Annual Review of Equality Policy and Strategy 2011-14

This is the first annual review of the University’s Equality Policy and Strategy 2011-14 which was published in April 2011, and focuses on progress made against actions in the Action Plan. An extended version of this review of actions, which notes which element of the Equality Duty and which Protected Characteristics each action relates to, can be found on the Equality and Diversity web site at this address: http://www.essex.ac.uk/eo/codespolicies/codesdefault.htm. This is a ‘live’ document and is updated constantly throughout the year.

Highlights

- Significant progress to raise awareness of equality and diversity-related issues has been made by developing new publicity material, using new methods of communication such as social media, having stalls at Freshers Village and in Unity Week, holding Tuesday Tasters and participating in Learning at Work Day in 2011;
- 13 new Harassment Advisors have been recruited and trained. A radio advert for the Network has been recorded and plays on the University’s Red Radio and a piece about the Network is currently being filmed for Essex TV;
- The ‘Caring for Carers’ project is well underway. The project team have held a Tuesday Taster, an Afternoon Tea for Carers, a drop-in session at Southend campus and held one-to-one meetings with a number of staff and students. A survey was launched at the start of the 2012 Summer Term, focus groups will follow the survey, after which the final report and recommendations will be drafted;
- The University achieved re-accreditation to use the Two-Ticks disability symbol for a further year until August 2012;
- Work to raise awareness of the importance of conducting Equality Impact Assessments has resulted in an increase in the number of Equality Impact Assessment (EIA) pro-formas being completed.

Priority actions for 2012-13

- To conduct an all-staff survey;
- To conduct an equal pay review;
- To complete the Caring for Carers project;
- To continue to encourage consideration of equality issues when developing policies by increasing the use of the Equality Impact Assessment (EIA) pro-forma;
- To start work on our commitment to achieving an Athena SWAN recognition award;
- To train staff in Departments and Sections on how to administer the Equality and Diversity on-line programme to enable monitoring of completion rates;
- To introduce monitoring for both staff and students in respect of sexual orientation and religion or belief

Equality and Diversity, April 2012
### ACTION PLAN AND KEY PERFORMANCE INDICATORS

#### 4.1 Component 1: Promoting positive attitudes: The University Of Essex Way

**OVERARCHING AIM:** To build the knowledge, understanding and commitment to equality and diversity of all members of the University community

