member of your staff is trans or non-binary directly by the individual themselves or by a third party e.g. a member of Human Resources staff where the individual has given permission for this information to be shared with you. As a supportive manager, you should refrain from making any assumptions or generalisations. Your role is to contribute to ensuring the experience is positive for both the individual and the working environment.



FORMULATING A PLAN

In order to both support the individual and minimise disruption in the workplace, you will need to work with your member of staff to plan their transition at work. This process must be led by the trans individual but you could use your coaching skills to support the individual in thinking through the process if that would be helpful to them.

During these discussions you should not ask intrusive, personal questions e.g. about any planned surgery, you should focus on what your member of staff needs from you in order for the process to be as smooth as possible at work. If you are unsure about whether a question is appropriate or not, it is probably best not to ask it.

Useful information:

- Your member of staff can bring a colleague, member of HR and/or a trade union representative to any meeting arranged to discuss their transition
- Not all trans people will have a plan in place for their transition and therefore may not be able to provide answers to some of your questions
- Plans may change as the individual progresses through their transition and you will need to be responsive to this
- You might find it helpful to record what you have agreed, but this is not required

ADDITIONAL AND ONGOING SUPPORT

In addition to this guidance, support is available from the following sources:

- Your link Senior Employee Relations Adviser in Human Resources
- The Head of Equality, Diversity and Inclusion
- Peer support from other managers who have supported a trans or non-binary member of staff
- [The LGBT Toolkit](#)

Trans and non-binary staff, like other staff, need your continued support. You can do this by:

- Keeping an open channel of communication with your trans and non-binary member(s) of staff in order to ensure you can respond to any changes to their needs
- Supporting them to be part of University forums and networks that provide them with safe spaces to discuss their experiences (see Section 4 of this document)
- Equipping and empowering all your staff to combat transphobia if they see or hear it e.g. by encouraging them to attend Bystander Intervention training

SECTION 3: GUIDANCE FOR COLLEAGUES

Colleagues of trans and non-binary staff have a vital role to play in ensuring their experiences at work are positive. Transitioning is a deeply personal process but it is also unavoidably public as it is impossible not to notice when someone transitions from one gender to another.

Knowing what good support looks like can be a challenge and you are not expected to become an instant expert on trans or non-binary gender identity issues. These tips should help:

- **Keep your reactions to a minimum and listen.** Tell your colleague you will support them in every way you can but don't ask intrusive questions, read the situation and consider what it might be appropriate to ask them. Your colleague will appreciate a positive response but will not want you to make a big deal of it
- **Get their names and pronouns right.** An individual's name and pronoun is central to their identity. If you're not sure, it is fine to politely ask – this is much less awkward than getting it wrong and being corrected. If you do get it wrong, apologise and move on. Also be aware that names and pronouns may evolve over time
- **Be their ally and address any inappropriate remarks or behaviours.** This is not just the responsibility of your trans or non-binary colleague or their manager – it's everyone's responsibility
- **Do your own research.** Take some time to read about transitioning and non-binary gender identity in order to be better informed and a better ally. [Stonewall](#), the [Gender Identity Clinic](#) and [Mermaids](#) are all good sources of information
- **Treat your colleague as an individual.** All trans and non-binary people have different experiences and varying degrees of comfort talking about it. Respect their right to tell you only what they want you to know and follow their lead. Your colleague is not necessarily an expert in trans or non-binary gender identity issues, so avoid making this assumption
- **Keep what your colleague tells you to yourself.** Just because your colleague has told you some specific things about their transition or gender identity does not necessarily mean they are happy for you to tell others. Leave it up to your colleague to share information with others

⚠ Mistakenly mis-gendering someone once or twice is acceptable. Repeatedly mis-gendering someone is not acceptable.

SECTION 4: LGBT+ FORUMS/NETWORKS

We have the following forums/networks:

- **LGBT+ Forum:** The Forum provides a safe space for LGBT+ staff to share experiences and resources, find peer support, and discuss current issues and upcoming events. The Forum also contributes to policy development in relation to LGBT+ related issues at the University.
- **Essex LGBT Alliance (ELGBTA):** The ELGBTA is a network of Essex-based organisations who work together to share resources and best practice and promote LGBT+ inclusion for the benefit of everyone in the workplace.
- **LGBT+ Allies:** The Allies are a group of staff committed to ensuring the University is an inclusive and LGBT+ friendly environment.

SECTION 5: GUIDANCE FOR HUMAN RESOURCES STAFF

Members of Human Resources staff have a vital role to play in supporting trans and non-binary staff. Being able to respond fully, confidently and respectfully to the specific needs of trans and non-binary people, be they employees or potential employees, is critical to ensuring everyone HR staff interact with have a positive experience.

⚠ Be mindful that complying with HR processes is a daunting prospect for some trans staff.

As part of our HR service, we offer all trans staff, including prospective and new staff, the option of having a named contact to support them throughout their time at Essex. This information should be recorded on the individual's electronic record.

RECRUITMENT

Sometimes the names on a trans person's documentation e.g. passport, driving licence, birth certificate may not tally and in this situation, verifying right to work (RTW) documentation and evidence of qualifications or published work needs to be dealt with sensitively.

Reassure the individual that they can use the name and gender of their choice internally at the University and that the University will:

- only retain the information it requires in order to verify their RTW documentation and evidence to support their appointment
- hold their data securely and not share it
- respect their privacy by not asking unnecessary questions.

RECORDS

Records of employees transitioning whilst at the University should be changed at a mutually agreed time following receipt of notification of a change of gender and name. No records should be changed without the permission of the employee concerned.

It is not necessary for an individual to provide a legal change of name e.g. a Deed Poll certificate, in order to change their gender and name for use internally at the University – written notification is sufficient.

An employee's HMRC and pension scheme records can only be changed when relevant legal documentation is provided. A deed poll is sufficient for an individual's name to be changed; in order for their gender to be changed, a Gender Recognition Certificate must be provided.

When the name on a staff record is changed, a new staff card should be issued. No reference should be made to an individual's previous name or gender in any future communication with that person¹⁰. Doing so can have a detrimental effect on a trans person's mental health and can trigger anxiety, depression and gender dysphoria.

REFERENCES AND EDUCATIONAL QUALIFICATIONS

References provided by the University for current or former staff who have transitioned must not refer to the person's former name or gender and must use the appropriate pronoun.

If a prospective member of staff indicates in their application that they do not want the University to contact referees before interview, you should be mindful that this may be because they are trans and they have not informed their previous employer of their change of name and gender.

Once an individual whose referees were not contacted prior to interview has been conditionally offered a position, they should be contacted (by their named HR contact if they have one) to check whether they are happy for the University to go ahead and contact their referee(s) before proceeding.

If the references and/or evidence of educational qualifications received are in the individual's previous name and gender, confidentiality must be respected and the information only used for its intended purpose.

PENSIONS

Only people with a full Gender Recognition Certificate (GRC) can have their pension records changed by HMRC or the occupational pension provider.

⚠ Once you have changed an individual's records, check to make sure it has changed everywhere you expect it to have changed.

¹⁰ **Deadnaming** Calling someone by their birth name after they have changed their name. This term is often associated with trans people who have changed their name as part of their transition.

ABSENCE

Absence from work or study in order to undergo any transition-related treatment should be treated in the same way as any other type of absence therefore normal sick pay arrangements apply. The normal policy relating to staff taking time off for medical appointments also applies and flexibility in taking holiday or rearranging working hours or academic commitments should be offered.

In addition, managers are expected to be flexible as possible in order to accommodate each individual's needs and, as a guide, should grant around five additional days of paid leave in any 12-month period for procedures related to transition.

DBS CHECKS

Trans people requiring a DBS check can choose to use the DBS's Confidential Checking Process which is in place for applicants who do not wish for the name or gender they were assigned at birth to be disclosed to the University. Individuals wishing to use this process should be advised to contact the Government's Sensitive Applications Team (SAT) and be made aware that they will still be required to send details of their previous legal identity directly in a separate correspondence to the SAT. The SAT can be contacted either by sending an email to sensitive@db.gov.uk or by calling 0151 676 1452.

If the individual chooses not to use the process and is happy for the name or gender they were assigned at birth to be disclosed on the completed Disclosure, then the individual can complete the Disclosure Application Form (DAF). More information can be found on the [Galop](#) web site.

VISAS

Staff who are working on a work permit or student visa must comply with any work permit/visa regulations, which relate specifically to name or gender change in order that their documentation remains valid.

International students who live in the UK can change their name and gender on records held by UK institutions but to update records held in their country of origin, such as passports, they need to follow their own country's procedure. The appropriate Embassy or High Commission may be able to provide further advice on how individuals can change their names. Students with Tier 4 visas are required to report a legal name change to the UK Visa and Immigration authorities.

⚠ Managers of trans staff should be encouraged to create the kind of environment in which all staff feel safe and supported.

This includes supporting them in being as flexible as possible whilst minimising workplace disruption.

SECTION 6: AN OVERVIEW OF TRANSITIONING

Transitioning is a term used to describe the process and steps an individual takes in order to live in the gender they identify as.

Transitioning is a unique process for each individual and may include any number of changes to a person's life. There is no 'right' or 'wrong' way to transition. For some this involves medical intervention, such as hormone therapy and surgery, but not all trans people want or are able to have this. There may be a variety of reasons including cost, time or simply not feeling the need to.

Transitioning could also involve dressing differently, changing official documents, telling friends and family that you are transitioning, or a number of other things. The start of or intent to transition will be different for everyone. It is about the individual.

After an individual transitions they may not identify as trans; they may simply see the process as being part of their past and not current identity. For example, an individual who has transitioned and identifies as female, may refer to herself as a woman, not a trans woman¹¹. This personal decision should be respected at all times and only communicated as necessary.

Many people falsely believe that in order to transition a person must undergo a medical intervention, such as hormone treatment or surgery, or gain a Gender Recognition Certificate (GRC).

It should not be assumed that the goal of every individual's transition is to change their physiology or legal gender. If a trans person chooses not to undergo any medical intervention or gain a GRC, they are still entitled to dignity and respect along their chosen path of transition, whatever that may consist of.

⚠ Remember that a trans journey is a very personal experience that takes place in a very public way

¹¹ **Passing** If someone is regarded, at a glance, to be a cisgender man or cisgender woman. Cisgender refers to someone whose gender identity matches the sex they were 'assigned' at birth. This might include physical gender cues (hair or clothing) and/or behaviour which is historically or culturally associated with a particular gender.

SECTION 7: DEFINITIONS AND TERMINOLOGY

AFAB/AMAB

(assigned female at birth/assigned male at birth)

These terms are used as shorthand to designate a gender assigned at birth. A wide range of individuals, including those who are transgender, non-binary, or intersex, uses the terms. They are generally not considered identities in and of themselves, so you should use a person's requested pronouns and self-description.

Agender

A term to describe someone who is without gender. It can be either a non-binary gender identity or not having a gender identity.

Ally

Someone who actively supports those with identities that differ from theirs. Allies confront discrimination of trans and non-binary people.

Cis

Someone whose gender identity is the same as the sex they were assigned at birth. Non-trans is also used by some people.

Coming out

May refer to the process by which one accepts one's own gender identity. May also refer to the process by which one discloses these identities to others. This is an ongoing process, and an individual will repeatedly disclose their identity at different multiple times and to different groups of people throughout their life.

Deadnaming

Calling someone by their birth name after they have changed their name. This term is often associated with trans people who have changed their name as part of their transition.

Discrimination¹²

The unjust or prejudicial treatment of a person or group of people based on who they are or because they possess certain characteristics. This can take many forms, including both individual acts of hatred or injustice, and institutional denials of privileges normally accorded to other groups.

Gender

Often expressed in terms of femininity and masculinity, it is largely culturally determined and is assumed from the sex assigned at birth. It can be defined as an experience of, and identity with, culturally-defined roles on a spectrum between male and female.

Gender Binary

The idea that there are only two genders—female/male or woman/man, and that a person must be strictly gendered as either/or.

Gender Fluid

This term denotes or is related to a person who does not have fixed gender.

Gender Identity

A person's innate sense of their own gender, which may or may not correspond to the sex assigned at birth.

Gender Role

The behaviours, values, and attitudes that a society considers appropriate for genders.

Genderqueer

A gender diverse person whose gender identity is neither female nor male, is between or beyond genders, or is some combination of genders. This identity is usually related to, or in reaction to, the social construction of gender, gender stereotypes and the gender binary system.

¹² The Equality Act 2010 protects people from discrimination on the basis of nine 'protected characteristics': age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation. The University goes beyond legislation and has a zero tolerance approach to harassment (a form of discrimination) in any form, regardless of whether it relates to a protected characteristic or not.

Gender Recognition Certificate (GRC)

This enables trans people to be legally recognised in their affirmed gender and to be issued with a new birth certificate. Not all trans people will apply for a GRC and you currently have to be over 18 to apply. You do not need a GRC to change your gender markers at work or to legally change your gender on other documents such as your passport but you do need one to change your HMRC (Her Majesty's Revenue and Customs) and pension scheme records.

Intersex

A term used to describe a person who may have the biological attributes of both sexes or whose biological attributes do not fit with societal assumptions about what constitutes male or female. Intersex people may be female, male, gender-fluid, agender or non-binary.

Outed

When someone's trans status or gender identity is disclosed to someone else without their consent.

LGBT+

The acronym we choose to use at the University for lesbian, gay, bi, trans and related communities. The PLUS (+) in ensures that we are inclusive of all identities to make our community feel welcomed and that nobody is left out.

Non-Binary

An umbrella term for people whose gender identity doesn't sit comfortably with 'woman' or 'man'. Non-binary identities are varied and can include people who identify with some aspects of binary identities, while others reject them entirely.

Passing

If someone is regarded, at a glance, to be a cisgender man or cisgender woman. Cisgender refers to someone whose gender identity matches the sex they were 'assigned' at birth. This might include physical gender cues (hair or clothing) and/or behaviour which is historically or culturally associated with a particular gender.

Preferred pronoun

The pronoun a person chooses to use for themselves. You should always refer to someone in the pronoun they have chosen.

Pronoun

Words we use to refer to people's gender in conversation - for example, 'she', 'he', 'ze' or 'they'.

Queer

In the past a derogatory term for LGBT+ individuals. The term has now been reclaimed by LGBT+ young people in particular who reject traditional categories around gender identity and sexual orientation, but is still viewed to be derogatory by some.

Questioning

The process of exploring your own sexual orientation and/or gender identity.

Sex

Assigned to a person on the basis of primary sex characteristics (genitalia) and reproductive functions.

Stereotype

A widely held but fixed and oversimplified image or idea of a particular type of person or thing without regard for their individual differences. Though often negative, can also be complimentary. Even positive variants can have a negative impact, however, simply because they involve broad generalizations that ignore individual realities.

Trans

An umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth.

Transgender man

A term used to describe someone who is assigned female at birth but lives as a man. This may be shortened to trans man.

Transgender woman

A term used to describe someone who is assigned male at birth but lives as a woman. This may be shortened to trans woman.

Transsexual

This was used in the past as a more medical term (similarly to homosexual) to refer to someone whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. This term is still used by some although many people prefer the term trans or transgender.

Transitioning

The steps a trans person may take to express or affirm their gender. For some this involves medical intervention, such as hormone therapy and surgeries, but not all trans people want or are able to have this. It might also involve things such as telling friends and family, dressing differently and changing official documents.

Transphobia

The fear or dislike of someone based on the fact they are trans, including the denial/refusal to accept their gender identity.



POLICY CREATOR: HUMAN RESOURCES

University of Essex
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University of Essex



OUR APPROACH TO SUPPORTING TRANS AND NON-BINARY STAFF

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AIM

This document sets out how the University supports new and existing trans¹ and non-binary staff and those who transition whilst at Essex. It is a resource for trans and non-binary individuals, for those with management responsibilities for trans and non-binary staff, for colleagues of trans and non-binary staff and for Human Resources staff.

Our Approach to Supporting Trans and Non-Binary Staff is one of a suite of documents that sets out how we aim to create an inclusive environment in which all staff feel safe and supported. Other related documents include our [Athena SWAN Bronze Institution Action Plan](#), which focuses on our commitment to gender equality more broadly, our [Zero Tolerance Approach to Harassment and Bullying](#), our Equality, Diversity and Inclusion Policy and our strategic approach to supporting all staff; *'How we Work at Essex'*.

POLICY STATEMENT ON EQUALITY, DIVERSITY AND INCLUSION

The University of Essex celebrates diversity, challenges inequality and is committed to sustaining an inclusive and diverse community that is open to all who have the potential to benefit from membership of it and which ensure equality of opportunity for all its members.

We expect employees, workers, contractors, students and visitors to be treated, and to treat each other, with dignity and respect regardless of age, disability, gender identity², marriage and civil partnership status, pregnancy and maternity, race, religion or belief, sex, sexual orientation, socio-economic background, political beliefs and affiliations, family circumstances or other irrelevant distinction.

EQUALITIES LEGISLATION

Under the Equality Act 2010, it is unlawful to discriminate against or treat someone unfairly because of their gender identity or trans status. Examples of discrimination include outing someone as trans without their permission, refusing to use someone's preferred name and correct gender pronoun³ and denying someone access to appropriate single-sex facilities.

Under the Gender Recognition Act 2004 it is a criminal offence to pass on information 'acquired in the course of official duties' about a person's application for a Gender Recognition Certificate (GRC) - a GRC legally recognises one's acquired gender - or that someone has a GRC.

An individual's trans status is classed as 'sensitive personal data' under the General Data Protection Regulation (GDPR), and therefore must also be collected, recorded and used in line with the GDPR's principles.

¹ For the purposes of this document, the term trans refers to those who have, are, or are proposing to transition from one binary gender to another or from one binary gender to a non-binary gender identity and consider themselves to be trans.

² **Gender Identity** A person's innate sense of their own gender, which may or may not correspond to the sex assigned at birth.

³ **Pronoun** Words we use to refer to people's gender in conversation - for example, 'she', 'he', 'ze' or 'they'.

INTRODUCTION

The University is committed to establishing an inclusive environment in which all staff are valued and respected for being the gender they know they are.

We recognise that laws, policies and processes alone do not create inclusive environments and this is why we take a holistic approach, which places as much emphasis on how people behave as it does on policy and process.

This document sets out our approach to supporting trans and non-binary staff in the context of our broader commitment to celebrating the diversity of our students and staff, nurturing communities of belonging in which all are accepted without exception, and promoting inclusion, well-being, resilience and empowerment to enable everyone to reach their full potential.

Human Resources developed this document in collaboration with members of our LGBT+ networks.

PRINCIPLES

The way in which the University supports trans and non-binary staff is based on five key principles:

1. Staff can self-identify their gender for University purposes
2. No bullying or harassment of trans or non-binary staff will be tolerated
3. The needs of each trans employee will be addressed individually
4. The process of transitioning at work will be led by the person transitioning⁴
5. An individual's trans status will be kept confidential, in line with the person's wishes and the law⁵

⁴ Trans staff are encouraged to share relevant information with their line manager in order to aid the provision of support.

⁵ Under the Equality Act 2010, it is illegal to out someone as trans without their permission. Under the Gender Recognition Act 2004 it is a criminal offence to pass on information 'acquired in the course of official duties' about a person's application for a Gender Recognition Certificate (GRC) - a GRC legally recognises ones acquired gender - or that someone has a GRC.

⚠ You can use the title MX if you wish



SECTION 1: SUPPORT FOR INDIVIDUALS

We want all trans staff, and those who identify outside of the gender binary⁶, to feel welcome and confident that the University understands what it means to be trans or non-binary⁷ and that our people and processes recognise that every trans journey is unique.

PROSPECTIVE AND NEW STAFF

NAMED HUMAN RESOURCES CONTACT

All prospective and new trans staff have the option of being allocated a named member of Human Resources staff to support them through the recruitment process. If you choose to take up this option it means that you can contact your named contact directly with any questions you may have, rather than using our general staffing@essex.ac.uk email address.

Your named contact can advise on the support, facilities and services available to you at the University and act as a link between you and your line manager.

Our Resourcing Team can arrange for you to have a named contact. Their contact details are here: <https://www.essex.ac.uk/staff/professional-services/hr-resourcing-team>

RIGHT TO WORK DOCUMENTATION

We ask all those invited for interview to provide us with evidence of their 'right to work' in the UK. This usually involves you being asked to bring the relevant documentation with you on the day of interview and showing it to a member of the selection panel.

If you only have right to work documentation in your birth name and gender, and you do not want to disclose your trans status to the interview panel, you can speak to your named contact in Human Resources, if you choose to have one, (or any other member of Human Resources staff) for advice prior to attending your interview.

DISCLOSURE

Prospective and new staff are under no obligation to disclose their gender history at any point during the recruitment process or at any point after being employed. However, if you do wish to disclose this information, we will treat it confidentially and in line with your wishes.

Should you be appointed and wish to disclose your trans status to the University, your named Human Resources contact will, if you wish, talk to your line manager (either with you or alone) about how, or whether, you want colleagues to be informed, your pronouns and anything else that is important to you, in order that this can be planned in a thoughtful and sensitive way.

⁶ **Gender Binary** The idea that there are only two genders—female/male or woman/man, and that a person must be strictly gendered as either/or.

⁷ **Non-Binary** An umbrella term for people whose gender identity doesn't sit comfortably with 'woman' or 'man'. Non-binary identities are varied and can include people who identify with some aspects of binary identities, while others reject them entirely.

ⓘ You can record your gender as non-binary via our self-service system [HR Organiser](#)

FACILITIES

No trans or non-binary member of our community should be denied access to any space, facility, event or group because they are trans or they identify outside of the gender binary.

We have a number of gender-neutral toilets, changing rooms and showering facilities throughout our campuses but where only single-sex facilities are available you are entitled to use the one that is most appropriate for you.

The University will not tolerate staff being questioned inappropriately about the facility they choose or being denied access to that facility. If you do experience this form of harassment, you can report it via our [Report and Support](#) service.

⚠️ The University has a zero tolerance approach to harassment and bullying. This means that i) we will take action and ii) the action will be proportionate to the circumstances of the case.

DRESS CODES

The University does not have a dress code that requires members of our community to dress in a particular way. Some roles do however require a uniform to be worn. If you are trans or non-binary and you are required to wear a uniform, you can choose the uniform that is most appropriate for you.

BENEFITS

All our benefits and family-friendly policies are inclusive and apply to everyone, including lesbian, gay, bi and trans staff and same-sex couples as well as heterosexual individuals and couples.



EXISTING TRANS AND NON-BINARY STAFF AND STAFF WHO TRANSITION WHILE AT ESSEX

DISCLOSURE

We respect the right of individuals to choose whether to be open about their trans or non-binary status or not. We also want to ensure that trans and non-binary staff have access to the same opportunities as cis⁸ male and female staff and that they have access to appropriate support. If you do disclose your trans or non-binary status, it will be held in confidence, in line with the General Data Protection Rules (GDPR) and your wishes.

⁸ **Cis** Someone whose gender identity is the same as the sex they were assigned at birth. Non-trans is also used by some people.

INITIAL CONVERSATIONS

If you want to talk to someone about your trans or non-binary status, there are a variety of people you could approach. These include your line manager, a member of Human Resources staff or your trade union.

Whomever you talk to, you can expect to receive their full support.

PLANNING YOUR TRANSITION AT WORK

Once you have decided to come out at work we encourage you to discuss any plans you might have, and timelines, with your line manager and/or a member of Human Resources staff. The discussion would usually include consideration of:

- When you want colleagues to be informed
- What exactly you want people to know
- Whether you want to inform relevant people or for this to be done on your behalf
- How you want people to be informed e.g. in groups/individually, in person/ by email
- Any planned appointments you have and ways to minimise disruption in the workplace
- Any anxieties you may have about how to manage people's reactions
- Whether you would like to be allocated a named member of Human Resources staff to support you throughout your time at Essex
- Whether you would benefit from having a mentor who identifies as trans or non-binary

The timescales, activity and communication will be driven and led by you so if at any point during the discussion you decide you want to delay being open about your transition at work, any information you have already shared will be kept confidential, in line with your wishes.

CHANGING YOUR DETAILS ON UNIVERSITY SYSTEMS

In order to change your name, your gender from one binary gender to another and/or title for use internally at the University e.g. on the Outlook address book, you need to provide your named HR contact (if you have one) or the Human Resources section (staffing@essex.ac.uk) with the relevant information. You do not need to have changed your name legally to do so.

Your name on HMRC (Her Majesty's Revenue and Customs) and pension scheme records can only be changed if you have a legal document that proves a change of name e.g. a deed poll, a statutory declaration of name change.

Your gender on HMRC and pension scheme records can only be changed when you have a Gender Recognition Certificate⁹.

TIME OFF FOR MEDICAL APPOINTMENTS/SURGERY

The University expects managers to support people to manage their own time and create a healthy work life balance in order to support a wellbeing culture. The University also recognises that trans staff may need significant periods of time off work as they progress through their transition and wants to be as flexible as possible in order to accommodate each individual's needs.

Time off work to attend medical appointments related to your transition is paid in accordance with our Special Leave policy and therefore not classed as sickness absence. Where possible, you should arrange for the appointments to be scheduled at times that minimise disruption to your work commitments.

If you choose to have surgery the time you need to take off work for the surgery itself, and to recover, will be managed in line with our Supporting Health and Wellbeing at work policy. If the length of time you need off means that you run out of sick pay, you can discuss options with your manager, Occupational Health and your link Senior Employee Relations Adviser.

It is possible, for example, to have additional paid time off for procedures related to your transition. As a guide, we would expect managers to grant around five additional days of paid leave in any 12-month period.

It may also be possible to arrange a phased return to work (if you are deemed fit to do so) which involves working from home or changing duties for a specified period or to take a period of annual leave.

⚠️ As soon as your record is changed, your new name and title will appear on the Outlook address book so is visible to all members of the community.

⚠️ If you just want to record your gender as non-binary for university purposes, you could do so via [HR Organiser](#)

⁹ **Gender Recognition Certificate** This enables trans people to be legally recognised in their affirmed gender and to be issued with a new birth certificate. Not all trans people will apply for a GRC and you currently have to be over 18 to apply. You do not need a GRC to change your gender markers at work or to legally change your gender on other documents such as your passport but you do need one to change your HMRC (Her Majesty's Revenue and Customs) and pension scheme records.

SECTION 2: SUPPORT AND GUIDANCE FOR MANAGERS

YOUR RESPONSIBILITIES

As a manager, you will play a vital role in supporting your trans or non-binary member of staff. You are responsible for:

- Ensuring that the information disclosed to you is used in accordance with the wishes of your member of staff and the law
- Working with your member of staff to plan relevant communications, changes to records, ways to minimise disruption in the workplace whilst being as flexible as possible
- Sharing information with others in accordance with the wishes of your member of staff
- Managing any changes within a team sensitively and effectively
- Supporting others to adjust to the changes and understand the needs of their colleague
- Addressing any repeated refusal to address your member of staff by their correct name and pronoun
- Challenging transphobic language, jokes, behaviour, assumptions and culture within your team/department/section, regardless of whether this is from employees or service users
- Ensuring that all your direct reports have completed their essential equality and diversity training, which includes content around trans equality and non-binary gender identity
- Where applicable, ensuring your member of staff is supplied with a uniform that is most appropriate for them

INITIAL DISCLOSURE

You may be told that a member of your staff is trans or non-binary directly by the individual themselves or by a third party e.g. a member of Human Resources staff where the individual has given permission for this information to be shared with you. As a supportive manager, you should refrain from making any assumptions or generalisations. Your role is to contribute to ensuring the experience is positive for both the individual and the working environment.



FORMULATING A PLAN

In order to both support the individual and minimise disruption in the workplace, you will need to work with your member of staff to plan their transition at work. This process must be led by the trans individual but you could use your coaching skills to support the individual in thinking through the process if that would be helpful to them.

During these discussions you should not ask intrusive, personal questions e.g. about any planned surgery, you should focus on what your member of staff needs from you in order for the process to be as smooth as possible at work. If you are unsure about whether a question is appropriate or not, it is probably best not to ask it.

Useful information:

- Your member of staff can bring a colleague, member of HR and/or a trade union representative to any meeting arranged to discuss their transition
- Not all trans people will have a plan in place for their transition and therefore may not be able to provide answers to some of your questions
- Plans may change as the individual progresses through their transition and you will need to be responsive to this
- You might find it helpful to record what you have agreed, but this is not required

ADDITIONAL AND ONGOING SUPPORT

In addition to this guidance, support is available from the following sources:

- Your link Senior Employee Relations Adviser in Human Resources
- The Head of Equality, Diversity and Inclusion
- Peer support from other managers who have supported a trans or non-binary member of staff
- [The LGBT Toolkit](#)

Trans and non-binary staff, like other staff, need your continued support. You can do this by:

- Keeping an open channel of communication with your trans and non-binary member(s) of staff in order to ensure you can respond to any changes to their needs
- Supporting them to be part of University forums and networks that provide them with safe spaces to discuss their experiences (see Section 4 of this document)
- Equipping and empowering all your staff to combat transphobia if they see or hear it e.g. by encouraging them to attend Bystander Intervention training

SECTION 3: GUIDANCE FOR COLLEAGUES

Colleagues of trans and non-binary staff have a vital role to play in ensuring their experiences at work are positive. Transitioning is a deeply personal process but it is also unavoidably public as it is impossible not to notice when someone transitions from one gender to another.

Knowing what good support looks like can be a challenge and you are not expected to become an instant expert on trans or non-binary gender identity issues. These tips should help:

- **Keep your reactions to a minimum and listen.** Tell your colleague you will support them in every way you can but don't ask intrusive questions, read the situation and consider what it might be appropriate to ask them. Your colleague will appreciate a positive response but will not want you to make a big deal of it
- **Get their names and pronouns right.** An individual's name and pronoun is central to their identity. If you're not sure, it is fine to politely ask – this is much less awkward than getting it wrong and being corrected. If you do get it wrong, apologise and move on. Also be aware that names and pronouns may evolve over time
- **Be their ally and address any inappropriate remarks or behaviours.** This is not just the responsibility of your trans or non-binary colleague or their manager – it's everyone's responsibility
- **Do your own research.** Take some time to read about transitioning and non-binary gender identity in order to be better informed and a better ally. [Stonewall](#), the [Gender Identity Clinic](#) and [Mermaids](#) are all good sources of information
- **Treat your colleague as an individual.** All trans and non-binary people have different experiences and varying degrees of comfort talking about it. Respect their right to tell you only what they want you to know and follow their lead. Your colleague is not necessarily an expert in trans or non-binary gender identity issues, so avoid making this assumption
- **Keep what your colleague tells you to yourself.** Just because your colleague has told you some specific things about their transition or gender identity does not necessarily mean they are happy for you to tell others. Leave it up to your colleague to share information with others

⚠ Mistakenly mis-gendering someone once or twice is acceptable. Repeatedly mis-gendering someone is not acceptable.

SECTION 4: LGBT+ FORUMS/NETWORKS

We have the following forums/networks:

- **LGBT+ Forum:** The Forum provides a safe space for LGBT+ staff to share experiences and resources, find peer support, and discuss current issues and upcoming events. The Forum also contributes to policy development in relation to LGBT+ related issues at the University.
- **Essex LGBT Alliance (ELGBTA):** The ELGBTA is a network of Essex-based organisations who work together to share resources and best practice and promote LGBT+ inclusion for the benefit of everyone in the workplace.
- **LGBT+ Allies:** The Allies are a group of staff committed to ensuring the University is an inclusive and LGBT+ friendly environment.

SECTION 5: GUIDANCE FOR HUMAN RESOURCES STAFF

Members of Human Resources staff have a vital role to play in supporting trans and non-binary staff. Being able to respond fully, confidently and respectfully to the specific needs of trans and non-binary people, be they employees or potential employees, is critical to ensuring everyone HR staff interact with have a positive experience.

⚠ Be mindful that complying with HR processes is a daunting prospect for some trans staff.

As part of our HR service, we offer all trans staff, including prospective and new staff, the option of having a named contact to support them throughout their time at Essex. This information should be recorded on the individual's electronic record.

RECRUITMENT

Sometimes the names on a trans person's documentation e.g. passport, driving licence, birth certificate may not tally and in this situation, verifying right to work (RTW) documentation and evidence of qualifications or published work needs to be dealt with sensitively.

Reassure the individual that they can use the name and gender of their choice internally at the University and that the University will:

- only retain the information it requires in order to verify their RTW documentation and evidence to support their appointment
- hold their data securely and not share it
- respect their privacy by not asking unnecessary questions.

RECORDS

Records of employees transitioning whilst at the University should be changed at a mutually agreed time following receipt of notification of a change of gender and name. No records should be changed without the permission of the employee concerned.

It is not necessary for an individual to provide a legal change of name e.g. a Deed Poll certificate, in order to change their gender and name for use internally at the University – written notification is sufficient.

An employee's HMRC and pension scheme records can only be changed when relevant legal documentation is provided. A deed poll is sufficient for an individual's name to be changed; in order for their gender to be changed, a Gender Recognition Certificate must be provided.

When the name on a staff record is changed, a new staff card should be issued. No reference should be made to an individual's previous name or gender in any future communication with that person¹⁰. Doing so can have a detrimental effect on a trans person's mental health and can trigger anxiety, depression and gender dysphoria.

REFERENCES AND EDUCATIONAL QUALIFICATIONS

References provided by the University for current or former staff who have transitioned must not refer to the person's former name or gender and must use the appropriate pronoun.

If a prospective member of staff indicates in their application that they do not want the University to contact referees before interview, you should be mindful that this may be because they are trans and they have not informed their previous employer of their change of name and gender.

Once an individual whose referees were not contacted prior to interview has been conditionally offered a position, they should be contacted (by their named HR contact if they have one) to check whether they are happy for the University to go ahead and contact their referee(s) before proceeding.

If the references and/or evidence of educational qualifications received are in the individual's previous name and gender, confidentiality must be respected and the information only used for its intended purpose.

PENSIONS

Only people with a full Gender Recognition Certificate (GRC) can have their pension records changed by HMRC or the occupational pension provider.

⚠ Once you have changed an individual's records, check to make sure it has changed everywhere you expect it to have changed.

¹⁰ **Deadnaming** Calling someone by their birth name after they have changed their name. This term is often associated with trans people who have changed their name as part of their transition.

ABSENCE

Absence from work or study in order to undergo any transition-related treatment should be treated in the same way as any other type of absence therefore normal sick pay arrangements apply. The normal policy relating to staff taking time off for medical appointments also applies and flexibility in taking holiday or rearranging working hours or academic commitments should be offered.

In addition, managers are expected to be flexible as possible in order to accommodate each individual's needs and, as a guide, should grant around five additional days of paid leave in any 12-month period for procedures related to transition.

DBS CHECKS

Trans people requiring a DBS check can choose to use the DBS's Confidential Checking Process which is in place for applicants who do not wish for the name or gender they were assigned at birth to be disclosed to the University. Individuals wishing to use this process should be advised to contact the Government's Sensitive Applications Team (SAT) and be made aware that they will still be required to send details of their previous legal identity directly in a separate correspondence to the SAT. The SAT can be contacted either by sending an email to sensitive@db.gov.uk or by calling 0151 676 1452.

If the individual chooses not to use the process and is happy for the name or gender they were assigned at birth to be disclosed on the completed Disclosure, then the individual can complete the Disclosure Application Form (DAF). More information can be found on the [Galop](#) web site.

VISAS

Staff who are working on a work permit or student visa must comply with any work permit/visa regulations, which relate specifically to name or gender change in order that their documentation remains valid.

International students who live in the UK can change their name and gender on records held by UK institutions but to update records held in their country of origin, such as passports, they need to follow their own country's procedure. The appropriate Embassy or High Commission may be able to provide further advice on how individuals can change their names. Students with Tier 4 visas are required to report a legal name change to the UK Visa and Immigration authorities.

⚠ Managers of trans staff should be encouraged to create the kind of environment in which all staff feel safe and supported.

This includes supporting them in being as flexible as possible whilst minimising workplace disruption.

SECTION 6: AN OVERVIEW OF TRANSITIONING

Transitioning is a term used to describe the process and steps an individual takes in order to live in the gender they identify as.

Transitioning is a unique process for each individual and may include any number of changes to a person's life. There is no 'right' or 'wrong' way to transition. For some this involves medical intervention, such as hormone therapy and surgery, but not all trans people want or are able to have this. There may be a variety of reasons including cost, time or simply not feeling the need to.

Transitioning could also involve dressing differently, changing official documents, telling friends and family that you are transitioning, or a number of other things. The start of or intent to transition will be different for everyone. It is about the individual.

After an individual transitions they may not identify as trans; they may simply see the process as being part of their past and not current identity. For example, an individual who has transitioned and identifies as female, may refer to herself as a woman, not a trans woman¹¹. This personal decision should be respected at all times and only communicated as necessary.

Many people falsely believe that in order to transition a person must undergo a medical intervention, such as hormone treatment or surgery, or gain a Gender Recognition Certificate (GRC).

It should not be assumed that the goal of every individual's transition is to change their physiology or legal gender. If a trans person chooses not to undergo any medical intervention or gain a GRC, they are still entitled to dignity and respect along their chosen path of transition, whatever that may consist of.

⚠ Remember that a trans journey is a very personal experience that takes place in a very public way

¹¹ **Passing** If someone is regarded, at a glance, to be a cisgender man or cisgender woman. Cisgender refers to someone whose gender identity matches the sex they were 'assigned' at birth. This might include physical gender cues (hair or clothing) and/or behaviour which is historically or culturally associated with a particular gender.

SECTION 7: DEFINITIONS AND TERMINOLOGY

AFAB/AMAB

(assigned female at birth/assigned male at birth)

These terms are used as shorthand to designate a gender assigned at birth. A wide range of individuals, including those who are transgender, non-binary, or intersex, uses the terms. They are generally not considered identities in and of themselves, so you should use a person's requested pronouns and self-description.

Agender

A term to describe someone who is without gender. It can be either a non-binary gender identity or not having a gender identity.

Ally

Someone who actively supports those with identities that differ from theirs. Allies confront discrimination of trans and non-binary people.

Cis

Someone whose gender identity is the same as the sex they were assigned at birth. Non-trans is also used by some people.

Coming out

May refer to the process by which one accepts one's own gender identity. May also refer to the process by which one discloses these identities to others. This is an ongoing process, and an individual will repeatedly disclose their identity at different multiple times and to different groups of people throughout their life.

Deadnaming

Calling someone by their birth name after they have changed their name. This term is often associated with trans people who have changed their name as part of their transition.

Discrimination¹²

The unjust or prejudicial treatment of a person or group of people based on who they are or because they possess certain characteristics. This can take many forms, including both individual acts of hatred or injustice, and institutional denials of privileges normally accorded to other groups.

Gender

Often expressed in terms of femininity and masculinity, it is largely culturally determined and is assumed from the sex assigned at birth. It can be defined as an experience of, and identity with, culturally-defined roles on a spectrum between male and female.

Gender Binary

The idea that there are only two genders—female/male or woman/man, and that a person must be strictly gendered as either/or.

Gender Fluid

This term denotes or is related to a person who does not have fixed gender.

Gender Identity

A person's innate sense of their own gender, which may or may not correspond to the sex assigned at birth.

Gender Role

The behaviours, values, and attitudes that a society considers appropriate for genders.

Genderqueer

A gender diverse person whose gender identity is neither female nor male, is between or beyond genders, or is some combination of genders. This identity is usually related to, or in reaction to, the social construction of gender, gender stereotypes and the gender binary system.

¹² The Equality Act 2010 protects people from discrimination on the basis of nine 'protected characteristics': age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation. The University goes beyond legislation and has a zero tolerance approach to harassment (a form of discrimination) in any form, regardless of whether it relates to a protected characteristic or not.

Gender Recognition Certificate (GRC)

This enables trans people to be legally recognised in their affirmed gender and to be issued with a new birth certificate. Not all trans people will apply for a GRC and you currently have to be over 18 to apply. You do not need a GRC to change your gender markers at work or to legally change your gender on other documents such as your passport but you do need one to change your HMRC (Her Majesty's Revenue and Customs) and pension scheme records.

Intersex

A term used to describe a person who may have the biological attributes of both sexes or whose biological attributes do not fit with societal assumptions about what constitutes male or female. Intersex people may be female, male, gender-fluid, agender or non-binary.

Outed

When someone's trans status or gender identity is disclosed to someone else without their consent.

LGBT+

The acronym we choose to use at the University for lesbian, gay, bi, trans and related communities. The PLUS (+) in ensures that we are inclusive of all identities to make our community feel welcomed and that nobody is left out.

Non-Binary

An umbrella term for people whose gender identity doesn't sit comfortably with 'woman' or 'man'. Non-binary identities are varied and can include people who identify with some aspects of binary identities, while others reject them entirely.

Passing

If someone is regarded, at a glance, to be a cisgender man or cisgender woman. Cisgender refers to someone whose gender identity matches the sex they were 'assigned' at birth. This might include physical gender cues (hair or clothing) and/or behaviour which is historically or culturally associated with a particular gender.

Preferred pronoun

The pronoun a person chooses to use for themselves. You should always refer to someone in the pronoun they have chosen.

Pronoun

Words we use to refer to people's gender in conversation - for example, 'she', 'he', 'ze' or 'they'.

Queer

In the past a derogatory term for LGBT+ individuals. The term has now been reclaimed by LGBT+ young people in particular who reject traditional categories around gender identity and sexual orientation, but is still viewed to be derogatory by some.

Questioning

The process of exploring your own sexual orientation and/or gender identity.

Sex

Assigned to a person on the basis of primary sex characteristics (genitalia) and reproductive functions.

Stereotype

A widely held but fixed and oversimplified image or idea of a particular type of person or thing without regard for their individual differences. Though often negative, can also be complimentary. Even positive variants can have a negative impact, however, simply because they involve broad generalizations that ignore individual realities.

Trans

An umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth.

Transgender man

A term used to describe someone who is assigned female at birth but lives as a man. This may be shortened to trans man.

Transgender woman

A term used to describe someone who is assigned male at birth but lives as a woman. This may be shortened to trans woman.

Transsexual

This was used in the past as a more medical term (similarly to homosexual) to refer to someone whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. This term is still used by some although many people prefer the term trans or transgender.

Transitioning

The steps a trans person may take to express or affirm their gender. For some this involves medical intervention, such as hormone therapy and surgeries, but not all trans people want or are able to have this. It might also involve things such as telling friends and family, dressing differently and changing official documents.

Transphobia

The fear or dislike of someone based on the fact they are trans, including the denial/refusal to accept their gender identity.



POLICY CREATOR: HUMAN RESOURCES

University of Essex
Created: May 2019
Review Date: May 2022

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August 29, 2019

Our approach to supporting trans and non-binary staff

Filed under: [Equality and Diversity](#), [Inclusion](#), [LGBT+](#) — Tags: [inclusion](#), [LGBT](#) — Victoria Beckwith @ 4:07 pm

A new resource is available, which will be particularly helpful for trans and non-binary individuals, those with management responsibilities for trans and non-binary staff, colleagues of trans and non-binary staff, and Human Resources staff.

Even if this doesn't seem applicable to you, we really encourage you to familiarise yourselves with this document, as it sets out the University's approach to supporting new and existing trans and non-binary staff and those who transition while at Essex, and makes clear our broader commitment to celebrating the diversity of our students and staff.



The way in which the University supports trans and non-binary staff is based on five key principles:

- Staff can self-identify their gender for University purposes
- No bullying or harassment of trans or non-binary staff will be tolerated
- The needs of each trans employee will be addressed individually
- The process of transitioning at work will be led by the person transitioning
- An individual's trans status will be kept confidential, in line with the person's wishes and the law

This document is part of a [wider range of our employment policies and procedures](#); all of our family-friendly policies are inclusive and apply to everyone, including lesbian, gay, bi and trans staff and same-sex couples as well as heterosexual individuals and couples.

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University of Essex

FAMILY LEAVE POLICY

**MATERNITY, ADOPTION, PATERNITY, PARENTAL
AND TIME OFF FOR DEPENDANTS**
HUMAN RESOURCES

FAMILY LEAVE POLICY

AIM

The University is fully committed to helping working parents to balance work and family life, whilst this is compatible with the interests of the University.

This suite of family leave policies aims to ensure that employees are able to take appropriate leave at the birth – or placement for adoption – of a child in accordance with their legal entitlement, and that Departments¹ are able to make arrangements in good time to provide appropriate cover.

All our family-friendly policies are inclusive and apply to everyone including lesbian, gay, bi and trans staff and same-sex couples as well as heterosexual individuals and couples.



¹ For the purposes of these procedures, 'Department' shall mean Departments, Schools, Centres and Sections. 'Head of Department' shall mean 'Head of Department or Head or Director of School or section or Director of a Centre'.

SUMMARY

Maternity leave and pay

Employees may take up to 52 weeks' leave. This is a 'day one' right and there is no qualifying period. The level of pay depends on the length of service.

- Employees with 26 weeks' service (but less than 1 years' service) at the 15th week before the Expected Week of Childbirth (EWC) are entitled to Statutory Maternity Pay (SMP) for 39 weeks.
- Employees with more than one year's continuous service at the expected week of childbirth who intend to return to work are entitled to Occupational Maternity Pay (OMP), which is an enhanced provision inclusive of the statutory provision.
- Employees with less than 26 weeks' service at the 15th week before the expected week of childbirth may be entitled to Maternity Allowance (MA).

Adoption leave and pay

One parent may take up to 52 weeks' leave. This is a 'day one' right and there is no qualifying period.

The level of pay depends on the length of service:

- Employees with 26 weeks' service or more (but less than 1 years' service) continuing into the week in which you are 'matched' with a child for adoption are entitled to Statutory Adoption Pay (SAP) for 39 weeks.
- Employees with more than one year's continuous service before the commencement of Adoption Leave who intend to return to work are entitled to Occupational Adoption Pay (OAP) which is an enhanced provision inclusive of the statutory provision.
- The parent not taking adoption leave may take paternity leave.

① The University is fully committed to helping working parents to balance work and family life.

① Throughout these policies, 'mother' means the biological mother who gives birth regardless of their gender identity and 'father' means the biological parent who does not give birth regardless of their gender identity.

Paternity leave and pay

Employees with at least 26 weeks' service by the end of the 15th week before the expected week of childbirth (matching week in the case of adoption) are entitled to two weeks' Paternity Leave and Statutory Paternity Pay.

Employees with one years' continuous service by the birth or adoption of their child are entitled to Occupational Paternity Pay (OPP) which is inclusive of any statutory provision.

Shared Parental Leave and Pay

From 5 April 2015 Shared Parental Leave is the new way for parents to share statutory leave and pay on the birth/adoption of a child. It replaces Additional Paternity Leave but it is separate from the right to unpaid Parental Leave (below) and will not replace the current Maternity/Adoption schemes. To opt into Shared Parental Leave and Pay the parent/adopter must have ended their Maternity/Adoption Leave.

Parental Leave (unpaid)

Employees with at least one year of service are entitled to a total of 18 weeks' unpaid parental leave for each child, which can be taken before their child's 18th birthday. The limit on how much parental leave can be taken in a year (1 April-31 March) is a maximum of 4 weeks for each child.

The following information has been prepared for you as guidance. You must make an appointment with HR before you go on any period of leave.

Time off for Dependants (unpaid)

Time off for dependants allows employees the right to take a reasonable amount of time off work to deal with certain unexpected or sudden emergencies and to make any necessary longer term arrangements. The right does not include a statutory right to pay.

Keeping in Touch (KIT) Days and Shared Parental Leave in Touch (SPLIT) Days

KIT days are available to employees on Maternity or Adoption Leave. You are permitted to use up to 10 KIT days.

SPLIT days are available to employees on Shared Parental Leave. Each parent entitled to Shared Parental Leave will have an individual entitlement of up to 20 SPLIT days.

This document sets out arrangements for employees. For information about casual workers, please contact HR.

You may also be interested in the following:

[Childcare Vouchers](#)
[Special Leave](#)
[Equality and Diversity](#)
[Parents' Support Network](#)
[Parent Mentoring Scheme](#)
[Pregnancy, Maternity and Returning to Work Booklet](#)
[Wivenhoe Park Day Nursery](#)

HR can answer any questions you may have on this document.

Key to abbreviations contained within this document:

| | |
|--------------|---|
| AAL | Additional Adoption Leave |
| AML | Additional Maternity Leave |
| EWC | Expected Week of Childbirth |
| KIT | Keeping in Touch Day |
| MA | Maternity Allowance |
| MATB1 | Maternity certificate provided by your GP/Midwife |
| OAL | Ordinary Adoption Leave |
| OAP | Occupational Adoption Pay |
| OML | Ordinary Maternity Leave |
| OMP | Occupational Maternity Pay |
| OPP | Occupational Paternity Pay |
| OshPP | Occupational Shared Parental Pay |
| SAP | Statutory Adoption Pay |
| ShPP | Shared Statutory Parental Pay |
| SMP | Statutory Maternity Pay |
| SPL | Shared Parental Leave |
| SPP | Statutory Paternity Pay |

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ADOPTION LEAVE AND PAY ENTITLEMENTS

SECTION 1: MATERNITY LEAVE AND PAY

1.1 MATERNITY LEAVE

Employees are entitled to 52 weeks' maternity leave irrespective of length of service. This is made up of 26 weeks' Ordinary Maternity Leave (OML) and 26 weeks' additional Maternity Leave (AML). AML follows immediately on from OML and there can be no gap between the two. The maternity leave period cannot be broken by any other manner of leave and must be a continuous period.

By law the minimum time that you must take is two weeks immediately following the birth of your baby, this is known as compulsory maternity leave.

Only one period of leave will be available irrespective of whether you have a multiple birth (e.g. twins).

Your contract of employment continues throughout your maternity leave and continuity of service will not be broken. Therefore entitlement to periods of notice, holidays and sick leave which accrued at the beginning of maternity leave will not be lost.

The earliest you can start your maternity leave is 11 weeks before the expected week of childbirth (EWC). The EWC can be worked out from your due date or when your midwife or doctor has issued your MAT B1 form. This form is usually issued in the 20th week of your pregnancy.

Should you become ill with a pregnancy related illness after the start of you 4th week before EWC, your maternity leave will automatically begin.

If your baby is stillborn after the beginning of the 24th week of pregnancy, you will still be entitled to maternity leave.

You will not qualify for sick pay while you are on maternity leave.

Once you have returned to work your Maternity Leave will have ended and cannot be re-started.

1.2 MATERNITY PAY

What will I be paid during my maternity leave?

The pay you receive will depend on how long you have worked for the University. You could be eligible for:

- Statutory Maternity Pay (SMP)
- Occupational Maternity Pay (OMP), an enhanced provision inclusive of SMP.
- Maternity Allowance (MA)

If your baby is stillborn after the beginning of the 24th week of pregnancy, you will still be entitled to maternity leave and to Statutory Maternity Pay or Occupational Maternity Pay, provided you meet the qualifying conditions. You will get a certificate of stillbirth; this is the evidence you need to claim Statutory Maternity Pay or Maternity Allowance. If you have a miscarriage (before the 24th week of pregnancy), you will not be entitled to maternity leave or pay.

Payment details can be found in [Table 1](#).

Am I eligible for Statutory Maternity Pay?

Statutory Maternity Pay (SMP) is paid for 39 weeks and is paid on behalf of the state by the University. In order to claim this, you must have been continuously employed by the University for 26 weeks at the 15th week before your expected week of childbirth (EWC) known as the qualifying week. Your average earnings must be at least as much as the lower earnings limit (currently £113) for National Insurance contributions, which applies at the end of your qualifying week.

SMP is payable whether or not you intend to return to work.

ⓘ You are entitled to 52 weeks maternity leave irrespective of your length of service.

ⓘ The minimum time that you must take is two weeks. This is known as compulsory maternity leave.

ⓘ Your contract of employment continues throughout your maternity leave and continuity of service will not be broken.

ⓘ The pay you receive will depend on how long you have worked for the University.

Will I receive any Occupational Maternity Pay?

Occupational Maternity Pay (OMP) is an enhanced pay provision provided by the University. To qualify for OMP you must have been employed continuously with the University for a minimum period of 12 months before the expected week of childbirth.

If you do not intend to return to work, you will not qualify for OMP.

For the purposes of the Occupational Maternity Scheme, you will be deemed to be in receipt of SMP.

SMP will be offset against OMP as follows:

- a) during the period of 8 weeks that an employee, who intends to return to work, is receiving full pay; or
- b) from the amount of 6 weeks' pay received by an employee who does not intend to return to work.

If you are not eligible for SMP, any maternity allowance (MA) paid by the Jobcentre Plus will be offset as above against OMP.

SMP will not normally be offset against occupational maternity half pay. However, if during the course of occupational maternity leave, payment of half pay and SMP (at whatever rate) together amount to more than full pay, then the combined payment will be reduced to the level of full pay during the period in which SMP is being paid. No combinations of payments will exceed full pay.

Your payslip will show the amount of SMP paid plus a pay adjustment to bring the payment up to the level of OMP.

How will Statutory Maternity Pay and Occupational Maternity pay be paid to me?

Your SMP/OMP will be paid into your bank account on the same date that your salary would have been paid, and will be subject to deductions for tax, National Insurance and pension contributions in the usual way.

What if I do not qualify for Statutory Maternity Pay?

Should you not be eligible for SMP, Payroll will issue you with a form (SMP1) which may enable you to get a Maternity Allowance (MA). Take the SMP1 form to your local Jobcentre Plus.

You can be paid MA for up to 39 weeks, but this will be stopped if you return to work before the end of the MA period.

What about my pension contributions?

For the first 39 weeks, during which you will be in receipt of OMP and/or SMP, pension contributions will continue to be payable. Although based on the rate of pay that you will actually receive you will continue to accrue pension benefits in the same way and at the same rate that applied immediately before you leave commenced.

For any subsequent period of unpaid leave the choice is entirely yours. If you pay contributions for the period of unpaid leave they will be based on the full notional salary that you would have received had you not taken maternity leave. If you wish to make up these contributions, they can be collected from your salary on your return to work. It may be possible, subject to the restrictions of the tax year, to spread the collection of these contributions over a period equal to the length of the unpaid leave. You will receive a letter from the University Pensions Officer asking you to confirm your decision.

ⓘ To qualify for Occupational Maternity Pay you must have been employed continuously with the University for a minimum period of 12 months before the expected week of childbirth.

1.3 NOTIFICATION AND EVIDENCE OF PREGNANCY

It is advisable to book a meeting with HR as early as possible to talk about your plans/benefits/entitlements and to enable the University to support you.

Please complete an application form to give written notification of your intention to take maternity leave and the date on which you intend this to start and send it to HR with a copy to your Line Manager/Head of Department. Your MATB1 form should also be attached to this form unless you are only eligible to claim Maternity Allowance for which you should retain your MATB1 for the Jobcentre Plus.

Before you submit your MATB1 form, take a photocopy for your partner, as it may be needed for their employer should your partner wish to take paternity leave.

The application form should be provided no later than the end of the 15th week before your expected week of childbirth. Note that for these purposes a week begins on a Sunday. However, in order to discharge the university's responsibilities with regards to health and safety it is advisable that written notification is made at an early stage in the pregnancy.

If you change your mind about the date on which you want to start your leave, you must give your line manager at least 28 days' written notice of the new date. Please note also that if you are eligible for SMP payments, you must give us at least 28 days' written notice of the date on which you wish your SMP payments to begin.

If you give birth before the commencement of your Maternity Leave, you should notify your Head of Department and HR as soon as is reasonably practical after the birth. In these circumstances, maternity leave will start automatically on the day after the birth.

Human Resources will write to you to accept notification of your pregnancy.

If you are taking maternity leave you are encouraged to contact HR to arrange an informal discussion as early as possible regarding your potential entitlement, to talk about your plans and to enable the University to support you.

1.4 HEALTH AND SAFETY

Do I have to complete a pregnancy risk assessment?

You should arrange to review your work activities in consultation with your line manager/supervisor immediately upon becoming aware that you are pregnant using the risk assessment form. Where this may present personal difficulty, you are urged to discuss the matter with HR at the earliest opportunity.

In a few cases, where the risks cannot be controlled, it may be necessary to significantly adjust your working conditions or hours, give you alternative work or suspend you from work on full pay. If you think this may be necessary speak to your line manager/supervisor in the first instance who will discuss your situation with HR.

ⓘ Book a meeting with HR as early as possible to enable the University to support you.

ⓘ To give notification of your intention to take maternity leave you must complete an application form.

ⓘ Arrange to review your work activities with your line manager and complete a risk assessment form.



1.5 ANNUAL LEAVE

Will I accrue any annual leave during my Maternity Leave?

Annual leave accrues throughout the full period of maternity leave. Leave also accrues for any statutory public holiday and/or Christmas closure day that falls during the period of maternity leave.

Annual leave may only be taken before you start your maternity leave or at the end of your maternity leave. It is not possible to take annual leave whilst you are on maternity leave.

Any annual leave accrued before maternity leave starts should be taken during that leave year.

Any annual leave or statutory public holiday/ Christmas closure day that will accrue whilst on maternity leave during the annual leave year in which maternity leave begins should be taken:

- either before maternity leave starts (i.e. it is taken in the same annual leave year);
- or immediately on return from maternity leave, thereby effectively extending your actual physical return to work (i.e. it is carried forward to the next annual leave year but must be taken immediately on return or it is lost).

Any annual leave or statutory public holiday/ Christmas closure day accrued whilst on maternity leave during the annual leave year in which you are due to return may be taken:

- either immediately on return from maternity leave, thereby effectively extending your actual physical return to work (even if this crosses into a new annual leave year);
- or at some other mutually agreed time during the annual leave year in which you return. However, it should be noted that the option to take accrued leave at a later point in the leave year does not apply where you wish to return to work on a reduced hours basis (see below).

Any leave accrued during the leave year in which the maternity leave falls may be used in lieu of an equivalent amount of unpaid maternity leave.

Where it is agreed that you will return to work on the basis of reduced contractual hours of work, your new reduced hours should not normally take effect until any leave accrued under your previous contractual hours has been taken. This effectively means that you may officially return to work on X day, take your outstanding holiday accrued under your previous (e.g. full-time) contractual hours and then physically return to work and start your new reduced hours on Y date.

1.6 KEEPING IN TOUCH (KIT) DAYS

What are KIT days?

Keeping In Touch days (or KIT days) allow you to do some limited work under the terms of your contract of service for the University whilst you are on maternity leave. Any KIT day taken will not bring your maternity leave period to an end, and payment of SMP/OMP will not be affected. You are permitted to use up to 10 KIT days. For further information please see the additional [KIT Day Information](#).

What if I want more time off after the end of my paid OML?

You are also eligible to take unpaid [Parental Leave](#).

ⓘ Annual leave accrues throughout the whole period of maternity leave.

ⓘ You are permitted to use 10 KIT days.



1.7 RETURNING TO WORK

When do I have to inform my manager of my return to work?

Before you return to work you should complete the [Maternity Return to Work Form](#) and send it to HR with a copy to your Line Manager/Head of Department. This should be sent at least 8 weeks before you are due to return. If you subsequently wish to change this date, you must give 28 days' notice.

You may return to work anytime within the 52 weeks of the commencement of the maternity leave period (with the exception of the first 2 weeks known as compulsory maternity leave).

If you have chosen to take OMP you must return to work for a minimum of three months otherwise you will be expected to repay any amount of OMP that you have received in excess of the SMP entitlement.

If you wish to consider the possibility of working part time, please look at the University's [work life balance](#) information.

Should I change my mind, and not want to return to work, what will I have to pay back?

If you have taken OMP you will have to repay the difference between the OMP and the SMP.

If you have only received SMP and you decide not to return to work you will not need to repay anything.

What happens if I am sick after my maternity leave is over?

You are entitled to sick leave and statutory sick pay if you are not well enough to return to work after the end of your maternity leave. You must produce a fitness to work certificate after your sickness absence for any period longer than seven calendar days.

1.8 FIXED TERM CONTRACTS

I am on a fixed term contract does this affect my entitlement to maternity leave and pay?

Please see the section on [Fixed-Term Staff](#) for entitlements and benefits if you are on a fixed-term contract.

1.9 ANTE NATAL APPOINTMENTS

Am I entitled to time off to attend ante natal appointments?

You have a statutory right to reasonable paid time off work to attend appointments for antenatal care prescribed by a doctor, midwife or health visitor, irrespective of your length of service. You should provide if requested, after the first appointment, evidence of appointments to your Line Manager/ Head of Department. As far as it is reasonably practicable, such appointments should be arranged at times that would cause least disruption to your work, although you should not be required to arrange such appointments outside of your normal working hours.

Partners and fathers also have the right to take unpaid time off work to accompany expectant mothers to up to 2 antenatal appointments. The time off is capped at 6 and a half hours for each appointment and there is no qualifying period before employees can take up the new rights. As far as it is reasonably practicable, such appointments should be arranged at times that would cause least disruption to your work, although you should not be required to arrange such appointments outside of your normal working hours.

1.10 ANNUAL INCREMENTS

Will I still receive my annual increment on my pay scale during my maternity leave?

Yes, if in accordance with your contract of employment you are due to receive an annual increment at the incremental date in either August or October you will still receive this.

1.11 SHARED PARENTAL LEAVE

From April 2015, you can elect to bring your maternity leave to an end early and opt-in to a period of Shared Parental Leave and Pay instead. However, the first two weeks of maternity leave are compulsory maternity leave and cannot be shared. You must give the University eight weeks' notice to end your entitlement to maternity leave early, which will then enable you or your partner to take advantage of the shared parental leave scheme. This notice can be given before or after the birth. If it is given after the birth, the notice is binding. However, if notice is given before the birth, you are able to revoke the notice up to six weeks after the birth – this is in case an unplanned situation arises following the birth of the child.

ⓘ At least 8 weeks before you return to work you must complete the [Maternity Return to Work form](#).

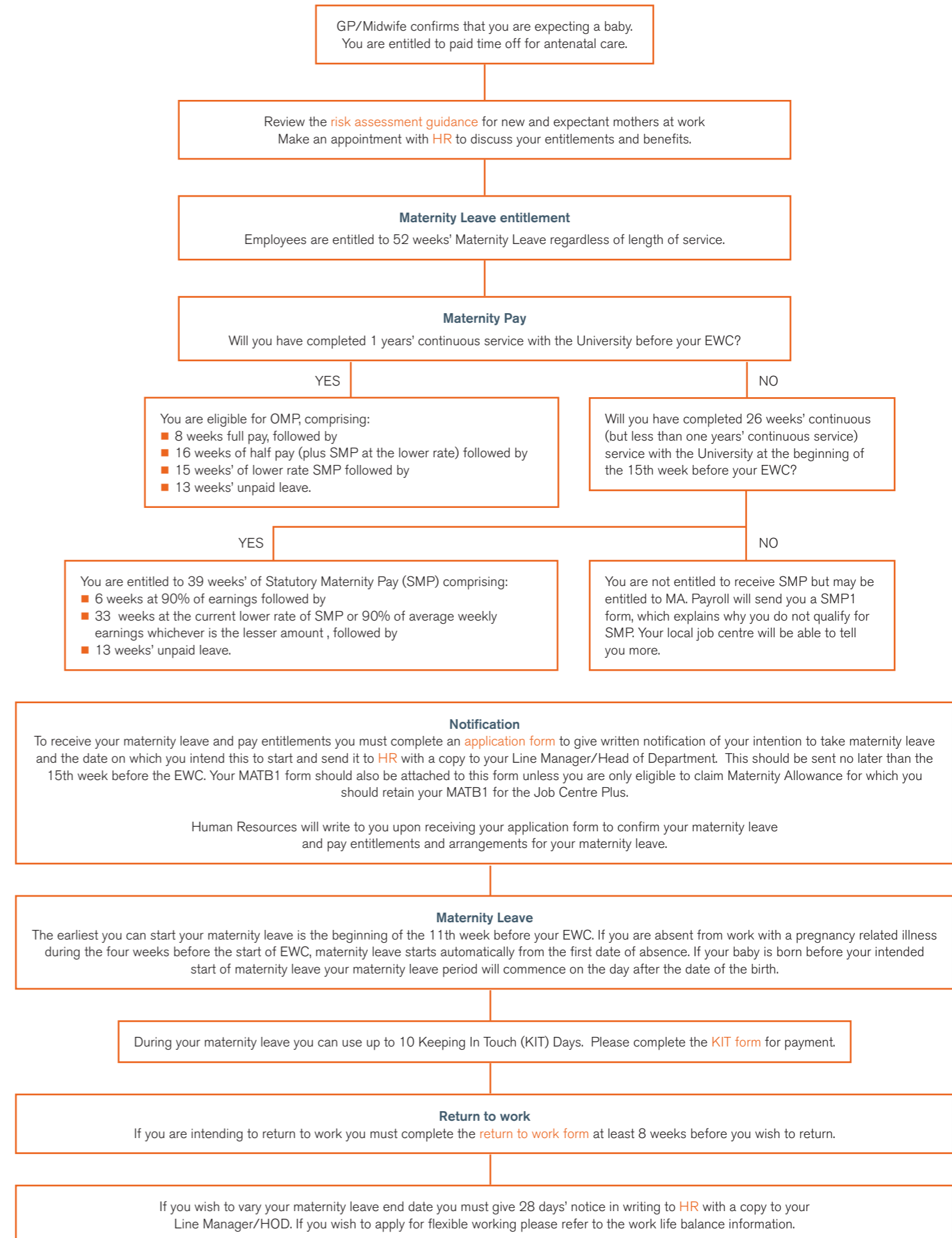
ⓘ If you wish to consider the possibility of part-time working, please review our [Work-Life Balance policy](#).

ⓘ You have a statutory right to reasonable paid time off work to attend antenatal appointments.

TABLE 1: MATERNITY LEAVE AND PAY

| LENGTH OF SERVICE | MATERNITY/ ADOPTION LEAVE ENTITLEMENT | MATERNITY/ADOPTION PAY |
|--|--|--|
| One year's continuous service before the Expected Week of Childbirth (EWC). | Employees may take up to 52 weeks leave (the first 2 weeks are compulsory for those taking maternity leave). | <p>Maximum pay period of 39 weeks.</p> <p>You are entitled to Occupational Maternity Pay (OMP), which is inclusive of SMP as follows:</p> <ul style="list-style-type: none"> 8 weeks full pay, followed by 16 weeks of half pay (plus SMP (£140.98 or 90% of your average weekly earnings, whichever is lesser amount) followed by 15 weeks' of lower rate SMP (£140.98 or 90% of your average weekly earnings, whichever is the lesser amount) followed by 13 weeks' unpaid leave. |
| 26 weeks' continuous service (but less than one years' continuous service) at the 15th week before EWC (known as the Qualifying Week). | Employees may take up to 52 weeks leave (the first 2 weeks are compulsory for those taking maternity leave). | <p>Maximum pay period of 39 weeks.</p> <p>You are entitled to Statutory Maternity Pay (SMP) as follows:</p> <ul style="list-style-type: none"> 6 weeks at 90% of earnings followed by 33 weeks at the current lower rate of SMP/SAP (£140.98 or 90% of average weekly earnings whichever is the lesser amount) followed by 13 weeks' unpaid leave. <p>Please note: To receive SMP your normal weekly earnings during the Qualifying Week must be above the lower weekly earnings limit for national insurance contributions in force during the 15th week (i.e. above £113 per week).</p> |
| Less than 26 weeks' service at the 15th week before the EWC. | Employees may take up to 52 weeks leave (the first 2 weeks are compulsory for those taking maternity leave). | <p>You do not have an entitlement to SMP or OMP.</p> <p>Maternity allowance may be payable from your local Job Centre or Social Security Office if you are eligible.</p> |

MATERNITY LEAVE AND PAY ENTITLEMENTS FLOWCHART



SECTION 2: ADOPTION LEAVE AND PAY

2.1 ADOPTION LEAVE

Employees are entitled to 52 weeks' adoption leave irrespective of length of service. This is made up of 26 weeks' Ordinary Adoption Leave (OAL) and 26 weeks' additional Adoption Leave (AAL). AAL follows immediately on from OAL and there can be no gap between the two. The adoption leave period cannot be broken by any other manner of leave and must be a continuous period.

The main adopter can take adoption leave, with the partner or secondary adopter having the right to [paternity leave](#).

Only one period of leave will be available irrespective of whether more than one child is placed for adoption as part of the same arrangement.

Your contract of employment continues throughout your adoption leave and continuity of service will not be broken. Therefore entitlement to periods of notice, holidays and sick leave which accrued at the beginning of maternity leave will not be lost.

You can start adoption leave up to 14 days before date of placement or on the date of placement (whether this is earlier or later than expected). For overseas adoption, leave cannot begin before child enters Great Britain and latest it can begin is 28 days after child enters Great Britain.

You will not qualify for sick pay while you are on adoption leave.

The same principles apply for surrogacy arrangements.

Dual approved prospective adopters (also known as fostering for adoption) may be eligible for adoption leave and pay where they have agreed to have a child placed with them in accordance with section 22C of the Children Act 1989 with a view to them adopting that child. To be eligible for adoption leave and/or pay the child must be matched with the dual approved prospective adopter on or after 5 April 2015.

Once you have returned to work your Adoption Leave will have ended and cannot be re-started.

2.2 ADOPTION PAY

What will I be paid during my adoption leave?

The pay you receive will depend on how long you have worked for the University. You could be eligible for:

- Statutory Adoption Pay (SAP)
- Occupational Adoption Pay (OAP), an enhanced provision inclusive of SAP.

Payment details can be found in [Table 2](#).

Am I eligible for Statutory Adoption pay (SAP)?

SAP is paid for 39 weeks and is paid on behalf of the state by the University. In order to claim this, you must have 26 weeks' service or more (but less than 1 years' service) continuing into the week in which you are 'matched' with a child for adoption (the 'matching' week). This is known as the 'continuity of employment test'. In addition, your average earnings must be at least as much as the lower earnings limit (currently £113) for National Insurance contributions, which applies at the end of your matching week. This is known as the 'earnings test'.

If you are adopting under a surrogacy arrangement you must have been continuously employed by the University for 26 weeks up to and including the 15th week before the expected week of childbirth (EWC) and meet the 'earnings test' above.

SAP is payable whether or not you intend to return to work.

ⓘ You are entitled to 52 weeks' adoption leave irrespective of your length of service.

ⓘ Your contract of employment continues throughout your adoption leave and continuity of service will not be broken.

ⓘ The pay you receive will depend on how long you have worked for the University.

Will I receive any Occupational Adoption Pay (OAP)?

OAP is an enhanced pay provision provided by the University. To qualify for OAP you must have been employed continuously with the University for a minimum period of 12 months before the commencement of adoption leave.

If you do not intend to return to work, you will not qualify for OAP.

For the purposes of the Occupational Adoption Scheme, you will be deemed to be in receipt of SMP.

SMP will be offset against OMP as follows:

- a) if you are intending returning to work, during the period of 8 weeks that you are receiving full pay; or
- b) if you are not intending to return to work, from the amount of 6 weeks' pay you receive.

SAP will not normally be offset against occupational adoption half pay. However, if during the course of occupational adoption leave, payment of half pay and SAP (at whatever rate) together amount to more than full pay, then the combined payment will be reduced to the level of full pay during the period in which SAP is being paid. No combinations of payments will exceed full pay.

Your payslip will show the amount of SAP paid plus a pay adjustment to bring the payment up to the level of OAP.

How will SAP and OAP be paid to me?

Your SAP/OAP will be paid into your bank account on the same date that your salary would have been paid, and will be subject to deductions for tax, National Insurance and pension contributions in the usual way.

What if I do not qualify for Statutory Adoption Pay or Occupational Adoption Pay?

Should you not be eligible for SAP or OAP, Payroll will issue you with a form (SAP1) which may enable you to get support from your local Job Centre Plus instead.

What about my pension contributions?

For the first 39 weeks, during which you will be in receipt of OAP and/or SAP, pension contributions will continue to be payable. Although based on the rate of pay that you will actually receive you will continue to accrue pension benefits in the same way and at the same rate that applied immediately before you leave commenced.

For any subsequent period of unpaid leave the choice is entirely yours. If you pay contributions for the period of unpaid leave they will be based on the full notional salary that you would have received had you not taken adoption leave. If you wish to make up these contributions, they can be collected from your salary on your return to work. It may be possible, subject to the restrictions of the tax year, to spread the collection of these contributions over a period equal to the length of the unpaid leave. You will receive a letter from the University Pensions Officer asking you to confirm your decision.



2.3 NOTIFICATION OF ADOPTION LEAVE

How do I notify Human Resources and my Line Manager?

It is advisable to book a meeting with HR as early as possible to talk about your plans/benefits/entitlements and to enable the University to support you.

Please complete an [Adoption Application Form](#) and send it to HR, together with your matching certificate/official notification, within 7 days of being notified by your adoption agency that you have been newly matched with a child for adoption; providing at least 28 days' notice of the date on which you wish the adoption pay period to start where reasonably practicable. It is recognised that this may not always be practicable, given that there may be a relatively short period of time between when you receive notification of being matched with a child for adoption and the child being placed with you.

The expected date of placement is the expected date that the child will start living with you.

The actual date of placement may be the same as the expected date of placement or it may be different. This is the date that the child is actually placed with you.

If you change your mind about the date on which you want to start your leave, you must give your line manager and HR at least 28 days' written notice of the new date, if reasonably practicable. Please note also that if you are eligible for SAP payments, you must give us at least 28 days' written notice of the date on which you wish your SAP payments to begin.

Matching certificate

A matching certificate is documentary evidence from your adoption agency which provides:

- name and address of adoption agency
- the adopter's name and address
- the date on which the 'matching' occurred
- the expected date of placement or date placement occurred.
- In cases of adoption of a child from overseas, you should be in receipt of an official notification showing their eligibility for adoption.

Overseas adoptions

If you are adopting a child from overseas the conditions are the same except, you:

- must have 'official notification' (permission from a UK authority) that you can adopt from abroad
- must have worked for the University continuously for at least 26 weeks by the time you get your official notification
- must fill in the declaration on form SC6 if you are adopting a child with your partner. [Form SC6](#) confirms you are not taking paternity leave or pay.

2.4 ANNUAL LEAVE

Will I accrue any annual leave during my Adoption Leave?

Annual leave accrues throughout the full period of adoption leave. Leave also accrues for any statutory public holiday and/or Christmas closure day that falls during the period of adoption leave.

Annual leave may only be taken before you start your adoption leave or at the end of your adoption leave. It is not possible to take annual leave whilst you are on adoption leave.

Any annual leave or statutory public holiday/Christmas closure day that will accrue whilst on adoption leave during the annual leave year in which adoption leave begins should be taken:

- either before adoption leave starts (i.e. it is taken in the same annual leave year);
- or immediately on return from adoption leave, thereby effectively extending your actual physical return to work (i.e. it is carried forward to the next annual leave year but must be taken immediately on return or it is lost).

🕒 Book a meeting with HR as early as possible to talk about how the University can support you.

🕒 To give notification of your intention to take adoption leave you must complete an [Adoption Leave Application Form](#).

🕒 Annual leave accrues throughout the full period of adoption leave.

Any annual leave or statutory public holiday/Christmas closure day accrued whilst on adoption leave during the annual leave year in which you are due to return may be taken:

- either immediately on return from adoption leave, thereby effectively extending your actual physical return to work (even if this crosses into a new annual leave year);
- or at some other mutually agreed time during the annual leave year in which you return. However, it should be noted that the option to take accrued leave at a later point in the leave year does not apply where you wish to return to work on a reduced hours basis (see below).

Any leave accrued during the leave year in which the adoption leave falls may be used in lieu of an equivalent amount of unpaid adoption leave.

Where it is agreed that you will return to work on the basis of reduced contractual hours of work, your new reduced hours should not normally take effect until any leave accrued under your previous contractual hours has been taken. This effectively means that you may officially return to work on X day, take your outstanding holiday accrued under your previous (e.g. full-time) contractual hours and then physically return to work and start your new reduced hours on Y date.

2.5 KEEPING IN TOUCH (KIT) DAYS

What are KIT days?

Keeping In Touch days (or KIT days) allow you to do some limited work under the terms of your contract of service for the University whilst you are on adoption leave. Any KIT day taken will not bring your adoption leave period to an end, and payment of SAP/OAP will not be affected. You are permitted to use up to 10 KIT days. For further information please see the additional [KIT day information](#).

What if I want more time off after the end of my Adoption Leave?

You are also eligible to take unpaid [Parental Leave](#).

2.6 RETURN TO WORK

When do I have to inform my manager of my return to work?

Before you return to work you should complete the [Adoption Return to Work Form](#) and send it to HR with a copy to your Line Manager/Head of Department. This should be sent at least 8 weeks before you are due to return. If you subsequently wish to change this date, you must give 28 days' notice.

Once you have returned from adoption leave, you must remain in the University's employment for a minimum of 3 months; otherwise you will be expected to repay any amount of OAP that you have received in excess of the SAP entitlement.

If you wish to consider the possibility of working part time, please look at the University [work life balance](#) information.

You may return to work anytime within the 52 weeks of the commencement of the adoption leave period (with the exception of the first 2 weeks known as compulsory adoption leave).

Should I change my mind, and not want to return to work, what will I have to pay back?

If you have taken OAP you will have to repay the difference between the OAP and the SMP.

If you have only received SAP and you decide not to return to work you will not need to repay anything.

What happens if either I or my child is sick after my adoption leave is over?

You are entitled to sick leave and statutory sick pay if you are not well enough to return to work after the end of your adoption leave. You must produce a fitness to work certificate after your sickness absence for any period longer than 7 calendar days.

🕒 You are permitted to use 10 KIT days.

🕒 Before you return to work you should complete the [Adoption Return to Work Form](#).

2.7 FIXED TERM CONTRACTS

I am on a fixed term contract does this affect my entitlement to adoption leave and pay?

Please see the section on [Fixed-Term Staff](#) for entitlements and benefits if you are on a fixed-term contract.

ⓘ You may take paid time off work to attend up to five adoption appointments.

2.8 ADOPTION APPOINTMENTS

Am I entitled to time off to attend adoption appointments?

From 5 April 2015, the main adopter can now take reasonable paid time off work to attend up to five adoption appointments in the period between being notified of a match and the child being placed with the family. The secondary adopter is entitled to take unpaid time off for up to two appointments. Up to 6.5 hours is allowed for each appointment. You should provide if requested, after the first appointment, evidence of appointments to your Line Manager/ Head of Department. As far as it is reasonably practicable, such appointments should be arranged at times that would cause least disruption to your work, although you should not be required to arrange such appointments outside of your normal working hours.

ⓘ The secondary adopter is entitled to take unpaid time off for up to two adoption appointments.



2.9 ANNUAL INCREMENT

Will I still receive my annual increment on my pay scale during my adoption leave?

Yes, if in accordance with your contract of employment you are due to receive an annual increment at the incremental date in either August or October you will still receive this.

2.10 SHARED PARENTAL LEAVE

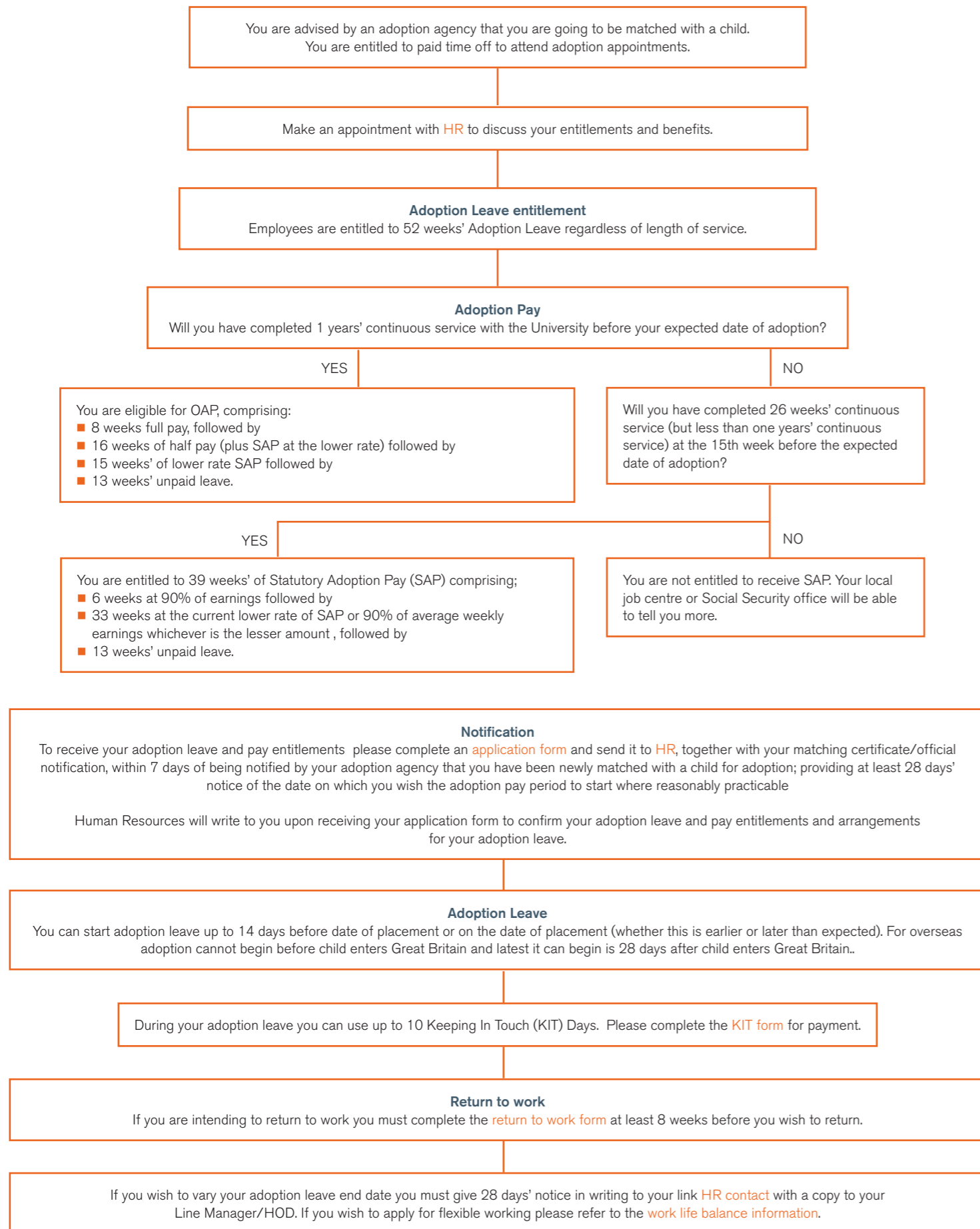
From April 2015, you can elect to bring your adoption leave to an end early and opt-in to a period of [Shared Parental Leave and Pay](#) instead. However, the first two weeks of adoption leave are compulsory and cannot be shared. You must give the University eight weeks' notice to end your entitlement to adoption leave early, which will then enable you or your partner to take advantage of the shared parental leave scheme.

TABLE 2: ADOPTION LEAVE AND PAY

| LENGTH OF SERVICE | ADOPTION LEAVE ENTITLEMENT | MATERNITY/ADOPTION PAY |
|---|---|--|
| One year's continuous service or more before the commencement of Adoption Leave. | Employees may take up to 52 weeks leave (the first 2 weeks are compulsory for those taking adoption leave). | <p>Maximum pay period of 39 weeks.</p> <p>You are entitled to Occupational Adoption Pay (OAP), which is inclusive of SAP, as follows:</p> <ul style="list-style-type: none"> ■ 8 weeks full pay, followed by ■ 16 weeks of half pay (plus SAP (£140.98 or 90% of your average weekly earnings, whichever is lesser) followed by ■ 15 weeks' of lower rate SAP (£140.98 or 90% of your average weekly earnings, whichever is the lesser amount) followed by ■ 13 weeks' unpaid leave. |
| 26 weeks' continuous service (but less than one years' continuous service) continuing into the week in which you are notified you are being 'matched' with a child. | Employees may take up to 52 weeks leave (the first 2 weeks are compulsory for those taking adoption leave). | <p>Maximum pay period of 39 weeks.</p> <p>You are entitled to Statutory Adoption Pay (SAP) as follows:</p> <ul style="list-style-type: none"> ■ 6 weeks at 90% of earnings followed by ■ 33 weeks at the current lower rate of SAP (£140.98 or 90% of average weekly earnings whichever is the lesser amount) followed by ■ 13 weeks' unpaid leave. <p>Please note: To receive SAP your average weekly earnings must be at least as much as the lower earnings limit (currently £113) for National Insurance contributions, which applies at the end of your matching week.</p> |
| Less than 26 weeks' continuous service by the week you are notified that you are being 'matched' with a child for adoption. | Employees may take up to 52 weeks leave (the first 2 weeks are compulsory for those taking adoption leave). | <p>You do not have an entitlement to SAP or OAP.</p> <p>An allowance may be payable from your local Job Centre or Social Security Office if you are eligible.</p> |

Please note that statutory pay rates are often increased annually in April.

ADOPTION LEAVE AND PAY ENTITLEMENTS FLOWCHART



SECTION 3: PATERNITY LEAVE (INCLUDING AFTER ADOPTION)

3.1 PATERNITY LEAVE

Am I entitled to Paternity Leave?

In order to take Paternity Leave, employees must:

- have, or be expecting to have, responsibility for bringing up the child, and
- be either the biological father or be married to the mother of the child or be the partner of the mother or adoptive parent of the child, and
- be taking this leave to care for the child or support the mother or other adoptive parent.

How many weeks leave am I entitled to?

Employees are entitled to a maximum of 2 weeks paternity leave irrespective of length of service (10 days for a full-time member of staff or an appropriate pro-rata entitlement for a part-time member of staff) if your partner is pregnant, or you plan to adopt a baby.

The length of statutory paternity leave is unaffected by multiple births or if more than one child is adopted as part of the same placement.

Your contract of employment continues throughout your paternity leave and continuity of service will not be broken. Therefore entitlement to periods of notice, holidays and sick leave which accrued at the beginning of paternity leave will not be lost.

There are differences in when and how you can take your paternity leave depending on your length of service and whether you qualify for Occupational Paternity Leave (OPL) or Statutory Paternity Leave (SPL). For more information on paternity leave entitlements please see [Table 3](#).

3.2 PATERNITY PAY

Will I get paid during my paternity leave?

The pay you receive will depend on how long you have worked for the University. You could be eligible for:

- Statutory Paternity Pay (SPP)
- Occupational Paternity Pay (OPP), an enhanced provision inclusive of SPP.
- Paternity Allowance (PA)

Full payment details can be found in [Table 3](#)

Am I eligible for Statutory Paternity Pay?

Statutory Paternity Pay (SPP) is paid for 2 weeks and is paid on behalf of the state by the University. In order to claim SPP, you must have been continuously employed by the University for 26 weeks at the 15th week before the expected week of childbirth (EWC) (the qualifying week), or in the case of adoption have 26 weeks continuous service by the end of the week you are 'matched' with the child for adoption.

Your average earnings must be at least as much as the lower earnings limit (currently £113 per week) for National Insurance contributions, which applies at the end of your qualifying week.

Will I receive any Occupational Paternity Pay (OPP)?

OPP is an enhanced pay provision provided by the University and is inclusive of any statutory pay. To qualify for OPP you must have been employed continuously with the University for a minimum period of 12 months before the EWC or the adoption of your child.

As payment of SPP is a statutory requirement, SPP must be offset against any entitlement to OPP. Your payslip will, therefore, show the amount of SPP paid plus a pay adjustment to bring the payment up to the level of OPP.

No combinations of payments will exceed full pay.

ⓘ You are entitled to a maximum of two weeks paternity leave irrespective of your length of service (pro rata for part-time staff).

ⓘ Your contract of employment continues throughout your paternity leave and continuity of service will not be broken.

ⓘ The pay you receive will depend on how long you have worked for the University.

3.3 NOTIFICATION AND EVIDENCE OF PATERNITY LEAVE

When should I inform my Line Manager?

In order to take paternity leave after the birth/adoption of a child you must notify HR and your Line Manager of your intention to take paternity leave using the Paternity Leave Application Form .

This date can be changed, as long as at least 28 days' written notice is given to HR and your Line Manager, if reasonably practicable.

If the baby comes early, what should I do?

If the baby comes early and you were therefore unable to give the required notice, you need to inform HR and your Line Manager as soon as possible.

If the baby comes late, what should I do?

If the baby comes late, you must delay the start of your paternity leave or take the leave from the birth of the baby. Leave cannot start before the birth. Notify HR and your Line Manager as soon as possible.

3.4 ANTENATAL APPOINTMENTS

Can I accompany my partner to ante-natal care appointments?

Yes, you are entitled to take unpaid time off work to accompany your partner to up to 2 of her ante-natal appointments. Up to 6.5 hours is allowed for each appointment. With prior approval from your Line Manager extra time off may be taken as annual leave.

ⓘ To take paternity leave you must complete the Paternity Leave application form.

ⓘ If the baby comes early or late, and you need to change your leave request, please notify your link HR contact and line manager.

3.5 ADOPTION APPOINTMENTS

Am I entitled to time off to attend adoption appointments?

From 5 April 2015, the secondary adopter has the statutory right to reasonable paid time off work to attend up to two adoption appointments. Up to 6.5 hours is allowed for each appointment. You should provide if requested, after the first appointment, evidence of appointments to your Line Manager/ Head of Department. As far as it is reasonably practicable, such appointments should be arranged at times that would cause least disruption to your work, although you should not be required to arrange such appointments outside of your normal working hours. With prior approval from your Line/ Manager extra time off may be taken as annual leave.

TABLE 3: PATERNITY LEAVE AND PAY (INCLUDING AFTER ADOPTION)

| LENGTH OF SERVICE | PATERNITY LEAVE ENTITLEMENTS/ REQUIREMENTS | PATERNITY PAY |
|--|---|--|
| One year's continuous service or more by the EWC, or 'matching week' in the case of adoption of a child in the UK. | <p>Employees may take up to 2 weeks' paternity leave (10 days for a full-time member of staff or an appropriate pro-rata entitlement for a part-time member of staff).</p> <p>This leave cannot start before the birth/ date of placement and must be taken within 56 days of the birth/date of placement.</p> <p>Leave can be taken as 1 or 2 consecutive weeks (pro rata for part-time staff). If you elect to take 1 week you cannot take the second week at a later date.</p> <p>If the baby is born prematurely you may take leave from any time from the actual date of birth up to 56 days after the EWC.</p> <p>If the baby is born late, you must delay the start date of the leave until the baby is actually born.</p> | <p>Employees are entitled to Occupational Paternity Pay (OPP) as follows: 2 weeks at full pay (inclusive of statutory paternity pay SPP).</p> |
| 26 weeks' continuous service (but less than one years' continuous service) at the 15th week before the EWC, or 'matching week' in the case of adoption of a child in the UK. | <p>Employees may take up to 2 weeks paternity leave (10 days for a full-time member of staff or an appropriate pro-rata entitlement for a part-time member of staff).</p> <p>This leave cannot start before the birth/ date of placement and must be taken within 56 days of the birth/date of placement.</p> <p>Leave can be taken as 1 or 2 consecutive weeks (pro rata for part-time staff). If you elect to take 1 week you cannot take the second week at a later date.</p> <p>If the baby is born prematurely you may take leave from any time from the actual date of birth up to 56 days after the EWC.</p> <p>If the baby is born late, you must delay the start date of the leave until the baby is actually born.</p> | <p>Employees are entitled to Statutory Paternity Pay (SPP) as follows:</p> <ul style="list-style-type: none"> 2 weeks at the current lower rate of SPP (£140.98 or 90% of average earnings whichever is the lesser amount). |



SECTION 4: SHARED PARENTAL LEAVE AND PAY

4.1 SHARED PARENTAL LEAVE (SPL)

From 5 April 2015, Shared Parental Leave (SPL) will be the new way for parents to share statutory leave and pay during the first year of birth or adoption. It is separate from the right to [unpaid parental leave](#) and will not replace the current [maternity leave and pay](#) or [adoption leave](#) and pay regimes.

The new right allows the mother/adopter to choose to bring the maternity/adoption leave to an end (known as 'curtailing') at any point after the initial two week compulsory maternity/adoption leave period. The parents can then choose how to split up the remaining weeks of leave and pay between them. Any time spent on maternity or adoption leave by the mother or the primary adopter will reduce the amount of SPL available.

Where a mother/adopter takes 51 or more of the 52 weeks of maternity/adoption leave that is available, then no shared parental leave can be created.

The mother/adopter must take two weeks' compulsory maternity/adoption leave immediately following the birth/placement of the child, which may not be shared with the father/partner.

The mother/adopter can elect to bring their maternity/adoption leave to an end early and opt-in to a period of shared parental leave and pay instead.

The two week period of [paternity leave](#) will continue to be available.

Your contract of employment continues throughout SPL and continuity of service will not be broken. Therefore entitlement to periods of notice, holidays and sick leave which accrued at the beginning of SPL will not be lost.

Example: An adopter and their partner are both eligible for SPL. The adopter ends their maternity leave after 12 weeks, leaving 40 weeks (of the total 52 week entitlement) available for SPL. They take 30 weeks and their partner takes the other 10 weeks.

Who does this policy apply to?

This policy only applies to employees of the University, whether you are the mother/adopter or the partner.

If you are the mother/adopter (and are employed by the University), your partner must (where relevant) submit any notifications to take shared parental leave to their own employer, which may have its own shared parental leave policy in place, if they want to take a period of shared parental leave.

If you are the partner (and are employed by the University), the mother/adopter must (where relevant) submit any notifications to take shared parental to their own employer. If both you are employees of the University each of you should submit the required notifications to the University.

The mother/adopter and the partner should ensure that they are each liaising with their own employer to ensure that requests for shared parental leave are handled as smoothly as possible.

Who is eligible for shared parental leave?

SPL can only be used by two people.

Eligibility for birth parents: to be eligible for SPL, both parents must share responsibility for the child at birth.

Eligibility for adopters: to be eligible for SPL, both adoptive parents must share responsibility for the child.

For employees to be eligible to take SPL, both parents must meet certain eligibility requirements.

ⓘ The mother/adopter can bring the maternity leave to an end early and opt into a period of shared parental leave and pay instead.

ⓘ Your contract of employment continues throughout shared parental leave and continuity of service will not be broken.

Mother's/adopter's eligibility for shared parental leave

The mother/adopter is eligible for shared parental leave if they:

- have at least 26 weeks' continuous employment ending with the 15th week before the expected week of childbirth and remains in continuous employment with the University until the week before any period of shared parental leave that she takes;
- have, at the date of the child's birth/adoption, the main responsibility, apart from the partner, for the care of the child;
- are entitled to statutory maternity/adoption leave in respect of the child; and
- comply with the relevant (or has returned to work before the end of statutory maternity/adoption leave), and shared parental leave notice and evidence requirements.

In addition, for the mother/adopter to be eligible for shared parental leave, the partner must:

- have been employed or a self-employed earner in at least 26 of the 66 weeks immediately preceding the expected week of childbirth/matching date;
- meet the 'earnings test' and have average weekly earnings of at least £30 for any 13 of those 66 weeks; and
- have, at the date of the child's birth/adoption, the main responsibility, apart from the mother/adopter, for the care of the child.

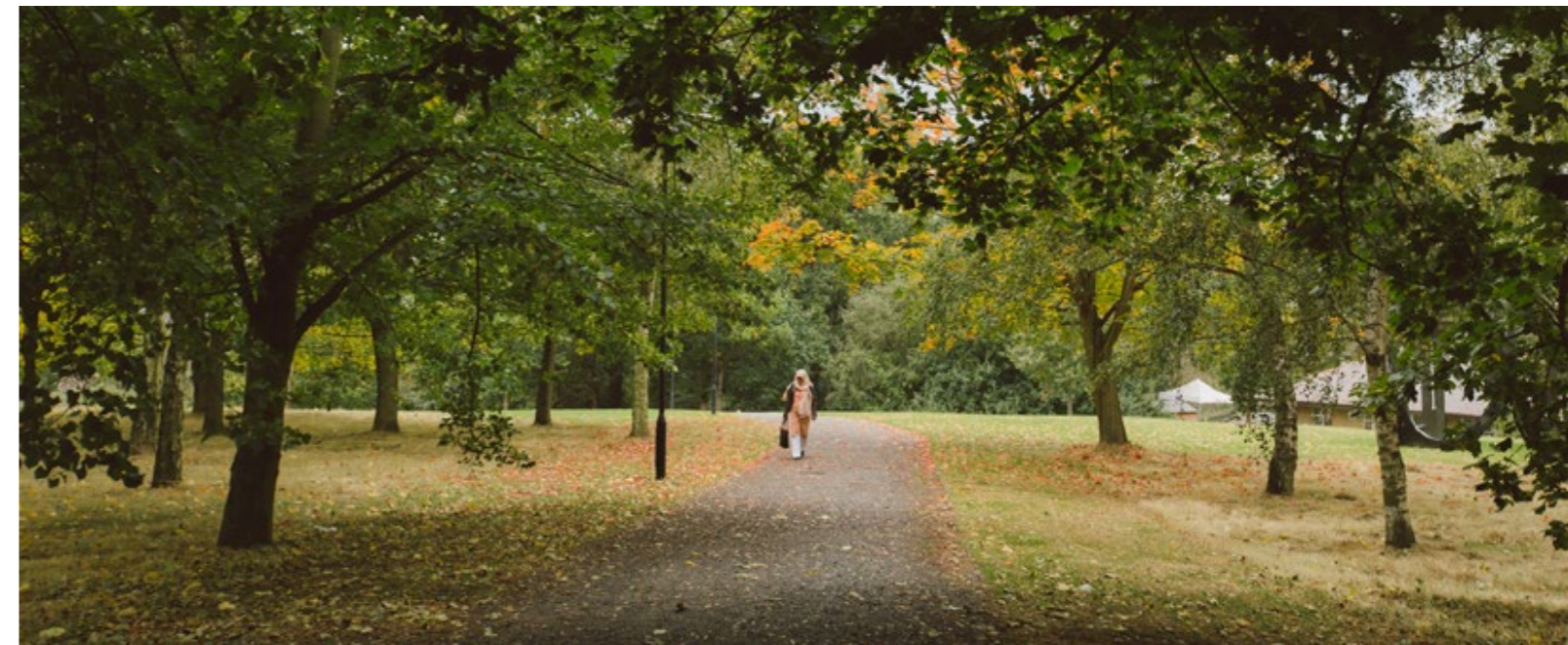
Partner's eligibility for shared parental leave

The partner is eligible for shared parental leave if they:

- have at least 26 weeks' continuous employment ending with the 15th week before the expected week of childbirth/matching date and remains in continuous employment with the University until the week before any period of shared parental leave that they take;
- have, at the date of the child's birth, the main responsibility, apart from the mother/adopter, for the care of the child; and
- comply with the relevant shared parental leave notice and evidence requirements.

In addition, for the partner to be eligible for shared parental leave, the mother/adopter must:

- have been employed or been a self-employed earner during at least 26 of the 66 weeks immediately preceding the expected week of childbirth/matching date;
- meet the 'earnings test' and have average weekly earnings of at least £30 for any 13 of those 66 weeks; and
- have, at the date of the child's birth/adoption, the main responsibility, apart from the partner, for the care of the child;
- be entitled to statutory maternity/adoption leave, statutory maternity/adoption pay or maternity/adoption allowance in respect of the child; and
- comply with the relevant maternity/adoption leave or pay curtailment requirements (or have returned to work before the end of statutory maternity/adoption leave).



How many weeks of Shared Parental Leave am I entitled to?

You may take up to 50 weeks SPL during your child's first year in your family. The number of weeks available is calculated using the mother's/adopter's entitlement to maternity/adoption leave, which allows them to take up to 52 weeks' leave. If the mother/adopter reduces their maternity/adoption leave entitlement then you may opt in to the SPL system and take any remaining weeks as SPL. A mother/adopter must take a compulsory period of at least two weeks maternity/adoption leave after the birth/adoption of the child. This compulsory period cannot be shared.

A mother/adopter may reduce their entitlement to maternity/adoption leave by returning to work before the full entitlement of 52 weeks has been taken, or they may give notice to curtail their leave at a specified future date.

SPL leave can be taken during the 12 months following the birth or date of placement for adoption, but cannot begin earlier than two weeks following the child's birth/placement date. SPL must end no later than one year after the birth/placement of the child. Any SPL not taken by the first birthday or first anniversary of placement for adoption is lost.

If the mother/adopter is not entitled to maternity/adoption leave e.g. they are a casual worker but is entitled to Statutory Maternity Pay (SMP), Statutory Adoption Pay (SAP) or Maternity Allowance (MA), they must reduce their entitlement to less than the 39 weeks. If they do this, their partner may be entitled to up to 50 weeks of SPL. This is calculated by deducting from 52 the number of weeks of SMP, SAP or MA taken by the mother/adopter.

How can the leave be taken?

Those in receipt of occupational shared parental pay (enhanced provision)

If you are eligible for, and intend to take, **occupational shared parental pay** (OshPP) you are only permitted to make one, single request for leave and this leave must be taken in one, continuous block with no breaks in between (e.g. 4 weeks in a row). This leave must not exceed the total number of weeks of SPL available to you and you must have given at least 8 weeks' notice before commencing the period of leave. Only in exceptional circumstances may the Executive Deans or the Registrar and Secretary agree in advance to a discontinuous period of leave.

Those in receipt of 'statutory' shared parental pay only

If you are not entitled to OshPP, or do not intend to take it, and are eligible for **statutory shared parental pay** (ShPP) only you may request either:

- a continuous period of leave (e.g. 4 weeks in a row) so long as it does not exceed the total number of weeks of SPL available to you and you have given at least 8 weeks' notice, or
- a discontinuous period of leave, which means asking for a set number of weeks of leave over a period of time, with breaks between the leave where you return to work (for example, an arrangement where you will take six weeks of SPL and work every other week for a period of three months).

ⓘ You may take up to 50 weeks of shared parental leave during your child's first year.

ⓘ If you are eligible for Occupational Shared Parental Pay you may only make a single request for leave and this leave must be taken in one continuous block.

Does my request for leave have to be approved?

Any request for continuous leave must be approved (providing you have given the correct 8 weeks' notice before the start of the leave period).

The University will consider a discontinuous leave notification but has the right to refuse it. All requests for discontinuous leave will be carefully considered, weighing up the potential benefits to you and the University against any adverse impact to the business, for example:

- the burden of additional costs
- inability to reorganise work amongst existing staff,
- inability to recruit additional staff,
- a detrimental impact on quality
- a detrimental impact on performance
- detrimental effect on ability to meet customer demand.
- insufficient work for the periods the employee proposes to work
- a planned structural change to the business

It is best to discuss any planned discontinuous periods of leave with your line manager and HR in advance of submitting any formal request. This will give the University more time to consider your request and hopefully give you some idea whether your plans may be agreed.

Where there is concern over accommodating the notification, HR and your Line Manager may seek to arrange a meeting to discuss your notification within 14 days of the request being received. If the leave pattern is refused, you can either withdraw it within 15 days of giving it, or can take the leave in a single continuous block.

When can SPL commence?

SPL can commence as follows:

- The mother can take SPL after they have taken the legally required two weeks of maternity leave immediately following the birth of the child
- The adopter can take SPL after taking at least two weeks of adoption leave
- The father/partner can take SPL immediately following the birth/placement of the child, but may first choose to exhaust any paternity leave entitlements (as the father/partner cannot take paternity leave or pay once they have taken any SPL or ShPP).

Where a mother/adopter gives notice to curtail their maternity/adoption entitlement then the mother/adopter's partner can take leave while the mother/adopter is still using their maternity/adoption entitlements.

SPL will generally commence on your chosen start date specified in your SPL application or in any subsequent variation notice.

If you are eligible to receive it, Shared Parental Pay (ShPP) may be paid for some, or all, of the SPL period (see 'Shared Parental Pay' below).

When must SPL end?

SPL must end no later than one year after the birth/placement of the child. Any SPL not taken by the first birthday or first anniversary of placement for adoption is lost.

4.2 NOTIFICATION OF SHARED PARENTAL LEAVE

How do I give notice of my intention to take Shared Parental leave and how do I book this leave?

It is advisable to book a meeting with your **HR contact** as early as possible to talk about your plans/benefits/entitlements and to enable the University to support you.

To request shared parental leave, the following three notifications must be provided within the required timescales.

1. Maternity/adoption leave curtailment notice

Firstly, before the mother/adopter or partner can take shared parental leave, the mother/adopter must either return to work before the end of the maternity/adoption leave period (by giving the required 8 weeks' notice) or provide HR and your Line Manager with a **maternity/adoption leave curtailment notice** if the mother/adopter is employed by the University.

The maternity leave curtailment notice must be in writing and state the date on which maternity leave is to end. That date must be:

- after the compulsory maternity leave period, which is the two weeks after birth;
- at least 8 weeks after the date on which the mother/adopter gave the maternity leave curtailment notice to their employer; and
- at least one week before what would be the end of the additional maternity leave period.

ⓘ It is advisable to book a meeting with HR to talk about how the University can support you.

ⓘ To request shared parental leave you must provide three notifications:
- maternity curtailment notice
- notice of entitlement and intention to take shared parental leave
- notice to book leave.



2. Notification of Entitlement and Intention to take shared parental leave

Secondly, a [Notice of Entitlement and Intention](#) to take SPL must be submitted to [HR](#) and your Line Manager to provide an indication of start and end dates of any SPL that is to be requested. This should be submitted at least 8 weeks before the start date of the period of SPL and may be submitted at the same time as the Maternity/adoption leave curtailment notice. The Notice also requires confirmation of eligibility, entitlement and signed declaration and consent from partners.

At this stage you are only notifying the University of your 'intention' to take leave. As such this is a non-binding agreement and does not create actual certainty for your Line Manager or give you the entitlement to take the leave specified. The intention is to encourage you and your Line Manager to have an early discussion about your intentions.

3. Notice to Book Leave

Thirdly, a [Notice to Book Leave](#) is required and may often be submitted at the same time as the Notice of Entitlement and Intention is submitted. However, this may be submitted afterwards. A notice to book leave must be given at least 8 weeks before leave can be taken. Please ensure your Maternity/Adoption leave curtailment notice has either already been submitted or is submitted with this form.

Is there a limit on the number of Notices to Book Leave?

If you are eligible for, and intend to take, Occupational Shared Parental Pay (OshPP) you are only permitted to make one 'Notice to book leave' request.

If you are not entitled to, or do not intend to take, OshPP you may submit up to three separate 'Notices to Book Leave' requests.



Will the University require evidence of my eligibility?

The University may within 14 days of your notification being given, request:

- the name and business address of your partner's employer (where your partner is no longer employed or is self-employed their contact details must be given instead).
- in the case of biological parents, a copy of the child's birth certificate (or, where one has not been issued, a declaration as to the time and place of the birth).
- in the case of an adopted child, documentary evidence of the name and address of the adoption agency, the date on which they were notified of having been matched with the child and the date on which the agency expects to place the child for adoption.

In order to be entitled to SPL, you must produce this information within 14 days of the University's request.

Can I vary or cancel agreed arrangements for Shared Parental Leave?

You are permitted to vary or cancel an agreed and booked period of SPL, provided that you advise [HR](#) and your line manager in writing at least 8 weeks before the date of any variation using the Notice to Cancel or Vary a Shared Parental Leave Request. Any new start date cannot be sooner than 8 weeks from the date of the variation request.

You do not need to give 8 weeks' notice if you are changing the dates of your SPL because your child has been born earlier or later than the EWC. In such cases please notify us in writing of the change as soon as you can.

A notice to cancel or change a period of leave, including notice to return to work early, will count as one of your three period of leave notices, unless:

- the variation is a result of your child being born earlier or later than the EWC;
- the variation is at our request; or
- we agree otherwise.

If you have used up all of your notifications the University is under no obligation to agree to vary/cancel the leave but will consider the request and decide whether it is reasonably practicable to grant it.

ⓘ The University may request: the name and address of the partner's employer; a copy of the child's birth certificate or the name and address of the adoption agency and the date on which they were notified of having been matched/expects to place the child.

ⓘ You may vary or cancel an agreed period of shared parental leave, provided that you advise your link HR contact and your line manager in writing at least 8 weeks before the date of any variation.

Can I withdraw my notice to end (curtail) my maternity/adoption leave?

If you have given notice to curtail your maternity or adoption leave (as above) and wish to withdraw the notice, as long as you have not returned to work and one of the following circumstances applies you may do so:

- where it is discovered in the 8 weeks following the notice that neither you (the mother/adopter) nor your partner has any entitlement to Shared Parental Leave or pay
- in the event of the death of your partner;
- (for mothers only) if your notice was given before the birth, and you wish to withdraw your maternity curtailment notice in the six weeks following the birth.

With the first two circumstances there will be no further opportunity to opt into Shared Parental Leave at a later date with the same child. However, in the third circumstance the mother would be able to opt into Shared Parental Leave at a later date.

You must inform [HR](#) and your line manager in writing if you wish to withdraw a leave curtailment notice.

4.3 SHARED PARENTAL PAY

What is Shared Parental Pay and how many weeks of pay are available?

If you are eligible you may be entitled to take up to 37 weeks of Shared Parental Pay (ShPP) while taking SPL. The amount of weeks available will depend on the amount by which the mother/adopter reduces their maternity/adoption pay period or maternity allowance period. The untaken weeks of ShPP or OshPP can be taken by the parent who is on SPL if they meet the qualifying criteria. Shared parental pay may be payable during some or all of SPL, depending on the length and timing of the leave. For example if shared parental leave starts 8 weeks after the birth, the partner will be eligible for only the remaining pay entitlements.

If both parents take leave and pay at the same time, the pay entitlement (which will not exceed 37 weeks and if eligible will include 22 weeks of OshPP) must be shared between them.

[Shared parental leave and pay examples.](#)

The pay you receive will depend on how long you have worked for the University. You could be eligible for:

- Statutory Shared Parental Pay (ShPP)
- Occupational Shared Parental Pay (OshPP), an enhanced provision inclusive of ShPP.

Payment details can be found in [Table 4](#).

Am I eligible for statutory shared parental pay (ShPP)?

For employees to be eligible for statutory shared parental pay (ShPP), both parents must meet certain eligibility requirements.

Mother's/primary adopter's eligibility for statutory shared parental pay

The mother/primary adopter is eligible for statutory shared parental pay if they:

- have at least 26 weeks' continuous employment ending with the 15th week before the expected week of childbirth or adoption matching and remains in continuous employment with the University until the week before any period of shared parental pay that they get;
- have normal weekly earnings for a period of eight weeks ending with the 15th week before the expected week of childbirth or adoption matching of at least the lower earnings limit for national insurance contribution purposes;
- have at the date of the child's birth or adoption matching, the main responsibility, apart from the partner, for the care of the child;
- are absent from work and intends to care for the child during each week in which they receive statutory shared parental pay; and
- are entitled to statutory maternity/adoption pay in respect of the child, but the maternity/adoption pay period has been reduced.

In addition, for the mother/adopter to be eligible for statutory shared parental pay, the partner must:

- have been employed or been a self-employed earner during at least 26 of the 66 weeks immediately preceding the expected week of childbirth or adoption matching;
- meet the 'earnings test' and have average weekly earnings of at least £30 for any 13 of those 66 weeks; and
- have, at the date of the child's birth or adoption matching, the main responsibility, apart from the mother/adopter for the care of the child.

ⓘ If you are eligible you may take up to 37 weeks of shared parental pay.

Partner's eligibility for statutory shared parental pay

The partner is eligible for statutory shared parental pay if they:

- have at least 26 weeks' continuous employment ending with the 15th week before the expected week of childbirth/matching date and remains in continuous employment with the University until the week before any period of shared parental pay that they get;
- have normal weekly earnings for 8 weeks ending with the 15th week before the expected week of childbirth/matching date of at least the lower earnings limit for national insurance contribution purposes;
- have, at the date of the child's birth/adoption, the main responsibility, apart from the mother, for the care of the child; and
- are absent from work and intend to care for the child during each week in which they receive statutory shared parental pay.

In addition, for the partner to be eligible, the mother/primary adopter must:

- have been employed or been a self-employed earner during at least 26 of the 66 weeks immediately preceding the expected week of childbirth or adoption matching;
- meet the 'earnings test' and have average weekly earnings of at least £30 for any 13 of those 66 weeks;
- have, at the date of the child's birth/adoption, the main responsibility, apart from the partner, for the care of the child; and
- be entitled to statutory maternity/adoption pay or maternity/adoption allowance in respect of the child, but the maternity/adoption pay period or maternity/adoption allowance period has been reduced.

SMP is payable whether or not you intend to return to work.

Am I eligible for Occupational Shared Parental Pay?

Occupational Shared Parental Pay (OshPP) is an enhanced pay provision provided by the University. To qualify you must have been employed continuously with the University for a minimum period of 12 months before the expected week of childbirth/commencement of adoption leave. In addition, you and your partner must meet the appropriate [eligibility requirements for ShPP](#) outlined above.

If you do not intend to return to work, you will not qualify for OShPP.

For the purposes of OShPP you will be deemed to be in receipt of ShPP. ShPP will be offset against OShPP during the period of 8 weeks that an employee, who intends to return to work, is receiving full pay.

ShPP will not normally be offset against OshPP half pay. However, if during the course of SPL, payment of half pay and ShPP (at whatever rate) together amount to more than full pay, then the combined payment will be reduced to the level of full pay during the period in which ShPP is being paid. No combinations of payments will exceed full pay.

Your payslip will show the amount of ShPP paid plus a pay adjustment to bring the payment up to the level of OshPP.

How will Statutory Shared Parental Pay (ShPP) and Occupational Shared Parental Pay (OshPP) be paid to me?

Your ShPP/OshPP will be paid into your bank account on the same date that your salary would have been paid, and will be subject to deductions for tax, National Insurance and pension contributions in the usual way.

ⓘ Occupational Shared Parental Pay is an enhanced pay provision provided by the University. To qualify you must have been employed continuously with the University for a minimum of 12 months before the expected week of childbirth/commencement of adoption leave

ⓘ Statutory Shared Parental Pay is payable whether or not you intend to return to work.

ⓘ If you do not intend to return to work you will not qualify for Occupational Shared Parental Pay.

What about my pension contributions?

For the time you are in receipt of either ShPP or OshPP pension contributions will continue to be payable. Although based on the rate of pay that you will actually receive you will continue to accrue pension benefits in the same way and at the same rate that applied immediately before you leave commenced.

For any subsequent period of unpaid leave the choice is entirely yours. If you pay contributions for the period of unpaid leave they will be based on the full notional salary that you would have received had you not taken adoption leave. If you wish to make up these contributions, they can be collected from your salary on your return to work. It may be possible, subject to the restrictions of the tax year, to spread the collection of these contributions over a period equal to the length of the unpaid leave. You will receive a letter from the University Pensions Officer asking you to confirm your decision.

4.4 ANNUAL LEAVE

Will I accrue any annual leave during my Shared Parental Leave?

Annual leave accrues throughout the full period of Shared Parental Leave. Leave also accrues for any statutory public holiday and/or Christmas closure day that falls during the period of Shared Parental Leave.

Annual leave may only be taken before you start your Shared Parental Leave or at the end of your Shared Parental Leave. It is not possible to take annual leave whilst you are on Shared Parental Leave.

All annual leave is subject to the rule on 'no-carry-over' from one leave year to the next. In some cases it may be possible at Department level to agree a small carry-over of leave (no more than 5 days), subject to the business need of the employing unit and at the discretion of the Head of that unit.

Any leave accrued during the leave year in which the Shared Parental Leave falls may be used in lieu of an equivalent amount of unpaid adoption leave.

Where it is agreed that you will return to work on the basis of reduced contractual hours of work, your new reduced hours should not normally take effect until any leave accrued under your previous contractual hours has been taken. This effectively means that you may officially return to work on X day, take your outstanding holiday accrued under your previous (e.g. full-time) contractual hours and then physically return to work and start your new reduced hours on Y date.

4.5 SHARED PARENTAL LEAVE IN TOUCH (SPLIT) DAYS

What are SPLIT days?

Shared Parental Leave In Touch (SPLIT) days allow you to do some limited work under the terms of your contract of service for the University whilst you are on maternity leave. Any SPLIT day taken will not bring your Shared Parental Leave to an end, and payment of ShPP/OshPP will not be affected. Each parent will be entitled to up to 20 SPLIT days. For further information please see SPLIT day information.

What if I want more time off after the end of my paid Shared Parental Leave?

You are also eligible to take unpaid [parental leave](#).

4.6 RETURNING TO WORK

If you have chosen to take OshPP you must return to work for a minimum of three months otherwise you will be expected to repay any amount of OshPP that you have received in excess of the ShPP entitlement.

If you wish to consider the possibility of working part time on your return to work, please look at the University's [work life balance](#) information.

Should I change my mind, and not want to return to work, what will I have to pay back?

If you have taken OshPP you will have to repay the difference between the OshPP and the ShPP.

If you have only received ShPP and you decide not to return to work you will not need to repay anything.

What happens if I am sick after my shared parental leave is over?

You are entitled to sick leave and statutory sick pay if you are not well enough to return to work after the end of your SPL. You must produce a fitness to work certificate after your sickness absence for any period longer than seven calendar days.

What if I am no longer responsible for the care of the child?

