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**Diversity & Inclusion Monitoring Form**

**Diversity & Inclusion Statement**

St George’s, University of London is committed to providing a second to none quality academic and work

environment for its students and employees. St George’s values and celebrates its diversity and strives to create a positive working and learning environment, where all people are treated with dignity and respect. St George’s aims to ensure that no job applicant or employee should receive less favourable treatment on any grounds not relevant to good employment practice.

**Guidance**

**What is monitoring?**

Monitoring diversity is the process used to collect, store and analyse data about people’s personal details (for example, sex, disability, race), which can be used to:

* highlight possible inequalities
* investigate the underlying causes of those inequalities
* seek to redress any unfairness or disadvantage.

The university has diversity objectives which, in order to be effective, require that we know more about the composition of applicants. The questions in this form are asked so that the university can comply with the legal requirements of the Equalities Act 2010.

There are 9 protected characteristics under the Equalities Act 2010, they are:

Age; Disability; Gender reassignment; Marriage and civil partnership; Pregnancy and maternity ; Race; Religion and belief; Sex and Sexual orientation

**How will this form be used?**

The information contained in this form will be treated in complete confidence and access to it will be strictly restricted. It will be used to monitor and analyse equality and diversity and the impact of university diversity policies and objectives.

**A Personal Details**

|  |  |
| --- | --- |
| Name |  |
| Date of Birth |  |

**B Marital Status**

|  |  |  |  |
| --- | --- | --- | --- |
| Civil Partnership |  | Civil Widowed |  |
| Dissolved |  | Divorced |  |
| Married |  | Separated |  |
| Single |  | Widowed |  |
| Prefer not to say |  |  |  |

**C Religion or Belief**

|  |  |  |  |
| --- | --- | --- | --- |
| Buddhist |  | Christian |  |
| Hindu |  | Jewish |  |
| Muslim |  | No religion or belief |  |
| Sikh |  | Spiritual |  |
| Any other religion or belief |  | Prefer not to say |  |

**D Ethnic Origin**

|  |  |  |  |
| --- | --- | --- | --- |
| Arab |  | Asian or Asian British – Bangladeshi |  |
| Asian or Asian British – Indian |  | Asian or Asian British – Pakistani |  |
| Black or Black British – African |  | Black or Black British – Caribbean |  |
| Chinese |  | Gypsy or Irish Traveller |  |
| Irish |  | Mixed – White and Asian |  |
| Mixed – White and Black African |  | Mixed – White and Black Caribbean |  |
| Other Asian background |  | Other Black background |  |
| Other Mixed/Multiple Ethnic background |  | Other White background |  |
| White – English, Welsh, Scottish, Northern Irish, British |  | Any other ethnic background |  |
| Prefer not to say |  |  |  |

**E Gender Identity**

Is your gender identity the same as the gender you were assigned at birth?

|  |  |  |  |
| --- | --- | --- | --- |
| Yes |  | No |  |
| Prefer not to say |  |  |  |

What is your preferred gender identity?

|  |  |  |  |
| --- | --- | --- | --- |
| Female |  | Male |  |
| Other |  |  |  |

Information about gender identity is considered sensitive personal data under the Data Protection Act. We want to make sure that we have permission to store this data for the purposes of monitoring and advancing equality and diversity in higher education. Please indicate if you give us permission to store this information and use it in this way.

|  |  |  |  |
| --- | --- | --- | --- |
| Yes |  | No |  |

**F Sexual Orientation**

|  |  |  |  |
| --- | --- | --- | --- |
| Bisexual |  | Gay Man |  |
| Gay Woman / Lesbian |  | Heterosexual/straight |  |
| Other |  | Prefer not to say |  |

**G Disability**

Disability is recorded on the basis of your own self-assessment.

Under the Equality Act 2010, a person is considered to have a disability 'if they have a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities’. ‘Substantial' is defined by the Act as 'more than minor or trivial'. An impairment is considered to have a long term effect if:

* it has lasted for at least 12 months
* it is likely to last for at least 12 months, or
* it is likely to last for the rest of the life of the person.

Normal day-to-day activities are not defined in the Act, but in general they are things people do on a regular or daily basis, for example eating, washing, walking, reading, writing or having a conversation.  Only serious visual impairments are covered by the Equality Act 2010. For example, a person whose eyesight can be corrected through the use of prescription lenses is not covered by the Act; neither is an inability to distinguish between red and green. The same logic does not apply to hearing aids. If someone needs to wear a hearing aid, then they are likely to be covered by the Act. However, both hearing and visual impairments have to have a substantial adverse effect on the ability to carry out normal day-to-day activities in order for a person to be covered by the Act.

|  |  |  |  |
| --- | --- | --- | --- |
| No known disability |  | Long-standing illness or health condition (such as cancer, diabetes HIV, chronic heart disease, or epilepsy) |  |
| Mental health condition (such as depression, schizophrenia or anxiety disorder) |  | Physical impairment or mobility issues (such as difficulty using arms or using a wheelchair or crutches) |  |
| Social/communication impairment (such as autistic spectrum disorder or resulting from head injury) |  | Specific learning disability (such as dyslexia, dyspraxia or ADHD) |  |
| Blind or serious visual impairment uncorrected by glasses |  | Deaf or serious hearing impairment |  |
| General learning disability (such as Down's syndrome) |  | Two or more impairments and/or disabling medical conditions |  |
| A disability, impairment or medical condition that is not listed above |  | Prefer not to say |  |