<table>
<thead>
<tr>
<th>Action Number</th>
<th>Objective</th>
<th>Action</th>
<th>Actions taken to achieve objectives</th>
</tr>
</thead>
</table>
| 1.1           | To raise the awareness, and increase the understanding, of equality and diversity issues of all members of the University community | Plan and implement an ongoing schedule of awareness raising and promotional activities for staff, students and members of the local community  
Appropriately inform visitors e.g. contractors, visiting academics, consultants etc of our equality policy  
Promote this policy in a variety of different ways e.g. digital signage, staff/student portal, E&D website, briefing sessions | Summer 2011, developed new publicity material and Facebook pages for the Harassment Advisory Network, Equality and Diversity and the Caring for Carers project.  
Participation in New Staff Induction Conference, September 2011 – promotional material and information relating to HAN, the International Staff web site, the Equality and Diversity on-line programme, staff networks, the Dignity and Respect Group, made available to all staff who attended.  
Participation in Fresher’s Village, October 2011 and Unity Week in March 2012 – promotional material and information relating to HAN and general equality and diversity work  
Worked with Dignity and Respect Group to develop and promote the Dignity and Respect Community Principles  
Dignity and Respect cards distributed throughout the University in public places such as HR reception, main University Reception, Square 3 Information Centre, Estates Management Help Desk etc  
Equality Policy and Strategy, HAN information and E&D online programme details given to Director of the Edge Hotel School |
| 1.2           | To encourage all staff to complete the online Equality and Diversity training course | Continue to ask all new staff to complete the first module ‘Equality and Diversity Essentials’, encourage existing staff who have not completed it | Credit-card size cards produced giving details of the Equality and Diversity on-line programme and how to enrol distributed at New Staff Induction Conference, September 2011 and Unity Week, March 2012.  
All-staff email sent encouraging completion of programme, October 2011. |
| 1.3 | To provide a range of tailored equality and diversity related training, using external experts where appropriate | to do so and monitor % of staff successfully completing it  
Routinely recommend staff who register for other equality-related courses to complete the on-line E&D course | EADC agreed in November 2011 that successful completion of Module 1 be compulsory for all new members of staff during their first six months of employment. Background work to support this is ongoing, which includes piloting new administrative processes for monitoring completion of the programme with the School of Biological Sciences, with University-wide roll-out scheduled for Summer Term 2011.  
Completion of the E&D online course was made compulsory for all potential Harassment Advisers who attended the training in July 2011.  
Frontrunners must complete module 1 within the first 4 weeks of their placement and the course is also compulsory for GTAs |
| 1.4 | To raise awareness of the Harassment Advisory Network (HAN) to staff and students, and increase its use | Continue to plan and implement an ongoing programme of equality and diversity related training courses | General equality, and specific disability equality, training delivered to Conference Receptionist staff on 28 June 2011  
Theatreand delivered two ‘How to Manage Bullying and Harassment’ sessions on 14 July 2011  
Developing Inclusive Learning and Teaching Practices and Disability Awareness courses delivered by Val Chapman, University of Worcester in May and October 2011.  
Equality and Diversity are working with the REF Institutional Contact and those responsible for the E&D Code of Practice for the REF to develop a range of REF-specific E&D training programmes (for HoDs, PVC’s and other decision-makers) |
| 1.5 | To make clear what ‘The University of Essex Way’ is and to encourage staff and students to sign up to it | Develop a charter  
Widely distribute ‘Dignity and Respect’ cards and | June 2011, the Dignity and Respect Group produced a draft charter for comment. Having undergone a series of revisions, this has now been published as the Dignity and Respect Community Principles |
principles posters D&R cards included in pack of information given to all new staff with their contracts.

<table>
<thead>
<tr>
<th>1.6</th>
<th>Encourage staff and students to provide equality monitoring information</th>
<th>Prompt current staff through Integrated Human Resources (IHR) self-service system</th>
<th>Prompt students to update their details via the Student Portal</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>1.7</th>
<th>To promote positive attitudes towards lesbian, gay, bisexual and transsexual people</th>
<th>Consider the benefits of joining Stonewall</th>
<th>Joined Stonewall June 2011. E&amp;D met with Daniel Danso (Associate, Workplace Programmes) in July 2011 to discuss next steps. Stonewall to audit HR policies, write a press release and provide guidance on how to progress work in this area.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Gauge enthusiasm of staff for participating in an LGBT staff network</td>
<td>In Stonewall’s University Guide 2012, Essex scored 8 out of 10 – this is an improvement on 2011 when Essex scored 5 out of 10.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Continue to support the Students’ Union LGBT Society in their activities</td>
<td></td>
</tr>
</tbody>
</table>

4.2 Component 2: The student experience

OVERARCHING AIM: To appeal to a broad student market and provide a living, studying and working environment in which a diverse student population can learn, achieve and prosper