If circumstances change and you are no longer responsible for caring for the child (unless it is because the child has died) your entitlement to SPL and any ShPP/OshPP will immediately cease and you must notify [HR](#) and your Line Manager.

ⓘ Annual leave continues throughout the full period of shared parental leave.

ⓘ If you have chosen to take Occupational Shared Parental Pay you must return to work for a minimum period of three months.

ⓘ If you wish to consider the possibility of working part-time on your return to work, please review the [Work Life Balance](#) information.



TABLE 4: SHARED PARENTAL PAY

| STATUTORY SHARED PARENTAL PAY (SHPP) | OCCUPATIONAL SHARED PARENTAL PAY(OSHPP) |
|--|---|
| ShPP is paid at the rate of £140.98 a week or 90% of your average weekly earnings, whichever is the lesser amount. | <p>OShPP is inclusive of statutory shared parental pay (ShPP) as follows:</p> <ul style="list-style-type: none"> ■ 6 weeks full pay, (please note only 6 weeks at full pay are available as the first 2 weeks must be taken by the mother/primary adopter as compulsory maternity/adoption leave and pay) followed by ■ 16 weeks of half pay (plus ShPP (£140.98 or 90% of your average weekly earnings, whichever is the lesser amount) followed by ■ 15 weeks' of lower rate ShPP (£140.98 or 90% of your average weekly earnings whichever is the lesser amount). |

SHARED PARENTAL LEAVE AND PAY EXAMPLES

EXAMPLE 1:

In this example - both parents are employees of the University and are entitled to OshPP. They both decide to take shared parental leave and pay at the same time.

Mother goes on maternity leave for the first two weeks after the baby is born at full pay.

Partner takes two weeks' ordinary paternity leave (OPL) at the time of the birth, at full pay. Mother ends their maternity leave after a total of two weeks' maternity leave. SPL begins immediately with a total of 50 weeks' leave entitlement and 37 weeks' pay, to be shared by both parents.

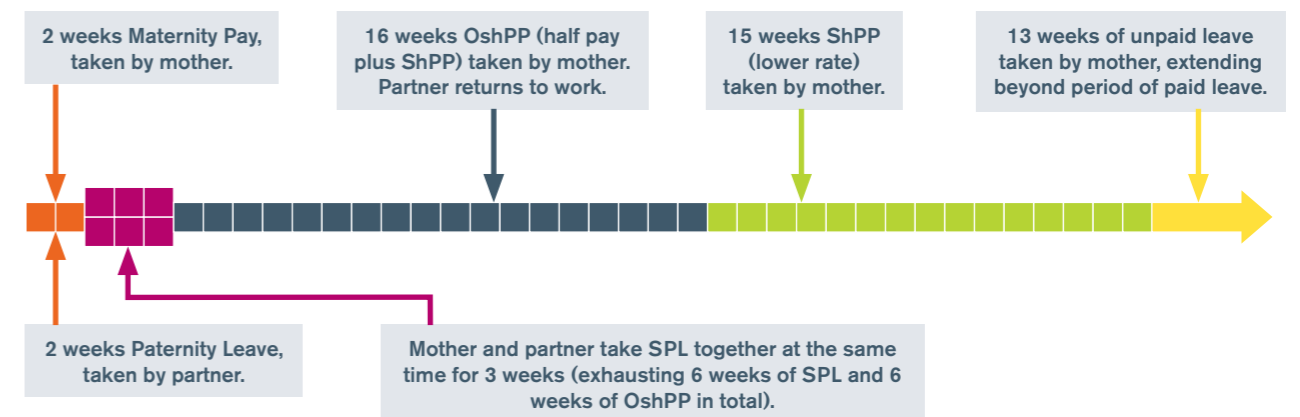
Mother and partner take SPL together at the same time for 3 weeks (exhausting 6 weeks of SPL and 6 weeks of OshPP in total).

Partner returns to work. The mother remains on SPL for a further 44 weeks (16 weeks at half pay plus ShPP, followed by 15 weeks of lower rate ShPP, followed by 13 weeks of unpaid leave).

The cost of SPL is met by each employee's department:

The mother's department will pay:
Two weeks' maternity leave at full pay, 3 weeks of shared parental leave at full pay, 16 weeks at half pay (plus ShPP), 15 weeks of lower rate ShPP.

The partner's department will pay:
Two weeks' Paternity at full pay and 3 weeks of Shared Parental Leave at full pay.



Acronyms:

| | | | |
|--------------|----------------------------------|-------------|-------------------------------|
| OMP | occupational maternity pay | ShPP | statutory shared parental pay |
| OPL | ordinary paternity leave | SMP | statutory maternity pay |
| OshPP | occupational shared parental pay | SPL | shared parental leave |

EXAMPLE 2:

In this example - both parents are employees of the University and are entitled to OshPP. After the mother has curtailed (ended) their maternity leave the partner enters into the shared parental leave and pay arrangement.

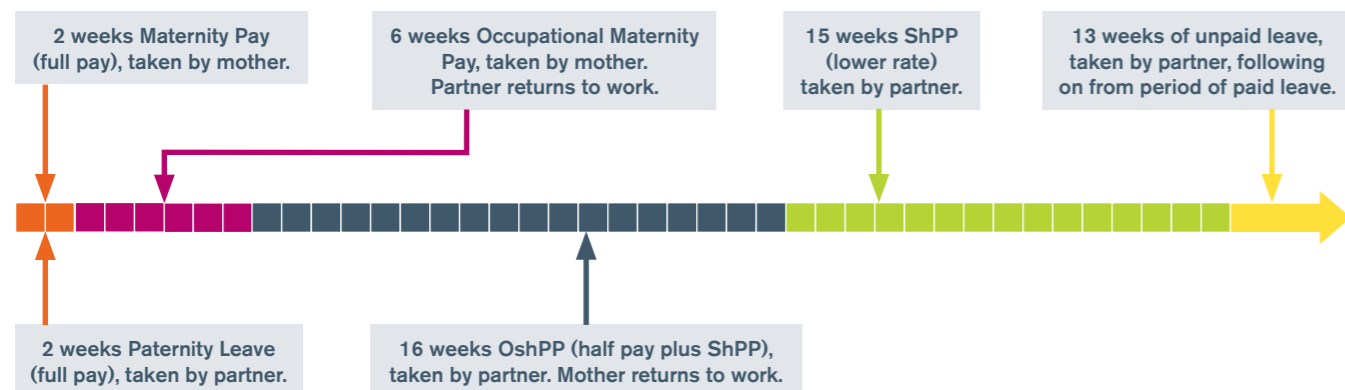
Mother goes on maternity leave for the first two weeks after the baby is born at full pay. Partner takes two weeks' ordinary paternity leave (OPL) at the time of the birth, at full pay. Mother remains on maternity leave for another 6 weeks and continues to take the remaining 6 weeks of her full OMP. Partner returns to work.

Mother ends their maternity leave after a total of 8 weeks' maternity leave and returns to work. SPL begins immediately with a total of 44 weeks' leave entitlement and 31 weeks of pay. Partner begins SPL for the remaining 44 weeks (16 weeks at half pay plus ShPP, followed by 15 weeks of lower rate ShPP, followed by 13 weeks of unpaid leave).

The cost of SPL is met by each employee's department:

The mother's department will pay:
8 weeks' maternity leave at full pay.

The partner's department will pay:
31 weeks' of Occupational Shared Parental Pay (16 weeks of half pay plus ShPP, followed by 15 weeks of lower rate ShPP).



EXAMPLE 3:

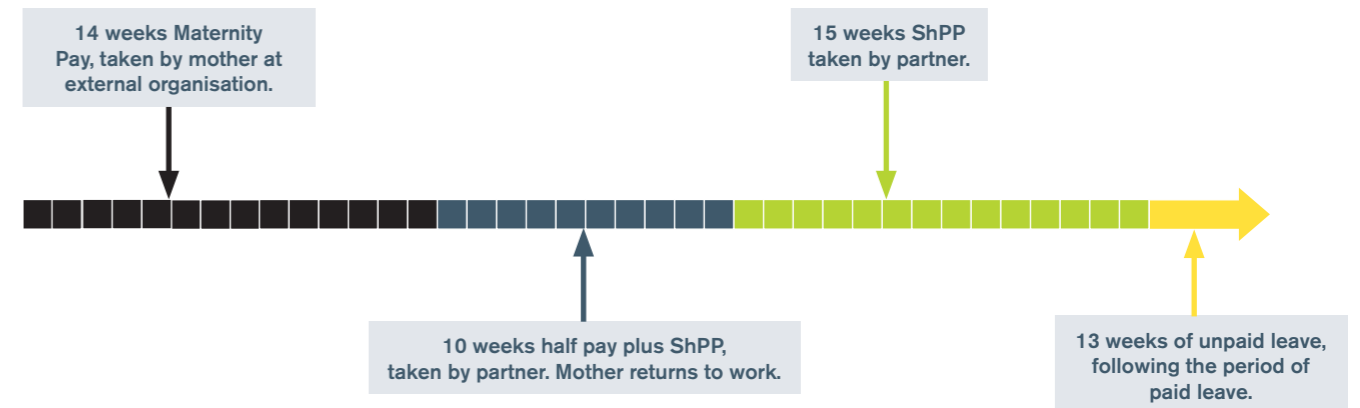
In this example - the partner is an employee of the University but the mother is employed by another organisation. The partner is entitled to OshPP.

Mother takes 14 weeks of maternity leave before curtailing their leave and pay. Mother returns to work. Partner begins SPL for the remaining 38 weeks (10 weeks of half pay plus ShPP, followed by 15 weeks of lower rate ShPP, followed by 13 weeks of unpaid leave).

The cost of SPL is met by each employee's organisation:

The mother's organisation will pay:
14 weeks of maternity pay

The University will pay the partner:
10 weeks of half pay plus ShPP, followed by 15 weeks of lower rate ShPP, followed by 13 weeks of unpaid leave.



EXAMPLE 4:

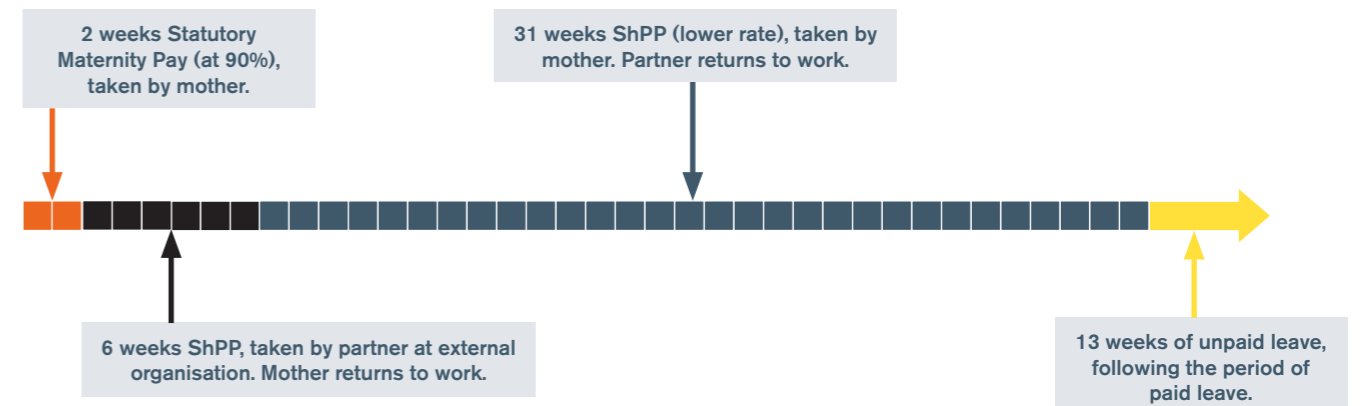
In this example - the mother is an employee of the University but the partner is employed by another organisation. The Mother is entitled to ShPP only.

Mother takes maternity leave for 2 week's then curtails her maternity leave allowing her partner to enter into the SPL arrangement. Mother returns to work. Partner takes 6 week's of SPL before returning to work. Mother takes a further 44 week's of SPL (31 week's of ShPP, followed by 13 weeks of unpaid leave).

The cost of SPL is met by each employee's organisation:

The mother's department at the University will pay:
2 weeks of SMP
31 weeks of ShPP

The partner's organisation will pay the partner:
6 week's of OshPP.



SECTION 5: PARENTAL LEAVE (UNPAID)

5.1 PARENTAL LEAVE (UNPAID)

Parental Leave is a right to take time off work to look after a child or to make arrangements for a child's welfare. You can take unpaid parental leave to look after your child's welfare, for example to:

- spend more time with your children;
- look at new schools;
- settle children into new childcare arrangements;
- spend more time with family – e.g. visiting grandparents.

You will remain employed while on Parental Leave. At the end of the period of Parental Leave you will be entitled to return to the same job as before.

Parental Leave will be subject to agreement with the University on the timing and duration of the leave. Such agreement will not be unnecessarily withheld but will take into account service provision.

Am I entitled to take parental leave?

You are entitled to take Parental Leave if you have a child and have completed one year's qualifying service with the University at the time you wish to take the leave. The leave is available for each child up to their 18th birthday.

How many weeks can be taken?

18 weeks of unpaid leave can be taken per child. A 'week' equals the length of time you normally work in a week.

Is the leave with pay?

No, parental leave is unpaid.

Is there a limit to how much leave I can take per year?

The limit on how much parental leave can be taken in a year (1 April-31 March) is a maximum of 4 weeks for each child (unless we agree otherwise).

How can the leave be taken?

Unless the child is disabled, or the University agrees otherwise, leave should be taken in blocks or multiples of one week. Parents with disabled children can take parental leave in periods of less than one week (e.g. an 'odd' day off).

5.2 NOTIFICATION TO TAKE UNPAID PARENTAL LEAVE

You must give 21 days' notice before the intended start date. Please complete an parental leave application form to give written notification of your intention to take unpaid Parental Leave and the date on which you intend this leave to start and send it to [HR](#) with a copy to your Line Manager/Head of Department.

What if you are unreasonably refused time off?

If you feel you have been unreasonably refused time off, then you should contact [HR](#) who will seek to investigate and resolve the situation.

ⓘ You are entitled to take Parental Leave if you have had at least one year of service with the University at the time you wish to take the leave.

ⓘ 18 weeks of Parental Leave can be taken per child.

ⓘ The leave is available for each child up to their 18th Birthday.

SECTION 6: KEEPING IN TOUCH (KIT) DAYS AND SHARED PARENTAL LEAVE IN TOUCH (SPLIT) DAYS

6.1 KIT/SPLIT DAYS

KIT days are available to you if you are on Maternity or Adoption Leave. You are permitted to use up to 10 KIT days.

SPLIT days are available to you if you are on Shared Parental Leave. Each parent entitled to Shared Parental Leave will have an individual entitlement of up to 20 SPLIT days.

KIT/SPLIT days allow you to do some limited work under the terms of your contract of service for the University. Any KIT/SPLIT day taken will not bring your maternity/ adoption/ shared parental leave period to an end, and payment of any statutory or occupational pay will not be affected but it will be offset against pay for the KIT/SPLIT days.

KIT/SPLIT days can either be taken as blocks of days, or as individual days.

KIT/SPLIT days may be taken at any point during maternity/adoption leave (except in the case of maternity leave for the first two weeks directly after the baby is born known as compulsory maternity leave).

These days are optional and the decision to undertake a KIT day must be made by agreement between you and your Line Manager/Head of Department. There is no obligation for either you or the University to agree to a KIT day(s). You must give your manager at least two weeks' notice of your intention to use your KIT day, unless agreed otherwise.

6.2 PAYMENT FOR A KIT/SPLIT DAY

What payment will I receive for working a KIT/SPLIT day?

If you work during a period of full pay, no additional payment will be made. If you work during a period of half maternity/adoption/ shared parental leave pay or SMP/SAP/ ShPP pay will be 'topped up' so that you receive full pay for the hours worked. If you work for less than your normal full day, this will count as one KIT/SPLIT day for the purposes of the 10 KIT/20 SPLIT days allocated, although payment will only be made for actual hours worked. On no occasion will you receive more than a full day's pay.

Payment examples

Payment will be made as follows:

- Payment for KIT/SPLIT days will not exceed full pay. If a KIT/SPLIT day occurs during a period of full maternity/adoption pay then no additional payment will be made.
- If a KIT/SPLIT day occurs during a period of half pay or SMP only, this will be effectively "topped-up" so that you receive full pay at your normal hourly rate for the hours worked on the day in question.
- If a KIT/SPLIT day occurs during a period of unpaid leave you will receive full pay at your normal hourly rate for the hours worked on that day.
- Payment for KIT/SPLIT days will only be made after completion of the day's work.

How do I receive payment for my KIT days?

To receive payment for any KIT/SPLIT day worked you need complete a KIT/SPLIT form and send this to your line manager/ Head of Department to agree and sign. Your Line Manager should send this to [HR](#) to process payment.

ⓘ KIT days are available to you if you are on Maternity/Adoption leave. You may take up to 10 days.

ⓘ SPLIT days are available to you if you are on Shared Parental Leave. Each parent is entitled to take up to 20 SPLIT days.

ⓘ KIT/SPLIT days can be taken as blocks of days or as individual days.

6.3 HOW DO KIT/SPLIT DAYS WORK?

If I attend work for half a day or less is this classed as one of my KIT/SPLIT days?

Yes, as soon as you enter work, even if it's for only a few hours, this is counted as one of your 10 KIT/SPLIT days allowed. The number of hours that you attend work can be up to the maximum of the full time equivalent (7.2 per day for a full-time employee). However, you will only get paid for the hours you work.

What are the advantages of using KIT days?

KIT/SPLIT days can provide a number of advantages for both you and the University and can provide a smooth transition back to work after a long period of maternity/adoption leave. Some of the many advantages are; training and development can continue during maternity/adoption leave; you can stay in touch with workplace issues and changes or finish the completion of a project.

Will I be placed at a disadvantage on my return if I don't come into work prior to the end of my maternity/adoption/shared parental leave?

You are encouraged to make use of KIT/SPLIT days as a positive way to keep in contact with developments in your area of work. As work during maternity/adoption leave may only take place with the agreement of both parties, you will not be at any disadvantage regarding the options you choose. If you are unable, or decline the opportunity, to work any KIT/SPLIT days then they will do so without suffering any detriment.

What type of work will I be expected to undertake whilst working a KIT/SPLIT day?

You will be expected to undertake any work duties normally performed under your contract of employment. The purpose of these days is to allow you to be kept informed and up to date on developments within your own workplace or within the University. This may include attending a conference, undertaking training or a team event.

I have been asked to be an external examiner for another University, can I use a KIT/SPLIT day to undertake this work?

No, because this is paid work for another employer and therefore will affect your maternity/adoption/shared parental pay arrangements.

ⓘ Even if you work for only a few hours on your KIT/SPLIT day this will be counted as one of your days. You will only be paid for the hours you work.

ⓘ You do not have to use your KIT/SPLIT days but they are a positive way of keeping in touch with developments in your area of work (particularly before you are due to return).



SECTION 7: STAFF ON FIXED-TERM CONTRACTS

I am on a fixed-term contract. Do I still have the same entitlement to maternity 'leave' as other employees?

If you are on a fixed-term contract you still have the same entitlement to maternity 'leave' as other employees, 52 weeks commencing anytime from the 11th week before the EWC.

Will I receive maternity 'pay' if I am on a fixed-term contract that expires before the 15th week before the expected week of childbirth?

Where a fixed term contract ceases before the qualifying week (15th week before the expected week of birth), you will not be entitled to maternity pay from the University but may be entitled to Maternity Allowance from the Government.

What maternity 'pay' will I receive if I am on a fixed-term contract that expires after the 15th week before the expected week of childbirth?

Where a fixed term contract ceases after the qualifying week (15th week before the expected week of birth), the University will honour your entitlement to pay. Your contract of employment will still end on the original end date. Contracts are not usually extended unless an extension can be agreed for other reasons.

What if my fixed-term contract expires whilst on maternity leave?

If your fixed-term contract expires whilst you are on maternity leave and you cannot return to the University because of the expiry of a fixed-term contract, providing you state your intention to return to work before commencing maternity leave, your maternity pay will be calculated on the basis that you will be returning to work, therefore you will not need to repay the occupational element of the pay.

I am on a fixed-term contract and am the main adopter. Do I have the same rights as an employee on a fixed-term contract taking maternity leave?

If you are on a fixed-term contract and are the main adopter you have the same entitlements to leave and pay as an employee on a fixed-term contract taking maternity leave.



SECTION 8: TIME OFF FOR DEPENDANTS

8.1 DEFINITION

What is Time off for Dependants?

Time off for dependants allows you the right to take a reasonable amount of time off work to deal with certain unexpected or sudden emergencies and to make any necessary longer term arrangements.

Who counts as a dependant?

A dependant is your partner, child or parent, or someone who lives with you as part of your family. For example, this could be an elderly aunt or grandparent who lives in your household. It does not include tenants or boarders living in your family home, or someone who lives in your household as an employee, for example, a live-in housekeeper.

In cases of illness, injury or where care arrangements break down, a dependant may also be someone who reasonably relies on you for assistance. This may be where you are the primary carer or the only person who can help in an emergency. For example, a parent or grandparent who lives elsewhere but who relies on you for assistance when problems arise.

8.2 TIME OFF

Under what circumstances can you take time-off?

The right allows you to deal with an unexpected or sudden problem and make any necessary longer term arrangements, for example:

- if a dependant falls ill or has been involved in an accident or assaulted, including where the victim is hurt or distressed rather than injured physically;
- to make longer term care arrangements for a dependant who is ill or injured;
- to deal with the death of a dependant; for example, to make funeral arrangements or to attend a funeral;
- to deal with an unexpected disruption or breakdown in care arrangements for a dependant; for example, when the childminder or nurse fails to turn up;
- to deal with an incident involving your child during school hours; for example, if the child has been involved in a fight or is being suspended from school.

How much time off is allowed?

There is not a set limit to the amount of time off which can be taken. In most cases, the amount of leave will be one or two days at the most, but this will depend on your individual circumstance, although you may be able to take a longer period of leave under other arrangements. For example, if your child falls ill, the leave should be enough to help you cope with the crisis - to deal with the immediate care of your child, visiting the doctor if necessary, and to make longer term care arrangements. It does not mean that you may take two weeks leave to look after your sick child.

ⓘ Time off for Dependants allows you to take a reasonable amount of time off work to deal with unexpected or sudden emergencies.

ⓘ There is not a set limit to the amount of time off however in most cases the amount of leave will be one or two days.

ⓘ There is not a statutory right to be paid for your time off, however in some cases a request may be made to your HoD or line manager.



8.3 PAYMENT

The right does not include a statutory right to pay. There may, however, be some circumstances when you will be entitled to paid leave to deal with sudden or unexpected family/dependant problems. In cases of serious urgent domestic distress, requests should be made to the Head of Department who will consult with HR and consider such requests via the [Special Leave policy](#).

8.4 NOTIFICATION

How much notice do you need to give the University of your intention to take 'time off'?

If you need time off to care for a dependant/s you should inform your Line Manager/Head of Department as soon as possible – you should give details of your absence, the reason for it and how long you expect to be absent from work. You should make every effort to inform your Line Manager/Head of Department (or another responsible person) if absence from work is required. A message via telephone, fax or email will be sufficient if a person is facing an urgent/crisis situation and time-off work is needed at very short notice. It is acknowledged however that there may be a rare occasion when you are unable to contact your Line Manager/Head of Department or another appropriate person. In such circumstances you should, at the earliest opportunity, inform your Line Manager/Head of Department of the reason for your absence from work. Your Line Manager/Head of Department may wish to discuss your absence with you upon your return to work.

8.5 WHAT IF YOU ARE UNREASONABLY REFUSED TIME OFF?

If you believe you have been unreasonably refused time off, then you should contact [HR](#) who will seek to investigate and resolve the situation.

8.6 WHAT HAPPENS IF A MEMBER OF STAFF NEEDS LONGER TIME OFF, OR KNOWS IN ADVANCE THAT THE PROBLEM IS GOING TO ARISE?

The new right is intended to cover unforeseen matters. If you know in advance that you are going to need time off, it may be possible to arrange a longer period of unpaid leave or a combination of unpaid leave and annual leave. If the reason you need leave relates to your child, you may be entitled to take [unpaid parental leave](#).

POLICY CREATOR: HUMAN RESOURCES

Updated: September 2018
Review date: July 2020



University of Essex

FAMILY LEAVE POLICY

**MATERNITY, ADOPTION, PATERNITY, PARENTAL
AND TIME OFF FOR DEPENDANTS**
HUMAN RESOURCES

FAMILY LEAVE POLICY

AIM

The University is fully committed to helping working parents to balance work and family life, whilst this is compatible with the interests of the University.

This suite of family leave policies aims to ensure that employees are able to take appropriate leave at the birth – or placement for adoption – of a child in accordance with their legal entitlement, and that Departments¹ are able to make arrangements in good time to provide appropriate cover.

All our family-friendly policies are inclusive and apply to everyone including lesbian, gay, bi and trans staff and same-sex couples as well as heterosexual individuals and couples.



¹ For the purposes of these procedures, 'Department' shall mean Departments, Schools, Centres and Sections. 'Head of Department' shall mean 'Head of Department or Head or Director of School or section or Director of a Centre'.

SUMMARY

Maternity leave and pay

Employees may take up to 52 weeks' leave. This is a 'day one' right and there is no qualifying period. The level of pay depends on the length of service.

- Employees with 26 weeks' service (but less than 1 years' service) at the 15th week before the Expected Week of Childbirth (EWC) are entitled to Statutory Maternity Pay (SMP) for 39 weeks.
- Employees with more than one year's continuous service at the expected week of childbirth who intend to return to work are entitled to Occupational Maternity Pay (OMP), which is an enhanced provision inclusive of the statutory provision.
- Employees with less than 26 weeks' service at the 15th week before the expected week of childbirth may be entitled to Maternity Allowance (MA).

Adoption leave and pay

One parent may take up to 52 weeks' leave. This is a 'day one' right and there is no qualifying period.

The level of pay depends on the length of service:

- Employees with 26 weeks' service or more (but less than 1 years' service) continuing into the week in which you are 'matched' with a child for adoption are entitled to Statutory Adoption Pay (SAP) for 39 weeks.
- Employees with more than one year's continuous service before the commencement of Adoption Leave who intend to return to work are entitled to Occupational Adoption Pay (OAP) which is an enhanced provision inclusive of the statutory provision.
- The parent not taking adoption leave may take paternity leave.

① The University is fully committed to helping working parents to balance work and family life.

① Throughout these policies, 'mother' means the biological mother who gives birth regardless of their gender identity and 'father' means the biological parent who does not give birth regardless of their gender identity.

Paternity leave and pay

Employees with at least 26 weeks' service by the end of the 15th week before the expected week of childbirth (matching week in the case of adoption) are entitled to two weeks' Paternity Leave and Statutory Paternity Pay.

Employees with one years' continuous service by the birth or adoption of their child are entitled to Occupational Paternity Pay (OPP) which is inclusive of any statutory provision.

Shared Parental Leave and Pay

From 5 April 2015 Shared Parental Leave is the new way for parents to share statutory leave and pay on the birth/adoption of a child. It replaces Additional Paternity Leave but it is separate from the right to unpaid Parental Leave (below) and will not replace the current Maternity/Adoption schemes. To opt into Shared Parental Leave and Pay the parent/adopter must have ended their Maternity/Adoption Leave.

Parental Leave (unpaid)

Employees with at least one year of service are entitled to a total of 18 weeks' unpaid parental leave for each child, which can be taken before their child's 18th birthday. The limit on how much parental leave can be taken in a year (1 April-31 March) is a maximum of 4 weeks for each child.

The following information has been prepared for you as guidance. You must make an appointment with HR before you go on any period of leave.

Time off for Dependants (unpaid)

Time off for dependants allows employees the right to take a reasonable amount of time off work to deal with certain unexpected or sudden emergencies and to make any necessary longer term arrangements. The right does not include a statutory right to pay.

Keeping in Touch (KIT) Days and Shared Parental Leave in Touch (SPLIT) Days

KIT days are available to employees on Maternity or Adoption Leave. You are permitted to use up to 10 KIT days.

SPLIT days are available to employees on Shared Parental Leave. Each parent entitled to Shared Parental Leave will have an individual entitlement of up to 20 SPLIT days.

This document sets out arrangements for employees. For information about casual workers, please contact HR.

You may also be interested in the following:

- Childcare Vouchers
- Special Leave
- Equality and Diversity
- Parents' Support Network
- Parent Mentoring Scheme
- Pregnancy, Maternity and Returning to Work Booklet
- Wivenhoe Park Day Nursery

HR can answer any questions you may have on this document.

Key to abbreviations contained within this document:

| | |
|--------------|---|
| AAL | Additional Adoption Leave |
| AML | Additional Maternity Leave |
| EWC | Expected Week of Childbirth |
| KIT | Keeping in Touch Day |
| MA | Maternity Allowance |
| MATB1 | Maternity certificate provided by your GP/Midwife |
| OAL | Ordinary Adoption Leave |
| OAP | Occupational Adoption Pay |
| OML | Ordinary Maternity Leave |
| OMP | Occupational Maternity Pay |
| OPP | Occupational Paternity Pay |
| OshPP | Occupational Shared Parental Pay |
| SAP | Statutory Adoption Pay |
| ShPP | Shared Statutory Parental Pay |
| SMP | Statutory Maternity Pay |
| SPL | Shared Parental Leave |
| SPP | Statutory Paternity Pay |

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SECTION 1: MATERNITY LEAVE AND PAY

1.1 MATERNITY LEAVE

Employees are entitled to 52 weeks' maternity leave irrespective of length of service. This is made up of 26 weeks' Ordinary Maternity Leave (OML) and 26 weeks' additional Maternity Leave (AML). AML follows immediately on from OML and there can be no gap between the two. The maternity leave period cannot be broken by any other manner of leave and must be a continuous period.

By law the minimum time that you must take is two weeks immediately following the birth of your baby, this is known as compulsory maternity leave.

Only one period of leave will be available irrespective of whether you have a multiple birth (e.g. twins).

Your contract of employment continues throughout your maternity leave and continuity of service will not be broken. Therefore entitlement to periods of notice, holidays and sick leave which accrued at the beginning of maternity leave will not be lost.

The earliest you can start your maternity leave is 11 weeks before the expected week of childbirth (EWC). The EWC can be worked out from your due date or when your midwife or doctor has issued your MAT B1 form. This form is usually issued in the 20th week of your pregnancy.

Should you become ill with a pregnancy related illness after the start of you 4th week before EWC, your maternity leave will automatically begin.

If your baby is stillborn after the beginning of the 24th week of pregnancy, you will still be entitled to maternity leave.

You will not qualify for sick pay while you are on maternity leave.

Once you have returned to work your Maternity Leave will have ended and cannot be re-started.

1.2 MATERNITY PAY

What will I be paid during my maternity leave?

The pay you receive will depend on how long you have worked for the University. You could be eligible for:

- Statutory Maternity Pay (SMP)
- Occupational Maternity Pay (OMP), an enhanced provision inclusive of SMP.
- Maternity Allowance (MA)

If your baby is stillborn after the beginning of the 24th week of pregnancy, you will still be entitled to maternity leave and to Statutory Maternity Pay or Occupational Maternity Pay, provided you meet the qualifying conditions. You will get a certificate of stillbirth; this is the evidence you need to claim Statutory Maternity Pay or Maternity Allowance. If you have a miscarriage (before the 24th week of pregnancy), you will not be entitled to maternity leave or pay.

Payment details can be found in [Table 1](#).

Am I eligible for Statutory Maternity Pay?

Statutory Maternity Pay (SMP) is paid for 39 weeks and is paid on behalf of the state by the University. In order to claim this, you must have been continuously employed by the University for 26 weeks at the 15th week before your expected week of childbirth (EWC) known as the qualifying week. Your average earnings must be at least as much as the lower earnings limit (currently £113) for National Insurance contributions, which applies at the end of your qualifying week.

SMP is payable whether or not you intend to return to work.

ⓘ You are entitled to 52 weeks maternity leave irrespective of your length of service.

ⓘ The minimum time that you must take is two weeks. This is known as compulsory maternity leave.

ⓘ Your contract of employment continues throughout your maternity leave and continuity of service will not be broken.

ⓘ The pay you receive will depend on how long you have worked for the University.

Will I receive any Occupational Maternity Pay?

Occupational Maternity Pay (OMP) is an enhanced pay provision provided by the University. To qualify for OMP you must have been employed continuously with the University for a minimum period of 12 months before the expected week of childbirth.

If you do not intend to return to work, you will not qualify for OMP.

For the purposes of the Occupational Maternity Scheme, you will be deemed to be in receipt of SMP.

SMP will be offset against OMP as follows:

- a) during the period of 8 weeks that an employee, who intends to return to work, is receiving full pay; or
- b) from the amount of 6 weeks' pay received by an employee who does not intend to return to work.

If you are not eligible for SMP, any maternity allowance (MA) paid by the Jobcentre Plus will be offset as above against OMP.

SMP will not normally be offset against occupational maternity half pay. However, if during the course of occupational maternity leave, payment of half pay and SMP (at whatever rate) together amount to more than full pay, then the combined payment will be reduced to the level of full pay during the period in which SMP is being paid. No combinations of payments will exceed full pay.

Your payslip will show the amount of SMP paid plus a pay adjustment to bring the payment up to the level of OMP.

How will Statutory Maternity Pay and Occupational Maternity pay be paid to me?

Your SMP/OMP will be paid into your bank account on the same date that your salary would have been paid, and will be subject to deductions for tax, National Insurance and pension contributions in the usual way.

What if I do not qualify for Statutory Maternity Pay?

Should you not be eligible for SMP, Payroll will issue you with a form (SMP1) which may enable you to get a Maternity Allowance (MA). Take the SMP1 form to your local Jobcentre Plus.

You can be paid MA for up to 39 weeks, but this will be stopped if you return to work before the end of the MA period.

What about my pension contributions?

For the first 39 weeks, during which you will be in receipt of OMP and/or SMP, pension contributions will continue to be payable. Although based on the rate of pay that you will actually receive you will continue to accrue pension benefits in the same way and at the same rate that applied immediately before you leave commenced.

For any subsequent period of unpaid leave the choice is entirely yours. If you pay contributions for the period of unpaid leave they will be based on the full notional salary that you would have received had you not taken maternity leave. If you wish to make up these contributions, they can be collected from your salary on your return to work. It may be possible, subject to the restrictions of the tax year, to spread the collection of these contributions over a period equal to the length of the unpaid leave. You will receive a letter from the University Pensions Officer asking you to confirm your decision.

ⓘ To qualify for Occupational Maternity Pay you must have been employed continuously with the University for a minimum period of 12 months before the expected week of childbirth.

1.3 NOTIFICATION AND EVIDENCE OF PREGNANCY

It is advisable to book a meeting with HR as early as possible to talk about your plans/benefits/entitlements and to enable the University to support you.

Please complete an application form to give written notification of your intention to take maternity leave and the date on which you intend this to start and send it to HR with a copy to your Line Manager/Head of Department. Your MATB1 form should also be attached to this form unless you are only eligible to claim Maternity Allowance for which you should retain your MATB1 for the Jobcentre Plus.

Before you submit your MATB1 form, take a photocopy for your partner, as it may be needed for their employer should your partner wish to take paternity leave.

The application form should be provided no later than the end of the 15th week before your expected week of childbirth. Note that for these purposes a week begins on a Sunday. However, in order to discharge the university's responsibilities with regards to health and safety it is advisable that written notification is made at an early stage in the pregnancy.

If you change your mind about the date on which you want to start your leave, you must give your line manager at least 28 days' written notice of the new date. Please note also that if you are eligible for SMP payments, you must give us at least 28 days' written notice of the date on which you wish your SMP payments to begin.

If you give birth before the commencement of your Maternity Leave, you should notify your Head of Department and HR as soon as is reasonably practical after the birth. In these circumstances, maternity leave will start automatically on the day after the birth.

Human Resources will write to you to accept notification of your pregnancy.

If you are taking maternity leave you are encouraged to contact HR to arrange an informal discussion as early as possible regarding your potential entitlement, to talk about your plans and to enable the University to support you.

1.4 HEALTH AND SAFETY

Do I have to complete a pregnancy risk assessment?

You should arrange to review your work activities in consultation with your line manager/supervisor immediately upon becoming aware that you are pregnant using the risk assessment form. Where this may present personal difficulty, you are urged to discuss the matter with HR at the earliest opportunity.

In a few cases, where the risks cannot be controlled, it may be necessary to significantly adjust your working conditions or hours, give you alternative work or suspend you from work on full pay. If you think this may be necessary speak to your line manager/supervisor in the first instance who will discuss your situation with HR.

ⓘ Book a meeting with HR as early as possible to enable the University to support you.

ⓘ To give notification of your intention to take maternity leave you must complete an application form.

ⓘ Arrange to review your work activities with your line manager and complete a risk assessment form.



1.5 ANNUAL LEAVE

Will I accrue any annual leave during my Maternity Leave?

Annual leave accrues throughout the full period of maternity leave. Leave also accrues for any statutory public holiday and/or Christmas closure day that falls during the period of maternity leave.

Annual leave may only be taken before you start your maternity leave or at the end of your maternity leave. It is not possible to take annual leave whilst you are on maternity leave.

Any annual leave accrued before maternity leave starts should be taken during that leave year.

Any annual leave or statutory public holiday/ Christmas closure day that will accrue whilst on maternity leave during the annual leave year in which maternity leave begins should be taken:

- either before maternity leave starts (i.e. it is taken in the same annual leave year);
- or immediately on return from maternity leave, thereby effectively extending your actual physical return to work (i.e. it is carried forward to the next annual leave year but must be taken immediately on return or it is lost).

Any annual leave or statutory public holiday/ Christmas closure day accrued whilst on maternity leave during the annual leave year in which you are due to return may be taken:

- either immediately on return from maternity leave, thereby effectively extending your actual physical return to work (even if this crosses into a new annual leave year);
- or at some other mutually agreed time during the annual leave year in which you return. However, it should be noted that the option to take accrued leave at a later point in the leave year does not apply where you wish to return to work on a reduced hours basis (see below).

Any leave accrued during the leave year in which the maternity leave falls may be used in lieu of an equivalent amount of unpaid maternity leave.

Where it is agreed that you will return to work on the basis of reduced contractual hours of work, your new reduced hours should not normally take effect until any leave accrued under your previous contractual hours has been taken. This effectively means that you may officially return to work on X day, take your outstanding holiday accrued under your previous (e.g. full-time) contractual hours and then physically return to work and start your new reduced hours on Y date.

1.6 KEEPING IN TOUCH (KIT) DAYS

What are KIT days?

Keeping In Touch days (or KIT days) allow you to do some limited work under the terms of your contract of service for the University whilst you are on maternity leave. Any KIT day taken will not bring your maternity leave period to an end, and payment of SMP/OMP will not be affected. You are permitted to use up to 10 KIT days. For further information please see the additional [KIT Day Information](#).

What if I want more time off after the end of my paid OML?

You are also eligible to take unpaid [Parental Leave](#).

ⓘ Annual leave accrues throughout the whole period of maternity leave.

ⓘ You are permitted to use 10 KIT days.



1.7 RETURNING TO WORK

When do I have to inform my manager of my return to work?

Before you return to work you should complete the [Maternity Return to Work Form](#) and send it to [HR](#) with a copy to your Line Manager/Head of Department. This should be sent at least 8 weeks before you are due to return. If you subsequently wish to change this date, you must give 28 days' notice.

You may return to work anytime within the 52 weeks of the commencement of the maternity leave period (with the exception of the first 2 weeks known as compulsory maternity leave).

If you have chosen to take OMP you must return to work for a minimum of three months otherwise you will be expected to repay any amount of OMP that you have received in excess of the SMP entitlement.

If you wish to consider the possibility of working part time, please look at the University's [work life balance](#) information.

Should I change my mind, and not want to return to work, what will I have to pay back?

If you have taken OMP you will have to repay the difference between the OMP and the SMP.

If you have only received SMP and you decide not to return to work you will not need to repay anything.

What happens if I am sick after my maternity leave is over?

You are entitled to sick leave and statutory sick pay if you are not well enough to return to work after the end of your maternity leave. You must produce a fitness to work certificate after your sickness absence for any period longer than seven calendar days.

1.8 FIXED TERM CONTRACTS

I am on a fixed term contract does this affect my entitlement to maternity leave and pay?

Please see the section on [Fixed-Term Staff](#) for entitlements and benefits if you are on a fixed-term contract.

1.9 ANTE NATAL APPOINTMENTS

Am I entitled to time off to attend ante natal appointments?

You have a statutory right to reasonable paid time off work to attend appointments for antenatal care prescribed by a doctor, midwife or health visitor, irrespective of your length of service. You should provide if requested, after the first appointment, evidence of appointments to your Line Manager/ Head of Department. As far as it is reasonably practicable, such appointments should be arranged at times that would cause least disruption to your work, although you should not be required to arrange such appointments outside of your normal working hours.

Partners and fathers also have the right to take unpaid time off work to accompany expectant mothers to up to 2 antenatal appointments. The time off is capped at 6 and a half hours for each appointment and there is no qualifying period before employees can take up the new rights. As far as it is reasonably practicable, such appointments should be arranged at times that would cause least disruption to your work, although you should not be required to arrange such appointments outside of your normal working hours.

1.10 ANNUAL INCREMENTS

Will I still receive my annual increment on my pay scale during my maternity leave?

Yes, if in accordance with your contract of employment you are due to receive an annual increment at the incremental date in either August or October you will still receive this.

1.11 SHARED PARENTAL LEAVE

From April 2015, you can elect to bring your maternity leave to an end early and opt-in to a period of Shared Parental Leave and Pay instead. However, the first two weeks of maternity leave are compulsory maternity leave and cannot be shared. You must give the University eight weeks' notice to end your entitlement to maternity leave early, which will then enable you or your partner to take advantage of the shared parental leave scheme. This notice can be given before or after the birth. If it is given after the birth, the notice is binding. However, if notice is given before the birth, you are able to revoke the notice up to six weeks after the birth – this is in case an unplanned situation arises following the birth of the child.

ⓘ At least 8 weeks before you return to work you must complete the [Maternity Return to Work form](#).

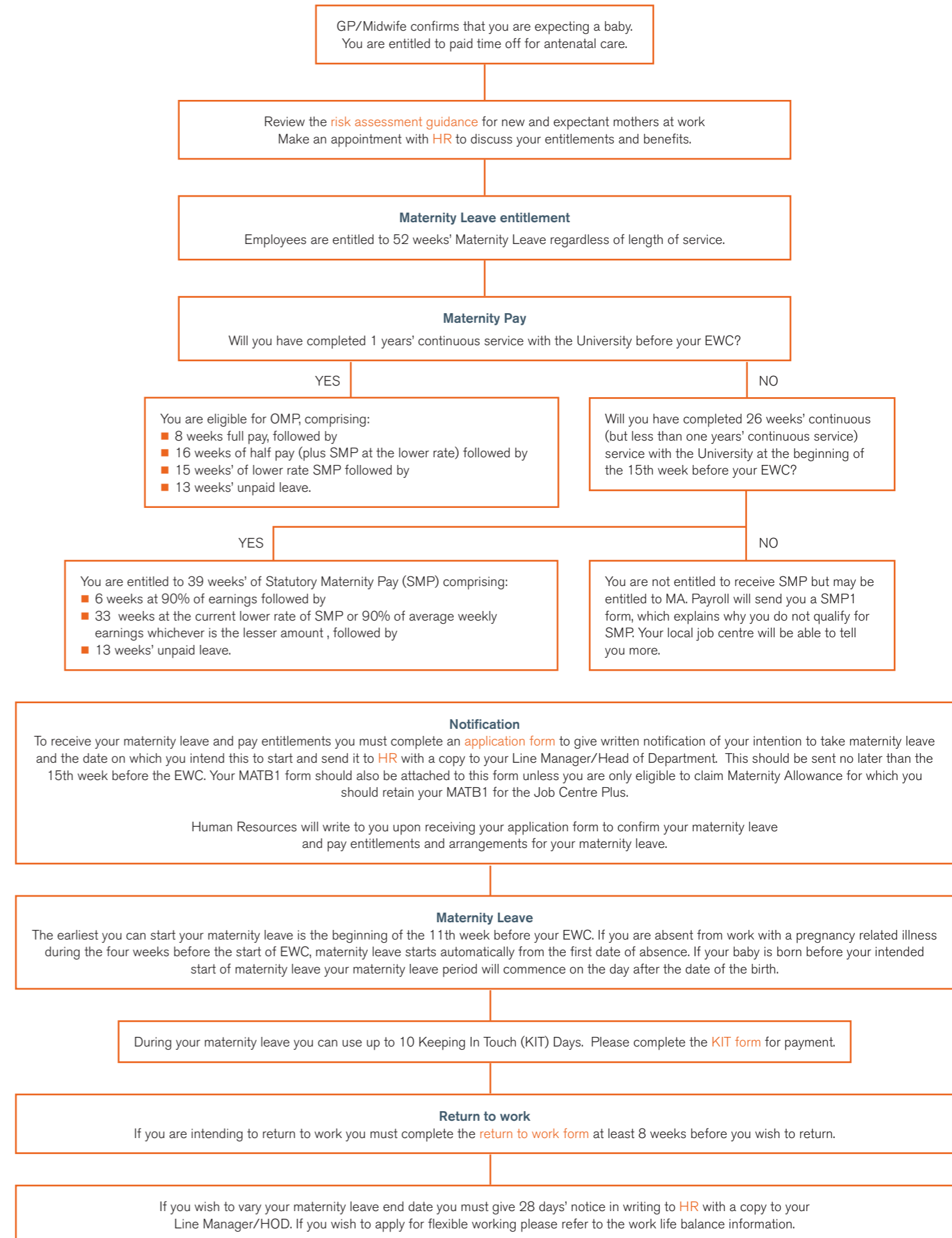
ⓘ If you wish to consider the possibility of part-time working, please review our [Work-Life Balance policy](#).

ⓘ You have a statutory right to reasonable paid time off work to attend antenatal appointments.

TABLE 1: MATERNITY LEAVE AND PAY

| LENGTH OF SERVICE | MATERNITY/ ADOPTION LEAVE ENTITLEMENT | MATERNITY/ADOPTION PAY |
|--|--|--|
| One year's continuous service before the Expected Week of Childbirth (EWC). | Employees may take up to 52 weeks leave (the first 2 weeks are compulsory for those taking maternity leave). | <p>Maximum pay period of 39 weeks.</p> <p>You are entitled to Occupational Maternity Pay (OMP), which is inclusive of SMP as follows:</p> <ul style="list-style-type: none"> 8 weeks full pay, followed by 16 weeks of half pay (plus SMP (£140.98 or 90% of your average weekly earnings, whichever is lesser amount) followed by 15 weeks' of lower rate SMP (£140.98 or 90% of your average weekly earnings, whichever is the lesser amount) followed by 13 weeks' unpaid leave. |
| 26 weeks' continuous service (but less than one years' continuous service) at the 15th week before EWC (known as the Qualifying Week). | Employees may take up to 52 weeks leave (the first 2 weeks are compulsory for those taking maternity leave). | <p>Maximum pay period of 39 weeks.</p> <p>You are entitled to Statutory Maternity Pay (SMP) as follows:</p> <ul style="list-style-type: none"> 6 weeks at 90% of earnings followed by 33 weeks at the current lower rate of SMP/SAP (£140.98 or 90% of average weekly earnings whichever is the lesser amount) followed by 13 weeks' unpaid leave. <p>Please note: To receive SMP your normal weekly earnings during the Qualifying Week must be above the lower weekly earnings limit for national insurance contributions in force during the 15th week (i.e. above £113 per week).</p> |
| Less than 26 weeks' service at the 15th week before the EWC. | Employees may take up to 52 weeks leave (the first 2 weeks are compulsory for those taking maternity leave). | <p>You do not have an entitlement to SMP or OMP.</p> <p>Maternity allowance may be payable from your local Job Centre or Social Security Office if you are eligible.</p> |

MATERNITY LEAVE AND PAY ENTITLEMENTS FLOWCHART



SECTION 2: ADOPTION LEAVE AND PAY

2.1 ADOPTION LEAVE

Employees are entitled to 52 weeks' adoption leave irrespective of length of service. This is made up of 26 weeks' Ordinary Adoption Leave (OAL) and 26 weeks' additional Adoption Leave (AAL). AAL follows immediately on from OAL and there can be no gap between the two. The adoption leave period cannot be broken by any other manner of leave and must be a continuous period.

The main adopter can take adoption leave, with the partner or secondary adopter having the right to [paternity leave](#).

Only one period of leave will be available irrespective of whether more than one child is placed for adoption as part of the same arrangement.

Your contract of employment continues throughout your adoption leave and continuity of service will not be broken. Therefore entitlement to periods of notice, holidays and sick leave which accrued at the beginning of maternity leave will not be lost.

You can start adoption leave up to 14 days before date of placement or on the date of placement (whether this is earlier or later than expected). For overseas adoption, leave cannot begin before child enters Great Britain and latest it can begin is 28 days after child enters Great Britain.

You will not qualify for sick pay while you are on adoption leave.

The same principles apply for surrogacy arrangements.

Dual approved prospective adopters (also known as fostering for adoption) may be eligible for adoption leave and pay where they have agreed to have a child placed with them in accordance with section 22C of the Children Act 1989 with a view to them adopting that child. To be eligible for adoption leave and/or pay the child must be matched with the dual approved prospective adopter on or after 5 April 2015.

Once you have returned to work your Adoption Leave will have ended and cannot be re-started.

2.2 ADOPTION PAY

What will I be paid during my adoption leave?

The pay you receive will depend on how long you have worked for the University. You could be eligible for:

- Statutory Adoption Pay (SAP)
- Occupational Adoption Pay (OAP), an enhanced provision inclusive of SAP.

Payment details can be found in [Table 2](#).

Am I eligible for Statutory Adoption pay (SAP)?

SAP is paid for 39 weeks and is paid on behalf of the state by the University. In order to claim this, you must have 26 weeks' service or more (but less than 1 years' service) continuing into the week in which you are 'matched' with a child for adoption (the 'matching' week). This is known as the 'continuity of employment test'. In addition, your average earnings must be at least as much as the lower earnings limit (currently £113) for National Insurance contributions, which applies at the end of your matching week. This is known as the 'earnings test'.

If you are adopting under a surrogacy arrangement you must have been continuously employed by the University for 26 weeks up to and including the 15th week before the expected week of childbirth (EWC) and meet the 'earnings test' above.

SAP is payable whether or not you intend to return to work.

ⓘ You are entitled to 52 weeks' adoption leave irrespective of your length of service.

ⓘ Your contract of employment continues throughout your adoption leave and continuity of service will not be broken.

ⓘ The pay you receive will depend on how long you have worked for the University.

Will I receive any Occupational Adoption Pay (OAP)?

OAP is an enhanced pay provision provided by the University. To qualify for OAP you must have been employed continuously with the University for a minimum period of 12 months before the commencement of adoption leave.

If you do not intend to return to work, you will not qualify for OAP.

For the purposes of the Occupational Adoption Scheme, you will be deemed to be in receipt of SMP.

SMP will be offset against OMP as follows:

- a) if you are intending returning to work, during the period of 8 weeks that you are receiving full pay; or
- b) if you are not intending to return to work, from the amount of 6 weeks' pay you receive.

SAP will not normally be offset against occupational adoption half pay. However, if during the course of occupational adoption leave, payment of half pay and SAP (at whatever rate) together amount to more than full pay, then the combined payment will be reduced to the level of full pay during the period in which SAP is being paid. No combinations of payments will exceed full pay.

Your payslip will show the amount of SAP paid plus a pay adjustment to bring the payment up to the level of OAP.

How will SAP and OAP be paid to me?

Your SAP/OAP will be paid into your bank account on the same date that your salary would have been paid, and will be subject to deductions for tax, National Insurance and pension contributions in the usual way.

What if I do not qualify for Statutory Adoption Pay or Occupational Adoption Pay?

Should you not be eligible for SAP or OAP, Payroll will issue you with a form (SAP1) which may enable you to get support from your local Job Centre Plus instead.

What about my pension contributions?

For the first 39 weeks, during which you will be in receipt of OAP and/or SAP, pension contributions will continue to be payable. Although based on the rate of pay that you will actually receive you will continue to accrue pension benefits in the same way and at the same rate that applied immediately before you leave commenced.

For any subsequent period of unpaid leave the choice is entirely yours. If you pay contributions for the period of unpaid leave they will be based on the full notional salary that you would have received had you not taken adoption leave. If you wish to make up these contributions, they can be collected from your salary on your return to work. It may be possible, subject to the restrictions of the tax year, to spread the collection of these contributions over a period equal to the length of the unpaid leave. You will receive a letter from the University Pensions Officer asking you to confirm your decision.



2.3 NOTIFICATION OF ADOPTION LEAVE

How do I notify Human Resources and my Line Manager?

It is advisable to book a meeting with HR as early as possible to talk about your plans/benefits/entitlements and to enable the University to support you.

Please complete an [Adoption Application Form](#) and send it to HR, together with your matching certificate/official notification, within 7 days of being notified by your adoption agency that you have been newly matched with a child for adoption; providing at least 28 days' notice of the date on which you wish the adoption pay period to start where reasonably practicable. It is recognised that this may not always be practicable, given that there may be a relatively short period of time between when you receive notification of being matched with a child for adoption and the child being placed with you.

The expected date of placement is the expected date that the child will start living with you.

The actual date of placement may be the same as the expected date of placement or it may be different. This is the date that the child is actually placed with you.

If you change your mind about the date on which you want to start your leave, you must give your line manager and HR at least 28 days' written notice of the new date, if reasonably practicable. Please note also that if you are eligible for SAP payments, you must give us at least 28 days' written notice of the date on which you wish your SAP payments to begin.

Matching certificate

A matching certificate is documentary evidence from your adoption agency which provides:

- name and address of adoption agency
- the adopter's name and address
- the date on which the 'matching' occurred
- the expected date of placement or date placement occurred.
- In cases of adoption of a child from overseas, you should be in receipt of an official notification showing their eligibility for adoption.

Overseas adoptions

If you are adopting a child from overseas the conditions are the same except, you:

- must have 'official notification' (permission from a UK authority) that you can adopt from abroad
- must have worked for the University continuously for at least 26 weeks by the time you get your official notification
- must fill in the declaration on form SC6 if you are adopting a child with your partner. [Form SC6](#) confirms you are not taking paternity leave or pay.

2.4 ANNUAL LEAVE

Will I accrue any annual leave during my Adoption Leave?

Annual leave accrues throughout the full period of adoption leave. Leave also accrues for any statutory public holiday and/or Christmas closure day that falls during the period of adoption leave.

Annual leave may only be taken before you start your adoption leave or at the end of your adoption leave. It is not possible to take annual leave whilst you are on adoption leave.

Any annual leave or statutory public holiday/Christmas closure day that will accrue whilst on adoption leave during the annual leave year in which adoption leave begins should be taken:

- either before adoption leave starts (i.e. it is taken in the same annual leave year);
- or immediately on return from adoption leave, thereby effectively extending your actual physical return to work (i.e. it is carried forward to the next annual leave year but must be taken immediately on return or it is lost).

🕒 Book a meeting with HR as early as possible to talk about how the University can support you.

🕒 To give notification of your intention to take adoption leave you must complete an [Adoption Leave Application Form](#).

🕒 Annual leave accrues throughout the full period of adoption leave.

Any annual leave or statutory public holiday/Christmas closure day accrued whilst on adoption leave during the annual leave year in which you are due to return may be taken:

- either immediately on return from adoption leave, thereby effectively extending your actual physical return to work (even if this crosses into a new annual leave year);
- or at some other mutually agreed time during the annual leave year in which you return. However, it should be noted that the option to take accrued leave at a later point in the leave year does not apply where you wish to return to work on a reduced hours basis (see below).

Any leave accrued during the leave year in which the adoption leave falls may be used in lieu of an equivalent amount of unpaid adoption leave.

Where it is agreed that you will return to work on the basis of reduced contractual hours of work, your new reduced hours should not normally take effect until any leave accrued under your previous contractual hours has been taken. This effectively means that you may officially return to work on X day, take your outstanding holiday accrued under your previous (e.g. full-time) contractual hours and then physically return to work and start your new reduced hours on Y date.

2.5 KEEPING IN TOUCH (KIT) DAYS

What are KIT days?

Keeping In Touch days (or KIT days) allow you to do some limited work under the terms of your contract of service for the University whilst you are on adoption leave. Any KIT day taken will not bring your adoption leave period to an end, and payment of SAP/OAP will not be affected. You are permitted to use up to 10 KIT days. For further information please see the additional [KIT day information](#).

What if I want more time off after the end of my Adoption Leave?

You are also eligible to take unpaid [Parental Leave](#).

2.6 RETURN TO WORK

When do I have to inform my manager of my return to work?

Before you return to work you should complete the [Adoption Return to Work Form](#) and send it to HR with a copy to your Line Manager/Head of Department. This should be sent at least 8 weeks before you are due to return. If you subsequently wish to change this date, you must give 28 days' notice.

Once you have returned from adoption leave, you must remain in the University's employment for a minimum of 3 months; otherwise you will be expected to repay any amount of OAP that you have received in excess of the SAP entitlement.

If you wish to consider the possibility of working part time, please look at the University [work life balance](#) information.

You may return to work anytime within the 52 weeks of the commencement of the adoption leave period (with the exception of the first 2 weeks known as compulsory adoption leave).

Should I change my mind, and not want to return to work, what will I have to pay back?

If you have taken OAP you will have to repay the difference between the OAP and the SMP.

If you have only received SAP and you decide not to return to work you will not need to repay anything.

What happens if either I or my child is sick after my adoption leave is over?

You are entitled to sick leave and statutory sick pay if you are not well enough to return to work after the end of your adoption leave. You must produce a fitness to work certificate after your sickness absence for any period longer than 7 calendar days.

🕒 You are permitted to use 10 KIT days.

🕒 Before you return to work you should complete the [Adoption Return to Work Form](#).

2.7 FIXED TERM CONTRACTS

I am on a fixed term contract does this affect my entitlement to adoption leave and pay?

Please see the section on [Fixed-Term Staff](#) for entitlements and benefits if you are on a fixed-term contract.

ⓘ You may take paid time off work to attend up to five adoption appointments.

2.8 ADOPTION APPOINTMENTS

Am I entitled to time off to attend adoption appointments?

From 5 April 2015, the main adopter can now take reasonable paid time off work to attend up to five adoption appointments in the period between being notified of a match and the child being placed with the family. The secondary adopter is entitled to take unpaid time off for up to two appointments. Up to 6.5 hours is allowed for each appointment. You should provide if requested, after the first appointment, evidence of appointments to your Line Manager/ Head of Department. As far as it is reasonably practicable, such appointments should be arranged at times that would cause least disruption to your work, although you should not be required to arrange such appointments outside of your normal working hours.

ⓘ The secondary adopter is entitled to take unpaid time off for up to two adoption appointments.



2.9 ANNUAL INCREMENT

Will I still receive my annual increment on my pay scale during my adoption leave?

Yes, if in accordance with your contract of employment you are due to receive an annual increment at the incremental date in either August or October you will still receive this.

2.10 SHARED PARENTAL LEAVE

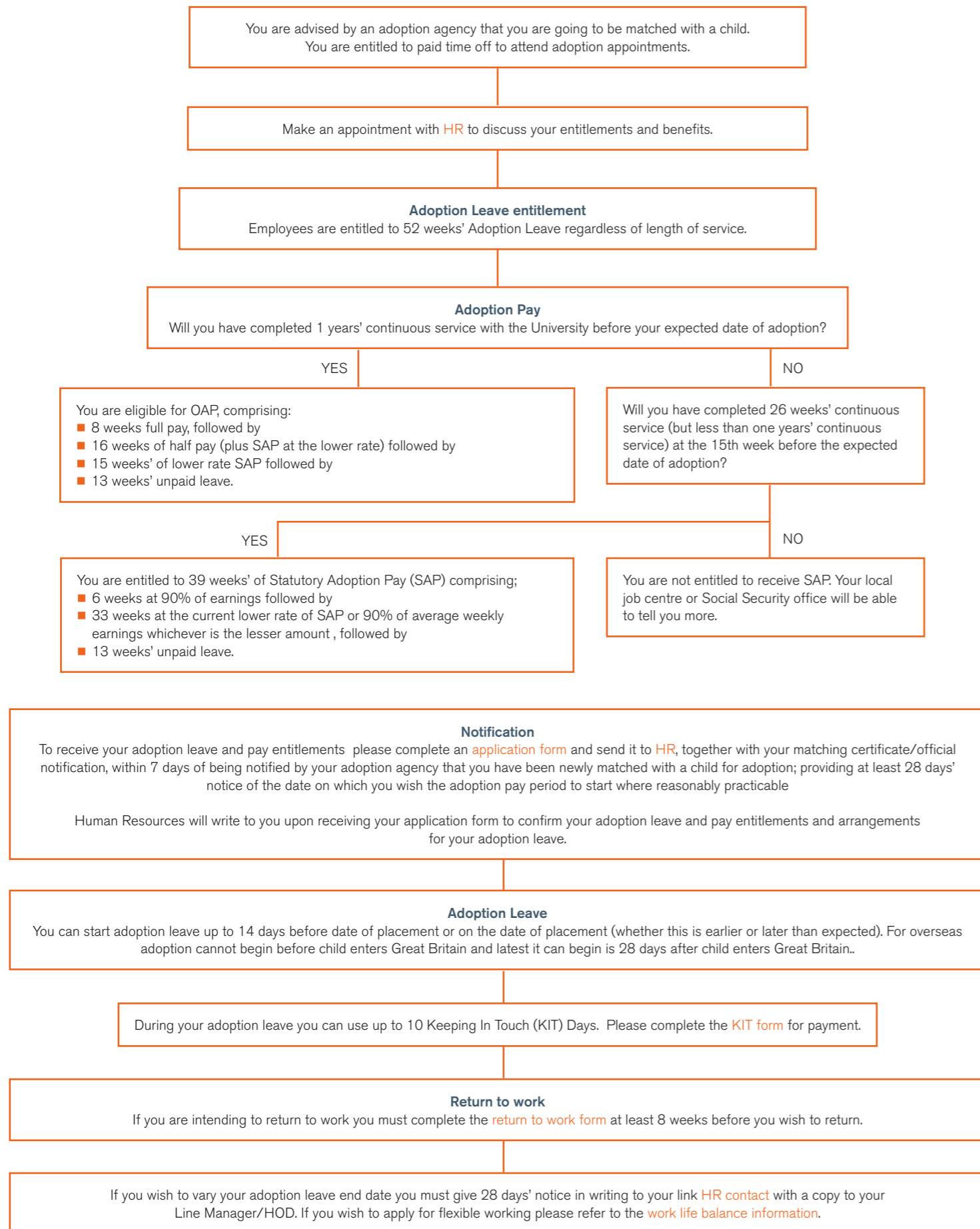
From April 2015, you can elect to bring your adoption leave to an end early and opt-in to a period of [Shared Parental Leave and Pay](#) instead. However, the first two weeks of adoption leave are compulsory and cannot be shared. You must give the University eight weeks' notice to end your entitlement to adoption leave early, which will then enable you or your partner to take advantage of the shared parental leave scheme.

**TABLE 2:
ADOPTION LEAVE AND PAY**

| LENGTH OF SERVICE | ADOPTION LEAVE ENTITLEMENT | MATERNITY/ADOPTION PAY |
|---|---|--|
| One year's continuous service or more before the commencement of Adoption Leave. | Employees may take up to 52 weeks leave (the first 2 weeks are compulsory for those taking adoption leave). | Maximum pay period of 39 weeks. You are entitled to Occupational Adoption Pay (OAP), which is inclusive of SAP, as follows: <ul style="list-style-type: none"> ■ 8 weeks full pay, followed by ■ 16 weeks of half pay (plus SAP (£140.98 or 90% of your average weekly earnings, whichever is lesser) followed by ■ 15 weeks' of lower rate SAP (£140.98 or 90% of your average weekly earnings, whichever is the lesser amount) followed by ■ 13 weeks' unpaid leave. |
| 26 weeks' continuous service (but less than one years' continuous service) continuing into the week in which you are notified you are being 'matched' with a child. | Employees may take up to 52 weeks leave (the first 2 weeks are compulsory for those taking adoption leave). | Maximum pay period of 39 weeks. You are entitled to Statutory Adoption Pay (SAP) as follows: <ul style="list-style-type: none"> ■ 6 weeks at 90% of earnings followed by ■ 33 weeks at the current lower rate of SAP (£140.98 or 90% of average weekly earnings whichever is the lesser amount) followed by ■ 13 weeks' unpaid leave. Please note: To receive SAP your average weekly earnings must be at least as much as the lower earnings limit (currently £113) for National Insurance contributions, which applies at the end of your matching week. |
| Less than 26 weeks' continuous service by the week you are notified that you are being 'matched' with a child for adoption. | Employees may take up to 52 weeks leave (the first 2 weeks are compulsory for those taking adoption leave). | You do not have an entitlement to SAP or OAP. An allowance may be payable from your local Job Centre or Social Security Office if you are eligible. |

Please note that statutory pay rates are often increased annually in April.

ADOPTION LEAVE AND PAY ENTITLEMENTS FLOWCHART



SECTION 3: PATERNITY LEAVE (INCLUDING AFTER ADOPTION)

3.1 PATERNITY LEAVE

Am I entitled to Paternity Leave?

In order to take Paternity Leave, employees must:

- have, or be expecting to have, responsibility for bringing up the child, and
- be either the biological father or be married to the mother of the child or be the partner of the mother or adoptive parent of the child, and
- be taking this leave to care for the child or support the mother or other adoptive parent.

How many weeks leave am I entitled to?

Employees are entitled to a maximum of 2 weeks paternity leave irrespective of length of service (10 days for a full-time member of staff or an appropriate pro-rata entitlement for a part-time member of staff) if your partner is pregnant, or you plan to adopt a baby.

The length of statutory paternity leave is unaffected by multiple births or if more than one child is adopted as part of the same placement.

Your contract of employment continues throughout your paternity leave and continuity of service will not be broken. Therefore entitlement to periods of notice, holidays and sick leave which accrued at the beginning of paternity leave will not be lost.

There are differences in when and how you can take your paternity leave depending on your length of service and whether you qualify for Occupational Paternity Leave (OPL) or Statutory Paternity Leave (SPL). For more information on paternity leave entitlements please see Table 3.

3.2 PATERNITY PAY

Will I get paid during my paternity leave?

The pay you receive will depend on how long you have worked for the University. You could be eligible for:

- Statutory Paternity Pay (SPP)
- Occupational Paternity Pay (OPP), an enhanced provision inclusive of SPP.
- Paternity Allowance (PA)

Full payment details can be found in Table 3

Am I eligible for Statutory Paternity Pay?

Statutory Paternity Pay (SPP) is paid for 2 weeks and is paid on behalf of the state by the University. In order to claim SPP, you must have been continuously employed by the University for 26 weeks at the 15th week before the expected week of childbirth (EWC) (the qualifying week), or in the case of adoption have 26 weeks continuous service by the end of the week you are 'matched' with the child for adoption.

Your average earnings must be at least as much as the lower earnings limit (currently £113 per week) for National Insurance contributions, which applies at the end of your qualifying week.

Will I receive any Occupational Paternity Pay (OPP)?

OPP is an enhanced pay provision provided by the University and is inclusive of any statutory pay. To qualify for OPP you must have been employed continuously with the University for a minimum period of 12 months before the EWC or the adoption of your child.

As payment of SPP is a statutory requirement, SPP must be offset against any entitlement to OPP. Your payslip will, therefore, show the amount of SPP paid plus a pay adjustment to bring the payment up to the level of OPP.

No combinations of payments will exceed full pay.

ⓘ You are entitled to a maximum of two weeks paternity leave irrespective of your length of service (pro rata for part-time staff).

ⓘ Your contract of employment continues throughout your paternity leave and continuity of service will not be broken.

ⓘ The pay you receive will depend on how long you have worked for the University.

3.3 NOTIFICATION AND EVIDENCE OF PATERNITY LEAVE

When should I inform my Line Manager?

In order to take paternity leave after the birth/adoption of a child you must notify HR and your Line Manager of your intention to take paternity leave using the Paternity Leave Application Form .

This date can be changed, as long as at least 28 days' written notice is given to HR and your Line Manager, if reasonably practicable.

If the baby comes early, what should I do?

If the baby comes early and you were therefore unable to give the required notice, you need to inform HR and your Line Manager as soon as possible.

If the baby comes late, what should I do?

If the baby comes late, you must delay the start of your paternity leave or take the leave from the birth of the baby. Leave cannot start before the birth. Notify HR and your Line Manager as soon as possible.

3.4 ANTENATAL APPOINTMENTS

Can I accompany my partner to ante-natal care appointments?

Yes, you are entitled to take unpaid time off work to accompany your partner to up to 2 of her ante-natal appointments. Up to 6.5 hours is allowed for each appointment. With prior approval from your Line Manager extra time off may be taken as annual leave.

ⓘ To take paternity leave you must complete the Paternity Leave application form.

ⓘ If the baby comes early or late, and you need to change your leave request, please notify your link HR contact and line manager.

3.5 ADOPTION APPOINTMENTS

Am I entitled to time off to attend adoption appointments?

From 5 April 2015, the secondary adopter has the statutory right to reasonable paid time off work to attend up to two adoption appointments. Up to 6.5 hours is allowed for each appointment. You should provide if requested, after the first appointment, evidence of appointments to your Line Manager/ Head of Department. As far as it is reasonably practicable, such appointments should be arranged at times that would cause least disruption to your work, although you should not be required to arrange such appointments outside of your normal working hours. With prior approval from your Line/ Manager extra time off may be taken as annual leave.

TABLE 3: PATERNITY LEAVE AND PAY (INCLUDING AFTER ADOPTION)

| LENGTH OF SERVICE | PATERNITY LEAVE ENTITLEMENTS/ REQUIREMENTS | PATERNITY PAY |
|--|---|--|
| One year's continuous service or more by the EWC, or 'matching week' in the case of adoption of a child in the UK. | <p>Employees may take up to 2 weeks' paternity leave (10 days for a full-time member of staff or an appropriate pro-rata entitlement for a part-time member of staff).</p> <p>This leave cannot start before the birth/ date of placement and must be taken within 56 days of the birth/date of placement.</p> <p>Leave can be taken as 1 or 2 consecutive weeks (pro rata for part-time staff). If you elect to take 1 week you cannot take the second week at a later date.</p> <p>If the baby is born prematurely you may take leave from any time from the actual date of birth up to 56 days after the EWC.</p> <p>If the baby is born late, you must delay the start date of the leave until the baby is actually born.</p> | <p>Employees are entitled to Occupational Paternity Pay (OPP) as follows: 2 weeks at full pay (inclusive of statutory paternity pay SPP).</p> |
| 26 weeks' continuous service (but less than one years' continuous service) at the 15th week before the EWC, or 'matching week' in the case of adoption of a child in the UK. | <p>Employees may take up to 2 weeks paternity leave (10 days for a full-time member of staff or an appropriate pro-rata entitlement for a part-time member of staff).</p> <p>This leave cannot start before the birth/ date of placement and must be taken within 56 days of the birth/date of placement.</p> <p>Leave can be taken as 1 or 2 consecutive weeks (pro rata for part-time staff). If you elect to take 1 week you cannot take the second week at a later date.</p> <p>If the baby is born prematurely you may take leave from any time from the actual date of birth up to 56 days after the EWC.</p> <p>If the baby is born late, you must delay the start date of the leave until the baby is actually born.</p> | <p>Employees are entitled to Statutory Paternity Pay (SPP) as follows:</p> <ul style="list-style-type: none"> 2 weeks at the current lower rate of SPP (£140.98 or 90% of average earnings whichever is the lesser amount). |



SECTION 4: SHARED PARENTAL LEAVE AND PAY

4.1 SHARED PARENTAL LEAVE (SPL)

From 5 April 2015, Shared Parental Leave (SPL) will be the new way for parents to share statutory leave and pay during the first year of birth or adoption. It is separate from the right to [unpaid parental leave](#) and will not replace the current [maternity leave and pay](#) or [adoption leave](#) and pay regimes.

The new right allows the mother/adopter to choose to bring the maternity/adoption leave to an end (known as 'curtailing') at any point after the initial two week compulsory maternity/adoption leave period. The parents can then choose how to split up the remaining weeks of leave and pay between them. Any time spent on maternity or adoption leave by the mother or the primary adopter will reduce the amount of SPL available.

Where a mother/adopter takes 51 or more of the 52 weeks of maternity/adoption leave that is available, then no shared parental leave can be created.

The mother/adopter must take two weeks' compulsory maternity/adoption leave immediately following the birth/placement of the child, which may not be shared with the father/partner.

The mother/adopter can elect to bring their maternity/adoption leave to an end early and opt-in to a period of shared parental leave and pay instead.

The two week period of [paternity leave](#) will continue to be available.

Your contract of employment continues throughout SPL and continuity of service will not be broken. Therefore entitlement to periods of notice, holidays and sick leave which accrued at the beginning of SPL will not be lost.

Example: An adopter and their partner are both eligible for SPL. The adopter ends their maternity leave after 12 weeks, leaving 40 weeks (of the total 52 week entitlement) available for SPL. They take 30 weeks and their partner takes the other 10 weeks.

Who does this policy apply to?

This policy only applies to employees of the University, whether you are the mother/adopter or the partner.

If you are the mother/adopter (and are employed by the University), your partner must (where relevant) submit any notifications to take shared parental leave to their own employer, which may have its own shared parental leave policy in place, if they want to take a period of shared parental leave.

If you are the partner (and are employed by the University), the mother/adopter must (where relevant) submit any notifications to take shared parental to their own employer.

If both you are employees of the University each of you should submit the required notifications to the University.

The mother/adopter and the partner should ensure that they are each liaising with their own employer to ensure that requests for shared parental leave are handled as smoothly as possible.

Who is eligible for shared parental leave?

SPL can only be used by two people.

Eligibility for birth parents: to be eligible for SPL, both parents must share responsibility for the child at birth.

Eligibility for adopters: to be eligible for SPL, both adoptive parents must share responsibility for the child.

For employees to be eligible to take SPL, both parents must meet certain eligibility requirements.

ⓘ The mother/adopter can bring the maternity leave to an end early and opt into a period of shared parental leave and pay instead.

ⓘ Your contract of employment continues throughout shared parental leave and continuity of service will not be broken.

Mother's/adopter's eligibility for shared parental leave

The mother/adopter is eligible for shared parental leave if they:

- have at least 26 weeks' continuous employment ending with the 15th week before the expected week of childbirth and remains in continuous employment with the University until the week before any period of shared parental leave that she takes;
- have, at the date of the child's birth/adoption, the main responsibility, apart from the partner, for the care of the child;
- are entitled to statutory maternity/adoption leave in respect of the child; and
- comply with the relevant (or has returned to work before the end of statutory maternity/adoption leave), and shared parental leave notice and evidence requirements.

In addition, for the mother/adopter to be eligible for shared parental leave, the partner must:

- have been employed or a self-employed earner in at least 26 of the 66 weeks immediately preceding the expected week of childbirth/matching date;
- meet the 'earnings test' and have average weekly earnings of at least £30 for any 13 of those 66 weeks; and
- have, at the date of the child's birth/adoption, the main responsibility, apart from the mother/adopter, for the care of the child.

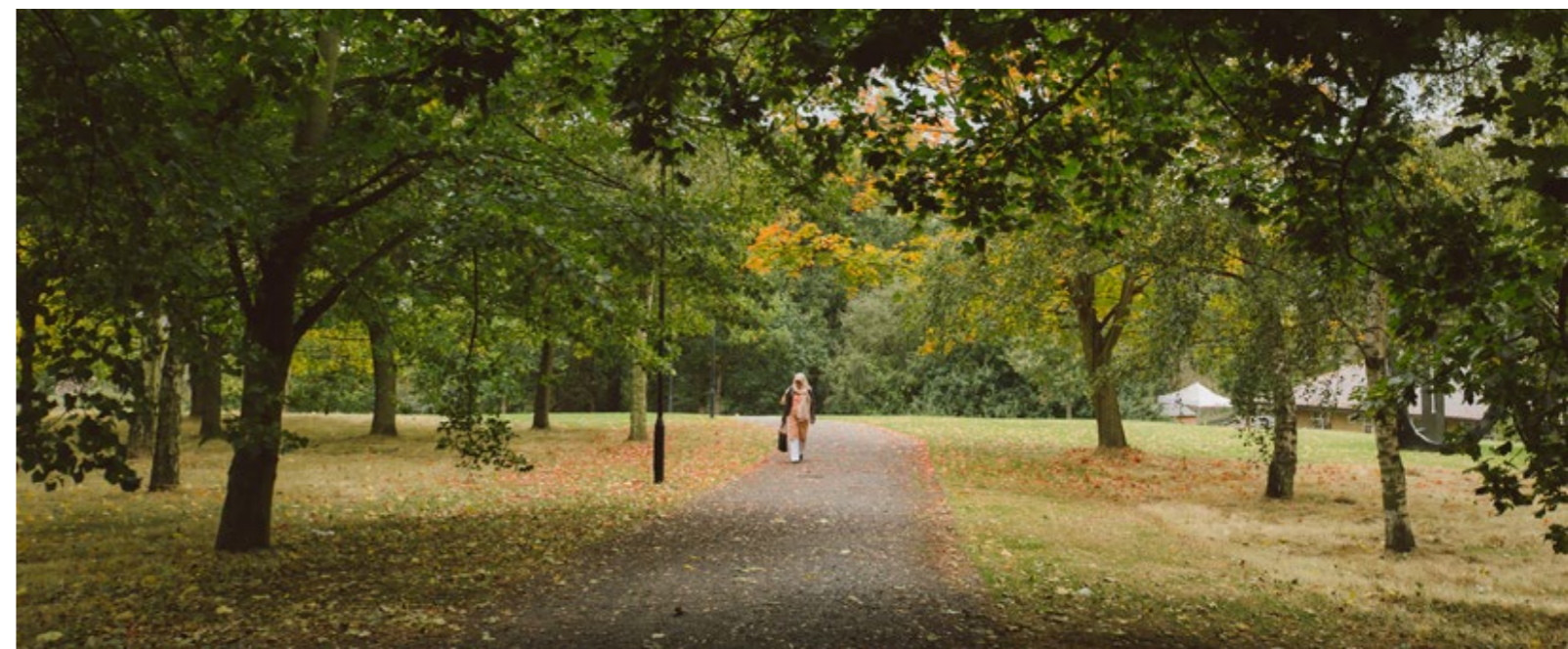
Partner's eligibility for shared parental leave

The partner is eligible for shared parental leave if they:

- have at least 26 weeks' continuous employment ending with the 15th week before the expected week of childbirth/matching date and remains in continuous employment with the University until the week before any period of shared parental leave that they take;
- have, at the date of the child's birth, the main responsibility, apart from the mother/adopter, for the care of the child; and
- comply with the relevant shared parental leave notice and evidence requirements.

In addition, for the partner to be eligible for shared parental leave, the mother/adopter must:

- have been employed or been a self-employed earner during at least 26 of the 66 weeks immediately preceding the expected week of childbirth/matching date;
- meet the 'earnings test' and have average weekly earnings of at least £30 for any 13 of those 66 weeks; and
- have, at the date of the child's birth/adoption, the main responsibility, apart from the partner, for the care of the child;
- be entitled to statutory maternity/adoption leave, statutory maternity/adoption pay or maternity/adoption allowance in respect of the child; and
- comply with the relevant maternity/adoption leave or pay curtailment requirements (or have returned to work before the end of statutory maternity/adoption leave).



How many weeks of Shared Parental Leave am I entitled to?

You may take up to 50 weeks SPL during your child's first year in your family. The number of weeks available is calculated using the mother's/adopter's entitlement to maternity/adoption leave, which allows them to take up to 52 weeks' leave. If the mother/adopter reduces their maternity/adoption leave entitlement then you may opt in to the SPL system and take any remaining weeks as SPL. A mother/adopter must take a compulsory period of at least two weeks maternity/adoption leave after the birth/adoption of the child. This compulsory period cannot be shared.

A mother/adopter may reduce their entitlement to maternity/adoption leave by returning to work before the full entitlement of 52 weeks has been taken, or they may give notice to curtail their leave at a specified future date.

SPL leave can be taken during the 12 months following the birth or date of placement for adoption, but cannot begin earlier than two weeks following the child's birth/placement date. SPL must end no later than one year after the birth/placement of the child. Any SPL not taken by the first birthday or first anniversary of placement for adoption is lost.

If the mother/adopter is not entitled to maternity/adoption leave e.g. they are a casual worker but is entitled to Statutory Maternity Pay (SMP), Statutory Adoption Pay (SAP) or Maternity Allowance (MA), they must reduce their entitlement to less than the 39 weeks. If they do this, their partner may be entitled to up to 50 weeks of SPL. This is calculated by deducting from 52 the number of weeks of SMP, SAP or MA taken by the mother/adopter.

How can the leave be taken?

Those in receipt of occupational shared parental pay (enhanced provision)

If you are eligible for, and intend to take, **occupational shared parental pay** (OshPP) you are only permitted to make one, single request for leave and this leave must be taken in one, continuous block with no breaks in between (e.g. 4 weeks in a row). This leave must not exceed the total number of weeks of SPL available to you and you must have given at least 8 weeks' notice before commencing the period of leave. Only in exceptional circumstances may the Executive Deans or the Registrar and Secretary agree in advance to a discontinuous period of leave.

Those in receipt of 'statutory' shared parental pay only

If you are not entitled to OshPP, or do not intend to take it, and are eligible for **statutory shared parental pay** (ShPP) only you may request either:

- a continuous period of leave (e.g. 4 weeks in a row) so long as it does not exceed the total number of weeks of SPL available to you and you have given at least 8 weeks' notice, or
- a discontinuous period of leave, which means asking for a set number of weeks of leave over a period of time, with breaks between the leave where you return to work (for example, an arrangement where you will take six weeks of SPL and work every other week for a period of three months).

ⓘ You may take up to 50 weeks of shared parental leave during your child's first year.

ⓘ If you are eligible for Occupational Shared Parental Pay you may only make a single request for leave and this leave must be taken in one continuous block.

Does my request for leave have to be approved?

Any request for continuous leave must be approved (providing you have given the correct 8 weeks' notice before the start of the leave period).

The University will consider a discontinuous leave notification but has the right to refuse it. All requests for discontinuous leave will be carefully considered, weighing up the potential benefits to you and the University against any adverse impact to the business, for example:

- the burden of additional costs
- inability to reorganise work amongst existing staff,
- inability to recruit additional staff,
- a detrimental impact on quality
- a detrimental impact on performance
- detrimental effect on ability to meet customer demand.
- insufficient work for the periods the employee proposes to work
- a planned structural change to the business

It is best to discuss any planned discontinuous periods of leave with your line manager and HR in advance of submitting any formal request. This will give the University more time to consider your request and hopefully give you some idea whether your plans may be agreed.

Where there is concern over accommodating the notification, HR and your Line Manager may seek to arrange a meeting to discuss your notification within 14 days of the request being received. If the leave pattern is refused, you can either withdraw it within 15 days of giving it, or can take the leave in a single continuous block.

When can SPL commence?

SPL can commence as follows:

- The mother can take SPL after they have taken the legally required two weeks of maternity leave immediately following the birth of the child
- The adopter can take SPL after taking at least two weeks of adoption leave
- The father/partner can take SPL immediately following the birth/placement of the child, but may first choose to exhaust any paternity leave entitlements (as the father/partner cannot take paternity leave or pay once they have taken any SPL or ShPP).

Where a mother/adopter gives notice to curtail their maternity/adoption entitlement then the mother/adopter's partner can take leave while the mother/adopter is still using their maternity/adoption entitlements.

SPL will generally commence on your chosen start date specified in your SPL application or in any subsequent variation notice.

If you are eligible to receive it, Shared Parental Pay (ShPP) may be paid for some, or all, of the SPL period (see 'Shared Parental Pay' below).

When must SPL end?

SPL must end no later than one year after the birth/placement of the child. Any SPL not taken by the first birthday or first anniversary of placement for adoption is lost.

4.2 NOTIFICATION OF SHARED PARENTAL LEAVE

How do I give notice of my intention to take Shared Parental leave and how do I book this leave?

It is advisable to book a meeting with your **HR contact** as early as possible to talk about your plans/benefits/entitlements and to enable the University to support you.

To request shared parental leave, the following three notifications must be provided within the required timescales.

1. Maternity/adoption leave curtailment notice

Firstly, before the mother/adopter or partner can take shared parental leave, the mother/adopter must either return to work before the end of the maternity/adoption leave period (by giving the required 8 weeks' notice) or provide HR and your Line Manager with a **maternity/adoption leave curtailment notice** if the mother/adopter is employed by the University.

The maternity leave curtailment notice must be in writing and state the date on which maternity leave is to end. That date must be:

- after the compulsory maternity leave period, which is the two weeks after birth;
- at least 8 weeks after the date on which the mother/adopter gave the maternity leave curtailment notice to their employer; and
- at least one week before what would be the end of the additional maternity leave period.

ⓘ It is advisable to book a meeting with HR to talk about how the University can support you.

ⓘ To request shared parental leave you must provide three notifications:
- maternity curtailment notice
- notice of entitlement and intention to take shared parental leave
- notice to book leave.



2. Notification of Entitlement and Intention to take shared parental leave

Secondly, a [Notice of Entitlement and Intention](#) to take SPL must be submitted to HR and your Line Manager to provide an indication of start and end dates of any SPL that is to be requested. This should be submitted at least 8 weeks before the start date of the period of SPL and may be submitted at the same time as the Maternity/adoption leave curtailment notice. The Notice also requires confirmation of eligibility, entitlement and signed declaration and consent from partners.

At this stage you are only notifying the University of your 'intention' to take leave. As such this is a non-binding agreement and does not create actual certainty for your Line Manager or give you the entitlement to take the leave specified. The intention is to encourage you and your Line Manager to have an early discussion about your intentions.

3. Notice to Book Leave

Thirdly, a [Notice to Book Leave](#) is required and may often be submitted at the same time as the Notice of Entitlement and Intention is submitted. However, this may be submitted afterwards. A notice to book leave must be given at least 8 weeks before leave can be taken. Please ensure your Maternity/Adoption leave curtailment notice has either already been submitted or is submitted with this form.

Is there a limit on the number of Notices to Book Leave?

If you are eligible for, and intend to take, Occupational Shared Parental Pay (OshPP) you are only permitted to make one 'Notice to book leave' request.

If you are not entitled to, or do not intend to take, OshPP you may submit up to three separate 'Notices to Book Leave' requests.



Will the University require evidence of my eligibility?

The University may within 14 days of your notification being given, request:

- the name and business address of your partner's employer (where your partner is no longer employed or is self-employed their contact details must be given instead).
- in the case of biological parents, a copy of the child's birth certificate (or, where one has not been issued, a declaration as to the time and place of the birth).
- in the case of an adopted child, documentary evidence of the name and address of the adoption agency, the date on which they were notified of having been matched with the child and the date on which the agency expects to place the child for adoption.

In order to be entitled to SPL, you must produce this information within 14 days of the University's request.

Can I vary or cancel agreed arrangements for Shared Parental Leave?

You are permitted to vary or cancel an agreed and booked period of SPL, provided that you advise HR and your line manager in writing at least 8 weeks before the date of any variation using the Notice to Cancel or Vary a Shared Parental Leave Request. Any new start date cannot be sooner than 8 weeks from the date of the variation request.

You do not need to give 8 weeks' notice if you are changing the dates of your SPL because your child has been born earlier or later than the EWC. In such cases please notify us in writing of the change as soon as you can.

A notice to cancel or change a period of leave, including notice to return to work early, will count as one of your three period of leave notices, unless:

- the variation is a result of your child being born earlier or later than the EWC;
- the variation is at our request; or
- we agree otherwise.

If you have used up all of your notifications the University is under no obligation to agree to vary/cancel the leave but will consider the request and decide whether it is reasonably practicable to grant it.

ⓘ The University may request: the name and address of the partner's employer; a copy of the child's birth certificate or the name and address of the adoption agency and the date on which they were notified of having been matched/expects to place the child.

ⓘ You may vary or cancel an agreed period of shared parental leave, provided that you advise your link HR contact and your line manager in writing at least 8 weeks before the date of any variation.

Can I withdraw my notice to end (curtail) my maternity/adoption leave?

If you have given notice to curtail your maternity or adoption leave (as above) and wish to withdraw the notice, as long as you have not returned to work and one of the following circumstances applies you may do so:

- where it is discovered in the 8 weeks following the notice that neither you (the mother/adopter) nor your partner has any entitlement to Shared Parental Leave or pay
- in the event of the death of your partner;
- (for mothers only) if your notice was given before the birth, and you wish to withdraw your maternity curtailment notice in the six weeks following the birth.

With the first two circumstances there will be no further opportunity to opt into Shared Parental Leave at a later date with the same child. However, in the third circumstance the mother would be able to opt into Shared Parental Leave at a later date.

You must inform HR and your line manager in writing if you wish to withdraw a leave curtailment notice.

4.3 SHARED PARENTAL PAY

What is Shared Parental Pay and how many weeks of pay are available?

If you are eligible you may be entitled to take up to 37 weeks of Shared Parental Pay (ShPP) while taking SPL. The amount of weeks available will depend on the amount by which the mother/adopter reduces their maternity/adoption pay period or maternity allowance period. The untaken weeks of ShPP or OshPP can be taken by the parent who is on SPL if they meet the qualifying criteria. Shared parental pay may be payable during some or all of SPL, depending on the length and timing of the leave. For example if shared parental leave starts 8 weeks after the birth, the partner will be eligible for only the remaining pay entitlements.

If both parents take leave and pay at the same time, the pay entitlement (which will not exceed 37 weeks and if eligible will include 22 weeks of OshPP) must be shared between them.

[Shared parental leave and pay examples.](#)

The pay you receive will depend on how long you have worked for the University. You could be eligible for:

- Statutory Shared Parental Pay (ShPP)
- Occupational Shared Parental Pay (OshPP), an enhanced provision inclusive of ShPP.

Payment details can be found in [Table 4](#).

Am I eligible for statutory shared parental pay (ShPP)?

For employees to be eligible for statutory shared parental pay (ShPP), both parents must meet certain eligibility requirements.

Mother's/primary adopter's eligibility for statutory shared parental pay

The mother/primary adopter is eligible for statutory shared parental pay if they:

- have at least 26 weeks' continuous employment ending with the 15th week before the expected week of childbirth or adoption matching and remains in continuous employment with the University until the week before any period of shared parental pay that they get;
- have normal weekly earnings for a period of eight weeks ending with the 15th week before the expected week of childbirth or adoption matching of at least the lower earnings limit for national insurance contribution purposes;
- have at the date of the child's birth or adoption matching, the main responsibility, apart from the partner, for the care of the child;
- are absent from work and intends to care for the child during each week in which they receive statutory shared parental pay; and
- are entitled to statutory maternity/adoption pay in respect of the child, but the maternity/adoption pay period has been reduced.

In addition, for the mother/adopter to be eligible for statutory shared parental pay, the partner must:

- have been employed or been a self-employed earner during at least 26 of the 66 weeks immediately preceding the expected week of childbirth or adoption matching;
- meet the 'earnings test' and have average weekly earnings of at least £30 for any 13 of those 66 weeks; and
- have, at the date of the child's birth or adoption matching, the main responsibility, apart from the mother/adopter for the care of the child.

ⓘ If you are eligible you may take up to 37 weeks of shared parental pay.

Partner's eligibility for statutory shared parental pay

The partner is eligible for statutory shared parental pay if they:

- have at least 26 weeks' continuous employment ending with the 15th week before the expected week of childbirth/matching date and remains in continuous employment with the University until the week before any period of shared parental pay that they get;
- have normal weekly earnings for 8 weeks ending with the 15th week before the expected week of childbirth/matching date of at least the lower earnings limit for national insurance contribution purposes;
- have, at the date of the child's birth/adoption, the main responsibility, apart from the mother, for the care of the child; and
- are absent from work and intend to care for the child during each week in which they receive statutory shared parental pay.

In addition, for the partner to be eligible, the mother/primary adopter must:

- have been employed or been a self-employed earner during at least 26 of the 66 weeks immediately preceding the expected week of childbirth or adoption matching;
- meet the 'earnings test' and have average weekly earnings of at least £30 for any 13 of those 66 weeks;
- have, at the date of the child's birth/adoption, the main responsibility, apart from the partner, for the care of the child; and
- be entitled to statutory maternity/adoption pay or maternity/adoption allowance in respect of the child, but the maternity/adoption pay period or maternity/adoption allowance period has been reduced.

SMP is payable whether or not you intend to return to work.

Am I eligible for Occupational Shared Parental Pay?

Occupational Shared Parental Pay (OshPP) is an enhanced pay provision provided by the University. To qualify you must have been employed continuously with the University for a minimum period of 12 months before the expected week of childbirth/commencement of adoption leave. In addition, you and your partner must meet the appropriate [eligibility requirements for ShPP](#) outlined above.

If you do not intend to return to work, you will not qualify for OShPP.

For the purposes of OShPP you will be deemed to be in receipt of ShPP

ShPP will be offset against OShPP during the period of 8 weeks that an employee, who intends to return to work, is receiving full pay.

ShPP will not normally be offset against OshPP half pay. However, if during the course of SPL, payment of half pay and ShPP (at whatever rate) together amount to more than full pay, then the combined payment will be reduced to the level of full pay during the period in which ShPP is being paid. No combinations of payments will exceed full pay.

Your payslip will show the amount of ShPP paid plus a pay adjustment to bring the payment up to the level of OshPP.

How will Statutory Shared Parental Pay (ShPP) and Occupational Shared Parental Pay (OshPP) be paid to me?

Your ShPP/OshPP will be paid into your bank account on the same date that your salary would have been paid, and will be subject to deductions for tax, National Insurance and pension contributions in the usual way.

ⓘ Occupational Shared Parental Pay is an enhanced pay provision provided by the University. To qualify you must have been employed continuously with the University for a minimum of 12 months before the expected week of childbirth/commencement of adoption leave

ⓘ Statutory Shared Parental Pay is payable whether or not you intend to return to work.

ⓘ If you do not intend to return to work you will not qualify for Occupational Shared Parental Pay.

What about my pension contributions?

For the time you are in receipt of either ShPP or OshPP pension contributions will continue to be payable. Although based on the rate of pay that you will actually receive you will continue to accrue pension benefits in the same way and at the same rate that applied immediately before you leave commenced.

For any subsequent period of unpaid leave the choice is entirely yours. If you pay contributions for the period of unpaid leave they will be based on the full notional salary that you would have received had you not taken adoption leave. If you wish to make up these contributions, they can be collected from your salary on your return to work. It may be possible, subject to the restrictions of the tax year, to spread the collection of these contributions over a period equal to the length of the unpaid leave. You will receive a letter from the University Pensions Officer asking you to confirm your decision.

4.4 ANNUAL LEAVE

Will I accrue any annual leave during my Shared Parental Leave?

Annual leave accrues throughout the full period of Shared Parental Leave. Leave also accrues for any statutory public holiday and/or Christmas closure day that falls during the period of Shared Parental Leave.

Annual leave may only be taken before you start your Shared Parental Leave or at the end of your Shared Parental Leave. It is not possible to take annual leave whilst you are on Shared Parental Leave.

All annual leave is subject to the rule on 'no-carry-over' from one leave year to the next. In some cases it may be possible at Department level to agree a small carry-over of leave (no more than 5 days), subject to the business need of the employing unit and at the discretion of the Head of that unit.

Any leave accrued during the leave year in which the Shared Parental Leave falls may be used in lieu of an equivalent amount of unpaid adoption leave.

Where it is agreed that you will return to work on the basis of reduced contractual hours of work, your new reduced hours should not normally take effect until any leave accrued under your previous contractual hours has been taken. This effectively means that you may officially return to work on X day, take your outstanding holiday accrued under your previous (e.g. full-time) contractual hours and then physically return to work and start your new reduced hours on Y date.

4.5 SHARED PARENTAL LEAVE IN TOUCH (SPLIT) DAYS

What are SPLIT days?

Shared Parental Leave In Touch (SPLIT) days allow you to do some limited work under the terms of your contract of service for the University whilst you are on maternity leave. Any SPLIT day taken will not bring your Shared Parental Leave to an end, and payment of ShPP/OshPP will not be affected. Each parent will be entitled to up to 20 SPLIT days. For further information please see SPLIT day information.

What if I want more time off after the end of my paid Shared Parental Leave?

You are also eligible to take unpaid [parental leave](#).

4.6 RETURNING TO WORK

If you have chosen to take OshPP you must return to work for a minimum of three months otherwise you will be expected to repay any amount of OshPP that you have received in excess of the ShPP entitlement.

If you wish to consider the possibility of working part time on your return to work, please look at the University's [work life balance](#) information.

Should I change my mind, and not want to return to work, what will I have to pay back?

If you have taken OshPP you will have to repay the difference between the OshPP and the ShPP.

If you have only received ShPP and you decide not to return to work you will not need to repay anything.

What happens if I am sick after my shared parental leave is over?

You are entitled to sick leave and statutory sick pay if you are not well enough to return to work after the end of your SPL. You must produce a fitness to work certificate after your sickness absence for any period longer than seven calendar days.

What if I am no longer responsible for the care of the child?

If circumstances change and you are no longer responsible for caring for the child (unless it is because the child has died) your entitlement to SPL and any ShPP/OshPP will immediately cease and you must notify [HR](#) and your Line Manager.

ⓘ Annual leave continues throughout the full period of shared parental leave.

ⓘ If you have chosen to take Occupational Shared Parental Pay you must return to work for a minimum period of three months.

ⓘ If you wish to consider the possibility of working part-time on your return to work, please review the [Work Life Balance](#) information.

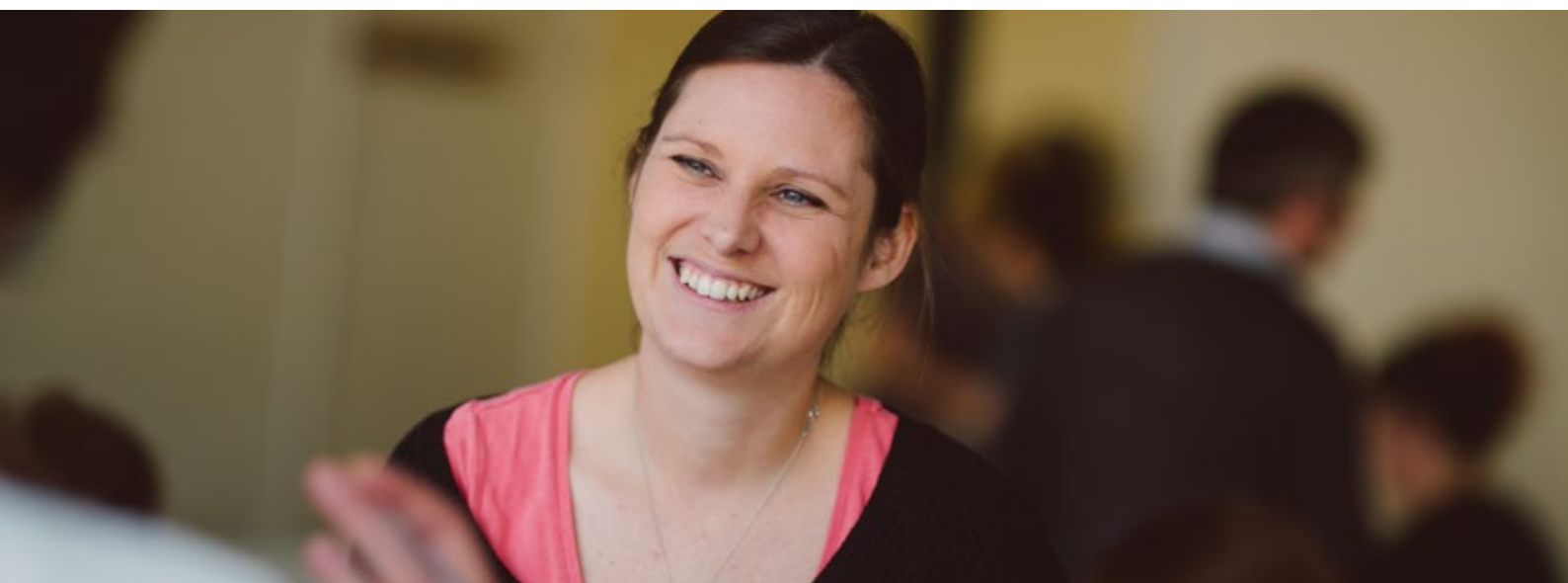


TABLE 4: SHARED PARENTAL PAY

| STATUTORY SHARED PARENTAL PAY (SHPP) | OCCUPATIONAL SHARED PARENTAL PAY(OSHPP) |
|--|---|
| ShPP is paid at the rate of £140.98 a week or 90% of your average weekly earnings, whichever is the lesser amount. | <p>OShPP is inclusive of statutory shared parental pay (ShPP) as follows:</p> <ul style="list-style-type: none"> 6 weeks full pay, (please note only 6 weeks at full pay are available as the first 2 weeks must be taken by the mother/primary adopter as compulsory maternity/adoption leave and pay) followed by 16 weeks of half pay (plus ShPP (£140.98 or 90% of your average weekly earnings, whichever is the lesser amount) followed by 15 weeks' of lower rate ShPP (£140.98 or 90% of your average weekly earnings whichever is the lesser amount). |

SHARED PARENTAL LEAVE AND PAY EXAMPLES

EXAMPLE 1:

In this example - both parents are employees of the University and are entitled to OshPP. They both decide to take shared parental leave and pay at the same time.

Mother goes on maternity leave for the first two weeks after the baby is born at full pay.

Partner takes two weeks' ordinary paternity leave (OPL) at the time of the birth, at full pay. Mother ends their maternity leave after a total of two weeks' maternity leave. SPL begins immediately with a total of 50 weeks' leave entitlement and 37 weeks' pay, to be shared by both parents.

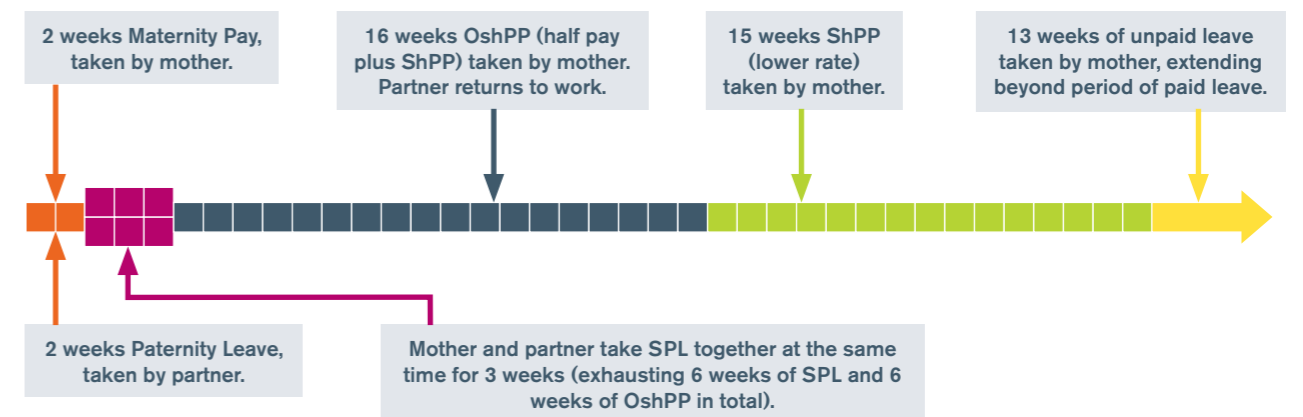
Mother and partner take SPL together at the same time for 3 weeks (exhausting 6 weeks of SPL and 6 weeks of OshPP in total).

Partner returns to work. The mother remains on SPL for a further 44 weeks (16 weeks at half pay plus ShPP, followed by 15 weeks of lower rate ShPP, followed by 13 weeks of unpaid leave).

The cost of SPL is met by each employee's department:

The mother's department will pay:
Two weeks' maternity leave at full pay, 3 weeks of shared parental leave at full pay, 16 weeks at half pay (plus ShPP), 15 weeks of lower rate ShPP.

The partner's department will pay:
Two weeks' Paternity at full pay and 3 weeks of Shared Parental Leave at full pay.



Acronyms:

| | | | |
|--------------|----------------------------------|-------------|-------------------------------|
| OMP | occupational maternity pay | ShPP | statutory shared parental pay |
| OPL | ordinary paternity leave | SMP | statutory maternity pay |
| OshPP | occupational shared parental pay | SPL | shared parental leave |

EXAMPLE 2:

In this example - both parents are employees of the University and are entitled to OshPP. After the mother has curtailed (ended) their maternity leave the partner enters into the shared parental leave and pay arrangement.

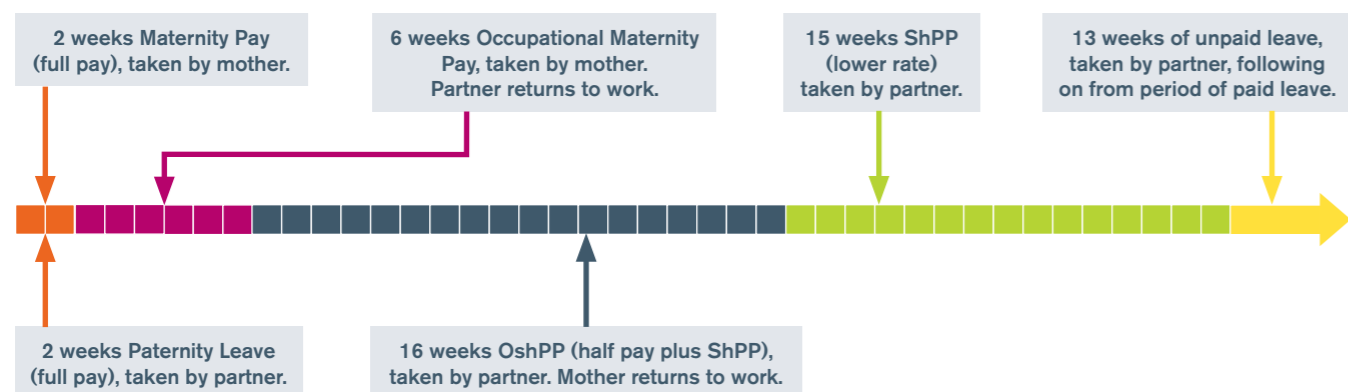
Mother goes on maternity leave for the first two weeks after the baby is born at full pay. Partner takes two weeks' ordinary paternity leave (OPL) at the time of the birth, at full pay. Mother remains on maternity leave for another 6 weeks and continues to take the remaining 6 weeks of her full OMP. Partner returns to work.

Mother ends their maternity leave after a total of 8 weeks' maternity leave and returns to work. SPL begins immediately with a total of 44 weeks' leave entitlement and 31 weeks of pay. Partner begins SPL for the remaining 44 weeks (16 weeks at half pay plus ShPP, followed by 15 weeks of lower rate ShPP, followed by 13 weeks of unpaid leave).

The cost of SPL is met by each employee's department:

The mother's department will pay:
8 weeks' maternity leave at full pay.

The partner's department will pay:
31 weeks' of Occupational Shared Parental Pay (16 weeks of half pay plus ShPP, followed by 15 weeks of lower rate ShPP).



EXAMPLE 3:

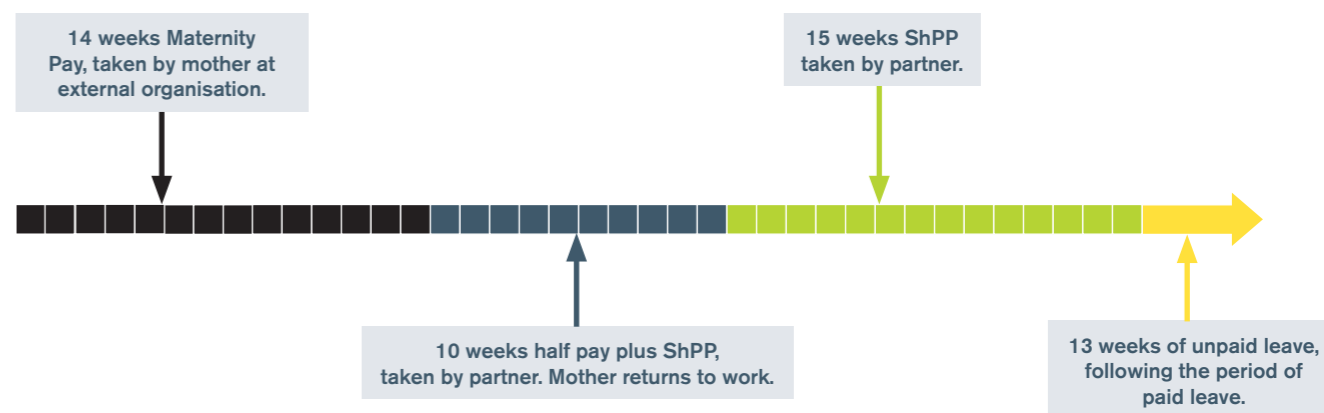
In this example - the partner is an employee of the University but the mother is employed by another organisation. The partner is entitled to OshPP.

Mother takes 14 weeks of maternity leave before curtailing their leave and pay. Mother returns to work. Partner begins SPL for the remaining 38 weeks (10 weeks of half pay plus ShPP, followed by 15 weeks of lower rate ShPP, followed by 13 weeks of unpaid leave).

The cost of SPL is met by each employee's organisation:

The mother's organisation will pay:
14 weeks of maternity pay

The University will pay the partner:
10 weeks of half pay plus ShPP, followed by 15 weeks of lower rate ShPP, followed by 13 weeks of unpaid leave.



EXAMPLE 4:

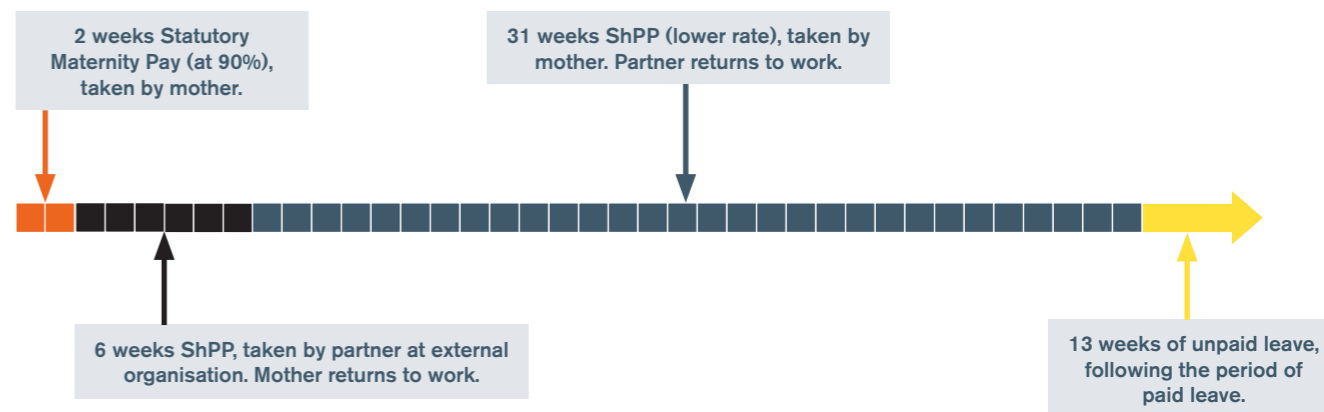
In this example - the mother is an employee of the University but the partner is employed by another organisation. The Mother is entitled to ShPP only.

Mother takes maternity leave for 2 week's then curtails her maternity leave allowing her partner to enter into the SPL arrangement. Mother returns to work. Partner takes 6 week's of SPL before returning to work. Mother takes a further 44 week's of SPL (31 week's of ShPP, followed by 13 weeks of unpaid leave).

The cost of SPL is met by each employee's organisation:

The mother's department at the University will pay:
2 weeks of SMP
31 weeks of ShPP

The partner's organisation will pay the partner:
6 week's of OshPP.



SECTION 5: PARENTAL LEAVE (UNPAID)

5.1 PARENTAL LEAVE (UNPAID)

Parental Leave is a right to take time off work to look after a child or to make arrangements for a child's welfare. You can take unpaid parental leave to look after your child's welfare, for example to:

- spend more time with your children;
- look at new schools;
- settle children into new childcare arrangements;
- spend more time with family – e.g. visiting grandparents.

You will remain employed while on Parental Leave. At the end of the period of Parental Leave you will be entitled to return to the same job as before.

Parental Leave will be subject to agreement with the University on the timing and duration of the leave. Such agreement will not be unnecessarily withheld but will take into account service provision.

Am I entitled to take parental leave?

You are entitled to take Parental Leave if you have a child and have completed one year's qualifying service with the University at the time you wish to take the leave. The leave is available for each child up to their 18th birthday.

How many weeks can be taken?

18 weeks of unpaid leave can be taken per child. A 'week' equals the length of time you normally work in a week.

Is the leave with pay?

No, parental leave is unpaid.

Is there a limit to how much leave I can take per year?

The limit on how much parental leave can be taken in a year (1 April-31 March) is a maximum of 4 weeks for each child (unless we agree otherwise).

How can the leave be taken?

Unless the child is disabled, or the University agrees otherwise, leave should be taken in blocks or multiples of one week. Parents with disabled children can take parental leave in periods of less than one week (e.g. an 'odd' day off).

5.2 NOTIFICATION TO TAKE UNPAID PARENTAL LEAVE

You must give 21 days' notice before the intended start date. Please complete an parental leave application form to give written notification of your intention to take unpaid Parental Leave and the date on which you intend this leave to start and send it to [HR](#) with a copy to your Line Manager/Head of Department.

What if you are unreasonably refused time off?

If you feel you have been unreasonably refused time off, then you should contact [HR](#) who will seek to investigate and resolve the situation.

ⓘ You are entitled to take Parental Leave if you have had at least one year of service with the University at the time you wish to take the leave.

ⓘ 18 weeks of Parental Leave can be taken per child.

ⓘ The leave is available for each child up to their 18th Birthday.

SECTION 6: KEEPING IN TOUCH (KIT) DAYS AND SHARED PARENTAL LEAVE IN TOUCH (SPLIT) DAYS

6.1 KIT/SPLIT DAYS

KIT days are available to you if you are on Maternity or Adoption Leave. You are permitted to use up to 10 KIT days.

SPLIT days are available to you if you are on Shared Parental Leave. Each parent entitled to Shared Parental Leave will have an individual entitlement of up to 20 SPLIT days.

KIT/SPLIT days allow you to do some limited work under the terms of your contract of service for the University. Any KIT/SPLIT day taken will not bring your maternity/ adoption/ shared parental leave period to an end, and payment of any statutory or occupational pay will not be affected but it will be offset against pay for the KIT/SPLIT days.

KIT/SPLIT days can either be taken as blocks of days, or as individual days.

KIT/SPLIT days may be taken at any point during maternity/adoption leave (except in the case of maternity leave for the first two weeks directly after the baby is born known as compulsory maternity leave).

These days are optional and the decision to undertake a KIT day must be made by agreement between you and your Line Manager/Head of Department. There is no obligation for either you or the University to agree to a KIT day(s). You must give your manager at least two weeks' notice of your intention to use your KIT day, unless agreed otherwise.

6.2 PAYMENT FOR A KIT/SPLIT DAY

What payment will I receive for working a KIT/SPLIT day?

If you work during a period of full pay, no additional payment will be made. If you work during a period of half maternity/adoption/ shared parental leave pay or SMP/SAP/ ShPP pay will be 'topped up' so that you receive full pay for the hours worked. If you work for less than your normal full day, this will count as one KIT/SPLIT day for the purposes of the 10 KIT/20 SPLIT days allocated, although payment will only be made for actual hours worked. On no occasion will you receive more than a full day's pay.

Payment examples

Payment will be made as follows:

- Payment for KIT/SPLIT days will not exceed full pay. If a KIT/SPLIT day occurs during a period of full maternity/adoption pay then no additional payment will be made.
- If a KIT/SPLIT day occurs during a period of half pay or SMP only, this will be effectively "topped-up" so that you receive full pay at your normal hourly rate for the hours worked on the day in question.
- If a KIT/SPLIT day occurs during a period of unpaid leave you will receive full pay at your normal hourly rate for the hours worked on that day.
- Payment for KIT/SPLIT days will only be made after completion of the day's work.

How do I receive payment for my KIT days?

To receive payment for any KIT/SPLIT day worked you need complete a KIT/SPLIT form and send this to your line manager/ Head of Department to agree and sign. Your Line Manager should send this to [HR](#) to process payment.

ⓘ KIT days are available to you if you are on Maternity/Adoption leave. You may take up to 10 days.

ⓘ SPLIT days are available to you if you are on Shared Parental Leave. Each parent is entitled to take up to 20 SPLIT days.

ⓘ KIT/SPLIT days can be taken as blocks of days or as individual days.

6.3 HOW DO KIT/SPLIT DAYS WORK?

If I attend work for half a day or less is this classed as one of my KIT/SPLIT days?