<table>
<thead>
<tr>
<th>Action Number</th>
<th>Objective</th>
<th>Action</th>
<th>Actions taken to achieve objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>To ensure that procedures for student admissions continue to be non-discriminatory and make Essex a firm choice for those with protected characteristics and from non-traditional backgrounds</td>
<td>Implement the recommendations from the EIA on Student Admissions completed in March 2009</td>
<td>Report on progress against recommendations received by EADC in November 2010. Main achievements are the development of Undergraduate and Postgraduate Admissions Policies and the inclusion of equality and diversity issues in the annual schedule of monitoring and review of admissions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Encourage collaborative working to ensure relevant responsible</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2</td>
<td>To be better informed about the diversity of the student population</td>
<td>Introduce monitoring for religion or belief and sexual orientation</td>
</tr>
<tr>
<td>2.3</td>
<td>To identify the barriers facing students and staff who are juggling caring responsibilities with their studies or work and make recommendations to improve provision/information</td>
<td>Set up a ‘caring responsibilities’ project to review current arrangements for both students and staff and make recommendations for future actions.</td>
</tr>
<tr>
<td>2.4</td>
<td>To seek to obtain specific equality-related student satisfaction information via the University’s Student Satisfaction Survey (SSS)</td>
<td>Work with the SSS Group to consider the development of equality-related questions to be included in the SSS commencing in 2012</td>
</tr>
<tr>
<td>2.5</td>
<td>To consolidate mechanisms within the University to enable disabled students to be proactive in disability equality</td>
<td>Publish the role of the Access Forum</td>
</tr>
<tr>
<td>2.6</td>
<td>To improve access to learning resources for disabled students</td>
<td>To implement recommendations from disability library review To feed information obtained from the review into the development of the new Skills Centre and/or Student Centre</td>
</tr>
</tbody>
</table>
| 2.7 | To seek to ensure that all students have an equal opportunity to improve their | To develop written guidance for students and staff arranging | The Disability Service in Student Support are currently involved with HHS on a TALIF bid to improve information for students, staff and placement educators. Once communication protocols and further information has been prepared, it is planned that this will be available to
| 2.8  | To provide information and guidance to teaching staff on inclusive learning and teaching methods | To continue to run ‘Developing Inclusive Learning and Teaching’ training courses | Incorporated equality considerations into the University’s Assessment Policy and Procedures (May 2011) |
| 2.9  | To seek to provide an internationalised student experience for all students | To contribute to the work of the International Student Experience Task Force (ISETF) and ensure relevant equality-related issues are raised and considered during the decision-making process | A small team of frontrunners undertook a project to explore the University’s perceptions of itself as an ”international” and “internationalising” institution – how we are currently doing and what more could be done. Survey undertaken in December 2011 inviting all staff and students to tell the project team what internationalisation means to them and what they think should be our priorities. Questions in survey included reference to ‘treating people the same’, ‘being curious about cultural difference’ and ‘respecting different cultural needs’. The Dignity & Respect Social Responsibility Group working in collaboration with the International Minority Ethnic Staff (IMES) Network and the International Academy celebrated the United Nation’s (UN) International Mother Language Day on 21 February 2012 with language cafes, a film showing and various stalls on campus. |
| 2.10 | To continue to promote and support equality-related events and activities organised by the Students’ Union (SU) | To contribute financially, where appropriate, to relevant events initiated by the SU and to promote via posters, the Equality and Diversity website and other relevant means, appropriate equality-related SU events and activities | E&D supported activities organised by the SU to celebrate Black History Month in October 2011 (£1000 contribution) E&D supported the SU’s ‘Ultimate Cultural Showcase’ called 1 out of 145 in February 2012 (£500 contribution). The show celebrated different cultural talents from as many of the 145 different nationalities represented at Essex in 2011-12 |
### Component 3: Staff

**OVERARCHING AIM:** To maintain the diversity of the workforce and deliver a fair and supportive working environment for all