Yes, as soon as you enter work, even if it's for only a few hours, this is counted as one of your 10 KIT/SPLIT days allowed. The number of hours that you attend work can be up to the maximum of the full time equivalent (7.2 per day for a full-time employee). However, you will only get paid for the hours you work.

What are the advantages of using KIT days?

KIT/SPLIT days can provide a number of advantages for both you and the University and can provide a smooth transition back to work after a long period of maternity/adoption leave. Some of the many advantages are; training and development can continue during maternity/adoption leave; you can stay in touch with workplace issues and changes or finish the completion of a project.

Will I be placed at a disadvantage on my return if I don't come into work prior to the end of my maternity/adoption/shared parental leave?

You are encouraged to make use of KIT/SPLIT days as a positive way to keep in contact with developments in your area of work. As work during maternity/adoption leave may only take place with the agreement of both parties, you will not be at any disadvantage regarding the options you choose. If you are unable, or decline the opportunity, to work any KIT/SPLIT days then they will do so without suffering any detriment.

What type of work will I be expected to undertake whilst working a KIT/SPLIT day?

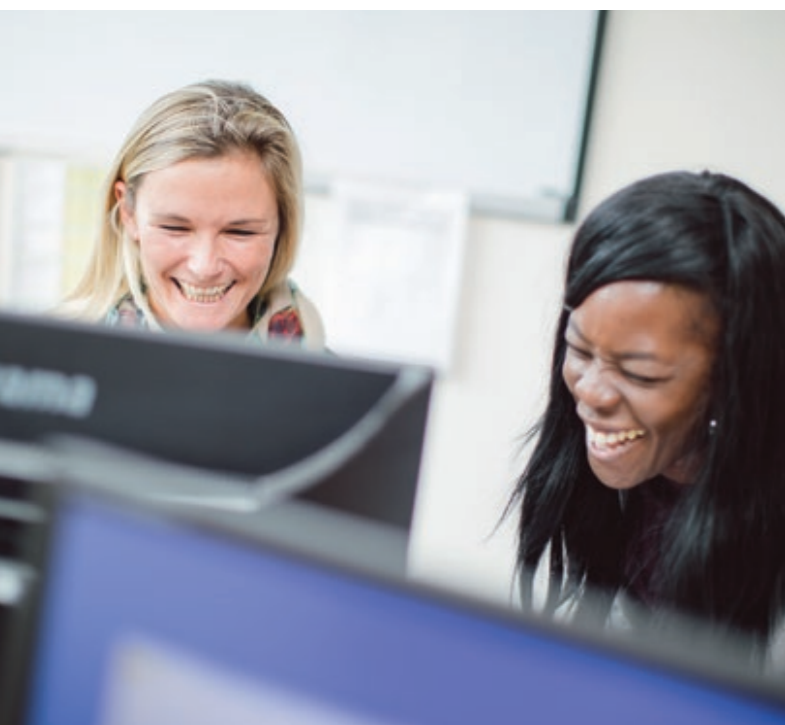
You will be expected to undertake any work duties normally performed under your contract of employment. The purpose of these days is to allow you to be kept informed and up to date on developments within your own workplace or within the University. This may include attending a conference, undertaking training or a team event.

I have been asked to be an external examiner for another University, can I use a KIT/SPLIT day to undertake this work?

No, because this is paid work for another employer and therefore will affect your maternity/adoption/shared parental pay arrangements.

ⓘ Even if you work for only a few hours on your KIT/SPLIT day this will be counted as one of your days. You will only be paid for the hours you work.

ⓘ You do not have to use your KIT/SPLIT days but they are a positive way of keeping in touch with developments in your area of work (particularly before you are due to return).



**SECTION 7:
STAFF ON FIXED-TERM CONTRACTS**

I am on a fixed-term contract. Do I still have the same entitlement to maternity 'leave' as other employees?

If you are on a fixed-term contract you still have the same entitlement to maternity 'leave' as other employees, 52 weeks commencing anytime from the 11th week before the EWC.

Will I receive maternity 'pay' if I am on a fixed-term contract that expires before the 15th week before the expected week of childbirth?

Where a fixed term contract ceases before the qualifying week (15th week before the expected week of birth), you will not be entitled to maternity pay from the University but may be entitled to Maternity Allowance from the Government.

What maternity 'pay' will I receive if I am on a fixed-term contract that expires after the 15th week before the expected week of childbirth?

Where a fixed term contract ceases after the qualifying week (15th week before the expected week of birth), the University will honour your entitlement to pay. Your contract of employment will still end on the original end date. Contracts are not usually extended unless an extension can be agreed for other reasons.

What if my fixed-term contract expires whilst on maternity leave?

If your fixed-term contract expires whilst you are on maternity leave and you cannot return to the University because of the expiry of a fixed-term contract, providing you state your intention to return to work before commencing maternity leave, your maternity pay will be calculated on the basis that you will be returning to work, therefore you will not need to repay the occupational element of the pay.

I am on a fixed-term contract and am the main adopter. Do I have the same rights as an employee on a fixed-term contract taking maternity leave?

If you are on a fixed-term contract and are the main adopter you have the same entitlements to leave and pay as an employee on a fixed-term contract taking maternity leave.



SECTION 8: TIME OFF FOR DEPENDANTS

8.1 DEFINITION

What is Time off for Dependants?

Time off for dependants allows you the right to take a reasonable amount of time off work to deal with certain unexpected or sudden emergencies and to make any necessary longer term arrangements.

Who counts as a dependant?

A dependant is your partner, child or parent, or someone who lives with you as part of your family. For example, this could be an elderly aunt or grandparent who lives in your household. It does not include tenants or boarders living in your family home, or someone who lives in your household as an employee, for example, a live-in housekeeper.

In cases of illness, injury or where care arrangements break down, a dependant may also be someone who reasonably relies on you for assistance. This may be where you are the primary carer or the only person who can help in an emergency. For example, a parent or grandparent who lives elsewhere but who relies on you for assistance when problems arise.

8.2 TIME OFF

Under what circumstances can you take time-off?

The right allows you to deal with an unexpected or sudden problem and make any necessary longer term arrangements, for example:

- if a dependant falls ill or has been involved in an accident or assaulted, including where the victim is hurt or distressed rather than injured physically;
- to make longer term care arrangements for a dependant who is ill or injured;
- to deal with the death of a dependant; for example, to make funeral arrangements or to attend a funeral;
- to deal with an unexpected disruption or breakdown in care arrangements for a dependant; for example, when the childminder or nurse fails to turn up;
- to deal with an incident involving your child during school hours; for example, if the child has been involved in a fight or is being suspended from school.

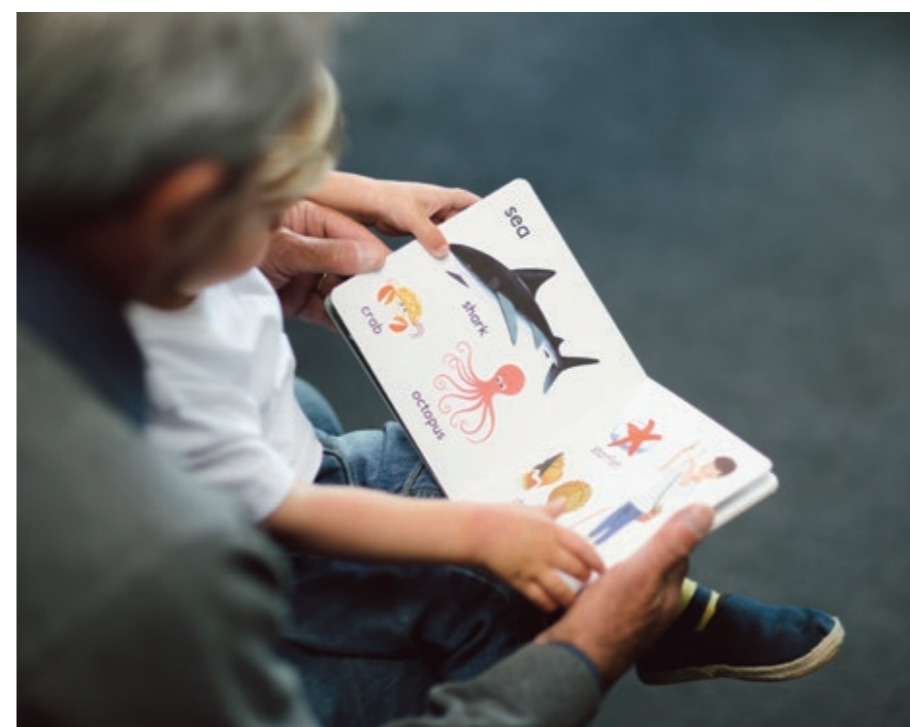
How much time off is allowed?

There is not a set limit to the amount of time off which can be taken. In most cases, the amount of leave will be one or two days at the most, but this will depend on your individual circumstance, although you may be able to take a longer period of leave under other arrangements. For example, if your child falls ill, the leave should be enough to help you cope with the crisis - to deal with the immediate care of your child, visiting the doctor if necessary, and to make longer term care arrangements. It does not mean that you may take two weeks leave to look after your sick child.

ⓘ Time off for Dependants allows you to take a reasonable amount of time off work to deal with unexpected or sudden emergencies.

ⓘ There is not a set limit to the amount of time off however in most cases the amount of leave will be one or two days.

ⓘ There is not a statutory right to be paid for your time off, however in some cases a request may be made to your HoD or line manager.



8.3 PAYMENT

The right does not include a statutory right to pay. There may, however, be some circumstances when you will be entitled to paid leave to deal with sudden or unexpected family/dependant problems. In cases of serious urgent domestic distress, requests should be made to the Head of Department who will consult with HR and consider such requests via the [Special Leave policy](#).

8.4 NOTIFICATION

How much notice do you need to give the University of your intention to take 'time off'?

If you need time off to care for a dependant/s you should inform your Line Manager/Head of Department as soon as possible – you should give details of your absence, the reason for it and how long you expect to be absent from work. You should make every effort to inform your Line Manager/Head of Department (or another responsible person) if absence from work is required. A message via telephone, fax or email will be sufficient if a person is facing an urgent/crisis situation and time-off work is needed at very short notice. It is acknowledged however that there may be a rare occasion when you are unable to contact your Line Manager/Head of Department or another appropriate person. In such circumstances you should, at the earliest opportunity, inform your Line Manager/Head of Department of the reason for your absence from work. Your Line Manager/Head of Department may wish to discuss your absence with you upon your return to work.

8.5 WHAT IF YOU ARE UNREASONABLY REFUSED TIME OFF?

If you believe you have been unreasonably refused time off, then you should contact [HR](#) who will seek to investigate and resolve the situation.

8.6 WHAT HAPPENS IF A MEMBER OF STAFF NEEDS LONGER TIME OFF, OR KNOWS IN ADVANCE THAT THE PROBLEM IS GOING TO ARISE?

The new right is intended to cover unforeseen matters. If you know in advance that you are going to need time off, it may be possible to arrange a longer period of unpaid leave or a combination of unpaid leave and annual leave. If the reason you need leave relates to your child, you may be entitled to take [unpaid parental leave](#).

POLICY CREATOR: HUMAN RESOURCES

Updated: September 2018
Review date: July 2020



University of Essex



OUR APPROACH TO SUPPORTING TRANS AND NON-BINARY STAFF

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AIM

This document sets out how the University supports new and existing trans¹ and non-binary staff and those who transition whilst at Essex. It is a resource for trans and non-binary individuals, for those with management responsibilities for trans and non-binary staff, for colleagues of trans and non-binary staff and for Human Resources staff.

Our Approach to Supporting Trans and Non-Binary Staff is one of a suite of documents that sets out how we aim to create an inclusive environment in which all staff feel safe and supported. Other related documents include our [Athena SWAN Bronze Institution Action Plan](#), which focuses on our commitment to gender equality more broadly, our [Zero Tolerance Approach to Harassment and Bullying](#), our Equality, Diversity and Inclusion Policy and our strategic approach to supporting all staff; *'How we Work at Essex'*.

POLICY STATEMENT ON EQUALITY, DIVERSITY AND INCLUSION

The University of Essex celebrates diversity, challenges inequality and is committed to sustaining an inclusive and diverse community that is open to all who have the potential to benefit from membership of it and which ensure equality of opportunity for all its members.

We expect employees, workers, contractors, students and visitors to be treated, and to treat each other, with dignity and respect regardless of age, disability, gender identity², marriage and civil partnership status, pregnancy and maternity, race, religion or belief, sex, sexual orientation, socio-economic background, political beliefs and affiliations, family circumstances or other irrelevant distinction.

EQUALITIES LEGISLATION

Under the Equality Act 2010, it is unlawful to discriminate against or treat someone unfairly because of their gender identity or trans status. Examples of discrimination include outing someone as trans without their permission, refusing to use someone's preferred name and correct gender pronoun³ and denying someone access to appropriate single-sex facilities.

Under the Gender Recognition Act 2004 it is a criminal offence to pass on information 'acquired in the course of official duties' about a person's application for a Gender Recognition Certificate (GRC) - a GRC legally recognises one's acquired gender - or that someone has a GRC.

An individual's trans status is classed as 'sensitive personal data' under the General Data Protection Regulation (GDPR), and therefore must also be collected, recorded and used in line with the GDPR's principles.

¹ For the purposes of this document, the term trans refers to those who have, are, or are proposing to transition from one binary gender to another or from one binary gender to a non-binary gender identity and consider themselves to be trans.

² **Gender Identity** A person's innate sense of their own gender, which may or may not correspond to the sex assigned at birth.

³ **Pronoun** Words we use to refer to people's gender in conversation - for example, 'she', 'he', 'ze' or 'they'.

INTRODUCTION

The University is committed to establishing an inclusive environment in which all staff are valued and respected for being the gender they know they are.

We recognise that laws, policies and processes alone do not create inclusive environments and this is why we take a holistic approach, which places as much emphasis on how people behave as it does on policy and process.

This document sets out our approach to supporting trans and non-binary staff in the context of our broader commitment to celebrating the diversity of our students and staff, nurturing communities of belonging in which all are accepted without exception, and promoting inclusion, well-being, resilience and empowerment to enable everyone to reach their full potential.

Human Resources developed this document in collaboration with members of our LGBT+ networks.

PRINCIPLES

The way in which the University supports trans and non-binary staff is based on five key principles:

1. Staff can self-identify their gender for University purposes
2. No bullying or harassment of trans or non-binary staff will be tolerated
3. The needs of each trans employee will be addressed individually
4. The process of transitioning at work will be led by the person transitioning⁴
5. An individual's trans status will be kept confidential, in line with the person's wishes and the law⁵

⁴ Trans staff are encouraged to share relevant information with their line manager in order to aid the provision of support.

⁵ Under the Equality Act 2010, it is illegal to out someone as trans without their permission. Under the Gender Recognition Act 2004 it is a criminal offence to pass on information 'acquired in the course of official duties' about a person's application for a Gender Recognition Certificate (GRC) - a GRC legally recognises ones acquired gender - or that someone has a GRC.

⚠ You can use the title MX if you wish



SECTION 1: SUPPORT FOR INDIVIDUALS

We want all trans staff, and those who identify outside of the gender binary⁶, to feel welcome and confident that the University understands what it means to be trans or non-binary⁷ and that our people and processes recognise that every trans journey is unique.

PROSPECTIVE AND NEW STAFF

NAMED HUMAN RESOURCES CONTACT

All prospective and new trans staff have the option of being allocated a named member of Human Resources staff to support them through the recruitment process. If you choose to take up this option it means that you can contact your named contact directly with any questions you may have, rather than using our general staffing@essex.ac.uk email address.

Your named contact can advise on the support, facilities and services available to you at the University and act as a link between you and your line manager.

Our Resourcing Team can arrange for you to have a named contact. Their contact details are here: <https://www.essex.ac.uk/staff/professional-services/hr-resourcing-team>

RIGHT TO WORK DOCUMENTATION

We ask all those invited for interview to provide us with evidence of their 'right to work' in the UK. This usually involves you being asked to bring the relevant documentation with you on the day of interview and showing it to a member of the selection panel.

If you only have right to work documentation in your birth name and gender, and you do not want to disclose your trans status to the interview panel, you can speak to your named contact in Human Resources, if you choose to have one, (or any other member of Human Resources staff) for advice prior to attending your interview.

DISCLOSURE

Prospective and new staff are under no obligation to disclose their gender history at any point during the recruitment process or at any point after being employed. However, if you do wish to disclose this information, we will treat it confidentially and in line with your wishes.

Should you be appointed and wish to disclose your trans status to the University, your named Human Resources contact will, if you wish, talk to your line manager (either with you or alone) about how, or whether, you want colleagues to be informed, your pronouns and anything else that is important to you, in order that this can be planned in a thoughtful and sensitive way.

⁶ **Gender Binary** The idea that there are only two genders—female/male or woman/man, and that a person must be strictly gendered as either/or.

⁷ **Non-Binary** An umbrella term for people whose gender identity doesn't sit comfortably with 'woman' or 'man'. Non-binary identities are varied and can include people who identify with some aspects of binary identities, while others reject them entirely.

ⓘ You can record your gender as non-binary via our self-service system [HR Organiser](#)

FACILITIES

No trans or non-binary member of our community should be denied access to any space, facility, event or group because they are trans or they identify outside of the gender binary.

We have a number of gender-neutral toilets, changing rooms and showering facilities throughout our campuses but where only single-sex facilities are available you are entitled to use the one that is most appropriate for you.

The University will not tolerate staff being questioned inappropriately about the facility they choose or being denied access to that facility. If you do experience this form of harassment, you can report it via our [Report and Support](#) service.

⚠️ The University has a zero tolerance approach to harassment and bullying. This means that i) we will take action and ii) the action will be proportionate to the circumstances of the case.

DRESS CODES

The University does not have a dress code that requires members of our community to dress in a particular way. Some roles do however require a uniform to be worn. If you are trans or non-binary and you are required to wear a uniform, you can choose the uniform that is most appropriate for you.

BENEFITS

All our benefits and family-friendly policies are inclusive and apply to everyone, including lesbian, gay, bi and trans staff and same-sex couples as well as heterosexual individuals and couples.



EXISTING TRANS AND NON-BINARY STAFF AND STAFF WHO TRANSITION WHILE AT ESSEX

DISCLOSURE

We respect the right of individuals to choose whether to be open about their trans or non-binary status or not. We also want to ensure that trans and non-binary staff have access to the same opportunities as cis⁸ male and female staff and that they have access to appropriate support. If you do disclose your trans or non-binary status, it will be held in confidence, in line with the General Data Protection Rules (GDPR) and your wishes.

⁸ **Cis** Someone whose gender identity is the same as the sex they were assigned at birth. Non-trans is also used by some people.

INITIAL CONVERSATIONS

If you want to talk to someone about your trans or non-binary status, there are a variety of people you could approach. These include your line manager, a member of Human Resources staff or your trade union.

Whomever you talk to, you can expect to receive their full support.

PLANNING YOUR TRANSITION AT WORK

Once you have decided to come out at work we encourage you to discuss any plans you might have, and timelines, with your line manager and/or a member of Human Resources staff. The discussion would usually include consideration of:

- When you want colleagues to be informed
- What exactly you want people to know
- Whether you want to inform relevant people or for this to be done on your behalf
- How you want people to be informed e.g. in groups/individually, in person/ by email
- Any planned appointments you have and ways to minimise disruption in the workplace
- Any anxieties you may have about how to manage people's reactions
- Whether you would like to be allocated a named member of Human Resources staff to support you throughout your time at Essex
- Whether you would benefit from having a mentor who identifies as trans or non-binary

The timescales, activity and communication will be driven and led by you so if at any point during the discussion you decide you want to delay being open about your transition at work, any information you have already shared will be kept confidential, in line with your wishes.

CHANGING YOUR DETAILS ON UNIVERSITY SYSTEMS

In order to change your name, your gender from one binary gender to another and/or title for use internally at the University e.g. on the Outlook address book, you need to provide your named HR contact (if you have one) or the Human Resources section (staffing@essex.ac.uk) with the relevant information. You do not need to have changed your name legally to do so.

Your name on HMRC (Her Majesty's Revenue and Customs) and pension scheme records can only be changed if you have a legal document that proves a change of name e.g. a deed poll, a statutory declaration of name change.

Your gender on HMRC and pension scheme records can only be changed when you have a Gender Recognition Certificate⁹.

TIME OFF FOR MEDICAL APPOINTMENTS/SURGERY

The University expects managers to support people to manage their own time and create a healthy work life balance in order to support a wellbeing culture. The University also recognises that trans staff may need significant periods of time off work as they progress through their transition and wants to be as flexible as possible in order to accommodate each individual's needs.

Time off work to attend medical appointments related to your transition is paid in accordance with our Special Leave policy and therefore not classed as sickness absence. Where possible, you should arrange for the appointments to be scheduled at times that minimise disruption to your work commitments.

If you choose to have surgery the time you need to take off work for the surgery itself, and to recover, will be managed in line with our Supporting Health and Wellbeing at work policy. If the length of time you need off means that you run out of sick pay, you can discuss options with your manager, Occupational Health and your link Senior Employee Relations Adviser.

It is possible, for example, to have additional paid time off for procedures related to your transition. As a guide, we would expect managers to grant around five additional days of paid leave in any 12-month period.

It may also be possible to arrange a phased return to work (if you are deemed fit to do so) which involves working from home or changing duties for a specified period or to take a period of annual leave.

⚠️ As soon as your record is changed, your new name and title will appear on the Outlook address book so is visible to all members of the community.

⚠️ If you just want to record your gender as non-binary for university purposes, you could do so via [HR Organiser](#)

⁹ **Gender Recognition Certificate** This enables trans people to be legally recognised in their affirmed gender and to be issued with a new birth certificate. Not all trans people will apply for a GRC and you currently have to be over 18 to apply. You do not need a GRC to change your gender markers at work or to legally change your gender on other documents such as your passport but you do need one to change your HMRC (Her Majesty's Revenue and Customs) and pension scheme records.

SECTION 2: SUPPORT AND GUIDANCE FOR MANAGERS

YOUR RESPONSIBILITIES

As a manager, you will play a vital role in supporting your trans or non-binary member of staff. You are responsible for:

- Ensuring that the information disclosed to you is used in accordance with the wishes of your member of staff and the law
- Working with your member of staff to plan relevant communications, changes to records, ways to minimise disruption in the workplace whilst being as flexible as possible
- Sharing information with others in accordance with the wishes of your member of staff
- Managing any changes within a team sensitively and effectively
- Supporting others to adjust to the changes and understand the needs of their colleague
- Addressing any repeated refusal to address your member of staff by their correct name and pronoun
- Challenging transphobic language, jokes, behaviour, assumptions and culture within your team/department/section, regardless of whether this is from employees or service users
- Ensuring that all your direct reports have completed their essential equality and diversity training, which includes content around trans equality and non-binary gender identity
- Where applicable, ensuring your member of staff is supplied with a uniform that is most appropriate for them

INITIAL DISCLOSURE

You may be told that a member of your staff is trans or non-binary directly by the individual themselves or by a third party e.g. a member of Human Resources staff where the individual has given permission for this information to be shared with you. As a supportive manager, you should refrain from making any assumptions or generalisations. Your role is to contribute to ensuring the experience is positive for both the individual and the working environment.



FORMULATING A PLAN

In order to both support the individual and minimise disruption in the workplace, you will need to work with your member of staff to plan their transition at work. This process must be led by the trans individual but you could use your coaching skills to support the individual in thinking through the process if that would be helpful to them.

During these discussions you should not ask intrusive, personal questions e.g. about any planned surgery, you should focus on what your member of staff needs from you in order for the process to be as smooth as possible at work. If you are unsure about whether a question is appropriate or not, it is probably best not to ask it.

Useful information:

- Your member of staff can bring a colleague, member of HR and/or a trade union representative to any meeting arranged to discuss their transition
- Not all trans people will have a plan in place for their transition and therefore may not be able to provide answers to some of your questions
- Plans may change as the individual progresses through their transition and you will need to be responsive to this
- You might find it helpful to record what you have agreed, but this is not required

ADDITIONAL AND ONGOING SUPPORT

In addition to this guidance, support is available from the following sources:

- Your link Senior Employee Relations Adviser in Human Resources
- The Head of Equality, Diversity and Inclusion
- Peer support from other managers who have supported a trans or non-binary member of staff
- [The LGBT Toolkit](#)

Trans and non-binary staff, like other staff, need your continued support. You can do this by:

- Keeping an open channel of communication with your trans and non-binary member(s) of staff in order to ensure you can respond to any changes to their needs
- Supporting them to be part of University forums and networks that provide them with safe spaces to discuss their experiences (see Section 4 of this document)
- Equipping and empowering all your staff to combat transphobia if they see or hear it e.g. by encouraging them to attend Bystander Intervention training

SECTION 3: GUIDANCE FOR COLLEAGUES

Colleagues of trans and non-binary staff have a vital role to play in ensuring their experiences at work are positive. Transitioning is a deeply personal process but it is also unavoidably public as it is impossible not to notice when someone transitions from one gender to another.

Knowing what good support looks like can be a challenge and you are not expected to become an instant expert on trans or non-binary gender identity issues. These tips should help:

- **Keep your reactions to a minimum and listen.** Tell your colleague you will support them in every way you can but don't ask intrusive questions, read the situation and consider what it might be appropriate to ask them. Your colleague will appreciate a positive response but will not want you to make a big deal of it
- **Get their names and pronouns right.** An individual's name and pronoun is central to their identity. If you're not sure, it is fine to politely ask – this is much less awkward than getting it wrong and being corrected. If you do get it wrong, apologise and move on. Also be aware that names and pronouns may evolve over time
- **Be their ally and address any inappropriate remarks or behaviours.** This is not just the responsibility of your trans or non-binary colleague or their manager – it's everyone's responsibility
- **Do your own research.** Take some time to read about transitioning and non-binary gender identity in order to be better informed and a better ally. [Stonewall](#), the [Gender Identity Clinic](#) and [Mermaids](#) are all good sources of information
- **Treat your colleague as an individual.** All trans and non-binary people have different experiences and varying degrees of comfort talking about it. Respect their right to tell you only what they want you to know and follow their lead. Your colleague is not necessarily an expert in trans or non-binary gender identity issues, so avoid making this assumption
- **Keep what your colleague tells you to yourself.** Just because your colleague has told you some specific things about their transition or gender identity does not necessarily mean they are happy for you to tell others. Leave it up to your colleague to share information with others

⚠ Mistakenly mis-gendering someone once or twice is acceptable. Repeatedly mis-gendering someone is not acceptable.

SECTION 4: LGBT+ FORUMS/NETWORKS

We have the following forums/networks:

- **LGBT+ Forum:** The Forum provides a safe space for LGBT+ staff to share experiences and resources, find peer support, and discuss current issues and upcoming events. The Forum also contributes to policy development in relation to LGBT+ related issues at the University.
- **Essex LGBT Alliance (ELGBTA):** The ELGBTA is a network of Essex-based organisations who work together to share resources and best practice and promote LGBT+ inclusion for the benefit of everyone in the workplace.
- **LGBT+ Allies:** The Allies are a group of staff committed to ensuring the University is an inclusive and LGBT+ friendly environment.

SECTION 5: GUIDANCE FOR HUMAN RESOURCES STAFF

Members of Human Resources staff have a vital role to play in supporting trans and non-binary staff. Being able to respond fully, confidently and respectfully to the specific needs of trans and non-binary people, be they employees or potential employees, is critical to ensuring everyone HR staff interact with have a positive experience.

⚠ Be mindful that complying with HR processes is a daunting prospect for some trans staff.

As part of our HR service, we offer all trans staff, including prospective and new staff, the option of having a named contact to support them throughout their time at Essex. This information should be recorded on the individual's electronic record.

RECRUITMENT

Sometimes the names on a trans person's documentation e.g. passport, driving licence, birth certificate may not tally and in this situation, verifying right to work (RTW) documentation and evidence of qualifications or published work needs to be dealt with sensitively.

Reassure the individual that they can use the name and gender of their choice internally at the University and that the University will:

- only retain the information it requires in order to verify their RTW documentation and evidence to support their appointment
- hold their data securely and not share it
- respect their privacy by not asking unnecessary questions.

RECORDS

Records of employees transitioning whilst at the University should be changed at a mutually agreed time following receipt of notification of a change of gender and name. No records should be changed without the permission of the employee concerned.

It is not necessary for an individual to provide a legal change of name e.g. a Deed Poll certificate, in order to change their gender and name for use internally at the University – written notification is sufficient.

An employee's HMRC and pension scheme records can only be changed when relevant legal documentation is provided. A deed poll is sufficient for an individual's name to be changed; in order for their gender to be changed, a Gender Recognition Certificate must be provided.

When the name on a staff record is changed, a new staff card should be issued. No reference should be made to an individual's previous name or gender in any future communication with that person¹⁰. Doing so can have a detrimental effect on a trans person's mental health and can trigger anxiety, depression and gender dysphoria.

REFERENCES AND EDUCATIONAL QUALIFICATIONS

References provided by the University for current or former staff who have transitioned must not refer to the person's former name or gender and must use the appropriate pronoun.

If a prospective member of staff indicates in their application that they do not want the University to contact referees before interview, you should be mindful that this may be because they are trans and they have not informed their previous employer of their change of name and gender.

Once an individual whose referees were not contacted prior to interview has been conditionally offered a position, they should be contacted (by their named HR contact if they have one) to check whether they are happy for the University to go ahead and contact their referee(s) before proceeding.

If the references and/or evidence of educational qualifications received are in the individual's previous name and gender, confidentiality must be respected and the information only used for its intended purpose.

PENSIONS

Only people with a full Gender Recognition Certificate (GRC) can have their pension records changed by HMRC or the occupational pension provider.

⚠ Once you have changed an individual's records, check to make sure it has changed everywhere you expect it to have changed.

¹⁰ **Deadnaming** Calling someone by their birth name after they have changed their name. This term is often associated with trans people who have changed their name as part of their transition.

ABSENCE

Absence from work or study in order to undergo any transition-related treatment should be treated in the same way as any other type of absence therefore normal sick pay arrangements apply. The normal policy relating to staff taking time off for medical appointments also applies and flexibility in taking holiday or rearranging working hours or academic commitments should be offered.

In addition, managers are expected to be flexible as possible in order to accommodate each individual's needs and, as a guide, should grant around five additional days of paid leave in any 12-month period for procedures related to transition.

DBS CHECKS

Trans people requiring a DBS check can choose to use the DBS's Confidential Checking Process which is in place for applicants who do not wish for the name or gender they were assigned at birth to be disclosed to the University. Individuals wishing to use this process should be advised to contact the Government's Sensitive Applications Team (SAT) and be made aware that they will still be required to send details of their previous legal identity directly in a separate correspondence to the SAT. The SAT can be contacted either by sending an email to sensitive@db.gov.uk or by calling 0151 676 1452.

If the individual chooses not to use the process and is happy for the name or gender they were assigned at birth to be disclosed on the completed Disclosure, then the individual can complete the Disclosure Application Form (DAF). More information can be found on the [Galop](#) web site.

VISAS

Staff who are working on a work permit or student visa must comply with any work permit/visa regulations, which relate specifically to name or gender change in order that their documentation remains valid.

International students who live in the UK can change their name and gender on records held by UK institutions but to update records held in their country of origin, such as passports, they need to follow their own country's procedure. The appropriate Embassy or High Commission may be able to provide further advice on how individuals can change their names. Students with Tier 4 visas are required to report a legal name change to the UK Visa and Immigration authorities.

⚠ Managers of trans staff should be encouraged to create the kind of environment in which all staff feel safe and supported.

This includes supporting them in being as flexible as possible whilst minimising workplace disruption.

SECTION 6: AN OVERVIEW OF TRANSITIONING

Transitioning is a term used to describe the process and steps an individual takes in order to live in the gender they identify as.

Transitioning is a unique process for each individual and may include any number of changes to a person's life. There is no 'right' or 'wrong' way to transition. For some this involves medical intervention, such as hormone therapy and surgery, but not all trans people want or are able to have this. There may be a variety of reasons including cost, time or simply not feeling the need to.

Transitioning could also involve dressing differently, changing official documents, telling friends and family that you are transitioning, or a number of other things. The start of or intent to transition will be different for everyone. It is about the individual.

After an individual transitions they may not identify as trans; they may simply see the process as being part of their past and not current identity. For example, an individual who has transitioned and identifies as female, may refer to herself as a woman, not a trans woman¹¹. This personal decision should be respected at all times and only communicated as necessary.

Many people falsely believe that in order to transition a person must undergo a medical intervention, such as hormone treatment or surgery, or gain a Gender Recognition Certificate (GRC).

It should not be assumed that the goal of every individual's transition is to change their physiology or legal gender. If a trans person chooses not to undergo any medical intervention or gain a GRC, they are still entitled to dignity and respect along their chosen path of transition, whatever that may consist of.

⚠ Remember that a trans journey is a very personal experience that takes place in a very public way

¹¹ **Passing** If someone is regarded, at a glance, to be a cisgender man or cisgender woman. Cisgender refers to someone whose gender identity matches the sex they were 'assigned' at birth. This might include physical gender cues (hair or clothing) and/or behaviour which is historically or culturally associated with a particular gender.

SECTION 7: DEFINITIONS AND TERMINOLOGY

AFAB/AMAB

(assigned female at birth/assigned male at birth)

These terms are used as shorthand to designate a gender assigned at birth. A wide range of individuals, including those who are transgender, non-binary, or intersex, uses the terms. They are generally not considered identities in and of themselves, so you should use a person's requested pronouns and self-description.

Agender

A term to describe someone who is without gender. It can be either a non-binary gender identity or not having a gender identity.

Ally

Someone who actively supports those with identities that differ from theirs. Allies confront discrimination of trans and non-binary people.

Cis

Someone whose gender identity is the same as the sex they were assigned at birth. Non-trans is also used by some people.

Coming out

May refer to the process by which one accepts one's own gender identity. May also refer to the process by which one discloses these identities to others. This is an ongoing process, and an individual will repeatedly disclose their identity at different multiple times and to different groups of people throughout their life.

Deadnaming

Calling someone by their birth name after they have changed their name. This term is often associated with trans people who have changed their name as part of their transition.

Discrimination¹²

The unjust or prejudicial treatment of a person or group of people based on who they are or because they possess certain characteristics. This can take many forms, including both individual acts of hatred or injustice, and institutional denials of privileges normally accorded to other groups.

Gender

Often expressed in terms of femininity and masculinity, it is largely culturally determined and is assumed from the sex assigned at birth. It can be defined as an experience of, and identity with, culturally-defined roles on a spectrum between male and female.

Gender Binary

The idea that there are only two genders—female/male or woman/man, and that a person must be strictly gendered as either/or.

Gender Fluid

This term denotes or is related to a person who does not have fixed gender.

Gender Identity

A person's innate sense of their own gender, which may or may not correspond to the sex assigned at birth.

Gender Role

The behaviours, values, and attitudes that a society considers appropriate for genders.

Genderqueer

A gender diverse person whose gender identity is neither female nor male, is between or beyond genders, or is some combination of genders. This identity is usually related to, or in reaction to, the social construction of gender, gender stereotypes and the gender binary system.

¹² The Equality Act 2010 protects people from discrimination on the basis of nine 'protected characteristics': age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation. The University goes beyond legislation and has a zero tolerance approach to harassment (a form of discrimination) in any form, regardless of whether it relates to a protected characteristic or not.

Gender Recognition Certificate (GRC)

This enables trans people to be legally recognised in their affirmed gender and to be issued with a new birth certificate. Not all trans people will apply for a GRC and you currently have to be over 18 to apply. You do not need a GRC to change your gender markers at work or to legally change your gender on other documents such as your passport but you do need one to change your HMRC (Her Majesty's Revenue and Customs) and pension scheme records.

Intersex

A term used to describe a person who may have the biological attributes of both sexes or whose biological attributes do not fit with societal assumptions about what constitutes male or female. Intersex people may be female, male, gender-fluid, agender or non-binary.

Outed

When someone's trans status or gender identity is disclosed to someone else without their consent.

LGBT+

The acronym we choose to use at the University for lesbian, gay, bi, trans and related communities. The PLUS (+) in ensures that we are inclusive of all identities to make our community feel welcomed and that nobody is left out.

Non-Binary

An umbrella term for people whose gender identity doesn't sit comfortably with 'woman' or 'man'. Non-binary identities are varied and can include people who identify with some aspects of binary identities, while others reject them entirely.

Passing

If someone is regarded, at a glance, to be a cisgender man or cisgender woman. Cisgender refers to someone whose gender identity matches the sex they were 'assigned' at birth. This might include physical gender cues (hair or clothing) and/or behaviour which is historically or culturally associated with a particular gender.

Preferred pronoun

The pronoun a person chooses to use for themselves. You should always refer to someone in the pronoun they have chosen.

Pronoun

Words we use to refer to people's gender in conversation - for example, 'she', 'he', 'ze' or 'they'.

Queer

In the past a derogatory term for LGBT+ individuals. The term has now been reclaimed by LGBT+ young people in particular who reject traditional categories around gender identity and sexual orientation, but is still viewed to be derogatory by some.

Questioning

The process of exploring your own sexual orientation and/or gender identity.

Sex

Assigned to a person on the basis of primary sex characteristics (genitalia) and reproductive functions.

Stereotype

A widely held but fixed and oversimplified image or idea of a particular type of person or thing without regard for their individual differences. Though often negative, can also be complimentary. Even positive variants can have a negative impact, however, simply because they involve broad generalizations that ignore individual realities.

Trans

An umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth.

Transgender man

A term used to describe someone who is assigned female at birth but lives as a man. This may be shortened to trans man.

Transgender woman

A term used to describe someone who is assigned male at birth but lives as a woman. This may be shortened to trans woman.

Transsexual

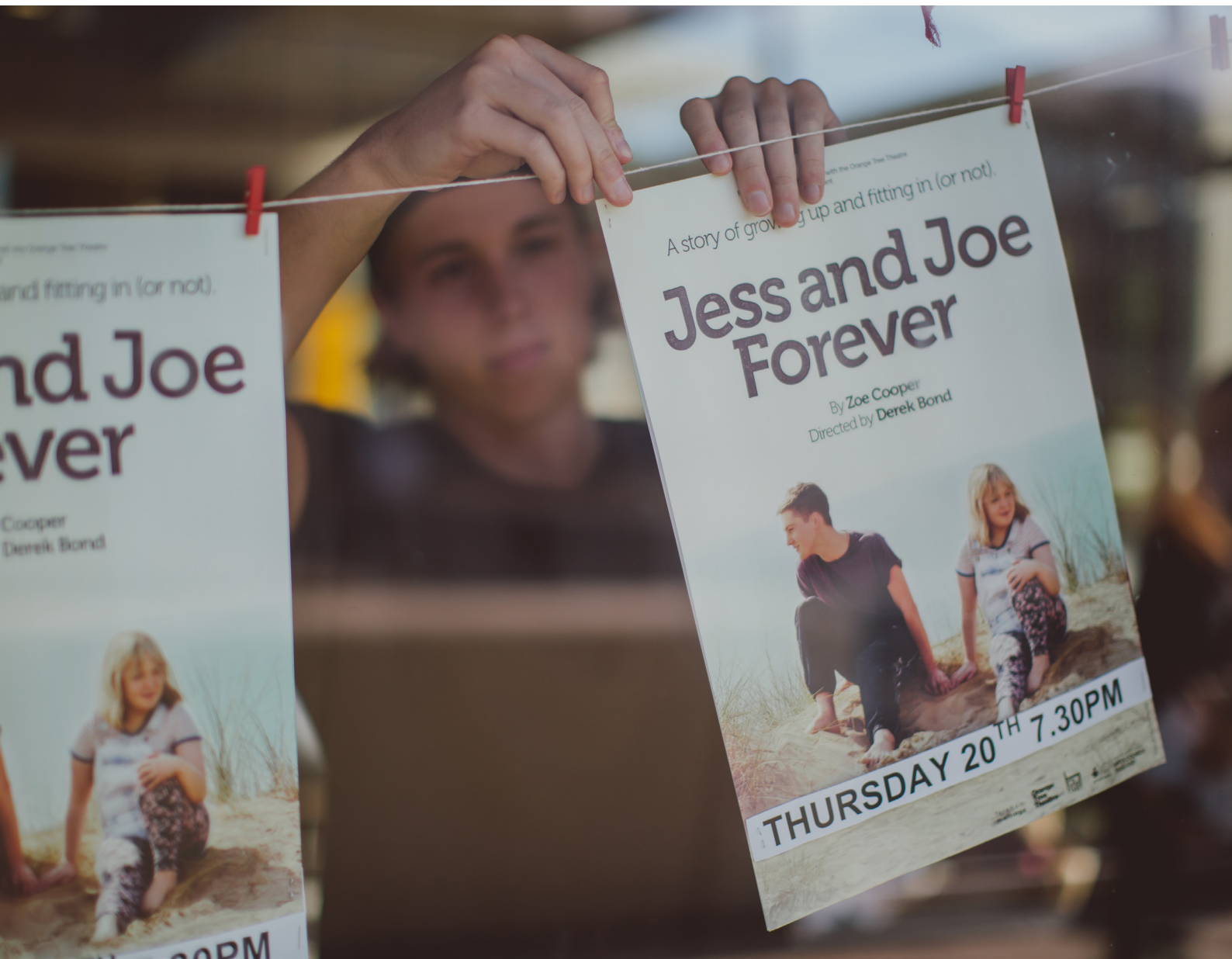
This was used in the past as a more medical term (similarly to homosexual) to refer to someone whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. This term is still used by some although many people prefer the term trans or transgender.

Transitioning

The steps a trans person may take to express or affirm their gender. For some this involves medical intervention, such as hormone therapy and surgeries, but not all trans people want or are able to have this. It might also involve things such as telling friends and family, dressing differently and changing official documents.

Transphobia

The fear or dislike of someone based on the fact they are trans, including the denial/refusal to accept their gender identity.



POLICY CREATOR: HUMAN RESOURCES

University of Essex
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University of Essex



OUR APPROACH TO SUPPORTING TRANS AND NON-BINARY STAFF

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AIM

This document sets out how the University supports new and existing trans¹ and non-binary staff and those who transition whilst at Essex. It is a resource for trans and non-binary individuals, for those with management responsibilities for trans and non-binary staff, for colleagues of trans and non-binary staff and for Human Resources staff.

Our Approach to Supporting Trans and Non-Binary Staff is one of a suite of documents that sets out how we aim to create an inclusive environment in which all staff feel safe and supported. Other related documents include our [Athena SWAN Bronze Institution Action Plan](#), which focuses on our commitment to gender equality more broadly, our [Zero Tolerance Approach to Harassment and Bullying](#), our Equality, Diversity and Inclusion Policy and our strategic approach to supporting all staff; *'How we Work at Essex'*.

POLICY STATEMENT ON EQUALITY, DIVERSITY AND INCLUSION

The University of Essex celebrates diversity, challenges inequality and is committed to sustaining an inclusive and diverse community that is open to all who have the potential to benefit from membership of it and which ensure equality of opportunity for all its members.

We expect employees, workers, contractors, students and visitors to be treated, and to treat each other, with dignity and respect regardless of age, disability, gender identity², marriage and civil partnership status, pregnancy and maternity, race, religion or belief, sex, sexual orientation, socio-economic background, political beliefs and affiliations, family circumstances or other irrelevant distinction.

EQUALITIES LEGISLATION

Under the Equality Act 2010, it is unlawful to discriminate against or treat someone unfairly because of their gender identity or trans status. Examples of discrimination include outing someone as trans without their permission, refusing to use someone's preferred name and correct gender pronoun³ and denying someone access to appropriate single-sex facilities.

Under the Gender Recognition Act 2004 it is a criminal offence to pass on information 'acquired in the course of official duties' about a person's application for a Gender Recognition Certificate (GRC) - a GRC legally recognises one's acquired gender - or that someone has a GRC.

An individual's trans status is classed as 'sensitive personal data' under the General Data Protection Regulation (GDPR), and therefore must also be collected, recorded and used in line with the GDPR's principles.

¹ For the purposes of this document, the term trans refers to those who have, are, or are proposing to transition from one binary gender to another or from one binary gender to a non-binary gender identity and consider themselves to be trans.

² **Gender Identity** A person's innate sense of their own gender, which may or may not correspond to the sex assigned at birth.

³ **Pronoun** Words we use to refer to people's gender in conversation - for example, 'she', 'he', 'ze' or 'they'.

INTRODUCTION

The University is committed to establishing an inclusive environment in which all staff are valued and respected for being the gender they know they are.

We recognise that laws, policies and processes alone do not create inclusive environments and this is why we take a holistic approach, which places as much emphasis on how people behave as it does on policy and process.

This document sets out our approach to supporting trans and non-binary staff in the context of our broader commitment to celebrating the diversity of our students and staff, nurturing communities of belonging in which all are accepted without exception, and promoting inclusion, well-being, resilience and empowerment to enable everyone to reach their full potential.

Human Resources developed this document in collaboration with members of our LGBT+ networks.

PRINCIPLES

The way in which the University supports trans and non-binary staff is based on five key principles:

1. Staff can self-identify their gender for University purposes
2. No bullying or harassment of trans or non-binary staff will be tolerated
3. The needs of each trans employee will be addressed individually
4. The process of transitioning at work will be led by the person transitioning⁴
5. An individual's trans status will be kept confidential, in line with the person's wishes and the law⁵

⁴ Trans staff are encouraged to share relevant information with their line manager in order to aid the provision of support.

⁵ Under the Equality Act 2010, it is illegal to out someone as trans without their permission. Under the Gender Recognition Act 2004 it is a criminal offence to pass on information 'acquired in the course of official duties' about a person's application for a Gender Recognition Certificate (GRC) - a GRC legally recognises ones acquired gender - or that someone has a GRC.

⚠ You can use the title MX if you wish



SECTION 1: SUPPORT FOR INDIVIDUALS

We want all trans staff, and those who identify outside of the gender binary⁶, to feel welcome and confident that the University understands what it means to be trans or non-binary⁷ and that our people and processes recognise that every trans journey is unique.

PROSPECTIVE AND NEW STAFF

NAMED HUMAN RESOURCES CONTACT

All prospective and new trans staff have the option of being allocated a named member of Human Resources staff to support them through the recruitment process. If you choose to take up this option it means that you can contact your named contact directly with any questions you may have, rather than using our general staffing@essex.ac.uk email address.

Your named contact can advise on the support, facilities and services available to you at the University and act as a link between you and your line manager.

Our Resourcing Team can arrange for you to have a named contact. Their contact details are here: <https://www.essex.ac.uk/staff/professional-services/hr-resourcing-team>

RIGHT TO WORK DOCUMENTATION

We ask all those invited for interview to provide us with evidence of their 'right to work' in the UK. This usually involves you being asked to bring the relevant documentation with you on the day of interview and showing it to a member of the selection panel.

If you only have right to work documentation in your birth name and gender, and you do not want to disclose your trans status to the interview panel, you can speak to your named contact in Human Resources, if you choose to have one, (or any other member of Human Resources staff) for advice prior to attending your interview.

DISCLOSURE

Prospective and new staff are under no obligation to disclose their gender history at any point during the recruitment process or at any point after being employed. However, if you do wish to disclose this information, we will treat it confidentially and in line with your wishes.

Should you be appointed and wish to disclose your trans status to the University, your named Human Resources contact will, if you wish, talk to your line manager (either with you or alone) about how, or whether, you want colleagues to be informed, your pronouns and anything else that is important to you, in order that this can be planned in a thoughtful and sensitive way.

⁶ **Gender Binary** The idea that there are only two genders—female/male or woman/man, and that a person must be strictly gendered as either/or.

⁷ **Non-Binary** An umbrella term for people whose gender identity doesn't sit comfortably with 'woman' or 'man'. Non-binary identities are varied and can include people who identify with some aspects of binary identities, while others reject them entirely.

ⓘ You can record your gender as non-binary via our self-service system [HR Organiser](#)

FACILITIES

No trans or non-binary member of our community should be denied access to any space, facility, event or group because they are trans or they identify outside of the gender binary.

We have a number of gender-neutral toilets, changing rooms and showering facilities throughout our campuses but where only single-sex facilities are available you are entitled to use the one that is most appropriate for you.

The University will not tolerate staff being questioned inappropriately about the facility they choose or being denied access to that facility. If you do experience this form of harassment, you can report it via our [Report and Support](#) service.

⚠️ The University has a zero tolerance approach to harassment and bullying. This means that i) we will take action and ii) the action will be proportionate to the circumstances of the case.

DRESS CODES

The University does not have a dress code that requires members of our community to dress in a particular way. Some roles do however require a uniform to be worn. If you are trans or non-binary and you are required to wear a uniform, you can choose the uniform that is most appropriate for you.

BENEFITS

All our benefits and family-friendly policies are inclusive and apply to everyone, including lesbian, gay, bi and trans staff and same-sex couples as well as heterosexual individuals and couples.



EXISTING TRANS AND NON-BINARY STAFF AND STAFF WHO TRANSITION WHILE AT ESSEX

DISCLOSURE

We respect the right of individuals to choose whether to be open about their trans or non-binary status or not. We also want to ensure that trans and non-binary staff have access to the same opportunities as cis⁸ male and female staff and that they have access to appropriate support. If you do disclose your trans or non-binary status, it will be held in confidence, in line with the General Data Protection Rules (GDPR) and your wishes.

⁸ **Cis** Someone whose gender identity is the same as the sex they were assigned at birth. Non-trans is also used by some people.

INITIAL CONVERSATIONS

If you want to talk to someone about your trans or non-binary status, there are a variety of people you could approach. These include your line manager, a member of Human Resources staff or your trade union.

Whomever you talk to, you can expect to receive their full support.

PLANNING YOUR TRANSITION AT WORK

Once you have decided to come out at work we encourage you to discuss any plans you might have, and timelines, with your line manager and/or a member of Human Resources staff. The discussion would usually include consideration of:

- When you want colleagues to be informed
- What exactly you want people to know
- Whether you want to inform relevant people or for this to be done on your behalf
- How you want people to be informed e.g. in groups/individually, in person/ by email
- Any planned appointments you have and ways to minimise disruption in the workplace
- Any anxieties you may have about how to manage people's reactions
- Whether you would like to be allocated a named member of Human Resources staff to support you throughout your time at Essex
- Whether you would benefit from having a mentor who identifies as trans or non-binary

The timescales, activity and communication will be driven and led by you so if at any point during the discussion you decide you want to delay being open about your transition at work, any information you have already shared will be kept confidential, in line with your wishes.

CHANGING YOUR DETAILS ON UNIVERSITY SYSTEMS

In order to change your name, your gender from one binary gender to another and/or title for use internally at the University e.g. on the Outlook address book, you need to provide your named HR contact (if you have one) or the Human Resources section (staffing@essex.ac.uk) with the relevant information. You do not need to have changed your name legally to do so.

Your name on HMRC (Her Majesty's Revenue and Customs) and pension scheme records can only be changed if you have a legal document that proves a change of name e.g. a deed poll, a statutory declaration of name change.

Your gender on HMRC and pension scheme records can only be changed when you have a Gender Recognition Certificate⁹.

TIME OFF FOR MEDICAL APPOINTMENTS/SURGERY

The University expects managers to support people to manage their own time and create a healthy work life balance in order to support a wellbeing culture. The University also recognises that trans staff may need significant periods of time off work as they progress through their transition and wants to be as flexible as possible in order to accommodate each individual's needs.

Time off work to attend medical appointments related to your transition is paid in accordance with our Special Leave policy and therefore not classed as sickness absence. Where possible, you should arrange for the appointments to be scheduled at times that minimise disruption to your work commitments.

If you choose to have surgery the time you need to take off work for the surgery itself, and to recover, will be managed in line with our Supporting Health and Wellbeing at work policy. If the length of time you need off means that you run out of sick pay, you can discuss options with your manager, Occupational Health and your link Senior Employee Relations Adviser.

It is possible, for example, to have additional paid time off for procedures related to your transition. As a guide, we would expect managers to grant around five additional days of paid leave in any 12-month period.

It may also be possible to arrange a phased return to work (if you are deemed fit to do so) which involves working from home or changing duties for a specified period or to take a period of annual leave.

⚠️ As soon as your record is changed, your new name and title will appear on the Outlook address book so is visible to all members of the community.

⚠️ If you just want to record your gender as non-binary for university purposes, you could do so via [HR Organiser](#)

⁹ **Gender Recognition Certificate** This enables trans people to be legally recognised in their affirmed gender and to be issued with a new birth certificate. Not all trans people will apply for a GRC and you currently have to be over 18 to apply. You do not need a GRC to change your gender markers at work or to legally change your gender on other documents such as your passport but you do need one to change your HMRC (Her Majesty's Revenue and Customs) and pension scheme records.

SECTION 2: SUPPORT AND GUIDANCE FOR MANAGERS

YOUR RESPONSIBILITIES

As a manager, you will play a vital role in supporting your trans or non-binary member of staff. You are responsible for:

- Ensuring that the information disclosed to you is used in accordance with the wishes of your member of staff and the law
- Working with your member of staff to plan relevant communications, changes to records, ways to minimise disruption in the workplace whilst being as flexible as possible
- Sharing information with others in accordance with the wishes of your member of staff
- Managing any changes within a team sensitively and effectively
- Supporting others to adjust to the changes and understand the needs of their colleague
- Addressing any repeated refusal to address your member of staff by their correct name and pronoun
- Challenging transphobic language, jokes, behaviour, assumptions and culture within your team/department/section, regardless of whether this is from employees or service users
- Ensuring that all your direct reports have completed their essential equality and diversity training, which includes content around trans equality and non-binary gender identity
- Where applicable, ensuring your member of staff is supplied with a uniform that is most appropriate for them

INITIAL DISCLOSURE

You may be told that a member of your staff is trans or non-binary directly by the individual themselves or by a third party e.g. a member of Human Resources staff where the individual has given permission for this information to be shared with you. As a supportive manager, you should refrain from making any assumptions or generalisations. Your role is to contribute to ensuring the experience is positive for both the individual and the working environment.



FORMULATING A PLAN

In order to both support the individual and minimise disruption in the workplace, you will need to work with your member of staff to plan their transition at work. This process must be led by the trans individual but you could use your coaching skills to support the individual in thinking through the process if that would be helpful to them.

During these discussions you should not ask intrusive, personal questions e.g. about any planned surgery, you should focus on what your member of staff needs from you in order for the process to be as smooth as possible at work. If you are unsure about whether a question is appropriate or not, it is probably best not to ask it.

Useful information:

- Your member of staff can bring a colleague, member of HR and/or a trade union representative to any meeting arranged to discuss their transition
- Not all trans people will have a plan in place for their transition and therefore may not be able to provide answers to some of your questions
- Plans may change as the individual progresses through their transition and you will need to be responsive to this
- You might find it helpful to record what you have agreed, but this is not required

ADDITIONAL AND ONGOING SUPPORT

In addition to this guidance, support is available from the following sources:

- Your link Senior Employee Relations Adviser in Human Resources
- The Head of Equality, Diversity and Inclusion
- Peer support from other managers who have supported a trans or non-binary member of staff
- [The LGBT Toolkit](#)

Trans and non-binary staff, like other staff, need your continued support. You can do this by:

- Keeping an open channel of communication with your trans and non-binary member(s) of staff in order to ensure you can respond to any changes to their needs
- Supporting them to be part of University forums and networks that provide them with safe spaces to discuss their experiences (see Section 4 of this document)
- Equipping and empowering all your staff to combat transphobia if they see or hear it e.g. by encouraging them to attend Bystander Intervention training

SECTION 3: GUIDANCE FOR COLLEAGUES

Colleagues of trans and non-binary staff have a vital role to play in ensuring their experiences at work are positive. Transitioning is a deeply personal process but it is also unavoidably public as it is impossible not to notice when someone transitions from one gender to another.

Knowing what good support looks like can be a challenge and you are not expected to become an instant expert on trans or non-binary gender identity issues. These tips should help:

- **Keep your reactions to a minimum and listen.** Tell your colleague you will support them in every way you can but don't ask intrusive questions, read the situation and consider what it might be appropriate to ask them. Your colleague will appreciate a positive response but will not want you to make a big deal of it
- **Get their names and pronouns right.** An individual's name and pronoun is central to their identity. If you're not sure, it is fine to politely ask – this is much less awkward than getting it wrong and being corrected. If you do get it wrong, apologise and move on. Also be aware that names and pronouns may evolve over time
- **Be their ally and address any inappropriate remarks or behaviours.** This is not just the responsibility of your trans or non-binary colleague or their manager – it's everyone's responsibility
- **Do your own research.** Take some time to read about transitioning and non-binary gender identity in order to be better informed and a better ally. [Stonewall](#), the [Gender Identity Clinic](#) and [Mermaids](#) are all good sources of information
- **Treat your colleague as an individual.** All trans and non-binary people have different experiences and varying degrees of comfort talking about it. Respect their right to tell you only what they want you to know and follow their lead. Your colleague is not necessarily an expert in trans or non-binary gender identity issues, so avoid making this assumption
- **Keep what your colleague tells you to yourself.** Just because your colleague has told you some specific things about their transition or gender identity does not necessarily mean they are happy for you to tell others. Leave it up to your colleague to share information with others

⚠ Mistakenly mis-gendering someone once or twice is acceptable. Repeatedly mis-gendering someone is not acceptable.

SECTION 4: LGBT+ FORUMS/NETWORKS

We have the following forums/networks:

- **LGBT+ Forum:** The Forum provides a safe space for LGBT+ staff to share experiences and resources, find peer support, and discuss current issues and upcoming events. The Forum also contributes to policy development in relation to LGBT+ related issues at the University.
- **Essex LGBT Alliance (ELGBTA):** The ELGBTA is a network of Essex-based organisations who work together to share resources and best practice and promote LGBT+ inclusion for the benefit of everyone in the workplace.
- **LGBT+ Allies:** The Allies are a group of staff committed to ensuring the University is an inclusive and LGBT+ friendly environment.

SECTION 5: GUIDANCE FOR HUMAN RESOURCES STAFF

Members of Human Resources staff have a vital role to play in supporting trans and non-binary staff. Being able to respond fully, confidently and respectfully to the specific needs of trans and non-binary people, be they employees or potential employees, is critical to ensuring everyone HR staff interact with have a positive experience.

⚠ Be mindful that complying with HR processes is a daunting prospect for some trans staff.

As part of our HR service, we offer all trans staff, including prospective and new staff, the option of having a named contact to support them throughout their time at Essex. This information should be recorded on the individual's electronic record.

RECRUITMENT

Sometimes the names on a trans person's documentation e.g. passport, driving licence, birth certificate may not tally and in this situation, verifying right to work (RTW) documentation and evidence of qualifications or published work needs to be dealt with sensitively.

Reassure the individual that they can use the name and gender of their choice internally at the University and that the University will:

- only retain the information it requires in order to verify their RTW documentation and evidence to support their appointment
- hold their data securely and not share it
- respect their privacy by not asking unnecessary questions.

RECORDS

Records of employees transitioning whilst at the University should be changed at a mutually agreed time following receipt of notification of a change of gender and name. No records should be changed without the permission of the employee concerned.

It is not necessary for an individual to provide a legal change of name e.g. a Deed Poll certificate, in order to change their gender and name for use internally at the University – written notification is sufficient.

An employee's HMRC and pension scheme records can only be changed when relevant legal documentation is provided. A deed poll is sufficient for an individual's name to be changed; in order for their gender to be changed, a Gender Recognition Certificate must be provided.

When the name on a staff record is changed, a new staff card should be issued. No reference should be made to an individual's previous name or gender in any future communication with that person¹⁰. Doing so can have a detrimental effect on a trans person's mental health and can trigger anxiety, depression and gender dysphoria.

REFERENCES AND EDUCATIONAL QUALIFICATIONS

References provided by the University for current or former staff who have transitioned must not refer to the person's former name or gender and must use the appropriate pronoun.

If a prospective member of staff indicates in their application that they do not want the University to contact referees before interview, you should be mindful that this may be because they are trans and they have not informed their previous employer of their change of name and gender.

Once an individual whose referees were not contacted prior to interview has been conditionally offered a position, they should be contacted (by their named HR contact if they have one) to check whether they are happy for the University to go ahead and contact their referee(s) before proceeding.

If the references and/or evidence of educational qualifications received are in the individual's previous name and gender, confidentiality must be respected and the information only used for its intended purpose.

PENSIONS

Only people with a full Gender Recognition Certificate (GRC) can have their pension records changed by HMRC or the occupational pension provider.

⚠ Once you have changed an individual's records, check to make sure it has changed everywhere you expect it to have changed.

¹⁰ **Deadnaming** Calling someone by their birth name after they have changed their name. This term is often associated with trans people who have changed their name as part of their transition.

ABSENCE

Absence from work or study in order to undergo any transition-related treatment should be treated in the same way as any other type of absence therefore normal sick pay arrangements apply. The normal policy relating to staff taking time off for medical appointments also applies and flexibility in taking holiday or rearranging working hours or academic commitments should be offered.

In addition, managers are expected to be flexible as possible in order to accommodate each individual's needs and, as a guide, should grant around five additional days of paid leave in any 12-month period for procedures related to transition.

DBS CHECKS

Trans people requiring a DBS check can choose to use the DBS's Confidential Checking Process which is in place for applicants who do not wish for the name or gender they were assigned at birth to be disclosed to the University. Individuals wishing to use this process should be advised to contact the Government's Sensitive Applications Team (SAT) and be made aware that they will still be required to send details of their previous legal identity directly in a separate correspondence to the SAT. The SAT can be contacted either by sending an email to sensitive@db.gov.uk or by calling 0151 676 1452.

If the individual chooses not to use the process and is happy for the name or gender they were assigned at birth to be disclosed on the completed Disclosure, then the individual can complete the Disclosure Application Form (DAF). More information can be found on the [Galop](#) web site.

VISAS

Staff who are working on a work permit or student visa must comply with any work permit/visa regulations, which relate specifically to name or gender change in order that their documentation remains valid.

International students who live in the UK can change their name and gender on records held by UK institutions but to update records held in their country of origin, such as passports, they need to follow their own country's procedure. The appropriate Embassy or High Commission may be able to provide further advice on how individuals can change their names. Students with Tier 4 visas are required to report a legal name change to the UK Visa and Immigration authorities.

⚠ Managers of trans staff should be encouraged to create the kind of environment in which all staff feel safe and supported.

This includes supporting them in being as flexible as possible whilst minimising workplace disruption.

SECTION 6: AN OVERVIEW OF TRANSITIONING

Transitioning is a term used to describe the process and steps an individual takes in order to live in the gender they identify as.

Transitioning is a unique process for each individual and may include any number of changes to a person's life. There is no 'right' or 'wrong' way to transition. For some this involves medical intervention, such as hormone therapy and surgery, but not all trans people want or are able to have this. There may be a variety of reasons including cost, time or simply not feeling the need to.

Transitioning could also involve dressing differently, changing official documents, telling friends and family that you are transitioning, or a number of other things. The start of or intent to transition will be different for everyone. It is about the individual.

After an individual transitions they may not identify as trans; they may simply see the process as being part of their past and not current identity. For example, an individual who has transitioned and identifies as female, may refer to herself as a woman, not a trans woman¹¹. This personal decision should be respected at all times and only communicated as necessary.

Many people falsely believe that in order to transition a person must undergo a medical intervention, such as hormone treatment or surgery, or gain a Gender Recognition Certificate (GRC).

It should not be assumed that the goal of every individual's transition is to change their physiology or legal gender. If a trans person chooses not to undergo any medical intervention or gain a GRC, they are still entitled to dignity and respect along their chosen path of transition, whatever that may consist of.

⚠ Remember that a trans journey is a very personal experience that takes place in a very public way

¹¹ **Passing** If someone is regarded, at a glance, to be a cisgender man or cisgender woman. Cisgender refers to someone whose gender identity matches the sex they were 'assigned' at birth. This might include physical gender cues (hair or clothing) and/or behaviour which is historically or culturally associated with a particular gender.

SECTION 7: DEFINITIONS AND TERMINOLOGY

AFAB/AMAB

(assigned female at birth/assigned male at birth)

These terms are used as shorthand to designate a gender assigned at birth. A wide range of individuals, including those who are transgender, non-binary, or intersex, uses the terms. They are generally not considered identities in and of themselves, so you should use a person's requested pronouns and self-description.

Agender

A term to describe someone who is without gender. It can be either a non-binary gender identity or not having a gender identity.

Ally

Someone who actively supports those with identities that differ from theirs. Allies confront discrimination of trans and non-binary people.

Cis

Someone whose gender identity is the same as the sex they were assigned at birth. Non-trans is also used by some people.

Coming out

May refer to the process by which one accepts one's own gender identity. May also refer to the process by which one discloses these identities to others. This is an ongoing process, and an individual will repeatedly disclose their identity at different multiple times and to different groups of people throughout their life.

Deadnaming

Calling someone by their birth name after they have changed their name. This term is often associated with trans people who have changed their name as part of their transition.

Discrimination¹²

The unjust or prejudicial treatment of a person or group of people based on who they are or because they possess certain characteristics. This can take many forms, including both individual acts of hatred or injustice, and institutional denials of privileges normally accorded to other groups.

Gender

Often expressed in terms of femininity and masculinity, it is largely culturally determined and is assumed from the sex assigned at birth. It can be defined as an experience of, and identity with, culturally-defined roles on a spectrum between male and female.

Gender Binary

The idea that there are only two genders—female/male or woman/man, and that a person must be strictly gendered as either/or.

Gender Fluid

This term denotes or is related to a person who does not have fixed gender.

Gender Identity

A person's innate sense of their own gender, which may or may not correspond to the sex assigned at birth.

Gender Role

The behaviours, values, and attitudes that a society considers appropriate for genders.

Genderqueer

A gender diverse person whose gender identity is neither female nor male, is between or beyond genders, or is some combination of genders. This identity is usually related to, or in reaction to, the social construction of gender, gender stereotypes and the gender binary system.

¹² The Equality Act 2010 protects people from discrimination on the basis of nine 'protected characteristics': age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation. The University goes beyond legislation and has a zero tolerance approach to harassment (a form of discrimination) in any form, regardless of whether it relates to a protected characteristic or not.

Gender Recognition Certificate (GRC)

This enables trans people to be legally recognised in their affirmed gender and to be issued with a new birth certificate. Not all trans people will apply for a GRC and you currently have to be over 18 to apply. You do not need a GRC to change your gender markers at work or to legally change your gender on other documents such as your passport but you do need one to change your HMRC (Her Majesty's Revenue and Customs) and pension scheme records.

Intersex

A term used to describe a person who may have the biological attributes of both sexes or whose biological attributes do not fit with societal assumptions about what constitutes male or female. Intersex people may be female, male, gender-fluid, agender or non-binary.

Outed

When someone's trans status or gender identity is disclosed to someone else without their consent.

LGBT+

The acronym we choose to use at the University for lesbian, gay, bi, trans and related communities. The PLUS (+) in ensures that we are inclusive of all identities to make our community feel welcomed and that nobody is left out.

Non-Binary

An umbrella term for people whose gender identity doesn't sit comfortably with 'woman' or 'man'. Non-binary identities are varied and can include people who identify with some aspects of binary identities, while others reject them entirely.

Passing

If someone is regarded, at a glance, to be a cisgender man or cisgender woman. Cisgender refers to someone whose gender identity matches the sex they were 'assigned' at birth. This might include physical gender cues (hair or clothing) and/or behaviour which is historically or culturally associated with a particular gender.

Preferred pronoun

The pronoun a person chooses to use for themselves. You should always refer to someone in the pronoun they have chosen.

Pronoun

Words we use to refer to people's gender in conversation - for example, 'she', 'he', 'ze' or 'they'.

Queer

In the past a derogatory term for LGBT+ individuals. The term has now been reclaimed by LGBT+ young people in particular who reject traditional categories around gender identity and sexual orientation, but is still viewed to be derogatory by some.

Questioning

The process of exploring your own sexual orientation and/or gender identity.

Sex

Assigned to a person on the basis of primary sex characteristics (genitalia) and reproductive functions.

Stereotype

A widely held but fixed and oversimplified image or idea of a particular type of person or thing without regard for their individual differences. Though often negative, can also be complimentary. Even positive variants can have a negative impact, however, simply because they involve broad generalizations that ignore individual realities.

Trans

An umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth.

Transgender man

A term used to describe someone who is assigned female at birth but lives as a man. This may be shortened to trans man.

Transgender woman

A term used to describe someone who is assigned male at birth but lives as a woman. This may be shortened to trans woman.

Transsexual

This was used in the past as a more medical term (similarly to homosexual) to refer to someone whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. This term is still used by some although many people prefer the term trans or transgender.

Transitioning

The steps a trans person may take to express or affirm their gender. For some this involves medical intervention, such as hormone therapy and surgeries, but not all trans people want or are able to have this. It might also involve things such as telling friends and family, dressing differently and changing official documents.

Transphobia

The fear or dislike of someone based on the fact they are trans, including the denial/refusal to accept their gender identity.



POLICY CREATOR: HUMAN RESOURCES

University of Essex
Created: May 2019
Review Date: May 2022



University of Essex

FAMILY LEAVE POLICY

**MATERNITY, ADOPTION, PATERNITY, PARENTAL
AND TIME OFF FOR DEPENDANTS**
HUMAN RESOURCES

FAMILY LEAVE POLICY

AIM

The University is fully committed to helping working parents to balance work and family life, whilst this is compatible with the interests of the University.

This suite of family leave policies aims to ensure that employees are able to take appropriate leave at the birth – or placement for adoption – of a child in accordance with their legal entitlement, and that Departments¹ are able to make arrangements in good time to provide appropriate cover.

All our family-friendly policies are inclusive and apply to everyone including lesbian, gay, bi and trans staff and same-sex couples as well as heterosexual individuals and couples.



¹ For the purposes of these procedures, 'Department' shall mean Departments, Schools, Centres and Sections. 'Head of Department' shall mean 'Head of Department or Head or Director of School or section or Director of a Centre'.

SUMMARY

Maternity leave and pay

Employees may take up to 52 weeks' leave. This is a 'day one' right and there is no qualifying period. The level of pay depends on the length of service.

- Employees with 26 weeks' service (but less than 1 years' service) at the 15th week before the Expected Week of Childbirth (EWC) are entitled to Statutory Maternity Pay (SMP) for 39 weeks.
- Employees with more than one year's continuous service at the expected week of childbirth who intend to return to work are entitled to Occupational Maternity Pay (OMP), which is an enhanced provision inclusive of the statutory provision.
- Employees with less than 26 weeks' service at the 15th week before the expected week of childbirth may be entitled to Maternity Allowance (MA).

Adoption leave and pay

One parent may take up to 52 weeks' leave. This is a 'day one' right and there is no qualifying period.

The level of pay depends on the length of service:

- Employees with 26 weeks' service or more (but less than 1 years' service) continuing into the week in which you are 'matched' with a child for adoption are entitled to Statutory Adoption Pay (SAP) for 39 weeks.
- Employees with more than one year's continuous service before the commencement of Adoption Leave who intend to return to work are entitled to Occupational Adoption Pay (OAP) which is an enhanced provision inclusive of the statutory provision.
- The parent not taking adoption leave may take paternity leave.

① The University is fully committed to helping working parents to balance work and family life.

① Throughout these policies, 'mother' means the biological mother who gives birth regardless of their gender identity and 'father' means the biological parent who does not give birth regardless of their gender identity.

Paternity leave and pay

Employees with at least 26 weeks' service by the end of the 15th week before the expected week of childbirth (matching week in the case of adoption) are entitled to two weeks' Paternity Leave and Statutory Paternity Pay.

Employees with one years' continuous service by the birth or adoption of their child are entitled to Occupational Paternity Pay (OPP) which is inclusive of any statutory provision.

Shared Parental Leave and Pay

From 5 April 2015 Shared Parental Leave is the new way for parents to share statutory leave and pay on the birth/adoption of a child. It replaces Additional Paternity Leave but it is separate from the right to unpaid Parental Leave (below) and will not replace the current Maternity/Adoption schemes. To opt into Shared Parental Leave and Pay the parent/adopter must have ended their Maternity/Adoption Leave.

Parental Leave (unpaid)

Employees with at least one year of service are entitled to a total of 18 weeks' unpaid parental leave for each child, which can be taken before their child's 18th birthday. The limit on how much parental leave can be taken in a year (1 April-31 March) is a maximum of 4 weeks for each child.

The following information has been prepared for you as guidance. You must make an appointment with HR before you go on any period of leave.

Time off for Dependants (unpaid)

Time off for dependants allows employees the right to take a reasonable amount of time off work to deal with certain unexpected or sudden emergencies and to make any necessary longer term arrangements. The right does not include a statutory right to pay.

Keeping in Touch (KIT) Days and Shared Parental Leave in Touch (SPLIT) Days

KIT days are available to employees on Maternity or Adoption Leave. You are permitted to use up to 10 KIT days.

SPLIT days are available to employees on Shared Parental Leave. Each parent entitled to Shared Parental Leave will have an individual entitlement of up to 20 SPLIT days.

This document sets out arrangements for employees. For information about casual workers, please contact HR.

You may also be interested in the following:

[Childcare Vouchers](#)
[Special Leave](#)
[Equality and Diversity](#)
[Parents' Support Network](#)
[Parent Mentoring Scheme](#)
[Pregnancy, Maternity and Returning to Work Booklet](#)
[Wivenhoe Park Day Nursery](#)

HR can answer any questions you may have on this document.

Key to abbreviations contained within this document:

| | |
|--------------|---|
| AAL | Additional Adoption Leave |
| AML | Additional Maternity Leave |
| EWC | Expected Week of Childbirth |
| KIT | Keeping in Touch Day |
| MA | Maternity Allowance |
| MATB1 | Maternity certificate provided by your GP/Midwife |
| OAL | Ordinary Adoption Leave |
| OAP | Occupational Adoption Pay |
| OML | Ordinary Maternity Leave |
| OMP | Occupational Maternity Pay |
| OPP | Occupational Paternity Pay |
| OshPP | Occupational Shared Parental Pay |
| SAP | Statutory Adoption Pay |
| ShPP | Shared Statutory Parental Pay |
| SMP | Statutory Maternity Pay |
| SPL | Shared Parental Leave |
| SPP | Statutory Paternity Pay |

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ADOPTION LEAVE AND PAY ENTITLEMENTS

SECTION 1: MATERNITY LEAVE AND PAY

1.1 MATERNITY LEAVE

Employees are entitled to 52 weeks' maternity leave irrespective of length of service. This is made up of 26 weeks' Ordinary Maternity Leave (OML) and 26 weeks' additional Maternity Leave (AML). AML follows immediately on from OML and there can be no gap between the two. The maternity leave period cannot be broken by any other manner of leave and must be a continuous period.

By law the minimum time that you must take is two weeks immediately following the birth of your baby, this is known as compulsory maternity leave.

Only one period of leave will be available irrespective of whether you have a multiple birth (e.g. twins).

Your contract of employment continues throughout your maternity leave and continuity of service will not be broken. Therefore entitlement to periods of notice, holidays and sick leave which accrued at the beginning of maternity leave will not be lost.

The earliest you can start your maternity leave is 11 weeks before the expected week of childbirth (EWC). The EWC can be worked out from your due date or when your midwife or doctor has issued your MAT B1 form. This form is usually issued in the 20th week of your pregnancy.

Should you become ill with a pregnancy related illness after the start of you 4th week before EWC, your maternity leave will automatically begin.

If your baby is stillborn after the beginning of the 24th week of pregnancy, you will still be entitled to maternity leave.

You will not qualify for sick pay while you are on maternity leave.

Once you have returned to work your Maternity Leave will have ended and cannot be re-started.

1.2 MATERNITY PAY

What will I be paid during my maternity leave?

The pay you receive will depend on how long you have worked for the University. You could be eligible for:

- Statutory Maternity Pay (SMP)
- Occupational Maternity Pay (OMP), an enhanced provision inclusive of SMP.
- Maternity Allowance (MA)

If your baby is stillborn after the beginning of the 24th week of pregnancy, you will still be entitled to maternity leave and to Statutory Maternity Pay or Occupational Maternity Pay, provided you meet the qualifying conditions. You will get a certificate of stillbirth; this is the evidence you need to claim Statutory Maternity Pay or Maternity Allowance. If you have a miscarriage (before the 24th week of pregnancy), you will not be entitled to maternity leave or pay.

Payment details can be found in [Table 1](#).

Am I eligible for Statutory Maternity Pay?

Statutory Maternity Pay (SMP) is paid for 39 weeks and is paid on behalf of the state by the University. In order to claim this, you must have been continuously employed by the University for 26 weeks at the 15th week before your expected week of childbirth (EWC) known as the qualifying week. Your average earnings must be at least as much as the lower earnings limit (currently £113) for National Insurance contributions, which applies at the end of your qualifying week.

SMP is payable whether or not you intend to return to work.

ⓘ You are entitled to 52 weeks maternity leave irrespective of your length of service.

ⓘ The minimum time that you must take is two weeks. This is known as compulsory maternity leave.

ⓘ Your contract of employment continues throughout your maternity leave and continuity of service will not be broken.

ⓘ The pay you receive will depend on how long you have worked for the University.

Will I receive any Occupational Maternity Pay?

Occupational Maternity Pay (OMP) is an enhanced pay provision provided by the University. To qualify for OMP you must have been employed continuously with the University for a minimum period of 12 months before the expected week of childbirth.

If you do not intend to return to work, you will not qualify for OMP.

For the purposes of the Occupational Maternity Scheme, you will be deemed to be in receipt of SMP.

SMP will be offset against OMP as follows:

- a) during the period of 8 weeks that an employee, who intends to return to work, is receiving full pay; or
- b) from the amount of 6 weeks' pay received by an employee who does not intend to return to work.

If you are not eligible for SMP, any maternity allowance (MA) paid by the Jobcentre Plus will be offset as above against OMP.

SMP will not normally be offset against occupational maternity half pay. However, if during the course of occupational maternity leave, payment of half pay and SMP (at whatever rate) together amount to more than full pay, then the combined payment will be reduced to the level of full pay during the period in which SMP is being paid. No combinations of payments will exceed full pay.

Your payslip will show the amount of SMP paid plus a pay adjustment to bring the payment up to the level of OMP.

How will Statutory Maternity Pay and Occupational Maternity pay be paid to me?

Your SMP/OMP will be paid into your bank account on the same date that your salary would have been paid, and will be subject to deductions for tax, National Insurance and pension contributions in the usual way.

What if I do not qualify for Statutory Maternity Pay?

Should you not be eligible for SMP, Payroll will issue you with a form (SMP1) which may enable you to get a Maternity Allowance (MA). Take the SMP1 form to your local Jobcentre Plus.

You can be paid MA for up to 39 weeks, but this will be stopped if you return to work before the end of the MA period.

What about my pension contributions?

For the first 39 weeks, during which you will be in receipt of OMP and/or SMP, pension contributions will continue to be payable. Although based on the rate of pay that you will actually receive you will continue to accrue pension benefits in the same way and at the same rate that applied immediately before you leave commenced.

For any subsequent period of unpaid leave the choice is entirely yours. If you pay contributions for the period of unpaid leave they will be based on the full notional salary that you would have received had you not taken maternity leave. If you wish to make up these contributions, they can be collected from your salary on your return to work. It may be possible, subject to the restrictions of the tax year, to spread the collection of these contributions over a period equal to the length of the unpaid leave. You will receive a letter from the University Pensions Officer asking you to confirm your decision.

ⓘ To qualify for Occupational Maternity Pay you must have been employed continuously with the University for a minimum period of 12 months before the expected week of childbirth.

1.3 NOTIFICATION AND EVIDENCE OF PREGNANCY

It is advisable to book a meeting with HR as early as possible to talk about your plans/benefits/entitlements and to enable the University to support you.

Please complete an application form to give written notification of your intention to take maternity leave and the date on which you intend this to start and send it to HR with a copy to your Line Manager/Head of Department. Your MATB1 form should also be attached to this form unless you are only eligible to claim Maternity Allowance for which you should retain your MATB1 for the Jobcentre Plus.

Before you submit your MATB1 form, take a photocopy for your partner, as it may be needed for their employer should your partner wish to take paternity leave.

The application form should be provided no later than the end of the 15th week before your expected week of childbirth. Note that for these purposes a week begins on a Sunday. However, in order to discharge the university's responsibilities with regards to health and safety it is advisable that written notification is made at an early stage in the pregnancy.

If you change your mind about the date on which you want to start your leave, you must give your line manager at least 28 days' written notice of the new date. Please note also that if you are eligible for SMP payments, you must give us at least 28 days' written notice of the date on which you wish your SMP payments to begin.

If you give birth before the commencement of your Maternity Leave, you should notify your Head of Department and HR as soon as is reasonably practical after the birth. In these circumstances, maternity leave will start automatically on the day after the birth.

Human Resources will write to you to accept notification of your pregnancy.

If you are taking maternity leave you are encouraged to contact HR to arrange an informal discussion as early as possible regarding your potential entitlement, to talk about your plans and to enable the University to support you.

1.4 HEALTH AND SAFETY

Do I have to complete a pregnancy risk assessment?

You should arrange to review your work activities in consultation with your line manager/supervisor immediately upon becoming aware that you are pregnant using the risk assessment form. Where this may present personal difficulty, you are urged to discuss the matter with HR at the earliest opportunity.

In a few cases, where the risks cannot be controlled, it may be necessary to significantly adjust your working conditions or hours, give you alternative work or suspend you from work on full pay. If you think this may be necessary speak to your line manager/supervisor in the first instance who will discuss your situation with HR.

ⓘ Book a meeting with HR as early as possible to enable the University to support you.

ⓘ To give notification of your intention to take maternity leave you must complete an application form.

ⓘ Arrange to review your work activities with your line manager and complete a risk assessment form.



1.5 ANNUAL LEAVE

Will I accrue any annual leave during my Maternity Leave?

Annual leave accrues throughout the full period of maternity leave. Leave also accrues for any statutory public holiday and/or Christmas closure day that falls during the period of maternity leave.

Annual leave may only be taken before you start your maternity leave or at the end of your maternity leave. It is not possible to take annual leave whilst you are on maternity leave.

Any annual leave accrued before maternity leave starts should be taken during that leave year.

Any annual leave or statutory public holiday/ Christmas closure day that will accrue whilst on maternity leave during the annual leave year in which maternity leave begins should be taken:

- either before maternity leave starts (i.e. it is taken in the same annual leave year);
- or immediately on return from maternity leave, thereby effectively extending your actual physical return to work (i.e. it is carried forward to the next annual leave year but must be taken immediately on return or it is lost).

Any annual leave or statutory public holiday/ Christmas closure day accrued whilst on maternity leave during the annual leave year in which you are due to return may be taken:

- either immediately on return from maternity leave, thereby effectively extending your actual physical return to work (even if this crosses into a new annual leave year);
- or at some other mutually agreed time during the annual leave year in which you return. However, it should be noted that the option to take accrued leave at a later point in the leave year does not apply where you wish to return to work on a reduced hours basis (see below).

Any leave accrued during the leave year in which the maternity leave falls may be used in lieu of an equivalent amount of unpaid maternity leave.

Where it is agreed that you will return to work on the basis of reduced contractual hours of work, your new reduced hours should not normally take effect until any leave accrued under your previous contractual hours has been taken. This effectively means that you may officially return to work on X day, take your outstanding holiday accrued under your previous (e.g. full-time) contractual hours and then physically return to work and start your new reduced hours on Y date.

1.6 KEEPING IN TOUCH (KIT) DAYS

What are KIT days?

Keeping In Touch days (or KIT days) allow you to do some limited work under the terms of your contract of service for the University whilst you are on maternity leave. Any KIT day taken will not bring your maternity leave period to an end, and payment of SMP/OMP will not be affected. You are permitted to use up to 10 KIT days. For further information please see the additional [KIT Day Information](#).

What if I want more time off after the end of my paid OML?

You are also eligible to take unpaid [Parental Leave](#).

ⓘ Annual leave accrues throughout the whole period of maternity leave.

ⓘ You are permitted to use 10 KIT days.



1.7 RETURNING TO WORK

When do I have to inform my manager of my return to work?

Before you return to work you should complete the [Maternity Return to Work Form](#) and send it to [HR](#) with a copy to your Line Manager/Head of Department. This should be sent at least 8 weeks before you are due to return. If you subsequently wish to change this date, you must give 28 days' notice.

You may return to work anytime within the 52 weeks of the commencement of the maternity leave period (with the exception of the first 2 weeks known as compulsory maternity leave).

If you have chosen to take OMP you must return to work for a minimum of three months otherwise you will be expected to repay any amount of OMP that you have received in excess of the SMP entitlement.

If you wish to consider the possibility of working part time, please look at the University's [work life balance](#) information.

Should I change my mind, and not want to return to work, what will I have to pay back?

If you have taken OMP you will have to repay the difference between the OMP and the SMP.

If you have only received SMP and you decide not to return to work you will not need to repay anything.

What happens if I am sick after my maternity leave is over?

You are entitled to sick leave and statutory sick pay if you are not well enough to return to work after the end of your maternity leave. You must produce a fitness to work certificate after your sickness absence for any period longer than seven calendar days.

1.8 FIXED TERM CONTRACTS

I am on a fixed term contract does this affect my entitlement to maternity leave and pay?

Please see the section on [Fixed-Term Staff](#) for entitlements and benefits if you are on a fixed-term contract.

1.9 ANTE NATAL APPOINTMENTS

Am I entitled to time off to attend ante natal appointments?

You have a statutory right to reasonable paid time off work to attend appointments for antenatal care prescribed by a doctor, midwife or health visitor, irrespective of your length of service. You should provide if requested, after the first appointment, evidence of appointments to your Line Manager/ Head of Department. As far as it is reasonably practicable, such appointments should be arranged at times that would cause least disruption to your work, although you should not be required to arrange such appointments outside of your normal working hours.

Partners and fathers also have the right to take unpaid time off work to accompany expectant mothers to up to 2 antenatal appointments. The time off is capped at 6 and a half hours for each appointment and there is no qualifying period before employees can take up the new rights. As far as it is reasonably practicable, such appointments should be arranged at times that would cause least disruption to your work, although you should not be required to arrange such appointments outside of your normal working hours.

1.10 ANNUAL INCREMENTS

Will I still receive my annual increment on my pay scale during my maternity leave?

Yes, if in accordance with your contract of employment you are due to receive an annual increment at the incremental date in either August or October you will still receive this.

1.11 SHARED PARENTAL LEAVE

From April 2015, you can elect to bring your maternity leave to an end early and opt-in to a period of Shared Parental Leave and Pay instead. However, the first two weeks of maternity leave are compulsory maternity leave and cannot be shared. You must give the University eight weeks' notice to end your entitlement to maternity leave early, which will then enable you or your partner to take advantage of the shared parental leave scheme. This notice can be given before or after the birth. If it is given after the birth, the notice is binding. However, if notice is given before the birth, you are able to revoke the notice up to six weeks after the birth – this is in case an unplanned situation arises following the birth of the child.

ⓘ At least 8 weeks before you return to work you must complete the [Maternity Return to Work form](#).

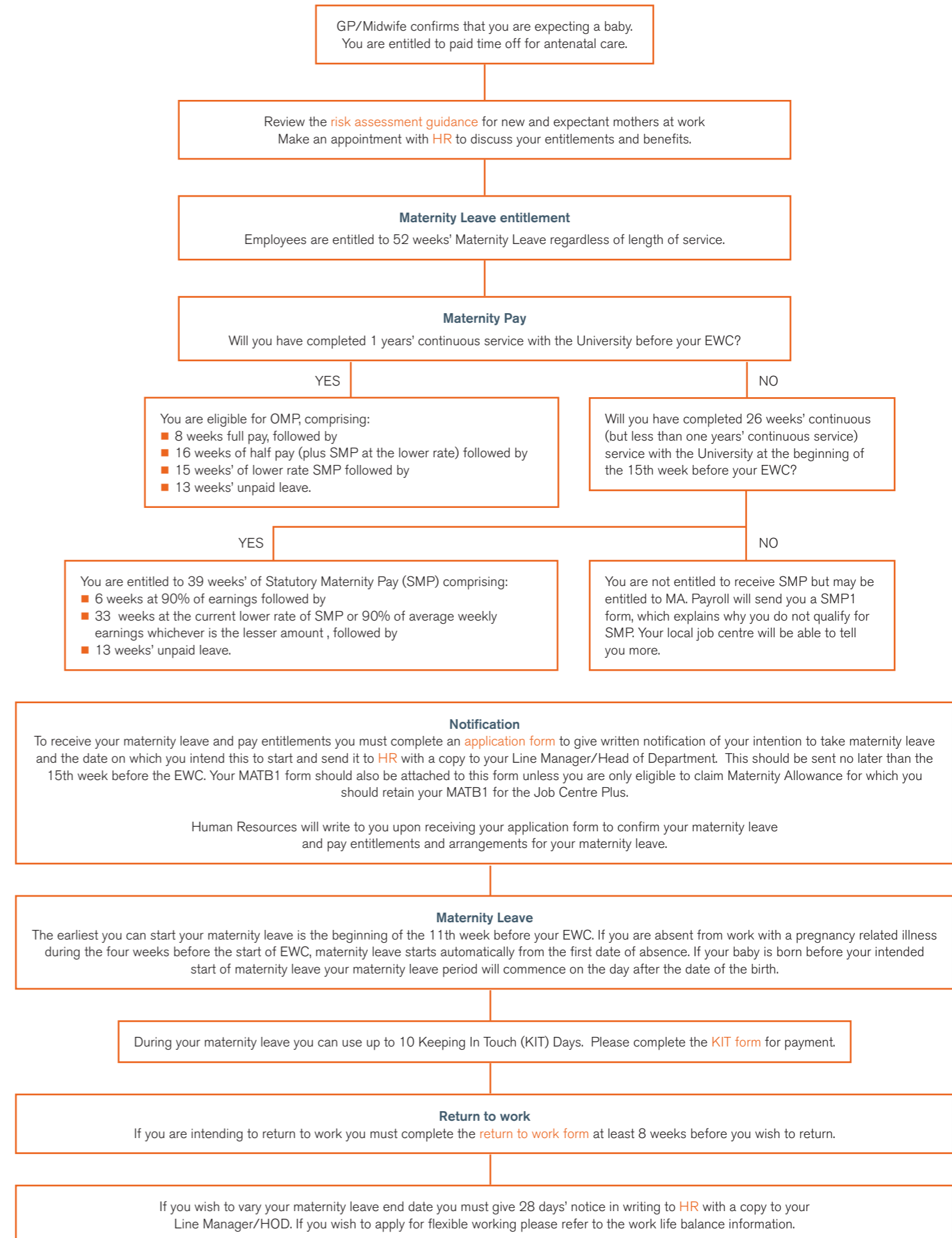
ⓘ If you wish to consider the possibility of part-time working, please review our [Work-Life Balance policy](#).

ⓘ You have a statutory right to reasonable paid time off work to attend antenatal appointments.

TABLE 1: MATERNITY LEAVE AND PAY

| LENGTH OF SERVICE | MATERNITY/ ADOPTION LEAVE ENTITLEMENT | MATERNITY/ADOPTION PAY |
|--|--|--|
| One year's continuous service before the Expected Week of Childbirth (EWC). | Employees may take up to 52 weeks leave (the first 2 weeks are compulsory for those taking maternity leave). | <p>Maximum pay period of 39 weeks.</p> <p>You are entitled to Occupational Maternity Pay (OMP), which is inclusive of SMP as follows:</p> <ul style="list-style-type: none"> 8 weeks full pay, followed by 16 weeks of half pay (plus SMP (£140.98 or 90% of your average weekly earnings, whichever is lesser amount) followed by 15 weeks' of lower rate SMP (£140.98 or 90% of your average weekly earnings, whichever is the lesser amount) followed by 13 weeks' unpaid leave. |
| 26 weeks' continuous service (but less than one years' continuous service) at the 15th week before EWC (known as the Qualifying Week). | Employees may take up to 52 weeks leave (the first 2 weeks are compulsory for those taking maternity leave). | <p>Maximum pay period of 39 weeks.</p> <p>You are entitled to Statutory Maternity Pay (SMP) as follows:</p> <ul style="list-style-type: none"> 6 weeks at 90% of earnings followed by 33 weeks at the current lower rate of SMP/SAP (£140.98 or 90% of average weekly earnings whichever is the lesser amount) followed by 13 weeks' unpaid leave. <p>Please note: To receive SMP your normal weekly earnings during the Qualifying Week must be above the lower weekly earnings limit for national insurance contributions in force during the 15th week (i.e. above £113 per week).</p> |
| Less than 26 weeks' service at the 15th week before the EWC. | Employees may take up to 52 weeks leave (the first 2 weeks are compulsory for those taking maternity leave). | <p>You do not have an entitlement to SMP or OMP.</p> <p>Maternity allowance may be payable from your local Job Centre or Social Security Office if you are eligible.</p> |

MATERNITY LEAVE AND PAY ENTITLEMENTS FLOWCHART



SECTION 2: ADOPTION LEAVE AND PAY

2.1 ADOPTION LEAVE

Employees are entitled to 52 weeks' adoption leave irrespective of length of service. This is made up of 26 weeks' Ordinary Adoption Leave (OAL) and 26 weeks' additional Adoption Leave (AAL). AAL follows immediately on from OAL and there can be no gap between the two. The adoption leave period cannot be broken by any other manner of leave and must be a continuous period.

The main adopter can take adoption leave, with the partner or secondary adopter having the right to [paternity leave](#).

Only one period of leave will be available irrespective of whether more than one child is placed for adoption as part of the same arrangement.

Your contract of employment continues throughout your adoption leave and continuity of service will not be broken. Therefore entitlement to periods of notice, holidays and sick leave which accrued at the beginning of maternity leave will not be lost.

You can start adoption leave up to 14 days before date of placement or on the date of placement (whether this is earlier or later than expected). For overseas adoption, leave cannot begin before child enters Great Britain and latest it can begin is 28 days after child enters Great Britain.

You will not qualify for sick pay while you are on adoption leave.

The same principles apply for surrogacy arrangements.

Dual approved prospective adopters (also known as fostering for adoption) may be eligible for adoption leave and pay where they have agreed to have a child placed with them in accordance with section 22C of the Children Act 1989 with a view to them adopting that child. To be eligible for adoption leave and/or pay the child must be matched with the dual approved prospective adopter on or after 5 April 2015.

Once you have returned to work your Adoption Leave will have ended and cannot be re-started.

2.2 ADOPTION PAY

What will I be paid during my adoption leave?

The pay you receive will depend on how long you have worked for the University. You could be eligible for:

- Statutory Adoption Pay (SAP)
- Occupational Adoption Pay (OAP), an enhanced provision inclusive of SAP.

Payment details can be found in [Table 2](#).

Am I eligible for Statutory Adoption pay (SAP)?

SAP is paid for 39 weeks and is paid on behalf of the state by the University. In order to claim this, you must have 26 weeks' service or more (but less than 1 years' service) continuing into the week in which you are 'matched' with a child for adoption (the 'matching' week). This is known as the 'continuity of employment test'. In addition, your average earnings must be at least as much as the lower earnings limit (currently £113) for National Insurance contributions, which applies at the end of your matching week. This is known as the 'earnings test'.

If you are adopting under a surrogacy arrangement you must have been continuously employed by the University for 26 weeks up to and including the 15th week before the expected week of childbirth (EWC) and meet the 'earnings test' above.

SAP is payable whether or not you intend to return to work.

ⓘ You are entitled to 52 weeks' adoption leave irrespective of your length of service.

ⓘ Your contract of employment continues throughout your adoption leave and continuity of service will not be broken.

ⓘ The pay you receive will depend on how long you have worked for the University.

Will I receive any Occupational Adoption Pay (OAP)?

OAP is an enhanced pay provision provided by the University. To qualify for OAP you must have been employed continuously with the University for a minimum period of 12 months before the commencement of adoption leave.

If you do not intend to return to work, you will not qualify for OAP.

For the purposes of the Occupational Adoption Scheme, you will be deemed to be in receipt of SMP.

SMP will be offset against OMP as follows:

- a) if you are intending returning to work, during the period of 8 weeks that you are receiving full pay; or
- b) if you are not intending to return to work, from the amount of 6 weeks' pay you receive.

SAP will not normally be offset against occupational adoption half pay. However, if during the course of occupational adoption leave, payment of half pay and SAP (at whatever rate) together amount to more than full pay, then the combined payment will be reduced to the level of full pay during the period in which SAP is being paid. No combinations of payments will exceed full pay.

Your payslip will show the amount of SAP paid plus a pay adjustment to bring the payment up to the level of OAP.

How will SAP and OAP be paid to me?

Your SAP/OAP will be paid into your bank account on the same date that your salary would have been paid, and will be subject to deductions for tax, National Insurance and pension contributions in the usual way.

What if I do not qualify for Statutory Adoption Pay or Occupational Adoption Pay?

Should you not be eligible for SAP or OAP, Payroll will issue you with a form (SAP1) which may enable you to get support from your local Job Centre Plus instead.

What about my pension contributions?

For the first 39 weeks, during which you will be in receipt of OAP and/or SAP, pension contributions will continue to be payable. Although based on the rate of pay that you will actually receive you will continue to accrue pension benefits in the same way and at the same rate that applied immediately before you leave commenced.

For any subsequent period of unpaid leave the choice is entirely yours. If you pay contributions for the period of unpaid leave they will be based on the full notional salary that you would have received had you not taken adoption leave. If you wish to make up these contributions, they can be collected from your salary on your return to work. It may be possible, subject to the restrictions of the tax year, to spread the collection of these contributions over a period equal to the length of the unpaid leave. You will receive a letter from the University Pensions Officer asking you to confirm your decision.



2.3 NOTIFICATION OF ADOPTION LEAVE

How do I notify Human Resources and my Line Manager?

It is advisable to book a meeting with HR as early as possible to talk about your plans/benefits/entitlements and to enable the University to support you.

Please complete an [Adoption Application Form](#) and send it to HR, together with your matching certificate/official notification, within 7 days of being notified by your adoption agency that you have been newly matched with a child for adoption; providing at least 28 days' notice of the date on which you wish the adoption pay period to start where reasonably practicable. It is recognised that this may not always be practicable, given that there may be a relatively short period of time between when you receive notification of being matched with a child for adoption and the child being placed with you.

The expected date of placement is the expected date that the child will start living with you.

The actual date of placement may be the same as the expected date of placement or it may be different. This is the date that the child is actually placed with you.

If you change your mind about the date on which you want to start your leave, you must give your line manager and HR at least 28 days' written notice of the new date, if reasonably practicable. Please note also that if you are eligible for SAP payments, you must give us at least 28 days' written notice of the date on which you wish your SAP payments to begin.

Matching certificate

A matching certificate is documentary evidence from your adoption agency which provides:

- name and address of adoption agency
- the adopter's name and address
- the date on which the 'matching' occurred
- the expected date of placement or date placement occurred.
- In cases of adoption of a child from overseas, you should be in receipt of an official notification showing their eligibility for adoption.

Overseas adoptions

If you are adopting a child from overseas the conditions are the same except, you:

- must have 'official notification' (permission from a UK authority) that you can adopt from abroad
- must have worked for the University continuously for at least 26 weeks by the time you get your official notification
- must fill in the declaration on form SC6 if you are adopting a child with your partner. [Form SC6](#) confirms you are not taking paternity leave or pay.

2.4 ANNUAL LEAVE

Will I accrue any annual leave during my Adoption Leave?

Annual leave accrues throughout the full period of adoption leave. Leave also accrues for any statutory public holiday and/or Christmas closure day that falls during the period of adoption leave.

Annual leave may only be taken before you start your adoption leave or at the end of your adoption leave. It is not possible to take annual leave whilst you are on adoption leave.

Any annual leave or statutory public holiday/Christmas closure day that will accrue whilst on adoption leave during the annual leave year in which adoption leave begins should be taken:

- either before adoption leave starts (i.e. it is taken in the same annual leave year);
- or immediately on return from adoption leave, thereby effectively extending your actual physical return to work (i.e. it is carried forward to the next annual leave year but must be taken immediately on return or it is lost).

🕒 Book a meeting with HR as early as possible to talk about how the University can support you.

🕒 To give notification of your intention to take adoption leave you must complete an [Adoption Leave Application Form](#).

🕒 Annual leave accrues throughout the full period of adoption leave.

Any annual leave or statutory public holiday/Christmas closure day accrued whilst on adoption leave during the annual leave year in which you are due to return may be taken:

- either immediately on return from adoption leave, thereby effectively extending your actual physical return to work (even if this crosses into a new annual leave year);
- or at some other mutually agreed time during the annual leave year in which you return. However, it should be noted that the option to take accrued leave at a later point in the leave year does not apply where you wish to return to work on a reduced hours basis (see below).

Any leave accrued during the leave year in which the adoption leave falls may be used in lieu of an equivalent amount of unpaid adoption leave.

Where it is agreed that you will return to work on the basis of reduced contractual hours of work, your new reduced hours should not normally take effect until any leave accrued under your previous contractual hours has been taken. This effectively means that you may officially return to work on X day, take your outstanding holiday accrued under your previous (e.g. full-time) contractual hours and then physically return to work and start your new reduced hours on Y date.

2.5 KEEPING IN TOUCH (KIT) DAYS

What are KIT days?

Keeping In Touch days (or KIT days) allow you to do some limited work under the terms of your contract of service for the University whilst you are on adoption leave. Any KIT day taken will not bring your adoption leave period to an end, and payment of SAP/OAP will not be affected. You are permitted to use up to 10 KIT days. For further information please see the additional [KIT day information](#).

What if I want more time off after the end of my Adoption Leave?

You are also eligible to take unpaid [Parental Leave](#).

2.6 RETURN TO WORK

When do I have to inform my manager of my return to work?

Before you return to work you should complete the [Adoption Return to Work Form](#) and send it to HR with a copy to your Line Manager/Head of Department. This should be sent at least 8 weeks before you are due to return. If you subsequently wish to change this date, you must give 28 days' notice.

Once you have returned from adoption leave, you must remain in the University's employment for a minimum of 3 months; otherwise you will be expected to repay any amount of OAP that you have received in excess of the SAP entitlement.

If you wish to consider the possibility of working part time, please look at the University [work life balance](#) information.

You may return to work anytime within the 52 weeks of the commencement of the adoption leave period (with the exception of the first 2 weeks known as compulsory adoption leave).

Should I change my mind, and not want to return to work, what will I have to pay back?

If you have taken OAP you will have to repay the difference between the OAP and the SMP.

If you have only received SAP and you decide not to return to work you will not need to repay anything.

What happens if either I or my child is sick after my adoption leave is over?

You are entitled to sick leave and statutory sick pay if you are not well enough to return to work after the end of your adoption leave. You must produce a fitness to work certificate after your sickness absence for any period longer than 7 calendar days.

🕒 You are permitted to use 10 KIT days.

🕒 Before you return to work you should complete the [Adoption Return to Work Form](#).

2.7 FIXED TERM CONTRACTS

I am on a fixed term contract does this affect my entitlement to adoption leave and pay?

Please see the section on [Fixed-Term Staff](#) for entitlements and benefits if you are on a fixed-term contract.

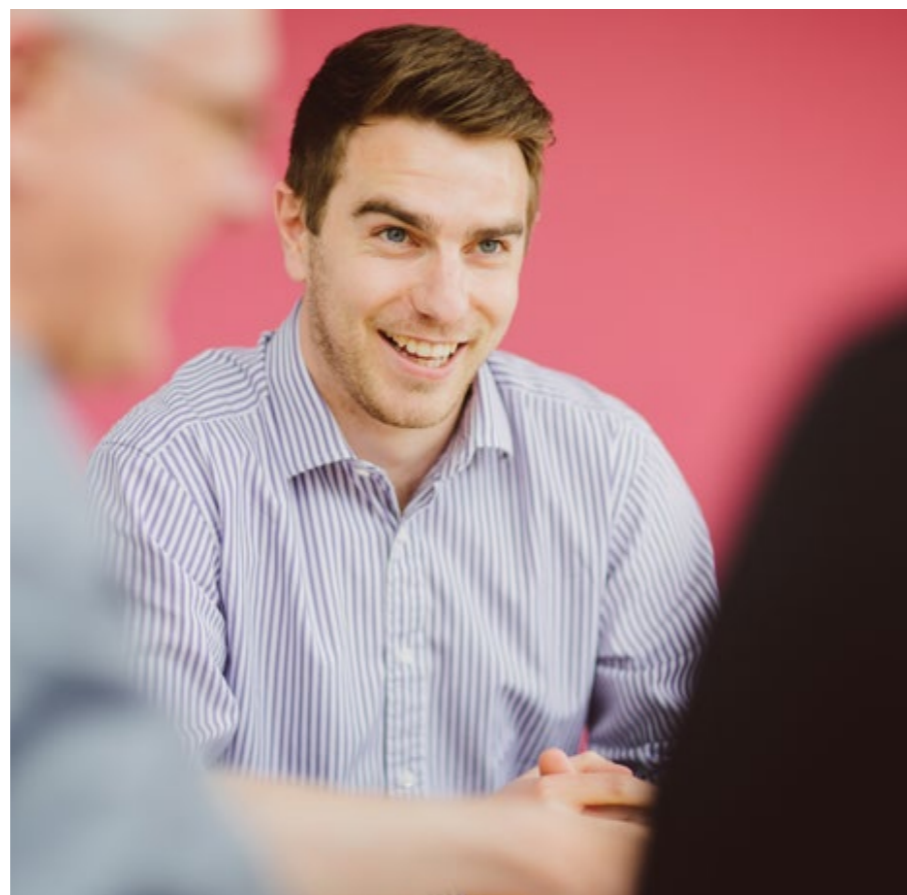
ⓘ You may take paid time off work to attend up to five adoption appointments.

2.8 ADOPTION APPOINTMENTS

Am I entitled to time off to attend adoption appointments?

From 5 April 2015, the main adopter can now take reasonable paid time off work to attend up to five adoption appointments in the period between being notified of a match and the child being placed with the family. The secondary adopter is entitled to take unpaid time off for up to two appointments. Up to 6.5 hours is allowed for each appointment. You should provide if requested, after the first appointment, evidence of appointments to your Line Manager/ Head of Department. As far as it is reasonably practicable, such appointments should be arranged at times that would cause least disruption to your work, although you should not be required to arrange such appointments outside of your normal working hours.

ⓘ The secondary adopter is entitled to take unpaid time off for up to two adoption appointments.



2.9 ANNUAL INCREMENT

Will I still receive my annual increment on my pay scale during my adoption leave?

Yes, if in accordance with your contract of employment you are due to receive an annual increment at the incremental date in either August or October you will still receive this.

2.10 SHARED PARENTAL LEAVE

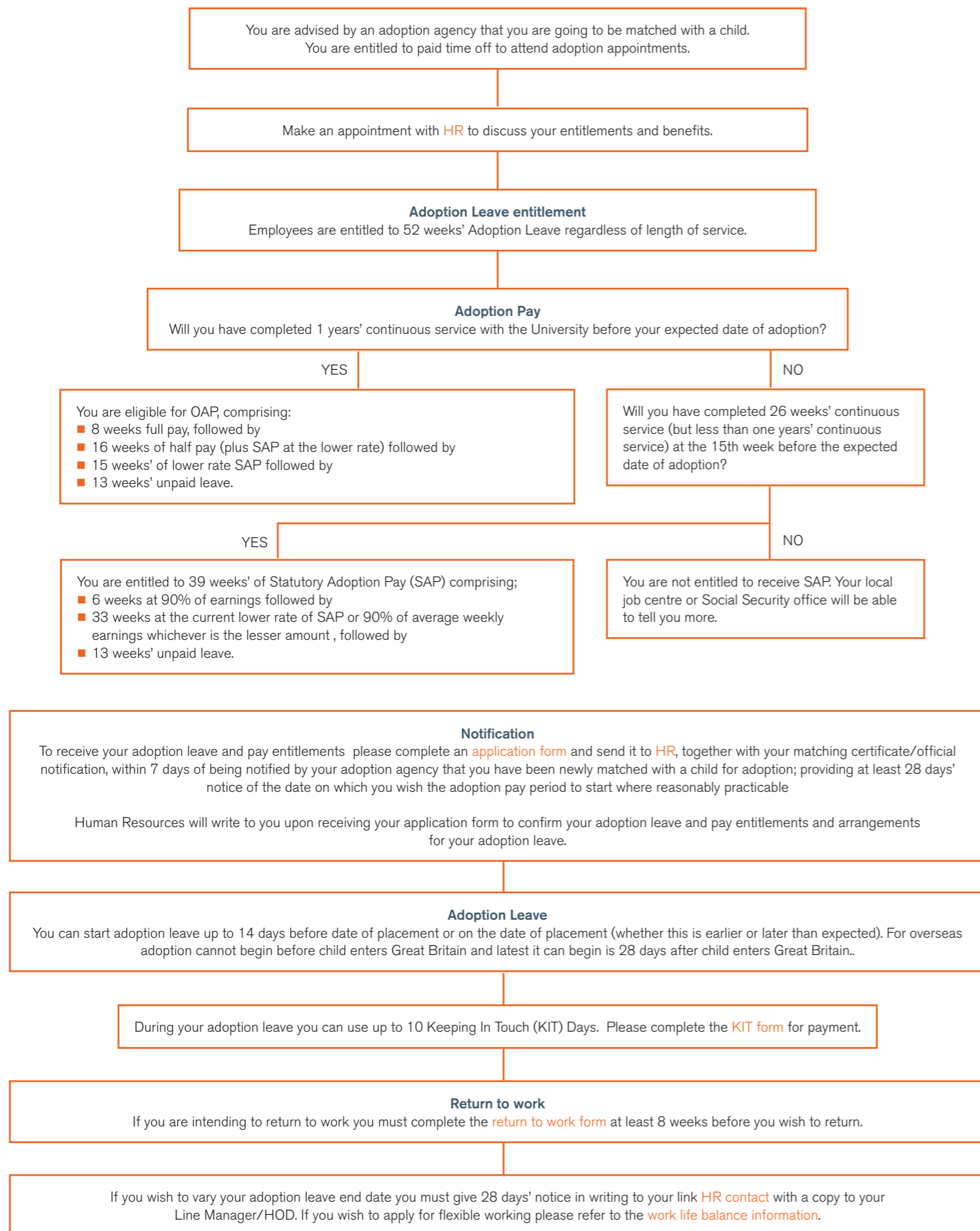
From April 2015, you can elect to bring your adoption leave to an end early and opt-in to a period of [Shared Parental Leave and Pay](#) instead. However, the first two weeks of adoption leave are compulsory and cannot be shared. You must give the University eight weeks' notice to end your entitlement to adoption leave early, which will then enable you or your partner to take advantage of the shared parental leave scheme.

TABLE 2: ADOPTION LEAVE AND PAY

| LENGTH OF SERVICE | ADOPTION LEAVE ENTITLEMENT | MATERNITY/ADOPTION PAY |
|---|---|--|
| One year's continuous service or more before the commencement of Adoption Leave. | Employees may take up to 52 weeks leave (the first 2 weeks are compulsory for those taking adoption leave). | <p>Maximum pay period of 39 weeks.</p> <p>You are entitled to Occupational Adoption Pay (OAP), which is inclusive of SAP, as follows:</p> <ul style="list-style-type: none"> ■ 8 weeks full pay, followed by ■ 16 weeks of half pay (plus SAP (£140.98 or 90% of your average weekly earnings, whichever is lesser) followed by ■ 15 weeks' of lower rate SAP (£140.98 or 90% of your average weekly earnings, whichever is the lesser amount) followed by ■ 13 weeks' unpaid leave. |
| 26 weeks' continuous service (but less than one years' continuous service) continuing into the week in which you are notified you are being 'matched' with a child. | Employees may take up to 52 weeks leave (the first 2 weeks are compulsory for those taking adoption leave). | <p>Maximum pay period of 39 weeks.</p> <p>You are entitled to Statutory Adoption Pay (SAP) as follows:</p> <ul style="list-style-type: none"> ■ 6 weeks at 90% of earnings followed by ■ 33 weeks at the current lower rate of SAP (£140.98 or 90% of average weekly earnings whichever is the lesser amount) followed by ■ 13 weeks' unpaid leave. <p>Please note: To receive SAP your average weekly earnings must be at least as much as the lower earnings limit (currently £113) for National Insurance contributions, which applies at the end of your matching week.</p> |
| Less than 26 weeks' continuous service by the week you are notified that you are being 'matched' with a child for adoption. | Employees may take up to 52 weeks leave (the first 2 weeks are compulsory for those taking adoption leave). | <p>You do not have an entitlement to SAP or OAP.</p> <p>An allowance may be payable from your local Job Centre or Social Security Office if you are eligible.</p> |

Please note that statutory pay rates are often increased annually in April.

ADOPTION LEAVE AND PAY ENTITLEMENTS FLOWCHART



SECTION 3: PATERNITY LEAVE (INCLUDING AFTER ADOPTION)

3.1 PATERNITY LEAVE

Am I entitled to Paternity Leave?

In order to take Paternity Leave, employees must:

- have, or be expecting to have, responsibility for bringing up the child, and
- be either the biological father or be married to the mother of the child or be the partner of the mother or adoptive parent of the child, and
- be taking this leave to care for the child or support the mother or other adoptive parent.

How many weeks leave am I entitled to?

Employees are entitled to a maximum of 2 weeks paternity leave irrespective of length of service (10 days for a full-time member of staff or an appropriate pro-rata entitlement for a part-time member of staff) if your partner is pregnant, or you plan to adopt a baby.

The length of statutory paternity leave is unaffected by multiple births or if more than one child is adopted as part of the same placement.

Your contract of employment continues throughout your paternity leave and continuity of service will not be broken. Therefore entitlement to periods of notice, holidays and sick leave which accrued at the beginning of paternity leave will not be lost.

There are differences in when and how you can take your paternity leave depending on your length of service and whether you qualify for Occupational Paternity Leave (OPL) or Statutory Paternity Leave (SPL). For more information on paternity leave entitlements please see [Table 3](#).

3.2 PATERNITY PAY

Will I get paid during my paternity leave?

The pay you receive will depend on how long you have worked for the University. You could be eligible for:

- Statutory Paternity Pay (SPP)
- Occupational Paternity Pay (OPP), an enhanced provision inclusive of SPP.
- Paternity Allowance (PA)

Full payment details can be found in [Table 3](#)

Am I eligible for Statutory Paternity Pay?

Statutory Paternity Pay (SPP) is paid for 2 weeks and is paid on behalf of the state by the University. In order to claim SPP, you must have been continuously employed by the University for 26 weeks at the 15th week before the expected week of childbirth (EWC) (the qualifying week), or in the case of adoption have 26 weeks continuous service by the end of the week you are 'matched' with the child for adoption.

Your average earnings must be at least as much as the lower earnings limit (currently £113 per week) for National Insurance contributions, which applies at the end of your qualifying week.

Will I receive any Occupational Paternity Pay (OPP)?

OPP is an enhanced pay provision provided by the University and is inclusive of any statutory pay. To qualify for OPP you must have been employed continuously with the University for a minimum period of 12 months before the EWC or the adoption of your child.

As payment of SPP is a statutory requirement, SPP must be offset against any entitlement to OPP. Your payslip will, therefore, show the amount of SPP paid plus a pay adjustment to bring the payment up to the level of OPP.

No combinations of payments will exceed full pay.

ⓘ You are entitled to a maximum of two weeks paternity leave irrespective of your length of service (pro rata for part-time staff).

ⓘ Your contract of employment continues throughout your paternity leave and continuity of service will not be broken.

ⓘ The pay you receive will depend on how long you have worked for the University.

3.3 NOTIFICATION AND EVIDENCE OF PATERNITY LEAVE

When should I inform my Line Manager?

In order to take paternity leave after the birth/adoption of a child you must notify HR and your Line Manager of your intention to take paternity leave using the Paternity Leave Application Form .

This date can be changed, as long as at least 28 days' written notice is given to HR and your Line Manager, if reasonably practicable.

If the baby comes early, what should I do?

If the baby comes early and you were therefore unable to give the required notice, you need to inform HR and your Line Manager as soon as possible.

If the baby comes late, what should I do?

If the baby comes late, you must delay the start of your paternity leave or take the leave from the birth of the baby. Leave cannot start before the birth. Notify HR and your Line Manager as soon as possible.

3.4 ANTENATAL APPOINTMENTS

Can I accompany my partner to ante-natal care appointments?

Yes, you are entitled to take unpaid time off work to accompany your partner to up to 2 of her ante-natal appointments. Up to 6.5 hours is allowed for each appointment. With prior approval from your Line Manager extra time off may be taken as annual leave.

ⓘ To take paternity leave you must complete the Paternity Leave application form.

ⓘ If the baby comes early or late, and you need to change your leave request, please notify your link HR contact and line manager.

3.5 ADOPTION APPOINTMENTS

Am I entitled to time off to attend adoption appointments?

From 5 April 2015, the secondary adopter has the statutory right to reasonable paid time off work to attend up to two adoption appointments. Up to 6.5 hours is allowed for each appointment. You should provide if requested, after the first appointment, evidence of appointments to your Line Manager/ Head of Department. As far as it is reasonably practicable, such appointments should be arranged at times that would cause least disruption to your work, although you should not be required to arrange such appointments outside of your normal working hours. With prior approval from your Line/ Manager extra time off may be taken as annual leave.

TABLE 3: PATERNITY LEAVE AND PAY (INCLUDING AFTER ADOPTION)

| LENGTH OF SERVICE | PATERNITY LEAVE ENTITLEMENTS/ REQUIREMENTS | PATERNITY PAY |
|--|---|--|
| One year's continuous service or more by the EWC, or 'matching week' in the case of adoption of a child in the UK. | <p>Employees may take up to 2 weeks' paternity leave (10 days for a full-time member of staff or an appropriate pro-rata entitlement for a part-time member of staff).</p> <p>This leave cannot start before the birth/ date of placement and must be taken within 56 days of the birth/date of placement.</p> <p>Leave can be taken as 1 or 2 consecutive weeks (pro rata for part-time staff). If you elect to take 1 week you cannot take the second week at a later date.</p> <p>If the baby is born prematurely you may take leave from any time from the actual date of birth up to 56 days after the EWC.</p> <p>If the baby is born late, you must delay the start date of the leave until the baby is actually born.</p> | <p>Employees are entitled to Occupational Paternity Pay (OPP) as follows: 2 weeks at full pay (inclusive of statutory paternity pay SPP).</p> |
| 26 weeks' continuous service (but less than one years' continuous service) at the 15th week before the EWC, or 'matching week' in the case of adoption of a child in the UK. | <p>Employees may take up to 2 weeks paternity leave (10 days for a full-time member of staff or an appropriate pro-rata entitlement for a part-time member of staff).</p> <p>This leave cannot start before the birth/ date of placement and must be taken within 56 days of the birth/date of placement.</p> <p>Leave can be taken as 1 or 2 consecutive weeks (pro rata for part-time staff). If you elect to take 1 week you cannot take the second week at a later date.</p> <p>If the baby is born prematurely you may take leave from any time from the actual date of birth up to 56 days after the EWC.</p> <p>If the baby is born late, you must delay the start date of the leave until the baby is actually born.</p> | <p>Employees are entitled to Statutory Paternity Pay (SPP) as follows:</p> <ul style="list-style-type: none"> 2 weeks at the current lower rate of SPP (£140.98 or 90% of average earnings whichever is the lesser amount). |



SECTION 4: SHARED PARENTAL LEAVE AND PAY

4.1 SHARED PARENTAL LEAVE (SPL)

From 5 April 2015, Shared Parental Leave (SPL) will be the new way for parents to share statutory leave and pay during the first year of birth or adoption. It is separate from the right to [unpaid parental leave](#) and will not replace the current [maternity leave and pay](#) or [adoption leave](#) and pay regimes.

The new right allows the mother/adopter to choose to bring the maternity/adoption leave to an end (known as 'curtailing') at any point after the initial two week compulsory maternity/adoption leave period. The parents can then choose how to split up the remaining weeks of leave and pay between them. Any time spent on maternity or adoption leave by the mother or the primary adopter will reduce the amount of SPL available.

Where a mother/adopter takes 51 or more of the 52 weeks of maternity/adoption leave that is available, then no shared parental leave can be created.

The mother/adopter must take two weeks' compulsory maternity/adoption leave immediately following the birth/placement of the child, which may not be shared with the father/partner.

The mother/adopter can elect to bring their maternity/adoption leave to an end early and opt-in to a period of shared parental leave and pay instead.

The two week period of [paternity leave](#) will continue to be available.

Your contract of employment continues throughout SPL and continuity of service will not be broken. Therefore entitlement to periods of notice, holidays and sick leave which accrued at the beginning of SPL will not be lost.

Example: An adopter and their partner are both eligible for SPL. The adopter ends their maternity leave after 12 weeks, leaving 40 weeks (of the total 52 week entitlement) available for SPL. They take 30 weeks and their partner takes the other 10 weeks.

Who does this policy apply to?

This policy only applies to employees of the University, whether you are the mother/adopter or the partner.

If you are the mother/adopter (and are employed by the University), your partner must (where relevant) submit any notifications to take shared parental leave to their own employer, which may have its own shared parental leave policy in place, if they want to take a period of shared parental leave.

If you are the partner (and are employed by the University), the mother/adopter must (where relevant) submit any notifications to take shared parental to their own employer. If both you are employees of the University each of you should submit the required notifications to the University.

The mother/adopter and the partner should ensure that they are each liaising with their own employer to ensure that requests for shared parental leave are handled as smoothly as possible.

Who is eligible for shared parental leave?

SPL can only be used by two people.

Eligibility for birth parents: to be eligible for SPL, both parents must share responsibility for the child at birth.

Eligibility for adopters: to be eligible for SPL, both adoptive parents must share responsibility for the child.

For employees to be eligible to take SPL, both parents must meet certain eligibility requirements.

ⓘ The mother/adopter can bring the maternity leave to an end early and opt into a period of shared parental leave and pay instead.

ⓘ Your contract of employment continues throughout shared parental leave and continuity of service will not be broken.

Mother's/adopter's eligibility for shared parental leave

The mother/adopter is eligible for shared parental leave if they:

- have at least 26 weeks' continuous employment ending with the 15th week before the expected week of childbirth and remains in continuous employment with the University until the week before any period of shared parental leave that she takes;
- have, at the date of the child's birth/adoption, the main responsibility, apart from the partner, for the care of the child;
- are entitled to statutory maternity/adoption leave in respect of the child; and
- comply with the relevant (or has returned to work before the end of statutory maternity/adoption leave), and shared parental leave notice and evidence requirements.

In addition, for the mother/adopter to be eligible for shared parental leave, the partner must:

- have been employed or a self-employed earner in at least 26 of the 66 weeks immediately preceding the expected week of childbirth/matching date;
- meet the 'earnings test' and have average weekly earnings of at least £30 for any 13 of those 66 weeks; and
- have, at the date of the child's birth/adoption, the main responsibility, apart from the mother/adopter, for the care of the child.

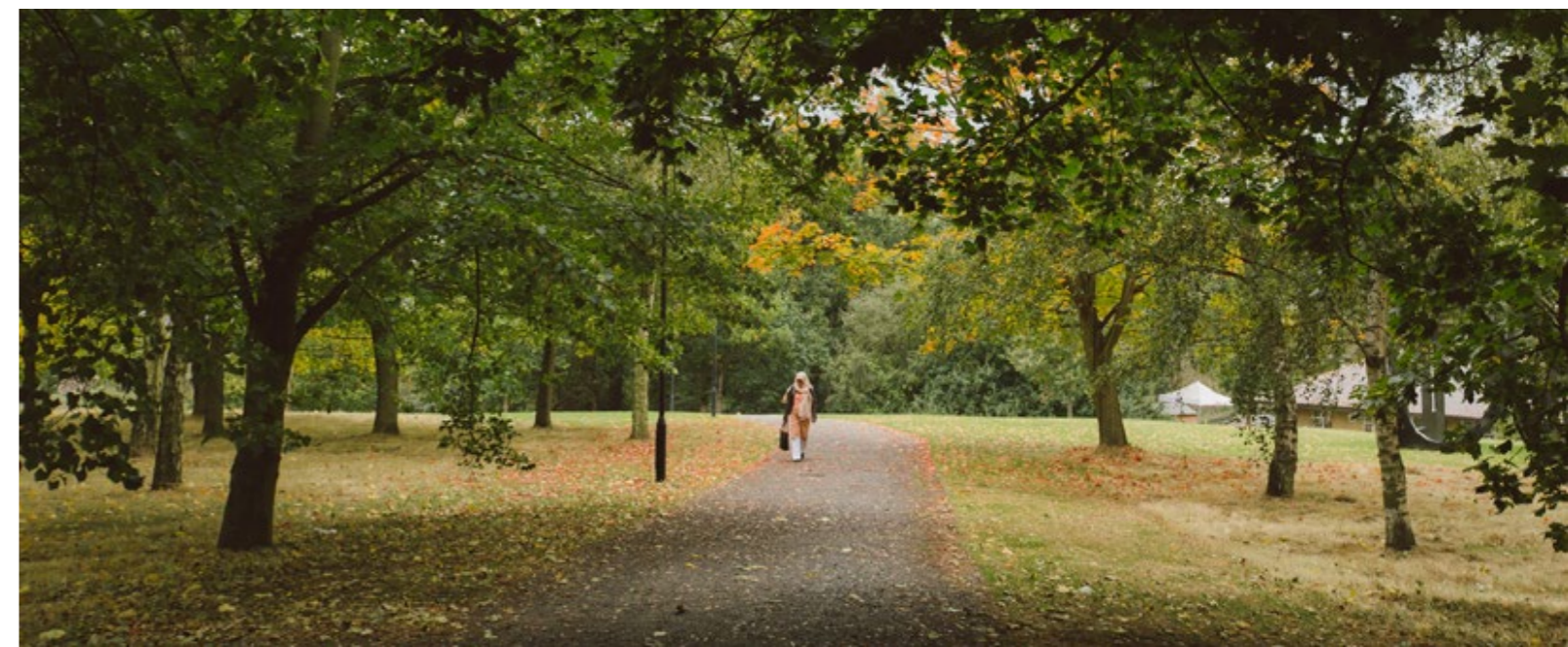
Partner's eligibility for shared parental leave

The partner is eligible for shared parental leave if they:

- have at least 26 weeks' continuous employment ending with the 15th week before the expected week of childbirth/matching date and remains in continuous employment with the University until the week before any period of shared parental leave that they take;
- have, at the date of the child's birth, the main responsibility, apart from the mother/adopter, for the care of the child; and
- comply with the relevant shared parental leave notice and evidence requirements.

In addition, for the partner to be eligible for shared parental leave, the mother/adopter must:

- have been employed or been a self-employed earner during at least 26 of the 66 weeks immediately preceding the expected week of childbirth/matching date;
- meet the 'earnings test' and have average weekly earnings of at least £30 for any 13 of those 66 weeks; and
- have, at the date of the child's birth/adoption, the main responsibility, apart from the partner, for the care of the child;
- be entitled to statutory maternity/adoption leave, statutory maternity/adoption pay or maternity/adoption allowance in respect of the child; and
- comply with the relevant maternity/adoption leave or pay curtailment requirements (or have returned to work before the end of statutory maternity/adoption leave).



How many weeks of Shared Parental Leave am I entitled to?

You may take up to 50 weeks SPL during your child's first year in your family. The number of weeks available is calculated using the mother's/adopter's entitlement to maternity/adoption leave, which allows them to take up to 52 weeks' leave. If the mother/adopter reduces their maternity/adoption leave entitlement then you may opt in to the SPL system and take any remaining weeks as SPL. A mother/adopter must take a compulsory period of at least two weeks maternity/adoption leave after the birth/adoption of the child. This compulsory period cannot be shared.

A mother/adopter may reduce their entitlement to maternity/adoption leave by returning to work before the full entitlement of 52 weeks has been taken, or they may give notice to curtail their leave at a specified future date.

SPL leave can be taken during the 12 months following the birth or date of placement for adoption, but cannot begin earlier than two weeks following the child's birth/placement date. SPL must end no later than one year after the birth/placement of the child. Any SPL not taken by the first birthday or first anniversary of placement for adoption is lost.

If the mother/adopter is not entitled to maternity/adoption leave e.g. they are a casual worker but is entitled to Statutory Maternity Pay (SMP), Statutory Adoption Pay (SAP) or Maternity Allowance (MA), they must reduce their entitlement to less than the 39 weeks. If they do this, their partner may be entitled to up to 50 weeks of SPL. This is calculated by deducting from 52 the number of weeks of SMP, SAP or MA taken by the mother/adopter.

How can the leave be taken?

Those in receipt of occupational shared parental pay (enhanced provision)

If you are eligible for, and intend to take, **occupational shared parental pay** (OshPP) you are only permitted to make one, single request for leave and this leave must be taken in one, continuous block with no breaks in between (e.g. 4 weeks in a row). This leave must not exceed the total number of weeks of SPL available to you and you must have given at least 8 weeks' notice before commencing the period of leave. Only in exceptional circumstances may the Executive Deans or the Registrar and Secretary agree in advance to a discontinuous period of leave.

Those in receipt of 'statutory' shared parental pay only

If you are not entitled to OshPP, or do not intend to take it, and are eligible for **statutory shared parental pay** (ShPP) only you may request either:

- a continuous period of leave (e.g. 4 weeks in a row) so long as it does not exceed the total number of weeks of SPL available to you and you have given at least 8 weeks' notice, or
- a discontinuous period of leave, which means asking for a set number of weeks of leave over a period of time, with breaks between the leave where you return to work (for example, an arrangement where you will take six weeks of SPL and work every other week for a period of three months).

ⓘ You may take up to 50 weeks of shared parental leave during your child's first year.

ⓘ If you are eligible for Occupational Shared Parental Pay you may only make a single request for leave and this leave must be taken in one continuous block.

Does my request for leave have to be approved?

Any request for continuous leave must be approved (providing you have given the correct 8 weeks' notice before the start of the leave period).

The University will consider a discontinuous leave notification but has the right to refuse it. All requests for discontinuous leave will be carefully considered, weighing up the potential benefits to you and the University against any adverse impact to the business, for example:

- the burden of additional costs
- inability to reorganise work amongst existing staff,
- inability to recruit additional staff,
- a detrimental impact on quality
- a detrimental impact on performance
- detrimental effect on ability to meet customer demand.
- insufficient work for the periods the employee proposes to work
- a planned structural change to the business

It is best to discuss any planned discontinuous periods of leave with your line manager and HR in advance of submitting any formal request. This will give the University more time to consider your request and hopefully give you some idea whether your plans may be agreed.

Where there is concern over accommodating the notification, HR and your Line Manager may seek to arrange a meeting to discuss your notification within 14 days of the request being received. If the leave pattern is refused, you can either withdraw it within 15 days of giving it, or can take the leave in a single continuous block.

When can SPL commence?

SPL can commence as follows:

- The mother can take SPL after they have taken the legally required two weeks of maternity leave immediately following the birth of the child
- The adopter can take SPL after taking at least two weeks of adoption leave
- The father/partner can take SPL immediately following the birth/placement of the child, but may first choose to exhaust any paternity leave entitlements (as the father/partner cannot take paternity leave or pay once they have taken any SPL or ShPP).

Where a mother/adopter gives notice to curtail their maternity/adoption entitlement then the mother/adopter's partner can take leave while the mother/adopter is still using their maternity/adoption entitlements.

SPL will generally commence on your chosen start date specified in your SPL application or in any subsequent variation notice.

If you are eligible to receive it, Shared Parental Pay (ShPP) may be paid for some, or all, of the SPL period (see 'Shared Parental Pay' below).

When must SPL end?

SPL must end no later than one year after the birth/placement of the child. Any SPL not taken by the first birthday or first anniversary of placement for adoption is lost.

4.2 NOTIFICATION OF SHARED PARENTAL LEAVE

How do I give notice of my intention to take Shared Parental leave and how do I book this leave?

It is advisable to book a meeting with your **HR contact** as early as possible to talk about your plans/benefits/entitlements and to enable the University to support you.

To request shared parental leave, the following three notifications must be provided within the required timescales.

1. Maternity/adoption leave curtailment notice

Firstly, before the mother/adopter or partner can take shared parental leave, the mother/adopter must either return to work before the end of the maternity/adoption leave period (by giving the required 8 weeks' notice) or provide HR and your Line Manager with a **maternity/adoption leave curtailment notice** if the mother/adopter is employed by the University.

The maternity leave curtailment notice must be in writing and state the date on which maternity leave is to end. That date must be:

- after the compulsory maternity leave period, which is the two weeks after birth;
- at least 8 weeks after the date on which the mother/adopter gave the maternity leave curtailment notice to their employer; and
- at least one week before what would be the end of the additional maternity leave period.

ⓘ It is advisable to book a meeting with HR to talk about how the University can support you.

ⓘ To request shared parental leave you must provide three notifications:
- maternity curtailment notice
- notice of entitlement and intention to take shared parental leave
- notice to book leave.



2. Notification of Entitlement and Intention to take shared parental leave

Secondly, a [Notice of Entitlement and Intention](#) to take SPL must be submitted to HR and your Line Manager to provide an indication of start and end dates of any SPL that is to be requested. This should be submitted at least 8 weeks before the start date of the period of SPL and may be submitted at the same time as the Maternity/adoption leave curtailment notice. The Notice also requires confirmation of eligibility, entitlement and signed declaration and consent from partners.

At this stage you are only notifying the University of your 'intention' to take leave. As such this is a non-binding agreement and does not create actual certainty for your Line Manager or give you the entitlement to take the leave specified. The intention is to encourage you and your Line Manager to have an early discussion about your intentions.

3. Notice to Book Leave

Thirdly, a [Notice to Book Leave](#) is required and may often be submitted at the same time as the Notice of Entitlement and Intention is submitted. However, this may be submitted afterwards. A notice to book leave must be given at least 8 weeks before leave can be taken. Please ensure your Maternity/Adoption leave curtailment notice has either already been submitted or is submitted with this form.

Is there a limit on the number of Notices to Book Leave?

If you are eligible for, and intend to take, Occupational Shared Parental Pay (OshPP) you are only permitted to make one 'Notice to book leave' request.

If you are not entitled to, or do not intend to take, OshPP you may submit up to three separate 'Notices to Book Leave' requests.



Will the University require evidence of my eligibility?

The University may within 14 days of your notification being given, request:

- the name and business address of your partner's employer (where your partner is no longer employed or is self-employed their contact details must be given instead).
- in the case of biological parents, a copy of the child's birth certificate (or, where one has not been issued, a declaration as to the time and place of the birth).
- in the case of an adopted child, documentary evidence of the name and address of the adoption agency, the date on which they were notified of having been matched with the child and the date on which the agency expects to place the child for adoption.

In order to be entitled to SPL, you must produce this information within 14 days of the University's request.

Can I vary or cancel agreed arrangements for Shared Parental Leave?

You are permitted to vary or cancel an agreed and booked period of SPL, provided that you advise HR and your line manager in writing at least 8 weeks before the date of any variation using the Notice to Cancel or Vary a Shared Parental Leave Request. Any new start date cannot be sooner than 8 weeks from the date of the variation request.

You do not need to give 8 weeks' notice if you are changing the dates of your SPL because your child has been born earlier or later than the EWC. In such cases please notify us in writing of the change as soon as you can.

A notice to cancel or change a period of leave, including notice to return to work early, will count as one of your three period of leave notices, unless:

- the variation is a result of your child being born earlier or later than the EWC;
- the variation is at our request; or
- we agree otherwise.

If you have used up all of your notifications the University is under no obligation to agree to vary/cancel the leave but will consider the request and decide whether it is reasonably practicable to grant it.

ⓘ The University may request: the name and address of the partner's employer; a copy of the child's birth certificate or the name and address of the adoption agency and the date on which they were notified of having been matched/expects to place the child.

ⓘ You may vary or cancel an agreed period of shared parental leave, provided that you advise your link HR contact and your line manager in writing at least 8 weeks before the date of any variation.

Can I withdraw my notice to end (curtail) my maternity/adoption leave?

If you have given notice to curtail your maternity or adoption leave (as above) and wish to withdraw the notice, as long as you have not returned to work and one of the following circumstances applies you may do so:

- where it is discovered in the 8 weeks following the notice that neither you (the mother/adopter) nor your partner has any entitlement to Shared Parental Leave or pay
- in the event of the death of your partner;
- (for mothers only) if your notice was given before the birth, and you wish to withdraw your maternity curtailment notice in the six weeks following the birth.

With the first two circumstances there will be no further opportunity to opt into Shared Parental Leave at a later date with the same child. However, in the third circumstance the mother would be able to opt into Shared Parental Leave at a later date.

You must inform HR and your line manager in writing if you wish to withdraw a leave curtailment notice.

4.3 SHARED PARENTAL PAY

What is Shared Parental Pay and how many weeks of pay are available?

If you are eligible you may be entitled to take up to 37 weeks of Shared Parental Pay (ShPP) while taking SPL. The amount of weeks available will depend on the amount by which the mother/adopter reduces their maternity/adoption pay period or maternity allowance period. The untaken weeks of ShPP or OshPP can be taken by the parent who is on SPL if they meet the qualifying criteria. Shared parental pay may be payable during some or all of SPL, depending on the length and timing of the leave. For example if shared parental leave starts 8 weeks after the birth, the partner will be eligible for only the remaining pay entitlements.

If both parents take leave and pay at the same time, the pay entitlement (which will not exceed 37 weeks and if eligible will include 22 weeks of OshPP) must be shared between them.

[Shared parental leave and pay examples.](#)

The pay you receive will depend on how long you have worked for the University. You could be eligible for:

- Statutory Shared Parental Pay (ShPP)
- Occupational Shared Parental Pay (OshPP), an enhanced provision inclusive of ShPP.

Payment details can be found in [Table 4](#).

Am I eligible for statutory shared parental pay (ShPP)?

For employees to be eligible for statutory shared parental pay (ShPP), both parents must meet certain eligibility requirements.

Mother's/primary adopter's eligibility for statutory shared parental pay

The mother/primary adopter is eligible for statutory shared parental pay if they:

- have at least 26 weeks' continuous employment ending with the 15th week before the expected week of childbirth or adoption matching and remains in continuous employment with the University until the week before any period of shared parental pay that they get;
- have normal weekly earnings for a period of eight weeks ending with the 15th week before the expected week of childbirth or adoption matching of at least the lower earnings limit for national insurance contribution purposes;
- have at the date of the child's birth or adoption matching, the main responsibility, apart from the partner, for the care of the child;
- are absent from work and intends to care for the child during each week in which they receive statutory shared parental pay; and
- are entitled to statutory maternity/adoption pay in respect of the child, but the maternity/adoption pay period has been reduced.

In addition, for the mother/adopter to be eligible for statutory shared parental pay, the partner must:

- have been employed or been a self-employed earner during at least 26 of the 66 weeks immediately preceding the expected week of childbirth or adoption matching;
- meet the 'earnings test' and have average weekly earnings of at least £30 for any 13 of those 66 weeks; and
- have, at the date of the child's birth or adoption matching, the main responsibility, apart from the mother/adopter for the care of the child.

ⓘ If you are eligible you may take up to 37 weeks of shared parental pay.

Partner's eligibility for statutory shared parental pay

The partner is eligible for statutory shared parental pay if they:

- have at least 26 weeks' continuous employment ending with the 15th week before the expected week of childbirth/matching date and remains in continuous employment with the University until the week before any period of shared parental pay that they get;
- have normal weekly earnings for 8 weeks ending with the 15th week before the expected week of childbirth/matching date of at least the lower earnings limit for national insurance contribution purposes;
- have, at the date of the child's birth/adoption, the main responsibility, apart from the mother, for the care of the child; and
- are absent from work and intend to care for the child during each week in which they receive statutory shared parental pay.

In addition, for the partner to be eligible, the mother/primary adopter must:

- have been employed or been a self-employed earner during at least 26 of the 66 weeks immediately preceding the expected week of childbirth or adoption matching;
- meet the 'earnings test' and have average weekly earnings of at least £30 for any 13 of those 66 weeks;
- have, at the date of the child's birth/adoption, the main responsibility, apart from the partner, for the care of the child; and
- be entitled to statutory maternity/adoption pay or maternity/adoption allowance in respect of the child, but the maternity/adoption pay period or maternity/adoption allowance period has been reduced.

SMP is payable whether or not you intend to return to work.

Am I eligible for Occupational Shared Parental Pay?

Occupational Shared Parental Pay (OshPP) is an enhanced pay provision provided by the University. To qualify you must have been employed continuously with the University for a minimum period of 12 months before the expected week of childbirth/commencement of adoption leave. In addition, you and your partner must meet the appropriate [eligibility requirements for ShPP](#) outlined above.

If you do not intend to return to work, you will not qualify for OShPP.

For the purposes of OShPP you will be deemed to be in receipt of ShPP. ShPP will be offset against OShPP during the period of 8 weeks that an employee, who intends to return to work, is receiving full pay.

ShPP will not normally be offset against OshPP half pay. However, if during the course of SPL, payment of half pay and ShPP (at whatever rate) together amount to more than full pay, then the combined payment will be reduced to the level of full pay during the period in which ShPP is being paid. No combinations of payments will exceed full pay.

Your payslip will show the amount of ShPP paid plus a pay adjustment to bring the payment up to the level of OshPP.

How will Statutory Shared Parental Pay (ShPP) and Occupational Shared Parental Pay (OshPP) be paid to me?

Your ShPP/OshPP will be paid into your bank account on the same date that your salary would have been paid, and will be subject to deductions for tax, National Insurance and pension contributions in the usual way.

ⓘ Occupational Shared Parental Pay is an enhanced pay provision provided by the University. To qualify you must have been employed continuously with the University for a minimum of 12 months before the expected week of childbirth/commencement of adoption leave

ⓘ Statutory Shared Parental Pay is payable whether or not you intend to return to work.

ⓘ If you do not intend to return to work you will not qualify for Occupational Shared Parental Pay.

What about my pension contributions?

For the time you are in receipt of either ShPP or OshPP pension contributions will continue to be payable. Although based on the rate of pay that you will actually receive you will continue to accrue pension benefits in the same way and at the same rate that applied immediately before you leave commenced.

For any subsequent period of unpaid leave the choice is entirely yours. If you pay contributions for the period of unpaid leave they will be based on the full notional salary that you would have received had you not taken adoption leave. If you wish to make up these contributions, they can be collected from your salary on your return to work. It may be possible, subject to the restrictions of the tax year, to spread the collection of these contributions over a period equal to the length of the unpaid leave. You will receive a letter from the University Pensions Officer asking you to confirm your decision.

4.4 ANNUAL LEAVE

Will I accrue any annual leave during my Shared Parental Leave?

Annual leave accrues throughout the full period of Shared Parental Leave. Leave also accrues for any statutory public holiday and/or Christmas closure day that falls during the period of Shared Parental Leave.

Annual leave may only be taken before you start your Shared Parental Leave or at the end of your Shared Parental Leave. It is not possible to take annual leave whilst you are on Shared Parental Leave.

All annual leave is subject to the rule on 'no-carry-over' from one leave year to the next. In some cases it may be possible at Department level to agree a small carry-over of leave (no more than 5 days), subject to the business need of the employing unit and at the discretion of the Head of that unit.

Any leave accrued during the leave year in which the Shared Parental Leave falls may be used in lieu of an equivalent amount of unpaid adoption leave.

Where it is agreed that you will return to work on the basis of reduced contractual hours of work, your new reduced hours should not normally take effect until any leave accrued under your previous contractual hours has been taken. This effectively means that you may officially return to work on X day, take your outstanding holiday accrued under your previous (e.g. full-time) contractual hours and then physically return to work and start your new reduced hours on Y date.

4.5 SHARED PARENTAL LEAVE IN TOUCH (SPLIT) DAYS

What are SPLIT days?

Shared Parental Leave In Touch (SPLIT) days allow you to do some limited work under the terms of your contract of service for the University whilst you are on maternity leave. Any SPLIT day taken will not bring your Shared Parental Leave to an end, and payment of ShPP/OshPP will not be affected. Each parent will be entitled to up to 20 SPLIT days. For further information please see SPLIT day information.

What if I want more time off after the end of my paid Shared Parental Leave?

You are also eligible to take unpaid [parental leave](#).

4.6 RETURNING TO WORK

If you have chosen to take OshPP you must return to work for a minimum of three months otherwise you will be expected to repay any amount of OshPP that you have received in excess of the ShPP entitlement.

If you wish to consider the possibility of working part time on your return to work, please look at the University's [work life balance](#) information.

Should I change my mind, and not want to return to work, what will I have to pay back?

If you have taken OshPP you will have to repay the difference between the OshPP and the ShPP.

If you have only received ShPP and you decide not to return to work you will not need to repay anything.

What happens if I am sick after my shared parental leave is over?

You are entitled to sick leave and statutory sick pay if you are not well enough to return to work after the end of your SPL. You must produce a fitness to work certificate after your sickness absence for any period longer than seven calendar days.

What if I am no longer responsible for the care of the child?

If circumstances change and you are no longer responsible for caring for the child (unless it is because the child has died) your entitlement to SPL and any ShPP/OshPP will immediately cease and you must notify [HR](#) and your Line Manager.

ⓘ Annual leave continues throughout the full period of shared parental leave.

ⓘ If you have chosen to take Occupational Shared Parental Pay you must return to work for a minimum period of three months.

ⓘ If you wish to consider the possibility of working part-time on your return to work, please review the [Work Life Balance](#) information.



TABLE 4: SHARED PARENTAL PAY

| STATUTORY SHARED PARENTAL PAY (SHPP) | OCCUPATIONAL SHARED PARENTAL PAY(OSHPP) |
|--|---|
| ShPP is paid at the rate of £140.98 a week or 90% of your average weekly earnings, whichever is the lesser amount. | <p>OShPP is inclusive of statutory shared parental pay (ShPP) as follows:</p> <ul style="list-style-type: none"> 6 weeks full pay, (please note only 6 weeks at full pay are available as the first 2 weeks must be taken by the mother/primary adopter as compulsory maternity/adoption leave and pay) followed by 16 weeks of half pay (plus ShPP (£140.98 or 90% of your average weekly earnings, whichever is the lesser amount) followed by 15 weeks' of lower rate ShPP (£140.98 or 90% of your average weekly earnings whichever is the lesser amount). |

SHARED PARENTAL LEAVE AND PAY EXAMPLES

EXAMPLE 1:

In this example - both parents are employees of the University and are entitled to OshPP. They both decide to take shared parental leave and pay at the same time.

Mother goes on maternity leave for the first two weeks after the baby is born at full pay.

Partner takes two weeks' ordinary paternity leave (OPL) at the time of the birth, at full pay. Mother ends their maternity leave after a total of two weeks' maternity leave. SPL begins immediately with a total of 50 weeks' leave entitlement and 37 weeks' pay, to be shared by both parents.

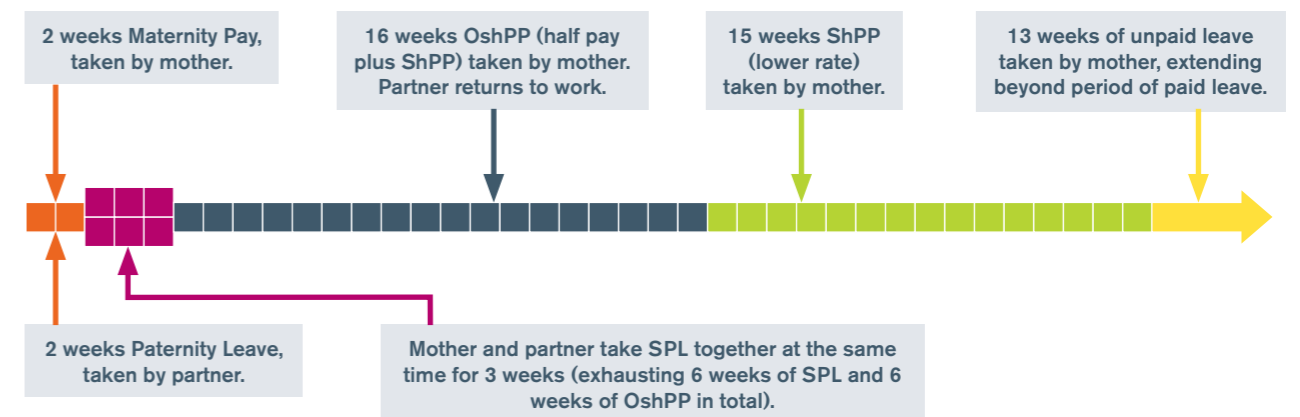
Mother and partner take SPL together at the same time for 3 weeks (exhausting 6 weeks of SPL and 6 weeks of OshPP in total).

Partner returns to work. The mother remains on SPL for a further 44 weeks (16 weeks at half pay plus ShPP, followed by 15 weeks of lower rate ShPP, followed by 13 weeks of unpaid leave).

The cost of SPL is met by each employee's department:

The mother's department will pay:
Two weeks' maternity leave at full pay, 3 weeks of shared parental leave at full pay, 16 weeks at half pay (plus ShPP), 15 weeks of lower rate ShPP.

The partner's department will pay:
Two weeks' Paternity at full pay and 3 weeks of Shared Parental Leave at full pay.



Acronyms:

| | | | |
|--------------|----------------------------------|-------------|-------------------------------|
| OMP | occupational maternity pay | ShPP | statutory shared parental pay |
| OPL | ordinary paternity leave | SMP | statutory maternity pay |
| OshPP | occupational shared parental pay | SPL | shared parental leave |

EXAMPLE 2:

In this example - both parents are employees of the University and are entitled to OshPP. After the mother has curtailed (ended) their maternity leave the partner enters into the shared parental leave and pay arrangement.

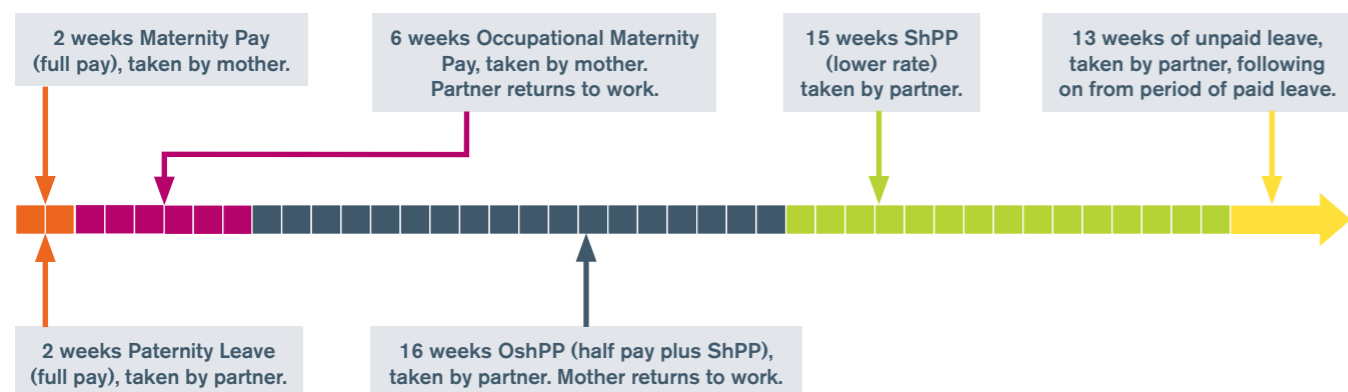
Mother goes on maternity leave for the first two weeks after the baby is born at full pay. Partner takes two weeks' ordinary paternity leave (OPL) at the time of the birth, at full pay. Mother remains on maternity leave for another 6 weeks and continues to take the remaining 6 weeks of her full OMP. Partner returns to work.

Mother ends their maternity leave after a total of 8 weeks' maternity leave and returns to work. SPL begins immediately with a total of 44 weeks' leave entitlement and 31 weeks of pay. Partner begins SPL for the remaining 44 weeks (16 weeks at half pay plus ShPP, followed by 15 weeks of lower rate ShPP, followed by 13 weeks of unpaid leave).

The cost of SPL is met by each employee's department:

The mother's department will pay:
8 weeks' maternity leave at full pay.

The partner's department will pay:
31 weeks' of Occupational Shared Parental Pay (16 weeks of half pay plus ShPP, followed by 15 weeks of lower rate ShPP).



EXAMPLE 3:

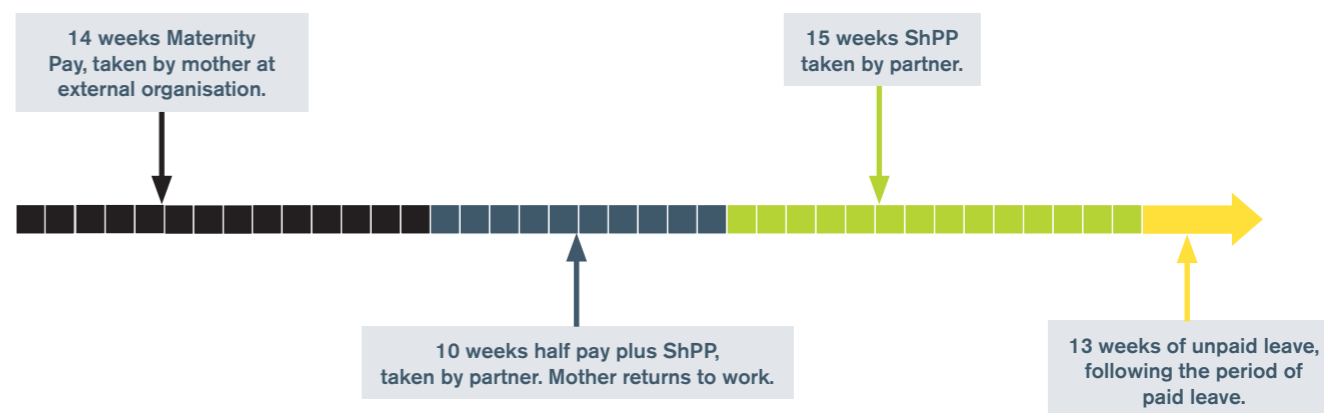
In this example - the partner is an employee of the University but the mother is employed by another organisation. The partner is entitled to OshPP.

Mother takes 14 weeks of maternity leave before curtailing their leave and pay. Mother returns to work. Partner begins SPL for the remaining 38 weeks (10 weeks of half pay plus ShPP, followed by 15 weeks of lower rate ShPP, followed by 13 weeks of unpaid leave).

The cost of SPL is met by each employee's organisation:

The mother's organisation will pay:
14 weeks of maternity pay

The University will pay the partner:
10 weeks of half pay plus ShPP, followed by 15 weeks of lower rate ShPP, followed by 13 weeks of unpaid leave.



EXAMPLE 4:

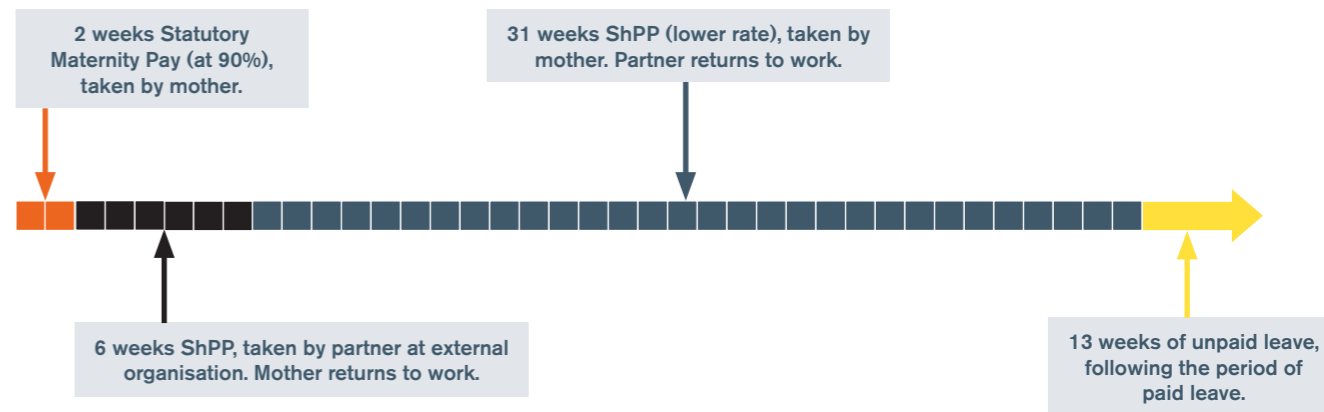
In this example - the mother is an employee of the University but the partner is employed by another organisation. The Mother is entitled to ShPP only.

Mother takes maternity leave for 2 week's then curtails her maternity leave allowing her partner to enter into the SPL arrangement. Mother returns to work. Partner takes 6 week's of SPL before returning to work. Mother takes a further 44 week's of SPL (31 week's of ShPP, followed by 13 weeks of unpaid leave).

The cost of SPL is met by each employee's organisation:

The mother's department at the University will pay:
2 weeks of SMP
31 weeks of ShPP

The partner's organisation will pay the partner:
6 week's of OshPP.



SECTION 5: PARENTAL LEAVE (UNPAID)

5.1 PARENTAL LEAVE (UNPAID)

Parental Leave is a right to take time off work to look after a child or to make arrangements for a child's welfare. You can take unpaid parental leave to look after your child's welfare, for example to:

- spend more time with your children;
- look at new schools;
- settle children into new childcare arrangements;
- spend more time with family – e.g. visiting grandparents.

You will remain employed while on Parental Leave. At the end of the period of Parental Leave you will be entitled to return to the same job as before.

Parental Leave will be subject to agreement with the University on the timing and duration of the leave. Such agreement will not be unnecessarily withheld but will take into account service provision.

Am I entitled to take parental leave?

You are entitled to take Parental Leave if you have a child and have completed one year's qualifying service with the University at the time you wish to take the leave. The leave is available for each child up to their 18th birthday.

How many weeks can be taken?

18 weeks of unpaid leave can be taken per child. A 'week' equals the length of time you normally work in a week.

Is the leave with pay?

No, parental leave is unpaid.

Is there a limit to how much leave I can take per year?

The limit on how much parental leave can be taken in a year (1 April-31 March) is a maximum of 4 weeks for each child (unless we agree otherwise).

How can the leave be taken?

Unless the child is disabled, or the University agrees otherwise, leave should be taken in blocks or multiples of one week. Parents with disabled children can take parental leave in periods of less than one week (e.g. an 'odd' day off).

5.2 NOTIFICATION TO TAKE UNPAID PARENTAL LEAVE

You must give 21 days' notice before the intended start date. Please complete an parental leave application form to give written notification of your intention to take unpaid Parental Leave and the date on which you intend this leave to start and send it to [HR](#) with a copy to your Line Manager/Head of Department.

What if you are unreasonably refused time off?

If you feel you have been unreasonably refused time off, then you should contact [HR](#) who will seek to investigate and resolve the situation.

ⓘ You are entitled to take Parental Leave if you have had at least one year of service with the University at the time you wish to take the leave.

ⓘ 18 weeks of Parental Leave can be taken per child.

ⓘ The leave is available for each child up to their 18th Birthday.

SECTION 6: KEEPING IN TOUCH (KIT) DAYS AND SHARED PARENTAL LEAVE IN TOUCH (SPLIT) DAYS

6.1 KIT/SPLIT DAYS

KIT days are available to you if you are on Maternity or Adoption Leave. You are permitted to use up to 10 KIT days.

SPLIT days are available to you if you are on Shared Parental Leave. Each parent entitled to Shared Parental Leave will have an individual entitlement of up to 20 SPLIT days.

KIT/SPLIT days allow you to do some limited work under the terms of your contract of service for the University. Any KIT/SPLIT day taken will not bring your maternity/ adoption/ shared parental leave period to an end, and payment of any statutory or occupational pay will not be affected but it will be offset against pay for the KIT/SPLIT days.

KIT/SPLIT days can either be taken as blocks of days, or as individual days.

KIT/SPLIT days may be taken at any point during maternity/adoption leave (except in the case of maternity leave for the first two weeks directly after the baby is born known as compulsory maternity leave).

These days are optional and the decision to undertake a KIT day must be made by agreement between you and your Line Manager/Head of Department. There is no obligation for either you or the University to agree to a KIT day(s). You must give your manager at least two weeks' notice of your intention to use your KIT day, unless agreed otherwise.

6.2 PAYMENT FOR A KIT/SPLIT DAY

What payment will I receive for working a KIT/SPLIT day?

If you work during a period of full pay, no additional payment will be made. If you work during a period of half maternity/adoption/ shared parental leave pay or SMP/SAP/ ShPP pay will be 'topped up' so that you receive full pay for the hours worked. If you work for less than your normal full day, this will count as one KIT/SPLIT day for the purposes of the 10 KIT/20 SPLIT days allocated, although payment will only be made for actual hours worked. On no occasion will you receive more than a full day's pay.

Payment examples

Payment will be made as follows:

- Payment for KIT/SPLIT days will not exceed full pay. If a KIT/SPLIT day occurs during a period of full maternity/adoption pay then no additional payment will be made.
- If a KIT/SPLIT day occurs during a period of half pay or SMP only, this will be effectively "topped-up" so that you receive full pay at your normal hourly rate for the hours worked on the day in question.
- If a KIT/SPLIT day occurs during a period of unpaid leave you will receive full pay at your normal hourly rate for the hours worked on that day.
- Payment for KIT/SPLIT days will only be made after completion of the day's work.

How do I receive payment for my KIT days?

To receive payment for any KIT/SPLIT day worked you need complete a KIT/SPLIT form and send this to your line manager/ Head of Department to agree and sign. Your Line Manager should send this to [HR](#) to process payment.

ⓘ KIT days are available to you if you are on Maternity/Adoption leave. You may take up to 10 days.

ⓘ SPLIT days are available to you if you are on Shared Parental Leave. Each parent is entitled to take up to 20 SPLIT days.

ⓘ KIT/SPLIT days can be taken as blocks of days or as individual days.

6.3 HOW DO KIT/SPLIT DAYS WORK?

If I attend work for half a day or less is this classed as one of my KIT/SPLIT days?

Yes, as soon as you enter work, even if it's for only a few hours, this is counted as one of your 10 KIT/SPLIT days allowed. The number of hours that you attend work can be up to the maximum of the full time equivalent (7.2 per day for a full-time employee). However, you will only get paid for the hours you work.

What are the advantages of using KIT days?

KIT/SPLIT days can provide a number of advantages for both you and the University and can provide a smooth transition back to work after a long period of maternity/adoption leave. Some of the many advantages are; training and development can continue during maternity/adoption leave; you can stay in touch with workplace issues and changes or finish the completion of a project.

Will I be placed at a disadvantage on my return if I don't come into work prior to the end of my maternity/adoption/shared parental leave?

You are encouraged to make use of KIT/SPLIT days as a positive way to keep in contact with developments in your area of work. As work during maternity/adoption leave may only take place with the agreement of both parties, you will not be at any disadvantage regarding the options you choose. If you are unable, or decline the opportunity, to work any KIT/SPLIT days then they will do so without suffering any detriment.

What type of work will I be expected to undertake whilst working a KIT/SPLIT day?

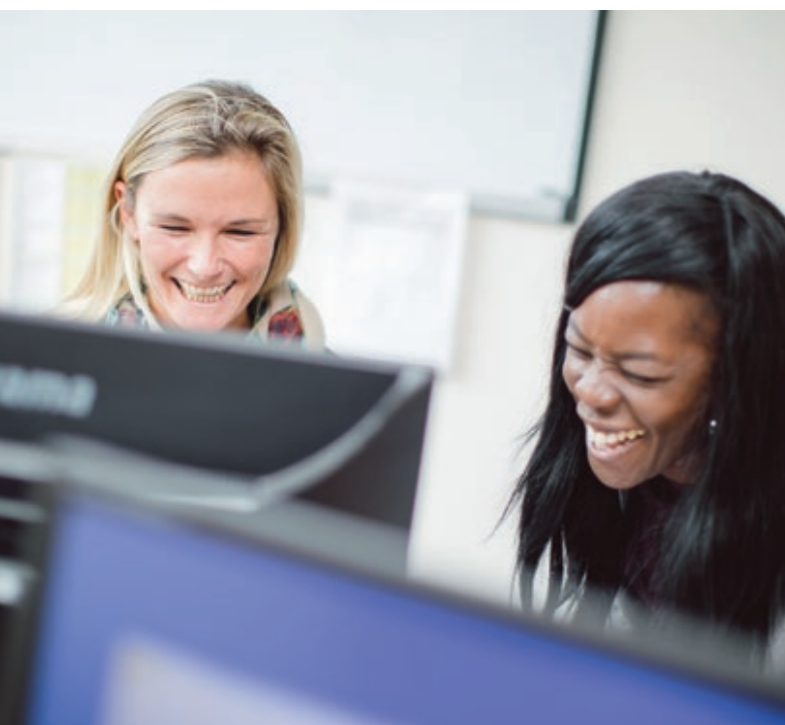
You will be expected to undertake any work duties normally performed under your contract of employment. The purpose of these days is to allow you to be kept informed and up to date on developments within your own workplace or within the University. This may include attending a conference, undertaking training or a team event.

I have been asked to be an external examiner for another University, can I use a KIT/SPLIT day to undertake this work?

No, because this is paid work for another employer and therefore will affect your maternity/adoption/shared parental pay arrangements.

ⓘ Even if you work for only a few hours on your KIT/SPLIT day this will be counted as one of your days. You will only be paid for the hours you work.

ⓘ You do not have to use your KIT/SPLIT days but they are a positive way of keeping in touch with developments in your area of work (particularly before you are due to return).



**SECTION 7:
STAFF ON FIXED-TERM CONTRACTS**

I am on a fixed-term contract. Do I still have the same entitlement to maternity 'leave' as other employees?

If you are on a fixed-term contract you still have the same entitlement to maternity 'leave' as other employees, 52 weeks commencing anytime from the 11th week before the EWC.

Will I receive maternity 'pay' if I am on a fixed-term contract that expires before the 15th week before the expected week of childbirth?

Where a fixed term contract ceases before the qualifying week (15th week before the expected week of birth), you will not be entitled to maternity pay from the University but may be entitled to Maternity Allowance from the Government.

What maternity 'pay' will I receive if I am on a fixed-term contract that expires after the 15th week before the expected week of childbirth?

Where a fixed term contract ceases after the qualifying week (15th week before the expected week of birth), the University will honour your entitlement to pay. Your contract of employment will still end on the original end date. Contracts are not usually extended unless an extension can be agreed for other reasons.

What if my fixed-term contract expires whilst on maternity leave?

If your fixed-term contract expires whilst you are on maternity leave and you cannot return to the University because of the expiry of a fixed-term contract, providing you state your intention to return to work before commencing maternity leave, your maternity pay will be calculated on the basis that you will be returning to work, therefore you will not need to repay the occupational element of the pay.

I am on a fixed-term contract and am the main adopter. Do I have the same rights as an employee on a fixed-term contract taking maternity leave?

If you are on a fixed-term contract and are the main adopter you have the same entitlements to leave and pay as an employee on a fixed-term contract taking maternity leave.



SECTION 8: TIME OFF FOR DEPENDANTS

8.1 DEFINITION

What is Time off for Dependants?

Time off for dependants allows you the right to take a reasonable amount of time off work to deal with certain unexpected or sudden emergencies and to make any necessary longer term arrangements.

Who counts as a dependant?

A dependant is your partner, child or parent, or someone who lives with you as part of your family. For example, this could be an elderly aunt or grandparent who lives in your household. It does not include tenants or boarders living in your family home, or someone who lives in your household as an employee, for example, a live-in housekeeper.

In cases of illness, injury or where care arrangements break down, a dependant may also be someone who reasonably relies on you for assistance. This may be where you are the primary carer or the only person who can help in an emergency. For example, a parent or grandparent who lives elsewhere but who relies on you for assistance when problems arise.

8.2 TIME OFF

Under what circumstances can you take time-off?

The right allows you to deal with an unexpected or sudden problem and make any necessary longer term arrangements, for example:

- if a dependant falls ill or has been involved in an accident or assaulted, including where the victim is hurt or distressed rather than injured physically;
- to make longer term care arrangements for a dependant who is ill or injured;
- to deal with the death of a dependant; for example, to make funeral arrangements or to attend a funeral;
- to deal with an unexpected disruption or breakdown in care arrangements for a dependant; for example, when the childminder or nurse fails to turn up;
- to deal with an incident involving your child during school hours; for example, if the child has been involved in a fight or is being suspended from school.

How much time off is allowed?

There is not a set limit to the amount of time off which can be taken. In most cases, the amount of leave will be one or two days at the most, but this will depend on your individual circumstance, although you may be able to take a longer period of leave under other arrangements. For example, if your child falls ill, the leave should be enough to help you cope with the crisis - to deal with the immediate care of your child, visiting the doctor if necessary, and to make longer term care arrangements. It does not mean that you may take two weeks leave to look after your sick child.

ⓘ Time off for Dependants allows you to take a reasonable amount of time off work to deal with unexpected or sudden emergencies.

ⓘ There is not a set limit to the amount of time off however in most cases the amount of leave will be one or two days.

ⓘ There is not a statutory right to be paid for your time off, however in some cases a request may be made to your HoD or line manager.



8.3 PAYMENT

The right does not include a statutory right to pay. There may, however, be some circumstances when you will be entitled to paid leave to deal with sudden or unexpected family/dependant problems. In cases of serious urgent domestic distress, requests should be made to the Head of Department who will consult with HR and consider such requests via the [Special Leave policy](#).

8.4 NOTIFICATION

How much notice do you need to give the University of your intention to take 'time off'?

If you need time off to care for a dependant/s you should inform your Line Manager/Head of Department as soon as possible – you should give details of your absence, the reason for it and how long you expect to be absent from work. You should make every effort to inform your Line Manager/Head of Department (or another responsible person) if absence from work is required. A message via telephone, fax or email will be sufficient if a person is facing an urgent/crisis situation and time-off work is needed at very short notice. It is acknowledged however that there may be a rare occasion when you are unable to contact your Line Manager/Head of Department or another appropriate person. In such circumstances you should, at the earliest opportunity, inform your Line Manager/Head of Department of the reason for your absence from work. Your Line Manager/Head of Department may wish to discuss your absence with you upon your return to work.

8.5 WHAT IF YOU ARE UNREASONABLY REFUSED TIME OFF?

If you believe you have been unreasonably refused time off, then you should contact [HR](#) who will seek to investigate and resolve the situation.

8.6 WHAT HAPPENS IF A MEMBER OF STAFF NEEDS LONGER TIME OFF, OR KNOWS IN ADVANCE THAT THE PROBLEM IS GOING TO ARISE?

The new right is intended to cover unforeseen matters. If you know in advance that you are going to need time off, it may be possible to arrange a longer period of unpaid leave or a combination of unpaid leave and annual leave. If the reason you need leave relates to your child, you may be entitled to take [unpaid parental leave](#).

POLICY CREATOR: HUMAN RESOURCES

Updated: September 2018
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University of Essex



OUR APPROACH TO SUPPORTING TRANS AND NON-BINARY STAFF

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AIM

This document sets out how the University supports new and existing trans¹ and non-binary staff and those who transition whilst at Essex. It is a resource for trans and non-binary individuals, for those with management responsibilities for trans and non-binary staff, for colleagues of trans and non-binary staff and for Human Resources staff.

Our Approach to Supporting Trans and Non-Binary Staff is one of a suite of documents that sets out how we aim to create an inclusive environment in which all staff feel safe and supported. Other related documents include our [Athena SWAN Bronze Institution Action Plan](#), which focuses on our commitment to gender equality more broadly, our [Zero Tolerance Approach to Harassment and Bullying](#), our Equality, Diversity and Inclusion Policy and our strategic approach to supporting all staff; *'How we Work at Essex'*.

POLICY STATEMENT ON EQUALITY, DIVERSITY AND INCLUSION

The University of Essex celebrates diversity, challenges inequality and is committed to sustaining an inclusive and diverse community that is open to all who have the potential to benefit from membership of it and which ensure equality of opportunity for all its members.

We expect employees, workers, contractors, students and visitors to be treated, and to treat each other, with dignity and respect regardless of age, disability, gender identity², marriage and civil partnership status, pregnancy and maternity, race, religion or belief, sex, sexual orientation, socio-economic background, political beliefs and affiliations, family circumstances or other irrelevant distinction.

EQUALITIES LEGISLATION

Under the Equality Act 2010, it is unlawful to discriminate against or treat someone unfairly because of their gender identity or trans status. Examples of discrimination include outing someone as trans without their permission, refusing to use someone's preferred name and correct gender pronoun³ and denying someone access to appropriate single-sex facilities.

Under the Gender Recognition Act 2004 it is a criminal offence to pass on information 'acquired in the course of official duties' about a person's application for a Gender Recognition Certificate (GRC) - a GRC legally recognises one's acquired gender - or that someone has a GRC.

An individual's trans status is classed as 'sensitive personal data' under the General Data Protection Regulation (GDPR), and therefore must also be collected, recorded and used in line with the GDPR's principles.

¹ For the purposes of this document, the term trans refers to those who have, are, or are proposing to transition from one binary gender to another or from one binary gender to a non-binary gender identity and consider themselves to be trans.

² **Gender Identity** A person's innate sense of their own gender, which may or may not correspond to the sex assigned at birth.

³ **Pronoun** Words we use to refer to people's gender in conversation - for example, 'she', 'he', 'ze' or 'they'.

INTRODUCTION

The University is committed to establishing an inclusive environment in which all staff are valued and respected for being the gender they know they are.

We recognise that laws, policies and processes alone do not create inclusive environments and this is why we take a holistic approach, which places as much emphasis on how people behave as it does on policy and process.

This document sets out our approach to supporting trans and non-binary staff in the context of our broader commitment to celebrating the diversity of our students and staff, nurturing communities of belonging in which all are accepted without exception, and promoting inclusion, well-being, resilience and empowerment to enable everyone to reach their full potential.

Human Resources developed this document in collaboration with members of our LGBT+ networks.

PRINCIPLES

The way in which the University supports trans and non-binary staff is based on five key principles:

1. Staff can self-identify their gender for University purposes
2. No bullying or harassment of trans or non-binary staff will be tolerated
3. The needs of each trans employee will be addressed individually
4. The process of transitioning at work will be led by the person transitioning⁴
5. An individual's trans status will be kept confidential, in line with the person's wishes and the law⁵

⁴ Trans staff are encouraged to share relevant information with their line manager in order to aid the provision of support.

⁵ Under the Equality Act 2010, it is illegal to out someone as trans without their permission. Under the Gender Recognition Act 2004 it is a criminal offence to pass on information 'acquired in the course of official duties' about a person's application for a Gender Recognition Certificate (GRC) - a GRC legally recognises ones acquired gender - or that someone has a GRC.

⚠ You can use the title MX if you wish



SECTION 1: SUPPORT FOR INDIVIDUALS

We want all trans staff, and those who identify outside of the gender binary⁶, to feel welcome and confident that the University understands what it means to be trans or non-binary⁷ and that our people and processes recognise that every trans journey is unique.

PROSPECTIVE AND NEW STAFF

NAMED HUMAN RESOURCES CONTACT

All prospective and new trans staff have the option of being allocated a named member of Human Resources staff to support them through the recruitment process. If you choose to take up this option it means that you can contact your named contact directly with any questions you may have, rather than using our general staffing@essex.ac.uk email address.

Your named contact can advise on the support, facilities and services available to you at the University and act as a link between you and your line manager.

Our Resourcing Team can arrange for you to have a named contact. Their contact details are here: <https://www.essex.ac.uk/staff/professional-services/hr-resourcing-team>

RIGHT TO WORK DOCUMENTATION

We ask all those invited for interview to provide us with evidence of their 'right to work' in the UK. This usually involves you being asked to bring the relevant documentation with you on the day of interview and showing it to a member of the selection panel.

If you only have right to work documentation in your birth name and gender, and you do not want to disclose your trans status to the interview panel, you can speak to your named contact in Human Resources, if you choose to have one, (or any other member of Human Resources staff) for advice prior to attending your interview.

DISCLOSURE

Prospective and new staff are under no obligation to disclose their gender history at any point during the recruitment process or at any point after being employed. However, if you do wish to disclose this information, we will treat it confidentially and in line with your wishes.

Should you be appointed and wish to disclose your trans status to the University, your named Human Resources contact will, if you wish, talk to your line manager (either with you or alone) about how, or whether, you want colleagues to be informed, your pronouns and anything else that is important to you, in order that this can be planned in a thoughtful and sensitive way.

⁶ **Gender Binary** The idea that there are only two genders—female/male or woman/man, and that a person must be strictly gendered as either/or.

⁷ **Non-Binary** An umbrella term for people whose gender identity doesn't sit comfortably with 'woman' or 'man'. Non-binary identities are varied and can include people who identify with some aspects of binary identities, while others reject them entirely.

ⓘ You can record your gender as non-binary via our self-service system [HR Organiser](#)

FACILITIES

No trans or non-binary member of our community should be denied access to any space, facility, event or group because they are trans or they identify outside of the gender binary.

We have a number of gender-neutral toilets, changing rooms and showering facilities throughout our campuses but where only single-sex facilities are available you are entitled to use the one that is most appropriate for you.

The University will not tolerate staff being questioned inappropriately about the facility they choose or being denied access to that facility. If you do experience this form of harassment, you can report it via our [Report and Support](#) service.

⚠️ The University has a zero tolerance approach to harassment and bullying. This means that i) we will take action and ii) the action will be proportionate to the circumstances of the case.

DRESS CODES

The University does not have a dress code that requires members of our community to dress in a particular way. Some roles do however require a uniform to be worn. If you are trans or non-binary and you are required to wear a uniform, you can choose the uniform that is most appropriate for you.

BENEFITS

All our benefits and family-friendly policies are inclusive and apply to everyone, including lesbian, gay, bi and trans staff and same-sex couples as well as heterosexual individuals and couples.



EXISTING TRANS AND NON-BINARY STAFF AND STAFF WHO TRANSITION WHILE AT ESSEX

DISCLOSURE

We respect the right of individuals to choose whether to be open about their trans or non-binary status or not. We also want to ensure that trans and non-binary staff have access to the same opportunities as cis⁸ male and female staff and that they have access to appropriate support. If you do disclose your trans or non-binary status, it will be held in confidence, in line with the General Data Protection Rules (GDPR) and your wishes.

⁸ **Cis** Someone whose gender identity is the same as the sex they were assigned at birth. Non-trans is also used by some people.

INITIAL CONVERSATIONS

If you want to talk to someone about your trans or non-binary status, there are a variety of people you could approach. These include your line manager, a member of Human Resources staff or your trade union.

Whomever you talk to, you can expect to receive their full support.

PLANNING YOUR TRANSITION AT WORK

Once you have decided to come out at work we encourage you to discuss any plans you might have, and timelines, with your line manager and/or a member of Human Resources staff. The discussion would usually include consideration of:

- When you want colleagues to be informed
- What exactly you want people to know
- Whether you want to inform relevant people or for this to be done on your behalf
- How you want people to be informed e.g. in groups/individually, in person/ by email
- Any planned appointments you have and ways to minimise disruption in the workplace
- Any anxieties you may have about how to manage people's reactions
- Whether you would like to be allocated a named member of Human Resources staff to support you throughout your time at Essex
- Whether you would benefit from having a mentor who identifies as trans or non-binary

The timescales, activity and communication will be driven and led by you so if at any point during the discussion you decide you want to delay being open about your transition at work, any information you have already shared will be kept confidential, in line with your wishes.

CHANGING YOUR DETAILS ON UNIVERSITY SYSTEMS

In order to change your name, your gender from one binary gender to another and/or title for use internally at the University e.g. on the Outlook address book, you need to provide your named HR contact (if you have one) or the Human Resources section (staffing@essex.ac.uk) with the relevant information. You do not need to have changed your name legally to do so.

Your name on HMRC (Her Majesty's Revenue and Customs) and pension scheme records can only be changed if you have a legal document that proves a change of name e.g. a deed poll, a statutory declaration of name change.

Your gender on HMRC and pension scheme records can only be changed when you have a Gender Recognition Certificate⁹.

TIME OFF FOR MEDICAL APPOINTMENTS/SURGERY

The University expects managers to support people to manage their own time and create a healthy work life balance in order to support a wellbeing culture. The University also recognises that trans staff may need significant periods of time off work as they progress through their transition and wants to be as flexible as possible in order to accommodate each individual's needs.

Time off work to attend medical appointments related to your transition is paid in accordance with our Special Leave policy and therefore not classed as sickness absence. Where possible, you should arrange for the appointments to be scheduled at times that minimise disruption to your work commitments.

If you choose to have surgery the time you need to take off work for the surgery itself, and to recover, will be managed in line with our Supporting Health and Wellbeing at work policy. If the length of time you need off means that you run out of sick pay, you can discuss options with your manager, Occupational Health and your link Senior Employee Relations Adviser.

It is possible, for example, to have additional paid time off for procedures related to your transition. As a guide, we would expect managers to grant around five additional days of paid leave in any 12-month period.

It may also be possible to arrange a phased return to work (if you are deemed fit to do so) which involves working from home or changing duties for a specified period or to take a period of annual leave.

⚠️ As soon as your record is changed, your new name and title will appear on the Outlook address book so is visible to all members of the community.

⚠️ If you just want to record your gender as non-binary for university purposes, you could do so via [HR Organiser](#)

⁹ **Gender Recognition Certificate** This enables trans people to be legally recognised in their affirmed gender and to be issued with a new birth certificate. Not all trans people will apply for a GRC and you currently have to be over 18 to apply. You do not need a GRC to change your gender markers at work or to legally change your gender on other documents such as your passport but you do need one to change your HMRC (Her Majesty's Revenue and Customs) and pension scheme records.

SECTION 2: SUPPORT AND GUIDANCE FOR MANAGERS

YOUR RESPONSIBILITIES

As a manager, you will play a vital role in supporting your trans or non-binary member of staff. You are responsible for:

- Ensuring that the information disclosed to you is used in accordance with the wishes of your member of staff and the law
- Working with your member of staff to plan relevant communications, changes to records, ways to minimise disruption in the workplace whilst being as flexible as possible
- Sharing information with others in accordance with the wishes of your member of staff
- Managing any changes within a team sensitively and effectively
- Supporting others to adjust to the changes and understand the needs of their colleague
- Addressing any repeated refusal to address your member of staff by their correct name and pronoun
- Challenging transphobic language, jokes, behaviour, assumptions and culture within your team/department/section, regardless of whether this is from employees or service users
- Ensuring that all your direct reports have completed their essential equality and diversity training, which includes content around trans equality and non-binary gender identity
- Where applicable, ensuring your member of staff is supplied with a uniform that is most appropriate for them

INITIAL DISCLOSURE

You may be told that a member of your staff is trans or non-binary directly by the individual themselves or by a third party e.g. a member of Human Resources staff where the individual has given permission for this information to be shared with you. As a supportive manager, you should refrain from making any assumptions or generalisations. Your role is to contribute to ensuring the experience is positive for both the individual and the working environment.



FORMULATING A PLAN

In order to both support the individual and minimise disruption in the workplace, you will need to work with your member of staff to plan their transition at work. This process must be led by the trans individual but you could use your coaching skills to support the individual in thinking through the process if that would be helpful to them.

During these discussions you should not ask intrusive, personal questions e.g. about any planned surgery, you should focus on what your member of staff needs from you in order for the process to be as smooth as possible at work. If you are unsure about whether a question is appropriate or not, it is probably best not to ask it.

Useful information:

- Your member of staff can bring a colleague, member of HR and/or a trade union representative to any meeting arranged to discuss their transition
- Not all trans people will have a plan in place for their transition and therefore may not be able to provide answers to some of your questions
- Plans may change as the individual progresses through their transition and you will need to be responsive to this
- You might find it helpful to record what you have agreed, but this is not required

ADDITIONAL AND ONGOING SUPPORT

In addition to this guidance, support is available from the following sources:

- Your link Senior Employee Relations Adviser in Human Resources
- The Head of Equality, Diversity and Inclusion
- Peer support from other managers who have supported a trans or non-binary member of staff
- [The LGBT Toolkit](#)

Trans and non-binary staff, like other staff, need your continued support. You can do this by:

- Keeping an open channel of communication with your trans and non-binary member(s) of staff in order to ensure you can respond to any changes to their needs
- Supporting them to be part of University forums and networks that provide them with safe spaces to discuss their experiences (see Section 4 of this document)
- Equipping and empowering all your staff to combat transphobia if they see or hear it e.g. by encouraging them to attend Bystander Intervention training

SECTION 3: GUIDANCE FOR COLLEAGUES

Colleagues of trans and non-binary staff have a vital role to play in ensuring their experiences at work are positive. Transitioning is a deeply personal process but it is also unavoidably public as it is impossible not to notice when someone transitions from one gender to another.

Knowing what good support looks like can be a challenge and you are not expected to become an instant expert on trans or non-binary gender identity issues. These tips should help:

- **Keep your reactions to a minimum and listen.** Tell your colleague you will support them in every way you can but don't ask intrusive questions, read the situation and consider what it might be appropriate to ask them. Your colleague will appreciate a positive response but will not want you to make a big deal of it
- **Get their names and pronouns right.** An individual's name and pronoun is central to their identity. If you're not sure, it is fine to politely ask – this is much less awkward than getting it wrong and being corrected. If you do get it wrong, apologise and move on. Also be aware that names and pronouns may evolve over time
- **Be their ally and address any inappropriate remarks or behaviours.** This is not just the responsibility of your trans or non-binary colleague or their manager – it's everyone's responsibility
- **Do your own research.** Take some time to read about transitioning and non-binary gender identity in order to be better informed and a better ally. [Stonewall](#), the [Gender Identity Clinic](#) and [Mermaids](#) are all good sources of information
- **Treat your colleague as an individual.** All trans and non-binary people have different experiences and varying degrees of comfort talking about it. Respect their right to tell you only what they want you to know and follow their lead. Your colleague is not necessarily an expert in trans or non-binary gender identity issues, so avoid making this assumption
- **Keep what your colleague tells you to yourself.** Just because your colleague has told you some specific things about their transition or gender identity does not necessarily mean they are happy for you to tell others. Leave it up to your colleague to share information with others

⚠ Mistakenly mis-gendering someone once or twice is acceptable. Repeatedly mis-gendering someone is not acceptable.

SECTION 4: LGBT+ FORUMS/NETWORKS

We have the following forums/networks:

- **LGBT+ Forum:** The Forum provides a safe space for LGBT+ staff to share experiences and resources, find peer support, and discuss current issues and upcoming events. The Forum also contributes to policy development in relation to LGBT+ related issues at the University.
- **Essex LGBT Alliance (ELGBTA):** The ELGBTA is a network of Essex-based organisations who work together to share resources and best practice and promote LGBT+ inclusion for the benefit of everyone in the workplace.
- **LGBT+ Allies:** The Allies are a group of staff committed to ensuring the University is an inclusive and LGBT+ friendly environment.

SECTION 5: GUIDANCE FOR HUMAN RESOURCES STAFF

Members of Human Resources staff have a vital role to play in supporting trans and non-binary staff. Being able to respond fully, confidently and respectfully to the specific needs of trans and non-binary people, be they employees or potential employees, is critical to ensuring everyone HR staff interact with have a positive experience.

⚠ Be mindful that complying with HR processes is a daunting prospect for some trans staff.

As part of our HR service, we offer all trans staff, including prospective and new staff, the option of having a named contact to support them throughout their time at Essex. This information should be recorded on the individual's electronic record.

RECRUITMENT

Sometimes the names on a trans person's documentation e.g. passport, driving licence, birth certificate may not tally and in this situation, verifying right to work (RTW) documentation and evidence of qualifications or published work needs to be dealt with sensitively.

Reassure the individual that they can use the name and gender of their choice internally at the University and that the University will:

- only retain the information it requires in order to verify their RTW documentation and evidence to support their appointment
- hold their data securely and not share it
- respect their privacy by not asking unnecessary questions.

RECORDS

Records of employees transitioning whilst at the University should be changed at a mutually agreed time following receipt of notification of a change of gender and name. No records should be changed without the permission of the employee concerned.

It is not necessary for an individual to provide a legal change of name e.g. a Deed Poll certificate, in order to change their gender and name for use internally at the University – written notification is sufficient.

An employee's HMRC and pension scheme records can only be changed when relevant legal documentation is provided. A deed poll is sufficient for an individual's name to be changed; in order for their gender to be changed, a Gender Recognition Certificate must be provided.

When the name on a staff record is changed, a new staff card should be issued. No reference should be made to an individual's previous name or gender in any future communication with that person¹⁰. Doing so can have a detrimental effect on a trans person's mental health and can trigger anxiety, depression and gender dysphoria.

REFERENCES AND EDUCATIONAL QUALIFICATIONS

References provided by the University for current or former staff who have transitioned must not refer to the person's former name or gender and must use the appropriate pronoun.

If a prospective member of staff indicates in their application that they do not want the University to contact referees before interview, you should be mindful that this may be because they are trans and they have not informed their previous employer of their change of name and gender.

Once an individual whose referees were not contacted prior to interview has been conditionally offered a position, they should be contacted (by their named HR contact if they have one) to check whether they are happy for the University to go ahead and contact their referee(s) before proceeding.

If the references and/or evidence of educational qualifications received are in the individual's previous name and gender, confidentiality must be respected and the information only used for its intended purpose.

PENSIONS

Only people with a full Gender Recognition Certificate (GRC) can have their pension records changed by HMRC or the occupational pension provider.

⚠ Once you have changed an individual's records, check to make sure it has changed everywhere you expect it to have changed.

¹⁰ **Deadnaming** Calling someone by their birth name after they have changed their name. This term is often associated with trans people who have changed their name as part of their transition.

ABSENCE

Absence from work or study in order to undergo any transition-related treatment should be treated in the same way as any other type of absence therefore normal sick pay arrangements apply. The normal policy relating to staff taking time off for medical appointments also applies and flexibility in taking holiday or rearranging working hours or academic commitments should be offered.

In addition, managers are expected to be flexible as possible in order to accommodate each individual's needs and, as a guide, should grant around five additional days of paid leave in any 12-month period for procedures related to transition.

DBS CHECKS

Trans people requiring a DBS check can choose to use the DBS's Confidential Checking Process which is in place for applicants who do not wish for the name or gender they were assigned at birth to be disclosed to the University. Individuals wishing to use this process should be advised to contact the Government's Sensitive Applications Team (SAT) and be made aware that they will still be required to send details of their previous legal identity directly in a separate correspondence to the SAT. The SAT can be contacted either by sending an email to sensitive@db.gov.uk or by calling 0151 676 1452.

If the individual chooses not to use the process and is happy for the name or gender they were assigned at birth to be disclosed on the completed Disclosure, then the individual can complete the Disclosure Application Form (DAF). More information can be found on the [Galop](#) web site.

VISAS

Staff who are working on a work permit or student visa must comply with any work permit/visa regulations, which relate specifically to name or gender change in order that their documentation remains valid.

International students who live in the UK can change their name and gender on records held by UK institutions but to update records held in their country of origin, such as passports, they need to follow their own country's procedure. The appropriate Embassy or High Commission may be able to provide further advice on how individuals can change their names. Students with Tier 4 visas are required to report a legal name change to the UK Visa and Immigration authorities.

⚠ Managers of trans staff should be encouraged to create the kind of environment in which all staff feel safe and supported.

This includes supporting them in being as flexible as possible whilst minimising workplace disruption.

SECTION 6: AN OVERVIEW OF TRANSITIONING

Transitioning is a term used to describe the process and steps an individual takes in order to live in the gender they identify as.

Transitioning is a unique process for each individual and may include any number of changes to a person's life. There is no 'right' or 'wrong' way to transition. For some this involves medical intervention, such as hormone therapy and surgery, but not all trans people want or are able to have this. There may be a variety of reasons including cost, time or simply not feeling the need to.

Transitioning could also involve dressing differently, changing official documents, telling friends and family that you are transitioning, or a number of other things. The start of or intent to transition will be different for everyone. It is about the individual.

After an individual transitions they may not identify as trans; they may simply see the process as being part of their past and not current identity. For example, an individual who has transitioned and identifies as female, may refer to herself as a woman, not a trans woman¹¹. This personal decision should be respected at all times and only communicated as necessary.

Many people falsely believe that in order to transition a person must undergo a medical intervention, such as hormone treatment or surgery, or gain a Gender Recognition Certificate (GRC).

It should not be assumed that the goal of every individual's transition is to change their physiology or legal gender. If a trans person chooses not to undergo any medical intervention or gain a GRC, they are still entitled to dignity and respect along their chosen path of transition, whatever that may consist of.

⚠ Remember that a trans journey is a very personal experience that takes place in a very public way

¹¹ **Passing** If someone is regarded, at a glance, to be a cisgender man or cisgender woman. Cisgender refers to someone whose gender identity matches the sex they were 'assigned' at birth. This might include physical gender cues (hair or clothing) and/or behaviour which is historically or culturally associated with a particular gender.

SECTION 7: DEFINITIONS AND TERMINOLOGY

AFAB/AMAB

(assigned female at birth/assigned male at birth)

These terms are used as shorthand to designate a gender assigned at birth. A wide range of individuals, including those who are transgender, non-binary, or intersex, uses the terms. They are generally not considered identities in and of themselves, so you should use a person's requested pronouns and self-description.

Agender

A term to describe someone who is without gender. It can be either a non-binary gender identity or not having a gender identity.

Ally

Someone who actively supports those with identities that differ from theirs. Allies confront discrimination of trans and non-binary people.

Cis

Someone whose gender identity is the same as the sex they were assigned at birth. Non-trans is also used by some people.

Coming out

May refer to the process by which one accepts one's own gender identity. May also refer to the process by which one discloses these identities to others. This is an ongoing process, and an individual will repeatedly disclose their identity at different multiple times and to different groups of people throughout their life.

Deadnaming

Calling someone by their birth name after they have changed their name. This term is often associated with trans people who have changed their name as part of their transition.

Discrimination¹²

The unjust or prejudicial treatment of a person or group of people based on who they are or because they possess certain characteristics. This can take many forms, including both individual acts of hatred or injustice, and institutional denials of privileges normally accorded to other groups.

Gender

Often expressed in terms of femininity and masculinity, it is largely culturally determined and is assumed from the sex assigned at birth. It can be defined as an experience of, and identity with, culturally-defined roles on a spectrum between male and female.

Gender Binary

The idea that there are only two genders—female/male or woman/man, and that a person must be strictly gendered as either/or.

Gender Fluid

This term denotes or is related to a person who does not have fixed gender.

Gender Identity

A person's innate sense of their own gender, which may or may not correspond to the sex assigned at birth.

Gender Role

The behaviours, values, and attitudes that a society considers appropriate for genders.

Genderqueer

A gender diverse person whose gender identity is neither female nor male, is between or beyond genders, or is some combination of genders. This identity is usually related to, or in reaction to, the social construction of gender, gender stereotypes and the gender binary system.

¹² The Equality Act 2010 protects people from discrimination on the basis of nine 'protected characteristics': age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation. The University goes beyond legislation and has a zero tolerance approach to harassment (a form of discrimination) in any form, regardless of whether it relates to a protected characteristic or not.

Gender Recognition Certificate (GRC)

This enables trans people to be legally recognised in their affirmed gender and to be issued with a new birth certificate. Not all trans people will apply for a GRC and you currently have to be over 18 to apply. You do not need a GRC to change your gender markers at work or to legally change your gender on other documents such as your passport but you do need one to change your HMRC (Her Majesty's Revenue and Customs) and pension scheme records.

Intersex

A term used to describe a person who may have the biological attributes of both sexes or whose biological attributes do not fit with societal assumptions about what constitutes male or female. Intersex people may be female, male, gender-fluid, agender or non-binary.

Outed

When someone's trans status or gender identity is disclosed to someone else without their consent.

LGBT+

The acronym we choose to use at the University for lesbian, gay, bi, trans and related communities. The PLUS (+) in ensures that we are inclusive of all identities to make our community feel welcomed and that nobody is left out.

Non-Binary

An umbrella term for people whose gender identity doesn't sit comfortably with 'woman' or 'man'. Non-binary identities are varied and can include people who identify with some aspects of binary identities, while others reject them entirely.

Passing

If someone is regarded, at a glance, to be a cisgender man or cisgender woman. Cisgender refers to someone whose gender identity matches the sex they were 'assigned' at birth. This might include physical gender cues (hair or clothing) and/or behaviour which is historically or culturally associated with a particular gender.

Preferred pronoun

The pronoun a person chooses to use for themselves. You should always refer to someone in the pronoun they have chosen.

Pronoun

Words we use to refer to people's gender in conversation - for example, 'she', 'he', 'ze' or 'they'.

Queer

In the past a derogatory term for LGBT+ individuals. The term has now been reclaimed by LGBT+ young people in particular who reject traditional categories around gender identity and sexual orientation, but is still viewed to be derogatory by some.

Questioning

The process of exploring your own sexual orientation and/or gender identity.

Sex

Assigned to a person on the basis of primary sex characteristics (genitalia) and reproductive functions.

Stereotype

A widely held but fixed and oversimplified image or idea of a particular type of person or thing without regard for their individual differences. Though often negative, can also be complimentary. Even positive variants can have a negative impact, however, simply because they involve broad generalizations that ignore individual realities.

Trans

An umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth.

Transgender man

A term used to describe someone who is assigned female at birth but lives as a man. This may be shortened to trans man.

Transgender woman

A term used to describe someone who is assigned male at birth but lives as a woman. This may be shortened to trans woman.

Transsexual

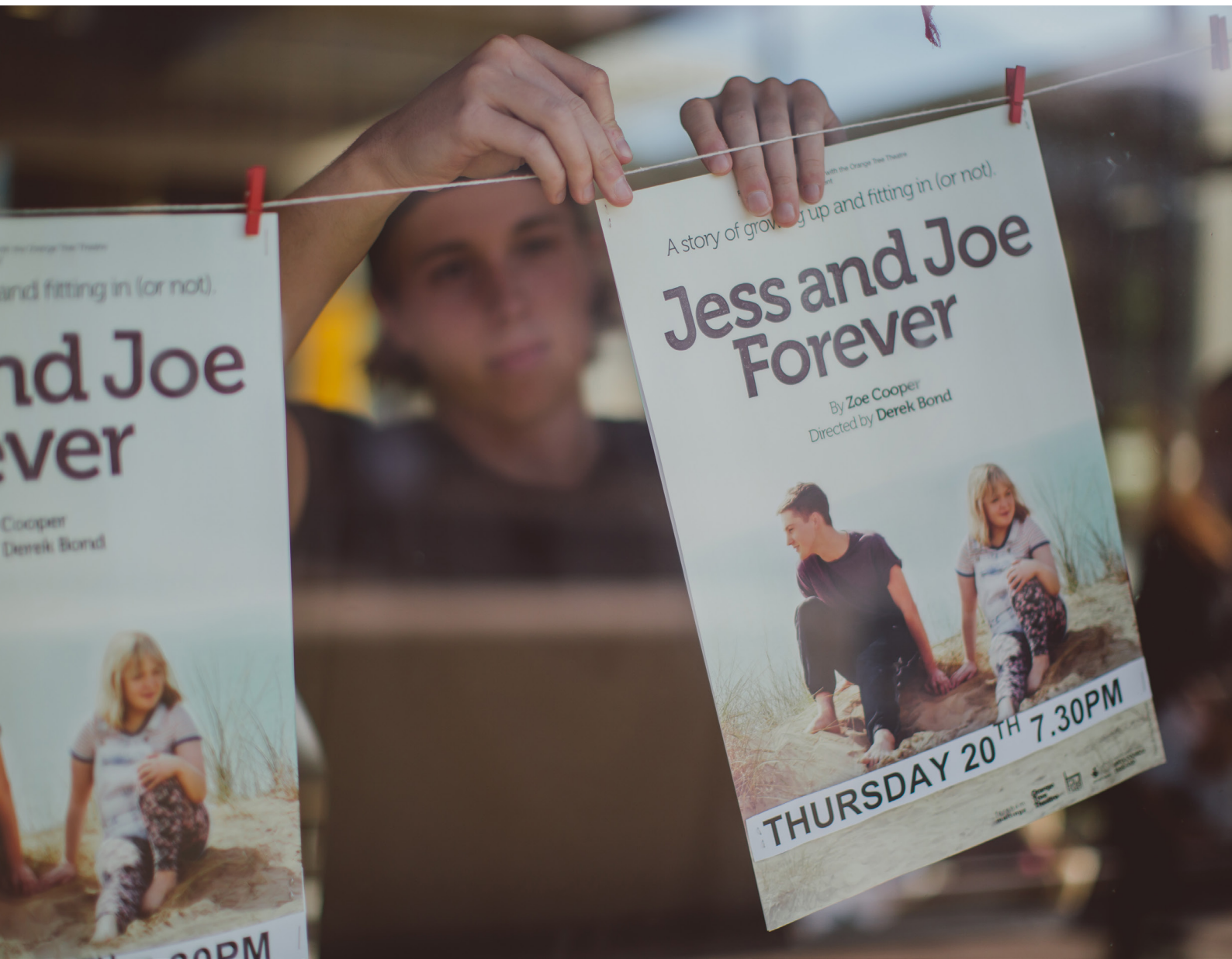
This was used in the past as a more medical term (similarly to homosexual) to refer to someone whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. This term is still used by some although many people prefer the term trans or transgender.

Transitioning

The steps a trans person may take to express or affirm their gender. For some this involves medical intervention, such as hormone therapy and surgeries, but not all trans people want or are able to have this. It might also involve things such as telling friends and family, dressing differently and changing official documents.

Transphobia

The fear or dislike of someone based on the fact they are trans, including the denial/refusal to accept their gender identity.



POLICY CREATOR: HUMAN RESOURCES

University of Essex
Created: May 2019
Review Date: May 2022

The Employee Lifecycle: Part 1

Section 2: The Employee Lifecycle

This section comprises of 9 questions and examines the employee lifecycle within the organisation; from attraction and recruitment through to development. The questions scrutinise how you engage and support employees throughout their journey in your workplace. This section is worth 13.5% of your total score.

Below each question you can see guidance on content and evidence. At any point, you may save and exit the form using the buttons at the bottom of the page.

2.1 When advertising for external appointments, how does the organisation attract LGBT talent?

Tick all that apply

GUIDANCE: This question examines the ways in which you attract external LGBT candidates to apply for roles within your organisation.

- A. Advertise or recruit from LGBT/diversity websites/diversity recruitment fairs and events

- B. Include a statement around valuing diversity, explicitly inclusive of LGBT people in job packs and pages

- C. Supply potential applicants with information about your LGBT employee network group or LGBT inclusion activities

- D. Other

Describe the evidence uploaded:

A: An advert for a Student Conduct Manager (Proctor) in VERCIDA, on organisation that helps employers looking to promote a positive and diverse working environment, and those looking for jobs in an equal opportunities workplace. A positive action statement, encouraging those who identify as non-binary is included in this advert.

B: 'Diversity and inclusion' section of the 'working for us' page on the University's website devoted to prospective staff. It states that: 'The University of Essex is one of the most international universities in the world....But the diversity of our community is more than where our staff and students come from. More than 1,000 of our staff identify as LGBT+, more than 1,300 have declared a disability and many members of our community follow a religion or belief. We recognise the value that diversity brings and so we want to recruit, develop, retain and motivate an increasingly diverse workforce'.

C: 'Diversity and inclusion' section of the 'working for us' page on the University's website devoted to prospective staff. It states that: 'We have a range of equality and diversity-related networks including the LGBT+ Staff Network.

D: We are Essex, are you? included in all job packs.

Upload evidence for option A

please be aware only **one** file is allowed per answer

The screenshot shows a job advertisement for a Student Conduct Manager (Proctor) at the University of Essex. The page is viewed in a browser with the URL vercida.com/uk/jobs/student-conduct-manager-proctor?preview_mode=1. The job title is 'Student Conduct Manager (Proctor) at University of Essex' with reference number 'REQ02862' and 'Full-Time, Permanent Colchester, UK'. A notification indicates that 0% of the profile is complete and that users who fill in their details are 42 times more likely to get matched. The job description includes details about the role, duties, and required skills. A table provides job details such as job type, industry, sector, position, salary, and dates. A 'Proceed to apply' button is visible at the bottom.

Student Conduct Manager (Proctor) at University of Essex
REQ02862
Full-Time, Permanent Colchester, UK

Did you know that users who have filled in their profile details are **42** times more likely to get matched with the right employer?
Help us find the best workplace for you by sharing more about yourself. We will never disclose your information with others. [Register](#) [Sign in](#)

JOB DESCRIPTION

REQ02862 Advert
Student Conduct Manager (Proctor), Academic Section

Following the introduction of a new Report & Support system, the University is currently reviewing and revising its Code of Student Conduct. We are looking for an additional Student Conduct Manager to join us in the work we are undertaking to enhance the operation of the new Code and to ensure that our conduct procedures are implemented in an integrated and supportive way, ensuring fair, effective and timely outcomes for our students.

Duties of the Role

Fulfilling the role of Proctor, you will consider, investigate and adjudicate on individual student cases of alleged misconduct. You will make a strong contribution to our commitment to continuous improvement and to ensuring our approach to the management of student conduct continues to meet the needs of the University community. You will lead and support work to review and develop the Code, informed by the latest external guidance and best practice, and contribute to a data-driven approach to monitoring the effectiveness of the University's conduct procedures and making recommendations for change. You will also develop and deliver guidance and training to members of the University community who have a role in the implementation of the Code.

Skills and qualifications required

You will bring relevant experience; excellent interpersonal and communication skills, and the ability to act with care and sensitivity when dealing with individual cases and confidential information. You will be confident in working within a regulatory framework or procedure-driven environment, and have the ability to understand, interpret, and explain complex information. You will be well organised and effective, with strong IT skills, and an ability to balance and prioritise casework and workload and meet deadlines. You will promote the University's values and make a positive contribution to fostering a safe culture and creating a welcoming and inclusive community. A good honours degree (2.1 or above) or equivalent is an essential requirement.

We particularly welcome applications from those who identify as female or non-binary and those from an ethnic minority as they are under-represented in this area.

At the University of Essex internationalism is central to who we are and what we do. We are committed to being a cosmopolitan, internationally-oriented university that is welcoming to staff and students from all countries and a university where you can find the world in one place.

Please proceed to apply for full description, person specification and more information relating to this post. We recommend you read this information carefully before making an application. Applications should be made online, but if you would like advice or help in making an application, or need information in a different format, please contact the Recruitment Team on 0206 8727200.

| | |
|------------------|-----------------------------------|
| Job type | Full-Time, Permanent |
| Industry | Education |
| Job Sector | Education |
| Job Position | Student Conduct Manager (Proctor) |
| Estimated Salary | £33,199.00 - £39,609.00 / year |
| City/Town | Colchester |
| Address | Colchester, UK |
| Post date | 03/09/2019 |
| Closing date | 04/08/2019 |

[Proceed to apply](#)

Learn more about the diversity culture of University of Essex

Upload evidence for option B

please be aware only **one** file is allowed per answer

University of Essex

WORKING FOR US

Diversity and inclusion

JOBS x

- Find a vacancy
- Benefits
- Diversity and inclusion**
- Frequently asked questions
- Guidance notes
- Salary
- New vacancy - Dean of Essex Business School

The University of Essex is one of the most international universities in the world. We have close to 140 countries represented in our student community and we attract leading academics from around the world. Over 40% of our students come from Europe, Asia, Africa, North America, South America and Australia and over 25% of our staff come from outside the UK.

But the diversity of our community is more than where our staff and students come from. More than 1000 of our staff and students identify as LGBT+, more than 1,300 have declared a disability and many members of our community follow a religion or belief.

We recognise the value that diversity brings and so we want to recruit, develop, retain and motivate an increasingly diverse workforce. We also want to attract people who will be good citizens; who will contribute to the life of the University and whose behaviour will have a positive impact on those around them. Our [Strategy](#) sets out how we will do this through the delivery of a fair and supportive working environment for all.

Upload evidence for option C

please be aware only **one** file is allowed per answer

essex.ac.uk/jobs/diversity

Staff Directory BBC News Enabling Environme... Tableau Report and Support iTrent Google Moodle HR Organiser Box Race Equality Charter Athena SWAN WEI HR Blog Uni news VC Blog Trello - HWWAE

Access and disability

We are proud to be a [Disability Confident Employer](#) and have agreed to take action to meet the commitments regarding the employment, retention, training and career development of disabled staff. We guarantee an interview to all applicants with a disability who meet the essential requirements as outlined in the person specification for the job.

Information, advice and support relating to all aspects of access and disability at Essex can be found on the [Access@Essex](#) website and for a guide to the accessibility of various locations at each of our three campuses please visit, [DisabledGo](#), one of the largest disability organisations in Europe, with whom we are working to continually improve our access-related information.

Engagement with external equality Charters

Through our participation in the [Athena SWAN Charter](#), we have identified some of the barriers to progression that affect women, men and those who identify as non-binary, and have agreed a plan of action to tackle them. We have been recognised for our work to date through gaining a [Bronze Institution Award](#) and all our academic departments are working towards achieving a departmental award by the end of the academic year 2019-20.

In May 2017 we joined the Equality Challenge Unit's [Race Equality Charter](#), which provides us with a framework through which we can work to identify and self-reflect on the barriers standing in the way of minority ethnic staff and students.

Employee Networks

We have a range of equality and diversity-related staff networks including the [Essex Women's Network](#), [Parent's Support Network](#), [Essex Access Forum](#), [LGBT+ staff network](#) and the [Global Forum](#). Our networks provide opportunities to meet members of our community you may not otherwise come across in your work, discuss issues that affect you or that you're interested in and gain support from others who may be facing challenges similar to the ones you are facing.

Upload evidence for option D

please be aware only **one** file is allowed per answer

<https://stonewallsubmit.fluidreview.com/resp/90789855/Hkye|sfUBi/>

2.2 What percentage of employees with recruitment responsibilities have been trained on reducing bias and discrimination towards LGBT people in the recruitment cycle?

Select the completion rate for the training

GUIDANCE: The training should reach as many employees who recruit as possible. Training content should explicitly mention examples of discrimination and bias towards LGBT people. Content should also include the steps recruiters can take in eliminating this discrimination and bias. Examples of content you could upload are case studies, e-learning screenshots or PowerPoint presentations.

A. 76 – 100 per cent

Describe the department or team who deal with recruitment and how you estimate training completion rates:

Our Resourcing Team is based within the Human Resources Section. The team consists of; a Resourcing Manager; 3 Resourcing Advisers, one for each of our faculties; 3 Resourcing Assistants, one for each of our faculties. They are responsible for; providing professional advice and guidance on strategies and advertising techniques that will attract the best talent; providing professional advice on any other aspect of the recruitment and selection process including selection methods; providing professional advice on recruitment related employment law and equality and diversity issues in order to protect the University from risk and uphold our values; organise appropriate training and development for staff undertaking recruitment and selection; monitoring and reviewing the guidance and support available; monitoring and continuously improving the recruitment process and associated IT systems; monitoring and analysing the diversity of applicants and successful candidates to ensure we maintain a balanced workforce and put in place plans to deal with any imbalances should they occur; managing the University recruitment budget (taken from the University's 'Resourcing for the future: How we recruit and select excellent staff at Essex' document. Under our Essential Training Policy all reporting managers must complete Recruitment and Selection Essentials training. The training is an online package, there is a 'test' at the end and participants must score at least 80% to pass. We also run face-to-face training sessions. Completion rates are actual, not estimated. Completion of this training by all employees is recorded on our HR Organiser system and termly completion reports are sent to Heads of Departments and Sections. If the training is not completed, Reporting Managers are expected to raise this with their direct report

formally. The Essential Training Policy sets out the duties of individuals, Reporting Managers and Heads of Departments/Sections. Individuals who have a reporting manager role must successfully complete the Recruitment and Selection Essentials training within the timeframe agreed with their Reporting Manager and raise any difficulties they face in completing the training with their manager and agree a way forward. Reporting Managers must make all employees aware of the University's essential training requirements on appointment, ensure that successful completion of essential training is monitored as part of induction and checked as part of the probation process. Reporting Managers must also consider it during performance development and review as appropriate. Heads of Departments/Sections must ensure that a suitable nominee has responsibility for discussing with individuals non-completion of essential training, contacting employees who have not reached the required standard in essential training where the material is delivered online and a pass mark is identified. At the institutional level, we gather data on a termly basis to report to our Human Resources and Equality and Diversity Group, and our University Steering Group, as part of monitoring progress against our equality objectives.

Describe the format of the training and the content you have uploaded:

The first document is a screenshot from our Recruitment and Selection Essentials online training programme. The information is designed to show recruiters how to ensure their interview questions are effective and conform with equality legislation. It says you must 'avoid questions relating to the candidate's race, gender, age, religion, sexual orientation or disability'. It goes on to say that 'Even if your intentions were innocent, it could lead to claims of discrimination:after all, if it wasn't important, why did you ask the question?'

The second document is a PowerPoint presentation on unconscious bias. As detailed in our Essential Training policy, this training is compulsory for all members of staff. This training is offered online and face-to-face. Slide 13 contains a list of things that might trigger our biases and includes specific reference to gender identity and sexual orientation. Discussion around this topic encourages participants to think about how the way in which we (i) very quickly interpret the way an individual presents themselves in terms of the way they dress, how they speak, their body language etc (ii) based on what we see, then put that person into a 'box' (iii) use our own experiences, culture, background etc to make judgements about that person, very often based on stereotypical information. Slide 16 looks at the influence of the media and prompts discussion about how LGBT people are depicted on TV through highlighting a study that showed only 23 of the 125 major films released by major US studios in 2016 featured openly LGBT+ characters. Slide 17 looks at

where our biases can have an effect and it mentions 'who we recruit'. During the session we discuss various pieces of research that highlight how unconscious bias hinders recruiting a diverse workforce and we encourage participants to discuss what might trigger their own biases. We look at the different types of bias e.g. confirmation bias and in groups and out groups and give participants an opportunity to think about what steps they, and the University, can take to manage the impact of unconscious bias. Ideas from previous sessions in relation to recruitment include: undertaking anonymous recruitment (the University is looking to trial this for Professional Services appointments in the first instance); having made a decision to offer a post to a particular candidate, the Chair should ask the Panel to consider their decision again, specifically asking Panel members to think about it in relation to their own biases. Slide 19 encourages discussion around challenging observed inappropriate behaviour during the recruitment process.

Upload training content

please be aware only **one** file is allowed per answer

Recruitment and Selection

Recruitment & Selection Essentials
Selecting the right person

menu back replay next zoom toolkit help exit

Keeping it legal

As well as making sure your questions are effective, you also need to be certain that they conform to the equality legislation.

? What steps should you take to achieve this?

- Only ask questions that relate directly to the job. Yes ✓
- Ask all applicants about their marital status or childcare arrangements, regardless of their age or gender. No ✓
- Think up a different set of questions for each candidate based on their personality and cultural background. No ✓
- Avoid questions relating to the candidate's race, gender, age, religion, sexual orientation or disability. Yes ✓

You should avoid asking questions about the candidate's marital status, childcare arrangements, race, religion or anything else that doesn't relate to the candidate's ability to do the job. Even if your intentions are innocent, it could lead to claims of discrimination: after all, if it wasn't important, why did you ask the question? >

1 2 3 4 5 6 7 8 9 10 11 12 13 14

Upload training content

please be aware only **one** file is allowed per answer

<https://stonewallsubmit.fluidreview.com/resp/90789855/wuN2g8ufXd/>

2.3 What information does the organisation supply to all new employees (external appointments) when being inducted in to the organisation?

Tick all that apply

GUIDANCE: The senior leader message should explicitly call out LGBT inclusion. The content of all options given can be either in person, online, through a video or post, or on paper.

- A. Explicit message from senior leader on their commitment to LGBT inclusion

- B. Information on the LGBT employee network/allies programme or initiative

- C. Information on LGBT inclusive policies

Briefly describe the induction process and at what point the new starter receives the above information:

The induction process for our new staff is made up of four different elements. 1 - local level induction. To ensure that the induction experience for every new employee is consistent and effective, on their first day at work they start working through the induction checklist with their manager. This includes making sure new staff are aware of the relevant electronic resources outlined in the following second and third elements of induction. The induction checklist for individuals highlights our LGBT-inclusive family-friendly policies. 2 - an electronic resource on Moodle complements local induction and contains everything the University feels a new employee needs to know during their first year of working here. Sections include: essential training; support, which includes information about, and links to, HR policies; wellbeing; community, which includes information about the Essex LGBT Alliance, LGBT+ Staff Forum and the LGBT+ Allies group; our values. 3 - the 'starting at Essex' pages of the HR website. These contain a wealth of information, including a section on 'Doing things the University of Essex way' which talks about how (i) we aim to make the University a place where diversity is respected and valued, and where members of our community feel able to challenge unacceptable behaviour in an appropriate way (ii) how we ensure that equality and diversity are embedded in our decision-making processes. (4) University-level induction programme. This is a rolling programme of six monthly networking events which all new employees are required to attend during their first year of employment. The first event of the cycle is a welcome from the Vice-Chancellor and the Registrar and Secretary. They welcome new employees to the University and introduce them to our goals, vision and values, one of which is inclusivity, and talk about our Culture of Membership. Their talk includes reference to the fact that (i) LGBT+ colleagues make up around 6% of our community (ii) each member of the senior team is an Inclusion Champion for one of the Protected Characteristics and we have a sexual orientation and a trans Inclusion Champion. There is no transcript for this talk - the evidence uploaded is an article written about the University being a Stonewall Top 100 employer in which the Vice-Chancellor talks about how we are delighted to be recognised as one of the most LGBT+ inclusive employers in Britain." Another induction networking event takes the form of a quiz. The Head of Equality, Diversity and Inclusion, Head of Health and Safety and Head of Workplace Health and Wellbeing jointly run the event which aims to highlight the work in those areas, make sure staff are aware of the opportunities available to them and of their rights and responsibilities under equalities and health and safety legislation. There is specific reference to the Essex LGBT Alliance, LGBT+ Forum and the LGBT+ Allies. These sessions are held just before the Christmas break and just before the Easter break and are themed accordingly.

Upload evidence for option A

please be aware only **one** file is allowed per answer



the outstanding work we had done over the past year to make sure every LGBT employee is accepted without exception.

The **Top 100 Employers list** is compiled from Stonewall's Workplace Equality Index – Britain's leading benchmarking tool for LGBT inclusion in the workplace.

Vice-Chancellor Professor Anthony Forster said: "At the University of Essex we are extremely proud of our diversity, our people and our inclusive spirit and we are delighted to be recognised as one of the most LGBT+ inclusive employers in Britain. This achievement is indicative of how we live out our values and ensure that we are a welcoming and supportive community and a place that feels safe and inclusive for all members of our community, no matter who they are or where they come from."

Darren Towers, Executive Director at Stonewall said: "The University of Essex and all those who have made this year's Top 100 Employers list have done a fantastic job. Taking part in our Index shows real commitment to understanding and advancing LGBT equality. This year, for the first time, the Index looked at what employers were doing for trans equality in the workplace.

"This work is crucial. We recently published LGBT in Britain: Trans Report, which revealed the profound inequality facing trans people in Britain today. Half of trans people have hidden their identity at work for fear of discrimination. This must change and it's encouraging to see so many organisations make a commitment to trans equality. With their support and hard work we can create a world where all lesbian, gay, bi and trans employees are welcomed and accepted without exception."

Taran Baragwanath, our Students' Union LGBTQ+ Officer, said: "The Students' Union is really proud to have been a part of the University's Stonewall Workplace Equality Submission. The SU's LGBTQ+ Network is a really important resource for students and staff at the University of Essex.

"Over the last 12 months, we've held a Campus Pride event, introduced staff LGBT+ Sensitivity Training, re-launched Essex's LGBTQ+ night out, organised a Trans Awareness Week, and increased the number of gender neutral bathrooms."

Upload evidence for option B

please be aware only **one** file is allowed per answer

<https://stonewallsubmit.fluidreview.com/resp/90789855/DzvvlFnvsE/>

Upload evidence for option C

please be aware only **one** file is allowed per answer

<https://stonewallsubmit.fluidreview.com/resp/90789855/qEiCCwqzWl/>

The Employee Lifecycle: Part 2

2.4 Does the organisation enable non-binary employees to have their identities recognised on workplace systems?

GUIDANCE: Examples include being able to use the title Mx, the option to choose a gender marker other than male or female and the ability to have a passcard with two forms of gender expression present.

Yes

Describe how non-binary identities are recognised on workplace systems:

In the Personal section of our self-service HR system, HR Organiser, under the 'sensitive information' tab, staff can record their gender as non-binary for University purposes. We hold legal gender information separately. Staff can also use the title Mx if they wish. To do this they simply need to contact HR and request their title is changed. Staff are told that: their title appears on the Outlook address book so is visible to all: their title is used on University correspondence and other University systems which receive their personal details from the HR record, such as the Library; their title can be changed on their staff card: their non-binary status is only visible to others if they specifically tell people.

2.5 Does the organisation provide all-employee equality and diversity training which includes the following topics, explicitly covering LGBT people?

Tick the completion rate for the training

GUIDANCE: The training should reach as many employees as possible across your organisation. Training content should explicitly mention LGBT people and cover lesbian, gay, bi and trans in the context of each option selected. Examples of content you could upload are case studies, e-learning screenshots or PowerPoint presentations.

| | |
|--|---------|
| A. Organisational policy and legislation | 76-100% |
| B. Language, stereotypes and assumptions | 76-100% |
| C. Challenging inappropriate behaviour | 76-100% |
| D. Routes to reporting bullying and harassment | 76-100% |

Describe how you estimate completion rates:

Completion rates are actual, not estimated. In 2017 we introduced an Essential Training Policy to ensure that all employees are made aware of, and are capable of meeting, their statutory obligations and professional standards and are fully supported to deliver the University's Strategic Plan. We have identified essential training which will meet both the entitlements and responsibilities of the individual and the University. Equality, Diversity and Inclusion Essentials training and Unconscious Bias training are included in the suite of essential training and we require all employees, regardless of role or responsibility (including graduate teaching roles) to successfully complete them. The training is delivered both online and face-to-face. There is a 'test' at the end of the online programmes and participants must score at least 80% to pass. For new staff, essential training takes priority over all other training and must be completed in the first six months of employment and is checked as part of confirming completion of induction by the Reporting Manager. Completion of this training by all employees is

recorded on our HR Organiser system and termly completion reports are sent to Heads of Departments and Sections. If the training is not completed, Reporting Managers are expected to raise this with their direct report formally. The Essential Training Policy sets out the duties of individuals, Reporting Managers and Heads of Departments/Sections. Individuals must successfully complete the Equality and Diversity Essentials training within the timeframe agreed with their Reporting Manager and raise any difficulties they face in completing the training with their manager and agree a way forward. Reporting Managers must make all employees aware of the University's essential training requirements on appointment, ensure that successful completion of essential training is monitored as part of induction and checked as part of the probation process. Reporting Managers must also consider it during performance development and review as appropriate. Heads of Departments/Sections must ensure that a suitable nominee has responsibility for discussing with individuals non-completion of essential training, contacting employees who have not reached the required standard in essential training where the material is delivered online and a pass mark is identified. At the institutional level, we gather data on a termly basis to report to our Human Resources and Equality and Diversity Group, and our University Steering Group, as part of monitoring progress against our equality objectives.

Describe the format of the training and the content you have uploaded:

Evidence for A is a screen shot of a section of our Equality and Diversity Essentials programme called 'What the law says, what is 'less favourable treatment?' It gives an example of direct discrimination as being 'dismissing or excluding someone because they are gay'. Later in this section, when describing in more detail what constitutes harassment, examples given include 'racial jibes, homophobic remarks, sexist comments...'. It also makes clear that 'it's important to understand that equality legislation applies to everyone who works here'. Lastly in this section our institutional Equality, Diversity and Inclusion Policy, which contains specific reference to our obligations under the Equality Act 2010 in respect of LGBT people, is referred to.

Evidence for B is a screen shot of a 'Man enough for the job?' case study in our Equality, Diversity and Inclusion Essentials training. It gives an example of a trans man, David, who has recently started to use the pronoun 'he' and to dress and present himself as a man. It describes how his manager, Judith has given him far fewer opportunities, has stopped involving him in key decisions about the department and in his appraisal, was very non-committal about his future prospects. The next screen asks whether, from a legal perspective, David might have a valid case to bring against the organisation, to which the answer is 'yes'.

Evidence for C is a PowerPoint presentation for our 'Gender Identity and Sexual Orientation' training'. This workshop looks at (i) the discrimination and exclusion of LGBT people nationally (ii) terminology (iii) intersectional identities (iv) LGBT+ at the University (the profile of our staff and student populations, how we support LGBT+ people) and (v) creating an inclusive LGBT+ culture. Slide 11 gives examples of discrimination, including using homophobic, biphobic and transphobic language, making homophobic, biphobic or transphobic comments or jokes, asking intrusive questions. Slide 15 gives examples of 'how you can contribute to creating an inclusive LGBT+ culture including challenging negative attitudes and behaviours and encouraging staff, students and visitors to report inappropriate behaviour via our Report and Support system. This training supplements our online Equality and Diversity and Essentials training and is given to staff in customer-facing and managerial roles. Evidence for D is a screen shot of the 'Our Policies and Guidelines' section of our Equality, Diversity and Inclusion' training. It provides links to 'our zero tolerance approach to harassment and bullying' and 'Complaints of harassment and bullying' policies which clearly set out what behaviours are not acceptable in relation to someone's actual or perceived, gender identity and sexual orientation.

Upload evidence for option A

please be aware only **one** file is allowed per answer

The screenshot shows a Moodle quiz question titled "Equality & Diversity Essentials - What the law says". The question is "What is 'Less favourable treatment'?" and asks for the legal definitions of four terms: Direct discrimination, Indirect discrimination, Harassment, and Victimisation. Each term is accompanied by a definition and a green checkmark icon. The definitions are: Direct discrimination: Less favourable treatment because of one or more protected characteristics (race, disability, sex, etc). Indirect discrimination: Provisions, criteria, policies, rules and practices that apply to everyone, but inadvertently and unnecessarily disadvantage people with a protected characteristic. Harassment: Unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading or offensive environment. Victimisation: Detrimental treatment because a person has made, or intends to make, a complaint or enquiry about an equality matter, or support such a complaint or enquiry. Below the definitions, there are four empty text input boxes. At the bottom, there are examples of direct discrimination: Deciding not to employ or admit someone because they're from a particular minority ethnic group. Offering someone a less favourable terms of employment because they're disabled. Dismissing or excluding someone because they're gay. Overlooking a woman for promotion because she's pregnant. The quiz interface includes navigation icons and a progress bar at the bottom showing 12 questions, with the current question being the 3rd.

moodle.essex.ac.uk/mod/scorm/player.php?a=443¤torg=ede&scoid=6098&sesskey=rOI0ckHu6H8&display=popup&mode=normal

Equality & Diversity Essentials - What the law says

What is "Less favourable treatment"?

So, what are the legal definitions for each of these four terms?

| | | |
|--|----------------------------------|--|
| | Direct discrimination ✓ | Less favourable treatment because of one or more protected characteristics (race, disability, sex, etc). |
| | Indirect discrimination ✓ | Provisions, criteria, policies, rules and practices that apply to everyone, but inadvertently and unnecessarily disadvantage people with a protected characteristic. |
| | Harassment ✓ | Unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading or offensive environment. |
| | Victimisation ✓ | Detrimental treatment because a person has made, or intends to make, a complaint or enquiry about an equality matter, or support such a complaint or enquiry. |

Examples of direct discrimination include:

- Deciding not to employ or admit someone because they're from a particular minority ethnic group.
- Offering someone a less favourable terms of employment because they're disabled.
- Dismissing or excluding someone because they're gay.
- Overlooking a woman for promotion because she's pregnant.

1 2 3 4 5 6 7 8 9 10 11 12

Upload evidence for option B

please be aware only **one** file is allowed per answer

https://moodle.essex.ac.uk/mod/scorm/player.php?a=443¤torg=&scoid=6098&sesskey=HDHQUuuC3O&display=popup&mode=normal - Google Chrome

Secure | https://moodle.essex.ac.uk/mod/scorm/player.php?a=443¤torg=&scoid=6098&sesskey=HDHQUuuC3O&display=popup&mode=normal

Launch 'Equality, Diversity and Inclusion' training package - Module 1

Equality & Diversity Essentials - What the law says

Man Enough for the Job?

David has worked in Student Services at a university for over four years, and reports to Judith. Over the last six months, David has started the process of transitioning to male and using the pronoun 'he'. He's also started to dress and present himself as a man and has told his colleagues that he's thinking of undergoing medical treatment to complete his transition to a male identity.

David has an excellent work record and, until recently, was highly regarded by Judith, enjoying several promotions and career development opportunities. Since transitioning to male, however, David's felt increasingly sidelined: he's been given far fewer opportunities and Judith has stopped involving him in key decisions about the department. On top of all this, at his last appraisal, Judith was very non-committal about his future prospects and, for the first time since joining, he wasn't given any further responsibilities.

Upload evidence for option C

please be aware only **one** file is allowed per answer

<https://stonewallsubmit.fluidreview.com/resp/90789855/PBF6LI67zq/>

Upload evidence for option D

please be aware only **one** file is allowed per answer


https://moodle.essex.ac.uk/mod/scorm/player.php?a=443¤torg=&scoid=6098&sesskey=hDHQUuC3O&display=popup&mode=normal - Google Chrome

Secure | https://moodle.essex.ac.uk/mod/scorm/player.php?a=443¤torg=&scoid=6098&sesskey=hDHQUuC3O&display=popup&mode=normal

Launch 'Equality, Diversity and Inclusion' training package - Module 1

Equality & Diversity Essentials - Our policies & guidelines

Our Policies & Guidelines

 University of Essex

In order to ensure we meet our legal obligations and achieve the highest possible standards of good practice, we've developed our own policies and guidelines.

- [Our zero tolerance approach to harassment and bullying](#)
- [Complaints of bullying or harassment procedure](#)

It's important you understand and follow these at all times, so please take the time to read through them carefully.

"I hereby acknowledge that I have read, or shall read, understand and agree to follow the standards, processes and procedures set forth in the policies and guidelines that have been provided to me."

ACCEPTED ✓

Select **Home** to return to the course menu.

2.6 In the past year, which of the following messages have appeared in internal communications to all employees?

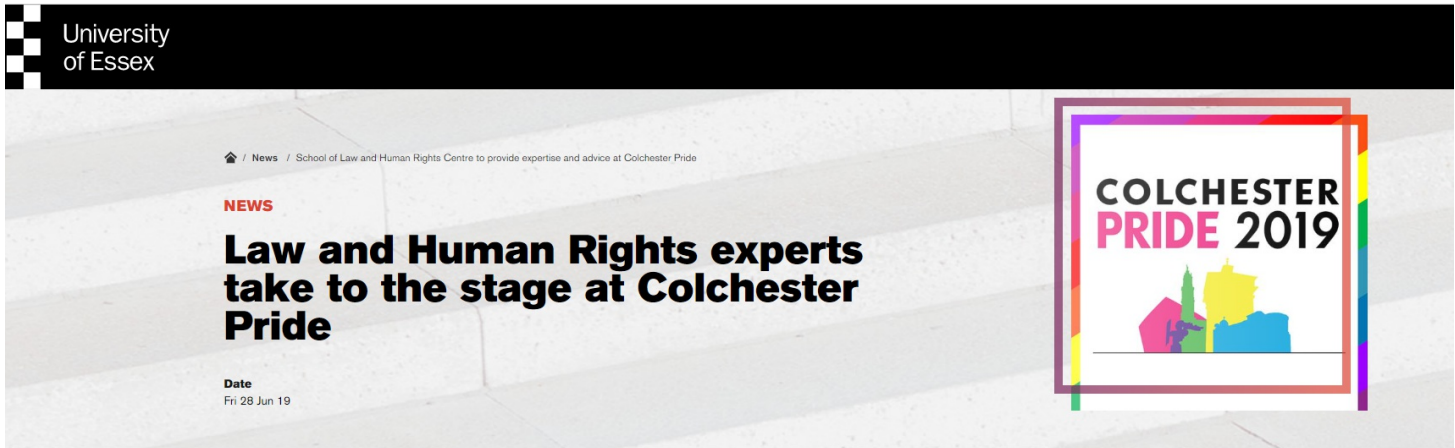
Tick all that apply

GUIDANCE: Communications uploaded should have been sent, or made available to all employees (or as many as geographically possible through the specific communication method). Evidence could include emails and screenshots of intranet posts. IDAHOBiT refers to the International Day Against Homophobia, Biphobia and Transphobia. In your uploaded evidence, make clear who/how many employees the communication reached. Evidence provided for option A. must clearly include all identities within LGBT.

- A. Information about LGBT History Month, Pride, Spirit Day and/or IDAHOBiT
- B. Information about Bi-visibility Day and/or other bi specific events (e.g. bi pride events or Bicon)
- C. Information about Transgender Day of Visibility, Transgender Day of Remembrance and/or Trans Pride
- D. Information about the LGBT Employee Network Group and allies activity

Upload evidence for option A

please be aware only **one** file is allowed per answer



Staff and students from the School of Law and Human Rights Centre will be sharing their thoughts and skills at this year's Colchester Pride.

Dr Andrew Fagan will be a panellist for *The Colchester Pride 2019 Panel Discussion*, Katya Alkhateeb and Matteo Bassetti will be appearing at *Pride Talks* and staff from Essex Law Clinic will be promoting their Essex LGBT+ Rights Clinic.

Dr Fagan said: "The Human Rights Centre are delighted to have been invited to contribute to this year's [Colchester Pride](#) event for the very first time. We each have a core fundamental right to our sexual orientation and gender identity. While Pride celebrates the enjoyment of this key human right, it should also never be forgotten that many people across the world continue to be denied

Upload evidence for option B

please be aware only **one** file is allowed per answer

September 18, 2018

Bi Visibility Day

Filed under: [Gender equality](#) — Tags: [LGBT](#), [Stonewall](#) — Mohammed Alam @ 2:59 pm

The University is proud to be in [Stonewall's Top 100 Workplaces for LGBT Equality](#), and we want to make sure we highlight all LGBT+ awareness days.