<table>
<thead>
<tr>
<th>Action Number</th>
<th>Objective</th>
<th>Action</th>
<th>Actions taken to achieve objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>To be better informed about the diversity of the workforce</td>
<td>Introduce monitoring for religion or belief and sexual orientation</td>
<td>Appropriate wording is being drafted, together with a communications plan – equal opportunities monitoring form to be updated once wording has been agreed.</td>
</tr>
<tr>
<td>3.2</td>
<td>To introduce a system of monitoring and recording the reasons why staff leave the University</td>
<td>Monitor reasons for leaving from exit questionnaires to identify, and where possible take steps to address, equality-related issues and identify trends Include equality data in exit questionnaires</td>
<td></td>
</tr>
<tr>
<td>3.3</td>
<td>To measure, monitor and take steps to improve staff satisfaction</td>
<td>Survey staff on a regular basis, take action based on results of survey and communicate those actions to all staff</td>
<td>Working Well staff survey took place in 2009-10. Planning is underway for the next survey which will take place in the Autumn Term 2012-13.</td>
</tr>
<tr>
<td>3.4</td>
<td>To ensure permanency and promotion procedures for academic and research staff are fair and transparent</td>
<td>Undertake a full Equality Impact Review of the Annual Review Procedures for Academic and Research Staff To audit annually the equality profile of those applying for promotion, successful and unsuccessful candidates</td>
<td>Panel formed May 2011. Data collected from the years 2006 – 2011 and provided to the EIR Panel for consideration.</td>
</tr>
<tr>
<td>3.5</td>
<td>To ensure as far as possible, equality of development opportunities for all staff</td>
<td>Audit access to Learning and Development events with respect to protected</td>
<td></td>
</tr>
</tbody>
</table>
| 3.6 | To promote the University to disabled applicants as an employer of choice | Continue to operate the Two Ticks system for all University posts  
Continue to recruit participants to the work experience scheme for disabled people  
Consider signing up to the Mindful Employer charter | Achieved Two Ticks re-accreditation for a further year (until August 2012)  
20 April 2011 – client from Tuck by Truck came for a one-day ‘taster’ in catering (Hospitality Essex)  
October 2011 - joined a University/MOD partnership to provide work experience opportunities in support of the rehabilitation and resettlement of wounded, injured and sick Service personnel  
Opened dialogue with Jobcentre Plus and The Papworth Trust re opportunities under work experience scheme. One person from Jobcentre Plus has been offered a 12 week position over the summer vacation. Professional Development Studies in Southend have also offered a position to a client from the Papworth Trust | October 2011 – signed up to the Mindful Employer Charter |
|---|---|---|---|
| 3.7 | To reduce the identified gender pay gap at Grade 11 | To use positive action to encourage women to apply for senior positions  
To undertake regular equal pay reviews and take appropriate action based on the results | |
| 3.8 | To provide information and support for international staff relocating to Essex | To continue to subscribe to, and promote, the International Staff website  
To consider having an annual event to welcome new international staff | Subscription continues.  
IMES organised a drinks reception for new international staff on 21/9/11 |
| 3.9 | To give staff with an interest in promoting equality issues an opportunity to do so | To put information about staff forums on the Equality and Diversity web site  
To include information | Re-launched International Minority Ethnic Staff (IMES) Network (May 2011). Members ran a Language Cafe as part of the Learning and Work day on 19 May 2011.  
Produced an E&D leaflet detailing ways in which staff can get involved in E&D e.g. by joining/starting a staff forum, volunteering to be an EIR panel member |
## 4.4 Component 4: Services, facilities and information

**OVERARCHING AIM:** To promote and enhance equality of access to our services, goods, facilities, premises and information