It's [Bi Visibility Day](#) on *Sunday 23 September*, and it's important that we raise awareness of this day, as there are a lot of myths surrounding bisexuality, which can prevent those who identify as bisexual from coming out. We want to support all our staff in feeling comfortable about being open at the University so they can be themselves at work, get the right support, and feel like they belong.

There's a lack of representation of bisexual people in the media, or they are misrepresented as being promiscuous, greedy, going through a 'phase', or that bisexuality as an identity doesn't exist. Often someone's bisexual identity will be erased if they are currently with a partner of a different gender, as it is assumed they are now heterosexual.

These stereotypical assumptions are all classed as biphobia, which is an aversion towards bisexuality and is included in the legal definition of harassment. The university has a [zero tolerance approach to harassment](#), and if you experience or witness any incidents, you can report it anonymously or get support from an adviser on our [Report and Support system](#).

One of our students, [Owen Preston](#), [came out as bisexual on BBC Three's 'I'm Coming Out'](#) in August 2017, after struggling throughout his teenage years with his sexuality. We're lucky to have such a positive role model for our students, and if you want to know more about Owen's story, please contact [Equality, Diversity and Inclusion](#). You can also find information about supporting our LGBT+ students in the [Staff Directory](#).

Staff can contact our [LGBT+ Forum](#) through [Lauren Searle-Byrne](#) and [Josie Evans](#). The LGBT+ Forum aims to create opportunities for our LGBT+ staff to share experiences and resources, find peer support, discuss current issues and upcoming events and input into consultation on University policy. The Forum is hosting two lunchtime drop-in sessions in September, and for more information please contact either Josie or Lauren.

For information about becoming an LGBT+ ally, or joining our other networks, please get in touch with [Equality, Diversity and Inclusion](#).



Upload evidence for option C

please be aware only **one** file is allowed per answer

Prof Lorna Fox O'Mahony
@OMahonyFox

Tweets 2,846 Following 605 Followers 902 Likes 2,199

Follow

Prof Lorna Fox O'Mahony Retweeted

University of Essex @Uni_of_Essex · 22 Nov 2018

"It's been so freeing to be able to live unambiguously as my true self." In conjunction with Trans+ Awareness Week, we are sharing the story of @EssexSU Trans Officer, Jestin: bit.ly/2Bni8h6

We are many and we are one. #WeAreEssex

1 4 8

Upload evidence for option D

please be aware only **one** file is allowed per answer

Fri 14/09/2018 16:35

University of Essex <comms=essex.ac.uk@mail120.atl91.mcsv.net> on behalf of University of Essex <comms@essex.ac.uk>

Essex Weekly - Getting ready to move into our new STEM building

To: Bush, Karen M

If there are problems with how this message is displayed, click here to view it in a web browser.

Drop into our LGBT+ staff forums

We have two LGBT+ staff forums happening at 1pm on Tuesday 18 and Wednesday 26 September. The forum aims to create opportunities for LGBT+ staff to share experiences and resources, find peer support, discuss issues and events and input into consultations on University policy. Contact [Josie](#) or [Lauren](#) for more details.

All other passports
Fast track
UK/EU Passports
Including Switzerland and the European Economic Area
ePassport gates
UK Border

Provide date for option A

28/06/2019

Provide date for option B

18/09/2018

Provide date for option C 22/11/2018

Provide date for option D 14/09/2018

The Employee Lifecycle: Part 3

2.7 In the past year, which of the following career development opportunities has the organisation specifically communicated to LGBT employees?

Tick all that apply

GUIDANCE: Communications here can either be specific communications to LGBT people through the employee network group OR an all-employee communication making it clear you welcome LGBT employees on the programmes/opportunities.

A. General leadership and development programmes

B. LGBT specific leadership/professional development programmes

C. LGBT specific seminars and conferences

| | |
|--|---|
| <p>A. Describe the programmes and how these programmes are promoted to LGBT employees:</p> | <p>Our range of leadership and development programmes include one-off courses on topics such as assertiveness, dealing with conflict and customer service and more specific multiple-part programmes designed to develop those in, or aspiring to be in, management or leadership positions. We have also recently launched a 'Management Development Centre (MDC)' which provides a safe and constructive environment for managers to engage in scenario-based activities, receive feedback on their approach to management and to reflect on their approach and how it aligns with the University's expectations of a manager. All opportunities are promoted via the LGBT+ Forum and the ELGBTA.</p> |
| <p>B. Describe the programmes and how these programmes are promoted to LGBT employees:</p> | <p>We promote Stonewall's two-day Leadership Programme and Stonewall's Young Leaders Programme to all staff and, specifically, to members of the LGBT+ Forum and Essex LGBT Alliance by email and at meetings. We have set aside funding for one person to take part in each of these programmes in 2019-20. In July 2019 one member of staff successfully applied to participate in the two-day Leadership Programme. Their feedback was 'It was a wonderful experience. I highly recommend it'.</p> |
| <p>C. Describe the programmes and how these programmes are promoted to LGBT employees:</p> | <p>A range of programmes are promoted to LGBT employees in a range of different ways. These include: through the Chairs of the LGBT+ Forum and the Essex LGBT Alliance either by email or at meetings: through the Equality, Diversity and Inclusion team either by email or a post on the HR blog: through information being posted on the Equality, Diversity and Inclusion web site and promoted through Essex Daily or Essex Weekly (the University's e-newsletters). Events promoted include the 'Westminster Briefing 'Improving trans-equality in the Workplace' conference in December 2018 and Stonewall's Eastern Region WEI Awards ceremony in May 2019.</p> |

A. Provide a date on which these opportunities were communicated 26/03/2019

B. Provide a date on which these opportunities were communicated 18/03/2019

C. Provide a date on which these 18/04/2019

**opportunities were
communicated**

2.8 Does the organisation proactively recognise contributions to the LGBT employee network group during employee performance appraisals?

GUIDANCE: The onus should be on the employer/manager to make explicit that network group activity links in with organisational values and count towards diversity goals. Please note, the recognition doesn't have to be financial, but should be systematic and applied to all performance appraisals, not just those of the network leads.

Yes

Describe how contributions are recognised:

Our current Performance and Development Review scheme guidance for managers provides examples of topics for discussion at appraisals and this includes how the appraisee has upheld the University's Values (one of which is inclusivity), and their equality and diversity-related achievements, examples of which include being a diversity champion or LGBT+ ally and/or actively contributing to an equality-related staff network which includes the Essex LGBT Alliance. In addition, our People Strategy in Action resource, which is a one-stop online shop of guidance for managers contains a series of Quick Guides grouped into various topics, one of which is Development. Under this topic the Quick Guide to conducting appraisals highlights the need for managers to encourage and discuss the types of contributions employees make that are over and above those that are required as part of their core role and that are linked to delivery of the University's Strategic Plan. Examples include being part of an Athena SWAN self-assessment team and engaging in equality-related network group activities. Evidence from appraisals is used to inform our reward and recognition programme which, in addition to awarding additional/discretionary increments or bonuses, includes our 'Celebrating Excellence' initiative. Under this initiative staff are recognised for their contribution at events held within departments and faculties at which they may receive a certificate, or other small token of appreciation.

2.9 Does the organisation identify and act on any LGBT issues raised at exit interviews or on exit surveys?

GUIDANCE: Examples include giving employees an opportunity to raise any issues relating to discrimination they may have experienced in the organisation.

Yes


| | |
|--|--|
| <p>Describe the exit interview/survey process and how LGBT issues would be identified or raised:</p> | <p>When Human Resources are notified that a member of staff has resigned the individual is given a link to our online exit survey questionnaire which is held in Qualtrix. Staff are advised that the link provided to them is unique so their responses are identifiable to them. We explain that 'this is to enable the University to track patterns of responses and identify issues that disproportionately affect certain staff groups. The purpose of the questionnaire is to identify trends, highlight any issues and consider our strengths'. The introduction to the questionnaire states that 'we wish above all to make the University a great place to work and we intend to review and build upon our current practices and can only do so with your help. We value your thoughts and would really like you to complete the questionnaire openly and honestly so that we can learn how to continuously improve going forward'. Staff are asked for their views on whether they think the University is an inclusive and diverse community, whether it operates with integrity and behaves ethically and how valued they felt by their manager. There is also space for free-text comments.</p> |
| <p>Describe how any issues raised would be acted upon by the organisation:</p> | <p>We have a zero tolerance approach to instances of harassment or bullying which means that (i) we will take action and (ii) the action taken will be proportionate to the circumstances of the case. In the first instance, the relevant member of Human Resources staff would raise issues reported via a leaver's questionnaire with the reporting manager to give them an opportunity to respond. As a matter of course, any members of staff in the leaver's team who had not completed their essential equality and diversity-related training, would be given an appropriate amount of time to do so before further action being taken as per our Essential Training Policy. The conversation between Human Resources and the reporting manager may also result in a specific training need being identified (either for just the manager, the leaver's immediate team or for a wider group of people) in which case that would be put in place. If there was information to suggest that more serious action needed to be taken e.g. a formal investigation conducted which may lead to disciplinary action being taken that would also be put in place.</p> |



Fri 14/09/2018 16:35

University of Essex <comms=essex.ac.uk@mail120.atl91.mcsv.net> on behalf of University of Essex <comms@essex.ac.uk>
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the outstanding work we had done over the past year to make sure every LGBT employee is accepted without exception.

The **Top 100 Employers list** is compiled from Stonewall's Workplace Equality Index – Britain's leading benchmarking tool for LGBT inclusion in the workplace.

Vice-Chancellor Professor Anthony Forster said: "At the University of Essex we are extremely proud of our diversity, our people and our inclusive spirit and we are delighted to be recognised as one of the most LGBT+ inclusive employers in Britain. This achievement is indicative of how we live out our values and ensure that we are a welcoming and supportive community and a place that feels safe and inclusive for all members of our community, no matter who they are or where they come from."

Darren Towers, Executive Director at Stonewall said: "The University of Essex and all those who have made this year's Top 100 Employers list have done a fantastic job. Taking part in our Index shows real commitment to understanding and advancing LGBT equality. This year, for the first time, the Index looked at what employers were doing for trans equality in the workplace."

"This work is crucial. We recently published LGBT in Britain: Trans Report, which revealed the profound inequality facing trans people in Britain today. Half of trans people have hidden their identity at work for fear of discrimination. This must change and it's encouraging to see so many organisations make a commitment to trans equality. With their support and hard work we can create a world where all lesbian, gay, bi and trans employees are welcomed and accepted without exception."

Taran Baragwanath, our Students' Union LGBTQ+ Officer, said: "The Students' Union is really proud to have been a part of the University's Stonewall Workplace Equality Submission. The SU's LGBTQ+ Network is a really important resource for students and staff at the University of Essex."

"Over the last 12 months, we've held a Campus Pride event, introduced staff LGBT+ Sensitivity Training, re-launched Essex's LGBTQ+ night out, organised a Trans Awareness Week, and increased the number of gender neutral bathrooms."

Access and disability

We are proud to be a [Disability Confident Employer](#) and have agreed to take action to meet the commitments regarding the employment, retention, training and career development of disabled staff. We guarantee an interview to all applicants with a disability who meet the essential requirements as outlined in the person specification for the job.

Information, advice and support relating to all aspects of access and disability at Essex can be found on the [Access@Essex](#) website and for a guide to the accessibility of various locations at each of our three campuses please visit [DisabledGo](#), one of the largest disability organisations in Europe, with whom we are working to continually improve our access-related information.

Engagement with external equality Charters

Through our participation in the [Athena SWAN Charter](#), we have identified some of the barriers to progression that affect women, men and those who identify as non-binary, and have agreed a plan of action to tackle them. We have been recognised for our work to date through gaining a [Bronze Institution Award](#) and all our academic departments are working towards achieving a departmental award by the end of the academic year 2019-20.

In May 2017 we joined the Equality Challenge Unit's [Race Equality Charter](#) which provides us with a framework through which we can work to identify and self-reflect on the barriers standing in the way of minority ethnic staff and students.

Employee Networks

We have a range of equality and diversity-related staff networks including the [Essex Women's Network](#), [Parent's Support Network](#), [Essex Access Forum](#), [LGBT+ staff network](#) and the [Global Forum](#). Our networks provide opportunities to meet members of our community you may not otherwise come across in your work, discuss issues that affect you or that you're interested in and gain support from others who may be facing challenges similar to the ones you are facing.

WORKING FOR US

Diversity and inclusion



| | |
|---|----------|
| JOBS | X |
| Find a vacancy | |
| Benefits | |
| Diversity and inclusion | |
| Frequently asked questions | |
| Guidance notes | |
| Salary | |
| New vacancy - Dean of Essex Business School | |

The University of Essex is one of the most international universities in the world. We have close to 140 countries represented in our student community and we attract leading academics from around the world. Over 40% of our students come from Europe, Asia, Africa, North America, South America and Australia and over 25% of our staff come from outside the UK.

But the diversity of our community is more than where our staff and students come from. More than 1000 of our staff and students identify as LGBT+, more than 1,300 have declared a disability and many members of our community follow a religion or belief.

We recognise the value that diversity brings and so we want to recruit, develop, retain and motivate an increasingly diverse workforce. We also want to attract people who will be good citizens; who will contribute to the life of the University and whose behaviour will have a positive impact on those around them. Our **Strategy** sets out how we will do this through the delivery of a fair and supportive working environment for all.

Prof Lorna Fox O'Mahony
@OMahonyFox

Tweets
2,846

Following
605

Followers
902

Likes
2,199

Follow

10 20

Prof Lorna Fox O'Mahony Retweeted



University of Essex @Uni_of_Essex · 22 Nov 2018

"It's been so freeing to be able to live unambiguously as my true self." In conjunction with Trans+ Awareness Week, we are sharing the story of @EssexSU Trans Officer, Jestin: bit.ly/2Bni8h6

We are many and we are one. #WeAreEssex



1 4 8

Recruitment and Selection

Keeping it legal



As well as making sure your questions are effective, you also need to be certain that they conform to the equality legislation.

What steps should you take to achieve this?

Only ask questions that relate directly to the job. Yes ✓

Ask all applicants about their marital status or childcare arrangements, regardless of their age or gender. No ✓

Think up a different set of questions for each candidate based on their personality and cultural background. No ✓

Avoid questions relating to the candidate's race, gender, age, religion, sexual orientation or disability. Yes ✓

You should avoid asking questions about the candidate's marital status, childcare arrangements, race, religion or anything else that doesn't relate to the candidate's ability to do the job. Even if your intentions are innocent, it could lead to claims of discrimination: after all, if it wasn't important, why did you ask the question?



🏠 / News / School of Law and Human Rights Centre to provide expertise and advice at Colchester Pride

NEWS

Law and Human Rights experts take to the stage at Colchester Pride

Date
Fri 28 Jun 19



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University of Essex

WE ARE ESSEX ARE YOU?

WORKING AT THE
UNIVERSITY OF ESSEX

WHERE WE'RE HEADING

We are a university going places. 50 years ago, our founding vision was to be “freer, more daring, more experimental”, a principle to which we still hold true. Our bold agenda, set out in our Strategic Plan, focuses on a very clear mission: to contribute to society through excellence in education and excellence in research.

We will judge our success against our goal of being placed in the top 25 of UK universities and to have all our subjects in the top 20% of their discipline within the UK by 2019, and to have grown in size and student numbers by 50%.

Our ambitions are being realised through the commitment and dedication of every member of the University community, and we celebrate our most recent achievements in our Year of Success video.



OUR VALUES

The pursuit of our mission to contribute to society through excellence in research and excellence in education is underpinned by our core values, shared across our community and evidenced in our activities and behaviours. If you share our values, you will be at home at Essex.

Do you strive for excellence? We aim to achieve excellence in both education and research, ensuring that all of our activities support these two, equal priorities.

Do you long for the freedom to question and test received wisdom? All members of our University are empowered to put forward new ideas.

Do you value openness? We insist on integrity, honesty and openness in all our activities.

Would you like to be part of a community where the pursuit and dissemination of knowledge is valued for its own sake and which provides all members with the opportunity to fulfil their potential?

Do you value inclusivity, diversity and equality and treat people with dignity and respect?

Are you innovative and creative? Can you harness these skills in ways that address the new challenges and needs of a rapidly changing world?

Can you look beyond borders to share our global outlook which allows us to collaborate and co-operate internationally, and ensures we draw on a diverse range of perspectives to enrich our own academic community and global society?

Can you spot opportunities for partnership working regionally, nationally and internationally? We want to develop relationships which are of mutual benefit to both our University and its partners.

Are you prepared to take responsibility and embrace accountability and transparency in relation to decision-making?

If you answered “**Yes**” to all these questions, welcome home.



WHAT WE BELIEVE

We believe a person's potential is not simply defined by grades or background but by an attitude of mind: a willingness to question, to collaborate and to push at the frontiers of knowledge.

These are the kinds of staff you will work with and students you will encounter at Essex. There is more to learn than we can ever be taught, so we want our staff to inspire our community to want to explore and embrace new ideas and values.

WHY WE ARE DIFFERENT

The Essex Experience is built on four pillars: the Essex Spirit, a culture of membership, a global community and outlook, and a research mindset and skills. Our **manifesto video**, *We are Essex*, encapsulates what we are about.

The Essex Spirit

Essex provides a home for the tenacious, the bold, the inquisitive and those impatient for change. By asking difficult questions, we break intellectual boundaries and challenge the status quo. Whether that's a ground-breaking piece of research or developing a process which improves the student experience, we want to appoint staff who will relish the challenge of delivering our commitment to excellence.

A culture of membership

Our staff and students are members of our University – for life. Together we form a mutually supportive community where we build friendships, develop interests and embrace values which transform our lives, and those of others. We believe that the idea of the 'alma mater' extends to those who work at Essex. The University has a formative and transformative role to play in the lives and careers of our staff and being part of the Essex community is as important to them as it is to our students.

A global community and outlook

We offer an environment that reflects and supports our founding philosophy: an intimate yet genuinely international setting that fuses ideas, cultures and a breadth of perspectives, where internationalism is central to who we are and what we do. At Essex, you will discover the world in one place, full of people who hold a genuine worldview, with the integrity, awareness and tolerance that makes for a better world.

A research mindset and skills

At Essex we don't just teach what others think, our staff are themselves leading thinkers and practitioners. We cannot educate global citizens without our students having direct interaction with staff who are at the leading-edge of their disciplines, creating knowledge and directly engaged in research, and in scholarly and policy debates. We like to question conventional wisdom, stimulate curiosity and nurture our members' desire to pursue new ideas, whatever their field of work or study. Research underpins everything we do regardless of the activity or the research-profile of the job role: our professional services staff are likewise expected to balance creativity with an evidence-based approach to their work to ensure that what we do is innovative and has impact.



OUR PEOPLE SUPPORTING STRATEGY 2015 - 2019

The People Supporting Strategy sets out what building and sustaining partnership working means for the University of Essex as an employer and for our staff as its members. Its purpose is to identify how the University will develop the capacity and capability within our staff to deliver the goals we have set in our Strategic Plan; to live the values we have embraced and to support each other in contributing individually and collectively to the best of our ability and to develop our own potential. The strategy is based upon five underpinning principles.

Five Underpinning Principles

1. Developing our membership

We are committed to learning and will promote staff engagement in maintaining and further developing knowledge, expertise and skills irrespective of role and career stage. To support this the University will provide a safe environment in which staff and students can learn and make mistakes, where blame is absent because people take responsibility when something goes wrong and where each person's individual improvement raises the performance of the whole.

2. Individual contribution

To maximise individual contributions we will place emphasis upon outcomes and value creativity. In return staff will be clear about expectations, how individuals contribute to collective goals and be prepared to accept challenge where contributions fall short of expectations. It requires each one of us to be responsible and accountable for our actions and performance and for us all to trust each other.

3. Justice in the workplace

For our staff to reach their potential, the workplace must be free from discrimination, harassment, bullying and unfair treatment irrespective of grade or contract. Our staff are entitled to natural justice in the workplace, including the avoidance of bias and the right to a fair hearing. Our staff will work in an open way, expect honest and constructive feedback, protection from unjust or malicious treatment and have access to proper processes to address concerns.

4. Mutuality of obligation

The relationship between the University and members of staff is one of mutual obligation and trust based upon work to deliver the goals of the University in return for remuneration. This is a multi-dimensional relationship in the form of a partnership between the employee and the University that is implicit within the contract of employment and recognised by law. Our commitment to mutuality of obligation means we want to be the employer of choice, by making meaningful how we help staff to be the best that they can be in delivering on our shared aspirations set out in the Strategic Plan. This is what the People Supporting Strategy aspires to do.

5. Fit for work

We will build on these principles more easily in a safe and healthy environment with a work force which is resilient. Whilst safety is not optional, other choices around healthy living are. It is the University's intention to develop a culture which enhances the health and well - being of its staff.

People Supporting Strategy

More information about the People Supporting Strategy can be found here:

www.essex.ac.uk/hr/policies/docs/people-oct15.pdf

COMMITMENT TO EQUALITY AND DIVERSITY

The University has a strong commitment to diversity and this means actively helping staff to combine work and home life effectively. The University recognises the importance of maintaining a healthy balance between work and other aspects of life and offers a comprehensive [work life balance policy](#) including a career break scheme.

We are proud to have a number of Equality and Diversity staff networks including:

- [Essex Women's Network](#)
- [Parent's Network](#)
- [Access Forum](#)
- [Global Forum](#)
- [Essex LGBT Alliance](#)
- [Dignity and Respect Group](#)



OUR STRENGTHS

EXCELLENCE IN EDUCATION



We scored 90% for overall **student satisfaction** in the 2014 National Student Survey (NSS) placing us 8th amongst more than 100 mainstream UK universities.



In 2013 we were awarded the prestigious Times Higher Education Award for **Outstanding Support for Students**.



Our Students' Union is on a mission to become the world's most student-centred organisation.



Our students enjoy a range of **sports** activities at no extra cost.



We have invested heavily in facilities to enhance the Essex Experience.

Our state-of-the-art facilities include a £1.5m **Networked Media Laboratory**, a £3m **Centre for Brain Science**, and a new £13.2m **STEM teaching facility** (to be completed by 2017)



New residential developments, **The Meadows** and **University Square**.



An innovative **new building** to house Essex Business School.



Ultramodern teaching and learning spaces in the new **Forum, Southend-on-Sea**.



The new **Silberrad Student Centre** at our Colchester Campus.



A new integrated public and academic library in Southend at The Forum and an extension to our **Albert Sloman Library** in Colchester.

EXCELLENCE IN RESEARCH

TOP

20

We are ranked in the **top 20 in the UK** for our research (Research Excellence Framework 2014)

TOP

10

Our Art History department is in the **top 10 in the UK** for its **research excellence**

#

1

Our politics research has been **first in the UK** since rankings began in 1986.



We are ranked top 4 in the UK for social science research, with politics 1st, economics 7th and linguistics 8th



Our research had **global impact** 30% of our research is rated as world-leading, 78% as internationally excellent and 98% as internationally recognised.



Out-running the field: we are 13th (top 20) in the UK for our sports and exercise science research excellence

STRONG FINANCIAL PERFORMANCE

£198m

With a turnover in excess of £198m we are generating strong surpluses and are nearing completion of a capital investment programme in the region of £177m.

WORLD LEADER IN THE SOCIAL SCIENCES



Our concentration of world-class social science research has established Essex in the top 4 of UK universities for the social sciences.

1ST

We are ranked 1st for receipt of funding from the Economic and Social Research Council.

LARGEST COLLECTION

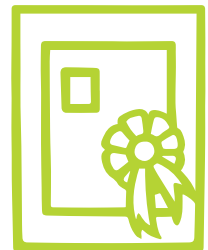
Our [UK Data Archive](#) is the UK's largest collection of digital research data in the social sciences and humanities.



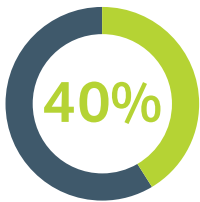
WORLD'S LARGEST

We are home to [Understanding Society](#), at the internationally-acclaimed [Institute for Social and Economic Research](#), the world's largest and most ambitious longitudinal survey finding out how people really live in Britain.

In 2013 Her Majesty The Queen awarded our University a [Regius Professorship in Political Science](#) – one of only two universities in the social sciences and one of the youngest universities to hold such an award.



THE UK'S INTERNATIONAL UNIVERSITY



40% of our students are from overseas and we have one of the most diverse faculties in the UK.

2%
↑

A truly international reputation – we are ranked in the top 2% of world universities.



Internationalism is key to enhancing the diversity and equality of our community.



QUEEN'S ANNIVERSARY PRIZE

In 2009 we were awarded the Queen's Anniversary Prize for pioneering work in international [human rights](#).



All students can study a language at no extra cost with our award-winning [Languages for All](#) programme.



Many courses offer our students the opportunity to [study abroad](#).



We are joining [UNESCO's](#) University network for our work in analytic and data science.

150

Over 150 countries are represented on campus.

EQUALITY AND DIVERSITY



Holders of an Athena SWAN Bronze Institution Award.

1ST

One of the first universities to achieve an [Institutional Gender Equality Charter Mark](#).



One of only six universities to achieve ten out of ten in Stonewall's [Gay by Degree](#) Guide 2015.

OUR FACULTIES AND PROFESSIONAL SERVICES

Our University is organised around **three academic faculties**, each led by an Executive Dean with specific responsibility to the Vice-Chancellor for budget, education and research performance and staffing issues, and **nine professional services sections**, each led by a Head of Section, responsible to the Registrar and Secretary.

Faculty of Humanities

Our Faculty of Humanities fosters creative and critical thinking applied to human practices and the creative arts, taking an interdisciplinary approach to address the fundamental ethical and cultural challenges of the 21st century through theoretical and practice-led inquiries. The Faculty's world-class research strength was confirmed by the 2014 Research Excellence Framework which ranked Art History in the top 10 for research excellence and quality, Philosophy in the top 10 for research quality and Law and Human Rights in the top 20 for research excellence.

The **Faculty of Humanities** comprises: East 15 Acting School, Department of History, Human Rights Centre, The International Academy, School of Law and Human Rights Centre, Department of Literature, Film, and Theatre Studies, School of Philosophy and Art History and the Centre for Interdisciplinary Studies in the Humanities. Some 201 academic and research staff work in these departments and schools, supported by 106 administrative, technical and other staff. The Faculty hosts 3,907 students and has an annual income of ££38m.

Faculty of Science and Health

Our Faculty is outward facing, collaborating in research and exploring innovative ways of working to improve society. With world-leading and internationally excellent Research and Impact in health, life sciences, psychology, artificial intelligence, robotics, mathematics and Big Data, our strategy is to ensure that our research and education activities are mapped onto national and international research priorities. Our state-of-the-art facilities include our £1.5 m Networked Media Laboratory, our £3m Centre for Brain Science, a new £14m STEM teaching facility to be completed by 2018, membership of three RCUK Doctoral Training Centres, and a diversity of expertise, infrastructure, and new technologies. Essex scientists are at the heart of interdisciplinary and collaborative national and international academic and industrial networks, such as with BT, Intel, NHS Trusts, environmental organisations and local SMEs.

The Faculty of Science and Health comprises: School of Biological Sciences, School of Computer Science and Electronic Engineering, School of Health and Social Care, School of Sport, Rehabilitation and Exercise Sciences, Department of Mathematical Science, Department of Psychology. Some 333 academic and research staff work in these departments and schools and are supported by 141 administrative and technical staff. The Faculty hosts 4,669 students and has an annual income of £49m.

Faculty of Social Sciences

Our Faculty of Social Sciences boasts an outstanding international research reputation that places the University 4th for social sciences in the UK, as confirmed by the 2014 Research Excellence Framework, and in the top 100 in the world. Subject rankings include 1st for politics, 5th for economics, 12th for Sociology, and 24th for business and management. The University has three internationally renowned ESRC- funded centres – The Institute for Social and Economic Research (ISER), is home to the Research Centre on Micro-Social Change and the UK Longitudinal Studies Centre. ISER hosts *Understanding Society* which is the largest household panel survey in the world. The ESRC Business and Local Government Data Research is based in Essex Business School. In addition the UK Data Archive is funded by the ESRC and is the largest collection of digital research data in the social sciences and humanities, providing a unified point of access to data from ESDS, the Census Programme and Secure Data Service. The University also co-hosts the National Administrative Data Research Network. . In 2013 Her Majesty the Queen awarded the University of Essex a Regius Professorship in Political Science, one of just two UK universities to receive the accolade in a social science subject, and one of the youngest. The University receives the largest amount of research funding from the ESRC of any university in the UK.

The **Faculty of Social Sciences** comprises: Department of Economics, Essex Business School, Department of Government, Department of Language and Linguistics, Centre for Psychoanalytic Studies, Department of Sociology, Institute for Social and Economic Research, and the UK Data Archive. Some 328 academic and research staff work in these departments and centres, who are supported by 243 administrative, technical and other staff. The Faculty hosts 5,270 students and has an income of £76m.



Professional Services sections

Our Professional Services support the University in achieving excellence in education and research, through the delivery of efficient and effective services to the University community and the provision of an environment in which excellence can be achieved.

There are nine sections within Professional Services, aligned to the principal areas of the University's business operations: Academic Section, Campus Services, Communications and External Relations, Finance, Estate Management, Human Resources, Information Systems Services, Strategic Planning and Change, Research and Enterprise Office. Some 1,031 staff work within these sections.

Professional services staff share a commitment to deliver integrated partnership working, based on a mutual respect for the essential but different roles of our academic and professional communities. Our central teams focus on institution-wide or specialist services, while members of professional services working within departments and faculties deliver subject-specific support. A number of roles are co-located in both a central team and an academic area to ensure the optimum impact of professional services in those areas which require very close partnership working. With this range of models, we can ensure that the expertise and experience within professional services can be deployed effectively to support the provision of excellent education and research.



A GREAT PLACE TO WORK

Our community comprises 14,000 students and 2,500 staff based at three distinctive campuses each with their own individual atmosphere and characteristics, but all offering a friendly and supportive community. Watch our **We are Essex – are you?** video to hear why our staff love working here.

Colchester Campus

Our original campus is set in the historic Wivenhoe Park, painted by Constable, and is located two miles from Colchester, Britain's oldest recorded town. In the 1960s, it was the site of a radical new project for higher education and is now home to more than 11,000 students. The architecture of Essex was designed to embody the ideals of the campus university and town planning principles were used to create a new academic city. At the heart of the campus are five interlinked squares, designed to remove barriers between staff and students, to take learning outside the confines of the classroom and to engender community spirit – all things that you still find here today. Watch our Colchester Campus time lapse video for a flavour.

Loughton Campus

At the eastern end of the London Underground's Central Line is our Loughton Campus, providing dedicated facilities and resources for 500 East 15 Acting School students. Set in the grounds of a Georgian dower house, it is an energetic and inspiring environment, with staff and students able to immerse themselves in the creative setting to which they all contribute.

Southend Campus

Our newest campus is located in the heart of Southend-on-Sea, which combines the charms of a traditional seaside resort with a modern and lively university town where everything is on your doorstep. Our University occupies a pivotal role in the development and prosperity of Southend, being prominently embedded within the community. 1,250 students study across the town centre in our campus buildings. Watch our Southend Campus time lapse video for a taster.

Professional development

We are committed to ensuring that everyone is encouraged to maximise their potential and provided with many opportunities for [training and development](#). Employees based at any of our locations can participate in the courses.

Staff Benefits

We are committed to providing an excellent working environment for all members of the University. There are a number of policies, services and terms and conditions of employment which are designed to help maintain and support your general well-being and assist work life balance. These include:

- Competitive salaries which take into account market rates, individual experience, qualifications and contribution
- A generous holiday entitlement of 23 days (for Grades 1-6) or 28 days (for Grades 7-11), pro rata for part-time staff (plus a further 8 bank holidays and an extra 3 days when closed during the Christmas vacation)
- Membership to an occupational pension scheme, either USS (Grades 7-11) or SAUL (Grades 1-6)
- A generous removal and relocation scheme for eligible staff
- A [purpose-built nursery](#) set in the peaceful surroundings of Wivenhoe Park at Colchester offering outstanding day care to children from three months to five years
- Concessionary course fees
- University staff can take advantage of the Government's tax initiative 'Cycle to Work' scheme aimed at encouraging more people to cycle to work; and
- Interest-free season ticket loans and a range of other optional salary exchange tax benefits
- Staff membership rates for the [on-campus gym facilities](#) at Colchester and Southend
- [Childcare vouchers](#)



A GREAT PLACE TO LIVE

Essex is a county of enormous contrasts and surprising variety; it has rural, urban and coastal habitats with distinct cultures and histories.

Colchester

Colchester, Britain's oldest recorded town and Roman capital, offers a rich mix of history and culture; the cobbled lanes in the Dutch Quarter and the historic Roman remains nestled among modern architecture are constant reminders of Colchester's past.

Colchester's flourishing arts scene has been further enhanced recently by the development of firstsite, a contemporary visual arts facility. Only five minutes away, Colchester Arts Centre, housed in a converted church, promotes an eclectic mix of contemporary performance arts, comedy and music, and has a reputation for presenting cutting-edge work and high quality artists. Colchester is also home to a Norman keep and the Castle Museum which takes you through 2,000 years of British history. Slightly further afield, the north Essex landscape of picturesque villages and rolling countryside challenges commonly held preconceptions of our county and is a peaceful and interesting place to explore.

Colchester boasts one of the top state schools in the country being ranked 1st nationally for A-level results and 7th for GCSEs. It also has good transport links, having a fast train line into London, and is only 35 miles from London Stansted airport.

Loughton

Loughton offers easy access to the rich, cultural diversity of London on the one hand and to the natural beauty of the ancient Epping Forest on the other, ideal for leisure pursuits including walking, running, cycling and horse riding. The residential area around Loughton offers a wide variety of shops, restaurants, pubs and cafés and has a leisure centre providing gym and pool facilities.

Loughton is located close to the M25 and M11, giving direct access to airports and the rest of the UK. Getting into central London is easy too; Debden underground station is just a five minute walk away from where it takes under 30 minutes to reach the city.

Southend

Affectionately known as 'London's playground', Southend attracts over six million visitors a year who come for its promenade, beaches, amusements and world-famous pier. With three Blue Flags and seven Quality Coast Awards, this is one of the cleanest stretches of seaside in the UK.

Southend has a burgeoning cultural scene, with three theatres, numerous art galleries, fledgling creative industries businesses, and is home to arts organisation Metal. There is a thriving live music scene and the town also holds the purple flag – the gold standard for night time destinations. Slightly further afield, visitors and residents can discover the fishing and arts communities in Leigh-on-Sea and enjoy its independent shops and café culture.

Southend has an unusually high proportion of grammar schools, with three being ranked in the top 75 nationally for A-level performance. Southend boasts two train lines and two arterial roads into central London, which is just 40 miles away, and an airport from where you can fly to a range of European destinations.



OUR FACILITIES, SERVICES AND SUPPORT

Sports Facilities

Colchester

We are renowned for our research on the benefits of green exercise and we practise what we preach! We have a wide range of both [indoor and outdoor facilities](#). The outdoor sport area covers 40 acres and includes various sport pitches, courts and an 18-hole disc golf course. There is definitely something for everyone.

The Sports Centre supplements these facilities with a large sports hall, [Evolve Gym](#), squash courts, activity studios for [fitness classes](#), and is the home to our [Performance Sport](#).

Southend and Loughton

You can access a number of sports [facilities in Southend and Loughton](#).

Students and staff can enjoy a wide range of sports sessions at no cost as part of your membership of the University of Essex. This pioneering development gives you easy access to entry level sport activities, sport clubs, offering unrivalled opportunities for everyone to stay healthy and try new sports. Free activities at the [Colchester Campus Sports Centre](#) include:

- squash
- climbing wall
- badminton
- basketball
- volleyball
- table tennis
- martial arts
- tennis courts

Included in this free package is insurance (BUCS) and off-campus sport where there is no external charge.

Library

All students and staff of the University are entitled to use the Library. When you register as a student at the University, the registration card you receive also serves as a Library card. New staff members will be issued with a staff card when they sign their contract at Human Resources this card also serves as a Library card. Only registered students and staff of the University can access online resources.

Day Nursery – Colchester Campus

Set in the peaceful surroundings of Wivenhoe Park, the purpose built Day Nursery offers outstanding day care to children from 3 months to 5 years, as well as holiday clubs for children from 5-11 years. Places are open to all, including the public. - www.wivenhoeparkdaynursery.co.uk

Catering for all

You won't go hungry at Essex - we offer a wide choice of cafés, restaurants and bars to suit all tastes and budgets both on our campuses and close by. We aim to cater for all, including those with special dietary requirements through religion, health needs or simply lifestyle choice.

Counselling and support services

The University has arrangements in place to provide a free and confidential counselling and support service for staff through our Employee Assistance Programme (EAP) with Validium.



Staff wellbeing

The EAP service is a confidential, self-referral counselling and information service designed to help you with personal or work-related problems that may be affecting your health, wellbeing or performance. The counselling service is available to all current employees who are on the University of Essex payroll.

The service offers access, 24 hours a day and 365 days per year, to telephone counselling, information services and short term, face-to-face counselling with professional counsellors, close to where you live or work, at no cost to you.

Support available:

- Counselling
- Legal guidance
- Financial information
- Debt counselling
- Health and wellbeing information
- Younger care
- Elder care

Lakeside Theatre

Lakeside Theatre is part of the University of Essex and the 200-seat Theatre was built in 1971 and opened in 1972. In 2009, Lakeside Theatre completed an ambitious refurbishment programme, enabled through generous support from the Foyle Foundation, Garfield Weston Foundation and the Winsten Legacy. Staff receive a reduced fee on the price of tickets, upon presenting their staff card.

staffing@essex.ac.uk

www.essex.ac.uk/hr/prospective-staff

Equality & Diversity Essentials - What the law says



What is "Less favourable treatment"?

So, what are the legal definitions for each of these four terms?

Direct discrimination ✓ Less favourable treatment because of one or more protected characteristics (race, disability, sex, etc).

Indirect discrimination ✓ Provisions, criteria, policies, rules and practices that apply to everyone, but inadvertently and unnecessarily disadvantage people with a protected characteristic.

Harassment ✓ Unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading or offensive environment.

Victimisation ✓ Detrimental treatment because a person has made, or intends to make, a complaint or enquiry about an equality matter, or support such a complaint or enquiry.

Examples of direct discrimination include:


- Deciding not to employ or admit someone because they're from a particular minority ethnic group.
- Offering someone a less favourable terms of employment because they're disabled.
- Dismissing or excluding someone because they're gay.
- Overlooking a woman for promotion because she's pregnant.




Launch 'Equality, Diversity and Inclusion' training package - Module 1

Equality & Diversity Essentials - Our policies & guidelines

Our Policies & Guidelines



University of Essex



In order to ensure we meet our legal obligations and achieve the highest possible standards of good practice, we've developed our own policies and guidelines.

- [Our zero tolerance approach to harassment and bullying](#)
- [Complaints of bullying or harassment procedure](#)

It's important you understand and follow these at all times, so please take the time to read through them carefully.

"I hereby acknowledge that I have read, or shall read, understand and agree to follow the standards, processes and procedures set forth in the policies and guidelines that have been provided to me."

ACCEPTED ✓

Select **Home** to return to the course menu.

1

Launch 'Equality, Diversity and Inclusion' training package - Module 1

Equality & Diversity Essentials - What the law says

Man Enough for the Job?



David has worked in Student Services at a university for over four years, and reports to Judith. Over the last six months, David has started the process of transitioning to male and using the pronoun 'he'. He's also started to dress and present himself as a man and has told his colleagues that he's thinking of undergoing medical treatment to complete his transition to a male identity.

David has an excellent work record and, until recently, was highly regarded by Judith, enjoying several promotions and career development opportunities. Since transitioning to male, however, David's felt increasingly sidelined: he's been given far fewer opportunities and Judith has stopped involving him in key decisions about the department. On top of all this, at his last appraisal, Judith was very non-committal about his future prospects and, for the first time since joining, he wasn't given any further responsibilities.

1 2 3 4 5 6 7 8 9 10 11 12



Student Conduct Manager (Proctor) at University of Essex

REQ02862
Full-Time, Permanent Colchester, UK



Did you know that users who have filled in their profile details are **42** times more likely to get matched with the right employer?

Help us find the best workplace for you by sharing more about yourself. We will never disclose your information with others.

[Register](#) [Sign in](#)

JOB DESCRIPTION

REQ02862 Advert

Student Conduct Manager (Proctor), Academic Section

Following the introduction of a new Report & Support system, the University is currently reviewing and revising its Code of Student Conduct. We are looking for an additional Student Conduct Manager to join us in the work we are undertaking to enhance the operation of the new Code and to ensure that our conduct procedures are implemented in an integrated and supportive way, ensuring fair, effective and timely outcomes for our students.

Duties of the Role

Fulfilling the role of Proctor, you will consider, investigate and adjudicate on individual student cases of alleged misconduct. You will make a strong contribution to our commitment to continuous improvement and to ensuring our approach to the management of student conduct continues to meet the needs of the University community. You will lead and support work to review and develop the Code, informed by the latest external guidance and best practice, and contribute to a data-driven approach to monitoring the effectiveness of the University's conduct procedures and making recommendations for change. You will also develop and deliver guidance and training to members of the University community who have a role in the implementation of the Code.

Skills and qualifications required

You will bring relevant experience; excellent interpersonal and communication skills, and the ability to act with care and sensitivity when dealing with individual cases and confidential information. You will be confident in working within a regulatory framework or procedure-driven environment, and have the ability to understand, interpret, and explain complex information. You will be well organised and effective, with strong IT skills, and an ability to balance and prioritise casework and workload and meet deadlines. You will promote the University's values and make a positive contribution to fostering a safe culture and creating a welcoming and inclusive community. A good honours degree (2.1 or above) or equivalent is an essential requirement.

We particularly welcome applications from those who identify as female or non-binary and those from an ethnic minority as they are under-represented in this area.

At the University of Essex Internationalism is central to who we are and what we do. We are committed to being a cosmopolitan, internationally-oriented university that is welcoming to staff and students from all countries and a university where you can find the world in one place.

Please proceed to apply for full description, person specification and more information relating to this post. We recommend you read this information carefully before making an application. Applications should be made on-line, but if you would like advice or help in making an application, or need information in a different format, please

| | |
|------------------|-----------------------------------|
| Job type | Full-Time, Permanent |
| Industry | Education |
| Job Sector | Education |
| Job Position | Student Conduct Manager (Proctor) |
| Estimated Salary | £31,199.00 - £39,609.00 / year |
| City/Town | Colchester |
| Address | Colchester, UK |
| | Show on map |
| Post date | 03/09/2019 |
| Closing date | 04/08/2019 |

[Proceed to apply](#)

[Learn more about the diversity culture of University of Essex](#)

ENG: Part 1

Section 3: LGBT Employee Network Group

This section comprises of 7 questions and examines the activity of your LGBT employee network group. The questions scrutinise its function within the organisation. This section is worth 11% of your total score.

Below each question you can see guidance on content and evidence. At any point, you may save and exit the form using the buttons at the bottom of the page.

3.1 Does the organisation have an LGBT employee network group for LGBT employees? A. Yes, with a defined role and terms of reference

Upload the LGBT employee network group's terms of reference:

please be aware only **one** file is allowed per answer

<https://stonewallsubmit.fluidreview.com/resp/90789858/Xfla2nsHgS/>

ENG: Part 2

3.2 Does the LGBT employee network group have clearly defined yearly objectives?

GUIDANCE: Examples could include holding a certain number of events or campaigns, engaging with different groups of staff across the organisation and collaborating with other organisation's network groups.

Yes

List examples of some of your most recent objectives and progress towards achieving them:

The Forum's aims objectives are contained within their Terms of Reference document. These were developed following consultation with forum members via face-to-face meetings and discussion over the mailing list during the 2018-19 academic year. The Forum came into existence in July 2018 when existing members of the Essex LGBT Alliance (ELGBTA) agreed that the ELGBTA should focus on promoting LGBT+ inclusivity in the wider Essex community through partnership working and an internal (University) LGBT+ Forum should be set up. Ten members of the Alliance then became members of the staff forum whilst also remaining members of the ELGBTA. Since then, another 26 members have been recruited to the staff forum.

The Forum's aims and objectives include (i) scheduling at least one formal meeting per term. This objective was met in 2018-19. As the Forum was still in its infancy these meetings were used for members to agree what is was they wanted to achieve (in order to develop their Terms of Reference) and to identify opportunities for collaborative working. To facilitate this the Chair of the LGBT+ Allies, the Chair of the Essex LGBT Alliance, the Students' Union LGBTQ+ society and friends, the student Trans Officers, and the Head of Equality, Diversity and Inclusion were all invited to speak to the forum about their roles.

(ii) organising at least one social event per term. This objective was met in 2018-19. Social events have been held regularly throughout the year. These include 'payday drinks' and lunches. The Forum also celebrated it's 1st birthday with a 'Birthday Lunch'.

(iii) liaising with other staff networks and groups e.g. LGBT+ Allies, Essex LGBT+ Alliance, Access Forum, Women's Network to support intersectionality. This objective was met in 2018-19. Monthly catch ups as an overall LGBT+ Staff Network, with all the chairs of the three groups (the ELGBTA, the LGBT+ Allies and the LGBT+ Staff Forum) were set up. From 2019-20, all the equality-related network chairs (or their nominees) will meet on a termly basis, together with staff from Organisational Development, to discuss ways in which they can work together to promote an inclusive culture.

3.3 Which of the following support activities does the LGBT employee network group facilitate?

Tick all that apply

GUIDANCE: The individual support the network offers should be available and advertised to all staff. Consultation on internal policies and practices should be considered as policies which impact upon employee welfare, for example, reviewing an updated adoption policy. Consultation on the organisations broader work refers to organisational outcomes, for example being consulted on a LGBT media marketing campaign.

- A. Provide confidential support to all employees on LGBT issues
- B. Provide support to enable employees to report homophobic, biphobic and transphobic bullying and harassment
- C. Have been consulted on improving internal policies and practices
- D. Have been consulted on business development, organisational priorities and/or the organisation broader work

Describe the options selected:

A. Describe the confidential support the group offers and how this is communicated to all staff:

Within our Terms of Reference we commit to providing 'confidential support to all LGBT+ identified employees on LGBT+ issues' and 'peer support to LGBT+ staff'. Our LGBT+ forum has a mailing list, which staff can use to share LGBT related content, as well as raise issues/concerns and obtain peer support. In the event that staff raise a concern with the Chair or other representatives within the forum, we signpost them to the appropriate support service inside and outside of the University, including (i) Validium (our Employee Assistance Provider programme) whose services are LGBT+ inclusive (ii) the Essex LGBT+ Law Clinic (iii) Outhouse East, our local LGBT+ charity.

B. Describe how the group offers support to enable employees to report homophobic, biphobic and transphobic bullying and harassment and how this is communicated to all staff:

As stated in the The LGBT+ Forum's Terms of Reference, one of its aims is to 'provide a forum to discuss issues related to LGBT+ staff at the University and identify ways of challenging discrimination and stereotyping amongst colleagues, peers, students, visitors and stakeholders'. The Forum's Terms of Reference also include a link to the University's Zero Tolerance Approach to Harassment and Bullying document which includes specific examples of what constitutes homophobic, biphobic or transphobic bullying. Anyone raising an issue related to homophobic, biphobic or transphobic bullying is encouraged by the Chair to access the University's Report and Support system in order to obtain support and for the University to take appropriate action. If an individual does not feel comfortable in making a report that outs themselves, the Chair advises them that they (or

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| | <p>anyone else) can make an anonymous report and this will be used to identify trends but may limit the options the University has for taking action.</p> |
| <p>C. Describe the consultation process and outcome:</p> | <p>This year the Forum has input into the following: (i) LGBT+ Allies Training - the Forum were invited by the Chair of the LGBT+ Allies to provide feedback on the draft LGBT Allies Training, which was taken on board (ii) the new LGBT+ definitions list/glossary: used as part of the new 'Supporting Trans and Non-binary staff' document. The Forum's suggestions were incorporated into the final version (iii) IT system issues: the Forum were consulted by the Assistant Director of Innovation and Technology, who was looking at the way in which different University systems recorded staff and student's gender, which had resulted in inconsistencies in the use of terminology (iv) Students' Union (SU) posters: The Forum were asked to provide their feedback on 'Bisexual Ally tips', 'Homophobia Myth Busting; 'Trans and Non-binary Ally Tips' posters. This feedback (which included the need to use 'bi' rather than 'bisexual') was collated anonymously and has been taken on board by the SU (v) Sanitary bins: the Estates Management team asked for the Forum's views on sanitary bin provision in gendered male toilet facilities. No decision has yet been taken.</p> |
| <p>D. Describe the consultation process and outcome:</p> | <p>The LGBT+ Forum has been consulted on the following in the past year: (i) the University's flexible working culture (this is an ongoing piece of work) (ii) the University's Strategic Plan 2019-25 - all our equality-related network chairs were invited, by the Deputy Vice-Chancellor (designate) who led the development of the plan, to be filmed talking about their vision for the future with a focus on their particular network group. These videos were then used as part of consultation events held with the wider University community, thereby highlighting the Forum's vision for LGBT+ inclusion. The new strategy is people-centred and has inclusion at its core (iii) How We Work At Essex - this sets out how we expect all members of the community to work together so that everyone can be the best they can be. This has been discussed with the Chairs of all our equality-related staff forums in order to provide an opportunity from them to feed in the views of the staff communities they represent. This is an ongoing piece of work.</p> |

ENG: Part 3

3.4 In the past year, which of the following activities has the LGBT employee network group undertaken?

Tick all that apply

GUIDANCE: ‘Awareness raising events’ here refers to activities which serve to educate or inform the wider organisation about different sexual orientation, gender identity and/or trans issues, for example panel discussions, lunch and learns or stalls during diversity events. ‘Mentoring or coaching programme’ here refers to either a specific programme run by the network, or alternatively an organisation wide programme which proactively incorporates LGBT mentoring with the aid of (and driven by) the network group. ‘Reverse mentoring’ here refers to a formal process whereby senior employees are reversed mentored by more junior LGBT employees.

- A. Social networking event for members
- B. Lesbian, gay and bi equality awareness raising event
- C. Trans equality awareness raising event
- D. Collaborated with other LGBT network groups
- E. Collaborated with other internal network groups
- F. Mentoring or coaching programme
- G. Reverse mentoring programme
- H. Fundraised for an LGBT charity, community group or event

Describe the activities selected and when they occurred. Please provide specific dates or time periods within the last year.

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| <p>A. Social networking event for members</p> | <p>The Forum holds regular social networking events. These include 'payday drinks' - every month, on pay day (the 28th of each month) Forum members meet in one of the University's bars for drinks. There are no formal invitations; whoever is free and wants to attend turns up at the allotted time and place.</p> <p>The Forum has also held informal lunches and celebrated their first birthday with a special birthday lunch in July 2019. The Forum also held two informal drop-in sessions in September 2018 to raise awareness of its existence and encourage people to join.</p> |
| <p>B. Lesbian, gay and bi equality awareness raising event</p> | <p>Members of the Forum worked collaboratively with the Essex LGBT Alliance and LGBT+ Allies group to put together their joint stall at Colchester Pride. Prior to the day, representatives from all three groups discussed between them what resources the stall should have and who would source them. These included (i) a terminology matching game (ii) a rainbow wall (for people to write their ideas about how to create an LGBT+ inclusive environment) (iii) bunting</p> |

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| | <p>representing all LGBT+ identities (iv) a pronoun game (v) a rainbow spinning wheel with sections divided up into 'myth busting', 'the pronoun game', 'the matching terminology game' etc. Once participants had spun the wheel and tried a game out, they were encouraged them to write an idea on the rainbow wall and take a flyer for the Alliance and/or Forum. Staff in our history department also took part in the organisation of the stall (and attended on the day) by designing and printing flyers relating to their wish to recruit lesbian women for an oral history project they were doing on women's everyday experiences of health. A piece about the Forum's presence and contribution to Colchester Pride was published in our weekly staff newsletter.</p> |
| <p>C. Trans equality awareness raising event</p> | <p>Two members of the Forum who both work in the department of Language and Linguistics wanted to raise awareness of trans issues within the context of the subjects taught in the department. They drafted a workshop session and shared it with the wider Forum, the LGBT+ Allies and the Head of Equality, Diversity and Inclusion to obtain feedback. Their session, which was delivered to staff in January 2019, was entitled 'Language and Gender: context, issues and the role of academia'. The aims of the workshop were to: (i) improve our understanding of the trans experience (in our department and beyond) (ii) offer a safe and supportive environment for our trans service users (iii) see where we can affect positive change within the subject area of Language & Linguistics. Topics covered included (i) policies and laws protecting trans people (ii) Understanding and correctly using LGBT+ terminology (iii) Addressing issues of discrimination and inclusivity (iv) Gaining an insight into trans issues (inside/outside of the University) (v) Investigating the use of gendered language in the context of linguistics.</p> |
| <p>D. Collaborated with other LGBT network groups</p> | <p>The Forum have collaborated with the Essex LGBT Alliance, the Students' Union LGBQ and Trans Officers, the LGBT+ Allies by inviting them to speak to the Forum about their roles and discuss opportunities for collaboration. Having a joint stall at Colchester Pride with the LGBT+ Allies and the Essex LGBT Alliance was an outcome of one of the Forum's meetings.</p> <p>In addition, the chairs of the University's three LGBT+ staff networks (the LGBT+ Forum, the Essex LGBT Alliance and the LGBT+ Allies) have held monthly catch ups as an overall 'LGBT+ Staff Network', coming together to discuss matters arising in relation to their respective areas, and how they can support one another to address some of the issues raised.</p> |

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| <p>E. Collaborated with other internal network groups</p> | <p>In 2016 we set up a group called 'One Essex' which is open to all, including members of all our equality-related staff forums who are specifically invited to get involved. In addition to our LGBT+ forums, we have (i) the Global Forum (ii) the Essex Women's Network (iii) the Parents' Support Network (iv) the Essex Access Forum. One Essex have continued to meet regularly over the years and have supported all forms of inclusivity and diversity. One Essex has a logo, has promoted events on our 'enormoboards' and has a presence on electronic screens. One Essex promotes specific events and activities that celebrate our diversity (in all its various forms) under the One Essex umbrella, and have co-run and supported all kinds of events and campaigns be they University, Students' Union or jointly led including for example (i) knocking down of the Hate Wall (ii) the Love Wall (iii) an event in Firstsite (Colchester's art gallery) (iv) Love has no Labels campaign. The Chair of the Essex LGBT Alliance has been a member of One Essex from its inception and the chairs of the LGBT+ Allies and LGBT+ staff forum joined the group in 2019.</p> |
| <p>F. Mentoring or coaching programme</p> | <p>The Forum have agreed that mentoring should be carried out informally amongst Forum members rather than having a formal system to allocate mentors.</p> |
| <p>G. Reverse mentoring programme</p> | <p>As part of the University's Inclusion Champions initiative (all members of our senior management team, University Steering Group (USG) are an Inclusion Champion for one of the protected characteristics) we have a reverse mentoring programme in place. As part of this the Forum were asked to engage in this by putting forward two members - one to reverse mentor our trans inclusion champion and one to mentor our LGB inclusion champion. These relationships are now in place.</p> |
| <p>H. Fundraised for an LGBT charity, community group or event</p> | <p>No direct fundraising but the Forum have supported the following initiatives by signposting their members to them: (i) LGBT Foundation – member of the forum shared a call out from the LGBT foundation, a grass roots initiative that allows LGBT people to claim their past, celebrate their present and look to the future. The call out requested 'stories of hidden LGBT activism throughout history' (ii) Stonewall Forever – an online monument celebrating 50 years of Pride; this was created through a partnership between NYC's LGBT Community Centre and National Park Service (iii) Gender Recognition Act Reform – member of the forum shared Stonewall's link to the guide on Gender Recognition Act reform and encouraged staff to email their MP (iv) Following pride, a member of the forum shared local groups and resources that are available in the community, including Borrow Box and Mercury Theatres PROUD LGBTQ+ writers group (v) Colchester Pride – a member of the forum shared</p> |

the reminder for the Colchester Pride Public Meeting, and the call for applications for committee members/trustees/volunteers to the LGBT Forum and the Allies (vi) Petition: launch of a public inquiry into transphobia - shared on the forum.

3.5 In the past two years, has the LGBT employee network group held campaigns, initiatives, seminars or events engaging with the following diversity strands?

Tick all that apply

GUIDANCE: 'Initiatives' and 'campaigns' here refer to specific programmes or projects - online or offline - undertaken to achieve LGBT specific aims in the near-term. For example, creating a series of blog posts during LGBT History Month to highlight homophobia, biphobia and transphobia in sport.

Examples include raising awareness of the specific mental health challenges faced by LGBT people during mental health awareness week and profiling prominent trans women on International Women's Day.

This question is looking at how your network group engages with the intersections between LGBT identities and other diversity strands, work on LGBT identities that does not clearly engage one of these other diversity strands will not be accepted for this question.

Please provide specific dates or time periods within the last two years.

- A. Age
- B. BAME
- C. Disability (excluding disability related to mental health)
- D. Women
- E. Low income communities (for example, working class communities, people with experience of poverty or homelessness)
- F. Mental health (including disability related to mental health)
- G. Religion

Describe the campaigns, initiatives, seminars or events and when they occurred:

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| A. Age | On 3 December 2018 the Alliance retweeted Stonewall's tweet about 'Young people's mental health in crisis'. The tweet said that '45% of trans young people and 22% of non-trans LGB young people have tried to take their own life' and asked people to donate £5 to Stonewall to help their work with schools, NHS providers and young people to tackle this. |
| B. BAME | During Pride Month 2019, the Forum raised awareness of UK |

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| | <p>Black Pride which took place on 7 July 2019. Awareness was raised via email communication to members of all our equality-related staff forums. It described UK Black Pride as Britain's community led organisation for African, Asian, Arab and Caribbean heritage LGBT people, their families and supporters. UK Black Pride promotes unity and co-operation among all Black people of African, Asian, Caribbean, Middle Eastern and Latin American descent, as well as their friends and families, who identify as Lesbian, Gay, Bi or Trans. Within this promotion the Forum also signposted staff to the UK Black Pride blog and encouraged them to read about the particular challenges faced by black LGBT+ people. The fact that a third of black, asian and minority ethnic LGBT+ people have experienced hate crime based on their sexual orientation and/or gender identity, compared to one in five white LGBT+ people.</p> |
| <p>C. Disability</p> | <p>The Alliance were involved in a 'Creative workshop' to discuss the ongoing development of a University-specific Inclusive Design Guide (IDG). The guide has now been produced and is used to inform all areas of our building/site design and management (and the structures to make that happen). The aim is that it supports and effects a permanent culture-change across the University. The focus of the IDG is on access and disability, however through previous discussions around toilet and changing facilities it was clear that if this was to be a truly inclusive design guide it needed to consider the needs of trans people and disabled trans people so the Alliance were invited to participate in the development of the guide. The first 'creative workshop' was held on 23 January 2018 and a follow-up workshop was held on 28 June 2018. Both meetings provided opportunities for discussions around trans and disability with members of staff who may otherwise never have considered the intersection between those two protected characteristics. The guide was completed and approved in December 2018 and will be reviewed every three years in line with our policy audit process.</p> |
| <p>D. Gender</p> | <p>In June 2019, the Forum and Alliance promoted a research project being undertaken at the University entitled 'Body, self and family: Women's emotional, psychological and bodily health in Britain, c1960-1990'. One of the researchers on the project is a member of the Forum. The aim of the project was to record the experiences of women, particularly those who identify as working class, BME, LGBTQ and use their findings and understanding to improve the emotional wellbeing of girls and women today. Key issues they wanted to understand were (i) how did women learn about health in a time of sweeping social changes (ii) what knowledge did they pass on to their families (iii) how did class, race and sexuality affect women's health. The ways in which the</p> |

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| | <p>Forum and Alliance promoted this research project included (i) talking to people about it at Colchester Pride and asking them to volunteer to be interviewed as part of the project (ii) distributing flyers around the University campus and at Colchester Pride (iii) letting their members know about the project and encouraging them to get involved.</p> |
| <p>E. Low income communities</p> | <p>In June 2019, the Forum and Alliance promoted a research project being undertaken at the University entitled 'Body,self and family: Women's emotional, psychological and bodily health in Britain, c1960-1990'. One of the researchers on the project is a member of the Forum. The aim of the project was to record the experiences of women, particularly those who identify as working class, BME, LGBTQ and use their findings and understanding to improve the emotional wellbeing of girls and women today. Key issues they wanted to understand were (i) how did women learn about health in a time of sweeping social changes (ii) what knowledge did they pass on to their families (iii) how did class, race and sexuality affect women's health. The ways in which the Forum and Alliance promoted this research project included (i) talking to people about it at Colchester Pride and asking them to volunteer to be interviewed as part of the project (ii) distributing flyers around the University campus and at Colchester Pride (iii) letting their members know about the project and encouraging them to get involved.</p> |
| <p>F. Mental Health</p> | <p>In June 2019, the Forum and Alliance promoted a research project being undertaken at the University entitled 'Body,self and family: Women's emotional, psychological and bodily health in Britain, c1960-1990'. One of the researchers on the project is a member of the Forum. The aim of the project was to record the experiences of women, particularly those who identify as working class, BME, LGBTQ and use their findings and understanding to improve the emotional wellbeing of girls and women today. Key issues they wanted to understand were (i) how did women learn about health in a time of sweeping social changes (ii) what knowledge did they pass on to their families (iii) how did class, race and sexuality affect women's health. The ways in which the Forum and Alliance promoted this research project included (i) talking to people about it at Colchester Pride and asking them to volunteer to be interviewed as part of the project (ii) distributing flyers around the University campus and at Colchester Pride (iii) letting their members know about the project and encouraging them to get involved.</p> |
| <p>G. Religion</p> | <p>On 3 July 2017 the Alliance organised a discussion entitled 'Removing the one-box identity: The effects of intersectionality on life experiences. One of the speakers, [REDACTED], reflected on his evolving nature as a 'disabled spiritual practitioner who has never fitted neatly into tick box exercises (he identifies as non-binary)</p> |

and as a result faced prejudice and discrimination at the cross-section of most junctions of his life'. [REDACTED] also spoke about '24 years and counting in a mixed race marriage and what it was like, as a couple, flying back into England having been at a conference in Rome, the day after the Brexit vote.

ENG: Part 4

3.6 In the past year, what initiatives has the LGBT employee network group undertaken to ensure the membership is as diverse as possible?

Tick all that apply

GUIDANCE: Examples provided should clearly demonstrate that the LGBT employee network group is driven in ensuring the membership is representative of many different types of people.

- A. Implemented a formal mechanism or process to ensure bi and trans issues are covered and engaged with (for example, bi or trans reps)

- B. Promoted the LGBT employee network group as being open to all employees and inclusive of LGBT people with multiple identities (for example, BAME LGBT people or LGBT people with experience of mental health problems)

- C. Reviewed and evaluated past and future activity to remove barriers to engagement from LGBT people with multiple identities

Describe the initiatives selected and when they took place or were implemented.

Please include specific dates or time periods.

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| <p>A. Implemented a formal mechanism or process to ensure bi and trans issues are covered and engaged with (for example, bi or trans reps)</p> | <p>The formal mechanism for ensuring bi and trans issues are covered and engaged with is the Forum's Terms of Reference (developed in 2019) which state 'The University of Essex LGBT+ Forum is inclusive and welcomes all University of Essex staff and PhD students who identify as LGBT+ and who are committed to the aims of the Forum - regardless of whether they're out at work, or not. The Forum provides a visible LGBT+ presence on our campuses to ensure we create and maintain a safe, inclusive environment in which we can all reach our full potential without fear of harassment or discrimination. The Forum works in partnership with senior management at the University to ensure that the views and needs of LGBT+ staff are recognised and the working environment encourages a culture of respect and equality for everyone, regardless of their sexual orientation and gender identity'.</p> <p>One of the aims of the Forum is 'to provide a safe, confidential, and supportive environment for staff who identify as LGBT+ to meet and share experiences, opinions and concerns'.</p> <p>The Forum has active members who have disclosed as being bi or trans and specific bi and trans-related issues have been discussed at Forum meetings.</p> |
| <p>B. Promoted the LGBT employee network group as being open to all employees and inclusive of LGBT people with multiple identities</p> | <p>The Forum's Terms of Reference state that 'As a network, we are inclusive of people with multiple identities, and we aim to work with other staff networks to collaborate on areas such as gender, race and disability. We strive to provide a safe and confidential space for all members of the LGBT+ community.</p> |
| <p>C. Reviewed and evaluated past and future activity to remove barriers to engagement from LGBT people with multiple identities</p> | <p>As part of the regular meetings between the chairs of the LGBT+ Forum, the LGBT+ Allies and the Essex LGBT Alliance, discussions take place around who is engaging and how to reach groups that are not represented. For example, after the last social event that was only attended by people who identify as white, female and gay, a conversation took place about why that might be and what could be done about it. This resulted in the decision to develop and send out a survey, which the Forum chair hopes will provide a clearer idea about what barriers people are facing in attending events, and what they would like to gain from their membership in the Forum.</p> |

3.7 Has the LGBT employee network group undertaken any additional work in the past year to advance LGBT equality in both your organisation and the wider community?

GUIDANCE: The work detailed here should be additional to the work already covered in other questions.

Yes

Describe the activity and impact. Please include specific dates or time periods.

In May 2019 the Essex LGBT Alliance and LGBT+ Forum were contacted by a member of staff in our School of Health and Social Care who teaches on the 'Improving access to psychological therapies' programme and wanted to give her students an insight into some of the issues faced by LGBT+ people and consider how they might support people facing those issues. She was trying to find some reliable sources of information to inform her lecture and asked for advice. The Chairs of the Alliance and Forum shared the following resources/information (i) the University's LGBT Toolkit (ii) the University of Essex Reader: LGBT perspectives' written by the Chair of the Alliance (iii) the slides for the University's Gender Identity and Sexual Orientation workshop (iv) the University's 'LGBT in the curriculum toolkit'. Contact information for the Students' Union's LGB and Trans Officers was also shared.

on 2 July 2019 the Chair of the Alliance published an article on LinkedIn about the initiatives and activities implemented at the University to foster LGBT+ inclusion in our communities. These included (i) Sharing of our commitment to LGBT+ inclusivity more visibly via blogs and the "It gets better" videos (ii) Development of a pronouns initiative (iii) Development of a targeted Gender Identity and Sexual Orientation training session, tailored to the needs of different teams and disciplines, for staff (iv) Removal of reference to gender when publishing committee memberships (v) Collaboration with our transgender and gender non-conforming staff to design guidelines on transitioning at work and to review our policies (vi) Specific examples of homophobia, biphobia and transphobia included in our Zero Tolerance Approach to Harassment and Bullying (vii) Publication of the edited volume "LGBT+ Perspectives" bringing together academic research and personal experience from staff and students on LGBT+ topics.

The following question is not scored.

3.8 Does the LGBT employee network group's terms of reference state that the group is inclusive of bi and trans people? Tick all that apply.

A. Bi people

B. Trans people, including non-binary people, trans men and trans women

Allies and Role Models: Part 1

Section 4: Allies and Role Models

This section comprises of 9 questions and examines the process of engaging allies and promoting role models. The questions scrutinise how the organisation empowers allies and role models, then the individual actions they take. This section is worth 11% of your total score.

Below each question you can see guidance on content and evidence. At any point, you may save and exit the form using the buttons at the bottom of the page.

Allies

4.1 Does the organisation have a formal programme or initiative to engage all non-LGBT employees to become allies? B. Yes, a separate allies network group

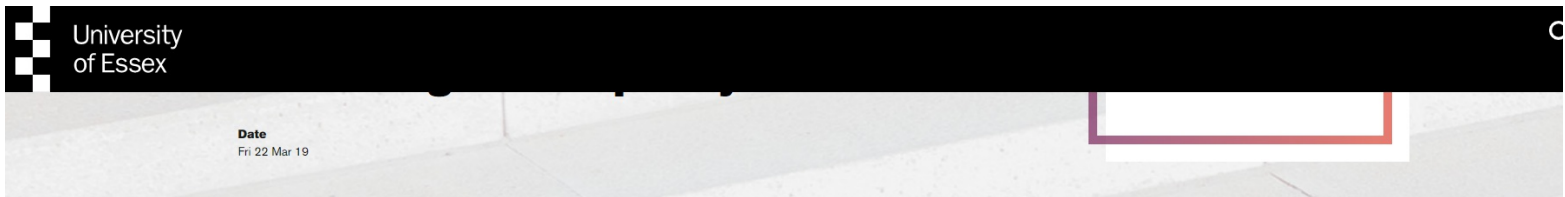
GUIDANCE: The programme should be a formal mechanism to engage non-LGBT people with LGBT equality.

Describe the allies programme or initiative:

Our LGBT+ Allies group was set up in September 2015, and continues to meet once a term. The LGBT+ Allies group has meetings once a term when speakers are invited to talk about LGBT+ issues and how members, as allies, can support their colleagues in the workplace. Our Staff Directory describes the LGBT+ Allies as 'a group of staff committed to ensuring that the University's workplace is an inclusive and LGBT-friendly environment. LGBT Allies have a critical role to play in creating LGBT-friendly workplaces. Stonewall's Top 100 employers routinely say that 'allies' have been key to advancing fair treatment of their lesbian, gay, bi and trans staff. Their involvement - often precisely because they're not LGBT themselves - can have a transformative effect on the culture of an organisation and the workplace experience of all staff. A subscription mailing list was set up in May 2018, for our staff to sign up for news and updates about our LGBT+ Allies activity. The LGBT+ Allies group is jointly chaired by two members of staff, one who identifies as lesbian and one who identifies as heterosexual. This came about as two people wanted to be chair and they recognised that they both have similar objectives and unique perspectives that bring benefits to the role. The chairs of the LGBT+ Allies meet regularly with the chairs of the LGBT+ staff forum and the Essex LGBT Alliance to facilitate collaborative working and to share ideas, concerns and best practice.

Upload a communication advertising the allies programme or initiative:

please be aware only **one** file is allowed per answer



We've won a place on the shortlist for the advancing staff equality category of The Guardian University Awards 2019.

The University of Essex was one of just three universities shortlisted in this category for its efforts to integrate LGBT+ inclusivity into all our work and activities.

Head of Equality, Diversity and Inclusion Karen Bush said: "I'm delighted that our approach to identifying and addressing the challenges faced by our LGBT+ staff has been recognised by being shortlisted for this award."

The University has moved back into the top 100 of the Stonewall Workplace Equality Index Top 100 and maintained its position after a comprehensive review of its approach to LGBT+ issues.

The multi-layered approach covers all aspects of the employee (and prospective employee) experience with LGBT+ networks closely involved in giving feedback on existing policies and practices to identify improvements.

Outcomes included the establishment of a 'supporting trans staff' group, the setting up of our LGBT+ Forum to complement the work of the Essex LGBT Alliance and the LGBT+ Allies group, the development of a Gender Identity and Sexual Orientation workshop for departments and campaigns to improve LGBT+ inclusion in all aspects of the University's work.

4.2 In the past year, has the organisation held internal awareness raising sessions, campaigns or initiatives specifically for allies which cover the following?

Tick all that apply

GUIDANCE: Content/activity should be tailored for non-LGBT people and run through mechanisms that engage allies. Content should cover all LGBT identities (lesbian, gay, bi and trans).

- A. The importance of allies

- B. Discrimination towards LGBT people

- C. Personal stories from LGBT people

- D. Actions they can take to be effective allies

Provide a brief description of the content you have uploaded:

A: A blog published to mark IDAHOBIT day which highlights our zero tolerance approach to any form of harassment and says it is 'really important that our staff are able to identify any form of harassment, and develop the skills to positively intervene' and 'we want to empower our community to intervene when negative situations or behaviours arise'.

B: A post in The Conversation written by [REDACTED], entitled 'Half of transgender and non-binary people hide their identity at work in fear of discrimination - here's how you can help'.

C: A blog post to mark Bi-visibility day which includes the story of one of our students who came out as bi. Evidence for A, B and C were specifically highlighted to members of the LGBT+ Allies and ELGBTA.

D: An email sent to the LGBT+ Allies group saying that 'As one of the University's LGBT+ Allies, you have a critical role to play in ensuring the workplace is an inclusive and LGBT+-friendly environment. One of the ways that you can demonstrate your commitment to this is by challenging inappropriate behaviour where you see it.

Upload content covering option A:

please be aware only **one** file is allowed per answer

<https://stonewallsubmit.fluidreview.com/resp/90789861/idH7rHFTkw/>

Upload content covering option B:

please be aware only **one** file is allowed per answer

theconversation.com/half-of-transgender-and-non-binary-people-hide-their-identity-at-work-in-fear-of-discrimination-heres-how-you-can-help-115523

Half of transgender and non-binary people hide their identity at work in fear of discrimination – here's how you can help

May 30, 2019 10:40am BST

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For people who identify as **LGBT+**, the workplace can be a difficult environment to manage. One in five lesbian, gay and bisexual employees say they have experienced verbal bullying. For those who are transgender and gender non-conforming things can be even more difficult.

Gender non-conforming people who do not identify as either male or female (non-binary) are more likely to suffer abuse, violence and harassment. Research in the US and in the UK shows that transgender and gender non-conforming employees are more likely to be discriminated against in the workplace. Many have been physically attacked by a colleague or customer in the last year. And many trans people hide their identity at work for fear of discrimination.

Companies have legal obligations to trans workers since the 2010 Equality Act. Some have been supportive. Others have not. And many are simply not doing enough to make their workplaces inclusive for all. So here are some ways organisations and employees can help to kick-start (or enhance) a more inclusive professional environment.

Aim for gender neutrality

Male and female toilets and changing rooms might be the norm, but are often problematic for transgender and gender non-conforming people. Workplaces should be made as gender neutral as possible – for instance by providing some dedicated gender neutral spaces within sports centres and other facilities.

Professional uniforms and dress codes can often be unnecessarily gendered and can marginalise or expose transgender and non-binary people. Organisations should offer

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Partners

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The Conversation UK receives funding from these organisations

Upload content covering option C:

please be aware only **one** file is allowed per answer

Not secure | blogs.essex.ac.uk/hr/2018/09/18/bi-visibility-day/

Staff Directory | BBC News | Enabling Environme... | Tableau | Report and Support | iTrent | Google | Moodle | HR Organiser | Box | Race Equality Charter | Athena SWAN | WEI | HR Blog | Uni news | VC Blog | Trello - HWWAE

Home | Blogs | Human Resources

September 18, 2018

Bi Visibility Day

Filed under: [Gender equality](#) — Tags: [LGBT](#), [Stonewall](#) — Mohammed Alam @ 2:59 pm

The University is proud to be in [Stonewall's Top 100 Workplaces for LGBT Equality](#), and we want to make sure we highlight all LGBT+ awareness days.

It's **Bi Visibility Day** on *Sunday 23 September*, and it's important that we raise awareness of this day, as there are a lot of myths surrounding bisexuality, which can prevent those who identify as bisexual from coming out. We want to support all our staff in feeling comfortable about being open at the University so they can be themselves at work, get the right support, and feel like they belong.

There's a lack of representation of bisexual people in the media, or they are misrepresented as being promiscuous, greedy, going through a 'phase', or that bisexuality as an identity doesn't exist. Often someone's bisexual identity will be erased if they are currently with a partner of a different gender, as it is assumed they are now heterosexual.

These stereotypical assumptions are all classed as biphobia, which is an aversion towards bisexuality and is included in the legal definition of harassment. The university has a **zero tolerance approach to harassment**, and if you experience or witness any incidents, you can report it anonymously or get support from an adviser on our [Report and Support system](#).

One of our students, [Owen Preston](#), [came out as bisexual on BBC Three's 'I'm Coming Out'](#) in August 2017, after struggling throughout his teenage years with his sexuality. We're lucky to have such a positive role model for our students, and if you want to know more about Owen's story, please contact [Equality, Diversity and Inclusion](#). You can also find information about supporting our LGBT+ students in the [Staff Directory](#).

Staff can contact our **LGBT+ Forum** through [Lauren Searle-Byrne](#) and [Josie Evans](#), The LGBT+ Forum aims to create opportunities for our LGBT+ staff to share experiences and resources, find peer support, discuss current issues and upcoming events and input into consultation on University policy. The Forum is hosting two lunchtime drop-in sessions in September, and for more information please contact either Josie or Lauren.

For information about becoming an LGBT+ ally, or joining our other networks, please get in touch with [Equality, Diversity and Inclusion](#).

Upload content covering option D:

please be aware only **one** file is allowed per answer

<https://stonewallsubmit.fluidreview.com/resp/90789861/EldupEXszl/>

Provide a date for Option A: 17/05/2019

Provide a date for Option B: 30/05/2019

Provide a date for Option C: 18/09/2018

Provide a date for Option D: 23/08/2019

4.3 Does the organisation enable allies to visibly signal their commitment to LGBT equality?

GUIDANCE: Examples include visual signals such as email signatures, badges, lanyards and mugs.

Yes

Describe how allies can visibly signal their commitment to LGBT equality:

Our allies visibly signal their commitment in a range of ways which include wearing a rainbow lanyard, using an 'allies mug' (purchased by the University) and having 'LGBT+ Ally' and their pronouns as part of their email signature. Below is the email signature of one of our allies:

[Redacted]

LGBT+ Ally

Organisational Development - Human Resources

[Redacted]

University of Essex

Pronouns: she/her/hers

Curious about pronouns? (this contains a link to this website

<https://www.colorado.edu/cisc/resources/trans-queer/pronouns> which contains information about the importance of pronouns, using them, pronouncing them and what to do if you make a mistake).

Allies can also wear badges and wristbands for our It Ends Now campaign, which highlights our zero tolerance approach to sexual violence, harassment and hate crime.

Allies and Role Models: Part 2

Allies

4.4 In the past year, which of the following activities have allies engaged in?

Tick all that apply

GUIDANCE: 'Helped organise' here, refers to allies taking an active involvement in the planning and execution of events. It does not mean allies simply turning up to events.

- A. Participated in LGBT network group activities
- B. Helped organise a lesbian, gay and bi equality awareness raising event
- C. Helped organise a trans equality awareness raising event
- D. Recruited other allies
- E. Coached or mentored other allies
- F. Other

Describe the activities selected. Please include specific dates or time periods.

| | |
|---|---|
| A. Participated in LGBT network group activities | The Chair of the Allies attended monthly catch-ups with chairs of the LGBT+ staff forum and the Essex LGBT Alliance throughout the year in order to identify opportunities for collaborative working. This resulted in (i) one of the allies attending a meeting of the LGBT+ staff forum (ii) one of the allies helped staff the joint Essex LGBT Alliance and LGBT+ staff forum at Colchester Pride (iii) the allies were asked by the Essex LGBT Alliance, LGBT+ staff forum and the Students' Union to support their Pronoun Awareness Initiative. Members of the Alliance and Forum had obtained support from the senior management team to launch this University-wide initiative and they wanted the allies to also actively support it by doing something to normalise the explicit use of pronouns and to avoid the marginalisation of transgender and gender non-conforming people. The Allies, as a group, unanimously supported the initiative and in addition to having the fact that they are an ally at the end of their email signature, they also added their pronouns and committed to making their pronouns explicit in meeting introductions and encouraging the use of pronoun badges within their own work environment. |
| B. Helped organise a lesbian, gay and bi equality awareness raising event | The Allies worked collaboratively with the Essex LGBT Alliance and LGBT+ staff forum to put together their joint stall at Colchester Pride. Prior to the day, representatives from all three groups discussed between them what resources the stall should have and who would source them. These included (i) a terminology matching game (ii) a rainbow wall (for people to write their ideas about how to create an LGBT+ inclusive environment) (iii) bunting |

| | |
|--|--|
| | <p>representing all LGBT+ identities (iv) a pronoun game (v) a rainbow spinning wheel with sections divided up into 'myth busting', 'the pronoun game', 'the matching terminology game' etc. Once participants had spun the wheel and tried a game out, they were encouraged them to write an idea on the rainbow wall and take a flyer for the Alliance and/or Forum. Staff in our history department also took part in the organisation of the stall (and attended on the day) by designing and printing flyers relating to their wish to recruit lesbian women for an oral history project they were doing on women's everyday experiences of health.</p> |
| <p>C. Helped organise a trans equality awareness raising event</p> | <p>One of the Allies helped to organise trans+ awareness week activities in conjunction with student LGBT+ friends society and student trans society. The events, which took place between 19-23 November 2019 included a myth busting event, a trans+ remembrance day vigil, a discussion entitled 'how trans people have sex' and a trans+ fundraiser. The contribution of the Ally was (i) designing, printing and distributing publicity (ii) encouraging other allies to attend events during the week (iii) being present at events themselves.</p> |
| <p>D. Recruited other allies</p> | <p>The Chair of the Allies (who stepped down during this academic year) met with a number of people during the year, who had seen the fact that staff were allies via their email signatures, to discuss what being an LGBT+ ally meant and how they could get involved and also encourage other people to get involved. As a result four people joined the allies this year.</p> <p>Secondly, in June 2019 as part of the process of recruiting a new Chair for the Allies (we now have two co-chairs), all Allies were contacted (by the existing Chair) and invited to put themselves forward to be the new Chair and also asked to pass the message on to anyone else they thought would be interested in signing up to be an ally. The message also made it clear that the outgoing chair was happy to talk to anyone in person about what being an LGBT+ Ally at the University meant.</p> |
| <p>E. Coached or mentored other allies</p> | <p>In response to the message being sent to all Allies about there being a vacancy for a new Chair, an existing Ally contacted the outgoing Chair expressing an interest in putting herself forward to be the new Chair and asking to meet to discuss what the role entailed in more detail. The outgoing Chair met with her three times to talk about the work she had carried out to date, the challenges she faced and how the role could be taken forward. As a trained coach, the outgoing chair used her coaching skills to help the Ally think through the potential commitment and what she could bring to the role that would benefit both her personally and the wider LGBT+ community. This individual did put themselves forward and is now on of the new co-chairs.</p> |

F. Other

The new co-chairs of the Allies have been active in promoting various LGBT+ related events and activities to their members. These include (i) a public meeting about Colchester Pride on 22 August 2019. Allies were told -'if you are interested come along and find out how you can be involved with next year's Pride! They are looking for trustees, committee members and volunteers (particularly, skilled volunteers with experience in I.T., website development, event coordination, volunteer coordination, advertising, sales and management) (August 2019) (ii) The petition to launch a public inquiry into transphobia in the national media; 'it would be hugely appreciated if you could take a couple of minutes to sign the petition and share amongst your peers!' (iii) highlighting the University's consultation around flexible working and encouraging members to participate (July 2019)

Contributed to flexible working consultation

4.5 Does the organisation support all non-trans employees (including lesbian, gay and bi employees) to become trans allies through training, programmes and/or resources?

GUIDANCE: Examples can include information booklets, programmes or training, but must focus specifically on being an ally to trans people. By non-trans, we mean people who do not identify as trans.

Yes

Describe the training, programmes and/or resources:

The University supports all non-trans employees to become trans allies in a range of ways.

An opportunity to attend Stonewall's Trans Allies training was advertised to staff in June 2018, and staff were invited to write an expression of interest if they wished to attend this training. As a result, an academic member of staff attended Trans Allies training on 24 July 2018, hosted by LSE.

Our LGBT+ toolkit provides support for staff in the implementation of an inclusive approach to teaching and learning. The toolkit provides practical ideas and approaches (identified by LGBT+ people who contributes to the development of the toolkit) staff can adopt to be an ally to trans people. These include learning more about trans issues by reading about the topic and making those readings available to others, attending workshops or training about trans issues, avoiding making assumptions about other people's gender, adopting the use of gender neutral pronouns, addressing/challenging transphobic behaviour and linking words to their personal impact e.g. 'when you use that word it can make a person who is trans or has trans family or friends feel bad about themselves. Is that what you mean to do?'. The toolkit is available on our Staff Directory - hand out/use it in training & other events.

In 2019 we launched our 'Supporting trans and non-binary staff document' and our Gender Identity and Sexual Orientation workshops - both cover ways in which individuals can contribute to making the environment more trans-inclusive. The 'Supporting trans and non-binary staff' document has a specific section on the role of HR staff in supporting trans staff, and to support them in applying what is in the guidance to their day-to-day work, the document has been discussed during a team meeting. The discussion was led by one of the Employee Relations Advisers who was a member of the working group that developed the resource.

In December 2018 the University supported two members of the LGBT+ Allies and one member of the LGBT+ Forum who identifies as lesbian to attend the Westminster Briefing event entitled 'Improving trans equality in the workplace'. Topics covered include (i) The discrimination faced by trans people in the workplace (ii) What trans staff expect from employers (iii) Addressing bias in the recruitment process (iv) Creating an inclusive workplace which attracts a trans workforce (v) Changing an organisation's working culture (vi) Providing adequate support for trans employees. Speakers included three trans people. We have a folder on 'Box' which contains a range of LGBT+-related information. All members of the LGBT+ Forum and LGBT+ Allies have access to the Box folder. In the folder is Stonewall's report on LGBT+-related hate crime. Readers are told that the report contains practical recommendations that allies can action as an individual to support the LGBT+ community.

An email about how to support trans students was shared with the LGBT+ Allies - advice included signposting to Outhouse East, building up a community, engaging with the University's Trans Officers, calling out inappropriate behaviour when you witness it.

Allies and Role Models: Part 3

LGBT Role Models

4.6 Does the organisation support LGBT employees at all levels to become visible role models through training, programmes and/or resources?

GUIDANCE: Examples can include role model and information booklets, programmes or training, but must focus specifically on steps LGBT people can take to become active role models.

Yes

Describe the training, programmes and/or resources:

The University actively encourages and supports people to apply for Stonewall's Leadership Programmes. In the last two years, we have (i) supported one member of staff to attend a Young Leaders' programme (December 2017) and they found it to be incredibly valuable. The attendant said that they now feel empowered to be a visible role model and have since described their experience in a 'case study' to encourage others to put themselves forward for the programme. Following their participation in the programme, they took part in Chrysalis (our in-house development programme for those who identify as female) and as a result of exploring how to utilise what they learned on the Stonewall programme, are in the process of co-developing (with the LGBT+ Allies and LGBT+ Staff forum) a talk about what it means to be an authentic role model or ally for all LGBT+ communities (ii) supported one member of staff to attend a Leadership Programme (July 2019). The attendee described it as 'a wonderful experience and I highly recommend it'. They are also going to share their experiences in the form of a case study (iii) offered a place on Stonewall's Role Models training, held at LSE on 2 August 2018, and one of our members of Professional Services staff attended, following a written expression of interest to our Organisational Development team. The member of staff who attended the session provided feedback to our LGBT+ staff forums to help inform best practice for recruiting and developing LGBT+ Role Models. In 2019-20 we will continue to invest in development programmes for LGBT employees and we also have a number of hard copies of the Stonewall resource, Role Models: Sexual Orientation and the Workplace, which we use at appropriate awareness-raising events and during the new staff induction networking session relating to the University's forums and networks. Through the use of external speakers, who are themselves role models, at Essex LGBT Alliance meetings and events we also support LGBT employees to become role models.

4.7 In the past year, have any visible LGBT role models at board level from the organisation been profiled?

GUIDANCE: For information about what is meant by board level, see [here](#). Within the profiling opportunity, the person's sexual orientation, gender identity and/or trans identity must be clear. It should not be left up to the reader or viewer to make assumptions.

Yes

Submit evidence where you have profiled the person/s in the last year:

please be aware only **one** file is allowed per answer

Secure | <https://www1.essex.ac.uk/equality/protected/sexual-orientation.aspx>

Profiles

▶ Allan Hildon, Deputy Dean of Partnerships

▼ Andrew Le Sueur, Executive Dean (Humanities) and Professor of Constitutional Justice

I joined the University of Essex in 2013, having previously worked at UCL, the University of Birmingham and Queen Mary, University of London. In August 2017, I became Executive Dean (Humanities) and a member of the University Steering Group (the University's executive leadership team).

My academic discipline is law, so it's natural for me to take an interest in legal regulation of LGBT+ lives ... including my own. My university career started in 1988, the year the notorious section 28 of the Local Government Act was passed by the UK Parliament, which stated that local councils "shall not intentionally promote homosexuality or publish material with the intention of promoting homosexuality" or "promote the teaching in any maintained school of the acceptability of homosexuality as a pretended family relationship".

I continue to be amazed that political and public opinion about gay people had changed sufficiently by 2004 for Parliament to create civil partnerships and in 2013 equal marriage. I've been extraordinarily fortunate to live in this particular time and place and to be able to get married to the man I love. I'm also acutely conscious that many LGBT+ people live in societies where state and non-state discrimination is the norm.



Provide the date on which this profile was shared. 16/05/2019

4.8 In the past year, have any visible LGBT role models at senior management level from the organisation been profiled?

Tick all that apply

GUIDANCE: For information about what is meant by senior management level, see [here](#). Within the profiling opportunity, the person's sexual orientation, gender identity and/or trans identity must be clear. It should not be left up to the reader or viewer to make assumptions.

A. Lesbian

B. Gay


A. Submit evidence where you have profiled the person/s in the last year:

please be aware only **one** file is allowed per answer

essex.ac.uk/staff/diversity-and-inclusion/essex-lgbt-alliance

Staff Directory Search for information or a member of staff... Browse

Maz Brook, Graduation Manager



I'm the Graduation Manager and I've been at the University for 16 years. Essex is an incredibly inclusive workplace and I'm proud to work for an employer which embraces equality and diversity in an authentic manner. I've been very lucky in that my very first manager knew I was gay from the beginning and therefore would not tolerate prejudice (not that there was ever any).

I neither hide nor flaunt my sexuality but I've never had to "come out" at Essex in the way I had to in previous employment, and that says a lot about the positive atmosphere at the University. I'm captain of the staff netball team and we play in a local league – it is really noticeable that the assumption that my partner is a man is made more often by other netballers in the league than it is by colleagues or students at Essex.

You can never take equality for granted, however, and ironically it is the diversity of the staff and student body at the University which acts as a reminder of that, when you meet students or colleagues from other countries where homosexuality is not only unacceptable, it can lead to assault and sometimes death.


I've been lucky in never having experienced prejudice about my sexuality (I've actually had more prejudice for being a woman) but it still exists – especially in social media where bullies hide too easily behind the keyboard – and I am proud to be part of an institution which will always fight prejudice and which encourages me to be a role model to other LGBT colleagues and students who may not have had the support which I have had.

B. Submit evidence where you have profiled the person/s in the last year:

please be aware only **one** file is allowed per answer

University of Essex Staff Directory Search for information or a member of staff... Browse

Robert Taylor, Professor of Financial Economics



I am Professor of Financial Econometrics at Essex Business School. I have held previous academic appointments at the Universities of York, Birmingham and Nottingham. My undergraduate degree was from the University of Kent and my PhD is from Cambridge University. I also hold a higher doctorate from Cambridge University.

I am a committed supporter and advocate for EDI (equality, diversity and inclusion) in the workplace and society more generally. Being an out gay man, my particular focus is on LGBT+ issues and I am a member of the University's LGBT+ Alliance. However, I am committed to all areas of EDI and in particular issues of gender equality in the workplace; I am Athena Swan SAT member for Essex Business School and a national Athena SWAN panel reviewer for the Equality Challenge Unit [ECU].

I am extremely proud to work for Essex University, an employer that in my opinion leads the way in the higher education sector on EDI issues. Essex does so with genuine and honest commitment – it is most definitely not a box-ticking exercise. The principles of equality and fairness run through the veins of the University at all levels. The University of Essex is a really inclusive workplace where everyone is treated as an equal no matter what their role in the university, and irrespective of their gender, sexual orientation, race, religion, disability etc. I have experienced homophobia at more than one of my previous employers and found the experience of coming out very painful at those institutions. At Essex, I have never felt more valued by my colleagues across the university both for what I have achieved as an academic and, just as importantly to me, for who I am as person, including my sexuality. I cannot put into words how empowered this makes you feel as an individual, especially when, like I have, you have worked in environments where some colleagues are openly hostile to you simply because of your sexuality or, indeed, merely what they perceive your sexuality to be. Employees who feel comfortable to be themselves in the workplace will feel safe and free to develop to their full potential at work. Essex does this and so much more.

A. Provide the date on which this profile was shared: 25/01/2019

B. Provide the date on which this profile was shared: 22/03/2019

C. Provide the date on which this profile was shared: (No response)

D. Provide the date on which this profile was shared: (No response)

Allies and Role Models: Part 4

LGBT Role Models

4.9 In the past 18 months, has the organisation profiled visible role models from the following communities? Tick all that apply.

Tick all that apply

GUIDANCE: Within the profiling opportunity, the person's identity must be clear. It should not be left up to the reader or viewer to make assumptions.

A. Gay people or lesbians

B. Bi people

C. Binary trans people (e.g. trans men and trans women)

D. Non-binary people (e.g. genderfluid and genderqueer people)

E. Older LGBT people (aged 50 or over)

F. Young LGBT people (aged 25 or under)

H. BAME LGBT people

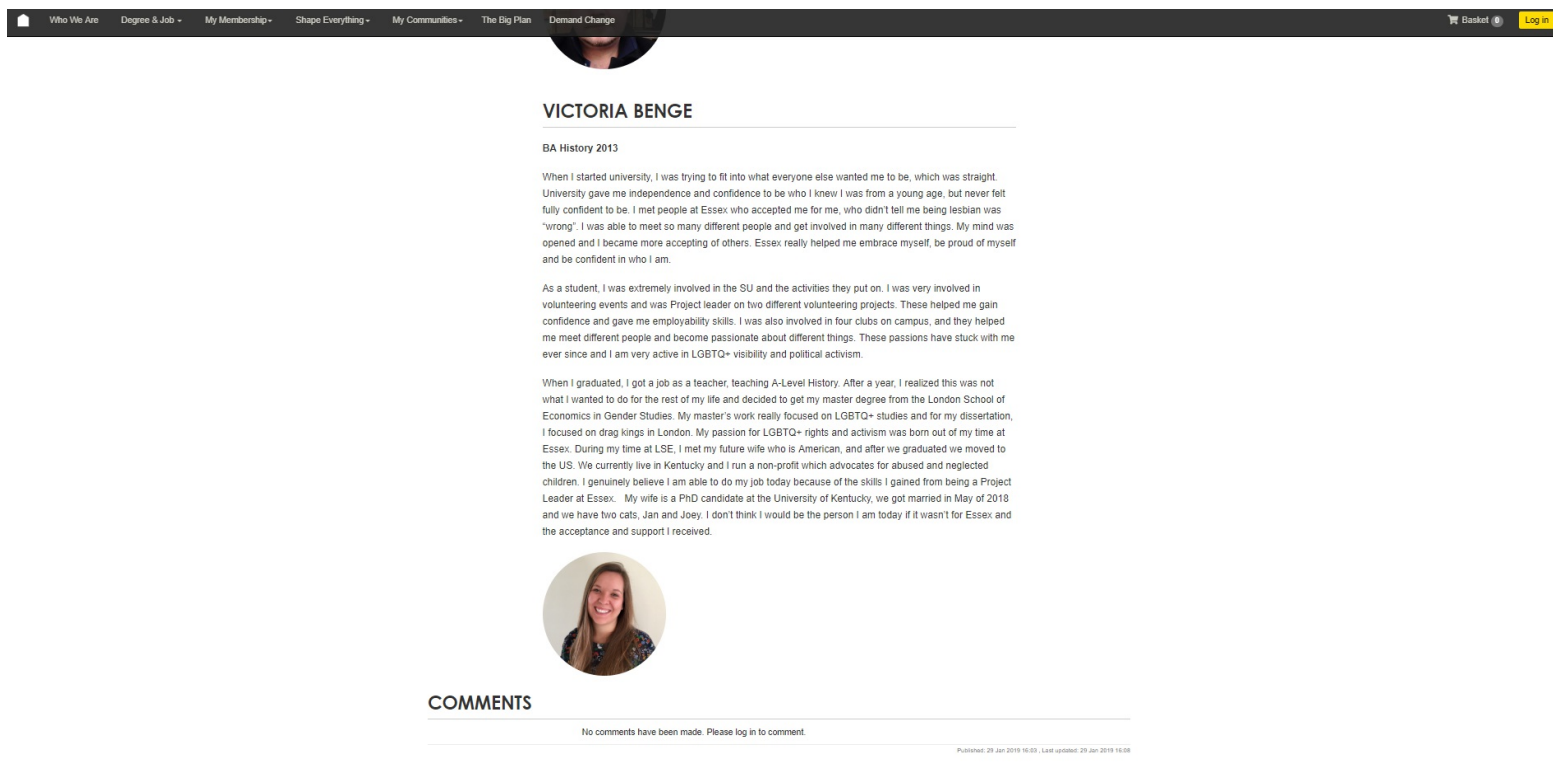
I. LGBT people of faith

J. LGBT people being open about their mental health (including disability related to mental health) or wellbeing challenges

Evidence:

A. Submit evidence where you have profiled the person/s in the last 18 months:

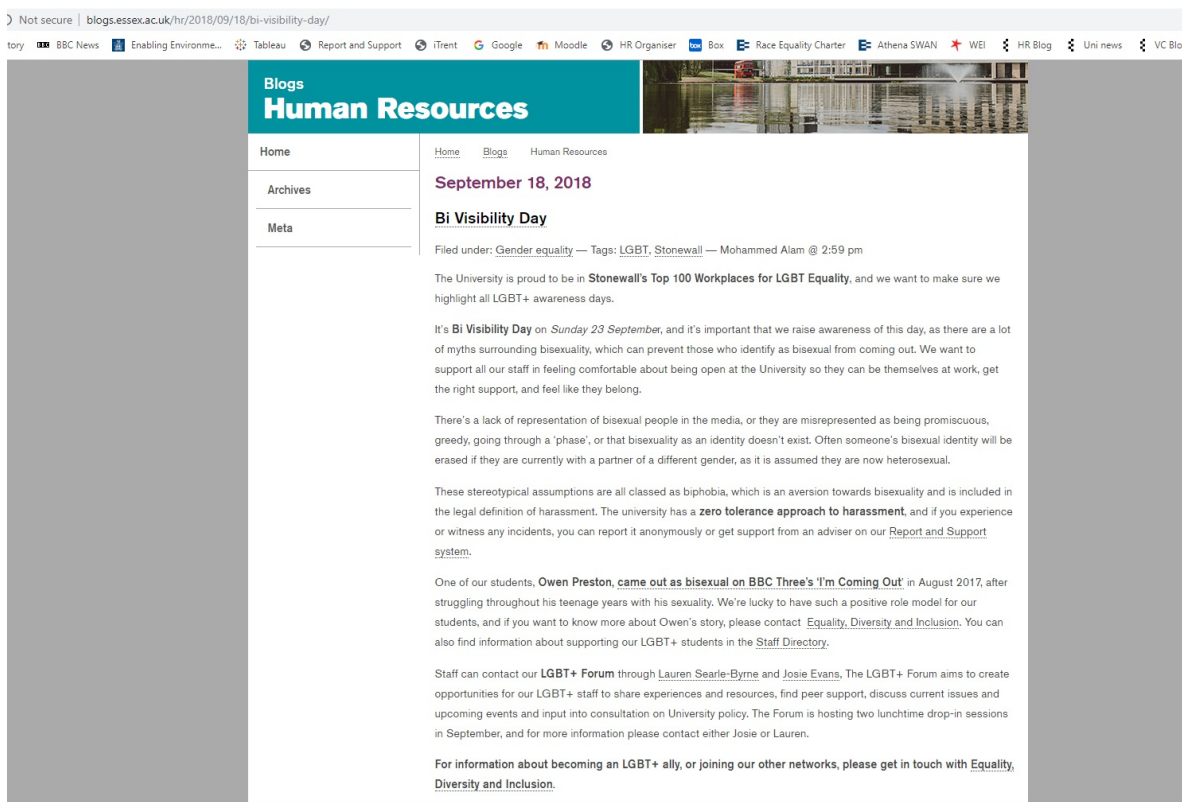
please be aware only **one** file is allowed per answer



The screenshot shows a university blog post. At the top, there is a navigation bar with links like 'Who We Are', 'Degree & Job', 'My Membership', 'Shape Everything', 'My Communities', 'The Big Plan', and 'Demand Change'. The main content area features the author's name 'VICTORIA BENGE' and the title 'BA History 2013'. The text of the post is divided into three paragraphs, each starting with 'When I started university...' or 'As a student...'. Below the text is a circular profile picture of Victoria Bengel. Underneath the photo is a 'COMMENTS' section with the message 'No comments have been made. Please log in to comment.' and a timestamp 'Published: 29 Jan 2019 16:03. Last updated: 29 Jan 2019 16:03'.

B. Submit evidence where you have profiled the person/s in the last 18 months:

please be aware only **one** file is allowed per answer



The screenshot shows a university blog post titled 'Bi Visibility Day' from the 'Human Resources' section. The page has a teal header with 'Blogs' and 'Human Resources'. The main content area includes a date 'September 18, 2018' and the title 'Bi Visibility Day'. The text of the post discusses the university's pride in being a 'Stonewall's Top 100 Workplaces for LGBT Equality' and aims to raise awareness of Bi Visibility Day on Sunday 23 September. It addresses myths surrounding bisexuality and the lack of representation in the media. The post also mentions a student, Owen Preston, who came out as bisexual on BBC Three's 'I'm Coming Out' in August 2017. At the bottom, it provides contact information for the LGBT+ Forum and a zero tolerance approach to harassment.

C. Submit evidence where you have profiled the person/s in the last 18 months:

please be aware only **one** file is allowed per answer

The screenshot shows the University of Essex website. At the top left is the University of Essex logo. Below it is a navigation bar with links: / We Are Essex / Heartwarming / Jestin's story. The main heading reads "WE ARE ESSEX" in red, followed by "Jestin's story" in large white text. To the right is a photo of a young man with glasses wearing a grey t-shirt that says "SELF MADE". Below the heading is a sidebar menu with categories: WE ARE ESSEX (with an 'X' icon), Adventure stories, Ambitious stories, Heartwarming stories, Jestin's story (highlighted), Inspirational stories, and Love stories. The main content area features a quote in purple: "It's been so freeing to be able to live unambiguously as my true self." Below the quote is a paragraph of text: "I've been Trans Officer for two years now, I was the first one ever to take on the role, as it's only been put into place relatively recently; the LGBTQ+ Officer used to represent everyone under that umbrella, but we split the role into two different positions, the LGBTQ+ Officer and the Trans Officer, to ensure that everyone is properly represented. It's been a bit of a challenge as there's been no blueprint as to how the role should be carried out, but I've achieved a lot of things I'm proud of, such as modifying the University's name change policy to make it more inclusive." A second paragraph follows: "Knowing that I've been able to help other students come out, to live openly as trans or to access hormones, that's really been wonderful. The SU has helped me a lot with my confidence; it's helped me be more open about being transgender. It's been so freeing to be able to live unambiguously as my true self. Essex has truly become my home."

D. Submit evidence where you have profiled the person/s in the last 18 months:

please be aware only **one** file is allowed per answer

The screenshot shows a website with a dark background and a photo of two young women. The title "DATING AS LGBT+ ON CAMPUS" is written in large white letters. Below the title is a short paragraph: "Finding true love or a hook up for the night? A lot of people think dating is among the most important parts of the student experience, but everyone's story is unique. Is it different for LGBT+ people to date on campus than for others? We talked to 5 LGBT+ students about their experiences and allowed them to share their stories! What's yours?"

ELI, NON-BINARY AND PANSEXUAL, BA PSYCHOANALYTIC STUDIES

"In comparison to my life in Greece where I didn't have access to many LGBT+ events and gatherings, I think campus quite good for finding a partner as LGBT+. From the second I came to Uni here, I definitely felt more open about my gender and sexuality than I was ever able to back home."

"If you're looking for people to date on campus, definitely attend LGBT+ friendly events, even just for friends. Ignite, the LGBT+ society and LGBT+ network are definitely things that could help you meet new people! I used to try and look a certain way to match my sexuality which I know a lot of people do, but your appearance shouldn't matter, just go out there and be yourself!"

COMMENTS

No comments have been made. Please log in to comment.

Published: 23 Oct 2019 15:26. Last updated: 23 Oct 2019 15:26

The footer contains navigation links: Home | About | Jobs | Contact | Privacy Notice. It also includes contact information for the Students' Union: Wivenhoe Park, Essex, CO4 3SQ, phone number +44(0)1206 883211, and email su@essex.ac.uk. There is an "About us" section that says: "We're a group of 15,000 students on a mission, all determined to become the world's most student-centred organisation. It's ambitious and challenging, yet not enough to fill in a form." Social media icons for Facebook, Twitter, and Instagram are also present.

E. Submit evidence where you have profiled the person/s in the last 18 months:

please be aware only **one** file is allowed per answer

University of Essex Public Information Directory Search for information... Browse

Some of the members of the Essex LGBT Alliance share their stories:

Allan Hildon, Deputy Dean of Partnerships



Breaking news: older gay man comes out on campus... as old.



Now that we have that out of the way we can move on without further embarrassment. I've been "out of the closet" since a friend kindly told me I was gay more years ago than I care to count. Up till then it hadn't really occurred to me that my self-perception of being different meant that I was gay. Didn't everyone have a crush on their best mate at school? No? OK, maybe I need to reconsider a few things. All that was 30 years ago and I've kind of sorted out most of that stuff by now. Well, most of it.

These days I'm busy dealing with the "old" bit, which is like coming out all over again. I've decided the best approach is to hold on to the things which give me a sense of who I am, and to try to wear age appropriate clothing. The most valuable lesson I've learned in life as a gay man is; silence equals death. In practical terms that means I will not neutralise my identity for the benefit of others; I will not stay silent when awkward questions are asked; and I will definitely not pretend my sexuality isn't an integral part of my life.

I feel I have been privileged to work for a University which respects its staff and upholds the values which it espouses. In return I feel I have an obligation to encourage the younger generation to express their identity and values openly and honestly, even if that causes moments of discomfort for others. It's only discomfort, they'll get over it. No-one died from discomfort. As for the age-appropriate clothing; I'm working on that.

F. Submit evidence where you have profiled the person/s in the last 18 months:

please be aware only **one** file is allowed per answer



Finding true love or a hook up for the night? A lot of people think dating is among the most important parts of the student experience, but everyone's story is unique. Is it different for LGBT+ people to date on campus than for others? We talked to 5 LGBT+ students about their experiences and allowed them to share their stories! What's yours?

FRANK, TRANS AND PANSEXUAL, BA SOCIOLOGY WITH HUMAN RIGHTS

"I got my boyfriend from back home 4 days after moving here, so I never really dated on campus, but we always feel safe whenever we're here together. In the town where my boyfriend lives, we tend to get heckled a lot and shouted at and things like that. Nothing violent has happened to me for being gay, but I never had anything like that on campus."

"My identity has definitely influenced my dating experiences; it's a bit more awkward though because I'm trans. When I used to do online dating, I hated having to out myself all the time. I try to out myself from the very beginning because I don't wanna come to that stage where they're like "oh okay no" because of my identity"

"Everyone is so obsessed with finding a partner, but remember that you really don't need a partner to be happy!"

COMMENTS

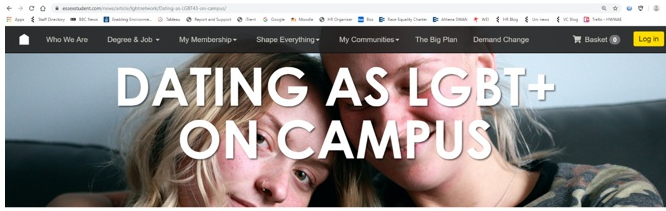
No comments have been made. Please log in to comment.

Posted: 20/10/2016 15:36. Last updated: 20/10/2016 15:36

Footer with navigation links (Home, About, Jobs, Contact, Privacy Notice), contact information (Student Union, Wivenhoe Park, Essex, CO4 3SQ, +44(0)1206 863211, info@essex.ac.uk), and social media icons.

H. Submit evidence where you have profiled the person/s in the last 18 months:

please be aware only **one** file is allowed per answer



Finding true love or a hook up for the night? A lot of people think dating is among the most important parts of the student experience, but everyone's story is unique. Is it different for LGBT+ people to date on campus than for others? We talked to 5 LGBT+ students about their experiences and allowed them to share their stories! What's yours?

ERIN, BISEXUAL, PHD ECONOMICS

"I've experienced some racism and negative stereotypes within the LGBT+ community for being Asian. A lot of people can be very friendly but they don't want to have a sexual relationship with you, based on your ethnicity. Though, in Asia people hide their identity but here, it's okay for you to be LGBT+, maybe some people will judge you, but not in public, and that's really good."

COMMENTS

No comments have been made. Please log in to comment.

Published 23 Oct 2018 11:20. Last updated 23 Oct 2018 11:16

Students' Union
Wivenhoe Park, Essex, CO4 3SQ
+44(0)1206 863211
su@essex.ac.uk

About us
We're a group of 15,000 students on a mission, an adventure to become the world's most student-centred organisation. It's ambitious and challenging, yet short enough to fit in a tweet.

I. Submit evidence where you have profiled the person/s in the last 18 months:

please be aware only **one** file is allowed per answer

Richard Cornes, Senior Lecturer in Public Law

Dr Richard Cornes is a Senior Lecturer in Public Law in the School of Law. Within the University he is the coordinator of the School of Law's Public Law Research Group and an advocate for LGBT+ rights as a member of the University's LGBT+ Alliance. He is also a Visiting Fellow at the University of Otago, New Zealand's, Centre for Legal Issues, and an Associate Member of Landmark Chambers, London.



Richard came out at the age of 16, giving a gay rights speech during a school speech competition. At the time – 1985 – New Zealand was debating decriminalising homosexual sex. The following year he was elected chair of the student council and appointed deputy head-boy along with the captain of the First XV.

A confirmed Anglican, he credits his Christian faith, along with the support of his family and high school teachers, with giving him the strength to come out when he did. "It was a difficult time for us all with gay law reform going through parliament. A lot of hateful things were said by people of faith. I was blessed to belong to a supportive parish and church youth group." He even contemplated entering the priesthood, before turning to his other loves, English, and Law, at Auckland University.

He has lived in the UK for 15 years now and believes it is important for those who feel comfortable with their sexuality to be open with their colleagues, and especially students. "I understand some people don't want to come out and just want to get on with their jobs, but just as it's important to have a mix of men and women, and people from different ethnic backgrounds, it is also important for people to see authority figures and colleagues with different sexualities too."

He comments that, as liberal as things seem now, people, young, and older still struggle with being open about their sexualities and living their lives to their full potential. Further, "while we have marriage equality in almost all of the UK there's still plenty of homophobia about. Teenagers are still thrown out of home for being other than straight, there's still violence against people on sexuality grounds, people still get bullied. And then outside of the UK there are countries' where being gay

J. Submit evidence where you have profiled the person/s in the last 18 months:

please be aware only **one** file is allowed per answer

The screenshot shows a web browser window displaying a blog post on the Essex Spirit website. The browser's address bar shows the URL: blogs.essex.ac.uk/essexspirit/2018/10/09/creating-a-conversation-around-health-and-wellbeing/?_clddee=Y2tiaXRjaEBlc3NleC5hYy51aw%3d%3d&recipientid=contact-a2b353b41d24e71180de005056342d86-533b1f9903924a56a0f67f9f.... The browser's taskbar at the bottom shows various open applications including Tableau, Report and Support, iTrent, Google, Moodle, HR Organiser, Box, Race Equality Charter, Athena SWAN, WEI, HR Blog, Uni news, VC Blog, and Trello - HWWAE.

The blog post is titled "Creating a conversation around health and wellbeing" and is dated "9 October 2018". The author is identified as "Taran Baragwanath" and is the "VP Welfare and Community". The post discusses his personal experience with mental health issues and his role in supporting students at Essex University. A small portrait photo of Taran Baragwanath is included in the post.

Dates:

A. Provide the date on which this profile was shared: 29/01/2019

B. Provide the date on which this profile was shared: 18/09/2018

C. Provide the date on which this profile was shared: 22/11/2018

D. Provide the date on which this profile was shared: 23/10/2018

E. Provide the date on which this profile was shared: 15/05/2018

F. Provide the date on which this profile was shared: 23/10/2018

G. Provide the date on which this (No response)
profile was shared:

H. Provide the date on which this 23/10/2018
profile was shared:

I. Provide the date on which this 15/05/2019
profile was shared:

J. Provide the date on which this 09/10/2018
profile was shared:

K. Provide the date on which this (No response)
profile was shared:

Allies and Role Models: Part 5

The following question is not scored.

4.10 Does the organisation support all non-bi employees (including lesbian and gay employees) to become bi allies through training, programmes and/or resources?

GUIDANCE: Examples can include information booklets, programmes or training, but must focus specifically on being an ally to bi people.

(No response)

Describe the training, programmes and/or resources:

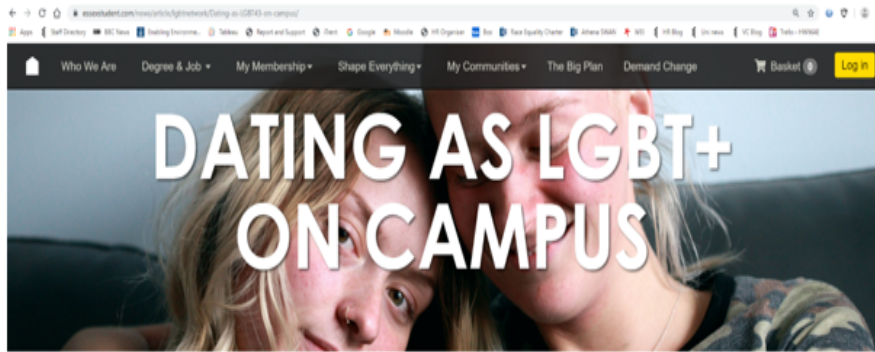
(No response)

The following question is not scored.

4.11 Does the organisation enable allies to visibly signal their commitment to bi and trans equality? Tick all that apply.

GUIDANCE: Examples include visual signals such as email signatures, badges, lanyards and mugs. These could display the bi and trans flags, or other symbols of support.

No Responses Selected



Finding true love or a hook up for the night? A lot of people think dating is among the most important parts of the student experience, but everyone's story is unique. Is it different for LGBT+ people to date on campus than for others? We talked to 5 LGBT+ students about their experiences and allowed them to share their stories! What's yours?

FRANK, TRANS AND PANSEXUAL, BA SOCIOLOGY WITH HUMAN RIGHTS

"I got my boyfriend from back home 4 days after moving here, so I never really dated on campus, but we always feel safe whenever we're here together. In the town where my boyfriend lives, we tend to get heckled a lot and shouted at and things like that. Nothing violent has happened to me for being gay, but I never had anything like that on campus."

"My identity has definitely influenced my dating experiences; it's a bit more awkward though because I'm trans. When I used to do online dating, I hated having to out myself all the time. I try to out myself from the very beginning because I don't wanna come to that stage where they're like "oh okay no" because of my identity."

"Everyone is so obsessed with finding a partner, but remember that you really don't need a partner to be happy!"



COMMENTS

No comments have been made. Please log in to comment.

Published: 23 Oct 2018 15:28. Last updated: 23 Oct 2018 15:36



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About us

We're a group of 15,000 students on a mission, an adventure to become the world's most student-centred organisation. It's ambitious and challenging, yet short enough to fit in a tweet.



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September 18, 2018

Bi Visibility Day

Filed under: [Gender equality](#) — Tags: [LGBT](#), [Stonewall](#) — Mohammed Alam @ 2:59 pm

The University is proud to be in **Stonewall's Top 100 Workplaces for LGBT Equality**, and we want to make sure we highlight all LGBT+ awareness days.

It's **Bi Visibility Day** on *Sunday 23 September*, and it's important that we raise awareness of this day, as there are a lot of myths surrounding bisexuality, which can prevent those who identify as bisexual from coming out. We want to support all our staff in feeling comfortable about being open at the University so they can be themselves at work, get the right support, and feel like they belong.

There's a lack of representation of bisexual people in the media, or they are misrepresented as being promiscuous, greedy, going through a 'phase', or that bisexuality as an identity doesn't exist. Often someone's bisexual identity will be erased if they are currently with a partner of a different gender, as it is assumed they are now heterosexual.

These stereotypical assumptions are all classed as biphobia, which is an aversion towards bisexuality and is included in the legal definition of harassment. The university has a **zero tolerance approach to harassment**, and if you experience or witness any incidents, you can report it anonymously or get support from an adviser on our [Report and Support system](#).

One of our students, **Owen Preston, came out as bisexual on BBC Three's 'I'm Coming Out'** in August 2017, after struggling throughout his teenage years with his sexuality. We're lucky to have such a positive role model for our students, and if you want to know more about Owen's story, please contact [Equality, Diversity and Inclusion](#). You can also find information about supporting our LGBT+ students in the [Staff Directory](#).

Staff can contact our **LGBT+ Forum** through [Lauren Searle-Byrne](#) and [Josie Evans](#). The LGBT+ Forum aims to create opportunities for our LGBT+ staff to share experiences and resources, find peer support, discuss current issues and upcoming events and input into consultation on University policy. The Forum is hosting two lunchtime drop-in sessions in September, and for more information please contact either [Josie](#) or [Lauren](#).

For information about becoming an LGBT+ ally, or joining our other networks, please get in touch with [Equality, Diversity and Inclusion](#).





Finding true love or a hook up for the night? A lot of people think dating is among the most important parts of the student experience, but everyone's story is unique. Is it different for LGBT+ people to date on campus than for others? We talked to 5 LGBT+ students about their experiences and allowed them to share their stories! What's yours?

ELI, NON-BINARY AND PANSEXUAL, BA PSYCHOANALYTIC STUDIES

"In comparison to my life in Greece where I didn't have access to many LGBT+ events and gatherings, I think campus quite good for finding a partner as LGBT+. From the second I came to Uni here, I definitely felt more open about my gender and sexuality than I was ever able to back home."

"If you're looking for people to date on campus, definitely attend LGBT+ friendly events, even just for friends. Ignite; the LGBT+ society and LGBT+ network are definitely things that could help you meet new people! I used to try and look a certain way to match my sexuality which I know a lot of people do, but your appearance shouldn't matter, just go out there and be yourself!"

COMMENTS

No comments have been made. Please log in to comment.

Published 23 Oct 2018 15:28 , Last updated 23 Oct 2018 15:58

Some of the members of the Essex LGBT Alliance share their stories:

Allan Hildon, Deputy Dean of Partnerships



Breaking news: older gay man comes out on campus... as old.

Now that we have that out of the way we can move on without further embarrassment. I've been "out of the closet" since a friend kindly told me I was gay more years ago than I care to count. Up till then it hadn't really occurred to me that my self-perception of being different meant that I was gay. Didn't everyone have a crush on their best mate at school? No? OK, maybe I need to reconsider a few things. All that was 30 years ago and I've kind of sorted out most of that stuff by now. Well, most of it.



These days I'm busy dealing with the "old" bit, which is like coming out all over again. I've decided the best approach is to hold on to the things which give me a sense of who I am, and to try to wear age appropriate clothing. The most valuable lesson I've learned in life as a gay man is; silence equals death. In practical terms that means I will not neutralise my identity for the benefit of others; I will not stay silent when awkward questions are asked; and I will definitely not pretend my sexuality isn't an integral part of my life.

I feel I have been privileged to work for a University which respects its staff and upholds the values which it espouses. In return I feel I have an obligation to encourage the younger generation to express their identity and values openly and honestly, even if that causes moments of discomfort for others. It's only discomfort, they'll get over it. No-one died from discomfort. As for the age-appropriate clothing; I'm working on that.

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9 October 2018

Creating a conversation around health and wellbeing

Filed under: [News](#) — ckeith @ 9:29 am

Taran Baragwanath is our VP Welfare and Community. Here, he talks about his time at Essex, including his own battles with mental health issues, how this inspired him to become a Sabb, and the priority our SU is giving to mental health.

I've been Essex as a student and as a sabbatical officer for a number of years now. I've loved the majority of my time here, but like plenty of students at university, I've had my own battle with mental health issues since starting my studies.



Taran Baragwanath

During my second year, my mental health became bad enough that I had to intermit – although this felt really daunting, I'm glad I did, as it meant that I was able to deal with my issues and rediscover my love for my degree and have the opportunity to put myself back on track.

After going through experiences like this, it ignited a passion for people's welfare that I channelled through my work as LGBTQ+ Officer and subsequently by becoming a Students' Union Sabbatical Officer.

This year, the SU has made one of our biggest priorities mental health. We're working on a number of projects to break down the stigma of mental health issues and create a conversation around mental health and wellbeing – you may have seen one of our first steps into this if you got a free plant from Freshers' Fair!

We're also working on a training programme for mental health first aid so that students can be trained on how to deal with mental health problems – it's important that we give as many people as possible the tools to work on mental health and wellbeing so that we can break down stigma.

On top of that we're looking at how we can increase support and awareness of services that you can access whilst you're at university – we're working very closely with the Student Wellbeing Service to ensure that all services are as student accessible as possible and work for students too.



Half of transgender and non-binary people hide their identity at work in fear of discrimination – here's how you can help

May 30, 2019 10:40am BST

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For people who identify as **LGBT+**, the workplace can be a difficult environment to manage. One in five lesbian, gay and bisexual employees say they have **experienced verbal bullying**. For those who are **transgender and gender non-conforming** things can be even more difficult.

Gender non-conforming people who do not identify as either male or female (non-binary) are more likely to suffer abuse, violence and harassment. Research **in the US** and **in the UK** shows that transgender and gender non-conforming employees are more likely to be discriminated against in the workplace. Many have been physically attacked by a colleague or customer in the last year. And many trans people **hide their identity at work for fear of discrimination**.

Companies have legal obligations to trans workers since the 2010 Equality Act. Some have been supportive. **Others have not**. And many are simply **not doing enough** to make their workplaces inclusive for all. So here are some ways organisations and employees can help to kick-start (or enhance) a more inclusive professional environment.

Aim for gender neutrality

Male and female toilets and changing rooms might be the norm, but are often problematic for transgender and gender non-conforming people. Workplaces should be made as gender neutral as possible – for instance by providing some dedicated gender neutral spaces within sports centres and other facilities.

Professional uniforms and dress codes can often be unnecessarily gendered and can marginalise or expose transgender and non-binary people. Organisations should offer

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Disclosure statement

The authors do not work for, consult, own shares in or receive funding from any company or organisation that would benefit from this article, and have disclosed no relevant affiliations beyond their academic appointment.

Partners



University of Essex and Northumbria University,
Newcastle provide funding as members of The
Conversation UK.

The Conversation UK receives funding from these
organisations

We've won a place on the shortlist for the advancing staff equality category of The Guardian University Awards 2019.

The University of Essex was one of just three universities shortlisted in this category for its efforts to integrate LGBT+ inclusivity into all our work and activities.

Head of Equality, Diversity and Inclusion Karen Bush said: "I'm delighted that our approach to identifying and addressing the challenges faced by our LGBT+ staff has been recognised by being shortlisted for this award."

The University has moved back into the top 100 of the Stonewall Workplace Equality Index Top 100 and maintained its position after a comprehensive review of its approach to LGBT+ issues.

The multi-layered approach covers all aspects of the employee (and prospective employee) experience with LGBT+ networks closely involved in giving feedback on existing policies and practices to identify improvements.

Outcomes included the establishment of a 'supporting trans staff' group, the setting up of our LGBT+ Forum to complement the work of the Essex LGBT Alliance and the LGBT+ Allies group, the development of a Gender Identity and Sexual Orientation workshop for departments and campaigns to improve LGBT+ inclusion in all aspects of the University's work.

WE ARE ESSEX

Justin's story



| |
|-----------------------------|
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| Love stories |

"It's been so freeing to be able to live unambiguously as my true self."

I've been Trans Officer for two years now. I was the first one ever to take on the role, as it's only been put into place relatively recently; the LGBTQ+ Officer used to represent everyone under that umbrella, but we split the role into two different positions, the LGBTQ+ Officer and the Trans Officer, to ensure that everyone is properly represented. It's been a bit of a challenge as there's been no blueprint as to how the role should be carried out, but I've achieved a lot of things I'm proud of, such as modifying the University's name change policy to make it more inclusive.

Knowing that I've been able to help other students come out, to live openly as trans or to access hormones, that's really been wonderful. The SU has helped me a lot with my confidence; it's helped me be more open about being transgender. It's been so freeing to be able to live unambiguously as my true self. Essex has truly become my home.



Finding true love or a hook up for the night? A lot of people think dating is among the most important parts of the student experience, but everyone's story is unique. Is it different for LGBT+ people to date on campus than for others? We talked to 5 LGBT+ students about their experiences and allowed them to share their stories! What's yours?

ERIN, BISEXUAL, PHD ECONOMICS

"I've experienced some racism and negative stereotypes within the LGBT+ community for being Asian. A lot of people can be very friendly but they don't want to have a sexual relationship with you, based on your ethnicity. Though, in Asia people hide their identity but here, it's okay for you to be LGBT+, maybe some people will judge you, but not in public, and that's really good."

COMMENTS

No comments have been made. Please log in to comment.

Published: 23 Oct 2018 15:28, Last updated: 23 Oct 2018 15:58



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About us

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Maz Brook, Graduation Manager



I'm the Graduation Manager and I've been at the University for 16 years. Essex is an incredibly inclusive workplace and I'm proud to work for an employer which embraces equality and diversity in an authentic manner. I've been very lucky in that my very first manager knew I was gay from the beginning and therefore would not tolerate prejudice (not that there was ever any).

I neither hide nor flaunt my sexuality but I've never had to "come out" at Essex in the way I had to in previous employment, and that says a lot about the positive atmosphere at the University. I'm captain of the staff netball team and we play in a local league – it is really noticeable that the assumption that my partner is a man is made more often by other netballers in the league than it is by colleagues or students at Essex.

You can never take equality for granted, however, and ironically it is the diversity of the staff and student body at the University which acts as a reminder of that, when you meet students or colleagues from other countries where homosexuality is not only unacceptable, it can lead to assault and sometimes death.

I've been lucky in never having experienced prejudice about my sexuality (I've actually had more prejudice for being a woman) but it still exists – especially in social media where bullies hide too easily behind the keyboard – and I am proud to be part of an institution which will always fight prejudice and which encourages me to be a role model to other LGBT colleagues and students who may not have had the support which I have had.



VICTORIA BENGE

BA History 2013

When I started university, I was trying to fit into what everyone else wanted me to be, which was straight. University gave me independence and confidence to be who I knew I was from a young age, but never felt fully confident to be. I met people at Essex who accepted me for me, who didn't tell me being lesbian was "wrong". I was able to meet so many different people and get involved in many different things. My mind was opened and I became more accepting of others. Essex really helped me embrace myself, be proud of myself and be confident in who I am.

As a student, I was extremely involved in the SU and the activities they put on. I was very involved in volunteering events and was Project leader on two different volunteering projects. These helped me gain confidence and gave me employability skills. I was also involved in four clubs on campus, and they helped me meet different people and become passionate about different things. These passions have stuck with me ever since and I am very active in LGBTQ+ visibility and political activism.

When I graduated, I got a job as a teacher, teaching A-Level History. After a year, I realized this was not what I wanted to do for the rest of my life and decided to get my master degree from the London School of Economics in Gender Studies. My master's work really focused on LGBTQ+ studies and for my dissertation, I focused on drag kings in London. My passion for LGBTQ+ rights and activism was born out of my time at Essex. During my time at LSE, I met my future wife who is American, and after we graduated we moved to the US. We currently live in Kentucky and I run a non-profit which advocates for abused and neglected children. I genuinely believe I am able to do my job today because of the skills I gained from being a Project Leader at Essex. My wife is a PhD candidate at the University of Kentucky, we got married in May of 2018 and we have two cats, Jan and Joey. I don't think I would be the person I am today if it wasn't for Essex and the acceptance and support I received.



COMMENTS

No comments have been made. Please log in to comment.

Published: 23 Jan 2019 11:03 | Last updated: 23 Jan 2019 11:03

Robert Taylor, Professor of Financial Economics



I am Professor of Financial Econometrics at Essex Business School. I have held previous academic appointments at the Universities of York, Birmingham and Nottingham. My undergraduate degree was from the University of Kent and my PhD is from Cambridge University. I also hold a higher doctorate from Cambridge University.

I am a committed supporter and advocate for EDI (equality, diversity and inclusion) in the workplace and society more generally. Being an out gay man, my particular focus is on LGBT+ issues and I am a member of the University's LGBT+ Alliance. However, I am committed to all areas of EDI and in particular issues of gender equality in the workplace; I am Athena Swan SAT member for Essex Business School and a national Athena SWAN panel reviewer for the Equality Challenge Unit [ECU].



I am extremely proud to work for Essex University, an employer that in my opinion leads the way in the higher education sector on EDI issues. Essex does so with genuine and honest commitment – it is most definitely not a box-ticking exercise. The principles of equality and fairness run through the veins of the University at all levels. The University of Essex is a really inclusive workplace where everyone is treated as an equal no matter what their role in the university, and irrespective of their gender, sexual orientation, race, religion, disability etc. I have experienced homophobia at more than one of my previous employers and found the experience of coming out very painful at those institutions. At Essex, I have never felt more valued by my colleagues across the university both for what I have achieved as an academic and, just as importantly to me, for who I am as person, including my sexuality. I cannot put into words how empowered this makes you feel as an individual, especially when, like I have, you have worked in environments where some colleagues are openly hostile to you simply because of your sexuality or, indeed, merely what they perceive your sexuality to be. Employees who feel comfortable to be themselves in the workplace will feel safe and free to develop to their full potential at work. Essex does this and so much more.

Profiles

▶ Allan Hildon, Deputy Dean of Partnerships

▼ Andrew Le Sueur, Executive Dean (Humanities) and Professor of Constitutional Justice

I joined the University of Essex in 2013, having previously worked at UCL, the University of Birmingham and Queen Mary, University of London. In August 2017, I became Executive Dean (Humanities) and a member of the University Steering Group (the University's executive leadership team).

My academic discipline is law, so it's natural for me to take an interest in legal regulation of LGBT+ lives ... including my own. My university career started in 1988, the year the notorious section 28 of the Local Government Act was passed by the UK Parliament, which stated that local councils "shall not intentionally promote homosexuality or publish material with the intention of promoting homosexuality" or "promote the teaching in any maintained school of the acceptability of homosexuality as a pretended family relationship".

I continue to be amazed that political and public opinion about gay people had changed sufficiently by 2004 for Parliament to create civil partnerships and in 2013 equal marriage. I've been extraordinarily fortunate to live in this particular time and place and to be able to get married to the man I love. I'm also acutely conscious that many LGBT+ people live in societies where state and non-state discrimination is the norm.



Richard Cornes, Senior Lecturer in Public Law



Dr Richard Cornes is a Senior Lecturer in Public Law in the School of Law. Within the University he is the coordinator of the School of Law's Public Law Research Group and an advocate for LGBT+ rights as a member of the University's LGBT+ Alliance. He is also a Visiting Fellow at the University of Otago, New Zealand's, Centre for Legal Issues, and an Associate Member of Landmark Chambers, London.



Richard came out at the age of 16, giving a gay rights speech during a school speech competition. At the time – 1985 – New Zealand was debating decriminalising homosexual sex. The following year he was elected chair of the student council and appointed deputy head-boy along with the captain of the First XV.

A confirmed Anglican, he credits his Christian faith, along with the support of his family and high school teachers, with giving him the strength to come out when he did. "It was a difficult time for us all with gay law reform going through parliament. A lot of hateful things were said by people of faith. I was blessed to belong to a supportive parish and church youth group." He even contemplated entering the priesthood, before turning to his other loves, English, and Law, at Auckland University.

He has lived in the UK for 15 years now and believes it is important for those who feel comfortable with their sexuality to be open with their colleagues, and especially students. "I understand some people don't want to come out and just want to get on with their jobs, but just as it's important to have a mix of men and women, and people from different ethnic backgrounds, it is also important for people to see authority figures and colleagues with different sexualities too."

He comments that, as liberal as things seem now, people, young, and older still struggle with being open about their sexualities and living their lives to their full potential. Further, "while we have marriage equality in almost all of the UK there's still plenty of homophobia about. Teenagers are still thrown out of home for being other than straight, there's still violence against people on sexuality grounds, people still get bullied. And then outside of the UK there are countries' where being gay

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September 18, 2018

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Filed under: [Gender equality](#) — Tags: [LGBT](#), [Stonewall](#) — Mohammed Alam @ 2:59 pm

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For information about becoming an LGBT+ ally, or joining our other networks, please get in touch with [Equality, Diversity and Inclusion](#).

Senior Leadership: Part 1

Section 5: Senior Leadership

This section comprises of 4 questions and examines how the organisation engages senior leaders. The questions scrutinise how the organisation empowers senior leaders at different levels, then the individual actions they take. This section is worth 8.5% of your total score.

Within this section, senior leaders are split between two levels - board level and senior management. For more information about how we use these two terms, please see [here](#).

Below each question you can see guidance on content and evidence. At any point, you may save and exit the form using the buttons at the bottom of the page.

Board level staff

5.1 How does the organisation support board level employees to understand the issues that affect LGBT people?

Tick all that apply

GUIDANCE: The support given should be systematic in its implementation.

- A. Reverse mentoring opportunities for board level employees

- B. Promote LGBT specific conferences or seminars to the board level employees

- C. Other

Describe each option selected:

A. Reverse mentoring opportunities for board level employees

For the purposes of this submission we have defined board level employees as members of University Steering Group (USG) and Council. USG is chaired by the Vice-Chancellor. Remaining members are; the Deputy Vice-Chancellor, the two Pro-Vice-Chancellors, the three Faculty Executive Deans, the Registrar and Secretary, the Chief of Staff and the Director of Finance. Members of USG act as Inclusion Champions for one of the protected characteristics. The Executive Dean (Social Sciences) is our LGB Inclusion Champion and the Pro-Vice-Chancellor (Research) is our

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| | <p>Trans Inclusion Champion. All our Inclusion Champions have an action plan that sets out specifically what they commit to doing over the course of the academic year. All Inclusion Champions have reverse mentoring on their action plans. This is facilitated by the Head of Equality, Diversity and Inclusion. Our LGB Inclusion Champion is currently being reverse mentored by one of our gay professors and our Trans Inclusion Champion (who has a trans son) is being reverse mentored by a trans member of staff who is also a member of our LGBT+ Forum. Other reverse mentoring opportunities are facilitated through attendance at relevant staff network meetings (this also forms part of an Inclusion Champion's action plan).</p> |
| <p>B. Promote LGBT specific conferences or seminars to the board level employees</p> | <p>Equality and diversity-related conferences and seminars, including those that are LGBT specific, are promoted to both the relevant Inclusion Champion and other members of USG and Council via the following channels: (I) through the Human Resources and Equality and Diversity Group which meets three times per year and is Chaired by the Deputy Vice Chancellor and whose members include the three Faculty Executive Deans and the Registrar and Secretary), (ii) directly to the sexual orientation and trans champion by the Head of Equality, Diversity and Inclusion, Chair of the Essex LGBT Alliance, LGBT+ Forum and LGBT+ Allies group. Specific events promoted to board level employees this year include: (i) Stonewall Regional Awards Ceremony (hosted by the University) (ii) Stonewall Workplace Conference (iii) Seminars hosted by the University's Centre for Intimate and Sexual Citizenship who explore the complex interplay between equality, intimate life and public identities, including LGBT rights.</p> |
| <p>C. Other</p> | <p>New members of USG and Council complete a mandatory induction programme which includes a meeting with the Head of Equality, Diversity and Inclusion (EDI). At that meeting issues relating to LGBT people, the steps the University is taking to address them, and the responsibility of the new appointee to promote LGBT-equality (and an inclusive environment more broadly) are discussed. In addition a session on advancing equality, diversity and inclusion is part of the induction programme for new members of Council and this also includes reference to LGBT-equality and the University's work in this area. All Inclusion Champions meet with the Head of EDI at the end of the academic year to review the year and plan actions for the following year. In July 2019 the Head of EDI and the Director of Human Resources attended a meeting of USG for a one-hour discussion about the role of Inclusion Champions. Those who have been champions for a number of years spoke about their experience of the role to date, the impact, what they have got out of it and what they have learned. This helped raise awareness of issues faced by LGBT staff and students to all USG members.</p> |

5.2 In the past year, which of the following activities have members of the board engaged in?

Tick all that apply

GUIDANCE: Messages communicated should explicitly reference sexual orientation and trans equality. Meetings with the LGBT employee network group should be systematic and not ad hoc.

A. Communicated a strong message on sexual orientation equality

B. Communicated a strong message on trans equality

C. Met regularly with the LGBT employee network group

D. Reviewed top line LGBT monitoring reports and actions

E. Spoken at an internal LGBT event

F. Spoken at an external LGBT event

G. Engaged with senior management to discuss LGBT equality

H. Reviewed and/or approved an LGBT inclusion strategy

I. Attended an external LGBT event, for example Pride


J. Other

Describe each option selected. Please include specific dates or time periods.

A. Communicated a strong message on sexual orientation equality

In April 2019, our Registrar and Secretary Bryn Morris published a blog about the University's zero tolerance approach to dealing with harassment and hate crime of all forms. He said 'We are really proud of our diverse and inclusive community and we aim to create a safe and welcoming environment for everyone, irrespective of their backgrounds and characteristics. Members of our community rightly want to know and understand how we enforce our policies and codes of conduct. Our zero tolerance approach applies to all employees, workers, contractors, students and visitors who are expected to be treated, and to treat each other, with dignity and respect regardless of age, disability, gender identity, marriage and civil partnership status, pregnancy and maternity, religion or belief, sex, sexual orientation, socio-economic background, political beliefs and affiliations, family circumstances or other irrelevant distinction.

Because of this commitment, the University will always take action and in every case there is a thorough and impartial investigation of the concerns raised. Where the outcome of that investigation makes it appropriate, further action will be taken that is proportionate to the circumstances of individual

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| | <p>cases. We work hard to ensure that we are living up to these promises.</p> |
| <p>B. Communicated a strong message on trans equality</p> | <p>In June 2019, a number of staff expressed concern about the presence of an Essex-affiliated signatory to a letter published in the Sunday Times about Stonewall's advocacy for trans rights on university campuses. Many of them signed an open letter in response and, Bryn Morris the University's Registrar and Secretary responded by saying "I think it (the response letter) provides powerful advocacy for creating an inclusive and welcoming environment for trans students and staff. It is vital that we stand up and say that we support the rights of trans and other gender-diverse people to be who they are. This is precisely why we have developed such clear policies to support trans members of the university, have been vocal in promoting the value of our productive partnership with Stonewall and are proud to be Stonewall's Regional Employer of the Year for the East of England. I think our approach exactly matches that advocated by the thousands of signatories to the response letter of supporting the rights of colleagues to free speech and standing up to say that we support the rights of trans and other gender-diverse people (alongside all groups with protected characteristics) to be who they are"</p> |
| <p>C. Met regularly with the LGBT staff network group</p> | <p> meets regularly (termly) with the LGBT+ Allies and the LGBT+ Forum in order to facilitate sharing of information and to identify opportunities for collaborative working. Issues discussed this year include i) providing collective feedback on the University's gender identity and sexual orientation training ii) contributing to the development of the University's 'Supporting Trans and Non-Binary staff' document iii) each of the group's contribution to Colchester Pride iv) training for LGBT+ allies.</p> |
| <p>D. Reviewed top line LGBT monitoring reports and actions</p> | <p>On 25 June 2019, USG considered our 'Equality, diversity and Inclusion annual report 2017-18'. USG is chaired by the Vice-Chancellor Professor Anthony Forster. The report highlighted i) our Stonewall Top 100 position ii) our annual careers event, jointly hosted by Human Resources, the Essex LGBT Alliance and our Employability and Careers Centre, showcasing LGBT-inclusive employers iii) sexual orientation and gender identity disclosure rates for staff and students iv) how Organisational Development have supported staff to engage in Stonewall's leadership development programmes v) the work of our LGBT+ staff forums (the Essex LGBT Alliance, the LGBT+ Forum and the LGBT+ Allies) vi) the development of our 'Inclusive Design Guide (IDG)' which establishes protocols for access considerations that are specific to our</p> |

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| | <p>University. The IDG covers a wide spectrum of campus users including trans people. The Head of Equality, Diversity and Inclusion and the Director of Human Resources, attended the meeting in order to i) introduce the paper ii) draw specific issues to the attention of USG members iii) answer any questions USG members may have about the paper.</p> |
| <p>E. Spoken at an internal LGBT event</p> | <p>On 22 May 2019, [REDACTED], opened the Stonewall Regional Awards ceremony, hosted by the University, with a speech about how working to promote LGBT+ inclusion is such a key area of work for the University as it 'goes to the heart of who we are as an institution'. She said that 'Our commitment to LGBT+ inclusivity spans decades. Significantly, in 2010-11 we celebrated the 40th anniversary of arguably the first student LGBT Society in the country which started only months after the Gay Liberation front in the UK. We have been a Stonewall Diversity Champion since 2012 and a Top 100 Employer in 2016, 2018 and 2019. Our approach is multi-layered and covers all aspects of the employee (and prospective employee) experience. It is both reactive, in that it responds to the employee voice, and proactive in that it seeks to identify opportunities to improve the experiences and outcomes of LGBT+ staff. She went on to say that although we have come a long way, LGBT+ people still experience harassment, discrimination and hate crime and we must all speak out when we experience or witness this and the University will take action.</p> |
| <p>F. Spoken at an external LGBT event</p> | <p>[REDACTED] has a trans son and she is vocal in her support for him and the trans community (she will become our Trans Inclusion Champion starting in the academic year 2019-20). As part of the Channel 4 TV series aired in the autumn of 2018 called Bride and Prejudice which follows six unconventional soon-to-be-married couples, including [REDACTED] and his fiancée [REDACTED], she describes her unconditional love for her children, no matter what decisions they have made in their lives and is a true advocate for the trans community. During the programme she says that she thinks this was always how [REDACTED] was supposed to be. She also says that she doesn't feel like she's lost a daughter, because [REDACTED] is the same person to her - he's still her child, but now he's just her son. The positive feedback [REDACTED] and her husband received as a result of taking part in the programme from people both within and outside the LGBT+ community demonstrated the positive impact their contribution made to people's perceptions of trans people.</p> |
| <p>G. Engaged with senior management to discuss LGBT equality</p> | <p>On 11 April 2019, new members of University Council (both internal and external) attended an Induction Programme which included a session entitled 'Advancing Equality, Diversity and Inclusion: The Role of Council. The session was</p> |

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| | <p>led by [REDACTED]. Attendees included [REDACTED], both external members of our Council. The purpose of the session was to help members of Council understand how to fulfil their responsibility to 'help address challenges, balance the risks and meet our strategic objectives, ensuring decisions are values-based and take into account the importance of equality, diversity and inclusion'. During the session, a discussion took place about unconscious bias, the importance of recognising ones own biases and where they might have an impact, and what might trigger a bias. LGBT issues, and what the University is doing to help to mitigate the impact of bias in relation to LGBT people, were raised as part of this discussion. In this context, the University's membership of Stonewall, our engagement in the Workplace Equality Index and the Athena SWAN Charter, our LGBT action plan and our action plan to tackle sexual violence, harassment and hate crime were all discussed.</p> |
| <p>H. Reviewed and/or approved an LGBT inclusion action plan</p> | <p>On 9 May 2019, a paper entitled 'Stonewall Workplace Equality Index (WEI) results 2019' was considered by our Human Resources and Equality and Diversity Group (HREDG). The Group is chaired by our Deputy Vice-Chancellor and other members include our three Executive Deans and the Registrar and Secretary, all of whom are members of USG. The paper provided i) an overview of our results ii) a summary of the work undertaken that contributed to our submission iii) a summary of the feedback we received from Stonewall on our submission iv) recommendations for future work to further LGBT+ equality. Topics discussed included i) the work of the staff forums ii) the work with trans staff which resulted in the development of our 'Supporting Trans and Non-Binary staff' document ii) work to improve the experiences of trans people using the health centre on Colchester campus. Recommendations included i) becoming a Stonewall Global Diversity Champion ii) encouraging staff to disclose their sexual orientation and gender identity via a 'Your Profile Counts' campaign iii) rolling out the programme of Gender Identity and Sexual Orientation workshops across departments and sections iv) working towards removing gendered language in all forms of communication. All recommendations were approved.</p> |
| <p>I. Attended an external LGBT event, for example Pride</p> | <p>[REDACTED] attended London Pride on 6 July 2019 with her trans son, [REDACTED], and fiance [REDACTED].</p> |
| <p>J. Other</p> | <p>In June 2019 the University Steering Group, together with the Head of EDI and the Director of HR, spent one hour discussing the role of Inclusion Champions. The purpose was (i) for existing Champions to share their experiences of engaging in the role to date e.g. what activities they have engaged in, what has worked well, what has not worked so</p> |

well, what has been the impact of their role, what have they got out of the role (ii) to consider the responsibilities and expectations of Inclusion Champions going forward. To support this, draft action plans for the coming year for each Inclusion Champion (we have a sexual orientation and a trans inclusion champion) were prepared and discussed. At the end of the discussion the Vice-Chancellor instilled in all members of USG the importance of this role, saying "the stakes are high. As a self-claimed progressive University, the scale of the challenge is bigger and you must be up to the challenge. There are strong centrifugal forces that mean if we don't engage effectively in this, we will risk ripping our community apart. This is about our stewardship of the University and holding it together.

Please list the names and job titles of the individuals named above. Please ensure you have strict permission from them for their name to appear in this submission.

| | Name | Job title |
|----------|---------------------------|-------------------------|
| Person 1 | Professor Anthony Forster | Vice-Chancellor |
| Person 2 | [REDACTED] | [REDACTED] |
| Person 3 | [REDACTED] | [REDACTED] |
| Person 4 | [REDACTED] | [REDACTED] |
| Person 5 | Bryn Morris | Registrar and Secretary |

Senior Leadership: Part 2

Senior Management level staff

5.3 How does the organisation support senior management to understand the issues that affect LGBT people?

Tick all that apply

GUIDANCE: The support given should be systematic in its implementation.

- A. Reverse mentoring opportunities for senior management level employees
- B. Promote LGBT specific conferences or seminars to senior management level employees
- C. Other

Describe each option selected:

A. Reverse mentoring opportunities for senior management level employees

For the purposes of this submission we have defined senior management employees as Heads of Departments, Sections, functions or areas, Centre Directors/Deputy Directors, Deans and Deputy Deans, Programme Leads, Departmental Inclusivity Leads. Reverse mentoring for senior management level employees is mainly facilitated through our management/leadership development programmes and employee networks. As part of their mandatory training senior managers are told that they are expected to champion equality, diversity and inclusion by taking every opportunity to demonstrate inclusive behaviours. We facilitate this by (i) exposing them to discussions about their responsibilities in creating an inclusive environment and the issues faced by employees with particular protected characteristics (ii) providing them with resources to enable them to do this e.g. the LGBT Toolkit, information about our employee networks. In addition, one of the aims of the Alliance is to share best practice with regard to sexual orientation and gender identity within the workplace and Alliance members do this through raising awareness of LGBT+ issues with senior staff as appropriate as part of their role. For example, [REDACTED], raised LGBT+ related issues with the Deputy Vice-Chancellor designate as part of her work to develop the next University-level strategic plan.

B. Promote LGBT specific conferences or seminars to senior management level employees

Equality and diversity-related conferences and seminars, including those that are LGBT specific, are promoted to senior management employees via the following channels (i) via the relevant Inclusion Champion, (ii) via the Equality, Diversity and Inclusion team, (iii) via the Chairs of the Essex LGBT Alliance, the LGBT+ staff forum and the LGBT+ Allies group, (iv) via the Student's Union (v) via the Head of Equality, Diversity and Inclusion. Conferences and seminars promoted this year include (i) the Stonewall Workplace conference, and specifically, the leadership stream (ii) the Stonewall Regional Awards ceremony hosted by the University (iii) Improving trans equality in the workplace Westminster Briefing event. We also have an email subscription list called 'seminars' via which information about upcoming seminars is posted and Organisational Development ring-fence a part of their budget to support staff who are members of one of our employee-related staff networks to attend relevant conferences and seminars.

C. Other

The University is going through a period of culture change which involves translating our value commitment to inclusivity into practice. This has involved, in part, appointing four Employee Engagement Officers whose roles involve supporting staff across the institution in making the

workplace and cultural changes necessary to deliver the objectives of Athena SWAN and other external charters with which the University is engaged i.e. the Race Equality Charter and Stonewall. To facilitate this we have identified groups of staff with whom it is critical the Employee Engagement Officers build working relationships. These include: (i) heads of departments and sections, (ii) HR Business Partners and Employee Relations Advisers, (iii) Departmental Managers (iv) Athena SWAN Leads. Information, resources (including our series of guides to supporting particular groups of staff, including trans and non-binary staff) and good practice are shared with these groups of staff both electronically and in person and the open channel of communication allows identification of areas or individuals who may need additional support in order to make the working and learning environment they are responsible for, more inclusive and more LGBT+ friendly.

5.4 In the past year, which of the following activities have senior management engaged in? Tick all that apply.

Tick all that apply

GUIDANCE: Messages communicated should explicitly reference sexual orientation and trans equality. Meetings with the LGBT employee network group should be systematic and not ad hoc.

- A. Communicated a strong message on sexual orientation equality
- B. Communicated a strong message on trans equality
- C. Met regularly with the LGBT employee network group
- D. Reviewed top line LGBT monitoring reports and actions
- E. Spoken at an internal LGBT event
- F. Spoken at an external LGBT event
- G. Engaged with the board to discuss LGBT equality
- H. Reviewed and/or approved an LGBT inclusion strategy
- I. Attended an external LGBT event, for example Pride
- J. Mentored or coached other senior leaders
- K. Other

Describe each option selected. Please include specific dates or time periods.

A. Communicated a strong message on sexual orientation equality

In January 2019 K [REDACTED], was interviewed by the East Anglian Daily Times about the University being named as a Stonewall Top 100 Employer. The piece was subsequently published in our

weekly newsletter Essex Weekly. In the piece [REDACTED] was quoted as saying 'We are delighted to be named in the Stonewall Top 100 for the third time as we have worked hard to create an LGBT inclusive culture at the University of Essex.

"As well as enabling staff to identify as non-binary, we have introduced diversity champions and provided safe forums where staff can share experiences, support each other and contribute to developing inclusive policies. We are now moving into a new phase of work which places as much emphasis on how people behave as it does on policy and process. We will continue to raise awareness of LGBT issues and will support staff to challenge inappropriate behaviour.

B. Communicated a strong message on trans equality

In May 2019 [REDACTED] published an article in The Conversation which was subsequently published in our weekly newsletter Essex Weekly entitled 'Half of transgender and non-binary people hide their identity at work in fear of discrimination - here's how you can help'. [REDACTED] highlights 6 key things that people can do (1) aim for gender neutrality: provide dedicated gender neutral spaces within sports centres and other facilities, offer employees a choice to adapt clothing requirements to their needs without having to comply to "male" or "female" stereotypes or having to conform to a "one uniform fits all" rule (2) Show you are inclusive: encourage visible cues of support such as rainbow lanyards, the transgender flag, set up groups or processes to monitor the implementation of EDI plans, establish networks for LGBT+ people, have visible role models in senior positions (3) choose language carefully: respect pronoun choices, including gender neutral ones, use gender neutral language in all policies and documents, give staff the option to choose preferred names/titles in all forms of ID (4) make training mandatory (5) make it more than a tick-box: have a zero tolerance approach to LGBT+ discrimination (6) remember confidentiality

C. Met regularly with the LGBT staff network group

[REDACTED], attended meetings of the LGBT+ staff forum on 28 November and met with a sub-set of the forum (to work with them to develop our 'Supporting Trans and Non-binary staff' document) on 11 December 2018 and 26 March 2019, She also met with the chair and then vice-chair on 15 May 2019 and 28 June 2019.

These meetings are used to (i) share (two-ways) information about forthcoming events, activities or pieces of work (ii) seek feedback, views and experiences from forum members to help shape University policy and development activities (iii) provide a space for frank and open discussion about LGBT+ issues.

In order to help the University better understand intersectional issues, from 2019-20, regular meetings between all equality-related network chairs and members of

a core fundamental right to our sexual orientation and gender identity. While Pride celebrates the enjoyment of this key human right, it should also never be forgotten that many people across the world continue to be denied the right to be who they truly are'. The panel discussion gave attendees the chance to raise issues and quiz the panel on current LGBT+ topics. [REDACTED] responded to questions focused on human rights in the area of sexual orientation and gender identity. The panel also featured [REDACTED] [REDACTED] (our local LGBT+ charity), with the discussion chaired by [REDACTED] [REDACTED]

G. Engaged with the board to discuss LGBT equality

In June 2019 the University Steering Group, together with the Head of EDI and the Director of HR, spent one hour discussing the role of Inclusion Champions. The purpose was (i) for existing Champions to share their experiences of engaging in the role to date e.g. what activities they have engaged in, what has worked well, what has not worked so well, what has been the impact of their role, what have they got out of the role (ii) to consider the responsibilities and expectations of Inclusion Champions going forward. To support this, draft action plans for the coming year for each Inclusion Champion (we have a sexual orientation and a trans inclusion champion). Topics discussed include (i) the aims and objectives of our LGBT+ staff and student forums and how the relevant Inclusion Champions can engage with, and support, those (ii) the aims and objectives of reverse mentoring (iii) upcoming events Inclusion Champions could engage in (iv) how best to use social media to help promote sexual orientation and trans equality.

H. Reviewed and/or approved an LGBT inclusion action plan

On 9 May 2019, a paper entitled 'Stonewall Workplace Equality Index (WEI) results 2019' was considered by our Human Resources and Equality and Diversity Group (HREDG). The Group's membership includes the Director of HR and the three Assistant Directors of HR and the Head of Equality, Diversity and Inclusion. The paper provided i) an overview of our results ii) a summary of the work undertaken that contributed to our submission iii) a summary of the feedback we received from Stonewall on our submission iv) recommendations for future work to further LGBT+ equality. Topics discussed included i) the work of the staff forums ii) the work with trans staff which resulted in the development of our 'Supporting Trans and Non-Binary staff' document ii) work to improve the experiences of trans people using the health centre on Colchester campus. Recommendations included i) becoming a Stonewall Global Diversity Champion ii) encouraging staff to disclose their sexual orientation and gender identity via a 'Your Profile Counts' campaign iii) rolling out the programme of Gender Identity and Sexual

Please list the names and job titles of the individuals named above. Please ensure you have strict permission from them for their name to appear in this submission.

| | Name | Job title |
|----------|------------|------------|
| Person 1 | [REDACTED] | [REDACTED] |
| Person 2 | [REDACTED] | [REDACTED] |
| Person 3 | [REDACTED] | [REDACTED] |
| Person 4 | [REDACTED] | [REDACTED] |
| Person 5 | [REDACTED] | [REDACTED] |

Monitoring: Part 1

Section 6: Monitoring

This section comprises of 7 questions and examines how the organisation monitors its employees. The questions scrutinise data collection methods, analysis and outcomes. This section is worth 11% of your total score.

Below each question you can see guidance on content and evidence. At any point, you may save and exit the form using the buttons at the bottom of the page.

Please ensure that no personally identifiable information is contained in your answers or evidence.

6.1 Does the organisation gather data on employee sexual orientation on diversity monitoring forms and/or systems?

GUIDANCE: If you collect data on multiple systems, you should paste the question/s and options you ask on the majority of the systems. In the text box, explain what proportion of systems the question is used on.

Yes

Copy and paste the question/s you ask and options staff can select:

What is your sexual orientation?

Bi

Gay man

Gay woman/lesbian

Heterosexual

I prefer not to say

Other identity not listed

This question is contained within HR Organiser, our self-service system for capturing staff data. The data stored in HR Organiser is linked to iTrent, our employee records database, and is used to help us identify where there is under-representation or differential outcomes based on sexual orientation. Staff are told that 'We are asking you to provide information about yourself in order to collect data that will help us understand the impact of our policies and processes on different groups of people. The amount of information you provide us with is entirely up to you; please only disclose information with which you are comfortable, but the more you provide, the more useful it will be for us. You can be assured that the information you do provide will be stored safely and responsibly and only used anonymously to help improve our internal policies and processes.

6.2 Does the organisation gather data on whether employees are trans and/or non-binary on diversity monitoring forms and/or systems?

GUIDANCE: If you collect data on multiple systems, you should paste the question/s and options you ask on the majority of the systems. In the text box, explain what proportion of systems the question is used on.

Yes

Copy and paste the question/s you ask and options staff can select:

Is your gender identity the same as the gender you were assigned at birth?

Yes

No

I prefer not to say

Do you wish to record your gender as non-binary for University purposes?

Yes

No

These questions are contained within HR Organiser, our self-service system for capturing staff data. The data stored in HR Organiser is linked to iTrent, our employee records database, and is used to help us identify where there is under-representation or differential outcomes based on gender identity. Staff are told that 'We are asking you to provide information about yourself in order to collect data that will help us understand the impact of our policies and processes on different groups of people. The amount of information you provide us with is entirely up to you; please only disclose information with which you are comfortable, but the more you provide, the more useful it will be for us. You can be assured that the information you do provide will be stored safely and responsibly and only used anonymously to help improve our internal policies and processes.

Monitoring: Part 2

6.3 Does the organisation monitor and analyse from application to appointment the success rate of LGBT applicants? Yes

GUIDANCE: This refers to external appointments to the organisation and comparing applicant diversity forms to new starter diversity forms.

Upload the most recent data showing analysis of application to appointment by sexual orientation and trans identity:

please be aware only **one** file is allowed per answer

<https://stonewallsubmit.fluidreview.com/resp/90789867/ghPdF58TnG/>

Describe who the analysis is seen by and action taken:

The University started systematically collecting and recording this information in June 2016 and so we now have three full year's worth of data and analysis. Data relating to our recruitment activity forms part of an annual Workforce Profile report which, for this year, will be considered by the Human Resources and Equality and Diversity Group (HREDG) in January 2020. Aspects of this report that relate to equality, diversity and inclusion are then combined with student equality, diversity and inclusion-related data and analysis to form our Annual Equality, Diversity and Inclusion report which, for this year, will be considered by HREDG in May 2020 and University Steering Group in June 2020. Actions relating to the findings of this analysis are already underway, led by the Resourcing Manager as they complement other actions we are already taking under our 'Your profile counts' campaign which aims to reduce non-disclosure rates and our strategic commitment to embedding a layer of LGBT+ inclusivity in all the University's activities.

6.4 Does the organisation monitor and analyse through a HR system, the spread of LGBT people at different pay grades and/or levels? Yes

GUIDANCE: The system of data collection cannot be through an anonymous staff satisfaction survey.

Upload the most recent data showing analysis of pay levels and grades:

please be aware only **one** file is allowed per answer

<https://stonewallsubmit.fluidreview.com/resp/90789867/E6LLTx1rRs/>

Describe who the analysis is seen by and action taken:

The University conducted a pay audit using a census date of 31 March 2019, in line with the recent mandatory gender pay gap reporting for public sector employees (we last looked at this data as at 31 March 2017 and there has been no significant change in those two years). In relation to sexual orientation, our analysis compared the mean and median hourly pay of LGB staff with that of heterosexual staff and staff who have not disclosed their sexual orientation. No analysis of trans staff was possible due to the small numbers of staff disclosing their gender identity as being different to the one they were assigned at birth. Our analysis showed that we have a 4.4% sexual orientation pay gap in favour of those who have disclosed as LGB. The information attached relating to sexual orientation will form part of a wider pay audit paper that will be considered by our Equality and Diversity Group at their meeting on 23 October 2019, followed by University Steering Group on 17 December 2019. Previous analysis of pay data identified a significant pay gap at Grade 11 for female professors which resulted in the University taking action to close the gap through a one-off uplift in the salaries of all female professors. In terms of taking action to address any LGB issues identified as a result of the latest audit, these include using our 'Your profile counts' campaign to seek new and innovative ways to encourage disclosure to make monitoring more robust. Actions include (i) Discussing disclosure at LGBT+ staff forum meetings (ii) Publishing case studies of LGBT+ people advocating disclosure (iii) Identifying where there are particularly high pockets of non-disclosure e.g. in a particular department, and targeting those areas (iv) Showing evidence of where the University has taken action as a result of identifying under-representation or differential outcomes. The importance of staff disclosing protected characteristics will also be included in a variety of leadership and management programmes, induction processes and as part of role-specific training e.g. Inclusivity Lead training.

Actions identified through our equal pay analysis are embedded within our Athena SWAN institutional action plan (we successfully renewed our Bronze Institutional Award in April 2018). Feedback from Advance HE on our application included the following text: 'Supporting trans people was noted as a particularly strong section, with a variety of initiatives and policies being put in place to proactively support trans and non-binary staff and students, including: use of the Mx title, a Trans Code of Practice, LGBT+ toolkit and publication, bullying and harassment policy examples, and inclusion events'.

6.5 When running staff satisfaction surveys, does the organisation break down and analyse the satisfaction of LGBT employees?

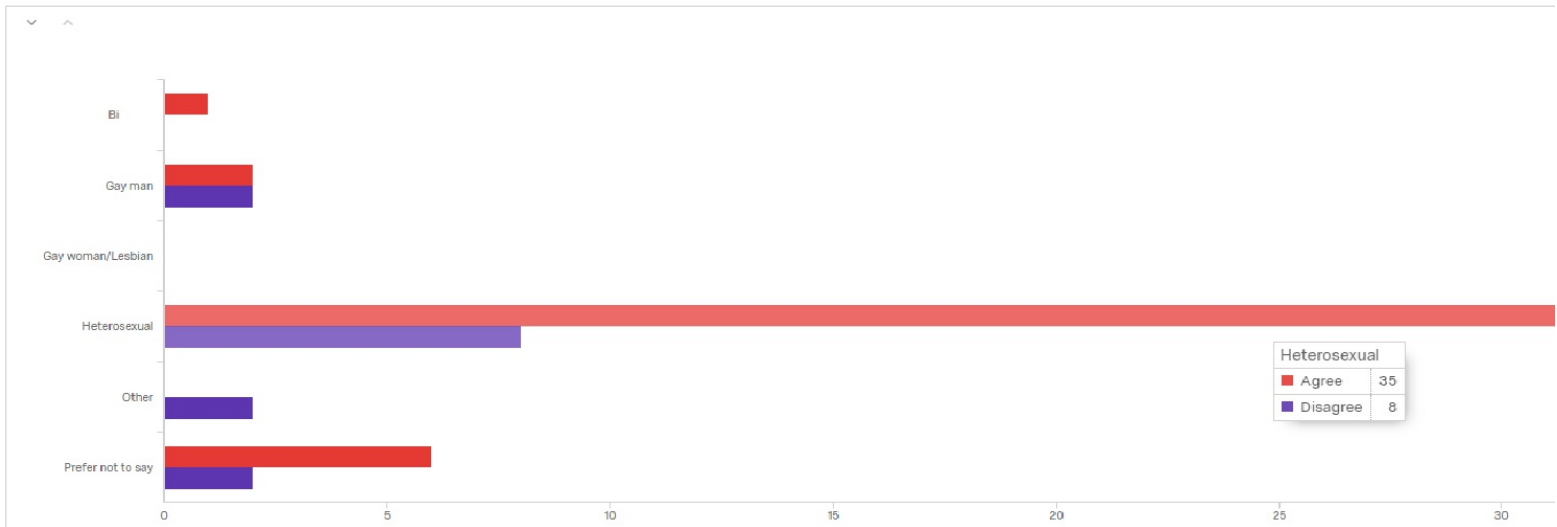
Yes

GUIDANCE: This can be through collecting diversity data on a staff satisfaction survey.

Upload the most recent staff satisfaction data:

please be aware only **one** file is allowed per answer

Q19 - I am confident that my line manager/supervisor would deal effectively with any complaints about harassment, bullying or offensive behaviour.



Describe who the analysis is seen by and action taken:

As an institution, we no longer carry out large all-staff surveys (our last one was conducted in 2015). We conduct departmental-level and university-level pulse surveys on specific topics e.g. flexible working or gender equality and for specific groups of staff e.g. professors or members of staff forums as we find this gives us more meaningful information and better response rates.

As part of our institutional commitment to achieving an Athena SWAN award in all departments, we carry out surveys within each academic department, which looks at the culture, attitudes towards gender, promotion, development, inclusion, and support. The surveys ask for respondents to indicate their gender identity and sexual orientation, and the results are analysed based on these characteristics, to help to gain an enhanced understanding of the cultural climate within each department. The attached file shows how questions are broken down and analysed by sexual orientation. This data is analysed by staff in Organisational Development and the departmental Athena SWAN leads, who use this information to identify trends and patterns, and take forward actions, which are implemented strategically through the departmental Athena SWAN action plan.

The survey conducted by Stonewall as part of the Workplace Equality Index is also used to help us understand the satisfaction of LGBT employees and take action.

Monitoring: Part 3

6.6 What proportion of employees have answered the monitoring question asked in 6.1?

Tick one

GUIDANCE: The proportion should **not** include those who prefer not to say and should be from an HR system, not an anonymous staff survey.

Under 50%

Upload reports or data demonstrating the declaration rate:

please be aware only **one** file is allowed per answer

<https://stonewallsubmit.fluidreview.com/resp/90789867/Uaa2UBukXA/>

Provide a brief description of the report you have uploaded:

The report shows data extracted from our HR system as at 29/08/2018. We started asking new staff to disclose their sexual orientation in 2012 and in 2013 this was rolled out to all staff with the introduction of our HR self-service system, HR Organiser.

The current response rate (includes 'prefer not to say' responses) is 30.4% and the current disclosure rate is 38.4%.

We have been working hard to increase disclosure rates across all protected characteristics through our 'Your profile counts' campaign and will be continuing to work on finding new and innovative ways to encourage staff to disclose their sexual orientation in the coming academic year. We are also proposing a new Equality Objective for which approval will be sought in 2019-20 as follows: To have no significant (<5%) non-disclosure rates for any of the protected characteristics by 2022 and to maintain this through the period 2022-25.

6.7. What proportion of employees have answered the monitoring question asked in 6.2?

Tick one

GUIDANCE: The proportion should **not** include those who prefer not to say and should be from an HR system, not an anonymous staff survey.

Under 50%

Upload reports or data demonstrating the declaration rate:

please be aware only **one** file is allowed per answer

<https://stonewallsubmit.fluidreview.com/resp/90789867/1KFhWZaBCm/>

Provide a brief description of the report you have uploaded:

The report shows data extracted from our HR system as at 04/09/2019. We started asking new staff to disclose their gender identity in 2012 and in 2013 this was rolled out to all staff with the introduction of our HR self-service system.

The current response rate (includes 'prefer not to say' responses) is 34.6% and the current disclosure rate is 33.7%. In total, the proportion of known trans staff is 0.2% (5 people).

We have been working hard to increase disclosure rates across all protected characteristics through our 'Your profile counts' campaign and will be continuing to work on finding new and innovative ways to encourage staff to disclose their sexual orientation in the coming academic year. We are also proposing a new Equality Objective for which approval will be sought in 2019-20 as follows: To have no significant (<5%) non-disclosure rates for any of the protected characteristics by 2022 and to maintain this through the period 2022-25.

The following question is not scored.

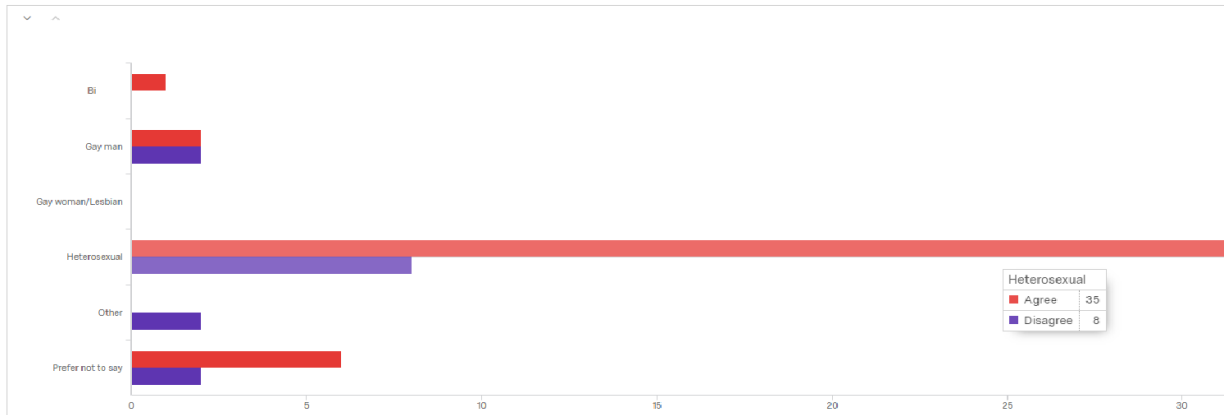
6.8. Do you analyse differences in staff satisfaction levels between different LGBT identities?

Yes

Describe who the analysis is seen by and what action is taken.

Type here...

Q19 - I am confident that my line manager/supervisor would deal effectively with any complaints about harassment, bullying or offensive behaviour.



Procurement: Part 1

Section 7: Procurement

This section comprises of 4 questions and examines how the organisation affects change in its supply chain. The questions scrutinise the steps taken to ensure LGBT inclusive suppliers are procured and held to account. This section is worth 9% of your total score.

Below each question you can see guidance on content and evidence. At any point, you may save and exit the form using the buttons at the bottom of the page.

7.1 Does the organisation train or give guidance to the person/team responsible for procurement around diversity and inclusion outcomes, inclusive of LGBT equality?

GUIDANCE: Examples can include information booklets, programmes or training, but must explicitly mention LGBT equality in relation to procuring services.

Yes

| | |
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| <p>Describe the role or team responsible for procurement:</p> | <p>The Central Procurement Unit at the University is part of the Finance Section. The Head of Procurement manages the Unit and is responsible for the development and implementation of procurement policies and strategy and providing strategic-level procurement advice. They are supported by four Procurement Managers each of whom provide general procurement advice and have responsibility for specific areas such as; facilities management e.g. mechanical and engineering, utilities, cleaning, waste and security; capital and development e.g. construction and consultants; IT hardware, software and telecoms; legal services; travel; marketing. The work of the Unit is supported by the Procurement Assistant and Procurement Apprentice who are responsible for office supplies, travel and processing supplier requests. Recruitment for a Deputy Head of Procurement, in addition to the existing posts, is currently underway.</p> |
| <p>Describe the diversity and inclusion training or guidance they receive:</p> | <p>As per our essential training policy, all members of the procurement team have completed the University's Equality and Diversity Essentials and unconscious bias training, and the Head of Procurement has completed Managing Diversity training. In addition, in 2016 regular meetings between the Head of Equality, Diversity and Inclusion and the</p> |

procurement team were set up. These meetings provided a structured avenue through which to discuss ways in which the University's procurement processes could be improved to ensure suppliers, and potential suppliers, are (i) aware of the University's commitment to LGBT+ equality, and inclusive practice more generally (ii) have a similar commitment to LGBT+ equality and inclusive practice more generally (iii) demonstrate those values through their own processes and procedures (iv) are held to account to ensure suppliers meet their LGBT+ equality commitments.

As a result, changes to our procurement processes to make our commitment to LGBT equality clear, have been made. These include (i) adding 'Our Zero Tolerance Approach to Harassment and Bullying' policy document to the suite of policies provided to shortlisted suppliers who have been invited to tender for a contract (this policy sets out how the University expects employees, workers, contractors or visitors to behave and the consequences of not adhering to the policy. It also gives examples of what constitutes harassment because of sexual orientation and gender identity, expression and history) (ii) explicitly making it clear to potential suppliers that they must adhere to this policy if they are awarded a contract.

The regular meetings also led to raised levels of awareness of the importance of thinking about LGBT+ equality in procuring services and increased the knowledge of LGBT issues among the procurement team. As a result, they now routinely consider how LGBT+ issues can be included in right from the start of a tender process and there is an open channel of communication between the Head of Equality, Diversity and Inclusion and the procurement team. We are now moving away from these regular meetings and in its place have set up a Procurement User Group which brings together stakeholders from across the University to (i) discuss cross-cutting procurement issues, which includes equality, diversity and inclusion as well as ethics, sustainability and modern slavery and human trafficking (ii) consider feedback from suppliers (iii) share good practice. This will ensure we have a co-ordinated and inclusive approach to the University's procurement processes and our interactions with suppliers and potential suppliers.

In order to ensure that the procurement team have relevant information about LGBT issues the Simmons and Simmons publication 'Embedding LGBT Equality into Procurement Practices and Supply Chain Management', Stonewall's 'Getting it right with your trans service users and customers' and the University's LGBT+ toolkit have been shared with them. Stonewall's workplace conference is also highlighted as a development opportunity for members of the team.

The diversity and inclusion knowledge acquired by the procurement team is also shared as part of the curriculum of

training they deliver to purchasers of goods and services at the University.

7.2 Before awarding a contract, does the organisation scrutinise the following in the tender process?

Tick all that apply

GUIDANCE: Although it would be best practice, these criteria do not need to be deciding factors when awarding contracts. They should however still be scrutinised and appropriate action taken if the contract is awarded.

A. Whether the potential supplier has a policy which explicitly bans discrimination/bullying and harassment based on sexual orientation or gender identity

B. Whether the potential supplier has equality training which is explicitly inclusive of sexual orientation and gender identity

Describe the options selected below:

A. Describe how the organisation scrutinises the potential suppliers' policies:

The procurement section of the University's Financial Regulations requires the University when procuring supplies to 'meet the University's obligations and ensure against discrimination on the grounds of any protected characteristic under equalities legislation specified in the University's Equality and Diversity Policy Statement (protected characteristics are age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, gender and sexual orientation)'. To comply with this, as part of the pre-qualification process for all tenders the University includes a statement that says 'The University of Essex works to deliver services and products whilst paying due regard to both the General Equality Duty and the Public Sector Equality Duty contained within the Equality Act 2010. We take our responsibilities under the Equality Act 2010 seriously and go beyond legislation where possible to eliminate discrimination, advance equality of opportunity and foster good relations. Our activities, behaviours and decision-making are underpinned by our core values which include integrity, inclusivity and having a global outlook and we want to work with organisations that share our values. We then go on to ask 'Does your organisation fully comply with your statutory obligations under the Equality Act 2010?' Y/N. If you are not currently subject to UK legislation, do you comply with equivalent legislation that is designed to eliminate discrimination and promote equality of opportunity? Y/N 'Have you ever been challenged under the Equality Act 2010 e.g. formal complaints of discrimination, harassment or victimisation?' Please either answer N/A or provide full details of the complaint(s) and the outcome(s), including any changes in practices or working. These

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| | <p>questions are evaluated on a PASS/FAIL basis. The evaluation criteria is as follows: Does the organisation have a clear statement of commitment to eliminating discrimination and promoting equality of opportunity with an accompanying action plan? Y/N. Is there evidence of engagement with organisations that promote equality, diversity and inclusion e.g. Stonewall, Disability Confident, Mindful Employer.</p> |
| <p>B. Describe how the organisation scrutinises potential suppliers' equality training:</p> | <p>Following the pre-qualification process, shortlisted suppliers are invited to tender and at this point they are asked to commit to complying with the University's Equality and Diversity Policy Statement if they 'become an approved contractor and if they are awarded a contract for goods, services, works (or combination)'. They are also asked (i) 'do you have employees and/or appoint others such as sub-contractors and/or the self-employed to carry out your business activities and if so, how do you ensure that frontline personnel are informed of their rights and individual responsibilities under the Equality Act 2010?' and (ii) 'do you provide equality and diversity training to your staff? Y/N If yes, does the training cover the following areas: age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, gender and sexual orientation?'. Currently the University does not scrutinise potential supplier's equality training for the reasons given in the response to A above. However, staff of all successful suppliers who will be present on one of our campuses as part of their contract with us, are required to go through an induction process before they start work to ensure they are aware of our values and behavioural expectations.</p> |

Procurement: Part 2

7.3 Once a contract is awarded, how does the organisation hold the supplier to account?

Tick all that apply

GUIDANCE: The slot in supplier monitoring meetings does not have to be specifically for LGBT related issues, but should be inclusive of them.

A. Include a broad diversity and inclusion slot in contract monitoring meetings inclusive of LGBT issues

B. Monitor and analyse LGBT related feedback on supplier

Describe the options selected below:

A. Describe how D&I outcomes are included within contract monitoring meetings:

The University is currently going through a period of growth in terms of student and staff numbers and its estate. Building Project Steering Groups (BPSGs) are set up to monitor progress made towards completing new buildings and refurbishing the existing estate. Access and inclusion is a standing item on all BPSG meeting agendas and the Terms of Reference for all our BPSGs contains the following text: 'Ensuring equality and diversity considerations are factored in from the start of the design process and throughout the project with the aim of achieving independent access for all and going beyond minimum standards, adopting best practice and demonstrating excellence wherever possible. The Head of Equality, Diversity and Inclusion, or their nominee sits on all BPSG meetings to provide advice and guidance and ensure due consideration is given to diversity and inclusion issues.' Issues that need to be taken forward at these meetings are raised either via one of the University's staff forums e.g. the Access Forum or the LGBT Alliance or are raised directly with the Equality and Diversity team. Issues discussed at BPSGs relating to access and inclusion are fed back, through the Project Manager, to contractors for action. Monitoring meetings with other suppliers and internal stakeholders are held periodically. Standing agenda items for those meetings include: complaints, service delivery, which includes access and inclusion, and customer feedback. The Head of Equality, Diversity and Inclusion feeds issues raised with their team to the Procurement team to ensure they are fed back to suppliers. Ensuring that access and inclusion issues in the broadest sense are routinely considered as part of the contract monitoring process has provided opportunities for issues that would otherwise have been overlooked to be raised and taken forward and has, for example, resulted in designs being revised to change gendered toilets into gender neutral toilets. It has also provided opportunities for the Equality, Diversity and Inclusion team to raise awareness of LGBT+ issues amongst a wider group of University staff.

B. Describe how the organisation monitors and analyses feedback around suppliers from LGBT people:

Feedback on suppliers is co-ordinated via our procurement team and discussed either at the relevant BPSG, contract monitoring meeting, Procurement User Group, or directly with the supplier concerned depending on the nature of the feedback. Staff are advised to use the 'procure@essex.ac.uk' email address to provide feedback on suppliers. In terms of reporting inappropriate behaviour by a contractor or visitor, the University's Zero Tolerance Approach to Harassment and Bullying makes clear that harassment or bullying by a visitor to the University or a contractor is not acceptable and it also provides information on how to report such behaviour via our Report and Support system. The Chair of the Harassment Report and Support Service makes the Director of Estates and Campus Services aware of any complaints received about a contractor or supplier in order for them to address

the issue with the relevant person/company. One example of LGBT-related feedback received about a supplier relates to a travel company the University used to work with. A student who wanted to book travel through this company did not want to disclose their gender (as asked for on the supplier's form where the only options were male or female) as they didn't feel it was relevant to the type of travel they were booking. The supplier insisted they disclose it in order to fulfil their request and this resulted in a complaint. The issue was raised with the supplier which resulted in a third category for gender being added to the application form and gender as shown on the individuals' passports only being asked for when relevant. We have since (in 2018-19) procured a new travel management supplier and it was made clear in the tender specification of the need for the solution to be inclusive of all genders. Another example of action being taken in relation to feedback about a supplier relates to a security company who adopted a gendered queuing system at an event called 'The End' (which marks the end of the exam period) held in June 2017 on the University's campus. This resulted in a complaint from a trans student who was asked to move into a different queue. The issue, which was reported to Equality, Diversity and Inclusion was raised with the Estates Management Section who spoke directly to the supplier. In June 2018, prior to the same event taking place, Equality, Diversity and Inclusion liaised with the Estates Management Section to ensure that lessons had been learned from the previous year. Despite concerns about queues not flowing and security staff not being permitted to search people of a different gender to themselves, agreement was reached between the University and external security company that all queues would be gender-neutral. At the follow-up meeting that was arranged it was reported that removing gendered queues and replacing them with gender-neutral ones had not posed any additional security threat and people had not had to wait any longer to be searched.

7.4 In the past year, how has the organisation engaged or collaborated with its suppliers? Tick all that apply.

Tick all that apply

GUIDANCE: Joint LGBT diversity and inclusion training can also include sharing training with your suppliers.

A. Joint LGBT diversity and inclusion training

B. Invite suppliers' employees to take part in LGBT employee network group events

D. Share best practice and policy around LGBT inclusion

Describe the options selected below. Please include specific dates or time periods.

| | |
|---|---|
| <p>A. Describe the joint training:</p> | <p>As part of work with our provider of healthcare on our Colchester campus, we shared (i) Stonewall's 'Getting it right with your trans service users and customers' (ii) our Supporting Trans and Non-binary staff document (iii) our Gender Identity and Sexual Orientation PowerPoint presentation, with staff in our Health Centre. We referenced these documents during our meetings (held in December 2018 and March 2019) about how to improve the service the Health Centre provides for LGBTQ+ students.</p> |
| <p>B. Describe the invitation to suppliers' employees to take part in network group activity:</p> | <p>The University's top 150 suppliers (we currently have around 18,000) were invited by email (in October 2018) by the Head of Procurement to join the Essex LGBT Alliance. The email included information about the Alliance's terms of reference, its activities and members. The text was as follows:</p> <p>Dear Suppliers</p> <p>As part of the University's commitment to Inclusivity and Community cohesion, we are writing to invite you to join the Essex LGBT Alliance, founded by the University and which won the Guardian Award in 2015 for 'Advancing staff equality'.</p> <p>The ELGBTA is a network of Essex-based organisations, sharing resources and best practice across the Private, Public and Third sector for the benefit of everyone in the workplace. They meet three times a year at the University or around Essex, membership is free and open to all Essex-based organisations.</p> <p>To join and for more information contact info@lgbt.uk or visit our website https://www.essex.ac.uk/staff/diversity-and-inclusion/essex-lgbt-alliance</p> <p>In addition, during the 'bidder presentation' element of the procurement process for a new travel management provider (which took place in October 2018) when questions around how the solution being proposed would ensure it was LGBT+ inclusive, the four potential suppliers were made aware of the existence and aims of the Essex LGBT Alliance, the LGBT+ staff forum and the LGBT+ Allies group and that they were open to staff of our suppliers.</p> |
| <p>D. Describe how you share best practice with suppliers:</p> | <p>Shortlisted suppliers receive the following documents when they are invited to tender (i) our Equality, Diversity and Inclusion Policy (ii) our 'Supporting trans and non-binary staff document (iii) our zero tolerance approach to harassment and bullying (iv) our LGBT+ toolkit. We also provide them with the Simmons and Simmons publication 'Embedding</p> |

LGBT Equality into Procurement Practices and Supply Chain Management' and Stonewall's 'Getting it right with your trans service users and customers'.

In addition, the Head of Equality, Diversity and Inclusion has met directly with contractors on a number of occasions in order to discuss practical ways in which they can fulfil their responsibilities, taking into account the University's commitment to LGBT-inclusive practice. We also make clear, through our Invitation to Tender processes exactly what we expect in terms of inclusivity which prompts potential suppliers to adapt their products, policies, processes and services as necessary.

For example, as part of a recent tender for furniture, bidders were required to answer the following Equality, Diversity and Inclusion question: 'Please detail how you will be sensitive to the needs of our diverse staff and student populations and of the University's aspiration to ensure that wherever possible our internal environments are equally accessible and easy to navigate by all. How will you commit to providing furniture that is both accessible and inclusive and ensure that all interactions your staff have with members of the University community respect our values?'. This question is scored using the following criteria: A score of 3 (acceptable) includes the following criteria: staff have access to equality and diversity training that includes reference to their rights and responsibilities under UK equalities legislation. A score of 4 (very good) includes the following criteria in addition to the acceptable criteria: (i) Evidence that you are committed to equality, diversity and inclusion through membership of organisations that support the development of an inclusive culture and practices and will continue this commitment throughout the life of this contract e.g. Stonewall, Inclusive Employers (ii) All staff are required to complete equality and diversity training that includes reference to their rights and responsibilities under UK equalities legislation before they have interaction with customers. A score of 5 (outstanding) includes the following criteria in addition to the acceptable and very good criterion (i) Evidence that equality, diversity and inclusion are embedded within your organisation and tied into your strategic objectives and initiatives (ii) Compulsory staff training includes reference to the need to use inclusive language that avoids expressions or words that might be considered to exclude particular groups of people e.g. people who identify as non-binary.

When potential suppliers are invited to present their bids in person to the University, we also use this as an opportunity to share our approach to embedding LGBT-inclusivity in all that we do.

Community Engagement: Part 1

Section 8: Community Engagement

This section comprises of 4 questions and examines the outreach activity of the organisation. The questions scrutinise how the organisation demonstrates its commitment to the wider community and the positive impact it has. This section is worth 10% of your total score.

Below each question you can see guidance on content and evidence. At any point, you may save and exit the form using the buttons at the bottom of the page.

8.1 In the past year, has the organisation utilised its social media accounts and online presence to demonstrate its commitment to LGBT equality?

GUIDANCE: The social media accounts here should be the ones with the widest reach. This question examines how you demonstrate to the largest possible audience that your organisation is committed to LGBT equality.

Please upload evidence of two separate social media posts. The two social media posts uploaded (for example tweets), should be across a year and not concentrated on one event. The evidence can be an LGBT employee network group being re-posted by an account with bigger reach.

Yes

Describe the activity:

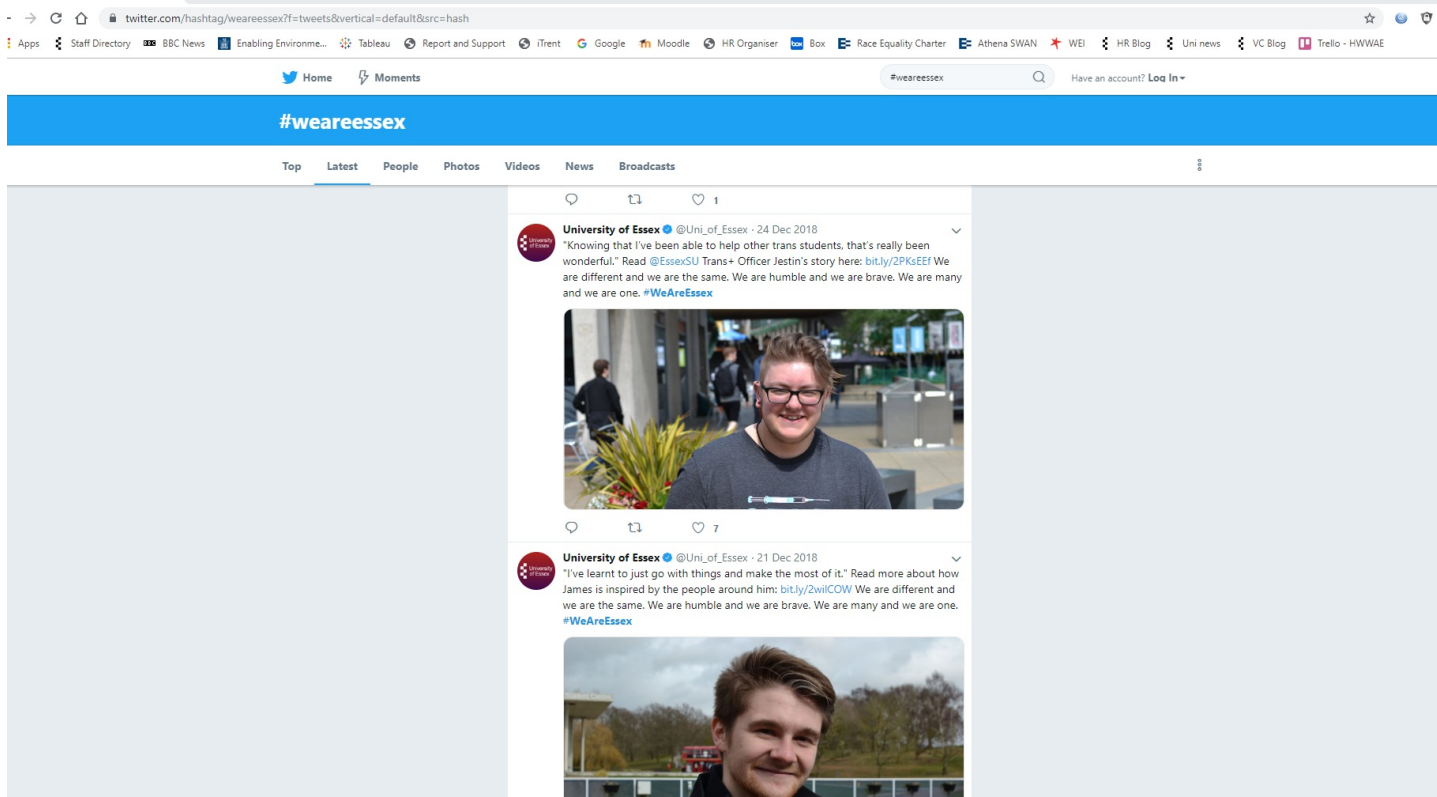
Screenshot 1 - This is taken from the University's Twitter account using the hashtag #weareessex (we are different and we are the same. We are humble and we are brave. We are many and we are one. We are Essex) highlights the story of one of our Trans+ Officer, Jestin and how he's been able to help other trans student.

Screenshot 2 - This is also taken from the University's Twitter account and says that 'a commitment to equality and diversity is absolutely central to the work of @Uni_of_Essex. We aim to be an inclusive and diverse community that is open to all. This guides everything we do as a University'. It then goes on to show our institutional Equality, Diversity and Inclusion policy statement which says that 'The University of Essex celebrates diversity, challenges inequality and is committed to sustaining an inclusive and diverse community that is open to all who have the potential to benefit from membership of it and which ensure equality of opportunity for all its members. We expect staff, students and visitors to be treated, and to treat each other, with dignity and respect regardless of age, disability, gender identity and history, marriage and civil partnership status, pregnancy and maternity, race, religion or belief, sex, sexual orientation, socio-economic background, political beliefs and affiliations, family circumstances or other irrelevant distinction.

We are one of the most active universities in the UK on social media. Our university and SU both have a Twitter and Facebook account, and the University also has an Instagram account. Our Gender and Sexual Orientation Diversity Champions also use their own Twitter accounts to promote LGBT equality. For example this year, Professor Lorna Fox O'Mahony, one of our Sexual Orientation Diversity Champions has tweeted about the University being a Stonewall Top 100 Employer, IDAHOBIT day, our Library's LGBT Book Group and the University hosting the Stonewall Regional Awards ceremony.

We also have a Vimeo channel through which viewers can access our video catalogue. This resource includes our 'It Gets Better' video which raises awareness of some of the issues faced by LGBT people, as well as our #ItEndsNow bystander intervention video. We are also on Flickr, YouTube, LinkedIn, Google+, Instagram, SoundCloud and post podcasts on iTunes. People based in China who want to connect with us can find us on Weibo and Renren. Pocket Essex is our official mobile app for students and prospective students can download our University of Essex app through which they have instant access to a wide range of information including events, such as Campus Pride and LGBT+ History Month.

Upload a screenshot of social media activity:



Upload a screenshot of social media activity:



Provide the date of the activity: 24/12/2018

Provide the date of the activity: 20/02/2019

8.2 Which of the following outreach activities has the organisation taken part in the last year? Tick all that apply.

Tick all that apply

GUIDANCE: Sponsored or supported can include in-kind gifts and donations, for example providing a meeting room for a group, and doesn't have to be directly financial (i.e. giving money). The support of a campaign to tackle homophobia, biphobia and transphobia needs to be externally facing and not an internal awareness raising event.

- A. Sponsored or supported LGB community group/s

- B. Sponsored or supported trans community group/s

- C. Sponsored or supported LGB community event/s

- D. Sponsored or supported trans community events

- E. Supported campaign/s to tackle hate crime or homophobic, biphobic and transphobic bullying

Describe each option selected. Please include specific dates or time periods.

| | |
|--|--|
| <p>A. Sponsored or supported LGB community group/s</p> | <p>The University works closely with Outhouse East, a registered charity that provides opportunities for LGBTQ+ people in Essex. Their mission is to develop and promote a sustainable, fair and equal society where all lesbian, gay, bi and trans people can achieve their full potential. Outhouse East are a member of the Essex LGBT Alliance and in the academic year 2018-19, they had a presence at various events held on campus including (i) Welcome Week for new and returning students (ii) LGBT History Month celebrations (iii) events to mark Trans Awareness Week. We also promote Outhouse East events via our LGBT+ staff forums. For example, we supported Outhouse East's celebration of their 40th birthday by providing them with space at the University to hold a talk on the theme of LGBT+ History and Health. This took place on 25 February 2019, as part of LGBT History Month, and was supported by the University's history department. The speaker was [REDACTED], whose talk was entitled 'Lesbians talk (safer) sex: Sexual health and campaigning in the 1980s and 1990s. We are also promoting another event via our staff and student forums to mark the 40th birthday of Outhouse East - a Rainbow Masquerade Ball in November 2019. We also hosted the Stonewall Regional Awards ceremony in May 2019.</p> |
| <p>B. Sponsored or supported trans community group/s</p> | <p>On 23 November 2018, to mark the start of Trans Awareness Week the University, together with the Students' Union, held a fundraising event to raise money for Trans+ Community</p> |

Interest Company, Gendered Intelligence (GI) - £100.28 was raised. Gendered Intelligence deliver arts programmers and creative workshops to trans youth from across the UK in order to increase the quality of young trans peoples life experiences.

We have also promoted the services of MindLine Trans+ which is a specific trans/non-binary helpline for the whole of the UK. Mindline Trans+ offer emotional support to people who are trans+, a gender, gender fluid and non-binary and anyone wanting to talk about their gender identity. We have shared their email address, website, Facebook and Twitter accounts with members of our LGBT+ staff forums. We also hosted the Stonewall Regional Awards ceremony in May 2019.

C. Sponsored or supported LGB community event/s

One of our members of Professional Services staff put themselves forward to be Co-Chair of Colchester Pride and they played a key role in ensuring the University was well-represented at the event which took place on 29 June 2019. This resulted in members of the University supporting Colchester Pride in various ways including (i) having a joint Essex LGBT Alliance and LGBT+ staff forum stall and staffing it throughout the day (ii) the Essex LGBT+ Rights Clinic (which is part of the University's Law School and provides free and confidential legal advice for members of the LGBT+ communities) shared a stall with Outhouse East (iii) a member of staff in our History department attended to recruit participants for a project they are working on called 'Body, Self and Family' - the project seeks to find out more about women's health in a time of sweeping social changes and to understand that these changes meant for ordinary women's experiences of physical and emotional health. The researchers believe it is especially important to record the experiences of women who haven't always been represented in traditional histories and as such, wanted to find LGBTQ+ people willing to talk about their own experiences.

D. Sponsored or supported trans community events

One of our members of Professional Services staff put themselves forward to be Co-Chair of Colchester Pride and they played a key role in ensuring the University was well-represented at the event which took place on 29 June 2019. This resulted in members of the University supporting Colchester Pride in various ways including (i) having a joint Essex LGBT Alliance and LGBT+ staff forum stall and staffing it throughout the day (ii) the Essex LGBT+ Rights Clinic (which is part of the University's Law School and provides free and confidential legal advice for members of the LGBT+ communities) shared a stall with Outhouse East (iii) a member of staff in our History department attended to recruit participants for a project they are working on called 'Body, Self and Family' - the project seeks to find out more about women's health in a time of sweeping social changes and to understand that these changes meant for ordinary

| | |
|--|---|
| | <p>women's experiences of physical and emotional health. The researchers believe it is especially important to record the experiences of women who haven't always been represented in traditional histories and as such, wanted to find LGBTQ+ people willing to talk about their own experiences.</p> |
| <p>E. Supported campaign/s to tackle hate crime or homophobic, biphobic and transphobic bullying</p> | <p>Following a Universities UK report in December 2016 which said that universities need to do more to tackle sexual violence we launched an institution-wide campaign, #ItEndsNow. Through this we developed our new Zero Tolerance Approach to Harassment and Bullying document which makes clear the types of behaviours that are unacceptable and covers those related to sexual orientation and gender identity, expression and/or history. We also set up our Report and Support system (in May 2018) which encourages employees, workers, students, visitors and contractors to report any inappropriate behaviour. This ongoing campaign has been advertised through our communications channels, including blogs, digital screens and training throughout 2018-19. The support pages on the system explain what is meant by harassment and hate crime and includes specific information taken from our Zero Tolerance Approach to Harassment and Bullying. This includes the following information about homophobic, biphobic and transphobic hate crime: Hate crimes or prejudice-based incidents are defined as any incident which may constitute a criminal offence which is motivated by prejudice or hostility based on these protected characteristics:</p> <ul style="list-style-type: none"> sex race religion or belief gender identity disability sexual orientation physical appearance <p>Crimes can occur due to the perpetrator's perceived notion of these characteristics or the actual characteristics and if the crime is perceived as offensive by the victim or a witness.</p> <p>It also includes specific examples of harassment and bullying because of sexual orientation and gender identity, expression and/or history.</p> |

Community Engagement: Part 2

8.3 In the past year, have you collaborated with other organisations in your region or sector on an initiative to promote LGBT equality in the wider community?

GUIDANCE: The initiative can be a one-off or on-going project.

Yes

Complete the following. Please include specific dates or time periods.

| | |
|---|--|
| <p>Name the organisation/s you collaborated with:</p> | <p>Hollytrees Museum, which is part of Colchester and Ipswich museums. Hollytrees Museum is a beautiful Georgian building taking in domestic life in Colchester over the past 300 years. Visitors can 'meet many different characters from the past and experience Colchester's fascinating history. Discover what family life was like for the rich and the poor. Then be transported back to the days before washing machines to try out a dolly peg and dress up as a servant'. As well as individual visitors, Hollytrees hosts parties of school children and a wide variety of events, including 'Spooktacular Skulls - take inspiration from the museum collections to craft your own spooky clay skull, in time for Halloween' and 'We <3 Valentine's - join us to discover the origin of Valentine's cards. Create your own fabulous version, to keep or give to someone special..'</p> |
| <p>Describe the collaboration or initiative:</p> | <p>Following an event the University hosted in July 2017 entitled 'Removing the one box identity: the effects of intersectionality on life experiences, we were contacted by two members of staff from Hollytrees Museum who had attended the event. They said 'Thank you for a very interesting and thought provoking session yesterday at the University. I know [REDACTED] and I have come away with lots of ideas and new perspectives on how to go forward with hosting an exhibition in Hollytrees museum. I was wondering if you could pass my details on to your speakers as it would be great to get their insight if they are interested in helping form this exhibition. In particular, if they know of anyone local to Colchester willing to share their stories of intersectionality, that would be wonderful too'. Hollytrees Museum were planning an exhibition on intersectionality called 'We Are Colchester' and following this contact all staff and students were invited to get involved. The exhibition ran from 28 July 2018 to 28 January 2019 with the following information: 'We are Colchester is about identity. Our identities are made up of many different characteristics, such as gender, sexuality, ethnicity and religion. We often think about each of these characteristics in their own right, but what makes us all unique is how they add up to make an individual. Objects play an important part in both reflecting and enforcing our own identities. Not only do we select objects that reflect who we are, but certain</p> |

objects will actually start to define us. This exhibition explores the identities of Colchester residents using objects'. Members of our staff contributed to the exhibition. Following on from this, we worked in collaboration with Holly Trees again on the next exhibition in the space vacated by the 'We are Colchester'. This exhibition continued the theme of identity (the first exhibition was really popular), but specifically looked at women and their roles in society. It was inspired by a handkerchief in the first exhibition collection which was produced in 1881 and shows what life would be like in 1981 if women were given equal rights. The perspectives of women of various sexualities, religions, ethnicities and also trans women are explored in this exhibition. Members of our staff provided a relevant object with some text to explain how they ended up working in academia. This exhibition, called 'And what came of it?' runs from 22 February to 15 September 2019.

Describe the impact of the collaboration or initiative:

Many members of staff and students provided objects for the exhibition and Colchester and Ipswich Museums subsequently joined the Essex LGBT Alliance.

8.4 Has your organisation done any further work in the past year to promote LGBT equality in the wider community? Yes

GUIDANCE: Activity here should be additional to anything already mentioned in the submission. Please include specific dates or time periods.

Describe the activity and impact:

In December 2018, [REDACTED] was contacted by University Business, the world's leading free magazine and website focusing on news, analysis and insight across the higher education and further education sectors. They were conducting some research for a forthcoming article about LGBT+ inclusion in UK universities and had heard about our work through the BBC Radio Essex interview [REDACTED] had done about being shortlisted for a Guardian University Award for our work to build a layer of LGBT+ inclusion in all we do, and the publicity in the East Anglian Daily times around being a Stonewall Top 100 Employer. The article was published in January 2019 and was entitled 'Acceptance without exception: Universities are typically seen as leading the way in LGBT+ policies and politics. But in light of a report by Stonewall on the LGBT+ experience in UK universities, [REDACTED] asks how accurate is this perception and can institutions do more?'. The article noted that the University of Essex had (i) scored 10 out of 10 in 'Stonewall's benchmarking criteria of LGBT+ friendliness, Gay by Degree' (ii) an essential training policy in place which requires all academic and administrative staff to engage in unconscious bias and bystander intervention training (iii) introduced the option for staff and students to disclose their identity as non-binary and use the title Mx. [REDACTED] was quoted in the article as saying "People are not just one thing - we all have multiple identities and the intersection of these identities impact on our experiences".

This resulted in a number of people contacting [REDACTED], having read the article, and as result further information about how the University is working to embed a layer of LGBT+ inclusivity in all we do was shared widely across the University, including with local businesses via our monthly 'Fresh Thinking' subscription newsletter which contains news and events for businesses.

In January 2019 representatives from the University of Konstanz in Germany (one of our partner institutions) visited the University and wanted to learn more about our approach to embedding LGBT+ equality across all our activities. The Head of Equality, Diversity and Inclusion met with the group and subsequently shared the following documents with them: (i) our LGBT Toolkit (ii) our Bystander intervention workshop slides which include LGBT+ content (iii) our Gender Identity and Sexual Orientation workshop slides (iii) slides from a presentation previously delivered to Northwest University in China about embedding equality, diversity and inclusion (iv) our inclusive teaching practice workshop slides (v) our inclusive practice development prompt sheet (vi) our Unconscious Bias workshop slides which include LGBT+ content.

In August 2018, our 'Working with Schools and Colleges Trans Inclusion guidance' document was updated (it was originally produced in August 2017) and circulated to the Primary and Secondary schools and Sixth Forms we work with as part of our outreach activities.

The following question is not scored.

8.5 In the past year, has the organisation utilised its social media accounts to demonstrate its commitment to bi and trans equality?

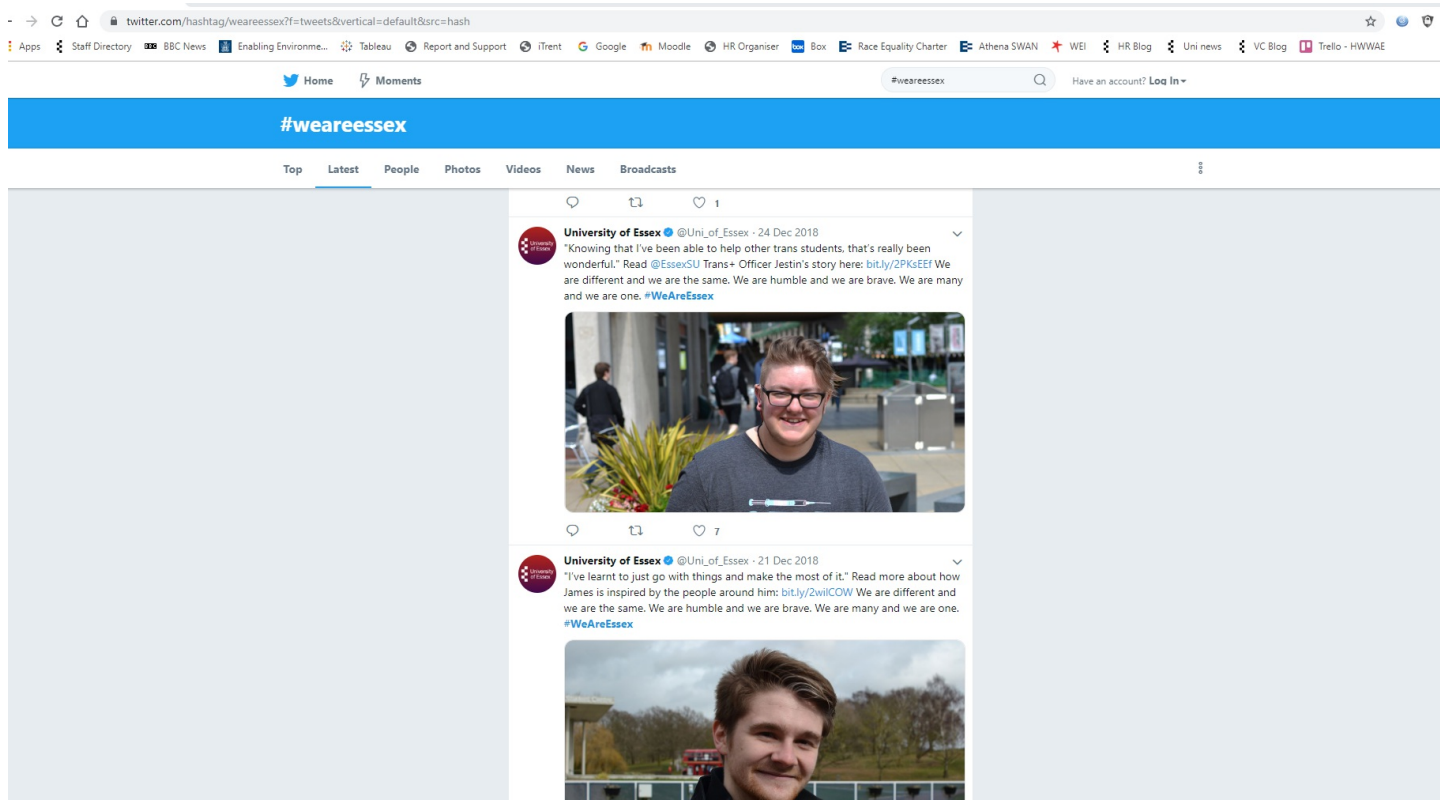
GUIDANCE: The social media accounts here should be the ones with the widest reach. This question examines how you demonstrate to the largest possible audience that your organisation is committed to LGBT equality. The evidence can be an LGBT employee network group being re-posted by an account with bigger reach.

Trans equality

A. Upload a screenshot of social media activity:

(No response)

B. Upload a screenshot of social media activity:



Provide the date of the activity: (No response)

Provide the date of the activity: 24/12/2019

 **University of Essex**
@Uni_of_Essex

Tweets **29.2K** Following **993** Followers **45.7K** Likes **8,454** Lists **7**

Follow

 **University of Essex** @Uni_of_Essex · Feb 22
"Antisemitism is antithetical to the values of the University of Essex and has no place at our University." Our Vice-Chancellor makes our position clear on antisemitism.

"To see the University of Essex associated with antisemitism has been a deeply shocking event and one which has filled me with great sadness.

"Antisemitism is antithetical to the values of the University of Essex and has no place at our University. We have a zero tolerance approach to harassment and hate crime which is at the very core of our values and beliefs. We are proud to subscribe to the working definition of antisemitism produced by the International Holocaust Remembrance Alliance (IHRA).

Recent events have shown me we still have work to do, and I am announcing a series of immediate actions to tackle all forms of antisemitism within our community."

Vice-Chancellor, Professor Anthony Forster

15 37 81

 **University of Essex** @Uni_of_Essex · Feb 20
A commitment to equality and diversity is absolutely central to the work of @Uni_of_Essex We aim to be an inclusive and diverse community that is open to all. This guides everything we do as a university.

The University of Essex celebrates diversity, challenges inequality and is committed to sustaining an inclusive and diverse community that is open to all who have the potential to benefit from membership of it and which ensures equality of opportunity for all its members. We expect staff, students and visitors to be treated, and to treat each other, with dignity and respect regardless of age, disability, gender identity and history, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation, socio-economic background, political beliefs and affiliations, family circumstances or other irrelevant distinction.

50 6 18

#weareessex

Top Latest People Photos Videos News Broadcasts

University of Essex @Uni_of_Essex · 24 Dec 2018
"Knowing that I've been able to help other trans students, that's really been wonderful." Read @EssexSU Trans+ Officer Jestin's story here: bit.ly/2PKzEEI We are different and we are the same. We are humble and we are brave. We are many and we are one. #WeAreEssex



7

University of Essex @Uni_of_Essex · 21 Dec 2018
"I've learnt to just go with things and make the most of it." Read more about how James is inspired by the people around him: bit.ly/2wiICOW We are different and we are the same. We are humble and we are brave. We are many and we are one. #WeAreEssex



#weareessex

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7

University of Essex @Uni_of_Essex · 21 Dec 2018
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Routing question Section 9

Section 9: Clients, Customers and Service Users

This section comprises of between 3-5 questions and examines how the organisation engages with clients, customers, services users or partners. This section is worth 8.5% of your total score.

In order to begin this section, choose which sector best describes the organisation below.

Please choose the option that best describes your organisation: A. Public or third sector with service users

Clients, Customers and Service Users: PS SU P1

Public or third sector with service users

9A.1 In the past 3 years, has the organisation examined the service user journey to ensure there are no barriers to access for LGBT people? Yes

GUIDANCE: This should be a formal mapping process of the touch points of the service user and the service.

Describe the process by which you examined the service user journey. Please include specific dates or time periods.

As part of large piece of ongoing work to layer inclusion through all the University's activities we have looked at the following areas to date:

Student Names Policy: This policy outlines our procedures for the recording and amendment of a student's legal and/or preferred name on the Student Records Database. The policy was reviewed in 2018 and a small working group, including representatives from the LGBT+Allies and the Head of Equality, Diversity and Inclusion, was set up to ensure the revised policy used appropriate terminology, provided clarity for students wishing to change their name and/or gender and was consistent with our values.

Accommodation: A review of the documents and communication produced by Accommodation Essex was undertaken in August 2018 with a view to identifying ways in which they could be more trans and non-binary inclusive. Also, in 2019, Accommodation Essex, for the first time, started to gather data about the sexual orientation and gender identity profile of students applying for, and being allocated University accommodation in order to better understand who was accessing their services.

Student Support: As part of a review of our Student Support Services (which is now called the Student Wellbeing and Inclusivity Service), support for students with specific protected characteristics was reviewed.

Graduation: In 2017 our graduation clothing policy was reviewed, in conjunction with the Students' Union, to make it more gender neutral, inclusive and suitable for all students.

Exit: In 2016, prompted by feedback from LGBT+ students attending our LGBT+ careers event, our Employability and Careers Centre (ECC) looked for ways to extend and improve the information they provide to support LGBT students in planning their career.

Health Centre: Prompted by concerns raised in December 2018 by trans students about the service provided by our on-campus Health Centre, a review of how the Centre supports LGBT+ patients was undertaken. This involved consultation with users on everything from initial registration to the process by which they are called into the GP's office and how they access hormone therapy.

Sports Centre: Essex Sport are working towards gaining accreditation under the 'Quest' programme which defines industry standards and good practice and encourages their ongoing development and delivery within a customer-focused management framework. As part of that, Human Resources staff have been supporting them with identifying opportunities to consider LGBT inclusivity. For example (i) they are in the process of obtaining data to identify the sexual orientation and gender identity profile of their users (staff and students) (ii) Essex Sport staff will all be participating in our Gender Identity and Sexual Orientation workshop in 2019-20 - from initial conversations with staff it was clear that many of them were not aware of the University's commitment to using gender neutral language nor had considered the issues that LGBT+ people face when engaging in sport (iii) regular customer satisfaction surveys will be introduced and will include questions designed to measure the experience of LGBT+ users.

Describe the outcome and impact. Please include specific dates or time periods.

Student names policy: This was updated to remove gendered language and to make clear the process for trans students to change their name. The policy states that: The University is committed to creating a truly inclusive environment for our students throughout their time at Essex and beyond, whilst ensuring we meet our legal obligations. We will consider all requests for names changes with these principles in mind. The new policy was published in 2019.

Accommodation: A commitment was made to 'future-proofing' the computer system used to administer accommodation so that it included more than two binary options for gender and enabled gender-neutral titles such as Mx to be used. Language has also been changed to make it more inclusive e.g. in relation to the rules around single gender flats, the phrase 'you will not be permitted to have visitors of the opposite sex to your flat' has been changed to 'You will not be permitted to have visitors of a different gender to your flat'.

Student Support: Following the review of our Student Support provision, a new Inclusivity Lead (IL) role was introduced in 2018-19. The key aim of the role is to support the Head of Department in embedding an inclusive culture. As part of an intensive induction, ILs receive regular information, guidance and training on a range of EDI issues, including LGBT issues.

Graduation: Our graduation clothing policy stated that female students were required to wear a dress and male students were required to wear suits. This was changed in 2018 to say that all graduands should 'wear something smart and appropriate for the occasion'.

Exit: The 'Diversity in Careers' page of the Employability and Careers Centre (ECC) website now includes links to a number of external resources, including Stonewall's LGBT Starting out Guide and the Stonewall website. The paper version of the Starting Out guide is displayed in the ECC reception and library area and they use their Facebook and Twitter accounts to advertise the guide and promote LGBT+ specific careers events e.g. the LGBT+ careers event hosted by the University for four consecutive years between 2015 and 2018.

Health Centre: In 2019 a new registration form for patients was introduced which allowed patients to register in their preferred name, gender and title without having to provide evidence of a legal name change. Guidance for trans patients was written by the Health Centre to provide clarity on the support they can provide when care is shared between the NHS and a private healthcare provider.

Sports Centre: Small changes have already been made e.g. reception staff have been trained on how to answer simple questions such 'Where is the nearest toilet?' using gender neutral language.

9A.2 Does the organisation collect LGBT monitoring information for service users to allow for the following analysis? Tick all that apply.

Tick all that apply

GUIDANCE: You should demonstrate how you collect the data and how it is analysed.

A. Assess whether LGBT people are accessing your services

B. Assess the satisfaction of your LGBT service users in comparison to other groups

Describe the options selected:

A. Assess whether LGBT people are accessing your services:

In May 2018 we introduced our Report and Support system which provides a central place for staff, students and visitors to our campuses to report instances of sexual violence, harassment, bullying, hate crime and relationship abuse. Reports can be made anonymously or reportees can ask to speak to an adviser to obtain support as well as to report the incident(s).

Once reportees have completed their report they are asked to provide information about themselves, including their sexual orientation and gender identity.

73% of reportees have disclosed both their sexual orientation and whether their gender identity is the same as, or different to, the one they were assigned at birth. In total, 10.7% of reportees disclosed as bi, 3.2% disclosed as a gay man, 5.9% disclosed as gay woman/lesbian, 75.4 % disclosed as heterosexual and 4.8% disclosed as trans.

The Student Wellbeing and Inclusivity team and the Organisational Development team have joint oversight of the Report and Support system. These teams monitor the data regularly in order to identify trends and appropriate actions in response. Overall responsibility for monitoring, analysing and taking action on data captured as part of our Report and Support system is carried out by our Safeguarding Advisory Group (SAG) which is chaired by our Registrar and Secretary and meets between two and six times per academic year.

B. Assess the satisfaction of your LGBT service users in comparison to other groups:

The University provides a variety of different ways for students to feedback their views on the services for the University offers. For example, in relation to academic issues, our Student Reps are part of the first and largest tier of the representation system provided by the Students' Union and the University. The student representation system is built on the key principle of partnership between the students, Students' Union and the University. The role of Student Reps is to 'gather collective views to present to the University, avoiding any assumptions made about the student opinion and experience'. Student Reps feed directly

back to University staff on academic issues, typically through Staff Student Liaison Committees (SSLCs), now known as Student Voice Groups.

Issues raised at Student Voice Groups, student surveys and other mechanisms for seeking student feedback from students is collated and reported on to the Student Experience Committee who use it in order to 'identify emerging issues and trends, share good practice, monitor agreed institutional action in response, and to recommend action to Education Committee, Senate and elsewhere as appropriate'. The Terms of Reference of the Student Experience Committee explicitly require it to 'consider issues related to the student experience in its broadest sense on behalf of the Education Committee and in line with the University Strategy, having due regard for equality and diversity, providing a forum for promoting creativity and innovation and enhancing connections across the University and with the Students' Union'.

Issues raised through the Student Reps system that have then gone on to be considered by the Student Experience Committee include (i) consideration of how some trans students reported feeling like they didn't belong due to being mis-gendered (unintentionally) by staff during classes (ii) consideration of how academic staff approach allocating students to groups for group work - this was raised by some non-binary students who felt that whilst trying to make groups balanced in terms of gender, their gender identity was being assumed as being binary i.e. either male or female.

This feedback was part of the reason we developed our Gender Identity and Sexual Orientation workshop

Upload analysis reports for option A:

please be aware only **one** file is allowed per answer

reportandsupport.essex.ac.uk/admin/reports?columns=name%2CreportType%2Crole%2CsexualOrientation&filters=%5B%7B"path"%3A"sexualOrientation"%2C"inverted"%3Afalse%2C"value"%3A%5B"bisexual"%2C"gay_man"%2C"gay_woman"%2...

| | | |
|-----------------|---------|-------------------|
| Contact request | Student | Bisexual |
| Contact request | Student | Bisexual |
| Anonymous | Student | Bisexual |
| Contact request | Student | Bisexual |
| Anonymous | Student | Gay man |
| Contact request | Student | Gay man |
| Contact request | Staff | Gay man |
| Contact request | Staff | Gay man |
| Contact request | Student | Gay man |
| Contact request | Student | Gay man |
| Contact request | Staff | Gay woman/lesbian |
| Contact request | Staff | Gay woman/lesbian |
| Contact request | Staff | Gay woman/lesbian |
| Contact request | Staff | Gay woman/lesbian |
| Contact request | Student | Gay woman/lesbian |
| Anonymous | Staff | Gay woman/lesbian |
| Contact request | Staff | Gay woman/lesbian |
| Contact request | Other | Gay woman/lesbian |
| Contact request | Staff | Gay woman/lesbian |
| Contact request | Staff | Gay woman/lesbian |
| Contact request | Student | Gay woman/lesbian |
| Contact request | Student | Heterosexual |
| Anonymous | Student | Heterosexual |
| Anonymous | Student | Heterosexual |
| Contact request | Other | Heterosexual |
| Anonymous | Student | Heterosexual |
| Anonymous | Student | Heterosexual |

Upload analysis reports for option B:

please be aware only **one** file is allowed per answer

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Clients, Customers and Service Users: PS SU P2

9A.3 Has the organisation consulted with LGBT service users in the past 3 years to tailor the services to their needs? Yes

GUIDANCE: The consultation should have involved all LGBT identities.

Complete the following. Please include specific dates or time periods.

A. Describe the consultation process:

In December 2018 the Head of Equality, Diversity and

Inclusion (EDI) and the Student Well-being and Inclusivity Service (SWIS) were contacted by the Student's Union Vice-President (Welfare and Community) who raised concerns about how the University's on-campus Health Centre dealt with trans students. In order to better understand the issues, the Head of EDI arranged and chaired an initial meeting (15 January 2019) with our Senior Student Well-being Manager (Community and Development), the Student's Union Vice President (Welfare and Community), the Trans Officer, the Students' Union Student Communities Coordinator, the Senior Partner (a GP) of the Health Centre and the Health Centre's Business Manager. The meeting was used as an opportunity to (i) discuss how the Health Centre supported all LGBT+ students (ii) enable all parties to get a better understanding of the concerns raised by students in a safe space (iii) discuss the compliance considerations that need to be taken into account by the Health Centre when thinking about making changes to their practices and procedures (iv) provide a forum for all parties to discuss how the services provided by the Health Centre could be improved to better support LGBT+ students.

The issues raised by the students centred around access to hormones when care is shared between the NHS and private healthcare providers, referral to gender identity clinics, being asked to provide unnecessary documentation and outing trans and non-binary students when they are called into the GP's room (due to the Health Centre's stringent 'rules' around changing name and/or gender on a patient's NHS record).

The meeting was productive and the Health Centre were willing to make changes that align with the guidelines within which they work. Given that the concerns had been raised individually by a number of trans students, but the wider LGBT+ student community had not been asked for their views, it was agreed that the LGBTQ+ student society should be consulted. It was also agreed that the Students' Union's Trans Officer and the Health Centre's Business Manager would set up a trial, using a mock patient, to demonstrate how, and try to understand why, the name-board system used to call patients into the GP's office does not use the correct name and gender information stored in the patient data collection system.

Lastly, it was agreed that the 'Request for gender change on NHS records' form should be reviewed and revised following consultation with the LGBTQ+ student society (the form did not allow patients to identify as non-binary or to state their pronouns, and was confusing in that it assumed if a patient wanted to request a change to their gender on their NHS record, they also wanted to change their name).

Following the meeting on 15 January, the LGBTQ+ student society were contacted and asked for their views on the points raised and were given until the end of February to do so. A further meeting was then held on 26 March to discuss the feedback received and to agree a way forward.

B. Describe the outcome and how services were tailored to the needs of LGBT people:

The views received from the wider LGBTQ+ student community during the consultation identified that issues raised initially by one or two students were also issues for a wider group of trans students. No issues were raised in relation LGB identities.

Following the initial meeting, actions and consultation the following actions were taken:

(1) The Health Centre developed a set of guidelines on shared care in order to ensure a consistent approach to care for trans patients. This was then shared with the LGBTQ+ student society and also placed in the Health Centre waiting room.

(2) The Students' Union developed some FAQs for trans students around what they can do in order for the Health Centre to best support them e.g. bring their medical records, ask for a double appointment

(3) The Students' Union Trans Officer spoke to one of the students who had raised concerns and encouraged them to seek support from the Health Centre (they had not done so because of negative feedback they had heard from others)

(4) A new registration form was developed by the Health Centre for patients wishing to change their gender and/or name on their NHS records. The form allows patients to identify as non-binary and to state their pronouns, to declare whether their gender is the same as, or different from, that assigned at birth, and there is now no need to provide proof of a legal change of name. Students now only need to use their student ID card as proof of name and title (and this can be changed without needing to provide any evidence) which means that the call board uses the student's preferred name and title so not outing them

(5) the Health Centre, Student's Union and University agreed to meet on an ongoing basis to share concerns, information and best practice to ensure that patients receive the best possible service.

(6) The Head of Equality, Diversity and Inclusion shared Stonewall's 'Getting it right with your trans service users and customers' and our Supporting Trans and Non-binary staff document with Health Centre staff.

9A.4 What percentage of frontline employees have been trained on reducing bias and discrimination towards LGBT service users?

Select the completion rate for the training

GUIDANCE: The training should reach as many frontline employees as possible. Training content should explicitly mention examples of discrimination and bias towards LGBT service users. Content should also include the steps frontline employees can take in eliminating this discrimination and bias. Examples of content you could upload are case studies, e-learning screenshots or powerpoint presentations.

A. 76 - 100 per cent

Describe how you estimate completion rates:

Completion rates are actual, not estimated. All training programmes completed, whether on-line or face-to-face, are recorded in HR Organiser from which data can be extracted to monitor overall completion rates. Discrimination and bias towards LGBT service users is covered in the broadest sense in both our Equality and Diversity Essentials and Unconscious Bias programmes which are compulsory for all staff. It is also covered in our Bystander Intervention training and our Working Well at Essex training. In addition, in September 2018 we developed and started delivering our Gender Identity and Sexual Orientation workshop. This is a face-to-face session that explores the topic in more depth. This session forms part of our regular learning and development offer and is run twice per term. In addition to the 6 open workshops that ran in 2018-19 (attended by 150 staff), the training has also been tailored and delivered to front-facing staff in specific departments including our Library, Essex Pathways, Literature, Film and Theatre Studies, Language and Linguistics departments.

Describe the format of the training and the content you have uploaded:

The first upload is a PowerPoint presentation of our Gender Identity and Sexual Orientation (GISO) training for Library staff. The session outline says the session will:

Consider unconscious bias

Provide some clarity on LGBT+ terminology

Address issues of discrimination and inclusivity

Provide some insight on trans issues

Provide opportunities for sharing experiences and best practice in the Library context

The session starts with consideration of why this training is needed and then to get participants engaged, we play a terminology game. This involves matching terms and definitions which we then talk about as a group. This element of the workshop provides a space for participants to ask questions and starts to open up the topic for discussion. We then move on to provide the national context using research to demonstrate the discrimination that LGBT+ people face at work, in education, in sport etc and how this impacts on their health and well-being. We then look at our institutional context - what we know about our LGBT+ population and what support we provide and then consider unconscious bias. Following that we look at specific examples of discrimination and what can be discriminating within the Library for LGBT+ users. Finally we explore what the Library can do better for staff, students, members of the public and schools.

The second upload is a PowerPoint presentation of our Working Well at Essex training for Essex Food staff (they work in our food outlets, preparing food and serving customers). The session's objectives are to:

Understand our values and how we work well at Essex

Become aware of our own biases and how they may affect our interactions with others

Learn how to challenge behaviours and report incidents

The session starts with an overview of our policy framework, including our zero tolerance approach to sexual violence, harassment, bullying and hate crime. It goes on to consider unconscious bias and what impact it could be having on 'you, your team, your customers and members of the wider University'. What might trigger our biases is then covered and this includes someone's gender, actual or perceived and their sexual orientation, actual or perceived. Participants then watch a video about stereotyping people - this includes a scene in which a gay man is called a poof by his colleague. A group discussion is then held and we ask participants to share how they felt about the behaviours they saw in the film. We then discuss what being an active bystander means and then we facilitate a discussion about how participants' biases could affect how they interact with their staff, each other, customers. We link this back to the film and therefore cover LGBT+ issues as part of this discussion.

Upload training content:

please be aware only **one** file is allowed per answer

<https://stonewallsubmit.fluidreview.com/resp/90789876/uOUgV0USmS/>

Upload training content:

please be aware only **one** file is allowed per answer

<https://stonewallsubmit.fluidreview.com/resp/90789876/J7JEaRR0Li/>

9A.5 In the past year, has the organisation communicated or promoted its services as being explicitly LGBT inclusive? Yes

GUIDANCE: The communication can be digital or physical.

Describe the reach of the communication. Please include specific dates or time periods.

Our student prospectuses explicitly mention the University's commitment to equality, diversity and inclusivity. The document uploaded is our 2020 undergraduate prospectus which includes our Equality, Diversity and Inclusion Policy statement which states that 'The University of Essex celebrates diversity, challenges inequality and is committed to sustaining an inclusive and diverse community that is open to all who have the potential to benefit from membership of it and which ensures equality of opportunity for all its members. We expect employees, workers, contractors, students and visitors to be treated, and to treat each other, with dignity and respect regardless of age, disability, gender identity, marriage and civil partnership status, pregnancy and maternity, race, religion or belief, sex, sexual orientation, socio-economic background, political beliefs and affiliations, family circumstances or other irrelevant distinction' (page 187).

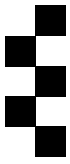
Page 16 of our 2020 undergraduate prospectus is dedicated to stories from some of our students. These include [REDACTED], who says "One of my biggest goals this year is to let students know what support there is. I come from a really small town, so it was a bit of a change to come to such a diverse and politically active university. I'd never been able to be part of an actual LGBT+ community before, so I really got stuck in. Now I've been elected VP Welfare, which I'm really excited about. One of my biggest goals this year is to let students know what support there is available to them. I want to use my own struggles with mental health to empower myself and everyone else who struggles. I think everything in your life is a tool you can use to empower yourself."

Our prospectuses are posted on our website and prospective students can either (1) request a hard copy to be sent to them; (2) download a PDF; (3) access it through our ISSUU platform, which is interactive and the reader can flick through the pages. Each year we print around 70,000 copies of our undergraduate prospectus and 20,000 copies of our postgraduate prospectus and distribute them at on-campus events such as open days and at recruitment fairs in the UK, Europe and overseas.

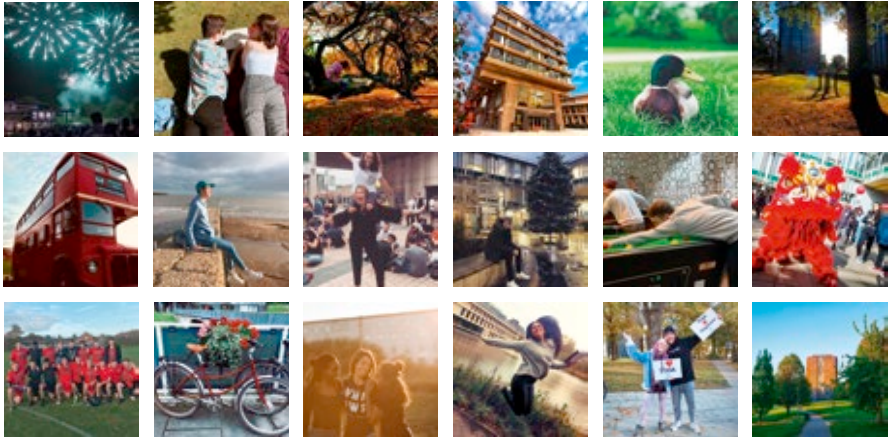
Upload an example communication:

please be aware only **one** file is allowed per answer

<https://stonewallsubmit.fluidreview.com/resp/90789876/b4ZxpSRDd1/>

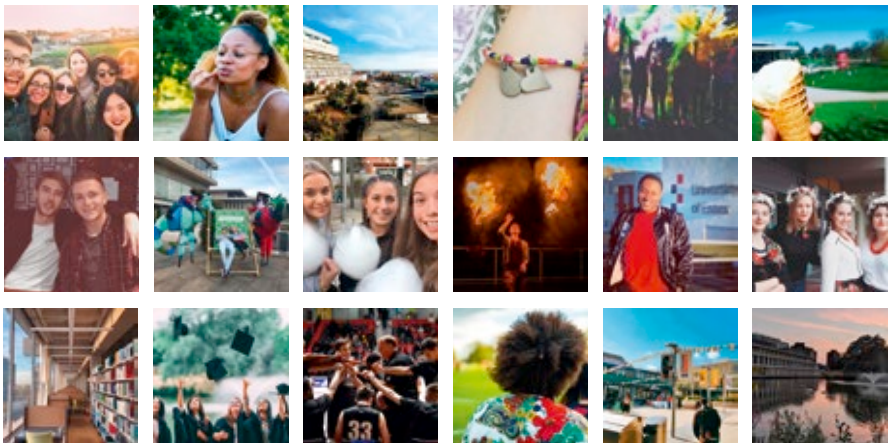


University of Essex



ESSEX

UNIVERSITY OF THE YEAR **THE AWARDS** 2018



Undergraduate Prospectus 2020

CHOOSE YOUR ADVENTURE

Whether you've ordered this prospectus from our website and know all about Essex, or picked it up at an event and don't know much about us at all, the parts that will interest you will depend on the things you like.

It goes without saying that the main thing to check out is your ideal area of study, which can be found by browsing our subject pages on page 74.

But after you've spent some time finding out all that your subject has to offer, then what? Essex has lots of amazing opportunities for everyone so why not take a look at the below and follow the path of the one that speaks to you.

At one with nature

Well Essex is the perfect setting for an outdoors explorer like you! With some glorious countryside surroundings and some lovely coastal spots, you'll be in your element. See page 62 to find out more about Essex life.

Night owl

Whether it's watching a film in Cine10 or singing at the top of your lungs to Mr Brightside in Sub-Zero, our Students' Union has lots of opportunities for a great night out. Take a look at page 32 to see what our SU have to offer.

Wanderlust

There's plenty of ways to satisfy your adventurous streak at Essex! You can study abroad for a term, a year or have an overseas experience during the summer. See page 42 to find out about the opportunities to see the world.

Busy bee

Having hobbies and joining sports teams is a great way to keep a busy schedule and meet new friends. At Essex we have over 100 societies and 40 sports clubs to choose from. Go to page 34 to find out more about what's on offer.

None of the above? Not to worry, everyone's Essex experience is unique and there is something for everyone!



YOUR ESSEX, YOUR WAY

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UNIVERSITY OF THE YEAR

THE AWARDS
2018

Rated Gold

Teaching Excellence Framework 2017



Our top rankings demonstrate we put equal emphasis on teaching and research



Top 15

for overall student satisfaction

NSS 2018, English mainstream universities*



Top 20

for the most international student community

Times Higher Education World University Rankings 2018



Our academics inspire a new generation of experts – which includes you





YOUR ESSEX, YOUR WAY

At Essex you're more than a student, you're a member. Someone with genuine licence to shape what we do.

Read our students' stories about life at Essex and meet the alumni we think are inspirational. These are the people who defy convention, stop to ask why and never give up. Read on and perhaps you'll start to see how you can make our Essex, your Essex.

Our students make us what we are. When we say Essex dares to be different, we can only make this claim because our students consistently choose to live life their own way.

Choose Essex for an education that's focused on you. Study here for more than a great degree. Learn to value opinions that differ and develop the confidence to make your own decisions.



ANIMAL KINGDOM



Liam Knapp-Bates explains how our volunteering programme (VTeam) shaped his future career as a Zookeeper.

Get stuck in

From the day he came to an Open Day, Liam felt like Essex was home, "I was really impressed with the wide variety of facilities provided on campus and how beautiful the lake area was", making his decision to study at Essex a pretty easy one. After joining the University as a student, Liam was sure to get involved with all of the opportunities Essex had to offer and advises all future students to "sign up to a hundred clubs or societies (you'll probably only attend one, two if you're optimistic) and get involved with everything going on on campus as I guarantee you'll find something happening pretty much every day."

It was through his go-getter attitude that he landed his role at Colchester Zoo, "I actually secured the position through Essex's volunteering program (VTeam) in my final year of study so I could volunteer at the Zoo at least one day a week".

Studying science at Essex, and beyond

Liam was a keen scientist from a young age "I always liked science growing up and didn't really know what I wanted to do with it...in particular biology was always my favourite". The diverse modules available in the BSc Biological Sciences course captured his attention and allowed him to explore so many different aspects of biology, "I was really interested in gaining a wider breadth of knowledge in biology with the hope of focusing on specific areas in the coming years".