<table>
<thead>
<tr>
<th>Action Number</th>
<th>Objective</th>
<th>Action</th>
<th>Actions taken to achieve objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>To continue to meet our statutory responsibilities under Building Regulations and in accordance with Approved Document M, or equivalent, regarding physical accessibility and exceed these as far as is reasonably practicable</td>
<td>To ensure access issues are properly considered, in line with best practice, when planning new buildings, adapted buildings and refurbishments. Via the Access Forum, raise access issues for debate, investigate and follow up. Pursue issue of door opening and closing pressures. Develop a set of protocols for ‘Issues of accessible design’</td>
<td>Access Forum and Equality and Diversity fed into consultation on new student residences, The Meadows (being developed by a private provider) and offered to be available for consultation in the same way as they would have been had it been a University project. Student Centre – highlighted concerns re the location of the changing places toilet. Access Forum and Deputy Director of Student Support (Disability) fed in access issues to the Elmer Square development via focus groups and to the new EBS building via a meeting with the architects. All doors originally assessed as top priority have been replaced or adjusted. Work is continuing on a priority basis until the full list is complete. It has been decided that in order to encourage best practice, rather than producing protocols for accessible design, better communication between Estates Management and the Access Forum is necessary. To facilitate this, mechanisms for ensuring the Access Forum is routinely notified of new works are being explored.</td>
</tr>
<tr>
<td>4.2</td>
<td>To improve information for students, staff and visitors on physical access to the Colchester campus</td>
<td>To produce:-  - an interactive version of the Colchester campus access map</td>
<td>Work on the interactive campus map is ongoing. Functionality now extends to all internal spaces on campus (April 2012). Draft of under podia access map has been circulated for consultation and is now finished and awaiting final sign-off before being printed (April 2012).</td>
</tr>
<tr>
<td></td>
<td>To provide clearer directions around Colchester campus, both internal and external, by implementing proposals for new signs</td>
<td>Work on the iphone App has been commissioned by Estates Management and completed.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>4.3</td>
<td>To facilitate links with faith groups for staff and students based at the Loughton campus</td>
<td>The University is currently conducting a review of the Multi-Faith Chaplaincy Centre. Equality and Diversity fed in this issue as part of the consultation process</td>
<td></td>
</tr>
<tr>
<td>4.4</td>
<td>To seek to ensure appropriate, accessible parking is available at Loughton campus</td>
<td>Two designated spaces at the upper level by the Corbett Theatre Cafe to be completed in Summer 2012.</td>
<td></td>
</tr>
<tr>
<td>4.5</td>
<td>To continue to provide excellent support services and seek to ensure staff and students are aware of what services are available and how to access them</td>
<td>Caring Responsibilities project is looking at this issue in respect of carers – a page on the Equality and Diversity web site has been set up which brings together information relating to both internal and external support available to carers. The web page provides links to each identified area of support. This is a work in progress and new links are being added on a rolling basis.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To provide current practice, identify issues, and develop good practice guidance</td>
<td>A review was undertaken in Spring 2012 and the main support links for students were updated as a result. Work is ongoing on maintaining this information and improving communication to students.</td>
<td></td>
</tr>
<tr>
<td>4.6</td>
<td>To provide staff and students with the information to enable them to make the best use of assistive technologies</td>
<td>The project took account of the advantages of e-books to disabled students and considered their needs as part of the review. The review will influence resources for the Student Centre in 2013.</td>
<td></td>
</tr>
</tbody>
</table>
4.7 To seek to provide an equal opportunity for staff, regardless of which campus they are based at, to attend equality-related training

- To use video-conferencing technology, where appropriate, to deliver face-to-face equality-related training across multiple campuses
- To offer similar equality-related training across all three campuses where possible

Two face-to-face disability training sessions arranged for Southend campus staff in November 2011, but both sessions had to be cancelled due to lack of attendees.

The introduction of the ‘Recruitment and Selection Essentials’ online course has made this training more easily accessible by staff at Southend and Loughton.

4.8 To enhance access to Human Resources for staff via the new Integrated Human Resources (IHR) system

- To implement the self-service element of the IHR system to enable staff to update their personal information, including equality-related information
- To test accessibility of IHR system for use with assistive technology

Work on implementing the self service element of IHR to begin later in 2012.

4.5 Component 5: Management and governance

OVERARCHING AIM: To ensure that major strategic decisions are made with an awareness of their consequences for different groups of people and those with managerial responsibilities demonstrate inclusive leadership behaviours

<table>
<thead>
<tr>
<th>Action Number</th>
<th>Objective</th>
<th>Action</th>
<th>Actions taken to achieve objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>To encourage senior leaders to develop behaviours that define the 'University of Essex Way' of doing things in order to eradicate unwanted behaviours</td>
<td>To develop a set of inclusive leadership behaviours for all leaders and managers within the University</td>
<td>E&amp;D collaborated with academic staff with expertise in this area for initial ideas, September 2011. Also contacted those in L&amp;D and external trainers with responsibility for management training to gather material, exchange ideas and to ensure that the agreed set of behaviours are included in training going forward.</td>
</tr>
</tbody>
</table>
5.2 To provide managers with the skills and knowledge to manage fairly and effectively

- To include equality and diversity in management training, including induction for Heads of Departments
- To encourage managers to complete the ‘Managing Diversity’ element of the on-line equality and diversity training course and monitor twice per year the numbers of staff completing it

Harassment and bullying training delivered to the Discipline and Membership Panel, November 2011

5.3 To increase the diversity of the senior management team

- To identify female, disabled and international talent for promotion to senior positions by actively communicating and encouraging participation in management development activities

5.4 To seek to have as diverse a Council membership as possible

- To monitor Council members by protected characteristics, taking steps to recruit those from under-represented groups where possible

Analysis of data gathered for Council members for the years 2009-10, 2010-11 and 2011-12 reveals the proportion of female Council members has increased year on year from 32% in 2009-10 to 40% in 2010-11 to 48% in 2011-12. Those from ‘other ethnic’ backgrounds has remained constant at 8% (2 of the 25 members). 8% of members are currently not from the UK – this has not been above 12% (3 members) in the years monitored.

Current Council members were given the following advice when being asked to consider nominations for new members in 2012: ‘Two members of Council will be stepping down over the next 9 months. Both are women. As a consequence there is the potential for the current gender balance on Council to be altered. The Nominations Committee believes this is an issue to be taken into account in considering new appointments, reflecting a more general recognition that issues of equality are a legitimate concern in identifying future members of Council. Suggestions that would help Council better reflect the social and cultural diversity of the Essex student population would therefore be welcome’.

5.5 To increase understanding of how the University’s policies and procedures have contributed to furthering the

- To encourage Heads of Departments and Sections, to conduct Equality Impact Assessments on the

On an individual basis e.g. when advising the Director of the Research and Enterprise Office on writing the University’s knowledge exchange strategy

Item put in Top Lines, October 2011
### aims of the Public Sector

**Equality Duty**
- Policies and procedures they have responsibility for

**Equality and Diversity** met with Head of Occupational Health and Health and Safety, Deputy Director of HR re HR policies. Equality and Diversity sent an email to all Heads of Sections and Departments outlining their responsibilities and requesting the completion of the EIA pro-forma for any policies or procedures they have responsibility for. As at the end of April 2012 Equality and Diversity have received 7 completed EIAs.

New cover-sheet for all papers going to Council which asks for details of the equality and diversity impact assessment carried out on the policy/procedure for which approval is being sought.

### 5.6

**To increase our understanding of our equality and diversity staff profile in relation to other HEIs in the 1994 Group and develop a target position and milestones**

- **Gather equality-related data for HEIs in the 1994 Group and use this to determine our current position**
- **Decide who we want to benchmark ourselves against and set targets and milestones**

The Planning Office have produced a range of data benchmarking the University against the sector as a whole, the 1994 Group and the East of England universities. Analysis of this presented to EADC in May 2012.

Given the University is currently considering who it should benchmark itself against (4 universities are switching from the 1994 Group to the Russell Group in August 2012 so this changes the profile of that Group), the Working Group felt it appropriate to wait until that decision had been made before suggesting targets.

### 5.7

**To ensure information gathered demonstrates how the University is working towards meeting the general equality duty**

- **Form a Working Group to look at what information is/should be gathered and analysed and to make recommendations to the Equality and Diversity Committee**

Two Groups formed in July 2011 – one to look at information relating to students, one to look at information relating to staff. Initial meetings scheduled for August and September 2011.

The Working Group looking at staff information met on 30/8/11 and agreed the following:

- Statistics to be presented annually to EADC should include:
  - staff profile data for all staff, for academic/non-academic staff and academic staff by grade;
  - recruitment data by job type, detailing applications-shortlisted applicants-appointees;
  - benchmarking data

A range of other information has been gathered and published on the Equality and Diversity web site to demonstrate how the University is meeting its duty under the Equality Act 2010.

### 5.8

**To follow best equality practice in the HE sector and encourage our partners and those organisations we collaborate with to do the same**

- **To continue to work with the Equality Challenge Unit, the Higher Education Equal Opportunities Network (HEEON) and the Eastern Region Forum of equality**

E&D Officer and Policy & Projects Officer attended HEEON Conference in June 2011.

E&D staff attended meetings of the Eastern Region Forum in June and September 2011.

Policy & Projects Officer attended ECU meeting re Equality and the REF, December 2011 and March 2012.
| 5.9 | To build equality considerations into our commissioning and procurement processes, where relevant, and ensure contractors are aware of their legal obligations | Where relevant, ask those tendering for a contract equality-related questions and factor that in to the decision-making process  
To include a clause in every contract that prohibits the contractor from unlawfully discriminating | Suggested re-wording of the University’s procurement Terms and Conditions being considered by the University’s solicitors |