His favourite part of the course was the lab work, "I conducted so many different experiments and learnt so much about the vocation of science research through them". Another memorable part of his studies was the field trips he attended as part of his degree. "The trip to Indonesia in my second year to participate in coral reef surveys was definitely a highlight and provided a good balance to the lab work back at the university". "When it comes to the field trips, make sure you go on as many as you can as they're invaluable and it's nice to get out of the lab sometimes!"

Monkey Business

Since graduating from Essex, Liam has been participating in an internship scheme at Colchester Zoo as a full time Zookeeper, "I'm now in month 11 and essentially have been training to become a fully-qualified zookeeper, with the aim to gain full time employment upon completion of the scheme". He claims studying at Essex proved invaluable for him whilst trying to gain a job through providing a variety of skills. "It was only through the university programme that I had the chance to participate in the zookeeper internship and so far I have had the best time...I still can't quite believe I get to look after so many amazing animals as my job!"

HEALTHY BUSINESS

You don't have to wear a suit to be big in business. Philip Kasumu, founder of health app Lyle, tells us how Essex Business School changed his outlook.

New perspective

Before he started his BA Accounting and Management Philip believed a career in business meant one thing. "I thought I'd end up in a suit working in London." However, his entrepreneurial spark was kindled by the Essex Business School. "It's where I discovered who I am. The modules I studied challenged me and made me look at business – and the world – a lot differently."

Another source of inspiration was the Students' Union Entrepreneurial Society. Philip recalls an event with the CEO of coffee shop chain Paddy and Scott's. "He shared with us how he struggled in school and had many failed businesses until this coffee idea. The moral of his story was to never give up. That has stuck with me to this day."

A passion for business and health

Whilst at Essex, Philip joined the gym. "In between studying very hard for my degree (honest!) I would train at the gym every day." He noticed that weight-loss apps were typically targeted at women, while health programmes for men usually centred on getting ripped and crash dieting. Philip wanted to create something that would help men lose weight in a fun and sustainable way. "I funnelled my passion for health and wellness and business into what would become Lyle."

Working with an engineer, a dietician and a designer, Philip launched Lyle, an iPhone app that helps men lose weight. Lyle is an AI assistant that acts like a personal trainer, advising users on goals, devising tailored meal plans – and even shopping for the right ingredients to save users time!

Made in Manhattan – via Essex

Philip's work on Lyle has taken him across the Atlantic and now he's based in New York. But he has fond memories of university life. "Essex is where I met some of my closest friends. It's where I made the transition from an overly excited teenager to 'grown-up'. It's where I developed discipline through my training and studying." Keen to share the secrets of success, Philip also now hosts Startup Handmedowns, a podcast where he interviews the brains behind the most dynamic new businesses.

If you're interested in launching your own business whilst studying at Essex, take a look at our award-winning crowdfunding platform Click, which has funded around 200 student projects.

click.hubbub.net



READ ALL ABOUT IT

Jordan Milne, BA History graduate, found her ideal career as a producer for Sky News. She explains how Essex shaped who she is today.

Finding a nose for news

Jordan wouldn't describe her university experience as typical. "I completed my first year at a different university and then moved straight into the second year at Essex. It was the most terrifying thing I've ever done!"

She soon found that Essex was the right place for her. "I studied History. I always knew I wanted to tell people's stories – and I was fascinated by the criminal justice system which is why I decided to study the history of crime at Essex."

Following a Masters in Journalism, Jordan started working at Sky news. "I didn't necessarily want to work in TV, but I fell into it and it's been a few years now! I'm the Home Affairs and Crime Specialist Producer for Sky News. For me, it's absolutely a dream job!"

Criminal mind

Jordan produces live news and pre-recorded investigations, working closely with Sky News correspondents Mark White and Martin Brunt.

While she covers everything from court cases, to terrorist attacks, to changes in the judiciary, Jordan is deeply proud of her coverage of the UK prison system. "Visiting prisons and getting to see the frontline, as it were, was mind blowing. We interviewed one prisoner about the availability of drugs and how that impacts life in the jail."

Once a history nerd, always a history nerd

When Jordan looks back over her time as a student, she remembers a visit to the British Library as a special highlight. "My dissertation was on the cultural life of Robert Louis Stevenson's *Strange Case of Dr Jekyll and Mr Hyde*. I had the chance to examine the original play. There were pencil notes in the margin, so being the history nerd that I am, that was something else!"

But for Jordan, there's more to history than the fun of delving through dusty archives. "Working on your assignments, you have to be able to cope with deadlines. Now in my job, I have deadlines of anything from 24 hours to 10 minutes and I can deal with that because I learnt how to during my degree."

Jordan's time at Essex helped launch her career, gave her room to explore her love of history – and still plays a big part in her life. "Essex shaped who I am entirely! I still live with someone I met on my history course now – we're history nerds together!"

Your Essex experience stays with you. Develop the skills you need for your career – find out more about how we support your plans for life after Essex.

[essex.ac.uk/life/careers](https://www.essex.ac.uk/life/careers)

WE ARE ESSEX

Everyone has a different background, a different experience, a different perspective. Our students, staff and alumni come from all over the world, each with their own unique story to tell. Here are some stories from our inspirational students.

To read more visit essex.ac.uk/we-are-essex



Abigail - BA History

"I wouldn't choose to go to any other uni"

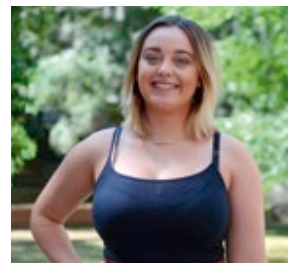
"I'm really happy here; everything has been amazing. Once I was at Essex it was actually very easy to make friends. Essex is a student-friendly university and everybody is really nice and the societies are a really good way to meet new people. I wouldn't choose to go to any other uni. It's so cliché but I literally just love Essex!"



Taran - VP Welfare and Community

"One of my biggest goals this year is to let students know what support there is"

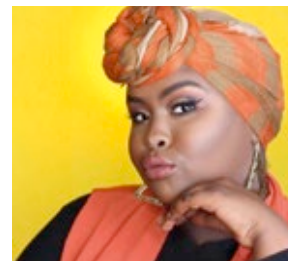
"I come from a really small town, so it was a bit of a change to come to such a diverse and politically active university. I'd never been able to be part of an actual LGBT+ community before, so I really got stuck in. Now I've been elected VP Welfare, which I'm really excited about. One of my biggest goals this year is to let students know what support there is available to them. I want to use my own struggles with mental health to empower myself and everyone else who struggles. I think everything in your life is a tool you can use to empower yourself."



Emma - MA Advertising, Marketing and the Media

"There are just so many incredible opportunities at Essex"

"I've explored a lot of new things, made some amazing friends, and really had an adventure. There are just so many incredible opportunities at Essex and I come from a tiny town where not much happens, so I really dived in. In my time here I've studied Arabic through Languages for All, started two new societies, and volunteered as the SU's Open Portfolio Officer. I think my favourite experience of all was studying abroad for a year in the US, though; it was a truly incredible, eye-opening experience."



Asha - VP International

"My advice would be get involved as soon as possible; even before you get your results"

"I was born in Norway, but my parents are Somali, and growing up I noticed that I looked different to everyone else. My goal is to make everyone feel comfortable here at Essex. My advice would be to get involved as soon as possible; even before you get your results you can connect with your new course-mates and flatmates on Facebook."



Tanki - SU President

"The SU belongs to all students"

"Being able to work towards tackling the issues that students care about, like cost of living, accommodation and mental health, really makes my job worthwhile. The SU belongs to all students, and they're empowered to make change within it. Without students, the University wouldn't be here. I'm really excited to get into it and make my own mark on the role. I think this Students' Union has so much potential!"



Antonio - BA Philosophy and Politics

"Next year I'll be going on my Year Abroad to Tokyo. From the beginning I knew I wanted to go to Asia"

"Next year I will be going on my Year Abroad to Tokyo. I've always wanted to go to Asia. I really enjoyed coming to Essex. I had no connections at the University; I wanted to get out of my shell and meet new people. During Freshers' Week I didn't know anyone, so it wasn't that much of a party week, but I came down to the SU Bar, grabbed a drink and found someone to speak to. That's how I met one of my closest friends."



**IT'S
ALL
HERE
FOR
YOU**

**Libraries.
Lecture halls.
Robot arenas.
Cats*.
Let's show
you around.**

***okay, only one cat.**

Our facilities offer you the opportunity to pursue your interests and meet people from across the University. Want to make films? We have professional-grade studios and editing suites. Want to pump iron? Take advantage of our first-class gym. Want to take some time out? See a new blockbuster at our on-campus movie theatre, Cine10. Check out what's on our campuses and if you have any questions, email us at admit@essex.ac.uk. But before you ask – he's called Pebbles and he lives on our Colchester Campus. Follow his adventures at facebook.com/EsexCampusCat



OUR FACILITIES

The latest addition to our Colchester Campus is our new **STEM Centre**. It includes a 180-seat wet lab for our School of Life Sciences and a 150-seat IT-rich exploratory learning space to enable collaboration between students across our Faculty of Science and Health.



Our campuses are growing and making more room for you. Here's a mere snapshot of what we offer.

Our brand new **Sport Arena** has 1,655 seats and international standard facilities suitable for staging televised sporting events. The Arena contains eight badminton courts, three basketball courts, three netball courts, five volleyball courts and two futsal courts.



The **Silberrad Student Centre** offers 24/7 access to a combination of IT-rich areas and study pods for group work. The Centre is also home to our Student Services Hub – your one-stop-shop for finance and support services.



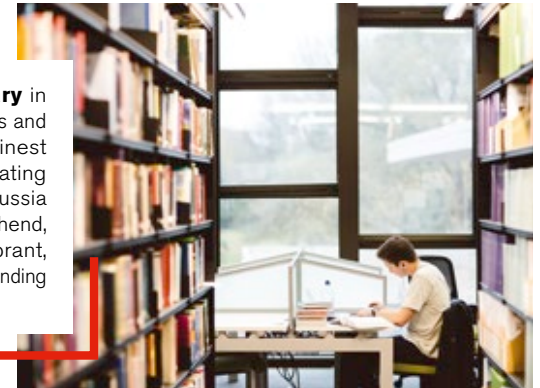
We have state-of-the-art **teaching facilities for healthcare students**, including a functioning hospital ward with robot patients that can simulate a range of medical conditions. The new space also includes six consultancy rooms which are equipped with cameras to be used for practice consultations.



Reflecting our commitment to responsible business practice in both teaching and research, **Essex Business School** in Colchester is a zero carbon building. It features a winter garden, café and lots of breakout spaces for post-lecture discussions.

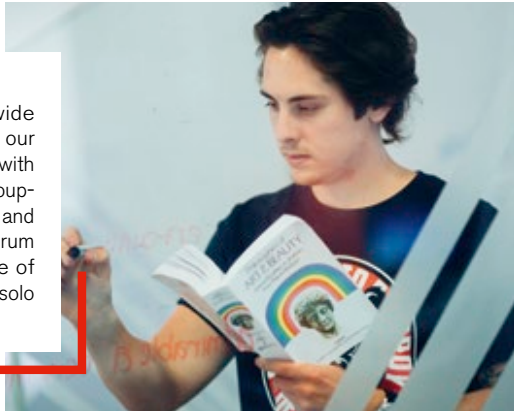


Our **Albert Sloman Library** in Colchester overlooks the lakes and houses some of the UK's finest collections, providing fascinating insight into Latin America, Russia and Eastern Europe. At Southend, the **Forum Library** is a vibrant, contemporary space with outstanding learning facilities.



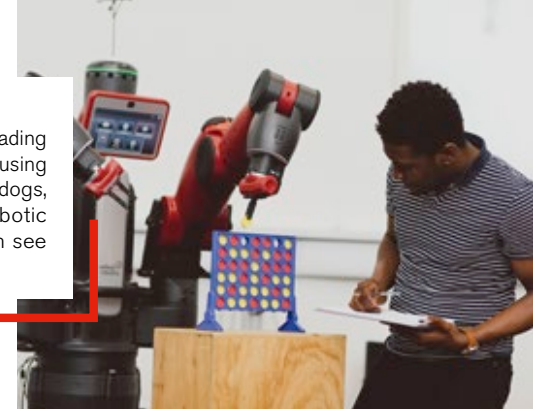
Innovative learning spaces

You have easy-access to a wide range of study facilities across our campuses. In Colchester, work with your friends in our interactive group-working spaces, the Limehouse and the Orangery, and our iconic Forum in Southend houses a mixture of pods and open-plan spaces for solo or group work.



Robotics arena

We have one of the world's leading robotics research facilities, housing robotic wheelchairs, spiders, dogs, football players, fish and robotic aircraft, which you can often see flying around the arena!



Theatres

The Lakeside Theatre on our Colchester Campus and the Clifftown Theatre in Southend showcase student and professional productions. Whether you're a keen actor, interested in production, or just enjoy an evening at the theatre this provides an excellent creative space for students with an interest in the arts.



Multi-Faith Chaplaincy Centres

Essex is the world in one place, so we bring together a mix of faiths and beliefs from across the globe. Our multi-faith spaces at Colchester and Southend are places to practice or explore faith, either on campus or by connecting staff or students to a local place of worship.



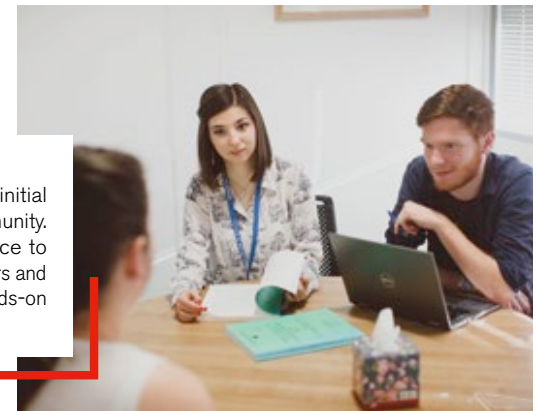
Interpreting lab

Our interpreting training lab can be used to interpret conferences of up to 20 people. You can use the lab as part of your studies, giving you the tools you need to become an expert interpreter.

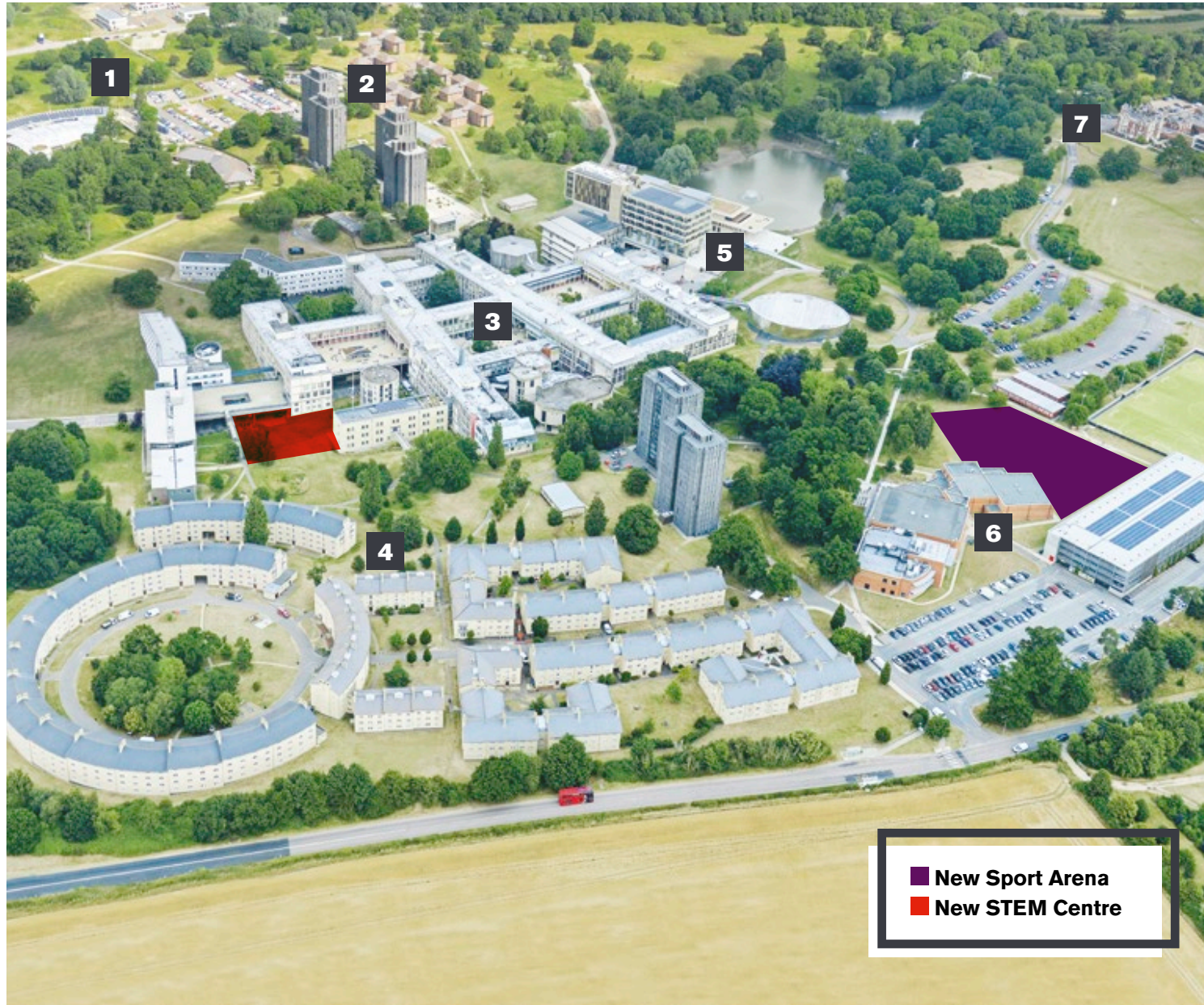


Essex Law Clinic

Essex Law Clinic offers free initial legal advice to the local community. Law students have the chance to work alongside practising lawyers and advises real clients to gain hands-on experience.



OUR COLCHESTER CAMPUS



■ New Sport Arena
■ New STEM Centre

- 1 North-west campus**
 - University Quays accommodation (10-minute walk from central campus)
 - The Meadows accommodation (5-minute walk from central campus)
 - Essex Business School
 - Day Nursery
 - Knowledge Gateway
- 2 North campus**
 - North Towers accommodation
 - The Houses accommodation
 - Health Centre
 - Tony Rich Teaching Centre
 - The North Teaching Centre
- 3 Central campus**
 - Lecture Theatre Building
 - Academic departments
 - Lecture and seminar rooms
 - Students' Union
 - Bars, cafés and restaurants
 - Shops, banks and Post Office
 - Information Centre
- 4 South campus**
 - South Towers accommodation
 - South Courts accommodation
 - Brand new STEM Centre
- 5 East campus**
 - Ivor Crewe Lecture Hall
 - Silberrad Student Centre and SU Creative Studios
 - Albert Sloman Library
 - Lakeside Theatre and Café
 - Waterstones bookshop
 - Parkland and lakes
- 6 South-east campus**
 - Tennis courts
 - Synthetic turf pitch
 - Sports Centre and Gym
 - Brand new Sport Arena
- 7 Wivenhoe Park**
 - Wivenhoe House Hotel
 - Edge Hotel School
 - ESCALA Space
 - Campus allotment
 - Sports pitches and parkland

OUR COLCHESTER CAMPUS

Often described as the world in one place, our Colchester Campus is home to students and staff from over 130 countries; bringing people together people from across the globe.

Located within Wivenhoe Park, the Campus is surrounded by beautiful landscapes and wildlife, providing the perfect place to study and relax. The campus itself is a vibrant hub of education, friendship and life.

Things to do

Whether you want to catch a film at the cinema, watch a show at the theatre, have a BBQ by the lake, dance the night away in our nightclub or even visit our theatre; our Colchester Campus has it all. You'll have plenty of opportunities to catch up with friends, with lots of coffee shops and food outlets for you to relax in between your studies.

Campus atmosphere

The squares are always buzzing with life. From our Thursday Street Market, to our international cultural celebrations, there is always something to get involved in. It's a real family feel to make you feel right at home, and we even have our own Campus Cat Pebbles, don't forget to give him lots of belly rubs!

Study space

Our 24/7 Albert Sloman Library holds six floors of e-resources, research resources and a whole lot of books. It overlooks the lake and the rest of Campus providing the perfect tranquil study spot for quiet reading and revision cramming.

We also offer you a wide range of study spaces across campus – from interactive and coffee-friendly group-working spaces, such as the Limehouse and the Orangery, to pods at Essex Business School and our Silberrad Student Centre. There is always somewhere on campus to get your head down and focus, or to work with others and create new ideas.

*not recommended!

We asked our students to choose their top things on Campus to give you a little insight into what you can expect as an Essex student.

TOP THINGS THAT MAKE ESSEX SPECIAL*

“Essex offers plenty of opportunity to volunteer, to boost confidence, knowledge, experience and certainly your CV.”



1 The people – it's a global community with a really lovely family feel.



2 Campus Cat – How could that cute little guy not be included?



3 Languages for all – Learning a language for free is an amazing opportunity!



4 Team volunteering – you're able to make a huge difference.



5 Amazing architecture – 1960s brutalist architecture is my thing!



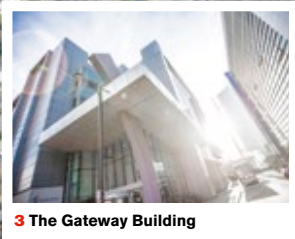
6 Nightline – it's great to have that support even in the middle of the night.

*chosen for you by our students!

OUR SOUTHEND CAMPUS



1 Southend Pier



3 The Gateway Building



5 Southend High Street



6 Prittlewell Square gardens



2 The Forum



4 University Square accommodation

- 1 Seafront**
- Southend Pier
 - Adventure Island amusement park
 - Beach and promenade

- 2 The Forum**
- 24/7 access to The Learning Hub
 - Student Services
 - Public and academic library
 - Lecture and seminar rooms

- 3 The Gateway Building**
- Academic departments
 - In-house doctor and dentist
 - Lecture and seminar rooms
 - Southend Central train station (50 minutes to London)

- 4 University Square**
- University Square accommodation
 - Supermarket
 - International shops

- 5 Southend High Street**
- Cinema
 - Cafés and restaurants
 - Post Office
 - Chain stores and independent shops

- 6 Clifftown**
- Clifftown Theatre and Studios
 - Prittlewell Square gardens
 - The Railway Hotel music venue

- 7 Victoria Gateway**
- Southend Victoria train station for travel to Colchester, London, and Southend Airport for flights all over Europe

OUR SOUTHEND CAMPUS

In the centre of a buzzing seaside town, Southend is the perfect place for living and learning. The Campus is based in the heart of the town, surrounded by more than 300 places to eat, award-winning nightlife, independent quirky boutique shops, museums and even an international airport.

Things to do

Famous for its beach resort and pier, it would be rude not to take a trip down to the seaside right? Ride the rollercoasters at Adventure Island, dip your toes in the sea or kite surf (if you're feeling adventurous) and wrap the day up with some fish and chips on the beach! Southend also offers plenty of places for shopping, Escape Rooms and lots of local gigs and events. Still not enough to keep you occupied? Southend is so close to London if you want a day out or a night in the city!

Community spirit

Being a smaller campus, Southend offers a close-knit community from all around the world. Our SU Lounge is fully run and owned by students and is the perfect spot to relax with friends. Whether you want to grab a coffee, play a computer game or just hang out between your classes, this is a home away from home.

Study space

The Forum building offers a 24-hour learning hub with modern study spaces. The SU Lounge is also a great place if you need to catch up on some reading and relax with a good book. Within the town centre there are lots of café spots to plug your laptop in, grab a cappuccino and watch the world go by (but try not to get too distracted).

We asked our students to choose their top things about Southend to give you a little insight into what you can expect as an Essex student.

TOP

“The Students’ Union makes me feel like I’m with my family.”

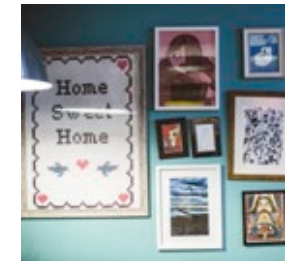
THINGS THAT MAKE SOUTHEND SPECIAL*



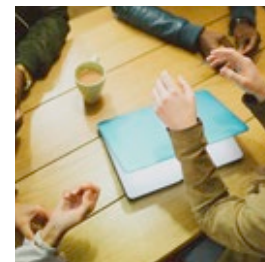
1 Being near London – head out for a day of sight seeing, or a night in the city!



2 The people – a close knit community of people from around the world.



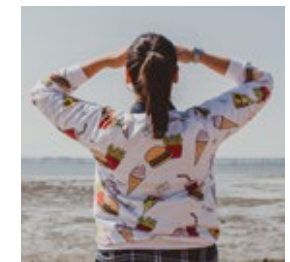
3 Students’ Union – here to make your Essex experience the best it can be.



4 Our lecturers – offering support throughout your studies.



5 Local gigs and events – there's always a new event to go to!



6 The beach – Southend's sweeping coastline has seven award winning beaches to enjoy.

*chosen for you by our students!

OUR STUDENTS' UNION (SU)

Our SU run an entire student town on our Colchester Campus, complete with shops, cafés, bars, a nightclub, restaurants and even a hair salon. If you're based in Southend you can grab a coffee, play Xbox or PlayStation and chill out between lectures at our new SU Lounge.

Heirloom

When you join our SU you'll receive your customisable Heirloom charm. Each Heirloom is inscribed with a number, which is passed on from alumni to undergraduate. That shared number shows that Essex students are a community, united by their desire to make a difference.

Shape everything

Students run the SU. You decide what gets stocked in our stores, what drinks we serve in our bars, and what we campaign for together. Whatever you want to do, we're here to make it happen. Nothing is too big or too small.

Get involved

At Essex, we want you to challenge everything and push yourself, but why stop in the classroom? Our SU offers membership to over 100 societies, catering to every taste. We even have a Harry Potter society. Plus, if we really don't have a group for you, we'll help you set-up your own.

Stay active

Sport more your thing? We have over 40 teams, from those you might expect like football, rugby and netball plus some sports you may have never tried before. From fencing to MMA, we've got plenty to keep you busy.

What's on

University shouldn't be all work. We'll make sure you're never bored at Essex with activities day and night to keep you occupied. Our cinema shows the latest films, we have quizzes in the SU Bar, open forums for heated debates and so much more.

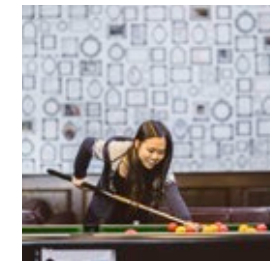
Read the SU pledges at essexstudent.com

TOP THINGS ABOUT OUR SU*

“Around exam time there is a real effort to help each other through and I don't think this would happen without the SU.”



1 Campus and extra stores (Colchester) – perfect for your sushi, sandwich or chocolate fix!



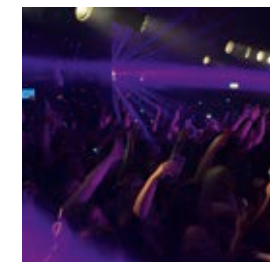
2 SU Bar (Colchester) and Lounge (Southend) – it's nice to have a space to meet and relax with friends.



3 Heirloom tags – to make you truly feel like part of the family #Essexforever!



4 SU Angels – bringing those all important goodies to keep you going during revision time!



5 Sub Zero (Colchester) – having a nightclub on Campus saves having to go into town!



6 The Salon (Colchester) – Haircut and blowdry between lectures? Yes please!

*chosen for you by our students!

GOAL DIGGING



“I’ve never considered myself a particularly sporty person but in my second year I decided to try out hockey and I stuck with it.”



Olivia Burns, centre.
Hockey-and-bobble-hat enthusiast.

Whether you’re a keep-fit newbie or a wannabe Olympian, the sports facilities at Essex will help you discover a new passion.

Our gym is the most popular sporting facility on campus, offering 160 workout stations and 80 fitness classes a week, while the new Sport Arena offers even more room for running around.

Try something new, we dare you

If you want to try a new sport but don’t want to join a team, Active Sessions are open to all and free for Essex Sport members. Allowing you to try a new sport without committing to regular training, Active Sessions are a great way to have fun. They’re a great way to get involved in sport, no matter what your ability is. Our ‘Learn To’ courses are also a great way to get you started when trying a new activity.

For those who want more, our Students’ Union is home to the Essex Blades – over 40 sports clubs who compete locally and nationally. Olivia Burns (pictured) is a BA Psychology student. “I’ve never considered myself a particularly sporty person but in my second year I decided to try out hockey and I stuck with it. It’s such a laugh training and playing games with the girls and we’ve even been able to play on the Olympic pitch!”

Top of your game

Participating in sport at Essex is a great way to boost your employability. We can support your personal development in sport, offering coaching opportunities in an official or volunteer capacity. There are work placements within Essex Sport, while our partnerships with sports organisations and strong links with numerous national governing bodies means we can give you the practical experiences that will make your CV stand out.

If your sporting dreams involve Olympic glory, we are an accredited Sport England Talented Athlete Scholarship Scheme (TASS) centre, able to offer an annual package of support and funding worth £2,750 for athletes nominated by their National Governing Body in around 25 sports. Undergraduates can also receive sports bursaries worth up to £3,000 per year, aimed at those looking to combine education with the pursuit of a sporting career following graduation.

Visit essex.ac.uk/life/sport for more on keeping fit at Essex.

SPORT AT ESSEX

At Essex we focus on making it accessible for everyone, no matter your skill level, no matter your experience or what campus you study at. Sport is in our blood and we are renowned for our extensive sports facilities and research on the benefits of Green Exercise.

Colchester

Located within the Colchester campus and covering 40 acres, our outdoor sports area includes an 18-hole disc golf course, all-weather tennis courts. Plus tons of space for you and your mates to play a game of five-a-side or take a long walk through the meadows. In 2018, we opened our Sport Arena which is built to international sporting standards. It boasts seating for 1,655 spectators, and includes 20 courts for basketball, netball, volleyball, badminton and futsal.

Southend

As a Southend student, being based in the town centre means a vast range of activities are only a stone's throw away. From pumping iron in the gym to kitesurfing or swimming in the sea (if you don't mind the cold!) there is plenty to keep you active. Or take a stroll or cycle along the coast for a relaxing way to keep fit.

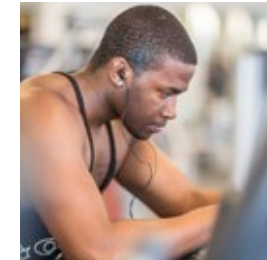
Our exclusive arrangement with Simply Gym in Southend offers you 24/7 access to the gym, equipment and fitness classes, so that you can keep active throughout your studies.

TOP ACTIVE THINGS TO DO AS AN ESSEX STUDENT*

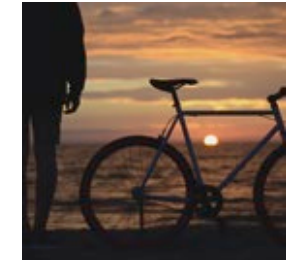
“The sports and activities at Essex are a great opportunity to meet new people and try something different!”



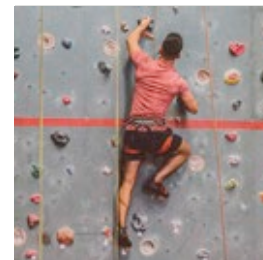
1 SU sports clubs – a brilliant way to make new friends.



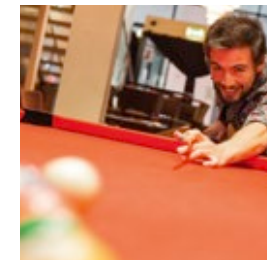
2 Sport Gym – to keep active between lectures!



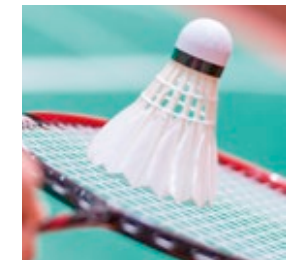
3 Walking/running/cycling – both campuses offer beautiful surroundings perfect for a cycle or a stroll.



4 Climbing – 250 metres of climbing space means you can take your fitness levels to the top.



5 Pool and darts – what better way to relax with friends after class?



6 Badminton – our brand new Sports Arena provides the perfect space for a game!

*chosen for you by our students!

OUTSIDE THE CLASSROOM

“It was great to have the opportunity to explore my interests in more depth.”

See more clearly.
Find out more about what you like.



Go wherever your curiosity leads you. Get involved in game-changing research. Debate with others at our THINK series. There's so much more to do besides study.

Sharing new ideas

Throughout the year our THINK series of debates engages with the issues that matter today. Open to all, each debate welcomes a guest speaker to introduce a topic before the floor is opened for discussion. From sex work to Brexit and mansplainers to rogue traders, nothing is off limits. Having won the Guardian University Award for Student Experience in 2016, the THINK series continues to challenge convention at every opportunity.

Get involved in research

For those who are interested in earning money while honing their research skills, Essex offers you the opportunity to get involved in current projects through our Undergraduate Research Opportunities Programme (UROP).

Recognising capabilities

Callum Ross completed his UROP in our molecular microbiology labs. Using advanced molecular techniques he worked alongside postgraduate students and academics

investigating spatiotemporal dynamics of bacterial communities in soil. “The placement taught me the intricacies of research as opposed to other laboratory settings. I faced and overcame the challenge of transferring my skills to a different branch of microbiology. The independence afforded to me during the 150 hour placement helped me better recognise my capabilities and allowed me to decide whether I wanted to continue postgraduate study.”

Looking to the future

Now in his final year at Essex, Callum is ready to apply his advanced laboratory skills to a research environment. The skills he's gained are clearly standing him in good stead, as he has recently applied for a PhD at the University of Cambridge. “A testament to the outstanding research at Essex, I completed my UROP placement with new scientific abilities, a newfound appreciation for work in a research driven environment and a renewed enthusiasm for postgraduate study.”

YOUR EDUCATION: POWERED BY RESEARCH

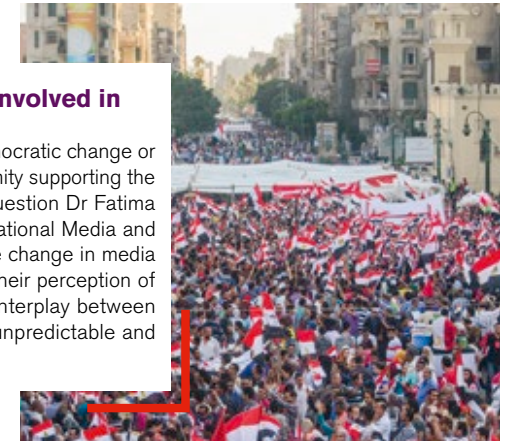
Predicting crime

An advanced computer software programme saved Milan's police force close to 2.5 million Euros in one year. KeyCrime is designed to enable the police to predict both the perpetrator and the timing of a crime, based on the theory that criminals are creatures of habit. Professor Giovanni Mastrobuoni from our Department of Economics carried out the programme's first academic evaluation and is currently working with Essex Police in developing and evaluating effective predictive policing practices.



How Arab journalists are involved in political change

Are Arab journalists supporting democratic change or are they acting as agents of conformity supporting the status quo? That's the important question Dr Fatima el Issaqi poses in her book Arab National Media and Political Change, which dissects the change in media practices by traditional journalists, their perception of professionalism and the complex interplay between journalists and politicians in fluid, unpredictable and unsafe transitional conditions.



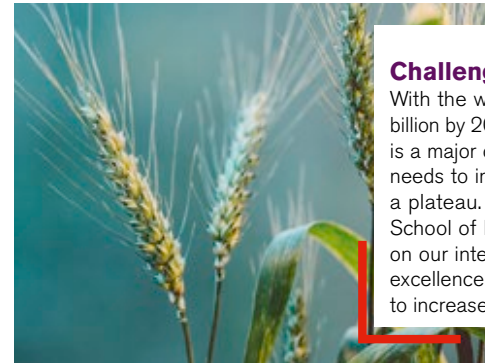
Why did Britain really vote Brexit?

The first comprehensive and objective study of why the UK voted for Brexit has been undertaken by Professor Whiteley from our Department of Government. Brexit: Why Britain voted to leave the European Union, uses over 10 years' worth of survey data, a pre and post referendum panel survey and a unique survey of UKIP members to drill down into the real factors behind the vote and to examine the long-term consequences.



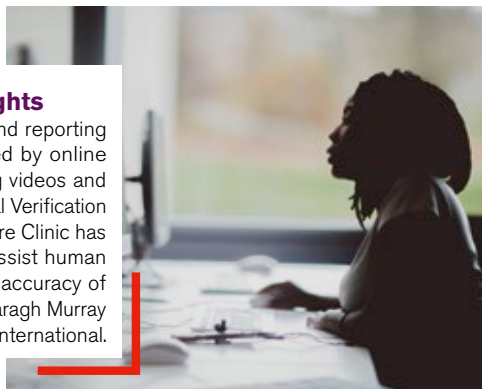
Challenging world hunger

With the world's population predicted to hit nine billion by 2050, the challenge of feeding the planet is a major one. To meet demands food production needs to increase, yet wheat yields have reached a plateau. Professor Christine Raines from our School of Biological Sciences has been building on our international reputation for innovation and excellence in photosynthesis to explore new ways to increase wheat production.



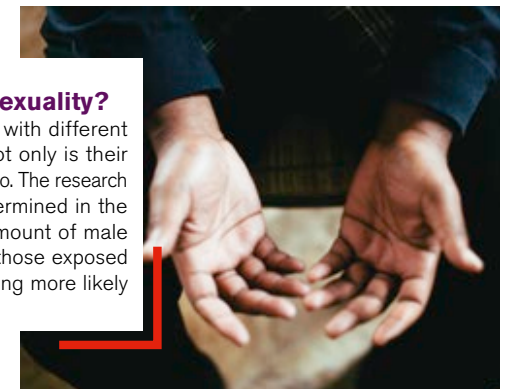
A digital guide to human rights

How human rights documentation and reporting is carried out has been transformed by online resources and social media, enabling videos and images to be widely shared. The Digital Verification Unit based in our Human Rights Centre Clinic has produced an introductory guide to assist human rights investigators in assessing the accuracy of information. The project is led by Dr Daragh Murray and run in partnership with Amnesty International.



Can your hands tell your sexuality?

An Essex study of identical twins with different sexualities has discovered that not only is their sexuality different – their hands are too. The research suggests that our sexuality is determined in the womb and is dependent on the amount of male hormone we are exposed to, with those exposed to higher levels of testosterone being more likely to be bisexual or homosexual.



DIVE IN

Study or work abroad, learn a new language – enjoy a world of opportunity at Essex.

You're going to get really good at packing your suitcase. At Essex, you can study or work abroad as part of your degree.

Emma Ward is a BSc Marine Biology student. She has spent time in Indonesia, taking part in a study on tropical seagrass beds and their interaction with tidal cycles. But her globetrotting didn't stop there. "For my placement year, I chose to head to the island of Samos, Greece, to join the Archipelagos conservation team." In Samos, Emma took part in a number of conservation activities, collecting data on turtle populations and dolphin strandings.

A helping hand from Essex

For Emma, her placement year was "an exceptional experience" and one she would highly recommend. Every year Essex students receive various scholarships and grants to support their overseas (or indeed, under-seas) adventures. You can study for a term or full year at a partner university and choose to undertake a language teaching assistantship or opt for a work placement.

Find your language

Emma also took the opportunity to learn Greek during her year abroad, but if you're more of an armchair traveller, you can learn a new language from the comfort of the campus. Our innovative Languages for All programme gives Essex students the opportunity to learn a language alongside their degree, at no extra cost, for one year.

It's more than just a degree

"Get the most you can from your university experience," advises Emma. Immersing yourself in another culture is certainly one way of making your time at Essex more memorable. And there's no doubt that someone who shows they're willing to try something new will always stand out from the crowd when it comes to job hunting. So come to Essex – and then leave us behind. We won't mind *sniff*.

If you're interested in work placements in the UK, turn to page 45.

Find out more about opportunities for travel at essex.ac.uk/undergraduate/study-abroad and for language study at essex.ac.uk/language-learning

“Get the most you can from your university experience.”

Emma Ward underwater in Indonesia.

GO TO WORK

“One of the things I really appreciate at Essex is that it’s given me a chance to get a wide range of work experiences.”



Preparing for life after graduation can be tough. So at Essex we do everything we can to help you achieve your goals.

Frontrunners, UROP and Internships

Essex students can take part in three extracurricular paid work experience schemes. Essex Interns will help you find a paid internship over the vacations. UROP (Undergraduate Research Opportunities Programme) allows you to gain paid research experience on campus. Frontrunners is our award-winning short-term placement scheme that offers you the opportunity to undertake paid, career-relevant employment within the University while you study. All three schemes help develop the skills you need to impress future employers.

Placements

Most of our degrees offer an option for a placement year, giving you the opportunity to gain relevant, real-world experience. The Essex Employability and Careers Centre is our on-campus job shop, while our online service CareerHub+ offers advice on improving CVs, careers fairs, securing internships and much more.

Employability skills

We ensure employability skills are embedded throughout your studies with many degrees offering the option of work based learning and employability modules. You can also highlight your extracurricular activities on your Higher Education Achievement Report (HEAR) through the Big Essex Award. The Big Essex Award helps you identify and sell the skills employers look for and loads of different activities can count, from part-time work, to volunteering and contributing to SU societies. Your HEAR is recognised by employers across the country and is the perfect way to showcase your unique experiences and qualities.

Continued support

Essex students benefit from other exciting opportunities, such as our Click crowdfunding platform, career mentoring programme, and start-ups programme, while our graduates have access to support from the Employability and Careers Centre for three years after graduation.

For everything you need to know about careers, employability and placements visit essex.ac.uk/life/careers

“One of the things I really appreciate at Essex is that it’s given me a chance to get a wide range of work experiences. There are plenty of flexible jobs on our campuses, created for students.

“During the first year I worked in the kitchen at Blues, a food outlet on campus. It was great fun...I will never forget our serenades over the carbonara sauce! In the second year I got promoted to Student Supervisor, which gave me a chance to gain experience managing a small team. It was challenging but I definitely learned a lot.

“In my final year I worked as a Student Recruitment Marketing Frontrunner. It was a creative role which gave me a range of useful experiences, including blogging, managing social media, photography and interviewing students!”

Ania Romankiewicz, BA Modern Languages

SUPPORT SERVICES

Whether you're a full-time or part-time student, live on campus or further afield – whenever and wherever you need help, we're here for you.

Student services

Our Student Services Hub is a one-stop shop for practical advice or confidential guidance, on everything from accommodation services to how to cope with homesickness. We provide support if you are experiencing mental health difficulties and have a specialist team available to help you. We also offer a Peer Mentor Scheme, where we can match you up with another undergraduate who's been there, done that and can help you settle into university life.

Mature students

Around 37% of our student body are mature students, so we have a real understanding of the challenges that come when combining studies with other responsibilities. You can join the Mature Students Network, with free access to a range of social, welfare and academic support networks. We also have a day nursery on our Colchester Campus which offers a discounted rate to students with children.

Disability and mental health

If you have a disability, medical condition or

specific learning difficulty an adviser will be on hand to talk you through alternative exam arrangements, lecture recordings, assistive software, access and more. You'll also have a specific contact within your department and SU Disabled Students' Officer to represent you.

We believe that our university should be a place that is psychologically and emotionally healthy. Advice and counselling are available if you have been diagnosed with a mental health condition, or if you feel low or anxious.

Commuting students

If you travel to one of our campuses to study, socialise and play sport, you're not alone. We have many students living in the local area and beyond who make that regular daily trip, and it's important to know that everything on campus is for you too. We have many facilities to make sure you're able to join in with university life to the full.

To see the full range of services we offer visit essex.ac.uk/life/student-services

“At Essex the atmosphere is very positive and welcoming, and the University makes it clear that it cares about its students' success in every aspect, including education and wellbeing. It keeps students engaged and offers countless opportunities for students to get involved in uni and in the community which I think is extremely important.”

Kimia Aghasoleimani, BSc Biomedical Science



“When I first visited Essex and saw the beautiful, open campus, met the kind staff and students, and saw my department I realised I would really enjoy myself here, and I have.”



Kimia can help.
Her t-shirt says so.

WORLD CLASS

“I hang around with people from different regions of the world, and sometimes I get to sing French songs with my French mates too!”



At Essex you join a global learning community. Study an internationally relevant curriculum taught by academics whose research has international impact.

Support with your studies

We help you get the most out of your studies by providing a range of tailored support, including academic skills and English language classes. Our academic departments also provide support services, with most offering one-to-one tutorials with lecturers and running student mentoring schemes.

Welfare and community

Our Student Services Hub is on hand to offer advice on funding, immigration, housing and healthcare. We provide facilities for religious worship on campus and will do all that we can to make Essex feel like home.

As a member of our Students' Union you'll discover our growing number of societies, including nearly 40 international societies that celebrate the cultural diversity of our global community.

Well-connected

Essex is awesome, but we understand you may want to explore a little further whilst you're here. We have excellent road and rail links to London, with frequent trains from both Colchester and Southend and a journey time of under an hour.

All three campuses are within two hours of London Heathrow, London Gatwick and London Stansted airports and are served by frequent airport transfer coach services. Southend Airport flies to a number of popular European destinations.

Essex family

Drawn from around 140 countries, we think of our 95,000 alumni as family. So we like keeping in touch. We organise professional networking events and reunions all over the world and will always want to hear your news.

Get in touch

Visit [essex.ac.uk/international](https://www.essex.ac.uk/international) or email us your questions about being an international student to admit@essex.ac.uk

“I’m currently in my final year of my degree and loving every bit of it. Coming to Essex from India, it was one big challenge but I’ve been overwhelmed with support from my tutors and friends.

“Computers are my first love, although I also love travelling, writing poems and meeting new people. I hang around with people from different regions of the world, and sometimes I get to sing French songs with my French mates too!

“In my first year I was paired with a peer mentor because I didn’t know where to go when I had problems. She helped me get through my assignments and got me more involved in my department. I wanted to help students facing similar issues. So I thought why not help people and volunteer to be a peer mentor myself? It makes me really happy to get people on track.”

Nupoor Singh, BSc Computer Science



WELCOME HOME

Lifelong friendships will most definitely be made. But your favourite mug might get broken.

Pancake brunches. Board game marathons. Assignment all-nighters. Your new flatmates will be with you for every moment of your new student life – there to celebrate the good times and pick up the pieces on the not-so-great days (quite literally if they break your mug). Have a look at our student accommodation and start packing for moving day.

If you're going to live away from home for the first time, you couldn't choose a better place than Essex. There's plenty to do on our campuses, lots of places to explore nearby – and London is just down the road. So what are you waiting for? Go ahead and make yourself at home.

New memories. New adventures.

Living on campus

Moving away, possibly for the first time, can feel daunting. But don't worry, we offer a variety of University accommodation so that you can find the perfect one for you.

Included in your rent is wifi, heating, hot water, contents insurance, electricity and the cleaning of communal areas (such as kitchens) – so no need to argue about whose turn it is to Hoover! Rooms are normally let for the full academic year from late September to the end of June, which means that even if you're away from the University during the winter and spring vacations, you don't have to remove your things from your room.

Most flats are mixed-gender, although single-gender flats are available, and we offer some single-occupancy adapted rooms. We have a limited amount of self-contained accommodation which is suitable for either single or double occupancy, as well as twin ensuite rooms and studios. We cannot guarantee accommodation for first year students who are accompanied by a partner, but we'll do our very best to help. Just make sure you get in touch as early as you can if you think you need to talk about any of this with us.

E askthehub@essex.ac.uk

Guaranteed accommodation

You are guaranteed accommodation for your first year of study – just make sure you've had your place confirmed, your accommodation application is received by the published deadline, and you accept your offer of study.

* The accommodation costs on the following pages show the 2019-20 costs per week. It's likely that our rental charges for 2020-21 will increase from these amounts. We'll publish the 2020-21 costs on our website as soon as they are available.

Living nearby

The Students' Union offers a free housefinding service from our Colchester Campus. They provide support for everyone moving off campus, complete property and landlord checks to ensure your safety, and help you find your ideal rental property, all free of charge.

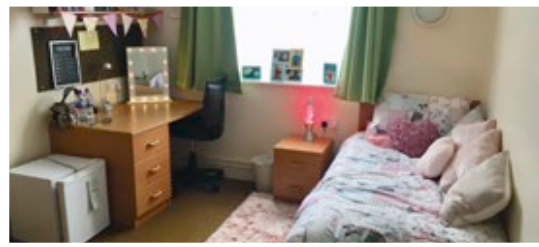
Settling in

Our Residence Life team helps to create a welcoming and friendly community for you to live and learn in. You'll have a Residents' Assistant based in your area of accommodation who'll meet you soon after you arrive. They'll make sure that you have opportunities to get involved in University life and social activities, and provide support outside of office hours. We offer a safe and secure living environment with support available 24-hours a day.

E admit@essex.ac.uk



↗ **Before** pretty bare.



↗ **After** bare pretty.



YOUR NEW HOME

essex.ac.uk/accommodation

↗ **Settle in, get cozy and fire up Netflix.**

ACCOMMODATION

THE COPSE



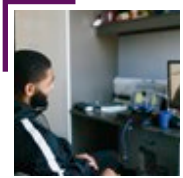
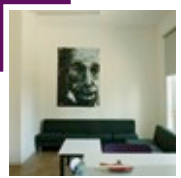
Size: 643 rooms
Cost per week: £163.17-£191.31*
Location: Colchester Campus

- 10-minute walk to campus
- 4-12 students in each flat
- En suite facilities
- Studios and adapted rooms
- Near the Essex Business School

Brand new and close to Essex Business School, The Copse has a social pavilion, common room and shop.



Take a look



SOUTH COURTS



THE TOWERS

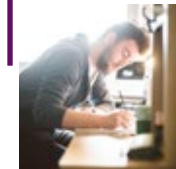
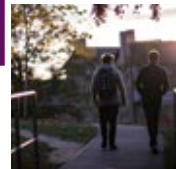


Size: 1,218 rooms
Cost per week: £150.78-£152.95*
Location: Colchester Campus

- 4-12 rooms per flat
- En suite facilities
- Some adapted rooms available

Near the centre of campus, South Courts are the ideal place if you want the perfect balance between your academic studies and social life.

Take a look

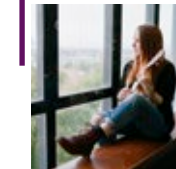
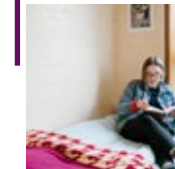
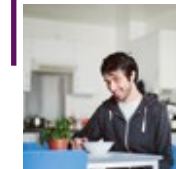


Size: 1,142 rooms
Cost per week: £99.05-£101.50*
Location: Colchester Campus

- 13-16 rooms per flat
- Shared showers and toilets

Our six iconic Towers have always been, and still are, the heart and soul of our Colchester Campus as well as a local landmark.

Take a look



*See page 52 for information on accommodation costs.

THE MEADOWS



UNIVERSITY QUAYS

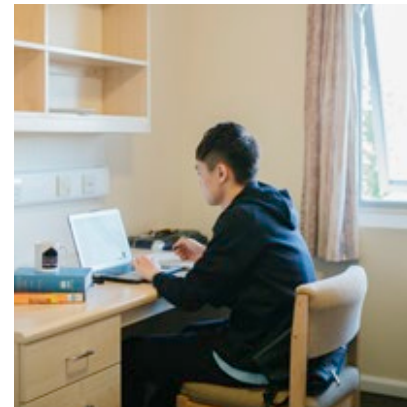
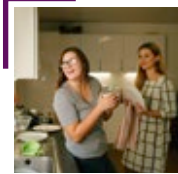
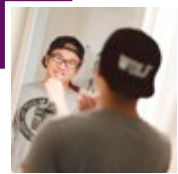
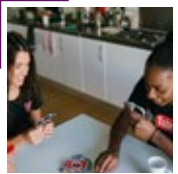


Size: 228 townhouse rooms plus 420 flats
Cost per week: £150.43-£152.95*
Location: Colchester Campus

- 12 rooms per townhouse with lounge/kitchen
- 5-7 rooms per flat with shared kitchen

With a real sense of its own community, including a handy shop and common room, The Meadows is only a short walk from the centre of campus.

Take a look



Size: 766 rooms
Cost per week: £143.78-£169.05*
Location: Colchester Campus

- 7-8 rooms per flat
- En suite facilities

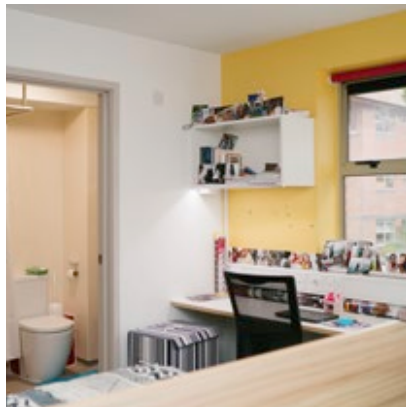
With amazing views of the River Colne, and just a 15-minute walk from campus, University Quays are a fantastic social hub.

Take a look



*See page 52 for information on accommodation costs.

THE HOUSES

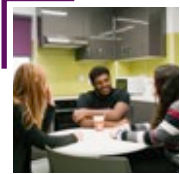
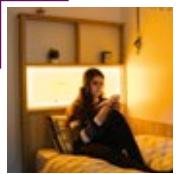


Size: 267 rooms
Cost per week: £136.92-£148.75*
Location: Colchester Campus

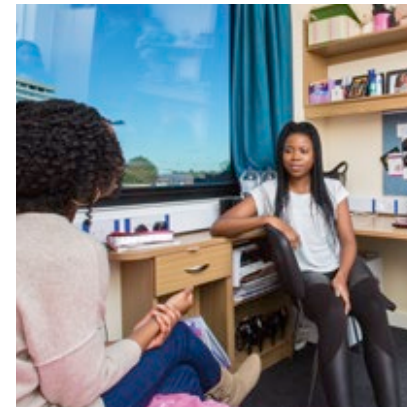
- 4-6 rooms per flat
- En suite facilities
- Some adapted rooms available

Located by our beautiful parkland, yet close to our main study facilities, The Houses are ideal if you're looking for a quieter living space.

Take a look



UNIVERSITY SQUARE

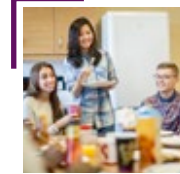


Size: 497 rooms and 64 studio flats
Cost per week: £148.05-£182.63*
Location: Southend Campus

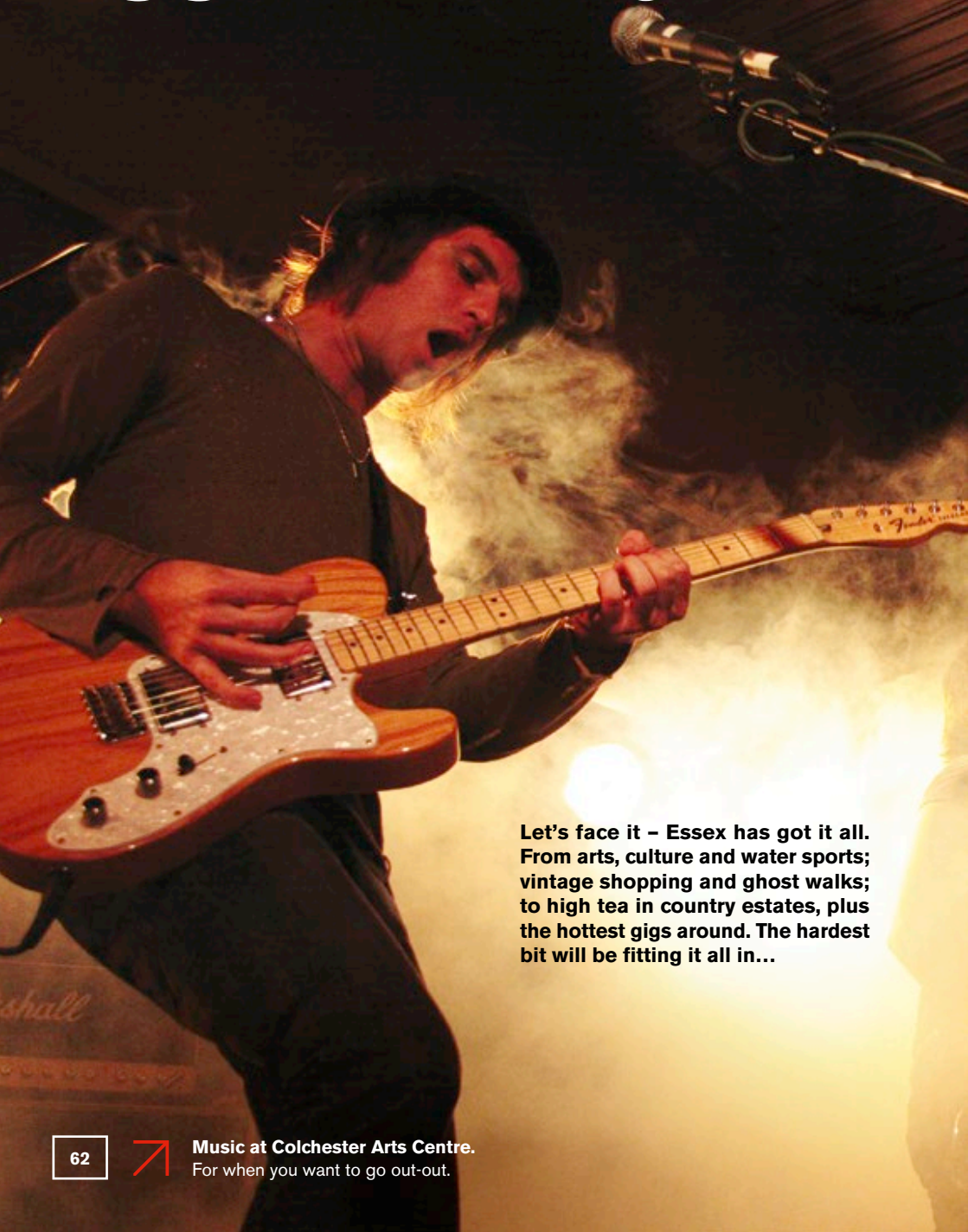
- 11 rooms per flat
- En suite facilities
- Studio flats have own kitchenette
- Some adapted rooms available

Just minutes from Southend town centre and all its benefits, University Square has everything on your doorstep.

Take a look



ESSEX LIVING



Let's face it – Essex has got it all. From arts, culture and water sports; vintage shopping and ghost walks; to high tea in country estates, plus the hottest gigs around. The hardest bit will be fitting it all in...



The great outdoors

Our county of Essex is home to some of the best coastline in the UK – perfect for a sunny day-out, or even some kitesurfing if you're seeking an adrenaline rush. Colchester is close to pretty villages, ancient woodland and an Area of Outstanding Natural Beauty. Southend is close to Hadleigh Park, which hosts an Olympic mountain biking course, archery, kayaking and paddleboarding.



Eating and drinking

Food from around the world, chips on the seafront, local beers by the pretty Wivenhoe waterside. Where do we even start? Essex is a foodie's dream. Later on at night, the county really lights up, catering for everyone. Whether you want a chilled catch up or a buzzing night out, we've got cocktail bars, real ale pubs, wine bars and top nightclubs. Life in Essex doesn't stop just because the sun's gone down!



History and culture

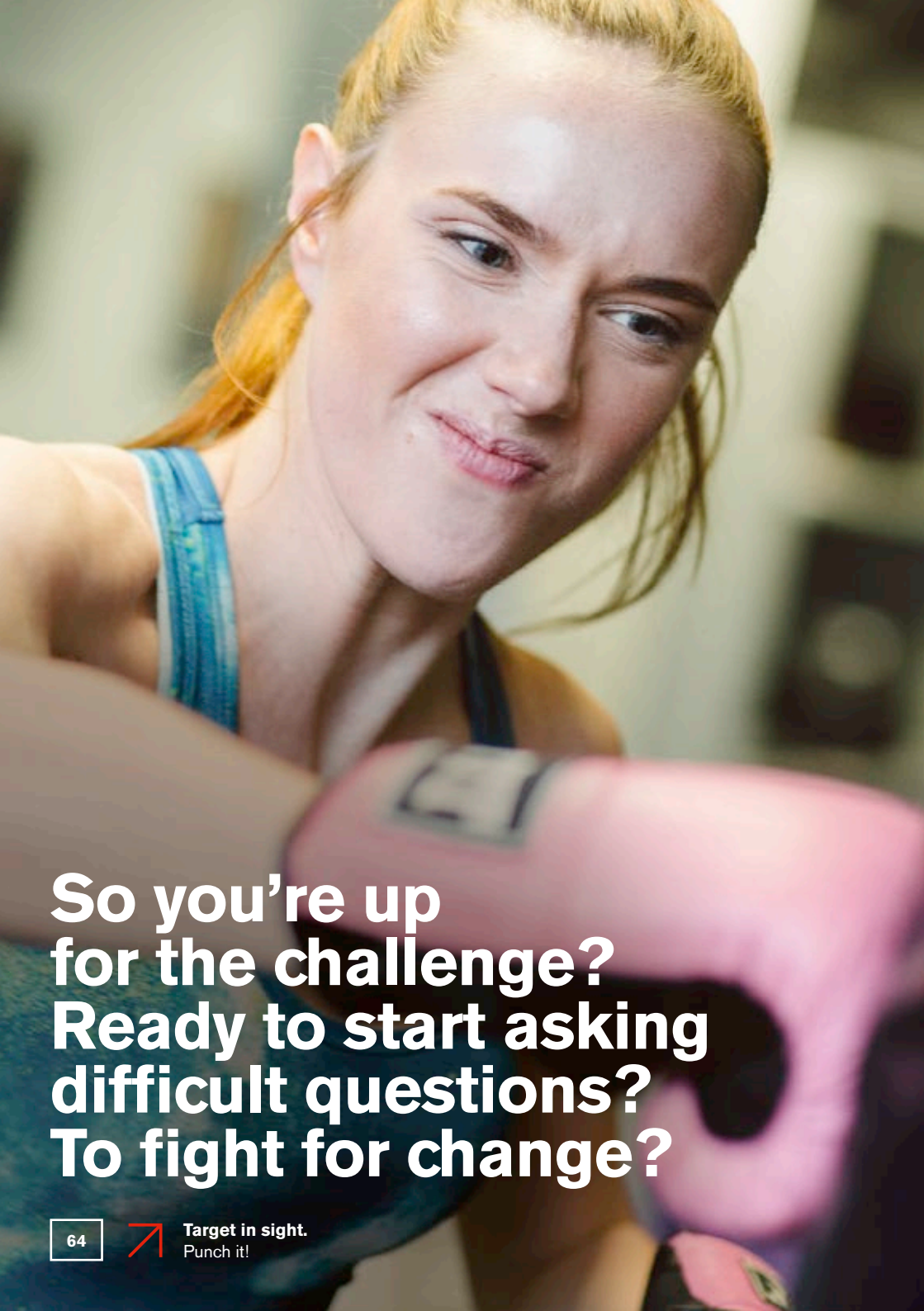
Essex is full of hidden historical gems. Colchester is Britain's oldest recorded town, dating back to the Roman era. Its Norman Castle is now a fantastic museum showcasing the colourful history of the local area. It's surrounded by a gorgeous park and tucked away in other corners of the town are Roman walls and priory ruins. We've got galleries, music venues and theatres aplenty so you can gorge yourself silly on music, comedy, and art.



Days out

When you're in Colchester, make sure you head down Sir Isaac's Walk and Eld Lane, two of the quirkiest streets in the town centre, where you'll find retro clothing, old-school sweet shops and quaint tearooms. For the animal-lovers among you Southend has a fab aquarium and Colchester Zoo is definitely worth a visit – it's one of the best in Europe.





APPLYING TO ESSEX

So you're up
for the challenge?
Ready to start asking
difficult questions?
To fight for change?

Of course you are – that's why you're still reading this.

Here's the nuts-and-bolts information you need about our Open Days, financing your studies and making an application to study at Essex.

And if you're ready to sign on the dotted line, head to

essex.ac.uk/ug/applying-to-essex





OPEN DAYS

An Open Day is your chance to meet your department, look around campus, find out about student finance. You probably think an Essex Open Day is just the same. Of course, we'll show you all the important stuff, but why stop there? You don't know open days until you've experienced an Essex Open Day.

Meet world-class academics and like-minded students. Laugh with family. Find your new home. Experience taster lectures. Get out of your comfort zone and try something new. Drink tea and eat cake, copious amounts of cake. Hear other people's stories and start yours. Experience an Essex Open Day.

Colchester Campus

15 June 2019
21 September 2019
26 October 2019

Southend Campus

14 September 2019

Can't make an Open Day?

Don't worry – contact us and we can arrange a campus tour for a date that suits you. Or, if you can't visit, you can take a 360° tour online to get a taste of life at Essex.

E tours@essex.ac.uk

essex.ac.uk/visit-us



HOW TO APPLY

Applying to Essex is straightforward. We make things as easy for you as possible, so you can get on with the important business of planning your Essex experience.



How do I apply?

Applications for the majority of our courses should be made online via UCAS.com.

- The exception is our BA/FdA Therapeutic Communication and Therapeutic Organisations, check page 159.

When should I apply?

If you are applying for October 2020 entry you can do so from September 2019 onwards. A small number of our courses may close on 15 January 2020 but the majority will remain open until 30 June 2020.

Next steps

Once we receive your application from UCAS it is considered by our Admissions Team. When making a decision on your application, we take into account a range of factors, including GCSE performance, AS-level results (if taken), subjects taken at A-level, BTEC (or equivalent qualifications), predicted grades, your personal statement and your academic reference.

UCAS will officially inform you when a decision has been made on your application. You'll also receive information from us if we make you an offer. Once you've received a decision from all your choices, UCAS will ask you to accept one offer as your firm (first) choice and one offer as your insurance (second) choice via UCAS Track.

Applicant Days

If you're based in the UK, you'll have the opportunity to visit us during an Applicant Day. These days offer you the chance to find out more about your course, meet our staff and students and have a look around our campuses. Some of our departments interview their applicants during an Applicant Day. These interviews can take different formats depending on your subject.

Campus Tours

We'll send you all the information you need beforehand. If you're not resident in the UK but would like to visit our campuses, we would love to show you around. Weekday tours can be booked through our website. Alternatively, you can take a look online at our 360° campus tours.

E tours@essex.ac.uk
essex.ac.uk/visit-us

Confirming your place

If your offer is conditional and you go on to meet the conditions specified in the offer, we'll confirm your place. If your results don't quite meet the conditions, we may still confirm your place, but this depends on the results and the availability of places. If you don't meet the conditions of your offer and don't secure a place on your chosen course, you may be offered an alternative course. You also may be offered a foundation year Essex Pathways degree (see page 172). Our decision is usually made within a few days, once we have received all the information we need, and you'll be notified by UCAS.

Deferred entry

The majority of our courses enable you to take a gap year. You can apply in the normal way during 2019-20, but should indicate your year of entry as 2021 on your UCAS application. Applications for deferred entry will be considered on the same basis as those for entry in October 2020.

Second or final year entry

We're happy to consider applications for entry to the second or final year of study for most of our courses. For direct entry to the second or final year, we would normally expect you to achieve at least 55-60% overall in your first or second year modules of a comparable course at another institution. Contact our Undergraduate Admissions Office for further information, or see our website for information on transferring from another university.

E admit@essex.ac.uk
[essex.ac.uk/undergraduate/
applying-to-essex](https://essex.ac.uk/undergraduate/applying-to-essex)

Other things to consider

Some courses require you to undergo a Disclosure and Barring Service check (DBS), when working with children and/or vulnerable adults, and an occupational health check.

When you apply you can declare whether you have a disability or health issues so we can provide support. We have a team of disability and wellbeing advisers, dyslexia tutors, and other specialist staff.

Entry requirements

UK STUDENTS

Typical entry requirements are described on each subject page of this prospectus. Visit our online Course Finder for additional information.

[essex.ac.uk/subjects](https://www.essex.ac.uk/subjects)

The wide range of qualifications that we consider include the following:

- A-levels
- BTEC qualifications
- International Baccalaureate Diploma and Diploma Programmes
- QAA-approved Access to HE Diplomas
- Open University courses
- Professional qualifications

Our typical offer will require specific grades in three A-levels (or equivalent) for most courses, although we consider additional qualifications. For example, if your results fall short of the offer level by a small margin, your result in the Extended Project or an additional AS-level will be taken into account. We want you to stand the best chance of benefiting from an Essex education. We will also consider your application if you are re-taking one or more exams.

This applies to students taking modular A-level examinations and those taking the reformed linear A-level examinations. For further information on our policy regarding qualifications reform, visit our website.

[essex.ac.uk/ug/applying-to-essex](https://www.essex.ac.uk/ug/applying-to-essex)

GCSE REQUIREMENTS

Our general entrance requirements are a minimum of two full A-levels and five GCSEs at grade C/4 or above, including English, or equivalent. Some courses also have additional GCSE subject requirements which you'll find on the relevant subject pages. If you don't currently meet our GCSE requirements, contact our Undergraduate Admissions Office for advice.

E admit@essex.ac.uk

EU AND INTERNATIONAL STUDENTS

If you're from outside the UK, we are more than happy to make offers based on EU and international qualifications that are considered equivalent to our standard A-level offer. Contact our Undergraduate Admissions Office for more information on specific qualifications.

E admit@essex.ac.uk

Up-to-date information is also available on our online Course Finder.

[essex.ac.uk/subjects](https://www.essex.ac.uk/subjects)

IMMIGRATION AND APPLYING FOR A VISA

If you require a visa to study in the UK, you'll need to apply under Tier 4 of the UK Government's Points Based Immigration System (PBIS). The status of EU students may be subject to review should the terms of the UK's withdrawal from the European Union change the status of EU students.

We are required to ensure compliance with UK Home Office regulations as a Tier 4 Sponsor. In some circumstances, we may be unable to make an offer or issue a CAS if an applicant is unable to meet all Tier 4 requirements, including when there have been changes to these requirements made by the UK Home Office. Refer to our webpage for information about immigration and applying for a visa.

[essex.ac.uk/immigration](https://www.essex.ac.uk/immigration)

ENGLISH LANGUAGE REQUIREMENTS

You are required to have GCSE English at grade C/4 or above (or equivalent). You can demonstrate your level of English language by achieving a specified score in IELTS or another equivalent test that we accept. You don't need to achieve this level before making your application, but it will be one of the conditions of your offer. See the table opposite as a guide.

ENGLISH LANGUAGE REQUIREMENTS

| Point of entry | Course(s) | IELTS (academic version) |
|---|-------------------------------|--------------------------|
| Pre degree (Home and EU only) | Cert HE courses* | 5.0 |
| | Courses with a Year 0 pathway | 5.5 |
| First year | All courses*† | 6.0 |
| Second year | All courses*† | 6.5 |

*Note that students who need a Tier 4 visa to study in the UK must meet the UK Home Office Visas and Immigration's minimum English language requirements, including component requirements.

†Note that BA Multimedia Journalism, BSc Nursing, BSc Physiotherapy, BSc Occupational Therapy, BSc Speech and Language Therapy, BA Social Work and courses in Edge Hotel School have different English language requirements. See relevant subject pages for further details.

For full details of our English language requirements, including UK Visas and Immigration minimum component scores, visit: [essex.ac.uk/see/ug-intl-english](https://www.essex.ac.uk/see/ug-intl-english) (for applicants who require a Tier 4 visa) [essex.ac.uk/see/ug-eu-english](https://www.essex.ac.uk/see/ug-eu-english) (for EU/EEA/Non-Tier 4 applicants)

Contact our Undergraduate Admissions Office for further information about these and other English language tests that we accept. **E** admit@essex.ac.uk

Pre-sessional and English language courses

We offer pre-sessional English language courses at the University of Essex International College (in partnership with Kaplan) which can be taken before your degree if you are an EU or international student and do not meet our English language entry requirements. Our courses will help you improve your English. Upon successful completion of the pre-sessional you will be able to proceed on to your degree course without having to retake IELTS. To find out which is the best pathway for you visit our website.

[essex.ac.uk/international/pre-sessional](https://www.essex.ac.uk/international/pre-sessional)

Study abroad

Many of our courses give you the amazing opportunity to study abroad for up to a year in another country at a different university. This gives you the chance to immerse yourself in another culture, develop your independence and become a more globally-aware person. We have over 150 partner institutions throughout Africa, Asia, Europe, the Pacific, and North and South America.

[essex.ac.uk/undergraduate/erasmus-and-study-abroad](https://www.essex.ac.uk/undergraduate/erasmus-and-study-abroad)

East 15 Acting School

If you apply for a course at East 15 Acting School, you must apply directly to East 15 as well as UCAS. Most courses require you to attend an audition, interview or technical theatre assessment.

[east15.ac.uk](https://www.east15.ac.uk)

Further information

For information about our Undergraduate Admissions Policy visit our website. In the event that you are dissatisfied with any aspect of our admissions process, procedure or policy and want to submit a formal complaint, you can do so via the Complaints Policy for applicants.

[essex.ac.uk/admissions-policy](https://www.essex.ac.uk/admissions-policy)

Undergraduate Admissions Office

E admit@essex.ac.uk
T +44 (0)1206 873666

FEES AND FUNDING

Your tuition fees are invested to provide you with a transformational education. They help us to create the stimulating and cutting-edge environment that supports the world-class research and education we offer at Essex.

UK and EU students

TUITION FEES

The tuition fees for 2020-21 have not yet been confirmed. We will publish them on the website as soon as they are available.

essex.ac.uk/fees

For reference, the fees for UK and Channel Islands students commencing their studies in 2019 were set at £9,250.

In previous years, the tuition fee has increased for each academic year of study. The 2019 fee was frozen but we do not know yet if, or when, this will change. Previous increases were limited to the annual increase in the RPI-X index.

Fees for full-time undergraduate students with a Home fee status (which currently includes EU students*) remain subject to UK Government approval.

*The fee status of EU students may be subject to review should the terms of the UK's withdrawal from the European Union change the legal status of EU students.

ACCESS TO LOANS

Taking out a loan can feel like a big financial commitment, so we want to make sure you know exactly how it works. The UK Government provides UK and EU students with a tuition fee loan (subject to eligibility criteria), meaning you do not need to pay tuition fees upfront or during your course.

If you're a UK student you can also take out a maintenance loan, which helps cover living expenses while you're at university. You only start repaying your loan once your income reaches a certain level, and if your income drops below this, you'll stop making repayments – so you don't need to worry about not keeping up.

Following the UK's decision to withdraw from the European Union and at the time of publication, the UK Government has not yet confirmed whether EU students starting in 2020 will be eligible for a loan for the duration of their course. Further information will become available once confirmation from the UK Government has been received.

If you're an EU student, we encourage you to research financial support offered in your home country. National grants or loans may be provided by your government or local careers service.

www.gov.uk/student-finance

International students

TUITION FEES

For a majority of our undergraduate courses our international fees for the academic year 2020-21 are:

- Full-time undergraduate degree courses £16,050-£18,730

For a list of all international tuition fees please visit the website.

essex.ac.uk/fees

For students commencing their studies at the University of Essex in the 2020-21 academic year, your fees will increase for each academic year of study. This annual increase will be 5% or the annual increase in the RPI-X index, whichever is the higher. If you'd like advice on whether you'd be classified as an international student in relation to your tuition fees, contact our Undergraduate Admissions Office.

E admit@essex.ac.uk

The UK Council for International Student Affairs (UKCISA) can also give you advice and information on fee statuses. Visit their website for more information.

ukcisa.org.uk

If you require a Tier 4 visa to study in the UK, as part of the visa application process, you may be asked to produce evidence of your ability to pay tuition fees and to cover living expenses during the course. There's more information on our website about the current Home Office requirements.

essex.ac.uk/immigration

Scholarships and bursaries

We offer financial packages to support students, including those from lower income households. Additional support for UK students includes bursaries for care leavers and students with refugee status.

For information about funding opportunities visit our website.

essex.ac.uk/ug/scholarship

Previous study

If you have previously studied at a higher education institution, this may affect the amount of financial support available to you. To find out more about this, or if you've got any other questions, contact our Student Funding Team.

E funding@essex.ac.uk

Living expenses

At January 2019 prices, the minimum sums required for living expenses (for a single student) in 2019-20 are estimated to be between £7,745 and £13,418 for a 39-week course. This includes the cost of a single room in University-provided accommodation, as well as an allowance to cover food and other necessary expenses. For more information check our cost of living webpage.

essex.ac.uk/living-costs

At Essex, there are lots of opportunities to work part-time while you study if you need a bit of extra cash – see page 44 for more information on jobs offered within the University.

| | | | |
|---|-----|---|-----|
| Accounting, Finance and Banking | 78 | Human Rights | 126 |
| Acting, Producing and Stage Management | 80 | Journalism | 128 |
| Actuarial Science | 82 | Latin American Studies | 130 |
| American Studies | 84 | Law | 132 |
| Art History | 86 | Liberal Arts | 134 |
| Biochemistry | 88 | Literature | 136 |
| Biological Sciences | 90 | Marine Biology | 138 |
| Biomedical Science | 92 | Marketing | 140 |
| Business, Management and Entrepreneurship | 94 | Mathematics | 142 |
| Childhood Studies | 96 | Modern Languages | 144 |
| Computer Science | 98 | Nursing: Adult or Mental Health | 146 |
| Creative Writing | 100 | Occupational Therapy | 148 |
| Criminology | 102 | Oral Health Science | 150 |
| Data Science | 104 | Philosophy | 152 |
| Drama | 106 | Physiotherapy | 154 |
| Economics | 108 | Politics and International Relations | 156 |
| Electronic Engineering | 110 | Psychoanalytic Studies/Therapeutic Care | 158 |
| English Language and Linguistics | 112 | Psychology | 160 |
| European Studies | 114 | Social Work | 162 |
| Film Studies | 116 | Sociology | 164 |
| Genetics | 118 | Speech and Language Therapy | 166 |
| Global Studies | 120 | Sport, Exercise, Performance and Coaching | 168 |
| History | 122 | Sports Therapy | 170 |
| Hospitality and Events Management | 124 | Essex Pathways | 172 |

SUBJECTS



HEY YOU, READ THIS.

It's very important.

Please check the following details before making a decision on your course.



If you need information on additional GCSE and English Language requirements, see page 70.



If your course requires grade B/5 or C/4 in GCSE Mathematics there's no need to take further Maths study as part of the International Baccalaureate if you have already achieved the required grade in your GCSE.



We accept International Baccalaureate Middle Years Maths or Science where these are listed as GCSE requirements. We require grade 4 which is equivalent to GCSE C/4 and grade 5 which is equivalent to GCSE B/5.



Many courses are available with a Year 0 pathway (a foundation year). UK and EU students see page 172, international students see University of Essex International College on page 181.



First-language speakers of a modern language will not be able to study that language as part of a Modern Language degree.



To study Portuguese as a major language, applicants must have either an A-level (or equivalent) in Italian, Spanish or Portuguese, or have first-language fluency in Italian, Romanian or Spanish.

ACCOUNTING, FINANCE AND BANKING



WHY ESSEX?

- 1** We're an Investment Management Certificate (IMC) Advantage Partner so we can award an IMC Exams scholarship to three exceptional students every year
- 2** Our professionally accredited courses may exempt you from a number of further professional exams, including ACCA, ICAEW and CIMA
- 3** Kickstart your career and take a placement year with support from our award-winning Placements Team (NUE 2018)

POPULAR MODULES

- Auditing
- Behavioural Finance
- Corporate Governance
- Financial Modelling
- Options and Futures

If you're going to study accounting, finance or banking, you have to know that it's going to be about numbers. Essex Business School is staffed by a deft community of financial problem fixers who will help you master your grasp of the numbers, ensuring you go on to make responsible and profitable business decisions.



"I was fascinated that Essex Business School has a Bloomberg facility for students where they can trade, a stunning building and many platforms to help students in both the academic as well as the social life."

Soukayna Hachimi, BSc Banking and Finance including Placement Year

| COURSE | UCAS CODES | | | ENTRY REQUIREMENTS |
|-------------------------------|------------|---------------|------------------|---|
| | 3 years | + year abroad | + placement year | |
| BSc Accounting | N400 | N402 | N404 | A-levels: BBB GCSE: Mathematics C/4 IB: 30 points, including Standard Level Mathematics or Maths Studies grade 4, if not taken at Higher Level BTEC: DDD, depending on subject studied – advice on acceptability can be provided |
| BSc Accounting and Finance* | N420 | NNK3 | N422 | |
| BSc Accounting and Management | NN24 | NNK2 | NN27 | |
| BSc Accounting with Economics | NL41 | NKL1 | NL44 | |
| BSc Banking and Finance* | N390 | NH90 | N392 | |
| BSc Finance* | N300 | N302 | N304 | |
| BSc Finance and Management* | N344 | N345 | N346 | |

*Awarded with Applied Quantitative Methods qualifier which means you can take a specific degree path to graduate with enhanced quantitative skills. Some courses are available with a foundation year. See page 172 on Essex Pathways for details.

For all the information you need on courses, modules and graduate destinations, go to

essex.ac.uk/ug/accounting

ACTING, PRODUCING AND STAGE MANAGEMENT

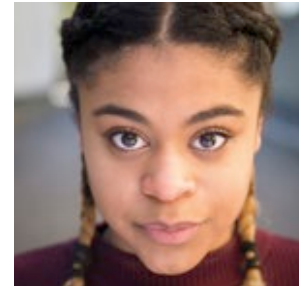
WHY ESSEX?

- 1 East 15 is a member of the Federation of Drama Schools
- 2 We give you access to a substantial network of respected industry practitioners
- 3 We are ranked first for dance, drama and cinematography (TGUG 2019)

POPULAR MODULES

- Actor and Text
- Music and Singing
- Stage Combat
- Lighting and Sound
- Production Arts

Personal discovery. Intuition. Technical skill. These are the key elements of an actor's craft and our guiding principles. We will provide you with the skills and confidence you need to build a successful career in the performing arts, whether you work onstage or behind the scenes.



“When I was growing up I always wanted to learn martial arts, weapon training and acting. I chose Essex as it is the only course like it in Europe.”

Melaina Pecorini Agyei, BA Acting and Stage Combat

| COURSE | UCAS CODES | | ENTRY REQUIREMENTS |
|--|------------|--------|--|
| | 3 years | 1 year | |
| LOUGHTON CAMPUS | | | |
| BA Acting | W411 | | Successful audition, plus A-levels: CDD, or the equivalent in UCAS tariff points, to include 2 full A-levels BTEC: MMP |
| BA Acting (International) | W83A | | |
| BA Acting and Contemporary Theatre | W441 | | |
| BA Stage and Production Management | DKAS | | Successful interview and technical aptitude workshop, plus A-levels: CDD, or the equivalent in UCAS tariff points, to include 2 full A-levels BTEC: MMP |
| Cert HE Theatre Arts | | W410 | Successful audition, plus A-level: E or equivalent qualification |
| International Foundation in Acting* | | W415 | International Foundation in Acting is open to EU and international applicants only |
| SOUTHEND CAMPUS | | | |
| BA Acting and Community Theatre | W496 | | Successful audition, plus A-levels: CDD, or the equivalent in UCAS tariff points, to include 2 full A-levels BTEC: MMP |
| BA Acting and Stage Combat | W412 | | Successful physical workshop audition, plus A-levels: CDD, or the equivalent in UCAS tariff points, to include 2 full A-levels BTEC: MMP |
| BA Physical Theatre | W494 | | |
| BA World Performance | W495 | | Successful audition (W495) or interview (W900), plus A-levels: BBC, or the equivalent in UCAS tariff points, to include 2 full A-levels |
| BA Creative Producing (Theatre and Short Film) | W900 | | BTEC: DDM IB: 28 points |
| Cert HE Theatre Arts | | W410 | Successful audition, plus A-level: E or equivalent qualification |

*subject to approval.

If you are unable to physically attend an audition we are sometimes able to accept video auditions. For more details visit our website.

For all the information you need on courses, modules and graduate destinations, go to

essex.ac.uk/ug/act-prod-stage

ACTUARIAL SCIENCE

Actuarial science teaches you the art of turning risks into opportunities and encourages you to delve into your passions for mathematics and practical problem-solving. You'll apply mathematical and statistical skills to tackle insurance, finance, commerce and government challenges.

Throughout your course you'll explore probability, statistics, financial reporting, portfolio management and contingencies. Our blend of solid mathematics, an understanding of real-world financial issues and computing skills provide you with the full range of core skills essential in this profession.

"I learnt teamwork and organisational skills, while the diversity of students from all over the globe promised an exciting social life."

Karl Mike Fondop Talom, BSc Actuarial Science
Now a professional footballer with Wrexham AFC

WHY ESSEX?

- 1** BSc Actuarial Science is accredited by the Institute and Faculty of Actuaries, which provides exemption from some professional examinations
- 2** You have access to ultramodern facilities in our new STEM Centre where you can collaborate in dedicated labs
- 3** We are ranked top 15 in the UK for mathematics (Guardian University Guide 2019)

POPULAR MODULES

- Financial Mathematics
- Corporate Finance
- Survival Analysis
- Stochastic Processes
- Microeconomics
- Macroeconomics

| COURSE | UCAS CODES | | | ENTRY REQUIREMENTS |
|--------------------------------------|------------|---------------|------------------|--|
| | 3 years | + year abroad | + placement year | |
| BSc Actuarial Science | N323 | N324 | N233 | A-levels: BBB, including Mathematics Please note that we are unable to accept A-level Use of Mathematics in place of A-level Mathematics IB: 30 points, including Higher Level Mathematics grade 5 |
| BSc Economics and Mathematics | LG11 | LG1C | L1G2 | |
| BSc Finance and Mathematics | GN13 | GN1H | GN15 | |

Some courses are available with a foundation year. See page 172 on Essex Pathways for details.

For all the information you need on courses, modules and graduate destinations, go to

essex.ac.uk/ug/actuarial

AMERICAN STUDIES

WHY ESSEX?

- 1** We're 2nd in the UK according to the Guardian University Guide 2019 and top 15 according to the Times Good University Guide 2019
- 2** We have always been the highest-rated politics department in the UK (REF 2014, mainstream universities, THE 2014)
- 3** You can study abroad at a wide range of excellent partner universities across the USA

POPULAR MODULES

- The Great American Experiment
- United States Literature
- Crisis of the American Idea
- American Society: Ethnic Encounters in the Making of the USA
- Women, Gender and Sexuality in US History

Founded on the principles of 'life, liberty and the pursuit of happiness', the United States is a collision of star-spangled ideals and problematic realities. Does the election of Donald Trump represent the nation's descent into crisis, or will it prove – as his supporters claim – the making of a stronger America?

Connect topics and approaches from politics, literature, film, art, economics, history and philosophy to develop your knowledge of a country with unparalleled cultural and diplomatic influence. Your studies here and in the US will build your understanding of the changing face of the USA.

"The interdisciplinary nature of my degree gave me a wide range of perspectives and skills. I most enjoyed my time abroad studying in Washington DC!"

Francesca Burgess, BA American Studies and MA Theory and Practice of Human Rights

| COURSE | UCAS CODES | | ENTRY REQUIREMENTS |
|---|-------------------------------|---------------|---|
| | 3 years including term abroad | + year abroad | |
| BA American Studies (United States) | T700 | T708 | A-levels: BBB, including an essay-based subject |
| BA American Studies (United States) with Film | T7P3 | T7W6 | IB: 30 points, including a Higher Level essay-based subject grade 5 |
| BA Criminology and American Studies | MT2R | MT27 | BTEC: DDM, depending on subject studied – advice on acceptability can be provided |

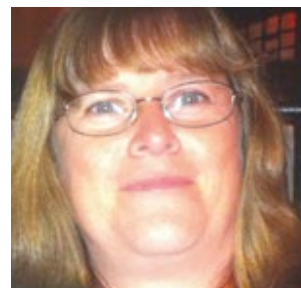
Some courses are available with a foundation year. See page 172 on Essex Pathways for details.

For all the information you need on courses, modules and graduate destinations, go to

essex.ac.uk/ug/american

ART HISTORY

Our world is now dominated and driven by visual media; understanding it has never been more challenging. You will gain a foundation in art and architecture from the Renaissance to the present day, and also learn about examples of visual culture that are often overlooked. We house the most comprehensive collection of art from Latin America in Europe and our academics curate high-profile exhibitions including Dr Gavin Grindon's exhibitions at Banksy's Dismaland and Walled Off Hotel, and Disobedient Objects at the V&A.



"I not only gained a degree from university, but I learnt to work to the best of my abilities, to pay attention to detail, work to deadlines and to believe in myself!"

Carole Garrett, BA Art History
Now owns Eldo Bar, a live music venue

WHY ESSEX?

- 1** We are one of the few top-ranked art history schools in the UK to offer BA Curatorial Studies
- 2** We're among the top 30 universities in the UK (TGUG 2019)
- 3** We are 1st nationally for overall student satisfaction in art history (NSS 2018)

POPULAR MODULES

- Art, Sex and Death
- Space, Place and Locality
- Art and Power
- Visualising Bodies
- Photography in History

| COURSE | UCAS CODES | | ENTRY REQUIREMENTS |
|--------------------------------------|------------|---------------|---|
| | 3 years | + year abroad | |
| BA Art History | V314 | V35A | A-levels: BBB IB: 30 points BTEC: DDM, depending on subject studied – advice on acceptability can be provided |
| BA Art History and History | VV31 | VV3C | |
| BA Curatorial Studies | V351 | V352 | |
| BA Film Studies and Art History | VW36 | PV33 | |
| BA Literature and Art History | QV23 | QV32 | |
| BA Art History and Modern Languages | | VR39 | |
| BA Art History with Modern Languages | | V3R9 | |
| BA Philosophy and Art History | VV53 | VV5H | |

Some courses are available with a foundation year. See page 172 on Essex Pathways for details.

For all the information you need on courses, modules and graduate destinations, go to

essex.ac.uk/ug/art-hist

BIOCHEMISTRY



WHY ESSEX?

- 1** Undertake practical work in our large cutting-edge research labs in our brand new STEM Centre
- 2** Our teaching is underpinned by research – new ideas and theories are tested in the classroom
- 3** 92% of students in our School of Life Sciences expressed overall satisfaction with their course (NSS 2018)

POPULAR MODULES

- Molecular Cell Biology
- Genetics and Evolution
- Microbiology
- Metabolism
- Rational Drug Design

Every component of life is beautifully connected and studying biochemistry allows you to appreciate the processes of life at a molecular level. At Essex you are taught by an international team of world-leading experts at the forefront of their fields. In your final year you contribute to ongoing projects in our state-of-the-art research labs.



“I had a great relationship with my research project supervisor, he was patient and always willing to explain. Essex has helped me grow in ways I didn’t know were possible.”

Bethany Hampshire, BSc Biochemistry
Now studying for a PhD in Physics

| COURSE | UCAS CODES | | | ENTRY REQUIREMENTS |
|-------------------------|------------|---------------|------------------|--|
| | 3 years | + year abroad | + placement year | |
| BSc Biochemistry | C700 | C703 | C701 | <p>A-levels: BCC, including Chemistry and a second science or Mathematics</p> <p>GCSE: Mathematics C/4</p> <p>IB: 28 points, including Higher Level Chemistry and a second science or Mathematics grade 5, plus Standard Level Mathematics or Maths Studies grade 4, if not taken at Higher Level</p> <p>BTEC: DDD, depending on subject and units studied – advice on acceptability can be provided</p> |

This course is available with a foundation year. See page 172 on Essex Pathways for details.

For all the information you need on courses, modules and graduate destinations, go to

essex.ac.uk/ug/biochem

BIOLOGICAL SCIENCES



WHY ESSEX?

- 1** Research the broad diversity of life, from molecules to field-based ecology, and tailor your degree to your specific interests
- 2** Conduct your final-year research project within one of our purpose-built research laboratories
- 3** We emphasise employability and have strong links with industry, government and non-governmental organisations (NGOs)

POPULAR MODULES

- Plant Biology and Ecosystems
- Animal Behaviour
- Marine Ecology
- Immunity in Health and Disease
- Stem Cell Biology

There has never been a more exciting time to be a biologist. Integrative biology brings together all the tools of modern biology to unravel the complexity of living systems. It covers the breadth of biology from molecules and cells to whole organisms and ecosystems.

“Of course I enjoyed the amazing nights out at Essex. But I really enjoyed my course, especially working in the amazing laboratories.”

Christiana Gavriel, BSc Biological Sciences
Now studying MSc Clinical Embryology

| COURSE | UCAS CODES | | | ENTRY REQUIREMENTS |
|-------------------------|------------|---------------|------------------|---|
| | 3 years | + year abroad | + placement year | |
| BSc Biological Sciences | C100 | C101 | C102 | <p>A-levels: BCC, including Biology at grade B</p> <p>GCSE: Mathematics C/4</p> <p>IB: 28 points, including Higher Level Biology grade 5 and Standard Level Mathematics or Maths Studies grade 4, if not taken at Higher Level</p> <p>BTEC: DDD, depending on subject and units studied – advice on acceptability can be provided</p> |

This course is available with a foundation year. See page 172 on Essex Pathways for details.

For all the information you need on courses, modules and graduate destinations, go to

essex.ac.uk/ug/bio-sci

BIOMEDICAL SCIENCE



Biomedical science applies the concepts of biochemistry and cell biology to the study of disease. You learn about the onset, progression, diagnosis and treatment of diseases and are taught by research-active academic experts. You undertake practical work in our state-of-the-art labs, enabling you to gain the skills needed for further study or a career within the profession.



“My degree was exciting, thought-provoking and challenging, while my career plans were considered as important as my studies.”

**Judith Owusuwaah, BSc Biomedical Science
Now a Laboratory Scientist at Anthony Nolan**

WHY ESSEX?

- 1** You have the opportunity to spend a year working in an NHS lab
- 2** Our course is accredited by the Institute of Biomedical Science
- 3** 92% of students in our School of Life Sciences expressed overall satisfaction with their course (NSS 2018)

POPULAR MODULES

- Anatomy and Physiology
- Genetics and Evolution
- Medical Microbiology
- Clinical Biochemistry
- Molecular Basis of Cancer

| COURSE | UCAS CODES | | | ENTRY REQUIREMENTS |
|--|------------|---------------|------------------|--|
| | 3 years | + year abroad | + placement year | |
| BSc Biomedical Science | B990 | B995 | B999 | A-levels: BCC, including Chemistry or Biology and a second science or Mathematics GCSE: Mathematics C/4 IB: 28 points, including Higher Level Chemistry or Biology and a second science or Mathematics grade 5, plus Standard Level Mathematics or Maths Studies grade 4, if not taken at Higher Level |
| BSc Biomedical Science (Integrated NHS) | | | B991 | BTEC: DDD, depending on subject and units studied – advice on acceptability can be provided |

Some courses are available with a foundation year. See page 172 on Essex Pathways for details.

For all the information you need on courses, modules and graduate destinations, go to

essex.ac.uk/ug/biomed-sci

BUSINESS, MANAGEMENT AND ENTREPRENEURSHIP

Management theory. Globalisation. Entrepreneurial innovation. These are the pillars of the business, management and entrepreneurship courses at Essex Business School where we inspire you to be analytical and innovative in response to the issues affecting our global economy. Be bold and be creative. Question assumptions and act ethically. These are the fundamentals you will learn to help you transform the business world and perhaps even build your own business empire.

“Essex has a reputation for education excellence in my country and was recommended to me. The independent research project in my final year gave me the opportunity to put knowledge into practice. It helped me further develop vital employability skills.”

Andreas Aloneftis, BSc Business Management

WHY ESSEX?

- 1** Learn from internationally respected academics and practitioners to ensure your education is always up-to-date with the fast-changing world of business
- 2** Take advantage of a placement or study abroad year to build your professional portfolio and explore the world
- 3** We focus on ethical management so that you can understand sustainable business practice

POPULAR MODULES

- Digital Marketing and Social Media
- Business Ethics
- E-commerce
- Brand Management
- Human Resource Management

| COURSE | UCAS CODES | | | ENTRY REQUIREMENTS |
|--|------------|---------------|------------------|---|
| | 3 years | + year abroad | + placement year | |
| COLCHESTER CAMPUS | | | | |
| BSc Business Management | N200 | N202 | N204 | A-levels: BBB GCSE: Mathematics C/4 IB: 30 points, including Standard Level Mathematics or Maths Studies grade 4, if not taken at Higher Level BTEC: DDD, depending on subject studied – advice on acceptability can be provided |
| BSc Management and Marketing | NN25 | NNF5 | NN2M | |
| BA Business Management and Modern Languages | | NR19 | | |
| BA Business Management with a Modern Language | | N1R9 | | |
| SOUTHEND CAMPUS | | | | |
| BBA Business Administration | N100 | N110 | N103 | |
| BSc International Business and Entrepreneurship | N120 | N121 | N123 | |
| BSc Tourism Management | N832 | N833 | N834 | |

Some courses are available with a foundation year. See page 172 on Essex Pathways for details.

For all the information you need on courses, modules and graduate destinations, go to

essex.ac.uk/ug/business

CHILDHOOD STUDIES



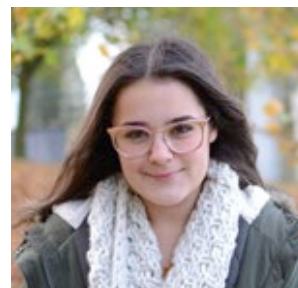
WHY ESSEX?

- 1** Our staff bring clinical expertise to their teaching, including direct experience of working with children in residential care and mental health settings
- 2** Access to free evening Open Seminars on topics relevant to childhood studies, mental health and psychosocial studies
- 3** Our students learn in small groups with expert practitioners and academics.

POPULAR MODULES

- Child Development
- Developmental Trauma, Autism and ADHD
- Where the Wild Things Are: Children in Literature
- Social History of Childhood
- Counselling Skills

Children today face many challenges, from coping with unprecedented access to online media, to negotiating a more culturally diverse society. Many thrive whatever their circumstances; others find life more difficult to manage. As a graduate of Childhood Studies you can make a difference to children's early experiences. Discover what shapes children's behaviour and their sense of identity. During your degree you will build psychological, sociological and psychoanalytic skills, laying the foundation for a career working with children.



"I chose Childhood Studies because I've worked with kids for years and it's something I'm very fond of. Working with autistic children is the main focus of where I want to go with my degree."

Victoria Lanum, BA Childhood Studies

| COURSE | UCAS CODES | | | ENTRY REQUIREMENTS |
|----------------------|------------|---------------|------------------|--|
| | 3 years | + year abroad | + placement year | |
| BA Childhood Studies | L520 | L521 | L522 | A-levels: BBB IB: 30 points BTEC: DDM, depending on subject studied – advice on acceptability can be provided Access to HE Diploma: 45 level 3 credits at merit or above (in relevant pathway) Other qualifications (including vocational qualifications) may also be accepted. Please contact us for more information. E admit@essex.ac.uk |

This course is available with a foundation year. See page 172 on Essex Pathways for more details.

For all the information you need on courses, modules and graduate destinations, go to

essex.ac.uk/ug/childhood

COMPUTER SCIENCE



WHY ESSEX?

- 1** We are home to many of the world's top scientists and engineers in the field of computer science
- 2** We specialise in areas as diverse as assistive technologies, computer games, artificial intelligence, evolutionary computation, big data and robotics
- 3** We offer exceptional purpose-built facilities including state-of-the-art labs, including our robot arena

POPULAR MODULES

- Computer Game Design
- Artificial Intelligence
- Virtual Worlds
- Software Engineering
- Computer Security

Our lives would be unrecognisable without computing. Computer games create imaginary worlds; AI and robotics enable you to understand how things and people behave and evolve. Social media, face recognition, cloud computing – all of these are computer science.



“Through my degree, I learnt about core concepts such as data structures, algorithms and large-scale software solutions. I now develop innovative mobile and web applications.”

**James Warner, BSc Computer Games
Now a Senior Software Developer for Raspberry Systems**

| COURSE | UCAS CODES | | | ENTRY REQUIREMENTS |
|---|----------------|---------------|------------------|---|
| | 3 years | + year abroad | + placement year | |
| BSc Computer Science | G400 | G401 | I101 | A-levels: BBB |
| BSc Computer Games | G610 | G612 | I610 | GCSE: Mathematics C/4 |
| BEng Computer Networks | G420 | G421 | I120 | IB: 30 points, including Standard Level Mathematics or Maths Studies grade 4, if not taken at Higher Level |
| BEng Computer Systems Engineering | H650 | H651 | HP50 | BTEC: DDM, depending on subject studied – advice on acceptability can be provided |
| BEng Computers with Electronics | GH4P | GH4Q | I1H6 | A-levels: ABB GCSE: Mathematics C/4 IB: 32 points, including Standard Level Mathematics or Maths Studies grade 4, if not taken at Higher Level BTEC: DDD, depending on subject and units studied – advice on acceptability can be provided |
| MSci Computer Science (Integrated Masters) | G402 (4 years) | | I100 | |

Some courses are available with a foundation year. See page 172 on Essex Pathways for details.

Degree apprenticeships are available in this subject area.

For more information visit www1.essex.ac.uk/apprenticeships/apprentices

For all the information you need on courses, modules and graduate destinations, go to

essex.ac.uk/ug/comp-sci

CREATIVE WRITING



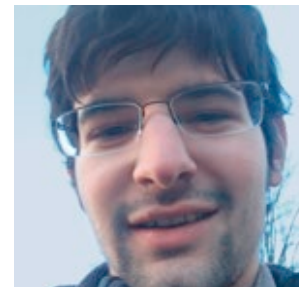
WHY ESSEX?

- 1** We have been the home of great writers, including Robert Lowell, Michèle Roberts, Nobel Prize nominee Nuruddin Farah and Booker Prize winner Ben Okri, and we uphold a tradition of encouraging creative practice in the arts
- 2** You will have the opportunity to see your work published in our anthology *Creel* and take part in the Essex Book Festival
- 3** You will be taught by practising writers who encourage innovation, experimentation and originality in writing and thinking

POPULAR MODULES

- Writing for the Radio
- Creative Non-Fiction
- Myth and the Creative Process
- Writing Science Fiction
- Writing Poetry

Are writers born or made? Your imagination is the starting point. But to write is to read widely, listen well and work hard. At Essex we nurture our creative writers with an inspirational reading list. We teach you the skills you need to effectively express your ideas. And we help you find and define your voice, whether that's through poetry, prose, drama – or something else entirely. We don't believe good writers are simply born. They're made at Essex.



“Essex is an amazing environment in which to become a better writer. Feedback, deadlines and range of forms and genres - it humbles, instills discipline and broadens your interests.”

Andre Miguel Antunes Ferreira,
BA Creative Writing

| COURSE | UCAS CODES | | | ENTRY REQUIREMENTS |
|------------------------------------|------------|---------------|------------------|---|
| | 3 years | + year abroad | + placement year | |
| BA Creative Writing | W800 | W801 | W803 | A-levels: BBB, including one essay-based subject |
| BA Literature and Creative Writing | QW30 | QW31 | QW33 | IB: 30 points, including a Higher Level essay-based subject grade 5 |
| BA Film and Creative Writing | PW38 | PWH8 | PW39 | BTEC: DDM, depending on subject studied – advice on acceptability can be provided |

Some courses are available with a foundation year. See page 172 on Essex Pathways for details.

For all the information you need on courses, modules and graduate destinations, go to

essex.ac.uk/ug/creative



CRIMINOLOGY



WHY ESSEX?

- 1** We're top 20 for criminology (TGUG 2019)
- 2** You are taught by staff who conduct world-leading research
- 3** Develop the critical and inventive-thinking skills essential for many graduate jobs

POPULAR MODULES

- Media, Culture and Society
- Race, Class and Gender
- Policing, Punishment and Society
- Globalisation and Crime
- Psychiatry and Mental Illness

If you're interested in building a better, fairer society, criminology may be the course for you. You will engage with some of the most pressing dilemmas facing society today around crime, justice, social control, punishment, rights and citizenship. So be warned – adopting a criminological imagination will make you see your world in a completely new way.



“Essex really encouraged voluntary work, so I started at a domestic abuse charity and a rape helpline... Now I am training to become a Police Constable.”

Gabrielle Johnson, BA Criminology

| COURSE | UCAS CODES | | | ENTRY REQUIREMENTS |
|--|------------|---------------|------------------|---|
| | 3 years | + year abroad | + placement year | |
| BA Criminology | M900 | M901 | M904 | |
| BA Criminology with Criminal Law | LM11 | LM12 | LM13 | |
| BA Criminology with Social Psychology | L3C8 | LHC8 | L3H8 | A-levels: BBB IB: 30 points |
| BA Criminology with Counselling Skills | L333 | L334 | L335 | BTEC: DDD, depending on subject studied – advice on acceptability can be provided |
| BA Sociology and Criminology | LM39 | LMH9 | LM38 | |
| BA Criminology and American Studies* | MT2R | MT27 | | A-levels: BBB, including one essay-based subject IB: 30 points, including a Higher Level essay-based subject grade 5 |
| BA Journalism and Criminology | P550 | P552 | P551 | BTEC: DDD, depending on subject studied – advice on acceptability can be provided |

*includes a term abroad.
Some courses are available with a foundation year. See page 172 on Essex Pathways for details.

For all the information you need on courses, modules and graduate destinations, go to

essex.ac.uk/ug/criminology

DATA SCIENCE



WHY ESSEX?

- 1** We're focused on employability – data scientists are required in every sector, so our courses can open the door to almost any industry
- 2** Possess truly interdisciplinary knowledge and graduate with skills in the areas of data science, mathematics and statistics
- 3** You will put solid theory in to practice and be encouraged to solve real-world problems and challenges

POPULAR MODULES

- Web Development
- Statistics
- Artificial Intelligence
- Survival Analysis
- Software Engineering

Data is the new lifeblood of our society. From medicine to government offices, and market research to the environment, the collection and analysis of data is crucial to understanding how to improve, create and guide products and services. Data science is about doing detective work, and your investigations will inform important decisions and predict new trends.



“Data science is the perfect subject for people who enjoy both computing and maths. Essex partners with a lot of businesses, and gives students opportunities to gain highly useful work experience!”

Andreas Loucas, BSc Data Science and Analytics

| COURSE | UCAS CODES | | | ENTRY REQUIREMENTS |
|---------------------------------------|------------|---------------|------------------|---|
| | 3 years | + year abroad | + placement year | |
| BSc Data Science and Analytics | I1G3 | I1GC | I1GB | A-levels: BBB, including Mathematics Please note that we are unable to accept A-level Use of Mathematics in place of A-level Mathematics |
| BSc Mathematics and Statistics | 9K12 | 5B43 | 9K13 | IB: 30 points, including Higher Level Mathematics grade 5 |
| BSc Mathematics and Computing | G1GK | G1G4 | G1IK | |

Some courses are available with a foundation year. See page 172 on Essex Pathways for details.

For all the information you need on courses, modules and graduate destinations, go to

essex.ac.uk/ug/data-sci

DRAMA



WHY ESSEX?

- 1** We're ranked 1st in the Times Good University Guide 2019 and 2nd in the Guardian University Guide 2019 for drama in the UK
- 2** 96% of our drama students expressed overall satisfaction with their course (NSS 2018)
- 3** Our lecturers are respected, working theatre professionals and our Lakeside Theatre is a performance venue with an international reputation

POPULAR MODULES

- Tragedy
- Gender in Performance
- Theatre and Human Rights
- American Film Authors
- Writing for Theatre

Studying drama at Essex is a transformative experience that will equip you for the future you want. Through a combination of workshops and seminars, you receive a thorough grounding in classical and contemporary texts, as well as practices that are key to theatre and performance. Our varied modules include: devising; playwriting; tragedy; and theatre in education. We are committed to furthering the cause of human rights through drama – in our teaching, research and practice. We think theatre can change the world.



“There was never any doubt that I would study drama, but my degree helped me to determine what I wanted to do with my career... Essex pushed me to be the best I can be.”

Grace Durbin, BA Drama
Now a performing arts practitioner and teacher

| COURSE | UCAS CODES | | | ENTRY REQUIREMENTS |
|-------------------------|------------|---------------|------------------|---|
| | 3 years | + year abroad | + placement year | |
| BA Drama | W401 | W402 | W403 | A-levels: BBB, including one essay-based subject IB: 30 points, including a Higher Level essay-based subject grade 5 |
| BA Drama and Literature | QW24 | WQ42 | QW25 | BTEC: DDM, depending on subject studied – advice on acceptability can be provided |

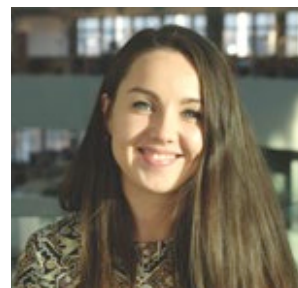
Some courses are available with a foundation year. See page 172 on Essex Pathways for details.

For all the information you need on courses, modules and graduate destinations, go to

essex.ac.uk/ug/drama

ECONOMICS

Financial crisis. Unemployment. Immigration. Economics at Essex focuses on the material wellbeing of human societies and challenges the standard paradigms of economics. By asking difficult questions we break intellectual boundaries, pioneering solutions to issues of global concern.



“If I had to go back to university I would choose to study Economics again. It’s a smart decision as it’s a broad subject so you learn a lot.”

Evelina Kalkauskaite, BSc Economics

WHY ESSEX?

- 1** We’re ranked top 20 in the UK for economics (Guardian University Guide 2019)
- 2** We give you diverse employment potential and the chance to meet future employers
- 3** Our students love it here – we’re 4th nationally for overall student satisfaction in economics (NSS 2018)

POPULAR MODULES

- International Trade
- Environmental Economics
- Economics of the European Union
- Microeconomics
- Macroeconomics

| COURSE | UCAS CODES | | | ENTRY REQUIREMENTS |
|--|------------|---------------|------------------|--|
| | 3 years | + year abroad | + placement year | |
| BA Economics | L100 | L106 | 0F66 | A-levels: BBB |
| BSc Economics | L101 | L107 | 0E45 | GCSE: Mathematics B/5 |
| BA Financial Economics | L111 | L195 | 5A84 | IB: 30 points, including Standard Level Mathematics or Maths Studies grade 5, if not taken at Higher Level |
| BSc Financial Economics | L114 | L194 | 0Q64 | |
| BA International Economics | L115 | L163 | 9O47 | BTEC: DDD, depending on subject studied – advice on acceptability can be provided |
| BSc International Economics | L116 | L162 | 5H18 | |
| BA Management Economics | L108 | L192 | 9L11 | See L100 above, plus B in A-level Mathematics (or equivalent) |
| BSc Management Economics | L109 | L193 | 5M00 | |
| BSc Economics with Mathematics | L1G1 | L1GC | L1G3 | See L100 above, but C/4 in GCSE Mathematics |
| BA Economics with a Modern Language | L1V0 | L1R0 | | |
| BSc Economics with Computing | LG01 | LG02 | LG03 | See L100 above, but C/4 in GCSE Mathematics |
| BSc Economics with Psychology | C814 | C815 | C816 | |
| BA Economics with Psychology | C841 | C851 | C861 | |
| BA Financial Economics and Accounting | L148 | L149 | L147 | |
| BA History and Economics | LV11 | VL11 | V1L1 | |
| BA Business Economics | LN10 | LN11 | LN12 | |
| BA Journalism and Economics | P560 | P562 | P561 | See journalism page 128 |

Some courses are available with a foundation year. See page 172 on Essex Pathways for details.

For all the information you need on courses, modules and graduate destinations, go to

essex.ac.uk/ug/economics

ELECTRONIC ENGINEERING

Electronics is essential to our modern world of instant global communication. The internet, innovative telecommunications and powerful, inexpensive computing have all been realised through advances in electronics. Our students are the people who develop the technology we use in our daily lives.



“My designs are now being used around the world in large companies such as Ford and IBM.”

Matthew Evans, BEng Electronic Engineering

WHY ESSEX?

- 1** You gain professional IET accreditation – the basis for chartered engineer status
- 2** We're top 15 for electronic engineering (TGUG 2019)
- 3** We offer exceptional purpose-built facilities, equipped with the latest hardware and software tools

POPULAR MODULES

- Digital Electronic Systems
- Mobile Robotics
- Signal Processing
- Telecommunication Principles
- Engineering Mathematics

| COURSE | UCAS CODES | | | ENTRY REQUIREMENTS |
|---|----------------|---------------|------------------|---|
| | 3 years | + year abroad | + placement year | |
| BEng Electronic Engineering | H610 | H611 | HP10 | A-levels: BBB, including Mathematics GCSE: Science C/4 |
| BEng Communications Engineering | H641 | HQ41 | HPK1 | IB: 30 points, including Higher Level Mathematics grade 5 and Standard Level Science grade 4 |
| BEng Robotic Engineering | H615 | H616 | H617 | BTEC: DDM, depending on subject and units studied – advice on acceptability can be provided |
| BEng Mechatronic Systems* | H730 | H731 | H732 | |
| MEng Electronic Engineering (Integrated Masters) | H613 (4 years) | | H614 | A-levels: ABB, including Mathematics GCSE: Science C/4 IB: 32 points, including Higher Level Mathematics grade 5 and Standard Level Science grade 4 |
| MEng Communications Engineering (Integrated Masters) | H642 (4 years) | | | BTEC: DDD, depending on subject and units studied – advice on acceptability can be provided |

*subject to approval.
Some courses are available with a foundation year. See page 172 on Essex Pathways for details.

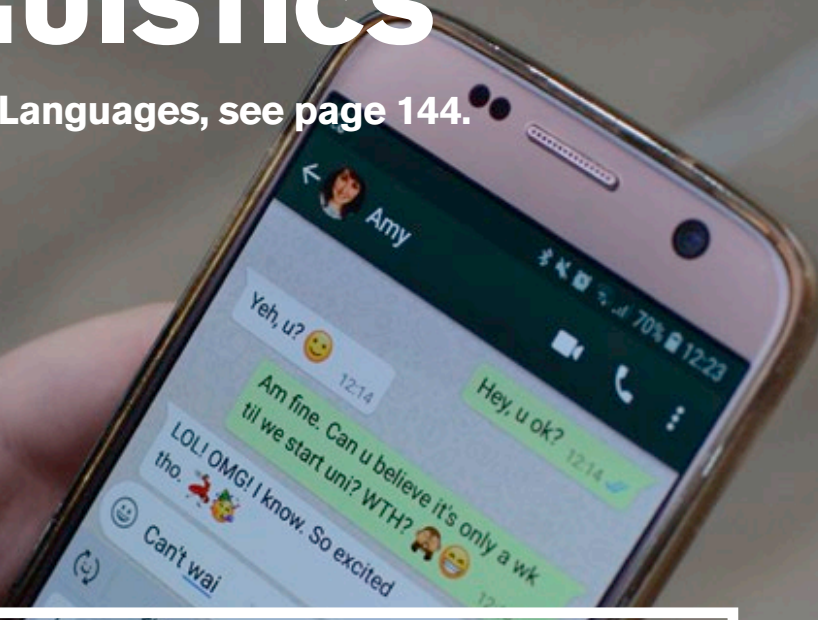
Degree apprenticeships are available in this subject area.
For more information visit www1.essex.ac.uk/apprenticeships/apprentices

For all the information you need on courses, modules and graduate destinations, go to

essex.ac.uk/ug/elec-engineering

ENGLISH LANGUAGE AND LINGUISTICS

For Modern Languages, see page 144.



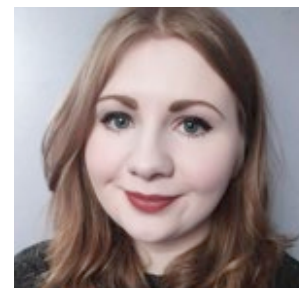
WHY ESSEX?

- 1** You are taught by lecturers who are internationally recognised for their linguistics research
- 2** Join our diverse community of students from all corners of the globe – we are the world in one place
- 3** We give you the option to work abroad, or study overseas at a partner university of your choice

POPULAR MODULES

- Conversation and Social Interaction
- Psycholinguistics
- Semantics and Pragmatics
- First Language Acquisition
- Language Variation and Change

Everything starts with language. At Essex we want to decipher this uniquely human phenomenon. We explore language from all angles such as: how language is acquired and developed in childhood, how different dialects develop and are perceived in society and how language is used in the media, courtrooms and classrooms. Our students gain a variety of skills valued by a broad range of employers, from how we use language to convey personal identity, to the skills you need for Teaching English as a Foreign Language (TEFL).



“The Language and Linguistics staff are incredibly knowledgeable. I now work for an international publishing company and feel my course gave me the confidence to succeed!”

Kirsten Alexander, BA English Language and Linguistics

| COURSE | UCAS CODES | | | ENTRY REQUIREMENTS |
|--|------------|---------------|------------------|---|
| | 3 years | + year abroad | + placement year | |
| BA Linguistics | Q100 | Q101 | Q103 | |
| BA English Language and Linguistics | QQ13 | QQ3D | QQ15 | |
| BA English Language and Literature | QQ23 | QQ32 | QQ35 | A-levels: BBB IB: 30 points |
| BA English Language with Media Communication* | QP10 | QP11 | QP12 | BTEC: DDD, depending on subject studied – advice on acceptability can be provided |
| BA Teaching English as a Foreign Language (TEFL) | QX31 | QXH1 | QX51 | |
| BA Modern Languages and English Language | | RQ93 | | |

*subject to approval.
Some courses are available with a foundation year. See page 172 on Essex Pathways for details.

For all the information you need on courses, modules and graduate destinations, go to

essex.ac.uk/ug/english-lang



EUROPEAN STUDIES

WHY ESSEX?

- 1** We have always been the highest-rated politics department in the UK (REF 2014, mainstream universities, Times Higher Education 2014)
- 2** You can study abroad at a wide range of excellent partner universities across Europe
- 3** You have the option to study a modern language as part of your degree

POPULAR MODULES

- Europe: Myth and Idea
- The Law of the EU
- Europe Transformed: 1450-1750
- European Art From Van Gogh to Klimt
- Supernatural and Natural Worlds in Early Modern Europe

The European Parliament in Strasbourg: graduates of European Studies will be equipped to negotiate and maintain lines of communication across the Channel.

There has never been a more important time to study Europe. Taking an innovative, interdisciplinary approach, combining subjects from across the humanities and social sciences, our students investigate and debate issues that are of vital importance to the future of the UK, Europe, and the world. If you want to make the most of a continent with a rich cultural heritage and be an activist within a changing political landscape, BA European Studies will equip you with skills you need to make a positive impact.

“European Studies gives you the opportunity to study exactly what you want. And it brings in all subjects that are important in society. Studying abroad is a great opportunity to experience another culture and country.”



Sofie Pindsle, BA European Studies
Now a coordinator at Circular Norway, a circular economy start-up

| COURSES | UCAS CODES | ENTRY REQUIREMENTS |
|--|-------------------------------|---|
| | 4 years including year abroad | |
| BA European Studies | R000 | |
| BA European Studies with French | R9R1 | |
| BA European Studies with German | R9R2 | A-levels: BBB |
| BA European Studies with Italian | R9R3 | IB: 30 points |
| BA European Studies with Spanish | R9R4 | BTEC: DDM, depending on subject studied – advice on acceptability can be provided |
| BA European Studies with Politics | R9L2 | |
| BA European Studies and Modern Languages | R9T9 | |

Some courses are available with a foundation year. See page 172 on Essex Pathways for details.

For all the information you need on courses, modules and graduate destinations, go to

essex.ac.uk/ug/euro-studies

FILM STUDIES



If you have a natural curiosity for the world, our courses are ideal. We offer a dynamic programme of hands-on production experience matched with scholarly insights into cinema cultures, histories and theories. We offer an opportunity to look at cinema differently, exploring the medium in depth while enhancing critical and industry-specific skills. Our close links with film and TV industries mean excellent career prospects and a route to paid work experience – the perfect way to start building your showreel.

“The freedom to work independently on topics or stories that I'd created, with professional supervision is something incredible that I will never take for granted.”

Egle Evergreen Radziute, BA Film and Creative Writing
Now Videographer and Editor at Ptolemy Capital

WHY ESSEX?

- 1** We're ranked 1st for cinematics (TGUG 2019)
- 2** We're 1st nationally for overall student satisfaction in Film Studies (NSS 2018)
- 3** HD cameras, extensive editing facilities, a film library and a dedicated cinema are some of the tools you'll use every day

POPULAR MODULES

- Documentary Filmmaking
- Introduction to Screenwriting
- Introduction to Film Production
- Film and Propoganda
- Cultural Ideology and Film

| COURSE | UCAS CODES | | | ENTRY REQUIREMENTS |
|---|------------|---------------|------------------|--|
| | 3 years | + year abroad | + placement year | |
| BA Film Studies | W620 | P303 | W623 | A-levels: BBB, including one essay-based subject IB: 30 points, including a Higher Level essay-based subject grade 5 BTEC: DDM, depending on subject studied – advice on acceptability can be provided |
| BA Film Studies and Literature | QW26 | PQ32 | QW27 | |
| BA Film and Creative Writing | PW38 | PWH8 | PW39 | |
| BA American Studies (United States) with Film | T7P3 | T7W6 | | |

Some courses are available with a foundation year. See page 172 on Essex Pathways for details.

For all the information you need on courses, modules and graduate destinations, go to

essex.ac.uk/ug/film

GENETICS



WHY ESSEX?

- 1** We're in the top 20 nationally for overall student satisfaction in biology (NSS 2018)
- 2** Our students develop essential lab skills in gene manipulation, cloning, cancer biology, immunology and bioinformatics
- 3** You can gain valuable research experience by getting involved in cutting-edge project work

POPULAR MODULES

- Genetics and Evolution
- Molecular Cell Biology
- Genome Science
- Medical Genetics
- Issues in Biomolecular Science

Advances in genetics and genomics are transforming our understanding of biology and modern medicine. Explore the most intimate relationships between organisms revealed in their genetic code and the complexities of epigenetics with experts in the field. Investigate the transformative potential of applications of genetics in stem cell research and gene editing.

“I met some amazing lecturers that believed in me and pushed me to do my best. In my second year I conducted field experiments at the University of Illinois. It was an unforgettable experience.”

Elena Pelech, BSc Genetics
Now reading for a PhD at the University of Illinois

| COURSE | UCAS CODES | | | ENTRY REQUIREMENTS |
|--------------|------------|---------------|------------------|--|
| | 3 years | + year abroad | + placement year | |
| BSc Genetics | C400 | C402 | C403 | A-levels: BCC, including Biology at grade B GCSE: Mathematics C/4 IB: 28 points, including Higher Level Biology grade 5 and Standard Level Mathematics or Maths Studies grade 4, if not taken at Higher Level BTEC: DDD, depending on subject and units studied – advice on acceptability can be provided |

This course is available with a foundation year. See page 172 on Essex Pathways for details.

For all the information you need on courses, modules and graduate destinations, go to

essex.ac.uk/ug/genetics

GLOBAL STUDIES



WHY ESSEX?

- 1** Global Studies offers a route into international relations, diplomacy and political and social activism
- 2** We have always been the highest-rated politics department in the UK (REF 2014, mainstream universities, THE 2014)
- 3** Learn to think globally about today's world issues whilst tailoring your degree to suit your unique interests or goals

POPULAR MODULES

- The Making of the Modern World
- The World Economy
- Co-operation and Conflict
- International Organisations
- Globalisation and Crime

We need global thinking for global problems. The challenges facing the world today are profoundly international. From the migrant crisis to global warming, contemporary issues require graduates who bring a global perspective and broad, interdisciplinary skills to the table. With your grounding in politics, history, philosophy, sociology, economics and cultural studies, you will be able to untangle international relationships and discern how the effects of globalisation are experienced at a local level.



"I appreciate the array of modules, focussing on different aspects of globalisation, ranging from history and economics to film and languages."

Elisabeth Leopoldeder, BA Global Studies

| COURSE | UCAS CODES | | ENTRY REQUIREMENTS |
|--|------------|---------------|--|
| | 3 years | + year abroad | |
| BA Global Studies | L903 | L904 | A-levels: BBB, including one essay-based subject IB: 30 points, including a Higher Level essay-based subject grade 5 BTEC: DDM, depending on subject studied – advice on acceptability can be provided |
| BA Global Studies and Modern Languages | | LR04 | |

Some courses are available with a foundation year. See page 172 on Essex Pathways for details.

For all the information you need on courses, modules and graduate destinations, go to

essex.ac.uk/ug/global

HISTORY



WHY ESSEX?

- 1** We achieved 97% for student satisfaction (NSS 2018)
- 2** Our courses, led by active researchers in the field, involve the study of a wide-range of archival materials to encourage informed and lively debate
- 3** Direct your own studies with modules that offer a perspective on global cultures, while equipping you with vital research and career skills

POPULAR MODULES

- Becoming a historian
- The Great American Experiment
- Gender in Early Modern England
- Witch trials in Early Modern Europe and New England
- From Stalin to the Collapse of the USSR

Reveal untold and unexpected stories when you study history with us. At Essex we don't agree that "history is written by the victors"; we dig deeper, give voice to the powerless and work to uncover a true understanding of the past. We ask what makes history, what gets left behind – and why. Through research, analysis and interpretation, the study of history offers a way into numerous careers, as well as a deep insight into the world we live in today.



"Although investment banking may seem a world away from history, the skills and methods of working are the same! Essex helped me discover careers and employers that I'd never considered before."

Amy Foster, BA History
Now a Compliance Manager at the Royal Bank of Canada

| COURSE | UCAS CODES | | | ENTRY REQUIREMENTS |
|---|------------|---------------|------------------|---|
| | 3 years | + year abroad | + placement year | |
| BA History | V100 | V101 | V103 | A-levels: BBB IB: 30 points BTEC: DDM, depending on subject studied – advice on acceptability can be provided |
| BA Modern History | V140 | V149 | V148 | |
| BA History with Film Studies | V1W6 | V1WP | V1W7 | |
| BA History with Human Rights | V1L2 | V1LF | V1LG | |
| BA History and Criminology | MV91 | MV9C | MV92 | |
| BA History and Literature | QV21 | VQ12 | QV22 | |
| BA History and Sociology | LV31 | LV3C | LV32 | |
| BA Modern History and International Relations | VL12 | VL1F | VL14 | |
| BA Modern History and Politics | LV21 | LV2C | LV22 | |
| BA Philosophy and History | VV15 | VV5C | | |
| BA History and Economics | LV11 | VL11 | V1L1 | See economics page 108 |

Some courses are available with a foundation year. See page 172 on Essex Pathways for details.

For all the information you need on courses, modules and graduate destinations, go to

essex.ac.uk/ug/history

HOSPITALITY AND EVENTS MANAGEMENT

Build a network of industry links, train in business management and develop leadership skills for the hospitality and events industry. You will also gain experience throughout your course in our 4* hotel, to enhance your employability and further your career.



“We’re far more hands-on and able to get stuck in to the operational side. I really valued the experience of studying, living and working with the same group of people!”

Toby Bonnett, BA Hotel Management

WHY ESSEX?

- 1** Gain experience alongside your studies in a real 4* hotel at our Colchester Campus
- 2** Use our industry connections to further your career
- 3** Learn from lecturers with international hospitality and events experience

POPULAR MODULES

- Marketing and Customer Behaviour
- Food and Beverage Management
- Hotel Operations
- Human Resources
- Events Operations

| COURSE | UCAS CODES | | | ENTRY REQUIREMENTS |
|--|---------------------|-------------------------|--------------|---|
| | 2 years accelerated | 3 years | +year abroad | |
| BA Hotel Management | N863 | | | 96 UCAS tariff points including two full A-levels or the equivalent |
| BA Events Management with Hospitality | N8N6 | | | A-levels: CCC BTEC: MMM |
| BA Hospitality Management | | N886 | NA86 | GCSE: Five GCSEs at grade C/4 or above, including Mathematics and English, or equivalent |
| BA Events Management | | N888 | NA88 | |
| BA Hotel Management (Top Up) | | NV62 (8 months only) | | Level 5 qualification, such as FdA or HND, Advanced Diploma in a relevant field. Your eligibility will be determined during the admissions process. |

FdA entry routes are available for each of our BA courses for applicants with either: a minimum of 64 UCAS tariff points, including one full A-level or equivalent, or a vocationally relevant level 3 qualification. Subject to performance on the FdA you would have the opportunity to complete the relevant full BA degree. Please contact Undergraduate Admissions or visit our course pages for further information.

Three-year courses are subject to validation for October 2019 and have Study Abroad options. Please also note the two-year courses are not open to international applicants.

For all the information you need on courses, modules and graduate destinations, go to

essex.ac.uk/ug/hotel

HUMAN RIGHTS



WHY ESSEX?

- 1** Our lecturers are renowned experts in human rights and hold prestigious UN appointments
- 2** Gain experience in the field through opportunities such as our Human Rights Clinic
- 3** We have an active Human Rights Society which hosts a comprehensive programme of events

POPULAR MODULES

- Foundations of Human Rights
- Social Dimensions of Human Rights
- Human Rights Organisations
- Selected Issues in Human Rights

Human rights have no borders or boundaries. They are the global language of the world. Studying human rights gives you the confidence to advocate for individual and community rights, social justice and social change. Our approach is interdisciplinary, with the theory and practice of human rights embedded in our work.



“I chose to study at Essex because of its international outlook. I received many opportunities to meet people from the industry and my time management, analytical, and critical thinking skills improved.”

Nia Mincheva, LLB Law with Human Rights

| COURSE | UCAS CODES | | | ENTRY REQUIREMENTS |
|--|------------|---------------|------------------|--|
| | 3 years | + year abroad | + placement year | |
| LLB Law with Human Rights* | MM20 | MM21 | | A-level: BBB, including one essay-based subject IB: 30 points, including a higher-level essay-based subject |
| BA Journalism with Human Rights | P570 | P572 | P571 | BTEC: DDD, depending on subject studied. Advice on acceptability can be provided. |
| BA History with Human Rights | V1L2 | V1LF | V1LG | |
| BA Latin American Studies with Human Rights | | T7M9 | | |
| BA Social Anthropology with Human Rights | LL37 | LL38 | LL39 | A-levels: BBB IB: 30 points |
| BA Philosophy with Human Rights | V5M9 | V5MX | | BTEC: DDD, depending on subject studied. Advice on acceptability can be provided. |
| BA Sociology with Human Rights | L3M9 | LMJ9 | L3J9 | |
| BA Politics with Human Rights | L2M9 | LFM9 | L219 | |

*LLB Law with Human Rights can be combined with a placement year. You would be responsible for finding your placement, with the support and guidance of the Employability and Careers Centre, in consultation with the School of Law. Some courses are available with a foundation year. See page 172 on Essex Pathways for details.

For all the information you need on courses, modules and graduate destinations, go to

essex.ac.uk/ug/human

JOURNALISM



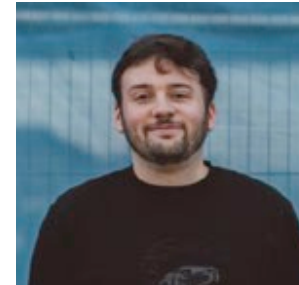
WHY ESSEX?

- 1** Learn from journalists working in today's news industry
- 2** Create your own print, online, radio and video content to build a portfolio showcasing your talent and versatility
- 3** BA Multimedia Journalism offers the opportunity to gain the National Council for the Training of Journalists (NCTJ) Diploma in Journalism, essential for your future career

POPULAR MODULES

- Media Law
- Radio and Television Journalism
- Creative Media
- Documentary Filmmaking
- Public Affairs

Our ground-breaking flagship course reflects how journalism has changed and prepares graduates for the challenges ahead. Explore what it means to work with new technologies in today's multimedia newsrooms. If you're curious and committed to keeping yourself and others informed about the world we live in, this is the course for you.



"I really appreciated the opportunities to do actual journalism. The newscasts and election all-nighters we worked on were exciting and built up great experience that transfers directly into the world of real work."

Alex Maxam, BA Multimedia Journalism
Now Social Editor at LADBible.com

| COURSE | UCAS CODES | | | ENTRY REQUIREMENTS |
|--|------------|---------------|------------------|--|
| | 3 years | + year abroad | + placement year | |
| BA Multimedia Journalism | P500 | P501 | P503 | A-levels: BBB, including one essay-based subject GCSE: Mathematics C/4 |
| BA Journalism with Business Management | P520 | P522 | P521 | IB: 30 points, including a Higher Level essay-based subject grade 5 BTEC: DDD, depending on subject studied – advice on acceptability can be provided |
| BA Journalism and Economics | P560 | P562 | P561 | |
| BA Journalism and Literature | P530 | P532 | P531 | |
| BA Journalism and English Language | P510 | P512 | P511 | |
| BA Journalism and Modern Languages | | P590 | | A-levels: BBB, including one essay-based subject |
| BA Journalism and Politics | P580 | P582 | P581 | IB: 30 points, including a Higher Level essay-based subject grade 5 |
| BA Journalism and Liberal Arts | P525 | P527 | P526 | BTEC: DDM, depending on subject studied – advice on acceptability can be provided |
| BA Journalism and Philosophy | P515 | P517 | P516 | |
| BA Journalism with Human Rights | P570 | P572 | P571 | |
| BA Journalism and Criminology | P550 | P552 | P551 | |
| BA Journalism and Sociology | P540 | P542 | P541 | |

For all the information you need on courses, modules and graduate destinations, go to

essex.ac.uk/ug/journalism

LATIN AMERICAN STUDIES

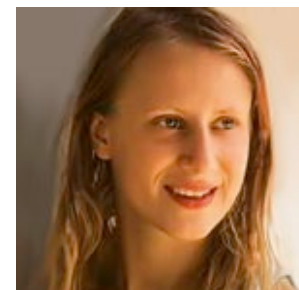
Latin America has seen huge political upheaval over the last decade, yet it remains a region with immense global significance. The region – which comprises South and Central America, Mexico, and the Caribbean – has inspired some of the world’s most celebrated art and music and represents an area of significant environmental and economic impact. Expertise in the region and its diverse peoples is now much in demand, especially as more people now speak Spanish than English. Learn Spanish or Portuguese as part of your degree and deepen your knowledge of one of the most complex parts of the world.

WHY ESSEX?

- 1** We house the internationally important collection of art from Latin America ESCALA
- 2** Spend a year studying in Latin America, developing your Spanish or Portuguese
- 3** You can build a course to suit your interests in Latin America by choosing from a range of modules

POPULAR MODULES

- Contemporary Latin America
- Crisis of the American Idea
- Art in Latin America
- Slavery and Plantation Societies in Latin America
- Alternative Americas: Independent Film



“When I saw that Essex offered a course with an obligatory year abroad, it seemed like a perfect way of satisfying my curiosity about Latin America and learn Spanish and Portuguese.”

Gedmina Sumakaryte, BA Latin American Studies with Business Management

| COURSE | UCAS CODES | ENTRY REQUIREMENTS |
|--|-------------------------------|---|
| | 4 years including year abroad | |
| BA Latin American Studies | T711 | A-levels: BBB IB: 30 points |
| BA Latin American Studies with Business Management | T7N2 | BTEC: DDM, depending on subject studied – advice on acceptability can be provided |
| BA Latin American Studies with Human Rights | T7M9 | |

Some courses are available with a foundation year. See page 172 on Essex Pathways for details.

For all the information you need on courses, modules and graduate destinations, go to

essex.ac.uk/ug/latin-am

LAW

WHY ESSEX?

- 1** Our lecturers work with the UN, the UK government and with EU and foreign governments
- 2** You gain work experience advising real clients through opportunities such as the Essex Law Clinic
- 3** We are ranked among the top 200 departments in the QS World University Rankings (2018)

POPULAR MODULES

- Criminal Law
- Animal Protection and Wildlife Law
- Cybercrime
- Family Law
- International Trade Law

Law affects all of our relationships: with other people, with shops, banks and companies, and with governments. From company law and cybercrime, to music and medicine, our law degrees prepare you to put theoretical knowledge into practice across a range of industries.



“Essex offers a great careers service and many volunteering and internship opportunities. I secured a volunteering position during my final year and then completed a Masters in International Human Rights Law.”

Machela Ama Boampong, LLB Law
Now a paralegal for Coram Children's Legal Centre

| COURSE | UCAS CODES | | ENTRY REQUIREMENTS |
|--|------------|---------------|---|
| | 2 years | + year abroad | |
| LLB Law (Senior Status) | M103 | | A lower second class undergraduate degree (this is a conversion course for graduates of other disciplines) |
| | 3 years | | |
| LLB Law | M100 | M120 | A-levels: BBB, including one essay-based subject |
| LLB Law with Business | MN00 | MN01 | IB: 30 points, including a Higher Level essay-based subject grade 5 |
| LLB Law with Criminology | MM00 | | BTEC: DDD, depending on subject studied – advice on acceptability can be provided |
| LLB Law with Human Rights | MM20 | MM21 | |
| LLB Law with Philosophy | MV16 | MV18 | |
| LLB Law with Politics | ML16 | ML14 | |
| LLB Law with Finance | MN10 | | See M100 above, but also GCSE Maths Grade C/4 |
| | 4 years | | |
| LLB English and French Law (Licence)* | M122 | | A-levels: ABB including A in A-level French IB: 32 points, including Higher Level French Grade 6 French Baccalaureat with 14 overall including 12 in English and 12 in French |

*Please be aware the organisation of the fourth year in France might be subject to change due to ongoing reform of the French education system. All Law courses, except for LLB Law (Senior Status) and LLB English and French Laws (Maîtrise), can be combined with a placement year. You would be responsible for finding your placement, with the support and guidance of the Employability and Careers Centre, in consultation with the School of Law.

Some courses are available with a foundation year. See page 172 on Essex Pathways for details.

For all the information you need on courses, modules and graduate destinations, go to

essex.ac.uk/ug/law



LIBERAL ARTS



WHY ESSEX?

- 1** Create a course that has real academic breadth, tailored to your passions – from politics, to science, to art
- 2** We have always been the highest-rated politics department in the UK (REF 2014, mainstream universities, THE 2014)
- 3** Our students are among the most versatile, highly-sought and intellectually imaginative graduates

POPULAR MODULES

- Modern Revolutions in Science, Politics and Culture
- Navigating the Digital World
- Philosophy and Religion
- The World in Question
- Human Rights and Global Justice



Liberal Arts gives you the freedom to stay curious, enabling you to study a range of interests, including politics, art, philosophy, literature, human rights, film, languages and sociology. You'll be uniquely equipped to find connections between subjects that might seem unrelated to the untrained eye. Shaped by an interdisciplinary approach, your informed perspective and powers of reasoning will support your journey to the top of all kinds of careers.



“Liberal Arts expands your horizons and helped me discover what I really love doing – writing.”

Rachel Simson, BA Liberal Arts and MA Creative Writing
Now writing a young adult science fiction novel

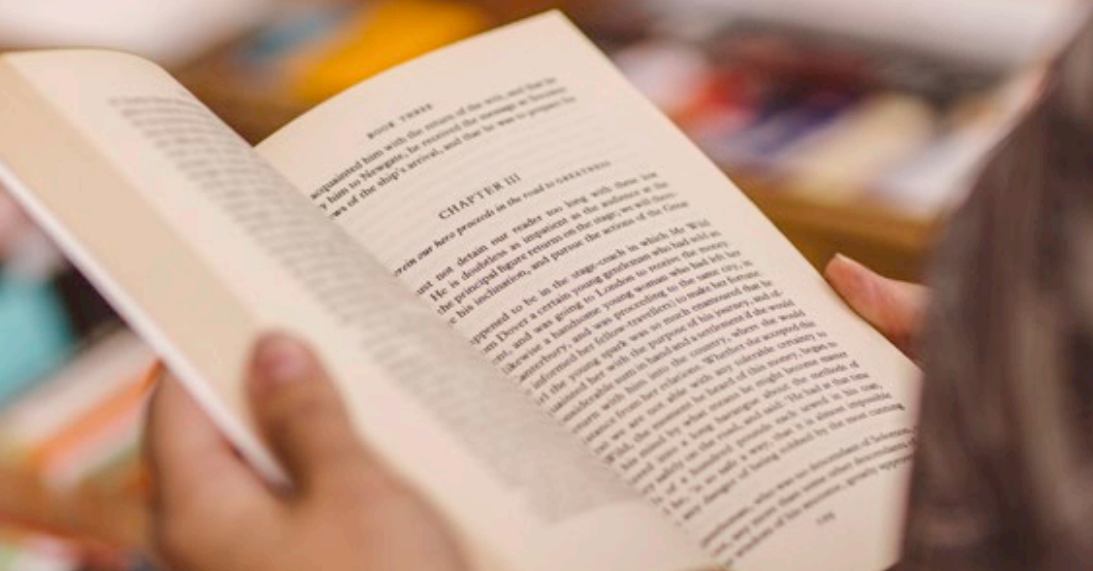
| COURSE | UCAS CODES | | | ENTRY REQUIREMENTS |
|--------------------------------|------------|---------------|------------------|---|
| | 3 years | + year abroad | + placement year | |
| BA Liberal Arts | V900 | QV00 | | A-levels: BBB, including one essay-based subject IB: 30 points, including a Higher Level essay-based subject grade 5 |
| BA Journalism and Liberal Arts | P525 | P527 | P526 | BTEC: DDM, depending on subject studied – advice on acceptability can be provided |

Some courses are available with a foundation year. See page 172 on Essex Pathways for details.

For all the information you need on courses, modules and graduate destinations, go to

essex.ac.uk/ug/lib-arts

LITERATURE



WHY ESSEX?

- 1** You can study a diverse range of literature including: First World War Writing, Romance poetry, Gothic fiction, US and Caribbean literature, children's literature, Shakespeare's plays and science fiction
- 2** We encourage interdisciplinary and research-based approaches. Apply everything from Freudian analysis to theories of the post-human to your choice of literature, film, drama, journalism or creative writing modules
- 3** Our academics are leaders in the field and encourage experimentation and originality in writing and thinking

POPULAR MODULES

- The Writers' Toolkit
- Black Lives Represented: Writing, Art, Politics and Society
- Children's Fiction and the Turn to Young Adult Adventure
- Dreaming and Writing
- Shakespeare: The Tragedies

Turn your love of reading into something more. The study of literature is a way to explore the world and different cultures, to visit the past and look anew at the present. Study literature at Essex and you may discover your new favourite author is someone you've never heard of before. At the same time gain fresh insights into the classics you thought you knew well. Study your passion, improve your writing and research skills and develop the kind of intelligence employers always value.



“I enjoyed the variety of literature and the lecturers’ passion for what they teach. Thanks to all the chances I had to develop my skills, I found a career I really love.”

Siril Grini, BA English Literature

| COURSE | UCAS CODES | | | ENTRY REQUIREMENTS |
|---|------------|---------------|------------------|--|
| | 3 years | + year abroad | + placement year | |
| BA Drama and Literature | QW24 | WQ24 | QW25 | A-levels: BBB, including one essay-based subject IB: 30 points, including a Higher Level essay-based subject grade 5 BTEC: DDM, depending on subject studied – advice on acceptability can be provided |
| BA English Literature | Q300 | Q321 | Q303 | |
| BA English and Comparative Literature | Q210 | Q211 | Q212 | |
| BA English and United States Literature | T720 | QT37 | T723 | |
| BA Film Studies and Literature | QW26 | PQ32 | QW27 | |
| BA Literature and Sociology | LQ32 | QL23 | LQ33 | |
| BA Literature and Creative Writing | QW30 | QW31 | QW33 | |
| BA History and Literature | QV21 | VQ12 | QV22 | See QW24 above, but note that this course does not require an essay-based subject |

Some courses are available with a foundation year. See page 172 on Essex Pathways for details.

For all the information you need on courses, modules and graduate destinations, go to

essex.ac.uk/ug/literature

MARINE BIOLOGY



WHY ESSEX?

- 1** Learn with internationally recognised scientists and explore rocky shore, estuarine, Mediterranean and coral reef environments
- 2** Develop your practical skills with subsidised UK and optional overseas field trips
- 3** Receive SCUBA training, be part of our unique underwater lectures and conduct research on our coral reef expedition

POPULAR MODULES

- Plant Biology and Ecosystems
- Marine Ecology
- Coral Reef Biology
- Estuarine and Coastal Ecology
- Oceanography and Marine Conservation

Dive into the complex world of coral reefs, deep-sea trenches, coastal lagoons, sea ice and tropical seagrass beds. Investigate the effects of environmental change on coral reef biodiversity with a field trip to the Coral Triangle, develop your skills in the latest ocean sampling techniques in Greece, and explore the Essex coastline. You can also volunteer with our Coral Reef Research Unit and join our Marine Conservation Society.



“I have been interested in the environment and how mankind can correct the wrongs we have done to our home for a long time. I loved the autonomy, creativity and challenge of undertaking my own project in my final year. It cemented my desire to pursue research.”

Gareth Thomas, BSc Marine Biology
Now studying our PhD Environmental Biology

| COURSE | UCAS CODES | | | ENTRY REQUIREMENTS |
|---------------------------|------------|---------------|------------------|--|
| | 3 years | + year abroad | + placement year | |
| BSc Marine Biology | C164 | CC60 | CC64 | A-levels: BCC, including Biology at grade B GCSE: Mathematics C/4 IB: 28 points, including Higher Level Biology grade 5 and Standard Level Mathematics or Maths Studies grade 4, if not taken at Higher Level BTEC: DDD, depending on subject and units studied – advice on acceptability can be provided |

This course is available with a foundation year. See page 172 on Essex Pathways for details.

For all the information you need on courses, modules and graduate destinations, go to

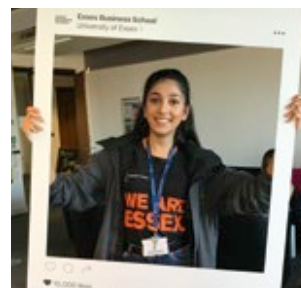
essex.ac.uk/ug/marine-bio



MARKETING



Begin your journey into the rapidly-changing marketing industry. Marketing is the shop-front of any business – it dazzles the consumer and creates the pathway from interest to consumption. Be creative, be strategic, analyse trends and consumer behaviour to ignite a spark and capture a wider audience through ever emerging channels. Welcome to marketing at Essex Business School, where you will combine imagination, innovation and initiative.



“I realised that Essex is where I’m supposed to be. I want to work in marketing in an area where I can be a voice for people and I think that my course will help me get there.”

Ifra Qureshi, BSc Marketing

WHY ESSEX?

- 1** BSc Marketing has been awarded Q-Step Affiliate status which gives you the chance to show your numerical and creative skills on your degree transcript
- 2** Our state-of-the-art creative hub with bookable TV and radio studios mimics the environment found in top marketing and design agencies
- 3** Take advantage of a work placement or study abroad year to learn about the global impact of marketing

POPULAR MODULES

- Business Creation and Growth
- Consumer Behaviour
- Business-to-Business Marketing
- Marketing Communications
- Business Ethics

| COURSE | UCAS CODES | | | ENTRY REQUIREMENTS |
|-------------------------------------|------------|---------------|------------------|--|
| | 3 years | + year abroad | + placement year | |
| COLCHESTER CAMPUS | | | | |
| BSc Management and Marketing | NN25 | NNF5 | NN2M | A-levels: BBB GCSE: Mathematics C/4 IB: 30 points, including Standard Level Mathematics or Maths Studies grade 4, if not taken at Higher Level |
| SOUTHEND CAMPUS | | | | |
| BSc Marketing* | N501 | N502 | N504 | BTEC: DDD, depending on subject studied – advice on acceptability can be provided |

*Awarded with Applied Quantitative Methods qualifier which means you can take a specific degree path to graduate with enhanced quantitative skills.

Some courses are available with a foundation year. See page 172 on Essex Pathways for details.

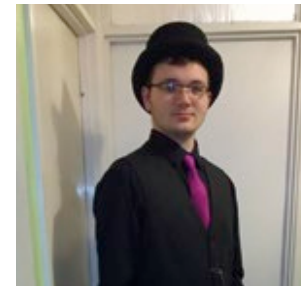
For all the information you need on courses, modules and graduate destinations, go to

essex.ac.uk/ug/marketing



MATHEMATICS

Mathematics is the language that underpins the rest of science. Maths at Essex is not what you would expect and has a genuinely broad reach; from exploring the economic impact of the social networks of cows, to the mathematical modelling of brain evolution to improve patient care – our research explores issues of global importance. This is your chance to explore issues that have a real impact on people’s everyday lives and the world around us.



“I really enjoyed the coding side of maths, something I had never done before. Don’t be afraid to ask for help, you’re not in this alone!”

Alex Woor, BSc Mathematics

WHY ESSEX?

- 1** Study in our brand new STEM Centre and learn from world-class academics
- 2** We are ranked top 15 in the UK for mathematics (Guardian University Guide 2019)
- 3** We have placement opportunities and industry links with top firms such as Aviva, Profusion, Mondaq, MSX International, AXA and Buck Consultants

POPULAR MODULES

- Applied Mathematics
- Statistics
- Survival Analysis
- Cryptography and Codes
- Abstract Algebra

| COURSE | UCAS CODES | | | ENTRY REQUIREMENTS |
|---|------------|---------------|------------------|---|
| | 3 years | + year abroad | + placement year | |
| BSc Mathematics | G100 | G102 | G103 | A-levels: BBB, including Mathematics |
| BSc Mathematics with Physics [†] | G1F3 | GCF3 | G1F4 | Please note that we are unable to accept A-level Use of Mathematics in place of A-level Mathematics |
| BSc Economics and Mathematics | LG11 | LG1C | L1G2 | IB: 30 points, including Higher Level Mathematics |

[†] also requires A-level Physics grade B or IB Higher Level Physics grade 5 (or equivalent). Some courses are available with a foundation year. See page 172 on Essex Pathways for details.

For all the information you need on courses, modules and graduate destinations, go to

essex.ac.uk/ug/maths

MODERN LANGUAGES

For English Language and Linguistics, see page 112.

WHY ESSEX?

- 1** We offer French, German, Italian and Spanish from beginner to mastery level
- 2** If you study a language from scratch via our intensive route, we pay your tuition fees to attend a four-week summer school in the country where that language is spoken
- 3** Gain skills in translation, interpreting and subtitling, using the latest technology in our multimedia labs

POPULAR MODULES

- Translation
- Interpreting
- Subtitling
- A Visual History of the Spanish Language
- La Dolce Italia



Develop your translation skills in our EU and UN-standard interpreting booths.

Studying languages at Essex opens the door to a whole new world: different countries, people and cultures as well as excellent employment prospects.



Ana Joldes, BA Modern Languages

“Students will never run out of opportunities to practise their newly acquired language skills! Since graduating I’ve been pursuing my dream to gain mastery over several languages by starting off my career as a technical and legal translator.”

| COURSE | UCAS CODES | ENTRY REQUIREMENTS |
|--|-------------------------------|--|
| | 3 years including year abroad | |
| BA Modern Languages | R900 | |
| BA Language Studies | Q140 | |
| BA French Studies and Modern Languages | RR19 | A-levels: BBB |
| BA German Studies and Modern Languages | RR9F | IB: 30 points |
| BA Italian Studies and Modern Languages | RR38 | BTEC: DDD, depending on subject studied – advice on acceptability can be provided |
| BA Spanish Studies and Modern Languages | RR49 | |
| BA Modern Languages and English Language | RQ93 | If Portuguese is taken as the major language, A level pass (or equivalent) in Italian, Spanish or Portuguese or first language level fluency in Italian, Romanian or Spanish is required |
| BA Modern Languages and Linguistics | RQ91 | |
| BA Modern Languages and Teaching English as a Foreign Language | RX91 | |
| BA Spanish, Portuguese and Brazilian Studies | RT97 | |
| BA Modern Languages with Latin American Studies | R8T7 | |
| BA International Relations and Modern Languages | LRF9 | |
| MLang Modern Languages (Translation) (Integrated Masters) | R990 | A-levels: ABB including language you wish to major in IB: 32 points including Higher Level grade 5 in the language you wish to major in |

Some courses are available with a foundation year. See page 172 on Essex Pathways for details.

For all the information you need on courses, modules and graduate destinations, go to

essex.ac.uk/ug/modern-lang

NURSING: ADULT OR MENTAL HEALTH



WHY ESSEX?

- 1** We're ranked 6th in the UK for nursing (Guardian University Guide 2019)
- 2** You can spend a year abroad widening your nursing knowledge and skills
- 3** Our focus is on producing nurses with empathy as well as technical ability

POPULAR MODULES

- How People Function
- Delivering Compassionate Care
- Community Engagement
- Critical Patient Pathways
- Nursing Practice

Choosing nursing with us is about far more than just gaining a degree. You'll join a learning community where you're treated as a professional from day one, and where dignity, respect and consideration for people are at the heart of all we do. Input from current clinicians and our Service User Groups means that our courses continually evolve to meet the needs of society, and you'll get real insight into healthcare delivery today.



"All the staff in the School of Health and Social Care were unwavering in their encouragement and support, making a tough academic challenge an enjoyable experience."

Terence Edward Gammell, BSc Nursing (Mental Health)

| COURSE | UCAS CODES | | ENTRY REQUIREMENTS |
|--------------------------------------|------------|---------------|---|
| SOUTHEND OR COLCHESTER CAMPUS | 3 years | + year abroad | |
| BSc Nursing (Adult) | B740 | B742 | BTEC: DDD, depending on subject studied – advice on acceptability can be provided Access to HE Diploma: 45 level 3 credits at merit or above (in a relevant pathway) |
| BSc Nursing (Mental Health) | B760 | B762 | A-levels: BBC GCSE: Mathematics and English Language C/4 |

You must also have a satisfactory Occupational Health Check and enhanced Disclosure and Barring Service Check (DBS) – both of these are organised by the University.
If English is not your first language you will require IELTS 7.0 overall with 6.5 in writing and 7.0 in all other components.
As part of the selection process, you will be required to demonstrate a good knowledge and clear understanding of the NHS Constitution and its core values.
Successful completion of our BSc Nursing (Adult) or BSc Nursing (Mental Health) leads to eligibility to apply for registration with the Nursing and Midwifery Council (NMC).

Degree apprenticeships are available in this subject area.
For more information visit www1.essex.ac.uk/apprenticeships/apprentices

For all the information you need on courses, modules and graduate destinations, go to

essex.ac.uk/ug/nursing



OCCUPATIONAL THERAPY



WHY ESSEX?

- 1** Gain hands-on experience in our campus Community Living Space and in a range of professional settings through practice placements
- 2** 100% of our undergraduate School of Health and Social Care students are in professional employment or postgraduate study within six months of graduating from Essex (DLHE 2017)
- 3** Small class sizes enable strong working relationships between students and experienced staff

POPULAR MODULES

- Interprofessional Working and Development
- Occupational Being
- Professional Reasoning
- Therapy and Occupation
- Professional Enquiry

Occupational therapy can be used to enable people with physical, mental, social and occupational challenges to live full and satisfying lives. You'll learn through a blend of theory and practice, including placements in a variety of settings.



Julia Finbow, BSc Occupational Therapy

“I enjoyed the mix of practical and theoretical work. Occupational Therapy can provide a broad range of employment opportunities, use your placements to inform you of your preferred area of practice.”

| COURSE | UCAS CODES | ENTRY REQUIREMENTS |
|--------------------------|------------|---|
| | 3 years | |
| BSc Occupational Therapy | B939 | A-levels: BBC, supported by 5 GCSEs at C/4 or above (including Mathematics, English and Science) BTEC: DMM, depending on subject - advice on acceptability can be provided Access to HE Diploma: 45 level 3 credits at merit or above (in a relevant pathway) |

You must also have a satisfactory Occupational Health Check and enhanced Disclosure and Barring Service Check (DBS) – both of these are organised by the University.
If English is not your first language you will require IELTS 7.0, with a minimum of 6.5 in each element.

For all the information you need on courses, modules and graduate destinations, go to

essex.ac.uk/ug/occu-therapy

ORAL HEALTH SCIENCE

There is a growing need for skilled practitioners in oral health. Whether you are an aspiring dental hygienist or want to improve your existing qualifications to become a dental therapist, we can help. Clinicians with extensive experience in day-to-day dentistry are your instructors, as you gain a holistic approach to patient care.



“The placement-based learning was much more suitable for me than constant lectures as I learn better with my hands. It enabled me to gain the people skills to go out on my own once I’d qualified.”

**Samantha Henly, FdSc Oral Health Science
Now a qualified Dental Hygienist**

WHY ESSEX?

- 1** Learn clinical skills in our dedicated, state-of-the-art dental skills lab
- 2** You'll be eligible to register with the General Dental Council (GDC) as a dental hygienist on successful completion of our FdSc, and as a dental therapist following the successful completion of our BSc
- 3** You are involved in the treatment of patients – right from the beginning of your course

POPULAR MODULES

- Clinical Governance and Patient Safety
- Management of Oral Diseases
- Developing Professional Practice
- Managing the Oral Care of Children and Adolescents

COURSE

UCAS CODES ENTRY REQUIREMENTS

SOUTHEND CAMPUS

| COURSE | UCAS CODES | ENTRY REQUIREMENTS |
|---------------------------------|-------------------------|--|
| FdSc Oral Health Science | B750 2 years | A-levels: CC, including one core science subject (Biology, Chemistry, Applied Science or Physics) GCSE: Mathematics, English and Science at C/4 (GCSE Science can be single Science or one of the following: Biology, Chemistry or Physics) BTEC: MPP in a science related subject Access to HE Diploma: 45 level 3 credits at pass or above (in a relevant pathway) National Dental Nurse Certificate or Diploma in Dental Nursing (with minimum of two years experience taken for pre and post qualification employment) |
| BSc Oral Health Science | B751 1 year (top-up) | Please note this course is only open to existing registered dental hygienists. Visit our website for more information |

You must also have a satisfactory Occupational Health Check and enhanced Disclosure and Barring Service Check (DBS) – both of these are organised by the University.
As part of the selection process, you will be required to demonstrate a good knowledge and clear understanding of the NHS Constitution and its core values.

For all the information you need on courses, modules and graduate destinations, go to

essex.ac.uk/ug/oral-health-sci

PHILOSOPHY



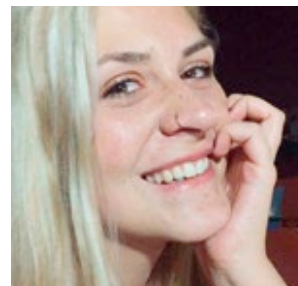
WHY ESSEX?

- 1** We're top 20 for philosophy in the UK (Guardian University Guide 2019)
- 2** We specialise in real-world problems and focus on transferable skills
- 3** We have added more contact hours and abolished exams in the second and final year

POPULAR MODULES

- Death, God and the Meaning of Life
- Ethics
- Freud and the Philosophy of the Unconscious
- Feminism
- Ancient Philosophy

We expand the realm of the possible. Philosophy is the rigorous study of ideas and arguments and we embrace this philosophical rigour to address the existential questions of human life. Gain a critical perspective on the social, political and economic challenges we face today.



“My time at Essex gave me confidence and courage in my own opinions. I enjoyed the modules on philosophy and religion, they made me have a new outlook on something I used to find so controversial.”

Danielle Brockett, BA Philosophy

| COURSE | UCAS CODES | | | ENTRY REQUIREMENTS |
|------------------------------------|------------|---------------|------------------|---|
| | 3 years | + year abroad | + placement year | |
| BA Philosophy | V500 | V501 | | A-levels: BBB IB: 30 points BTEC: DDM, depending on subject studied – advice on acceptability can be provided |
| BA Philosophy, Religion and Ethics | VV56 | VV5P | | |
| BA Philosophy and Art History | VV53 | VV5H | | |
| BA Philosophy and History | VV15 | VV5C | | |
| BA Philosophy with Human Rights | V5M9 | V5MX | | |
| BA Philosophy and Law | MVC5 | VM51 | | |
| BA Philosophy and Literature | QV25 | VQ5F | | |
| BA Philosophy and Politics | LV25 | LV2M | | |
| BA Philosophy and Sociology | LV35 | VL53 | | |
| BA Journalism and Philosophy | P515 | P517 | P516 | A-levels: BBB, including one essay-based subject IB: 30 points, including a Higher Level essay-based subject grade 5 |

Some courses are available with a foundation year. See page 172 on Essex Pathways for details.

For all the information you need on courses, modules and graduate destinations, go to

essex.ac.uk/ug/philosophy



PHYSIOTHERAPY



WHY ESSEX?

- 1** Upon graduation you will be eligible to apply for professional registration with the Health and Care Professions Council, as well as the Chartered Society of Physiotherapy
- 2** Our close links with clinicians in practice will strengthen your career prospects
- 3** Small cohort sizes enable strong working relationships between students and experienced staff

POPULAR MODULES

- Anatomy for Physiotherapy
- Neuromusculoskeletal Physiotherapy
- Cardiovascular Physiotherapy
- Neurological Physiotherapy
- Complexities in Rehabilitation



Develop theoretical knowledge and practical skills from clinically experienced staff.

Physiotherapy is a pioneering profession which helps to improve people's quality of life. Learn to use physical approaches to promote, maintain and restore physical, psychological and social wellbeing. Through partnership and negotiation, physiotherapists work with patients and fellow health professionals to maximise the potential of human function and movement.

“Essex has provided me with a great foundation which I have built on. It was a place where I learned what it means to be a physiotherapist. The knowledge I developed continues to have a positive impact in my practical experiences to date.”



Anthony Johnstone, BSc Physiotherapy
Now the Lead U18 Academy Physiotherapist at West Ham United

| COURSE | UCAS CODES | ENTRY REQUIREMENTS |
|--------------------------|------------|--|
| | 3 years | |
| BSc Physiotherapy | B169 | <p>A-levels: BBB (to include a life science) supported by 6 GCSEs at C/4 (to include Mathematics, English and Science)</p> <p>Access to HE diploma: 24 distinctions and 21 merits with at least 12 Distinction credits in relevant Biological Science units. This must be supported by Level 2 Maths and English Language qualifications.</p> <p>Entry requirements for students studying BTEC qualifications are dependent on subjects studied. Advice can be provided on an individual basis, as additional Anatomy and Physiology study may be required. The standard required is at Distinction level.</p> |

You must also have a satisfactory Occupational Health Check and enhanced Disclosure and Barring Service Check (DBS) – both of these are organised by the University. As part of the selection process, you will be required to demonstrate a good knowledge and clear understanding of the NHS Constitution and its core values.

For all the information you need on courses, modules and graduate destinations, go to

essex.ac.uk/ug/physio

POLITICS AND INTERNATIONAL RELATIONS



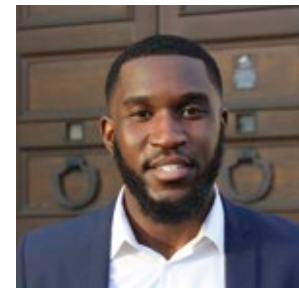
WHY ESSEX?

- 1** We have always been the highest-rated politics department in the UK (REF 2014, mainstream universities, THE 2014)
- 2** Ranked among the top 40 departments in the QS World University Rankings (2018)
- 3** A number of our degrees are awarded with Applied Quantitative Methods, meaning our graduates have the enhanced quantitative skills wanted by employers

POPULAR MODULES

- Politics and Power
- Politics of the Middle East
- Conflict Analysis
- Electoral Behaviour
- The European Union

Want to know why earthquakes are deadlier where the Mafia is stronger? How cellphone activity predicts riots? Or why people who are scared of spiders are more conservative? Ask an Essex political scientist. Our research casts light on aspects of life you might never ordinarily connect to politics and government. Students travel from all over the world to enjoy the excellent education and career prospects we provide.



“Essex is one of the best political science institutions in the country. I enjoyed the variety of learning, from political economics and human rights, to a simulation of a peacekeeping conference!”

Christian Ngombo, BA Politics
Now completing MSc International Public Policy

| COURSE | UCAS CODES | | | ENTRY REQUIREMENTS |
|--|------------|---------------|------------------|---|
| | 3 years | + year abroad | + placement year | |
| BA Politics | L200 | L201 | L203 | A-levels: BBB IB: 30 points BTEC: DDD, depending on subject studied – advice on acceptability can be provided |
| BA International Development | L900 | L901 | L902 | |
| BA International Relations | L258 | L259 | L260 | |
| BA Political Theory and Public Policy | 7L29 | 0A56 | 7L30 | |
| BA Politics with Human Rights | L2M9 | LFM9 | L219 | |
| BA Politics and International Relations | L225 | L226 | L227 | |
| BSc Politics and International Relations | L222 | L223 | L224 | |
| BA Political Economics | L150 | L151 | L152 | As L200 above, plus C/4 in GCSE Mathematics (or equivalent) |
| BA Philosophy, Politics and Economics | L0V0 | L0VA | L0V1 | |
| BSc Economics and Politics | LL2F | LL3F | LL4F | |

Some courses are available with a foundation year. See page 172 on Essex Pathways for details.

For all the information you need on courses, modules and graduate destinations, go to

essex.ac.uk/ug/politics

PSYCHOANALYTIC STUDIES / THERAPEUTIC CARE

WHY ESSEX?

- 1** Learn in small groups from expert practitioners and academics
- 2** Our approachable staff have clinical as well as academic expertise and experience
- 3** Participative teaching – we want to hear your stories and look at how you see the world

POPULAR MODULES

- Sex, Politics and Religion
- Child, Adolescent and Adult Development
- Freud: Mind, Culture and Society
- The Unconscious: Analytical Psychology, Culture and Society - Jung
- Trauma and Recovery

Do you want to know what's hidden in the mind? Are you fascinated by human behaviour? Or what underpins cultural and political activities? Our courses scrutinise all of these questions. Looking beneath the surface, at levels untouched by other disciplines, we explore the role of the unconscious mind in mental health, culture and society.



“Essex improved my confidence in myself and my abilities, to believe that I am capable of making a difference, even if it is small.”

Bekki Ager, BA Therapeutic Communications and Therapeutic Organisations
Now a Rehabilitation Assistant with the NHS

| COURSE | UCAS CODES | | | ENTRY REQUIREMENTS |
|--|----------------|---------------|------------------|---|
| | | + year abroad | + placement year | |
| COLCHESTER CAMPUS ONLY | | | | |
| BA Psychosocial and Psychoanalytic Studies | C890 (3 years) | C89B | C89A | A-levels: BBB IB: 30 points BTEC: DDD, depending on subject studied - advice on acceptability can be provided |
| BA Therapeutic Communication and Therapeutic Organisations (Adult, Child and Adolescent) | 1 year top up | | | You should have a Foundation Degree in Therapeutic Communication and Therapeutic Organisations at a merit level |
| BA Therapeutic Care | C847 | C849 | | A-levels: BCC IB: 28 points BTEC: DDM, depending on subject studied - advice on acceptability can be provided |
| COLCHESTER OR SOUTHEND CAMPUSES | | | | |
| FdA Therapeutic Communication and Therapeutic Organisations (Adult, Child and Adolescent) | 2 years | | | You should demonstrate capacity to study a foundation degree, evidenced by A-level or equivalent qualifications |

Please apply for BA/FdA Therapeutic Communication and Therapeutic Organisations directly via our website: essex.ac.uk/direct
Some courses are available with a foundation year. See page 172 on Essex Pathways for details.

For all the information you need on courses, modules and graduate destinations, go to

essex.ac.uk/ug/psychoanalytic

PSYCHOLOGY



WHY ESSEX?

- 1** Benefit from our unique mix of practical assessment and innovative teaching methods
- 2** We're in the top 25 nationally for overall student satisfaction in psychology (NSS 2018)
- 3** You have unparalleled access to cutting-edge facilities such as EEG, TMS and eye-tracking

POPULAR MODULES

- Brain and Behaviour
- Cognitive Neuropsychology
- Emotion
- Memory Attention and Language
- Judgement and Decision-making

As life around us changes, we try to make sense of what we perceive. How do our experiences inform the way we think and behave? Psychology offers a better understanding of our place in the world. Use cutting-edge technology to uncover how we interact with our environment and get involved in ground-breaking research.



"I've always been drawn to how our brains can affect our behaviour. Essex gave me a competitive edge internationally that I did not expect! When I came back to my country I landed three jobs very easily. I am still being sought after by many psychiatric facilities."

Halima Jafiya, BSc Psychology

| COURSE | UCAS CODES | | | ENTRY REQUIREMENTS |
|--|------------|---------------|------------------|--|
| | 3 years | + year abroad | + placement year | |
| BSc Psychology | C800 | C803 | C811 | A-levels: BBB GCSE: Mathematics C/4 |
| BA Psychology | C802 | C801 | C810 | IB: 30 points, including Standard Level Mathematics or Maths Studies grade 4, if not taken at Higher Level |
| BSc Psychology with Cognitive Neuroscience | C808 | C806 | C809 | BTEC: DDD, depending on subject studied – advice on acceptability can be provided |
| BSc Psychology with Economics | C814 | C815 | C816 | |
| BSc Cognitive Science | C831 | C832 | C833 | Same as above plus B in A-level Mathematics |

Some courses are available with a foundation year. See page 172 on Essex Pathways for details. Some courses are accredited by the British Psychological Society.

For all the information you need on courses, modules and graduate destinations, go to

essex.ac.uk/ug/psychology

SOCIAL WORK



WHY ESSEX?

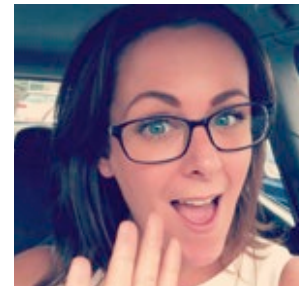
- 1** 100% of our undergraduate School of Health and Social Care students are in professional employment or postgraduate study within six months of graduating from Essex (DLHE 2017)
- 2** Successful completion of this course provides eligibility to apply for registration with the Health and Care Professions Council (HCPC)
- 3** Gain in-depth experience through working with children, young people, adults, families and communities

POPULAR MODULES

- Lifespan Development
- Sociological and Psychological Frameworks
- Emotional, Relational and Mental Health Issues
- Legislation, Regulation and Ethics for Practice
- Law and Social Policy

Social work is all about people. It's an extremely rewarding and challenging profession. You'll need to be hardworking, adaptable, honest and, above all, passionate about finding long-term solutions and supporting positive changes for children, adults and families. At the heart of our course is the development of the skills, knowledge and understanding of how to support people to improve the personal, psychological and social aspects of their lives.

“Social work opens doors to a variety of jobs and allows you to understand the positive impact you can have on others. Placements were my favourite part of the degree, as you meet a variety of people.”



Charlotte Bennion, BA Social Work
Now a Social Worker, supporting children with disabilities

| COURSE | UCAS CODES | ENTRY REQUIREMENTS |
|------------------------|------------|---|
| SOUTHEND CAMPUS | 3 years | |
| BA Social Work | L500 | A-levels: BBB GCSE: Mathematics and English C/4 or equivalent qualification IB: 30 points BTEC: DDM, depending on subject studied - advice on acceptability can be provided Access to HE Diploma: 45 level 3 credits at merit or above (in a relevant pathway) Some paid or voluntary experience in health or social care in a relevant social care or child care/education setting is also required |

You must also have a satisfactory Occupational Health Check and enhanced Disclosure and Barring Service Check (DBS) – both of these are organised by the University.
If English is not your first language, you will require IELTS 7.0, with a minimum of 6.5 in each element.

For all the information you need on courses, modules and graduate destinations, go to

essex.ac.uk/ug/social-work

SOCIOLOGY



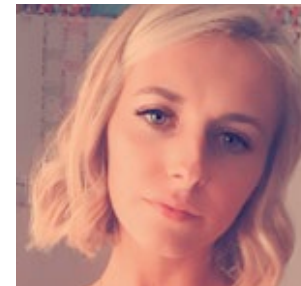
WHY ESSEX?

- 1** Ranked among the top 40 departments in the QS World University Rankings (2018)
- 2** Acquire a range of skills valued by employers, from data analysis to debating
- 3** Our teaching is underpinned by research – new ideas and theories are tested in the classroom

POPULAR MODULES

- Media, Culture and Society
- Race, Class and Gender
- Policing, Punishment and Society
- Globalisation and Crime
- War and Trauma in the Modern Age

What unites us? What divides us? How do we tackle inequalities and enhance social justice? How do you define yourself, your family and others? Study sociology as a broad discipline or choose to combine it with a particular specialism including social psychology, counselling or criminology.



“The course is challenging but really interesting and the professors in the department are well known for their research. Studying Sociology at Essex has really helped me in my current career.”

India Loveland, BA Sociology

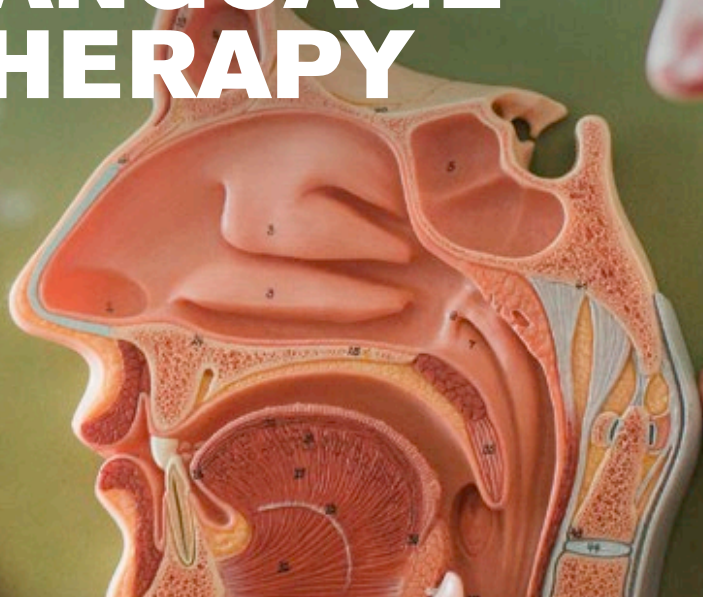
| COURSE | UCAS CODES | | | ENTRY REQUIREMENTS |
|--|------------|---------------|------------------|---|
| | 3 years | + year abroad | + placement year | |
| BA Sociology | L300 | L301 | L306 | A-levels: BBB IB: 30 points BTEC: DDD, depending on subject studied – advice on acceptability can be provided |
| BA Communications and Digital Culture | LP33 | PL33 | LP34 | |
| BA Sociology and Criminology | LM39 | LMH9 | LM38 | |
| BA Sociology with Psychosocial Studies | LJC8 | LJ8C | LCJ8 | |
| BA Social Anthropology | LL36 | LL3P | LL6P | |
| BA Social Anthropology with Human Rights | LL37 | LL38 | LL39 | |
| BA Sociology with Human Rights | L3M9 | LMJ9 | L3J9 | |
| BA Sociology and Politics | LL32 | LL23 | LL24 | |
| BA Sociology with Social Psychology | CL83 | CLV3 | CL93 | |
| BSc Sociology with Applied Quantitative Research Methods | L315 | L316 | L317 | |
| BA Sociology with Counselling Skills | L332 | L331 | L330 | |
| BSc Sociology with Data Science* | L310 | L311 | L312 | As above plus GCSE Mathematics grade C/4 |

* subject to approval.
Some courses are available with a foundation year. See page 172 on Essex Pathways for details.

For all the information you need on courses, modules and graduate destinations, go to

essex.ac.uk/ug/sociology

SPEECH AND LANGUAGE THERAPY



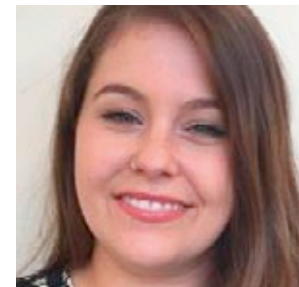
WHY ESSEX?

- 1** Undertake placements with a wide range of practice educators reflecting the growing employment opportunities for speech and language therapists
- 2** You're taught by experienced, registered, speech and language therapists with varied professional and research interests
- 3** Successful completion of our course provides eligibility to apply for professional registration with the Health and Care Professions Council and the Royal College of Speech and Language Therapists

POPULAR MODULES

- Anatomy and Physiology
- Culture of Communication
- Dysphagia
- Developmental Communication Difficulties
- Enhancing Communication

Speech and language therapists support individuals with communication, eating and drinking difficulties. Through a combination of placements and active learning, you'll develop professional reasoning and evidence-based practice skills. Our course is grounded in a social model approach to disability and supports you to offer those with speech and language difficulties more independence and choice.



"My course is designed to teach you the skills needed and prepare you to be the best you can be. I'm really looking forward to starting my placements, where I will work in a range of different clinical areas and workplaces."

Lauren Noy, BSc Speech and Language Therapy

| COURSE | UCAS CODES | | | ENTRY REQUIREMENTS |
|--|------------|---------------|------------------|---|
| | 3 years | + year abroad | + placement year | |
| BSc Speech and Language Therapy | B630 | B631 | B632 | <p>A-levels: BBB</p> <p>GCSE: English Language, Mathematics and Science C/4</p> <p>Access to HE Diploma: 45 level 3 credits at merit or above (in a relevant pathway)</p> <p>IB: 30 points, including Standard Level English, Mathematics or Maths Studies and Science grade 4, if not taken at Higher Level</p> <p>BTEC: DDD, depending on subject studied – advice on acceptability can be provided</p> |

You must also have a satisfactory Occupational Health Check and enhanced Disclosure and Barring Service Check (DBS) – both of these are organised by the University.
 If English is not your first language you will require IELTS 8.0, with a minimum of 7.5 in each element.
 As part of the selection process you will be required to demonstrate a good knowledge and clear understanding of the significance of the NHS Constitution and its core values.

For all the information you need on courses, modules and graduate destinations, go to

essex.ac.uk/ug/slt

SPORT, EXERCISE, PERFORMANCE AND COACHING



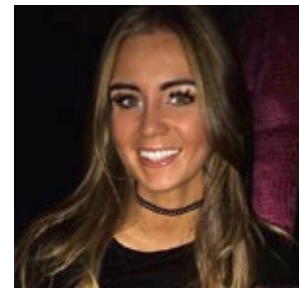
WHY ESSEX?

- 91% of our sports science students express overall satisfaction with their course (NSS 2018)
- Make the most of our first-class facilities in our brand new Sport Arena
- You have the opportunity to gain work placement experience in professional sports clubs

POPULAR MODULES

- Biomechanics
- Health and Active Lifestyle
- Coaching Science
- Energy for Exercise
- Human Performance in Extreme Environments

How do Olympic athletes train? Who makes a good coach? How can exercise and physical activity influence health? At Essex we take sport and exercise seriously. We help you to understand the biology, physiology, biomechanics and psychology of sport, exercise and physical activity. You are taught by internationally recognised scientists and practicing coaches using our state-of-the-art facilities. Turn your passion for fitness and health into a career.



“All the academics are really helpful. Their expertise, experience and enthusiasm really enables students to develop and grow throughout their time at Essex.”

Nikki Twine, BSc Sports and Exercise Science

| COURSE | UCAS CODES | | | ENTRY REQUIREMENTS |
|-------------------------------------|------------|---------------|------------------|---|
| | 3 years | + year abroad | + placement year | |
| BSc Sports and Exercise Science | C600 | C602 | C606 | A-levels: BBB, including one science subject or Mathematics (PE and Psychology count as science A-levels) GCSE for BSc Sports and Exercise Science: Mathematics and Science grade C/4 GCSE for BSc Sports Performance and Coaching: Mathematics grade C/4 |
| BSc Sports Performance and Coaching | C607 | C608 | C609 | IB: 28 points, including Higher Level Science or Mathematics grade 5, and Standard Level Mathematics and Science grade 4, if not taken at Higher Level BTEC: DDD, depending on subject studied – advice on acceptability can be provided |

If you do not meet the GCSE Science requirement but you have A-level Science or equivalent, please get in touch for advice.

For all the information you need on courses, modules and graduate destinations, go to

essex.ac.uk/ug/sports-coaching



SPORTS THERAPY



WHY ESSEX?

- 1** Our home is the brand new Sport Arena, which offers sporting facilities, research labs and a sports therapy clinic
- 2** We're ranked 9th for sports science (TGUG 2019) – learn from our experts
- 3** Our course is accredited by the Society of Sports Therapists – your passport to a broad range of careers

POPULAR MODULES

- Sport and Exercise Psychology
- Rehabilitation and Remedial Exercise
- Exercise Physiology
- Advanced Sports Therapy
- Advanced Sports Trauma Management

Gain the specialist skills and knowledge required to work as a sports therapist. With a focus on employability and self-development, we support you to become an autonomous practitioner. Taught by experts in the fields of sports therapy and sports and exercise science, you develop a range of treatment options including electrotherapy, exercise and manual skills.



“I enjoyed learning about how to assess an injury and using the electrotherapy machines and working in the clinic during my third year gave me a high level of responsibility.”

Megan Ayms, BSc Sports Therapy
Now working professionally as a Sports Therapist

| COURSE | UCAS CODES | | | ENTRY REQUIREMENTS |
|--------------------|------------|---------------|------------------|--|
| | 3 years | + year abroad | + placement year | |
| BSc Sports Therapy | C603 | C605 | C604 | <p>A-levels: BBB, including one science subject or Mathematics (PE and Psychology count as science A-levels)</p> <p>GCSE: Mathematics and Science C/4</p> <p>IB: 30 points, including Higher Level Science or Mathematics grade 5, plus Standard Level Mathematics or Maths Studies grade 4, if not taken at a higher level</p> <p>BTEC: DDD, depending on subject and units studied – advice on acceptability can be provided</p> |

If you do not meet the GCSE Science requirement but you have A-level Science or equivalent, please get in touch for advice.

For all the information you need on courses, modules and graduate destinations, go to

essex.ac.uk/ug/sports-therapy

ESSEX PATHWAYS

Undergraduate degrees
with a Year 0 pathway



WHY ESSEX?

- 1** Develop your knowledge and skills while benefiting from a dedicated support team
- 2** Collaborate with experts during your studies and take the time you need to prepare for professional life
- 3** Guarantee your place on your chosen course if you successfully complete your foundation year at Essex

With a Year 0 pathway (foundation year) at Essex you can unlock your potential, expand your knowledge and build your academic skills. We provide you with the resources you need to get the best from your studies, whatever your educational background. If you have big ideas, we can give you the confidence to express them. Join Essex as a foundation year student and find your own way forward.



“My lecturers gave me so much support which was really great. I had the chance to become a peer mentor and it developed my writing skills considerably and my passion for law grew while studying at Essex.”

Bello Bukhari Bello, LLB Law

At Essex we have a range of degree courses with a Year 0 pathway for UK and EU students which are listed on the following pages. If you have not met the entry requirements for a particular degree course but know Essex is the right place for you, then an Essex Pathways course is your way in.

Non-EU, international students should check page 181 for details about foundation pathways at University of Essex International College.

For all the information you need on courses, modules and graduate destinations, go to

essex.ac.uk/essex-pathways



Undergraduate degrees with a Year 0 (foundation year) pathway

These courses are designed for students who have not yet reached the required academic level for undergraduate study. We develop your subject knowledge as well as your academic skills. Our courses include a Year 0, followed by a further three or four years in your chosen department, leading to a Bachelors degree.

The entry requirements for these courses are 72 UCAS tariff points from at least two A-levels, or equivalent. Please note that some have additional requirements as follows:

* GCSE Maths at grade C/4 or above

** GCSE Maths and Science at grade C/4 or above

*** GCSE Maths and Science at grade C/4 or above plus an A-level (or equivalent) in a science subject

For further information, including how to apply, start dates and eligibility criteria (these courses are available to UK and EU students only) visit essex.ac.uk/essex-pathways

| COURSE | UCAS CODES | |
|---|------------|-----------------------|
| | 4 years | 5 years (year abroad) |
| ESSEX BUSINESS SCHOOL | | |
| BSc Accounting* | N401 | |
| BSc Accounting and Finance* | NN43 | |
| BSc Accounting and Management* | NN42 | |
| BSc Accounting with Economics* | N4L1 | |
| BSc Business Management* | N201 | |
| BSc Finance* | N301 | |
| BSc Finance and Management* | N347 | |
| BSc Marketing** | N505 | |
| BSc International Business and Entrepreneurship** | N124 | |
| BBA Business Administration** | N104 | |
| BSc Tourism Management** | N835* | |
| LANGUAGE AND LINGUISTICS | | |
| BA English Language and Linguistics | QQ16 | |
| BA English Language and Literature | QQ24 | |
| BA Teaching English as a Foreign Language | QX41 | |
| BA Linguistics | Q102 | |
| MODERN LANGUAGES | | |
| BA Language Studies | Q143 | |
| BA French Studies and Modern Languages | | RR20 |
| BA German Studies and Modern Languages | | RR90 |
| BA International Relations and Modern Languages | | LR59 |
| BA Italian Studies and Modern Languages | | RR40 |
| BA Modern Languages | | R999 |

* please note that Year 0 of this course is taught at our Colchester Campus with the following three years being taught at our Southend Campus

| COURSE | UCAS CODES | |
|--|------------|-----------------------|
| | 4 years | 5 years (year abroad) |
| BA Modern Languages and English Language | | RQ99 |
| BA Modern Languages and Linguistics | | RQ98 |
| BA Modern Languages and Teaching English as a Foreign Language | | R8T8 |
| BA Modern Languages with Latin American Studies | | R8T9 |
| BA Spanish Studies and Modern Languages | | RR50 |
| BA Spanish, Portuguese and Brazilian Studies | | RT99 |
| COMPUTER SCIENCE AND ELECTRONIC ENGINEERING | | |
| BSc Computer Science* | G403 | |
| BEng Computers with Electronics* | GH46 | |
| BEng Electronic Engineering** | H61P | |
| BEng Communications Engineering** | HP41 | |
| MATHEMATICAL SCIENCES | | |
| BSc Mathematics** | G104 | |
| BSc Actuarial Science** | N325 | |
| BSc Mathematics and Computing** | G1G8 | |
| BSc Mathematics and Statistics** | 9K18 | |
| BSc Finance and Mathematics** | GN18 | |
| BSc Data Science and Analytics** | I1GF | |
| BSc Economics and Mathematics** | LG18 | |
| ECONOMICS | | |
| BSc Economics* | L103 | |
| BA Economics* | L102 | |
| BSc Economics with Mathematics* | L1G8 | |
| BSc Economics and Mathematics* | LG18 | |
| BSc Financial Economics* | L117 | |
| BA Financial Economics* | L118 | |
| BSc International Economics* | L161 | |
| BA International Economics* | L160 | |
| BSc Management Economics* | L191 | |
| BA Management Economics* | L190 | |
| SOCIAL SCIENCES | | |
| BA Communication and Digital Culture | P300 | |
| BA Criminology | M903 | |
| BA International Relations | L250 | |
| BA Politics | L202 | |
| BA Sociology | L304 | |
| BA Sociology and Criminology | LMHX | |
| LAW | | |
| LLB Law | M101 | |

| COURSE | UCAS CODES | |
|--|------------|--------------------------|
| | 4 years | 5 years (year abroad) |
| BIOLOGICAL SCIENCES | | |
| BSc Biological Sciences*** | CD00 | |
| BSc Biomedical Science*** | BD00 | |
| BSc Marine Biology*** | C161 | |
| BSc Genetics*** | CK00 | |
| BSc Biochemistry*** | CR00 | |
| LITERATURE, FILM, AND THEATRE STUDIES | | |
| BA Creative Writing | W808 | |
| BA Drama | W408 | |
| BA Drama and Literature | WQ28 | |
| BA English and Comparative Literature | Q218 | |
| BA English and United States Literature | T728 | |
| BA English Literature | Q320 | |
| BA Film and Creative Writing | PW88 | |
| BA Film Studies | W628 | |
| BA Film Studies and Literature | PQ38 | |
| BA Literature and Creative Writing | QW38 | |
| BA Literature and Sociology | LQ38 | |
| INTERDISCIPLINARY STUDIES | | |
| BA American Studies (United States) | | T710 |
| BA Criminology and American Studies | | MT28 |
| BA American Studies (United States) with Film | | T7W8 |
| BA Global Studies | | L908 |
| BA Latin American Studies | | T7N3 |
| BA Latin American Studies with Business Management | | T7N4 |
| BA Latin American Studies with Human Rights | | T7M8 |
| BA Liberal Arts | LQV0 | Q900 |
| BA European Studies | | R008 |
| BA European Studies with Politics | | R9L8 |
| BA European Studies with French | | R9R8 |
| BA European Studies with German | | R9R6 |
| BA European Studies with Italian | | R9R7 |
| BA European Studies with Spanish | | R9R9 |
| BA European Studies with Modern Languages | | R9T8 |

| COURSE | UCAS CODES | |
|--|------------|--------------------------|
| | 4 years | 5 years (year abroad) |
| PHILOSOPHY AND ART HISTORY | | |
| BA Philosophy | V502 | V508 |
| BA Philosophy and Art History | VV54 | VVHP |
| BA Philosophy and History | VV51 | VV5X |
| BA Philosophy and Law | MVC8 | VM58 |
| BA Philosophy and Literature | VQ51 | VQ58 |
| BA Philosophy and Politics | LV8M | LV2H |
| BA Philosophy and Sociology | LV83 | VL58 |
| BA Philosophy with Human Rights | V5M8 | VLM8 |
| BA Philosophy, Religion and Ethics | VV58 | VV59 |
| BA Curatorial Studies | V359 | V35B |
| BA Art History and History | VV38 | VV3B |
| BA Film Studies and Art History | VW38 | VW3B |
| BA Literature and Art History | QV2H | QV3B |
| BA Art History | V350 | V31B |
| BA Art History with Modern Languages | | VR3B |
| BA Art History and Modern Languages | | V3RB |
| HISTORY | | |
| BA History and Economics* | LV18 | |
| BA History | V102 | |
| BA History and Criminology | MV98 | |
| BA History and Literature | QV2C | |
| BA History and Sociology | LV38 | |
| BA History with Film Studies | V1W8 | |
| BA History with Human Rights | V1L8 | |
| BA Modern History | V144 | |
| BA Modern History and International Relations | VL18 | |
| BA Modern History and Politics | LV28 | |
| PSYCHOSOCIAL AND PSYCHOANALYTIC STUDIES | | |
| BA Childhood Studies | L523 | |
| BA Psychosocial and Psychoanalytic Studies | C89C | |
| PSYCHOLOGY | | |
| BSc Psychology* | C807 | |
| BA Psychology* | C812 | |
| BSc Psychology with Cognitive Neuroscience* | C813 | |

You can apply through UCAS for these courses. EU students can apply directly through our website essex.ac.uk/direct

I so do not miss
A levels results day
but good luck to
everyone!!

@Uni_of_Essex was
the best decision
I've ever made

 @SamuelWebb


Just been to the
@Uni_of_Essex
Open Day and I'm
so excited to be
studying there
next year

 @imkatie

People from
Essex uni are
amazing I
swear!

 @Yiigaa

Went to check out
Essex today and it's
actually made me
regret taking a gap
year - I wanna
go now!

 @tinyhandgeorgie

ENOUGH ABOUT US, WE'D LOVE TO HEAR FROM YOU.


There's a whole online community talking about student life at Essex. Join the conversation on Facebook, keep up with the latest news on Twitter, get a glimpse of campus life on Instagram and Snapchat and see what we've been up to on YouTube. We have an open-ear policy when it comes to social media and respond to every enquiry – or message us via Live Chat on our website and get your questions answered without delay.

So, if something is on your mind, get in touch, we love a good chat!
[#myEssex](#)

essex.ac.uk/we-are-essex

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 /Uni_of_Essex

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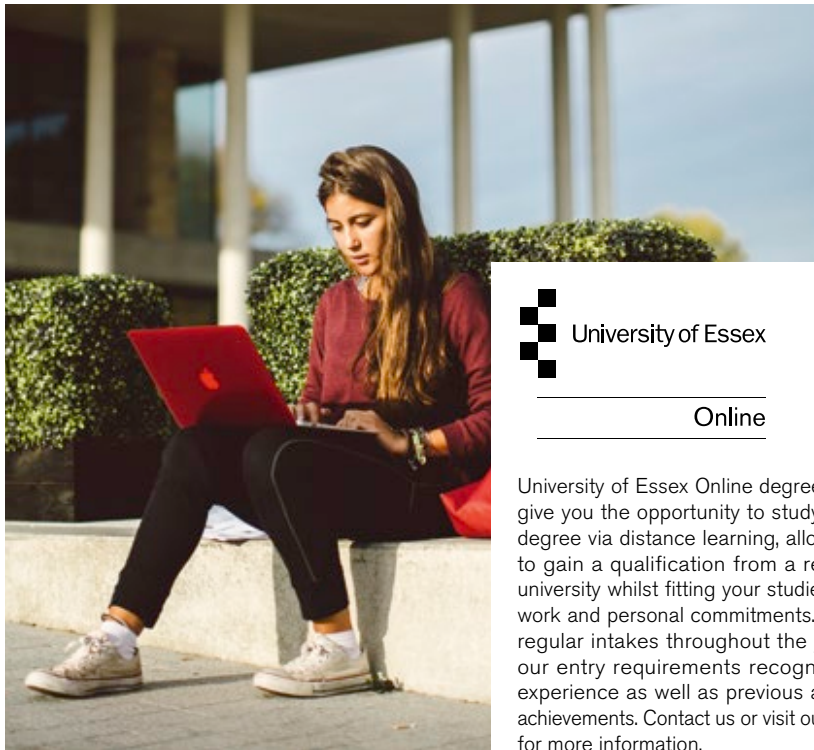
 /uniessex

 /uniofessex

 uniofessex

OUR UK PARTNERS

We are committed to making an Essex education available through a range of provision, working closely with partner institutions to develop and maintain high-quality and accessible learning opportunities.



University of Essex

Online

University of Essex Online degree courses give you the opportunity to study for your degree via distance learning, allowing you to gain a qualification from a respected university whilst fitting your studies around work and personal commitments. We have regular intakes throughout the year, and our entry requirements recognise work experience as well as previous academic achievements. Contact us or visit our website for more information.

T +44 (0)800 0527 526

E enquiries@online.essex.ac.uk
online.essex.ac.uk



University of Essex

International College

The University of Essex International College is based at the University's Colchester Campus, and is a partnership between the University of Essex and Kaplan International Pathways. The college provides pathway courses and pre-sessional English language courses that prepare international students for their degrees. These courses are delivered and awarded by Kaplan, in partnership with the University of Essex.

Successful completion of a Foundation Certificate (available to international students in the subject areas of Humanities, Social Sciences, and Science and Health) would

enable progression to the first year of a relevant degree, and an International Year One course (available to international and EU students, and offered in Business or Economics) would enable progression to the second year of a relevant degree. If students successfully complete their course at the University, they will graduate with a degree from the University of Essex.

Kaplan provides fantastic study opportunities to international students, and since 2005 thousands of students from every corner of the globe has started their path to success with a Kaplan pathway course.

For the most up-to-date course information please refer to the Kaplan pathways website.

kaplanpathways.study/contact-essex
kaplanpathways.partners/essex

AND WHEN IT'S ALL OVER...



You'll be one of a 95,000-strong alumni community that stays in touch and meets regularly all over the world. You'll also have free access to the CareerHub+ after graduation, free access to academic journals and discounts on further study. Take a look at what our alumni are up to

essex.ac.uk/alumni



OUR GREAT LOCATION



COLCHESTER TO:

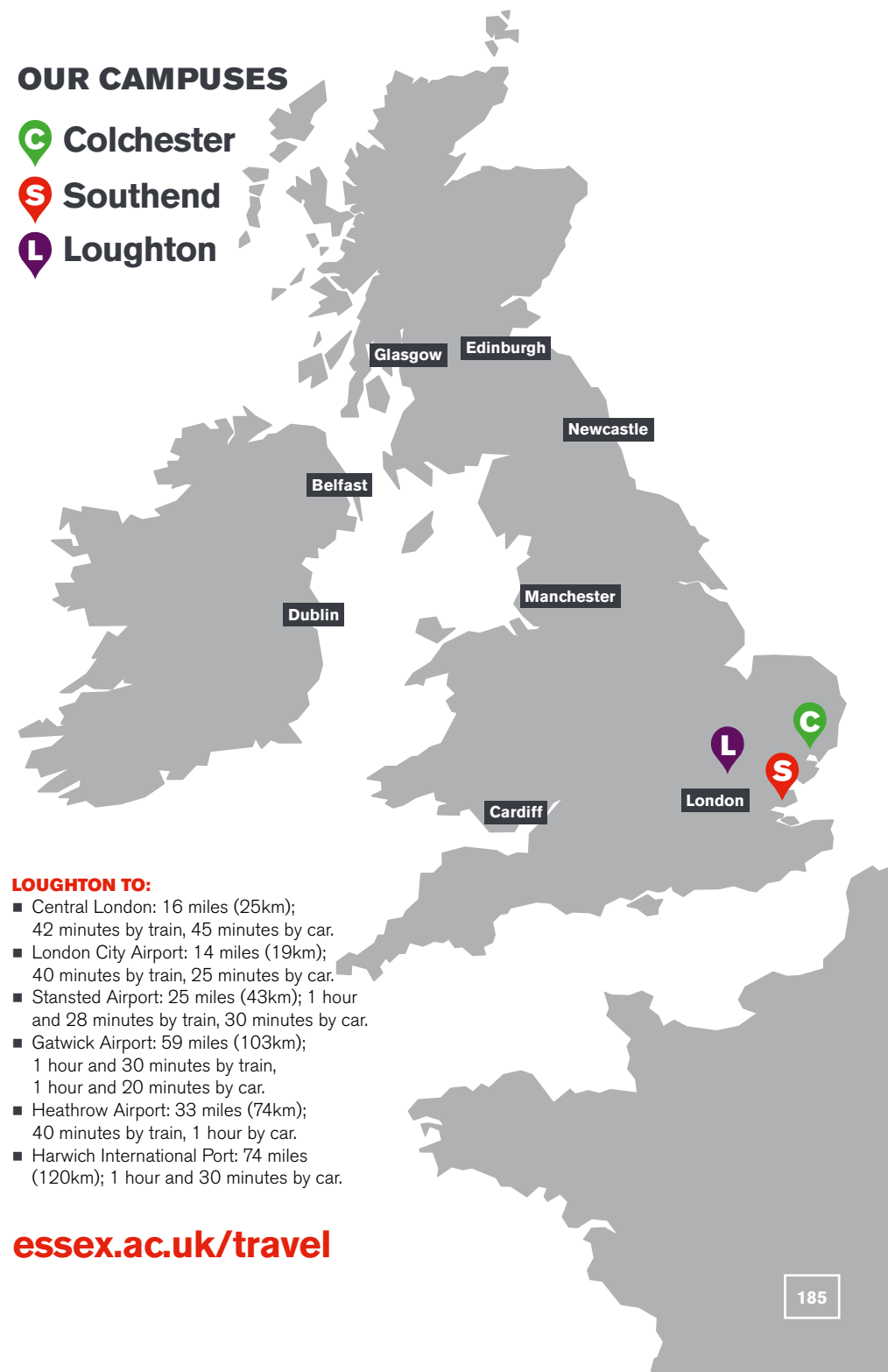
- Central London: 60 miles (97km); 45 minutes to 1 hour by train, 1 hour and 40 minutes by car.
- Stansted Airport: 33 miles (53km); 1 hour and 15 minutes by bus, 50 minutes by car.
- Southend Airport: 41 miles (66km); 1 hour and 15 minutes by train, 1 hour by car.
- Gatwick Airport: 83 miles (133km); 1 hour and 50 minutes by train, 1 hour and 40 minutes by car.
- Heathrow Airport: 90 miles (150km); 2 hours and 10 minutes by train, 1 hour and 55 minutes by car.
- Harwich International Port: 20 miles (33km); 25 minutes by train, 35 minutes by car.

SOUTHEND TO:

- Central London: 40 miles (64km); 45 minutes to 1 hour by train, 1 hour and 20 minutes by car.
- Southend Airport: 3 miles (5km); 15 minutes by bus, 10 minutes by car.
- Stansted Airport: 40 miles (64km); 1 hour and 30 minutes by bus, 1 hour by car.
- Gatwick Airport: 62 miles (100km); 2 hours by train, 1 hour and 10 minutes by car.
- Heathrow Airport: 76 miles (122km); 2 hours by train, 1 hour and 20 minutes by car.
- Harwich International Port: 61 miles (98km); 2 hours by train, 1 hour and 25 minutes by car.

OUR CAMPUSES

- Colchester
- Southend
- Loughton



LOUGHTON TO:

- Central London: 16 miles (25km); 42 minutes by train, 45 minutes by car.
- London City Airport: 14 miles (19km); 40 minutes by train, 25 minutes by car.
- Stansted Airport: 25 miles (43km); 1 hour and 28 minutes by train, 30 minutes by car.
- Gatwick Airport: 59 miles (103km); 1 hour and 30 minutes by train, 1 hour and 20 minutes by car.
- Heathrow Airport: 33 miles (74km); 40 minutes by train, 1 hour by car.
- Harwich International Port: 74 miles (120km); 1 hour and 30 minutes by car.

essex.ac.uk/travel

IMPORTANT INFORMATION

About this prospectus

When we might make changes to advertised courses and other information

This prospectus tries to answer your questions about life and academic provision on offer at the University of Essex. It was prepared early in 2019 and refers to courses which will be available in October 2020. The University makes every effort to ensure the prospectus is accurate at the time it is printed. Exceptionally, it can be necessary to make changes, for example to courses, facilities or fees due to legitimate staffing, financial, regulatory or academic reasons. Examples of such reasons might include a change of law or regulatory requirements, industrial action, lack of demand, departure of key personnel, change in government policy, or withdrawal or reduction of funding. Changes to courses may for example consist of variations to the content and method of delivery of programmes, courses and other services, to discontinue programmes, courses and other services and to merge or combine programmes or courses. If a course change or closure is proposed in such circumstances the University will take all reasonable steps to minimise disruption to students. This will include informing students of the changes in advance and giving them appropriate opportunity to comment on the proposals.

A course would only be closed in exceptional circumstances. If it is ever necessary to close a course the University's preferred approach would be to continue to teach current students on that course until they have completed their studies. If exceptionally that is not possible, the University will explore other options with the affected students for example by considering whether those students can be offered places on alternative courses, or whether their studies can be completed at another institution.

[essex.ac.uk/subjects](https://www.essex.ac.uk/subjects)
[essex.ac.uk/fees](https://www.essex.ac.uk/fees)

No liability for matters outside our control

The University cannot be held responsible for failure/delay in performing obligations caused by things beyond its reasonable control, such as fire, flood or industrial action.

University terms and conditions, procedures, rules and regulations

Applicants are considered in line with the University's Undergraduate Admissions Policy and the Regulations relating to Admission (listed under Academic Regulations), which can be found online at:

[essex.ac.uk/admissions-policy](https://www.essex.ac.uk/admissions-policy)
[essex.ac.uk/admissions-regs](https://www.essex.ac.uk/admissions-regs)

If your application to the University of Essex is successful, by accepting the offer you will be entering into a legal contract with us, subject to fulfilling any conditions included in your offer. Your rights and obligations to us and our rights and obligations to you will be detailed in the information that we provide once the offer has been made. Applicants and registered students must comply with the University's regulations, policies and procedures as part of their contract. A full set of the University Regulations is available at:

[essex.ac.uk/regs](https://www.essex.ac.uk/regs)

The full Procedures, Rules and Regulations of the University, governing how it operates, are set out in the Charter, Statutes and Ordinances and in the University Regulations, Policy and Procedures.

[essex.ac.uk/about/governance/regulations/students.aspx](https://www.essex.ac.uk/about/governance/regulations/students.aspx)

Quality assurance

The Quality Assurance Agency's Higher Education Review of the University in December 2014 covered every aspect of the University's provision and confirmed that the University had met all expectations and meets national requirements for standards and quality.

The University was commended for the strong focus on improving all areas of the student learning experience. The high-quality research environment and development opportunities offered to postgraduate research students were recognised, along with our commitment to listening and responding to student feedback, and to providing our students with opportunities to improve their employment skills and prospects.

[qaa.ac.uk](https://www.qaa.ac.uk)

Complaints procedure

The University is committed to equality of opportunity for all applicants, and the University's admissions policies, procedures and processes are designed to ensure that all applicants are considered fairly, consistently and in accordance with professional standards. The Undergraduate Admissions Office strives to provide a high quality experience for all applicants throughout the admissions cycle. In the event that an applicant is dissatisfied with any aspect of the University's admissions process, procedure or policy and wants to submit a formal complaint, they can do so via the 'Complaints policy for applicants'. This policy can be found in full via the link in our Undergraduate Admissions Policy at:

[essex.ac.uk/admissions-policy](https://www.essex.ac.uk/admissions-policy)

Policy statement on equality and diversity

The University of Essex celebrates diversity, challenges inequality and is committed to sustaining an inclusive and diverse community that is open to all who have the potential to benefit from membership of it and which ensures equality of opportunity for all its members. We expect employees, workers, contractors, students and visitors to be treated, and to treat each other, with dignity and respect regardless of age, disability, gender identity, marriage and civil partnership status, pregnancy and maternity, race, religion or belief, sex, sexual orientation, socio-economic background, political beliefs and affiliations, family circumstances or other irrelevant distinction.

Government funding

At the time of going to print, some detailed aspects of government funding had not been announced. As such, our figures are based on amounts for students entering in 2019, and may be subject to change or real-term increases. Visit our website for more information.

[essex.ac.uk/fees](https://www.essex.ac.uk/fees)

Tuition fee increases during your studies

The tuition fees for 2020-21 have not yet been confirmed. We will publish them on the website as soon as they are available.

[essex.ac.uk/fees](https://www.essex.ac.uk/fees)

For reference, the fees for UK and Channel Islands students commencing their studies in 2019 were set at £9,250.

In previous years, the tuition fee has increased for each academic year of study. The 2019 fee was frozen but we do not know yet if, or when, this will change. Previous increases were limited to the annual increase in the RPI-X index.

Fees for full-time undergraduate students with a Home fee status (which currently includes EU students*) remain subject to UK Government approval.

* The fee status of EU students may be subject to review should the terms of the UK's withdrawal from the European Union change the legal status of EU students.

For full-time undergraduate students with an international fee status, this annual increase will be 5% or the annual increase in the RPI-X index, whichever is the higher.

[essex.ac.uk/fees](https://www.essex.ac.uk/fees)

East 15 Acting School at our Loughton Campus

This prospectus refers mainly to the services, facilities and courses on offer at our Colchester Campus and at our Southend Campus. Our Loughton Campus is the base for students on many of East 15 Acting School's courses and includes state-of-the-art studios, technical equipment and innovative theatre space. Our Loughton Campus is just five minutes from the nearest London Underground station, Debden, on the east end of the Central line.

[east15.ac.uk](https://www.east15.ac.uk)

Alternative formats

This prospectus is available in large print, audio and Braille formats. Please contact our Admissions Office for further information.

E_admit@essex.ac.uk

Photography

Every effort has been made to obtain permission to reproduce the images contained herein. Please get in touch if you have any queries or any information relating to the images.

E_prospectus@essex.ac.uk

Data for marketing purposes

Data has been selected for marketing purposes but all claims are based on the most recent data that were available at the time of print: Research Excellence Framework (REF) results are based on 2014 data*; QS World University Rankings (by Subject) results are based on 2018 data; Times Higher Education (THE) World University Rankings results are based on 2018 data; National Student Survey (NSS) results based on 2018 data; employability figures are based on the Destinations of Leavers from Higher Education survey (DLHE 2017); The Times and Sunday Times Good University Guide (TGUG) results are based on 2019 data; Guardian University Guide results are based on the 2019 publication; National Employability Awards (NUE) results are based on 2018 awards.

* REF 2014, mainstream universities, THE 2014. The University's preferred methodology is intensity-weighted Grade Point Average, denoted by the phrase 'research excellence'. Rankings are intensity based on the THE REF 2014 intensity ranking of 19 December 2014.

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CREDIT WHERE CREDIT'S DUE

We would like to thank all the students and alumni who agreed to be interviewed and supplied testimonials.

We would particularly like to thank all the student contributors, photographers and Instagrammers who kindly granted us permission to use their content.

- | | |
|----------------------|----------------------|
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| ➤ @j0liexx | ➤ @ybykyoga |
| ➤ Jordan Milne | |

Additional professional photography by Paul Tait and Grace Hill.

If you would like more information, or have questions about any aspect of applying to Essex, please contact us.

T +44 (0)1206 873666

E admit@essex.ac.uk

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United Kingdom

T +44 (0)20 8508 5983



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This prospectus is **completely recyclable, so even though we hate the thought of you throwing it away and hope you'll treasure it forever, please dispose of it in your recycling and help the planet!**

WE ARE ESSEX. WE'RE ON THE SIDE OF **PEOPLE WITH GUTS** – REBELS WITH A CAUSE. WE'RE ABOUT PEOPLE WHO **LOVE TO LEARN HOW**, BUT **WANT TO CHALLENGE WHY**. BUT WHY DO WE HAVE TO STOP HERE? WHY CAN'T WE TAKE IT FURTHER, TO THE BIT WHERE IT REALLY GETS INTERESTING? WE'RE ABOUT THE PEOPLE WHO HUDDLE OUTSIDE A CLASS LONG AFTER IT'S FINISHED BECAUSE THERE'S MUCH **MORE TO BE SAID**, MORE ARGUMENTS TO BE HAD. WE'RE ABOUT PEOPLE WHO ARE BOLD ENOUGH TO **CHALLENGE INEQUALITY** AND THE STATUS QUO. PEOPLE WHO DON'T EXPECT THE WORLD TO CHANGE SIMPLY BECAUSE THEY LIKED A FACEBOOK STATUS OR NODDED WHEN SOMEONE ELSE SPOKE. AT ESSEX YOU'RE NOT JUST A STUDENT, **YOU'RE A MEMBER**, SOMEONE WITH GENUINE LICENCE TO SHAPE WHAT GOES ON AROUND YOU. TO US IT DOESN'T MATTER WHERE YOU'VE COME FROM. WE'RE INTERESTED IN HOW YOU WANT TO GROW AND **WHAT YOU WANT TO CHANGE**. WE'RE AFTER PEOPLE WHO WILL HELP US PUSH THE FRONTIERS OF KNOWLEDGE. **CHALLENGING CONVENTION** IS IN OUR DNA. ALL OF WHICH LEAVES YOU WITH A DECISION: ARE YOU GOING TO SIT AND WATCH THE WORLD GO BY? OR DO YOU HAVE THE **COURAGE AND ENERGY** TO SHAPE IT? WE'LL HELP YOU EXPLORE, QUESTION AND CREATE **POWERFUL IDEAS**. WE'LL INTRODUCE YOU TO PEOPLE FROM EVERY CORNER OF THE PLANET, A **GENUINELY GLOBAL COMMUNITY** THAT LIVES, WORKS AND PLAYS TOGETHER. IF YOU GIVE UP AT THE FIRST HURDLE, ESSEX ISN'T FOR YOU. IF YOU WANT TO BE SPOON-FED A DEGREE, ESSEX ISN'T FOR YOU. IF YOU ARE BRAVE ENOUGH TO HAVE IDEAS AND GENEROUS ENOUGH TO SHARE THEM, **WELCOME HOME**.

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Cover images from #myessex submissions.

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| | Contact request | Student | Bisexual |
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STUDENT VOICE (Student Representation) POLICY



STUDENT VOICE (Student Representation) POLICY

AIM

This policy enshrines the principle of students being co-owners of their education through equitable membership of University decision-making structures, working in partnership with the University and the Students' Union. Students will be full members of these structures, with appropriate support to enable full participation, and will be expected to engage in them proactively.

At the University of Essex, the views, ideas and feedback of our students are at the heart of what the University does. The time students take to offer feedback is hugely appreciated. This feedback, both positive and developmental, is used to help make short and longer term improvements, both to the experience of current students, but also for Essex students of the future.



OVERVIEW

This policy sets out the University's approach, in conjunction with the SU, to the management and oversight of the Student-led Representative system, including the purpose of each level, of the Student Representative system from Student Reps' to the Executive Committee of the SU, and the responsibilities of all key stakeholders for the effective management of the system.

Student Reps are part of the first and largest tier of the representation system provided by the SU and the University of Essex. Student reps feed back directly to University staff on academic issues, typically through Student Staff Liaison Committees (SSLCs) and mid-term module feedback.

Faculty representatives and the SU Executive Officers ensure that the University maintains its commitment to the assurance and enhancement of its education provision and the promotion and protection of student interests. This will be through membership of appropriate committees and working groups and faculty committees of the University. These opportunities allow for co-ownership of the University between its students and staff of the University.

Within this document:

Department – refers to all academic departments, schools and centres at the University

DLR – Department Lead Reps

SSLC – Student Staff Liaison Committee

Student Reps – refers to all student representative roles set out in this policy

SU – Students' Union. A representative body as defined by the 1994 Education Act Part 2 representing the generality of students at an establishment.

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1. STUDENT REPRESENTATION ACTIVITY AND TIMELINE

The timing of student representation activities, including training and appointment to roles, makes sure the system works effectively, allowing improvements to be made as quickly as possible and aligning with the ongoing cycle of improvement.

| RESPONSIBILITY | SUMMARY OF ACTIVITY | TIMESCALE |
|--------------------------------|---|--|
| Students' Union | Student Representatives allocated to modules | October |
| Student Representatives | Gathering phase of mid-term module feedback | |
| Department Lead Representative | First round of SSLC Meetings | November |
| Students' Union | Student Representative allocation to modules | January |
| Student Representatives | Gathering phase of mid-term module feedback | February |
| Department Lead Representative | Second round of SSLC Meetings | |
| | Collection of Feedback | March |
| Students' Union | Election of DLR's and Faculty Representatives | Last week of Term |
| Department Lead Representative | Third round of SSLC meetings | 1 st three weeks of Summer Term |
| Students' Union | Collection of Feedback | May |
| Students' Union | Preparation of submission for Departmental annual plans | June |
| Students' Union | Course Representative Awards | June |

2. GUIDING PRINCIPLES OF THE STUDENT-LED SYSTEM

**The Student Representation system is built on the key principle of partnership between the students, Students' Union and the University.
The Students' Union is the legitimate representative body for students individually and collectively for the advancement of student interest at the University of Essex.**

2.1 Representation

Representative processes will define the view of the student community. By talking and listening to students, Student Reps will gather collective views to present to the University, avoiding any assumptions made about the student opinion and experience.

2.2 Feedback

Both consultative and representative methods will be used to exchange feedback between the student body and the University. Consultative methods engage the student community in broad reflective quantitative and/or qualitative feedback.

2.3 Communication

As well as communicating student views to the University, Student Reps, in conjunction with departments, must close the feedback loop by communicating information back to the student body; letting peers know what action has been promised in line with their feedback; using efficient communication channels to contact students, such as through social media, student emails, Departmental notice boards, and the SU website.

2.4 Engagement

Student Reps should act as the link between the wider student body, SU, Academic Departments and the University. Student Reps should promote the different student feedback mechanisms and have a good working knowledge of the support structure available to students. It is important the Student Reps are engaged with any representation and democracy activities provided by the SU and/or the University.

2.5 Signposting

Student Reps may be the first point of contact for students with issues, concerns or general enquires, therefore they must be aware of general departmental, University and SU information to signpost students to appropriate areas (especially when dealing with personal queries).

2.6 Sustainability

Student Reps must maintain an effective and sustainable representation system by promoting themselves and their role for the entire academic year. The SU, in conjunction with departments, will widely publicise both the details of what the Student Rep system entails, and the opportunity to become a Student Rep at the beginning of each academic year in order to get more students involved in representation, engagement and impact.

2.7 Co-production

Student Reps should act as "co-producers" of their own education, re-acting to their learning environment and co-defining issues before proactively co-producing solutions with the University and the SU. This could be on a module level through informal discussions, through sub-committees of the SSLC, working with departmental and faculty structures or working directly with other committees and groups in the institution.

2.8 Accountability

Student Reps are responsible to will be accountable to the students they have chosen to represent and the SU as a whole. They have the responsibility to act in accordance with the Code of Conduct and adhere to the guiding principles within this document.

3. ROLES AND RESPONSIBILITIES OF THE SU AND ESSEX PARTNERSHIP

The Students' Union, University and its academic departments value the representation of students at all levels of the University to ensure that the University works in the best interest of students. Information Student Representatives provide through representative structures feed into the University and Students' Union decision-making structures to enable discussion of key issues at higher levels within both bodies.

Welcoming and valuing student feedback

Creating the opportunities and developing the skills for effective student representation

3.1 The University and its Academic Departments will:

- a. Provide the opportunity for all students to participate as full members of appropriate decision-making structures of the University with SU-led staff support.
- b. Be approachable and receptive to the views of Student Reps, and encourage appropriate action in response to student feedback.
- c. Invite the SU to appropriate departmental and course review meetings to ensure participation by the relevant Student Reps.
- d. Advise the SU of the academic programme for the year in order that the SU can ensure student reps take responsibility for each module.

3.2 The SU will:

- a. Provide an induction training session in collaboration with the University and Departments at appropriate points in the year.
- b. Provide additional opportunities for training, including advice on structure, policy and procedures, to enable Student Reps to continually develop and participate effectively.
- c. Provide suitable materials through digital media to assist Student Reps in the execution of their duties.
- d. Provide appropriate financial support to sabbatical officers and Student Reps for costs incurred in participation in the Student Rep system. ⁽¹⁾
- e. Work with the University to ensure students receive recognition for their work as a Student Rep.

Enabling effective representation

Providing the information and ongoing support to ensure students are actively engaged and involved

3.3 The University and its Academic Departments will:

- a. Provide the SU with the necessary information to participate in all appropriate decision-making structures, including meeting times, dates and agendas.
- b. Give Student Reps and the SU timely notice of SSLC meetings and widely publicise SSLCs to students, to allow students to feed back to Student Reps, Reps to gather views and feed in effectively and maximise attendance at SSLCs.

3.4 The SU will:

- a. Provide Student Reps to attend appropriate meetings, committees and working groups.
- b. Provide support for Student Reps whilst in attendance at meetings.
- c. Co-ordinate Student Reps, when appropriate, to assist in canvassing opinion on academic issues which may be affecting a wider range of students across departments, the faculty or University as a whole.

Responding positively and giving feedback

Making sure feedback is considered and any actions and decisions shared with students

3.5 The University and its Academic Departments will:

- a. Ensure that actions and outcomes arising from student feedback is circulated, as a minimum to Student Reps, when actions are closed or outcomes resolved.
- b. Aid Student Reps with publicising any actions and/or decisions to students.

3.6 The SU will:

- a. Support students in communicating outcomes arising from student feedback.
- b. Consult Student Reps for their views on the Student Rep system so they can raise issues and seek appropriate changes and support for the system.

(1) The SU will provide appropriate financial support to enable full participation of sabbatical officers as outlined in the SU constitution and will compensate other Student Reps where this has been agreed in advance for costs incurred in their participation in the Student Rep system.

4. CODE OF CONDUCT FOR STUDENT REPRESENTATIVES

Student Representatives recognise the value and impact of their role, and commit to it by undertaking training, participating in representative activities, and attending relevant meetings. They proactively engage with all students they have committed to represent, to seek their views and represent those views fairly at module, course, department, faculty and University level as appropriate. Student Representatives feed back on both positive activity and on actions taken in response to issues that have been raised.

- 4.1 Student Reps, when formally expressing an interest in the role, should appreciate the importance and the time needed to undertake the role effectively.
- 4.2 Student Reps should attend all mandatory training to ensure they are prepared for the role to participate in meetings and other related activities.
- 4.3 Student Reps should prepare for meetings by gathering student feedback.
- 4.4 Student Reps should attend all meetings expected of the Student Rep's role. Attendance could be in person or facilitated remotely (where practical and requested with sufficient time in advance).
- 4.5 If the Student Rep is unable to attend for any reason, it is expected that they would notify key contacts and arrange for an appropriate Student Rep to take their place. Student Reps should therefore ensure they are still able to contribute (for example by providing feedback in advance and/or via the Student Rep attending in their place).
- 4.6 Student Reps should feed back to the appropriate students.
- 4.7 If the Student Rep feels they can no longer fulfil the role, they should inform the SU, who should subsequently inform the department.
- 4.8 If a Student Rep fails to meet the requirements of the role, they may be removed and a replacement sought by the department in cooperation with the SU.
- 4.9 The SU and department will agree mechanisms by which Student Reps' performance will be assessed to ensure that every representative is achieving their full potential within the role. This mechanism will be reviewed annually.

5. POLICY REVIEW

This policy will be reviewed annually by Education Committee on behalf of Senate to ensure it remains fit for purpose and continues to meet the needs of students, the University and the SU effectively.

- 5.1 The SU will actively consult Student Reps for their views on the system so they can raise issues and seek appropriate changes and support for the system.
- 5.2 The relevant University and SU bodies shall ensure that issues are captured effectively to support the regular review of the Student Rep system and related policies. This policy will be monitored by agreed performance indicators between the SU and the University to ensure continuous improvement.
- 5.3 The Students Union will monitor and report on the impact as part of the University quality cycle.
- 5.4 Academic Quality and Standards Committee will receive a report on the annual review of the policy in advance of making a recommendation to Education Committee.

| | |
|----------------------------------|--|
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| Document author | Co-authored by Quality and Academic Development and the Students Union |
| Document last reviewed by | Quality Enhancement Manager – ██████████ |
| Date last reviewed | 14/12/2018 |
| Review frequency | Annually |

APPENDIX I: SELECTION OF STUDENT REPRESENTATIVES

The process for selecting Student Reps is based on the principles of fairness, openness and transparency

- A1.1 The opportunity to act as a Student Rep is advertised to all students through the SU and departments from the start of the academic year. Departments will work proactively with the SU to promote the opportunity and responsibility that comes with being a Student Rep.
- A1.2 Should the departments receive any expression of interest the department should forward details on to the SU. The SU should notify departments of the details of course representatives once they have completed training and qualified as a Student Reps.
- A1.3 All nominated Student Reps will attend training for their role. Only once training has been completed shall they be recognised as a Student Rep.
- A1.4 All Executive Officers of the SU shall be elected in line with the constitution of the SU.
- A1.5 The election of Department Lead Representatives shall be facilitated by the SU and shall be open to those who have attained the position of Student Rep and have participated in an SSLC.
- A1.6 The election of Faculty Representatives shall be facilitated by the SU and shall be open to those who have attended the position of Student Rep and have participated in an SSLC. The election shall be conducted on the basis that each Department Lead Representative shall have one vote for each position in their faculty.

APPENDIX II:

STUDENT REPRESENTATIVE ROLES

Student representative roles ensure students across the University are represented and that there is effective representation at all levels of the University. Students in any student representative role follow the guiding principles, Roles and Responsibilities and Student Code of Conduct as set out in this policy.

The Code of Conduct for Student Representatives sets out the commitment to attend meetings wherever possible (including remote attendance) and expectations where it's not possible to attend for good reason.

A2.1 Student Representatives (Student Reps):

Students who have qualified to be representatives through participation with the initial training programme as conducted by the SU.

- Allocated to modules throughout the academic year.
- Participate in the SSLC process.
- Work informally with the module leaders to improve the delivery of modules.
- Allocated to the course review process by the department and the SU.
- Eligible to stand for student parliament.

A2.2 Department Lead Representatives (DLRs)

Students who are elected each year to represent students within their department and across the University.

- Voted for and held accountable to Faculty Representatives.
- A point of contact between Student Reps and the department.
- Attend all SSLCs.
- Attend departmental business meetings as appropriate.
- Attend all lead reps meetings.
- Eligible to stand for student parliament.

A2.3 Faculty Representatives

Faculty Representatives are elected each year by DLRs within their faculty to represent the interests of the Student Reps within their faculty.

- Attend selected SSLCs as appropriate.
- Attend all lead reps meeting.
- Attend faculty meetings.
- Eligible to stand for student parliament.

A2.4 Faculty, Southend and Postgraduate Convenors

Students who are appointed each year to be the senior Student Rep for the faculty, site or mode of postgraduate study.

- The lead student rep in the faculty.
- Attend all SSLCs.
- Attend all lead reps meetings.
- Eligible to stand for student parliament.
- Attend faculty meetings and meetings of Education Committee, Academic Quality and Standards Committee and Senate.

A2.5 Student parliament faculty representative

A representative elected by the DLRs within a faculty to be a member of the sovereign body of the SU.

- Attend all lead reps meeting.
- Attend student parliament meetings.

A2.6 Executive officers

Executive Committee members: Full-time Student Reps and part time officers with primary responsibility for all of the SU's work on matters relating to representation.

- Attend student parliament meetings.
- Attend all University committees, task & finish groups and other group as appropriate.

APPENDIX III:

STUDENT STAFF LIAISON COMMITTEES

A3. STUDENT STAFF LIAISON COMMITTEES

A3.1. SSLCs are committees made up of student representatives and members of staff. They provide an accessible arena for students to discuss, with staff, issues connected to teaching, learning and student support. They also provide an opportunity for the academic department to consult with students and receive feedback on new proposals.

A3.2. **Key Principles of SSLCs:** All SSLCs are guided by the following principles, which aim to ensure that SSLCs:

A3.2.1. Provide an accessible forum to enable students to discuss teaching, learning and student support issues and any other issue that may be affecting the students they represent with staff in an open manner, within the framework of the formal structures. The department should consult with SSLC on new course proposals, curriculum development and changes to the department's assessment strategy.

A3.2.2. Encourage the resolution of issues and co-production of solutions and support improvements at a departmental level. Issues raised through the SSLC should be discussed in a timely manner and no later than the next SSLC, at the relevant department meetings.

A3.2.3. Ensure that discussions and resulting actions are documented and disseminated to the student body represented through the SSLC. *This is key to the success of SSLC.*

A3.2.4. Ensure that issues which remain unresolved after attempts to resolve within the department are escalated to the relevant Deputy Dean (Education) or Faculty Education Committees. This is to ensure that such issues can be discussed more widely and escalated within the University as necessary.

A3.2.5. Operate with transparency through the publication of SSLC minutes to all current students and the Students' Union. Minutes should be published in a way that ensures that they are accessible to all students and staff in the department.

A3.3. Aims & Objectives of SSLCs:

A3.3.1. To facilitate greater communication between students and academic staff;

A3.3.2. To identify areas of concern to students and/or staff;

A3.3.3. To ensure student input at all levels of decision making;

A3.3.4. To disseminate examples of good practice within the department;

A3.3.5. To promote engagement of student participation in quality assurance and enhancement.

A3.4. SSLC Membership:

A3.4.1. The Head of Department and Director of Education shall be members of SSLC. Relevant Directors and Tutors may be included in the membership. It is recommended that students should be in the majority membership present at all SSLC meetings. While a majority presence of students is desirable, this should not prevent the convening of meetings.

A3.4.2. Where there are a large number of Representatives in a department – to the point that it is no longer practical to accommodate all of them – Student Representatives should, in collaboration with the department, nominate before each SSLC appropriate attendees. They should represent undergraduate and postgraduate (taught and research) programmes, each year, and means should be adopted to ensure that representatives can obtain the views of part-time and distance learning students (where appropriate). Departments are also welcome to structure student representatives in alternate ways, should this be appropriate, for example, nominating modular representatives to report on specific modules.

A3.4.3. SSLCs must be chaired or co-chaired by a student, or their nominee from staff in the department or Student's Union. Where a department agrees to co-chair, the Director of Education, or their nominee, will co-chair. The Head of Department is responsible for ensuring that action is taken in response to any decisions reached by the committee. Consideration should be given to the diversity of the membership of the SSLC.

A3.4.4. The Secretary to the SSLC shall be nominated by the Chair(s) of the SSLC.

A3.4.5. Observers shall be invited to attend the SSLC at the discretion of the Chair(s).

A3.5. SSLC Meetings:

A3.5.1. SSLCs should meet a minimum of three times per academic year; with at least one meeting in each of the teaching terms of the department.

A3.5.2 The scheduling of meetings must take into account student availability and ensure that an adequate amount of time is allocated to the meeting. Departments are encouraged to allocate a specific week to each regular meeting of the SSLC at the beginning of the academic year to allow students to gather views in a timely manner. Whenever possible, departments should consult the SU while scheduling the SSLC meetings to maximise attendance.

A3.5.3. Chair(s) of the SSLC are able to call extraordinary meetings to discuss particular items that may require special attention. It may also be appropriate for focus groups of SSLC members to be convened to work together on a particular topic. Virtual meetings of SSLCs, or sub-groups of the SSLC, may be held in addition to scheduled meetings as necessary.

A3.5.4. SSLCs must be publicised to all students in the department so that they may inform the student representatives of any issues.

A3.5.5. The agenda for the SSLC must include student business as section A and a call for specific agenda items must be made in advance of the meeting to allow students to add items to the agenda. Section A must include a standing item to give students the opportunity to raise any points at the meeting. Formal business (see section A3.5.6.) should be circulated for information and should appear as section B of the agenda; items in section B should not routinely be starred for discussion but members are able to star items for discussion, as appropriate. Postgraduate Research SSLCs may have a different format, where appropriate.

A3.5.6. The agendas for SSLCs should include the following as formal business; information related to these should be circulated electronically in advance of the meeting for information, with members able to star items for discussion:

- Chair's report on developments of updates from any action points from the previous meeting;
- Departments should consult students on Annual Review of Courses reports, External examiner reports, all satisfaction survey outcomes and Student Assessment of Modules and Teaching;
- New and revised programme developments (if any);
- Review of the departmental handbook (annually).

A3.5.7. The unconfirmed minutes of an SSLC meeting, as approved by the Chair, should normally be circulated to all of those present, the Faculty Convenor and the Deputy Dean (Education), within 10 working days of the meeting.

Section 10

Section 10: Additional work

This section is your opportunity to tell us about any additional work the organisation has carried out over the past year. This section is worth 1% of your total score.

10.1 Has the organisation done any further work in the past year to improve the working environment for LGBT staff?

GUIDANCE: The activity detailed here should **not** have been mentioned anywhere else in the submission. The activity should relate to the UK, rather than global operations; please see the Global Equality Index to showcase global work.

Yes

Describe the activity and impact. Please include specific dates or time periods.

In response to concerns raised about the lack of provision of sanitary bins in male toilet facilities, our Senior Facilities Manager contacted the LGBT+ Forum, the Essex LGBT Alliance and the Students' Union Trans Society to say:

I have been made aware that the Equality and Diversity Group has recently raised the issue of the current lack of provision of sanitary bins in male toilet facilities at the University. Currently sanitary bins are only installed in female, gender neutral and accessible toilets which has caused concern that there is no provision in place to support transitioning men and men who use sanitary products.

I am keen to gain your thoughts on what you feel would be the best course of action. There are numerous potential options which I have considered some of which I have listed below:

1. Install a sanitary bin in every designated male toilet cubicle on campus.

Pros

- Full coverage of all toilet facilities on campus ensuring all user needs are met.

Cons

- Cost at the Colchester campus would be approx. an additional £12k – £15k per annum.

2. Install sanitary bins in all male toilet facilities but only in 50% of cubicles within these facilities

Pros

- Cost of initiative is significantly less than the cost of full coverage of all male toilet cubicles.

Cons

- Cost at the Colchester campus will still be significant, approx. £6k - £8k per annum.

3. Install a sanitary bin in only one cubicle per male toilet facility

Pros

- The most cost effective option.

Cons

- It still could be deemed that there is a lack of provision across campus.
- Risk of privacy being impacted for the individual using the facility (the cubicle would likely have to be labelled as having this provision).

The consensus view was that, as the University moves towards all toilets being converted into gender neutral ones, the best option would be to install a sanitary bin in every current male toilet cubicle on campus and the cost of this is now being factored into the Estate Management Section's planning round budget for next year.

Staff Feedback Survey

Has your organisation circulated the Staff Feedback Survey?

The Staff Feedback Survey is worth 10% of points in the Workplace Equality Index.

The survey can be found at www.stonewall.org.uk/index-survey-2020 and closes on Friday 1 November.

Your colleagues will need your organisation's 4-digit code in order to access the survey. If you do not have this code, contact memberships@stonewall.org.uk.

Optional Awards

Individual awards

The following awards will be given to outstanding individuals, network groups and organisations who have contributed significantly to LGBT equality, both within their workplace and the wider community.

The nominations are longlisted by the Membership Programmes team and then shortlisted and awarded by an internal Stonewall panel.

Award winners are profiled in Stonewall's Top 100 Employers publication.

You can still be named as an award winner if your organisation does not reach the Top 100 list.

For individual awards, please ensure you have the person's permission to share their details before completing and submitting the nominations.

Role Models of the Year

If you would like to nominate an individual(s) for one or more of the role model awards, please select from the below options and tell us about the great work they've done over the past year.

Guidance: You should tell us how the individuals have contributed significantly to LGBT equality in both your workplace and the wider community.

Please note that we use the below terms as umbrella terms for many different identities (See the [Stonewall glossary](#)).

You should ensure the nominated individual is comfortable being identified with the specific term selected. For example, if someone is pansexual, making sure they're comfortable receiving the award and being profiled as Bi Role Model of the Year.

We will work with them to explore their identity fully within their profile in the Top 100 Employers publication.

No Responses Selected

Ally of the Year

If you would like to nominate an individual for the ally award, please tell us about the great work they've done over the past year.

Guidance: You should tell us how the individual has contributed significantly to LGBT equality in both your workplace and the wider community.

Please note this category can also include allies within the LGBT community. For example, a lesbian women who has shown fantastic allyship to the trans community.

(No response)

Senior Champion of the Year

If you would like to nominate an individual for the senior champion award, please tell us about the great work they've done over the past year.

Guidance: You should tell us how the individual has contributed significantly to LGBT equality in both your workplace and the wider community.

Please note the senior champion does not need to identify as LGBT.

(No response)

Employee Network Group of the Year

If you would like to nominate your organisation's network group, please tell us about the great work it's carried out over the past year.

Guidance: You should tell us how the network group has contributed significantly to LGBT equality in both your workplace and the wider community.

Please note you may reference work which has already been documented in the LGBT Employee Network Group section.

(No response)

Bi-Inclusive Workplace of the Year

If you would like to nominate your workplace for the Bi-Inclusive Workplace of the Year award, please tell us about the great work you've done over the past year.

Guidance: This is an opportunity to demonstrate that your organisation is leading the way as a bi-inclusive workplace.

Please note you may reference work which has already been documented.

(No response)